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MESSAGE FROM THE COMMANDER OF THE ARMY



As the Commander of the Army, I am delighted to pen this message to the first ever SLMA Journal. I am certain that this Journal is a treasured collection of articles with high academic value not only to SLMA but also to the entire Sri Lanka Army. It is prudent that the SLMA Journal has been copiously compiled with delegated assignments in acculturation of new knowledge revealed through timely researches into Security Forces.

It is essential to research on the military, military knowledge, military technology and areas having links to military when broadening horizons in the knowledge-based current world. I firmly believe it to be a responsibility of the Army to carry out academic researches amid their abundant missions aiming at broadening and fulfilling the fundamental needs of learning; acquiring right attitudes, useful skills and knowledge on a wide array of subjects and fields.

In recognizing the cherished hard work, it should be mentioned that the SLMA Journal Volume I consists of multi-disciplinary research articles from professors, lecturers serving at universities in Sri Lanka and most importantly from Officers serving at the Sri Lanka Military Academy and other military establishments. The academics who supervised and guided the articles to their perfection with expert knowledge as reviewers have been able to partake in this intellectual forum making Defence one of the main disciplines.

I convey my warmest compliments and sincere thanks to the Commandant of the Sri Lanka Military Academy who was the mighty pillar behind the launch of this inaugural Journal and his job oriented staff, authors who provided research articles, members of the editorial board and importantly the reviewers who contributed immensely for the flawless content in the Journal.

I wish this Journal would develop and be established as a significant source of information about Military Science, Social Science and Education Sciences in the rapidly developing world and continue to prosper over years!

SHAVENDRA SILVA WWV RWP RSP VSV USP ndc psc

Lieutenant General Commander of the Army

MESSAGE FROM THE COMMANDANT OF SRI LANKA MILITARY ACADEMY



On behalf of the Sri Lanka Military Academy, I extend my warmest compliments and sincere appreciation to the Editorial Advisors and Editorial Board on the launch of the first-ever journal of the Sri Lanka Military Academy.

I firmly believe this journal would develop and be established as a significant source of information on Military Science, Social Sciences and Education Science in both the Sri Lanka Army and the rapidly developing world. These articles will reflect the vitality of the researches conducted by our academics in the above fields.

As the Commandant, I am proud that our officers and university academics have continuously worked toward raising the quality and depth of research by broadening the scope to ensure maximum impact across various subject areas. We have much to be hopeful that we are in the field of research and development to have a positive impact on the headway of the country. However, there is much more to be done, but the authors of those papers have established a strong base from which we can continue to develop.

In conclusion, my warmest congratulations and sincere thanks to the Editorial Board, authors and reviewers of this inaugural Journal for their cherished achievement in acquainting new knowledge revealed through timely researches.

I wish for the development and persistence of this significant source of information which in numerous facets will be an important opportunity to commit ourselves into research and academic work in the future.

S K ESHWARAN USP psc Hdmc Brigadier Commandant



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HERITAGE TOURISM IN MILITARY LANDSCAPES OF SRI LANKA

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ABSTRACT

Tourism can exist and be executed where, there are material spaces, metaphor, imagination and context of complexity. This should be the primary criteria to perform tourism in any landscape to ensure the tourists' experience and enjoyment in different human and natural geographical settings. Military landscapes are specific locations that comprise with huge complexity of diverse contexts of different products and equipment that have been used from historical era to present days. Military landscapes are capable to generate incomparable metaphors for the tourists on diverse material space that integrated with tangible and intangible heritage cum contemporary military equipment and performances. Unexceptionally the long history of Sri Lanka military too raised up through profound heritage. This paper intends to explore the potentials and heritage resources to integrate tourism with military landscapes of Sri Lanka. The author adapted the documental review and direct observation as a qualitative methodological approach to accomplish the study. The content analysis with the triangulation brought forth multiple realities and diverse interpretations on the integration of tourism with tangible and intangible heritage resources. Heritage tourism potentials are more significant and holds complexity of context that offer a range of experiential recreations. Integrating heritage tourism with military landscapes would help to rediscover and repurpose the declining and disappearing physical and cultural resources. A varieties of tourism opportunities are embraced with authentic atmosphere of military landscapes under the perspective of heritage, which is one of the preambles for emerging responsible tourism. Generating a big picture and providing tourism and recreation in a peace and pleasant atmosphere of military landscapes would ensure the sustainability of military landscapes while supporting to expand the Sri Lanka tourism into diverse resource bases.

KEYWORDS: Military Landscapes, Military Tourism, Military Heritage, Sustainable Military Heritage Tourism Process.

INTRODUCTION

Multi folded growth of global tourism have led to explore and exploit unimaginable human natural and geographical landscapes. The continued expansion and diversification of tourism industry led to characterized by an ever increasing number of destinations while making responsible for 10% world GDP (Gross Domestic Product) and in charge of one in eleven employments (30%) of world job market (Prett, n.d.). Today, business volume of tourism is equal or even surpass oil export, food products, or automobile and plays a key role in international trade and commerce and considered as a major source of economy in a large number of developing countries. World tourist arrival reaches 1.4 billion in 2018 and considered to be the second strongest year since 2010 (UNWTO, 2019). Particularly ending of the Second World War led the world to cross a benchmark growth in tourism and it has been portrayed as a causal agent of mass tourism because of extensive travelling of armed forces domestically and internationally (Venter, 2017; Eades & Cooper, 2013; Lubbe, 2003; Smith, 1998). Military operation could be recognized as the most prevalent primary cause of the modern tourism development and exploration of destinations in the world. Military troops, who were sent away to fight and who survived and returned home, shared the stories of new places in the world (Venter, 2017). The basic foundation for modern tourism industry has been laid by military operation and equipment i.e. war flights. The long heritage of tourism by itself underpinned with military, even though today tourism is a global industry beyond military spectrum.

Tourism is a dynamic and complex process rather than conceptualizing as a single product. The process that comprises with practice and performance; practice usually encounters the tourists with their surrounding material space, metaphor, imagination and complexity of contexts, performance indicates that tourists in action rather than passive appearance in a destination (Crouch, 2004). Virtually consciousness and imagination make tourism as a dream of future for the tourists but when they appear in the destination perform and practice tourism in action to realize the dream as sweet memories of destination to take home as baggage. The destination developers, operators, marketers, previous tourists, reference groups, friends and relatives etc. generate significant dreams in potential tourists' mind and help the tourists to come true the dreams memorably. Initially tourism process absorbs tourists as consumers and practices and performances of tourists lead to complete the process as producers through the experience and memory (Ibid). This reveals that the beginning and ending of tourism process depends on tourists whose experience and memory depend on attraction, accessibility, amenities, activities, ancillary service and awareness of guests and hosts. Although many authors such as Tran et al. (2017), Buhalis and Amaranggana (2013) and Buhalis and Spada (2000) argues the Destination Management System (DMS) under attractions, accessibilities, amenities, activities, available packages and ancillary services (6 As process), it is inevitable to include the component of awareness in place of available packages. As the available package are made out of all the components of tourism process, there is no need of

inserting available packages as a separate component. However, awareness of hosts and guests are predominant component that determine the success of tourism process. Hosts, who represent as destination developers, operators and promotors at a particular landscape and provide all the services and facilities. Therefore, host community should be well aware on what is available at the destination and for whom they are going to cater. Similarly, the guest should be well informed what is available at the destination and how to anticipate his or her desires and expectation. This is a guest and host collaborated process that is totally different from other commodity production process.

Militalry landscapes of Sri Lanka are comprised with unique material space, metaphor, imagination and complexity of context to ensure memorable practices and performances of tourists. However, unawareness of guests and hosts overlooks the tourism process in military landscapes of Sri Lanka. Here, tri forces of Sri Lanka are considered as host community of tourism and domestic and international tourists are considered as guests in the military landscapes. When considering the military participation in tourism Rathnayake and Happugoda (2016) criticise that the military participation in tourism process in North and East of Sri Lanka have led to ruin the sustainable development, community empowerment and authentic experience of tourism. Further, they interpret the participation of military as geo-politicizing of the lands belongs to the community, who have undergone thirty-year between civil government and Tamil secessionists and expecting empowerment through tourism. Although in Sri Lanka participation of military in tourism has been criticised by many authors such as Luedi (2016), Fernando and Kumara (2016), and Plüss and Sahdeva (2015), in general military tourism has been recognized as a significant segment tourism in global arena. As cited in Prett (n.d: 19) Coelho (2011) stated "Military Tourism as a segment of Cultural Tourism can be considered as an appropriation of tourist resources namely of historical and military character, following a process of transformation of these attractions and presented under different forms of attractions with a variety of inherent possibilities". Santos (2017) argues that military tourism is an industry rarely recognized by most travellers because there are always alternatives such as historic. tradition-based cultural or tourism. which often includes stories of military ventures in every country. In light of these contradictory arguments the participation of military in existing conventional tourism has misled stakeholders of tourism in military landscapes, where you find plentiful tangible and intangible resources to practice and capitalise into tourism as a separate segment military tourism. Hence studying and elucidating the potential of heritage tourism in military landscapes of Sri Lanka would be an inevitable task to enhance the clear awareness and eradicate the misunderstanding among the stakeholders specially with host community (military troops) and guests.

LITERATURE REVIEW

Although tourism has been fallen into various gazes in contemporary world and tourism and travel have been part of

the human experience for millennia (Smith, 2004). On the one hand tourism involves multicultural, multi linguistic, multi-ethnic from different parts of the world on the other hand tourism allow the people to interpret and make the world, where they visited in their own way. This claims tourism to be potentially both a cosmopolitan-making and a world-making industry (Salazar, 2010; Swain, 2009). Tourism provides an opportunity for any country or a landscape to pull potential tourists from any part of the globe while learning and experience of tourists make out and build meaning for the particular destination. Lack of awareness and understanding between the hosts and the guests will curtail the tourism process while creating misunderstanding and providing misinterpretation to the world. Participation of military in Sri Lanka tourism with poor conceptualization have led the stakeholders and tourists to provide misinterpretation inappropriate and meaning for military landscapes in Sri Lanka. Luedi (2016) interprets that Sri Lanka military is undercutting local and foreign companies by running tourism businesses, while sowing seeds for future violence as the Tamil minority continue to be marginalized. Further, Fernando and Kumara (2016) state tourism initiatives, by the military and private companies, had resulted in local populations losing their traditional lands, seriously affecting community life and cultures. involvement of military in conventional exceptional tourism without any a separate segment exclusiveness as competing with private sector and local community have created fear psychosis and misunderstanding among the tourists and external stakeholders. Moreover, Plüss and

Sahdeva (2015) point out above and beyond security tasks, the armed forces in Sri Lanka grab land for new tourism complexes and even become tourism players themselves by acting as managers of hotels or golf courses, by offering excursions and domestic flights, and running shops at tourist destinations. In vain, prevailing military tourism has been distorted and led the people to interpret sarcastically. Hrusovsky and Noeres (2011) define the term military tourism as follow; The term military tourism does not apply to a specific form of holiday. Moreover, it is a general definition for a holiday competitive-advantage-carrying component has a military background. The customers can choose between a wide variety of military activities, for example shooting with military arms, riding a tank, or flying combat aircrafts. Experiences with these characteristics all aim at achieving an adrenaline-rush rather than fulfilling educational purposes (p. 87).

As material space of military landscapes embrace with exotic and exciting experience and enjoyment to embark a unique metaphor for tourists while creating imagination and providing complexity of contexts (Crouch, 2004). Facilities and military-historical places classified as cultural heritage are an element contributing to the development of different forms of tourism (Stach, 2015). The military landscapes do not demand to compete and struggle in conventional tourism supply chain that is engulfed by private sector and local entrepreneur. The target market for military tourism consists of different sub-markets that has to consider the requirements and characteristics related to behavioural, psychographic and profile

variables (Hrusovsky and Noeres, 2011). These characteristics encounter systematic changes in tourism. People started to search for opportunities to broaden their knowledge, for rich and unusual experiences that would allow them to relax after day to day challenges in everyday life, rather than just recovering physically (Bończak, 2013). This claimed a shift from traditional form of tourism 3xS (Sun, Sea and Sand) to the new form 3xE (Entertainment, Excitement, and Education) (Ibid). He also identifies military tourism as an unusual type of heritage tourism, increasing in popularity. Exploring and elucidating the heritage tourism as a sub-segment in military landscapes of Sri Lanka would help to eradicate the criticism and overcome the challenges as a result of conventional tourism practices.

METHODOLOGY

As the study on heritage tourism in military landscapes of Sri Lanka is a new area of research with lack of previous researcher, the author has to adapt the qualitative approach with inductive and explorative method to accomplish the research. As military landscapes in Sri Lanka are not aware or familiar with the title of the study and physical interventions and information disseminations are highly restricted, author has to follow the content analysis, which is a widely used qualitative research technique to interpret meaning from the content of text data adhere to the naturalistic paradigm (Hsieh and Shannon, 2005) and "to provide knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992, p. 314). As phenomenon of heritage tourism in military landscapes of Sri Lanka is fragmented and has not

been dealt with any previous studies, the inductive content analysis is used (Elo & Kyngas, 2008). As Cole (1988) states it is a method of analysing written, verbal or visual communication messages. Adding to this further Krippendorff (1980) argues that the content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. Hence, content analysis of present tourism practices in Sri Lanka and perspective of heritage tourism in military landscapes from wider world enabled the author to elucidate and explored vital potential and new insight for heritage tourism in military landscapes of Sri Lanka. This eradicates the misinterpretation and criticism on present practices of tourism in military landscapes and embarks the military landscapes of Sri Lanka on military heritage tourism, as worldly accepted sub-segment of military tourism.

FINDINGS AND DISCUSSION

In general sense people mean to travel and tourism as temporary movement of people from their native places to another location for various reasons other remuneration purpose. Yet, the contexts and perspectives led the notion of tourism to be open for multiple conceptualizations pertaining to ontological, epistemological and paradigmatic assumptions of the viewer (Hall et al., 2004). As tourism can not be given universally standardized conceptualization, tourism process is portrayed and interpreted variously. Disagreements controversies and

unavoidable characteristics ofare tourism, where ever it is performed and practiced. Iafari (1992)summarizes the conceptualization of tourism since 1950 up to recent decades as different platforms and interpreted as "advocacy", "cautionary", "adaptancy" and "scientific". According to scientific platform tourism as a phenomenon can be intrinsically good or bad, whereas planning and management play a vital role with diverse definitions and conceptualization. Yet, tourism is a continuously growing inevitable sector in many numbers of developing countries with enormous economic, environmental and socio-cultural impacts. Unexceptionally, Sri Lanka also experiences rapid growth of tourism and it was chosen as the first destination in top 10 to travel 2019 according to Lonely Planet, even though country has to undergo sudden setback after the terrorist attack on April 21, 2019. Although Sri Lanka is a popular destination in modern global travel map, history of travel and tourism goes back to prehistorical era (Aslam, 2004). Even during the colonial era, the country has recorded constant growth of tourism (de Bruin and Nithiyanandam, 2000). According to Tsung-Wei Lai (2002) since 1948, year of independence tourist arrival had been increased and tourism growth was sustained in Sri Lanka. In 2017 tourist arrival was 2,116,407 and foreign exchange earning was 598,356 (US\$ 3,924.9 Mn) while contributing to the total foreign exchange earnings and remaining at the third rank next to migrant workers remittance and garment industry. As inherent nature of tourism, Sri Lanka tourism process also have been taken into different landscapes with diverse stakeholders and institutions. After the

ending of war in 2009, sudden growth and embarkation of unexpected numbers of domestic and international tourists in security threaten and war zone area of Sri Lanka pulled the military regiments to involve in tourism and hospitality industry. This was further capitalized through the available manpower along with political and economic necessities. However, this has been fallen into continuous criticism through various printed and electronic media and publications. Yet, tourism has been recognized as the largest "peace industry" with every tourist being an "Ambassador for Peace" (Salazar, 2006) and it is known as a resilient industry (WTTC, 2016) that recovers quickly after conflict, used as significant strategies in post-war reconstruction. Fernando and Kumara (2016) claim that the post-war tourism development in north and east regions does not support to build peace or reconciliation after criticising the conference themed as "Tourism: a Catalyst for Development, Peace and Reconciliation" due to absence of local input and participation. They argue that conference was organized by the UN's World Tourism Organization (UNWTO), "the UN agency responsible for the promotion of responsible, sustainable and universally accessible tourism", along with the Sri Lanka Tourism Development Authority (SLTDA) and the Ministry of Tourism Development and Christian Religious Affairs, but the community affected by three decades prolonged war has been totally neglected and did not appear where a conference claiming to discuss peace, reconciliation and development. "Further milestones included the United Nation's 'Tourism: Passport to Peace' year in 1967 and the 1980 declaration by the World

Tourism Organization in Manila that, for the first time, highlighted tourism as a force for global peace" (Becken and Carmignani, 2016: p.67). This strongly recommend the tourism as catalyst in post-war reconciliation process to regain peace and community empowerment and enhancing the tourism development. As tourism development in the country was not given appropriate policies and plans, instant and ad hoc development of tourism have been taken place prevalently in north and east, where tourism development reinitiated after three decades. Unavoidable participation of military in existing conventional tourism led the Luedi (2017) to argue as follow:

"The island nation is witnessing an impressive tourist boom, with foreign investors eyeing the country as a promising growth market. Despite these trends, tourism in Sri Lanka faces serious risks. Specifically, the country's tourism industry is being dominated by the armed forces, which run a plethora of businesses, generating income for the defence department while keeping hundreds of thousands of troops in the north." Policy, planning and appropriate implementation process in the country only can ensure the sustainability. As the country did not have proper tourism development policies, plans or clear implementation guidelines, managing the growth of tourism and administrating increasing number of foreign investments were critical challenges while ensuring the security and safety soon after the war. This was the prime reason for military regiments to involve in existing conventional tourism development administrations. Tourism and Yet. Watch portrayed the marginalization and deprivation of the community due

to new tourism development taking case examples from Kalpitiya, Kuchchaweli and Pasikudah while criticizing armed forces involvement in tourism sector (Plüss and Sahdeva, 2015). In contrast Wohlmuther and Wintersteiner (2014) argue tourism, from its very beginnings, has constantly been defined as a way of promoting peace and mutual understanding. Overarching conventional tourism with of awareness and understanding tourism development process aligning with landscapes and dream and desire of potential guests, misspell the military participation in tourism. Emphasizing the alternative tourism products instead of mass tourism, Lokuhetti et al. (2013) scrutinize new approach in tourism development that ensure long lasting peace and sustainability in north and east regions of Sri Lanka with the target of 2.5 million tourists by 2016. Riley et al. (2008) emphasize the need for collaborative structures in cultural heritage tourism development to resolve conflict and inertia caused by alienation due to a structure dominated by power relation. In order to rectify the sustainable development and peace building process, tourism should be conceptualized relevant to material space, metaphor that to be offered for tourists, imaginations to be built over the landscapes, and making complexity of context (Crouch, 2004). Accordingly, the military landscapes should be conceptualized their tourism process within their landscapes rather than adapting conventional tourism, which is carried out by all other tourism entrepreneurs and investors. Bończak (2013: 18) describe the military tourism as: "Military sites, warfare events and the places where they have occurred are part of 'culture as broadly understood', despite the

fact that they are mostly identified with tragedy, death and destruction. However, it is wars that have shaped to a large extent the history of mankind, contributed to the progress of civilization, and paradoxically influenced the development of culture and art. From this point of view military tourism might be considered as a type of heritage tourism."

Military and military landscapes been appearing in the world since prehistorical eras and undergone numerous phenomena related to history, culture, ethnography, anthropology and various socially constructed world. This magnifies the heritage and culture as prominent resources to capitalize through tourism. Santos (2017) points out that the "Military Tourism" is about war and arms, and the in-depth stories of a country's military might with accounts of heroism and several survivals, adventure and water sports activities for travellers. Poland has noted growing interest of people in variety of life expressions in relation former Soviet military bases with tangible and intangible heritage (Demski, 2017). UNESCO World Heritage Convention Concerning the Protection of the World Cultural and Natural Heritage Military heritage places are also considered as part of the cultural heritage (UNESCO, 1972). Klupz (2008:1) explains the military heritage as:

"The spirit of the military heritage places treats the most often to historical events, former wars and battles. It is associated with glory of armies, nations, but it also calls out nostalgia and musing over death. Instead of the "spirit" we could as well talk about a "genius loci" of

the military heritage places which usually refer to a location's distinctive atmosphere of military heritage sites like battlefields or war cemeteries. The military heritage places are the part of tangible cultural heritage but the spirit of the military heritage places is associated with the intangible values".

Military landscapes possess diverse tangible and intangible heritage values to bring forth multiple conceptualizations in tourist performance and practice. This intensifies the heritage tourism in military landscapes as a niche tourism segment of a destination to enrich the marvels in tourist's experience far beyond the conventional tourism practices. Exploring the heritage tourism potentials or values in military landscapes and analysing the target markets will be preliminary criteria to incorporate an appropriate tourism process. Hrusovsky and Noeres, (2011) outlines the different segments of target market for military tourism and describe the history related military tourism as:

"The historical product consists of trips to former battlefields and places of military-historical relevance. For an example, the battlefield of "Verdun" in France or Hitler's "Wolfsschanze" in former East Prussia can be listed. The arrangement of such products focuses on a rather passive experience serving an educational purpose. Potential target groups are veterans who fought in battles carried out in particular destinations and customers with a general interest in history." (p.87)

Heritage tourism in military landscapes would really connected with past battles, remarkable phenomena and their locations, historical monuments and artefacts, stories of heroes and military mission etc. These are unique and military-centred tourism resources to develop separate segment of tourism that can be targeted and positioned in the segment of ex-military servicemen and people who are interested in heritage and history. According to Klupz (2008:2) heritage tourism resources in military landscapes encompass outstanding universal value from history, art or science that include:

- 1. Monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features.
- 2. Groups of buildings: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape.
- 3. Sites: works of man or the combined works of nature and man, and areas including archaeological sites.
- 4. Structures, including fortifications, (including fortified towns), works of military engineering, arsenals, harbours, barracks, military and naval bases, testing fields, and other enclaves and constructions built and/or used for military purposes.
- 5. Landscapes, including battlefields, territorial, sub-aquatic or coastal defence installations and earth works, ancient or recent.
- 6. Commemorative monuments, including war memorials (Figure 2),

trophies, cemeteries (Figure 1), cenotaphs, and other plaques or marks.



Figure 1, Garrison War Cemetery – Kandy Source: Author's Collection, 2019



Figure 2, National War Heroes' Monument – Colombo Source: Sri Lanka Army, 2018

Although Sri Lanka is a small island in the Indian ocean, its prehistory, history, colonial eras, and modern history bring forth enormous monuments, buildings, sites, structures, landscapes, and commemorative monuments.

For an example the prehistory of Ravana and Ramayana reveal a numbers of battle fields, many number of sites related to the history; ancient Kings, a number of fortresses, battle fields, war cemeteries and prisons, monuments and buildings from Colonial eras, many sites, monuments, war memorials and trophies relevant to post independent eras to up to date. Hence, tangible heritage resources and are prevalent in military landscapes of all over the island. While exploring the tangible heritage resource in military landscapes, intangible heritages also marvellously noted by Klupz (2008:4):

"Military heritage calls out large emotions very often and it is connected with national, regional and local tradition protected as the intangible heritage, which is transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their history, and provides them with a sense of identity and continuity."

As Klupz (2008) identifies intangible heritage in military landscapes can be categorized as follow:

"[sic] The intangible heritage is comprised with practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. As per the UNESCO convention is manifested in the oral traditions and expressions, including language as a vehicle of the intangible cultural heritage; in performing arts; in

social practices, rituals and festive events; knowledge and practices concerning nature and the universe; traditional craftsmanship. Particularly, the spirit of the military heritage places is mostly manifested in the oral traditions and expressions, in performing arts and in social practices, rituals and festive events". (p.5)

As tourist performance practices consist with experience and emotion, intangible heritage could be more impactful than tangible heritage. Intangible heritage deals with consciousness. imagination, expression and animation or simulation of invisibles. This enables the tourists to enjoy and experience in the military landscapes; what misses in their life, what is unreachable, what is impossible, what is in imagination or dreams, what inspired, and what to be self-ascertained as essence of military heritage. As Sri Lanka military heritage embraces with a long history and fallen into different eras such as kings' eras, colonial eras and post-colonial eras, domestic and international tourists are inspired to experience intangible heritage values and resources.

historical battle recalled by Gunadasa Kapuge " බිම්බරක් සෙනග ගැවසුණු චන්දු සූර්යයා ඉපදුණු ස්වර්ණ භූමියේ මනරම් මාළිගාව කෝ ..." this song is very popular among Sri Lankans to remember a battle between Srilankan (alias Ceylonese) heroes and English army during the colonial period. Anothor intangible heritage battle field memory was sang by Raj Wickramasinghe "සෙබළාණතේ ඔබ මැරුණා නොවේ කුසුමක් වෙලා ඔබ පිපුණා හදේ මතකයි එදා ඇත රණ බිම් පුරා සටතේ වැදීලා දෙන්නා එදා" This song is recalled the memory of dedicated and

devoted recent past history of Sri Lankan military. Sunil Edirisinghe sings "රන් මලක් ං ලෙස දෙව් බඹුන් දෝතින් පිදු මේ පින් බිමේ මව් බිමේ ... හිමිකම් පතා තම දිවි පිදු කල ඒ පුතුන් තුන් හෙලේ හැම මව්වරුන් ලය කිරි එරී ඇත උන් නමින්..." to remarks the priceless contribution of military forces as real heroes of the motherland. There are a number of similar songs and performing arts recalling the heritage battle fields that fall into postcolonial, colonial and precolonial eras in Sri Lanka. There are a number of songs and video documentaries not only reflecting battle field heritage but also in many areas, such sports and events, dine and cuisine, guest care and hospitality, performing arts and entertainments etc. A video from Mark Wiens (2019) (https://www.voutube.com/ watch?v=oo-HbKpQ-Ek)demonstrates little bit on military dine and cuisine in East coast of Sri Lanka. Hence Intangible heritage resources in military landscapes of Sri Lanka. Meanwhile Sri Lanka Army (2018) sent A 16-member aestheticallyskilled cultural troupe of the Directorate of Army Band, Drama and Art Performances of the Sri Lanka Army to Paris in France to perform traditional cultural dances during the International Vesak Festival that would continue for a few days. This is further confirmed by winning the 1st place in the (cultural) category in the International Army Games-2019 in Moscow, Rusia (Sri Lanka Army, 2019). Hence, Sri Lanka military landscapes embrace with ample intangible heritage resources to strengthen the heritage tourism. Although military landscapes possess a number sub-segments of military tourism, heritage tourism can be the most highlighted segment with tangible and intangible heritage values and resources. This embarks the exclusive tourism potential for military landscapes to identify and

build their own market segment, without competing in conventional tourism market.

CONCLUSIONS

As one of the largest and rapid growing industries, tourism has creeped into every corner of the globe, where there is material space, metaphor, imagination and complexity of contexts. An exceptionally tourism encroached into landscapes of Sri Lanka too soon after the ending of the war in 2009. Specially North and East many mini military landscapes are opened for tourists' performance and practices. However, there are a number of electronic and printed media publications and criticism on military participation in existing tourism industry. Sudden and unexpected volume of tourist flow into north and east regions soon after war led the, military regiments including all tri forces to administer or manage the tourism. This situation further magnified, since the regions were under threaten of security, safety and political instability along with absence of tourism suppliers and service providers. Yet, tourism had to be developed and managed without appropriate policies and plans through available manpower in the military landscapes. This led the military landscapes to absorb existing conventional tourism practices, rather than identifying suitable niche tourism market segment that referred to military tourism with a number of sub-segments. Exploring and analysing the contents on military heritage tourism with criticism on military participation on existing tourism in Sri Lanka, enabled author to reveal heritage tourism in military landscapes of Sri Lanka as the most attractive niche segment tourism. Military landscapes in island wide embrace with

plentiful tangible and intangible heritage resources and values to incorporate heritage tourism. This would deliver fascinating and memorable holiday for domestic and international tourists while ensuring the sustainability of military landscapes. The military landscapes will build their own target market segment while eradicating the criticism and challenges faced through practicing conventional tourism. Military heritage tourism would be further diversified and strengthen through future research different segments of heritage tourism in Military landscapes.

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THE EFFECT OF A MILITARY ENVIRONMENT ON THE SECOND LANGUAGE ACQUISITION; A STUDY BASED ON OFFICER CADETS OF THE BSc. DEGREE AT SRI LANKA MILITARY ACADEMY

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ABSTARCT

Second Language Acquisition (SLA) is considered to be a complex psychological and physical process. Undeniably, it becomes a daunting task in a military environment where the trainees are expected to gain the language competence while coping with culture shock and the strenuous military training. This investigation is based on the Officer Cadets of BSc in Military Studies and some of which are considered to be incapable of meeting the expected language standards during their training. Hence, this research paper aims at investigating the effect of military environment on their SLA by analysing the aspects of communication, free time for studies, effect of corrective training measures (punishments), other training related activities, support of English in academic enhancement, cultural Also, it further elaborates how far shock. Edward Thorndike's Laws of Learning secured within the existing military environment and applicability of Krashen's Second Language Acquisition Theory(SLA) and Knowles Andragogy within teaching and learning process. For the study, data was mainly collected by distributing questionnaires among 50 Officer Cadets, conducting interviews and informal discussions with the target group and the academic staff. The study found that the military training background has caused negative implications on their SLA and threatened the Laws of Learning Theory. Furthermore, it was revealed that a considerable number of Officer Cadets have not been able to achieve the required language standards due to varied linguistic and military cultural problems. In conclusion, it is recommended to introduce two main streams in achieving the required SLA standards; by conducting English curriculum in a non-military background or by making certain modifications to the current educational system reinforced by the concepts of Andragogy and the Second Language Acquisition Theory.

KEYWORDS: Second Language Acquisition (SLA), Mother Tongue (MT), Principles of Learning, Andragogy, Sri Lanka Military Academy.

INTRODUCTION

The sounds, words and sentences are the stages in language development. The first cry or sound uttered by a child is its cry of birth. Crying, babbling and gestures are all important forms of 'pre-speech' communication. The mother starts talking to the child right from the moment of birth. She converses when she changes the clothes of the infant. She converses when she feeds the infant. She converses when she bathes him. In this way the sound making behavior is reinforced. It is pleasant for the parents to listen the sounds made by the infant. It becomes a rewarding experience for the child (Aggarwal, 2010). Language is one of the most important aspects which demarcates a human from animals and it makes him so unique as he inherits this impressive potential of producing meaningful vocalizations for communication (Lemetyinen, 2012); other species on earth except the man with the ability to express and share infinite ideas, emotions and thoughts with a limited number of vocal symbols (Human Language, n.d.).

Chomsky states that the child is born with the ability of abosorbing his mother tongue naturally and his brain can store unlimited linguistic inputs. When he grows up, he is able to master in it (cited in Barman, 2012). Chomsky's concept was critically visualized by Jeremy Harmer and argued that the natural potential of a human being to learn a language comes up with matuarity. He formulated the argument that the existence of Universal Grammar is biologically, evolutionarily and psychologically implausible and child might utilize general cognitive and learning principles instead of Universal Grammar (Psycholinguistics, Theories and Models of Language Acquisition, n.d.). Thus, it can be argued that the mystery of language acquisition keeps psychologists and linguists

astonished over centuries and will arouse their curiosity to explore this phenomenon much deeper in future (Lemetyinen, 2012).

In an atmosphere where conceptual disagreements and different ideologies clash together upon the aspect of the first language acquisition process, the acquisition of the first language has however become successful in a natural pace. On the contrary, Second Language Acquisition (SLA) seems to be a highly complex, yet demanding mental process. Many scholars, linguists and educationists are interested in researching deeply on the subject of SLA.

In a highly globalised atmosphere, English as 'Ligua Franca' holds a very unique and dominant position among many international languages. Since English plays a vital role in academics and commercial arena as a second language, it is taught in many schools, academies and universities in worldwide. Also, it deeply dwells in societies with its culture, beliefs, fashion, practice and traditions (Effortless English, 2017). In military environment, it holds a high position as it has become a major factor in determining the success of military operations and academic credentials all over the globe. Mastering English language has become a sine qua non for the global military citizens of the new era since they are supposed to operate as part of joint organizational structures coordinating air, land, maritime, space, and special operations (Mustafa, 2012).

Sri Lanka Military Academy, the heart of the Sri Lanka Army is the only military establishment in Sri Lanka which undertakes the prime responsibility of transforming an immature and inexperienced civilian to be a disciplined, skillful and professional military officer (Sri Lanka Military Academy, 2018). At the 67th Army Day Anniversary, the Commander of the Sri Lanka Army implies

that the military in peace has to prioritize the producing of military professionals to suit the standards of present day armies (Commander's message on 16th anniversary and Army Day, 2016).

RESEARCH PROBLEM

The Officer Cadets of the BSc Degree in Military Studies are expected to begin their Intensive English Package after a three month military orientation package. These Cadets follow the English curriculum while being accustomed to the new environment, military values and military training with an unfamiliar group of people, English spoken community (as a means of communication and instruction), a highly dominated command and control system and a totally different new military lifestyle at the stage of the negotiation (defined in the culture shock). In this environment, the second language standards of the Officer Cadets remained farther below than the expected standards.

OBJECTIVES OF THE RESEARCH

The main objectives of the research could be listed as below:

- 01. To identify the effect of military environment towards the Second Language Acquisition of the Officer Cadets.
- 02. To investigate to what extent the Laws of Learning have been secured within the military environment.
- 03. To analyze how far the Adult Learning (Andragogy) and Krashen's Second Language Acquisition Theory are practically adopted in the current educational environment.
- 04. To analyze main causes which influence the SLA of Officer Cadets.

METHODOLOGY

This research in fact has relied upon both

primary and secondary data sources in analyzing SLA standards of the Officer Cadets. The military academy is currently conducting training for 549 trainees in nine batches and it gives a special attention and emphasis on Officer Cadets following BSc Degree in Military Studies (under regular intakes). Out of which, there are 202 students from five regular intakes 82,83,84,85 and 86 reading for the degree.

Primary data for the study was collected by distributing questionnaires among 50 Officer Cadets and interviewing 10 Officer Cadets from all five regular intakes. Also, the study relied on the data which was gathered from casual interviews with the target group and respective academic and military personnel; Course Officers of each intake, Academic Lecturers, Civil English Instructors and Military English Instructors with over 16 years of service at SLMA.

Literature (online publications, journal articles, websites, pages and books) related to empirical and theoretical studies in the aspects of language acquisition, teaching and learning, adaptation were incorporated to reinforce the study.

The study involves the mixed method as it helps in appropriately balancing one type of data by the strengths of the other. Though which, a thorough understanding can be made by integrating different ways, thereby analyzing the research problem in multi designs. The data analysis of the study dealt with Microsoft Excel applications in presenting statistics through diagrams, pie charts and line charts.

THEORETICAL PERSPECTIVES

1. Principles of Learning

Edward Thordike's 'Laws of

Learning' in fact provides deep insights in order to make learning so effective; Thorndike developed the first three laws of learning and subsequently three more were added to the theory.

Law of readiness - implies the degree of preparedness and eagerness to learn.

Law of exercise – things that are most often repeated is best remembered.

Law of effect – based on the emotional reaction and motivation of the student.

Law of primacy – learning should be done correctly for the first time.

Law of recency – things that are most recently learned are often best remembered.

Law of intensity – the more intense something is taught, the more likely it will be retained (Chua, 2014).

2. Adults Learning Theory (Andragogy)

Malcolm Knowles, an American educator theorized adult education through Andragogy. According to Malcolm Knowles, he has identified 5 key characteristics within the adult learner:

Self-concept - As a person matures, his self concept moves from a dependent personality to a self-directed one.

Experience - As a person matures, he accumulates a growing reservoir of experience that becomes an increasing resource for learning.

Readiness to learn- As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.

Orientation to learning. As a person matures, his time perspective changes from subject-centeredness to performance centeredness (Northern Arizona University, 2010).



Figure 1: Adults Learning Theory - Andragogy (Hale, 2011)

3. Krashen's Theory of Second Language Acquisition

Krashen's Theory of Second Language Acquisition which is a result of prolonged studies in fields of language acquisition and development, non-English and bilingual language acquisition is based on five main hypotheses:

The Natural order hypothesis- Some grammatical structures tend to be acquired when growing.

The Acquisition/Learning Hypothesis-The 'acquired system' requires meaningful interaction but the "learned system" is based on deliberate learning.

The Monitor Hypothesis- In the monitoring function, the acquisition system becomes the utterance initiator,

while the learning system performs the role of the 'monitor' or the 'editor'

The Input Hypothesis- The learner makes progress along the 'natural order' when the second language 'input' is one step beyond his/her current linguistic competence. The Affective Hypothesis: Low motivation, low self-esteem, and debilitating anxiety can form the affective filters (Krashen,1988).

4. Culture Shock

Culture shock is an experience that a person may undergo when moving to a new cultural environment from his own one. This happens in 4 phases.

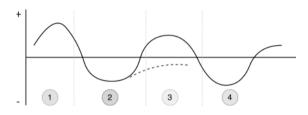


Figure 2: Four Stages of Culture Shock

Honeymoon

During this period, the differences between the old and new culture are seen in a romantic light.

Negotiation

After some time, differences between the old and new culture become apparent and may create anxiety.

Adjustment

The differences and changes have been taken onboard, and routines have been developed. He starts developing problemsolving skills for dealing with the culture while accepting the culture with a positive attitude.

Adaptation

In the mastery stage, individuals are able to participate fully and comfortably in the host culture (Ibid).

ANALYSIS

This research paper studies the effects of some variables such as the frequency of communicating in the target language between Officer Cadets and officers, availability of free time for studies, effect of corrective training measures (punishments) and other training related activities, support of English to learn Academic & Military Subjects, effect of military training environment and English speaking culture for SLA. Further, the study discusses comprehensively how Edward Thorndike's laws of learning have been affected in the SLA process and how far they are preserved in this military environment. Also, it elaborates to what extent the military system accommodates Krashen's Second Language Acquisition Knowle's Andragogy. Theory and

Use of English with Senior Officer Cadets and Officers

Trainee Officer Cadets follow their BSc Degree programme in English medium and they are expected to communicate in English in order to improve their public communication skills. In this background, use of English with Officers in comparison to that with Cadets remained at a very high level as shown in the figure 3.

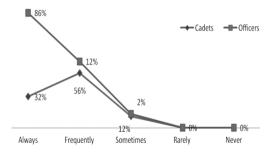


Figure 3: Use of English with Cadets and Officers

This is because the trainees are not allowed to communicate with Officers in their Mother Tongue (MT). Resultantly, the rate has peaked to 86% and it is 32% between a senior Cadet and a junior Cadet.

During the interviews the Course Officers mentioned that they are always mindful in communicating instructions and orders through English as it helps them in numerous ways to keep a good command and control over them. Simultaneously, this exemplary behaviour motivates them to imitate and to learn the language fast as they are always closely associated with their Course Officer. Also, they tend to always judge the educational level, professionalism and personality of officers based on their public speaking ability and leadership qualities. When it comes to communication in the target language among Cadets, the situation explicitly depicts that most of the Cadets depend on their Mother Tongue (MT) extensively when exercising their command and control over the juniors. (1980) discusses thoroughly the importance of experiences in adults' education and how the experience can be utilized to improve their English as a Second Language (ESL) skills in building self image and to become a smart learner. He mentions that:

"Adults should enter into any undertaking with a different background of experience from that of their youth. They derive their self-identity from their experience and define who they are in terms of the accumulation of their unique sets of experience and they have a deep investment in its value. When they find themselves in situations in which their experience is not being used, or its worth is minimized, it is not just their experience that is being rejected-they feel rejected as persons" (Edwards et al., 2013).

The researcher has identified the importance of internalizing the linguistic properties within language learners through regular drilling and practice, which was broadly discussed by Edward Thorndike in his principles 'exercise' and 'recency' in his learning theory. It has been proven that students learn best and retain information longer when they have meaningful practice and repetition (Flight Literacy, n.d).

It is apparent that in a military climate, seniority plays a dominant role and the ability to speak English brings significant advantages to uphold the position. As per the purview of the Officer Cadets, English and the concept of seniority have a mutual and integrated relationship (SLMA, 2018). Also, the Course Officers indicated that the vivid difference between a junior and a senior or a military officer and a civilian is made by English.

As per the ideas of some English Instructors, they highlighted the fact that most of the Officer Cadets boldly interact with peers in Mother Tongue when sharing their experiences and emotions as it is

the most convenient medium for their communication. Further, they pointed out that a few officers communicate instructions, orders and information in Mother Tongue with them. This practice creates negative impressions in ESL learners as they seem to have made some conclusions such as "English is not a necessary tool for an Officer or a Cadet". Further, they mentioned that forcing trainees to communicate in English will not be productive unless they comprehend its importance as adult learners.

EFFECTIVENESS OF ENGLISH SPEAKING CULTURE ON SLA

In accordance with military fashion and the intension of enhancing the English standards of trainee Officer Cadets, a rule has been imposed making the medium of communication only through the target language, English. In order to investigate the effectiveness of the existing English culture, the question of 'whether the English speaking culture is effective in military background' was directed towards the Officer Cadets. The results are as depicted in the figure 4.

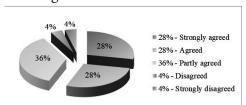


Figure 4: Effectiveness of English Speaking Culture

As per the results, there are 56% Officer Cadets who strongly believe in the effectiveness of the English speaking culture and its contribution towards language acquisition, whereas 36% of Cadets expressed their partial agreement with its effectiveness and contribution. During the interviews with the Cadets, it

was disclosed that they frequently speak English with Officers since they are not allowed to communicate in mother tongue even though they tend to frequently speak their Mother Tongue with peers and other Cadets (Leong & Ahmadi, 2017).

At the unstructured interviews with the Officer Cadets and Officers, they came up with reasons, why do they frequently use mother tongue in communication. As Abebe and Deneke (2015) found out the factors such as convenience of communication in mother tongue, less vocabulary, inadequate grammar knowledge, anxiety in the military surrounding, phobia towards the language and making mistakes, inferior complex, mother tongue influence, underestimation of own linguistic talents, pronunciation problems, negligence of opportunities to develop their language skills, anxiety towards others' negative evaluations, lack of responsibility, enthusiasm and devotion to acquire the language have caused to hinder the power of expression. In this case, the study reveals that they are not likely to be motivated for the language acquisition since their negative feelings emerge strongly beyond their positive thoughts.

Senior Officers added that they had been conditioned to depend more on their writing skill from their school time in order to pass the written based exams. As per their opinions, inculcation of new habits like speaking English in a new environment creates cultural and linguistic complications. For the cadets who have not experienced or exposed themselves to English speaking culture in early life undergo a hard, challenging psychological transformation once they are exposed directly to the English

spoken military culture and to be a member of that community.

Time for Self Studies

Time for self studies has great bearing on the language acquisition as the language needs to revise what is taught and shown in the class in their leisure, to update the knowledge and to engage with self education. In this stage, it is expected to ensure whether Officer Cadets get adequate time to involve with their own studies.

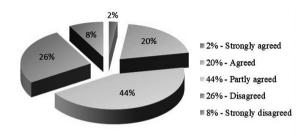


Figure 5: Time for Studies

The figure 5 shows that 34% of the Officer Cadets are not satisfied with the time available for them to do self studies. However, 44% of them have a moderate feedback towards the adequacy of time for self studies.

The time factor comes into broader discussion in a point where the four year BSc degree programme is compressed into two years and nine months including both military and academic subject components. Another aspect is the overcrowded tight training schedules; usually their day begins with morning Physical Training (PT) at 0515hrs and ends at 2200hrs (SLMA, 2018). Throughout this period, they participate mainly in military and academic lectures, drill, PT sessions, weapons training and so on. As per Course Officers, English language

instructors and some Cadets are struggling with time for attending to the personal needs, cleaning and arranging their accommodation areas getting ready for the following day programme (preparing training ironing their uniforms, polishing boots, belts, shoes etc). After attending to all these requirements, they find little time to involve with their studies. Apart from these things, corrective training preparation of living areas, classroom inspections, camp-cleaning are some of the unpredictable activities that can occur at any time. Furthermore, they mentioned how the normal training schedule becomes busier than ever because of extra events and activities such as sports competitions, parades, academy events, Fox Hill Supercross, visits of delegations, annual graduation ceremony etc. In this context the study found that lack of leisure, restlessness, other training priorities have affected on their meaningful practice of the target language and the academic culture, thereby adversely affecting the principle of 'Recency' in Edward Thorndike's Principles of Learning theory.

In such a crowded schedule, time management becomes a serious question and also they cannot stay focused on academics and to maintain the momentum. That's why Napoleon Hill points out that, "once we have to accomplish too many goals, it's quite impossible to find the motivation and discipline to concentrate on all of them. It's much easier if we just focus only one thing at once. If we focus on achieving only one thing, the possibility of achieving it is greatly enhanced" (Njlifehacks, 2016).

During the interviews, one Course Officer said, "It is true that we are undergoing a hard training with a tight schedule but

we should be able to manage our time." Military man is defined as a specially bred person who should be able to achieve the set objectives even under any extreme condition. Some trainees have been fully acclimatized to the new military setting and clearly perceive the role which they have to play with total mental preparedness. When we look at the situation from the aspect of culture shock, it is clear that Officer Cadets are adversely affected by negotiation/anxiety stage because they always begin their English intensive package after three months. This period does not set much favourable condition for learning.

The principle of 'recency' in Thorndike's Learning Theory states that things most recently learned are best remembered (Turqueza, 2017). It is quite obvious that the Cadets are driven away by the overcrowded tight training schedules which obstruct revising of what they learnt during the day.

The English Instructors emphasized that they depend exclusively on short term memory other than long term memory. Even though they get some leisure, most of the cadets' lack interest in updating and upgrading the memory. Instead, they look for the rest and relaxation. Some undergraduates attend to their routine works such as washing, polishing, cleaning, arranging, writing letters, chatting and so forth. Most of them are engulfed by emotions such as worries, homesick, frustrations, disappointments, anger etc in a military climate.

Moreover, English Instructors and Academic Lecturers complained frequently about their sleepy conduct during the lectures. "The sleepy mood of the class shocks me, this makes me disappointed. Finally, I have the sense of failure in my teaching despite having thoroughly prepared for lectures." said one of the Civil Instructors. This condition implies that the principle of 'intensity' is quite difficult to achieve when the learner is almost inactive and unprepared to accumulate teaching.

Effect of Corrective Training Measures (Punishments) on Studies

The study gives a specific emphasis on testing to what degree the nature of corrective training (punishments) has affected ESL studies in the military context. Cadets' responses on the assumption of, 'corrective training affects badly on studies' were viewed. The results were depicted through the following figure 6.

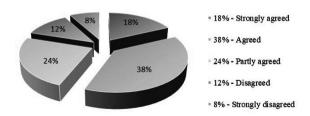


Figure 6: Effect of Punishments on Studies

According to the above figure, a majority of them stand in favour of the statement while 20% of them oppose the idea.

15 Officer Cadets out of 20 during the interviews mentioned that they become exhausted after corrective training and they are not mentally and physically fit enough to assimilate lectures. As per the perspectives of five English Instructors

and four Academic Lecturers, there is no or least relation between the mistake made by Cadets and some corrective measures taken against them. In their views, due to these punishments, cadets become more physically tired and this condition draws away their concentration. Drowsiness, passive involvement in discussions, less contribution, shocking atmosphere and distraction are common symptoms which formulate a teacher discouraging learning environment. Here, it is evident that anxiety, military training environment, tight training schedules, punishments have contributed individually and collectively to decline the learner's enthusiasm, his emotional reaction and motivation, thereby proving how Thorndike's principles of 'preparedness, 'exercise' and 'intensity' challenge in varied degrees.

As per the researcher's experience as an English Lecturer, it was discovered that this learning environment does not provide a favourable platform to execute the teacher's plan. The well- planned lectures are also always disturbed by Cadets' unpreparedness to learn so that learning occurs in an irregular format. It is clear that the learning principle of 'intensity' is not achievable due to Cadets' poor contribution to lectures. In a circumstance where the Cadets experience feelings of defeat, frustration, anger, confusion, or unpleasant due to certain corrective training measures, the instructor is not able to achieve the success in teaching. Each time the Cadet is engulfed by unpleasant feeling due to physical and mental exhaustion caused by corporal punishments the instructor is not able to meet his lesson objectives. Resultantly, as mentioned by Buff (2013) the learner gradually loses the enthusiasm and importance of the language. As a result, objectives of the English package are unachievable in long term.

By opposing strongly the above statement. Course Officers stated that punishments are inevitable in military training and it is part and partial of their training. A Cadet will be transformed to a military leader through a breaking and making process. Thus, the due training is designed to cater for that requirement as well. These types of military ideology grow based on the argument that the Cadet is expected to acquire the second language in a unfavorable circumstances where some essentials of education such as physical and mental steadiness (readiness), emotional reaction towards learning (effect) threatened (Edward Thorndike (Turqueza, 2017).

Support of English to Learn Academic & Military Subjects

In the military background, English plays a fascinating and dynamic role (Mustafa, 2012). The statistic data reflect precisely the positive belief towards the role of English; 98% of them agreed that it plays an effective and supportive role in accumulating knowledge.

During the interviews, Lecturers pointed out that almost all the academic and military components in the degree programme are taught in English medium and the study materials referred by the Cadets are written in English. Apart from all these things, they are expected to submit extended essays in order to fulfill the military

degree in English at the final term. In all aspects of their military training, English has undeniably become a compulsory tool (SLMA, 2018).

As per the idea of English Instructors, Officer Cadets treat English language as one of the subjects and has not realized the unique role which it plays in the military climate. Furthermore, they observe a wide gap between their reference materials and their language proficiency. The capacity of Officer Cadets to assimilate the knowledge of military books is inadequate as they are written in very complex UK standard style. Knowles (1980) in his Andragogy highlights the importance of a performance-centered learning system instead of a subject-centered learning system to educate adult learners. He elaborates it as follows:

"if learners have understood the education as a process of acquiring subject matter content, which is subject-centered in their orientation to learning. However, as adult learners, they should identify the education as a process of developing increased competence to achieve their full potential in life."

Accordingly, learning experiences should be organized around competencydevelopment categories and they are expected to be performance-centered in their orientation to learning.

Effect of Stress in Military Training Climate

This study gives an emphasis to measure the depth of stress the Officer Cadets possess on the assumption that the military training environment creates mental or emotional tension. Their response on this psychological issue is as depicted in the figure 7:

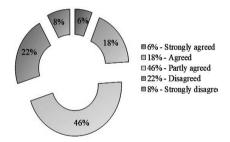


Figure 7: Effect of Sress on Learning

As per the figure 7, it shows that the military training climate creates a moderate level of tension on the education of 46% Officer Cadets. Meanwhile, 26% of the Cadets are subjected to a high stress level. However, 28% of them are not affected by stress in the military climate. Consequently, the above illustration vividly portrays how the Officer Cadets undergoing the same military training has been affected differently in the military atmosphere.

Through the interviews held with the officer cadets and academic staff, they revealed that the military training causes a certain amount of pressure on them; the tight training schedule, lack of contacts with family members during the military course, less leisure time, insufficient time to attend to personal requirements and biological needs such as arranging the living area for Senior Officers' inspections, preparing uniforms and other essentials for the next day programme, wresting of responsibilities as per military rules and SOPs (SLMA, 2018), less orientation to the new lifestyle, adaptation to an array of new habits and stereotype system, military command and controlling system, military traditions, corrective training measures and new lifestyle with a group of unknown batch of trainees have resulted in growing the pressure within them.

Generally, these Cadets are geared to undergo their intensive English package after a three month military orientation package at honeymoon stage of culture shock. In other words, the English package is conducted at the beginning of the negotiation/anxiety stage where the cadets undergo a tremendous amount of unpleasant feeling such as frustration, dissatisfaction, homesickness. At this stage, they experience unfavorable events that may be perceived as strange and offensive to his old culture. Their stress level accelerated once they deal with the unfavourable circumstances caused by the following motives:

- 1. Language barriers occur as they are used to speak mother tongue for communication in the early life. By now, they are forcefully driven to speak English.
- 2. Medium of instructions (almost all the Officer Cadets followed their A/L or O/L in Sinhala/Tamil) is shifted from Sinhalese/Tamil to English.
- 3. They are supposed to mingle with an unknown crowd of people who are coming from different parts of the country, representing diverse social backgrounds, inheriting individual differences and possessing diverse attitudes.
- 4. The conversion from the civilian way of lifestyle to a military lifestyle where military values, routine and rules are inculcated creates pressures and anxiety.
- 5. Military way of training, upbringing, command and control system is totally different from that of school or household.
- 6. Deprivation of social relationships of the old culture for a long period produces homesickness, complications, frustration and psychological disorders (Social Science Libre Text, 2019).

The Course Officers mentioned that the Cadet should be trained under extreme circumstances and they are expected to use initiative to tackle such situations; some techniques such as time management, flexible mindset, positive attitudes, gradual military orientation, consideration of their future role and service for the Army and nation, financial and other benefits provided by the Army, privileges which would have been entertained when earning seniority, new experiences and company with batch mates and so on will help to minimize the degree of stress. Further, they appreciated the decision taken by allowing use of laptops with modern accessories such as dongles, audio equipment, cameras etc. Because these sophisticated devices have the capability of lessening the stress level by providing entertainment and joy. Also, they can be used for academic purpose. Moreover, PT sessions, sports and club activities, excursions, outings, bi-annual competitions reduce their anxiety level in the military background.

However, the Affective Filter Hypothesis introduced by Stephen Krashen elaborates how the anxious and irritating emotions disturb the second language acquisition of the learner. Krashen (1988) claims that learners with low motivation, low self-esteem, and debilitating anxiety can combine to raise affective filters and form mental blocks that prevent comprehensible inputs from being used for acquisition. Thereby, they must gain high motivation, self-confidence, a good self-image, and a low level of anxiety to succeed in SLA (Schütz, 1998).

CONCLUSION

This empirical study involves analysis on the effect of military environment on the second language acquisition of Officer Cadets in the aspects of communication, free time for studies, effect of corrective training measures (punishments), training related activities, support of English for the academic enhancement, anxiety level of military and effect of English speaking culture. In this context, the study further elaborates how far Edward Thorndike's Principles of Learning (readiness, exercise, effect, primacy, recency and intensity) are affected within the existing military environment while studying to what extent the military system accommodates Krashen's Second Language Acquisition and Knowle's hypothesis Andragogy. Having studied theses areas, the researcher makes the following key findings and recommendations.

Use of English among cadets (32%) in comparison to that with officers (86%) remained at a low level. In other words they highly use their mother tongue (Sinhalese and Tamil) for communication as it helps them in sharing ideas and emotions more conveniently than the target language. Also, they are motivated to continue communication in mother tongue as some of the officers are likely to communicate instructions, orders and information through the same tongue. It was seen that the Officer Cadets faced varied linguistic and cultural problems due to poor vocabulary, over-concern of pronunciation, inadequate grammar knowledge, MT influence and orientation related issues, lack of exposure to a second language used environment, anxiety caused by new military culture, fear of making mistakes, inferior complex, anxiety towards others' critical and negative evaluations, undermining of own skills, inability of inculcating English speaking habit, poor classroom involvement in classroom activities, weak enthusiasm, low self perception and self esteem.

Another key finding of the study was that Edward Thordike's principles of

learning is highly challenging in the military environment due to the reasons such as inadequate free time for studies (34% of Officer Cadets), tight training schedules, conduct of four year curriculum in less than three years, amalgamation of both military and academic components, extra events and activities (SLMA, 2018) such as competitions, parades, fatigue, academy events, visits of delegation, Fox Hill Supercross, passing out ceremony, camp cleaning, corrective measures(rigid punishments, night reporting), some training related activities like PT sessions, Drill, inspections etc. In such an academically unfavourable background, they make a slow progress in language acquisition as they are not facilitated in maintaining the momentum of Language acquisition.

One of the key findings was that Knowles (1970) adults learning characteristics such as incorporation of experiences in learning, performance centered education. interdependent personality and learning readiness to perform social role are not best accommodated within the military background. The Officer Cadets treat English language as a subject and learn to pass the exams. They as adult learners are involved with a subject-centered learning system instead of a performance-centered learning system, thereby their readiness to social role is not encouraged. In the military background their experience has little value and bear dependent personality due to lack of convalescence to military, little exposure to English speaking societies, only MT based school education system, inferiority complex etc.

The study revealed that 46% of Officer Cadets undergo a moderate level of stress in the military environment while 26% of the Officer Cadets are subjected to a high stress level. When the main causes

for pressure emposed by the military training were investigated, their new way of life (unlike their civil lifestyle), the tight training schedule, homesickness, less leisure time, insufficient time to attend to personal requirements, wresting of responsibilities as per military rules and SOPs, less orientation to the new military culture, adaptation to a stereotype system, military command and controlling style, corrective training measures have resulted in growing pressure over them.

One or a few of the above reasons form Affective Filters (introduced by Stephen Krashen) and disputed their self-esteem building and accumulate a great amount of anxiety and negative sensations. Also, they are likely driven to learn the target language through 'learned system' instead of following 'acquired system'. Though 98% of Officer Cadets have realized the significance of the language acquisition in the military, they cannot have the momentum of assimilating the language as they are not supported by the military training environment.

It was disclosed that the English package is conducted at the beginning of the negotiation/anxiety stage where the cadets undergo a lot of unpleasant feelings and poor coping capacity. When viewing insights of the trainee cadets, educators (civil and military Instructors/Lecturers), Course Officers and senior Officers during the unstructured interviews, discussions, it was revealed that the SLA of the Officer Cadets has become dilapidated due to varied linguistic, military cultural, cognitive factors; as stated, language barriers which occur as they are used to speak mother tongue for communication in the early life, forcibly driven to the English spoken culture and medium shift from MT to the target language (almost all the Officer Cadets followed their A/L or O/L in Sinhala/Tamil), association with an unknown crowd (with

the cadets who are coming from different parts of the country, representing diverse social backgrounds), individual differences and diverse attitudes, the conversion from civil to military where military values, routine and rules are accumulated, pressure/anxiety and military training methods, upbringing, command and control system (which is totally different from that of school or household) and deprivation of social relationships from the old culture in a long term, homesickness, complications, frustration and psychological disorders.

To overcome the problems related to the SLA of the Officer Cadets, the study recommends to have a two way streets. The first suggestion is to conduct the English curriculum of BSc Degree in Military Studies in a non-military environment where the principles of learning can be preserved and language acquisition of the Officer Cadets can be mainly focused (Since the existing military system does not accommodate the principles of learning). Secondly, it proposes some modifications to the existing system in terms of Academic and administrative adjustments:

Academic Adjustments:

- 1. Introducing new teaching methods such as fluency based teaching. Organize excursions, debates and competitions.
- 2. Performance centered education (development of generic skills).
- 3. Maximize use of English as a mean of communication
- 4. Special remedial classes for slow learners.
- 5. Make them responsible for their own learning (promote independent and cooperative learning).

6. Adapting of the acquired system instead of the learned system.

Administrative Adjustments:

- 1. Strike a healthy balance between the military components and language lectures.
- 2. Avoidance of unfavourable corporal punishments (corrective training measures)
- 3. Give a minimum 6 hours of sleep.
- 4. Mental relaxing programmes, interactive sessions with students of other educational institutes/universities.
- 5. Build up a good rapport with the Cadets and minimize authoritative, embarrassing humiliating command and control
- 6. Adapt the trainees to the military set up systematically: educate them on time management techniques, undertaking of responsibilities, knowledge on military rules and SOPs, adaptation to the new lifestyle, military command and controlling system, military traditions, corrective training measures. The existing English curriculum in particular and academic curriculum in general has to be re-designed by calculating the aspects of Andragogy and Krashen's second language acquisition theory while preserving Edward Thorndike's Principles of Learning and conducting the intensive English package at honeymoon stage defined by Culture Shock (Social Science Libre Text, 2019).

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STRENGTH OF OODA LOOP AS A GOVERNING STRATEGY OF BUSINESS FOG: AN EMPIRICAL INVESTIGATION OF SMALL ENTERPRISES IN SRI LANKA

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ABSTRACT

Achieving business success in the modern complex and uncertain business environment is a big challenge for any business. It highly affects particularly for Small Enterprises (SEs) because they do not have enough business knowledge and experiences in the business field. SEs are infant, they always face heavy uncertainty (Business Fog). Success and failure of SEs depend on the mechanism that they use to govern their business fog. In order to avoid the business fog, business firms consciously or unconsciously practise OODA Loop decision strategies which are used by armed forces to face enemies in unclear situation in the battlefield. The study attempted to explore the strength of OODA Loop decision strategies on business fog particularly SEs in Sri Lanka. The data were collected for a structural questionnaire

from 186 SEs located in Ratnapura District in Sri Lanka using multi-stage sampling method. The data were analysed with the help of the Partial Least Squire Structural Equation Model (PLS-SEM). The study tested four hypotheses between the OODA Loop strategies and business fog and the results revealed that all the OODA Loop strategies including Observe, Orient, Decide and Act have a negative impact on business fog. However, only the association between orient and business fog is significant but the other hypotheses are not statistically significant. Thus, empirical results revealed that although SEs practice OODA Loop strategies to govern business fog, they are not successful due to the poor observation, orient and actions.

KEYWORDS: Business Fog, OODA Loop, Small Enterprises, Sri Lanka

INTRODUCTION

Small Enterprises (SEs) considered as one of significant entities towards achieving sustainable economic growth (Buganza, Colombo and Landoni, 2014; Fatoki, 2011; Malik and Nilakant, 2011). Some developed economies have succeeded in this regard, because SEs form a fundamental part of their economies (Singh, Garg and Deshmukh, 2010; Wang, Li-Hua and Xu, 2009). SEs contribute more than 50 percent to the Gross Domestic Product (GDP), 95 percent to industrial sector (Fatoki, 2011). SEs sector provides many benefits towards the economic development of a country. They generate new employments, introduce new business methods, products, reduce poverty, reduce inflation, income disparity and solve balance of payment problem (Prasad, Tata and Guo, 2012; Singh, Garg and Deshmukh, 2010). SEs generate more skilled labours, labour productivity and product quality compared to large scale organization (Vijayakumar, 2013). It helps to root out poverty problem and provide good living standard towards people. Therefore, SEs are considered as backbone of economic development of a country (Fatoki, 2011; Tambunan, 2008). Considering the importance of SEs in development, international economic organizations, public, private organizations highly support to develop SEs, especially in less developed countries (LDCs) based on different perspectives. In economic perspective, SEs have scale disadvantages than the large scale enterprises (Carree and Thurik, 2000; Storey, 1999). Therefore, SEs need support (credits, equipment, infrastructure facilities etc.) to change their scale to attain the increasing returns to scale. In management point of view, scholars (Ahmad et al., 2010; Gibb and Davies, 1990; Pasanen, 2003) highlighted that SEs need support to improve their business experiences, management skills, innovation ability and technical knowhow etc. In public policy perspectives, SEs require protection from imports, friendly rules and regulations, tax concessions, subsidies and infrastructure facilities (Chowdhury, 2012; Delmar, Davidsson and Gartner, 2003).

Despite the number of public and private institutions support to promote SEs, every economy understood that failures of SEs directly affect the health of economy. Fatoki (2011) revealed that the failure of SEs in South Africa is more than 60 percent in their first year. Yeboah (2015) explained that the number of SEs failure in the first five-year ranges between 50 percent and 90 percent. Even in Sri Lanka, the key issue recorded in SE sector is that the sector has not shown a better performance (Vijayakumar, 2013). For example, in 1983, 98 percent of SEs account for 48.6 percent of total employment and 31.1 percent of value added (Central Bank of Sri Lanka, 1998; Vijayakumar, 2013; Wickremasinghe, 2011). In 2003, after two decades, 92.7 percent of SEs account for 26.5 percent total employment and 20.3 percent of value added showing decreasing trend (Department of Census and Statistics, 2003/04). However, in 2014, although 98.5 percent of SEs account for 47.2 percent total employment, SEs contributes only 18 percent for industrial value added indicating that SEs have not shown fairly decent performance after the end of the war situation in 2009 (Department of Census and Statistics,

Wickremasinghe, 2013/14: 2011). The situation is further confirmed by Global Competitive Index (GCI). GCI basically indicates the macroeconomic environment for the competitiveness of micro and small businesses. Average ranking values of GCI during the past decade were 80 out of 144 countries (higher ranking value implies a low value of GCI) (World Economic Forum, 2017). It denotes that Sri Lanka has not been a business environment conducive to encourage SEs in the post war period. As regard to the Ease of Doing Business Ranking (EDBR) which shows the business environment, Sri Lanka has not achieved successful results. EDBR value was 110 (out of 190 countries) which remains constant with a little variation during the past decade (World Bank, 2018). Both the GCI and EDBR confirm that SEs in Sri Lanka have not a satisfactory business environment to achieve their success. Many scholars (Jagwem, 2011; Nooteboom, 1993; **Pitelis** and Pseiridis, 1999: Spraakman, 1997) highlighted that SEs fail to predict future threats/problems coming from business environment and stakeholders due to the business threats/ constrains. Business firms which fail to judge/predict future business accurately are called as business fog (John and Weitz, 1988; Noordewier et al., 1990; Yenidogan, 2013). Root causes of business fog are lack of information and asymmetric information in the market (Dyer, 1997; Hobbs, 1996; Zhang, 2009). Asymmetrical information which means that transaction partners do not have similar information, is generated by the imperfect market mechanism (Dyer, 1997; Hobbs, 1996). Therefore, business firms face two types of business fog; environmental fog and

behavioural fog. Environmental fog refers unexpected changes in economic environments surrounding the exchange (Noordewier et al., 1990). It is defined as the inability to predict changes in relevant factors surrounding future exchange (Carey and Lawson, 2011). Inability to predict future behaviour of exchange partners is referred as behavioural fog (Chen and Chen, 2003; Wu and Choi, 2005). It means that if one business partner has more information than the other partner, the partner who has more information may tend to behave opportunistically against the other partner who has less information (Williamson, 1981). Such opportunistic behaviour of exchange partners is the root cause for generating behavioural (Williamson, business fog 1981). The OODA Loops are used by armed forces at battlefield to face enemies in the fog of war situation (unclear situation in front of the battelfield) as a decision making theory to face against enemies (Endsley, 1995). OODA Loop implies that solders should first observe the behaviours and locations of enemies (Observe), then safely position in the field (Orient), plan strategies to react/attack (Decide) and finally implement the plan (Action) against enemies (Box, Byus, Fogliasso and Miller, 2007; Osinga, 2005). Business firms also can apply these decision strategies to govern business fog. However, dearth of study exploring that business firms consciously or unconsciously practise OODA Loop decision strategies to mitigate business fog, represents a significant gap in the literature.

RESEARCH PROBLEM

Research problem of this study

is to evaluate what is the strength of OODA Loop as a governing strategy of business fog of SEs in Sri Lanka?

OBIECTIVES

Main objective of this study is to explore the strength of OODA Loop as a governing strategy of business fog particularly SEs in Sri Lanka. Specific objectives are; to study the power of observe, orient, decide and action on business fogs of SEs in Sri Lanka.

METHODOLOGY

The research paradigm of this study was based on the deductive approach because both OODA Loop Decision Theory and Transaction Cost Theory provide strong foundation to develop dependent and independent variables. Quantitative approach is employed to study the research problem and the survey method was selected to gather primary data. Only manufacturing SEs, which are classified according to 2-digit levels of ISIC-Revision, 4 (UNDP) were selected to gather data. Department of Census and Statistics (DCS) of Sri Lanka defines SEs as 'establishment with 5 - 24 persons engaged' and the same definition was used to select SEs for the survey. Multi-stage sampling method was adopted to determine the sample. First, the study selects one district i.e. Ratnapura District to represent SEs in Sri Lanka using simple random sampling method. According to the Economic Census in 2013/2014, there were 362 industries belonging to the category of manufacturing establishments. Second, using the sample frame, 186 of SEs were decided using the sample size

determination formula developed Krejcie and Morgan (1970) with 95 percent confidence level and 5 percent margin of error. Third, SEs were listed out according to ISIC category and the sample was selected using stratified sampling method to represent all the industrial divisions. The study used two step procedure to develop questionnaire. Initially a pool of items of each dimension was generated reviewing empirical literature and items which are more relevant to measure the particular variable were carefully selected. Accordingly, environmental fog was measured using demand and supply uncertainty. The demand uncertainty was measured employing two items: extent of predictability of market share and prices which were employed for empirical studies by scholars Artz and Brush (2000); Bstieler (2005); Noordeweir et al. (1990). Meanwhile, the supply uncertainty was measured as the extent of unpredictability of supply volume and input prices adopted by Artz and Brush (2000), Bstieler (2005), Chen and Chen (2003). On the other hand, behavioural fog of SEs has been operationalized by the degree of the difficulty associated with assessing the performance of exchange partners. Three items (developed by Chen and Chen, 2003; Priyanath and Premaratne, 2017): the degree of difficulty in assessing the performance of exchange partners, the risk of opportunistic behaviour of exchange partners and extent of accessibility whether the exchange partners breach pre-agreements maximize their own benefit, were employed in order to measure behavioural fog of SEs. OODA Loops have not been empirically measured by scholars in relation to the business field, although businesses always make decisions in uncertain business

environment. The study attempted to measure all the dimension of OODA Loop decision theory. Observation of SEs implies the ability to search information which was measured using 8 items adopted by Ting et al. (2007). Orient of SEs refers to the ability to evaluate information which was measured using 4 items developed by the researcher employing the concepts of Williamson (1981); Zhang (2009). Decide of SEs is the ability to make good transaction decisions which was measured using 4 items developed by the researcher. Action of SEs implies the ability to implement decision practically which was measured using 4 items develop by the researcher. All the questionnaire items were measured using structural questions. Each item was measured at an ordinal level with 7-point Likert scales (1 - Strongly disagree; 2 -Disagree; 3 – Somewhat disagree; 4 – Neither agree nor disagree; 5 – Somewhat agree; 6 – Agree; 7 – Strongly agree). Each respondent was asked to state their agreement to statements using these rankings. the the questionnaire items were Thus, designed systematically based on literature. Then, a pilot survey was conducted prior to the main questionnaire survey in order to verify whether the questions are understood; whether instructions are clear; whether the order of the questions is appropriate and the questions are uninspiring etc. This helped to increase the validity and the reliability of the study. Data were collected for the questionnaire conducting face to face interviews with respondents who were the owners of SEs. Partial Least Square - Structural Equation Modelling (PLSSEM) was used to test the hypothetical relationships because it helps to examine the interrelationship between

multiple independent and dependent variables and facilitates the evaluation of relationships between more than one construct simultaneously. Measurement model is evaluated employing reliability and validity tests and the efficiency of the structural model was evaluated by multicollinearity issues, R2, effect size (f2) and predictive relevance (Q2). The smartPLS software was used to analyse data.

THEORETICAL PERSPECTIVE

Business Fog: Fog of war is the military concept which was originally introduced by Clautwitz (1832) in his famous of book of 'on war'. Fog of war means the uncertainty in situational awareness. In war, soldiers instantly face uncertainty in battleground and use different strategies to overcome it. Fog of war is a combination of characteristics of war such as uncertainty, friction, chaos, complexity among others (Galinec and Macanga, 2012). Clausewitz said that war is the realm of uncertainty. Three quarters of the factors on which action is based are wrapped in a fog of greater or lesser uncertainty (Bullock, 2000). This concept was used by U.S. army in their military doctrine after it was found by Clauatwitz (1832). Soldiers in war face uncertainty and this uncertainty can three forms basically (Setear, 1989). called uncertainty are environment, uncertainty about enemies and uncertainty about friendly forces. Environment uncertainty is an important uncertainty in battleground. Weather and terrain are the two different entities that give uncertainty in war. Weather situation is still cannot be predicted and created big threat for waging a war. Terrain is not a big

issue mostly (Setear, 1989) since satellites technologies available. These uncertainties can be further elaborated as follows. Uncertainty of enemies occurs mostly due to have lack of knowledge of enemies. Their intention (attack or retreat) is doubtful for other party. Mostly, very little information is available about enemies' forces, types of weapons, number of enemies and their traps. Uncertainty of friendly forces is another concerning in fog of war. Uncertainty mostly occur when therefore soldiers as well as commanders instantly face uncertainty. Most of military commanders use different methods such as satellites. sensor technologies as well as information technology to mitigate fog of war since information play very important role in decision-making process of controlling risk. There should be tight communication among members in army otherwise they are not able to make decisions properly and cannot act on time (Hammond, 2001). Therefore. fog of war is a common characteristic in war. Most of military forces use information and training to avoid fog of war. Similar to the battleground, business firms also face business fog (uncertain situations) in business field. Business firms fail to predict future threats coming from business environment (i.e. environmental uncertainty) and the performance exchange partners which cannot easily verified ex-poste (i.e. behavioural uncertainty). The business fog exists in an economic environment which is defined as the fog from demand and supply factors (Li and Lin, 2006). On the demand side, the size of the market may be uncertain. How big will the demand be and when will it materialize? Not only is this an important question in all emerging industries, but

also the experts in such an industry tend to have widely different demand projections (Wernerfelt and Karnani, 1987). On the supply side, fog can arise from the internal operations of the firm as well as from the external developments in technology. Supply fog simply refers to the inability of the prediction of future state of input prices, supply and volume, technological changes etc. (Artz and Brush, 2000; Noordewier et al., 1990; Yenidogan, 2013). Behavioural fog increases due to the existing of small numbers of suppliers. For example, the fewer the number of alternative suppliers available to a buyer, the more likely it is that an existing supplier will act opportunistically to alter the terms of the business relationship to their own advantage, such as by demanding a higher price than that previously agreed (Hobbs, 1996; Pitelis and Pseiridis, 1999; Vosselman, and Kooistra, 2006). This does not imply that all those involved in transactions act opportunistically all of the time, rather, it recognizes that the risk of opportunism is often present and increases. The risk is greater when there is a small number bargaining problem (Hobbs, 1996: Spraakman, 1997). OODA Loop Decision Theory: The concept of OODA loop was originally introduced by John Boyd in 1970s as a decision-making strategy to face unexpected attack coming from enemies in the battlefield (Hammond, 2001). John Boyd was Colonel of USA Air Force and fighter pilot and he retired from active flying and served as a strategy consultant of the Department of Defence in USA (Gawlick, Chan, Ghoneimy & Liu, 2015). Boyd introduced concept which indicates a way of thinking about fastcycle decision making which is popular as

OODA Loop that helps to take competitive advantages in short period (Box, Byus, Fogliasso & Miller, 2007). OODA Loop strategies shows how to take victory in the battlefield searching information. analysing situation, quickly take decision and implement the decision faster than the enemies. OODA loop indicates that first "O" letter shows "Observe", the second letter "O" implies "Orient", the third letter "D" denotes "Decide" and finally the letter "A" indicates "Act" (Box, Byus, Fogliasso & Miller, 2007). The phase Observe means the collection of information about enemies and their locations. Orientation is the analysis and synthesis of data. Decision means determining the course of action, and Action is the operationalization of decision. These elements emphasize the collecting and assessing information to support decision making in uncertain environment (Senne and Condon, 2007). OODA Loop and Business Fog: Transactions between exchange partners are coordinated by demand and supply through price mechanism in a perfectly competitive market (Wang, 2003). If exchange partners have perfect knowledge about the market (prices, quality etc.), transaction will take place in a reasonable manner for both partners. However, perfect competitive market is far away from the reality. According to Hobbs (1996), many business exchanges are characterized by incomplete, imperfect or asymmetrical information occurred in imperfect market. Information incompleteness refers to the situation where all parties to a transaction face incomplete levels of information (Williamson, 1981). Therefore, business firms fail to predict future threats coming from business environment (i.e. environmental uncertainty) and the

opportunistic behaviour of exchange partners which cannot be easily verified ex-post (i.e. behavioural uncertainty). Business firms try to safeguard their business from the environmental fog and behavioural fog by searching and observing information about exchange partners and socio-economic, political, cultural changes taken place in business environment in order to make accurate decision to avoid business fog (Carev and Lawson, 2011). They seek legal safeguard (legal contact) or relational safeguard (trust) to mitigate business fog (Dyer and Sing, 1998; Noordwier et al., 1990; Williamson (1981). In order to avoid the business fog, business firms need to search accurate information (Observation) about exchange partners and threats coming from business environment. They need to assess the information (Orient) to make good decisions (Decide) to avoid business fog. They may seek legal safeguard (legal contact) or informal safeguard (trust) to govern (Action) business fog. Thus, OODA loops decision strategies have an influence on the governance of business fog. suffer higher uncertainty environmental and behavioural) due to lack of knowledge about the business environment, lack of business experience, and lack of information (Ahmad and Seet, 2009). SEs can reduce business fog if information is more easily accessible with low costs (Gulati, 1995b). Scholars (Carmel and Nicholson, 2005; Nooteboom, 1993b) emphasized that SEs have higher business fog compared to large firms since they suffer hazards from opportunism of exchange partners (behavioural fog) due to asymmetrical information. If SEs have capacity to collect and evaluate information, they can avoid behavioural

fog of exchange partners (Carmel and Nicholson. 2005: Nooteboom. Pitelis and Pseiridis, 1999: Spraakman, Further, SEs have sufficient resources to use legal contract to safeguard opportunism transaction from (Spraakman, 1997) and to recruit specialists to make good decisions searching and information (Carmel evaluating Nicholson 2005; Nooteboom, 1993). Business fog highlights that transaction parties do not have perfect knowledge about the market since they possess only limited information (Bellalaha and Aboura, 2006). Information is unequal among transaction parties i.e. one party has more information than the other (Bwalya et al., 2013; Priyanath and Premaratne, 2017b). The partner who has less information fails to make good decision due to lack of knowledge about the circumstances. Business fog generates due to the fear of focal partner to make decisions because the risk of opportunistic behavior of exchange partner may possible (Hobbs, 1996; Williamson, 1981). Business firms are careful to make decisions if they don't have sufficient information. Firms incur costs to search adequate information, assess information, and get legal advices etc. before making important transaction decisions. In order to test these relationships in the context of SEs, the study proposes four hypotheses; H1 - Observe has a negative effect on business fog of SEs, H2 - Orient negatively affects the business fog of SEs, H3 - Decide has a negative effect on business fog of SEs and H4 - Action negatively effect on business fog of SEs.

RESULTS

The main purpose of this section is to test the hypothetical relationship

between OODA Loop decision strategies and business fogs particularly SEs in Sri Lanka. The relationship was evaluated using a two-step approach on the hierarchal basis. First, the measurement model (outer-model) was assessed examining the reliability (Cronbach's α and composite reliability) validity (convergent and validity and discriminant validity) for the measurement items. Second, the structural model was assessed to test hypothetical relationships. With regard to the construct development, first, the study developed 05 endogenous latent variables; Observe, Orient, Decide, Action and Business Fog. Although, the variables were measured using many items, constructs compose with a few items which were above the minimum threshold criterion 0.7. The table 01 shows the standardized factor loadings which were above than the minimum threshold criterion 0.7 confirming the indicator reliability of reflective constructs. In addition, the table 01 further shows that all the factor loadings were statistically significant at 0.05 significance level. Hence, the results show a strong evidence for indicator reliability of the measurement items.

Table 01- Reliability and Validity of Constructs

Construct	Loadings	T- Statistics	CR	a*	AVE
OODA Loop					
Observe (Ability to search accurate information)	0.972	0.966	0.864		
Ability to search accurate information about market prices.	0.853	24.75			
Ability to search sufficient information about new markets and buvers.	0.897	31.41			
Ability to search sufficient information about reliable buyers.	0.936	73.10	_		
Ability to search sufficient information about threats coming from others.	0.919	54.63			
Ability to search accurate information about input prices.	0.937	78.85			
Ability to search sufficient information about new input suppliers.	0.929	74.16			
Ability to search sufficient information about reliable suppliers.	0.920	67.11			
Orient(Ability to evaluate information)			0.968	0.956	0.885
Ability to evaluate information about the behavior of market prices.	0.945	83.75			
Ability to evaluate the input prices and quality related to our products.	0.935	66.69			
Ability to evaluate the potential threat coming from competitors.	0.946	83.97			
Ability to evaluate the change of business environment, political situations and external socks.	0.938	78.65	0.054	0.020	0.04
Decide (Ability to make good transaction decisions)	0.956	0.939	0.84		
Ability to make a satisfactory sale decision.	0.919	52.38			
Ability to make a satisfactory purchasing decision.	0.927	52.18			
Ability to face the threats coming from competitors.	0.932	66.77			
Ability to face the changes coming from external business environment.	0.903	35.42			
Act (Ability to enforce decision)		0.961	0.946	0.86	
Ability to enforce sale decision.	0.942	89.02			
Ability to enforce purchasing decision.	0.947	88.22			
Ability to enforce legal protection.	0.921	46.35			
Ability to avoid opportunism.	0.901	36.56			
Business Fog (Business Uncertainty)		0.960	0.954	0.783	
Future market shares can easily be forecasted.	0.823	20.66			
Future prices can easily be forecasted.	0.791	17.96			
Future input supply can easily be forecasted.	0.825	23.11			
Future input prices can easily be forecasted.	to understand the performance of buyers. 0.839 24.68 to understand the performance of suppliers. 0.828 23.17				
Easy to understand the performance of buyers.					
Easy to understand the performance of suppliers.					
isk of opportunistic behavior of buyers is very low. 0.831 19.56					
Risk of opportunistic behavior of suppliers is very low.	0.799	27.03			
Buyers do not breach pre-agreements to maximize their own benefit.	0.806	26.31			
Suppliers do not breach pre-agreements to maximize their own benefit.	0.855	24.81			

Source: Survey Data, 2019.

The table 01 further exhibits that the Cronbach's α was higher than the required value of 0.7 and composite reliability was higher than the recommended 0.7 value. Higher value of the Cronbach's α and the composite reliability confirm the convergent validity of the first order constructs. Average Variance of Extracted (AVE) for each construct was higher than the required

value 0.5 and indicates that each construct has the capability to explain more than half of the variance to its measuring items on average. Regarding the discriminant validity, the table 02 demonstrates that none of the inter-construct correlation value was above the square-root of the AVE and satisfied the criterion of the discriminant validity of constructs.

Table 02- Discriminant Validity of Constructs

	Act	Business Fog	Decide	Observe	Orient
Act	0.927				
Business Fog	0.847	0.885			
Decide	0.768	0.847	0.920		
Observe	0.926	0.878	0.787	0.930	
Orient	0.887	0.867	0,775	0.989	0.940

Source: Survey Data, 2019

The efficiency of the structural model was assessed using the five-step approach suggested by Hair, Hult, Ringle and Sarstedt, (2014). First, multi-collinearity issues were assessed. The study calculates VIF and tolerance level with the support of linear regression option in SPSS (version 21.0). Considering the collinearity between independent constructs and dependent constructs in the structural model, the results indicated that there are no multicollinearity issues among variables. VIF values for all the path coefficients show minimal collinearity, ranging from 2.419 to 4.106. These values are significantly less than the recommended threshold value of 5.00. The tolerance levels range from 0.585 to 0.765 exceeding 0.20. These results provide a strong evidence for the absent of multicollinearity issues between the independent constructs and the dependent constructs in the structural model. Secondly, the study assessed the significance of the path coefficients using β value and t-statistics. In view of both path coefficients and t-statistics, the table 03 shows that three hypothetical relationships (H1, H2 and H4) were not statistically significant while only one hypothetical relationship (H3) is statistically significant. Thirdly, the explanatory power of the dependent variable was substantial (R2= 0.738). Fourthly, predictive relevance (Q2) of business fog is 0.553 which displays a substantial higher explanatory power.

Table 03- Path Coefficients and Significance

Н	Relationship	Path coefficients	T-statistics	Results
HI	Observe -> Business Fog	-0.196	0,442	Not supported
H2	Orient -> Business Fog	-0.215	0.646	Not supported
НЗ	Decide -> Business Fog	-0.394	5.107**	Supported
H4	Act -> Business Fog	-0.172	0.170	Not supported

Source: Survey Data, 2019.

Regarding the effect of observe on business fog, the results show that observe has a negative impact on the business fog by -19.6 percent (β = -0.196), the regression coefficient is not statistically significant (t-value = 0.442). Thus, hypothesis H1 is not proved by the survey data. The regression results shown in the table 03 indicate that orient has not influenced on the governance of business fog of SEs. The result has not supported the hypothesis, H2 on the basis of the insignificant negative regression coefficient ($\beta = -0.215$ or 21.5 percent and t-value = 0.646). Empirical results further show that the decide has a negative impact on business fog. Therefore, hypothesis, H3 is supported by the results ($\beta = -0.394$ or 39.4 percent) and the path coefficient is significant (t-value = 5.107). Moreover, the action has a negative influence on business fog ($\beta = 0.170$ or 17.0 percent and t-value = 0.170), and hence, the hypothesis H4 is not supported.

CONCLUSION

The study analyzed the strength of OODA Loop as a governing strategy of business fog of SEs. To achieve this objective, 04 working hypotheses have been developed to test how OODA Loop Strategies affect the business fog of SEs in Sri Lanka by synthesizing the OODA Loop decision theory and business fog concept explained by transaction cost theory. The

results reveal that observe, orient and action have a negative impact on mitigating business fog but such relationships are not statistically significant meanwhile, decide has a significant negative relationship with business fog. Therefore, the study revealed that SEs consciously or unconsciously information (observation), searching evaluating information (orient), taking decision (decide) based on evaluated results and apply practically such decisions that all affect the decrease of business fog. Thus, the study found that OODA Loop has a power to minimize business fog of SEs. However, three hypotheses out of four have not been statistically significant due to the following reasons. The study observed that SEs are infant and small. They do not have sufficient knowledge and experiences in management and business environment. They do not have sufficient resources to search information, knowledge and time to evaluate information to make better decision to avoid business fog and fail to enforce decision due to inexperience. These reasons affect the insignificant of path coefficient, although OODA Loop and business fog has a negative relationship. The study made several recommendations for policy makers, professionals and academics who are in economics and management fields. The OODA Loop decision theory should be deeply studied and search the ways and means to incorporate the theory into economics and management discipline since it can be used as a decision theory to govern business fog. The study suggested for policymakers to develop approaches to provide necessary knowledge for SEs to be aware of the OODA Loop and support them apply OODA Loop to minimize business fog. The study generates new knowledge to

the existing literature. Firstly, the study synthesized all the dimensions of OODA Loop and Business Fog into one framework to analyze how OODA Loops affects the mitigation of business fog. Thus, it extends the knowledge about the relative efficacy of OODA Loop decision strategies used in the battlefield by armed forces in the business context. Secondly, this study makes important contribution to literature by providing fresh empirical evidences relating to the OODA Loop and Business Fog of SEs in Sri Lanka. Thirdly, the critical issue faced by the SE sector is that the sector has a higher failure rate due to the limitations mostly reflected in business fog. The study explored the strength of OODA Loop and present state of the applicability of OODA Loop as a governing strategy of business fog. Thus, the study attempted to understand an alternative solution for the critical issue faced by SE sector. The empirical results provide sufficient evidence to understand the strength of OODA loop, the military decision theory, as a governing of business fog rather than the traditional governing strategies such as legal contact, conforming the complementary effect of military theory in governing business activities as well. Measuring OODA Loop dimensions and Business Fog variables are not easy to measure because both variables are broad and multi-dimensional concepts. For the most concepts, there is no standard methodology to measure empirically. Instead, the study carefully selected measuring items adopted by other scholars and develop new items for some variable (Example: Decide and Action). The use of limited items to measure variables was a major limitation of this study. Developing systematic methodology to measure OODA Loop and Business Fog

in the context of business sector needs to be addressed in future researchers. The generalization of the research findings will be limited to Sri Lanka. However, the findings may not be applicable to the countries which have different cultural backgrounds. Future researches are suggested to carry out study in another region of the world with different cultural background to know how empirical evidences differ from Sri Lanka? The study relied on quantitative research methods. Such methods can miss in-depth aspects of OODA Loop strategies and Business Fog that can be measured by interpretative approaches and qualitative methodologies. Studies using qualitative methodologies are essential in making causal inferences because of the ambiguous findings often obtained in quantitative studies. Future research needs to consider qualitative methodologies to better explain quantitative findings.

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RELIGIOUS DIPLOMACY: ROLE OF BUDDHIST MONKS TOWARDS GRASSROOTS LEVEL PEACEBUILDING IN SRI LANKA

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ABSTRACT

The aim of this study was to explore young monks' perceptions of the role of Buddhism in peacebuilding in Sri Lanka by specifically looking at perception of threats to religious peacebuilding and religious tolerance. The material was collected through interviews with young monks in Sri Lanka. The research questions allowed understanding of how Buddhist monks perceive the threat to peacebuilding in Sri Lanka and perception of religious tolerance. Firstly, threats perceived to Buddhism are seen to lead to the declining role of Buddhism in society. Secondly, none of the monks were confident on the role of the government in preserving Buddhism, thus there was a serious concern about the future of Buddhism in Sri Lanka. This study

provides recommendation for future research to explore how young monks learn about religious, ethnic and social issues from a religious perspective as those studies may provide even more insights on how these topics are understood and the discourses that will be generated. All religions have great potential for peacekeeping, it is important to explore how other clergies and followers perceive the religious peacebuilding. Therefore, it is recommended that further research should be carried out on the perceptions among other religions toward religious peacebuilding in Sri Lanka.

KEYWORDS: Sri Lanka, peacebuilding, Buddhism, Sinhala, Muslims

INTRODUCTION

Lord Buddha, had a clear vision on politics, on war and peace as he explained in many 'sutta', in particular, the 'Cakkavattisihanada sutta' of the 'Diga nikava'. Buddhism advocates non-violence and peace as a universal message and does not accept any kind of violence. According to the Lord Buddha's teaching, there is nothing called 'just war' which is used to justify any kind of violence. Lord Buddha asked 'who decides what is just and unjust? The victorious party is always 'just' and defeated party is always 'unjust'. In another word; "our war is always 'just' and your war is always 'unjust'. Buddhism does not accept this position". Lord Buddha had mediated to prevent the conflicts in many times. One example was a dispute between Sakyas and Koliyas over River Rohini (Walpola, 2006).

When rulers and people practice Buddhism it does not mean that the country is free from violence. According to the 'Dhammapadatthakatha', like in the present day, there were kings who ruled their countries unjustly in the days of Lord Buddha. People were punished, oppressed and excessive taxes were imposed; therefore Buddha explained this as an issue with the good governance. Lord Buddha had a worldview on social, economic and political background of his time. He had preached how a whole country could become corrupt and spoil when the king and administrators become corrupt and unjust. Therefore, Lord Buddha had preached about 'Ten Duties of the King' (Dasa Raja Damma), which rulers have to follow for the betterment of people (Walpola, 2006).

Lord Buddha had preached nonviolence and peace, love and compassion, tolerance and understanding, truth and wisdom, respect and regards for all lives. Lord Buddha says; "Never by hatred is hatred appeased, but it is appeased by kindness. This is an eternal truth (Dammapadaya). Lord Buddha explained that there could be no peace and happiness for man after conquering his neighbor. Lord Buddha says: "The victor breeds hatred and the defeated lies down in misery. One may conquer millions in battle, but he who conquers himself, is the greatest of conquerors." Walpola (2006) states that someone can say these words are very beautiful, but impractical, however, he argues, "Is it practical to hate one another? To kill one another? He further explains that by the expression 'not practical' mean not easy, but it cannot be more risky than trying a niiclear war

According to the Mahavamsa, Buddhism was introduced to Sri Lanka during the King Devanampiya Tissa in third century BCE. Since then the Kings of Sri Lanka held the monks in supremacy and no decision was taken without their consultation. Upon arrival of the Great Thero Arahath Mahinda, soothsayers, forecasted: "The earth is occupied by these (bhikkhus); they will be lords upon the island" (Mahavamsa, Chapter 13). Throughout history from the time of King Dutugemunu, Buddhist monks have rendered the holistic support for independence of the country during various struggles. In recent years, Buddhist monks have been active in political participation through democratic parties and some of them today, represent the parliament too. In the third millennium, the years 2001 and 2004 were the significant

years as Buddhist monks have entered to the politics with respect to the 'sakgha' as an institution, and did politics in relation to the ethnic conflict in Sri Lanka (Deegalle, 2006).

After the three decades long LTTE terrorism, country moves forward in the hope of reconciliation and prosperous future. However, in 2012, nationalist movements began an anti-Muslim campaign, and it was often argued that Buddhist monks probably inspire these anti-Muslim campaigns based on the perceived threat of practicing of Islamic law (Sharia), Halal certificate, animal slaughtering, opposition to Islamic clothing (Sarjoon, Yusoff, and Hussain, 2016). Gravers (2015) argues these monks claim that Buddhism is under threat of aggressive Muslim conversion and that Islam represents a danger to other religions, cultures, races, nations and the economy.

The "Bodu Bala Sena" (BBS), a fundamental activist group, which carries the motto of "Protection of Buddhism for Future Generations" is often criticized. Galaboda A. Gnanasara Thero, the leading monk of the BBS is accused of instigating the recent riots against Muslims in Alutgama town. During the investigation, he blamed the Muslims and the government. 'We are not terrorists and it is the sole right of Sinhalese Buddhists to protect Sri Lanka from all other forces, he said (Aljazeera, August 28, 2014). Nationalist movements are accused of attacking Muslim communities, mosques, boycotting Muslim owned stores and spreading hate and anti-halal campaigns, however Buddhist monks are accused of leading movement.

Obeyesekere (2006) argues why Buddhism, as religion of non-violence has produced a nation like Sri Lanka over the last two decades, produced a culture of extreme violence. In his view, he claims that Buddhism, Ethnicity and Identity are a problem in Buddhist history. However, most of the nationalist movements are of the opinion that Buddhism in Sri Lanka is in danger. BBS claim that Buddhism is not protected, thereby threatening both Sri Lanka and the world. They criticize the government and authorities for not protecting the nation, religion, and race. They state that Buddhism establishes the middle path but Muslim extremism and Christian fundamentalism put Buddhism in danger. The radical monks oppose halal slaughter and burkas. They oppose marriage between Buddhist women and Muslims claiming Buddhist women are victims of forced conversion by Muslims. BBS is also anti- evangelical and blames churches for conducting 'un-ethical conversions' under the pretext of development projects and humanitarian aid. BBS perceives this as an intervention of foreign economic forces which want to dominate Sri Lanka (Gravers 2015).

STATEMENT OF THE PROBLEM

As the future generation, youths in Sri Lanka have a greater impact in development process of the country and have a substantial role in peacebuilding, thus this study is based on the perception of the Sri Lankan Buddhists monks in peacebuilding. Galtung (1985) explained the Buddhist society as a small group next to temple and Tank, in the village; the combinations of temple and village have been together

from ancient time with some differences in present day context. Therefore, the role of monks has a greater influence on society as they preach Buddhism and have influence among the people. Especially young monks carry the future generation of Buddhism and continue to promote Buddhism. There has been widespread argument that the "youths are constantly being asked to confirm to yesterday's standard but youths always seek their own identity" (Serra 1971). Based on this argument, it can be assumed that other younger monks share the worldview of radical monks rather than practicing the Buddhist doctrine.

OBJECTIVE

The role of the religion in conflict scholarship has developed more prominent and more researches are focused on religion's importance and its influence on local, national as well as international levels of politics. According to the Multi-Track Diplomacy, there are three distinct types of peacebuilding activities: political peacebuilding, structural peacebuilding, and social peacebuilding (Diamond and McDonald, 1996). This essay is thus interesting on exploring perceptions of young monks on the role of Buddhism in peacebuilding.

METHODOLOGY

This essay is an exploratory one, with the aim to explore the views of young monks. It is stated that an explorative study has no attempt of explaining why this or that phenomenon is happening. Rather, an explorative essay provides the ground for future research, exploring which topics are

present and central in a certain phenomenon (Esaiasson et al., 2012). This essay adopted Realism as a research philosophy. Saunders (2009) explained the research philosophy as "the way you view the world with some assumptions decides research philosophy you are going to adopt". The study is a qualitative one, which allows researcher to go in-depth and to be flexible in order to explore perceptions of young monks.

Researcher's preference is to use unstructured interviewing in-depth, techniques. This technique was used based on the 'Long Interview' written by the MaCracken (1988). He explains that difference from participant observation, the long interview, using an open-ended questionnaire, is intended to "accomplish certain ethnographic objectives without committing the investigator to intimate, repeated, and prolonged involvement in the life and community of the interviewee". McCracken (1988) suggests that questioned prepared as formal set of biographical questions can be used, but he explains "the first objective of the qualitative interview is to allow respondent to tell their own story in their own manner". Therefore, the researcher used the openended questionnaire. The interviews were taken the form of a respondent character, which means that the aim was to explore perceptions, which cannot be claimed to be either true or false (Esaiasson et al., 2012).

The number of interviewers for this essay was based on McCracken's suggested number for in-depth interviewing; "that eight interviewees will suffice and that more importance ought to be placed on working longer, closer, and with more precision with

the participating interviewees" (McCracken 1988, p. 17). Sandelowski (1995) suggested that sample size is a matter of judgment and there are occasions that sample of 10 might be seen as adequate. Lichtman (2013) argues that most qualitative studies use a small number of respondents and cover material in depth and it is common to see studies with fewer than 10 respondents. This study has no aim of finding a representative sample of the group 'young monks in Sri Lanka', thus selected young monks based on the United Nations' definition of youth as those between the ages of 15 and 24 (UNDESA, 2013).

This study explores eight interviews in eight different temples and even in different towns. This selection was made in view of avoiding biases which may be unique to a specific temple as the chief incumbents have a great influence on the rest of the monks in a particular temple and thus perceptions of the monks at one temple may be same or slightly different. The selected towns for the study are situated in Colombo, the most, commercial city, Anuradhapura and Kandy, the ancient kingdoms as well as and important locations in Buddhist history in Sri Lanka and Galle where still retains as few other towns in Sri Lanka, an atmosphere of the past through the Colonial periods of the Portuguese, Dutch and British.

Table 1: Profile of the Respondents

Respondent	City	Age
Interviewee 1	Colombo	24
Interviewee 2	Colombo	21
Interviewee 3	Anuradhapura	17
Interviewee 4	Anuradhapura	23
Interviewee 5	Kandy	19
Interviewee 6	Kandy	24
Interviewee 7	Galle	18
Interviewee 8	Galle	20

This study used McCracken's method for analysis to find which categories the respondents organize the world. The aim of identifying categories is not to discover how many of the interviewees that share certain characteristics. Rather, it is used as a method to gain access to the cultural categories and assumptions used to interpret the world (McCracken 1988).

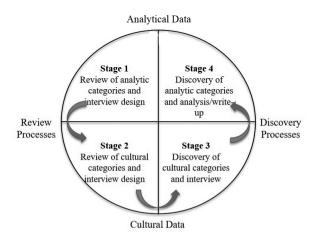


Figure 1 - McCracken's (1988) Method for Analysis

These categories are then sorted under the three research questions of this essay.

As McCraken (1988) explained, the first step began with literature review. The second step involved in self-examination. The object of this step was to allow researcher a more detailed and systematic appreciation of my personal experience with the topic of interest, thus examining the associations, incidents, and assumptions that surround the topic in researcher's mind. The third step involved in developing a questionnaire. The study include a set of biographical questions followed by a series of question areas in the form of "contrast," "category," "special incident," and "auto-driving" questions to have a rough questioner to negotiate the

interview and to establish a clear sense of the direction of the interview. The fourth phase of the long interview was the analysis of the data with the aim of determining the categories, relationships, and assumptions that inform the respondent's view of the world in general and the topic in particular. With the knowledge of the literature and how the topic at issue is constituted in research's own experience, and exploiting of what took place in the interview itself, this study systematically reconstructed a view of the respondents that bears no relation to researcher's own view or the one evident in the literature.

THEORETICAL PERSPECTIVE

Multi-track Diplomacy

According to the UN Secretary-General Boutros Boutros-Ghali (1992), preventive diplomacy works to stop conflicts from escalating, peacemaking seeks to bring conflicting parties to the negotiating table before large-scale violence takes place, peacekeeping seeks to contain the violence, and post-conflict peacebuilding seeks to reweave the fabric of a society as it emerges from a destructive international conflict or civil war.

However, definition of peacebuilding by Dr. Louise Diamond and Ambassador John McDonald, co-authors of the book, "Multi track diplomacy" differs significantly. The framework of Boutros-Ghali is grounded on the more traditional, power-politics perspective of conflict, but Institute of Multi-track Diplomacy (IMTD) concentrates on social systems and not just on armed groups or official governments.

Within peacebuilding, there are three main categories of activities: Political Peacebuilding, Structural Peacebuilding and Social Peacebuilding. Social peacebuilding is the grass-roots portion of the peacebuilding process where it deals with feelings, attitudes, opinions, beliefs, values, and skills as they are held and shared between peoples, individually and in groups (Diamond and McDonald 1996).

Therefore, Multi-track Diplomacy is the core concept of this essay, which seeks to understand that role of Buddhism in peacebuilding as a social infrastructure, which has been denoted in Track seven.

Dr. Louise Diamondand Ambassador John McDonald, co-founders of the Institute for Multi-Track Diplomacy, developed the concept Multi-track diplomacy. The concept is a development of the concept made by Joseph Montville in 1982, between track one (official, governmental action) and track two (unofficial, nongovernmental action) approaches to conflict resolution.

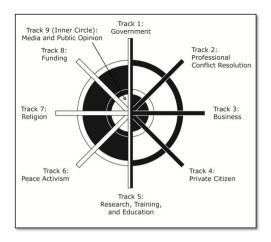


Figure 2 - Nine tracks wheel system

From Negative to Positive Peace

The term "peacebuilding" came into general use after 1992 when Boutros Boutros-Ghali, then United Nations Secretary-General, announced his Agenda for Peace (Boutros-Ghali, 1992). Drawing the power of international concentration to peacebuilding, Boutros-Ghali associated it with post-war reconstruction.

John Pol Lederach who is an expert in peacebuilding emphasizes that it centrally involves the transformation of relationships and that the process should be inclusive. In addition to Lederach most academics and policy makers have the same opinion that peacebuilding requires a multi- layered approach connecting many sectors including local, national, regional, and international actors. He defines the pyramid in his book, "Building Peace: Sustainable Reconciliation in Divided Societies" (Lederach, 1997). This pyramid describes three social levels and according to the description all three levels play a unique role in peacebuilding. Different conflict-handling processes and various activities are integrated into these social levels as well. The top-level comprises of the key political, military, and religious leaders in a society. They are the primary representatives of their population and they are highly visible. Top-level approaches to peacebuilding aim to realize a negotiated arrangement between high-level the leaders. The middle level includes nongovernment organizations and government organizations and involves those who occupy leadership positions but are not associated with the formal government. The ratio of middle level actors are far more than the top level and their status is obtained from their relationships with others. In addition, the middle level has lower visibility and has more freedom and flexibility to function than the top-level. The grassroots level includes local communities, health officials, and refugee camp leaders. People at the grassroots level witness and personally experience deep rooted conflicts. The peacebuilding plans at middle level.

Peace and Buddhism

(1985)explained Galtung "Buddhism is the major system of belief that, to my mind, comes closest in its way of looking at the world to the type of dynamic, highly complex peace theory just indicated". Very basic in Buddhism is the 'Anatta' doctrine of no individual soul and it does not rule out unity in a transpersonal "soul", in short, unity with all humans, disregarding age, gender and race (Mendis, 1978). He explained twenty strong points in Buddhism, which has the sense of active pursuits of peace (Galtung, 1985). However Galtung argues that Buddhism also has six weak points for peace:

Galtung (1985) argues "Looking through all the points just made, the balance sheet is obvious: Buddhism has a tremendous potential as a source for active peace politics, to a large extent untapped. However Buddhism has to be reviewed and kept alive in order to escape the corruptive influences of a world replete with direct and structural violence" (Galtung, 1985, p. 13).

Analytical Framework

Based on these discussions, Multi-Track Diplomacy (Diamond & McDonald 1996) and the Peace and Buddhism (Galtung, 1985) were chosen to answer the two research questions and objective.

ANALYSIS

In this section the research questions will be synthesized. The analysis of the results will take off along the line of the Multi-Track Diplomacy and peace and Buddhism explained by Galtung (1985).

How do young monks understand the threats to peacebuilding from a religious perspective?

Buddhism the Concerning state religion in Sri Lanka, interviewee 3 explained that there could be a relationship between a perceived weak state and religious mobilization. He was of the opinion that intervening of monks into political stream rather following spiritual path can be a means to protect the Buddhism and the nation as a whole, where state intuitions have failed. However, there is a difference of opinion could suggest that even corrupted government would be accepted by Sinhala-Buddhists if government guarantees the protection of Buddhism from internal and external threats. This viewpoint reflects one of the weak points explained by Galtung (1985) as "Buddhism may too easily accept that the leadership of a country practices the opposite of Buddhism as long as it gives in return freedom of worship". He further said that this danger is very apparent where Buddhism becomes a State religion, Thailand as a possible example. However, when discussing the protection of Buddhism, none of the interviewees accept any kind of violence as the way of protecting of Buddhism.

This understanding of what threatens or weakens a religion suggests that the followers are the strength of it. One monk explained that the history has given evidence that Sinhala-Buddhists have often been disturbing by various internal and external threats and badly effecting its population and economic growth. All interviewees very much concerned about the potential threat of Muslim minority based on their economic power and their international network. This viewpoint reflects the fear of future in terms of economic distribution and of limited resources. The researcher argues that this fear can lead to anti-Muslim riots in future too. Galtung (1985) explained, "Tolerance is good, but Buddhism may also have been too tolerant of systems practicing structural violence. For instance in their economic policies, so that the middle way doctrine becomes a structural impossibility. The result is extreme misery on the one hand and extreme wealth on the other, without Buddhists necessarily standing up, fighting the system, in an effort to practice middle way policy" (Ibid, p. 11).

Furthermore, it was identified that followers too become a threat to Buddhism. One interviewee explained that many Buddhists became ritualistic rather than spiritual; therefore, monks alone cannot work for peacebuilding without the genuine followers. Galtung (1985) explained that Buddhism may easily become ritualistic and in other word, Buddhism may become an object rather than something subjective. Finally, he said that it was another way of saying a religion is dying.

How do young monks understand the religious tolerance?

These two perceptions of monks were identified the mainstream religion perception understanding peaceful and the other perceives religion has no connection with recent past anti-Muslim clashes. One of the monks said that the radical mobilizations, which said to be were led by monks, are in fact nothing of Buddhism. He understood the conflict between Buddhists and Muslims as about cultural and ethnic issues, not as a religious one and he explained that those clashes are only the consequences, where root causes remain unaddressed and religious tolerance has no connections with these clashes. In his view Buddhism should not be connected. to these events and wearing a yellow robe is not enough to be a monk, but they need to develop spiritual insights. Galtung (1985) explained that the basic Buddhism is tolerance and taught pluralism rather than singularism. He explained that the doctrine of the middle road could make Buddhists as bridge-builders as contacts between extremes, perhaps pulling the extremes toward more pragmatic Buddhist position.

One monk said that Islamophobia causes Sinhala-Buddhist to engage with such extreme, for good and for bad, as sincere religious conviction and Buddhist monks led situation in the absence of strong political institution can be seen throughout the history. This viewpoint could be reflection of argument made by Galtung (1985) which he explained the first weak point of Buddhism for peace. He explained "Buddhism may also have been led to become too tolerant, for instant of highly violent systems of militarism" (Ibid, p. 11).

Galtung's discussion can thus help us understand the monks' viewpoints along a distinction of Buddhism as tolerance or intolerance. He explained that collective ethical budget as a basic idea of Buddhism which "If I hurt and harm the other party at the individual level or collective level. we can no longer develop together" (Ibid, p. 5). In short "My security is your security and vice versa (Ibid). However, as some monks understood that anti-Muslim clashes are as about cultural and political. perhaps someone can see Sinhala-Buddhist a cultural 'strand' of Buddhism in relation to tradition, rituals, and identity, rather than following the Buddhist doctrine.

Perceptions of young monks on the role of Buddhism in peacebuilding

The two research questions discussed above will be the starting point for explaining of the objective of the study. Firstly, threats perceived to Buddhism are seen to lead to the declining role of Buddhism in society, in case of perceive threat from minority religions, as well as from the inside, for instance by lay people becoming less religious. Secondly, the viewpoint that Buddhism should be prominent in the society is highlighted by the fact that the government should protect the religion.

None of the monks had a positive attitude on the role of the government in preserving Buddhism, thus they are worried about the future of the Buddhism in Sri Lanka. This negative attitude may reflect a common understanding among the monks that the role of Buddhism in peacebuilding in the Sri Lankan society is weakening. Some interviewees considered it was the failure

of governments to protect the Buddhism while some thought it was an inevitable process in geopolitics and modernization of the world due to globalization.

Secondly, some monks understood that modernization and globalization are main reasons that the lay community is becoming less religious. The monks who believed about a decrease in the religiosity among the lay people said it happened because people are busy in the rat race for money making and to achieve maximum material development while halting the spiritual development. Concerning the decline of religiosity among lay people, some monks' discussion concerning the relationship between temple and people could be used to make sense of monks who become isolated in micro society, as explained by Galtung (1985).

Multi-track Diplomacy is the core concept of this study as within peacebuilding, there are three main categories of activities: Peacebuilding, Political Structural Peacebuilding and Social Peacebuilding. Social peacebuilding is the grassroots portion of the peacebuilding process where it deals with feelings, attitudes, opinions, beliefs, values, and skills as they are held and shared between peoples, individually and in groups (Diamond and McDonald, 1996). As some of interviewees explained peacebuilding couldn't religious be successful in the weakened status of other social infrastructures such as education, social-economic status and good governance, thus, Social peacebuilding is very much crucial in achieving grassroots peacebuilding level Sri Lanka. in

Lastly, none of the interviewees accepted any kind of violence in the name of protecting Buddhism, however, some of the interviewees held the view that peace would not survive without the rule of law.

RECOMMENDATIONS AND CONCLUSION

The research questions have deeply excavated the understanding of role of the Buddhist monks in peacebuilding in Sri Lanka after the three-decade of war. Since Buddhism is the State religion by the constitution, it should be the most prominent to understand the perception of Buddhist monks in order to create peaceful society with other ethnicities. However, none of the monks have a positive outlook on future of Buddhism, which may reflect the common understanding that the role of the Buddhism in Sri Lanka is in decline. This study understood how Buddhist monks perceive threats to Buddhism based on historical evidence, Sinhala-Buddhists have mainly facing to the internal and external threats, in particular, strong positions against Muslims and Muslims culture, and global Islamist movements at present.

Recommendations

This study mainly focuses on the perception of young monks on the role of Buddhism in peacebuilding. However, the views and the understanding of the topic may be unique to specific temple as the chief incumbents have a great influence on the rest of the monks in a particular temple. Even though, similar discussions came up in the interviews, it is thus recommended for

future research to explore how young monks learn about religious, ethnic and social issues from a religious perspective as those studies may provide even more insights on how these topics are understood and talked about.

Furthermore, this study does not focus on the perceptions of lay people or non-Buddhists. As all religions have peace potentials, it is important to explore how other clergies and followers perceive religious peacebuilding. Therefore, it is recommended that further research should focus the perceptions among other religions towards the religious peacebuilding.

Conclusion

In conclusion, considering the inherent ambiguity of religion and practices, the political leaders of Sri Lanka and the Buddhist monks are left with a challenge and a choice. Both need to understand that the influence of Buddhism on the followers demands that it be taken seriously. Even the root cause of a conflict may be political or economic dissatisfaction, but tension may be expressed through religious discourse, therefore impact of Buddhism towards the peacebuilding in Sri Lanka should not be underestimated. Since Buddhism deals with the most profound concerns to human such as freedom, fear and faith, right and wrong, trauma and healing, Buddhist monks particularly appropriate to address the deeper layers of human existence affected by violence and conflict, thus playing a great role in peacebuilding in Sri Lanka.

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AN EXPERIMENTAL STUDY ON THE USE OF SHORT FILMS IN INCIDENTAL VOCABULARY ACQUISITION

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Abstract

The impact of traditional audio and printed materials on the second language vocabulary acquisition is diminishing its impact on the students who have unlimited access to modern technology and audio-visual content in the contemporary world. Besides, grammar-based curriculum traditional offers limited opportunities in vocabulary acquisition despite the evidence that imitations in vocabulary knowledge are an apparent and major obstacle over the grammar deficiency in Second Language proficiency. Therefore, these obstacles can be subjugated by introducing variety into the classroom through short films to promote vocabulary learning. This qualitative study aimed to identify the impact of short films in developing incidental vocabulary acquisition. The participant group of this study included 30 undergraduates in their first term in a Military establishment in Sri Lanka, which consisted of pre-intermediate and intermediate level of students who were equally divided into an experimental group and a control group. The sample was selected based on a pre-test, which verified their ignorance on the target vocabulary. One group was exposed to the target vocabulary of fifteen words based on the

short film and the other group was taught the same vocabulary through contextual guessing. Immediate tests were administered to test the immediate impact of vocabulary acquisition, followed by the posttests administered after two weeks, which tested the long-time retention level of vocabulary. The results of the immediate tests, posttests of the experimental, and control groups were afterward separately subjected to independent sample t-tests to verify the comparative retention levels for each input method. The results depicted statistically significant results through the short film use over contextual guessing at the immediate and long-time incidental vocabulary retention.

KEYWORDS: Incidental Vocabulary Acquisition, English as a Second Language, Short Films, Vocabulary.

INTRODUCTION

For decades, vocabulary teaching played an insignificant role in Second Language Acquisition. Thornbury (2002) highlights that teachers underestimated the great communicative benefit of

acquiring an extensive range of vocabulary (p.14). He also claims that the precedence was then placed on teaching grammatical structures through Direct Method and Audiolingualism and it was not until the 1970's that this perspective radically began to shift due to the advent of the Communicative Approach. "Those words which were taught were often chosen because they could easily be demonstrated, or because they befitted neatly into the 'structure of the day' " (p.14). The importance of lexical awareness is profoundly understood yet, it was difficult to deviate from syllabuses which focused on grammar (p.14). Therefore, vocabulary teaching was not offered due priority in Second Language Acquisition due to the added emphasis on grammar.

Thus, vocabulary plays a dominant role in Second Language Acquisition. Wilkins (1972) claims that due to the limitations in adequate vocabulary, proficiency in grammatical competence is affected. As he argues ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111-112). Furthermore, Harmer (1991) considers vocabulary as vital organs, flesh and blood whereas language is deemed the skeleton of language (p. 153). Furthermore, he (2001) elaborates that failure to comprehend half of the words by readers and listeners will result in greater difficulty in understanding the overall text (p.203). Accordingly, the fundamental importance of vocabulary and language competence is evident (Harmer, 1991; Harmer, 2001; Wilkins, 1972). Therefore, linguists have generally vocabulary agreed knowledge that

is the major component of language comprehension and use.

Hence, Petrusinec (2019) maintains that the scarcity of sufficient vocabulary comprehension students' disturbs texts and consequently, students ignore important academic texts recommended further reading (p.9). Thus, a positive motivation could be used in understanding difficult academic concepts through vocabulary learning. However, Petrusinec explains that in modern teaching pedagogy, there is a debate over the techniques used by skilled learners which makes them competent from the rest (p.20). The educators could discover techniques, which facilitate long-term retention and the accurate usage of the target vocabulary in relevant contexts.

Also, learner preferences affect vocabulary memorization. Mangal and Mangal (2019) summarize Fleming's VARK model which has proposed the idea of the preferred learning style of the learner that is to be matched with the instructional model. He has categorized learning styles into Visual (leaning through images), Auditory (learning through listening), Read and Write (learning through text) and Kinesthetic (learning through doing and physical movements)(p.190). Therefore, the factor of student preferences could also facilitate long-term vocabulary retention.

In fact, ".....the teaching and learning of vocabulary has been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day" (Zimmerman, 1997, p. 5). Further, the application of conventionally

tested methods in vocabulary teaching has limited motivational impact due to new technological advancements in the Y generation. The advent of technological devices and media has created a wide variety of opportunities in motivating young Second Language learners in vocabulary acquisition teacher-centered conventional instruction could be unaccommodating to the changes of attitudes and exposure of the youth. Thus, in the current educational context, Audio-visual content through short films could have greater significance than the traditional techniques of vocabulary instruction since not only the vocabulary items but also entertainment and exposure to authentic contexts are the targets, which could be met.

RESEARCH PROBLEM

There is limited research in the area of vocabulary learning in Second Language Acquisition (SLA). The aspect of vocabulary acquisition in the second language is a field still open for investigation through research because patterns of learner vocabulary acquisition and vocabulary instruction remain ambiguous areas of teaching pedagogy (Paribakht & Wesche, 1997, p. 174). Accordingly, short films function as an effective input mode in vocabulary acquisition due to identifiable reasons. Primarily, it has been proven that exposure to authentic language in movies contributes to effective SLA on the basis that movies interest and affect the positive motivation to learn (Kusumarasdyati, 2004, p.9). Hence, the use of short films could effectively contribute to the number of vocabulary acquired due to limited time consumption in internalizing target words and the easiness in using short films even in a curriculum with a scarce number of vocabulary lessons, as a gap filling-activity etc. are the prospects in implementing short film based vocabulary lessons.

The use of audio-visual materials in the second language is not uncommon in teaching pedagogy. Even though there are studies which ascertain the effectiveness of using movies in developing listening and communication skill. These previous research on the use of movies: (Ismaili, 2013) and subtitled videos (Sabouri, Zohrabi, & Osbouei, 2015), in a South Eastern University and an Iranian university respectively, have identified the positive impact of using audio-visual mode in English as a Foreign Language classrooms. The Aforementioned studies investigate different aspects of using audiovisual materials in Iranian and European contexts. Therefore, the current study on the use of short films is relevant to the teaching pedagogy in incidental vocabulary acquisition among students whose native language is Sinhala.

This study was conducted in the military, the findings are therefore important as scarce research has been conducted in this context. Besides, the undergraduates in the military differ with their requirements and background from average students where they are expected to learn a wide range of oblivious terminology to achieve communicative competence in their field. Hence, the current research can extensively contribute to English as a Second Language (ESL) pedagogy in vocabulary teaching in the Military. However, the same phenomenon is seen in the international

context about the usage of short films on incidental vocabulary acquisition although the research on movies is abundant. As the conceptuality and the time consumption significantly differ in videos and movies, the use of short films in incidental vocabulary acquisition becomes a factor worth consideration.

In summary, limitations in the use of short films in incidental vocabulary acquisition in general highlight the pedagogical importance of the study. Further, the current study identifies and fulfills the research gap on the use of short films in vocabulary acquisition of L1 students in the Sri Lankan context. Therefore, not only the educators and teachers in the Military but also the educators and teachers, in general, could make use of the findings of this research to formulate a guideline to apply in the pedagogical methodology to teach vocabulary effectively.

OBJECTIVES

To investigate the impact of short films and contextual guessing in incidental vocabulary acquisition.

To identify the impact of short films and contextual guessing in long-time retention of vocabulary.

METHODOLOGY

The methodology followed in collecting data for the experimental analysis is outlined in the following section: participants, research instruments and procedure.

Participants

The participant group of this study consisted of first term undergraduates of a military establishment in Sri Lanka. The sample included male students from preintermediate to intermediate level in English, undergoing the orientation program in their first term. All the undergraduate students were initially exposed to a pretest to form a homogeneous group. These ESL students were given a simple pre-test to verify whether the intended vocabulary items were unknown to them. Consequently, some of the students were eliminated and 30 students who were oblivious of the intended vocabulary items were selected as the sample of the research. The participants were randomly divided into two groups of 15 students namely Experimental group and Control group.

Research Instruments

The current quantitative research collected data through testes: immediate tests and posttests held individually at different intervals in the learning process. These tests were designed to assess the first and second objectives of the research. The tests administered in each class were different but they tested the same target vocabulary. The immediate tests at the experimental group and the control group were compared using the independent sample t-test. Then, the posttests were administered in both classes after two weeks were also compared through the statistical tool: independent sample t-test in order to verify the long-time retention under each method of vocabulary acquisition.

Procedure

The Short film: 'Alternative Math', downloaded from www.youtube.com was used to generate the vocabulary worksheet to be used in the experimental group. The experimental group was taught the 15 vocabulary items based on the short film: 'Alternative Math' and relevant key areas were replayed. Finally, students completed vocabulary worksheets based on their understanding.

The worksheet used experimental class at the immediate test included comprehension checking questions on the plot but focused primarily on vocabulary acquisition exercises. The practice level exercises in the experimental group composed of using the internalized meanings of target words to fill in the blanks and word substitution activities. After the lesson was executed under each input mode, students' acquisition of the target vocabulary was tested through a simple test where the students were asked to write the meanings of the learned vocabulary. After the discussion, students were given immediate tests to verify the immediate retention level gained through the input based on the short film. Finally, the posttests were administered after two weeks in order to verify the long-time retention level.

On the contrary, the control group utilized contextual guessing of meanings of the target vocabulary as they appeared in sample sentences on the worksheet. Thus, the students in the control group received slightly different worksheets to elicit the meanings of the same vocabulary through contextual guessing, followed by

similar practice level activities: filling in the blanks and word substitution exercises based on the target vocabulary. After the discussion, students in the control group were also given a simple immediate test to write the meanings of learned words as they remember through which the immediate retention level was verified in the control group. Finally, the posttests were administered after two weeks in order to verify the long-time retention level.

The same test was used at the immediate as well as posttest in both classes and minimum teacher involvement was maintained, as the students were encouraged to elicit the meanings by themselves under each input method.

THEORETICAL PERSPECTIVE

Incidental vocabulary acquisition

Multiple definitions exist on the meaning of incidental vocabulary acquisition. Hulstiin (2001)Incidental vocabulary acquisition as the "Learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning" and is contrasted with intentional vocabulary learning, defined as "any activity geared at committing lexical information to memory" (p. 271). According to Nation (2001), when the vocabulary is learned incidentally, students concentrate on a different aspect, generally on the message that is delivered by a speaker or a writer. He also claims, provided that scarce unknown words appear in messages, significant vocabulary could be derived without conscious effort of the learner (p. 232). Therefore, incidental vocabulary

occurs as an effortless byproduct, whilst student attention is directed towards reading or writing, etc.

The Use of Audio-Visual Material in Language Classroom

The use of audio-visual material in the language classroom is not entirely a modern concept. Hovland, Lumsdaine & Sheffield claim that the use of audio-visuals in learning runs back to the era of World War II when filmstrips were initially used as a training tool for soldiers. Since then the educators identified the role of audio-visuals to sustain the focus and enhance the motivation towards learning (as cited in Cruse, 2007,p.3).

Corporation for Public Broadcasting outlines some benefits of educational television and video. Firstly, they reinforce the idea that reading and lecture material establish a general foundation of awareness among students. Also, audio-visuals improve understanding and student dialogue. they offer better adaptation Further, miscellaneous learning approaches. Finally, audiovisuals: television and audio develop learner motivation and interest and encourage teacher efficiency (as cited in Cruse, 2007,p.2). Therefore, audio-visual material lays the foundation of awareness among students, improves understanding and dialogue and helps acclimatization to various modes of acquisition.

The Impact of Videos on the Learning Process

The conventional belief undermines that television and video viewing as a

passive activity, which obstructs academic achievement However the aforementioned notion has been constantly challenged by contemporary research. Accordingly Marshall (2002) states, audio-visual usage as an active activity, which involves a steady and intensely integrated practice of supervision and understanding, "a complex, cognitive activity that develops and matures with the child's development to promote learning"(p.7). On the other hand, Mayer (2009) agrees that even though audio-visual use is rated as passive, the process requires a high cognitive activity for active learning and well-prepared multimedia instructional messages compliment vigorous cognitive processing in students even amidst behaviorally inactive learner (p. 22).In conclusion, multimedia learning is obvious of its passive impact on higher academic achievement

It is pertinent to study the theories, which advocate the use of audio-visual material in learning. Multiple-intelligence Theory, the concept of Multimodal Learning Styles and the Dual coding theory intensely supports the motive behind audio-visual use in the language classroom, which are as follows:

Multiple Intelligences Theory

Gardner's multiple intelligences theory suggests that an individual holds eight distinct intelligences at various levels: linguistic, logical, mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic (Armstrong, 2003, pp.13-14). Marshall (2002) identifies that the strengths and weaknesses of each of these intelligence dominate the methods

of internalization of information among individuals and their perceptions on the world and learning (p.8).

Barualdi (1996) commenting on Gardner's theory agrees that it revolutionized the manner subject matter is conveyed to affect the learner's aptitude to learn and emphasized teachers responsibility in taking all the aforementioned intelligences into consideration in planning lessons despite the emphasis in conventional education systems that highlights the progress and the use of verbal and mathematical intelligences(p.3). In conclusion, the conventional linguistic approach triggered by textbooks can surpass the benefits of multiple modes of approaches: aesthetic, logical or narration alongside linguistic mode to satisfy the expensive needs of learners.

Multimodal Learning Styles

There are three primary modalities through which people decode information: visual, auditory and tactile. These three modalities were utilized to elaborate on how students learn. Silverman relates these three modalities to how students interpret information based on three basic learning styles: visual-spatial, auditory sequential and tactile-kinesthetic. Visual-spatial learners interpret new information through holistic visualization, which exists often in threedimensional mode. In contrast, Auditorysequential learners' thoughts appear in word form, interpreted in auditory form, and commonly learned in a sequential, chronological process. Finally, tactilekinesthetic learners internalize information through physical touch and feel, benefitting primary through from demo or solicitation

and limitedly through verbal explanations (as cited in Cruse, 2007, p.5).

Hence, when the content is presented in visual form through video, visually-oriented learners can be primarily benefited although the benefits not only are confined towards the visually oriented. Once incorporated with sound and speech which provide a demo, both the auditory learners and tactile learners could be benefitted. Therefore, the audio-visual mode has its benefits in approaching the learning styles of visual-spatial, auditory sequential and tactile-kinesthetic learners in fulfilling their respective processing modes.

Dual-Channel Learning

One of the foremost research advocating the use of audio-visual material in language learning is the concept of dual-channeling. The current research would attempt to testify the impact of this phenomenon through the use of short films. Although differences in learning styles in individuals have been recognized, video input could strongly influence irrespective of their dominant learning style.

Based on Dale's Cone of Experience, Anderson (2003) maintains that people generally internalize 10% of the reading input, 20% of the auditory input, 30% of the visual input and 50% of the audio-visual input (p.1). Therefore, it can be agreed that audio-visual input positively affects learning as it caters to two modes of comprehension: audio and visual. Thereby, uplifting the level of internalization of concepts.

Contextual Guesswork

Contextual guessing is a widely used technique in vocabulary acquisition. Gairns and Redman (1986) outlines Contextual Guesswork as another Student-Centered vocabulary learning technique where the student is involved in 'making use of the context in which the word appears to derive an idea of its meaning, or in some cases to guess from the word itself'(p.83). Native speakers of Romanic and Germanic languages have the advantage in guessing the word itself since many words are almost identical in form

According Oxford to (1990),contextual guessing strategies can be made based on linguistic and nonlinguistic clues. Language learners grasp the meaning of a new word through interpretation of its immediate text, which is one or two words before or following the unknown word. Learners also use other linguistic clues, such as semantic or syntactic knowledge to unlock the meaning of new words. Concerning nonlinguistic clues, language learners apply the knowledge of context, text structure, and general world knowledge (pp.49-50).

Many teachers devise classroom activities to enhance the Guessing from Context ability through substituting a word for a particular vocabulary to encourage students to assume the word.

However, Gairns and Redman (1986) claim that not all the students will develop the mastery of this particular skill; some even might encounter difficulties in guessing without a lot of time consumption.

Hence, this skill progressively needs to be planted in such students have to be implemented in a flexible form according to the need and skill of individual student (p.84).

Research on the Use of Audio-Visuals in Second Language Vocabulary Acquisition

There is a persistent scarcity of research in the area of incidental vocabulary acquisition based on short films in the Sri Lankan context and especially in the context of the Sri Lankan military. Furthermore, short story use in developing vocabulary has never been explored although video and movie based vocabulary studies have been conducted. The following paragraphs summarize the outcome of former research on the use of audio-visuals in incidental vocabulary acquisition. Therefore, the outcome of studies has been explored about the current study (Mahroof, 2017; Sabouri, Zohrabi and Osbouei, 2015; Zohdi, n.d.).

In one of the studies in the Asian context, Zohdi (n.d.) investigated the impact of using movie clips on uplifting students' vocabulary in Malaysia. A group of seven female intermediate students were administered a pre-viewing activity consisting of multiple-choice questions formed out of unknown words in the movie. 'the wedding planner'. The previewing activity depicted that 16-20 words were unknown to the sample. While watching the film, it was paused every 10 minutes to explain the meanings of difficult words. After a three-month course, the students were administered the same test to observe the comprehension of the target vocabulary. Although the pre-viewing activity depicted a total of 26% correct answers and 73% wrong answers, the post-viewing activity depicted a stunning 94.4% rise in the correct answers and only 5.6% of wrong answers. It was concluded that vocabulary instruction based on the movie or audio-visual input had effectively contributed internalization of the unknown words.

Besides. Sabouri. Zohrabi. Osbouei (2015) investigated the impact of watching English subtitled movies in vocabulary learning in different genders of Iranian EFL Learners. It aimed at exploring whether there was a noteworthy distinction between males and females in learning vocabulary when watching subtitled movies. The sample included 24 males and 22 females upper-intermediate students in a private language institute located in Iran for the quantitative analysis of watching subtitled movies before the vocabulary test. After assigning subjects randomly into two groups of control and treatment groups (four homogeneous groups), the statistical results showed that first, regardless of the genre of subtitled movies, males and females' scores were not significantly different from each other. However, the participants in the experimental group who were exposed to the subtitled movie outperformed significantly than the participants of the control groups in both genders. Finally, it was concluded that the use of movies with subtitles could improve students' engagement in learning and the retrieval of new lexical items.

This study aimed at the discovery of gender-based differences in their responses to audiovisual content. Consequently, it relates to the current study, as such a distinction has not been evident and

most importantly the factor of vocabulary acquisition derived out of the study. Thus, it was found that audio-visual content positively contributed to learner engagement and lexical internalization.

There is scarcely available research in the Sri Lankan context, which satisfies the focus of the current research: short films and incidental vocabulary acquisition. Thereby, the research of Mahroof (2017) differs in its focus, as it a qualitative research on the attitudes of students towards short films in English as a Second Language (ESL). Moreover, the sample consists of not Sinhala L1 students but Muslim students studying Islamic Studies and Arabic Language in the South Eastern University. Despite the differences in the focus, the outcome could positively contribute to ascertaining that Sri Lankan youth can be positively motivated by audio-visual content as follows:

The study explored integrating Short Video Films in Teaching English to the 36 Undergraduates who had their primary and secondary education in Sammanthurai. As the purpose of the study is to explore the possibility of integrating short films in English Language Teaching (ELT) through convenient sampling, the feedback of the questionnaires revealed that the learners on a general level showed interest in integrating short video films in learning conversational skills. This was reflected by unanimous 83% agreement of which strongly agreeing on "Learning English through video watching was appealing". Learners' motivation to learn English through video watching was exposed by 97% agreeing that they liked to learn oral skills through film viewing.

ANALYSIS AND DISCUSSION

Analysis

Results of the immediate tests and the posttests in the experimental group were compared with immediate tests and the post-tests in the control group. The results obtained were descriptively analyzed in the following section:

Data Analysis of the Immediate Test

The impact of short film based vocabulary acquisition was tested in the experimental class whereas the contextual guessing strategy was used for vocabulary acquisition in the control group. After watching the short film, students completed the vocabulary worksheets. After discussing the answers, the immediate test was administered.

On the contrary, discussion of the worksheet in the control group was followed by the same immediate test. Both the immediate tests aimed at verifying the immediate retention levels of the lexical understanding in each class.

Percentage of Internalization under Each Mode-Immediate Test

On the condition that awareness of the target words positioned at zero which was ascertained through the pre-test. The exposure to the short film, 'Alternative Math' targeted on acquiring 15 words whereas the same target was achieved through contextual guessing of the target words' usage in meaningful sentences in the control group. The immediate test

conducted showed the retention level as a percentage for each target word in the experimental and control groups as follows:

Table 1- Percentages of Internalization of the Target Words

	Percentage of	Internalization
Target Words	Experimental Group	Control Group
1. Frustrated	47%	73%
2. Struggling	66%	60%
3 Tramp	66%	40%
4. Retard	60%	46%
5. Ramming	80%	60%
6. Biased	60%	46%
7. Undermine	87%	46%
8. Sue	94%	40%
9. Fiasco	33%	40%
10. Riot	60%	67%
11. Recant	53%	7%
12. Bully	73%	73%
13. Extremist	46%	67%
14. Radicalizing	80%	67%
15. Persisted	66%	46%

As shown, inverse internalization patterns were depicted in the experimental group and the control group. The words: frustrated, fiasco, and extremist, illustrate below average internalization patterns in the Experimental group whereas the words: retard, tramp, biased, undermine, sue and fiasco, recant and persisted illustrate below the average internalization patterns in the control group. Therefore, the students in the control group have issues with many target vocabulary items than the experimental group at the surface level.

Results of the Independent Sample Test -Immediate Test

However, the discrepancy between the test scores was then subjected to statistical evaluation through the independent sample t-test to verify the statistical significance of the immediate retention under each method. Thus, the mean value of the immediate test in the experimental group positioned at 9.73 whereas the mean value of the immediate test in the control group positioned at 7.8, which is shown as follows:

Table 2 - t-Test: Two-Sample Assuming Unequal Variances -Immediate Test

	Immediate Experimental Group Marks out of 15	Test Control Group Marks out of 15
Data		
Mean	9.733333333	7.8
Variance	4.638095238	5.742857143
Observations	15	15
Hypothesized Mean		
Difference	0	
df	28	
t Stat	2.323987399	
P(T<=t) one-tail	0.013802931	
t Critical one-tail	1.701130934	
P(T<=t) two-tail	0.027605863	
t Critical two-tail	2.048407142	

The hypothesized $P(T \le t)$ two-tail value remains lower than 0.05 in a statistically significant difference between any two mean values. Thereby, immediate test scores between the experimental group and the control group depicted 0.0276 as the $P(T \le t)$ two-tail value. Hence, the immediate test results in the experimental group show a statistical significance difference over the control group.

Data Analysis of the Post-Test

The post-test administered after two weeks aimed at separately verifying the comparative long-term retention levels of the acquired vocabulary in each class. The students were given the same test. The mean value of the post-test remained 9 in the experimental group whereas the mean value of the post-test remained 7.2 in the control group. The means were then subjected to statistical evaluation, which is as follows:

Table 3 - t-Test: Two-Sample Assuming Unequal
Variances-Post Test

	POST	TEST
Data	Experimental Group Marks out of 15	Control Group Marks out of 15
Mean	9	7.2
Variance	1.857142857	2.6
Observations	15	15
Hypothesized Mean		
Difference	0	
df	27	
t Stat	3.302097236	
P(T<=t) one-tail	0.001353153	
t Critical one-tail	1.703288423	
P(T<=t) two-tail	0.002706306	
t Critical two-tail	2.051830493	

The post-test scores between the experimental group and the control group depicted a statistically significant difference of 0.0027 as the $P(T \le t)$ two-tail value. Therefore, the mean of the experimental group at the post-test is statistically significant over the control group.

Discussion

The statistical analysis revealed that the vocabulary input through the shortfilm and contextual guessing, irrespective of their respective differences have contributed to incidental vocabulary acquisition. On the condition, the awareness on the 15 target words positioned at zero in both classes before the treatment, the experimental group acquired approximately 10 words whereas the control group acquired approximately8 words. The application of the independent t-test confirmed that sample aforementioned numerical difference was statistically significant. Thus, the short film input mode has effectively internalized the target vocabulary over the students in the control group at the immediate exposure. Furthermore, the posttests administered after two weeks ascertained similar patterns of internalization in the long-time retention capacity under each input mode.

The data of the immediate and posttests depicted significant feedback on incidental vocabulary retention. At the outset, the immediate test that aimed at identifying the immediate impact of the short film and contextual guessing induced incidental vocabulary acquisition. Thereby, the immediate test results are in favor of short film-induced vocabulary acquisition. The vocabulary gains of the experimental class were numerically higher as well as statistically significant over the results of the control group at the immediate test.

Secondly, the posttest, which aimed at identifying the impact of long-term vocabulary retention under each input mode, depicted that the short film use has positively affected long-term vocabulary internalization over the control group. The long-term retention level was numerically and statistically higher than the results of the control group. In conclusion, the immediate and post-test results suggest that short film use in incidental vocabulary acquisition has a positive impact on instantaneous vocabulary gains and could contribute continuity and longstanding internalization of vocabulary. Furthermore, in the immediate test, most of the students in the experimental group encountered difficulties in internalizing 3 words in particular: fiasco, frustrated and extremist whereas the students in the control group encountered difficulties in internalizing 8 words: tramp, retard, undermine, biased, sue, fiasco, recant and persisted.

Therefore, audio and visual representation vocabulary input available in short films might have contributed to this success. At the theoretical level, aforesaid results comply with Anderson (2003),

based on Dale's 'Cone of Experience' that audio-visual input facilitates improved internalization of 50% of the desired input in contrast to contribution achieved through reading, auditory input, and visual input.

The control guessing used in the control group does not contribute to significant internalization of vocabulary in comparison to short film-induced vocabulary learning. The same incapacity could be explained with Anderson (2003), based on Dale's Cone of Experience maintains that people generally internalize 10% of the reading input. Therefore, the vast disparity hetween short-films and contextual guessing is due to the impact of the medium in which reading input contributes to 10% whereas the audio-visual input contributes to 50%. It can also be concluded that the use of multiple modes rather than one could contribute to effectiveness in vocabulary learning. Therefore a combination of input modes could be used in vocabulary lessons to facilitate productive vocabulary comprehension. Thereby similar to audiovisual (50), a combination of auditory input (20%), the visual input 30% and reading based input 10% might contribute to the effectiveness in vocabulary lessons instead of using each of these individually.

Accordingly, the audio-visual input available in short films may have contributed to higher levels of incidental vocabulary over the control group. Also, the outcome of the current research further conforms to the findings of Sabouri, Zohrabi, and Osbouei (2015) and Zohdi (n.d.).

CONCLUSION

The current research confirms the effectiveness of using short films as a pedagogical aid in long-term incidental vocabulary acquisition over contextual guessing. Therefore, short films recommended to be used as alternative instructional material to address issues arising due to scarcity of vocabulary often projected in writing and speaking of ESL of Sinhala L1 students. Due to the limited time consumption, short films have the potential of being introduced parallel to the activities prescribed in the syllabus as current syllabuses still accentuate the acquisition of grammar. Accordingly, it is pertinent to understand the massive communicative advantage of vocabulary acquisition in modern teaching pedagogy and explore the communicative advantage of using shortfilms to motivate second language students.

The validity of the current research could be extended by analyzing the impact of short film use with other input modes in incidental vocabulary acquisition: reading, audio input, and visual input. Moreover, the gender-based differences in incidental vocabulary acquisition through the short film are an area open for further research. Besides, a comparative analysis could be executed on the use of subtitled short films and short films devoid of subtitles to better implementation of the outcome of the current research on short film-induced vocabulary acquisition.

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THE CONCEPT OF "CORE FUNCTIONS OF WAR" UNFOLDED THROUGH THE INDIGENOUS MILITARY KNOWLEDGE OF SRI LANKA: AN ANALYSIS ON RANDENIWELA BATTLE

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ABSTRACT

In 1594 and 1603, Portuguese failed to invade the Kandyan Kingdom and over the next couple of years, they have been associated with a different kind of strategy to deter the kingship of Kandy. In 1630, according to the strategic requirement of King Senarath, the Portuguese were to be brought to the upcountry through Uva and attacked. Though the Portuguese were surrounded at present day Badulla city, they were lucky enough to escape from Kandyans for few days. In the third day of Portuguese retreat, they were surrounded in a paddy field in Wellawaya Randeniya area and destroyed by the Kandyan forces. Basically, this study is a secondary data based battle analysis. Main objective is to derive the traditional military knowledge through the analysis of Randeniwela Battle. The researcher proposes that the military concept of "Core Functions" is applicable to analyze the Battle of Randeniwela. Elements of this concept are 1. Find, 2. Fix, 3. Strike, 4. Exploit.

According to the analysis, it is clear that the traditional military knowledge of the

Kandyan Army at the time was a real challenge to the developed military knowledge of the West. Kandyan Army was able to achieve all of the above stages through appropriate plans, applicable tactics and the practical knowledge of the Kandyan geography. By overcoming the present day military concept of "Core Functions" Kandyans have proven that the above mentioned stages are insufficient to perform in a battle field. Therefore, researcher suggests the concept of "Core Functions of War" which was displayed by Kandyan force through Randeniwela battle, more advanced than the present day military concept of "Core Functions". Proposed military concept of "Core Functions of War" consists of the following features.

Action – 1. Read, 2. Control, 3. Attack, 4. Achieve.

Allow – 1. Let enemy to read, 2. Let enemy to control, 3. Let enemy to attack, 4. Let enemy to achieve.

KEYWORDS - Indigenous Military Knowledge, Battle of Randeniwela, Kandyan Force, Portuguese Force, Core Functions of War.

BACKGROUND OF THE STUDY

After the defeat of the Balana battle, which Asavedu introduced as "The great retreat", the most important change in administration of the Kandyan kingdom was the death of King Wimaladharmasooriya (Perera, 2007; මකාඩ්රිංටත්, 1998). Mandarampura Puwatha describes the death of King Wimaladharmasooriya and his successor as follows:

"ඉක්බිති විමල දම් සුරි හිමි ඇවෑමෙන්
(After the death of King
Wimaladharmasooriya.)
දුක් සන්සිඳුවමින් හිමි සේනාරත්න
(King Senaratne consoles the sadness.)
ලක් රජ බවට පත් වූ සඳ විදිලෙස්න
(He became the king of Sri Lanka.)
නෙක් තැන පහළ විය නෙක මිණි මුතු රත්න"
(Various gems and pearls were born in various places.) (මන්දාරම්පුර පුවත, 1998. 176 කවිය)

After King's death, his relatives and former Buddhist monk Senarath became the king (රාජාවලිය, 1997). He married Dona Katherina, who was the queen of the former king, as per the legitimacy of the kingship (කොඩ්රිංටන්, 1998). In the early days of Senarath's reign he was severely obstructed by the insurrection in Harispattuwa and the attempt by the Kusumasana Devi to go to the Portuguese, therefore, it took about six months to stabilize his rule (අඛේසිංහ, 2005, මන්දාරම්පුර පුවත, 1998).

King Senarath was not a worrior and he was seeking help from the Dutch to protect Kandyan kingdom. By now, the Dutch who were in the process of defeating the Portuguese in Indian Ocean were also able to consolidate their powers (ජයතිලක, 2013). By 1610, King Senarath tried to enter into an agreement with a Dutch captain of one of the ships that came to the Eastern Coast but it was failed. Afterwards, the Dutch representative Bozuhar who arrived in 1612 and the diplomatic delegations that arrived in 1620 were failed in their mission (De Silva, 2005). King Senarath was not able to regain the Kandyan-Dutch relationship until the end of the battle at Randeniwela.

After the defeat of the Balana battle, Portuguese changed thier approach to the Kandyan kingdom. From the 1607 to 1617 period, Portuguese adopted two basic principles:

- 1. From time to time, destroy villages and cultivations by invading the Kandyan teritory.
- 2. Halt the foreign trade of the Kandyan king by deploying their naval power (අබේසිංහ, 2016).

By implementing these policies, in 1611 Captain General Dom Jeronimo de Azevedu and his force entered through the Balana fort and burned down the Senkadagala city. In addition, in 1612, Captain General Francisco de Meneses invaded the hill country through the Balana fort and they were severely assaulted when they left this time (කොඩ්රිංටන්, 1998). Moving forward, the Portuguese invaded the Kandy and attacked the Uva provice via Gampola and came to Colombo via Ratnapura (අඛිසිංහ, 2016).

In 1617, the peace treaty that was signed between two sides was one of

the major milestones. The Kandyan side was oppressed by Portuguese, who had invaded the Kandyan land and disrupt the foreign trade of Kandvan king. Meantime, the Portuguese were under stress due to the rebellion of Nikapitiya Bandara who claimed the right of Seethawaka (සෝමතිලක, 2009), Matara rebellion of Antonio Barentu (කොඩ්රිංටන්, 1998) and Dekorale rebellion of Mayadunne (අබේසිංහ, 2016). On the other hand, the Portuguese were oppressed internationally due to the Dutch expansion of the Indian Ocean, and the Portugal also surrendered to the Spanish royalty (අබේසිංහ, 2005). King Senarath took the advantage of the opportunity and presented a peace proposal to the Portuguese (සෝමතිලක, 2009). Captain General Nuno Alvares Pereira thought to give their consent to it and in 1617 August 24 they signed the peace agreement (කොඩ්රිංටන්, 1998). It was important for the Kandyan king to recognize him as the king of Kandyan kingdom and to the other areas which were under the rule of Kandyan kingdom; the areas such as Trincomalee, Panama and Batticaloa. The king promised to award two elephants annually to Portugal, not to have any contact with enemies of Portugal, not to allow foreigners to enter into the Kandyan kingdom and to release the Portuguese soldiers who were under the Kandyan custody (අබේසිංහ, 2016).

Although the treaty was still in existence, the Portuguese built a defense fence on the Eastern coast of Sri Lanka (මකාඩ්රිංටන්, 1998). With the construction of the fortress of Trincomalee in 1624-25 and the fortress of Batticaloa in 1628. Due to this the foreign affairs and the South Indian relations of the King of Kandy the

Dutch access to the Kandyan kingdom were severely affected. As a result of Portuguese activities, a novel military situation arose between the two parties (අබේසිංහ, 2016). In order to attack Portuguese, King Senerath sent his forces to the low country and the kingdom of Jaffna. As the response, the Portuguese invaded the Kandyan kingdom in 1628 and 1629 and set fire to the capital, Senkadagala (කොඩ්රිටෙන්, 1998).

King Senarath proposed a peace agreement to the Portuguese due to the risk that was being created in Kandyan side. The Portuguese Captain was also ready for a peace agreement (කොඩ්රිංටත්, 1998). But the Portugal did not agree because they were forced to capture the entire Ceylon in order to face the challenge created by the Dutch (අඛේසිංහ, 2016; කොඩ්රිංටත්, 1998).

By the year 1630, after 27 years from the end of the Balana battle, the background created to a main war other than the minor conflict which took place between these two parties. From the Portuguese side, it was a must to invade the Kandyan kingdom due to the situation that was being developed the country (internationally). outside During these 27 years, King Senarath demonstrated that he tried to use peaceful approach than a military approach. However, by 1630 the Kandyan kingdom was raided by Portuguese fortifications and the tyrannical behavior of Portuguese pushed the Kandyan side into a war.

RESEARCH PROBLEM

There are many analysis of the Randeniwela battle which is considered as one of the most important battles in Sri Lankan history. Since all these historical notes have been analyzed from a historical point of view, there are no many facts in military point of view. Hence, it is seen that the local military knowledge revealed through the Randeniwela battle has not been successfully analyzed.

OBJECTIVES

- 1. To study the campaign of the Randeniwela battle.
- 2. To analyze the Randeniwela battle in military point of view.
- 3. To reveal the indigenous military identity of Sri Lanka through the Randeniwela battle.

METHODOLOGY

Since this study is a historic battle analysis it was basically based on qualitative research approach and secondary data has been utilised. The researcher did the analysis by using published data on the specific ancient military activities and analyzed it by using a modern military concept.

THEORITICAL PERSPECTIVE

The researcher proposes that the military concept of Core Functions is applicable to analyze the Battle of Randeniwela. This concept has four elements.

1. Find - Finding is a fundamental

requirement and it consists of locating, identifying and assessing the enemy.

- 2. Fix Deprive the enemy's goals and discontinue his freedom of action.
- 3. Strike Manoeuvre and direct action to achieve the purose of the battle.
- 4. Exploit Exploitation is the seizure of opportunity to achieve the leader's aim. Exploitation aligns with offensive action, surprise and flexibility. (The Horton Academy, 2016)

CAMPAIGN OF THE RANDENIWELA BATTLE

Although the end of the Danthure battle is regarded as the beginning of the Balana battle, the ending of the Balana battle cannot be considered as the beginning of the Randeniwela battle. Basically the Balana battle took place in 1603 and the Randeniwela battle occurred in 1630. The leadership of the Kandyan side was changed and King Vimaladharmasooriya was replaced by King Senarath. Also, there were lot of changes in the Portuguese side and Captain General Constantino De sa took over the office as the sixth leader after the Balana battle. Therefore, the leadership of both the parties were Portuguese Captain General Constantino De sa from Portuguse side and King Senarath and three sons of Kusumasana Devi from Kandyan side (අබේසිංහ, 2016).

The available numerical data sources on combat power of both sides show large contradictions. According to the Ribeiro, there were 400 Portuguese soldiers, but

Queyroz mentions it as 500 (Perera, 2007). According to Tikiri Abesinghe, a confident number of Portuguese soldiers; about 508 (අබේසිංහ, 2016). Queyroz noted that the Lascarine force of the Portuguese Army was 13,000, but Baldaeus mentions it as 9700 (ශී ලංකා යුද හමුදා විදාහපීඨය, 2014). According to the Tikiri Abesinghe the Lascarine force consisted of 5,000 local soldiers (අබේසිංහ, 2016). Since there are no reliable local sources that explain the power of Kandyan side, we are compelled to depend on western sources such as writings. Therefore, Queyroz mentioned it as 40,000 and De Saa Menezes has indicated the number as 20,000 - 80,000 (Perera, 2007). Following Knox, Wickremesinghe says that it is approximately about 30,000 (Wickremesekera, 2004). Sri Lanka Military Academy notes that, according to the contemporary community of Kandyan kingdom, this could be around 10,000 (8) ලංකා යද හමුදා විදහාපීඨය, 2014).

In the case of weapons, though Portuguese soldiers have the traditional weapons like sword and spear, they were highly dependent on firearms or fire power. Sri Lankans who behaved in a different manner; though they possessed firearms, they highly depended on traditional weapons like sword, short spear, bow and arrow (Ibid).

The immediate reason for the Battle of Randeniwela was the attack to the low country by the prince of Uva. Abeysinghe (2016) says that this attacker was Uva Abhasasingha Mudali, but Codrington points out that was king Kumarasinghe of Uva (මකාඩ්රිංටත්, 1998). Here, according to a conspiracy of the Kandyan kings and

the Lascarine leaders, the Portuguese had tactically brought the Kandyan land to a battle (අබේසිංහ, 2016; කොඩ්රිංටන්, 1998). By confirming their coup, King Senarath and his princes came to Uva with troops that were collected from Matale and Uva (මන්දාරම් පුර පුවත, 1998).

After invading Ratnapura, Portuguese leaders besought to the Captain General to revenge from the Kandyan king (The Temporal and Spiritual Conquest of Ceylon, 1930). Thus, Portuguese force went along the Menikkadawara, Gurubebila (Present Hanwella), Seethawaka (Present Awissawella), Sofragawo (Present Rathnapura) and entered Uva via Idalgashinna pass (අබේසිංහ, 2016; ශී ලංකා යුද හමුදා විදහාපීඨය, 2014). Even though the Portuguese who came from Ratnapura to Idalagahinna could be easily attacked, the behavior of the Kandyan Army described in Mendarampura Puwatha is as follows:

''දෙපසින් සෙනඟ සිටුවා එහි රහසි ලෙස (Soldiers were kept secretly on both sides) සෙබලුන් ටික දෙනෙකු ගෙන ගොස් ඉදිරි පස (Several soldiers were brought forward) යවමින් දෙකුන් වෙඩි සැරයක් පැරදි ලෙස (Shot a few shots and showing the defeat) හඟවන්නට පළමු ගියෙ විගස පසු බැස'' (Quickly they were retreated) (මන්දාරම් පුර පුවක, 1998. 218 කවිය)

Showing the defeat, Kandyan force went further into the Kandyan land but Portuguese did not chase. Instead, they directly went to the Badulla area and set up their camps there (ශුී ලංකා යුද හමුදා විදහාපීඨය, 2014). According to Portuguese information, it appears that the place was the Muthiyangana Viharaya (Perera, 2007).

While camping in Badulla, Portuguese who believed that they had defeated the Kandyan force, destroyed the city and sacred places such as Kataragama Devalaya (Perera, 2007).

On the second day, the Kandyan Army surrounded the Portuguese at night and obstructed the path of retreat (ශු ලංකා යුද හමුදා විදහාපීඨය, 2014). If there was a conspiracy between the Kandyan side and the Lascarine leaders, this would be the ideal opportunity to attack and massacre the Portuguese. But, Edirimanasuriya Mudalali told Portuguese Captain General De Sa about this conspiracy due to a clash between the Lascarine leaders (Perera, 2007). The Portuguese Captain General discussed with Lascarine leaders regarding this issue, but it was failed and finally Portuguese decided to retreat (ශු ලංකා යුද හමුදා විදහාපීඨය, 2014).

On the following day Portuguese started the retreat, by dividing their troops into three divisions, and its central division was under the Captain Generals command (Perera, 2007). In addition, the rear guard was commanded by the Sathkorale Disawe and 9 best Captains of Portuguese side (ශු ලංකා යුද හමුදා විදහාපීඨය, 2014). This seems to indicate that Portuguese were planning to retreat in a systematic procedure.

When analyzing Portuguese's retreat, it shows that first they tried to go out of the Kandyan land and enter the inland plain. Therefore, their ultimate goal could be fleeing into the coastal area and get the support from Colombo. The map of the Gaston Perera who presents the possible withdrawal route of Portuguese is shown in figure 01.

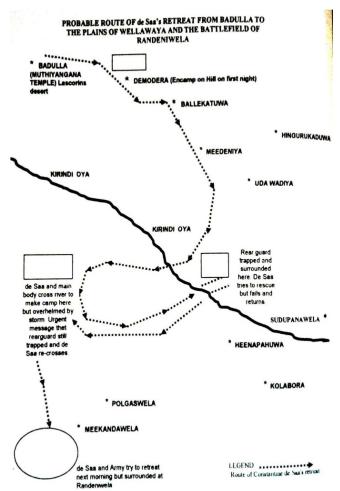


Figure 01- Retreat route of Portuguese in Randeniwela Battle. (Perera, 2007. p. 304)

On the first day of retreat, Portuguese came and set up their camps in Demodara and on the same day one of the Lascarine Mudalis has joined the Kandyan king along with his troops (Perera, 2004). On the second day, they crossed a sloping terrain through Ballaketuwa to reach the low country (ශූ ලංකා යුද හමුදා විදහාපීඨය, 2014; Perera, 2007). If they could reach the low country, it was possible for Portuguese to make the journey easier and use their guns to gain more advantages from the battle.

At the end of the second day, camps were set up in a village near Kirindi Oya, but due to heavy showers that occurred at night, their gun powder and other equipment were destroyed. In parallel, the rear guard on the other side of Kirindi Oya was attacked (ලී ලංකා යුද හමුදා විදහාපීඨය, 2014). On this night Captain General De Sa has received two proposals from both the sides and two of these proposals were regarding the surrender and saving the lives of the remaining soldiers. However, Captain General did not accept them (Ibid).

That night was a sleepless night for Portuguese; due to the barriers which were laid by Kandyans. Kandyans were disturbing them during that entire night by singing, rejoicing, drumming, preaching and charming (Perera, 2004). On the third day of retreat, when Portuguese were in a paddyfield in Randeniya area in Wellawaya, they were surrounded by the Kandyan Army by getting the avantage from lack of man power and weapon power in Portuguese side (Perera, 2007).

The Kandyan Army had used conventional weapons for this battle and it was described that they have effectively used bow and arrow. Kandyans tried to capture the Captain General alive, but it was difficult and finally they killed him by following the king's orders (ශී ලංකා යුද හමුදා විදාහපීඨය, 2014). About 350 Portuguese were killed in this battle and the captured soldiers were taken to the city of Senkadagala (මසාම්මතිලක, 2009).

On 28 August 1630, the message about the conclusion of Randeniwela battle has reached Colombo. Under this situation, the next wave would arrive to

Colombo; Portuguese knew it and they have prepared the Colombo fort for an emergency situation. At the same time the Portuguese administration of Colombo informed the situation to Goa, Cochin and Nagapattinam. As a response to this massage, a ship, consisting of 130 soldiers, 60 gunpowder barrels and 600 bags of rice were dispatched. Other than that, the Captain General Filipe Mascarenhas who was a talented commander was sent as the Sri Lankan Governor to face this situation (අමතිසිංහ, 2016).

mid-September 1630, Senarath arrived Colombo with his three sons and his force consisting of 20,000 soldiers. After capturing other Portuguese forts Kandyan Army surrounded the Colombo fort and isolated them. But the Portuguese who recieved aid form India, was strong and they defeated the Kandyan Army in the battle that occured in Nakolagama (Present Thotalanga) (Ibid). After that, for a short time period, some of Portuguese fortresses were under the Kandyan princes, but they were also recaptured by Jorge Almeida who recieved the appointment as the next Captain General of Sri Lanka (සෝමතිලක, 2009; අබේසිංහ, 2016.).

RANDENIWELA BATTLE THROUGH CORE FUNCTIONS

Find

Finding the enemy is a basic task of all battle parties. It includes locating, identifying and assessing the enemy. Thus it is obvious that a step beyond just reaching to the enemy.

When inquiring the success of the Kandyan side during this stage, they seem to have succeeded in finding the enemy because Kandyans had determined the enemy's way by themselves (අබේසිංහ, 2016; ශුී ලංකා යුද හමුදා විදහාපීඨය, 2014). Because there was a deal among Portuguese Lascarine leaders (අබේසිංහ, 2016) it is clear that the Kandyans were aware of the enemy's man power, weapons and plans.

There are many troubling situations about the "Find the Enemy" stage in Portuguese side. Their aim was to invade the enemy who attacked the lowland which was under their control. Although Portuguese were began the invasion on beseech of the Lascarine leaders, it seems that the awareness of the enemy was extremely low. Since it was a novel experience for Portuguese to reach to Uva via Ratnapura and Idalgashinna, they were unaware of the way. Other than that, the Portuguese failed to assess accurately the Kandyan force who tactically displayed a low strength. Thus, during the stage of "Find the Enemy", the success of the battle parties can be presented as shown in the figure 02.

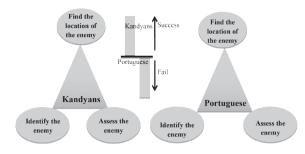


Figure 02 - The success of the stage of "Find the Enemy" in the battle of Randeniwela

Fix

"Fixing the Enemy" is, dividing the enemy from his aim and adjusting him to the way we want. This is a way to abolish the free behavior of enemy and establish the free behavior of own party.

The Kandyan force started the stage of "Fixing the Enemy" with the attack of Ratnapura and through that Kandyans even had decided the route to attack Portuguese. Thereafter, the enemy was summoned to Kandyan kingdom with a slight resistance and eventually ending the free behaviour of Portuguese and surrounded them. After coming to the Kandyan land, the Lascarines who were the strength of the Portuguese force attempted to detach and join Kandyan force. It shows the success of the stage of "Fixing the Enemy" of Kandyan side.

The success of the Portuguese at this stage was very low. The main reason for this was their failure in the stage of "Find the Enemy". Portuguese were fixed according to the need of the Kandyans because they could not fulfill the requirements of the previous stage. Though Portuguese thought that the pursuit of the enemy who attacked their land is "Fixing the Enemy" stage, indeed it was the "Fixing the Enemy" stage of Kandyans. After Portuguese arrived to Uva, the Kandyan Army tried to bring them further into the Kandyans' land. However, Kandyans' plan became a failure at this stage. It was the only success of Portuguese in this battle but they couldn't understand it and it didn't last longer.

Accordingly, the Kandyans were able to be successful in the stage of "Find the Enemy" but the Portuguese were unsuccessful.

Strike

The strike consists of two basic elements. They are manoeuvre and direct action. Manoeuvre is important to gain a position of advantage in respect of the enemy by using movement combination with fire. Direct action in combat means destroying

enemy forces. Firepower and movement are focused through simultaneity and tempo, to achieve shock and surprise and break the enemy's will and cohesion (The Horton Academy, 2016).

Since Rathnapura the conducted by the prince of Uva is a prerequisite for the battle, it is not relevant to this step. Therefore, it is acceptable that the attack of the Kandvans started on the following day when Portuguese camped in the Uva land. The first attempt of the Kandyans in the stage of "Strike" was to raid Portuguese force. Parallel to this, the Lascarine leaders were also conspiring to detach from Portuguese and join with the Kandyans. On the contarary, the Portuguese Captain General interfered to this idea of Lascarine leaders and they did not join with Kandyan side at once. The immediate cause of this deviation may be the families of the Lascarines were under the control of Portuguese.

On the other hand, Kandyans could not attack Portuguese force directly because all the Lascarine leaders did not detach at once. Portuguese got this advantage in order to start their retreat towards low country which has the access to naval support. At this special moment, the Kandyans had to strike the Portuguese while rescuing the Lascarine force. On the second day of Portuguese retreat the rear guard was attacked and the Lascarine soldiers join Kandyans. Thus, it proves that at this moment the Lascarines were under Portuguese custody. That can be the cause for Protuguese to escape from Kandyan Army and retreat few more miles. Kandyans have displayed their direct action by abolishing the Portuguese will and made them to question about their man power which was a fundamental power of Portuguese.

Even though the Kandyans could not carry out their plans, they managed Portuguese to retreat through the Kirindi Oya which was difficult to cross and they have selected a paddy field to perform the last battle. This shows how the Kandyans adjust themselves and destroy the enemy through the manoeuvre and direct action and finally they convince the success of Kandyan side in the stage of "Strike".

When analyzing the Portuguese performance of "Strike" stage, the main failure was the moment which they have selected at this stage. The Portuguese misunderstood the Kandyans strategic attack as the real battle and they launched an attack in a wrong time. There, Portuguese used surprise and direct action, but they canceled it because of wrong selection of the stage of "Strike". Portuguese, who came to the Uva land, thought they were victorious. Then, their conduct was irresponsible and they celebrated the victory by destroying the villages in Uva land. The Kandyans started their "Strike" stage at this particularly desirable situation.

The figure 3 illustrates how the "Strike" stages of battle parties were located in the Randeniwela battle.

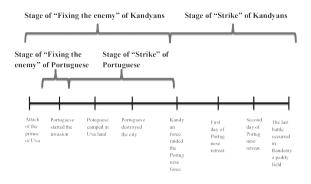


Figure 03 - Stages of "Strike" of battle parties in the Randeniwela battle

The figure 3 shows that the Portuguese "Strike" stage took place during the Kandyans "Fixing the Enemy" stage. Hence, it is reasonable to argue that the Portuguese attack was carried out according to the behavior of the Kandyan Army. Eventually, Kandyans started their "Strike" using full of surprise and direct actions when it was totally unexpected. So, Kandyans were fully successful during the stage of "Strike" in the Randeniwela battle.

Exploit

As a core function, exploitation is the seizure of opportunity to achieve the leader's aim. Opportunistic exploitation requires action beyond the given task. A leader should frequently search for the opportunities to win battles. Exploitation aligns with offensive action, surprise and flexibility. In particular, it requires forces that are able to react rapidly to an unexpected opportunity (The Horton Academy, 2016).

The Kandyan force that had been successful so far does not seem to be successful in this phase. Because the same situation cannot be expected all the time.

First, when the Portuguese Army arrived to Uva, Kandyans missed the opportunity to destroy them. Portuguese effectively used that opportunity to escape from the Kandyan Army and they retreated towards the low country. Second, The Kandyan Army was unable to destroy the Portuguese during a reasonable period of time. Portuguese kept the Lascarines as a shield and they were able to retreat for 3 days. But the Kandyan Army gradually damaged Portuguese and rescued Lascarine soldiers. Finally, Kandyans could raid the enemy in a paddy land which was not accustomed to a western army to attack them in the final battle.

Offensive action is one important

factor to achieve the exploitation. When describing about the Kandvans' offensive action in the Randeniwela battle, with the change of the Lascarines plan Kandyan force fell in to a defensive situation in order to attack the enemy while securing the Lascarine's lives. This situation was very clearly indicated even during the final battle which took place in Randeniya paddyfield. Although the enemy was surrounded, Kandyans fought from 6 A.M to 2 P.M to destroy the enemy. At that time, all the Lascarine soldiers had withdrawn, but apparently there was a need for capturing the Portuguese Captain General alive to ensure the safety of the Lascarine's families who were under Portuguese control. Even though Portuguese were fallen into a defensive mentality they were able to seize opportunities and survive few days more. The Portuguese used the Lascarines as the main weakness of the Kandyan force but that factor was not sufficient to win the whole battle or survive their lives until the last moment. In the end, Portuguese were only able to allow to finish the battle in Randeniwela which was to be over in Uva land.

Usage of exploitation of battle parties in the battle is presented in the figure 04.

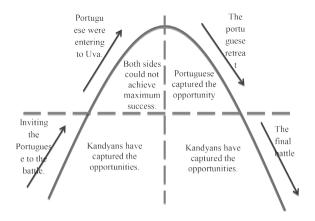


Figure 04 - "Exploit" or seizure of opportunities of battle parties in Randeniwela battle

CONCLUSION

The Kandyans tactically launched an attack to Rathnapura as an invading Portuguese. Portuguese accepted Kandyans invitation without knowing the tactical plan of them. Then portuguese and thev started the attack Menikkadawara, Gurubebila along the (Present Hanwella), Seethawaka(Present Awissawella), Sofragawo (Present Rathnapura) entered and Uva Idalgashinna pass. Kandyans' intention was to bring them further to the Kandyan land but Portuguese did not accept that and they went toward the area this known as Badulla in present and set up camps there. On the second day, Kandyan Army surrounded the Portuguese soldiers at night and blocked the path of retreat. Yet, since all the Lascarine soldiers did not leave Portuguese, Kandyans could not launch the attack and Portuguese seize the opportunity to retreat. Portuguese were able to continue the retreat for 3 days and they attempted to reach the low country and receive an additional support from Colombo. However, finally Kandyans obtain the exploit and defeated the Portuguese in a paddy field of Randeniya close to present Wellawaya.

The main cause for the defeat of Portuguese in Randeniwela battle was sudden decision making. Without regard to a true analysis, the conduct of Portuguese according to the needs of the Kandyans was the biggest fault of them. In the beginning, the plans of the Kandyan Army were successful, but their plans were largely unsuccessful in the second half of the battle. But as a whole, Kandyans could bring Portuguese to their land, divide the power of

Portuguese, rescued the lives of Lascarines and destroyed Portuguese at last. Therefore, Randeniwela battle is considered as a great achievement of the Kandyan Army.

The Traditional Military Knowledge Revealed Through the Randeniwela Battle

The military concept of "Core Functions" is a good foundation to analyze the Randeniwela battle. This concept can be further enhanced by using the local military knowledge of Kandyans. The proposed military concept of "Core Functions of War" which was developed through the local military knowledge displayed through the Randeniwela battle is shown in the figure 05.

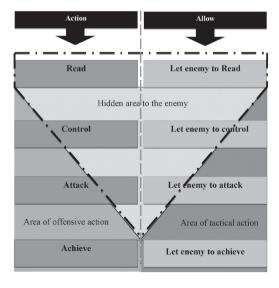


Figure 05 - The proposed military concept of "Core Functions of War"

According to the concept, there are two parties and two types of actions. The first type is the own actions. The second type is to let the enemy to act. Accordingly, the four core functions can be divided into two parties.

1. Own party 2. Enemy party

- Read
- Let enemy to read
- Control
- Let enemy to control
- Attack
- Let enemy to attack
- Achieve
- Let enemy to achieve

In addition, three background areas are shown in the above diagram. They are,

- 1. Hidden area to the enemy
- 2. Area of offensive action
- 3. Area of tactical action

The proposed military concept including above two sides, four core functions and three background areas could be elaborated as follows:

Reading means the understanding of the enemy and it is completely concealed action from the enemy. This is a broad reading of the enemy's strengths, weaknesses, opportunities, and threats. It is important to study the previous battles and battle behaviors of the enemy. Parallel to this, the enemy will also try to read us. Hence, it is very important to keep our information out of the grip of the enemy. Therefore, it is a must to maintain those facts that were discovered from the enemy and the information about us without disclosing to the enemy.

Control means handling the enemy who was studied well according to our plans. With the launch of this stage, there is a high possibility to expose it to the enemy. Therefore, it is a challenging task to handle them for our convenience while hiding the reality. Being controlled is a tactical

behaviour to confuse the enemy.

Attack mostly takes place in the visible level. This is the phenomenon that we have seen as war. Though the offensive action is an important advantage in the battlefield, some battle parties are desired to give that offensive action to enemy as tactics.

Achievement is the victory which is gained by destroying the enemy. Another important point is ensuring the victory that is not subjected to challenges imposed by the enemy. This action is totally in the visible level. It is vital because the enemy should witness our achievement in order to stabilize the victory. "Let Enemy to Achieve" is a fully tactical action. Therefore, it is mentioned under the "Area of Tactical Action".

As a whole, the proposed military concept of "Core Functions of War" can be presented for the Sri Lankan Army doctrine development and the academic studies of the military personnel with the touch of the indigenous military knowledge of Sri Lanka.

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CHINA'S BELT AND ROAD INITIATIVE: HOW MUCH OF GEO-STRATEGY THEREIN?

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ABSTRACT

Much of the international relation analysis on China's Belt and Road Initiative (BRI) is preoccupied with its perceived geostrategic scheming. This paper argues that while the BRI with its global scale and scope is no stranger to geo-strategy, the economic imperatives emanating from the lateral pressureare a far more crucialcatalyst in China's outward expansion.

BRI is a multipurpose strategy which aimes to addresses a multiplicity of domestic, security and prestige-driven needs of China. However, in short term to medium term, security and geostrategic ambitions of the BRI are subordinate to economic calculations. In the long run, the success of the BRI would be decided by how best the fundamental economic objectives have been addressed. Conversely, an economic failure of the BRI would force China, to quote Paul Kennedy (1989, p.23), into 'an imperial overreach', a situation where Beijing would find it difficult to cough up further billions to sustain a grand strategy which has little or no economic dividends.

KEYWORDS: Belt and Road Initiative (BRI), China, Indo-Pacific, Geo-Politics, One Belt One Road (OBOR).

INTRODUCTION

It has been six years since China's President Xi Jinping unveiled the One Belt One Road (OBOR) initiative during a state visit to Kazakhstan in September 2013, and then in a speech to the Indonesian Parliament following month (Ministry of Foreign Affairs of the People's Republic of China, 2013; ASEAN-China Centre, 2013). Recently, over-cautious Chinese official dom renamed the OBOR as the Belt and Road initiative (BRI), ostensibly to avoid geopolitical connotations of China-centric orientation (Shepard, 2017).

Meanwhile, albeit a lingering geopolitical debate, the Silk Road caravan has moved on. The BRI envisages building

infrastructure corridors of rail roads, highways, ports, gas pipelines, fiber-optic cables and industrial zones along an ancient land and maritime route, both that venture out from the Chinese Mainland to Europe and Africa, via Central Asia, and the Indian Ocean (National Development and Reform Commission, 2015).

Its global scale and extensive Chinese loans that prop up the China-led infrastructure building binge have turned the BRI into the central piece of geopolitical debate. Its detractors, including the US Vice President, Mike Pence, have described China-led infrastructure financing as 'debttrap diplomacy, a geopolitical tool used to expand the Chinese influence. (Whitehouse, 2018). The military balance in the Indo-Pacific is shifting: People's Libaration Army (PLA) Naval capabilities have grown decisively over the last two decades, (Heginbotham et al, 2015). As of 2018, PLA Navy consisted of 300 ships, making it larger than 290 deployable ships in the US Navy (Military and Security Developments Involving the People's Republic of China, 2019). Observers (Lague & Lim, 2019) have raised the prospect of the US Navy losing its primacy in the Asia-Pacific region. Yet, studies (Heginbotham et al, 2015) reveal that in terms of tonnage of deployable ships, carrier-born aircrafts, nuclear warheads and sheer sophistication of platforms, the United States is leagues ahead.

Chinese interlocutors describe the BRI as win-win cooperation to "promote the connectivity of Asian, European and African continent..., establish and strengthen partnerships..., setup connectivity networks, and realize diversified, independent, balanced and sustainable development in these countries." (National Development and Reform Commission, 2015). Beijing has rejected allegations that BRI is a form of debt-trap diplomacy (Cheong, 2019). It is

funnelling billions into a state-of-the art soft power initiative, via scholarships, academic exchange, cultural tours, China-funded think tanks and China's print and electronic media that have gone global, advancing the narrative of a benevolent Beijing (Albert, 2019; Kurlantzick, 2007).

This paper dips into this geopolitical debate. It argues that China's Belt and Road initiative follows a historical trajectory well-trodden by the rising powers in the history of international politics. Outward expansion of great powers is historically associated with its economic growth and an advance in technological sophistication (Kennedy, 1989). States expand when income flows in, as they can afford to do so, and they are compelled to do so to keep supporting an ever-expanding economy.

This paper identifies three primary drivers of China's expansion; economic, security and prestige, and argues that economic imperatives emanating from the lateral pressure are the most consequential driver fueling China's outward expansion through the Belt and Road Initiaitve.

RESEARCH PROBLEM

What are the focal drivers of China's Belt and Road Initiative? Of which, what is the most important in shaping its trajectory and sustainability?

DATA COLLECTION METHODOLOGY

This study has used data on investment flows, military balance and other Chinese initiatives, where quantification is possible. Relevant sources are cited where applicable. This study has also relied on official communique of the China and other BRI partner states and secondary literature on the Belt and Road Initiative.

SEQUENCES

The first part of this paper provides a brief overview of the scope of China's Belt and Road initiative.

The second part examines the domestic objectives and imperatives which China seeks to accomplish through the BRI. The third part analyses the strategic objectives, which are a by product of China's outward economic expansion to a certain extent, which in return has generated additional security needs.

The fourth part examines the role of the BRI in catering to China's quest for prestige in the hierarchy of the international system.

The fifth will be the conclusion.

1. SCALE AND SCOPE OF THE BELT AND ROAD INITIATIVE

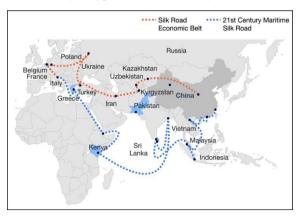


Figure 1. The map of One Belt and One Road initiative

The BRI envisages building an economic belt that reaches out from the Chinese mainland to Eurasia over the land and a maritime Silk Road that links China with South, South East Asia and Africa. The first authoritative political document on the BRI, "The Vision and Actions on Jointly Building Silk Road Economic Belt and 21st

Century Maritime Silk Road," was jointly published by China's National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce in March 2015 (National Development and Reform Commission, 2015).

In its global scope and hefty financial commitments, the BRI is by far the most infrastructure ambitious development project in recent history. Its nearest rival, the Marshall Plan, (officially known as the European Recovery Programme, ERP) pales in comparison. The Marshall Plan disbursed over \$12 billion (nearly \$100 billion in 2018 US dollars to rebuild post-war Western Europe). In the conservative estimates, the BRI is set to surpass the US \$ one trillion. According to the World Bank, some \$575 billion worth of railways, roads, ports and other projects have been built or are under the construction as of March 2019 (World Bank, 2019).

Land Routes

The 2015 action plan provides a blueprint for three land routes: Northern, Southern and Central. The Northern trade route travels from China through Central Asia and Russia to the Baltic Sea. The Central route will link China with the Persian Gulf and the Mediterranean Sea via Central Asia and the Middle East. The Southern trade route will connect China with Southeast Asia, South Asia and the Indian Ocean. The Southern flank also envelops the China-Pakistan Economic Corridor (CPEC), and connect China's Xinjian province with West Asia through an all wether land route that leads to the mouth of Arabian sea, and to Iran. In India's East, the BRI would 'coordinate' with the Bangladesh - China - India - Myanmar Economic Corridor (National Development and Reform Commission, 2015).

The Maritime Silk Road

The Maritime Silk Road aims at building coastal infrastructure along two maritime routes-one going westward to Europe and Africa via the Indian Ocean, and the other heading South and East via the South China Sea to the South Pacific. As of March 2019, 125 countries and 29 international organisations have signed 173 co-operation agreements as part of the BRI. Among them are the US \$ 62 billion China Pakistan Economic Corridor, a High Speed train project in Indonesia, A cross-continental rail project between Ethiopia-Djibouti; Ports in Hambantota in Sri Lanka, Piraeus in Greece, Gwadar in Pakistan, Zeebrugge in Belgium and Brunai; multibillion Padma bridge in Bangladesh; and industrial zones in Belarus, Egypt and Hambantota in Sri Lanka (Reconnecting Asia Data Base, n.d.).

The BRI crisscrosses through 64 countries that account for a combined population of 4.4 billion (63% of the world's

total) and a combined domestic product (GDP) of \$21 trillion- about 30% of the global GDP (National Development and Reform Commission, 2015). China hosted two Silk road conclaves, attended by heads of the states around the world in 2017 and 2019. Except two regional rivals, Japan and India, the rest of the Asia Pacific have joined the Silk Road bandwagon.

The BRI and Drivers of China's outward Expansion

States expand for multiple reasons and often for a combination of security, profit and prestige. Outward expansion of states is historically correlated to its economic growth; When states get richer, they expand, as Nazli Choucri and Robert C. North (Choucri & North, 1972) argued due to lateral pressure in search of new markets and raw materials. Similarly, Hobson (1902) observed that imperialism was an economic, political, and cultural enterprise common to nations with a capitalist economic system driven by the need to generate profit through new markets.

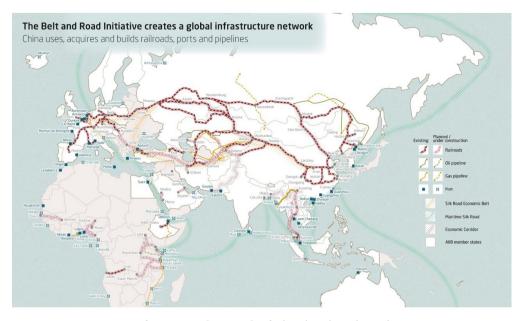


Figure 2. Infrastructural network of China's Belt and Road Initiative

Also, when a state grows in power, it seeks to acquire a larger bundle of interests, and the newer interests acquired as such in effect generate fresh security needs, compelling further expansion. The expansion of the British Empire in part to defend the borders of the jewel of its crown, British India rings a bell.

In the same vein, when a state acquires additional power, it also seeks a place in the hierarchy of prestige in the international system that is befitting its new status (Gilpin, 1981). To that end, it creates new institutions which better accommodate its new status, and undertakes various initiatives to create a favourable global opinion on it.

China follows this historical trajectory. The BRI embodies China's new found self-confidence and its desire to take a larger bundle of geo-economic and geopolitical interests. In many ways, the BRI is also a departure from China's hitherto cautious foreign policy. Deng Xiaoping, the late paramount leader, who took over the leadership of the Chinese Communist Party (CCP) after an era of Maoist mayhem introduced gradualist economic reforms and eschewed foreign policy adventurism of his predecessor. Deng advised China's mandarins, to 'hide your strength, bide your time. (National Security, n.d.) His dose of pragmatism dictated China's foreign policy for the next three decades (Roy, 2013; Vogel, 2011).

However as the power of a state grows, so is its global ambitions. As classical realists observenational interests are defined in terms of power (Morgenthau, 1948). New China of President Xi is oozing with ambition and self-confidence. The BRI is the most potent manifestation of China's soaring confidence and grand ambitions.

Belt and Road: An Economic Statecraft in the Steroids

Economic statecraft is the of economic resources to achieve the state's foreign policy objectives (Baldwin, 1985). Economic statecraft represents a combination of political, economic and security objectives of a state and provides a conceptual framework to utilize its economic resources in a methodical and cost-benefit conscious manner to achieve those wide-ranging objectives. It also articulates a gradualist approach to address immediate and distant security and strategic needs, without attracting the attention of its perceived rivals. Economic statecraft effectively serves as a pillar of a comprehensive national plan (Norris, 2016). China's Belt and Road is a textbook case of economic statecraft. It is designed to achieve a large bundle of economic and security needs of the rapidly transforming Chinese state. These challenges of a great degree are the by products of China's economic miracle over the past three decades. China's economic transformation created manufacturing and industrial clusters that thrived in localized protection, uneven competition, forced technology transfers and state loans. Over time, China became the world's factory of merchandizer and the largest producer of steel, cement and, aluminium. It is now investing in the frontier technology of AI, bigdata, biotech, robotics and Internet of Things (IoT). However, over investment in heavy industries has created a massive surplus in factory capacity. China's export-led economy is in need of new markets to sustain it. There are other challenges that Beijing faces as it climbs up the manufacturing ladder. Of the frontier industries, Chinese technology, save a few global giants, are yet to garner recognition on par with their Western cousins. At home, China is nudging its export-driven economy to a consumption-driven one.

Solutions for China's economic problems are both local and global. BRI presents a comprehensive strategy to navigate the current economic challenges, reposition itself as a high-end technological powerhouse, and also to stamp out a place worthy of its new found power in the international system.

2. FOCAL DRIVERS OF BRI: ECONOMY TO THE FORE

Breaking Connectivity Bottlenecks

The official narrative of BRI often talks about connectivity bottlenecks in the global supply chains. Yet, China's connectivity bottlenecks are no less crippling (Dngding, 2014). China's frontier provinces, for instance, Xinjian is closer to Lahore than Beijing; Tibet to Kathmandu than Shanghai. But the historical problem has been China's neighbours are poor and volatile. Infrastructure connectivity across the border is abysmal. Frontier provinces that could have relied on the potential markets across their borders are held back by poor connectivity and poverty of their neighbours.

Within China itself regional disparities between richer coastal cities and the poorer inland have become starker. Since the 1990s, China pumped state-led investment into these provinces under its Western Development program, yet, regional disparities have grown (Sun, 2013). Beijing and Shanghai, rich provincial-level municipalities are three to four times richer than Xinjian and Yunnan in the South West (National Bureau of Statistics of China, 2016). Underdevelopment and potential social alienation present China not only an economic problem but also a potential challenge to regime stability, which is China's abiding concern. Policy elites in Beijing have viewed development as the solution for mild ethnic grievances in China's predominantly ethnic minority provinces of Tibet and Xinjian. Previous civil upheaval in Tibet and Xinjian were followed up by a massive infrastructure drive.

In the North-Eastern provinces, China faces a different, but related problem. Mao called the three North-Eastern provinces- Heilongijang, Liaoning and Jilin, China's eldest son, meaning that they would lead China's development. Prereform China invested extensively in heavy industries in those provinces, which already had a modest industrial base. By the time of the economic opening in 1978, they were effectively among the richest of mainland China's provinces: Tables have turned over the past three decades. As the focus on heavy industries shifted, and the profits of SOEs plummeted, these regions are in a slow decay. The region is also faced with a demographic decline and a rising ageing population.

Elsewhere in Inner Mongolia, one of the richest Chinese provinces that thrived in the early mining boom, the economy is slowing down. Provincial officials reported 15.7% declined in GDP in 2017. (National Bureau of Statistics of China, 2016) though it was not immediately clear whether the new numbers represented the depth of decline or was meant to readjust the inflated GDP accounts of the previous years (Xiang & Zhiming, 2018). Beijing is planning to integrate these issues connecting the vast populace that live across its borders. For instance, CPEC will link Xinjian and Yunnan provinces with West Asia; new rail and land links will connect Inner Mongolia and Heilongjiang with Russia and Eurasia. Improved coastal infrastructure and deepwater ports along the maritime silk road would facilitate China's trade with the world, creating demand and removing transport bottlenecks (Summers, 2016).

Selling Chinese Technology to the World

companies developed Chinese expertise in complex construction projects during the last three decades of domestic infrastructure drive. China also ventured into high-end manufacturers such as highspeed trains and artificial intelligence. Yet the prospective buyers are slow to turn up. The BRI provides China with the opportunity to export its technology to the cost-conscious capital-deficit developing economies which are more likely to buy Chinese technology, especially when they can be lured through generous loans. Vast infrastructure projects that are undertaken by the BRI enable China to introduce its high-tech engineering products to the prospective buyers. China scored a victory when a Chinese firm secured the contract for the Bandung- Jakarta high-speed rail project, South East Asia's first high-speed train project, which is also China's first export of its bullet train. Chinese firm beat its Japanese rival in the tender, thanks to a concessional 2% interest loan offered to the project by China Development Bank (Xinhua, 2017).

Elsewhere in Pakistan, China's nuclear power industry is picking up orders: In 2013, China extended a 1.9 billion loan to Chashma-3 reactor, followed by 6.5 billion loan commitment for Karachchi Nuclear power plant K2 and K3 projects (World Nuclear Association, n.d.).

Also, CPEC and BRI have seen a dramatic rise in the export of China's coal and thermal power plants. According to data compiled by Urgewald, a Berlin-based environmental group, Chinese companies are building 700 coal power plants, most of them at home, but roughly a fifth abroad (Hiroko, 2017). In Pakistan, Chinese companies will build 10,000 MW worth of coal-fired plants under the CPEC (China Pakistan Economic Corridor).

The BRI has provided China's economic actors with a template to reach out to the world. Similarly, generous export credits provided by the state lenders also give China's exporters an edge over their commercial rivals. China's loan-protocols also mandate that the lender picks the contractors. As a result, it is China's State-Owned Enterprises that ride the Silk Road infrastructure boom. According to a database of open-source information, 86% of OBOR projects have been undertaken by Chinese contractors and only 27% have local ones (Reconnecting Asia Data Base, n.d.).

In addition, the BRI serves the objectives of 'Made in China 2025' plan, a state-guided blueprint for the upgrade and internationalization of China's technology standards. The Chinese state-backed push for frontier technology in robotics, AI, stem cell research, big data, aviation etc has raised alarm in the West over the potential state control over science and high-end technology and its long term security implications (The Economist, 2019).

Domestic Economic Revival

China's economy is slowing down and is being propped up by the usual tactic of state-led infrastructure development (Wildau, 2017). Other than hitting the set annualized growth targets, return on such colossal investment is thin, and is creating a dangerous public debt bubble. China's policymakers believe that the economic development of China's neighbourhood will open up new markets for China and reenergize the local economy. China is already the largest trade partner of most of the countries. Rise and fall of most commodity economies in Latin America and Africa in the past couple of years is correlated to the modest changes in the fortune of China's own. There is already an upward trend in

demand from the BRI countries: In 2016, despite the decline in overall export demand for iron and steel, demand from Belt and Road countries increased, according to the credit rater, Moody's (Feng, 2017).

Easing Factory Overcapacity

China suffers from an acute factory overcapacity due to decades of overinvestment. During 2004-2014, world steel production grew by 57%, China accounted for a staggering 91% of the increase (European Union Chamber of Commerce in China, 2016). During the world financial crisis of 2008, China responded with a stimulus package of a \$ 586 billion (4 trillion RMB), which accounted for 16% of the GDP at the time. The additional investment in infrastructure drove the demand for the construction industry and China's State Owned Enterprises (SOE) managed to rake in a portion of a national and provincial stimulus package (World Bank, 2010).

In the past, China's booming construction sector shrouded the structural mismatch, but now with the Chinese economy is slowing down, factor overcapacity is laid bare in starker terms. At present, China produces over 50% of the world's steel, aluminium and cement. China's steel production is larger than next four producers, Japan, India, United States and Russia put together, and China's overcapacity, which accounted for 29% (29 million tons) of its production is larger than Japan's total capacity (European Union Chamber of Commerce in China, 2016).

Thanks to the BRI, China will find the opportunity to offload some of the factory surpluses as regional demand shoots up for construction material. According to one estimate, the 20,000 km of new rail ways proposed under China's signature scheme, would require as much as 85 million tons of

steel and diversify exports to countries like Vietnam, Turkey, Iran and Saudi Arabia. (Holslag, 2017).

China's official media is dismissive of the notion of dumping. As one commentator opined in the nationalist broadsheet, the Global Times: "While China may have many of the products and a lot of the experience needed for certain projects, ultimately it is, and will continue to be, the market -- not China -- that has the final say. Most countries along the Belt and Road are developing nations. Therefore, proposals offering the most advanced, up-to-date approaches may not be key deciding factors. It is more likely that they will want products and engineering processes that are economical, efficient and, most importantly, do not compromise on quality. This just happens to be where China has a competitive edge" (Shaohui, 2017; Chu, 2015).

A similar idea has also been espoused in a more altruistic tone by China's former vice-minister of overseas Chinese affairs, He Yafei. He cited guidelines put forward by the third plenum of the Chinese Communist Party (CCP): "the most important thing is to turn the challenge into an opportunity by 'moving out' this overcapacity on the basis of its development strategy abroad...in so doing, China will share her developmental dividends with other developing nations for common prosperity" (Yafei, 2014).

Strategic Objectives

In fact, the immediate strategic objectives of the BRI are security needs that have arisen due to the outward economic expansion and the inter-dependency of the Chinese economy with the world. Over the last two decades, as it rapidly integrated itself with the global economy, China has also acquired new security interests. The heart of its concerns is what Chinese strategic

thinkers-borrow from Hu Jintao, Mr Xi's predecessor-describe as'Malacca dilemma'; China's dependence on the Strait of Malacca through which 80% of China's energy supplies is passing. China's strategists have considered the Strait of Malacca, with its narrowest point being just 1.7 km, and the nearby Lombok-Makassar Straits, traversed by most larger ships, as susceptible for a blockade during a time of conflict.

In 2003, then Chinese President Hu Iintao cautioned that "certain powers have all along encroached on and tried to control navigation through the (Malacca) Strait." (Lanteigne, 2008). In China, once the Head of the State, from Mao to Xi, set the tone, the rest parrot it with a near-religious zeal. Not surprisingly, President Hu's remarks on'the Malacca dilemma' were visited by every other Chinese strategist. The Defense White Paper of China's National Defense in 2008, pointed out that containment by outside powers as a threat to China. The United States was the only country that was mentioned by name as exerting a negative influence on Asia-Pacific security (The Information Office of China's State Council. 2009).

However, despite muchthe publicized security woes, China's overall 'Going abroad' strategy, which was in place since the mid-1990s, continued in isolation of these concerns. Instead, during the corresponding period, China emphasized on naval modernization. The PLA Navy developed area-access denial capabilities that would deter the United States in a conflict over Taiwan and acquired certain asymmetric capabilities such as 'carriers killer' missiles and built a large submarine fleet and developed blue water capabilities (Heath, Gunness & Cooper, 2016).

The BRI would mitigate China's Malacca dilemma, first by lessening China's

dependence on sea lanes. The BRI is financing a network of overland energy pipelines via Pakistan's Balochistan under the CPEC and also via Myanmar and Russia. For instance, 3000 km pipeline from Gwadar to Kashgar would provide China with quicker and cheaper access to oil and reduce sea distance by 2500 km (The Nation, 2016). China is reportedly planning to shift 17 % of its oil import to be carried via the CPEC corridor (ibid).

Second, China's enlarged security and economic interests courtesy the BRI and growing naval capacity would guarantee a greater presence of the PLA Navy in the Indian Ocean. The BRI will develop existing China-funded new deepwater ports in Sittwe in Myanmar, Gwadar in Pakistan and Hambantota in Sri Lanka. Overseas economic interests and defence of its sea lanes of communication provide the PLA Navy with a pretext for a permanent presence in the far-flung seas.

Third, the upgrades to coastal infrastructure in the littorals in the region will enhance the overall mobility of the PLA Navy. Though these port facilities are primarily of commercial nature, subject to domestic jurisdictions, they could become logistical bases for the PLA Navy.

Fourth, China has gradually beefed up its naval presence, commensurate to its economic power. It conducts antipiracy missions off the Gulf of Adan. Those missions are not only meant to defend China's economic interests. Some of the PLA Navy flotillas engaged in anti-piracy missions have submarines. Such missions provide hands-on experience for PLA in their newly acquired military assets. Perfecting the operations of aircraft carriers, submarines and other naval assets is time-consuming. In that sense, the PLA is still a young navy. The growing Chinese economic

interests in the BRI provide sapretext for the PLA Navy presence. Simultaneously such missions will provide greater exposure to the Chinese Navy in naval operations. Naval power is historically associated with the great powers. China's emphasis on its sea power is therefore not a coincidence. BRI provides the pretext and means for the PLA Navy's global outreach and power projection, ostensibly in the name of peace and mutual benefit of the BRI countries.

3. CHINA'S QUEST FOR PRESTIGE

China is seeking a place in the hierarchy of power and prestige in the international system that befits its new status of power. However, as other rising powers have experienced historically, the reigning major powers in the system are not fully appreciative and accommodating of the rising power. For instance, the Bretton Woods Instituttions, the World Bank and the IMF are chaired by the United States and Europe; The United States and Japan are the largest shareholders of the Asian Development Bank (Asian Development Bank, n.d.). None of global financial institutions are reflective of the reconfiguration of power in the international system, courtesy China's economic transformation. In response to the disjuncture in the hierarchy of the international system and the distribution of power, Beijing is deploying its economic create alternative mucles to global institutions which would be more reflective of its new found status of power. The Asian Infrastructure Development Bank and the Silk Road Fund are the two primary regional financial institutions that would champion the BRI. China is the largest shareholder of both new institutions and would effectively call the shots.

The immediate objective of these institutions is to provide funds to the BRI projects, and also to provide an aura

of multilateralism to the BRI-though, China's state loans will continue to fund the lion share of BRI projects. In the long run, these institutions would supplement China's lack of leverage in the Bretton Woods institutions and would likely to operate alongside America- led- Western institutions (Ikenberry and Lim, 2017).

Soft Power: Spending Others Love China

China is also concentrating on its soft power. Soft power is the ability to affect others by attraction and persuasion rather than the hard power of coercion and payment (Nye, 2004). BRI itself pays emphasis on track two and three approaches, thereby marking a departure from China's state-centric approach. China is making a concerted effort to cultivate a multilayered relationship with host countries-reminiscent of the Western and American diplomatic approaches.

Similarly, Beijing is spending heavily to make the rest of the world love it. China's investment on soft power has hit through the roof under the BRI. China is giving university scholarships to the developing world, more than both the Fulbright and Chevening, the British foreign office scholarship program, are combined (The Economist, 2017) Scholarships granted to military officers in friendly nations have soared over the decade. An estimated 10,000 military officers from over 160 countries have received training in International College of Defense Studies of China's National Defense University over the past six decades (Sheng, 2017). China's Confucious institutions have grown in numbers and global reach over the decade. Since the first centre was opened in Korea in 2004, there are 530 across the five continents including 12 in South Asia (Hanban). China plans to open 1000 centres by 2020.

4. BRI OF THE FUTURE: FOLLOW IN THE FOOTSTEPS OF THE MARSHALL PLAN

Ambitious economic projects are not just economic; they are also encompassing. One way to predict the future of the BRI would be through the prism of another grand economic development project: The Marshall Plan, the BRI's nearest historical precedent. The Marshall Plan was not just another reconstruction project of post-war Europe. More importantly, it tied Western Europe to the United State's strategic alliance. Similarly, it laid the institutional and normative foundation for the capitalist global order that America championed. That rule-based, free-market order managed to hold back the advance of communism. But it also created favourable international conditions for the global operations of America's multinational companies. America Inc. thrived in the global order that was crafted and led by the United States itself. The rising prosperity in Western Europe created new markets for American exports and services. Post-war Europe became the magnate for American multi-nationals.

In addition, the United States created global institutions such as the World Bank and IMF, which served as instruments of the free-market order. These institutions also guaranteed the preponderance of the American influence in the global economic order. World War II was the last hegemonic war and resulted in a global power transition from Great Britain to America. The Marshall Plan was a part of the American grand strategy in remaking the world to suit its grand ambitions. Now the world is undergoing a yet another epoch-making power transition. China is the catalyst of that power transition. The BRI is China's version of the Marshall Plan, though Beijing's officialdom is dismissive of such a comparison.

Like America in the 40s and 50s. modern-day China is creating alternative international institutions. These institutions. though, pretentiously multi-lateral, practical essence are Chinese dominated, much like the Bretton Woods system was dominated by the United States. Also, just like Marshall Plan roped in much of Western Europe, BRI would tie much of the developing world to the Middle Kingdom. China's emphasis on infrastructure development in these countries and its willingness to finance large scale development projects will cultivate a sense of strategic and economic dependency on China. Given the preponderance of China's economic power, and the unequal relationship due to relative power asymmetries, China by default would be the norm setter. In the long run, if the BRI becomes successful, it would create a Chinacentric economic and political network -- in the same way that the United States was able to cultivate a lasting political and strategic influence in Western Europe and in the Asia Pacific.

CONCLUSION

The Belt and Road is a multipurpose strategy. Its immediate objectives primarily economic, yet it also significant strategic objectives. It is also economic statecraft that could wield farreaching global influence and is capable of reshaping the international system. Yet, all that depends on its economic success. In the long run, the success of BRI would depend on how best it could address its economic objectives. Conversely, an economic failure of BRI would force China into 'an imperial overreach, a situation where China would find it difficult to cough up further billions to sustain a grand strategy which has little or no economic dividends.

However, the potential and global scale of the BRI are unnerving China's rivals

and competitors. When a state or states are threatened by a rising power, they prop up their own power and rush into alliances with similarly threatened states, resorting to balancing strategies. The Belt and Road and regional and extra-regional reactions to it offer both an opportunity and challenge to smaller states such as Sri Lanka. It is an opportunity because BRI is addressing a long persistent infrastructure backlog in the region. It has also generated an interest in the regional powers such as India and Japan and the offshore balancer, the United States, to have a stake in infrastructure development in the region.

Small states in the region should capitalize on these systemic opportunities in order to advance their national interests, which for most South Asian states, including Sri Lanka, are primarily of economic nature. However, these systemic effects are also a challenge and a potential danger because the states could mishandle them. Funnelling Chinese loans into vestige projects would exacerbate a debt trap; using leeway enabled by loans as an excuse to delay the much needed domestic economic reforms would boomerang in the long run. Also, miscalculated bandwagoning and vice versa would provoke an undesirable response from other major powers in the region. Thus Sri Lanka and small states should strive to capitalize on the systemic opportunities of China's outward expansion, at the same time, making sure that they are not swallowed up by a great power competition.

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EXPLORING THE APPLICABILITY OF MILITARY COMBAT FUNCTIONS ON THE MITIGATION OF THE LIMITATIONS OF SWOT ANALYSIS

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ABSTRACT

Business organizations create a variety of strategies to cope with the competition in the business world, and they use variety of strategic models to create those strategies. The SWOT analysis is widely used among those strategic tools, but its limitations hinder the creation of more accurate and efficient strategies. The aim of this study is to identify the limitations that exist in the SWOT analysis and how to cover those limitations by practically applying the Concept of Military Combat Functions. As a result of this study KSSASD model has been introduced by combining the SWOT analysis and Military Concept of Combat Functions which can be used as a foundation to create accurate and efficient strategies for the business organizations to have the competitive advantage.

KEYWORDS: SWOT Analysis, Military Concept of Combat Functions, Competitive Advantage, KSSASD Model.

INTRODUCTION

Modern organizations operate in very complex environment which consists of expansion of integration process, formation of financial industrial groups and globalization of business. Global companies see the whole world as a single market in which uncertainty and unpredictability is continuously increasing (Passaris, n.d.). Due to those reasons, it is extremely important to get use of strategic management which will ensure to the organization way to adapt to rapid changes in the environment. Strategic management is the process of determining where the organization wants to be and how quickly to go there and it is very crucial success factor in the survival of the organization in increasingly difficult and complex business conditions(Gluck, Kaufman, & Walleck, 2009). It is a philosophy and ideology of doing business successfully and it is a symbiosis between the intuition of leadership, professionalism, creativity of employees and their active participation in search of the best ways to achieve the organizational goal (Petrova, 2015).

Strategy and strategic management has been identified as highly debated topic both in theory and practice. Many business organizations need strategic and strategic management for various kinds of reasons such as to establish goals, to deploy organizational resources in most effective manner to have the revenue (Martín & Pupo, 2013). Gradually development of business strategy has been addressed the practical needs of business. Strategy is known as a very crucial factor in any field of activity, war, business and politics. Many components of business strategy can be found in the military strategy and the concept of strategy was started to use in the military domain at very first (Zafar, Babar, & Abbas, 2013).

After consecutive years, strategy was taken in to the practical applications in business world. Similar identical concepts and principles are to be found both in the military strategy and the business strategy. In the military context and business context, strategy fills the gap between means and ends, and shows the link between the organization and its environment, that's why it is emphasized that strategy represent the link between the organization and its environment and strategy should be fully integrated into all activities and processes of any organization (Toma & Grădinaru, 2016). Strategy can be defined as the road which can be used to optimize the circumstances at the present and for future while withholding the understanding that adjustments are prone. In business, good strategy doesn't necessarily recognize the concept of victory. The strategy is a choice from many available options aimed at succeeding.

Strategy consists of plans to achieve an objective. When it comes to military strategies, it applies their experience and education to create the plans which are designed to achieve specific objectives in the battlefield. In the business arena, business managers also do the same. To create the business strategies business managers apply their experience and their education. The difference between the two types of strategies lies in their nature: One is focused on a lifeand-death struggle against an adversary's combatants, the other on a market-share battle against a competitor (Mott, n.d.).

In military context, strategy is for either to win or to loss and the aim of military strategies by deploying least effort. The ultimate goal is to defeat the opponents or competitors while continuing the conflict and end the war. Business strategy is to achieve its business objectives not hindering its business competitors' continuity. Purpose of military planning and doctrine is to create the best approach to bring the enemy down by focusing on physical survival (Gill,2017). The outcome of the business strategy may be to win or to win-lose. Business objectives are to achieve its organization goals but not other parties or other competitors' objectives by focusing on financial survival. Many organizations are used to deploy the strategic, tactical and operational strategies used in war in designing their strategy (Ulwick,1999).

Many military strategies are highly applicable in the business world. Phrases such as "we won the industry leadership battle" and "we defended our position in the market" are military phrases used to express success in business (Gill,2017). The primary

consideration for both military and business is competition and how to succeed in the competition. Both business and military use mental strategy to identify the winning ways, which are defined as a strategy. Organizations must possess the strategic thinking and achievement capability (Ibid). Much management theories have military origins because of efficiency and effectiveness that military strategies brought to the warfare. The concepts of unity of command, line of command, staff advisors and division of work all can be traced back. to Alexander the Great or even earlier to LaoTzu. Military is organized, developed and maintained on a much systematized management (Grewal & Gobindgarh, 2014).

To win the battle it is compulsory to know about one self and knowing the enemy. It is said that if you know your enemies and know yourself, you will not be put at risk even in a hundred battles. If you only know yourself, but not your opponent, you may win or may lose. If you know neither yourself nor your enemy, you will always endanger yourself. So it is better to know about always organization itself and its enemies always build the strategies according to it (Tzu, 2000). That point is most relevant to business .To win the compettion, it is a must to know about organization itself and its other competitors also then build the strategies for the survival and growth of the organization.

Behind the today's theory of strategic management many of Tzu's teachings have laid the foundation. The Art of War and today's business have common characteristics and Sun Tzu has analyzed war from different areas such as moral

laws, time period, chances of life and death skills of the commander and the maintain of the army. The same points can be applied for today's business environment. War is the competition where only the strong competitor has the capability to survive, or at least he has the high probability to make the survival (Petrova.2015). At present business environment consists of instability, uncertainty and complexity. The role of strategy is to influence on instability, uncertainty and complexity so that business will be able to survive and develop at very ease. Strategies suggest, predict, examine and assess the strategic environment degrees, manipulate varving to it according to certain goals (Ibid).

To analyze the strategic position and to face the competition there are some various tools to be used. One of the most straightforward is the SWOT analysis and it analyzes strengths, weaknesses, opportunities, and threats of an organization. It lays the foundation formulation. strategy Nowadays competition in the world is so increasing and therefore firms have to attach importance on strategic planning so much (Arslandere & Ocal,2018). SOWT is helpful to create a unique and effective strategy to win competitive challenges. If any organization needs to win the competitive scenario of today's world, it has to identify and sharpen its strengths and overcome its weaknesses in the light of opportunities (Trix,2015). Most of the organizations are used SWOT analysis is a strategic management tool which can be used to determine only the organization's strategic position not for its competitors but that is not enough to make the strong survival in business world.

There is no any continuation from present to future. Therefore after identifying these limitations this study is focusing on limit the limitations of SWOT analysis is applying the Concept of Military Combat Functions.

RESEARCH PROBLEM

Most of the business organizations build the strategies to cope with the business world competition based on many strategic tools. Among those, SWOT analysis can be known as vary famous and most usable strategic tool which is used to create the strategies for the business. Yet, there some limitations which hinder the effective usage of SWOT analysis. Those limitations have been identified and analyzed by the researchers. Yet, proper solutions have not been found and there is no any effort was taken to solve these solutions from a perspective of military concept. By identifying this gap this journal article has the research problem of been made on how to apply military combat functions to mitigate the limitations of SWOT analysis.

OBJECTIVES

Explore the applicability of the Military Concept of Combat Functions for the mitigation of the limitation of SWOT analysis.

METHODODLGY

This journal article fall in to the category of applied research and this is a qualitative study. Secondary data were analyzed using qualitative content analysis. After collecting of journal articles relating to two keywords of SWOT analysis and Military Concept of Combat Functions

researcher reviewed the limitations of SWOT. Finally evaluated the possibility of applying the Military Concept of Combat Functions to overcome the limitations of SWOT analysis.

THEORETICAL PERSPECTIVE

This study is based on two concepts, SWOT analysis and Military Concept of Combat Functions. Those concepts can be explained through the literature as follows:

SWOT Analysis

SWOT Analysis (acronyn for strengths, weaknesses, opportunities, threats) is a business strategy tool Terry & Westbrook (1997) which is historically credited to Albert Humphrey in the 1960s, but this attribution remains debatable. There is no universally-accepted creator (Teoli & An, 2019).

SWOT analysis is most straightforward technique which is used to evaluate the internal strengths and weakness, and the external opportunities and threats in an organization's environment and to analyze the company's strategic position. It assess four components : strengths, weaknesses, opportunities and threats of the business organization. Internal analysis can be used to identify strengths such as resources, capabilities, core competencies and competitive advantages inherent to the organization. The external analysis is to identify the opportunities and threats from the environment. The purpose of SWOT analysis is to use the knowledge to analyze its internal and external environments and to formulate its strategy accordingly. Be aware of those four components draw

a good basis for strategy formulation. (Bonnici & Galea, 2017 and Arslandere & Öcal,2018).

SWOT analysis is a strategic planning method used to examine the key elements of strategic environment. SWOT is a foundation for developing strategy to establish an operational plan and it can be used to examine the strategic environment of business. Four steps in strategic process are strategic analysis, strategic implementation, strategic decision. and strategic review. SWOT analysis is the phase that can begin the strategic planning process (Utilizing strengths, wekanesses, opportunities and threats as a need assessment tool,n.d.). This analysis provides the frame work for assisting the researches or planners to identify and prioritize the business goals, and to further identification of strategies to achieve them. (Ommani, 2011).

The role of SWOT analysis is to take the information from the environmental analysis and separate it into internal issues (strengths and weaknesses) and external issues (opportunities and threats). Once this is completed, SWOT analysis determines if the information indicates something that will assist the firm in accomplishing its objectives (a strength or opportunity), or if it indicates an obstacle that must be overcome or minimized to achieve desired results (weakness or threat) it was emphasized (Justina & Osita, 2014).

To analyze a situation, SWOT generates lists of strengths, weaknesses, opportunities and threats. Organizations use these inventories to generate sets

of strategies that fit their particular anticipated situation, their capabilities and objectives. To make steady survival for the organization productive attempt should be deployed to identify what constitute their strength, weaknesses, opportunities and threat. Careful analysis of these elements assists to smooth survival of every productive organization. Any organization can be fizzled in area of productivity if organization does not make any attempt identify its strengths, weakness. opportunities and threats. Some strategic planning process should be deployed to manage an organization to ensure its stability. To obtain this purpose SWOT strategic planning tool shall be considered (Ibid).

As strengths, business can identify the resources such as human, monetary, capital and informational resources which they possess to execute the business plan. Capabilities such as new product design, product and service development, customer service management, legal, risk and compliance management, research development, marketing and sales management, financial and accounting management and supply chain management (Business Queensland,2017) should be examined attentively. Innovation of cutting edge products, quality and reliability, exceptional customer service and stay flexible to stay competitive those core competences that allow business to deliver value to their customers. Business can develop core competencies by identifying key internal strengths and investing in the capabilities valued by their customers (Basu, 2019).

A weakness is a fundamental incompetence of the organization where competitors has an advantage over your organization and customers or clients value that advantage over what vou provide (Utilizing strengths, wekanesses, opportunities and threats as a need assessment tool,n.d). On the other hand, weakness can be defined as qualities which are related with internal factors that prevent the companies in achieving their goals and full potential and it prevents company in meeting their accepted standards. Weakness influence on the organizational success and growth in negative manner. Depreciating machinery, insufficient research development facilities, narrow product range, poor decision making, unsatisfied employees, huge debts, high employee turnover, complex decision making process, narrow product change, large wastage of raw materials, unhealthy levels of rivalry between departments, lack of raw materials and inadequate funding for the project, weak internal communication system are cited as weakness. Weaknesses can be controllable and they must be minimized and eliminated. For an instance to overcome obsolete machinery, new advanced machinery can be purchased. (Gulam, n.d. and Osita & Justina, 2014).

Opportunity is a situation where external environment that can advance the organizations' competitive position relative to that of organizations' opponents (Utilizing strengths, weaknesses, opportunities and threats as a need assessment tool, n.d). These arise when an organization can have the benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations

can gain the competitive advantage over its competitors by utilizing the opportunities and they should have the ability to recognize the opportunities when they arise (Justina & Osita, 2014). Opportunity represents the favorable situation in the organization's environment. It can be a trend or change that increases demand for a product or service and enables the organization to enhance its position over its competitors (SWOT, 2016). Substitutes on the market are not reliable or more expensive, loval customers, customer demand, emerging markets, favorable changes in political, economic environment, favorable changes in laws and regulations are the examples for opportunities (Business Oueensland, 2017).

Environmental threats can be defined as situations or conditions that bring the destruction to the actualization of an activity. It refers to a disadvantageous situation. It has the negative characteristics that must be avoided. Threat can be known as element which makes it difficult or impossible in achieving the organizational goals. Threats arise from external environment that would prevent the organization from maintaining its survival or losing its superiority in competition, and that are not favorable for the organization (Gurel & Tat, 2017). Threats composite the vulnerability when they relate to the weakness. Threats arise when conditions in external environment jeopardize the reliability and profitability of the organization's business. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake. Examples of threats are - unrest among employees, ever changing technology, increasing competition leading to excess capacity, price wars and reducing industry profits (Rathod, n.d.).

If an organization does not make effort to identify its strength, weaknesses, opportunities and threats such organization is bound to fail in area of prductivity as such organization will not be stable

Military Concept of Combact Functions

The combat functions explain the actions that land forces use to undertake the land power. They are basis to the manoeuvrist approach and are originated through the collaboration created by the combined arms team and joint task forces. The combat functions authorize a force to react positively to a changing situation by seizing the initiative, and defeating the enemy. The combact functions can be shown as follows:

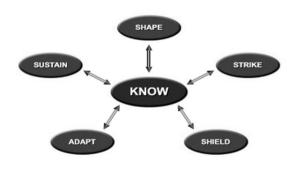


Figure 1- Military Concept of Combat Functions (The Conduct of Land Warefare, n.d.).

1. Know. It implies that, it should have capacity to predict, detect, recognize and identify the strengths, vulnerabilities and opportunities available within the battle space. Knowledge combines other combat functions and information and understanding are the foundation for the other functions(Ibid).

- **2. Shape.** Shape consists of actions that assist to develop the friendly force's position detain the enemy's reaction or direct the enemy to make inappropriate reaction for decisive action. It can be a form of disruption or dislocation by preventing the enemy from using key capabilities or by compelling the enemy's freedom of action which includes measures to make the friendly forces, so that next action will be more effective (Ibid).
- 3. Strike. Deploy the tailored effects. To achieve specific outcomes in the battle space. Strike needs the realistic combination and application of force at selected points in the battle space. It depends on the ability of the force to orient, organize, move and apply physical and non-physical effects. Since this function engages with the moving the units through the battle space and applying effects, it represents the largest portion of the Army's application and procedural level doctrine (Ibid).
- **4. Shield.** This function is to protect the friendly forces and infrastructure. This can be achieved by measures such as avoiding detection, make preventive action against the physical or electronic attack, movement, fire, physical protection, information operations and security procedures. With the continuous and accurate assessment of threats and risks and early warming shielding can be defined as the most effective combat functions for force protection (Ibid).
- **5. Adapt.** This function is for making the respond effectively to change in situation or task. As a result of fight or disruption actions between two parties some adverse effects can be happened. It requires rapid and continual adaptation of procedures and plans to success

in very dynamic environment. Adaptation lies on professional mastery, mental ability and flexible organizations (Ibid).

6. Sustain. The purpose of sustain is to offer relevant and timely support to all forces from deployment, through the achievement of assigned missions to redeployment. This function consists of provision of stocks, weapon systems replacement and reinforcement. Sustainment of forces is a joint responsibility which be high challenge for the enemy (Ibid).

ANALYSIS

Following limitations of **SWOT** analysis can be identified and covered up from the Military Concept of Combat Functions. SWOT analysis, a commonly used tool for strategic planning, is traditionally a form of brainstorming. Hence, it has been criticized that it is likely to hold subjective views of the individuals who participate in a brainstorming session and that SWOT factors are not prioritized by their significance thus it may result in an improper strategic action. Even though the SWOT analysis can be defined as one of most widely used techniques of the strategic management process, SWOT analysis is not effective enough as a part of organizational strategy because it cannot predict the future other than depending on the present situation and it should not be accepted as an analysis technique (Phadermrod, Crowder, & Wills, 2016).

SWOT should be converted into TOWS because the logical point is to start the analysis with opportunities and threats because those things are occuring

outside from the organization and they are largerly beyond the control and those things should be managed using the organization's strengths and weakness. Systematic and comprehensive assessment of external and internal factors determine current competitve position and growth potential of an organization. To determine the current competitve position it wise to start the analysis with analysing the opportunities and thrates in the external environmnet (Weihrich 1982). Yet, SWOT analysis start with analysisng of internal strengths and weaknesses at first. Listed strengths can be very different from strengths that experincieng the strengths at work. SWOT analysis is introduced as a technique with having general perspective as approach and present general solutions and it was developed in the periods when the environmental conditions were still Due to these reason, it is not considered as valid technique in today's world based on change and competition. There are many studies which are emphasizing that SWOT analysis is poorly formulated. For systematic construction and use, it requires experience and training (Gurel & Tat, 2017).

According to Mintzberg (1990) SWOT anlaysis is a technique which is used by executives sitting around the table and discussing the strengths, wekaness, distinctive competences of an organization much as do students in a case study class. When it comes, quality and quantity of SWOT analysis has the problem because quantities does not mean quality. It is difficult to determine the priorities of the factors identified in SWOT analysis, focus on them in detail, solve the developments and conflicts in different dimensions,

and include views and suggestions based on different data and analysis.

When it compares cost and fewer benefits of SWOT analysis, it has high cost and with fewer benefits. SWOT analysis discussion creates loss of time for parties of the organization. To generate suitable strategies for a certain period, SWOT needs to be reanalyzed to reach at conclusions that would reflect accurately the anticipated organizational strengths, weaknesses, opportunities and threats for that period. Otherwise, generating strategies will be based on current or past but not on the future (Gurel & Tat, 2017).

According to these literatures on SWOT analysis, it can say that SWOT analysis is a powerful tool for an organization, yet it does not make the continuation from present to future further it does the analysis from the perspective of the organization not from the perspective of competitors. To strengthen survival of the organization it is compulsory to do the analysis for both its own organization and for its competitors.

Because of simplicity of SWOT analysis, it can be misused by its practitioners. To make the right strategic action it needs proper utilization of the tool. It analyses the current internal and external factors but it does not provide a guide to the strategic action which is needed. It is a descriptive tool, not a prescriptive tool which determines the nature of strategic planning. An analytical approach should go beyond the mere generation of lists under each heading and should seek to determine the cause and effect arising

from each factor in the process. There are various recommendations to enhance the effectiveness of this tool. Among these recommendations some scholars have suggested combination of Balanced Score Card and the Quality Function Deployment (QFD) into a single tool for analysis. In spite of these limitations, there is general acceptance that SWOT can be defined as a useful tool for reviewing only the firm's competitive position (Galea & Bonnici, 2017).

SWOT analysis is a small and single part of the business strategic management and business planning process and it covers the very limited issues faced by the organization. More limitations are associated with this analysis such as: it does not provide solutions or alternative decisions, doesn't prioritize issues, produces lots of information and many ideas but not all information is not useful and it does not prioritize the most important solution (SWOT analysis, 2018).

SWOT analysis only focuses on the threats and opportunities in external environment and it does not count the threats and opportunities in internal environment so that it easily misses certain threats and opportunities that can exist internally within the organization. For an example: energy-saving, processimprovement, training, advertising, or discontinuing loss-making products can be known as opportunities of internal environmental and desertion or key staff and the loss of major contracts are the internal threats of internal environment.

SWOT analysis is not a reliable tool for identifying and analyzing the all the threats and opportunities within the organizations. SWOT analysis consists with unverified strengths and weakness which are not aligned to the organizations core competences (Lea, 2019).

SWOT analysis can overemphasize internal strengths and downplay external threats. When conducting SWOT analysis, highly attention goes to analyzing the strengths well without due consideration of the external environment's impact on those strengths. SWOT analysis can overemphasize a single strength and organization can only focus on enhancing that single strength rather than focusing on other strengths, weakness, opportunities and threats. It will be adversely affect for the performance and planning of the organization because organization cannot focus or enhance the other strengths, weakness, opportunities and threats. Only strength is not necessarily a source of competitive advantage (Gurel & Tat, 2017).

The qualitative analysis of internal and external factors is the beginning phase of an in depth analyze in planning process. Literature reviewing on SWOT tools shows that SWOT is insufficient in strategic planning. Academic scholars suggest that the effectiveness of SWOT analysis can be enhanced through qualitative and quantitative techniques together and they have proposed new analytical methods and some alternative methodologies to it (Ibid).

According to above literature following limitations of SWOT analysis can be identified and those limitations can

be covered up from the military combat functions. SWOT analysis is only focusing on strengths, weakness, opportunities and threats .SWOT analysis hold the personal views of the people who participating the session, it does not predict the future it depends on the present situation, it doesn't count the threats and opportunities within the internal environment, SWOT is not a reliable tool for identifying and analyzing all the threats and opportunities within the organization, SWOT overemphasizes internal threats, downplay external threats and strength is not necessarily a source of competitive advantage and proper strategic action should be started with opportunities and threats from outside of the organization yet SWOT analysis is started form strengths in internal environment. Above identified limitations of SWOT analysis can be covered up by the combat functions of "know."

With the function of "know" organization will have the capacity or ability to predict, detect, recognize and understand the strengths, vulnerabilities and opportunities which are available within battle space. Knowledge is the centric function that links with the other functions and that knowledge makes the combination with other functions and which is derived from information and understating. After analyzing, interpretation and understating the information, it becomes the knowledge and there should be continuation enhancing the knowledge. The use knowledge and the achievement knowledge provide competitive advantage over the enemy (The Conduct of Land Warefare, n.d.). According to this, it can say that to win the battle in the battle field it is compulsory to know the strengths,

vulnerabilities and opportunities of its own forces and enemies at present and future to have advantages.

Similarly in the business world also it is compulsory to know or should have capacity to predict, detect, recognize and understand the strengths, vulnerabilities and opportunities its own organization and its competitors. In the meantime business organization must analyze its all strengths, weakness, vulnerabilities, opportunities and threats and there should be same weight for calculating every strengths, weakness, vulnerabilities, opportunities and threats. There should be continuation of knowing, predicting, detecting, recognizing understanding of all those components from present to future. The link should be created between the know and other activities of the organization or use as the foundation for other activities of the organization such as strategic planning, production, finance, marketing, human resources, information technology, operations and supply chain, customer service activities.

When it comes to other limitations of SWOT analysis, it is holding the general perspectives and general solutions, it analyses only the current strengths, weaknesses, opportunities and threats, it is not developing according the dynamics or changes in the environment and generated strategies will be based on current or past not on future and no continuation from present to future. These limitations can be covered up by the military combat functions of "adapt." "Adapt" implies that there should be rapid and continual adaptation of procedures and plans to succeed very dynamic environment.

organization needs to have strong survival then organization needs to analyze its own organization's and competitors' strengths, weakness, vulnerabilities, threats and opportunities continuously according to the changes and dynamics of the environment. Specific perspectives and building specific solutions should be developed according to the changes in the environment.

On the other hand with the function of "shield "these limitations can be covered up. This function implies that there should be continuous and accurate assessment of threats and risks and there should be an early warning system to protect its own forces. As an organization, there should be continuous and accurate assessment of strengths, weaknesses, opportunities, vulnerabilities and threats and there should be early knowledge system to get to know opportunities, vulnerabilities and threats according to the changes or dynamics of environment.

SWOT analysis is a descriptive tool, not a prescriptive tool which determines the nature of strategic planning and does not provide solutions or alternative decisions. These limitations can be cover up from the function of "shield." "Shield" implies that to make preventive action to escape form attack. Similarly, in the business organization there should be readymade solutions and alternative decisions before hazards happens in the business environment.

It is required experience and training for systematic construction of SWOT analysis and usage of it, not only that it is misused by its practitioners. These limitations can be overcome by the function

of "sustain." "Sustain" is for providing timely support for forces for the deployment of missions, achievement of missions redeployment of missions. According to this it is necessary to provide timely support or training for systematic construction of SWOT analysis and practitioners to use it correctly.

When comparing the content of SWOT analysis, with Combat Functions following limitations also can be identified.SWOT analysis has not given an attention to protect the friendly forces of the company such as third party logistic suppliers of manufacturing management, human resource management, facility management, transportation management, marketing, customer service, engineering, management and supply management. The functions of "shaping" emphasis that it is compulsory to protect the friendly forces of its forces. To have stable survival of the organization it is necessary to build up the strategies to protect the friendly forces. After making decisions relevant to the business, tangible results can be seen in the market. On the other hand, competitors will take the decisions against us. According to "shaping" it says that as a business, it has to direct its competitors to make inappropriate reaction for our decision and prevent the enemy from using its key capabilities and friendly forces against the company. Strategies should be built up to protect the friendly forces of the company.

SWOT analysis has not focused on making the strategies for preventive action for any harmful situation which will happen in future for business. Yet, according to the

functions of "shield" it is necessary to have already decided, preventive strategies any harmful situation which will happen in future for business. According to the content of "shield" function business must have strategies continuous, accurate assessment of threats and risks and early warning system to encounter risks and threats to protect the organization yet SWOT analysis iust focus on present analysis of strengths, weakness, opportunities and threats. With the function of "adapt", business should have to build strategies to respond the changes in the business environment. Those stregies should be made continually and rapidly to prevent the disruption of the business organization. With the function of "sustain" it can be said that, company needs to facilitate the strategy makers of the company by providing relevant and timely support for making, deployment, achievement of goals and redeployment strategies which will be highly challenge for the competitors. SWOT analysis is known as insufficient strategic planning but with the function of sustain it can make sufficient strategic plan.

KSSAD Model

Based on above analysis, the following strategic management model is introduced and it can be used for business in their strategic management process.

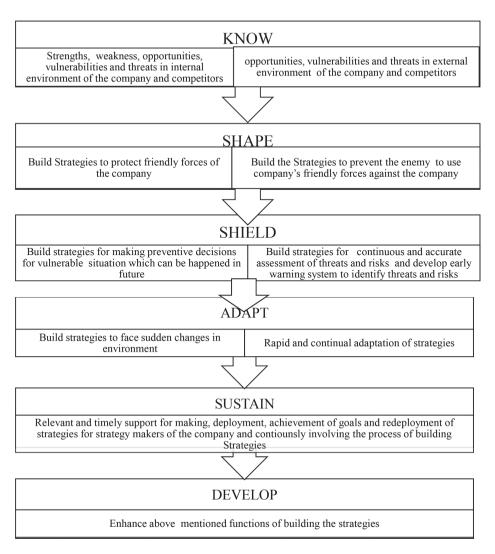


Figure 2: KSSAD Model

CONCLUSION

This Journal article addresses the research problem of how to apply military combat functions to minimize the limitations of SWOT analysis with the objective of exploring the applicability of the Military Concept of Combat Functions to mitigate the limitations of SWOT analysis. Limitations of SWOT analysis are solved by applying the Military Concept of Combat Functions. In the business field, it is compulsory to have

capacity to predict, detect, recognize and understand the strengths, vulnerabilities and opportunities of its own organization itself and its competitors by aligning with the changes and dynamics of the environment. There should be same weight for calculation of those with the continuation from present to future. With the development of early knowledge system, business organizations can identify and analyze strengths, weaknesses, opportunities, vulnerabilities and threats, so that can be

employed as a basis to create the strategies for other activities of the organization such as strategic planning, production, marketing, human resources, finance. information technology, operations and supply chain, customer service activities. There should be an early warning system to assess the threats and risks which will impact organization's friendly forces strategies must be developed to protect them. Provide timely support or training for systematic construction of strategies and practitioners to use strategies correctly. These policy recommendations suggested by the researcher are based on analysis. proposed KSSASD According to the analysis, under the function of "know" it necessary to know strengths, weaknesses, opportunities, vulnerabilities and threats in internal and external environments of its own organization itself and competitors. The function of "shape" involves building the strategies to protect its friendly forces and prevent the enemy from using its friendly forces against the company. The function of "shield" refers to building of strategies for making preventive decisions for vulnerable situation in future, develop strategies for continuous and accurate assessment of threats and risks and early warning system to identify the threats and risks. The function of "adapt" involves development of strategies to face sudden changes in environment and continual adaptation of those strategies. The function of "sustain" involves providing the relevant and timely support for strategy makers to make and, deploy the strategies. In addition to that, "sustain" involves the process of building Strategies continuously. Final function of develop refers to enhancement of above functions

the process of building the strategies. Organizations can develop their own strategic tool solely based on Military Concept of Combat Functions but in this research, the researcher has focused only on towards the minimizing the limitations of SWOT Analysis. This factor can be known as future research direction to minimize the limitation of this research.

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EFFECTIVENESS OF COMMUNITY BASED DISASTER MANAGEMENT IN SRI LANKA: SPECIAL REFERENCE TO FLOOD

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ABSTRACT

The social and environmental interface is rapidly changing through devastating impact of disaster. Sri Lanka as a disaster prone country there is a necessity to build a resilient community to resist and absorb the calamitous implications of natural forcing. Therefore, community participation is the most effective foundation in achieving sustainability when dealing with natural disasters. However, it seems that the community participatory approach to natural calamities seems less effective in Sri Lanka. Therefore, the overall objective of the study was to analyse the effectiveness of community based disaster risk management (CBDRM) approach to flood disaster management in Sri Lanka. Qualitative and quantitative data were collected for the analysis. The study is concerned over vulnerability of the community, current awareness and the role of community, perception of the community and government approach to CBDRM. Data analysis indicates that social status has significance implication toward the success of this approach. Households were not organized as such to enhance their preparedness. In addition, availability of flood preparedness facilities was a problem while unmonitored nature, bureaucratic attitudes of government officials create gaps in transferring necessary knowledge. The concept of awareness and developing of preparedness against flood hazard are vital to develop a resilience nation. Therefore, it is necessary to have a holistic approach where community and relevant authorities would work in partnership.

KEYWORDS: CommunityBasedDisasterRisk Management, Flood, Resilience, Social Capital

INTRODUCTION

Asia Pacific region was subjected to an increasing number of disaster occurrences during the past fifteen years including terrorist attacks, tsunami, earthquakes, landslides, floods, cyclone and other natural hazards. The sudden calamitous events reflect the need for rapid and effective emergency response

(Barr, 2010). Sri Lanka; being a country, belongs to an area where the frequency of occurrences is high, there is a necessity to build a resilient community to absorb the event multipliers of natural forcing.

This study focuses on natural disasters with special reference to flood, which appeared to have been occurred in the highest frequency in Sri Lanka. It is argued that natural disasters have intensified, both in impact and in the rate of occurrence, due to various natural and man-made reasons. Managing and dealing with disastrous event is a mechanism adapted to care on the physical and psychological well-being of the people. There is a necessity for focused action within and across sectors by states at local, national, regional and global levels. There are four priority areas experienced through the implementation of Hyogo Framework for Action: Understanding disaster risk; Strengthening disaster risk governance to manage disaster risk; Investing in disaster risk reduction for resilience; Enhancing disaster preparedness for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction (UNISDR, 2015).

There are two reasons that have arouse to find either government or community response is necessary. involvement becomes Government more applicable when the intensity and magnitude of the event are high while community participation becomes more critical in low magnitude events especially the time of onset is high. Time of onset allows the lowest level to exercise their societal action effectively if it is coordinated well in advance. According to DMC as of 31

May 2017, about 630,000 people have been affected due to heavy rainfall brought by the South West Monsoon triggering flood and landslides over 15 districts in Sri Lanka. Among them, Galle, Kalutara, Matara, Ratnapura, Colombo, and Gampaha were the worst affected districts. The flood and landslides displaced 73560 people, which involved number of search and rescue efforts. According to analysts, the relief effort made by the Ministry of Disaster Management with Disaster Management Centre (DMC) during 2017 flood was largely uncoordinated. Thus, it is not just providing goods and services but a proactive process of working on contingency planning within the community. The coordination in humanitarian response linking a central authority at the country level shows specific gaps which need to be evaluated in order to empower the community response.

PROBLEM STATEMENT

According to DMC, the number of hydro-meteorological disaster occurrences have increased, which involved number of search and rescue efforts. The catastrophes were unexpected, and the Ministry of Disaster Management was in a difficult situation to coordinate the relief effort. Past disaster occurrences brought many lessons, yet the country is in a scenario where community response mechanism becomes susceptible to the flood. Focusing on centralized response mechanism assumed to be an ever challenging process. In the present context, community preparedness has become an essential requirement in disaster matrix. Although the government's relief efforts in coordination, community awareness, and managing situations are

implemented, the execution of emergency plan yet seemed less effective. Well prepared and protected communities are the first line of defence against disasters. However, so far there has been insufficient coordination between the efforts of the Government, interventions of Non-Government Organizations (NGOs) and communities in addressing critical aspects of disaster resilience

OVERALL OBJECTIVE OF THE STUDY

The overall objective of the study is to analyse the effectiveness of the community based disaster management system in Sri Lanka.

SPECIFIC OBJECTIVES

The specific objectives of the study are as follows:

- 1. To examine the current role of the community in disaster management in Sri Lanka.
- 2. To assess the perception of the community in support of Government approach towards community resilience.
- 3. To assess the Government approach towards implementation of the community based disaster management system.

LITERATURE

Global Priorities

There has to be a broader and a more community centric approach to develop community resilience. While recognizing

their leading, regulatory and coordination role, governments should engage with relevant stakeholders (UNISDR, 2016). There are specific areas such as women, children and youth, persons with disabilities, migrants, people. indigenous poor people, volunteers where community of practitioners and older persons in the design and implementation of policies, plans and standards should pay their attention. Further, disaster risk reduction all-of-society engagement requires an and also requires empowerment of fair participation, paying special attention to people disproportionately affected by disasters, especially the poorest. Gender, age, disability and cultural perspectives are major concerns which should be integrated in all policies and practices, and women and youth leadership should be promoted.

Community and Social Capital

Towards the end of the 1990s, policy-makers and practitioners rapidly adopted Community- Based Disaster Risk Management (CBDRM) as an alternative top-down approaches in disaster management (Benfield, 2009). In present community preparedness essential requirement in disaster matrix. In global level, the Sendai Framework in 2016, the successor instrument to the Hyogo Framework for Action (HFA) 2005-2015: it focuses on building the resilience of nations and communities to disasters. Disaster risk reduction requires an engagement of society, social capital and partnership. Sustainability and resiliency of communities are the priorities of disaster risk reduction which it is necessary to have participation from community members and local

government (IFRC, 2016). Meanwhile, enabling, guiding and coordinating role of national and governments remain essential, it is necessary to empower local authorities and local communities to reduce disaster risk (UNISDR, 2015).

It is a common theory given by policy makers, practitioners and professionals that the government of a particular country along cannot properly handle and manage calamitous situations with their machinery without active participation of community in the affected region. A calamity is a result of a danger affecting the defenseless populaces (Alam, Shah, Reayat, Khan, and Igbal, 2016). A study on CBDRM strategy in Bangladesh, 2016 emphasized that adopting a new strategy would involve vulnerable people of particular region directly in the planning and implementation throughout the disaster management cycle, since the communities are the best judges of their own vulnerability and capable of making the best decisions regarding their well-being (Hug. 2016). Further, the underutilization of social capital strongly influences resilience at the communal level (Aldrich and Meyer, 2014).

CBDRM process not only assists in the construction of a better understanding of the dynamics of disaster risks among people, but also it allows space for solving involved problems and building societal resilience (Dewald Van Niekerk, Livhuwani David Nemakonde and Leandri Kruger, 2017).

Important Knowledge Gaps Remain

Following model, which was modified based on Fernald (2012), describes the requirements of community level approach where particular attentions should be given. It appears paramount important that following actions during pre-disaster, post disaster and during disaster are to be fulfilled in order to maintain community resilience at local level.

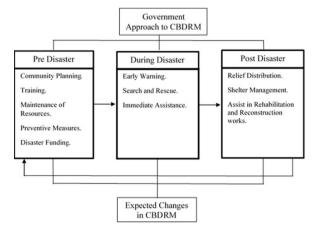


Figure 1: Theoretical framework for the research approach

Upon the model in the figure 1, literature supplements certain gap areas. resourcing Disaster (local resources) and monitoring are key concerns where government approach should incorporated with society. Traditional thinking of community and inflexible government officials attitude of important aspects of CBDRM where the desired results are not achieved. Prevalent socio-cultural norms and values, within the society hinders the active participation to the process. Community-based vulnerability assessments start with community initiative, organizing themselves in terms of adversaries and depend on people's local knowledge.

METHODOLOGY

This paper describes Community Based Disaster Management which is an existing issue and a part of the entire national plan of Disaster Risk Reduction. The research approach that is followed for the process of this research would be a deductive. This study employed a combination of qualitative and quantitative approach to collect and analyze data. According to the approach, the study begins with identified theories and empirical methods which are used to confirm and assess finding drawn from the research. A theoretical framework has been developed based on community disaster resilience model and gap analysis of the Emergency Response and Management by Pacific Northwest National Laboratory, and Guidelines of UNISDR (2016) which is in line with global platform, Sendai Framework for Action 2015, Dimensions consist of influential characteristics on the effectiveness of community response in disaster situations such as Government Community Planning Approach, Decision Support, Situation Awareness, Perception of Community. For the purpose of the study, initial interviews were carried out with officials of Disaster Management Center, UNDP, and Regional Disaster Management Center - Gampaha who are working in partnerships. The interviews conducted in semi-structured process. Purposive sampling method was adopted when selecting the sample for interviews. The researcher analysed the data to determine the correlation among the variables to understand the behaviour of the data. Response to each question was ranked on a Likert-style range, with the possible responses indicating a level of contribution to potential output from extremely low to very high. Further, ArcGIS 10 was used to illustrate the physical vulnerability state of the households.

The main emphasis of this study is Kelani river basin which is located between 6° 47' to 7° 05' and Eastern longitudes 79° 52' to 80° 13. The table 1 shows the distribution of the sample in two study sites:

Table 1 - Distribution of Sample

Ser	Study Site	Number of Households	Affected households	Selected Sample	Administered sample	%
1.	Kerawalapitiya	386	160	48	50	31.25%
2.	Bollagala	300	185	56	50	27%

DATA PRESENTATION AND ANALYSIS

Overview of the Study Area

The area Gampaha District is markedly affected by the North East Monsoon which occurs from December to February. More rainfall is however experienced during the preceding inter-monsoonal period from October to November. Considerable rainfall is also expected during the South West Monsoon or intermonsoonal period. The study is conducted over the period of 2017 flood situation which affected five districts in the country.

Table 2 - Flood Affected Families in Gampaha District (DMC, 2017)

Se r	Administrative Division	Dates	Affected Families	Number of persons	Number of Safe locations
1.	Wattala	07.09.2017	1387	5592	1
2.	Kerawalapitiya	13.09.2017	1226	4957	1
3.	Biyagama	07.09.2017	646	2736	1

Respondent's Demographics

The demographic distributions are such that out of the hundred (100) households sampled in the survey, 59% were in permanent houses while 41% of the population was in semi-permanent structures. It depicts that the conditions of houses in study site two are higher than houses in study site one representing 47% from total households as follows:

Table 3 - Living Status of the Sample Households

Ser	S/N	Housing	Number of Storeys		Total	Remark	
Ser	5/N	Status	1 Storey	2 Storey	Total	s	
1.	Site 1	Permanent	12	-	12	Illegal	
	(Kerawalapiti	Semi-	38	-	38	Illegal	
	ya)	permanent					
2.	Site 2	Permanent	37	10	47	Owners	
	(Bollegolla)				47	hip	
		Semi-	03		03	Owners	
		permanent				hip	
3.		Total	The second secon		100		

The age of participants ranged from 23 to 70 years. Furthermore, 54.5% of the respondents were female, and 45.5% were male. Comparing with the social status of the respondents, it is vital that 15% of female respondents are vulnerable at any moment, as they are not involved in any income generation activity outside their household. Within the sampled respondents whose family size was between 3-4 people, 28% were less than age 30, and 5% of the population were elderly people while 67% were middle aged people. The statistical distribution as shown in the above figure is a result of random sampling, and the sampled households were not predetermined.

Livelihood Source

The study revealed that the first most important dimension of measuring vulnerability is livelihood sources. Livelihood patterns of people are varying from Study site 1 and Study site 2. Communities in both sites have shown two different social status. In Study site 1, 50% of the population were labouring, 24% from Masonry while 16% of households were recorded from the private sector. In study site 2, 32% from both Government workers and Private sector while 16% were recorded from Small-scale business which was remarkable comparing with study site 1. The implication is such that the main source of livelihood defines the level of resiliency to the floods as a social factor or will aggravate their vulnerability existing against capacity. coping

Physical Vulnerability

Table 4 shows the vulnerability status of each community based on the location of their settlements. According to the table 4 below, entire community in Kerawalapitiya lives in illegal settlements where the catchment area of Kelani River considered to be 15ft above the msl.

Table 4 - Location Variation

Ser	Study Site	Area	Distance from	Elevation (ft)	Land use
		(Sqkm)	River (m)	(from msl)	
1.	Study Site 1	0.607	300>	15 - 30	Low-lying, Illegal
2.	Study Site 2	0.59	100 - 700	23 - 47	Low-lying

The figures 2 and 3 show the total inundation areas of the study site 1 and 2 respectively. The highest affected areas were mapped in both sites where the distance from river varies between 100m - 700m. The msl below the 15ft - 47ft in both sites determine the highest proneness to any intensity of flood.

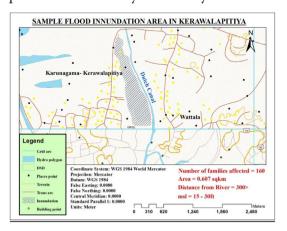


Figure 2: Flood Inundation Area in the Study Site 1

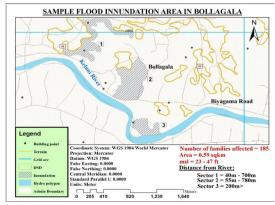


Figure 3: Flood Inundation Area in the Study Site 2

Awareness and Role of Community

In order to address the specific objective one, the role that community plays in disaster preparedness, response and recovery were analysed where community fits in conceptual framework developed so far. The study identified that 92% of

the population has certain understanding on the return period of flood hazard which is a positive sign at lower level. Probability for one year return period expressed by 75% of the population gives an indicator that annual rainfall pattern has changed dramatically comparing with past events. This shows community members with flood experiences in past augment their awareness through sharing their life experiences.

Awareness of the community can be also measured by using ordinal numbers and it's results are shown in the following table 5:

Table 5 - Awareness of the Community in Study Site 1 and 2

Ser	Description		Seek Information on flood		Seek Information to prepare		Prepare for 3 Days		Maintain emergency contact list	
			Site 1	Site 2	Site 1	Site 2	Site 1	Site 2	Site 1	Site 2
(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
1	N	Valid	50	50	50	50	50	50	50	50
1.		Missing	0	0	0	0	0	0	0	0
2.	Mea	in	2.38	3.36	2.40	3.40	2.26	3.40	2.26	3.56
3.	Med	lian	2.00	3.00	2.00	3.00	2.00	3.00	2.00	4.00

According to the table 5, figure 2 and 3 the level of awareness held by the respondents is varying from each study site. In study site 1, the mean value of the level of awareness is between 2.26 - 2.4 while the higher awareness in study site 2 is between 3.36 - 3.56.

Community Planning and Decision Support

In order to address the specific objective one further, the study analyzed the community planning and its role in the existing disaster management cycle. Therefore, the study focused on identifying community awareness on any approach that exists within the society to cope up with flood hazard. The figure 4 below shows the current state of community approach to disaster risk reduction.

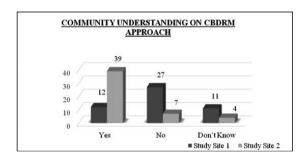


Figure 4: Community Understanding on CBDRM Approach.

As per the figure 4, it can be seen that almost 34% of the interviewed households are unaware of such an approach while 15% of the population have no idea. In the sample, 49% of the population represents unaware state whereas 51% readily available for any action. However, comparisons show that the level of community understanding is significant in the study site 2, where 78% of the community is aware of flood protection programme.

Role of Community

The role of the community in dealing with flood hazard management activities in both study sites was very diverse. Community readiness is the key contributing factor that assesses a disaster emergency status in terms of location. The correlation analysis identifies the relationships between awareness and community planning. All these variables are significant for creating community initiative because their P values are lower than 0.05 (0.000 and 0.010). Further, there is a significant relationship in study site 1, whereas R value 0.328 in the study site 2 shows a lower relationship. However, all the R values are closer to 1.0 and greater than 0.50. The following table 4.8 shows the mean values of community on awareness and community planning:

Table 6 - Descriptive Statistics

Ser	Variables	M	ean	Std. De		
	variables	Study site 1	Study site 2	Study site 1	Study site 2	IN
1.	Awareness	2.3250	3.4300	.65124	.42570	50
2.	Community Planning	1.9850	2.8350	.42979	.34482	50

Table 7 - Correlation of Awareness and Necessity to Disaster Planning

Ser	Description		Awareness Level		Community Planning	
			Site 1	Site 2	Site 1	Site 2
1.	Awareness Level	Pearson Correlation	1	1	.574**	.328*
		Sig. (2- tailed)			.000	.010
		N	50	50	50	50
2.	Community Planning	Pearson Correlation	.574**	.328*	1	1
		Sig. (2- tailed)	.000	.010		
		N	50	50	50	50

According to Table 7, the study site 1 represents a lower mean value while the site two represents a higher mean value. However, according to the table 4.9, there is a positive correlation among Awareness and Community Planning in both sites which are statistically significant. However, the correlation signifies the relativity of means where the study site 2: higher in recorded lower correlation awareness between awareness and community planning (0.328*) which is unlikely. Further, this relationship shows existing awareness itself will not stand still against a hazard.

Community Structure and Local Initiatives

With community involvement, the government will find information on numerous issues that occur within the society. Therefore, the study considered the structure of the community to evaluate its contribution to uplift CBDRM approach. Societal approach to social issues is the best way of approaching the DRM initiatives. The figure 5 shows the household members in both the study sites who participate in community organizations.

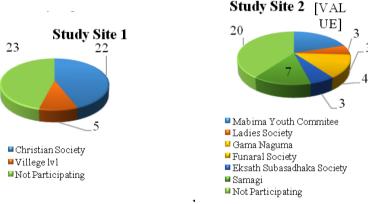


Figure 5: Community Participation in Different Societies

The study shows the community participation in objective specific village level societies as well. Comparatively, people in the study site 1 has diversified requirements to be fulfilled via collective efforts. Not participating rates are 46% in the study site 1 and 40% in the study site 2. This is together 43% from the entire population. Therefore, the non-respond rate to the community initiatives expected to be high.

Further, during focus group discussions it was reported that during 2017- 2018 there had been no any community initiated action taken place in terms of resiliency building at the local level. Local planning at the community level must be integrated national or regional disaster plans and risk reduction strategies (Zubir and Amirrol, 2001). The study points out that the community has not identified their role since they have not followed any adoption so far to mitigate flood risk.

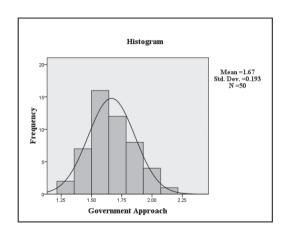
Perception of the Community

In order to address the specific objective two, the study analyzed the perception of the community toward community led DRM action. Therefore, the study focused on identifying the relationship

of community perception. Further, focus group interviews, conducted in the study site 1 highlighted that traditional ideas based on religious aspects have underpinned or inactivated the involvement of Christian society in Kerawalapitiya after 2016 initiatives. Further, bureaucratic attitudes of government administration also appear to have underpinned community initiatives, influencing religious and ethnic differences.

Government Approach to CBDRM

As long as people can participate effectively in DRR activities, the government must empower the locals by providing education, professional training and counselling regarding issues on healthy living, good environmental governance, the causes and consequences of flooding (Si, 2016). In order to address the specific objective three, the study analyzed the Government approach to enhance CBDRM system in Gampaha District. The skewness was assessed to identify the behaviour of the respondents on government approach. The graphs is more towards the right which indicates that skewness are 0.357 and 0.519. It was revealed that the majority of responses were towards the positive side in the both study sites. As a whole, no any respondents have responded toward extreme ends.



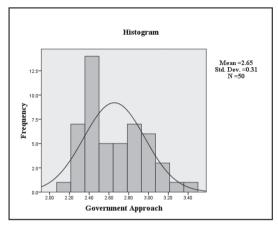


Figure 6: Communities view on Government Approach in the Study Site 1& 2

Disaster Response -Gampaha District

According to the Figure 7, District level response plan has been developed based on major activities: Early warning, coordination of authorities, provision of information, search and rescue and provision of essential requirements to affected people

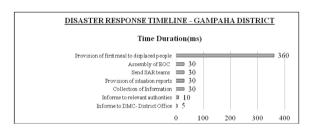


Figure 7: Disaster Response Timeline - Gampaha District (District Disaster Management Plan – Gampaha)

According to the figure 7, passing information from community level to DMC and relevant authorities, collection of information, and associated tasks are being conducted within the timeline. The role ambiguity affects individuals when they are being called for the assistance by the organizations. For an example, the DMC and GNs in both sites concluded that communities in the both sites have not shown their interests to participate in rescue and provision of essential needs during the early stage of effect. However, the DMC timeline was reasonably achieved in the study site 2 with the participation of the community.

Traning, Evacuation and Social Capital to Manage

The study investigated the facilities made available to the community by the government as initial considerations of its process as follows

Table 8 - Community Response to Government DRR Initiatives

Ser	D	Y	es	(%)	
ser	Description	Site 1	Site 1 Site 2		
1.	Awareness on the evacuation centers.	48	43	92%	
2.	Awareness evacuation routes.	44	40	84%	
3.	Fulfilling basic requirements.				
	a. Space	27	12	39%	
	b. Food	46	50	96%	
	c. Water	37	36	73%	
	d. Sanitation	41	17	58%	
	e. Health	43	39	82%	
4.	Specific training on the response: first aid, non-	-	-	-	
	medical triage, light search and rescue, com,				
	sheltering, food and sanitation				
5.	Availability of equipment to respond: boats, ropes,	-	-	-	
	jackets, first aid, etc.				

According to the Table 8, community awareness on evacuation center (92%) and evacuation routes for emergency evacuation show that the government initiation on emergency evacuation is significant. There is a need to equip the community with essential lifesaving and self-sustained skills. However, the utilization of social capital required to be the first line defence of any community. Further, the data defines the community concerns on social resources and how they are organized at government level. Less awareness of the community depicts certain loop holes in co-ordination and awareness. As per the key informant interviews, there were no any awareness programmes or training schedules conducted after the year 2016. Few attempts recorded have failed due to the miscommunication with people.

Comparison of Flood Compensation

The research shows that community's diverse coping options in 2016 and 2017. However, the study analyses the government approach to payment of compensations in the both sites and partnership for flood relief as follows:

Table 9 - Flood Compensation

Ser	Description	Study	Site 1	Study Site 2		
Ser	Description	2016	2017	2016	2017	
1.	Compensation paid	90%	52%	35%	62%	
2.	Amount	10,000	10,000	36,000,00	No Impact	
		each	each	0		
3.	Criteria/ measure	Equal	Equal	Based on	Based on	
		distributio	distributio	damage	damage	
		n	n	assessmen	assessmen	
				t	t	
4.	Involvement of	Yes	No	Yes	Yes	
	NGOs/					
	partnerships					

According to the table 9 in the study site 1, 90% of the compensation paid by the government shows the highest level concern in 2016 but lower in the year 2017. In the study site 2, there is a progress in paying compensation to households on damage assessments: which shows a systematic approach where the community system works positively.

Knowledge Transfer

The process of storing the knowledge and making them available for subsequent users is the last essential process which is identified in this study. During an interview, the Director District DMC expressed his views as follows:

"In organizational level, operational knowledge transferring among officials appears critical for operations when many handing overs and job transfers happen before and during flood".

Transferring knowledge refers to sharing knowledge between key officials and reliability of organizational databases. According to an interview with Disaster Management personnel,

transfer of duties and information between incoming and outgoing staff become a challenge for situational awareness. "Gaps exist in organizational knowledge when experienced officials leave, and new members join the organization" Further, organizational databases and become publications knowledge the held within the disaster management domain which is to be referred in practice and importantly understanding of lessons learned during past flood and practices. occurrences best

FINDINGS AND DISCUSSIONS

Livelihood categories the respondents show that households in the both study sites are vulnerable and likely to be affected by annual floods. The study prioritizes them as potential victims having two different social status between each other. It was identified that social indicators define a person's vulnerability to natural hazards risk: importantly Income, resident type, employment and gender. The social status of two different communities shows two different readiness status largely based on their physical vulnerability, livelihood pattern and social status.

SituationDynamics

Dynamic situations often create complexities, threatening the situation awareness. Therefore, what is essential is to maintain a common understanding of the situation among individuals. As it was found in the study, it is evident that a certain number of people within the society have not come to self-judgment of the dynamics of the situation in the study site 1. However,

priority for action one: understanding disaster risk, of Sendai framework for action (2016); the global plan for disaster risk reduction effort determines to build the knowledge of government officials at all levels, communities, volunteers and private sector through shared experiences, lessons learned and training which require a holistic approach to disaster mitigation.

Priority Concerns for Action :Role of Community

Awareness of the Community.

According to the study, the level of awareness held by the respondents are varying from each study sites. The lower mean value (α) of the level of awareness in study site 1 shows the lower resiliency during the flood. The study identifies common sources of information and involvement of stakeholders in early warning and information dissemination was poor. Comparatively unlike in the study site 2, the community in the study site 1 appeared to have disregarded or less considered by either government or other social actors. However, the focus group interviews concluded that there is a gap in coordination between political hierarchy and working groups due to ethnic differences in the study site 1.

Information Dissemination

Many regions rely heavily on established informal communications networks rather formal information sharing. Higher unawareness of household respondents on sources of information in the study site 1 and a fair understanding in the study site 2 depicts the behaviour of informal

relationship among the people, which is not significant in practice. This gap in informal relationships between individuals and organizations typically develop when the interaction and trust is not available.

Perception of the Community

The study defines further that the preparedness of the community is deprived due to perception differences of the community. Two social status communities hold two different perspectives which seemed ungoverned by working parties in the field

Preparedness

Citizens often possess knowledge and can propose innovative solutions that would lead to better resource allocation decisions (Marzuki, n.d.). In an emergency environment, resources tracking will be a complex task, unless they are mapped. The study unveiled the situation that the local readiness was not adequately covered either by the government or community to meet a higher magnitude flood. Provision and identifying resources: Life saving equipment, boats, early warning equipment, non-inventoried resources (e.g. volunteers) and essential needs should be community-centric. In the face of natural disasters, disaster resilience refers to a community's ability to survive or deal with events by adopting themselves. From the study, it is proved that without concurrent participation of community and government and other stakeholders it is very pain taking to cope with a disaster but traditional thinking of community and prevalent socio-cultural norms seemed

to have made it an extremely difficult task. The major traditional ideas that hinder the way of community participation in disaster management are outlined below:

- 1. The primitive idea that distribution of relief items among the victims is the sole responsibility of the government and working groups.
- 2. The ambiguity of officials of Government and non-government working groups to consult community leaders in society in policy cycle (Huq, 2016).
- 3. The absence of mutual trust between community and working groups restraints the community participation.
- 4. Hindrance of community initiative due to different ethnic and religious perspectives by the community and political entities in the area.

Utilization of Social Capital

It is important that like other forms of capital, social capital and its utilization required to be sufficiently addressed. The focus as individuals and as a nation should turn toward enhancing our social cohesion and extending the trust among communities which seems less in reality.

Government Approach to CBDRM

The study defines government involvement in two different ways: predisaster and post-disaster activities. It was distinguishable that government involvement during the disaster and its effects were considerably significant. It was

observed during the study that provision of equipment to flood response, regional centers duties for flood protection, government approach for structural mitigation of flood and protection of households during disaster were not considered by the government adequately, whereas people satisfied with public health services provided by the government and government assistance on flood relief. The government must empower the community by providing education, training, resources and professional advice. However, the government involvement in pre-disaster activities seemed inadequate in both study sites. Further, succeeding best practices and lesson learned were not implemented as a result of gaps in knowledge transfer where proper handing over procedures and reviewing of documentation are not adopted.

CONCLUSION AND RECOMMENDATIONS

A key finding of this study is that community action to prepare for a flood depends on perception of particular individuals or communities who are under the level of risk. It was found in this paper that there are certain limitations where the degree of community contribution becomes less effective. The study identified associated predominant gaps awareness and information sharing, analysis and decision support at community level, perception and government approach. Government body can play a productive role to augment community participation with community resources and potentiality of local leaders addressing complex situations.

RECOMMENDATIONS

To Policy Makers

A programme should be developed in order to enhance the awareness of targets households in flood-prone areas. This can be done via development centers such as Rural Development Bank, SANASA Development Bank, and other small and medium scale development schemes as highlighted in Fernald (2013).

As part of non-structural mitigation measure, community flood management groups and associations should be formed. so that each member will be beneficial during the flood. Such groupings could be easily monitored by the government implements pre-disaster organ that activities such as emergency planning at the community level, river level monitoring, first-aid and rescue and assisting relief distribution to the government.

Equip communities with essential lifesaving skills such as managing rescue and resuscitation, communication, sheltering and organizing essential requirements.

Non-Structural Measures to Local Leaders

The following recommendations are essential for local leaders to augment the resilience at community level:

1. Develop and maintain strong relationships between communities and organizations, ensuring community needs are known to each party.

- 2. Adopt a constructive approach to develop more productive relationships with individuals who are not engaged with community activities.
- 3. Work in partnerships, in order to locate wider needs throughout the flood situation expanding the responsibility of participants.
- 4. Focus community on local priorities for structural mitigation measures.
- 5. The provision and organising resources: Lifesaving equipment, boats, early warning equipment, noninventoried resources and essential community-centric. needs should be

A holistic approach is required to mitigate flood disaster that partnership working becomes more effective. Therefore, structural mitigation is essential in order to smooth functioning of community initiatives. Nevertheless, political and economic factors together have prevented their potentials and implementation.

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FACTORS AFFECTED TO THE MEDIUM SHIFT IN A MILITARY TRAINING ENVIRONMENT: WITH SPECIAL REFERENCE TO SRI LANKA MILITARY ACADEMY

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ABSTRACT

Facing problems due to the sudden medium shift of giving instructions is a common problem can be seen among the Officer Cadets undergoing training at Sri Lanka Military Academy. A group of students who have obtained their school education in their mother tongue starts following the training programme in English medium after entering into this military institute. Hence, the main aim of this research is to identify the nature of this problem and suggest suitable solutions for that. Therefore, structured questionnaires were distributed among 45 Officer Cadets and the interviews were conducted with the instructors who work at this institute. When observing the data collected, following factors were identified; begin to study in English medium after joining the Army, lesser understanding about the academic programme, lesser attention given programme, language teaching towards outdated syllabuses, lack of mental readiness to learn and, the learning environment is

not favourable for language education. To address the problem to a considerable extent, the recommendations have been given in two stages. At the initial stage, teaching the specific term (registers) and English language teaching programme should be started prior to the military training, giving opportunity to study freely and seek the possibility of adapting the methods that are used in other higher education institutes have been suggested. Including lessons consist of lot of practical components and getting an opportunity to implement these changes as a pilot project to see the outcomes have been suggested at the second stage.

KEYWORDS: Medium Shift, Officer Cadets, Second Language Learning, Inter Group Contacts, Second Language Acquisition (SLA)

INTRODUCTION

Sri Lanka Military Academy (SLMA) is one of the premier military institutes in Sri Lanka Army and it is considered as the alma mater of all the army officers. The role of the SLMA is to train the Officer Cadets in the essentials of officering, leadership and gentleman/lady qualities required to be an officer in the Sri Lanka Army (Standard Operating Procedures, SLMA, 2018). This institute was established with the name of Army Recruit Training Depot in 1950 and re-designated as Sri Lanka Military Academy in 1992 (SLMA Presentation, 2018).

At present, three main types of training courses are conducted at this military institute. They are namely, Regular Officer Cadet Courses, Volunteer Officer Cadet Courses and Lady Officer Cadet Courses. The time duration of these courses vary from one another: two years and nine months are spent to train Regular Officer Cadets while the other two courses are conducted only for one year and upon the successful completion of the training these officers join with their respective regiments (Cadet Course, n.d.).

The course content of all the training courses is slightly different but almost similar to each other. All the courses consist of sixty percent of military component and forty percent of academic component. Under the military component they study the both the practical subjects and theoretical subjects such as Physical Training, Drill, Weapons Training, Tactics, Field Craft, Map Reading, Service Writing and Staff Duties, Signal Communication Training, Field Engineering and Military Law etc. Under the academic component

they study the languages such as English, Tamil, French and other academic subjects such as Information Technology, Principles of Management, Research Methodology, Elementary Economics, Elementary Geography, Mathematics, Psychology, Sociology and Political Science (Ibid).

As the military is an organization that needs to fulfill the obligation of representing the country in international forums, the knowledge about at least one international language that is widely spread throughout the world is essential (Mustafa, 2012). Therefore, mainly English language is taught in order to fulfill this requirement. This language teaching process is continuously carried out throughout the training course. The trainees that are undergoing training at this institute need to shift their medium of instructions form Sinhala to English with sole purpose of learning. This phenomenon is similar to all the instances where the students pursue their higher education. However, it is slightly different in this institute as the focal aim of this institute is to produce a soldier who can endure hardships. As a result of this, the trainees have to undergo a tough training consists with lot of practical exercises and physical training sessions. The factors such as learning in Sinhala medium during the school time and lack of English speaking background before joining the army also contribute to the difficulty that the trainees undergo during the training. All these factors directly affect the overall performance of the Officer Cadets. This research endeavors to investigate the issue of shift in medium of instructions that is being faced by most of the cadets.

PROBLEM

The training programme at Sri Lanka Military Academy is conducted in English medium. Most of the time, this has become a problem for most of the Officer Cadets as they are unable to adapt to the sudden medium shift that they undergo. This affects their training and future career in the Army. Therefore, the endeavor of this research is to identify suitable measures to make Officer Cadets acclimatize to the sudden medium shift

OBJECTIVES

The objectives of this research are to identify the issues that Officer Cadets face due to the inability to adapt to the medium shift of giving instructions and to recommend suitable solutions in order to get the leaners to think and take the shift in the medium of instructions as a positive transformation.

METHODOLOGY

This is an applied research endeavors to find solutions to the existing problem among Officer Cadets; the inability to become accustomed to the language shift in the medium of giving instructions. The primary data have been utilized in this research and they have been analyzed by using quantitative approach.

The sample including 45 Officer Cadets was selected from Officer Cadets who are undergoing military training at Sri Lanka Military Academy. These Officer Cadets were selected randomly with the aim of representing the point of view of all the Officer Cadets are undergoing the military

training. Questionnaires were distributed among these Officer Cadets to get to know their honest opinions.

Interview sample including 10 academic lecturers and English instructors were interviewed to get their opinion on the language teaching and learning process at this institute. Other data sources such as journal articles, published books and online sources were utilized as secondary data sources.

THEORETICAL PERSPECTIVE

The data gathered have been analyzed by using Schumann's Acculturation theory that explains the effect of the culture towards Second Language Acquisition.

Schumann's Acculturation Theory

In 1978 John Schumann conducted one famous investigation on some syntactic aspects with 6 learners (2 children, 2 adolescents and 2 adults). There he used questionnaires, observed spontaneous conversation during ten months, and applied a quantitative treatment to the data. Based on the findings of the above mentioned study, Schumann (1978)proposed the acculturation model, as environmental-oriented model. which emphasizes identification with a community as a primary requirement of Second Language Acquisition (SLA). acculturation hypothesis Schumann's focuses on two main variables; social factors and psychological factors. The major social factors that affect Second Language Acquisition are: Dominance or subordination this means the perceived status of a group in relation to another.

Integration pattern means readiness to give up one's own lifestyle in favor of another. In other words, this can be known as how much of your own culture you hold on to. The third factor is the degree of enclosure of both groups; Amount that the two groups share the same social facilities (high enclosure) or have different social facilities (low enclosure). Degree of cohesiveness of second language learning group: intra group contacts (cohesive), or inter group contacts (noncohesive) is the fourth factor. Size of second language learning group is the fifth factor. Next factor is degree of similarity of the two cultures; the culture of the second language (L2) group may be similar or different to the target language (TL) group. The final social factor is inter-group attitudes, if the attitudes towards the second language are positive, positive language acquisition takes place. If the attitudes are negative that can affect negatively to the language acquisition process. These are the social factors that affect Second Language Acquisition.

There are five affective factors that increase the psychological distance. They can be listed as Language Shock; Disorientation caused by learning a new linguistic system. Culture Shock; Stress, anxiety and fear caused when entering a new culture, the routine activities suddenly become major obstacles. The third factor is, Culture Stress this means prolonged culture shock, such as: homesickness, and questioning self-identity. Motivation; Instrumental and integrative is the fourth factor. Ego permeability can be mentioned as the final factor that implies the degree to which an individual gives up their differences in favor of the TL group (Zakir, 2016).

Moreover, Schumann's model distinguished between two types of acculturation. Type 1, the learner becomes socially integrated, developing social contacts with L2 speakers who provide him with input while continuing to retain the lifestyle and values of his native culture. Type 2 of acculturation, the learner develops social contacts in the target culture and also moves towards adopting the lifestyle and values of the TL group (Ibid).

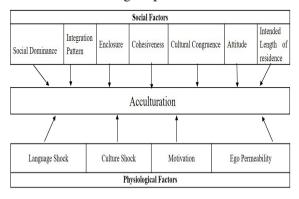


Figure.1 Schumann's Acculturation model (May, 2014)

Figure 1 depicts the social and physiological factors that affect the second language learning. According to this, the effect of social factors is higher than the physiological factors towards the second language acquisition. The reason for this can be the social consciousness of human beings as adults; they learn the second language in order to fulfil their social needs.

DATA ANALYSIS AND DISCUSSION

Data have been gathered by using structured questionnaires, informal interviews and discussions conducted with the instructors and students. Those data have been analyzed under several topics.

Different Kinds of Tests Conducted

The first sets of data that are analyzed have been gathered from different tests conduct for Officer Cadets. The tests such as

placement test, consolidation tests and final tests are taken into consideration in this study. Gradual variation of marks provides an insight to the effect of the shift in the medium of giving instructions.

Marks Obtained for The Placement Test

GRADE DESCRIPTION	RANGE	NO.OF STUDENTS
Very good	100-72	2
Average	71- 42	20
Poor	41-0	23
Summary		45

Table 01: Ranges of Marks Source: SLMA Academic Wing Mark Sheets,

The data in the above table show clearly visible ranges in the marks that the students have obtained for the placement test. Always the majority of students, nearly 51% are in the poor level. This factor tallies with the answers that they have provided to the first part of the questionnaire that most of them accepted that they did not have good English language knowledge when entering into the academy. According to the answers provided, when enlisting to the army most of them had poor English knowledge that is helpful for them to understand only the simple instructions given in English. In percentage wise the students' English Language knowledge can be shown as follows:

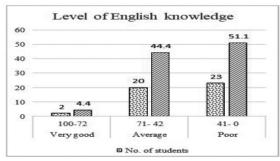


Figure 2: Level of English knowledge of Officer Cadets

When training is conducted the cadets realize the importance of learning English. This is clearly visible from the results that they have obtained for the first semester end examination. There is a slight increase in marks. Due to reasons such as conducting whole training course in English and the necessity of communicating in English can be mentioned as the factors that urge Officer Cadets to learn English with an interest. After joining the Army, the army makes the Officer Cadets aware about the opportunities available at Army. The opportunities such as foreign scholarships, honour of being a Platoon Under Officer or the Battalion Under Officer. Then they get the interest to learn English. Though the students get interested at learning English, it is difficult for them to focus on their studies only as they have very tough and busy schedule. During the first semester Officer Cadets have a considerable number of English hour; Regular intakes have 230 English lecture hours and Volunteer intakes have 120 English lecture hours (English Syllabus for Regular Intakes and Volunteer Intakes, 2018). The marks obtained for the English at the first consolidation test and for the first semester end examination are as follows:

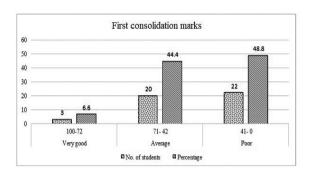


Figure 4: English marks obtained for the first consolidation test Source: SLMA Academic Wing Mark Sheets, 2018

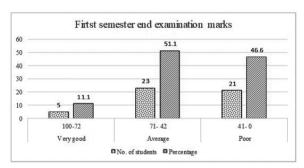


Figure 4: English marks obtained for the first semester end examination Source: SLMA Academic Wing Mark Sheets, 2018

According to the details given in the figure 4, it is clear that though there is an improvement at the end of semester one, there is a slight increase in the number of Officer Cadets in the average level. Better understanding about the training programme is the main reason for this. Due to the influence of the environment the learners grasp the new language to a little extent, vet it is not sufficient to follow their training course in a foreign language. According to the experience of the researcher, most of the time; during the orientation period of the training, the trainees are needed to manage their time properly; they should do everything very fast. In their language they call it as "Double up" and sometimes this process creates a certain level of tension in one's mind. Therefore, the Officer Cadets are very busy all the time. Also they are trained in order to become officers and when they are engaging in a certain task they are expected to perform that task in a perfect manner. Therefore, with the busyness the cadets have to undergo corrective training as well. The corrective training is given in order to make them fit enough to perform any task and to inculcate the qualities such as punctuality, loyalty and confidence. Therefore, with the tension that they gain from the external environment affects their process of learning to a greater extent. Also due to this tension, they inhibit and are afraid of making mistakes. Therefore, most of the times they do not try to question and learn something new with an interest. These factors badly affect the language learning as well as to whole training process. Though the trainees are expected to grasp knowledge in a foreign language sometimes that requirement does not get fulfilled due to the lack of language knowledge.

One of the factors is that these Officer Cadets should undergo this training in another language or medium. When considering the background of these Officer Cadets most of them, according to the research almost 97% of are not coming from the English speaking family backgrounds and this percentage less than 5%. In addition to this, most of them have followed their school education in Sinhala medium. Therefore, there is a huge gap between the number of trainees who are from English speaking background and those who have followed their school education in English medium. This is also an issue that can be identified among the newly recruited Officer Cadets.

A language should be acquired and only some grammatical aspects could be taught; Tacit knowledge is a class of knowledge that is difficult to teach and communicate to learners. It is the unwritten, unspoken and hidden storehouse of knowledge on language learning that is based on people's emotions, experiences, insights, intuition and information (Yesuiah, 2018). Therefore, learners should be given an opportunity of a rich English environment to learn the unspoken and unwritten rules of the language (Ibid). According to the Acculturation Model as well, in order to acquire a language other than the mother tongue the status of the preserved group is vital in order to learn a new language if the second language is dominant in the environment the learners have to learn that second language to be in that environment.

The same phenomenon is taking place at this training institute; in order to be an officer, the Officer Cadets have to undergo the medium shift. This is the reason why the Officer Cadets try to learn English with some interest after coming to this training institute. They are enthusiastic about that. But it was observed that the support that they receive from the environment is less, in order to grasp the language successfully and correctly.

Learning Environment

It is vital to have a clear idea about the concept known as learning environment. According to The Glossary of Education Reform, 29 August, 2014 "Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside of school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations - a room with rows of desks and a chalkboard (Glossary of Education Reform, 2014).

William (n.d.) defines the term, learning environment, also encompasses the culture of a school or class, its presiding ethos and characteristics, including how individuals interact with and treat one another, as well as the ways in which teachers may organize an educational setting to facilitate learning. According the above mentioned definitions the physical environment and also the interactions between the learners and the teacher are the vital components in a learning environment. When considering about this particular training environment, the physical resources including classrooms, whiteboards, multimedia projectors and even smart classrooms are available. Library facilities are also available for Officer Cadets.

Therefore, this environment is rich with resources. Both groups the instructors and the students agree with this fact. All of them are enthusiastic about the facilities available at the institute and most of the time English instructors in-cooperate these resources to their teaching process. Yet, the mental preparedness of the learners is the main problem faced by instructors. As discussed earlier though the students are enthusiastic about improving their language ability, the factors such as busyness and tight schedule affects unfavourably for their ability to grasp the language. This is clear from the answers that have been provided for the question no. 11 of the questionnaire; what are the challenges that there were for you to improve your English knowledge at the academy? This has created a passive learning environment that discourages students' ability to think creatively and their interest to express their opinion.

The following chart presents the data in a chart in percentages:

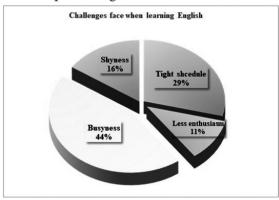


Figure 5: Challenges face when learning English in a military environment

According to above chart, it is clear that the students are enthusiastic in following their training in a new medium of instruction (English) but they do not have enough time and freedom to learn English leisurely. But this environment is a military learning environment.

This is a highly controlled environment with lot of restrictions and limitations. After joining the army, they are undergoing a process known as stress injection. This means they are made to learn under a highly stressful environment which automatically prepares them to carry out all the activities during a highly unpredictable environment: life during an armed conflict.

the Standard According to Operating Procedure at the Sri Lanka Military Academy the role of this institute is to train the Officer Cadets in the essentials of officering, leadership and gentleman/ lady qualities required to be an officer in the Sri Lanka Army (Standard Operating Procedure, SLMA, 2018). Therefore, the institute expects lots of values from the newly recruited Officer Cadets. Therefore, it takes some time for a newly recruited cadet to get accustomed to the training environment. According to the Acculturation Model, this training environment can be an affective factor that deprives learners form learning a new language due to the factors such as language shock, culture shock and culture stress.

Difficulties Face by Students

Language shift is a complex phenomenon. As the majority of Officer Cadets have obtained their school education in Sinhala medium, following a training course in English medium is a real challenge for them. Hence, in most of the higher education institutes in our country, the courses are conducted in English medium. The Sri Lanka Military Academy is also a higher education institute. In order to compete with the other institutes that provide higher education this institute also should provide education in English medium.

Military officers are known as global citizens as the army officers are the people who represent the country in foreign forums (Mustafa, 2012). Therefore, knowing at least one international language is vital for an Army officer. The training programmes are conducted in English in order to get the Officer Cadets to face the future challenges with confidence. According to researches on language shift conducted all around the world, language shift is a challenge that all the students face and it is common in many communities all around the world.

The Problems that are Faced by the Officer Cadets

- 1. Inability to understand some terms in military and in some academic subjects. Therefore, they are unable to understand the key concepts. This directly affects the performance of Officer Cadets as they are unable to understand the contents include in lectures and the instructions given by the instructors.
- 2. Ability to communicate in English is a must at Sri Lanka Military Academy. The Officer Cadets are supposed to give orders and describe sand models (sand model briefings) in English. During a sand model briefing to which the researcher also participated some of the Officer Cadets are unable to express their ideas in English. It was clearly observed that those students have the ability to understand the concepts in their mother tongue. But they are unable to express those ideas in English.
- 3. As the students are unable to express their ideas in English, Officer Cadets do not like to show themselves in front of an audience due to shyness. Therefore, most of the times only a few numbers of cadets get the opportunity to show their talents in front of an audience. This is not beneficial for the majority of Officer Cadets.

- 4. The lack of knowledge about the degree programme is also a disadvantage for Officer Cadets. Therefore, they do not try to do their best during the training programme. This is also a reason for Officer Cadets do not try to learn English language. As well as the Great Point Average (GPA) does not calculate. Due to this reason also the trainees do not think learning a foreign language; English is important and essential.
- Another reason is that most of the time students find it difficult to learn English. as English has a different word order. Sinhala is a Subject-Object-Verb (SOV) language and English is Subject-Verb-Object (SVO) language. Therefore, when learning a language with a different word order is also difficult to a certain extent. Not only the word order but also the English culture is different from Sinhala culture. This also can be another difficulty faced by the trainees. This is also a component that is discussed under the Acculturation Model. Therefore, these differences between two languages can keep away the learners from learning the language.

The Attitudes of the Instructors/Lecturers

In general, all of them were in the opinion that the academic course and the English package should be also given importance or priority in order to witness a satisfactory level of outcome from the Officer Cadets. The opinion of the majority of the academic lecturers is that in order to compete with the current society education is a must; academic knowledge and the language knowledge matter everywhere in society. Therefore, as same as the physical fitness, knowledge has become equally important in current society.

According to one of the lecturers' view, the shift in the medium of instructions

is not sudden. When recruiting or if someone is applying to the military academy at least they should have an understanding about how the things are happening at a place like military academy and it is impossible to think that sending applications and getting selected to an institute like this is an accident. Therefore, it is the responsibility of recruits to improve their English knowledge to a certain level before joining the Army. Even at the state universities, other than the students who are reading for the courses such as languages, the English knowledge of other students is in a lower level but before entering into universities somehow they manage to improve their English knowledge to a satisfactory level. English language helps them to follow their courses easily. If it is possible for students at the state universities, why is it not possible for recruits in the military? According to this opinion if students had improved their English knowledge up to a certain extent then they would not feel this as a sudden shift in the medium of instructions and it will be easy for them as well as their instructors. Therefore, solely it is the students' responsibility to improve their language skills before joining the military. It is true that knowledge can be varied from person to person, but still if a person has an enthusiasm in him/her, there are lots of opportunities to improve their language skills. When considering about the cadets, as they are adults, it is their responsibility to improve their second language knowledge with the help of the English instructors and the other resources available at the academy. This is how the instructors look at the problem.

Another factor that can be highlighted in the perspective of instructors, is the problem with the prioritizing subjects in the teaching curriculum at the academy. While undergoing a vigorous training at the academy, the military subjects automatically have been prioritized in the

training curriculum. It is clear from the fact that the academic subjects receive only 40% importance among the military component. The remaining 60% is covered by the military subjects. It is true that as this is a military institute, the considerable portion of the training should consist with military related components. But the matter that should be taken into consideration is that as a military officer a person has to have a sound knowledge about the country and the world where he/she lives and knowledge about at least one international language (lingua franca) as the person who serves in the military. As well as the military ranks are equal all around the world. Therefore, as a person who gets the chance to represent the country in international forums, the language skill is essential for a military officer. Therefore, assisting to gain sound language knowledge is very important for an officer. Hence, taking steps to improve the language education and the knowledge on other academic subjects and language are essential components.

Apart from them the factors stated above the difficulty conduct practical tests related to academic subject is another difficulty faced by the language instructors and other academic instructors. Because, practical tests on concepts in a subject are essential to give a proper understanding to students. Without understanding the concepts properly, students are unable to grab the basics of that particular subject. This problem has occurred mainly due to the reasons such as busy schedule, learning language during their military training, problem for allocation of time for lectures. Therefore, it is challenging to maintain the interest of learners towards a lecture. Another major factor that mainly affects towards the enthusiasm of the lecturers is lack of preparedness of students. Due to busy schedule, students do not have enough time to get ready for the following day's

lectures or even to do homework assigned by the lecturers. This affects towards their academic performance to a greater extent. If it is considered about language learning, familiarizing with the grammatical patterns of the particular language also one needs to do continuous practices. Normally a language should be acquired and only some aspects can be taught. Therefore, in this task teachers can help only to a certain extent and the more responsibility is in the hands of the students. Although, the lecturers give their maximum effort, if students do not show their performances to the level that the lecturers expected level, it is obvious that lecturers get disappointed in their teaching. According to Barmby (2006), more than the intrinsic motivation factors the external motivation factors plays a vital role in teacher motivation. Among all the extrinsic motivation factors, the influence of the administration takes a prominent place; the administration is able to make the working place where the employees are willing to work or a place where the employees are fed up of working.

FINDINGS

According to the data analysis, the researcher has identified the following issues:

Some students expose to English medium education only after coming to the academy. Therefore, problems such as inability to express ideas precisely in English and difficulty to understand subject matters generate a low confident learner. Lack of knowledge about the degree programme is another issue. Due to that, learners are not keen on their studies and language education. Not giving the due recognition to the language education as the priority of the institute is not providing language education. As well as not updating the syllabuses and the training programme to meet the requirements of the current world

is another issue. In addition to the above, mental preparedness of the students to learn the language is very low. Due to the reasons such as busyness and other commitments, students are not ready to acquire the language. All these create a passive learning environment that suppresses the students' critical thinking and creative ability. Therefore, due to above mentioned reasons; it is difficult for Officer Cadets to learn a language.

After identifying these issues, the following suggestions and recommendations are given in order to assist Officer Cadets to look at the medium shift as a positive change and to get acclimatize to that change.

SUGGESTIONS AND RECOMMENDATIONS

Stage (I) - Before Begining the Military Training

Familiarizing Officer Cadets with the military terms before they start the training. Before beginning the military training, at least for three months if they were given the knowledge about the military terms that are used in the Army, it will be helpful for Officer Cadets when following their training.

Conducting the English language teaching sessions separately. The English language teaching is also can be started before starting the military training. In addition to the syllabuses that are taught to cadets during their military training, a separate syllabus should be designed for this course by selecting more important lessons (sentence structures, tenses, active voice and passive voice etc.) that gives practical knowledge about language usage. As well as the language classes should be conducted in smaller groups; because when conducting classes in smaller groups, it is easy for the instructor to pay individual attention

towards each Officer Cadet and recognize their difficulties and address them. This is helpful for the learner development and for the instructors to identify the best ways to teach and motivate young learners.

Let the learners to learn leisurely. Learning a language means gaining the competence of four skills; reading, listening, speaking and writing. To gain competency in these four skills, it is necessary to let learn them leisurely and understand how to use the language in dayto-day context. Therefore, more practical sessions consisting considerable number of drilling sessions should be included for the three month English language teaching programme. In addition to that, the sessions such as debates, impromptu speeches, film reviews, book reviews, discussions based on videos, listening to news and presentation sessions (poster presentation sessions and mini-presentation sessions etc.) give more opportunities for learners to express their views freely. With the freedom that they enjoy, the learners become more open in expressing their views and ideas. This is a best way to become fluent and be confident about using the language. At the same time, the instructors can help the learners to become accurate when using language by discussing the mistakes done by the students with students. All these activities are time consuming. Yet, worthwhile in doing for the betterment of the trainees.

Adopting methods that are used in other higher education institutes. With this knowledge the instructors at Sri Lanka Military Academy they are able to propose a new method that is suitable for this institute (In medical faculties, the difficult medical terms are taught students before starting their course). The duration of this course can be two to three months. Sri Lanka Military Academy also can adapt a system similar to this.

Conducting lectures prior to the military training in order to improve language knowledge and the knowledge about the military terms will be the best remedy for the existing problem. It is suggested that the administration should give an opportunity to practice this method and see the outcome.

Stage (II) - While Undergoing the Military Training

This is the second phase of the suggested English programme, after laying a firm foundation, the language instructors are able to help Officer Cadets time to time when they are in the training. The steps that can be followed to assist Officer Cadets at this phase are as follows:

Conducting language lectures by considering the military lessons that they are learning at that particular time period. Then the language instructors are able to assist Officer Cadets in a better way. These sessions should consist with lots of practical sessions like drilling and repeating the same thing many times. These repetitions help the Officer Cadets to familiarize with the correct structures that they should utilize when delivering speeches and briefings.

Lessons with a practical approach should be taught with adequate time for practices. There should be a considerable number of practical sessions and testing sessions in order to familiarize Officer Cadets and test them with the correct language usage.

A separate syllabus that is designed to cater the needs of Officer Cadets should be introduced. It was observed that the modifications are needed for the existing syllabus. When designing a syllabus, more consideration should be paid to the ways

that can be given the Officer Cadets the confidence to apply the things that they have learned according to the context.

These changes should be implemented as a pilot project in order to see the results. If the outcome is favorable for Officer Cadets, a permanent programme can be implemented.

When implementing this new method of giving language education and knowledge about military training, both parties; the administration and the English instructors of the institute have a huge role to play. As this is a two-way process without the cooperation of both parties implementing this new transformation will not be possible.

The Responsibilities of the Administration

After identifying the issues faced by the English instructors and other lecturers, the researcher has identified that the administration also has a huge responsibility when considering the language education of the Officer Cadets. The responsibilities can be mentioned as follows:

Encourage academic lecturers/ English instructors to perform better. This is essential for the success of the process of learning and teaching.

Gaining the support from the English instructors when designing the training curriculum, adequate time should be allocated for English sessions after conducting discussions with all the English instructors.

Make the Officer Cadets aware about the importance of learning English language, give freedom to instructors when designing their lessons and selecting teaching materials.

English instructors should inform about admin requirement to the relevant authorities (classrooms with proper lighting facilities, other requirements such as good sound systems and mental preparedness of the Officer Cadets to grasp the required skills from the session).

The administration should give their consideration to these aspects in order to address the problems faced by English instructors work at the institute. In order to motivate these instructors, the above mentioned steps should be taken by the administration.

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