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THOUGHT

"Students learn better if they practice the foreign language through vocabulary and relevant topics for their interests ".

William Littlewood (1981)

DEDICATION

To my extraordinary parents for their love, tenderness, perseverance and for all the precious values in which they raised me. All that I am or I hope to be, I owe them.

To my sister and fraternal friend Yane for her love, trust and support. Her constant concern and love have always encouraged me to carry out this work.

To my little, but lovely grandmother. She taught me to value each day, to live, to love and to be a better person.

To my aunt Clarita for her joy and advices. She made me laugh in the darkest hours.

To my entire family and all the special people in my life who have supported me all the time. They will always remain in my heart.

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To the people that I love and I have in my heart: my family, my wonderful sister, and all my friends, and especially to my mother Euridice and father Pablo. I love you. Thank you so much.

ABSTRACT

This research is placed in the area of knowledge related to English for Specific Purposes in the Teaching-Learning Process in the MININT context at "Luis Felipe Denis Díaz" Military College from Villa Clara, and its fundamental purpose constitutes the satisfaction to the specific needs of communication of the First Year students from Investigation and Criminology profile.

During the diagnosis stage different scientific methods were used, so much of the empiric level as of the theoretical level, in order to determine the lacks or inadequacies of this process.

A system of actions, based on the theoretical and methodological foundations, in the points of view and definitions endorsed by the authoress of the thesis, and also supported by the results obtained in the diagnosis of necessities was put into practice in a system of classes to achieve a more effective accomplishment of the students of this profile in the interaction with foreigners that use the English language and are involved in a way or another in a criminal situation.

Methods like the teacher's diary and the scientific participant observation were implemented in order to reflect, analyze and determine the results of the system of actions proposed. At the same time, a new problem brought out by the research itself was outlined.

This system of actions was valued in a satisfactory way, as for its importance and relevance, since it contributed to the formation of the future Investigation Criminologists, capable to face and to solve cases in their professional routine and, at the same time, capable to respond to the interests of the Revolution.

RÉSUMÉ

La présente recherche est placée dans le domaine de la connaissance liée à l'Anglais à des Fins Spécifiques dans l'environnement du Processus d'Enseignement-Apprentissage dans le contexte MININT à "Luis Felipe Denis Díaz" Académie Militaire de Villa Clara, et son objectif fondamental qui constitue la satisfaction de les besoins spécifiques de communication des étudiants de Première Année du profil Investigation et Criminologie.

Au cours de la phase de diagnostic, différentes méthodes scientifiques on été utilisées, tant du niveau empirique que du niveau théorique, dans le but de déterminer les manques ou insuffisances de ce processus.

Un système d'actions, basés sur les fondements théoriques et méthodologiques, dans les points de vue et définitions approuvées par l'auteur de la thèse, et également soutenue par les résultats obtenus dans le diagnostic des besoins; a été mis en pratique dans un système de classes pour parvenir à une action plus efficace des étudiants de ce profil dans l'interaction avec les étrangers qui utilisent la langue anglaise et sont impliqués, d'une manière ou d'une autre, dans une situation criminelle.

Des méthodes telles que le journal de la professeur et l'observation participante scientifique ont été mis en œuvre dans le but de réfléchir, analyser et déterminer les résultats du système des actions proposées. Dans le même temps, un nouveau problème apporté par la recherche propre a été esquissé.

Ce système d'actions a été évalué de façon satisfaisante quant à son importance et la pertinence, car elle contribue à la formation des futurs Investigateurs Criminologues, capables d'affronter et de résoudre les cas et les situations dans leur action professionnelle et, en même temps, capable pour répondre aux intérêts de la Révolution.

RESUMEN

La presente investigación se imbrica en el área del saber relacionada con el Inglés con Propósitos Específicos en el ámbito del Proceso de Enseñanza-Aprendizaje en la Facultad Independiente del MININT en Villa Clara "Luis Felipe Denis Díaz", y el propósito fundamental lo constituye la satisfacción a las necesidades específicas de comunicación de los estudiantes de Primer Año del perfil Investigación y Criminalística.

Durante la etapa de diagnóstico se utilizaron varios métodos de investigación, tanto del nivel empírico como del nivel teórico, con vistas a determinar las carencias o insuficiencias de dicho proceso.

Un sistema de acciones, basado en los fundamentos teóricos y metodológicos, en los puntos de vista y definiciones asumidas por la autora de la tesis, y también por los resultados obtenidos en el diagnóstico de necesidades; fue puesto en práctica en un sistema de clases para lograr un desempeño más efectivo de los estudiantes de esta especialidad a la hora de interactuar con extranjeros que empleen el idioma inglés y estén involucrados de una forma u otra en una situación delictiva.

Métodos como el diario de la profesora y la observación científica participante, se implementaron con el propósito de reflexionar, analizar y determinar los resultados del sistema de acciones propuesto. Al mismo tiempo, fue planteado un nuevo problema generado de la propia investigación.

Dicho sistema de acciones fue valorado de forma satisfactoria en cuanto a su importancia y pertinencia, ya que contribuyó a la formación de los futuros Investigadores Criminalistas, aptos para enfrentar y resolver casos y situaciones en su desempeño profesional y que a la vez respondan a los intereses de la Revolución.

TABLE OF CONTENTS

The mastery of foreign languages in nowadays world is of vital importance for the professionals of any sphere, due to the scientific and technological advances and to the speed with which information is renewed, besides its rôle in the integral cultural development. The success or failure of these professionals depends on their abilities of speaking in English about the latest scientific and technical topics. For this reason, the teaching of English for Specific Purposes (ESP) has been able to reach a respectable place in the field of English teaching as a foreign language or as a second language. In the current moments, it is common to those related to this specialty the concept of English for engineers, English for tourism, English for managers and businessmen, English for doctors, for nurses and for dentists, etc.

In Cuba, for a bigger economic, political and social development, it has been necessary the implementation of reforms in the educational system, among which it is the one related to the teaching of foreign languages. This is the reason why schools of languages were established; university studies were implemented in this area and proceeded to the training of professionals in this field in order to implement the English teaching and to carry out the task of achieving a bigger communication with the rest of the world. For what has been previously exposed, it is evident the necessity to outline the vital importance that the teaching of languages assumes at world level, especially the English language. That is why the Ministry of Education emphasizes on its learning at different levels, from the primary to the higher ones. In the latter one, the current requirements claim for a Teaching-Learning Process (TLP) that develops the potentialities of the individuals, that favors the acquisition of knowledge and contributes to the integral formation of the future graduates. For these reasons, it is impossible to refer to a university teaching of excellence that is not directed to the solution of the professional and social problems which, by their own nature, are manifested with interdisciplinary character.

This situation, viewed from the Ministry of the Interior (MININT) context, is revealed through the design of new English language programs, whose main objective is to prioritize the specific needs of communication of the future graduates at "Luis Felipe Denis Díaz" Military College from Villa Clara, that is to say, that the future officers can communicate at an elementary level in the English language for a specific purpose, so that they can maintain a conversation with

English-speakers involved as victims, witnesses or participants in a criminal action and, in this way, they can be able to use efficiently the language in most of the social routines. To fulfill this objective, the integral development of the four abilities in the English language is required.

In spite of the efforts carried out by the teachers from the Foreign Language Discipline in the search of authentic materials, texts, songs, films; in the preparation of dialogues based on the communicative situations related to the different profiles of the profession and, in many cases, creating artificial conditions close to real life so that students can express their ideas in an acceptable way in the English language, the desired objectives for this type of students have not been achieved. First Year students, having a profile on Investigation and Criminology (I.C), show inadequacies in the learning of the language, in the development of the elementary communicative competence that is required at this level and in the understanding and interpretation of specialized texts.

These difficulties are materialized in the fulfillment of tasks without the required quality, in the poor participation in classes, in carelessness in the use of the English language and in the weak corrective work while students work in pairs and/or groups. Unfortunately, many of these students do not like the English language, they do not want to learn it, and though they attend classes, they are not interested in practicing it. They only want to pass the obligatory exams and also, they reject the basic material of the subject "At Your Pace" since the contents and the vocabulary do not meet their needs and interests.

Through the authoress' participation in methodological activities, workshops, seminars, class-observations and in the analysis of different official documents as the Subject Syllabus, etc.; it has been corroborated the existence of inadequacies in the students' preparation in the English language, therefore it is required the search for new and better ways that allow improving the TLP in the English language in this context so that the students can interact in real life situations in the confrontation of criminal actions committed by or against foreigners.

Every year, teachers and specialists carry out researches on the matter, among them there are the ones fulfilled by Pérez Borroto (2006), Morejón Rodríguez (2011) and Hernández García (2011), but the generalization of the res ults is still slow and insufficient.

Given the existent contradiction between the objectives of the English teaching in the MININT context and the current state that the students from I.C profile present, it arises as problematic situation the poor development reached by these students in relation to the development of the communicative abilities in the Teaching-Learning Process in the English language.

Considering this, the following scientific problem is posed:

Scientific Problem: How can the teacher of English help improve the Teaching-Learning Process of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College?

Scientific Object: The scientific object of this research is the Teaching-Learning Process of English for Specific Purposes.

Field of action: The Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College.

Objective: To build up a system of actions to improve the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College.

Scientific Questions: To fulfill the objective and to give an answer to the established problem, the following scientific questions were formulated:

1. What theoretical and methodological foundations support the Teaching-Learning Process of English for Specific Purposes?

2. What is the nowadays situation of the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College?

3. What system of actions could be designed to improve the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College?

4. In which way was the system of actions implemented?

5. What results did the implementation of the system of actions bring about?

Scientific Tasks: To answer the scientific questions, the following scientific tasks were set:

1. Establishment of the theoretical bases and methodological foundations that support the Teaching-Learning Process of English for Specific Purposes.

2. Diagnosis of the nowadays situation of the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College.

3. Design of the system of actions to improve the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College.

4. Implementation of the system of actions.

5. Results of the implementation of the system of actions.

Subjects of investigation: Because the authoress works with First Year, I.C group was taken intentionally. It is composed by 18 students, 11 female and 7 male. It is an energetic group and students are about 18 and 19 years old.

Scientific Methods: To develop this research and to fulfill the objective already established, different scientific methods were used, such as:

From the theoretical level

Historical-Logical: It allowed determining the tendencies that have existed in the treatment of the problem, as well as the current tendencies.

Analytic-Synthetic: It was used in the processing of the methodological theoretical information obtained from the different consulted sources as well as the resulting data from the application of the different instruments.

Inductive-Deductive: It was used in the establishment of general and particular theoretical considerations expressed by different specialists of the topic object of study and in the analysis and interpretation of the data obtained through the different instruments applied.

Systemic-Structural: It allowed the design of the system of actions proposed through the determination of its components and the relationships among them, which determined the structure and hierarchy of each component of the system of actions as well as its dynamics and function.

From the empirical level

Document analysis: It allowed obtaining information from the Subject Syllabus of the Foreign Language Discipline as well as the bibliography used for First Year in I.C profile (Textbook and Workbook "At Your Pace").

Scientific Participant Observation: It verified, in the practice, the difficulties and inadequacies that the students from I.C profile present in the learning of the

English language as well as in the development of the communicative abilities in the Teaching-Learning Process.

Interview to teachers: It was used to obtain English teachers' opinions of how the Teaching-Learning Process for Specific Purposes is carried out according to their experiences.

Portfolio: It kept records of the students' assignments in order to analyze the improvements or the deficiencies they have in the English language.

Teacher's diary: It was used as a means of recording and reflecting on the teacher's English teaching and to determine the results of the system of actions proposed.

Practical contribution of the research: The importance of this paper lies on the fact that a system of actions was put into practice in a system of lessons to improve the Teaching-Learning Process of English for Specific Purposes, which includes vocabulary, topics, situations and inherent communicative functions to the professional accomplishment of the students from I.C profile. That is why these actions can be enlarged and enriched with other reflections and experiences for they are only the product of the particular experiences of this teacher.

Structure of the paper: This work consists, besides this introduction, of five epigraphs, conclusions, recommendations, bibliography and appendixes.

In the first epigraph, the concepts and categories related to the TLP and its concretion are analyzed in the Teaching of English for Specific Purposes in the MININT context and in the I.C profile.

In the second epigraph, a diagnosis of necessities is made which allows the design and implementation of the system of actions to improve the English Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College, starting from the inadequacies detected by means of different research techniques.

The third epigraph deals with the design of the system of actions, together, in the fourth epigraph, with its implementation and evolution.

Finally, in the fifth epigraph, the results of the implementation of the system of actions are given and a new problem, brought out by the research, is posed.

MAIN PART

Epigraph 1: "Theoretical and methodological foundations about the Teaching-Learning Process of English for Specific Purposes ".

In this epigraph, the authoress offers a general view of the most outstanding historical antecedents of the teaching of English for Specific Purposes and the Teaching-Learning Process in the English subject. Also, some considerations about the teaching of English in the field of Criminology are given.

1.1. Historical antecedents of the teaching of English for Specific Purposes.

The teaching of English for Specific Purposes (ESP) has been able to reach a respectable place in the field of English teaching as a foreign language or as a second language.

The origins of ESP go back to the XVI century when Huguenot merchants and other Protestant refugees escaped to England and it arose in them the necessity of a commercial language that would allow them to survive in the incipient world of the business in that time. Also, textbooks of commercial English and how to write letters of business were a characteristic of the English teaching from the XIX century.

One of the first attempts to design a text for specific purposes was a course for Hispanic-speakers doctors, *"English for doctors and medicine students"*, written in 1949 by Mackin and Weibenger.

Since the early 50's, in Great Britain, the idea of special purposes (still without that name) was a sufficiently familiar thing and proofs of that were the commercial English manuals that were used in the teaching, even from long before.

Nevertheless, it was necessary to wait up to 1969 when ESP arises with the publication of a report in the Centre for Information on Language Teaching (CILT), in Great Britain, entitled *"Languages for Special Purposes"*. However, since the beginnings of the decade of the 60's, some works were published that were destined to satisfy very specific necessities and whose titles revealed the purpose for which they were written. The following works are from those years: *"The English we use for Science"* (1965), *"The Scientist Speaks"* (1967) and *"A Modern Course in Business English"* (1963/66).

ESP peak stage begins at the beginning of the decade of the 70's. According to Hutchinson and Waters (1987), there were three big common reasons to the emergence of ESP: the demands of a Brave New World, a revolution in linguistics,

and the focus on the learner. The first of them had of socioeconomic nature and it goes back to the end of the Second World War, which brought with it an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, and when the United States of America was becoming the most powerful economic power in the planet.

Until that time, the mastery of a foreign language was a sign of a more elaborate, more finished education, but very few people had wondered why and for what reason it was necessary. When English became the international language of trade and technology, new generations of people did know specifically why and for what reason they needed English. Among them, there were businessmen that needed to sell and to buy, engineers that needed to read instruction manuals, doctors that needed so much to know about the latest advances in medicine, etc. All these and many more people needed English and the most important thing, they knew why.

This process was accelerated by the Oil Crisis at the beginning of the 70's, which resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge was English. The general effect of all this development exerted pressure on the language teaching profession: whereas English had previously decided its own destiny, it now was subjected to the wishes, needs and demands of people other than language teachers.

The second cause was of linguistic order and that was what Hutchinson and Waters (1987) called 'a revolution in linguistics'. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. This new linguistic thought gave place to a maxim that still remains in the current moments: "Tell me why you need English and I will tell you what English you need".

The third and last cause that made the emergence of ESP possible has less to do with linguistics and everything to do with educational psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter to school with different learning schemata, and be motivated

by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these students' needs was a natural extension of this thinking, transforming them into the principal point of the Teaching-Learning Process.

The combination of these three factors: the boom and the necessity of the English language to satisfy specific purposes, fundamentally commercial and professional ones, the development and the new approaches of linguistics and the educational psychology, they all gave a great impulse to the development of ESP.

1.1.1. The teaching of English for Specific Purposes in Cuba and its insertion in Higher Education Centers of the MININT.

In Cuba, the teaching of English for Specific Purposes was introduced during the 70's, in the first years of the university studies, through the 'reading courses', which began to be developed to provide abilities to understand articles and scientific texts related to the specialties that were studied.

Later on, other works and researches on the matter have been carried out; among them there are *"English for Specific Purposes"* by the Cuban authors Mario Castillo, Dolores Corona, Caridad Macola and Josefina Peña (1997) who designed a program for occupational purposes. Another research on this matter is the course design proposal of English for Specific Purposes carried out by Graciela Lage (2000). Her design is based on three fundamental components: the cognitive approach applied to the teaching of foreign languages, the teaching of English for Specific Purposes and the teaching of languages based on cross-culture relationship.

Another researching antecedent of relevance is the one carried out by Concepción (2004). His principal contribution relies on the design of a didactic strategy based on games to stimulate the development of the communicative competence in the English language.

On the other hand, the application of English for Specific Purposes began to be used in Higher Education Centers of the MININT during the 90's through different proposals carried out by the Foreign Language Departments of these centers for the improvement of the current programs, and afterwards, with the implementation

of the new curricula designs which were designed taking the object of the profession as the base for the development of the Teaching-Learning Process.

Also, this application has been favored through the fulfillment of the Order 2 of the First Vice Minister of the Interior (1998), which was elaborated with the purpose of improving this group of officers' competence in this language so as to participate in the confrontation of crimes, in the touristic environment, in foreign investment and in border crossing.

Afterward and with a similar specific purpose, the Particular Strategy was elaborated for the preparation of the MININT forces in the English language (2001). This strategy is supported by the English National Methodological Commission. Its goal is to propitiate a guide towards an accepted standard on the students' levels and programs of the English language.

Among its main methodological indications, there is the use of the communicative approach as a main way of action in teaching, establishing the function of facilitator and communicator to the teacher.

Each profile of the MININT has as main task the postgraduate formation of professionals who can solve the problems that affect our society the most: the confrontation of crimes, through the improvement and the consolidation of knowledge, moral values, habits and abilities that allow the efficient performing of the inherent actions in their field of action.

Reviewing the antecedents of this teaching in the MININT, it is necessary to highlight Pérez Borroto' sociolinguistic research (2004). It makes reference to the teaching of English for Specific Purposes: *"English for Criminal Purposes"*, a branch that, according to the author, requires to be inserted with emphasis in the new programs of postgraduate courses of Higher Education Centers of the MININT in Cuba, due to the current behavior of the operative situation in relation to the crimes that are committed by or against foreigners.

In a general sense, it can be concluded that ESP has been advancing in the same way that the English teaching has been developed and, also, it has under gone changes and has assimilated methods and approaches that have placed it in a remarkable place inside the English discipline.

1.2. The Teaching-Learning Process of English for Specific Purposes.

1.2.1. English for Specific Purposes. Definition

The theorist Strevens defined ESP by identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between absolute and variable characteristics.

In the absolute characteristics, ESP consists of English language teaching which is designed to meet specified needs of the learner; related in content, that is to say, in its themes and topics to particular disciplines, occupations and activities; and centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of discourse.

In the variable characteristics, ESP may be, but is not necessarily, restricted as to the language skills to be learned, for example, reading only; and not taught according to any pre-ordained methodology.

Anthony L. (1997) notes that there has been considerable debate about what ESP means despite the fact that it is an approach which has been widely used over the last decades.

Dudley-Evans and St. John (1998) modified Strevens' original definition of ESP to form their own and offered a modified definition. The revised definition took into account the same absolute and variable characteristics.

As absolute characteristics, ESP is defined to meet specific needs of the learner and makes use of the underlying methodology and activities of the discipline it serves. Also, ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres.

In contrast, as variable characteristics, ESP may be related to or designed for specific disciplines. It may use, in specific teaching situations, a different methodology from that of General English since most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

Dudley-Evans and St. John assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.

The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From Dudley-Evans' definition, it can be seen that ESP can but is not necessarily concerned with a

specific discipline, nor does it have to be aimed at a certain age group or ability range. So, ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'.

As for a broader definition of ESP, Hutchinson & Waters (1987) theorized that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". Thus, ESP should not be seen as a product, neither as a specific type of language or of methodology.

On the other hand, Robinson P. (1991) pointed out that it is impossible to give a definition of ESP that can be applied in a universal way, but he added that ESP is directed to reach a goal that is clearly defined through the analysis of needs and that it should be reached in a period of certain time.

All these definitions, in one way or another, reflect the essence of ESP and they all are valid approaches that are adjusted to realities which are as specific as specific the characteristics, needs, and conditions of a particular group of students in a particular social context are.

Therefore, the authoress of the work endorses the concept described by Pérez Borroto (2006), where he stated that "the teaching of English for Specific Purposes is a part of this language teaching which is addressed to the satisfaction of specific communication needs, related to a particular area of a profession or occupation, which involves the study of the linguistic characteristics of that area and the communicative strategies to be followed to fulfill the purposes already set".

ESP should take into account the knowledge students have in their mother tongue about their field of action, which will provide them with abilities to understand the different communicative functions in the foreign language and the expressions of frequent use which are useful for the communication with English speaking people, as well as communicative strategies that favor the expression and interpretation in real life situations.

1.2.2. Types of ESP.

David Carver (1983) identifies three types of ESP:

- English as a restricted language.
- English for Academic and Occupational Purposes.
- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrated the difference between restricted language and language with this statement:

"... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment".

The second type of ESP identified by Carver is English for Academic and Occupational Purposes. In the "*Tree of ELT*" (Hutchinson & Waters, 1987), ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

The third and final type of ESP identified by Carver is English with specific topics. Carver notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

1.2.3. The teaching of English for Specific Purposes in the field of Criminology.

"The Socialist Criminology is the science of laws and methods for the discovery, the investigation, the explanation and the operative prevention of crimes". (Sección de BME del MININT: Criminalística, 1981)

It is an important instrument of the struggle of classes, to guarantee order and security; as well as the defense of Socialism against the enemies of classes.

A wider and recent definition in this aspect is the one given by Dr. C. Rafael Hernández (2005) who has outlined that "Criminology is the science that, on the basis of Technical and Natural Sciences laws and evidence laws, elaborates resources and technical methods and tactical and methodological procedures for the discovery, collection, investigation and evaluation of tracks and evidences that are used in the context of the procedural laws for the discovery, investigation and prevention of crimes".

Both definitions make reference to the investigation of crimes, reason why the authoress of this thesis has considered it necessary to approach in this sub-epigraph the English Teaching in the field of Criminology.

This science has been divided for its study into four fundamental parts: the introduction, the Criminology Technique, the Criminology Tactics and the Methodology of Criminology Investigation.

In the introduction branch, tasks, object and principles of this science are defined; while the Criminology Technique (Forensic Science) is comprised by judicial photography techniques, judicial ballistics, and forensic investigation of documents, people's identification and criminal records.

Among its special investigations, there are the investigation of fires, mishaps and explosions, among others.

On the other hand, Criminology Tactics is integrated by a group of actions; among those there are the inspection of the crime scene, the registration, the detention, the interrogation, the instruction experiment and the presentation for the recognition.

As for Methodology of Criminology Investigation, it studies the investigation of a group of crimes; among those there are the main variants of robbery, criminal manifestation that implies a high degree of danger.

The study of this science and of its previously signaled components allows going into the Teaching of English for Criminal Purposes.

This branch has been defined by Pérez Borroto (2004), as "the part of teaching of the English language that specializes in the expression, interpretation and negotiation of meanings in the Criminology field, which is studied in the Higher

Education Centers of the MININT, and it includes the study of linguistic characteristics of the actions that form part of the programs Criminology Technique and Criminology Tactics, on the basis of the informative requirements and procedures established by the Methodology of the Investigation and Criminology to face crime".

Given to the current demands of the operative situation, this concept would be more linked to the investigation of crimes committed by or against foreigners, keeping in mind their incidence and repercussion on the political, economic and social sphere of our country.

About the investigation of these crimes, it is necessary to know that it takes place in each Headquarters (Policía Nacional Revolucionaria, PNR) of our national territory. These stations have, among their main missions, the one of recording the accusations of presumed crimes or other actions of police interest.

Among the charges set forth in the Police Department, there are officers who need to interact with foreigners that speak English; there are those of Investigation and Criminology (forensic investigators), others who are register officials and the experts in criminology.

In correspondence with functions, those officers related to Investigation and Criminology have the responsibility of participating in investigative actions that require the interview and take statements from victims, harmed people, eyewitnesses and informers according to the law. On the other hand, the register official has the duty to record accusations through the taking of declarations of victims, eyewitness and accused people; and the expert in criminology (forensic expert) has the task of participating in different actions related to the Criminology Technique Department, among those, there is the identification of people by external features.

For all these facts, the study of the English language for Criminal Purposes is indispensable for the investigation of crimes that are committed by or against foreigners, which in turns implies the study of the linguistic characteristics of the actions to be carried out.

For this study, it is essential to have knowledge of the criminal terminology and the expressions of frequent and useful use for communicating with foreigners who use the English language, as well as the communicative strategies that promote the

expression and interpretation to interact in real situations of confrontation of crimes.

1.3. The Teaching-Learning Process in the English subject.

1.3.1. Principles and requirements.

Didactics, a branch of Pedagogy, is the science that studies the Teaching-Learning Process focused to solve the problems of the school: man's preparation for life, but in a systematic and efficient way. (Álvarez de Zayas; 1992:15)

This author defined the Teaching-Learning Process as a school pedagogic process that is distinguished for being systematic, planned, directed and specific, where its main components are the teacher and the students. (Álvarez de Zayas, 1992)

However, the authoress of this thesis considers this definition very general and abstract, since it does not sum up medullar aspects of its essence.

For these reasons, the authoress of the present work endorses the concept described by Bermúdez Morris and Pérez Martín (2004:176), which states that the Teaching-Learning Process is "an interaction process between teacher and students where the former supervises the learning by means of an adequate activity and communication, facilitating the students' acquisition of the social-historical experience and their development, individually and as a group, in a process of personal and collective construction".

To understand what has been previously expressed in this definition, it is necessary to know the principles that regulate the TLP structure according to Bermúdez Morris (2001):

- The principle of unity between the students' protagonism and the teacher's management.

The TLP is an interaction process between teacher and students, that is to say, the teacher influences on the students directing their learning process; and the students influence on the teacher participating in the design and planning of this process and in the feedback of how and with what effectiveness the teacher manages it.

In this way, students are the subject of their own learning and personal growth. Also, they become the center of the process, and their results depend on themselves; although, if the students are not interested in assuming the processes

of learning and growing and if they do not commit themselves in a cooperative, transformative and responsibly way, little can be achieved in function of that purpose.

- The principle of the unity of the activity and the communication.

Learning takes place in the unity of the activity and the communication, in which each one plays an excellent rôle in the learning. The activity that the students carry out is the result of the communication with the group and the teacher. This activity has been planned and conceived starting from an orientation that is formed in the interaction with other people and its development and results are controlled in the group interaction and confrontation, with the teacher's participation.

- The principle of the unity of the individual and group learning.

The group is a suitable space for communication and for the combined activity. The group is, above all, a place of change and transformation, or an inactive and retrogressive space. The dynamics of the group, properly coordinated by the teacher, is the essential way to cause the change, that is to say, the learning and the development process.

Students learn in and from the group, and the teacher directs the learning process in the measure in that he/she facilitates the dynamics of the group processes toward the change and the transformation of each one of the members.

- The principle of the unity of the instructive and the educational aspects.

The learning objectives deal with projects that imply changes and transformations in the students, not only in the sense of acquisition of knowledge, skills or abilities, but in the students' development as a person.

In the TLP, the instructive aspects appear dialectically together with the educational ones, facilitating the acquisition of direct and indirect contents of the learning, through the formative processes that take place in it.

- The principle of the cognitive and affective unity in a real life-experiential learning.

The affective and the cognitive unity takes place in each individual, whether the teacher propitiates it or not. If the teacher takes advantage of this reality intentionally, facilitating situations of real life learning, the result will undoubtedly be a rising in the quality of learning.

Keeping in mind these principles makes it possible to conceive the TLP in function of propitiating a truly formative learning. In the same way, the requirements of this process, related to the teacher and the students, should also be taken into account:

- The requirement related to authenticity, the emphatic understanding and the unconditional acceptance and respect towards the other. (C.Rogers, 1996).

Authenticity implies to establish a real and authentic relationship. The emphatic understanding consists of understanding how the other thinks and feels and to express to him/her what has been understood about what is happening to him/her and about his/her inner world.

The acceptable and unconditional respect to the other requires accepting the way he/she is, showing him/her affection, esteem and respect. It means to accept him/her, to keep him/her in mind, to recognize him/her as a person and to trust him/her.

- The requirement related to the commitment to change and to personal growth.

Sensitivity to educational change is not enough, it is necessary the commitment to the implementation of actions to promote this change, and then, the transformations of the students, the group and the teacher.

- The requirement related to the new approach in the teacher and students' relationship in the facilitation of the learning process.

"A cooperative approach is the one that favors collaboration, in negotiation terms, between the teacher and the students, in which all of them satisfy their needs and they decide what they want to fulfill and the way of doing it, trying to reconcile this with the institutional and social demands". (R. Bermúdez Morris, 2001).

1.3.2. Components of the Teaching-Learning Process.

Among the components of the TLP, there are objectives, contents, techniques and procedures, teaching resources, system of evaluation, teacher's rôle and students' rôle. The authoress of this thesis endorses the conception of Bermúdez Morris (2001) about these components.

- Objectives should be:
- ➢ Professionalized. They should be in correspondence to the demands of the society where the graduate studied.

➢ Defined and built up jointly by the students with the teacher.

➢ Individualized. Each student and each group should think about concrete and singular goals, which will be reached in group work and in independent work.

➢ Conscious. It is necessary the full consciousness of the students about the objectives that they intend to reach and their commitment in the achievement of them.

➢ Directed towards goals of personal development. Students should include within their objectives, personal interests and goals of personal development.

• In relation to contents, they should be:

➢ Professionally oriented. Knowledge and essential abilities will be dealt with for the future formation of the students. Also, contents include strategies, procedures, styles, ways, etc., to learn how to know themselves and to project their own development and their classmates'.

➢ Flexible. It can be enlarged, modified or decreased depending on the group's needs and interests.

➢ Selected by the students. Students have an active participation in their determination, in a combined work with the teacher.

In relation to contents, it is also pointed out, that they should be based on the logic of the application of the systemic analysis of the object of science, and in turn, that object should be worked in its direct relationship with the professional work, with the inherent real problems of the professional activity or the daily life.

• About techniques and procedures:

➢ They should propitiate disinhibition, the elimination of barriers and the decrease of fears, insecurities and anxieties. Some of the resources that can be used are: techniques of active teaching and relaxation, of corporal expression, rôle-plays and professional games, etc.

➢ They should propitiate involvement in the activities. In the case of the professional's to-be, there is a need in their performing in class, either in modeling situations in professional practice, with contents of the profession.

• Teaching resources:

They are resources of the intellectual work, ways of expression of the experiences, conceptions, and individual and group references.

It is important to know that the students and the teacher become resources when corporal or dramatic techniques are used. The new technologies can also be applied, whenever they allow fulfilling the proposed objectives.

The appropriate combination of methods and resources, and their systemic relationship with contents and objectives of the process are indispensable to reach the success in the educational experiences.

- System of evaluation: In relation to this component, evaluation should:
  ➢ Reduce to the minimum the threats of evaluation and should elevate the self-esteem.
  ➢ Give participation to the students in the determination of the parameters and aspects to evaluate and in the types and ways in which they will be carried out.
  ➢ Be qualitative and integrative. A purely quantitative evaluation should be avoided, since the qualitative aspects are essential for an objective and integrative evaluation.
  ➢ Not consider only the result, but also the process and the way in which each student has involved and implied in it.
  ➢ Start from the self-evaluation, which is confronted with the peer-evaluation and with the one that the teacher grants.
  ➢ Stimulate not only the right thing but also the new thing, the creative thing, the original thing.

Discrepancies in relation to evaluations should be discussed with students, in order to convince them of their limitations and achievements in relation to the goals to fulfill.

Mistakes should not stand out too much and they should be analyzed as a necessary moment in the learning process. They should not affect students' self-esteem.

- Teacher's rôle:

The teacher is the responsible for the teaching and is an agent of change that participates, with his/her knowledge, in the enrichment of knowledge and more valuable values of culture and society. He/she directs the TLP, planning and

organizing the learning situation, guiding the students and evaluating the process and results.

The teacher also should keep in mind the students' active character, potentiating participative activities during the development of the pair/group works, rôle-plays and modelling situations.

In this stage, the teacher provides the students a minimum of feedback information and he/she will encourage them to a maximum participation in the educational tasks.

- Students' rôle:

Students are responsible for their learning. They are an active, reflexive participant of the learning situation, where they acquire the culture in a personalized, conscious, critical and creative way in a process of contradictory and dynamic growth in which they build and reconstruct, with other students, their learning in order to reach their full development; they are able to use strategies to plan, to guide and to evaluate their own learning in function of the objectives that are traced.

1.3.3. Principles of Communicative Methodology.

Several specialists have dedicated time and space to define principles that should be kept in mind in the teaching of a language. Among them, there are: Keith Morrow (1981), Alice C. O'Maggio (1986), Neil Naiman (1989) and Dr. C. Alfredo Camacho (2003) who made a redefinition of these principles starting from those outlined by Morrow and Naiman with the objective of adapting them to the context of the Cuban High School.

The authoress of this research prefers those outlined by Keith Morrow (1981) and redefined by Álvarez Cabrera (2010) in her thesis, because she has worked with them in her classes, and has seen their relationship more clearly. Also, she has experienced, as a teacher of the English language, that students need to know their rôle in classes, and she considers students' errors as a part of the learning process.

These principles are:

Principle One: Know what you are doing.

The focus of every lesson (or part of a lesson) should be how to do something. The starting point (and end point) of every lesson should be an operation that

students might actually want to perform in the foreign language. Bear this in mind throughout the TLP ensures the questions students ask themselves: "Why am I learning this? What am I learning to do?" At the beginning of every lesson, students should know what they are going to learn, why and how; at the end, they should be able to see clearly that they can do something communicatively useful which they could not do at the beginning. Also, students should know the general objectives of the course, the unit, and the class or the activity in specific that they will develop, that is to say, where they should center the attention.

Principle Two: The whole is more than the sum of the parts.

Communication is a dynamic and developing phenomenon. It cannot easily be analyzed into component features without destroying its nature in the process. That is to say, that communication should not be separated in pieces, but rather it operates above the sentence level, and operates with real language in real situations. Therefore, an analysis of the real language is made before splitting its parts. This principle may lead to procedures which are synthetic or analytic. A synthetic procedure would involve students in learning from individually and then practicing how to combine them. On the other hand, an analytic procedure would introduce complete interactions of texts and focus for learning purposes on the way they are constructed. A communicative method is likely to make use of these both procedures.

Principle Three: The processes are as important as the forms.

In the oral communication three processes are put into practice which should be used when teaching.

Information gap: In real life, communication takes place between two (or more) people, one of whom knows something that is unknown to the other(s). The purpose of the communication is to bridge this information gap.

Choice: In this process, the participants in the communication have choice, both in terms of what they will say and, more particularly, how they will say it.

Feedback: When a message is emitting, people receive an answer that can include a comment, a question, an affirmation or a negation. In that process, the speakers check if what they said was understood (by the other people), if repetition is necessary, or if there is agreement or not. This feedback is carried out through self-evaluation.

Principle Four: To learn it, do it.

The teacher should have his/her students in mind when preparing and teaching the lesson. The learning depends, in a great measure, on the learner's responsibility. "The teacher can help, advise and teach; but only the learner can learn". It means to involve students in doing things, in making choices, evaluating feedback, bridging information gaps. Such activities demand an environment where doing things is possible and learning is as important as teaching.

Principle Five: Mistakes are not always a mistake.

The communicative approach requires the flexibility to treat different things as mistake in different stages in the learning process. Students learn making trivial errors through hitting and missing. In the process of the development of the students' communication they make mistakes in their attempts to get their message across. These trivial mistakes do not hamper communication and are characteristics of the learning process. Students overcome those mistakes as they progress in using the language. Correcting constantly every mistake destroys students' confidence in their abilities to use the language. They set fear and stop doing.

The aspects dealt with previously have allowed the authoress of this paper to consider the communicative approach as one of the principal didactic ways for the development and improvement of the TLP in Higher Education Centers of the MININT, due to the fact that its didactic conception allows to focus this process on a more appropriate way, contrary to the methods used previously in the teaching of foreign languages.

To conclude this part, it may be expressed that all the aspects dealt with within it constitute the theoretical and methodological principles that permit to project this research work for the sake of obtaining the data and the information needed, and thus, to achieve the final goal that constitutes the didactic solution to the scientific problem presented.

Epigraph 2: "Diagnosis of necessities of the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile. Analysis of the results"

In this epigraph, the authoress intends to diagnose the necessities of the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile through the analysis of the results obtained by the application of some scientific empirical methods and instruments.

2.1. Planning of the diagnosis process.

This research was carried out at "Luis Felipe Denis Díaz" Military College, particularly to First Year students from Investigation and Criminology profile.

I.C group is composed by 18 students that are majoring in Law in this institution.

Students are about 18 and 19 years old, teenage stage where complex motivational formations are developed, such as: self-evaluation, ideals and professional motivation; and students start to form themselves as future professionals, where the ways of thinking and interest change with the advent of youth. These students study in a military college that makes them more responsible and independent.

This group is very enthusiast and has strengthened values, such as: solidarity, companionship, and love for studies, work, and the most important one, love for the motherland. In each activity that the group carries out, collectivism is always present. These students learned the English language in correspondence to the Pre-University programs.

As it was previously stated in the first epigraph of this research, the Teaching-Learning Process is a process that, in a conscious way, is developed through social relations established between teachers and students with the purpose of educating and instructing the latter ones to prepare them for life and to solve the problems of the school, but in a systemic and efficient way.

According to this concept and to the components of the TLP, the following categories of analysis and grading scale were used to measure the current state of the Teaching-Learning Process of English for Specific Purposes of I.C group.

INDICATORS	GOOD	NOT SO GOOD	POOR
Objectives	-When they are set in correspondence to the demands of the society where the graduate studied. -When they are directed toward students' interests and goals of personal development. -When they are set with the full consciousness of the students and their commitment in the achievement of them.	Sometimes they are set in correspondence to the demands of the society where the graduate studied, and are directed toward students' interests and goals of personal development.	-When they are not set with the full consciousness of the students and their commitment in the achievement of them. -When they are not directed toward students' interests and goals of personal development. - When they are not set in correspondence to the demands of the society where the graduate studied.
Contents	-When they are related to students' future professional work. -When they are flexible depending on the group's needs and interests. -When they are selected by the students in a combined work with the teacher.	Sometimes they are related to the students' future professional work, and are selected by the students in a combined work with the teacher.	-When they are not related to the students' future professional work, and are not selected by the students in a combined work with the teacher. -When they are not flexible depending on the group's needs and interests.
Techniques & procedures	-When they are worked in the activities of the class with topics of the students' profile. -When they propitiate involvement in the activities. - When they propitiate disinhibition, the elimination of barriers and the decrease of	Sometimes they are worked in the activities of the class with topics of the students' future profession, and they propitiate involvement in the activities.	When they are not worked in the activities of the class with topics of the students' profile; and do not propitiate disinhibition, the elimination of barriers and the decrease of students' fears and insecurities. -

	students' fears and insecurities.		When they do not propitiate involvement in the activities.
Teaching resources	-When they allow fulfilled the proposed objectives. -When the bibliography and material aids satisfy students' needs. -When they increase students' motivation.	Sometimes they are used to satisfy students' needs and to increase their motivation; and the bibliography and material aids satisfy students' needs.	-When they do not satisfy students' needs and they are not used to increase their motivation. - When the bibliography and material aids do not satisfy students' needs.
System of evaluation	-When it is systematic, qualitative and integrative. -When it convinces students of their limitations and achievements. -When it gives participation to the students to evaluate themselves (self/peer evaluation).	-Sometimes it is systematic, qualitative and integrative, and gives participation to the students to evaluate themselves.	-When it is not systematic, qualitative and integrative and do not convince students of their limitations and achievements. -When self/peer evaluation is not manifested.
Teachers' rôle	-When they plan and organize the learning situation and evaluate the process and results keeping in mind students' psychological characteristics. -When they give lots of opportunities to students to participate in classes. -When they are the guides, the facilitators.	Sometimes they give lots of opportunities to students to participate in classes, and they are the guides, the facilitators.	-When they do not plan and organize the learning situation and do not evaluate the process and results keeping in mind students' psychological characteristics. -When they are the center of the class.

Students' rôle	-When they are able to use strategies to plan, guide and evaluate their own learning. -When they evaluate themselves starting from the self/peer-evaluation. -When they are the center of the class.	Sometimes they are able to use strategies to plan, guide and evaluate their own learning, and they evaluate themselves starting from the self/peer-evaluation.	-When they are not able to use strategies to plan, guide and evaluate their own learning. -When they are not the center of the class and when they do not evaluate themselves starting from the self/peer-evaluation.

To collect the necessary information for this paper, it was elaborated a system of instruments, which are explained below.

Document analysis: It was used to analyze the Subject Syllabus of the Foreign Language Discipline, its didactic components (objectives, contents, techniques and procedures, teaching resources and system of evaluation) and its interdisciplinary relationships, as well as the bibliography used for First Year in I.C profile (Textbook and Workbook "At Your Pace") in order to know their characteristics and function in the English lessons. **(Appendix 1)**

Scientific Participant Observation: Another instrument that helped to determine the real situation according to the TLP in the English language was the Scientific Participant Observation. It was used with the purpose of obtaining information about the work that teachers carry out in their classes to develop the TLP of English for Specific Purposes. Indicators related to the components of the TLP, students' motivation and participation, students' knowledge about the terminology used on their profile, teacher's rôle in the management of the process and students' rôle in their learning; were used. **(Appendix 2)**

Interview to teachers: Five English teachers were interviewed in order to know their opinions and suggestions about how the TLP of English is carried out according to their experiences. The questionnaire comprises aspects, such as: considerations about the objectives and the way that contents are set in the Subject Syllabus; the different techniques and procedures that teachers use when teaching English; the students' level of knowledge on the situations and communicative functions related to their profile; and teachers' opinions about the

teaching of English for Specific Purposes as well as suggestions to improve the Teaching-Learning Process in the MININT context. **(Appendix 3)**

Portfolio: The portfolio was used to document work samples of the students' assignments in order to check their improvements or deficiencies in the English language. It also contains critical and personal information about the students, evaluations, sample work, awards and acknowledgments. **(Appendix 4)**

2.2. Process of application of the research instruments and analysis of the results.

When starting this experience, some scientific empirical methods and instruments were used, and they brought forth the following results:

2.2.1. Analysis of the Subject Syllabus of the Foreign Language Discipline.

The English subject is inserted in the two semesters of First Year of Law studies. In each semester, the subject has a total of 32 hours.

The general objective of the subject is to use the language contents, previously studied, in the practice of the oral abilities at an elementary level, so as to allow students to establish communication in daily situations and in those characteristic of the professional profile, being respectful and polite.

This Subject Syllabus offers, among its contents, abilities that focus, in a general way, on all the profiles of the Law studies; however, it does not take into consideration the specific vocabulary and contents that I.C profile needs, that is to say, the linguistic contents are not related to the profession, and the sequence of topics is not in correspondence with the internal logic of this profile.

The system of knowledge in this program includes the treatment of six units, which do not belong together with English teaching for Specific Purposes and only makes reference to this type of teaching in a general way.

It is the teacher's rôle to encourage love for the English language, in such a way that students acquire conscience about the importance of studying it in benefit of their professional preparation. For this, as a teaching resource, teachers can use the Information and Communication Technologies (ICT), such as Internet, Intranet and the Criminal Translator.

The Criminal Translator provides a wide sample of the criminal terminology in English and Spanish, but it excludes indispensable common English expressions for the development of the criminal investigation.

The evaluation will be systematic starting from students' self-evaluation and peer-evaluation. The final evaluation will be carried out fundamentally to evaluate the development of the speaking and listening abilities through rôle-plays conceived in real life situations, but the lack of knowledge and vocabulary affects the development of the communicative competence.

2.2.2. Analysis of the Textbook and Workbook "At Your Pace".

Their texts and activities do not include topics and vocabulary that reflect with accuracy the reality to face, and they are not based on the informative requirements and inherent procedures to the different contexts of the MININT.

An approach that favors the development of general communicative abilities was appreciated, but its contents and activities do not respond to the specific needs of communication in the I.C's students.

In a general way, in the structure of the different units, it was observed that there are different sections that give treatment to the development of the four abilities, such as: dialogues, exercises for interacting in pairs or groups, charts where the communicative functions of each unit are explained, but they do not satisfy students' needs and interests. So, the teacher must adapt them gradually to the different profiles.

2.2.3. Scientific Participant Observation.

Four English classes were observed where the observer was included as a member of the group and intervened in the activities of the classes, not only as a spectator, but also as a participant.

Analyzing the results of the Scientific Participant Observation, it was appreciated that:

Classes generally began without a positive disposition of the students toward the learning, and the teacher could not link the objectives and contents with the students' future professional work.

Students' participation in classes was limited because they did not have a high level of motivation.

Activities approached general topics and were related, in a superficial way, to specific needs of I.C profile.

That is why students were not familiarized with the terminology used on their profile in the English language.

The number and variety of exercises were not enough and did not satisfy students' needs.

Students' mistakes in pronunciation and incoherencies in the answers given by them were not always corrected in an appropriate way, causing inhibition in most of the students.

The communicative approach was more frequently used than the structural approach, but the activities (rôle-plays) did not stimulate students' imagination and creativity because they were not related to contents and vocabulary of their future profession.

Teacher-students' relationship was good.

Dissatisfaction was manifested from the students at the end of the classes because they were not able to exercise the contents enough. Evaluation was systematic, but did not convince students of their limitations and achievements. Also, self/peer evaluation was not manifested.

The teacher, in very few classes, linked the topic with other subjects ignoring that students learn in and from the language and that previous knowledge serves them as a base to understand, in a better way, the foreign language.

2.2.4. Interview to teachers.

After interviewing five English teachers from the Language Department at "Luis Felipe Denis Díaz" Military College, the following results were obtained:

Teachers considered that the main objective of the Subject Syllabus of the Foreign Language was to prioritize the specific needs of communication of the students, but this objective did not make reference to how to give treatment to the integral development of the four abilities in the English language in an intentional way, that is to say, the Subject Syllabus was not focused on English for Specific Purposes.

All the teachers manifested that the contents of the program did not have a logical order along the units which did not include the situations and communicative functions that the students require for their future work.

All the interviewees manifested that they did not have texts, glossaries and audiovisual aids that are indispensable to teach in an appropriate way. This lack of teaching resources prevents a preparation with a more significant character. That is why, teachers had made some efforts in the search of authentic materials, texts,

songs, films; and had put into practice pair work activities, gapped dialogues and other activities, like "Your turn", in their classes.

Also, colleagues agreed that the majority of their students did not know anything about the English terminology used on their profile due to the reasons previously exposed.

Teachers considered necessary the teaching of English language for Specific Purposes in the MININT context, because students must be prepared to interview, to interrogate and to solve crimes. They must be ready for prevention, discovery and cut of the criminal actions.

Besides, teachers were disappointed with the Teaching-Learning Process and with the results of the students' learning and they suggested a change in the objectives and contents of the Subject Syllabus to contribute to the improvement of the TLP.

They considered that a better teacher's preparation in the teaching of English for Specific Purposes and a wide knowledge of the terminology used on the different profiles of the MININT are required to give solutions to these difficulties, without obviating the necessity of an increase of class hours.

2.2.5. Portfolio.

The portfolio has been used since the beginning of the course in order to the students know if they have made progresses or not in the English language.

According to the facts recorded in the portfolio, most of the students presented a low level of communicative competence that prevents them from communicating in the different situations and problems related with their professional activity, that is to say, they lacked communicative strategies and also, they denoted lack of knowledge related to the terminology of their profile.

Their pieces of writing were not well organized, the topics were not focused, and the structure of most sentences presented problems.

The use of the verbal tenses was incorrectly, the vocabulary was very poor and the information to make the message clear was not enough; also, some mistakes in the use of punctuation marks were found.

Up to here, the results of the different instruments used during the diagnosis process have been analyzed; in the following sub-epigraph, the results of the triangulation of the above mentioned instruments are presented.

2.3. Regularities.

Through the use of different scientific empirical methods and instruments, and after having carried out a meticulous analysis, the most common potentialities and weaknesses in the students' training in the English language and in the current state of the Teaching-Learning Process of English for Specific Purposes of I.C group were found:

➢ Objectives and contents of the English subject did not give treatment, in a specific way, to the informative requirements and inherent procedures to the students' future professional work, and they approached general topics that did not propitiate students' motivation.

➢ During classes, some techniques and procedures, such as: workshops, modeling situations and rôle-plays related to contents of the profession, that could contribute to practice the contents already studied, were not regularly used.

➢ The bibliography and material aids do not satisfy students' needs and interests, and do not include topics that reflect with accuracy the reality to face.

➢ The communicative functions were not focused on students' needs and possibilities, and the students' prior knowledge about their profile was not activated when presenting new contents.

➢ Some difficulties were appreciated in the ways and techniques that the teacher used when detecting and correcting the students' mistakes in English, for which it is of vital importance to keep in mind the psychological characteristics of the students.

➢ Students' participation in classes was limited. They did not know the English terminology used on their profile and the number and variety of exercises were not enough and did not satisfy students' needs.

➢ Evaluation was systematic, but did not convince students of their limitations and achievements. Also, self/peer evaluation was not manifested.

In a general way, the authoress considers that the English Teaching-Learning Process for Specific Purposes, in the context of the MININT and particularly in the I.C profile, requires of new ways to achieve a better preparation and satisfaction of

the students' needs, starting from the demands that the current operative situation imposes.

Facing these regularities found after the triangulation of the different sources of information used during the diagnosis process, it becomes necessary to build u p a system of actions to improve, in a successful way, the TLP of English for Specific Purposes of First Year students from I.C profile, supported by the theoretical and methodological foundations, points of view and definitions endorsed by the authoress of this thesis in the previous epigraph, and also supported by the results obtained in the diagnosis of necessities.

Epigraph 3: "System of actions to improve the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile at Luis Felipe Denis Díaz Military College".

In this epigraph, a proposal of a system of actions focused on the improvement of the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile is presented.

3.1. Characteristics of the proposal.

According to De Armas Ramírez, N, Lorences González, J. y J.M. Perdomo Vázquez, (2002), a system is, as a scientific pedagogic result, "an analytic construction (theoretical or practice) sustained in certain theoretical postulates that attempts the finalization (optimization) of a pedagogic system and it goes toward the obtaining of certain results in the educational practice or to improve those already existing."

On the other hand, Webster's Dictionary (1987:895) defines system as "a regularly interacting or interdependent group of items forming a unified whole"; and Encarta Dictionary (2008) defines it as "a complex whole formed from related parts, that is to say, a combination of related parts organized into a complex whole", and also, it is, as a way of proceeding, "a method or set of procedures for achieving something".

After having analyzed these concepts, the authoress of this research agrees with one of the definitions of system provided by the Webster's Dictionary; thus, a system is an organized whole of elements, ways, procedures and ideas, that contributes to achieve a same purpose.

In order to define what a system of actions is, it is of vital importance to take into consideration what an action is.

As a psychological concept, an action is the process that is subordinated to the representation of a result that should be reached, that is to say, a subordinate process toward a conscious objective. (A.N. Leóntiev, 1981)

Webster's Dictionary (1987:9) defines action as "a process that involves more than one step, or is continuous, or is capable of repetition".

Encarta Dictionary (2008), on the other hand, defines action as "a process of doing something in order to achieve a purpose, that is to say, doing something toward a goal".

36

The authoress of the present research is in total agreement with the definition given by Encarta Dictionary and considers an action as a process of doing something in order to achieve a purpose.

Then, for this particular research, a system of actions to improve the Teaching-Learning Process of English for Specific Purposes of First Year students from I.C profile, is an organized whole of actions devoted to attain the required development of the four abilities and the development of the communicative competence in the English language based on students' needs, interests and directed to solve problems of their future professional work.

These actions are included in the system of classes for Unit 6, entitled "What happened?" **(Appendix 5)**. This unit has eight class hours and is taught in the second semester of the course. The objective of the unit is to practice, at an elementary level, the abilities of oral expression through the use of the lexical and grammatical structures during the communication in the English language that allows students to establish communication in daily situations and in those characteristic of the professional activity, being respectful and polite.

The communicative functions of the unit are "asking for and giving information about actions in the past" showing positive values and feelings such as: courtesy, respect, friendship as well as love and responsibility for the future professional work.

The actions are illustrated in the four lessons of the unit and in their corresponding stages: Presentation, Controlled Practice and Free Practice, and all the actions will allow students to confront the criminal activity from their field of action.

Finally, this system of actions is proposed considering students' needs, interests and motivation, to improve, in a successful way, the English Teaching-Learning Process for Specific Purposes.

3.2. System of Actions.

Lesson 1

Presentation Stage

In this stage, the introduction of the new item(s) takes place. It is when their meanings are explained, demonstrated, etc., and any other information is given.

The rôle of the teacher is fundamental. She is the model, the informant, the source of knowledge; while the students' rôle is to understand, recognize or identify the new content.

The new content is presented in context through a mini dialog related to contents and vocabulary of the students' profile.

1. To set the objective of the lesson in correspondence to the informative requirements and inherent procedures to the students' future professional work, stating the specific content of the lesson clearly, stating how the goal will be attained and expressing the formative contribution of the lesson.

2. To determine the lesson contents: specific communicative functions, grammar structure, vocabulary and pronunciation items that students need to use.

3. To organize contents logically, studying the contents deeply and modifying them depending on the group's interests and needs.

4. To work content in its direct relationship with the students' future professional work, with the inherent real problems of the professional activity or of the daily life.

5. To use a mini dialog to present the new content and the communicative functions, based on students' profile and using ESP in the field of Criminology.

6. To select the material aids (pictures) that are necessary for the lesson and decide the moment in which they are going to be used.

7. To follow the procedures used when presenting new contents through a mini dialog. Among these:

- ➤ To have students practice the mini dialog substituting information (personal or other related to their profile) and to present the vocabulary that may be used.
- ➤ To select some couples to perform the activity before the class.
- ➤ To correct the mistakes that you have noticed, but do not stand them out too much, just analyze them as a necessary moment in the learning process without affecting students' self-esteem.
- ➤ To analyze the necessary grammar using examples related to contents of the profession.

8. To have the students to make a summary on what they learned during the lesson by asking them some questions.

9. To design the homework considering students' interests and needs and activating the students' prior knowledge that is necessary so as to learn and practice the new contents.

10. To determine the consulting bibliography, listing the books, articles or any other bibliography the teacher and the students need to study the contents deeply.

Lesson 2

Controlled Practice Stage

Here, the new items or contents are practiced either in pairs or in groups. In this stage, activities are under the teacher's control and her main rôle is to monitor and correct mistakes on the spot; while students' rôle is to repeat, manipulate and reproduce the new contents. Classroom activity is organized in pairs or groups.

1. To set the objective of the lesson in correspondence to the informative requirements and inherent procedures to the students' future professional work, stating the specific content of the lesson clearly, stating how the goal will be attained and expressing the formative contribution of the lesson.

2. To organize the classroom activities in pairs creating a pleasant atmosphere of work that propitiates the exchange of opinions and all the students' experiences.

3. To place the seats of the students in a horseshoe or circle shape, which facilitates a bigger interaction among them.

4. To select the material aids (text, pictures) that are necessary for the lesson, decide the moment in which they are going to be used and present the new vocabulary related to students' profile.

5. To promote interaction, solidarity and have students ask anytime they have any doubt.

6. To monitor and to correct mistakes on the spot without standing them out too much, just analyzing them as a necessary moment in the learning process without affecting students' self-esteem.

7. To have students start from self-evaluation on learning, and then from peer-evaluation, giving participation to them in the determination of the parameters to evaluate and with the purpose of convincing them of their limitations and achievements. To have them reflect on causes.

8. To stimulate not only the right thing but also the new thing, the creative thing, the original thing.

9. To design the homework considering students' interests, needs and selecting activities aimed at practicing the objective of the lesson as well as integrating contents of the lesson with other contents already studied. Example: An open-ended dialog.

Lesson 3

Free Practice Stage

In this stage, students use the new items or contents freely and in integration, with less or little control by the teacher.

The rôle of the teacher is to facilitate or guide students' learning activities who are engaged in using the language and communicating their ideas.

1. To set the objective of the lesson in correspondence to the informative requirements and inherent procedures to the students' future professional work, stating the specific content of the lesson clearly, stating how the goal will be attained and expressing the formative contribution of the lesson.

2. To select the material aids that are necessary for the lesson and decide the moment in which they are going to be used. Example: ball, cards and pictures.

3. To motivate students and to activate their prior knowledge by playing the Ball Game.

Ball Game

Objective: To practice the vocabulary related to criminal actions and, at the same time, to practice grammar.

Time: 10-15 minutes.

Procedures: To seat students forming a circle. A ball is thrown toward one of them and the teacher asks, for example: "Say the past tense of murder" or "Say one of the most common crimes against foreigners".

The student responds and he/she throws the ball again to the teacher and the teacher, in turn, throws it toward another student asking him/her another question. In this way, the game is developed with the active participation of the group. This is a quick and interesting game, where the students are motivated to participate and it contributes to exercise the vocabulary and other aspects of the language.

4. To organize the classroom activities in pairs creating a pleasant atmosphere of work that propitiates the exchange of opinions and all the students' experiences.

5. To place the seats of the students in a horseshoe or circle shape, which facilitates a bigger interaction among them.

6. To determine the learning tasks of the lesson designing dynamic and interesting activities based on students' needs and interests (rôle-plays) organizing them in a logical order and using pictures as material aids.

In these rôle-plays, the students assume a different identity to their own, facing real or hypothetical problems and linking the contents of their profile with the professional practice. They are suitable for the learning of specific contents.

7. To promote interaction, solidarity and have students ask anytime they have any doubt.

8. To go around the class, as a facilitator, taking down notes on the students' errors and to carry out selective checking to correct what they are doing.

9. To have students start from self-evaluation on learning, and then from peer-evaluation, giving participation to them in the determination of the parameters to evaluate and with the purpose of convincing them of their limitations and achievements. To have them reflect on causes and express their impressions, suggestions and opinions about the activities.

10. To stimulate not only the right thing but also the new thing, the creative thing, the original thing.

11. To design homework considering students' interests, needs and selecting activities aimed at integrating contents and vocabulary of the students' profile. Example: The Crossword Puzzle "Crimes".

Lesson 4

Free Practice Stage

In this stage, students use the new items or contents freely and in integration, with less or little control by the teacher.

The rôle of the teacher is to facilitate or guide students' learning activities who are engaged in using the language and communicating their ideas.

1. To set the objective of the lesson in correspondence to the informative requirements and inherent procedures to the students' future professional work, stating the specific content of the lesson clearly, stating how the goal will be attained and expressing the formative contribution of the lesson.

2. To select the material aids that are necessary for the lesson and decide the moment in which they are going to be used. Example: cards and pictures.

3. To motivate students and to stimulate their prior knowledge by playing the Word Association Game.

Word Association Game

Objective: To practice the vocabulary related to the most common crimes committed by and against foreigners.

Time: 15 minutes.

Procedures: To start the game saying a word, for example: crimes. Student A says: murder; Student B: theft; student C: rape; student D: robbery; student E: injuries…and so forth. As it is observed, it is an association of words. If one of the students does not respond in 5 seconds, she/he has to stand up. The last seated student is the winner. The vocabulary to use should be related to the topic previously studied or other that students know. They can use nouns, verbs, adjectives or common English expressions associated to diverse types of crimes studied in classes.

4. To organize the classroom activities in groups creating a pleasant atmosphere of work that propitiates the exchange of opinions and all the students' experiences.

5. To determine the learning tasks of the lesson designing dynamic and interesting activities based on students' age, needs and interests (group work game) organizing them in a logical order and using pictures and cards as material aids .

In this activity, the teacher can place students in very real-life situations, through the analysis of concrete problems, the search of the essence of the problems and its alternative solutions.

6. To place the seats of the students in a horseshoe or circle shape, which facilitates a bigger interaction among them.

7. To form the groups.

8. To promote interaction, solidarity and have students ask anytime they have any doubt.

9. To go around the class, as a facilitator, taking down notes on the students' errors and to carry out selective checking to correct what the y are doing.

10. To have students start from the self-evaluation on learning, and then confronted with the peer-evaluation, giving participation to them in the

determination of the parameters to evaluate and with the purpose of convincing them of their limitations and achievements. To have them reflect on causes and express their impressions, suggestions and opinions about the activity.

11. To stimulate not only the right thing but also the new thing, the creative thing, the original thing.

12. To design the homework considering students' interests, needs and selecting activities aimed at practicing the objective of the lesson as well as integrating contents of the lesson with other contents already studied.

13. To close the unit giving to students a riddle and a joke adapted to their profile.

3.3. General description of the System of Actions.

The following diagram presents, in an abbreviated way, the essence of the proposal.
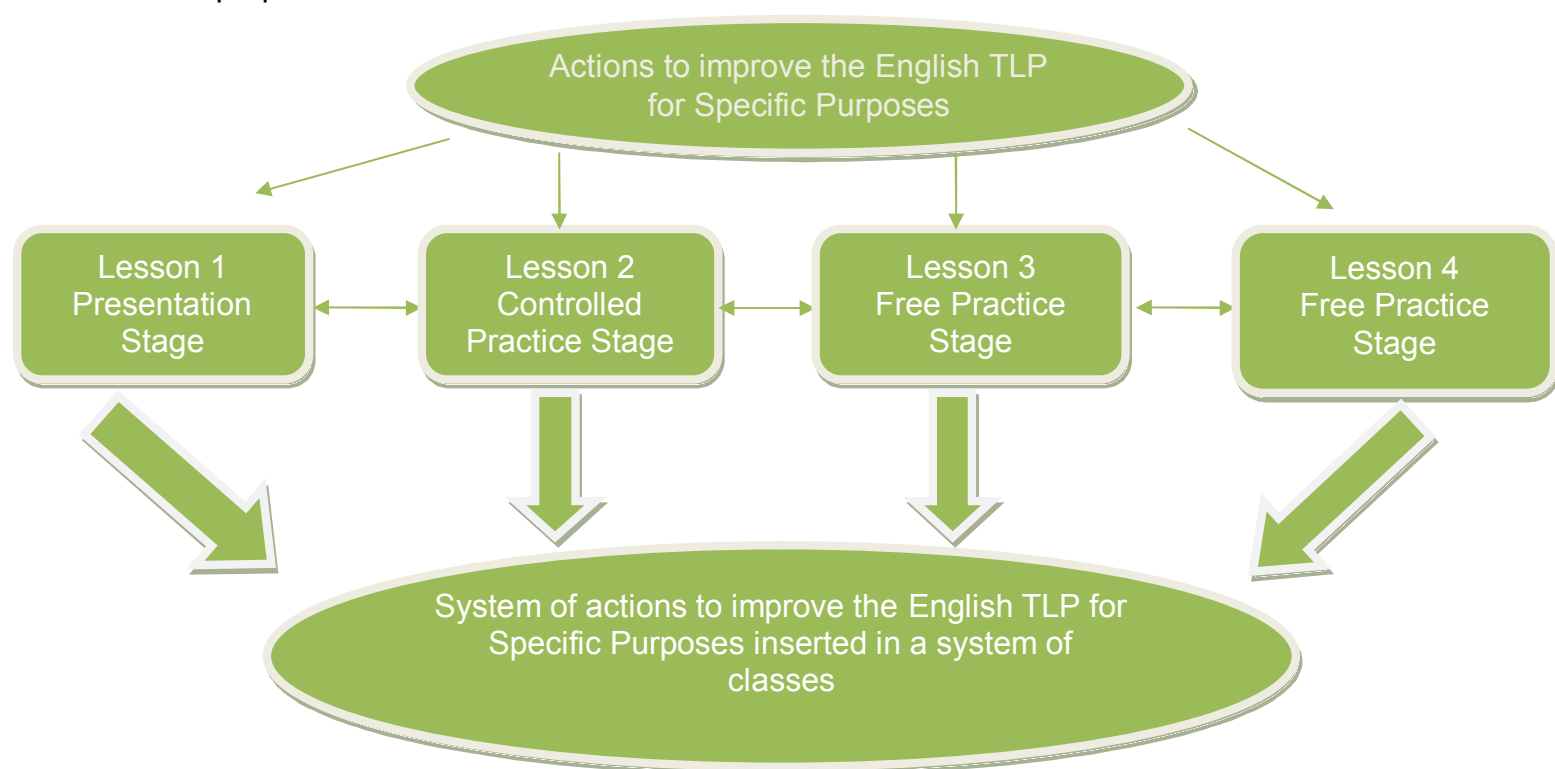
To finish this epigraph, it may be expressed that the system of actions designed was listed and graphically represented with the purpose of putting it into practice and later, analyzing its results.

Epigraph 4: "Process of implementation, registration and reflection of the system of actions".

In the following part of the present research, the authoress will analyze the process of implementation, registration and reflection of the system of actions.

4.1. Instruments applied.

In order to analyze the process of implementation of the system of actions to improve the English Teaching-Learning Process for Specific Purposes, some empirical methods were used, which are explained below.

Scientific Participant Observation: It was used with the purpose to evaluate the effectiveness of the system of actions proposed. **(Appendix 6)**

Portfolio: It was used to document work samples of the students' assignments in order to check their improvements or deficiencies in the English language.

Teacher's diary: It was used by the authoress as a means of recording and reflecting on her teaching and, at the same time, to determine the results of the system of actions proposed. Events and ideas were recorded with the purpose of later reflection. **(Appendix 7)**

4.2. Analysis of the implementation and registration of the system of actions.

4.2.1. Scientific Participant Observation

Four English classes were observed where the observer was included as a member of the group and intervened in the activities of the classes, not only as a spectator, but also as a participant.

Analyzing the results of the Scientific Participant Observation, it was appreciated that:

Classes generally began with a positive disposition of the students toward the learning because the teacher linked the objectives and contents with the students' future professional work using the English terminology used on their profile in the English language (ESP) through specific communicative functions, grammar structure, and vocabulary and pronunciation items. The teacher also used pictures and cards as material aids, as well as rôle-plays and interesting profitable games.

All this contributed to increase students' motivation and participation in classes.

Activities were designed by the teacher and were related to specific needs of I.C profile.

The number and variety of exercises were enough and satisfied students' needs, although students made mistakes in pronunciation and there were some incoherencies in the answers given by them.

These students' errors were always corrected in an appropriate way by the teacher.

The communicative approach was more frequently used than the structural approach. For example, the activities used in the two Free Practice Stage classes (rôle-plays and work group game) stimulated students' imagination and creativity because they were related to contents and vocabulary of their future profession. Also, students felt comfortable and motivated because these activities implied asking them to communicate and to process real meanings of language and they developed skills when teacher gave them lots of opportunities to participate in pairs, in groups, and for the whole class.

Teacher-students' relationship was good, evaluation was systematic and self/peer evaluation was manifested.

4.2.2. Portfolio

The portfolio was used since the beginning of the course with the purpose of students knowing if they had made progresses or not in the English language.

During the process of implementation, registration and reflection of the system of actions, the sample of students' works, recorded in the portfolio, showed that most of the students increased their communicative competence level and communicative strategies because they could use the criminal terminology and the communicative functions taught by the teacher during classes related to their profile.

Their pieces of writing were well organized, the topic was focused and the structure of most sentences did not present problems.

The use of the verb tenses, in this case the Past Tense, was correct, and the information to make the message clear was sufficient; also, little mistakes in the use of punctuation marks were found.

4.2.3. Teacher's diary

This is the easiest way to begin a process of reflection since it is purely personal.

After each lesson, the teacher wrote on her notebook about what had happened in her class and also described her own reactions and feeling and those she observed on the part of the students.

Here is her journal.

Level: 1ˢᵗ Year

Unit 6: "What happened?"

Lesson: 1

Time: 2 hours

Stage: Presentation

At the beginning of the class, the teacher checked the homework, and with the purpose of motivating students and activating their prior knowledge, she asked students what they did on their weekend (The Simple Past Tense) and, in this way, to approach them to the objective of the lesson.

During the development of the class, the teacher used different teaching materials and techniques (pictures, board and Textbook/Workbook "At Your Pace"). She used a mini dialog to present the new content related to contents and vocabulary of the students' profile and followed some procedures in order to attain students' comprehension and participation.

Pictures related to crimes had a great incentive on students increasing their motivation and participation.

The rôle of the teacher was fundamental. She was the source of knowledge through her explanation to present the new content; while the students' interaction was manifested through pair work and they contributed actively to the lesson when the teacher provided them with activities to practice the mini dialog to understand the new content.

When analyzing the new grammar point, students presented pronunciation and spelling problems.

At the end of the class, the teacher had students summarize what they had learned. What students liked the most was the use of pictures and the new vocabulary. They found the lesson very interesting and useful to their future work.

The teacher assigned as homework, to study appendixes from the Workbook "At Your Pace" and to find more vocabulary related to the different types of crimes.

Level: 1st Year

Unit 6: "What happened?"

Lesson: 2

Time: 2 hours

Stage: Controlled Practice

The teacher started the class checking the homework. Students brought new vocabulary related to the different types of crimes.

With the purpose of motivating students and activating their prior knowledge, the teacher had students repeat the mini dialog used to present the new content and both (the teacher and students) corrected the general mistakes.

During the development of the class, the teacher used different pictures as teaching materials. In the first activity of the class, the teacher adapted a text taken from the Textbook "Spectrum 2" to present more vocabulary about crimes related to students' profile and followed some procedures in order to attain students' comprehension and participation.

Pictures and activities related to crimes had a great incentive on students increasing their motivation and participation.

The rôle of the teacher was as a conductor of the class; while the students' rôle was to repeat, manipulate and reproduce the new contents. Classroom activity was organized in pair work and students were seated in a horseshoe shape to contribute actively to the lesson and facilitate a bigger interaction among them.

Some students were creative when performed the activities. They used the new vocabulary brought by them and by the teacher and created situations closed to real life and to their profile.

Students contributed actively to the lesson, but they presented some mistakes in the pronunciation of words, mainly in the irregular verbs; and they confused the structure of the past and the past participle of these verbs.

The teacher monitored the activities going around the class helping the students and correcting them on the spot. So, all the students understood what to do in the lesson.

The advanced students helped their partners in the realization of the activities.

Activities lasted the right length of time.

48

At the end of the class, students and teacher corrected the general mistakes on the main errors and students evaluated their own learning starting from the self/peer evaluation.

The teacher stimulated not only the right thing but also the creative thing made by the students.

What students liked the most was the use of pictures, the new vocabulary related to crimes and the activities used to practice the new content. They found the lesson very motivating and valuable.

The teacher assigned as homework, considering students' interests and needs, an activity aimed at practicing the objective of the lesson as well as integrating contents of the lesson with other contents already studied: an open-ended dialog.

Level: 1st Year

Unit 6: "What happened?"

Lesson: 3

Time: 2 hours

Stage: Free Practice

The teacher started the class checking the homework. Some couples of students performed the open-ended dialog. They did it very well and were very imaginative creating a dialog using the communicative functions taught in the previous classes.

In order to motivate students and activate their prior knowledge, the teacher proposed students to play the Ball Game to practice the vocabulary related to the criminal actions and, at the same time, to practice grammar.

The game lasted 15 minutes and was developed with the active participation of the group. Students were motivated to participate and they exercised the vocabulary and other aspects of the language. They really liked it.

During the development of the class, the teacher used different pictures and cards as teaching materials. The activities were two rôle-plays based on students' needs and interests. In these rôle-plays, students assumed a different identity to their own, facing real or hypothetical problems and linking the contents of their profile with the professional practice.

The teacher's rôle was as a facilitator and she followed some procedures in order to attain students' comprehension and participation.

Pictures related to crimes had a great incentive on students increasing their motivation and participation.

Classroom activity was organized in pair work and students were seated in a horseshoe shape to contribute actively to the lesson and facilitate a bigger interaction among them.

Some students were creative when performing the activities, but they presented some mistakes in the pronunciation of words, mainly in the irregular verbs; and they confused the structure of the past and the past participle of these verbs.

The advanced students helped their partners in the realization of the activities. Although the teacher provided opportunities to all the students to participate, some of them did not participate in the activities. They just were spectators.

Activities consumed a lot of time, but students and teacher could correct the general mistakes on the main errors and students evaluated their own learning starting from the self/peer evaluation.

The teacher stimulated not only the right thing but also the creative thing made by the students.

What students liked the most was the use of pictures and the activities related to crimes committed by or against foreigners. They found themselves identified with their profile finding the lesson very motivating and important to their work.

The teacher assigned as homework, considering students' interests and needs, an activity aimed at integrating contents and vocabulary of the students' profile: The Crossword Puzzle "Crimes".

Level: 1st Year

Unit 6: "What happened?"

Lesson: 4

Time: 2 hours

Stage: Free Practice

The teacher started the class checking the homework. Students could solve the Crossword Puzzle "Crimes". They found it very original and interesting.

In order to motivate students and activate their prior knowledge, the teacher proposed students to play the Word Association Game to practice the vocabulary related to the most common crimes committed by or against foreigners.

The game lasted 15 minutes and was developed with the active participation of the group. Students were motivated and excited to participate and they used nouns, verbs, adjectives and common English expressions associated to diverse types of crimes studied in classes.

During the development of the class, the teacher used different pictures and cards as teaching materials. The activity was a group work game based on students' needs, interests and profile. In this activity, the teacher could place students in very real-life situations, through the analysis of concrete problems, the search for the essence of the problems and their alternative solutions.

The teacher's rôle was as a facilitator and she followed some procedures in order to attain students' comprehension and participation.

Pictures related to crimes had a great incentive on students, increasing their motivation and participation.

Classroom activity was organized in four groups and students were seated in a horseshoe shape to contribute actively to the lesson and facilitate a bigger interaction among them.

All the students participated in the activity. They felt challenged by the exercise due to the situation given by the teacher in the cards. They searched for the essence and the solutions of the situations.

Students continued presenting some mistakes in the pronunciation of words, mainly in the irregular verbs and in the vocabulary used for the different types of crimes, showing difficulties in the development of the speaking ability, mainly in the attainment of fluency (too much hesitation of the students sometimes broke down communication).

However, the evaluation of the activity allowed to assess the knowledge and abilities demonstrated by the students, as well as to systematize their experiences, taking conscience of the necessity of continuing deepening in the contents.

The teacher paid special attention to different students' needs reducing the frustration that some of them felt in the realization of the task. In this exercise, the errors of the students were used as a way for learning.

The advanced students helped their partners in the realization of the activities. The activity lasted the right length of time, so the students and teacher corrected the

general mistakes on the main errors and students evaluated their own learning started from the self/peer evaluation.

The teacher stimulated not only the right thing but also the creative thing made by the students.

What students liked the most was the use of pictures, the Word Association Game and the group work game. They considered the latter activity very motivating because it propitiated competition among the four teams and it strengthened the students' background knowledge.

The teacher closed the unit giving to students a riddle and a joke adapted to their profile. They laughed a lot.

The teacher assigned as homework, considering students' interests and needs, a task that included the communicative functions studied in classes, facilitating to students pictures to do the activity with the required quality.

4.3. Reflections done after the implementation and registration of the system of actions.

Through the use of the scientific participant observation, the portfolio and the teacher's diary as empirical methods, the teacher who taught the lessons could reflect and realize that:

Lesson 1

The use of pictures and a mini dialog to present the new content related to contents and vocabulary of the students' profile had a great incentive on students, increasing their motivation and participation in classes.

The rôle of the teacher was essential as a model to the class; while the students' rôle was as listeners contributing actively to the lesson when teacher gave them activities to practice the mini dialog to understand the new contents.

Students presented pronunciation and spelling problems, so the teacher had to make more emphasis on the development of the speaking ability, specifically to teach pronunciation. She could use shadowing, imitation or phonetic/simulated transcription as techniques to teach pronunciation. Also, the teacher had to dedicate more time do it when teaching grammar (form-meaning-use).

The use of examples, as a technique to teach vocabulary and grammar, related to students' profile worked.

The use of pictures and the new vocabulary was very productive because the content, topics and the vocabulary responded to students' needs about their profile making the lesson very interesting and useful to their future work.

In a general way, the objective of the lesson was fulfilled.

Lesson 2

The homework assigned in the previous class was good considering students' interests and needs, and the activation of the students' prior knowledge that is necessary to learn and practice new contents, that is to say, the homework was useful to learn and practice the new contents.

Pictures and activities related to crimes had a great incentive on students, increasing their motivation and participation.

The rôle of the teacher was as a conductor of the class; while the students' rôle was to repeat, manipulate and reproduce the new contents.

The way in which the classroom activity was organized (pair work and students seated in a horseshoe shape) contributed actively to the lesson and facilitated a bigger interaction among them.

Due that students presented some mistakes in the pronunciation of words, mainly in the irregular verbs in past and confusion in the structure of the past and the past participle of these verbs; the teacher had to dedicate more time when teaching grammar (form-meaning-use) and make more emphasis to develop the speaking ability, specifically to teach pronunciation. She could use shadowing, imitation or phonetic/simulated transcription as techniques to teach pronunciation.

The objective of the class focused on values of friendship and solidarity was fulfilled when advanced students helped their partners in the realization of the activities.

The use of pictures, new vocabulary related to crimes and the activities used to practice the new content were very useful.

So, the objective of the lesson was fulfilled.

Lesson 3

The open-ended dialog assigned as homework took into account students' interests and needs and was aimed at practicing the objective of the lesson as well as integrating contents of the lesson with other contents already studied.

The Ball Game was very productive because students felt motivated and practiced the vocabulary related to criminal actions. Also, they practiced grammar and other aspects of the language.

The use of different pictures related to crimes had a great incentive on students, increasing their motivation and participation.

The rôle-plays based on students' needs, interests and contents of their profile were very good to them.

The teacher's rôle was as a facilitator.

The way in which the classroom activity was organized (pair work and students seated in a horseshoe shape) contributed actively to the lesson and facilitated a bigger interaction among them.

Due to the fact that some students presented some mistakes in the pronunciation of words, mainly in the irregular verbs in past and confusion in the structure of the past and the past participle of these verbs; the teacher had to dedicate more time when teaching grammar (form-meaning-use) and make more emphasis to develop the speaking ability, specifically to teach pronunciation. She could use shadowing, imitation or phonetic/simulated transcription as techniques to teach pronunciation.

The objective of the class focused on values of friendship and solidarity was fulfilled when advanced students helped their partners in the realization of the activities.

Although the teacher provided opportunities to all the students to participate, some of them did not participate in the activities. They just were spectators. So, the teacher had to find out why these students did not participate and look for alternatives to help them, taking into account their psychological characteristics and not affecting their self-esteem, have them feel comfortable and secure in the process of learning, and reduce to the minimum the threats of evaluation.

Students found themselves identified with their profile finding the lesson very motivating and important to their work.

As a result, the objective of the lesson was fulfilled.

Lesson 4

The Crossword Puzzle "Crimes", assigned as homework, took into account students' interests and needs integrating contents and vocabulary of the students' profile it was very original and fascinating for the students.

The Word Association Game was very dynamic. Students felt motivated and excited. The purpose of using nouns, verbs, adjectives and common English expressions associated to diverse types of crimes studied in classes was attained.

The way in which the classroom activity was organized (pair work and students seated in a horseshoe shape) contributed actively to the lesson and facilitated a bigger interaction among them.

The group work game was very useful to students because it was based on their needs, interests and I.C profile. They felt challenged by the exercise and they searched for the essence and the solutions of the situations. This activity was very motivating because it propitiated competition among the four teams of students favored their background knowledge.

The teacher's rôle was as a facilitator.

Due to students continued presenting some mistakes in the pronunciation of words, mainly in the irregular verbs in past and in the vocabulary used for the different types of crimes, showing difficulties in the development of the speaking ability, mostly in the attainment of fluency (too much hesitation of the students sometimes broke down communication), the teacher had to make more emphasis to develop the speaking ability, specifically to teach pronunciation. She could use shadowing, imitation or phonetic/simulated transcription as techniques to teach pronunciation

However, the evaluation of the activity allowed to assess the knowledge and abilities demonstrated by the students in the results, as well as to systematize their experiences, taking conscience of the necessity of continuing deepening in the contents.

The teacher did a good work paying special attention to different students' needs and reducing the frustration that some of them felt in the realization of the task.

The objective of the class focused on values of friendship and solidarity was fulfilled when advanced students helped their partners in the realization of the activities.

The riddle and joke adapted to students' profile proved to be a good way to motivate students and to improve the teacher-students' relationship.

As an end result, the objective of the lesson was fulfilled.

In this way, the process of implementation, registration and reflection of the system of actions concluded.

In the following and last epigraph of the present research, the authoress will evaluate the results of the process of implementation, registration and reflection of the system of actions; and will outline new problem(s) brought out by the research itself.

Epigraph 5: "Evaluation of the system of actions".

When analyzing all the information and data gathered after the implementation of the system of actions, the following outstanding results are found:

The objectives of each lesson were in correspondence to the demands of the society where the graduate lives, as well as contents satisfied students' needs and were in relation to their professional work.

The way in which the classroom activity was organized contributed actively to the lesson and facilitated a bigger interaction among students.

The use of different pictures related to crimes had a great incentive on students, increasing their motivation and participation.

The rôle of the teacher, planning and organizing the learning situation and evaluating the process and results, was essential.

She did a great work paying special attention to different students' needs and reducing the frustration that some of them felt in the realization of the tasks. Also, she provided opportunities to all the students to participate helping them, taking into account their psychological characteristics and not affecting their self-esteem. She just had them feel comfortable and secure in the process of learning.

As a consequence, students' rôle in their learning, using strategies to plan, guide and evaluate their own learning, was good. They contributed actively to the development of the lessons and the advanced students helped their partners in the realization of the activities. They felt challenged by the exercises used to reproduce and use the new contents, so they felt themselves identified with their future work. Students evaluated themselves started from the self/peer evaluation.

As new problems, the teacher realized that students presented some mistakes in the pronunciation of words, mainly in the irregular verbs in past and in the vocabulary used for the different types of crimes, showing difficulties in the development of the speaking ability, chiefly in the attainment of fluency (too much hesitation of the students sometimes broke down communication).

In a general way, the system of actions improved students' preparation in the English language, at the same time their knowledge of the English I.C terminology increased considerably. This system contributed to the formation of the future Investigation Criminologists, capable to face and to solve cases and situations in their professional work responding to the interests of the Revolution.

This research allows arriving to the following conclusions:

Firstly, the theoretical and methodological foundations about the English Teaching-Learning Process for Specific Purposes supported the creation and implementation of a proposal of a system of actions to improve the preparation in the English language of First Year students from I.C profile at "Luis Felipe Denis Díaz" Military College.

Secondly, as a result of the diagnosis applied in the research, the main difficulties that presented I.C' students in their preparation in the English language were revealed. Also, it proved that the English Teaching-Learning Process for Specific Purposes, in the MININT context and particularly in the I.C profile, required of new ways to achieve a better preparation and satisfaction of the students' needs, starting from the demands that the current operative situation imposes.

Thirdly, the system of actions improved the TLP of I.C group as well as students' preparation in the English language, at the same time that their knowledge of the I.C terminology increased considerably responding to their specific needs of communication and interests.

Finally, the proposal of a system of actions put into practice is considered appropriate, suitable and original, taking into account students' needs in the foreign language.

In this major paper, it has already been proposed a sample of what is needed to be done with the rest of the English classes to improve the Teaching-Learning Process for Specific Purposes in the English subject of the students at "Luis Felipe Denis Díaz" Military College.

It is suggested a deep study of the military college courses, so as to create suitable, useful and appropriate textbooks and workbooks with communicative functions and activities focused on students' needs and interest in the foreign language.

It is also suggested that teachers from the Foreign Language Department work together in order to develop the teaching of ESP in their classes based on students' profile.

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Appendix 1

Document analysis

Guide to analyze the Subject Syllabus of the Foreign Language Discipline

Objective: To analyze the Subject Syllabus of the Foreign Language Discipline, its didactic components (objectives, contents, techniques and procedures, teaching resources and system of evaluation) and its interdisciplinary relationships in terms of ESP.

Aspects to consider:

1. Objectives and contents.

2. Techniques and procedures.

3. Teaching resources.

4. Methodological Guidelines of the Foreign Language Discipline.

5. System of evaluation.

Guide to analyze the Textbook and Workbook "At Your Pace"

Objective: To determine the existence of specific contents and vocabulary that satisfies students' needs to the attainment of communication in the English language for a specific purpose and its relation to the Subject Syllabus.

Aspects to consider:

1. Existence of specific contents and vocabulary that satisfy students' needs to the attainment of communication in the English language for a specific purpose.

2. Correspondence of the activities that appear in the Textbook and Workbook "At Your Pace" with the Subject Syllabus.

Appendix 2

Scientific Participant Observation

Objective: To obtain information about the work that teachers carry out in their English classes to develop the TLP for Specific Purposes.

Guide to the Scientific Participant Observation

School: _____

Date: _____

Subject: _____

Group: _____

Students' attendance: _____

Teacher's name: _____

Unit: _____

Topic: _____

Lesson type: _____   Time: _____

Observer: _____

INDICATORS	GOOD	NOT SO GOOD	POOR
1. Correspondence among objectives, contents and students' needs in relation to their future professional work.			
2. Students' motivation and participation.			
3. Communicative teaching approach.			
4. Students' knowledge about the terminology used on their profile.			
5. Teacher's rôle in the management of the process (planning and organizing the learning situation and evaluating the process and results).			
6. Students' rôle in their learning, using strategies to plan, guide and evaluate their own learning.			

Appendix 3

Interview to teachers

Objective: To obtain English teachers' opinions about how the Teaching-Learning Process for Specific Purposes is carried out according to their experiences.

Guide to the interview

Full name: _____

Work place: _____

Years imparting the English subject: _____

Group: _____

I-Questionnaire

1. Would you like to be interviewed?

2. What do you think about the general objectives of the Subject Syllabus of the Foreign Language Discipline?

3. What is your opinion about the distribution of the contents in the Subject Syllabus?

4. What other techniques, procedures and teaching resources do you use in your English classes, independently of those suggested by the Subject Syllabus?

5. What do your students know about the terminology used on their profile in the English language?

6. Do you think it is necessary the teaching of English for Specific Purposes in the MININT context? Why?

7. Any suggestions to improve the English Teaching-Learning Process for Specific Purposes in our institution?

II-Conclusions

Acknowledgments

Appendix 4
Portfolio

Objective: To keep record of the students' assignments in order to verify their improvements or deficiencies in the English language.

It also contains critical and personal information about the students and evaluations.

System of Classes

Level: 1st Year

Unit 6: "What happened?"

Lesson: 1

Time: 2 hours

Stage: Presentation

Material aids: Textbook "Spectrum 2", booklet Universidad para todos "Curso de inglés", Textbook and Workbook "At Your Pace" Part I, pictures and board.

Topic: "Asking for and giving information about actions in the past".

Grammar point: The Simple Past Tense of irregular verbs.

Objective: By the end of the class, the students should be able to get familiar with the communicative functions "asking for and giving information about actions in the past" through a mini dialog related to contents and vocabulary of the students' profile, teacher's explanation and students' interaction; so as to show positive attitudes and feelings, such as: interest in learning, responsibility in completing school tasks and love for their future professional work.

I-Warm up

Procedures

1. Check the homework.

2. Motivation of the students and activation of their prior knowledge by asking them the following questions:

- How was your weekend?
- What did you do?
- Where did you go?

2. Orientation toward the new content.

Say that: In today's class we are going to learn the communicative functions "asking for and giving information about actions in the past".

II-Follow up

Copy on board the topic of the lesson and say the objective of the lesson.

3. Presentation of the mini dialog.

Show students some pictures about a crime and read the introduction of the mini dialog. The students should write down in one sentence their predictions regarding what the mini dialog is going to be about.

4. Read aloud the mini dialog and check students' predictions.

Mini dialog

An investigator officer is interviewing a foreigner who was a victim of a robbery.

- • Investigator officer
- ❖ Foreigner

• Good morning, sir.

❖ Good morning, officer. My name is Tom Baker. Nice to meet you.

• Nice to meet you, too. I am Benjamin, the investigator officer in charge of this case. Could you tell me what happened?

❖ Sure, I was robbed. Somebody stole my car.

• What kind of car did you have?

❖ It was a Ford car.

• Oh! What color was it?

❖ Dark blue.

• What is the license plate number?

❖ T007107.

• When did the robbery occur?

❖ Yesterday. I was going back to the hotel with my wife and kids. We saw a play at "La Caridad" Theater and when we went to the parking lot, my car was not there.

• At what time approximately?

❖ 11:00 or 11:30 p.m.

• Did you see someone or notice something strange?

❖ No, I did not. Sorry.

• Could you take me to that place (the crime scene)?

❖ Yes, of course.

• Well, thanks a lot. We will keep in touch. Pleased to meet you and have a nice day.

❖ Nice meeting you. See you soon.

5. Write the mini dialog on the board. The students should write it on their notebooks.

6. Read it aloud once again, students follow you.

7. Get able students to read it for the whole class.

8. Explain any necessary vocabulary or pronunciation items.

9. Read aloud the mini dialog again and the students listen/read it aloud, doing shadowing/read aloud in pairs. Some pairs read it aloud to the whole group.

10. Get everybody to practice in pairs. Walk around helping and making sure everybody is working.

11. Have the students practice it substituting information (personal or other related to their profile).

Present the vocabulary that may be used, using some techniques, such as: detailed description of the items; using examples of a general concept; context (putting the items in a sentence); synonyms/antonyms; use of the dictionary and translation.

Information about crimes

What happened?

- Car theft
- Bicycle theft   } theft=robbery
- Motorcycle theft
- Stealing of properties: The man stole € 5from the tourist.
  wallet /purse/luggage/passport/visa/credit card/ID card/driving licence
- Swindle: To obtain money by fraud or deceit. E.g. He swindled his customers out of £ 200,000.
- Offending a police officer/Desacato
- Threat=intimidation=menace
- Bribery: To offer money to persuade somebody to do something dishonest or illegal.
- Loss of passport
- Drunk driving
- Injury= hurt=damage
- Loss of objects

Name and address of

Suspect: The police believe that she is the main **suspect** of the crime.

Criminal: One that has committed a crime= offender=malefactor

Victim: Somebody who is hurt or killed by somebody especially in a crime or accident.

12. Select some couples to perform the activity before the class.

13. Correct the mistakes that you have noticed, but do not stand them out too much. Analyze them as a necessary moment in the learning process without affecting students' self-esteem.

14. Analysis of the necessary grammar using examples related to contents of the profession.

Let us Focus on Grammar!

Irregular verbs in the past

As you already know, the Past Tense denotes past time, and according to the way with which verbs form their principal parts, they are divided into two classes: regular and irregular.

An irregular verb forms its past tense and past participle by a change in the body of the verb.

We distinguish three types of irregular verbs:

(I) Verbs in which all these three parts (the base, the past, the past participle) are identical, for example, cut-cut-cut; hurt-hurt-hurt and burst-burst-burst.

(II) Verbs in which two of the three parts are identical, for example, spend-spent-spent; strike-struck-struck and shoot-shot-shot.

(III) Verbs in which all three parts are different, for example, speak-spoke-spoken; steal-stole-stolen and wear-wore-worn.

Chart 1

SIMPLE PRESENT	SIMPLE PAST
The kidnapper hurts the tourist.	The kidnapper hurt the tourist.
The police officer comes to ask you some questions about the robbery.	The investigator officer came to ask you some questions about the robbery.
The thieves wear black clothes and cover their faces with masks.	The thieves wore black clothes and covered their faces with masks.

III-Close up

15. Have the students make a summary on what they learned during the lesson by asking them the following questions:

- What did you learn in today's lesson?
- How did you do it?
- What did you like the most about the lesson?

16. Homework

Study Appendixes 6 and 7 from the Workbook "At Your Pace", from page 62 to 65 and find more vocabulary related to the different types of crimes.

Level: 1st Year

Unit 6: "What happened?"

Lesson: 2

Time: 2 hours

Stage: Controlled Practice

Material aids: Textbook "Spectrum 2", pictures and board.

Topic: "Asking for and giving information about actions in the past".

Grammar point: The Simple Past Tense of irregular verbs.

Objective: By the end of the class, the students should be able to reproduce the communicative functions "asking for and giving information about actions in the past" by doing oral and written activities while they work in pairs and individually; so as to show values of friendship and solidarity, and to develop skills in the foreign language using the terminology of the students' profile.

I-Warm up

Procedures

1. Check the homework.

2. Motivation of the students and activation of their prior knowledge by asking them the following questions:

- What is the title of the unit we have been working with?
- What are the two main communicative functions we have studied?
- Do you remember the mini dialog we studied in the last class?
  Well, let us go to…

3. Repetition of the mini dialog that was used to present the new content. Have the students repeat it after the teacher in small groups.

4. Reproductive practice of the mini dialog in pairs.

The teacher divides the class into pairs: Students A and Students B, and have them practice the conversation.

5. Monitoring of the practice going around the class either to help the students or to correct them on the spot.

6. Demonstration of the best pairs to the whole class.

The teacher selects the best couple(s) to perform the mini dialog before the class.

7. Correction by the teacher and by the students on the main errors.

II-Follow up

8. Orientation toward the new content.

Say that: In today's class we are going to practice the communicative functions "asking for and giving information about actions in the past".

Copy on board the topic of the lesson and say the objective of the lesson.

9. The teacher places the seats of the students in a horseshoe or circle shape.

10. Practice of the grammatical items used in the communicative functions.

Follow the procedures given below in each activity.

11. Monitoring of the practice going around the class either to help the students or to correct them on the spot.

12. Demonstration of the best pairs to the whole class.

13. Correction of mistakes by the teacher and by the students.

Activities

Activity 1

Read the story from the *"Sunday Sentinel"*. Then, be ready to do the following activities.

From the police blotter...

Early morning, a tourist went to the police station to report his daughter's missing and the stealing of his money. Tourist said his daughter's name is Vanessa Bradley. Yesterday morning, she went out shopping and she was wearing blue jeans, a white blouse and a black cap. Also, someone stole him $10.000 from his credit card. Now, police are looking for a tall young lady with long curly black hair. She is twenty years old. Anyone with further information should call 290-2465.

Activity 2

Say Right, Wrong, or I do not know.

1. At 7:30 p.m., a tourist went to the police station to report his daughter's missing and the stealing of his money.

2. He had a driver's license.

3. Tourist's daughter name is Vanessa Bradley.

4. Tourist's daughter went to the hairdresser wearing glasses.

5. The amount and type of money stole from the tourist is 10.000 dollars.

6. Police are looking for a very tall man with long blond hair.

Activity 3

Match the sentences. Then, write them.

1. What happened?	**a.** No, I do not. Sorry.
2. When was the last time you saw her?	**b.** Blue jeans, a white blouse and a black cap.
3. How old is she?	**c.** My daughter is missing and someone stole my money.
4. What clothes did she wear?	**d.** She is twenty years old.
5. Do you have any suspect?	**e.** Yesterday morning.

Activity 4

Imagine the conversation between the tourist and the investigator officer using the information given in the story and make a dialogue with your partner. You may substitute the situation using this vocabulary.

Present the vocabulary that may be used, using some techniques, such as: detailed description of the items; using examples of a general concept; context (putting the items in a sentence); synonyms/antonyms; illustration using visuals (pictures); use of the dictionary and translation.

Information about crimes

What happened?

- Robbery (violence, intimidation)
- Robbery inside a car
- Armed robbery
- Home or room burglary/Robo con fuerza en vivienda o habitación
- Stealing of properties:

flight ticket/camera/mobile phone/car keys/computer

- Counterfeit: to make an imititation of something (money) with intent to deceive.
- Rape=violation
- Kidnapping: Crime of forceffullly taking away and holding somebody prisoner.
- Murder: Crime of killing a person.
- Drug trafficking
- Shoplifting: To steal goods in a store. E.g. He was accused of shoplifting.
- Car accident

Name and address of

Witness: To see something happens.

Participants

People missing= disappeared

Activity 5

Act out the conversation before the class.

III-Close up

14. Correction of general mistakes by the teacher and by the students.

15. Self/peer evaluation on learning, giving participation to the students in the determination of the parameters to evaluate, maybe using this grading scale: Excellent, Very Good, Good, Not so Good and Poor. Have them reflect on causes.

16. The teacher stimulates not only the right thing but also the new thing, the creative thing, the original thing.

17. Homework

Open-ended dialog

You are a Canadian tourist and you were an eyewitness of a murder. An investigator officer is interviewing you. You both want to solve the case.

- • Investigator officer
- ❖ Eyewitness

• Good morning, sir.

❖ Good morning, officer.

• What is your name, please?

❖ Chris Stewart.

• OK. Could you tell me what happened last night? What did you see?

❖ Well, officer. I was _____

_____.

• _____.

❖ _____.

Level: 1ˢᵗ Year

Unit 6: "What happened?"

Lesson: 3

Time: 2 hours

Stage: Free Practice

Material aids: ball, cards, pictures and board.

Topic: "Asking for and giving information about actions in the past".

Grammar point: The Simple Past Tense of irregular verbs.

Objective: By the end of the class, the students should be able to use the communicative functions "asking for and giving information about actions in the past" by doing oral and written activities through individual and pair work to continue developing communicative skills in the foreign language using the terminology of the students' profile and to appreciate values of friendship and solidarity.

I-Warm up

Procedures

1. Check the homework.

The teacher selects the best couple to perform the open-ended dialog before the class.

Correction of mistakes by the teacher and by the students on the main errors.

2. Motivation of the students and activation of their prior knowledge by playing the Ball Game.

3. Orientation toward the new content.

Say that: Well, in today's lesson we are going to continue practicing the communicative functions "asking for and giving information about actions in the past" by doing some rôle- plays.

Copy on board the topic of the lesson and say the objective of the lesson.

II-Follow up

4. Set the organizational rules in the classroom.

Say: The following exercises of the lesson are two rôle-plays and you are going to perform these activities in pairs.

5. The teacher places the seats of the students in a horseshoe or circle shape.

6. Form the pairs: Students A (Investigator officer) and Students B (Tourist), creating a pleasant atmosphere of work that propitiates the exchange of opinions and all the students' experiences.

7. Orientation of the tasks.

Write the situation on the blackboard and give to each of them a card with the rôle they are going to play.

Rôle-Play 1

<u>**Situation**</u>

A young Australian tourist lady came to Cuba as a vacationist. Yesterday night, she went party with some friends, got drunk and woke up in Santa Clara Hotel room undressed. Unfortunately, she was victim of a sexual assault. Also, some of her properties (purse, mobile phone and jewels) were stolen.

<u>**Investigator officer**</u>

You are the investigator officer in charge of a young lady's rape and robbery. Therefore, you need to know exactly what happened to find the criminal, to help the lady and to solve the case.

<u>**Tourist**</u>

You are a young Australian tourist lady. It is your first time in Cuba as a vacationist. Yesterday night, you went party and met an interesting boy. He invited

you to some cups and then, you do not remember anything else. Unfortunately, you were a victim of a rape and of a robbery. Help the investigator officer giving him/her all the possible information.

8. Students should be ready to perform a real situation between the investigator officer and the tourist. So, explain and make sure they know exactly what they are going to do: communicative functions, structure, vocabulary items you want them to use.

9. Demonstrate with two advanced students what they are going to do.

10. Have the students discuss and prepare what they are going to say and how they are going to say it in their sub-groups.

11. Have students in different sub-groups work in pairs.

12. Go around. Take down notes on the students' errors or any other thing you see that is happening that you want to talk about later.

13. Carry out selective checking to correct what they are doing. Provide necessary feedback: how well they are doing the activity.

14. Control noisy level.

15. Stop the activity when most of them have finished.

16. Select some couples (the ones that were rather nice, or did something rather remarkable, or that really used all the structures and everything you have asked them to do) to perform the activity before the class.

17. Talk about the errors that you have noticed at the end of the pair work. If it is necessary, re-teach.

18. Evaluation of the task.

Rôle-Play 2

Situation

An old British tourist woman was murdered by strangulation. In the investigation carried out by the Police Department, her husband appeared as the principle suspect. Evidences as fingerprints and the DNA of the husband were found, but the tourist has a good alibi.

Investigator officer

Through an investigation carried out by the Police Department, a British tourist appeared as the principle suspect. During the first interrogation, he had a good alibi, but evidences as fingerprints and the DNA proved he was the real murderer. Interrogate him again and try to make him confess.

Tourist

You were visiting Cuba with your wife, but she was murdered and you appeared as the principle suspect. During the first interview, you testified you were somewhere else at the time that the crime was committed, but the investigator officer did not think so. Try to prove you are innocent.

New vocabulary

DNA/ADN   fingerprints/huellas digitales o dactilares   alibi/coartada
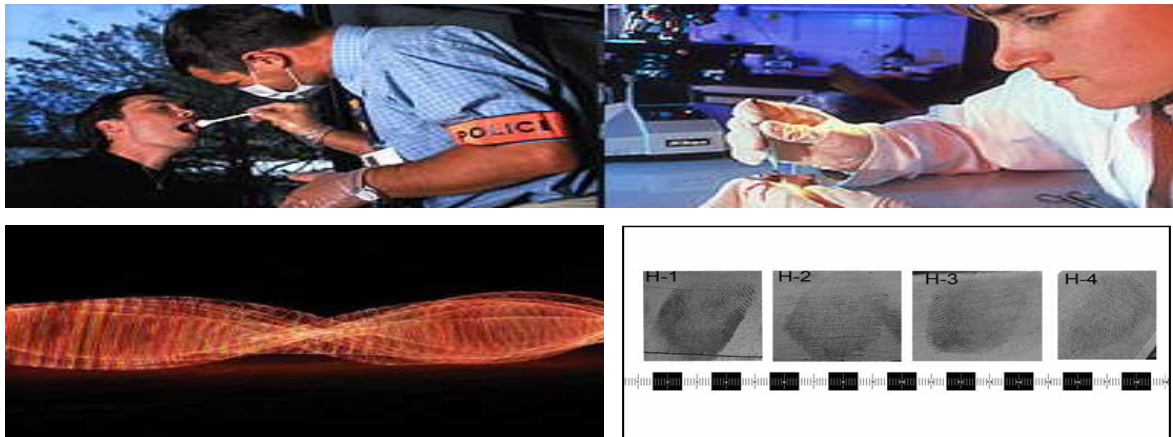
19. Follow the procedures above.

III-Close up

20. Correction of general mistakes by the teacher and by the students on the main errors.

21. Self/peer evaluation on learning, giving participation to the students in the determination of the parameters to evaluate. Have them reflect on causes.

22. The teacher stimulates not only the right thing but also the new thing, the creative thing, the original thing.

23. Homework
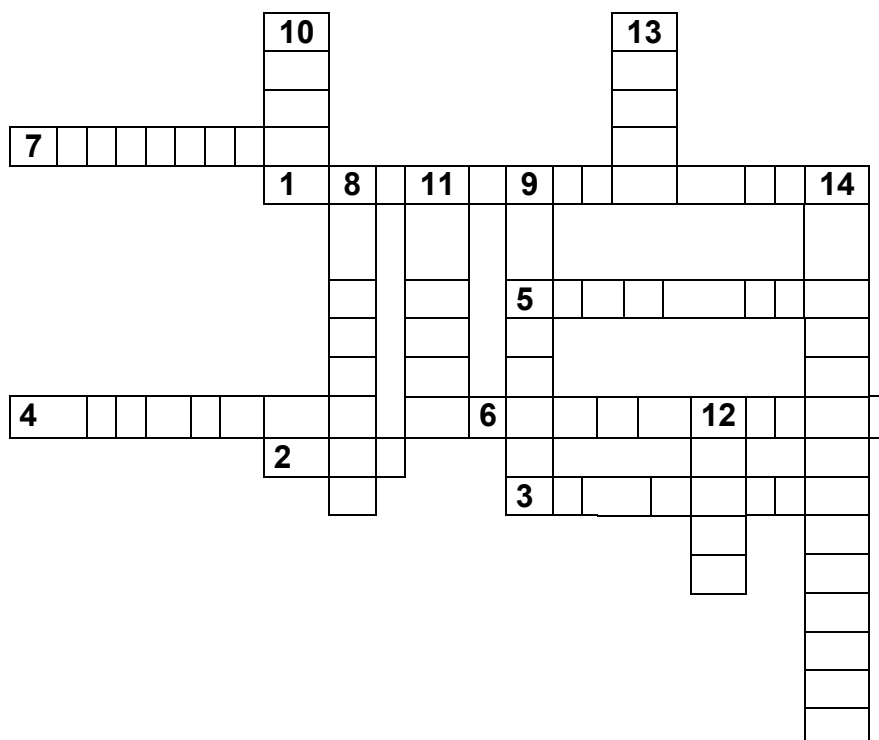
Crossword Puzzle   "Crimes"

Across

1. unique marks left by fingers that can be used to identify a person.

2. substance carrying organism's genetic information (blood, saliva, semen) to establish somebody's identity.

3. to see something happens.

4. objects or information used to prove or suggest the guilt of somebody accused of a crime.

5. person who breaks into a home or business and steals items.

6. place where a crime happened.

7. police officer responsible for solving crimes.

Down

8. not responsible for a crime.

9. theft, taking something that does not belong to you, often with force.

10. somebody who steals.

11. responsible for a crime, deserving punishment.

12. to take something that does not belong to you.

13. form of defense against an accusation in which the accused person claims or proves that he/she was somewhere else at the time that a crime was committed.

14. file that lists all of the crimes a person has committed.

Answer key

Across	Down
1. fingerprints	**8.** innocent
2. DNA	**9.** robbery
3. witness	**10.** thief
4. evidence	**11.** guilty
5. burglar	**12.** steal
6. crime scene	**13.** alibi
7. detective	**14.** criminal record

Level: 1st Year

Unit 6: "What happened?"

Lesson: 4

Time: 2 hours

Stage: Free Practice

Material aids: board, pictures, cards.

Topic: "Asking for and giving information about actions in the past".

Grammar point: The Simple Past Tense of irregular verbs.

Objective: By the end of the class, the students should be able to make use of the communicative functions "asking for and giving information about actions in the past" by doing oral and written activities through individual and pair/group work to continue developing communicative skills in the foreign language using the terminology of the students' profile and to appreciate values of friendship and solidarity.

I-Warm up

Procedures

1. Check the homework.

2. Motivation of the students and activation of their prior knowledge by playing the Word Association Game.

3. Orientation toward the new content.

Say that: In today's lesson we are going to finish this unit, so we continue practicing the communicative functions "asking for and giving information about actions in the past" by performing a group work game.

Copy on board the topic of the lesson and say the objective of the lesson.

II-Follow up

4. Set the organizational rules in the classroom.

Say: The following exercise of the lesson consists of a group work game and you are going to perform this activity in groups.

5. The teacher places the seats of the students in a horseshoe or circle shape.

6. Form the groups creating a pleasant atmosphere of work that propitiates the exchange of opinions and all the students' experiences.

The teacher divides the class into four groups: Students A (Investigator officers), Students B (Tourist 1), Students C (Tourist 2) and Students D (Tourist 3 and 4).

7. Orientation of the tasks.

Write the situation on the blackboard and give to each group a card with the rôle they are going to play.

Situation

A group of tourists were participants in a drug trafficking operation. Some of them, for disinformation or deceit, became victims of this crime and the other ones were responsible. Now, a group of investigator officers, together with Customs, are investigating these persons to try to know what exactly happened.

Investigator officers

You are investigating a drug trafficking operation where a group of tourists were involved. According to some of them, they were deceived. Interrogate them and try to figure out what really happened.

Tourist 1

You are an old Irish woman who travelled to Cuba as a tourist, but you were involved in a drug trafficking operation. You hid cocaine underneath your clothes and you tried to give the drug to a couple of Cuban residents in Santa Clara so that they kept it two or three days until a Spanish tourist picked it up with the objective of transferring it to Europe.

Tourist 2

You are from the United States of America and you came to Cuba as a tourist.
3 kilograms of cocaine were found under your clothes. You had to give this drug to two Canadians in "Las Brujas" Keys and they should transfer it to their country in a direct flight between this Cuban tourist pole and Montreal.

Tourist 3 and 4

You both are from Scotland and arrived at "Abel Santamaría Cuadrado" Cuban International Airport to visit Santa Clara city, but more than 15 kilograms of cocaine were found hidden into your luggage (shoes, flip-flops and laptop). You have no idea how this drug appeared in your luggage.

Note

Customs=Aduana

8. Students should be ready to perform a real situation between the investigator officers and the tourists. So, explain and make sure they know exactly what they are going to do: communicative functions, structure, vocabulary items you want them to use.

9. Have the students discuss and prepare what they are going to say and how in their groups.

10. Go around. Take down notes on the students' errors or any other thing you see that is happening that you want to talk about later.

11. Carry out selective checking to correct what they are doing. Provide necessary feedback: how well they are doing the activity.

12. Control noisy level.

13. Stop the activity when the students in their groups have finished.

14. Select some students from the four groups (the ones that were rather nice, or did something rather remarkable, or that really used all the structures and everything you have asked them) to perform the activity before the class.

15. Talk about the errors that you have noticed at the end of the game. If it is necessary, re-teach.

16. Evaluation of the task.

III-Close up

17. Correction of general mistakes by the teacher and by the students on the main errors.

18. Self/peer evaluation on learning, giving participation to the students in the determination of the parameters to evaluate, maybe using this grading scale: Excellent, Very Good, Good, Not so Good and Poor. Have them reflect on causes.

19. The teacher stimulates not only the right thing but also the new thing, the creative thing, the original thing.

20. Assignment of homework that includes the communicative functions studied in classes.

Through these pictures, select one(s) and imagine a criminal investigation where foreigners are involved. Then, elaborate a report about the crime (what happened?) taking into account all the content you have learned so far.

Be ready to report it back to class.

21. The teacher closes the unit giving to students the following riddle and joke.

Riddle: As I was going to the Headquarters I met a tourist with seven wives. Each wife had seven sacks, each sack had seven cats and each cat had seven kits. Kits, cats, sacks and wives. How many were going to the Headquarters?

Joke: A cold, unfriendly and stubborn tourist was involved in a crime and had an interrogation with an investigator officer. After asking many questions and listening to the tourist for a long time, the investigator officer said: "Well, there is no doubt about it; you are guilty". The tourist stood up and got very angry. "Hmm", he said. "I would like to have a second opinion". "All right, then", said the investigator officer. "You are ugly too".

Appendix 6

Scientific Participant Observation

Objective: To evaluate the effectiveness of the system of actions proposed.

Guide to the Scientific Participant Observation

School: _____

Date: _____

Subject: _____

Group: _____

Students' attendance: _____

Teacher's name: _____

Unit: _____

Topic: _____

Lesson type: _____   Time: _____

Observer: _____

INDICATORS	GOOD	NOT SO GOOD	POOR
1. Correspondence among objectives, contents and students' needs in relation to their future professional work.			
2. Students' motivation and participation.			
3. Communicative teaching approach.			
4. Students' knowledge about the terminology used on their profile.			
5. Teacher's rôle in the management of the process (planning and organizing the learning situation and evaluating the process and results).			
6. Students' rôle in their learning, using strategies to plan, to guide and to evaluate their own learning.			

Appendix 7
Teacher's diary

Objective: To record and reflect on teacher's teaching and, at the same time, to determine the results of the system of actions proposed.

Aspects to consider:

1. What did the teacher set out to teach?

2. What teaching materials and techniques did she use?

3. Did the materials and activities keep the students interested?

4. Did the teacher use whole class work, group work, pair work or individual work?

5. Was the lesson a teacher centered class?

6. Did students contribute actively to the lesson?

7. Did anything amusing or unusual occur?

8. What problems did the students have (if any)?

9. What did they like most about the lesson?

10. What did students learn or practice in the lesson? Was it useful for them?

11. Were students challenged by the lesson?

12. Did the students understand what to do in the lesson?

13. Did activities last the right length of time?

14. Did the teacher provide opportunities for all the students to participate?

15. How did the teacher respond to different students' needs?