ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH CAREER

Department of Languages
Quito

Army Soldiers’ Training School
Ambato
CHAPTER I  RESEARCH PROBLEM

CHAPTER II  THEORETICAL FRAME

CHAPTER III  METHODOLOGICAL DESIGN

CHAPTER IV  ANALYSIS AND INTERPRETATION OF RESULTS

CHAPTER V  CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VI  PROPOSAL
RESEARCH THEME:

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” IN AMBATO, DURING THE PRE-INTERMEDIATE ENGLISH LEVEL
Will the lack of an **English Military Terminology Handbook** affect the teachers and students Process **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?

- 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?

- What are the benefits of creating an **English Military Terminology Handbook** in the Army Soldiers’ Training School?

- How can the **English Military Terminology Handbook** increase the interest of learning **English** in the Army Soldiers’ Training School?
Chapter I

Problem


Causes

- Curriculum Content
  - Lack of classes and contents with Military Vocabulary
- ESFORSE
  - Don’t have training program for Tt in Military Terminology.
  - Lack of knowledge that in the process of English Acq. Can be included the use a Military Terminology Handbook
- Resources
  - Lack of books, manuals or handbook with English Military Terminology
- English Tt.
  - Make activities that don’t have relationship with the military life.
  - Don’t know military terminology
- Students
  - Lack of interest to learn English

Effects

- Curriculum Content
- ESFORSE
- Resources
- English Tt.
- Students

- Set up Technical English for military purposes.
- •Train the Tt in Military Terminology.
  •Recognize the need of a Military Terminology Handbook
- Create an English Military Terminology Handbook
- •Create activities that have relationship with the military life.
  •Use military terminology in and outside the classroom
- Motivation to learn English/Military Terminology
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<th>VARIABLE INDEPENDENT</th>
<th>CONCEPTUAL DEFINITION</th>
<th>DIMENSIONS</th>
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<tr>
<td>Military Terminology Handbook</td>
<td>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.</td>
<td>Sociolinguistic Interpretation of Military Expressions</td>
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<td>Military Terminology</td>
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<td>Military instruction</td>
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<td>Wear and Appearance Ecuadorian Uniforms</td>
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<td>Idioms.</td>
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| Process of English Acquisition | 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. | Learning Acquisition  
Principles of Learning  
Learning Acquisition Theories  
Adults Learning Methods  
Principles of Adult learners.  
English Skills  
Vocabulary Acquisition  
Mental Lexicon  
Teachers’ role in vocabulary teaching  
Implications to English vocabulary teaching |
• To design and apply an English Military Terminology Handbook as an appropriate didactic tool to support and reach the Process of English Acquisition of the Candidates to Soldiers’, Teachers and Military staff in the Army Soldiers’ Training School.

• 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 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.
LACK OF AN ENGLISH MILITARY TERMINOLOGY IN THE PROCESS OF ENGLISH ACQUISITION ESFORSE

Interesting

Workable

Useful to the Institution

Original

Practical
"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." (Stephen Krashen)

It is much easier and more enjoyable to acquire a language than it is to learn a language.
THEORETICAL FRAME:
Process of English Acq.

- Natural assimilation, involving intuition and subconscious learning.
- Creative communication and for the identification of cultural values.
- Produces functional skill in the spoken language without theoretical knowledge.
- Product of real interactions between people in environments of the target language and culture (Lact.part)

- Input "reception"
- Output "production"
THEORETICAL FRAME:
Military Education

• Responsible for the professional development of subordinate leaders—military and civilian

• Effective training and education build good leaders, and good leaders develop and execute effective training and education in schools and units.
THEORETICAL FRAME: Military Education

- Lead by example.
- Take responsibility for developing subordinate leaders.
- Create a learning environment for subordinate leaders.
- Train leaders in the art and science of mission command.
- Train to develop adaptive leaders.
- Train leaders to think critically and creatively.
- Train your leaders to know their subordinates and their families.
THEORETICAL FRAME:

Military Education

Army doctrine recognizes
• Training
• Education
• Experience.

knowledge, skills, abilities, and behaviors
THEORETICAL FRAME:
Military Terminology

• Originated during wars and conflicts (20th Century).

• It is also found that many of them are connected to the names of new weapons, instruments, or other innovations of war.

• From the perspective of technological events, this is particularly evident from the history of World War I, World War II, and the Cold War.

• ECU. “Words are a mirror of their times.” 41st – Paquisha’s – Cenepa’s War
HYPOTHESIS

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

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
RESEARCH TYPE

- Descriptive research

To establish a handbook with military terminology

- Active Analysis, Observation that concentrates at present behavior of the participants.
- Product Analysis, Observations which are concentrated on the output of the participant’s behavior.
ESFORSE’S POPULATION

1. 894 Students
2. 25 Groups
3. SAMPLE

- 25 Students (Commanders)
- 03 Military Instructors
- 01 Military English Teacher

Survey

Questionnaire

Interview
Chapter IV

TESTING THE HYPOTHESIS

Triangulation Method

![Bar chart showing percentages for different questions and methods]

- Question #09: 60%
- Question #03: 84%
- Question #05: 100%

- Teachers' Survey
- Students' Survey
- Military Staff Interview
Q# 09 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

Q# 03 Do you think that implement an English Military Terminology Handbook for the candidates to soldiers’ will be?
   EXCELLENT  GOOD  POOR

Q# 05 Do you think is necessary and useful design a Military Terminology Handbook?
TESTING THE HYPOTHESIS

Tt Questionnaire

- Analyzing the Q9 the 60% of teachers surveyed believe that it would be an EXCELLENT idea to design a Military Terminology Handbook to encourages the development of the learning process of the English Area.
TESTING THE HYPOTHESIS

Ss Questionnaire

• 21 Ss = (84%) from 25 Ss determine that implement an English Military Terminology Handbook for the candidates to soldiers’ will be EXCELLENT
TESTING THE HYPOTHESIS

Mil. S Questionnaire

• Analyzing the Q5 from the interview to military personnel the 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.
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.

The 84% of the Ss coincide that the implementation of an English Military Terminology Handbook for the candidates to soldiers’ will be an excellent didactic material to improve the Process of English Acquisition.

Civilian English teachers don’t know English Military Terminology because at the teachers’ survey the 80% of them determined that their English Military Terminology knowledge is poor.
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.
English Military Terminology Handbook

PROPOSAL

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

Each unit should be covered in five periods, 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 evaluation.
Correct Battle Dress Uniform (BDU) Policy

Right Side

- **Officer**: Grade Insignia
- **Enlisted**: Seal of the Ecuadorian Army
- **Ecuadorian Flag**
- **Enlisted**: Grade Insignia on the pocket
- **Ecuadorian Army Patch**

Left Side

- **Officer an Enlisted**: Branch Insignia
- **Enlisted**: Grade Insignia on the pocket
- **Last Name**
### ASSIGNMENT 1: Match the two columns.

<table>
<thead>
<tr>
<th>Ans</th>
<th>Branch Insignia</th>
<th>No</th>
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<tr>
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<td>![Military Intelligence Insignia]</td>
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<td>Military Intelligence</td>
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</table>

**HOMEWORK U5.**

Name: ___________________________ 1 pt each
**Idioms**

**Mad minute**
- Weapons free-fire practice and test session

**No One**
- The best; the top man; the person in command.

**11/11**
- Expression used to prevent the arrival of a chief or an officer

**Cherry**
- New recruit still in Basic Training

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- Coronel Enriquez give us a mad minute to practice in the military instruction
- As far as I’m concerned, Major Cadena in number one.
- Hey eleven, eleven my Corporal Castrellon is coming
- You’re a cherry because you’re just in first military year
Thanks for your attention!