CHAPTER III:

SYSTEM OF HYPOTHESES

3.1 GENERAL HYPOTHESIS

- The lack of practical resource for translation and interpretation English-Spanish subject affects UFG students’ skills at the time of performing.

IV: The lack of practical resource for translation and interpretation English-Spanish subject.

DV: UFG students’ skills at the time of performing.

Indicators
- Inappropriate translation methods.
- Lack of specialized material for the subject.
- Misunderstanding the target language.

3.2 SPECIFIC HYPOTHESES

1- The creation of a practical guide for Translation and Interpretation English-Spanish will assure student’s learning.

IV: The creation of a practical guide for Translation and interpretation English-Spanish vice versa.

ID: assure the students learning.
Indicators

- Using inappropriate practical material.
- Mispronunciation at the moment of interpreting.
- Motivation vs. learning (Low motivation=slow learning).

2- The use of a practical guide will facilitate the assimilation of theory given in class by teachers.

IV: The use of a practical guide

DV: The assimilation of theory given in class by teachers.

Indicators

- The students do not assimilate the theoretical material.
- The unknowing of specialized vocabulary, at the time of translate or interpret.
- Classes are not balanced between theory and practice

3- The use of a practical guide will allow teachers to evidence the progress in the learning process of their students.

IV: the use of a practical guide

DV: Teachers evidence the progress in the learning process of their students.

Indicators

- Lesson planning difficulties because of improper material.
- Not having the expected results at the end of a specific topic.
<table>
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<tr>
<th>OBJECTIVES</th>
<th>HIPOTHESIS</th>
<th>VARIABLES</th>
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<tr>
<td>• To demonstrate the need to elaborate a practical guide for the subject Translation and Interpretation English – Spanish in order to improve interpretation skills of the English major students at Universidad Francisco Gavidia.</td>
<td>• The lack of practical resource for translation and interpretation English Spanish subject affects UFG students’ skills at the time of performing.</td>
<td>IV: The lack of practical resource for translation and interpretation English Spanish subject. DV: Students skills at the time of performing.</td>
<td>• Inappropriate translation methods. • Lack of specialized material for the subject. • Misunderstanding target language</td>
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<tr>
<td>• To create a practical guide for students of the subject Translation and Interpretation English – Spanish at University Francisco Gavidia.</td>
<td>• The creation of a practical guide for Translation and Interpretation English Spanish will assure student’s learning.</td>
<td>IV: The creation of a practical guide. ID: Assure student’s learning.</td>
<td>• Using innapropriate practical material • Mispactivation at the moment of interpreting. • Motivation vs. Learning (low motivation =slow learning).</td>
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<tr>
<td>• To propose the use of a practical guide for students of the subject Translation and Interpretation English Spanish at Universidad Francisco Gavidia.</td>
<td>• The use of a practical guide will facilitate the assimilation of theory given in class by teachers. • The use of a practical guide will allow teachers to evidence the progress in the learning process of their students.</td>
<td>IV: The use of a practical guide DV: The assimilation of theory given in class by teachers. IV: The use of a practical guide. ID: Teachers to notice the progress in the learning process of their students.</td>
<td>• The students do not assimilate the theoretical material Using innapropriate practical material. • The unknowing of specialized vocabulary, at the time of translate or interpret. • Lesson planning difficulties because of improper material. • Teachers evidence the progress in the learning process of their students.</td>
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