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Topic:

**ENGLISH FOR SPECIFIC PURPOSES TECHNIQUES IN DEVELOPMENT OF
GASTRONOMICAL TECHNICAL VOCABULARY AT VICENTE LEON
INSTITUTE**

**Research project prior to obtaining the title of Master on English Pedagogy
as a Foreign Language**

Line of research:

Innovative Pedagogies, Teaching Methods

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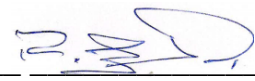
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DEDICATION

This study is dedicated to God for allowing me to continue fighting in this life and achieving so many of the accomplishments and aspirations that I have set; also to my mother, María Arboleda, and my girlfriend, who have been the foundation of my studies, my cause for progress, and a great support.

RESUMEN

El conocimiento de la lengua inglesa abre las puertas a mejores perspectivas en diversos ámbitos, como la escolarización y el empleo. Por ello, el dominio de este idioma, sobre todo en el mercado laboral, permite tener mejores perspectivas de trabajo, y el conocimiento del inglés como técnico gastronómico ayuda a formar profesionales más cualificados y con más oportunidades de trabajar en cadenas hoteleras o en cruceros de todo el mundo. Para lograr este objetivo, los profesores utilizan diversos métodos metodológicos y materiales educativos para los alumnos, por lo que los futuros chefs deben recibir clases de inglés culinario profesional. El inglés técnico es un componente importante en el desarrollo de la carrera de los estudiantes de cocina, pero en el Instituto Vicente León sólo se enseña el inglés general. Centrándonos en este sentido, se pretende introducir métodos de enseñanza relacionados con el inglés por diversos motivos, así como crear un cuaderno de vocabulario gastronómico para concentrar el aprendizaje en un punto específico: el inglés gastronómico. Para lograr este objetivo, se realizó una evaluación previa para determinar la cantidad de vocabulario técnico que tenía el alumno, seguida de una evaluación final para determinar si el alumno había mejorado tras la intervención de inglés gastronómico. Por otro lado, se analizaron las pruebas y los resultados indicaron que los alumnos habían dominado el vocabulario gastronómico, lo que indica la eficacia de la intervención.

Palabras clave: vocabulario, técnicas, Inglés gastronómico, profesionales competentes

ABSTRACT

Knowledge of the English language opens the door to better prospects in various fields, such as schooling and employment. Therefore, mastery of this language, especially in the labor market, leads to better job prospects, and knowledge of English as a gastronomic technician helps to train more qualified professionals with more opportunities to work in hotel chains or on cruise ships around the world. To achieve this goal, teachers use various methodological methods and educational materials for students, so future chefs must be taught professional culinary English. Technical English is an essential component in the career development of culinary students, but at the Vicente León Institute, only general English is taught. Focusing on this, the aim is to introduce teaching methods related to English for various reasons and create a gastronomic vocabulary notebook to concentrate learning on a specific point: gastronomic English. To achieve this goal, a pre-assessment was conducted to determine the student's amount of technical vocabulary, followed by a final assessment to determine if the student had improved after the English culinary intervention. Furthermore, the tests were analyzed, and the results indicated that the students had mastered the culinary vocabulary, demonstrating the effectiveness of the intervention.

Keywords: vocabulary, techniques, gastronomic English, competent professionals.

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INTRODUCTION

The knowledge of a foreign language has generated during all these years an opportunity to get a good position and the most fundamental thing is that the understanding of a specific English allows to be more qualified and to obtain better job prospects. The research project is based on achievement fluency in the language in a global way, as well as to communicate with professionals in the same work field efficiently. The study is focused on the students of gastronomy of 1st, 2nd, 3rd, 4th, 5th semester, which only 3rd, 4th, 5th receive English in the curriculum. The total of students are approximately 160. The problem found in the institute involves a low level of Technical English. Students do not have enough knowledge for interacting in a labor environment. They study a general English (Basic, intermediate and Advance) as subject during the whole career. Nevertheless, it is necessary to implement at least a period of specific English in order to boost the work competence.

This project is really important because the students will be able to improve their communication skills and knowledge wherefore it is essential to implement ESP Techniques in order to teach students gastronomical technical vocabulary by using a technical booklet at Vicente Leon Institute. This can help students to improve the technical terminology. Moreover, the use of English for a Specific purpose creates a competent environment for the reason that students can use the language in a gastronomical field in which they can create menus or interact with people around the world showing them the different cuisine and thus students could be hired in any place around the globe. The Gastronomical English puts special emphasis on technical vocabulary and the knowledge of cuisine skills. Such is the case of oral and written comprehension, as well as working with real cases in restaurants and cruises.

Theoretical and Practical Background

English has become one of the most popular languages for communication in worldwide. Our country has English as a subject in the different stages of studies in elementary school, high school and college. If we refer to higher education, teaching of the English language is a fundamental part of education, where a communicative curriculum is followed, therefore English covers general topics focusing more on the grammatical part. As a general aspect the knowledge of English at a Latin American level is taken only to communicate, but it has

not been seen the need to focus on English for professions and their field of work, for Latinos learning the English language is seen as one more subject and there is no interest in learning it as a way of personal improvement, however people from Ecuador are not far from this reality.

In the country there are some previous investigations focused on the learning of English with specific purposes, nevertheless they are linked to different fields to which my person is focused as it is the gastronomic area. According to the different careers in the institute, for instance, in the gastronomy career is necessary to implement specific English for students who are going to be part of the kitchen life. Each field or working area have their own vocabulary, which has to be learned and used in order to develop a clear definition of a competence work. In the work place of gastronomy you can find a large number of specific words.

The Research Problem

It is important to mention that culinary area is focused on local and international food. That means that it is relevant to have a basic knowledge in order to create menus, to interact with the clients or to work in ship cruises where it is fundamental to have proficiency in the foreign language. All of teaching programs around Ecuador are focusing in a communicative purposes without paying attention in occupational English.

The general or communicative English has invaded all the educational centers of the country, but if we speak of university education, we have to be conscious that each career has its own communicative needs as for the learning of the English language, it is so in the Institute Vicente León of the city of Latacunga, it is not applied a teaching of English with labor purposes, for example, it is necessary to mention that in some of the careers of the institute have specific terms. One of the careers have a direct link with the tourist part (gastronomy), for what it is logical that the students should have bases of a technical English and consequently to manage to assimilate the labor opportunities with a communicative and competitive performance.

Statement of the Problem

At Vicente Leon Institute there are just three levels of general English which are focused on communicative aspects without considering that chefs need to learn the lingua franca to have more opportunities for getting a job. Unfortunately, students of gastronomy cannot interact in a competitive level of English and they do not know how to communicate in a real situation, especially using cooking terminology. In addition, the teaching strategies applied in this Institute are not relevant.

Nowadays, it is not uncommon to witness situations in which students do not reach a basic understanding of the subject, creating a discontent in the students and a great gap in knowledge, which is very worrying. The inadequate methodology and the lack of didactic material focused on technical vocabulary, this causes that the students are not competent and therefore their academic level in the gastronomic area is not the expected one.

It is very important to work in the practice of new methodologies, more expressive didactic material, techniques and strategies focused with the teaching of languages with specific purposes. If this problem is solved, we will be able to have students capable of improving themselves in every field of work and, generating future aspirations in the professional field and, above all, confident entities. The investigation starts with solving the dissatisfaction of knowledge in the students of the Gastronomy career in the Vicente Leon Institute in the city of Latacunga, province of Cotopaxi.

Hypothesis

Work Hypothesis: The use of ESP techniques improves the development of technical gastronomical vocabulary at Vicente Leon Institute.

General Objective

To implement ESP Techniques in order to teach students gastronomical technical vocabulary by using a technical booklet at Vicente Leon Institute.

Specific Objectives

- 1.- To identify the ESP techniques required by the students for the learning of technical English in the gastronomical area.
2. To develop ESP techniques that allow students to develop a gastronomical vocabulary at Vicente Leon Institute.

3. To determine the effectiveness of a gastronomical booklet in relation to the improvement of the acquisition of specific vocabulary for the occupational field.

Methodology

The methodology is also tied up with an outdated pedagogy. Besides, the institute does not have a program for teaching technical English. For these issues, I think It is essential to ask how ESP techniques will influence in the development of technical gastronomical vocabulary?

In this research, the implementation of a technical booklet and a quantitative-qualitative methodology is going to consider the analysis of the data and the relation between the problem and the techniques for teaching Gastronomical English is based on English for Specific Purposes which is determined for the use of a particular variety of words in a specific context according the students necessities in this case is related to chefs' terminology.

This project consists of a quasi-experimental research since a pre-test and a post-test will be carried out. The pre-test aims to analyze the ideas, points of view and requirements of the students, the whole thing is done through a focus group with a smallest amount of 9 participants; on the other hand, in the post-test the results are analyzed based on the knowledge acquired by the students after the intervention of the researcher and also the level of satisfaction for the techniques applied to the teaching of gastronomic English. During this research process we work with two different groups of students for the pre-test and post-test.

Research Justification

In today's world, the growing need to master at least one foreign language has made the study of English a priority, but unfortunately, the growing dissatisfaction of students, who do not achieve adequate development in verbal communication, especially in the technical professional field, encourages multiple attempts to achieve a more effective teaching of the foreign language. The main interest of this project is to investigate the present problem and to give alternative solutions through the implementation of a manual of techniques of English teaching for specific purposes and the creation of a booklet of gastronomic vocabulary and thus to strengthen the theoretical and practical elements related to the process of learning the English language; in addition, to form professionals of ample profile, able to solve the demands of the society in the labor field.

This research is of utmost importance, since it involves applying new teaching techniques that help to have quality professionals who can speak English, which is a fundamental pillar for achieving future objectives in the professional field. On the other hand, it is intended to change the way teachers teach by making this subject more entertaining and consequently avoid students getting bored in classes or losing interest in the language. In addition, this project aims to generate a positive impact on students and above all to raise the technical academic level.

The main beneficiaries of this research work will be the students who will strengthen and increase their knowledge of gastronomic vocabulary, leaving behind the deficiencies they have; the teachers will also be part of this achievement, since they will be able to teach in a better way and by means of this they will enhance such a prestigious educational institution that will present capable and competitive entities.

The research topic will contribute to improve the teaching-learning process at the Vicente León Higher Institute, since it will allow a better cognitive development of the students, and therefore build an education with an unbreakable foundation. It will also be of great help for future research that wishes to contribute with positive ideas for a quality education.

Finally, it is important to highlight the feasibility of this research, since it has the support of the teaching staff and students of the IST Vicente León who are immersed in this research and of course the follow-up provided by the researcher, which will show real results through the techniques and instruments of information collection.

CHAPTER I. STATE OF ART AND PRACTICE

The research proposed leads to a previous analysis and study on variables that are part of the research, it is fundamental to give a detailed look at English for specific purposes, the techniques of teaching vocabulary and the importance of knowing a technical vocabulary. English is one of the most important languages in the world, taking into account that it can be applied in different communicative fields. According to the needs of the student, it is possible to learn a purely academic English or an English for specific purposes.

English for professional purposes is usually suitable for graduates who work or do not work in a specialization. English for Academic Purposes is generally designed for college students who lack qualifications or work experience and need the language to develop their future studies and careers. Therefore, English for Specific Purposes courses have limited goals, which are characterized by careful selection of vocabulary, grammar, communicative functions, and activities for students with a limited number of clear goals. The learning of a foreign language allows to reach new achievements, objectives and opportunities in the labor field, so it is really relevant the use of it in different technical fields. The field of gastronomy is no exception to the use and need to use English as a means of communication.

There is a massive distinction between understanding how to converse with friends about soccer, daily routines, or any other everyday necessity and conversing with an expert regarding technological, medical, culinary, and other issues. Conversational English may undoubtedly assist us in obtaining a better career, but acquiring particular terminology can make all the difference.

1.1 English for Specific Purposes

Historical Background. The beginning of ESP is straight connected towards the times gone by the subsequent to Humankind War II, the financial, scientific and technical advancement of the United States and its favored status in the economic and commercial structure encouraged experts from dissimilar fields to require a common language to promote global communication (Hutchinson and Waters, 1987). English has become a world language. This means that we have specific needs for English, and these needs promote progress in the field of linguistics through the study of new theories and new ideas about language and learning, as well as changes in methods and implementations in the teaching of English.

In other words, the English with specific purposes was born with the purpose of communicating in different schemes of the work environment and thus have a better performance for which it is necessary to be soaked with words that explain better each profession and its interaction with society. On the other hand, this approach has had a significant influence on individuals involved in using English outside the communicative field, if not in a technological and specialized field.

ESP and General English. The essence of a program for language study is to be selective. The general English curriculum is based on a perception of the fact that English needs to be discussed by the student. A general English course for teenagers, for instance, would likely be written around a conventional teenager's language-based activities. It's just like taking the first step in an overview of needs to learn and to speculate about what these activities are. Therefore, all sensible course designers should start by trying to determine the particular needs of students, consciously or unconsciously. The ESP is just a narrowing of this set of needs (Holme, 1996, pp 3-4).

It is agreed in the relevance that the author mentions in the text, it is considered that English is developed in situations according to the moment and the need. It is not the same as the English that a student learns and puts into practice in relation to the English of a professional, for example a standard student learns how to communicate or initiate a conversation while a professional, that is to say a chef, uses gastronomic terms that will surely be understood by others specialized in the culinary art.

Definition of English for specific purposes (ESP). The part of English in the field of a verbal communication course or curriculum of education in which the subject and points of the path are set by the explicit needs of a specific group of learners (Richards and Schmidt, 2010, p. 198). Another way to define ESP, according to Anthony (1997: 9-10), ESP is depicted as merely being teaching of English for any intention so as to possibly will be indicated.

Others, nevertheless, were more meticulous describing it as the teaching of English utilized in scholastic studies or the teaching of English in support of professional purposes. ESP is in general used to to the teaching of English for a clearly practical purpose (Mackay and Moundford, 1978: 2). Thus, the comprehension of practical language in real situations allows the development of skills for a better interaction and thus have a better performance.

It is worth mentioning that both authors agree that ESP fulfills a need, which is directed to the satisfaction of the pupil and his or her achievement in working life, thus obtaining employment opportunities. ESP is an unmistakable movement of English Language Teaching (ELT) with some particular attributes. Dudley-Evans and St. Johns²² attempted (1998) to apply a progression of attributes, some total and some factor, to diagram the significant highlights of ESP.

ESP Characteristics:

- ESP is characterized to address explicit issues of the students;
- ESP utilizes basic philosophy and exercises of the control it serves;
- ESP is fixated on the language (syntax, lexis, register), abilities, talk and type fitting to these exercises.

Variable Features:

- ESP may be linked to particular disciplines or tailored for them;
- In particular teaching circumstances, ESP can use a methodology different from that of General English;
- ESP is likely to be intended for adult learners, either at a tertiary level institution or in a situation of skilled work. It may however be at secondary school level for learners;
- Typically, ESP is intended for intermediate or advanced students. Some basic knowledge of the language systems is assumed in most ESP classes, but it can be used for beginners. (Dudley-Evans & St. John, 1998:4).

According to the authors' arguments, ESP is targeted at students with intermediate to advanced English language skills, as studying technical English requires a solid foundation.

Furthermore, the majority of the pupils are adults, and their learning is already more focused and sophisticated. The general English is used here as a stepping stone to the next level, which is the labor-related English.

Types of ESP. Each language is used to bring a message to the listener and it is so that the communicator emits his linguistic register according to the purpose that the person wants to obtain, for example, there are several types of English that are developed according to the objective to communicate. It is important to emphasize that all authors agree that English is taught to a specific group of students where each has a communicative need. From my

personal position, I agree that a particular linguistic register constitutes each work or study environment, such as a doctor uses terms that only those of his profession understand, understand, while it will not be understood by those who are not engaged in medical sciences, each higher education institution should therefore implement the teaching of English according to each profession, taking into account that this can generate job opportunities and progress.

According to David Carter (1983) he identifies three types of English:

- English as a language that is limited, e.g. by a pilot or a waiter. For specific contexts, this form of English is used, although it does not help to interact efficiently outside of the specific context.
- English for academic and occupational purposes.
 - English for Academic Purposes (EAP), e.g. English for medical studies.
 - English for Occupational Purposes (EOP), e.g. English for Technicians.
- English with Specific topics.
- It is especially concerned with expected potential needs for English, e.g. For postgraduate studies or attending conferences, scientists need English.

Each sort of English is addressed at a distinct set of people with sophisticated technical expertise who want to improve in their careers.

Technical English. In different languages, even in Spanish, the expertise of the standard words get away the educational and technical lexis of the businesses and disciplines or dissimilar areas of employment. The word "technical language" applies to individuals of areas of vocabulary and speech in a language that have a place to a very particular specialist or scientific field, and that are habitually only well-known by those who have earned guidance in that field.

Learning technical English may help an individual advance in a profession, explore new opportunities with a competitive pay, and it's important to note that few people in technical fields use English as a second language. Technical English is useful in instances where the worker can comprehend and engage without difficulty. Because it will be based on normal English, the grammatical structures will always be there. Knowing technical English has several benefits, including the ability to read and comprehend articles, directions, recipes, and books, among others.

ESP enhances the linguistic needs in the aspects of language proficiency including reading, writing, listening and speaking for a better relationship between the professional and a colleague or client, each foreign language skill learned allows the student to channel the knowledge into the real world.

For example, a person who is proficient in English in a specific field can command a higher salary than someone who is not proficient or would not be able to get the job. The knowledge of English targeted in a certain domain opens many doors, a great illustration of that are the jobs published in different online pages where they ask for professionals with knowledge of English offering a very high pay. A bartender or a chef in restaurants at sea or on cruise ships can earn twice as much as someone who works on land. Mainly having a high salary can improve people's lifestyle and therefore a comfort in every way. This is a clear proof that knowing English beyond the everyday generates great benefits.

To teach specific English you always have to start from a previous or communicative background in order to make learning easier when using specific English.

On the other hand, mastering appropriate terms of the work area is a successful step to a better performance and therefore have many advantages. Learning this type of English allows you to step out of your comfort zone and experience a world of challenge, learning and ultimately success. Most authors agree that the themes and topics are linked to particular disciplines and occupations. In addition, language conforms to the syntax, semantics, etc. of a particular specialty.

Methodology for ESP. For a long time, different techniques, strategies and methods have been used to transmit knowledge to the student, but learning the English language is not the exception. The process of teaching and learning involves the use of materials, techniques and of course an environment according to the topic, on the other hand the teacher has a very important role in this path of knowledge, on the other hand, an assertive approach achieves a long term learning in the learner.

The curriculum of every educational system has its own methodology, even the Spanish subjects follow a specific strategy. Many institutions want to apply the methods of Spanish to English, which is totally wrong, each subject has its own guidelines and therefore must apply an appropriate approach, and it can not be generalized the same teaching methodology for the rest of the subjects.

Thus, English has its own principles of teaching and learning, including if the professor is going to teach a specific skill of the English language, It must be used a methodology according to the situation.

The classroom has become in most cases the student's second home where he/she is nurtured cognitively, socializes, is formed as a person and where he/she acquires unforgettable experiences that will mark his/her whole life. Hence, this space must be an enriching place that the student wants to frequent with great emotion.

It is of utmost importance to know how to reach students taking into account that each one comes with a different background, it is necessary to know this aspect that can mark the student's success or failure. Not all people learn in the same way, there are people who are slow to grasp knowledge, while others learn faster.

Each student is formed by several intelligences of which one is the one that predominates, this is called multiple intelligences and that means that we can learn in different ways. For example, a person may have a verbal intelligence which will acquire knowledge through the teacher's explanation. On the other hand, an individual may have visual-spatial intelligence, so the teacher must opt for exclusive material such as graphics, images, magazines, videos, etc. so that the student can learn meaningfully. Body-kinesthetic intelligence is another factor that the teacher must take into account since with this learning model the student will better grasp the information through movements, gestures, which would be very useful in role plays, dramatizations, etc.

The ability to understand oneself, to study in silence without any company, concentrating on reading, learning, studying becomes the main characteristic of a student with intrapersonal intelligence; the teacher has to work promoting problem solving or analysis topics for the student to learn. On the contrary of intrapersonal intelligence, it is possible to identify people who like to work in groups, lead, create spaces for debates, talks, etc. Just to mention some types of intelligence, it is essential to keep in mind the great variety of students and that each one comes with a special need.

Using various teaching methods helps to capture the student's attention, makes the teaching more authentic and fuller by reaching all students, and can also enhance many skills and abilities that the student has not yet discovered or is just forming. However, something that cannot escape from the classroom of each teacher must be applied in the classroom and that

is motivation. A motivated person can achieve great accomplishments in different fields and education is obviously no exception. The methodology applied in the classroom should be the engine of the teaching-learning process and it is in this way that each teacher has the special task of meeting the needs of the learners.

Finally, to emphasize education for specific purposes, i.e. teaching English for professions where they know technical terms for a particular performance, it is highly relevant to apply a specific methodology for the student to acquire a linguistic register connected to their reality. English for specific purposes is directed with different methodological strategies in English that lead to a deep learning; then we took into account some methods of teaching the English language that enhance the teaching of new technical vocabulary and therefore a better application.

English for Specific Purposes has as a line of knowledge, the mastery of vocabulary that fits the area of work, thus, a communicative approach and also puts more stress on the performance of practical experiences. Based on the principle of teaching and learning, the following are some of the methods used to teach English for specific purposes:

1.2 The Oral Approach and Situational Language Teaching

The beginnings of this approach started with the work of British applied language specialists in the 1920s and 1930s. Starting at this time, a number of exceptional applied linguists created the starting point for a principled approach to methodology in verbal communication teaching. Two of the pioneers in this development were Harold Palmer and A. S. Hornby, two of the most noticeable figures in British twentieth-century language teaching. Both were recognizable with the work of such linguists as Otto Jespersen and Daniel Jones, as well as with the Direct Method. What they attempted was to build up a more technical foundation for an oral approach to teaching English than was evidenced in the Direct Method. The result was a systematic study of the standards and methods that possibly will be applied to the choice and organization of the content of a language line (Palmer 1917, 1921).

Situational Language Teaching employs an inductive approach to grammar instruction and is based on behaviorist concepts. It argues that the mechanisms involved in learning a foreign language are analogous to those involved in learning a first language and, as a result, expects the learner to derive the meaning of words or structures from the context in which they are introduced.

According to Pittman (1960) there are some characteristics that highlight this approach:

- The teaching of language continues with verbal language. The content is learned orally earlier than it is delivered in written form.
- The target language is the school language.
- Fresh vocabulary points are situationally presented and practiced.
- Vocabulary preference approaches are used to ensure that the vocabulary of a basic general service is covered.
- Grammar objects are graded according to the idea that, before complex ones, basic types should be learned.
- Once a proper lexical and grammatical framework is developed, reading and writing are implemented.

In this approach the grammar and terminology in cases are incorporated inductively; descriptions and translation are avoided, moreover, the the target language of instruction is used to teach the different topics or situational issues.

Learner's role. Students have to listen and repeat what the teacher says. They must also respond to questions and commands (Pittman, 1963). The engagement and self-interest of the students helps them to think, answering questions if necessary.

Teacher's role. The teacher presents the topics orally and explains them based on real situations, after that the professor will write them down and reinforce the students' knowledge with repetition (Byrne, 1976: 2). With regard to the teacher's job, the key line is to be the students' facilitator and guide as he is the one who can build an atmosphere centered on a good theme-based learning, that is, to use content according to the target to achieve and also to include a good motivation; the teacher is certainly the fundamental pillar of education.

The materials used are according the environment for example, the use of objects, pictures, realia, actions, gestures in order to demonstrate the meaning of the new language ítems (Pittman, 1963: 176).It should be noted that there are many students who do not understand English well, so the use of materials that catch the interest of the student facilitates long-term retention, and so the choice of didactic content must be very comprehensive.

The tutor examines the material to be deployed, focusing on what he or she will teach; for instance, if the subject is gastronomy, the teacher can use real foods that are connected with the new word.

In terms of classroom application, this approach provides a learning methodology focused on the production of use-case scenarios in the classroom using objects, drawings, real didactic materials, actions, and gestures that allow the meaning of new components to be grasped. Vocabulary and grammar are introduced one at a time. The repair of pronunciation and grammatical mistakes is regarded important. Skills are developed via the practice of language structures. Error prevention is important in didactic practice, as it is in other techniques based on behaviorist learning theory.

In many occasions the student does not learn anything, on the contrary, the learning is momentary or the student may pretend to understand even if it is the opposite. Learning a new language always involves a great challenge, most students see English as the dark side of education and this has always been because the strategies proposed by the teacher are not effective and so there is a lot of disillusionment in the learning process.

The theory of learning in a situational setting and oral practice fosters a breakthrough in learning beyond the conventional.

Vocabulary learning has to be always linked with the real thing, that's why Situational Language Teaching methodology gets a lot of points in its favor since it creates practical and interactive spaces.

For the application of this methodology for the learning of gastronomic terms it is necessary to have a basic knowledge of communicative vocabulary. Situational Approach is structured in situations of daily life in this case if we talk about gastronomy it can be said of vocabulary focused on that field.

The main focus of this method is to learn and use high frequency vocabulary, for example in the gastronomic field a chef must master specific terms in English to understand tourists or bosses who may be foreigners; the cook must know cooking techniques, cuts, different ingredients, how to create a menu and all that in English.

Another feature to highlight in this approach is that the teacher must provide constant feedback to detect gaps in the students in order to reinforce them successfully. For the student

to assimilate the new knowledge in a better way. It is emphasized that the learning of new vocabulary will also go hand in hand with reading, i.e. the new vocabulary will be learned through technical or specific readings according to the need to be covered, for example, if the student wants to know a little more about charcuterie, it will be provided with topics according to the theme.

To teach language, the Oral Approach focuses on the utilization of circumstances about the work area. Moreover, the use of images, objects, and/or realia to educate is referred to as a scenario, which is very beneficial for the education process. Students are required to listen to the lecturer and repeat what he or she says, That is one way to explore new cooking terms, besides, it is noteworthy to emphasize that the English teacher should also be immersed in elementary culinary knowledge.

1.3 Communicative Language Teaching

The roots of Communicative Language Teaching (CLT) can be found in the improvements that date from the late 1960s in the history of British language teaching. Situational Language was the predominant British approach to teaching English as a foreign language until then. Language has been learned in Situational Language Teaching through the practice of specific structures in meaningful situational activities.

During the 1980s and 1990s of the twentieth century, the communicative method was generally recognized, but in recent years, it has been losing momentum to the task-based approach, which may be called its descendant. It's frequently used as a counterpoint to standard grammar-focused methodologies and approaches. In truth, it is a break from past models, since it acknowledges the significance of linguistic competence while also looking for true communication skill.

Another basic dimension of language that was insufficiently explored in modern approaches to language teaching at the period was stressed by British applied linguists - the practical and communicative capacity of language. They saw the need to concentrate on communicative competence rather than simple mastery of constructs in language teaching (Richards C., Rodgers T., 2001).

A genuine communication must be ensured by the following points:

Every student learns new things that no one else knows, which motivates other students to seek out the unknown, resulting in an interchange of information that develops all mentalities. The greatest way to learn new knowledge is to socialize. The communicative method gives students the flexibility to pick the content they want to communicate and how they want to present it. This gives students greater confidence and allows them to take on the responsibility of communicating actual knowledge. Another extremely good aspect of communication is when the information provided is accompanied by gestures and motions that confirm or refute the information.

In language instruction, the communicative approach continues with the principle of language as correspondence. The aim of language teaching is to establish what Hymes (1972) referred to as "communicative competence." In order to contrast a communicative view of language and the philosophy of competence of Chomsky, Hymes coined this word. According Richards (2006), there are principles of communicative language teaching that reflect the main characteristics of this approach:

- Making actual contact the subject of studying languages.
- Providing learners with chances to practice and try out what they learned.
- Be forgiving of the mistakes of learners as they show that the learner develops his or her communicative skills.
- Providing learners with opportunities to improve both accuracy and fluency.
- Link the diverse talents of communicating, reading, and listening together, as they usually exist in the physical world.
- Inducing or finding grammar rules for students.

Learner's role. Over all, the students are communicators. In seeking to make themselves heard and to understand others, they are deeply interested in negotiating meaning, particularly though their understanding of the target language is lacking. The aim of each student is to convey information; interaction becomes the main point of learning without achieving language perfection, but to make oneself understood by the environment. For teachers of Communicative Language Instruction, many roles are assumed, the meaning of specific roles being decided by the perception of the CLT adopted. In the following terms, some authors characterize several instructor roles:

The instructor has two key roles: the first is to promote the process of contact with all classroom participants and between these participants and the different events and texts. The second task is to behave within the learning-teaching community as an individual member. For students, other positions assumed are needs analyst, psychologist, and community process manager (Breen and Candlin, 1980:99). In addition, the instructor must build an atmosphere of trust in which he or she can be engaged in order to generate stronger student progress, trust is the best tool to help enhance learning, problem solving and dialogue among students.

The teacher's function is fairly varied: assessing students' requirements, establishing communication circumstances, arranging activities, advising, engaging as a partner, watching the evolution of classroom tasks, developing materials, and so on. In summary, the teacher's job is to make learning easier while also fostering collaboration among students, who are the ones who really learn.

The Materials in Communicative Method, the realia is the most important component including books, newspapers, fruit and vegetables, recipes, etc. (Richard, 2001). In comparison, the use of drilling tools will help to provide a clearer understanding. On the other hand, the use of materials to assist real world conditions allows for lengthy stretches of expertise to be preserved.

The guidebook serves as a helpful resource, but it is not the focus of education. Other teaching tools, such as poster boards for group problem-solving exercises, as well as real materials, such as periodicals, tourist brochures, and public transit tickets, are also used. When evaluating students, both accuracy and fluency are taken into account.

Projects are conventional communicative approach activities that can span anywhere from a few weeks to an academic year. A typical project begins with the selection of a topic and participants; an outline and work plan are created, and responsibilities are assigned; data is gathered and analyzed; and a final report is produced and/or presented to the class.

The fundamental pillar of the interaction between human beings is the communication where we can know the needs of each individual, transmitting a message is always the objective of an assertive communication. English, according to many authors, is the most important language to be able to communicate around the world in different social environments. In

the field of tourism, being more specific in the gastronomy, the foreign language is of prime relevance in the interaction with the client and with the same work colleagues and it is in this way that the teaching of the communicative language in languages allows the student to take great steps in life in general.

Historically the teaching of communicative language has a great potential in expressing what one wants, i.e. to ask for things we need or ask for other people, also through language we can show behavior and thus make known how we really are, on the other hand promote interaction with others and socialize makes us more human, also express personal feelings, learn, create a imaginative world, transmit information; all this is thanks to communication.

Successful communication to transmit or understand what someone is telling us will always be linked to motivating the student to speak and if he/she makes a mistake, not to be inhibited, but on the contrary, to continue speaking.

In this communicative method, the teacher is not the center of the class but the student, so it is vital to implement interaction activities where the student talks, tells jokes, expresses ideas, etc. A great exercise could be for the student to talk about what they are most passionate about, and in my personal case I have seen some students for example talk about sports or artists that they enjoy, it is impressive to see how they develop orally and fluency improves enormously. In the case of gastronomy students it is seen that they are passionate about cooking and explaining a recipe is a great motivation to express what they are passionate about.

It is worth stating that all the authors of this theory agree that learning through real communication leads to meaningful learning. This theory promotes a learning by experimentation where the student apprehends by doing things, a great opportunity to increase knowledge is undoubtedly to explore, learn and many times even make mistakes but all this builds a learning by the intervention of the learner and being in continuous contact with the situation will achieve a long term learning.

To conclude, the foreign language must use an authentic vocabulary that has to be included in the classroom most of the time. In addition, English should be the language that is used all the time, the student needs to avoid using the mother tongue.

1.4 CLIL (Content and Language Integrated Learning)

CLIL (Content and Language Integrated Learning) applies to the case in which subjects or parts of subjects are learned with a dual-focused intent in a foreign language, both learning content and learning a foreign language concurrently (Marsh, 1994). In an additional language, this approach includes studying subjects such as history, geography or others. It can be very effective in improving the learning of languages and other subjects and cultivating an optimistic 'can do' attitude towards themselves as language learners among young people (Marsh, 2000).

According to Coyle (1999), the Principles of Clil are based on:

- The language is used in the material and to interact essentially.
- The subject defines the vocabulary of the classroom that will be used.
- Fluency is more important than precision.
- Clil combines 4Cs: Content, Communication, Cognition, Culture.

In order to achieve a stronger learning in the students based on the reality in which we are involved, Coyle (1999) mentions the 4 components that must be implemented in a class.

Cognition for pupils, studying must be intellectually demanding, and it is only in this manner that they can develop advanced reasoning abilities on at the same time with their behavioral skills and cognitive language skills. Moreover, for the growth of communication skills, language is fundamental. By integrating fundamental leadership abilities and cognitive academic language skills, since learning helps people to connect and engage in a meaningful way. Cultural diversity is another concept of CLIL, since language, thought and culture are closely related. Students may become conscious of the surrounding cultural reality through this approach. In terms of social and emotional understanding, all this makes students more conscious of their environment.

The content is seen as the foundation of the method of learning. It helps learners to access information that is actually important to their lives. One of the teachers' key duties, thus, is to build courses with valuable knowledge to be used by students on a regular basis. The student is independent to solve problems and to develop his/her own knowledge and skills. This approach aims to communicate with the lives of learners and their desires and concerns.

The teacher has a fundamental role that is focused on giving feedback to the student, in addition to presenting an appropriate environment for better learning. The teacher promotes the student to be more investigative. The resources used in the classroom are depending on the subject, for example, if you are going to teach geography you need some maps as material for clarification. It is important to connect all materials to real circumstances.

CLIL is a methodology where the student learns through different subjects, in which content is acquired indirectly, here English is used as a means of learning but the language is not analyzed in depth.

The learning through this methodology goes little by little, following steps in the learning process, that means that the topics proposed go from the easiest to the most difficult depending on the level of each student. Clil allows the student to interact in the classroom using familiar topics.

Researchers state in English teaching in real-life situations in the academic context. It is relevant that the teacher organizes his teaching material correctly according to what he is going to teach. For example, in the teaching of technical vocabulary it is essential to use a booklet with pictures or practice in a gastronomic laboratory where the student is immersed in the situation and surrounded by new things but in English.

The competence of the new language through Clil is flexible since it adapts to the different ways or learning style. By encouraging autonomy in the student through Clil contributes greatly to the freedom to learn at their own speed without forgetting that the resources provided by the teacher will make the difference between a better understanding of the topics or slow down learning, so you have to select the material carefully according to each learning objective to be achieved in learning.

A wonderful manner to know if the student has acquired what has been taught is the evaluation, there are different ways to evaluate but according to my point of view the student should always present a product that can be presented to the society, in the case of gastronomy students, he could create a recipe and explain its preparation, this way of evaluating demonstrates one hundred percent the results of the Clil's path.

The challenges given to students are constant, pushing them out of their individual comfort zones and motivating them to analyze and investigate. Clil definitely improves critical thinking and in the development of receptive and productive English skills, the constant

feedback helps the student to keep in mind the new contents, also the teacher constantly has to raise questions about every detail that may not have been taken into account and could be easy to forget, the important thing here is to have a permanent interaction giving free space to the student to reflect or produce what he/she has learned.

It is stated that while learning a language, excessively emphasis is placed on grammar at the expense of vocal expression, whereas the goal of understanding a language is to be able to speak it. As a result, prior generations graduated from college without understanding how to have a foreign-language conversation.

This CLIL proposes that language acquisition not be treated as a separate topic with weekly hours on the calendar, but rather be integrated into other courses as a means of communication to explain specific concepts.

Language development ought not center on verbal goals, as well as on strengthening students' communication abilities by providing students with realistic situations in which they may use the foreign language to learn other topics, and by demonstrating that they can do so correctly, they will undoubtedly increase their ambition and willingness to learn.

There are several benefits to teaching and learning using a CLIL technique, among which we may include the following:

The learner uses the second language to take action and solve issues, therefore developing oral expression and involvement in the other language.

It is a deeper linguistic immersion that helps pupils comprehend the foreign language. Learning another language becomes an immersive and intercultural experience, enabling a good attitude toward bilingualism and other cultures.

Students develop a variety of learning techniques. Working on a subject's material in a foreign language necessitates a higher effort in comprehending and producing information, which necessitates learning from many viewpoints.

One of the methods that is really useful is the eclectic approach. This is based on the production of languages includes a variety of approaches and practices. The diverse approach to ESL teaching involves all current methods, concepts, and hypotheses from the area of language teaching as the most relevant or useful components. The eclectic technique being suggested here is based on the following:

- Second language learners add to their language learning environment a great deal of experience and expertise.
- The use of native language-to-second language translation by learners creates a framework for communication.
- English instruction, wherever possible, should be taught in the target language.
- Language learning must be interesting and important.
- Subject-content enriches and gives the language classroom a cognitive foundation.
- At the discretion of the teacher, imitation, memorization, and pattern practice will fulfill the needs of the classroom.
- In meaningful contexts, language acquisition can be used. Continuous proper use may help in acquisition of vocabulary.
- Reading and writing should not be interrupted and nearly any ESL lesson should be integrated (Taylor & Francis, 1994).

It is evident that the combination of different teaching methods promotes better learning in the student, since this allows for more successful results in the acquisition of new vocabulary, grammar, etc. Each student assimilates knowledge in different ways, because we all have different intelligences, which leads to a number of teaching techniques through a variety of activities, this method gathers the best of each approach to reach the student.

In many situations, the instructor is unable to discern the needs of each student and teaches the classes in a generalized manner, which is where the major issue emerges, because each student is a unique individual who needs personalized instruction. As a teaching professional, the teacher must be familiar with a wide range of teaching techniques and directed activities.

Presenting encouraging exercises at the start of each session can help students feel more at ease, and a motivated learner is always a sponge, soaking up everything. Boredom can hinder students from learning, therefore the instructor should vary the activities every day and avoid being predictable. Instead, pupils should be interested in what the teacher will do the next day. The usage of visuals one day, audios the next, films the next, dramatizations the next; it's all part of the eclectic technique, where we rely on diversity.

A student's response is influenced by the learning environment in which he or she is placed.

In terms of students' understanding, however, combining multiple techniques might be more beneficial; the more tactics and activities in the classroom, the more students will acquire the curriculum information.

The instructor can pick the most significant aspect of each theory to cover the objectives while keeping the motivating aspect in mind. This technique might be the most comprehensive, allowing the educator to utilize the most appropriate methods to set the student on the proper track without being bound by any rules.

Within a deep analysis, the education system in Latin America has generated a very poor teaching-learning process, there is not a clear interest based on following an assertive methodology towards the student, as teachers we need to put a little more of our part.

English is like the last step of learning, which has created that students do not put more emphasis or attention on it. In addition, the teaching of English should be more focused according to the career or specialty as this can improve the student's job opportunities.

As a conclusion to the general literature on English language learning for specific purposes, all the methodologies presented in this chapter are of great help for learning, the only thing that should be done is to apply and exploit them to the maximum, creating an environment of respect and interest in self-preparation, self-improvement and mastery of the English language.

CHAPTER II. METHODOLOGY

2.1 Type of Research and Research Approach

This study will be of an exploratory sort, so we will begin with an investigation and the gathering of problem-related knowledge using surveys, interviews and environmental observations to be investigated; through this analysis, in addition, a research hypothesis will be created. In order to classify its elements and structures, we will hit the descriptive stage where we will examine the influence it has on the social sphere, for which it will be necessary to consider its characteristics.

The study is of a pre-experimental nature so there would be an approach to the research issue where a pre-test is carried out in order to deepen the origins and causes of the problem, and then this leads to a monitoring process in the specified population sample in order to carry out a post-test and evaluate the findings after the researcher's involvement.

This work has a quantitative-qualitative approach; that also is, this is related to the naturalistic model, because it privileges qualitative approaches with a special and unrepeatability and attempts to explain social phenomena. Furthermore, the study being conducted stresses the person's mentality, integrity and worth. This model observes universal values in that humans are human beings who have the potential to discover the truth in themselves and practice the positive by a process that through the logical study of ideas and theories explores the essence of truth. In the other hand, there is also a methodological investigation, in order to achieve the desired results, the compilation of numerical data and statistical analysis is necessary.

The work is field research, so the analysis will be carried out where the evidence exist, i.e. at the Vicente León Institute, because it will be very useful for the researcher to interfere directly with those impacted by the problem. In the other hand, since the material to be collected was gathered in journals, science journals, magazines, the internet, etc., it is bibliographic and all this information provided the basis for the updating of knowledge and the elaboration of the State of the Art and Experience with regard to English for Particular Purposes and the basic vocabulary relating to Gastronomy.

The Research Universe was undertaken at the Vicente León Institute in Latacunga, Cotopaxi Province. The educational day is morning and evening according to the existing rules, and its population is 160 pupils of gastronomy, but not everyone receives English as a subject, only third, fourth and fifth semester have English in the curriculum; however, a non-probabilistic sampling was carried out, because the selection of students was based on the researcher's criteria. The research focuses on a convenience sampling where we worked with a group of 22 gastronomy students from the third year, night section, who collaborated voluntarily.

Analysis and operationalization of variables

Independent Variable: English for Specific Purposes (E.S.P.)

Table 1 *Independent variable: English for Specific Purposes*

Definition	Dimension	Indicators	Items	Techniques and instruments
<p>Richards & Rodger (2001, p.107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.</p>	<p>CLIL Comunicative Approach Oral and Situational approach Eclectic Approach</p>	<p>Learning aims Strategies Techniques Activities Resources</p>	<p>What do you think about the English taught at the Institute is appropriate for the gastronomic area?</p> <p>What kind of English does the teacher have to teach for the student's professional preparation?</p> <p>What do you think about the importance of learning gastronomic english?</p> <p>How does the teacher help the students to learn gastronomic terms based on real situations?</p> <p>Why is useful to learn technical English for the development of the students?</p> <p>Do you think it is important that the teacher use different vocabulary teaching techniques? Why?</p>	<p>Focus Group Questionnaire</p>

			<p>What types of topics do you think are relevant to learning gastronomic English? Why?</p> <p>Do you know what kind of English is used on Cruises, 5 star hotels, tourist places regarding the gastronomic area? Why?</p> <p>How much gastronomic English do you know? Why?</p> <p>Do you think it is necessary to implement a teaching material for technical English for gastronomy? Why?</p>	
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Source: Robles, G. (2020)

Dependent Variable: Technical Vocabulary

Table 2 *Dependent variable: Technical English*

Definition	Dimension	Indicators	Items	Techniques and instrument
<p>Technical English is the language used by professionals who work in technical and scientific fields at various levels to get things done and achieve practical goals (Beck and Tranter, 2011)</p>	<p>Gastronomical lexis Specific vocabulary</p>	<p>Interaction in the work area Vocabulary learning Gastronomical words Kitchen stuff Kitchen techniques Kitchen verbs</p>	<p>1.He/she collects payments from patrons..... a.Chef b. barista c. cashier d. sous chef</p> <p>2.He/she is in charge for supervision the efficient operation and success of restaurants and for administration their employees. a.Executive chef b. dishwasher c. bartender d. waiter</p> <p>3.The kitchen scale is used for..... a.Peel b. weigh c. whisk d. mix</p> <p>4.The whisk is used for..... a.Fry b. beat c. serve d. wash</p> <p>5.Which one is not a cooking process? a.Bake b. flambé c. napkin d. deep fry</p> <p>6.French fries are..... a.Steamed b. boiled c. fried d. blanched</p>	<p>Assessment (oral, witten) Class Participation Wokshops Videos about Gastronomy Survey Questionnaire</p>

			<p>7.A cheesecake is.....</p> <p>a.Greasy b. creamy c. sour</p> <p>8.Mexican food is.....</p> <p>a.Spicy b. ripe c. tender d. tasteless</p> <p>9.The tangerine is.....</p> <p>a.Sour b. creamy c. crispy</p> <p>10.I need to.....the pizza.</p> <p>a.Spread b. slice c.squeeze</p>	
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Source: Robles, G. (2020)

2.2 Data Collection Procedure

There were 3 phases in the data collection of this work: pretest, intervention and posttest.

The early phase was a focus group where the conversation with the students was of great benefit in learning about the subject and collecting their views on English for practical purposes and the use of technical English; however, during the pretest, which was targeted at students in order to have more specific answers about the knowledge of technical vocabulary, this led to the examination and development of the required strategies for teaching gastronomic lexicon and a technical material for teaching in the intervention process.

For the intervention in the Vicente Leon Institute, as a first step in the investigation, the respective permission was obtained from the authorities, in addition a planning was made in order not to interrupt the normal educational work of the chefs. In the application of the proposed proposal, vocabulary related to gastronomy was taught by applying techniques based on English for specific purposes, on the other hand, the intervention was carried out in 6 sessions of 2 hours in the evening and through the Virtual Microsoft teams platform and which was targeted at 22 students.

In each teaching-learning session a warm-up was used, then the topic related to the culinary art was taught, for example the first day started with "The kitchen Staff", and the students participated, asked questions and interacted with each other and finally after each topic the students performed activities in the booklet of gastronomic English where they put into practice their acquired knowledge, they also had other activities after each topic as Drill and practice in a real life activity, "Say something" activity and others that were according to the need. Also in each new class, feedback was given on the previous topics, and as a final work each student made a video of a recipe explaining everything related to it, where progress was visible in the knowledge of technical terms. It should be noted that after the intervention the students were evaluated and positive results were obtained.

The introduction of a gastronomic didactic material had a favorable impact since the students had never received technical English before. The students' interest in learning technical vocabulary was evident as they are aware that they can have more job opportunities and apply

for cruise ships. In the other hand, the prior knowledge of general English by the students offered a medium for not getting complicated with the new words and therefore increased the success of the students to a large degree. The researcher provided suggestions, answered concerns, promoted each intervention in a responsible manner during the execution of the methodological proposal, and the continuous inspiration was a central part of the process and the students also reacted better.

In the last step of the post-test, a survey was performed to check the positive and negative points of the intervention and also the expectations of each pupil according to the technical usage content, the activities and the technique applied. Consequently, the posttest findings were correlated longitudinally with the pretest and a data review resulted from that.

The posttest also consisted of the tasks performed in the classroom and its results, adding to this, a final evaluation also determined student success.

Techniques and Instruments. The key aim of this research was to consider all the interests and needs in the English language that students have. In this case, the Focus Group was the first technique as a way to discover the problem and a deep analysis about it; this was used in order to create a confident environment and having more accurate information. In this collective technique, the students expressed their opinions on the value of professional English, work openings, basic words, etc. This approach helped to realize that students had general but not precise English. All this was based on a database of questions specifically relevant to the inquiry variables.

According to Plummer D'Amato, P (2008), Focus groups are special because they incorporate interviewing, individual assessment, and group engagement. Focus groups are also especially useful because the study needs to examine the thoughts of individuals because the interaction between participants will evoke data and thoughts in one-on-one questioning would not be uncovered.

A technical English survey where students had to show their prior knowledge of gastronomic language was the first data collection method, this survey had a series of multiple choice questions that were collected by Google forms because of the pandemic situation it was

impossible to do it face to face. This pre-test helped to assess how well the students learned about particular English and thereby to make a decision based on the proposed solution to the issue contained in the organization to apply the intervention.

After the posttest, the second data collection method was used, which was based on a survey with students using a questionnaire relevant to the researcher's involvement. The related statistical review carried out in order to determine the reliability and accuracy of the evidence in the collection of the facts, requiring an in-depth review, in support of and on the basis of the criteria laid down, which was collected by the implementation of a number of questions relating to the areas of concern to be investigated. It is useful to take into account that the tabulation obtained will be provided with a graphic image, respectively, which will significantly help one to objectively analyze the reality of this educational institution; and thus, the findings obtained will be interpreted and a contrast will be made possible with the theoretical sense, enabling the hypothesis to be evaluated.

Characterization of the Institution. The Vicente León Institute is located in the city of Latacunga, Cotopaxi Province, and provides higher education in technology. The institute also offers five careers in Software Development, Financial Management, Health and Safety at Work, Accounting, Marketing and Gastronomy. The majority of the population of this higher education institution is of limited economic resources.

2.3 Research Proposal

PROPOSAL OF TECHNIQUES BASED ON ENGLISH FOR SPECIFIC PURPOSES FOR THE LEARNING OF GASTRONOMIC ENGLISH.



INTRODUCTION

Today, English has been the most commonly spoken language worldwide. In diverse sectors, including science, economics, commerce, and the most important areas of education. Therefore, in order to have effective contact in the world, we have to know the foreign language by acting in this competitive position.

It is really important to establish a good atmosphere for students in the classroom, so teachers must guide students to important experiences in which they learn new vocabulary in a fun and simple order to minimize tiresome learning.

This booklet provides exercises to encourage teachers to engage with their students; it details learning activities that can help students understand the gastronomic lexicon; it also offers kitchen-related photos for students to be active in the learning process.

In order to get good feedback in the classroom, another crucial factor is to increase interest in each lesson and strive to combine the activities with the content of the student book.

INFORMATIVE DATA

Name or title of the proposal: PROPOSAL OF TECHNIQUES BASED ON ENGLISH OR SPECIFIC PURPOSES FOR THE LEARNING OF GASTRONOMIC ENGLISH to prove the technical communication of the English language in the students of gastronomy of the Vicente Leon Institute of the city of Latacunga.

BACKGROUND OF THE PROPOSAL

It has done a detailed analysis on the required strategies for teaching gastronomic vocabulary and thus enhancing connectivity and improved results in the work field, but no textbook on this subject has been identified, so we have suggested a solution through a technical English manual and also a gastronomic vocabulary booklet.

For teachers and students, this manual will be a great aid because it will help them to properly teach classes and thereby receive qualified students capable of providing effective professional contact by English.

The use of instructional methods and the use of technical terminology will allow students to more easily understand the information that produces high-quality instruction, and will also present means and tools that promote the teaching process and the construction of learning without ignoring attitudes and values.

JUSTIFICATION

The correct usage, by means of didactic vocabulary resources of techniques for teaching technical English is of great importance because it will allow the development or strengthening of appropriate ties between previous knowledge and new information to be studied, thus ensuring that the acquired learning is more successful. By using exercises to inspire students, the dissemination of gastronomic information through teaching techniques can lead to the creation of companies with firm expertise.

Through the use of this handbook of basic English strategies, students of the Vicente Leon Institute will contribute to the facilitation of learning and communication of the English language by planning and incorporating exercises and resources to help students improve information based on their job needs.

OBJECTIVES

General Objective

- To incorporate the English-based teaching techniques manual for particular reasons in order to improve the learning of students in gastronomy at the Vicente Leon Institute.

Specific Objectives

- To facilitate more successful and autonomous learning through events that are inspiring and enjoyable.
- To submit the proposal in a persistent manner in order to gain effective learning and, ultimately, to enhance the contact of gastronomic English.

FEASIBILITY ANALYSIS

The viability of this proposal is acceptable for the student use, as it is focused on vocabulary teaching methods that motivate the student at the moment and is also based on empirical concepts of science, so it relies on scientific concepts.

It also has the support of the authorities and students of the institution; in the legislative context, this initiative is supported by a constitution protecting creative initiatives that boost the education sector.

The suggested suggestion makes it possible to advance one more step towards education excellence, allowing teachers to have a better teaching performance and thereby encouraging students to bring more attention in English and thereby gain a mastery in gastronomic English.

FUNDAMENTATION

The present proposal is influenced by a realistic philosophy that aims to solve the problem and, above all, to present a better way of imparting information through this manual of teaching techniques in English for specific purposes in the gastronomic area.

Teaching: It is to give students the opportunity to manage the data of the discipline, organization, direction and control experiences in an intelligent and direct manner, that is, to direct the process of teaching students in the subject of English with suitable methods.

Teaching technique: The method is the set of procedures, processes, and most appropriate activities used to achieve higher academic achievement.

Pedagogy: It is research and art that studies the aims, values and foundations of the educational method and describes the means or processes that contribute to the progress of education; it also applies, with all its organizational issues, to the structure and management of a school system.

Methodology: The purpose of research is to develop intellectual practices that are geared towards a goal.

Technique 1

Drill and practice in a real life activity

This technique is focus in learning vocabulary through repetition. It is very important to repeat each word and phrases many times in order to keep in mind. In order not to forget we have associated with situations in the common life. It can create sentences using that word or phrase sticking to situations in our work environment.

Objective: To increase vocabulary using daily cooking situations.

Procedure: Teacher has to include difficult words for students in the different situations or examples in class.

Example:

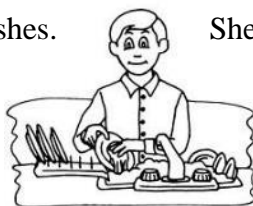
I have to grill the trout

I clean the kitchen.

For avoiding mother's punishment.

My sister washes the dishes.

She wants permission for hanging out.



Source: Modified from Hidalgo (2009)

Technique 2

“Say something” activity

This activity is where the students are given words to help them comment on what they know about, this is a way to activate previous knowledge.

Objective: To motivate students to lose fear when they talk, and try that they feel comfortable.

Procedure: According to the topic teacher can write a word on the board that must be related with the topic, so students name words related with the main theme of the unit. He or she comes up with whatever word.

Example:

llapingacho→ food, delicious, typical

freijoada→ pork, beans, brazilian

Hamburguer→ meet, tomatoes, lettuce,cheese

Source: Modified from Ramos (2009)

Technique 3

Daily word activity

Be sure to use new words every single day on a regular basis to increase the vocabulary and achieve a good communication. In order to remember words students say the actions that their mother does in the kitchen.

Objective: To improve students' vocabulary.

Procedure: Teacher must write a word on the corner of the board with each respective meaning every English class, this word has to have a relation with the theme of the class.

Example:

Batter - A mixture of flour and liquid, sometimes with the inclusion of other ingredients. Batters will vary in thickness, but are generally semi-liquid and thinner than a dough. Used in such preparations as cakes, quick breads, pancakes and crepes.

Dice - To cut food into tiny cubes: between 1/8-inch to 1/4-inch square.

Kebab - Also spelled kabob, these are skewers of meat, fish or vegetables grilled over a fire. All countries serve some version of this dish.

Mise en Place - A term used in professional kitchens to describe the proper planning procedure for a specific station.

Source: Modified from Ramos (2009)

Technique 4

Video taking notes about a cooking program

Students take notes from the video; it is an excellent way to learn more vocabulary. Use the close captioning option so students can hear and read the words as the video progresses.



Objective: To develop listening skill through videos and learn vocabulary.

Procedure: Teacher shows a video about a cooking program.

Example:

Students take notes of the unknown words, and write a summary of the movie or program.

The Program: “Master’s chef”

Summary

Master Chef Program is a cooking program that focuses on the basics of making healthy snacks and meals. The competitors get to learn recipes and make their own creations.

New words: Puree, garnish, marinating.

Source: Modified from Ramos (2009)

Technique 5

Learning by cooking

The new words are going to be used in the preparation of a recipe in which students have to cook something and they have to say the ingredients and the procedure. They have to explain all steps about it. This increases the vocabulary and achieve a good communication.

Objective: To improve students' vocabulary.

Procedure: Teacher is going to give a list a words every day, so students with those words have to create a meal in each class.

Example:

- Words given for the teacher: Flour, sugar, baking powder, salt, milk, oil.
- Using the words the student create a recipe using the correct vocabulary
 1. In a large bowl, mix flour, sugar, baking powder and salt.
 2. Make a well in the center, and pour in milk , egg and oil. Mix until smooth.
 3. Heat a lightly oiled griddle or frying pan over medium high heat.
 4. Pour or scoop the batter onto griddle, using approximately ¼ cup for each pancake.
 5. Brown on both sides and serve hot

Source: Modified from Ramos (2009)

Technique 6

Say the action

In order to remember words students have to say the actions that their mother/father does in the kitchen, using those words related to cooking. Students have to create a collage and meals that can be created with those ingredients.

Objective: To improve students' vocabulary.

Procedure: Teacher is going to give clear instructions about the activity. Teacher encourages students to create a collage about a recipe using the words that the students wrote down at home.

Example:

- Students see these actions about their mother's cooking: cut the onions, fry, boil, wash, vegetables, tomato, slice, salt, etc

- Students have a previous lexis and create a collage:



Technique 7

Use Dictionaries

We don't have to assume that students know vocabulary for that reason It is important to encourage students to use dictionary and according the definition they can apply in real examples.



Objective: To encourage students the use of the dictionary.

Procedure: To help students how to use the dictionary in a correct way and illustrate the new words in examples focusing to cooking situations.

Example:

Ask students to look up the meanings of some words and write one example each

- **Fillet** - To create a fillet of fish or meat by cutting away the bones. Fish and boning knives help produce clean fillets.

Ex. Juan likes eating fillet of meat in the breakfast.

Source: Modified from Ramos (2009)

Technique 8

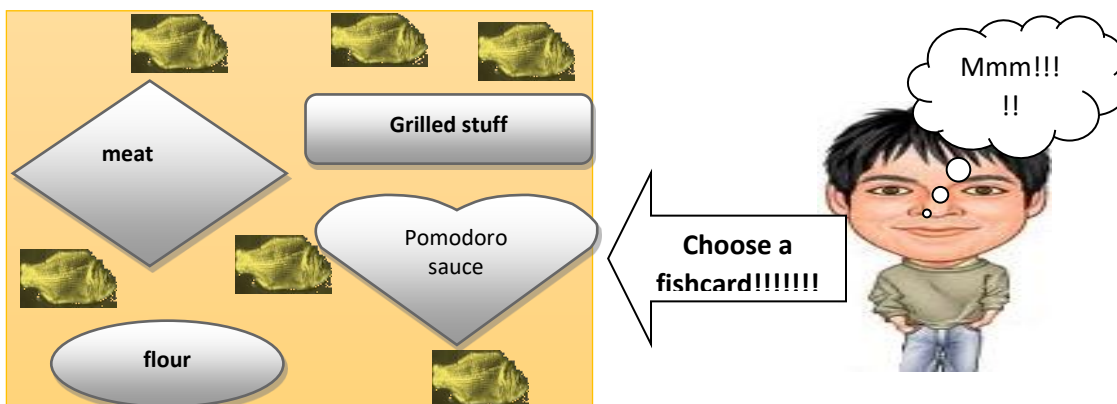
Describing card

This technique is based in exploding students' imagination and also in motivating them to cooperation. Students get a card of ingredients. They have to say what dishes they can do with that ingredient.

Objective: To integrate the four skills: writing, reading, listening and speaking, in order to practice cooperative work in groups. As well it is going to strengthen the content of the textbook.

Procedure: Teacher introduces cards in a box, their shape is like a fish, in each card there is an ingredient about meals, etc. This activity can make in groups. Students have to take turns for each. Each student has to choose a small fish card and he/she answers the question orally. Each right answer has an extra point. The winner group will get a reward also they have to punish the loser group. The loser group has to elaborate a written summary about a topic suggested by the winner group and they have to expose it in class.

Example:



Source: Modified from Ramos (2009)

Technique 9

Long term memorization

This technique is based on learn vocabulary in a specific date and repeat the same word in different moments during the month. And after three days the teacher has to go over the same words and ask students to say them; after a week teacher reviews the words again, this a way to keep a word for a long period time.

Objective: To learn gastronomical vocabulary

Procedure: Teacher explains and teaches some lexis related to gastronomy in a day and after three days the teacher has to go over the same words and ask students to say them; after a week teacher reviews the words again, this way to keep a word for a long period time.

Example:

Teacher teaches these words (fry, boil, grill,etc) on Monday 1st, he practices with the students with examples, exercises,etc. ; after three days teacher reviews the words again; after a week teacher goes over one more, so students are going to memorize those words for a long time.



Source: Modified from Ramos (2009)

Technique 10

Draw pictures to remember

Drawing pictures is practical technique in order to remember words and explode students' creativity

Objective: To learn new vocabulary

Procedure: Teacher teaches a bunch of new words and the students have to create a picture them and under each pic they have to write the word and the pronunciation, also they can create a collage just with pictures.

Example:

Teacher writes down on the board words like garnish, pour, cordon blue, etc., with these words students draw them in a notebook.



Source: Modified from Ramos (2009)

GASTRONOMICAL VOCABULARY HANDBOOK

UNIT 1 PEOPLE IN THE FOOD AND DRINK INDUSTRY



CHEF



CHEF DE PARTIE



PASTRY CHEF



BAKER



WAITER



BARISTA



BARTENDER



DISHWASHER



SOUS CHEF



MANAGER



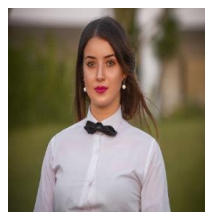
CUSTOMER



CASHIER



BARISTA



BARTENDER/BARMAN



DISHWASHER



TASTER



ASSISTANT

ACTIVITY 1

Note: For all these activities you can use a dictionary for looking up the meaning or definition.

1.- WRITE WHAT EACH PROFESSION DOES

EXAMPLE: THE CHEF IS THE PERSON WHO PREPARES THE FOOD

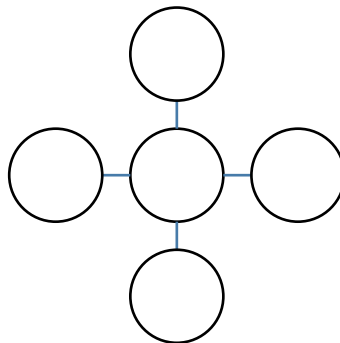
BARTENDER IS THE PERSON WHO _____

BAKER _____

PASTRY CHEF _____

BARISTA _____

WAITER _____

2.- CHOOSE A PROFESSION AND DESCRIBE IT USING SOME WORDS RELATED TO THE JOB.**3.- WRITE THE PROFESSION IN FRONT OF THE DESCRIPTION**

a.- He/she is in charge for guaranteeing the cleanliness and sanitization of tableware, crockery, glassware, pots, pans, and utensils. _____

b.- He/she is in charge for supervision the efficient operation and success of restaurants and for administration their employees. _____

c.- He/she collects payments from patrons _____

d.- He/she supervises the kitchen in the chef's nonattendance, gather high principles of cuisine hygiene and professionalism, and instruct your group to gain knowledge of new cooking techniques. _____

UNIT 2 KITCHEN STUFF



APRON



POT



OVEN



BLENDER



FRIDGE



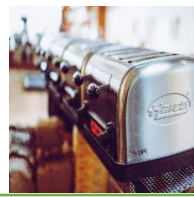
STOVE



MIXER



COFFEE MAKER



TOASTER



JUICER



MICROWAVE



PRESSURE COOKER



SCALE



KETTLE



EXTRACTOR



GRILL



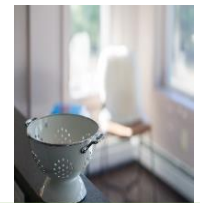
CUTTING BOARD



ROLLING PIN



TRAY



COLANDER



GRATER



PEELER



LADLE



FRYING PAN



WHISK

ACTIVITY 1

Note: For all these activities you can use a dictionary for looking up the meaning or definition.

1.- WRITE WHAT ACTIVITIES A CHEF CAN DO WITH EACH KITCHEN STUFF OR CAN BE PREPARED OR SERVED IN IT.

EXAMPLE: CUP.- IN A CUP CAN SERVED COFFEE OR TEA.

A.- JUICER _____

B.- POT _____

C.- KITCHEN SCALE _____

D.-MIXER _____

E.- PEELER _____

2.- WRITE THE UTENSILS THAT CAN BE USED FOR:

A.- POMODORO SAUCE _____

B.- ORANGE CAKE _____

C.- SPAGHETTI _____

D.- TWO KILOS OF FLOUR _____

E.- MIXING CREAMY INGREDIENTS _____

3.- WRITE A SHORT RECIPE IN WHICH YOU CAN USE AT LEAST 8 KITCHEN STUFF

UNIT 3. COOKING METHODS



COOK



SAUTÉ



STEW



FLAMBÉ



STIR FRY



GRILL



BAKE



ROAST



BLANCHE



BARBECUE



STEAM



FRY



BOIL



BROWN



DEEP FRY

ACTIVITY 1

Note: For all these activities you can use a dictionary for looking up the meaning or definition.

1.- WRITE THE CORRECT COOKING PROCESSES

A.- GORDON BLUE _____

B.- CEVICHE _____

C.- PAELLA VALENCIANA _____

D.- CHOP SUEY _____

E.- SPANISH TORTILLA _____

2.- WRITE ONE SHORT RECIPE IN WHICH YOU CAN INCLUDE 5 COOKING PROCESSES

UNIT 4 TASTING



RIPE



DELICIOUS



DISGUSTING



CRISPY



SMELLY



CREAMY



SPICY



ACID



ICY /COLD



SWEET



SOUR



GREASY



SALTY



FRESH



HOT



TASTELESS



TENDER



RICH

ACTIVITY 1

Note: For all these activities you can use a dictionary for looking up the meaning or definition.

1.- WRITE TWO ADJECTIVES FOR EACH FOOD OR DRINK

PASTA _____

LASAGNA _____

LLAPINGACHO _____

HAMBURGER _____

BROWNIE _____

BLACK RUSSIAN _____

HORNADO _____

CANDY _____

SPARKLING WATER _____

RISOTTO _____

2.- WRITE A SHORT CONVERSATION ABOUT FOOD USING AT LEAST 5 ADJECTIVES

UNIT 5 COOKING VERBS I



ROLL OUT



SERVE



WHISK/BEAT



KNEAD



SLICE



SPRINKLE



MELT



MEASURE/WEIGH



SPREAD

ACTIVITY 1

Note: For all these activities you can use a dictionary for looking up the meaning or definition.

1.- COMPLETE THE SENTENCES

MY COFFEE IS COLD. I NEED TO _____

I AM GOING TO PREPARE RUSSIAN SALAD SO I NEED TO _____ THE VEGETABLES

I AM GOING TO PREPARE FRENCH FRIES SO I NEED TO _____ OIL IN THE FRYING PAN.

I AM GOING TO _____ THE INGREDIENTS FOR THE CAKE.

I AM GOING TO PREPARE A LASAGNA AND AT THE TOP I AM GOING TO _____ CHEESE.

I _____ THE WINE IN THE CLASS.

PLEASE _____ THE LEMON IN THE MUG.

FOR PREPARING A CAKE FIRST _____ THE FLOUR IN ORDER TO HAVE A SPECIFIC QUANTITY.

FOR PREPARING BREAD YOU HAVE TO _____ THE DOUGH.

THE WAITER _____ THE ORDER TO THE CUSTOMER.

2.- COMPLETE THE SENTENCES .

WHAT CAN WE.....?

SQUEEZE _____

CHOP _____

MELT _____

WEIGH _____

CHAPTER III. ANALYSIS OF RESULTS

The following guidelines were taken into account for the collection of information:

- Application of the surveys and interviews.
- Tabulation of the results.
- Graphical statistical representation of the results.
- Analysis and interpretation of the results.

The results of the surveys applied to the object of study are detailed below, highlighting the study conducted with the students of the Vicente León Institute presents the following outcomes.

3.1 Analysis of Results

The present investigation that was applied to the students of gastronomy, had as base a pre-experimental investigation where the pretest and posttest were applied on the use and the knowledge of technical English (gastronomic), and the technique of the Focus Group was used at the beginning of the investigation to arrive to the bottom of the problem and there the points of view and necessities of the participants were known, who stated that the English taught at the Institute is based on general topics, and that because of their profession, which is directly linked to the tourism field, it is necessary to know English for specific purposes, i.e. gastronomic terms in the foreign language; All this led to structure the problem solving plan, which is based on vocabulary teaching techniques and also the creation of a booklet of gastronomic vocabulary. As an initial phase, the pretest was carried out, then the intervention phase and consequently the posttest to measure the knowledge of technical gastronomic vocabulary.

At the end of the intervention, a survey was also carried out in which the participants were asked how effective were the teaching techniques of technical vocabulary by the teacher and the didactic material used, i.e. the gastronomic English booklet. The following is the analysis of the results where the information was processed through the Statistical Package for the Social Sciences (SPSS), and the implementation of the non-parametric method of wilcoxon allowed the statistical comparison between the results of the pretest and posttest. All the questions were analyzed in SPSS obtaining reliable results.

3.2 Pretest and posttest results analysis

Collective questionnaire results analysis

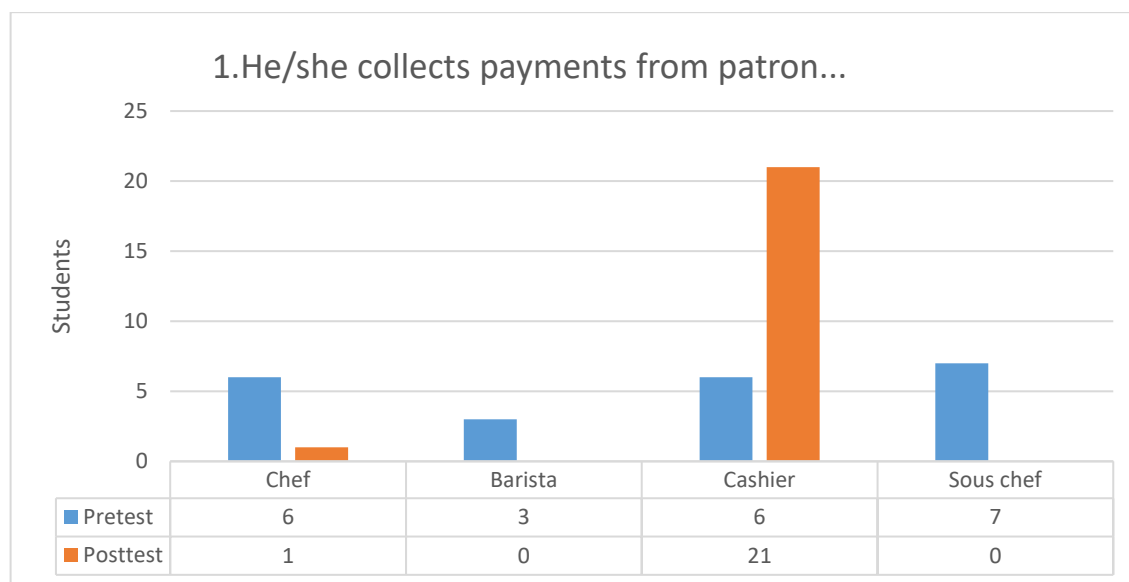


Figure 1: He/she collects payments from patron by Robles, G. (2020)

Prior to the intervention phase, the students had a low score in terms of gastronomic vocabulary knowledge; according to the question in the pretest, 6 students said Chef is the correct choice, while 3 picked Barista, 6 students chose cashier, which is the correct answer, and finally 7 students are inclined to choose Sous Chef. Following the intervention phase, the pupils achieved a better result, with 21 students correctly identifying Cashier and only one person chose Chef; it should be observed that the study group consisted of 22 participants.

The vast majority of students did not know the response prior to the implementation of methods for particular purposes in the development of technical culinary English and its booklet with culinary English terms, indicating that they had no understanding of culinary terminology. As a result, after the intervention, there was a significant increase in understanding of the new vocabulary.

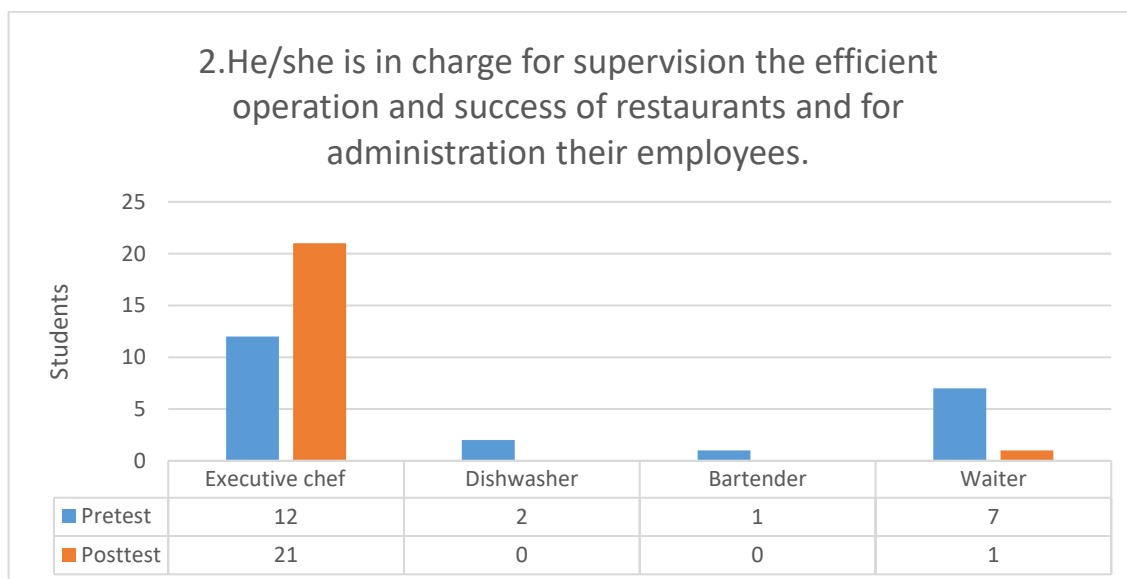


Figure 2 : He/she is in charge for supervision the efficient operation and success of restaurants and for administration their employees by Robles, G. (2020)

In response to the pretest question, 12 participants chose Executive Chef, while 2 chose Dishwasher, 1 person chose Bartender, and 7 people chose Waiter, indicating a lack of understanding of this language and the job roles of each occupation in English. After the intervention in the posttest, on the other hand, Executive chef was selected by 21 people, while Waiter was selected by only one person. Many students scored poorly on the pretest during the first period of the intervention, leading to a lack of vocabulary skills. After the researcher's interference, however, a significant percentage of the participants got positive outcomes with the right response, implying that the students assimilated the vocabulary learned in a positive way. Furthermore, the findings suggest that acquiring new vocabulary improves academic and occupational development.

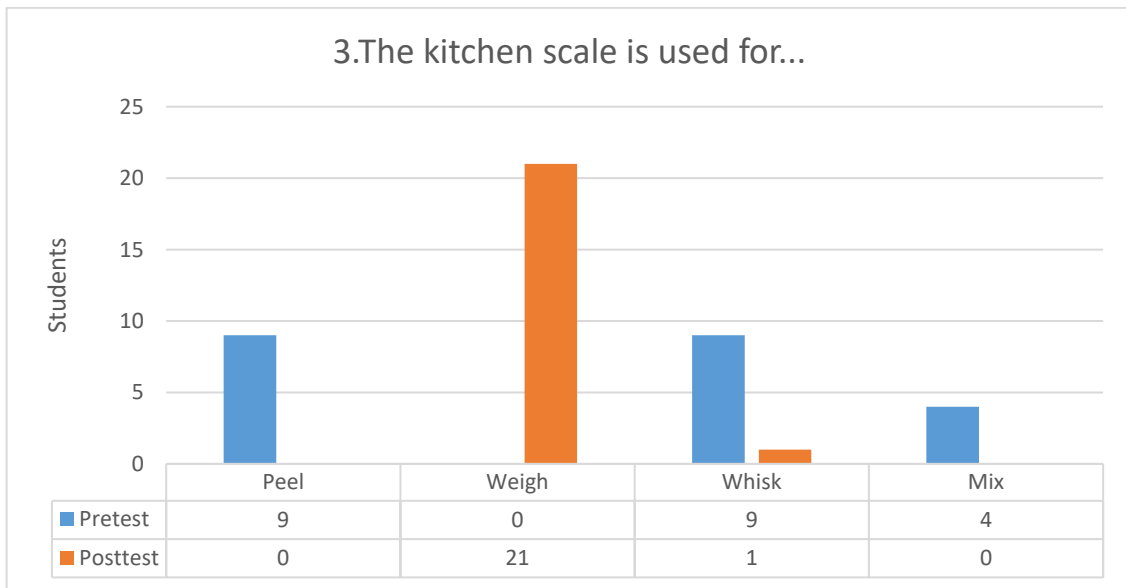


Figure 3: The kitchen scale is used for by Robles, G. (2020)

In the first phase, nine students said Peel as an answer, nine said Whisk, four people said Mix, and no one said Weigh as an option. In the posttest, however, 21 students chose Peel and one person chose Whisk as a response, the response most selected is the correct option. Students appear to prefer incorrect options in the first stage of the test, resulting in a low score, but there is a significant improvement in vocabulary in the second intervention, with 99 percent identifying the suitable choice Weigh as correct response, all this means that the students assimilated the gastronomic words effectively.

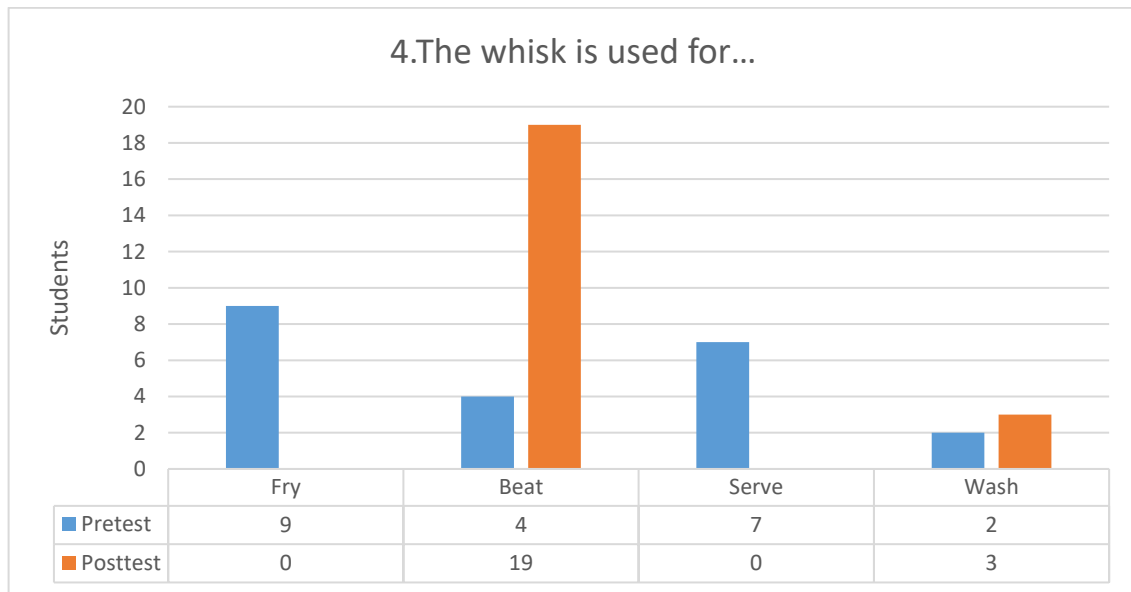


Figure 4: The whisk is used for by Robles, G. (2020)

The pretest and posttest of this question is based on gastronomic verbs, since the question refers to the use of a cooking tool, which is the Whisk. In the first stage 9 participants chose Fry as the answer, on the other hand 4 said that Whisk is used for Beat, 7 mentioned Serve as the answer and finally 2 selected Wash. After the intervention, the posttest found that 19 people chose the correct answer, Beat, and only three people chose Wash as the incorrect answer. The researcher's intervention reflected significant improvement in the students, as it can be deduced that the majority of them are familiar with kitchen instruments, and therefore the classes implemented yielded excellent results. They can also differentiate the gastronomic verbs in the different answer options.

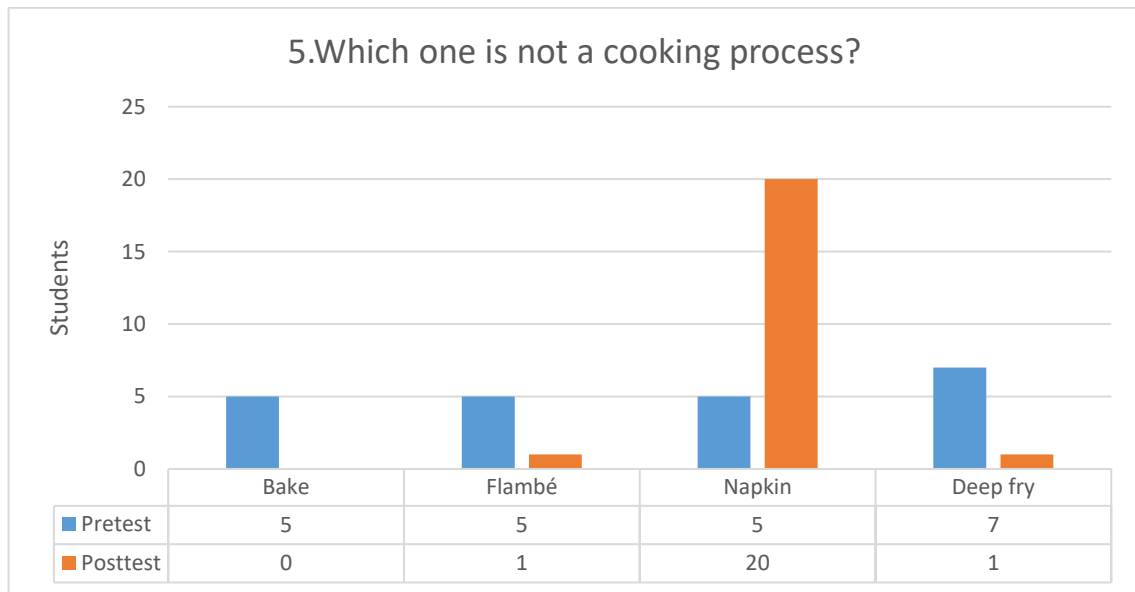


Figure 5: Which one is not a cooking process by Robles, G. (2020)

The following are the results of the pretest: Bake was preferred by 5 students, Flambé by 5 participants, Napkin by 5 participants, and Deep Fried by 7 participants. Meanwhile, 20 students chose the napkin alternative, which is the correct choice, and only one person chose Deep Fry, ignoring the fact that the question asked this term is not a cooking procedure. According to the question, most of the students determined which is not a cooking process, therefore it can be said that there is a progress in relation to the pretest, since in this one there was a variety of answers showing a lack of knowledge, but after the intervention, the participants increased their correct answers. Thus, the application of techniques and teaching of gastronomic vocabulary had a favorable effect.

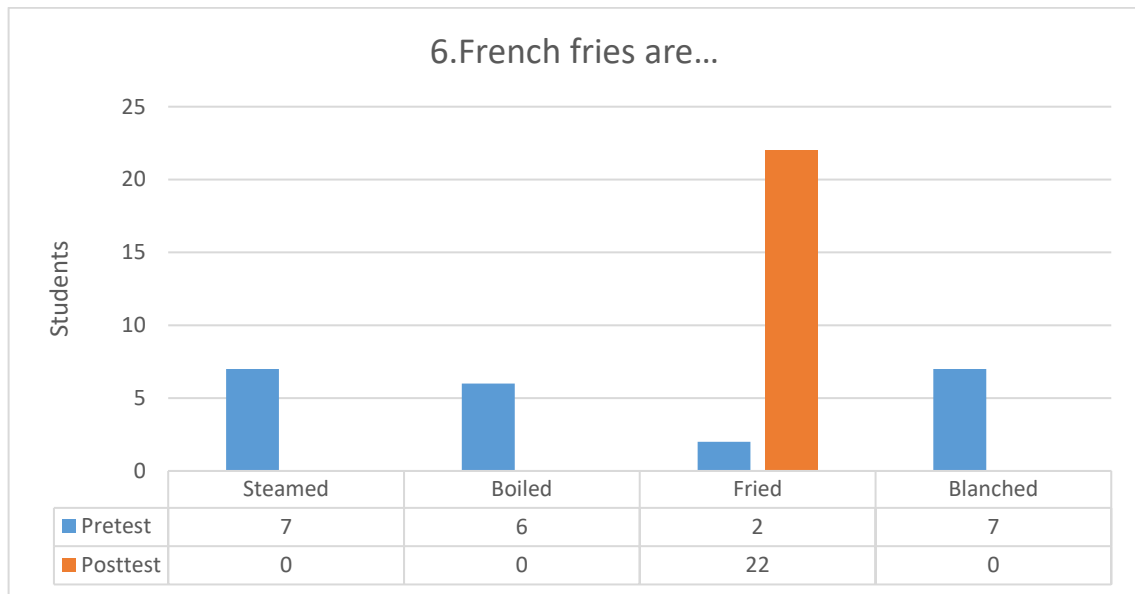


Figure 6: French fries are by Robles, G. (2020)

In the pretest result it can be seen that there is a variety of answers where 7 students say that Steamed is the answer, while 6 chose Boiled, 2 selected Fried and 7 people chose Blanched as the answer. After the intervention, all students chose Fried as the correct choice, which is the answer to the question asked, based on their newfound awareness. The intervention has a significant effect on the students' experience, and as a result, the findings became more accurate since the participants are able to remember the various cooking processes. The 22 students who made up the entire study showed that they had gained more knowledge than they had at the start.

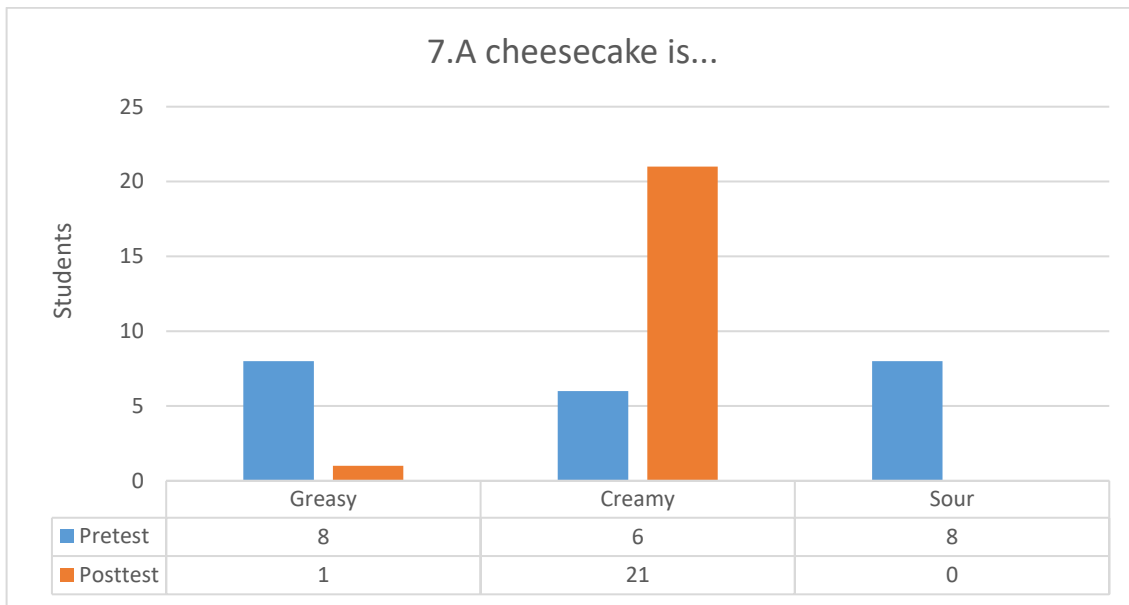


Figure 7: A cheesecake is by Robles, G. (2020)

The students gave incorrect answers in the pretest before the intervention phase; according to the query, Greasy was chosen by 8 people, while Creamy was chosen by 6 people which is the correct answer, and the last alternative Sour was chosen by 8 people. Creamy was chosen by 21 students in the posttest, while Greasy was chosen by only one person. The results of the pretest indicate that students do not know food-based adjectives, but after the intervention, the majority of students choose the right choice, demonstrating the efficacy of the proposal applied to the students of the Instituto Vicente Leon's Gastronomy course. In addition, this new knowledge will allow better development in the work area of each participant.

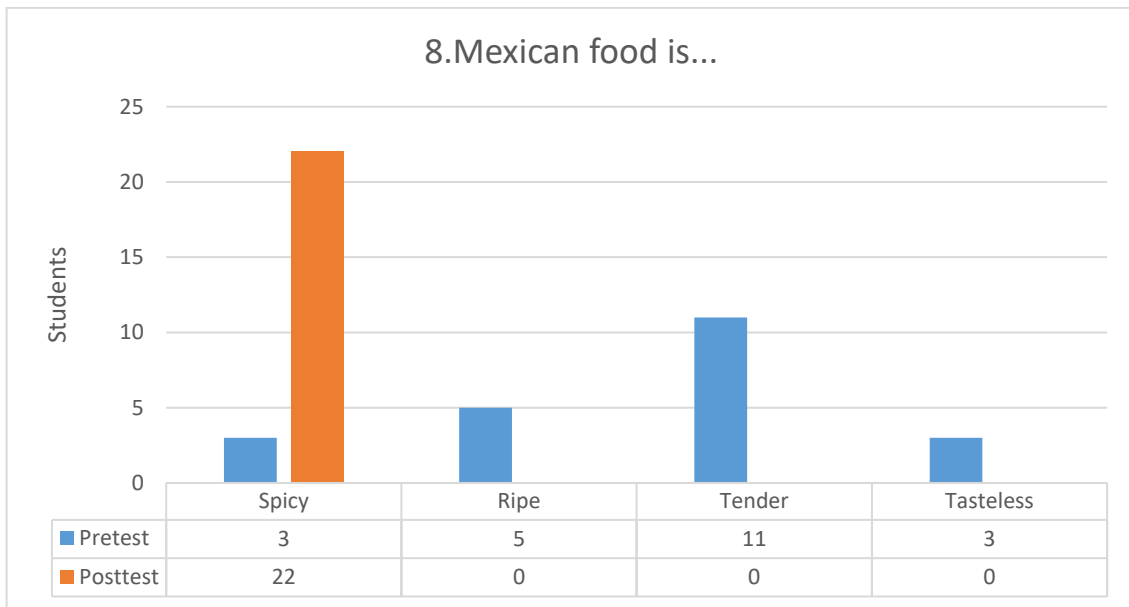


Figure 8: Mexican food is by Robles, G. (2020)

When given the pretest question, three students selected Spicy, five selected Ripe, eleven selected Tender, and only three students selected Tasteless. Along with the intervention process, all students selected the Spicy alternative as an answer to Mexican food in the post-test, suggesting a major change. In the first assessment of gastronomy vocabulary it can see a range of answers which demonstrates that there is a great lack of information in the basic English language. In comparison to the first point, the second assessment indicates that the students have made considerable progress, as the majority of them choose the correct choice and their knowledge of gastronomic adjectives is solid.

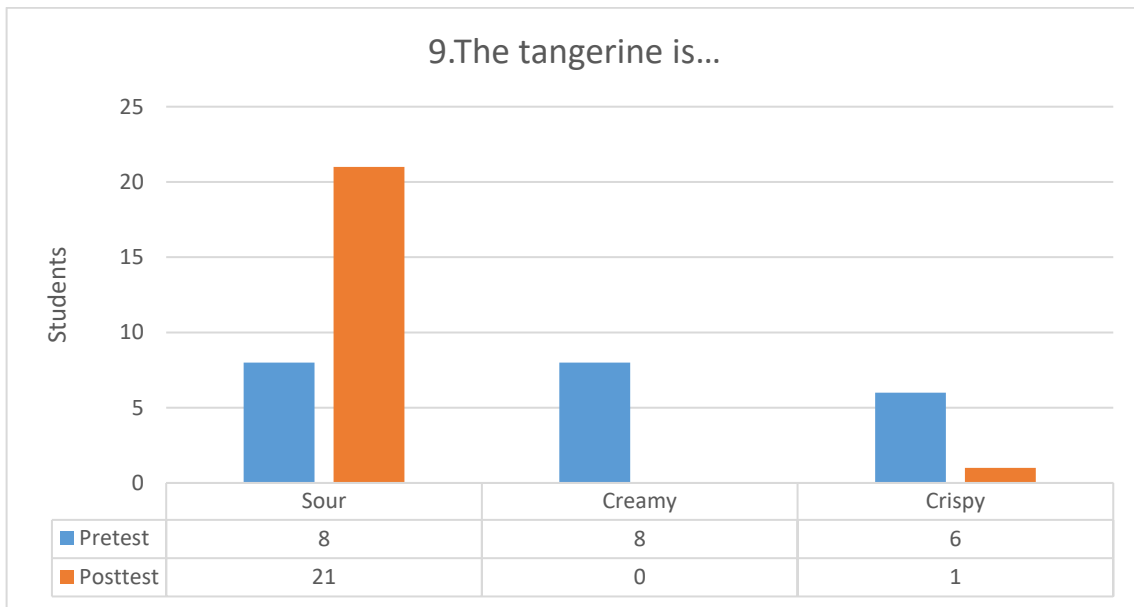


Figure 9: The tangerine is by Robles, G. (2020)

According to the question three options were given as an answer where 8 people chose Sour as an answer, 8 people selected Creamy and 6 people chose Crispy. After the intervention, 21 people selected Salty, while only one participant chose Crispy. There are a lot of responses in the pretest due to a shortage of technical terminology, but since the researcher's interference with the teaching of gastronomic English, there is a significant improvement in findings as compared to the pretest. Many of the materials used, as well as the instructional methods used, resulted in great improvement.

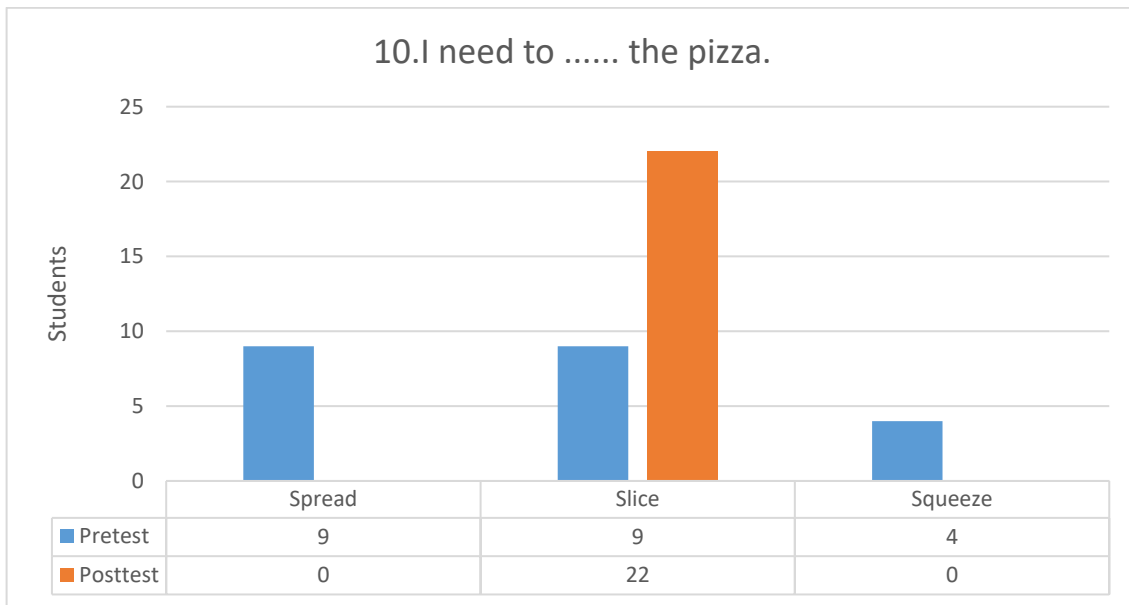


Figure 10: I need to - the pizza by Robles, G. (2020)

This last question consists of three options where in the pretest 9 people answered spread, 4 people chose the Squeeze option and 9 people selected slice. While in the Posttest 22 people chose the correct option which is Slice referring to pizza. It is worth mentioning that in all the pretest questions the great majority of students did not know the technical gastronomic vocabulary and it is of great satisfaction to see that in the posttest the students reflect what they have learned and obtain correct answers in the knowledge questions. In this last question all students answered correctly in the posttest.

3.3 Wilcoxon signed-rank test

Table 3 *Wilcoxon Results*

		N	Rango promedio	Suma de rangos
Pretest score - Posttest score	Rangos negativos	22 ^a	11.50	253.00
	Rangos positivos	0 ^b	.00	.00
	Empates	0 ^c		
	Total	22		

Source: Robles, G. (2020)

- a. Pretest score < Posttest score
- b. Pretest score > Posttest score
- c. Pretest score = Posttest score

Estadísticos de prueba^a

	Pretest score - Posttest score
Z	-4.129 ^b
Sig. asintótica(bilateral)	.000

- a. Prueba de rangos con signo de Wilcoxon
- b. Se basa en rangos positivos.

Null Hypothesis (H₀): The use of ESP techniques does not improve the development of technical gastronomical vocabulary at Vicente Leon Institute.

Work (Alternative) Hypothesis (H₁) : The use of ESP techniques improves the development of technical gastronomical vocabulary at Vicente Leon Institute.

Value P= 0.000

Level of confidence $\alpha = 0.05$ (95%)

The P-value (0.00) is less than the confidence value, so the null thesis is rejected and the alternative thesis is accepted.

From what can be inferred that the use of ESP techniques improves the development of technical gastronomical vocabulary at Vicente Leon Institute.

Table 4 *Wilcoxon Analysis*

PRETEST	POSTTEST	DIFFERENCE	ABSOLUTE DIFFERENCE	RANKING
3	6	-3	3	1
6	9	-3	3	2
4	10	-6	6	3
3	9	-6	6	4
4	10	-6	6	5
4	10	-6	6	6
4	10	-6	6	7
3	10	-7	7	8
3	10	-7	7	9
1	8	-7	7	10
3	10	-7	7	11
3	10	-7	7	13
3	10	-7	7	14
2	10	-8	8	15
2	10	-8	8	16
1	9	-8	8	17
2	10	-8	8	18
2	10	-8	8	19
1	10	-9	9	20
0	9	-9	9	21
1	10	-9	9	22
0	10	-10	10	23

Source: Robles, G. (2020)

MARGIN OF ERROR	0.05
SUM RANKING (+)	0
SUM RANKING (-)	264
POPULATION N(n)	22
W VALUE	0
CRITICAL VALUE	66

The "W" value is less than the critical value, the null hypothesis is rejected and the researcher's hypothesis (alternative hypothesis) is accepted.

CONCLUSIONS

- In the pretest it was determined that gastronomy students do not know technical culinary terms and only know general English and therefore only use vocabulary for conversations and basic information.
- A thorough investigation has been made on the teaching techniques based on English for Specific Purposes in order to improve the learning of Technical English, but no manual has been found on this subject, therefore a solution has been proposed through a Gastronomic English manual with images related to the lexicon of the kitchen.
- A technical gastronomical booklet was a great help for students, since it allowed to give classes in a better way, and thus obtain competent students capable of having a good communication in the professional field.
- The application of the techniques focused on English for Specific Purposes and the technical manual greatly helped students to grasp the knowledge more effectively generating a high quality education, and also presents resources that facilitated the teaching process and the construction of learning without forgetting attitudes and values.

RECOMMENDATIONS

- The teachers in charge of teaching the subject of English in the gastronomy career should apply teaching techniques to improve the teaching-learning process, also through all the activities presented in the proposal to motivate students and create a long-term learning.
- The Technical Booklet of gastronomy should be used frequently by students studying gastronomy in order to facilitate practical learning and, as a result, to ensure that students have better work prospects, given that gastronomy is related to tourism and English is a necessary skill.
- The terminology from the technical booklet should be used often in kitchen workshops in order to link new terms to the realities of kitchen work and thereby familiarize new skills with everyday usage.

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ANNEXES

ANNEX 1. PRINCIPAL'S AUTHORIZATION



INSTITUTO SUPERIOR TECNOLÓGICO "VICENTE LEÓN"
RECTORADO
LATACUNGA-ECUADOR



OFICIO N° 0109-2020-R

Latacunga, 02 de octubre del 2020

Licenciado
Gustavo Robles
Presente. -

De mi consideración:

En calidad de Rector del IST Vicente León, de la ciudad de Latacunga hago extensible un cordial saludo deseándole que tanto Ud. como su familia se encuentren bien de salud.

En atención al Oficio S/N de fecha 01 de octubre del presente año, en el cual solicita apoyo y colaboración de la Institución, para poder realizar su trabajo de investigación: "English for Specific Purposes (ESP) techniques in the development of gastronomical technical vocabulary at Vicente León Institute"; el mismo que ha sido autorizado por la Universidad Católica del Ecuador. Al respecto me permito informarle que se le autoriza y acepta el pedido, considerando que es Docente del IST Vicente León y además le servirá para su mejoramiento profesional.

Particular que comunico para los fines legales pertinentes.

Atentamente,




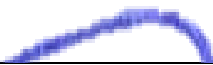

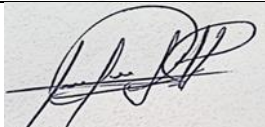
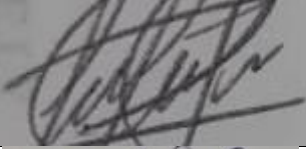
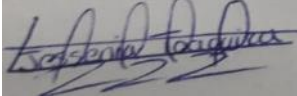

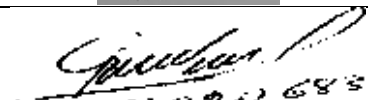
Jaime Vizuetes
Dr. Jaime Vizuetes
Vizuetes
SARZOGA

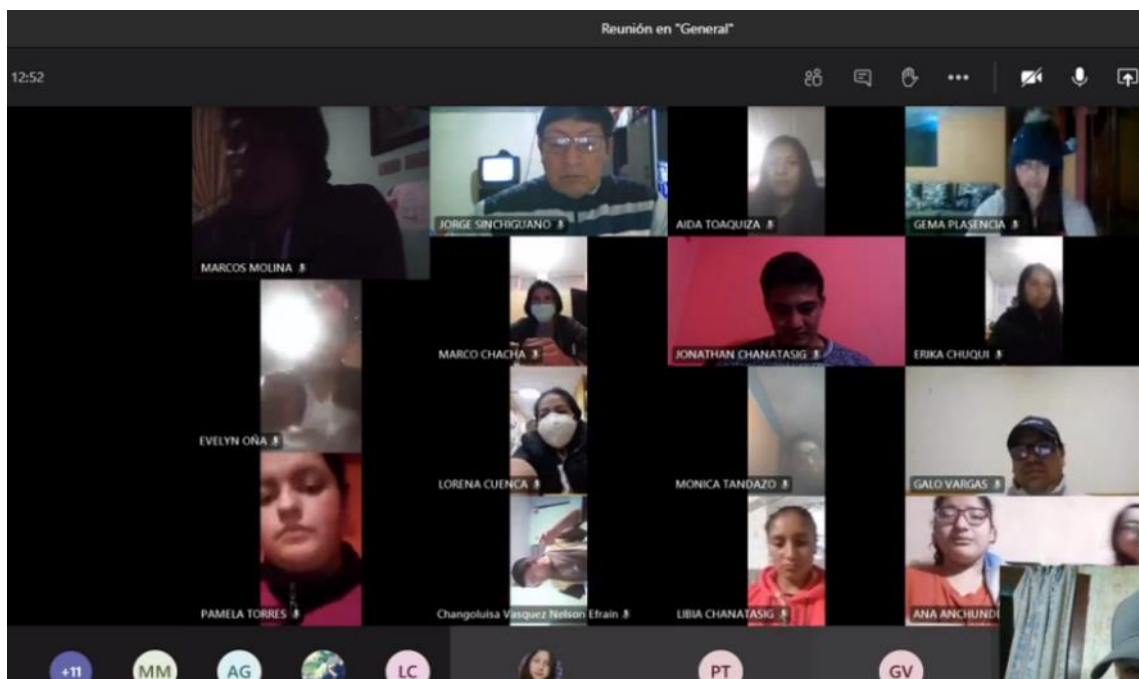
Dr. Giovanni Vizuetes Mgs.
RECTOR DEL INSTITUTO SUPERIOR TECNOLÓGICO VICENTE LEÓN



ANNEX 2. GASTRONOMY STUDENTS

FULL NAME	ID NUMBER	SIGNATURE
ANCHUNDIA ESPINOZA ANA LUCIA	1723830160	
CANDILEJO GALLARDO JESSICA ALEXANDRA	0550672794	
CHACHA PATIN MARCO VINICIO	0250138096	
CHANATASIG GRADOS JONATHAN DANIEL	0504457342	
CHANATASIG TIPANTUÑA LIBIA ABIGAIL	0550487474	
CHANGO VIRACOCHA MAYRA ALEXANDRA	0503584773	
CHANGOLUISA VASQUEZ NELSON EFRAÍN	0550635072	
CHASI VILLAGOMEZ JONATHAN PAUL	1724610017	
CHIMBORAZO TOAQUIZA ERICK JOEL	1725449027	
CHUQUI CHISAGUANO ERIKA MISHEL	0504318809	
CUENCA SIVISAPA LORENA DEL CARMEN	0703311241	
GUANOLUISA COFRE ANTONY DAMIAN	0503731143	
LAVERDE POMBOZA XAVIER ALEXANDER	1718598509	
MOLINA PINDO MARCOS ALEXANDER	0502865637	

OÑA MARISOL	QUILUMBA EVELYN	0550542666	
PLASENCIA ABIGAIL	CHUSETTE GEMA	0504456690	
SÁNCHEZ ZULEMA	SÁNCHEZ WENDY	0930763966	
SINCHIGUANO PATRICIO	ALMACHE JORGE	0501805881	
TANDAZO PAULINA	MEDINA MONICA	0503267106	
TOAQUIZA JESSENIA	TOAQUIZA AIDA	0504008962	
TORRES JACKELINE	MARTINEZ PAMELA	0503793523	
VARGAS FERNANDO	VARGAS GALO	1802068351	



ANNEX 3. QUESTIONS CHOSEN FOR THE APPLICATION OF FOCUS GROUP METHOD FOR THE STUDENTS OF GASTRONOMY

1. What do you think about the English taught at the Institute is appropriate for the gastronomic area?

2. What kind of English does the teacher have to teach for the student's professional preparation?

3. What do you think about the importance of learning gastronomic English?

4. How does the teacher help the students to learn gastronomic terms based on real situations?

5. Why is useful to learn technical English for the development of the students? Why?

6. What types of topics do you think are relevant to learning gastronomic English? Why?

7. Do you know what kind of English is used on Cruises, 5 star hotels, tourist places regarding the gastronomic area? Why?

8. How much gastronomic English do you know? Why?

9. Do you think it is necessary to implement a teaching material for technical English for gastronomy? Why?

10. Do you think it is important that the teacher use different vocabulary teaching techniques? Why?

ANNEX 4. VOCABULARY TEST 3RD GASTRONOMY (PRETEST-POSTTEST)

NAME:

DATE:

- 1. He/she collects payments from patrons.....**
 - a. Chef b. barista c. cashier d. sous chef
- 2. He/she is in charge for supervision the efficient operation and success of restaurants and for administration their employees.**
 - a. Executive chef b. dishwasher c. bartender d. waiter
- 3. The kitchen scale is used for.....**
 - a. Peel b. weigh c. whisk d. mix
- 4. The whisk is used for.....**
 - a. Fry b. beat c. serve d. wash
- 5. Which one is not a cooking process?**
 - a. Bake b. flambé c. napkin d. deep fry
- 6. French fries are.....**
 - a. Steamed b. boiled c. fried d. blanched
- 7. A cheesecake is.....**
 - a. Greasy b. creamy c. sour
- 8. Mexican food is.....**
 - a. Spicy b. ripe c. tender d. tasteless
- 9. The tangerine is.....**
 - a. Sour b. creamy c. crispy
- 10. I need to.....the pizza.**
 - a. Spread b. slice c. squeeze

NOTE: This evaluation was done on a virtual platform(Google forms).

ANNEX 5. PRETEST

The screenshot shows a Google Forms interface for a pretest titled "PRE TEST 3RD GASTRONOMY". The form is divided into three sections. The first section, "Sección 1 de 3", is titled "VOCABULARY TEST 3RD GASTRONOMY" and includes the instruction "Read carefully and choose the correct option." Below this, there is a navigation link: "Después de la sección 1 Ir a la siguiente sección". The second section, "Sección 2 de 3", is titled "PERSONAL INFORMATION" and includes a description "Descripción (opcional)". It contains a text input field labeled "FULL NAME *". The form is displayed in a browser window with the URL "https://docs.google.com/forms/d/1zxi4dfrHjzSjzulk9YsbL4MahsXEdyOvitugBwY/edit". The Windows taskbar at the bottom shows the search bar with the text "Escribe aquí para buscar" and the system tray with the time "12:38 p. m. 02/04/2021".

The screenshot shows the third section of the Google Forms pretest, "Sección 3 de 3", titled "QUESTIONS". It includes a description "Descripción (opcional)". The section contains two multiple-choice questions. The first question is "He/she collects payments from patrons..... *", with options: chef, barista, cashier, and sous chef. The second question is "He/she is in charge for supervision the efficient operation and success of restaurants and for administration their employees. *", with options: Executive chef, dishwasher, and bartender. The form is displayed in a browser window with the URL "https://docs.google.com/forms/d/1zxi4dfrHjzSjzulk9YsbL4MahsXEdyOvitugBwY/edit". The Windows taskbar at the bottom shows the search bar with the text "Escribe aquí para buscar" and the system tray with the time "12:38 p. m. 02/04/2021".

PRE TEST 3RD GASTRONOMY

Preguntas Respuestas 22 Puntos totales: 10

Preguntas en las que se suele fallar con frecuencia

Pregunta	Respuestas correctas
He/she collects payments from patrons.....	6/22
The kitchen scale is used for.....	0/22
The whisk is used for.....	4/22
Which one is not a cooking process?	5/22
French fries are.....	2/22
A cheesecake is.....	6/22
Mexican food is.....	3/22
The tangerine is.....	8/22
I need to.....the pizza.	9/22

PERSONAL INFORMATION

FULL NAME
22 respuestas

PRE TEST 3RD GASTRONOMY

Preguntas Respuestas 22 Puntos totales: 10

He/she collects payments from patrons.....

6 de 22 respuestas correctas

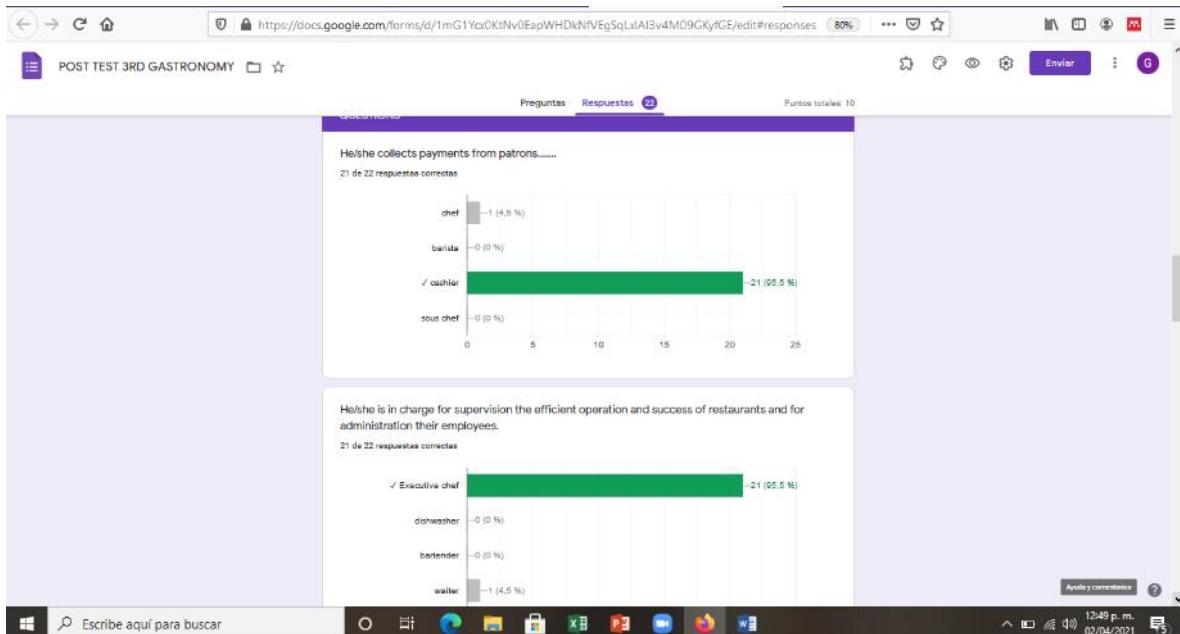
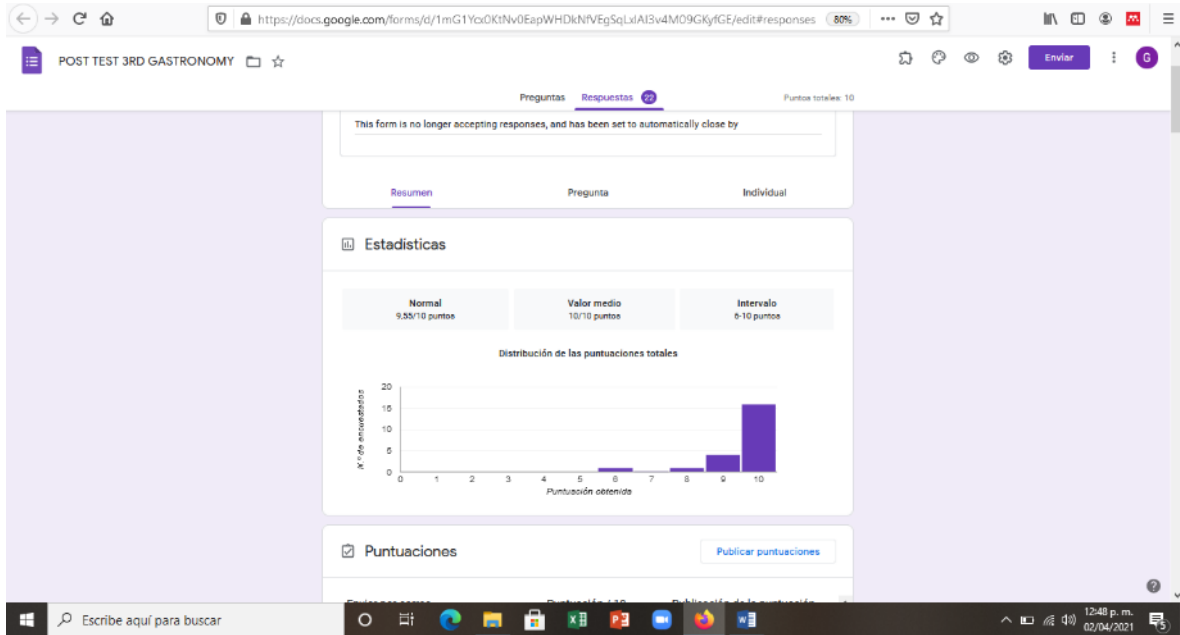
Role	Count	Percentage
chef	6	27.3 %
barista	3	13.6 %
✓ cashier	6	27.3 %
sous chef	7	31.8 %

He/she is in charge for supervision the efficient operation and success of restaurants and for administration their employees.

12 de 22 respuestas correctas

Role	Count	Percentage
✓ Executive chef	12	54.5 %
dishwasher	2	9.1 %
bartender	1	4.5 %
walker	7	31.8 %

ANNEX 6. POSTTEST



ANNEX 7. RUBRIC

	Poor	Fair	Good	Excellent
Match words to definitions	Poor Student is able to match only a few words to their definitions	Fair Student is able to match some of the words to their definitions	Good Students is able to match most of the words to their definitions	Excellent Student is able to match all of the words to their definitions
Complete sentences	Poor Student is able to complete only a few senteces with the correct vocabulary words	Fair Student is able to complete some of the senteces with the correct vocabulary words	Good Student is able to complete most of the senteces with the correct vocabulary words	Excellent Student is able to complete all of the senteces with the correct vocabulary words
Write definitions	Poor Student is able to write only a few definitions	Fair Student is able to write some of the definitions	Good Student is able to write most of the definitions	Excellent Student is able to write all of the definitions
Write original sentences	Poor Student is able to write a sentence for only a few words	Fair Student is able to write a sentence for some of the words	Good Student is able to write a sentence for most of the words	Excellent Student is able to write sentences for all of the words

Rubric taken by rcampus.com

ANNEX 8. LESSON PLAN

TEACHER'S NAME:	Gustavo Robles A		
SUBJECT:	English	Time	6 sessions of 2 hours
CAREER:	Gastronomy	PERIOD:	Third
TOPIC:	<ul style="list-style-type: none"> • Let's identify the parts of the head. • Minor ailments that need medical attention 	COURSE:	"A"
OBJECTIVE:	To use the Gastronomical vocabulary in real situations.		

CONTENT	ACTIVITIES	METHODOLOGY	RESOURCES	PERFORMANCE INDICATORS
1. People in the food and drink industry	<ul style="list-style-type: none"> • Explain the pictures 	Presentation and explanation of each picture.	Worksheet	Learners can write recipes using the correct vocabulary,
2. Kitchen Stuff	<ul style="list-style-type: none"> • Relate pictures with recipes 	To use real Examples	Dialogues	moreover they can understand recipes from different cooking books,
3. Cooking methods	<ul style="list-style-type: none"> • To watch cooking programs 	To do exercises	Group work	besides they can create menus, also they can explain the procedure of recipes.
4. Tasting	<ul style="list-style-type: none"> • To complete activities 	To do mind maps	Individual work	Students can use specific vocabulary for kitchen stuff
5. Cooking verbs	<ul style="list-style-type: none"> • To do exercises 	To use dictionaries	Workshops	Students can explain the ingredients of dishes.
6. Types of cuts	<ul style="list-style-type: none"> • To create recipes 	To do recipes	Exercises to practice	
7. Vegetables	<ul style="list-style-type: none"> • To create graphic organizers with pictures 		Booklet	
8. Dairy products			Pictures	
9. Bakery/desserts				
10. Sea Products				
11. Spices and herbs				
12. Meat Products				
Lic. Gustavo Robles A. TEACHER				