

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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Tema: **“ESP METHODOLOGY IN TECHNICAL LEXICON  
LEARNING.”**

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Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster  
en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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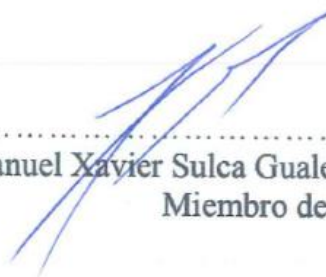
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**TEMA:**  
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**AUTORA:** Licenciada Lorena Salomé Monge Herrera

**DIRECTOR:** Licenciado Edgar Guadia Encalada Trujillo Magíster

**FECHA:** 16 de noviembre 2018

**RESUMEN EJECUTIVO**

Los profesores se enfrentan a la nueva educación y ellos se están potenciando de las diferentes metodologías a través de la tecnología. El estudio primero presenta que el inadecuado uso de las estrategias metodológicas para la enseñanza de vocabulario técnico es el principal problema. En consecuencia, este estudio sostiene que el aprendizaje del léxico técnico es la clave para enseñar Inglés para fines Específicos en el proceso enseñanza aprendizaje por lo que el investigador se enfoca en “ESP metodología en el aprendizaje de léxico técnico aplicado a primero y segundo años de turismo en la Unidad Educativa Pujilí en el año lectivo 2017-2018.” Segundo, el marco teórico está centrado en la Enfoques, Métodos, ESP, Enseñanza aprendizaje del idioma Inglés, Habilidades del Inglés, Léxico. En tercer lugar, la investigación está respaldada por algunos estudios, un análisis documental bibliográfico, el paradigma ESP, y un diseño cuasi-experimental el cual está enfocado en un grupo de control y experimental. Luego, el estudio muestra que los estudiantes sienten la necesidad de integrar la Tecnología de la Información y la Comunicación en el proceso enseñanza- aprendizaje. El documento concluye que el uso de la WebQuest dentro del proceso educativo es la forma más apropiada para enseñar el léxico técnico.

**DESCRIPTORES:** Enfoques, Enseñanza aprendizaje del idioma Inglés, ESP, Habilidades del Inglés, Léxico, Métodos.

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**DATE:** November, 16<sup>th</sup> - 2018

**EXECUTIVE SUMMARY**

Teachers are facing new education and are empowering the different methodologies through technology. First, the study presents evidence that the inadequate use of methodological strategies for teaching-technical vocabulary is the main problem. Consequently, this study sustains that technical lexicon learning is the key to teaching English for Specific Purposes in the teaching-learning process, thus the researcher focuses on “ESP methodology in technical lexicon learning applied to 11th and 12th years, Tourism, at “Unidad Educativa Pujilí” in the academic year 2017-2018.”Second, the theoretical framework was centered on Approaches, English Methods, ESP, English Teaching Learning Process, English skills, Lexicon. Third, the investigation was supported by some studies, a documentary-bibliographic analysis, ESP paradigm, and quasi-experimental design, with control and experimental groups. After that, the study shows that students feel the necessity to integrate Information and Communication Technology in the teaching learning process. The research concludes that the use of the WebQuest within the educational process is the most appropriate way to teach technical lexicon.

**KEY WORDS:** Approaches, English Methods, English Teaching Learning Process, English Skills, ESP, Lexicon

## INTRODUCTION

Tourism is the driving force behind the booming economy of many countries. People need to develop their communicative skills in order to speak with foreigners, and therefore the educational system creates new programs for the preparation in the field of Tourism, but this is not enough because teachers have to find the correct methodology to also teach business skills.

The present research work, entitled “ESP Methodology in Technical Lexicon” intends to show the usefulness of WebQuests in technical lexicon learning. Various bibliographic sources were used in order to thoroughly analyze the two variables that are the focus of this investigation. This research identifies the difficulties in technical lexicon learning through different parameters with a pre-test and post-test. Hence students require learning ESP lexicon to communicate and make business. They need to make use of a tool that will allow them to learn the technical lexicon that would help them solve their specific needs, because one of the main components of a successful student is to master the language in which learning is taking place.

**Chapter I** addresses the problem statement, the contextualization, and critical analysis, prognosis, and setting of the problem. Additionally, this chapter has a justification of the study, which helps to explain in a better way the topic chosen and the objectives of the study.

**Chapter II** presents the research background, philosophical foundation, and the legal basis that supported the information, as well as some key categories that help to better understand the topic at hand.

**Chapter III** encloses the research methodology, the approach, the basic research modality, the type of the research, the population, the sample, and the operation of variables, the method of data collection, the data collection and analysis.

**Chapter IV** has the analysis and interpretation of the results, which helped to the verification of the hypothesis.

**Chapter V** presents the conclusions and recommendations of the data analysis, a fundamental part of the study for the objective of finding a sound proposal.

**Chapter VI** describes the proposal, which puts together students' attitude and mind to emphasize learning through a WebQuest English Lesson in order to learn the technical lexicon that will be applied in a real-world context.

## CHAPTER I

### 1. PROBLEM STATEMENT

#### 1.1 Theme of the problem

ESP methodology in technical lexicon learning applied to 11<sup>th</sup> and 12<sup>th</sup> level, Tourism at “*Unidad Educativa Pujilí*” in the academic year 2017-2018.

#### 1.2 Problem Statement

##### 1.2.1 Contextualization

Education is key to learn a foreign language. It allows the understanding of the foreign culture and provides a window to interpret the world. English has become a necessary language for the development of international business. Subsequently, 05D04 Pujilí –Saquisilí District started to include English at a deeper level in schools. They have seen the necessity to establish courses in technical High Schools with new professional profiles according to the country’s necessities. Pujilí – Saquisilí District through the report (Ministerio de Educación , 2016) No ASRE-061-2016 recommends the creation of the technical services’ area with the professional profile in Sales and Tourist Information specialty at “*Unidad Educativa Pujilí*” but there are weaknesses within this System. The deficient quality of English Language Learning Programs. These programs do not help to improve the student’s English proficiency. According to (Cronquist & Fiszbein, 2017), “the educational system is simply not producing students with adequate levels of English proficiency.” Ultimately, English learning is a paradox because the use of English is growing, but there is very little support for the learning of the English language outside the classroom; as a result, students cannot learn in an effective way as shown in the test. This test was applied to 132.493 students. (Education First, 2017) as cited (Heredia , 2017) students get 49 points approximately, consequently the students’ English proficiency is not adequate.



Giorgio Iemmolo, the academic director of Education First, suggests English should be used as teaching Language, train teachers, use technology, and reform the curriculum and standards test.

*“Unidad Educativa Pujili”* High School offers technical specialties such as Accounting and Electrical Equipment and Machines. Therefore, *“Unidad Educativa Pujili”* aims to form qualified and competitive professionals inside and outside the country; this school targets to satisfy the local, regional and national needs in terms of the country’s socio-economic advancement, according to the science and technology advances. *“Unidad Educativa Pujili”* decided to create a new specialty Sales and Tourist Information. However, the institution faces some problems. Some of these are: the no-effective classroom environment for learning and English teachers are not well trained. Consequently, they cannot perform well, and their students lose interest to learn. (Ministerio de Educación , Proyecto de Fortalecimiento de Enseñanza de Inglés , 2012) as cited in (Castillo, Plaza , Robalino, & Yacelga, 2016) asserts that by 2012 the Ministry of Education has evaluated the English teacher through TOEFL iBT (Test of English as Foreign Language) in which many teachers have not gotten B2 level according to MCRLD.

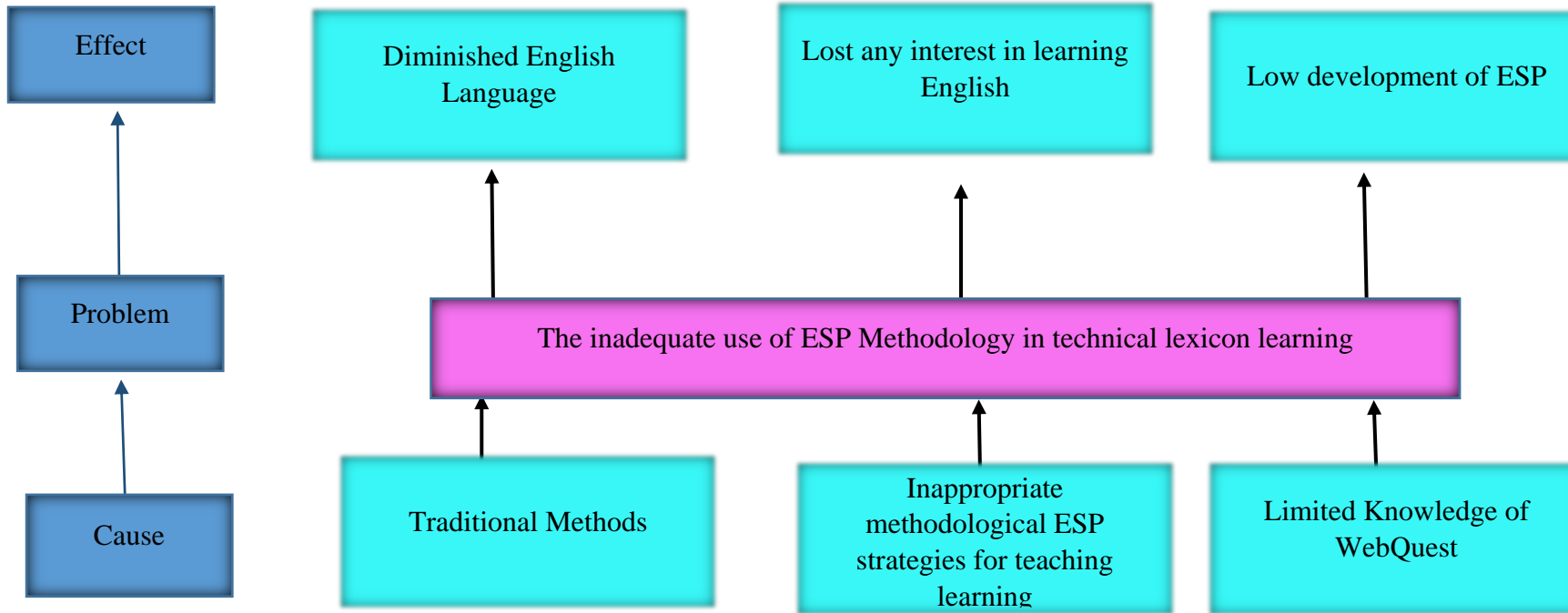
Sales and Tourist Information is the new specialty at *“Unidad Educativa Pujili”*. This specialty focuses on developing communicative skills. According to (Ministerio de Educación , Guia del docente: Venta e Información Turística, 2015) Tourism is an area of provision service in which punctuality, tidiness, skillful and appropriate resolutions, an adequate way of work, open-minded of different cultures, use of language and technical vocabulary domain, the oral and written communication are fundamental. So the challenge is huge because students are not exposed to English speaking foreigners. Students only practice the target language in class. Besides, (Subsecretaría de Fundamentos Educativos , 2016) establishes only two Technical English hours in Sales and Tourist Information curriculum. Consequently, learners have low knowledge about ESP subject; because the scores found in the secretary’s office and in the Deputy Head Masters office have significant fallouts. Furthermore, the English environment is limited to the

classroom. Students are not exposed to native English naturally found in radio, TV shows, bulletins, newspaper and English classes. Teachers have traditionally focused on grammar and students cannot develop their thinking skills as they feel shy and reluctant to share their ideas.

The truth is that learning English for Specific Purposes is never an easy task. (Souriyavongsa, Rany, Jafre, & Lai Mei, 2013) pointed out that the “English language is difficult to learn due to students not practicing with English native speakers of English. Additionally, class environment is crowded and noisy, two things that make it even more difficult to teach English.” There are many challenges faced by learners. Firstly, educational systems do not emphasize on producing students with high levels of English proficiency. Secondly, the class environment is not adequate. Students have learning materials such as books, but books are not enough by themselves. Lastly, students do not master vocabulary hence they do not produce communicative skills.

### 1.2.2 Critical Analysis

Figure 1: Problem Tree



Source: Direct Research

Elaboration: Monge, L. (2017)

The greatest challenge facing education is the inadequate use ESP Methodology in technical lexicon learning. Teachers are using traditional methods, while at the same time showing inappropriate methodological ESP strategies for teaching learning. But it's not all the teacher's fault. The students themselves do not know how to use computers to their benefit, therefore making it difficult for an English learner to even know how to use a WebQuest.

Teachers have traditional methods, which focus on grammar, and the teaching of vocabulary in an isolated way. (Boumova, 2008) mentioned that "traditional language teaching is based on a traditional approach to the target language, which regards the language as a compound of grammatical rules, an enormous number of words that are combined according to the rules." Furthermore, teachers are the center of the teaching-learning process, and students only receive information and memorize content. Therefore, there are students with a diminished language proficiency. In addition, (Kuzu , 2007) asserts that "a traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers", has a negative impact on the Learning Process. Ultimately, students cannot communicate with accuracy or fluency, and they cannot develop their skills as speakers of English for business purposes.

Secondly, old teachers face challenges on methodological ESP strategies for teaching learning. They believe that the integration of ESP strategies in the classroom is complicated, so they feel worried, unhappy, scared and anxious about the ESP that engulfs the world, since they are not able to manage strategies very well. All in all, teachers show an inappropriate use methodological ESP strategies for teaching learning as they are confronted with two chief barriers. On the one hand, teachers' barriers (Becta, 2004) as cited in (Salehi & Salehi, 2012) which are characterized by "lack of confidence, shortage of time, and resistance to change". On the other hand, the school, which must deal with barriers such as "the lack of effective training in solving technical problems and lack of access to resources."

These barriers have a strong, negative impact on the students' learning process, which in turn affects their professional life, as they have lost any interest in learning English, a crucial asset in a globalized world.

Finally, education has changed, and students are facing daunting challenges. Technology plays an influential and significant role in every student's life, but they face a limited knowledge of WebQuests. As a result, there is low development of ESP within the teaching learning process. Under those circumstances, students have the challenge to change their use of technology as they enhance their critical thinking skills. On the other hand, students are not familiar with innovative, helpful technologies; for instance, WebQuests, apps, digital books, bilingual books and interactive videos. These sources will help them to learn a foreign language more easily. As shown above this problem affects our educative system and specially the students of 11<sup>th</sup> and 12<sup>th</sup> years at "*Unidad Educativa Pujilí.*"

In short, these factors produce students with limited skills and low academic performance. Students fail to achieve their learning goals and feel discouraged. Consequently, they cannot communicate in a real world, if they do not use ICTs, they will not increase their technical lexicon and they will not improve their business skills.

### **1.2.3 Prognosis**

If the inadequate use of the ESP methodology in technical lexicon at "*Unidad Educativa Pujilí*" continues, students will experience negative consequences in their teaching-learning process. Students will not be able to communicate and have opportunities to learn oral communication and technical lexicon. They could feel frustrated, and this will have a negative impact on their professional lives in the future.

On the contrary, if this ESP methodology in technical lexicon is applied, it will be very useful to students as they will learn oral communication and technical business writing through technology. Teachers will choose the effective methodology and the appropriate content material. Teachers will teach to their students to promote active learning in accordance with their individual circumstances.

#### **1.2.4 Setting of the problem**

What is the influence of the use of ESP methodology to improve the technical lexicon learning in ESP?

#### **1.2.5 Research Questions**

- What is the students' technical lexicon level at “*Unidad Educativa Pujilí*”?
- What were the results of the four-week intervention?
- What are the effects of applying WebQuest activities at “*Unidad Educativa Pujilí*”?

#### **1.2.6 Delimitation of the Problem**

**Field:** Education

**Area:** English for Specific Purposes

**Line:** WebQuest

#### **Temporal Delimitation**

**Spatial Delimitation:** *Unidad Educativa Pujilí*

**Temporal Delimitation:** 2017-2018

**Methodology:** Analytical-Experimental

**Observation Unit:** Students

### 1.3 Justification

These days, the education system focuses on an integral teaching-learning process based on new approaches. It is very important for students to understand and remember when the teacher provides meaningful learning. It is based on knowledge, technology, skills, and values. Therefore, the WebQuest has **importance** within the teaching-learning process, as it enables students to generate a greater knowledge based on the technical lexicon as the basis for further learning. Additionally, WebQuests also develop the ability to analyze, make inferences and solve problems in the tourism field.

The Ministry of Education has developed plans and programs that have shown to be inadequate for Business learning because there are not enough activities to develop and improve the level of Business English. Thus, this project research has an **interesting** contribution within the learning field. It will facilitate and optimize time used by the teacher in the technical area as well as provide the student with a range of activities for meaningful learning.

Essentially, this research was **feasible** because the authorities of the institution approved and supported different activities. Further, this research was inexpensive because of its straightforward implementation plan. It was also feasible because the technological tools were readily available for the researcher as well as for the students.

Finally, this research is **beneficial** because students of the 11<sup>th</sup> and 12<sup>th</sup> years at “*Unidad Educativa Pujilí*” learned oral communication and technical business writing through technology. In a near future, they will work in the tourist field without difficulty. On the other hand, teachers will improve their technological skills through the correct use of WebQuest in the teaching-learning process.

## **1.4 Objectives**

### **1.4.1 General Objective**

- To determine the influence of the ESP METHODOLOGY IN TECHNICAL LEXICON LEARNING to 11<sup>th</sup> and 12<sup>th</sup> years at “*Unidad Educativa Pujilí*”.

### **1.4.2 Specific Objectives**

- To diagnose the students’ level of technical lexicon learning at “*Unidad Educativa Pujilí*”.
- To apply ESP methodology during a four-week intervention.
- To describe the effects of applying WebQuest activities.



## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1 Research background.

Many different studies have been found that deal with the object of this research project.

First, in Thesis named “Students’ Evaluation of the Implementation of WebQuest as an ESP Context” by (López Ortiz, 2014) she states that education is the key to develop the students’ competences to face life’s challenges effectively. She carried out her investigation at IES Gilbert de Centelles public high school; with 28 sample participants, 14 males and 14 females. The researcher used a pre-questionnaire to evaluate the students’ competences; a WebQuest was a useful tool to generate new knowledge in the students. A post-questionnaire helped to evaluate the development of the newly acquired knowledge. Lopez stated that her research had been developed with a qualitative approach and states the following conclusions:

- The use of WebQuest contributed in the ESP learning process creating students’ positive attitudes.
- ICTs used in a triggered way and students valued technology.
- Collaborative work and group work were used in this innovative research to help students communicate in an ESP context.

Second, “The Effect of a Guided WebQuest on Enhancing Writing Skills among Ninth Graders at UNRWA Schools.” by (Al shanti, 2016). The researcher applied a quasi-experimental design with 78 people divided in two groups; control and experimental. Pre and post-test, as well as the WebQuest, were used by the researcher as an appropriate tool to find that there were significant differences in those groups. Al shanti reached the following conclusions.

- The use of WebQuests enhances the active learning and writing skills among ninth graders at UNRWA Schools.
- Students do not waste time searching if teachers pre-select internet sites.
- The use of the WebQuests engage all the students in the learning-process.

Third, the paper called “The use of WebQuest for teaching English vocabulary in an EFL young learners context” by (Savitri Sadikin, 2016) developed in Semarang-Indonesia has an important point of view about the use of technology into classrooms. Savitry says that English is not the mother tongue thus, learners can learn and develop their English knowledge using WebQuests, also he focuses on the use of WebQuests to teach vocabulary and enhance the English language. The research was carried out with one class; using pre- experimental design with a pre-test and post-test, as a result, the WebQuest “was effective in teaching English vocabulary” (Savitri Sadikin, 2016). The researcher arrived at the following conclusions:

- The use of the WebQuest was effective in teaching vocabulary.
- There was a significant difference in the grades of the students before and after the use of WebQuest.
- The results of the study were successful because WebQuest enabled students to learn vocabulary in a meaningful context.

Fourth, (Shulgina, 2017) in her paper named “Teaching via WebQuests” indicates that the new media is an important instrument to teach a subject matter, in this case the WebQuest is an essential technology tool. Furthermore, this research was piloted with 23 students of second-year “Geography and Tourism” at Tomsk State University for two weeks. The research was divided in two groups: an experimental group and a control group. These groups had the same level of knowledge. Both groups were taught the same hospitality and tourism syllabus. In contrast, the first one was taught with ICTs and the other was taught in normal conditions. The qualitative approach was used in this research and the following were drawn:

- The traditional methodology did not produce active learning.

- Webquests produced significant knowledge that allowed students to interiorize the contents of the course.
- WebQuests allowed the students to acquire different competencies:
  - Computer skills
  - Professional vocabulary
  - Critical thinking
  - Creative potential

Finally, the paper “Fostering face to face oral interaction through WebQuest: A case study in ESP for Tourism”, by (García Laborda, 2010), with its main purpose being to demonstrate that the WebQuest was an appropriate tool to improve the recollection of vocabulary. It also showed the efficacy of oral communication through the WebQuest at the Polytechnic University of Valencia at Gandia in the academic year 2006-2007. The population varied because the research was performed throughout an entire year with three different groups: first group with 74 students, the second group with 60 students, and the third group with 26 students at the second year of English in the Travel and Tourism Program. The researcher applied the observation method because there were interactions between students and computers. During this process, students learned useful knowledge that allowed them to exchange ideas in a positive environment sustained by technology. This article was very useful because we found similar problems to the ones that occurred in our research. In addition, the researcher found the following conclusions.

- Tourism students improve their knowledge through WebQuests.
- Students who use WebQuests could perform their work in a successful way supported by technologies.
- WebQuest represents a motivating and optimal way of learning a language.

The main purpose of this research was to demonstrate the suitability of the ESP methodology to teach vocabulary. Both the control and the experimental group shared the same characteristics. Student’s initial proficiency level was determined with the help of a pre-test with a pre-questionnaire. A WebQuest was used with the

experimental group to enhance their thinking skills, and a post-test with a same questionnaire allowed the researchers to determine if the students' proficiency level had increased. WebQuests developed student's cooperative and problem solving skills and strengthened the teaching-learning process. The most significant aspects were: WebQuest is an interesting tool; it fulfills the students' needs. It was a right way to teach lexicon learning. Students accepted the use of WebQuests to learn vocabulary. Finally, WebQuests provided great opportunities for students. For instance, students showed cooperative learning, they also practiced and interacted in a real context, since WebQuests could be used at home or in the classroom.

## **2.2 Philosophical foundations**

There are two crucial historical moments in the evolution of ESP; World War II and the Oil Crisis. The two events contributed to the expansion of ESP in Education. English for Science and Technology was labelled by the fathers of ESP, that is, Ewer, Latorre, Swales and Selinker. After that, the most prominent researchers were Hutchinson and Waters. ESP has a long history and has five stages.

In the sixties Halliday, McIntochs and Strevens (1964), Ewer and Latorre (1969) and Swales (1971) were the pioneers of the ESP. Register analysis was the well-known first stage. (Catalá , 2014) explains "The aim of the analysis was to distinguish between specialized languages and common languages, creating an interest to identifying the grammatical and features of these registers and to design the teaching materials ". Furthermore, the learner's needs was the principal goal in the ESP course. In the seventies Alan and Widdowson (1974) developed the Rhetorical or discourse analysis, which their hypothesis according to (Catalá , 2014) was about "the unfamiliarity of the students with the English use". Learners faced the simple compositions of sentences and the problem has not solved in this stage. In the eighties Target situation analysis, skills and strategies appeared. The precursor of Target situation analysis was (Chambers, 1980) who stated about situational analysis "aims to determine what students need to be able to do in

English as a result of the course, and achieves this outcomes by means of activities which mirror those of the target work situation”. Motivation was essential for learning the language. Skills and strategies is an approach that focused on reading and listening strategies. Moreover this tactic allows student acquire the enough tools to deduce the spoken and written text. The different fathers of the ESP influenced Hutchinson and Waters believes. A learning-centered approach was the proposed by Hutchinson and Waters. In fact, this approach has active learning.

The fundamental argument of this paradigm according to (Hutchinson & Waters, 1987) “ESP is focused on the learners’ needs and the ways the specific language is acquired”. (Fazeli, 2012) asserts that “learners employ different learning strategies, use different skills, and learning schemata, and are motivated differently by needs and interests” Furthermore, (Leloup & Ponteiro, 1998) as cited by (Fazeli, 2012) indicates that “there are a number of aspects that are inherent to the ICT which make it particularly fit for teaching languages, especially ESP”.

Additionally, ESP is a suitable methodology. It enables the analysis of the real context or situations in the teaching-learning process. ESP teachers change the mind of passive students that only absorb the knowledge in a mechanic way. Active students find new ways to learn and this kind of learning is fruitful in a real-world context. ESP paradigm lets teachers to analyze, interpret, understand, and explain the problem to adapt to the students’ necessities thus, this research is nurtured with this paradigm. The ICTs are another important factor in the teaching-learning process, as it shares a strong link with the ESP paradigm. WebQuests encourage students to be active, and motivates them to experiment in order to solve problems in a real-world context.

Lastly, the socio-critical paradigm has influenced this research. In fact, it is a social search for solutions to specific problems, it is critical due to the technology strategies that are analyzed in this work.

### **2.3 Legal basis**

The research Project is supported by the following legal basis: the Ecuadorian Constitution, National Plan for Good Living, and Organic Law on Intercultural Education.

#### ***Constitución de la República (2018)***

*Que, el art. 26, de la Constitución de la República del Ecuador determina que: “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. - Las personas, las familias y la sociedad tienen derecho y la responsabilidad de participar en el proceso educativo”*

*Que, el art. 27 “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.*

*La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.”*

#### **Ecuadorian Constitution**

Article 26 mentions that the education is a right throughout their lives and an unavoidable and mandatory duty of the State. It means education is a central fact and priority area in the society and the state should invest and guarantee the social inclusion of individuals. Likewise, Art. 27 points out that education will focus on the human being and shall guarantee holistic human development, in the framework

of respect for human rights, a sustainable environment and democracy. The main key for the national development is building a sovereign country.

#### ***Plan Nacional del buen Vivir (2013-2017)***

*Objetivo 4.- fortalecer las capacidades y potencialidades de la ciudadanía.*

*Política 4.8. Impulsar el diálogo intercultural como eje articulador del modelo pedagógico y del uso del espacio educativo.*

*Lineamiento 4.8.i. promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.*

#### **Good Living Plan (2013-2017)**

The National Plan for Good Living supports education throughout life, starting at birth, through everyday life and through formal and no-formal education. Additionally, objective 4.8.i states that the educational process must promote the foreign language learning.

#### ***Ley Orgánica de Educación Intercultural***

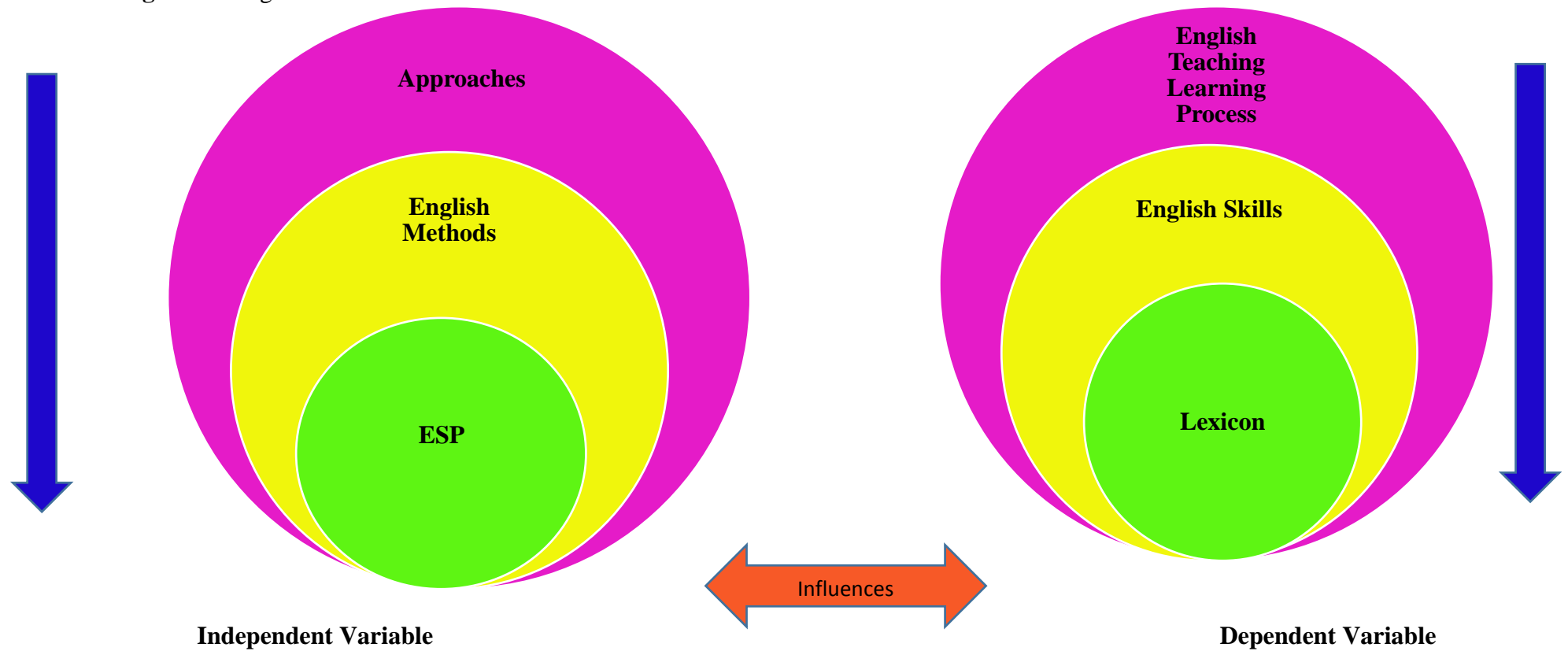
*Que, el art. 5 de la Ley Orgánica de Educación Intercultural señala: “el Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de su vida, para lo cual generara las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley”*

#### **Organic Law on Intercultural Education**

Art 5. dictates that the State has the inexcusable obligation to guarantee the right of education, throughout the entire Ecuadorian territory, which will generate equal conditions and opportunities to have access to a quality education.

## 2.4 Main categories

Figure 2: categories

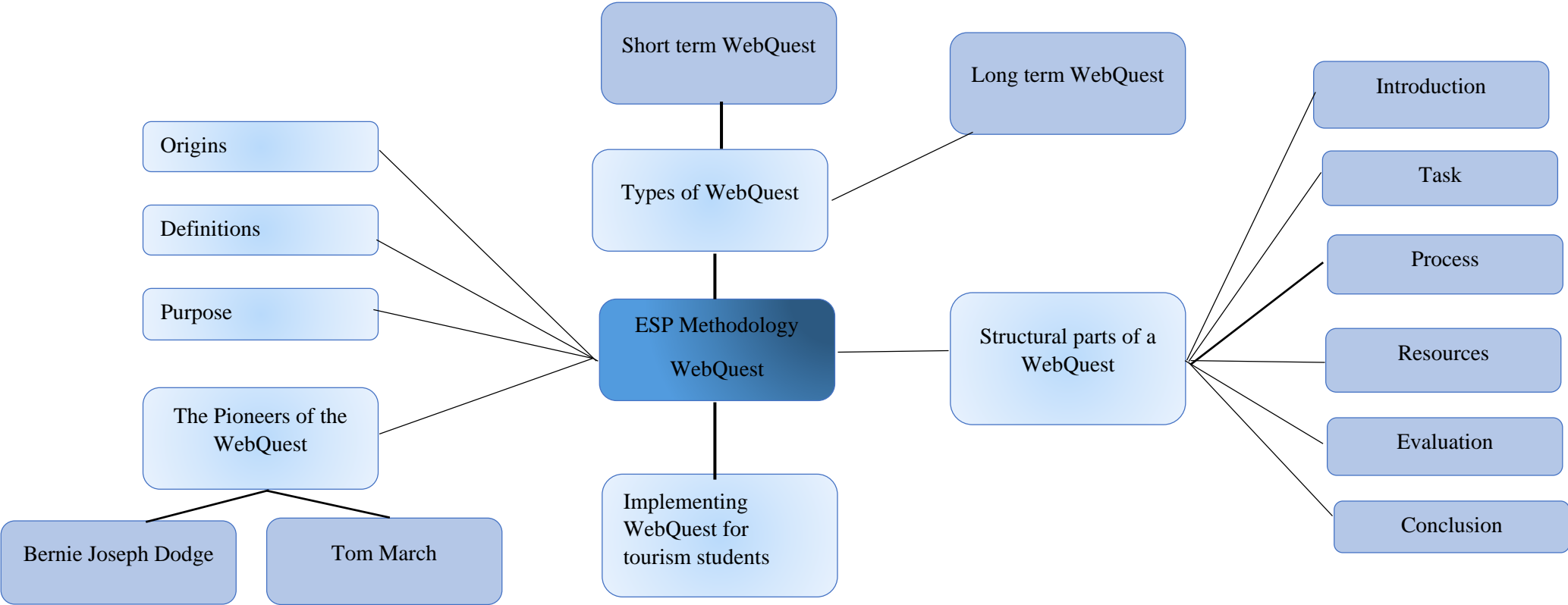


Source: Direct Research  
Elaboration: Monge, L (2017)



2.4.1 Independent variable interrelated graphic

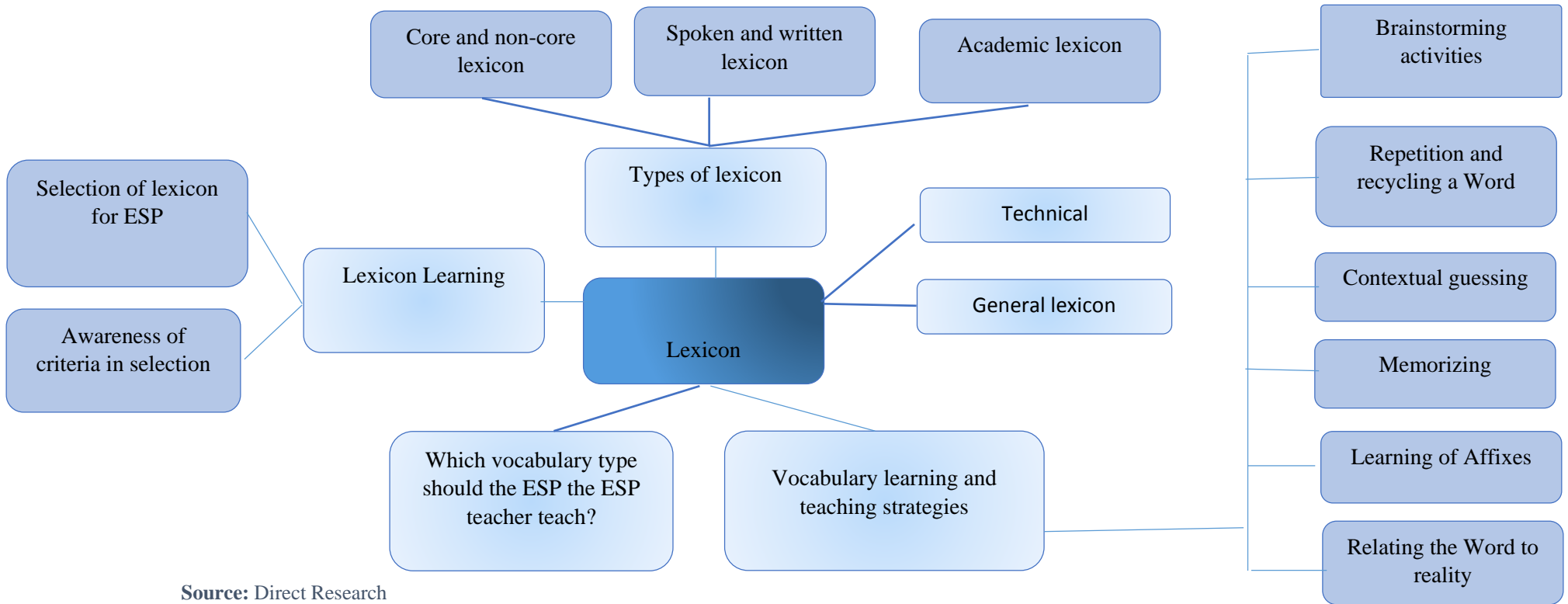
Figure 3: Independent Variable interrelated graphic



Source: Direct Research  
 Elaboration: Monge, L (2017)

### 2.4.2. Dependent variable interrelated graphic

**Figure 4:** Dependent Variable interrelated graphic



**Source:** Direct Research  
**Elaboration:** Monge, L (2017)

## **2.5 Theoretical foundations of the Independent Variable**

### **2.5.1 Approaches**

In the 21<sup>st</sup> century, Education is the crux of a country's progress. It allows people to engage in the process of socialization. According to (Thesaurus.com, 2018) education is “the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.” Thus, ideas and thoughts are developed by education and nurture the students behave. Besides (Richards, Jack; Rodgers, Theodore, 2001) stated “the ESP approach provides opportunities to the learners to acquire English naturally, which means that, by working with language in a context that they comprehend and find interesting”

At the beginning, education was a way to care for the spirit. Currently, teachers try to find diverse approaches to teach to their students. It is important to highlight that approach focuses on a way to teach and learn as pointed out by (Herrera & Murry , 2016), where they state that approach “is the philosophical orientation to instruction that serves as a guide for choosing among methods that are consistent with the tenets of the theory and research that ground the philosophy”. The educational scenarios will depend on the instructional decisions because there is a personal philosophy of education. Therefore, the best approaches that fulfill the teaching practice decisions are the grammatical approach, communicative approach, and cognitive approach.

#### **Grammatical approach**

Greek and Latin people used this approach in the middle ages furthermore this approach prevailed in the eighteenth, nineteenth, twentieth century and still prevalent in English Foreign Language context according to (Herrera & Murry , 2016). Indeed, the grammatical approach has centered on rules, memorization

language, sentences patterns where students acquire languages in an isolated way and teachers provide knowledge. It means teachers are the centered of the teaching learning process. John Locke and David Hume shaped the grammatical approach they believed that the environment influenced the human knowledge that is people acquire knowledge through senses. After that, John Watson and B. F Skinner believed that behaviorism stimuli and responses played an important role in teaching grammar. Consequently, people learn through explicit grammar and syntactical rules by memorization.

### **Communicative approach**

Nowadays communicative approach is one of the most interesting theories based approach to use within teaching learning-process. Hymes is the precursor of the Communicative approach also well known as Communicative Language Teaching. (Hymes, 1972) pointed out “the language knowledge a speaker needs to have in order to be communicatively competent in a speech community.” Besides (Hendrickson , 1991) as cited in (Kibbe, 2017) states “ A communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the center of all communicative exchanges; indeed, it is impossible to communicate without meaning.” It means knowledge and ability for language use as communicative competence. Students are the center of the learning. According to (Herrera & Murry , 2016) “the role of the effective educator is to foster a communicative” In short words, the role of the teacher is to guide and monitor the learning process. Communicative approach promotes authentic language learning. It promotes collaborative and cooperative learning in order to create meaningful activities and brings opportunities to increase their integrate skills to face real life and work occupation with accuracy. It developed in the fourth century and in the nineteenth century and continue in the twentieth century.

### **Cognitive Approach**

The father of cognitive approach was Ulric Neisser. He found important results about how people feel and behave. Furthermore the following researchers Noam Chomsky, Jeromy Bruner, John R. Anderson, Albert Bandura, Aaron T. Beck, Susan Carey among contributed with that theory. They highlight the concept of cognitive approach moreover it is the way of people development information. In fact, people use prior knowledge to acquire meaningful and relevant language. (Herrera & Murry , 2016) asserts that cognitive approach “is a product of efforts to examine and analyze the cognitive psychological side of learning language learning, and instruction to promote language learning.” It means cognitive approach

### **2.5.3. English Methods**

The method is the way to teach content through different strategies. (Anthony , 1963) establishes three different components “Approach, method and technique” but they have a strong link in education. (Anthony , 1963) as cited in (Brown , 2000) firstly describe “approach was a set of assumptions dealing with the nature of language, learning and teaching.” Likewise (Anthony , 1963) as cited in (Brown , 2000) defines methods as “overall plan for systematic presentation of language based upon a selected approach and techniques were the specific activities manifested in the classroom..” Later (Richards & Rodgers, Method: Approach, design, and procedure, 1982) make a case of “an umbrella term for the specification and interrelation of theory and practice.” Another point of view (Herrera & Murry , 2016) refer to method “is a framework that has specific strategies and techniques associated with it; a method constitutes one translation of an approach into professional practice.” In short, a variety of techniques and strategies are suitable within environment classroom. Furthermore different method of ESL could use the ESP teacher likewise the ESP teacher could modify according to the learner’s necessities the following methods:

## **Grammatical Grammar based Approach (nineteenth century)**

### **Methods**

- **Grammar translation**

The grammar method translation also called Classical method was used with classical languages like Latin and Greek. The purpose of it was to help students to read and learn by translation, grammar rules and vocabulary. (Brown , 2000) Students do what teacher says so students are passive and just translate. The teacher is the authority consequently students feel frustrated because the classic method focuses on reading more than speak and teachers use L1 to clarify students' doubts and questions. This method is associated with Total Physical Response.

- **Direct Method**

The direct method is well known as the naturalistic method since learn like the first language also it is associated with natural approach. The main theorists are Harold Palmer, Richard-Amato, Brooks and Kelly. They accomplish that direct method do not care of grammar and the task are basic. The goal of the direct method is to use the L2 in natural and easy way where students practice language patterns, short expressions to express feelings but they feel afraid of using L2 in the meantime they make mistakes, grammar errors additionally students learn about culture and language with teachers' help. Language skills emphasize in question and answers, dialogues, choral response, grammar likewise there is no evaluation. This evaluation is during the process. Skills emphasize in listening and speaking.

- **Audiolingual Method**

This method takes place in the fifties and sixties. This method rose in base of the military's needs and combine behavioral psychology and linguistic. In the World War II they need to communicate consequently they demand more memorization of structure based in dialogues, structures, sounds and

words. Drilling is the central technique, oral activities, conversation patterns, pronunciation, and patterns drills. The student' role is to imitate the teacher. It follows the line of the Direct Method and Grammar translation because it uses mother tongue, teacher centred, listening and speaking skills, reinforcement, mechanic habits, memorization, grammar rules, oral patterns, visual aids.

### **Communicative Approach (sixties-seventies)**

#### **Methods**

- **Silent Way**

The silent way has developed by Caleb Gatteno. He believed that learners should develop independence; autonomy and responsibility meant for teacher speak only the necessary and emphasize the language speaking skill. (Richards & Rodgers, 2001) detailed “teacher should be in silent as much as possible in the classroom but the learner should be encouraged to produce as much as possible.” Teachers use gestures, pictures, charts colored Cuisenaire rods, to clarify the knowledge. This method is very useful in Ecuador because students correct themselves and infer the new information. Another important point is the silent way does not have a formal quiz, test. The evolution is during the class students read aloud and self-correct mistakes. Then silent way associates with Communicative Language Approach.

- **Natural Way**

This method nurtures by Krashen and Terrel. They emphasized on communication. It is appropriate for beginners and intermediate learner. They practice then produce through three stages pre-production is the input by listening, early production manipulate the language and extended production is the construction of real language every day as a result students feel relax because the affective filter helps to feel confident in order to speak a foreign language. In this method, there is no formal evaluation as contrary

there is oral persuasion and written tasks. A significant feature is that L1 is not allowed and the teacher shows a variety of easy activities

- **Suggestopedia**

The Bulgarian Georgi Lazanov cultivate the suggestopedia method in the seventies. He believed that motivation and learner personality are the cue to acquire a language through suggestion. Furthermore (Lazanov, 1978) in (Kharismawati, 2014) says “The suggestion here is about something that can make students feel enjoy in teaching and learning process.” (Herrera & Murry , 2016) claim “a suggestopedia lesson typically involved music playing in the background.” Lazanov emphases in a relaxing environment He claims if a student feel relaxed in an adequate environment with music, comfortable chairs and soon, they will acquire in a successful way a foreign language. Lozanov created three stages in a lesson for instance deciphering, concert session and elaboration. Afterward, he included one more stage. Introduction uses different materials to teach grammar, concert session is when the teacher read a text sometimes students read with a teacher at the same time they listen to classical music, elaboration is a phase where students sing and play games and production in this stage students speak without corrections. So many opponents argue that suggestopedia method is not a practical method only it is a memorization technique as maintains (Brown D. , 2007) . (Rhalmi, 2013) complements the idea “In fact language is not only about the power of the mind to memorize. It is about understanding, interacting and producing novel utterance in the different unpredictable situation.”

- **Integrated Content-Based**

Researchers and authors stated different definitions of Integrated Content-Instruction. They allowed identifying what Integrated Content- Instruction is? Integrated Content- Instruction is a method. It centered on the content and the principles of communicative language teaching; furthermore; this



method focuses on the active learning (Brinton , Snow, & Wesche, 1989) listed language teaching focuses on ICB as an applicable method since teachers could integrate learning content in their classes. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by a content material. Therefore, this approach helps the students' active participation through the content. (Richards, Jack; Rodgers, Theodore, 2001) say that ICB is “the teaching of language through exposure to content that is interesting and relevant to learners” students learn easily when the content is suitable, appropriate and interesting. According to (Richards, Jack; Rodgers, Theodore, 2001) “content usually refers to the subject matter that people learn or transmit using language” consequently, human beings can communicate and spread their thoughts through the appropriate content. The ICB is a suitable method to teach business skills because it is very specific also, it focuses on the students' needs; besides, it could be taught to adult people or teen people, it depends on the purposes of the classes.

- **Sheltered Instruction**

This Sheltered Instruction is a fashion method. The main object of this method is to help students in different aspects like content knowledge, academic skills, and language proficiency. “Content objectives are typically derived from the curriculum, as aligned with state or national standards” consequently, English language learners develop their academic skills. (Echeverria & Graves , 2007); (Wright, 2010) as cited in (Markos & Himmel , 2016)suggest that sheltered instruction starts in the early levels of school. They could integrate art, physical education and music area with content instruction allow learners to participate actively. Then in the secondary learners could focus on math and science instruction in order to increase their English level. Lastly, advance students or universities students learn language arts and social studies to increase their knowledge.

## **Cognitive Approach (eighties- nineties)**

### **Method**

- **CALLA**

The Cognitive Academic Language Learning Approach originates in 1980 and 1990. (Chamot & O'Malley, 1994) assert CALLA “is designed to enrich the language that CLD students can use for academic communication.” Also (Chamot & O'Malley, 1994) as cited in (Herrera & Murry , 2016)“CALLA is designed to further the abilities of CLD students to comprehend the discourse of the various content areas and to enhance their capacities to be academically successful in those subject areas.” Highlight CALLA method “includes three primary components: topics from the major content areas, the development of academic language skills, and explicit instruction in learning strategies.” CALLA method lets students work in a small group, in pairs or individually, in order to evaluate the language skills.

### **2.5.4 ESP**

English for Specific Purposes is precise, specific and explicit the objective of teaching-learning ESP is provided to learners business skills in oral language and written form. (Fiorito, 2005) “ESP assesses needs and integrates motivation, subject matter, and content for the teaching of relevant skills.” ESP allows learners to not only learn oral communication, but to also learn business writing skills; for instance, recommendations, letters, reports, presentations, surveys, proposals, fact sheets, data analysis in qualitative form, and so on; therefore, learners will engage students’ background with the new knowledge.

ESP is a formal language that helps learners to acquire academic or technical knowledge, and then they can develop in real situations. (Lamri, 2016) states “English should be taught to achieve specific language skills using real situations,

in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty.” Consequently, learners in different fields foster of ESP subject since it brings opportunities in the occupational job.

As shown above, ESP is considered a special field with a formal language and specific purposes in the teaching-learning process; not only is mechanical grammar learned as a contrast, but it is a formal language that is designed for professionals.

### **ESP Origins**

World War II had a great impact on the evolution of ESP, at that time there was an advance of scientific, economic and technical activities, consequently, this diffusion originated two forces: Technology and Commerce. These forces were very important within the language because people in the specific field need to interact in a business context.

The oil crisis was an important aspect for the emergence of the European space policy. The oil crisis had a major negative impact on economies and the whole world was affected; therefore, researchers, experts and financial advisors focus on a profitable investment that was technology and trade because time is money, consequently (Hutchinson & Waters, 1987) “Suddenly, English became a big business and commercial pressures began to exert influence. Limited time and money created the need for profitable courses with clearly defined objectives.” English played an important role in the progress of the economy.

Finally, those aspects have had a significant contribution to English for Specific Purposes. It arose and developed as a (Teodorescu , 2010) New Lingua franca that responded to the needs of cross-cultural communication, business doing and information sharing.” As a result, ESP helped human beings develop the world economy and the analysis of the scientific and technical writing record played an

important role. There was a special importance to teach technical vocabulary after that, Hutchinson and Waters believed that the student has different styles, which is based on the student's conclusion process that students acquire entrepreneurial skills through academic studies.

### **A Revolution in Linguistics**

The English that doctors use differs from a tourist guide, an engineer, or the use of the language from one context to another. Thus, English has an enormous revolution in Linguistics since professional people have different necessities to communicate; hence according to (Hutchinson & Waters, 1987) “Tell me what you need English for and I will tell you the English that you need.”

### **ESP Characteristics**

ESP has absolute and variable characteristics. It helps teachers to focus on an assertive teaching-learning process. Absolute characteristics focused on the needs of students with specific activities and the correct methodology. In addition, variable characteristics focused on teaching specific fields. It applies to adults or young people, they must also have an advanced or intermediate EGP but may also have beginner knowledge.

### **The role of the ESP Teacher**

The role of EGP teachers within the teaching-learning process is important because they help their students to learn structures and grammar. However, the role of the ESP teacher is essential. (Dudley - Evans & St John, *Developments in English for Specific Purposes: A multi-disciplinary approach*, 1998) believed that “the role of the ESP teacher not only consists on teaching. As a contrast, the ESP teacher has some key roles.” Thus, according with these authors there are five main roles.

- Teacher

- Course designer and materials provider
- Collaborator
- Researcher
- Evaluator

## **Teacher**

The effective general English teacher is a person who helps students generate knowledge, solve academic difficulties and understand students' problems, and thus the teacher becomes more humane and demonstrates empathy towards his students. The ESP teacher promotes the same things in his classes and the only aspect that changes is the methodology. (Morena , 2014) “The teacher’s main role is to create real, authentic communication in the classroom based on the student’s knowledge.” The ESP teacher focuses on the academic words, key genres and macro-skills. However, it goes further. (Dudley - Evans & St John, *Developments in English for Specific Purposes: A multi-disciplinary approach*, 1998) claim “the importance of listening or reading for meaning, the importance of writing for an audience, and developing learners’ of communicative strategies.” It means that students must develop their academic skills.

## **Course designer and materials provider**

The teacher is considered as a material provider because he/she chooses the correct and suitable material to teach (Dudley-Evans, 1998) “The ESP teacher is usually responsible for selecting teaching materials for the ESP class.” Thus, the ESP teacher provides a well-designed course with innovative materials furthermore he creates materials that will improve the professional learners’ skills. Teacher is responsible for selecting materials for specific groups.

## **Collaborator**

(Nunan & Lamb, *The Self-Directed Teacher: Managing the learning process*, 1996) shows the teacher as a collaborator, and “is considered to be an essential step in any educational task.” The new technology era helps teachers to create new activities and useful materials for their classes and involve students in an innovative learning; also, the teachers have to meet with ESP teachers to work together and find suitable resources for the ESP class and achieve the learners’ necessities. (Ghafournia & Sabet, 2014)“During collaborative activities, language teachers and content teachers work together to devise appropriate negotiated syllabuses as well as teaching/learning activities.” Teamwork is a powerful tool by which teachers are supporting each other. They can interact between teachers and students.

## **Evaluator**

Evaluation is essential in the teaching-learning process because the teacher will evaluate the knowledge that a learner acquires during the course. (Nunan & Lamb, *The Self-Directed Teacher: Managing the learning process*, 1996) argued that “Monitoring and evaluation are essential parts of everyday life .” thus assessment has boundless importance in ESP through it because teachers could understand the classroom problems or if the evaluation is suitable for their learners. Accordingly, there are two kinds of ESP evaluation:

- The testing of learners' achievement during and at the end of a course and,
- Assessing a student's potential for studying in English.

The ESP Teacher Evaluator plays an important role because it is testing the progress of students, and adjusting its objectives through the results of the students then the teacher evaluators are evaluating the knowledge of the new students.

## **The role of ESP learner**

Today, the expansion of education revolves around a diverse system. There are different needs of students and schools, secondary schools need different adaptations and modifications to help students; for example, their skills, ability to analyze, make inferences and solve problems, communicative skills and written skills to be able to access job opportunities because the students in this process have a high level of self-efficacy. Therefore, ESP is an appropriate instrument for managing students, as "ESP is a learner-centered approach" (Dudley - Evans & St John, *Developments in English for Specific Purposes: A multi-disciplinary approach*, 1998) that focuses on learners' needs.

In ESP learning, the learner is the most important aspect (Choudhary, 2015) "Specific learners, their specific linguistic and non-linguistic needs are the nucleus of all ESP activities: needs analysis, material development, teaching process etc." Consequently, students develop their high thinking skills and activate learning knowledge to practice real language communication.

An effective e-Learning course involves different challenges to ESP learners such as:

- Construct their own knowledge
- To be very user-friendly
- Be able to use technology
- Choose the relevant information according to their needs

According to some authors, ESP as a subject is for adult people because they have the necessary maturity to practice self-learning, subsequently, the role of ESP learner based on their responsibility. Conversely (Dudley - Evans & St John, *Developments in English for Specific Purposes: A multi-disciplinary approach*, 1998) believe that ESP is useful for "all age groups."

## **ESP Methodology**

(UI-Amin, 2002)“The 1990s was the decade of computer communications and information access, particularly with the popularity and accessibility of Internet-based services such as electronic mail and the World Wide Web (WWW).” As a result, teachers focused on technology to increase the skills of their students. They started to use computers within classrooms. They became well-known around the world because there was a strong link between schools, learning and computer technology.

(Caraiman, 2014) adds that “ESP methodology is substantially influenced by computer-based learning strategies.” Language can be taught in different ways but currently ESP methodology focuses on modern computer-based tools. Teachers are innovating day by day thus; they are using ICTs in the classroom to get better results from their students. There are many useful tools like apps, platforms and WebQuests. Those tools are affecting teaching and learning in positive way. (Daniels , 2002) pointed out “ICTs have become, within a very short time, one of the basic building blocks of modern society.” Society is changing and dealing with the advance of technology. ICTs enrich the school experience also; they are innovating, motivating and engaging students.

Tomorrow’s citizens will able to:

- Build their own knowledge.
- Recognize, apply, analyze, evaluate, and create information
- Work alone or in teams.

## **Applications**

High order thinking has been promoted by the task based on creation. This task promotes collaboration; it provides opportunities to analyze and synthesize the project's learning classroom. The applications could be an effective learning tool.



They are interesting and fun. So, the applications are a special kind of software program. They can be used on a mobile device.

There are many apps to develop different learners' skills such as Edmodo, Memrise: learn language free, BrainPOP UK Featured Movie, Duolingo, Learn language free, Kha Academi. Socrative Student, Edublogs, Evernote, Piazaa, among others.

### **Duolingo-Learn languages for free**

This app supports teachers in teaching the learning process, in addition students can use a mobile device in the classroom and at home and can interact with educational games, interactive quizzes and online activities. This application is suitable for beginners. They can spend twenty minutes a day.

### **Memrise: learn languages for free**

Memrise is a free tool that students can download if they don't have the internet. Teachers and students could use this source. Students start their application and can learn quickly. This application is focused on the real context. Native speakers could help. A wide variety of games with a pronunciation guide, offline mode. Then there are daily objectives.

### **Platforms**

Platform is a fully functionally website. It interconnects with other software. Twitter, Facebook, LinkedIn are examples of platforms. (Clarks, 2009) asserts that a platform is “a framework that allows multiple business models to be built and supported”, it means that a platform is an online tool to sell different things as opposed to an educational platform that helps students to learn.

## **WebQuest**

Bernie Dodge and Tom March were the pioneers of the WebQuest at San Diego State University in 1995. They used this tool to interact with their students; also, they use resources from the Internet. Dodge gave formatted online lessons to his university students in order to develop their higher-level thinking skills, and after that March developed a WebQuest in California schools called Pacific Bell Knowledge Network.

(Leite, McNulty, & Brooks, 2006) agreed that “Science teachers are constantly seeking new and innovative ways to engage their students in inquiry activities.” They create meaningful learning with the integration of web sources. In addition, the students’ needs are the main purpose of seeking effective strategies to teach. (Dodge, 1997) says that the WebQuest is “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with video conferencing.” Thus, technology is a flexible and intellectual tool that encourages students to learn and interact with their classmates. In addition, WebQuests create opportunities so that students interchange critical ideas about authentic materials. As a consequence, students develop their communicative skills. (March , 2008) notes that WebQuests “help students construct a deeper understanding and move through a crucial transition phase toward a more autonomous learning-centered education process” in other words WebQuests play an important role within education because they support teachers to integrate technology in the curriculum.

Bernie Dodge and Tom March created two kinds of WebQuests, a short-term and long-term WebQuest. (Solis , 2006) points out that “at the end of short-term WebQuest, a learner will have dealt with a significant amount of new information and make sense of it.” The first one developed in a short period (one to three periods of class) and focused on synthesis of knowledge. The long-term WebQuest is finished in one week or one month and students create a product on line.

## **Structural parts of a WebQuest**

The WebQuest has the following components: a title, introduction, task, process, resources, evaluation, and a conclusion.

### **Introduction**

The introduction motivates students to think about the subject. (Krashen , 1982) adds that “performers with high motivation generally do better in second language acquisition.” In this step, the students have enough information about the thematic of the WebQuest or as Dodge puts it, The Big Question. There are some questions to introduce the new knowledge and the aim of this step is to show the contents in a funny and attractive way. (Krashen , 1982) maintains that “The effective teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.” The best teacher focuses on the motivation to help students to engage to the subject.

### **Task**

This stage is the most important of the WebQuest. It explains the main objective for using this tool and it is the product to complete at the end of the WebQuest. Therefore, the task must be specific and well-designed because students develop different activities. They improve their thinking skills and then they show a product like a power point presentation, a videotape, a lecture, web blog, and essays. Consequently, they are creative and analytical.

WebQuests use different tasks like compilation, analytic, persuasion, mystery, judgment, journalistic, design, creative product, and consensus task where students must get information about a topic in order to show their ideas. A kind of task is the creative activity. Students acquire learning through poems, art, stories. Analytic

task is another way that help students to find information. On that, information students find similarities and differences or cause and effect to create and infer their own conclusions. Finally, the scientific task helps to collect the scientific, historical, or current. These tasks could make contrast and verification of the hypothesis.

It is other main point inside of WebQuest in which teachers could select authentic text and tasks. Teachers play an important role at time to teach, for the reason that if they choose authentic materials their students will perform in a real context with naturalness and spontaneity.

All these characteristics are essential to foster the increase of knowledge in students, and obviously to obtain significant learning that helps the development of intellectual students.

### **Process**

This phase is precise and concise; here the teacher takes the steps to complete the assignments and explains how to do the WebQuest. It includes the process by which students will develop homework assignments and teachers provide strategies for resolving the process.

### **Resources**

Teachers give a list of websites, links to help their students to complete the tasks. Teachers checked the websites before in order to support the students' activities also the resources could be worksheets or books.

### **Evaluation**

In this part, the teacher uses a rubric in order to evaluate the students' tasks also measure the results of the activities; it should be clear, specific and consistent. The

rubric has to have the following aspects: autonomous work, skills, competences, use of the technology and quality of the final product.

## **Conclusion**

Teachers encourage their students to think about the learning experience also encourage with motivating phrases. Moreover, in this stage, students could explore more, and their ideas will grow for further studies.

## **2.6 Theoretical foundations of the Dependent Variable**

### **2.6.1 English teaching learning process**

The teaching-learning process is a complex system because human beings have different ways to learn. An effective teacher understands the teaching-learning process in a profound way. The most important aspects are the students and knowledge. However, in the past, outdated educational methodologies were rigid, and the students were only a part of education, they were not the center of it. New paradigms in education, however, present a different point of view; students are now at the center and teachers are the guides who use diverse teaching strategies in order to obtain an effective teaching-learning process.

### **Learning**

Learning is the process where people learn or acquire knowledge also; it has a strong link with experiences and new knowledge because those students could get a meaningful learning. (Sequeira, 2012) stated that “Learning is about change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude.” This learning could take place by experience. Learning is a process where students interpret, create ideas and construct concepts as well as thoughts based on experiences and prior knowledge. Constructivism theory

promotes active learning. In fact, constructivism is a theory of knowledge. (Twomey Fostnot, 1996) says that “Construes learning as an interpretative, recursive, nonlinear building process by active learners interacting with their surroundings-the physical and social world.” It means that constructivism is a process that helps students solve problems by adjusting their mental models to resolve conflicts. It focuses on the construction of knowledge based on individual experiences and internal knowledge.

## **Teaching**

Teaching has two points of view according to some authors. Some of them view teaching like a simple activity where teachers play a role of information-delivery and they do most of the work; in other words they are the center of the learning process. Besides, their lessons may contain low-level, incoherent content. In contrast, teaching is a complex and intellectual work. They find ways for building meaningfully, so they choose the best methods and make a combination of moral aspects. Furthermore, their lessons focus on a well-elaborated and organized content with an individual and shared work. Teaching is the process that cares for the students’ needs, provides activities, knowledge, and experiences; moreover, it plans and implements the learning outcomes. (Sequeira, 2012) claims that “teaching is a set of events that take place outside of the learners, which are designed to support internal processes of learning”, which implies that teaching is the way to motivate the students’ learning process. Teaching is an action that facilitates the students’ learning through an active and collaborative learning.

## **Teaching-learning Process**

The teaching-learning process is a powerful instrument that involves knowledge, skills, and attitude in students. Additionally, the teaching-learning process encourages cooperation among students to get an active learning, prompt feedback, emphasize time on tasks, and respect other’s ways of learning. An effective teaching-learning process based on a combination of theory, practical experiences,

and prior knowledge enhances the students' knowledge. On the other hand, the teacher background, professional training and experiences connect beliefs with professional competences. Another important aspect is the teaching-learning process goal, as it should be clear and authentic in order to promote the development of knowledge. This way students solve problems and make decisions in their lives.

### **English Teaching-learning Process**

The teaching-learning process of English focuses on the principles of communicative language teaching; it also focuses on active learning. Students learn in an easy way when the content is adequate, appropriate and interesting, as well as when teachers set up a process, implement a work plan, set learning objectives and develop teaching and learning strategies. This means that the teaching-learning process of English is more than instructing a class, it is a process that involves different activities, and it is the teacher's responsibility to discover when and how to involve students in the classroom environment. The process of teaching and learning English is flexible and involves students in different class contexts.

#### **2.6.2 English skills**

The definition of language is difficult to describe, there is not a general definition to define what language is. However, (McWhorter, 2004) claims that "Language is more than words." It means that language is not isolated words, if they are put together, an utterance is produced that enables communication. Besides, 99% of human beings use the oral language, it is considered as natural, real, and as a complex system of communication consisting of sounds, words, and complex, structured grammar.

(Chomsky, 1957) outlines "children are born with a knowledge of the principles of the grammatical structures of all languages, and this innate knowledge explains the success and speed with which they learn language." As contrary some authors argue that people learn a language in a social environment with a particular set of

values and beliefs people use a language to organize and express thoughts. Language is system of signs, some people believe oral language is real and on the other hand; sign language is not real, so it is not related to the spoken language. However, according to some researches, sign language has the same variety of density, complexity, and expressive power as the spoken language, but with a little variation, as it uses facial expressions, postures of the body and moving hands. To conclude, Language is the tool to communicate our feelings, thoughts through a system of sounds, voice, written symbols, and gestures also; it has been used to solve problems in a social medium.

Language learning is essential in human beings as it allows to process new information or learn a language focused on the nature of humans and environment. Language is the key to communicate with people, without language learning there is not culture, and without culture, there is no interaction thus, learning a language is the key to share thoughts. Furthermore, the use of language plays a significant role to convince the other people perspective. Words are extremely essential since they encapsulate the essence of the meaning of phrases, dialogues, and people's thoughts.

There are many approaches for the teaching of English. There are ways to learn a foreign language or second language, but they have been used during a period of time, and then they are replaced. Subsequently many researchers believe that the integration of the four skills is the key for creating a real classroom environment where students improve their language abilities. (Muñoz Bastias, Riquelme Sepulveda, & Saldivia Muñoz , 2011) state that "The English language should be taught in a way that allows for reading and listening comprehension with oral and written expressions to be mixed together." Indeed, language teachers should emphasize the combining of the skills. Therefore, language is a complex system used to express thoughts and feelings. Language is not a content-based subject. On the contrary, it is natural and belongs to the psychomotor domain. It has 4 main skills. Productive skills (Speaking- Writing) and Receptive skills (Listening -



Reading). In fact, listening, speaking, writing, and reading are isolated skills that interrelate with each other. Moreover there are three essential elements to fusion the use of language.

### **Listening skill**

Listening is crucial for students. (Hornby, 2005) defines listening as “paying attention to sb/sth that you can hear” hence this a cognitive process which the individual perceives and build messages, and it is a receptive skill which has a strong link with speaking skills. A person receives phonetic information and creates their own sounds in order to answer in a specific situation. (Penny, 1996) suggests that “Students should learn to function successfully in real-life listening situations.” There are two kinds of listening; extensive and intensive. On the one side, (Harmer, *The Practice of English Language Teaching*, 2007) refers “to listening which the students often do (...) for pleasure or some other reason.” It takes place outside of the class for instance on CDs, MP3, DVDs, or on the internet. On the other side, “students listen specifically in order to study the way in which English is spoken.” This kind of listening happens in laboratories or in the classroom.

### **Reading skill**

A great variety of written language teachers can find in articles, stories, poems letters, labels, cartoons and so on but a challenge is to choose the correct reading material for their students. (Hughes, 2007) mentions that reading is a “complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge about reading and writing language.” Subsequently the reading skill is not just a basic skill, but a complex process. Reading consists of two related process: word recognition and comprehension. The first one refers to the process of perceiving how written symbols corresponds to one’s spoken language, comprehend connected text, sentences, and making sense of words. Moreover, students need to be able to skim. (Harmer , *How to teach*

English, 2007) explains “the text for particular bits of information” and skim “to get a general idea of what it is about.” In short, reading skills enable us to get understanding of a message through written symbols.

### **Speaking skill**

Speaking skill is the main goal for learners. It is the most important active skill because it involves other person to produce utterances for communicating. (Hornby, 2005) defines “Speaking as the act of talking to or having a conversation with somebody.” Furthermore, (Burns & Joyce , 1997) speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols.” And another expert; (Nunan , Practical English Language Teaching , 2003) stated that “speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.” In brief speaking is a very important activity for people that incorporates appropriate vocabulary, features of pronunciation, grammatical patterns, coherence and cohesion.

### **Writing skill**

According to (Hornby, 2005) writing means “to draw letters or numbers on a surface, especially using a pen or a pencil.” Besides, (Celce Murcia, 2001) state that speaking is “the ability to express one’s ideas in writing in a second or foreign language, and to do so with reasonable coherence and accuracy is a major achievement.” Moreover, writing is sharing ideas in a traditional way in paper and pencil, or in a more modern way through technology. (Nunan , Practical English Language Teaching , 2003) “writing is a process and also a product.” Writing is a medium for testing knowledge. Students must write reports, papers, and assignments.

### **Use of language**

Language is essential in the communication process it could be spoken, written or sign language. It allows people to share their thoughts, feelings, ideas in every

situation. Language is unique and very complex so the two main elements are grammar and lexicon.

### **Grammar**

Grammar is an important aspect within a language. (Hui-chin Lin & Shih-chieh Chien, 2000)“Grammarians identify the relations of different kinds of parts to each other and find out the universal grammatical principles that are followed by most people on the earth; thus the grammar rules were established.” It is the knowledge units and rules of language. If students structure in the correct order, they will have a successful product. Learners have to pay attention to the basic structure subject, verb, and complement. When the sentence is ungrammatical order, change the meaning. That is, the elements have to follow a correct order because if it is incorrect the original idea change.

### **Vocabulary**

Vocabulary is the key to define clear ideas of human beings. (Alqahtani, 2015) “Vocabulary learning is an essential part in the foreign language as the meanings of new words are very often emphasized, whether in books or in classrooms.” Moreover, words use grammatical rules and combine vocabulary to make sentences because know vocabulary just not mean learn the meaning it means be able to use vocabulary in any situation. According to (Schmitt, 2000)“lexical knowledge is central to communicate competence and to the acquisition of a second language.” Likewise (Alqahtani, 2015) states that “the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written text.” Equally, vocabulary is the key to communicate if learners do not have an extensive vocabulary, they could not communicate.

### **2.6.3Lexicon**

The importance of vocabulary is evident when people interchange their ideas because they need enough lexicon to communicate. Consequently, lexicon is not

just words, lexicon is a set of words in a language. (Lewis, 1993) explains that “lexis is the core or the heart of language.” as Lewis says lexicon is the main part of the language. If there is no lexicon there is no language, if there is no language there is no interaction. Therefore, the acquisition of vocabulary enable people to communicate with each other. Lexicon is crucial in order to learn a language. Complementary, (Saville-Troike, 2006) asserts, “Vocabulary or lexicon is the most important level of L2 knowledge for all learners to develop-whether they are aiming primarily for academic or interpersonal competence.” Furthermore (Wilkins, 1972) asserts, “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Likewise ESL and EFL learners must be aware of the importance of learning vocabulary, even more so people who are studying English for Specific Purposes. According to (Mihwa Chung & Nation, 2003) technical vocabulary is “subject-related, it occurs in a specialist domain, and is part of a system of subject knowledge.” Then (Nation, Teaching and Learning Vocabulary , 1990) argues that “it is wise to direct vocabulary learning to more specialized areas when learners have mastered the 2000---3000 words of general usefulness in English.” Further technical vocabulary involves a good communication with clarity, precision, relevance, and brevity in a specialized field.

### **Types of lexicon**

Teaching ESP is a challenge because teachers need to select the correct syllabus, the appropriate methods and strategies in order to teach; lexicon is becoming the most import part of a language because people can communicate if they master many words. Additionally, there are different types of the lexicon; it depends on the students’ needs. For instance, when teachers teach ESP it is important to know the types of lexicon:

- Spoken and written vocabulary
- Core and non-core vocabulary
- Discourse structuring vocabulary and procedural vocabulary
- Technical, semi-technical and general vocabulary

- Academic vocabulary

### **Spoken and written vocabulary**

Some studies about spoken and written lexicon reveal that there is a difference between spoken lexicon and written lexicon. Spoken lexicon is less dense than written lexicon. Spoken takes in lexical words, while written lexicon includes function words. (Schmit & McCarthy, 1997) claim that “written data is mainly made up of lexical, non-lexical words, i.e, non-content items, including pronouns, prepositions and conjunctions, while the spoken list seems to embrace some lexical words like know, think, well, get and right.” It is clear that language is a fundamental source for input, whereas spoken language is key to everyday speech.

### **Core and non- core vocabulary**

According to (Nation, Teaching and Learning Vocabulary , 1990), core vocabulary “includes those words which are more central to the language whereas non-core includes subject-specific vocabulary as far as the whole language is concerned.” In addition, teachers of general English use core lexicon because it is easier to use in the classroom. They use this kind of lexicon because they can paraphrase with synonyms of core lexicon, meanwhile ESP teachers use non-core lexicon because it is more specific and focused on the specific subject.

### **Discourse structuring vocabulary and procedural vocabulary**

Second language learners, foreign language learners and specially those who learn English for academic purposes need to know about independent lexical content, for instance assumption, variety, solution, proposal and factor. It means their main key is to structure discourse. The English language (Brooks, 2000) “procedural vocabulary is characteristically used to explain and make sense of more complicated words, paraphrase them, define them and organize them during

communication.” Learners may use dictionaries to give definitions and may find them useful when building their vocabulary. (Luzón Marco , 1999) mentions that procedural vocabulary “consists of words with a high indexical potential, which means that they can be interpreted in a wide range of ways.” Therefore, it is important and necessary to link one sentence to the next.

### **Technical, semi-technical and general vocabulary**

In the ESP a distinction has been drawn amongst technical, semi-technical and general vocabulary. Technical vocabulary is essential in the ESP field because it revolves around language learning (Dudley - Evans & St John, *Developments in English for Specific Purposes: A multidisciplinary approach*, 1998) and (Chung & Nation, 2004) explain that technical vocabulary is subject related; -occurs in a special domain; -and is part of a system of subject knowledge.” Technical and semi-technical lexicon are used in specific fields and people who used this kind of lexicon have a high academic level because they master special words within a particular job. In the same way, it is necessary to understand what general lexicon is. It refers to words that are used in a common conversation; it does not have a specific field.

### **Academic vocabulary**

Academic vocabulary is defined as words that are not tied to any particular content area. It is not usually in a common conversation, whereas academic lexicon is exposed during a class. These words appear in academic texts and tests. Academic lexicon help students to understand words when they are studying during a lesson. (Nation , *Learning Vocabulary in Another Language*, 2001) explain that academic vocabulary is a “set of words that fits into the academic discourse (spoken or written) and can be used across many disciplines.” From the other point of view, (Paquot, 2010) defines academic vocabulary as being “a set of options to refer to those activities that characterize academic work, organize scientific discourse and build the rhetoric of academic text.”

## **Selection of lexicon for ESP**

Most students are studying in specialized areas thus, they need to know academic vocabulary or semi-technical lexicon because they need to communicate, write academic papers, and communicate with their colleagues in their specific fields. Consequently, (Hutchinson & Waters, 1987) “ESP should be seen as an approach to language teaching directed by specific and apparent reasons for learning.” Teachers should teach academic lexicon. Teachers should teach general lexicon in order to increase in their students a higher frequency of words and after that, they could learn in an easy way specific lexicon.

## **Vocabulary learning and teaching strategies**

Teachers have many strategies to teach lexicon. The first step is that teachers encourage their students to learn lexicon in different ways, for instance brainstorming activities, repetition and recycling words, contextual guessing, memorizing, learning of affixes, relating new words to reality. The second step is that teachers let their students be responsible for their own learning using some of the mentioned strategies. According to (Dudley - Evans & St John, *Developments in English for Specific Purposes: A multidisciplinary approach*, 1998) learners must study academic vocabulary and semi technical vocabulary. (Barber , 1962) cited in (Nation , *Learning Vocabulary in Another Language*, 2001) affirms that these advanced terms can also be used in general life context, technical descriptions and discussions.

## **Memorizing**

People learn through sight; therefore, this activity is a suitable strategy because students’ memory some words by observing pictures and words. (Brooks, 2000) claims and asserts that “Memory strategies involve relating the word to be retained

with some previously learned knowledge- that is facilitating the storage and retrieval of words.” Learners fixate those words in their memories in order to use them in any situation; consequently, visualization is one particularly powerful memorization strategy. Memory strategies are typified as (Nattinger, 1988) “words in our mental lexicon that are tied to each other not only by meaning form and sound but also by sight.” Subsequently sight is crucial to learn vocabulary. People find difficulty memorizing a speech, studying for a test or only remembering phone numbers, names, zip codes, recipes. In order to solve these difficulties, they should use their whole mind to remember and use different strategies like Mnemonics. (Congos , 2002) explains “Mnemonics are memory devices that help learners recall large pieces of information, especially in the form of lists like characteristics, steps, stages, parts, phase, etc.” Mnemonics are suitable tools to remember technical lexicon. According to some researchers, mnemonics help to increase test scores. Furthermore, people create associations because memory is a network of neurons. It is a good idea to link words together, so people can remember lexicon in an easy way. Then students use repetition as the most basic learning technique. They make flashcards, re read material out loud, write lecture summaries to form stronger connection related to information. Learners can also create acronyms or acrostics to remember words in a specified order.

### **Learning of Affixes**

Learning of affixes increase and develop students’ knowledge. Besides, they can expand the words that they learned through some techniques. (Bauner & Nation, 1993) explain that “within English vocabulary, a relatively small group of affixes that are useful and accessible can be introduced to learners when learners are at appropriate levels of their language development.” Vocabulary can be difficult for students. According to (Dorney , 2001), “student motivation is an important factor in student’s success.” Something that could also help students is learning affixes through games and songs. They will reinforce the new information. (Shaw, 2009) says “By using games, students can practice and develop vocabulary in a manner



that reinforce meaning and retention.” Moreover, learners must recognize their own style of learning, expanding and organizing their vocabularies. In addition, teachers must focus on proficiencies and learning styles when prepare their planning class and classroom activities.

### **Contextual guessing**

This activity isn't difficult because students learn lexicon only guessing through a reading, the new words have to be learned by looking at the context. Students know 90% of words thus, the other words are simple to learn. (Brooks, 2000) reports learners should have methods which allow them to guess. Likewise, in a text there shouldn't be more than 10% of unknown words so learners can guess. Teachers should show comprehensible materials, finally learners will have to identify parts of speech. (Rhalmi, 2013) remarks “Guessing from the context refers to the ability to infer the meaning of an expression using contextual clues. The clues may be purely linguistic or situational.” Linguistic context is the linguistic environment and is used within a text. Situational context is an extra linguistic element that involves background knowledge of the subject. There are many techniques for guessing that students use to understand the meaning e.g., synonyms and definitions, antonym and contrast, cause and effect, parts of speech, word forms and general knowledge.

### **Repetition and recycling words**

Students find it easy to learn through repetition. However, teachers feel the necessity to teach not only by repetition. Teachers teach by recycling words, and students repeat a word and understand the meaning. (Richards, 1976) “Knowing a word includes its occurrence, spelling derivation, appropriateness in different situations and word associations.” Learners get tired of understanding by repetition and recycling. (Valentin , 2017) advocates that “new linguistic functions need to be repeated at least six times before most learners can make the new piece of language their own.” After this time knowledge is only passively activated and learners will

require more repetitions toward the use of skills actively in real time. There are some activities to recycle the vocabulary. They can be used at the beginning or at the end of the class. Students enjoy this kind of activities; quick fire quiz, circle story, team vocab tests, Pictionary, dominoes, puzzles, warmers, projects, mimics.

### **Brainstorming activities**

This activity refers to brainstorming association that a word has and then diagramming the results. Students generate several words when they listen to the main word because they remember the cumulative words. This activity requires full participation by students when students heard a word they associate with other words. The father of brainstorming is Alex Osborn who said that brainstorming is a method of thinking up solutions, ideas or new concepts. He recommends getting every idea out of your head and then go back to examine them afterwards. Basic brainstorming is not complex but is one of the most suitable techniques. Another technique is analytic brainstorming, it focuses on problem solving such as mind mapping, reverse brainstorming, gap filling, driver's analysis, SWOT analysis, the five Whys, role play brainstorming, and so on. (Jo Rudy, 2006) concludes that brainstorming is a great technique for idea generation, it can be used for participants as it facilitates the development of discussions and produces better outcomes.

### **Relating new words to reality**

Students learn a variety of words with different strategies as relating words to reality, which is the use of visual images in a real context. Furthermore, (Jorden , 1997, pág. 162) says: "the most effective way for students to increase their active vocabulary is for them to be centrally involved in the learning process." Learners learn enough vocabulary through wall charts, flashcards and pictures. These tools can help learners to imagine the words visually according to (Gaims & Redman, 1993). Visual aids arise the interest of learners and help the teachers to explain the concepts easily. (Singh, 2005) affirms: "Any device which by sight and sound

increase the individuals' practice, outside that attained through read labeled as an audio visual aids." As conclusion, visual aids are important in education.

## **2.7 Hypothesis**

**Alternative hypothesis H1** The ESP Methodology supports technical lexicon teaching learning process at 11<sup>th</sup> and 12<sup>th</sup> years of the Tourism Program at "Unidad Educativa Pujilí."

**Null hypothesis H0** The ESP Methodology does not support technical lexicon teaching learning process at 11<sup>th</sup> and 12<sup>th</sup> years of the Tourism Program at "Unidad Educativa Pujilí."

## **2.8 Signaling hypothesis variables**

The variables of the research are:

**Independent variable:** English for Specific Purpose Methodology

**Dependent variable:** Technical lexicon learning.

## CHAPTER III

### 3. METHODOLOGY

#### 3.1 Approach

The following research was at *Unidad Educativa "Pujilí"* focused on qualitative and quantitative approach. Initially quantitative approach is suitable, for this kind of research. It allows gathering information, analyzing with numerical and rating information (percentage and statistics). The statistical instruments permitted comparison from the control group to experimental group, in order to verify the hypothesis. At the same time, it is qualitative. It employs qualitative techniques to analyze the problem meanwhile the hypothesis is proven.

#### 3.2 Basic research modality

This research was focused on bibliographic. This kind of research needed to analyze, know, and understand the different author's point of view. The literature was gathered from books, thesis, journals, among other sources of academic relevance.

Field research is a proper modality for this kind of study since the researcher obtains information in real time through direct observation. It means the researcher has direct contact with her students at "*Unidad Educativa Pujilí*" in the academic year 2017-2018, which was based on authentic information, student's background, knowledge, and skills.

### 3.3 Type of research

#### Descriptive Level

#### Analytical-experimental

This research used the analytical -experimental level, with the purpose of analyzing the data; at the same time, it allowed to have a solution to poor technical lexicon through the ESP methodology in technical lexicon learning applied to 11<sup>th</sup> and 12<sup>th</sup> Tourism years at “*Unidad Educativa Pujilí*” in the academic year 2017-2018.

### 3.4 Population and sample

This research was directed to 11<sup>th</sup> and 12<sup>th</sup> years, Tourism, at “*Unidad Educativa Pujilí*” in the academic year 2017-2018. The participants were 32 males and 30 females. The age of the students’ varieties between 15 and 18 years of age. The population was divided in two groups. 14 students that represent 43% are the experimental group meanwhile 18 students that represent 57% are the control group.

**Table 1:** Population

UNIDAD EDUCATIVA PUJILI	Function	f	%
11 <sup>th</sup> years, Tourism,	Experimental	14	43,00%
12 <sup>th</sup> years, Tourism,	Control	18	57,00%
<b>TOTAL</b>		32	100,00%

**Source:** Direct Research

**Elaboration:** Monge,L(2017)



<p>collaborator, researcher and evaluator.</p>	<p>Technology</p>	<ul style="list-style-type: none"> <li>• Collaborator</li> <li>• Researcher</li> <li>• Evaluator</li> </ul> <ul style="list-style-type: none"> <li>• Apps</li> <li>• Platforms</li> <li>• WebQuests</li> </ul>	<p>work on the WebQuest?</p> <ul style="list-style-type: none"> <li>• Do students achieve the WebQuest planning?</li> </ul>		
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Source: Direct Research

**Elaboration:** Monge,L(2017)

**Dependent variable: Technical lexicon learning**

**Table 3:** Dependent variable: Technical lexicon learning

DEPENDENT VARIABLE	DIMENSION	INDICATORS	ITEMS	TECHNIQUES	INSTRUMENTS
<p><b>Technical lexicon learning</b> is a set of <b>specialized vocabulary</b> containing specific words, definitions and descriptions, which lets students to <b>communicate in</b> oral and written way.</p>	<p>Specialized vocabulary</p> <p>Communication</p>	<p>Specific words</p> <p>Definitions</p> <p>Descriptions</p> <p>Oral</p> <p>Written</p>	<p><b>Developing word consciousness</b></p> <ul style="list-style-type: none"> <li>Do students use a variety of appropriate vocabulary?</li> <li>Do students use vocabulary of isolated words and phrases?</li> </ul> <p><b>Academic vocabulary Instruction</b></p>	<p>Standardized test</p>	<p>Pre-test</p> <p>Post-test</p>



			<ul style="list-style-type: none"><li>• Do students shows sufficient control of grammatical forms?</li><li>• Do students shows a good degree of control grammatical forms?</li></ul> <p><b>Selecting words for instructions</b></p> <ul style="list-style-type: none"><li>• Do students engage in a complex array of cognitive processes?</li><li>• Do students have the ability to comprehend or construct meaning from the text?</li></ul>		
--	--	--	--	--	--

			<ul style="list-style-type: none"><li>• Do reading materials become challenging students to learn?</li></ul>		
--	--	--	--	--	--

Source: Direct Research

**Elaboration:** Monge,L(2017)

### 3.6 Method of data collection

**Table 4:** Basic Questions

<b>Basic Questions</b>	<b>Explanation</b>
<b>Why?</b>	To achieve the objectives established in the research
<b>Who are the people?</b>	Students of 11 <sup>th</sup> and 12 <sup>th</sup> years, Tourism, at “ <i>Unidad Educativa Pujilí.</i> ”
<b>What aspects are going to be mention?</b>	<b>Dependent Variable:</b> Technical lexicon learning. <b>Independent Variable:</b> English for Specific Purpose Methodology.
<b>Who?</b>	<b>The researcher:</b> Lorena Monge <b>Students:</b> 11 <sup>th</sup> and 12 <sup>th</sup> years, Tourism,
<b>When?</b>	Academic year 2017-2018
<b>Where?</b>	“ <i>Unidad Educativa Pujilí.</i> ”
<b>How many times?</b>	Only once
<b>What technique will be used?</b>	Pre-test, post-test
<b>What research instrument will be used?</b>	WebQuest test

*Source: Direct Research*

*Elaboration: Monge, L (2017)*

### 3.7 Data Collection

Primary and secondary data was collected for this study from students of 11<sup>th</sup> and 12<sup>th</sup> years, Tourism, at “*Unidad Educativa Pujilí*” in the academic year 2017-2018 as. This project also gathered information from thesis, journals, and books to support the theory. It also used primary data in the form of a test with a structured questionnaire.

Firstly, a **pre-test** was applied to the experimental group and the control group to measure the knowledge in technical English. The pre-test involves three parameters: grammar, vocabulary and reading comprehension.

Secondly, the researcher found the appropriate WebQuest to apply to students of Tourism. The groups were divided into two groups. The experimental group were students from 11<sup>th</sup> level, Tourism, with 14 members. They received a special treatment. They were part of the treatment group for about four weeks, while students of 12<sup>th</sup> years did not receive the same treatment. Moreover, the **WebQuest** has taught to the experimental group in order to increase their lexicon knowledge.

Finally, both groups were **post-tested** in order to find the results expected. Taken into account that the experimental group was taught with ICTs and the control group with traditional methods.

The data was tabulated, analyzed and interpreted with SPSS software. It allows for a precise tabulation in order to test the hypothesis and draw conclusions about the ESP methodology.

## CHAPTER IV

### 4. ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of the results

This study employed qualitative and quantitative methods. First, for the purpose of evaluating the effect of English for Specific Purpose Methodology, the results from the pre-test and post-test were analyzed by using a paired-samples t-test.

### RESULTS

A paired samples t- test was used to find any statistically significant differences in the results of the post-test compared with those of the pre-test for both groups. For the experimental group, Table 1 shows the results of the paired samples t-test for the vocabulary test.

**Table 5:** Paired T-Test Group 1 (Differences between Pre-test and post-test)

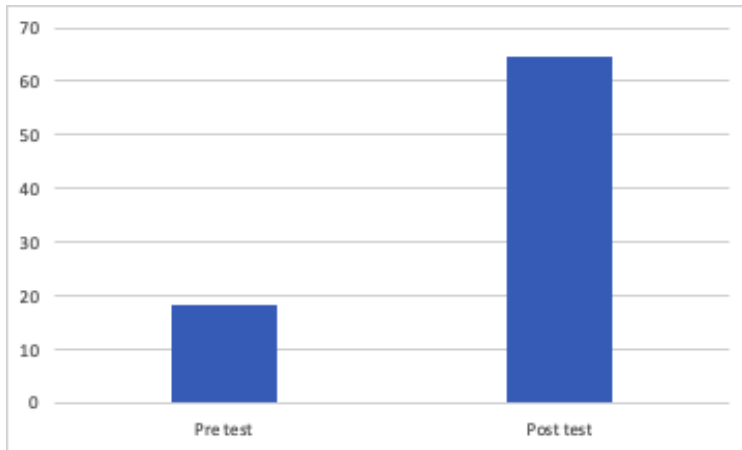
Group	Test	N	Mean	St. deviation	T value	Sig. 2 tailed
Experimental	Pre	14	18.28	4.04	2.16	0.000
	Post	14	64.71	2.58		

**Source:** Direct Research

**Elaboration:** Monge, L (2017)

Table 5 shows that the experimental group improved their vocabulary recollection significantly ( $p = 0.0044$ ). The strategies used in the classroom for this research work helped students to remember the vocabulary words in an efficient way.

**Figure 5:** Comparison of the test scores in the experimental group for the pre-test and post-test.



**Source:** Direct Research

**Elaboration:** Monge, L (2017)

**Table 6:** Paired T-test group 2 (Differences between pre-test and post-test)

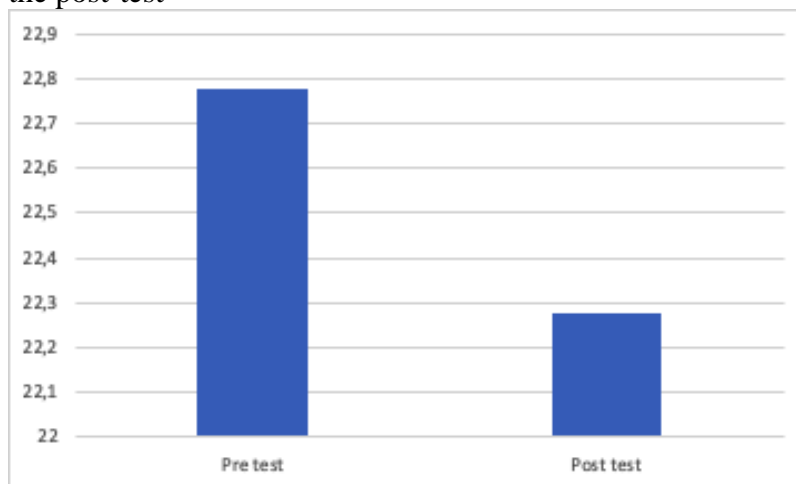
Group	Test	N	Mean	St. deviation	T value	Sig. 2 tailed
Control	Pre	18	22.77	4.72	2.1	0.45
	Post	18	22.27	5.32		

**Source:** Direct Research

**Elaboration:** Monge, L (2017)

Table 6 shows that the control group did not show an improvement in their vocabulary recollection ( $p = 0.45$ ).

**Figure 6:** Comparison of the test scores in the control group for the pre-test and the post-test



**Source:** Direct Research

**Elaboration:** Monge, L (2017)

An important research question that need to be answered is the following: Are there any significant vocabulary recollection differences between the students of the two groups?

To answer this research question, an independent samples t-test was used to find any statistically significant differences in the results of the post-test in the experimental group compared with those of the post-test for the control group.

**Table 7:** Independent T-test group 2 (Differences between control and experimental groups in the pos-test)

Group	Test	N	Mean	St. deviation	T value	Sig. 2 tailed
Experimental	Post	14	64.71	2.58	2.05	0.000
Control	Post	18	22.27	5.32		

**Source:** Direct Research

**Elaboration:** Monge, L (2017)

Table 7 shows that, compared to the control group, the experimental group had a significantly better recollection of vocabulary ( $p = 0.000$ )

**Figure 7:** Comparison of the test scores in the control and experimental group for the pos-test.



**Source:** Direct Research

**Elaboration:** Monge, L (2017)

#### Discussion and conclusions

This study examined the effects and perceptions of using Webquests as a medium to improve the learners' vocabulary recollection. To carry out this investigation the learners were given a vocabulary test as a pre-test and post-test to determine the extent the AWE tools helped them to enhance their vocabulary recollection skills. The most important findings were the following.

First of all, the findings demonstrate that after using webquests, the learners' vocabulary recollection skills significantly increased according to the results of the pre-test and post-test. Secondly, a difference was found between when the scores of the two groups were compared, the experimental group had a significantly better recollection of vocabulary than the control group, which leads us to believe that the WebQuest strategy had a positive impact on the vocabulary recollection skills of the students in the experimental group.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

- The students' technical lexicon learning level was diagnosed through a pre-test and post-test. The elements of the diagnostic test were assessed according to Bloom's taxonomy. It is the basic level and does not require a standardized test. Consequently, the results of the diagnostic test revealed that students need to increase their technical lexicon learning.
- The post- test showed the WebQuest contributed to develop students' positive attitudes to ESP learning in a highly positive way. The findings show that students valued the use of the Internet, which is one of the basic elements of the WebQuest. Additionally, students demonstrate collaborative learning thinking skills and creativity. Students were able to complete the posttest without difficulty. It means that ESP WebQuest might be appropriate for ESP students.
- The results of the research revealed that indeed WebQuest methodology is efficient and makes a substantial difference. For this reason, the experimental group attained higher results than the control group. Furthermore the effect of the integration of WebQuest activities in the classroom as a suitable tool, and interactive learning tool allowed the construction of their own knowledge, in fact students showed critical, responsible collaborative and collaborative behavior.

## 5.2 Recommendations

The following recommendations have derived from the conclusions of the study.

- It is suggested to apply the proposal at frequent time into the ESP class likewise it could increase students' technical lexicon. Further students could develop their communicative skills and foster meaningful learning.
- It is important to stress the fact that WebQuest contributed to develop students' positive attitudes to ESP learning in a highly positive way. So that, it is recommend to extend the WebQuest to raise their positive behavior.
- In fact, WebQuest activities are crucial for the development of English for Specific Purposes. It is highly recommend to include the WebQuest activities in the future class because students practice more with this suitable tool. Additionally they build their own knowledge, showed critical, responsible collaborative and collaborative behavior.

## CHAPTER VI

### THE PROPOSAL

#### 6.1 Informative data

**Topic:**

Lesson plans to increase technical lexicon knowledge through a WebQuest.

**Institution:**

Unidad Educativa “Pujilí”

**Beneficiaries:**

The students of 11<sup>th</sup> level were the direct beneficiaries

**Time- frame**

4 weeks

**Location:**

Pujilí- Ecuador

**Technical team on charge**

Lorena Monge

#### 6.2 Proposal antecedents

The experiment performed was critical to create this proposal. It reveals interesting results, for instance, teachers are using old-fashioned methods to teach while students want to learn through innovative methods as technology and the student's interaction is not enough. The teacher focuses on the teaching-learning process, but the world is changing, and the way of learning as well, therefore, teaching through WebQuest is an ingenious proposal. The proposal was enriched with these two previous studies. One the one hand, (Lara & Reparaz , 2007)“Effectiveness of cooperative learning fostered by working with WebQuest” focused on the use of the WebQuest as a tool to help cooperative students' work. On the other hand, (Luzon-Marco, 2010)“Webtasks for Learning Professional and Academic English: Adapting the WebQuest Model.” This study shows how WebQuests help to

develop students' skills to communicate in professional settings, construct their knowledge, find new strategies to communicate in a successful way.

### **6.3 Justification**

In the new era, the education system is constantly changing, and this system has to adjust to the students' needs with educational technology which encourages them to find new ways of learning. WebQuests are essential factors in the teaching-learning process as stated by (Chang , 2004) "Tourism students using WebQuests can benefit from updated information to implement their knowledge in the field instantly." Therefore, the students' needs are solved by the WebQuest.

Surely, WebQuest is not the traditional method in the teaching-learning process, it allows authentic learning experiences (García Laborda, 2010) "WebQuests have gained a positive reputation amongst foreign language teacher because they represent a motivating and optimal way of learning a language, and simultaneously develop cooperative and solving skills." Furthermore, the WebQuest is a powerful instrument to learn technical lexicon in order to achieve a business language and generate their own ideas to interact with each other.

Definitely, WebQuests as language-learning tools promotes the students' thinking skills and enables different language experiences in and out of the classroom, additionally, it helps to acquire business skills for future performance.

### **6.4 Objectives**

#### **6.4.1 General Objective**

- To develop extra technical lexicon knowledge with easy activities focused on the use of the WebQuest.

#### **6.4.2 Specific Objectives:**

- To select suitable activities by making use of the WebQuest that increases technical lexicon knowledge.
- To design appropriate lesson plans that fulfills the students' needs.

#### **6.5 Feasibility analysis**

The proposal of this study is feasible on the technological factor thus, it is feasible for the following aspects.

The human talent is the key to develop this proposal. First, the researcher knows how to manage WebQuests. Second, the students that were the unit of analysis are interested to learn via WebQuest and finally, the authorities of the Institution gave the corresponding support and approval to develop this proposal. Likewise, teachers have a wide curriculum to teach business English and do not have the adequate syllabus or material to teach technical English thus, the Tourism English WebQuest Lesson is a reliable and original proposal. The technological resources were significant aspects because the researcher and the students used the computer lab, Internet and smart devices of the institution to consolidate technical lexicon knowledge. Finally, the economic resources were fundamental to the proposal, the mentioned resources were fully covered by the graduate.

#### **6.6 Proposal fundamentals**

**Modern teaching methodology** has shown to improve self-learning, also develop social skills through cooperative activities. One of the interesting aspects of this method is that it focused on students. As stated by (Nigera Educational Research and Development, 2016) "is a learner-centered and activity-based teaching method which is used to get learners fully involved." Consequently, each student develops their own knowledge and play an important role within the teaching-learning process.

**WebQuest** according to (Anderson , 2008) “is an inquiry-based learning tool which encourages students to become responsible for their own learning.” In other words, a WebQuest goes beyond a simple tool of learning, it helps students to find new ways of learning and it integrates the educational goals.

The purpose of a **Lesson** is to guide students in a specific field in order to put into practice this knowledge in the real life. (Inc, 2018) “Comprehensive and step-by-step guide to a particular topic for both beginners and practitioners that also serves as a reference lesson. A lesson provides details into what is given and what is required, explains how to put the presented information into practice, and instructs how to solve problems as they occur.” A lesson contains specific details with useful information about a subject.

## **6.7 Methodology**

The methodology of this proposal is based on the quasi-experimental design. It is focused on the experiment which has two groups consequently in this study the researcher chose two groups of the Unidad Educativa “Pujilí” of Sales and Information of Tourist Package specialty thus, the control group was 18 students = 18 women and experimental group was 14 students = 12 women, 2 men.

Additionally, the concrete activities of the operating model proposal are divided in three phases first a Pre-test, then WebQuest, and finally the Post-test. The two groups are tested with the first phase. In the first round, the researcher is planning the Pre-test based on the final assessment of the WebQuest also with the Preliminary English Test (PET) tourism Questionnaire that is a suitable test for Sales and Information of Tourist Package specialty.

In the second round, when performing the experiment, a researcher works with an experimental group based on WebQuest activities. In the third phase, the researcher applies both groups the Post-test questionnaire.

## OPERATING MODEL

**Table 8:** Planning and time management

<b>Objectives</b>	<b>Main Activities</b>	<b>Concrete Activities</b>	<b>Resources</b>	<b>Responsible</b>	<b>Time Management</b>
To design and scheme the different phases of the proposal.	<b>Planning</b>	Apply the phases in the purposeful time: <b>Phase 1:</b> Pre-test <b>Phase 2:</b> WebQuest <b>Phase 3:</b> Post-test	Pre-Test WebQuest Post-Test	Researcher	1 week
To show the phases of the proposal.	<b>Socialization</b>	Outline the steps in planning and time management to beneficiaries.	Slideshow. English Lab	Researcher	1 day
To apply the different phases of the proposal.	<b>Application</b>	Develop the phases: <b>Phase 1:</b> Pre-test Questionnaire <b>Phase 2:</b> WebQuest Module 1 Module 2	English Lab WebQuest	Researcher	4 weeks



		<b>Phase 3:</b> Post-test. Questionnaire			
To assess the usefulness of the WebQuest.	<b>Evaluation</b>	Verify the advance of the WebQuest through a post-test. Assess the impact of the WebQuest.	Post-test	Researcher	1 day

**Source:** Direct Research

**Elaboration:** Monge, L (2017)

JOIN ATTITUDE & MIND TO EMPHASIZE LEARNING

TOURIMS ENGLISH



LESSON  
PLANS AND  
ACTIVITIES



Learning new Tourism words and expressions is an awesome experience !!!!!!!

Students need to join attitude and mind to emphasize learning in order to speak English with tourists, thus this manual introduce the key to communicate with them.

This activity has three modules adapted from different sources.



## Lesson Plan 1

<b>Institution:</b> <i>Unidad Educativa "Pujill"</i>		<b>Topic:</b> At the travel agency	
<b>Area:</b> English as Foreign Language		<b>Date:</b> Week 1	
<b>Year:</b> 11 <sup>th</sup> Tourism		<b>MODULE 1</b>	
<b>Learning Goals:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Identify vocabulary and expressions related to travel agency.</li> <li>• Describe places of interest.</li> <li>• Guide a tour.</li> <li>• Give and receive information.</li> <li>• Use prior knowledge</li> <li>• Use visual and auditory cues</li> <li>• Role-play to practice new language</li> <li>• Work in team</li> </ul>		<b>Learning strategies</b> <ul style="list-style-type: none"> <li>• Memorizing</li> <li>• Mnemonics</li> <li>• Recycling words</li> </ul>	
		<b>Vocabulary technique:</b> <ul style="list-style-type: none"> <li>• Flash card</li> <li>• Re read material</li> <li>• Acrostic</li> <li>• Cornell System</li> <li>• Puzzle</li> <li>• Drilling</li> </ul>	
<b>Contents</b>	<b>Procedure</b>	<b>Resources</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Language focus</li> <li>• Useful expression</li> <li>• Giving information</li> <li>• Grammar</li> </ul>	Engage	<u>The teacher is going to:</u> <ol style="list-style-type: none"> <li>1. Show two flash cards about a travel agency.</li> <li>2. Asks students some questions to brainstorm about the travel agency</li> </ol>	Handouts Data projector Internet Speakers Webquest
			WebQuest evaluation

		<p>Have you ever heard of travel agency?          What do you look?          Do you know any travel agency in your city?</p> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Look the flash card.</li> <li>2. Brainstorm about the travel agency flash cards.</li> <li>3. Answer the questions</li> </ol>		
	Study	<p><u>The teacher is going to:</u></p> <ol style="list-style-type: none"> <li>1. Present the dialogue about “at the travel agency” from the WebQuest.</li> <li>2. Tell to his/her students re read and practice the dialogue.</li> <li>3. Ask to his/her students change some information to real information</li> <li>4. Show the next step on the WebQuest and request to his her students practice the new words.</li> <li>5. Ask some questions about journey, travel, trip.</li> <li>6. Explain how ask and give information.</li> </ol> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Look the information</li> <li>2. Read the dialogue</li> </ol>		

		<ol style="list-style-type: none"> <li>3. Change the information with their own information</li> <li>4. Practice the new vocabulary information</li> <li>5. Answer the questions about journey, trip, travel.</li> <li>6. Learn a list of words, expressions and their meaning.</li> </ol>		
	Activate	<p><u>The teacher is going to:</u></p> <ol style="list-style-type: none"> <li>1. Show a how to make an acrostic</li> </ol> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Find two words and make an acrostic</li> </ol>		
<p>Links for further activities:</p> <p><a href="https://www.excellentesl4u.com/esl-travel-reading.html">https://www.excellentesl4u.com/esl-travel-reading.html</a></p> <p><a href="https://www.excellentesl4u.com/esl-travel-conversation.html">https://www.excellentesl4u.com/esl-travel-conversation.html</a></p> <p><a href="https://www.excellentesl4u.com/esl-travel-vocabulary.html">https://www.excellentesl4u.com/esl-travel-vocabulary.html</a></p> <p><a href="https://www.excellentesl4u.com/esl-travel-writing.html">https://www.excellentesl4u.com/esl-travel-writing.html</a></p> <p><a href="https://www.excellentesl4u.com/esl-travel-listening.html">https://www.excellentesl4u.com/esl-travel-listening.html</a></p>				
<p>Bibliography:</p> <p><a href="http://www.saberingles.com.ar/cursoturismo/lesson01/02.html">http://www.saberingles.com.ar/cursoturismo/lesson01/02.html</a></p> <p><a href="http://www.discoveryeducation.com/free-puzzlemaker/">http://www.discoveryeducation.com/free-puzzlemaker/</a></p>				



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## Flash cards

**TASK 1:** Look at the pictures.

Picture 1



Picture 2



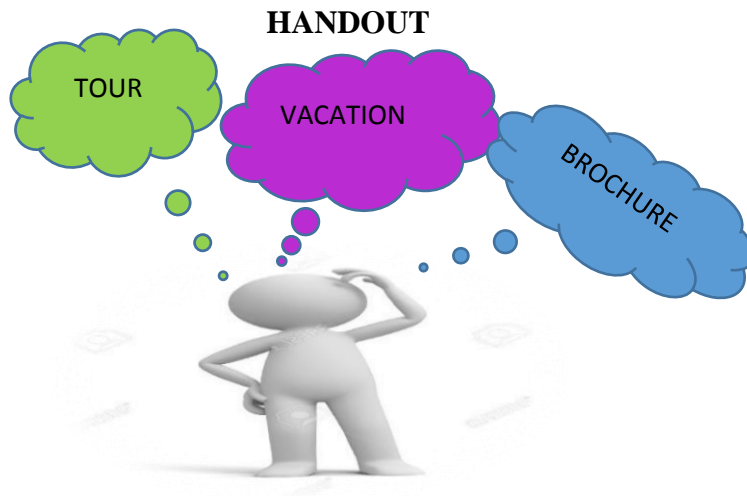


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Name: ..... Teacher: .....  
 Date: ..... Course: .....

**TASK 2 : Brainstorming your ideas**



**AT THE TGRAVEL AGENCY**

	
.....	.....
.....	.....
.....	.....
.....	.....





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Name: ..... Teacher: .....  
Date: ..... Course: .....

**TASK 3:** Read and re read the dialogue

**Webquest**



**At the travel agency**

*Read the dialogue and try to understand it.*

**Agent:** Good morning, sir. How may I help you?

**Customer:** Good morning. I intend to visit England with my wife. What would you recommend?

**Agent:** Well, we have several package deals. How long do you plan to stay?

**Customer:** We will stay around two weeks.

**Agent:** In that case, I would recommend you our all-inclusive tour.

**Customer:** What does it include?

**Agent:** It includes air and ground transportation, accommodation, meals and guided visits.

**Customer:** I really like that. May I have a brochure, please?

**Agent:** Of course, sir. Here you are.



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Name:..... Teacher:.....  
Date: ..... Course: .....

**TASK 4 :** Change some information to real information from task 3

**Agent:** Good morning, ..... How may I help you?

**Customer:** Good morning. I intend to visit ..... with my ..... What would you recommend?

**Agent:** Well, we have several package deals. How long do you plan to stay?

**Customer:** We will stay around .....

**Agent:** In that case, I would recommend you our all-inclusive tour.

**Customer:** What does it include?

**Agent:** It includes .....and guided visits.

**Customer:** I really like that. May I have a brochure, please?



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Name: ..... Teacher: .....  
 Date: ..... Course: .....

**TASK 5:** Remember the words (This task has a link with the following tasks 6,7,8 )

<b>Language focus</b>		<b>Travel vocabulary</b>	
<b>How may I help you?</b>	<b>ground transportation</b>	<b>tour operator</b>	<b>vacation</b>
<b>to intend to</b>	<b>accommodation</b>	<b>accommodation</b>	<b>group tour</b>
<b>several</b>	<b>meal</b>	<b>brochure</b>	<b>package tour</b>
<b>package deal</b>	<b>guided visit</b>	<b>car rental</b>	<b>package holiday</b>
<b>to plan</b>	<b>brochure</b>	<b>city centre</b>	<b>package vacation</b>
<b>to stay</b>	<b>travel agency</b>	<b>downtown</b>	<b>itinerary</b>
<b>all-inclusive tour</b>	<b>travel agent's</b>	<b>customer</b>	<b>air transportation</b>
<b>air transportation</b>	<b>travel agent</b>	<b>discount</b>	<b>ground transportation</b>
<b>ticket</b>	<b>award ticket</b>	<b>travel guide</b>	<b>holiday</b>
<b>journey</b>	<b>trip</b>	<b>travel</b>	<b>bargain</b>
<b>special rate</b>	<b>group rate</b>	<b>high season</b>	<b>low season</b>

Source: This table was designed with the vocabulary taken from: WebQuest saber Inglés  
<http://www.saberingles.com.ar/cursoturismo/lesson01/02.html>

Elaboration: Monge L. (2017)



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Name: ..... Teacher: .....  
Date: ..... Course: .....

**TASK 6:** *Cornell System.* Join with the correct answer.

<b>Questions</b>	<b>Answers</b>
<b>What is the definition of travel?</b>	It is used to mean the general activity of moving from one place to another.
<b>What is the definition of journey?</b>	It refers to travelling a long distance, or travelling regularly, emphasizing on the idea of travelling itself.
<b>What is the definition of trip?</b>	It refers to travelling a short distance, or an unusual journey, emphasizing on the place or the reason of travelling.

**Source:** This table was designed with the definitions taken from: WebQuest saber Inglés  
<http://www.saberingles.com.ar/cursoturismo/lesson01/02.html>

**Elaboration:** Monge L. (2017)



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Name: ..... Teacher: .....  
 Date: ..... Course: .....

**TASK 7:** Find the following words.

**TRAVEL AGENCY**

B	T	L	Q	V	K	B	Z	Q	C	A	K	M	N
R	I	O	E	S	F	W	K	U	M	O	E	O	S
O	B	T	U	V	L	T	S	N	F	O	I	B	T
C	F	S	I	R	A	T	J	Z	L	T	S	Q	P
H	S	V	T	N	O	R	E	H	A	P	L	A	N
U	C	Z	G	M	E	W	T	T	I	Z	X	V	L
R	K	H	E	Y	T	R	R	X	Z	K	Y	T	H
E	M	R	E	V	Y	O	A	Z	D	I	T	N	P
O	E	O	Q	C	P	Y	P	R	M	X	E	I	K
N	A	Q	N	S	W	O	V	Y	Y	V	K	O	P
R	L	E	N	E	G	A	K	C	A	P	C	T	S
P	G	A	C	F	J	Z	M	T	W	E	I	B	A
A	R	N	E	F	A	F	G	A	Y	M	T	J	X
T	A	C	C	O	M	M	O	D	A	T	I	O	N

Source: <http://www.discoveryeducation.com/free-puzzlemaker/>

Elaboration: Monge L. (2017)

**KEY WORDS**

- |               |                |          |
|---------------|----------------|----------|
| ACCOMMODATION | AGENCY         | BROCHURE |
| CUSTOMER      | ITINERARY      | MEAL     |
| PACKAGE       | PLAN           | TICKET   |
| TOUR          | TRANSPORTATION | TRAVEL   |



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**TASK 8:** Look at the following wall chart Ask and Give information



I intent to visit Ecuador

What would you recomend?



Where should I go?

What does the tour include?



Are all meals included in the package?

**Part B :** Create a poster and describe one touristic place in Ecuador. Use your notes. Include your own experiences of a trip that you have had. Finally show it to your classmates.

Write your notes here



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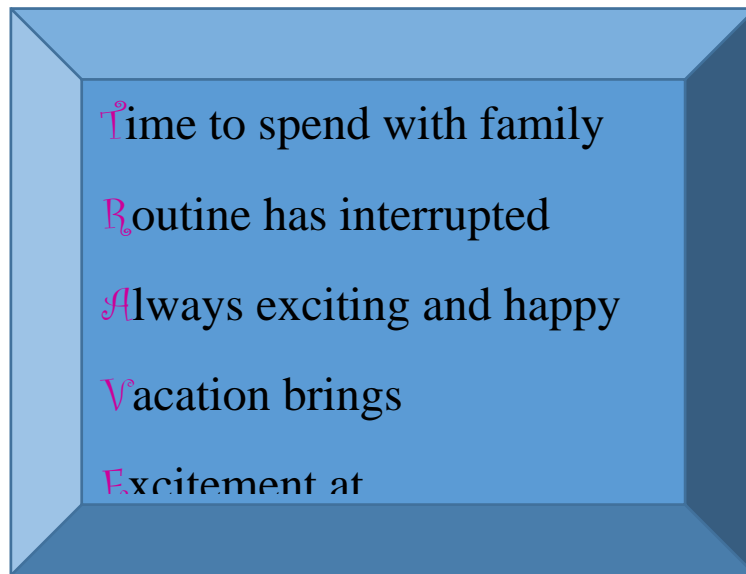
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**TASK 9:** Make an acrostic of the vocabulary word

**Example:**



**H** \_\_\_\_\_  
**O** \_\_\_\_\_  
**L** \_\_\_\_\_  
**I** \_\_\_\_\_  
**D** \_\_\_\_\_

**C** \_\_\_\_\_  
**O** \_\_\_\_\_  
**S** \_\_\_\_\_  
**T** \_\_\_\_\_  
**O** \_\_\_\_\_  
**M** \_\_\_\_\_



## Evaluation

**TASK 10:** Complete the following exercise.

Fill in the blanks with the words from the list.

recommend - offer - stay - packages -  
itinerary  
all-inclusive - brochure - hotels - cities  
may - can - about - long

- Good morning. How  I help you?
- Good morning. We would like to travel around Europe but we aren't sure which countries to visit. What would you  ?
- Well, we have different  and we can also  you our  tours.
- Yes, we would really like to travel with a group of people, specially if they are the same age as us. How  are the tours that you offer?
- You can take the 20-day tour or the 30-day tour. In both cases you will visit the most important  in Europe. The difference is that on the second one you will  longer in each place. You will have a tour guide with you all the time.

- I see. We will have to think  it. May we have a , please?

- Yes, here you are. On this page, you  see the different options, the description of the  and the complete .

- Thank you ver much. You were very informative indeed.

- Thank you. If you need any more information, please call our office and we'll gladly help you.

**Source: This task was taken from: WebQuest saber Inglés**  
<http://www.saberingles.com.ar/cursoturismo/lesson01/02.html>

## Lesson Plan 2

<b>Institution:</b> <i>Unidad Educativa "Pujilí"</i>		<b>Topic:</b> RENTING A CAR	
<b>Area:</b> English as Foreign Language		<b>Date:</b> Week 2	
<b>Year:</b> 11 <sup>th</sup> Tourism		<b>MODULE 2</b>	
<b>Learning Goals:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Receive information through a reading</li> <li>• Employ techniques of active learning</li> <li>• Get general and specific information</li> <li>• Study vocabulary and expressions for renting a car</li> <li>• Identify vocabulary</li> <li>• Ask questions</li> <li>• Give information</li> <li>• Argument through carefully selected information and appropriate, tone and evidence</li> </ul>		<b>Learning strategies</b> <ul style="list-style-type: none"> <li>• Mnemonics</li> <li>• Guessing</li> </ul>	
		<b>Vocabulary technique:</b> <ul style="list-style-type: none"> <li>• Association</li> <li>• Re read</li> <li>• Play Hangman</li> </ul>	
<b>Contents</b>	<b>Procedure</b>	<b>Resources</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Renting a car</li> <li>• Language Focus</li> <li>• New words and expressions / Giving information</li> </ul>	Engage  <u>The teacher is going to:</u> 1. Show pictures to associate with the new theme. 2. Demonstrate how to join words in order to remember the words.  <u>The student is going to</u>	Handouts Data projector Internet Speakers Webquest	WebQuest evaluation

		<ol style="list-style-type: none"> <li>1. Look at the cards and associate the picture with the meaning.</li> <li>2. Fill the handout about Renting a car</li> </ol>		
	Study	<p><u>The teacher is going to:</u></p> <ol style="list-style-type: none"> <li>1. Divide the class group in pairs</li> <li>2. Ask students to read the dialogue about “renting a car” and guessing the meaning of some words.</li> <li>3. Underline and pronounce the difficult words.</li> <li>4. Give some vocabulary about renting a car and play hangman in order to remember new vocabulary.</li> <li>5. Use the exercise WebQuest.</li> </ol> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Read the dialogue about “renting a car.”</li> <li>2. Infer and guess meanings of unfamiliar words.</li> <li>3. Practice in pairs.</li> <li>4. Play hangman in pairs and remember new vocabulary.</li> <li>5. Get into the WebQuest class.</li> </ol>		
	Activate	<p><u>The teacher is going to:</u></p> <ol style="list-style-type: none"> <li>1. Play the audio three times</li> </ol>		

		<ol style="list-style-type: none"> <li>2. Help to his/ her students to find the words on the internet</li> <li>3. Read the instruction to complete the exercise.</li> </ol> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>4. Listen the audio</li> <li>5. Write the sentences</li> <li>6. Complete the exercise</li> </ol>		
<p>Links for further activities:</p> <p><a href="https://www.esl-lab.com/vocab/v-car-rental.htm">https://www.esl-lab.com/vocab/v-car-rental.htm</a></p> <p><a href="https://www.talkenglish.com/lessondetails.aspx?ALID=397">https://www.talkenglish.com/lessondetails.aspx?ALID=397</a></p> <p><a href="https://www.talkenglish.com/lessonpractice.aspx?ALID=401">https://www.talkenglish.com/lessonpractice.aspx?ALID=401</a></p> <p><a href="https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-118479.php">https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-118479.php</a></p>				
<p>Bibliography:</p> <p><a href="http://www.saberingles.com.ar/cursoturismo/lesson01/02.html">http://www.saberingles.com.ar/cursoturismo/lesson01/02.html</a></p> <p><a href="https://www.esl-lab.com/vocab/v-car-rental.htm">https://www.esl-lab.com/vocab/v-car-rental.htm</a></p>				

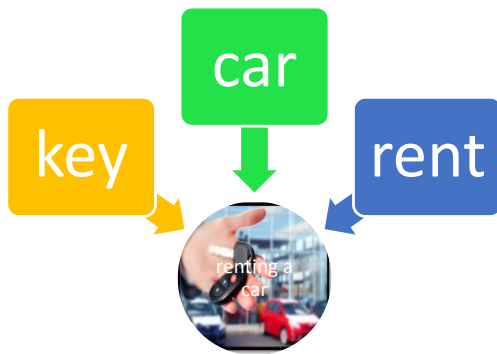


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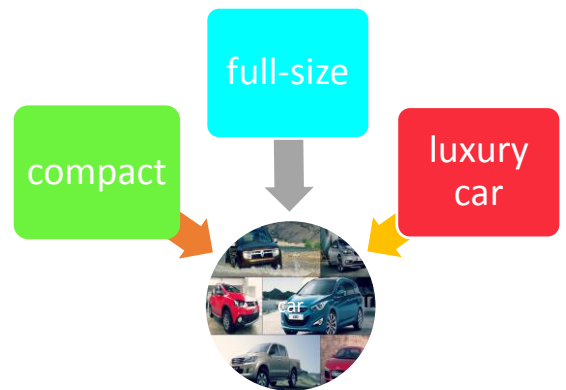
**TASK 11:** Associate the following picture with words.



kearent = key car rent



\_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ = \_\_\_\_\_



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**TASK 12:** Read and Re read "Renting a car". Underline new words.

*Read the dialogue and try to understand it.*

**Staff:** Good morning, sir.  
**Customer:** Hello. I'd like to hire a car.  
**Staff:** What kind of car do you prefer?  
Compact, standard or full-size?  
**Customer:** A small one.  
**Staff:** For how long?  
**Customer:** One week. How much is it?  
**Staff:** The total would be 300 pounds, with unlimited mileage and insurance.  
**Customer:** Fine. May I return the car at any other city?  
**Staff:** Absolutely. You can return the car at any of our offices around the country with no additional cost. I remind you that you must fill the tank before returning it. May I get your driver's license and your credit card, please?  
**Customer:** Here you are.  
**Staff:** Thank you. Here are the keys. You can pick up your car at the car park.



**Part B:** Make sentences at least five sentences.

**Example:** Mary has a full-size car.

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Language Focus

*TASK 13: Read the vocabulary notes and try to remember.*

Compact car,  
standard-size car,  
full-size car,  
home, automatic  
car, manual car

Car rental, kind of ,  
full-size, compact,  
unlimited mileage,  
office, parking lot

Insurance policy,  
collision damage  
waiver, liability  
insurance, limit,  
priced, daily rate,  
fill the tank, pick





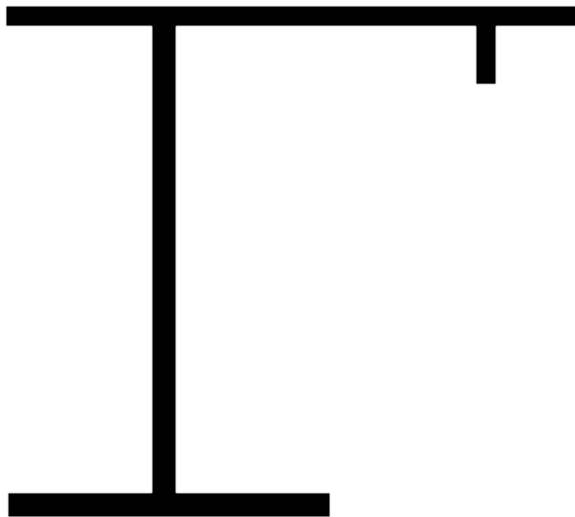


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**TASK 14 :** Play in pairs and write your own words about renting a car.



Your score	My score

m \_ \_ \_ e

\_ \_ s \_ \_ a \_ \_ \_

F \_ \_ \_ - s \_ \_ \_

\_ o \_ \_ a \_ t c \_ \_

\_ a \_ K \_ \_ \_ \_ \_ t



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Name:..... Teacher:.....  
Date: ..... Course: .....

**TASK 15:** Write the questions using the words given.

car - would - prefer

What kind  ?

rate - day

How much  ?

insurance - included

What kind  ?

long - rent - car - for

How  ?

Source: <http://www.saberingles.com.ar/cursoturismo/lesson01/02.html>

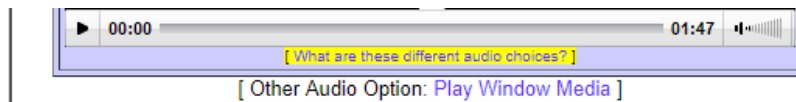


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**TASK 16:** Listen to the words below and consult a dictionary if you need a definition. Write a sample sentence for each word to learn how it is used in context. You can use the Internet to find such sentences.



- rental car
- compact
- economy
- standard
- full size
- luxury
- SUV (sports utility vehicle)
- pickup truck
- minivan

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**Part B:** Now, complete the sentences below with the best answer:

1. I'd like to rent a \_\_\_\_\_ to be able to haul some furniture from my apartment to my new house.

- A. minivan  B. standard car  C. pickup truck

2. If you decide not to use the rental car, be sure to contact the car rental company and cancel the reservation by phone, or you might be charged a \_\_\_\_\_.

- A. no-show fee  B. damage waiver  C. mileage limit

3. Be sure to \_\_\_\_\_ by 5:00 p.m. to avoid being charged for an extra day.

- A. make a reservation  B. return the car  C. leave a deposit

**Source:** this activity is from this website <https://www.esl-lab.com/vocab/v-car-rental.htm>

### Lesson Plan 3

<b>Institution:</b> <i>Unidad Educativa "Pujilí"</i>		<b>Topic:</b> AT THE AIRPORT	
<b>Area:</b> English as Foreign Language		<b>Date:</b> Week 3	
<b>Year:</b> 11 <sup>th</sup> Tourism		<b>MODULE 3</b>	
<b>Learning Goals:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Gain relevant experience working within Tourism</li> <li>• Develop his practical and managerial skills in the learning environment</li> <li>• Learn vocabulary and expressions about the airport.</li> <li>• Identify vocabulary</li> <li>• Ask and answer questions</li> <li>• Role play basic dialogues</li> </ul>		<b>Learning strategies</b> <ul style="list-style-type: none"> <li>• Guessing</li> <li>• Mnemonics</li> </ul>	
		<b>Vocabulary technique:</b> <ul style="list-style-type: none"> <li>• Spot the differences</li> <li>• Mimic and gesture</li> <li>• Dialogue</li> <li>• Matching</li> </ul>	
<b>Contents</b>	<b>Procedure</b>	<b>Resources</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• At the airport</li> <li>• Language Focus</li> <li>• New words and expressions</li> <li>• Giving information</li> </ul>	Engage	<u>The teacher is going to:</u> <ol style="list-style-type: none"> <li>1. Distribute the handouts</li> <li>2. Tell them do not to look each other</li> <li>3. Say them that are eight differences</li> </ol> <u>The student is going to</u> <ol style="list-style-type: none"> <li>1. Sit in pairs</li> <li>2. Look at the cards</li> </ol>	Handouts Data projector Internet Speakers Webquest  WebQuest evaluation

		3. Find the differences and say in oral way		
	Study	<p><u>The teacher is going to:</u></p> <ol style="list-style-type: none"> <li>1. Show glossary words to learners.</li> <li>2. Gives bingo cards</li> <li>3. Present a matching card.</li> <li>4. Teach useful expression at the airport.</li> <li>5. Look for suitable dialogues to</li> </ol> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Read glossary words</li> <li>2. Find a word on their board and when a player gets 4 in a row they win the game.</li> <li>3. Match the pictures with the words.</li> <li>4. Learn useful expressions</li> <li>5. Practice the basic English dialogues</li> </ol>		
	Activate	<p><u>The teacher is going to:</u></p> <ol style="list-style-type: none"> <li>1. Reinforce the knowledge</li> </ol> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Take a quiz to test the knowledge related to airport travel.</li> </ol>		

**Links for further activities:**

<https://www.allthingstopics.com/uploads/2/3/2/9/23290220/spot-the-differences-airtravel.pdf>

**Bibliography:**

<http://www.saberingles.com.ar/cursoturismo/lesson01/02.html>

<https://www.allthingstopics.com/uploads/2/3/2/9/23290220/spot-the-differences-airtravel.pdf>

<https://osric.com/bingo-card-generator/?title>

<https://www.thoughtco.com/airport-dialogue-and-quiz-beginner-esl-4168866>



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**TASK 17: Find 8 differences**



Source: <https://www.allthingstotopics.com/uploads/2/3/2/9/23290220/spot-the-differences-airtravel.pdf>





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## Glossary

### A

Airport  
Air traffic control  
Airline  
Airline counter  
Aisle seat  
Animal in hold  
Arrivals  
Arrivals are delayed  
Arrivals are on schedule  
Air hostess  
Air traffic control  
Aircraft

### B

Baggage (US) luggage (GB)  
Baggage allowance  
Baggage carousel  
Baggage claim  
Baggage compartment  
Boarding pass  
Boarding pass  
Briefcase  
Bumpy flight

### C

Cabin  
Carry-on luggage  
Checked luggage  
Check-in desk  
Cockpit  
Concourse

Connecting flight  
Control tower  
Copilot  
Crew  
Customs  
Customs official

### D

Delayed  
Departure lounge  
Departures  
Departures are delayed  
Departures are on schedule  
Direct flight/ non- stop fly  
Domestic flight  
Duty-free

### E

Emergency exit  
Emergency landing  
Excess baggage  
Excess baggage charge

### F

Final destination  
Flight attendant  
Flight number

### G

Gate

### I

Immigration

Immigration official  
In-flight manual  
International flight

## J

Jet bridge  
Jet lag

## L

Landing  
Layover hotel  
Life vest  
Loudspeakers  
Luggage  
Luggage compartment  
Luggage conveyor belt (GB)

## M

Meal tray  
Meeting point

## O

On schedule  
One-way trip  
Overbooking  
Overweight

## P

Passengers lounge  
Pilot  
Plane

## R

Registered luggage  
Restroom  
Round trip  
Runway

## S

Scales  
Seat  
Seat belt  
Shuttle bus  
Stopover  
Suitcase

## T

Take-off  
Terminal  
Timetable  
Time of arrival  
Time of departure  
Tourist  
Travel agency  
Trolley  
Turbulence

## V

Visa

## W

Window seat  
Wind directional indicator  
Windsock



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TASK 18 : Students use the airport Pictionary to remember vocabulary.

## Airport Pictionary

			
TERMINAL	AIRPLANE	PASSENGER	LUGGAGE
			
PILOT	FLIGHT ATTENDANT	CABIN CREW	CHECK-IN DESK
			
SECURITY GATE	BAGGAGE CLAIM	COCKPIT	PASSPORT

SECURITY GATE

BAGGAGE CLAIM

COCKPIT

PASSPORT



BOARDING CARD

RUNWAY

TO LAND

TO TAKE OFF



TROLLEY

WINDOW SEAT

AISLE SEAT

OVERHEAD LOCKER



TO FASTEN SEATBELT



TO SERVE REFRESHMENTS



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**Task 19:** Teacher read the airport vocabulary. Student wins when gets 4 row in a card.

At the airport					At the airport				
Visa	Delayed	Animal in hold	Final destination	Airline	Visa	Domestic flight	Cabin	Airport	Air hostess
Airport	Cabin	Duty-free	Direct flight/ non- stop fly	Aisle seat	Delayed	Gate	Airline counter	Air traffic control	Direct flight/ non- stop fly
Domestic flight	Runway	<b>Park Bench</b> Free Space	Arrivals are delayed	Arrivals	Departures are delayed	Aircraft	<b>Park Bench</b> Free Space	Air traffic control	Departures are on schedule
Gate	Meal tray	Departures are delayed	Airline counter	Air traffic control	Emergency exit	Duty-free	Runway	Arrivals	Airline
Emergency exit	Air traffic control	Departures	Departures are on schedule	Air hostess	Departures	Animal in hold	Meal tray	Aisle seat	Arrivals are on schedule

At the airport					At the airport				
Domestic flight	Delayed	Air traffic control	Gate	Air hostess	Arrivals are on schedule	Delayed	Air traffic control	Aircraft	Departures are on schedule
Departures	Visa	Meal tray	Duty-free	Arrivals	Aisle seat	Direct flight/ non- stop fly	Departures	Animal in hold	Airline
Arrivals are delayed	Runway	<b>Park Bench</b> Free Space	Departures are on schedule	Airline counter	Airline counter	Arrivals are delayed	<b>Park Bench</b> Free Space	Domestic flight	Emergency exit
Animal in hold	Cabin	Airport	Aisle seat	Aircraft	Final destination	Departures are delayed	Duty-free	Visa	Arrivals
Departures are delayed	Arrivals are on schedule	Emergency exit	Direct flight/ non- stop fly	Air traffic control	Runway	Airport	Air hostess	Meal tray	Gate

Source: <https://osric.com/bingo-card-generator/?title>



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**Part B:** Match the pictures with words that is related.

Aircraft

Air hostess

Baggage

Gate







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## Useful phrases at the airport



May I see your passport, please?

- You need a visa to enter the country.
- How many bags are you checking in?



Do you have a carry-on bag?

- Only one carry-on bag is allowed.
- Baggage limitation is 20 kilos per person.



You have 10 kilos of excess baggage.

- Would you prefer a window seat or an aisle seat?
- Here's your boarding pass



You have seat 4A.

- Please proceed to gate 12
- You must pick up your luggage at destination



You must pick up your luggage from carousel 4

- Fly number 101 is now boarding
- Arrivals are delay/ on schedule



Please proceed through security

- Please proceed through customs and immigration
- Please have your passport ready for inspection





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Date: ..... Course: .....

**Task 20:** Students practice the dialogue with mimics and gestures. Switch roles

### Check-in Practice Dialogue

**Passenger service agent:** Good morning. Can I have your ticket, please?

**Passenger:** Here you are.

**Passenger service agent:** Would you like a window or an aisle seat?

**Passenger:** An aisle seat, please.

**Passenger service agent:** Do you have any baggage?

**Passenger:** Yes, this suitcase and this carry-on bag.

**Passenger service agent:** Here's your boarding pass. Have a nice flight.

**Passenger:** Thank you.

### Security Practice Dialogue

**Security officer:** Next!

**Passenger:** Here's my ticket.

**Security officer:** Please step through the scanner.

**Passenger:** (beep, beep, beep) What's wrong?

**Security officer:** Please step to the side.

**Passenger:** Certainly.

**Security officer:** Do you have any coins in your pocket?

**Passenger:** No, but I have some keys.

**Security officer:** Ah, that's the problem. Put your keys in this bin and walk through the scanner again.

**Passenger:** OK.

**Security officer:** Excellent. No problem. Remember to unload your pockets before you go through security next time.

**Passenger:** I'll do that. Thank you.

**Security officer:** Have a nice day.

Source: <https://www.thoughtco.com/airport-dialogue-and-quiz-beginner-esl-4168866>

### Lesson Plan 4

<b>Institution:</b> <i>Unidad Educativa "Pujili"</i>		<b>Topic:</b> ON THE PLANE		
<b>Area:</b> English as Foreign Language		<b>Date:</b> Week 4		
<b>Year:</b> 11 <sup>th</sup> Tourism		<b>MODULE 4</b>		
<b>Learning Goals:</b> Students will be able to: <ul style="list-style-type: none"> <li>• Critique their own and others' work</li> <li>• Find and use material located through the library's online</li> <li>• Study vocabulary and expressions about on the plane</li> <li>• Identify vocabulary</li> <li>• Ask and answer questions</li> </ul>		<b>Learning strategies</b> <ul style="list-style-type: none"> <li>• Guessing</li> <li>• Mnemonics</li> <li>• Recycling words</li> <li>• Guessing</li> </ul>		
		<b>Vocabulary technique:</b> <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Matching</li> <li>• Puzzle</li> <li>• Question</li> </ul>		
<b>Contents</b>	<b>Procedure</b>	<b>Resources</b>	<b>Evaluation</b>	
<ul style="list-style-type: none"> <li>• On the plane</li> <li>• Language Focus</li> <li>• New words and expressions</li> <li>• Giving information</li> </ul>	Engage	<u>The teacher is going to:</u> <ol style="list-style-type: none"> <li>1. Show the pictures</li> <li>2. Explain that each picture is one scene and they have to guess the order</li> <li>3. Tell the story</li> </ol> <u>The student is going to</u> <ol style="list-style-type: none"> <li>1. Look at the pictures</li> <li>2. Cut out and try to guess the order of the story</li> </ol>	Handouts Data projector Internet Speakers Webquest	WebQuest evaluation

		3. Listen the story and check if the picture story is in the correct order or not		
	Study	<u>The teacher is going to:</u> <ol style="list-style-type: none"> <li>1. Show glossary words</li> <li>2. Give the cross puzzle</li> <li>3. Provide the boarding pass</li> <li>4. Show a dialogue model</li> <li>5. Teach the relationship between airplane and bus</li> <li>6. Give a handout about useful expression</li> </ol> <u>The student is going to</u> <ol style="list-style-type: none"> <li>1. Repeat glossary words</li> <li>2. Use the clues to discover the words in the cross puzzle</li> <li>3. Familiarize with the information</li> <li>4. Role play with their own information</li> <li>5. Write the number of each characteristic in the Venn diagram</li> <li>6. Infer the meaning of the useful expressions</li> </ol>		
	Activate	<u>The teacher is going to:</u>		

		<p>1. Give a reading about a woman pilot</p> <p><u>The student is going to</u></p> <ol style="list-style-type: none"> <li>1. Read and understand the reading</li> <li>2. Read the text and answer the questions</li> </ol>		
<p>Links for further activities:</p> <p><a href="https://www.learnenglishfeelgood.com/travelenglish/english-airplane-whats-wrong.html">https://www.learnenglishfeelgood.com/travelenglish/english-airplane-whats-wrong.html</a></p> <p><a href="http://www2.arnes.si/~oskksavokl2/plane.htm">http://www2.arnes.si/~oskksavokl2/plane.htm</a></p>				
<p>Bibliography:</p> <p><a href="http://www.saberingles.com.ar/cursoturismo/lesson01/02.html">http://www.saberingles.com.ar/cursoturismo/lesson01/02.html</a></p> <p><a href="https://en.islcollective.com/resources/search_result?Tags=airplane&amp;type=Printables&amp;searchworksheet=GO&amp;view=grid">https://en.islcollective.com/resources/search_result?Tags=airplane&amp;type=Printables&amp;searchworksheet=GO&amp;view=grid</a></p> <p><a href="http://puzzlemaker.discoveryeducation.com/code/BuildCrissCross.asp">http://puzzlemaker.discoveryeducation.com/code/BuildCrissCross.asp</a></p> <p><a href="https://www.theguardian.com">https://www.theguardian.com</a></p>				



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Name: ..... Teacher: .....  
Date: ..... Course: .....

**Task 21:** Look at the pictures. Cut out and try to guess the order of the story.



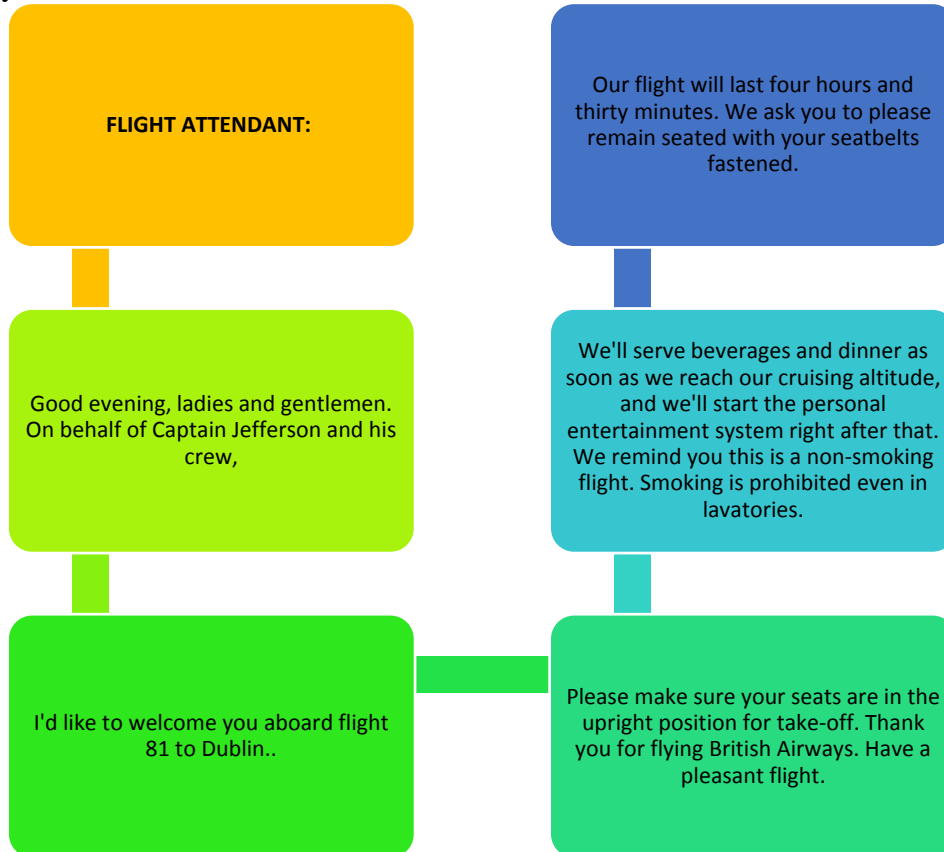
**Part B:** Paste the pictures in the order that you hear.



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Instruction: teacher reads the dialogue and students listen and check if the picture story is in the correct or not.



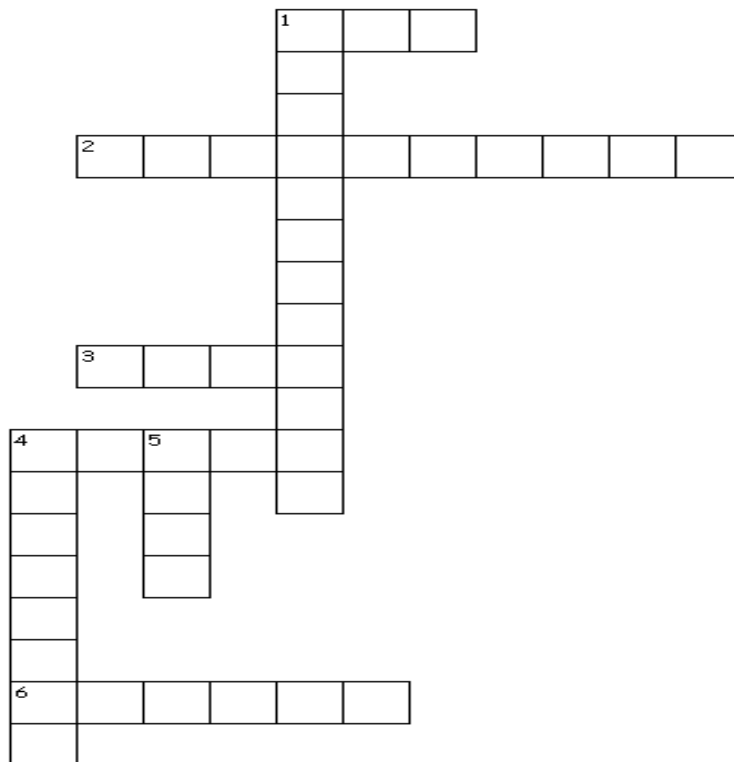


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**TASK 22:** Use the clues to discover the words in this cross puzzle  
**On the plane**



**Across**

1. a number of seats beside each other
2. baggage items that do not fit in suitcases
3. vest a blow-up device that you put on in an emergency over water
4. the person who drives the plane
6. the strip of land that an airplane takes-off and lands on

**Down**

1. drinks and snacks
4. document that proves a person's identification and nationality
5. returning to the ground after being in the air

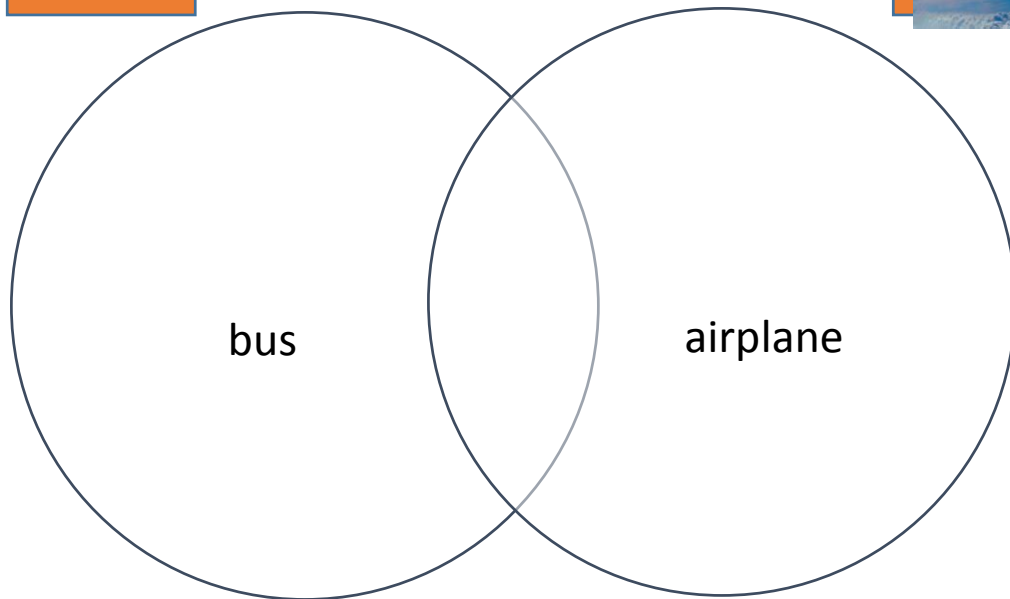


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**TASK 23:** What is the relationship between airplane and bus. Use Venn diagram.  
 Write the number of each characteristic in the appropriate circle.



1. It is a mean of transportation	7. It has wings
2. It has wheels	8. It has windows
3. It flies	9. It has a pilot
4. It has passengers	10. It has a driver
5. You need ticket to ride it	11. It takes off
6. It has attendants	12. It parks





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## NEW WORDS AND EXPRESSIONS



### Making an announcement

- Good morning/ladies and gentlemen
- On behalf of ...
- I would like to welcome you..
- I would like to inform you about....
- Please make sure that...
- We ask you to please ..../ We remind you that...
- Thank you for your attention / cooperation
- Thank you for your patience / understanding



### Announcements on the plane

- Please fasten your seatbelts
- Please have your boarding passes ready
- Please proceed to the baggage claim area
- Please fold your tables
- Please put your seats in the upright positions
- A selection of snacks and drinks will be served
- Please prepare for take-off/ landing
- We will be taking off/ landing soon



### Meals on the plane

- What would you like to have?
- Would you like chicken or beef?
- Would you prefer chicken or pasta?
- What would you like to drink?
- Would you like ice?
- Tea or coffee?
- With milk or sugar?



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**AIRPLANE VOCABULARY**





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Date: ..... Course: .....

**TASK 23:**

A British woman has become one of the world’s youngest commercial airline captains at the age of 26. Kate McWilliams, from Carlisle, said she is asked about her age by cabin crew and passengers almost daily and most people are “pleasantly surprised and impressed” when she tells them.



McWilliams began flying in the air cadets aged 13 before going on a training programme at CTC Aviation in Southampton on her 19th birthday then joining easyJet as a first officer in May 2011. She recently rose to the rank of captain after passing the airline’s command course. An easyJet spokeswoman said the budget carrier believes McWilliams is the world’s youngest commercial airline captain.

McWilliams said: “Personally, I don’t think my age matters. I’ve been through the same training and passed the same command course as every other captain, so I’ve proven myself capable regardless of my age.

McWilliams lives in Reigate, Surrey, and is based at Gatwick airport. She flies Airbus A319 and A320 planes to about 100 destinations, including Reykjavik, Tel Aviv and Marrakech.



McWilliams said that when she was growing up, she did not think it was an option to become a commercial pilot, but she has “never looked back” since beginning her training. “I love being a commercial pilot for easyJet and I am proud that I have now achieved my ambition of becoming a captain,” she said.

Only 5% of commercial pilots are women. Julie Westhorp, the chair of the British Women Pilots’ Association, said she hoped that McWilliams’ progression would inspire more women to consider a career in aviation. She went on: “Both the BWPA and easyJet are aware of the importance of visible role models for girls and young women when making career choices and continue to work together to encourage young women to consider a pilot career.

“Kate’s achievement clearly demonstrates to other young women that it is possible to succeed as a pilot in commercial aviation. We wish Kate continuing success in her career and are delighted that she is now an excellent role model for other females.”

<https://www.theguardian.com>

**Part A : Read the text and answer the following questions.**

- a) How old is Kate McWilliams?
- b) Why are people “surprised and impressed” when she tells her age?
  - c) When did she start flying?
  - d) Which airline company does she work for?
- e) What kind of plane does she fly?
- f) Why isn't she worried about her age?

**Part B: TRUE or FALSE?**


- a) Kate only flies planes inside Europe. \_\_\_\_\_
- b) Becoming a pilot was her childhood dream. \_\_\_\_\_
- c) A large number of women are pilots. \_\_\_\_\_
- d) Kate is proud of her achievements. \_\_\_\_\_
- e) Kate can influence other women to become pilots too. \_\_\_\_\_

**Part C: Find words with the same meaning.**

- a) traveller \_\_\_\_\_
- b) position \_\_\_\_\_
- c) in spite of \_\_\_\_\_
- d) starting \_\_\_\_\_
- e) example \_\_\_\_\_
- f) shows \_\_\_\_\_

## ANNEXES

### Annex 1. Approval sheet



UNIVERSIDAD TÉCNICA DE AMBATO  
UNIDAD DE TITULACIÓN


**RESOLUCIÓN: UT-P-0795-2017**

La Unidad de Titulación en sesión ordinaria del 23 de octubre de 2017, vista la comunicación de fecha 16 de octubre de 2017, suscrita por el Licenciado Edgar Guadía Encalda Trujillo Magister, Profesor Revisor del Proyecto del Trabajo de Investigación, presentado por la maestrante Lorena Salomé Monge Herrera, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera, cohorte 2016.


**RESUELVE:**

- **APROBAR** el tema del Trabajo de Investigación: “**ESP METHODOLOGY IN TECHNICAL LEXICON LEARNING**”, presentado por la maestrante Lorena Salomé Monge Herrera, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera, cohorte 2016.
- **DESIGNAR** al Licenciado Edgar Guadía Encalda Trujillo Magister, como Director del Trabajo de Investigación, de conformidad al Estatuto de la Universidad Técnica de Ambato, artículo 186, literal g. que dice: “**Dirigir Tesis y/o Trabajos de Grado, integrar Tribunales, Comisiones y efectuar otros trabajos de interés académico – administrativo, asignados por Organismos de Dirección y Autoridades Universitarias**”.
- **SOLICITAR** al Director y a la maestrante que el análisis e interpretación de resultados se obtenga del total de la población objeto de estudio.
- **INDICAR** al Director que el tema del Trabajo de Investigación puede estar sujeto a cambios, previa autorización de la Unidad de Titulación y debe guardar la rigurosidad académica correspondiente al cuarto nivel.
- **INDICAR** al Director que la orientación y monitoreo de los Trabajos de Investigación elaborados por los estudiantes de posgrado deberá realizarlos en horario distinto al distributivo de trabajo docente asignado por la Facultad.

Ambato, 23 de octubre de 2017

  
Doctor Héctor Gómez Alvarado  
PRESIDENTE DELEGADO

Copia: LICENCIADO EDGAR GUADÍA ENCALDA TRUJILLO MAGISTER  
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Annex 2. Approval sheet to develop the research in Unidad Educativa Pujilí.

Pujilí, 8 de mayo de 2018

Lic. MSc.  
Byron Caiza  
**RECTOR DE LA UNIDAD EDUCATIVA PUJILÍ**

Presente.

De mi consideración.

Yo, Lorena Salomé Monge Herrera con C.I 0502661598 en calidad de estudiante del Programa de Posgrado Maestría en la Enseñanza del Idioma Inglés como lengua Extranjera, cohorte 2016, paralelo B de la Universidad Técnica de Ambato, solicito de la manera más comedida me permita trabajar con los estudiantes de primero y segundo bachillerato especialidad Información en Ventas y Paquetes turísticos El trabajo de investigación que estoy realizando fue aprobado con resolución UT-P-0795-2017, del 23 de octubre del 2017, y con el tema: **“ESP METHODOLOGY IN TECHNICAL LEXICON LEARNING.”** . La cual ayudara a los estudiantes a mejorar su léxico técnico.

Por la atención que se digne dar a la presente, anticipo mi sentimiento de alta consideración y estima.

Atentamente,

  
Lic. Lorena Monge  
**ESTUDIANTE DE LA MAESTRIA**





## UNIDAD EDUCATIVA "PUJILÍ"

COTOPAXI – PUJILÍ

BARRIO CHIMBACALLE-CALLE PICHINCHA S/N Y MODESTO VILLAVICENCIO

TELÉFONO: 032723541 e-mail: tecpujili@hotmail.



PARA: Lic. Monge Herrera Lorena Salomé  
**DOCENTE DE LA UNIDAD EDUCATIVA PUJILI**

ASUNTO: Autorización para la realización de la investigación.

En respuesta a la solicitud S/N del 08 de mayo del 2018 suscrita por la Lic. Lorena Mong, me permito autorizar a la docente en mención para que realice el trabajo de investigación con el tema **"ESP METHODOLOGY IN TECHNICAL LEXICON LEARNING"**, con los estudiantes con estudiantes de primero y segundo año especialidad Información en Ventas y Paquetes Turísticos

Atentamente,

  
Byron Caiza  
**RECTOR**  
**UNIDAD EDUCATIVA PUJILI**



Annex 3. Pre-test and Post- test

## Exercise 1

1. Fill in the blanks. Some letters are already given.



w



h



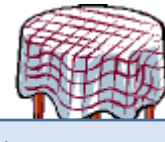
p



p



r



t



r



b



## Exercise 2

### 2. Fill in the blanks with the verbs in the correct tense.

- Good morning, sir. How may I (help)  you?
- I (like)  some information about your organized trips to France.
- Certainly. Please (have)  a seat. I will (show)  you what we have for this season. There are two tours of Germany. How long are you (plan)  to stay?
- I was (think)  of staying three or four weeks.
- Right. The first tour is for three weeks. It (start)  in Paris and goes to Nice, Marseille and Toulouse. The other one is for four weeks, and apart from these place, it  also (go) to Bordeaux, Montpellier, and Strasbourg.
- How nice! What (be)  the prices for the second tour?
- That tour (cost)  \$2340 per person, including all hotels, meals and land transportation. Are you going (travel)  alone?
- No, I will travel  with my wife.
- Then, I (believe)  this tour is the perfect choice for you.
- Yes,  she (love) France and she'll enjoy this trip a lot. May I (get)  a brochure, please?
- Of course, sir. Here you are.

### Exercise 3

3. Choose the correct option to answer the following questions.

1. Are you travelling alone?

Yes, I do.

Yes, I am.

2. How long are you going to stay at the hotel?

Four nights.

Yes, I will.

3. How much is the city tour?

It's \$20 per person.

It's at night.

4. May I see your passport, please?

Yes, please.

Of course.

5. Do you need a visa to enter China?

No you aren't.

Yes, you do.

6. Would you like to pay an additional insurance policy?

Yes, please.

Yes, I am.

7. What kind of car would you prefer?

A compact.

A black one.



**8. What kind of room do you want?**

A hotel room.

A double room.

**9. Is breakfast included in the rate?**

Yes, it is.

Yes, you can.







**10. Party of four?**

Yes, we are four.

Yes, the party is here.

**Exercise 4**

**4. Fill in the blanks with the objects you find in a restaurant.**

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>



### Exercise 5

5. Watch the video and answer the questions.

#### Washington Dc Tourism Rebounds Despite Economic Downturn

Source VDA News

Tourism officials in Washington say the U.s economic downturn is forcing many Americans to scale back and even cancel their traditional vacation plans. But the nation's capital, tourist visits are up.

**Questions about the video.**

**1. The number of American tourists visiting Washington has been reduced less than.**

5%

10%

15%

**2. Hotel occupancy rates have been around.**

66%

76%

86%

**3. How many international travelers visited Washington last year?**

14 million.

4 million.

1.4 million.

**4. The number of visitors from Brazil is up.**

29%

19%

9%

**6. International visitors spend on average.**

\$2,000

\$1,200

\$1,000

**7. Overseas travelers tend to spend more than domestic tourists.**

True.

False.

It's not said on the text.

## Exercise 6

### 6. Read the article and answer the questions.

**German Airport Strike Jeopardizes Flight Schedule**  
Source: VOA News

Passengers using the airport in Frankfurt, Germany, one of Europe's busiest airports, can expect a second day of flight cancellations because of a ground crew strike.

On Friday, passengers were greeted by long check-in lines and cancellation notifications.

Germany's largest airline, Lufthansa, says it cancelled 300 flights Thursday, stranding thousands of passengers, primarily those on domestic flights.

Authorities anticipate as much as half of the more than 1,000 daily arrivals and departing flights out of Frankfurt Airport could be impacted by Friday's continuation of the strike.

The airport operator reportedly has enough help to handle about half of the regular flight schedule on Friday.

The airport strike is part of a larger strike by public service workers across Germany.

The unions and employers remain apart on the percentage of a pay increase.

Questions  
about the

video.

- 1. Flights were delayed for two days.**  
True.  
False.  
It's not said on the text.
- 2. Passengers didn't have to queue to check in.**  
True.  
False.  
It's not said on the text.
- 3. Lufthansa had to cancel 1,000 flights.**  
True.  
False.  
It's not said on the text.
- 4. The airport operator was helped to handle the flight schedule.**  
True.  
False.  
It's not said on the text.
- 5. Only the airport ground crew was on strike.**

True.  
False.  
It's not said on the text.

### **Exercise 7**

#### **7. Choose the correct option**

- 1. a vehicle that takes people to and from hospitals.**
  - Ambulance
  - Parking space
  - Roundabout
- 2. travel in an airplane**
  - Translation
  - Fly
  - Foreign
- 3. line that is the commercial organization responsible for operating a system of transportation for trains that pull passengers or freight.**
  - Hovercraft
  - Railway
  - Translation
- 4. distance travelled per unit time.**
  - Airport
  - Reserve
  - Speed
- 5. a visitor to whom hospitality is extended.**
  - Announcement
  - Guest
  - Translate
- 6. someone who is licensed to operate an aircraft in flight.**
  - Ambulance
  - Pilot
  - Flight

**7. a hotel providing overnight lodging for travelers.**

Inn

Train

Guesthouse

**8. owed and payable immediately or on demand.**

Cab

Border

Due

**9. the basic monetary unit in many countries; equal to 100 cents.**

Tour

Dollar

Speed

**10. a broad highway designed for high-speed traffic.**

Motorway

Aero plane

Guide

**11. someone who travels for pleasure.**

Translation

Parking space

Tourist

**12. go away or leave.**

Duty-free

Depart

Check-in

**13. Cases used to carry belongings when traveling.**

Translate

Luggage

Tunnel

**14. Passageway (as in an air terminal) where passengers can embark or disembark.**

Gate



Currency

Board

**15. a conveyance that transports people or objects.**

Nationality

Cyclist

Vehicle

**16. people having common origins or traditions and often comprising a nation.**

Car

Nationality

Customs

**17. the act of departing.**

Parking space

Departure

Bag

**18. A wheeled vehicle with small wheels and a low-powered gasoline engine geared to the rear wheel.**

Scooter

Fuel

Cabin

**19. go away or leave.**

Depart

Hotel

Cycle

**20. a craft capable of moving over water or land on a cushion of air created by jet engines.**

Trip

Hovercraft

Visa

# URKUND

## Urkund Analysis Result

**Analysed Document:** LORENA MONGE TESIS.docx (D41363854)  
**Submitted:** 9/11/2018 9:52:00 PM  
**Submitted By:** loreamor3081@hotmail.com  
**Significance:** 6 %

### Sources included in the report:

Tesis Alex Flores.docx (D33641874)  
Tesis 1\_Diana Ochoa.docx (D33648773)  
tesis gina y xavier para revisor pares.docx (D35194107)

### Instances where selected sources appear:

17

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