

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
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**Universidad de El Salvador**  
*Hacia la libertad por la cultura*

**“HOW TO APPLY NON ARTISTIC LITERATURE AT  
AN ENGLISH FOR SPECIFIC PURPOSE COURSE (ESP)  
THROUGH  
THE USE OF READING COMPREHENSION TECHNIQUES AT  
FACULTAD MULTIDISCIPLINARIA ORIENTAL/UES.”**

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## **I. INTRODUCTION**

The Facultad Multidisciplinaria Oriental is the unique public university located at Calle al Cuco, Kmt. 144, Cantón El Jute, and San Miguel. It is at the borders of Municipio de San Miguel, San Miguel. Also, this is a branch of the Unidad Central which is in the capital of El Salvador, San Salvador. This faculty provides around one hundred thirty two carriers with a total of a population 3,500 students. Specifically talking, in the career of Profesorado in English, there are about 65 students in the first, second and third year. They are attended by seven teachers of the English language section; six full time and one half time work.

The students who finish this career do not have to do an action research work in order to get graduated; besides that, they have to pass two evaluations: ECAP (an average 2525 points) and the TOEFL (520 points). At the same time, they elaborate and perform a social project to teach English as social service hours working in different public institutions (for free). After that, they write the memory of it. So, investigations, merely, about ESP courses and the application of non artistic literature in the classroom are not done even in the Unidad Central of the Universidad de El Salvador.

The English language has become a language of 'life' for all human beings around the world. The teaching/learning of the English language in El Salvador has taken a huge development since the eighties and nineties. This is due to the different factors that have influenced in it such as: education, socio-economic, technology and cultural. So, people from different ages need to develop their ability to learn the English language in order

to have an active participation in the globalization in this XXI century.

This research work emerged from the need to find out how to apply non literature in the teaching of English for a Specific Purpose (Technical English) by the application of reading techniques. This work was done at Facultad Multidisciplinaria Oriental where the course took place. An ESP course is an approach in which learners had the opportunity to become better in the English language proficiency level as well as in the field they work at. Also, the teachers and the students could get advantages of the wonders of non literature to fulfill their needs and make their learning interesting and fun by using appropriate reading texts.

It is important to clarify that this work was done, mainly, in a descriptive way, qualitative type and 'some how' in a quantitative way since the researcher is involved into the process and the purposes of the application of the instruments to collect the information needed.

This ESP course had a very singular variation since the target population benefited was 17 participants. They were professional people that work in the Facultad Multidisciplinaria Oriental as teachers. All of them work full time and were interested in learning the English language in order to improve their background knowledge in their professional fields. Learning English for specific purpose can vary according to the learners' interests. Those purposes can be for business, commerce, tourism, being a professional, fun, travel, or just to communicate by the internet.

Due to the participants' field of work, this course had multiple 'specific purposes' since the participants work in fields like education (one), biology (two), physics (two),

medicine (two), farmaceutic and chemistry (three), computer programmer (one),

chemistry (one), education (one), agronomy (one), medicine (two), architecture (two), industrial engineer (one) bibliotecology (one). Moreover, it is important to say the age of the participants since they were already from 25 to 60 years.

The Diplomado in English was a project developed by the Language section in which the participants have already taken three English courses (Oral Expression I, II and III (240 hours class), one Grammar and Composition in English class (60 hours) and the last one was Inglés Técnico (ESP, 60 hours). Besides that, there was an undirected population who was benefited with this English course and that is around 1,478 students who attend classes with these teachers (participants) that work at the Facultad Multidisciplinaria Oriental. Why were they benefited? Because these teachers would increase their knowledge in their fields to be producible by searching more information by using the English language to be transmitted to their own the class.

The research work, also, considered and took in to account all the important and meaningful details from the process in order to provide effective alternatives to other English teachers who wanted to implement non artistic literature in ESP courses.

This investigation involved the English teacher who works at the English Section of this faculty. She was in charged working with “Profesorado en Inglés para Educación Básica y Educación Media”, and also with the Diplomado in English where the investigation took place. This time the “Inglés Técnico” course started in August and finished on

November 2009.

Due to the lack of investigation works on this topic, It was interesting to do this kind of research in how to apply non artistic literature in an ESP class where these participants were benefited to increase their knowledge in various fields and at the same time to improve their oral production of the English language.

Through out this written work there is an introductory part that explains the process, the justification, the objectives, type of investigation, the theoretical framework, the methodological framework, the application of the instruments established and the analysis of the results obtained. Also, there is a section for the proposal made by the researcher, the conclusions, the recommendations and the bibliography needed to develop this work.

**General Objectives :**

- To develop a research work in English for Specific Purpose (Inglés Técnico) at Diplomado in English at Facultad Multidisciplinaria Oriental.
  
- To determine reading strategies that help participants at Inglés Técnico to improve their English language proficiency level.

- To make a methodological proposal for ESP teachers in the implementation of reading comprehension strategies through learning resources.

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### **Specific Objectives:**

- To determine the English proficiency level obtained by the participants in the elaboration of learning resources. (Portfolio, glossaries and movie makers).
- To know in which areas of the linguistic competence the participants were able to improve their language proficiency.
- To identify the learning resources benefits used in the development of the Inglés Técnico.
- To find out which scientific fields were covered through the application of non artistic literature.

## **CATEGORIES OF ANALYSIS**

The analyzed categories were focused on two important points:

1.- Skills for teaching reading to Inglés Técnico course.

The subcategories: Vocabulary, grammar, comprehension reading, specific fields of work, extensive and intensive reading.

2.- The use of reading comprehension techniques to improve participants' English proficiency level.

The subcategories were divided in: non literature readings and English proficiency level.

## **II.- THEORETICAL FRAMEWORK**

In order to develop this action research work, it was necessary to conceptualize some important concepts used during the process. Also, it was good to establish different author's point of view concerning on how to apply non literature in an ESP class. This course was the last modulo to be taken from at a Diplomado in English project (two years). It is necessary to mention that there are not investigations or research works concerning on the topic in how to use non literature in an ESP course; neither in the private and public university in the east zone of El Salvador nor in the Unidad Central.

First of all, since the investigation was mainly focused on a qualitative method and some how quantitative, it was considered to present concepts about to have an extended knowledge about them. Madrid and Bueno (2005) (pp.662-663) stated that developing the first one consisted in taking the 'most relevant segments' and 'with out having to apply a fixed taxonomy' a researcher is able to consider all the important facts that come from the process even if they were not predicted. They also present five features of qualitative method:

- The analysis of qualitative method is systematic, but no rigid.
- The main procedures used are comparison, a search for likeness and differences.

- In order to be compared and contrasted, the raw data need to be summarized and condensed.
- As a result of summarizing and organizing the information, some preliminary and tentative classifications of categories emerge.

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- The analysis is not the final phase of the research project. The results of each analytical session point to other questions that need new data.
- Qualitative analysis is a process that demands deep involvement of the part of the researcher.
- Finally, there is no exclusive and right way of analyzing qualitative data. It is possible to analyze the information in different ways.

The ideas above proposed by the authors are completely clear and demanding, since the researcher needs to be involved in every single situation presented in the process of an action research, so the information is quite enough reliable.

Also, another concept to be defined is ‘Literature’ which according to Lombardi: “Literature is a term used to describe written or spoken material. Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and non fiction”. From the previous concept it can be said that depending from the reader’s objectives or purposes the learners were going



to analyze the information received and from that they would make a judgment and classify it as she says: “Even when it is ugly, literature is beautiful”.

It was so important to deal with two concepts: Literary and non literary (literature and non literature). Carter and Nash (1990), (p-4) mentioned that there is not a quite difference between both of them, besides there is a connection to the language even

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some of them contain more literary than others.

Moreover, Carter and Long (1991), (pp 5-6) present three main approaches to teach literature: The Cultural Model, the Language Model and the Personal Growth Model. The first consisted in that of ‘traditional approach’ where factors like economic, historical, social and political are taken into account depending on the context where it was written. The second one was the ‘language-based approach’. This was focused to the opportunity it gives to the learners to read articles or texts in a ‘systematic and methodological way’. In other words they say that learning activities are used to teach language. And the third one, the personal growth, which is a kind of ‘bridge’ between the two previous models, let the learners to use the language communicate with others. They can express opinions, feelings, ideas, comments or the kind.

So, I believe if these models are intrinsically related by English teachers and learners can support the teaching/learning process at ESP courses and not only in teaching literature itself but also in teaching non literature.

Another concept to make reference was that of McLaughlin that referred to Literature as a mean of source to apply strategies to serve better in the teaching classroom. This gives a very specific point to teachers' role in teaching the English Language who might have a variety of strategies to apply literature through this cultural, social, political and economical aspect to improve the learners' language proficiency level. As it can be said, these aspects were inter related to each other in the learning/teaching process.

More over, Kennedy and Gioia (2005) referred to literature as 'self-contained meaning', it means the relationship between the reading text and the readers. It is really exciting to

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see the importance of the readers' function and reaction toward a text. Romero quoted the following thought in her blog "no text provides self-contained meaning; literary texts do not exist independently of readers' interpretations. A text ...is not finished until it is read and interpreted....religious, cultural and social values affect readings". Based on this, it is true that a literary text can be interpreted in different readers' lenses but I myself consider that an 'authentic matching' between the text and the reading must take place in understanding it and comprehending it. It depends from many factors at the time of developing the action of reading.

I have taken a simple but meaningful concept from an interview, I myself carried out to Morataya (2009) (august). He is a Spanish language teacher and said that "Literature is the amount of information that exists of a topic which can be scientific or not" continue saying "the word literature comes from 'Litteras' means everything that is written: in letters or words. He also mentioned that "literature refers to 'bellas letras'". Moreover, He

established a very clear point between these two kinds of literature: ‘Artistic Literature’ and ‘Nonartistic Literature’ (Information Literature). The former, he states “Literature makes the audience feel the ‘goce estético’ that can make the human beings to humanize their conscious through out it”. He continues saying that the ‘artistic’ one focused in its form and the way it is said. It is valuable to mention that some types of genres used for this type can be: mystery, fantasy, science fiction, history and romance and others that let the readers to reach a certain kind of unrealistic life.

On the other hand, the latter which is the one this research is going to be about non artistic “Its function is to fill out a person’s need with exact information of a topic”. Also, one main characteristic of this kind of literature is that the message must be very

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simple and understandable. This kind of text does not let the readers have ‘ambiguity’ in its meaning. Finally, He said “non artistic literature has a practical function in human beings in order to realize, transform and set them in life’s reality.”

The differentiations, previously mentioned, helped us to delimit the kind on ‘non literature’ needed to work on. This was one of the definitions I decided to have during the development of the course because it was simple and absolutely understandable to any one who might want to see the purpose of both.

Why is it important to teach non literature in an ESP class? “The purpose of introducing literary texts in the FLT classroom is that of enabling learners to read, understand and interact with such texts in order to improve their global language competence and to foster

a basic literary competence.” Jaimez & Pérez (2005) (579). By applying this kind of literature in the ESP class provided important benefits learners because they can develop reading activities to comprehend the text with the purpose of sharing the information with others. These authors consider literature in a ‘general way’ either scientific or that called artistic since they say that “literature teaching should not only involve the understanding of text, but also be associated with other aesthetic manifestations such as music and visual arts” (581). They summarize:

- ❖ Literature can reinforce the linguistic, sociolinguistic, and pragmatic competences.
- ❖ In order to fully appreciate literary text, language competence is not enough.
- ❖ Readers must be able to understand the literary conventions and be familiar with cultural context of the texts that is they should achieve some degree of literary competence.

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More over, they present a distinction between studying literature and using literature as a resource. And that is:

- ✓ The study of literature implies reading and analyzing literature in depth. It has to do with knowledge of specific terms and meta-language, critical concepts and data about the history of a given literature.
- ✓ Literature as a resource refers to the use of literature texts for language teaching purposes or other educational aspects. The materials used are those categorized (McRae 1991) (p.581).

So, the use of literature can be determined by the purposes the teacher may have but in this study was focused for educational teaching learning of the English language.

## **REASONS FOR WORKING WITH (NON) LITERATURE**

There are three components Jáimez & Pérez (582-583) emphasizes: Linguistic, educational and intercultural.

a) Linguistic Reasons: Reading and interacting with literary text can

- Develop language awareness and capacity
- Foster language acquisition and learning
- Improve the learners' reading skills
- After an opportunity to create a reading habit
- Develop the other three skills (listening, writing and speaking)
- Enrich grammar and vocabulary knowledge and use

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- Help learners to understand the importance of cohesion and coherence and improve discourse competence
- Make learners aware of the importance of register
- Increase students' awareness of the role of stylistic variations
- Offer insights into varieties of English
- Highlight the process of casual conversation

b) Educational Reasons: Reading a balanced selection of literary texts chosen according to the students' level and interests can:

- Connect learners with other people's experiences and learn from them
- Promote personal creativity
- Encourage positive attitudes and affective states
- Promote personal growth
- Promote social awareness and development
- Develop human values
- Engage the learners in cross curricular topics
- Appeal to emotions
- Generate enjoyment and personal satisfaction
- Promote classroom interaction
- Foster intellectual and aesthetic development
- Equip learners with interpretative and critical skills
- Contribute to developing learner's autonomy
- Foster and develop students' memory
- Generate an appreciation for the richness of language
- Increase motivation

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c) Interlanguage reasons: Literature is acknowledged as one of the best resources to:

- Provide information on and experience of the target culture
- Help learners understand and appreciate these culture
- Foster the understanding of the learners' own culture
- Promote intercultural awareness, cultural sensibility and respect and respect for other ways of living

All these components provide great ingredients to make the teaching/learning of (non) literature juicy and fun for teachers and learners.

Mckay (p. 319) presents also “Literature as a content provides three major benefits for learners:

- (1) it demonstrates the importance of authors’ choice of form to achieve specific communicative goals.
- (2) it is an ideal resource for integrating the four skills, and
- (3) It raises cross-cultural awareness.

Even though, she argues that literature is a resource for integrating the four skills, it will be focused on the reading one in order to apply the reading techniques proposed in the syllabus. The concepts of literature presented here are also directed to the non literature one which is the main purpose of this work. Besides that, It is necessary to conceptualize in this work ‘reading skill’ which is further explained.

That is why the type of literature chosen for this investigation was that of literature called Non Literature or Scientific due to the group of participants who were attending this course they work as teachers in diverse areas as computer programming, medicine, physics, biology, agronomy, chemistry, educational system, architecture and engineering. One of the characteristics of this group was that even though they were from different fields, they were in the same ESP course. So, the teacher’s role was to attempt to provide all the adequate conditions, models, examples and reading strategies to help the participants to develop the

reading tasks enjoyable, easy and interactively in the class. So, later on, they could be able to select the reading topics according to their needs and professional purposes.

## **THE IMPORTANTCE FOR IMPROVING STUDENTS ENGLISH PROFICIENCY LEVEL USING ESP**

In order to have a wider panorama on how the ESP started taking place in the Teaching of English as a Foreign language let's refers to 1960's. At that the ESP began to increase and suffer a huge development in the need to prepare people in various fields for their specific works in many universities. And, it has been said that on November 8th of 1997, there was Conference in Japan about ESP at the campus of Aizu University, Fukushima Prefecture. The speaker at that conference was Tony Dudley-Evans who "set out in his one hour speech to clarify the meaning of ESP, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics.

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### **Absolute characteristics :**

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.



### **Variable Characteristics :**

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

As it can be seen, it is quite enough clear for ESP teachers and learners the two points of view Dudley-Evans have presented about this kind of courses.

Moreover, Bell (2002) advocates the three Cs for helping teachers to improve their knowledge and skills in a particular area of ESP.

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**Curiosity:** The teacher should be interested in the subject area and want to learn more.

**Collaboration:** Teachers should seek out subject specialists, show them their work and ask for their feedback.

**Confidence:** It will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

Another concept is that “ESP concentrates more on language in context than in 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. It is very a useful way to in order to teach English for specific purposes to adults, especially, we need to take into account the teacher’s role, students’ needs and ways of instruction which is totally different from ‘the regular English’ teaching since these learners have specific purpose in the learning of the language.

There are three historical events (Hutchinson & Waters) (1987) (pp6-8). points out in the ESP beginnings: The demands of a Brave New World, a revolution in linguistics, and focus on the learner. It refers to the whole situations at the end of the Second War World that provoked the demanding and changes to a new world. The obliging fact of the necessity of changing from ‘old linguistic features’ to new linguistic study of how the language work became to reinforce the students’ need in learning the language in those specific areas which is the last issue pointed out by them.

The second type of ESP identified is “English for Academic and Occupational

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Purposes. In the 'Tree of ELT' (Hutchinson & Waters (1987) (pp.16-18). ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP)

and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies.'" On the other hand, it would be necessary to say that Carter's lens of view is that both EAP and EOP have the same objective to specific kind of work. Gatehouse says "This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions."

Even though, authors make their own classification on ESP in a foreign language classroom, it always deals with the language itself in its variants that can be adequate to the learners' interests and purposes.

Focused in the ESP practitioner (learner) Dudley Evans and St. John (1998) identify five key roles:

- teacher
- course designer and materials provider
- collaborator
- researcher
- evaluator.

Moreover, Gatehouse focused in his article three important kinds of ESP which is classification made by David Carter (1983). Those are: "English as a restricted

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language, English for Academic and Occupational Purposes and English with Specific Topics". The restricted language prepares people in order to use the language in a very

tightly way at a specific work; in other words, the vocabulary they apply can not change the meaning of it at any point otherwise there will be a chaos for misunderstanding.

Continue focusing on the ESP courses, Gateway makes references to Carter's (1983) characteristics about this topic. He states that there are three features common to ESP courses: "a) authentic material, b) purpose-related orientation, and c) self-direction." The first one mainly refers to the content modified or not modified to be used for students' learning. The second one is related to 'simulation communication task'. Learners are prepared in a specific field in order to carry out some tasks such as advertisements, maps, brochures, etc. And, "... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). This has to do with the teachers' roles in the class. It means that they have to look for appropriate strategies learner can use to build their own learning.

To define ESP, Gatehouse is recalling Wright's view too. He defines "ESP is, basically, language learning which has its focus on all aspects of language pertaining to a particular field of human activity, while taking into account the time constraints imposed by learners." Here, the author points two things: "Content and Methodology". The latter focused on the 'ways' language is taught and the former about language features. Also, the importance of the development of the learner's reading habits is very useful in consequence to reshape their competence (knowledge) and in that manner to become better in their (performance) reproduction of the language.

The readers' purposes play a significant role because from that he/she starts choosing the kinds of texts are needed in order to fulfill those needs: economical, sociological, psychological, political and cultural aspects.

Harmer states that English for Specific Purpose "may need to learn legal language, or language of tourism, baking or nursing, or language of tourism, banking or nursing" (2007) (11). Teaching these courses require the teacher and the learners to concentrate in technical vocabulary to be used in their fields so they can succeed immediately. If teachers do not 'master' those fields it could be frustrated since knowledge has not previously been gathered. It is demanding that in those courses the teacher's role has to be quite significant to learners.

Reading skill which is another concept to bring out is defined as the ability to understand, comprehend and analyze the writer's point of view in all the social, cultural and personal aspects of the reader. Nunan (pag 251) points out Rivers and Temperly (1978:187) suggest that there are seven main purposes for readings:

- 1.- To obtain information for some purpose or because we are curious about some topic;
- 2.- To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
- 3.- To act in a play, play a game, do a puzzle;
- 4.- To keep in touch with friends by correspondence or to understand business letters;
- 5.- To know when and where something will take place or what is available;
- 6.- To know what is happening or has happened (as reported in newspapers, magazines reports);

7.- For enjoyment or excitement.

As we can see learners might have too many reasons or purposes to perform this active activity where the psychological and cognitive learner's factors are involved to develop this skill.

### **READING COMPREHENSION SKILLS**

The development of the reading skill requires also the practice of two aspects: Extensive and intensive readings which must become a habit formation to be learned not only at university levels but from primary, secondary, basic and media levels.

Harmer (2007) (283) conceptualize these two concepts: the former he says "a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, and the latter is often (but no exclusive) teacher-chosen and directed. It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding-often called *skimming*), reading for *specific information* (often called *scanning*), reading for detailed comprehension or reading for inference (what is 'behind' the words) and attitude. These two points need to be practiced by teachers and learners in order to acquire more knowledge and become more competent at any social context.

## **THE TEACHING AND LEARNING PROCESS**

In the teaching/learning process, it was also necessary to consider three of the Learning Language Theories related to adults' learning: Andragogy (M. Knowles), Experiential Learning (C. Rogers) and Adult Learning (K. P. Cross). The first which establish four main assumptions: "adults need to know why they need to learn something, adults need to learn experientially, adults approach learning as problem solving and adults learn best when the topic is of immediate value." The second one refers to two forms of learning: "meaningless" and "significant" in other words learning in a systematic way and learning "experientially". The third one Cross presents two classes: "personal" and "situational" characteristics. The former refers to aging, life phases and developmental stages. The latter, He said "part time versus full-time learning, and voluntary versus compulsory learning". So, it can be seen from these parameters, that adult learners who are involve in an ESP class might face those situations, for that teachers in charged of these courses must be aware of the adult learners' needs and situations.

## **EXTRINSIC AND INTRINSIC MOTIVATION**

There is a very useful term to define in this work and that is "motivation" in the two aspects Brown restate from Edward Deci (1975:23): "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.....Intrinsically motivated behaviors are aimed at bringing about certain internally

rewarding consequences, namely, feelings competence and self-determination”. Brown said (2000) (p.164) “Extrinsically motivated behaviors, on the

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other hand, are carried out in anticipation of a reward from outside and beyond the self.”

So, examples of extrinsically factors are: “prizes, money, grades, and even certain types of positive feedback”.

As a conclusion, I can say that the previous theories presented defining concepts, points of view; ideas gave me as a researcher and as the teacher in charged of the course a wide and useful knowledge of the whole process in this ESP course. All the ingredients defined were needed to develop this kind of research work and were taken into account in order to succeed in the process. So, the use of reading comprehension techniques in the application of non literature, learning strategies and tools for the teaching/learning process of the English language in ESP courses was a manner of taking advantages to improve language proficiency level in the participants.



### **III.- METHODOLOGICAL FRAMEWORK**

This section describes the methodology applied by the researcher since the beginning of the process, ways of method that were used, the elaboration and application of the instruments, the analysis of the data gathered, points of views, triangulation to the conclusions and recommendations made from the development of the research.

After finishing the ESP course (Inglés Técnico) at the Diplomado in English at the Facultad Multidisciplinaria Oriental/UES, it is necessary to describe the whole process it took in order to carry out this work. The seventeen participants who attended this course were professional people who work in the faculty and they had been learning English during two years. This English course was the last subject for them in order to complement the Diplomado. Even though they were busy learners, had other responsibilities at work and at home, they went through out whole work. More over, it was very helpful that both the teacher in charged and the researcher were the same person so the atmosphere in the class was of that confident for the ones involved.

First, the method to be used in order to get the information was established since the beginning of the work that was in a qualitative way since the researcher was involved in the

teaching/learning of the English language process and due to the group of study was only of 17 people, It was considered not to take a sample population from it, so all of them went through out the investigation. However, it was considered important to apply an instrument for a quantitative form but it was just because it was necessary to know more in deeper manner about the population's personal information and get

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more knowledge of the group work. So, mainly the work was focused in a narrative way which gave more details of the experience lived during the process that is the qualitative one.

Second, there were two instruments elaborated in order to get information: One was called a 'registration sheet' and the other a 'questionnaire'. The latter was the instrument applied for the qualitative method. It contained two parts: the first one contained five close questions and the second part was formed by 5 open questions which were going to be analyzed in a descriptive form. And, the former was used for applying the quantitative method so the questions were focused on participant's personal background such as: name, age, gender, profession, title obtained, years of teaching experience in their field of work, telephone, number of students each participant attends in the faculty, and there was a general question about the use of non literature in an English class to know their point of views about the topic of this research. After applying the two first instruments and taking real appreciations of them, the researcher analyzed the results in order to present an effective proposal to other English teachers who might wanted to use non literature in an ESP class.

Third, according to the ESP course program, the evaluation process contained the presentation of a glossary, a portfolio and a movie maker about his/her field of work. These were not instruments established to gather information since the beginning of the research; they were just tools to help to increase the teaching/learning of the English language. Nonwithstanding, the researcher decided to take information from the results obtained from these three tools after revising them. So, it was so good to see the effort,

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the worries and the interest the way the participants worked out these tasks for that the teacher's point of views over each tool has been added to this work. As it can be said these assignments provided more evidence from the learners' process during the course.

Fourth, since the beginning of the course, the teacher started to look for different kinds of non literature for ESP learners. Those readings were about economic, medicine, science, education, computer, physics, biology and other subjects. Every time a reading comprehension strategy was applied later on each learner could use it in his/her own readings to have an oral presentation so in that way the rests of the participant learned about other topics that helped to increase their background cultural knowledge.

Besides this, other indicators the researcher took from the development of the classroom management were their active participation, homework assignments, peer work and group work, types of readings chosen by themselves according to their needs and the application of the reading strategy learned. These techniques provided the opportunity to develop extended readings which contents were shared in the classroom.

Five, at the end there is a triangulation made from the information obtained. The researcher made an analysis of the information gathered from the registration sheet, the questionnaire and the evaluation process made at the end of the course. Moreover, these are the three angles to be taken, in the way to elaborate the triangulation of the information.

As a conclusion, after describing the methodology used during the whole process of the ESP course at the Diplomado in English (Inglés Técnico) at the Facultad

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Multidisciplinaria Oriental, the researcher can present from this investigation a methodological proposal to all those English teachers who are interested in how to apply non literature in these kinds of ESP courses. So, they can have an effective alternative to make the teaching/learning of the English language exciting and joyful to learners. All the experience learned by (the teacher-researcher) during the development of this course can be used to enrich the present work and can be used by other English teachers.

#### **IV. ANALYSIS AND INTERPRETATION OF THE DATA AND OUTCOMES**

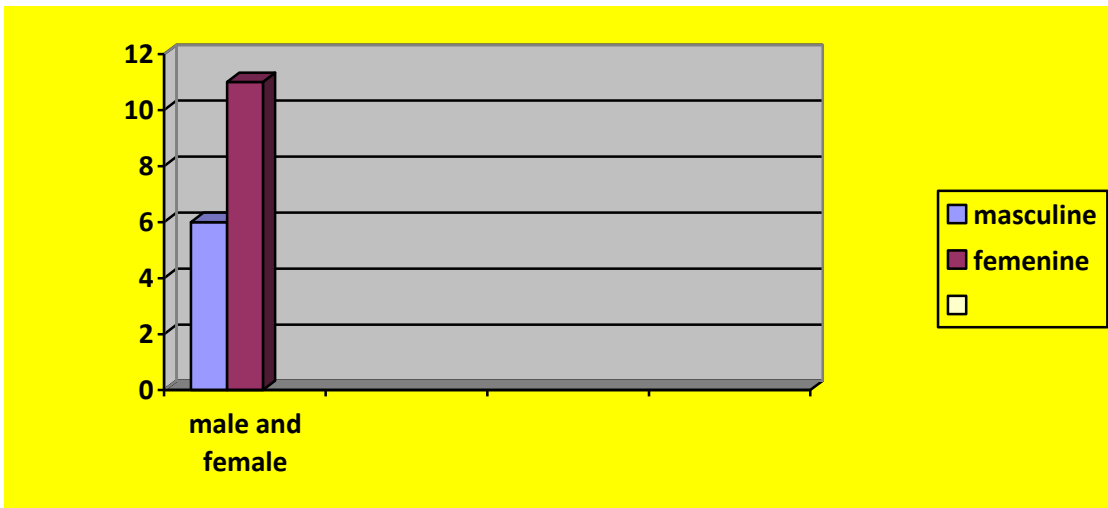
##### **▪ DATA AND ANALYSIS OF THE FIRST INSTRUMENT**

The first instrument to find out about the population in researching was named a “registration sheet”. Its purpose was to know about participants’ personal information. And, it was applicable at the beginning of the course since it contained questions about themselves such as: name, age, profession, area of work, year of work experience in their field, telephone number, number of students they attend in the university and a general question about the concept they had of what literature was for them. Since the instrument was used to get specific information from the target population, it was analyzed in a quantitative way. To have a better idea about this instrument the following table makes it clearer for the reader.

##### **TABLE 1. GENDER**

<b>GENDER</b>	Masculine = 6
	Feminine = 11
<b>TOTAL</b>	17

**GRAPHIC 1. GENDER**



As it can be seen the population was of 17 from which 6 were masculine and 11 were feminine most of the target population surveyed was female. That is 35.30% male and 64.70% female. The majority of the population was professional female.

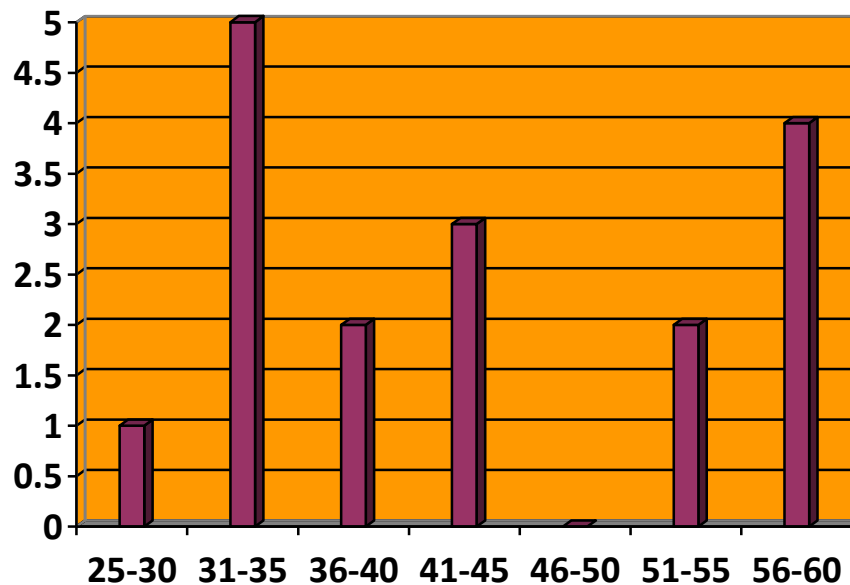
According to the analysis, it can be said that the learning of the English language is more important for women than for men according to the graphic that represent the gender of the participants in this ESP course.

**TABLE 2. AGE**

AGE	25-30	31-35	36-40	41-45	46-50	51-55	56-60
NO participants	1	5	2	3		2	4

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**GRAPHIC 2. PARTICIPANTS' AGE**



It is observable from the table and the graphic that the range of learners' ages was divided as it follows: from 25 to 30 there was only one learner, from 31 to 35 there were 5, from 36-40 there were two, from 41 to 45 there were 3, from 46 to 47 there were not any, from 51 to 55 there were 2 and from 56 to 60 there were 4. So, the highest number of participants is in the range of 31 to 35 (5), then from 56 to 60 years old is the second higher position.

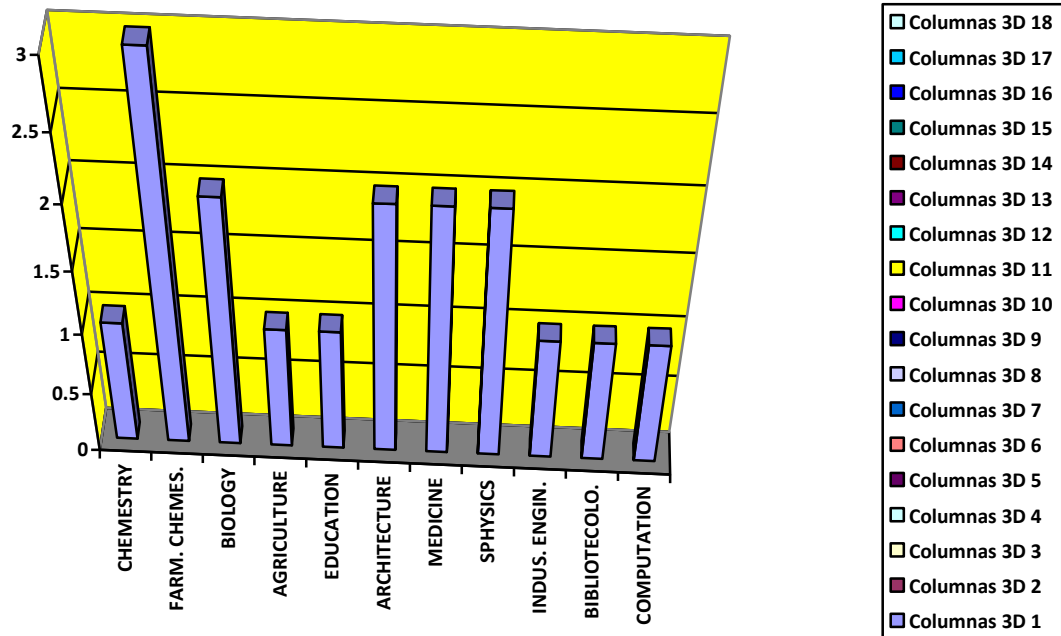
**TABLE 3. FIELD OF WORK**

PROFESSIONAL FIELDS OF THE PARTICIPANTS IN THE ESP COURSE	NUMBER OF PARTICIPANTS
CHEMISTRY	1
FARMACEUTIC AND CHEMISTRY	3
BIOLOGY	2
AGRICULTURE	1
EDUCATION SCIENCES	1



ARCHITECTURE	2
MEDICINE	2
SPHYSICS	2
INDUSTRIAL INGENEER	1
BIBLIOTECOLOGY TECHNIC	1
COMPUTATION	1

**GRAPHIC 3. WORK OF FIELDS AND NUMBER OF PARTICIPANTS**

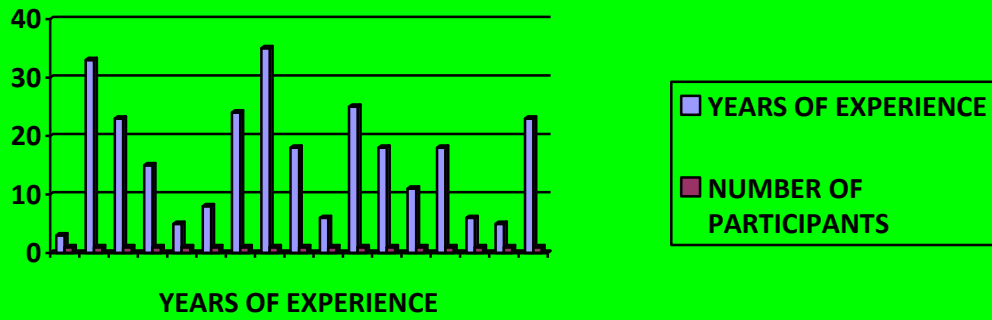


The analysis of the previous table and graphic is telling us the number of participants that belonged to a specific professional area-field of work at the Facultad Multidisciplinaria Oriental. So, the highest number of participants belonged to the field of Farmaceutic and Chemistry profession. That is 17.64% of the population in study.

**TABLE 4. YEARS OF EXPERIENCE OF THE PARTICIPANTS' FIELDS AND NUMBER OF STUDENTS THEY ATTEND AT THE UNIVERSITY.**

<b>NO OF PARTICIPANTS WHO WORK AT THE FMO</b>	<b>YEARS OF EXPERIENCE IN TEACHING</b>	<b>NUMBER OF STUDENTS THEY ATTEND</b>
<b>1</b>	<b>3</b>	<b>49</b>
<b>1</b>	<b>33</b>	<b>141</b>
<b>1</b>	<b>23</b>	<b>150</b>
<b>1</b>	<b>15</b>	<b>100</b>
<b>1</b>	<b>5</b>	<b>250</b>
<b>1</b>	<b>8</b>	<b>210</b>
<b>1</b>	<b>24</b>	<b>20</b>
<b>1</b>	<b>35</b>	<b>30</b>
<b>1</b>	<b>18</b>	<b>87</b>
<b>1</b>	<b>6</b>	<b>No students but projects</b>
<b>1</b>	<b>25</b>	<b>17</b>
<b>1</b>	<b>18</b>	<b>50</b>
<b>1</b>	<b>11</b>	<b>Computer System work</b>
<b>1</b>	<b>18</b>	<b>32</b>
<b>1</b>	<b>6</b>	<b>Library users</b>
<b>1</b>	<b>5</b>	<b>87</b>
<b>1</b>	<b>23</b>	<b>255</b>
<b>TOTAL</b>		<b>1478 undirected benefited population</b>

**GRAPHIC 4. TEACHING EXPERIENCE AND NUMBER OF PARTICIPANTS**



**GRAPHIC 4.2 NUMBER OF ATTENDED STUDENTS**

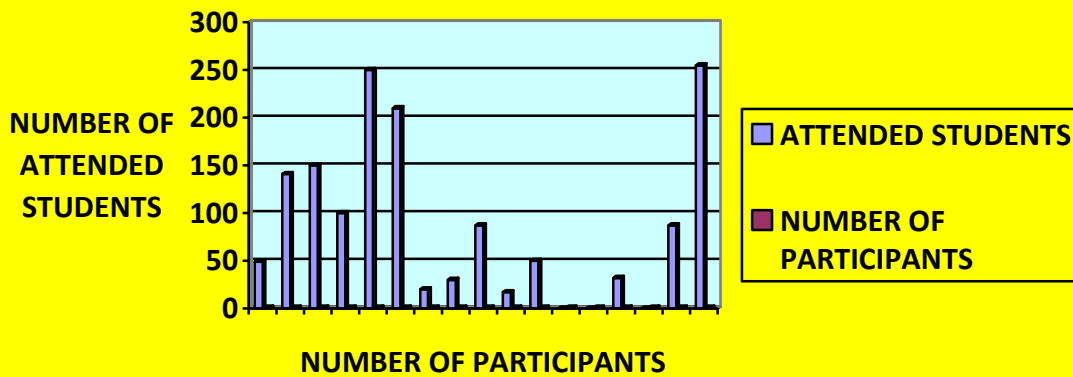


Table number 4 and graphics 4.1 and 4.2 are showing as the years of experience of each participant and the number of attended students at the faculty by each participant which mean they were the undirected benefited population by the development of the ESP course. These teachers-participants now have more ideas to research articles, information, topics,

and any other scientific literature to increase their professional background knowledge.

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### **A GENERAL QUESTION ABOUT NON LITERATURE**

Before starting the ESP course, it was good to know the participants' appreciations toward the expression "non literature" in other words scientific literature.

The ideas (answers) given to this question were:

- "It is good that each student (regular student) bring into classes' literature about his/her field to get more knowledge about it and learn new vocabulary".

- "It is necessary for the students to use non literature to know technical English".

- "Of practical use".

- "The use of literature will be according to the students' fields to learn more".

- "It is important for an adequate practice, form sentences, grammar and topics concerning their careers".

- "Learning through readings will help us to increase our knowledge in scientific fields so we can use the English language".

- "It helps me to wider my bibliography and better my addiction". "It is interesting because its application and general culture".

- "It is important because everything that is new in discovering of sciences let me know to be updated".

- “It is a tool to be updated in language and technical words. There are terms that come from investigations and are not in the dictionaries or their use is different”.

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- “in our specialty, I think and for all the specialties, it is very important to know at least basic English. Which is the language used in international events. Non literature (scientific) is written in English”. “It is necessary to include literature in a deeper way this tool; so everyone can get into this world of globalization”.

- “Non literature can help us to learn more vocabulary and have a fluently conversation”.

- “It is an integral way and that will be better if it is applied to our professional life to be updated in this world”.

- “in this way we can learn more and share the information with our students”.

- “It lets learners to increase our knowledge about certain topics”.

There was a participant who did not give his/her opinion to this question.

It can be concluded that all participants agreed in the importance of learning English through out the use of non literature in the ESP class. They have expressed their ideas about it by telling us that reading scientific articles might help the learners to increase their English language proficiency level and also by using reading comprehension strategies.

**TABLE 5.****RELEVANT ASPECTS OBTAINED FROM THE LEARNERS ABOUT NON LITERATURE**

- 1.- In order to acquire more vocabulary, it would be good each student bring his/her own reading texts.
- 2.- It is necessary to use non literature to know technical English words.
- 3.- To be used in a practical way.
- 4.- To use literature according to learners' fields.
- 5.- Adequate practice, sentence structure, grammar, texts related to their fields.
- 6.- Everything that is new in discovering of sciences allows learners to be updated.

7.- Reading texts let learners to be into the globalization of the world.

8.- Sharing and interacting information with other learners about each field.

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#### ▪ ANALYSIS OF THE SECOND INSTRUMENT

The analysis of the second instrument which was a questionnaire was done with the purpose to be analyzed in a qualitative way in which this work was focused on. First of all, the application of this instrument was at the end of the course. Its purpose was to find out about the importance of the use of non literature during the classes, the application of reading comprehension techniques, the benefits obtained by using the three tools that were assigned to perform the evaluation of the course and if they were going to apply what they have learned in their own teaching/learning work at the university.

This instrument was divided in two parts: the first part consisted in five close questions and the second part of five open questions each of them will be classified according to the most relevant information gathered.

#### **FIRST PART OF THE QUESTIONNAIRE**

The five close questions were elaborates as it follows:



1. Has the teacher applied non literature topics during the development of the ESP course?
2. During the course, have you and the teacher applied reading comprehension techniques in your reading activities?
3. Has it benefited to you the application of reading techniques in order to read articles about your fields?

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4. Have you increased your knowledge of the English language through out the reading of non literature articles?
5. Are you going to continue applying the reading techniques when reading your topics of your interest?

**TABLE 6.- FIVE CLOSE QUESTIONS YES/NO**

PREGUNTAS	ANSWERS YES/NO
PREGUNTA 1.- Application of non literature in the classes.	17                      yes
PREGUNTA 2.- Application of reading techniques	17                      yes
PREGUNTA 3.- obtained benefits by the application of reading techniques	17                      yes

PREGUNTA 4.- knowledge increase by using non literature.	17	yes
PREGUNTA 5.- will you continue applying reading techniques in articles of their fields.	17	yes

It can be concluded that the results obtained from the seventeen participants were in a

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positive manner by saying “YES” to all the questions. This is due to the development of the module of ESP was the ending of two years of learning about the English language. And, using reading materials about their fields made them feel more comfortable since they knew the contents in the reading texts they were working with and to use the language.

## **SECOND PART OF THE QUESTIONNAIRE**

The second part of the questionnaire consisted in five open questions:

- 1.- Explain the way you have developed the reading activities of the articles related to your specialty?
- 2.- Explain how much does non literature have influenced in your learning process of the English language?
- 3.- Explain, what advantages did you get by applying reading comprehension techniques in your personal activities?

4.- Explain what was your experience in elaborating the portfolio and the glossary during the course?

5.- By using the tool of the “Movie Maker”, explain your experience in talking about one of the topic of you field work. What were the benefited you got in the learning of the English language?

The results obtained from the second part of the instrument provided the following information. Each question has the seventeen answers from the participants. So, by quoting their ideas, the reader can understand the data gathered.

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#### **ANSWERS TO QUESTION 1**

Q-1 “There is a lot of bibliography in English about my field work so I can practice the language through the reading of these articles. This helps me to acquire more vocabulary.”

Q-1 “I am a biologist, and I need to learn about Botanic, Microbiology have helped me to exercise in doing my glossary and increase my knowledge in the English language”.

Q-1 “I have exercised non literature by reading those articles according to my specialty”.

Q-1 “I have practice reading when I look for specific information about a topic of my interest and this is in English”.

Q-1 “I have done it through out books, internet, readings from my specialty which is in English. Most of these is around 70%. And that information is needed to teach in my classes too”.

Q-1 “I have applied one of the reading techniques, I learned, WWW. It is important because it makes us think and analyze what we are reading. And acquire more vocabulary”.

Q-1 “I have practiced readings by looking for more information about my field”

Q-1 “By consulting many articles in English has helped me in order to develop our job, so what I have learned through out the course I have applied it in the reading”.

Q-1 “I have used a lot of articles which have been very specific (for ex. The international scale of temperature, and others) and general culture topics”.

Q-1 “I have found complex readings about my fields, but I have applied two reading techniques I learned so that helps me to understand them”.

Q-1 “I have read in order to do homework assignments. Also, I have practice reading when I need to check articles about my field”.

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Q-1 “There was homework assignments in which each learner needed to prepare a topic about his/her specialty. That provided the opportunities to increase the vocabulary in various fields”.

Q-1 “When I had to look for updated information”.

Q-1 “By explaining some concepts that I did not know before”.

Q-1 “I can read easier articles about my field and also I can use images in the acetates that have vocabulary in English.

Q-1 “By looking for information about articles, reading habits, history of bibliotecolgy, biographies and famous bibliotecologists among others.

Q-1 “Selecting a topic to be presented in class”.

## **ANSWERS TO QUESTIONS 2**

Q-2 “In my case, I have increased the interest and motivation to learn more about the language”.

Q-2 “This is very important for me, It is easier for me to translate articles from my specialty and apply them in my classes”.

Q-2 “It is really important due to I am learning English and at the same time I have learned relevant aspects of my specialty”.

Q-2 “Non literature can be multidisciplinary in all the fields so English can be learned”.

Q-2 “A lot, this kind of readings, in my case, it is about technical vocabulary helps me to understand them”.

Q-2 “A lot, generally speaking, the advanced science investigations are published in English and that way we get more knowledge”.

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Q-2 “It helps me to get more knowledge”.

Q-2 “It has helped me to increase and exercise my vocabulary and read more fluently”.

Q-2 “the influence of science articles has been an extra tool to learn more English”.

Q-2 “at the beginning of the course, I was not so motivated to read articles in English I just tried to do my homework assignments but then I realize the importance of it”.

Q-2 “It helped me because I have learned from my other classmates about different fields so I have acquired more new vocabulary”.

Q-2 “I have taken basic English before, daily vocabulary. But now these readings have helped me to improve my grammar, writing and pronunciation”.

Q-2 “It provides to have access to investigations in English referring to advances and new things in my field”.

Q-2 “To know other words besides those of my specialty”.

Q-2 “It helped me to know more about physics, architecture, and engineer among others”.

Q-2 “It has been a great tool for me to increase my vocabulary by looking at them in the dictionary”.

Q-2 “It helps to improve to the development of knowledge about a topic due to the more I read the more I practice English”.

### **ANSWERS TO QUESTION 3**

Q-3 “It facilitates learning and comprehension”.

Q-3 “It helps us to learn more technical words to speak better English”.

Q-3 “It helped to improve my pronunciation and get more fluency”.

Q-3 “more learning and practice”.

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Q-3 “there was a better understanding of the topics, focusing the learning by the different readings applied by the teacher and the participants”.

Q-3 “To develop pronunciation and listening to others so that we get used to different pitches”.

Q-3 “to be more confidence when speaking in English”.

Q-3 “Increase vocabulary. Increase my knowledge in my specialty. Acquire fluency”.

Q-3 “Trying to communicate in English with others. It has provided us more opportunities in learning the language”.

Q-3 “get a wider vision about a topic. By the application of reading techniques in classes, later on each learner might apply it in his/her own reading”.

Q-3 “It helped me to get more fluency in English”.

Q-3 “Some benefits are: easy oral expression, coordinating ideas, grammar application rules and knowing about other areas”.

Q-3 “Learn to explain an article in English, share the information with others, consulting in books, and ask other people”.

Q-3 “Acquire more vocabulary and understanding-analyze texts of my fields”.

Q-3 “Increase my vocabulary, develop listening and speaking skill which I need to practice more”.

Q-3 “It has let me to put into practice the knowledge acquired in classes and it reinforce the learning of the language because it requires reading more”.

#### **ANSWERS TO QUESTION 4**

Q-4 “They were so helpful for me, even though the articles were about other fields there were phrases or concepts.”

Q-4 “It was nice to read articles in English by using a dictionary in grammar and vocabulary”.

Q-4 “It helps us to remember the reading techniques to know the meaning of words”.

Q-4 “the use of portpholio and the glossary, I started to work on them every single class”.

Q-4 “a very enrichment experience due to the quantity of knowledge acquired was based or taken from the reading practices we had”.

Q-4 “the portpholio and the glossaries are tools or techniques of learning so learners can order the material learned to be used later on”.

Q-4 “to order all the material discussed in class and the glossary helps to acquire more vocabulary”.

Q-4 “it was a significant experience where I learned, illustrate in a way my learning to exercise our creativity”.

Q-4 “They, both the portpholio and the glossary, helped me to increase vocabulary and improve grammar and composition areas. Also, enjoy doing these activities”.

Q-4 “it was good to elaborate these tasks. Also, by using reading activities I can learn more and in an order way. And, the elaboration of the glossary helped me to better my vocabulary”.

Q-4 “It let me do a review of all the material we studied in class and I have combined the previous knowledge with the new one”.

Q-4 “the benefit I gained was from the glossary where I learned more words and vocabulary”.

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Q-4 “Increase the vocabulary in different areas and to know about other fields”.

Q-4 “as I went through out the portholio I remembered each participant’s exposition”.

Q-4 “In my portholio I could join all the articles discussed in class (non artistic literature) and in that manner new vocabulary I was elaborating the glossary”.

Q-4 “It was a nice experience, it helped me to increase vocabulary and practice pronunciation. It gave us the idea that every professional must be aware of current technology and articles”.

Q-4 “It helped me to find and acquire new vocabulary”.



## **ANSWERS TO QUESTION 5**

Q-5 “The movie maker is a tool that can be used at any topic or at our fields. Also, my students can get advantages of it”.

Q-5 “It is an interesting experience to expand my knowledge in computers and create some topics to be applied in our classrooms”.

Q-5 “It helped me to know new strategies in the systematic way and in the English field”.

Q-5 “The movie maker I did, was not from a topic of my specialty but I enjoined the activity that was integral for everybody in the course”.

Q-5 “Many benefits due to it is an excellent tool to make reports, investigation results, organizing information in order to generate the teaching/learning process in a higher level. At the same time, all the elements involved are needed to be practiced”.

Q-5 “the movie maker is a new tool for me in the didactics matter that let the learners to facilitate the learning process. On the other side, it lets us listen listening our voices that

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few times we listen to so we can improve our pronunciation. At the same time we can make expositions by using movie makers”.

Q-5 “The benefits were the use of technology and look for teaching material to learning”.

Q-5 “I learned about the use of a tool named Movie Maker so my students can also use it in class. More over, by writing articles I practice in an active way”.

Q-5 “I discover a new tool, either for communication as well as to be applied in the learning process. This is a resource in which I am working to use in my courses”.

Q-5 “For me it was something new and it gave me the opportunity to express myself in English. The use of this tool opened a chance to practice and think in English”.

Q-5 “It provided the opportunity to integrate my knowledge, computer techniques. The application of this tool will reinforce the PEA in English”.

Q-5 “This was my first trouble when I listened to my voice during the recording. During the recording process I could hear my voice, grammar errors and at the end it was surprising for me because it did not seem like my voice so I felt happy”.

Q-5 “Learning how to use a new teaching tool to make a presentation in English about my field”.

Q-5 “It helped me to learn how to place pictures in a video to make presentation about any topic”.

Q-5 “I have never used a movie maker so now I can get advantage of it for my students learning process”.

Q-5 “In my case, I learned how to elaborate a ‘box magazine’ and at the same time I learned how to use the movie maker tool”.

Q-5 “It helps us to use it for presentations that later on can be helpful for our learners”.

## **RESULTS OF THE MAIN ASPECTS GATHERED FROM THE SECOND PART OF THE INSTRUMENT**

The purpose of this table is to summarize in a concise way the main factors or aspects mentioned by the learners when applying the second instrument. Here is clear and observable those aspects reach some how in the teaching/learning of the English language

in the ESP course. So, aspects in the different linguistic areas have become relevant in this process.

**TABLE 7.-**

<b>QUESTIONS MADE</b>	<b>ASPECT GATHERED</b>
<p><b>- Question 1.- develop reading comprehension</b></p>	<ul style="list-style-type: none"> <li>- Practice the English language</li> <li>- Acquisition of vocabulary</li> <li>- Learning more about specific fields.</li> <li>- Increase knowledge about English</li> <li>- Exercising reading activities.</li> <li>- Acquired knowledge about specific fields to be presented in class.</li> <li>- The learning of reading comprehension strategies (WWW).</li> <li>- Reading activities for doing homework assignments.</li> <li>- To acquire cultural topics</li> <li>- Applying reading techniques in complex texts.</li> <li>- To updated information</li> <li>- Reading to explain concepts</li> <li>- Look for information about history of bibliotecology, biographies and bibliotecologists.</li> <li>- Using images to acquire more vocabulary.</li> </ul>
<p><b>- Question 2.- Influenced of non literature in the learning process</b></p>	<ul style="list-style-type: none"> <li>- Increased the interest and Motivation. 47</li> <li>- Easier understanding articles about specific fields.</li> <li>- At the same time, learning the English language and about other fields.</li> <li>- Multidisciplinary of non literature.</li> <li>- Learning technical vocabulary.</li> <li>- Advanced sciences and investigations in English</li> <li>- Get more knowledge.</li> <li>- Read more fluently.</li> <li>- Reading science articles as an</li> </ul>

	<p>extra tool.</p> <ul style="list-style-type: none"> <li>- Realize the importance of scientific texts.</li> <li>- Improve grammar, writing and pronunciation.</li> <li>- Reading increase practice of the English language.</li> </ul>
<p><b>-Question 3.- Advantages by applying reading techniques/personal growth.</b></p>	<ul style="list-style-type: none"> <li>- Learning/comprehension.</li> <li>- Improve speaking in English</li> <li>- Improve pronunciation/fluency/practice</li> <li>- To become more confident.</li> <li>- Getting used to listening to others.</li> <li>- Easy oral expression</li> <li>- Better coordination of ideas</li> <li>- Application of grammar rules</li> <li>- Consulting bibliography</li> <li>- Develop listening/speaking skills.</li> <li>- Application of knowledge acquired in our classes.</li> </ul>
<p><b>-Question 4.- learning experience from portpholios and glossaries.</b></p>	<ul style="list-style-type: none"> <li>- New phrases/concepts.</li> <li>- Use of dictionaries</li> <li>- Use of reading techniques to get meaning.</li> <li>- Ok, exciting working in these tasks.</li> <li>- Recycling the information gather.</li> <li>- Apply creativity</li> <li>- Illustrate the tasks.</li> <li>- Fun activities (enjoyable)</li> </ul> <p style="text-align: right;">48</p> <ul style="list-style-type: none"> <li>- Mixture of previous and new knowledge.</li> <li>- Recall information from expositions.</li> <li>- Practice pronunciation.</li> <li>- Use these tools with ss in classes.</li> </ul>
<p><b>-Question 5.- learning experience from movie maker.</b></p>	<ul style="list-style-type: none"> <li>- Use for presenting topics of different genres.</li> <li>- Use of technology in teaching</li> <li>- New teaching strategies/didactics.</li> <li>- As a tool of teaching/learning</li> <li>- Enjoy the task.</li> <li>- Improve listening skill</li> <li>- Excellent to listen our voices</li> <li>- Learning in an active way.</li> </ul>

	<ul style="list-style-type: none"> <li>- Expressing ourselves.</li> <li>- Thinking in the English language</li> <li>- Combining English and technology.</li> <li>- Correcting speaking errors through listening.</li> <li>- Coordination pictures with of topic.</li> <li>- Learning through content/context (box magazine)</li> </ul>
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**STRATEGIES USED FOR UNDERSTANDING THE LEARNERS IMPROVEMENT (LEARNING RESOURCES)**

The researcher considers this part of the work as the “heart” of this process too that took around four months. This is a resource of gathering information to expand the description of the whole process lived.

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Since this is mostly a qualitative work, the researcher took into account the information gathered from the reading comprehension strategies and the three resources (portfolio, glossary and movie maker) asked to be done by the learner at the end. These results tell us how much improved in the learning of the English language.

**TEACHER’S PERCEPTIONS IN THE APPLICATION OF READING TECHNIQUES**

As the process went through the following reading strategies were applied by the teacher and by each participants according to their field of work.

### ***1.- WORD MAPPING***

*Exploring Word Meanings and Applications: Word Maps (Schwartz & Raphael, 1985).*

They are graphic representations that require students to list the definitions and examples of ways in which a word can be used.

### ***2.- TEXT TALK SCAFFOLDING COMPREHENSION THROUGH ORAL DISCUSSION***

Hearing and participating in text talk and the accompanying vocabulary study benefits students as they acquire English.

### ***3.- KWL Charts: Supporting Comprehension into, through and beyond reading.***

English learners benefit greatly from the use of graphic organizers. This strategy assists them in approaching and interpreting text by organizing the process in a clear, sequential manner.

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### ***4.- ANAPHORIC RELATION: Word Substitution***

Anaphoric relations are associations between words when one word or phrase is being used to take the place of another. (nouns, pronouns, that replace them)

**5.- INFERENCES: Filling in the missing pieces:** Inferences are often difficult for ESL students. They need to be explained and modeled carefully. Giving several examples helps to make them more understandable.

**6.- LITERACY OBSERVATION CHECKLIST: Observing and Conferencing to Document and Set Goals.**

Literacy observations are especially appropriate for English learners because they allow the observer to see what student can do rather than relying on purely language-based responses.

**7.-SELF-MONITORING THROUGH IMAGING AND INTERACTING:** it is the ability to create mental images is such an effective structure for connecting details within the text that students must strongly encouraged to developed these skills and monitor their comprehension.

**8.- PREDICTING**

It is important for learners for two reasons: They will need to think of experiences that relate to their reading and they practice oral English to explain the connection.

Every single reading strategy was explained first by the teacher using an article

concerning a general topic to the participants but the purpose was for them to look for

their own topic about their fields. After the teacher explained the reading comprehension strategy, the participants looked for their own article to apply it and share interactively the information with other students.

During the ESP course, it was possible to apply 8 reading techniques and learn about other interesting fields.

### **1.- TEACHER'S PERCEPTION FROM THE GLOSSARIES**

At the end of the course the teacher of the course could see and read the seventeen glossaries presented by the learners. Each glossary was elaborated in a creative way: colors, pictures and concepts. As the glossary contents were presented each had 50 new words selected by the learners through out the course. So, the professional fields were in a great variety of vocabulary which enriched or increased the learners' vocabulary to improve their performance in the use of the English language. Some how the way they present this task was in a very creative manner so interest and motivation to the work was obviously seen. So, after finishing the course, the teacher in charge felt satisfy because she could see how much importance the learners dedicated to the assignment.

### **2.- TEACHER'S PERCEPTION FROM THE PORPHOLIOS**

The seventeen portfolios presented at the end of the course contained the following papers: they should have a photocopy of each article presented by the learners according



to their fields, five reading strategies learned in the class. Also, they had to include five written exercises of the non artistic literature given by the teacher. And, creativity and organization of the work would be taken into account.

So, at the end the teacher of the course could see the dynamism and importance of each learner put to their work. It was really nice contemplating these assignments.

### **3.- TEACHER'S PERCEPTIONS FROM THE MOVIE MAKERS**

Since the researcher and the teacher were the same person, the use of the movie makers was a great tool used at the end of the course. It was programmed four hours of instruction to know how the tool worked out so with the help of one of the participant from the english course; Licda. Consuelo Sandoval prepared the material to assist to the rest of the class. It was very exciting to see one adult learner (57 years old) who had never worked in a computer trying to do his best so he looked for help and asking to his classmate to perform the task. It was good for the teacher to observe the way they were working even with some difficulties to collect the information in order to organize the ideas to create the movie maker. The objective of the movie maker was to talk about their professional fields as one participant from the Chemistry whose topic was Distillation. Some other topics were: Bell Flowers, Working Earth Science, Modeling, Graduation, How to make a Box Magazine, Ultramatic Ulcer by Friction, The Valhalla Farm, Story of the Diplomado in English, Dairy Products, Movie English Travel, and Our Little Red Ridding Hood. Some participant did stories about other topics but the most important was that they elaborated the movie maker.

Also, for the teacher in charge was exciting to see how much hard work they did in recording their voices one, two, three or more times to listen to themselves. And, the learners were able to attach pictures and add music to the movies makers (see annex CD) It was really nice. More over, there were two (Cecy and Salvador) who did not want to create their movie makers, probably because of time, but at the end of so much work with them they express their happiness in the learning of how to use the movie maker. At the end, as a closure not only for the course but for the Diplomado in English all the movie makers were presented so everybody could see others' work and the effort they have done to carry out this ESP course.

This technological tool can be used for many purposes in the teaching/learning process of the English language such as: reporting information, summaries, investigation, story telling, and documentaries and so on. So, the results obtained by the teacher and the learners are indescribable believes that this tool can be used later on in the different teaching fields where the learners develop themselves as professionals.

## **V.- TRIANGULATION OF THE DATA**

In order to explain the triangulation of this work, it is good to mention that it is going to be focused in that one called 'data triangulation'. Madrid & Bueno (2005) (p.660). That is "using a variety of sampling strategies". In this case, the application of the first instrument a registration sheet before starting the course, the application of the

questionnaire at the end of it and the different teacher's point of view over (reading comprehension strategies, glossaries, portfolio and movie makers) are the ones to make the triangulation.

Working with adults learners was one of the exciting experiences I have had since dealing with them required the teacher to be 'careful' in treating them. They are professional, experience, responsible and busy people; other factors involved were pride, ego, age, time and others. However, because of the need to learn the English language they became humble and hard working people to succeed in the process. Even though the 'disadvantages' they could face they could express their feelings and way of thinking of the whole process (table 6). And the other angle to consider is the different points of view where the teacher expresses her emotions, feeling and obtained desires and intentions for these people continue using the language.

## **VI. METHODOLOGICAL PROPOSAL**

During the development of this ESP course which was a special course due to its 'multi-purpose learners' needs and the writing of this research to organize the information gathered was one of great experience I have lived in my teaching work. Working with adults, professional and experience people let me increased and get more knowledge about other fields besides English.

The proposal, I present this time is that through the application of non literature text, reading comprehension techniques, creative tasks and technology; all combined in different moments and providing the learners to perform most of the tasks is one way adult learners can use the English language in their fields of work or at any context they are involved.

Also, Teacher's role may also play a significant performance in this kind of courses where the environment or atmosphere influenced in the learner's process to motivate themselves to learn, share, and communicate with others to the point of having a community learner classroom.

For all the English teachers who might want to have an idea in how to implement reading techniques and non literature in their classes, this work can be a good tool to carry out such important work.

## **VII.- CONCLUSIONS AND RECOMMENDATIONS**

After compiling the gather information from the instruments applied to carry out this work, the researcher in charge can make the following recommendations and conclusions in order to be taken for futures investigations.

- The application of Non Artistic Literature in the ESP course from the Diplomado in English at the Facultad Multidisciplinaria Oriental provided the participants to acquire knowledge not only about their own field but also about others.

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- The use of Non Artistic Literature (readings from different scientific fields) and applying a variety of reading techniques can open a wide and enormous view of getting knowledge and at the same time “use” of the English language.
- Reading techniques have been helpful for the participants at the diplomado in English to improve their English language proficiency level and motivate to look for more English articles, books, magazines and others.
- The teacher in charge of the course recommended that working in a ‘multiple specific purposes’ course is a quiet challenge since the teacher needs to be trained and have enough background knowledge from different fields.
- The professional participants of this ESP course have manifested their increase of cultural and scientific background knowledge.
- The use of three teaching resources as glossaries, porthfolios and movie makers introduced some learners who had never worked in computers before. So, they raised their vocabulary, grammar rules, collecting the articles and they became aware of their pronunciation in the English language.
- The three learning resources applied to improve the learning: Portpholios, glossaries and movie makers that they were useful tools to gather information.
- English teachers can get advantages from ESP courses to increase their professional background knowledge.

- The communication from the advisor and the researcher needs to be more effective so researches do not need to take long periods of times.
  - The elaboration of the instruments needs to be revised and changed before being applied so the results can be more relievable.
  - It would be easier if all the participants in an ESP course belong to the same field of study. But even though, it is not impossible to carry out a challenged of multiple as it was the case of this study.
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- Researchers with similar kind of investigations need to read this type of work to improve previous experiences.

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# ANNEXES