

**Departamento de Ciencias Humanas y Sociales
Carrera de Pedagogía de los Idiomas
Nacionales y Extranjeros**

**Teachers' Perceptions of the Implementation
English for Specific Purposes (ESP) in Technical
Education**

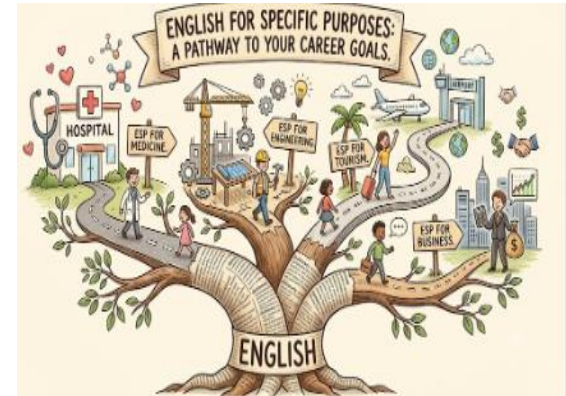
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INTRODUCTION

English for Specific Purposes (ESP)



Technical Baccalaureate



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OBJECTIVES

GENERAL OBJECTIVE

To analyze teachers' perceptions of the implementation of English for Specific Purposes (ESP) in technical education.



SPECIFIC OBJECTIVES

To identify the level of knowledge that teachers possess about the English for Specific Purposes (ESP) approach.

To examine the main difficulties teachers face in implementing the ESP approach within technical education.



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RESEARCH PROBLEM

Traditional English



Limited Teacher Training



Adapting English to the
Technical Specialization



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Theoretical framework

Teachers' Perceptions (ESP)

EAP

**English for
Academic
Purposes**

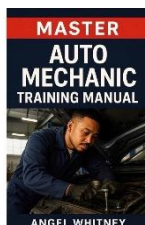
EOP

**English for
Occupational
Purposes**



Institutional Limitations

Shortage of Specialized Materials



Low English Proficiency and Student Motivation



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METHODOLOGY

Approach:

Quantitative



Participants:

6 teachers

tecniq:ue:

survey



Research desing:

Descriptive and
non-experimental



instrument:

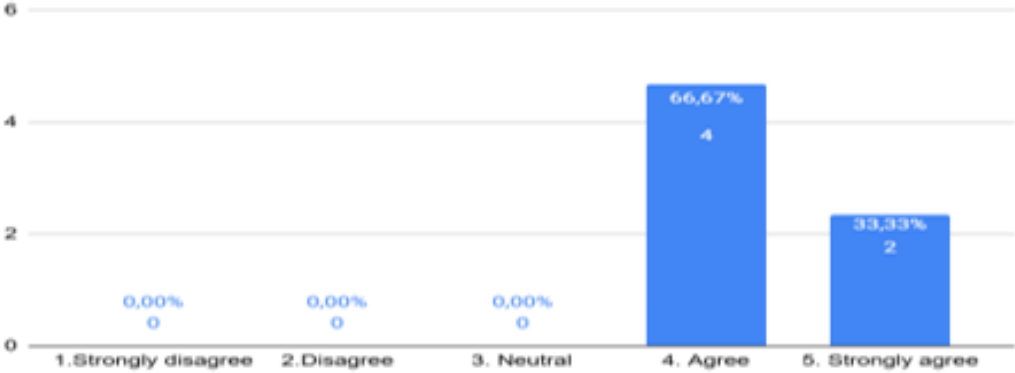
online questionnaire



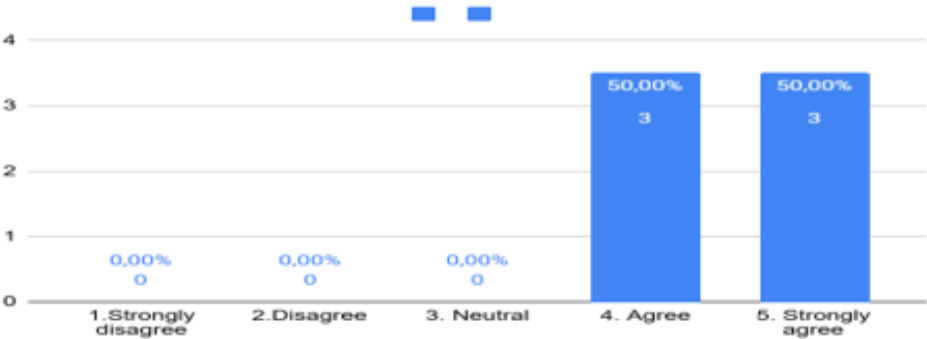
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DATA ANALYSIS

Do you think it is necessary to include ESP in technical education?



Do you believe that incorporating specific vocabulary in each technical area facilitates language acquisition in students?



FINDINGS

The study demonstrates that the perceptions of teachers at the Unidad Educativa “Miguel de Santiago” regarding the implementation of English for Specific Purposes (ESP) are entirely positive.

By identifying needs, students better develop their skills.



Use of authentic materials, technical vocabulary.



CONCLUSIONS



Implementation of
English Specific
Purpose (ESP)



Teacher training



Technological
tools



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**THANK YOU
FOR YOUR
ATTENTION**



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