

**ARMY POLYTECHNIC SCHOOL**

**SCHOOL OF LANGUAGES**

**ELABORATION OF A HANDBOOK IN ENGLISH LANGUAGE  
FOR MEMBERS OF ECUADORIAN CONTINGENT ON BASIS OF  
MINUSTAH II FOR FURTHER PEACEKEEPING OPERATIONS IN  
HAITI**

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**July 8, 2011**

## **LEGAL FOUNDATION**

IN MEMORANDUM No. 2006-022-G-3-3-OMP OF PEACEKEEPING OPERATIONS UNIT SCHOOL OF ECUADOR (UEMPE), I GOT AN AUTHORIZATION TO DEVELOP THE THESIS WITH THEME: "ELABORATION OF A HANDBOOK IN ENGLISH LANGUAGE FOR THE MEMBERS OF ECUADORIAN CONTINGENT ON BASIS OF MINUSTAH II FOR FURTHER PEACEKEEPING OPERATIONS IN HAITI". (SEE ANNEX "A")

## **ACKNOWLEDGEMENT**

A SPECIAL ACKNOWLEDGEMENT TO THE GRAB. ROBERT TANDAZO GRANDA ECUADORIAN ARMY COMMANDER WHO ALLOWED THE EXECUTION OF THE MISSION IN REPÚBLICA OF HAITÍ.

TO THE OFFICIALS AND MEMBERS OF THE ENGINEERS ARMY CORPS WHO ALLOWED THE MILITARY PERSONNEL PARTICIPATION IN THE HORIZONTAL CONSTRUCTIONS COMPANY IN THE REPUBLIC OF HAITÍ.

TO THE PEACEKEEPING OPERATIONS UNIT SCHOOL OF ECUADOR (UEMPE) FOR THE TRAINING TO THE EXECUTION OF THE MISSION

TO THE ARMY POLYTECHNIC SCHOOL FOR THE EDUACTION RECEIVED AND FORMED PROFESSIONALLY IN THE LINGUISTICS FIELD.

TO THE TEACHERS OF THE LANGUAGES INSTITUTE WHO WITH THEIR DEDICATION AND KNOWLEDGE PREPARE THE NEW PROFESSIONALS OF OUR COUNTRY.

TO THE OFFICIALS AND ALL THE MEMBERS OF THE MINUSTAH WHO WORK DAILY FOR THE PEACE IN HAITI.

TO ALL THE MEMBERS OF THE SECOND ECUADORIAN CONTINGENT IN THE REPUBLIC OF HAITÍ WHO PUT ON THE NAME OF ECUADOR VERY HIGH DURING THEIR DEMURRAGE.

## **DEDICATION**

I DEDICATE THIS WORK TO MY CHILDREN DIANA CAROLINA AND JORGE FERNANDO WHO ARE MY ETERNAL INSPIRATION DURING EVERY DAY OF MY LIFE.

TO MY PARENTS WHO HAVE MADE ME THE MAN I AM WITH THEIR EXAMPLE, LOVE AND CARE.

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## **PROPOSAL**

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## **BRIEF SUMMARY OF THE WORK**

This research is very important because there is not any specific material for Peacekeeping Operations and this work can serve as a future reference to Ecuadorian Contingents that will go to this kind of missions.

This investigation tries about the Communication Problems that the Ecuadorian personnel faced in other country with English Language inside the UN operations caused by their relationship with other cultures, other customs and other forms of the English Pronunciation; and, the elaboration of handbook to help to other Ecuadorian Contingents to have a better training in future missions.

This research had some phases. the first phase, at the beginning of the mission when the soldiers faced particular situations in which they employed a language that they didn't dominate, having new habits, new customs, and new linguistics situations; I did the field investigation obtaining the diagnostic results and the general data.

The second phase, a few weeks later when the soldiers had an adaptation's period; and, they have learned and adapted to their job and a new environment. In this phase the field investigation was more specific obtaining the real situations were the personnel had problems, this data was used to elaborate the handbook.

Finally, the third phase when the personnel got used to their life in the mission working in a better way because they had more knowledge of the English Language and more confidence in themselves. They have developed their language skills and they had real criteria about the mission and their job. In this phase, I elaborated the first handbook to evaluate this with the personnel.



With data obtained, I proved the hypothesis in the Statistical Analysis Part and had the necessary resources to elaborate the handbook.

In the Handbook; you have in its first part words, expressions and sentences of daily use in Spanish, the English Translation and the English Pronunciation. In the second part, there are readings, dialogs and Snapshots of different topics that the personnel lived during the mission.

## **INTRODUCTION**

Ecuador as part of the United Nations has participated in different international missions in which Ecuadorian Armed Forces are presently involved. Particularly, our Ecuadorian Army officers in those missions had demonstrated a good training, a wide scale of professionalism, the ability to assume responsibility as a leader; and, a versatility to face difficult situations, which have increased their capacity for peacekeeping missions around the World.

When United Nations invite to the countries to participate in Missions of Peacekeeping Operations requests personnel for the contingents, Military Observers or Staff's Members

At the beginning of 2004, United Nations invited Ecuador to be part of a mission with troops to United Nations Mission to Stabilization of Haiti (MINUSTAH). Ecuador accepted that great invitation and has sent four officers and sixty-two enlisted personnel (volunteers) as the first Ecuadorian contingent.

In December, the Ecuadorian Army started the selection process in order to appoint the militaries to provide relief for the last contingent in the mission. There are a number of requirements for UN forces, their units, and individual members as military observers to ensure the successful accomplishment of

their task. There are also certain prerequisites; one of the most important is the knowledge of the English language. The selected personnel always have been evaluated in many aspects including the militaries' general proficiency in the English language.

During the field research, I knew the different situations in that military people use the English Language during the missions of U.N to determine the most important problems that they face with a foreign Language considering that when the personnel faced these situations, they suffered some effect psychological that they didn't feel ever.

The relationships among armies of other countries permitted to establish the real English language level of Ecuadorian personnel.

Analyzing the different situations and determining the problems, I have elaborated a manual with the words and more common sentences used in the daily activities, the same one that will allow a better preparation in the English Language of the next contingents.

# PART ONE

## RESEARCH PROBLEM

### 1.1. Problem identification.

Any United Nations Mission has actually two chain of command, i.e. military and civilian, and sometimes even the working language of the mission really does constitute an impassable obstacle for certain military members. The situation is aggravated by the fact that the normal tour of duty of the military personnel, as a rule, is about six months. In this period of time the personnel face many circumstances in which they speak, talk and listen English Language all time. The officers during the mission were planning the operations having more contact with the chiefs of the other contingents and they needed to use a correct English Language with technical terms, whereas the enlisted personnel made the field works and having contact with people of other hard-working level, where the English level was different and they could use other forms to communicate.

There is a big problem: the low level of the knowledge in the English Language which causes a decrease in the effectiveness of the work during the execution of the tasks.

The main indicators are:

- Impossibility to convey ideas.
- Errors in the works.
- Inferiority feelings and psychological problems.
- Material lack for the personnel.

The causes that I can establish are:

- Low knowledge of English Language.
- Misunderstandings when they made the works.
- Lack of concern on the part of the responsible institutions.

The main effects are:

- Diminish in the works effectiveness.
- Appearing of an erroneous image of the Ecuadorian contingent.
- Diminish in the personnel's moral.

## **1.2. Problem setting**

### **Main Problem**

Is the English level of the personnel in Peacekeeping Operations in Haiti adequate for an accurate communication in that Country?

### **Secondary problems**

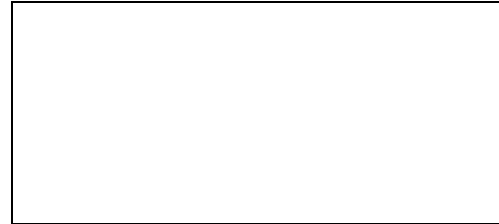
1. Is the effective communication very important in Peacekeeping Operations in which the misunderstandings can cause errors and the decrease in the effectiveness of the works; and in some cases the death?
2. Was the English Language used in all personnel activities during the mission time?
3. Did the problems with the English language affect to the Ecuadorian personnel emotionally?

### 1.3. Variables working out

**1.3.1. Independent Variable:** Level of the English Language knowledge

**1.3.2. Dependent Variable:** Problems in Efficacy level when use English Language during the works.

**Problems in Efficacy's level when use English Language during the works.**



**Level of the English**

**Language's knowledge**

### 1.4. Objectives

#### 1.4.1. General

To elaborate a handbook in English language for members of Ecuadorian contingent on basis of MINUSTAH II for further peacekeeping operations in Haiti.

#### 1.4.2. Specific

- To set up the most common types of mistakes and skills used in the English Language by Ecuadorian Contingent personnel.
- To determine the methods and techniques to avoid the English language deficiencies in different circumstances.
- To make up a handbook with main structures and expressions used by the personnel.

## **1.5. Justification**

United Nations and other countries don't have any similar research. They only have studied the planning, operation support and civil operations but they haven't considered the contingent problems.

My investigation tries about the Communication Problems that the Ecuadorian personnel faced in other country with English Language inside the UN operations caused by their relationship with other cultures, other customs and other forms of the English Pronunciation; and, with these data I will elaborate a handbook to help to other Ecuadorian Contingents to have a better training in future missions.

I want this research to be a support to the Ecuadorian Army. This research has a particular importance to the Ecuadorian Army because it will have a technical criterion to select the members for future contingents as the Ecuadorian Representatives in these kinds of international missions. At this moment, the selection process is based just in the professional profile of the military.

This work is authorized and sponsored by Peacekeeping Operations Unit School of Ecuador and this institution will be the biggest beneficiary of this work.

The personnel of the future contingents will be other beneficiaries because in the manual they will find many words, expressions, readings and dialogs that can use in daily activities.

## **PART TWO**

### **THEORETHICAL FRAME**

#### **2.1. Theoretical and Conceptual Focus**

##### **Ecuador in Peacekeeping Operations**

After 60 years of having undertaken the road of peace and the unity of the countries, the United Nations feel that its task every time is more diffused and appreciated, displeased the humanity shares its days in a not so pacific world.

Precisely in 1945, when UN emerges, Ecuador was present in Conference in San Francisco. The eight delegates, headed by Dr. Camilo Ponce Enríquez, Minister of External Relations, Luis Eduardo Lasso, Minister of Economy and Galo Plaza, Ambassador in the U.S.A., share the message of helping the general dream to set free world without violence and this way to reduce the human suffering.

Into this environment, the General Staff of the Ecuadorian Armed Forces gathers in these pages the history of its soldiers in Peace Missions, as members of the General Staff, Military Observers, or as a group to helping the multinational troops.

To the first Mission, two officers traveled to the boundary region between India and Pakistan, they participated in a process of pacification between two countries which, at present, they continue fighting to have the warlike supremacy in the region. This Mission indicates us that not all is victory because it is difficult to get peace between two countries which are grappled to their cause.

These Missions were successful due to the professional ability of all soldiers and the goodwill of the countries in conflict to obtain a peaceful solution.

In 21<sup>st</sup> Century, Ecuador sent its troops to new places of the World: some engineering troops are in Haiti, they are part of the Chilean-Ecuadorian Company and a group of Military Observers support the conquer of peace and the progress in Liberia, Cote d' Ivories and Sudan.

## **MINUSTAH**

The first decades of the XX century marked the History of Haiti as an invaded country. Precisely from 1915 U.S.A. troops occupy the land of Haiti remaining there for 34 consecutive years. In that epoch a provisional government of Francois Duvalier, "Papa Doc", arose, he was remembered like the cruelest and bloodroot dictator. His son, Jean Claude Duvalier ("Baby Doc"), inherited the power with 19 years of age carrying the country to a worse decadence.

A new electoral process recognized Jean Bertrand Aristide as the 1st. Haitian President democratically elected, but he is overthrown in 1991 by a military stroke leaded by General Raoul Cedras.

Until now, the country has had 42 presidents, 29 of them have been killed, and only 2 have been elected in a legitimate way. With this panorama, Haiti got accustomed to live under the threat of an aggressive delinquency the organized crime, the traffic of weapons and armed groups who have handled the rhythm of the life with the sign of terror: The Chimeres, a paramilitary group adept to Aristide and the ex Fad'H,



ex-members of the Armed Forces who were retired from the national security system in 1995. Within this entire context mixed with the instability, the fear and the misery; Haiti has become a divided republic unto two parts: Port au Prince and the rest of the country.

In 2004, the destiny of Haiti began to have a different way. The first political impact is done when Aristide is overthrown by a group of rebels commanded by Guy Philippe. April 30th. Security's Council of United Nations approved the Resolution 1542 to restore and preserve the sovereignty, the territorial integrity and the union of the Haitian people. Based in these sacred purposes, is created the Stability Mission of the United Nations in Haiti "MINUSTAH".

This Mission commanded by the Special Representant of the United Nations, Ambassador Juan Gabriel Valdés, the Force Commander and the Commissioner of the Civil Police. The military Force composed by more than 6000 soldiers from 20 countries, 60% of them were from Latin America and more than 1300 civilian policemen from 35 countries.

Into this multinational force which purpose is the security and public order; the work of Horizontal Constructions' Engineers Company is recognized so much. In this unit, the work is shared by Ecuadorian and Chilean soldiers developing different projects in Port au Prince and another areas, particularly in those areas which were affected by the devastate presence of hurricane Jeanne on September 2004 and hurricane Katrina on July 2005.

Among the help works done by the Binational Company to the Haitian community and to the MINUSTAH are the construction of platforms for the Haitian Police Academy, build of ditches in order to dislodge water,

rebuilding and cleanness of ways, dislodgement of barricades and general maintenance of high ways, the building of heliports and sports fields, picking up garbage and the general maintenance of high-ways. To this technical labor the humanitarian action was joined with the delivery of medicines and food which made this work a friendship expression to the people of this country.

The machinery of the Ecuadorian-Chilean Company, besides the big operations of security and community support realized by the remainder groups, have established the basis to get the essential objective of the MINUSTAH: to pacify Haiti. Less violence is observed in Port au Prince's neighborhoods, the cleaning and reconstruction of Gonaives, the construction of the campsites of the MINUSTAH contingents; and, the progressive disarmament in the whole country, particularly in Cap-Haytien.

It is evident that this Caribbean fatherland needs a total change in all its areas and institutions. The Blue Helmets and the Haitian community are joined that leaves sown in the history a light and a hope, because a peacekeeping mission requires time and goodwill of all the actors.

Along more than half a century, the Ecuadorian soldier has participated in Peacekeeping Missions, which has permitted to show that his labor has basis of simplicity in the union and in the courage because in that way is its people. This is the way that Ecuador will continue working with the following challenges, because the fighting for peace is to fight for a new world, a world which we leave to the new generations.

## **Our Contingent: MINUSTAH II.**

In December 2004, the Ecuadorian Army started the selection process in order to appoint the militaries for MINUSTAH II. There are a number of requirements for UN forces, their units, and individual members as military observers to ensure the successful accomplishment of their task. There are also certain prerequisites; one of them is the knowledge of the English language. The selected personnel always have been evaluated in many aspects including general proficiency in the English language.

The Ecuadorian Contingent selected for this second contingent to Haiti is made up by four officers and sixty-two enlisted personnel. High school is the basic education for all of personnel, and Sufficiency Certificate in English Language for the officers and some of the enlisted personnel, as well. (See Annex "B" Personnel list).

## **The Language and the Communication**

The language is a system of signs in which is only essential the union of the sense and of the acoustic image. It is an entirety in itself; it seems to be the only thing susceptible of autonomous definition. It is acquired, conventional and peculiar of each society.

It is a social product of the language ability. The language is a system of pure differences. It is concrete, because it responds to something real and I sum up. It is integral because it is entirely psychic.

The language is diverse through different domains, at the same time physical, physiologic and psychic, it also belongs to the individual domain and the social domain; and, one cannot conceive without the other one.

The language leans on in ability gives us the nature, acquired and

conventional thing. The communication is a voluntary and intelligent individual act.

The language and the communication are closely bound and they are supposed reciprocally; the language is necessary so that the communication is intelligible and produces all their effects, but the last one is necessary so that the language settles down. The language is a system of pure values and of pure differences, because this manages ideas (concepts) and sounds (acoustic images). The sign is a value, don't unite substance (auto defined), because it is defined with the other signs that surround it, by this reason the value it is not in itself, but it is worth if it is different.

When one says that the values belong together to concepts, we understand that they are purely differential, defined not positively by their content, but negatively for their relationships with the other terms of the system.

## **Common problems with the English language**

### **Phonological component using a language**

In this section, I shall concentrate on those aspects of Phonological Component when a person uses a specific language.

This involves characterizing sounds in terms of a set of binary features such as voice or voiceless, nasal or non-nasal, and so on. The idea is that any sound can be fully represented by assigning it plus or minus features on these dimensions.

In others words, in this section I will be explained how Phonological Component is an important aspect when a person uses a specific language causing a distortion or a misunderstanding in interpretation.

We had contact with many people who speak in other non-native language, in English Language mainly; but, these people had a special pronunciation with strange accents that produce rare sounds, strange words and misunderstandings such is the case of Jordanian, Chinese and Nepalese Contingents.

### **Bilingualism and Multilinguism**

It is necessary to remember that Haiti is a country which native language is French and Creole but many people speak two or more languages such as Spanish, English, German, etc. For this reason we can consider this country is a multilingual country.

Multilingual speech countries differ from each other in so many ways and the people must grapple with the problem of how best systematize or organize the manifold differences that are readily recognizable. This paper is directed to a formal consideration of several descriptive and analytic variables which may contribute to an understanding of who speaks what language to whom and when in those speech communities that are characterized by widespread, and relatively stable, multilingualism. We can transport this idea to the other contingents because these are little communities where they are speaking some languages to convey their ideas and thoughts.

But this bilingualism or multilingualism cause a great problem when people don't dominate both languages and they speak the other one with

the same characteristics of their native language maintaining the ideas, structures and concepts not being able to transmit their ideas and causing a misunderstanding of them.

Other important point is the behavior in multilingual communities appears a natural and highly useful way of explaining speech variation including code switching. These codes are specific in each society so Specific English Society has a specific code. This code has specific factors and components. These factors usually include participants, topic, setting or context, channel, message form, mood or tone, and intentions and effect. This "Code" is generally treated as a dependent variable, where certain combinations or configurations of the others factors are treated as independent. This code aspect can interfere in two ways:

- Multi-code situations often appear to be marked by extremely frequent and rapid switching which, to put it bluntly, defies explanation, if by explanation one means accounting for every switch.
- In many cases, analysts have experienced difficulty in attributing segments to one code or the other. This is especially true in cases involving diglossia.

On other words, the people use a specific code of a language in another one. During the mission, we had some cases of this with respective confusion.

Other aspect that I want to try is the linguistic variation caused by this mixed between two languages causing many times a new language or pseudo-language as the mixed of English and Spanish called Spanglish. We have a case when the people spoke Minustanglish a special English variation; a special language produced by all contingents with own

characteristics languages: a piece of English, a piece of Spanish, a piece of Arabic, etc.

### **Standard Language and National Language**

This is the typical case of the dialects that each Anglophone country has considering the relation of language and nation. English Language used by American isn't the same used in Britain, both languages have the same origin but they have changed in the time.

During the works, we had contact with American, Englishmen, Indians and Australians that having the same native language have own dialect with specific characteristics, pronunciation and different words. It is necessary consider that each dialect has a relationship with the language but it has own characteristics.

The impossibility of stating precisely how many languages or dialects are spoken in the world is due to the ambiguities of meaning present in these terms, which is shown to stem from the original use of dialect to refer to the literary dialects of ancient Greece. In most usages the term language is super-ordinate to dialect, but the nature of this relationship may be either linguistic or social, falling in the province of sociolinguistics. It is shown how the intimately related to the development of writing and the growth of nationalism. This process is shown to involve the selection, codification, acceptance and elaboration of a linguistic form. Languages and dialects have not yet been adequately studied and described. They represent a simple dichotomy in a situation is almost infinitely complex.

The use of these terms has imposed a division in what is often a continuum, giving what appears to be a neat opposition when in fact the edges are extremely ragged and uncertain.

The distinction between language and dialect introduces a new dimension in the discussion: the social functions of a language. In terms of the language-dialect distinction, we may say that a dialect serves a population in its least prestigious functions.

In England, it is very common to speak of “British dialect” in reference to cultivated English speech, and Americans are generally resentful of being told they speak “American dialect” when reference is had to the speech of educated people.

Considering that a language is functionally defined as a superposed norm used by speakers whose first and ordinary language may be different; or, the language is the medium of communication between speakers of different dialects; we can consider that English is unique but there many dialects around the world with own words, expressions, sentences and phrases.

### **Relationship of Behavior Norms**

Based in our studies of Sociolinguistics, we had taken into account only what people say, and only incidentally what they think they should say. But, there are the secondary responses to language that we might observe as one part of popular lore. There is a very small vocabulary available to most people or talking about language, the same few terms recur over as we hear that the other people’s pronunciation.



This is the case of Anglophone Countries with own linguistics customs that they don't consider in Standard English. These words or phrases may or may not be a fixed relation between such stereotypes and actual usage.

These customs also involve special pronunciations that they can only have and to take place. On the other words, whereas English speakers are speaking, they produce rare sounds that they only know and understand.

This characteristic is similar to the previous one but it differs in that this is acquired by the behavior, habit and use. A typical example of this case is the regional accent; we have this way that in United States, there are many accents but the same language: The north accent, the south accent, the black accent, etc.

Some investigations have demonstrated that inside the same country, in some cases it has been obtained to a modification of the physiology by a different use of the vocal chords caused by the pronunciation difference and accent; inclusive, some people had lost the capacity to produce certain sounds.

### **Own Feelings of the Personnel about Linguistic Competence**

This is a Psychological Problem consisting the personnel when arrived to the mission area had a blend of feelings such as fear, expectation, enthusiasm, etc.; but the main one was an inferiority feeling in comparison with the other countries caused by some factors.

A cause of this Inferiority feeling was the Linguistic Competence to speak English Language understanding how Competence the ability to speak a

language. Competence is dependent upon both (tacit) knowledge and (ability for) use. Our personnel don't dominate English Language and the first times they spoke this language had a low performance causing the self-confidence's decrease.

Another aspect referred to the Linguistic Competence is the ability to produce sentences and the choice of a particular utterance on a particular occasion, which may be due all sorts of situational variables. There were some situations in which the personnel used some utterances trying to say an idea but the interlocutor's responses weren't the prospective ones; then, the personnel knew that the expression wasn't the correct one.

But the real problems arise when one comes to look at what is meant by competence itself, as demonstrated the fact that, in spite of all the performance factors that may be affecting a speaker's utterance, it still makes sense to ask whether he is or not speaking a particular language. Since this is a question about speaker's competence if he has the ability to use language to convey meanings in a form that can be understood by other speakers of the language. If the answer is NO, he can't convey his ideas or thoughts causing confusion among the speakers.

Another focus of the same topic is that when a person is linguistically competent, he almost knows all the rules to produce all the possible sentences or expressions, together with the structural descriptions that accord with the native speakers' intuitions the about the grammatical relationships. This is other point that our personnel didn't domain when they said something they are thinking in Spanish but the Anglophones Speakers thought in English and they didn't understand.

## **Communication in their Own Groups**

This problem refers to the fact that a person when it doesn't dominate something, he maintains a low profile, he tries to be in a group or a place where he doesn't have to carry out a great linguistic work for the opposite it tries to pass unnoticed.

The personnel spoke in their own groups where they felt comfortable without any pressure or obligation escaping of their fears. By some weeks, the personnel didn't leave of the campsite but they already got tired of their confinement and they went out to do their activities.

The enlisted personnel avoided to have contact with other contingents' personnel because they didn't dominate the English Language but to the Officers were not possible because they had contact in all their activities. They had to be present in meetings, conferences and exhibitions where they presented their works and plans. During the first weeks of the mission, some officers were reluctant to speak in public but the situations forced them to overcome their fears and feelings.

## **2.2. Structure**

The structure that I select to the Research has the following chapters:

- Chapter One: First Interview. In this chapter we can see the main problems of the Ecuadorian Personnel.
- Chapter Two: Last Questionnaire. Inside of this chapter, there the second questionnaire where the initial problems are verified or discharged.
- Chapter Three: Analysis. This chapter tells us about the Statistical Analysis and the Verification of the Hypothesis.

## **2.3. Hypothesis system.**

### **2.3.1. Null Hypothesis (Ho)**

The application of this Handbook in English Language for Members of Ecuadorian Contingent based on MINUSTAH II for Further Peacekeeping Operations in Haiti doesn't contribute to improve the communication level and the performance of the mission.

### **2.3.2. Alternative Hypothesis (Hi)**

The application of this Handbook in English Language for Members of Ecuadorian Contingent based on MINUSTAH II for Further Peacekeeping Operations in Haiti contributes to improve the communication level and the performance of the mission.

## **PART THREE**

### **METHODOLOGICAL DESIGN**

#### **3.1. Research type and design**

This research was carried out with an Intact Group because the Ecuadorian Personnel were selected with a previous process with specific principles such as professional, psychological and physical capacities.

I couldn't consider this as a control group because the Ecuadorian Contingent was unique. There wasn't any other Ecuadorian Personnel in Peacekeeping Operations with these characteristics in that moment. They had English Tests but they were used to establish the English Level but they weren't.

In order to carry out this research, the following methodology was considered:

In general, the methodology was descriptive with an interview made up with a group of soldiers of a peacekeeping mission to determine their first problems to communicate with people of another contingent, state of mind, and other particular situations that may have not been considered in their first period of the mission.

Later on, the military personnel were evaluated with a questionnaire about psychological and personal aspects to determine the real communication problems and how they overcame the inability of communicating with other contingents during the work and free time on the period of the mission.

The data analysis used the Method Comparative and Deductive; The data analyses are presented in charts.

### 3.2. Population and sample.

**Population:** For this research the population was sixty-six:

- Four officers who planned and conducted the operations and made the technical work.
- Sixty-two enlisted personnel who made the operations and the manual work.

**Sample:** The selection of the sample was pretending that all the ranges have the same representation at random.

The sample was made up by:

No.	RANK	NUMBER
1	OFFICERS	4
2	WARRAN OFFICERS	4
3	SGOP.	9
4	SGOS.	9
5	CBOP.	6
6	CBOS.	2
	TOTAL	34

### **3.3. Fielding.**

The Ecuadorian personnel made up their activities during the mission time and the field research was with them during all day's activities. The interview and the questionnaire were taken inside the campsite.

### **3.4. Instruments for data collection.**

The descriptive method was used with quantified techniques, using Research for Questionnaire-Interview. The data collection was in situ coming close to people, talking and asking them directly. The questionnaires were filled out by them. A field research was made up by using questionnaires and interviews. The data was classified by elaborating charts and diagrams and worked with them to verify the hypothesis.

### **3.5. Processing and analysis.**

In order to process the data were tabulated the interview and the questionnaire, and the charts were elaborated. Finally, the hypothesis was verified with the data and the conclusions and results were gotten.

## **PART FOUR (IN THE PROJECT).**

### **ADMINISTRATIVE FRAME**

#### **4.1 Material resources.**

For this research, the following are the materials:

- a. Paper block
- b. Computer
- c. Printers
- d. Calculators
- e. Pens and pencils
- f. Tape recorders
- g. Camera

#### **4.2 Human competence.**

Researcher: Capt. Avilés León Hugo Fernando.

Members of MINUSTAH II.

Members of MINUSTAH's Contingent.

Haitians.

#### **4.3 Budget**

<b>ORD.</b>	<b>ACTIVITY</b>	<b>COST</b>
1	Profile elaboration	\$ 20,00
2	Plan Approval	\$ 20,00



<b>ORD.</b>	<b>ACTIVITY</b>	<b>COST</b>
3	Part One	\$ 20,00
4	Part Two	\$ 20,00
5	Part Three	\$ 20,00
6	Part Four	\$ 20,00
7	Part Five	\$ 20,00
8	Presentation and revision	\$ 50,00
9	Defense's Preparation	\$ 120,00
10	Graduation	\$ 300,00
<b>TOTAL</b>		<b>\$ 610,00</b>

#### 4.4 Chronological distribution

ID.	TASK	TIME	2005				2006									
			MAY	AUGUST	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTIEMBRE	OCTUBRE
1	Plan Elaboration	30	████████													
2	Plan Approval	15		██████												
3	Thesis Directors Designation	30		████████	████████											
4	Introduction	30			████████	████████										
5	Data Collection	45				████████	████████	████████								
6	Report	28						████████	████████							
7	Statistical Analysis	30							████████	████████						
8	Review	30								████████	████████					
9	Elaboration of Handbook	45									████████	████████				
10	Review	45										████████	████████			
11	Final Presentation	75												████████	████████	████████

## TESTING THE HYPOTHESIS

### 4.5 Graphical exposition of results.

#### INTERVIEW

- a) What problems did you have for the little knowledge of English, French and Creole languages?
- b) What was your first impression when you faced a language that you don't master or speak very well?
- c) How much time did you need to face your new reality with English language?
- d) Was your selection carried out in good way regarding the English language?
- e) What was your reaction to face these problems?
- f) Could you convey your ideas and thoughts in a good way?
- g) What were the circumstances you employed the English language?
- h) Did your English language's mistakes cause problems during the jobs?
- i) Are the communications problems solved in this moment?
- j) Did you converse with your partners about these problems?
- k) Did you improve in English language's knowledge during your free times?
- l) If your previous answer is positive, did this auto-preparation serve you to improve your activities' development?
- m) Are the problems outcomes at the moment?

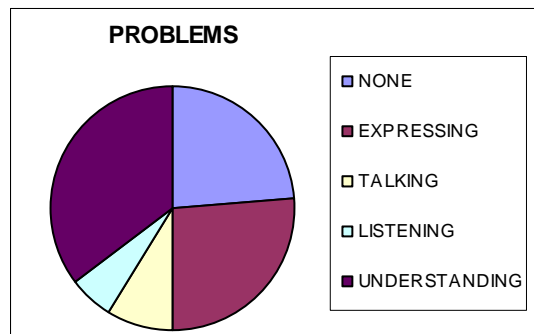
n) During these months, have you learned new methods to convey your ideas?

o) Do you consider that the personnel should have a better English language level to come to Peacekeeping operations?

**Analysis of the Interview**

a) What problems did you have for the little knowledge of English, French and Creole languages?

NONE	8	23,53%
EXPRESSING	9	26,47%
TALKING	3	8,82%
LISTENING	2	5,88%
UNDERSTANDING	12	35,29%
TOTAL	34	100,00%



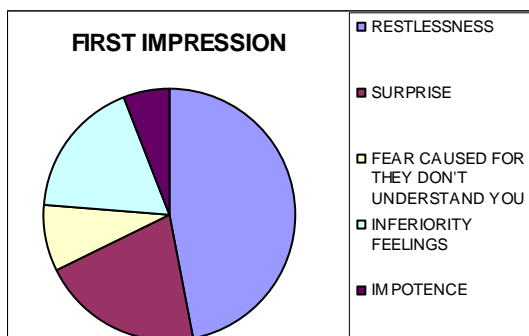
**CHART No.1**

a) What was your first impression when you faced a language that you don't master or speak very well?

RESTLESSNESS	16	47,06%
SURPRISE	7	20,59%
FEAR CAUSED FOR THEY DON'T	3	8,82%

UNDERSTAND YOU

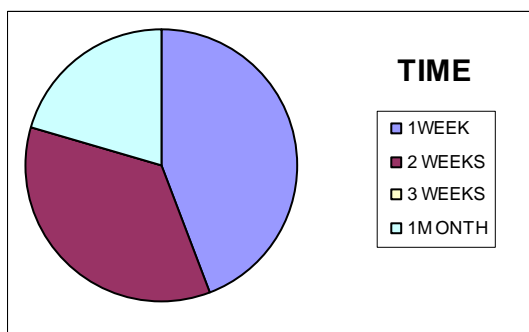
INFERIORITY FEELINGS	6	17,65%
IMPOTENCE	2	5,88%
TOTAL	34	100,00%



**CHART No.2**

b) How much time did you need to face your new reality with English language?

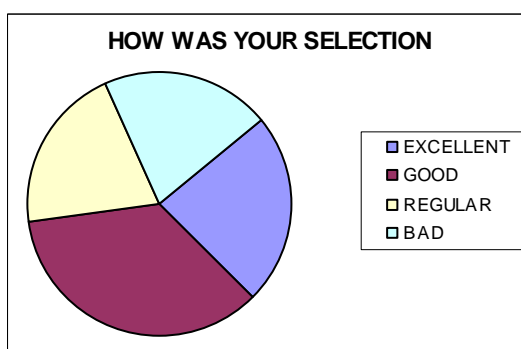
1 WEEK	15	44,12%
2 WEEKS	12	35,29%
3 WEEKS	0	0,00%
1 MONTH	7	20,59%
TOTAL	34	100,00%



**CHART No. 3**

c) Was your selection carried out in a good way regarding the English language?

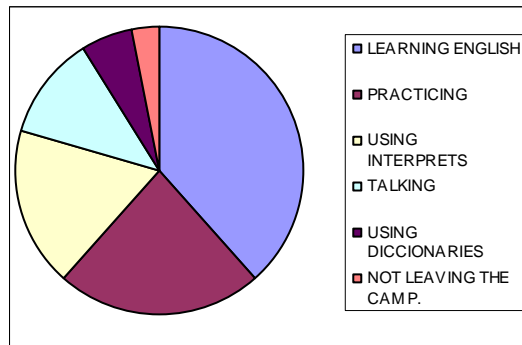
EXCELLENT	8	23,53%
GOOD	12	35,29%
REGULAR	7	20,59%
BAD	7	20,59%
TOTAL	34	100,00%



**CHART No.4**

d) What was your reaction to face these problems?

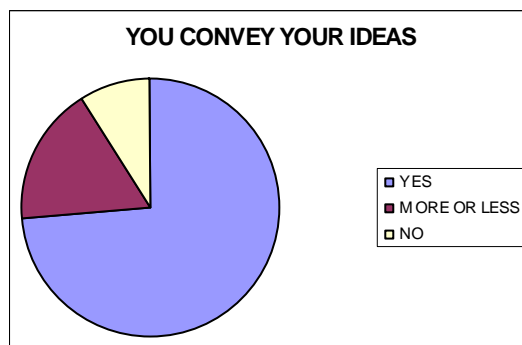
LEARNING ENGLISH	13	38,24%
PRACTICING	8	23,53%
USING INTERPRETS	6	17,65%
TALKING	4	11,76%
USING		
DICCIONARIES	2	5,88%
NOT LEAVING THE		
CAMP.	1	2,94%
TOTAL	34	100,00%



**CHART No.5**

e) Could you convey your ideas and thoughts in a good way?

YES	25	73,53%
MORE OR LESS		
LESS	6	17,65%
NO	3	8,82%
TOTAL	34	100,00%



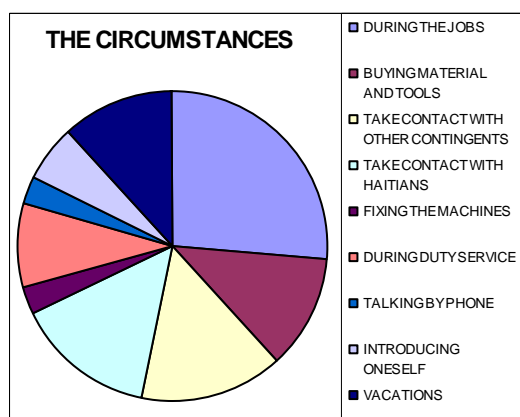
**CHART No.6**

f) What were the circumstances you employed the English language?

DURING THE JOBS	9	26,47%
BUYING MATERIAL AND TOOLS	4	11,76%
TAKE CONTACT WITH OTHER	5	14,71%

## CONTINGENTS

TAKE CONTACT WITH HAITIANS	5	14,71%
FIXING THE MACHINES	1	2,94%
DURING DUTY SERVICE	3	8,82%
TALKING BY PHONE	1	2,94%
INTRODUCING ONESELF	2	5,88%
VACATIONS	4	11,76%
TOTAL	34	100,00%

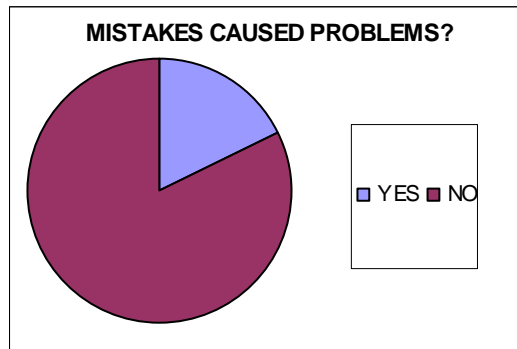


**CHART No. 7**

g) Did your English language's mistakes cause problems during the jobs?

YES	6	17,65%
NO	28	82,35%
TOTAL	34	100,00%

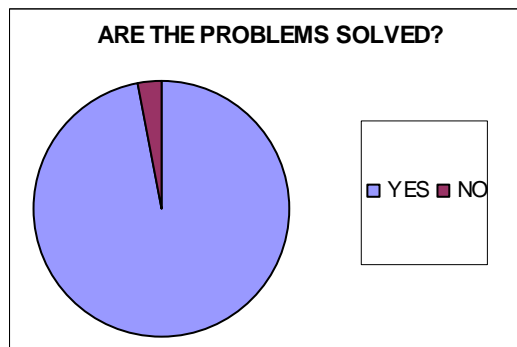




**CHART No. 8**

h) Are the communications problems solved in this moment?

YES	33	97,06%
NO	1	2,94%
TOTAL	34	100,00%
INTERPRETS	5	



**CHART No. 9**

i) Did you converse with your partners about these problems?

YES	30	88,24%
NO	4	11,76%
TOTAL	34	100,00%

**MAIN IDEAS**

TO USE INTERPRETS	1
-------------------	---

STUDING THEM	3
EXCHANGING IDEAS	7
LEARNING NEW	
WORDS	1



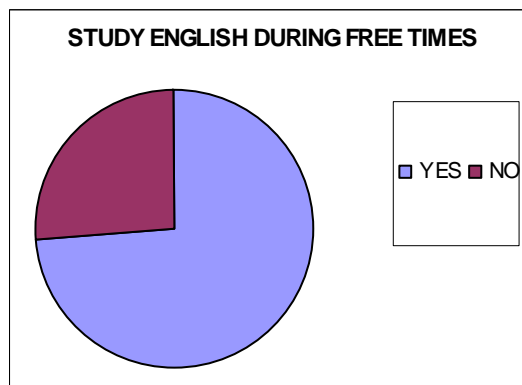
**CHART No. 10**

j) Did you improve in English language's knowledge during your free times?

YES	25	73,53%
NO	9	26,47%
TOTAL	34	100,00%

BOOKS AND ENGLISH

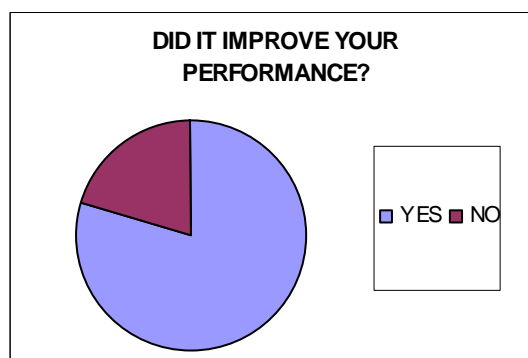
COURSES 9



**CHART N. 11**

k) If your previous answer is positive, did this auto-preparation serve you to improve your activities' development?

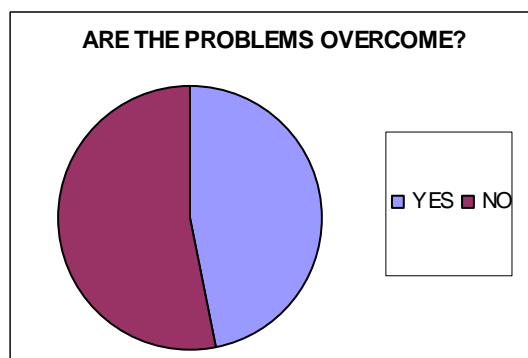
YES	27	79,41%
NO	7	20,59%
TOTAL	34	100,00%



**CHART No. 12**

l) Are the problems outcomes at the moment?

YES	16	47,06%
NO	18	52,94%
TOTAL	34	100,00%



**CHART No. 13**

m) During these months, have you learned new methods to convey your ideas?

YES	33	97,06%
NO	1	2,94%
TOTAL	34	100,00%

**MAIN IDEAS**

GESTURES AND

SIGNS 21

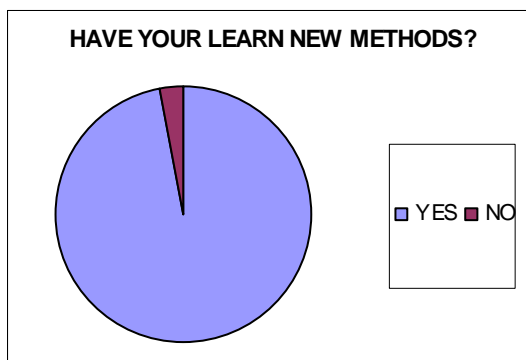
LEARNING NEW

WORDS 7

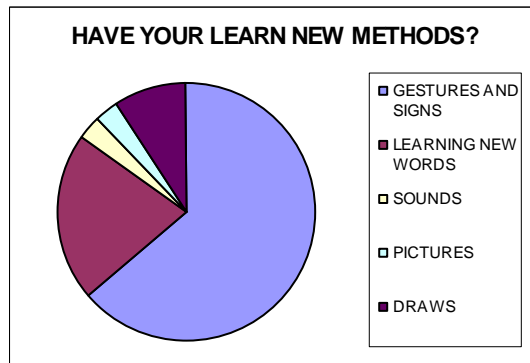
SOUNDS 1

PICTURES 1

DRAWS 3



**CHART No. 14**



**CHART No. 15**

n) Do you consider that the personnel should have a better English language level to come to Peacekeeping operations?

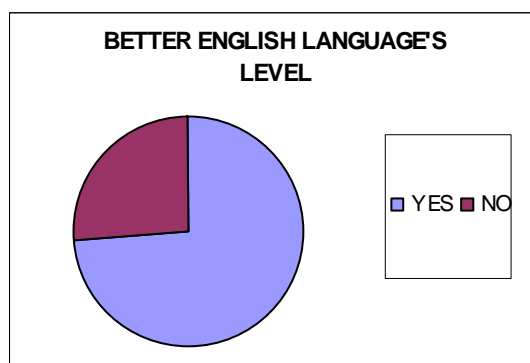
YES	25	73,53%
NO	9	26,47%
TOTAL	34	100,00%

**MAIN IDEAS**

TO LEARN BASIC WORDS 6

WE NEED A COMPLETE ENGLISH

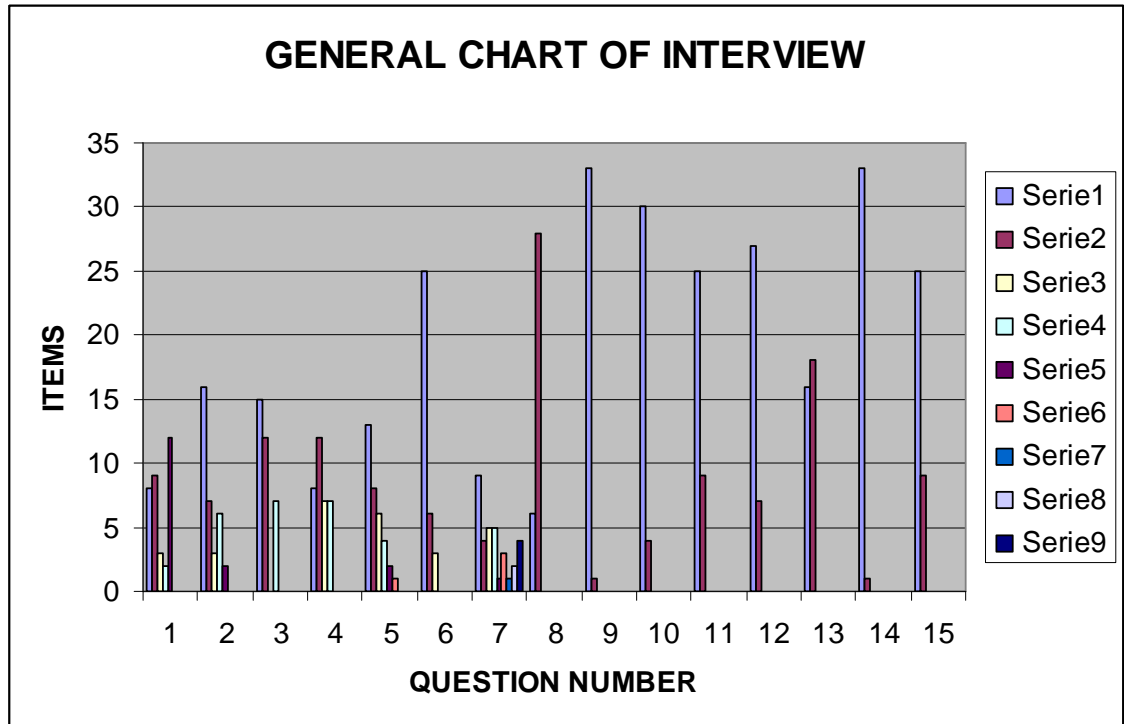
COURSE 12



**CHART No. 16**

The next chart indicates the frequency of each question

QUESTION	1	2	3	4	5	6	7	8		TOTAL
1	8	9	3	2	12					34
2	16	7	3	6	2					34
3	15	12	0	7						34
4	8	12	7	7						34
5	13	8	6	4	2	1				34
6	25	6	3							34
7	9	4	5	5	1	3	1	2	4	34
8	6	28								34
9	33	1								34
10	30	4								34
11	25	9								34
12	27	7								34
13	16	18								34
14	33	1								34
15	25	9								34



**CHART No.17**

**QUESTIONNAIRE**

1. What skill do you use more frequently?
  - a. Listening.
  - b. Writing.
  - c. Reading.

d. Speaking.

**2. In which skill do you have more problems?**

a. Listening.

b. Writing.

c. Reading.

d. Speaking.

**3. What feeling do you donate when you can convey your ideas?**

a. Restlessness.

b. Surprise.

c. Fear.

d. Inferiority.

e. Impotence.

**4. How much time did you need to get used to your new situation?**

a. 1 week.

b. 2 weeks.

c. 3 weeks.

d. 4 weeks.

e. More.

**5. Select the situations that you used English Language in Haiti.**

a. During the job.

- b. Buying Materials and tools.
- c. Taking contact with other contingents.
- d. Taking contact with Haitians.
- e. Fixing the machines.
- f. Talking by phone.
- g. Introducing oneself and to other persons.
- h. Vacations.

**6. Select the methods that you used to convey your ideas to other persons.**

- a. Gestures and Signs.
- b. Sounds.
- c. Pictures.
- d. Draws.

**7. Before to the departure, what signatures would you like to receive?**

- a. Grammar.
- b. Conversation.
- c. Laboratory.
- d. Syntax.

**8. What activities did you select to face the language's troubles?**

- a. Using interprets.
- b. Studying in the free time.



- c. Exchanging ideas.
- d. Learning specific words.

**9. What material do you think you need in this kind of mission?**

- a. Dictionaries.
- b. Encyclopedias.
- c. Course of languages.
- d. Books of English

**10. Would you like a handbook with more common expressions and topics?**

- a. Yes.
- b. No

**11. What was your English level?**

- a. Proficiency.
- b. Intermediate.
- c. Beginner.

**12. What materials to learn English did you have in Haiti?**

- a. English's Course.
- b. Dictionary.
- c. English's Books.
- d. Book in English.
- e. None.

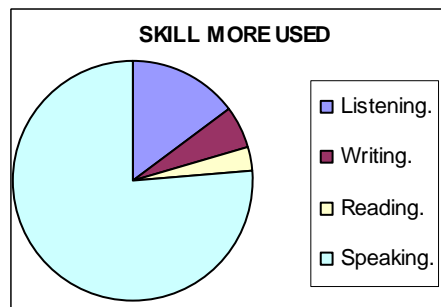
**13. In your opinion, how many problems were caused by your English knowledge during the mission?**

- a. A great deal of problems.
- b. Many Problems.
- c. Some Problems.
- d. None.

**Analysis of the Questionnaire**

**1. What skill do you use more frequently?**

Listening.	5
Writing.	2
Reading.	1
Speaking.	26
<b>TOTAL</b>	<b>34</b>



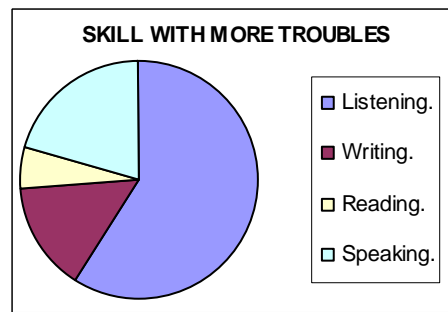
**CHART No. 18**

**2. In which skill do you have more problems?**

Listening.	20
Writing.	5
Reading.	2
Speaking.	7

TOTAL

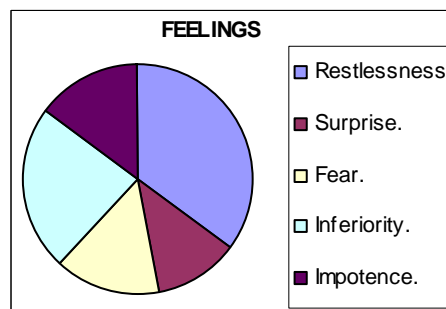
34



**CHART No. 19**

**3. What feeling do you donate when you can convey your ideas?**

Restlessness.	12
Surprise.	4
Fear.	5
Inferiority.	8
Impotence.	5
TOTAL	34

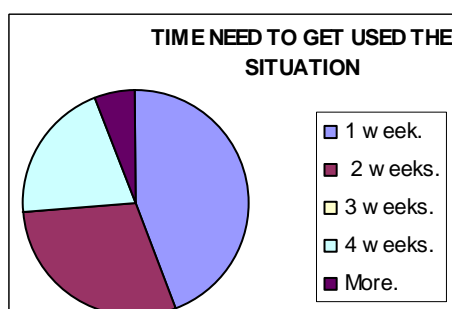


**CHART No. 20**

**4. How much time did you need to get used to your new situation?**

1 week.	15
2 weeks.	10

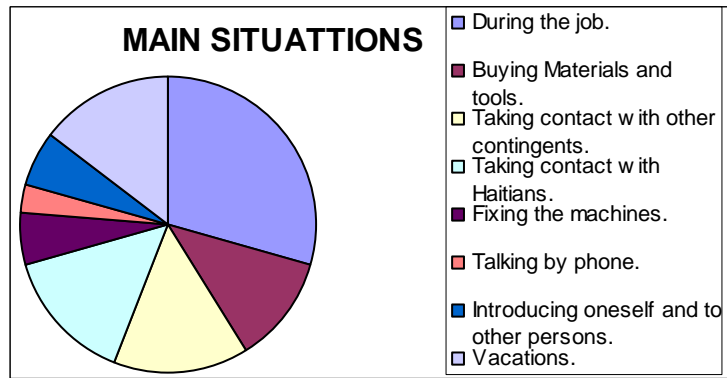
3 weeks.	0
4 weeks.	7
More.	2
<b>TOTAL</b>	<b>34</b>



**CHART No. 21**

**5. Select the situations that you used English Language in Haiti.**

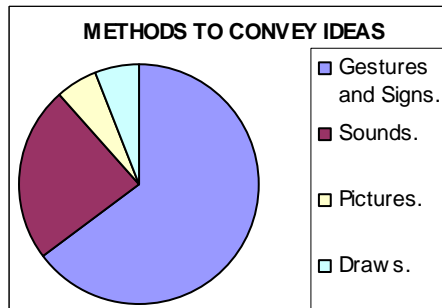
During the job.	10
Buying Materials and tools.	4
Taking contact with other contingents.	5
Taking contact with Haitians.	5
Fixing the machines.	2
Talking by phone.	1
Introducing oneself and to other persons.	2
Vacations.	5
<b>TOTAL</b>	<b>34</b>



**CHART No. 22**

**6. Select the methods that you used to convey your ideas to other persons.**

Gestures and Signs.	22
Sounds.	8
Pictures.	2
Draws.	2
<b>TOTAL</b>	<b>34</b>

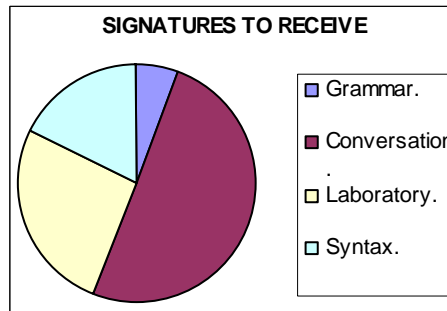


**CHART No.23**

**7. Before to the departure, what signatures would you like to receive?**

Grammar.	2
Conversation.	17
Laboratory.	9

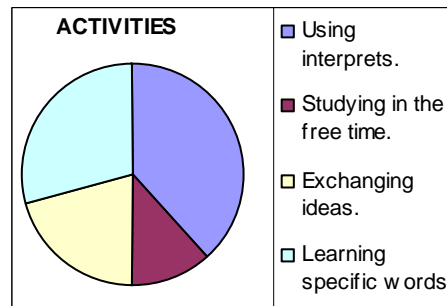
Syntax.	6
TOTAL	34



**CHART No. 24**

**8. What activities did you select to face the language's troubles?**

Using interprets.	13
Studying in the free time.	4
Exchanging ideas.	7
Learning specific words.	10
TOTAL	34



**CHART No.25**

**9. What material do you think you need in this kind of mission?**

Dictionaries.	15
Encyclopedias.	2
Course of languages.	8
Books of English	9

TOTAL

34

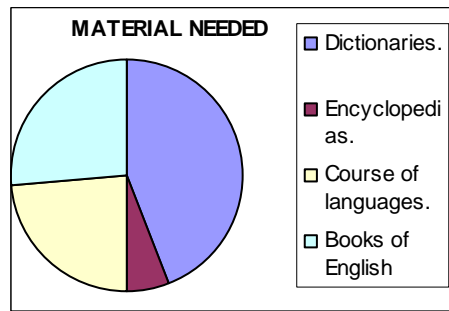


CHART No. 26

**10. Would you like a handbook with more common expressions and topics?**

Yes.	30
No	4
TOTAL	34

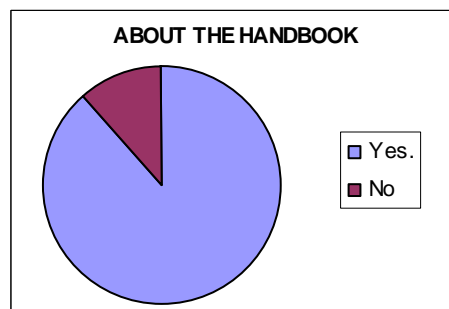
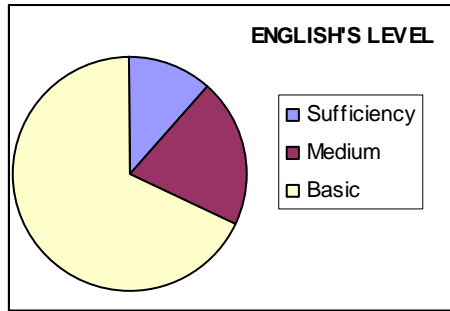


CHART No. 27

**11. What was your English level?**

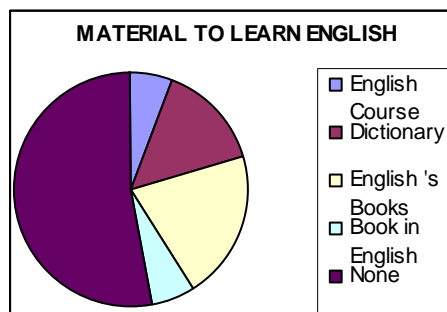
Proficiency	4
Intermediate	7
Beginner	23
TOTAL	34



**CHART No. 28**

**12. What materials to learn English did you have in Haiti?**

English Course	2
Dictionary	5
English 's Books	7
Book in English	2
None	18
<b>TOTAL</b>	<b>34</b>



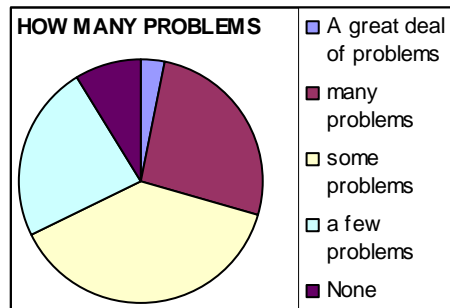
**CHART No. 29**

**13. In your opinion, how many problems were caused by your English knowledge during the mission?**

A great deal of problems	1
many problems	9
some problems	13



a few problems	8
None	3
<b>TOTAL</b>	<b>34</b>



**CHART No. 30**

The next chart indicates the frequency of each question

QUESTION	1	2	3	4	5	6	7	8		TOTAL
1	5	2	1	26						34
2	20	5	2	7						34
3	12	4	5	8	5					34
4	15	10	0	7	2					34
5	10	4	5	5	2	1	2	5		34
6	22	8	2	2						34
7	2	17	9	6						34
8	13	4	7	10						34
9	15	2	8	9						34
10	30	4								34
11	4	7	23							34
12	2	5	7	2	18					34
13	1	9	13	8	3					34

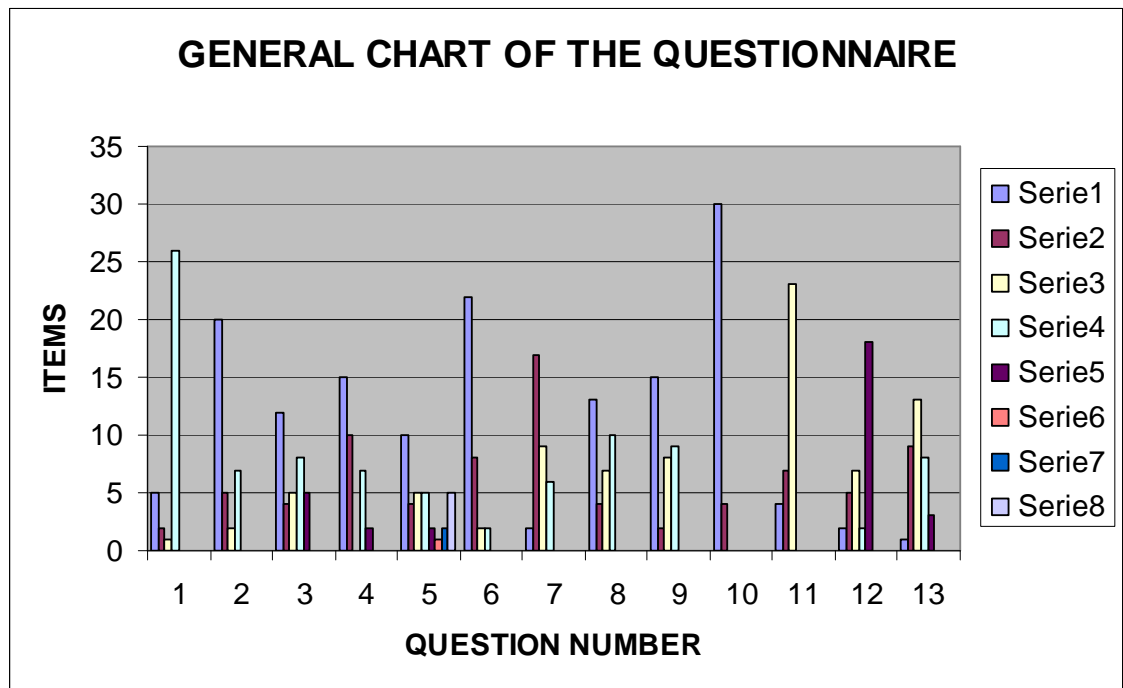


CHART No.31

#### 4.6 Analysis of results

The questionnaire was very subjective for this reason the analysis must be subjective, too. The questions 1 and 2 refer to the skills used by the personnel in Haiti determining that the personnel tried to speak many times but they had a problem listening to people of the other contingent for their accent and pronunciation.

On the other hand, question 3 has to do with about the own personnel's feelings caused by their English knowledge and their performance when they speak English. An important thing discovered is Ecuadorian people are shy, fearful and they try to stay inadvertent. It is very necessary to increase the self-confidence of our people; both civil and military people have this problem. People think we are from a little country for this reason we are not as people from other countries.

Question 4 deals with the time they needed to get accustomed to the new situation; it depends on each person, but there was an average of 2 weeks. I suppose that the people ever need a time to face new situations, this is normal.

In question 5, there are general situations in which the contingent personal used English Language. In Chapter 5, there will be all situations faced by the personnel.

When the personnel weren't able to convey their ideas; they used other methods. Mimics, a mixed between gestures and signs, was the main resource used by the personnel to this goal.

In both interview and questionnaire, the personnel said they needed a better training in English Language, but in the questionnaire, they could make choices, they preferred a special English Conversation Course to be in better conditions for mission area.

They did some activities to overcome their problems with the language; they preferred to use interprets and to learn specific words to the works. This is a reason for this paper.

The personnel wanted some material to learn English but they didn't buy this in Ecuador, they wanted the Army to give them.

Question 10 is the most representative of the questionnaire, people want and need a document in this case a handbook to know the vocabulary used in Peacekeeping Operations especially in Haiti; this is verified in question 10.

Question 11 asks the real English level of the personnel; the outcomes said the personnel had low English level in general. This outcome was known but real outcomes were lower than expected.

It is well-known that an Ecuadorian person is not cautious and he doesn't prevent things; that is why just a few people had some material to study English. Any material is useful to learn English in the free times. Question 12 showed that most of the personnel didn't have any material.

Considering that the English level of the personnel was low, they had some problems during the work but they overcame.

Question 13 presents the quantity of these problems with adverbs of quantity.

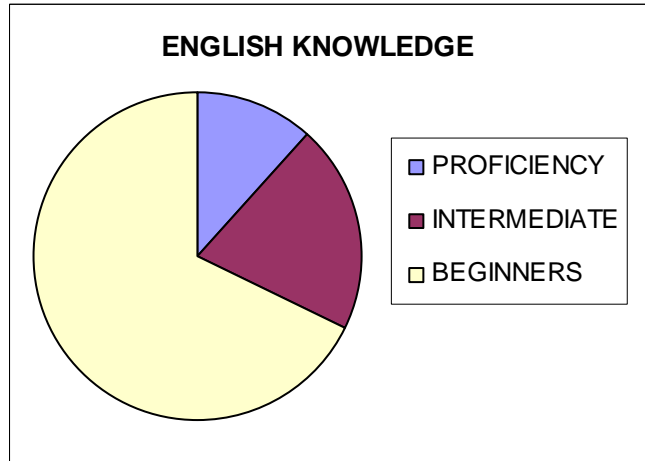
As seen in both interview and questionnaire, there was a great heterogeneity in the knowledge of English in the contingent personnel because we had three levels: proficiency, intermediate and beginners; most of the personnel were in the last one.

On the other hand, this heterogeneous knowledge causes some problems in Efficacy's level when the personnel used English Language being confirming that there is a directly proportional relationship between the variables.

- All Ecuadorian Contingents members have similar level of the knowledge in the English Language.

English knowledge level of Ecuadorian contingent personnel

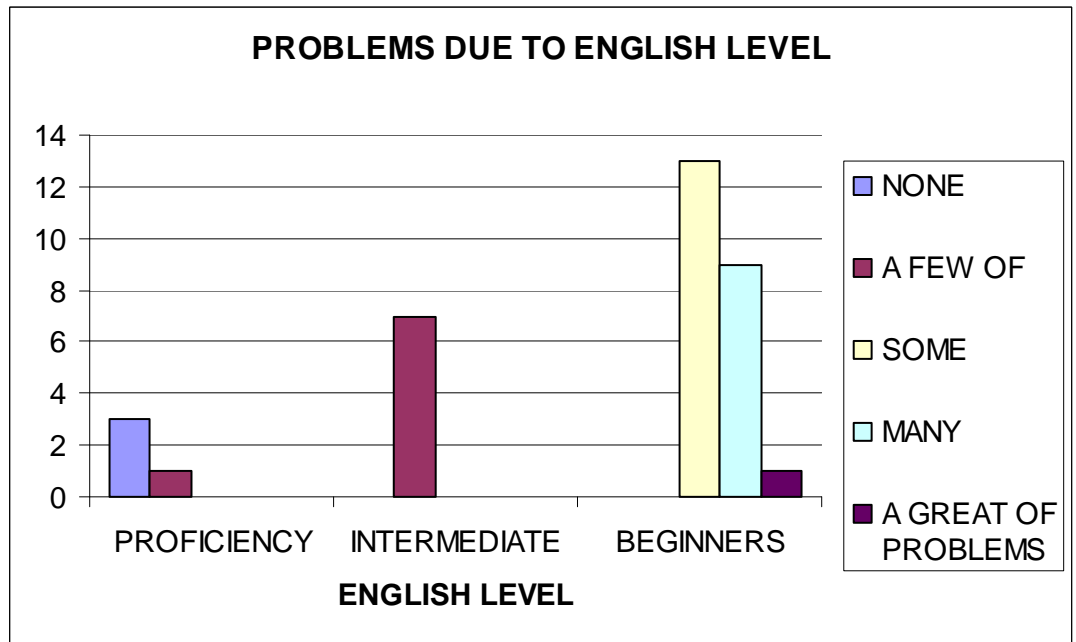
PROFICIENCY	4
INTERMEDIATE	7
BEGINNERS	23



**CHART No. 32**

- The knowledge level of English Language diminishes the problems number during the work.

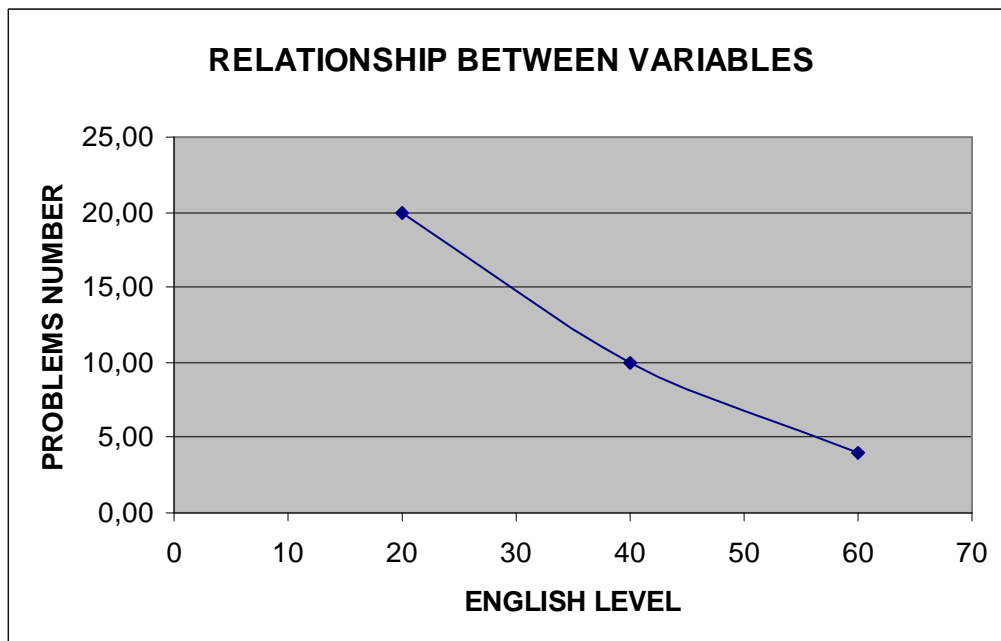
ENGLISH LEVEL	QUANTITY OF PROBLEMS				
	NONE	A FEW OF	SOME	MANY	A GREAT OF PROBLEMS
PROFICIENCY	3	1	0	0	0
INTERMEDIATE	0	7	0	0	0
BEGINNERS	0	0	13	9	1



**CHART No. 33**

On next chart, we can see the English level versus the number of person who had problems. The relationship is inversely proportional.

ENGLISH LEVEL	PROBLEMS
60	4
40	10
20	20



**CHART No. 34**

Analyzing previous chart, we can observe when the English level is higher the communication problems are fewer and vice versa.

- The heterogeneous knowledge increases the problem number.

On previous chart take two pairs and compare the results are:

	ENGLISH LEVEL	PROBLEMS
PROFICIENCY	60	4
BEGINNERS	20	20

The first level has a few problems and the last level has a great deal of problems so heterogeneous level is great and the variation between the quantity problems is great also.

	<b>ENGLISH LEVEL</b>	<b>PROBLEMS</b>
<b>PROFICIENCY</b>	60	4
<b>INTERMEDIATE</b>	40	10

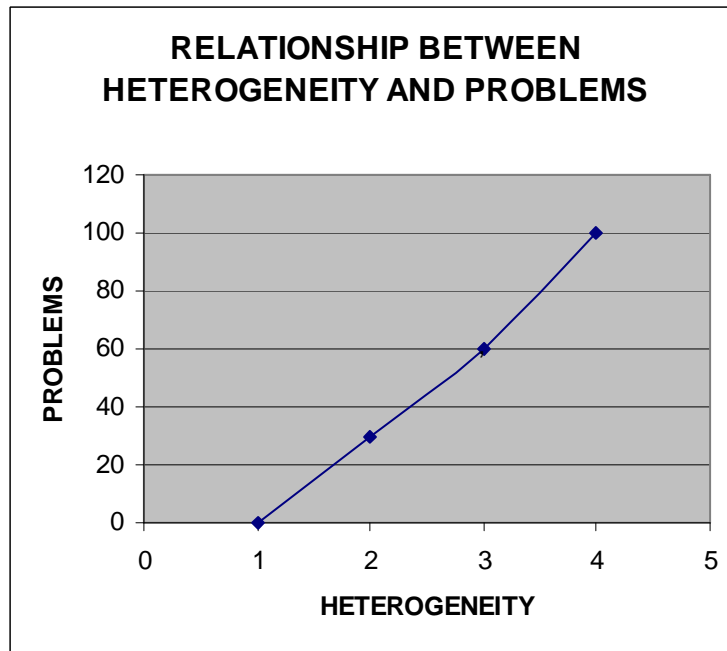
In this pair the levels are continuous, the first level has a few problems and the second level has some problems but the transition isn't abrupt. The heterogeneous level is similar and the quantity problem is similar also.

	<b>ENGLISH LEVEL</b>	<b>PROBLEMS</b>
<b>PROFICIENCY</b>	40	10
<b>BEGINNERS</b>	20	20

Finally, the relationship between second and last level is less abrupt, so the level of heterogeneity is low and the quantity of variation of problems also. Elaboration of the table and chart:

<b>HETEROGENEITY LEVEL</b>	<b>PROBLEMS</b>
<b>MINIMUM</b>	<b>MINIMUM</b>
<b>MEDIUM</b>	<b>MEDIUM</b>
<b>MAXIMUM</b>	<b>MAXIMUM</b>





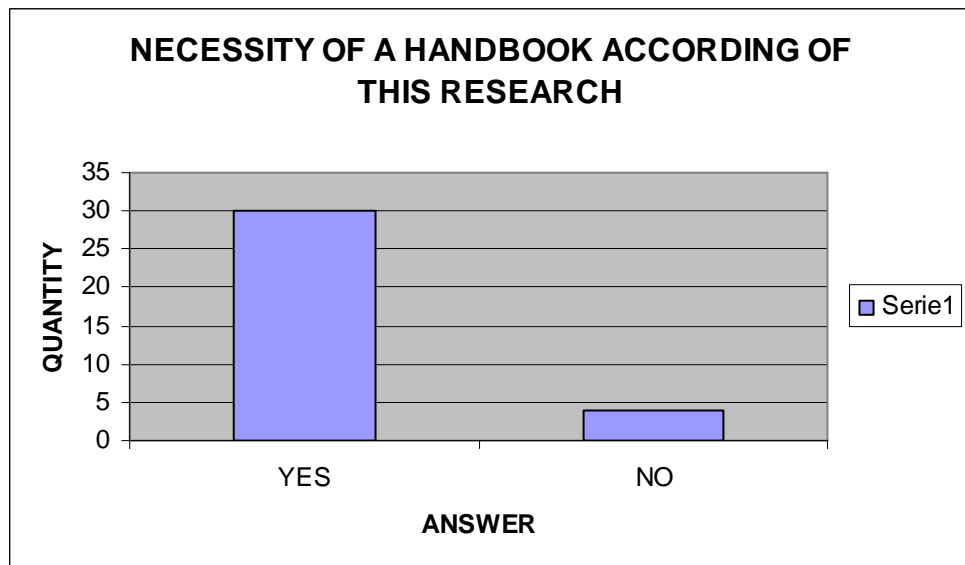
**CHART No. 35**

The relationship between heterogeneity and quantity problem is directly as it is represented in the Chart No. 35; and in this way, the general hypothesis of this thesis is demonstrated.

Finally, there isn't material to prepare Ecuadorian personnel on English Language used in Peacekeeping Operations. This hypothesis couldn't be demonstrated quantitatively because there was not proof but there was some information in some books, some libraries, internet, etc., but there was document related to this theme.

Based on the research results, there is the great necessity of the Elaboration of the Handbook in English Language for Members of Ecuadorian Contingent on Basis of Minustah II for Further Peacekeeping Operations in Haiti. In the following chart this necessity is showed

: Yes.	30
No	4
<b>TOTAL</b>	<b>34</b>



**CHART No. 36**

#### **4.7 Conclusions**

After carrying out the analysis of the investigation's results, I can emit the following conclusions:

- All Ecuadorian Contingent members didn't have the same knowledge level of English. This is caused by the Officers and the Enlisted Personnel don't have the same Education Level. The Officers have Superior Education Level having them the Proficiency Certificate whereas the Enlisted Personnel have Superior and Middle Education Level and none has.
- There is a probability of Error  in the Variable handling and the Analysis of Results caused by Subjective Analysis but it was reduced due to the Analysis in two ways. It should be pointed out that this is the first research about this topic and the discoveries can't be compared with others.
- The heterogeneous level inside a group causes a great difference among their members because they don't make up their activities

on the same way. So, a person with a higher level employs other words, expressions and sentences to express his ideas better than another person does. The problem emerges when people who work with the first one can exchange ideas with him and hope all the people can do it but they discover the other members can't do it. It causes a stressful environment, even though in some occasions they can talk and the others not.

- This heterogeneity causes a decrease in the effectiveness of the works because the time lost to coordinate and convey the ideas can be used in works directly.
- When the personnel needed to transmit their ideas and thoughts, they used other methods to get it. These methods are presented in the corresponding chart.
- There aren't any materials to prepare the Ecuadorian Personnel on English Language for the Peacekeeping Operations; and for this reason the handbook will serve very much to the UEMPE.

#### **4.8 Recommendations**

- It is necessary to give an English Course to the Ecuadorian Personnel considered going to Peacekeeping Operations in Haiti because they are representing to Ecuador. If they don't make a good work, our country won't be considered well. Don't forget they are our Ambassadors in Haiti.
- It is necessary to improve the process of the personnel selection for the mission including aspects like the knowledge of English

Language what would allow a better realization of the works during the mission time.

- Army Polytechnic School and Peacekeeping Operations Unit School of Ecuador can help to diminish the heterogeneity among the members of Ecuadorian Contingent and to increase the group's effectiveness.
- Peacekeeping Operations Unit School of Ecuador can give the Handbook elaborated in this research so that the personnel can learn something during their free time during the mission.
- Ecuadorian Armed Forces can send an English Teacher with the Contingent so he can teach English Language in the campsite. This special member would go to other specific functions but he would have this special function. When the contingent returns to the country, the English Teacher should elaborate a similar research and compare the results. It will increase the researches and could permit to improve the training and preparation of the future contingents.
- The personnel have to receive some lectures to learn some methods to convey their ideas.
- Peacekeeping Operations Unit School of Ecuador should make up a pursuit of this research when they give the handbook and verify its effectiveness. With these results, the school can improve its courses.

- Each contingent would buy new material and transport with them; the next contingents could acquire English Courses and additional material to learn this language and take advantage of the time.

## **PART FIVE**

### **MAIN SITUATIONS WHERE THE PERSONNEL HAD TO USE THE ENGLISH LANGUAGE**

#### **5.1 Military.**

During the mission, there were Military Situations in which the English Language had to be used:

- Military Operations.
- The Military Equipment.
- The Staff.

##### **5.1.1 Operations.**

I consider this how an independent point because it is the real objective of the mission. In other words, the Ecuadorian Army sent to its soldiers to carry out Military Operations in other country to maintain the peace. This situations were lived mainly the officers in their planning.

The military operations involved the next operations:

- Offensive Operations.
- Defensive Operations.
- Security's Operations.
- Commands
- Common Expressions.
- Common Words.
- Military Ranks.

- Specialty.
- Countries.

### **5.1.2 Military Equipment.**

It has considered as a separate point because in this part all military resources that the personnel need to complete a mission in the all logistical classes:

- Equipment's Table.
- Combustibles and Lubricants.
- Special Equipment.
- Ammunition and Explosives.
- Vehicles.

### **5.1.3 The Staff.**

This point refers to the military sections and activities that the units have in its organization. All military units have a staff constituted by four sections:

- First Section (S1): Personnel.
- Second Section (S2): Intelligence.
- Third Section (S3): Operations.
- Forth Section (S4): Logistic.

## **5.2 During the Work.**

During the mission, the personnel have many situations in which they employed English Language but the main aspects for developing this handbook are:

- Technical Vocabulary of Engineering.
- Engineering's Machines.

### **5.2.1 Technical Vocabulary of Engineering.**

For this part, the following topics are considered:

- Vocabulary in Horizontal Buildings.
- Campsites.

### **5.2.2 Engineering's Machines**

Inside this topic, we will find:

- Machines.
- Parts.

## **5.3 With other Contingents**

Our relationship with other contingents was permanent sharing many situations. The most important are:

- About Haiti
- Introducing a person.
- Interchanging customs.
- Visiting their campsites.

### **5.3.1. About Haiti**

In this part; some information about Haiti will be given the personnel need to know it as they have to live in this country for six month. An important point in this part is the Headquarter of MINUSTAH located in Port-au-Prince.



### **5.3.2. Introducing a person.**

There were some situations the personnel had to face:

- Self-introduction.
- Introducing to a friend or mate.

### **5.3.3. Interchanging customs.**

This is an important aspect that Ecuadorian Contingent tried to keep all time because the Blue Helmets are Ambassadors of their Countries so our soldiers promoted our beautiful country and they learned abundant stuff about other countries and cultures. The main situations are:

- Speaking about our country.

## **5.4 Going Shopping.**

When the personnel needed something they had to go shopping to buy those things; on the other hand, they went the shopping on vacations, too. The main situations are:

- In a store.
- Paying a bill.

## **5.5 On Vacations.**

During the rest time, the personnel have the possibility to go where they want going them to some places of the world. The main situations that the personnel lived are:

- Buying a ticket.
- Visiting places.
- Taking a local bus or a taxi.

#### **5.5.1. At an airport.**

This is the first place that the personnel knew and they were many times later. The main situations that the personnel faced are:

- Buying a ticket
- Going aboard on the airplane

#### **5.5.2. In a bus station.**

When the personnel wanted to go by land, they went to station bus having this situations:

- Buying a ticket.
- Arriving in the destination.

#### **5.5.3. Money.**

This is a permanent activity of the personnel during the mission.

They had this situations:

- Using international agencies.
- Traveler's checks.

#### **5.5.4. In a hotel.**

When the personnel go on vacations in a tourist place, they should go to a hotel. The main situation that people face are:

- At the reception.
- In the restaurant.

#### **5.5.5. Visiting places**

Visiting a place during vacations is a normal activity that the personnel do in order to obtain much information about the country, people, their culture and customs.

#### **5.5.6. Taking a taxi.**

To move from one place to another, people used a local bus or a taxi. The situations are:

- Taking a taxi.

### **5.6 Using Internet.**

Internet was the most important means that the personnel used to communicate with their families. Many people didn't know how to use it but they learned by practice. The Internet has its own language and special terms for this reason I consider a special point for it.

### **5.7 Body Language.**

In many situations, the personnel could not convey their ideas and thoughts and they needed to employ other methods such as gestures and signs. I will give you some ideas and pieces of advices.

# PROPOSAL

# THE HANDBOOK

The present work was carried out for the personnel of the Ecuadorian Contingent that fulfill Peacekeeping Operations in the Republic of Haiti in order to increase their efficiency in the works and to allow a better communication with the contingents during its daily activities.

## **Introduction**

The Handbook is constituted by 7 parts in which I tried to cover all the aspects and situations in those that the personnel could use the English Language during his works and in their daily activities. Inside each chapter, the Ecuadorian soldier of the missions of peace will find:

- Chart with the main expressions, their translation and pronunciation in English Language.
- Dialogues with the main sentences and idioms that are used in the English Language.
- Readings with topics so that the personnel increase their general culture about the country where they will work, to live and to cohabit with other armies.

## **Justification**

This Handbook is the first one made in the Ecuador, for Ecuadorian personnel and for the Ecuadorian Contingent fulfils Peacekeeping Operations in the Republic of Haiti. The personnel of the next contingents will be the main beneficiaries because in the handbook, they will find many words, expressions, readings and dialogs that dog uses in their daily activities.

## Objectives

- **General Objective.**

To provide a handbook for the personnel of the Ecuadorian Contingent fulfill Peacekeeping Operations in the Republic of Haiti in order to improve their efficiency and effectiveness in the works and to allow a better communication with the other contingents in their daily activities.

- **Specific Objectives.**

- To teach some common words, expressions and sentences in English Language.
- To increase the culture of the Ecuadorian Contingent personnel.
- To improve the personnel's pronunciation.

### 1. Military.

#### 1.1 Operations.

##### 1.1.1 Offensive Operations.

OFFENSIVE OPERATIONS.		
SPANISH	ENGLISH	PRONUNCIATION
AL ALBA	TO THE DAWN	[tə ðe dɔn]
AL AMANECER	TO THE DAWN	[tə ðe dɔn]
AL ANOCHECER	TO THE EVENING	[tə ðe í:vniŋ]
AMIGO	FRIEND	[friend]
APOYO DE COMBATE	COMBAT SUPPORT	[kambæt sʌpɔrt]
APOYO DE SERVICIO DE COMBATE	COMBAT SERVICE SUPPORT	[kambæt scɜvis sʌpɔrt]

<b>OFFENSIVE OPERATIONS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
AREA CONJUNTA DE OPERACIONES	JOINT OPERATIONS AREA	[dʒɔɪnt Apəreɪʃnz ɛriə]
AREA DE CESE AL FUEGO	NO FIRE AREA	[nou faɪə ɛriə]
AREA DE ENFRENTAMIENTO	ENGAGEMENT AREA	[ɛnɡeɪdʒmənt ɛriə]
AREA DE OPERACIONES	AREA OF OPERATIONS	[ɛriə əv Apəreɪʃnz]
AREA DE RECOLECCION DE DETENIDOS	DETAINEE HOLDING AREA	[dɪteɪni holdɪŋ ɛriə]
AREA DE RESPONSABILIDAD	AREA OF RESPONSIBILITY	[ɛriə əv rɪspɔnsɪbɪlɪtɪ]
AREA DE REUNION	ASSEMBLY AREAS	[asembli ɛriəz]
ATAQUE	ATTACK	[atæk]
ATAQUE ENEMIGO	ENEMY ATTACK	[ɛnemɪ atæk]
BATALLON	BATALLION	[bətæljən]
BASE DE FUEGOS	FIRE BASE	[faɪə beɪs]
BASE PRINCIPAL DE OPERACIONES	MAIN OPERATIONS BASE	[meɪn Apəreɪʃnz beɪs]
CENTRO DE CONTROL AEREO TACTICO	TACTICAL AIR CONTROL CENTRE	[tæktɪkəl ɛriə r kəntʁəʊ sɛntəʊ]
COMANDO DE LA AUTORIDAD NACIONAL	NATIONAL COMMAND AUTHORITIES	[næʃnəl komænd əθərɪtɪz]
COMANDO	COMMAND	[komænd]
COMANDO DE OPERACIONES	COMMAND OPERATIONS	[komænd Apəreɪʃnz]
COMANDO OPERACIONAL	OPERATIONAL COMMAND	[Apəreɪʃnəl komænd]
COMPAÑIA	COMPANY	[kʌmpəni]
CONTROL OPERACIONAL	OPERATIONAL CONTROL	[Apəreɪʃnəl kəntʁəʊ]

OFFENSIVE OPERATIONS.		
SPANISH	ENGLISH	PRONUNCIATION
CUARTEL GENERAL	HEADQUARTER	[hɛdkwɔrtə(r)]
CUBERTURA	COVERING	[kʌvɔəriʃ]
DIA DE MOVILIZACION	MOBILISATION DAY	[mobilizei]ðn dei]
DEMOSTRACION	DEMONSTRATION	[demonstreɪ]ðn]
DIRECCION DE ATAQUE	DIRECTION OF ATTACK	[direc]ðn ðv atæk]
DESTRUCCION	DESTRUCTION	[distrʌk]ðn]
EJE DE AVANCE	ADVANCE'S AXIS	[ædvæncs æksis]
EJECUCION	EXECUTION	[ɛksikiu]ðn]
ENEMIGO	ENEMY	[ɛnɛmɪ]
EQUIPO DE APOYO	SUPPORT TEAM	[sʌpɔrt tim]
EQUIPO DE ATAQUE	ATTACK TEAM	[atæk tim]
ESTE	EAST	[ɪst]
FRANCOTIRADOR	SNIPER	[snaɪpə(r)]
FUERZA	FORCE	[fɔrs]
FUERZA DE COMBATE	TACTICAL COMBAT	
TACTICO	FORCE	[tæktɪkəl kambæt fɔrs]
GUARDIAN	GUARD	[gɑrd]
HERIDO	INJURED, WOUNDED	[ɪndʒurɪd, waundɛd]
INFILTRACION	INFILTRATION	[ɪnɪltreɪ]ðn]
LIMITE AVANZADO	LIMIT OF ADVANCE	[lɪmɪt ðv ɛdvæncs]
LIMITE AVANZADO DEL AREA DE COMBATE	FORWARD EDGE OF THE BATTLE AREA	[fɔrward ɛdʒ ðv ðe bætl ɛriə]
LINEA DE CESE AL FUEGO	NO FIRE LINE	[nou faɪə lɑɪn]
LINEA DE COORDINACION DE FUEGOS	COORDINATED FIRE LINE	[kɔɔrdɪneɪtɛd faɪə lɑɪn]
LINEA DE COORDINACION FINAL	FINAL COORDINATION LINE	[faɪnəl kɔɔrdɪneɪ]ðn lɑɪn]



<b>OFFENSIVE OPERATIONS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
LINEA DE DEMARCACION	LINE OF DEMARCATION	[lain ðv dimarkei]ðn]
LINEA DE FASE	PHASE LINE	[feiz lain]
LINEA PROBABLE DE DESPLIEGUE	PROBABLE LINE OF DEPLOYMENT	[probabl lain ðv diplðimðnt]
MANIOBRABILIDAD	MANOEUVRABILITY	[mænoeuvræbiliti]
LISTA DE TAREAS ESENCIALES DE LA MISION	MISSION ESSENTIAL TASK LIST	[mi]ðn esen[ðl tæsk list]
MAÑANA	MORNING	[mðrniŋ]
MEDIOS	MEANS	[mins]
MISION	MISSION	[mi]ðn]
MOVILIDAD	MOBILITY	[mɒbɪlɪti]
MUERTO	DEAD	[dɛd]
NACION ANFITRIONA	HOST NATION	[houst nei]ðn]
NOCHE	NIGHT	[nait]
NORTE	NORTH	[nɔrθ]
OBJETIVO	OBJECTIVE	[ɒbdʒɛktiv]
OESTE	WEST	[wɛst]
OPERATIVO	OPERATIVE	[Apðretiv]
PERSECUCION	PERSECUTION	[pɔːsekiu]ðn]
PLAN	PLAN, SCHEME	[plæn, skim]
PLANIFICACION DE ACCION DE CRISIS	CRISIS ACTION PLANNING	[kraisɪs æk]ðn plæniŋ]
POSICION DE ATAQUE	ASSAULT POSITION	[asðlt pozi]ðn]
POSICION ENEMIGA	ENEMY PLACEMENT	[ɛnemɪ pleismðnt]
PUESTO DE MANDO	PUESTO DE MANDO	[komænd poust]
PUNTO DE CONTACTO	CONTACT POINT	[kantækt pɔɪnt]
POSICION DE FUEGO	FIRE POSITION	[faɪə pozi]ðn]

<b>OFFENSIVE OPERATIONS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
PUNTO DE CONTROL	CONTROL POINT	[kəntrəʊl pɔɪnt]
PUNTO DE COORDINACION	CO-ORDINATING POINT	[co-ɔrdineitiŋ pɔɪnt]
PUNTO DE DECISION	DECISION POINT	[dɪsɪʒiən pɔɪnt]
PUNTO DE PARTIDA	POINT OF DEPARTURE	[pɔɪnt əv diparʃur]
PUNTO DE REUNION	RALLY POINT	[ræli pɔɪnt]
RUTA	ROAD	[roud]
SUR	SOUTH	[sauθ]
TERRENO CLAVE	KEY LAND	[ki lænd]
TIEMPO DISPONIBLE	AVAILABLE TIME	[aveɪləbl taɪm]
UNIDAD	UNIT	[yunit]
VANGUARDIA	VANGUARD	[vəŋɡɑrd]
ZONA DE EXTRACCION	EXTRACTION ZONE	[ɛkstrækʃən zəʊn]
ZONA DE SEPARACION	ZONE OF SEPARATION	[zəʊn əv səpəreɪʃən]

### 1.1.2 Defensive Operations.

<b>DEFENSIVE OPERATIONS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
AREA ANCHA DE MINAS	WIDE AREA MINE	[waɪd ɛriə maɪn]
AREA DE RESTRICCION DE FUEGOS	RESTRICTIVE FIRE AREA	[rɪstrɪktɪv faɪə ɛriə]
AREA FORTIFICADA	FORTIFIED AREA	[fɔrtɪfaɪd ɛriə]
AREA MINADA	MINED AREA	[maɪnd ɛriə]
ATAQUE ENEMIGO	ENEMY ATTACK	[ɛnəmɪ atæk]
BARRICADA	ROADBLOCK	[roudblæk]
BLANCO DEL OBSERVADOR	OBSERVER TARGET	[obsərvə(r) tɑrɡɪt]

DEFENSIVE OPERATIONS.		
SPANISH	ENGLISH	PRONUNCIATION
BLOQUEO DE CARRETERAS	ROADBLOCK	[roudblak]
CERCA SIMPLE	SINGLE FENCE	[singl fɛns]
CINTURON DE OBSTACULOS	OBSTACLE BELT	[abstakl bɛlt]
COMBATE	COMBAT	[kambæt]
CONTRA ATAQUE	COUNTER ATTACK	[kauntə(r) attæck]
CONVOY DETENIDO	HALTED CONVOY	[hɔltəd konvɔi]
DEFENDER	DEFENSE	[difɛns]
DEFENSA INTERNA Y DESARROLLO	INTERNAL DEFENCE AND DEVELOPMENT	[intə(r)nəl difɛns ænd divɛləpmənt]
EMPLAZAMIENTO O POSICION DE ARMAS	FOXHOLE, EMPLACEMENT OR WEAPON SLIT	[fakshoul, ɛmpleismənt or wɛpən slit]
FORTIFICACIONES	FORTIFICATIONS	[fɔrtifikeiʃənz]
FUEGO DE MORTEROS	MORTAR FIRE	[mɔrtar faɪə]
FUEGO INDIRECTO	INDIRECT FIRE	[indirɛkt faɪə]
GRUPO DE MINAS	MINE CLUSTER	[main klʌstə(r)]
LINEA DE OBSTACULOS	OBSTACLE LINE	[abstakl laɪn]
MEDIDA CONTRA MINAS	MINE COUNTER MEASURES	[main kauntə(r) mɛʒʊrs]
ORGANIZACIÓN DEL TERRENO	EARTHWORK	[ɔəthwɜːk]
OPERACIÓN DE DROGAS	DRUG OPERATION	[drʌg Apəreɪʃən]
OPERACIONES DE EVACUACIONES DE NO COMBATIENTES	NON COMBATANT EVACUATION OPERATIONS	[non kambætənt ivækjueiʃən Apəreɪʃənz]
PARED ANTITANQUE	ANTITANK WALL	[æntitank wɔl]

<b>DEFENSIVE OPERATIONS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
PATRULLAJE	PATROLLING	[patrouliD]
POSICION DE BLOQUEO	BLOCK PLACEMENT	[blak pleismðnt]
POSICION DEFENSIVA	DEFENSIVE PLACEMENT	[difensiv pleismðnt]
PUESTO DE OBSERVACION	OBSERVATION POST	[obzærvation poust]
PUNTO DE PASAJE	PASSAGE POINT	[pæsidʒ pðint]
RADIO DE DAÑO	RADIUS OF DAMAGE	[reidiʌs ðv dæmidʒ]
REGLAS DE ENFRENTAMIENTO	RULES OF ENGAGEMENT	[ruls ðv engeidʒmðnt]
RESISTENCIA	RESISTANCE	[risístðns]
SEGURIDAD DEL AREA	AREA SECURITY	[eria sikiúriti]
SEGURIDAD DEL AREA DE RETAGUARDIA	REAR AREA SECURITY	[rir eria sikiúriti]
SENDA	LANE	[lein]
ZANJA ANTITANQUE	ANTITANK DITCH	[æntitank di]
ZONA DEMILITARIZADA	DEMILITARIZED ZONE	[dimiliterizd zðUn]

### 1.1.3 Security's Operations.

<b>SECURITY'S OPERATIONS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
ASISTENCIA HUMANITARIA	HUMANITARIAN ASSISTANCE	[hiumænitærian asistðns]
BUSQUEDA	SEARCHING	[sœrʃiD]
BUSQUEDA Y RESCATE	SEARCH AND RESCUE	[sœrʃ ænd rɛskiu]
MOVIMIENTO DE CONVOY	MOVING CONVOY	[muviD konvði]

SECURITY'S OPERATIONS.		
SPANISH	ENGLISH	PRONUNCIATION
ORGANIZACIONES NO GUBERNAMENTALES	NON GOVERNMENTAL ORGANIZATIONS	[non gʌvəɹnməntəl ɔrgənizeiʃənz]
PUNTO DE CHEQUEO	CHECK POINT	[tʃɛk pɔɪnt]
REGLAS DE INTERACCION	RULES OF INTERACTION	[ruls əv intə(r)ækʃən]
SEGURIDAD	SECURITY	[sɪsiʊɪti]
ZONA DESARMADA	WEAPONS FREE ZONE	[weəpənz fri zəʊn]
ZONA DE SEPARACION	ZONE OF SEPARATION	[zəʊn əv səpəreɪʃən]
ZONA RESTRINGIDA DE OPERACIONES	RESTRICTED OPERATIONS ZONE	[rɪstrɪktəd ɔpəreɪʃənz zəʊn]

#### 1.1.4 Commands.

COMMANDS		
SPANISH	ENGLISH	PRONUNCIATION
ABAJO	DOWN	[daʊn]
ABRA	OPEN	[əʊpən]
ALTO O DISPARO	STOP OR I WILL SHOOT	[stɒp ɔr i wɪl ʃu:t]
ANDANDO	LET'S GO	[lets goʊ]
AVANCE	MOVE WALK FORWARD	[mʊv wɔ:k fɔ:rwɔ:d]
AVANCE LENTAMENTE	MOVE SLOWLY	[mʊv sləʊli]
BAJE LAS ARMAS	DROP YOUR WEAPONS	[drɒp jʊr weəpənz]
BAJE LAS MANOS	LOWER YOUR HANDS	[ləʊə jʊr hændz]
CIERRE	CLOSE	[klaʊz]
CONTESTE LAS PREGUNTAS	ANSWER THE QUESTIONS	[ænsə(r) ðe kwɛsʃənz]
CUIDADO	WATCH OUT	[wɒtʃ aʊt]

<b>COMMANDS</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
DEJENOS PASAR	LET US PASS	[lɛt ʌs pæss]
DEME....	GIVE ME...	[gɪv mi...]
DESE LA VUELTA	TURN AROUND	[tɔːrn araund]
DESE PRISA	HURRY UP	[hɔːri ʌp]
DETENGASE	STOP	[stɒp]
DIGALO DE NUEVO	SAY IT AGAIN	[sei it əɡeɪn]
DIRECTO, RECTO	STRAIGHT FORWARD	[streɪt fɔːwəd]
DISMINUYA LA VELOCIDAD	SLOW DOWN	[sləʊ daʊn]
ESPERE AQUÍ	WAIT HERE	[weɪt hɪr]
FORME UNA FILA	FORM A LINE	[fɔːrm ə laɪn]
FORMESE	LINE UP	[laɪn ʌp]
GIRE A LA DERECHA	TURN RIGHT	[tɔːrn raɪt]
GIRE A LA IZQUIERDA	TURN LEFT	[tɔːrn lɛft]
HABLE LENTO	SPEAK SLOWLY	[spiːk sləʊli]
LEVANTESE	GET UP	[ɡet ʌp]
LLEVEME	TAKE ME	[teɪk mi]
MANOS ARRIBA	HANDS UP	[hænds ʌp]
MUEVASE	MOVE	[muːv]
NO	NO	[noʊ]
NO HABLE	NO TALKING	[noʊ tɔːlkiŋ]
NO NOS DISPARE	DON'T SHOOT US	[dɒnt ʃuːt ʌs]
NO SE ACERQUE, MANTENGASE A DISTANCIA	STAY WHERE YOU ARE	[steɪ hwɛr ju ar]
NO SE MUEVA	DO NOT MOVE	[du nɒt muːv]
NO SE RESISTA	DO NO RESIST	[du nou rɪsɪst]

COMMANDS		
SPANISH	ENGLISH	PRONUNCIATION
NO TEMA	DON'T BE FRIGHTENED	[dɒnt bi fraɪtənd]
QUEDESE AQUÍ	STAY HERE	[stai hɪr]
QUEDESE DONDE ESTA	STAY WHERE YOU ARE	[steɪ hwɛr ju ar]
RENDIRSE	SURRENDER	[sʌrɛndə(r)]
REPITA	REPEAT IT	[ripi:t it]
RETROCEDA	MOVE BACK	[mʊv bæk]
SIGA NUESTRAS ORDENES	FOLLOW OUR ORDERS	[fə'ləʊ ɔ:rdə(r)z]
SIGAME	FOLLOW ME	[fə'ləʊ mi]
TIENDASE	LIE DOWN	[lai daʊn]
TIENDASE SOBRE EL ESTOMAGO	LIE ON YOUR STOMACH	[lai ɒn jʊr stʌmək]
UNO A LA VEZ	ONE AT TIME	[wʌn æt taɪm]
VENGA AQUÍ	COME HERE	[cʌm hɪr]
VENGA CONMIGO	COME WITH ME!	[cʌm wið mi!]

### 1.1.5 Common Expressions

COMMON EXPRESSIONS		
SPANISH	ENGLISH	PRONUNCIATION
¿DE DONDE VIENE?	WHERE ARE YOU FROM?	[hwɛr ar ju frəm?]
¿DONDE ESTA SU UNIDAD?	WHERE IS YOUR UNIT?	[hwɛr ar jʊr yunit?]
¿ENTIENDE?	DO YOU UNDERSTAND?	[du ju ʌndə(r)stænd?]
¿LLEVA UN ARMA?	ARE YOU CARRYING A WEAPON?	[ar ju cæriŋ a wɛpən?]

COMMON EXPRESSIONS		
SPANISH	ENGLISH	PRONUNCIATION
¿ DONDE ESTA UD. HERIDO?	WHERE ARE YOU INJURED?	[hwɛr ar yu ɪndʒurɪdʒ?]
¿ ESTA LEJOS?	IS IT FAR?	[ɪs ɪt fɑrʔ]
¿ HAY CAMINOS A ....?	ARE THERE ANY ROADS TO ...?	[ɑr ðɛr rouɑds tə ...ʔ]
¿HAY HOMBRES ARMADOS CERCA DE AQUÍ?	ARE THERE ANY ARMED MEN NEAR HERE?	[ɑr ðɛr ɑrmd mɛn nɪr hɪrʔ]
¿A DONDE SE FUERON?	WHERE DID THEY GO?	[hwɛr dɪd ðeɪ gouʔ]
¿ALGUIEN HABLA INGLES?	DOES ANY ONE SPEAK ENGLISH?	[ɛnɪwʌn spɪk ɪŋɡlɪʔ]
¿CUAL ES SU TRABAJO?	WHAT IS YOUR JOB?	[hwɑt ɪs jʊr dʒɑbʔ]
¿CUANTOS?	HOW MANY?	[hɑu mɛniʔ]
¿DONDE LOS VIERON?	WHERE DID YOU SEE THEM?	[hwɛr dɪd ju sɛe ðɛmʔ]
¿DONDE SIRVE?	WHERE DO YOU SERVE?	[hwɛr du ju sɛrvʔ]
¿EN CUAL GRUPO ESTA?	WHICH GROUP ARE YOU IN?	[hwɪʃ ɡrup ɑr ju ɪnʔ]
¿HABLA USTED INGLES?	DO YOU SPEAK ENGLISH?	[du ju spɪk ɪŋɡlɪʔ]
¿HAY UN TELEFONO CERCA?	IS THERE A TELEPHONE NEARBY?	[ɪs ðɛr ɑ tɛləfoun nɪrbaɪʔ]
¿NECESITA ALGO?	DO YOU NEED SOMETHING?	[du ju nɪd sʌmθɪŋʔ]
¿NOS PUEDE DIRIGIR A?	CAN YOU LEAD AS TO?	[kæn ju lɪd ɑs təʔ]
¿QUE ARMAS TIENEN?	WHAT WEAPONS DO THEY HAVE?	[hwɑt wɛpɒns du ðeɪ hævʔ]
¿QUE DIRECCION?	WHAT DIRECTION?	[hwɑt dɪrɛktʃənʔ]



COMMON EXPRESSIONS		
SPANISH	ENGLISH	PRONUNCIATION
QUIEN ESTA A CARGO?	WHO IS IN CHARGE?	[hu is in ˈɑrdʒ?]
DEBEMOS BUSCARTE	WE MUST SEARCH YOU	[wi mʌst sɔərʃ yu]
DISCULPEME	EXCUSE ME	[ɛkskiuz mi]
DONDE ESTA ....?	WHERE IS ....?	[hwɛr is ....?]
ESTA PRISIONERO	YOU ARE A PRISONER	[yu ar a prizonə(r)]
ESTA BIEN, NO HAY PROBLEMA	OK, NO PROBLEM	[oukei, nou prɒbləm]
LA AYUDA ESTARA PRONTO AQUÍ	HELP WILL SOON BE HERE	[hɛlp wil sun bi hir]
NADA LE SUCEDERA A USTED	NOTHING WILL HAPPEN TO YOU	[nʌθɪŋ wil hæpn tə yu]
TERMINAMOS DE PERMANECER AQUÍ	WE HAVE FINISHED STAYING HERE	[wi ar finiʃəd stei hir]
USTED ESTA A SALVO	YOU ARE SAFE	[yu ar seɪf]
VAYA ....PARA	GO TO .....FOR	[gou tə .....fɔr]
YO NO HABLO INGLES	I DON'T SPEAK ENGLISH	[ai dont spik iŋɡliʃ]
YO NO ENTIENDO	I DON'T UNDERSTAND	[ai dont ʌndə(r)stænd]

### 1.1.6 Common Words

COMMON WORDS		
SPANISH	ENGLISH	PRONUNCIATION
ALLI	THERE	[ðer]
AQUÍ	HERE	[hir]
ARRIBA	UP	[ʌp]
DERECHA	RIGHT	[raɪt]
ADIOS	GOOD BYE	[gud bai]

COMMON WORDS		
SPANISH	ENGLISH	PRONUNCIATION
IZQUIERDA	LEFT	[lɛft]
LEJOS	FAR	[fɑr]
SI	YES	[jɛs]
CERCA	NEAR	[nɪr]
BUEN DIA	GOOD DAY	[gud deɪ]
BUENO BIEN	GOOD	[gud]
BUENOS DIAS	GOOD MORNING	[gud mɔrnɪŋ]
CORRECTO	RIGHT; OK	[raɪt; uokeɪ]
EQUIVOCADO, INCORRECTO	WRONG	[rɔŋ]
ESTAMOS AQUÍ PARA AYUDARLOS	WE ARE HERE TO HELP YOU	[wi ar hɪr tə help ju]
FAMILIA	FAMILY	[fæmɪli]
FRONTERA	BORDER	[bɔrdə(r)]
GRACIAS	THANK YOU	[θænk ju]
HOLA	HELLO	[hɛlou]
HOMBRE	MAN	[mæn]
LO SIENTO	SORRY	[sɑrɪ]
MALO, DEFICIENTE	BAD	[bæd]
REFUGIADO	REFUGEE	[rɛfjuːdʒi]

### 1.1.7 Military Ranks.

MILITARY RANKS.		
SPANISH	ENGLISH	PRONUNCIATION
OFICIAL	OFFICER	[əfɪsə(r)]
GENERAL	GENERAL	[dʒɛnərəl]

<b>MILITARY RANKS.</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
CORONEL	COLONEL	[kœrnel]
TENIENTE CORONEL	LIEUTENANT COLONEL	[liutenant kœrnel]
MAYOR	MAYOR	[meior]
CAPITAN	CAPTAIN	[cæptin]
TENIENTE	LIEUTENANT FIRST.	[liutenant fœrst]
SUBTENIENTE	LIEUTENANT SECOND.	[liutenant sœkond]
CADETE	CADET.	[kadet]
SARGENTO	SERGEANT	[sardʒent]
CABO	CORPORAL	[kœrporəl]
SOLDADO	SOLDIER	[souldʒə(r)]

#### 1.1.8 Specialty.

<b>SPECIALTY</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
EJERCITO	ARMY	[armi]
MARINA	NAVY	[neivi]
FUERZA AEREA	AIR FORCE	[ɛr fœrs]
INFANTES DE MARINA	MARINES	[marin]
ARTILLERIA	ARTILLERY	[artíleri]
INFANTERIA	INFANTRY	[infantri]
INFANTERIA MOTORIZADA	MOTORIZED INFANTRY	[moutoriaizd infantri]
CABALLERIA BLINDADA	ARMORED CALVARY	[armord kælgari]
INGENIERIA	ENGINEERING	[ɛndʒiniriŋ]
COMUNICACIONES	COMMUNICATIONS	[komiunikeiʃənz]
INTELIGENCIA MILITAR	MILITARY INTELLIGENCE	[milítəri intɛlidʒəns]

SPECIALTY		
SPANISH	ENGLISH	PRONUNCIATION
POLICIA MILITAR	MILITARY POLICE	[milítɛri polis]
AVIATION DEL EJERCITO	AVIATION	[eiviei]ðn]
ASUNTOS CIVILES	CIVIL AFFAIRS	[sivil afɛrz]
FINANZAS	FINANCE	[finæns]
OPERACIONES SICOLOGICAS	PSYCHOLOGICAL OPERATIONS	[saikalodzɪkəl Apðrei]ðnz]
COMANDANTE	COMMANDER	[kommændə(r)]
SEGUNDO COMANDANTE	DEPUTY COMMANDER	[dɛpiuti kommændə(r)]
LEADER	LEADER	[lidə(r)]
JEFE	CHIEF	[tʃif]
CARPINTERO	CARPENTER	[karpentə(r)]
COCINERO	COOK	[kuk]
COLEGA	COLLEAGUE	[kalig]
CONDUCTOR	DRIVER	[draivə(r)]
E.O.D.	EXPLOSIVE ORDINANCE DISPOSAL	[ɛksploʊsiv ərdinans dispouzəl]
ELECTRICISTA	ELECTRICIAN	[ɛlectri]ʃan]
ENFERMERO	ORDERLY	[ərdə(r)li]
INGENIERO	ENGINEER	[ɛndʒinir]
MECANICO	MECHANIC	[mikænik]
MEDICO	MEDICAL DOCTOR	[mɛdicəl daktər]
MENSAJERO	MESSENGER	[mɛsɛndʒə(r)]
MESERO	WAITER	[weɪtə(r)]
OFICIAL DE GUARDIA	DUTY OFFICER	[diuti əfisə(r)]
OPERADOR	OPERATOR	[ápereitor]
PANADERO	BAKER	[beɪkə(r)]

<b>SPECIALTY</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
PELUQUERO	BARBER	[barbð(r)]
PILOTO	PILOT	[pailot]
PLOMERO	PLUMBER	[plʌmbð(r)]
RADIO OPERADOR	RADIO OPERATOR	[reidiu o ápereitor]
REPORTERO	JOURNALIST	[dʒœrnalist]
SACERDOTE	PRIEST	[prist]
SECRETARIA	SECRETARY	[sɛkreteri]
SUPERVISOR	SUPERVISOR	[siupœrvaizor]

### 1.1.9 Countries

<b>UNITED NATIONS.</b>	
<b>COUNTRIES PRESENT IN HAITI.</b>	
<b>COUNTRY</b>	<b>GENTILE</b>
Haiti	Haitian
United States of America	American
Guatemala	Guatemalan
Dominican Republic	Dominican
Cuba	Cuban
Caribbean	Caribbean
Panama	Panamanian
Ecuador	Ecuadorian
Peru	Peruvian
Chile	Chilean
Argentina	Argentinean
Uruguay	Uruguayan
Brazil	Brazilian

COUNTRY	GENTILE
France	French
Spain	Spanish
India	India
Sri Lanka	Sri Lankan
Jordan	Jordanian
Pakistan	Pakistani
China	Chinese
Nepal	Nepalese

## 1.2 Military Equipment.

### 1.2.1 Equipment's table.

EQUIPMENT'S TABLE.		
SPANISH	ENGLISH	PRONUNCIATION
ALIMENTADORA	CARTRIDGE BELT	[kartridʒie bɛlt]
AMETRALLADORA	MACHINE GUN	[maʃin gʌn]
ARMA	WEAPON	[wɛpɒn]
BANDERA	FLAG	[flæɡ]
BAYONETA	BAYONET	[beionit]
BINOCULOS	BINOCULARS	[binákylarz]
BOLSA DE DORMIR	SLEEPING BAG	[slipiŋ bæɡ]
BOLSA PERSONAL	BAG	[bæɡ]
BOTAS	BOOTS	[buts]
BRUJULA	COMPASS	[kʌmpas]
CABLE	CABLE	[keɪbl]
CAMA	BED	[bɛd]
CAMELBAG	CAMEL BAG	[cæmelbæɡ]
CAMISETA	T-SHIRT	[t-ʃɜrt]

EQUIPMENT'S TABLE.		
SPANISH	ENGLISH	PRONUNCIATION
CANTIMPLORA	WATER-BOTTLE	[wɛtθ(r) –batl]
CANON	CANNON	[kænon]
CARABINA	CARABINE	[karabin]
CARABINA TRUFLYTE	TRUFLYTE	[truflait]
CARPA	CARP	[karp]
CARRETE DE CABLE	SPOOL OF CABLE	[spul ðv keibl]
CARTA TOPOGRAFICA	MAP	[mæp]
CASCO	HELMET	[hɛlmit]
CHALECO ANTIBALAS	BALLISTIC JACKET	[bælistik dʒækɪt]
CHALECO SALVAVIDAS	LIFE-JACKET	[aɪf-dʒækɪt]
CHOMPA	COAT	[kout]
CINTURON	BELT	[bɛlt]
COBIJAS	BEDCLOTHES	[bɛdklɒθz]
COHETE DE SEÑALES	FLARE	[flɛr]
COLCHON	MATTRESS	[mætrɪs]
CONCERTINAS	CONCERTINAS	[kɒncɔːrtɪnz]
CORREA	BELT	[bɛlt]
CUERDA	ROPE - LINE	[rup – laɪn]
CUERDA SALVAVIDAS	LIFELINE	[laɪlaɪn]
EQUIPO	EQUIPMENT	[ɪkwɪpmənt]
ESCUDO	SHIELD	[ʃiːld]
ESPOSAS	HANDCUFFS	[hændkʌfz]
ESTACA	PEG	[pɛg]
FUSIL	RIFLE	[raɪfl]
G.P.S.	G.P.S.	[g.p.s.]
GENERADOR DE LUZ	ELECTRICAL ENGINE	[ɪlɛktrɪkəl ɛndʒɪn]

EQUIPMENT'S TABLE.		
SPANISH	ENGLISH	PRONUNCIATION
GORRA	JOCKEY	[dʒaki]
HERAMIENTA DE ZAPA	TOOL OF UNDERMINES	[təl əv ʌndə(r)mains]
HERRAMIENTA	TOOL	[təl]
INSIGNIA	BADGE	[bædʒ]
LANZA GRANADAS	GRENADE LAUNCHER	[greneid ləʃ(r)]
LANZA GRANADAS	GRENADE MACHINE GUN	[greneid məʃin gʌn]
LANZADOR MULTIPLE	MULTIPLE LAUNCH	[mʌltipl əʃ(r)]
MACHETE	MACHETE	[mæʃet]
MASCARA ANTIGAS	GAS MASK	[gæs mæsk]
MEDIAS	STOCKINGS	[stakɪŋz]
MEDICINAS	MEDICINE	[medɪsɪn]
MOCHILA	PACK	[pæk]
MORTERO	MORTAR	[mɔrtə]
OBUS	HOWITZER	[həvɪtsə(r)]
PALITROQUE	STICK	[stɪk]
PANTALON	PANT	[pænt]
PANTALONETA	TRUNK	[trʌŋk]
PAÑUELO	HANDKERCHIEF	[hændkærʃɪf]
PAQUETE SANITARIO	FIRST-AID BANDAGE	[fɔrst-aid bændɪdʒ]
PEINILLA	COMB	[kəʊm]
PISTOLA	PISTOL	[pɪstəl]
PLATO BASE	BASEPLATE	[beɪspleɪt]
POLEA	TACKLE-BLOCK	[tækəl-blɒk]
PURIFICADOR DE AGUA	EQUIPMENT FOR WATER PURIFICATION	[ɪkwɪpmənt fɔ wɔtə(r)] pjurɪfɪkəʃ(r)]



EQUIPMENT'S TABLE.		
SPANISH	ENGLISH	PRONUNCIATION
POSTE	POST - POLE	[poust – pou]
RADIO	RADIO	[reidiou]
SPRAY LACRIMOGENO	TEAR SPRAY	[tir spreɪ]
TIENDA DE CAMPAÑA	TENT	[tɛnt]
TIRANTES DE SUSPENDER	SHOULDER STRAP	[ˈʃouldə(r) stræp]
TOLDO	AWNING	[ˈɒniŋ]
TRAJE CAMUFLAGE	CAMOUFLAGE SUIT	[kæmuflaʒ siut]
VAJILLA	SET OF DISHES	[sɛt əv diʃes]
VISORES NOCTURNOS	NIGHT VISION BINOCULARS	[nait viʃən binákylarz]
ZAPATO	SHOE	[ʃu]

### 1.2.2 Combustibles and Lubricants.

COMBUSTIBLES AND LUBRICANTS		
SPANISH	ENGLISH	PRONUNCIATION
ACEITE	OIL	[əɪl]
COMBUSTIBLE	COMBUSTIBLE	[kɒmbiustɪbl]
DETERGENTE	DETERGENT	[dɪtɔːrdʒɛnt]
DIESEL	DIESEL	[ˈdiːsəl]
ETANOL	ETHANOL	[ɛθanol]
GAS	GAS	[gæs]
GAS METANO	GAS METHANE	[gæs mɛθeɪn]
GASOLINA	GASOLINE	[gæsˈlaɪn]
GASOLINERA	GAS STATION	[gæs steɪʃən]
GRASA	GREASE	[greɪs]

COMBUSTIBLES AND LUBRICANTS		
SPANISH	ENGLISH	PRONUNCIATION
LUBRICANTES	LUBRICANTS	[liubrikantz]
PULVERIZADO	POWDERED	[pawdœred]

### 1.2.3 Special Equipment.

SPECIAL EQUIPMENT		
SPANISH	ENGLISH	PRONUNCIATION
ARNES	ARMOR	[armor]
BRAZALETE	BRACELET	[breislit]
CAMILLA	STRETCHER	[strɛtʃ(r)]
CODERA	MOORING HAWSER	[muriŋ hawsə(r)]
EQUIPO DE E.O.D.	E.O.D. EQUIPMENT	[e.o.d. ikwipmɔnt]
EQUIPO MEDICO	MEDICAL EQUIPMENT	[mɛdikəl ikwipmɔnt]
NOEX	UXO (UNEXPLODED)	[wksou ]
PETO	BREASTPLATE	[brɛstpleit]
RELOJ DE PARED	CLOCK	[clack]
RELOJ DE PULSARA	WATCH	[watʃ ]
RODILLERA	KNEECAP	[knicæp]
SONDEADOR	SOUNDER	[saundær]
SUSPENSORIO	SUSPENSORY	[sʌspensari]

### 1.2.4 Ammunition and Explosives.

AMMUNITION AND EXPLOSIVES		
SPANISH	ENGLISH	PRONUNCIATION
ARMERO	GUNSMITH	[gʌnsmiθ]
BARRENO	BORE	[bɔr]

AMMUNITION AND EXPLOSIVES		
SPANISH	ENGLISH	PRONUNCIATION
BOMBA	BOMBING	[bambiŋ]
CABLE DE TROPIEZO	TRIP WIRE	[trip wair]
CAMPO MINADO	MINE FIELD	[main fild]
CALIBRE	CALIBRE	[kælibœr]
CAPSULA	FUSE - CAPSULE	[fiuz – cæpswl]
CARTUCHO	CARTRIDGE	[kartridʒie]
COHETE	ROCKET	[rakit]
DESTRUCCION	DESTRUCTION	[distrʌcʃən]
DETONACION	DETONATION	[detonaiʃən]
EXPLOSION	EXPLOSION	[eksplouʃən]
EXPLOSIVO	EXPLOSIVE	[eksplousiv]
EXPLOSIVO PLASTICO	PLASTIC EXPLOSIVE	[plæstik eksplousiv]
FUEGO	FIRE	[faiðr]
FUEGO A LA CARGA	FIRE IN THE HOLE	[faiðr in ðe hol]
GRANADA DE CAÑON	SHELL	[ʃel]
GRANADA DE FUSIL	SHRAPNEL	[ʃræpnel]
GRANADA DE MANO	GRENADE	[greneid]
GRANADA LACRIMOGENA	TEAR GRENADE	[tlr greneid]
MECHA LENTA	FUSE	[fiuz]
MINA	MINE	Main
MINA ANTIPERSONAL	ANTI-PERSONAL MINE	[ænti-pærsonðl main]
MINA ANTITANQUE	ANTITANK MINE	[æntitank main]
MINA ANTITANQUE CON DISPOSITIVO DE ANTIMANIPULACION	ANTITANK MINE WITH ANTIHANDLING DEVICE	[æntitank main wið æntihandliŋ diveis]

AMMUNITION AND EXPLOSIVES		
SPANISH	ENGLISH	PRONUNCIATION
MINA DIRECCIONAL	DIRECTIONAL MINE	[dɪrɛcʃənəl maɪn]
MINA NO ESPECIFICADA	UNSPECIFIED MINE	[ʌnspeɪfaɪd maɪn]
MISIL	MISSILE	[mɪsɪl]
NUCLEAR, BIOLÓGICO Y QUÍMICO	NUCLEAR, BIOLOGICAL, AND CHEMICAL	[njuːkliə, baɪɒlədʒɪkəl, ænd kɛmɪkəl]
PELIGRO	DANGER	[deɪndʒə(r)]
TNT	TNT	[t n t]
TRAMPA	TRAP	[træp]
TRAMPA CASABOBOS	BOOBY TRAP	[bubi træp]

### 1.2.5 Vehicles

VEHICLES		
SPANISH	ENGLISH	PRONUNCIATION
AMBULANCIA	AMBULANCE	[æmbɪəlɑns]
AVION	PLANE	[pleɪn]
BARCO	FERRY	[fɛri]
BUQUE	SHIP	[ʃɪp]
BUS	BUS	[bʌs]
CABEZAL	TRACTOR TRUCK	[træktə trʌk]
CAMA BAJA	LOW BED	[ləʊ bɛd]
CAMION	TRUCK	[trʌk]
CAMION MEZCLADORA	MIXER	[mɪksə(r)]
CAMIONETA	PICK-UP	[pɪk-ʌp]
CARRO	CAR	[kɑr]

VEHICLES		
SPANISH	ENGLISH	PRONUNCIATION
FRAGATA	FRIGATE	[fraigeit]
FURGONETA	VAN	[væn]
HELICOPTERO	HELICOPTER	[helikaptð(r)]
HUMMER	HUMMER	[hʌmmð(r)]
LANCHA	BOAT	[bout]
MOTOCICLETA	MOTORCYCLE	[moutorsaikl]
TANQUE	TANK	[tænk]
TANQUERO AGUA	WATER TRUCK	[wætð(r) trʌck]
TANQUERO DE COMBUSTIBLE	COMBUSTIBLE TANKER	[kpumbiustibl tænkð(r)]
TREN	TRAIN	[trein]
VEHICULO	VEHICLE	[vihikl]
VEHICULO 4*4	JEEP - FOUR WHEELS	[dʒip - fɔr hwilz]
VEHICULO BLINDADO PARA TRANSPORTE DE PERSONAL	ARMORED PERSONNEL CARRIER (A.P.C.)	[armord pɜ:sðnonel kærið(r)]

### 1.3 Staff.

#### 1.3.1 First Section (S1): Personnel.

FIRST SECTION (S1): PERSONNEL		
SPANISH	ENGLISH	PRONUNCIATION
ACCIDENTE	ACCIDENT; CASUALTY	[æksident; kæʒualti]
AREA DE RECOLECCION DE DETENIDOS	DETAINEE HOLDING AREA	[diteini holdiŋ əria]
ADMINISTRATIVO	ADMINISTRATIVE	[ædmɪnstreitɪv]

FIRST SECTION (S1): PERSONNEL		
SPANISH	ENGLISH	PRONUNCIATION
ALOJAMIENTO	LODGING	[ladʒiŋ]
ANEXO	ANNEX	[anɛks]
APRECIACION	APPRECIATION	[apriʃiaʃən]
AREA DE RECOLECCION DE PRISIONEROS DE GUERRA	PRISONER OF WAR HOLDING AREA	[prizonə(r) ðv wɔr houldiŋ ɛriə]
AREA DE RECOLECCION DE REFUGIADOS	REFUGEE HOLDING AREA	[rɛfiudʒi houldiŋ ɛriə]
BAJA	CASUALTY	[cæʒualti]
BANDOLERO	BANDIT	[bændit]
CADAVER	CORPSE	[kɔrps]
CAPELLAN	PRIEST	[prist]
CIVILES	CIVILIANS	[sivilianz]
CLASIFICACION	CLASIFICATION	[klæsifikeiʃən]
CONTINGENTE	CONTINGENT	[kontindʒənt]
DERECHO INTERNACIONAL DE LOS CONFLICTOS ARMADOS	INTERNATIONAL RIGHT OF THE ARMED CONFLICTS	[intɔrnæʃənəl rait ðv ðe armd kɔnfliktz]
DESCANSO	REST	[rɛst]
DESERTOR	DESERTER	[dizɔrtə(r)]
DISCIPLINA	DISCIPLINE	[disiplin]
DOCUMENTO	DOCUMENT	[dakiumənt]
EFFECTIVOS	TROOPS	[trupz]
FRANCO	LEAVE	[liv]

FIRST SECTION (S1): PERSONNEL		
SPANISH	ENGLISH	PRONUNCIATION
HERIDO EN ACCION	WOUNDED IN ACTION	[waunded in ækʃən]
INFORMACION	INFORMATION	[infəʁmeiʃən]
INFORME	REPORT	[ripəʁt]
LEY Y ORDEN	LAW AND ORDER	[lɔw and əʁder]
MORAL	MORAL	[mɔʁəl]
ORDEN	ORDER	[əʁder]
ORGANIZACIÓN	ORGANIZATION	[əʁganizeiʃən]
PAIS	COUNTRY	[kʌntri]
PERDIDA	LOSS	[lɔs]
PERSONA	PERSON	[pɜ:sən]
PERSONAL	PERSONNEL	[pɜ:sənneɪ]
PERSONAL CIVIL	CIVIL PERSONNEL	[sivil pɜ:sənneɪ]
PERSONAL MILITAR	MILITARY PERSONNEL	[militəri pɜ:sənneɪ]
PRISIONERO	PRISONER	[prizonə(r)]
PROCEDIMIENTO	PROCEDURE	[prɔsidʒur]
PUNTO DE RECOLECCION DE PRISIONEROS DE GUERRA	PRISONER OF WAR COLLECTION POINT	[prizonə(r) əv wəʁ koleɔʃən pɔint ]
RECLUTAMIENTO	RECRUITMENT	[rikrutmənt]
RECOMPENSA	RECOMPENSE	[rɛkɔmpens]
REEMPLAZO	SUBSTITUTIONS	[sʌbstitiuʃənz]
REGISTRO	REGISTRATION	[rɛdʒistreiʃən]
RELEVO	RELIEF	[rilif]
REQUERIMIENTO	REQUIREMENT	[rikwairmənt]
RESERVA	RESERVE	[risəʁv]
RESPONSABILIDAD	RESPONSIBILITY	[rispɔnsibiliti]

<b>FIRST SECTION (S1): PERSONNEL</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
REZAGADO	STRAGGLER	[stræggld(r)]
SANCION	SANCTION	[sænc ðn]
SECCION TRABAJO	LABOUR	[leibor]
SEPULTURA	BURIAL	[bɛriðl]
SERVICIO	SERVICE	[sœvis]
SERVICIO DE CORREO	MAIL SERVICE	[meil sœvis]
SERVICIOS DE PERSONAL	PERSONNEL'S SERVICES	[p3:sðnonɛls sœvisez]
SISTEMA	SYSTEM	[sistem]
TELEGRAMA	TELEGRAM	[tɛlgræm]
TERRORISTA	TERRORIST	[tɛrorist]
TUMBA	GRAVE	[greiv]

**1.3.2 Second Section (S2): Intelligence.**

<b>SECOND SECTION (S2): INTELLIGENCE</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
ACTIVIDAD	ACTIVITY	[æktiviti]
ADiestRAMIENTO	TRAINING	[treiniD]
AGENCIA	AGENCY	[eidʒɛnsi]
AMBIENTE	ENVIRONMENT	[ɛnvaironmðnt]
AMENAZA	THREAT	[θrɛt]
ANALISIS	ANALYSIS	[anælis]
ANTECEDENTES	ANTECEDENT	[ænticident]
ARRESTAR	ARREST	[arɛst]
AVENIDAS DE APROXIMACION	APPROACH'S AVENUE	[aprou s æveniu]



SECOND SECTION (S2): INTELLIGENCE		
SPANISH	ENGLISH	PRONUNCIATION
ASESINATO	ASSASSINATION	[asæsineɪʃən]
BELIGERANTE	BELLIGERENT	[bɪlɪdʒerənt]
BUSCAR	TO LOOK FOR	[tʊ lʊk fɔː]
CALCO	TRAICING	[treɪsɪŋ]
CAMPO DE BATALLA	BATTLEFIELD	[bɒtlfɪld]
CAPACIDADES	CAPABILITIES	[kæpəbɪlɪtɪz]
CASA SEGURA	SAFE HOUSE	[seɪf haʊs]
CICLO	CYCLE	[saɪkl]
CLIMA	WEATHER	[weðə(r)]
COMPOSICION	COMPOSITION	[kəmˌpɒzɪʃən]
COMUNIDAD	COMMUNITY	[kəmiˈjuːnɪti]
CONDICIONES CLIMATOLÓGICAS	CLIMATOLOGICAL CONDITIONS.	[klaɪmətələdʒɪkəl kɒndɪʃənz.]
CONTRAESPIONAJE	COUNTERESPIONAGE	[kaʊntə(r)ɛspɪənədʒ]
CONTRA TERRORISMO	COUNTER TERRORISM	[kaʊntə(r) tɛrɪərɪzəm]
CORREDOR DE MOVILIDAD	MOBILITY'S CORRIDOR	[məʊbɪlɪtɪz kərɪdɔː]
CURSO DE ACCION	ACTION COURSE	[ækʃən kɔːrs]
DIFUSION	DIFFUSION	[dɪfjuːʃən]
DOCTRINA	DOCTRINE	[dɒktrɪn]
EFFECTO	EFFECT	[ɛfɛkt]
EMBOSCADA	AMBUSH	[æmbʊʃ]
ELEMENTOS ESENCIALES DE INFORMACION	ESSENTIAL ELEMENTS FOR INFORMATION	[ɛsɛntɪəl ɛlɪməntz fɔː ɪnfərmɛɪʃən]
ENVENENAMIENTO	POISONING	[pɔɪzənɪŋ]
ESCENARIO	SETTING	[setɪŋ]

SECOND SECTION (S2): INTELLIGENCE		
SPANISH	ENGLISH	PRONUNCIATION
ENLACE	CONNECTION	[kɒnɛkʃən]
ESCONDITE DE ABASTECIMIENTOS	SUPPLY CACHE	[sʌplai kæʃ]
ESCONDITE DE MUNICION	AMMUNITION CACHE	[æmyunʃən kæʃ]
ESPIA	SPY	[Spai]
EXTORCION	EXTORTION	[ɛkstɔːʃən]
EVENTO	EVENT	[ivɛnt]
FUENTE	SOURCE	[sɔːrs]
FUNCION	FUNCTION	[fʌnʃən]
HOSTIL	HOSTILE	[hastil]
IMAGEN	IMAGEN	[imidʒ]
INDICIO	INDICATION	[ɪndiːʃən]
INFORMACION	INFORMATION	[ɪnfəˈmeɪʃən]
INFORMACION SUMARIA	INFORMATION SUMMARY	[ɪnfəˈmeɪʃən sʌməri]
INTELIGENCIA	INTELLIGENCE	[ɪntɛlɪdʒəns]
INTERCEPTACION DE GUERRA ELECTRONICA	ELECTRONIC WARFARE INTERCEPT	[ɪlɛktrɒnɪk wɔːfɛr ɪntɔːsɛpt]
LIMITES	LIMITS	[lɪmɪts]
LINEA DE VISTA	LINE OF SIGHT	[laɪn əv saɪt]
MATRIZ	MATRIX	[meɪtrɪks]
MODELO	MODEL	[mɒdəl]
MUERTE	MURDER	[mɜːdə(r)]
OBJETIVO DE ALTO VALOR	HIGH VALUE TARGET	[haɪ vælyu tɑːɡɪt]
OBSTACULOS	OBSTACLES	[əbstækls]

SECOND SECTION (S2): INTELLIGENCE		
SPANISH	ENGLISH	PRONUNCIATION
OPONENTE	OPPONENT	[opouneɪnt]
PLANTILLA	TEMPLATE	[tɛmpleɪt]
PLAZO	TIME	[taɪm]
POBLACION	POPULATION	[papiulei]ðn]
POSIBILIDADES	POSSIBILITIES	[pasibilitis]
PRECIPITACION	PRECIPITATION	[presipitei]ðn]
PROPAGANDA CASA A CASA	HOUSE TO HOUSE PROPAGANDA	[haus tð haus prapagænda]
PUEBLO	TOWN	[taun]
RADAR	RADAR	[reidar]
RECONOCIMIENTO	RECOGNITION	[rɛcogni]ðn]
REFUERZO	REINFORCEMENT	[riinfðrsmðnt]
REFERENCIA GEOGRAFICA	GEOGRAPHIC REFERENCE	[dʒiogræfik rɛfərəns]
REQUERIMIENTOS DE INFORMACION DE LAS FUERZAS	FORCES INFORMATION REQUIREMENTS	[fðrses infðrmei]ðn rikwairmənts]
RESUMEN PERIODICO DE INFORMACION	PERIODIC INFORMATION SUMMARY	[piriadik infðrmei]ðn sʌməri]
SAQUEO	FORAGING	[fəridʒiŋ]
SECUESTRO	KIDNAPPING	[kidnæpiŋ]
SEGURIDAD DE COMUNICACIONES	COMMUNICATIO SECURITY	[komiunikei]ðnz sikiúriti]
SEGURIDAD DE INFORMACION	INFORMATION SECURITY	[infðrmei]ðnz sikiúriti]
SOSPECHOSO	SUSPECT	[sʌspɛkt]

<b>SECOND SECTION (S2): INTELLIGENCE</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
SEGURIDAD DE OPERACIONES	OPERATIONS SECURITY	[Apðrei ðns sikiúriti]
TACTICA	TACTICS	[tæctiks]
TECNICA	TECHNIQUE	[tɛknik]
TEMPERATURA	TEMPERATURE	[tɛmpɔra ur]
TERRENO	LAND	[lænd]
TESTIGO	WITNESS	[wɪtnɪs]
TIRADOR	SNIPING	[snaɪpɪŋ]
UBICACIÓN	LOCATION, POSITION	[lokei ðn, pozi ðn]
URGENTE	URGENT	[œrdʒɛnt]
VANDALISMO	VANDALISM	[vændəlɪzɪm]
VIENTO	WIND	[wɪnd]
VISIBILIDAD	VISIBILITY	[vɪzɪbɪlɪti]
VULNERABILIDAD	VULNERABILITY	[vʌlnɛrɪbɪlɪti]

### 1.3.3 Third Section (S3): Operations.

<b>THIRD SECTION (S3): OPERATIONS</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
APROBACION	APPROVAL	[ðpruvəl]
ASISTENCIA TECNICA	TECHNICAL ATTENDANCE	[tɛknɪkəl atɛndəns]
CARTA DE SITUACION	SITUATION MAP	[sɪtjʊei ðn mæp]
COMPARACION	COMPARISON	[kɒmpəri ðn]
COMUNICACIONES TACTICAS SATELITALES	TACTICAL SATELLITE COMMUNICATIONS	[tæktɪkəl sətɛləɪt komiunikei ðns]
CONCEPTO	CONCEPT	[kɒnsɛpt]

THIRD SECTION (S3): OPERATIONS		
SPANISH	ENGLISH	PRONUNCIATION
CONDUCCION	LEADING	[liidiŋ]
DESARROLLO	DEVELOPMENT	[divelɒpmənt]
DESVENTAJA	DISADVANTAGE	[disædvæntidʒ]
EJECUCION	EXECUTION	[eksikiuʃən]
EMPLEO	EMPLOYMENT	[ɛmplɔimənt]
ESTACION DE TRANSMISION INALAMBRICA	RADIO WIRELESS STATION	[reidiu wairlis steiʃən]
ESTACION DE RETRANSMISION DE RADIO	RADIO RETRANSMISSION STATION	[reidiu ritrænsmiʃən steiʃən]
FACTIBILIDAD	FEASIBILITY	[fisibiliti]
FORTIFICACION	FORTIFICATION	[fɔrtifikeiʃən]
GUIA	GUIDE	[gaid]
GUERRA NO CONVENCIONAL	UNCONVENTIONAL WARFARE	[ʌnkonvenʃənəl wɔrfɛr]
INFORME DE SITUACION	SITUATION REPORT	[sitjueiʃən ripɔrt]
INSTRUCCIÓN	TRAINING	[treiniŋ]
INSTRUCCIONES DE OPERACIÓN DE SEÑALES	SIGNAL OPERATING INSTRUCTIONS	[signəl Apəreitiŋ instrʌkʃənz]
LIMITACION	LIMITATION	[limiteiʃən]
LINEAS DE COMUNICACIÓN	LINES OF COMMUNICATION	[lains əv komiunikeiʃən]
MANDO	COMMAND	[komænd]
OPERACIONES	OPERATIONS	[Apəreiʃənz]

<b>THIRD SECTION (S3): OPERATIONS</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
ORDEN DE OPERACIONES	OPERATION ORDER	[Apðrei ðn ðrdð(r)]
ORDEN PREPARATORIA	WARNING ORDER	[wðrniD ðrdð(r)]
PLAN DE OPERACIONES	OPERATION PLAN	[Apðrei ðn plæn]
PROCEDIMIENTOS OPERATIVOS NORMALES	STANDARD OPERATING PROCEDURES	[stændærd ApðreitiD prosidʒurz]
RECONOCIMIENTO TECNICO	TECHNICAL RECOGNITION	[tɛknikəl rekogni ðn]
RIESGO	RISK	[risk]
SINCRONIZACION	SYNCHRONIZATION	[sinDkronizei ðn]
SUPERVIVENCIA	SURVIVAL	[sœrvaivðl]
TAREA	TASK	[tæsk]
TRABAJO	WORK	[wœrk]
VENTAJA	ADVANTAGE	[ædvæntidʒ]

#### 1.3.4 Forth Section (S4): Logistics.

<b>FORTH SECTION (S4): LOGISTICS</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
ABASTECIMIENTO	SUPPLY	[sʌplai]
ALMACENAMIENTO	STORAGE	[stɔridʒ]
APOYO ADMINISTRATIVO	ADMINISTRATIVE SUPPORT	[ædministrativ sʌpɔrt]
BASE LOGISTICA	LOG BASE	[lɔg beis]
CAUSA	CAUSE	[kɔs]

FORTH SECTION (S4): LOGISTICS		
SPANISH	ENGLISH	PRONUNCIATION
CICLO IRREGULAR	REGULAR CYCLE	[rɛgular saɪkl]
CIRCULACION	CIRCULATION	[sɔəriulei]ðn]
CONSUMO	CONSUMPTION	[kɒnsʌmp]ðn]
DEPOSITO	DEPOT	[dɪpɒt]
DESPLAZAMIENTO	DISPLACEMENT	[dɪspleɪsmənt]
ENTREGA	DELIVERY	[dɪlɪvəri]
EVACUACION	EVACUATION	[ɪvækjuə]ðn]
EVACUACION MEDICA	MEDICAL EVACUATION	[mɛdɪkəl ɪvækjuə]ðn]
EXISTENCIA	IN STOCK	[ɪn stɒk]
FECHA DE SUMINISTRO	DATE OF SUPPLY	[deɪt əv sʌplai]
HOSPITAL DE CAMPO	FIELD HOSPITAL	[fɪld hɒspɪtəl]
HOSPITALIZACION	HOSPITALIZATION	[hɒspɪtəlaɪzə]ðn]
INSPECCION	INSPECTION	[ɪnspek]ðn]
INTENDENCIA	INTENDANCY	[ɪntɛndənsɪ]
INTERCAMBIO	EXCHANGE	[ɛksʃeɪndʒ]
LOGISTICA	LOGISTICS	[lɒdʒɪstɪks]
MANTENIMIENTO	MAINTENANCE	[meɪntənəns]
NECESIDAD	NECESSITY	[nɪsɛsɪti]
NIVEL	LEVEL	[lɛvəl]
PUESTO DE CONTROL DE TRAFICO	TRAFFIC CONTROL POST	[træfɪk kɒntrɒl pəʊst]
PUNTO DE RECOLECCION DE MANTENIMIENTO	MAINTENANCE COLLECTION POINT	[meɪntɛnəns kɒlək]ðn pɔɪnt]
REFUGIO	SHELTER	[ʃeltə(r)]
RUTA	ROAD	[rəʊd]

<b>FORTH SECTION (S4): LOGISTICS</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
TRAFICO ALTERNO	ALTERNATING TRAFFIC	[æltœrneiti] træfik]
TRAFICO EN DOS DIRECCIONES	TWO-WAY TRAFFIC	[tθ wei træfik]
TRAFICO EN UNA DIRECCION	ONE-WAY TRAFFIC	[wʌn wei træfik]
TRANSITO	TRANSIT	[trænsit]
TRANSPORTE	TRANSPORT	[trænspɔrt]
TRANSPORTE AEREO	TRANSPORT AIR	[trænspɔrt ɛr]
VIA PRINCIPAL DE ABASTECIMEINTOS	MAIN SUPPLY ROUTE	[mein sʌply rut]
VIA SECUNDARIA DE ABASTECIMIENTOS	ALTERNATE SUPPLY ROUTE	[æltœrneit sʌplai rut]

## 2. During the Works.

### 2.1 Technical Vocabulary of Engineering.

#### 2.1.1 Vocabulary in Horizontal buildings.

<b>VOCABULARY IN HORIZONTAL BUILDINGS</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
ACCESO	ACCESS	[ækɛs]
AEROPUERTO	AIRPORT	[ɛrpɔrt]
ALCANTARILLA	SEWER	[siuð(r)]
APOYO	SUPPORT	[sʌpɔrt]
ARREGLO	ARRANGEMENT	[areindʒmɔnt]
ASFALTO	ASPHALT	[æsfɔlt]
BASURA	GARBAGE	[garbidʒ]
BASUSERO	LANDFILL	[lændfil]



VOCABULARY IN HORIZONTAL BUILDINGS		
SPANISH	ENGLISH	PRONUNCIATION
BERMAS	BERMS	[bɛrmz]
CAMPAMENTO	CAMP, CAMPSITE	[cæmp, cæmpsait]
CANAL DE ALCANTARILLADO	DRAINAGE GUTTERS	[dreinidʒ gʌtə(r)s]
COLOCACION DE ARENA	GRAVELING	[græveliŋ]
CONSTRUCCION	CONSTRUCTION	[kɒnstrʌkʃən]
ESTRIBO	STIRRUP	[stɪrʌp]
ESTRUCTURA	STRUCTURE	[strʌktʃər]
ESTUDIO TOPOGRAFICO	TOPOGRAPHICAL STUDY	[təpɒgræfɪkəl stʌdi]
MANTENIMIENTO	MAINTENANCE	[meɪntenəns]
MEJORAMIENTO	IMPROVEMENT	[ɪmpruvmənt]
NIVELACION	LEVELING	[ˈlɛveliŋ]
PINTAR	PAINT	[peɪnt]
PLATAFORMA	PLATFORM	[plætəfɔrm]
PLAZA	SQUARE	[skwɛr]
PROYECTO	PROJECT	[prɒdʒɛkt]
PUERTO	HARBOR	[hɑrbə]
RAMPA	RAMP	[ræmp]
RECONOCIMIENTO	RECOGNITION	rekɒgnɪʃən
RELLENO	FILLING	[ˈfɪliŋ]
REPARACION	REPAIRMENT	[rɪˈpeəri]mənt]
REFUGIO SUBTERRANEO	UNDERGROUND SHELTER	[ʌndə(r)graʊnd ʃeltə(r)]
REFUGIO SUPERFICIAL	SURFACE SHELTER	[sɜːfɪs ʃeltə(r)]
TOPOGRAFO	TOPOGRAPHER	[təpɒgræfə(r)]

VOCABULARY IN HORIZONTAL BUILDINGS		
SPANISH	ENGLISH	PRONUNCIATION
VILLA	VILLAGE	[vɪlɪdʒ]

### 2.1.2 Campsites.

CAMPSITES		
SPANISH	ENGLISH	PRONUNCIATION
INSTALACION	FACILITIES	[fæsɪlɪtɪs]
ASTA DE BANDERA	FLAGSTAFF	[flægstæf]
BANDERA	FLAG	[flæɡ]
BAÑOS	BATHROOMS	[bæθrʊmz]
BARRACAS, CUARTEL	BARRACKS	[bærækz]
BODEGA	STOREROOM	[stɔrərʊm]
CENTRAL DE RADIO	RADIO'S CENTRAL	[reɪdɪʊs sɛntrəl]
COMEDOR	DINING ROOM	[daɪnɪŋ rʊm]
CONTENEDOR	CONTAINER	[kɒnteɪnə(r)]
DEPOSITO	WAREHOUSE	[wɛrhaʊs]
ENTRADA	ENTRANCE	[ɛntræns]
ENTRADA	DOORWAY, GATEWAY	[dɔrweɪ, geɪteweɪ]
ESTACIONAMIENTO	PARKING	[pɑrkɪŋ]
ESTADIO	STADIUM	[steɪdɪʌm]
GIMNASIO	GYM	[dʒɪm]
HELIPUERTO	HELIPAD	[helɪpæd]
HOSPITAL	INFIRMARY	[ɪnfɔrməri]
LAVANDERIA	LAUNDRY	[lɔndri]
MECANICA	MECHANIC	[mɪkænɪk]
OFICINA	OFFICE	[ɒfɪs]
PUERTA	DOOR	[dɔr]

<b>CAMPSITES</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
REFUGIO	SHELTER	[ˈɛltə(r)]
SALA DE ESPERA	WAITING ROOM	[weitiŋ rum]
SALA DE INTERNET	INTERNET ROOM	[intəɹnit rum]
SALA DE VIDEO	VIDEO ROOM	[vidiəu rum]
TALLER	SHOP	[ˈʃɑp]

## 2.2 Engineering's Machines.

### 2.2.1 Machines.

<b>MACHINES</b>		
<b>SPANISH</b>	<b>ENGLISH</b>	<b>PRONUNCIATION</b>
CARGADORA	PAYLOADER	[peiləʊdə(r)]
EXCAVADORA	EXCAVATOR	[ɛkskəveɪtə(r)]
GALLINETA	BACKHOLE	[bækhoʊl]
GRUA	CRANE	[kreɪn]
MARTILLO HIDRAULICO	PNEUMATIC DRILL	[niʊmətik dri:l]
MONTACARGAS	FORK-LIFT	[fɔrk-lɪft]
MOTONIVELADORA	MOTO GRADER	[məʊto greɪdər]
PEQUEÑO GIGANTE	BOBCAT	[bɒbkæt]
PLANTA DE ASFALTOS	ASPHALT PLANT	[æsfɔlt plænt]
RODILLO	ROLLER	[rəʊlə(r)]
RODILLO NEUMATICO	PNEUMATIC ROLLER	[niʊmətik rəʊlə(r)]
RODILLO TANDEM	TANDEM ROLLER	[tændəm rəʊlə(r)]
TRACTOR	BULLDOZER	[bʊldəʊzə(r)]
TRITURADORA	CRUSHER	[krʌʃə(r)]

## 2.2.2 Parts.

PARTS AND PIECES		
SPANISH	ENGLISH	PRONUNCIATION
ABRAZADERA	BRACE	[breis]
ALTERNADOR	ALTERNATOR	[æltœrneitor]
AMORTIGUADOR	SHOCK-ABSORBER	[ʃak-æbsðrbð(r)]
ARO	RING	[riŋ]
BANDA	BAND	[bænd]
BATERIA	BATTERY	[bætœri]
BOMBILLO	BULB	[bʌlb]
CRUCETA	CROSS-PIECE	[krʌs-pis]
CUCHILLA	CUTTING	[cʌtiŋ]
DISCO	DISK	[disk]
EMBRAGUE	CLUTCH	[clʌtʃ]
FARO	HEADLIGHT	[hedlait]
FILTRO	FILTER	[filtð(r)]
FOCO	BULB	[bʌlb]
FUSIBLE	FLASHBULB - FUSE	[flæʃbʌlb]; [fiuz]
LLANTA	WHEEL	[hwil]
MANGUERA	HOSE	[houz]
PERNO	BOLT	[bould]
PIEZAS	PIECE	[pis]
PIEZAS DE REPUESTO	SPARE	[spœr]
REPUESTOS	PARTS	[partz]
RESORTE	SPRING	[sprin]
RODILLO	ROLLER	[roulð(r)]
RUEDA	WHEEL	[hwil]
RUEDA MOTRIZ	DRIVE WHEEL	[draiv hwil]
TORNILLO	SCREW	[skru]

PARTS AND PIECES		
SPANISH	ENGLISH	PRONUNCIATION
TUERCA	NUT	[nʌt]

### 3. With other Contingents.

#### 3.1 About Haiti.

##### Haiti.

Haiti is formed by two peninsulas separated by the Gulf of the Gonave. The two thirds of the country are mountainous. Most of the valleys are small. The highest bench



mark is the Pic La Selle that rises up to 2.680 m on the level of the sea. In their biggest part the costs are high and very uneven, being formed this way numerous natural ports. The abundant quick and not capable rivers, short, for the sailing have their sources in the mountains. The longest river, the Artibonite, is navigable in its biggest part. The country also bill with some important lakes.

Haiti has a tropical climate. The temperature along the coast is yearly of 26,7 °C of average. In the mountains, the temperature is quite fresher. The station of the rains takes place of April to June and of October to November.

Haiti is the nation most impoverished economically of Western Hemisphere; and, as a consequence of this, Haiti has it many environmental problems.

Near 95% of the population from Haiti it is descending of black African slaves; the rest is mulatto descending of African and French. According to the Constitution of 1987, French and Haitian Creole are the official languages. The main religion is the Catholic; however, many Haitians practice a well-known form of animism as voodoo.

### **Inside Headquarters.**

Mainly in Port au Prince, the personnel visit the United Nation Headquarters where work Administration Department and Military Staff of MINUSTAH. Headquarter is located in Christopher Hotel in the best neighbor of Port au Prince.



The building has two parts differenced clearly. The first floors are Military Staff's Offices whereas the last ones are Administrative Department Offices.

Military personnel must have a special behavior because this is the place where more people of United Nation work and an error is very criticized.

The personnel will have to employ all courtesy norms so:

- To salute when the personnel enter to some office.
- To introduce oneself when he need to talk with anyone.
- Say Sir, when the person has a bigger rank
- To maintain a good behavior when the person is hearing something.
- When the person needs information, he must go to the information office.

## **3.2 Introducing a person.**

### **3.2.1 Self Introduction**

#### **Dialog**

**Ecuadorian:** Hello, I am Sergeant Carlos Cabezas.

**Jordanian:** Hello, I am Sergeant Mijeel.

**Ecuadorian:** I am from Ecuador.

**Jordanian:** Oh. I am from Jordan.

**Ecuadorian:** Glad to meet you.

**Jordanian:** Glad to meet you, too.

**Ecuadorian:** I am serving in Ecuadorian Contingent.

**Jordanian:** Very well. I am serving in Force Police Unit of United Nations.

**Ecuadorian:** I am working in your campsite in this moment.



**Jordanian:** I know that. I saw you yesterday.

**Ecuadorian:** Ok, bye.

**Jordanian:** Ok, see you later.

### 3.2.2 Introducing a friend or mate

Many times the personnel must introduce another person during their works or daily activities. In this case, Capt. Mosquera introduces Lieutenant Lopez to your colleges.

#### Dialog

**Captain Mosquera:** Good Morning, It's a pleasure for me introduce you to Lieutenant Lopez, he is Personnel Officer of the Engineering Company.

**Mayor Smith:** Good morning. Glad to meet you Lieutenant Lopez. I am Mayor Smith Intelligence Officer of the Headquarters.

**Lieutenant Lopez:** Good morning, Sir. Glad to meet you.



**Captain Mosquera:** Lieutenant arrived from Bogota yesterday. In this moment, he is raising their functions on the company.

**Mayor Smith:** Oh, I suppose that you are very busy because we passed for this.

**Lieutenant Lopez:** Yes, Sir. But I am accustoming myself.

**Captain Mosquera:** It's very good. Good bye Sir.

**Mayor Smith:** Bye.

**Lieutenant Lopez:** Good bye, Sir.

### 3.3 Interchanging customs.

#### 3.3.1 Speaking about our country.

This is a point very important during the mission because we need to consider that each soldier belonging to Ecuadorian Contingent is an ambassador of our country during the mission time. This situation is caused by the relationship with other contingents during the works where the personnel talk with other people about Ecuador, its people, its customs, etc; but, if the Ecuadorian personnel is not ready for this situation they will made some errors and they can express things that are not, inclusively.



#### Dialog

**Corporal Diaz:** I am Ecuadorian. Do you know anything about my country?

**Soldier Mojameth:** Really, No. Tell me something about your country.



**Corporal Diaz:** Well. Ecuador is a country located in South America between Peru and Colombia. Ecuador is first banana's exporter of the World. On the other hand, my country is great petroleum's exporter. We speak Spanish Language. Now, you talk me about your country.

**Soldier Mojameth:** Ok. I am from Jordan. Official name of our country is al-Mamlakah al-Urdunniyah al-Hashimiyah that is meaning Hashimi Jordan Kingdom This is a great country located in Asia, in Middle East exactly. Our neighbors are Syria, Arabia, Iraq and Israel. We are great petroleum's exporter, too. We speak Arabic Language in my country. Our climate is variable but hot generally because we are in the desert.

**Corporal Diaz:** In my country, we have many climates because we have four natural regions with eternal snow and jungle. For many people, my country is a great country to know. The capital is Quito; a colonial city located in Andes Cordillera.

**Soldier Mojameth:** What is a cordillera?

**Corporal Diaz:** cordillera is a mountain range.

**Soldier Mojameth:** oh, I understand. In my country, we have oasis where the people enjoy with natural water fountain.

**Corporal Diaz:** Speak about your country was very exciting, other time we will do again.

**Soldier Mojameth:** Ok, I want to know about your country, too. Good bye.

**Corporal Diaz:** Bye, my friend.

#### **4. Going Shopping.**

##### **4.1 In a Store.**

The personnel have many personal necessities during the mission time and to satisfy these ones, they need to go to a market or a store depending of the city and the time.

A Department Store is a place where there are many stores and the people can buy many things that they need.

### **The department stores**

These are stores of great size that sell all type of consumption products. This type of establishments exists in all the big cities of the world and in them it usually has more than 100 different departments, in each one of which



different types of products are sold. Besides offering a great variety of products in an only store, the department stores offer a wide range of services, like it is the delivery to home or by mail, concession of credits, often emitting their own credit cards.

The organization of a great warehouse is complex due to the quantity of products and services that they offer. Generally, the command of the center carries out it five departments: the department of suppliers that takes charge of to buy and to fix the price of the products; the department of promotion of sales that controls the publicity, the public relationships and other aspects related with the image of the company; the department of personal that is in charge of of the formation and the control of the employees; the department of service to the client that takes charge of assisting the public, to control the post-sale services, the shipment to home, the marketing and the good state of the products, and the financial and countable department that it takes the accounting, the credits to clients, the control of expenses and all the related with the financial and budgetary aspects of the company. Each one of these five departments has multiple sub-departments. The executives or the directors of each department respond of the good operation to the General Director.

### **Dialog**

**Carlos:** Hello, Marco. How are you?

**Marco:** So, so.

**Carlos:** Why?

**Marco:** Because I need to buy some articles an I don't know where I can do.

**Carlos:** It's not problem because you can go to Delimart.

**Marco:** What is Delimar?

**Carlos:** Delimar is the biggest Department Stores of Port au Prince. In this place, you can obtain the thing that you need. What things do you need to buy?

**Marco:** Well, I need to buy razors, deodorants and detergent. I lost my sport shoes and need to buy new ones.

**Carlos:** You can obtain all things in Delimart.

## 4.2 Paying a bill.

### Credit card

This is a card that gives right to buy goods and services to credit in certain establishments. They are emitted by companies like oil companies, retailers, commercial chains, restaurants, hotels, airlines, agencies of rent of cars and banks. Some credit cards are only good for a certain company, but others have a generic



use, and they can be used for a great variety of commercial activities. Examples of these last ones are the credit cards that emit the banks in Europe, and that they are much diffused. The big establishments usually accept always this type of cards; you have ended up speculating, even, with which in the future it will no longer be necessary to use money cash.

When someone pays himself with a credit card, the salesperson takes the buyer's name and of his bill number, as well as of the worn-out quantity, and next he proceeds to communicate it to the office in charge of the payments. Every so often, usually every month, this office sends to the fork of the card a voucher of all the expenses, demanding him cash the payment or to terms, while the office pays to the salesperson directly.

Almost the whole work related with the operations carried out by means of credit cards is computerized. Sometimes, the proprietor of a card pays directly the made expense,

but other times it is the own establishment that accepts them the one that supports the financial load of the credit. In this case, the cost will be included in the price of sale of the much acquired one by the proprietor of the credit card. The originators of credit cards usually charge interests to the proprietors if these they don't pay the invoices after one month.

## 5. On Vacations.

### At the Airport.

#### 5.1.1 Buying a ticket.



When a person needs to buy an airplane ticket, there some methods that you can use so you can go to a travel agency, to the airplane when you buy the ticket in the companies' counters; and, you can buy the ticket in internet.

#### Dialog

**Travel agent:** Can I help you?

**Rodrigo:** Yes, I want to buy a ticket to Miami.

**Travel agent:** I must remember you that you need visa to go to Miami. Do you have visa to USA?

**Rodrigo:** Yes, this is my passport with the visa.

**Travel agent:** Ok, In what date do you want to travel?

**Rodrigo:** August 16<sup>th</sup>.

**Travel agent:** There aren't flights to Miami on August 16<sup>th</sup>. The flights to Miami are Mondays and Thursdays. Would you like Monday 15<sup>th</sup>?

**Rodrigo:** No, I prefer Thursday 18<sup>th</sup>.

**Travel agent:** In what company do you prefer American Airlines or Copa Airlines?

**Rodrigo:** I prefer American.

**Travel agent:** There are two flights: 11 am and 2 pm. What do you prefer?

**Rodrigo:** 11 a.m., please.

**Travel agent:** How many persons are?

**Rodrigo:** Only me.

**Travel agent:** What is your name?

**Rodrigo:** Rodrigo Santillan.

**Travel agent:** Ok. A ticket Port au Prince-Miami August 18<sup>th</sup>. To Rodrigo Santillan. Please, Review the ticket.

**Rodrigo:** It's correct.

**Travel agent:** It is two hundred fifty six dollars and fifty cents.

**Rodrigo:** Ok. Thanks.

### 5.1.2 Going aboard on the airplane.

#### Dialog

**Rodrigo:** This is the Pass on board.

**Counter person:** Ok, Your flight leave in thirty minutes.

**Speakers' woman:** The passengers of flight 256 of American Airlines please aboard by Gate Fifteen.

**Rodrigo:** This is my flight, Where is Gate 15?

**Salesman:** By that door.

**Rodrigo:** This is my Pass on Board.

**Flight Assistant 1:** Ok, please by that gate.



**Rodrigo:** Ok, thanks.

**Flight assistant 2:** Please your pass on board?

**Rodrigo:** Yes, this is.

**Flight assistant 2:** Ok, your seat is number A32. It is in middle of the plane.

You an see the seats' numbers on them.

**Rodrigo:** Ok, than you.

## 5.2 In a bus station.

### 5.2.1 Buying a ticket.

#### Dialog

**Santiago:** Good morning, Ma'am. I want to buy a ticket to go to Santo Domingo.

**Saleswoman:** Good morning. The buses to Santo Domingo leave at 10 am and 1 pm everyday.



**Santiago:** Well. I want a ticket for Wednesday.

**Saleswoman:** We have two kinds of buses. The first one has fewer seats but have more space between seats. This is more expensive and it leaves at 10 am. The second one is less comfortable and it leaves at 1 pm.

**Santiago:** What are the costs?

**Saleswoman:** First one costs fifty dollars and second one costs thirty dollars.

**Santiago:** I prefer that to suffer the money and not the person. I want a ticket to the bus at 10 am. Please.

**Saleswoman:** Ok, this is the ticket. You must be here thirty minutes before of the departure's hour to check the ticket.

**Santiago:** Ok, thank you.

## 5.2.2 Arriving in the destination.

### Dialog

**Santiago:** Please, I want to disembark myself in the Cristóbal Colón Avenue.

**Assistant:** Yes, Sir. I will warn you when we are very close. Don't worry.

**Santiago:** Thank you.

**Assistant:** Mister, this is Cristóbal Colón Avenue.

**Santiago:** Ok. Where is the stop?

**Assistant:** In the next corner.

**Santiago:** Well.

**Assistant:** Sir, I need your baggage tickets.

**Santiago:** These are.

**Assistant:** What is your baggage?

**Santiago:** I have four suitcases. The black one is mine. The green, the white and the red ones are mine, too.

**Assistant:** Yes, the numbers are correct.

**Santiago:** Thank you, a good trip.

**Assistant:** thank you, Sir

## 5.3 Money.

### 5.3.1 Using international agencies.

#### Western Union Money

#### Transfer

When you need to send money quickly, appeal to the convenient service of money's remittance of Western Union



Money in Minutes (it requires of approval and it is subject to the schedule of attention to the public of the town of the addressee's Agent). Independently of the service for the money's remittance that uses, will discover that all they are

reliable, easy to use and rapid, that will make that as much you as the addressee can be calm.

On-line services: Send Money in Minutes to Agent's town, or, with our comfortable direct service to the Bank, send money in general to the addressee's bank bill that gathers the requirements, in five (5) skilled days.

Towns of Agent: Use money cash and send money to more than 245 thousand towns of Western Unión's Agent in more than 200 countries and territories from all over the world. Agent's towns offer the services of Money's remittance in minutes and direct to the bank. With such an extensive representation, insurance will find near Agent's town to you.

**5.3.2 Traveler's checks.**

It is a check to the payee that provides him security when traveling; there is not risk of taking money cash.



**Characteristic:**

The liberated entity is usually from grateful solvency to world level.

- The amount is pre- impressed.
- It is obligatory the signature in the moment of the emission, as well as sign in the payer's presence again, when he/she is carried out their collection.

**Benefits**

- The charges are not taken to the moment of the reception of the remittance, but until their use to a preferential exchange rate
- They provide an insurance against robbery or misleading and international service of refund.
- They are accepted in thousands of establishments and affiliated bank branches to the system in more than 160 countries.
- You can change cash for money in the Banks.



- It is the surest form of taking money.
- In the event of misleading the checks are reimbursable in hours.
- Available denominations:
  - USD: 10, 20, 50, 100 and 1000.
  - EURUS: 50, 100 and 200.
- Service of Attendance on the part of the originator the 24 Hrs of the day the 365 days of the year.
- Negotiable in the entire world when the signature and against signature they are identical and they are always to the order.

**Where do I acquire them?**

Traveler's Checks are acquired in any issuing bank after having signed the corresponding contract.



**Rates**

At the moment you don't charge any commission for the acquisition of this product

The service that offers him is directed to those executives that constantly travel to the foreigner and that they require a sure, simple and comfortable handling in the administration's allowance through a contract between the issuing bank and the client.

**Requirements**

- To be client of the issuing bank.
- To have a bill of checks in national currency
- To fulfill the rules of the client's knowledge.

**5.4 In a hotel.**

**5.4.1 At the reception.**

**Dialog**

**Receptionist:** Good morning, Sir. Can I help you?

**Sebastian:** Good morning. I have a reservation in this hotel.

**Receptionist:** What is your name?

**Sebastian:** Sebastian Moyano.

**Receptionist:** A moment, please. Yes, Sir. You have a reservation for two persons. I need your passport.

**Sebastian:** It is here.

**Receptionist:** How many days will you stay here?

**Sebastian:** Five days.

**Receptionist:** In your plan, you pay in system All Inclusive. You and your mate need to use these bracelets. When you go to any facility, you show this bracelet and you don't pay anything.

**Sebastian:** Thank you.

**Receptionist:** In your room, you have some brochures where you can obtain information about the hotel, the facilities and some special programs and trips that you can enjoy. If you have any question, you can call me. Mr. Moyano, I need your sign here, please.

**Sebastian:** Ok, of course.

**Receptionist:** It is your key. This is a magnetic key. You introduce it in the lock and the computer system recognizes it then the door is opened. Is this your baggage?

**Sebastian:** Yes, this is.

**Receptionist:** Ok, the bellboy leads you to your room. Welcome to this hotel Sir.



#### 5.4.2 In the restaurant.

**Dialog:**

**Sebastian:** Good afternoon.



**Waitress:** Good afternoon sir. Can I help you?

**Sebastian:** We want a table.

**Waitress:** Over here please.

**Sebastian:** Does this restaurant have a buffet?

**Waitress:** Yes, sir. You can take what you

want.

**Sebastian:** Ok. Clara lets go.

**Clara:** There is Mexican food today.

**Sebastian:** What do you want?

**Clara:** I don't know. All the food seems delicious.

**Cooker:** What do you want?

**Clara:** Ok, I want three tacos. I want a soup.

**Cooker:** This is very delicious. This is the special soup.

**Waitress:** What do you drink?

**Clara:** I want a soda.

**Waitress:** Coca or Fanta?

**Clara:** Fanta, please.

**Waitress:** This is your soda, madam.

**Clara:** thank you.

## 5.5 Visiting places.

### 5.5.1 Taking a taxi.

**Dialog:**

**Taxi's driver:** Good morning.

Where do you want to go?

**Pablo:** I want to go to Cathedral of Santo Domingo.

**Taxi's driver:** Ok, Sir. Are you a



tourist?

**Pablo:** Yes, does my accent accuse me?

**Taxi's driver:** yes, in Dominican Republic, we have many tourists.

**Pablo:** Yes, I am from Ecuador. I can see that you don't use a taximeter. Why?

**Taxi's driver:** Because, in this country is not necessary.

**Pablo:** Ok, there are some things that in my country are normal.

**Taxi's driver:** We have arrived, Sir. It is five dollars.

**Pablo:** It is very expensive, why?

**Taxi's driver:** It is the rate, sir.

**Pablo:** Ok, but is very expensive.

**Taxi's driver:** thank you, a nice day.

## 6. Using Internet.

### Dialog

**Daniel:** Hey! Nice computer! What's this for?

**Andrea:** That's a modem. It's used to connect the computer to the phone line, so I can send faxes and access the Internet.

**Daniel:** So you can go on-line and all that?

**Andrea:** Yes. And I use the World Wide Web for finding information on astronomy, movies, UFOs —just about anything.

**Daniel:** Sports? Cars?

**Andrea:** Uh-huh. And I can exchange information with people, too. I belong to a "chat group" on astronomy.

**Daniel:** Hmm. I just use my computer to write letters and reports.

**Andrea:** Why don't you get on on the Internet? It's not really expensive.

**Daniel:** Maybe I will. It sounds like fun.



## 7. Body Language.



### Body Language: What Does It Say?

More than half of what we communicate is communicated not through words but through body language. This includes our posture, facial expressions, and gestures. Because body language is so important, you'll want to know what yours is saying and how to interpret other people's, too. Here are some examples of body language and its meaning. (Note: These meanings are for North America. Interpretations may differ a bit in other cultures.)

If your posture is slumped and your head is down, this could mean that you are sad or lack confidence. If your posture is straight but relaxed; you are expressing confidence and friendliness.

A smile is a sign of friendliness and interest. But people sometimes smile just to be polite. To get another clue from people's faces, notice their eyes. Friendliness and interest are expressed when a person's eyes meet yours (especially when you're the one who's talking) and then look away and meet yours again. A person who doesn't look away is expressing a challenge. A person who doesn't look at you is expressing lack of interest or is shy.

Hand gestures can mean a person is interested in the conversation. But repeated movements — like tapping a pencil or tapping a foot — often mean the person is either impatient or nervous. Stay away from someone who points at you while talking with you: That person might be angry at you or feel superior to you.

### Some advice

When you can convey your ideas and thoughts, you can apply these hints:

- Use your hands to describe the thing or action that you want to convey.
- Whistle a song or do a sound to simulate something that you want to describe.

- Sing a song; many people know a specific song with ideas that you want to transmit.
- Use the mimic to interpret a specific action or thing.
- Use your mind to find a new method when you can to communicate with other person.

The initiative is the best weapon to make the things well.

## **CONCLUSIONS**

- This Handbook was elaborated for the Personnel of the Ecuadorian Contingent that fulfill Peacekeeping Operations in the Republic of Haiti and contains words, expressions, sentences, dialogues and readings that the personnel can use during the execution of the different works and his daily activities.
- This manual has not still been evaluated because it was elaborated when the contingent returned to Ecuador.

## **RECOMMENDATIONS**

- It is necessary to carry out a pursuit in the employment of this manual to be able to perfect it with the personnel that is in Haiti.
- The next contingents can include a person that has the knowledge for the evaluation of this Handbook and organizes courses and teaches the English Language to the personnel in Haiti.
- Using this handbook, the personnel can learn English Language and practice all time.

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### **Internet links.**

#### **Peacekeeping operations.**

Task in peacekeeping operation:

[http://www.un.org/Depts/dpko/milad/mps/mps\\_tasks.htm](http://www.un.org/Depts/dpko/milad/mps/mps_tasks.htm)

Training peacekeeping

[http://www.un.org/depts/dpko/training/tes\\_publications/publi.htm](http://www.un.org/depts/dpko/training/tes_publications/publi.htm)

[http://www.un.org/depts/dpko/training/about\\_tes/tes\\_org\\_main.htm](http://www.un.org/depts/dpko/training/about_tes/tes_org_main.htm)

#### **MINUSTAH**

<http://www.minustah.org/>

#### **Psycholinguistics**

Psycholinguistics

<http://www.ling.lu.se/education/homepages/ALS021/introduction.ppt>



## **Psycholinguistics Glossary**

<http://www.smithsrisca.demon.co.uk/psycholinguistics-glossary.html>

## **Sociolinguistics**

Sociolinguistics from Wikipedia, the free encyclopedia

<http://en.wikipedia.org/wiki/Sociolinguistics>

Sociolinguistics Resources

<http://faculty.miiis.edu/~rjourden/sociolinguistics/>

Language and Society. Sociolinguistics

<http://www.ohiou.edu/~linguist/soemarmo/l270/notes/sociolx.htm>

Explore! Linguistics. SOCIOLINGUISTICS

<http://logos.uoregon.edu/explore/socioling/>

## **Linguistics**

Who is a native speaker and what is it they speak?

<http://neptune.spaceports.com/~words/native.html>

Linguistics

<http://www.geocities.com/CollegePark/3920/>

Glossary of linguistic terms by Eugene E. Loos (general editor). Susan Anderson (editor), Dwight H., Day, Jr. (editor), Paul C. Jordan (editor), J. Douglas Wingate (editor)

<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/>

## **Linguistics Problems**

Abduction and Preferences in Linguistics: Extended Abstract

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Vernadsky University.

<http://www.megaling.crimea.edu/thesis/dikareva.doc>

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<http://www.psychology.pitt.edu/graduate/developmental/linguistics.php>

**ANNEX**

**ANNEX "A" `PEACEKEEPING OPERATIONS UNIT SCHOOL OF  
ECUADOR'S AUTHORIZATION.**



**COMANDO CONJUNTO DE LAS FF. AA.  
MEMORANDUM**

No. 2006-022-G-3-3-OMP.

**Quito, D. M.**

**DE : SR. TCRN. DE EM. LUIS TOAPANTA D., DIRECTOR DE LA UEMPE.  
PARA: SR. CAPT. DE E., HUGO FERNANDO AVILES LEON.  
EN : Presente.-**


**ASUNTO:** Comunicando.

Ref. su oficio N° 2006-110-CE-1-1 de fecha 24-JUL-2006, por medio del presente, comunico a usted, señor Capitán, que está autorizado a realizar su tesis con el tema "Manual en el Idioma Inglés para Miembros del Contingente Ecuatoriano en base a la misión MINUSTAH II para las Misiones de Paz en la República de Haití", debiendo al final de la misma realizar una exposición y entregar una copia del manual con respaldo magnético, que servirá para la instrucción a los cursos que se dictan en la UEMPE.

Acuse recibo y cumplimiento.-

Atentamente.

**DIOS, PATRIA Y LIBERTAD**

**Luis Toapanta Defaz  
TCRN. DE EM.  
DIRECTOR DE LA UNIDAD ESCUELA DE MISIONES DE PAZ "ECUADOR"**

**ANNEX "B" LIST OF ECUADORIAN CONTINGENT IN HAITI.**

**PORT AU PRINCE PERSONNEL**

**COMPANY COMMAND**

<b>Nº</b>	<b>RANK</b>	<b>NAME</b>
1.	MAYO.	FERNANDO VINIACHI ROMERO

**COMMUNICATION'S PERSONNEL**

2.	SUBS.	GRANDA CAMPOVERDE FREDY
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**TRANSPORTATION SECTION**

3.	SGOS.	MOISES SEGUNDO TOAQUISA
4.	SGOS.	LUIS VARGAS CAIZA

**SECURITY PERSONNEL.**

5.	CBOP.	JOSE PANCHO LIRIANO
6.	SGOP.	JORGE JHAYYA CAICEDO
7.	SGOP.	MILLER FREIRE ESCOBAR
8.	SGOS.	PABLO VELASCO SALAZAR

**MEDICAL PERSONNEL.**

9.	SGOP.	EDUARDO VITERI CHANCHICOCHA
10.	CBOP.	JAIME YAMBERLA DIAZ

**SUPPORT PERSONNEL**

11.	SGOP.	ANGEL MACAS ARMIJOS
12.	CBOS.	JULIO VACA CASTILLO

**ELECTRICIAN**

13.	SUBS.	EDGAR ADRIANO VASQUEZ
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**DRINKABLE WATER'S PERSONNEL**

14.	CBOS.	LUIS CURAY MULLO
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**EOD PERSONNEL**

15.	CBOP.	MARCO MALDONADO ROSALES
16.	SGOS.	WILSON CHANALATA CANDO

**OPERATOR'S MACHINES**

17.	CBOP.	BYRON TORRES ORDOÑEZ
18.	SGOS.	ADOLFO SANTANA QUIÑÓNEZ
19.	SGOP.	LUIS ANDRANGO LOACHAMIN
20.	SGOP.	CARLOS BASANTES RAMOS
21.	SGOP.	BRAUN BAUTISTA ESPINEL
22.	SGOS.	PEDRO AGUIAR SILVA
23.	SGOS.	DIEGO FONSECA VISCAINO
24.	SGOP.	ANGEL CHAUCA GUANGA
25.	SGOS.	JULIAN TENORIO PRIETO

### **MECHANICS**

26.	CBOP.	MAX VILLAREAL MORALES
27.	SGOP.	EMERSON IGNACIO OÑATE

### **TOPOGRAPHER**

28.	SUBP.	MARCO CAJAMARCA UNAPUHA
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### **ROAD'S SECTION**

29.	CAPT.	HUGO AVILES
30.	SGOS.	LUIS ADRIANO BARROS
31.	CBOP.	DARWIN CONGO VASQUEZ

### **CAP HAITIEN PERSONNEL.**

#### **PLATTON COMMAND**

<b>Nº</b>	<b>RANK</b>	<b>NAME</b>
1.	CAP.	LUIS PINTO
2.	SGOS.	PEDRO RAFAEL ARCOS

#### **TRANSPORTATION SECTION.**

3.	SGOS.	JOSE BOLIVAR SARANGO
4.	SGOP.	HUGO SOLANO TERAN
5.	SGOS.	JOSE MURILLO PILLAJO
6.	CBOP.	TITO PACHECO OÑA
7.	SGOS.	EDGAR DANIEL PARRA

### SECURITY SECTION

8.	SGOS.	GUIDO ANDINO ARGUDO
9.	SGOS.	MILTON RODRIGO MONTALUISA
10.	SGOS.	LUIS EFRAIN YUCCHA
11.	CBOP.	ADAN CHACHA MARCALLA
12.	SGOS.	OLGER ALCO CER TOAPANTA
13.	CBOP.	MELCHOR TIGMASA TIGMASA

### MEDICAL PERSONNEL

14.	TNTE.	RICARDO ANDRADE
15.	SUBS.	FERNANDO JIMENEZ JIMENEZ

### SUPPORT PERSONNEL

16.	SGOS.	JOSE MANOBANDA NATA
17.	CBOP.	CARLOS FABIAN TACURI

### DRINKABLE WATER PERSONNEL

18.	SLDO.	MANUEL JACOME GUAITA
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### CONSTRUCTION'S PERSONNEL

19.	SUBP.	IGNACIO MALDONADO PIEDRA
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20.	SGOS.	EDISON ESPINOZA MIRANDA
21.	CBOP.	JUAN TUTIN REA
22.	SGOS.	MARCO ANTONIO MASAPANTA
23.	SGOS.	RODOLFO IVAN RUIZ

### **OPERATORS' MACHINES**

24.	CBOS.	CRISTIAN JAQUE REYES
25.	SGOS.	MARCELO CHALAN ORDOÑEZ
26.	SGOP.	SEGUNDO JIMENEZ AGUIRRE
27.	SGOS.	JOSE SIMBAÑA MOZO
28.	SGOS.	GERSON LAMIÑO ALQUINGA
29.	CBOP.	JAIME GARCIA CASTRO
30.	CBOP.	JOSE VALDEZ CABEZAS
31.	SGOS.	GERARDO CARCELEN CARCELEN
32.	SGOS.	CARLOS CUZCO SEGOVIA
33.	CBOP.	CAYANCELA

### **MECHANICS**

34.	SUBS.	MANUEL PEREZ IGLESIAS
35.	CBOS.	JUAN CARLOS GUACAPIÑA