

Running Head: ENGLISH LANGUAGE LEARNERS' PERCEPTIONS OF THEIR TARGET
AND LEARNING NEEDS

English language learners' perceptions of their target and learning needs in a Technical and
Technological Female Institution in Colombia

Diana Angélica PARRA

Research Report submitted

in partial fulfillment of the requirements for the degree of
Master in English Language Teaching –Autonomous Learning Environments

Directed by Nohora BRYAN

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

January 2014

Declaration

I hereby declare that my research report entitled:

English language learners' perceptions of their target and learning needs in a Technical
and Technological Female Institution in Colombia

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

Date: 29th January, 2014

Full Name: Diana Angélica Parra Pérez

Signature: 

Acknowledgements

My sincere thanks and gratitude to my project director Nohora Bryan, and my action research professor, Liliana Cuesta. Their help throughout this research process has been valuable. I would like to show my gratitude to directors, teachers and students at Instituto Superior de Ciencias Sociales y Económico Familiares (ICSEF) for their insightful contribution for the development of this study. I would also like to thank all the members of the Commission at the Foreign Language and Cultures Department at La Sabana University, for their unconditional support and confidence in me. My deepest appreciation and gratitude go to my family and all friends who stayed beside me and prayed for me to finish this project successfully. My deepest thanks go to God, for giving me the strength to keep going during this research journey.

Abstract

This study describes the development of a language needs analysis for an English Language Program at a higher education female institution in Sylvania, Colombia. The study aimed at examining students' target and learning needs as perceived by the learners themselves, their English instructors and their content teachers. A mixed method procedure was followed collecting both quantitative and qualitative data. Quantitative data were collected by means of a questionnaire including items with four-point rating scales and multiple choice. Questions in the survey addressed learner's target and learning needs in terms of preferences regarding their future occupational field and current learning situation. Qualitative data were collected through open questions in the questionnaires, a formal interview with English instructors and a focus group with students. Findings reveal both concurrences and discrepancies between subjective and objective needs regarding English language learners' target and learning needs at the institution. The study also suggests that learners are motivated to learn English in view of the fact that this language is highly connected to their envisaged future 'possible selves'. Suggestions are made for areas of focus for curriculum renewal, including addressing particular needs of learners' advancing different programs.

Key words: needs analysis, learning needs, target needs, tertiary education, curriculum, ESP.

Resumen

El presente estudio describe el desarrollo de un análisis de necesidades para un programa de inglés en una institución de educación superior femenina en Silvania, Colombia. El estudio tuvo como objetivo examinar las necesidades de lengua de las estudiantes desde la perspectiva de las estudiantes mismas, la instructora de inglés y profesores de la institución. Se siguió un procedimiento de método mixto a través de recolección de datos cuantitativos y cualitativos. Los datos cualitativos se recolectaron administrando un cuestionario de preguntas con una escala de cuatro puntos y de opción múltiple. Las preguntas del cuestionario se orientaron hacia las necesidades objetivo y las necesidades de aprendizaje, en términos del futuro campo profesional y la actual situación de aprendizaje. Los datos cuantitativos se obtuvieron a través de preguntas abiertas del mismo cuestionario y una entrevista formal con las profesoras de inglés y un grupo focal con las estudiantes. Los resultados revelan discrepancias y concurrencias entre las necesidades objetivas y subjetivas en relación a las necesidades objetivo y las necesidades de aprendizaje de las estudiantes de inglés en la institución. El estudio también sugiere que las estudiantes están motivadas hacia el aprendizaje del inglés teniendo en cuenta que esta lengua está altamente conectada con su visión de sus futuros 'posibles ser'. Se sugieren áreas de enfoque para la renovación del currículo, incluyendo atender a las necesidades particulares de las estudiantes que adelantan diferentes programas.

Palabras claves: análisis de necesidades, necesidades objetivo, necesidades de aprendizaje, educación terciaria, currículo, ESP.

Table of Contents

Acknowledgements	2
Abstract	3
Resumen	4
Table of Figures	7
Table of Tables.....	8
Chapter One: Introduction.....	10
Statement of the problem	11
Research Question.....	13
Rationale	14
Chapter Two: Theoretical Framework	16
Needs.....	16
Needs analysis	18
Needs analysis procedures	19
Needs analysis principles	20
Needs analysis and curriculum.....	22
Needs analysis: different views.....	23
Chapter Three: Research Design.....	26
Type of study	26

ENGLISH LANGUAGE LEARNERS' PERCEPTIONS OF THEIR TARGET AND LEARNING NEEDS

	6
Context	27
Participants	29
Students	30
English instructors	31
Content teachers	32
Researcher's role	32
Data collection instruments and procedures	33
Questionnaires	34
Focus group	38
Semi-structured interview	39
Documentary evidence	39
Chapter Four: Results and Data Analysis	41
Data analysis methods	41
Data analysis procedure	42
Quantitative data analysis procedures	43
Quantitative findings	44
Qualitative data analysis procedures	53
Findings after merging data	54
Findings concerning target needs	54

ENGLISH LANGUAGE LEARNERS' PERCEPTIONS OF THEIR TARGET AND
LEARNING NEEDS

	7
Findings concerning learning needs.....	58
Findings concerning main discrepancies between objective and subjective needs ..	61
Chapter Five: Conclusions and Pedagogical Implications.....	70
Pedagogical implications	73
References.....	79
Appendix A.....	85
Appendix B	90
Appendix C	95
Appendix D.....	96
Appendix E	97
Appendix F.....	98
Appendix G.....	99
Appendix H.....	100

Table of Figures

Figure 1. Approaches to needs and their conceptualization (Brindley, 1984).....	18
Figure 2. Framework to analyze learners' needs (Kaewpet, 2009).....	21
Figure 3. Students' self-rated proficiency in Level I syllabus competences.....	48
Figure 4. Students' self-rated proficiency in Level II syllabus competences	49

Figure 5. Students' self-rated proficiency in Level III syllabus competences 49

Figure 6. Students' self-rated proficiency in Level IV syllabus competences..... 50

Table of Tables

Table 1. Total sample size and sample size per program..... 30

Table 2. Total sample size and sample size per level. 31

Table 3. Distribution of content teachers according to program in which they teach. 32

Table 4. Distribution of content teachers according to their self-rated English level..... 32

Table 5. Correlation of research questions, questionnaire sections and items..... 37

Table 6. Documentary evidence used in the present study and their contribution. 40

Table 7. Convergent design procedures followed in this study (Creswell & Plano, 2011)
..... 42

Table 8. Data analysis methods followed during this study..... 43

Table 9. Prospective situations with least use of English 45

Table 10. Importance of competences for THSM students..... 46

Table 11. Open-question 3 and 4 sample data: target needs 55

Table 12. Additional prospective situations: open question 56

List of Abbreviations

CEFR	Common European Framework of Reference for Languages
EAP	English for Academic Purposes
ECAES	Exámenes de Calidad de la Educación Superior
EFL	English as Foreign Language

ESP	English for Specific Purposes
FLCD	Foreign Languages and Cultures Department
ICSEF	Instituto Superior de Ciencias Sociales y Económico Familiares
L2	Second Language
MEN	Ministry of Education
NA	Needs Analysis
SENA	Servicio Nacional de Aprendizaje
THSM	Technologist in Hotel and Services Management
TPG	Technician Professional in Gastronomy
TPHSP	Technician Professional in Hotel and Services Processes
TPTFP	Technician on Processing and Trading of Food Products

Chapter One: Introduction

The expansion of English as an international language has prompted different non-English speaking countries to implement programs that foster the development of communicative competencies in English. Such is the case of Colombia, where the Ministry of Education (MEN hereafter for its acronym in Spanish) launched the National Bilingualism Program in 2004, establishing English as a Foreign Language (EFL, hereafter) for all the cycles of the education system for non-bilingual institutions in the country (MEN, 2005) The long-term goal set for this National Bilingual Plan is that high school students would reach an intermediate level while graduates from tertiary education institutions (college and universities) would reach a high intermediate level by 2019. That means, according to the Common European Framework of Reference for Languages (CEFR hereafter), B1 and B2 levels respectively.

Under the circumstances described above, it is evident that education institutions in Colombia are called to reflect over the effectiveness of their current practices in teaching English. Institutions also need to consider the extent to which their language curriculums are meeting national government goals in terms of bilingualism. As can be expected, the Instituto Superior de Ciencias Sociales y Económico Familiares (ICSEF hereafter for its acronym in Spanish), one of the 54 technological institutions in Colombia, has taken significant and concrete actions to embark on such reflective process. As a starting point, a situation analysis was carried out in 2008 in order to gather authorities' perceptions at the ICSEF, concerning the English language program. As a product of such analysis a document entitled "The ICSEF Proposal to Universidad de La Sabana" was written and handed in to the Foreign Languages and Cultures Department (FLCD) at Universidad de La Sabana. Together with the situation analysis report,

the ICSEF authorities have requested counseling services to the FLCD on the subject of English language programs, which was the opportunity that gave rise to the current research study.

Statement of the problem

As a technical and technological institution, the ICSEF needs to advance within the National Bilingual Plan goal. This task is described by the ICSEF authorities as an enormous challenge but certain actions have been taken to meet this challenge. In 2009, the ICSEF approached The University of La Sabana, -a higher education institution located in Bogota, Colombia, requiring the consultancy services in English Language Teaching (ELT hereafter) that the institution offers to State and private education institutions. The ICSEF had determined that they needed to strengthen their curriculum in order to advance their students' performance in English as a foreign language. The decision had been taken after evaluating the results of an empirical situation analysis through which they had spotted critical issues that were affecting students' EFL learning progress. According to the ICSEF those factors were: the students' lack of schooling for long periods of time, the reduced training in EFL the students had received during their high school stage, some previous negative experiences the learners had undergone while learning English, the students' unawareness of the importance of second language and communication skills for the labor market. The report handed in to the Sabana University also underscores students' lack of motivation to study the foreign language.

Beyond the goal imposed by the government and the need for technologist with proficiency in English, the ICSEF authorities acknowledge the pertinence of this lifelong skill for their graduates. One of the main ideologies of the directive board is that all students should be

given the opportunity to learn a foreign language so as to provide them with more skills that will help them advance their education and guarantee personal as well as professional progress.

All these aspects called for a strategy in order to achieve the outcomes expected by the institution. As a first line of attack, the ICSEF began to implement different strategies to improve learners' achievement in English before approaching the university: a placement test to identify students' previous knowledge in English, weekly tutoring sessions to reinforce class work, and the putting into practice of an English for Specific Purposes (ESP) program: English for Hospitality. They had also started making use of their English Lab to provide conditions for students' independent language learning. The ICSEF also underlined the importance of advancing their teachers on areas such as ELT methodology, successful assessment methods, development of learning guides to foster reading strategies and use of resources for English language teaching (ELT). In this respect the university has offered them different options to advance their teachers; however, due to different constraints the training is on hold.

By 2010, the results they had obtained with the strategies above mentioned were unimpressive. Then, the ICSEF decided to make a thorough revision of their EFL Program. This time the consultant and the ICSEF agreed to start with an inquiry in order to obtain an in-depth insight from all stakeholders' beliefs, opinions and views concerning the existing and the aimed learning situation in an attempt to guarantee that the new program framework aligns with learners' needs. The program to be renewed was designed by the English teacher with a degree of advice from the Academic Coordinator. The situational analysis with which they approached the consultants was also carried out by the English teacher. Different authors (Murray & McPherson, 2004; Melles, 2010) have rejected the idea of teachers being the one and only participants in the construction of a program. Melles (2010) argued that "ESL teachers express a

desire to retain autonomy to decide the form and nature of curriculum according to workable personal definitions” (p. 45) which may lead to evade existent learners’ needs. This issue could be of significant importance at the ICSEF where the same English syllabus is common to all students advancing different programs. Similarly, renowned experts in language learning (Balint, 2004; Jordan, 1997; Kayi, 2008; Nunan, 1991; Richards, 2001) have highlighted the importance of allowing what all stakeholders have to say when developing a curriculum or conducting a revision of language courses: students, mainstream lecturers, English teachers, administrators and in general all entities that may influence and be impacted by education.

Research Question

Several factors led to the ICSEF implementing strategies in order to ameliorate its institutional English language learning landscape. These factors included the national goal that defines the “ought to” for students and institutions with respect to the students competence in English, the avowed need for technical workforce proficient in a foreign language, the results of State test and the findings of the analysis performed by the teachers. However, this thread of actions and decisions evidence that discernment on “product” neglects the importance of “learning” when pronouncements about the EFL curriculum are made. The main concern has always been students’ achievement: the end but not the process. Ignoring the process means ignoring the learners’ needs and the learning situation. Thus, it is very likely that a curriculum developed to follow authorities’ orientations will soon evidence “discrepancies between what learners aim to do with the target language in the future and what the government and/or the teachers want them to attain” (Watanabe, 2006, p.84). Uncovering students’ needs, as well as learning context needs before, during and after the implementation of the curriculum, is not only

a healthy practice for curriculum effectiveness, but also the best tactic to abolish the commonly found TENOR (Teaching English for no Obvious Reasons) situations, as called by Abbot (1981, p.1). Exploring specific internal needs and assuring learners and all stakeholders' *awareness of the need* for learning the language guarantees the offering of curricular solutions that satisfy specific pertinent purposes (Hutchinson & Waters, 1987, p. 53). One of the most recommended methods to develop and cultivate institutional consciousness about the need and reason to be of a program in an institution is needs analysis (Hutchinson & Waters, 1987; Brown, 1995; Richards, 2001; Nuñez, 2007).

In order to contribute to decision making concerning the renewal of the curriculum at the ICSEF, this study gathered information about learners' needs with regards to the target situation where they will use the language and also concerning the learning situation at the institution by means of a needs analysis that involved students and stakeholders.

Subsequently, the following research questions guided the inquiry:

- 1) What are the ICSEF English learners' perceived learning needs?
- 2) What are the ICSEF English learners' perceived target needs?
- 3) Are there any significant differences between learners and other stakeholders in their perceptions?

Rationale

As a result of a diagnosis conducted by the ICSEF in 2008, the institution declared their imminent need of examining their syllabus since they noticed that their students' low achievement in English was not fulfilling the goals of the National Bilingualism Plan. Therefore,

this study focuses on the identification of students' target and English language learning needs as perceived by themselves and by some members of the academic community.

At an international level, literature reveals a wide number of needs analysis studies in vocational and technological contexts of education (O'Neill & Gish, 2001; Murray, 2005; Chostelidou, 2010); however, records of research in Colombia is not that extensive. Therefore, the results of this study are expected to have an impact not only at the institutional level, but also at the national level. At the institutional level, recommendations of the study will provide decision-makers with reliable data to implement action plans that may help them fulfill their language learning goals. At national level, technical and technological institutions in the country may reply needs analysis procedures in their own context and follow the recommendations to achieve the National Bilingualism Plan goals. Given the importance of tertiary education in Colombia for economic development of the country, and the importance of learning a foreign language as a key competence in the globalized world, this study contributes to the country competitiveness, now that a Free Trade Agreement (TLC) has been signed with different countries. The results of this study should help the institution improve their practices in curriculum planning and enactment so as to assure they will contribute graduates with the expected level the productive sector and the country in general are anticipating.

Chapter Two: Theoretical Framework

This chapter discusses a review of the literature on the main constructs which support this study: *needs* and *needs analysis*. Clarifying what is meant by needs and identifying the preferred procedures to undertake a needs analysis is fundamental when aiming at gathering essential data for a solid framework concerning students' and teachers' views about learning and target needs.

Needs

Literature reports a wide variety of definitions of needs (Richterich, 1972; Van Ek, 1975; Munby, 1978; Brindley, 1984, as cited in Van Avermaet & Gysen, 2006). However, definitions tend to rely on two categories: **subjective** and **objective needs**, according to Van Avermaet and Gysen (2006). The authors aver that "objective needs can be deduced by parties other than the learners themselves" while subjective needs "are based on the learners' own statements" (p.4). Correspondingly, Nunan (1988) argues that subjective needs reflect perceptions, goals, and priorities of the learner. These needs inform the researcher on learners' reasons to learn a second language and on preferences regarding classroom tasks and activities. With respect to objective needs, Nunan believes that these may be diagnosed by the teacher on the basis of the personal data of the learners (p. 18).

Van Avermaet and Gysen (2006) also argue that curriculum must reflect learners' objective domains to meet learners' expectations and increase their motivation (p.58). It is highly recommended not to omit what students have to say about their cognitive and affective needs, perceptions, goals and priorities (Brindley, 1987; Nunan, 1988). Since a balance or middle

ground can be achieved by applying interpretative expertise to students expressed needs (Berwik, 1989; Van Avermaet & Gysen, 2006), this study described both, objective and subjective needs.

From another perspective, within Hutchinson and Waters' (1987) frame needs divide into two categories: **target needs** which refer to what learners need to do in the target situation, and **learning needs** which refer to what learners require in order to be able to perform proficiently in the target situation. They also specify that target needs can be understood in terms of *necessities*, *lacks* and *wants*. The first two kinds of needs tell about objective needs, since *necessities* have to do with what the target situation demands and *lacks* have to do with the gap between current learners' proficiency and the target proficiency. On the other hand, *wants* provide information regarding subjective needs by informing about learners' views regarding their learning situation. In this study the needs analysis focused on collecting evidence of both target and learning needs following Hutchinson and Waters' definition (1987). For the purposes of this study, the concept of **target needs** was used to find information about situations, competences and work activities that the learners are expected to perform in their future work. In contrast, the concept of **learning needs** was employed to find evidence of the learners' desired learning situation in terms of resources, content, evaluation and class activities.

Brindley (1984) following Trimby (1979), outlines three approaches to needs: language proficiency orientation, psychological / humanistic orientation and specific purposes orientation. The three approaches differ in the way needs are conceived, as shown in Figure 1. Both language proficiency and specific purposes orientation focus on objective needs, while the psychological / humanistic orientation focuses on a more subjective point of view, addressing students' level of awareness of his/her own needs (Brindley, 1984, p. 67). This study sought to

identify both subjective and objective needs, the three approaches are, therefore, helpful to shed light on students' target and learning needs.

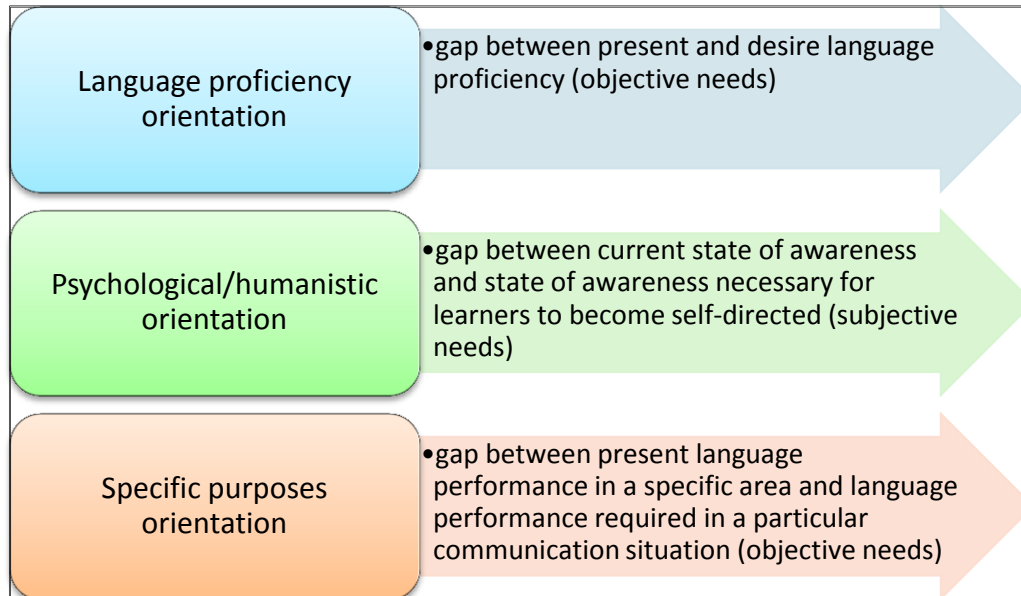


Figure 1. Approaches to needs and their conceptualization (Brindley, 1984).

Needs analysis

As a process in curriculum development (Brown, 1995; Richards, 2001; Nuñez, 2007), needs analysis involves collecting information that increases understanding of the learners' language needs, so that decisions can be made to set goals and content for a language course (Richards, 2001). Pursuing a needs analysis also involves asking the question "why do these learners need to learn English?" and the answer to that question is what makes clear the target situation in which learners will need to communicate in English (Hutchinson & Waters, 1987). This is why, for the current study, **needs analysis** is understood as the process of collecting relevant information that may be used for syllabus design purposes (Nuñez, 2007). The study also aligns to Brown's (1995) definition of need analysis: "the systematic collection and analysis

of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation” (p. 36).

Needs analysis procedures

Researchers have identified useful approaches to conduct needs analysis. For example, Brindley (1984) proposes a learner-centered system to needs analysis where needs are validated by the negotiation of roles and expectations between teachers and learners. On the other hand, Jordan (1997) recommends 10 steps following Richterich's (1983) fundamental questions to establish needs analysis as the starting point for syllabus design: 1) state purpose of analysis, 2) delimit student population, 3) decide upon the approach, 4) acknowledge constraints / limitations, 5) select methods of collecting data, 6) collect data, 7) analyze and interpret results, 8) determine objectives, 9) implement decisions (i.e. decide upon syllabus, content, material, methods, etc.) and 10) evaluate procedures and results (p. 23). Both approaches to needs analysis provide useful insights to be considered in the current study. In fact steps 1 to 7 are implemented in order to provide stakeholders with results for them to determine course objectives based on the findings in this study.

Van Avermaet and Gysen (2006) suggest, for data collection in a needs analysis, designing a written questionnaire with a list of domains and language use situations that could be of potential relevance to the target group. With a questionnaire of this type, results might show predominant domains for teachers and students. They also suggest a second phase, in which the researcher establishes needs profiles for each language domain. Finally, observations in the target domain and in the selected language use situations are useful to validate results. It is also

suggested to gather expert opinions with written and oral surveys, using open and/or closed questionnaires to people who have long-term experience in the domain and in the relevant situations (p. 8). The scope of this study included a written questionnaire based on domains and language situations stated in the existing language program at the institution. There were no observations in the target domains but experienced main stream teachers were consulted to validate stated domains and language situations.

Needs analysis principles

Kaewpet (2009) proposes a framework for investigating learner needs, which is extended to curriculum development. Similar to Brindley's (1984) learner-centered system for needs analysis, the framework includes the implementation and evaluation of the curriculum while the course is underway, this, in order to establish if learners' needs have been met. Kaewpet's (2009) framework is significant for the current study since it provides some useful **principles** to be considered when analyzing learners' needs at the technical and technological institution. The framework emphasizes the importance of anticipating learners' actual communicative situations and any learning factors affecting the learning situation, among them, contextual factors. The framework also suggests involving multiple perspectives in the research, such as teachers, learners and stakeholders. Similarly, it is recommended to implement multiple data collection tools to validate data. Finally, Kaewpet (2009) points out that considering needs analysis as an ongoing activity permits expanding the process to include both curriculum development and action research (p. 214). The following figure illustrates the 6 principles suggested by Kaewpet in a needs analysis framework that may be extended to curriculum development.

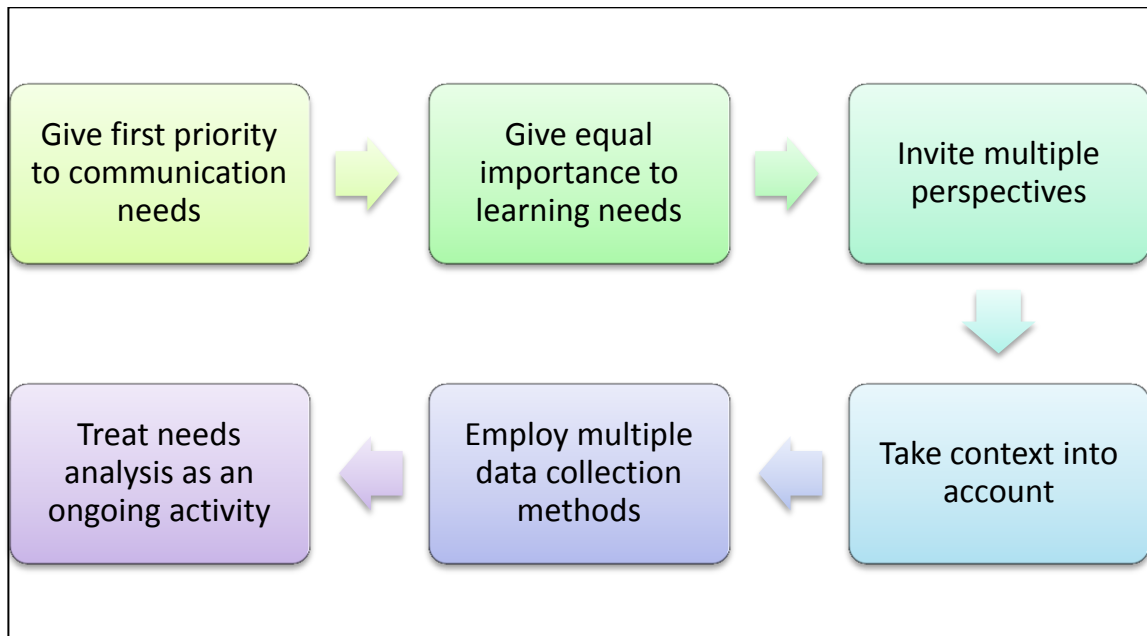


Figure 2. Framework to analyze learners' needs (Kaewpet, 2009)

In terms of the first principle, the first phase of the research involved anticipating learners' actual communicative situations. This was achieved by exploring learners' profiles in the four programs they were attending. In relation to the second principle, in this study the questionnaire administered to students asked for their level of achievement regarding the communicative competences established in their English course, as well as for their expectations, beliefs and opinions regarding the syllabus. In terms of the third principle, the study focused special attention on the nature of the technical and technological programs. These kinds of programs demand an English instruction closely connected to the technical knowledge that learners develop in their specialized areas. With reference to societal factors, society expectations are framed into the National Bilingual Program in Colombia and the adoption of the CEFR as point of reference. The fourth principle was implemented by a careful study of the documentary evidence and the involvement of learners, the main stream teachers and the English

instructors in the data collection phase of the research. In terms of the fifth principle, four types of instruments were used: documents, questionnaires, an interview and a focus group. As for the sixth principle, the scope of the needs analysis procedure implemented in this study covered aspects that ranged from the identification of target and learners' needs to the identification of significant differences between subjective and objective needs. It is expected that in further research, a renewed curriculum be implemented attempting to address those identified needs and that the whole action research process, as described by Kemmis and McTaggart (1998), will be undertaken.

Needs analysis and curriculum

According to Graves (2008), traditional approaches to curriculum development follow a linear process that makes it difficult to find coherence between the process itself and the final product: the curriculum. The process starts with a situation analysis, followed by a needs analysis that contributes to the definition of aims and goals, the syllabus design and the selection of materials. The process ends with the selection of assessment and evaluation procedures (p.148). In contrast to that linear process, Graves (2008) suggests a renewed approach to curriculum design, which involves three stages: planning, enacting and evaluating. She argues that the traditional stage of implementing must reflect the activity of teachers and learners in the classroom and that a curriculum cannot exist before it is enacted, that is, without teaching and learning experiences. Therefore, her perspective of curriculum design involves both teachers and students and does not follow a linear fashion but a dynamic interrelation among the stages: planning, enacting and evaluating (p.152). Graves' perspective of curriculum development is of

relevance for the present study, which will be based on the prescribed curriculum and gathers views of teachers and learners that have already experienced it in practice.

In the study “Japanese Language Needs Analysis”, Iwai, Kondo, Lim, Ray, Shimizu and Brown (1999) provide a summary on needs analysis in ESL curriculum. They point out the importance of needs analysis when designing not only ESP courses, but also general language courses. They also highlight that needs analysis procedures take a central role in various perspectives of curriculum development, such as learner-centered curriculum, task-based curriculum, performance assessment and proficiency oriented curriculum. They also argue that learners’ motivation is an important issue in curriculum development that may be tackled by paying attention to students’ perceived needs. The approach of Iwai, *et al.* (1999) is significant for the current study, since it establishes the parameters to conduct needs analysis when it is intended to create a new curriculum or to reevaluate “existing perceptions of students’ needs” (p.7).

Needs analysis: different views

Berwick (1989) highlights four views of needs analysis in educational research. One view is the ‘discrepancy analysis’ in which needs are understood as “the discrepancy between what people know and what they ought to know” (p.52). Another view is the ‘democratic approach’ in which the need reflects a references group’s wish of changing some form of educational practice (Berwick, 1989, p.53). This last one entails “consultations or interviews with prospective learners [...] in order to accommodate individual’s goals” (Berwick, 1989, p. 52). Another view of needs is the ‘analytic view’, in which the assessment involves reliance on expert opinion to elaborate statements of needs. The last view is the ‘diagnostic approach’, in

which experts diagnose particular groups or individuals who have certain deficiency (Berwick, 1989, p.54). In accordance to the above mentioned approaches the present study held the discrepancy and democratic views. By analyzing students' and teachers' perceptions regarding learners' current language proficiency in regards to the target proficiency, a discrepancy approach was assumed. This approach was also used to analyze stakeholders' perceptions on other target and learning needs. A democratic approach was assumed by consulting different sources, such as the learners, the English instructors and the main stream teachers.

The previous framework to analyze needs has been proven to be useful in various studies. Many of those studies stress the significance of considering learners' expressed needs as part of curriculum development and the benefits of consulting views of stakeholders (Alshumaimeri, 2001; Chostelidou, 2010; Iwai, *et al.* 1999; O'Neill and Gish, 2001). Procedures adopted in those studies have also shown that the implementation of surveys and questionnaires is an effective method to collect data that can tell about mismatches and/or coincidences between learners' and teachers' expectations, learners' present learning situation and target situation (Chostelidou, 2010; O'Neill and Gish, 2001; Murray, 2007; China Academic Journal, 2010). Triangulation of results has also proven to be useful through the administration of other data collection techniques, such as focus groups and interviews (Chostelidou, 2010; O'Neill & Gish, 2001).

Finally, this framework to analyze needs has also been implemented in local contexts at a secondary and tertiary level of education in Colombia. Mora and Ramos (2003) identified ninth graders' needs in a State school through written questionnaires, classroom observations, interviews and documentary evidence. The study revealed matches and mismatches among the aforementioned elements and findings contributed to raise the English teacher's awareness of the importance of considering learners' needs when planning the program (p. 44). At a tertiary level,

a needs analysis was implemented with PhD students at a Colombian university (Janssen, Nausa, & Rico, 2012). Through the administration of a questionnaire data were collected aiming at revealing learners' interests and situated context in order to contribute with EAP program development. Findings revealed EAP language skills as highly important for PhD students and a marked preference to skills situated in an international context. Results also highlighted the importance of implementing concise surveys when documenting the significance students give to different course goals (p. 60). Both studies provide interesting insights regarding the evaluation process of a program extended to reflective teaching that may be adopted in further research.

Chapter Three: Research Design

In this chapter a description of the procedures followed in this study are presented. First the reader will become acquainted with the type of study, then with a description of the participants and the data collection instruments. Finally, methods implemented to collect and analyze data are presented.

Type of study

Framed into a mixed-method research, this study involves a qualitative and a quantitative perspective. According to Creswell (2009) combining these two approaches expands understanding of the research problem (p.203). This mixed-method study included four instruments: documentary evidence, two questionnaires, an interview and a focus group. The quantitative data part of this study was collected by means of the questionnaires, including questions with four-point rating scales. The qualitative data were collected through open questions in the questionnaires, a semi-structured interview and a focus group. Students and content area teachers completed the questionnaires, while the two teachers in charge of English lessons were interviewed. As a strategy to gain more input on behalf of the students, a group of 6 learners were invited to participate in a focus group.

The aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts. Procedures followed based on this approach make use of data collection techniques, such as, observation and recording of events or behaviors in the context where they occur. The focus of the analysis is not only centered on linguistic or cognitive issues but it also covers a social dimension (Burns, 1999, p. 30). From this perspective, the current work involves the description of students' current situation and the

analysis of participants' perceptions regarding English language learners' target and learning needs.

The development of a qualitative research requires the validation of its findings by following different procedures. Burns (1999) claims that the validity of the findings lies not only in the systematic ways in which the data are collected and analyzed but also in the process of triangulation to which the collection methods can be subdued (p. 163). Triangulation involves gathering data from a number of different sources so that the research findings or insights can be tested out against each other. Therefore, this research triangulates data by collecting and contrasting data from three sources: documentary evidence, learners and teachers.

Context

This research was developed at Instituto Superior de Ciencias Sociales y Económico Familiares (ICSEF) one of the 54 technological institutions in Colombia. These institutions are characterized by their orientation towards the technological field of knowledge with a foundation on science and research (Congreso de Colombia, 2002). Education and training focus on knowledge required for work-place performance in the productive and services work sector. The ICSEF is located in Fusagasugá, a small town in Colombia, surrounded by a wide rural area, called Sumapaz.

The ICSEF was founded in the year 1969, in Bogotá, aiming to promote women's education. In 1974, the Ministry of Education in Colombia granted the institution approval to offer technical and technological education. The first cohort graduated in 1975. As a result of a feasibility study, by 1998, the ICSEF started operations in its new branch, in Fusagasugá (Cundinamarca, Colombia). From 2003 to 2006, a partnership program with Australian government and the non-governmental organization (NGO) RELEDEY benefited 960 women of

the region to study at the ICSEF. It provided them with economic benefits. In 2006 a new partnership project with Belgian government and NGO ACTEN (Association for Cultural, Technical and Educational Corporation) provided the ICSEF with economic support to build 5 food classroom workshops in its facilities. Another benefit was the development of a program to support low-income women access to professional education and labor market. By 2008, the ICSEF started a joint program with Bogotá's Chamber of Commerce, called the MEGA Program, and it aimed to offer consultation to food and agricultural sectors in the region, in order that they could grow and expand.

With the support of the Minister of Foreign Affairs and the NGO ELIS, from 2008 to 2012, the ICSEF held a project to improve the social and economic conditions of rural families from the six communities located in Sumapaz. This project helped finishing the five food labs and sponsored six business initiatives of students advancing the Processing and Trading of Food Products program. Currently, the ICSEF is recognized by the Learning National Service (SENA, for its acronym is Spanish), a State technical and technological institution that can accredit other institutions of the same kind. This recognition provides learners with the benefit of being hired by Colombian enterprises during their trainee period.

The MEN has granted the ICSEF approval to provide instruction in the following programs: Technician on Gastronomy, Technician on Hotel and Services Processes, Technician on Processing and Trading of Food Products and Technologist on Hotel and Services Management.

Students enrolled in technical programs are required to take two language modules of English: Basic English A.1.1 (English I) and Basic English A.2.1 (English II). These courses are taken during the second year of the two-year program. Those who pursue the technological

program, study two more levels which are Basic English A2.2 (English III) and Intermediate English B.1.1 (English IV). This last is taken as an intensive course, which means, students attend four hours of daily classes, during three weeks. Courses I to III comprise 96 hours distributed in 32 hours of class and 64 hours of independent study. Lessons taught during a regular semester are once a week and they last 2 academic hours. The program contains topics related to hospitality and competences are taken from the first three levels of the CEFR. The four modules focus on four language skills: listening, speaking, reading and writing.

Two instructors are in charge of the four modules of English and class size depends on the number of students in each semester, but on average there are 15 students in each group. To support students' independent language learning, the ICSEF has a Language laboratory and a library. In the library there are several textbooks for general English and few on English for Specific Purposes. The language Lab has various software programs and most computers have Internet access.

Participants

This study aimed at revealing perceptions regarding learners' target and language learning needs, therefore, three groups of participants were included: learners, English instructor and content teachers. As English courses are attended by students of the four programs, participants in this study included the whole population of students at the ICSEF in the first semester in 2012, a total of 98 learners. The 13 content teachers working at the ICSEF at that moment were surveyed and the two English instructors were interviewed. Analysis of the first five questions of the written questionnaire revealed data regarding participants' profile, which is detailed below.

Students

The ICSEF is a female institution. The age of students in the four programs ranges from 15 to 29 years old. The program with the oldest population was Processing and Trading of Food Products with students in an average age of 29 years, followed by Hotel and Services Management program, in which the students' average age was 20 years. Hotel and Services Processes and Gastronomy programs have the youngest students with an average age of 18.

The majority of students were single (90%) and did not have any other occupation different from studying at ICSEF (66%), though in Processing and Trading of Food Products, 13 out of 15 students answered that they had an additional occupation. The highest level of education achieved by the 87% of the students was eleventh grade in high school. Just 11% of the population admitted to have been enrolled in English courses different from those provided by the school.

By the time students were given the questionnaire, all were already familiar with English courses at the ICSEF since this subject is mandatory from first semester in the four programs. Table 1 shows the distribution of the student population that participated in the research. Clearly the majority of students belonged to the Hotel and Services Processes program: sixty-one out of 98 students.

Table 1. Total sample size and sample size per program.

Program	SAMPLE SIZE	%
Technologist in Hotel and Services Management	11	11.22
Technician Professional in Hotel and Services Processes	61	62.24
Technician Professional in Gastronomy	11	11.22
Technician Professional on Processing and Trading of Food Products	15	15.31
Overall Total	98	100%

Out of 98 students surveyed, the largest group of students (45.46%) was in Basic English A1 class. The next group – 29.30% were attending Basic English A2.1. while no more than 9 students (9,9%) were in Basic English A2.2. A number of the students (45) were not currently attending English lessons because they were in a different cycle of their study programs, but they had already taken at least one English course at the ICSEF (See Table 2)

Table 2. Total sample size and sample size per level.

LEVEL	SAMPLE SIZE	%
English I - Basic English A1	15	45,46
English II - Basic English A2.1	29	29,30
English III - Basic English A2.2	9	9,9
None	45	15,15
Overall Total	98	100%

English instructors

In the first semester in 2012, two English instructors were teaching the four courses of English at ICSEF. The most experienced instructor was a Colombian female who is in her forties and who has been teaching English for more than 25 years. She holds a BA in Education Science with emphasis on Languages Spanish and English. She has a postgraduate degree in University Teaching and holds a Masters in Administration and Supervision in the area of Education. In addition to teaching English classes, she designs materials and provides support in the development of the language program at the ICSEF. The other instructor was a Colombian female who is in her twenties. She graduated from the ICSEF as a Technologist in Hotel and Services Management. After studying English abroad for a year, she enrolled at the ICSEF as English instructor. She was teaching English III and IV, while the other instructor was teaching English I and II.

Content teachers

A total of 13 content teachers were involved in this study in order to contrast their perceptions with that of learners and the English instructors. Their knowledge of the professional field of students is an important perspective to consider in the current study. Most of the content teachers taught courses in at least two of the programs (See Table 3).

Table 3. Distribution of content teachers according to program in which they teach.

Program	SAMPLE SIZE (N=13)	%
Technologist in Hotel and Services Management (THSM)	5	38
Technician Professional in Hotel and Services Processes (TPHSP)	6	46
Technician Professional in Gastronomy (TPG)	9	69
Technician Professional on Processing and Trading of Food Products (TPTFP)	5	38
Teachers may select more than one option, so percentages may add up to more than 100%.		

When surveyed about their current English level, instructors who were teaching subjects other than English at the ICSEF self-rated in a variety of English levels (See Table 4).

Table 4. Distribution of content teachers according to their self-rated English level.

LEVEL	SAMPLE SIZE	%
Beginner	3	23
Basic	3	23
Pre- intermediate	3	23
Intermediate	3	23
Advanced	1	1
Overall Total	13	100%

Researcher's role

Implementing a Needs Analysis (NA hereafter) procedure allowed the researcher to focus on a problem derived from a particular educational setting. In the case of the current work the

role of the researcher is performed from an external point of view, this is because the participation of the researcher makes part of a counseling process from the Sabana University to the ICSEF. According to Al-Husseini (2004) in cases in which the researcher is an outsider, a stage of familiarization is needed in order to gain a better involvement in the environment or target situation (p.77). The researcher needs to learn about biographical characteristics of the learners and teachers and gain a level of integration with the target population. The involvement of the researcher with teachers and students during the data collection process was an important factor that contributed to a better understanding of the target situation. The implementations of study recommendations will need to be approved by decision makers, that is, higher administration of the institution. Here, the researcher analyses the current situation and contrasts it to the desired situation, so that some conclusions and recommendations can be drawn and implemented according to decision-makers criteria.

Data collection instruments and procedures

Seliger and Shohamy (1989) argue that the focus of the study and the specific variables to be identified are the elements which help determining what constitutes data and the procedures to be implemented in a research. They also highlight that “data can be drawn from any of the behaviors involved in a second language acquisition event” (p. 160). Therefore they suggest, as a first step, to specify the exact definition of the variables of the study, then operationalize them and finally identify specific behaviors that contribute to describe them. Consequently, the procedure for collecting data starts with a decision on what data to collect, how to collect them and finally define data collection parameters.

There are data collection procedures with a low degree of explicitness in the sense that they can be used simultaneously and involve informal data collection techniques, such as field notes, records, diaries, observations, informal interviews and conversation with the subjects (Seliger & Shohamy, 1989, p. 159). On the other hand, procedures with a high degree of explicitness involve the use of structured types of data collection techniques that have a clear focus on the data to be sought. Examples of these types of procedures include structured questionnaires, discrete point tests, formal interviews, and metalinguistic judgment tests. In all of these procedures the subject is required to respond to data determined in advance (Seliger & Shohamy, 1989, p. 159).

As the main focus of this study is to determine target and language learners' needs as perceived by the English instructors, content teachers and learners themselves, four data collection instruments were adopted as the most appropriate for the specific research purposes. These instruments are two types of questionnaires, interview, focus group and documentary evidence.

Questionnaires

A review of the literature related to data collection instruments guided the process of designing the final version questionnaire to be administered to students and content teachers. Two highly structured questionnaires with close questions were designed. The rationale for this choice is not only the size of the sample (98 learners and 13 content teachers), but also because responses from close and numerical questions allow comparing responses across groups in the sample, which is one of the aims of the present research. According to Hopkins (2008), "questionnaires that ask specific questions about aspects of the classroom, curriculum or

teaching method are quick and simple way of obtaining broad and rich information from pupils” (p. 117). Questionnaires are considered useful instruments because they have several advantages over other methods of data collection. Cohen *et al.*, (2011) argue that various advantages are that questionnaires provide structured and numerical data that can be administered without the presence of the researcher (p. 377). Additionally, data are straightforward to analyze. However, the same authors suggest that during the construction process, designers consider moving from a general area of interest to a specific set of features from which data can be gathered. This can be achieved by first, clarifying the questionnaire general purposes and turn them into a concrete aim or set of aims; second, identifying and itemizing topics that relate to its central purpose; third, formulating specific information requirements relating to each of the topics identified. A questionnaire also needs to be exhaustive in its coverage of the elements of inclusion, asks the most appropriate kinds of questions, elicit the most appropriate kinds of data to answer the research purposes and sub-questions and asks for empirical data.

The types of questionnaire items included in the current study are multiple choice, four-point rating scales and open-ended questions (Cohen et al, 2011, p. 383). Close questions include a range of responses from which the respondent can choose. These types of items are quick to complete and straightforward to code, however they do not enable respondents to add information or expand responses. Cohen *et al.* (2011) suggests including open questions, so that respondents be able to write a free response in their own terms or explain and qualify their responses (p. 393). Cohen's *et al.*' (2011) suggestions guided the final version of the questionnaire in which a number of open ended questions were included to invite the respondents to add personal comments or add information that the researcher did not foresee in the design process and which might provide qualitative data that is rich, depth, honest and authentic (p.393).

The other type of question designed for the questionnaire was rating scales. One great advantage of these items is that they allow the researcher to determine frequencies, correlations and different forms of quantitative analysis whilst opinions from respondents are gathered. In order not to limit students' responses, all the rating scales designed for the present study included an item entitled "other" for respondents to feel free to add comments or add information. Respondents tend to avoid the two extreme poles at each end of the continuum (in a five-point scale). This is why the design of this questionnaire was based on a four-point scale. Cohen *et al.* (2011) argue that using an even number of scale points might contribute to force the respondent to make a decision on rating.

The steps described for designing questionnaires (Cohen *et al.*, 2011, p. 378) were followed and the instrument was piloted with 25 students, seven content teachers and the English instructor at the institution in 2011. This piloting allowed the researcher to validate the instrument with the English instructor and content teachers, who found it appropriate and aligned to the ICSEF English syllabus and to the students' graduate profiles respectively. After piloting, the researcher decided that for the actual implementation it would be more appropriate to interview the English instructor, instead of administering to her the final version of the questionnaire. This last choice was made because the English instructor was in charge of syllabus design, therefore her answers might be biased. The piloting also demonstrated that it was more suitable to transform the open question about competences into a rating scale item, since the majority of respondents omitted that question or left it unanswered. It was also found that a number of items were repeated; therefore, for the final version this issue was corrected.

Items in the final version of learners' questionnaire (See Appendix A) were organized in four sections: items one and two attempt to collect learner's bio-data and current level of

English. Questions three to seven aim at gathering data related to professional interests of respondents and learners' views on relevance of English in their desired occupational fields. Questions eight and nine were included in the hope of achieving information related to learners' perceptions regarding prospective communicative situations and competences in English. The list of situations in question eight was taken from the graduate profiles in the four technical and technological programs, therefore this question varied according to the program the respondent was enrolled in, which implied that four versions of students' questionnaire were implemented. The list of competences in question nine was taken from the performance evidence section in the existing English syllabus for each one of the English levels taught at the ICSEF. Questions eleven to seventeen gather data related to respondents perceptions regarding elements of the existing language program, such as: competences, learning contents, learning activities, learning resources and assessment methods.

In order to address the specific audience, items in the content teachers' questionnaire (See Appendix B) were adapted from section two to four in students' questionnaire. The instrument focused on the following areas: teacher's perception of relevance of English in learners' future occupational field (Items Three, Four and Six), teachers' perceptions regarding learners' prospective communicative situations and English competences (Items Five and Six) and teacher's perceptions regarding relevance of learning content in the existing language program (Item Seven and Eight). See Table 5 for a correlation of research questions, questionnaire sections and items.

Table 5. Correlation of research questions, questionnaire sections and items

Research Questions	Questionnaire Section	Learners' questionnaire	Content teachers' questionnaire
	1. Respondents bio-data	Question 1 and 2	Question 1 and 2

What are ICSEF English learners' perceived target needs ?	2. Perception of relevance of English in desired/ expected occupational field	Questions 3 to 7	Questions 3 to 4
	3. Perception of relevance of English in prospective communicative situations and relevance of English competences	Questions 8 and 9	Questions 5 and 6
What are ICSEF English learners' perceived learning needs ?	4. Perceived relevance for learning of elements in the existing language program	Questions 10 to 17	Questions 7 and 8

As stated above, after each rating scale or multiple choice question an open ended question was included in both teachers' and students' questionnaires for respondents to add, clarify or expand information. Finally, the last question in both questionnaires allowed the respondents to include their contact details in order to provide more information in case that the researcher needed to expand or clarify some information related to the questionnaire.

Focus group

According to Johnson and Christensen (2012, p. 204), "focus groups are used to collect qualitative data that are in the words of the group participants". Thus, eliciting students' perceptions through a focus interview permitted the researcher not only to add insights to the data collected with the questionnaire but also to contrast students' and teachers' views, since the same kind of questions were asked to instructors in the semi-structured interview. Six students were invited to participate in the focus group. All were studying Hotel and Services Processes program and had taken at least one English level at the ICSEF. The researcher moderated the discussion and completed the ten items in the focus group protocol in 12 minutes (See Appendix C). The entire discussion was held in Spanish and it was recorded in video.

Semi-structured interview

A semi-structured interview was administered at the same time to both English instructors. Interviews allow the researcher to “obtain in depth information about participant’s thoughts, beliefs, knowledge, reasoning motivation and feelings about a topic” (Johnson & Christensen, 2012, p. 202). Bearing this in mind, by administering this instrument in this study the researcher aimed at gaining understanding of the instructors’ perspective (Patton, 1987, cited in Johnson & Christensen, 2012) regarding learners’ target and language learning needs. Wallace (1998, p 146) argues that semi-structured interviews “combine a certain degree of control with a certain amount of freedom to develop the interview”. Therefore, in this study ten open questions were planned (See Appendix D). However, during the course of the interview follow up questions and prompts were added in order to obtain more detailed responses. The interview lasted 40 minutes and it was conducted in Spanish.

Documentary evidence

Seliger and Shohamy (1989) describe documentary evidence as the group of documents (memos, letters, position papers, examination papers, newspaper clipping, etc.) surrounding curriculum achievement or other educational concern. The use of such material may provide background information and understanding of issues that would not otherwise be available. One advantage of using documentary evidence is that this data procedure helps the researcher gain a better understanding of the issues arising in the curriculum or teaching method. Documentary evidence also provides context and background information and it is an easy way to obtain other people’s perceptions (Seliger & Shohamy, 1989). In the current study, documentary evidence was a key instrument to define the educational context, the teaching situation and the learners’

profiles. Table 6 shows the type of documents studied in this research and their contribution to the understanding on the target population context.

Table 6. Documentary evidence used in the present study and their contribution.

Documents	Contribution
ICSEF Proposal to Universidad de La Sabana	This document provided information that defines the statement of the problem and justifies the importance of undertaking a needs analysis procedure.
Language course syllabus of the four levels	Syllabus of four language levels provided information related to existing program contents, competences, methodology, resources and evaluation. Information from each course syllabus was extracted to formulate some questions in the written questionnaire.
Study plans of the four undergraduate programs	Study plans provided useful information regarding the organization of the language program along the different undergraduate programs.
Graduate profiles of the four undergraduate programs	Graduate profiles provided information that helped anticipating the communicative situations learners will need to face in their future work place. Information from the profiles was extracted to formulate some questions in the written questionnaire.

According to Cohen *et al.* documents “do not speak for themselves but require careful analysis and interpretation” (2011, p.253). Therefore, the authors suggest taking into consideration the educational, social, political and economic context in which they have been produced. Additionally, the researcher needs to pay close attention to the authorship, the audience, outcomes and influences of the documents. These recommendations were followed in the present study and documents were validated with authorities at the institution.

Chapter Four: Results and Data Analysis

This research explored learners' target and learning needs as perceived by learners, the two English instructors and thirteen members of the faculty staff. To achieve the research objectives, the following questions were stated: 1) What are the ICSEF English learners' perceived target needs? 2) What are the ICSEF English learners' perceived learning needs? 3) Are there any significant differences between learners and other stakeholders in their perceptions? In order to address these questions, four instruments were used: content teachers' and students' questionnaires, a semi-structured interview, a focus group and documentary evidence. The interactive mixture of data collection provided this research with a holistic understanding of the topic under study by gathering perceptions of both teachers and learners and by giving account on both target and English learning needs. This chapter first illustrates methods, procedures and frameworks involved in data analysis; then, it describes the findings of the study.

Data analysis methods

The approach followed in order to undertake data analysis in this study was a mixed-method approach with a convergent parallel design (Creswell & Plano, 2011). According to Creswell & Plano, "the convergent design occurs when the researcher collects and analyzes both quantitative and qualitative data during the same phase of the research process and then merges the two sets of results into an overall interpretation" (p. 77). A crucial advantage of this approach is that it allows the researcher to analyze each type of data "separately and independently", that is, by following an analysis technique for each data type. In addition, this approach provides a

triangulation method, since results and findings are compared and contrasted “for corroboration and validation process” (Creswell & Plano, 2011). In this study an additional strategy of validation was followed, which consisted of adding open-ended questions to the questionnaire. This provided the researcher with emergent themes that not only contributed to the validation of quantitative findings but also with a clearer focus on the quantitative analysis.

Data analysis procedure

In relation to convergent design procedures, this study follows the guidelines proposed by Creswell & Plano (2011) who recommend a four-step analysis procedure which is summarized in Table 7 below.

Table 7. Convergent design procedures followed in this study (Creswell & Plano, 2011)

Step	Activity	Description
1	Design the quantitative and qualitative strand	<ul style="list-style-type: none"> • State the research questions and determine the quantitative and qualitative approach.
	Collect the quantitative and qualitative data	<ul style="list-style-type: none"> • Obtain permissions. • Identify the quantitative and qualitative sample. • Collect closed-ended data with instruments. • Collect open-ended data with protocols.
2	Analyze the quantitative and qualitative data	<ul style="list-style-type: none"> • Analyze the quantitative data using descriptive statistics, inferential statistics, and/or effect sizes. • Analyze the qualitative data using procedures of theme development and those specific to the qualitative approach.
3	Use strategies to merge the two sets of results	<ul style="list-style-type: none"> • Identify content areas represented in data sets and compare, contrast, and/or synthesize the results in a discussion or table. • Identify differences within one set of results based on dimensions within the other set and examine the differences within a display organized by the dimensions. • Develop procedures to transform one type of result into the other type of data (e.g., turn themes into counts). Conduct further analyses to relate the transformed data to the other data (e.g., conduct statistical analyses that include the thematic counts).
4	Interpret the merged results	<ul style="list-style-type: none"> • Summarize and interpret the separate results • Discuss to what extent and in what ways results from the two types of data converge, diverge, relate to each other, and/or produce a more complete understanding.

Since quantitative and qualitative data were collected in this study, each type of data needed a specific analysis technique. The qualitative data were analyzed using the Grounded Theory approach. Corbin and Strauss argue that “[qualitative] analysis involves what is commonly termed coding, taking raw data and raising it to a conceptual level” (2008 p.65). In this study, therefore, the researcher followed strategies to coding data. This meant denoting the words of participants or incidents as concepts (Corbin & Strauss, 2008). The technique used to analyze quantitative data was descriptive statistics, which aimed at summarizing or making sense of a particular set of data, looking for trends and patterns (Johnson & Christensen, 2012). In this study a qualitzing process was also implemented. Johnson and Christensen (2012) define qualitzing as the process of converting quantitative data into qualitative data. This procedure allowed the researcher to create narrative descriptions from numerical data. Table 8 outlines the type of analysis followed with each one of the instruments implemented in this study.

Table 8. Data analysis methods followed during this study

Data collection Instrument	Nature of data	Analysis Method
<i>Students' and content teachers' questionnaires – closed questions</i>	Quantitative	Descriptive statistics
<i>Students' and content teachers' questionnaires – open questions</i>	Qualitative	Grounded Theory
<i>Focus group</i>		
<i>Semi-structured interview</i>		
<i>Documentary evidence</i>		

Quantitative data analysis procedures

The statistical analysis of the questionnaires was carried out with the aid of SPSS™ software and MSExcel™ spreadsheets. The analysis of these data took the form of an examination, in terms of percentages and frequency of the learners' and content teachers'

perceptions regarding targets and learning needs. Data were systematically arranged into frequency distribution tables that allowed the researcher to visualize frequencies and percentages. For rating-scale questions, it was found that relevance of data was concentrated in the first two categories of the variable (99%) and consequently data display and its analysis were based on the percentage scores in these two categories. In order to compare learners' and content teachers' perceptions, tables from both questionnaires were merged when possible so that the researcher could manage quantitative data in a single MSWord™ document (See

Appendix E).

Quantitative findings

Perceived relevance of English in desired/ expected occupational field

Most learners confirmed their interest in working in the areas of hospitality (50%) and events management (12%) which were two of the prospective occupational fields stipulated in graduate profiles. The rest of the population (38%) selected the option 'other field of work'. With regard to the importance of English as a tool to efficiently carry out tasks in their future career, most students (91%) and content teachers (77%) rated English as 'very important'. In addition, most students (71%) and content teachers (69%) perceived that students would use English 'frequently' in their future occupational field. However, in the TPTFP program, more than half of the group (53,3%) considered that they would only use English 'sometimes'.

Perceived relevance of English in prospective learners' communicative situations

English was rated as either 'very important' or 'important' by both learners and content teachers in all of the situations listed. However, figures show that English was considered less important in a number of the situations stated in the questionnaire which was extracted from graduates profiles (See Chapter 3). Quantitative results from Question 9 demonstrated that content teachers and learners from three programs found relevant the use of English for all the competences listed, while students in THSM draw attention to the competences in which they found English wouldn't be that necessary (See Table 9).

Table 9. Prospective situations with least use of English

Program	Students (n=98) – Subjective target needs	Content Teachers (n=13) – Objective target needs
TPTFP (n=15)		-when dealing with 'logistics, storage and distribution of raw materials and agricultural products' (46%) - 'the supervision of areas within agricultural companies in order to guarantee high standards in the efficient handling and use of resources'. (46%).
TPG (n=11)		- 'food conservation procedures' (54%)
TPHSP (n=61)	- 'the carrying out of typical service based tasks such as cleaning, office maintenance and the maintenance of floors and work spaces.' (9%)	- 'the carrying out of typical service based tasks such as cleaning, office maintenance and the maintenance of floors and work spaces.' (6%)
THSM (n=11)	- 'creating an inventory and carrying out cost analysis and financial control.' (36%)	- 'helping in the process of selection, design and description of products and the creation of a processes manuals' (38%) - 'carrying out studies into the improvement of processes and procedures in all service areas' (39%).

Perceived relevance of English competency in prospective learners' occupation

The situations that were used to assess the relevance of English in students' expected occupational fields were taken from graduate profiles and included in Items 8 and 5 in questionnaires administered to content teachers and students. Therefore, situations varied according to the program learners were enrolled in. The purpose of this item was to see whether content teachers and students agreed on those situations, and, in turn, the researcher could have a view of objective and subjective needs. All of the competences listed were rated as 'very important' or 'important' by both learners and content teachers. However, figures show the lower perceived relevance of a number of competences included in the questionnaire, which were extracted from existing language syllabus of the institution (See Chapter 3).

While content teachers considered all the competences stated for English I as highly relevant for students' future occupations, in general students (47%) found the ability to 'describe the place where they live and study' to be less important than the others. Competences included for English II were all rated as 'important' or 'very important' by all the participants. The lowest indicators were found in results from THSM students who rated some competences in Levels I, III and IV with a lower level of importance as the following table shows:

Table 10. Importance of competences for THSM students

THSM Students (n=11)			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
- <i>recognize common names and simple words and expressions in adverts applicable to everyday situations</i> (36%), - <i>'describe the place where they live and</i>	<i>all are important</i>	<i>'read different academic documents and those of general interest in English'</i> (64%) - <i>'correctly present information on assigned topics'</i> (64%)	- <i>'find and understand the necessary general information in everyday materials such as cards, leaflets and short official documents'</i> (55%) - <i>'clearly identify the</i>

<p><i>study' (64%) - 'write and interpret postcards, cards and short and simple texts' (64%).</i></p>			<p><i>main conclusions of written essays' (55%).</i></p>
---	--	--	--

Perceived relevance of the learning situation: competences, learning content, learning activities, learning resources, assessment methods

Perceived level of proficiency in the second language competences

In Item 10 learners were asked to self-rate their English proficiency for each one of the competences listed in Item Nine. It is important to mention that 45 out of 98 students were not attending English classes but they had already finished English Level I in a previous semester. Fifteen were attending English Level I and the rest of the population was attending English Level II (29) and English Level III (9). The competence from English I in which students found a higher level of proficiency was 'understand short and simple texts with the help of related words and basic expressions, rereading, for example, parts of the text' (80%). The lower level of proficiency was perceived to be in 'creating menus that take into account the nutritional value and special characteristics of the ingredients' (40%) and 'offering table service, clearly describing the options offered by a restaurant for breakfast, lunch and dinner' (38%). Regarding competences from English Level II, III and IV, all learners rated themselves as having a low level of proficiency, with the exception of learners from the THSM program who rated themselves with an 'excellent' or 'acceptable' proficiency in the ability to 'request and provide information about daily events and situations' (82%).

COMPETENCES LEVEL 1	TPHSP	THSM	TPGH	TPTFP	TOTAL SAMPLE
1. Entender la idea general de textos informativos sencillos y breves y descripciones sencillas, especialmente si contienen ilustraciones que ayuden a explicar el texto.	64%	73%	85%	67%	79%
2. Comprende textos cortos y sencillos, con la ayuda de palabras que son familiares y de expresiones básicas, releendo, por ejemplo, partes del texto.	73%	73%	87%	60%	80%
3. Seguir instrucciones escritas, breves y sencillas, especialmente si contienen ilustraciones.	64%	45%	85%	60%	74%
4. Reconocer nombres corrientes, palabras y expresiones sencillas, en anuncios aplicables en situaciones habituales.	82%	45%	82%	60%	74%
5. Entender mensajes breves y sencillos en documentos como postales, notas y cartas.	64%	64%	75%	60%	70%
6. Escribir notas sencillas a las amigas y compañeras de clase.	55%	73%	79%	73%	74%
7. Describir el lugar donde vive y estudia.	64%	64%	84%	67%	77%
8. Completar formularios con datos personales.	73%	55%	75%	47%	68%
9. Escribir expresiones y frases sencillas aisladas.	55%	45%	79%	33%	65%
10. Escribir e interpreta postales, cartas y notas breves y sencillas.	36%	45%	69%	40%	58%
11. Entender expresiones habituales referidas a necesidades cotidianas sencillas, si se las dicen con claridad, despacio y más de una vez.	64%	45%	70%	67%	66%
12. Entender un discurso lento y articulado con claridad, con pausas largas y de tema conocido.	45%	73%	59%	47%	57%
13. Entender preguntas e instrucciones y seguir indicaciones breves y sencillas.	55%	36%	72%	13%	57%
14. Identificar e interpreta números, precios medidas, tiempos y horas.	55%	27%	70%	7%	54%
15. Elaborar menús teniendo en cuenta valor nutricional y características especiales de los alimentos.	18%	64%	39%	40%	40%
16. Ofrecer servicio a la mesa, describiendo con claridad las opciones ofrecidas por un restaurante para el desayuno, almuerzo o cena.	36%	73%	30%	47%	38%

Figure 3. Students' self-rated proficiency in Level I syllabus competences

COMPETENCES LEVEL 2	TPHSP	THSM	TPGH	TPTFP	TOTAL SAMPLE
1. Entender la idea general de textos informativos, escuchando atentamente la lectura.	45%	55%	64%	13%	53%
2. Deducir la idea principal de un texto, identificando los elementos esenciales del contenido.	45%	64%	67%	20%	57%
3. Leer fluidamente los documentos y textos propuestos.	45%	45%	56%	20%	48%
4. Expresar con facilidad las ideas secundarias de un texto informativo, teniendo en cuenta la entonación y pronunciación	27%	27%	52%	13%	41%
5. Escribir en forma coherente y lógica, informes y resúmenes aplicando los elementos formales del idioma.	45%	64%	51%	40%	50%
6. Describir detalladamente paquetes turísticos, especificando lugares, características culturales y sociales, costumbres, comidas, eventos, precios y horarios.	36%	45%	41%	27%	39%
7. Participar activamente en todas las actividades propuestas e interactuar con las compañeras, facilitando su propio aprendizaje y el de las demás alumnas.	64%	64%	69%	40%	63%
8. Realizar las actividades de trabajo autónomo como estrategia para desarrollar las competencias lingüísticas necesarias en el proceso de comunicación.	36%	45%	51%	40%	47%

Figure 4. Students' self-rated proficiency in Level II syllabus competences

COMPETENCES LEVEL 3	TPHSP	THSM	TPGH	TPTFP	TOTAL SAMPLE
1. Emplear estructuras gramaticales en ensayos y composiciones.	55%	45%	36%	13%	36%
2. Pronunciar y entonar correctamente al hablar.	55%	36%	62%	27%	53%
3. Leer en inglés diferentes documentos de interés general y académicos.	36%	45%	51%	7%	42%
4. Comprender y reconocer en un 80% conversaciones, textos o canciones escuchadas.	36%	64%	52%	47%	51%
5. Pedir y dar información sobre eventos y situaciones cotidianas.	36%	82%	43%	27%	44%
6. Asistir y desarrollar todos los trabajos que se hacen durante las clases.	64%	73%	72%	33%	65%
7. Preguntar o pedir asesoría para desarrollar un plan de negocios.	36%	45%	43%	27%	40%
8. Exponer correctamente la información de temas que han sido asignados	45%	45%	54%	60%	53%
9. Tomar una posición de acuerdo a la situación, sociedad y cultura de la comunidad o comunidades en las que se habla el idioma y se desarrolla una conversación.	27%	45%	41%	13%	36%

Figure 5. Students' self-rated proficiency in Level III syllabus competences

COMPETENCES LEVEL 4	TPHSP	THSM	TPGH	TPTFP	TOTAL SAMPLE
1. Entender textos poco complicados sobre temas relacionados con sus campos de interés.	64%	64%	64%	33%	59%
2. Encontrar y entender la información general que necesita en materiales cotidianos, como cartas, folletos y documentos oficiales breves.	64%	45%	59%	33%	54%
3. Buscar en textos extensos o en varios textos breves la información específica que necesita para realizar una tarea.	64%	45%	57%	20%	51%
4. Reconocer los puntos más importantes en artículos sencillos de periódico que traten sobre temas que le son familiares.	64%	55%	59%	20%	53%
5. Identificar las conclusiones principales de textos argumentativos escritos con claridad.	45%	45%	59%	40%	53%
6. Reconocer la línea argumental general de un texto, sin llegar a entenderlo todo con todo detalle.	55%	64%	61%	20%	54%
7. Entender la descripción de acontecimientos, sentimientos y deseos en cartas personales, lo bastante bien como para mantener correspondencia con amigos o conocidos.	45%	55%	56%	20%	49%
8. Entender instrucciones sencillas y escritas con claridad sobre el manejo de un aparato.	27%	36%	54%	20%	44%
9. Escribir informes muy breves para transmitir información sobre hechos cotidianos e indicar los motivos de una actuación determinada.	27%	45%	41%	13%	36%
10. Escribir cartas personales describiendo experiencias, sentimientos y acontecimientos con todo detalle.	45%	64%	48%	27%	46%
11. Describir detalles básicos de sucesos imprevisibles como, por ejemplo, un accidente.	27%	45%	39%	7%	34%
12. Describir sueños, esperanzas y ambiciones.	27%	27%	46%	0%	35%
13. Tomar notas acerca de problemas, peticiones de información, etc.	36%	36%	39%	13%	35%
14. Describir el argumento de un libro o una película y describir también mis reacciones.	18%	64%	43%	47%	43%
15. Exponer brevemente las razones y dar explicaciones sobre sus opiniones, planes y acciones.	27%	27%	46%	27%	39%

Figure 6. Students' self-rated proficiency in Level IV syllabus competences

The red colored cells in Figures 3 to 6 show competences in which students rated themselves as low performers. It may be seen that Levels II, III and IV students believe themselves not to be expert in most of the competences. In Level I students responses vary according to the program, but figures show that learners believed themselves expert in 7 out of the sixteen competences listed in the program.

Learning content

A list of thirty-three contents taken from English courses syllabus was included in students' and content teachers' questionnaires. When surveyed about the extent to which those contents were worth learning, bearing in mind students' future occupational fields, participants rated them as 'greatly needed' or 'needed'. However, learners in the TPTFP program rated the following content with a lower level of relevance: 'The menu' (47%), 'At the kitchen' (67%), 'At the restaurant' (67%), 'At the table (food and beverage)' (60%) and 'At the supermarket' (60%). Quantitative results also confirmed that both students (63 out of 98) and content teachers (nine out of 13) had the same opinion on the type of English courses which should be imparted at the intuition: Vocational English (ESP). The least popular course was Academic English (EAP) which was chosen by 11 learners out of 98 and no more than one teacher out of 13.

Learning activities

A list of five class activities taken from English courses syllabus was included in students' questionnaires for them to choose those preferred. In general, the least popular class activity was 'cooking food' (69%) whilst the most popular was 'role plays' (86%). However, results vary according to the programs learners are enrolled in. THSM (91%) and TPHSP (97%) students rated 'role plays' as the preferred activity in class, while for TPG (33%) and TPTFP

(40%) students this was their least preferred activity. Students in those programs rated 'oral presentations' as their favorite activity.

Learning resources

A list of seven resources taken from English courses syllabus was included in students' questionnaires for them to confirm the learning context in which learning materials were used and to choose their preferred resources. From the resources listed, results showed that 'class handouts' and the 'class book' were classified by half of the population as elements that were not used either in class or for independent work. The most popular resources used in class were the 'English lab' (83%) and 'audio material' (48%). 'Webpage senavirtual.edu.co' was the most popular resource for learners' independent work (51%).

In terms of resources that have benefited their learning, respondents replied that the most popular resource was the 'English instructor' (83%), followed by the 'English lab' (60%) and the 'audio material' (60%). The least popular resources chosen by students were: 'the library' (24%), 'class handouts' (30%) and 'the class book' (31%).

Assessment methods

A list of seven assessment methods taken from English courses syllabus was included in students' questionnaire for them to choose their preferred methods. The entire list of assessment methods was perceived by learners as highly beneficial for their learning. The strategies with the highest results were: 'Oral presentations' (85%), 'quizzes or exams' (83%) and 'in-class work assessment' (82%). However, results from TPTFP students showed that more than half of them failed to identify 'Oral presentations' (60%) as an effective assessment strategy for their learning. Furthermore, half of participants from the TPG program also considered 'autonomous work' as a non-effective assessment strategy for learning.

Qualitative data analysis procedures

In this part of the analysis the researcher considered suitable to follow Burns' (1999) five stages framework to analyze qualitative data, namely: a) assembling data, b) coding the data, c) comparing the data, d) building interpretations and, e) reporting the outcomes. Data sources for this analysis included open questions in the questionnaire, the transcripts of the semi-structured interview held with English instructors and the focus group held with students.

At the assembling stage, the researcher scanned data bearing in mind the initial questions posed for this study and wrote down 'thoughts, ideas or impressions' as they occurred regarding learners' learning needs and target needs (Burns, 1999). In the coding stage, the researcher recognized significant patterns from each instrument and source by adding color-coding to participants' responses and inserting key words or concepts on the right margin. After determining the frequency of each color-code the researcher looked for commonalities among them for further comparison and analysis (See

Appendix E).

At stage 3, the researcher compared categories to see whether themes or patterns were repeated or developed across different data gathering techniques (Burns, 1999). Data were analyzed from the triangulation of students' and content teachers' responses to the open questions in the questionnaires, the teachers' interview, and the students' focus group. The

comparison of responses allowed the researcher to validate findings by testing data sources against each other and confirming whether the data sources complemented each other and led to the same conclusions regarding students' target and learning needs (Burns, 1999).

At stage 4, the researcher made meaning of the data by analyzing properties that might characterize both students' target and learning needs, and degree of agreement or discrepancies among objective and subjective needs, that is, learners' and teachers' voices and institutional documents. Contrasting results from quantitative and qualitative data, the researcher attempted to analyze the extent and in what ways results converged, diverged, related to each other or produced a more complete understanding of the phenomenon under study (Creswell & Plano, 2011).

Findings after merging data

The procedure described in stage four of the qualitative analysis section allowed the researcher to merge and contrast quantitative and qualitative data by means of a matrix. At this stage, triangulation of sources focused mainly on the identification of target and learning needs by analyzing their correspondence to objective and subjective needs. (See Appendix G)

Findings concerning target needs

Target needs in terms of learners' occupational field

The occupational fields that were used to identify the areas in which learners see themselves working in the future were all extracted from the graduate profiles and they were included in Item 5 in the questionnaire administered to students. In addition, two more open questions were added for learners to specify the company in which they would like to work (Q3) and the tasks that they would like to perform (Q4). This information was contrasted against

responses from the open questions in Items 3 and 4. Although results varied according to the program learners were enrolled in (Table 11), in general figures confirmed that learners were interested in the hospitality field (hotel=42). Additionally, numbers also evidenced learners' interest in the transport field (airline =14), the entrepreneurship field (own business =10) and food industry (food products company = 7). On the other hand, the most popular companies among students were hotel (42), airline (14), own business (10) and food products company (7). Additionally, results demonstrated that many students picture themselves performing administrative or management duties in their jobs, since the most popular work-related roles were: administrator (29), manager (12) and chef (7). Other salient roles were: receptionist (12), client service (7), and flight attendant (7).

Table 11. Open-question 3 and 4 sample data: target needs

Program	Which company would you like to work in? (N=98)	Which role would you like to perform in your job? (N=98)
TPTFP (n=15)	<i>Food products company (7)</i> <i>Own business (3)</i> <i>Restaurant (3)</i> <i>Hotel (1)</i>	<i>Administrator (4)</i> <i>Supervisor (3)</i> <i>Operator (3)</i> <i>Manager (2)</i> <i>Export products (1)</i>
TPG (n=11)	<i>Own business (3)</i> <i>Hotel (2)</i> <i>Restaurant (1)</i> <i>Police (1)</i>	<i>Chef (7)</i> <i>Manger (1)</i> <i>Police officer (1)</i>
TPHSP (n=61)	<i>Hotel (34)</i> <i>Airline (11)</i> <i>Own business (3)</i> <i>Police (2)</i> <i>Restaurant (1)</i>	<i>Administrator (21)</i> <i>Receptionist (10)</i> <i>Manager (8)</i> <i>Client service (7)</i> <i>Flight attendant (5)</i> <i>Police officer (2)</i>
THSM (n=11)	<i>Hotel (5)</i> <i>Airline (3)</i> <i>Travel agency (2)</i>	<i>Human resources (6)</i> <i>Administrator (4)</i> <i>Quality supervisor (3)</i>

	<i>Own business (1)</i> <i>Cruise (1)</i>	<i>Receptionist (2)</i> <i>Manager (1)</i> <i>Finance and accounting (1)</i> <i>Flight attendant (1)</i>
--	--	---

Target needs in terms of prospective communicative situations

In order to have a second view of target situations, participants were given the possibility of expanding answers in one of the open questions. Responses confirmed learners' and teachers' agreement on the domains in which English would be useful for learners' future careers: a) 'to gain more knowledge', b) 'to travel', c) 'to do businesses', and d) 'to offer services'. However, content teachers' views did not consider situation 'for everyday life', which was one domain that learners found relevant. These findings indicate that institutional views regarding learners' prospective communicative situations as stated in graduate profiles (objective needs) are not far from learners' own views (subjective needs). Attention must be drawn on learners' own interests regarding the use of English for purposes beyond their occupation fields, such as, in their social life. Table 12 shows some samples of students' responses for each one of the identified target need and the corresponding additional situations and CEFR domains they refer to.

Table 12. Additional prospective situations: open question

CEFR Domains	Learners' Target Situations	Students (n=98)	Content Teachers (n=13)
	Learners will need English...	Which other work-related situations will students need English for?	
STUDY	to gain more knowledge	<p><i>-When studying, to achieve a professional degree, English is a basic subject, elementary to achieve our goals.</i></p> <p><i>-For learning methods (in food processing) followed in other countries.</i></p>	<p><i>-To access information about requirements in other parts of the world about what it is being produced (food) in the area (Sumapáz).</i></p> <p><i>-For online information. Learning and understanding recipes in</i></p>

			<i>English.</i>
WORK	to do business	<p><i>-For doing business with a multinational company.</i></p> <p><i>-When communicating with clients and business partners.</i></p> <p><i>-When exporting products to other countries and when most of our business partners speak English. We will need to communicate with them.</i></p> <p><i>-For the commercialization of products.</i></p> <p><i>-For advertising and marketing purposes.</i></p>	<i>-For services or commercialization of products.</i>
	to offer services	<p><i>- For table service, giving reports, general information with clients, ecotourism.</i></p> <p><i>-English is important at the hotel lobby.</i></p> <p><i>-In travel agencies because we have a lot of exchanges with foreigners.</i></p>	<i>-When they have direct contact with foreigners or perform activities at hotels.</i>
SOCIAL AND TOURISM	to travel	<p><i>-Someday in my life I will travel, then I will need English.</i></p> <p><i>-When I travel to other country.</i></p>	<i>-When they travel, it's crucial to travel abroad.</i>
	for their everyday life	<p><i>-In my everyday life because I plan to be surrounded by bilingual people.</i></p> <p><i>-In the social domain English is very important to easily speak and think in English. Master the language.</i></p> <p><i>-When I meet new people.</i></p>	

Target needs in terms of language competences in prospective learners' occupation

The list of competences that was used for content teachers and students to assess the relevance of existing syllabus, in the learners' prospective occupational field, was taken from English syllabus from levels I to IV. To use a more familiar language for participants, the list of competences was included in Item 9 as a list of "work-related tasks". In this way the researcher avoided the use of the word 'competences' that might have led to misconceptions among participants. The responses confirmed that for ICSEF's learners it is important to achieve the necessary competence to perform in the different domains proposed by the CEFR: work, study and social and tourism.

Findings concerning learning needs

Learning needs in terms of contents

Qualitative data collected from English instructors' interview corroborated that in English classes students learn about three main topics: *hospitality* (front desk, restaurant, facilities, and hotel administration), *tourism* (travel agency) and *culture*. However, data collected through the focus group with students showed that learners perceive that they just learn *hospitality* topics and that more general English should be taught at the institution in order to address their social needs. English instructors agreed with this last necessity and stated the importance of providing students with 'survival' English to satisfy learners' personal interests.

Learning needs in terms of activities

Results from the open question in Item Thirteen provided more insights on the kind of activities learners preferred. In terms of the low preference towards 'cooking food' some learners expressed that this activity had nothing to do with their occupational fields. Regarding

preference towards 'oral presentations' learners highlighted that this activity allowed them to learn about other cultures, increase vocabulary and improve listening skills. It was interesting to find that learners also mention as beneficial some learning strategies, such as being autonomous, looking for new words and correcting mistakes. In terms of preferences towards 'role-plays' learners affirmed that this activity was very positive for their learning because they could learn how to speak and understand while they get feedback from the instructor. A student also stated that she learned by practicing and another two affirmed that role-plays were very important for their daily life and future job. Among other benefits, learners mentioned that it helped with pronunciation, vocabulary, fluency and listening skills. These results were corroborated with findings from the focus group and semi-structure interview in which both learners and English instructors affirmed that the preferred activities in class were role-plays and pronunciation and vocabulary activities. In addition, the focus group revealed that learners also enjoyed interaction through a social network (pen-pals web page) and listening exercises in web pages that were assigned for independent study. On the other hand, qualitative analysis showed differences in subjective and objective needs, regarding activities that learners disliked. It was found that from learners' perspective (subjective needs) translating texts in class or using the program "Tell Me More®" at the Lab were the least preferred activities, while from teachers' perspective the least popular activities among their students were writing and reading texts. A mismatch was found between learners' and instructors' views regarding the activity 'translating' which was not listed in the syllabus or the questionnaire but that emerged during the interview and the focus group. Learners declared that they disliked this activity, while English instructors affirmed that they would never ask learners to 'translate' in English classes.

Learning needs in terms of resources

The open question after Item Fourteen and Item Fifteen provided learners with the opportunity to explain the reasons for their choice on learning materials. For audio material, it was found that learners liked it because it helped with pronunciation and listening skills. In terms of the English instructor as a resource, learners mentioned that it was positive to have teachers' support, class explanations and feedback. On the contrary, the library was criticized for having outdated books and the English lab for having an outdated unclear program. Results from the focus group and interviews corroborated that from students' perspective dictionaries were the only materials worth using at the library. Learners also confirmed that audio and visual materials were used in class as well as web pages for independent study. From the English instructors' perspective there were additional resources used in class, such as El Tiempo™ audio CDs, Karaoke and Tell Me More® program. In terms of the English Lab, a disagreement between learners' and instructors' views was found. Learners clearly stated that they failed to learn English by using the program Tell Me More®, while teacher affirmed that its use was giving positive results.

Learning needs in terms of assessment

Assessment methods were all well rated by students, which provides evidence of students' and instructors' agreement on the type of assessment that benefited learning. The answers to the open question enlarged the list of assessment methods, since the English instructors affirmed that they also assigned a grade to 'role-plays', 'class handouts', 'group work', 'learners' portfolio' and Tell Me More® activities'. Learners confirmed in the focus

group that assessment methods included 'oral presentations', 'reading comprehension' and 'exams', but also 'dictation'.

Findings concerning main discrepancies between objective and subjective needs

Objective needs in the study were assessed using institutional documentary evidence with the information registered in graduate profiles and syllabus from the language program. The objective perspective also included the views of content teachers and English instructors through the administration of a questionnaire and an interview. To determine subjective needs, learners were surveyed and invited to participate in a focus group. Once data were analyzed, results revealed discrepancies between subjective and objective needs regarding learners' target and learning needs.

Discrepancies in target needs

In terms of target needs, it was found that the main discrepancy had to do with TPTFP learners, who believe that the use of English in their future occupational field will not be as frequent as their content teachers may expect. They also preview themselves working in the food industry or running their own food company and both occupational fields involve communicative situations that are not reflected in the existing English syllabus.

Another discrepancy had to do with the kind of tasks that learners see themselves doing and the kind of tasks that the English syllabus presents. When students were asked about the role they would like to perform in their future job, many learners from the four programs previewed themselves as administrators in areas of the company. Contents listed in Level III and IV syllabus attempt to address these areas including topics such as, 'the organization' and

'management'. However, fewer competences stated in the program have such emphasis as the following sample shows:

- ✓ Uses grammar structures in essays and written compositions.
- ✓ Pronounces uses proper intonation when speaking.
- ✓ Reads in English different general academic documents of interest.
- ✓ Understands and recognizes 80% of conversations, texts or songs.
- ✓ Ask for and gives information about events and everyday situations.
- ✓ Attends to class and develops all the tasks assigned.
- ✓ Ask for counseling for the accurate development of a business plan.
- ✓ Gives appropriate oral presentations about an assigned topic.
- ✓ Holds a position according to the situation, society and culture of the community in which the language is spoken and sustains a conversation. maintain
- ✓ can offer table service, clearly describing the options offered by a restaurant for breakfast, lunch and dinner'

(Level III syllabus competences. Translated)

The same mismatch between contents and competences was found in Levels I and II syllabus whose focus is on client service related contents. Finally, it was found that as for target situations learners also imagine themselves using English in personal domains as the following excerpts illustrate:

Student 1: It is my hope to travel to different places (S1 Students' questionnaire. Translated)

Student 30: In chats with friends. (S30 Students' questionnaire. Translated)

Student 60: Because I have relatives who live in another country United States. (S55 Students' questionnaire. Translated)

Discrepancies in learning needs

On the subject of learning needs, findings revealed a discrepancy between learners' views about learning contents and the contents in the syllabus. Although the data rated that 64% of the

learners recognized the importance of learning English for specific purposes, the excerpts below demonstrated that learners were also interested in learning the language required to be proficient in imagined non work-related future situations:

Student 2: No... Not just that, but all the language, I mean, everything that has to do with vocabulary, but not just hospitality language but English language.

Student 2: We...well now...what I just said... last semester we studied a lot of vocabulary related to the hotel because we performed role-plays of a receptionist and a client and everything that had to do... and at least in accommodation class we learnt accommodation key words, but for hospitality... but no more that those topics, I mean, hospitality words. I think we should practice everything that it's basic in English, because I mean... what is the purpose of studying and knowing much about hospitality and then arrive in United States and be clueless when someone speaks to us and tells us something different that had anything to do with hospitality? (S2 Focus group. Translated)

A mismatch was found between the course level learners were attending and their own opinion on how proficient they felt in English. The following excerpt from the focus group with Level II learners corroborated those results:

Interviewer: What English course are you attending?

Group: A2.1

Interviewer: The, you have already studied level one and now are attending level two

Group: That's right

Interviewer: What do you think is your real level?

Group: A1 (laughs)

Student 5: I know that I am in A1 because I have taken placement test on Internet and the results displayed always say that I am in A1.

(Excerpt from focus group transcript. Translated)

The English instructors also corroborated learners' poor level as they noticed that exam results of that semester were not satisfactory and that learners who had already finished the program scored very low in English in State exams for tertiary education (ECAES examination). The following excerpt from the interview with the English instructors inform about the challenges that students were facing in English:

English Instructor 1: Yes... they [the students] talk to me and said: "*teacher, we are very bad in English*" and they were right, many of them failed the first semester...sorry... the first term.

English Instructor 2: ... I have said, mainly for students who are in 5th semester, they have already taken the ECAES examination for technical level and they scored A- minus. Do you imagine that? Therefore, I told them (the students)... "*That means, according to the CEFR, the current standards, we are like...let's say...the girls who have been studying here should be in B1... but you are saying to me that you did not even get an A1, which is what it is learnt at kindergarten?*"

(Excerpt from interview transcript. Translated)

Learners self-rated as proficient in most of the competences from Level I, however, findings also uncovered that learners self-rated as excellent or acceptable in an academic-related competence 'understand short and simple texts with the help of related words and basic expressions, rereading, for example, parts of the text', while the only two work-related competences stated in Level I syllabus showed the lowest results: 'creating menus that take into account the nutritional value and special characteristics of the ingredients' and 'offering table service, clearly describing the options offered by a restaurant for breakfast, lunch and dinner'. This mismatch raises the question whether or not the competences in the syllabus make part of the learning objectives of the English lessons or if the instructors omit some of them. Learners' perceptions of their positive skills ability to read basic texts might be analyzed in view of the fact that one of the instructors assesses learners through simulations of State exams, which have a strong focus on reading skills. The following excerpts confirm the use of State exams as one of the assessment methods implemented in English classes.

English Instructor 2: In my case, reading comprehension. I have just administered a quiz on ECAES examination...

(EI2, Excerpt from interview transcript. Translated)

Student 2: ... Eight days ago we took two mid-term exams, they were written. We were asked to read a text. Tests were more about reading comprehension. There were some texts and some questions about those texts.

(S2, Excerpt from focus group transcript. Translated)

The ICSEF is an accredited third education institution. Its language program cannot be formulated in terms of certain competences from the CEFR for each level. Program courses for each degree have to be aligned to this framework to guarantee a B2 level in their graduates.

Another disparity that came into sight was the one raised with the results from TPPFP students in the questionnaire. These learners' needs in terms of learning contents for English classes are not being addressed in the existing syllabus. An evidence of this issue is the low level of importance that this group attributed to contents related to the field of *hospitality*. For the same reason these learners might have rated 'role-plays' as the least preferred activity. This confirms that class activities are not reaching this group of learners' needs as they might not see themselves in their future occupational field performing the communicative situations that are role-played in class, such as *receptionist- hotel guest* or *waitress – patrons*.

Another inconsistency was found in terms of an activity that is not considered in the syllabus but that surfaced both in the interview and the focus group: 'translating'. On the one hand, learners avowed that 'translating' was the activity that they disliked the most:

Interviewer: Which activity do you dislike the most in English classes?

Student 5: ...translating.

Interviewer: What do you translate?

Student 2: ...things that have to do with texts.

Interviewer: How do you do it? Do you use a dictionary? How do you follow the translation process.

Student 2: Well...it depends. There some part of the texts... what we got... and then we try to interact and ...

Student 3: Most of the times it consists of trying to do it ourselves, but if there are words that we don't know how to translate, we look them up in the dictionary or we use a translator.

(S2, Excerpt from focus group transcript. Original)

On the other hand, the English instructors affirmed that they would not use that activity in the institution, but that it was a frequently used practice at school level:

English Instructor 1: I think that we have learners translate, which is what happens at schools: "*translate this and answer the questions*" and they do it right, but here we do not do that, we try to have them speak (in English).

(EI1, Excerpt from interview transcript. Translated)

In terms of preferred resources there were also disparities between learners and English instructors. Numbers showed that the use of Tell Me More® at the English Lab was the least preferred activity. The following excerpt also highlights that learners do not feel that they learn with that program and that they were not sure about how to use it.

Interviewer: from your previous experience at the English lab, did you like it?

Group: No (laughs)

Student 5: To be honest, I didn't learn anything.

Interviewer: What did you have to do at the English lab?

Student 2: We were using a program called Tell Me More®, therefore we had to listen to some sentences, but anyhow the sound was not good. Actually, we did it just for the sake of doing it, because we did not understand anything.

(Excerpt from focus group transcript. Translated)

On the contrary, English instructors perceive Tell Me More® as a useful resource that helps learners with pronunciation and fail to mention any problems with its implementation. The following excerpt provides evidence for this view:

Interviewer: What does it like to work with Tell Me More®? Has it worked with your students? Does it have different levels? How do you use it?

English Instructor 1: Yes, it has different levels, that is lessons... it starts with elementary things... I find it very interesting for the phonetics... the phonetics part is very interesting.

Interviewer: What's your perception about students? Do you see they like to work with Tell Me More®?

English Instructor 1: In class we study a topics and then we get deeper into it on Internet...and we do some exercises...there are many and very good exercises.

Interviewer: Do you mean in Tell Me More®?

English Instructor 1: On the web pages and in Tell Me More®, too.

(Excerpt from interview transcript. Translated)

In summary, the needs analysis followed in this study revealed both concurrences and discrepancies between subjective and objective needs regarding English language learners' target and learning needs at the institution. As for target needs, it was found that both learners and stakeholders agree on the work domain as the primary target domain for which learning will be used in English. As for learning needs, both groups of participants concur in that an ESP course meets learners' learning needs. However, patterns in data analysis also evidenced that regarding target needs, social and tourism and study domains might not be discarded. Additionally, the analysis of the learning situation showed the importance of addressing the learning needs of students whose main area of study is not hospitality. Findings also showed major discrepancies in terms of learning resources, class activities and coherence between competences and contents stated in the syllabus. The following chapter expands on the main conclusions that this study reached and the recommendations for the institution based on the evidence found.

Chapter Five: Conclusions and Pedagogical Implications

The needs analysis carried out in the present study gathered perceptions on language situations and competences, in view of learners' future professional activities. The analysis also aimed at collecting participants' perceptions regarding elements of the current syllabus, including contents, activities, resources and methods of evaluation. Learners also had the opportunity to self-rate their learning in order to provide the study with a vision of students' perceptions regarding their language learning in terms of the competences stated in the syllabus. Identification of learners' needs as perceived from three perspectives permitted the researcher to provide valuable insights to be shared with stakeholders and to be considered by the institution when reviewing their English language program. As stated in the rationale the main purpose of the research was to collect data that could contribute to the ICSEF English program renewal.

As for target needs, the study found both mismatches and compatibilities among the different perceptions. Students and stakeholders coincide in the importance of English and the frequency in which learners will use it in prospective communicative situations. In addition, both groups of participants concur on two of the occupational fields which learners aim to work in: hospitality and air transport.

On the other hand, discrepancies in target needs are found in the following factors: a) learners from TPTFP program do not believe they will use English as their teachers suppose; b) TPG and TPTFP students show interest in working in the food industry or being entrepreneurs by running their own business. However, these fields are not fully addressed in the English syllabus since the emphasis is placed on English for hospitality; finally, c) many of the students surveyed plan to work in the administrative or management areas of the company, while most

competences in the English syllabus address the area of client service; finally, d) learners also aim to use English in target situations different from their work domain as they would like to travel, chat with friends or visit relatives abroad. The previous findings confirm Watanabe's (2006) hypothesis about the disparity that might emerge between learners' aims and government and/or teachers' aims, when curriculum development just follows authorities' orientations.

As for learning needs, students and other stakeholders agree that contents from the syllabus match most students' future occupational fields. On the other hand, it was found that to some extent an English course with a focus on ESP would be able to address learners' interests since they all have a clear view of the situations that they will perform in their future jobs. Nonetheless, both teachers and learners pointed out that contents related to everyday life would also be necessary. On the topic of class activities, role-plays and oral presentations were identified as the preferred class activities. As for assessment methods it was also found that most of these were perceived as beneficial for students' learning.

Answers also demonstrate that students only felt proficient in competences stated in Level I syllabus. Another significant finding was that learners self-rated with poor proficiency in the only two work-related competences from Level I syllabus and with an excellent proficiency in a competence related to reading skills. The previous findings call for a revision of the competences stated in the syllabus and the extent towards they are being met in class. It is also advisable to examine whether the four skills are equally developed in class or the focus has been placed in reading skills. On the topic of class activities, differences were found according to the students' field of studies. The most salient result was found in the TPPFP learners' responses who failed to find role-plays appealing in classes while the rest of the students rated that activity as the preferred. Results also confirm that role-plays in English classes focused on the area of

client service, therefore, it would be recommendable to widen the scope of situations worked in class, so that the TPPFP students' learning needs may also be considered.

Collecting information about students, as well as stakeholders' perceptions of student's target and learning needs helped the researcher demonstrate the significant role of needs analysis for English program design and implementation at technical and technological Institutions. Adopting a learner-centred system to needs analysis permitted to validate both subjective and objective needs so that the institution take informed decisions through the negotiation of expectations between teacher and students (Brindley, 1984, p. 73). By the same token, in following Jordan's (1997) systematic approach to needs analysis (p.23) and implementing multiple data collections tools to validate data, as suggested by Kaewpet (2009, p.214), the study achieved to report on elements of the existing learning situation and report a balanced view of what requires to be reviewed in terms of learning objectives, learning content, and methodology. The administration of a written questionnaire was also an effective and efficient method to gain insights from different participants involved in the academic arena and helped validate the relevance attributed to the use of English in prospective communicative situations. It also provided insight, as suggested by Van Avermaet & Gysen (2006), "into the societal domains in which learners want to function while using English" (p. 3), and that are not being considered in the existing language program Finally, as the needs analysis was proposed, following Kaewpet (2009), as an ongoing process which aims to include both curriculum development and action research (p.214), it is expected that in a second phase of the study the new curriculum be implemented and a new research cycle takes its course.

Pedagogical implications

The results presented above will be used by the Foreign Language Department of La Sabana University working with the ICSEF and other M.A students in the subsequent stages of curriculum design, enactment and evaluation. As such the researcher suggests the following recommendations to the users of the results.

Planning for a program should consider both target and learning needs. A program that bases its planning on no more than a single type of needs -target or learning- or that omits both, will soon discover and struggle with the limitations of such a decision. As argued by Hutchinson and Waters, (1987, p. 61) "it is naive to base a course design simply on the target objectives, just as it is naive to think that a journey can be planned solely in terms of the starting point and destination". By matching this recommendation program planners may well avoid the construction of programs that can be placed in the category of TENOR programs (Abbot, 1981, p.1). These programs are based on presupposed needs of language use, while disregarding the situation in which learning occurs. The following are samples of TENOR programs: 1) Attractive programs are promoted that cannot respond to students' needs simply because they do not have the learning conditions (staff, methodologies, awareness of students' personal needs, etc.) to respond to the avowed promises. 2) Other commonly found programs are those that having ideal learning conditions execute their own programs without a consideration of the real needs and wants of the learners. The consequence of these programs is students demotivation: students fail to see the relevance of the program for their immediate or future plans. 3) A third case program is that in which the institution has the foreign language program in order to comply with external mandates (e.g. the foreign language should be in the curriculum. However, neither the context

learning situation nor the target language use situations were rigorously analyzed in order to set reasonable aims.

The third case is probably the kind of program that best identifies the ICSEF students' English experience before entering the institution. Most State schools in Colombia have English as a foreign language in their curriculums as dictated by the law. However schools fail to have the required learning conditions to run a program of excellence, and stakeholders are not convinced of the reasons for learning the language.

Curriculum and syllabus design frameworks recommend NA as an important step in planning and reviewing (Graves, 2008; Iwai *et al.*, 1999; Hutchinson & Waters, 1987). Needs analysis is a context specific endeavor; therefore, this study used the ICSEF syllabus and institutional degree profile statements as referents to construct the different data collection instruments in order to obtain information about students' English target and learning needs. The research provides the answers to various questions that a curriculum designer needs to address: who are the learners? Why do they need to learn English? What do they need to learn? Do they want to learn English? What is their current knowledge? How can the learning situation contribute to the students' needs and wants in terms of language learning? What needs to be changed, implemented, or renewed in the learning situation? These questions have been widely used in NA research studies, as identified in this study framework.

It should be kept in mind that this research considers the learner as an important contributor in curriculum design enactment and redesign and acknowledges the fact that learners do not always know what they need or want. However, the exercise of forcing students to think about their needs may have a washback effect on students. If students are invited to reflect about the reason and needs of learning a language, the exercise itself will help them to be aware of

their needs and probably to become more active, critical, productive and responsible. Thus, considering their opinions will engage them even more in their learning process. Learners' involvement in needs definition should become a regular practice in curricular revision.

The conviction that the learner's voice is pivotal to the design of a program fails to preclude the involvement of other stakeholders. English teachers and institutional 'voice as reflected in the documentary information as well as content teacher's perceptions were also important sources of this research. Other stakeholders will always help designers make better decisions. One of the limitations of the study was the lack of opportunity to interview the productive and service sector experts in order to enrich the vision of target situation needs. Their opinion will surely nourish the decisions planners will take with respect to the situations that will be the parameter for program planning. Researching managers or businessmen that run activities in the learners' expected areas of performance would add information for planning in order to validate the situations, tasks, and competences identified in this study.

A wider understanding of the concepts of learning and target needs, and the implications for the design itself on the part of the planners, designers, material decision-makers, and all participants in the syllabus renewal should precede the program redesign procedure. Such an understanding and familiarization with what curriculum planning entails assure that the needs of the learners in the different degree programs are considered, that the discrepancy between the current teaching/ learning situation and the perceived needs are harmonized, and that the information collected be correctly utilized for purposes of the program design.

The findings concerning target needs, i.e. target occupations, target situations and target competences serve the purpose of stating the situations, activities, and tasks in which the learners will perform. It should be kept in mind that according to the study, students see English relevant

for most of the situations stated in the general profile of the degree. However, their answers also suggested that students have a clear ideal future in which they see themselves performing in a wide range of situations related to their degree field but that do not necessarily match the occupations stated in the general profile of their degree programs.

The needs identified in the learning situation with respect to current competence of the learners, their previous learning experience, their learning preferences, perceptions regarding resources currently used, methodology and content should be used to plan for strategies aimed at providing the best possible conditions to facilitate the students' achievement of the finally agreed performance. For instance, the designated planners need to review the current syllabus.

Findings concerning target needs and learning needs complement each other. They should be used sequentially in order to identify gaps between what students know (learning situation) and what students need to know (target situation), what the learning situation is and what it should be in order to guarantee results. After planners make these decisions with respect to the target needs, it is necessary to compare this information with the findings of the learning situation analysis in order to decide on: the pedagogical activities that should be selected for the learning course, language, competencies, skills, strategies, and any other knowledge the students need so as to cope with the activities that the target situations require.

As the findings demonstrate, the new syllabus should cater for the needs of the learners in the different specializations. This identified need is evident in the students' general low proficiency, dissatisfaction with contents in one of the degrees, and poor use of resources as stated in the syllabus itself and as perceived by student.

In addition, the ICSEF students' low proficiency (current learning situation) calls for strategies related to the administrative unit in order for the students to accomplish the needed

level (target need). The decision concerning the level students will achieve requires a facilitating curricular plan that may involve the negotiation of the current assignation of hours to the English subject needs, with the institution higher level decision-makers. If students are to achieve level B2, as dictated by the government, or a proficiency that will allow them to perform effectively at work or in the identified future situations, more hours of study will be needed. Whatever the final decision may be, after considering the identified target needs, the designated curriculum planners and decision-makers at administration level should agree on: an appropriate number of hours combined with solutions mediated by technology and a monitored academic plan that guarantees the required weekly work in English on the part of the learners. The issue of credit hours should also be considered here.

Another administrative issue that can be impacted by the findings of the study concerns resources. Program planners need to assess whether the current language learning resources suit the new learning needs. This matter should be decided along with the methodologies that are to be adopted in order to attend the requirements of the new program and the identified needs. The study shows that the use of the ICSEF ICT facilities has thus far failed to produce impressive results. An evaluation of the relevance of this resource at the ICSEF learning context is needed. As stated in the documents of analysis, this could be due to lack of expertise on the part of teachers. A decision on training for teachers in this area should also be made.

Finally the researcher recommends future M.A students who will continue the consultancy to implement an interview study with representatives of the productive sector to confirm whether students will be prepared for the reality of their future professional context. It is also advisable to conduct another NA at the ICSEF using the final decisions of the planning committee. The framework provided in this study could be used to make NA a recurring practice

to obtain constant backwash on planning decisions so as to be sure students are going to their destination or to identify needed changes in the process. Needs are always changing as students mature and circumstances and opportunities generate new perceptions. In addition, as researchers argue, it is not easy to have a clear vision of learners' perceptions of their needs, either because they are not aware of how to express them clearly (Richterich & Chancerel, 1987; Chambers, 1980). However, as affirmed above, developing learner habits of reflecting on their needs may make them more aware and responsible of their own learning task.

References

- Abbot, G. (1981). Encouraging communication in English: A paradox. *ELT Journal*, XXXV(3), 228-230. Retrieved from <http://eltj.oxfordjournals.org/content/XXXV/3/228.full.pdf>
- Alshumaimeri, Y. (2001) *Chapter 3 Needs Analysis*. Informally published manuscript Retrieved from,
<http://faculty.ksu.edu.sa/yousif/Master%20Dissertation/Chapter%203%20Needs%20Analysis.pdf>
- Al-Husseini, S. (2004). *An analysis of the English needs of Omani students on vocational and technical courses with implications for the design of foundation year English language programmes*. (Doctoral dissertation).
- Balint, M. (2004). *Assessing students perceived language needs in a needs analysis*. Paper presented at 9th conference of pan-pacific association of applied linguistics, Tokyo.
Retrieved from
<http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/BalintMartin.pdf>
- Berwick, R. (1989). *Needs assessment in language programming: from theory to practice*. In Johnson, R. (Ed.) (1989). *The Second Language Curriculum*. Cambridge University Press.
- Brindley, G. (1984). *The role of needs analysis in adult ESL programme design*. In Johnson, R. (Ed.) (1989). *The Second Language Curriculum*. Cambridge University Press.
- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. New York: Heinle & Heinle.

- Brown, J. (1999). *Japanese language needs analysis*. Informally published manuscript, University of Hawai'i, Manoa, Retrieved from <http://www.nflrc.hawaii.edu/Networks/NW13/NW13.pdf>
- Burns, A. (1999). *Collaborative Action Research for English Teachers*. Cambridge University Press.
- Chambers, F. (1980). *A re-evaluation of needs analysis*. *ESP Journal*, 1(1), 25-33.
- China Academic Journal (CD) e-magazine (2010). *The Direction and Strategies of English Curriculum for High Vocational and Technical Education*. China Knowledge Network (CNKI) Retrieved from <http://cpfd.cnki.com.cn/Article/CPFDTOTAL-ZNXX201005007096.htm>
- Chostelidou, D. (2010). *A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of student's needs*. *Procedia Social and Behavioural Sciences* 2 (2010) 4507 – 4512.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. (7th ed.). London: Routledge Falmer.
- Congreso de Colombia. (2002). *Ley 749 de julio 19 de 2002*. Retrieved from http://www.mineducacion.gov.co/1621/articles-86432_Archivo_pdf.pdf
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. (3rd ed.). Oaks, CA: Sage.
- Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. (3rd ed.). Oaks, CA: Sage.
- Creswell, J., & Plano, V. (2011). *Designing and conducting mixed methods research*. (2nd ed.). Oaks, CA: Sage.

- Graves, K. (2008). *The language curriculum: A social contextual perspective*. *Language Teaching*, 41(2), doi: <http://dx.doi.org/10.1017/S0261444807004867>
- Hutchinson, T., & Waters, N. (1987). *English for specific purposes*. Cambridge, UK: Cambridge University Press.
- Hopkins, D. (2008). *A Teacher's Guide to Classroom Research*. Institute of Education, University of London.
- Iwai, T., Kondo, K., Lim, D., Ray, G, Shimizu, H, Brown, J. (1999). *Japanese Language Needs Analysis*. Performance Based Testing Committee Department of East Asian Languages and Literatures University of Hawai'i at Manoa. Retrieved on from <http://nflrc.hawaii.edu/NetWorks/NW13.pdf>
- Janssen, G., Nausa, R., & Rico, C. (2012). *Shaping the ESP curriculum of an English for PhD students program: a Colombian case study of questionnaire research*. *Colombian Applied Linguistics Journal*, 14(2), 51-69.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches*. (4th ed.). Oaks, CA: Sage.
- Jordan, R. (1997). *English for academic purposes: a guide and resource book for teachers*. Cambridge University Press: Cambridge.
- Kaewpet, C. (2009). *A framework for investigating learner needs: Needs analysis extended to curriculum development*. *Electronic Journal of Foreign Language Teaching*, 6(2), 209-220. Retrieved from <http://e-flt.nus.edu.sg/v6n22009/kaewpet.pdf>
- Kayi, H. (2008). Developing an ESL curriculum based on needs and situation analyses: A case study. *Journal of Language and Linguistic Studies*, 4(1), Retrieved from <http://www.jlls.org/Issues/Volume 4/No.1/hkayi.pdf>

- Kemmis, S. & McTaggart, R. (1998). *The Action Research Planner*. Geelong, Victoria: Deakin University Press.
- Melles, G. (2010). Competing allegiances in ESL curriculum work. *Ethnography and Education*, 5(1), 33-47. doi: 10.1080/17457821.003768430
- Ministerio de Educación Nacional, (2005). *Bases para una nación bilingüe y competitiva* (37). Retrieved from Altablero website: <http://www.mineducacion.gov.co/1621/article-97498.html>
- Mora, L., & Ramos, B. (2003). *Students' needs reflected in the EFL program: A small-scale evaluation of the methodologies proposed in an English program*. *PROFILE Issues in Teachers*, 4(1), Retrieved from <http://www.revistas.unal.edu.co/index.php/profile/article/viewFile/11228/11891>
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Murray, D., & McPherson, P. (2004). *Using the web to support language learning*. Sydney, Australia: National Centre for English Language Teaching and Research. Retrieved from http://www.ameprc.mq.edu.au/docs/research_reports/twnt_series/Using_the_Web.pdf
- Murray, D. E. (2005). *Fact Sheet: Vocational training and the AMEP*. Sydney: AMEP Research Centre. *Teaching Issues*, 5. Retrieved from http://www.ameprc.mq.edu.au/docs/fact_sheets/05TeachingIssues.pdf
- Nunan, D. (1988). *Syllabus Design*. Oxford University Press: New York.
- Nunan, D. (1991). *Communicative tasks and the language curriculum*. *TESOL Quarterly*, 25(2), 279-295. Retrieved from <http://onlinelibrary.wiley.com/doi/10.2307/3587464/pdf>
- Nuñez, I. (2007). From Curriculum to syllabus design: the different stages to design a programme. *TESOL Newsletter*, 12(5), 11.

- O'Neill, S., Gish, A. (2001). *Apprentices' and trainees' English language and literacy skills in workplace learning and performance: Employer and employee opinion*. Australia: Centre for Applied Linguistics and Languages. Retrieved from <http://www.ncver.edu.au/publications/559.html>
- Patton, M.Q. (1987). *How to use qualitative methods in evaluation*. Newbury Park. Oaks, CA: Sage.
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge Language Education.
- Richterich, R. (1972). *A Model for the Definition of Language Needs of Adults Learning a Modern Language*. Strasbourg: Council of Europe.
- Richterich, R., ed. 1983. *Case Studies in Identifying Language Needs*. Council of Europe. Oxford: Pergamon Press. In Jordan, R. (1997). *English for academic purposes: a guide and resource book for teachers*. Cambridge University Press: Cambridge.
- Richterich, R., & Chancerel, J. (1977). *Identifying the needs of adults learning a foreign language*. Oxford: Pergamon Press.
- Seliger, H., & Shohamy, E. (1989). *Second language research methods*. New York, NY: Oxford University Press.
- Trimby, M. J. (1979). *Needs assessment models: a comparison*. *Educational Technology* 19(2) 24-8. In Brindley, G. (1984). *The role of needs analysis in adult ESL programme design*. In Johnson, R. (Ed.) (1989). *The Second Language Curriculum*. Cambridge University Press.

- Van Avermaet, P. & S. Gysen (2006). *From needs to tasks: language learning needs in a task-based perspective*. In K. Van den Branden (ed.), *Task-Based Language Education*, pp. 17-46. Cambridge: Cambridge University Press.
- Van Ek, J. (1975). *Threshold level English in a European unit/credit system for modern language learning by adults*. Oxford: Pergamon.
- Wallace, M. (1998). *Action research for language teachers*. Cambridge, UK: Cambridge University Press.
- Watanabe, Y. (2006). *A needs analysis for Japanese high school EFL general education curriculum*. *Second Language Studies*, 83-163. Retrieved from <http://www.learningace.com/doc/5002605/3fbe660274b5a5c0fc65d6c0bc14327f/watanabe>

Appendix A

(1 of 5)

QUESTIONNAIRE

Students' Version (Sample)

Cuestionario de análisis de necesidades de aprendizaje del inglés

Estimada Estudiante,

Por favor, dedique unos minutos a completar este cuestionario. La información que nos proporcione será utilizada para determinar sus necesidades de aprendizaje del inglés. Sus respuestas serán tratadas de forma confidencial. Este cuestionario dura aproximadamente 20 minutos. **Gracias por su colaboración.**

1. Por favor, rellene los siguientes campos:

Programa de estudios y ruta:	Edad:
Estado civil:	Ocupación (diferente a estudiante):
Ultimo grado de estudios antes de ingresar al ICSEF:	Estudios previos en inglés:

2. **Nivel de inglés** que cursa actualmente. Marque con una X su respuesta:

Inglés Básico A1 (Inglés I) Inglés Básico A2.1 (Inglés II) Inglés Básico A2.2 (Inglés III) Inglés Intermedio B 1.1 (Inglés IV)

3. **Empresa** dónde le gustaría desempeñar su profesión: _____

4. **Labor** que le gustaría desempeñar en la empresa: _____

5. **Sector** en la que desea desempeñarse laboralmente. Marque con una X su respuesta:

Hotelero Hospitalario Educativo Transporte Ventos Otro? _____

6. ¿Qué tan importante es **SABER INGLÉS** para desempeñarse efectivamente en su vida laboral profesional? Marque con una X su respuesta y explique sus razones:

Muy importante Importante Poco importante Nada importante
¿Por qué? _____

7. ¿Con qué frecuencia cree usted que **USARÁ EL INGLÉS** en su vida laboral profesional? Marque con una X su respuesta y explique sus razones:

A Menudo Algunas Veces Rara Vez Nunca ¿Por qué? _____

8. ¿Qué tan importante será **EL USO DEL INGLÉS** para desempeñarse en las siguientes **SITUACIONES** de su vida laboral profesional? Indique su respuesta según la escala que encuentra a continuación: **1= Muy importante 2= Importante 3=Poco importante 4=Nada importante**

1. En procesos de conservación de alimentos.	1	2	3	4
2. En preparación de alimentos y bebidas nacionales e internacionales.	1	2	3	4
3. En la atención de eventos.	1	2	3	4
4. En la preparación de productos de repostería, confitería y panadería.	1	2	3	4
5. Para generar microempresas de alimentos o de servicios.	1	2	3	4
6. Para prestar servicios de alimentos en organizaciones como clubes, restaurantes, funerarias, centros educativos, expendios de comidas rápidas, etc.	1	2	3	4
7. ¿En qué OTRAS SITUACIONES de su vida laboral profesional considera que necesitará el inglés? ¿Por qué?				

Appendix A

(3 of 5)

8. Realizar las actividades de trabajo autónomo como estrategia para desarrollar las competencias lingüísticas necesarias en el proceso de comunicación.	1	2	3	4			
1. Emplear estructuras gramaticales en ensayos y composiciones.	1	2	3	4			
2. Pronunciar y entonar correctamente al hablar.	1	2	3	4			
3. Leer en inglés diferentes documentos de interés general y académicos.	1	2	3	4			
4. Comprender y reconocer en un 80% conversaciones, textos o canciones escuchadas.	1	2	3	4			
5. Pedir y dar información sobre eventos y situaciones cotidianas.	1	2	3	4			
6. Asistir y desarrollar todos los trabajos que se hacen durante las clases.							
7. Preguntar o pedir asesoría para desarrollar un plan de negocios.	1	2	3	4			
8. Exponer correctamente la información de temas que han sido asignados	1	2	3	4			
9. Tomar una posición de acuerdo a la situación, sociedad y cultura de la comunidad o comunidades en las que se habla el idioma y se desarrolla una conversación.	1	2	3	4			
1. Entender textos poco complicados sobre temas relacionados con sus campos de interés.	1	2	3	4			
2. Encontrar y entender la información general que necesita en materiales cotidianos, como cartas, folletos y documentos oficiales breves.	1	2	3	4			
3. Buscar en textos extensos o en varios textos breves la información específica que necesita para realizar una tarea.	1	2	3	4			
4. Reconocer los puntos más importantes en artículos sencillos de periódico que traten sobre temas que le son familiares.	1	2	3	4			
5. Identificar las conclusiones principales de textos argumentativos escritos con claridad.	1	2	3	4			
6. Reconocer la línea argumental general de un texto, sin llegar a entenderlo todo con todo detalle.	1	2	3	4			
7. Entender la descripción de acontecimientos, sentimientos y deseos en cartas personales, lo bastante bien como para mantener correspondencia con amigos o conocidos.	1	2	3	4			
8. Entender instrucciones sencillas y escritas con claridad sobre el manejo de un aparato.	1	2	3	4			
9. Escribir informes muy breves para transmitir información sobre hechos cotidianos e indicar los motivos de una actuación determinada.	1	2	3	4			
10. Escribir cartas personales describiendo experiencias, sentimientos y acontecimientos con todo detalle.	1	2	3	4			
11. Describir detalles básicos de sucesos imprevisibles como, por ejemplo, un accidente.	1	2	3	4			
12. Describir sueños, esperanzas y ambiciones.	1	2	3	4			
13. Tomar notas acerca de problemas, peticiones de información, etc.	1	2	3	4			
14. Describir el argumento de un libro o una película y describir también mis reacciones.	1	2	3	4			
15. Exponer brevemente las razones y dar explicaciones sobre sus opiniones, planes y acciones.	1	2	3	4			
16. Deducir por el contexto el significado de algunas palabras desconocidas y entender el significado de la frase, si conozco el tema.	1	2	3	4			
17. Seguir generalmente las ideas principales de conversaciones prolongadas, siempre que la dicción sea clara y se utilice un nivel de lengua estándar.	1	2	3	4			
18. Seguir conversaciones cotidianas claras, aunque en una situación real tendría que pedir de vez en cuando que le repitieran algunas palabras y frases concretas.	1	2	3	4			

Appendix A

(4 of 5)

19. Entender información sencilla sobre hechos relacionados con temas cotidianos o con el trabajo, identificando tanto los mensajes generales como los detalles específicos, siempre que se hable con claridad y con un acento que le resulte conocido.	1	2	3	4			
20. Entender las ideas principales de un discurso claro en lengua estándar, sobre cuestiones que le son familiares y que ocurren habitualmente.	1	2	3	4			
21. Entender conferencias o charlas que traten asuntos de su especialidad, siempre que el tema le resulte conocido y la presentación sea clara y esté bien organizada.	1	2	3	4			
22. Comprender información sencilla de carácter técnico como, por ejemplo, las instrucciones de uso de cualquier aparato corriente.	1	2	3	4			
23. Entender el contenido de casi todo el material de audio grabado o retransmitido sobre temas cotidianos, si el discurso es lento y claro.	1	2	3	4			
24. Seguir muchas películas en las que la parte visual y la acción ilustran buena parte del argumento y en las que la historia es sencilla y el lenguaje es claro.	1	2	3	4			
25. Captar las ideas principales de programas retransmitidos sobre temas conocidos o de interés personal, si el discurso es lento y claro.	1	2	3	4			
26. ¿Qué OTRAS COMPETENCIAS en inglés requerirá en su vida laboral profesional?							

11. Si pudiera elegir uno de los siguientes **TIPOS DE CURSO** de inglés, ¿cuál le gustaría tomar? Marque una sola opción:

- Inglés académico (inglés usado como medio para enseñar en cursos universitarios)
- Inglés vocacional (inglés específico relacionado con su perfil profesional)
- Inglés general (inglés conversacional del día a día e inglés para viajar)

12. Teniendo en cuenta el **sector** donde usted desea **desempeñarse**: ¿qué tan necesario considera aprender los siguientes **CONTENIDOS EN INGLÉS**? Indique su respuesta según la escala que encuentra a continuación:

1= Muy necesario 2= Necesario 3=Poco necesario 4=Nada necesario

1. Información personal	1	2	3	4	18. Preguntar precios	1	2	3	4
2. Entrevistas	1	2	3	4	19. En la estación	1	2	3	4
3. Hojas de vida	1	2	3	4	20. La organización	1	2	3	4
4. En la recepción	1	2	3	4	¿Qué OTROS CONTENIDOS considera necesario aprender en inglés? ¿Por qué?				
5. Llamadas telefónicas	1	2	3	4					
6. Formatos de aplicación	1	2	3	4					
7. Describir personas y lugares	1	2	3	4					
8. Comidas y Bebidas	1	2	3	4					
9. El menú	1	2	3	4					
10. En la cocina	1	2	3	4					
11. En el restaurante	1	2	3	4					
12. En la mesa (comida y bebidas)	1	2	3	4					
13. En el supermercado	1	2	3	4					
14. Comida internacional	1	2	3	4					
15. Mercadeo	1	2	3	4					
16. Gerencia	1	2	3	4					
17. Instrucciones	1	2	3	4					

13. De las **ACTIVIDADES** en clase de inglés sus preferidas son: (Marque con una X y explique su elección)

	SI	NO	¿Por qué?
Preparación de comida	___	___	_____
Conversaciones	___	___	_____
Talleres	___	___	_____
Exposiciones	___	___	_____

Appendix A

(5 of 5)

Simulaciones _____
 Otro(s): ¿Cuál(es)? _____

14. Marque los **RECURSOS** que le han sido de mayor beneficio para su aprendizaje de inglés y explique sus razones:

	SI	NO	¿Por qué?
Cartilla	___	___	_____
Laboratorio	___	___	_____
Página web senavirtual.edu.co	___	___	_____
Libro de clase	___	___	_____
Material de Audio	___	___	_____
Biblioteca	___	___	_____
Profesor	___	___	_____
Otro(s): ¿Cuál(es)?			_____

15. ¿Estos **RECURSOS** son utilizados en clase o para el apoyo del estudio independiente? Marque con una X su elección.

	CLASE	ESTUDIO INDEPENDIENTE	NO APLICA
Cartilla	___	___	___
Laboratorio	___	___	___
Página web: senavirtual.edu.co	___	___	___
Libro de clase	___	___	___
Material de audio	___	___	___
Otro(s): ¿Cuál(es)?			_____

16. ¿Cuáles de las siguientes formas de **EVALUACION** le aportan más a su aprendizaje? Marque con una X y explique las razones de su elección:

	SI	NO	¿Por qué?
Evaluación de trabajos en clase	___	___	_____
Lectura	___	___	_____
Exposiciones	___	___	_____
Trabajos en grupo	___	___	_____
Trabajo autónomo	___	___	_____
Guías de trabajo autónomo (independiente)	___	___	_____
Quizzes o pruebas	___	___	_____
Otro(s): ¿Cuál(es)?			_____

17. Con el fin de ampliar la información suministrada por usted en esta encuesta, le agradecemos darnos sus datos de contacto: (OPCIONAL)

Nombre: _____ E-mail: _____

No. de Teléfono o Celular: _____

GRACIAS POR SU COLABORACIÓN ☺

Appendix B

(1 of 5)

QUESTIONNAIRE

Content Teachers' Version

PROFESORAS

Cuestionario de análisis de necesidades de aprendizaje del inglés de las estudiantes del ICSEF

Estimad@ Profesor(a),

Por favor, dedique unos minutos a completar este cuestionario. La información que nos proporcione será utilizada para determinar sus necesidades de aprendizaje del inglés de sus estudiantes. Sus respuestas serán tratadas de forma confidencial. Este cuestionario dura aproximadamente 20 minutos. **Gracias por su colaboración.**

1. Programas en los que enseña: (Marque con una X)

- Técnico Profesional en Gastronomía Técnico Profesional en Procesos Hoteleros y de Servicio
 Tecnología en Gestión de Hotelera y de Servicios Técnico Profesional en Transformación y Comercialización de Productos Agroalimentarios

2. ¿Cuál considera que es su propio nivel de inglés actual? Marque con una X su respuesta:

- Inicial Básico Pre-Intermedio Intermedio Avanzado

3. ¿Qué tan importante es que las **estudiantes del ICSEF** sepan inglés para desempeñarse efectivamente en la vida laboral profesional? Marque con una X su respuesta y explique sus razones:

- Muy importante Importante Poco importante Nada importante ¿Por qué?
-

4. ¿Con qué frecuencia cree usted que las estudiantes del ICSEF usarán el inglés en su vida laboral profesional? Marque con una X su respuesta y explique sus razones:

- A Menudo Algunas Veces Rara Vez Nunca ¿Por qué?
-

5. ¿Qué tan importante será para las estudiantes del ICSEF el uso del inglés para desempeñarse en las siguientes **SITUACIONES** de la vida laboral profesional? Indique su respuesta según la escala que encuentra a continuación:

1= Muy importante 2= Importante 3=Poco importante 4=Nada importante

Estudiantes de TÉCNICO PROFESIONAL EN PROCESOS HOTELEROS Y DE SERVICIO				
1. Para desempeñarse en el área de alimentos y bebidas (auxiliar de cocina, servicio a la mesa, estandarización de recetas, composición de menús, inventarios, almacén, recepción de mercancías, compras)	1	2	3	4
2. Para desempeñarse en el área de alojamiento (camareras, teléfonos, lavandería, recepción, reservas).	1	2	3	4
3. Para desempeñarse en el área de servicios generales (aseo general, mantenimiento en labores de oficina, mantenimiento de pisos y áreas.)	1	2	3	4
4. Para desempeñarse en el área administrativa (manejo de archivos, correspondencia, teléfonos, servicio al cliente, mercadeo)	1	2	3	4
5. Para desempeñarse en puntos de venta (servicio al cliente, ventas, facturación)	1	2	3	4
6. Para desempeñarse en el área de talento humano (contactos, clasificación de hojas de vida, archivo, organigramas, agendas.)	1	2	3	4
7. Para desempeñarse en puntos de información (atención al usuario, clasificación de la información)	1	2	3	4
8. Para desempeñarse en economatos (producción y servicio en general, recetas estándar, minutas).	1	2	3	4
9. ¿En qué OTRAS SITUACIONES de la vida laboral profesional considera que estas estudiantes necesitarán el inglés? ¿Por qué?				

Appendix B

(2 of 5)

Estudiantes de TECNOLOGÍA EN GESTIÓN DE HOTELERA Y DE SERVICIOS				
1. En la planeación, supervisión y control del alistamiento, preparación, decoración y distribución de los productos.	1	2	3	4
2. En la realización de inventarios, estudio de costos y control financiero.	1	2	3	4
3. En el apoyo a el proceso de selección, diseño y descripción de cargos y elaboración de manuales de funciones.	1	2	3	4
4. En la implementación de programas de bienestar en salud ocupacional y capacitación de personal de apoyo.	1	2	3	4
5. En el apoyo a procesos de compras, selección de proveedores, productos y materia prima.	1	2	3	4
6. En la organización de programas de control de calidad, capacitación del personal en normas básicas de calidad e implementación de programas de mejoramiento en el servicio al cliente.	1	2	3	4
7. En la planeación, organización, dirección y control de eventos sociales y empresariales.	1	2	3	4
8. En la elaboración estudios de mejoramiento de procesos y procedimientos en todas las áreas de servicios.	1	2	3	4
9. ¿En qué OTRAS SITUACIONES de su vida laboral profesional considera que estas estudiantes necesitarán el inglés? ¿Por qué?				

Estudiantes de TECNICO PROFESIONAL EN GASTRONOMIA				
1. En procesos de conservación de alimentos.	1	2	3	4
2. En preparación de alimentos y bebidas nacionales e internacionales.	1	2	3	4
3. En la atención de eventos.	1	2	3	4
4. En la preparación de productos de repostería, confitería y panadería.	1	2	3	4
5. Para generar microempresas de alimentos o de servicios.	1	2	3	4
6. Para prestar servicios de alimentos en organizaciones como clubes, restaurantes, funerarias, centros educativos, expendios de comidas rápidas, etc.	1	2	3	4
7. ¿En qué OTRAS SITUACIONES de su vida laboral profesional considera que estas estudiantes necesitará el inglés? ¿Por qué?				

Estudiantes de TECNICO PROF. EN TRANSFORMACION Y COMERCIALIZCIÓN DE PRODUCTOS AGROALIMENTARIOS				
1. En la logística, almacenamiento y distribución de materias primas y productos agroalimentarios.	1	2	3	4
2. En el procesamiento de materias primas agroalimentarias.	1	2	3	4
3. En la supervisión de sección de área en las empresas del sector agroalimentario para garantizar la calidad en la manipulación y aprovechamiento eficiente de los recursos.	1	2	3	4
4. Para asistir en la gestión operativa y administrativa, para seleccionar, ejecutar y controlar los procedimientos industriales en la preparación y conservación de productos agroalimentario.	1	2	3	4
5. En la supervisión de logística y operaciones para planificar, ejecutar y monitorear las operaciones de envasado y embalaje de agroalimentos de acuerdo a los requerimientos de los estándares para la distribución y comercialización de productos agroalimentarios.	1	2	3	4
6. Para asistir en investigaciones y desarrollo de producto.				

Appendix C

(3 of 5)

	1	2	3	4
7. ¿En qué OTRAS SITUACIONES de su vida laboral profesional considera que estas estudiantes necesitarán el inglés? ¿Por qué?				

6. ¿Qué tan importante será para las estudiantes del ICSEF desarrollar las siguientes **COMPETENCIAS** en inglés para desempeñarse en las situaciones de su vida laboral profesional? Indique su respuesta según la escala que encuentra a continuación:

	1= Muy importante	2= Importante	3=Poco importante	4=Nada importante
1. Entender la idea general de textos informativos sencillos y breves y descripciones sencillas, especialmente si contienen ilustraciones que ayuden a explicar el texto.	1	2	3	4
2. Comprende textos cortos y sencillos, con la ayuda de palabras que son familiares y de expresiones básicas, releyendo, por ejemplo, partes del texto.	1	2	3	4
3. Seguir instrucciones escritas, breves y sencillas, especialmente si contienen ilustraciones.	1	2	3	4
4. Reconocer nombres corrientes, palabras y expresiones sencillas, en anuncios aplicables en situaciones habituales.	1	2	3	4
5. Entender mensajes breves y sencillos en documentos como postales, notas y cartas.	1	2	3	4
6. Escribir notas sencillas a las amigas y compañeras de clase.	1	2	3	4
7. Describir el lugar donde vive y estudia.	1	2	3	4
8. Completar formularios con datos personales.	1	2	3	4
9. Escribir expresiones y frases sencillas aisladas.	1	2	3	4
10. Escribir e interpreta postales, cartas y notas breves y sencillas.	1	2	3	4
11. Entender expresiones habituales referidas a necesidades cotidianas sencillas, si se las dicen con claridad, despacio y más de una vez.	1	2	3	4
12. Entender un discurso lento y articulado con claridad, con pausas largas y de tema conocido.	1	2	3	4
13. Entender preguntas e instrucciones y seguir indicaciones breves y sencillas.	1	2	3	4
14. Identificar e interpreta números, precios medidas, tiempos y horas.	1	2	3	4
15. Elaborar menú teniendo en cuenta valor nutricional y características especiales de los alimentos.	1	2	3	4
16. Ofrecer servicio a la mesa, describiendo con claridad las opciones ofrecidas por un restaurante para el desayuno, almuerzo o cena.	1	2	3	4
1. Entender la idea general de textos informativos, escuchando atentamente la lectura.	1	2	3	4
2. Deducir la idea principal de un texto, identificando los elementos esenciales del contenido.	1	2	3	4
3. Leer fluidamente los documentos y textos propuestos.	1	2	3	4
4. Expresar con facilidad las ideas secundarias de un texto informativo, teniendo en cuenta la entonación y pronunciación	1	2	3	4
5. Escribir en forma coherente y lógica, informes y resúmenes aplicando los elementos formales del idioma.	1	2	3	4
6. Describir detalladamente paquetes turísticos, especificando lugares, características culturales y sociales, costumbres, comidas, eventos, precios y horarios.	1	2	3	4
7. Participar activamente en todas las actividades propuestas e interactuar con las compañeras, facilitando su propio aprendizaje y el de las demás alumnas.	1	2	3	4
8. Realizar las actividades de trabajo autónomo como estrategia para desarrollar las competencias lingüísticas necesarias en el proceso de comunicación.	1	2	3	4

Appendix B

(4 of 5)

1. Emplear estructuras gramaticales en ensayos y composiciones.	1	2	3	4
2. Pronunciar y entonar correctamente al hablar.	1	2	3	4
3. Leer en inglés diferentes documentos de interés general y académicos.	1	2	3	4
4. Comprender y reconocer en un 80% conversaciones, textos o canciones escuchadas.	1	2	3	4
5. Pedir y dar información sobre eventos y situaciones cotidianas.	1	2	3	4
6. Asistir y desarrollar todos los trabajos que se hacen durante las clases.				
7. Preguntar o pedir asesoría para desarrollar un plan de negocios.	1	2	3	4
8. Exponer correctamente la información de temas que han sido asignados	1	2	3	4
9. Tomar una posición de acuerdo a la situación, sociedad y cultura de la comunidad o comunidades en las que se habla el idioma y se desarrolla una conversación.	1	2	3	4
1. Entender textos poco complicados sobre temas relacionados con sus campos de interés.	1	2	3	4
2. Encontrar y entender la información general que necesita en materiales cotidianos, como cartas, folletos y documentos oficiales breves.	1	2	3	4
3. Buscar en textos extensos o en varios textos breves la información específica que necesita para realizar una tarea.	1	2	3	4
4. Reconocer los puntos más importantes en artículos sencillos de periódico que traten sobre temas que le son familiares.	1	2	3	4
5. Identificar las conclusiones principales de textos argumentativos escritos con claridad.	1	2	3	4
6. Reconocer la línea argumental general de un texto, sin llegar a entenderlo todo con todo detalle.	1	2	3	4
7. Entender la descripción de acontecimientos, sentimientos y deseos en cartas personales, lo bastante bien como para mantener correspondencia con amigos o conocidos.	1	2	3	4
8. Entender instrucciones sencillas y escritas con claridad sobre el manejo de un aparato.	1	2	3	4
9. Escribir informes muy breves para transmitir información sobre hechos cotidianos e indicar los motivos de una actuación determinada.	1	2	3	4
10. Escribir cartas personales describiendo experiencias, sentimientos y acontecimientos con todo detalle.	1	2	3	4
11. Describir detalles básicos de sucesos imprevisibles como, por ejemplo, un accidente.	1	2	3	4
12. Describir sueños, esperanzas y ambiciones.	1	2	3	4
13. Tomar notas acerca de problemas, peticiones de información, etc.	1	2	3	4
14. Describir el argumento de un libro o una película y describir también mis reacciones.	1	2	3	4
15. Exponer brevemente las razones y dar explicaciones sobre sus opiniones, planes y acciones.	1	2	3	4
16. Deducir por el contexto el significado de algunas palabras desconocidas y entender el significado de la frase, si conozco el tema.	1	2	3	4
17. Seguir generalmente las ideas principales de conversaciones prolongadas, siempre que la dicción sea clara y se utilice un nivel de lengua estándar.	1	2	3	4
18. Seguir conversaciones cotidianas claras, aunque en una situación real tendría que pedir de vez en cuando que le repitieran algunas palabras y frases concretas.	1	2	3	4
19. Entender información sencilla sobre hechos relacionados con temas cotidianos o con el trabajo, identificando tanto los mensajes generales como los detalles específicos, siempre que se hable con claridad y con un acento que le resulte conocido.	1	2	3	4

Appendix B

(5 of 5)

20. Entender las ideas principales de un discurso claro en lengua estándar, sobre cuestiones que le son familiares y que ocurren habitualmente.	1	2	3	4
21. Entender conferencias o charlas que traten asuntos de su especialidad, siempre que el tema le resulte conocido y la presentación sea clara y esté bien organizada.	1	2	3	4
22. Comprender información sencilla de carácter técnico como, por ejemplo, las instrucciones de uso de cualquier aparato corriente.	1	2	3	4
23. Entender el contenido de casi todo el material de audio grabado o retransmitido sobre temas cotidianos, si el discurso es lento y claro.	1	2	3	4
24. Seguir muchas películas en las que la parte visual y la acción ilustran buena parte del argumento y en las que la historia es sencilla y el lenguaje es claro.	1	2	3	4
25. Captar las ideas principales de programas retransmitidos sobre temas conocidos o de interés personal, si el discurso es lento y claro.	1	2	3	4
26. ¿Qué tan importante es desarrollar las siguientes COMPETENCIAS en inglés para desempeñarse en las situaciones de su vida laboral profesional?				

7. ¿Cuál(es) énfasis considera que deben tener los cursos de inglés que se imparten en ICSEF? Marque una sola opción:

- Inglés académico (inglés usado como medio para enseñar en cursos universitarios)
- Inglés vocacional (inglés específico relacionado con su perfil profesional)
- Inglés general (inglés conversacional del día a día e inglés para viajar)

¿Por qué?

8. Teniendo en cuenta el **sector** donde las estudiantes del ICSEF se van a **desempeñar laboralmente** ¿qué tan necesario considera que ellas aprender los siguientes **CONTENIDOS EN INGLÉS**? Indique su respuesta según la escala que encuentra a continuación:

1= Muy necesario 2= Necesario 3=Poco necesario 4=Nada necesario

1. Información personal	1	2	3	4
2. Entrevistas	1	2	3	4
3. Hojas de vida	1	2	3	4
4. En la recepción	1	2	3	4
5. Llamadas telefónicas	1	2	3	4
6. Formatos de aplicación	1	2	3	4
7. Describir personas y lugares	1	2	3	4
8. Comidas y Bebidas	1	2	3	4
9. El menú	1	2	3	4
10. En la cocina	1	2	3	4
11. En el restaurante	1	2	3	4
12. En la mesa (comida y bebidas)	1	2	3	4
13. En el supermercado	1	2	3	4
14. Comida internacional	1	2	3	4

15. Mercadeo	1	2	3	4
16. Gerencia	1	2	3	4
17. Instrucciones	1	2	3	4
18. Preguntar precios	1	2	3	4
19. En la estación	1	2	3	4
20. La organización	1	2	3	4
21. ¿Qué OTROS CONTENIDOS considera necesario que las estudiantes aprendan en inglés? ¿Por qué?				

17. Con el fin de ampliar la información suministrada por usted en esta encuesta, le agradecemos darnos sus datos de contacto: (OPCIONAL)

Nombre: _____ E-mail: _____
 No. de Teléfono o Celular: _____

GRACIAS POR SU COLABORACIÓN ☺

Appendix C

INTERVIEW PROTOCOL

Date: _____

Time: _____

Interviewee: _____

Estimated discussion time: 30 minutes

TOPIC	QUESTION
Class activities	1) De las actividades que se desarrollan en la clase de inglés ¿cuáles son las preferidas por sus estudiantes? 2) De las actividades que se desarrollan en la clase de inglés ¿cuáles no le gustan a sus estudiantes?
Learning content	3) ¿Qué temas cree que a sus estudiantes les gustaría trabajar en las clases de inglés?
Learning Resources	4) ¿Cuáles de los recursos de apoyo usados en la clase o sugeridos para trabajo independiente han sido de mayor beneficio para el aprendizaje del inglés de sus estudiantes? 5) ¿En qué aspectos considera que la clase de inglés ha beneficiado el aprendizaje de sus estudiantes? 6) Si no los ha beneficiado, ¿tiene alguna sugerencia sobre cambios que se deban hacer al curso o a la clase?
Assessment	7) ¿Cómo evalúa a sus estudiantes? ¿Con qué frecuencia? 8) ¿Cómo se evalúa el programa de inglés? ¿Con qué frecuencia? 9) ¿Existe un procedimiento para incorporar resultados de esta evaluación al programa?

Appendix D

FOCUS GROUP PROTOCOL

Date: _____

Time: _____

Number of participants: _____

Estimated discussion time: 15 minutes

TOPIC	QUESTION
Class activities	1) De las actividades que se desarrollan en la clase de inglés ¿cuáles son sus preferidas? ¿Por qué? 2) De las actividades que se desarrollan en la clase de inglés ¿cuáles no le gustan? ¿Por qué?
Learning content	3) ¿Qué temas le gustaría que se trataran en las clases de inglés?
Learning Resources	4) ¿Cuáles de los recursos de apoyo usados en la clase o sugeridos para trabajo independiente le han sido de mayor beneficio para el aprendizaje del inglés? 5) ¿En qué aspectos considera que la clase de inglés le ha beneficiado para su aprendizaje del inglés? 6) Si no lo ha beneficiado, ¿tiene alguna sugerencia sobre cambios que se deban hacer al curso o a la clase?
Assessment	7) ¿Cómo se evalúan los conocimientos y grado de desempeño en la clase de inglés? ¿Con qué frecuencia? 8) ¿Has sentido progreso en el dominio del idioma con los cursos de inglés que has tomado en el ICSEF?

Appendix E

QUANTITATIVE DATA MANAGEMENT SAMPLE

2.4 Importancia del inglés en situaciones de la vida laboral:

SITUACIÓN	TPHSP	Profesores
1. Para desempeñarse en el área de alimentos y bebidas (auxiliar de cocina, servicio a la mesa, estandarización de recetas, composición de menús, inventarios, almacén, recepción de mercancías, compras)	72%	84%
2. Para desempeñarse en el área de alojamiento (camareras, teléfonos, lavandería, recepción, reservas).	75%	92%
3. Para desempeñarse en el área de servicios generales (aseo general, mantenimiento en labores de oficina, mantenimiento de pisos y áreas.)	39%	46%
4. Para desempeñarse en el área administrativa (manejo de archivos, correspondencia, teléfonos, servicio al cliente, mercadeo)	84%	100%
5. Para desempeñarse en puntos de venta (servicio al cliente, ventas, facturación)	84%	100%
6. Para desempeñarse en el área de talento humano (contactos, clasificación de hojas de vida, archivo, organigramas, agendas.)	82%	84%
7. Para desempeñarse en puntos de información (atención al usuario, clasificación de la información)	82%	100%
8. Para desempeñarse en economatos (producción y servicio en general, recetas estándar, minutas).	62%	61%

Appendix F
CODE CODING SAMPLES

About the importance of English

STUDENTES

6. ¿Qué tan importante es SABER INGLÉS para desempeñarse efectivamente en su vida laboral profesional? Marque con una X su respuesta y explique sus razones:	Notes
<ol style="list-style-type: none"> 1. Hoy en día es muy indispensable ya que nos volvimos una gran industria a donde vienen personas de otros países. 2. En estos momentos el inglés se está volviendo un idioma primordial en nuestro país. 3. Saber inglés abre grandes puertas en el campo laboral nacional e internacional. 4. Porque el inglés se vuelto muy importante para cualquier tipo de carrera. 5. Se tiene más facilidad de empleo sabiendo hablar inglés. 6. En inglés ya es algo muy básico y entre más idiomas sepa más oportunidades tendré para ejercer mi profesión. 7. Actualmente se exige mucho ya que por el se consigue trabajos buenos y sueldos de un nivel alto. 8. Es importante desempeñarse en esto, pues llega a ser un requisito indispensable. 9. Porque hay oportunidades de especialización en el exterior. 10. Ya que en todas partes lo está exigiendo y importante para avanzar más tecnológica y laboralmente. 11. Este ahora es un idioma mundial y al desplazarse a cualquier lugar es de gran utilidad. 12. Ya que actualmente en la parte turística hay mucho extranjero 13. Nuestra carrera requiere de este idioma para podernos comunicar con las demás personas. 14. Es un lenguaje universal y en este tipo de profesión es demasiado importante. 15. Porque el inglés es un idioma internacional que abarca totalmente la carrera. 16. Es un idioma importante para nuestra carrera. 17. Es un idioma universal y abre puertas al mundo laboral 18. Es muy importante por ser una lengua universal. 	<p>Communicating with foreign clients coming to Colombia for Tourism / Services</p> <p>Increases national and international job / life opportunities – Salary / Product exportation</p> <p>Increases academic opportunities</p> <p>It's a requirement for this occupational field/career</p> <p>Helps perform better in job tasks</p>

TEACHERS

3. ¿Qué tan importante es que las estudiantes del ICSEF sepan inglés para desempeñarse efectivamente en la vida laboral profesional? Marque con una X su respuesta y explique sus razones:	Notes
<p>La mayor parte de la información a nivel mundial se escribe en inglés y en cualquier país del mundo, este idioma se utiliza como alternativa de comunicación personal.</p> <p>Porque es el idioma universal, también la mayoría de documentos y demás utensilios vienen todas las instrucciones en inglés.</p> <p>Es la segunda lengua y la primera a nivel mundial.</p> <p>Se necesita que las personas que trabajan en el área Hotelera, dominen el inglés.</p> <p>En el desarrollo profesional muy seguramente las estudiantes tendrán contacto con visitantes de otros países que requieran saber dicho idioma.</p>	<p>Communicating with foreign clients coming to Colombia for Tourism / Services</p> <p>Increases national and international job / life opportunities – Salary / Product exportation</p> <p>Increases academic opportunities</p> <p>It's a requirement for this occupational field/career</p> <p>Helps perform better in job tasks</p>

Appendix G

DATA TRIANGULATION MATRIX SAMPLE

	OBJECTIVE NEEDS Other's perceptions Expected use of the language (as perceived by teachers)	SUBJECTIVE NEEDS Students' own perceptions Desired use of the language (as perceived by students)																		
TARGET NEEDS																				
<p>Documentary evidence</p> <p>Questionnaire open questions results</p> <p>Questionnaire closed-questions results</p>	<p>Graduates' profiles (situations / occupational domains)</p> <ul style="list-style-type: none"> • Hotelero / Hospitalario / Educativo / Transporte/ Eventos <p>Importance of English as a tool to efficiently carry out tasks in their future career</p> <ul style="list-style-type: none"> - faculty teachers (77%) rated English as 'very important'. <p>students would use English 'frequently' in their future occupation</p> <ul style="list-style-type: none"> - faculty teachers (69%) 	<p>Hospitality Management and Events Management.</p> <p>Importance of English as a tool to efficiently carry out tasks in their future career:</p> <ul style="list-style-type: none"> - . most students (91%) rated English as 'very important'. <p>students would use English 'frequently' in their future occupation</p> <ul style="list-style-type: none"> - students (71%) <p>TPTFP program (53,3%) considered that they would only use English 'sometimes'</p>																		
LEARNING NEEDS																				
<i>Perceived relevance of the learning situation: competences, learning content, learning activities, learning resources, assessment of learning</i>																				
<p>Perceived level of proficiency in the second language competences</p>	<p>Syllabus</p> <table border="1"> <thead> <tr> <th>LEVEL</th> <th>SAMPLE SIZE</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>English I - Basic English A1</td> <td>15</td> <td>45,46</td> </tr> <tr> <td>English II - Basic English A2.1</td> <td>29</td> <td>29,30</td> </tr> <tr> <td>English III - Basic English A2.2</td> <td>9</td> <td>9,9</td> </tr> <tr> <td>None</td> <td>45</td> <td>15,15</td> </tr> <tr> <td>Overall Total</td> <td>98</td> <td>100%</td> </tr> </tbody> </table>	LEVEL	SAMPLE SIZE	%	English I - Basic English A1	15	45,46	English II - Basic English A2.1	29	29,30	English III - Basic English A2.2	9	9,9	None	45	15,15	Overall Total	98	100%	<p>English I - higher level of proficiency</p> <ul style="list-style-type: none"> - 'understand short and simple texts with the help of related words and basic expressions, rereading, for example, parts of the text' (80%). <p>English I - lower level of proficiency</p> <ul style="list-style-type: none"> - 'creating menus that take into account the nutritional value and special characteristics of the ingredients' (40%) - 'offering table service, clearly describing the options offered by a restaurant for breakfast, lunch and dinner' (40%). <p>English II , III and IV, all learners rated themselves as having a low level of proficiency.</p> <p>THSM program rated themselves with an 'excellent' or 'acceptable' proficiency</p> <ul style="list-style-type: none"> - 'request and provide information about daily events and situations' (82%).
LEVEL	SAMPLE SIZE	%																		
English I - Basic English A1	15	45,46																		
English II - Basic English A2.1	29	29,30																		
English III - Basic English A2.2	9	9,9																		
None	45	15,15																		
Overall Total	98	100%																		

Appendix H

CARTA DE PRESENTACIÓN Y AUTORIZACIÓN

Chía, 14 de Mayo de 2010

Señores,

Apreciados Señores,

Mi nombre es Diana Angélica Parra y soy docente en el Departamento de Lenguas y Culturas Extranjera en la Universidad de La Sabana. Actualmente estoy desarrollando un proyecto de investigación como parte de los estudios que adelanto en la Maestría en Didáctica del Inglés de la misma Universidad.

Mi proyecto de investigación se titula "*Percepción de las necesidades de aprendizaje de inglés de las estudiantes de una institución femenina Colombiana de educación técnica y tecnológica*". Mi intención es investigar las condiciones a las que se debe ajustar el programa de inglés para satisfacer las necesidades de las estudiantes de la Institución.

Como parte de mi proyecto de investigación, me gustaría conducir un análisis de necesidades para lo que requeriré aplicar encuestas y entrevistas tanto a docentes como estudiantes y al personal directivo. Adicionalmente requeriré estudiar algunas de los documentos de la Institución y la toma de notas de campo de observaciones de clases.

La investigación se desarrollará bajo los estrictos principios éticos y de confidencialidad de la Universidad de La Sabana. Los resultados de la investigación serán entregados a la Institución para su análisis y toma de decisiones en cuanto a su implementación.

Las personas que acepten ser parte de esta investigación:

- Podrán indagar sobre el proyecto en cualquier etapa de la investigación.
- Podrán retirarse de la investigación en cualquier momento sin necesidad de justificación.
- Se solicitará su autorización para usar la información recogida.
- Los nombres reales de los participantes no serán usados en los reportes.
- Podrán obtener copias del estudio en el momento que lo deseen.

Si ustedes autorizan llevar a cabo la investigación en su institución, les agradezco completar los datos requeridos a continuación.

Nombre: _____

Firma: _____

Fecha: _____

Agradezco su amable atención.
Atentamente,

Diana Angélica Parra
Investigadora
Departamento de Lenguas y Culturas Extranjeras
Universidad de La Sabana
Tel.: 8615555 Ext.1552 - 1536