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Interactive E-manual based on English for Specific Purposes to improve the teaching and learning of the English language in the 1st 2nd and 3rd of Senior High School at Don Bosco High School, 2023

Título

Manual Electrónico Interactivo basado en el inglés con Fines Específicos para mejorar la enseñanza aprendizaje de estudiantes de 1ero,2do y 3ero de Bachillerato del Liceo DonBosco,2023

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Línea de Investigación

Innovative Pedagogies in English Language Teaching

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Abstract

An investigation with a mixed approach and with an exploratory scope was developed with the aim of designing an Interactive E-Manual based on specific content to improve the teaching and learning of the English language in the 3rd Technical Baccalaureate in Don Bosco High School, 2023. The methods used were Analysis and Synthesis, Hermeneutic and Descriptive Statistics. The techniques were a survey, and a Documentary review. The instruments were two questionnaires, the first one was applied to 40 students from the 2nd and the 3rd level from the same area. Then, the second one was applied to 12 teachers at this school. The results indicated students have an overall positive perception of e-manuals for ESP, highlighting the appeal of customized and interactive resources, also E-manuals have potential to boost gains in language proficiency, engagement, and motivation in ESP contexts by providing tailored materials. These results coincided with some of the authors used. In conclusion the creation of interactive, customized e-manuals showed promise for enhancing ESP teaching. This E-Manual will include interactive activities, multimedia materials, and self-assessment tools to enhance student engagement and understanding of ESP topics.

Keywords: Interactive E-Manual, ESP. Technical Baccalaureate, materials, motivation.

Resumen

Se desarrolló una investigación con enfoque mixto y con alcance exploratorio, con el objetivo de diseñar un Manual interactivo basado en contenidos de inglés con Fines Específicos(IFE) para mejorar la enseñanza-aprendizaje del idioma inglés en el 3er año de bachillerato Técnico de la escuela “Don Bosco”, de Esmeraldas en el año 2023. Los métodos utilizados fueron: Análisis y Síntesis, el Hermenéutico y el de Estadística Descriptiva. Las técnicas fueron una encuesta y también una Revisión Documental. Los instrumentos fueron dos cuestionarios, el primero se aplicó a 40 estudiantes de 2do y 3er nivel de esta área ya mencionada. Luego el segundo se aplicó a 12 docentes de esta institución. Los resultados indicaron que los estudiantes tienen una percepción general positiva del uso de manuales electrónicos para la enseñanza de IFE, destacándose el atractivo del uso de los recursos personalizados e interactivos, también los manuales electrónicos tienen el potencial de impulsar los logros en el dominio del idioma inglés, y el compromiso y la motivación en los contextos de IFE, al proporcionar materiales personalizados. Estos resultados coincidieron con algunos autores utilizados en la investigación. En conclusión, la creación de manuales electrónicos interactivos y personalizados se mostró prometedora para mejorar la enseñanza del IFE. Este manual electrónico incluirá actividades interactivas, materiales multimedia y herramientas de autoevaluación para mejorar la participación de los estudiantes y la comprensión de los temas de ESP.

Palabras clave: Manual electrónico interactivo, IFE, Bachillerato Técnico, materiales, motivación.

Introduction

Theme Presentation

Nowadays innovation is playing an important role in education. innovation has become a driving force in the field of education, transforming traditional teaching and learning methods and opening up new possibilities for students and educators alike. With advancements in technology and a growing understanding of effective educational practices, innovation is reshaping the educational landscape, making it more engaging, personalized, and accessible than ever before.

Gone are the days of passive lectures and one-size-fits-all approaches to education. Today, innovation is at the forefront, revolutionizing how knowledge is imparted and acquired. From digital learning tools and adaptive learning systems to collaborative platforms and gamification, the educational sphere is witnessing a remarkable shift towards dynamic and interactive learning experiences.

Technology has played a pivotal role in driving innovation in education. With the advent of computers, the internet, and mobile devices, a wealth of information and resources is now at our fingertips. This digital revolution has paved the way for personalized learning, where students can learn at their own pace and explore subjects that align with their interests and strengths.

Moreover, innovation has given rise to blended learning models, seamlessly combining online and face-to-face instruction. This flexible approach empowers students to take control of their learning journey, providing them with the freedom to access educational content anywhere, anytime. Collaboration has also been amplified through the use of technology, enabling students and teachers to connect, share ideas, and work together irrespective of geographical boundaries.

One of the key benefits of innovation in education is its ability to cater to the diverse needs of learners. Adaptive learning systems use data and analytics to identify students' strengths and weaknesses, offering personalized feedback and targeted interventions. This individualized approach helps students grasp concepts more effectively and fosters a deeper understanding of the subject matter.

Furthermore, the integration of gamification elements has injected a sense of fun and motivation into the learning process. Introducing challenges, rewards, and interactive experiences, gamified education engages students on a whole new level, encouraging active participation and boosting their problem-solving and critical thinking skills.

As innovation continues to drive education forward, the potential for transformative change is immense. By embracing new technologies, pedagogical approaches, and collaborative platforms, educators can create inclusive and engaging learning environments that prepare students for the demands of the 21st century. Harnessing the power of innovation, education is no longer confined to the confines of a classroom, but becomes a lifelong journey of discovery, empowerment, and growth.

Problem Statement

The lack of materials and strategies faced by students daily is having a detrimental effect on their learning experience. Furthermore, the absence of innovation within their educational context compounds this issue. To address these challenges, it is crucial to recognize the necessity for each student and explore the potential of integrating technology into English language teaching and learning. The continue leveraging of multimedia resources, students can engage with the language in an immersive and effective manner. Incorporating real-life materials, such as newspapers, magazines, and online texts, offers learners the opportunity to interact with authentic language usage, ultimately enhancing their reading and comprehension skills within a practical framework.

There is a necessity for each student, and it is important to recognize it, the lack of materials and strategies that they face day by day are affecting them as the same as the lack of innovation in their context, the use of technology in English language teaching and learning could improve students with an engaging and effective way to learn and practice the language. Integrating multimedia resources can provide learners with opportunities to improve their abilities while engaging with real-world contexts with using real-life materials such as newspapers, magazines, or online texts, students are exposed to genuine language usage and can develop their reading and comprehension skills in a more practical way.

At this point the following question arises:

How could a digital didactic material be used to improve the English language learning for Specific Purposes of the students at Don Bosco High School?

Justification

Today's technologically evolved world emphasizes the importance of using digital materials into English for Specific Purposes (ESP) teaching. As sectors become more specialized, students must be able to access and interpret specialized materials such as research papers, technical documentation, and international conferences. As a result, using digital resources into ESP teaching practices is not only timely, but also in line with the needs of modern professional situations.

Furthermore, the extensive availability and accessibility of digital assets contribute to the project's viability. With the proliferation of digital platforms and resources, educators may readily integrate them into their teaching methods. Furthermore, technological improvements have made it possible to construct adaptive learning systems and clever algorithms that may personalize students' learning experiences. As a result, given the current technical infrastructure and pedagogical tools, including digital materials into ESP teaching is not only important but also practicable.

This project aims to enhance ESP education with digital resources to create personalized learning experiences, fostering student engagement and autonomy. It also provides specialized resources, empowering students to stay informed and contribute effectively to their fields, thereby equipping them with necessary skills for professional success.

The importance of using digital specific materials in the classroom cannot be overstated. From increased engagement and personalized learning to improved accessibility and real-world connections, digital resources provide educators with powerful tools to create dynamic, effective, and inclusive learning environments. We must embrace digital materials; educators can equip students with the necessary skills to navigate an ever-evolving digital landscape and thrive in the 21st century.

OBJECTIVES

General Objective:

To design an Interactive E-Manual based on specific content to improve the teaching and learning of the English language in the 3rd Technical Baccalaureate in Don Bosco Fisco -Missionsal High School, 2023.

Specific Objectives:

- To determine student's and teacher's perceptions regarding the use of a specific material in the technical baccalaureate in Don Bosco Fisco – Missional High School
- To determine the most important topics the students need to improve the English language for Specific Purposes.
- To determine the vocabulary students should know to improve the English language for Specific Purposes.
- To delimit the most important communicative functions the students need to improve the English language for Specific Purposes.

By achieving these specific objectives, the interactive e-manual can serve as a valuable resource for both learners and teachers, supporting the teaching and learning of the English language in an engaging, effective, and personalized manner.

1. THEORETICAL FRAMEWORK

1.1 SCIENTIFIC – THEORETICAL BASIS

Delve into relevant theoretical frameworks and models of language acquisition, multimedia learning, and digital pedagogy. Highlight how these theories inform the design of interactive E-manuals and their potential benefits for language learners.

1.1.1 Education 4.0

The fourth industrial revolution is being built on this framework, and during this fourth revolution, we can already see how technological advances like virtual reality, artificial intelligence, the Internet of Things (IoT), nanotechnology, and robotics are beginning to open up social, economic, and productive possibilities that have never been seen before for the billions of users who are already connected via high-capacity mobile devices all over the world.

According to Sanchez (2023) Education 4.0 is a thorough paradigm for understanding the educational process that is founded on important patterns in creativity and change. It is a model that works around conventional channels by combining components of education that have always existed and should continue to exist with new findings and suggestions from the science of education in the twenty-first century. Following are some traits of education 4.0.

Among the main characteristics we can highlight:

- ❖ Adaptive learning to the profile of each student. Self-managed learning.
- ❖ Flexible learning, linked to the productive sector.
- ❖ Constant feedback, from the analysis of the data.
- ❖ Communication as the main link of learning.
- ❖ Cooperation between students and teachers.
- ❖ Learning through a model of educational competences.
- ❖ Evaluation as a continuous procedure for growth and improvement. Solving real problems.

- ❖ Use ICT as an instrument for material access, management, production, and dissemination.

1.1.2 Technological Advancements in Language Education

According to Warschauer (2002), Technological advancements in language education have revolutionized the way we learn and teach languages. With the help of various language learning apps, online platforms, and virtual classrooms, students now have access to interactive and personalized learning experiences. These advancements have also made it easier for teachers to track students' progress, provide real-time feedback, and tailor their teaching methods to meet individual needs. Additionally, the integration of artificial intelligence and natural language processing technologies in language education has further enhanced the learning process. These technologies can analyze students' pronunciation, grammar, and vocabulary usage, providing instant feedback and suggestions for improvement. Moreover, virtual reality simulations and augmented reality applications allow students to immerse themselves in different language environments, enhancing their language skills in a more authentic and engaging way. Overall, these advancements in language education have made language learning more accessible, efficient, and enjoyable for learners of all ages.

As an example of that, online language learning platforms offer a wide range of interactive exercises and multimedia resources that cater to different learning styles. These platforms often incorporate gamification elements, encouraging students to actively participate and progress in their language learning journey. Furthermore, the integration of artificial intelligence and machine learning algorithms in language education has made it possible for personalized and adaptive learning experiences, tailoring the curriculum to each student's specific needs and goals. As technology continues to advance, the possibilities for language learning are endless, promising a bright future for language education worldwide.

However, one detailed counterexample is the lack of access to technology and internet in many rural and underprivileged areas. Without the necessary infrastructure, students in these regions are unable to benefit from the advancements in language education. Additionally, some students may struggle with adapting to personalized learning experiences and may prefer traditional classroom settings with direct instruction from teachers. Furthermore, language education programs heavily rely on the availability of qualified

instructors who are proficient in the target language. In some regions, there may be a shortage of teachers who possess the necessary language skills and teaching expertise.

This can hinder the progress of language education and limit opportunities for students to fully develop their linguistic abilities. Moreover, cultural and societal barriers can also impede language learning, as certain languages may not be widely valued or promoted, leading to a lack of motivation among students to pursue language education.

1.1.3 Innovative Strategies for English Language Learning

In terms of Paragae and Paper (2023), It is not essential to use cutting-edge technology in the classroom to utilize innovative teaching methods. Innovative teaching, on the other hand, entails aggressively adopting new educational methods and techniques in the classroom. These cutting-edge teaching methods are being used to raise academic standards, handle urgent problems, and promote fair learning.

Therefore, creative teaching methods begin with a growth attitude. We note areas for development. We devote time to researching and formulating more effective teaching methods for our pupils. We invent new things or modify tried-and-true techniques. We take chances. We could fail. We attempt again. We iterate, creating an environment in the classroom where innovation and originality are valued and encouraged, and this encourages our kids to follow suit.

Offering digital programs to students gives them flexibility, better access to instructors and classes, and the chance to exert more control over their own learning. These methods are used in the classroom to promote innovation and success. We must adjust to change, which will undoubtedly result in mistakes or missed goals. However, failure is okay. One of the most important lessons we teach our students is that they should try and fail. Failure is okay if we learn from it and attempt again.

1.1.4 A Multimedia Integration in the classroom

According to Molines (2023) One aspect of language education that has greatly benefited from technological advancements is the integration of multimedia in the classroom. With the use of videos, audio recordings, and interactive presentations, students can engage with the language in a more dynamic and immersive way. This not only enhances their understanding and retention of the material, but also makes the learning process more enjoyable and stimulating. Incorporating multimedia into language education, teachers can create a more interactive and inclusive learning environment that caters to different learning styles and preferences. Overall, the integration of multimedia in the classroom has revolutionized language education, making it more effective and accessible to learners of all ages and backgrounds.

One of the main benefits of incorporating multimedia into language education is that it allows for a more engaging and dynamic learning experience. Instead of simply reading textbooks or listening to lectures, students can now interact with videos, images, and audio recordings that bring the language to life. This hands-on approach not only captures their attention, but also allows them to actively participate in the learning process. Additionally, multimedia materials can provide real-life examples and cultural context, helping students to better understand the language in its natural context.

For example, in a language class studying Spanish, students can watch a video of a conversation between native speakers and then practice their own speaking skills by imitating the dialogue. They can also explore images of Spanish-speaking countries and listen to audio recordings of different accents to gain a better understanding of the language's diversity. This interactive and immersive experience not only enhances their comprehension but also makes the learning process more enjoyable and memorable.

1.1.5 Definition and Evolution of ESP

The origins of ESP can be traced back to the 1960s when language educators, particularly in the United Kingdom, realized that traditional English language courses were not adequately addressing the specialized needs of learners pursuing careers in specific

disciplines. The term "English for Specific Purposes" was first introduced by Charles A. Smithe in 1966, signaling a shift in focus from general language instruction to specialized language training. Initially, ESP primarily catered to students of science and technology, providing them with relevant language skills for academic and professional success.

- ❖ **Expanding Disciplines:** Over time, the scope of ESP expanded to encompass various professional domains, acknowledging that language needs extended beyond scientific and technical fields. Today, ESP includes English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Medical Purposes (EMP), English for Legal Purposes (ELP), and many other specialized areas. This expansion was driven by the recognition that learners in diverse professions required distinct language competencies to excel in their specific roles.
- ❖ **Needs Analysis:** A crucial aspect of the evolution of ESP was the introduction of needs analysis. Needs analysis involves identifying the specific linguistic needs, communication goals, and language proficiency levels of learners in their target domain. This methodological shift ensured that ESP courses were designed based on learners' real-world language requirements, making the learning experience more relevant and effective.
- ❖ **Task-Based Learning:** Another significant development in ESP was the adoption of task-based learning approaches. Task-based learning centers on engaging learners in communicative tasks and activities that mirror real-life situations they are likely to encounter in their professional contexts. This pedagogical approach emphasizes the practical application of language skills, thereby enhancing learners' ability to use English effectively in their respective fields.
- ❖ **Corpus Linguistics:** With the advancement of technology, corpus linguistics made a substantial impact on ESP research and materials development. Corpora, large collections of authentic language texts, enabled educators to analyze and identify the most frequent language patterns and expressions used within specific professional contexts. As a result, ESP materials became more authentic, reflecting the language learners would encounter in their target domains.

1.1.6 What is the difference between English for Specific Purposes (ESP) and General English?

In response to this query, Hutchinson, and Waters (1987, p. 53) state succinctly, "In theory nothing, in practice a great deal." This opinion held true in 1987, when instructors of general English courses hardly ever carried out needs analyses to determine why their pupils were taking English classes. The largest impact of the ESP method on the teaching of General English may have come from instructors' increased awareness of the value of needs analysis. Teachers can modify the curriculum of their courses to meet the goals of their students by selecting an appropriate textbook or by creating their own materials, both decisions being based on an evaluation of the requirements of their students.

The learners and their goals for learning English make up the biggest distinction between ESP and General English. ESP students are often adults who are proficient in the English language and some of the curriculum areas that ESP teachers may not be familiar with. In order to acquire the professional communicative skills necessary to carry out certain job-related activities, ESP learners require the language. Instead, then instructing students on grammar and vocabulary irrelevant to their primary disciplines, ESP focuses on language that is utilized in a genuine professional context. Unlike Standard English, the material of ESP is incorporated into a field of study that is relevant to the students' present and future conditions, as opposed to being regularly detached from the students' future problems.

1.1.7 Methodology of ESP

The selection of instructional strategies for teaching ESP is largely influenced by the students' linguistic and communicative needs, the specificity of the texts (discourse) used in the present and target situations, the students' learning methods and strategies, and the context of the teaching of the target language. The selection of a content-based and a task-based language teaching strategy would seem to be the finest ones among the different modern didactic techniques that are accessible.

Therefore, the selection of a content-based and a task-based language teaching approach would seem to be the best ones for ESP courses out of the various contemporary didactic methods available, and exercises like those involving problem-solving, simulations, observations, role-plays, case studies, and discourse evaluations should reflect real scenarios and situations that the students encounter or will encounter in their everyday work (Richards and Rogers, 2001; Nunan, 2004).

1.1.8 User-Centered Approach principles

According to Lambropoulos (2006) User-Centered Approach for English Teaching A user-centered approach to English teaching focuses on understanding the needs, goals, and preferences of the learners. This approach emphasizes tailoring the content, activities, and assessments to suit the learners' individual abilities and interests. By placing the learners at the center of the learning process, teachers can create a more engaging and effective learning experience that promotes student autonomy and motivation. Additionally, this approach allows teachers to provide personalized feedback and support to address the specific challenges and areas for improvement for each learner. This personalized approach to teaching and learning also encourages collaboration and peer-to-peer interaction among students.

Recognizing and valuing the diverse perspectives and strengths of each learner, teachers can foster a sense of community and create a supportive learning environment. Students are more likely to feel comfortable taking risks, asking questions, and seeking help when they know that their individual needs and interests are being acknowledged and addressed. Furthermore, this approach promotes a growth mindset, as students are encouraged to set their own goals, track their progress, and celebrate their achievements.

Overall, personalized learning holds great potential to transform education and empower learners to become active participants in their own education.

It is important catering to each student's unique learning style and strengths; personalized learning helps foster a sense of ownership and responsibility in their academic journey. This approach also promotes a deeper understanding of the material, as students are able to engage with it in a way that is most meaningful to them. Ultimately, personalized learning encourages students to become lifelong learners, equipped with the skills and confidence to adapt and succeed in an ever-changing world.

A student who is a visual learner, for instance, might be given graphic organizers and diagrams in a personalized learning environment to aid in the organization and understanding of information. This enables them to effectively retain information and actively construct their own understanding. A student who excels in verbal communication may also be given the chance to present their ideas and participate in discussions, which will help them understand concepts better through interaction with peers.

1.1.9 Content Selection and Curriculum Alignment

Regarding Content selection and curriculum alignment Wotring et al. (2021) Mentioned that those are crucial aspects of designing an effective educational program. When selecting content, educators must consider the relevance and significance of the material to ensure that it aligns with the desired learning outcomes and objectives. Additionally, curriculum alignment involves organizing and sequencing the content in a logical and coherent manner, allowing for the progressive development of skills and knowledge. Through carefully selecting and aligning the content, educators can create a curriculum that maximizes student engagement and promotes meaningful learning experiences.

Furthermore, curriculum alignment also involves considering the developmental needs and abilities of the students. Educators must take into account the age, grade level, and prior knowledge of their students when selecting and organizing the content. This ensures that the curriculum is appropriate and challenging for each individual learner.

Additionally, curriculum alignment requires educators to consider the cultural diversity and backgrounds of their students, as well as any specific learning needs or accommodations that may be necessary. By doing so, educators can create a curriculum that is inclusive and accessible to all students, promoting equity and ensuring that every learner has the opportunity to succeed.

1.1.10 Experiential Learning theory

Experiential learning theory relies on the work of notable 20th-century academics who gave experience a central position in their theories of human learning and development to construct a complete model of the experiential learning process and a multilinear model of adult development. Dewey, Lewin, Piaget, James, Jung, Freire, Rogers, and others are among these experts (Kolb, 1984). The theory is founded on six propositions held by these academics.

It is critical to consider learning as a process rather than a product. To improve learning in higher education, the primary objective should be to involve students in a process that best promotes their learning and gives feedback on the success of their learning endeavors. As Dewey notes, “Education must be conceived as a continuing reconstruction of experience: the process and goal of education are one and the same thing” (Dewey, 1897) p.79

Relearning constitutes the whole learning. The method that elicits students' opinions and beliefs about a subject and allows them to be evaluated, challenged, and combined with fresh, more sophisticated ideas is the most effective way to support learning.

Conflicts between dialectically opposite types of world adaption must be settled in order to learn. The learning process is fueled by disagreement, conflict, and discrepancies. One is required to switch between conflicting patterns of While learning, there is time for contemplation, action, emotion, and pondering.

1.1.11 Sociocultural Approach

The sociocultural approach is founded on the notion that social interaction, because of the various factors that make it possible for students to learn quickly and gain meaningful knowledge, is the most crucial element in students' growth.

According to Vygotsky's sociocultural theory, children acquire their societal values, beliefs, and problem-solving methods through joint talks with more seasoned members of society. Vygotsky's theory includes concepts such as the Zone of Proximal Development, private dialogue, and culturally particular instruments.

Vygotsky's theories emphasize the fundamental function of social contact in the development of cognition, as he strongly felt that society plays a significant role in the process of "creating meaning" (Vygotsky, 1978).

“Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (neuropsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals” (Vygotsky, 1978, p.57).

1.1.12 Zone of Proximal Development

Vygotsky asserts that cognitive change occurs within the zone of proximal development, instruction would be designed to achieve a developmental level just above the student's current developmental level. Vygotsky asserts, "From the perspective of the child's entire development, learning that is focused on already-met developmental levels is ineffective. It does not seek to advance the developmental process to a new level, but rather lags it " (Vygotsky, 1978) p.11

Appropriation is needed for cognitive growth within the zone of proximal development. Participants in guided teacher teaching or peer collaboration must have a comparable concentration to reach the zone of proximal growth.

1.1.13 Humanistic Approach to ELT

Humanistic psychology refers to a viewpoint or school of thought that has traditionally put a larger focus on humans rather than the otherworldly or deity. This method emphasizes people's fundamental goodness and the significance of meeting their wants. Finding sensible answers to these human problems is an important aspect of humanistic psychology. Humanism's psychology is essentially preoccupied with human morality. It has been a major historical tendency from its Greek and Latin roots to the Renaissance and contemporary modern revivals.

The humanistic theory approach incorporates their social, emotional, intellectual, creative, practical, and other skills as part of their education. As important components of learning, the humanistic learning theory stresses self-esteem, goals, and complete autonomy. Humanism arose in response to the dominant educational theories of the period, behaviorism, and psychoanalysis. Abraham Maslow is recognized as the originator of the movement, with Carl Rogers and James F. T. Bugental subsequently adding to psychology.

1.2 Background

Previous studies based on Innovation revealed important information regarding to the implementation of technology in the teaching and learning process. As an example, E-Manuals play a crucial role in enhancing our understanding of the significance and impact of digital documentation in various fields. These studies provide valuable insights into the effectiveness of E-Manuals in disseminating information, guiding users, and improving overall user experiences.

The impact they had on students was examined by Carrio (2007), "The internet as a tool to learn a second language in a technical context," based on websites and produced in collaboration with subject-matter experts, the effect they had on students was investigated.

We contrast the methods used to recommend tasks based on texts with those based on websites, and then we evaluate how they impact students' motivation.

The research by Saraswat (2013), titled "Innovative ways for teaching English to second language learners," highlights the requirement for instructors in the twenty-first century to dispense with antiquated ideas and methods of classroom education in favor of more contemporary and inventive ones. English language instructors need to be imaginative, resourceful, and creative if they want to change the socioeconomic status of the country. Additionally, they must have a thorough comprehension of the subject. In order to stay up with the demands of a modernizing world, teachers must refresh their knowledge of cutting-edge teaching techniques. Globalization is driving the world to change swiftly. Using a range of innovative tools and strategies, students' learning will be enhanced.

In "Innovative teaching methods in higher education," Gayathri Devi and Pushpa (2019) argued that implementing techniques like flipped classes, gaming, designed thinking, mind mapping, self-directed learning, ICT-enabled learning, and E-blogs will help students meet their needs and increase their level of competency. The inclusion of these methods aids learners in learning more. Despite their success in improving educational quality, new educational tactics are difficult to apply due to a lack of infrastructure and educational resources.

In the investigation of Simson (2021) entitled "A Study on Teaching English for Specific Purposes" The authors of the work summarize the results of four years of study on photogrammetry, interferometry, and GNSS technology for specific usage recommendations, as well as the most effective teaching methods and pedagogical approaches used in the classroom and outside of it. Establishing language skills necessary for successful and competitive participation by doing a necessity review to seek for relevant and reliable authentic materials, finding acceptable teaching tactics, tools, and teaching ways in the instructional process.

Pavel (2021) in her research "English for Medical Purposes: Specific Needs and Challenges" Examines the specific requirements and difficulties that students have when studying EMP as opposed to learning regular English. To properly investigate this topic, a 45-item survey was created and administered to first- and second-year medical students at

Transylvania University of Brasov's Faculty of Medicine as well as to past students and medical professionals.

1.2.1 Legal Foundation

This research is supported by article 8 of the Organic Code of the Social Economy of Knowledge, Creativity and Innovation, which establishes the following:

Define, implement, and assess the national public policy of the System of National Science, Technology, Innovation, and Traditional Knowledge for the social economy of knowledge, creativity, and innovation, particularly with regard to research, innovation, transference, monitoring, dissemination of knowledge, technological advancement, intellectual property rights, and traditional knowledge. p.14.

In essence, the endorsement of this research by Article 8 of the Organic Code of the Social Economy of Knowledge, Creativity, and Innovation reinforces the profound commitment of the legislative framework to cultivate a dynamic environment of progress and ingenuity. By delineating the imperative to define, execute, and evaluate a holistic national public policy, this article echoes the nation's dedication to nurturing the comprehensive System of National Science, Technology, Innovation, and Traditional Knowledge.

This policy's multifaceted approach encompasses a spectrum of pivotal domains, ranging from groundbreaking research and innovation to the seamless transfer of knowledge, vigilant monitoring, widespread dissemination of insights, pivotal technological strides, and the safeguarding of intellectual property rights and traditional wisdom. Embracing these principles within the fabric of this research not only underscores its resonance with national objectives but also underscores its contribution to the intricate tapestry of the nation's social economy of knowledge, creativity, and innovation.

2. METHODOLOGICAL FRAMEWORK

2.1 Context

The innovation in the educational English language area in province of Esmeraldas is nowadays an important aspect and represents at the same time some challenges in the educational context because of the lack of characteristics that innovation has, and in the same way with some help and improvements, it can contribute to promote the English language Learning in a more effective way, due to the fact that the traditional methods are not allowing steps forward a better education. This investigation will be carried out in Esmeraldas province in the “Escuela Fiscomisional Don Bosco” located in the canton of Esmeraldas

2.2 Type of Investigation

This research followed a mixed approach with an exploratory scope. According to George T. (2021) to answer research questions, mixed methodologies research incorporates aspects of quantitative and qualitative research. Because mixed methods studies combine the benefits of both methods, they are more helpful for seeing the broad picture than standalone quantitative or qualitative studies. The incorporation of these methods will help this research to collect and process data in such a way to obtain better results and look for possible solutions related with the incorporation of new technologies in the classrooms of the Escuela Fiscomisional Don Bosco.

“Mixed methods research is recognized as a third model of research in social and behavioral sciences. Its value for educational research just recently began to be discussed in the literature (Ponce, 2014: Scott & Sutton, 2009 and Ellis, 2005)” p.1

On the other hand, this investigation was based on an exploratory scope. Exploratory data analysis is a set of methods used by qualitative scholars to investigate new areas of social or psychological life by gathering open data that can yield new ideas and conclusions about that area. The most effective exploratory data analysis allows these scholars as much freedom to find new ideas and generalizations as possible. In short, the following steps are designed to encourage and enhance that inventiveness.

The main objective of this investigation was to gather important information to include it in the designing of an interactive material.

2.3 Population and Sample

The population of this study was made up of 87 students who are in the 1st 2nd and 3rd level of technical baccalaureate of Education of the “Escuela Fiscomisional Don Bosco” of Esmeraldas Province in the canton Esmeraldas and the sample will be made up of 40 students from 2nd and 3rd level from the same area. In the same way a group of 12 teachers were surveyed just to enrich this investigation.

Esmeraldas Province is in the seaside region or coast. Its administrative capital is Esmeraldas canton, which is also its largest and most populous city. It has a land area of around 14,893 km² and is the country's eighth province by extension. On another hand the Don Bosco Fiscomisional Educational Unit is located in the same province, downtown of the city. An institution committed to the development of its students and the province. It is critical to remember that this inquiry will be based on the students' perceptions on the usage of technologies as learning methods.

2.4 Hypothesis

The hypothesis of this research is that the implementation of an E-manual tailored to English for Specific Purposes (ESP) and its integration with technology will enhance the English language learning process for 2nd and 3rd level technical students at Don Bosco High School. E-manuals offer convenient access, allowing learners to study at their own pace and integrate language learning into their daily routines, leading to increased exposure and practice. Additionally, customization of the E-manual to meet individual learners' needs ensures targeted instruction and relevance to their professional fields.

2.5 Variables

The variables of this research are:

Dependent Variable: The teaching and learning of the English language

The process and procedures of teaching the English Language in the technical baccalaureate taking into account the cognitive, affective and methodological dimensions.

Independent Variable: E-Manual of English for Specific Purposes

A resource for teaching and learning used in and outside the classroom in order to obtain the new knowledge.

2.6 Methods of Investigation

The methods that were used in this research are:

Analysis and Synthesis: It was used to carry out a bibliographic review of the most important theories according to this important research and for the analysis of the results obtained.

Hermeneutics: The hermeneutic approach was employed to interpret and analyze the various theoretical concepts and models discussed in the Theoretical Framework section (Section 1.1). This involved critically examination of the underlying assumptions, historical contexts, and implicit meanings behind concepts such as Education 4.0, Sociocultural Approach, Experiential Learning Theory, and others. For instance, the authors provided an interpretation of Vygotsky's Sociocultural Theory, and how it was shaped by the sociopolitical climate of the time and how its core ideas about social interaction and cognitive development resonate with contemporary educational contexts.

Also, through the hermeneutic lens, the results of this investigation reveal a fascinating interplay between the theoretical concepts underpinning innovative language education and the lived experiences of students and teachers. The survey data, while quantitative in nature, carries implicit meanings shaped by the participants' contexts and worldviews. For instance, the favorable perception of interactive e-manuals among students can be interpreted as a reflection of the principles espoused by the User-Centered Approach and Experiential Learning Theory. The students' desire for personalized, engaging learning experiences resonates with the call for adaptive, learner-centric pedagogies that foster active participation and immersion.

Simultaneously, the teachers' varied responses regarding the effectiveness and ease of use of such materials unveil the intricate web of challenges and opportunities that arise when innovative technologies intersect with established educational practices. Their perspectives are inevitably shaped by their own experiences, beliefs, and the institutional

cultures within which they operate. This hermeneutic interpretation suggests that while the theoretical frameworks advocate for transformative approaches, their practical implementation requires a nuanced understanding of the sociocultural dynamics at play, including potential resistance, resource constraints, and the need for professional development and systemic support.

Descriptive Statistics: It was used for the processing of the data obtained in the investigation.

2.7 Techniques of Investigation

The technique that was used in this research are:

Survey: Two surveys were applied to students. Through this survey it will be possible to gather all the necessary data according with the students' perceptions about Innovation and to achieve the specific objectives of this research and to achieve the general one by designing an E-manual of English for specific purposes

Documentary review: For the technique of documentary review, different studies, investigations, and theories were analyzed and compared to understand the teaching learning process in an innovative environment in the classroom. Additionally, it was taken into consideration the teaching and learning process in a classroom in the current time, analyzed in the context of Esmeraldas Province, to provide meaningful information for the designing of the E-Manual using technology.

2.8 Instruments

To develop the technique of documentary review different studies, investigations and theories were analyzed and compared to understand the teaching learning process in an innovative environment in the class, apart from that, it was taken into consideration the teaching and learning process in a classroom in this time analyzed in Esmeraldas Province and at the same time to provide meaningful information for the designing of the E-Manual using technology.

For the survey technique, two questionnaires were used. The first one was applied to 40 students from 2nd and 3rd level from the same area. Then, the second one was applied to 12 teachers of this institution.

2.9 Data Processing

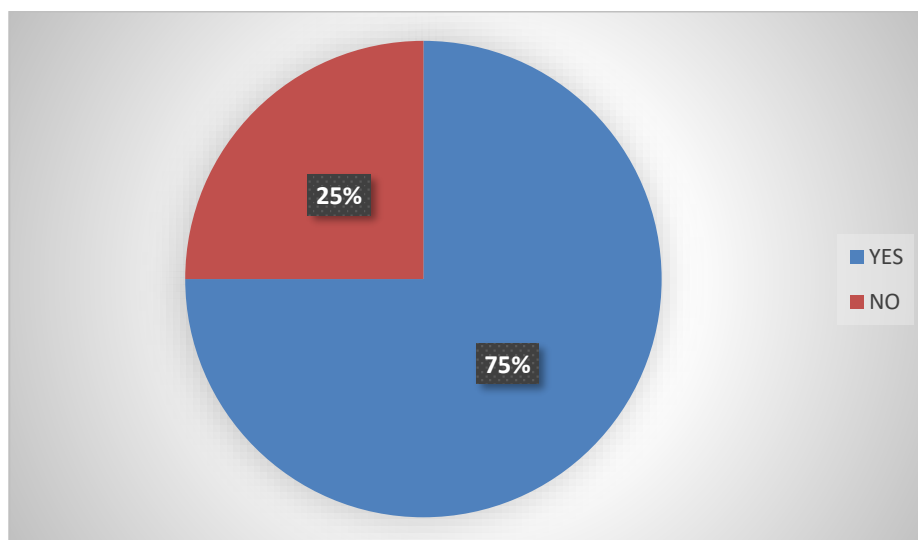
The data concerning students' speciation's according with the items of the survey was obtained in the application of the test technique and it was processed by the automatic system of Google Forms. Then, the data was analyzed, processed, and later taken to figures and graphs with the use of the Microsoft Excel program for a better understanding.

3. RESULTS

3.1 Survey applied to students.

The results of the analysis of the students' surveys responses are shown below. These questions are collected and examined one at a time based on what each student responded to in the various survey topics, while keeping in mind that the data is based on a total of 40 of 2nd and 3rd level of baccalaureate from the "Unidad Educativa Fiscomisional Don Bosco. Esmeraldas - Ecuador"

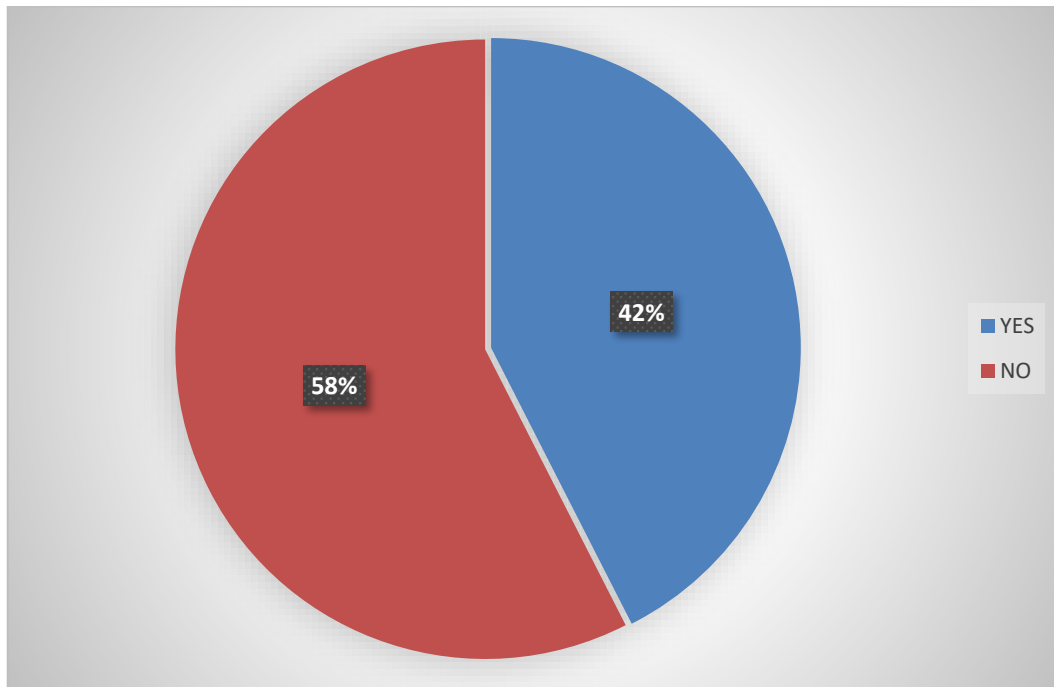
Figure 1 Previous Experience with ESP Materials



Source: Survey applied to students

This item shown that a 75% of the surveyed students have previously used materials designed for English for Specific Purposes (ESP), indicating a significant level of familiarity with specialized language resources. 25% have not used ESP materials.

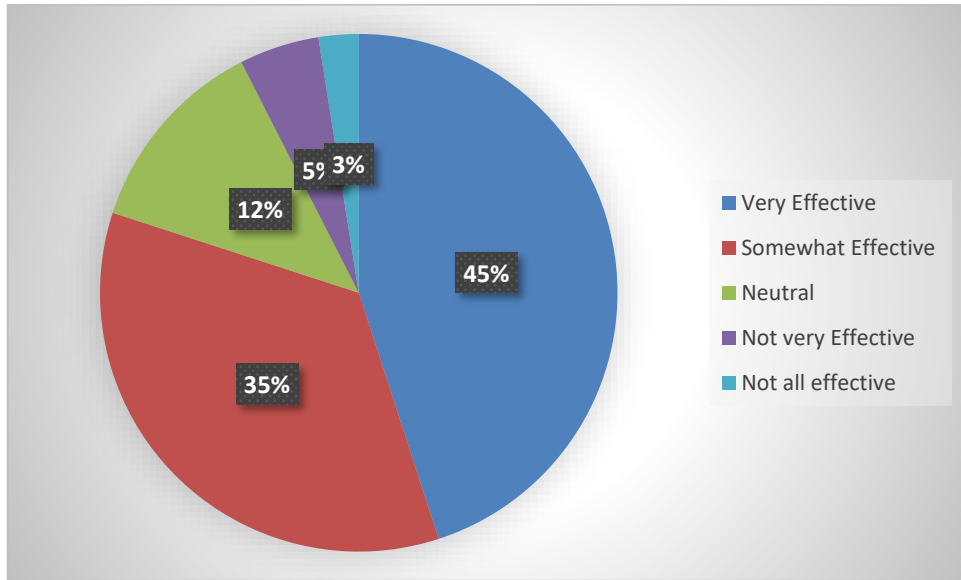
Figure 2 *Familiarity with the concept.*



Source: Survey applied to students

50% of the respondents are familiar with the concept of Interactive E-manuals, suggesting a moderate awareness among the surveyed students. 50% are not familiar with Interactive E-manuals.

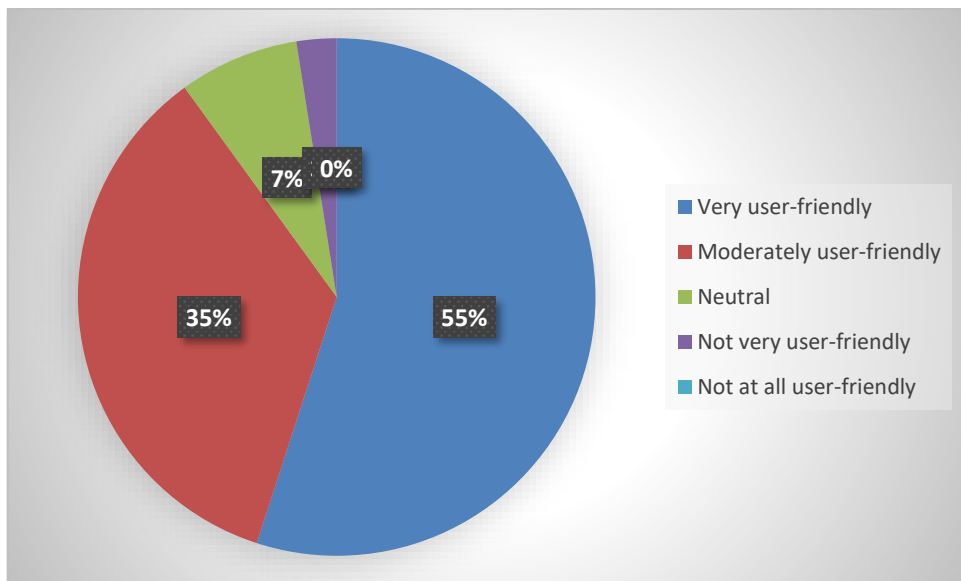
Figure 3 Possible Effectivity Improving the ESP Material



Source: Survey applied to students

45% believe that an Interactive E-manual could be very effective in improving the teaching and learning of English for Specific Purposes, indicating a favorable perception of the potential impact of interactive materials. 35% find it somewhat effective. 12.5% are neutral. 5% believe it is not very effective. 2.5% think it is not at all effective.

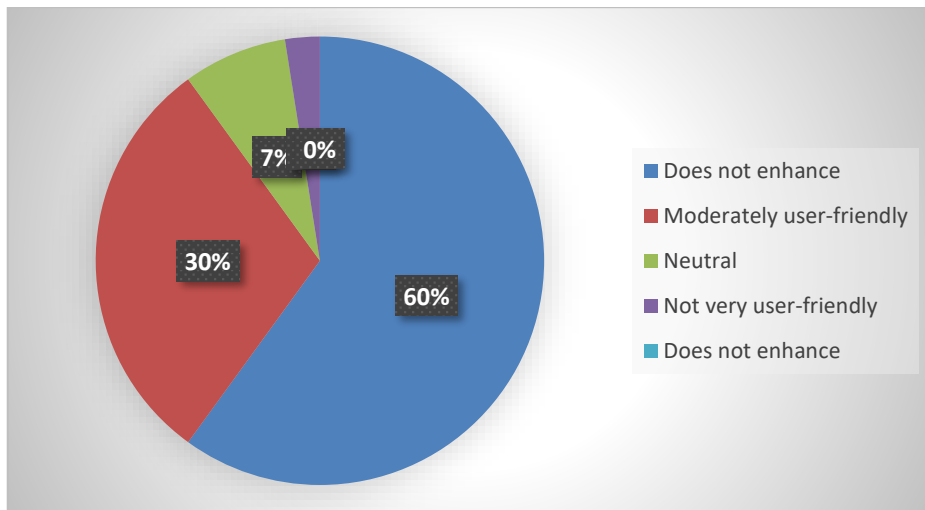
Figure 4 User- Friendly Environment



Source: Survey applied to students

A majority (55%) find the interface of an Interactive E-manual for ESP very user-friendly, which is a positive sign for the adoption and usability of such learning resources. 35% find it moderately user-friendly. 7.5% are neutral. 2.5% find it not very user-friendly. 0% find it not at all user-friendly.

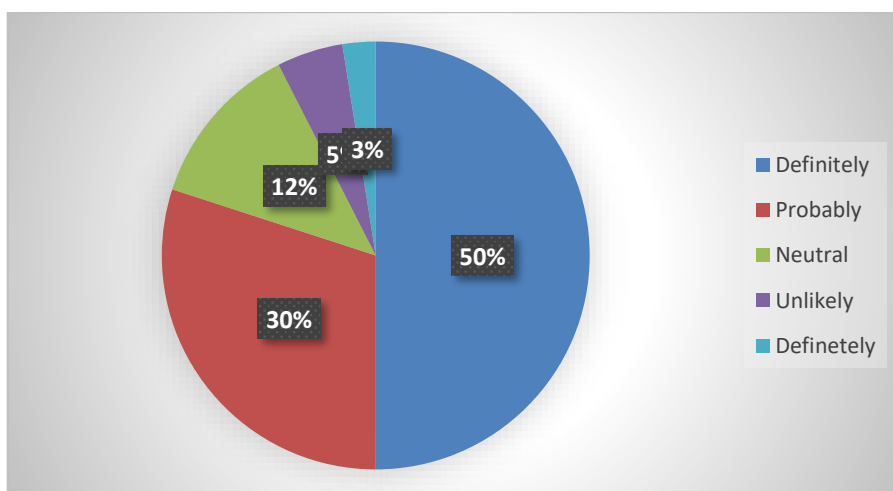
Figure 5 *Interactivity Enhances Learning*



Source: Survey applied to students

60% of the students think that interactivity significantly enhances the learning experience in an ESP context, highlighting the importance of interactive elements in language learning. 30% believe it somewhat enhances. 7.5% are neutral. 2.5% think it minimally enhances.

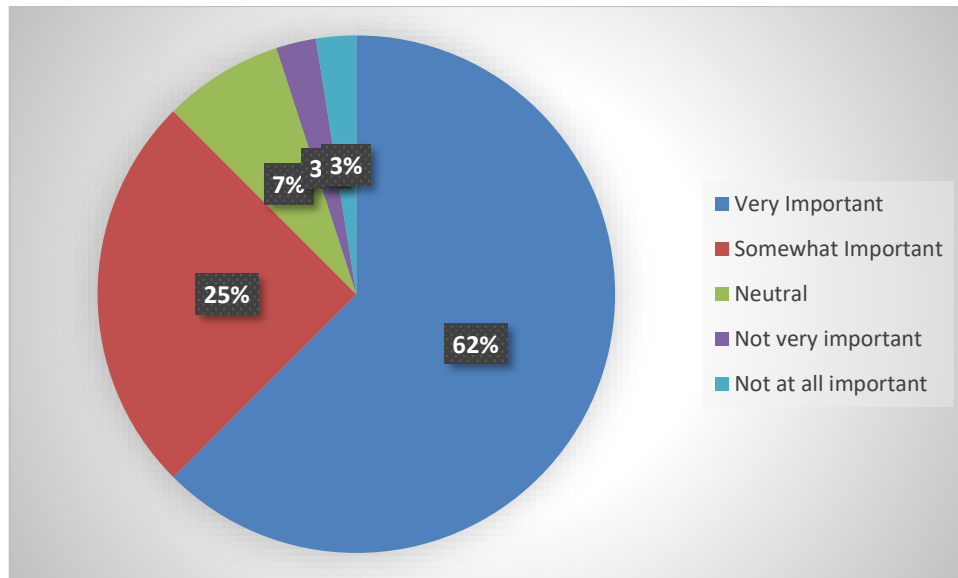
Figure 6 *Incorporating Interactive Materials in the learning process.*



Source: Survey applied to students

Half of the respondents (50%) can envision incorporating an Interactive E-manual into their study routine, suggesting a willingness to embrace new technology-enhanced learning methods. 30% would probably incorporate it. 12.5% are neutral. 5% are unlikely to incorporate it. 2.5% would not incorporate it.

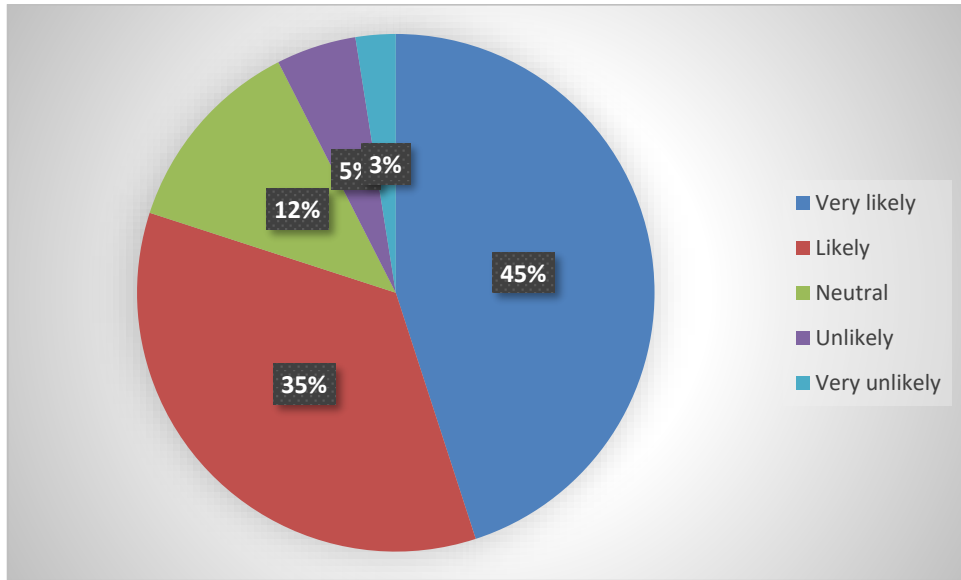
Figure 7 Customize and Adapt the content.



Source: Survey applied to students

A substantial majority (62.5%) consider the ability to customize and adapt content to their specific field of study in an ESP E-manual to be very important, emphasizing the need for tailored learning resources. 25% find it somewhat important. 7.5% are neutral. 2.5% find it not very important. 2.5% find it not at all important.

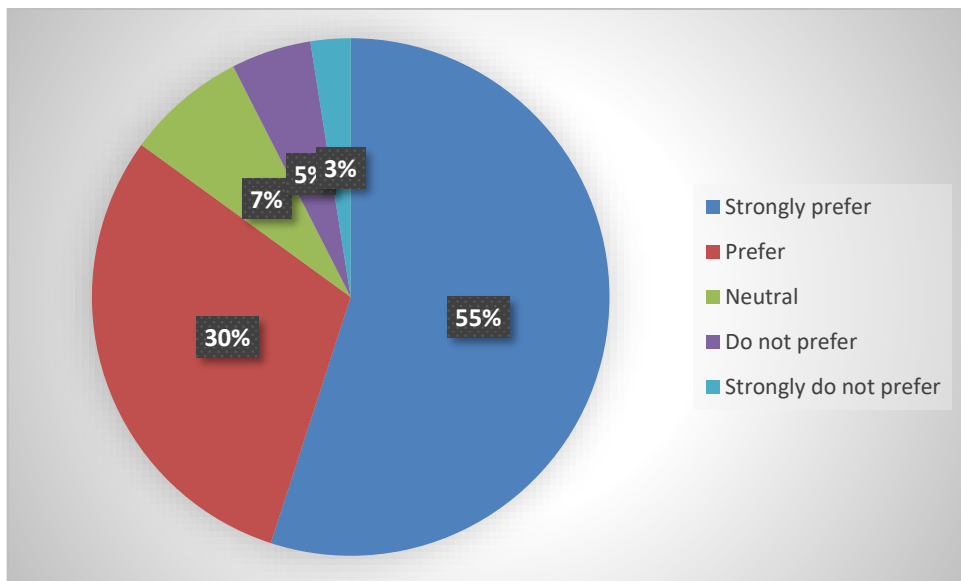
Figure 8 Feedback provider



Source: Survey applied to students

45% are very likely to provide feedback on an Interactive E-manual, indicating potential engagement and a willingness to contribute to the improvement of learning materials. 35% are likely to provide feedback. 12.5% are neutral. 5% are unlikely to provide feedback. 2.5% are very unlikely to provide feedback.

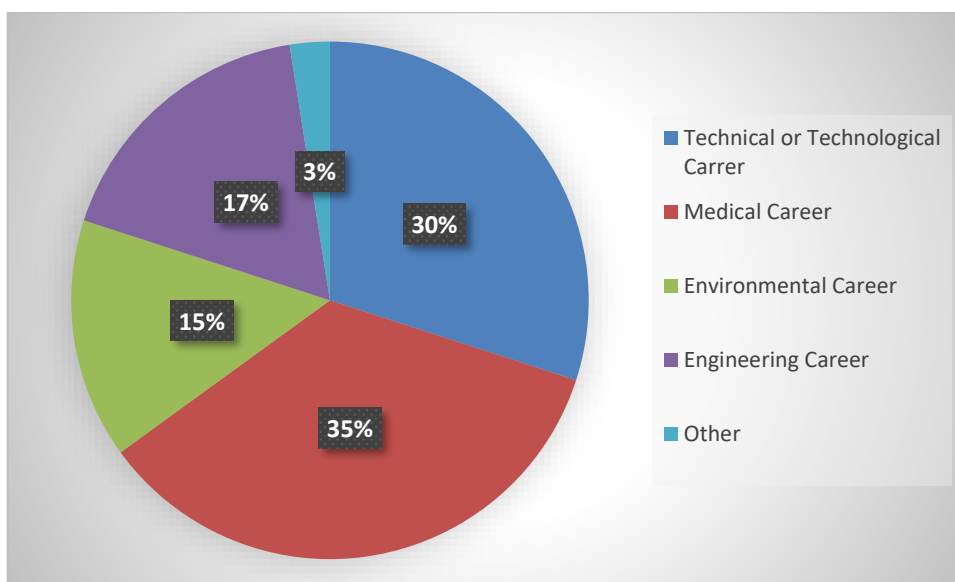
Figure 9 Future Learning Materials



Source: Survey applied to students

A majority (55%) strongly prefer future language learning materials to incorporate interactive elements like those found in an E-manual, underlining a preference for interactive and engaging learning experiences. 30% prefer it. 10% are neutral. 2.5% do not prefer it. 2.5% strongly do not prefer it.

Figure 10 Career Choice



Source: Survey applied to students

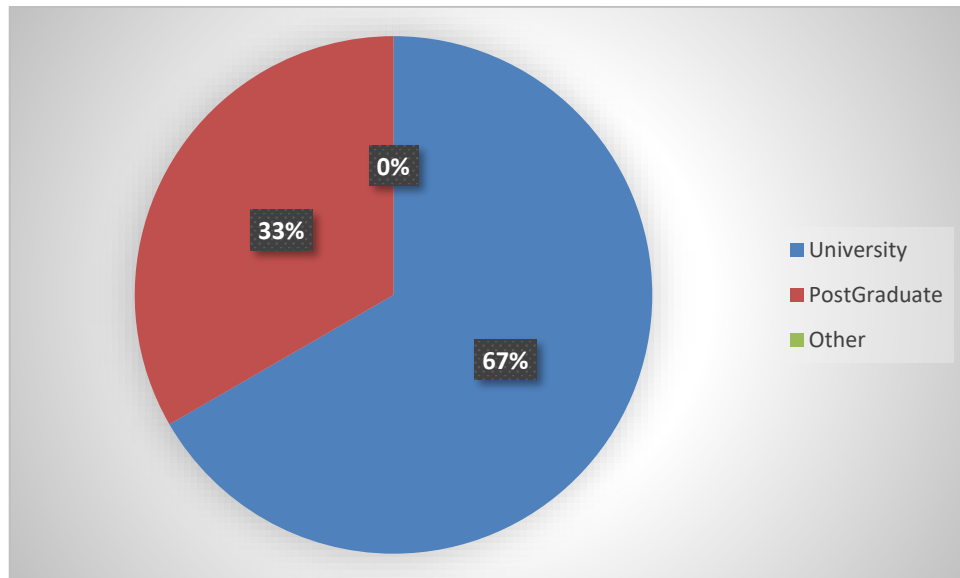
Among the specified career choices, medical and technical/technological careers are the most popular choices among the surveyed students, reflecting their diverse interests. Technical or Technological Career: 30% Medical Career: 35% Environmental Career: 15% Engineering Career: 17.5% Other: 2.5%

Overall, students' attitudes regard Interactive E-manuals for ESP are good, according to the survey results, which also show that they are receptive to customized learning approaches and are willing to offer suggestions for development. The results indicate that Interactive E-manuals may be successfully included into language learning curricula designed for certain objectives.

Survey Applied to Teachers.

The following results of teacher's survey are shown here.

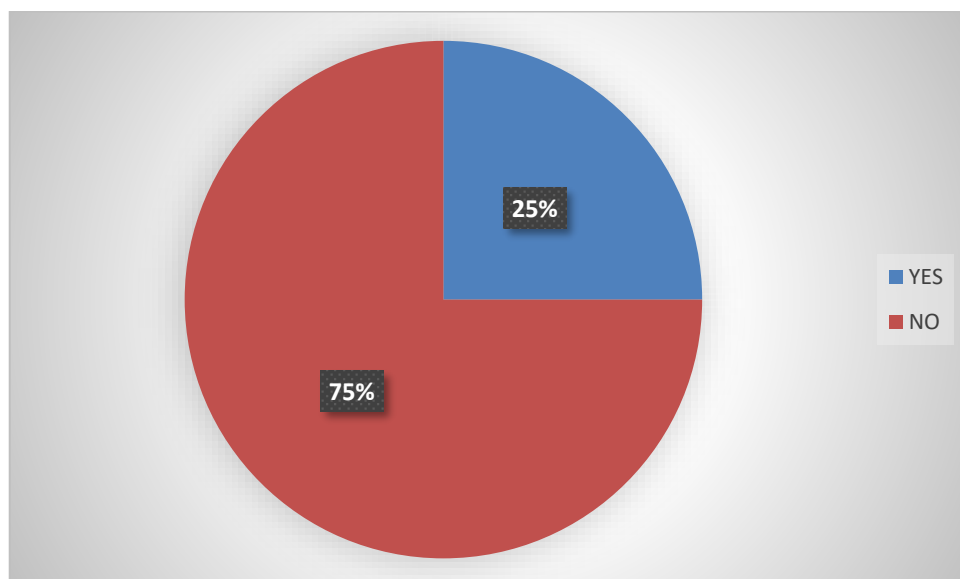
Figure 11 Academic Level



Source: Survey applied to teachers

The majority of respondents are from the university level (67%), Postgraduate teachers are present with a 33% percent.

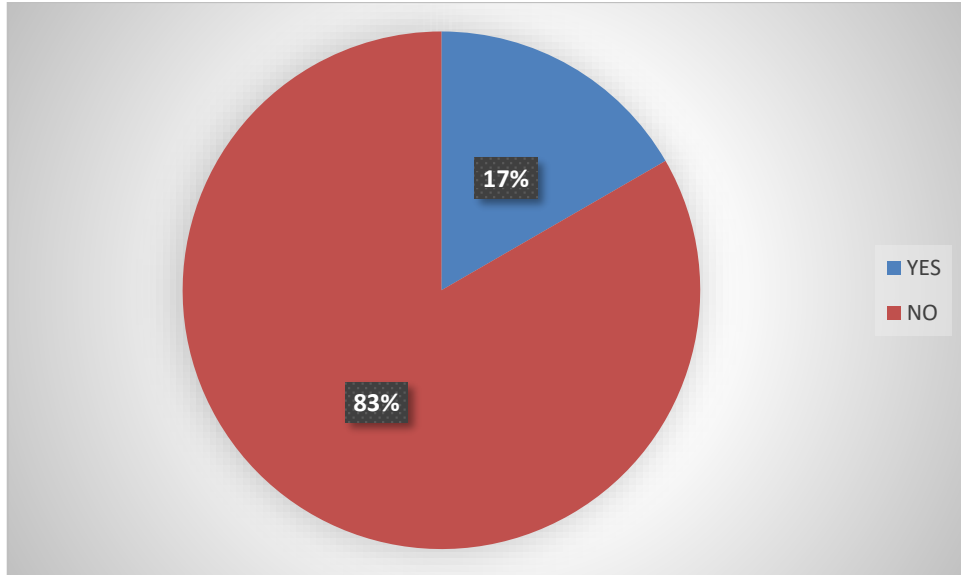
Figure 12 Experience with ESP



Source: Survey applied to teachers

25% of respondents have previous experience with materials designed for English for Specific Purposes (ESP). 75% have not used ESP-specific resources before.

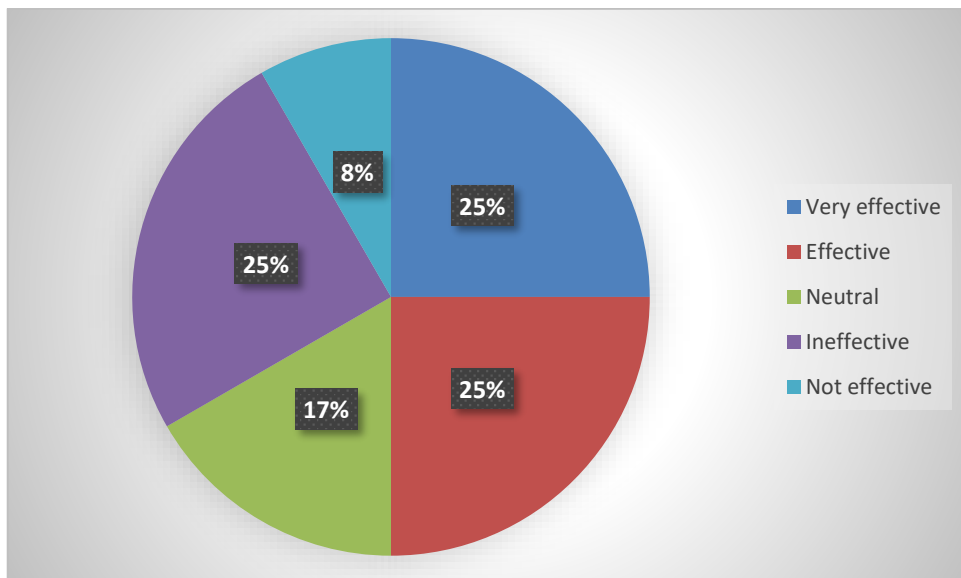
Figure 13 Familiarity with Interactive E-Manual:



Source: Survey applied to teachers

Most of the teachers are not familiar with this kind of materials that's why 83% of them selected "NO" and 17% of them answered "YES"

Figure 14 Perception of Effectiveness

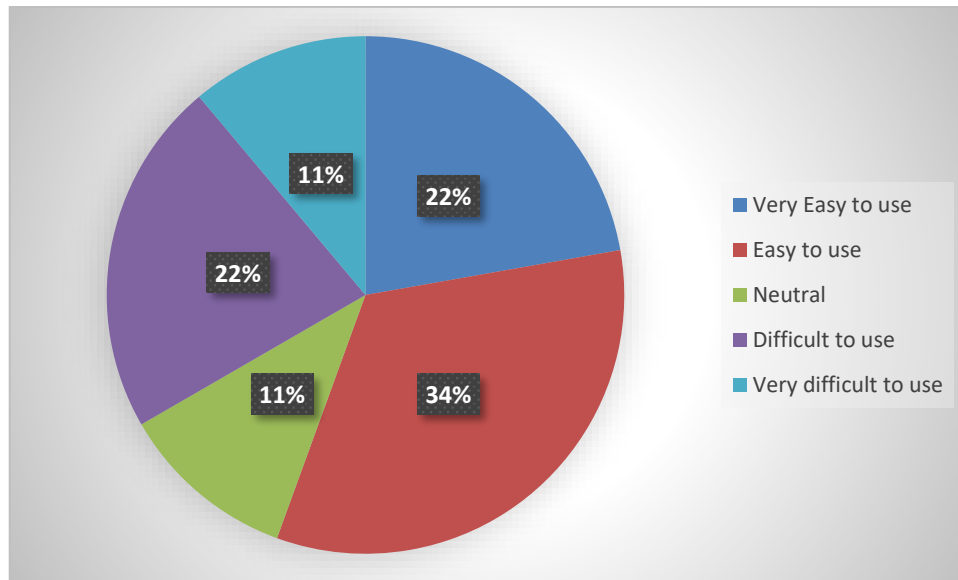


Source: Survey applied to teachers

A 25% believe an Interactive Electronic Manual would be very effective, 25% percent of them consider that it can be just effective.

However, 17% perceive it as neutral, 25% considered it ineffective and a 8% of them stated that it is not effective.

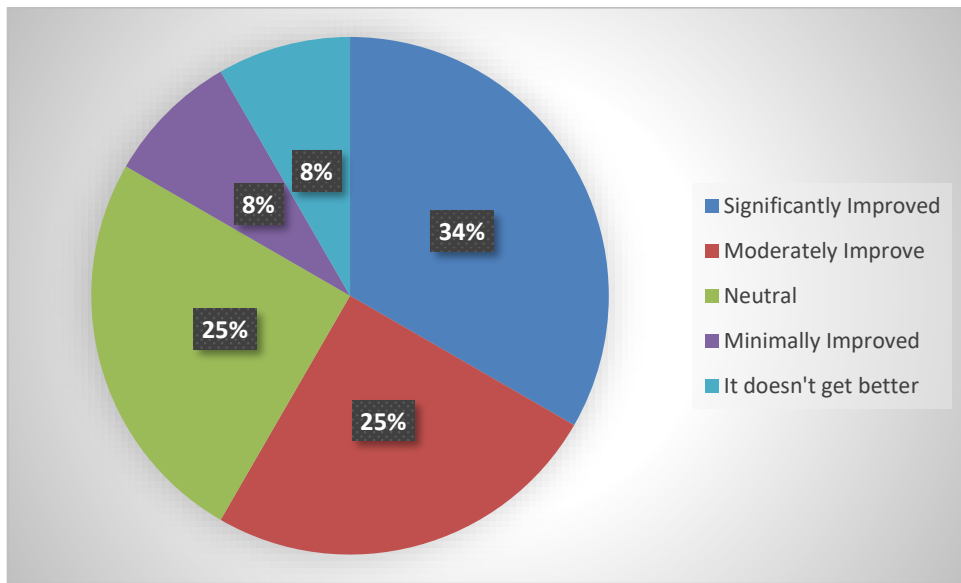
Figure 15 Ease of Use and Accessibility:



Source: Survey applied to teachers

22% find the interface of an Interactive Electronic Manual for ESPs very easy to use, 34% find it easy to use and adapt, 11% have a neutral stance, while 22% find it difficult and 11% very difficult to use

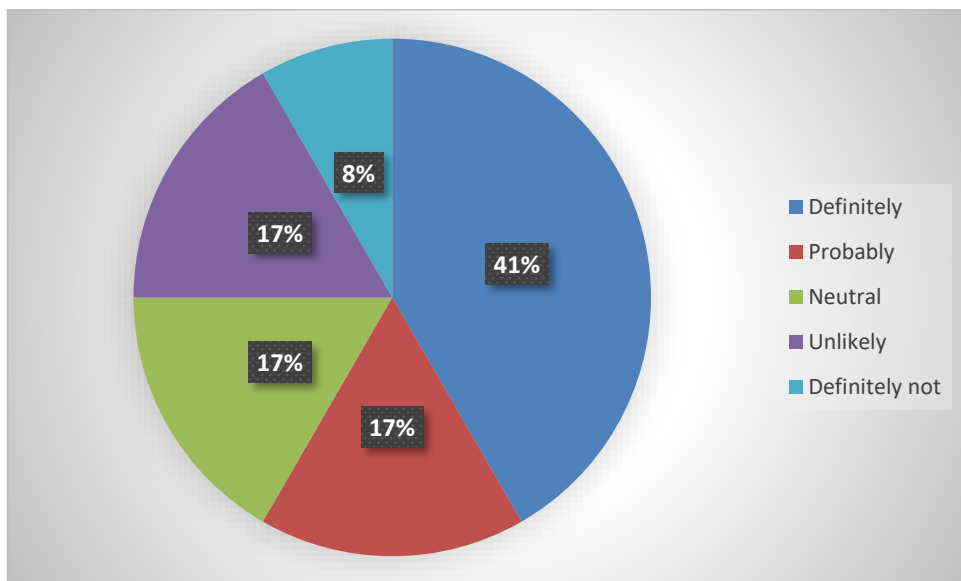
Figure 16 Engagement and Interactivity



Source: Survey applied to teachers

The majority (35%) believe that interactivity significantly improves the learning experience in an ESP context. 25% think it moderately improves, while 25% have neutral opinions. While 8% stated that it minimally improves and the remaining 8% stated that it doesn't get better.

Figure 17 Integration in Teaching Practices

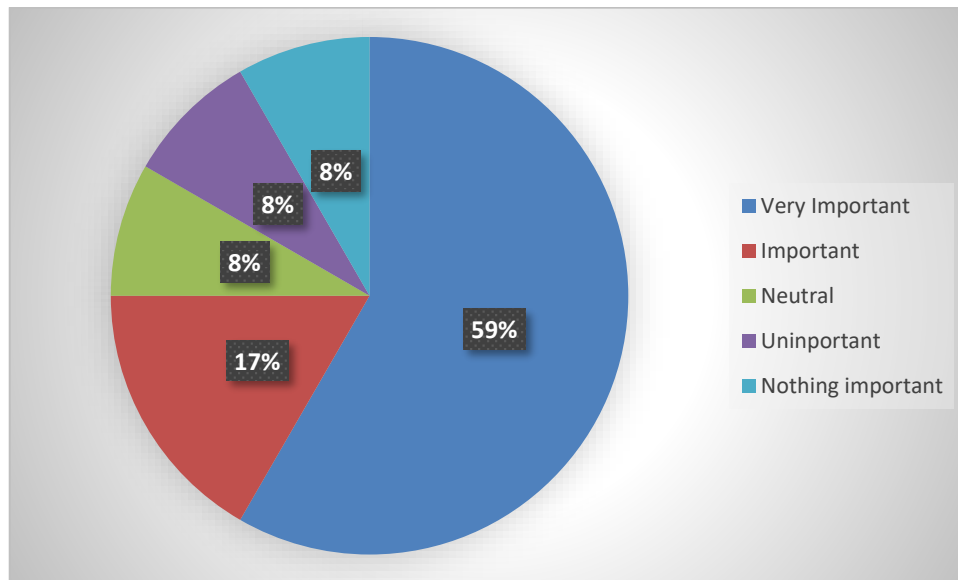


Source: Survey applied to teachers

A combined 58% (41% definitely, 17% probably) can envision incorporating an Interactive Electronic Manual into their teaching practices.

17% are either neutral or unlikely (17%) to integrate it, while 8% definitely would not.

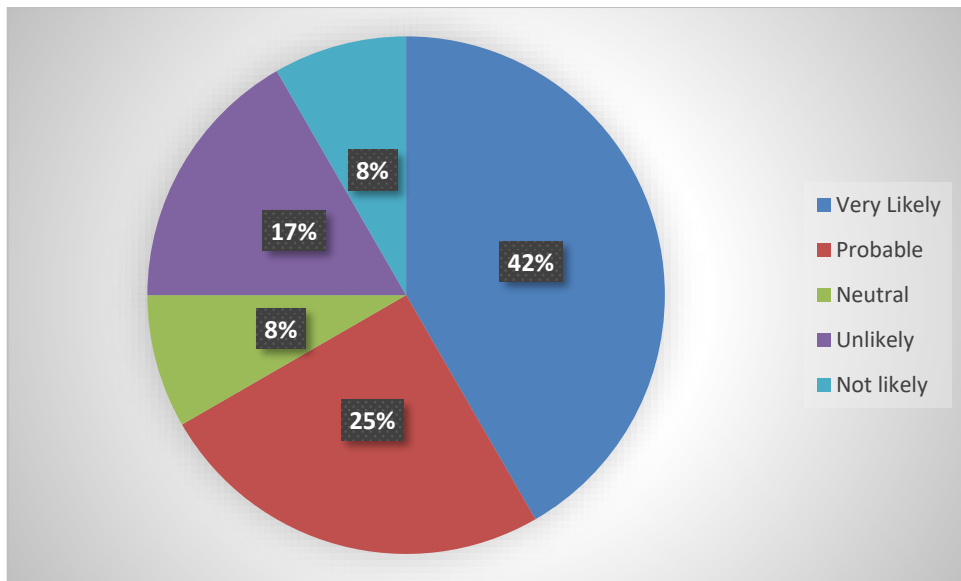
Figure 18 Customization and Adaptability



Source: Survey applied to teachers

A significant 76% find the ability to customize and adapt content important (59% very important, 17% important). 8% have neutral opinions, while 8% consider it unimportant or not important at all with 8%

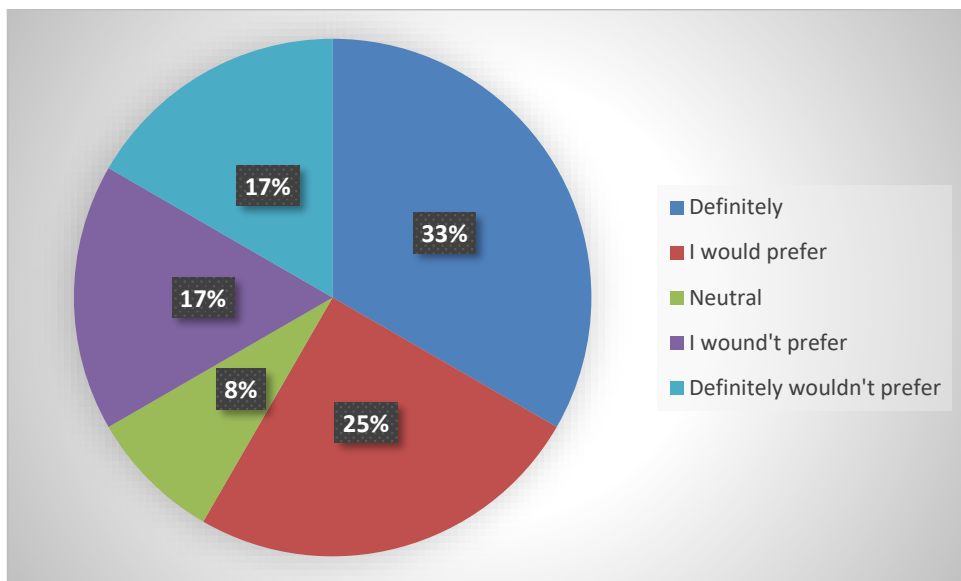
Figure 19 Feedback and Improvement



Source: Survey applied to teachers

67% are likely to provide feedback on an Interactive E-Manual for ESPs (42% very likely, 25% probable). 8% have neutral opinions, while 17% are unlikely or not likely at all 8% to give feedback.

Figure 20 Future Preferences:



Source: Survey applied to teachers

A significant 58% (33% definitely, 25% would prefer) express a preference for future language learning materials with interactive elements. 8% have neutral preferences, while 17% wouldn't prefer and the 17% remaining definitely wouldn't prefer.

In summary, there is generally positive interest in the concept of an Interactive Electronic Manual for ESPs, with a majority recognizing its potential effectiveness and expressing a willingness to incorporate it into teaching practices. However, there are varying opinions on its perceived effectiveness and ease of use, suggesting the need for careful design and consideration of user preferences in implementing such a tool.

4. DISCUSSION

The previous studies on innovation and the use of technology in language teaching, especially English for Specific Purposes (ESP), provide valuable insights into the evolving landscape of education. These studies shed light on the impact of innovative tools and teaching methods on student learning experiences, motivation, and overall competency. Let's discuss the key findings from these studies and how they relate to the results obtained concerning the use of ESP materials:

This investigation coincides with Carrio's (2007) research as we explored the impact of websites and E-Manuals in a technical language learning context. The study delved into the effectiveness of digital documentation in disseminating information and guiding users.

The 22% positive response regarding the "Very Easy to use" category in the ESP materials survey aligns with the importance of user-friendly interfaces highlighted in Carrio's study.

The results found also are related with Saraswat's (2013) research results. We emphasized the need for instructors to adopt contemporary and inventive teaching methods, especially in the context of teaching English to second language learners. The survey results, with a majority expressing interest in interactive elements in future language learning materials, resonate with the call for innovative strategies in language education.

The present research shares important ideas regarding to the improvement of teaching methods and is thus related to the research of Devi and Pushpa (2019) who argued for the implementation of various techniques such as flipped classes, gaming, design thinking, and ICT-enabled learning to enhance students' learning experiences. The survey results, particularly the positive responses regarding interactivity and customization features, align with the emphasis on diverse educational tactics for improved learning outcomes. Also, as we stated before Simson's (2021) study focused on Teaching English for Specific Purposes and emphasized the importance of identifying relevant authentic materials and employing effective teaching methods in the ESP context. The interest in customization and adaptability in the survey results reflects the significance of tailoring materials to specific fields of study, as highlighted by Simson's investigation.

This investigation also determined as in Pavel's (2021) research delved into the specific needs and challenges faced by students studying English for Medical Purposes. We found out what are the needs students should improve with specific information according to their needs in order to fulfill communicative functions in each context of work and occupations. The survey results, when considering the potential customization and adaptability features in ESP materials, align with the understanding of tailoring language learning materials to address specific requirements, as observed in Pavel's study. In our case we have to delimit what are the main communicative functions of the target population to promote this kind of materials. As Pavel's study stated before it is important to recognize the needs learners may have within each context of performance.

The collective findings from these studies and the survey underscore the evolving nature of language education, emphasizing the importance of user-friendly, innovative, and tailored approaches in teaching ESP.

There is a shared recognition of the challenges and opportunities presented by technology in language learning, with an increasing emphasis on interactive and customizable features to meet the diverse needs of learners in specific fields.

The studies discussed provide a foundation for understanding the evolving dynamics in language education, and the survey results reflect a continued interest in leveraging technology for improved learning experiences.

5. Conclusions

The conclusions of the investigation can be drawn in relation to the specific objectives. The main objective of the research was to design an E-Manual of ESP, promoting the use of new technologies effectively. The specific objectives stated some aspects that were obtained at the end of this research, some aspects such as delimiting the most important communicative functions the students need to improve the English language for Specific Purposes, and determining students and teachers' perceptions regarding the use of specific materials in the technical baccalaureate, at this point the following conclusions are stated:

- ❖ Survey results indicate students have an overall positive perception of e-manuals for ESP, highlighting the appeal of customized and interactive resources. This suggests receptiveness and openness to adoption.
- ❖ Students valued key features like interactivity, multimedia integration, content adaptability, and customization. This points to the importance of dynamic, flexible, and personalized e-learning.
- ❖ E-manuals have potential to boost gains in language proficiency, engagement, and motivation in ESP contexts by providing tailored materials. However, research on learning outcomes is still needed.
- ❖ Conducting thorough needs analyses is vital in e-manual design to identify and incorporate language skills needed for specific disciplines. Alignment with professional needs is crucial.

In summary, the creation of interactive, customized e-manuals shows promise for enhancing ESP education. But it is critical to analyze target needs and design for usability.

6. Recommendations

This research suggests the importance of incorporating innovative strategies and new technologies effectively in a technical classroom to enhance English language learning. For these specific reasons we have stated the following ones to consider:

For Teachers:

- ❖ To embrace Innovative Teaching Methods: Teachers should strive to embrace innovative and contemporary teaching methods, as highlighted in the research by Saraswat (2013). This includes utilizing cutting-edge teaching techniques and tools to enhance students' learning experiences.
- ❖ To incorporate Interactive E-Manuals: A significant percentage of teachers expressed a willingness to incorporate Interactive Electronic Manuals into their teaching practices. Therefore, it is recommended that teachers explore the use of such interactive materials to enhance the learning of English for specific purposes (ESPs).
- ❖ To enhance Familiarity with Innovative Materials: Given that most teachers are not familiar with innovative materials, it is recommended that professional development opportunities be provided to enhance their familiarity with and understanding of these materials. This can be achieved through workshops, training sessions, and access to relevant resources.

For Researchers:

- ❖ Further Study on Teacher Preferences: Researchers should conduct further studies to delve deeper into teacher preferences and perceptions regarding the use of innovative materials and technologies in language teaching. This can provide valuable insights for the development of future educational resources and strategies.
- ❖ Collaboration with Educational Institutions: Researchers should seek collaboration with educational institutions to implement and evaluate the effectiveness of innovative strategies and technologies in language teaching. This collaborative

approach can provide real-world data and feedback to inform future research and development efforts.

6.1 PROPOSAL

Revolutionizing English Education: Dive into and Interactive E Manual

6.2 PROPOSAL PLANNING


The objective of our proposal is to present a novel approach to improve the instruction of English for Specific Purposes (ESP) at Don Bosco High School in the year 2023. We want to transform English language instruction by creating and implementing an Interactive E-Manual that is specifically designed for first-, second-, and third-year Senior High School students. Interactive activities, multimedia materials, and self-assessment tools are all included in this E-Manual with the goal of enhancing student engagement and improving ESP subject understanding and retention. As part of our approach, instructors will receive in-depth training on how to effectively incorporate the E-Manual into their courses. Evaluation tools, such as pre- and post-test questionnaires and student comments, will offer insightful information on how the E-Manual affects English language competency. We hope to provide a vibrant learning environment where students may acquire the language skills, they will need for their future efforts by adopting this cutting-edge strategy.

This material is still on development and adaptation:

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Revolutionizing English Education: Dive into an Interactive E-Manual for Senior High School Students at Don Bosco High School, 2023



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