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CHALLENGES ENGLISH FOR SPECIFIC PURPOSES (ESP) TEACHERS FACE IN A
VOCATIONAL INSTITUTION: A CASE STUDY.

BY

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AFFIDAVIT

I, Trilse Carolina Herrera Martínez, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

A handwritten signature in black ink, written in a cursive style, positioned above a horizontal line.

TRILSE CAROLINA HERRERA MARTÍNEZ

Abstract

Research has revealed that many English teachers may not have the necessary knowledge and skills to work in an English for Specific Purposes (ESP) context. As a result, their class planning and delivery may be negatively affected, as well as their students' learning and motivation. Hence, this paper seeks to shed light on the main challenges English teachers face in an ESP teaching situation. The participants of this study were 19 English teachers that work in different programs at SENA, a public vocational institution in Colombia. A qualitative method, a questionnaire, a semi-structured interview, and document analysis were used to collect and analyze the data. The findings reveal that teachers perceive the lack of previous and constant pedagogic and linguistic preparation, lack of collaboration between teachers, lack of appropriate resources and materials, lack of an integrated curriculum that meet all learners' needs, and lack of support from administrative staff, as difficulties to achieve an effective ESP teaching. In addition, some recommendations were provided to cope with this situation. The results of this study are significant since they may help other teachers and institutions using the ESP approach work on the difficulties they face in their context, and thus, their programs can have a greater impact on students.

Keywords: ESP, challenges, teachers, collaboration, preparation

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Chapter 1. Introduction

It is a fact that English has become one of the main languages used to communicate around the world. In Colombia, English Language Teaching (ELT) has been a great concern and several strategies have been proposed to improve students' skills in this foreign language. One of these strategies is the Plan Nacional de Bilinguismo (National Bilingual Program), which was created in 2004 by the Ministry of Education, and is intended to make Colombian students bilingual in English and Spanish to face the demands of this globalized world. The MEN (2006) stated that the main aim of this plan was:

To form citizens able to communicate in English who can immerse the country in processes of universal communication, global economy, and cultural openness through internationally comparable standards (p. 6)

To address this policy, different English courses have been offered by schools, universities and other institutions. In some cases, the language is taught considering the academic or occupational needs of the learners, that is, using an English for Specific Purposes (ESP) approach. The emergence of ESP dates back to the 1960s when language experts started to think how to make language courses more relevant to learners' needs (Richards, 2001). According to Hutchinson and Waters (1987), focusing on learners' needs and interests "would have an important influence on their motivation to learn and therefore on the effectiveness of their learning" (p.8). For this reason, the need for ESP courses is a major concern in the field of ELT.

SENA, The National Training Service of Colombia, is a public vocational institution that uses this approach to train competent workers capable of communicating effectively in English at their workplaces, and thus, enhancing their country's economy. However, since SENA language program curriculum focuses on General English (GE) rather than ESP, English teachers have the great responsibility of analyzing the learners' needs and choosing

the specific contents, skills, and materials they will need in their teaching. This, together with the fact that most teachers have never taught ESP before or received any kind of training to do so, represents some of the many difficulties English teachers face when dealing with this approach.

Although ESP has been taught in Colombian universities and vocational institutions like SENA for many years, there is little information on the challenges teachers face when they use this approach in their classes. This research aims to do so by responding to the following questions:

Research Questions

Main

- What challenges do ESP teachers face in a vocational institution?

Sub-questions

- What competences/qualifications should English teachers have to teach ESP according to the challenges they face?
- What characteristics does the ESP teaching situation/context have?
- What characteristics should an ESP teaching situation/context have?
- How do the challenges English teachers face in their ESP class influence their class planning and delivery?

General Objective

- Identify the main challenges and difficulties ESP teachers face in a vocational institution.

Specific Objectives

- Describe the characteristics the ESP teaching situation/context should have.
- Describe the characteristics of the ESP teaching situation at SENA.
- Analyze how the challenges an ESP teacher face in a vocational institution affect their

class planning and delivery.

Organization of the Thesis

This paper is divided in eight chapters. This first section describes the rationale and context of the study, and lists the research questions and objectives. The second chapter portrays the main concepts, theories and previous studies that will support this research project. The third chapter is aimed at presenting the approach, the data collection instruments and techniques, and a description of the participants and the context where this study was carried out. The fourth section reveals the results of the data collected, which will be analyzed in the next section. In addition, chapter five illustrates how these results respond to the research questions and objectives established to conduct this study. The last chapter, the conclusion, provides a general synthesis of the results found, the limitations of this study, and areas for further research.

Chapter 2. Theoretical Framework

The purpose of this study is to analyze the main challenges that English teachers face in their English for Specific Purposes (ESP) teaching practice. In this chapter, I offer a brief review of the main concepts and theories that will support this study. First, I start with the origins of ESP and some of the definitions it has received over the years. Then, I present some of the differences between ESP and General English. Next, I discuss about the types of ESP and the current trends of this ELT approach. Finally, I shed light on the roles ESP practitioners play and some possible ways of professional development they can consider making their practice more effective.

The Birth of ESP

Hutchinson and Waters (1987) identified three main reasons to the genesis of the concept of English for Specific Purposes (ESP): the demands of a brave new world, a revolution in linguistics and a focus on the learners.

According to these authors, when the Second World War finished, the world experienced a huge growth in the economic, technical and scientific activity, leading to a notable progress in the fields of technology and commerce, and creating the need for an international language. Due to the economic power of the USA in the post-war, English was given this role. In addition, the need of learning this language increased with the Oil Crises of the early 1970s, since more money and qualified people were sent to oil-rich countries.

The second reason identified by Hutchinson and Waters was a revolution in linguistics. The aim of language usage shifted from a traditional approach, which focused on the rules of language, to a communicative approach, whose main goal was using the language in context with clear communicative purposes. This led to a change in the pedagogy of the foreign language class moving from a grammar translation approach to the communicative language teaching (CLT).

The last reason cited by these authors was the focus on the learners' needs and interests to increase their motivation to learn the language and consequently, enhance their learning. This led to the implementation of needs analysis to design courses as this helps determine "the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings" (Richards, 2006, p. 12).

Definitions of ESP

Over the years, ESP has been defined differently by several authors, and many of them have concluded that satisfying learners' needs is the main purpose of this approach to language teaching (Dudley-Evans & St John, 1998; Harmer, 1983; Hutchinson & Waters, 1987; Mackay & Mountford, 1978; Strevens, 1988).

According to Mackay and Mountford (1978), ESP refers to the teaching of English for a "clearly utilitarian purpose" (p. 2). This implies considering the learners' needs which could be of an academic, occupational or scientific nature. From this perspective, Hutchinson and Waters (1987) suggest that the content or the methods chosen to develop ESP courses must be based on the learners' motives for learning. Likewise, Strevens (1988) argues that ESP has been "designed to meet specified needs of learners; related to content, to particular disciplines, occupations and activities; and centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics" (p. 84). This indicates that ESP teachers must make a deep analysis of the learners' needs before planning the content, strategies and activities for the course.

Dudley-Evans and St John (1998) modified and extended the definition provided by Strevens (1988). According to them, ESP had some 'absolute and variable' characteristics as follows:

Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners;
2. ESP makes use of underlying methodology and activities of the discipline it serves;
3. ESP is centered on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners. (pp. 4-5)

Regarding these differences and the definitions cited above, one can assume that most of the researchers agree that ESP is an approach that involves both learners' specific context and their specific needs. However, this approach posed challenges to the English courses offered in general leading to a differentiation between ESP and general English.

ESP vs General English

According to Hutchinson and Waters (1987), English Language Teaching (ELT) can be divided in ESP and EGP (English for General Purposes), and they state that learners' needs are specifiable in both approaches. However, they claim that "what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need" (p. 53). This means that ESP teachers and learners may be more aware of the language content and skills needed to succeed in a work environment.

Conversely, Robinson (1980) referred to General English as “general education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course” (p. 6), whereas he claimed that in ESP students learn “English en route to the acquisition of some quite different body of knowledge and set of skills” (p. 6). Regarding the content and language skills, Kitkauskiene (2006) affirms that general English “covers the teaching of the fundamentals of grammar, of expression as well as of phonetics and provides a stronger or weaker basis for possible later language studies” while ESP “is determined by different – professional/occupational, social and other – needs of the learner” (p. 89). According to this author, the main difference is that while EGP students learn the target language to use it in everyday situations, ESP students must be able to use it in both their professional and personal contexts. This means that main the difference lies in the learners and their purpose to learn the target language.

In contrast to general English, ESP considers learners’ specific work context and target needs. While general English teachers focus on the forms and functions of the language in general contexts, ESP practitioners must additionally acquire knowledge related to the students’ expertise area. ESP teachers also have to deal with the fact that they are not experts on the subject vocabulary and accept that some students may know more about the topic than what they do (Dudley-Evans & St John, 1998), and they also have to deal with “aspects such as needs analysis, syllabus design, materials writing or adaptation and evaluation” (Brunello & Brunello, 2018, p. 250). For this reason, it becomes essential that teachers and students work together making contributions to the class, to construct a good learning environment and make the learning process meaningful.

To conclude this section, it may be said that while ESP studies language in context and focuses on learners’ needs, General English focuses on the development of all the skills

needed to use the language in everyday situations. However, both are important for students to succeed in their personal and professional lives.

Types of ESP

Several types of ESP have been proposed over the years. According to Carver (1983) ESP can be classified in three types. The first type is English as a Restricted Language. Mackay and Mountford (1978) noted that air traffic controllers or waiters make use of a restricted language and they also claimed that “knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment” (p. 5). The second type is English for Academic and Occupational Purposes. Hutchinson and Waters (1987) identified three types of ESP, as it can be seen in the ‘Tree of ELT’ in figure 1. They are English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS).

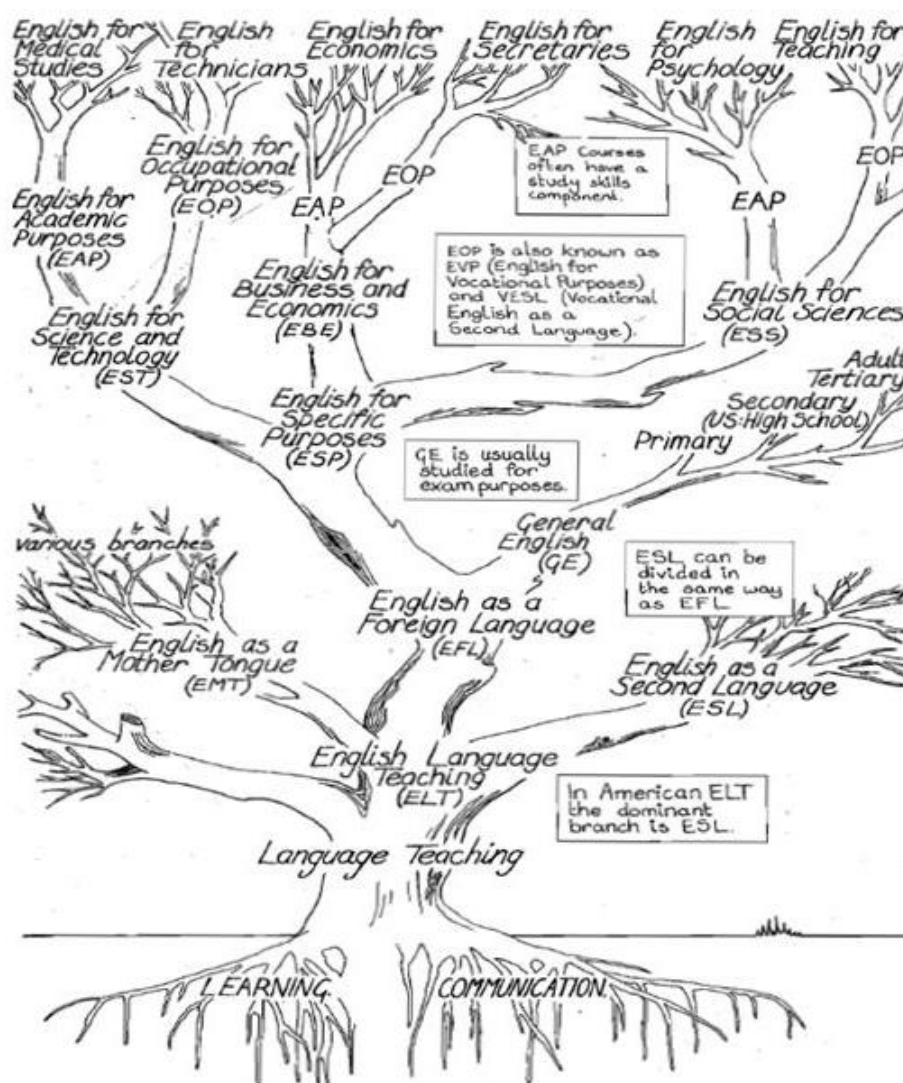


Figure 1. The tree of ELT (Hutchinson and Waters, 1987, p. 17)

Each of these areas is divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). According to the authors, there is not a clear-cut distinction between EAP and EOP. They stated that "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16).

The third type of ESP proposed by Carver (1983) is English with Specific Topics. He claimed that this type of English is concerned with anticipated future English needs of the learner, such as attending conferences or symposia.

It is important to bear in mind that even though all these types of ESP use different means, their final purpose is the same: to achieve successful communication in a workplace.

Roles of the ESP Practitioner

ESP courses vary according to the learners' target and learning needs. Therefore, ESP practitioners must assume different roles. Hyland (2013) describes the ESP teacher's role as "identifying the specific language features, discourse practices and communicative skills of target groups" (p. 6). This means that they must know about the target community to better prepare their students.

Swales (1985) proposed to use the label 'practitioner' rather than 'teacher', to emphasize that ESP involves much more than teaching. Dudley-Evans and St John (1998) claimed that the ESP practitioner has five different roles: Teacher, course designer and material provider, collaborator, researcher and evaluator, as it can be seen in figure 2.

The first role as a 'teacher' involves choosing the appropriate strategies that allow students to participate in more communicative and authentic scenarios (Otilia, 2015). According to Richards and Rodgers (2001), the role of the teacher is related to the approach they use. In the case of ESP, which is a learner-centered approach, the teacher should act as a consultant or a guide, giving students the opportunity to create their own knowledge.

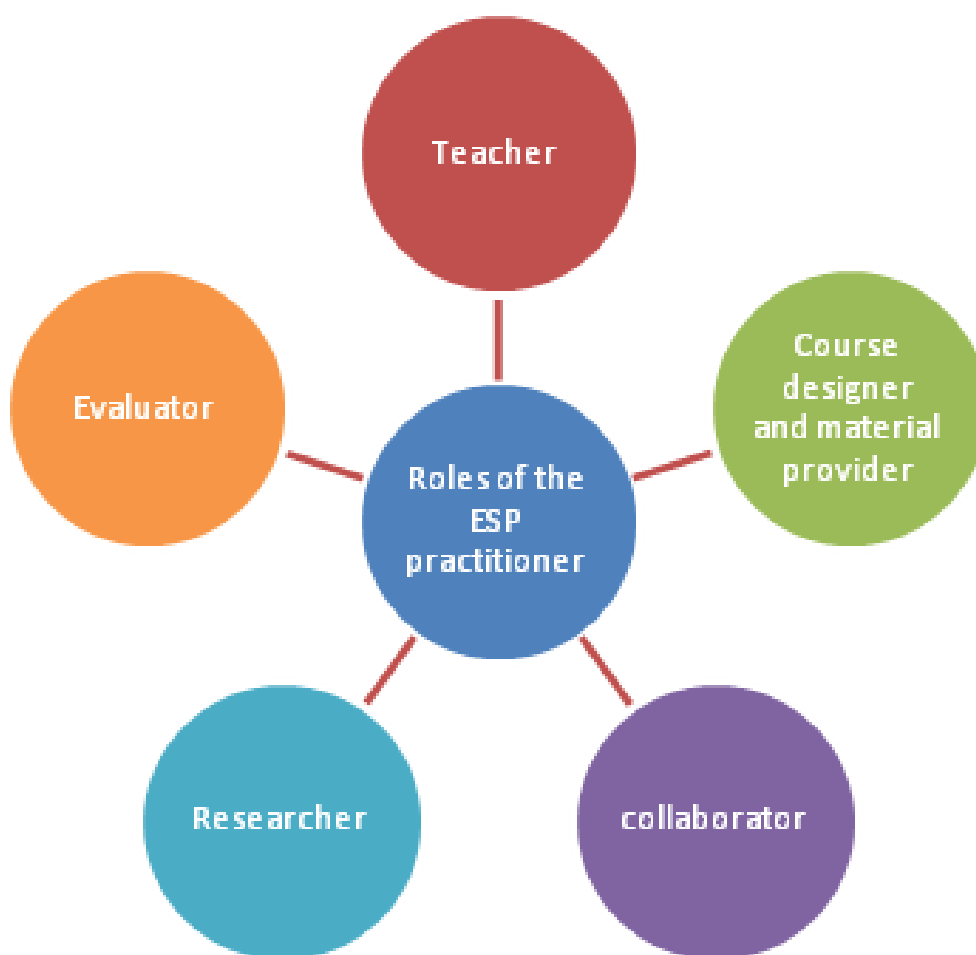


Figure 2. Roles of the ESP Practitioner (Dudley-Evans and St John, 1998)

In their second role as course designers and material providers, ESP practitioners must choose the most suitable contents according to their learners' specific needs and then, they have to decide what materials will help their students achieve their goals. According to Dudley-Evans and St John (1998), ESP practitioners may select materials that have already been published, adapt them if they are not suitable for their learners, or create their own materials when the published ones cannot be adapted.

The third role is that of collaborators and requires ESP practitioners to work together with content teachers to prepare students for academic and professional situations. Dudley-Evans and St John (1998) proposed three stages in the process of collaboration between ESP teachers and subject specialists:

Cooperation is the first stage which involves the language teacher asking or sharing ideas and questions about the students' subject course with the subject teacher.

Collaboration involves the more direct working together of language and subject teachers, to prepare students for particular tasks or courses. Team teaching is subject language integration where the actual working together in the classroom of the subject and language specialists occurs. (p. 43)

This means that to have an effective collaboration between the ESP practitioner and the content teacher, it is necessary that the former shows a genuine interest in the subject area, and the latter an awareness of the importance of the target language in the students' field of study.

Students are also a good source of information; therefore, collaboration between the ESP practitioner and them is advisable. Vargas Vásquez et al (2016) backed up this standpoint and claimed that ESP practitioners should listen to their students that sometimes are experts in the contents teachers present to them.

As a researcher, the ESP practitioner has to conduct research studies to be aware of the current trends in their field, in terms of methods, styles, genres to teach, and language knowledge and skills required by the field of study (Dudley-Evans and St John, 1998).

Finally, evaluation and assessment play a vital role in ESP. As evaluators, ESP practitioners must consider different ways to evaluate their courses, the teaching materials, their learners' achievements and their own methodologies (Dudley-Evans and St John, 1998). It is important to remark that evaluation is an ongoing process, which provides feedback to enrich the teaching and learning process.

ESP and Other Approaches to Language Teaching and Learning

As it has been stated before, English for Specific Purposes is an approach that aims to meet specific linguistic needs of particular disciplines or occupations. Teachers are language

experts whose goal is helping students improve their English in their field of study. In most cases, students know more content than the teacher and the language is adapted to the students' proficiency level (Martin del Pozo, 2017). ESP and other approaches such as Content and Language Integrated Learning (CLIL) and English Medium Instruction (EMI) share its components with the Content Based Instruction (CBI) approach where "students are taught academic content in a language they are still learning" (Lightbown, 2014, p. 3). Brown and Bradford (2017) define CBI as an approach to language teaching, which aims to engage students in authentic language use through the use of content, activities and tasks. Similar to ESP, its main focus is language learning.

On the other hand, regarding the similarities between ESP and CLIL, Foran and Sancho (2009) argue that both approaches are "goal directed, arise from needs analysis, resolve around *know-how* procedures and imply FL and occasionally first language use" (p. 114). However, their focus is different; while ESP focuses on language, CLIL focuses on the integration of both language and content. In CLIL, language is a tool to convey content and teachers are content experts with a high level of proficiency in the foreign language. Students seek to learn content and improve their English level at the same time (Martin del Pozo, 2017). Aguilar and Muñoz (2014) claim that while CLIL consists on the full integration of both language and content, EMI has a great emphasis on content but has no language objectives. This means that the only focus of EMI is on content, and it uses language as a vehicle. This approach is commonly used at a tertiary level, especially in universities with desires of internationalization. They offer programs to students who want to learn content and practice their English skills at the same time.

It is important for institutions, language teachers and students to understand the goals of these approaches and its differences to be more realistic in the design of the course

objectives. Depending on the chosen approach, stakeholders will know what to expect from the tasks and activities developed in the classroom.

ESP Teachers' Qualifications

According to Thomas (1993) ESP and general English teachers need to acquire and develop their linguistic and pedagogic competence, their language awareness and their specialized knowledge, in order to have an appropriate performance in their teaching. In terms of language competence, Richards (2017) stated that “the more one knows of a language, the better prepared one is to teach it” (p. 8). He also claimed that most English teachers are non-native speakers of the language, and that although many of them are linguistically competent, many others are not. The ones with a weak language proficiency might not be able to “solve unpredictable communication problems from moment to moment, or to ‘scaffold’ the learners at FL speech” (Mitchell, 1988, p. 166). Consequently, they “will crucially lack authority and self-confidence in the classroom, and this will affect all aspects of his or her performance” (Cullen, 2002, p. 220). Therefore, having an excellent English proficiency is one of the main requirements to be a qualified English teacher.

However, mastering the target language is not enough to teach it. Teachers also need to be pedagogically competent. The pedagogical competence is “the ability of an individual to use a coordinated, synergistic combination of tangible resources and intangible resources to achieve efficiency and/ or effectiveness in pedagogy” (Madhavaram and Laverie, 2010, p. 201). This means that a pedagogically competent teacher must be able to use all the available resources to achieve the course objectives.

The third qualification ESP teachers should have is language awareness (LA). According to Thornbury (1997), LA is ‘the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively’ (p. x). Nevertheless, Spratt (2017) suggests that ESP teachers should focus more on the “knowledge of the uses, genres

and registers of language that are typical of their subject area and of language for learning or regulative register, rather than of the underlying systems of language as a whole” (p. 52).

According to this author, teachers who are aware of these language features and functions will make better decisions for the planning and delivery of their lessons.

Finally, the fourth element ESP teachers need is the specialized knowledge, that is, the technical knowledge in the students’ field of study. Richards and Rodgers (2001) claimed that ESP teachers may not be prepared to teach content knowledge, since as language teachers, they are taught how to teach linguistic knowledge. Therefore, it is important to keep a collaborative relationship between the ESP teacher and the specialized teacher (Dudley-Evans & St. Johns, 1998), to use students’ knowledge as a support and to participate in different professional development programs that help teachers improve their performance and reach the course objectives.

ESP Teacher Development

For many scholars, teacher professional development refers to the enhancement of their teaching practice. Bolam (1993) describes it as activities that help teachers increase their knowledge and skills and allow them to reflect on their perceptions and attitudes about the education process to improve the quality of their teaching. According to Evans (2002) it refers to “ the process whereby teachers' professionalism and/or professionalism may be considered to be enhanced” (p. 131). Avalos (2011) defines it as the way teachers learn and apply that knowledge to enhance their students’ learning. Although this concept has been approached differently by many scholars, these definitions have something in common: teacher professional development is a process of growth in which teachers acquire knowledge and skills that will support the decisions they make in the classroom to foster students’ learning.

In order to provide teachers with the best tools and conditions to improve their practice and develop their profession, many educational institutions offer teacher development programs. The success these programs can be reflected in students' learning (Lockwood, 1998). This means that the teachers that succeed in these programs can help students achieve their goals more easily and efficiently. The content and objectives of these programs have varied over the years. Mahapatra (2011) conducted a review of some ESP training programs across the world and concluded that the model chosen to undertake these programs will depend on the context, time and teachers' needs. Some of these programs suggested that ESP teachers use self-training through action research (Tsai-Yu Chen, 2000), provide English teachers with knowledge of Applied Linguistics and ESP, allow them to design and evaluate materials and design courses based on their students' needs (Kone, 2007), and provide ESP teachers with enough content knowledge and knowledge of Functional Academic Literacy (FAL), which refers to the language of the academic classroom (Savas, 2009). Hien (2009) also proposed a flexible model based on their teachers' needs and time availability. According to the author, this program would ensure that teachers are encouraged to work collaboratively with other members of the team and the human resource managers would employ teacher performance appraisal efficiently to contribute to the enhancement of the teachers' professional development.

Literature review

A body of literature has been built on the challenges English teachers face in an English for Specific Purposes (ESP) teaching context. The studies reported here will guide this research in order to identify trends and factors that influence the teaching of ESP and the implications for English teachers and learners. Through this review, challenges identified were categorized in two main trends. The first refers to obstacles teachers find when teaching ESP and the second relates to difficulties teachers encounter in students' learning process.

Teaching ESP (Teachers)

According to Savas (2009), ESP teachers should demonstrate “a thoughtful and intelligent way of looking at the world, a willingness and ability to learn, having some knowledge of the academic world, the ability to work well in a team, the ability to listen to and motivate his/her students, highly developed critical thinking and the ability to convey this to his/her students” (p. 397). However, research studies report that ESP teachers face a number of challenges that basically revolve around two main issues: lack of teacher education and preparation to face the ESP task. This result may seem obvious as language teachers are educated and prepared to teach language rather than content. Therefore, they may have insufficient knowledge to teach subject matters (Richards & Rodgers, 2001). It is like teachers are forced to teach something they are unfamiliar with because even the academic/technical language in which the subject is presented is new to them (Savas, 2009). Traditionally, pre-service language teacher education programs prepare teachers-to-be to teach language in general and not the language of different disciplines (Bell, 1996).

Studies in this area have identified different deficiencies in teacher education programs. Aspects such as lack of specialized subject knowledge as they are not experts on the topic (Estaji & Nazari, 2015; Pei & Milner, 2016), lack of Functional Academic Literacy (FAL) which helps teachers to “provide the learners with formal schemas of academic

language through academic content they are already familiar” (Sava, 2009, p. 397), lack of ESP teaching training (Mebitil, 2011); and teachers’ basic knowledge of what ESP is (Pham, 2013) are among the main areas ESP teachers have to improve.

Teachers’ lack of specialized subject knowledge and FAL can have a deleterious effect on ESP teachers’ practice since they can lose confidence in themselves and their authority in front of their students leading to classes that may make students feel bored and confused because they focus on direct translation or intensive reading (Savas, 2009) neglecting the development of other skills. Although teachers have an awareness of their need for professional development such as further education, action research, autonomous learning, team-teaching and reflective teaching (Pei & Milner, 2016), they do not always have time or economic resources to do it and their institutions seldom provide them with these opportunities (Pei and Milner, 2016). However, when ESP practitioners take in-service teacher training courses, their beliefs and attitudes change in a positive way, and this is reflected in their teaching practice (Rajabi, Kiany & Maftoon, 2012).

In terms of pedagogy, studies report that teachers may seem to use more teacher-centered and grammar-translation approaches in their classes (Pei & Milner, 2016; Savas, 2009), followed by a great focus on grammar and vocabulary which hinders the development of the other skills, as well as a great emphasis on assessment, which “makes students learn passively and decrease their proficiency” (Hoa, 2016, p.159). In addition, this results in low motivation for the learners and distracts them from the opportunity to use language in communicative contexts (Poedjiastutie, 2017)

Teachers also reported lack of collaboration and cooperation with other ESP teachers and subject specialists (Estaji & Nazari, 2015). The effectiveness of cooperation, collaboration and team-teaching in ESP contexts has been analyzed by several researchers (Coppolino & Cianflone, 2009; Esteban & Martos, 2002; Hayland, 2002; Johns & Swales,

2002; Maletina, Karmanova & Kashpur, 2015). All of them have emphasized on the importance of having both content and language teachers working together towards a common goal: meeting students' needs.

Furthermore, other studies identified teachers' issues on identity as they indicated not feeling confident or motivated in teaching in an ESP context (Estaji & Nazari, 2015).

Machado (2017) analyzed the process of identity construction of an English teacher who worked in both general and specific contexts. She claims that this teacher's identity has been constructed from different learning and professional experiences she has had throughout her life. For instance, when this teacher had to teach ESP for the first time, she did not receive any training, so she had to learn in her practice, by reading specific texts and asking content teachers and students what was important to teach.

In this way, from trial and error, English teachers construct, deconstruct and reconstruct their identities from previous experiences. According to Jian and Xuesong (2018), English teachers construct and empower their identities as ESP practitioners when they receive the adequate instruction to improve their teaching practice and some of them, use their previous work experiences in other fields as an "important source of mediation to support their ESP teacher identity construction" (p. 6) However, many of these teachers struggle to construct and empower their identities as ESP instructors due to the undermined status ESP has in their institutions and the lack of support from these, which do not provide the necessary conditions, environments and professional development opportunities for them to accomplish their task.

Last, appropriate teaching conditions also affect ESP teachers. Aspects such as lack of appropriate number of class hours, number of students per class (Estaji & Nazari, 2015; Pham, 2013), and absence of a syllabus and programs to follow (Mebitil, 2011). Marwan (2017) also considered the amount of workload teachers are assigned during a regular week

as a challenge and the lack of time to prepare classes. Easthope and Easthope (2000) claim that a heavy workload can be a big difficulty for those teachers who want to prepare themselves to deliver quality instruction.

Besides, the lack of appropriate resources to deliver their classes is one of the most relevant findings (Estaji & Nazari, 2015; Marwan, 2017; Mebitil, 2011; Pei & Milner, 2016). These aspects also have relation to the next trend that refers to the learning aspect of an ESP context.

Learning in an ESP Context (Students)

The second trend refers to aspects related to the learning process in an ESP context. The first relevant aspect to be mentioned is the lack of students' motivation and interest to learn English (Mebitil, 2011; Marwan, 2017). This is observed through a high rate of class absences and lack of respect to the teacher (Mebitil, 2011). Davoudi-Mobarakeh, Eslami-Rasekh and Barati (2014) analyzed the attitudes of a group of English for General Purposes (EGP) and ESP students and their teachers' perspectives towards their classes at a university level. They found out that EGP students were more motivated to learn the target language than ESP students. According to them, contrary to the EGP teachers, ESP teachers struggled to keep their students' interest towards learning, due to the lack of appropriate materials to teach and courses where students' needs and wants were not a priority. In some cases, students had high expectations towards ESP courses because they were aware of the benefits these would bring to their professional careers, but in the classes they became apathetic and uninterested (Marzá, 2012).

A second challenge relates to having varied students' proficiency levels in the same class (Mebitil, 2011; Pham, 2013, Estaji & Nazari, 2015; Hoa, 2016), which may result in a mismatch between reality (students' proficiency level) and the expectations of the program (Marwan, 2017). Teaching multilevel classes can also be a challenge not only in ESP

contexts but in English teaching in general. Sarwari (2018) found that in these contexts, teachers have to deal with different issues, such as lack of initial assessments that identify students' abilities, wants and needs, lack of suitable materials that help all the students improve their current level, and lack of experience or training that allows them identify each student's learning style and thus, plan activities that have into account the different proficiency levels of the course.

In Colombia, little research has been done to analyze the challenges English teachers face in their ESP teaching practice. However, some studies have tried to implement different strategies to improve the ESP teaching and they have highlighted several limitations or challenges that English teachers face in their practice.

The reviewed studies revealed lack of teachers' knowledge of the content area, lack of collaboration with other English teachers and with the content teacher (Lopez Clavijo, 2009), lack of ESP materials (Bautista Barón, 2012; López Clavijo, 2009) few English hours for the course, lack of time for English teachers to meet with content area teachers, students from different majors in the same class (Granados Beltrán, 2011), lack of interest from students (Díaz Ramírez, 2014; Granados Beltrán, 2011), lack of students' autonomy in the use of strategies, and teacher-centered methodologies (Díaz Ramírez, 2014). It is evident that the findings inside and outside the country are quite similar. With this study, the researcher aims to discover which of the issues already mentioned are also faced by some Colombian teachers at SENA to determine the best possible solutions to the problem. In the following chapter, the methodology and instruments used to collect and analyze the data will be described.

Chapter 3. Methodology

In this chapter, the research methodology followed in this study will be addressed. This includes decisions regarding the research paradigm, type, and design selected, the data collection instruments and techniques used, and the procedure to collect and analyze the data.

Research Paradigm

Defining the different research paradigms and their applications and implications on education has always been a matter of great relevance for novice and experienced researchers. Having these terms clear is essential since it allows researchers to show their preferences on how they want to conduct their research, that is, how they analyze or interpret the data they collect or the results they obtain.

Most researchers usually tend to use labels for their beliefs, assumptions or the way to see their reality. This is what they catalog as their paradigm. Egbert and Sanden (2014) define this term as “a researcher’s specific stance on how knowledge (as defined by that same researcher’s specific epistemology perspective about the nature of knowledge) can be revealed” (p. 32). The paradigm reflects the researcher’s beliefs and supports the theories they choose and the way they carry out their investigation. Mackenzie and Knipe (2006) define this term as a way to describe a researcher's worldview. This worldview refers to their beliefs and the way they interpret all the data they collect. Kivunja and Kuyini (2017) claim that a paradigm tells the researcher what should be studied, how the research project should be conducted, and how meaning will be constructed from the data they gather. It means that a research paradigm is the base of a research process. It refers to the way we see and interpret the world, and this will have great implications on the decisions a researcher makes, such as the type of method or methodology they use.

Different types of paradigms have been established throughout the years. Santamaría (2013) classifies them into three groups: positivist, interpretivist or hermeneutical, and

critical. The interpretivist paradigm is subjectivist as it considers that the reality is created by individuals in a group, therefore, it cannot be measured but interpreted and understood (Santamaría, 2013). According to Morrison (2002) interpretivists involve themselves in the research environment and aim to “explore the ‘meanings’ of events and phenomena from the subjects’ perspectives” (p. 18). In other words, this paradigm allows the researcher to establish a closer relationship with the studied group and thus, collect, analyze and interpret all the data through interaction with them.

Since this study aims to describe the challenges ESP teachers face in a vocational institution, it is necessary to understand the nature of these issues and the beliefs teachers have about the teaching of ESP, to start looking for strategies that help them overcome those difficulties. Therefore, this seems to be the most appropriate paradigm to conduct this research study.

Qualitative Research

The research studied reported in this document used a qualitative approach to analyze and interpret the data collected. According to Creswell (2009) “the qualitative approach is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). The researcher of this project seeks to observe and listen to those experiencing the problem under study, and make interpretations of what is seen, heard and understood.

One of the characteristics of qualitative researchers is that they “study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2005, p. 3). This means that in this type of study, researchers collect the data at the place where the participants experience the problem. Creswell (2007) lists some characteristics related to this design as follows:

- The research process takes place at the site where the participants experience the issue.
- The researchers participate actively in the process of gathering the data themselves.
- The researchers collect the data through different instruments such as observations, interviews or documents analysis.
- The researchers organize the data from “the bottom-up”, that is, from simple and concrete units of information to more abstract themes.
- The researchers focus on the meaning that the participants give to the problem or issue.
- The research process is emergent. This means that it may change with the collection of the data.
- The researchers may use a lens to view their studies, according to the type of context where the research takes place.
- The researchers interpret what they observe and hear during the interactions with the participants.
- The researchers have a general view of the problem and study all the possible factors that affect the situation.

Maxwell (2012) states that a researcher has three types of goals to do a study: personal, practical and intellectual goals. In this case, the researcher’s personal goal or what motivates her to conduct this study is her curiosity of learning more about the ESP approach, but also her desire to improve the quality of the education her students receive in their institution. Her practical goal is to help teachers identify the main constraints they experience when teaching English for Specific Purposes, so they can look for the best strategies that help them improve their teaching, and consequently, their students’ learning.

Finally, her intellectual goal is to understand the causes and factors that affect the teaching of ESP at her workplace and the meaning that the participants give to the problem under study.

Research Design: Case Study

Using a case study seems to be the most suitable design to understand the issues ESP teachers face in the classroom. According to Merriam (2002) a case study is “an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community” (p.8). Several authors have identified some characteristics of this design. For instance, Cohen et al. (2007) claim that case studies allow the researcher to establish causes and effects, which can be observed in real contexts, while Robson (2002) affirms that they allow the researcher to create analytical generalizations that help them understand similar cases or situations.

Creswell (2007) distinguishes three types of case studies: the single instrumental case study, the collective or multiple case study, and the intrinsic case study. He mentions that in the single instrumental case study, the researcher chooses one case to illustrate the issue or problem; in the collective or multiple case study, the researcher analyzes two or more cases; and in the intrinsic case study, the researcher focuses on the case itself due to its the uniqueness. The researcher of this study used a single instrumental case study due to the similar conditions English teachers experience at this institution. This would allow her to make some analytical generalizations.

In order to analyze the challenges English teachers face in this vocational institution, the researcher chose 16 teachers who teach ESP in different programs. Three different techniques were used to gather the data: a semi-structured interview, a questionnaire and document analysis. They will be described below.

Data Collection Techniques and Instruments

As it was stated above, one of the instruments to collect information from the participants involved in this research is a questionnaire. Bell (2005) claims that designing a good questionnaire is not always an easy task, since the researcher must bear in mind some aspects such as choosing the right type of questions that collect all the required information and avoid ambiguity or imprecision. The author recommends piloting questionnaires before sending them to the participants of the process in order to validate the questions, and making the necessary adjustments. She also advises asking for approval or permission before proceeding to distribute the questionnaire to avoid problems with the institution.

The second instrument used in this project was a semi-structured interview. Adams (2015) affirms that a semi-structured interview is an instrument that employs both close- and open-ended questions and allows the researcher to ask follow-up questions based on the interviewee's answers. This technique gives the participant the freedom to express their opinions, beliefs or perceptions of the problem. Nevertheless, the same author also points out that semi-structured interviews can be time-consuming for the analysis and require the researcher to be focused on the relevant issues.

Also document analysis was used to get information from the curriculum. Bowen (2017) defined document analysis as “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material” (p. 27). This instrument allows the researcher to analyze different types of documents such as diaries and journals, maps, letters, program proposals, reports, among others (Bowen, 2017). In this research project, the author used this instrument to analyze the curriculum proposed by the institution to teach the target language. The aim is to analyze and corroborate the information collected from the questionnaire and interviews applied to the

participants of this study. The purpose of triangulating data is to provide enough evidence that reduce the biases of the study and increase the credibility of the findings.

Context Description

This research endeavor was carried out at the most important technical and technological school in Colombia: the National Apprenticeship Program (Servicio Nacional de Aprendizaje, SENA). This vocational school offers free technical and technological programs to low income students that want to become part of the country's labor force and increase their companies' competitiveness. It also trains and assesses citizens that already work for a company but aim to certificate their skills. The training programs are designed and updated based on the industry's requirements. The institution provides an integral professional training, which encourages students not only to learn the technical knowledge they will require to perform effectively in their work environments, but also educates them to be better human beings, full of values, positive attitudes, and with desires of constructing new knowledge and transforming their society (Páez, 2012). Instructors play the role of mediators. They guide learners and facilitate their process of knowledge construction through the use of effective teaching techniques and learning strategies.

At this institution, English is taught taking into consideration the students' immediate needs, that is, with a general or specific purpose. The teaching of English for Specific Purposes (ESP) at SENA is an area that is growing and its main objective is enhancing students' communicative skills so they can increase their companies' productivity and quality. Technical programs receive an amount of 180 hours of English, while technological programs receive 360 hours. Students' English level varies from beginner to intermediate and it is quite common to have mixed level-classes.

SENA does not work with specific published English textbooks. Instead, teachers use some virtual resources designed by the institution called OVAS (Objetos Virtuales de

Aprendizaje), which can be worked on a platform called Blackboard. This platform allows instructors and apprentices to be connected and share experiences inside and outside the classrooms. English teachers are also allowed to adapt and create their own materials based on their students' needs.

Participants Description

The participants of this study are mainly teachers who teach ESP at SENA. Students' perceptions about how the target language and how this is taught at their institution will be also included. To work at this place, teachers are required to have a university, technical or technological degree on any field. Nevertheless, those with a bachelor's degree in English language teaching have more chances to be selected for the job. According to their educational background, they must be able to provide accreditation of some years of experience teaching English and they must also prove they have a B2 or higher English level through an international proficiency certificate. These tests must be taken no more than two years before applying to the position. ESP knowledge and experience are not required to apply to the job.

Students participating in this study, or apprentices as they are called, are low income teenagers and adults aged 17 and above, who belong to different technical and technological programs. They have mixed English levels, ranging from beginner to very advanced. However, the results provided by the Saber Pro test, which is the state examination for higher education quality that students take before graduating any technological or university program, shows that SENA apprentices are not reaching the proficiency the level proposed in the curriculum (B1 for technological programs). Therefore, it is imperative to analyze all the possible factors that are affecting or hindering their English learning process.

Ethical Considerations

In order to carry out an ethical study, first, the institution was informed of the objectives of the study and permission to collect the data was given. Then, all the participants were informed that the data collected would be used for research purposes only, and they voluntarily accepted being involved in this investigation.

Chapter 4. Results

In this section, the results of the data collected will be presented. The data was gathered through a semi-structured interview and a questionnaire, to analyze the teachers' and coordinator's opinions and perceptions about the challenges of teaching English for Specific Purposes (ESP) at their institution; also, an analysis of the language curriculum followed at SENA and the language results students have obtained in the Saber Pro test during the last three years. The aim of this section is to identify the challenges teachers face when teaching ESP, their opinions on the possible solutions to overcome such challenges, and how they affect the performance of the students during the mentioned standardized test.

Questionnaire

The first instrument used to collect data was a questionnaire. It consisted of 19 questions and it was answered by 16 teachers, through a software called QuestionPro. Before responding, teachers authorized the use of the information collected. The first part of this questionnaire, which dealt with teachers' profile, showed that most of them reported having a bachelor degree in foreign language teaching, a C1 English level and more than 5 years of experience.

The second part, which explored the strategies teachers used to teach ESP, reveals that 42% of the participants mentioned they had not received any preparation to teach ESP (figure 3), but those who reported having received some kind of face to face or virtual training, acknowledged it helped them prepare for their teaching, as it can be seen in figure 4.

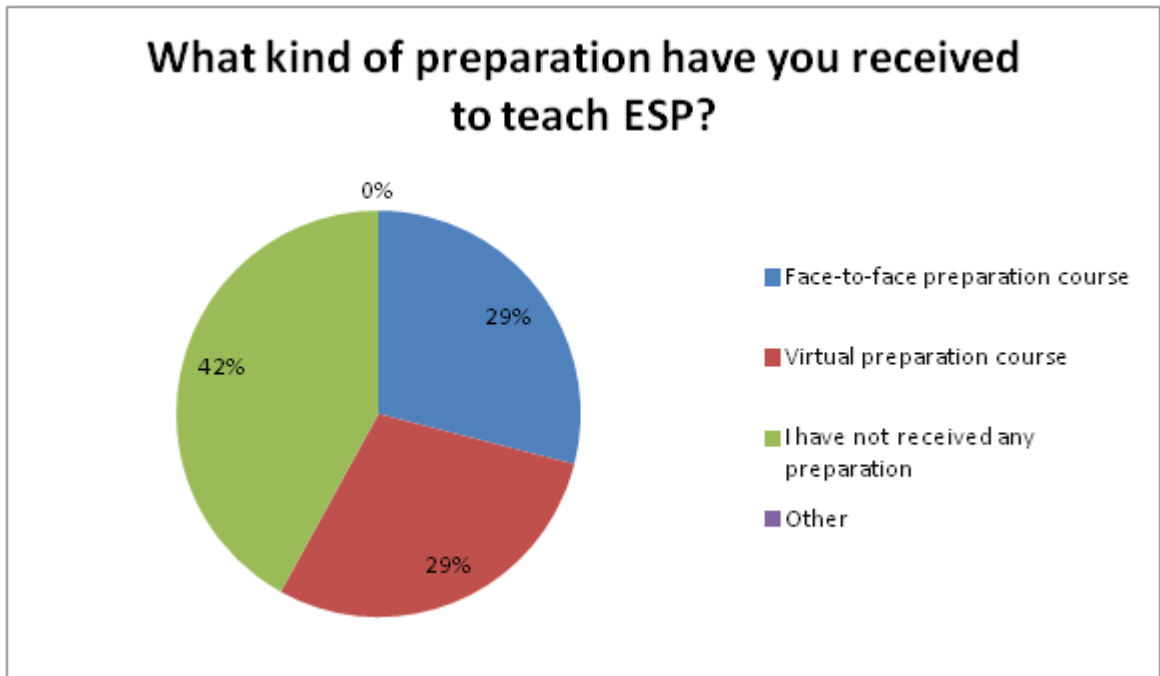


Figure 3. Teachers' Questionnaire - Question 6

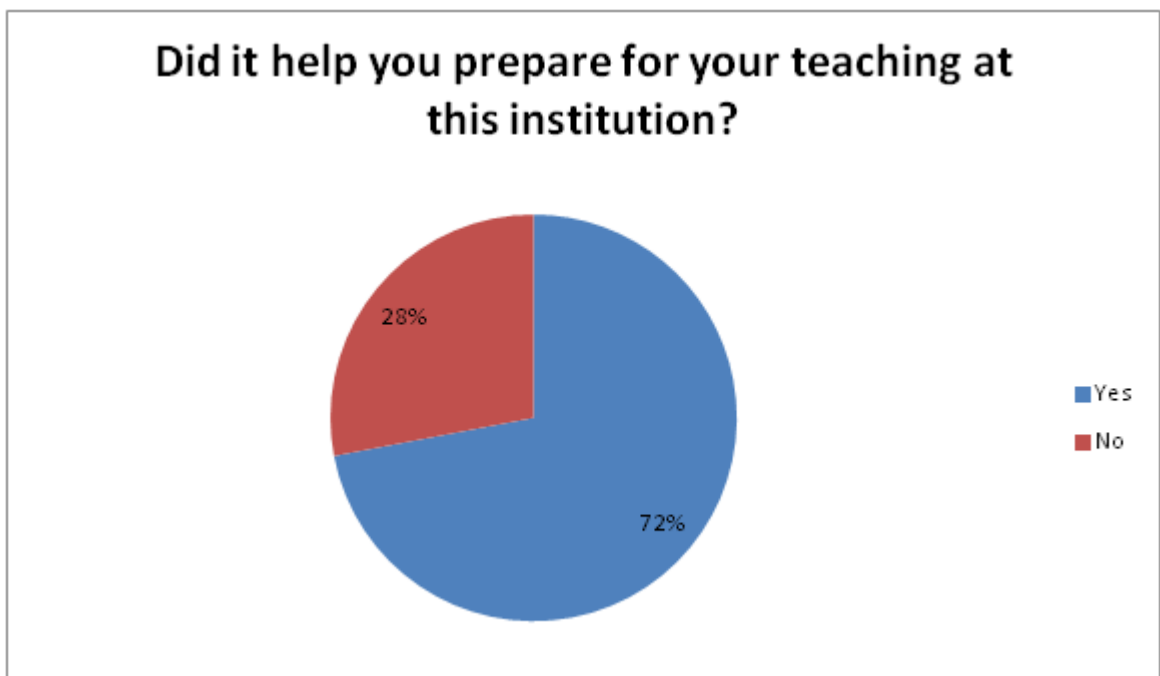


Figure 4. Teachers' Questionnaire - Question 7

In addition to this, 60% of the participants acknowledged following a pre-established English language curriculum given by the institution and 53% of them said the curriculum was focused on ESP. Nevertheless, 80% claimed that it did not include suggested activities,

materials or assessment instruments, and 85% reports having designed their own curriculum, as it can be seen in figures 5 and 6.

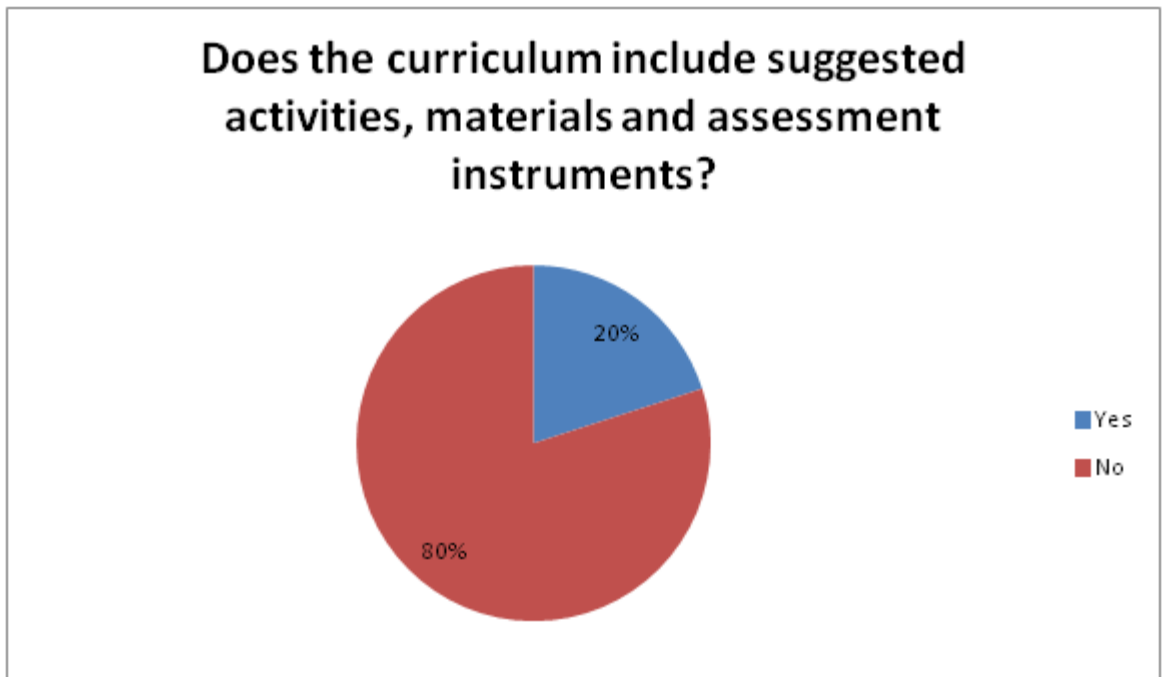


Figure 5. Teachers' Questionnaire - Question 10

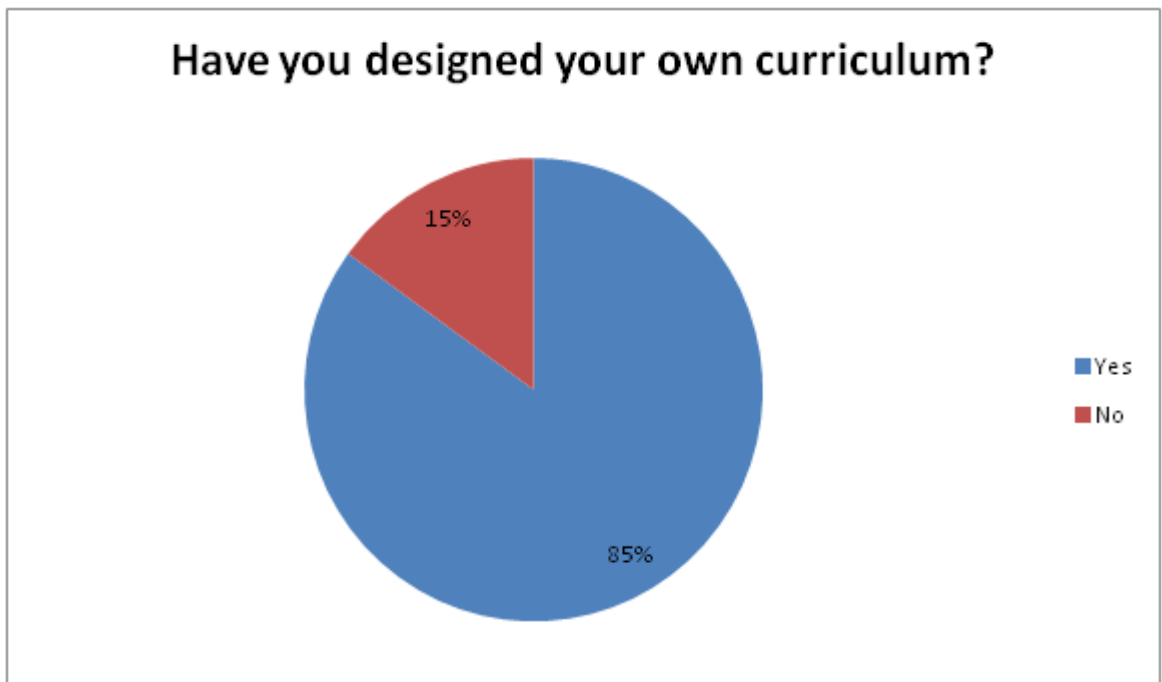


Figure 6. Teachers' Questionnaire - Question 11

In terms of cooperation at the workplace, 67% of the teachers said they usually meet with other language teachers to discuss curricular aspects of the program (figure 7), and 64% reported having worked with the content teachers of the programs they teach (figure 8).



Figure 7. Teachers' Questionnaire - Question 12

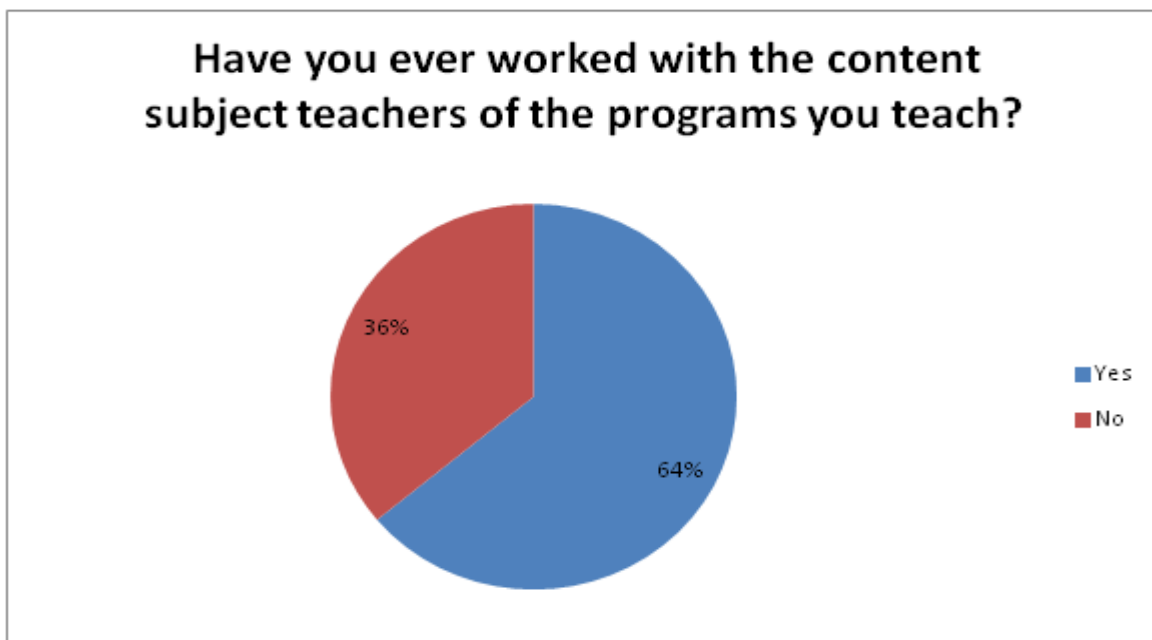


Figure 8. Teachers' Questionnaire - Question 14

Finally, when teachers were asked to rank some of the challenges they face in their ESP teaching, 53% of them agreed that the most challenging aspect of teaching ESP is the lack of appropriate course materials as it can be seen in figure 9.

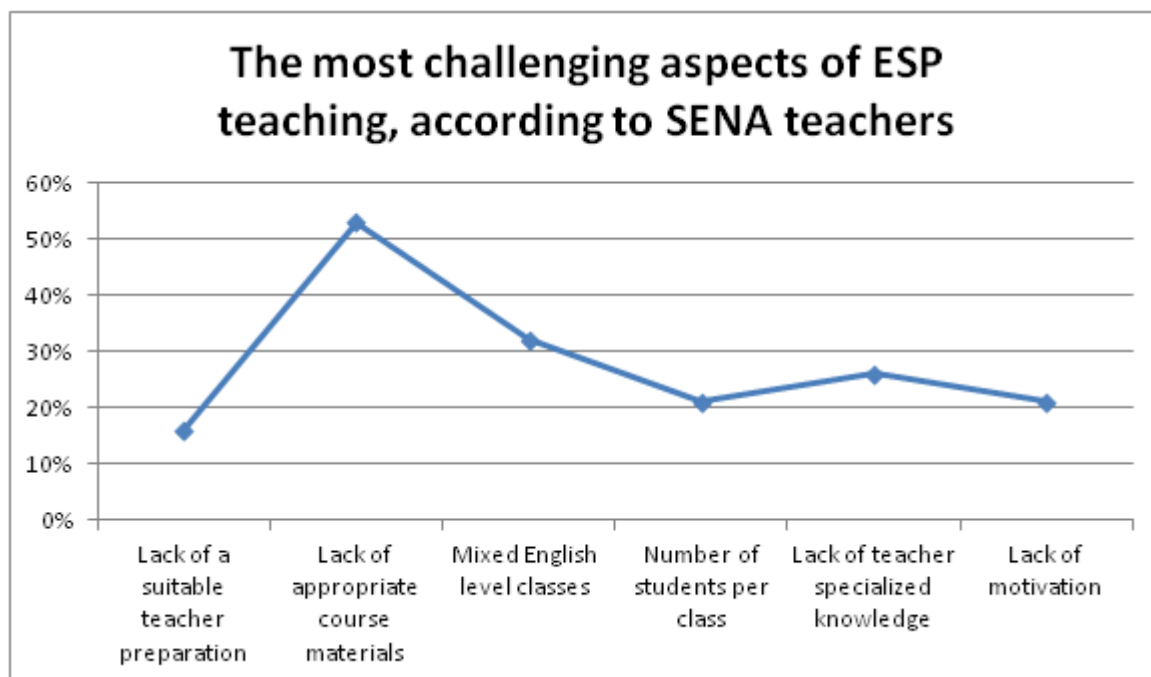


Figure 9. Teachers' Questionnaire - Question 17

In general, the results of this questionnaire revealed that most participants acknowledged they had not received ESP preparation before. They also recognized they followed a curriculum, but it did not include any suggested activities, materials or assessment instruments, so they had to design them. In addition, they also mentioned having worked with other language teachers and content teachers. And last but not least, they reported the lack of appropriate course materials as the most challenging aspect of their ESP teaching.

Semi Structured Interview

The second instrument applied to this research was a semi-structured interview (SSI) with the purpose of identifying the teachers' profile, strategies and perceptions on the problems they face when teaching ESP. The questions of the SSI are similar to the ones of the questionnaire; however, they may vary according to the participants' answers. This is supported by Adams (2015) who claims that "the dialogue can meander around the topics on

the agenda—rather than adhering slavishly to verbatim questions as in a standardized survey—and may delve into totally unforeseen issues” (p. 493).

The participants of this SSI were selected taking into account their work experience as general English teachers and as ESP teachers. I decided to choose four teachers, two of them can be considered novice with less than 5 years of experience and the other two experts with ten or more than 20 years of experience. They will be labeled as T1 to T4.

In this part, I will analyze the teachers’ responses to each one of the questions, which will be labeled as Q1 to Q20.

As it was mentioned above, the first part of the interview was intended to analyze the teachers’ profile, so Q1 to Q4 will deal with this topic. The results show that all the teachers interviewed have education background in the field of foreign language teaching at the undergraduate level. Only one holds an M.A in TESOL. In terms of English language proficiency, three of the four reported having a C1 level and the other teacher reported a B2. These levels are the result of the standardized test APTIS which is mandatory for SENA instructors. As regards professional experience, teachers’ experience in general ranges from 3 to more than twenty years and their time at SENA ranges from 8 and 23 years and one of them just three months. In general, teachers have experience, education and English language level required for the job.

The second part of the interview, which comprises Q5 until Q9, deals with the strategies teachers use to teach ESP in their daily practice. Q5 and Q6, for instance, consisted of the preparation they had received to teach ESP. Teachers’ answers show that they acknowledge having previous preparation when they started to work at SENA. However, some of them report that this preparation was not related to learning how to teach an ESP context. The following responses were given:

We have received pedagogical training, but not related to ESP (T2)

We have had some conferences but we don't have too much information about ESP.

The conferences haven't helped me prepare for my teaching here. It's pretty difficult for me to understand that kind of information. I do things on my own. (T3)

However, the teacher 4, who has been working at this institution for more than 20 years, acknowledges having received preparation related to ESP in the past, but she also recognizes that such preparation was not enough and that she had to invest time to prepare herself:

We've had several trainings but we haven't taken any in the last decade. In the past we used to have several preparations, people coming from different companies. Even we had a deal with a university of New York. They taught us how to teach ESP. We also used to have a program called English discoveries online, but at the beginning we had face to face classes. They used to bring us ESP material. But this preparation wasn't enough. I had to learn by myself how to deal with all of the directions and the topics. (T4)

She also highlights that at university she was taught how to teach General English rather than ESP, which can be considered a challenge for most English teachers:

It was never easy at the beginning. I was taught as many other licenciados (Bachelor) how to teach general English and then when I arrived in here and was told to teach technical English, the first things that comes to your mind is to teach vocabulary because that's what other people use to tell you. But I've always thought that if you don't communicate with the language, it doesn't have any sense at all. (T4)

In general, she states that things have changed in the present and that the responsibility of preparing quality ESP instruction is all on the English teacher:

After 22 years and a half I can see that we have made a lot of changes, and there's not a right or one methodology to follow or at least materials that you can take into

account and say, this is it, this is what you have to use with your students, there's a big variety, sometimes this is positive, but many other times it's not like that, it's negative. (T4)

Regarding Q7, which deals with the existence of a curriculum and its characteristics, three of the teachers recognized the existence of a general curriculum. They mentioned it only includes topics and that it focuses on general English. They also mentioned the learning guides that suggest activities and materials. This may mean that teachers do not have a clear concept of what curriculum is and what the role of the learning guides are.

We have to follow learning outcomes that students need to accomplish, but we are free to use our strategies and there's no like a strict material that we have to use.

There is something called learning guides and you can use them to teach any programs and there are some activities suggested. (T1)

We have some guides and structures to follow to teach our classes. They include the technical vocabulary of the students' context (area). The learning guides include some suggested activities. (T2)

We have a curriculum, but it's a general English curriculum. But it doesn't include any suggested activities, materials or assessment instruments. That's something I have to design on my own. I just have the topics I have to teach, but I have to design the strategies and choose the methodology. (T3)

There's a pre-established curriculum in Sofia Plus, our system, you can download the different files and they call it: programas, but in fact, it's not an ESP orientation, it's general English. They were supposed to change that time ago, we have been told that there are other files with the construction of ESP orientation materials, but we don't see it formalized in the system. (T4)

When teachers were asked whether they had designed their own curriculum, most of

them responded affirmatively, which reinforces the finding above in terms of teachers' understanding of what curriculum is. Although they acknowledge SENA has a curriculum, they report designing their own curriculum meaning designing lesson plans, activities and materials. Only T4 made a clear distinction referring to this issue:

The curriculum doesn't have any suggested activities, or materials or assessment instruments, you have to design all of them, I mean, it's just topic by topic. (T4)

When teachers were asked if they met with other English teachers to discuss curricular aspects of the program, all of them replied affirmatively. They also mentioned having meetings at least every two months. In these meetings, they discuss activities that help learners achieve the expected outcomes.

We meet every two months. We have discussed the way learners have to follow to gain all the knowledge that SENA wants instructors to teach. (T1)

We are trying to improve the activities for the courses we have at the moment. We meet every two months. (T2)

The last question of this part of the interview (Q9) deals with the cooperation between English teachers and content subject teachers. Three of the four teachers report they have met with content subject teachers of the specific programs they teach. They indicate they meet to discuss how English will be included in the project based approach the programs follow. The teacher who has not met the content teachers admitted that he has not had time to meet with them. He reported having met with them only at the beginning of the year.

I asked them some questions about the project and what part of the project are the students working on and based on that I prepare my classes. Each program at SENA has to develop a project, e.g. if it is sales, they have to design a project about how to increase sales through technology, and English has to be included somewhere. (T1)

We need to discuss the changes or activities we need to share with the groups. (T2)

Because we don't have time to meet. So I have to work by myself. At the beginning of the year there are some meetings with those teachers but that's it. We talk about the problems we face and the things we have to do to solve those problems. (T3)

It's pretty important to do that (to meet content subject teachers). It's relevant for your students that you know exactly the context that they are coming to learn, if you don't know what your apprentices are coming here to learn, then you believe they are here to learn general English, and English is not the center of their learning, it's totally the opposite. Their center of learning is the vocational area, and we help this area to be communicated by the language. (T4)

T4 also placed particular emphasis on the importance of a good attitude at the moment of interacting with content subject teachers. She claimed that not all of them were open to share their knowledge with her:

I started to talk to other teachers, the content teachers, the vocational classes, to know more about the forms, about the scripts they had to use at that moment but sometimes it was intrigue, because some of the instructors wanted to share what they needed but others didn't. I remember some of them their attitude was like: *"of course, I'm really glad that you want to know more about this in your class. I suggest you to use this form, these files, I have vocabulary for you here"*, but others were like: *"you can use a dictionary"*, and they didn't want to tell me anything else. Everything is about the attitude of people, and my attitude was to make the class fun but at the same time my students used communicative English and used the technical English for something real. It had some sense for them. (T4)

The last part of the interview was intended to analyze the challenges teachers have faced when teaching ESP (Q10) and some possible solutions or recommendations they propose to overcome such challenges (Q11). The most common challenge identified by most

of the teachers was the lack of specialized knowledge and strategies to teach ESP:

Lack of teachers' specialized knowledge. It's difficult to teach something you don't know of. (T2)

We don't have enough people to teach ESP. We don't have the technical knowledge. (T3)

One of the challenges for the English instructors is to make the technical vocabulary as communicative as possible, I mean, to transform just a list of words, into something meaningful in communication, to transform that in coherent and meaningful dialogs. (T4)

Students' attitude was also regarded as a big challenge among three of the four teachers. They report that most students perceive English as a requirement to graduate from their programs and not as a useful communication tool that will bring them more opportunities in their professional lives:

They need more motivation, that is why instructors need to motivate them. (T1)

Students' attitude. They receive English classes because they have to. It is a requirement to graduate. (T2)

Depending on the attitude they are bringing, always there are one, or two, or three of them who are trying to use Spanish or would tell you something like "profesora hable en español que yo no entiendo el inglés" (Ms, speak Spanish that I don't understand English!) So they make some kind of sabotage in your class and then you have to deal with that and that's a big challenge for the instructor. (T4)

The lack of digital resources and appropriate classrooms was also remarked by two of the teachers:

Digital resources are needed to guarantee a deeper and lasting understanding of the knowledge. (T1)

The other challenge is to deal with the coordinators, the administrative staff, in general, when you need better environments, better classrooms, I can't imagine classes nowadays without video or audio. Unfortunately, many of our teachers here don't have those resources for different reasons, not all of them have the chance to use the lab, for example. (T4)

Two of the teachers also highlighted the lack of time to prepare classes and attend meetings as a challenge:

We have to spend a lot of time preparing those classes and the institution doesn't give us time to do so. (T3)

Also, one of the challenges is that English instructors participate in one of the sessions where their apprentices put in practice the language, and that includes again making contact with technical instructors, otherwise there won't be any chances at all because you know in the English classroom it's just a practice but it's not the real practice of their area, so that would take more time from the English instructors and sometimes it's not fair. (T4)

T1 recognized having issues with mixed level classes and regarded students' pronunciation as a challenge. T2 also placed emphasis on the little amount of English hours that students received, and T4 acknowledged that it was a big challenge to teach different programs in the same term:

Students' pronunciation and mixed English level classes. (T1)

We don't have enough time with the students, technical courses only receive 180 hours while technological courses receive 360 hours. (T3)

One of the challenges and the worst is when the instructor is assigned for this trimester for different areas (cooking, accounting) so one doesn't have any point of meeting with the other one and then you have to start all over again like learning from

yourself, learning from the others and that's really hard, that's not the best way to work but I'm sure that's what some of our instructors have to deal with, unfortunately. (T4)

Finally, the participants of this interview gave their possible solutions or recommendations to some of the issues mentioned above. Regarding the lack of ESP knowledge and strategies, the following suggestions were given:

We need to do some research to learn the technical vocabulary and design activities based on it. (T2)

SENA has to prepare teachers with ESP strategies and the technical knowledge of the area with are teaching. (T3)

To keep update with the language and also with the technical knowledge of what's going on in the areas where the apprentices are coming to learn. (T4)

To change students' attitude, teachers gave the following recommendations:

To motivate them, and include a variety of activities, not always the same. I try not to use too much grammar and I use different activities to develop all the skills, because at the end the most important thing is that students can communicate and interact by speaking. (T1)

We need to change students' attitude and mind, to make them understand the importance of English for their personal and professional lives. (T2)

For mixed level classes, T1 suggested adapting materials and instruction according to the students' levels and using advanced students to support those who are behind. To overcome the challenge of teaching different programs during the same term, T4 proposed assigning ESP teachers to the same programs all the time, so they can become experts with those contents.

To sum up, most of the teachers who were interviewed claimed they have not

received any preparation related to ESP, and if they did, it was not enough or did not prepare them in the way they expected. They also mentioned that they had to do their own research about ESP teaching, due to the lack of preparation, resources and materials to work. Besides, some of them did not have a clear idea of the meaning and composition of a curriculum. Finally, teachers also reported having few or even no meetings with subject content teachers due to a heavy workload or lack of interest, and they also considered the lack of specialized knowledge as a big challenge to teach ESP.

Document analysis

SENA language curriculum was the document analyzed in the data collection procedure. According to Finney (2002), curriculum is “the planning, implementation and evaluation of an educational program, the why, how and how well together with the what of the teaching-learning process” (p. 70). The language curriculum at SENA aims that students who are enrolled in technical courses acquire an A2 ‘elementary’ level in 180 hours, while those who are enrolled in technological courses acquire a B1 ‘intermediate’ level in 360 hours. These levels and the criteria to assess them have been defined by the Common European Framework of Reference for Languages (CEFR), which is an international framework established by the Council of Europe, that aims to create standards that allow people to validate their language ability.

The curriculum is divided in five parts. The first part is called ‘Resultados de Aprendizaje’ (Learning Results), and it refers to statements that are associated with the learning and evaluation activities that guide the instructor and the apprentice in the verification of the cognitive, motor, evaluative, attitudinal and appropriation processes of the technical and technological knowledge required in learning. The second item is called ‘Conocimientos de proceso’ (Process Knowledge), and it refers to the procedural and technical skills that will be worked during the course. The third part, ‘Conocimientos de

Conceptos y Principios' (Knowledge of Concepts and Principles), includes the knowledge, concepts or contents of the course. The fourth part, 'Criterios de Evaluación' (Evaluation Criteria), indicates what students must achieve in their learning process. Finally, the last part called 'Perfil Técnico del Instructor' (Technical Profile of the Instructor) includes the requirements teachers must meet in order to teach English at this institution.

It is important to mention that the language curriculum is the same for all the programs at SENA, so it highlights that students must learn technical language, but it rarely specifies the topics. For instance, in the category 'Knowledge of Process and Principles' of the first course, it is evident the emphasis on grammar and general English topics. The second course also has a great emphasis on grammar, but it includes a small part called technical vocabulary, which mentions topics such as descriptions of work situations, office supplies and equipment, interpersonal relationships, and problems or concerns at the workplace, as it can be seen in Appendices C and D.

In addition, the curriculum does not specify the method, materials, suggested activities, or assessment instruments that teachers should use in their ESP teaching. As regards curriculum development, Richards (2001) indicates that:

It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs to determine an appropriate syllabus, course structure, teaching methods and materials and to carry out an evaluation of the language program that results from these processes. (p. 2)

Thus, the curriculum at SENA may lack some important aspects that are necessary for an effective language teaching.

In sum, although the language curriculum at this vocational institution reiterates it focuses on both General English and ESP, it may have a greater emphasis on the former. In addition, it shows a remarkable focus on grammatical structures, which may hinder the

development of other skills. Finally, it may lack important components that facilitate teachers' work.

Chapter 5. Discussion

This chapter aims to answer the research questions established to conduct this research work by analyzing the results obtained from the data collected. As stated, this study attempts to analyze the challenges/difficulties English teachers face when teaching ESP at a vocational institution.

Regarding the question on what competences/qualifications English teachers should have to teach ESP according to the challenges they face, the results of this study showed that they require preparation to use this approach effectively, and to learn the specialized knowledge their students need. This is supported by Thomas (1993), who claims that teachers must be pedagogically and linguistically competent to have an appropriate performance in their teaching.

Another important competence teachers should have is knowledge about curriculum, material design, and assessment. Dudley-Evans and St John (1998) agree with this idea when they hold that ESP practitioners must be able to design, select and adapt materials that are suitable for their learners, and look at the possible ways to evaluate themselves and their students.

And last but not least, teachers must be inquirers and autonomous learners, constantly reflecting on their practice. This means that ESP practitioners have to carry out their own research to learn about the new trends in their field (Dudley-Evans and St John, 1998). Nevertheless, the participants of this study acknowledged they lacked most of these qualifications, which represents a challenge for their ESP teaching.

Another finding showed that the ESP teaching context at this institution does not provide a pertinent ESP curriculum, since it has an evident emphasis on grammar and general English topics. Even when the curriculum highlights that students must learn technical language, it rarely specifies the topics, because there is only one for all the programs.

According to Poedjiastutie (2017) the use of grammar-translation approaches can affect the learners' motivation and prevents them from using the language in a communicative context. Besides, teachers acknowledged they usually have to design their own learning guides, materials, and assessment instruments because the institution does not provide them. This, coupled with the heavy workload they have during the week, represents another big challenge for ESP practitioners.

The lack of appropriate resources and course materials to deliver ESP classes has been one of the main challenges experienced not only by the participants of this study, but by many ESP teachers in the world (Estaji & Nazari, 2015; Marwan, 2017; Mebitil, 2011; Pei & Milner, 2016). According to Davoudi-Mobarakeh, Eslami-Rasekh and Barati (2014), the lack of appropriate course materials can also affect students' motivation and interest, since they may not meet their needs. Similar to this, other studies have also reported students' lack of motivation and interest as a challenge to teach ESP (Beltrán, 2011, Mebitil, 2011; Díaz Ramírez, 2014; Marwan, 2017).

The data collected also showed that some teachers perceive multilevel classes and the number of English hours per program as a difficulty for their teaching. Some ESP practitioners usually find themselves teaching classes that did not have an initial assessment that reported students' English level or learning styles, and sometimes, due to their lack of knowledge, preparation or experience, they have difficulty planning activities that meet all their learners' needs (Sarwari, 2018). In regards to the number of English class hours each program receives, some teachers claimed they were insufficient to achieve the learning objectives of the course.

In addition, English teachers also considered the lack of collaboration with content teachers as a challenge for their ESP teaching. Even when they are aware of the importance of such collaboration, they stated it was quite difficult to meet content instructors due to the

lack of time and interest from both parts. According to Dudley-Evans and St John (1998), both language and content teachers must show a genuine interest and awareness of the importance of the target language and the subject area they teach, and keep a permanent communication with each other to share ideas and questions that help improve their teaching and their students' learning. However, the participants reported they have had few or even no meetings with content teachers, and selected the content for their classes based on their own judgement.

As regards the characteristics of an ideal ESP teaching situation, firstly, teachers recognized they need preparation to improve their pedagogical and linguistic skills. They suggested courses to keep teachers updated with strategies to teach ESP and the technical knowledge of the programs they teach, and they also proposed assigning ESP teachers to the same programs all the time, so they can become experts with those contents. By receiving an adequate instruction to improve their teaching, English teachers can construct and empower their identities as ESP practitioners (Jian and Xuesong, 2018), which leads to a better class planning and delivery. To achieve this, teachers need support from coordinators and administrative staff, but according to them, communicating with these people is not always easy.

Secondly, to change students' attitude, they proposed including a variety of activities that integrate all the language skills, and not only the teaching of grammar and vocabulary. They also proposed activities to make students reflect on the importance of learning English for their personal and professional contexts, and adapting materials and instruction according to the students' levels and needs.

Thirdly, with regard to the lack of appropriate resources and material to teach ESP, some teachers suggested better classrooms or laboratories with computers and a reliable internet connection. Thus, teachers can look for materials and activities on the internet, and

students can enhance their motivation towards the ESP classes. Another possible option to solve this issue could be equipping the library with printed books for both teachers and learners (Marwan, 2017). It would also be advisable to revise the curriculum and make some adjustments based on the needs of each program.

Finally, as regards the heavy workload English teachers have at this institution (more than 30 hours a week), it can prevent teachers from receiving the preparation they need for their teaching, due to the lack of time, and this may result in poor planning and delivery of their classes (Easthope and Easthope, 2000). Therefore, in an ideal context, teachers should work fewer hours with the students, to have the opportunity to participate in professional development activities and reflect on their own teaching practices.

In general, it can be concluded that many factors such as the lack of pedagogical and linguistic competences, appropriate resources and materials, collaboration between teachers and administrative staff, a pertinent curriculum, students' motivation, and a reasonable workload are challenges that have a significant influence in the ESP class planning and delivery. It is necessary that all the participants involved in the process show the best attitude to cooperate and share ideas to make the ESP teaching and learning successful.

Chapter 6. Conclusion

This study aimed to identify the challenges English teachers face in an ESP context. A questionnaire, a semi-structured interview and document analysis were used to collect the data, which were analyzed from a qualitative perspective. The results obtained revealed that many of the difficulties teachers face in their ESP teaching are due to the lack of preparation, organization, and collaboration among the actors of the teaching/learning process. Due to the lack of information about this topic in the Colombian ELT context, the results of this study become relevant and useful for any institution using the ESP approach. Besides, they can help any teacher in this area since the perspectives and perceptions of both novice and experienced teachers were studied.

Nevertheless, this study has a number of limitations. First, even when this study was carried out at a national institution that has learning centers all over the country, the findings reported the responses of a group of teachers from only three centers. As a result, the findings may not represent other ESP teachers in the institution. Therefore, further research that analyzes their context would be necessary.

Second, this study only reflects the voices of the ESP teachers. However, it would be interesting to hear what other participants of the process think, such as students, coordinators and administrative staff. This would allow analyzing the challenges from different perspectives.

Third, the investigator faced some difficulties when trying to collect the data through the online questionnaire and semi-structured interview. Most teachers stated they were too busy to participate, and the hurry to answer quickly could have affected their responses.

Further researchers could also explore and identify the challenges English teachers face in other vocational institutions or universities. Moreover, they could conduct other studies on ESP teaching training or ESP courses/materials design and assessment.

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APPENDIX A**QUESTIONNAIRE FOR TEACHERS**

Dear respondent:

This questionnaire aims to investigate the challenges teachers face when teaching English for Specific Purposes (ESP) at a vocational institution. Your responses are highly appreciated.

Please note that by responding to this questionnaire, you authorize the use of the information collected. Information will be used confidentially for research purposes only.

Part 1: Teacher's profile

1. What is your gender?
 - a. Male
 - b. Female

2. What is your highest educational qualification?
 - a. High School
 - b. Technical professional degree
 - c. Technological degree
 - d. Bachelor's
 - e. Master's
 - f. PhD
 - g. Other

3. How long have you worked as an English teacher?
 - a. Less than 2 years
 - b. Between 2 and 5 years
 - c. More than 5 years

4. What is your English proficiency level?

- a. A1
- b. A2
- c. B1
- d. B2
- e. C1
- f. C2

5. What programs are you currently teaching at SENA?

Part 2: ESP strategies

6. What kind of preparation have you received to teach ESP at SENA?

- a. Face-to-face preparation course
- b. Virtual preparation course
- c. Other
- d. I have not received any preparation.
- e. Other:

7. In case you received preparation, did it help you prepare for your teaching at this institution?

- a. Yes How?
- b. No

8. Do you follow a pre-established English language curriculum given by your institution?

- a. Yes
- b. No

9. In case question #8 is affirmative, is your pre-established curriculum focused on ESP?

- a. Yes
 - b. No
 - c. If not, what does it focus on?
10. In case question #8 is affirmative, does the curriculum include suggested activities, materials and assessment instruments?
- a. Yes
 - b. No. I have to design them
11. In case question #8 is negative, have you designed your own curriculum?
- a. Yes
 - b. No
12. Do you meet with other English language teachers of the institution to discuss curricular aspects of the program?
- a. Yes
 - b. No
13. In case question #11 is affirmative, what aspects have you discussed?
14. Have you ever worked with the content subject teachers of the programs you teach?
- a. Yes
 - b. No
15. In case question #13 is affirmative, what type of activities have you completed with them?
16. In case question #13 is negative, why haven't you worked with them?

17. In your opinion, what are the challenges English teachers face when teaching ESP at vocational institutions? Rate these answers on a scale from 1-6, being 6 the most challenging aspect.

- a. Lack of a suitable teacher preparation
- b. Lack of appropriate course materials
- c. Mixed English level classes
- d. Number of students per class
- e. Lack of teacher specialized knowledge
- f. Lack of motivation

18. Have you faced a challenge different from the ones previously mentioned?

- a. Yes Which one?
- b. No

19. What suggestions would you give to overcome these challenges/issues?

. Thank you for your cooperation!

APPENDIX B

SEMI-STRUCTURED INTERVIEW FOR TEACHERS

Dear respondent:

This questionnaire aims to investigate the challenges teachers face when teaching English for Specific Purposes (ESP) at a vocational institution. Your responses are highly appreciated.

Please note that by responding to this questionnaire, you authorize the use of the information collected. Information will be used confidentially for research purposes only.

Do you authorize the use of the information collected?

Part 1: Teacher's profile

1. What is your highest educational qualification?
2. How long have you worked as an English teacher?
3. What is your English proficiency level?
4. What programs are you currently teaching at SENA?

Part 2: ESP strategies

5. What kind of preparation have you received to teach ESP at SENA?
6. In case you received preparation, did it help you prepare for your teaching at this institution? How?
7. Do you follow a pre-established English language curriculum given by your institution?
 - Does the curriculum include suggested activities, materials and assessment instruments?(Opt)
 - Have you designed your own curriculum?(Opt)

8. Do you meet with other English language teachers of the institution to discuss curricular aspects of the program?
-What aspects have you discussed? (Opt)
9. Have you ever worked with the content subject teachers of the programs you teach?
-What type of activities have you completed with them?(Opt)
-Why haven't you worked with them?(Opt)

Part 3: ESP challenges and suggestions

10. In your opinion, what are the challenges English teachers face when teaching ESP at vocational institutions?
11. What suggestions would you give to overcome these challenges/issues?

. Thank you for your cooperation!

APPENDIX C

LANGUAGE CURRICULUM AT SENA (ELEMENTARY LEVEL)

1. CONTENIDOS CURRICULARES DE LA COMPETENCIA		
CÓDIGO:	VERSIÓN DE LA NCL	DENOMINACIÓN
240201501	1	COMPRENDER TEXTOS EN INGLÉS EN FORMA ESCRITA Y AUDITIVA
DURACIÓN ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (en horas)		180 horas
2. RESULTADOS DE APRENDIZAJE		
DENOMINACIÓN		
ENCONTRAR INFORMACIÓN ESPECÍFICA Y PREDECIBLE EN ESCRITOS SENCILLOS Y COTIDIANOS		
ENCONTRAR VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ANUNCIOS, FOLLETOS, PÁGINAS WEB, ETC		

COMPRENDER FRASES Y VOCABULARIO HABITUAL SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS

COMPRENDER LA IDEA PRINCIPAL EN AVISOS Y MENSAJES BREVES, CLAROS Y SENCILLOS EN INGLÉS TÉCNICO

REALIZAR INTERCAMBIOS SOCIALES Y PRÁCTICOS MUY BREVES, CON UN VOCABULARIO SUFICIENTE PARA HACER UNA EXPOSICIÓN O MANTENER UNA CONVERSACIÓN SENCILLA SOBRE TEMAS TÉCNICOS

LEER TEXTOS MUY BREVES Y SENCILLOS EN INGLÉS GENERAL Y TÉCNICO

COMUNICARSE EN TAREAS SENCILLAS Y HABITUALES QUE REQUIEREN UN INTERCAMBIO SIMPLE Y DIRECTO DE INFORMACIÓN COTIDIANA Y TÉCNICA

3. CONOCIMIENTOS

3.1. CONOCIMIENTOS DE CONCEPTOS Y PRINCIPIOS

* About me: Adquisición de mayor habilidad comunicativa utilizando el lenguaje introductivo. Cómo presentarse y responder preguntas personales.

- Be affirmative. Yes/ No Questions, Contractions, Short Answers, Present Simple.

* My Day: Adquisición del lenguaje que se utiliza diariamente para hablar de ocupaciones y rutinas diarias.

- Articles, Negative, WH Questions who, what, Affirmative, Yes/No Questions, Verbs describing day to day activities,

* Supermarket and Clothes Shopping: Adquisición de lenguaje y vocabulario necesarios para hacer compras en un Súper

Mercado, conocimiento de nombres de de alimentos y bebidas. Vocabulario sobre ropa, colores y meses del año.

- This/That/These/Those, Singular/Plural, There Is/There Are, comparative and superlative adjectives.

* Places: Vocabulario y habilidades comunicativas para trasladarse, visitar ciudades, solicitar información, desenvolverse en una ciudad.

- Comparatives, WH questions, Subject pronouns, Object pronouns, present progressive.

* Food and restaurant: Vocabulario y habilidades comunicativas para leer y comprender la carta, hacer preguntas, ordenar o sugerir un plato, pedir la cuenta.

- WH Questions, when, where, why, how, presente simple vs Presente Progresivo.

* Permission and request. Talking about ability.

- Modals for ability: can/can't, Modals for permission and request: can/could, Countable and uncountable nouns.

* Travel and transportation: Vocabulario y expresiones relativas a viajes, transporte y desplazamiento.

- Past simple, Past of To Be, Past Simple vs Past Progressive.

3.2. CONOCIMIENTOS DE PROCESO

- Reconocer palabras y expresiones muy básicas que se usan habitualmente relativas a sí mismo y a su entorno.

- Reconocer vocabulario técnico básico.

- Participar en una conversación de forma sencilla si el interlocutor está dispuesto a repetir lo que ha dicho o a usar un vocabulario básico, y a reformular lo que ha intentado decir.

- Utilizar expresiones y frases sencillas para describir su entorno y relacionarse en su sitio de práctica o trabajo.

- Escribir postales cortas y sencillas y anuncios cortos.

- Llenar formularios o registros con datos personales.

- Comprender la idea principal en avisos y mensajes breves, claros y sencillos en inglés

técnico.

- Leer textos muy breves y sencillos en inglés general y técnico.
- Obtener información específica y predecible en escritos sencillos y cotidianos.
- Obtener vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.
- Interactuar en tareas sencillas y habituales que requieren un intercambio simple y directo de información cotidiana y técnica.
- Realizar intercambios sociales y prácticos muy breves,
- Describir con términos sencillos su entorno y entablar conversaciones cortas, utilizando una serie de expresiones y frases en inglés general y técnico.
- Escribir notas y mensajes breves y sencillos relativos a sus necesidades inmediatas, mediante la utilización de un vocabulario básico de inglés general y técnico.

4. CRITERIOS DE EVALUACIÓN

- Interpreta un texto sencillo y puede construir un mapa conceptual basado en el mismo.
- Pronuncia adecuadamente el vocabulario y modismos básicos del idioma
- Sostiene conversaciones con vocabulario básico y técnico aprendido.
- Estructura adecuadamente una opinión sobre un tema conocido de su especialidad.
- Elabora resúmenes cortos sobre textos sencillos, y con contenido técnico.

- Escribe o presenta descripciones de sí mismo, su profesión y su entorno.
- Plantea y responde preguntas sobre sí mismo.

5. PERFIL TÉCNICO DEL INSTRUCTOR

Requisitos Académicos:

Profesional en Idiomas o Lenguas Modernas, con conocimiento del idioma inglés.

Debe tener y demostrar mediante examen internacional acreditado, un nivel mínimo de C1, de acuerdo al MCER.

Experiencia laboral:

Demostrar vinculación laboral mínimo de dos años, como docente en una institución educativa pública o privada, o en un instituto de enseñanza de lenguas.

Competencias:

- Formular y desarrollar proyectos
- Capacidad para trabajar en equipo
- Conocer el Marco Común Europeo de Referencia para la Enseñanza de una Segunda Lengua, y aplicar los criterios de conocimiento y evaluación de acuerdo a los niveles establecidos en esta norma.

APPENDIX D

LANGUAGE CURRICULUM AT SENA (INTERMEDIATE LEVEL)

1. CONTENIDOS CURRICULARES DE LA COMPETENCIA		
CÓDIGO:	VERSIÓN DE LA NCL	DENOMINACIÓN
240201502	1	PRODUCIR TEXTOS EN INGLÉS EN FORMA ESCRITA Y ORAL.
DURACIÓN ESTIMADA PARA EL LOGRO DEL APRENDIZAJE (en horas)		180 horas
2. RESULTADOS DE APRENDIZAJE		
DENOMINACIÓN		
COMPRENDER UNA AMPLIA VARIEDAD DE FRASES Y VOCABULARIO EN INGLÉS SOBRE TEMAS DE INTERÉS PERSONAL Y TEMAS TÉCNICOS		
COMPRENDER LAS IDEAS PRINCIPALES DE TEXTOS COMPLEJOS EN INGLÉS QUE TRATAN DE TEMAS TANTO CONCRETOS COMO ABSTRACTOS,		

INCLUSO SI SON DE CARÁCTER TÉCNICO, SIEMPRE QUE ESTÉN DENTRO DE SU CAMPO DE ESPECIALIZACIÓN

RELACIONARSE CON HABLANTES NATIVOS EN UN GRADO SUFICIENTE DE FLUIDEZ Y NATURALIDAD, DE MODO QUE LA COMUNICACIÓN SE REALICE SIN ESFUERZO POR PARTE DE LOS INTERLOCUTORES

BUSCAR DE MANERA SISTEMÁTICA INFORMACIÓN ESPECÍFICA Y DETALLADA EN ESCRITOS EN INGLÉS, MAS ESTRUCTURADOS Y CON MAYOR CONTENIDO TÉCNICO

IDENTIFICAR FORMAS GRAMATICALES BÁSICAS EN TEXTOS Y DOCUMENTOS ELEMENTALES ESCRITOS EN INGLÉS

REPRODUCIR EN INGLÉS FRASES O ENUNCIADOS SIMPLES QUE PERMITAN EXPRESAR DE FORMA LENTA IDEAS O CONCEPTOS

LEER TEXTOS COMPLEJOS Y CON UN VOCABULARIO MÁS ESPECÍFICO, EN INGLÉS GENERAL Y TÉCNICO

ENCONTRAR Y UTILIZAR SIN ESFUERZO VOCABULARIO Y EXPRESIONES DE INGLÉS TÉCNICO EN ARTÍCULOS DE REVISTAS, LIBROS ESPECIALIZADOS, PÁGINAS WEB, ETC

3. CONOCIMIENTOS

3.1. CONOCIMIENTOS DE CONCEPTOS Y PRINCIPIOS

- * Expresiones: de cortesía, saludos y despedidas de acuerdo con el momento del día
- * Tiempos verbales: presente simple, presente progresivo
- * Gramática: sustantivos, adjetivos, artículos, demostrativos, pronombres
- * Verbos: en presente y pasado; ser o estar, haber, tener, hacer, regulares, irregulares
- * Tiempos verbales: presente simple, pasado progresivo
- * Vocabulario técnico o temas indispensables:
 - Relaciones interpersonales, problemas y preocupaciones
 - Descripción de situaciones de trabajo, elementos y equipos de trabajo
 - Medios de comunicación aplicados a su ocupación
 - La prensa
 - Como expresarse sobre temas técnicos de actualidad.
- * Contenidos:
 - Used to, en todas las formas
 - Present perfect tense: Simple y continuo
 - Future: Perfecto, simple y continuo
 - Simple past tense: modos pasivo y activo
 - Simple present tense: modos pasivo y activo

- Modal verbs: Utilizados en suposiciones.
- Adjectives y prepositions: Ubicación
- Ubicacion de Verbos y preposiciones.
- Superlatives: adjetivos y adverbios
- Conjunctive adverbs
- Mixed conditional
- Expressions: para indicar posesión.
- Clauses: de lugar, tiempo, forma, causa y propósito.
- Adverbs: definidos e indefinidos en Noun Phrases.
- Adquisición de multi-word verbs

3.2. CONOCIMIENTOS DE PROCESO

- Reconocer en lengua inglesa, verbos regulares e irregulares en tiempo presente y pasado
- interpretar mapas utilizando preposiciones de lugar en inglés
- Formular al interlocutor preguntas en tiempo pasado y presente de forma amable y cortés
- Relatar en inglés historias breves en tiempo pasado
- Comprender discursos y conferencias extensas, e incluso seguir líneas argumentales complejas.
- Identificar y extraer información relevante de un discurso o argumentación.
- Identificar las ideas principales y secundarias de un discurso o una argumentación.
- Reconocer vocabulario técnico intermedio
- Comprender programas de televisión, documentales y películas relacionadas con temas de la especialidad y que contengan vocabulario especializado o técnico.
- Participar en una conversación con cierta fluidez y espontaneidad, tomando parte activa en debates desarrollados sobre temas especializados
- Escribir textos claros y detallados sobre una amplia serie de temas relacionados con su especialidad.
- Comprender y seguir los puntos principales de un escrito.
- Analizar y extraer temas importantes de un escrito, así este o no familiarizado con el tema de que se trata el texto.

- Comprender e identificar los contenidos generales y específicos de un texto.
- Identificar significados que no están explícitos en el texto.
- Entender y expresar hechos, ideas y puntos de vista, en una secuencia adecuada y en detalle.
- Presentar a otros y hacer comparaciones.
- Especular sobre eventos, personas y situaciones, así como comentar asuntos que otros le han contado o mencionado.
- Expresar con claridad puntos de vista
- Describir procesos
- Discutir sobre problemas, inconvenientes y dar consejo o instrucciones.
- Hacer recomendaciones.
- Expresar claramente acuerdo o desacuerdo sobre un tema o hecho particular.

4. CRITERIOS DE EVALUACIÓN

- Saluda en inglés utilizando expresiones de cortesía de acuerdo con el momento del día
- Dramatiza en inglés una historia breve utilizando verbos regulares e irregulares
- Ubica al interlocutor en un punto geográfico específico empleando preposiciones en inglés.
- Traduce del inglés documentos técnicos sencillos en tiempo presente y pasado
- Explica y defiende sus opiniones técnicas en un debate, utilizando expresiones en inglés.
- Proporciona explicaciones, argumentos y explicaciones lógicas sobre aspectos técnicos de su profesión en un debate.
- Explica claramente su punto de vista sobre un tema técnico de actualidad en su profesión.
- Explica claramente las ventajas y desventajas de una posible decisión en lo técnico.
- Toma parte activa en debates informales dentro de contextos de trabajo habituales.
- Plantea, explica y contesta hipótesis técnicas.
- Sostiene una conversación con naturalidad, fluidez y eficacia, incluso sobre temas especializados de su profesión.
- Puede iniciar un discurso, tomar la palabra, y terminar una conversación técnica de su profesión.

- Puede interactuar fácil y espontáneamente con hablantes nativos.
- Puede extraer información adecuada y precisa y tomar nota de una conversación, programa, clase, etc.; referido a su profesión.
- Puede completar frases basado en información leída previamente en un texto.
- Puede realizar actividades de verdadero o falso, basados en una conversación que ha escuchado o en un texto que ha leído.
- Realiza resúmenes de la información relevante y detallada de un texto técnico en inglés.
- Puede relacionar textos en inglés con imágenes o con títulos que le sean adecuados.
- Puede responder cuestionarios de selección múltiple, escritos en inglés.
- Puede inferir el significado de una palabra u oración dentro de un texto en inglés, así este no esté explícito.

5. PERFIL TÉCNICO DEL INSTRUCTOR

Requisitos Académicos:

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- Conocer el Marco Común Europeo de Referencia para la Enseñanza de una Segunda Lengua, y aplicar los criterios de conocimiento y evaluación de acuerdo a los niveles establecidos en esta norma.

Author's Biography

Trilse Herrera Martínez is an English teacher born in the city of Soledad in the northern region of Colombia, where she obtained her high school degree from the Institución Educativa Dolores María Ucos. Years later, she obtained her Bachelor of Arts degree in Foreign Language teaching from Universidad del Atlántico.

Before finishing her career, Trilse worked for a company that helped high school students get ready for the ICFES exam, a standardized test required for admission to the higher education institutions in Colombia. There, she gave students tips to have a better performance in the English area.

After graduation, she started working with teenagers and adults in the language courses offered by the Universidad del Atlántico. Teaching English to these students encouraged her to keep growing academically.

Since 2015, she has worked for Servicio Nacional de Aprendizaje (SENA), a vocational institution that offers free technical and technological programs to low income students. During her tenure at this institution, she has taught English for Specific Purposes (ESP) to different programs such as Sales and Marketing, Business Management, Accounting, Logistics, and Contact Center.

Working at SENA has allowed her to grow personally and professionally as a teacher and a researcher, since this institution is constantly providing free pedagogical courses to their instructors as well as opportunities to carry out projects that benefit their community.