



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

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Trabajo de integración curricular, previo a la obtención del título de Licenciada en Pedagogía del
Idioma Inglés

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24 de julio 2026



Certificado de análisis
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MARINA.Final.txt
Tamaño del archivo original : 3,97 MB
Número de palabras : 11.683

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Dedication

Despite all the adversities I've faced, God has always guided my path and, with His infinite love, allowed me to be at this stage of my life. To my beloved daughter, who gives me the strength each day to get up and pursue my dreams with her unconditional love and perseverance; to my beautiful father in heaven, who taught me that even though life has gray days, one must learn to add color to them; and to my entire family, who instilled in me that personal effort is the foundation for achieving goals. To all my teachers who sowed their wisdom in my education, and also to my old and new friends I met along the way, who encouraged and supported me whenever I felt I couldn't go on, thank you for believing in me. Sometimes we find ourselves in a dark abyss, invaded by loneliness, challenges, and fears; that's why it's important to learn from our failures and rise like the phoenix, with the hope of improving each day, being resilient and strong in life.

Acknowledgment

I want to express my sincere gratitude to Universidad de las Fuerzas Armadas “ESPE” or giving me the opportunity to be part of its excellent academic program, especially to the National and Foreign Languages Pedagogy program, which provided me with the solid foundation to achieve my goal. My heartfelt thanks to my esteemed tutor, MSc. Fanny Isidora Albán Cárdenas, for her patience, guidance, wisdom, and support in the development of this research. I also thank the Unidad Educativa “Miguel de Santiago” for opening its doors to me for this valuable research and to the friendly teachers for their valuable time dedicated to it.

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Resumen

Esta investigación tiene como objetivo analizar las percepciones de los docentes sobre la implementación del Inglés para Fines Específicos (ESP) en la educación técnica. El estudio se desarrolló en el ámbito de educación secundaria (bachillerato) en la Unidad Educativa “Miguel de Santiago”. La investigación presentó un enfoque cuantitativo, con un diseño descriptivo no experimental. Para la recolección de la información se utilizó la técnica de encuesta, aplicada mediante un cuestionario estructurado con escala tipo Likert, dirigida a docentes de bachillerato técnico. Los resultados evidenciaron que los docentes cuentan con una excelente formación académica y trayectoria sólida para impartir sus conocimientos en el proceso enseñanza-aprendizaje del Inglés para Fines Específicos (ESP), además que es necesario adaptar las necesidades del estudiante acorde a su área técnica, para obtener como resultado el desarrollo óptimo de sus habilidades lingüísticas para una comunicación efectiva. De este modo es esencial el uso correcto de las diferentes estrategias metodológicas complementados con materiales auténticos para la enseñanza significativa. Incluso se evidenció las diferentes limitaciones que obstaculizan la implementación del Inglés para fines Específicos (ESP). Finalmente, los datos reflejan una percepción favorable de los docentes en la implementación del ESP; el cual al incorporarlo eficazmente logrará cumplir los objetivos de aprendizaje en la educación técnica de los estudiantes que son necesarios en este mundo globalizado para un desempeño de calidad académico y profesional.

Palabras clave: inglés para fines específicos, educación técnica, percepciones.

Abstract

This research aims to analyze teachers' perceptions of the implementation of English for Specific Purposes (ESP) in technical education. The study was conducted in the secondary education setting (high school level) at the Unidad Educativa "Miguel de Santiago". The research employed a quantitative approach with a non-experimental descriptive design. Data was collected using a survey, administered via a structured questionnaire with a Likert scale, to technical high school teachers. The results showed that the teachers possess excellent academic training and a solid track record in imparting their knowledge in the teaching and learning process of English for Specific Purposes (ESP). Furthermore, it was found that it is necessary to adapt the teaching to the students' needs according to their technical area to achieve the optimal development of their linguistic skills for effective communication. Thus, the correct use of different methodological strategies, complemented by authentic materials, is essential for meaningful teaching. The study also highlighted various limitations that hinder the implementation of English for Specific Purpose (ESP). Finally, the data reflect a favorable perception among teachers regarding the implementation of ESP; its effective incorporation will help students achieve the learning objectives in technical education that are necessary in this globalized world for quality academic and professional performance.

Keywords: English for specific purposes, technical education, perceptions.

Chapter I: The Research Problem

Introduction

In this globalized world, we have experienced several changes in our daily lives, with particular emphasis on the educational sphere, which has also been transforming over time. We can mention English, the most widely used lingua franca for communication worldwide. Thus, we can highlight English for Specific Purposes (ESP), which focuses on providing instruction specifically in the technical areas of specialization for students. However, this would not be possible without the support of teachers who are properly trained in this field, as they are the facilitators and guides in the teaching-learning process, enabling students to acquire solid knowledge that helps develop skills applicable in any professional field, both within and outside the country (Thao & Phan, 2022).

The technical high school program in Ecuador integrates theoretical and practical learning for students' rapid entry into the workforce. It is comprised of areas (industry, technology, services, sports) and professional profiles to meet students' needs (Ministerio de Educación del Ecuador, 2024).

In this research, teachers are an essential part because the implementation of English for Specific Purposes (ESP) will allow us to understand their thoughts and perceptions, identify problems, and subsequently provide solutions that contribute to meaningful learning for students. Other influencing factors include teachers' beliefs, attitudes, and professional development, which enable them to effectively integrate ESP into their curriculum and provide a quality education (Hyland, 2022).

Studies reflect that when teachers teach general English and ESP classes, the goal is to acquire the second language effectively to communicate, whether in the work or academic environment. But this cannot be carried out if teachers do not have the necessary training and that is a reality in our country (Momtazur, 2015).

Furthermore, it's worth highlighting that while General English is traditional in its content, unlike ESP, it focuses on students' needs according to their professional field, using authentic, real-world materials and fostering independent learning that enables them to acquire English at a meaningful level. Finally, by having qualified teachers and incorporating English for Specific Purposes into the curriculum, students are given the opportunity to gain practical, real-world preparation in their professional area and thus achieve productive performance in society (Woodrow, 2022).

Justification

In the education sector, teachers are the guides and facilitators of learning. They create, innovate, and adapt different methods so that students acquire linguistic and disciplinary knowledge. The implementation of English for Specific Purposes (ESP) in the teaching and learning process offers the opportunity to innovate in response to current educational demands by training students who master English effectively to thrive in the professional field.

In Ecuador, it is evident that English instruction in most educational institutions remains traditional, failing to address the specific needs of students in their technical fields. Furthermore, the number of English class hours is very limited. On the other hand, the lack of training, beliefs, and attitudes of teachers are key factors in the successful or limited implementation of English Language Proficiency (ELP). This lack of training is a significant disadvantage in teaching, as it results in a lack of authentic content, lesson plans, and materials in the technical field. While it is true that students are the protagonists of their own learning, it is important to foster their autonomy, skills, and critical thinking abilities, enabling them to solve everyday problems (Omnia & Alani, 2022).

The Unidad Educativa “Miguel de Santiago” located in Quito; this institution focuses on technical high school studies. Therefore, the teachers from this institution, specializing in English, will assist us in analyzing perceptions of the implementation of English for Specific

Purpose (ESP) in technical education. We aim to identify shortcomings related to its development in order to achieve a quality education with highly trained professionals.

This research will help us understand teachers' perceptions of ESP implementation, its advantages and limitations in imparting knowledge, and confirm whether its application is being carried out correctly. The objective is to connect students with real world, practical situations aligned with their professional needs, allowing them to develop all their skills in their field of work. (Kingsley & Jenks, 2022).

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.

Chapter II: Theoretical Framework

State of Art

Basturkmen, (2025) states that English for Specific Purpose (ESP) is part of a branch of general English teaching; however, traditional classes focus on grammatical translation, structures, and limited vocabulary, unlike English for Specific Purpose, which aims to support students in learning the second language, developing all their skills to the fullest and achieving effective proficiency for studying or working in a specific field.

According to Fitria, (2023) English is the primary foreign language that must be taught from schools to universities in Indonesia, and they also have programs for its instruction., where the teacher plays a fundamental role, as they must meet students' needs to effectively develop their listening, speaking, writing, and reading skills. Acquiring these skills is difficult, especially with English for Specific Purposes (ESP), which has expanded globally. ESP is based on content tailored to the specific needs of current and future students, as well as strategies and techniques that motivate students in the learning process, enriching different areas of their education. However, there are also various problems in its implementation related to teachers, materials, skills, and needs. Many teachers are not adequately trained, and students' English proficiency is low. The curriculum often disregards student needs, limiting the teacher's role.

EKINCI & EKINCI, (2025) is vitally important to adapt English to students' needs. This is where English for Specific Purposes (ESP) plays a fundamental role, divided into two important branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). EAP focuses on the academic field and aims to teach and consolidate students' knowledge and communication skills. However, it must be complemented with lesson plans that analyze academic needs so that students can develop effectively in learning English as a second language. Learning to communicate is key, so their learning should be supplemented with readings, writing exercises, research, seminars, and conferences that help develop all the necessary skills for successful instruction in educational settings.

The EOP program focuses on teaching English in a professional context, specifically for a job; it is not used for academic purposes. Today, knowing English is a key requirement for obtaining employment, and the demand for professionals who are proficient in English in their various professional fields has also increased. Therefore, it is very important in education to include practical programs for students, where they develop all the necessary skills for successful careers in different fields, such as engineering, medicine, and tourism, among others (LAIB & NECIBI, 2023). It's worth adding that in Ecuador, the Ministerio de Educación offers a technical high school program (BT) comprised of various areas of knowledge (industry, technology, tourism, among others), followed by professional families (FIP), which are the specializations. These specializations provide students with more practical, real world, technical training, all of which contributes to meeting the needs of the social environment in the workplace. For example, the Unidad Educativa "Miguel de Santiago" located in the province of Pichincha – Quito, has over 2,000 students in morning and afternoon sessions. It has teachers specializing in each professional field and offers technical programs in automotive mechanics, electronics, electricity, and machining, benefiting all students in their learning process.

Bui, (2022) a study in Asia on teachers' perceptions of implementing English for Specific Purposes (ESP) indicates that it is an interdisciplinary field because it combines English language teaching with a technical specialty. The development of skills is crucial for teachers to successfully apply these skills in both academic and professional settings. Teachers are key facilitators who must provide authentic materials for their classes and be properly trained. This study, conducted with 248 participants, used a questionnaire to demonstrate that implementing ESP helps teachers be more active in the classroom, understand students' needs, and grasp their beliefs, the importance of teaching English for Specific Purposes (ESP), and its development.

In Ecuador, according to a study with 120 participants in technical programs, a qualitative analysis showed that the implementation of ESP (English for Specific Purpose)

benefits students in developing their skills in their real-world environment. Motivation plays a fundamental role in achieving fluency and expressing themselves confidently when combining theoretical and practical knowledge. Furthermore, mastering terminology, discourse, fluency, and precision is a challenge in technical education in the Unidad Educativa “Miguel de Santiago” Quito - Pichincha (Ochoa et al., 2025).

Herrera et al., (2022) They analyzed that it is crucial to have teachers trained in English for Specific Purposes (ESP), given their exposure to diverse methodologies, classes, student ages, and backgrounds. It is important to mention that ESP involves learning specialized technical vocabulary, texts, and oral and written skills, very different from traditional English and adapted to students' needs. Therefore, English for Specific Purposes focuses on teaching English to students according to their technical specialization.

This previous research employed a qualitative methodology, involving 52 English teachers in Ecuador, with the objective of understanding their perspectives and thoughts. This study justifies that teacher training is fundamental for imparting solid knowledge to students in ESP instruction, but it is linked to complementary factors such as identifying different needs and applying authentic, real-world materials. However, there are disadvantages in the learning process in technical education, such as the application of repetitive content that is not updated for the everyday world. Mirian & Aulestia, (2022).

The articles mentioned above agree that having teachers properly trained in teaching English for Specific Purposes (ESP) is fundamental to imparting knowledge to students in a specialized technical field according Dafouz, (2021). These findings, particularly those concerning Asian and Ecuadorian teachers, highlight that fostering student motivation is a key factor, as it contributes to the effective development of listening, speaking, writing, and reading skills, which are essential in today's globalized world. Furthermore, teachers are facilitators in this educational process, where the use of authentic materials: texts, manuals, research,

lectures, and others benefits language acquisition. Similarly, specialized technical vocabulary allows for fluency in communicating and expressing oneself in the second language. Indeed, negative factors exist, such as a lack of teachers trained for the teaching-learning process. Students with low levels of English, who are unmotivated during class, experience delays in learning new knowledge. Additionally, teaching outdated content hinders the effective teaching of Spanish as a Second Language (ESL).

We must be clear that this is a joint effort where teacher and student go hand in hand, together for the same goal which is quality teaching with meaningful learning in the English language, with professionals specialized in the technical area who meet the requirements to be able to develop successfully in the professional field.

2.1. English for Specific Purposes (ESP)

Concept and origin of ESP

English for Specific Purposes (ESP) originated from the need to learn a language to function in commerce in the past. However, effective second language learning reflected the level of education. That's why English is the perfect complement for both commerce and new technologies, where students are the protagonists of their own learning. ESP is an approach that focuses on preparing students to acquire a second language, but especially on developing each of their skills and solid disciplinary knowledge in a specific professional field, whether in the workplace or academia. It also focuses on the needs of students with the necessary content and methodologies for learning a second language. The world has diverse cultures, which is why it is essential to acquire a second language effectively for communication (Muhammad et al., 2021).

ESP is key worldwide because it is an important approach in the second language teaching process. Here, all planning, methods, and content are linked to what the student actually requires in the teaching-learning process, properly guided by the teacher prepared in

this area, with the goal of achieving successful development in their professional field (Innocent & Alain, 2022).

ESP Classification: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

In second language teaching, English for Academic Purposes (EAP) is highly relevant because it is a specialized approach to learning. It complements and supports students in developing academic language skills: speaking, listening, writing, and reading, which will lead to better language proficiency. This is achieved by incorporating reading, writing, and daily interaction that fosters critical thinking. EAP is objective; vocabulary depends on the diverse contexts to which students are exposed. Indeed, identifying the diverse needs of students is fundamental to the success of the teaching and learning process (Dipta et al., 2025).

The English language is used worldwide for communication in various contexts. However, when we refer to English for Specific Purposes (ESP), particularly English for Occupational Purposes (EOP), the focus is also on the needs of students, but specifically to prepare them for a professional or technical work environment. Their learning plans are geared towards specific vocabulary, grammar, and various activities related to real-world work experience, with the goal of achieving successful and natural communication by applying all the knowledge they have acquired. English is the most widely used language for communication globally; therefore, it is essential that students can communicate effectively in English to have more job opportunities in their chosen field (Arroyami et al., 2024).

Difference between ESP and English as a Foreign Language (EFL)

To begin, English for Specific Purposes (ESP) is a student-centered approach, whether for academic or professional needs. It's a collaborative effort, meaning students are key to the teaching and learning process. However, developing all their skills and vocabulary is essential

for acquiring a second language. The teacher focuses specifically on the students' needs, understanding their weaknesses and strengths in order to implement appropriate resources and strategies for autonomous and meaningful learning (Torres, 2021).

Unlike English as a Foreign Language (EFL), which is characterized by limited exposure to second language learning, it's also worth noting that this is considered a subject, a school requirement, and its teaching is based solely on grammar and structures in the classroom. It doesn't apply to real-life situations where students can practice developing all their fundamental English skills, with an emphasis on speaking and listening to perfect their English. The teacher is the primary transmitter of knowledge and must possess extensive knowledge of the language, as they are the role model for the class in vocabulary, organization, and phonetics (Kumar, 2025).

Importance of ESP in Technical Education

English for Specific Purposes (ESP) has gained recognition over time in fields such as technology and science, aiming to improve students' communication skills for their future professional development. Learning a second language is crucial in the secondary education process, especially in technical high schools, because students' professional training needs to focus on developing all their skills: reading, listening, writing, and speaking. Consequently, having teachers properly trained in ESP to transmit knowledge to students, preparing them for the competencies of the workplace, is essential. In technical education, students are divided according to their specialization (mechanics, electronics, electricity, etc.). ESP plays a vital role here; the teacher is responsible for identifying students' needs. Therefore, ESP focuses on teaching according to the technical specializations, where the application of authentic, realistic materials and vocabulary is key to transmitting knowledge in their chosen field, rather than solely focusing on traditional English. By identifying students' needs, teachers can determine areas for improvement, recognizing students' strengths and weaknesses, in order to reinforce

their second language acquisition and enable them to communicate effectively, resulting in positive academic and professional performance upon graduation (Natsir et al., 2022).

2.2. Teacher's Role in ESP Implementation

Teacher Competencies in ESP

In this modern world, the demands on education are constantly increasing; possessing solid knowledge is essential. Therefore, the teacher in the educational field is central to the teaching-learning process of their students, according to their professional field. It is a reality that teaching English is a challenge that depends on the correct application of methods and strategies that will aid in language acquisition (Dmitrieva, 2022).

Teachers must have the necessary training and be qualified to teach ESP to their students; in this way, they will be able to meet the demands of the classroom and produce high-quality, specialized professional students (Nazeer, 2023).

Pedagogical and Methodological Approaches

In English for Specific Purposes (ESP), it is vitally important to have a clear methodology and approach to teaching students. Identifying their needs is crucial because a well-structured approach allows us to adapt English to the students' specific contexts, with the goal of developing their proficiency in the second language within their chosen fields. Keeping students actively engaged in various activities and tasks that promote rapid English acquisition is essential, as it helps them develop critical thinking skills and apply them in real-life situations. Today, technology is a tool that complements learning. We find a wealth of information that allows us to develop skills, along with authentic resources provided by the teacher for a faster and more effective understanding of the content (Inomjanova, 2024).

Teacher Beliefs, Attitudes, and Perceptions

Learning a second language is currently very important for better job opportunities, but this wouldn't be possible without a well-prepared English teacher, who facilitates effective learning in the classroom. Therefore, the teacher must be authentic, sincere, and express their true feelings. Confidence also plays a role in attitudes. The value the teacher places on students, helping them understand that each one is unique and precious because we are imperfect beings who live different realities, and empathy the teacher's ability to understand and understand students' emotions are crucial. Indeed, English teaching has been evolving, but teachers often resist it, finding it difficult to adapt to innovative teaching and learning methods, which can even lead to insecurity regarding technical content due to limitations (Bui & Huong, 2023).

2.3 Teaching and Learning Process in Technical English

Needs Analysis in Technical English

In learning English for Specific Purposes (ESP) in secondary and high school education, it is key to identify students' needs and develop all their skills according to their academic specialization and to prepare them for the workplace. Therefore, applying technical content rich in specialized vocabulary and strategies is fundamental to helping us identify students' strengths and weaknesses for meaningful learning and language mastery, enabling them to express themselves fluently and confidently at any point in their lives. (Kamaruddin et al., 2021).

Use of Authentic Materials

In teaching English for Specific Purposes (ESP), a crucial aspect is the teacher's selection and effective use of authentic materials for the teaching and learning process. The teacher is responsible for identifying students' needs in order to develop all the necessary skills in the technical area for communicating in English. Specialized manuals, texts, content, lesson

plans, and real-life role-playing are some of the materials needed for second language acquisition, but selecting them appropriately requires significant time and analysis on the part of the teacher (Dou et al., 2023).

When students are engaged with the content, they feel motivated, facilitating the acquisition of vocabulary that will allow them to function effectively in real world settings. The effective use of materials and the integration of technology in this globalized world offer countless complementary educational activities that will contribute to students' future professional success (Diyar et al., 2025).

Student-Centered Learning

Student-centered learning empowers students to take ownership of their own learning, becoming autonomous learners focused on their individual needs. When we refer to student-centered learning, it's not just about acquiring grammar, but about developing each of the necessary skills in the technical area; it's about students developing their critical thinking skills to solve real academic and professional problems. By developing their skills in reading, listening, writing, and speaking, students will be able to express themselves fluently and navigate with complete confidence in every academic and professional setting they encounter. Their knowledge will be solid because it is tailored to their specific needs. Therefore, the teacher and student work together in this teaching-learning process; consequently, commitment, responsibility, and respect are essential for effective academic performance (Aguaguiña et al., 2025).

2.4 Challenges of Implementing English for Specific Purposes (ESP) in Technical Education

Institutional Limitations

As is evident, knowing English is currently required for good academic and professional performance, as well as effective communication in different cultures around the world. That is why English is taught in the Ecuadorian curriculum. In this case, we will emphasize English for Specific Purposes (ESP) in technical education, with the goal of achieving positive results by focusing on communication rather than rote memorization. However, various general limitations political, economic, and institutional continue to pose a clear challenge to the teaching-learning process. These include limited teaching hours, which are insufficient for developing all the skills students need, requiring adequate time for learning. Another issue is the lack of teachers trained in ESP instruction; they are not updated on current effective ESP methodologies for the technical field but rather on traditional approaches (Guerrero & Moreira , 2025).

Shortage of Specialized Materials

When referring to technical training, the lack of teaching materials suited to students' needs is a reality in the educational field, posing a challenge to teaching for specific purposes (ESP) in technical education.

Both teaching and technological materials must be authentic, meaningful, adapted, and applied to the different specific needs of students. For this reason, students in technical fields require materials for their English learning, such as specialized technical manuals, content with vocabulary appropriate to their industrial area electronics, engineering (mechanical parts, tools, etc.), and technical texts for the correct academic development of the second language.

In the institutional infrastructure (bilingual library, English laboratory, use of platforms) the importance and investment are extremely limited, which hinders the optimal development of students' skills since it is key today (Orosz et al., 2021).

Low English Proficiency and Student Motivation

We can mention several factors that influence the teaching of English for Specific Purposes (ESP), such as resources, teachers, and methods, as mentioned previously.

Furthermore, it is evident that teachers face challenges such as students' low English proficiency, which goes hand in hand with a lack of motivation in class. This results in students not actively participating in the second language learning process because their vocabulary is limited. Motivation in education is vital when achieving goals and reaching the proposed success of students. The student being interested and curious about learning facilitates the teaching-learning process since he will strive to acquire the second language, the assigned activities will be done with enthusiasm, confidence when expressing himself, he will also actively participate in the learning process, his level of knowledge will be higher, solid, and when evaluated the results will be positive. On the other hand, being low in motivation, the student is passive, he has no interest in learning, he does not make an effort in the activities, therefore this will be reflected at the time of evaluation, because his results will be negative, low academic performance, low level of knowledge in learning English, he will not be able to communicate in an efficient way. In short, the teacher is the facilitator who must choose the teaching method that best suits the students' specific needs, provide an effective glossary, and design didactic activities that encourage students to interact with each other, overcome their fear of making mistakes, and master English by actively participating in their own learning (Hanapiah et al., 2026).

2.5 Impact of Vocational Education on Learning Outcomes

Preparation for the Labor Market

It is vital that students receive adequate technical training in educational institutions to be prepared for the demands of the labor market. Therefore, educational methods and programs aligned with technical education must be implemented so that graduates possess the essential theoretical and practical skills to achieve better employment in their professional field. Similarly, access to technology is a key complement for developing critical thinking and problem-solving

skills, as is having teachers trained in vocational education who provide meaningful learning experiences for successful professional performance (Romero et al., 2024).

Academic and Professional Relevance

Applying ESP as a communication and production tool in different professional fields helps train students with improved academic and professional performance, enabling them to solve real-world problems. Therefore, when teaching ESP, it is essential to consider the actual communication needs of students in fields such as mechanics, electronics, machining, and electricity, using appropriate materials and learning activities that demonstrate positive student interaction based on their individual needs (Wijayati & Safitri, 2025).

Improve the quality of education

The implementation of English for Specific Purposes (ESP), by focusing on the specific needs of students, is fundamental to improving education. This is because the content is tailored to areas of technical specialization, expanding knowledge by providing more specialized vocabulary, unlike traditional English. The demands of this globalized world require highly trained professionals. (Muttaqin & Chuang, 2023)

Chapter III: Methodology Framework

Research approach

This study adopts a quantitative research approach because it seeks to collect and analyze numerical data regarding teachers' perceptions of the implementation of English for Specific Purposes (ESP) in technical education. Quantitative studies are a tool used to present processed information in a clear and systematic way. They help identify patterns and trends, providing detailed descriptions of a topic that could yield valuable information and facilitate the interpretation of results (Lim, 2025). Therefore, this approach will allow the acquisition of concrete data with the application of a structured questionnaire with the Likert scale, the results of which will be statistically processed to determine trend, frequency and level of perception in relation to the knowledge, application, methodologies, materials, difficulties and importance of the implementation of English for specific purposes (ESP) in the educational field.

The information was gathered from primary and secondary sources. Primary sources consisted of the English teachers participating in the research, while secondary sources included articles from academic journals and books. This was supplemented by an online survey (Google Forms) with closed-ended questions to better organize the collected data. Furthermore, this information will be represented in pie charts, which will be analyzed using measures of central tendency such as the arithmetic mean. This approach helps to obtain all the relevant information to understand the level of teachers' perceptions in each dimension.

Research Design:

This research will employ a descriptive, non-experimental, and cross-sectional design, as no variables will be manipulated; rather, the data will be collected in its real-world context. It is cross-sectional because the information will be collected from the surveyed teachers only

once. Therefore, it aims to determine the perceptions of English teachers regarding the implementation of English for Specific Purposes (ESP) in technical education. In this way, it is possible to describe the present reality in detail, recognizing the level of knowledge, resources, difficulties encountered, their importance, and the methods used in the ESP teaching process.

Population:

This academic study was conducted in the city of Quito, Pichincha province, Solanda parish south of Quito, with a population of between 123,000 and 130,000 inhabitants. In the Unidad Educativa “Miguel de Santiago” comprised of 2000 students, 83 teachers in different areas and 6 specialized in the area of English.

Sample:

The sample for this research consisted of six teachers with professional training and experience teaching English at the technical high school level, all of whom participated voluntarily. A census sample was used, since all teachers who made up the population participated in the research. In addition, the study was developed as an institutional case by focusing on a single institution. Regarding gender, the sample was predominantly female. As for age, the teachers were primarily in the 50-60 age range, followed by those in the 30-40 and 40-50 age ranges, though to a lesser extent.

Data Collection Techniques and Instruments

Technique:

In this research, the survey technique will be used, as it facilitates the acquisition of direct and rapid information about teachers' perceptions of the implementation of English for Specific Purposes (ESP) in technical education. This technique is ideal for this quantitative study because it allows for precise descriptive statistical analysis. It is also ideal because it

enables the measurement of data such as percentages, dimensions, frequencies, and factors that influence the implementation of ESP in technical education (Fuyane, 2021).

This will clearly record teachers' level of knowledge about English for Specific Purposes (ESP), its application in the classroom, methodologies used, different materials, difficulties encountered, and its importance in implementation within technical education.

Instrument:

The questionnaire is designed to analyze clear, real, and measurable responses regarding teachers' perceptions of the implementation of English for Specific Purpose (ESP) in technical education. Similarly, it is made up of six dimensions relating to: Knowledge of English Specific Purpose (ESP), strategies and methodologies, materials, its application in the classroom and finally the difficulties and importance of ESP in technical education.

The questionnaire consists of one independent variable and one dependent variable. The independent variable has three dimensions, while the dependent variable also has three dimensions, resulting in a total of six dimensions with 21 closed-ended items. It is estimated that each English teacher will be able to complete the survey in four to five minutes. Therefore, each item requires the teacher to indicate their level of agreement or disagreement, which will be evaluated using a five-point Likert scale developed in Google Forms. The link to the form will be shared. Being conducted online optimizes time, is practical, and offers greater accessibility, providing efficiency and speed in data collection and response processing for analysis.

Instructions: Please read each statement careful and select your level of agreement:

1= Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Instrument Validation

Expert Judgment

For the validity and consistency of the study, expert review is necessary. These experts are comprised of individuals with extensive experience in the field, qualified to evaluate the validity, clarity, and coherence of the instrument's content, as well as its reliability of variables and thus identify the real problems (Khidhir & Rassul, 2023). That's why we consulted experts to ensure the clarity and reliability of each item so that it could be measured accurately across different dimensions. This development process was supported by four specialists in English language teaching with extensive university and research experience.

Expert 1: Master's in Linguistics Applied to Bilingual Spanish-English Education, Advanced Diploma in Teaching English as a Second Language, Master's in University Teaching and Educational Administration, Secondary School Teacher, Bachelor of Science in Education with a specialization in English. Foreign Language Teacher in the Universidad de las Fuerzas Armadas "ESPE".

Expert 2: Master's degree in Pedagogy for Teaching English as a Foreign Language; Bachelor's degree in Education with a specialization in English. Professor of Foreign Languages at the Universidad de las Fuerzas Armadas "ESPE".

Expert 2: Master's in Applied Linguistics to Bilingual Spanish-English Teaching, Bachelor's in Applied Linguistics to the English Language, Foreign Language Teacher at the Universidad de las Fuerzas Armadas "ESPE".

Expert 3: Master's in Teaching English as a Foreign Language, Master's in Human and Financial Resource Management in the Education Sector. Bachelor of Science in Education, Secondary School Teacher specializing in English and French, Bachelor of Science in Education specializing in Educational Administration and Supervision, and Technician in Educational Administration and Supervision. Part-time Professor of Foreign Languages at the Universidad de las Fuerzas Armadas "ESPE".

Expert Judgment Results:

The instrument achieved favorable scores in most criteria, thus confirming its content validity. However, each expert made several specific recommendations to strengthen it.

- Improve minor linguistic and stylistic elements to enhance its quality.
- Add question marks to some questions.

Validation through a Pilot Test

Following the expert review, a pilot test was conducted to evaluate the questionnaire's functionality, comprehensibility, and effectiveness before its final implementation. The pilot test was administered to a sample of four professors of Pedagogy of National and Foreign Languages at the Universidad de las Fuerzas Armadas "ESPE". During the pilot test, professors were instructed to complete each item and add suggestions. The pilot test results indicated that minor linguistic corrections should be made to strengthen the instrument's academic quality and facilitate its dissemination and publication.

Reliability Analysis: Cronbach's Alpha Coefficient

To verify the reliability of the instrument, Cronbach's alpha coefficient was used to measure the strength of each response on the Likert-type scale. This analysis was conducted on the items corresponding to the dimensions of: knowledge, classroom application, methodology and strategies, materials, difficulties, and importance of ESP. The results obtained indicated a Cronbach's alpha coefficient of 0.98, demonstrating very good internal consistency of the instrument, which supports the reliability of the data collected for the proper development of the study.

Table 1*Validation instrument*

Dimension	Number of items	Cronbach's Alpha	Reliability
Knowledge	4	0,85	Accepted
ESP Application	4	0,92	Very good
Methodologies	3	0,84	Accepted
Materials	3	0,92	Very good
ESP Difficulties	4	0,84	Accepted
Importance of ESP	3	0,84	Accepted
Total Instrument	21	0,98	Excellent reliability

Note: The table was made for reliability analysis using Cronbach's alpha coefficient.

Application of the Instrument

The questionnaire was developed using Google Forms, a free tool that allows for easy survey creation and efficient data collection and processing. The only requirement for using Google Forms is a Google account. Each form can be customized to suit specific needs, and responses can be created, distributed, and received in real time from anywhere; this is why this tool was chosen. Google Forms also provides organized data in Excel spreadsheets for faster, more detailed, and efficient analysis.

Data Analysis Technique

All information was collected using Google Forms and Excel. It was then organized digitally for analysis, employing graphs to compare frequencies and proportions. Pie charts were used for a clearer visual representation of the percentages. Column charts were also used to logically and clearly describe the information for each specific item, facilitating the interpretation of the results.

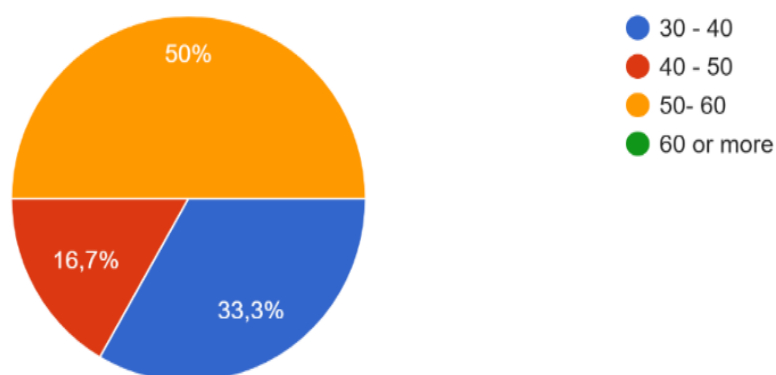
Ethical consideration

The Rector of the Unidad Educativa “Miguel de Santiago” I hereby sign the authorization request to conduct academic research by means of a survey of English teachers, under strict confidentiality and respect. The teachers received clear and precise information regarding the purpose of this research. All data collected from participants will be kept strictly confidential, and supporting documentation will be attached to this research.

Chapter IV: Results and Data Analysis

Figure 1

Age of participants.



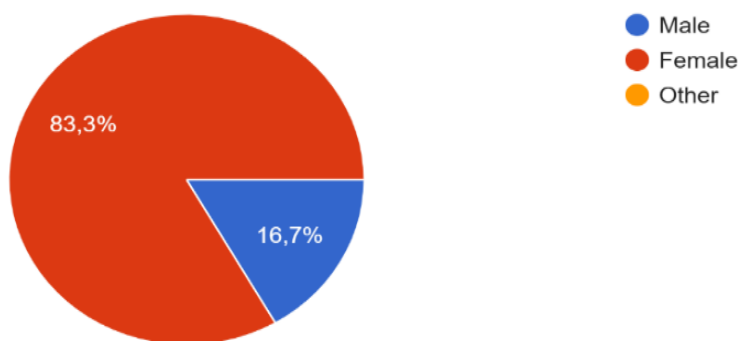
Note: This figure graphically illustrates teacher participation.

Analysis: It is significantly observed that the majority of participants are between 50 and 60 years old (50%), followed by the second group, those between 30 and 40 years old (33.3%), and a small percentage between 40 and 50 years old (16.7%). It should be noted that no teachers over 60 years of age participated.

Interpretation: The results show that the participants possess the necessary personal and professional maturity, which is very positive for our research because their perceptions stem from a solid professional track record.

Figure 2

Gender of participants.



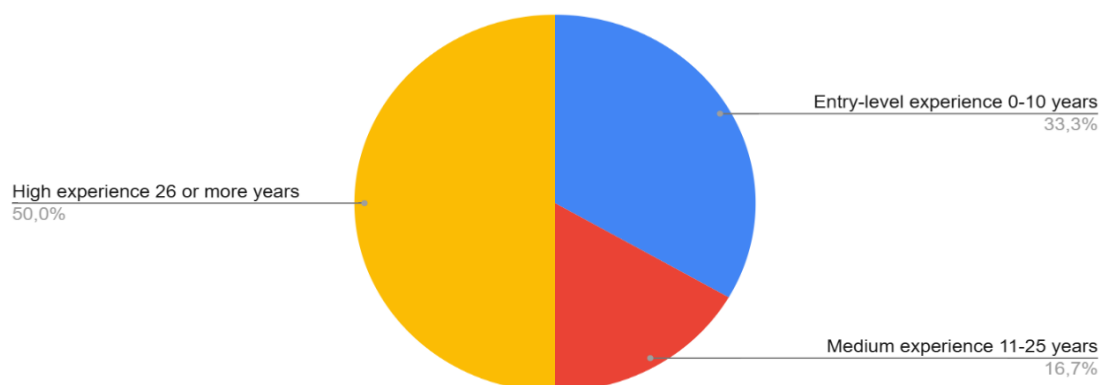
Note: This figure graphically illustrates teacher participation.

Analysis: It is evident that the majority of our participants are female (83.3%), followed by males (16.7%), with no other gender represented.

Interpretation: The predominant gender among our participants is female, demonstrating that both male and female participants are represented equally, regardless of gender.

Figure 3

Teacher experience level.



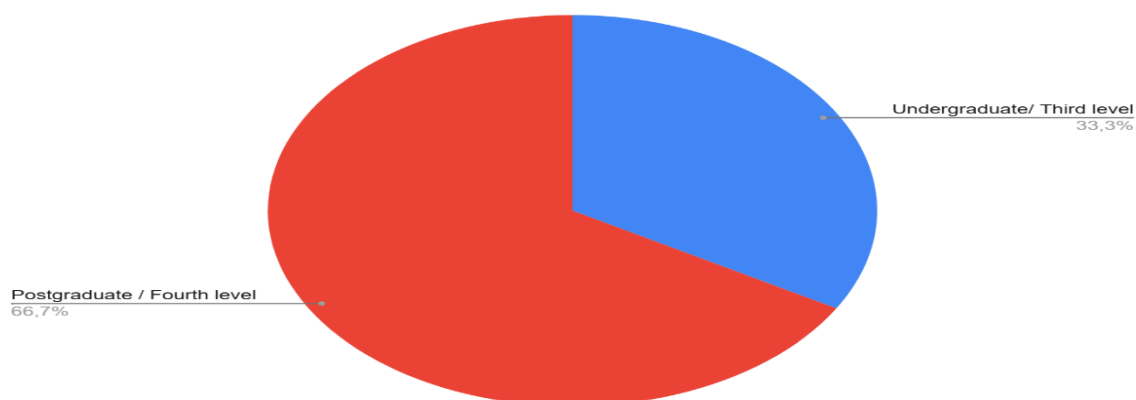
Note: This figure graphically illustrates teacher participation.

Analysis: The graph clearly shows that half of the participating teachers, 3 (50%), have extensive classroom experience of over 26 years. There is also 1 teacher (16.7%) with intermediate experience, meaning initial experience of 11 to 25 years, and 2 teachers (33.3%) with initial experience, reflecting the teachers' significant experience in their profession.

Interpretation: These results show that the teachers' experience is largely very positive for the research, as it is solid due to their extensive experience in technical education classrooms.

Figure 4.

Academic background.



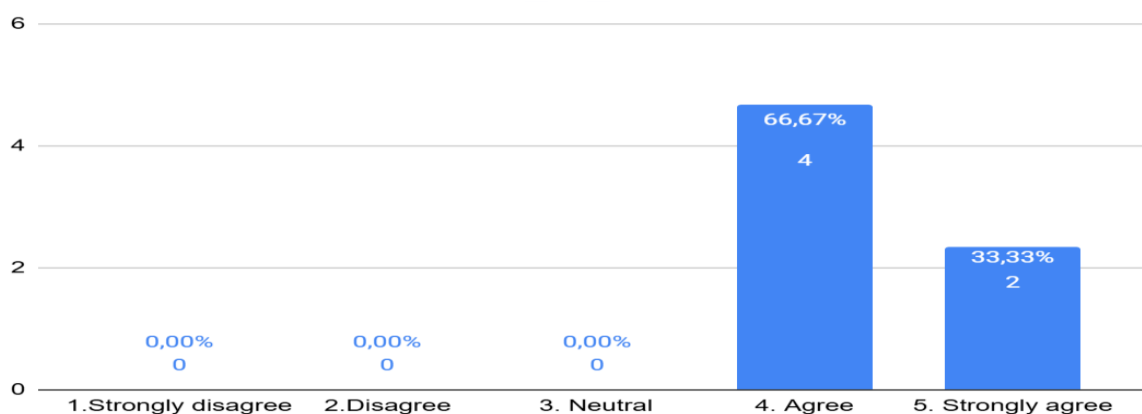
Note: This figure graphically illustrates teacher participation.

Analysis: Regarding academic qualifications, it can be seen that 66.7% (4 teachers) hold a master's degree, while 33.3% (2 teachers) have a bachelor's degree. This is highly favorable, as it indicates that these teachers possess a high level of academic training to impart knowledge of the ESP (English for Specific Purpose).

Interpretation: These results demonstrate that the majority of teachers who teach English have advanced degrees, which is positive for the English program and the education of their students.

Figure 5

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



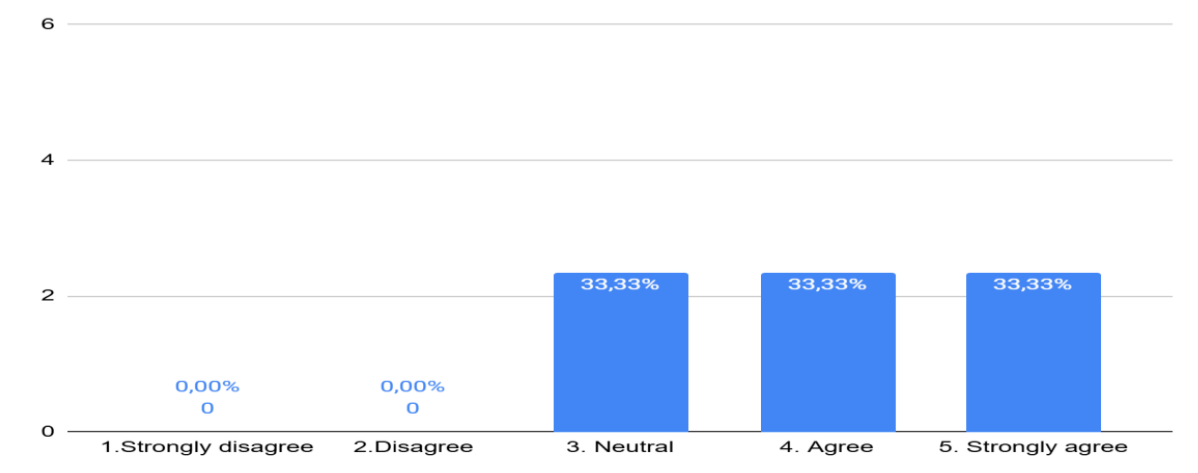
Note: This figure graphically illustrates teacher participation.

Analysis: The data clearly shows that 66.67% of teachers agree with including English for Specific Purposes (ESP) in technical education, followed by 33.33% who strongly agree, and the remaining options (neutral, disagree, strongly disagree) represent 0%.

Interpretation: These findings are highly relevant as they allow us to understand teachers' personal opinions regarding their level of agreement or disagreement with the implementation of English for Specific Purposes (ESP) in technical education, a crucial factor in teaching. And as is evident, the teachers fully agree that English Specific Purpose should be implemented for teaching.

Figure 6

Do you believe you have the appropriate training to apply ESP in your classes?



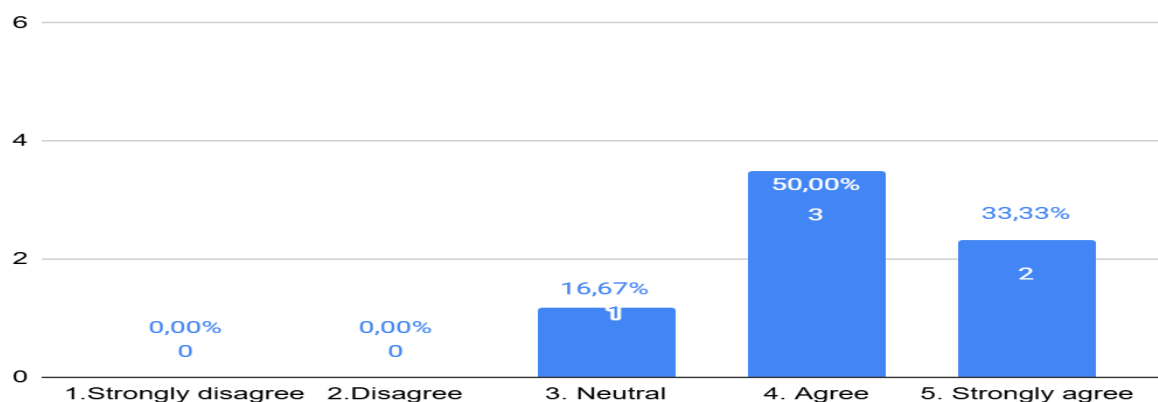
Note: This figure graphically illustrates teacher participation.

Analysis: As can be seen, 33.33% of teachers expressed their "strong agreement" that they have the appropriate training to implement ESP in their classes. Impressively, the "agree" option also received 33.33%. Finally, another 33.33% responded "neutrally," meaning they were neither for nor against it. The "disagree" and "strongly disagree" options were not selected by any of the participants.

Interpretation: The data reveals a surprising tie among the three options, indicating a very favorable response, as the majority of teachers are confident in their professional training to teach ESP in their classes. However, it is also noteworthy that they remain neutral, meaning they are not yet certain about implementing it with complete confidence.

Figure 7

Do you believe it is necessary for English language instruction to be related to technical careers?



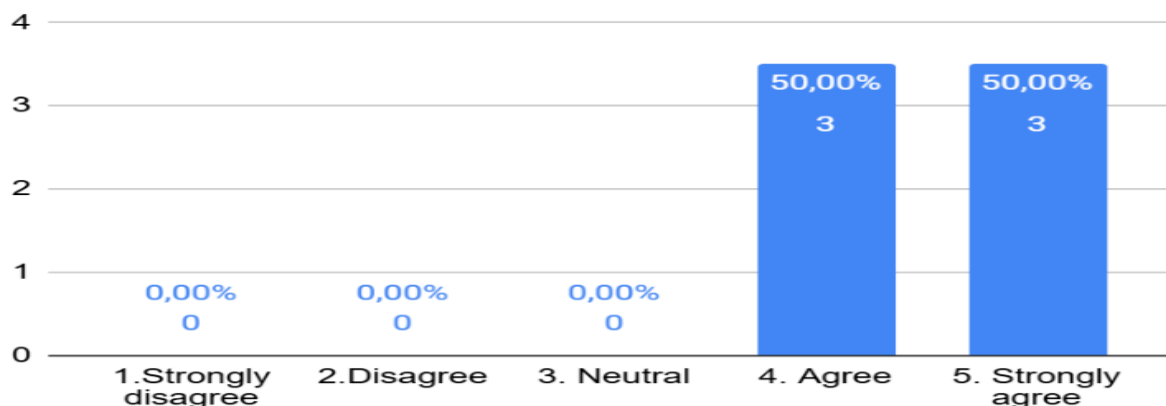
Note: This figure graphically illustrates teacher participation.

Analysis: Data shows that 50% chose the "agree" option that English instruction should be linked to each technical program, and 33.33% strongly agree with this type of instruction. However, 16.67% remained neutral.

Interpretation: The majority of teachers strongly agree that English should be taught in accordance with each student's technical program, as this will allow them to broaden their knowledge in each professional area.

Figure 8

Do you believe it is important to identify student's English learning needs according to their technical area?



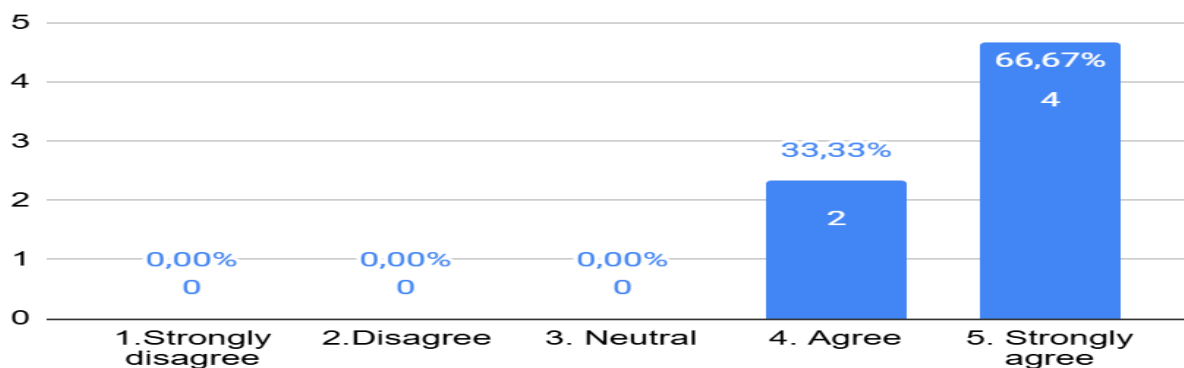
Note: This figure graphically illustrates teacher participation.

Analysis: The results for the "agree" and "strongly agree" options are clear, with a 50% tie each. It is surprising to learn that teachers do consider it important to identify students' needs. It is also evident that the "neutral," "disagree," and "strongly disagree" options were not selected by any of the teachers.

Interpretation: With 100% of the results being equal, it is considered important for teachers to identify students' English learning needs according to their technical area of study, thus contributing to more meaningful teaching. By identifying the different needs of each student, the teacher can understand their strengths and weaknesses, since each student is unique and learns differently. Therefore, the teacher can use appropriate strategies to achieve meaningful learning.

Figure 9

It is necessary to adapt classes according to each technical specialty?



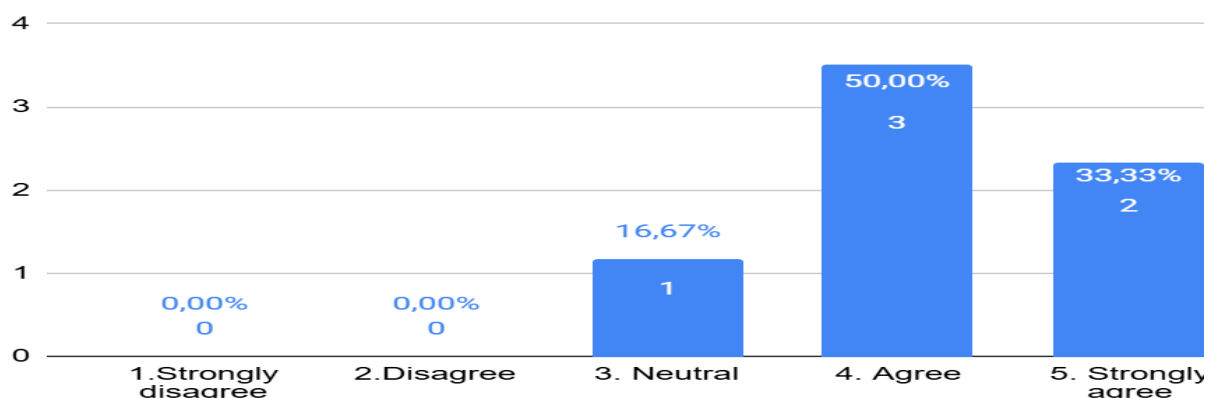
Note: This figure graphically illustrates teacher participation.

Analysis: These results demonstrate that the majority (66.67%) of participants strongly agree that classes should be adapted to students' technical specializations. A smaller group (33.33%) selected the "agree" option, and no one selected the "neutral," "disagree," or "strongly disagree" options, which is beneficial for this study.

Interpretation: The fact that most teachers agree that classes should be adapted to students' technical specializations within the teaching-learning process is indicative of this. Being adapted will help ensure that the content is tailored to their needs, achieving a broader understanding that they can apply in real-world contexts.

Figure 10

It is necessary to plan practical activities related to the technical field for the effective use of the language by students?



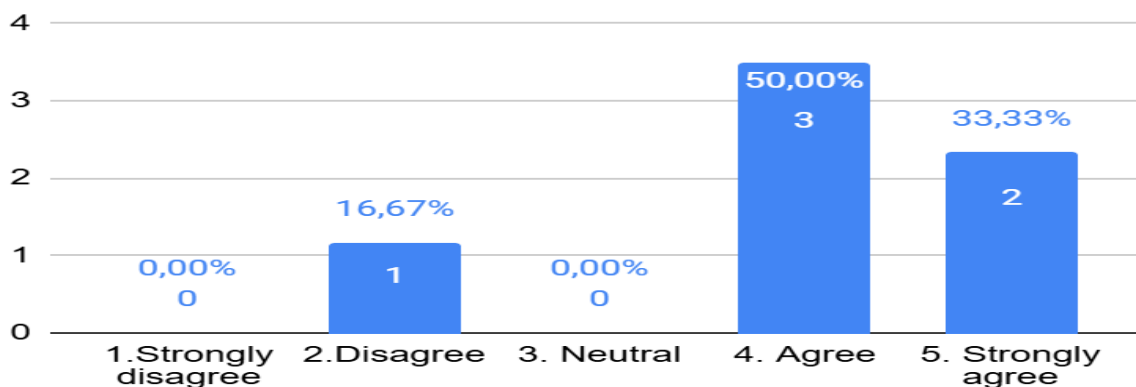
Note: This figure graphically illustrates teacher participation.

Analysis: According to the data, it is clear that 50% of participating teachers agree that it is necessary to plan activities related to the technical area for students. It should be noted that a smaller percentage, 16.67%, selected "neutral," and 0% selected "disagree" and "strongly disagree."

Interpretation: The percentages show that it is essential for teachers to plan activities related to students' technical specialization, which is positive for the implementation of the ESP (English for Specific Purpose). Indeed, good planning, well organized, will allow us to see the progress of students in acquiring the second language and thus meet the objectives.

Figure 11

It is important to include English content related to technical roles in the classroom?



Note: This figure graphically illustrates teacher participation.

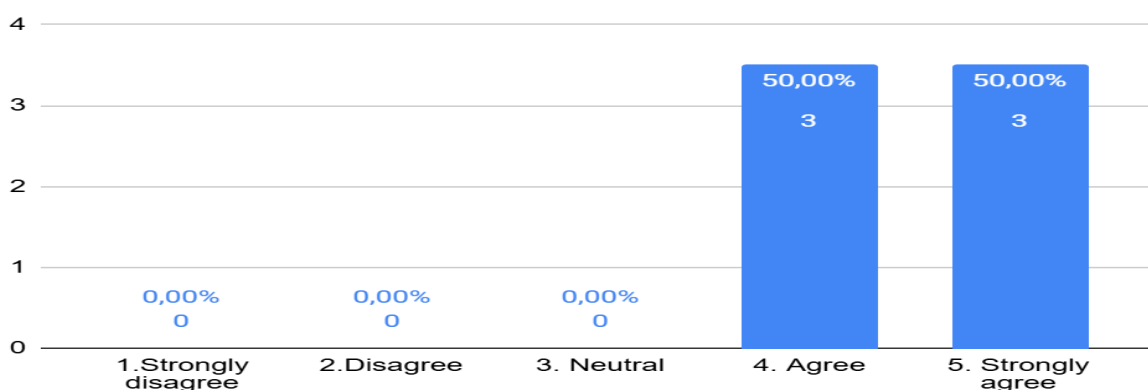
Analysis: It can be observed that 50% (3 teachers) selected "agree," while 33.33% (2 teachers) selected "strongly agree." Furthermore, only 16.67% (1 teacher) selected "disagree," and there were no responses (0%) for "neutral" or "strongly disagree." It does, in fact, have good acceptance.

Interpretation: The data reflect a favorable perception among participating teachers regarding the inclusion of English language content related to technical roles in the classroom, which will

effectively help develop students' language skills for an excellent education for their future. In this way, students will reinforce their knowledge through interaction in real-life situations that are currently required in the world.

Figure 12

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



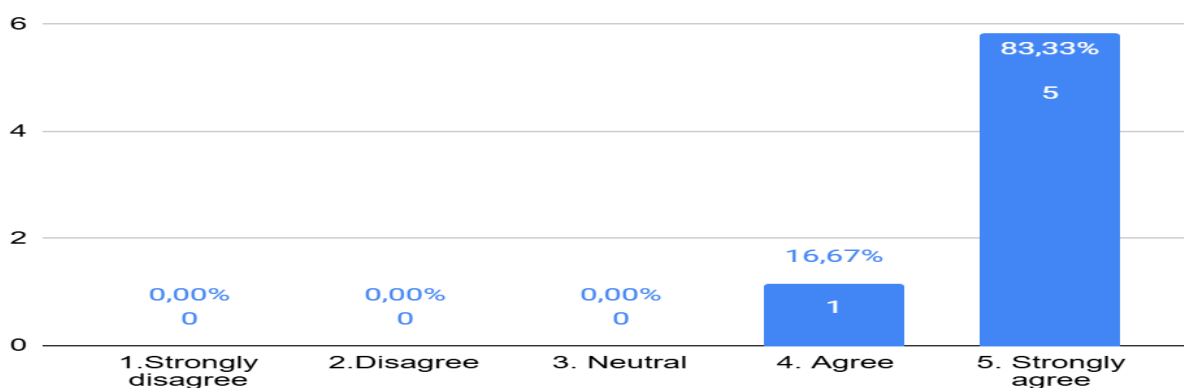
Note: This figure graphically illustrates teacher participation.

Analysis: The data obtained are very interesting, showing a favorable split of 50% agree and 50% strongly agree, demonstrating that incorporating specific vocabulary into each specialization is necessary for acquiring English. No responses were selected for the "neutral, disagree, or strongly disagree" options.

Interpretation: Most teachers believe that including specific vocabulary for each technical specialization facilitates students' acquisition of English, which is beneficial for the implementation of ESP. For this reason, specialized technical vocabulary will definitely benefit students' understanding of English content, allowing them to express themselves more effectively in their field.

Figure 13

It is important to motivate students to actively construct their own knowledge to achieve autonomous learning?



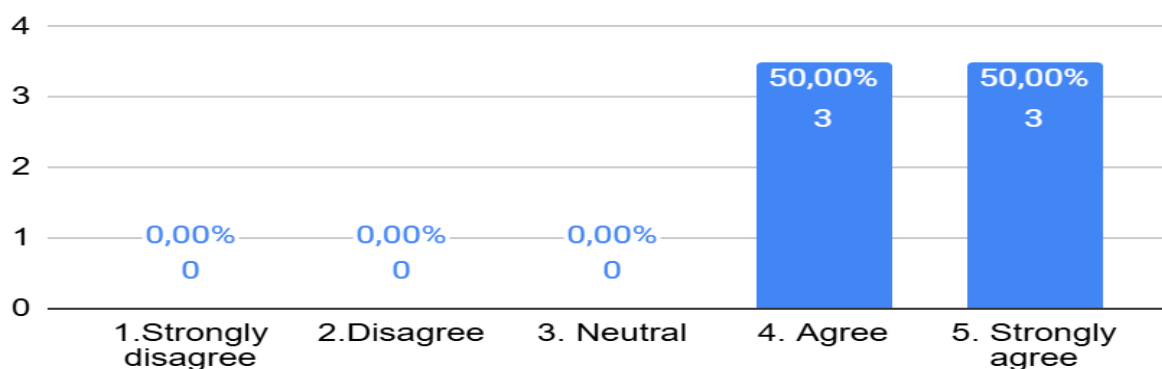
Note: This graph graphically represents teacher participation.

Analysis: The majority of teachers (83.33%) stated that motivating students is important, as it allows them to actively participate in their learning and construct their own knowledge. A minority (16.67%) agreed. The remaining options were not selected.

Interpretation: According to the data obtained, motivation plays a fundamental role in learning. Therefore, being engaged with the class content allows students to participate in activities, construct their own knowledge, and become autonomous in the teaching-learning process. This indicates that motivation is the foundation for developing students' skills through the implementation of ESP.

Figure 14

It is necessary to encourage group work and projects that help develop communication skills in real-world contexts?



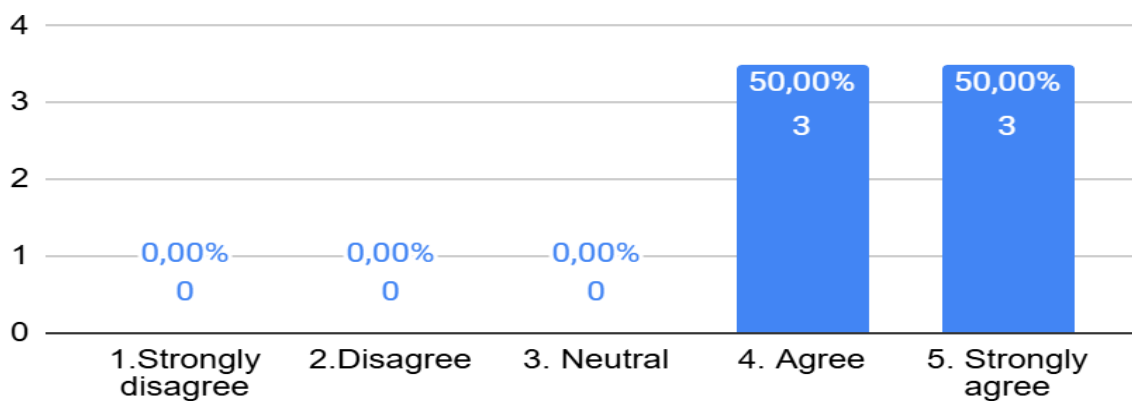
Note: This figure graphically illustrates teacher participation.

Analysis: The percentages show a near-equal distribution of responses, with 50% of participants agreeing and the other 50% strongly agreeing. Clearly, this is beneficial for the integration of ESP because, through interaction in teamwork, students will be able to develop their communication skills. None of the other options were selected.

Interpretation: Group work in class is essential for developing students' skills. As they begin to express themselves naturally, sharing their thoughts, they reinforce each other's knowledge, solidifying their understanding. This is why these group activities, which reflect everyday realities, are necessary for active student participation. Having the confidence to express ourselves will aid in acquiring a second language.

Figure 15

Do you consider it important to integrate activities that allow students to develop skills (listening comprehension, reading, oral and written expression)?



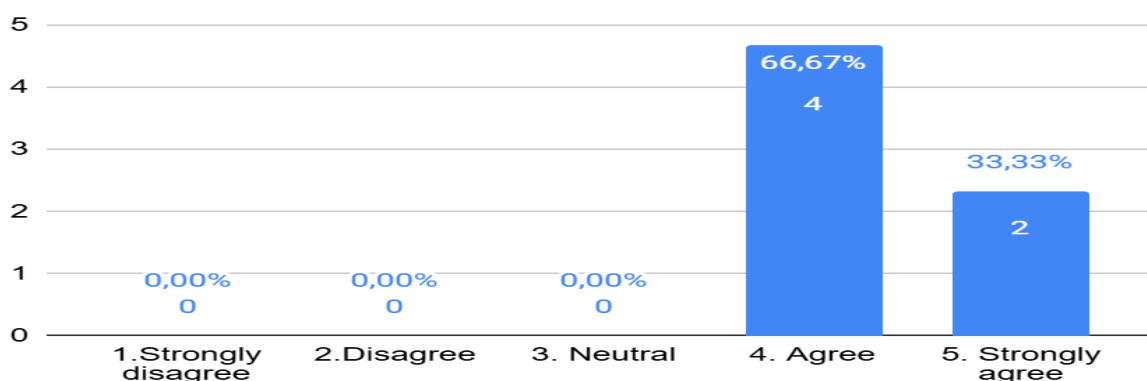
Note: This figure graphically illustrates teacher participation.

Analysis: It is worth noting that integrating activities to help develop students' learning skills is key. 50% of respondents strongly agreed, and the other 50% strongly agreed. No responses were recorded in the "neutral," "disagree," or "strongly agree" categories.

Interpretation: Within the learning process, it is necessary that the activities be relevant to the development of the students' different skills: listening, reading, writing, and speaking. That is why it is key to have good content planning so that the classroom activities motivate and help in their development, allowing them to master the language for effective communication, where the student is the protagonist of their learning.

Figure 16

Do you agree with using technological tools for teaching ESP in the technical field?



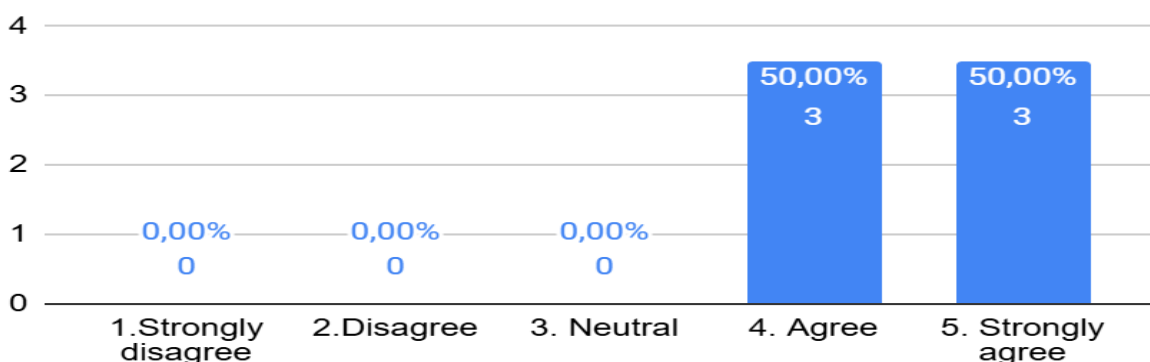
Note: This figure graphically illustrates teacher participation.

Analysis: Upon reviewing the data on the use of technological tools for teaching ESP, 66.67% of participants agreed, and 33.33% strongly agreed. It is very positive to know that teachers are using technology in their teaching in this globalized world. The neutral, disagree, and strongly disagree options were completely empty.

Interpretation: The results show that teachers are willing to share their ESP knowledge to teach a second technical language using technology, resulting in broader knowledge in this technological age. Currently, technology offers countless interactive platforms where students learn in a fun and creative way, reinforcing their learning at any time. This way, students are prepared with a solid foundation for the real-world challenges of everyday life.

Figure 17

Do you consider it necessary to use authentic teaching materials in class (videos, manuals, etc.)?



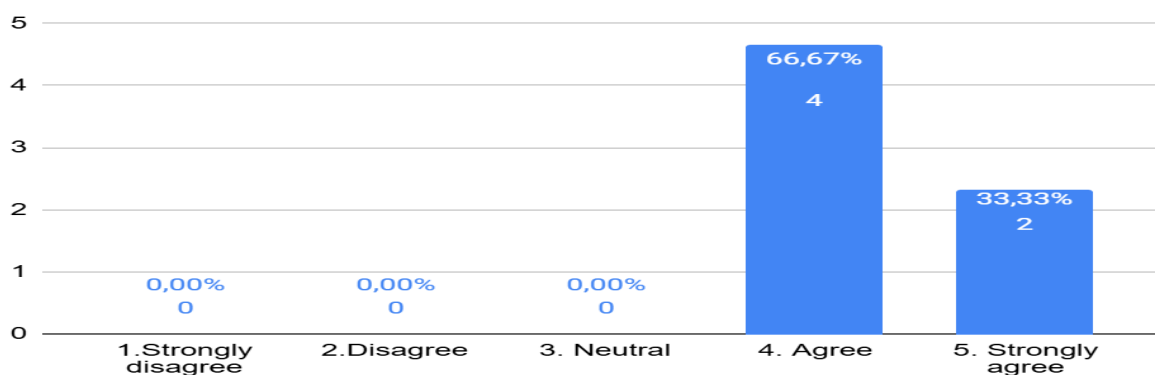
Note: This figure graphically illustrates teacher participation.

Analysis: The data clearly shows that teachers consider it necessary to use authentic materials for teaching, with 50% agreeing, followed by 50% strongly agreeing. Furthermore, no teacher selected the "neutral," "disagree," or "strongly disagree" options.

Interpretation: The results show that all teachers agree that authentic materials appropriate to their technical area should be used in English learning to facilitate language acquisition, with vocabulary that enables students to function in real-world contexts, since most of the information is in English. Manuals related to mechanics, electricity, etc., complement the teaching; therefore, these materials facilitate language comprehension for better communication.

Figure 18

Do you agree with adapting different materials according to the students' technical needs?



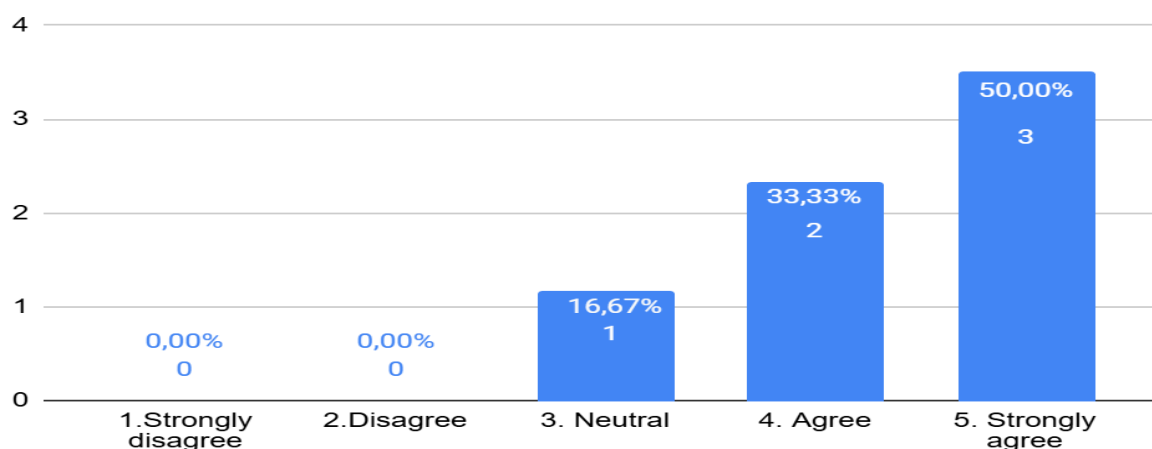
Note: This figure graphically shows teacher participation.

Analysis: The results indicate predominant agreement with 66.67% that the materials should be adapted to the needs of the students. On the other hand, a similar percentage of 33.33% was observed in strongly agree, with this need being very well received. And with 0% the responses were neutral, disagree and strongly disagree.

Interpretation: These results indicate that teachers are clear that it is important to adapt the different materials according to the needs of the students to achieve meaningful learning with the implementation of ESP in technical education. Therefore, the materials used well will facilitate the development of students' skills and critical thinking to actively participate in class.

Figure 19

Do you consider the lack institutional resources an obstacle to teaching for Specific Purposes?



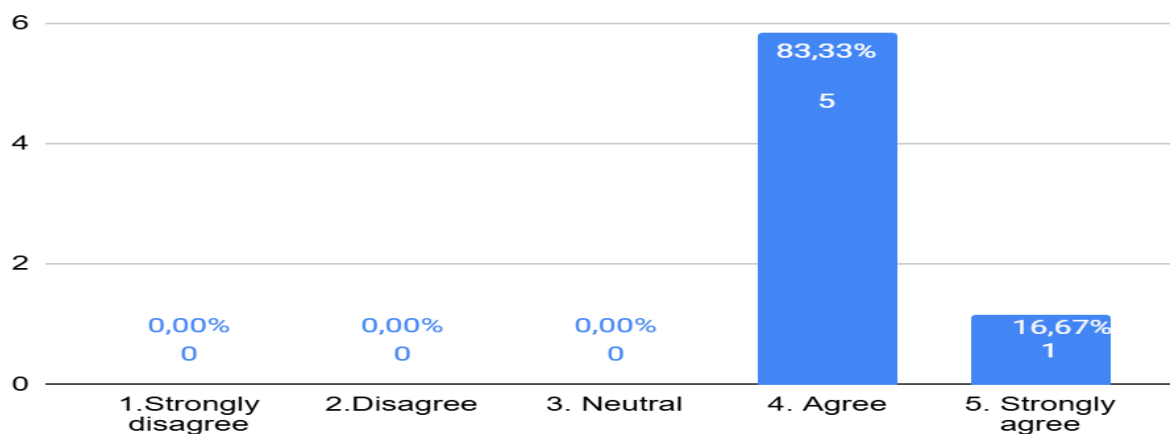
Note: This figure graphically illustrates teacher participation.

Analysis: The most frequent response was "strongly agree" (50%), demonstrating that the lack of resources is indeed an obstacle to the implementation of ESP. This is further supported by the "agree" option (33.33%), and the neutral response (16.17%). No respondents selected "disagree" or "strongly disagree."

Interpretation: Teachers are fully qualified to teach their subject, but the lack of resources at the institution hinders the teaching of English for Specific Purposes (ESP). Specialized books, laboratories, teaching materials, etc., are limitations that teachers cite as hindering the successful implementation of ESP.

Figure 20

Do you believe that the students' low level of English can hinder the teaching and learning process of ESP?



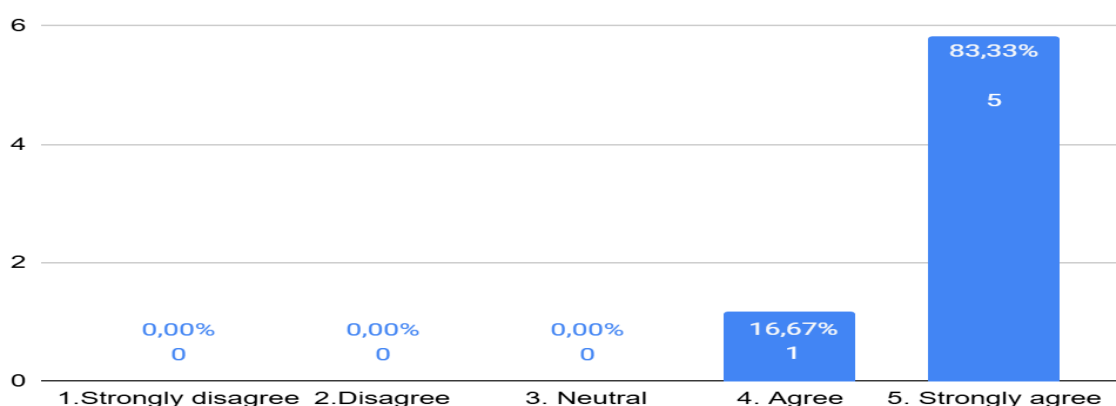
Note: This figure graphically represents teacher participation.

Analysis: According to the results, the leading category is "agree" with 83.33%, complemented by 16.67% "strongly agree" from the participants, indicating that the students' low level does delay learning in the implementation of ESP. Furthermore, no responses were recorded in the "neutral," "disagree," or "strongly disagree" categories.

Interpretation: Based on the data obtained, it should be clarified that English for Specific Purposes (ESP) focuses on technical contexts, but this presents an obstacle during its implementation since some students lack a foundation in the English language. Teachers must bring these students up to the appropriate level for the correct application of ESP.

Figure 21

Do you think that the limited class hours hinder the effective application of ESP?



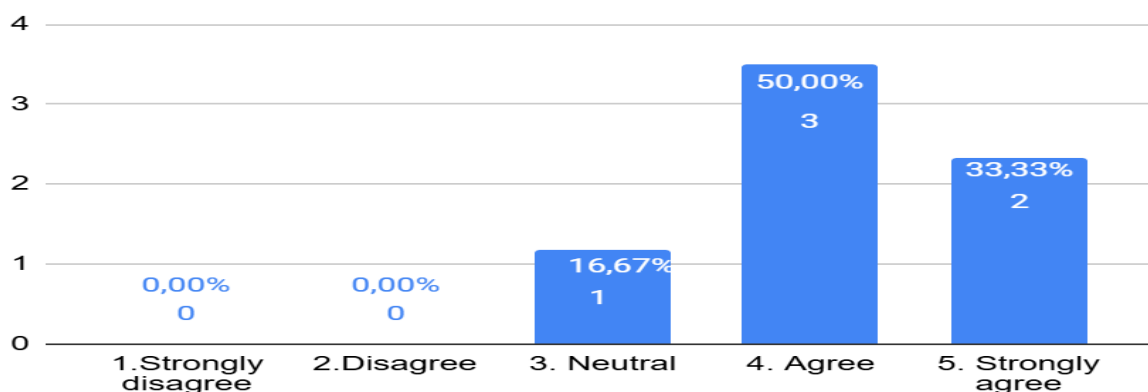
Note: This figure graphically represents teacher participation.

Analysis: The data reveals relevant findings where 83.33% strongly agree that limited class time hinders the implementation of ESP (English for Specific Purposes), and an additional 16.67% agree, effectively reflecting that it is a problem. Furthermore, 0% of responses were neutral, disagree, or strongly disagree.

Interpretation: Based on these surprising findings, teachers express that the limited time allocated for implementing English for Specific Purposes (ESP) prevents students from fully experiencing meaningful learning. They often skip over content due to time constraints, as the curriculum is time-limited.

Figure 22

Do you believe that the lack of adequate teacher training creates complications when applying ESP in each technical class?



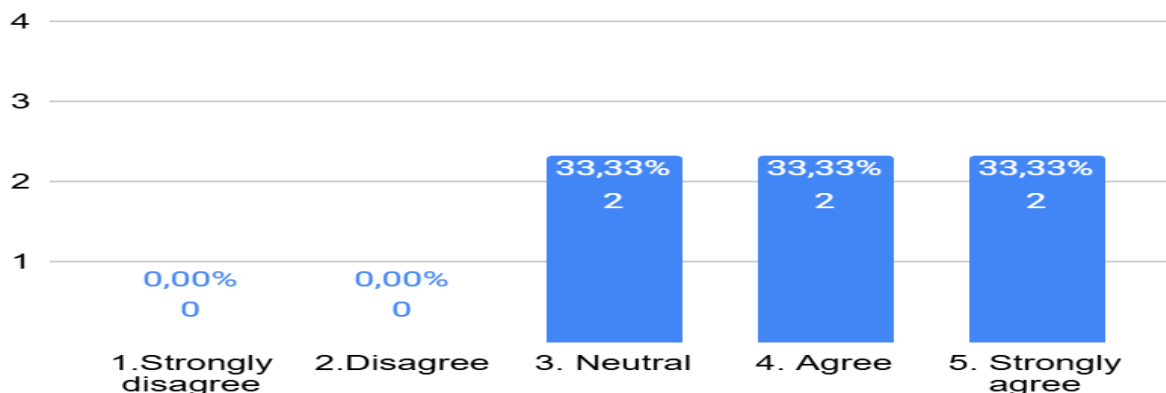
Note: This figure graphically represents teacher participation.

Analysis: According to the collected data, 50% agree and 33.33% strongly agree that the lack of teacher training causes complications when applying ESP in the classroom. Only 26.67% are neutral (neither yes nor no). However, no one chose "disagree" or "strongly disagree" in response to our question.

Interpretation: Teachers are aware that training is extremely important when teaching English for Specific Purposes (ESP). Teachers must have well-defined methodologies and knowledge, and know how to apply them effectively in the teaching and learning process for students in their technical field. It is important to be well-trained in current methodologies to ensure quality learning.

Figure 23

Do you believe that English for Specific Purpose (ESP) is better suited to students' academic needs?



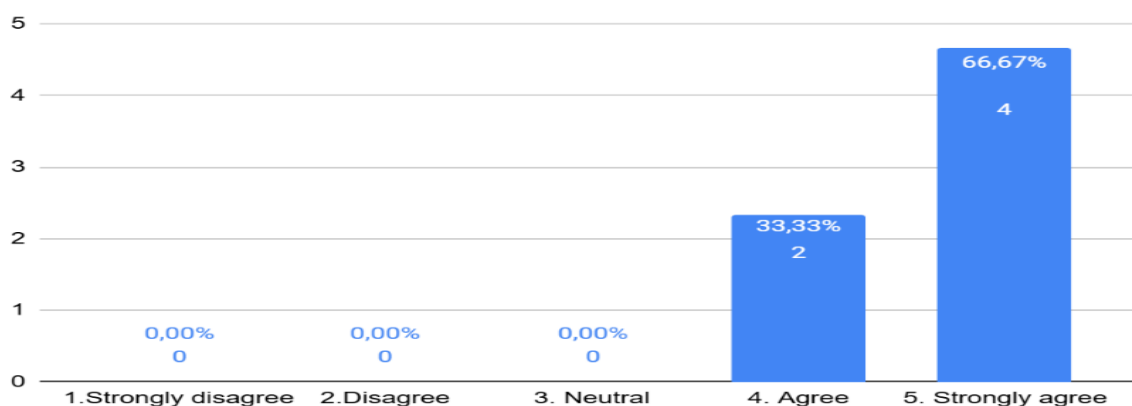
Note: This figure graphically represents teacher participation.

Analysis: Regarding the selected responses, 33.33% say they totally agree, another 33.33% also "agree," and the other 33.33% are neutral, however, the remaining options are 0%.

Interpretation: In accordance with the previous responses, most say that English Specific Purpose adapts favorably to the academic needs of the students; therefore, different strategies can be applied in the classroom to achieve the learning objectives. Furthermore, traditional English alone is insufficient; ESP needs to be implemented to provide meaningful instruction in technical education.

Figure 24

Do you believe that technical English contributes positively to students having better opportunities in the professional field?



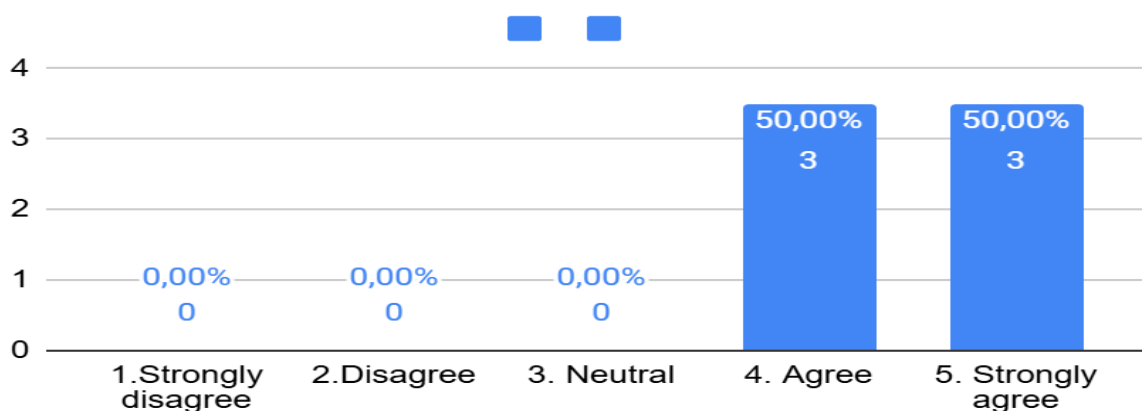
Note: This figure graphically represents teacher participation.

Analysis: The results highlight that "strongly agree" received 66.67% support, indicating that English for Specific Purposes (ESP) has a positive impact. This is followed by 33.33% who "agree," demonstrating that technical English is a valuable approach to technical learning. The neutral, disagree, and strongly agree options do not reflect a percentage.

Interpretation: According to the data obtained, teachers' perception is positive regarding how technical English helps students have better opportunities in their professional fields in this globalized world. Good communication skills in English will help them have better job opportunities and perform better in their work.

Figure 25

The application of ESP motivates and engages students in classes for meaningful learning?



Note: This figure graphically represents teacher participation.

Analysis: It can be seen that 50% agree and the other 50% strongly agree. This is very significant for our study, since motivation is the foundation for achieving meaningful student learning with ESP. No one selected the remaining options.

Interpretation: The findings are very valuable. All participants agree that the application of ESP motivates students to better understand the content, making them the protagonists of their own

learning autonomous, active, and even more so when this content is related to their professional technical field. This allows them to acquire meaningful, non-rote learning.

Discussion

This research presents data revealing teachers' perceptions regarding the implementation of English for Specific Purposes (ESP) in technical education. The findings from this analysis are positive for its integration into English language teaching at the high school level, as it focuses on the specific academic and professional needs of students. Muhammad et al. (2021) support the findings of this research regarding the ESP approach, which centers on students' needs for second language acquisition by applying the necessary content and methodologies for meaningful English learning for communication in real-world academic or professional contexts. The analysis revealed that teachers need to identify students' needs so they can adapt the context to each specialization. Fitria (2023) states that teachers are responsible for meeting students' needs to achieve effective skill development with content tailored to their current or future needs, including strategies and techniques that motivate meaningful learning and enrich their knowledge in various fields.

It is also worth mentioning the importance of incorporating technical vocabulary, which is key to the implementation of English for Specific Purposes (ESP). Herrera et al. (2022) argue that ESP consists of learning specialized technical vocabulary and developing oral and written skills that are very different from traditional English and adapted to the needs of students in their technical fields. Likewise, the use of authentic, technological materials in the teaching-learning process is of great importance.

Dou et al. (2023) state that for the proper development of skills in the technical field, it is crucial to select the best authentic materials, including specialized texts, content, and real-world role-playing scenarios.

Now, when we talk about motivation, it's essential in teaching English for Specific Purposes (ESP), because when students are engaged and interested, they won't get bored. On the contrary, they'll easily and actively participate in different real-world activities, developing their skills and problem-solving abilities. According to Divar et al. (2025), students will be active participants in their own learning, guided by the teacher who acts as a facilitator to achieve the objectives of quality teaching.

It was found that there are difficulties in the implementation of ESP, such as a lack of institutional resources, limited hours dedicated to second language learning, and students' low English proficiency. Guerrero & Moreira (2025) state that these various limitations pose a challenge in technical education; the lack of institutional laboratories and insufficient class time are inadequate for the optimal development of ESP learning. Furthermore, Hanapiah et al. (2026) maintain that students' low level of English results in a limited vocabulary and a reluctance to interact with each other, as the goal is to master the language for effective communication.

It was evident that the teachers possess excellent academic training and experience in their professional field, and they expressed that the implementation of English for Specific Purposes (ESP) is beneficial in technical education, both academically and professionally. Currently, there is a need for individuals capable of meeting the demands of this globalized world. Indeed, the data reveals that integrating ESP into technical education, with the appropriate teaching staff trained in its instruction, is highly positive.

Chapter V: Conclusions and Recommendations

Conclusions

- Teachers at the Unidad Educativa “Miguel de Santiago” have a positive perception of the implementation of English for Specific Purposes (ESP), as its integration would improve language learning by being innovative and non-traditional.
- The data shows that it is relevant to adapt the student's needs according to their technical area, including vocabulary, activities, and technical content that are geared toward the students' specialization, thus enabling success in the teaching-learning process.
- With the implementation of ESP, students can better develop their skills (listening, speaking, reading, and writing) essential for effective communication in English. Therefore, the application of methodologies, authentic materials, and technology helps their development, enabling students to become autonomous learners.
- It was identified that the teachers have a solid academic background (master's, bachelor's degrees), which is a strength in the implementation of English for Specific Purposes since the teacher is the facilitator, who motivates students in the development of skills for meaningful learning.
- This research also helped to identify that there are several limitations that hinder the implementation of ESP, such as the few hours for its teaching, lack of institutional resources, and the low level of English of the students.
- Consequently, regarding teachers' perceptions of the implementation of English for Specific Purposes (ESP), a positive attitude towards its integration into technical education is confirmed. Identifying students' needs is crucial when

imparting knowledge, but this requires applying different methodologies, strategies, authentic materials, technological tools, content, and technical vocabulary appropriate to each specialization. These should be complemented by frequent ESP training for teachers to ensure quality education and produce successful professionals better equipped to meet the demands of today's world.

Recommendations

- Institutional authorities are advised to consider the gradual implementation of English for Specific Purposes (ESP) in their technical areas to improve second language learning.
- It is advisable to provide teachers with updated training to better apply strategies and methods in the ESP teaching and learning process.
- Implementing specialized technological and educational tools within the institution will facilitate student development of their skills. Likewise, activities should be designed using technical vocabulary and based on real-world situations that promote learning.

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Appendixes