

Teaching English for specific purposes: a pedagogical intervention at Machala Technical University

La enseñanza del inglés con fines específicos: una intervención pedagógica en la Universidad Técnica de Machala

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Abstract

The present intervention proposal is the first stage of a research project carried out by the language department aimed at improving the teaching of English for specific purposes in the degrees of the Technical University of Machala. In the course of this study, a group of shortcomings were uncovered that hinder the fulfillment of the teaching-learning process of technical English with the requirements of the profile of the university graduate in different specializations. This profile involves the systematic use of the English language for the interpretation and communication of scientific-technical texts in the different subjects of the professional specialty, as well as in the basic training subjects, to facilitate the development of communicative and professional competencies. The objectives and a set of activities for the efficient implementation of the teaching of English for specific purposes in a Law degree at the university are proposed in a graded manner.

Key words: Communication skills, English for specific purposes, law degree, professional skills, teaching-learning process, Machala Technical University.

Resumen

La presente propuesta de intervención es la primera etapa de un proyecto de investigación realizado por el departamento de idiomas con el objetivo de mejorar la enseñanza del inglés con fines específicos en las carreras de la Universidad Técnica de Machala. En el transcurso de este estudio se descubrieron un conjunto de falencias que dificultan el cumplimiento del proceso de enseñanza-aprendizaje del inglés técnico con los requerimientos del perfil del egresado universitario en las diferentes especialidades. Este perfil implica el uso sistemático de la lengua inglesa para la interpretación y comunicación de textos científico-técnicos en las diferentes asignaturas de la especialidad profesional, así como en las asignaturas de formación básica, para facilitar el desarrollo de competencias comunicativas y profesionales. Se proponen de forma graduada los objetivos y un conjunto de actividades para la implantación eficaz de la enseñanza del inglés con fines específicos en un grado de Derecho en la universidad.

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Palabras clave: Competencias comunicativas, inglés para fines específicos, carrera Derecho, competencias profesionales, proceso de enseñanza-aprendizaje, Universidad Técnica de Machala.

Introduction

One of the most widely used languages for the dissemination of scientific and technical knowledge is the English language. It is used in different areas, especially in the world of business, technology, and science. It is a fundamental tool of communication for the whole planet and is the main vehicle of the process of universalization of knowledge.

In academic training and professional development, it becomes an essential factor. Its acquisition is essential to access these advances in an increasingly globalized world, in which the mobility of people, exchanges and, joint investigations, among other actions, require oral and written communication. Therefore, training in that language for professionals and students of different specialties is a primary need, an essential means for internationalization, and a fundamental component of professional development.

The increase of information in English, as well as the exchange, both scientific and commercial, between the different countries, requires mastery of the language and it is a prerequisite for a professional to keep up to date. One of the attributes of university graduates is also considered in the platform of the Union of Latin American Universities, the command of a foreign language that allows the student and the professor access to knowledge and the possibility of communication (UDUAL, 1999).

It is necessary to emphasize the need to raise the level of training in that language among the nation's future professional university students. Therefore, the development of English language skills is a challenge for contemporary Higher Education. In this way, the already existing processes need to improve the current styles of teaching the English language to contribute efficiently and effectively to the training of professionals. (Vázquez, 2005)

That is why the Ministry of Education, together with the Ecuadorian Secretary of Higher Education, Science, Technology, and Innovation (Senescyt), established as one of the requirements for graduating from university, obtaining at least level B1.2 of the Common European Framework of Reference for Languages, mainly in the English language.

With the development of oral expression and reading comprehension skills, the professional requirements demanded are not satisfied. From this situation, the imperative need to achieve a linguistic enrichment environment in which the entire university community is determined to demonstrate a communicative capacity, at least in a foreign language, in this context, it is mainly in English.

The bibliography query in this foreign language is a growing need to achieve the updating and complementation of undergraduate and graduate studies. Students and professionals begin to feel that need as their own. Another aspect that influences decisively is the concept of more integrative teaching, a more multidisciplinary approach to the teaching-learning process in Higher Education.

Summing up, the professional is determined by the fields of action and the areas of activity in which he or she works. The scope of his profile seeks to organically combine his work, both his cognitive and practical transformative functions. Using the English language as an instrument of support, training, and professional development is of great importance for their work performance.

A brief analysis of the state of the art

English language teaching for specific and professional purposes has been studied all over the world. However, it has not been the subject of much research in the Ecuadorian context, especially in third-level education. The reality in Ecuadorian universities and fundamentally the Technical University of Machala is that it has presented a series of difficulties in the process of training efficient professionals, prepared, functional, and capable of communicating in at least one foreign language, in this case, English.

From the experience of the researcher as an English teacher in different degrees at the Technical University of Machala, she has been able to observe and confirm insufficiencies in the teaching-learning process that limit the development of English language skills. Through observations, interviews with teachers and students, and the analysis of some programs of study of the subject of English.

The possible causes identified are the following:

- There is no methodology, guide, or official program to teach the subjects of technical English (English for specific purposes or English for professional purposes) in the different degrees of the Technical University of Machala.
- The degree coordinators are the ones who propose the minimum contents in the technical English subjects when it should be the specialist English teacher and the one who teaches the subject.
- The technical English subjects should be taught in the last semesters of the degrees when the student already has a level and previous preparation in the English language.
- The contents are repeated, as each teacher determines what to teach.
- There is no teamwork among English teachers in deciding what topics, content, and skills to work on in the subjects of technical English (English for Specific Purposes or Professional Purposes) in the different degrees of the university.

Therefore, there should be a program that states the themes, contents, methodology, skills, activities, and learning results, as well as the evaluation that should prevail in the process of teaching and learning technical English, and that guides English teachers in the practice and development of tasks through the teaching process.

Literature review

Teaching English for Specific Purposes (ESP) has achieved a respectable place in the field of teaching. It has gained greater strength in the last 20 years since its official appearance at the end of the 60s and several have been the causes of its emergence. When English became the international language of commerce and technology, a new generation of people was created, who did not know specifically why and how they needed English. Among them were businessmen who needed to sell and buy, engineers who needed to read instruction manuals, doctors who needed to be aware of the latest advances in medicine, etc.

Besides, the new trends in the educational psychology of those years point to and focus on the student's leading role, turning this into the main point of the teaching-learning process. These have been several of the causes for the emergence of the English for Specific Purposes (ESP), just to mention a few. But everyone needed English and most importantly, they knew why. That is why at present, it is extremely familiar to all, those related in one way or another to the teaching of English as a second language, the concepts of English for engineers, English for tourism purposes, English for entrepreneurs, businessmen, doctors, nurses, stomatologists, etc.

All this leads to the possibility of being able to determine which characteristics and linguistic elements distinguish one context, one situation, one specialist study and one degree from another and take these aspects as a basis for the design of this intervention proposal and among other issues would be what differentiates an English course for doctors from one for engineers, to cite an example. This new linguistic thought gave rise to a maxim that is still maintained at present: "Tell me what you need English for and I will tell you what English you need".

In addition, many descriptions provided in the literature related to the broad distinction between ESP versus EGP. Richards & Schmidt (2010) define Languages for Specific Purposes as languages "used for particular and restricted types of communication (e.g. for medical reports, scientific writing, air-traffic control) and which contain lexical, grammatical, and other linguistic features which are different from ordinary language" (2010: 295). Richards & Schmidt also add that "the content and aims of the [ESP] courses are fixed by the specific needs of a particular group of learners" (2010: 181).

In this sense, ESP needs to be defined in relation to "a large number of separate activities defined according to a subject or a profession or job" (McDonough, 1999: 105) that lead learners to study English in that very same context, profession or job. This problem has led specialists of ESP to

address English as much smaller sub-divisions, such as English for the Maritime, English for Aviation, and English for Business, apart from the traditional subdivisions of English for Academic Purposes or English for Occupational Purposes.

ESP has been defined differently by different authors. Some regard it as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson and Waters, 1987: 19). Likewise, Strevens (1988: 1) stated that “ESP is a particular case of the general category of special-purpose language teaching”.

In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments (Basturkmen, 2006). This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. These definitions were stated according to ESP evolution through time.

Garcia Laborda, J. & Frances Litzler, M. (2015) refer that English for Specific Purposes (ESP) classes in a foreign language context can be distinguished from English for General Purposes in that the first one is more directed towards the immediate professional or academic demands and applicable situations.

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners (Fiorito. L, 2006)

Fiorito Lorenzo states that the term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English since their interest in their field will motivate them to interact with speakers and texts.

Teachers nowadays, however, are much more aware of the importance of needs analysis, and certainly, materials writers think very carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed (Jun Lin, 2014).

Summing up, English is the lingua franca of international communications in all fields of human activity. If the ESP community hopes to grow and flourish in the future, it is vital that the

community as a whole understands what ESP actually represents. Only then, can new members join with confidence, and existing members carry on the practices which have brought ESP to the position it has in EFL teaching today. ESP is still in its infancy and so now is the ideal time to form such a consensus. (Jun Lin, 2014).

1. Intervention proposal

Aims of the proposal

As a general objective, the author of this intervention proposal states the following:

To continue developing skills in the use of the English language, but also to improve the students' study skills by learning to learn better using the language as a vehicle for communication.

As specific objectives, the author states the following:

- To search, process and present information in the English language to solve many academic and professional tasks.
- To summarize written academic and scientific texts in the students' specialization degree.
- To make oral presentations in the English language according to the student's specialization degree.
- To write abstracts of scientific and academic texts according to the student's specialization degree.
- To work with technical vocabulary by using a glossary of terms according to the student's specialization degree.

1.1. Educational context and/or target group

The intervention proposal is planned to take place at the Technical University of Machala. It was founded in 1969 as a result of the collective effort of the people of El Oro. It is the only public university in the province. Its main mission is to guide teaching, research and links with society. It trains and forms professionals in various areas of knowledge, competent, enterprising and committed to development in its dimensions: economic, human, sustainable and scientific-technological to improve production, competitiveness and quality of life of the population in its area of influence. And its vision is to be a leader in educational, cultural, and socio-economic development in the region and the country.

The Technical University of Machala is organized into five faculties: The Faculty of Agricultural Sciences, Faculty of Business Studies, Faculty of Social Sciences, Faculty of Chemical Sciences and Faculty of Civil Engineering. The Faculty of Social Sciences was established in June 1976. It

currently has several degrees in the modality of face-to-face and semi-face-to-face studies, such as arts, clinical psychology, sociology, law, social communication, psychopedagogy and education degrees.

The intervention proposal will take place in the faculty of social sciences, specifically in the law degree program. Its mission is to train and form professionals in the legal field in interdisciplinary knowledge for the debate and research of socio-legal problems with high capacity in the defense and provision of specialized services that promote integrity, identity and development with global projection.

The Law degree lasts eight academic semesters, in face-to-face study mode and daytime sessions. The general objective of the degree is as follows: To apply legal information in the solution of individual, collective, public and private conflicts of interest to contribute to the harmonious coexistence of society. Promoting a culture of peace, which recognizes and respects cultural and ethnic diversity, promotes gender and intergenerational equality, protects nature and the environment, as a guarantee to materialize the good life; through a quality professional practice, which demonstrates probity, hermeneutic analysis, argumentation, oral and written communication, litigation techniques and conflict resolution, according to the historical and cultural development at local, regional and national levels.

Following the PEMSUN, the Law degree programme includes the subjects of technical English (English for specific purposes) in the fifth, sixth and seventh semesters within the group of subjects of the specialization. These subjects are complemented with the rest of the subjects of the degree to achieve complete and comprehensive training for the Law professional.

As a profile of graduation and professional skills, the Law degree establishes the following:

- To transfer the "know-how" to different professional contexts.
- To possess communication and social interaction skills.
- The capacity for analysis and synthesis, organisation and planning, and information management.
- Capacity for teamwork, ability to manage interpersonal relationships, ethical commitment.
- Capacity for autonomous learning, adaptation to new situations, creativity and leadership, among others.
- Interprets the laws of the Constitution, organic, common and special in force, to solve interactions between natural and legal persons.
- It actively intervened in the solution of social problems, state administration and social intervention to reduce inequality professionally

Summing up, from these considerations, the importance of training professionals who are communicatively competent in all senses of the word: listening, writing, etc., can be seen. In particular, for the Law professional, the development of communicative competence is of vital importance for his or her professional performance. A lawyer as a professional may need to consult an English-language bibliography to support research, but also to know how to interpret, narrate a fact, listen, refute and present and argue their views at an international event. In addition, master all these skills to take part in a case as a representative of a company or an individual in an international arena.

1.1.1. Contents

A competent professional must be able to identify and solve problems, work in teams, be flexible and have the ability to adapt to change, but also be up-to-date in the knowledge of his or her specialty, and therefore requires continuous self-improvement. To achieve this, the student must be able to locate, organize, process, communicate and apply the information in their specialty, which most frequently appears in English.

Therefore, the author of the present intervention proposal establishes the following contents:

Chart 1.

Themes and general contents

Themes	Contents
The general structure of academic texts	Introduction, body and conclusion.
The use of markers to organize the oral speech.	Markers used in oral speech and their functions.
Themes	Contents
The use of markers to organize the written speech.	Markers used in written speech and their function.
Ways of processing information	Global information processing (Skimming) Analytical information processing (Scanning)
Organizing ideas in paragraphs	The topic sentence, developing sentences and the clincher sentence. The use of markers to support coherence.

Markers used in group discussions	Markers and their communicative function.
Means for presenting ideas in a text	Defining and describing
	The summary and its structure.
	The process of summarizing.
Learning to summarize	Types of summary (the abstract as a scientific summary).

Source: Own elaboration

Note: This table shows the themes and general contents proposed in the intervention proposal.

The general temporalization of the intervention proposal the author suggests to be developed over four months, specifically during the sixteen weeks of the academic semester. In other words, the author of this research proposes that this intervention proposal can be applied to fifth, sixth and seventh-semester students who receive four hours of English for specific purposes per week and are divided into two work sessions, each of two hours.

Methodology of the proposal

English language teaching and learning is a lifelong learning process, valid for students and teachers, therefore it is considered a discipline, in a broad sense, which responds to the general objectives of the professional's model and is made up of two dimensions (Corona, 1989) which are clearly differentiated, but dialectically related. This intervention proposal is based on the principles set out by Corona (1989): the systematisation of teaching content, linking general contents with those specific to the profession, and gradual transition from dependence to independence. Awareness of the need for lifelong learning. (Corona, 1989:3)

The intervention proposal constitutes the object of study, consisting of a subject (English for specific purposes) which is responsible for laying the linguistic and motivational foundations for the acquisition of foreign language skills, in which the basic cores of the foreign language knowledge system are developed. In its broad sense, it is seen as an instrument of study and work, responsible for the consolidation of knowledge and the development of skills at a productive level, and with a level of depth related to authentic scientific-technical materials.

For these reasons, an orderly, planned and graduated use of the English language should be guaranteed throughout the entire degree courses through the implementation of this pedagogical intervention proposal. The objective and subjective conditions must be fostered and ensured so that it is used systematically by the technical English subjects, expressed in the class systems of the different topics and not reduced to a single class or a topic, so that the development of skills can be achieved.

The use of this intervention proposal does not follow mechanistic patterns but responds to real and well-conceived objectives and a close linkage of the content expressed in the interrelationship between the degree objectives with the general objective of the intervention proposal and those of English language teaching with the subject of the specialisation. In particular, the objectives, skills and professional profile stated in the law degree are interrelated

with the communication skills and specific objectives expressed in the intervention proposal through the subject of technical English.

Based on these considerations, a set of methodological recommendations are offered for the application of the intervention proposal, this methodology is aimed at English teachers in charge of teaching technical English in the degree course. These recommendations will go through different stages: defined or established based on the different moments through which the teaching-learning process passes, guiding the activities proposed in the intervention proposal.

Pre-preparation stage:

1. Diagnosis of students' characteristics and prior knowledge.
2. Derivation of objectives from general to particular, where there is a close relationship between the subjects. (Technical English and the degree subjects in the semester) In particular, a study and preparation of the subjects of the degree are made in topics and classes, it is determined which aspects of this content should be deepened, exemplified, compared, and evaluated, according to the objective of the subjects of the degree in the semester and the results of the diagnosis carried out, for which bibliography in English is needed.
3. A careful study of the content and determine which are its keywords, to be able to carry out a better search.
4. Search for authentic materials in English on the subject of the law degree.
5. Study the text to check the accessibility and complexity of the content of the specialty, and the keywords of greatest difficulty, as well as consult language teachers regarding particular aspects such as grammatical structures, among others.
6. Search for the meaning of the concepts specific to the specialty which are key to understanding the content and the text in English to be able to offer it to the students.
7. Knowledge of the English language bibliography about grammatical structures, and complex terms appearing in the text to be able to guide the student in their search in case they need it. Consultation with experts is also useful.
8. Planning the activities that learners should do with the information in the text, taking into account the steps and operations for the development of these language skills and the aim of the degree in the semester. Summarizing and translating are considered to be only one step in understanding the text, but the teacher should design other activities to enable the learner to apply the knowledge. Example: After translating definitions of the same concept, compare them, make evaluations, oral and written presentations, etc., which give real and meaningful meaning to the activity and motivate students to learn and use the language.
9. Treatment of possible answers that students may say.
10. To design the teaching-learning strategies, with the help of the language teachers, to be used by the students and English teachers of the degree in the guidance, implementation and monitoring stage of the activity.
11. Determine the evaluation tools and criteria.
12. Make available on the interactive platform in use, the materials and guidance that students need to work.

Activity orientation stage:

1. Introduction of the topic and motivation for the activity. Example: approaching a problem from every day or professional reality, for the selection, you should consult the bibliography in the English language.

2. Task orientation.

- 2.1. Target orientation: learners must understand what the action is to be performed for.
- 2.2. Accuracy of the object or knowledge to be mastered in order to perform the action.
- 2.3. Orientation of the system of operations of the action: in addition to the actions, the order and sequence of the actions can be oriented.
- 2.4. Conditions of the execution, including means, resources, time; whether it is in pairs or teams, etc.
- 2.5. Accuracy of monitoring and evaluation: how it will be evaluated, indicators or evaluation criteria and who will evaluate it.

These guidelines can be done through the interactive platform.**Implementation stage:**

In the implementation, the teacher observes, interprets, coordinates and evaluates. He/she also redirects, especially when there are difficulties in carrying out the activities. The learner puts into practice all of the phonological resources according to the construction of his or her learning, while the specialized teacher and the language teacher can act as consultants.

At this stage, the student's progress will be evaluated and if necessary, new ways of achieving the learning objectives will be guided. It is important for the student to consult English books, dictionaries and other bibliographies in case of doubts about the language, in such a way as to contribute to maintaining motivation, practice, deepening and updating.

Evaluation stage:

Exchange of information, criteria, ideas and proposals in which new research and in-depth study can be promoted. Debates, round tables, oral presentations and workshops can be held.

At this stage, self-assessment and co-assessment should be encouraged, based on the measurement criteria previously established and known to the learners. Evaluations of translations and other targeted activities can be done through the platform's mail or messaging system. This can be a way of tutoring the student's activity, to prepare him/her for the final assessment, which can be done through seminars, coursework, oral PowerPoint presentations, among others.

Sessions and activities

The following activities are proposed to be carried out in the intervention proposal, which is aimed at the semesters of the law degree that receive the subject of technical English (English for specific purposes), as stated below. But these activities are aimed especially at students in the seventh semester of the law degree.

Objectives:

- To locate and process relevant information for the solution of academic tasks and/or the solution of professional problems of the Law degree.
- To summarize in written form, information from specialized law websites in the English language.
- To present relevant information consulted in the English language about a topic of law degree through an oral presentation, in which the students can also make critical evaluations, argue, compare and even give examples of a situation or an approach taking into account the information extracted and their practical experience.
- To deepen knowledge of foreign substantive and objective legislation by consulting specialized websites in the English language.
- To interpret, from a linguistic and legal point of view, a case in the English language, in its entirety, to be able to issue a judgement.
- To write a demand and a defense in the English language.
- To write provisional conclusions in the English language of an oral trial.
- To understand the point of view of the sides offered in a trial or at a hearing in the English language.
- To interview witnesses in the taking of evidence.
- To set out criteria for reaching agreements between the parties on issues that have not been clarified.
- To express in an oral trial, the points of view in such a way as to argue, narrate facts, demonstrate the ideas and refute those of others, etc.
- To write abstracts of scientific articles and even of the thesis in the English language.
- To present a short part of the thesis orally in English.

Curricular activities:

- Observation of videos
- Elaboration of glossaries
- Oral presentations
- Professional discussions
- Workshops
- Elaboration of summary of specialized texts

Extracurricular activities:

- Participation in contests.
- Participation in optional courses for a Law degree.
- Visits to international law firms.
- Consultations with experts.

- Exchanges with other professionals from other universities and countries.
- Participation at scientific events or conferences in national and international contexts.
- Paper presentations at scientific conferences.

Chart 2.

Session 1

Activity	Specific Objective	Development of the activity.	Specific Resources	Duration of the activity.
Activity 1	To locate and process information from some specialized websites of law degrees.	Students are going to process the information on some specialized websites of law by answering some reading comprehension questions.	Paper and pen Computer Specialized websites for the law degree. Specialised text of the law	Thirty minutes session and students are going to work in groups of four.
Activity 2	To identify some technical terms used in specialized websites of the law degree.	Students are going to identify some technical terms from specialized websites of law degrees where they use different ways of processing information.	Specialised text of law Paper and pen Computer Specialized websites for law degrees.	Thirty minutes session and students are going to work in groups of four.
Activity 3	To write a glossary of terms of law degree from some specialized websites.	Students are going to write a glossary of terms of law degree from some specialized websites.	Specialised law texts Computer Specialized websites for the law degree.	Thirty minutes session and students are going to work in groups of four.
Activity 4	To present in class a glossary of terms of law degree from some specialized websites.	Students are going to analyse the glossary of terms made by other student teams from some specialized websites.	Specialised text of the law Computer Projector Specialized websites	Thirty minutes session and students are going to work in groups of four.

Source: Own elaboration

Note: This table shows how the session will work during the implementation of the intervention proposal.

Chart 3.

Session 2

Activity	Specific Objective	Development of the activity.	Specific Resources	Duration of the activity.
Activity 1	To locate and process information from a specialized text of law degree.	Students are going to process the information on a text of a subject of the speciality by answering some reading comprehension questions	Specialised texts of law Paper and pen	Thirty minutes session and students are going to work in groups of four.
Activity 2	To write a summary from a specialised text of law degree.	Students are going to write a summary from a specialized text of law degree where they use the different ways of processing information and the markers for written speech.	Technical vocabulary Markers for written speech Specialised text of law Paper and pen	Thirty minutes session and students are going to work in groups of four.
Activity 3	To present a written summary from a specialised text of law degree.	Students are going to present a summary from a text on a subject of the speciality.	Technical vocabulary Markers for written speech Specialised text of law Computer Projector	Thirty minutes session and students are going to work in groups of four.
Activity 4	To analyse a written	Students are going to	Powerpoint	Thirty minutes

summary from a specialised text of law degree. analyse the summary made by other student teams from a specialised text of law degree. presentation Computer Projector session and students are going to work in groups of four.

Source: Own elaboration

Note: This table shows how the session will work during the implementation of the intervention proposal.

Chart 4.

Session 3

Activity	Specific Objective	Development of the activity.	Specific Resources	Duration of the activity.
Activity 1	To locate and process information from a specialized text of law degree.	Students are going to process the information on a text of a subject of the speciality by answering some reading comprehension questions	Specialised texts of law	Thirty minutes session and students are going to work in groups of four.
Activity 2	To elaborate a glossary of terms from a specialized text of law degree.	Students are going to identify the technical vocabulary they find in a specialized text of law degree.	Specialised texts of law	Thirty minutes session and students are going to work in groups of four.
Activity 3	To prepare an oral presentation about a topic related to a law degree.	Students are going to prepare an oral presentation about a topic related to their degree using technical vocabulary and the markers used for oral speech.	Glossary of terms Markers for oral speech Notebook Paper and pen	Thirty minutes session and students are going to work in groups of four.
Activity 4	To present an oral	Students are going to	Powerpoint	Thirty minutes

presentation about a topic related to a law degree. make an oral presentation on a Computer Projector subject of the speciality and present it in class. session and students are going to work in groups of four.

Source: Own elaboration

Note: This table shows how the session will work during the implementation of the intervention proposal.

Chart 5.

Session 4

Activity	Specific Objective	Development of the activity.	Specific Resources	Duration of the activity.
Activity 1	To locate and process information from some academic texts of law degree.	Students are going to process the information on some academic texts of law degree by answering some reading comprehension questions.	Paper and pen Computer Specialised texts of law	Thirty minutes session and students are going to work in groups of four.
Activity 2	To identify some technical terms used in academic texts of law degree.	Students are going to identify some technical terms from academic texts of law degree where they use the different ways of processing information.	Specialised texts of law Paper and pen Computer	Thirty minutes session and students are going to work in groups of four.
Activity 3	To write an abstract from an academic text based on the topic	Students are going to write an abstract from an academic text of a law degree.	Specialised law texts Computer Markers for	Thirty minutes session and students are going to work in

<p>Activity 4</p> <p>To present in class an abstract from an academic text of law degree.</p>	<p>Students are going to analyse the abstracts made by other student teams from some academic texts of law degrees.</p>	<p>written speech</p> <p>Specialised text of the law</p> <p>Computer</p> <p>Projector</p> <p>Markers for written speech</p>	<p>groups of four.</p> <p>Thirty minutes session and students are going to work in groups of four.</p>
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Source: Own elaboration

Note: This table shows how the session will work during the implementation of the intervention proposal.

Limitations and further research

During the study of this intervention proposal on the teaching of English for specific purposes at the Technical University of Machala, a series of limitations were detected and an analysis of the scope of the research is carried out through a critical assessment.

The following limitations that may occur during the implementation of the intervention proposal were identified: The students' level of English that will limit the implementation of the proposal. In other words, not all students reach the final semesters of their degree course with the right level of English to be able to take the technical English course and thus perform well in it.

It is stated as a further limitation the lack of updated bibliography in the English language related to the speciality or degree, that is, the lack of books, materials or reference resources relating to the law degree in the English language. Through the analysis of the intervention proposal, it became evident that there is little updated bibliography in English in the Law degree programme.

It also became evident the lack of interest and motivation on the part of students and teachers of the degree course towards English as a foreign language. Because some students and teachers reject the language, claiming that they are not good at learning it.

It was also observed the lack of a system of work or teamwork on the part of the English teachers who teach the subject of technical English in the different degree courses at the university. It was found that the English teachers who teach the subject of technical English in the different university degree courses do not coordinate content, objectives, materials to be used, methodology and assessment for the teaching of English for specific purposes.

The lack of coordination between the heads of degree courses and English teachers regarding the selection of content to be taught in English for Specific Purposes subjects in the different degree courses at the university. That is to say, it is the course coordinators who are responsible for selecting the content to be taught in technical English subjects when it should be the English teachers.

It could be observed as another constraint that contents are repeated, as each teacher determines what to teach. That is why there is a need for a programme or a document with an established methodology for teaching English for specific purposes in the different degree courses at the university.

A prospective or future line of work and research that opens up as a result of this research would be: the application of this proposal in the different degree courses at the university that have technical English as a subject.

The second line of work is to perfect or improve the programmes in the technical English subjects in different degree courses. Where the objectives, contents, activities and evaluation system are established, under the characteristics of the degree course and the student's profile as a future professional.

Updating the English language bibliography of the different degree courses, both on paper and digitally.

In addition, the planning of methodological meetings for English teachers who teach technical English subjects.

As a final perspective, the author proposes the future line of work and research that is opened by this MD. The creation of a pedagogical model for the teaching of English for specific purposes at the Technical University of Machala. For those degree courses that teach English for specific purposes and to improve the teaching-learning process of the language, as well as the training of students as future competent professionals.

Discussion

The future application of the present study will reveal the specific needs for language updating on the part of the teachers of the Law degree as one of the aspects that influences the lack of adequate actions for the development of students' communicative skills in the English language in the degree courses. On the other hand, the communicative skills that the Law professional must master to be communicatively competent in his or her field of action are outlined.

The objectives and proposed activities established for the seventh semester of the Law degree allow for greater integration, coherence and systematization in the use of the English language and its close relationship with the subjects of specialization at the Technical University of Machala.

With the application of this intervention proposal, we hope to obtain the following specific results:

- The students of law degree will write and compile information in English from the different subjects of the specialization, useful for their professional training, to the development and formation of their comprehensive general culture.
- The students will use the English language as an instrument of study and work.
- Students will elaborate glossaries of terms according to their specialization degree.

- Students will develop the skill of using the dictionary as a study skill.
- Students will continue developing the ability to speak and write in the English language.
- Students will write abstracts in English and develop this skill.
- Students will learn how to do oral presentations in the English language where they talk about a topic related to their degree.
- Students will learn how to search, process and present information in the English language to solve many academic and professional tasks.
- Students will continue developing skills in the English language at the same time they develop their study skills.
- Students will learn how to make summaries from academic and scientific written texts in the students' specialization degree.
- Students will continue developing reading comprehension skills where the process of information from written texts relates to the specialization degree.

The future implementation of this intervention proposal contributes to the gradual and continuous improvement of teachers and students in the specialization degree, as well as promoting interdisciplinary and autonomy in learning. Also, we contribute to and influence the scientific and technical development of the province, training and forming students as future competent professionals who can interact in the national and international sphere. Where we hope to keep this proposal as initial and ongoing training for professional performance.

Conclusions

The main objective of this intervention proposal is to design a program to promote the teaching of English for specific purposes among the different degrees at Machala Technical University.

The objective has been met, therefore:

The analysis of the regularities revealed the need to look for new ways and procedures for teaching English for specific purposes.

The objectives and activities established for the semester of the Law degree allow for greater integration, coherence and systematization in the use of the language in the subjects of the specialty at the University.

The teaching of English for specific purposes as a subject in higher education requires the design of a programme and the right methodology that gives the students the leading role.

A programme based on the development of the teaching of English for specific purposes constitutes a didactic condition superior to the traditional approach to conceiving the teaching-learning processes of technical English as a foreign language.

The proposed objectives and exercises are basic requirements for the effective development of technical English as a subject for English language teaching for specific purposes at university.

The creation of a programme for the teaching of English for specific purposes needs to take into account the dynamism that should characterize the student and the teaching-learning process of English as a foreign language, as communication is a dynamic-participative process where a subject understands, comprehends or interprets an oral or written text.

Communication and the teaching-learning process of English for specific purposes presuppose a creative process and not an act of identification.

The need to update the bibliography used in the different subjects of the law degree was demonstrated.

The preparation of English teachers is also necessary in terms of basic knowledge of the contents of the different degrees, professional profiles, skills and language learning needs.

In the present study, the specific needs of teachers and students in the Law degree for language training were uncovered as one of the aspects that influence the lack of adequate actions for the development of students' communication skills in English in the programmes. On the other hand, it outlines the communicative skills that the Law professional must master in order to be communicatively competent in his or her field of action.

In addition, in the study carried out, it was demonstrated that, with the application of a programme focused on the dynamics of the teaching-learning process of technical English, which considers the specific objectives, the contents of the degree, the professional profile, the professional skills, the diversity of texts of the specialty and the typology of exercises, it contributes to the development of the teaching of English for specific purposes in students of the Law degree.

Finally, the implementation of this proposal contributes to the gradual and continuous improvement of teachers and students of the Law degree, as well as promoting interdisciplinary and autonomy in learning.

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