



**ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH CAREER  
RESEARCH PROJECT**

INCIDENCE OF AN ENGLISH MILITARY TERMINOLOGY  
HANDBOOK IN THE PROCESS OF ENGLISH ACQUISITION  
FOR THE STUDENTS OF FIRST YEAR OF BASIC MILITARY  
EDUCATION AT THE ARMY SOLDIERS' TRAINING SCHOOL  
"VENCEDORES DEL CENEP", DURING THE PRE –  
INTERMEDIATE ENGLISH LEVEL

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## CERTIFICATE

We, Dr. Oswaldo Villa, Director and Mst. Olga Cardenas, Co- Director, duly certify that the thesis under the title “INCIDENCE OF AN ENGLISH MILITARY TERMINOLOGY HANDBOOK IN THE PROCESS OF ENGLISH ACQUISITION FOR THE STUDENTS OF FIRST YEAR OF BASIC MILITARY EDUCATION AT THE ARMY SOLDIERS’ TRAINING SCHOOL “VENCEDORES DEL CENEPA”, DURING THE PRE – INTERMEDIATE ENGLISH LEVEL” was carried out by Cynthia Alejandra Cadena Pantoja, and has been reviewed and analyzed, and consequently its presentation is authorized as a legal document in order to get the Bachelor’s degree.

.....

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## DEDICATION

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helped me to find the light when all is darkness.  
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## **BRIEF SUMMARY OF THE WORK**

This research emphasizes the importance of using an English Military Terminology handbook by the Trainers of the Ecuadorian Army, at the same time will serve as a great teaching tool for the Process of English Acquisition.

Considering that the training profile now of the soldier is integral, this project presents a manual with basic military terminology that it will be useful to link regular English classes with their lives and daily military routine.

Highlighting the importance of using English Military vocabulary as a competition out of pressure and respecting the process of language acquisition and their individual needs, taking into account that military life demands certain knowledge by the training of soldiers of the army profile.

All these were taken into account which thus the English Military Terminology is a support and motivation of the Process of English Acquisition.

## INTRODUCTION

Language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. Possessing a language is the quintessentially human trait: all normal humans speak, no nonhuman animal does. Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related.

Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity. Nonetheless, learning a first language is something every child does successfully in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not surprising that children's acquisition of language has received so much attention.

This process can be combined with the military instruction because military English is becoming more and more widespread across the world and, as a result, more important to the Ecuadorian Army. However, whilst standard language is one thing, colloquial and slang expressions are another. Substantial time and energy has, therefore, been devoted to analyzing military colloquialisms and slang.

Moreover, as there is a lack of reliable English military dictionaries and that those which are available often prove to be both unreliable and imprecise, it is hoped that this work will contribute some way to making the gray areas related to military slang transparent and more comprehensible.

This research is composed of five parts.

Part one presents the research problem that is detailed the identification, formulation, variables, Objectives and justification.

Part two explains the theoretical framework with four chapters that present information about the process of English acquisition, the sociolinguistic interpretation of military expressions, military instruction and the hypothesis formulation.

Part three is the methodology design of the research.

Part four presents the graphical exposition of the results, the analysis, conclusion and recommendations.

Finally, part five is the proposal with the English Military Terminology Handbook that contains army core competencies, introduction, definitions, command and control, greetings, individual instruction without weapon, individual instruction with weapon, wear and appearance Ecuadorian uniform, ranks and insignia, army qualification badges, color for graphics and symbols, military symbols and idioms.

*“And the whole earth was one language, and of one speech.... And the Lord said, Behold the people is one, and they have all one language.... Let us go down and there confound their language, that they may not understand one another’s speech. So the Lord scattered them abroad from thence upon the face of the earth”*

**Genesis 11 : 1, 6 – 8**

# PART ONE

## **RESEARCH PROBLEM**

### **1.1. Problem Identification.**

Nobody argues that language knowledge is very important nowadays. It is not only reliable basis for better communication. Today it is the source of technological progress as it enables rapid exchange of information and research of common global problems.

The development of language skills aims at active expansion of students' proficiency in English. Language classes at a higher school always make use of the texts of specific professional areas like on architecture, business, civilian engineering, electronics, environment, management, military purposes, etc.

Some texts should usually be focused on the communicative needs of the students of a certain higher school but to learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Candidates to Soldiers need to acquire the higher levels of knowledge and skill, including the ability to exercise judgment and solve problems.

The challenge for the Soldiers Instructor is to understand how people learn, and more importantly, to be able to apply that knowledge to the learning environment. This handbook is designed as a basic guide to educational psychology and addresses that branch of psychology directly concerned with how people learn.

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experiences affect readiness to learn and understanding of the requirements involved. For example, an instructor may give two Candidates to Soldiers the assignment of learning certain inspection procedures. One student may learn quickly and be able to competently present the assigned material.

The combination of a military background and future goals may enable that student to realize the need and value of learning the procedures. A second student's goal may only be to comply

with the instructor's assignment, and may result in only minimum preparation. The responses differ because each student acts in accordance with what he sees in the situation.

Most people have fairly definite ideas about what they want to do and achieve. Their goals sometimes are short term, involving a matter of days or weeks. On the other hand, their goals may be carefully planned for a career or a lifetime. Each student has specific intentions and goals. Some may be shared by other students. Students learn from any activity that tends to further their goals.

Their individual needs and attitudes may determine what they learn as much as what the instructor is trying to get them to learn. In the process of learning, the student's goals are of paramount significance. To be effective, military instructors need to find ways to relate new learning to the student's goals.

Since learning is an individual process, the instructor can't do it for the student. The student can learn only from personal experiences; therefore, learning and knowledge can't exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things from it, according to the manner in which the situation affects their individual needs. Previous experience conditions a person to respond to some things and to ignore others.

All learning is by experience, but learning takes place in different forms and in varying degrees of richness and depth. For instance, some experiences involve the whole person while others may be based only on hearing and memory. Military and Soldiers instructors are faced with the problem of providing learning experiences that are meaningful, varied, and appropriate. As an example, students can learn to say a list of words through repeated drill, or they can learn to recite certain principles of flight by rote.

However, they can make them meaningful only if they understand them well enough to apply them correctly to real situations. If an experience challenges the students, requires involvement with feelings, thoughts, memory of past experiences, and physical activity, it is more effective than a learning experience in which all the students have to do is commit something to memory.

It seems clear enough that the learning of a physical skill requires actual experience in performing that skill. Candidates to soldiers learn an individual drill with weapons only if their experiences include use of weapons. Mental habits are also learned through practice. If students are to use sound judgment and develop decision-making skills, they need learning experiences that involve knowledge of general principles and require the use of judgment in solving realistic problems.

Active participation in various interdisciplinary cooperative programs on the international level requires academic knowledge, scientific competence and objective evaluation of new ideas. The knowledge of English facilitates the access to the resources of new information. Students and teachers are given opportunities to study or to teach for some period at the most prominent schools abroad.

Teaching languages is aimed at raising the quality of language studies and of higher education as well. Language becomes an interdisciplinary subject, a kind of intermediary directed towards increasing one's professional military career having in view of possible studies abroad according to a great variety of students' exchange programs or in search of a job which gives satisfaction.

If the student is aware of difficulties of communication he solves this problem by learning languages. In order to provide a proper and thorough foundation in the use of English for professional purposes it is necessary to revise and further develop the student's command of general English, particularly, for many different everyday uses of English. The student, of course, is expected to use English in his professional environment as well as in everyday situations. He must be able to take part in real life events, like to ask questions and to answer them demonstrating his knowledge.

V. Cook asks "What does another language do?" And the answer is: "Learning another language makes people think more flexibly, increases language awareness and leads to better understanding of other cultures."<sup>1</sup> (Cook 2001: 197). But this is one side of the matter. The other is that the person becomes competent in his professional field.

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<sup>1</sup> COOK, V. 2001. *Second language Learning and Language Teaching*. London: Oxford University Press. Page, 197.

Communicative competence is the term which “has come to be used in language teaching contexts to refer to the ability to convey the meaning to successfully combine a knowledge of linguistic and sociolinguistic rules in communicative interactions” (Savinton 1983: 123). H. Pham thinks that in order “to attain effective communication in international settings, nonnative speakers must use linguistic and cultural norms which are mostly set by native speakers of English”<sup>2</sup> (Pham 2001: 7).

Here we again approach to teaching the two types of English – the General and the Specific. Both of them develop one’s ability to communicate in any form – oral or written. In both cases linguistic knowledge includes the correctness of grammatical structures, proper choice of words and precision of their meaning. If instructors see their objective as being only to train their students' memory and muscles, they are underestimating the potential of the teaching situation. Students may learn much more than expected if they fully exercise their minds and feelings. The fact that these items were not included in the instructor's plan doesn't prevent them from influencing the learning situation.

Psychologists sometimes classify learning by types, such as verbal, conceptual, perceptual, motor, problem solving, and emotional. Other classifications refer to intellectual skills, cognitive strategies, and attitudinal changes, along with descriptive terms like surface or deep learning. However useful these divisions may be, they are somewhat artificial. For example, a class learning to apply the scientific method of problem solving may learn the method by trying to solve real problems.

But in doing so, the class also engages in verbal learning and sensory perception at the same time. Each student approaches the task with preconceived ideas and feelings, and for many students, these ideas change as a result of experience. Therefore, the learning process may include verbal elements, conceptual elements, perceptual elements, emotional elements, and problem solving elements all taking place at once.

Learning is multifaceted in still another way. While learning the subject at hand, students may be learning other things as well. They may be developing attitudes about good or bad military life, depending on what they experience. Under a skillful instructor, they may learn self-

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<sup>2</sup> SAVINGTON, S. J. *Communicative competence: Theory and Classroom Practice*. Massachusetts, etc. Addison – Wesley Publishing Company, 1983. Page 7

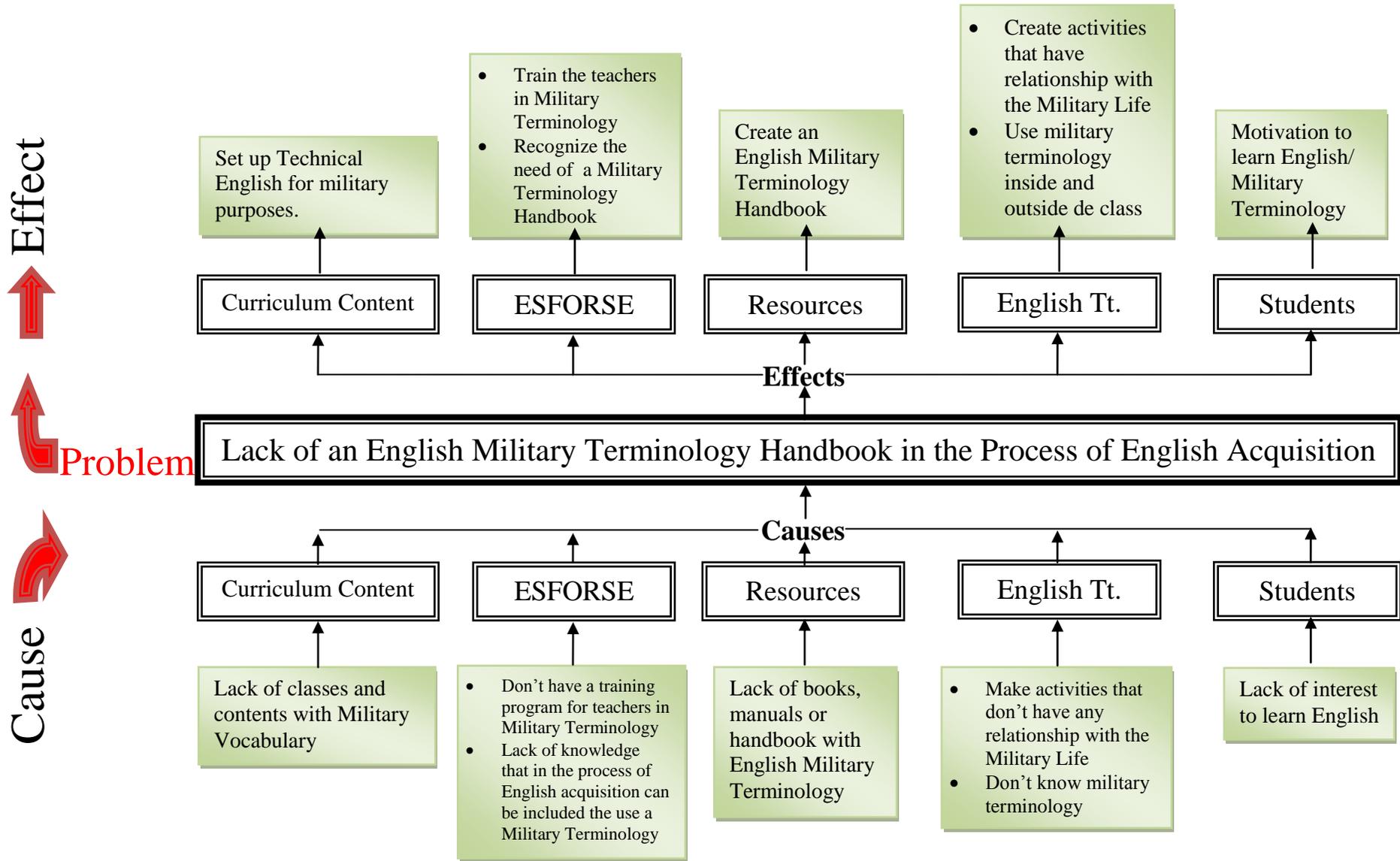
reliance. The list is seemingly endless. This type of learning is sometimes referred to as incidental, but it may have a great impact on the total development of the student.

Thought this study and investigation the Army Soldiers' Training School, the candidates to soldiers and the teachers from the institution will have benefits first with the process of English acquisition to teach students who follow international programs of study or programs of study that include attending lectures given in English. In addition nowadays many students have to read textbooks and specialized texts that are written in English.

Studies of the English language takes place on different levels, in various settings and contexts and recognizing the fact that teaching English is always based on the language skills acquired at a secondary school one must understand the necessity to make language a professionally oriented subject because it should help to build students and better professional skill as well as to contribute to their education as persons maturing active members of a society and that is why I have made some questions:

1. Is the lack of an English Military Terminology Handbook affecting the Process of English Acquisition at the Army Soldiers Training School?
2. How do Soldiers learn a foreign language?
3. What are the implications of the language learning process from second language teaching?
4. Could the English Military Terminology Handbook be a tool for teachers to increase the level of the Process of English Acquisition in the Army Soldiers' Training School?
5. What are the benefits of creating an English Military Terminology Handbook in the Army Soldiers' Training School?
6. How can the English Military Terminology Handbook increase the interest of learning English in the Army Soldiers' Training School?

### 1.1.1. Cause and Effect Diagram



## **1.2. Problem Formulation**

One of the principal problems of teaching English at the Army Soldiers' Training School in Ambato is that the process of English acquisition consists that the English language teacher doesn't recognize that the Candidates to Soldiers need to learn specific military terminology because in that way the student could have a clearly utilitarian purpose of learning and using English for example study, work, etc. so is related in content to particular disciplines, occupations and in this case for military activities.

At the Army Soldiers' Training School in Ambato the teachers work with American Channel textbook, workbook and audio CD and with other activities like readers and activities book and video activities. Dictionaries are permitted only during the classes each students have a Dossier that is individual created, as well as the Oral Project.

So de idea for this research is to create a manual that will become a guide to the teachers with military terms and some other military expressions for the students as examples to be use as a link with process of English acquisition with the military life and on this way the teachers can caught students' eyes and motivate them to learn English with military terminology.

Could the lack of an **English Military Terminology Handbook** affect the teachers and students **Process of English Acquisition** in Army Soldiers' Training School in Ambato "Vencedores del Cenepa" during the first year of basic military education in the Pre – Intermediate Level?

## **1.3. Variables.**

### **1.3.1. Independent Variable.**

**Incidence of an English Military Terminology Handbook** or military vocabulary used in the military daily activities by the candidates to soldiers, officers, and teachers.

### 1.3.2. Dependent Variable.

**Process of English Acquisition** suggests that learning English is affected by his exposure to language models. Language acquisition is also affected by students' emotional state. Whose aim is to empower a group of people with specific needs, no matter if for academic, professional and personal issues. So the focus of the teaching content and method varies according to each field of interest.

### 1.3.3. Variables matrix.

VARIABLE INDEPENDENT	CONCEPTUAL DEFINITION	DIMENTIONS	SUBDIMENTIONS
<b>Military Terminology Handbook.</b>	A reference book with terms and language of military organizations and personnel as belonging to a discrete category, as distinguishable by their usage in military doctrine, as they serve to depoliticize, dehumanize, or otherwise abstract discussion about its operations from an actual description thereof.	Sociolinguistic Interpretation of Military Expressions	<ul style="list-style-type: none"> <li>• Lexical Analysis of Military Expressions.</li> <li>• Definition of Slang, Colloquialism, and Jargon.</li> <li>• Origin of Military Official Terms.</li> <li>• Origen of Military Colloquial and Slang Expressions</li> </ul>
		Military Terminology	<ul style="list-style-type: none"> <li>• Humor and Psychological Benefits</li> <li>• Military Terminology Mask Violence.</li> <li>• Civilian Appropriations of Military Vocabulary.</li> </ul>
		Military instruction	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Definition.</li> </ul>
		Command and Control	<ul style="list-style-type: none"> <li>• Command and control responsibilities.</li> <li>• Order voices</li> </ul>
		Greetings	<ul style="list-style-type: none"> <li>• Generalities.</li> <li>• Politeness</li> <li>• Military greetings.</li> <li>• Classification</li> </ul>
		Individual Instruction	<ul style="list-style-type: none"> <li>• Without weapon</li> <li>• With weapon.</li> </ul>
		Wear and Appearance Ecuadorian Uniforms	<ul style="list-style-type: none"> <li>• Personal appearance Polices.</li> <li>• Hair and Fingernail Standards and Grooming Policies</li> <li>• Uniform Appearance and Fit</li> <li>• Distinctive uniforms and uniform items</li> <li>• Wear of Jewelry.</li> </ul>
		Ranks and Insignia.	<ul style="list-style-type: none"> <li>• Commissioned Officers</li> <li>• Enlisted.</li> </ul>
		Color for Graphics and Symbols	<ul style="list-style-type: none"> <li>• Blue or Black.</li> <li>• Red.</li> <li>• Yellow.</li> <li>• Green</li> </ul>
		Military Symbols	<ul style="list-style-type: none"> <li>• Definition of a military Symbol..</li> </ul>
Idioms.	<ul style="list-style-type: none"> <li>• Popular.</li> </ul>		

# Process of English Acquisition

VARIABLE DEPENDENT	CONCEPTUAL DEFINITION	DIMENTIONS	SUBDIMENTIONS
	<p>Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active participant. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge. It develops familiarity with the phonetic characteristics of the language as well as its structure and vocabulary, and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values.</p>	Learning Acquisition	<ul style="list-style-type: none"> <li>• Learning.</li> <li>• Knowledge.</li> <li>• Teaching</li> <li>• Language Acquisition Device.</li> </ul>
		Principles of Learning	<ul style="list-style-type: none"> <li>• Readiness</li> <li>• Exercise</li> <li>• Effect</li> <li>• Recency</li> </ul>
		Learning Acquisition Theories	<ul style="list-style-type: none"> <li>• Behaviorism.</li> <li>• Acculturation,</li> <li>• Universal the grammar hypothesis</li> <li>• Comprehension hypothesis</li> <li>• Interaction hypothesis</li> <li>• Output hypothesis</li> <li>• Socio cultural theory</li> <li>• Connectionism.</li> </ul>
		Adults Learning Methods	<ul style="list-style-type: none"> <li>• Accelerated learning.</li> <li>• Coaching</li> <li>• Guided design.</li> <li>• Just-in-time training.</li> </ul>
		Principles of Adult learners.	<ul style="list-style-type: none"> <li>• Adults as Learners.</li> <li>• Motivating the Adults Learner.</li> <li>• Barriers and Motivation.</li> <li>• Learning Tips for Effective Instructors.</li> </ul>
		Active Learning.	<ul style="list-style-type: none"> <li>• Explanation of components.</li> </ul>
		English Skills	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Grammar</li> <li>• Vocabulary.</li> </ul>
		Vocabulary Acquisition	<ul style="list-style-type: none"> <li>• Vocabulary.</li> <li>• Teach vocabulary.</li> <li>• Techniques and Strategies to Teach Vocabulary.</li> <li>• Teachers' role in vocabulary teaching.</li> <li>• Activities to Develop Vocabulary Skill.</li> </ul>
		Mental Lexicon	<ul style="list-style-type: none"> <li>• Organization of the mental lexicon</li> <li>• Lexical access</li> </ul>
		Teachers' role in vocabulary teaching	<ul style="list-style-type: none"> <li>• Help students with word knowledge</li> <li>• Word meaning</li> <li>• Word use</li> <li>• Word formation</li> <li>• Word grammar</li> <li>• Select vocabulary</li> </ul>
Implications to English vocabulary teaching	<ul style="list-style-type: none"> <li>• Learning Words in Context vs. Learning Words Out of Context.</li> <li>• Decontextualized Vocabulary Learning Strategies.</li> <li>• Most Commonly Used Decontextualized Vocabulary Learning Strategies</li> <li>• Vocabulary Learning Approaches of 'Good' and 'Poor' Learners</li> <li>• Multi-media vocabulary teaching</li> </ul>		

## **1.4. Objectives**

### **1.4.1. General Objective**

- To design and apply an **English Military Terminology Handbook** as an appropriate didactic tool to support and reach the **Process of English Acquisition** by the Candidates to Soldiers', Teachers and Military staff in the Army Soldiers' Training School.

### **1.4.2. Specific Objectives**

- To determine how the lack of using an English Military Terminology Handbook as a didactic tool affects the Process of English Acquisition of the Army Soldiers' Training School.
- To provide individuals with a complete and accurate resource for researching military terminology of the Ecuadorian Armed Forces.
- To determine the aspects that must be considered in the development of a guide for teachers in order to it becomes a useful tool.
- To generate a Technical English intended to have an English course for Military Purposes, thus could promote the development in the Process of English Acquisition.
- To set up in the institution an English Military Terminology Handbook that will help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis.

## **1.5. Justification**

### **1.5.1. General Justification.**

In these turbulent times, there is an increased demand for effective military communications in English is becoming increasingly important because isn't just necessary the knowledge of

General English in today's world it has to be combine with Military English to have a good comprehension and use of the language.

The resolution of international conflicts and subsequent peacekeeping duties require organizations such as the UN, NATO as well as individual nations to supply military support with human resources and particularly between members of international forces involved in peacekeeping operations in the world's trouble spots, but also between peacekeepers and local community leaders therefore, need to work together and communicate effectively and efficiently in a common language.

The precise and timely transmission of information and its accurate recording are of paramount importance when lives are at stake. The English Military Handbook will be designed to prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis. Military English focuses not only on providing personnel with the relevant military English vocabulary, but also the essential communication skills and tools required to work in an international military environment.

The language chosen is English and more specifically Military English. Designed in close collaboration with personnel training organizations, Military English aims to ensure their assigned military and civilian personnel can function from day one with their international colleagues. The English Military Handbook is going to be designed to provide individuals with a complete and accurate resource for researching the acronyms and terminology of the Ecuadorian Armed Forces, the format will be clear and easy to use and the book includes full range of Military Vocabulary like new words and phrases

In addition, the development of academic military vocabulary of English entering tertiary education institutions will help to the Candidate to Soldier to increase the motivation of learning a new language that has a strong link with their profession. The Military Terminology Handbook is going to be a practical handbook that could help to the candidates to soldiers, the military staff and including the teachers to have a good knowledge of the process of English acquisition.

However, further the Military terminology is needed to have a better understanding of the use of specific terminology that can truly and reliably reflect language ability in a military

context. The theoretical frame will be related with teaching of English that will develop the creation and how to introduce a Military Terminology Handbook in the learning English process of the Candidate to Soldier and on this way the level of English turns better.

### **1.5.2. Academic Justification.**

In my opinion the academic convenience is that as with most disciplines in human activity, the **English Process Acquisition** and the **English Military Terminology Handbook** will grown out of a number of converging trends of which I will mention three most important:

1. The expansion of demand for English to suit specific needs of a profession,
2. Developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and
3. Educational Psychology that means that learner's needs and interests has an influence on their motivation and effectiveness of their learning.

Because of the reasons that I mentioned before I consider that it is necessary to design an English Military Terminology Handbook in the English Area that could encourage the educational work with the candidates to soldiers'.

### **1.5.3. Social Justification.**

The social benefits and relevance with this project I'll achieve that the Candidates to Soldiers' show their abilities in the English area because through this Military Terminology Handbook I'll join the contest with the real military life. This project will also allow to obtain a personal and professional improvement because it will enforcement the knowledge that I acquire during the learning process at the university, more over this project will also permit to satisfy the needs of the Army Soldiers' Training School which wants the best for the Candidates to Soldiers'.

I can mention that this project is very important because it will influence the education and social environment because it will produce changes in the military environment in which the Candidates to Soldiers' work, study and learn and moreover because the Army Soldiers'

Training School has been with the English skill for over 7 years but this institution doesn't have a real and good relation with the foreign language.

#### **1.5.4. Practical Implications.**

This project of The English Military Terminology Handbook will be very practical because will be designed according the needs of the military staff, civilian servants and teachers to take up roles where they will need to use English on a daily military life. The principal ideas is to give a simple and clear tool that teachers can use to motive their students to increase English knowledge and the normal learning process in other words to elaborate this study, I'll use many instruments that will permit me develop the English Military Terminology Handbook in the Army Soldiers' Training School in Ambato.

# PART TWO

## **THEORETICAL FRAMEWORK**

### **2.1. Structure.**

I will explain the Process of English Acquisition by the Military Terminology, as a part of this research I analyze what Military terminology is and its relation between Process of English Acquisition.

Finally I will give a proposal based on the given results through the military life.

### **2.2. Sociolinguistic Interpretation of Military Expressions**

The scrutiny of military language presents two distinct categories of context. These are the context of speech and the context of situation. Context of speech refers to elements within an utterance that provides a basis for the interpretation of the utterance.

#### **2.2.1. Lexical Analysis of Military Expressions**

One of the most extraordinary changes in the past 20 years has been the way in which people communicate and this has become a direct reflection of the language as a living entity, its growth and its contemporary usage. The development of the Internet, e-mail, fax machines, cell phones, and video technology have all altered the manner in which we live, think, and exchange ideas. The world has indeed become a “Global Village,” and we can now learn almost instantly what in the past would have taken months or even years to find out. In order to use these inventions and exchange ideas the language must be handled with precision.

Meticulousness, however, first requires the knowledge and use of an extensive vocabulary. Obviously, the larger the vocabulary, the more articulate and accurate the speech can be. The lack of vocabulary or poor knowledge of its meaning can result in misunderstandings. Some of history’s greatest disasters have been caused by such misunderstandings and the infamous charge of the Light Brigade at Balaclava in 1854 is a classic example.

‘Someone had blundered,’ wrote Tennyson but, what he didn’t write, was that the blunder was enmeshed in poor language, inaccuracy and social inarticulacy. “The Brigade shall advance

on *the guns*” (Prevent the small enemy unit from retreating with their cannon to the main Russian line) was the order from Lord Lucan that, quite simply, failed to take into account the fact that, although he was atop a hill and could see what was going on, his troops could not.

Hence, history records that the small battery that was very plain to him was, in fact, concealed from the Brigade in the valley and that the only guns that *they* could see were those of the Front Line. Assuming that ‘the guns’ referred to those that *they* saw resulted in their infamous charge. Precision in communication is also tied to the experience and cultural background of the speaker. What seems clear and exact to one person may be confusing or ambiguous to another, especially if the speakers do not share a common experience or background. Communication is also enhanced by the ability to use language foundations accurately and appropriately.

This is especially true when conversation breakdowns occur. In other words, if one wants to communicate effectively, formulate the important questions of life, appreciate tomes and poetry, one must have a large vocabulary. And, for the purposes of this paper, inseparable parts of every vocabulary are slang and colloquial expressions.

### **2.2.2. Definition of Slang, Colloquialism, and Jargon**

With regards to lexical analysis, it is first necessary to define slang, jargon, and colloquialism. Short definitions given in the glossary are not sufficient for this purpose. This is because there is a surplus of different definitions related to the above terms. In addition, these definitions are sometimes contradictory. Look at the following examples defining slang.

According to Mc Arthur in 1996 said: “Slang must be distinguished from such other subsets of the lexicon as *regionalisms* or *dialect words*, *jargon*, *profanity*, *vulgarity*, *colloquialism*, *cant*, and *argot*, although slang shares some characteristics with each of these. It is not jargon is vocabulary used in carrying out a trade or profession, but it frequently arises inside groups united by their work: for example, such as the US Army phrases *chicken colonel* (full colonel) and *John Wayne* (used to describe exemplary military behavior).”

On the other hand West in 1975 says “Slang is generally thought of as a jargon of youth, originating in the need for an ‘in’ – group identification as far as peers are concerned, and in

the desire to flout authority - that is, “correct grammar” – as far as the older generation is concerned.” Leech & Svartvik in 1981, 26 said: “Slang is language which is very familiar in style, and is usually restricted to the members of a particular social group, for example ‘teenage slang’, ‘army slang’, ‘theatre slang’. Slang is not usually fully understood by people outside a particular social group, and so has a value of showing the intimacy and solidarity of its members.”

According to the Britannica Concise Encyclopedia in 2002 slang is “Nonstandard vocabulary of extreme informality, usually not limited to any region. It includes newly coined words, shortened forms, and standard words used playfully out of their usual context. Slang is drawn from the vocabularies of limited groups: cant, the words or expressions coined or adopted by an age, ethnic, occupational, or other group e.g., college students, jazz musicians; jargon, the shoptalk or technical terminology specific to an occupation; an argot, the cant and jargon used as a secret language by thieves or other criminals.

Occupying a middle ground between standard and informal words accepted by the general public and the special words or expressions of these subgroups, slang often serves as a testing ground for words in the latter category. Many prove either useful enough to become accepted as standard or informal words or too faddish for standard use. *Blizzard*, *okay*, and *gas* have become standard, while *conbobberation* (‘disturbance’) and *tomato* (‘girl’) have been discarded. Some words and expressions have a lasting place in slang; for instance, *beat it* (‘go away’), first used in the 16th century, has neither become Standard English nor vanished.”

Partridge defines slang in the following way: "Slang fills a necessary niche in all languages, occupying a middle ground between the standard and informal words accepted by the general public and the special words and expressions known only to comparatively small social subgroups. It can serve as a bridge or a barrier, either helping both old and new words that have been used as ‘insiders’ terms by a specific group of people to enter the language of the general public or, on the other hand, preventing them from doing so.

Thus, for many words, slang is a testing ground that finally proves them to be generally useful, appealing, and acceptable enough to become standard or informal. For many other words, slang is a testing ground that shows them to be too restricted in use, not as appealing as standard synonyms, or unnecessary, frivolous, faddish, or unacceptable for standard or

informal speech." Scores of conflicting definitions related to slang, jargon, and colloquialism are the foundations upon which this research is based and hence an indication as to the true complexity of slang and colloquial language.

As the thematic deal primarily with an analysis of American military vocabulary and discourse, both Eble's definition of slang, in her 'Slang and Sociability' and Flexner's definitions of colloquialisms, slang, jargon, and cant have been accepted as the 'Litmus Test'.

This was due to the fact that the definitions were detailed with regards to their respective subjects and that the borders of slang colloquialism, jargon and cant are clearly expansive. However, despite the fact that this sufficed for much of this thesis, further descriptors (contemporary military definitions) have been added where and when necessary.

*Colloquialisms* are familiar words and idioms used in informal speech and writing, but not considered explicit or formal enough for polite conversation or business correspondence. Unlike slang, however, colloquialisms are used and understood by nearly everyone in the United States. The use of slang conveys the suggestion that the speaker and the listener enjoy a special 'fraternity', but the use of colloquialisms emphasizes only the informality and familiarity of a general social situation. Almost all idiomatic expressions, for example, could be labeled colloquial. Colloquially, one might say: *Friend, you talk plain and hit the nail right on the head.*

*Cant*, *jargon*, and *argot* are the words and expressions peculiar to special segments of the population. *Cant* is the conversational, familiar idiom used and generally understood only by members of a specific occupation, trade, profession, sect, class, age, group, interest group, or other sub-group of our culture. *Jargon* is the technical or even secret vocabulary of such a sub-group; jargon is "shop talk". *Argot* is both the cant and the jargon of any professional criminal group.

Eble's definition of slang in 1996 like a completes Flexner's definition in the following way: "Slang is an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large. The existence of vocabulary of this sort within a language is possibly as old as

language itself, for slang seems to be part of any language used in ordinary interaction by a community large enough and diverse enough to have identifiable subgroups.”

As to why people actually use colloquialisms or slang, the explanation given by Partridge in his *Slang* Society for Pure English, Tract LV in 1969 is considered poignant. He actually gives 16 reasons as to why people use slang:

1. In high spirits, by the young in heart and mind, whether youthful, mature, or elderly; for the fun of the thing, or, as slang would have it, ‘just for the hell of it’; in playfulness or waggishness.
2. As an exercise of wit and ingenuity, or as an outlet for humor. The motive is usually snobbishness or self-display or emulation on the one hand; or, on the other, a lively responsiveness to one’s interlocutors or a delight in virtuosity.
3. To be novel or ‘different’.
4. To be picturesque, either positively (graphic self-expression) or negatively (from a desire to avoid insipidity or dullness).
5. Or to be arresting or startling, with no intention of leaving one’s wish unperceived.
6. To escape from the bondage of clichés.
7. Or – likewise – from impatience with existing words and phrases – to be concise and brief.
8. To enrich the language as a Literary and deliberate rather than spontaneous – except among Cockneys, who have a highly developed inventive faculty?
9. To invest the abstract with solidity and concreteness, and the remote with immediacy and appositeness; to territorialize the ethereal; and to reduce the idealistic to the materialistic. Like an among; the cultured the desire and the process are usually premeditated, whereas among the uncultured they are instinctive and democratic.
10.
  - a) To disperse or, at the least, to lessen the solemnity or excessive gravity of a conversation, or the pomposity of a piece of writing,
  - b) To deaden the sting of a refusal, a rejection, a recantation; or, on the other hand, to give additional points to one.
  - c) To mitigate the tragedy, to lighten the inevitability of death or the seeming inevitability of madness; to ‘prettify’ folly or drunkenness; to mask the ugliness or the starkness of profound turpitude e.g. cruel treachery, utter a flagrant ingratitude. And thus to enable the speaker or his auditor to ‘carry on’; for such things have to be faced and overcome.

11. To speak or write down to an inferior, or to amuse a superior, public: to phrase it more broadly and basically, to put oneself on an emotional and mental level with one's audience, or on a friendly level with one's subject-matter.
12. For case of intercourse, on social rather than psychological grounds. (Not to be confused, even though it occasionally merges, with the preceding).
13. To induce friendliness or intimacy of a deeper, more durable kind.
14. To let it be known, rather than to assert, that one belongs or has belonged to a certain school or university, a certain trade or profession, an artistic or intellectual set, or social class; in brief, to be 'in the swim' and establish contact.
15. To prove, to show, or especially to imply that someone is not 'in the swim' or is an 'outsider'.
16. To be mysterious or even secret, not understood by those around one. Schoolchildren and students very close friends and lovers, members of political secret societies, persons in prison or in danger of being there, these are the principal exponents.

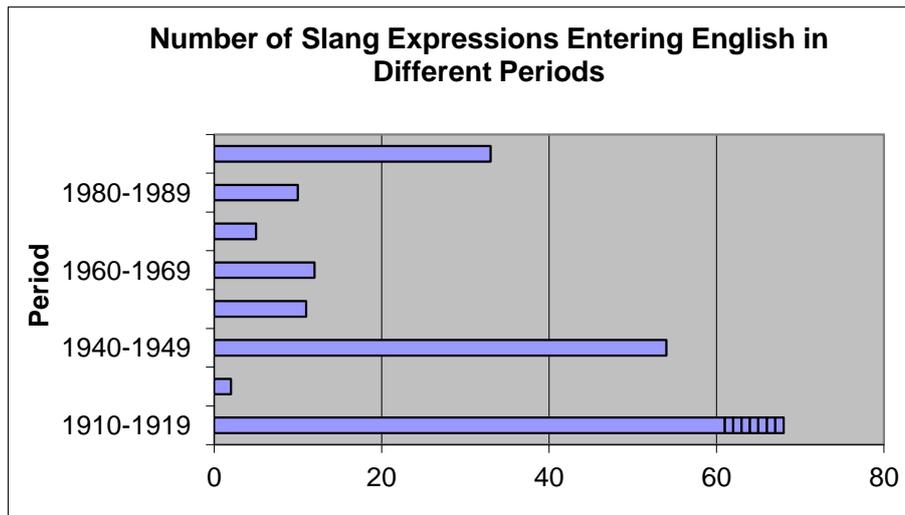
### **2.2.3. Origin of Military Official Terms**

On investigating the origin of official militaristic terms, slang and colloquial expressions it is found that the majority of them originated during wars and conflicts, especially those of the 20<sup>th</sup> Century. It is also found that many of them are connected to the names of new weapons, instruments, or other innovations of war. That is why the origin of military official terms is covered in brief. From the perspective of technological events, this is particularly evident from the history of World War I, World War II, and the Cold War.

In his book *Twentieth Century Words* Ayto in 1999 writes: "Words are a mirror of their times." By looking at the areas in which the vocabulary of a language is expanding fastest in a given period, we can form a fairly accurate impression of the chief preoccupations of society at that time and the points at which the boundaries of human endeavor are being advanced."

#### **2.2.3.1. Origin of Military Colloquial and Slang Expressions Military Terminology**

As shown, the majority of these expressions originated during World War I and World War II.



**Diagram 1, Number of Slang Expressions Entering English in Different Periods**

A smaller proportion originated during the Vietnam War, the Gulf War and even less throughout other such military events or conflicts. Much of the slang and colloquialism that originated during the Gulf War (especially language that reflected either the cultural anomalies or the realia of the theater of war) lasted for only a short period of time.

Military operations were usually ‘combined’ operations and, for that reason, these expressions were used by all allied troops. Even if the analyzed sample is brief in scope, it proves that the origin of these expressions followed the same rules as the origin of other military-type (official) expressions in that they reflect the military events of their times.

#### **2.2.4. Humor and Psychological Benefits**

Looking over dictionaries of military language, it is striking how humorous many military terms are, especially the more ephemeral slang. This leads to another factor possibly impacting the coinage of new military terminology: the relief of psychological tension through humor, for instance, that the naval fighter pilot term *loiter* “displays irony at its best”:

One can’t help believing that the person who coined it intended it as tongue-in-cheek understatement. Additionally, terms like *unwelcome visit* for “invasion” and *sparrow* for an “air-to-air missile,” while not funny, work to dismiss, linguistically anyway, the perils of combat situations.

### **2.2.5. Military Terminology Mask Violence**

Studies have shown that military terminology that masks violence and danger with humorous or benign language indeed effectively alters perception. For instance, “A March 25 *Times Mirror* poll showed that the euphemism of ‘collateral damage’ for ‘civilian casualties’ was startlingly effective in blunting public sentiment for Iraqi civilian dead: only twenty-one percent of those polled were ‘very concerned’ about the amount of ‘collateral damage’ produced by the war, while forty-nine percent of the respondents were ‘very concerned’ about ‘the number of civilian casualties and other unintended damage’ in Iraq”<sup>3</sup>.

Such studies have led to comments like those of Margot Norris, who claims that “The aim and function of military censorship and discursive control over the information and know ability of the...Persian Gulf War...has reinstated an acceptability of modern warfare once shaken by the nuclear terrors surrounding the Cold War and sobered by the military and political uncontrollability of Vietnam”

### **2.2.6. Civilian Appropriations of Military Vocabulary**

Civilian variations on military terms aren’t only spoken to the incredible flexibility and productivity of military discourse; they also speak to the linguistically-fueled instantiation of particular ideologies of warfare beyond the military ranks and into the public sphere. Yet, although the language of warfare adopted by the public often masks or diminishes real military violence, the public’s humorous and often satirical appropriations of such terminology imply recognition of and resistance to the ideological manipulation at work in military discourse.<sup>4</sup>

## **2.3. Military Instruction**

Soldier’s based them training in a formal education to make them proud men, with bear and gallantry in all their manners and movements. The Army’s non negotiable contract with the Ecuadorian people is to fight and win our Nation’s wars. Our unique contribution to national

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<sup>3</sup> Los Angeles Times, 25 Mar. 1991: A9 in Norris, 231.

<sup>4</sup> Steve Thorne, *Language of War*, 2006, Pages 1-21

security is prompt, sustained land dominance across the range of military operations and spectrum of conflict.

The Army provides the land force dominance essential to shaping the international security environment. Should deterrence fail, The Army provides the ability to be dominant on land in war and military operations other than war. The Army's goal will be to achieve sustained land dominance, whether in closing with and destroying an enemy or keeping the peace.

### **2.3.1. ESFORSE's Role**

The Army Soldiers' Training School "Vencedores del Cenepa" could measure the military professionalism is success in battle and other military operations. Military effectiveness is perishable. Therefore, every day in The Army, they do two things: train Soldiers and grow them into leaders.<sup>5</sup>

#### **2.3.1.1. Training**

Soldiers are on point for the Nation. To prepare them, The Army trains every day. The contemporary Ecuadorian Army is well equipped with reasonably homogeneous material and a large component of jungle and Special Forces Infantry Units implemented within its structure to be an institution of the highest level and credibility, systematically integrated, with professional military personnel, orientated on ethics and moral. Capable of adapting itself to new requirements which guarantee peace, security and the nation development.



For a century and a half, the Army has trained its formations according to contemporary doctrine, incorporating new technologies and the lessons of combat. The Army has undergone a training revolution. It has developed a training doctrine with a system of training techniques and standards that allow Soldiers and units to acquire and practice their skills and maintain a high level

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<sup>5</sup> [www.esforse.mil.ec](http://www.esforse.mil.ec)

of war fighting readiness. Candid after-action reviews and repeated application under changing conditions reinforce training and readiness standards. This training system, administered by dedicated professionals, sustains the process of developing Soldiers and units of uniformly high quality.

Army training aims to impart to Soldiers and units the individual and collective skills, knowledge, and attributes required to accomplish their missions. The physical performance of mission essential tasks, while necessary, is insufficient to develop the required attributes to win—decisively. Soldiers and units understand that only tough, realistic exercises can help them perform effectively under the stress of military operations.

### **2.3.1.2. Leadership**

*“.....Soldier is a proud one and he demands professional competence in his leaders. In battle, he wants to know that the job is going to be done right, with no unnecessary casualties. The noncommissioned officer wearing the chevron is supposed to be the best soldier in the platoon and he is supposed to know how to perform all the duties expected of him. The American soldier expects his sergeant to be able to teach him how to do his job. And he expects even more from his officers”.*

General of the Army Omar N. Bradley

Leadership is the lifeblood of The Army. Because of the personal and physical nature of ground operations, leadership is the most dynamic and essential element of land combat power. Confident, competent leadership unites the other elements of combat power and serves as the catalyst that creates conditions for success. It takes more than 20 years—a generation—to grow a brigade commander.



Leadership is vital to maintaining an agile and versatile force. Leaders inspire Soldiers to behave professionally and to accomplish missions effectively. Therefore, The Army grows leaders with the character, competence, commitment, and courage to take action when and where required. Leadership requires imagination and initiative.

Sometimes that means taking action without orders; sometimes it means standing fast until new orders arrive. At all times, leadership requires sound judgment.

Army leadership begins with what the leader must **BE**, the values and attributes that shape a leader's character. Interpersonal, conceptual, technical, and tactical skills compose what a leader must **KNOW**. Leadership demands competence in a range of human activities that expand in complexity with positions of greater responsibility. But character and knowledge—while absolutely necessary—are not enough. Leadership demands application—action to **DO** what is demanded—often in complex and dangerous conditions. Action is the essence of leadership.

Under The Army's leadership framework based on **BE-KNOW-DO**, Army leaders adopt and internalize Army values and develop the requisite mental, physical, and emotional attributes. They learn the interpersonal, conceptual, technical, and tactical skills required to lead soldiers and accomplish missions. Leaders motivate subordinates, conduct operations, and continually develop and improve their units, their Soldiers, and themselves. Leadership is a life-long learning process—in the classroom, in personal study, and in practice.<sup>6</sup>

The ambiguous nature of the operational environment requires Army leaders who are self-aware and adaptive. Self-aware leaders understand their operational environment, can assess their own capabilities, determine their own strengths and weaknesses, and actively learn to overcome their weaknesses.

Adaptive leaders must first be self-aware—then have the additional ability to recognize change in their operating environment, identify those changes, and learn how to adapt to succeed in their new environment.

Self-awareness and adaptively are symbiotic. A self-aware leader who is not adaptive cannot learn to accept change and modify behavior brought about by changes in the environment. However, adapting without self-awareness is changing for change's sake—without understanding the relationship between abilities, duties, and the environment. Today's environment demands more from Army leaders than ever before.

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<sup>6</sup> Hesselbein Frances and Shinseki Eric K., *Be, know, do: leadership the Army way*, Wiley Imprint, 2004Page 27-47

The Army needs adaptive leaders—leaders that can successfully operate across the range of military operations. It needs adaptive leaders who can be home one day and, within hours, conduct military operations anywhere in the world. The Army needs adaptive leaders who can operate in all technological environments—from hand-to-hand combat to offensive information operations. Ultimately, The Army needs adaptive leaders who can compel an enemy to surrender in war and negotiate in peace

### **2.3.2. Greetings**

Are acts of communication in which human beings as well as other members of the animal kingdom intentionally make their presence known to each other, to show attention to, and to suggest a type of relationship or social status between individuals or groups of people coming in contact with each other while greeting customs are highly culture and situation-specific and may change within a culture depending on social status and relationship, they exist in all known human cultures.

The origin of the Hand Salute is uncertain. Some historians believe it began in late Roman times when assassinations were common. A citizen who wanted to see a public official had to approach with his right hand raised to show that he did not hold a weapon. Knights in armor raised visors with the right hand when meeting a comrade. This practice gradually became a way of showing respect and, in early American history, sometimes involved removing the hat. By 1820, the motion was modified to touching the hat, and since then it has become the Hand Salute used today.

### **2.3.3. Command and Control**

A company team commander uses command and control to make sure the unit accomplishes its mission. Various tools have been developed to assist a company commander in executing and accomplishing tactical operation.

#### **2.3.3.1. Command and Control Responsibilities**

A company team commander divides responsibility among key leaders. Each subordinate must know his job and how the company team functions while executing its mission.

Although every situation is different the Standing Operation Procedure should standardize the way tasks are accomplished. The platoon leaders are responsible for the training, tactical employment, and logistics of the platoon. The platoon leader fights with his platoon and leads by personal. **Example:** He must know the capabilities of the soldiers and equipment, and how to employ them. The platoon leader informs the company team commander at the tactical situation, and the supply and maintenance status of the platoon.<sup>7</sup>

#### **2.3.4. Means of Control**

The commander of a unit transmits his will to subordinates through the following means:

- A live command; and
- Through signs, trumpet calls and available means according to the circumstance.

##### **2.3.4.1. Command Voices**

Command voices are used for Formal Instruction it's a verbal order issued by a superior to subordinates for the execution of any movement. A command voice has two parts: a preventive voice and the executive voice. The first indicates the movement to take place and, the second, the moment at which to perform the movement. The preventive voice must be preceded by the name of the division. **Example:** Number, row, squadron, etc., attention.

When the staff is on foot, the executive voice is strong and short, to allow simultaneous movements. To give a command voice, the commander must set himself at the center of the division at a distance that relative to his unit. When the commander is part of the formation of his unit, he must turn his head the minute he gives his voice of command if his unit is in line. He may take a few steps forward if the line-up is in line.

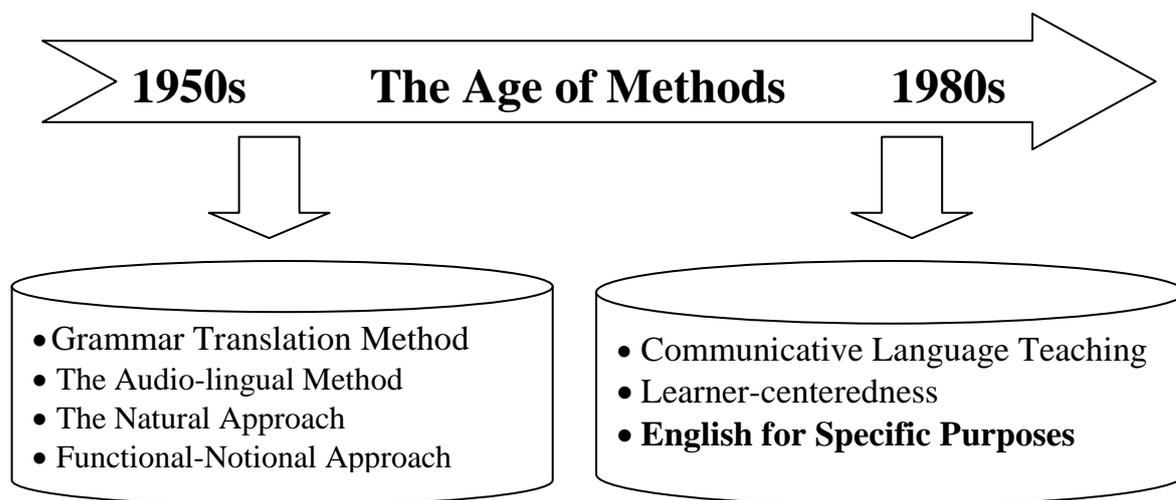
#### **2.4. Process of English Acquisition**

During the past two decades, great changes have taken place in language teaching. Many new approaches and concepts have emerged and developed during this time. Due to the reciprocal

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<sup>7</sup> *American Language Course*, MODULE 943, Chapter II, Page 2-10

relationship between language teaching and testing, changes in language teaching methodology will inevitably affect the theory and practice of language testing. As well as these changes in the academic field, technical advances have also brought people into thinking of new ways of language teaching and testing. These technical innovations have come about through the explosion that we call information technology, and in particular the Internet.<sup>8</sup>



**Figure 1, Developments in Language Teaching**

In response to this emergence, educational systems have also made great changes almost overnight. Education has suddenly become a hot social and governmental issue. Many earnest educators have begun to explore new ways of teaching in this climate of innovation.

As we can see from Figure 1, in the left column are the methodologies and strategies which dominated certain stages in language teaching history and are well known to the profession. While in the right column are the methodologies and strategies which have been responsible for major changes in language testing system quite recently and still are the trends of today's language teaching.

The contents of the left column will not be discussed here, since they are dealt with exhaustively in the literature. Instead issues in the right column will be illustrated in detail as they relate to recent development of English language tests as well as the focus of this paper -- language teaching.

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<sup>8</sup> Frank D. Bean and Gillian Stevens, *America's Newcomers and the Dynamics of Diversity*, Russell Sage Foundation 2003, Chapter 7 Page 142-150

### 2.4.1. Language Acquisition

Is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate this capacity involves the picking up of diverse capacities including syntax, phonetics, and an extensive vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language, rather than second language acquisition, which deals with acquisition which in both children and adults of additional languages.

The capacity to acquire and use language is a key aspect that distinguishes humans from other organisms. While many forms of animal communication exist, they have a limited range of no syntactically structured vocabulary tokens that lack cross cultural variation between groups.

A major concern in understanding language acquisition is how these capacities are picked up by infants from what appears to be very little input. A range of theories of language acquisition has been created in order to explain this apparent problem including innatism in which a child is born prepared in some manner with these capacities, as opposed to the other theories in which language is simply learned.<sup>9</sup>

Acquisition of language is a subconscious process of which the individual is not aware. One is unaware of the process as it is happening and when the new knowledge is acquired, the acquirer generally does not realize that he or she possesses any new knowledge. According to Krashen, both adults and children can subconsciously acquire language, and either written or oral language can be acquired.

This process is similar to the process that children undergo when learning their native language. Acquisition requires meaningful interaction in the target language, during which the acquirer is focused on meaning rather than form.

Language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy.

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<sup>9</sup> Helen Goodluck, *Language acquisition: a linguistic introduction*, Blackwell Publisher 1991, Page 1-41

Possessing a language is the quintessentially human trait: all normal humans speak, no nonhuman animal does. Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related.

Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity. Nonetheless, learning a first language is something every child does successfully in a matter of a few years and without the need for formal lessons. Human language is made possible by special adaptations of the human mind and body that occurred in the course of human evolution and which are put to use by children in acquiring their mother tongue.

#### **2.4.1.1. Evolution of Language**

Human language is made possible by special adaptations of the human mind and body that occurred in the course of human evolution and which are put to use by children in acquiring their mother tongue.

Most obviously, the shape of the human vocal tract seems to have been modified in evolution for the demands of speech. Our larynxes are low in our throats, and our vocal tracts have a sharp right-angle bend that creates two independently modifiable resonant cavities that is in the mouth and the pharynx or throat which define a large two-dimensional range of vowel sounds.

But it comes at a sacrifice of efficiency for breathing, swallowing, and chewing by Lieberman in 1984. Before the invention of the Heimlich maneuver, choking on food was a common cause of accidental death in humans, causing six thousand deaths a year in the United States. The evolutionary selective advantages for language must have been very large to outweigh such a disadvantage.<sup>10</sup>

It is tempting to think that if language evolved by gradual Darwinian natural selection, we must be able to find some precursor of it in our closest relatives, the chimpanzees. In several famous and controversial demonstrations, chimpanzees have been taught some hand-signs

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<sup>10</sup> Morten H. Christiansen and Simon Kirby, *Language evolution*, Oxford University Press 2004, Page 255

based on American Sign Language, to manipulate colored switches or tokens, or to understand some spoken commands by Gardner and Gardner in 1963, Premack and Premack in 1983 and Savage-Rumbaugh in 1991. Whether one wants to call these abilities "language" is not really a scientific question but a matter of definition: how far we are willing to stretch the meaning of the word language.

The scientific question is whether the chimps' abilities are homologous to human language—that is, whether the two systems show the same basic organization owing to descent from a single system in their common ancestor. For example, biologists do not debate whether the wing like structures of gliding rodents may be called "genuine wings" or something else like a boring question of definitions.

It is clear that these structures are not homologous to the wings of bats, because they have a fundamentally different anatomical plan, reflecting a different evolutionary history. Bats' wings are modifications of the hands of the common mammalian ancestor; flying squirrels' wings are modifications of its rib cage. The two structures are merely analogous: similar in function.

#### **2.4.2. Language Learning**

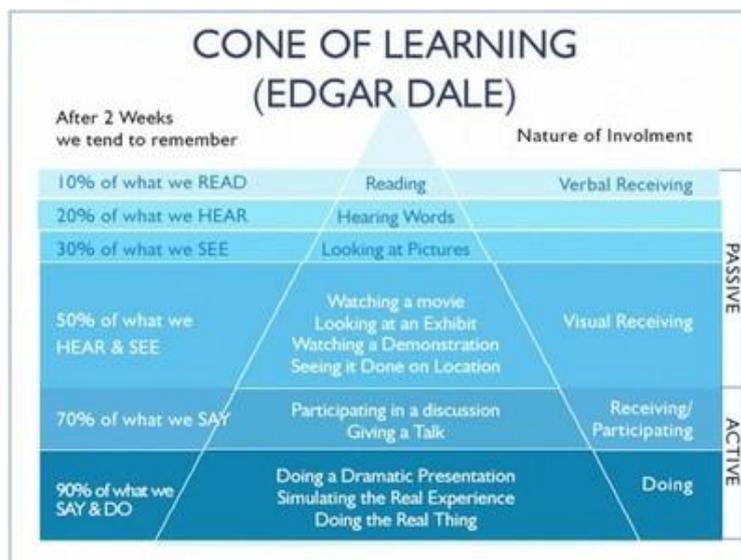
Learning a language, on the other hand, is a conscious process, much like what one experiences in school. New knowledge or language forms are represented consciously in the learner's mind, frequently in the form of language "rules" and "grammar" and the process often involves error correction. Language learning involves formal instruction, and according to Krashen, is less effective than acquisition.<sup>11</sup>

Obviously, many researchers have attempted to define the concept of learning and no single definition can be said to be conclusive or correct. However, all attempts at a definition shed new light on the subject of learning. For example, according to Wakefield in 1996 learning can be described as a relatively permanent change in the behavior of an individual based on his/her experiences or discoveries.

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<sup>11</sup> Helen Goodluck, *Language acquisition: a linguistic introduction*, Blackwell publisher 1991, Page 140-163

The notions of maximizing learning through cooperating with other partners mentioned above were congruent with the Learning Pyramid. The pyramid was the result of the research undertaken in Maine, USA and made available by Professor Tim Brighouse at the University of Keele. It quantified retention in relation to the teaching method. As Howden in 1995 stated that there was a strong correlation between the ways we learned and the retention of the material learned.



**Figure 2, Cone of Learning**

As illustrated in Figure 2, the move down the pyramid from “lecture” at the top to “teaching others” at the bottom paralleled the move from passive observation to active participation and a corresponding increase in retention by Andrini & Kagan in 1990.

The message was clear: higher involvement in the learning process yields higher retention of the material learned. The implication was that teachers should coordinate and facilitate, but the students should by all means do the work themselves. According to this Learning Pyramid, retention rates increased with the amount of student involvement. The rates were the highest with teamwork which included (a) discussion groups: 50%, (b) practice by doing: 75%, and (c) teaching others/immediate use of learning: 90%. As a sharp contrast, the retention rate of the traditional ways of individual and passive learning like lecturing (5%), reading (10%), and demonstration (30%) lasted no more than 30 percent.

In contrast, the retention rate of the long existing method of lecturing was as low as only five percent. With such low retention rate under five percent, the long existing method of lecturing was indeed in need of more effective teaching methods that involved higher student participation like cooperative learning. From the illustration of the learning pyramid, we could see that the implementation of cooperative learning was not just an alternative to the teacher-centered lecturing method of EFL teaching at junior high school.

Thus the processes of experience and discovery lead to a new understanding of the world and ourselves, and enable us to apply the acquired knowledge in new situations. Knowledge acquisition, then, involves processes that transform data from experience into organized information.

#### **2.4.2.1. Cooperative Learning and Language Acquisition**

In addition to the resemblances of cooperative learning and communicative language teaching as illustrated above, cooperative learning as an effective teaching method in foreign or second language education was claimed by scholars abroad and at home.

Further examinations on cooperative learning and language acquisition could be inspected through three vital variables of *input*, *output*, and *context*, which contributed to language acquisition to a great extent by Krashen in 1985 and Kagan in 1995. An investigation revealed that cooperative learning had a dramatic positive impact on almost all of the factors critical to language acquisition.<sup>12</sup>

##### **2.4.2.1.1. Input**

Language acquisition was fostered by input that was comprehensible said Krashen in 1985, developmentally appropriate, redundant, and accurate. To facilitate language acquisition, input must be comprehended. Students working in cooperative learning needed to make themselves understood, so they naturally adjust their input to make it comprehensible.

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<sup>12</sup> Patricia Smiley and Trudy Salsberry ,*Effective schooling for English language learners: what elementary principles should know and do*, Eye on the Education 2007, Page 47

As Kagan in 1995 suggested, the small group setting allowed a far higher proportion of comprehensible input, because the speaker had the luxury of adjusting speech to the level appropriate to the listener to negotiate meaning—luxury unavailable to the teacher speaking to a whole class. However, simply learning with comprehensible input was not enough.<sup>13</sup>

Even if the language were comprehended, it would not stimulate the next step in language acquisition if it were not in the zone of proximal development as Vygotsky theory in 1978. The developmental level of any student was what he or she could do alone; the proximal level was what he or she could do with supportive collaboration.

The difference between the developmental and proximal levels was called the zone of proximal development. The nature of a cooperative group focused input in the zone of proximal development, stimulating development to the next stage of language development. Furthermore, Kagan in 1995 claimed that a student might receive comprehensible input in the zone of proximal development, but that would not ensure language acquisition unless the input was received repeatedly from a variety of sources. The cooperative learning group was a natural source of redundant communication.

McGroarty in 1989 also found evidence that students gained both in comprehension and production of the second or foreign language through cooperative learning. She found that tasks used in cooperative learning foster many different types of verbal exchange. There were more possibilities for fluent speakers to tailor speech and interactions so that they could be understood by the less proficient speaker.<sup>14</sup> Even when all the students in a group lacked fluency in English, the students would correct each other and attempt to fill in the gaps of their understanding by repairing and rephrasing what their partners say in order to come to agreement.

#### **2.4.2.1.2. Output.**

Many researchers in second language acquisition argued that successful language learning did not only require comprehensible input, but also comprehensible output. But, student output

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<sup>13</sup> Kagan S, *Cooperative Learning*, San Clement C,A, 1994 Pages 225-230

<sup>14</sup> Georges Duquette, *Second language practice: classroom strategies for developing communicative competences*, Multilingual Matters Ltds 1995, Page 80

was limited in a traditional classroom due to the dominance of teacher talk. With cooperative learning, students' language output could be enhanced while decreasing the amount of teacher talk.

Research in language classrooms showed that teacher talk dominated in the classroom and, as a result, learners had limited opportunities to speak in the target language in most traditional classrooms. Particular areas of concern were not only the quantity of teacher talk, but also the quality of such talk. Most teacher-talk related to discrete analysis of linguistic elements, translation in the mother tongue, classroom management, organization of learning, instructions on homework and assignment.

What's more, if the teacher and the students shared a common first language; code switching and translation often occurred, which would limit the input in the target language for the learners. To make matters worse, if the teacher's English proficiency was not high; the shared first language was probably used for most classroom communication, such as content or homework explanation made by Mickan in 1999.

Adequate amount of teacher talk in the target language could be a source of comprehensible input for the learners. However, too much teacher talk would deprive the learners not only of their opportunities and access to output in the target language, but also their attention and finally their motivation.

The single greatest advantage of cooperative learning over traditional classroom organization for the acquisition of language was the amount of language output allowed per student. The amount of student talk could be maximized through activities that involve pair work (Talk-Pair) and group work (Inside-Outside Circle), as these would engage all the students in speaking.<sup>15</sup>

Further interaction occurred in group discussion and peer checking of worksheets, since students exchange ideas and make corrections or improvements in collaboration instead of individual learning. Language acquisition was fostered by output that was functional and communicative, frequent, redundant, and consistent with the identity of the speaker.

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<sup>15</sup> Mickan Peter, *Textual sing meanings: second language writers in action*, Macquarie University, 1999, Page 250 -300

The more opportunities for the students to employ the target language to negotiate meaning, the more they were expected to acquire communicative competence. As many researchers noted that most learners achieve communicative competence by subconsciously acquiring the language through active participation in real communication that was of interest to those learners. Therefore, it was fair to state that output was just as important as input since most people learn how to speak a foreign language by actually speaking that language.

Students became fluent if they had the opportunity to speak repeatedly on the same topic. Many cooperative learning structures, such as *Three-Step Interview*, *Talk-Pair* and *Inside-Outside Circle* were explicitly designed to provide redundancy of output opportunities. The three methods of Three-Step Interview, Talk-Pair, and Inside-Outside Circle mentioned above would be explained in more details later in the discussions on cooperative learning methods. Even informal cooperative learning discussion provided redundancy as students discuss a topic with each of their teammates.

There was not enough time in the traditional classroom to call on each student to talk more than once on a topic. As Yu in 1995 noted that the active use of language such as comprehending a discourse or producing a discourse involved complexity of communication and use of language. In conclusion, Yu claimed that a cooperative learning class was an ideal place for such language development.

#### **2.4.2.1.3. Context.**

In addition to the variables of *input* and *output* discussed above, language acquisition was fostered if it occurred in a context that was supportive, friendly, motivating, communicative, developmentally appropriate, and feedback rich argued that the traditional classroom was far from supportive as students were easily labeled “right” or “wrong” after they answered questions before the whole class the advocate of supportive and feedback rich context for language acquisition corresponded in part to the Affective Filter Hypothesis, which stated that if learners were anxious, on the defensive, or not motivated, they might understand the input, but the input would not necessarily enter the *language acquisition device*, and would not, of course, produce output.

The Affective Filter Hypothesis, though a hypothesis in need of further experimental support, was not hard to detect in most traditional classrooms. It was often the case that some students were not ready to give a speech to a whole class but were quite at ease talking to their group members. Speech to a whole class was often a threatening experience to most students.

Teachers in Taiwan, usually experience *silence* when we ask our students: “Do you have any questions?” Even some of the students were still confused and were in need of further explanation, they tend to choose silence when given the opportunity to clarify their confusion.

Another reason for the silence in class, according to Huang in 1995, was the feeling of anxiety that students brought to a language classroom. The emotions of discomfort and apprehension would be aggravated with the fear of losing face when using the target language incorrectly, which, in turn, inhibited the EFL learners from speaking up in class<sup>16</sup>

As the examination on how cooperative learning transformed input, output, and context variables in the direction of facilitating language acquisition, it was not hard to draw the conclusion that communicative language teaching could be best enacted in EFL classroom through cooperative learning in Kagan, 1995.

### 2.4.3. Knowledge

The answer to this question seems obvious, but I believe that experimental methodology is the only true way of discovering knowledge will probably view knowledge as something that exists independently from humans. In this case knowledge will be perceived as something absolute and given. The problem with such an approach is that it may not satisfactorily explain much of human knowledge, thinking and reasoning. Bruning, Schraw and Ronning make a distinction between three types of knowledge namely, Declarative knowledge, Procedural knowledge and Metacognitive knowledge that means:

- **Declarative knowledge** refers to factual knowledge.
- **Procedural knowledge** refers to skills of doing things and how to execute activities.
- **Metacognitive knowledge** is about our awareness of how we think.

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<sup>16</sup> Herre van Oostendorp and Susan R. Goldman, *The construction of mental representations during reading*, Tayloy&Frances e-Library 1999, Page 77

Furthermore, the knowledge that we have about a particular subject field is called domain knowledge. Such domains are best thought of in terms of traditional subject areas like mathematics, biology, language etc. Domain knowledge includes declarative, procedural and metacognitive knowledge. Note that the study of the nature of knowledge is called epistemology. There are definitely no final answers to questions concerning learning and knowledge, and no theory can be found to be absolutely superior to others.

Nevertheless, new discoveries take our understanding of the process of learning to a new and refined level. Furthermore, through the study of learning theories and their historical development, teachers should gain insight into the harmonies and conflicts that prevail in present educational discourse. Through this insight, they will be able to provide sound educational reasons for what they do in the classroom.

It is not enough to talk about theory without giving careful consideration to its practical implications. The value of any learning theory lies in its 'clarification' or intention thereof of classroom practice. Thus an undercurrent of learning theories supports classroom practice at any given time. The point where theory and practice meet is generally referred to as praxis. This brings us to another question which is about teaching. If we can ask questions about learning then we can surely ask questions about teaching because the two processes take place almost simultaneously.

#### **2.4.4. Teaching**

Thick volumes of literature dealing with teaching exist, and it is not our intention to cover all of the important aspects raised in those works. But it is important that we touch on one or two aspects of teaching before we move on to the different learning theories.

If we consider what I have said about learning and knowledge then the role of the teacher is to help learners acquire both factual and skills knowledge, and to help them use their cognitive skills to solve problems. But even this does not provide us with a sufficient view of teaching since teaching is more than just the interaction between teacher and learner. Teaching can be thought of as consisting of three distinct aspects, namely, planning, interaction and assessment.

#### **2.4.4.1. Planning Phase.**

Teachers think about the outcomes of the interaction and the needs of the learners that they will be teaching so that they can design learning experiences and activities in which the learners will be involved. The teacher can generally include the following elements in his planning outcomes: instructional approach, declarative/procedural knowledge, learning materials, activities and assessment methods.

#### **2.4.4.2. Interaction Phase.**

Refers to what takes place between the teacher and the learners. Thus the learning situation should be structured in such a way that the interaction between the adult and learner will result in realizing the learner's potential for cognitive development.

#### **2.4.4.3. Assessment Phase.**

Teaching also implies that the teacher assesses each learning experience created with the aim of improving and developing strategies for assisting those learners who did not achieve the outcomes set. Assessment can be done during the learning experience or after.

#### **2.4.5. Language Acquisition Device**

Earlier theories of language acquisition regarded language acquisition as a process of imitation and reinforcement, a kind of 'habit formation'. According to this view, the child would learn linguistic forms by a process of analogy with other forms. The last decades have marked the decline of this concept of language acquisition.

Many observations and studies indicate that the child cannot proceed in the acquisition of language by relying only on a process of analogy. By no means, in fact, can such a process account for the richness of language, creativity and for the complexity of language, given the limitations of data actually available to the child.

Later formulations of grammar acquisition in the context of 23 generativist postulate the existence of some kind of cognitive mechanism governing and permitting the acquisition of

language, the 'language acquisition device' (LAD). It is undeniable that the environment affects L1 learners. In order to learn a language, children need the incoming data, but also something that allows them to process the data they are exposed to. In the following passage, Chomsky postulates the existence of LAD.

"Having some knowledge of the characteristics of the acquired grammars and the limitations on the available data, we can formulate quite reasonable and fairly strong empirical hypotheses regarding the internal structure of the language-acquisition device that constructs the postulated grammars from the given data" said Chomsky in 1968. According to this view, the content of LAD is a system of universal principles and parameters fixed through the available data.

There is agreement among linguists that the process of acquiring a language is very peculiar and complex. There is, however, not much consensus about the nature of the mechanism which governs it. In particular, various proposals have been made about the nature of the LAD and its psychological basis.

#### **2.4.6. Principles of Learning**

Over the years, educational psychologists have identified several principles which seem generally applicable to the learning process. They provide additional insight into what makes people learn most effectively.

##### **2.4.6.1. Readiness**

Individuals learn best when they are ready to learn, and they do not learn well if they see no reason for learning. Getting students ready to learn is usually the instructor's responsibility. If students have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation. **Readiness** implies a degree of single-mindedness and eagerness.

When students are ready to learn, they meet the instructor at least halfway, and this simplifies the instructor's job. Under certain circumstances, the instructor can do little, if anything, to inspire in students a readiness to learn. If outside responsibilities, interests, or worries weigh

too heavily on their minds, if their schedules are overcrowded, or if their personal problems seem insoluble, students may have little interest in learning.

#### **2.4.6.2. Exercise**

The principle of exercise states that those things most often repeated are best remembered. It is the basis of drill and practice. The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Students do not learn to weld during one shop period or to perform crosswise landings during one instructional flight.

They learn by applying what they have been told and shown. Every time practice occurs, learning continues. The instructor must provide opportunities for students to practice and, at the same time; make sure that this process is directed toward a goal.

#### **2.4.6.3. Effect**

The principle of **effect** is based on the emotional reaction of the student. It states that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for the student. If, for example, an instructor attempts to teach landings during the first flight, the student is likely to feel inferior and be frustrated.

Instructors should be cautious. Impressing students with the difficulty of an aircraft maintenance problem, flight maneuver or flight crew duty can make the teaching task difficult. Usually it is better to tell students that a problem or maneuver, although difficult, is within their capability to understand or perform. Whatever the learning situation, it should contain elements that affect the students positively and give them a feeling of satisfaction.

#### **2.4.6.4. Recency**

The principle of recency states that things most recently learned are best remembered. Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember. It is easy, for example, for a student to recall a torque value

used a few minutes earlier, but it is usually impossible to remember an unfamiliar one used a week earlier.

Instructors recognize the principle of recency when they carefully plan a summary for a ground school lesson, a shop period, or a post flight critique. The instructor repeats, restates, or reemphasizes important points at the end of a lesson to help the student remember them. The principle of recency often determines the sequence of lectures within a course of instruction

#### **2.4.7. Learning Acquisition Theories**

The focus on the so-called modern learning theories namely, Behaviorism, Gestalt theory, Cognitivism, Constructivism and others. Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process.

Key concepts such as desired learning outcomes, objectives of the training, and depth of training also apply. When properly integrated, learning principles, derived from theories, can be useful to aviation instructors and developers of instructional programs for both pilots and maintenance technicians. Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories.

##### **2.4.7.1. Behaviorism**

Behaviorism gave birth to a stimulus-response (S-R) theory which sees language as a set of structures and acquisition as a matter of habit formation. Ignoring any internal mechanisms, it takes into account the linguistic environment and the stimuli it produces. Learning is an observable behavior which is automatically acquired by means of stimulus and response in the form of mechanical repetition.

Thus, to acquire a language is to acquire automatic linguistic habits. According to Johnson in 2004 said: “Behaviorism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behavior from the examples provided to the learner by his or her environment”. Larsen-Freeman and Long in 1991 consider that S-R models offer “little promises as explanations of SLA, except for perhaps pronunciation and the rote-memorization of formulae”.<sup>17</sup>

This view of language learning gave birth to research on contrastive analysis, especially error analysis, the main focus of which is the interference of one’s first language in the target language. An important reaction to behaviorism was the inter-language studies, as the simple comparison between first and second language neither explained nor described the language produced by SL learners. Inter-language studies

#### **2.4.7.2. Cognitivism**

As early as the 1920's people began to find limitations in the behaviorist approach to understanding learning. Edward Tolman found that rats used in an experiment appeared to have a mental map of the maze he was using. When he closed off a certain portion of the maze, the rats did not bother to try a certain path because they "knew" that it led to the blocked path. Visually, the rats could not see that the path would result in failure, yet they chose to take a longer route that they knew would be successful.<sup>18</sup>

Behaviorists were unable to explain certain social behaviors. For example, children do not imitate all behavior that has been reinforced. Furthermore, they may model new behavior days or weeks after their first initial observation without having been reinforced for the behavior. Because of these observations, Bandura and Walters departed from the traditional operant conditioning explanation that the child must perform and receive reinforcement before being able to learn.

However, even while accepting such behaviorist concepts, cognitive theorists view learning as involving the acquisition or reorganization of the cognitive structures through which humans

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<sup>17</sup> Larsen-Freeman D and Long M. *Introduction to Second Language Acquisition Research*, London Longman in 1991, Page 24-36

<sup>18</sup> Thomas Armstrong, *Multiple Intelligence in the Classroom*, Cover art 2009, Page 161

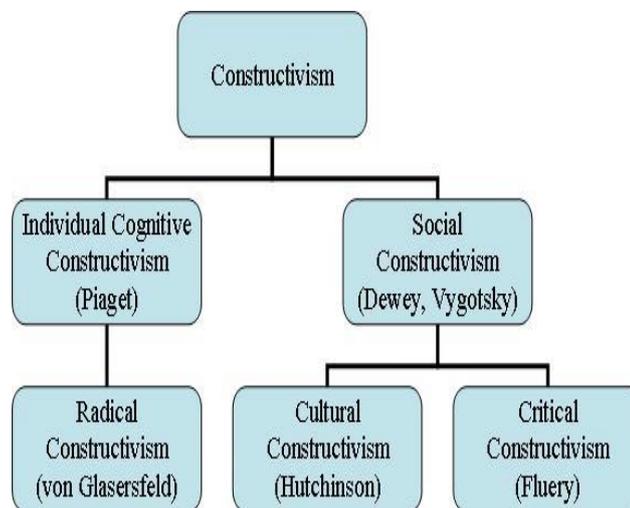
process and store information. I think that the cognitive theory is a great theory to follow when teaching. I think that is always a good idea to provide different ways of learning.

Some students are visual learners and will do better learning through pictures, videos, or visually looking at a text book. Some students are audio learners and will do better listening to a lecture, or listening to a teacher read aloud to them. Some students are audio-visual learners and will do better with either technique!

### 2.4.7.3. Constructivism

Bartlett in 1932 pioneered that became the constructivist approach of Good & Brophy in 1990. Constructivists believe that "learners construct their own reality or at least interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events." "What someone knows is grounded in perception of the physical and social experiences which are comprehended by the mind." Jonasson said in 1991.

These are the kinds of constructivism



**Diagram 1, Kinds of Constructivism**

The following are some of the basic principles of constructivism:

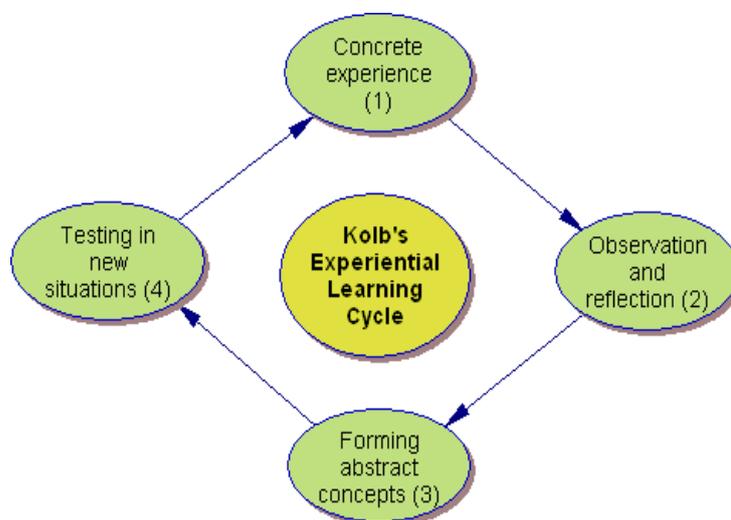
- Learning is a search for *meaning*. Therefore, learning must be based on the issues that require personal interpretation.

- The construction of meaning requires an understanding of ‘*wholes*’ as well as *parts*, and parts must be understood in the *context* of wholes. Therefore, the learning process focuses on primary concepts, not on isolated facts.
- Emphasis is placed on the *application of knowledge* as opposed to a mere acquisition of decontextualized facts.
- *Social aspects* of learning form a crucial part of the constructivist view of learning. This means that people also learn from one another and not only in isolation from others.

#### 2.4.7.3.1. Experiential Learning by Kolb

American educational theorist David A. Kolb in 1984 believed that “learning is the process whereby knowledge is created through the transformation of experience”.<sup>19</sup>The theory presents a cyclical model of learning, consisting of four stages shown below. One may begin at any stage, but must follow each other in the sequence:

- Concrete experience (or “DO”)
- Reflective observation (or “OBSERVE”)
- Abstract conceptualization (or “THINK”)
- Active experimentation (or “PLAN”)



**Figure 3, Kolb’s Experiential Learning Cycle.**

Kolb’s four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new

<sup>19</sup>Diana Pacheco Pinzón, *Aprender Sirviendo*, Editorial Progreso México 2003, Page 25

experiences. The first stage, *concrete experience* (CE), is where the learner actively experiences an activity such as a lab session or field work.

The second stage, *reflective observation* (RO), is when the learner consciously reflects back on that experience. The third stage, *abstract conceptualization* (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, *active experimentation* (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

Kolb identified four learning styles which correspond to these stages. The styles highlight conditions under which learners learn better. These styles are:

- Assimilators, who learn better when presented with sound logical theories to consider
- Convergers, who learn better when provided with practical applications of concepts and theories
- Accommodators, who learn better when provided with “hands-on” experiences
- Divergers, who learn better when allowed to observe and collect a wide range of information

#### **2.4.7.4. Multiple Intelligences Theory**

Developed by Harvard psychologist Howard Gardner in 1983 and subsequently refined, this theory states there are at least seven ways (“intelligences”) that people understand and perceive the world. These intelligences may not be exhaustive. Gardner lists the following:

- Linguistic. The ability to use spoken or written words.
- Logical-Mathematical. Inductive and deductive thinking and reasoning abilities, logic, as well as the use of numbers and abstract pattern recognition.
- Visual-Spatial. The ability to mentally visualize objects and spatial dimensions.
- Body-Kinesthetic. The wisdom of the body and the ability to control physical motion
- Musical-Rhythmic. The ability to master music as well as rhythms, tones and beats.
- Interpersonal. The ability to communicate effectively with other people and to be able to develop relationships.
- Intrapersonal. The ability to understand one’s own emotions, motivations, inner states of being, and self-reflection.

This theory, while widely popular over the last two decades, has its share of critics. Some argue that Gardner's theory is based too much on his own intuition rather than empirical data. Others feel that the intelligences are synonymous for personality types. The verbal-linguistic and logical-mathematical intelligences are the ones most frequently used in traditional school curricula.

A more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education may be useful in order to leverage the intelligences that some students may have.<sup>20</sup>

#### **2.4.8. Adults Learning Methods**

Each adult learning method constituting the focus of analysis includes similar features as well as elements unique to each strategy. The following are brief descriptions of the four adult learning methods.

##### **2.4.8.1. Accelerated Learning**

First called suggestopedia by Lozanov in 1978, this adult learning method includes procedures for creating a relaxed emotional state, an orchestrated and multi-sensory learning environment, and active learner engagement in the learning process by Meier in 2000. A relaxed emotional state includes relaxation and breathing exercises, suggestion, and a positive learning atmosphere.<sup>21</sup>

An orchestrated environment includes imagery, dramatic readings, instructional videos, and peripherals with posters and visual displays. Active learning includes plays or skits, role playing, practice exercises, group activities, and journal writing. Accelerated learning is considered a holistic adult learning method that is intended to promote creation, enhance retention, and quicken the learning process.

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<sup>20</sup> Thomas Armstrong, *Multiple Intelligence In The Classroom*, Cover art 2009, Page 183

<sup>21</sup> Marcel Danesi, *Second Language Teaching: A View From The Right Side Of The Brain*, Page 39

### **2.4.8.2. Coaching**

“Coaching is a...method of transferring skills and expertise from more experienced and knowledgeable practitioners...to less experienced ones” said Hargreaves & Dawe in 1990. This adult learning method includes procedures for joint planning and goal setting, coach information sharing and modeling, learner information gathering and practicing, analysis of and reflection on the learner’s experiences, and coach feedback by Leat et al. in 2006.

Coaching is a learner driven process facilitated by a coach’s encouragement and use of his or her knowledge and skills to promote learner understanding and use of newly acquired knowledge and skills exposed by Gallacher in 1997. Coaching is conceptualized as a cyclic process that improves knowledge and skills, self-confidence, and collegial relationships as a result of ongoing coaching episodes.<sup>22</sup>

### **2.4.8.3. Guided Design**

Guided design was developed to promote critical thinking and self-directed learning made by Hancock, Coscarelli, & White in 1983. This adult learning method is characterized by a decision-making and problem solving process that includes procedures for using real world problems for mastering learning content using small-group or team processing and facilitator guidance and feedback by Wales & Stager in 1978.

The procedure was first used to teach decision making skills to engineering students bared Colvin, Kilmer, & Smith in 1972 but is now widely used in a number of fields that involve decision-making and problem solving. The benefits of this adult learning method include higher-order problem solving and meta-cognitive thinking abilities.

### **2.4.8.4. Just-In-Time Training**

Just-in-time training includes a number of different methods and strategies used in the context of real-life challenges and in response to learner requests for guidance or mentoring. This adult learning method provides individualized, tailored training in response to a request

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<sup>22</sup> Stella Louise Cowan, *Alternatives to Classroom*, ASTD Publish 2002, Page 2

specific to an immediate concern or need. According to Brandenburg and Ellinger in 2003, just-in-time training is “often conceived as anywhere, anytime learning that is just enough, just for me, and just in time”.<sup>23</sup>

The key characteristics of this adult learning method include access to or provision of information needed to improve performance or complete a task, on-the-job use of the information or guidance, and the availability of input from a mentor, supervisor, or coach on an as-needed basis by Bersin & O'Leonard in 2005. The primary outcome of just-in-time training is context specific improvement of knowledge and performance.

#### **2.4.9. Principles of Adult Learners**

Here we have some principles that the teachers have to check them up:

- As people mature, they tend to become more self-directed and independent in their learning.
- An adult's previous experiences may serve as an excellent resource for learning.
- Adults are more oriented to learning when specific learning needs are created from real life situations and the material learned is immediately useful.
- Resistance to learning may occur if the adult does not see the relevance in the material.
- Intrinsic motivation produces more permanent learning.
- Adults prefer learning activities to be problem centered and relevant to life.
- Adults learn throughout their lifetime and positive reinforcement is effective.
- Material to be learned should be presented in an organized manner.
- Active participation by the learner improves retention of knowledge.
- Learning is enhanced by repetition of material.
- Adults learn at different rates because of individual differences.
- Trust, support, and a climate of mutual respect are important to the adult learner.<sup>24</sup>

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<sup>23</sup> Stella Louise Cowan, *Alternatives to Classroom*, ASTD Publish 2002, Page 1

<sup>24</sup> Colin Steed, *Web-based Training*. Grower Publishing Limited 2000, Page 42

#### 2.4.9.1. Adults as Learners

Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).
- Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar

to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

- Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

#### 2.4.9.2. Motivating Adults Learner

Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.<sup>25</sup>
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.<sup>26</sup>

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<sup>25</sup> *Educational Policy Analysis 2001* Chapter I Page 24

<sup>26</sup> Björn Saemann, *Motivation in Second Language Acquisition*, Grin verlag 2009, Page 3-10

### 2.4.9.3. Learning Tips for Effective Instructors

Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.

Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present materials that stimulate as many senses as possible in order to increase their chances of teaching success. There are four critical elements of learning that must be addressed to ensure that participants learn. These elements are: motivation, reinforcement, retention y transference.

#### 2.4.9.3.1. Motivation.

If the participant does not recognize the need for the information or has been offended or intimidated, all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.
- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

In addition, participants need specific knowledge of their learning results (*feedback* ). Feedback must be specific, not general. Participants must also see a *reward* for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be **interested** in the

subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate them to learn the subject.

#### **2.4.9.3.2. Reinforcement**

Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.<sup>27</sup>

- *Positive reinforcement* is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" or positive behavior.
- *Negative reinforcement* is the contingent removal of a noxious stimulus that tends to increase the behavior. The contingent presentation of a noxious stimulus that tends to decrease a behavior is called Punishment. Reinforcing a behavior will never lead to extinction of that behavior by definition. Punishment and Time Out lead to extinction of a particular behavior, but positive or negative reinforcement of that behavior never will.

When instructors are trying to change old behaviors practices, they should apply both positive and negative reinforcement. Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.<sup>28</sup>

#### **2.4.9.3.3. Retention.**

Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

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<sup>27</sup> Richard S. Sutton, Andrew G. Barto, *Reinforcement Learning: An introduction*, 1998, Page 3

<sup>28</sup> Richard S. Sutton, Andrew G. Barto, *Reinforcement Learning: An introduction*, 1998, Page 51

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either. Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

#### **2.4.9.3.4. Transference.**

Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

- Positive transference, like positive reinforcement, occurs when the participant's uses the behavior taught in the course.
- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- *Association* -- participants can associate the new information with something that they already know.
- *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- *Degree of original learning* -- participant's degree of original learning was high.
- *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.

Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher. Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning.

The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.

## 2.4.10. Active Learning

Many college teachers today want to move past passive learning to active learning, to find better ways of engaging students in the learning process. But many teachers feel a need for help in imagining what to do, in or out of class, which would constitute a meaningful set of active learning activities. The model below offers a way of conceptualizing the learning process in a way that may assist teachers in identifying meaningful forms of active learning.<sup>29</sup>

### 2.4.10.1. Explanation of Components

This model suggests that all learning activities involve some kind of experience or some kind of dialogue. The two main kinds of dialogue are "Dialogue with Self" and "Dialogue with Others." The two main kinds of experience are "Observing" and "Doing."

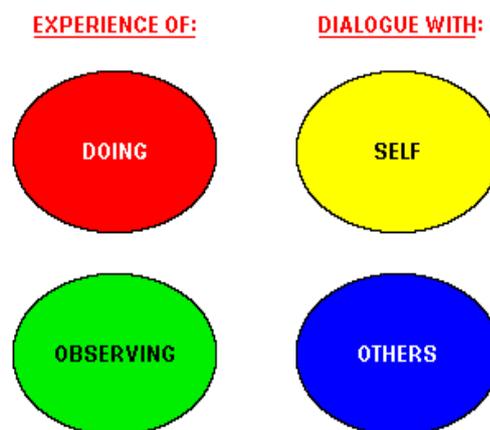


Figure 4, Kinds of dialogues

#### 2.4.10.1.1. Dialogue with Self

This is what happens when a learner thinks reflectively about a topic, i.e., they ask themselves what they think or should think what they feel about the topic, etc. This is "thinking about my own thinking," but it addresses a broader array of questions than just cognitive concerns.

A teacher can ask students, on a small scale, to keep a journal for a course, or, on a larger scale, to develop a learning portfolio. In either case, students could write about *what* they are

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<sup>29</sup>Charles Bonwell and James Eison, *Active Learning*, 1991, Page 1

learning, *how* they are learning, what role this knowledge or learning plays in their own life, how this makes them *feel*, etc.

#### **2.4.10.1.2. Dialogue with Others**

This can and does come in many forms. In traditional teaching, when students read a textbook or listen to a lecture, they are "listening to" another person (teacher, book author). This can perhaps be viewed as "partial dialogue" but it is limited because there is no back-and-forth exchange. A much more dynamic and active form of dialogue occurs when a teacher creates an intense small group discussion on a topic.

Sometimes teachers can also find creative ways to involve students in dialogue situations with people other than students (e.g., practitioners, experts), either in class or outside of class. Whoever the dialogue is with, it might be done live, in writing, or by email.

#### **2.4.10.1.3. Observing**

This occurs whenever a learner watches or listens to someone else "Doing" something that is related to what they are learning about. This might be such things as observing one's teacher do something for example "This is how I critique a novel.", listening to other professionals perform musicians, or observing the phenomena being studied (natural, social, or cultural). The act of observing may be "direct" or "vicarious."

A direct observation means the learner is observing the real action, directly; a vicarious observation is observing a simulation of the real action. For example, a direct observation of poverty might be for the learner to actually go to where low income people are living and working, and spend some time observing life there. A vicarious or indirect observation of the same topic might be to watch a movie involving poor people or to read stories written by or about them.

#### **2.4.10.1.4. Doing**

This refers to any learning activity where the learner actually does something: design a reservoir dam (engineering), conduct a high school band (music education), design and/or

conduct an experiment (natural and social sciences), critique an argument or piece of writing (the humanities), investigate local historical resources(history), make an oral presentation (communication), etc.

Again, "Doing" may be direct or vicarious. Case studies, role-playing and simulation activities offer ways of vicariously engaging students in the "Doing" process. To take one example mentioned above, if one is trying to learn how to conduct a high school band, direct "Doing" would be to actually go to a high school and direct the students there.

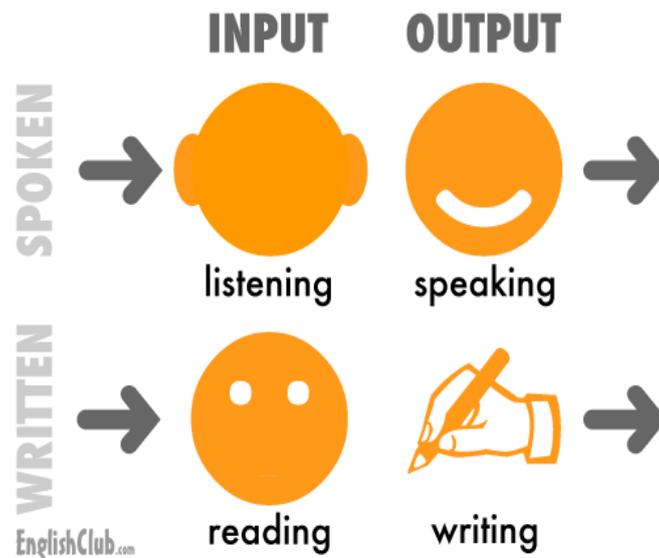
A vicarious "Doing" for the same purpose would be to simulate this by having the student conduct a band composed of fellow college students who were acting like (i.e., role playing) high school students. Or, in business courses, doing case studies is, in essence, a simulation of the decision making process that many courses are aimed at teaching.

#### **2.4.11. English Skills**

When we think of English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend; both the level of your learners as well as their situational needs.

Generally beginners, especially those who are non – literate, benefit most from listening and speaking instruction with relatively little work on reading and writing.

As fluency increases, the amount of reading and writing in your lessons may also increase. With advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need



**Figure 5, Language Skills**

The four language skills are related to each other in two ways:

- the direction of communication (in or out)
- the method of communication (spoken or written)

Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral".

#### **2.4.11.1. Listening**

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary.

Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically

respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions.<sup>30</sup>

To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model (for example, order a cake from a bakery), or participate in real-time conversation. Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

#### **2.4.11.1.1. Before Listening**

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

#### **2.4.11.1.2. During Listening**

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

#### **2.4.11.1.3. After Listening**

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc. The following ideas will help make your listening activities successful.

- **Noise** reduces distractions and noise during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes.

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30 Lisa J. Downs, *Listening Skills Training*, Page 1-2

- **Equipment** If you are using a cassette player, make sure it produces acceptable sound quality. A counter on the machine will aid tremendously in cueing up tapes. Bring extra batteries or an extension cord with you.
- **Repetition** is read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen for different information each time through.
- **Content** is unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary. You may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').
- **Recording Your Own Tape** is writing appropriate text or uses something from your textbook and has another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.
- **Video** is a good tool that you can play a video clip with the sound off and ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.
- **Homework** to give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete.

Look for listening activities in the Activities and Lesson Materials sections of this guide. If your learners can use a computer with internet access and headphones or speakers, you may direct them toward the following listening practice sites. You could also assign specific activities from these sites as homework. Teach new vocabulary ahead of time if necessary.

### **2.4.11.2. Speaking**

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits.

Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom.

Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors that block communication. Speaking lessons often tie in pronunciation and grammar, which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce.<sup>31</sup>

A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity. These activities may include imitating or repeating, answering verbal cues, interactive conversation, or an oral presentation.

Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing.

The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays.

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31 Joanna Baker, Heather Westrup, *Essential Speaking Skill*, Continuum 2003, Pages 5-18

Here are some ideas to keep in mind as you plan your speaking activities.

- **Content** should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have.
- **Correcting Errors** you need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.
- **Quantity vs. Quality** addresses both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.
- **Conversation Strategies** encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').
- **Teacher Intervention** If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.<sup>32</sup>

### 2.4.11.3. Reading

We encounter a great variety of written language day to day -- articles, stories, poems, announcements, letters, labels, signs, bills, recipes, schedules, questionnaires, cartoons, the list is endless. Literate adults easily recognize the distinctions of various types of texts. This guide will not cover instruction for learners with little or no literacy in their native language; you will need to work intensively with them at the most basic level of letter recognition and phonics.

Finding authentic reading material may not be difficult, but finding materials appropriate for the level of your learners can be a challenge. Especially with beginners, you may need to

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<sup>32</sup> Joanna Baker, Heather Westrup, *Essential Speaking Skill*, Continuum 2003, Pages 34-67

significantly modify texts to simplify grammar and vocabulary. When choosing texts, consider what background knowledge may be necessary for full comprehension.

Will students need to "read between the lines" for implied information? Are there cultural nuances you may need to explain? Does the text have any meaningful connection to the lives of your learners? Consider letting your students bring in their choice of texts they would like to study. This could be a telephone bill, letter, job memo, want ads, or the back of a cereal box. Motivation will be higher if you use materials of personal interest to your learners.

Your lesson should begin with a pre-reading activity to introduce the topic and make sure students have enough vocabulary, grammar, and background information to understand the text. Be careful not to introduce a lot of new vocabulary or grammar because you want your students to be able to respond to the content of the text and not expend too much effort analyzing the language. If you don't want to explain all of the potentially new material ahead of time, you can allow your learners to discuss the text with a partner and let them try to figure it out together with the help of a dictionary.

After the reading activity, check comprehension and engage the learners with the text, soliciting their opinions and further ideas orally or with a writing task. Consider the following when designing your reading lessons.

- **Purpose** is something that your students need to understand ahead of time why they are reading the material you have chosen.
- **Reading Strategies** when we read, our minds do more than recognize words on the page. For faster and better comprehension, choose activities before and during your reading task that practice the following strategies.
  - a. **Prediction:** This is perhaps the most important strategy. Give your students hints by asking them questions about the cover, pictures, headlines, or format of the text to help them predict what they will find when they read it.
  - b. **Guessing From Context:** Guide your students to look at contextual information outside or within the text. Outside context includes the source of the text, its format,

and how old it is; inside context refers to topical information and the language used (vocabulary, grammar, tone, etc.) as well as illustrations. If students have trouble understanding a particular word or sentence, encourage them to look at the context to try to figure it out. Advanced students may also be able to guess cultural references and implied meanings by considering context.

- c. **Skimming:** This will improve comprehension speed and is useful at the intermediate level and above. The idea of skimming is to look over the entire text quickly to get the basic idea. For example, you can give your students 30 seconds to skim the text and tell you the main topic, purpose, or idea. Then they will have a framework to understand the reading when they work through it more carefully.
  - d. **Scanning:** This is another speed strategy to use with intermediate level and above. Students must look through a text quickly, searching for specific information. This is often easier with non-continuous texts such as recipes, forms, or bills (look for an ingredient amount, account number, date of service, etc.) but scanning can also be used with continuous texts like newspaper articles, letters, or stories. Ask your students for a very specific piece of information and give them just enough time to find it without allowing so much time that they will simply read through the entire text.<sup>33</sup>
- **Silent Reading vs. Reading Aloud** is reading aloud and reading silently are really two separate skills. Reading aloud may be useful for reporting information or improving pronunciation, but a reading lesson should focus on silent reading. When students read silently, they can vary their pace and concentrate on understanding more difficult portions of the text. They will generally think more deeply about the content and have greater comprehension when reading silently.

Try extended silent reading a few pages instead of a few paragraphs, or a short chapter or book for advanced students and you may be surprised at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extended texts, work with materials at or slightly below your students' level; a long text filled with new

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33 Eric H. Glendinning and Beverly A. S. Holmström, *Study Reading*, Cambridge University Press 2004, Page 27

vocabulary or complex grammar is too cumbersome to understand globally and the students will get caught up in language details rather than comprehending the text as a whole.

#### **2.4.11.4. Writing**

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If you can understand the message or even part of it, your student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside your class.

This doesn't mean that they shouldn't be challenged to write, but you should consider their needs and balance your class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally.

Two writing strategies you may want to use in your lessons are free writing and revised writing. Free writing directs students to simply get their ideas onto paper without worrying much about grammar, spelling, or other English mechanics. In fact, the teacher can choose not to even look at free writing pieces. To practice free writing, give students 5 minutes in class to write about a certain topic, or ask them to write weekly in a journal.

You can try a dialog journal where students write a journal entry and then give the journal to a partner or the teacher, who writes another entry in response. The journals may be exchanged during class, but journal writing usually is done at home. The main characteristic of free writing is that few errors are corrected by the teacher, which relieves students of the pressure to perform and allows them to express themselves more freely.

Revised writing, also called extended or process writing is a more formal activity in which students must write a first draft, then revise and edit it to a final polished version, and often the finished product is shared publicly. You may need several class sessions to accomplish this. Begin with a pre-writing task such as free writing, brainstorming, and listing, discussion of a topic, making a timeline, or making an outline. Pairs or small groups often work well for pre-writing tasks.

Then give the students clear instructions and ample time to write the assignment. In a class, you can circulate from person to person asking, "Do you have any questions?" Many students will ask a question when approached but otherwise would not have raised a hand to call your attention. Make yourself available during the writing activity; don't sit at a desk working on your next lesson plan. Once a rough draft is completed, the students can hand in their papers for written comment, discuss them with you face to face, or share them with a partner, all for the purpose of receiving constructive feedback.

Make sure ideas and content are addressed first; correcting the English should be secondary. Finally, ask students to rewrite the piece. They should use the feedback they received to revise and edit it into a piece they feel good about. Such finished pieces are often shared with the class or posted publicly, and depending on the assignment, you may even choose to 'publish' everyone's writing into a class booklet.

Tactful correction of student writing is essential. Written correction is potentially damaging to confidence because it's very visible and permanent on the page. Always make positive comments and respond to the content, not just the language. Focus on helping the student clarify the meaning of the writing. Especially at lower levels, choose selectively what to correct and what to ignore. Spelling should be a low priority as long as words are recognizable. To reduce ink on the page, don't correct all errors or rewrite sentences for the student.

Make a mark where the error is and let the student figure out what's wrong and how to fix it. At higher levels you can tell students ahead of time exactly what kinds of errors (verbs, punctuation, spelling, word choice) you will correct and ignore other errors. If possible, in addition to any written feedback you provide, try to respond orally to your student's writing, making comments on the introduction, overall clarity, organization, and any unnecessary information.

#### **2.4.12. Vocabulary Acquisition**

The ways that students learn new words when studying a foreign language is not well understood. Research in this field has commonly investigated the effectiveness of the

application of certain vocabulary learning strategies. Relatively few of the studies have investigated the strategies that students use to learn new words.

The investigation of the vocabulary acquisition strategies that the Army Soldiers' Training School students' learning through reading. Several vocabulary learning strategies were identified and then located in taxonomy. The results of the analysis provide empirical evidence of the contribution of the application of vocabulary learning strategies to acquire new words.

Vocabulary consists of the individual words we understand or know the meanings of. It is possible to know the meaning of a word when we hear it spoken but still not be able to read it in print. This is common for beginning readers, whose oral vocabulary, their speaking and listening vocabulary, is often larger than their reading vocabulary.

#### **2.4.12.1. Teach Vocabulary**

Vocabulary is crucial for getting meaning from text. Without knowledge of the key vocabulary in a text, a reader may struggle to understand the writer's intended message.

Here are also some reasons:

- Words are acquired incidentally from context in the normal course of reading and oral interaction.
- Making an effort to derive the meaning promotes retention.
- Additional exposure help consolidate it in memory.
- Multiple encounters of the same words are necessary for learners to acquire a large sight vocabulary “familiarity breeds automaticity”.

#### **2.4.12.2. Techniques and Strategies to Teach Vocabulary**

Teachers use various methods to teach vocabulary. Regardless of the method, the key to learning the terms is reinforcement.

- Write the definition or use the word in a sentence.

- Use of realia. It's done by bringing real objects to the classroom like postcards, book, pen, schoolbag, vegetables and everything that is worth to be brought to the classroom.
- Pictures: this is very effective in the way that it facilitates the process of learning for kids. You can teach them, for example, animals only through showing them pictures of animals
- Context: though challenging sometimes. It is really a good technique especially when it comes to abstract words.
- Read the word in context, explain its meaning.
- Mime and pantomime: it is done through gestures and facial expressions and also via actions.
- Crossword puzzle completion using several vocabulary words.
- Match the word to its definition in matching sets.<sup>34</sup>

### **2.4.12.3. Teachers' Role in Vocabulary Teaching**

If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure doesn't have any potential for expressing meaning unless words are used. But, "the teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, reading or writing which have received considerable attention from scholars and teachers" said Richards in 1976.

For many years, vocabulary was seen as incidental to the main purpose of language teaching, namely, the acquisition of grammatical knowledge about the language.

Recently, however, methodologists and linguists have increasingly paid the attention to the vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear that the acquisition of vocabulary is just as important as the acquisition of grammar, though the two are obviously interdependent, and teachers should have the same kind of expertise in the teaching of vocabulary as they do in the teaching of structure.

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<sup>34</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, Lawrence Erlbaum Associated 2005 Pages 137-150

This paper will explore the teacher's role in vocabulary teaching. What word knowledge students need to know in learning words, what vocabulary should be selected to teach, what effective techniques teachers should adopt to teach vocabulary and what strategies should be introduced to students for self-learning are discussed.

#### **2.4.12.4.Help Students with Work Knowledge**

It is clear that there is a far more to a vocabulary item than just meaning. In teaching vocabulary, teachers should look at words from the perspective of their meaning, their use, their formation and their grammar.

##### **2.4.12.4.1. Word Meaning**

The first thing to realize about vocabulary items is that they frequently have more than one meaning. One meaning of the word "constitution", for example, refers to a legal document setting out how a country is to be governed. But in a sentence like "My grandfather has an amazing constitution", that is obviously not the meaning. If the next sentence is, "Although he is nearly 80, he skis in winter and swims all the year round", you could assume the word refers to another meaning, that is, his physical condition, as that is what seems to be amazing for an 80 year-old.

You are right. When we come across a word, and then try to decipher its meaning, we will have to look at the context in which it is used. In other words, students need to understand the importance of meaning in context. There are other facts about meaning too. Sometimes words have meanings in relation to other words.<sup>35</sup>

Thus students need to know the meaning of vegetable as a word to describe any one of a number of other things—e.g. carrots, cabbages, potatoes etc. "Vegetables" have a general meaning whereas "carrot" is more specific.

We understand the meaning of a word like "good" in the context of a word like "bad" and "evil". Even in that example, however, one thing is clear: Words seldom have absolute

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<sup>35</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, Lawrence Erlbaum Associated 2005 Pages 95-100

synonyms, although context may make them synonymous on particular occasions. As far as meaning goes, then students need to know about the meaning in context and they need to know about sense relations.<sup>36</sup>

#### **2.4.12.4.2. Word Use**

What a word means can be changed, stretched or limited by how it is used. Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word “bark”, for example, is a dog’s word, but we stretch its meaning in the sentence “The householder barked at the tardy paper boy” to describe the person whose voice sounded like the bark of an angry dog when he was so annoyed at the paper boy for being late. That is metaphorical use.

Likewise, we can describe a difficult life as a dog’s life. It is full of hard work and worry with very little pleasure. “A dog’s life” is a fixed phrase that has become an idiom like many other phrases such as “raining cats and dogs”, “letting the cat out of the bag”, etc. Word meaning is also governed by collocation. We can say headache, stomachache or earache, but we can’t say throat ache or leg ache. We adjust our vocabulary to suit the demands of the situation.

For example, the two doctors talking about an illness will talk in different register than one of them who then talks to the patient in question, who has never studied medicine. Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

#### **2.4.12.4.3. Word Formation**

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. The verb “move” has the participles “moving” and “moved”. The present participle and the past participle can be both used as an adjective and the verb “move” can also be a noun. There is a clear relationship between the words “live”, “living”, “alive” and “life”. Students also need to know how suffixes and prefixes work.

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<sup>36</sup> Norbert Schmitt, *Vocabulary in Language Teaching*, Cambridge University Press 2000, Pages 22-31

Students also need to know how words are spelt and how they sound. Words like “conduct”, “increase” etc. are stressed differently when their grammatical function is different—as with nouns and verbs. Word formation then, means knowing how words are written and spoken and knowing or how they can change their form.

#### **2.4.12.4.4. Word Grammar**

Just as words change according to their grammatical meaning so the use of certain words can trigger the use of certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be singular and plural. The latter can only be singular; we can say “one chair” or “two chairs” but we cannot say “two furniture”. This difference, then, has certain grammatical implications. “Chair” can collocate with plural verbs whereas “furniture” never can.

There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore, collocate only with singular or plural verbs, e.g. “people”, the news “mathematics”, etc. There are many other areas of grammatical behavior that students need to know about like transitive and intransitive verbs, phrasal verbs, and the order of adjectives and the position of adverbs in a sentence.<sup>37</sup>

Therefore, knowing a word means far more than just understanding its meaning or one of its meanings. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware what is stated above, students will be more receptive to the contextual behavior of words when they first see them in texts or readings and they will be better able to manipulate the meanings and forms of the word.

#### **2.4.12.4.5. Select Vocabulary**

For most students, there is no special course to learn vocabulary. Vocabulary list usually appears with a reading text. Teachers should make full use of the vocabulary list to help students to obtain the necessary lexical knowledge. Among the words in the vocabulary list

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<sup>37</sup> Norbert Schmitt, *Vocabulary in Language Teaching*, Cambridge University Press 2000, Pages 58-60

what words should be selected to spend time on is the first consideration the teacher have to make. According to Harmer in 1991, a general principle of vocabulary selection has been that of frequency.

To focus learners' attention on the high frequency words of the language gives a very good return for learning effort. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are mostly commonly used are the ones we should teach firstly. Another principle that has been used in the selection of vocabulary is that of coverage. A word is more useful if it covers more things than if it only has one very specific meaning. So we should select the words with the ability to combine with other words, the ability to help to define other words and the ability to replace the other words.

#### **2.4.12.5. Activities to Develop Vocabulary Skill**

Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

- **Definitions**

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

- **Self-defining Context**

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

- **Antonyms**

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

- **Synonyms**

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

- **Dramatization**

This method can be practiced at ease. It can win the favor of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated. **Examples**

- Open [Open a book]
- Close [Close the book]

- **Pictures and Drawings**

Pictures of many types and colors can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

**Examples**

- into [Raj goes into the circle.]
- in [Rahman is in the circle.]

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

- **Realia**

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

- **Series, Scales, Systems**

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

- **Parts of Words**

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

- **Illustrative Sentences**

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

- **Practice from Meaning to Expression**

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

- **Reading the Word**

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

- **Writing the Word**

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

- **Shift of Attention**

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

- **Strategy for Special Types of Words**

Specific techniques or special combinations of the above techniques may be applicable for particular groups of words.

- **Words That Are Easy to Learn**

It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing.

- **Words of Normal Difficulty**

Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase.

- **Difficult Words**

Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case.<sup>38</sup>

#### **2.4.12.6. Implications to English Vocabulary Teaching**

In the last 25 years, the field of second language acquisition has seen renewed interest in vocabulary learning and acquisition. There are many dimensions to vocabulary learning and acquisition, as reflected in the multitude of different areas of research being done on the topic.

This paper attempts to synthesize for the reader the major findings of research into vocabulary learning and acquisition, outlined under each of the main areas of research on the topic. Following this, the implications of these research findings for teaching vocabulary to L2 (second language) learners will be discussed.

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<sup>38</sup> Norbert Schmitt, *Vocabulary in Language Teaching*, Cambridge University Press 2000, Pages 132-140

The organization of mental lexicon and the models of lexical access which discussed above can supply a lot of implications to English teachers: the aim of vocabulary teaching should not just explain a list of items clearly; the teachers should provide students with some effective methods for memory according to the frequency of words, the affection of context and so on. Therefore, on the basis of the theories of mental lexicon, the author explored some effective vocabulary teaching methods as follows.

#### **2.4.12.6.1. Learning Words in Context vs. Learning Words Out of Context**

There exist conflicting views among language professionals concerning the relative superiority of two approaches to learning second language vocabulary: learning words in context vs. learning words out of context. Convictions are strong among many language professionals that contextualized vocabulary learning is more effective than learning words in lists.

Oxford and Scarcella in 1994, for example, observe that while decontextualized learning (word lists) may help students memorize vocabulary for tests, students are likely to rapidly forget words memorized from lists. McCarthy in 1990 argues that a word learned in a meaningful context is best assimilated and remembered.

Moreover, in recent literature dealing with vocabulary acquisition, there can be seen increasing advocacy for explicitly teaching words out of context at an early stage of language acquisition, with more context-based vocabulary learning taking place at later stages of language development. To justify their position, these advocates often draw attention to the paradoxical situation facing the novice second language learner of having to learn vocabulary through extensive reading or listening when they don't know enough words to read or listen well.<sup>39</sup>

This suggests the logical importance of helping beginners explicitly learn the basic 3,000 word families, thought to represent the fundamental lexical competence by which learners can read independently and acquire language in a natural manner by Laufer in 1997.

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<sup>39</sup> Norbert Schmitt, *Vocabulary in Language Teaching*, Cambridge University Press 2000, Pages 120-122

While the debate concerning learning words in context vs. learning words out of context has yet to be resolved, a potentially effective third approach to teaching vocabulary is beginning to emerge through research findings. This approach combines decontextualized vocabulary instruction with contextualized reading. Two studies have found learning that involves both contextual reading and explicit vocabulary instruction results in much greater gains in vocabulary knowledge than contextualized learning through reading alone by Paribakht and Wesche in 1997 and Zimmerman in 1994.

#### **2.4.12.6.2. Decontextualized Vocabulary Learning Strategies**

Of the decontextualized vocabulary memorization strategies, mnemonic and non-mnemonic elaboration techniques involving deep semantic processing of target words have been shown to be more effective than memorization strategies involving only shallow processing, such as oral rote-repetition. Mnemonic techniques involve the use of both visual and verbal mental imagery to relate a word to be memorized with some previously learned knowledge. One mnemonic technique, the Keyword Method, has been shown to be superior to any other deliberate vocabulary learning strategy.

There are two versions of the Keyword Method, one based on the construction of visual images and the other based on the construction of sentences. Evidence exists that the visual imagery version is superior to the sentence construction version in facilitating recall of words. The following example by Pressley et al. in 1982 demonstrates how both these versions can be used: “Consider, for example, the Spanish word *carta* meaning (postal) letter. Using the keyword *cart*, a learner might generate either an image of a shopping cart transporting a letter, or a sentence such as *The cart carries the letter.*”

However, the Keyword Method remains largely unpopular with both teachers and learners because of the effort involved in memorizing words in this manner. Cohen and Apehke in 1980 found that if students were initially more proficient, they were better able to use associations in recall tasks.

Non-mnemonic elaboration techniques, such as semantic mapping and ordering, encourage learners to process target words in terms of their semantic properties. ‘Semantic mapping’ involves brainstorming associations that a word has and diagrammatically displaying the

results. ‘Ordering’ is a technique that asks learners to organize scrambled lists of words, forcing them to distinguish differences in meaning during the arrangement process. It has been shown that combining no mnemonic semantic elaboration techniques with the mnemonic Keyword Method results in greater retention of words than if the Keyword Method alone is used.

However, semantic elaboration techniques are mostly recommended for reviewing activities in the classroom and should not be considered as individual vocabulary learning strategies. In addition, it would seem that since these techniques also assume a reasonable L2 vocabulary base from which associations can be made, they are also largely unsuitable for beginner level L2 learners.

The Sentence Writing Method also known as the Sentence Generate Method is recommended by reading researchers as a way to increase vocabulary learning, and involves having learners construct a sentence containing the target word to be memorized. Using this method, learners are asked to not just restate the definition of the target word in the generated sentence but to construct a sentence from which the meaning of the word can be inferred.

However, research to determine the effectiveness of sentence writing as a vocabulary memorization strategy are mixed: While three studies have found that sentence writing did not facilitate either the production or the recall of definitions of words learnt under this technique by Pressley et al. in 1982; Barcroft in 2000 and Nielsen in 2002, the findings of two other studies suggest that sentence writing is an effective method for facilitating memorization of words.

#### **2.4.12.6.3. Most Commonly Used Decontextualized Vocabulary Learning Strategies**

Research that has attempted to investigate which decontextualized vocabulary strategies are most commonly used has revealed that more mechanical strategies are often favored over more complex ones. In a longitudinal experiment, Cohen and Apeh in 1981 found that students simply tried to memorize words that they did not know.

O'Malley et al. in 1983 found that repetition was the most commonly mentioned strategy, with strategies involving deeper more involved manipulation of information (i.e. imagery, inferencing, Keyword Method) being much less frequent.

#### **2.4.12.6.4. Multi-Media Vocabulary Teaching**

Computer assisted language learning is an emerging force in language teaching, it is maturing and showing that it can be a powerful tool in the hands of experienced teachers because it allows learners to interface with the target language in new ways. In actual vocabulary teaching, we can try to use computer to assist words learning.

Using multimedia, visual and auditory input delivered in a well-ordered sequence can lead learners to understand the usage of the target word with no need for text support. Well-designed multimedia lessons can now coordinate visual, auditory and contextual input in ways that a book cannot. It is now especially possible for beginners, for example, by displaying a simple picture or icon, such as a book, a triangle, or a number, the learner can process the meaning immediately.

No need for text and for explanation. Furthermore, learners can interact with the presentation, and have their interactions recorded into their study records and even influence the pace and level of the presentation.

### **2.5. Hypothesis formulation**

According with my two variables I have established some hypothesis.

#### **2.5.1. Working Hypothesis**

The Military Terminology Handbook will influence the process of the English language acquisition in the Candidates to Soldiers' that are on Pre – Intermediate Level in the Army Soldiers' Training School "Vencedores del Cenepa" in Ambato.

### **2.5.2. Null Hypothesis**

The Military Terminology Handbook will not influence the process of the English language acquisition in the Candidates to Soldiers' that are on Pre – Intermediate Level in the Army Soldiers' Training School “Vencedores del Cenepa” in Ambato.

# PART THREE

## METHODOLOGICAL DESIGN

### 3.1. Research Type and Design

The project will be develop a descriptive and field research because it's going to be analyzed the dependent variable and the independent variable and the investigation support is going to be on information that originate among others, of interviews, questionnaires, surveys and observations. As it is compatible to develop this type of investigation next to the investigation of documentary character, is recommended that first the sources be consulted of that of documentary character, in order to avoid a duplicity of works.

The investigation collects data of primary sources and systematizes them for a new achievement. It is not investigation to confirm or to compile what already is known or has been writing or investigated for other. The fundamental characteristic of the investigation is the discovery of general principles. This study has relation with the descriptive research, because this project looks for establish a handbook with military terminology, because the candidates to soldiers' and the Army Soldiers' Training School need it.

The methods that will be used are:

- Follow – up Studies because through it I will employed when you intend to investigate the subsequent development of participants after a specified treatment or condition and could help with the evaluation of success of a specific topic.

I choose this method because can help me to know more about the influence that the English for Specific Purposes has in the learning process.

- Documentary Analysis I can use it to analysis content and the study involves gathering of information by examining records and documents

However is the communication between me as the researcher and the candidates to soldiers that are the participants chosen for investigation with three categories:

- Activity Analysis
  - Observation that concentrates at present behavior of the participants.
- Product Analysis
  - Observations which are concentrated on the output of the participant's behavior.

- Correlation Studies because this can help me to determine the extent to which different variables are related to each other to generate or test hypothesis. The critical distinguishing characteristic is the effort to estimate a relationship, as distinguished from simple description.

### **3.2. Population Size and Sample**

The total population is 894 Candidates to soldiers' in a rank of 18 to 22 years old from the Army Soldiers' Training School "Vencedores del Cenepa". In virtue that the whole population is very numerous appears the need to extract a sample but the candidates are organized in 25 groups.

#### **3.2.1. Analysis the Sample Result**

It will be one student for each parallel in other words are going to be 25 Candidates to Soldiers' and this students are going to be the best student in the class that inside the institution is called the commander of the group and on this project I'm going to include 3 Military Instructors and 1 Military English Teacher.

### **3.3. Field Work**

The field work will done and design a Military Terminology Handbook that will be following the Process of English Acquisition and to motive the knowledge and have a wide vision of the use of English from Candidates to Soldiers' attending the Army Soldiers' Training School in Ambato, during the Pre – Intermediate Level, 2011.

The researcher will work in a social context, with a natural environment with the military terminology. I will use notes in order to keep all the aspects that can give excellent information about correct use of the Military Terminology Handbook.

### **3.4. Instruments for Data Collection**

The techniques that I will use for the research to collect the data will be:

<b>Types of Information</b>	<b>Techniques of Investigation</b>	<b>Instruments to Collect the Information</b>
1. Primary Information	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Observation document.</li> <li>• Questionnaire</li> </ul>

### **3.5. Data Processing and Analysis.**

I will use descriptive statistics with statistical graphics that will show the information and percentages in an easily and clearly way. After that I'm going to make a Military Terminology Handbook to be used by the Candidates to Soldiers' in Ambato

# PART FOUR

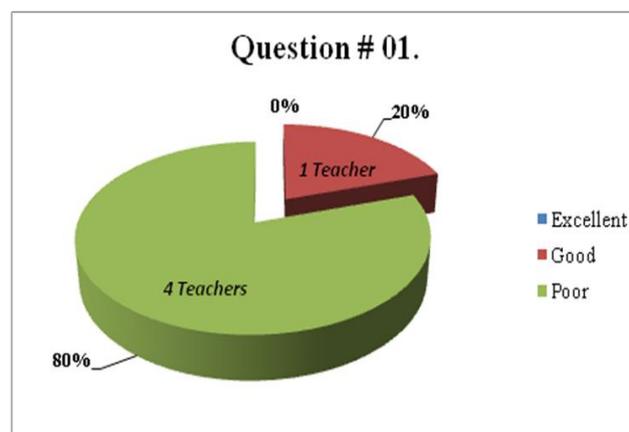
## TESTING THE HYPOTHESIS

### 4.1. Graphical Exposition of Results

#### 4.1.1. Teachers Questionnaire

1. Your knowledge of English Military Terminology is .....

Indicators	Teachers	Percent
<b>EXCELLENT</b>	0	00%
<b>GOOD</b>	1	20%
<b>POOR</b>	4	80%
<b>TOTAL</b>	5	100%

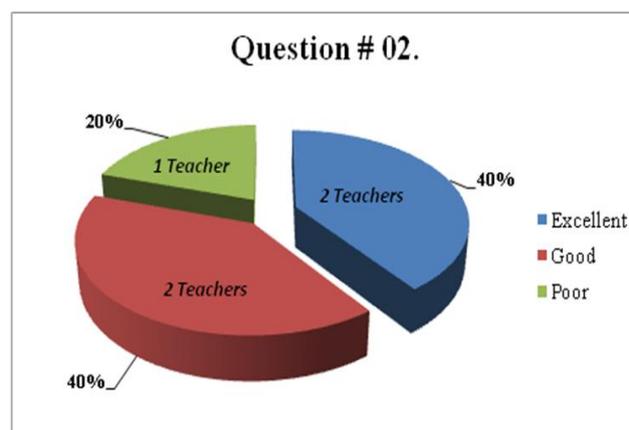


#### Analysis

ESFORSE's teachers knowledge of English Military Terminology with 80% is poor, and just the 20% is good, this is a bad situation that Military teacher has a poor knowledge of English Military Terms.

2. If you as a teacher could teach English Military Terminology at the same time as the General English could be?

Indicators	Teachers	Percent
<b>EXCELLENT</b>	2	40%
<b>GOOD</b>	2	40%
<b>POOR</b>	1	20%
<b>TOTAL</b>	5	100%



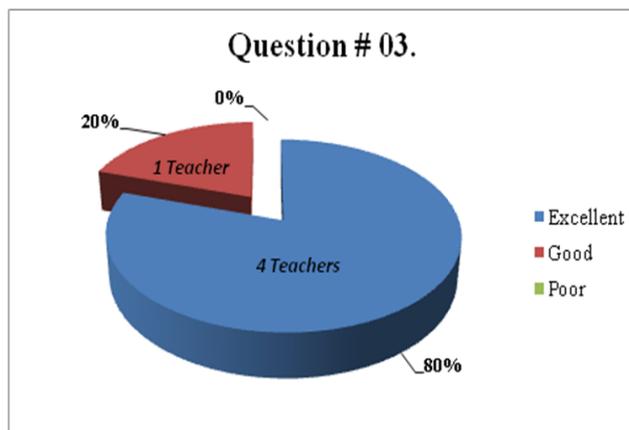
#### Analysis

ESFORSE's teachers think that teach English Military Terminology at the same time that general English could be excellent with 40% and good with other 40% and just a 20% think that it could be poor, in my opinion this 20% from my point of view, teachers who believe

those classes would be poor at the moment to combine regular English classes with English military terminology; is caused by the poor knowledge of military terminology by the teachers and there is lack of commitment with the military institution.

3. Do you think that implement an English Military Terminology Handbook for the candidates to soldiers' will be?

Indicators	Teachers	Percent
<b>EXCELLENT</b>	4	80%
<b>GOOD</b>	1	20%
<b>POOR</b>	0	00%
<b>TOTAL</b>	5	100%

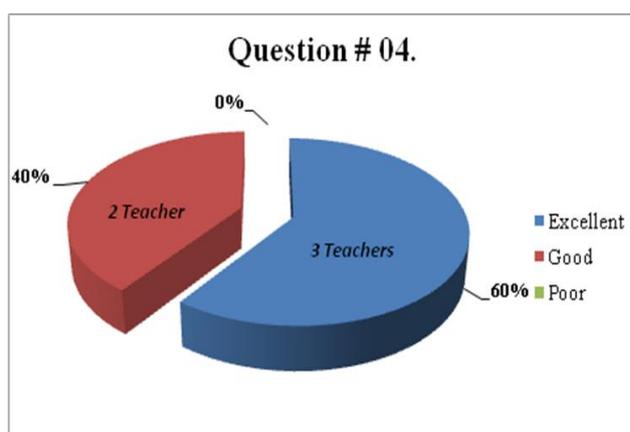


### Analysis

ESFORSE's teachers believe that implementing an English Military Terminology Handbook for the students could be an excellent idea with 80% and 20% think that could be good, in other word the handbook could be an excellent tool for the process of English acquisition.

4. Do you believe that introducing an English Military Terminology could be a / an ..... motivation to learn more English?

Indicators	Teachers	Percent
<b>EXCELLENT</b>	3	60%
<b>GOOD</b>	2	40%
<b>POOR</b>	0	00%
<b>TOTAL</b>	5	100%

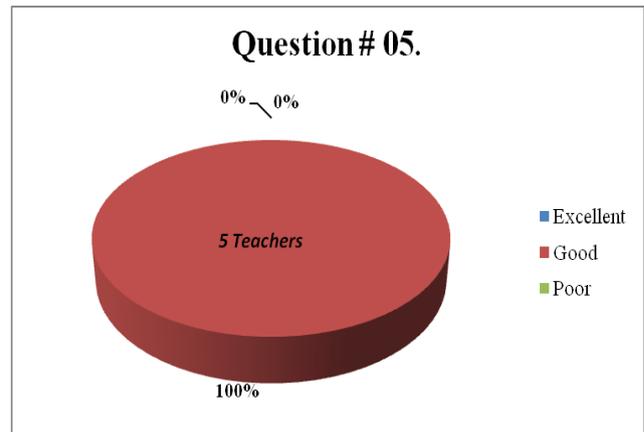


**Analysis**

ESFORSE’s teachers consider that introducing an English Military Terminology Handbook could be an excellent and good motivation to learn English with 60% and 40%.

5. In your opinion the Process of English Acquisition that you follow in class is?

Indicators	Teachers	Percent
<b>EXCELLENT</b>	0	00%
<b>GOOD</b>	5	100%
<b>POOR</b>	0	00%
<b>TOTAL</b>	5	100%

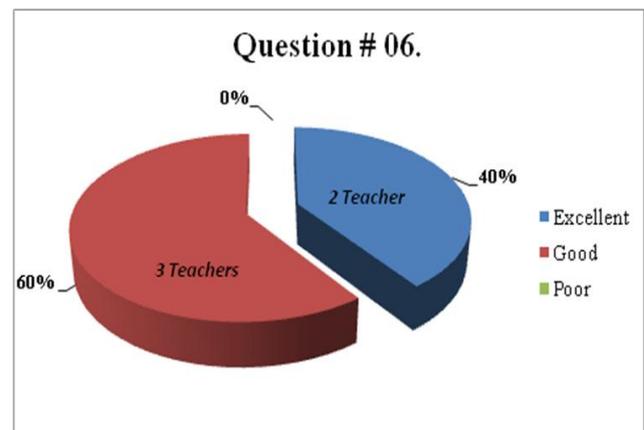


**Analysis**

The totality of ESFORSE’s teachers, believe that the process of English acquisition that they follow in class is good.

6. The syllabus that you as a teacher use is a / an .....

Indicators	Teachers	Percent
<b>EXCELLENT</b>	2	40%
<b>GOOD</b>	3	60%
<b>POOR</b>	0	00%
<b>TOTAL</b>	5	100%

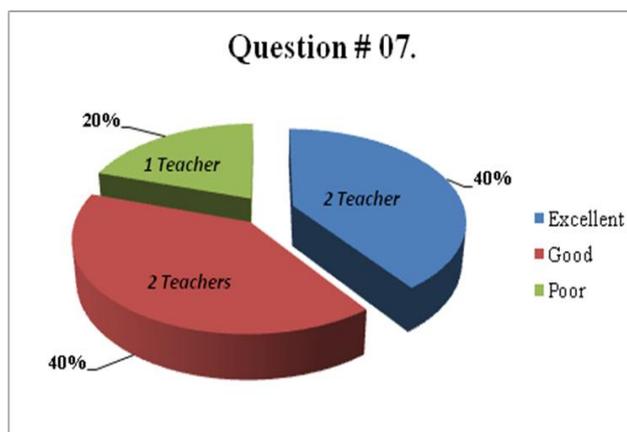


**Analysis**

ESFORSE’s teachers consider that their syllabus is good with 60% and 40% think that are excellent.

7. In your point of view the resources that you use to follow the Process of English Acquisition are?

Indicators	Teachers	Percent
<b>EXCELLENT</b>	2	40%
<b>GOOD</b>	2	40%
<b>POOR</b>	1	20%
<b>TOTAL</b>	5	100%

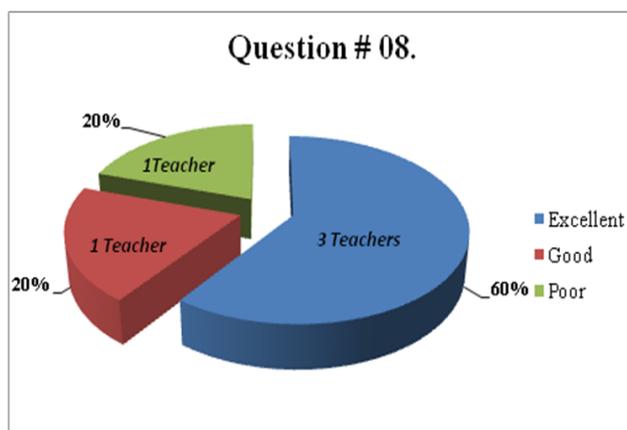


### Analysis

The 40% of the teachers think that the resources that they use are excellent, the other 40% believe that are good and just the 20% think that the resources that they use are poor.

8. Do you consider that an English Military Handbook could be a / an ..... tool to help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis

Indicators	Teachers	Percent
<b>EXCELLENT</b>	3	60%
<b>GOOD</b>	1	20%
<b>POOR</b>	1	20%
<b>TOTAL</b>	5	100%

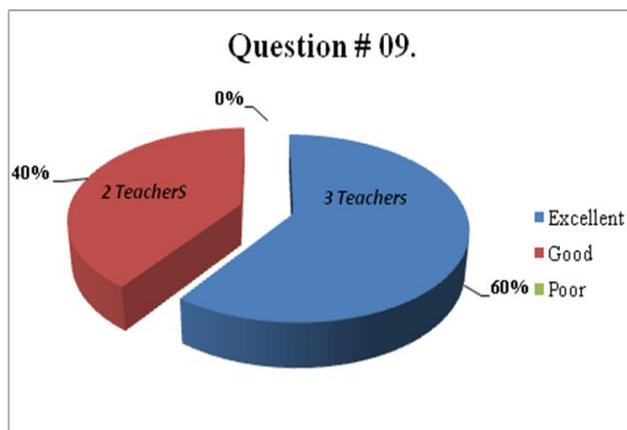


### Analysis

The 60% of the teachers recognize that an English Military Handbook could be an excellent tool to help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis, other 20% of teachers think that could be good and finally just 20% determine that could be a poor tool.

9. Do you considered that design a Military Terminology Handbook that encourages the development of the learning process of the English Area is a / an ..... idea?

Indicators	Teachers	Percent
<b>EXCELLENT</b>	3	60%
<b>GOOD</b>	2	40%
<b>POOR</b>	0	00%
<b>TOTAL</b>	5	100%

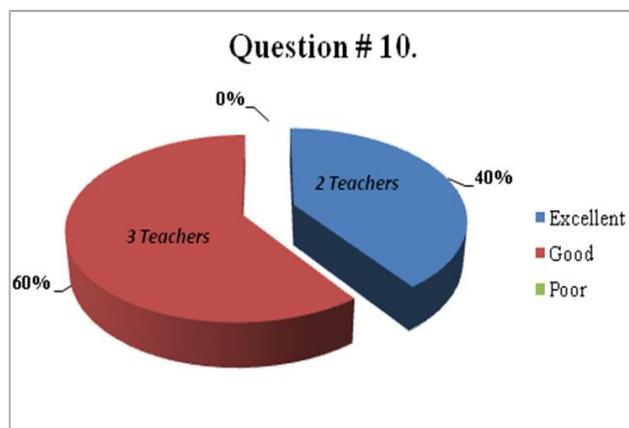


### Analysis

The 60% of the teachers accept as true that a Military Terminology Handbook could encourages the development of the learning process of the English Area is an excellent idea, other group of teachers with 40% think that is a good idea.

10. Do you believe that Military Terminology Handbook could in a / an ..... link in the Process of English Acquisition.

Indicators	Teachers	Percent
<b>EXCELLENT</b>	2	40%
<b>GOOD</b>	3	60%
<b>POOR</b>	0	00%
<b>TOTAL</b>	5	100%



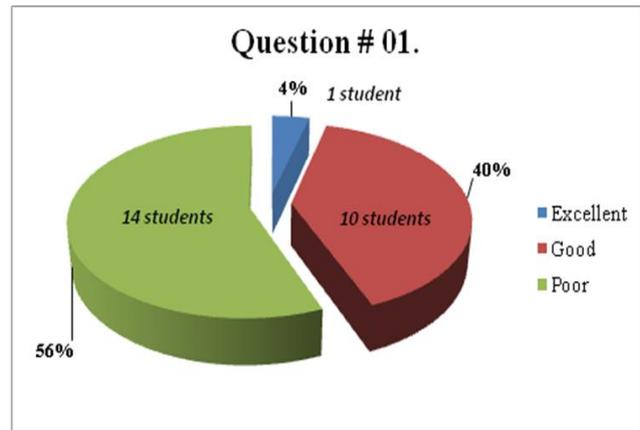
### Analysis

The 40% of the teachers recognize that a Military Terminology Handbook could be an excellent link in the process of English acquisition and the 60% of teachers think that could be good link

#### 4.1.2. Students Questionnaire

1. Your knowledge of English Military Terminology is .....

Indicators	Students	Percent
<b>EXCELLENT</b>	1	04%
<b>GOOD</b>	10	40%
<b>POOR</b>	14	56%
<b>TOTAL</b>	25	100%

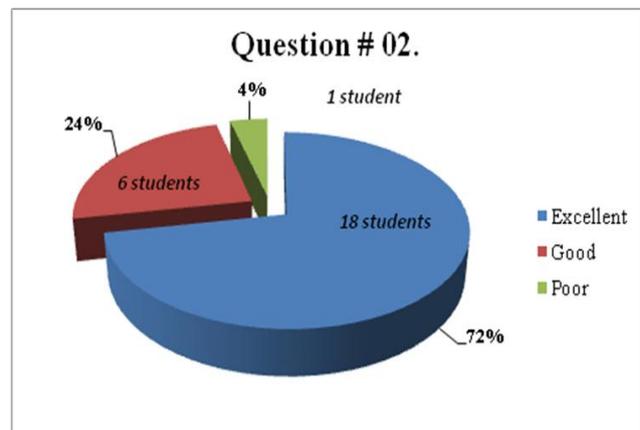


#### Analysis

The 56% of the students have a poor knowledge of English military terminology, 40% of students have good knowledge and just 04% have an excellent knowledge of English military terminology.

2. Do you consider that teach English Military Terminology at the same time as the General English could be?

Indicators	Students	Percent
<b>EXCELLENT</b>	18	72%
<b>GOOD</b>	06	24%
<b>POOR</b>	04	04%
<b>TOTAL</b>	25	100%

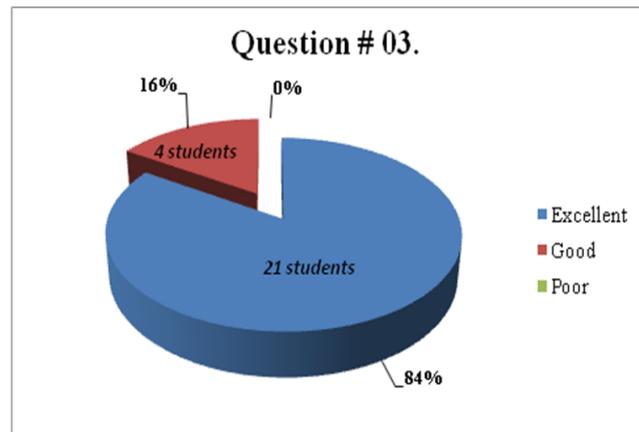


#### Analysis

The 72% of the students consider that teach English Military Terminology at the same time as the General English could be excellent, 24% of students consider that is a good idea e and just 04% think is a poor idea.

3. Do you think that implement an English Military Terminology Handbook for the candidates to soldiers' will be?

Indicators	Students	Percent
<b>EXCELLENT</b>	21	84%
<b>GOOD</b>	04	04%
<b>POOR</b>	00	00%
<b>TOTAL</b>	25	100%

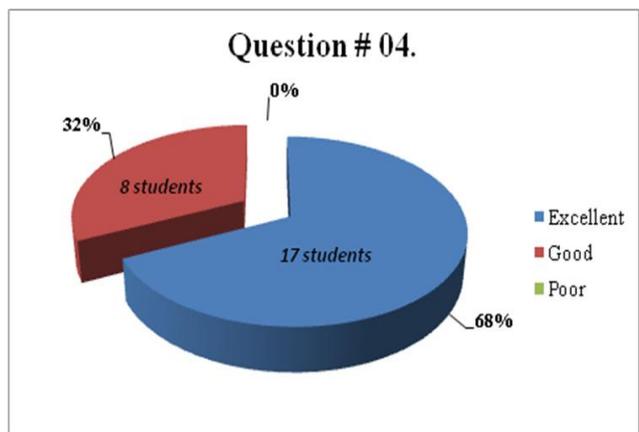


**Analysis**

ESFORSE's students believe that implementing an English Military Terminology Handbook for the students could be an excellent idea with 84% and just 04% think that could be good idea, in other word the handbook could be an excellent tool for the process of English acquisition.

4. Do you believe that introducing an English Military Terminology could be a / an ..... motivation to learn more English?

Indicators	Students	Percent
<b>EXCELLENT</b>	17	68%
<b>GOOD</b>	08	32%
<b>POOR</b>	00	00%
<b>TOTAL</b>	25	100%

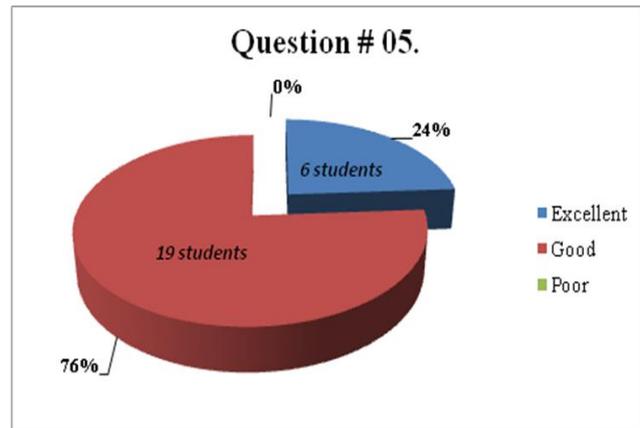


**Analysis**

Trainers consider that introducing an English Military Terminology Handbook could be an excellent and good motivation to learn English with 68% and 32%.

5. In your opinion the Process of English Acquisition that you follow in class is?

Indicators	Students	Percent
<b>EXCELLENT</b>	06	24%
<b>GOOD</b>	19	76%
<b>POOR</b>	00	00%
<b>TOTAL</b>	25	100%

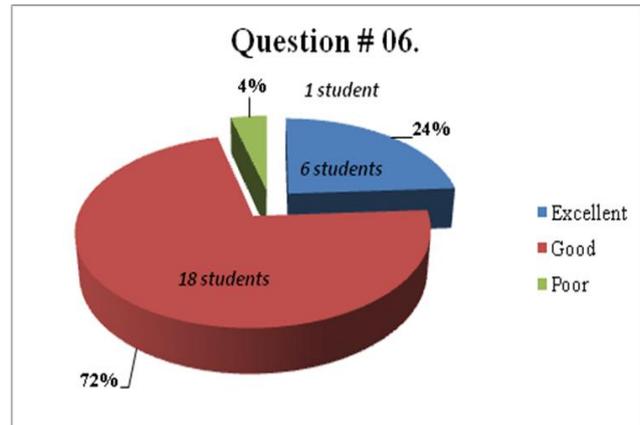


### Analysis

The 76% of students believe that the process of English acquisition that they follow in class is good and 24% is an excellent.

6. The syllabus which your teacher uses is a / an .....

Indicators	Students	Percent
<b>EXCELLENT</b>	06	24%
<b>GOOD</b>	18	72%
<b>POOR</b>	01	04%
<b>TOTAL</b>	25	100%

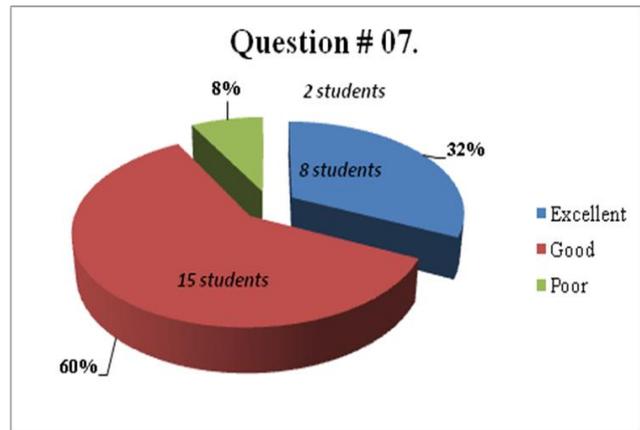


### Analysis

According to students opinion 72% of the syllabus that their teachers use are good, 24% think that is excellent and 04% believe is poor.

7. In your point of view the resources that your teacher use to follow the Process of English Acquisition are?

Indicators	Students	Percent
<b>EXCELLENT</b>	08	32%
<b>GOOD</b>	15	60%
<b>POOR</b>	02	08%
<b>TOTAL</b>	25	100%

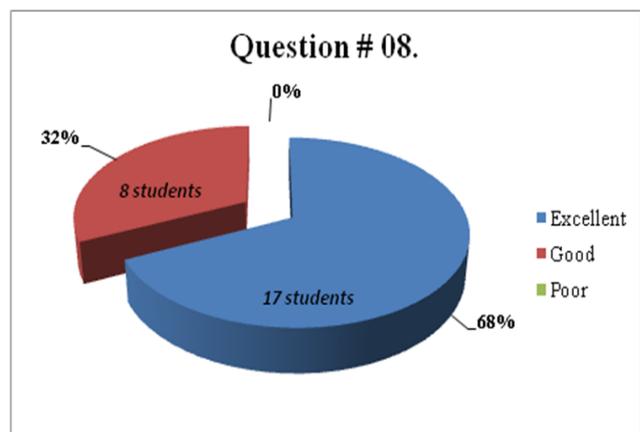


### Analysis

The 60% of the students think that the resources that their teachers use are good, the other 32% believe that are excellent and just the 08% think that the resources that their teachers use are poor.

8. Do you consider that an English Military Handbook could be a / an ..... tool to help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis.

Indicators	Students	Percent
<b>EXCELLENT</b>	17	68%
<b>GOOD</b>	08	32%
<b>POOR</b>	00	00%
<b>TOTAL</b>	25	100%

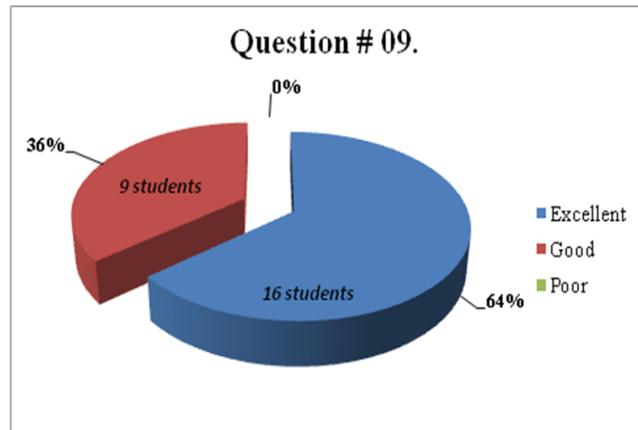


### Analysis

The 68% of the students consider that an English Military Handbook could be an excellent tool to help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis, other 32% of students think that could be a good tool.

9. Do you considered that design a Military Terminology Handbook that encourages the development of the learning process of the English Area is a / an ..... idea?

Indicators	Students	Percent
<b>EXCELLENT</b>	16	64%
<b>GOOD</b>	09	36%
<b>POOR</b>	00	00%
<b>TOTAL</b>	25	100%

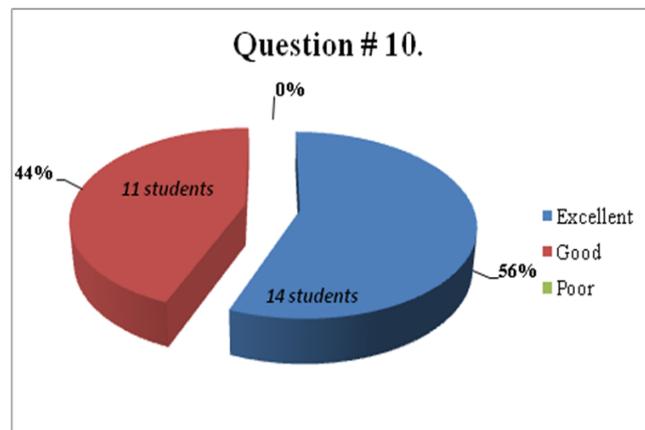


**Analysis**

The 64% of the students accept as true that a Military Terminology Handbook could encourages the development of the learning process of the English Area is an excellent idea, other group of teachers with 36% think that is a good idea.

10. Do you believe that Military Terminology Handbook could in a / an ..... link in the Process of English Acquisition.

Indicators	Students	Percent
<b>EXCELLENT</b>	14	56%
<b>GOOD</b>	11	44%
<b>POOR</b>	00	00%
<b>TOTAL</b>	25	100%



**Analysis**

The 56% of the students recognize that a Military Terminology Handbook could be an excellent link in the process of English acquisition and the 44% of teachers think that could be good link

### 4.1.3. Transcriptions of Military Instructors Interview

Speaker 1 (Enriquez Rodrigo from Quito, Army)

Rank	Gender	Years of Service	Mission Abroad
Captain	Male	12	2 years in Haiti

Q#	Transcript
Q1.	Yes, English is important because it can allow you to do different things <i>like what?</i> Like missions abroad, you can also understand military instructions better.
Q2.	All the time when I'm watching TV, watching a movie, listening to music, when I want to buy a burger at McDonalds'
Q3.	I think it's important because allow us to have different life experiences and see how English applied in the real life situations.
Q4.	Well here at the ESFORSE they use lots of materials for students, they have teachers do writings, they also prepare different activities like watching movies, and playing songs all of them are in English they can also have students to do drills.
Q5.	Yes, I think is very useful because the students can apply that to real life situations and we can use the same approach to teaching the trope.
Q6.	Well, we try to use real life situation approach that means immersion which actually means that the student has to see and apply English to the real life situation.
Q7	It's in many ways but still needs to be improved I think a lot of what you are doing you know! your research can be apply here and that can help us in improving our system here <i>Ok you think that process of English acquisition is followed by teachers</i> not really teachers have a hard time doing that and we have a hard time supervising them but we're doing our best to supervise teachers and students in the hole system

#### Analysis of a Speaker's Idiosyncratic Ways of Expression:

Enriquez was born in Quito. He obtained his BA degree at ESPE in Quito. He is 37 years old now and holds the rank of Captain thanks to his college education. He gets Army training and language training. The interview is formal because of the social distance.

Lexis is linked to the topic and has intermediate vocabulary. He uses few military terminology and the only abbreviations he uses are related to language school. Cases of repetitions (*I think...I think, real life ...real life,*) are used as voiced hesitation and the purpose is to get time in searching for words. *Well* is used for the same purpose.

Enriquez's grammar is acceptable and is equivalent to a pre-intermediate level. The speech is fluent. He has a foreign accent. His intonation reveals that he has been in the U.S for a long time. His grammar is without irregularities. The interview is cohesive and coherent There are pauses caused by thinking of what to say and how to say it. He uses voiced hesitations (*eh*).

On Q1 he emphasizes that English in a Military life is good tool to have a better communication between soldiers in missions abroad.

On the Q3 and Q5 his opinion about the English Military Terminology Handbook is that could be a useful tool to connect English students knowledge with a real Military use.

**Speaker 2 (Yanez Milton from Latacunga, Army)**

Rank	Gender	Years of Service	Mission Abroad
P.S. 1 <sup>st</sup> Sergeant Major	Male	28	Studying

Q#	Transcript
Q1.	Obviously it's was our idea to implement something about English for specific purposes in the military, I mean military terminology that we're working on it.
Q2.	Actually is almost impossible to do this can of situations anyway we you here at the ESFORSE and also with my daughters or something like that.
Q3.	Sooner or later eventually they will be there so they need to know about military terminology that is very important because in the military life they will have chances to go to English speaking countries.
Q4.	Well we have been using a lot of material that is been developed by the teachers of course we have E-tools as well as photo-copy able material that comes with the English result.
Q5.	Sure in fact we need to have this years before but now we're just setting one booklet

	an also looking for something that is going to be help us here at the ESFORSE.
Q6.	Well, now we're teaching as a traditional way; I mean with the books, Cds ,video tapes and something like that just we're trying to implement and improving here using an interactive white board that let them to interact and involving the immersion method.
Q7	We're just using a traditional method but you know we need to improve it of course but what I would like to have here is 50% of native speakers that let us have chance to be involved in a real English, <b><i>and do you think that process of English acquisition is followed by teachers</i></b> well actually we're just doing the same design that ESPE let us have here, but anyway is a simple model because the teacher is free to do whatever they want in terms of they have to let them learn is welcome here in class as a skill.

**Analysis of a Speaker's Idiosyncratic Ways of Expression:**

Yanez was born in Latacunga. He is 52 years old now is retired and holds the rank of 1<sup>st</sup> Sergeant Major. He got Army training and language training. Although he speaks openly and the talk is informal, he takes the interview very seriously.

His lexis is irregular. There are many cases of repetitions (*improving....., improve....., traditional ....., traditional....., etc.*). The only idiomatic and colloquial expressions he use was 'sooner or later'. There is an absence of voiced hesitations (*uhm, er, erm...*). He uses 'well' twice at the beginning of sentences – a common trait when old people are reminiscing about the past.

On the Q3 and Q5 his opinion about the English Military Terminology Handbook is that the trainers must know English Military terminology because with that knowledge the English classes could be more functional.

On Q6 and Q7 he emphasizes that teacher use a traditional method or style to teach that is not motivating.

**Speaker 3 (Calderón Roberto from Manabí, Army)**

Rank	Gender	Years of Service	Mission Abroad
1 <sup>st</sup> lieutenant	Male	2	-

Q#	Transcript
Q1.	Of course we have the opportunity to travel to English speaking countries and we can help lot of people that need our help.
Q2.	Yes, I do. I love English, I'm always singing English songs or I'm reading some books to learn something new.
Q3.	That people is amazing the peacekeepers work in different countries very poor, and they leave their home, their family, and their sons to help people that they don't know.
Q4.	They're a lot of we can fine speaking, reading and always she has the way to catch their attention and my prefer resources is the music and a big smile. <i>Good.</i>
Q5.	Yes. I do. With our career is necessary to learn English we need to combine with our job we need to open the borders to be better like Army and soldiers.
Q6.	If I have to say they're always very tired maybe we need to use more songs and colorful things you could get more attention and best results.
Q7	Yes I guess, you need to be in the classroom to see some trainers didn't have the same knowledge when they started and with the work of the teacher they're learning very fast.

**Analysis of a Speaker's Idiosyncratic Ways of Expression:**

Calderón was born in Calceta, Manabí, and he graduated from ESMIL and has B.A on Military Science. He is relaxed, using partially informal language. The interview is like narrative as he describes the sequence of events and direct speech is used to give a sense of the people involved – a ‘familiarity trait’ that is characteristic of many Ecuadorian young Soldiers.

The lexis is linked to the topic, the flow of speech proves that he has been used to talking. He does not use any special military terms. However, he uses English in a proper way. He has been using the word ‘*Yes. I do....., Yes. I know....., Yes. I guess.*’ frequently.

His grammar is proper and has similarities with casual conversation. He organizes sentences well and provides concrete details. The rhythm of speech is even, pauses are acceptable and he seldom uses non-fluency features such as voiced hesitations (*oh, well, ok*).

On Q5 he recognizes that for a military career is very useful to know English Military Terminology to have a wide world to be a better Army and soldiers.

**Speaker 4 (Robalino Cristhina from Tungurahua, Army)**

Rank	Gender	Years of Service	Mission Abroad
1 <sup>st</sup> lieutenant	Female	3	Chile in USARSA

Q#	Transcript
Q1.	Yes, I think is very important because in this life in the military life is very useful we can travel abroad we can have different experiences with this language
Q2.	Well actually this moment no because here in Ecuador we don't use English but I like English and I try to speak with my friends and at home.
Q3.	I think that this activity is very important because we've the opportunity to share different experiences with people from other countries and learn more about other cultures that reason for me is very important.
Q4.	Her at the ESFORSE we have a variety of resources for example the book ENGLISH RESOLT at the same time teachers try to improve the English using projects, writings, photocopy able shits or something like that.
Q5.	Yes for me is very important and necessary that ESFORSE have something like that because here we have trainees the soldiers need to know some terminology related with military life because here we don't share this kind of activities.
Q6.	Candidate to soldiers learn English in different activities different ways first try to develop speaking in class or maybe doing homework, extra activities, projects or writings for me is very important to learn this language
Q7	Yes and No, yes because are doing your best in order to do this activity but no because for me is necessary to have a different model because we have to apply English to the real life and here we're not doing that <i>and do you think that process of English acquisition is followed by teachers</i> the model is already done for me

teachers are free to do lots of activities in class they are free to do all they want to do in class in order to teach the language and students can have the opportunity to learn.
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**Analysis of a Speaker’s Idiosyncratic Ways of Expression:**

Robalino was born in Pillaro, Tungurahua. She is 25 years old. She has been in the military for three years and she is a 1<sup>st</sup> lieutenant. She stayed in Chili for one year. Her discourse is semi-formal. She uses many features that characterize informal speech but rather because of a lack of English vocabulary. Although her native language is Spanish, there were no typical traces of it to be found in her English (pronunciation, structure).

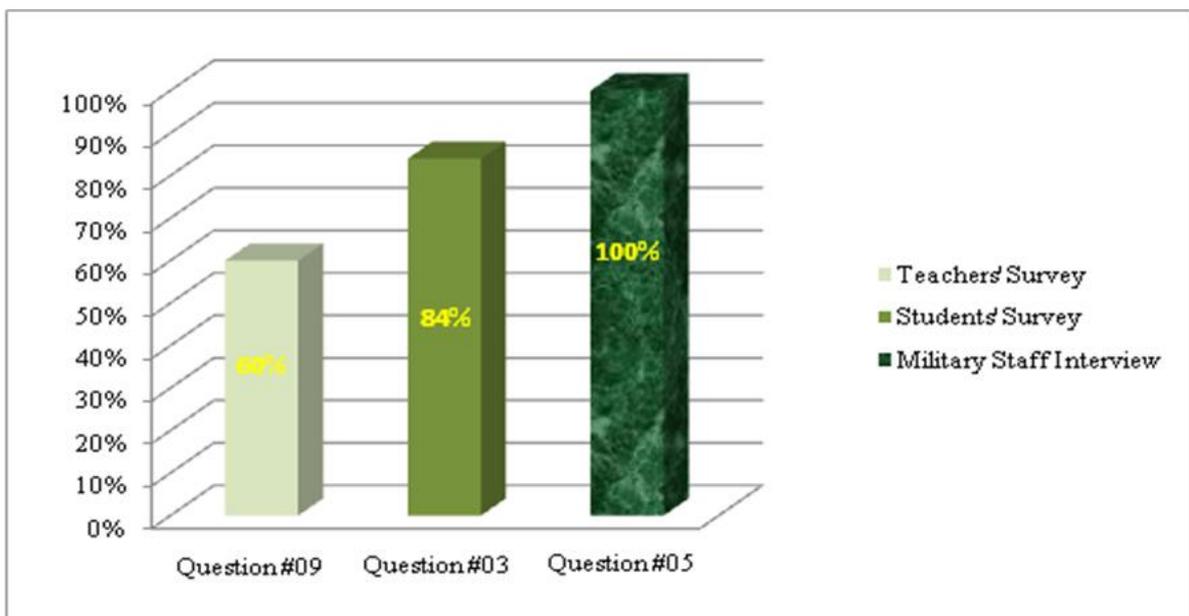
Robalino uses simple vocabulary. She does not use any idiomatic or slang expressions. Her lexis lacks special military terms. Grammar is characteristic of many irregularities.

Noriega speech is distinctive for many non-fluency features. She uses many voiced hesitations (*yeah, ers, erm, em*), and many high frequency conversational clauses ‘*I think..... , share.....*’.

Robalino on Q5 she mention that an English Military Terminology could be a link with other cultures.

**4.2. Analysis of Results**

Analysis and interpretation of the most significant elements of the instruments to collect the information for the triangulation are:



### Teachers' survey

1. Teachers believe that the process of English Acquisition that they follow in class is good but it means that could be better and achieve to the excellence.
2. Analyzing the question nine the 60% of teachers surveyed believe that it would be excellent idea to design a Military Terminology Handbook to encourages the development of the learning process of the English Area.
3. Finally teachers think that they would like to add military terminology to the English regular teaching process.

### Students' survey

Were carried out to a total of 25 surveys, which yielded the following results:

1. The knowledge of military terminology of the students is poor because they only receive from their teachers' vocabulary according to the context of the teaching material that they are using.
2. From the 25 students surveyed 21 students coincide that implement an English Military Terminology Handbook for the candidates to soldiers' will be excellent, that represents the 84%
3. Should be noted that students report interest in military terminology in English.
4. Should be pointed out that students find motivating to introduce English military terminology to make the process of learning English more efficient and effective.

### Military staff interview

1. Response to the question Do you think that learn English is important in the Military life? All of them had a positive answer in front of the importance on learning English in the military life

2. Concerning with question two the use of English in their daily life is limited.
3. Military staff report that the classes follow and are planned in a dictated traditional approach using CDs, books and photocopies based on the training material that is based on regular English teaching.
4. Analyzing the question five from the interview to military personnel, we found that 100% agree that it is important to design and use a document with military terminology in English, so in this way could be a link between regular English classes and military terminology and situations that students will use it daily within the Army.

#### **4.3. Conclusions.**

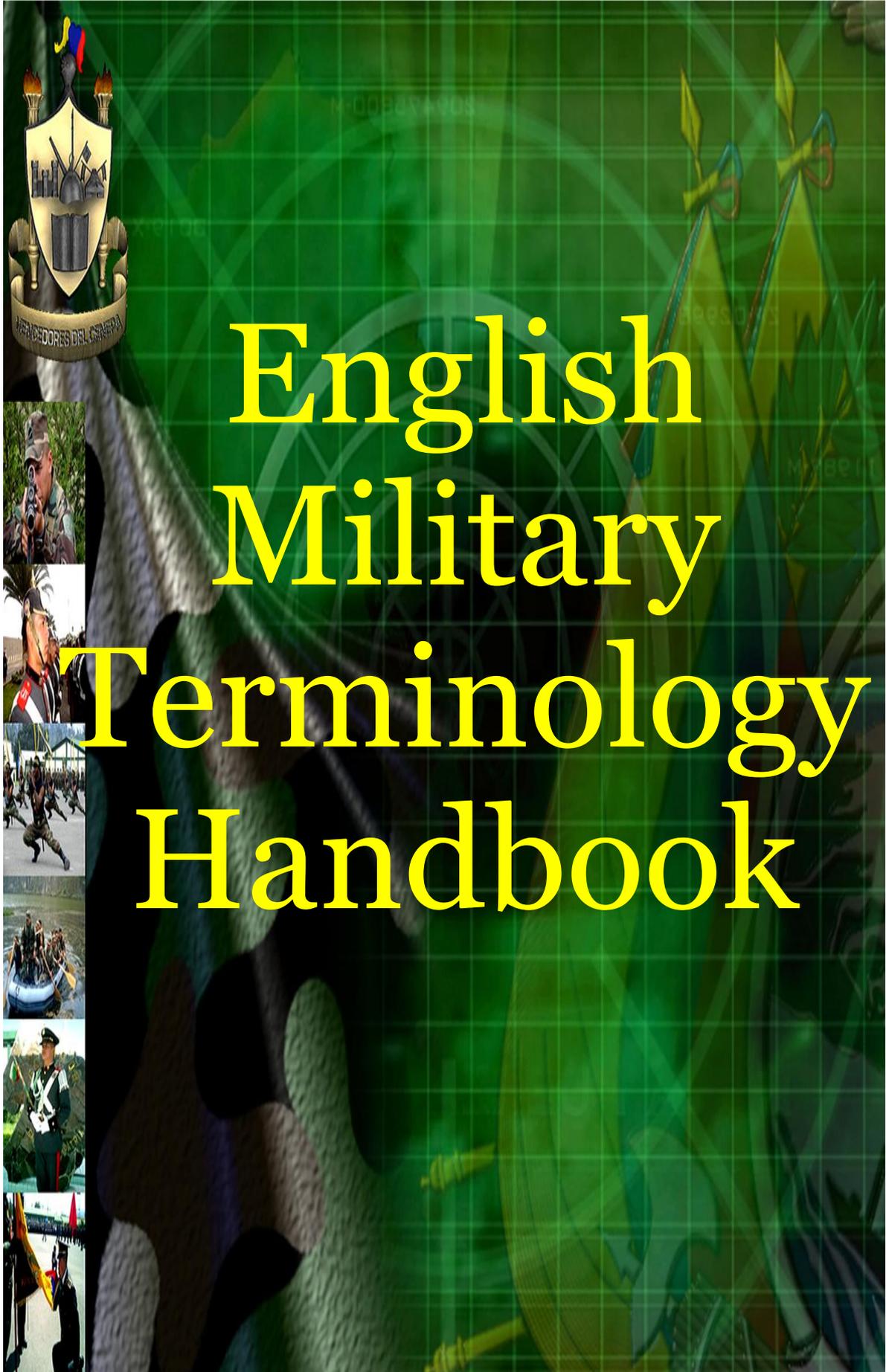
- ESFORSE doesn't have any English Military Terminology didactic material that could be used by teachers, students or military staff to make the Process of English Acquisition associated with the military life.
- According with the students surveyed the 84% of the sample coincide that the implementation of an English Military Terminology Handbook for the candidates to soldiers' will be an excellent didactic material to improve the English Process Acquisition.
- Civilian English teachers don't know English Military Terminology because at the teachers' survey the 80% of them determined that their knowledge of English Military Terminology is poor.

#### **4.4. Recommendations**

- Is recommendable that ESFORSE'S curriculum content should include Technical English for military purposes to increase the Process of English Acquisition.
- ESFORSE should set up the English Military Terminology Handbook that will help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis.

- Include training for civilian and military teachers on the use of English Military Terminology inside and outside the classroom so thereby students can prove the practical use of English Language in the military life.

# PROPOSAL



# English Military Terminology Handbook

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## INTRODUCTION

The world and the strategic environment will continue to change, and The Army will continue to learn and adapt. Our current view of the future suggests that The Ecuadorian Army will continue to conduct military operations other than war for many years and that we must be prepared to conduct major operations during war. Ecuador should expect nontraditional challenges requiring the use of military force in various circumstances. If history is a guide, those nontraditional challenges will likely come from unexpected sources at unanticipated times and places. As the challenges grow and vary, The Army must adapt its responses to meet those challenges.

Increasingly, and at an accelerating pace, individual Soldier capabilities will be enhanced. The ability to move, shoot, and communicate accurately over greater distances will increase; the effects of maneuver and fires will be more effectively integrated; and the ability to operate with other services and with allied forces will continue to improve combat effectiveness. The dramatic improvements in military technology and the revolutions in military, logistic, and business affairs will improve soldier effectiveness. Despite improved technology, the Soldier's fundamental mission remains the same: close with and destroy the enemy or compel him to surrender.

As The Ecuadorian Army transforms, Soldiers can rely on a few enduring truths to guide them. The Army must remain ready to fight and win the Nation's wars. I will do this in cooperation with the other services and across the range of military operations. The Army gains lasting victory through the swift, decisive, and overwhelming application of combat power.

Also perform diverse tasks in military operations other than war that require us to develop and maintain a full range of capabilities to meet national security strategy requirements. The Ecuadorian Army will constantly evolve its doctrine and organizations to meet future challenges, ensuring the existence of a responsive, deployable, versatile, agile, lethal, sustainable, and survivable force for as long as Ecuador requires.

However, English is the language most frequently used in international military and peacekeeping operations. This Handbook aims to provide a basic vocabulary of Ecuadorian

terms relating to the Military Instruction, and covers subjects such as rank, organization, training, and some of the more common symbols. In addition, there are selected items of popular idioms relating vocabulary that is used by the trainers.

New terms used by the media in reporting on recent conflicts are also included, making this an ideal reference source for anyone involved in teaching English to the military. Definitions are written in simple English, making them easily accessible to anyone with a basic knowledge of the language.

Finally, and most importantly, Ecuadorian Army is people. Soldiers are the centerpiece of our formations. Ecuadorian Soldiers consistently demonstrate the strength of liberty, justice, and hope. There is no moral comparison between Ecuadorian Soldiers and their adversaries in wars throughout our history.

## JUSTIFICATION

The English Military Terminology Handbook will be very practical its use because is designed according to the needs of the military staff, civilian servants and teachers to take up roles where they will need to use English on a daily military life. The principal ideas is to give a simple and clear tool that teachers can use to motive their students to increase English knowledge and the normal learning process in other words to expand students English knowledge, this handbook has many instruments that will permit a normal develop of English Military Terminology Handbook in the Army Soldiers' Training School in Ambato.

English is also an official NATO (North Atlantic Treaty Organization) language and in addition to that, a good command of the English language is an operational requirement of NATO. Military personnel of NATO countries are simply not able to communicate effectively without this common language during joint maneuvers and exercises.

For this reason the social benefits and relevance with the English Military Terminology handbook I'll achieve that the Trainers show their abilities in the English area because through this Military Terminology Handbook I'll join the contest with the real military life, also will allow to obtain a personal and professional improvement because it will enforcement the knowledge that them acquire during the learning process at the university, more over this handbook will also permit to satisfy the needs of the Army Soldiers' Training School which wants the best for the Trainers.

However, it is not always easy to find enough reliable materials to prove language changes in specific areas. In order to capture present situations related to military colloquial and slang expressions, this work is dedicated to the analysis of such expressions. Having worked in the field and being more than familiar with the subject matter, it has been possible to compile sufficient material for analysis and, in effect, amass a private military corpus.

Furthermore, I can mention that this handbook is very important because it will influence the education and social environment because it will produce changes in the military environment in which the Trainers work, study and learn and moreover because the Army Soldiers' Training School has been with the English skill for over 7 years but this institution doesn't have a real and good relation with the foreign language.

## **OBJETIVE**

### **General Objectives**

- To Use the English Military Terminology Handbook to influence the process of English Acquisition in the ESFORSE, as the environment and culture have a deep impact on the way of communication, the main aspects of the military environment and military culture including military customs and traditions are tackled. These are inseparable parts of the military and a part of what distinguishes it from civilian life. From the very moment a soldier enters the military, special customs and traditions become a part of his life. It is the chain of command and leadership, the names of ranks, the uniform, saluting sign of respect paying to a superior, how soldiers address one another, courtesies rendered to the national flag and those in command, customs and traditions that go back to ancient times

### **Specific Objectives**

- To institute the English Military Terminology Handbook that will help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis.
- To motivate and train teachers of the English area to use military terminology inside and outside the classroom, to this way demonstrate to students the practical use of the English Language in the military life

## PROPOSAL DESIGN

### Unit One

#### 1. Army Core Competencies

The Army core competencies are the essential and enduring capabilities of our service. While they are not necessarily unique to The Army, they define our fundamental contributions to our Nation's security. Technology may change the ways The Army contributes to Ecuadorian's security, but not the contributions themselves.<sup>40</sup>

The Army's core competencies are:



**Figure 1-1, Army Core competencies.**

##### 1.1. Shape the Security Environment

The Army shapes the security environment by providing presence—"boots on the ground." While many countries do not have substantial air or naval forces, virtually all countries have armies. The Army is uniquely suited to engage these armies to reassure allies, build trust and confidence, promote regional stability, encourage democratic institutions, deter conflict, and respond to crises.

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<sup>40</sup> Rudesheim Frederick S., *Discovering the Army's core competencies*, Army war College 2001, page 17

## **1.2. Prompt Response**

The Army's strategic responsiveness provides the National Command Authorities and joint force commanders with a broad range of land power options to shape the security environment and respond to natural or manmade crises worldwide. Army forces normally add the vital land capability to joint, multinational, and interagency operations.

Strategically responsive Army forces are mission-tailored, projected from home or abroad, and capable of decisive operations immediately on arrival. Prompt land force response enhances our Nation's ability to deter conflict and provides a capability to prevent an adversary from achieving his political and military objectives if deterrence fails.

## **1.3. Mobilize the Army**

The ability to expand The Army provides the National Command Authorities the means to confront unforeseen challenges and ensure America's security. The Army possesses the capability to mobilize the forces necessary to meet any crisis, including protracted, major theater war.

## **1.4. Forcible Entry Operations**

Multidimensional Army forces provide a forcible entry capability to access contested areas worldwide. They can be ready to fight immediately and prepare for the arrival of follow-on forces. This capability is essential to reduce predictability, dominate a situation, deny an adversary his objectives, contain a conflict, conduct decisive operations, deter protracted conflict, and terminate conflict on our terms.

## **1.5. Sustained Land Dominance**

The Army's unique contribution to America's national defense is providing the capabilities for sustained land dominance across the full range of military operations and the spectrum of conflict. Several specific supporting competencies allow The Army to fulfill this vital role.

### **1.5.1. Close With and Destroy Enemy Forces**

Army forces are uniquely capable of decisive land warfare. The ability to close with and destroy enemy forces, occupy territory, and control populations achieves moral dominance over enemy will and destroys means to resist. Army forces close with and destroy the enemy to terminate conflict on our terms. Ultimately, this capability, coupled with strategic responsiveness, provides the foundation of conventional deterrence.

### **1.5.2. Precision Fires and Maneuver**

The Army is capable of attacking an enemy, directly or indirectly, with lethal and nonlethal means, through the synergistic application of precision fires and maneuver. The Army is organized and equipped to conduct combined arms operations, which include integrating joint capabilities and operations. Precision maneuver coupled with precision Army and joint fires, give the joint force commander operationally decisive land power capabilities.

### **1.5.3. Information Superiority**

Information superiority is essential to decisive Army operations. Technological advances will continue to enhance the common operational picture and situational understanding, the precision of fires and maneuver, and virtually every other aspect of Army operations.

Through interoperable ground-, air-, and space-based capabilities, Army forces can now conduct information operations that affect an adversary's will to resist and enable decision superiority for joint and multinational forces. These capabilities will increase in the future.

### **1.5.4. Command and Control of Joint and Multinational Forces**

The Army provides experienced leaders and adaptable organizations to command and control joint and multinational forces and promotes interagency unity of effort. Although not the only service capable of performing this function, The Army's combined arms culture and long-standing experience with joint and multinational operations foster this competency.

### **1.5.5. Control and Defend Land, People, and Natural Resources**

Conflict normally requires control of people and land to establish the conditions for self-sustaining peace. The Army has a unique capability to dominate a situation and set those conditions, especially when this control requires a sustained commitment. The Army also plays an essential role in defending both our Nation and our allies. Through its full range of capabilities, including national and theater missile defense, The Army's presence, at home and abroad, is a certain signal of America's commitment.

### **1.5.6. Conduct Sustainment Operations**

Army forces sustain themselves and provide support to join the forces. Essential Army support includes the multifunctional theater support command and functional transportation (ground and aviation lift), supply, engineer, finance, medical, and personnel units.

## **1.6. Support Civil Authorities**

As part of an interagency and joint team, The Army provides unique capabilities to support civil authorities in domestic and international contingencies. This competency includes homeland security and defense. Prompt Army assistance to civil authorities and agencies is often a decisive element in disaster relief or crisis resolution. The Army will assure all available support is provided until civil authority is reestablished or civilian relief agencies can assume the mission.

The Army will remain capable of fighting and winning our Nation's wars and will be prepared to perform any other mission across the spectrum of conflict. The Army's core competencies enable Army forces to carry out any mission, anytime, anywhere in the world. It is people who translate The Army's core competencies into capabilities.

The Army is people—Soldiers and civilians, active and reserve, retirees, veterans, and family members—drawn together by shared values and experiences, sacrifice, and selfless service to our Nation.

The Army has a unique culture, where officers, noncommissioned officers, and enlisted Soldiers share crew compartments, tents, foxholes, and hardships. The Army employs people, not machines. These people have subordinated their own welfare to a higher calling. War in many ways is a private, personal endeavor, and Soldiers would rather perish than fail the people they serve. Quality people provide the leadership and skills necessary to ensure success in any complex military operation

### 1.7. Ecuadorian Army Imperatives

In the 1980s, The Army developed a comprehensive doctrinal construct for assessing current capabilities and managing change. The Army maintains a trained and ready force and develops future capabilities by carefully balancing six imperatives: doctrine, organizations, materiel, leader development, training, and Soldiers.

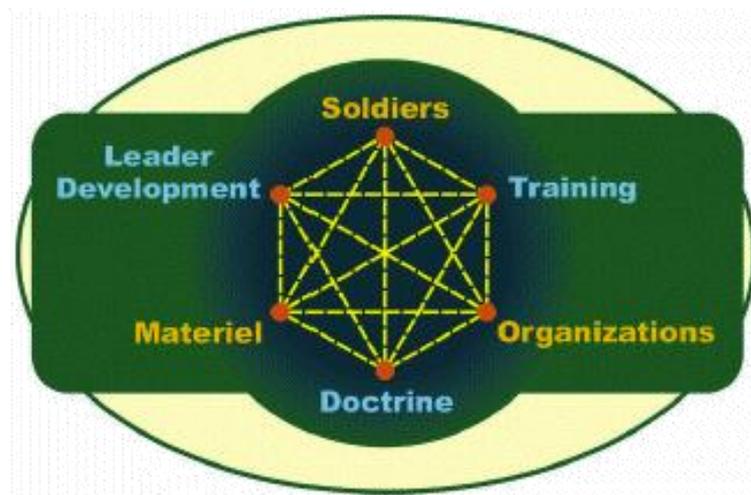


Figure 1-2, Army Imperatives

The Army is doctrine based and has always been doctrine based. Throughout history, this intellectual capital of The Army has enabled us to win. To maintain our doctrine base, we have institutional schooling, training doctrine and methodology, and capstone combat training programs. Doctrine will be even more important in the future, as the rapid, worldwide flow of information allows tactical events to have strategic consequences.<sup>41</sup>

Organization refers to The Army's ability to field the appropriate capabilities, in both quantity and type, to perform assigned missions. Because of the wide range of possible missions and

<sup>41</sup> Bradford Zeb B. and Brown Frederic Joseph, *America's Arm*, Praeger Security International, 2008, page 141.

the variety of circumstances surrounding a particular environment, Army forces may not be optimized to conduct any one mission.

As an example, employing an armored division in a peacekeeping role is often seen as a mission-capability mismatch. However, when the potential adversary's combat force has large armored and mechanized formations, an armored division may be the most effective peacekeeping force available.

### **1.7.1. Characteristics of Professionalism**

The purpose of any profession is to serve society. Members of a profession consider their vocation a life-long calling to provide a necessary and useful service. To fulfill those societal needs, professions—such as law, medicine, the clergy, and the military—develop and maintain distinct bodies of specialized knowledge and impart expertise in them through formal theoretical and practical education. Professions establish a unique subculture that distinguishes practitioners from the society they serve, while supporting and enhancing that society.

To that end, professions develop particular vocabularies, establish professional journals, and even adopt distinct forms of dress. They create their own ethos and standards to maintain the effectiveness of their service. And because professions hold their members to high technical and ethical standards, society grants them a great deal of autonomy for self-government.

#### **1.7.1.1. Ecuadorian Army as a Profession**

The fundamental characteristics of Army professionalism are a service focus, an expert knowledge, a unique culture, and a professional military ethos. The Army's fundamental purpose is to serve the Nation and its people, defending their security and interests and securing their rights and liberties. This service ethic is central to our profession. Congress, representing the people, has the constitutional responsibility and power "to raise and support armies."

The Constitution designates the President, also elected by the people, as commander in chief of the armed forces. Because of its constitutional powers and duties, The Army has

responsibilities and loyalties to both the legislative and executive branches. Together, those branches of government "provide for the common defense.

Army professionalism is intellectual, physical, and moral in nature; it requires expert knowledge of the concepts and tools of its trade. It is intellectual because the unique body of expertise required in military operations is extensive. The conduct of war, its technology, and the execution of military strategy, operations, and tactics are complex matters, certainly as demanding as the practice of any other profession. Moreover, Army professionals must exercise their expertise against intelligent adversaries. The consequences of failure in our profession—both for the Soldier and the Nation—are direr than those in any other.<sup>42</sup>

Army professionalism is physical because warfare is physical. Armies persevere and endure in a brutal physical environment to break the adversary's will. They do not break human will by negotiating or removing weapons. Armies defeat their adversaries' will to resist by presenting the certainty of physical destruction and the loss of hope of rescue. This endeavor has been called "the management of violence." The Army professional's task is to exercise violent force to break the adversary's will quickly and at reasonable cost.

The need to master the intellectual, physical, and moral aspects of warfare forms the basis for our system of professional military education. Every Army leader must master all aspects of warfare, personally committing to the career-long process of learning, evaluating, and adapting to changing security environments, technologies, and military operations. Through this process, The Army professional continually develops expertise in the practice of the art and science of war.

Part of our institutional culture, The Army's service ethic is a Soldier's commitment to place the Nation, The Army, its Soldiers, and their families above self. This commitment is expressed by the willingness to perform one's duty at all times and to subordinate personal welfare for the welfare of others, without expecting reward or recognition. Likewise, The Army is committed to developing values-based leadership and the well-being of Soldiers and their families.

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<sup>42</sup> Cueva Austin, *The process of political domination in Ecuador*, Transaction, 1984, page 27.

Soldiers with patriotism, pride in their profession, commitment to The Army and its values, and belief in the essential purposes of the military provide the inner strength that builds strong, cohesive units and enables The Army to attain its service ethic. Another part of the institutional culture is to treat others with dignity and respect. The Army allows all Soldiers to serve to the best of their ability without fear of prejudice or discrimination.

Treating others with dignity and respect leads to cohesive units, cohesion and esprit de corps are key aspects of Army culture. Soldiers fight best as members of cohesive units with high esprit. In the immediate brutality of ground combat, distant ideals count for little. Unit cohesion—a shared sense of responsibility for each other’s lives—holds Soldiers together in combat. That sense of belonging to a proud organization supplies an element of courage and commitment essential to successful military operations.

### 1.7.2. The Ecuadorian Army Values.



Figure 1-3, Army Values

The Army ethos—a set of guiding beliefs, standards, and ideals—is the soul of our profession. The functional aspects of this ethos reflect professional competence. The Army ethos places requirements on individual Soldiers beyond those necessary in other vocations. The Army has expressed those requirements as values that each Soldier internalizes. Army values—Loyalty,

Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage—guide the personal conduct of every member of The Army.<sup>43</sup>

The Army ethos also reflects our national culture, values, beliefs, and norms to the extent they are compatible with military service. The Ecuadorian Soldier is first a citizen, with most of the fundamental rights that any Ecuadorian enjoys under the Constitution. By taking an oath to defend the Constitution, the Soldier also accepts a set of responsibilities that other citizens do not.

Soldiers agree to limit their freedom to come and go in order to be available on short notice as readiness demands. Soldiers subordinate their full freedom of expression to the needs of security and disciplined organizations. Soldiers accept these responsibilities as part of our nonnegotiable contract with the Ecuadorian people.

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<sup>43</sup> Hesselbein Frances and Shinseki Eric K., *Be, know, do: leadership the Army way*, Wiley Imprint, 2004Page 27-47

**HOMEWORK U1.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Complete each sentence with the appropriate word(s).

1. The Army's Core Competencies are: **2pts**

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2. In your opinion the sustained land dominance refers to: **2pts**

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3. How many imperatives have the Army? **2pts**

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4. In your opinion which is the most important value from the army? **4pts**

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**ASSIGNMENT 2:** Write in the blanks the words needed to complete each sentence. **1pt each**

1. They can be ready to \_\_\_\_\_ and \_\_\_\_\_  
for the arrival of follow-on forces.



## **Unit Two**

### **2. Basic Military Instruction Definitions**

#### **2.1. Training**

It is the orderly arrangement of men, elements or units with relation to the front or depth.

##### **2.10 File**

It is the meeting between two individuals.

- b. If they are next to each other with elbows in contact, it is a file in a row.
- c. If one covers the other, at distances of about 80 cm, it is a covered file.

##### **2.11 Row**

It's the union of two or more files, one next to the others.

##### **2.12 Line**

It's the formation that results from the meeting of two rows, one behind the other, about 80 cm away.

##### **2.13 Column**

The set of two or more files, one after the other

- a. When the files are in a row, it's called a column of files.
- b. When the files are covered, it's called a single column.
- c. When Squads, Sections, Platoons or Companies in line are one after the other, with regular distance, it's called Squad Columns, Sections, Platoons or Companies.<sup>44</sup>

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<sup>44</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo I

## **2.14 Front**

It's the space occupied by the first file. <sup>45</sup>

## **2.15 Depth**

It's the space occupied by the column from the head of the unit to its end.

## **2.16 Range**

It's the separation of two men, elements or units with relation to the front.

## **2.17 Distance**

It's the separation of men, elements or units, with relation to the depth.

## **2.10. Movement**

It's the action taken by a unit or individual in order to change where he is or the position of his weapons and equipment. The moments that certain movements are divided into are called times. This subdivision facilitates its learning.

## **2.11. Changes In Training**

These are the movements carried out to move from one formation to another.

## **2.12. Male, File or Base Units**

It's one that is used to line up or regulate the present force. If it's in column or in line, it's the head of the file that is called the base line; it's the one on the side through which the alignment is carried out.

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<sup>45</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capitulo I

### **2.13. Flank**

It's the right or left side of a formed unit.

### **2.14. Alignment**

It's the placement of men, elements or units to the same height, with relation to the front.

### **2.15. Coverage**

It's the placement of men, elements or units behind others with relation to the depth

### **2.16. Training in Closed Order**

It's the orderly arrangement of men, elements or units lined up and covered with intervals and obligatory regulations.

### **2.17. Head and End of Line-Up**

- a. Head of line-up: it's the first fraction or element that is in front of the unit.
- b. End: it's the fraction or elements that are at the end of the line-up.

### **2.18. Unit**

It's each of the organic divisions into which the Army is divided into; it's subordinate to its command.

### **2.19. Direction**

It's the sense in which individuals, elements or units move in order to comply with the command voice.<sup>46</sup>

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<sup>46</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capitulo I

## **2.20. Change of Direction**

These are the movements that are carried out to change from one front to another.

## **2.21. Normal Line-Up**

It's one in which the elements or units follow the numerical succession from right to left if they are in line, and from the head to the end if they do it in a column.

## **2.22. Organic Line-Up**

It's the one taken up by the staff, livestock, vehicles and materials that make up a unit.

**HOMEWORK U2.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Select the basic military word. **1pt each**

1. It's the union of two or more files, one next to the others.
  - a. Row
  - b. Line
  - c. File
2. It's the space occupied by the column from the head of the unit to its end.
  - a. Coverage
  - b. Depth
  - c. Flank
3. These are the movements carried out to move from one formation to another.
  - a. Change of Direction
  - b. Head and End of Line-Up
  - c. Changes In Training
4. It's the right or left side of a formed unit.
  - a. Unit
  - b. Direction
  - c. Flank
5. These are the movements that are carried out to change from one front to another.
  - a. Normal Line-Up
  - b. Change of Direction
  - c. Organic Line-Up
6. It's the one taken up by the staff, livestock, vehicles and materials that make up a unit.
  - a. Organic Line-Up
  - b. Head and End of Line-Up
  - c. Male, File or Base Units
7. It's the separation of men, elements or units, with relation to the depth
  - a. File
  - b. Distance
  - c. Unit
8. It is the orderly arrangement of men, elements or units with relation to the front or depth.
  - a. Training
  - b. Movement
  - c. Range

9. It's the placement of men, elements or units behind others with relation to the depth
  - a. Coverage
  - b. Depth
  - c. Front.
10. It's the space occupied by the first file
  - a. Front
  - b. Column
  - c. Unit

## Unit Three

### 3. Greetings

Greetings can be expressed both audibly and physically, and often involve a combination of the two. This topic excludes military and ceremonial salutes but includes rituals other than gestures.

#### 3.1. Courtesy Greeting

Military courtesy is the set of external manifestations of discipline and education necessary for the maintenance of good relations between the military and between them and the civilian population. Courtesy of the subordinate to the superior is an indication of compliance to the rules governing military activities. Courtesy of the superior to the subordinate is the sign of reciprocity and culture. Expressions of courtesy should be spontaneous, honest and part of the education that is instilled in the members of the Armed Forces.<sup>47</sup>

#### 3.2. Military Greeting

This important demonstration of courtesy should be practiced daily in every place and circumstance as an act of recognition, respect and subordination between the members of the military profession.

- a. A timely and well-made greeting is a sign of good discipline.
- b. Every soldier is required to perform the greeting. There is no excuse for the omission of this good habit.
- c. The greeting is obligatory, both for superiors as well as subordinates. In case they find themselves in a meeting, all superiors must respond to a subordinate's greeting.
- d. The greeting should be performed during service and beyond.
- e. The soldier must greet and respond to greetings at all times, even when not in uniform.
- f. The members of the Armed Forces who hold the same grade are required to perform the greeting. He who holds the less seniority must perform it first.

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<sup>47</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III, Page 6

- g. If the degree of seniority cannot be established, courtesy dictates that the greeting be mutual or come from the first who knows the other's presence.
- h. The greeting must take place even if the subordinate believes he is not seen by the superior.
- i. Between soldiers it's mandatory to greet he who holds the highest ranking.
- j. The omission of the greeting should not be tolerated. It must be full and strong when wearing military uniform.
- k. Officers on active duty must greet and show considerateness to officers on leave who hold higher hierarchy.
- l. A subordinate must cede the inside of the sidewalk to his superior when he marches with him or when he's going to perform the greeting.
- m. When two soldiers are sitting or moving on foot, the one holding less seniority will set by him to the left side.
- n. If there are more than two, the one with highest seniority will occupy the center, the next in seniority to the right side, the next one to the left side and so on successively and alternately; making sure not to take up too much front, in which case those holding less seniority must march in the back, following the same distribution.
- o. This placement will vary if the group marches down a sidewalk, in which case the superior will occupy the interior and the others will go on the side. The sidewalk will be covered in descending order of seniority.
- p. When a soldier performs a greeting, he must stop smoking or talking.
- q. If two soldiers greet one another and the time is right to shake hands, the hint will come from the superior. If they should be putting on gloves, they will first take the right hand glove off.
- r. To be able to greet or respond to a greeting, soldiers must avoid keeping the right hand busy.
- s. If a subordinate is seated, he will stand up to greet.
- t. If an officer walks a lady by the arm and, due to his condition, it's not possible to release her arm, he will greet by bowing his head. Courtesy advises that the soldier that receives the greeting anticipates himself to greet the lady.
- u. The staff of civilian employees is required to comply with these rules of conduct. <sup>48</sup>

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<sup>48</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III, page 7

### 3.3. Hand Saluted

The Hand Salute is a one-count movement. The command is **Present, ARMS**. The Hand Salute may be executed while marching. When marching, only the soldier in charge of the formation salutes and acknowledges salutes. When double-timing, an individual soldier must come to Quick Time before saluting.

- a. When wearing headgear with a visor (with or without glasses), on the command of execution **ARMS**, raise the right hand sharply, fingers and thumb extended and joined, palm facing down, and place the tip of the right forefinger on the rim of the visor slightly to the right of the right eye. The outer edge of the hand is barely canted downward so that neither the back of the hand nor the palm is clearly visible from the front. The hand and wrist are straight, the elbow inclined slightly forward, and the upper arm horizontal (1, Figure 3-1).
- b. When wearing headgear without a visor (or uncovered) and not wearing glasses, execute the Hand Salute in the same manner as previously described, except touch the tip of the right forefinger to the forehead near and slightly to the right of the right eyebrow (2, Figure 3-1).
- c. When wearing headgear without a visor (or uncovered) and wearing glasses, execute the Hand Salute in the same manner as previously described, except touch the tip of the right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of the right brow (3, Figure 3-1).
- d. Order Arms from the Hand Salute is a one-count movement. The command is **Order, ARMS**. On the command of execution **ARMS**, return the hand sharply to the side, resuming the Position of Attention.
- e. When reporting or rendering courtesy to an individual, turn the head and eyes toward the person addressed and simultaneously salute. In this situation, the actions are executed without command. The Salute is initiated by the subordinate at the appropriate time (six paces) and terminated upon acknowledgment.



**Figure 3-1, Hand Salute**

### **3.4. Greetings While Standing Firm, Without Arms**

#### **3.4.1. Greetings Without a Cap**

The subordinate will adopt a standing position, three steps before the superior reaches him, giving him the front and turning his head vigorously towards him. Then, with his eyes and head, he will continue his movement until he has passed him.

#### **3.4.2. Greetings With Cap, Beret Or Helmet**

- a. The preceding paragraph's instructions will be followed. But at the same time that he turns his head toward the superior, he will lift his right hand and touch the birth of his visor's right side with his middle finger. The arm will remain natural and slightly tilted down and out; the forearm in a single line with the hand, without bending the wrist, keeping the fingers together and straight and the palm toward the face.
- b. The left arm remains in a standing position.
- c. The greeting will end when he's been surpassed by the superior, keeping the head forward and lowering the right hand vigorously down to a standing position without hitting the thigh.
- d. Inside military quarters, the troop will greet by taking the right hand to the visor.<sup>49</sup>

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<sup>49</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 8

- e. If the troop is wearing a beret or helmet, it shall carry the right hand salute to the proper location (near the right temple).

### **3.5. Greetings During the March, Unarmed**

#### **3.5.1. Greeting Without a Cap**

The greeting is executed by turning the head toward the superior. At the same time, the arms will be extended and the hands will be separated from the thighs, approximately 10 cm. The pace of the march will be normal; and the greeting will take place three steps before meeting with the superior until surpassing him.

#### **3.5.2. Greetings With Cap, Beret Or Helmet**

- a. The greeting is executed taking the correct military attitude, turning the head vigorously toward the superior, three steps before and simultaneously carrying the hand to the sun visor. The left arm, during the greeting, will remain stretched out; the hand with fingers together and separate from the thigh approximately 10 cm.
- b. The greeting will end once the soldier has passed his superior, keeping the head forward, taking the right hand energetically down and continuing with the normal course.
- c. If the superior and the subordinate are going in the same direction, the second, when passing the first, will carry out the greeting.
- d. When two or more soldiers are gathered and are required to perform the greeting, they will do it simultaneously.
- e. The soldier in uniform should not carry bulky or restricting elements that restrict his movement and grace; in all cases, he will try to keep his right hand free in order to perform the greeting.
- f. The soldier in uniform will be neat in dress and will keep his clothes properly. It is forbidden to raise the collar of the greatcoat, shirt or blouse and wear his cap tilted to one side, backward or forward.
- g. The greeting will be carried out while walking, not when running or racing. Whoever finds himself in these conditions shall be step to the side.<sup>50</sup>

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<sup>50</sup> **Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 10**

### **3.6. Greetings Standing Firm With Arms**

While standing still with arms in hand, the greeting will be carried out without changing the placement of the weapon, according to what is prescribed below:

#### **3.6.1. Stand Sill With the Rifle in High Slanting Position**

The soldier will face the superior and will start the greeting when he is three steps away. Standing firm, he will turn his head for honors, keeping his eyes on the superior and will follow his movements until the superior has passed him. At this point, he will turn his forward and return to take a leadership position.

#### **3.6.2. With the Rifle on the Rifle Strap**

The greeting will start by taking a standing position and proceed in the same manner as described in the preceding paragraph.

#### **3.6.3. With Rifle on Shoulder**

The soldier will take the front that is appropriate for carrying out the greeting and proceed as described in subparagraph.

However, it must be remembered that in the funeral honors and honors to authorities, the soldier should omit any greetings; he must remain still for having taken a position according to the situation.

#### **3.6.4. With the Rifle to the Back**

After taking the front which is needed, the soldier will perform the greeting in a standing position, turning his head to take his eyes towards the superior in the manner described on subparagraph 3.6.1.<sup>51</sup>

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<sup>51</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 12

### **3.6.5. Greetings on the Go, With Weapons**

They will be performed by implementing the requirements in the preceding paragraphs regarding the following:

- a. Placing the weapon.
- b. Movement of the head to direct the eyes towards the superior.
- c. Placement of weapons and arms; in addition, in order to perform the greeting, the soldier must always keep pace in a regular fashion.<sup>52</sup>

### **3.7. Greetings Wearing Civilian Clothes**

When a military wears civilian clothes, he will greet all superiors. If a military has his head covered, he will perform the greeting by uncovering his head or by tilting it slightly. If the superior wears civilian clothes and the soldier is wearing a uniform, he will perform the regulatory greeting.

As a general rule, the military in civilian clothes has the same obligations as when he is in uniform

### **3.8. Greetings in Public Squares, Trips, Etc.**

In open public places, such as: exhibitions, gatherings, parks, etc., in which superiors and subordinates often meet each other, the greeting will be performed only once. In cities or towns, the subordinates will greet their superiors every time they find them. If in these instances the superior engages in conversation, the subordinate will greet again when saying goodbye.

When the superior speaks to the subordinate, the latter will remain in a standing position, until he is assigned to be at discretion. A superior, putting courtesy first beyond all other considerations, shall avoid having a subordinate in a forced position for a long time.

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<sup>52</sup> **Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 13**

### **3.9. Group Greeting in the Barracks**

This could be on the dormitories, hallways, classrooms, playgrounds, etc if a troop is forming, it will only answer the greeting coming from the highest ranking officer and will be send honors and report to the superior, depending on the circumstances.

If a troop is performing a job, whoever is in charge will give the commanding voice of ... (name of unit), “**STOP!**” when in sight of a superior. Responding to this order, everyone will turn forward and take a standing position of “**FIRM!**”, and will remain so until they are order to “**CONTINUE.**” Whoever has command of the troops will report to the superior.

If a superior presents himself to a group of soldiers who are not performing any jobs, and are not at the command of another superior, whoever sees him first will give the command of “**ATTENTION!**,” to which everyone will stand still, giving the front to the place where he appeared peeps and will remain in that position until that person orders them to “**CONTINUE!**.” If the superior demands a report from those present, the highest ranking officer will report any news. If several superiors show up, they will all answer the greeting of the troop, but only the highest ranking one will receive the report with any news while the others remain still.<sup>53</sup>

### **3.10. Greetings in Offices and Military Units**

When a superior shows up in an office or military locale, the subordinate staff will stand and answer the greeting that must be addressed by the superior. If it is the office manager who enters the room, in addition to receiving the group’s greeting, he will receive any news that the highest ranking officer may give him. This will take place even when a higher standing superior could have arrived first. Subordinates will take a standing position to greet the superior.<sup>54</sup>

When a subordinate needs to go into an office, he will ask for permission and after having been granted permission, he will place himself at three steps, in front of the superior’s desk, in case he wants to speak with him.

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<sup>53</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 17

<sup>54</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 18

When a superior and subordinate are in a position to shake hands the hint must come from the first, if in order to enter an office he needs to be announced, the military will abide by this provision. If the soldier is wearing civilian clothes, he will identify himself and will follow the steps indicated above; keeping in mind that his behavior must be restrained because his military powers are restricted given the clothes he is wearing. When officers and troop soldiers meet each other in narrow hallways or stairs, the latter will place themselves to the side and remain in a standing position until the superior has passed.

### **3.11. Greetings to the National Flag and Banner**

The flags and banners do not salute or pay tribute to any authority, symbol or person except another national flag, but they will receive greetings from members of the Armed Forces as well as national and foreign citizens.

#### **3.11.1. Members of the Armed Forces**

Will greet to:

- a. Banners from all military post preceded by those of armed troops with honor guard.
- b. Banners of civilian institutions and schools involved in civil-military parades.
- c. The National Flag of civilian institutions involved in civil-military parades.
- d. Banners placed in ballot-boxes and small temples of military institutions.

Members of the Armed Forces who wear uniforms will perform the greeting by taking the hand to the sun visor. If they wear civilian clothes and have their heads covered, they will uncover them while the flag is parading before them or when they pass in front of it.<sup>55</sup>

### **3.12. Greeting Civil and Ecclesiastical Authorities**

It is a soldier's duty to show good manners in all circumstances and with all people. Civil and ecclesiastical authorities will receive a military greeting at official ceremonies. The greeting is, in social relationships, an excellent recommendation for those who practice it without servility, maintaining good poise and martialness and without falling into pedantry. A soldier must feel proud of his profession and be prodigious in cordiality and grace.<sup>56</sup>

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<sup>55</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 18

<sup>56</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo III Page 18-19

**HOMEWORK U3.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Find the answer to the following questions by reading Unit 3. Be prepared to answer questions on this material when you come to class. **1pt each**

1. Using your own words express what is courtesy greeting?

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2. Why a military greeting is important?

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3. What is Hand saluted?

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4. How start the greeting with rifle on the shoulder?

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5. How is the greeting on public places?

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**ASSIGNMENT 2:** Choose T for true or F for false and if is false write the correct answer.

**1pt each**

1. If a military has his head covered, he will perform the greeting by covering his head or by tilting it slightly . T / F.

**Why?** \_\_\_\_\_

2. A soldier must feel proud of his profession and be prodigious in cordiality and grace T / F.

**Why?** \_\_\_\_\_

3. The soldier will turn his face at the superior and will start the greeting when he is three steps away. T / F.

**Why?** \_\_\_\_\_

4. Courtesy of the superior to the subordinate is the sign of good knowledge of military instructions T / F.

**Why?** \_\_\_\_\_

5. The soldier must greet and respond to greetings at all times, even when not in uniform.

T / F.

**Why?** \_\_\_\_\_

**ASSIGNMENT 3:** Make a small role-play of the military greetings **10 pts**

## Unit Four

### 4. Individual Instruction

#### 4.1. Basic Military Movements Without Weapon

The Fleet Commander is in charge of individual instruction while an officer is in charge of controlling it. Before ordering the movement, Fleet Commander explains it and demonstrates it; only after all have understood it, may its execution take place. For any movement in Formal Instruction, it will always start from the basic position (firm).

When a soldier or a unit is in the rest position, when they receive the preventive voice, they will adopt the stand still position; then, when given the executive voice, they will carry out the movement ordered and will return to the rest position.

##### 4.1.1. Basic Attention Position

**Atten...tion!** The soldier stands motionless in the following position:



- a. Heels together and aligned.
- b. The toes directed outward, so that they forms an angle of approximately 45 degrees.
- c. Body weight slightly forward resting equally on the heels and the soles of the feet. Knees naturally extended.
- d. The upper body straight, chest lifted and shoulders at the same height, without raising them.
- e. Arms down, keeping them slightly bent and the elbows directed slightly forward; hands resting on the outer thigh, fingers together and stretched so that the middle finger matches the mid-thigh.
- f. The neck stretched, head upright, the chin a little withdrawn and the eyes toward the front.

**Figure 4-1, Basic Position**

- g. Thighs are to be contracted lightly and evenly, as an exaggerated stress leads to a forced position. (Fig. 05).<sup>57</sup>

#### 4.1.2. Resting Position

**Number, squad, platoon, etc. Stand Easy!** The soldier stands motionless in the following position:



- a. The foot is moved laterally to the left so that the body may rest in both legs.
- b. At the same time, the hands are separated from their position, they are clutched a little and the arms are let loose very casually.
- c. In this position, the soldier will keep his eyes straight ahead and will not move.
- d. In this position, the soldier will additionally keep his body weight evenly distributed, both on the heels as well as on the soles of the feet for a real resting position. (Fig. 06).

**Figure 4-2, Resting Position**

#### 4.1.3. Movement of the Head for Honors

**Attention! Turn to the right! (left)**, a soldier sets his eyes toward this voice with a head movement to the side without raising or lowering it, being careful not to advance the shoulder of the opposite side and eyes to the front!

#### 4.1.4. Ways to Speak to a Superior

For the following cases may take place:

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<sup>57</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 20

- a. When a subordinate is lined up or carrying out any type of jobs and would like to speak to a superior who is in charge, he will say, “Excuse me, may I speak with you my Captain, Lieutenant, etc.”<sup>58</sup>
- b. To speak to a superior who is not in command of his unit, or is called by him, he will say, “Excuse me my Captain, Lieutenant, etc., may I speak with my Lieutenant, Sergeant, etc.” Once the authorization has been received, the subordinate will leave the line up or will stop working and at once will direct himself toward the superior, placing himself at three steps before him.
- c. He will perform the regulatory greeting and will say what he wants to say in the following manner: “I request permission. May I inform my Captain, Lieutenant, etc.” Once he has received the response from his superior, he will ask permission to leave by saying, “Excuse me, may I leave my Captain, Lieutenant, etc.” or he may wait for the superior to tell him, “You may go.”
- d. The subordinate, when he leaves, he will perform the regulatory greeting and will leave with a half turn.

#### **4.1.4.1. When the Subordinate is at Rest**

To speak to a superior, he will come before him and say what he needs to say, following the provisions of the preceding paragraphs. When several superiors are in a group and a subordinate wants to speak with one of them, he will ask permission to the highest ranking officer to let him speak with the superior with whom he needs to speak.

#### **4.1.4.2. When a Superior Calls a Subordinate**

As soon as the subordinate hears his name or number, he will be at attention wherever he may find himself and will answer in a loud voice directing himself to the superior by saying, “Attention, my Captain, Lieutenant, etc.” He will then quickly direct himself toward the superior standing three feet away and he will greet and say, “At your order my Captain, Lieutenant, etc.” After listening to the superior, he will greet and leave.

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<sup>58</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 23

When the subordinate has completed an order, he must return to give the corresponding “report” to his superior by saying, “Your order has been completed my Captain, Lieutenant, etc.” He will give a brief summary of what took place.<sup>59</sup>

A subordinate cannot, for any reason, evade compliance of an order and it is his duty to report to the superior the way he followed orders, whether it has been completed successfully or whether it hasn’t been fulfilled for any reason. It should be noted, however, that an order must be carried out at any cost.

The superior has the duty to impose severe penalties on subordinates who, using excuses or ignoring these provisions, show negligence or irresponsibility in fulfilling an order. While the subordinate speaks to a superior and if the superior speaks with him, he will keep himself in attention, without gestures or actions with his arms. He will change to the rest position when the superior authorizes him to do so, but in no case will he abandon his composure and correction.

#### **4.1.4.3. To Deliver an Object to a Superior**

The object to be delivered, whenever it is light, must be carried on the left hand. The subordinate will stand three steps before the superior; he will greet in the prescribed manner and asked permission to speak.

To deliver the object, he will place it on the right hand, advance forward by giving a step with the left foot and deposit it in the hands of the superior.

#### **4.1.5. Foothold Turns**

##### **4.1.5.1. To the Left!**

The soldier turns 90 degrees to the left, leaning on his left heel and on the sole of right foot, and then he brings his right foot to stand at attention. The hands must be kept on the thigh and body in the basic position.<sup>60</sup>

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<sup>59</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 23

<sup>60</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 25



**Figure 4-3, Left Turn**

#### **4.1.5.2. Right!**

The soldier turns 90 degrees to the side indicated by relying on the heel of left foot, while the right leg moves back to quickly stand at attention. In this movement, the right leg is bent slightly. The placement of the hands and body as described in the preceding paragraph.

#### **4.1.5.3. Half Turn**

The movement is carried out by turning 180 degrees to the left of the left foot. Pushing forward with the help of the right foot, the turn ends by quickly taking the right foot to stand at attention.

#### **4.1.6. Steps**

- a. The number of steps to be taken must always be odd.
- b. Number of steps forward ... march!
- c. Number of steps to left, right, back ... march!

d. The soldier first turns to the direction ordered, gives steps starting with the left foot and then stops and takes the starting front with a new turn.<sup>61</sup>

#### 4.1.7. March Keeping Time

##### 4.1.7.1. Normal March

- a. **Forward ... march!** The soldier starts up with the left foot, maintaining a cadence of normal steps, arms move naturally, bringing the forearms with the hands slightly bent, to the height of the metal badge of the belt. In this march, the extension of the step does not exceed 55 cm, from end to end, and the rate of about 114 steps per minute.
- b. **An oblique march is part of the normal march Forward ... march!** Once this voice is given, soldiers will return to the front where an oblique march was started. At half left, straight ... march! The soldier makes a half turn to the side indicated and interrupts the march as prescribed above until the instructor orders forward ... go! What follows this voice is a return to take up the initial march.
- c. When soldiers need to march to the right, left or back, while standing firm, the instructor orders whichever direction he wants the soldiers to march to. Example: The order: To the right, forward, march!

##### 4.1.7.2. Regular Step

In this march, the extension of the step will not exceed more than 0.60 cm from start to finish and the cadence will be 80 steps per minute. The order is: at a regular pace, attention, turn to the right! (left!).<sup>62</sup>

- a. What follows the preventive voice is a reduction in the rate of the normal pace. Once the executive voice is given, three beats are counted following a normal march and the left leg is raised. Simultaneously, the eyes are placed on the side ordered, proceeding as follows: the left leg is drawn raising it up to be fully extended at an angle of 45 degrees. When lowering the foot to the ground, the soldier must do it with the leg that has been raised up, laying it on the ground. At the same time, the sole and the heel are laid on the

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<sup>61</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 27

<sup>62</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 27

ground while driving the arch backwards. The same movements explained above will be carried out with the right leg.

- b. While the first step is given, the right hand is raised to the plate belt, leaving the oscillation between alternating arms and raised legs started. The trunk will remain upright, leaning it slightly forward.
- c. A march with regular steps will be used in special ceremonies and at short distances related to the extent that tribune of honor occupies and the positions this need requires, provided that the commander in charge deems it appropriate, in accordance with what is determined in the R.C. 7-VII Rules.
- d. At the end of the regular step, the order will be: view to the front!, on the right leg; simultaneously, soldiers look forward and the left leg finishes the regular step and the normal march is begun.

#### **4.1.7.3. Set the Pace ... March!**

The soldier who hears this voice marks his own ground. It starts with the left foot alternately raising the legs to place the horizontal thigh and toe down; the arms swing normally.

#### **4.1.7.4. Step Back ... March!**

- a. A soldier who hears this preventive voice turns his head to the right side and stretches his arms without hitting his hands to the thighs.
- b. A soldier who hears this voice goes back giving short steps and raising his legs alternately as if wanting to set the pace by starting the movement with the left leg; the arms and hands stay loose and stretched without oscillating them. This movement will be executed while remaining firm and only to cover short distances.
- c. **Number ... stop!** A soldier who hears the preventive voice takes his eyes to the front and oscillates his arms normally; and sets the pace on his ground. An executive voice, however, makes a soldier stand at attention on the left foot. This voice will be given as the right foot is brought to the ground.<sup>63</sup>

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<sup>63</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 29-30

#### 4.1.7.5. Trotting

- a. **Trotting ... march!** While in a standing position, at the preventive voice, the soldier raises his forearms at right angles and holds them parallel to each other, keeping his elbows to the body without stiffness; the hands are closed effortlessly with elbows out. At the same time, he bends his left knee carrying the weight of the body on the right leg.

An executive voice makes a soldier start to trot while pushing himself up with the right leg. The movement is carried while falling on the soles of the feet and alternately flexing the knees; the arms are swung back and forth naturally. The length of the step and the gait are kept uniform; its speed fluctuates between 160 and 170 steps per minute. While marching at a preventive voice without pausing, a soldier gets his arms ready as indicated above. A soldier who hears an executive voice begins trotting on the right leg and taking a leap forward with the left leg.

- b. **Number ... stop!** An executive voice is given as the right foot falls. After three beats, the soldier takes the right foot to attention on the left one.
- c. If what is needed is to change the normal march while trotting, then the order will be: On the go ... march! A soldier who hears the executive voice counts three beats and returns to the normal gait for walking.

#### 4.1.8. March Without Rhythm

##### 4.1.8.1. Walking Step

- a. **Walking step!** A soldier who hears this command, shouts, “Long live Ecuador,” takes up a march without rhythm keeping formation at all times as well as a good body position. Speaking is allowed, but not smoking or eating.
- b. **On the go ... march!** A soldier who hears this voice while marching at a walking step takes up a march with rhythm.<sup>64</sup>

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<sup>64</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 31

#### 4.1.8.2. Live Step

**Live step ... march!** A soldier who hears this voice gives short quick steps relying on the soles of the feet, starting with the left foot; the legs and arms are kept stretched out. When a soldier, squad, platoon, etc. is required to continue with a normal march, the order indicated in the previous paragraph will be given.

#### 4.1.8.3. Running

- a. **Forward, backward, to the right, to the left, run ... go!** The soldier runs in the direction given at the fastest possible speed. If the order is to go back, to the right or to the left, a soldier will start a movement corresponding to the turn ordered if he is standing firm. If he is running in a certain direction and what is required is for him to change it to another direction, an order indicating the side to which he must run will be given (back, left, right).
- b. **Number ... stop!** The soldier stops after a few steps while keeping the front that he was in and stops at attention. In order for a soldier to stop without an order, it is necessary to tell him which objective he must reach.<sup>65</sup>

#### 4.1.8.4. Turns on the Go

- a. **To the left, at a half turn, at a half left ... go!** The executive voice will be given as the right foot is brought to the ground. The individual will give another step with the left foot, bringing his right foot forward and turns on its sole, leaning slightly on the left sole until the ordered front is reached and continues marching while bringing the right foot to the ground.
- b. **On the right, half right ... go!** The executive voice will be given as the left foot is brought to the ground. The individual will give another step with his right foot, bringing his left foot forward and turns on the sole of this foot, leaning slightly on the sole of the

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<sup>65</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 31

right foot until the ordered front is reached and continues marching while bringing the right foot to the ground.

- c. **Number half turn ... stop!** It will be carried out as indicated for the half turn in the turns on the go section above. The difference is that the left foot, instead of continuing the march, will be risen to attention on the right heel. When what is required is a stop with a half turn, the preventive voice in relation to number must come first. However, if what is required is for a soldier to keep marching after a half turn, the name of the unit that is being ordered will not come first.<sup>66</sup>

## 4.2. Basic Military Movements with Rifle

### 4.2.1. Basic Attention Position

**Atten ... tion!** The soldier who remains at the basic at attention position keeps the HK rifle in the following manner: The rifle to the medal and its ear trumpet slightly separated from the left shoulder, at about 15 cm. The right hand takes the neck of the butt and shows the four fingers forward.



**Figure 4-4, Basic Attention Position**

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<sup>66</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 32

The left hand grips the forearm to the height of the right side of the chest, all the external front of the rifle (right side) should be completely seen straight and forward, the rest of the body will remain in the position shown in the “Instruction without arms”.

#### 4.2.2. Resting Position!

- a. **Number ... at discretion!** The position of the rifle does not change. The soldier moves the left foot as indicated in the “Instruction without arms” section.
- b. **Movement of the head for honors** The commands and the movements of the head are the same as in the “Instruction without arms” section.<sup>67</sup>

#### 4.2.3. Rifle Positions

##### 4.2.3.1. Arms to the Shoulders!

For this movement one starts at the at attention position. Once he hears the executive voice, the soldier raises the rifle until the feeder stays completely facing that side, at the height of the chest, while the left hand receives the rifle with a stroke on its butt, forming a right angle with the arm and forearm; the elbow should remain close to the body to keep the rifle still on the shoulder.



**Figure 4-5, Arms to the Shoulder**

<sup>67</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 35

Simultaneously, the right arm elbow should be at shoulder height with the four fingers of either hand drawn, the palm of the hand must face down. To finish this movement, the soldier lowers his right hand following the shortest path to the firm position without hitting the thigh.

The rifle will be parallel to the direction of the body with the forearm at the height of the shoulder and the butt at four fingers in front of the first feeder-strap bag to the left.<sup>68</sup>

#### 4.2.3.2. Rest ... Rifles!

The soldier who hears the executive voice takes the butt of the rifle with his right arm and lowers the rifle as he takes the guard of the rifle with the left hand to the basic position.



**Figure 4-6, Rest ..... Rifles!**

#### 4.2.3.3. Arms ... to the Back!

- a. The soldier who hears the executive voice starts from the basic position. He then lowers the ear trumpet with his left hand towards the back. Immediately, he lowers his right hand to take the place where the ear trumpet begins to set it diagonally to the back. Simultaneously, the left hand returns to a standing position. It remains attached to the thigh. After the movement is carried out, the right hand is placed attached to the right thigh.

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<sup>68</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 38



**Figure 4-7, Rifle to the Back**

- b. The movement ends with a quick arrangement of the rifle and the rifle-strap.

#### **4.2.3.4. Rest ... Rifles!**

A soldier who hears this order takes the base of the ear trumpet with his right hand and raises it to the height of the left shoulder. He immediately takes the rifle with his right hand and takes the rifle from its guard. His right hand is lowered to take the rifle from the butt and he takes the standing position.<sup>69</sup>

#### **4.2.4. To Present Arms**

##### **4.2.4.1. Present ... Arms! Attention, Eyes to the Right! or Left!**

- a. To present arms, the soldier who hears the executive voice will take the rifle and place it vertically in front; his left hand takes the bottom of the guard of the rifle with the thumb upward.
- b. The right hand, with the arm stretched out, is lowered to the height of the throat, with the four fingers together and flat on the rifle-strap; the thumb remains behind.

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<sup>69</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 38



**Figure 4-8, Present Arms**

- c. The rifle is kept vertical with the guard of the rifle forward and the previous ring of the rifle-strap at the height of the chin; the left arm is kept bent with the elbow close to the body.
- d. The movement ends when the soldier lowers the right hand with the fingers spread above the rifle-strap for honors with the eyes. Once an executive voice is given, the soldier will proceed according to the “Individual instruction without arms” section.
- e. When presenting arms to the Flag or the Banner, the order is: Look to the flag. Attention, present ... arms! The executive voice of command will be followed according to subparagraphs 1, 2 and 3. To complete the movement, while lowering the right hand, the head is turned to the direction ordered for honors.

#### **4.2.4.2. Look to the Front! Rest ... Arms!**

A soldier who hears the executive voice will take his head to the front. Then, he will be ordered to rest arms following the procedure outlined above. When it comes to honoring the Flag, the soldier will be ordered to rest ... arms! The soldier who hears the preventive voice will take his head to the front and if he hears the executive voice, he will rest his rifle.<sup>70</sup>

#### **4.2.4.3. From the Shoulder to the Present**

- a. For this movement, the rifle must be on the shoulder; the order will be: “View of the Flag,” attention, present ... arms! Starting at the at the shoulder position, the right hand turns to the left and takes the rifle to the front while keeping the ear trumpet oblique to the front. The butt plate is attached to the center of the cartridges. At this time, the right hand will have taken the rifle down by its throat and the left hand will remain with its back looking down, holding the rifle by the butt.

<sup>70</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 40

- b. The left hand will then take the rifle by the middle of the guard. As with the previous case the thumb must remain stretched out upwards. At the same time, the right hand will be energetically lowered down with the fingers stretched out to be placed on the throat, with the thumb by the back. This movement will match the rotation of the head with the direction ordered to present honors.
- c. If the Banner to which one directs honors passes by, the soldier will follow its movement with the head and eyes until a new command voice is given.

#### **4.2.4.4. Crosswise ... Stop!**

The soldier who hears this voice takes up the rifle with his left hand. The guard of the rifle should be oblique and parallel to the body at chest level, with the trigger guard forward. Then he takes it by the throat with his right hand.



**Figure 4-9, Rifle at Crosswise Position**

#### **4.2.5. Marches Keeping Time**

##### **4.2.5.1. Normal March, Mark the Time and Step Back**

In these marches, the rifle will be carried in the following positions: on the shoulder, on the back or at a crosswise stop. Therefore, before starting the march, the voice relative to the

position of the rifle will be given. The shoulder position will be kept only for parades, funerals, honor guards and change of guards. In these cases, the weapon will be with the bayonet armed. The soldier executes the march in the manner prescribed in the “Instruction without arms” section, always keeping in mind the correct position of the rifle.

#### **4.2.5.2. Regular Step**

This march is executed as prescribed in the “Instruction without weapon” section. The rifle can be found in the on the shoulder and at short guard positions.

#### **4.2.5.3. Trotting**

If the position of the rifle is on the back, at the same time that the soldier bends the left arm, he must, with his right hand, clutch the ear trumpet of the rifle, holding it against the body. The soldier who hears the preventive voice automatically places his feet as indicated in the “Instruction without arms” section.<sup>71</sup>

The soldier who hears the executive voice begins jogging as is done in the “Instruction without arms” section. When the individual receives the voice of “Stop,” he proceeds as in the “Instruction without arms” section, by holding the rifle in the initial position. If, while trotting, he wants to change the step, the following order will be given: On the go ... march!

The movement is performed in accordance with the requirements of the “Instruction without arms” section, leaving the ear trumpet of the rifle free if it’s on the back.

#### **4.2.6. Marches Without Rhythm**

##### **4.2.6.1. Walking Step.**

- a. **Number ... walking step!** The soldier who hears this voice places the rifle in the most convenient position, without having it interfere with the conversation that may be taking

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<sup>71</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 45

place in formation, and the march continues as indicated in the “Instruction without arms” section.

- b. **On the go ... march!** The soldier who hears this voice puts the rifle in the position he had it before and takes up a normal march.

#### **4.2.6.2. Live Step**

**Live step ... march!** In this movement, the rifle can be in any position, except on the shoulder. The movements are executed as indicated in the “Instruction without arms” section.

#### **4.2.6.3. Race**

**Race ... march!** This movement will take place in accordance with the requirements of “Instruction without arms” section. This movement can be carried out with the rifle in the positions and arrangements which are used for trotting. While trotting and racing, the rifle will never have an armed bayonet.

#### **4.2.6.4. Turns on the Go**

To the left (right, half turn) ... march!

**Number ... half turn ... march!**

The soldier executes the movement according to the requirements of “Instruction without arms” section. The soldier who hears the executive voice performs the movement. If the weapon is found in other positions, the rifle must be kept still.<sup>72</sup>

#### **4.2.7. Putting on Equipment and Taking Off Equipment**

##### **4.2.7.1. Number ... Put On Equipment!**

To perform this movement, the soldier will have his equipment and weapons on the ground.

The soldier who hears the executive voice will do the following:

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<sup>72</sup> **Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 47**

- a. Leans forward, grabs his helmet and puts it on.
- b. Then, he takes --- to hold by the top part with the left hand and takes them by the same side to the back, delivering an end to the right hand and placing them at the waist with both hands.
- c. Then he leans over and while crossing the right forearm over the left one, he introduces the stretched out hands under the shoulder straps so that they can stay over the backs. At the same time that he lifts his body up, he keeps his bag in mid air so that it is completely ready to be placed on the back and the straps can remain on his shoulders.
- d. Then he takes the rifle with his right hand over the guard of the rifle. While incorporating himself, he takes the rifle with his left hand and the right hand stretches the rifle-strap, placing it behind his head.
- e. He finally takes the rifle and brings it to the main position.

#### **4.2.7.2. Number ... Take Equipment Off!**

The soldier who hears this voice will:

- a. With his right hand, he takes the rifle-strap and removes it from his back, bringing it forward.
- b. Immediately, he takes the rifle from by the ear trumpet with his right hand. Then, he leans the butt of the rifle against the height of the tip of his right foot while holding the rifle attached to his right thigh, with the feeder to the front.
- c. On the count of two-three, he takes his left foot forward and leans the rifle on the floor, placing the feeder to the right side.
- d. He unhooks the ends of the shoulder straps, separating them from the belt.
- e. The hands grasp the shoulder straps to the height of the shoulders, pushing with the thumbs from below. He takes out the left arm and then pulls the bag down by the right side with his left hand forward. At the same time, the right hand takes the other strap.
- f. While holding his backpack, he leans forward and places it on the ground, in front of the right foot, approximately 10 cm away from the tip, leaving the part that is in contact with the back facing upward and the left side aligned with the right foot.
- g. The soldier takes off the suspender, unbuckling it with both hands and takes it with his left hand behind his body. He delivers one end to the right hand and, using his left hand to help him on the front; he folds them in two parts and places them on top of the

backpack. The covers of the bags of the feeder-carriers remain facing forward and the buckle to the left.<sup>73</sup>

- h. Then he removes his helmet and sets it on the suspender with its brim forward, keeping both hands on the helmet and, at the count of two-three, he gives a stroke with his feet and gets ready, immediately going back to the main position.
- i. If the soldier only has the belt with the bags of the feeder-carriers and the rifle, the same order will be used, “put on equipment” or “take equipment off,” moving along to carry out the corresponding movements. The bags of the feeder-carriers will be on the ground.

#### **4.2.7.3. Resting ... the Rifle or Rifles**

The soldier who hears this voice will do the following:

- a. With his right hand, he takes the rifle-strap and removes it from the back, taking it forward.
- b. Immediately, he takes the rifle by the ear trumpet with his right hand. Then, he rests the butt of the rifle at the height of the tip of the right foot, keeping the rifle attached to his right thigh with the feeder to the front.
- c. On the count of two-three, he moves his left foot forward and proceeds to rest the rifle on the floor, placing the feeder to the right side.
- d. Then he gets up, leading his left foot to stand to attention with the right.

#### **4.2.7.4. Taking the Rifle or Rifles**

The soldier who hears this voice will do the following:

- a. The soldier moves the left leg forward. He takes the rifle with the right hand by the guard of the rifle. While he gets himself in position, he takes the rifle with the left hand. The right hand stretches the rifle-strap, placing it over his head.
- b. He takes the rifle to the main position.<sup>74</sup>

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<sup>73</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 48

<sup>74</sup> Reglamento de Instrucción Formal de la Fuerza Terrestre Capítulo IV Page 49

**HOMEWORK U4.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Find the answer to the following questions by reading Unit 4. Be prepared to answer questions on this material when you come to class. **2pts each**

1. What is the difference between basic attention position and rest position without weapon?

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2. What is the regular step?

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3. When a superior calls a subordinate what's the soldiers' behavior?

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4. Explain the way to deliver objects to a superior

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5. Explain the rest position with weapon.

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**ASSIGNMENT 2:** Prepare a small role-play of individual instruction    **10 pts**

## **Unit Five**

### **5. Wear and Appearance Ecuadorian Uniforms**

Only uniforms, accessories, and insignia prescribed in this section, will be worn by personnel in the Ecuadorian Army. Unless specified in this regulation, the commander issuing the clothing and equipment will establish wear policies for organizational clothing and equipment.

No item governed by this regulation will be altered in any way that changes the basic design or the intended concept of fit as described in general order No. 100 of Monday 01-JUN-009, from General Command Of Ecuadorian Army on the General Secretariat, including plating, smoothing, or removing detail features of metal items, or otherwise altering the color or appearance. All illustrations in this regulation should coincide with the text. The written description will control any inconsistencies between the text and the illustration.<sup>75</sup>

#### **5.1. Personal Appearance Polices**

The Army is a uniformed service where discipline is judged, in part, by the manner in which a soldier wears a prescribed uniform, as well as by the individual's personal appearance. Therefore, a neat and well-groomed appearance by all soldiers is fundamental to the Army and contributes to building the pride and esprit essential to an effective military force. A vital ingredient of the Army's strength and military effectiveness is the pride and self-discipline that Ecuadorian soldiers bring to their Service through a conservative military image.<sup>76</sup>

It is the responsibility of commanders to ensure that military personnel under their command present a neat and soldierly appearance. Therefore, in the absence of specific procedures or guidelines, commanders must determine a soldier's compliance with standards in this regulation.

Soldiers must take pride in their appearance at all times, in or out of uniform, on and off duty. Pride in appearance includes soldiers' physical fitness and adherence to acceptable weight standards, in accordance with the Article. 1°.- AGREEMENT No. 002.

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<sup>75</sup> **Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Capítulo I Page 1**

<sup>76</sup> **Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Capítulo I Page 2**

### **5.1.1. Hair.**

The requirement for hair grooming standards is necessary to maintain uniformity within a military population. Many hairstyles are acceptable, as long as they are neat and conservative. It is not possible to address every acceptable hairstyle, or what constitutes eccentric or conservative grooming.

Therefore, it is the responsibility of leaders at all levels to exercise good judgment in the enforcement of Army policy. All soldiers will comply with the hair, fingernail, and grooming policies while in any military uniform or while in civilian clothes on duty.

#### **5.1.1.1. Hair Policy General Information**

- a. Leaders will judge the appropriateness of a particular hairstyle by the appearance of headgear when worn. Soldiers will wear headgear as described in the applicable chapters of this regulation. Headgear will fit snugly and comfortably, without distortion or excessive gaps. Hairstyles that do not allow soldiers to wear the headgear properly, or that interfere with the proper wear of the protective mask or other protective equipment, are prohibited.
  
- b. Extreme, eccentric, or trendy haircuts or hairstyles are not authorized. If soldiers use dyes, tints, or bleaches, they must choose those that result in natural hair colors. Colors that detract from a professional military appearance are prohibited. Therefore, soldiers should avoid using colors that result in an extreme appearance. Applied hair colors that are prohibited include, but are not limited to, purple, blue, and pink, green, orange, bright (fire-engine) red, and fluorescent or neon colors. It is the responsibility of leaders to use good judgment in determining if applied colors are acceptable, based upon the overall effect on soldiers' appearance.
  
- c. Soldiers who have a texture of hair that does not part naturally may cut a part into the hair. The part will be one straight line, not slanted or curved, and will fall in the area where the soldier would normally part the hair. Soldiers will not cut designs into their hair or scalp.

### 5.1.1.2. Male Haircuts Will Conform To The Following Standards.

- a. The hair on top of the head must be neatly groomed. The length and bulk of the hair may not be excessive or present a ragged, unkempt, or extreme appearance. The hair must present a tapered appearance. A tapered appearance is one where the outline of the soldier's hair conforms to the shape of the head, curving inward to the natural termination point at the base of the neck. When the hair is combed, it will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. The block-cut fullness in the back is permitted to a moderate degree, as long as the tapered look is maintained. In all cases, the bulk or length of hair may not interfere with the normal wear of headgear or protective masks or equipment. Males are not authorized to wear braids, cornrows, or dreadlocks (unkempt, twisted, matted, individual parts of hair) while in uniform or in civilian clothes on duty. Hair that is clipped closely or shaved to the scalp is authorized.
- b. Males will keep sideburns neatly trimmed. Sideburns may not be flared; the base of the sideburn will be a clean-shaven, horizontal line. Sideburns will not extend below the lowest part of the exterior ear opening.
- c. Males will keep their face clean-shaven when in uniform or in civilian clothes on duty. Mustaches are permitted; if worn, males will keep mustaches neatly trimmed, tapered, and tidy. Mustaches will not present a chopped off or bushy appearance, and no portion of the mustache will cover the upper lip line or extend sideways beyond a vertical line drawn upward from the corners of the mouth (see figure 14).



**Figure 5- 1, Wear of Mustache**

- d. Handlebar mustaches, goatees, and beards are not authorized. If appropriate medical authority prescribes beard growth, the length required for medical treatment must be specified. Soldiers will keep the growth trimmed to the level specified by appropriate medical authority, but they are not authorized to shape the growth into goatees, or “Fu Manchu” or handlebar mustaches.
- e. Males are prohibited from wearing wigs or hairpieces while in uniform or in civilian clothes on duty, except to cover natural baldness or physical disfiguration caused by accident or medical procedure.

#### **5.1.1.3. Female Haircuts Will Conform To The Following Standards.**

- a. Females will ensure their hair is neatly groomed, that the length and bulk of the hair are not excessive, and that the hair does not present a ragged, unkempt, or extreme appearance. Likewise, trendy styles that result in shaved portions of the scalp other than the neckline or designs cut into the hair are prohibited.
- b. Females may wear braids and cornrows as long as the braided style is conservative, the braids and cornrows lie snugly on the head, and any hair holding devices comply with the standards. Dreadlocks (unkempt, twisted, matted individual parts of hair) are prohibited in uniform or in civilian clothes on duty. Hair will not fall over the eyebrows or extend below the bottom edge of the collar at any time during normal activity or when standing in formation. Long hair that falls naturally below the bottom edge of the collar, to include braids, will be neatly and inconspicuously fastened or pinned, so no free-hanging hair is visible. This includes styles worn with the physical fitness uniform/improved physical fitness uniform (PFU/IPFU).
- c. Styles that are lopsided or distinctly unbalanced are prohibited. Ponytails, pigtails, or braids that are not secured to the head (allowing hair to hang freely), widely spaced individual hanging locks, and other extreme styles that protrude from the head are prohibited. Extensions, weaves, wigs, and hairpieces are authorized; however, these additions must have the same general appearance as the individual’s natural hair. Additionally, any wigs, extensions, hairpieces, or weaves must comply with the grooming policies set forth in this paragraph.

- d. Females will ensure that hairstyles do not interfere with proper wear of military headgear and protective masks or equipment at any time. When headgear is worn, the hair will not extend below the bottom edge of the front of the headgear, nor will it extend below the bottom edge of the collar.
- e. Hair-holding devices are authorized only for the purpose of securing the hair. Soldiers will not place hair holding devices in the hair for decorative purposes. All hair-holding devices must be plain and of a color as close to the soldier's hair as is possible or clear. Authorized devices include, but are not limited to, small, plain scrunchies (elastic hair bands covered with material), barrettes, combs, pins, clips, rubber bands, and hair bands.
- f. Devices that are conspicuous, excessive, or decorative are prohibited. Some examples of prohibited devices include, but are not limited to, large, lacy scrunchies; beads, bows, or claw clips; clips, pins, or barrettes with butterflies, flowers, sparkles, gems, or scalloped edges; and bows made from hairpieces.
- g. Soldiers may not wear hairnets unless they are required for health or safety reasons, or in the performance of duties (such as those of a cook). No other type of hair covering is authorized in lieu of the hairnet. The commander will provide the hairnet to the soldier at no cost.<sup>77</sup>

#### **5.1.1.3.1. Cosmetics**

As with hairstyles, the requirement for standards regarding cosmetics is necessary to maintain uniformity and to avoid an extreme or unmilitary appearance. Males are prohibited from wearing cosmetics, to include nail polish. Females are authorized to wear cosmetics with all uniforms, provided they are applied conservatively and in good taste and complement the uniform. Leaders at all levels must exercise good judgment in the enforcement of this policy.

- a. Females may wear cosmetics if they are conservative and complement the uniform and their complexion. Eccentric, exaggerated, or trendy cosmetic styles and colors, to include makeup designed to cover tattoos, are inappropriate with the uniform and are prohibited.

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<sup>77</sup> **Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Capítulo I Page 3**

Permanent makeup, such as eyebrow or eyeliner, is authorized as long as the makeup conforms to the standards outlined above.

- b. Females will not wear shades of lipstick and nail polish that distinctly contrast with their complexion, that detract from the uniform, or that are extreme. Some examples of extreme colors include, but are not limited to, purple, gold, blue, black, white, bright (fire-engine) red, khaki, camouflage colors, and fluorescent colors. Soldiers will not apply designs to nails or apply two-tone or multi-tone colors to nails.
- c. Females will comply with the cosmetics policy while in any military uniform or while in civilian clothes on duty.
- d. Fingernails. All personnel will keep fingernails clean and neatly trimmed. Males will keep nails trimmed so as not to extend beyond the fingertip. Females will not exceed a nail length of 1/4 inch, as measured from the tip of the finger. Females will trim nails shorter if the commander determines that the longer length detracts from the military image, presents a safety concern, or interferes with the performance of duties.
- e. Hygiene and body grooming. Soldiers will maintain good personal hygiene and grooming on a daily basis and wear the uniform so as not to detract from their overall military appearance.

## **5.2. Uniform Appearance**

All personnel will maintain a high standard of dress and appearance. Uniforms will fit properly; trousers, pants, or skirts should not fit tightly; and personnel must keep uniforms clean and serviceable and press them as necessary. Soldiers must project a military image that leaves no doubt that they live by a common military standard and are responsible to military order and discipline. Soldiers will ensure that articles carried in pockets do not protrude from the pocket or present a bulky appearance.

### **5.2.1. Wear of Items on Uniforms**

When required and prescribed by the commander, soldiers may attach keys or key chains to the uniform when performing duties such as charge of quarters, armored, duty officer, or other

duties as prescribed by the commander. Keys or key chains will be attached to the uniform on the belt, belt loops, or waistband.

At the discretion of the commander, and when required in the performance of duties listed above, soldiers may wear an electronic device on the belt, belt loops, or waistband of the uniform. Only one electronic device may be worn; it may be either a pager or a cell phone.

The body of the device may not exceed 4x2x1 inches, and the device and carrying case must be black; no other colors are authorized. If security cords or chains are attached to the device, soldiers will conceal the cord or chain from view. Other types of electronic devices are not authorized for wear on the uniform. If the commander issues and requires the use of other electronic devices in the performance of duties, the soldier will carry them in the hand, pocket, briefcase, purse, bag, or in some other carrying container.

Soldiers will not wear keys, key chains, or electronic devices on the uniform when the commander determines such wear is inappropriate, such as in formation, or during parades or ceremonies. Soldiers will not wear items or devices on the uniform when not performing required duties. While in uniform, personnel will not place their hands in their pockets, except momentarily to place or retrieve objects. Soldiers will keep uniforms buttoned, zipped, and snapped.

They will ensure metallic devices such as metal insignia, belt buckles, and belt tips are free of scratches and corrosion and are in proper luster or remain properly subdued, as applicable; and that all medals and ribbons are clean and not frayed. Personnel will keep shoes and boots cleaned and shined. Lapels and sleeves of service, dress, and mess coats and jackets will be roll-pressed, without creasing. Skirts will not be creased. Trousers, slacks, and the sleeves of shirts and blouses will be creased. Personnel will center the front creases on each side of the shirt, centered on the pockets, for those garments that have front pockets.

Soldiers may press a horizontal crease across the upper back of the shirt or coat, and they may press three equally spaced vertical creases down the back, beginning at the yoke seam or the horizontal crease. Additionally, personnel may crease the sleeves of the battle dress uniform (BDU) coat. Personnel are not authorized to sew military creases into the uniform.<sup>78</sup>

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<sup>78</sup> **Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Capítulo I Page 21-23**

Although some uniform items are made of wash-and-wear materials or are treated with a permanent-press finish, soldiers may need to press these items to maintain a neat, military appearance. However, before pressing uniform items, soldiers should read and comply with care instruction labels attached to the items. Soldiers may starch BDUs and the maternity work uniform, at their option. Commanders will not require soldiers to starch these uniforms, and soldiers will not receive an increase in their clothing replacement allowance to compensate for potential premature wear that may be caused by starching uniforms.

### 5.2.2. Correct Battle Dress Uniform (BDU) Policy

Fitting instructions and alterations of uniforms will be made in accordance with general order No. 100 of Monday 01-JUN-009, from General Command of Ecuadorian Army on the General Secretariat.

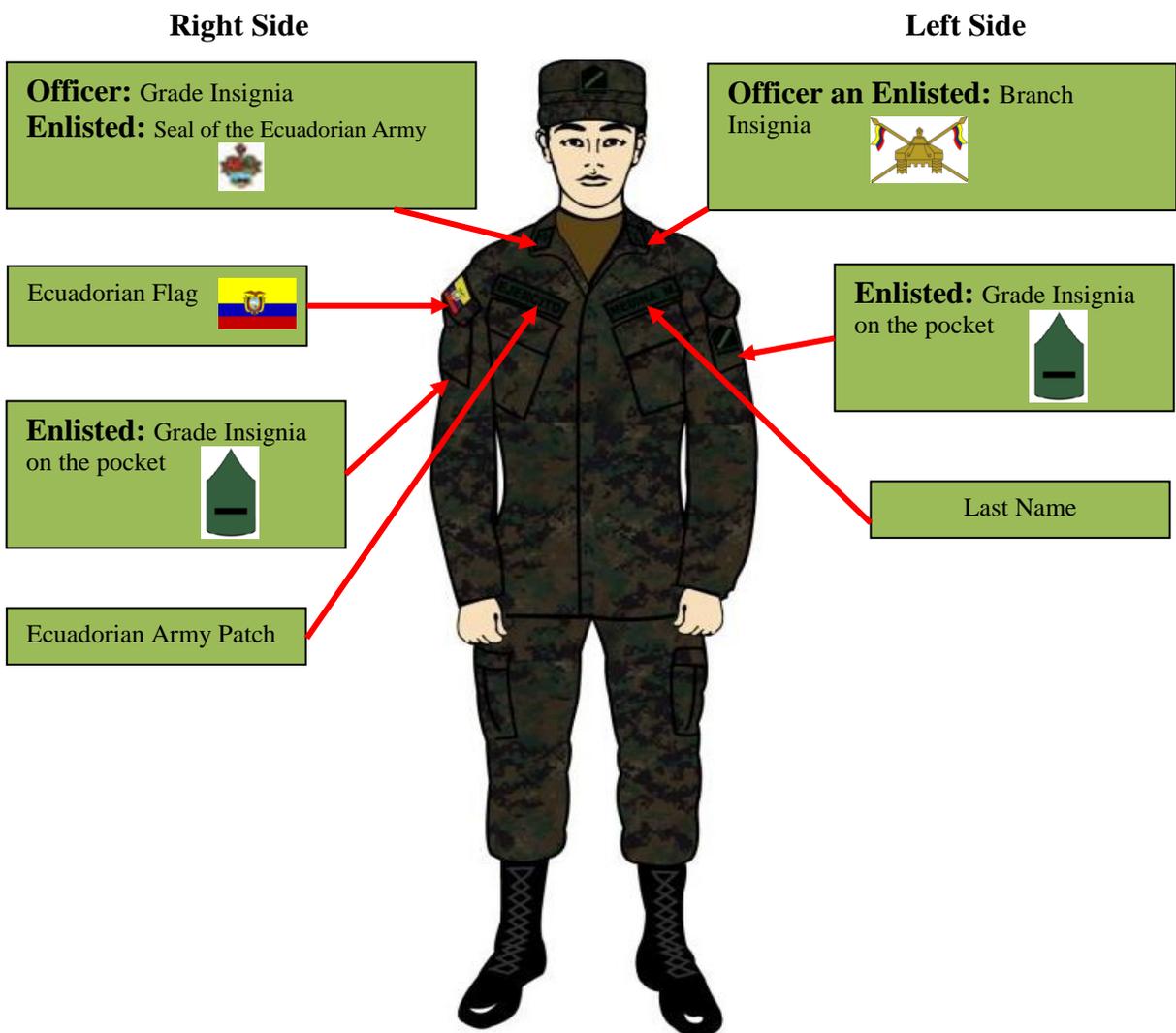


Figure 5-2, Correct BDU Policy

### 5.2.3. Rank and Insignia

Insignia will meet the approved military specifications and conform to proper color designation (gold, silver, or subdued). Officers may wear embroidered insignia in lieu of non-subdued metal insignia on mess and evening mess uniforms. All personnel may wear either subdued embroidered cloth insignia or subdued metal insignia on utility uniforms; they may not mix the two. Subdued embroidered insignia is on a cloth backing and will not be embroidered directly on the uniform.

Personnel may not wear embroidered, sew-on subdued insignia on organizational items, unless otherwise specified in this regulation. Subdued, embroidered insignia for woodland camouflage uniforms is black block lettering or appropriate design, on olive-green cloth backing.

For desert camouflage uniforms, it is spice-brown block lettering, or appropriate design, on khaki cloth backing. Personnel will attach insignia on the uniform so that it rests firmly without turning. Soldiers will ensure that embroidered cloth insignia is sewn on the uniform so the stitching blends inconspicuously with the background material<sup>79</sup>

#### 5.2.3.1. Enlisted Staff.

Insignias	Ranks
	1 <sup>st</sup> Year Trainees
	2 <sup>nd</sup> Year Trainees
	Soldier

<sup>79</sup> Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Capítulo VII Page 110 - 118

	Private 1 <sup>st</sup> Class
	Corporal
	Sergeant
	First Sergeant
	Warrant Officer 1 <sup>st</sup> Class
	Warrant Officer 2 <sup>nd</sup> Class
	Major Warrant Officer

Table 5-1, Insignias for Trainers and Enlisted Staff.<sup>80</sup>

### 5.2.3.2. Officers Staff

Insignias	Ranks
	2nd Lieutenant
	Lieutenant
	Captain
	Major

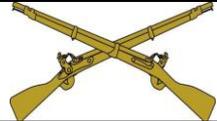
<sup>80</sup> Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Parte Grafica Page 125

	Lieutenant Colonel
	Colonel
	General of Brigade
	General of Division
	General of the Army

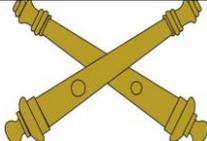
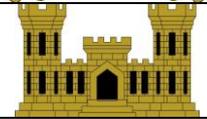
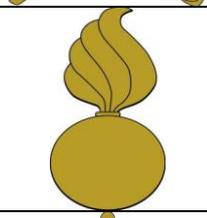
Table 5-2, Officers Insignias<sup>81</sup>

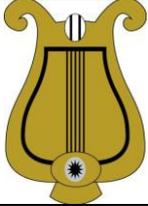
#### 5.2.4. Army Qualification Badges

Soldiers not affiliated with an infantry, armor, field artillery, air defense artillery, cavalry, Special Forces, or aviation regiment, wear in an appropriate branch insignia. All optional branch insignia are authorized for wear only while personnel are assigned to the designated unit. Soldiers will not purchase optional branch insignia using appropriated funds. Commanders will not require soldiers to purchase optional branch insignia. Listed below are the branch insignia authorized for wear.

Branch Insignias		Description
Infantry		The officer and enlisted personnel branch insignia is two gold-colored crossed muskets, 3/4 inch in height.
Cavalry		The officer and enlisted personnel branch insignia is the front view of an M-26 tank gun, slightly raised and superimposed on two crossed cavalry sabers in scabbards with the cutting edge up with an Ecuadorian flag at the end, 13/16 inch in height overall, in gold-colored metal.

<sup>81</sup> Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Parte Grafica Page 125

<b>Field Artillery</b>		The officer and enlisted personnel branch insignia is two crossed field guns, in gold colored metal 1 3/6 inches in height
<b>Corp of Engineers</b>		The officer and enlisted personnel branch insignia is a gold-colored, triple-turreted castle, 1 1/16 inch in height.
<b>Signal and Communications Corps</b>		The officer and enlisted personnel branch insignia is two signal flags crossed, the Dexter flag white with a red center, the other flag red with a white center, with staffs of gold and a flaming torch in gold-colored metal, upright at the center of the crossed flags, 7/8 inch in height.
<b>Military Intelligence</b>		The officer and enlisted personnel branch insignia is a gold-colored metal dagger, point up, 1 1/4 inches overall in height, upon which there is a gold-colored metal heraldic sun composed of four straight and four wavy alternating rays, surmounted by a gold heraldic rose with dark blue enamel petals.
<b>Aviation</b>		The officer and enlisted personnel branch insignia is a vertical silver propeller between two horizontal gold wings, 1 1/8 inches in width.
<b>Quartermaster</b>		The officer and enlisted personnel branch insignia is a crossed sabers in scabbards gold-colored and wheat stalk.
<b>Ordnance Corps</b>		The officer and enlisted personnel branch insignia is a gold-colored shell and flame, 1 inch in height.
<b>Transportation Corps</b>		The officer branch and enlisted personnel insignia is a ship's steering wheel, upon which is superimposed a shield charged with a winged car wheel on a rail, all in gold-colored metal, 1 inch in height.
<b>Medical Corps</b>		The officer and enlisted personnel branch insignia is a gold-colored caduceus, 1 inch in height.
<b>Justice</b>		The officer and enlisted personnel branch insignia has a red gold-colored shield with the word LEX taxed in addition has a sword crossed with a wheat stalk, 1 inch in height.

<b>Band and Music</b>		Band collar insignia is just for enlisted personnel only. The band insignia is a music lyre on a 1-inch disk, in gold colored metal.
<b>Judge Advocate General's Corps</b>		The officer and enlisted personnel branch insignia is a gold-colored sword and pen, crossed and wreathed, 1 1/16 inch in height.
<b>Veterinary Corps</b>		The officer and enlisted personnel branch insignia is has a horseshoe and a snake wrapped around it.
<b>Staff Specialist</b>		The branch insignia is a sword, 1 3/8 inches in length, lay horizontally across the upper part of an open book. Below the sword and across the lower corners of the book are two laurel branches crossed at the stems. The insignia is 13/16 inch in height, in gold-colored metal.

**Table 5-3, Ecuadorian Branch Insignia<sup>82</sup>**

<sup>82</sup> Reglamento de Uniformes Para el Personal de la Fuerza Terrestre Parte Grafica Page 140 -143

**HOMEWORK U5.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Match the two columns.

**1 pt each**

Ans	Branch Insignia	No	Branch
—		1.	Infantry
—		2.	Veterinary Corps
—		3.	Medical Corps
—		4.	Cavalry
—		5.	Military Intelligence

**ASSIGNMENT 2:** Find the answer to the following questions by reading Unit 5. Be prepared to answer questions on this material when you come to class. **2pts each**

1. Describe the policy of the right side from the BDU.

---

---

---

2. Describe the policy of the left side from the BDU.

---

---

---

3. The female can use their hair in a free style? Explain it

---

---

---

4. Can the male have long hair? Explain it

---



---



---

5. What represents the Army uniform?

---



---



---

**ASSIGNMENT 3:** Put the correct rank and put a mark if is an enlisted or officer insignia

**0,50pts each**

Insignias	Enl	Off	Ranks
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____
			_____

## Unit Six

### 6. Color for Graphics and Symbols

Ideally, different colors are used for enemy and friendly symbols. Different colors may not always be available; therefore, other procedures are needed for one-color symbols as well as for multicolor representation

#### 6.1. One Color Representation

Friendly symbols are outlined by a single line, and enemy symbols are outlined by double lines. For enemy equipment, ground environment, and activities symbols, uses the abbreviation EN.

#### 6.2. Multicolor Representation

The colors on a military map indicate varied meanings. Other colors used must be explained in a legend. When overlays are transmitted by facsimile only black on white is possible. To differentiate between enemy and friendly contaminated areas or obstacles, use the abbreviation EN in the line that defines the enemy area; these meanings are given as follows:

#### 6.3. Blue or Black

Denotes friendly units' posts and installations, equipment, activities, and ground environment symbols not covered by other colors.

#### 6.4. Red

Indicates enemy units' posts and installations, equipment and activities, and friendly fire support ground environment symbols not covered by other colors.

#### 6.5. Yellow

Indicates friendly, or enemy chemical, biological or radiological areas.

## **6.6. Green**

Indicates friendly and enemy man-made obstacles.<sup>83</sup>

## **6.7. Military Symbols**

These are standard system for the development of military symbols applicable to all types of military operations.

### **6.7.1. Definition of Military Symbol.**

A military symbol is a sign, composed of a diagram, number, letter, abbreviation, color or combination thereof, which is used to identify and distinguish a particular military units, activity or installation.

### **6.7.2. Use of symbols**

Military symbols are used for a number of reasons such as to save time, secrecy, space, etc. Persons competent in their use are an asset to Commander as their ability to translate an idea into, say, an overlay order capable of conveying clear instructions to junior commanders without any ambiguity, enhances battle procedures.

If military symbol include words or abbreviation, the language will be native to the country employing the symbol. If, however, a document containing symbols is to be transmitted to forces of other allied nations or combine headquarters, an explanation or translation if symbols whose meaning may cause doubt is provided in an accompanying legend.

Military symbols are used primarily in conjunction with:

- a. All types of situation maps and overprints.
- b. Field sketches and overlays.
- c. Aerial photographs.

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<sup>83</sup> American Language Course, Defense Language Institute, PT, MIL SYM&GR, SH, Lackland Air Force Base, Texas, Page 13.

d. Organizational charts

Military symbols are graphic aids which accurately identify items of operational interest. Departure from commonly accepted symbols should be avoided. If symbols must be improvised their meaning should be explained in an accompanying. Military symbols lose their value if they become complicated or cluttered with unnecessary detail.

The purpose and level of command, the training and background of personnel, and the tactical situation determine the amount of information required to adequately represent military units and installations. A flexible system is presented in this manual whereby the user must adapt military symbols to fit by his own particular requirement.

The examples throughout this manual are instructional in nature and are designed for reference purposes; consequently, more information is shown than is normally required. In practical application, however, operational personnel and instructors should strive to depict only essential information. Simplicity, uniformity, and clarity are the keys to good military symbology.

### **6.7.3. Components Of The Military Symbol**

Generally, the military symbol consists of the following:

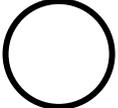
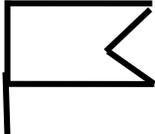
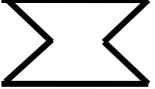
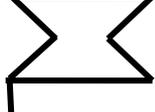
- a. The basic symbols.
- b. The unit size symbols
- c. The branch or duty performed symbols
- d. The unit, installation or activity designation.<sup>84</sup>

#### **6.7.3.1. Basic Symbols**

The Basic Symbols are geometric figures form, the basic symbols used to represent units, installations and activities.

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<sup>84</sup> American Language Course, Defense Language Institute, FM21 – 30, Lackland Air Force Base, Texas, Page 2-2.

SERIAL	DESCRIPTION	SYMBOL.
1.	A unit is a rectangle.	
2.	A field headquarters or headquarters echelon of a unit.	
3.	An observation or listening post.	
4.	A combat service support installation or activity..	
5.	A combat service support unit that performs duties as part of a field army support command, a corps support command or a division support brigade.	
6.	A headquarters or headquarters echelon of a field army corps support command or a division support brigade combat service support unit.	
7.	A combat service support unit that perform duties within the communication zone.	
8.	A headquarters or headquarters echelon of a combat service support unit within the communication zone.	

**Table 6-1, Basic Symbols<sup>85</sup>**

### 6.7.3.2. Unit Size Symbols

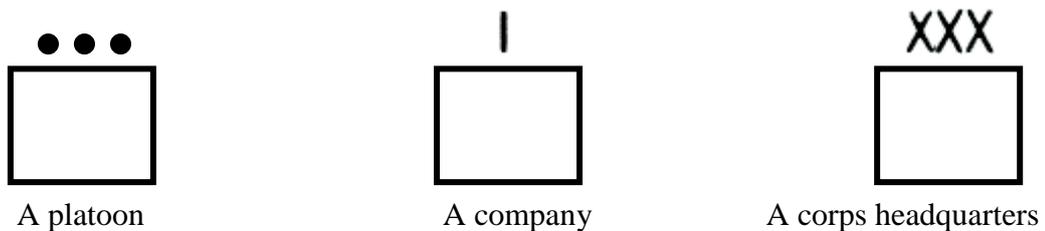
They are placed on top of the basic symbol either in boundary lines or above the rectangle, triangle, or circle inclosing the identifying arm or service symbol to show the size of a specific unit, the appropriate size symbol.

<sup>85</sup> American Language Course, Defense Language Institute, FM21 – 30, Lackland Air Force Base, Texas, Page 2-3.

SERIAL	DESCRIPTION	SYMBOL.
1.	Squad, smallest unit	●
2.	Section or unit larger than a squad but smaller than a platoon.	●●
3.	Platoon or detachment	●●●
4.	Company, troop or battery	
5.	Battalion or cavalry squadron.	
6.	Regiment or group; combat team.	
7.	Brigade, Combat Command of Armored Division.	X
8.	Division or Command	XX
9.	Corps	XXX
10.	Army	XXXX
11.	Army Group	XXX'XXX

Table 6-2, Unit Size Symbols<sup>86</sup>

Example:

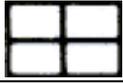
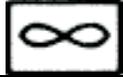
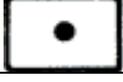
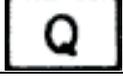
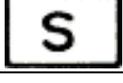
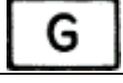


### 6.7.3.3. Branch or Duty Performed (Functional Symbols)

Combat operations usually call for military organizations specially equipped and trained to accomplish a specific tactical mission. To pictorially represent these specialized military organizations, a combination of symbols may be placed within the unit or installation symbol, as long as the symbol remains clear and easily understood.

<sup>86</sup> American Language Course, Defense Language Institute, M283 INFANTRY OPERATIONS , Lackland Air Force Base, Texas, Page C-1

Branch or duty performed symbols, or a combination thereof, are placed within the basic symbol to show the type of the unit or in some cases, installation or activity.

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	Antiaircraft Artillery		Infantry
	Armored		Medical
	Army Air Force		Ordnance Department
	Artillery		Quartermaster
	Cavalry, Horse		Signal Corps
	Cavalry, mechanized		Tank Destroyer
	Chemical Warfare Service		Transportation Corps
	Engineer		Veterinary Corps

**Table 6-3, Functional Symbols**

**6.7.3.6. Unit, Installation and Activity Designation**

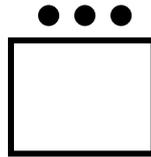
The designation of a unit consists of an official distinctive number and/or name. Installations and activities are also designated in symbology to show type of operation and responsible operation. In the development of a military symbol, the unit, installation or activity designation may appear as a number, letter, name or abbreviation. Only cardinal, Arabic numerals are used.

- a. Developing the Unit Symbol the starting point is the basic symbol as in the EXAMPLE:



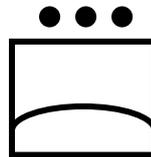
A unit.

- b. The size of the unit is added on the top as in the EXAMPLA:



A platoon.

- c. The branch or duty performed symbol or abbreviation of the task the unit performs is placed inside the basic symbol.



An air defense artillery.

### 6.7.3.7. Basic Equipment Symbols

- a. Symbols are also *used* to indicate the type and location of a weapon or group of weapons. When a weapon symbol appears on a map or overlay, the base of the shaft indicates the location of the weapon.
- b. To show the approximate size of a particular weapon, the procedure is as follows:
- (1) Select the appropriate weapon symbol.

Examples:



(Basic infantry weapon)



(Basic artillery weapon)

- (2) One (for medium) or two (for heavy) horizontal bars are added to denote approximate size. If no horizontal bar is shown, the light category is represented.

Examples:



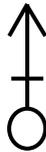
(Light automatic weapon)



(Medium artillery gun)

c. If a weapon has a high trajectory, a  is placed at the base of the shaft.

Example:



(Medium mortar)

d. If the weapon is a flat trajectory, antitank weapon, a  is placed at the base of the shaft.

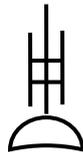
Example:



(Light antitank gun)

e. If the weapon is primarily for air defense, a  is placed at the base of the shaft.

Example:



(Heavy air defense gun)

f. If the weapon is a rocket projector or launcher, a  is placed at the head of the shaft.

Example:



(Light artillery rocket launcher)

- g. If a weapon is also a tracked, self-propelled vehicle, a  weapon symbol is placed below the weapon symbol.

Example:



(A tracked, self-propelled medium howitzer)<sup>87</sup>

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<sup>87</sup> American Language Course, Defense Language Institute, M283 INFANTRY OPERATIONS , Lackland Air Force Base, Texas, Page C-2, 3

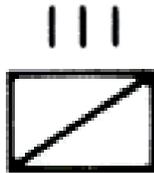
**HOMEWORK U6.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Paint the symbols described below.

**1 pt each**

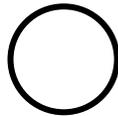
1. Enemy cavalry horse regiment



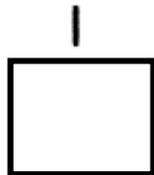
2. Friendly infantry corps



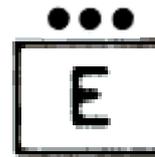
3. Friendly man-made obstacles combat service support squad



4. Enemy company of chemical



5. Friendly engineer platoon



**ASSIGNMENT 2:** Draw the symbols described below.

**0,50 pt each**

1. A unit

2. A combat service support

3. An observation post

4. A combat Service support unit

5. A headquarters

6. A brigade headquarters

7. A section unit

8. A squad combat service support

9. A regiment unit

10. A platoon unit.

11. Infantry company headquarters

12. Engineer platoon

13. Medical corps

14. Cavalry, mechanized regiment

15. Aviation battalion

16. Signal corps

17. Artillery division service supply

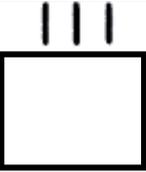
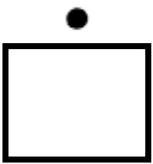
18. Cavalry division

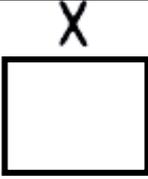
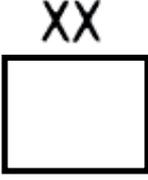
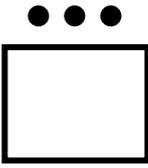
19. Quartermaster battalion

20. Tank destroyer corps

**ASSIGNMENT 3:** Match the two columns.

**1 pt each**

Ans	Symbol	No	Meaning
—		1.	Brigade
—		2.	Platoon

—		3.	Division
—		4.	Regiment
—		5.	Squad

## Unit Seven

### 7. Idioms.

Assist students in learning the meaning and usage of idioms and expressions they are likely to encounter in their language and follow-on-training courses, many of the expressions included don not appear in the dictionary.

#### 7.1. Popular.

A

**A-1:** Excellent, superior.

*Ex. Bill had his car repaired. It's in **A-1** condition now.*

**Accompanied Tour:** Tour of duty with family members.

*Ex. Coronel Calderon had an **Accompanied tour** in Georgia.*

**Ad lib:** Improvise a speech, act or speak without preparation.

*Ex. Since Roberto had only a short time to prepare his talk, he had to **ad lib**.*

**Advanced Pay:** Payment before actually earned.

*Ex. Capitan Cadena is going to have an **advanced pay** this week.*

**Alert:** Emergency call to be ready.

*Ex. The **alert** is on we have to go.*

**All in:** Exhausted, very tired

*Ex. Major Enriquez was **all in** after running the marathon.*

**Army:** 50,000 + soldiers. Typically commanded by a lieutenant general or higher, an army combines two or more corps. A theater army is the ranking Army component in a unified command, and it has operational and support responsibilities that are assigned by the theater commander in chief. The commander in chief and theater army commander may order formation of a field army to direct operations of assigned corps and divisions.

B

**Baby:** Someone's problem, plan, operation, project, responsibility also used with my, his, your, etc but never with the or this

*Ex. Whatever you want to do about this situation is fine. It's **your baby**.*

**Battalion:** 300 to 1,000 soldiers. Four to six companies make up a battalion, which is normally commanded by a lieutenant colonel with a command sergeant major as principle NCO assistant. A battalion is capable of independent operations of limited duration and scope. An armored or air cavalry unit of equivalent size is called a squadron.

**Be broken:** Without money.

*Ex. I would go to Florida with you, but **I'm broken**. I won't have any money until next week.*

**Beat it:** leave immediately.

*Ex. Marjorie always tell her little sister to "**beat it**" when she doesn't want her around.*

**Beat your face:** Slang for "do some pushups" and is commonly used in boot camp.

*Ex. "Private, you think that's funny?! **BEAT YOUR FACE!**"*

**Bead of roses:** A place of beauty ease and comfort.

*Ex. If you think running a marathon is a **bed of roses**, you are mistake.*

**Bible:** Authoritative document, such as manuals, textbooks, etc.

*Ex. The Military Instruction is the soldiers' **Bible**.*

**Bone up:** study and learn quickly.

*Ex. Everyone will have to **bone up** on map reading before the entry test.*

**Brigade:** 3,000 to 5,000 soldiers. A brigade headquarters commands the tactical operation of two to five organic or attached combat battalions. Normally commanded by a colonel with a command sergeant major as senior NCO, brigades are employed on independent or semi-independent operations. Armored cavalry, ranger and special forces units this size are categorized as regiments or groups.

**Brunch:** Combination of breakfast and lunch. It's usually served at 10h00.

*Ex. What time is it? Its 09h30 is almost the **brunch** I'm hungry!*

C

**Cat eyes:** A helmet band with two pieces of luminous material at the rear.

*Ex. You didn't put your **cat eyes** in your cap that is why yesterday at night I didn't see you.*

**Corps:** 20,000 to 45,000 soldiers. Two to five divisions constitute a corps, which is typically commanded by a lieutenant general. As the deployable level of command required to synchronize and sustain combat operations, the corps provides the framework for multi-national operations.

**Commander:** The officer in charge of an entire unit of military members.

*Ex. Coronel Navia is the **commander** of the ESFORSE.*

**Commissary:** Base grocery store.

*Ex. Let's go the **commissary** to buy empanadas.*

**Company:** 62 to 190 soldiers. Three to five platoons form a company, which is commanded by a captain with a first sergeant as the commander's principle NCO assistant. An artillery unit of equivalent size is called a battery, and a comparable armored or air cavalry unit is called a troop.

**Chain of Command:** Leadership structure and step of command within an organization.

*Ex. Orders come down through the **chain of command**; that is, they come from superior to subordinate officers.*

**Chaplain:** Military minister, priest, rabbi, or pastor.

*Ex. The **chaplain** is a person that we can trust.*

**Cherry:** New recruit still in Basic Training, or newly-minted service member officer or enlisted just arrived at first duty assignment after completion of training.

*Ex. You're a **cherry** because you're just in first military year.*

D

**Deployment:** Military or civilian employee sent on a mission without family members.

*Ex. I'm going to Haiti as a **deployment** this summer and I'm going to miss my family.*

**Dining In:** Is a formal dinner for military members only.

*Ex. Today we're going to have a **dining in** be punctual, please!*

**Dining Out:** Is a Formal dinner for military members and spouses.

*Ex. Yesterday we had a **dining out** we have had a good time there.*

**Division:** 10,000 to 15,000 soldiers. Usually consisting of three brigade-sized elements and commanded by a major general, divisions are numbered and assigned missions based on their structures. The division performs major tactical operations for the corps and can conduct sustained battles and engagements.

**Dixie:**



2 Square aluminum "plates" which were kept in your webbing and which were used to eat out of. They fitted inside each other and with the fire bucket and pikstel formed your eating kit when in the bush or border.

**Dum-dum:** humorous recruit; not very intelligent person.

*Ex. This is not job for **dum-dum**.*

E

**Egghead:** An intellectual person.

*Ex. We need a practical person for this job, not an **egghead**.*

**Eleven, eleven:** expression used to prevent the arrival of a chief or an officer

*Ex. Hey **eleven, eleven** my Corporal Castrellon is coming!*

**Esprit de Corps:** Morale within unit or organization.

*Ex. The 2<sup>nd</sup> platoon has a great **spirit de corps**.*

F

**Fart sack:** A sleeping bag



*Ex. My **fart sack** is really cold.*

**Fire**



**bucket:** The metal water bottle holder which was in the water bottle pouch. It had a folding handle and doubled as a cup/pot/shaving dish. It held about half a liter and was often blackened with soot from being put over a fire.

*Ex. I forgot my **fire bucket** in the closet.*

**Feel like a little paper:** To be in the best on health and spirit.

*Ex. He didn't feel good yesterday, but today he **feels like a little paper**.*

**Fink:** A person who carries stories or information to his superiors.

*Ex. Be careful about what you say because there is a **fink** in the group.*

G

**Go ballistic:** Get extremely angry.

*Ex. The Captain **went ballistic** when he read the report*

**Goldbrick:** A lazy person.

*Ex. I don't want that **goldbrick** in my organization. He's much too lazy to suit me.*

**Gung-ho:** Eager; aggressive.

*Ex. You can depend on him to do his part; he'll get with it because he's **gung-ho**.*

H

**Hold one's horses:** Be calm or patient.

*Ex. **Hold your horses!** I'm coming!*

**Hot news:** The last information or news.

*Ex. Don't ask me any question now. I'll give you **hot news** during the briefing.*

**Hush-hush:** Confidential or secret.

*Ex. This is a **hush-hush** project until all the plans are completed.*

I

**ID Card:** Identification card issued to legally recognized member of military family.

*Ex. The picture of my **I.D Card** is very ugly*

**In plain English:** In understandable terms.

*Ex. You'll have to tell him **in plain English** if you expect him to do it.*

K

**Keep cool:** Stay calm.

*Ex. It's not going to be easy, but try to **keep cool** when the firing starts.*

L

**Ladies' man:** One who tries to please and interest women.

*Ex. David is quite a **ladies' man**, isn't he?*

**Lucky dog:** A very fortunate person

*Ex. Sam is a **lucky dog**. He just won \$100 on a bet.*

M

**Mad minute:** Weapons free-fire practice and test session

*Ex. Coronel Enriquez give us a **mad minute** to practice in the military instruction.*

**Mess Dress:** Formal attire: short jacket equivalent to "white tie and tails".

*Ex. Today we have a military ceremony we have to use that uncomfortable **mess dress**.*

**Minute of jungle:** Free to do or act.

*Ex. Yesterday Sergeant Calderón gave us **minute of jungle**.*

**Mooch:** Continually borrow or beg.

*Ex. He has a habit of **mooching** things instead of buying them.*

**Mop up:** Destroy or neutralize.

*Ex. Your unit will **mop up** the last enemy resistance.*

**Music to one's ears:** A good thing to hear.

*Ex. The commandant telling us we could go home early was **music to my ears**.*

*Unmercifully at the meeting*

N

**Number one:** The best; the top man; the person in command.

*Ex. As far as I'm concerned, Major Cadena in **number one**.*

O

**O'Club:** Officer's Club

*Ex. Today we're going to have a big party in the **O'Club**.*

**Orders:** Spoken or written instructions to military/civilian members.

*Ex. Corporal Robalino always **orders** us to be punctual.*

P

**Pad:** Living quarters, room, apartment or home.

*Ex. Come over to my **pad** and let's listen to some music.*

**Paint the town red:** Celebrate; indulge in riotous fun through a visit to nightclubs, cabarets, etc.

*Ex. Every time he comes here, we **paint the town red**.*

**Platoon:** 16 to 44 soldiers. A platoon is led by a lieutenant with an NCO as second in command, and consists of two to four squads or sections.

**PTI:** Physical Training Instructor.

*Ex. The **PTI** is a good instructor.*

**Protocol:** Customs and courtesies.

*Ex. We have to follow the **protocol**.*

R

**Rack:** A bed or cot.

*Ex. I need a **rack** I'm so tired.*

**Retreat:** Bugle/flag ceremony at end of the day.

*Ex. The **retreat** is always at 18h00.*

**Reveille:** Bugle/flag ceremony at the beginning of the day.

*Ex. The **reveille** is at 04h00.*

**Roster:** List of members by name.

*Ex. The **roster** is not in the folder.*

S

**Sack out:** To sleep.

*Ex. I'm going to **sack out** later I've to finish this work.*

**Shovel and pick set.** This was a fork and spoon which slid into the handle of the knife.



**Sick Call:** Specific block of time for medical attention.

*Ex. Tomorrow I've a **sick call**.*

**Sponsor:** The person who is salaried by the government; also, a person assigned to assist newly arrived personnel to a base.

*Ex. Major Jurado was my **sponsor** in Florida.*

**Special lunch:** Is one dish and always is cold, not enough, ugly and tastes bad is always on the last Thursday of the month

*Ex. What was that! The special lunch wasn't good.*

**Squad:** 9 to 10 soldiers. Typically commanded by a sergeant or staff sergeant, a squad or section is the smallest element in the Army structure, and its size is dependent on its function.

**Subsistence:** Food allowance.

*Ex. I need a **subsistence** I've to travel to the jungle as an invited instructor.*

T

**Tackle:** Study; work on; engage.

*Ex. Are you ready to **tackle** the job?.*

**Tech School:** Formal school training for a military job.

*Ex. I'm so happy in my **teach school**.*

U

**Up to snuff:** Is as it should be; ready; prepare.

*Ex. My unit is **up to nuff** on delivering mortar far.*

W

**Wing Down Day:** A day off for military members.

*Ex. In my **wing down day** I'm going to sleep 24h.*

Z

**Zero hour:** Critical time.

*Ex. The captain has announced that **zero hour** will be midnight.*

**HOMEWORK U7.**

**Name:** \_\_\_\_\_

**ASSIGNMENT 1:** Write a paragraph using the following words.

**1 pt each**

**1. Squad**

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**2. Platoon**

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**3. Company**

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**4. Battalion**

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**5. Brigade**

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**6. Division**

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**7. Corps**

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**8. Army**

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## **HOW TO USE THE PROPOSAL**

The English Military Terminology Handbook is composed of seven units that are:

- Unit One. Army Core Competencies.
- Unit Two, Basic Military Instruction Definition
- Unit Three, Greetings.
- Unit Four, Individual Instruction
- Unit Five, Wear and Appearance Ecuadorian Uniforms.
- Unit Six, Color for Graphics and Symbols.
- Unit Seven, Idioms.

At the end of each unit we can find homework with different assessments about the unit, teacher is free to do it in class with the students or send as a extra class activity that could be collect it for the next day and that could be an extra score.

Each unit should be covered in five academic hours, which means that to cover the whole handbook we need 35 class hours, divided in 4 hours to cover the unit and 1 hour for a practice evaluation.

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## GLOSSARY

**Squad** - 9 to 10 soldiers. Typically commanded by a sergeant or staff sergeant, a squad or section is the smallest element in the Army structure, and its size is dependent on its function.

**Platoon** - 16 to 44 soldiers. A platoon is led by a lieutenant with an NCO as second in command, and consists of two to four squads or sections.

**Company** - 62 to 190 soldiers. Three to five platoons form a company, which is commanded by a captain with a first sergeant as the commander's principle NCO assistant. An artillery unit of equivalent size is called a battery, and a comparable armored or air cavalry unit is called a troop.

**Battalion** - 300 to 1,000 soldiers. Four to six companies make up a battalion, which is normally commanded by a lieutenant colonel with a command sergeant major as principle NCO assistant. A battalion is capable of independent operations of limited duration and scope. An armored or air cavalry unit of equivalent size is called a squadron.

**Brigade** - 3,000 to 5,000 soldiers. A brigade headquarters commands the tactical operation of two to five organic or attached combat battalions. Normally commanded by a colonel with a command sergeant major as senior NCO, brigades are employed on independent or semi-independent operations. Armored cavalry, ranger and Special Forces units these sizes are categorized as regiments or groups.

**Division** - 10,000 to 15,000 soldiers. Usually consisting of three brigade-sized elements and commanded by a major general, divisions are numbered and assigned missions based on their structures. The division performs major tactical operations for the corps and can conduct sustained battles and engagements.

**Corps** - 20,000 to 45,000 soldiers. Two to five divisions constitute a corps, which is typically commanded by a lieutenant general. As the deployable level of command required to synchronize and sustain combat operations, the corps provides the framework for multi-national operations.

**Army** - 50,000 + soldiers. Typically commanded by a lieutenant general or higher, an army combines two or more corps. A theater army is the ranking Army component in a unified command, and it has operational and support responsibilities that are assigned by the theater commander in chief. The commander in chief and theater army commander may order formation of a field army to direct operations of assigned corps and divisions. An army group plans and directs campaigns in a theater, and is composed of two or more field armies under a designated commander.

## ANNEX

### Annex N.1. Teachers Questionnaire

#### Instructions:

- The questionnaire must be completed by the teachers.

#### Objectives:

- To know if teachers' could use Military Terminology in class.
- To ask if could be motivating to use Military Terminology in the Process of English Acquisition.

#### QUESTIONS

1. Your knowledge of English Military Terminology is .....  
**Excellent                      Good                      Poor**
2. Do you consider that teach English Military Terminology at the same time as the General English could be?  
**Excellent                      Good                      Poor**
3. Do you think that implement an English Military Terminology Handbook for the candidates to soldiers' will be?  
**Excellent                      Good                      Poor**
4. Do you believe that introducing an English Military Terminology could be a / an ..... motivation to learn more English?  
**Excellent                      Good                      Poor**
5. In your opinion the Process of English Acquisition that you follow in class is?  
**Excellent                      Good                      Poor**
6. The syllabus which you use is a / an .....?  
**Excellent                      Good                      Poor**
7. In your point of view the resources that you use to follow the Process of English Acquisition are?  
**Excellent                      Good                      Poor**
8. Do you consider that an English Military Handbook could be a / an ..... tool to help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis  
**Excellent                      Good                      Poor**
9. Do you consider that design a Military Terminology Handbook that encourages the development of the learning process of the English Area is a / an ..... idea?  
**Excellent                      Good                      Poor**
10. Do you believe that Military Terminology Handbook could in a / an ..... link in the Process of English Acquisition.  
**Excellent                      Good                      Poor**

## Annex N.2. Students Questionnaire

### Instructions:

- The questionnaire must be completed by the commanders of each parallel.

### Objectives:

- To know if students' use Military Terminology in class.
- To ask if could be motivating to use Military Terminology in the Process of English Acquisition.

### QUESTIONS

1. Your knowledge of English Military Terminology is .....

**Excellent**                      **Good**                      **Poor**

2. If your teacher teaches English Military Terminology at the same time as the General English could be?

**Excellent**                      **Good**                      **Poor**

3. Do you think that implement an English Military Terminology Handbook for the candidates to soldiers' will be?

**Excellent**                      **Good**                      **Poor**

4. Do you believe that introducing an English Military Terminology could be a / an ..... motivation to learn more English?

**Excellent**                      **Good**                      **Poor**

5. In your opinion the Process of English Acquisition that you follow in class is?

**Excellent**                      **Good**                      **Poor**

6. The syllabus that your teacher uses is a / an .....?

**Excellent**                      **Good**                      **Poor**

7. In your point of view the resources that your teacher uses to follow the Process of English Acquisition are?

**Excellent**                      **Good**                      **Poor**

8. Do you consider that an English Military Handbook could be a / an ..... tool to help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis

**Excellent**                      **Good**                      **Poor**

9. Do you consider that design a Military Terminology Handbook that encourages the development of the learning process of the English Area is a / an ..... idea?

**Excellent**                      **Good**                      **Poor**

10. Do you believe that Military Terminology Handbook could in a / an ..... link in the Process of English Acquisition.

**Excellent**                      **Good**                      **Poor**

### **Annex N.3. Military Instructors Interview Questions**

#### **Instructions:**

- The interview must be done by the researcher.
- It's important that the interview will be recorded.
- If is necessary the interview can add more questions during the interview.

#### **Objectives:**

- To determine authorities view about the Process of English Acquisition.
- To ask if could be motivating tool the use a Military Terminology Handbook in a normal military life at the ESFORSE.

#### **QUESTIONS**

1. Do you think that learn English is important in the Military life?
2. Do you use English in your life?
3. What is your opinion about the Ecuadorian Soldiers help that they develop in English speaking countries?
4. Which are the English resources that teachers develop in class with the Soldiers' Candidate?
5. Do you think is necessary and useful design a Military Terminology Handbook?
6. How can the Candidates to Soldiers' learn English?
7. Do you think that the Process of English Acquisition here at the ESFORSE is well design and followed up by the teachers?