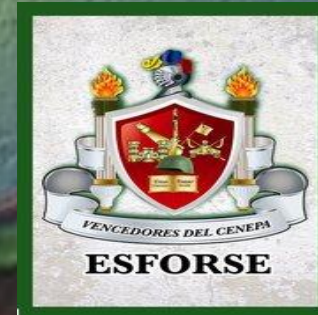


ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH CAREER



Department of Languages

Quito



Army Soldiers' Training School

Ambato

SUMMARY

CHAPTER I RESEARCH PROBLEM

CHAPTER II THEORETICAL FRAME

CHAPTER III METHODOLOGICAL DESIGN

CHAPTER IV ANALYSIS AND INTERPRETATION OF RESULTS

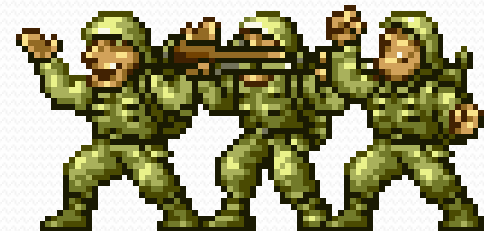
CHAPTER V CONCLUSIONS AND RECOMENDATIONS

CHAPTER VI PROPOSAL



RESEARCH THEME:

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



Chapter I



Main
problem

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

PROBLEM
SETTING

Secondary
problems.

- Could the **English Military Terminology Handbook** be a tool for teachers to increase the level of the **Process of English Acquisition** in the Army Soldiers' Training School?
- What are the benefits of creating an **English Military Terminology Handbook** in the Army Soldiers' Training School?
- How can the **English Military Terminology Handbook** increase the interest of learning **English** in the Army Soldiers' Training School?

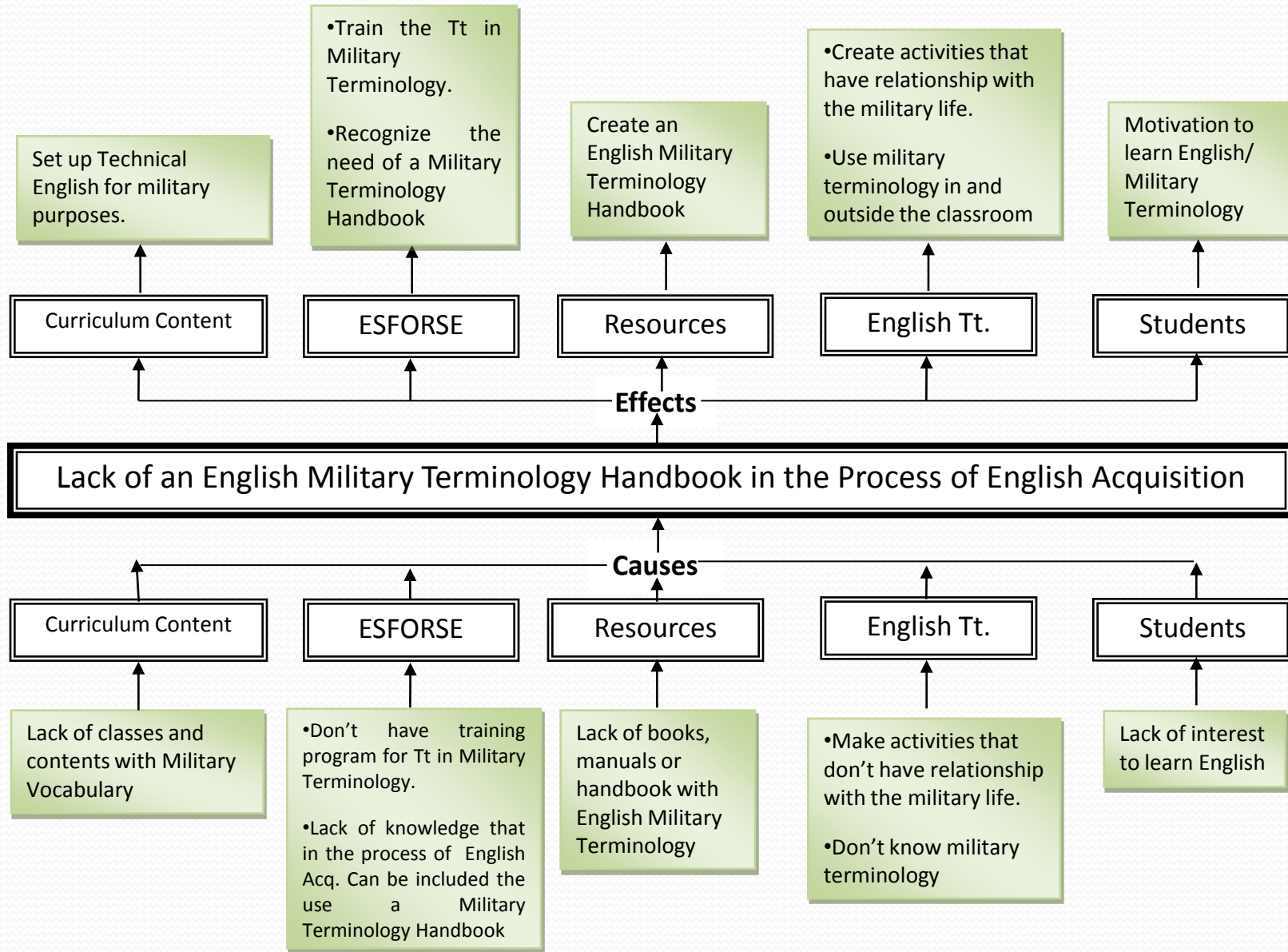
Chapter I

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Problem



Chapter I

VARIABLE INDEPENDENT	CONCEPTUAL DEFINITION	DIMENSIONS
<p style="text-align: center;">Military Terminology Handbook.</p>	<p>A reference book with terms and language of military organizations and personnel as belonging to a discrete category, as distinguishable by their usage in military doctrine, as they serve to depoliticize, dehumanize, or otherwise abstract discussion about its operations from an actual description thereof.</p>	Sociolinguistic Interpretation of Military Expressions
		Military Terminology
		Military instruction
		Command and Control
		Greetings
		Individual Instruction
		Wear and Appearance Ecuadorian Uniforms
		Ranks and Insignia.
		Color for Graphics and Symbols
		Military Symbols
Idioms.		

Chapter I

VARIABLE DEPENDENT	CONCEPTUAL DEFINITION	DIMENSIONS
<p style="text-align: center;">Process of English Acquisition</p>	<p>Language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning. It is the product of real interactions between people in environments of the target language and culture, where the learner is an active participant. It is similar to the way children learn their native tongue, a process that produces functional skill in the spoken language without theoretical knowledge.</p>	Learning Acquisition
		Principles of Learning
		Learning Acquisition Theories
		Adults Learning Methods
		Principles of Adult learners.
		English Skills
		Vocabulary Acquisition
		Mental Lexicon
		Teachers' role in vocabulary teaching
Implications to English vocabulary teaching		

Chapter I

O B J E C T I V E S

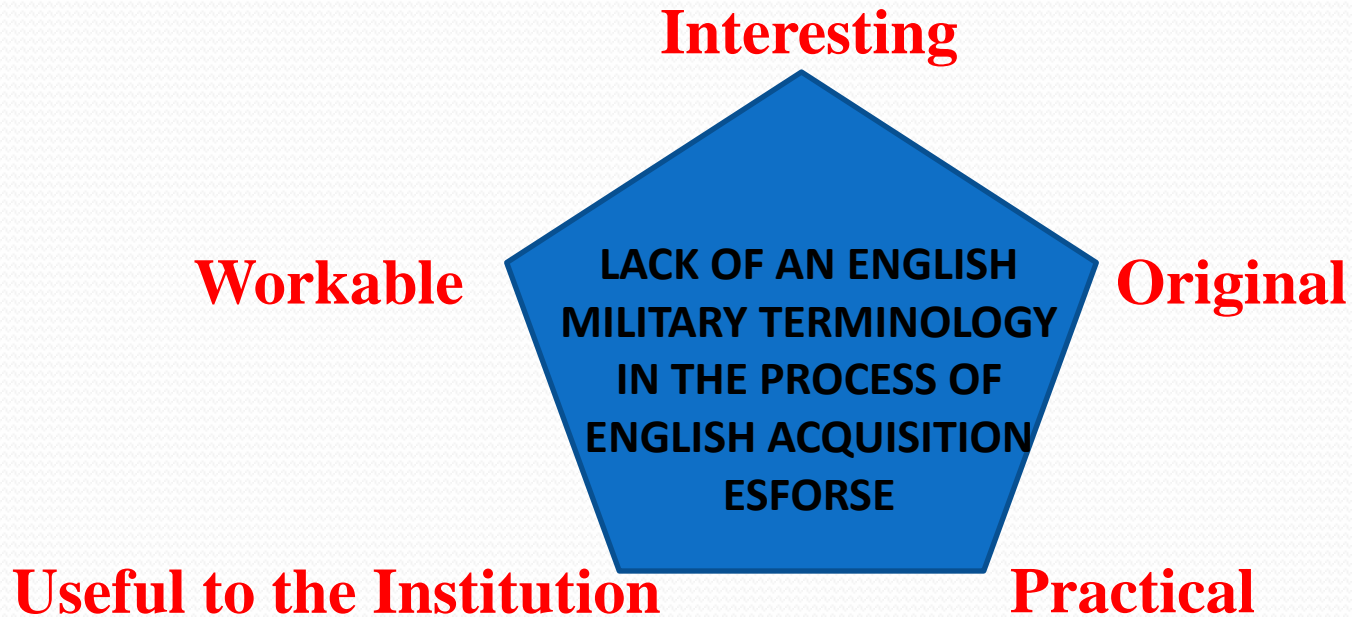
General

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

Specific

- To determine how the lack of using an **English Military Terminology Handbook** as a didactic tool affects the **Process of English Acquisition** of the Army Soldiers' Training School.
- To generate a **Technical English** intended to have an **English Course for Military Purposes**, thus could promote the development in the Process of English Acquisition.
- To set up in the institution an **English Military Terminology Handbook** that will help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use **English** on a daily basis.

JUSTIFICATION



THEORETICAL FRAME:

Process of English Acq.



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

It is much easier and more enjoyable to acquire a language than it is to learn a language.

THEORETICAL FRAME:

Process of English Acq.

**Natural
assimilation,
involving intuition
and subconscious
learning.**

**Creative
communication and
for the identification
of cultural values.**

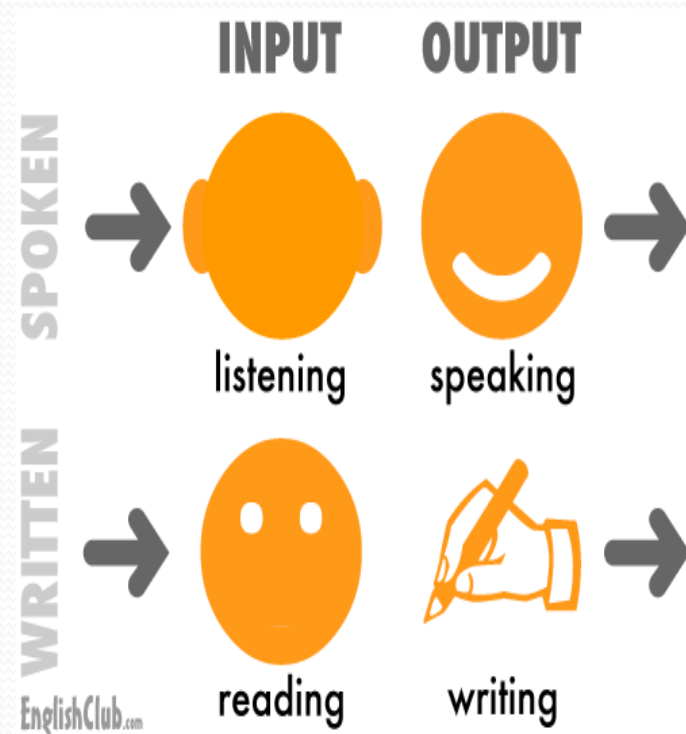
**Produces functional
skill in the spoken
language without
theoretical
knowledge.**

**Product of real
interactions
between people in
environments of the
target language
and culture (L
act.part)**

THEORETICAL FRAME:

Process of English Acq.

- Input "reception"
- Output "production".



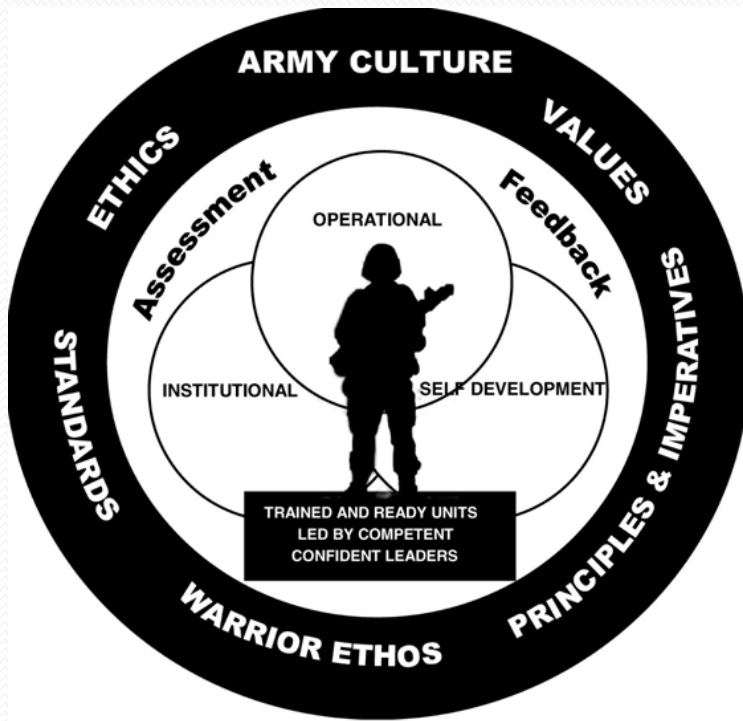
THEORETICAL FRAME:

Military Education

- Responsible for the professional development of subordinate leaders—military and civilian
- Effective training and education build good leaders, and good leaders develop and execute effective training and education in schools and units.



THEORETICAL FRAME: Military Education

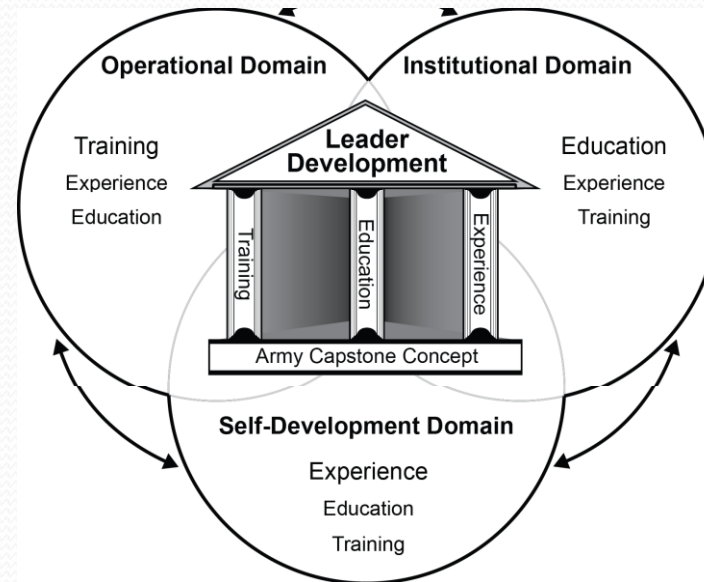


- Lead by example.
- Take responsibility for developing subordinate leaders.
- Create a learning environment for subordinate leaders.
- Train leaders in the art and science of mission command.
- Train to develop adaptive leaders.
- Train leaders to think critically and creatively.
- Train your leaders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

THEORETICAL FRAME: Military Education

Army doctrine recognizes

- Training
- Education
- Experience.



knowledge,
skills, abilities,
and behaviors

THEORETICAL FRAME:

Military Terminology

- Originated during wars and conflicts (20th Century).
- It is also found that many of them are connected to the names of new weapons, instruments, or other innovations of war.
- From the perspective of technological events, this is particularly evident from the history of World War I, World War II, and the Cold War.
- ECU. “Words are a mirror of their times.” 41st – Paquisha’s – Cenepa’s War

HYPOTHESIS


Working Hypothesis

- The **Military Terminology Handbook** will influence the **Process of the English Language Acquisition** in the Candidates to Soldiers' that are on Pre - Intermediate Level in the Army Soldiers' Training School "Vencedores del Cenepa" in Ambato

Null Hypothesis

The **Military Terminology Handbook** will not influence the **Process of the English Language Acquisition** in the Candidates to Soldiers' that are on Pre - Intermediate Level in the Army Soldiers' Training School "Vencedores del Cenepa" in Ambato

RESEARCH TYPE

- Descriptive research  To establish a handbook with military terminology
- **Active Analysis**, Observation that concentrates at present behavior of the participants.
- **Product Analysis**, Observations which are concentrated on the output of the participant's behavior.

ESFORSE'S POPULATION

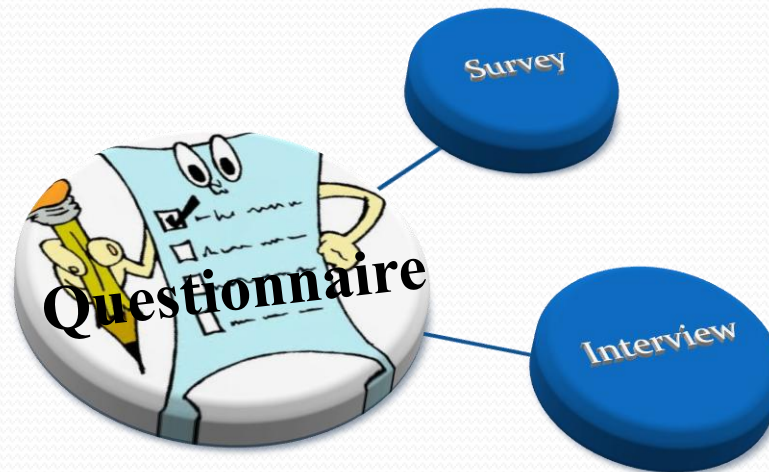
1. 894 Students

2. 25 Groups

3. **SAMPLE**

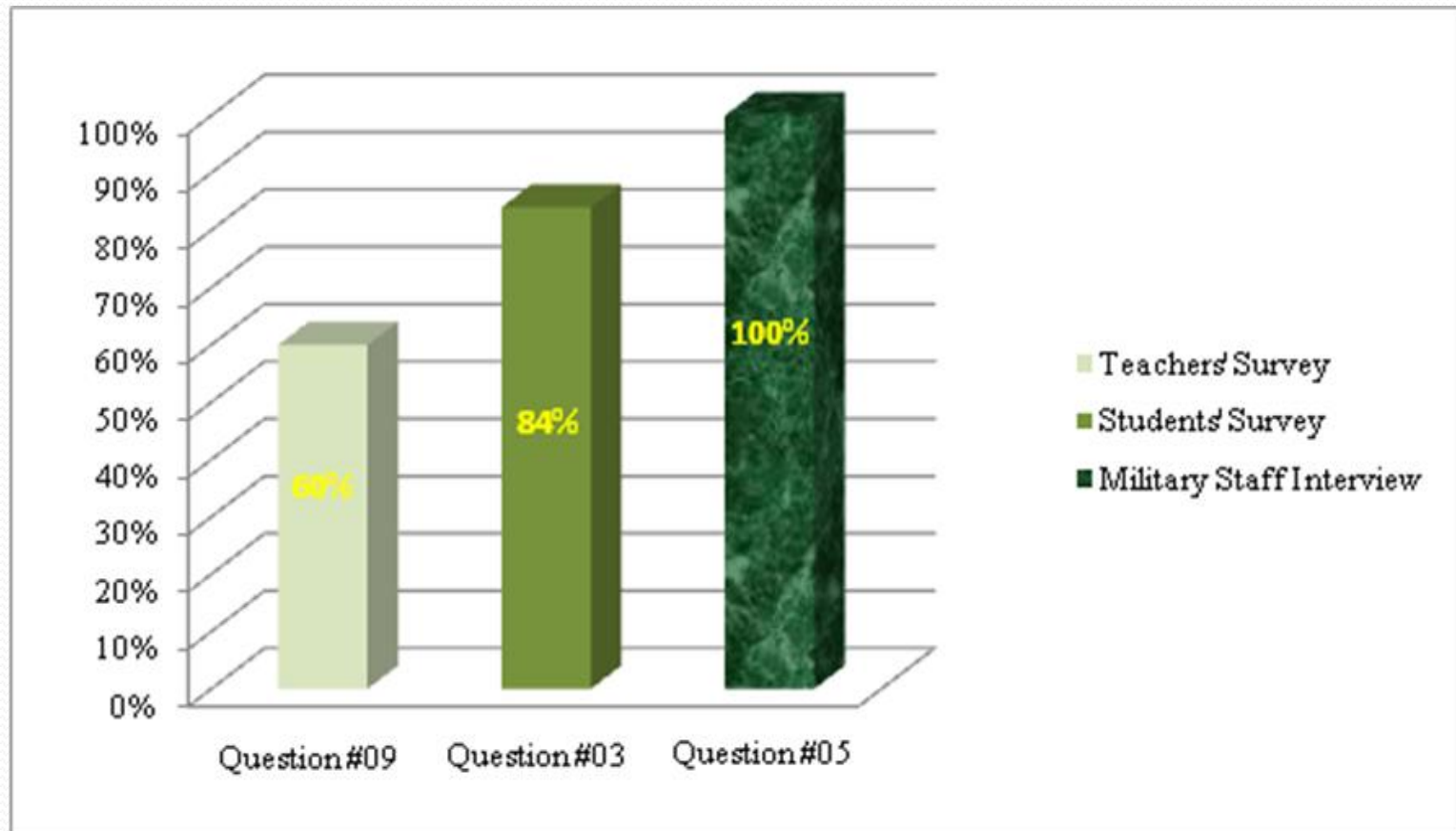


25 Students.(Commanders)
03 Military Instructors.
01 Military English Teacher



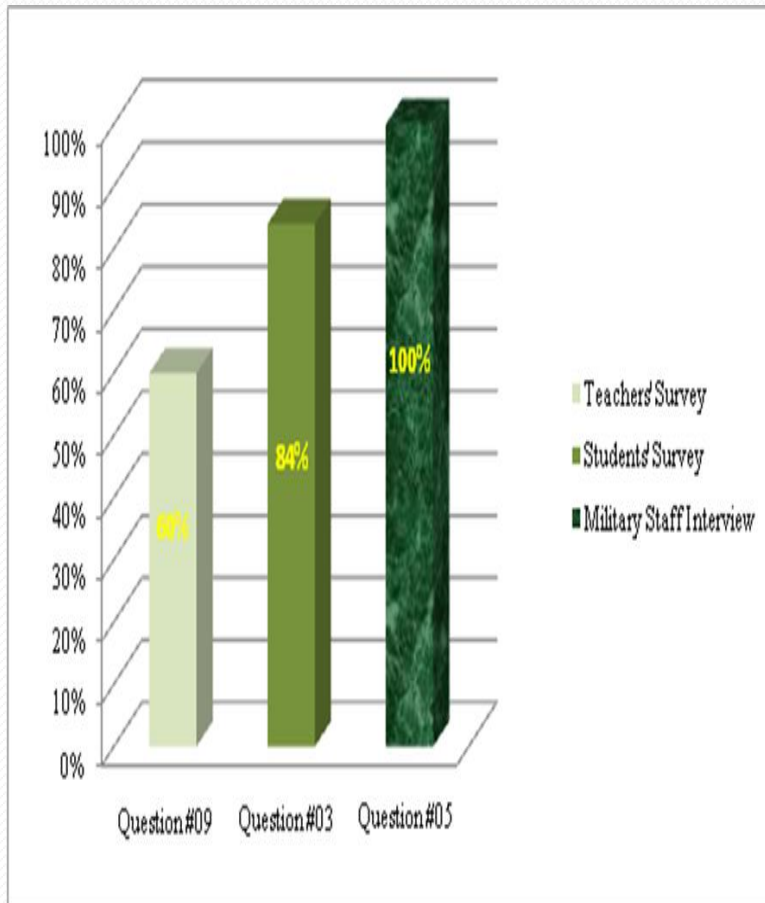
TESTING THE HYPOTHESIS

Triangulation Method



TESTING THE HYPOTHESIS

Triangulation Method



Q# 09 Do you consider that design a Military Terminology Handbook that encourages the development of the learning process of the English Area is a / an idea?

EXCELLENT GOOD POOR

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

EXCELLENT GOOD POOR

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

TESTING THE HYPOTHESIS

Tt Questionnaire

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

TESTING THE HYPOTHESIS

Ss Questionnaire

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

TESTING THE HYPOTHESIS

Mil. S Questionnaire

- Analyzing the Q5 from the interview to military personnel the 100% agree that it is **IMPORTANT** to design and use a document with military terminology in English, so in this way could be a link between regular English classes and military terminology and situations that students will use it daily within the Army.

CONCLUSIONS



ESFORSE doesn't have any English Military Terminology didactic material that could be used by teachers, students or military staff to make the Process of English Acquisition associated with the military life.



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



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

RECOMMENDATIONS



Is recommendable that ESFORSE'S curriculum content should include Technical English for military purposes to increase the Process of English Acquisition

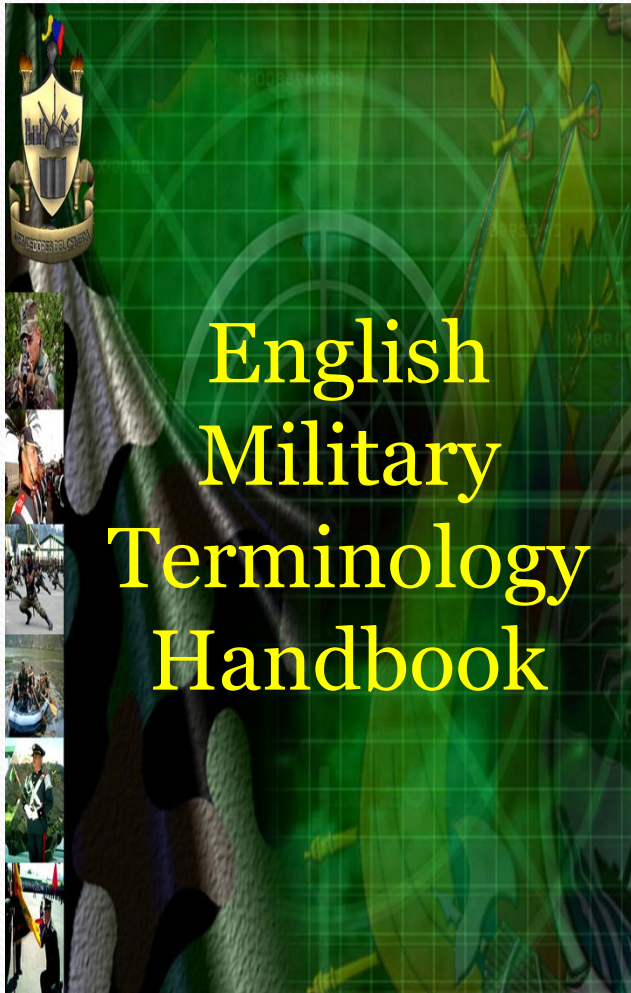


ESFORSE should set up the English Military Terminology Handbook that will help the communication and prepare military, civilian servants and teachers to take up roles where they will need to use English on a daily basis.



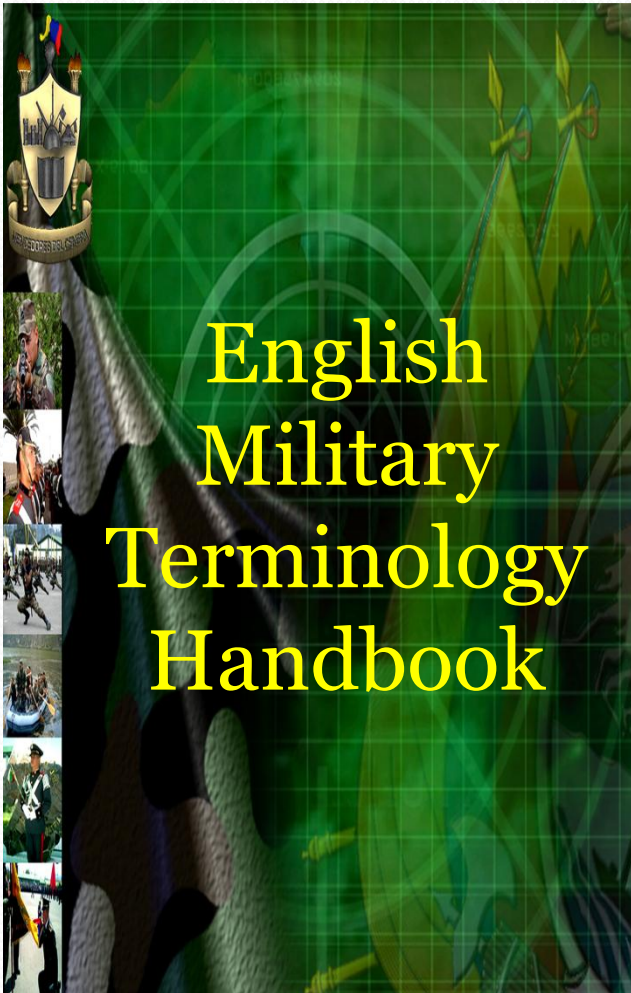
Include training for civilian and military teachers on the use of English Military Terminology inside and outside the classroom so thereby students can prove the practical use of English Language in the military life.

PROPOSAL



**English Handbook based on the
Military Terminology in the
Process of English Acquisition in
the Army Soldiers' Training
School "Vencedores del Cenepa"
in Ambato**

PROPOSAL



Unit One, Army Core Competencies

Unit Two, Basic Military Instruction Definition

Unit Three, Greetings

Unit Four, Individual Instruction

Unit Five, Wear and Appearance Ecuadorian Uniforms

Unit Six, Color for Graphics and Symbols

Unit Seven, Idioms

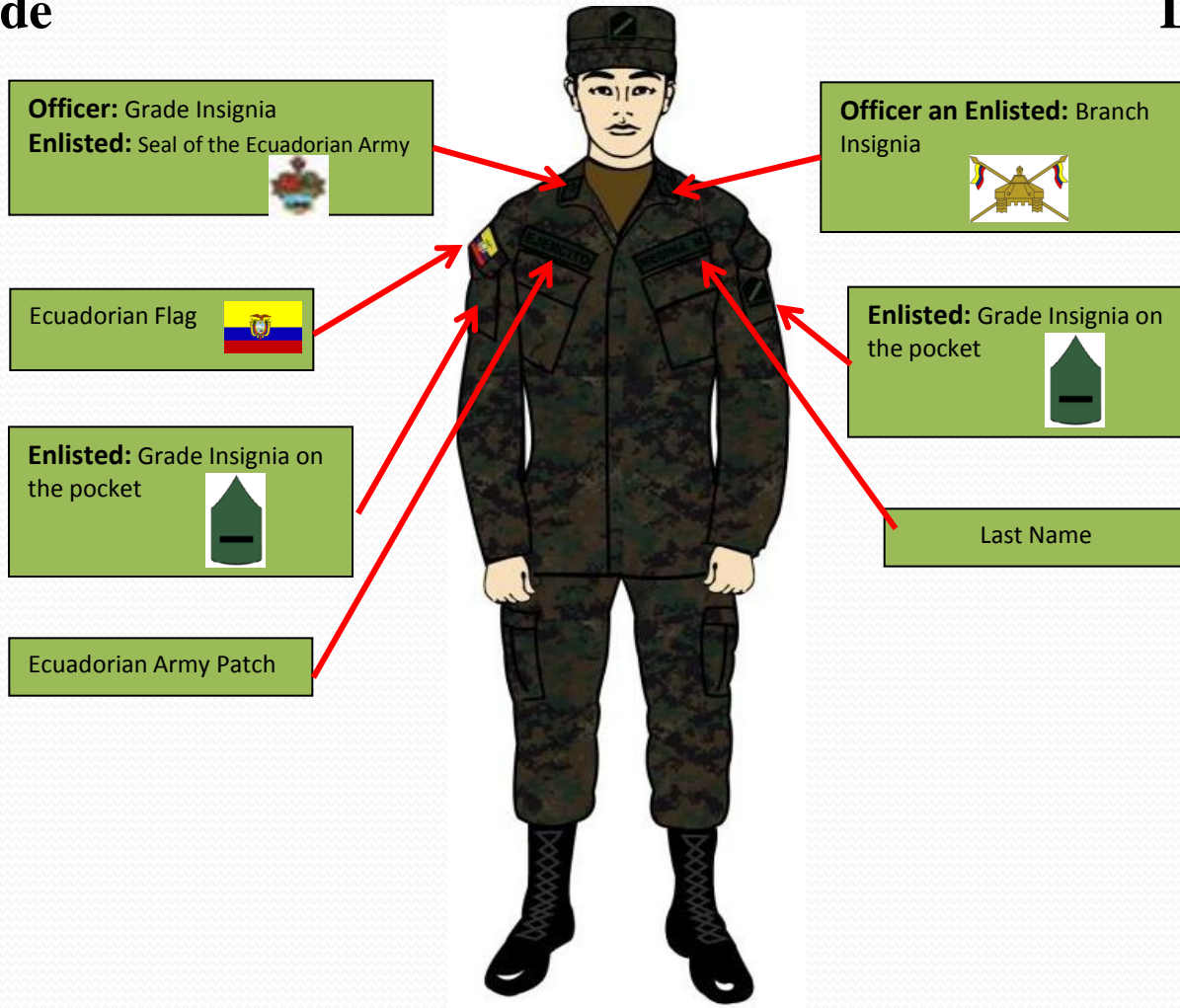
Each unit should be covered in five periods, which means that to cover the whole handbook we need 35 class hours, divided in 4 hours to cover the unit and 1 hour for evaluation.

Chapter IV

Unit 5 Wear and Appearance Ecuadorian Uniforms

Correct Battle Dress Uniform (BDU) Policy Right Side

Left Side



Chapter IV

Unit 5 Wear and Appearance Ecuadorean Uniforms






HOMEWORK U5.

ASSIGNMENT 1: Match the two columns.

Name: _____

1 pt each



Ans	Branch Insignia	No	Branch
—		1.	Infantry
—		2.	Veterinary Corps
—		3.	Medical Corps
—		4.	Cavalry
—		5.	Military Intelligence

Chapter IV

Unit 7 Idioms

Dixie



Set of Metal dishes

Fart sack



Sleeping Bag

Fire bucket



Metal cup

Shovel and pick set



F / S / Kn

Chapter IV

Unit 7 Idioms

**Mad
minute**

- Weapons free-fire practice and test session

*Coronel Enriquez give us a **mad minute** to practice in the military instruction*

No One

- The best; the top man; the person in command.

*As far as I'm concerned, Major Cadena in **number one**.*

11/11

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

*Hey **eleven, eleven** my Corporal Castellon is coming*

Cherry

- New recruit still in Basic Training

*You're a **cherry** because you're just in first military year*



**Thanks for your
attention !**