

ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH
PROGRAM
RESEARCH PROJECT

DESIGN OF A TECHNICAL ENGLISH
MANUAL FOR THE STUDENTS OF THE
FIRST LEVEL OF AUTOMOTIVE
MECHANICS AT THE “INSTITUTO
TECNOLOGICO SUPERIOR
CENTRAL TECNICO”

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ACKNOWLEDGMENT

Thanks to my God who has allowed me to achieve one of the goals of my life.

To my mother who with total dedication and love has been always helping me.

To my father whose desire was to give me the best and has helped me untiringly.

DEDICATION

I dedicate this final work to my husband to say him thanks to his patience that has demonstrated me throughout the elaboration of this task.

APPROVAL SHEET

We, MSc. Liliàn Avalos Director and Dr. Oswaldo Villa Codirector are pleased to certify that the Research Project Under the Title DESIGN OF A TECHNICAL ENGLISH MANUAL FOR THE STUDENTS OF THE FIRST LEVEL OF AUTOMOTIVE MECHANICS AT THE “INSTITUTO TECNOLOGICO SUPERIOR CENTRAL TECNICO”, developed by Mireya Vaca Martínez, who have finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, have been studied and verified in all its parts and performed Under guidance and supervisión, so its presentation and oral sustaining are authorized at the corresponding University Instante.

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PROPOSAL

THESIS PLAN PROFILE

BRIEF SUMMARY OF THE WORK

It has been established the lack of an indicated and modern manual for English learning at the “ Instituto Tecnológico Superior Central Técnico”.

The antecedents of the institution have been investigated to show the orientation of the establishment and to look for the needs that the students have.

The group of methodologies were investigated in their foundations and changes until arriving at the one used for the manual.

The proposal has 5 sample lessons to make available from the investigation.

INTRODUCTION

To deal with the English language as a matter of study for school or technological students is it necessary for people who design the programs or plans of study to understand the characteristics of a language.

The four skills that are needed to acquire to dominate a language are:

1. Listening
2. Speaking
3. Reading
4. Writing

The person begins listening and understanding what people say around, then he or she begins to produce oral expressions trying to imitate what is already known orally to get an answer from the people. These two skills are generally acquired at non formal education that means, out of school or before this one.

To develop all these skills in a parallel way can take years of constant exposition to diverse manifestations of the language and also requires the constant interaction with other language speakers. This process never stops and forms part of the real life of a person and his development. We would say that the intellectual capacity of a person depends on the complexity level of the language that is able to understand and express orally and in written form.

To all this we have to add the role of the culture inside the process of language acquisition. All language grows and depends of a cultural context which leads its development as a tool of communication.

Culturally, there are manifestations of some social, scientific, technological or other groups that create new communication needs that make imperative the creation, adoption or modification of new words, phrases and terms to show exactly what the other groups need to understand. This means that, cultural manifestations obligate to a constant language change, especially today when the worldwide communication is part of our reality.

This argument is enough to realize the language complexity, and also the difficulty of acquiring a foreign language where the person is far from the place where this language is the mother tongue.

Then, the focus of the project is on the poor results got in the English language acquisition in our country and the point of view of the way how to conceive the English language teaching for getting satisfactory results.

RESEARCH THEME:

DESIGN OF A TECHNICAL ENGLISH
MANUAL FOR THE STUDENTS OF THE FIRST
LEVEL OF AUTOMOTIVE MECHANICS AT
THE “ ISTITUTO TECNOLOGICO
SUPERIOR CENTRAL TECNICO “

RESEARCH PROBLEM

1.1 Problem identification

It has been possible to determinate that there is not teacher's material, neither student's one to the English classes.

In the process for designing the technical English curse I could detect that the students have felt sometimes weakness in the dominion of the skills of English when its use has been necessary as a part of job or study activities.

Teachers and coordinators express difficulty in getting relevant material for preparing the class activities or consults. The technical component needed for teaching technical English only can be given by experts who help and lead the English teachers and value the selected material.

Then, the English teacher is responsible of sorting out the mentioned material from the pedagogic and linguistic point of view to adapt it to the subjects and the students needs. For this reason, it is logic to think that English teachers must participate in the preparation, improvement and adaptation of the technical English programs to guarantee the achievement of the objectives.

1.2 Problem setting

Some teachers do not participate in the preparation of the programs, others do not find an English program when get into the Institutes, so the authorities assign them the task of program preparation without any supervision or help of coordinators or another teachers, who also work with their "own" programs. There also exists lack of leadership, communication, supervision and direction concerning to English language inside the Institute.

The corporations that import methods and texts for English education can guarantee many different materials of the best quality which are proved by decades of experience of international recognized authors. They are texts and methods made in England or United States using their best pedagogical techniques found today. In many cases the technical English teacher selects one of these methods because of its complete repertory, exercises and activities, because the point of view or the excellent presentation that would make the education more pleasant. All these arguments are good, when the selection is made taking in account the subject, its objectives and the graduate profile at the Institution. It may be at his point where the problem is: lack of adaptation of selected material. Besides this, inside the technical focus exists variety of styles and theories that try of offer more to the teacher expert in English, but it results difficult to find a method taking in account our country's English reality , it is difficult for an author many kilometers far from here to be attuned to the technical English teacher needs, its place of work and the student who is learning.

There are at selling many methods directed to technical English, but these texts are directed to people who already control the written English and need to acquire vocabulary or some structures related to a determined area. In another countries this texts could seem logic and it is, but the reality in our country is another one. To pretend a school student to have these skills is utopian.

1.3 Objectives

1.3.1 General

To design a technical English manual to the students of the first level of Automotive Mechanics at the "Instituto Tecnològico Superior Central Técnico".

1.3.2 Specific

- To determine the historical background and characteristics of the “Instituto Tecnológico Superior Central Técnico” to have a clear idea of the students, institution and teacher’s needs.
- To analyze teaching methods, procedures and testing English language learning tools.
- To design the technical English manual.

1.4 Justification

The purpose of the investigation will contribute to the students’ education through the design of a technical English sample course which has the adequate methodological design and structure for getting satisfactory results at the teaching-learning process.

Technical professionals and school students, directors, coordinators and teachers consulted agree that the basic objectives in this area are not being achieved.

The technical English manual is going to be designed taking in account the exposed arguments with the intention of generating a changing process to put the technical English in its correspondent level at the formation of professionals to become a valuable tool in the modern world.

THEORETICAL FRAME

2.1 Theoretical and Conceptual Focus

- **INSTITUTO TECNOLÓGICO SUPERIOR “CENTRAL TÉCNICO’S” HISTORY AND CHARACTERISTICS**

In 1.869 it was already in the mind of García Moreno the resolution to equip the capital of Ecuador with an institution where arts and offices were taught, because it is very well-known that he always wanted to form efficient citizens for the work, in such a way that they can contribute with their daily effort to the elevation and improvement of the Ecuadorian richness, through the methodical advantage and orientation of the special aptitudes of our town for the arts and manual work.

“Towards 1.870 a course of drawing for adults settled down in the Beguine convent and specially craftsmen, on January, 24 of 1.874 at the request of the father Benjamin, who belonged to the Mercedaria order, the Christian brothers took the direction of the school formed by four classes with a total of three hundred students”¹

Of another point of view, the government wanted to contract with these monks the formation of farms models, with the objective of fomenting agricultural education in our country.

In the school historically speaking, does not notice any preoccupation on pedagogical matters, which is logic to be if it is considered that it was not created for pedagogical preparation but for learning arts and offices that

¹ VALLEJO Carlos, “Perfil Histórico del Colegio Central Técnico del Estado” Edit. Colegio Central Técnico Quito, 2.004, pp. 20

allowed the development of manual abilities of people who, together with learning a professional activity to gain the life, use their effort and work in favor of the country.

In order to determine the educational life of the school it is an indispensable need to know the date in that the educative institution arose in the Republic.

In order to organize the first community arrived from the United States Carlos and Doreto with Lorenzo of France, there were in addition 18 civilians, between teachers and employees. The establishment was born to the educational life on March, the first of 1.872, with the office of zapatería with four apprentices received in provisional form. The unfavorable conditions of the building of the school in their beginnings were by the exigency to count with an establishment of the quality that wished García Moreno, this forced to take all the providences that the case imposed, in order to have the new building to begin the sooner. The legislative decree of July 6 of 1886, describes it as sumptuous.

With the intention of saving intermediaries, the same establishment established machines to the construction and to other works that took effect in the capital, also a machine settled to make bricks and the corresponding turbine to produce the necessary energy was also established.

In 1.953 the Ministry of Education took possession from a considerable land sector pertaining to the School, located in the streets Huàscar and Rocafuerte, in which constructed a building where the Chile and Uruguay schools work at the moment. To this it must be added the positioning of the lands in which at the moment the market of San Roque works.

In 1.875 the School of Arts and Offices still was in its childhood, but in spite of this circumstance many tried to see the fruit of their works, despite being obvious that the new establishments still in the advanced countries demanded

greater time before making its utility obvious, the nature of the country have equipped with a great climate, diversity and zones and this way a great article diversity took place, only made lack good mechanical to turn the mercantile values in final productions, as well as roads to transport them to the seaports.

• IMPORTANCE OF THE SALESIANOS

Being President of the republic of Ecuador the doctor Josè Maria Plàcido Caamaño on January, 2 of 1.884 dictates an executive decree, with the following text:

Art.1.- In the premises of the catholic protectorate is settled down a school of arts and offices to teach:

- Carpentry
- Zapateria
- Blacksmith shop
- Tailor`s trade
- Stonecutting
- Books binding

Art. 2.- It is also going to be taught music, painting and sculpture.

Art. 3.- There are resources of the establishment such that at the moment has the catholic protectorate and those that were assigned for the conservatory of music and the Academies of drawing, painting and sculpture.

The Congress of the Republic considering that existed in this capital a sumptuous building, that was destined for years to give asylum and occupation to many children of the town and that the salesianos monks were most suitable for the direction and improvement of the Establishment, to use its own terms, sanctioned a legislative decree on July, 6 of 1.884.

Art. 1.- Is settled down the School of Arts and Offices restored by the Executive Decree of January, 2 of 1.884.

Art. 2.- It is authorized the Executive authority so that in agreement with the Administrative board of provincial resources it contracts with the Congregation of the Parents Salesianos, education, direction and improvement of the Establishment.

Art. 3.- It will be given to these monks, by tedious inventory, the equipment and all whatever belonged to the extinguished Catholic Protectorate.

At that time the establishment already counted with two hundred students, one hundred twenty-four of them were granted a scholarship by the state treasury.

The establishment constituted the first School of Arts and Offices of the salesiana religious congregation, distributed superior technical-practice education.

In accordance with the same version, to be the institution of arts and offices where the fist texts on manual professions, many of which were asked to distribute similar education in another places. Also the made programs, as much in the practical aspect as in the theoretician, and that were used in the establishment, also were asked by foreign institutions to use in artisan education. This is the brief synthesis of the work and functions the salesianos made in front of the Institution, work that lasted seven years, since it is indicated, it begins in 1.888 and concludes in 1.895.

• LAY LIFE OF THE SCHOOL

In 1.895 a new system of social, economic and political character started to govern the Ecuadorians life and the future of the institutions, it is natural therefore that, the national education was in first place experiencing the influence of this new system consequences, therefore the institution that in its sort marches to the vanguard in the Republic, from that year in ahead it will be under gradual modifications in order to change from Artisan Institute to Technical School, the institution was based then in the moral and physical regeneration of the boy and the adolescent in danger to become lost.

It is the school that improving its level must make of the poor and humble, good and true parents, of robust youth, working children which are associated to this nucleus of the germinate cell called dynamism.

In a word, the school could be the nest of industries in the country saving with a contingent the exit of the gold that is used in concerning articles of high cost and whose raw material that offers our same ground.

“To corroborate how it has varied the orientation criterion of the institution from 1.895 and very particularly from 1.916 demonstrating that little by little the sense of the technician was predominant on the artisan thing, the colonial economy in America, within a part of the natural richness by means of the implantation of small factories of manual and industrial arts in accordance with its absorbent and mediaeval point of view, at the time of the republic and in which Ecuador corresponds, has been continuing until the coming of liberalism in the country for more than 44 years this important branch of the human activity into the hands of the church in the same one its rudimentary forms as when it came from Spain”².

² VALLEJO Carlos, “Perfil Histórico del Colegio Central Técnico del Estado” Edit. Colegio Central Técnico Quito, 2.004, pp. 48

All organisms have the function of extending itself. The School of Arts and Offices, alive and strong organism also has its necessities of spiritual character of practical importance, between them are those to harmonize a program of education that does possible to guarantee the efficiency of the traditional education and the one to systematize the daily work of the students by means of economic stimuli, the construction and the transport to put themselves to tone and to prepare active and conscious technicians.

In 1.934 the education of the school already included industrial activities of the present ones, without forgetting on another side those other traditionally activities taught before.

Finally, with great vision of the future of the necessity to prepare in the classrooms the leaders of the technical future of the republic appreciation in which went ahead in 1.949 in which as it is seen opportunely they contemplate three degrees at industrial education: degree of Offices, degree of Technicians and degree of Industrial Engineers.

At the other side, the different information that has been observed serves to prove that through the years they have been evolving the conceptualizations in tone to training programs, factories to prepare professionals, matters that must study and mainly ideas that must predominate on the basis of the economic and social reality of each moment of the current live, and if no, corroboration it once again sense analyzes in words of the Engineer Suárez Dàvila, who referring to the School of Arts and Industry, as it was called in 1.936 in the monthly magazine that was published in that year, literally manifest: "It is the institute for the preparation of expert teachers in several activities of the Art and the Industry."

As far as the professional manual work in the professions already established they have been tried to extend them as far as possible, in Graphical Arts with the photography education and in mechanics, with the establishment of the factories of smelting and electricity, to which it has been equipped to them with the necessary

tools. But particularly the new phase of this establishment is in the foundation of the professional section of industries, composed of three branches: Spinnings and Weaves chemical Industrial and Ceramic. In these it has been begun installing the spinnings and weavers and also working in Industrial and Ceramic Chemistry Industrial in preparation of several articles exposed from 1.934 to 1.937, the directive notion of the school varied substantially, because although still they are conserved and sections are based to study professions of net artisan character, like weaves, spinings and ceramics, is already spoken openly of the technical concept – scientist that must predominate in the technical education of Ecuador; and under protection of this criterion, the curriculum of this time contemplated matters that belonged to the orbit of the scientific knowledge.

Education in the branches of professional interest is identified, considering that the future technician can arrive to directive positions where he must assume the responsibility of the march of the industry or factory in which it acts. The fundamental branches of their profession are continue being developed until letting to the prepared students to be able to depend in scientific form the studies of them, analysis of the laws, deduction of formulas, etc., giving to these subjects a noticeably professional scientist character. In this degree of education occur the laboratory practices, which, without having the properly investigation character, are directed according to the specialty, to verify the characteristics of machines, instruments and materials; the physical and chemical methods of measurement, analysis of materials and substances, etc, and the industrial procedures of preparation and mineral benefits.

In all degrees the study of English is obligatory to the students. With this education and organization of the studies they will be able to carry out their activities in the national industries that demand an efficient intellectual and technical preparation.

It will be great help to the country to be equipped with prepared industrialists, leaders of new companies, or directive employees necessary. They will be the bases

of the prestige of the school, then, with their professional performance will contribute continuously the right value of their titles to be recognized.

Demonstrating passing the years a favorable atmosphere is coming for the learning of the technical professions, in whose knowledge the civilized nations base their progress, like result of the slow and arduous evolution has formed, the extinguished newspaper "the Day", in a titled editorial "practical Education"³, of July, 26 of 1.940 thinks in the following terms: In the middle of an increasing crisis of values that would be tired to analyze, it produces a pleasing consolation to state people of good will be directed by teachers with practical footpaths and demonstrates the yield of their knowledge and of its ability by means of clear tests of its capacity that are at sight of the public, talks about the Technical School of Quito, in special which in that year has produced a youthful blossoming given to the noble task of becoming apt for the immediate fight by the life, with an education without theoretical and abstract artifices and better putting in critical moment of satisfactory professional practice.

• **ORIENTATION OF THE INSTITUTION**

This Institution prepare students to fulfill economic and social needs of Ecuador, then, if this requirement is not achieved, the student that graduates in this kind of institutions, does not find positioning in the industry or, if they find it, their knowledge do not adapt to the demands of the real world.

The question becomes more interesting and has greater importance if it is considered that the enabled formation of personnel is necessary to gain the life and to be useful elements to the Ecuadorian society. With this we would avoid that the industry uses, like has happened in our country and most of the others in Latin

³ Periódico El Día, "Educación Práctica", 26 de Julio de 1.940

America countries, unexpected personnel who lacks technical knowledge and that, far from impelling it to an accelerated rate of progress delay it and originate problems of social and economic order.

In order to reach this objective, it is necessary to leave this artisan tradition which is still present by lack of economic resources, taking in account that many of our natural richness are still without being exploded, in circumstances that turn out advisable to transform into manufactured products the raw material available.

To obtain the confidence of the industry so that preferential it uses enabled personal who graduate from the industrial schools, is mission that corresponds almost in exclusive form, the educators and students. To the first ones giving good direction, and to the second ones trying to take advantage from the education of the school, if later they want to give to its use in the industry as a permanent character, since the industry will try to conserve its service to which they prove his competition.

As it is seen, to reach the coordination of the economic and social industrial schools with necessities of our country, these factores are due to consider for demonstrating the vital importance that the society assigns to an establishment of the nature of the institution of the present investigation: formation of personnel with enough training of its citizen functions and improvement of the programs and methods that are used according to the present time, adapting them to the neessities of the industry and the modern pedagogical exigencies, because only this way, the industry will demand the aid of the described personnel that graduate from the industrial schools.

Therefore, the present administration of the establishment like the previous ones have their own points of view and conceptions that consider opportune and practical to crystallize, to create a new Technical Central School.

It is considered in this investigation which are the ideas that have animated the theoretical and practical management of the present administration, in order that the posterity, with all justice and impartiality, judges and values all whatever has made in relation to the destinies of the School.

The experts in technical education express that the economic and social purposes are the following ones: to give the individual the average material to satisfy with dignity its necessities and the family's ones; to offer, as much to the adolescent as to the adult within each region and in the whole country the necessary opportunities for the unfolding of its manual and intellectual attitudes, to know its duties like citizen and of general way for the formation of its personality; to take care of the immediate and future necessities of manual work of the industry of each region and all the country; to serve the general interest by means of the human and material advantage of the resource as the country with the purpose of improving the conditions of the nation life.

This criterion that nowadays had about the purposes of the industrial education, has been gathered by the present administration of the establishment to cooperate with this aim, to reach successive goals every time of greater degree:

- a) formation of manual workers
- b) technical formation of planning and direction of companies personnel
- c) organization of the industrialization section

EXPLORING METHODOLOGIES

The elaborated programming has high-priority objective in teaching the language to develop the communicative competition, that is , to recognize and produce the correct and more appropriate language for each situation, for that reason the methodologies are characterized by:

- Involving the student in the learning process taking active part in the class, contributing his own experiences, opinions and feelings.
- The adoption of several “rolls” on the part of the teacher: instructor, monitor, advisor, informer.
- The active participation of the student in the accomplishment of different activities through work in pairs or small groups.

The communicative methodology is based on the use of the diverse existing approaches: structural, notional-functional, situational, grammar; all them that exist to develop the understanding as much as the oral and written production.

PROCEDURES AND INSTRUMENTS OF EVALUATION

There are two procedures to value the progress:

1) The first procedure will be the continuous evaluation, applicable to all the students who attend to class regularly, who participate actively in the development of these classes and do all the tasks that are requested them to do outside the scholastic schedule. This daily work allows the teacher to value the student progress and also to advise him in the aspects that he must improve.

2) The second procedure consists of a series of objective tests which will take place throughout the course, and that will allow to sharpen the evaluation that the teacher already has of his habitual students and to evaluate the students who do not attend to class regularly, who do not participate actively or do not make the complementary tasks outside class.

The teacher will have freedom to qualify the students tasks made from books as the tasks made in class and house throughout the course

TESTS OF EVALUATION

Tests of evaluation: the evaluation tests are unified for all the students.

1. Lexicon-grammar test with 5 parts: a) a manifold choice exercise of 50 questions (the errors will be penalized with -0,25, since there will be 4 options) b) an “cloze test” exercise with options (10 hollows), b) a “cloze test” exercise without options (20 hollows), c) a “Word-formation” exercise with two texts and 5 words in each text, d) a “rephrasing” exercise with 10 phrases to change or to turn. Total: 100 points.
2. Written comprehension test with open questions and type test questions. Total: 10 points
3. Written expression test (“composition”), length 250-300 words. Total: 10 points
4. Oral comprehension test (“listening”) with questions of diverse nature (True/false, opened) Total: 10 points
5. Oral expression test. Total: 10 points

In the oral expression tests the student will have to show a linguistic competition adapted to the corresponding level and use vocabulary and grammar structures corresponding to the level too. Also there are going to be evaluated the fluidity, the accent and the capacity of communication of the student.

DESCRIPTION OF METHODS

• GRAMMAR AND TRANSLATION METHOD

The first method used during long time in the Spanish, English and the other modern languages teaching is the one that is based on grammar and translation. It is a deductive and mentalist method, according to which, language is acquired by remembering the grammar rules and paradigms and long lists of vocabulary, and it is practiced with exercises of direct and inverse translation.

This method was originated at the time of the humanist thinker Erasmo de Róterdam (1466 - 1536). This method consists of “text translation, and the structured class task, with a teacher controlling all activities”.

In this method the text translation consisted of changing the different grammar structures of a text to the other language without taking into account the syntactic relation between the words that composed the text, this way, the disadvantage was that when translating it to the other language in many cases these grammar translations did not have a syntactic nor semantic sense in the other language.

In this grammar method the teacher exposed the grammar rules, so the student had to remember them and using mechanization exercises, the student had to retain them in his head, therefore the teacher’s task was to control that the grammar structures to be done in a correct form, therefore the way to evaluate what the student learned the second language was when the student made the grammar changes correctly.

This method is based on the memorization of verbal paradigms that are considered as “joint of flexive forms “, that is, the changes that a verb presents, as much in its form, as in the verb conjugation.

Another one of the rolls of this method is the memorization of the grammar norms such as the verbal times, the order of the words in a sentence, the spelling, etc.

The vocabulary was also another important part in this method according to the subject that was going to be translated; the teacher gave list of words giving the translation of each word in a direct way to the other language.

Often the student had to learn too many words that were not necessary within their linguistic necessities and, it was impossible to retain in his head all the words and to be able to use them at the suitable moment.

- **DIRECT METHOD**

When the learning of a foreign language considered like an objective the communication with the other language speakers, specially traveling people, it was logic the method based on the grammar and the translation could not continue being used, or at least not in an exclusive form. So there appear, in the 20` and 30` decades a series of methodological initiatives, later grouped under the denomination of "direct methods", whose common denominator is the idea that it is necessary to put the student in direct contact with the language that he wants to learn, simulating the most concrete possible situations they are possible to obtain in the classroom.

This method appeared in contrast to the method of grammar translation, and was introduced by the German teacher Wilhelm Viétor at the beginning of 1.800. In this method what is important is the second language acquisition through conversation imitating the first language acquisition, that is, speaking and listening to the language the student wants to learn, avoiding in this way to resort to translation. Reading and writing also were developed from the beginning thus, the four abilities had attention.

- **STRUCTURAL METHOD**

This method, also denominated "linguistic" for being the first that is based deliberately on a certain conception of the language and its acquisition, arises in the United States at the end of the decade of the 30` because of, the increasing disappointment of teachers and experts about the results of the direct method and on another side, as a result of the communication needs in foreign languages on the part of the United States military, diplomatic estate, etc. during the Second World war. Its use was extended to the European languages teaching in the United States, and to the English as foreign language teaching in Europe during the 50`. In

addition, this method was invading all the educative levels: university faculties, technical schools, schools of average education, etc.

This method was based on conversations through dialogues and the grammar structures were inductively learned by the repetition of phrases models.

- **NATURAL METHOD**

The communicative competition occurs when the student is able to understand the most important things that a native speaker says to him in a real situation and when the student can answer without being thinking about is language errors and with a comprehensible message for the receiver.

In order to get this objective, the important thing for the student is to learn to communicate in real situations with the native speakers more than learning grammar structures without errors, for the student, the communication dominion will give him the possibility of correcting the grammar errors occurred.

In this method the student will be able to speak creatively, that is, he will be the one who looks for his own words to explain what he wants to communicate, without the fear of being corrected in front of his classmates because it proposes that the spoken errors are not going to be corrected but the written ones. Something that will help the student to improve his communicative ability is to increase its vocabulary to have more capacity to participate in more complex communicative situations.

The teacher has to present communicative activities within the classroom, in the language laboratories or outside the class. This method allows the students to learn the language where it is not spoken and to have the opportunity to do it from their place of study, therefore, the student will feel as if he is living the situation and he will act according to that one.

In this method it is important for the student to be centered in listening comprehension, at the beginning of the learning the student is allowed to answer in his mother language and when he feels more insurance he has to do it in the second language. Almost all the language abilities children are acquired in natural experiences.

This phenomenon is referred like a natural approaching of the language acquisition. According to these authors, a person has to acquire a second language in the same way as he learned his native language. The natural approaching causes the development of listening and comprehension abilities before the development of speaking, reading and the writing.

At the present time, the methodological current that seems to predominate between the theoreticians of the education of languages and the teachers is the communicative direction, notional-functional. More than a new methodology, the communicative focus is a general philosophy that has preceded the languages teaching during the past few years.

Its fundamental postulate is that a foreign language acquisition must go directed to the attainment of communicative competitions on the part of the students, that is, to the acquisition of a series of skills that allow them to communicate with language native speakers in the most current situations of daily life.

The objective of the communicative method is the creation of a real context to acquire the language that is desired to learn. Its focus is based on the functional use of the language and on the ability of the students to express their ideas, feelings, attitudes, desires and needs as the student's ability to understand the messages. Open questions are used and different activities to be solved as well as a personal exchange of information, to facilitate the learning of this method it will be used didactic materials that are authentic, or that resemble to real situations.

The classes have small groups to facilitate the second language teaching-learning , and the teacher is a facilitator that will help the student to develop in real situations, because of this, the teacher will present in class situations according to the students necessities of learning and will teach to them to negotiate that ones. In this method the fundamental thing is to teach the communication instead of linguistic competition, in this method the abilities to be developed are: speech, listening, reading, hearing and interacting.

- **SUGESTOPEDIA METHOD**

In suggestopedia the objective is that in the learning of a second language the student uses the right hemisphere of the brain, lowering therefore the resistance that the left hemisphere presents to the acquisition of the second language, since the left hemisphere always analyzes all the information that enters into the brain and it is a barrier that does not allow the acquisition in a more natural form, that is, acquiring what is comprehensible.

To obtain this form of acquisition Lazanov proposes that language teaching - learning process becomes it in a relaxed atmosphere, submissive with low lights and classic music. When the students get to be relaxed, the teacher presents texts in form of dialogues in which the student imagines to be one of the personages and while the music sounds the students listen to the dialogues.

The intention is that they will learn of an unconscious way patterns and structures, in addition, that the student feels relaxed and with inner joy, helping to surpass the psychological obstacles that appear when the student is learning in a conscious way⁴.

⁴ ANTICH DE LEON, Rosa, “Metodología de la enseñanza de Lenguas Extranjeras”, Pag. 461, Ed. Pueblo y Educación, La Habana. 1988

- **COGNOSCITIVE METHOD**

At the end 60` and beginning of the 70`, like reaction to the audio-lingual method defects and, taking as a base the transformational and generative grammar theory of Chomsky, the cognitive-code approach appeared. According to this approach, the acquisition of a language consists of acquiring a conscious control of its structures and phonetic, lexical and grammar elements, trough the study and analysis of these structures, systematized in a coherent set of knowledge. Once the student has acquired a certain level of cognoscitive dominion of these elements, he will develop almost in an automatic form the capacity and facility of using the language in realistic situations⁵.

- **THE COMMUNICATIVE APPROACH**

At the present time, the methodological current that seems to predominate between the theoreticians of the teaching of languages and the teachers is the communicative direction, notional-functional. More than a new methodology, the communicative approach is a general philosophy that has presided the education of languages during the past few years. Its fundamental postulate is that the acquisition of a foreign language must go directed to the attainment of communicative competitions on the part of the students, that is, to the acquisition of a series of skills that allow them to communicate with the native speakers in the most current situations of the daily life.

Communicative-functional rationality:

This concept is a key that conditions the methodology, since it determines the two constituent parts of the process of understanding an action: on the one hand, the rationality, that is, the reasons that have motivated the action; on the other hand, the rationality of the interpretation of these actions on the part of an interpreter.

⁵ ANTICH DE LEON, Rosa, "Metodología de la enseñanza de Lenguas Extranjeras", Pag. 465, Ed. Pueblo y Educación, La Habana. 1988

Of generic way, it is possible to distinguish two types of rationality: instrumental and the communicative one, these imply different methodological approaches. This last type of rationality is more global and contemplates all the other existing types of rationality.

Common sense:

The subjective sense depends on the life experience and the people conscience, and normally it is formed within the own cultural context. It is not possible to affirm that it is known why an action takes place if the common sense of the people is not considered, because this one causes that they are possible to make manifold interpretations, depending on the person who does the action.

COMMUNICATIVE LANGUAGE TEACHING

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. But just as the linguistic theory underlying audiolingualism was rejected in the United States in the mid-1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching:

By the end of the sixties it was clear that the Situational approach . . . had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of Situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them.⁶

⁶ Howatt 1984: 280.

This was partly a response to the sorts of criticisms the prominent American linguist Noam Chomsky had leveled at structural linguistic theory in his now-classic book *Syntactic Structures* (1957). Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language -the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in approaches to language teaching at that time -the functional and Communicative potential of language. They saw the need to focus in language teaching on Communicative proficiency rather than on mere mastery of structures. Scholars who advocated this view of language, such as Christopher Candling and Henry Widows, drew on the work of British functional linguists (e.g., John Firth, M. A. K. Halli-day), American work in sociolinguistics (e.g., Dell Hymes, John Gum-perz, and William Labov), as well as work in philosophy (e.g., John Austin and John Searle).

Another ímpetus for different approaches to foreign language teaching carne from changing educational realities in Europe. With the increasing interdependence of European countries carne the need for greater efforts to teach adults the major languages of the European Common Market. The Council of Europe, a regional organization for cultural and educational cooperation, examined the problem.

Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published books about language teaching, and was active in promoting the formation of the International Association of Applied Linguistic. The need to develop alternative methods of language teaching was considered a high priority.

In 1971, a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions" (van Ek and Alexander 1980: 6). The group used studies of the needs of European language

learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. He described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints). Wilkins later revised and expanded his 1972 document into a book titled *Notional Syllabuses*⁷, which had a significant impact on the development of Communicative Language Teaching. The Council of Europe incorporated his semantic/communicative analysis into a set of specifications for a first-level communicative language syllabus. These threshold level specifications (van Ek and Alexander 1980) have had a strong influence on the design of communicative language programs and textbooks in Europe.

The work of the Council of Europe; the writings of Wilkins, Widows, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms notional functional approach and functional approach are also sometimes used.) Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop

⁷ Wilkins 1976

procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Its comprehensiveness thus makes it different in scope and status from any of the other approaches or methods discussed. There is no single text or authority on it, nor any single model that is universally accepted as authoritative. For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Littlewood states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." For others, it means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks. A national primary English syllabus based on a communicative approach (Syllabuses for Primary Schools 1981), for example, defines the focus of the syllabus as the "communicative functions which the forms of the language serve". The introduction to the same document comments that "communicative purposes may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention". In her discussion of communicative syllabus design, Yalden (1983) discusses six Communicative Language Teaching design alternatives, ranging from a model in which communicative exercises are grafted onto an existing structural syllabus, to a learner-generated view of syllabus design⁸.

Howatt distinguishes between a "strong" and a "weak" version of Communicative Language Teaching:

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. . . . The 'strong' version of communicative teaching, on the other hand, advances the claim that

⁸ e.g., Holec 1980

language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it.'

Both approaches and methods are often promoted as all-purpose solutions to teaching problems that can be applied in any part of the world and under any circumstance. In trying to apply approaches or methods, teachers sometimes ignore what is the starting point in language program design, namely, a careful consideration of the context in which teaching and learning occurs, including the cultural context, the political context, the local institutional context, and the context constituted by the teachers and learners in their classrooms.

For example, attempts to introduce Communicative Language Teaching in countries with very different educational traditions from those in which CLT was developed (Britain and the United States and other English-speaking countries) have sometimes been described as "cultural imperialism" because the assumptions and practices implicit in CLT are viewed as "correct" whereas those of the target culture are seen in need of replacement. Similarly, Counseling-Learning and Cooperative Learning both make assumptions about the roles of teachers and learners that are not necessarily culturally universal.

• **METHODOLOGICAL CONSIDERATIONS**

We have seen that the history of language teaching in the last one hundred years has been characterized by a search for more effective ways of teaching second or foreign languages. The commonest solution to the "language teaching problem" was seen to lie in the adoption of a new teaching approach or method. One result of this trend was the era of so called designer or brand name methods, that is, packaged solutions that can be described and marketed for use anywhere in the world. Thus, the Direct Method was enthusiastically embraced in the early part of the twentieth century as an improvement over Grammar Translation. In the 1950s the Audiolingual Method was thought to provide a way forward, incorporating

the latest insights from the sciences of linguistics and psychology. As the Audiolingual Method began to fade in the 1970s, particularly in the United States, a variety of guru led methods emerged to fill the vacuum created by the discrediting of Audiolingualism, such as the Silent Way, Total Physical Response, and Suggestopedia. While these had declined substantially by the 1990s, new "breakthroughs" continue to be announced from time to time, such as Task-Based Instruction, Neurolinguistic Programming, and Multiple Intelligences, and these attract varying levels of support. Mainstream language teaching on both sides of the Atlantic, however, opted for Communicative Language Teaching (CLT) as the recommended basis for language teaching methodology in the 1980s and it continues to be considered the most plausible basis for language teaching today, although, CLT is today understood to mean little more than a set of very general principles that can be applied and interpreted in a variety of ways.

A *method*, refers to a specific instructional design or system based on a particular theory of language and of language learning. It contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques. It is relatively fixed in time and there is generally little scope for individual interpretation. to follow the method and apply it precisely according to the rules.

Compared to approaches, methods tend to have a relatively short shelf life. Because they are often linked to very specific claims and to prescribed practices, they tend to fall out of favor as these practices become un-fashionable or discredited. The heyday of methods can be considered to have lasted up till the late 1980s.

However, methods offer some advantages over approaches, and this doubtless explains their appeal. Because of the general nature of approaches, there is often no clear application of their assumptions and principles in the classroom, as we have seen with a number of the approaches described in this text. Much is left to the individual teacher's interpretation, skill, and expertise. Consequently, there is often no clear right or wrong way of teaching according to an approach and no prescribed body of practice waiting to be implemented. This lack of detail can be a

source of frustration and irritation for teachers, particularly those with little training or experience. Methods, on the other hand, solve many of the problems beginning teachers have to struggle with because many of the basic decisions about what to teach and how to teach it have already been made for them. Moreover, method enthusiasts create together a professional community with a common purpose, ideology, and vernacular. This provides adherents with a cohort group of like-minded teachers with whom they can share ideas and experiences. Methods can also be seen as a rich resource of activities, some of which can be adapted or adopted regardless of one's own ideology.

The extent to which new approaches and methods become widely accepted and have a lasting impact on teachers' practices also depends on the relative ease or difficulty of introducing the changes the approach or method requires. Curriculum changes are of many different kinds. They may affect teachers' pedagogical values and beliefs, their understanding of the nature of language or second language learning, or their classroom practices and uses of teaching materials. Some changes may be readily accepted, others resisted. The following questions will therefore affect the extent to which a new approach or method is adopted:

- What advantages does the new approach or method offer? Is it perceived to be more effective than current practices?
- How compatible is it with teachers' existing beliefs and attitudes and with the organization and practices within classrooms and schools?
- Is the new approach or method very complicated and difficult to understand and use?
- Has it been tested out in some schools and classrooms before teachers are expected to use it?
- Have the benefits of the new approach or method been clearly communicated to teachers and institutions?
- How clear and practical is the new approach or method? Are its expectations stated in ways that clearly show how it can be used in the classroom?

A methodology that can readily be turned into teaching materials and textbooks and whose use requires no special training will generally be more readily adopted than one lacking these features. The support networks available in promoting or explaining a new teaching approach or method are also crucial. Here a ministry or department of education, key educational administrators, leading academics, and professional bodies and organizations can play an important role in promoting a new approach or method.

From the descriptions given in this text it is clear that some approaches and methods are unlikely to be widely adopted because they are difficult to understand and use, lack clear practical application, require special training, and necessitate major changes in teachers' practices and beliefs. This is true of many of the alternative approaches and methods described in this text.

Yet the notion of methods came under criticism in the 1990s for other reasons, and a number of limitations implicit in the notion of all-purpose methods were raised. By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term "post-methods era" was sometimes used. What were the major criticisms made of approaches and methods?

The "top-down" criticism

While approaches tend to allow for varying interpretations in practice, methods typically prescribe for teachers what and how to teach. Teachers have to accept on faith the claims or theory underlying the method and apply them to their own practice. Good teaching is regarded as correct use of the method and its prescribed principles and techniques. Roles of teachers and learners, as well as the type of activities and teaching techniques to be used in the classroom, are generally prescribed. The role of the teacher is marginalized; his or her role is to understand the method and apply its principles correctly. Likewise, learners are sometimes viewed as the passive recipients of the method and must submit themselves to its

regime of exercises and activities. Absent from the traditional view of methods is a concept of learner-centeredness and teacher creativity: an acknowledgment that learners bring different learning styles and preferences to the learning process, that they should be consulted in the process of developing a teaching program, and that teaching methods must be flexible and adaptive to learners' needs and interests. At the same time, there is often little room for the teacher's own personal initiative and teaching style. The teacher must submit herself or himself to the method.

Beyond approaches and methods

What alternative approaches to the study of teaching are available out-side of the framework of brand-name approaches and methods? We believe that because approaches and methods have played a central role in the development of our profession, it will continue to be useful for teachers and student teachers to become familiar with the major teaching approaches and methods proposed for second and foreign language teaching. Mainstream approaches and methods draw on a large amount of collective experience and practice from which much can be learned. Approaches and methods can therefore be usefully studied and selectively mastered in order:

- to learn how to use different approaches and methods and understand when they might be useful
- to understand some of the issues and controversies that characterize the history of language teaching
- to participate in language learning experiences based on different approaches and methods as a basis for reflection and comparison
- to be aware of the rich set of activity resources available to the imaginative teacher
- to appreciate how theory and practice can be linked from a variety of different perspectives

However, teachers and teachers in training need to be able to use approaches and methods flexibly and creatively based on their own judgment and experience. In the process, they should be encouraged to transform and adapt the methods they use to make them their own. Training in the techniques and procedures of a specific method is probably essential for novice teachers entering teaching, because it provides them with the confidence they will need to face learners and it provides techniques and strategies for presenting lessons. In the early stages, teaching is largely a matter of applying procedures and techniques developed by others. An approach or a predetermined method, with its associated activities, principles, and techniques, may be an essential starting point for an inexperienced teacher, but it should be seen only as that. As the teacher gains experience and knowledge, he or she will begin to develop an individual approach or personal method of teaching, one that draws on an established approach or method but that also uniquely reflects the teacher's individual beliefs, values, principles, and experiences. This way not lead to abandonment of the approach or method the teacher started out using but will lead to a modification of it as the teacher adds, modifies, and adjusts the approach or method to the realities of the classroom.

In developing a personal approach to teaching, a primary reference point for the teacher is his or her personal beliefs and principles with regard to the following:

- his or her role in the classroom
- the nature of effective teaching and learning
- the difficulties learners face and how these can be addressed
- successful learning activities
- the structure of an effective lesson

Beliefs and theories about these aspects of teaching result in the development of core principles that provide the source for teacher's plans and instructional decisions (Richards 1998). An individual teacher may draw on different principles at different times, depending on the type of class he or she is teaching (e.g., children or adults, beginners, or advanced learners).

KINDS OF DIDACTIC MATERIAL

The more used Didactic Materials are: Audio-visual equipment:

Within the audio-visual equipment it is possible to mention:

Radio. It contributes to the School of Languages with the description of the phenomenon that is taking place in the present or the sounds that characterize it, it loses a little its power of suggestion by the lack of images.⁹

Recorder. It can be of cassettes or CD, is also a form to conserve the past with view to the future, is used in the present to make authenticates series of facts. In addition it can be used by the student, to be listened and to be corrected objectively, facilitating the rectification of errors to the maximum.

Television. It can be applied like source of extension and motivation of the learning. Formation and instruction of the student. In addition it is used for programs that turn on peculiar aspects of the language, motivate to the study, when they show the wealth, beauty and the exceptional aspects of an analyzed systematically subject.

It has great possibilities of forming, due to alive aspects and palpantes and finally it can be an instruction resource, when their programs propose to orient the learning of new knowledge, techniques or forms of behavior of the Hispanic culture.

Graphs. They are visual resources that are used in greater degree, to represent quantitative aspects and the variability of certain phenomena. They are very suggestive, because with a single glance, generally, allow to a vision of the set of the phenomenon , as well as its oscillations, advances and backward movements. The graphs are: curves, I sweep and columns, also there are diagrams,

⁹ GUILLEN DE REZZANO, Clotilde “Manual de Pedagogía” Pág. 20-40 Ed. Kapeluz S.A Buenos Aires, 1941

estereogramas, sectores, pictogramas, cartogramas and organizes gramas. By means of these graphs it is possible to explain certain variations of the Spanish language and their use.

Figures. The teacher can show figures in his class. Different types of figures exist: Articulated, in third dimension for franelografo and puzzle type. The materials can be of: franela, paper, third dimension paper, etc.

Photographies. The same ones take importance in the daily life, they are very used in mass media, a Chinese proverb says "But it is worth a picture that thousand words"

Posters. They simplify a dominant idea, a thought, a feeling or a form of behavior, they can represent an action or sequence of actions, or mounted with photographs, engravings, cuts of newspapers and magazines or rather fragment that is desired to unite in a single concept.

Mural . It is possible to use with the classes of adults: to fill lagoons in the development of the matter by lack of time, to reform some subject.

Signboards. They are the informative elements, the didactic texts that are used in posters, murals, franelografos, etc. such that explain illustrations.

Illustrations. They can make specific the message that is expressed orally, in writing and even by sound. The good elaborated illustration must be: Simple, Conventional, Exaggerated and to be in resistance to call the attention on some aspect.

Pictures. The use of pictures is very important in the teaching of the English, the teacher must have pictures according to the directed segment.

Concepts

In this investigation is going to be used the following terminology:

PROJECT. It is the search of an intelligent solution to the exposition of a problem to resolve, a human need. Any need we pretend to improve, the investment, the methodology or the technology for applying, it always leads to a search of coherent positions to resolve the needs.²

PREDICTION. It responds to an historical analysis that predicts what will occur in the future if the actual situation continues.

STRATEGIES. They are the manner to establish certain decisions to face political, economic and financial obstacles.³

EVALUATION. To evaluate a project is to qualify and compare it with ¹⁰another project in accordance to a value scale.⁴

AUTENTICITY. It refers to the relationship between the activities and the didactic materials with the real life; it means that the design of the material will depend of the real life situations, in the real life we communicate because we need information. For this reason, the designed material must have this lack of information for having a real cause for communicating. Simulation is another technique that also allows taking real life standards to the material preparation.

INTERDEPENDENCE. It shows the relationship that has to exist between a didactic unit, the materials and the activities. The preparation of didactic materials is going to be in accordance with the activity level of difficulty and also the objectives we want to reach.

The interdependence between activities is parallel to interdependence between material supports as well in the results the students obtain from the materials and

²SPAG CHAIN, Nassir Reinaldo; Preparación y evaluación de proyectos” pag.

the way of interacting with them, it has to be found a logic balance where there is not a determined type material or practice skills predominance.

FLEXIBILITY. This refers to the versatility that a material has to have, this means that it can be used at diverse periods of the learning process with groups at different levels and with variety of group dynamics.

It is a practical criteria that will allow take the maximum advantage of the designed material with the clear objectives .

2.2 Structure

The sample manual has five lessons with the same pattern:

Lesson I: What is a motor?

1 READING

VOCABULARY

2 LISTENING

3 GRAMMAR FOCUS

4 WRITING

Lesson II: System of lubrication

Lesson III: Escape system

Lesson IV: Speed regulation system

Lesson V: Connecting rod-crank system

2.3 Hypothesis

2.3.1 General Hypothesis

The design and future use of the sample curse will make better the teaching-learning process to teachers and students of the “Instituto Tecnològigo Superior Central Tècnico”

2.3.2 Specific Hypothesis

- The determination of the ITSCT background and actual situation is going to help the reader to understand the students and teacher's needs.
- It is important to analyze the teaching methods, procedures and testing tools to get to know the English language learning process.
- The technical English manual is going to be designed with the presentation of the methodological structure.

METHODOLOGICAL DESIGN

3.1 Research Type and design

In this project I will be developed a scientific investigation because through the process the results are going to be obtained by methodic procedures, it is going to be used reflection, logical reasoning and the investigation being and intentional search for that is necessary to define the objects and use the necessary searching methods for getting the investigation success.

- **ANALYTIC METHOD.**- When establishing bases, author's ideas looking to get the truth of the presented problem. Through this method is going to be realized the analysis of doctrinal bases as a support for the investigated theme, studying bibliography and author's references.
- **DEDUCTIVE METHOD.**- It will allow to establish and to get to the truth starting at general knowledge to establish specific knowledge concentrating in the punctual aspects of the investigation.

3.2 Population and sample

To the determination of the sample is considered that there are 4000 students at the ITSCT, 600 of them belong to the Technological Institute and 300 belong to the Mechanical Automotive career. Interviews are made to 10 teachers related to the first level students and 20 students from the first level too.

3.3 Fielding

The investigation is directed and made at the 'Instituto Tecnológico Superior Central Técnico' to collect data from students and teachers. The rest is a bibliographical investigation with great help of internet.

3.4 Instruments for data collection:

TECHNIQUES:

- FILING TECHNIQUE
- OBSERVATION TECHNIQUES
- INTERVIEWS
- BIBLIOGRAPHY
- INTERNET

3.5 Processing and analysis

The results of the interviews made to 10 teachers and 20 students at the first level of Automotive Mechanics about the final sample manual text and its characteristics are put in percentages to make the graphs and analysis of results has been based in these ones.

These results are the base for conclusions and recommendations.

TESTING THE HYPOTHESIS

4.1 Graphical exposition of results

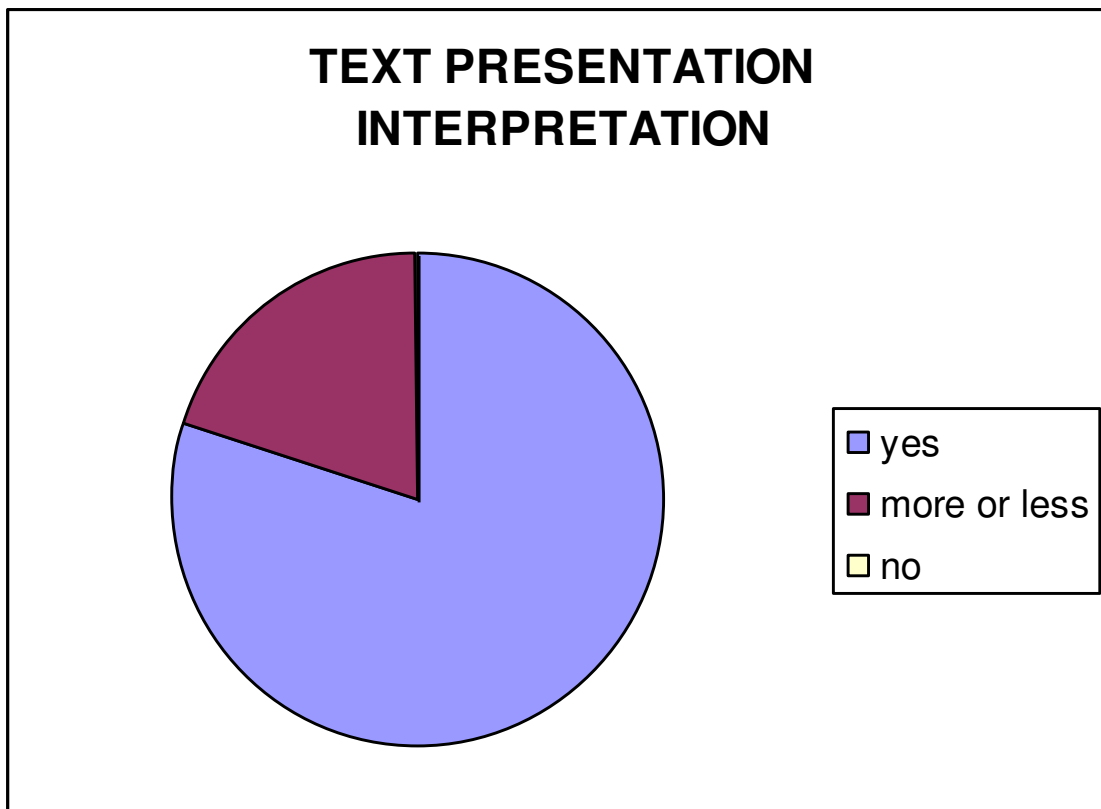
General values: yes, no, more or less.

To the students: Is the text presentation clear and innovative?

Yes: 80 %

More or less: 20 %

No: 0 %



Yes = 20 students that correspond to the 80%

More or less = 5 students that correspond to the 20%

No = 0 students that correspond to the 0%

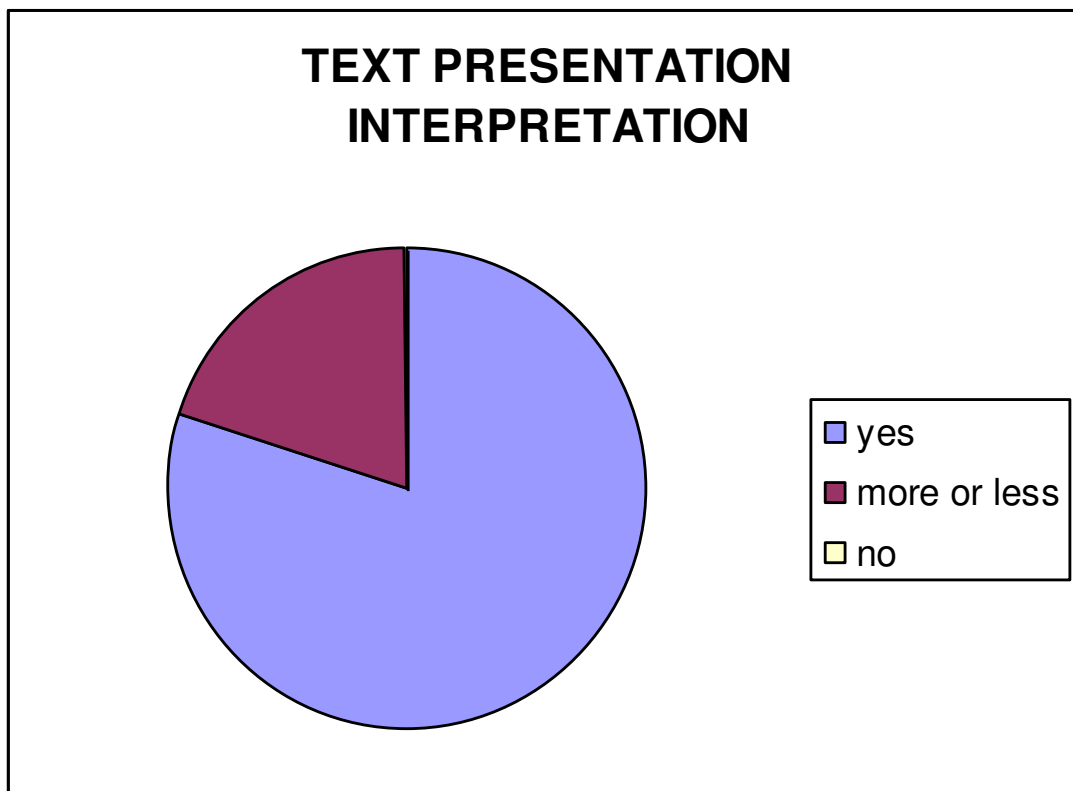
General values: yes, no, more or less.

To the teachers: Is the text presentation clear and innovative?

Yes: 80 %

More or less: 20 %

No: 0 %



Yes = 8 teachers that correspond to the 80%

More or less = 2 teachers that correspond to the 20%

No = 0 teachers that correspond to the 0%

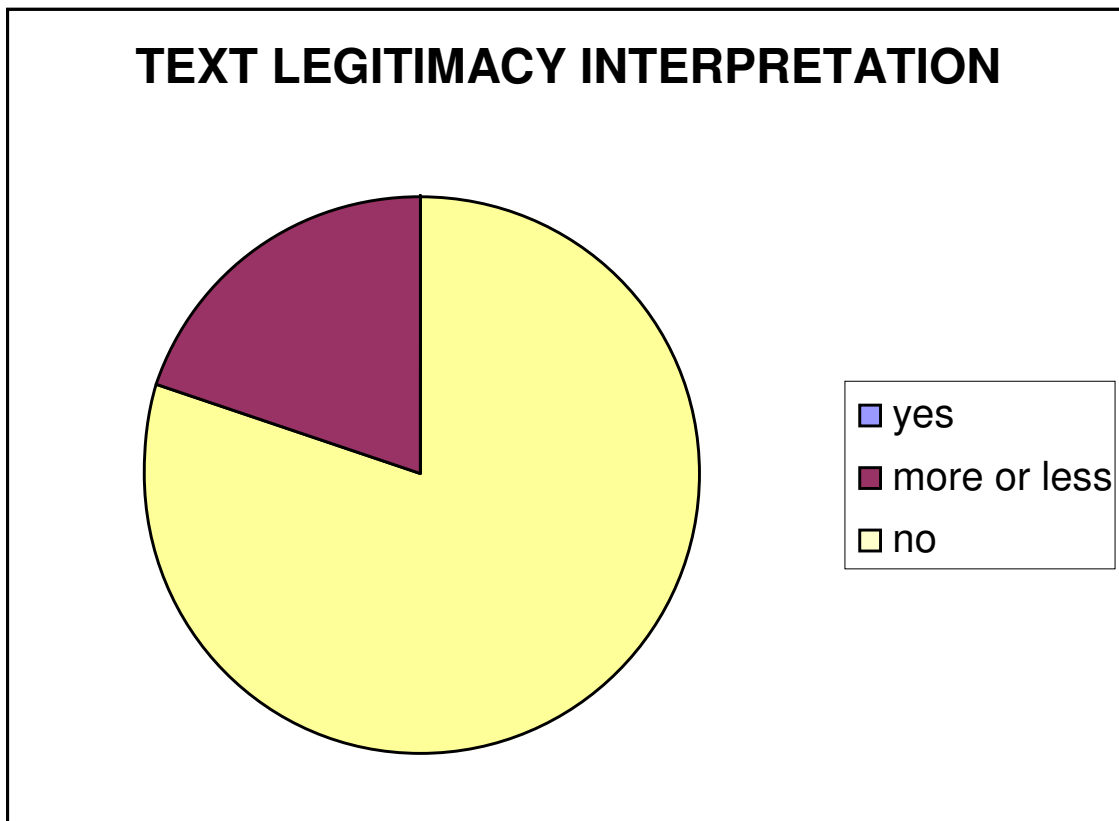
General values: yes, no, more or less.

To the students: Have you seen this methodology in the texts used in the institution?

Yes: 0 %

No: 80 %

More or less: 20 %



Yes = 0 students that correspond to the 0%

More or less = 5 students that correspond to the 20%

No = 20 students that correspond to the 80%

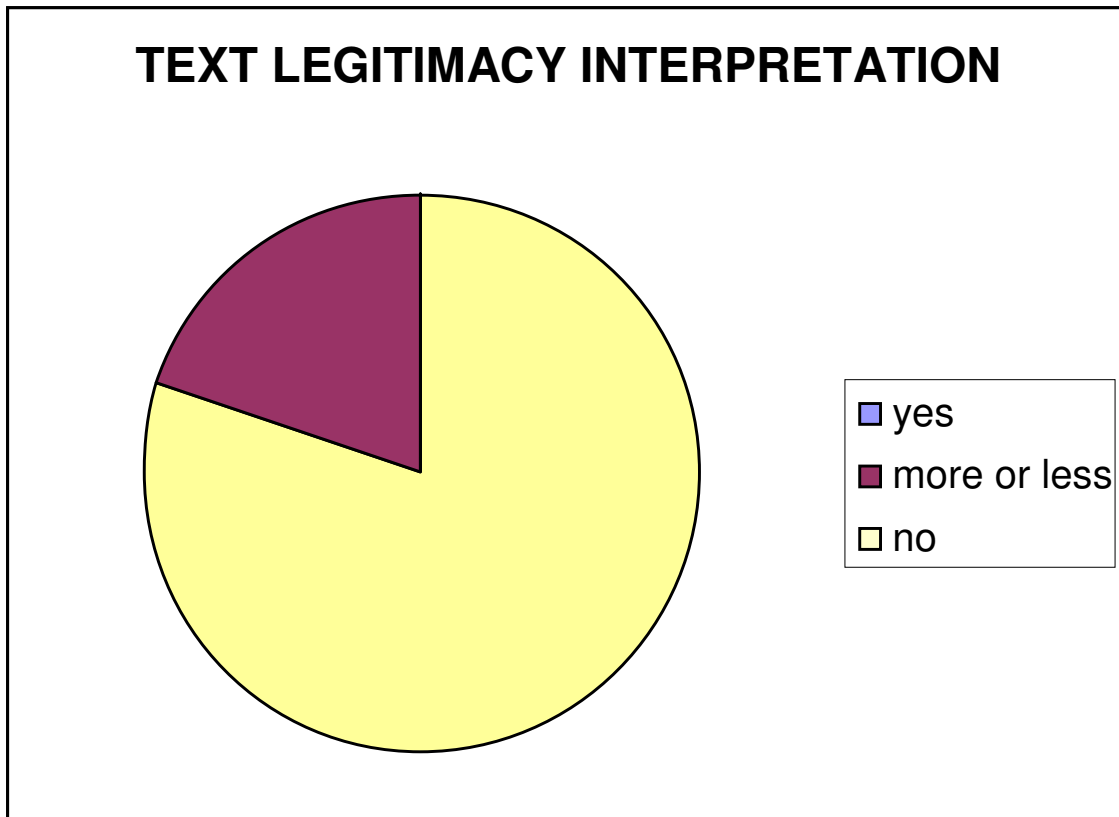
General values: yes, no, more or less.

To the teachers : Have you seen this methodology in the texts used in the institution?

Yes: 0 %

No: 80 %

More or less: 20 %



Yes = 0 teachers that correspond to the 0%

More or less = 2 teachers that correspond to the 20%

No = 8 teachers that correspond to the 80%

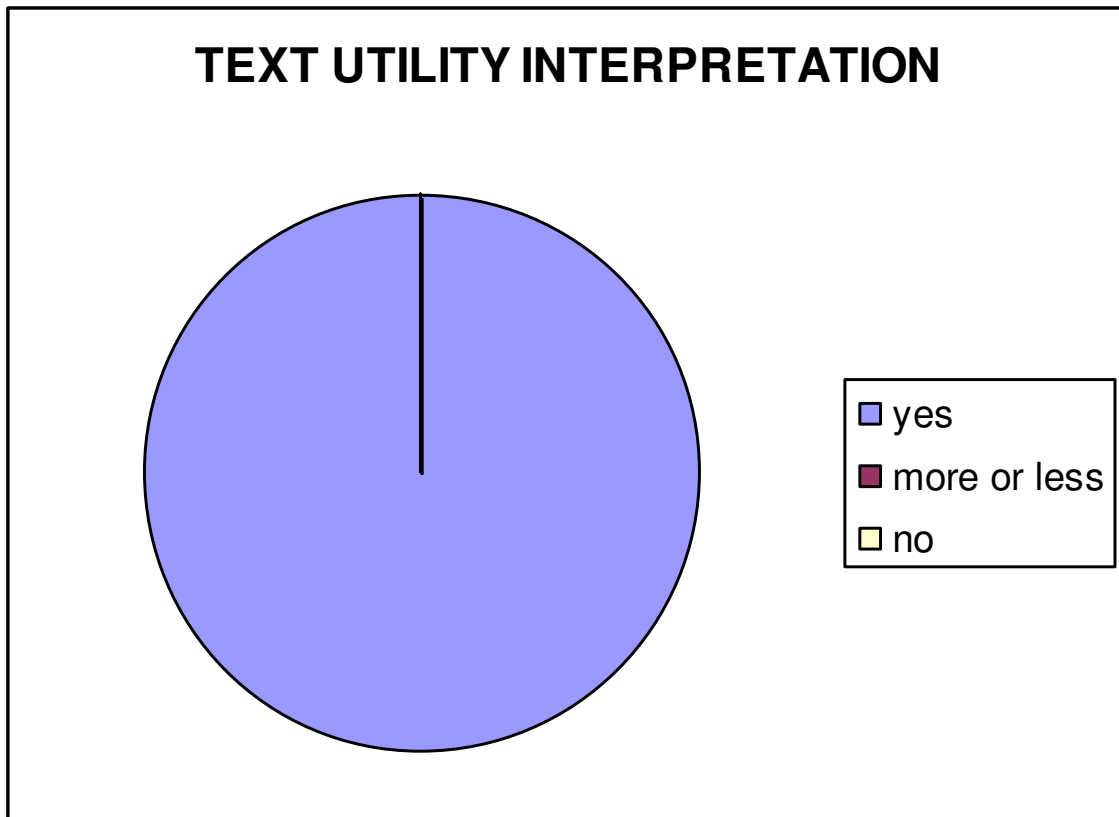
General values: yes, no, more or less.

To the students: Does the content of the text relates to automotive mechanics?

Yes: 100 %

More or less: 0 %

No: 0 %



Yes = 25 students that correspond to the 100%

More or less = 0 students that correspond to the 0%

No = 0 students that correspond to the 0%

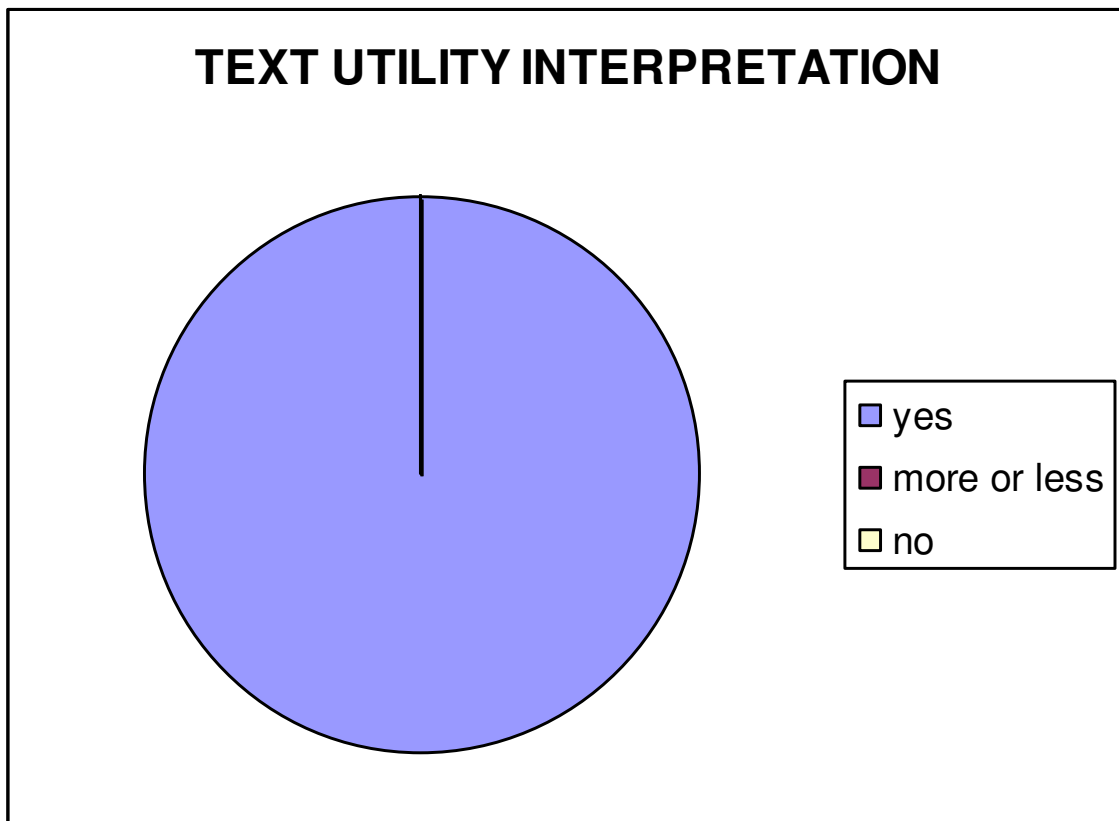
General values: yes, no, more or less.

To the teachers : Does the content of the text relates to Automotive mechanics?

Yes: 100 %

More or less: 0 %

No: 0 %



Yes = 10 teachers that correspond to the 100%

More or less = 2 teachers that correspond to the 0%

No = 0 teachers that correspond to the 0%

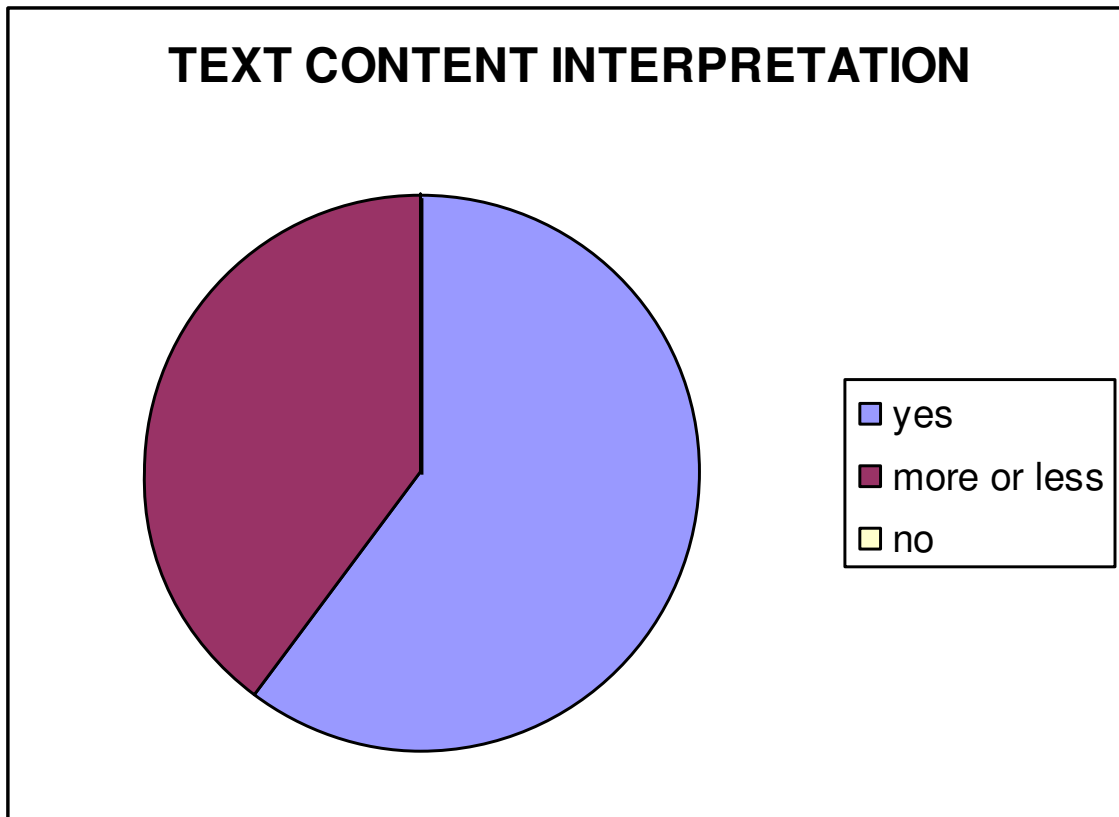
General values: yes, no, more or less.

To the students: Do you find complete sections in the text?

Yes: 60 %

More or less: 40 %

No: 0 %



Yes = 15 students that correspond to the 60%

More or less = 10 students that correspond to the 40%

No = 0 students that correspond to the 0%

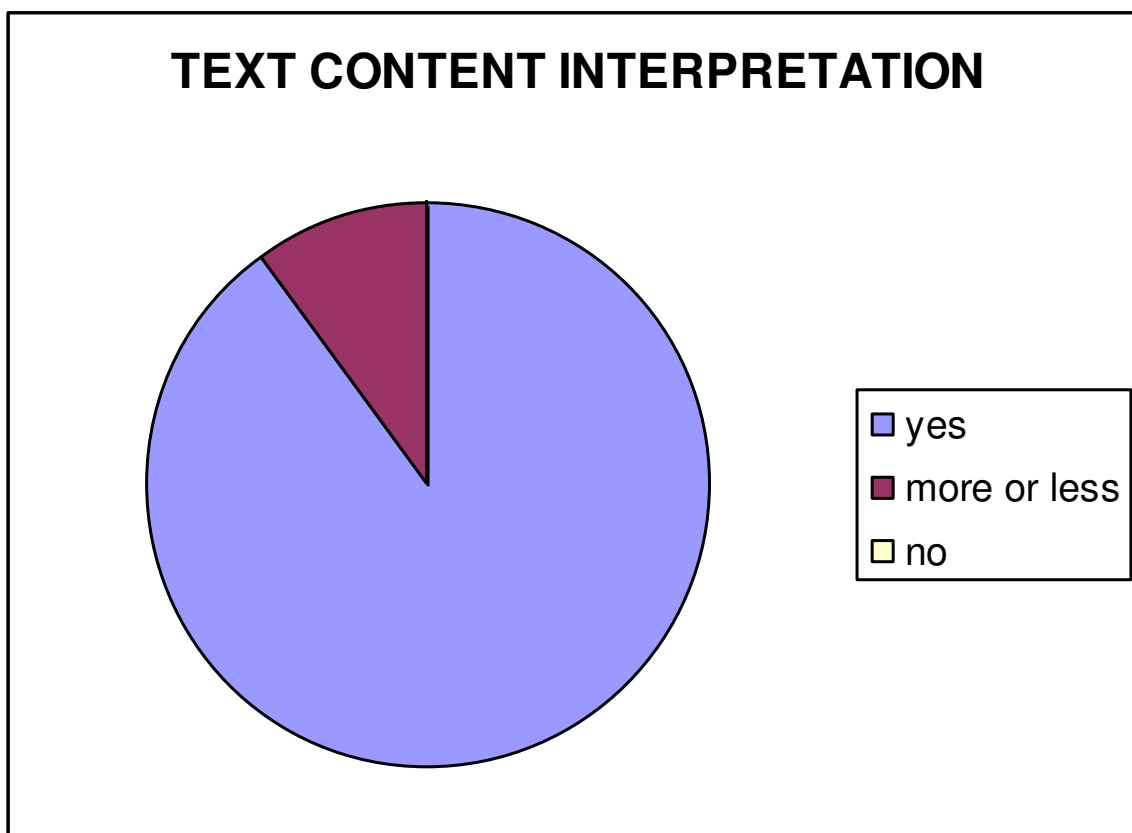
General values: yes, no, more or less.

To the teachers: Do you find complete sections in the text?

Yes: 90 %

More or less: 10 %

No: 0 %



Yes = 9 teachers that correspond to the 90%

More or less = 1 teacher that correspond to the 10%

No = 0 teachers that correspond to the 0%

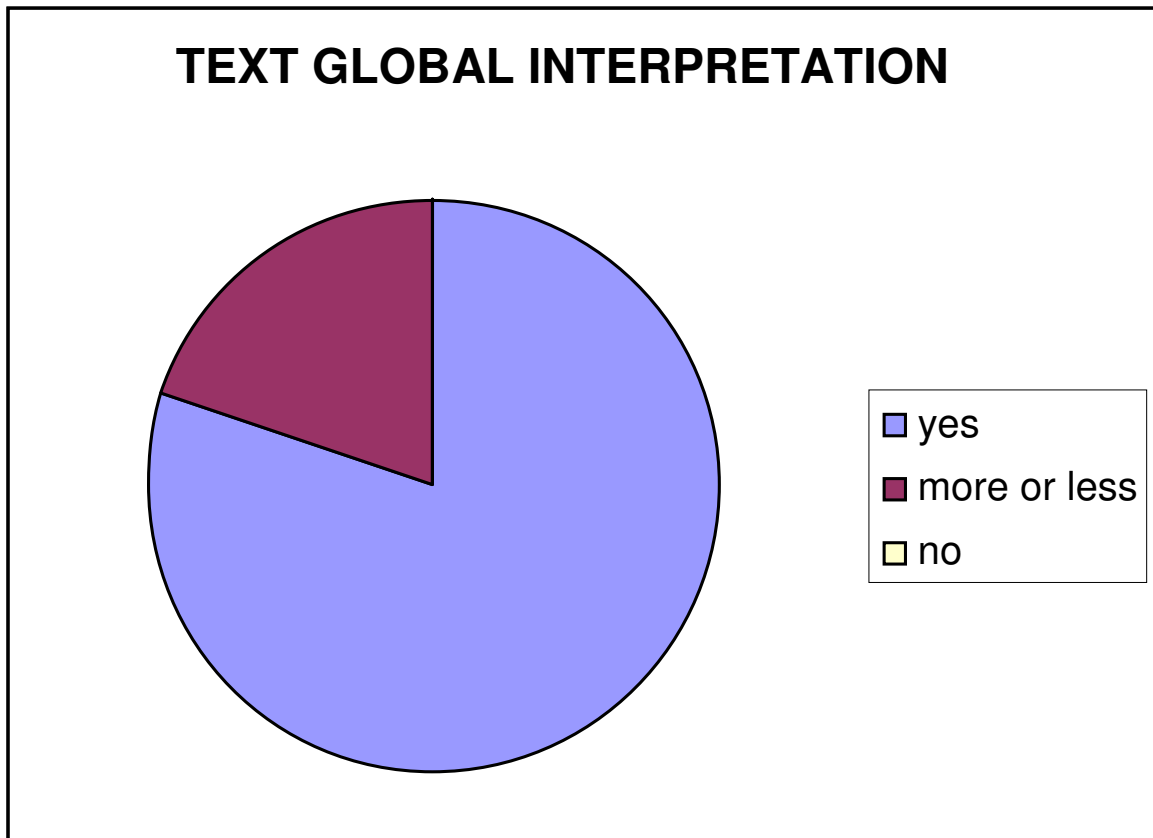
General values: yes, no, more or less.

To the students: Do you think the use of the text will help the teaching learning process at the institution?

Yes: 80 %

More or less: 20 %

No: 0 %



Yes = 20 students that correspond to the 80%

More or less = 5 students that correspond to the 20%

No = 0 students that correspond to the 0%

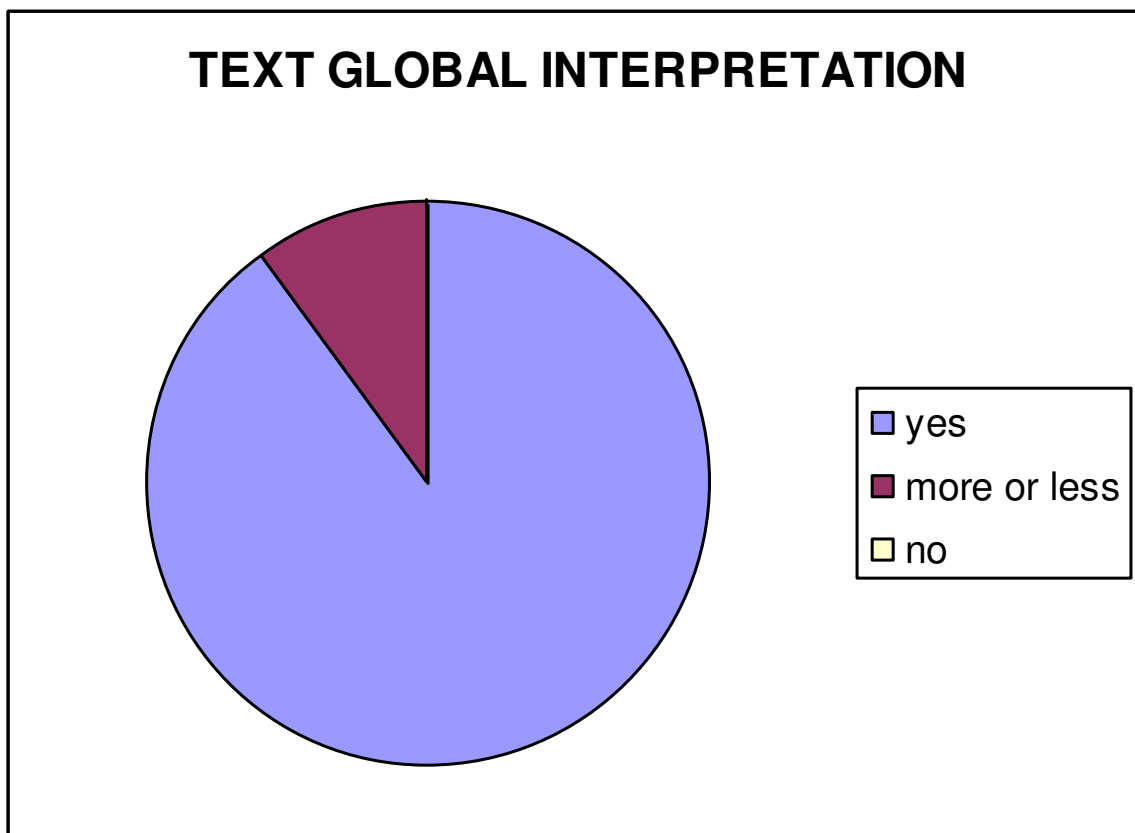
General values: yes, no, more or less.

To the teachers : Do you think the use of the text will help the teaching learning process at the institution?

Yes: 90 %

More or less: 10 %

No: 0 %



Yes = 9 teachers that correspond to the 90%

More or less = 1 teachers that correspond to the 10%

No = 0 teachers that correspond to the 0%

4.2 Analysis of results

The following results were obtained from 20 students and 10 teachers:

- Interpretation of the text presentation:

Is the text presentation clear and innovative?

Yes = 20 students that correspond to the 80%

More or less = 5 students that correspond to the 20%

No = 0 students that correspond to the 0%

Yes = 8 teachers that correspond to the 80%

More or less = 2 teachers that correspond to the 20%

No = 0 teachers that correspond to the 0%

- Interpretation of the text legitimacy:

Have you seen this methodology in the text used in the institution?

Yes = 0 students that correspond to the 0%

More or less = 5 students that correspond to the 20%

No = 20 students that correspond to the 80%

Yes = 0 teachers that correspond to the 0%

More or less = 2 teachers that correspond to the 20%

No = 8 teachers that correspond to the 80%

- Interpretation of the text utility:

Does the content of the text relates to automotive mechanics?

Yes = 25 students that correspond to the 100%

More or less = 0 students that correspond to the 0%

No = 0 students that correspond to the 0%

Yes = 10 teachers that correspond to the 100%

More or less = 2 teachers that correspond to the 0%

No = 0 teachers that correspond to the 0%

- Interpretation of the text content:

Do you find complete sections in the text?

Yes = 15 students that correspond to the 60%

More or less = 10 students that correspond to the 40%

No = 0 students that correspond to the 0%

Yes = 9 teachers that correspond to the 90%

More or less = 1 teacher that correspond to the 10%

No = 0 teachers that correspond to the 0%

- Text global interpretation:

Do you think the use of the text will help the teaching-learning process at the institution?

Yes = 20 students that correspond to the 80%

More or less = 5 students that correspond to the 20%

No = 0 students that correspond to the 0%

Yes = 9 teachers that correspond to the 90%

More or less = 1 teachers that correspond to the 10%

No = 0 teachers that correspond to the 0%

4.3 Conclusions

- The use of the manual could be a good guide to increase the teaching-learning process results between teacher and students of the first level Automotive Mechanics at the 'Instituto Tecnológico Superior Central Técnico'.
- The used methodology is innovative for students and teacher who have not used this one at the institution.
- The presentation received very good commentaries because they have not something like this manual.
- The used methodology fulfills the requirements of the new English learning methods.
- The sample manual has all necessary sections like reading, listening, grammar and writing to develop the student's skills.
- The manual relates all activities with technical orientation and automotive mechanic readings and vocabulary.

4.4 Recommendations

- The students have to receive enough direction to use the manual.
- The lessons have to be extended in number because they have to be used all the semester in the same pattern.
- The vocabulary has to be extended according to the students needs.
- The listening activities have to be directed with the help of the cassette.
- It is necessary to design appropriate materials according to the students needs.

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GLOSSARY

PROJECT. It is the search of an intelligent solution to the exposition of a problem to resolve, a human need. Any need we pretend to improve, the investment, the methodology or the technology for applying, it always leads to a search of coherent positions to resolve the needs. ²

PREDICTION. It responds to an historical analysis that predicts what will occur in the future if the actual situation continues.

STRATEGIES. They are the manner to establish certain decisions to face political, economic and financial obstacles.³

EVALUATION. To evaluate a project is to qualify and compare it with ¹¹another project in accordance to a value scale.⁴

AUTENTICITY. It refers to the relationship between the activities and the didactic materials with the real life; it means that the design of the material will depend of the real life situations, in the real life we communicate because we need information. For this reason, the designed material must have this lack of information for having a real cause for communicating. Simulation is another technique that also allows taking real life standards to the material preparation.

INTERDEPENDENCE. It shows the relationship that has to exist between a didactic unit, the materials and the activities. The preparation of didactic materials is going to be in accordance with the activity level of difficulty and also the objectives we want to reach.

The interdependence between activities is parallel to interdependence between material supports as well in the results the students obtain from the materials and the way of interacting with them, it has to be found a logic balance where there is not a determined type material or practice skills predominance.

²SPAG CHAIN, Nassir Reinaldo; Preparación y evaluación de proyectos” pag.

FLEXIBILITY. This refers to the versatility that a material has to have, this means that it can be used at diverse periods of the learning process with groups at different levels and with variety of group dynamics.

It is a practical criteria that will allow take the maximum advantage of the designed material with the clear objectives .

