



**MILAGRO STATE UNIVERSITY  
DISTANCE LEARNING EDUCATION AND  
SEMI PRESENTIAL ACADEMIC UNIT**

**PREVIOUS PROJECT TO OBTAIN  
THE B.A. DEGREE IN SCIENCES OF EDUCATION**

**MENTION:  
ENGLISH LANGUAGE AND LINGÜISTIC**

**TOPIC:  
AN ENGLISH VOCABULARY BOOKLET TO IMPROVE THE READING  
AND UNDERSTANDING OF MANUALS IN THE OPTION OF  
ELECTRICITY, FOCUSED ON THE  
FIRST COURSE AT ALBORADA TECHNICAL  
AND INDUSTRIAL SENIOR HIGH SCHOOL  
OF MILAGRO CITY**

**AUTHORS:  
VILLEGAS SÁNCHEZ ESPERANZA RUTH  
BLANCA ESTRELLA GUAMÁN MÉNDEZ**

**MILAGRO – ECUADOR**

**2013**



## TUTOR'S AGREEMENT

For the present I do declare that I have analyzed the graduation project presented by Miss Esperanza Villegas and Miss Blanca Guamán, which topic is AN ENGLISH VOCABULARY BOOKLET TO IMPROVE THE READING AND UNDERSTANDING OF MANUALS IN THE OPTION OF ELECTRICITY, FOCUSED ON THE FIRST COURSE AT ALBORADA TECHNICAL AND INDUSTRIAL SENIOR HIGH SCHOOL OF MILAGRO CITY, to opt for the Graduated of Sciences of the Education Degree and that I accept to guide the students, during the stage of the development of the work until their presentation, evaluation and sustentation.

Milagro, 21 of January of 2013

  
MSc. Jacqueline Maridueña

## **DECLARATION OF THE RESEARCH RESPONSIBILITY**

The authors of this investigation declares before the Directive Council at Milagro State University Sciences Education's Academic Unit, that the present work is of our own responsibility, it doesn't contain material written by another person, except for which is indexed properly in the text; a part or the entire work of the present document has not been accepted for the grant of any other Degree or Grade of a national institution or foreigner.



## DECLARATION OF THE DEFENSE

THE EXAMINING TRIBUNAL previous to the obtaining of the Degree in Sciences of the Education, Mention in Linguistic Applied to English Language, grants to the present investigation project the following qualifications:

SCIENTIFIC MEMORY	[	]
ORAL DEFENSE	[	]
TOTAL	[	]
EQUIVALENT	[	]

---

PRESIDENT OF THE TRIBUNAL

---

DELEGATE PROFESSOR

---

SECRETARY PROFESSOR



## DECLARATION OF THE DEFENSE

THE EXAMINING TRIBUNAL previous to the obtaining of the Degree in Sciences of the Education, Mention in Linguistic Applied to English Language, grants to the present investigation project the following qualifications:

SCIENTIFIC MEMORY	[	]
ORAL DEFENSE	[	]
TOTAL	[	]
EQUIVALENT	[	]

\_\_\_\_\_  
PRESIDENT OF THE TRIBUNAL

\_\_\_\_\_  
DELEGATE PROFESSOR

\_\_\_\_\_  
SECRETARY PROFESSOR

## **DEDICATORY**

To my beloved mother, my dear husband and my daughter who gave me the support that I need in the most difficult moments of this time.

**Esperanza**

To my children who were my moral support and gave me the necessary strength to continue until I finish this project.

**Blanca**

## **ACKNOWLEDGEMENT**

To God Almighty for giving me wisdom and strength in the moments when I thought I was weak.

To both: the "Alborada Senior High School" and my fellow students because they are the axis that impels me to develop my professionalism.

To Milagro State University (UNEMI), for the opportunity that it gave me on finish this stage of my professional life.

To: my brother, my sister and the MSc. ZOILA BARRENO for their unconditional support to the project.

To my tutor: MSc. Jacqueline Maridueña for her patience and understanding during the development of this project.

## **ACKNOWLEDGEMENT**

To God Almighty for giving me wisdom and strength in the moments when I thought I was weak.

To both: the "Alborada Senior High School" and my fellow students because they are the axis that impels me to develop my professionalism.

To Milagro State University (UNEMI), for the opportunity that it gave me on finish this stage of my professional life.

To: my brother, my sister and the MSc. ZOILA BARRENO for their unconditional support to the project.

To my tutor: MSc. Jacqueline Maridueña for her patience and understanding during the development of this project.





## **AUTORS´ RIGHTS SUBMIT**

Jaime Orozco Hernández, MSc

---

Milagro State University Director

Present

By means of the present document, free and voluntarily we proceed to make delivery of the Surrender of the Rights of the Author of the Work carried out as prerequisite for the obtaining of our Third Level Degree whose topic was AN ENGLISH VOCABULARY BOOKLET TO IMPROVE THE READING, AND UNDERSTANDING OF MANUALS IN THE OPTION OF ELECTRICITY, FOCUSED ON THE FIRST COURSE AT ALBORADA TECHNICAL AND INDUSTRIAL SENIOR HIGH SCHOOL OF MILAGRO CITY and that corresponds to the Sciences of Education´s Academic Unit.

## GENERAL INDEX

	Page
Cover Page	
Tutor Agreement Page.....	ii
Declaration of the Research Responsibility.....	iii
Declaration of the Defense.....	iv
Dedicatory.....	vi
Acknowledgment.....	vii
Author’s Rights Submit.....	ix
General Index.....	x
List of Tables, Figures or Graphs.....	xiii
Abstract.....	xvii
<b>INTRODUCTION.....</b>	<b>1</b>
<b>CHAPTER I</b>	
<b>THE PROBLEM</b>	
<b>1.1 PROBLEM SETTING.....</b>	<b>3</b>
1.1.1 Problem setting.....	3
1.1.1.1 Problem causes.....	4
1.1.1.2. Consequences.....	4
1.1.1.3. Forecast.....	4
1.1.1.4. Forecast control.....	4
1.1.2 Problem delimitation.....	5
1.1.3 Problem formulation.....	5
1.1.4 Problem systematization.....	5
1.1.5 Topic determination.....	5
<b>1.2 Objectives.....</b>	<b>6</b>
1.2.1 General Objective.....	6

1.2.2 Specific Objectives.....	6
<b>1.3 Justification.....</b>	<b>6</b>
<b>CHAPTER II</b>	
<b>REFERENTIAL FRAMEWORK</b>	
<b>2.1 Theoretical framework</b>	
2.1.1 Historical Antecedents.....	8
2.1.2 Referential Antecedents.....	9
2.1.2.1. Learning how to do it.....	9
2.1.2.2. Motivational function.....	10
2.1.2.3. Facilitator functions of the understanding and learning activator.....	10
2.1.2.4. Orientation function and dialogue.....	10
2.1.3 Scientific Foundation.....	11
2.1.4 Pedagogical Foundation.....	12
2.1.5 Psychological Foundation.....	14
<b>2.2 Legal frame.....</b>	<b>16</b>
<b>2.3 Conceptual framework</b>	
2.3.1 Structures of the dictionary of technical vocabulary.....	18
2.3.2 English of specialty: the professional formation and the university studies .....	18
<b>2.4 Hypothesis and variables</b>	
2.4.1 General Hypothesis.....	20
2.4.2 Variables' declaration.....	21
2.4.3 Variables working out.....	22
<b>CHAPTER III</b>	
<b>METHODOLOGICAL FRAME</b>	
3.1 Research type and design.....	23
3.2 Population and sample.....	24
3.2.1 Population's characteristic.....	24
3.2.2 Population's delimitation.....	25
3.2.3 Sample type.....	25
3.2.4 Sample size.....	25

3.2.5 Process Selection.....	26
3.3 Methods and techniques.....	26
3.3.1 Theoretical methods.....	26
3.3.2 Empirical methods.....	26
3.3.3 Techniques and instruments.....	26
3.4 Data statistical processing.....	27
3.4.1 Survey Analysis.....	27
<b>CHAPTER IV</b>	
<b>RESULTS ANALYSIS AND INTERPRETATION</b>	
4.1 Actual situation analysis.....	28
4.2 Comparative Analysis, Evaluation.....	29
4.3 Results.....	30
4.2 Hypothesis Verification.....	62
<b>CHAPTER V</b>	
<b>PROPOSAL</b>	
5.1 Theme.....	63
5.2 Justification.....	63
5.3 Theoretical foundation .....	64
5.4 Objectives.....	65
5.4.1 General objective.....	65
5.4.2 Specific objectives.....	65
5.5 Location.....	66
5.6 Feasibility analysis.....	66
5.7 Proposal description.....	67
5.7.1 Activities.....	68
5.7.2 Financial resources.....	85
5.7.3 Material resources.....	85
5.7.4 Impact.....	86
5.7.5 Timeline.....	86
5.7.6 Alignment to evaluate the proposal.....	87
Conclusions.....	88

Recommendations.....	89
Bibliography.....	92
Internet references.....	94
<b>ANNEXES</b> .....	96
Survey Guide to students.....	
Survey Guide to English teachers.....	
Survey Guide to Technical Area´s teachers.....	
Interview Guide to principal.....	
Pictures.....	

### LIST OF TABLES

Title	Page
<b>Students' survey</b>	
Table 1: Do you like learning English as a second language?.....	30
Table 2: How do you like working on English classes?.....	31
Table 3: You say the use of a focused vocabulary is going to establish a .....difference in the class?.....	32
Table 4: Does your teacher frequently use different educational resources on English's class?.....	33
Table 5: Does your teacher use frequently English language in class?.....	34
Table 6: Do you like the way your teacher accomplishes the teaching process on class?.....	35
Table 7: The skill your teacher works mostly in the class is...?.....	36
Table 8: Does your teacher use audiovisual resources in the class?.....	37
Table 9: Your English classes are....?.....	38
Table 10: Does your High School have an English laboratory?.....	39
<b>English teachers ´survey</b>	
Table 11: Do you do your annual lesson plan stressing all your objectives focusing in providing students with a practical English teaching-learning process?.....	40

Table 12: Do you use audiovisual resources to accomplish your teaching process?.....	41
Table 13: Do you speak English...?.....	42
Table 14: Do you work with students being involved in teams?.....	43
Table 15: Do you teach a vocabulary focused to the subject you are working in?.....	44
Table 16: Have you make possible the active participation of the students on class time?.....	45
Table 17: Do you think that English teachers must have a better preparation in using technology related with the teaching and learning of this language?.....	46
Table 18: Do you attend to courses, workshops and seminars in your area using your own resources?.....	47
Table 19: Do you frequently upgrade your professionalism?.....	48
Table 20: Do you have the support of the institution where you work, to develop English teaching-learning process in an appropriate level?.....	49
<b>Parents´ survey</b>	
Table 21: Do you have an easy access to dialogue with teachers and High School´s authorities concerning to the students that you represent?..	50
Table 22: Do you know if English teachers use any kind of resources into the teaching-learning process?.....	51
Table 23: Do you know if English teachers update their knowledge frequently?.....	52
Table 24: Do you like the way your represented student is receiving English as a second language?.....	53
Table 25: Do you think that focusing on the vocabulary could be a better perspective to learn how to handle English manuals?.....	54
Table 26: Do you think that handling English manuals in a proper way could be a better job opportunity for your represented student on life?.....	55
Table 27: Do you believe that the three education´s angles (school, students and parents) are doing their best effort for a good education development?.....	56

Table 28: Is it really important for students to have a good home environment for a good education development?.....	57
--	----

## LIST OF GRAPHICS

Title	Page
<b>Students´survey</b>	
Graphic 1: Do you like learning English as a second language?.....	30
Graphic 2: How do you like working on English classes?.....	31
Graphic 3: You say the use of a focused vocabulary is going to establish a .....difference in the class?.....	32
Graphic 4: Does your teacher frequently use different educational resources on English's class?.....	33
Graphic 5: Does your teacher use frequently English language in class?...	34
Graphic 6: Do you like the way your teacher accomplishes the teaching process on class?.....	35
Graphic 7: The skill your teacher works mostly in the class is...?.....	36
Graphic 8: Does your teacher use audiovisual resources in the class?.....	37
Graphic 9: Your English classes are....?.....	38
Graphic 10: Does your High School have an English laboratory?.....	39
<b>Teachers ´survey</b>	
Graphic 11: Do you do your annual lesson plan stressing all your objectives focusing in providing students with a practical English teaching-learning process?.....	40
Graphic 12: Do you use audiovisual resources to accomplish your teaching process?.....	41
Graphic 13: Do you speak English...?.....	42
Graphic 14: Do you work with students being involved in teams?.....	43
Graphic 15: Do you teach a vocabulary focused to the subject you are working in?.....	44

Graphic 16: Have you make possible the active participation of the students on class time?.....	45
Graphic 17: Do you think that English teachers must have a better preparation in using technology related with the teaching and learning of this language?.....	46
Graphic 18: Do you attend to courses, workshops and seminars in your area using your own resources?.....	47
Graphic 19: Do you frequently upgrade your professionalism?.....	48
Graphic 20: Do you have the support of the institution where you work, to develop English teaching-learning process in an appropriate level?.....	49

**Technical Area teachers´ survey**

Graphic 21: Do you have an easy access to dialogue with English teachers and High School´s authorities concerning to the students you work?.....	50
Graphic 22: Do you know if English teachers use any kind of resources into the teaching-learning process?.....	51
Graphic 23: Do you know if English teachers update their knowledge frequently?.....	52
Graphic 24: Do you like the way students are receiving English as a second language?.....	53
Graphic 25: Do you think that focusing on the vocabulary could be a better perspective to learn how to handle English manuals?.....	54
Graphic 26: Do you think that handling English manuals in a proper way could be a better job opportunity for students on life?.....	55
Graphic 27: Do you believe that the three education´s angles (school, students and parents) are doing their best effort for a good education development?.....	56
Graphic 28: Is it really important for students to have a good home environment for a good education development?.....	57





## ABSTRACT

One of the serious problems that find in the learning of the English language is that we don't find books, manuals or pamphlets that allow us to translate the written material that comes along with the equipment or materials for laboratories, shops of technical schools or not, of the local educational system, speaking of Milagro city. Most of the time, teachers are forced to improvise, using the translation software that exists in the market and in the Internet, those which, although they help enough they are not really reliable, the result of the work is mediocre.

With the proposal of this work we want to contribute with a first delivery, where besides providing the student a support tool in the translation, with the words of the glossary, we are giving English's teacher a small guide with which we hope we can attend in a better way to the students involved in technical careers, especially to those of English's area. There is another big problem to challenge; it is the fact on not knowing how to use strategies, TICs or any material resources in our classes. This project is going to analyze and suggest a guide of concepts to understand the problem in a better way and trying to improve the process transforming it from a vertical one...into a process in a horizontal line which becomes the best remedy ever for a good development of the teaching-learning process.

Key words: problem, process, skills, knowledge



## RESÚMEN

Uno de los problemas graves que hallamos en el aprendizaje del idioma Inglés, es que no encontramos fácilmente libros, manuales o folletos que nos permitan traducir el material escrito que viene como complemento de la maquinaria o equipo para los laboratorios, talleres de los colegios técnicos o no, del sistema educativo de nuestra ciudad, hablando de la ciudad de Milagro.

En la mayoría de las veces, los profesores se ven obligados a improvisar, usando el software de traducción que existe en el mercado y en el Internet, los cuales, aunque ayudan bastante no son confiables realmente, ya que el resultado del trabajo es mediocre.

Con la propuesta de este trabajo deseamos aportar con una primera entrega, donde además de proporcionar al estudiante una herramienta de apoyo en la traducción, con las palabras del glosario, las más usadas, estamos entregando al profesor de Inglés una pequeña guía con la que esperamos pueda asistir de una mejor manera a los estudiantes envueltos en carreras técnicas, especialmente a los del área de Inglés. Otro de los problemas grandes es el hecho de no saber usar estrategias, TICs o cualquier recurso material en nuestras clases. Este proyecto analiza y sugiere una guía de conceptos para entender bien el problema de mejor manera e intentar mejorar el proceso que lo transforma de uno vertical... en un proceso horizontal que se vuelve el mejor remedio en la vida para un buen desarrollo del proceso de enseñanza-aprendizaje.

Palabras claves: problema, proceso, destrezas, electricidad

## INTRODUCTION

Working with electricity is a very complex activity, as much as for the quantity like for the variety of cognitive activities that is involved. When the perceptive processes begin with the translation of the vast vocabulary that has remained almost unknown in the handling of manuals, books and magazines with technical literature, then continue the accessing process to the lexicon that comes previously of an identified orthographic pattern, they look for the meaning and other characteristics of the words in the mental lexicon.

One of the activities inside the educational area with a great importance, demanding and with a huge responsibility is the use of methodological strategies that should be applied in every educational institutions. It is necessary that these must be carefully checked to improve students' learning, especially when they learn a new language.

Few things have greater impact on how well a person listens, speaks, reads and writes than the depth and breadth of anyone's vocabulary knowledge. To be clear, whether we are describing a person's oral or written language skills, is to be a person who uses the most accurate and powerful word to express an idea or a concept. A lot of benefits result from having word power: the skills to understand in a certain what is read, the skill to express well when we are speaking or writing, and, of great interest in today's political running, the skill to score well on standardized and criterion-referenced tests of many kinds.

It is also clear that acquiring knowledge in all realms of learning – the natural and social sciences, the arts, electricity and mathematics – requires one to master the meanings of the related technical vocabulary terms for that field in particular. We, as English teachers must understand the needs, not only for students in our own class (Basic English) but the needs of other teachers, from the Technical Area as an example. The students of our institution must receive a practical vocabulary focused on the subject they are working in, where they work with a lot of translations doing that from the manuals that came with the equipment or machinery they work.

The requirement we had, came from the Technical Area teachers although we were having serious thoughts respect to that same issue; the real problem was that we are only three English teachers and we had not the decision on split our time to work with a special curriculum to teach English as a second language focused on different specialties as Electricity and others. There was not a former meeting to change the curriculum, designate or even hiring a teacher to work in that specific area<sup>1</sup>.

So, this project has as purpose which is to contribute with strategies in English's learning as second language to be applied in the electricity's area, since we did not have a special vocabulary dedicated to this important subject. We do not have a teacher for that area, but every teacher is going to have a booklet with English vocabulary focused on Electricity. If the students do not dominate at least two of the four necessary skills, especially the vocabulary acquisition to work in the material translation written in the mentioned language will be noticed in the erroneous or imprecise results of translation. That is why we choose the option on doing this booklet as a project.

To solve this problem, it will be contributed with this technical vocabulary booklet, applied to the electricity that will help to improve the works of translation that students need to elaborate. Nowadays, it is recognized the importance and necessity of revising methodologies and strategies to motivate and commit the student and teachers to be responsible in the teaching-learning process.

Teachers have to do...what teachers have to do! FOR OUR KIDS!

---

<sup>1</sup>CALDERÓN, M., and D. August, R. Slavin, D. Duran, N. Madden, A. Cheung. *Bringing Words to Life in Classrooms with English Language Learners* (El Paso, Texas: Center for Research on the Education of Students Placed at Risk, Johns Hopkins University, USA, 2011).

# **CHAPTER I**

## **THE PROBLEM**

### **1.1 PROBLEM SETTING**

#### **1.1.1 Problem Setting**

Thinking of an education with solid and creative principles, the present project has been proposed because of the constantly requirement of the Technical area's teachers working at Alborada Industrial and Technical High School which is: the accurate knowledge of a technical vocabulary from the first course in Junior High School until the last course of the Senior High School. This is a fundamental base to have into account because when the students arrive to a higher level they do not have any technical English's knowledge and this makes the students not being able on interpret correctly the manuals that mostly come in English language, hurting their learning and for that, their professional development as technical graduates.

Facing this reality it is urgent that we must take the necessary correctives to be applied on the First Course of the Senior High School in the option of Electricity until they become graduates at the Alborada High School, and this is because the students have low school grades right now.

Having this in mind is really urgent that we do everything we can do for our students therefore it has been planned to design a Booklet of Technical Vocabulary the same one that will be applied with the students Alborada High school in the specialty of Electricity it is also to provide to the students with instruments or tools of knowledge and one of these tools is to incorporate in their learning a technical vocabulary that allows the students to interpret the technical manuals quickly, this way the student will feel able to solve any problem that is presented in their professional career.

This project wants to face the challenge that demands the new teaching-learning process on English language.

#### **1.1.1.1. Causes**

- English language low level learning.
- Poor skills´ development to read and interpret manuals written in English.
- Nonexistent booklet of an English technical vocabulary.
- Lack of theoretical knowledge that reinforce their learning.
- Nonexistent application of new strategies into the curriculum.

#### **1.1.1.2. Consequences**

- Lower school grades
- Little knowledge of technical vocabulary
- Wrong management of tools and equipment.
- Becoming of a non-significant learning
- Slow advance in the learning process

#### **1.1.1.3. Forecast**

If this situation does not improve, the students will continue hauling over mistaken lectures with the precision tools or machinery used in the practices in the labs and in the classes, what will incite in low qualifications in the technical reports that they have to elaborate at the end of each activity. It will also continue the deterioration of the tools and equipment for inadequate manipulation and ignorance of the maintenance advice, impeding besides the low level of knowledge, a great hole in the learning processes; the authors of this research pretend to improve, by means of the application of a didactic resource that allows to minimize the risk for a bad application or incorrect manipulation because they do not know how to deal with the language.

#### **1.1.1.4. Forecast control**

The complexity of this problem gives us the opportunity to outline new alternatives that contribute to improve in a progressive form and dynamics the inter-learning process; for that, tools guided to create those alternatives will be designed, as the

case of the booklet of technical vocabulary, which will help to strength the knowledge generated by the teachers of the technical area.

### **1.1.2 Problem delimitation**

<b>Area:</b>	Education and Culture
<b>Aspect:</b>	Pedagogical
<b>Level:</b>	High School Degree
<b>Analysis unit:</b>	First Course students on Senior High School
<b>Knowledge field:</b>	“Alborada” Technical and Industrial High School
<b>Population:</b>	50 students

### **1.1.3 Problem Formulation**

How does the lack of a Booklet of Technical Vocabulary impact on the interpretation and understanding of technical manuals in the First Course’s students in the specialization of Electricity at Alborada Technical and Industrial Senior High School in the school year 2013?

### **1.1.4 Problem systematization**

- How does the lack of a Booklet of technical vocabulary impact in the student’s learning process on electricity area?
- What strategies will be appropriate to develop skills in the students that allow them to read a technical manual?
- How does the infrequent use of English’s technical vocabulary influence in the acquisition of reading manuals on the Alborada Technical and Industrial Senior High School students?
- In what measure does it influence the lack of knowledge of contents in the English language that hinders significant learning in the electricity Modules?

### **1.1.5 Topic determination**

A technical vocabulary and its incidence on English language applied to Electricity as a subject for the First Course, Parallel A at Alborada Senior High School.

## **1.2 OBJECTIVES**

### **1.2.1 General Objective**

To analyze the methodology or didactic strategies that teachers are using on English's teaching-learning process with the Electricity Area 's students at "Alborada" High School.

### **1.2.2 Specific Objectives**

- To determine the understanding's level that students have as a reaction to the application of their English teachers' methodology or didactic strategies.
- To define the level of accomplishment of the objectives on the application of the methodology or didactic resources on English language teaching process focused in the electricity area.
- To determine the necessity of a booklet's implementation with English vocabulary to be applied focused in the Electricity area.

## **1.3. JUSTIFICATION**

In the Alborada High School a lot of inconveniences are presented when students are managing tools or carrying out calculations with precision equipment since the students do not dominate the reading and correct interpretation of the manuals that come written in English; their interpretations most of the times are wrong and they cause accidents that have been not severe until now. But, first...we need to understand something:

There is not such a thing like "Technical English", that common phrase does not exist as a concept. English language is just one and what really means this phrase is that learning it is good for different purposes or subjects. We have a vocabulary on each different specialty: English Vocabulary for Mechanical Engineering; English Vocabulary for Computers Technology and so on. The appropriate term could be: English Language Vocabulary Applied to Electricity.



Because of the large number of words individuals need to learn, direct instruction cannot be used to develop the meaning of every word that students will run into their school years. They must be taught how to obtain word meanings separately, both as they hear new words and as they encounter them in reading. They need to be encouraged to read as widely as possible to be exposed to greater quantity and variety of words.

This research is made it because of the students' needs on managing, understanding and interpretation of English technical manuals; it is indispensable that teachers be involved in the using of Booklet of a vocabulary in English applied to the Electricity area; so, in this way the students can use it in their practical classes and being familiarized with the terms of the technical manuals about it.

Some authors recommend four components to any vocabulary instruction program: wide reading so that implicit learning can occur; teaching individual words; teaching word learning strategies; and fostering word consciousness. The teaching of individual words is "most effective when learners are given both definitional and contextual information, when learners actively process the new word meanings, and when they experience multiple encounters with words". Some others recommended ways to teach word learning strategies include using context, using word parts to unlock the meanings of unknown words, and teaching students to use the dictionary.

Word consciousness is "awareness of an interest in words and their meanings... and the integration of metacognition about words and motivation to learn words." (McKeon and Beck, in press). The elaboration of this Booklet will benefit not only students, but teachers of the area, the authorities of the school and common people too because this Booklet will improve the academic development, also the abilities to work with vocabulary in English applied to any technical subject and the interest to read any manual will grow with that kind of secure help. The classes will be funnier than old times. But, more important, will be a new way to get better job opportunities on real life for the students of the Alborada High School.

## CHAPTER II

### REFERENTIAL FRAMEWORK

#### 2.1 THEORETICAL FRAMEWORK

##### 2.1.1. Historical Antecedents

In a global way, English is the “universal” language. Most of the students everywhere need to learn it to get a College or University degree. English is a language of extraordinary linguistic wealth that owes its origins to the diversity of influences that has assimilated. Along the History, English language has adopted words coming from other languages, fundamentally of the Anglo-Saxon, but also of Latin, Nordic old and French and even other languages like Greek, Spanish, etc.

In the century V, invaders Anglos and Saxons colonized the islands. "Old English" it is the term used to refer to the language spoken in this period, taken to Great Britain by Anglos' German tribes and Saxons. These contributed to the language most of the words of common use, although they also adopted terms used by the Celts that lived in the islands. The monks that arrive at the islands from Rome<sup>2</sup> at the end of the VI century leave their contribution in the language with a group of words related with the teaching, the culture and the religion (minister, school...). In the year 1066, the Normans, guided by William the Conqueror colonized the islands. French becomes the dominant language, in detriment of the rest of the dialects. It is in the XIV century when it consolidates its real power and positions London as capital of the State. Many of the words of current English related with government's forms (court, govern...) or with the kitchen (braise, mutton...) all of them come from the beautiful French language.<sup>3</sup>

---

<sup>2</sup>BROWN, Douglas. *Principles of Language Learning and Teaching*. Fifth Edition, Addison Wesley Longman, Inc.: NY, USA, 2009.

<sup>3</sup>STOCKWEL, Robert and BOWEN J. Donald: *The Sounds of English and Spanish*, The University of Chicago Press. III Edition, USA, 2011

The consolidation of the monarchy facilitates the unification of the language, as a consequence of the coalition of the Norman language and the different dialects give birth to the modern English, Germanic language in its roots but also with an important Latin contribution. During the XV and XVI centuries the Renaissance age promote new interest for the art and the culture and incorporate to the language many terms coming from Latin and the Greek. English is a live language and it has not stopped its evolution<sup>4</sup> until our days. From time to time new terms have been incorporated to the language. The technological revolution, the scientific advances and the requirement of new words make Latin and the Greek still having validity like a reference source. The migratory flows and the mixture of culture also suppose a contribution of new words that enrich more and more the language.

### **2.1.2. Referential Antecedents**

When we went to do this research into the files at Milagro State University (UNEMI) we could not find any reference on similar topics to which we present here. Most of the topics have to do with methodological strategies applied directly to the teaching of the English language. This project is an application to the Technical Area and specifically to the field of the electricity where tools and electric equipment are manipulated reading original manuals that are edited on English language that difficult the development of the activities programmed in the Didactic Units<sup>5</sup>.

**2.1.2.1. Learning how to do it...** is one of the pillars where the Education is sustained based on Labor Competitions, therefore, knowledge about the reading of technical manuals are fundamental to the bachelors of the High School so they can be inserted into the labor system, which is "**Educating for Life**".

A technical booklet accomplishes diverse functions that go from suggestions to approach the basic text and the depth of knowledge of English according to the specialization. Three are the environments in those we could manage the different functions:

---

<sup>4</sup>SLATTERY, Mary and WILLIS, Jane. "English for Primary Teachers". Oxford University Press. II Edition, England, 2012.

<sup>5</sup>BROWN, James Dean. "*The Elements of Language Curriculum: A Systematic Approach to Program Development*". Heinle and Heinle Publishers. IV Edition, USA, 2010.

#### **2.1.2.2. Motivational Function:**

- To awake the interest for the subject and it keeps the attention during the teaching-learning process.
- It motivates and it accompanies the student through a guided didactic conversation.

#### **2.1.2.3. Facilitator functions of the understanding and learning activator:**

- It proposes clear goals that guide to the study time of the students.
- It organizes and it structures the information of the basic text.
- It links the basic text with the other selected educational materials that link vocabulary of the specialty.
- Complete and it deepens the information of the technical vocabulary.
- It suggests techniques of intellectual work that facilitate the understanding of the text and contribute to an effective study (to read, to underline, to elaborate outlines, to develop exercises, among other).
- It suggests different activities and exercises, in an effort to assist the different learning styles.
- It incites to elaborate in a personal way as much as the student goes learning, in a permanent active exercise of learning.
- It specifies work strategies so that the students can carry out their evaluations.

#### **2.1.2.4. Orientation function and dialogue:**

- It activates the outstanding previous knowledge, to wake up the interest and get the students involved into the process.
- It proposes recommended exercises as a mechanism of continuous and formative evaluation.
- It presents self-testing exercises of learning, so that the students control their progresses, it discovers possible holes so the student could be motivated to overcome the deficiencies through the study.
- It gives constantly backup to the student, in order to cause a reflection on their own learning.

### 2.1.3. Scientific foundation

In the regular education system that has been adopted by conventional texts or just for marketing they are eminently academic and for that, they are not thought for the teaching - learning process of English applied to technical subjects. For this, it becomes almost mandatory to elaborate a Booklet of a Technical Vocabulary<sup>6</sup> that allows capturing the student's attention by means of motivation activities and related with the electricity option specifically, because of the difficulty on getting in the market a text that develops the contents related with technical modules entirely. That's why the necessity of organize them, go deeper or completing their development.

Usually the texts from the market require adaptation to the context in the formative action, developed either in examples or in statistical data, among others. The necessity to integrate in a single document the kindness of the reading guides, the valuation and exercises' booklets, and also all the orientations and strategies that lead the student to success the autonomous learning. We know if we use the correct terminology we will have the key. What we may use for one word in an instruction book for one thing may mean something completely different in any other country, or maybe it does not have a meaning at all. Some people call this type of adaptation 'localization' and offer it as a separate service to translation – we don't, we do it on everything we do – any translation should be fit for purpose and market, and if it isn't, it simply is not a good translation of an instruction manual!

Sometimes the difference in terminology is simply the use of a vocabulary, sometimes it's just cultural. What's more, the resulting text should be correct –and in fact, it does not look like a translation at all.

According to the items from above, when we translate English manuals or books, we must aware that we need to use the right linguist firstly. It is okay thinking that using a French speaking English person to translate into French will work<sup>7</sup>, but most of the time it simply won't. Also, using linguists who have been out of their home country; the country you are living to, is an issue. Industries, trends and terminology change a

---

<sup>6</sup>CLARK, Leonard & STARR, Irving. *Secondary School Teaching Methods*. McMillan Publishing Company, Inc. New York, USA. 2012.

<sup>7</sup> Idiomas gratis. La mejor forma de aprender idiomas gratis. <http://www.idiomasgratis.com/#>

lot and you need someone who is in your industry, in the target market and is up to date with all the current words, phrases and possibly legislation.

So, it is not easy to do a booklet that accomplishes the goal we are looking for. It is necessary a lot of work, from the beginning to the end. Its content must reflect the needs of every part of the actions involved.

#### **2.1.4 Pedagogical Foundation.**

The media and information use in the pedagogical practices are an indispensable resource to bring near the development of the competitions from the students to the dynamics of the contemporary world. The Educational Revolution<sup>8</sup> intends to improve the learning fomenting the use of the electronic means, the television, the radio, the cinema, the video and the papers in the class classroom, even the Internet. The teacher is the main axe of this process for the transfer from teaching to learning.

The Ministry of Education in Ecuador encourages the project of pedagogical use of electronic elements in the pedagogical practices of the teachers. In the politics quality frame, their objectives are guided to improve the development of the competitions of the students referring to the access to these means and, mainly, to the reinforcement of the skills and the confidence of the teachers for the effective use of these kind of resources in their pedagogical practices.

The input that the audiovisual strategy gives to the classroom is infinite: you can use it to build knowledge, to meditate about a specific topic, to make investigation, to develop communicative competitions, to read the reality and make critical reading of messages.

*Induction*<sup>9</sup> is an analysis progression that incomes from the particular (observations, measurements, and data) to general (rules, laws, theories). *Deduction* goes in the opposite route. In *inductive presentation* of classroom material, one makes observations and infers governing or correlating values; in *deductive presentation* we begin with axioms, principles, or rules, deducing consequences, and formulating

---

<sup>8</sup> MCNERGNEY, Robert. *“Guide to Classroom Teaching”*. Editorial Allyn. III Edition, USA, 2009.

<sup>9</sup> DEAN BROWN, J BROWN, James Dean. *“The Elements of Language Curriculum: A Systematic Approach to Program Development”*. Heinle and Heinle Publishers. IV Edition, USA, 2010.

applications. As with the previous dimensions, students may have moderate or strong preferences for one or another presentation mode; they may prefer deductive presentation because of its relatively high level of structure.

A big percentage of classroom teaching<sup>10</sup> in every subject is primarily or exclusively deductive, possibly because deduction is an efficient way to organize and present material *that is already understood*. Current cognitive study emphasizes the significance of prior knowledge in learning; presenting new material by linking it to observed or previously known material is essentially inductive. In the meantime as foreign languages are concerned, we imply that the distinction between induction and deduction is like to the distinction between language acquisition and learning.

To acquire a language means to pick it up gradually, gaining the ability to communicate with it without necessarily being able to articulate the rules. Individuals absorb what they can from the abundant and continuous input that bombards them; they cannot grasp all they hear, but each day increases their ability to understand, retain, and use in conversation what they have taken in.

Throughout the process they gain in their ability to transfer strategies, make assumptions about the new language system, formulate and test rules, and either keep or abandon them. They continue this process (most of which is subconscious) until they fossilize, which they may do as soon as they feel they have learned what they need to in order to communicate in the language. In its progression from specifics to generalizations, acquisition is an inductive process.<sup>11</sup>

On the other hand, language learning is a largely conscious process that involves formal exposure to rules of syntax and semantics followed by specific applications of the rules, with corrective feedback reinforcing correct usage and discouraging incorrect usage. The flow of the learning process from general to specific suggests its characterization as a deductive process.

---

<sup>10</sup> MCNERGNEY, Robert: *Guide to Classroom Teaching*, Allyn Ed., III Edition, USA, 2009

<sup>11</sup> HARMER, Jeremy: *The Practice of English Language Teaching*, Pearson Education Limited, II Edition, England, 2010.

### 2.1.5 Psychological Foundation

Motivation<sup>12</sup> is the key to everything. In a human being, motivation it involves the conscious and unconscious fields. The psychological theories should consider as a "first" motivation level to satisfy the basic necessities, as those of the food, oxygen, and water; and as a secondary level of motivation completing the social necessities as companionship and achievements. The primary necessities should be satisfied before an organism can attend the secondary fields. In the context of the class, Motivation refers to certain characteristics of the student's behavior, such as: interest, attention, state of alert, concentration and persistence. These are motivation qualities of immediate interest for the professor. If the students didn't pay attention, neither they follow the instructions, neither they complete the assigned tasks, it is obviously difficult to teach them.

The educator is also aware of the motivation characteristic of long term. For example, the professor of elementary school wants his students to learn how to enjoy the reading and the professor of History of the High School wants their students to develop a continuous interest in the raised events<sup>13</sup>.

In a hundred years, from the beginning of the scientific Psychology, motivation has received a great heap of attention. Almost when is finishing the century, the instinct was a favorite explanation of motivation. In that time, instinct was a vagrant and strange concept. The American psychologist Abraham Maslow invented a hierarchy of six levels of reasons that, according to its theory, it determines the human behavior. Maslow aligns human needs as follows:

- 1) Physiologic;
- 2) The security;

---

<sup>12</sup>CLARK, Leonard & STARR, Irving. *Secondary School Teaching Methods*. McMillan Publishing Company, Inc. New York, United States, 2012.

<sup>13</sup>BROCKMAN, JOHN. *"This will make you smarter: New scientific concepts to improve your thinking"*. Harper Perennial Ed. NY, USA, 2012.



- 3) Love and feeling of ownership;
- 4) The competition, prestige, and esteem;
- 5) The self-satisfaction; and
- 6) The curiosity and the necessity to understand.

No single motivation theory has been accepted universally, but one direction is evident. A reason for the renovated interest of the psychologists in the mental process was the invention of the computer, which provided a fascinating metaphor for the human mind. The outlying team (hardware) of the computer it was compared to the brain and the programs (software) provided a model step to step of how the information is entered, kept and recovered to produce an answer<sup>14</sup>. Based on the metaphor of the computer, the psychologists began to formulate models of prosecution of information of the human thought and behavior.

The Swiss psychologist's pioneer work Jean Piaget also inspired the psychologists to study the knowledge (knowledge). In the twenties while he administered intelligence tests in the schools, Piaget in how children worked. It designed several tasks and questionnaire of interviews to reveal how children of diverse ages reasoned about the time, the nature, the cause, the morality and other concepts. Based on their many studies, Piaget speculated that from the childhood until the adolescence, children advanced through predictable series of states of the knowledge. The cognitive revolution also won space due to the development in the study of the language. The conductivist B. F. Skinner had claimed that the language is acquired according to the laws of the operating condition. In 1959, however, the North American linguist Noam Chomsky said that the explanation of Skinner about the development of the language was mistaken. Chomsky noticed that children from all over the world began to speak approximately to the same age and advanced in the same states without being explained neither rewarded by it. According to Chomsky, the human capacity to learn the language is innate. He speculated that the human brain is wired for the language like a product of the evolution.

---

<sup>14</sup>CHAVES SALAS, Lupita. *Educadoras y educadores inolvidables*. III Ed. INIE. San José, CR. 2009.

The theory of Chomsky<sup>15</sup> faced the conductivist supposition that all the human behaviors are maintained by support. In the last 20 years, the methodology of the English language has been subject to changes and controversies that teachers often find confused. Methods and techniques must be applied correctly in every educational institution giving emphasis to the valuable of both approaches: the traditional ones and the most recent. Therefore, in our institution, the English courses are going to include traditional techniques such as: practical substitution and presentation of a structure through a situation, which are still in use, so that the teacher-students work in well-known.

## **2.2. LEGAL FRAME**

The State, according to the Political Constitution of the Republic of the Ecuador has the obligation of guaranteeing the right to the education, it is a right irrevocable of people, inexcusable duty of the State, the society and the family; high-priority area of the public investment, requirement of the national development and guarantee of the social justness. It is responsibility of the State to define and to execute political that allow reaching these purposes.

### **ECUADOR CONSTITUTION<sup>16</sup>**

#### **TITLE II**

#### **RIGHTS**

#### **CHAPTER TWO**

#### **Well Living Rights**

#### **Fifth Section Education**

**Art. 26.** - The education is a right of people along its life and an unavoidable and inexcusable duty of the State. It constitutes the public politics' high-priority area and of the state investment, guarantee of the equality and social inclusion and indispensable condition for the "Sumak Kawsay" system. People, the families and the society have the right and the responsibility of participating in the educational process.

---

<sup>15</sup>DOFF, Adrian. *Teach English, A training course for teachers*. Cambridge University Press in association with The British Council. IV Edition, England, 2009.

<sup>16</sup>Ecuador Constitution, Montecristi 2008

**Art. 27.-** The education will be centered in the human being and it will guarantee its holistic development, in the frame of respect to the human rights, to the sustainable environment and the democracy; it will be participative, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will impel the gender equality, justice, solidarity and peace; it will stimulate the critical sense, the art and the physical culture, the individual and community initiative, and the development of competitions and capacities to create and work. The education is indispensable for knowledge, the exercise of the rights and the construction of a sovereign country, and it constitutes a strategic axis for the national development.

**Art. 28. -** The education will respond to the public interest and it won't be to the service of interests singular and corporate. The universal access, permanency, mobility and expenditure without discrimination will be guaranteed and it will be mandatory in the initial, basic and high school levels or its equivalent.

It is the right of all person and community interact among cultures and to participate in a society that they learn. The State will promote the intercultural dialogue in its multiple dimensions. Learning will be developed in both schooling and non-schooling way. The public education will be universal and religion free in all its levels and gratuitous until the third level of superior education inclusive.

**Art. 29. -** The State will guarantee teaching freedom, class freedom in the higher education, and the right of people of learning in its own language and cultural environment. Parents or their representatives will have the freedom of choosing for their daughters and children an education according to their principles, beliefs and pedagogical options<sup>17</sup>.

## **2.3. CONCEPTUAL FRAMEWORK**

### **2.3.1. Structures of the booklet of technical vocabulary**

It is indispensable to elaborate a Booklet of Technical Vocabulary according to the specialty of the students that allows them to understand and to interpret the technical manuals in English that proposes the following structure:

- Informative data
- Index
- Introduction

---

<sup>17</sup>Ecuador Constitution, Montecristi 2008

- General objectives
- Contents
- General and specific orientations
- Unit / number and title
- Specific objectives
- Brief introduction
- Activities with technical vocabulary
- Glossary
- Annexes

In this proposal of a Booklet of Technical Vocabulary all the elements exposed before are important and necessary; but it should get in the game creativity and the educational ability to conduct and to generate learning.

### **2.3.2 English of specialty: the professional formation and the university studies**

English of specialty, as its name indicates has much more defined and concrete objectives that general English. In opinion of Alcaraz, "English of specialty is one of the three manifestations of the English language in its condition of frank language, next to English as second language and English as foreign language."

According to Richards "English's of specialty courses are those in which the content and objectives of the course come determined by the specific necessities of a group peculiar of students."

Starting from the sixties, the growing necessity of many students to learn English with some concrete purposes made arise with force this type of English teaching. In what refers to basic principles, there is no reason to suppose that the process of English's of specialty student's learning is different from the one required in courses of general English. It is a focus of the learning of languages based on the student's specific necessities, that is to say, it is a focus of the teaching of languages in the one that all the decisions, as for content and methodology refers, they are based on the reasons that has a student to want to learn it, in which are those students that work (or they

will work) in a future in the international managerial, commercial or economic world and they require of a specific content of the English language that allows them to understand and to translate manuals, to write letters, to read a report or to participate in an active way in technical activities.

English's teaching is not only present in the stages of the obligatory teaching and the High school like option starting from the 16 years. Those students that don't want to continue studying in the university have the alternative of getting ready for their insert in the labor world through the Professional Formation (Technician and Technologists), as in the formation that receive in the Alborada High School, in which, starting from the Curricular Reformation of the High school stayed a hole in English's on the technical contents for the specialty of Automobile Mechanics, Industrial Mechanics and Electricity<sup>18</sup>.

According to Alcaraz (2000) "In the vocabulary of the languages of specialty they are distinguished three categories or groups". In the first place, it appears the terminology or technical vocabulary; this group is formed by lexical units of technical character. The second vocabulary group is the called semi-technical or sub-technical formed by words common with a specific meaning inside each field or discipline. It is usually abundant in almost all the specialties. Lastly, it is the general vocabulary of frequent use in a certain specialty. It is generally the most numerous group. These words maintain the same meaning inside and outside of the specialty but they are important for the use frequency and relationship with the field of knowledge in the one that appear. Inside the understanding it is determined that are important the activities of vocabulary deduction starting from the context or from the structure of the word, while for the production they are advisable, for example, the exercises of association of words.

---

<sup>18</sup>Centro de Capacitación en Idiomas. "Perfeccionamiento".  
[http://www.cci-idiommas.cl/prontus\\_cci/site/artic/20060605/pags/20060605221542.html](http://www.cci-idiommas.cl/prontus_cci/site/artic/20060605/pags/20060605221542.html)

The presence of English's of specialty teaching in the educational system<sup>19</sup> is centered in the new vision of the Professional Formation and in the university studies. Until the setting in march of the Reform, in English it is considered common subject in the studies of Professional Formation with a maximum of three weekly hours and the educational objectives belonged to general English during the three years of high school in all the branches; at the present time in some specialties settles down in the curriculum five periods a week, of which two of them become trained in English with technical vocabulary, but in the case of the Alborada High School five periods of General English is dictated. Because of the competitiveness one pleads for a bigger specialization in this type of studies so that student gets ready for a better insertion in the labor world. Therefore, in the modules in which students learn English should make it inside their future specific professional context.

## **2.4. HYPOTHESIS AND VARIABLES**

### **2.4.1. General Hypothesis**

The booklet of technical vocabulary influences significantly on English's teaching-learning process in the First Course at Alborada Industrial and Technical Senior High School, for such a reason it will allow the students to develop basic skills on reading understanding and interpretation of the English manuals on Electricity.

### **2.4.3 Variables´ Declaration**

#### **2.4.3.1. Independent Variable**

- Technical vocabulary on English language.

#### **2.4.3.2. Dependent Variable**

- English language learning.

---

<sup>19</sup>Calderón Mora, Roxy. *Los fundamentos curriculares en la enseñanza del inglés a distancia: un acercamiento de la teoría y de la reflexión de la práctica educativa*. Revista Educación. Edición: 2009: No 29. San José.

#### 2.4.4 Variables Working out

HYPOTHESIS	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS
The booklet of technical vocabulary will influence significantly on English's teaching-learning process in the 1st Course at Alborada Technical and Industrial Senior High School.	<p><b>INDEPENDENT VARIABLE</b></p> <p>Technical vocabulary on English language.</p>	It is the necessary tool in the process of teaching learning of English language applied to technical careers.	The use of a technical vocabulary booklet will be good to enhance the interest of the students in English's class.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Survey</li> <li>• Interview</li> <li>• Process' Evaluation</li> </ul>
	<p><b>DEPENDENT VARIABLE</b></p> <p>English language learning.</p>	Pedagogical Process.	A process through the students will develop the basic skills of reading, understanding and communication.	

## **CHAPTER III**

### **METHODOLOGICAL FRAME**

#### **3.1 RESEARCH TYPE AND DESIGN**

The present investigation has as a purpose to elaborate a dictionary with technical vocabulary that allows to dominate the reading and handling of manuals of tools and equipments<sup>20</sup> in the students of First of Parallel High school "C" of the Alborada Technical High School; in such a sense, it was framed in a leaning feasible project based on a diagnosis carried out the students, teachers and parents through surveys and interviews

The present project uses several investigation types that are:

##### **Field Investigation**

This investigation type has allowed picking up information through the observation and survey carried out inside the classroom where the problem was detected<sup>21</sup>. Also were interviewed the teachers of the technical area to find urgent solutions.

##### **Applied investigation**

It will be appealed to the applied investigation because it will be good as relating to try to solve the problem that a simple and practical dictionary exists in the institution, designed for the teachers. When we applied the guide results were valued to be used as indicators of this new suggested process.

---

<sup>20</sup>ELECTRICAL SAFETY OFFICE QUEENSLAND. "*Electrical Safety Code of Practice 2010 Electrical Work*". Queensland. Australia, 2010.

<sup>21</sup>MCNERGNEY, Robert. "*Guide to Classroom Teaching*". Editorial Allyn. III Edition, USA, 2009.



### **Bibliographical investigation**

Through the bibliographical investigation it exist the intention of using strategies in the classroom by the teachers to improve the process. This will be good to elaborate the booklet that is the proposal of this project. The consultation and summary of data will be through books, magazines, pamphlets, documents and the Internet and after a selection process will be incorporated to the Thesis.

### **Diagnostic investigation**

Through the observation and analysis in the last two years to the students of the Alborada Technical High School, we could determine the dimension of the problem that have with the domain of terms in English to look for solutions in this matter.

### **Correlational Investigation**

This investigation type has allowed relating cause and effect of the variables, to check the association grade between them and the repercussion in the formative process.

### **Exploratory investigation**

The problem of knowing how to read and understand English manuals is generalized and it has not considered as decisive in the process of the students' learning, that is why there are no other references or enough previous studies and that is why we want to contribute with this investigative work.

### **Descriptive investigation**

Because this is describing a reality that we live inside the institution in the educational field; where is the problem? What are the causes?...and solving them.

## **3.2 POPULATION AND SAMPLE**

### **3.2.1 Population Characteristics**

The Alborada Technical High School of Milagro city, County of Guayas is located in the northeast sector of the city, in the Urban Parish Emilio Valdez in the streets Maranon and the sidewalk river and is offered the professional figures of: Electromechanical for Automobiles, Electronic of Consumption, Electrical

installations, Equipment and Electrical and automatic machinery and Metallic constructions. It has 63 teachers between regular and hired who work in the two levels: Basic (Junior High) starting from 8th year (18 parallels) and diversified (Senior High, 14 parallels), with a total of 1328 students.

The Institution is supported by the state (morning and evening sections); it was created in 1978 according to the ministerial agreement N° 9723

The students that go to our institution belongs to the half and low social level, prevailing the second, since most of family parents work in the informal trade, micro companies or they work in the Valdez Sugarcane Company during the period of harvest.

Our project will be applied on a finite population from the First Grade students at Alborada Technical Senior High School (50), also English teachers (3) and teachers from the Technical Area (3)<sup>22</sup>.

### **3.2.2 Population Delimitation**

From the entire student population of Alborada Technical High School in Milagro city, it will be considered the First Grade students of the senior level, which means a population of 50 students for our research.

### **3.2.3 Sample Type**

The sample to be applied is the incidental type; the students that have been selected for the application of this project, were chosen to the investigator's convenience.

### **3.2.4 Sample Size**

To select the sample we will consider 50 students of the First Grade students of the senior level, 6 teachers of the areas: English and Technical (Electricity).

### **3.2.5 Process Selection**

The selection of the sample was performed in the First Grade students of the senior level; it was chosen just the parallel as well as the teacher that work in the area.

---

<sup>22</sup> Data taken from the "Alborada" Senior High School Secretary, Milagro, Guayas, Ecuador.

### **3.3 METHODS AND TECHNIQUES**

The methods are a tool of orderly, systematic, planned work, structured in logical way that constitutes an effective procedure therefore. In our project we will use the following methods:

**3.3.1. Theoretical methods** - Theoretical methods will be used to reach the development of the capacities of the critical and creative thought because the learning activity is centered in the students; because they are the axis and main characters of their learning. The things that are made with pleasure will be they more satisfying, durable and constructive. This way they try to discover causes and effects of the limited application of strategies in English's teaching focused on the technical subjects.

**3.3.2. Empirical methods** - These methods will be applied because they will allow to analyze and to synthesize the existent problem in the reading and writing of technical manuals and through the educational project to transform the methodological strategies of the booklet into a true contribution to the education.

#### **3.3.3. Techniques and Instruments**

##### **3.3.3.1. Direct Observation**

The observation technique is applied because it is the direct information that we obtain in the classrooms where the students participate and share their activities to be able to verify the difficulty that they present in the learning of technical vocabulary and realization of exercises. This information is necessary to analyze and to search for the solution of the problem. To use the technique of the observation we will apply like instrument an observation record designed exclusively for this purpose.

##### **3.3.3.2. Research Instruments: Surveys and Interview**

A survey was applied to the students exclusively to pick up information that allowed to analyze and to interpret the percentages that have bigger and smaller frequency through the written interrogation. For this technique a questionnaire properly structured chord was designed at the level of the students that you/they are educated in the institution where data were gathered to be used in the investigation: the types

of surveys that were applied were of closed questions and of multiple selections in a number of 10.

The tabulation and the prosecution of data were in charge of the author of this project of having a laboratory endowed with the technological tools for the teaching of English language.

### **3.4 DATA STATISTICAL PROCESSING**

To get the information after we performed the surveys to the principal, teachers, and students we will check and code the results, tabulate the data and percentages corresponding to each question, same ones that are exposed through graphics and squares of data, where the respective analysis of results is written.

#### **3.4.1 Survey Analysis**

Inside the investigation it will be applied surveys to each one of the samples already obtained through the statistical process formulated, with the purpose of obtaining their opinions about the outlined topic. The instrument to be used, it is guided to a questionnaire, with a scale of measure Likert type.

The survey will be applied to the members of the educational community of the Alborada Technical Senior High School, First Grade students: the principal, teachers, students, and their parents<sup>23</sup>; the results will be subject of study according to the existent approaches to determine its level of trust and validity. The chosen sectors will be subjected to the survey, among them authorities, educational and students who will be provided a questionnaire with 10 questions of closed type and multiple selections, those that will have a value to facilitate the code of results. The Technical area teachers' questionnaire has just 8 questions.

---

<sup>23</sup> Data taken from the "Alborada" Senior High School Secretary, Milagro, Guayas, Ecuador.

## **CHAPTER IV**

### **RESULTS ANALYSIS AND INTERPRETATION**

#### **4.1 ACTUAL SITUATION ANALYSIS**

The main problem that we notice on the teaching and learning process of English as a second language in our institution is an absence of a dictionary focused in a specialty, in this case Electricity. There is a hard work doing translations just with the aid of a basic dictionary; or a wide open common dictionary. Sometimes we work those translation documents using computer software which is a little helpful but we need to keep in mind that is a little awful doing that because is not a very normal translation.

In relation to the linguistics competence, we can notice that some teachers are comfortable just knowing very well the grammatical rules and being able to translate something; the students on the other hand want to develop communication skills more than just an academic knowledge.

On foreign languages teaching, we must keep in mind from the same conception of the class, the application of the communicative focus, what should propitiate the communicative competence development?

The institutions do not have enough resources to accomplish those objectives related to the English learning process. No money, no labs, no support for teachers' workshops.

The universities, academies and languages' centers in our city do not help teachers promoting workshops or seminaries or special courses (Motivation, Using of new strategies, Correct application of the methodologies) to attend and directed by teachers who have English as their mother language.

## **4.2. COMPARATIVE ANALYSIS, EVALUATION**

Interviews and surveys' results have a strong relation, the students' dissatisfaction of the institution is verified for the poor development of English language teaching-learning process as a second language, focused in the Electricity area because they have a poor work level on translation to do a specific job using equipment and tools into the warehouses where they do exercises or practicing the acquired learned indications.

Also, it is associated the fact that teachers, in the language area are not properly prepared to face the technological advances and the appropriate use of the target language in the Electricity area, because they do not have a booklet to help them on the process. This booklet could be the key to work with efficiency and being an assertive teacher, because they will have a better understanding of the vocabulary they are working in.

However, there is a problem when we notice the absence of a language laboratory where the students can practice the written and oral exercises that allow them to improve their communication skills. Therefore, it is necessary that teachers apply new strategies and/or methodology, and introduce in their work plans, the right use of any resource to obtain better results and motivate in the students the vehement desire to work with happiness and motivation in the learning process of this important language.

It is since perseverance of the necessity of the implementation of the audiovisual resources in the development of a program of acquisition of a second language.

## 4.3 RESULTS

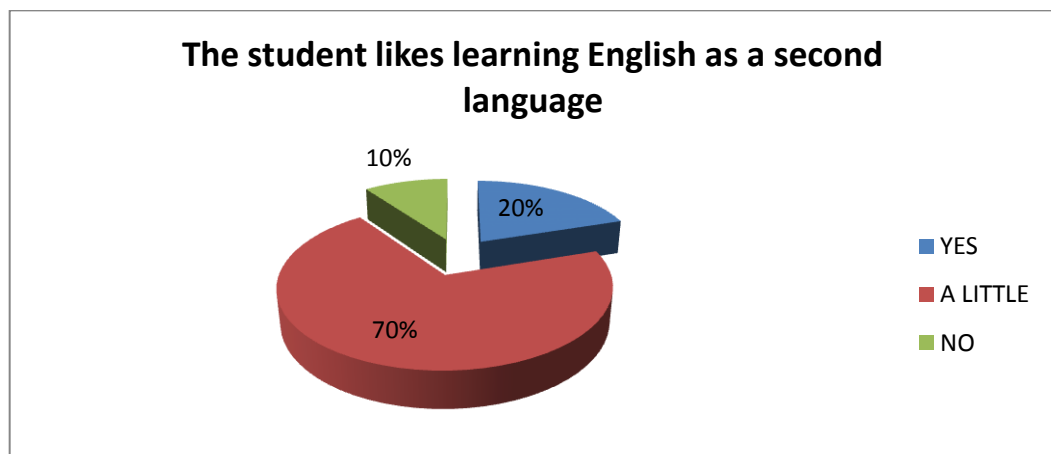
### STUDENTS´SURVEY

**Question 1. Do you like learning English as a second language?**

**Table 1. The student likes learning English as a second language**

ALTERNATIVES	FREQUENCY	%
YES	10	20
A LITTLE	35	70
NO	5	10
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Graphic 1. The student likes learning English as a second language**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

### Analysis

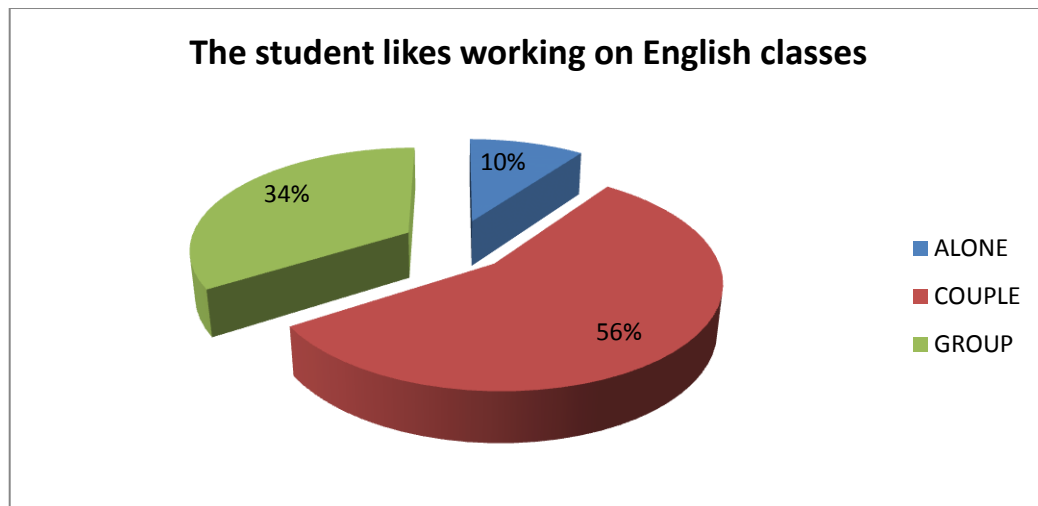
Ten students (20%) really like English language, just because they know that learning another language will be an advantage on life; thirty five, which is 70%, say they do like learning English a little since they heard and read about the advantages on having a good students ´profile; and five of them that is the last 10% say they do not like it at all, because of several causes as boring classes between them.

## Question 2. How do you like working on English classes?

Table 2. The student likes working on English classes

ALTERNATIVES	FREQUENCY	%
ALONE	5	10
COUPLE	28	56
GROUP	17	34
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Graphic 2. The student likes working on English classes



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

**Analysis:** From a universe of 50 students, 5 of them (10%) say they like being on English classes working alone, because they do not want another person making mistakes for them; 28 other students (56%) say they like a couple mode, because they understand the meaning of a teamwork; and 17students (34%) say they do like being on English class working in a group mode, because the same cause (teamwork).

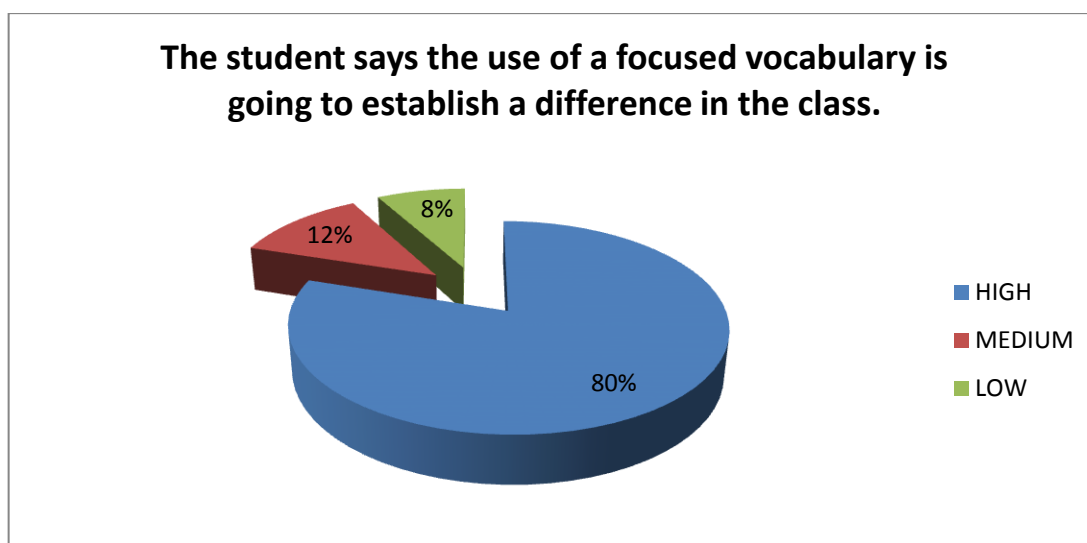


**Question 3. You say the use of a focused vocabulary is going to establish a .....difference in the class?**

**TABLE 3. The student says the use of a focused vocabulary is going to establish “some” difference in the class.**

ALTERNATIVES	FREQUENCY	%
HIGH	40	80
MEDIUM	6	12
LOW	4	8
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**GRAPHIC 3. The student says the use of a focused vocabulary is going to establish a difference in the class.**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

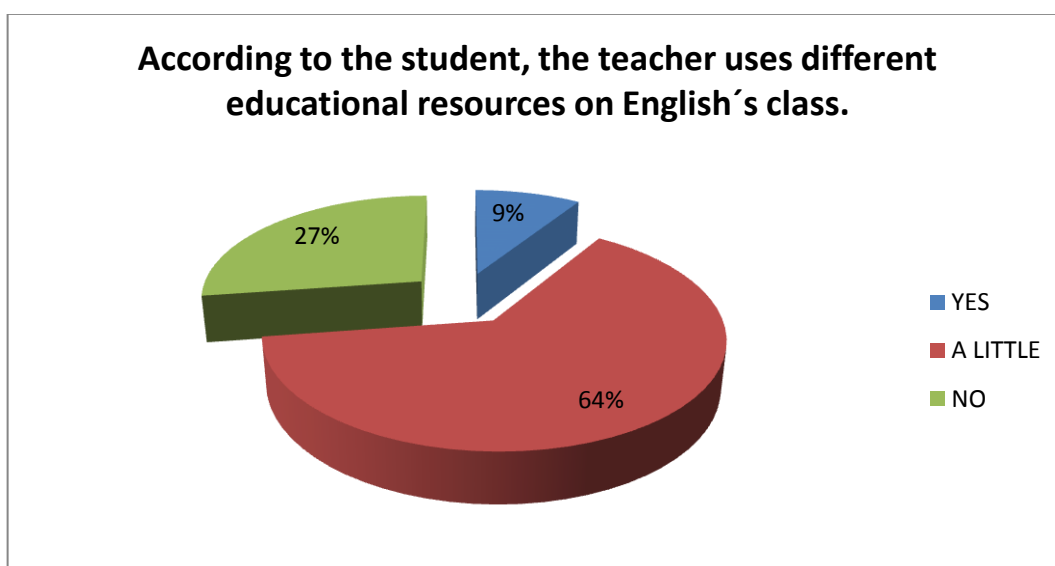
**Analysis:** According to the answers, from a universe of 50 students, forty of them (80%) say that a focused vocabulary is going to establish the difference in a high level, because they understood the importance on language learning; others six students (12%), say in a medium level and four students (8%) say in a low level, these students did not understand how important on these times is having another language skill as an asset to obtain a better job opportunity.

**Question 4. Does your teacher frequently use different educational resources on English's class?**

**Table 4. According to the student, the teacher uses different educational resources on English's class.**

ALTERNATIVES	FREQUENCY	%
YES	5	9
A LITTLE	35	64
NO	15	27
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Graphic 4. According to the student, the teacher uses different educational resources on English's class.**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

**Analysis:** From a universe of fifty students, five of them (9%) say teachers frequently use educational resources in class, working in a different way trying on making an interactive class; thirty five (64%) say they use these resources a little, which means they do not pay complete attention to the teacher; and fifteen students (27%) say teachers do not use any educational resources at class, we believe these students are lying, because there are 40 students saying teachers use educational resources to work into the class.

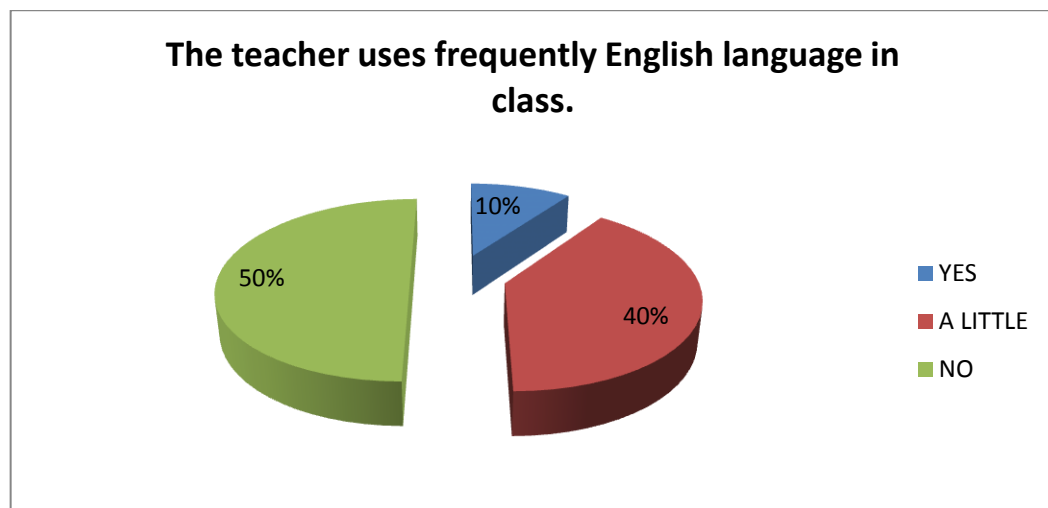
**Question 5. Does your teacher use frequently English language in class?**

**Table 5. The teacher uses frequently English language in class.**

ALTERNATIVES	FREQUENCY	%
YES	5	10
A LITTLE	20	40
NO	25	50
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Authors: Villegas Esperanza & Guamán Blanca

**Graphic 5. The teacher uses frequently English language in class.**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

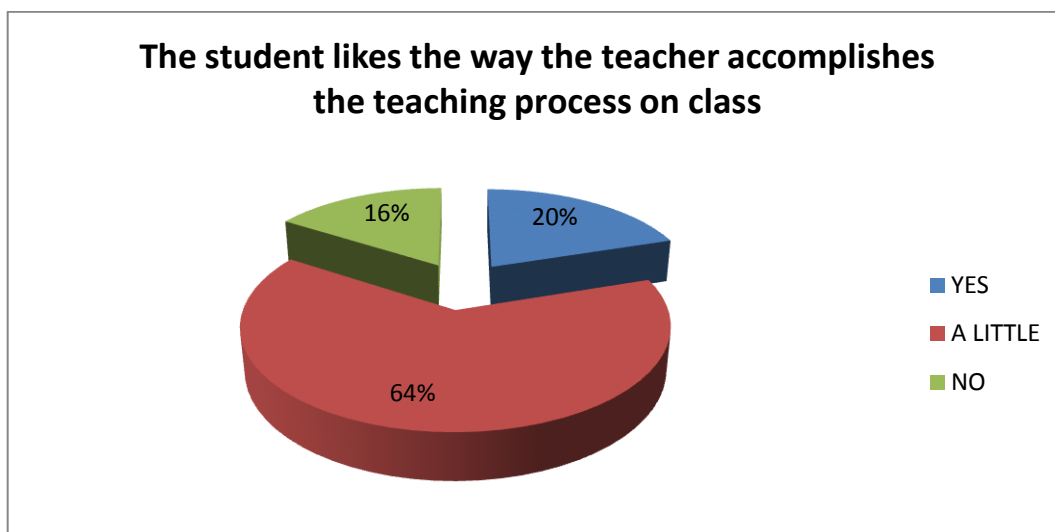
**Analysis:** From a universe of fifty students, five of them (10%) say teachers frequently use English language in class, which really means that teachers speak English most of the time; twenty students (40%) say they use English language a little, we are not sure about this comment on being truth, because that means the other ten % are in a different class; and twenty five students (50%) say teachers do not speak English in class, we can say the same thing to this. Probably this question does not reflect a truth answer.

**Question 6. Do you like the way your teacher accomplishes the teaching process on class?**

**Table No. 6. The student likes the way the teacher accomplishes the teaching process on class.**

ALTERNATIVES	FREQUENCY	%
YES	10	20
A LITTLE	32	64
NO	8	16
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Graphic No. 6. The student likes the way the teacher accomplishes the teaching process on class**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

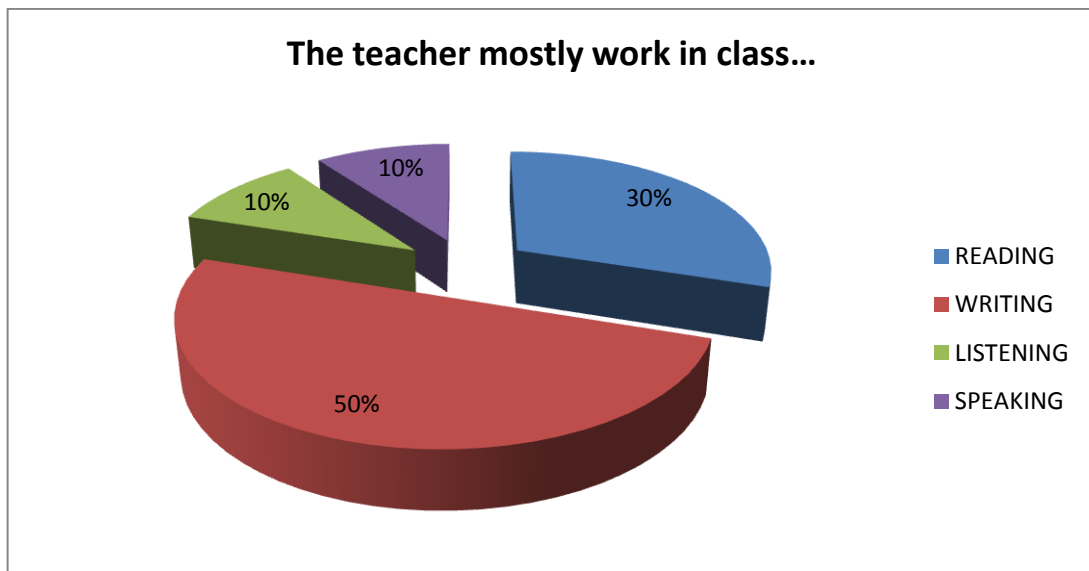
**Analysis:** Ten students (20%) out of fifty say the teacher accomplishes the teaching process and it is interesting; eight students (16%) say the teacher does not accomplish the teaching process in class, and we think these students are not capable on emit a judgment about the process, because they do not have access to the planning book; and thirty two students (64%) say the teacher does accomplish the process just a little, we can do the same observation here.

**Question 7. The skill your teacher works mostly in the class is...?**

**Table 7. The teacher mostly work in class...**

ALTERNATIVES	FREQUENCY	%
READING	15	30
WRITING	25	50
LISTENING	5	10
SPEAKING	5	10
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Graphic 7. The teacher mostly work in class...**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

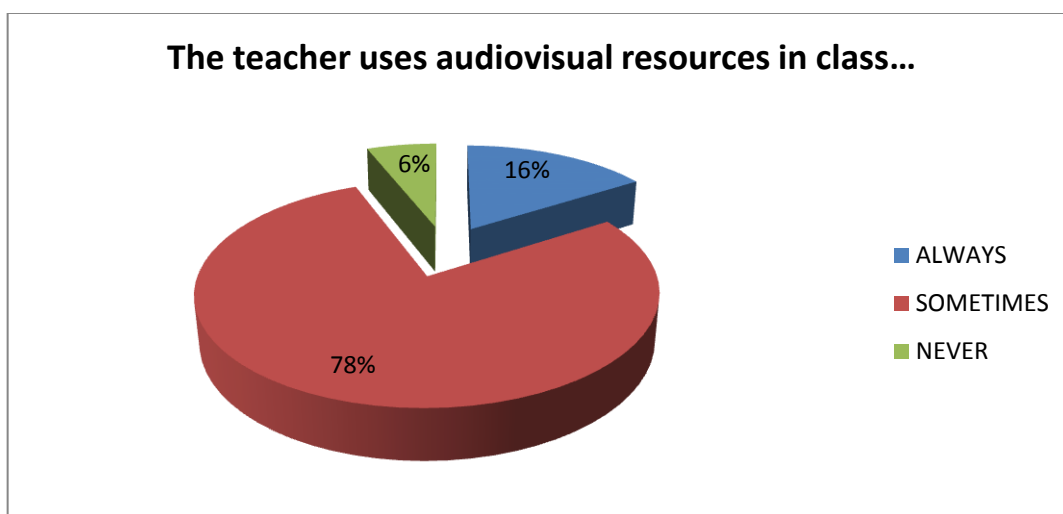
**Analysis:** From a universe of 50 students, fifteen of them (30%) say the teacher manages the class reviewing Reading skill; ten students (20%) say the teacher manages the class reviewing Listening and Speaking from time to time, and twenty five students (50%) say definitely the teacher manages the class reviewing Writing skill most of the time which certifies that our students are becoming good writers and know English grammar with accuracy.

**Question 8. Does your teacher use audiovisual resources in the class?**

**Table 8. The teacher uses audiovisual resources in class...**

ALTERNATIVES	FREQUENCY	%
ALWAYS	8	16
SOMETIMES	39	78
NEVER	3	6
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**Graphic 8. The teacher uses audiovisual resources in class...**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

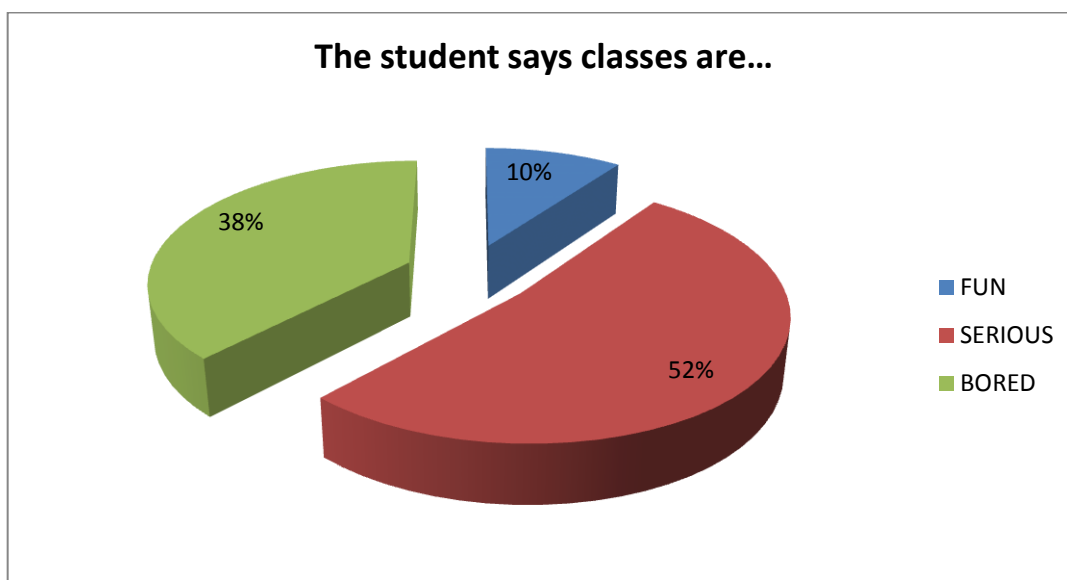
**Analysis:** Thirty nine students (78%) out of 50, say the teacher sometimes use audiovisual resources in class like CD Player and a computer to watch situations; eight students (16%) say the teacher always use audiovisual resources in class, like the mentioned resources on lines before; and three students (6%) say the teacher never use audiovisual resources in class; we do not give any credit to these students because most of them say the teacher is managing audiovisual resources in class.

### Question 9. Your English classes are....?

Table 9. The student says classes are...

ALTERNATIVES	FREQUENCY	%
FUN	5	10
SERIOUS	26	52
BORED	19	38
<b>TOTAL</b>	<b>50</b>	<b>100</b>

Graphic 9. The student says classes are...



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

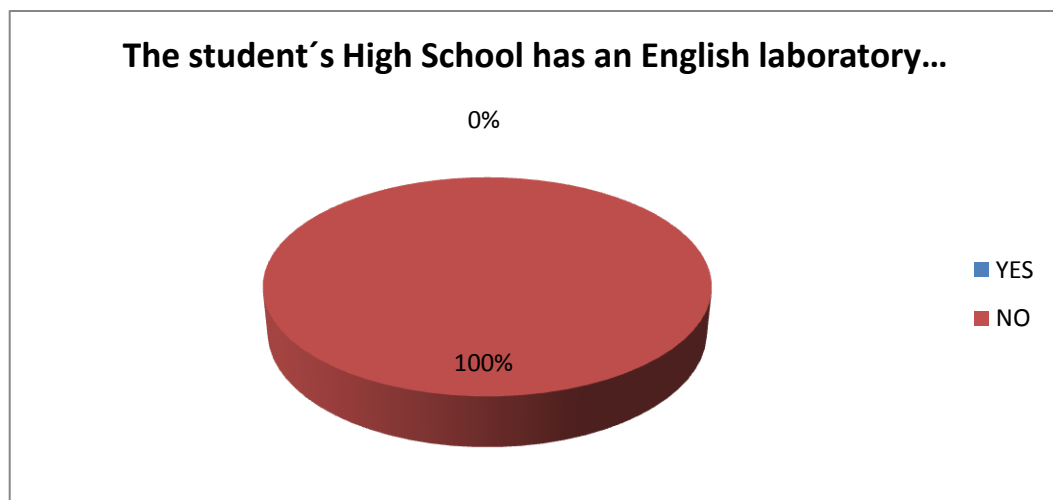
**Analysis:** Being this question an important one, we can say that five students out of fifty, which is 10% consider that the teacher manages a fun class and it is involved with the students trying to make a comfortable and motivated class; twenty six students (52%) say the teacher remains serious in English class and nineteen students (38%) say the teacher manages a bored class, in this last item we believe that is not consistent because if the teacher is using audiovisual resources it cannot be a bored class.

**Question 10. Does your High School have an English laboratory?**

**TABLE 10. The student's High School has an English laboratory...**

ALTERNATIVES	FREQUENCY	%
YES	0	00
NO	50	100
<b>TOTAL</b>	<b>50</b>	<b>100</b>

**GRAPHIC 10. The student's High School has an English laboratory...**



Source: students' survey

Authors: Villegas Esperanza & Guamán Blanca

**Analysis:** 50 students out of 50, which is 100% say there is not an English laboratory in the institution. On this item, we believe that this state institution or any of the other educational institutes on this level (Middle/Senior) do not have an English laboratory inside its premises, not even into their budgets.



## ENGLISH TEACHERS SURVEY'S ANALYSIS

On the question number 1, related to the annual lesson plan and the objectives focusing in providing students with a practical English teaching-learning process two teachers out of six, which is the 33%, say they do prepare their annual lesson plan's objectives focusing in the mentioned process, this means they are accomplishing a good level of responsibility with their objectives on each lesson; however, four of them (67%) say they do focus those objectives a little; according to final comment, they do not accomplish well the objectives of the planned lesson.

The question number two, in relation to using audiovisual resources to accomplish the teaching process three of the teachers out of six (50%), say they do use audiovisual resources to accomplish the process, but they state they use their own resources to do that; two of them (33%) say they sometimes use the audiovisual resources because they say they do not have the resources or the money to buy them; so, they ask to their students to bring them into the class. Only one (17%) says he does not use any kind of audiovisual resource because of the lack of money, but we think it is because the lack of will.

Question number three implies the teacher's communication skill; everyone says they do not speak English fluently; but, two of them (67%) say they speak in a fairly way (they do not say in what level); the other four teachers say they speak English language in a regular way (we do not manage doing any test to know the English level). Finally, none of them admits they do not speak English at all.

On question number four, from a universe of a six teachers, five of them (83%) the majority, understand that working in groups with the students is the best way to make them work properly; only one teacher (which is 17%) says he sometimes does it. That teacher did not say the reason to consider the teamwork as an asset on the language learning process.

Question number five, which is related to teach a vocabulary focused to the subject the teacher is working in, two teachers out of six (33%) say they do work with a vocabulary focused to the subject they are working in, because they consider as a primary objective that students have a great amount of English words to work doing

translations over the manuals; three other teachers (50%) say they sometimes do that, and just one teacher (17%) admits not to work with a vocabulary focused on the subject; the explanation the teacher gave was students need to work learning in the context taking out from a general vocabulary.

The next question, number six, about the active participation of the students on class time, most of them, five teachers out of six(83%) say they make possible the active participation of the students in class, because they believe on motivation and they work under those rules; only one teacher (17%) says he sometimes does it. Fortunately, no one says not to work with students under pressure using an old methodology.

Question number seven, related to think that English teachers must have a better preparation in using technology related with the teaching and learning of this language, every teacher without exception agrees they need a better preparation for using technology (TIC) to work into their classrooms. Although they do not have financial resources to attend every workshop or seminary in town or out of it, they try to do their best attending those they can. The other consideration about this is that government, through the Education department does not give the opportunity to the teachers on any professional development way, because they (teachers) need to accomplish a full work journey.

On question number eight, which is related to attend to courses, workshops and seminars in their areas, using their own resources, most of the teachers (50%) which are the three of them say they never go to workshops spending their own resources, they say they do not have enough money to do it; two of them (33%) say they sometimes spend their money to attend workshops and just one (17%) says he spends his own money to attend workshops.

Question number nine implies the upgrade of the teacher's professionalism, most of the teachers, which is four out of six (57%) say they frequently update their professionalism even if they do not have enough money to do it, but they try by different ways like attending free workshops at the university; two of them (29%) say they sometimes do that; and one teacher (14%) says he does not for the resources item.

Finally, question number ten, asks if the teacher has the support of the institution where is working, to develop English teaching-learning process in an appropriate level, four of the six teachers (67%) say the institution gives them the support they need to develop the English teaching-learning process giving them permission to work into the classes with the implementation of new methodology resources and time to attend the workshop or seminary they need; two of them (33%) say the institution sometimes gives them the support they need; when we ask them about this, they say the institution does not have resources to support any implementation.

### **TECHNICAL AREA TEACHERS´SURVEY**

On question number one, which is related to an easy access to dialogue with English teachers and High School´s authorities concerning to the students that they work in, two of the Technical Area teachers (67%) consider they have an easy access to speak freely with teachers and authorities of the institution about their students and their problems; just one (20%) says it is a little difficult because teachers are too busy to waste time.

On question number two, related to know if English teachers use any kind of resources into the teaching-learning process, from a universe of three teachers, one of them (34%) say she knows English teachers manage some kind of educational resources in class; another one (33%) assure English teachers do not manage resources in class; and the last one (33%) says he does not know about that issue, because he says he does not have the time to stay during the class time to do an observation, but he does give and advice to the institution and that is to do an open house activity to know the teachers and their plans.

Question number three, related to know if English teachers update their knowledge frequently, from a universe of three teachers, one of them (33%) says he knows English teachers frequently update their knowledge because they ask them when they have personal meetings at school; and, two Technical Area teachers (67%) sat they do not know if English teachers update their knowledge.

Question number four is related to ask about their feelings on the way their students are receiving English as a second language; from a universe of three Technical Area's teachers, two of them (67%) say they do not know the way their students are receiving English classes in the institution; just one of them (33%) says they the students are not receiving a quality English class, because they do not show any progress respecting to the language work in practical classes.

Question number five asked about the focusing on the vocabulary could be a better perspective to learn how to handle English manuals; each one of the Technical Area teachers (100%) say will be a better perspective to have a vocabulary manual focused on electricity for their students. It will be an assertive thing but they also ask for the implementation of the booklet into the English learning process because they say is going to be a big support for their practical classes.

On question number six, which is related to think that handling English manuals in a proper way could be a better job opportunity for students on life, every teacher from the Technical Area (100%) agrees that will be a better job opportunity for their students if they learn how to handle a vocabulary manual focused in electricity. They are hoping this booklet implementation could be the asset the students need beside the other subjects they are receiving as part of their development as students at Alborada Senior High School.

Question number seven is related to the belief that the three education's angles (school, students and parents) are doing their best effort for a good education development, so, from a universe of three Technical Area's teachers, two of them (67%) which is the most of them say the three education angles are doing an assertive effort for a good education development for students on the institution; one of them (33%) says there is no such thing, because he considers not everybody have the opportunity on being involved into the process; we know some parents that do not want to include themselves into the educational process of their children.

Finally, question number eight, which is related to the importance of having for students a good home environment for a good education development; three

teachers from the Technical Area (100%) agree that having a good home environment will give to their students a good education development, because they know for sure that their support at home is really necessary on the students formation. They are sure if parents are involved into the process and they help them at home, their children will have a better opportunity not only at High School, but on life.

### **PRINCIPAL INTERVIEW'S ANALYSIS**

Most of the thoughts the principal gave us in this interview, in each answer to our questionnaire represent the ideas of every single principal or director of every school and High School in our city and even the whole country. Everything could be reduced to the needs on this new age of education, needs to be accomplished by the government but it is an item that have problems all the time I believe in every presidential term, although there is a new way now coming from the new generation of people on this administration because they are showing an unusual interest on give the students new resources and English language learning is taking new paths. The teaching of a second language in our institution has the same grade of difficulty that in the other senior high schools. The absence of a laboratory of languages doesn't allow the students to develop all its potential. Teachers are impelled to improvise without having state financial resources that support them. The most difficult part of the process, according to some other studies and surveys that other researchers did in this institution, remark the following: there is no motivation into the classrooms; there is a high level of poverty and a high level of children malnutrition; to mention just some of them.

Everything we can do to engage our students into the teaching-learning process will be welcome. I have confidence in this project because is a pilot, a model...this tells me that because is a brand new process that begins...at least we are going to have their attention if the teachers present a very nice product to work in. We just hope all these plans do not finish in the way other finished, for the mental sanity of all of us who saw a light of hope on this so called revolution; and we need to add that people do not easily forget, and when people gets tired of false promises, people has its own rules to change everything.

#### **4.4. HYPOTHESIS VERIFICATION**

We are really sure with the application of this booklet as a resource on the teaching-learning process of English, specially as a reinforcement into the vocabulary area, the students' performance at Alborada Senior High School of Milagro City, in the First Grade of the Senior High will raise in their schooling years to come.

This new applied strategy to transmit the knowledge in this way through the teaching-learning process will be more attractive to students and they will come to our classes hoping they are going to find more support to work with manuals or books with English literature wanting to learn in this new environment we offer to them.

## **CHAPTER V**

### **PROPOSAL**

#### **5.1. THEME**

Designing of an English-Spanish vocabulary booklet focused on the electricity area to improve the comprehension's students of English manuals at Alborada senior high school.

#### **5.2 JUSTIFICATION**

Before beginning this topic, we should clear up that the limitations in English's learning as second language that the students of the First Course of Alborada Technical Senior High School have come crawling from the elementary school; they have been disastrous for their development in the mentioned subject. In spite of the titanic effort of the project CRADLE and other programs, the learning lagoons that the students have in English's acquisition are very big and restrictive.

From the four basic skills that students and teachers should dominate, one or two of those are hardly really acquired; but neither of the mentioned skills ends up restraining in 100%. Here we should clarify something: we speak of four basic skills, but two that are important also exist and they are not very taken into account; until we could say that they are not really given importance, these are: VOCABULARY AND PHONETICS<sup>24</sup>, of those which, the first one is of capital importance for the topic of this project.

---

<sup>24</sup> STOCKWEL, Robert and BOWEN J. Donald. *"The Sounds of English and Spanish"*. The University of Chicago Press. III Edition, USA, 2011.

These limitations don't allow the students to read and to understand a manual that it comes written in English language correctly. You cannot appeal to translating software because they have serious problems of idiomatic handling; they produce lines of translation of strange sense, making lose a valuable time that had used it for a better benefit.

### **5.3 THEORETICAL FOUNDATION**

Interactive resources are a major new contribution, which allows educators to strengthen the learning process and raise pupils' motivation to learn while they discover. Through educational bingos, crossword puzzles, word search, etc., we can get great results.

It is no reason to doubt the importance of knowing how to read, or write in English. But before that, the key is motivation and joy when we are acquiring this knowledge. The material resource to teach has a great consideration for the student; therefore, the deal between the tool and the user is given in a very positive way. This is essential for the next academic steps and stay on that line. Using interactivity involves more than speed learning, as extrapolated to the sense of what it means to learn and teach.

The fundamental key to have a good effect is taken into account the different levels of intelligence, because some of the students learn faster than others, or their time for a better learning process there are doing actually has to do with identity and a good sense of personality. Also, this is how children learn how to appreciate an interactive learning process; it is much more open and engaging

The interactive resources<sup>25</sup> strategy is increasing more fans and followers who are willing to discuss their relation and observations with them. This awakening to a resource that is seen as very important, has raised concerns to see how far we can develop this kind of positive encouragement to children

---

<sup>25</sup> Successful ESL Strategies: Read about an experienced high school teacher's successful ESL strategies, extracted on June, 13 2013



Considering that we live in a world of increasing technology, didactic interactive resource has added new opportunities to strengthen its mission. Computers have adapted in a very positive way, creating new programs, being able to provide a positive stimulus media that stimulate children's creativity. Music and the ability to navigate in a web text, clearly expands the possibilities and achievements that can be achieved with this new way of generating educational materials for preschool. Children also have a very good relation with this type of technological content, because they enjoy the proximity and dynamism that produce computers.

Interactive education has successfully integrated with new ages, but it never loses the heritage of its past and its mission for students. On the other hand, taking what is already known, according to several studies, resources for the seventh grade is defined as a major new opportunity for a respectful and clear evolution.

## **5.4 OBJECTIVES**

### **5.4.1 General objective**

To design a Booklet of technical vocabulary that allows students to improve the reading and understanding of technical manuals in English.

### **5.4.2 Specific objectives**

- To make aware in the students the importance of interpreting technical manuals in English
- To strength the knowledge of the technical vocabulary through significant learning using real material
- To foment the handling of special tools creating the Unit of corresponding Work for next School Year

## 5.5 LOCATION

The content of the booklet is going to be applied in the same institution address, there is no need of a moving from location to location because is not something physical. There is a part of the new private organization, there will be a new “me”, a new “us” as teachers, doing things in a better way to transmit to our students the knowledge they need to become good professionals with the whole kit of skills in their pockets. So, the agenda consists of a new way of work, checking the old teaching system (vertical) and transform that in a correct way (horizontal) to transmit the necessary skills to the students. The agenda is going to be in our hearts, in our consciences, in our souls, to do better what we were doing wrong and change it. For that, the location is the same of the institution that was the main reason for this thesis.

<b>Country</b>	Ecuador
<b>Province</b>	Guayas
<b>Parish</b>	Milagro
<b>City</b>	Milagro
<b>Institution</b>	Alborada Technical and Industrial Senior High School
<b>Support</b>	State Budget
<b>Infrastructure</b>	Own and functional building

## 5.6 FEASIBILITY ANALYSIS

This work responds to a necessity that is present in our country, community and particularly in a state institution of Milagro City, which makes to the investigation in a feasible and executable project. We need to establish agreements that permit promote the suggested changes.

- Availability of an Educational Center
- Active teachers and students´ participation
- The research work does not represent huge economic expenses because was made it with own resources
- Great motivation of the area´s members on trying to find immediate solutions to the outlined problem

- For the Design, planning and execution of this project we have the following types of resources:

**Financial resources:** dedicated to the acquisition of diverse materials

**Human resources:** here it was a decisive factor the boss of human talent office who lent the required resources to be able to apply the survey in schedule of regular classes with the blessing and supervision of the teacher in charge.

**Material resources:** all those materials that leaned on the investigation work to fulfill the objectives (computer, tints printer, informative leaves, etc.): members' of the area's great motivation, trying on find immediate solutions to the outlined problem.

## 5.7 PROPOSAL DESCRIPTION

The position of this project is directed on finding an appropriate path so that the student will be able to understand the complexity of the English language focused on technical vocabulary through a simple but significant interactive resource that is reflected in the directed practice programmed in the classes of electricity where precision is needed in the use of special tools, equipment and the registrations or control charts that it is managed together with the procedures' forms.

An interactive booklet can stimulate in the student places non exploited of its brain and will allow them to develop their imagination because to respond the different proposed activities they will think in different alternatives and between them choose the correct answer. The development of the thought can be gotten if the external factors of the environment provide pressure or stimulate the reflexive part of the human being; we will try to elaborate this booklet using vocabulary of our own harvest and available resources from the WEB. The vocabulary booklet has a detailed planning of the activities dedicated to improve the detected problem and detailed previously. The following is a resource suggested to the teachers that it will be used to evaluate results. This contribution appears as intent of make easy the educational process that is imparted in the Alborada Technical High School,

especially in the area of electricity<sup>26</sup>. It is born with this intention and it is summed up in the necessities verified in a previous study of the existent reality in this educational institution.

The cognitive and cultural value that English language develops in the students is unquestionable. Simply without the learning of a new language there would not be anything, since to learn them facilitates and it improves in great measure the human existence. In this research and proposal it is incorporate certain support strategies to the teachers to improve its process considerably and it will allow the students to learn with pleasure and interest English, improving its present and future lifestyle. The physical space for the execution of this proposal is the classroom and the place where the students do the practice with connection to the Internet. The school year 2013 is the starting point for the application of the Project and the evaluation to the end of each week with the students of the Alborada High School. The design of this booklet will allow identifying some aspects that are outstanding and teachers must consider them, works them and apply them in classes; we have this way for example:

### **5.7.1 Activities**

- Planning and design of a technical booklet.
- Elaboration of a English Booklet to improve the domain of technical vocabulary.
- Development of a Seminar-Workshop on the English Booklet.
- Motivation to the students about the importance of knowing how to read and to understand manuals written in English.
- Focus on the precision tools´ importance: use and manipulation.
- Development of exercises of translation.
- Submit of the booklet to English teachers and Authorities of the Alborada High School.

In the following paragraph we are going to add the entire Booklet for a better comprehension of the work, beside to the Booklet in a second model (the little one):

---

<sup>26</sup>GIBILISCO, STAN. *“Teach yourself Electricity and Electronics”*. McGraw-Hill Ed. V Ed. USA, 2011

**AN ENGLISH VOCABULARY BOOKLET TO IMPROVE THE  
READING AND UNDERSTANDING OF MANUALS IN THE  
OPTION OF ELECTRICITY, FOCUSED ON  
THE FIRST COURSE AT ALBORADA TECHNICAL  
AND INDUSTRIAL SENIOR HIGH SCHOOL**



**AUTHORS: VILLEGAS SÁNCHEZ ESPERANZA RUTH  
BLANCA ESTRELLA GUAMÁN MÉNDEZ**

**2013**

## ÍNDEX

• Informative data	1
• Index	2
• Introduction	3
• General and specific objectives	5
• Booklet areas	6
• Strategy 1: Basic English review	7
• Strategy 2: Teaching WH-Questions	11
• Strategy 3: Learning Based in Problems	13
• Strategy 4: The simulations	15
• Strategy 5: Researches	16
• Strategy 6: The projects	18
• Strategy 7: Teaching for comprehension	20
• Strategy 8: Pictures´ analysis	22
• Glossary	24
• Annexes	27

## INTRODUCTION

**W**e know every student and teacher wants to have at least one or two developed skills in a proper way. In this case and we are talking about a technical institution's students; the study of a second language could have a huge motivation: the specific work on a manual written in English which needs translation.

We know that almost 70% of the information on the Internet is written in English; so the unknown data to be discovered is enormous. Also, we understand that nobody is going to be able to read all that information; however, a large amount of that information could be helpful for our purposes into the planning of our main topic: the electricity.

It doesn't matter the way we want to teach to our students if we do not apply motivation's resources to make them wanting to learn. We need, as teachers, using every single strategy to have involved most of the students into our class.

We know English language teaching is not a simple issue but we need to understand that mostly of our students are not really prepared on English basis from their elementary school level. The essence of our research at the end is the proposal of a Booklet where the students and teachers could have the appropriate resources to handle the translation of any technical document that it serves to their work. We hope this booklet accomplishes the proposed objectives of this research because it is a dream that we have for a long time.

## GENERAL AND SPECIFIC OBJECTIVES

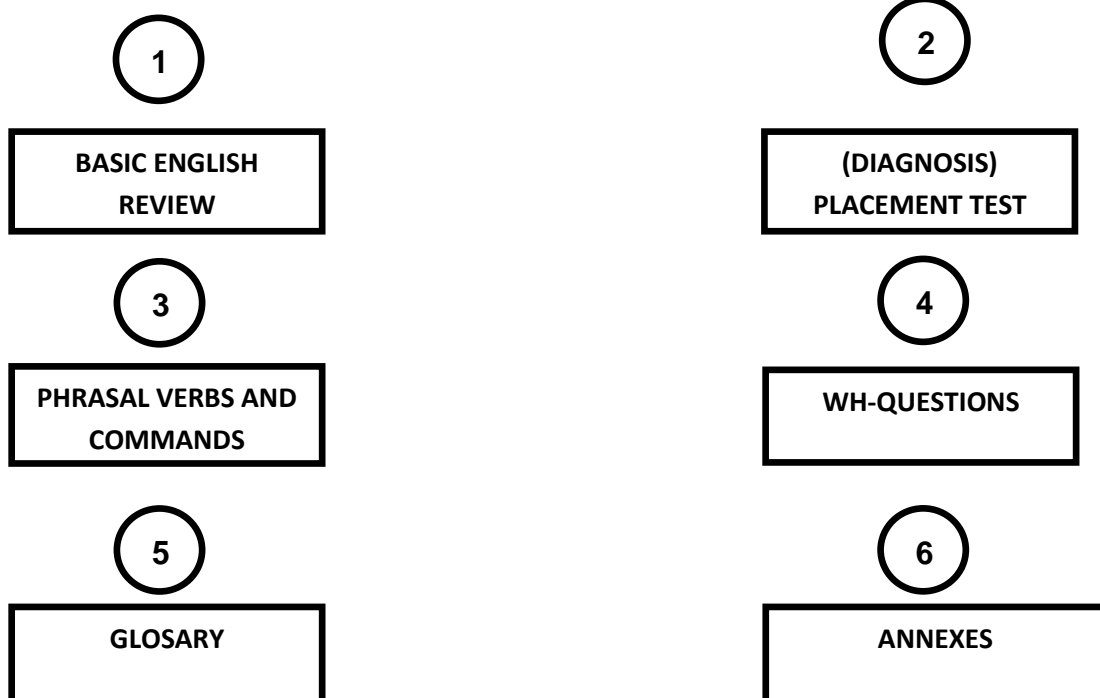
### General objective:

To design a Booklet of technical vocabulary that allows students to improve the reading and understanding of technical manuals in English.

### Specific objectives:

- ✓ To make aware in the students the importance of interpreting technical manuals in English
- ✓ To strength the knowledge of the technical vocabulary through significant learning using real material
- ✓ To foment the handling of special tools creating the Unit of corresponding Work for next School Year.

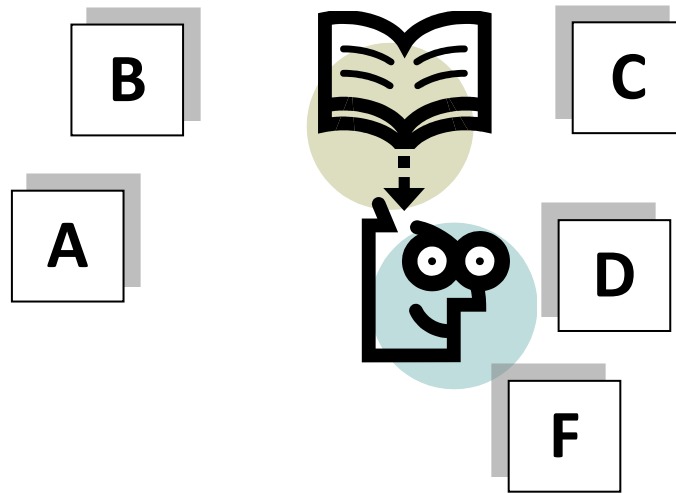
## BOOKLET AREAS





## STRATEGY 1

### BASIC ENGLISH REVIEW



#### Objective

To know what is the students' English level to establish groups to work according to their language's knowledge.

#### Materials

Physical space

#### Procedure

The teacher must ask to the students for a written test. To do this they need to have a pencil.

The test must have the following questions:

Personal information: name, surname, date of birth (DOB), course, parallel, year, month and day of the test.

Fill in the blanks to complete the sentences.

"Electricity could \_\_\_\_\_ you, if you are not aware of it".

**(kiss / kill / hug)**

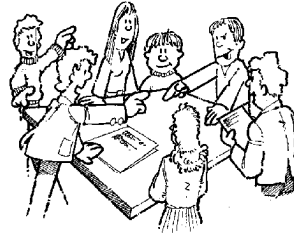
"Most of the \_\_\_\_\_ do not know English very well"

**(trees / dogs/ students)**

"We need to \_\_\_\_\_ English for our own good"

**(learn / see / run)**

## GIVING EASY COMMANDS...BY LISTENING!



### Objective

To execute classroom and lab commands without hesitation, listening to the teacher.

### Resources

Human: Teacher.

Physical space.

### Procedure

The teacher must give the chosen student (or students) different oral commands.

For example:

- Stand Up, please!
- Come here, please!
- Go to.... (the door, the window, the table, the board, etc.), please!
- Go...(straight, right, left, back), please!
- Go back to your seat, please!
- Sit down, please!
- Can you pass me the...(name several tools), please!
- Open your...(book, booklet, notebook), please!
- Go to the page number...(say the number), please
- Close your...(book, booklet, notebook), please!
- Write the following...(word / sentence), Please!
- What is the meaning of this...(word/sentence)?

**Note the use of the word “please” in every command, this is mandatory.**

## STRATEGY 2:

### TEACHING WH-QUESTIONS



#### **Objective**

Students must know the use and meaning of the WH-Questions, to have a better development in the interaction among them and the teacher.

#### **Materials**

A physical space.

#### **Procedure**

Teacher must give in an oral way first the knowledge about the WH-Questions, and then the students will have to write them on a notebook.

### **WH-QUESTIONS**

- **What** is your name?
- What do you do?
- What are you doing?
- What is...(that / this)?
- **Where** are you?
- Where are you going?
- Where is the...(pen, pencil, book, eraser, etc.)?
- Where are we going?
- **When** is the test?
- When are you coming to...(the meeting / the school)?
- When is your birthday?
- **Who** is your teacher?
- Who is your...(classmate / friend?

- **Whose...**(pen, pencil, book, notebook is this?)
  - Whose **tool...**(name anyone of them) is this?
- 

**How much is this?**

**How many** (hours/days/weeks/) do you need to finish it?

### **STRATEGY 3: LEARNING BASED IN PROBLEMS (LBP)**

#### **Objective**

To approach the student to the investigation through situations problems, allowing the suppositions, outlining hypothesis and looking for alternative of solution.

#### **Materials**

Problems ´selection of the area

Appropriate furniture

#### **Procedure**

The students solve a problem situation organized in small work groups. The process consists on identifying the demand, to outline a resolution hypothesis, to identify the knowledge that are had already, to look for complementary information, to analyze the gathered information, to discuss in group and to solve the problem.

#### **Characteristics**

- The situation-problem must be the nearest possible to the reality and the tipology of questions that they think about the Electricity topics.
- The selected problems are related with objectives of the course.
- The problem has a solution better than other possible ones, although it leaves margin to the discussion.

- In the first LBP the problem is presented, information is looked for directly related with the outlined question and it is solved.

Through the realization of a work project proposed by the student or for teacher, abilities and knowledge are applied and developed.

## **STRATEGY 4: THE SIMULATIONS**

### **Objective**

To delineate strategies to achieve a certain end.

### **Materials**

Human

### **Procedure**

Under this denomination a wide range of activities is designated (social simulation or dramatization, empathy, list, games or other) that allow to reproduce or to represent a simplified way a real or hypothetical situation. The games also incorporate to the process, a competition component.

### **Characteristics**

- Activities and simulation games that are used on English language learning. Their objective is to make decisions on diverse questions: localization of tools, of equipment, of electricity matters, a dialogue with a customer, etc.
- The dramatizations are simulations in which the empathy and the adoption of lists have an outstanding paper. They can use theatrical style.

## **STRATEGY 5: RESEARCHES**

### **Objective**

To impact in the process of the investigation with the proper use of the methodology that allows them to know about the techniques and tools for the analysis of the investigations.

### **Materials**

Different topics

Books, manuals

Appropriate furniture

### **Procedure**

Students carry out research works and translation, very defined on questions characteristic of the electricity as an initiation to the investigation, using the characteristic methodology of these disciplines. For example: working with materials (tools, equipment, etc.).

### **Characteristics**

- The objective is not so much to get results, but to familiarize and using English language's methods.
- See how the social knowledge is built.
- Think about it and to try to respond to queries, elaborating hypothesis, looking for information, checking evidences, translating, etc.

## **STRATEGIA 6: THE PROJECTS**

### **Objective**

To develop the direct learning skills and knowledge with the study object, to improve the Foreign Language area's quality of education.



## **Materials**

Consulting books

Documents

Appropriate furniture

## **Procedure**

They respond to the idea that learning implies the direct contact in order to study and culminate with real results as the materialization on the part of the students of a work, a proposal, an exhibition, an object, etc.

## **Characteristics**

It requires the understanding of the task, the planning, the search of diverse sources of information, the teamwork and the materialization of the project.

The students take the work in charge, they work in an autonomous way with the teacher's help that provides resources and collaborates with them.

Often they work on real problems and diverse disciplines are involved.

The teaching for centers of interest, the work about key concepts or the investigation of the context, adopted near focuses to work for the projects.

Appears like an appropriate strategy to motivate not very academic students.

## **STRATEGY 7: TEACHING FOR COMPREHENSION**

### **Objective**

To generate understanding's skills more than learning, developing in the student the use of knowledge and to relate it with the reality and their environment.

### **Materials**

Books, documents to research.

Appropriate furniture.



## **Procedure**

Inside this new methodological paradigm that is approached, we can insert the pattern of Teaching for Understanding that looks to generate competitions related with the social thought of the students.

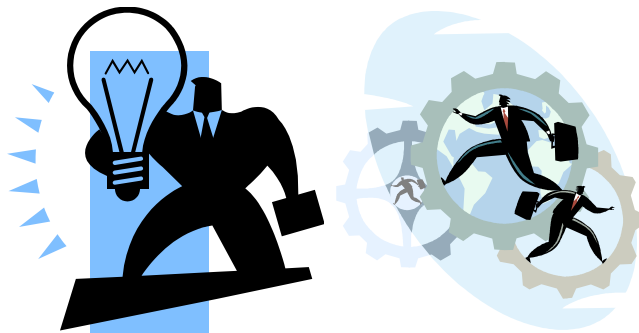
**To know** is not the same that **to understand**.

To understand supposes to use the knowledge, to know how to relate it, to extrapolate it to other situations and to express, with own words, a topic or matter.

Knowing how to link the past with the present, to know how to look at the reality from different perspectives, to learn how to name the reality from different perspectives, to learn how to name the reality with own categories, and to carry out specific actions that allows putting into practice what we learned. The understanding and the learning suppose, necessarily, to submit the students to practical experiences starting from stimulating, motivational tasks and that challenge them intellectually.

Likewise to favor the understanding we would have to consider: how the students are, what topics motivate them, when they feel interested or challenged, what it should happen so they incorporate new meanings and use them in the daily life.

## **STRATEGY 8: PICTURES ANALYSIS**





### **Objective**

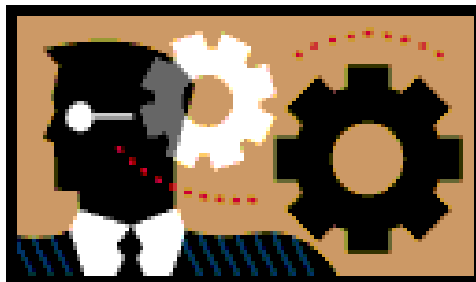
To analyze and interpret images strengthening thought's development in an integral way as source of information into the Foreign Language area.

### **Materials**

Images according to the topic  
Apropriate furniture.

### **Procedure**

To decode an image constitutes a very valuable resource for English language didactic, not just because it is extremely amusing and pleasant, but rather it also constitutes a valuable source of information. Furthermore than contributing with details of the scenes it also presents us, indirectly the author's use of their observation capacity information, synthesis and interpretation.



### **USEFUL WORDS**

#### **Tools and equipment used in electricity**

Flashlight – Linterna

Saw: circular, Hacksaw, jigsaw, power saw - Sierra

Drill - Taladro

Screwdriver - Destornillador

Hand drill – Taladro de mano

Drill bit – Taladro portátil  
Phillips screw . Tornillo de Phillips  
Nail - Uña  
Hammer - Martillo  
Glue – Cola, Goma  
Wood – Madera  
Measuring tape – Cinta para medir, metro  
Ruler - Regla  
Square - Escuadra  
Chisel - Cincel  
Mallet - Mazo  
Washer and bolt – Lavadora y saeta  
Monkey wrench (spanner) – Llave inglesa  
Extension cord – Extensión eléctrica  
Grounding plug – Tapón conectando a tierra  
Fuse - Fusible  
Electrical tape – Cinta para uso en electricidad  
Wires – Alambres, cables  
Sandpaper - Lijas  
Work gloves – Guantes de trabajo  
Spade - Azada  
Toolbox – Caja de herramientas  
Wheelbarrow - Carretilla  
Pegboard – Tablero de clavijas, clavijero  
Pegs - Clavijas  
Hook - Gancho  
Step ladder – Escalera pequeña

Ladder - Escalera

Pliers - Playos

Hatchet – Hacha de mano

Rake - Rastro

Knife - Cuchillo

Power drill – Cordón de energía del taladro

## ANNEXES

### TOOLS' PICTURES





### 5.7.2 Financial Resources (Budget)

Even when the MEP (2009, p. 51) indicates: "We should incorporate the use of technological resources to enrich the development of the linguistic abilities", during the study it was corroborated that teachers do not have budget for English, there are not such resources as audiovisual devices, laboratories of languages neither classrooms of their own, that's why the modest material they have they should load it across for the whole institution, otherwise it would get lost. The expenses I have come from this project (writing, copies, preparation of the power point file, transportation, etc)

#### FINANCIAL RESOURCES

No.	OPERATIONAL DETAIL	INCOMING	EXPENSES
1	Capital (Cash)	<b>800,00</b>	
2	Research cost		500,00
3	Computer time leasing		50,00
4	Printing of the Draft		6,00
5	Final Printing		12,00
6	Thesis Presentation		30,00
7	Transportation		200,00
	<b>TOTAL</b>		<b>798,00</b>

### 5.7.3. Material resources

- Alborada Technical and Industrial High School
- Computer, printer and scanner
- Projector
- Library
- Texts
- Internet
- Office supplies
- Camera and Tape Recorder
- Flash memory.

### 5.7.4 Impact

The educational pedagogic focus was guided to the application of an English vocabulary booklet focused on technical vocabulary for electricity area, to improve the domain of the English technical vocabulary that was developed and it consolidated in students and teachers with the use of interactive resources that will impact in the development of skills and elementary attitudes to look for an improvement of the academic part in the Alborada Technical and Industrial High School; it also motivates the using of important resources in the classroom to create spaces of significant learning in those which you shared the reflection and the analysis in the development of problems involve managing the critical thought. If we secure the knowledge in the students to dominate the reading and understanding of the technical words and phrases written in English language they will be able to read many manuals more written in the mentioned language. The works of the students and teachers will acquire bigger credibility, their performance will improve the time class that have them to develop in front of their students and a new era on English teaching-learning process will begin to make reality the dream of learning a foreign language.

### 5.7.5 Timeline

No	ACTIVITIES	TIME					
1	Project's design aprovement	█					
2	Gathering of information	█	█	█	█		
3	Theoretical framework elaboration		█	█	█		
4	Elaboration of research instruments						
5	Application and gathering of data of the field work			█			
6	Processing, analysis and interpretation of results				█	█	
7	Proposal elaboration					█	
8	Report redaction						█
9	Report presentation						█
10	Project Development						█

### **5.7.6 Alignments to evaluate the proposal**

The evaluation will be made through weekly analysis to the students of the Alborada Technical and Industrial Senior High School applying the booklet to improve the domain of the learned English vocabulary which will serve us as demonstrative indicator over the effectiveness or not of this proposal

English teachers will use the English vocabulary booklet and the interactive resources as support to be able to measure achievements regarding this topic. One of the specific objectives is using the booklet as a traverse axis in the educational process of the Technical Area of this Institution.

## CONCLUSIONS

Most of the time and traditionally, English teachers felt their hands tied when they saw how their students did not want to work with motivation because they also felt limited on English classes for their lack of a vocabulary to work into the specific subject they are involved.

Working in this environment is a hard thing to do, because we do not have the full attention of the students; we also have the lack of a manual or a booklet with a specific format for a good performance into a practical class with a new vocabulary to teach. It is a new bunch of words that need to be processed not only for the students but the teacher too. In this reality, we find our light...we were needing a special book with words of our own subject; not a book with general basis and a dictionary by hand looking for each word and trying to guess what is the meaning of the whole sentence in an endless way to walk in.

For all this, we thought we needed to design an item that comes to help us with our teaching process; not only the students but us the teachers too; this idea was growing and growing until gets a real form in this project. We spoke with our tutor, and she gave us the good advice on design a "booklet" not a dictionary for its wider field. The booklet is containing just the words we need on our own field: Electricity, which will be good enough for the moment inside our project, understanding it in global way to contribute to the formation of critical, autonomous and creative youths.

So, we look behind and all we see is teachers having classroom problems because of the lack of motivation; there were not good responses by the students over teachers. Students get not involved but a lot bored in a class almost without anything to do (a standing teacher moving from time to time its hands); without a CD player at least, without a board with something nice on it (sometimes there is not a single drawing over there). Students are not interested in a class where they have nothing nice for them. We change that...we change everything!



## RECOMMENDATIONS

The main problem we teachers have is teaching students who have a limited understanding of the English language and this can be a demoralizing task. Since ESL students speak a different language at home, some of them do not know the meanings of simple English words and phrases, and it can be difficult for teachers to communicate with them. In other words, our students do not practice the target language at home because they do not have the required environment to do it. However, we, teachers can have a little more patience and find the ways to help to our students on becoming proficient in the language. We need to developed strategies and we are adding a certain number of effective strategies to teach ESL as recommendations:

### **A) We need to understand the Individual Needs of Students**

In an English language classroom, language proficiency and academic experience among students can vary a lot. To help the students' improvement teachers need to understand every individual student's level of language proficiency and educational history, even we need to speak with the psychologist of our institution to understand some kind of problem on the students. The best way to make lessons comprehensible to all students is replacing difficult texts with more simple terms. We need to discard using oversimplified vocabulary because some students may find this offensive. It is important for ESL teachers to create a more personal connection with every student. Simple actions such as pronouncing the students' names properly and showing interest in their cultures will go a long way in giving students a more nice learning experience.<sup>27</sup>

### **A) We must be sure that Students Know What is Going on in Class**

Some ESL students do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. As such, they may

---

<sup>27</sup> <http://www.eslpartyland.com/teaching-esl-student>, extracted on June, 23, 2013

not know exactly what is going on in their classes<sup>28</sup>. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions.

During the course of a lesson, they have to let their students know which points are important and give them more time to ask questions. At the end of the lesson, they should ask the students to write down all the things that they have learned and aspects of the lesson that they are unsure of. After that, the students can use the information to provide better clarification at the beginning of the next lesson.<sup>29</sup>

### **B) We need to help Students to review English words More Comprehensibly**

There is no need for ESL teachers to skip words when they are teaching their students to find English words on the manual. The important thing is to teach them to look (skimming) with proficiency. Teachers should speak clearly and repeat words that are difficult to pronounce and read, and they can help their students writing the words on the board showing the sentence and the context where the word is being applied.

Students should be encouraged to read carefully, so their skimming will be more accurate.

### **C) We must encourage Students to practice English Outside Class**

To help ESL students make better progress, teachers should encourage them to read more frequently the English manuals they are working in<sup>30</sup>.

Also they can ask their students to write and read more English at home or take part in activities that require them to write, speak or read English. The most we encourage to our students on working with motivating resources, the most they have the desire to work.

---

<sup>28</sup> DAY, Christopher. *Pasión por enseñar. La identidad personal y profesional del docente y sus valores*. Madrid: Narcea, 16, 2006.

<sup>29</sup> <http://www.eslpartyland.com/teaching-esl-student> extracted on June, 23, 2013

<sup>30</sup> DAY, Christopher. *Pasión por enseñar. La identidad personal y profesional del docente y sus valores*. Madrid: Narcea, 16, 2006.

**D) We need to ask for help on the professional development issue, to whom it may concern**

The director of each institution should propitiate and implement training workshops for the elaboration of didactic aids of easy handling and low cost (recycled, globes, posters, boards, paperboards, records, cuttings, elaboration of authentic stories).

**E) Workshops, workshops and more workshops**

The Ministry of Education or the universities should propitiate workshops and/or meetings of English language's teachers to exchange knowledge on the elaboration of didactic aids and its appropriate application.

## BIBLIOGRAPHY

BROCKMAN, JOHN: *This will make you smarter: New scientific concepts to improve your thinking*, Harper Perennial Ed., New York, 2012.

BROWN, Douglas: *Principles of Language Learning and Teaching*, Addison Wesley Longman, Fifth Edition Inc., New York, 2009.

BROWN, James Dean: *The Elements of Language Curriculum: A Systematic Approach to Program Development*, Heinle and Heinle Publishers, IV Edition, USA, 2010.

CALDERÓN, Mora, Roxy: *Los fundamentos curriculares en la enseñanza del inglés a distancia: un acercamiento de la teoría y de la reflexión de la práctica educativa*, Revista Educación Ed., San José, 2009.

CALDERÓN, M., and D. August, R. Slavin, D. Duran, N. Madden, A. Cheung: *Bringing Words to Life in Classrooms with English Language Learners*, Johns Hopkins University Edit., USA, 2011.

CLARK, Leonard & STARR, Irving: *Secondary School Teaching Methods*, McMillan Publishing Company Inc., New York, 2012.

CHAVES SALAS, Lupita: *Educadoras y educadores inolvidables*, INIE, III Edit., San José, 2009.

DAY, Christopher: *Pasión por enseñar. La identidad personal y profesional del docente y sus valores*, Narcea Ed., III Edition, Madrid, 2012.

DOFF, Adrian: *Teach English, A training course for teachers*, Cambridge University Press in association with The British Council, IV Edition, England, 2009.

ELECTRICAL SAFETY OFFICE QUEENSLAND: *Electrical Safety Code of Practice 2010 Electrical Work*, Queensland, 2010.

GIBILISCO, Stan: *Teach yourself Electricity and Electronics*, McGraw-Hill Edit., V Ed., USA, 2011.

HARMER, Jeremy: *The Practice of English Language Teaching*, Pearson Education Limited, II Edition, England, 2010.

MCNERGNEY, Robert: *Guide to Classroom Teaching*, Allyn Ed., III Edition, USA, 2009.

SLATTERY, Mary and WILLIS, Jane: *English for Primary Teachers*, Oxford University Press, II Edition, England, 2012.

SPOLSKY Bernard: *Sociolinguistics*, Oxford University Press, IV Edition, England, 2010.

STOCKWEL, Robert and BOWEN J. Donald: *The Sounds of English and Spanish*, The University of Chicago Press. III Edition, USA, 2011.

THE INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS, INC.: *2012 IEEE Standards Style Manual*, IEEE Ed., New York, 2012.

## INTERNET REFERENCES

OM Company: *El curso de inglés avanzado preferido por los hispano parlantes.*

<http://www.ompersonal.com.ar/omcompany2/day15/conversation15c.htm>, extracted on may 17, 2013.

Idiomas Gratis: *La mejor forma de aprender idiomas gratis,*

<http://www.idiomasgratis.com/#>, extracted on may 17, 2013.

ABA English: *Inglés avanzado. Aprende inglés avanzado,*

<http://www.abaenglish.com/ingles-avanzado.html>, extracted on may 17, 2013.

Alpha Centro de Comunicación y Cultura: *Capacitación para profesores,*

[http://www.centroalpha.com.ar/espanol\\_capacitacionparaprofesores.htm](http://www.centroalpha.com.ar/espanol_capacitacionparaprofesores.htm), extracted on may 18, 2013.

The University of Arizona: *Centro de Inglés como segunda lengua (CESL),*

<http://www.cesl.arizona.edu/Spanish.htm#about>, extracted on may 19, 2013.

Centro de Excelencia para la Capacitación de maestros: *Haciendo posible el leer*

*para todos los niños,* <http://www.readingforallchildren.org/spanish/2.0.php>, extracted on may 22, 2013.

Fulbright Ecuador: *Programa de enseñanza de inglés (ETP),*

<http://fulbright.org.ec/teacher.htm>, extracted on may 24, 2013.

Centro de Capacitación en Idiomas: *Perfeccionamiento,* [http://www.cci-](http://www.cci-idiomas.cl/prontus_cci/site/artic/20060605/pags/20060605221542.html)

[idiomas.cl/prontus\\_cci/site/artic/20060605/pags/20060605221542.html](http://www.cci-idiomas.cl/prontus_cci/site/artic/20060605/pags/20060605221542.html), extracted on may 25, 2013.

Universidad Técnica del Norte: *Centro Académico de Idiomas,*

[http://200.107.59.54/index.php?option=com\\_content&task=view&id=23&Itemid=48](http://200.107.59.54/index.php?option=com_content&task=view&id=23&Itemid=48), extracted on may 27, 2013.

QUIZLET TEAM: *Basic Electricity Vocabulary*, <http://quizlet.com/9271224/basic-electricity-vocabulary-flash-cards/>, extracted on June 2, 2013

GOBOOKEE.NET INC.: *Frequent questions for electricity topics*, <http://www.gobookee.net/current-electricity-vocabulary-answers/>, extracted on June 23, 2013

SUCCESSFUL ESL STRATEGIES: Read about an experienced high school teacher's successful ESL strategies. <http://www.tolerance.org/...lement/successful-esl-strategies>, extracted on June 2013.

NMSEA. ORG: *Basic Concepts of DC Electricity*, [http://www.nmsea.org/Curriculum/4\\_6/Electricity/dc\\_electricity.htm](http://www.nmsea.org/Curriculum/4_6/Electricity/dc_electricity.htm), extracted on July 2, 2013

# **ANNEXES**



## ANNEX 1



**ENCUESTA  
UNIVERSIDAD ESTADAL DE MILAGRO  
UNIDAD DE EDUCACIÓN SEMIPRESENCIAL Y A DISTANCIA  
CARRERA DE LICENCIATURA EN INGLÉS**

La presente encuesta está dirigida a los estudiantes del Colegio Técnico Industrial "Alborada" del cantón Milagro, con el objetivo de incrementar su comprensión e interpretación de manuales técnicos eléctricos. Agradecemos su colaboración.

### STUDENTS´SURVEY

1. Do you like learning English as a second language?

YES [ ]                      A LITTLE [ ]                      NO [ ]

2. How do you like working on English classes?

ALONE [ ]                      COUPLE [ ]                      GROUP [ ]

3. You say the use of a focused vocabulary is going to establish a .....difference in the class?

HIGH [ ]                      MEDIUM [ ]                      LOW [ ]

4. Does your teacher frequently use different educational resources on English's class?

YES [ ]                      A LITTLE [ ]                      NO [ ]

5. Does your teacher use frequently English language in class?

YES [ ]                      A LITTLE [ ]                      NO [ ]

6. Do you like the way your teacher accomplish the teaching process on class?

YES [  ]

A LITTLE [  ]

NO [  ]

7. The skill your teacher works mostly in the class is...?

READING [  ] WRITING [  ] LISTENING [  ] SPEAKING [  ]

8. Does your teacher use audiovisual resources in the class?

ALWAYS (  )

SOMETIMES (  )

NEVER (  )

9. Your English classes are....?

FUN (  )

SERIOUS (  )

BORED (  )

10. Does your High School have an English laboratory?

YES [  ]

NO [  ]

## ANNEX 2



**ENCUESTA  
UNIVERSIDAD ESTATAL DE MILAGRO  
UNIDAD DE EDUCACIÓN SEMIPRESENCIAL Y A DISTANCIA  
CARRERA DE LICENCIATURA EN INGLÉS**

La presente encuesta está dirigida a los docentes del Colegio Técnico Industrial “Alborada” del cantón Milagro, con el objetivo de incrementar su comprensión e interpretación de manuales técnicos eléctricos, para mejorar el proceso de enseñanza-aprendizaje. Agradecemos su colaboración.

### ENGLISH TEACHERS´ SURVEY

1. Do you do your annual lesson plan stressing all your objectives focusing in providing students with a practical English teaching-learning process?

YES [ ]                      SOMETIMES [ ]                      NO [ ]

2. Do you use audiovisual resources to accomplish your teaching process?

YES [ ]                      SOMETIMES [ ]                      NO [ ]

3. Do you speak English...?

FLUENTLY [ ]      FAIR [ ]      REGULAR [ ]      NOTHING [ ]

4. Do you work with students being involved in teams?

YES [ ]                      SOMETIMES [ ]                      NO [ ]

5. Do you teach a vocabulary focused to the subject you are working in?

YES [  ]                      SOMETIMES [  ]                      NO [  ]

6. Have you make possible the active participation of the students on class time?

YES [  ]                      SOMETIMES [  ]                      NO [  ]

7. Do you think that English teachers must have a better preparation in using technology related with the teaching and learning of this language?

YES [  ]                      SOMETIMES [  ]                      NO [  ]

8. Do you attend to courses, workshops and seminars in your area using your own resources?

YES [  ]                      RARELY [  ]                      NEVER [  ]

9. Do you frequently upgrade your professionalism?

YES [  ]                      SOMETIMES [  ]                      NO [  ]

10. Do you have the support of the institution where you work, to develop English teaching-learning process in an appropriate level?

YES [  ]                      RARELY [  ]                      NO [  ]

## ANNEX 3



### SURVEY MILAGRO STATE UNIVERSITY DISTANCE LEARNING EDUCATION AND SEMI PRESENTIAL ACADEMIC UNIT

The present survey is focused on the teachers of the “Alborada” Technical High School of Milagro city, with the main objective of develop their comprehension and interpretation of the electrical manuals, to make better the teaching-learning process. Thank you for your patience.

#### TECHNICAL AREA TEACHERS´SURVEY

1. Do you have an easy access to dialogue with teachers and High School´s authorities concerning to the students you work?

YES [ ]                      SOMETIMES [ ]                      NO [ ]

2. Do you know if English teachers use any kind of resources into the teaching-learning process?

YES [ ]                      NO [ ]                      I DON´T KNOW [ ]

3. Do you know if English teachers update their knowledge frequently?

YES [ ]                      NO [ ]                      I DON´T KNOW [ ]

4. Do you like the way students are receiving English as a second language?

YES [ ]      A LITTLE [ ]                      NO [ ]      I DON´T KNOW [ ]

5. Do you think that focusing on the vocabulary could be a better perspective to learn how to handle English manuals?

YES [ ]                      NO [ ]                      I DON´T KNOW [ ]

6. Do you think that handling English manuals in a proper way could be a better job opportunity for the students on life?

YES [ ]                      NO [ ]                      I DON'T KNOW [ ]

7. Do you believe that the three education's angles (school, students and parents) are doing their best effort for a good education development?

YES [ ]                      NO [ ]                      I DON'T KNOW [ ]

8. Is it really important for students to have a good home environment for a good education development?

YES [ ]                      NO [ ]                      I DON'T KNOW [ ]

## ANNEX 4



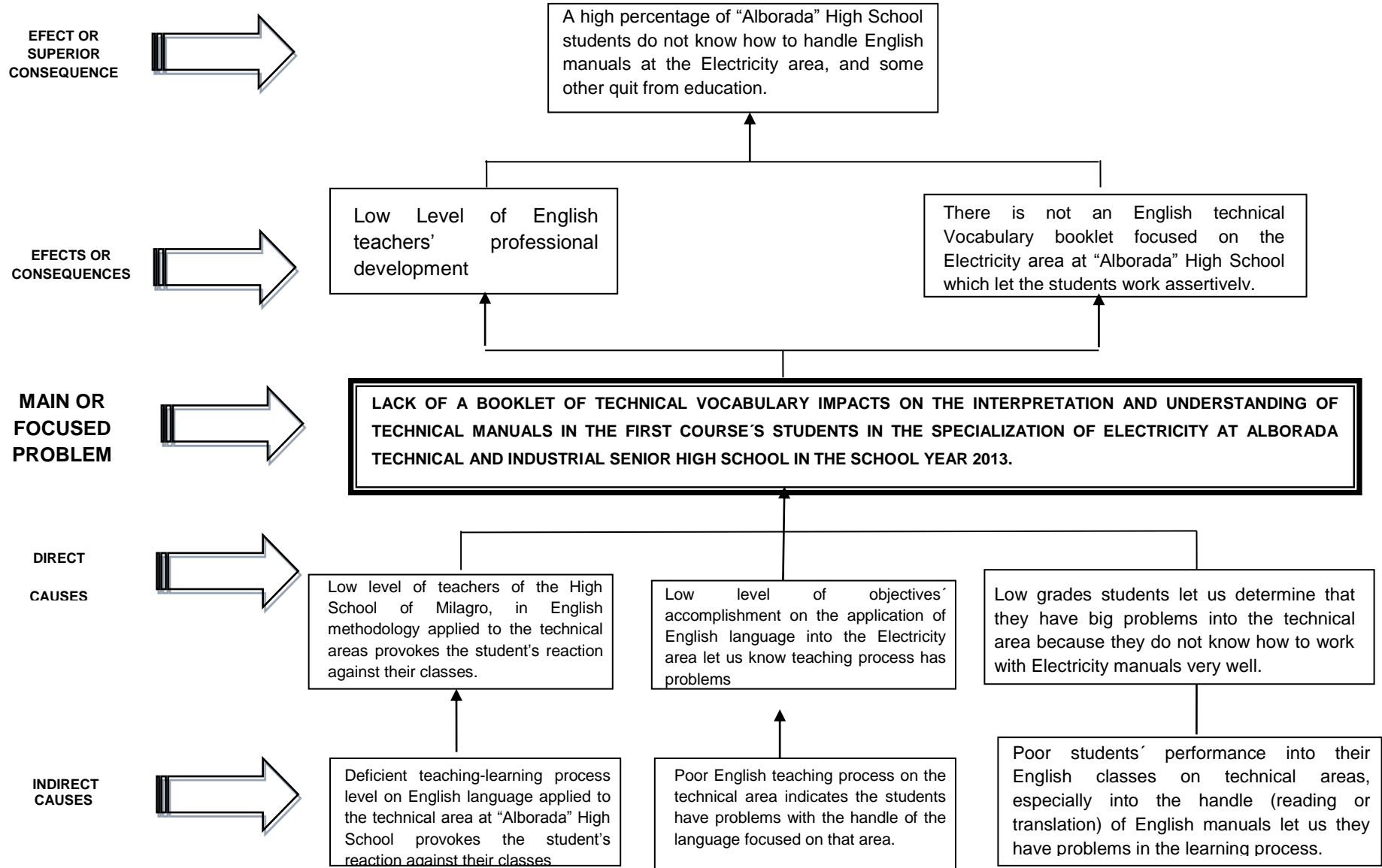
**ENCUESTA**  
**UNIVERSIDAD ESTATAL DE MILAGRO**  
**UNIDAD DE EDUCACIÓN SEMIPRESENCIAL Y A DISTANCIA**  
**CARRERA DE LICENCIATURA EN INGLÉS**

La presente entrevista está dirigida al Sr. Rector del Colegio Técnico Industrial “Alborada” del cantón Milagro, con el objetivo de conocer su opinión respecto a la implementación de un manual técnico aplicado al idioma Inglés en el área de Electricidad, para mejorar el proceso de enseñanza-aprendizaje. Agradecemos su colaboración.

### PRINCIPAL´S INTERVIEW

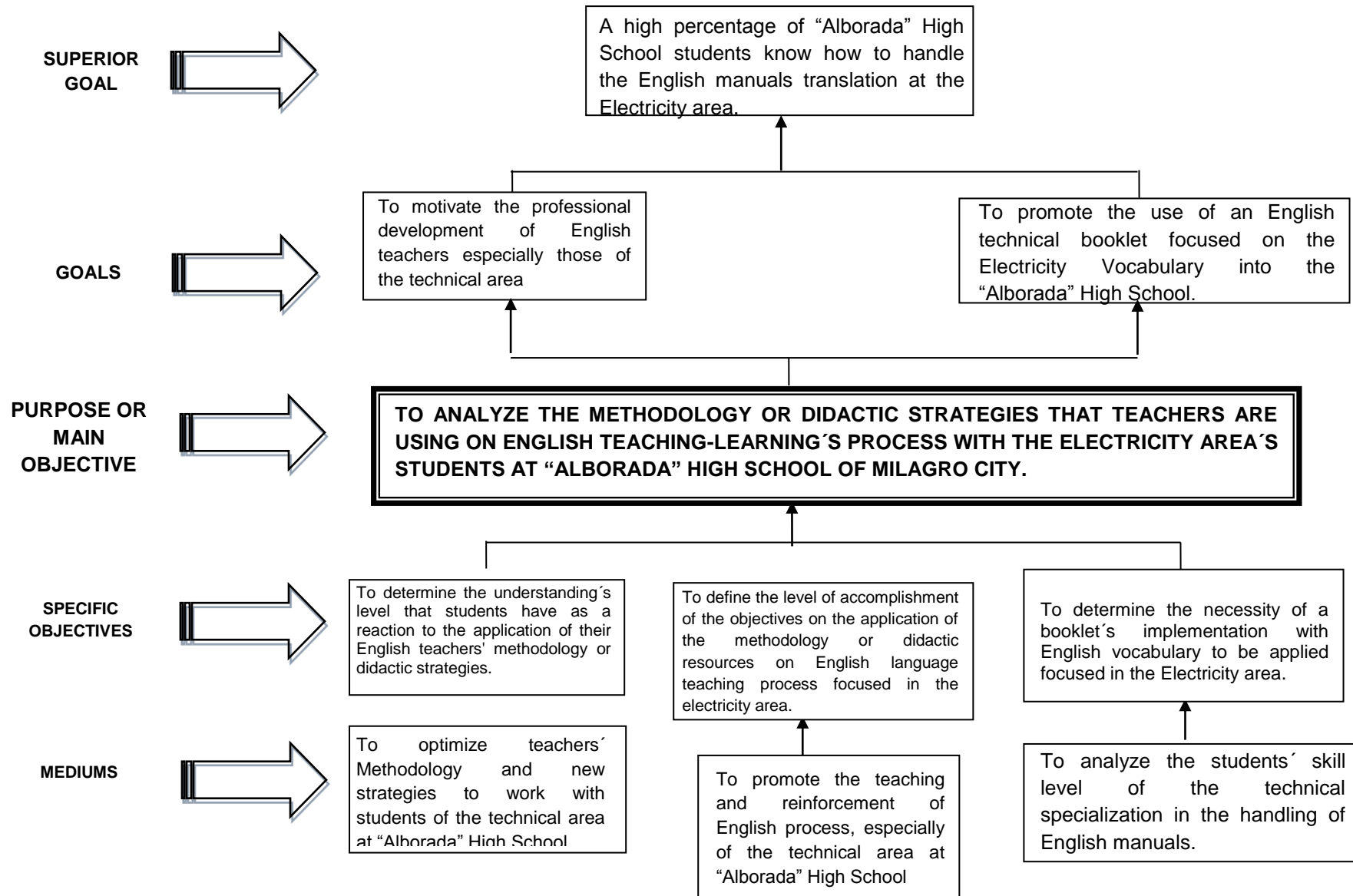
1. What are your thoughts on English teaching at your High School?
2. What do you think your greatest strength is, as an institution?
3. What do you think your biggest weakness is?
4. Do you check English lesson annual plans?
5. Have you ever seen an English teacher working in class?
6. If your institution is a technical and industrial one: Do you know if English teachers are using proper resources into the teaching-learning process?
7. Do you have an English Laboratory in your High School?
8. Do you help English teachers updating their knowledge?
9. Do you know why most of the students quit English classes?
10. Do you think a booklet with a technical vocabulary to be used into the English teaching-learning process is going to raise students´ development?

# ANNEX 5 PROBLEMS TREE





# ANNEX 6 OBJECTIVES TREE



# ANNEX 6 GRANTT DIAGRAM

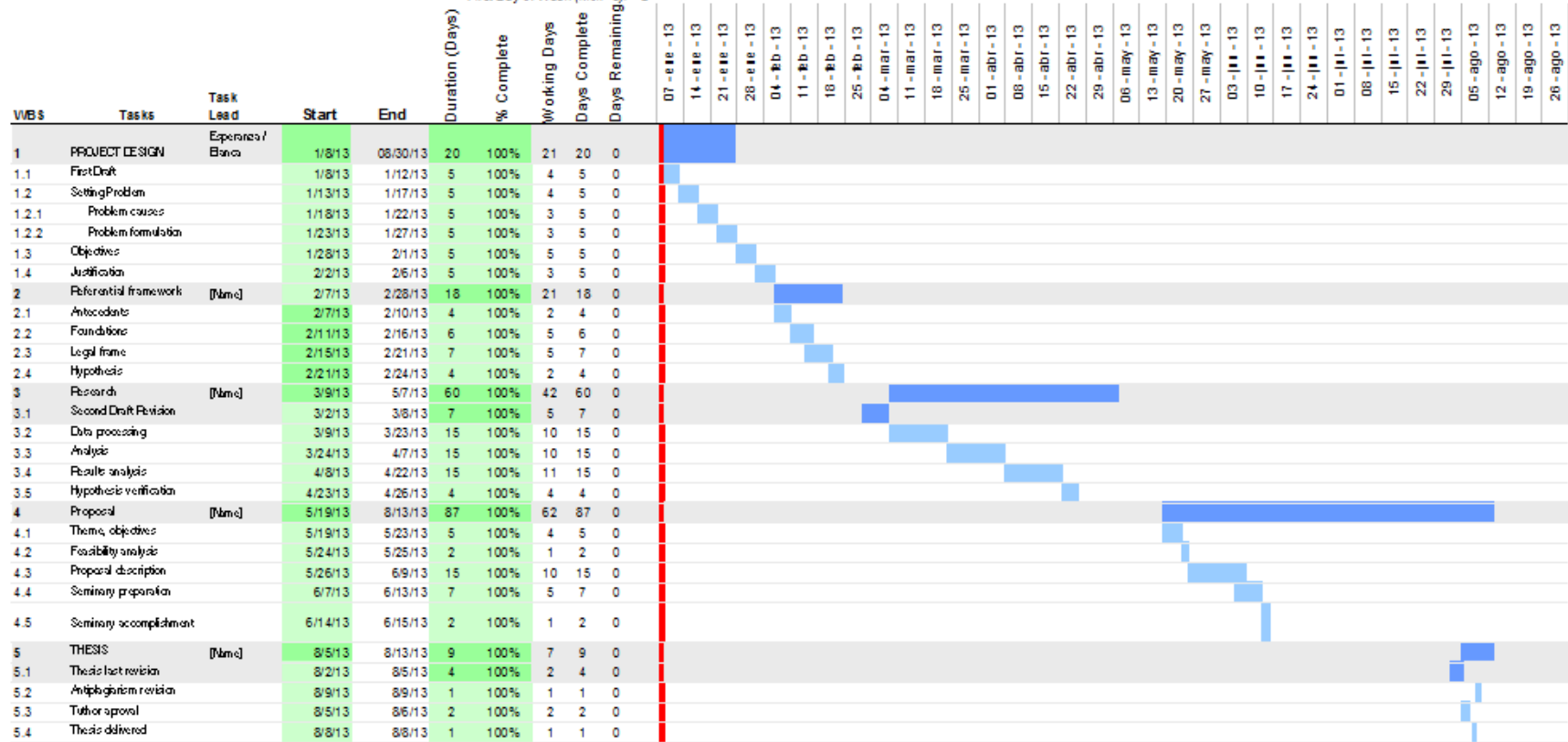
## A TECHNICAL BOOKLET

ALBORADA HIGH SCHOOL

Today's Date: 08/01/2013 martes  
(vertical red line)

Project Lead: VILLEGAS ESPERANZA  
Start Date: 08/01/2013 martes

First Day of Week (Mon=0): 2



## **ANNEX 6 ENGLISH ´S WORKSHOP**

This ESL workshop, offered at “Alborada” High School this time is designed for teachers who want to develop their speaking, listening, vocabulary and reading skills for academic, professional, and/or personal use.

The workshop is two days in duration. The classes take place Saturday and Sunday from 8:00 to 12H00 (First Part); and 13H00 to 17H00 (Second Part). Teachers in the program draw on a communicative and student-centered approach to meet these needs. Structured conversations, oral presentations, games and role-plays are some of the activities in which teacher-students are expected to be actively involved.

### **Workshop Content & Evaluation Procedures**

#### **1. WORKSHOP CONTENT**

Specific Language Skills:

A Technical Vocabulary for specific task on Electricity

Pronunciation (English consonants and vowels)

Pronunciation of key field-specific vocabulary

Stress and intonation patterns

**Presentation Topics:**

Reading manuals: thinking in English

Definition of term or concept

Explanation of process in the field

Explanation of why something happens (giving reasons)

## **2. EVALUATION PROCEDURES**

### **Initial oral evaluation:**

On the first day of the workshop, there will be an initial oral evaluation, usually 5-6 minutes long. During this evaluation, participants are:

- asked some questions about themselves, their experiences, and fields of study
- given a passage of text from their major field of study to be read aloud
- Asked to give a 2-3 minute prepared talk in which they define a field-specific term and tell why it is significant. This term will be assigned in the workshop's introductory session.

### **Additional evaluation procedures:**

Self-evaluation based on videotapes and audience feedback

Instructor evaluation based on test performance

Department chairs and representatives are invited to view participants' presentations and have access to all evaluation documentation.

## **3. RECOMMENDATIONS FOR THE WORKSHOP:**

Teacher-Students approved to teach are permitted to work insofar as it is reasonable at a given level of proficiency. Students approved to teach have two options (see below) and should continue training in spoken English. If a student's English proficiency is still low the student will be re-evaluated.

## FIRST DAY

Time	Topic	Extended (Subtopic)
08H00-08H30	<b>Registration</b>	
08H30-09H00	<b>Breakfast</b>	
09H00-11H00	<b>METHODOLOGIES</b> A new perspective. Are they new? Or We just forgot how to use them!	Initial Oral Evaluation. Definition of term or concept Explanation of process in the field Explanation of why something happens (giving reasons)
11H00-12H00	<b>MOTIVATION</b> Material resources to promote motivation in the classroom.	Topic of choice from field, including review of previously covered material, using presented tools with the corresponding use in each case of the class time.
12H00-13H00	Lunch time	
13H00-15H00	<b>PLANNING</b> How to manage our time minute to minute in an assertive way.	Application of the lesson plan minute to minute in the technical classroom.
15H00-17H00	<b>AUDIOVISUAL RESOURCES</b> Application of several types of resources including TICs	Technologies of Information and Communication to use with the new vocabulary presentation
17H00-17H05	First part closing	

## SECOND DAY

Time	Topic	Extended (Subtopic)
08H00-08H30	<b>Registration</b>	
08H30-09H00	<b>Breakfast</b>	
09H00-11H00	<b>METHODOLOGIES 2</b> Are we assertive teachers?	Rules, Rewards and Consequences: Classroom management
11H00-12H00	<b>MOTIVATION</b> Promoting a new class environment with fun.	<ul style="list-style-type: none"> <li>• Use behavioral techniques to help students exert themselves and work toward remote goals.</li> <li>• Make sure that students know what they are to do, how to proceed, and how to determine when they have achieved goals.</li> <li>• Do everything possible to satisfy deficiency needs -- physiological, safety, belongingness, and esteem.</li> <li>• Accommodate the instructional program to the physiological needs of your students.</li> <li>• Make your room physically and psychologically safe.</li> <li>• Show your students that you take an interest in them and that they belong in your classroom.</li> <li>• Arrange learning experiences so that all students can gain at least a degree of esteem.</li> <li>• Enhance the attractions and minimize the dangers of growth choices.</li> <li>• Direct learning experiences toward feelings of success in an effort to encourage an orientation toward achievement, a positive self-concept, and a strong sense of self-efficacy.</li> <li>• Make use of objectives that are challenging but attainable and, when appropriate, that involve student input.</li> <li>• Provide knowledge of results by emphasizing the positive.</li> <li>• Try to encourage the development of need achievement, self-confidence, and self-direction in students who need these qualities.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use achievement-motivation training techniques.</li> <li>• Use cooperative-learning methods.</li> <li>• Try to make learning interesting by emphasizing activity, investigation, adventure, social interaction, and usefulness.</li> <li>• Using songs, games, word searching, plays,</li> </ul>
12H00-13H00	Lunch time	
13H00-15H00	<b>VISUAL RESOURCES I</b> The booklet and the tools: how to use them!	The booklet is great for beginners. Many technology and technical teachers can use it in a particular application. Because the teacher can show the tools on a live way, the student can see the demonstration and easily do the same thing immediately. If we teach to our students to think in English, we will gain a very high step on English teaching, because that is the key to learn English as a second language.
15H00-17H00	<b>VISUAL RESOURCES II</b> The booklet and the tools: how to use them!	We continue with more practical use of the vocabulary presented on real life (practical cases)
17H00-17H05	Second part closing	Resume
17H05-18H00	Farewell dinner	Friendship meeting.

# PICTURES

|



## PRINCIPAL'S INTERVIEW



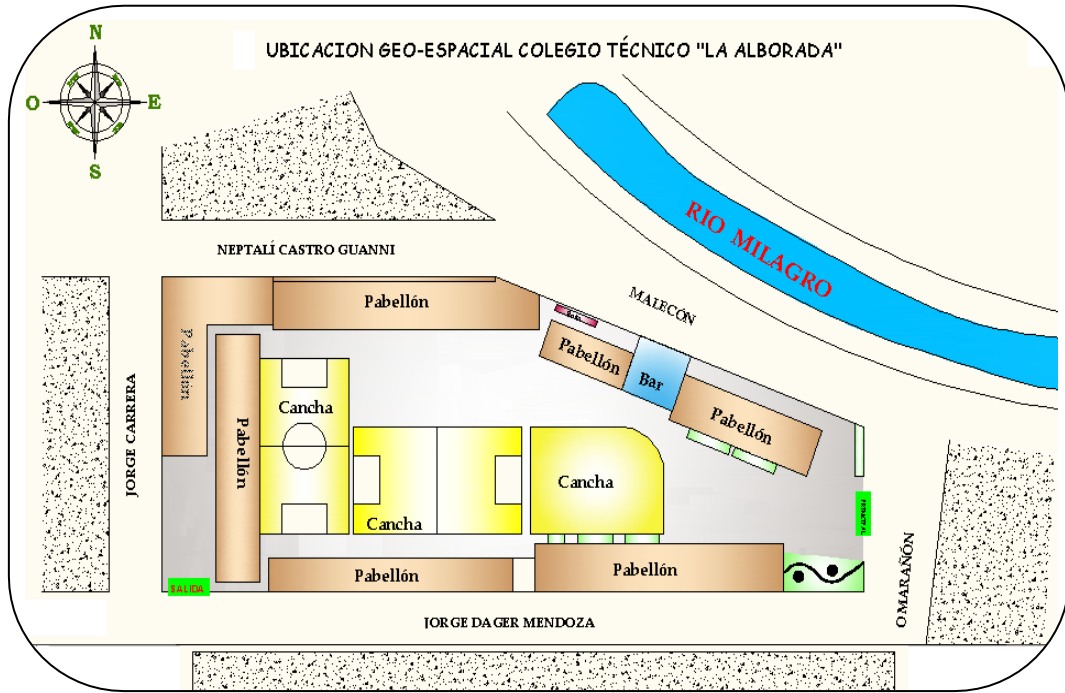
The author of this thesis doing the interview to the Alborada High School's principal, Walter Cedeño, Bachelor on Sciences, MSc.

## ENGLISH TEACHERS' SURVEY



The author of this thesis directing the survey to the Alborada High School's teachers

# ALBORADA HIGH SCHOOL LOCATION MAP



Alborada Technical and Industrial High School



Alborada Technical and Industrial High School

Alborada Technical and Industrial High School's Main Entrance



Alborada Technical and Industrial High School's Teachers



**PRINCIPAL'S AUTORIZATION TO EXECUTE THE PROJECT AT THE HIGH SCHOOL PREMISES.**

Milagro, 20 de Mayo del 2013

**Msc. Walter Cedeño Guerrero**  
**Rector del Colegio Técnico Industrial "LA ALBORADA"**  
**Ciudad.-**


De mis consideraciones:

Por medio de la presente nosotras **ESPERANZA RUTH VILLEGAS SANCHEZ** con C.I. **0916031784** y **BLANCA ESTRELLA GUAMAN MENDEZ** con C.I. **1202364632** egresadas de la Universidad Estatal de Milagro (UNEMI) en la especialización de **LENGUA INGLESA Y LINGÜÍSTICA** solicitamos a Ud. nos permita realizar nuestro proyecto **"An english vocabulary booklet to improve the reading and understanding of manuals in the option of electricity"** en la Institución que acertadamente dirige.

Esperando que la presente tenga favorable acogida nos suscribimos de Ud.

Atentamente,

  
Esperanza Villegas Sánchez

  
Blanca Guamán Méndez

  
Rector del Colegio 

Milagro, 17 de Julio del 2013

Msc. Walter Cedeño Guerrero

Rector del Colegio Técnico Industrial "LA ALBORADA"

Ciudad.-

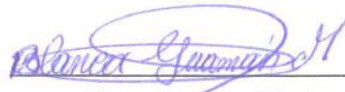
De mis consideraciones:

Por medio de la presente solicitamos a Ud. Muy comedidamente nos permita realizar un Seminario Taller, en la sala de Profesores para dar a conocer el uso del "FOLLETO DE VOCABULARIO TÉCNICO", para mejorar la comprensión e interpretación de manuales técnicos eléctricos a los profesores del Área de Ingles.

Esperando que la presente tenga favorable acogida nos suscribimos de Ud.

Atentamente,

  
Esperanza Villegas Sánchez

  
Blanca Guamán Méndez

  
Rector del Colegio



COL. FISCAL TCO. INDUSTRIAL  
"LA ALBORADA"  
RECTORADO  
MILAGRO - ECUADOR

## **WORKSHOP'S PICTURES**



**Area's teachers attending the workshop**



**Mrs. Esperanza Villegas giving instructions**



The teachers with the Booklet, main topic of the workshop

