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# **The contribution of the PPP teaching method to enhance a group of students' ESP vocabulary learning through the use of a Construction booklet**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés

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## **ABSTRACT**

This action research aimed to explore how the use of PPP teaching method through the use of a construction booklet from PIAP changed 3<sup>rd</sup> high students' views towards ESP vocabulary learning. The specific objectives of this research were to describe students' views about the implementation of the PPP teaching method through the Construction Booklet to learn specific ESP vocabulary and to assess 3<sup>rd</sup> year high technical professional students' ESP vocabulary knowledge in the field of construction. A pre and post intervention vocabulary tests, a Likert scale and a focus group were used to collect the information. Findings exposed that students have a positive view towards ESP vocabulary learning through the implementation of the PPP teaching method and activities from the construction booklet elaborated by EODP. Furthermore, ESP vocabulary makes TP students feel more comfortable and confident towards learning English. Moreover, the findings showed positive opinions from students towards the booklet activities created by the English Open Doors Program.

Key words: English for specific purposes, PPP teaching method, construction booklet, vocabulary learning, EODP, technical professional schools.

## **RESUMEN**

Esta investigación-acción tuvo como objetivo explorar cómo el uso del método de enseñanza PPP a través del uso del cuadernillo de construcción del PIAP cambió la visión de los estudiantes de 3ro medio técnico-profesional hacia el aprendizaje de vocabulario ESP. Los objetivos específicos de esta investigación fueron describir las opiniones de los estudiantes sobre la implementación del método de enseñanza PPP a través del cuadernillo de Construcción para aprender vocabulario específico ESP y evaluar el conocimiento de vocabulario ESP en el área de la construcción de los estudiantes de 3er año medio técnico-profesional. Se utilizaron pruebas de vocabulario pre y post intervención, una escala de Likert y un grupo focal para recolectar la información. Los hallazgos revelaron que los estudiantes tienen una visión positiva hacia el aprendizaje del vocabulario ESP a través de la implementación del método de enseñanza PPP y las actividades del cuadernillo de construcción elaborado por PIAP. Además, el vocabulario ESP hace que los estudiantes de TP se sientan más cómodos y seguros para aprender inglés. Asimismo, los hallazgos mostraron opiniones positivas de los estudiantes hacia el cuadernillo de actividades creado por el Programa Inglés Abre Puertas.

Palabras claves: Inglés para propósitos específicos, método de enseñanza PPP, cuadernillo de construcción, aprendizaje de vocabulario, PIAP, colegios técnico-profesionales.

## **CHAPTER I: INTRODUCTION**

### **1.1 Background information.**

English for specific purposes (ESP) vocabulary is very important. (Coxhead, 2013) This vocabulary could be used in a particular area or field, regarding the preferences and interests of the learner. Therefore, students from technical-professional (TP) schools might use and focus on this specific English vocabulary. The Ministry of education (MINEDUC) created TP schools to give students the opportunity to develop their skills and talents apart from the scientific-humanistic area. However, students from TP schools do not work with a different curriculum, taking into account that their needs are completely distinct from students who attend other kinds of schools.

One of the most successful methods to teach vocabulary is Presentation, Practice and Production. (PPP teaching method) According to Lagalo (2013), PPP teaching method is motivating and effective to learn vocabulary. Therefore, this method can be a helpful instrument to teach vocabulary connected to the field students chose in the TP school.

Regarding the ESP vocabulary, the Ministry of Education through its program English Open Doors Program (EODP) designed booklets to help both teachers and students to familiarize with the areas taught by TP schools. Additionally, these booklets were created to renovate and support the TP students' teaching process. In particular, the construction booklet might be an effective tool to foster students' views towards learning ESP vocabulary.

### **1.2 Problem statement.**

In Technical-professional (TP) schools, students have to choose a major according to their interests in 3<sup>rd</sup> and 4<sup>th</sup> high. According to these interests, TP students' teaching process needs to be linked to the major they chose to study, so as to foster students' views towards English language learning. Hence, it is important to implement vocabulary related to their area of interest, using booklets created by the EODP program.

In the EFL Chilean context, a specific group of students' views seem not to be very positive when they are learning English. They are not really interested in the contents from the core curriculum, and they think that all the grammar structures and vocabulary which they study in the lessons are not useful when they graduate from their major.

Particularly, it is noticeable when they have to speak, to write, to listen or to watch some videos and also when they have to read a short and simple text. One of

the reasons to explain the situation could be the fact that as the contents are not connected to their major, it seems that they are not interested in the subject at all. Another reason is that some of them do not have enough English training, so they find it difficult to learn.

What is expected from the implementation of the PPP teaching method supported by the use of the Construction booklet in the EFL lesson is that students could change their views towards learning ESP vocabulary. That means that students could feel more comfortable and confident with the vocabulary from the Construction major and also that they could notice a change in their own points of views once they start working on the vocabulary which is closer to their reality.

According to the attitudes of Chilean students towards English language learning, it is said that they are favourable, but some of them think that they do not need English as a subject at school. (Gómez & Pérez, 2015). Additionally, McKay (2003) points out that “classroom factors and other variables such as level of proficiency, language aptitude and language learning anxiety also contribute to motivation, self-regulation and autonomous learning behavior”.

To address the issue found in my teaching context, English for specific purposes (ESP) vocabulary will be incorporated through a specific booklet designed by the English Opens Doors Program (EODP) and the PPP teaching method to explore students' views towards learning vocabulary. In this specific case, a Construction booklet will be used, because the school in which the implementation is carried out, already has that major available for the students.

Therefore, English for specific purposes should be integrated in technical professional high school lessons to increase the knowledge on a specific area and also to get the students more familiar with all the features their major has. According to the Ministry of Education (2021), these booklets were created to strengthen and to modernize the training of students from Technical Professional (TP) schools in Chile. By using the different booklets that EODP has available for TP education, students should be able to develop the four language skills directly related to the major that they have chosen and also, they are expected to be more motivated and interested in the contents. Booklets from EODP are a strategic element in this research. They are a set of didactic materials to support the learning and teaching process of the English language. (MINEDUC, 2021). Additionally, these booklets previously mentioned also have a list of specific vocabulary that students will be using through the learning process in the major they chose.

Although there are no records or evidence that teachers in Chile have used these booklets before, it is a reliable strategy to see the enthusiasm which students have by teaching them with a common plan syllabus and then see the difference when they face the activities or tasks from the Construction booklet. These booklets could help several teachers and also students from technical professional education to change the perspective of TP schools and also to give the students the chance to find the right use of the English language in Chile in specific fields. All the facts

previously mentioned are connected to improve the students' learning process of students and also the teaching practices of TP schools' teachers.

### **1.3 Aims**

Regarding the previous information, the aim of this action research is to respond to the question: How does the PPP teaching method supported by a ESP Construction booklet support a group of technical professional students' ESP vocabulary learning?'

#### ***General objective***

To explore the contribution of the PPP teaching method implemented through a construction booklet upon a group of technical professional students' ESP vocabulary learning and explore their views.

#### ***Specific objectives***

**SO1:** To describe students' views about the implementation of the PPP teaching method through the use of the construction booklet.

**SO2:** To assess a group of technical professional students' ESP vocabulary learning in the field of construction before and after the implementation.

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 The PPP teaching method and the teaching of vocabulary.**

There are several approaches or methods for teaching the four language skills. The Presentation, Practice and Production method is well-known as PPP. This teaching model is one of the most common and traditional methods when teaching English as a Foreign Language (EFL). The Presentation, Practice and Production teaching method (PPP) is defined as “an approach to teaching language items which follows a sequence of presentation of the item, practice of the item and finally production of the item”. (Tomlinson, 2011, p. 15)

#### **Advantages of the PPP method.**

The PPP method is very useful when teachers want to teach specific structures such as vocabulary and grammar. It helps teachers to keep control of the class and follow the sequence of modeling, practice and transference of the elements learnt during the lesson. (Criado, 2013)

An advantage of the PPP teaching method is the organization that this pedagogical framework has. As students know what is coming next, they feel much more secure and comfortable about their learning process. Furthermore, students have a positive attitude when receiving scaffolding and use it in the practice step of the teaching method. (Cook, 2008)

According to Harmer (1998), the PPP teaching method is a good chance for learners to improve their abilities with some training. Furthermore, Thornbury (2000) points out that an advantage of the PPP method is that the teacher has the main role in the class. That is why it is mentioned that PPP teaching method is easier for new teachers because they do not have to face aspects they do not expect to occur in the lessons.

In addition, Katemba (2022, p. 5) points out that the PPP teaching method “can increase students’ vocabulary in the classroom, and the students will not be bored with the communicative activities material given by the teacher, and the students will feel it likes a game but, it will be able to enhance their vocabulary”.

#### **Disadvantages of the PPP Method**

This teaching method is criticized because “it forces students to use certain grammar structures and vocabulary” (Campos, 2022, p. 1). In addition, he pointed

out that this teaching method “reduces the learner's opportunity to use the language spontaneously”. The learning process is not sequenced as it is presented in the PPP method and also the method is too teacher directed, that is to say, students do not have control of the language in the classroom (Skehan, 1996). The last stage of PPP has a focus on grammar tasks and it does not give the chance to students to practice a skill of the language. (Richards & Rogers, 2001)

There are several disadvantages in the PPP teaching method related to the pedagogical area. Criado (2013, p. 107) points out “the prescriptive nature of the model, the tight teacher control of the sequence, the lack of efficiency in its application to real-life communication and the learners’ perception of the practice stage”. Moreover, teacher’s talking time is too high in contrast to the amount of time students talk, especially in the Presentation stage. Another disadvantage is that this teaching method does not give the chance to summarize what it has been explained in the stages, due to the sequence of the framework. (Hroza, 2015)

The teacher’s control of the class seems to be one of the most current critiques of the PPP teaching method. As it is useful to teach vocabulary and grammar, students do not take control of the class, because they need to follow the sequence (Presentation, Practice and production) of the teaching method.

## **2.2 The PPP method and the teaching of ESP vocabulary**

As this action research has its focus on vocabulary learning, specifically the learning of ESP vocabulary of the construction field, the PPP teaching method is used as an effective teaching method to deal with the teaching of specific lexicon. Criado (2013) points out that the sequencing pattern of PPP involves vocabulary and even linguistic longer stretches of discourse. Instead, Byrne (1986) states that the sequence of PPP could move from production to presentation to practice, depending on the students’ level of English, the materials and the context of the class.

Mezied (2017) mentions in her study that the PPP teaching method had a high impact on students’ learning vocabulary process. Vocabulary can be taught through the three steps of PPP. The presentation stage depends completely on the teacher who needs to present the vocabulary that students should learn. In the practice stage, students are the ones who have to take control of this step and complete, with their teacher’s help, several activities which are presented. Finally, the production stage is in charge of the students. They need to demonstrate what they have learnt in the previous stages and produce the vocabulary shown during the lesson.

Taking into consideration the sequence of the PPP teaching method, the main idea of incorporating it into the intervention is to present the specific lexicon in the four sessions designed about the construction field during the whole class, using several techniques and strategies (such as drawing, repetition of words, word games, using images to remember the concepts) for students to recall the specific lexicon they were going to learn on each lesson. After that, students used the

vocabulary they learnt in the *Presentation* stage and practiced the lexicon, developing several activities or tasks. The last step of this teaching method was Production. In this stage students created a meaningful activity which gave them the chance to practice the target language (Campos, 2022).

### **2.3 The teaching of ESP vocabulary in Chilean schools**

English for specific purposes (ESP) is not an area commonly used in the Chilean context, because it tends to follow a curriculum which is related to the development of the four language skills of English without focusing on any specific field or area, especially in primary and secondary education. In the specific case of the English subject, teachers from Technical Professional (TP) schools do not have a different program or syllabus from the one used in regular schools. Then, the objectives that TP students have to achieve are the same as the ones studying English in a regular school.

The Ministry of Education in Chile offers different kinds of education (scientific-humanistic, artistic, adults) and one of them is Technical Professional schools. (TP). This school is an educational level oriented to the development of strategies, competences, abilities and knowledge from a practical learning approach, particularly focused on the presentation of some majors before students make the decision of going to university or college. (MINEDUC, 2020). In these particular schools, students have the chance to develop their skills from another perspective, focusing on the specific aspects from the TP area that they chose to study more than concentrating themselves in the subjects from the core curriculum that Ministry of Education offers. Moreover, as it is a more flexible and adjustable program, it gives them the chance to adapt themselves to the changes which the new technologies and new ways of working are bringing to the modern world. Today in Chile, there are 934 TP schools and the registration in TP schools represents 37% of the total number of students in 3<sup>rd</sup> and 4<sup>th</sup> level in our country. (MINEDUC, 2020).

Alternatively, it is not known if teachers in TP schools in Chile are using English for specific purposes to show students the contents which are related to their major they chose in that specific school. In my context, ESP is not currently being used and also it has not been used before according to what students mention. One of the reasons for this is that, due to the pandemic, all the major groups were taught altogether. This situation does not only happen in the English subject but also in History, Maths and others. Indeed, the only lessons that students had separated was the ones related to their area of interest, the same as the one they decided to study at the beginning of the school year.

Another reason has to do with the number of students every major or area has. As the school does not have a huge number of students' registration, the supporter cannot hire an English teacher for each specific area or major (Mechanics, construction, metallic constructions, air conditioning and electricity). As a result, English lessons are provided altogether and it does not allow the teacher to work

with the vocabulary related to each area. Furthermore, the TP area is the unique field where students are learning from the majors they decided to choose.

## **2.4 Teaching and learning ESP vocabulary**

ESP (English for specific purposes) is a specific domain of English whose main aim is that students (teachers as well) could use it in a definite area of interest. (Paltridge & Starfield, 2014). An important element is that the focus of ESP vocabulary is on the necessities of the students or learners. On one hand, ESP is more focused on writing than on speaking. (Johns, 2013) This is in relation to one of the contexts of English for specific purposes, such as English for academic purposes (EAP), the writing ability has become more important because of the professional success. On the other hand, listening in ESP courses is more related to the learning of specific vocabulary rather than grammar and language skills (reading, writing, speaking and of course listening). Reading in English for specific purposes is the most important skill that ESP students use and need to develop during the courses.

According to Coxhead (2013) vocabulary in ESP is important. First of all, vocabulary will take most of the time in the class. It does not matter the skill that they are trying to achieve in a class, keywords from the course or major are going to be present all the time. Learning the vocabulary of a specific area gives the students the sense of belonging to a group or course. In addition, students from a specific field or course may know a lot of words and it would help them to understand and use these words in their immediate context. (Coxhead, 2013).

## **2.5 Students' views and motivation in the ESP courses**

Motivation is a concept which has been studied for several years. Moving into the concept, it can be said that there are three general definitions; what choices students make, what make students persist in the face of hardship and what moves students to learn and the quantity and quality of the effort they invest. (Boekaerts, 2002). Students' views might be positive by using English for specific purposes (ESP) in the Chilean context, especially in TP schools previously mentioned.

According to an action research carried out by Schug & Le Cor (2017), it is pointed out that students were mostly indifferent to the specialized elements of their language courses and their motivation was more dependent on the type and structure of the activities. It means that students of English for specific purposes courses were not really interested in basic elements of the English language. On the contrary, students of ESP courses were looking forward to learning structures, concepts and expressions directly related to what they were also learning in the specific area or major they decided to study. In that way, students get more motivated in the class and also they get more familiar with the contents they really needed to achieve at the end of the course.

Students' views seem to be different when students have to develop a productive task (speaking and writing) from a receptive task (listening and reading). Some students feel more comfortable, obviously because they feel well-prepared with productive skills whereas some of them feel better when doing a listening or reading task. It could be related to the previous experiences they have had before. Teachers also noticed all these characteristics in their students. Dja'far, Cahyono & Bashtomi (2016) mentioned in their study developed in a university from Indonesia with students from English for Economics and Business (EEB course) that EFL teachers perceived that university students' motivation was generally high.

Moreover, students' motivation was moderately related to ESP learning achievement in reading and writing aspects between the students of law and high motivation were considerably different. As we can see in the results of this intervention, one of the conclusions was that students felt better when the English subject was related to the course or major they were studying. Students' perceptions changed with the number of classes that they were having. Moreover, these perceptions also changed with the type of activity or the skill that the teacher was developing in class.

Mauludin (2021) mentions that ESP students preferred teaching practices that provided them with a comfortable and enjoyable environment as the most motivating ones. Also, they perceived teaching strategies that were related to activities and assignments not as positive as the ones connected with the specific area of ESP. In the Chilean context we can also see that students do not feel relaxed with tests or assignments, as well as the result of the previous study mentioned.

Hence, it is a good idea to find a better way to evaluate or to assess our students. They might lose fear and nervousness at the moment they face a test. It is our goal that students do not think that all these ways of assessment or tests are not to punish them. On the contrary, they need to know that a lot of those assessment tools are formative and they are used just to check the learning process not only in the English subject, but also in all the other ones.

In relation to students' views towards learning English, Meksophawannagul (2015) mentions that students find it difficult and complicated to learn content of English, with many words and rules that are difficult to remember, as well as embarrassment when making mistakes. It led to the conclusion that students felt afraid of learning English because they had not seen the words before or maybe they had not heard the pronunciation of specific vocabulary.

Kara (2009) pointed out that the attitude and beliefs of students have a direct impact on their performance towards the learning process in the English class. Moreover, it is mentioned that students who have a positive opinion and view tend to increase their positive attitudes towards the language learning process. This could be related to the topic of the lesson. On this action research study and as the vocabulary is going to be focused on the Construction major, students' views and opinion towards learning vocabulary should be positive.

One key point regarding English for specific purposes is the amount of time that teachers need to spend preparing material, preparing presentations with teachers from the major, asking them for help (some of the teacher from the common plan do not know the concepts, materials, supplies, tools that each major has), preparing assessments and evaluations and many others tools that they need to create to give students different ways of learning.

As illustrated, there are several challenges that must be faced when implementing ESP in a school. As a result of an intervention in an ESP higher institution, Marwan (2017) pointed out that challenges of teaching ESP are related to students' motivation, the mismatch between reality and expectations, lack of quality resources and heavy workload. Taking into consideration these conclusions and as it was previously mentioned, the amount of work and time for the creation of tasks and activities is huge. In addition, students' expectations sometimes are not connected to what they really wanted to see in the class. All the material that teachers create sometimes does not fulfill students' necessities and there is when teachers have to look for other strategies and techniques.

One important aspect of teaching courses about English for specific purposes is the relevance of *vocabulary*. Every major has a lot of concepts, expressions and words that students do not only need to know, but also they must learn them by heart, due to the fact that, probably, they will continue learning or working in these specific areas. They will need to use these words in each activity, task, presentation that the teachers of the major ask them to do. This vocabulary will be present in the rest of the learning process unless students change their major. In this case, they will need to practice that specific lexicon. To learn all the words, students need also to incorporate strategies and techniques to acquire the jargon, not only the ones that they already know, but also the terminology that they do not. And that is the most difficult part.

In a study carried out at South East European University (SEEU) with students from different departments (business administration, law, public administration, etc), Xhaferi (2010) came to the conclusion that students used different strategies and techniques for guessing the meaning of unknown vocabulary, especially related to areas that they do not recognize. Some of these students used two or more strategies to discover the meaning of the words. The most used ones were: discovering words from context, asking the teacher, parts of the speech and using a monolingual dictionary. It can be seen that some students use these strategies without knowing them, for instance, when they read a text, students read what comes after the unknown word to see if they could guess the meaning and then they were able to get the general idea of the sentence or paragraph. What needs to be done is to support students to automate these strategies and techniques. Thus, students will use them more frequently and it will help students to read a text more comprehensively. (Xhaferi, 2010)

## **2.6 ESP booklets used in the Chilean Technical Professional schools.**

In Chile, there are no records of the use of ESP booklets in technical professional schools. We already know that the English Open Doors Program created several booklets for teaching English in technical professional schools, but we do not know how useful they are. Indeed, there are no reports about teachers using these booklets in the majors that schools offer.

Using English for specific purposes (ESP) is the very first option for a teacher who is just starting in a specific area or field. (Esteban, 2002) As teachers of English, we do not receive contents for specific courses. That is why we need to look for materials and textbooks related to the major or area in which we are in. Most of the time teachers create their own materials for students, according to their students' needs and interests and also to their educational context. The same author points out that the perfect booklet does not exist. That is why students think and confirm that the booklet is a good tool for them, but they mention that there is no connection between what the teacher says in the class and what the textbook shows. Also, the author mentions that it is important to adapt the booklet for students not to get confused with the contents of the major or course.

Moreover, the most important goal in selecting a textbook for teaching ESP are satisfying students' needs, the objectives of the course, educational context and students' background and characteristics. (Azarnoosh et al., 2018)

## **2.7 English Open Doors Program Booklets.**

The booklets from the English Open Doors Program seem to be the solution to change TP students' attitude towards vocabulary learning in the Chilean context. They comprise a set of didactic materials to support the learning and teaching process of the English language (MINEDUC, 2021). There are 12 booklets in all (accounting, administration, programming, electricity, connectivity and networking, tourism service, telecommunications, geology, electronics) to help teachers from TP schools to teach their English subject in the right path. These booklets were created by the Ministry of Education (MINEDUC) to strengthen and modernize the TP formation in Chile. (MINEDUC, 2021)

In the case of 3<sup>rd</sup> year high school students from TP schools, the aim is to use the Construction booklet and see a change in students' views towards the English class, specifically in the ESP vocabulary learning. The booklet has activities for the four language skills (speaking, writing, reading and listening) and it also has a part which is focused on the vocabulary of the major. In this specific case, the construction booklet is divided into four modules (Analyzing samples of concrete, soils and materials, carpentry installation work, control and maintenance of a warehouse and measurement and cubage of material and supplies) and it has four lessons per each module of the major, related to the language skills as it is mentioned before. There

are activities for the three steps of the class and also it includes several warming-up and productive activities.

Although there is no record or evidence that teachers in Chile have used these booklets before, it is positive to see a change in students' views after the implementation of the PPP teaching method and the incorporation of the activities and tasks from the Construction booklet. These booklets can help several teachers who think that there is no support for TP school and also students from this type of education (technical-professional) to change the perspective of TP schools and also to give the chance to students to find the right use of the English language in Chile. Moreover,

## **CHAPTER III: METHOD**

### **3.1 Type of study**

The following study corresponds to an *action research*. According to Burns (2009) *action research* is a mixture of both concepts. It implies on one hand *action* in terms of identifying an issue and, on the other hand, *research*, which is related to the method, the information and the data collected. The current study aims at exploring students' views towards ESP vocabulary learning in the construction field through the PPP teaching method and the use of construction booklet specifically designed by the English Open Doors Program in Chile to teach 3<sup>rd</sup> year high schools students.

This research is classified as *qualitative* because it looks forward to explain how and why a particular phenomenon works in a specific context (Open University, 2020). In this case, the researcher analyzed students' views about ESP learning vocabulary through the PPP teaching method and the use of the construction booklet.

In relation to the scope of this study, English for specific purposes vocabulary (ESP) is included as a first important element in this research. ESP is a specific domain of English whose main aim is that students (teachers as well) could use it in a specific area of interest (Paltridge & Starfield, 2014). However, ESP is not an area that we commonly use in the EFL Chilean classrooms, because the core curriculum is more related to the basic functional structures of the English language, especially in primary and secondary education.

In this research it is expected to observe changes in students' views of their ESP vocabulary learning in the field of Construction through the use of the PPP method and the use of a booklet specially designed to teach this vocabulary.

### **3.2 Description of participants.**

In this study, the sample chosen corresponds to a purposive sample. According to Etikan et al (2016, p. 2), this type of sampling is defined as "non-random technique" which does not require a specific number of participants. The main characteristic of this method is that the people who are going to be part of the research share certain aspects. In this specific case, the participants of this study were a group of fourteen 3<sup>rd</sup> year high school students. They were part of the same state-run school and they were all enrolled in the Construction major. They were in an age range of sixteen and eighteen years old. Eight out of fourteen students had had the English lessons from 6<sup>th</sup> grade upwards (they had all studied in a rural school before); and the other six students had learnt English at school from 1<sup>st</sup> year high

school, so this was their third year of English instruction. This situation can be explained as they came from schools where the English subject was replaced by *Mapuzungun*. Moreover, they all shared the same English Level (A1) according to the Common European Framework (CEFR, 2001) and they had two pedagogical-hours of English lessons per week.

Another important aspect that was taken into account to decide the type of sampling was the fact that the English Opens Doors Program (EODP) in Chile, by that time, had created a specific booklet for the Construction major, same major taught in the school where the research was carried out.

### 3.3 Research question and research objectives

#### **Research question**

‘How does the PPP teaching method supported by a ESP construction booklet change 3<sup>rd</sup> year high technical professional students’ views towards learning ESP vocabulary?’.

#### **General objective**

To explore the contribution of the PPP teaching method implemented through a construction Booklet upon a group of technical professional students’ ESP vocabulary knowledge and survey their opinions.

#### **Specific objectives**

**SO1:** To describe students’ views about the implementation of the PPP teaching method through the use of construction booklet.

**SO2:** To assess a group of technical professional students’ ESP vocabulary knowledge in the field of construction

### 3.4 Stages of the action plan.

The action plan comprised four sessions (Analyzing samples of concrete, soils and materials, carpentry installation work, control and maintenance of a warehouse and measurement and cubage of material and supplies) related to the implementation of the PPP teaching method supported by the Construction Booklet to teach ESP vocabulary. Specific information about each session is presented in Table 1:

**Table N°1:** Action plan for construction lessons.

Objective	Activities and Procedures	Time	R Objectives
To identify specific	<b>PRESENTATION</b>	Topic presentation: 10 min.	<b>S.O 2:</b> To assess 3rd year high

<p>vocabulary about construction materials by creating a small pictogram booklet.</p>	<ol style="list-style-type: none"> <li>1. Teacher presents the topic and the key vocabulary (Analyzing samples of concrete, soils and materials) to the students by playing 'memory game'</li> <li>2. Students recall as many words as possible from the memory game. <b>PRACTICE</b></li> <li>3. The teacher hands out in the worksheet for students to complete with the vocabulary taught using a dictionary. (See Appendix N°1) <b>PRODUCTION</b></li> <li>4. Students gather in groups of 3 and create a small Pictogram set of 6 specific words they learnt. They present the pictogram set to the class.</li> </ol>	<p>W.S completion: 15 min. Pictogram set: 25 min. Presentation: 10 min.</p> <p><b>Estimated time: 60 - 70 minutes</b></p>	<p>technical professional students' ESP vocabulary knowledge.</p>
<p>To recognize vocabulary about carpentry materials by creating a short presentation related to materials and supplies.</p>	<p><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. Teacher presents the topic and the specific vocabulary (carpentry installation work) to the students by matching images to their corresponding concept by using the Nearpod app.</li> <li>2. Students classify the words from the previous activity into materials and supplies through flashcards.</li> </ol> <p><b>PRACTICE</b></p> <ol style="list-style-type: none"> <li>3. The teacher gives the students a worksheet to complete some activities related to the vocabulary seen at the beginning of the class. (See Appendix N°2)</li> <li>4. The teacher shows a model of a description of a specific object.</li> </ol> <p><b>PRODUCTION</b></p> <ol style="list-style-type: none"> <li>5. Students choose a material or a supply to describe it by using the structures seen in the writing model.</li> <li>6. Students present their description to the whole class.</li> </ol>	<p>Topic presentation: 5 min. Words classification: 5 min. Worksheet completion: 20 min. Model presentation: 5 min. Describing material or supply: 20 min. Presentation: 10 min.</p> <p><b>Estimated time: 60 - 70 minutes</b></p>	<p><b>S.O 2:</b> To assess 3rd year high technical professional students' ESP vocabulary knowledge.</p>
<p>To identify vocabulary about control</p>	<p><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>1. Teacher presents the topic and the specific vocabulary</li> </ol>	<p>Topic presentation: 10 min.</p>	<p><b>S.O 2:</b> To assess 3rd year high technical</p>

<p>and maintenance of warehouse by creating a flyer promoting the concepts seen in the class.</p>	<p>(control and maintenance of a warehouse) to students by playing the “hangman” game with specific words related to control and maintenance.</p> <p><b>PRACTICE</b></p> <ol style="list-style-type: none"> <li>Students complete a worksheet (<i>See Appendix N°3</i>) related to the vocabulary learnt in the presentation step.</li> <li>The teacher presents a flyer for students to see the model of it and gives instruction of what to do in the production stage.</li> </ol> <p><b>PRODUCTION</b></p> <ol style="list-style-type: none"> <li>Students write a draft of the flyer with specific vocabulary promoting control and maintenance of a warehouse. Students present their flyer to the whole class.</li> </ol>	<p>Worksheet completion: 20 min. Model presentation: 10 min. Creating a flyer: 20 min. Presentation: 10 min.</p> <p><b>Estimated time: 60 - 70 minutes</b></p>	<p>professional students’ ESP vocabulary knowledge.</p>
<p>To recognize vocabulary about measurement and cubage by creating an online store selling materials and supplies.</p>	<p><b>PRESENTATION</b></p> <ol style="list-style-type: none"> <li>The teacher introduces the topic of the session by showing a PPT with images with some structures and specific vocabulary. (cubage of material and supplies)</li> <li>Students do a brainstorm about the materials which are needed to build the structures.</li> </ol> <p><b>PRACTICE</b></p> <ol style="list-style-type: none"> <li>Students listen to phrases and check pronunciation of some specific words with the teacher.</li> <li>The teacher shows a model for the online store with vocabulary about measurement of materials and supplies.</li> </ol> <p><b>PRODUCTION</b></p> <ol style="list-style-type: none"> <li>Students create an online store (Instagram printed layout) to sell materials and supplies of measurement.</li> <li>Students share their work with their classmates.</li> </ol>	<p>Topic presentation: 5 min. Brainstorming: 5 min. Worksheet completion: 10 min. Listening to phrases: 10 min. Model presentation: 5 min. Creating an online store selling materials and supplies: 30 min Presentation: 10 min.</p> <p><b>Estimated time: 70 – 80 minutes</b></p>	<p><b>S.O 2:</b> To assess 3rd year high technical professional students’ ESP vocabulary knowledge.</p>

### **3.5 Data collection techniques.**

The aim of this action research is to explore the contribution of the PPP teaching method implemented through a construction Booklet upon a group of technical professional students' ESP vocabulary knowledge and survey their opinions. For this reason in order to gather the necessary data according to the general objective and the specific objectives, the following instruments were used: a pre and a post intervention vocabulary test, a Likert scale survey and a focus group.

#### ***The Vocabulary Test (Pre test and Post test)***

Before the implementation of the action plan which considers the teaching of ESP vocabulary related to the construction field through the use of PPP teaching method and the support of a Construction booklet, a vocabulary test adapted from Calisto et. Al (2015) (same categories but modified in terms of number of words and type of vocabulary) was applied to check if students have any knowledge about the specific that were going to be taught in the sessions.

The pre test contained thirty one words and the participants had to answer if they could recognize the words, taking into consideration the five categories for identifying the specific vocabulary: *No recuerdo haber visto esta palabra antes; he visto esta palabra antes, pero no sé que significa; he visto esta palabra antes, y creo que significa \_\_\_\_\_ (Sinónimo o traducción); conozco esta palabra. Significa \_\_\_\_\_ (Sinónimo o traducción) and Puedo usar esta palabra en una oración: \_\_\_\_\_ (Escriba una oración).* There was not any specific criteria to select the words, due to the fact that they are taken from the four different modules of the construction booklet (EODP). These words correspond to the following topics: Analyzing samples of concrete, soils and materials, carpentry installation work, control and maintenance of a warehouse and measurement and cubage of material and supplies.

The same vocabulary test was applied after the four sessions of the intervention to see the effectiveness of the PPP teaching method and the use of Construction booklet activities in students' vocabulary learning. (See *appendix N°4*)

#### ***A Likert scale survey***

According to Nemoto & Beglar (2014), the Likert scale is a useful and one of the most common instruments when you want to collect data related to motivation and self-efficacy. Furthermore, and according to the same authors, the Likert scales are fast instruments to collect the data when there is a huge number of participants.

The Likert scale was expected to collect information about the students' views towards learning ESP vocabulary through the use of the PPP teaching method supported by the EODP Construction booklet. The main aim was to surveyed

students' views about the resource itself created by the EODP Program and assess the contribution and influence upon their vocabulary learning.

The Likert scale was adapted from an attitude questionnaire used by Abidin et. al (2012). The statements were translated from English to Spanish to facilitate students' comprehension at the moment they answered the scale. These statements described on the scale were divided into three main topics: PPP teaching method, vocabulary learning and the use of Construction booklet with activities. Regarding this division, four statements were related to the PPP teaching method. The next four statements were related to vocabulary learning and the last four ones are related to the use of the construction booklet. Furthermore, this instrument has a five-point scale: *muy de acuerdo, de acuerdo, indeciso, en desacuerdo y muy en desacuerdo* for each statement. The score went from one to five points. *Muy en desacuerdo* has one point and *muy de acuerdo* has five points. (See appendix N°5)

### ***Focus group.***

A focus group was used after the likert scale. As students' views wanted to be analyzed towards learning ESP vocabulary through the PPP teaching method supported by the construction booklet, the focus group interview collected specific information about the reaction on students' views after the implementation of it. According to Krueger (1994), the main objective of the focus group is to provide the vision of the participants regarding their opinions, motivations and perceptions.

Regarding the focus group itself, the number of students who took part in the research was fourteen, therefore it was easier to gather the information. Students were divided into three groups (the first and the second group had five students and the third one had four students). After students organized themselves, six questions were asked to them and they shared their answers with their classmates in the group. These six questions were divided into three dimensions: PPP teaching method, ESP vocabulary and activities from the construction booklet. The teacher, as a moderator, monitored the groups, guided the discussion and collected the information students shared. (See appendix N°6)

### ***Validation of the instruments.***

The instruments were validated through expert validation strategy. The instruments were sent to three professors of the university who checked and analyzed in depth the organization, coherence and structure of the items.

### **3.6 Data analysis techniques.**

The data gathered from the three instruments used was analyzed through descriptive statistics techniques. Frequency and mean scores were used in the analysis to describe the data collection which emerged from the Likert scale. In the case of the pre and post intervention vocabulary test, percentages and mean scores were used to compare students' performance. According to Dörnyei (2007) this type

of analysis can help us to describe the variation of the scores, results and tendencies in the data collection.

In the case of the focus group, a thematic analysis was used. According to Clarke & Braun (2017), it is a data collection technique created to analyze, interpret and identify qualitative information and themes. Regarding the focus group carried out, dimensions, sub themes, frequency and opinion of the participants in relation to their views towards ESP vocabulary with activities from the booklet taught through the PPP teaching method were displayed in a chart to show the information clearly.

## **CHAPTER IV: FINDINGS**

The data collected at the beginning and at the end of the PPP teaching method based on the use of the construction booklet to teach specific vocabulary is presented according to each specific objective.

### **4.1 Specific Objective 1**

To describe students' views about the implementation of the PPP teaching method through the use of construction booklet.

#### **4.1.1 Analysis about students' views regarding the PPP teaching method**

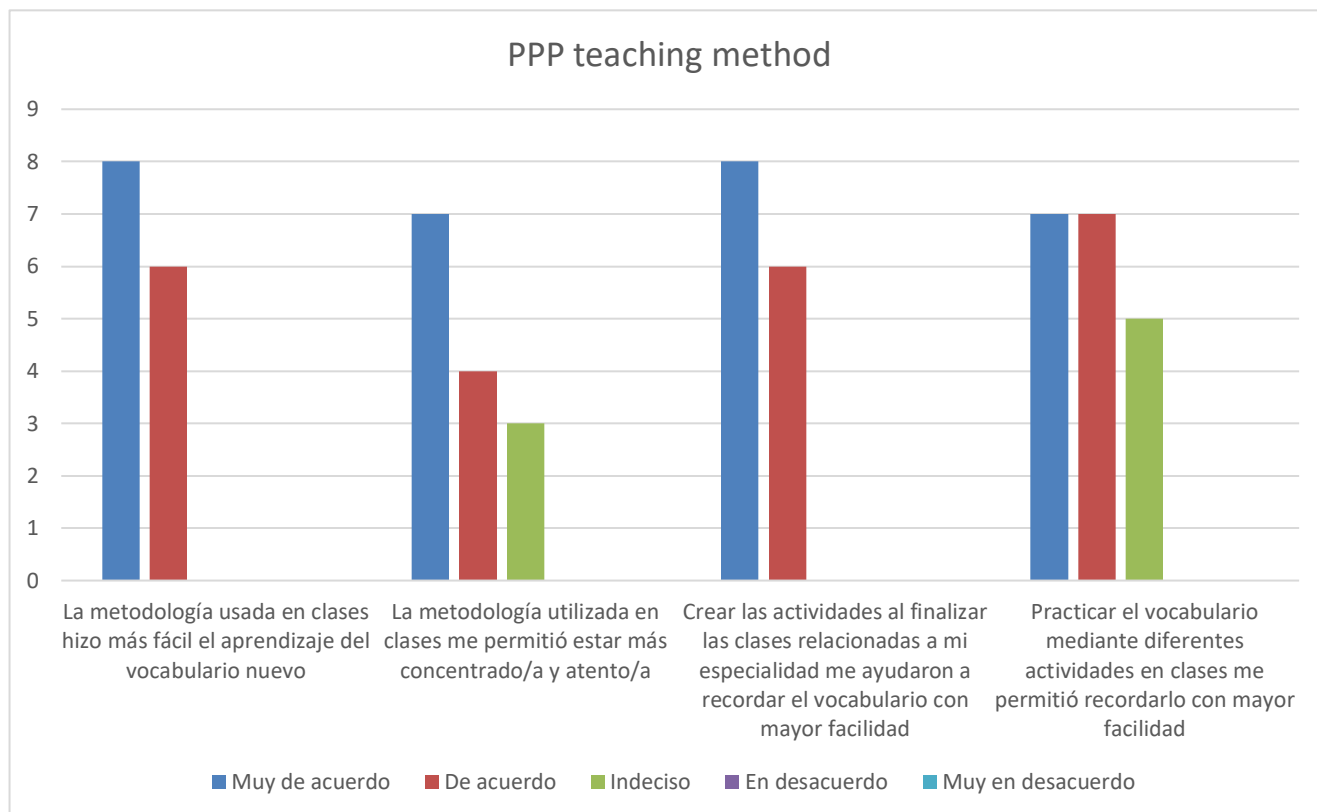
The analysis comes from the students' answers provided in the Likert scale. The first category of the Likert scale was related to the PPP teaching methodology used in the four sessions of the intervention. This category contained four specific questions. In the first statement, it can be observed that eight students out of fourteen (71%) selected the option "*Muy de acuerdo*" for the statement "*La metodología usada en clases hizo más fácil el aprendizaje del vocabulario nuevo*". According to the same statement, six out of fourteen students (29%) chose the option "*De acuerdo*". These two percentages on average showed that students had a positive view towards the PPP teaching method used for instructing students about the new vocabulary learnt. None of the students selected the options "*indeciso*", "*en desacuerdo*", "*muy en desacuerdo*", which means that the pedagogical framework (PPP) used in the lessons was successful for learning the new vocabulary.

The second statement shows students' views about "*La metodología utilizada en clases me permitió estar más concentrado/a y atento/a*". The results showed that seven out of fourteen students (50%) chose the option "*Muy de acuerdo*". Four out of fourteen students (29%) selected the option "*De acuerdo*". Three out of fourteen students (21%) selected the option "*Indeciso*" for this statement. The first two percentages on average showed a positive view towards the methodology used in the lessons and also the impact that the PPP teaching method had on the level of concentration of the students.

The third statement is related to the last part of this category about the usefulness of the PPP teaching method to help students practice the vocabulary learnt at the end of their lessons. In relation to the item *“El crear actividades al finalizar las clases relacionadas con mi especialidad me ayudó a recordar el vocabulario con mayor facilidad”*, eight out of fourteen (57%) students chose the option *“Muy de acuerdo”*, while six out of fourteen students (43%) selected the option *“De acuerdo”*. According to these higher results, it can be inferred that students had a positive view regarding the “Production” stage of the PPP teaching method used in the lessons in which they were able to finish with a product with the specific vocabulary learned.

In relation to the fourth statement *“Practicar el vocabulario mediante diferentes actividades en clases me permitió recordarlo con mayor facilidad”*. Seven out of fourteen students (50%) chose the option *“Muy de acuerdo”*, while the other seven students (50%) selected the option *“De acuerdo”*. In relation to these results (100%), all the students had a positive view towards the use of the PPP teaching method and the “Practice” stage of it by developing activities from the booklet. Students showed enthusiasm while practicing the vocabulary related to the construction area. Moreover, it could be seen that practicing the activities helped students to reinforce the vocabulary presented in the first stage of the PPP teaching method. Detailed information is displayed in graph N°1.

**Graph N°1: Students’ views towards the PPP teaching method.**



Source: self-elaborated.

#### **4.1.2 Analysis of students' views about ESP vocabulary learning related to the construction field.**

In this category of the Likert scale survey called "ESP vocabulary" there were five statements. The results of the first statement "*Me siento entusiasmado/a cuando estoy en clases de inglés aprendiendo vocabulario relacionado con mi especialidad*" were the following: seven out of fourteen students (50%) selected the option "*Muy de acuerdo*". The other seven students (50%) chose the option "*De acuerdo*". These results in average (100%) showed that students felt enthusiastic while learning vocabulary in classes related to their major. This could be observed in their attitudes while they were practicing and learning vocabulary from the construction area in the four lessons.

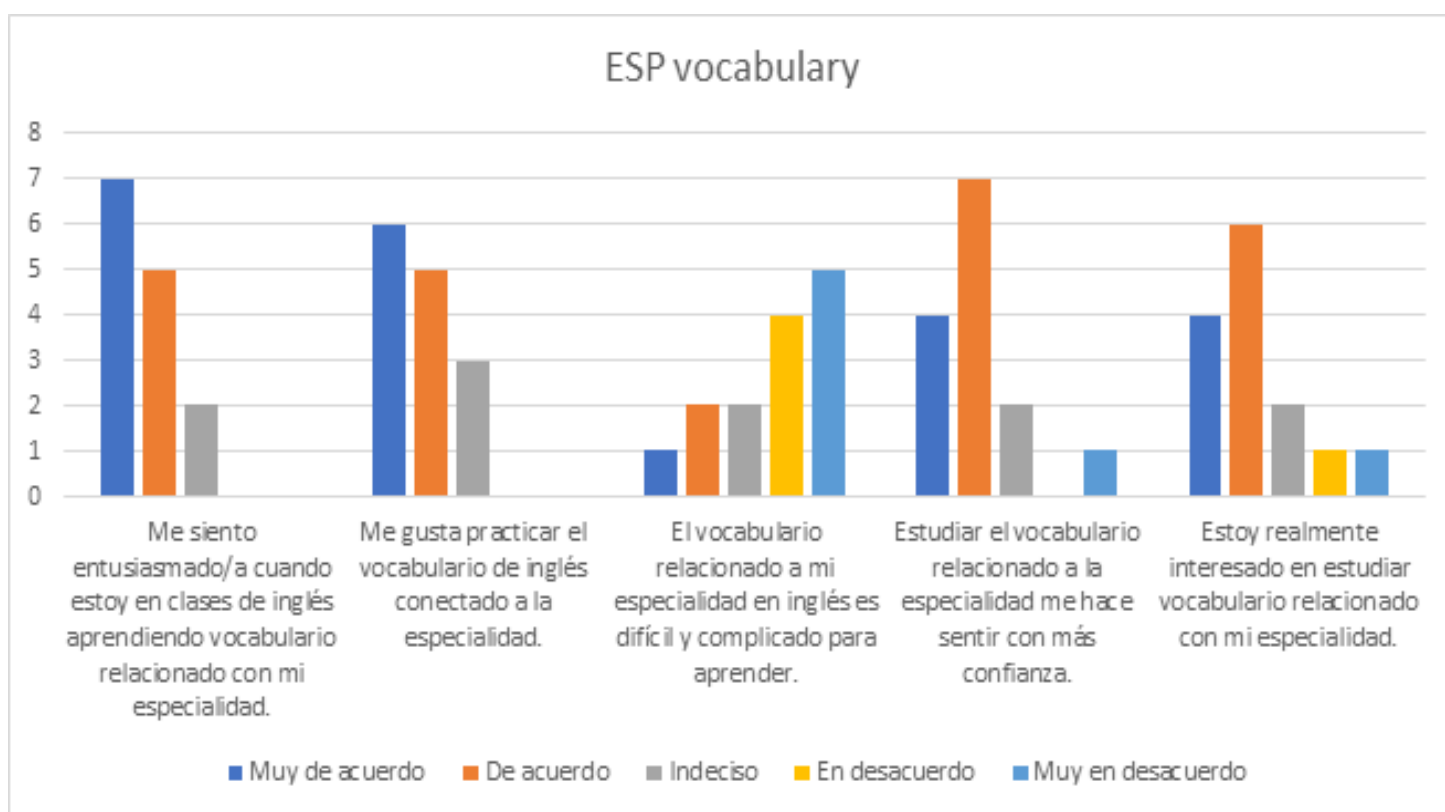
Regarding the second statement "*Me gusta practicar el vocabulario de inglés conectado con la especialidad*", six out of fourteen students (43%) chose the option "*Muy de acuerdo*", five out of fourteen students (36%) selected the option "*De acuerdo*". These two percentages showed a positive view from students towards learning ESP vocabulary from the Construction field. However, there were three out of fourteen students (21%) who chose the option "*indeciso*", which means that those students did not feel sure about if they had really liked to practice English vocabulary in relation to their major.

Respect to the third statement, "*El vocabulario relacionado con mi especialidad en inglés es difícil y complicado de aprender*". Five out of fourteen students (36%) selected the option "*Muy en desacuerdo*". Other four students (29%) chose the option "*en desacuerdo*". These two percentages on average showed that students highly valued learning construction vocabulary and also, these type of vocabulary was not difficult for them to learn. Two out of fourteen students (14%) selected the option "*Indeciso*", which could mean that students were not decided if learning ESP vocabulary was easy or difficult for them. In this statement, two out of fourteen students (14%) agreed with the idea that English vocabulary related to the major was difficult or complicated to learn, while one out of fourteen students (7%) strongly agreed with the idea that English vocabulary was difficult or complicated to learn when talking about the major.

Statement N°4 "*Estudiar vocabulario relacionado con la especialidad me da más confianza*" showed the different results: seven out of fourteen students (50%) chose the option "*Muy de acuerdo*", four out of fourteen students (29%) selected the option "*De acuerdo*". Considering these two percentages previously shown, students had a positive view towards studying vocabulary related to their major. Regarding the other three students left (21%), they did not have a positive opinion towards learning vocabulary from the construction major.

The last statement in this category: *“Estoy realmente interesado en estudiar vocabulario relacionado a mi especialidad”* showed that four out of fourteen students (29%) chose the option *“Muy de acuerdo”* and six students (43%) selected the option *“De acuerdo”*. Regarding these two percentages on average (72%), students do want to learn vocabulary related to the construction area. In this statement, the other four students (28%) did not have a positive view towards learning vocabulary related to the construction area. Detailed information is displayed in graph N°2.

**Graph N°2: Students’ views towards ESP vocabulary.**



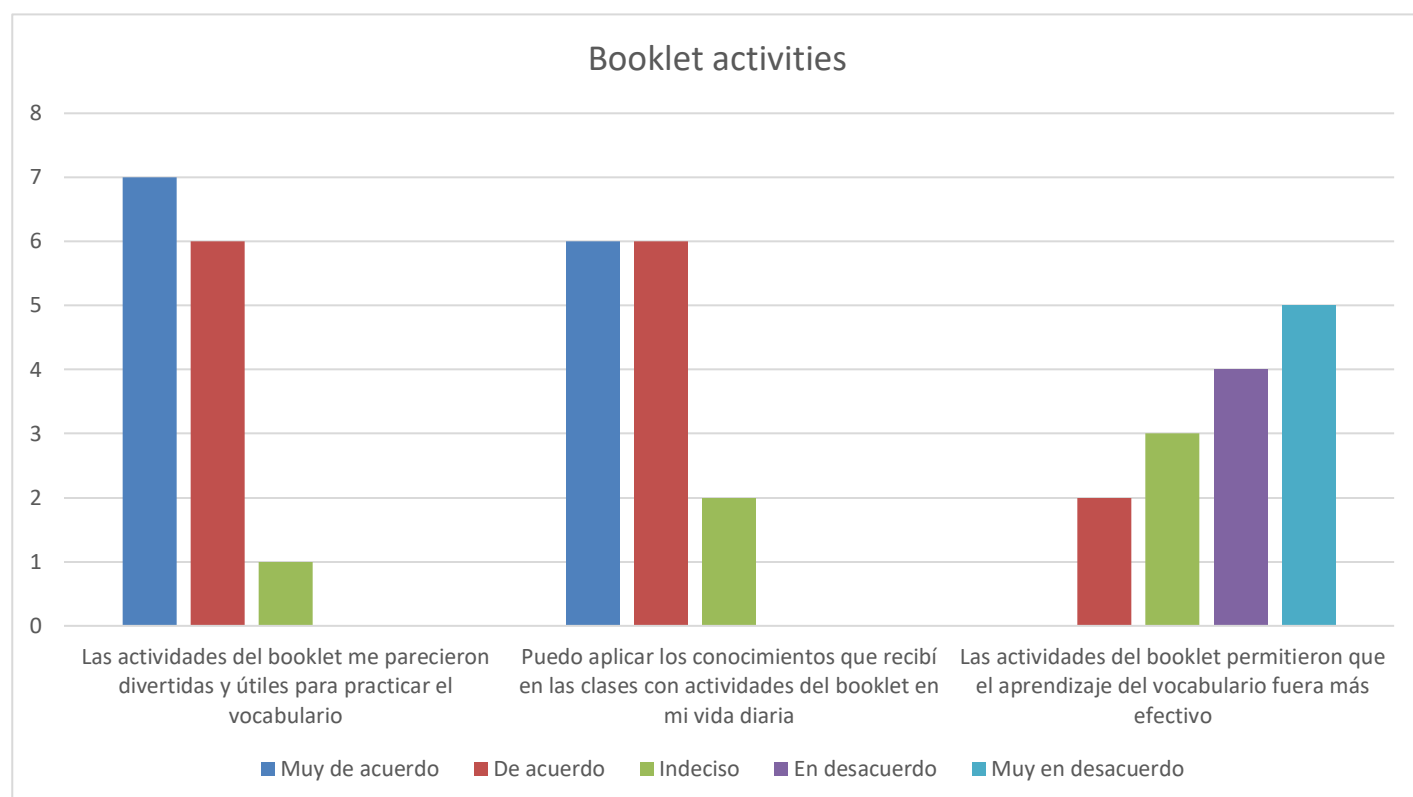
Source: self-elaborated.

#### 4.1.3 Analysis of students’ views regarding the ESP Booklet activities developed.

Regarding the category “booklet activities”, there were three statements related to it: *“Las actividades del booklet me parecieron divertidas y útiles para practicar el vocabulario”*, *“Puedo aplicar los conocimientos que recibí en clases con las actividades del booklet en mi vida diaria”* and *“El vocabulario relacionado con mi*

*especialidad en inglés es difícil y complicado de aprender*". The students' opinions are displayed in Graph N°3.

**Graph N°3: Students' views towards Booklet activities.**



Source: self-elaborated.

The results of the first statement *“Las actividades del booklet me parecieron divertidas y útiles para practicar el vocabulario”* showed that seven out of fourteen students (50%) selected the option *“Muy de acuerdo”*. Other six students (43%) chose the option *“De acuerdo”*. Regarding these two statements (93%) in average, it can be inferred that students had a positive view towards the activities from the construction booklet. There was just one student (7%) who had a negative view regarding the activities from the booklet.

The second statement was *“Puedo aplicar los conocimientos que recibí en clases en las actividades del booklet en mi vida diaria”* in which six out of fourteen students (43%) chose the option *“Muy de acuerdo”* and there were other six out of fourteen students (43%) who selected the option *“De acuerdo”*. These two percentages on average showed that 86% of students had a positive opinion towards the contents they studied and could apply in the activities from the booklet. Regarding the two students (14%) left, they chose the option *“Indeciso”*.

The third statement was *“El vocabulario relacionado con mi especialidad en inglés es difícil y complicado de aprender”*. Taking into account the results, five out of

fourteen students (36%) selected the option “*Muy en desacuerdo*”. Other four students (29%) chose the option “*en desacuerdo*”. Regarding these two percentages, on average (65%), students had a positive view towards the vocabulary connected to the construction area. They did not find it hard to learn. Less than 50% of the students have a negative view towards the vocabulary related to the major.

#### 4.1.4 Analysis of students’ views in the Focus groups regarding the intervention.

In order to describe students’ views about the implementation of the PPP teaching method supported by the EODP booklet to teach specific vocabulary related to the construction field, fourteen students took part in this activity. They were divided into three groups of five students each to answer the six questions which were divided into three main categories: opinions about ESP vocabulary related to the construction field, booklet activities development and effectiveness of the PPP teaching method. The analysis for each dimension is presented in the following thematic analysis.

Table N°2: **Students’ views towards the ESP vocabulary with the contribution of the PPP teaching method.**

Dimension 1: ESP vocabulary learning		
Sub-theme	Frequency	Examples
Views towards construction vocabulary	9	<p>Student N°3: “<i>Yo opino que es interesante, porque como está relacionado con construcción, nos puede servir más adelante cuando hagamos nuestra práctica. Además, no es tan complicado, solo algunas veces eran dos palabras para una imagen, pero nada más</i>”.</p> <p>Student N°7: “<i>El vocabulario era entretenido, no como cuando estamos en la clase con los otros cursos porque no vemos estas cosas, es como más general, para todos</i>”.</p>
		<p>Student N°7: “<i>Yo creo que sí, igual va a depender del lugar en el que vamos a trabajar, pero por ejemplo cuando fuimos a la</i></p>

ESP vocabulary experiences	14	<p>constructora, a visitar esa obra, habían herramientas que veían con el manual de instrucciones en inglés, y nosotros no cachábamos una”.</p> <p>Student N°11: “Al principio pensaba que no. Después cuando empezamos a hacer visitas a laboratorios y obras, me di cuenta que habían cosas en inglés. Ahora que estas clases están relacionadas con nuestra especialidad, me hace mucho más sentido”</p>
<b>Dimension 2: Booklet activities</b>		
<b>Sub-theme</b>	<b>Frequency</b>	<b>Example</b>
Students’ views towards booklet activities	13	<p>Student N°3: “Las actividades estuvieron entretes, no sabía que el vocabulario de construcción era fácil, pero debe ser porque nunca lo habíamos visto antes”.</p> <p>Student N°14: “A mí me gustaron las actividades, pero igual me costaron caleta las palabras. Tienen más letras entre medio, tienen letras que nosotros no juntamos en español y a veces son dos palabras largas para un solo significado, muy enredado”.</p>
Type of activities from the booklet	13	<p>Student N°8: “En una de las clases había una sopa de letras que tenía palabras de mantenimiento, y es bacán porque uno se concentra en encontrarlas rápido y ganarle a los compañeros”</p> <p>Student N°13: “No me acuerdo si fue en la primera o en la segunda clase que teníamos que unir los nombres de las herramientas con unas fotos. Ahí es más fácil, porque uno que es más</p>

		<i>despistado puede acordarse de la foto y al tiro del nombre de la herramienta en inglés”.</i>
<b>Dimension 3: PPP teaching method</b>		
<b>Sub-theme</b>	<b>Frequency</b>	<b>Example</b>
PPP teaching method and students' views.	14	<p>Student N°1: <i>“No fue tan difícil seguir el hilo de la clase, porque al principio el profe mostró las palabras, después nosotros teníamos que hacer la guía con las mismas palabras que él enseñó y al final teníamos que inventar algo con lo mismo, entonces acordarse del vocabulario era facilito”</i></p> <p>Student N°4: <i>“También los juegos que hicimos al principio de la clase eran divertidos, porque teníamos que hacerlo en el celular y era bacán unir los puntitos de las palabras con las fotos de herramientas o de las máquinas”</i></p>
Produccion stage from PPP	12	<p>Student N°9: <i>“A mí me gusto cuando tuvimos que hacer el pictograma con las herramientas. Cuando dibujaba me iba acordando al tiro de la palabra, era como la forma más fácil, porque por ejemplo cuando tuvimos que crear la tienda online de Instagram, las palabras eran como de precios y no me gustó tanto”</i></p> <p>Student N°12: <i>“Cuando nos tocó describir un material me costó porque no estoy acostumbrado a hablar en inglés, es raro porque ni en español nos hacen presentar cosas... en todo caso, las palabras en esa clase no eran tan difíciles, por eso igual me gustó”.</i></p>

## **4.2 Specific Objective 2**

To assess a group of technical professional students' ESP vocabulary learning in the field of construction before and after the implementation.

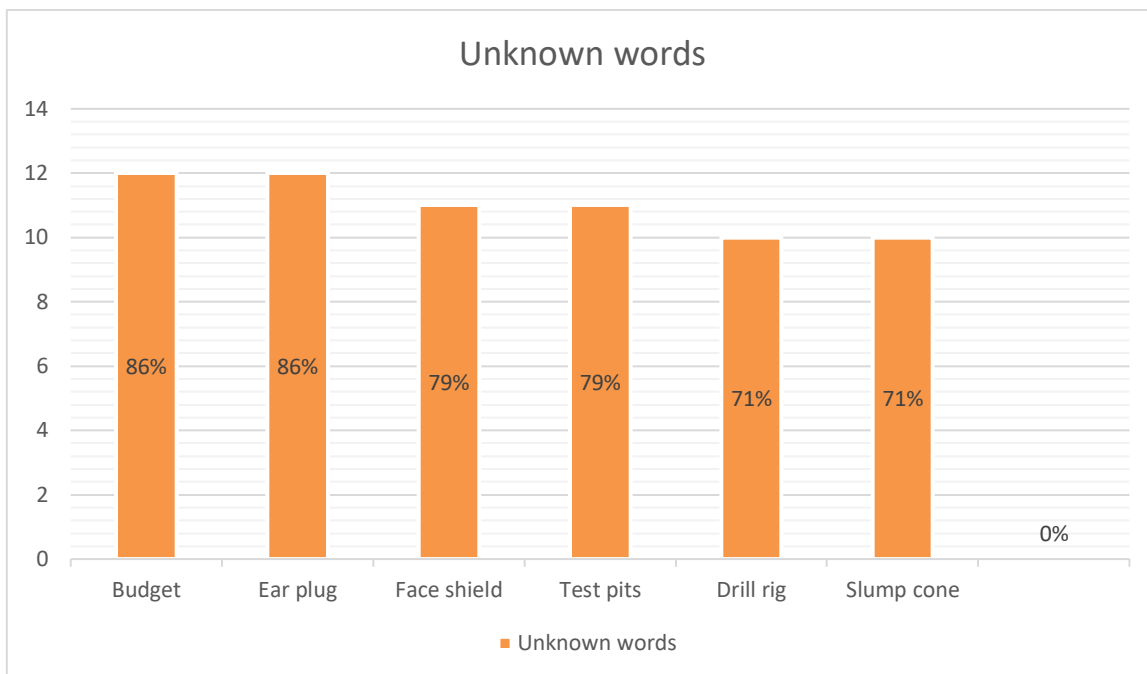
Before the application of the Likert scale survey and the focus group to describe students' views about the implementation of the PPP teaching method through the EODP booklet (Specific Objective 1), a written pre-test with thirty-one words (these words were included in the four different modules from construction booklet) was applied to students to assess their previous knowledge about ESP vocabulary from the construction field.

The words which appeared in the pre-test were: *slump cone, mixer truck, gravel, bucket, drill rig, clay, sand, test pits, cracks, lumber, corrosion, handsaw, cement mixer, circular saw, jackhammer, screwdriver, nails, screws, anchors, steel hammer, budget, power tools, face shield, maintenance, ear plug, fasteners, centimeters, meters, cubic, square and kilograms.*

The pre-test had five categories related to the students' knowledge of the words. The first category was *"no recuerdo haber visto esta palabra antes"*, the second one was *"he visto esta palabra antes, pero no sé qué significa"*, the third one was *"he visto esta palabra antes, y creo que significa ....."*, the fourth category was *"Conozco esta palabra. Significa ....."* and the last category was *"puedo usar esta palabra en una oración"*. The pre-test was applied before the intervention to assess students' ESP vocabulary knowledge. Fourteen students from the Construction major answered the pre-test. After the intervention, the same test was applied as a post-intervention test to assess students' ESP vocabulary knowledge improvement. The results from the pre-test are displayed in Graphs N°4, 5 and 6.

### **Results analysis of the pre intervention test.**

#### **Graph N°4: Unknown words.**

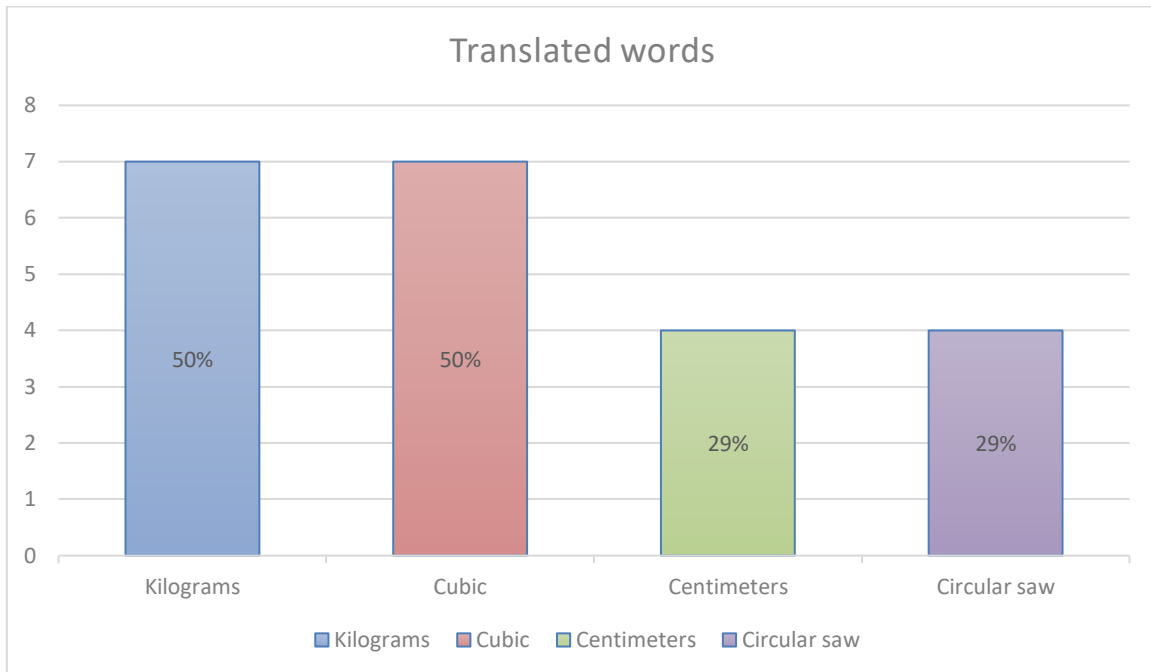


Source: self-elaborated.

Graph N°4 shows the number of students who did not recognize words from the pre-intervention test. In relation to the students' most unknown words according to the first and second category from the pre-test (**No recuerdo haber visto esta palabra antes** and **He visto esta palabra antes, pero no sé que significa**), *budget*, *ear plug*, *face shield*, *test pits*, *drill rig* and *slump cone* were commonly chosen by students as unknown. Twelve out of fourteen students (86%) did not recognize neither the word *budget* nor the word *ear plug*. Moreover, eleven out of fourteen students (79%) did not know the words *face shield* and *test pits* while ten out of fourteen students (71%) did not recognize the words *drill rig* and *slump cone*. These "unknown words" were selected according to the number of times they chose these words as unknown in the pre-test applied to students before the implementation of the PPP teaching method through the use of the Construction booklet for teaching ESP vocabulary.

Taking into account category III from the pre-intervention test (**He visto esta palabra antes y creo que significa ...**) most of the students (79%) wrote the translation or a synonym for the words *kilograms*, *cubic*, *centimeters* and *circular saw*. Probably, students were able to recognize some of these words as they were cognates and students might have seen them in their context. On one hand, seven out of fourteen students (50%) gave a definition or a synonym for the words *kilograms* and *cubic*. Regarding the words *centimeters* and *circular saw* were defined by four students out of fourteen (29%) (see graph N°5).

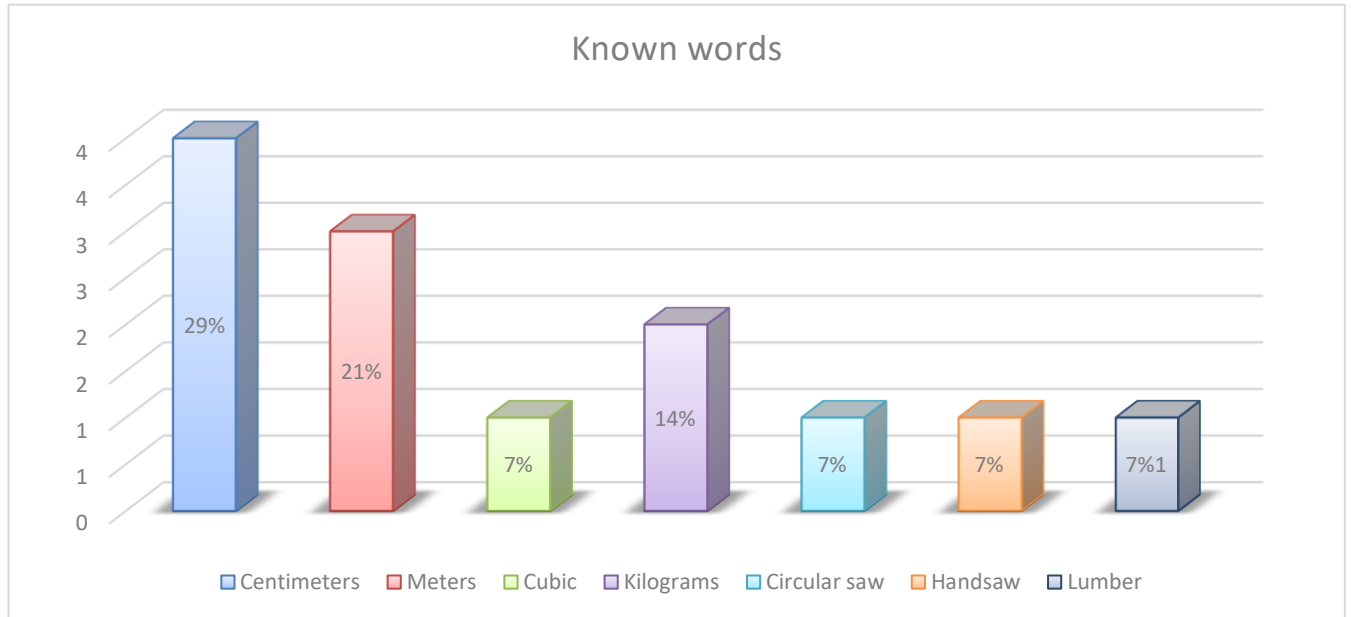
**Graph N°5: Translated words.**



*Source: self-elaborated.*

According to the categories IV and V (*Conozco esta palabra. Significa .... y Puedo usar esta palabra en una oración*) of the pre-intervention test, there were seven words (23%) that students knew, but just one student out of fourteen (7%) could include two of the thirty words in two different sentences. On one hand, the words which students could translate or could write a synonym for the words *centimeters, meters, kilograms, cubic, lumber, handsaw* and *circular saw*. On the other hand, the two words which one out of fourteen students wrote sentences with were the words *circular saw* and *corrosion*. Information is provided in graph N°6.

**Graph N°6: Known words.**



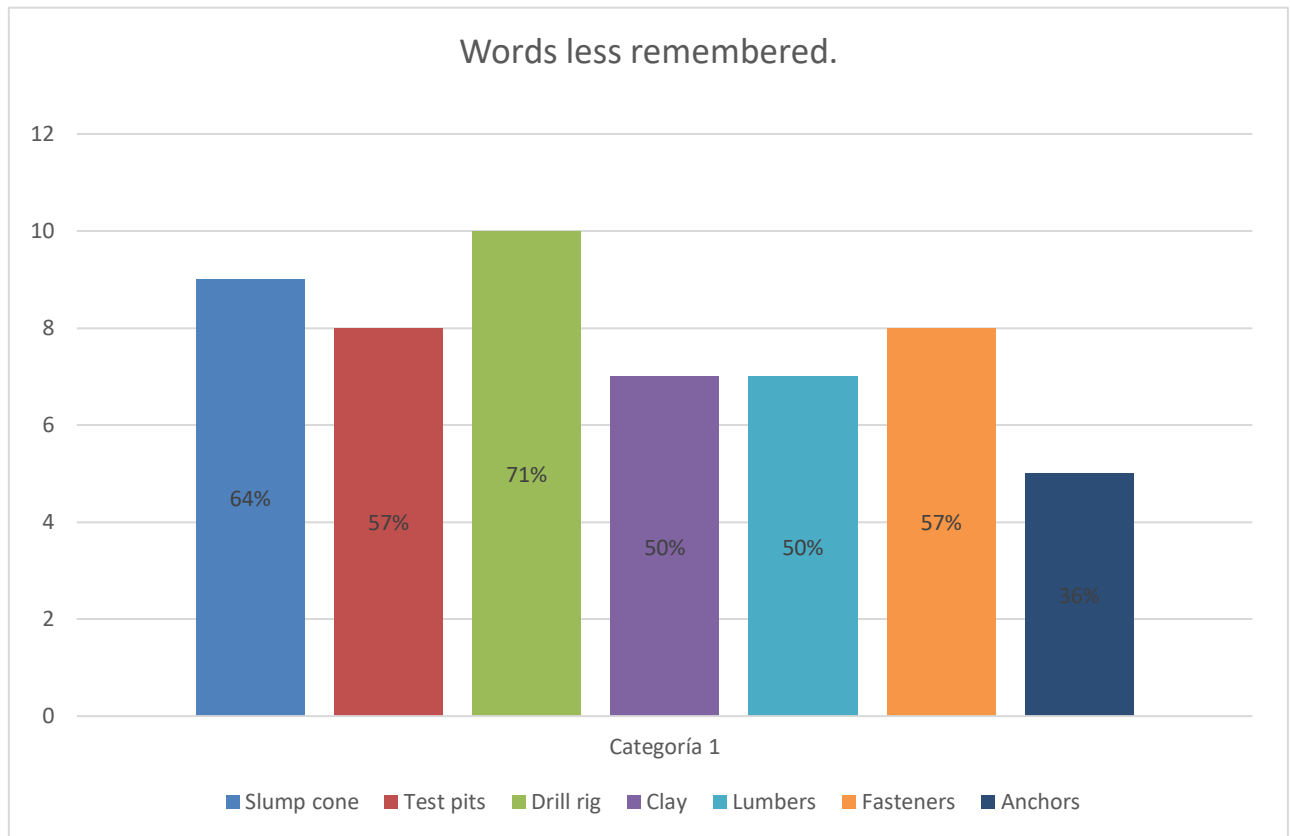
*Source: Self-elaborated.*

### **Results analysis of the post intervention test**

After the implementation of the PPP teaching method (four lessons) based on the content from the booklet and the thirty-one words related to the Construction field, students took the same test with the same thirty-one words as a Post test. The test had as an objective to assess students' ESP vocabulary knowledge after using the PPP teaching method and the construction booklet.

According to the results, students could not remember some of the words they had learnt during the lesson. The words less remembered were *slump cone* (64%), *test pits* (57%), *drill rig* (71%), *clay* (50%), *lumpers* (50%), *fasteners* (57%) and *anchors* (36%). (Category N°1: "No recuerdo haber visto esta palabra antes") (See graph N°7)

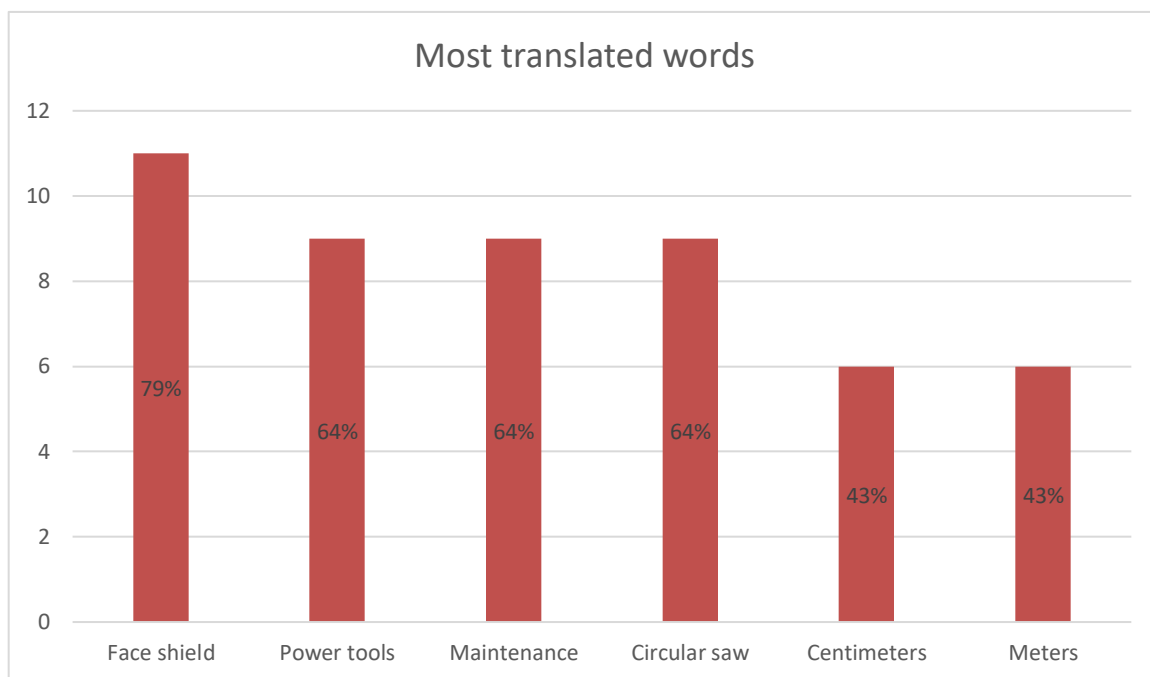
**Graph N°7: Words less remembered.**



*Source: Self-elaborated.*

On the other hand, taking into account the results of the post-intervention test, the words that students were able to remember the most and recognize the meaning or provide a synonym were the following: *face shield, power tools, maintenance, circular saw, centimeters and meters*. Eleven out of fourteen students (79%) wrote the translation for the word *face shield*, while nine out of fourteen students (64%) could translate the word *circular saw* and *maintenance*. The information is presented in graph N°8. Comparing the results between the pre-test and the post-test, the words *circular saw, centimeters* and *meters* were the words most translated by students.

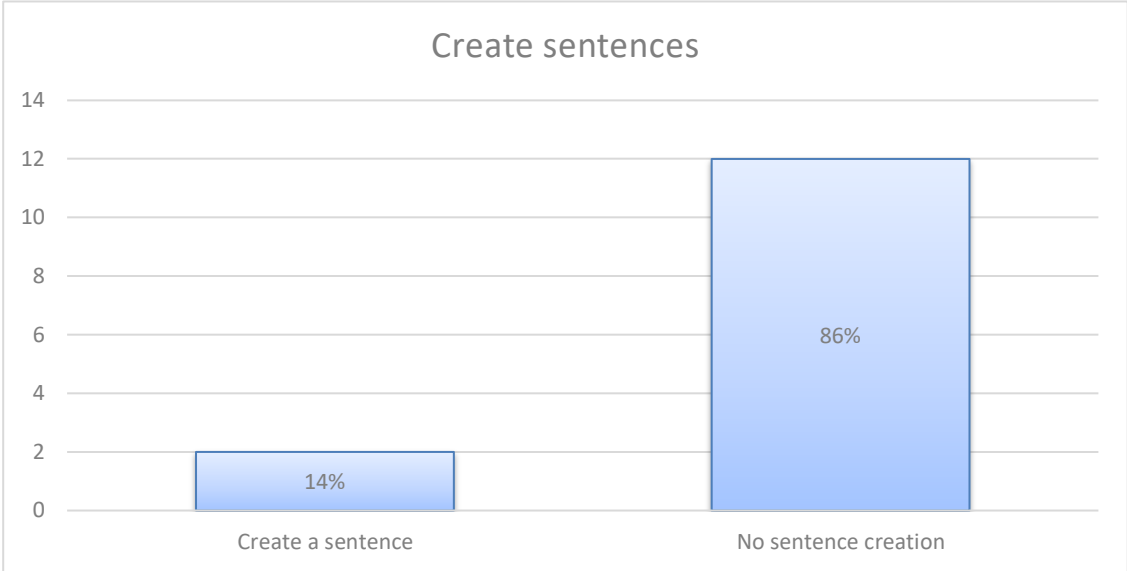
**Graph N°8: Most translated words.**



*Source: Self-elaborated.*

In the last two categories of the post-intervention test (*Conozco esta palabra. Significa ..... and Puedo usar esta palabra en una oración*), as it happened in the pre-intervention test as well, the same two students out of fourteen (14%) were able to create a sentence. Comparing the words used by students in the pre-test, the sentences created by the same two students in the post-test included other words which were *handsaw* and *face shield*. Graph N°9 shows students' answers.

**Graph N°9: Creation of sentences.**



*Source: Self-elaborated*

## **CHAPTER V: DISCUSSION**

The aim of this action research was to explore the contribution of the PPP teaching method implemented through a construction booklet upon a group of technical professional students' ESP vocabulary learning and explore their views. The results discussion will be presented in terms of the two specific objectives defined for this research, which were:

### **5.1 SO1: To describe students' views about the implementation of the PPP teaching method through the use of the construction booklet to develop students' specific ESP vocabulary.**

In relation to the first specific objective, a Likert scale with twelve statements divided into three categories (PPP teaching method, ESP vocabulary learning and booklet activities) was used to describe students' views after the intervention. Results showed that the PPP teaching method was effective for teaching specific vocabulary from the construction field. According to Criado (2013), PPP teaching method is very useful when teachers look for teaching specific structures such as vocabulary and grammar. Moreover, the PPP teaching method is recognized as one of the most effective method when teaching vocabulary (Katemba, 2022). To illustrate this, students started to become familiar with the PPP teaching method as the sessions were being carried out. For instance, once they were in first and second stage (Presentation and Practice), they already knew that the Production stage was coming next and they started to think about what they had to create as a final product. As Roohani & Saba (2010) mentioned, this stage needs to be modelled by some activities, so as to inspire students to use the new vocabulary.

Regarding the teaching of ESP vocabulary, results showed that students were aware of the importance of learning vocabulary which, in this specific case, was related to the construction major. As Coxhead (2013) pointed out, knowing a lot of words from a specific area could help students to use these same words in their real and direct context. It was observed that students recognized the usefulness construction vocabulary has and also, how learning the words related to their area could facilitate things at the moment they face the labour market. Moreover, students felt more comfortable and confident when the vocabulary was related to the construction field. It could be seen in their attitude towards the lesson, their performance, the number of times students participated in the class and their concentration towards the activities from the booklet. This information could be seen in students' answers in the Likert scale and in the focus group, where they showed their opinion towards the steps of the intervention with the ESP vocabulary through the PPP teaching method and the use of the construction booklet.

Taking into account the activities from the EODP construction booklet, it was found that students had a positive opinion towards the kind of activities which were taken from the construction booklet. Results showed that students had fun with the

activities presented and they found them useful to practice the vocabulary from the construction area. In addition, students found that the vocabulary presented in the activities was not difficult to learn. These results could be connected to the lack of construction vocabulary students are learning. As it was mentioned previously, students did not have the chance to develop activities related to their field in the past. For this reason, activities were useful and enjoyable, as students could see a real importance on what they were learning. To conclude, MINEDUC (2020) elaborated different booklets to support and reinforce TP formation in Chile. Thus, the use of the construction booklet to teach ESP vocabulary used in this study can be seen as a fundamental tool to foster students' views towards English language learning.

According to the results showed in the focus group, students provided opinions about the advantages of learning ESP vocabulary through the PPP teaching method and the construction booklet' activities. Students' views were positive towards the ESP vocabulary learning. It was mentioned the importance of learning construction vocabulary in their major formation. Furthermore, it was revealed that learning these kind of vocabulary gave them the chance to get more familiar to what they are studying in 3<sup>rd</sup> and 4<sup>th</sup> high school education.

## **5.2 SO2: “To assess a group of technical professional students’ ESP vocabulary learning in the field of construction before and after the implementation”**

Regarding this objective, results showed an improvement after the implementation of the four sessions using the activities from the construction booklet. To assess students' ESP vocabulary knowledge, a pre test and a post test were applied before and after the implementation of the booklet through the PPP teaching method. This test adapted from Calisto et. Al (2015) contained thirty-one words related to the four modules which the construction booklet has and the same words were selected for the post vocabulary test.

In the pre test, it was found that students were not familiar with the vocabulary related to the construction area. After the pre test was applied, students could recognize cognates, for example, the words *maintenance, meters and centimeters* (79%). This might be because of the similarity that words had to the Spanish. Indeed, students could give the translation for these words (*maintenance, meters and centimeters*). The results of the pre test were not good as it was expected, due to the fact it was the first encounter that students had with specific vocabulary related to their major in their English lessons. However, the results revealed a significant improvement in the post test after the incorporation of the PPP teaching method and the activities from the construction booklet, taking into account the same thirty-one words studied in four different lessons. The incorporation of the ESP vocabulary in the immediate context of students could foster their views towards the English learning, as they mentioned in the focus group and in the results showed in the Likert scale. It is important to mention that, according to students' comments, it is the very first time

in which they took part of lessons with ESP vocabulary and activities from the construction booklet.

Regarding the results of the post test, students' knowledge of ESP vocabulary showed an improvement in the five categories presented in the test. For example, the words less remembered in the pre intervention test were: *budget (86%), ear plug (86%), face shield (79%), test pits (79%), drill rig (71%) and slump cone (71%)*. After the intervention, the results of the post test revealed that the words less remembered were The words less remembered were: *slump cone (64%), test pits (57%), drill rig (71%), clay (50%), lumbers (50%), fasteners (57%) and anchors (36%)*. It can be observed that the percentages of some words were not as high as the results in the pre intervention test, which means that after the implementation of the activities of the booklet and the PPP teaching method, the number of words that students could not remember were less. According to the translated words in the pre test, *kilograms, cubic, centimeters and circular saw (79%)* were the most translated ones and also, students provided a synonym for these words. In the post intervention test, the results exposed that students were able to remember the most and recognize the meaning or provide a synonym for the following words: *face shield, power tools, maintenance, circular saw, centimeters and meters*. Regarding these results, it can be seen that with the intervention plan, students could translate more words than in the pre test. In relation to the category III, the results in the pre test showed that the words which students could translate or could write a synonym for were *centimeters, meters, kilograms, cubic, lumber, handsaw and circular saw*. Moreover, only one student wrote sentences with the words *circular saw* and *corrosion* (Category IV and V). Taking into account the results of the post test in category III, the words that students were able to remember the most and recognize the meaning or provide a synonym were the following: *face shield, power tools, maintenance, circular saw, centimeters and meters*. As it can be seen, students could translate or provide a synonym for different words as the ones from the pre test, which means that they could remember more words in the post test. Regarding categories IV and V, the same two students who wrote sentences with the words in the pre test, also wrote sentences in the post test, but with different words (*handsaw and face shield*).

### **5.3 Implications and limitations**

Among the limitations that emerged in the following study, it can be mentioned the following: students' level of English, the lack of English training in students' background education, the amount of English hours per week and the lack of information about EODP booklets. Regarding the students' level of English, in this context the majority of students come from rural area, in which English subject was replaced by Mapuzungun language so it can explain the lack of interest and the absence of students' absence of English language training. Another limitation has to do with the amount of English hours which students have during the week. As the TP programs are learning together in this particular context, students from construction area do not have their own English hours to see contents or vocabulary

related to their field. Another point was that the booklets from EODP were designed in 2020 by the Ministry of Education. Moreover, the implementation of the activities from the EODP booklet can reinforce and update the formation of Technical-professional students in Chile. It would be an effective idea to incorporate these booklets from EODP into English lessons in TP schools to strengthen the vocabulary knowledge of students about the specific area they are learning.

Despite of these limitations, this action research demonstrates that the incorporation of PPP method to teach ESP vocabulary by the use of construction booklet have a positive effect on students' vocabulary learning and their opinions about the experience.

## **CHAPTER VI: CONCLUSION**

### **6.1 Summary of the main findings.**

Learning ESP vocabulary among students can be difficult when the teaching context is not related to the area or when there is no scaffolding for students. The problem in this action research was related to students' views towards English lessons, as their lessons were not related to the construction area. In fact, their lessons were connected to the core curriculum from the Ministry of Education without making any difference between technical professional and humanistic-scientific schools.

Before the four sessions prepared for the intervention, a pre vocabulary test with thirty-one words (taken from the construction booklet designed by EODP) was given to 3<sup>rd</sup> year high technical professional students before the implementation of the PPP teaching method based on the use of the construction booklet. The main objective of using ESP vocabulary through the use of the construction booklet was to observe students' views towards the English vocabulary learning, incorporating the PPP teaching method. Regarding the most relevant results of this research, the PPP teaching method was effective for teaching specific vocabulary from the construction field. Furthermore, results revealed a significant improvement in the post test after the incorporation of the PPP teaching method and the activities from the construction booklet, taking into account the same thirty-one words studied in four different lessons.

In relation to the first specific objective, which was "to describe students' views about the implementation of the PPP teaching method through the use of construction booklet", it was concluded that students have positive views towards the PPP teaching method and the activities from the construction booklet. Moreover, students found that the organization of the teaching method implemented facilitated the construction vocabulary learning and also, that the activities from the booklet were interesting and funny to develop during the four sessions of intervention.

Regarding the second specific objective, which was 'to assess high technical professional students' ESP vocabulary knowledge supported by construction booklet', it was concluded that students showed a significant improvement in the post vocabulary test, after the implementation of the PPP teaching method and the vocabulary from the construction booklet in the four sessions. Furthermore, students revealed that the activities from the booklet helped them to remember better the vocabulary from the lessons, because they were related to the construction field and also they were funny and interesting for them.

Finally, to conclude the intervention, a post vocabulary test with the same thirty-one words as the pre test was applied to students to assess vocabulary knowledge in the area of construction. The most relevant results observed in the post test showed

an improvement in the recognition of the same words, including those which were not cognates. In addition, a Likert scale and a focus group were carried out to describe students' views towards the implementation of the PPP teaching method and the activities from the construction booklet to learn ESP vocabulary.

## **6.2 Personal reflections.**

This action research was implemented in a public-technical professional high school, where I am currently working. As not all students had had the opportunity to be exposed to the English language in their educational setting, it was hard to link the objective of the research to one of the four skills of the English language. Therefore, teaching vocabulary related to one of the areas (construction field) taught by the school was a challenging topic to develop.

It is important to mention that students' background is different from other realities. Their English training started in 1<sup>st</sup> high, while other students started to learn English language when they are in first grade from primary school. Furthermore, their interests are related to the technical-professional area more than the humanistic subjects which the school gives. Hence, it was important to link the research to the students' preferences, which in this specific case, were connected to the construction field.

According to what has been mentioned previously, I think that giving opportunities to students to enhance and motivate upon their interests (ESP vocabulary linked to the construction area) need to be present in the lessons. As Schug & Le Cor (2017) stated about ESP, students get more motivated they get more familiar with the contents from the major.

Finally, it is essential to explore new methodologies as the one presented in this research. It helps us teachers to look for new strategies and also to improve towards the teaching practice. PPP teaching method is one of these procedures which benefits teaching practice and also it impacts directly on students' learning process. As Katemba (2022) pointed out, this PPP teaching method demonstrated to be effective when talking about vocabulary achievement.

## **6.3 Recommendations.**

First, it is important to mention that this action research was carried out implementing only the construction booklet from EODP. Therefore, I would recommend to explore the impact that the other booklets designed have on students' views towards the ESP vocabulary learning. Moreover, it would be challenging to investigate the effects that these booklets have upon a specific skill of English language (speaking, writing, reading or listening), as in this research the focus is on the ESP vocabulary learning, because participants were not exposed to the language. In this way, there would be

more evidence regarding these helpful tools and how students react to the exposure of these booklets in the TP schools.

Second, I would recommend to explore other methodologies to teach vocabulary, as this action research only showed results in relation to the PPP teaching method for teaching specific vocabulary. Moreover, I think that it is essential to investigate on TP schools as there is no much records on English teaching and learning process. In that way, it can be seen how students face the English language related to the specific areas, taking into account that they are part of the education offer in Chile as well as humanistic-scientific schools.

## **CHAPTER VII: REFERENCES**

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## CHAPTER VIII: APPENDICES

### 7.1 Construction materials – Vocabulary worksheet.



### CONSTRUCTION MATERIALS – Vocabulary worksheet.

I. Match the words to their definitions. Use a dictionary if needed.

- 1 Slump cone \_\_\_\_\_
- 2 Mixer truck \_\_\_\_\_
- 3 Gravel \_\_\_\_\_
- 4 Bucket \_\_\_\_\_

- a. Small stone particles used for construction and building roads.
- b. A vehicle that combines cement with other materials to make concrete.
- c. A container used to transport liquids or other materials.
- d. Instrument used to check the condition of fresh concrete.

II. Label the pictures using the words from the box.

1. gravel (n.)	2. drill rig (n.)	3. clay (n.)	4. sand (n.)	5. test pits (n.)
----------------	-------------------	--------------	--------------	-------------------



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_

- III. Complete the dialogue with the words from the box. Listen to the dialogue and check the correct answers. Practice it with a classmate.

cracks	lumber	corrosion
--------	--------	-----------



[A cargo shipment arrives with materials for the construction of houses].

Quality inspector: Please leave the cargo in this area so we can inspect its quality.

Worker: Sure, no problem. How do we start?

Quality inspector: First, make sure the (1) \_\_\_\_\_ has few or no **knots**.

Worker: This **batch** is fine, what now?

Quality inspector: Let's check the **steel bars**.

Worker: They seem **straight** and without (2) \_\_\_\_\_.

Quality inspector: Good, then see if the **drywall** and **bricks** have any (3) \_\_\_\_\_.

Worker: Mmm, I found some in this batch of bricks. What do I do with them?

Quality inspector: Return them. We cannot use them if they are not in their best quality.

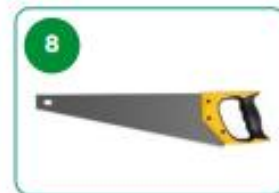
## 7.2 Carpentry material – Vocabulary worksheet.



### CARPENTRY MATERIAL – Vocabulary worksheet.

I. Match the words to the pictures.

- [Example]  
 Hand saw 8  
 Cement mixer \_\_\_\_\_  
 Circular saw \_\_\_\_\_  
 Jackhammer \_\_\_\_\_  
 Screwdriver \_\_\_\_\_  
 Nails \_\_\_\_\_  
 Screws \_\_\_\_\_  
 Anchors \_\_\_\_\_



II. Complete the purchase order with key information from the box.

date – budget – screws – steel hammer – plywood – 200

Purchase order N°1			
		February 15 <sup>th</sup>	
		\$2,000	
Materials			
Product	Quantity	Description	Price \$
	1	1 unit	20
[example] plywood	12	12mm sheets	100
	200	1" bag	50
Anchors		1" bag	60

III. Write a purchase order indicating the amounts of materials and prices.

Purchase order N° _____			
Materials			
Product	Quantity	Description	Price \$

## 7.3 Control and maintenance – Vocabulary worksheet



### CONTROL AND MAINTENANCE – Vocabulary worksheet.

- I. Label each picture with the correct word from the box.

face shield – maintenance – circular saw  
earplug – fasteners – power-tools



1. power tools



2. \_\_\_\_\_



3. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_

- II. Complete the sentences using the correct vocabulary from the activity above.

face shield – maintenance – circular saw – earplugs – fasteners – power tools

1. The table is not rigid enough. I'll change the **fasteners**.
2. This drilling machine needs \_\_\_\_\_ because it is not working properly.
3. I'll rent a \_\_\_\_\_ to cut the wood panels for the wall.
4. This machine is too noisy. I'll need some \_\_\_\_\_ to protect myself.
5. A colleague damaged her eyes because she was not wearing a \_\_\_\_\_ when cutting through wood.
6. We cannot use \_\_\_\_\_ because there is no electricity here.

III. Play a word search puzzle. Use the hints (in brackets) to help you complete the activity.

## Control and maintenance

C	I	R	C	U	L	A	R	S	A	W	B
M	H	G	F	P	Z	E	G	Y	A	T	H
P	O	W	E	R	T	O	O	L	S	G	D
P	N	F	D	V	Q	L	J	O	T	P	A
L	B	F	A	S	T	E	N	E	R	S	C
E	Y	E	A	R	P	L	U	G	G	C	W
B	F	A	C	E	S	H	I	E	L	D	L
M	A	I	N	T	E	N	A	N	C	E	V

1. (noun) a tool that is actuated by an additional power source: P \_ \_ \_ R \_ \_ O \_ S
2. (noun) an ornament inserted in the lobe of the ear: E \_ \_ P \_ \_ G
3. (noun) a device that closes or secures something: F \_ \_ T \_ \_ \_ \_
4. (noun) a personal protective equipment used by many workers: F \_ \_ \_ S \_ \_ \_ \_
5. (noun) the process of preserving a state of being preserved: M \_ \_ \_ T \_ \_ \_ \_
6. (noun) a power-saw using a toothed disc or blade to cut: C \_ \_ \_ L \_ \_ S \_ \_

## 7.4 Likert scale survey

The following scale is to see the students' views towards learning ESP vocabulary through PPP method, specifically in the Construction major.

	Muy de acuerdo	De acuerdo	Indeciso	En desacuerdo	Muy en desacuerdo
1. La metodología usada en clases hizo más fácil el aprendizaje del vocabulario nuevo.					
2. Practicar el vocabulario mediante diferentes actividades en clases me permitió recordarlo con mayor facilidad.					
3. Las actividades del booklet me parecieron divertidas y útiles para practicar el vocabulario.					
4. Las actividades del booklet permitieron que el aprendizaje del vocabulario fuera más efectivo.					
5. Me siento entusiasmado/a cuando estoy en clases de Inglés aprendiendo vocabulario relacionado con mi especialidad.					
6. Me gusta practicar el vocabulario de Inglés conectado a la especialidad.					
7. Puedo aplicar los conocimientos que recibí en las clases					

con actividades del booklet en mi vida diaria.					
8. El vocabulario relacionado a mi especialidad en inglés es difícil y complicado para aprender.					
9. Estudiar vocabulario relacionado a la especialidad me hace sentir con más confianza.					
10. Estoy realmente interesado en estudiar vocabulario relacionado con mi especialidad.					
11. Crear actividades al finalizar las clases relacionadas a mi especialidad me ayudaron a recordar el vocabulario con mayor facilidad.					
12. La metodología utilizada en la clase me permitió estar atento/a y concentrado/a					

## 7.5 Pre and post vocabulary test.

Nombre:

Curso:

Edad:

**Instrucciones:** Dispondrá de 60 minutos para responder este test. Lea cuidadosamente cada categoría que refleja tu nivel de conocimiento de una palabra, que previamente serán explicadas por el profesor. En caso de existir alguna duda, por favor levante su mano y el profesor se acercará a su puesto para ayudarle.

Categoría	
I	No recuerdo haber visto esta palabra antes
II	He visto esta palabra antes, pero no sé qué significa
III	He visto esta palabra antes, y creo que significa _____ (Sinónimo o traducción)
IV	Conozco esta palabra. Significa _____ (Sinónimo o traducción)
V	Puedo usar esta palabra en una oración: _____ (Escriba una oración) (Si responde esta sección, por favor complete también la Categoría IV)

Ejemplo de cómo responder

Bee	I	II	III	IV	V
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IV+V, Abeja, I like to see bees \_\_\_\_\_

Encierre la categoría que estime conveniente en cada palabra mencionada abajo. En caso de escoger III, IV y/o V, por favor conteste en la línea debajo de cada ítem.

Ejemplo:

Bee	I	II	III	IV	V
_____ Abeja _____					

Categoría	
I	No recuerdo haber visto esta palabra antes
II	He visto esta palabra antes, pero no sé qué significa
III	He visto esta palabra antes, y creo que significa _____ (Sinónimo o traducción)
IV	Conozco esta palabra. Significa _____ (Sinónimo o traducción)
V	Puedo usar esta palabra en una oración: _____ (Escriba una oración) (Si responde esta sección, por favor complete también la Categoría IV)

<b>Slump cone</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Mixer truck</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Gravel</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Bucket</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Drill rig</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Clay</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Sand</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Test pits</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Cracks</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Lumber</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Corrosion</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Handsaw</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Cement mixer</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Circular saw</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Jackhammer</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Screwdriver</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Nails</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Screws</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Anchors</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Steel hammer</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Budget</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Power tools</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Face shield</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Maintenance</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Ear plug</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Fasteners</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Centimeters</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Meters</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Cubic</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Square</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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<b>Kilograms</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>
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## 7.6 Focus group



Magister en Innovación de la Enseñanza, Aprendizaje y Evaluación de Inglés  
Facultad de Educación  
Universidad de Concepción

**Nombres:** \_\_\_\_\_ **Curso:** \_\_\_\_\_

### **FOCUS GROUP**

1. Teniendo en consideración el vocabulario aprendido en la clase de inglés durante las últimas cuatro sesiones *¿Qué opinión tiene sobre el tipo de vocabulario?*
2. *¿Qué opina sobre la metodología en la que se presentó el vocabulario?*
3. En relación al tipo de vocabulario aprendido durante últimas clases de inglés *¿Es más interesante y/o útil? ¿Por qué?*
4. *¿Qué piensas de las actividades? ¿Cuál les gustó más?*
5. Las actividades de producción, *¿Fueron útiles para reforzar el vocabulario?*
6. *¿Por qué es importante orientar el inglés hacia la especialidad?*