BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

AN ESP SYLLABUS DESIGNED TO IMPROVE ENGLISH VOCABULARY IN PHYSIOTHERAPY

A THESIS SUBMITTED TO THE FACULTY OF LANGUAGES

FOR THE DEGREE OF

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

PRESENTED BY:

ARELI BERENICE CAMPOS PÉREZ

DIRECTOR

DRA. MARIA LETICIA TEMOLTZIN ESPEJEL

PUEBLA, PUEBLA,   **DECEMBER 2020**

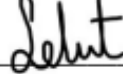This Thesis has been read by the members of the committee of

Areli Berenice Campos Pérez

And is considered worthy of approval in partial fulfillment of

The requirement of the degree of

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

Thesis Director

_____

Dra. Maria Leticia Temoltzin Espejel

Committee Member

_____   _____

Dra. Catalina Juárez Díaz   Mtra. Jeanette Sandre Cuautle

Puebla, México

December, 2020

Content

Abstract

The aim of the research is to find out 1) the needs of the students to learn English, 2) the difficulties students have to acquire vocabulary, 3) the way they prefer to learn English, 4) the aspects the students like most or do not like of their English classes, as well as, recommendations they would like to add to their English program also to know if they want to take an ESP course designed in Phisiotherapy for them. This research employed a deficiency and strategy analysis with a qualitative approach. The respondents consist of students taken from a quatrimester group of the Phisiotherapy Bachelour program from UPAM. The data was gathered by distribuiting questionnaires.

List of key terms

ESP

Learning English

Vocabulary

Dedications

To my beloved husband Yael, brothers and parents. Also to the apple of my eyes, my son, I hope I inspire you in the future. I love you. All efforts are for you.

Acknowledgements

First of all thanks God to allow me to get here. Nothing could be possible without God who strengthen me.

I would like to thank to my beloved husband Yael Sánchez Ramírez who gave me the idea and the inspiration of this research topic. I would like to express my grattitude to my tesis director Dra. Leticia Temoltzin, who help me to shape the ideas and guided me to complete this work. I am so grateful to the Faculty of Languages of the Benemerita Universidad Autónoma de Puebla, which gave me the opportunity to conclude my career through this work.

I would also like to express my gratittude to my parents, Lidia Pérez Palacios and Jorge Campos Martínez, which support me along all of this time I was studying at the university, without whom I had not arrived to this magnificient in which I conclude an important part of my life.

Also my sincere thanks go to my parents in law, Isabel Ramírez Merino and Pedro Sánchez Rivera, who take care of me and my baby while I was writing this research.

CHAPTER 1: INTRODUCTION

1.1 Importance of the study

Nowadays, learning languages has become a fundamental tool for all the students in the different school levels. The teachers play a big paper in all of this process, the education demands that the teacher has an excellent knowledge of the language he or she is going to impart. The English language is one of the subjects that many schools in the world have as compulsory and in which this subject is taught since early education.

As society demands students better prepared to face the world, the teacher has to found the best tools and skills to provide the students with better knowledge. English language teaching includes a wide range of branches as Hutchinson & Waters (1987, p. 17) describe in the English Language Teaching tree. One of these branches is English for Specific Purposes (ESP) which focuses on the student needs and the reason why the student is learning the English language.

ESP Origins

According to all of the above, emerge the doubt of ESP origins. When was this approach begin? Johns (2013, p. 19) mentions its origins at the end of the Second World War where she mentions Swales (1988 as cited in Johns, 2013, p. 19) who began to write about it in Episodes in ESP. "At that time, the central focus of ESP research was English for science and technology (EST) in academic contexts". (Johns, 2013, p.19)

Barber (1962 as cited in Johns 2013, p. 19) focused on grammar because he wanted to determine characteristics of EST (English for Science and Technology). But soon this

form of work was cancelled and the work "Grammar and Technical English" made by Lackstrom, Selinker, and Trimble (1972 as cited in Johns, 2013, p.19) had a major impact because they began to dominate the field. However, one of the most famous studies in this period appeared in *The ESP Journal* at the University of Washington, DC. This research was made by Tarone (1981 as cited in Johns, 2013, p.20) and this study supported many other researchers in the following years.

The evolution of ESP through the years was in two historical periods according to with Hutchinson & Waters (1987 as cited in Gatehouse, 2001, p. 1), the first one was at the end of the Second World War, with an expansion in scientific, technical and economic activity, when the role of the English language change into international. The second period was the Oil Crisis in the early 1970s, in which English became the official language.

As Hutchinson & Waters (1987, p. 7 as cited in Gatehouse, 2001, p. 2) say one of the effects of the emergency of ESP was to pressure language teachers with the intention that they delivered the necessary knowledge to satisfy the demands and needs of the society regarding the English language. A revolution in linguistics was the second one, where linguists focused on the way English is used in real dialogue. "If the language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible". (Gatehouse, 2001, p. 2)

The English language has a wide variety of terms, phrases, idioms and contexts in which it can be used. Thus, the pupil can learn from general knowledge to acquired specialized knowledge in an area of interest, for example, Medical English or Business English and thus improve their basic learning skills and covered their needs.

The last reason according to Hutchinson &Waters (1987, as cited in Gatehouse, 2001, p. 2) says that the influence of ESP deal with psychology because the central focus was given on how learners acquire the language and in the different manners language is acquired. So there are many forms on how students acquire a language, this depending on the abilities of every learner and many reasons of why and in which context a student wantsto learn a language, this depends on the necessities and targets that the learner has.

Definition of ESP

Now that we know more about the origins of ESP, the effects this approach had when it emerged and how ESP focuses on the needs of the students, we are going to analyze the definition of it. Lamri (2016, p. 3) says that one of the main definitions provided by the linguists of ESP is the one made by Anthony (1997, p. 9-10 as cited in Lamri, 2016, p. 3) who said:

> Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

According to Strevens (1988, as cited in Gatehouse, 2001, p. 2), English for Specific Purposes (ESP) "consists of English language teaching… designed to meet specified needs of the learner; related in content to particular disciplines, occupations and activities; centred on the language appropriate to those activities in syntax, lexis, discourse, semantics and so on". A similar definition is supported by Richards and Schmidt (2010, p. 198, as cited in Brown, 2016, p. 4) who define it as, the role of English in a language courseor program of instruction in which the content and aims of the course are fixed by the

specific needs of a particular group of learners.

Both definitions are similar and also complement each other, they highlight that the purpose of ESP should be based on the necessities of the students. The teacher has to be careful about what content select to cover the aims of the learner as well as the way the knowledge is going to be taught as Hutchinson and Waters (1987 as cited in Gatehouse, 2001, p. 3) explains, "it is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Importance of ESP in teaching

Nowadays, ESP is an important approach, which helps the student to acquire specific skills and vocabulary in the area of interest. "ESP is a learner-centred approach" (Dudley- Evans & St. John, 1998 as cited in Javid, 2015, p. 3) which focuses on the necessities of the learner. "ESP courses are designed for the learners who want English for their occupation in post-academic setting or for the ones who want it for academic purposes, in pre-occupational setting". (Javid, 2015, p.3) One of the benefits of ESP in teaching is: "an ESP course prepares "a good ESP learner" who is not necessarily the one who comes top in the English class, but rather the one who performs successfully in concurrent and subsequent English-medium subjects". (Adams-Smith, 1989, p. 65 as cited in Javid, 2015, p.3)

The students can use language in another level of proficiency. Students become in "independent learners" according to Gatehouse (2001, p. 5 as cited in Javid, 2013, p. 10):

> "Self-direction" is the third characteristic of ESP courses which means "that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). It means that the students should "have a certain degree of freedom to decide when, what and how they will study".

Lamri, (2016, p. 9) says that learning the language becomes in an "individual process", in which the students can learn inside the classroom or out of this place, also because the learners use their favourite learning strategies to achieve their targets, this promotes the students be intrinsically motivated. "Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their actions and accept related consequences". (Kashani et al, 2007, p. 87 as cited in Lamri, 2016, p. 9)

Results that are researchers getting

Vocabulary is an important sub-skill in teaching English as a second or foreign language. From my experience, students need this sub-skill good developed to acquire better the language. However, when we refer to vocabulary in ESP, teachers have to be very specific with the material they are going to provide the students. Xhaferi, (2009, p. 2) comments:

> Teaching vocabulary especially ESP courses is becoming a challenge for English language teachers. Vocabulary is an inseparable part of any teaching syllabus and vocabulary should be taught in a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students.

Vocabulary increases when the students have a lot of exposure to the words, according to with McCarthy (1990, p. 8 as cited in Xhaferi 2009, p. 3) affirms: "No matter how well the student learns grammar, no matter how successful the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 justcannot happen in any meaningful way". Riahipour & Saba (2012, p. 202) points out that in various versions and views of ESP course plans, vocabulary teaching programs are needed to expand learners´ potential in extracting meaning and to develop the knowledge of the

jargon of the genre. Riahipour & Saba (2012, p. 205) describes that is good to use different activities to promote the interest of the learners to learn new words. They made a study in which their findings support ESP vocabulary teaching by games affects the motivation and interest of the students in a very positive way. "Game pedagogy can be effective in teaching ESP terms to EFL learners". (Riahipour & Saba, 2012, p. 205)

According to with Kavaliauskienë & Janulevièienë (2000 as cited in Xhaferi 2009, p. 5) argue that a good way to teach vocabulary in ESP courses are "Chunks" because the students should identify them and they will be able to distinguish high-frequency and low-frequency lexical words to write and communicate better in the area or field of study of the learners. Crawford Camiciottoli (2007 as cited in Coxhead 2013, p. 125) manifests that *market* and *price* are part of the everyday words but also they are used in business studies, so words take their meaning from the context in which they are used.

Coxhead (2013, p. 125) describes several reasons about why vocabulary in ESP is important, and the first reason is that both teachers and learners have to be aware that classes will be related to the students´ needs. The second reason, is the students use and understand the vocabulary because they are part of a particular group. Another reason is that the size of the learned words is not established. The students would acquire a wide range of vocabulary depending on their area at school or professional context.

Dudley Evans & St. John (1998 as cited in Xhaferi 2009, p. 7) express:

Teaching ESP vocabulary is the same as teaching English for general purposes. The only distinction that should be made is between the vocabulary for comprehension and the vocabulary for production. There are also other distinctions: grammatical vs. lexical words, cognates vs. non-cognates, etc.

So, teaching vocabulary in ESP classes is essential to develop the language level excellently. Not just because the students acquire a better language also because they would communicate in different contexts with an extended range of jargon. Apart from that, the students become autonomous and active learners. After all, they are motivated in learning the language because they are guided by their interests.

1.2 Rationale

Students have problems to acquire medical terms related to physiotherapy. The students said that it does not have these specific courses which guided them to learn new vocabulary in English. Apart of this problem, they expressed that the teacher does not have the knowledge about terminology related to physiotherapy in English, so when they asked for one word or meaning, the teacher does not know what to answer. For the students, this very important because they want to read books or researches in English related to their area of study and most of them are in English and the vocabulary is not common for them.

"From my teaching experience, I can say that students face difficulties while learning new English words. It is difficult to learn words especially ESP words because they are low-frequency words and are not encountered very often". (Xhaferi, 2009, p. 3) Another problem with vocabulary in ESP is that some everyday words have a particular meaning in a specialized context. (Coxhead, 2013, p. 136)

Crawford Camiciottoli (2007, p. 138 as cited in Coxhead, 2013, p. 137) mentions another reason of why ESP vocabulary could be a problem for the students and teachers, "specialized vocabulary evolves and renews itself according to changing interests within communities of practice". This is the reason why the teacher should be well prepare when teaching vocabulary in a specific area.

Blachowicz & Fisher (2005 as cited in Riahipour & Saba 2012, p. 203) highlights that poor knowledge of English vocabulary affects the performance of the English language student in four ways:

- The development and maintenance of social relationships with other students.

- Participation in academic learning routines.

- Comprehension as a part of reading instruction.

- Comprehension as a part of content-area instruction.

1.3 Purpose and Research questions

Purpose:

To identify the students' foreign language needs in UPAM to design a syllabus to learn vocabulary in Physiotherapy.

Research Questions:

What is the type of syllabus to learn vocabulary in Physiotherapy in UPAM?

What are the students foreign language needs to develop in UPAM?

CHAPTER II: LITERATURE REVIEW

2.1 English Language Learning

English is today an important language, and it becomes a fundamental tool for everything. "English is one language that has travelled around the world and now has almost as many speakers as its native speakers". (Muhammad, Ya´u & Aliyu, 2018, p. 1) This is because society demands this language in different contexts; social, economical and educational. According to Muhammad et al. (2018, p.1) "English language function as a vehicle of interaction and an instrument of communication". As this language was gaining force all around the world, people began to opt to learn English and use it to expand their horizons.

> As English becomes the world´s lingua franca, countries all over the world have adopted the English language as part of their education system. Many countries begin at the primary level, and students are studying the language at younger and younger ages. (Jenkins, 2015, p.41 as cited in Oktaviani, Fauzan, 2017, p. 4)

Some years back, in Mexico, learn English was a luxury for people who had the money to pay for it but now learn English is a necessity and public schools began to add this subject to their curricula. Now, to obtain a grade at the university in Mexico, it is necessary to have a proficiency level in English for all the carriers and students learn English since public high school, but in some private schools, students learn English since KinderGarten, and thus English language learning has invaded the life of thousands of people, in all the world, this language will help them adapt to a world that increasingly demands more of us.

Definition of language learning

As mention earlier, English language learning is an important issue in our actual world. So what is the definition of language learning? According to The Audio-lingual method founded by Charles Fries, "language learning is a process of habit formation". (Tan, 2016, p. 3) The students learn because they acquire a routine of activities which involve in the language they are learning, as well as the compromise of the learner with the language because learning it requires time and effort.

Kramina (2000, p. 27 as cited in Zaščerinska, 2010, p. 4) says that "language learning is a conscious process, is the product of either formal learning situation or a self- study programme". The students can learn a language by assisting to a school in which theyhave a teacher who guides and provides them with enough knowledge or they can simply learn the English language by their own through listening songs, watching movies, memorizing vocabulary and phrases and practising their communicative skills with native speakers.

Thus, Robbins (2007, p. 49 as cited in Zaščerinska, 2010, p. 4) affirms that "language learning is an integral part of the unity of all language". Not just English but all the languages of the world can be learnt, so language learning is the bridge to achieve a proficiency level in any language.

Definitions of English language acquisition

On the other hand, we are going to analyze language acquisition which Kramina (2000, p. 27 as cited in Zaščerinska, 2010, p. 3) defined as a "subconscious process similar to that by which children acquire their first language". This means that when we acquire a language

18

we do not realize that process because we absorb it naturally without explanations of grammar or rules. "For me, language acquisition is the initial stage of gaining basic communicative competence in a language". (Tomlinson, 2007, p.2 as cited in Tomlinson, 2008, p. 3) As he mentions, this is the first stage in which the human acquire communicative skills.

Language acquisition for me is a natural process, which all humans develop through their life and as they live different experiences in which they learn. According to Lust (2006, p. 33) "language acquisition begins at birth, even before the first word". As Fromkin, Rodman & Hyams (2011, p. 465) affirm that language development is a process which they called "biological" with an innate component, they say that parents do not teachtheir children grammatical rules, however, the child acquires them in a gradual form when they grow. Maslo (2007, p. 41 as cited in Zaščerinska, 2010, p. 3) says "language acquisition is base on the neuro-psychological processes". In this case, the brain plays a bigpaper, because depends on the maturity of the brain is as the child is going to acquire knowledge.

Harmer (2001, p. 33) says that when children acquire language, they are never consciously that they are being taught nor they realise they are learning it. This process occurs because children hear and experience a wide range of language in different situations, where they communicate with adults, for example, their parents. This process occurs thanks to the input the children are exposed and the experiences from this input.

Hussain (2017, p.1) affirms this, "a child acquires his or her native tongue in practice by way of verbal interaction he or she comes across whereas interrelating and

communicating initially with his parents and siblings and afterwards with the social circle".

Hussain (2017, p. 1) explains, on the contrary, that learning a language is a process in which we are conscious and because we want to be experts in a language, this because we have a purpose or necessity, or maybe because as humans who want to be adapted to the environment, we want to have the best tools to have the best preparation.

When adults or young learners want to acquire a language, most of the time, the teacher asks them to learn ítems by memorization or repetitions and this is contrary to the process of acquiring a language. Krashen (1982 as cited in Harmer, 2001, p. 33) says that successful acquisition is linked with the language the students hear or read. In this way, the learners are acquiring language naturally without notice it. The Community Language Learning is a methodology developed by Charles A. Currant, which gives the learner just the language they need and the teacher helps students to acquire only the language the students require or need. (Harmer, 2001, p. 36)

The distinction between acquisition and learning

Stephen Krashen is one of the researchers who made investigations about the differences between acquisitions and learning. He says that acquisition is a subconscious process in which the learner has a wide range of knowledge of a language, meanwhile, in learning, student-only know a little about the language. He says that acquiring a language is a successful process which lasts longer than the process of learning. (Harmer, 2001, p. 33) Hussain (2017, p. 4) finds that language acquisition determine a language because it would be used for communication and language learning signifies to study a language to use it in certain circumstances.

Kramina (2000, p. 27 as cited in Zaščerinska, 2010, p. 3) affirms this "language acquisition as opposed to learning and is a subconscious process similar to that by which children acquire their first language". As is seen, the acquisition is a more complex process, because it involves, the brain, the age and the environment, in contrast, learning is a more simple process which does not require of a lot of time. Fromkin, et al. (2011, p. 465) explain how spoken language acquisition differs from learning and the authors say that learning requires specific instructions and a lot of effort, meanwhile, language acquisition does not require them.

Krashen (as cited in Harmer, 2001, p. 37) suggests about comprehensible input, this means the language is acquired and ready to use, so in this way, the student can spontaneously produce the language, and learning is about study language, so the student is conscious of this process, as a result, the student has difficulties in produce the language ina spontaneous form.

Strategies in language learning.

Language learning is a different process for every student because some of them learn faster than other students or others become more successful in their learning. This is because students use different strategies. As Wenden (1987, p. 7-8 as cited in Lee, 2010, p. 3) affirms "learning strategies are the various operations that learners use to make sense of their learning". The learner uses different tools in their learning way because they feel comfortable with some type of activities and also they notice these strategies make them learnt better.

According to Oxford (1990, p. 8 as cited in Lee, 2010, p. 3), learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". Lee (2010, p.4) compares learning strategies with the tactics used by footballers because they want to win a game. The same with the students, they tend to use learning strategies because they want to achieve a goal, in this case, their goal is to learn better the language, not just English, this could be applied for any subject or language.

There is a classification of the learning strategies proposed by Oxford (1990, as cited in Lee, 2010, p.9) in which the strategies are specified in:

- Memory strategies for remembering and retrieving new information.

- Cognitive strategies for understanding and producing the language.

- Compensation strategies for using the language despite lack of knowledge.

- Metacognitive strategies for coordinating the learning process.

- Affective strategies for regulating emotions.

- Social strategies for learning with others.

(Oxford, 1990, p. 14-15 as cited in Lee, 2010, p. 9-10)

However, some factors affect the strategies as "age, sex, attitude, motivation, aptitude, learning stage, task requirements, teacher expectation, learning styles, individual differences, motivation, cultural differences, beliefs about language learning and language proficiency" (Rubin, 1975; Bialystok, 1979; Abraham &Vann, 1987, 1990; Oxford, 1989; Oxford & Nyikos, 1989; Chamot & Kupper, 1989; Ehrman and Oxford, 1995 as cited in Lee, 2010, p. 11)

Important considerations in English Language Learning

Another important aspect of English Language Learning is "the condition", this refers to how is the environment in which the students learn. Davies, Pearse (2000, p. 12) says that plenty of opportunities to participate in the classes and provide an atmosphere where the learners feel motivated are very important conditions to obtain a successful languagelearning. As Benjamin Franklin said, "Tell me and I forget, teach me and I remember. Involve me and I learn". The teacher has to give the student the necessary input accordingto the necessities of the student. This process goes more beyond, not just teach the topics, it means to provide the students in which contexts they can use the language they arelearning. Thus, the learner realizes what they are learning is useful and this process becomes meaningful for them. After all, their confidence increases and the topics they havelearnt make them feel sure about their progress during their process of learning a language.

2.1.1 English as a Foreign Language

According to Davies and Pearse (2000, p.3) "English is taught as a foreign language in every different contexts around the world- to schoolchildren and working adults, in small and large groups, for three hours or ten hours a week". In the world. English is an importantlanguage and in most of the countries it is learnt as a foreign language. In Mexico, the mother tongue is Spanish and the English language as is mention at the beginning of this chapter, has been added to the curricula of the schools and is taught even since very elementary levels as "English as a foreign language". But, which are the reasons to choosea language as a foreing language. According with Crystal (2003, p. 17)

There is great variation in the reasons for choosing a particular language as a favoured foreign language: they include historical tradition, political expediency, and the desire for commercial, cultural or technological contact. Also, even when chosen, the „presence" of the language can vary greatly, depending on the extent to which a government or foreign-aid agency is prepared to give adequate financial support to a language-teaching policy. In a well-supported environment, resourceswill be devoted to helping people have access to the language and learn it, through the media, libraries, schools, and institutes of higher education. There will be an increase in the number and quality of teachers able to teach the language. Books, tapes, computers, telecommunication systems and all kinds of teaching materials will be increasingly available.

To study a foreign language apart from your mother tongue means not just to study the language, but to be part of another culture apart from yours, to understand it and to live it. The students which are studying a foreign language, are open-minded, they see the world from different perspectives because they expand their knowledge. "Culture finds its expression in language; so, learning a new language without familiarity with its culture remains incomplete". (Choudhury, 2014, p. 1) To be part of the whole experience as well, the student has to study culture too, in this way the learner can express with effectiveness in different situations or contexts. "The development of a foreign language begins with conscious realization of language and arbitrary command of it and culminates in spontaneous free speech". (Zaščerinska, 2010, p. 5)

Definition of English as a foreign language

As Jorden and Walton (1987, p. 2) say, teaching a foreign language to a learner involves two languages and two cultures, because it involves the native language and its culture as a base and also the language and culture being studied as the target. Foreign language

learning, by definition includes two languages and two cultures. Another definition provided by Cambridge Academic Content Dictionary, (n.d), considers English as a foreign language as "English as taught to people whose main language is not English and who live in a country where English is not the official or main language". Ringbom (1980, p. 3) affirms that, in a foreign language learning situation, the language is not spoken in the environment of the students, the learners can practice their receptive skills but they have not chances to use the language in natural communication situations.

Communication strategies in English as a foreign language

The students can use different strategies to obtain a better performance when they are learning a foreign language and more when they have difficulties in using the language to communicate. Bygate (1987, p. 42 as cited in Dagarin, 2004, p. 10) divides communication strategies in two parts:

- Achievement strategies
- Reduction strategies

These communication strategies are use in a foreign language context. Thus, the foreign language learner can overcome communication difficulties. Achievement strategies are divided in 3 types: guessing, paraphrase and co-operative strategies. In guessing strategies, there are 4: Bygate (1987, p. 44 as cited in Dagarin, 2004, p. 10)

- The student can foreignize a word from his mother-tongue.
- The learner can borrow a word from his native language.
- When the student gives a literal translation of his mother-tongue.
- When a learner invent a target-language word or expression.

Paraphrase strategies are divided into two types according to Bygate (1987, p. 44 as cited in Dagarin, 2004, p. 11)

- Lexical substitution: when the students search for a synonym or a general word.

- Circumlocution: when the student uses more than one word to express a meaning.

In English as a foreign language context, these strategies are the most effective. In the co-operative strategies, the students asks for help in different ways. The learner could ask for a translation of a word from his native language or maybe he points to the object by miming. Avoidance strategies encourage the student to avoid communication troubles. (Dogarin, 2002 as cited in Dagarin, 2004, p. 11) As Dagarin (2004, p. 12) expresses, communication strategies have to be promoted to develop fluency and a successful interaction in the foreing language context.

As there are strategies, there are also some approaches which are applied in foreign language teaching. Communicative language teaching, has been the methodology most applied in English as a foreign language. But researchers have realized that this methodology has failed, because this method did not take into account the different contexts in which language teaching occurs. (Bax, 2003; Humphries & Burns, 2015; Kumaravadivelu, 1993; Li, 1998 as cited in Lee, Wallace, 2018, p. 2) In classrooms where is used this method , the time is not used correctly, also the teachers explain the topics and the students just listen the information. (Lee, 2009; Littlewood, 1999 as cited in Lee, Wallace, 2018, p. 2)

There is a new methodology, which is used in English as a foreign language contexts, and according to some authors, it is a good method. Bergmann and Sams (2012 as cited in

Lee, Wallace, 2018, p. 2) promote the Flipped learning approach, and they say this approach

manage in a good way those constraints as time and space and also enable the learners of the

foreign language to use the materials when they want and wherever they want. This is an

excellent option to have success when teaching English as a foreign language, and most for

the students, because this promotes that the student developed their abilities. As Brinks

Lockwood (2014 as cited in Lee, Wallace, 2018, p. 2) says, the flipped method could increase

the students thinking skills, for example, application , analysis, synthesis and evaluation. In

this way, the students become independent and promote the individualized learning also the

students are responsible of their actions as to their learning.

Motivation in learning English as a Foreign Language

There are other factors that influence in learning English as a foreign language, for example,

motivation. Al-Khairy (2013, p. 1) expresses that motivation is an importantfactor in the

field of foreign language learning. Dornyei (1994, p. 273 as cited in Al-Khairy,2013, p. 2)

highlights the importance of motivation and describes it as the determinant of foreign

language achievement. Negative attitudes towards the foreign language can obstacle the

effective learning of the language. (Elyildirim, Ashton-Hay, 2006, p. 2)

Gardner and Lambert (1959 as cited in Shaaban, Ghaith, 2000, p. 2) identify two types

of motivation, which are, integrative and instrumental. Students which have instrumental

motivation, learn a language because they want to obtain a better job or because they want to

study in a country where the foreign language is spoken. (Garder, Lambert, 1972 as cited in

Elyildirim, Ashton-Hay, 2006, p. 2) As Brown (2000, p. 162 as

cited in Elyildirim, Ashton-Hay, 2006, p. 2) explains, integrative motivation refers to the desire to join the culture or be involved in a social interchange in a group.

Motivations plays an enormous paper in English as a foreign language, without it, learners do not know for what reason they are studying the foreing language, and the process of learning English as a foreign language would not have sense. As Elyildirim, Ashton-Hay (2006, p. 2) affirms, as a result of the importance of motivation in EFL, the interest in create motivation models has increase, this could help to create methodologies to improve the teaching and learning a foreign language.

The role of the first language in foreign language learning

When the students are learning a foreign language, there is a big question, how important is the first language in this process. According to Nation (2003, p. 1) "the first language has a small but important role to play in communicating meaning and content." On the other hand, methodologies as the Communicative Language TeachinG, gives support for the "English only", where the use of the first language is seen as a problem. (Auerbach, 1993; Cook, 2001; Edstrom, 2006; Turnbull & Dailey-O´Cain, 2009b as cited in Moore, 2013, p. 2) But, as Nation (2003, p. 3) explains, when a task in the foreign language might be difficult for the learner, it is useful to use discussion in the first language to overcome some obstacles when the learner want to understand the content of the task.

Another useful use of the first language in a foreing language context is "the translation" of the words as Nation (2003, p.4) explains, "the direct learning of L2 vocabulary using word cards with their L1 translations is a very effective method of learning." It is good to use the first language to help the students when they have problems

in learning English as a foreing language, but not to abuse its use because this could cause the foreign language would not be learnt it successfully. "The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be overused." (Nation, 2003, p. 5)

2.1.2 English as a second language

English is learnt and thought in different ways. One of them is as a second language. "English, a second language for most of the people of the world, has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy". (Larsen-Freeman, Long, 2014, p. 1) Today, there are variety of bilingual programmes, and the purpose is to help the learners to maintain their mother-tongue or to continue to grow in their native language as they acquire a secondone. (Larsen-Freeman, Long, 2014, p. 1)

Definition of English as a second language

English as a second language can be defined as "English as taught to people whose main language is not English and who live in a country where English is an official or main language." (Cambridge Academic Content Dictionary, n.d.) As is noticed, there is a difference between English as a foreign language and English as a second language. In the former, English is taught and learnt to people which do not have English as a native language and they live in a city where English is not the official language too. And English as a second language is when people learn English because is not their mother-tongue and because they live in an English speaking country.

According to Nordquist (2020) English as a second language is a "term for the use or study of the English language by non-native speakers in an English-speaking environment." Also this concept refers to approaches to language teaching for people who do not have English as main language. (Nordquist, 2020) English as a second language, is also defined as "a curriculum designed to teach English diction, fluency, grammar, idioms, pronunciation and vocabulary to people who want to attain english language mastery after

30

primary education in another language." (Medical Dictionary, n.d.) These definitions express the same idea about the definition of "English as a second language" when the learner lives in a country where this language is the mother-tongue and they speak another, and they want to learn it because of work or studies.

As the Oxford Advanced Learner´s Dictionary (n.d.) expresses, second language as "a language that somebody learns to speak well and that they use for work or at school, but that is not the language they learned first." According to Peng (2019, p. 2) second language means the language which has the same importance as the native language. It is of vital importance to know definitions of ESL and not to confused with EFL. Both are different and has certain charactheristics.

Differences between English as a second language and English as a foreign language

According to Stern (1983 as cited in Peng, 2019, p. 2) foreign language signifies tha language which is used outside the country, is used for tourism, reading foreign articles or because the people want to communicate with native speakers. However, the second language has the same importance as the native language.

> EFL refers to those who learn English in non-english speaking countries. (E.g. Japanese people who learn English in their country are EFL learners), and ESL refers to those who learn English in countries where English is used as a tool for communication and is formally spoken (E.g. Hispanic people who are learning English, are ESL learners.

(Iwai, 2011 as cited in Peng, 2019, p.2)

From the above, a good example could be mention. In Mexico, the learners are studying English as a foreign language, because the official language in this country is

Spanish. And the Mexican people who live in USA, learn English as a second language, because they have Spanish as a mother-tongue but because they live there, they have to learn English to communicate with others. From the perspective of teching, in a ESL classroom teaching, the teacher initiates the activity.

The teacher uses real materials to explain new words as a newspaper, the activities are dialogues among the students and imitation of conversations are used, and the four skills are well-practised. On the other hand in EFL classes, the teacher regards them with "acquire knowledge", with this, the focus of the classes are that the teacher gives explanations and the learner just receive them. In this way, the four skills can not be develop in a good way. (Zhongde, 2001 as cited in Peng, 2019, p. 3) from the viewpoint of the learners, the students which study ESL, use English to communicate in a natural way, because it is part of their daily life, in contrast with EFL learners which use English in specific situations. (Lixin, 1997 as cited in Peng, 2019, p. 3). An example of the differenciation between foreign and second language is given by Larsen-Freeman & Freeman, and they take Spanish to explain it.

> Spanish has a heterogeneous identity in the United States: It could be considered as a "foreign" language to those with little or no knowledge of it, or as a "second" language to those who use it in addition to their first language, or as a "native" language to those for whom it is a home or heritage language. (Larsen-Freeman, Freeman, 2008, p. 2)

Taking Spanish as an example of this authors, it is inferred that not just thislanguage, it could be another languages, for example English. So, in this way, Larsen- Freeman and Freeman explain that English could be considered as foreign language to the people who have a little or have not knowledge of this language. Second language is when

people used English apart from their first language and native language is when English is the home language. Larsen-Freeman and Freeman (2008, p. 12) says that the term "foreign language" is based on knowing and using a language which was based on geography. As a conclusion, Crystal (2003, p. 18) says that

> Distinctions such as those between „first", „second" and „foreign" language status are useful, but we must be careful not to give them a simplistic interpretation. In particular, it is important to avoid interpreting the distinction between „second" and „foreign" language use as a difference in fluency or ability.

Myths about learning English as a second language

Apart from the differences, there are also some myths about the learning process of ESL, in children mainly. The myth number first is that children can learn a second language quick and easy. (Mclaughlin, 1992, p. 6) "The argument is that children are superior to adults in learning second languages because their brains are more flexible." (Lenneberg, 1967; Penfield & Roberts, 1959 as cited in Mclaughlin, 1992, p. 6) In comparison to the adults, children have the advantage of have a moldable brain.

However, as Mclaughlin (1992, p. 7) expresses, that some researchers in which they compared children to adults in ESL learning, they have demonstrated that adults perform in a better way than children under controlled situations. The fact here is that children and adults have different necessities to learn a second language. The language constructions of the child are short and the vocabulary is small compared with the necessary constructions and vocabulary and adults needs to speak at the same level of proficiency in the second language as in their first language. (Mclaughlin, 1992, p. 7)

The myth number 2 is that the younger the child, is more able to acquire a second language. According to Krashen, Long & Scarcella (1979, as cited in Mclaughlin, 1992, p.8) "the earlier children begin to learn a second language, the better." But as reported by Stern, Burstall & Harley (1975 as cited in Mclaughlin, 1992, p. 8) in their study, that older children acquire better a second language than younger children. The next myth deals with the more time students spend in a second language context, they are going to learn the language quicker. As Mclaughlin (1992, p. 10) says, for many educators, the best way to learn English for children is to be in an environment with a lot of exposure with English. But according with other researchers, based on results, children in bilingual classes, acquirelanguage skills at the same proficiency to those learners with English-only programs. (Cummmins, 1981; Ramirez, Yven & Ramey, 1991 as cited in Mclaughlin, 1992, p. 10).

The following myth is that once the children speak a second language they have acquired it. Mclaughlin (1992, p. 11) expresses that sometimes, teachers affirm this, because as the child can speak comfortably, they assume, the child has a total control of thelanguage, but this is not true. He says that a child needs to learn nouns, verbs, synonyms or antonyms, where the learner separates the language from the context to deal with abstract meaning. And the last myth is about that all children learn a second language in the same way. But as Mclaughlin (1992, p. 12) affirms, there are two issues, the former deals withthe linguistical and cultural differences and the second with the difference among students. This is because all the families have different ways to talk. (Heath, 1983; Ochs, 1982 as cited in Mclaughlin, 1992, p. 12)

Also another point is that children are different and because of that their rhythm of learning is different. As Mclaughlin (1992, p. 13) says, some children are outgoing and

sociable and learn the second language quickly because they want to be like their English-speaking peers. They do not worry about mistakes, but use limited sources to generate input from native speakers. Other children are shy and quiet. They learn by listening and by attending to what is happening and being said around them. They say little, for fear of making a mistake.

2.1.3 English as a global language

The English language has come to every part of the world. This language is taught as a first language, as a second language and as a foreign language in different countries. And as Crystal (2003, p. 18) expresses:

> These points add to the complexity of the present-day world English situation, but they do not alter the fundamental point. Because of the three-pronged development – of first-language, second-language, and foreign-language speakers – it is inevitable that a global language will eventually come to be used by more people than any other language. English has already reached this stage.

And over the years English has become in the most important language in all the contexts. As early as 1780, John Adams, one of the founding fathers of the United States of America and its second president, commented that ' English is destined to be in the next and succeeding centuries more generally the language of the world that Latin was in the last or French is in the present age.' (Adams, 1852 as cited in Crystal, 2012, p.1) According to Melitz (2016, p. 6) 'perhaps the most intriguing area of English as a lingua franca is science and scholarship since in this case the basic mechanism at work is the self-ionterest of the individual scientist and scholar.'

As Melitz expresses, science and scholarship are part of the context in whichEnglish is the main language. But not just in contexts such as science, economy or political the English language is so popular. There are other aspects of life in which this language has become the essential part. The songs, the motion picture and the best-seller, are other some puzzling areas of English supremacy. (Melitz, 2016, p. 7) Is fascinating the way English has spreading all over the world and how it becomes in a language which is usedfor all.

When a language becomes so pupolar, as English has become today, every wants to learn it, for different purposes but people as humans beings, always search the perfection and better preparation. And for this reasons, this would cause different feelings in persons. As Crystal (2003, p. 15) describes, if English is not your native language, may be you feel motivation because you want to learn it because it means that you are going to speak with native speakers; but also you realize that learn English requires a lot of time and effort. With your progress, you will feel pride. And if you live in a country where your language istrying to survive because of the success of English, as a native speaker, you will feel negative feelings against the English language. These feelings are normally, and this would happen when a language becomes as a global language.

Definition of English as a global language

According to Crystal (2003, p. 15) global language is when 'a language achieves a genuinely global status when it develops a special role that is recognized in every country.' To achieve a global status, a language has to be speaken by other countries all over the

world. People has to give the language a very special place in their communities, until the community have few or no mother-tongue speakers. (Crystal, 2003, p. 16)

Sonntag (2003, p. xii) defines global English as part of globalization. It is part of the cause, the process, and the product of globalization. According to Lexico (n.d.) global English is define as 'the English language as used internationally, specially with or among non-native English speakers.' However according with English as a global language (2011, para. 1)

> There is no official definition of 'global' or 'world' language, but it essencially refers to a language that is learned and spoken internationally, and is characterized not only by the number of its native and second language speakers, but also by its geographical distribution and its use in international organization and in diplomatic relations.

Challenges and opportunities of English as a global language

As global language, English would face some problems or challenges. According to Kushner (2003, p. 2) 'languages are in a constant state of flux; they are objects of dominancy, of subjection, of appropriation.' The English language has been added to our life. English is everywhere, since publicity to jargon. The forces which make English as world language are, economic and technical, as well as scientific and business. (Kushner, 2003, p.3)

English has an advantage over languages of extensive communication, both in the past and in the present, as German, Hindi, Italian, Dutch, Portuguese, Japanese, and Russian but also other competitors as French, Spanish, Arabic, and Chinese. However, according to the privileged position of English, it would take a socioeconomic disruption

on a catastrophic scale for the factors that gave rise to the dominance of English to affect the paper of the English as a global language in the future. (Navarro, 1997 as cited in Bruthiaux, 2002, p.2) This would not be easy, as Crystal (1997 as cited in Bruthiaux, 2002, p. 2) points out that 'no language has ever had so many speakers and played such a broad range of roles, locally as well as internationally', as English has acquired through the time.

To have another dominant language depends on three key factors. The first one explains that the new dominant language has to possess linguistic characteristics which facilitate its acquisition as a second language by people with instrumental motivation. The second factor says that a language with worldwide power would need to obtain benefit from political and administrative control over form and usage and enjoy to adapt to unplanned changes driven by the person in a structural way, as well as, in a degree of creolization, as the language adapts itself to locakl conditions. And the last key factor, explains, that the language which is competing for a global place, has to be viewed as carring sociocultural content and economic promise, which motivate people to learn the language. (Bruthiaux, 2002, p. 3)

There would be some languages that could have the role of 'global language'. One of them is Esperanto, a designed language. According to promoters of Esperanto such as Tonkin (2000 as cited in Bruthiaux, 2002, p. 19) 'one of its principal virtues is precisely that it is a powerful symbol of the human linguistic heritage and hence of universal human values.' Another language is also French, because of its history among western elites. And finally, Chinese language thanks to its growth in the economic profile and military assertiveness. predict that this language would emerged as the new 'global.' (Bruthiaux, 2002, p. 3)

Another context in which English plays an important role is 'aviation'. English is in traffic control, in technology, in the management of the airports and in the customerrelations, also in aboard aircraft. (Kushner, 2003, p. 3) As Kushner (2003, p. 3) explains, another important aspect is the acceptance of English as the language of science. Elsewhere, English is used to publish in English-language journals.

English as global language also include, as Kushner (2003, p.6) expresses 'quality control on the teaching of English as foreign language. It also implies constant attention to linguistic curriculums at all levels of education everywhere, in defense of the right of human beings to express themselves and to communicate in all possible freedom.'

2.1.4 English for Specific Purposes

THE CITY OF ELT

But, as it turned out, the adventures found a rich and fertile land. They were welcomed by the local inhabitants and they founded a new city, which they called ESP. The city flourished and prospered as more and more settlers came. Soon, there were whole new settlements in this previously uncharted land…

(Hutchinson & Waters, 1987, p. 1 available in appendix 1)

Introduction

English language Teaching has been an expand field which has evolved during the years, and has divided itself in multiples disciplines. These disciplines emerged as a result of human needs. For this reason, exists English for Specific Purposes. As Rahman (2015, p. 1)says, English for Specific Purposes. known as acronym- 'ESP', has been a distinct activity in the field of English Language Teaching (ELT) since 1960s.

The world needed a language which was the via of communication at a world level, to serve in a specific contexts in which human develops, such as, educational, social, political, scientific and so on. According to Bracaj (2014, p.1) the necessity of a languageto function as a 'lingua franca' in the environment of science, technology, education, and business has given way to the request at a worldwide role of English for Specific Purposes (ESP). The role of ESP increasingly developed in recet times to be a major element in English Language Teaching and research.

Hence, the necessities to understand the requirements of professions and complacency to adapt to these requirements make that a specific group of learners study in a different way from those who are learning general English, then reason is because these students need English for Specific Purposes rather than using the language in their daily life. in this way ESP gives opportunities to the learners to acquire English in a spontaneous way, which means to work with the language in a context they comprehend and find interesting.

The most important difference between ESP and GE (General English) is that the learners and their purposes for learning English. ESP learners are usually adults who already have some acquaintance

with English and learn the language so as to communicatye a set of professional skills and to perform particular profession-related activities. (Rahman, 2015, p. 1)

As Rahman (2015, p. 1) expresses, the blossom period of ESP has been identified owing to incidents like the second world war in 1945, the fast expansion in the scientific context, the growth of technology and science, the increase usage of English as the international language of science, technology and business, the increased economical power of oil-rich countries and the increased numbers of international students which are studying in English speaking countries.

Through the history and development of ESP

As was presented at the beginning of the chapter one, the history of ESP is of vital importance to know about it. In this section, it is going to be presents the history of ESP from the point of view of different authors. According to Bracaj (2014, p. 2-3) 'if we focus on the origin of ESP and its development is closely linked with learners´ interests in various specific disciplines e.g. Law English, English for Hotel Industry or English for Tourist Management, English for Business, English for Medicine, etc.'

However, according to Romo (2006 as cited in Javid, 2013, p. 6)

> There does not seem complete agreement about the historical growth of ESP, though several research studies have been undertaken by different researchers in this regard. Most of the studies have concluded that 1960s was the down of this ELT approach but several studies mentioned the traces of ESP much before the above mention period.

Coffey (1984, p. 2) gives an arbitrary but satisfactory date when ESP became the single concern of modern ELT activity, this date is 1967. And Rahman (2015, p. 2)expresses that ESP emerged as a single field in the 1960s. 'The historical ocurrences

resulted from a number of people across the globe who wanted to learn English language due to the key language for the fields of science, technology and commerce.' (Hutchinson, Waters, 1987 as cited in Rahman, 2015, p.2) There was also an example of an ESP book developed in the sixteenth century. This book was written for tourist and it was published in 1576. This 'early' phase of ESP, which began in the start of 1960, all of the ESP materials that were produced consisted on authentic materials which were related to different areas of specialization. (Hutchinson & Waters, 1987 as cited in Javid, 2013, p. 6)

There were three main reasons for its rapid growth, the first one was 'the demands of a brave new world', the second was 'a revolution in linguistics' and the last one was 'focused on the learner'. (Hutchinson, Waters, 1987 as cited in Javid, 2013, p. 7) There were growth in science, technology and business and obviously there were important factors in the development of ESP. Also a wide number of students came to the UK, USA and Australia and a new era of teaching English for different scientific and businessdisciplines initiated and the status of an international language of science, technology and business was given to English. (Dudley-Evans, St. John, 1998, p. 19 as cited in Javid, 2013,p.7)

Two important factors which were concerned in the rapid expansion of ESP were specified, 'the end of the Second World War' and 'the Oil Crises of 1970s'. (Hutchinson, Waters, 1987 as cited in Javid, 2013, p. 7) As Hutchinson, Waters (1987, p.6 as cited in Javid, 2013, p.7) describe that the end of the Second World War began with an 'age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role fell to English.'

At this time, Swales (1988 as cited in Johns, 2013, p. 19) began to write in Episodes in ESP, when the focus of ESP was English for science and technology in academic contexts. The Oil Crises of 1970s, was the other factor. Oil-rich countries were opened to the Western knowledge and wealth and a new era of ELT began, because scientific and technical knowledge was needed to be taught and ESP emerged as the best discipline for cover this challenge. (Hutchinson, Waters, 1987 as cited in Javid, 2013, p.7) And researchers as John Lackstrom, Larry Selinker, and Louis P. Trimble dominated the field with their work 'Grammar and Technical English.' (Lackstrom, Selinker and Trimble, 1972as cited in Johns, 2013, p. 19)

In 1978, Mary Todd Trimble, Louis Trimble, and Karl Drobnic edited a collection focused on science and technology. (Trimble, Trimble & Drobnic, 1978 as cited in Johns, 2013, p. 19) According to Dudley-Evans, St. John (1998 as cited in Javid, 2013, p. 7) 'the late 1970´s and early 1980´s was the period that consolidate ESP.' But the most famous studies in this period was developed by Tarone, Gillette & Icke in 1981, which appeared in the first volume of The ESP Journal, where they tested hyphotheses about functions of a specific grammatical feature as this influenced decisions among different articles in astrophysics. Also another important characteristic of this study was the implementation of an expert, which they called 'specialist informant'. (Tarone, Gillette & Icke, 1981 as cited in Johns, 2013, p. 19)

Thanks to these researchers and other contributions, were discovered two influencial approaches in methodology of ESP, which were identified by Selinker in 1988 in his research, and these approaches were 'consultations with subject-specialist informants' and 'rethorical/grammatical analyses' of specific types of texts, specially to those in science and

technology areas. According to Johns (2013, p. 21) a second historical period is attached to the study of John Swales 'Aspects of Article Introductions' in 1981. And as she epresses the 1981-1990 period was the most inclusive of topics for published research and pedagogical practice.

> During this second historical period, from the initial publication of English for Specific Purposes and Aspects of Article Introductions in the early 1980s to the appearance of Genre Analysis (1990), the two major terms in the field, genre and rethorical moves, were introduced and discussed; and many of the current topics and research approaches were already in place. (Johns, 2013, p. 24)

Another important factor which contributed to the growth of ESP was 'The Revolution in Linguistics' during this period there was a transformation in linguistics with the study of 'Register Analysis'. This assumption focused on the different ways language is used in real communication. Hutchinson and Waters remarked as an example of Register Analysis the difference between written and spoken language. (Hutchinson, Waters, 1987as cited in Javid, 2013, p. 7) 'This stage was the initial phase of Needs Analysis where the general needs of specific subjects were considered for the development of ESP course contents' (Gatehouse, 2001 cf. Perren, 1974 as cited in Javid, 2013, p. 7)

However, all the ESP materials that were produced during this stage were concentrated on grammatical and lexical items instead of real communication. (Dudley-Evans, St. John, 1998 as cited in Javid, 2013, p. 7) Because of this situation, the researchers have to join forces and rectify this deficiency. This change led to the third stage of ESP growth. This stage consists on the shift from Register Analysis (RA) to 'discourse and rethorical analysis'. This stage points out the difficulties of the learners, which were caused by the unfamiliarity with English. (Hutchinson, Waters, 1987 as cited in Javid, 2013, p. 8)

'The main aim of discourse and rethorical analysis was to identify organizational patterns in texts that formed the basic of ESP syllabus that included rethorical functions for communicative purposes.' (Hutchinson, Waters, 1987, p. 20 as cited in Javid, 2013, p. 8)

The fourth stage in the growth of ESP, focused on 'target situation'. Hutchinson and Waters (1987 as cited in Javid, 2013, p. 8) define 'target situation' as the situation in which students would use the language they are learning. The key terms during this stage of ESP were 'learning-centered' (Hutchinson, Waters, 1987 as cited in Javid, 2013, p. 8) and 'learner-centered' (West, 1984 as cited in Javid, 2013, p. 8)

During this phase, according to Javid (2013, p. 8)

The main objective of ESP course contents was thus to make the learners achieve linguistic competence by enabling them to acquire the ability to use language accurately and efficiently in different situations. It was stated that linguistic competence included grammatical, cultural, pragmatic, strategic and communicative sub-competencies. This emphasis on linguistic competence broadened the horizon of ELT and various other dynamics of learning situations and learners´ situations were considered to make the learners acquire the required linguistic competence.

Also, it was noticed that differenty specializations as medicine or physics, as well as different sub-fields which belong a specialization needed different communicative functions, for example in syntax, morphology, phonology, semantics, discourse and vocabulary. (Douglas, 2002 as cited in Javid, 2013, p. 8) And as Javid (2013, p. 8) affirms this, a lab-assistant has different linguistic needs from the needs of a nurse or an x-ray technician, even when they belong to the same discipline 'medicine'. These differentlinguistic needs were the key factor to determine the ideal type of curriculum for ESP courses.

The last stage of the growth of ESP according to Hutchinson and Waters (1987 as cited in Javid, 2013, p. 8) was highlighted with the mental processes which involved the use of language and the curricula of ESP was focused on develop the skills and also the strategies that the student need to learn a second language.

What is English for Specific Purposes? (Definition)

Bracaj (2014, p. 1-2) says, English for Specific Purposes (ESP) or English for Special Purposes emerged as a term in the 1960s as it was conscious that general English courses were not aware of the needs of the learnersor employers. As English continues to dominate all the contexts as the lingua franca of business, education, media, medicine, and research, the necessity of ESP is growing quickly, in particular EFL countries where English is mainly used for instrumental purposes. According to Strevens and Robinson (as cited in Coffey, 1984, p. 3) both entered in detail about the nomenclature, and they proposed a professional consensus. The 'S' of 'ESP' has firmly seen as 'Specific', a usage approved bythe British Council´s TEFL/TESL Guide for 1983/4.

As Paltridge, Starfield (2013, p. 14) expresses, 'English for Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain.' The ESP most important point is that English is not taught as a subject which is separated from the wishes or real world of the students, on the contrary, it is closed to a subject matter which is important for the student. (Rahman, 2015, p. 1) Another definition is given by Hutchinson and Waters (1987 as cited in Rahman, 2015, p. 2) they say that 'ESP is an approach to language learning andit is based on learners´ need.' They explain that ESP does not involved a specific language,

teaching material or a special methodology. They explain that ESP involves the students, the language they required and the contextswhich are based on the needs in ESP. (Hutchinson and Waters, 1987 as cited in Rahman, 2015, p. 2)

Strevens (as cited in Coffey, 2015, p.3) affirms, 'there is not special language; only a principal of selection from the language to meet the purposes defined.' More universities around the world are giving ESP courses to know the global needs as to meet the needs of the students in their future careers. The demand of ESP has led that education authorities and administrators claim in many countries that is a good idea ESP replaces EGP, English for General Purposes has been the practice of English Language Teaching in most of the universities, and it is intended that ESP becomes in the principal factor of college English education.

It is known thst EGP is basic language learning, which would be better to be studied before, but it is not a good idea to study it during college, where the English taught there should be advanced, more specialized and should be related with the major studies of the learners , mainly in technological universities, where train the students to perform 'on-the-job'. (Bracaj, 2014, p.2) Robinson (1991, p.3 as cited in Rahman, 2015, p. 2) emphasizes that 'ESP is normally goal-directed and that ESP courses develop from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English.' She views ESP as an enterprise, and this involves education, training and practice, and guides over three major fields of knowledge whichare: language, pedagogy and the areas of interests of the students. (Robinson, 1991 as cited in Rahman, 2015, p.2) Another definition of ESP is provided by International Teacher

Training Organization (2005 as cited in Bracaj, 2014, p.2) which says 'English for Specific

Purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general.'

According to Dudley-Evans and St. John (1998 as cited in Rahman, 2015, p. 2) with their definition of ESP, where they describe it using absolute and variable characteristics:

Absolute characteristics

- ESP is designed to meet specific needs of the learner;

- ESP makes use of underlying methodology and activities of the disciplines ir serves;

- ESP is centered on the language (grammar, Lexis,, Register), skills, discourse, and genres appropriate to those activities;

Variable Characteristics

- ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of 'General English';

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;

- ESP is generally designed for intermediate or advanced students.

As has been presented ESP is focus on the necessities of the students as well as with the area of study. So, usually, the learners are adults or young adults. A last definition is provided by Robinson (1989, p. 398 as cited in Bracaj, 2014, p.2) who says that ESP is a

kind of ELT (English Language Teaching) and defines it as 'Goal oriented language learning.'

Types of English for Specific Purposes

There are different kinds of ESP and each of them focuses on something in particular. 'Many researchers have discussed about the types of ESP and most of them have grouped ESP into two main categories: English for Occupational Purposes (EOP) and EAP.' (Hutchinson and Waters, 1987; Robinson, 1991 as cited in Javid, 2013, p. 4) As Bracaj (2014, p. 4) says, there are at least three kinds of expectations that learners have, these expectations are:

1. Cultural-educational

2. Personal-individual

3. Academic/occupational

'Cultural-educational' and 'Personal-individual' are closely related with the background of the learners and how they see theirselves as a learners, what they expect of success and their optimism and pessimism of what they hope to learn in a ESP course. 'Academic/occupational' are related to the branch of ESP. (Bracaj, 2014, p. 4)

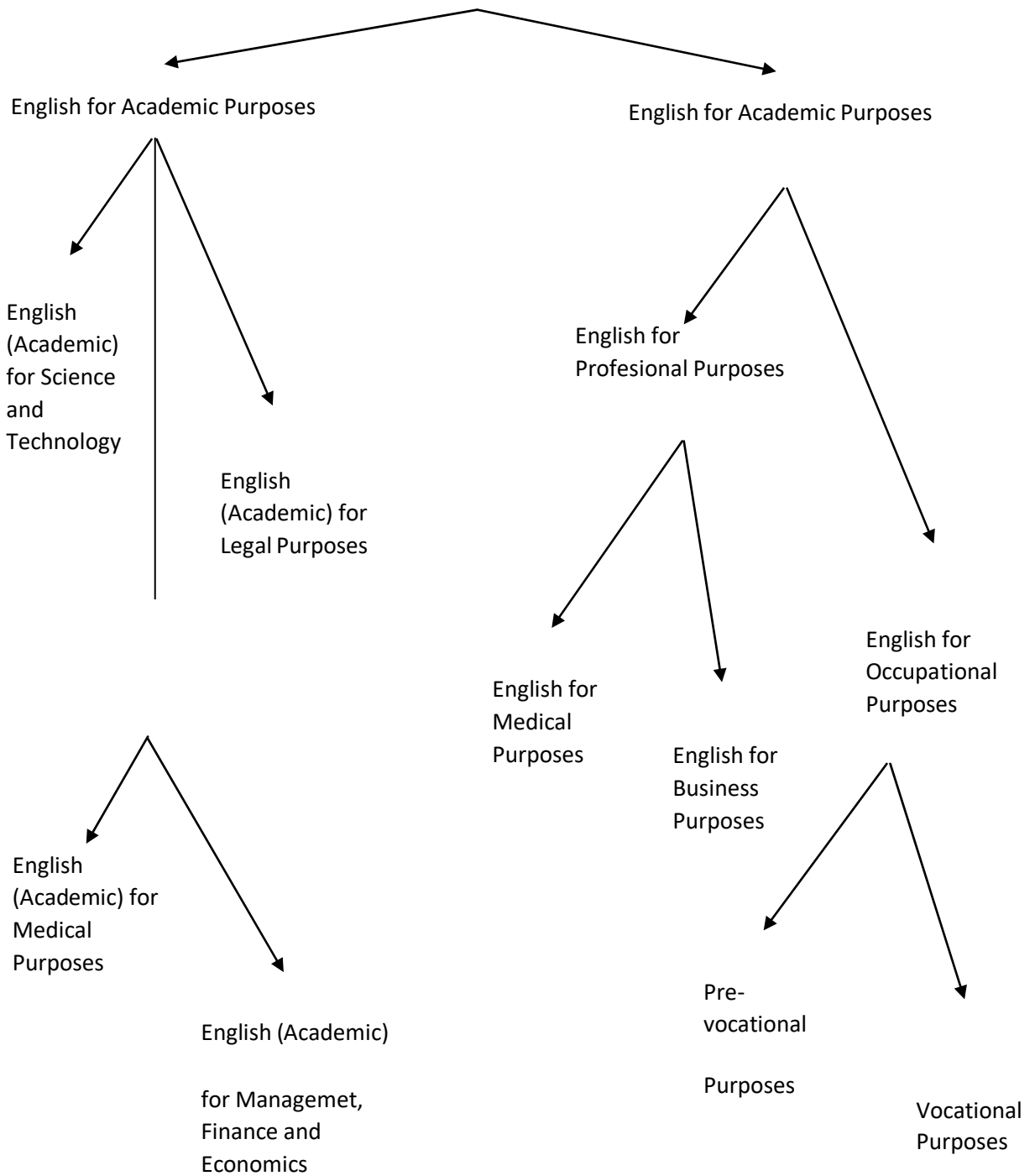However, Carter (1982 as cited in Javid, 2013, p. 4) identified the following three types of ESP:

1. English as a restricted language

2. English for Academic and Occupational Purposes (EAOP)

3. English with specific topics

The extension and borders of 'English as a restricted language' is very limited. This type of ESP enables the students learn English language with restricted purposes and it led the learners to manage specific situations with extremely limited linguistic tools. This type of ESP has very limited number of phrases and expressions. Also the students are unable to use the English language in any context, just in the one they have been trained for. (Javid, 2013, p. 4)

> The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-howtess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment. (Gatehouse, 2001 cf. Mackey and Mountford, 1978, p. 4-5 as cited in Javid, 2013, p.4)

According to Bracaj (2014, p.4) „academic or occupational" expectations are the two main types of ESP regarding to motivation, position and status of the learner and thus English for Occupational Purposes (EOP) and English for Academic Purposes (EAP)become in the reasons of learning English. And Hutchinson and Waters (1987, p. 6 as cited in Javid, 2013, p. 5) describe the classification of ESP in their „Tree of ELT", here they offer a detail view into the broad scope of ESP:

English for Specific Purposes

English for Academic Purposes

English for Academic Purposes

English (Academic) for Science and Technology

English (Academic) for Legal Purposes

English for Profesional Purposes

English (Academic) for Medical Purposes

English (Academic)

for Managemet, Finance and Economics

English for Medical Purposes

English for Business Purposes

English for Occupational Purposes

Pre-vocational

Purposes

Vocational Purposes

52

EOP and EAP have common goals. However, their ways to achieve their goals are different. (Javid, 2013, p. 5) According to Kennedy and Bolitho (1984 as cited in Bracaj, 2014, p. 4) there are another type of ESP, which involve the needs of scientists and technologists, this type is called EST (English for Science and Technology).

Characterictics of a ESP course

It is of vital importance the organization of the ESP course. And as Bracaj (2014, p. 5) affirms 'organizing the ESP course is very important step to achieve a satistying goal in the course.' there are many factors which play an essential role in the organization of the ESP course without which thelearning process would not have effectiveness. The teacher shouldbe able to find the „language description". (Bracaj, 2014, p. 5) „The „language description"involves questions, e.g. what topic areas will need to be covered? What does the student need to learn? What aspects of language will be needed and how will they be described?" (Hutchinson and Waters, 1992, p. 19,22 as cited in Bracaj, 2014, p.5) The purpose of an ESP course according to Hutchinson and Waters (1987, p.12 as cited in Javid, 2013, p. 9) is „to enable learners to function adequately in a target situation."Carter (1983 as cited in Javid, 2013, p. 10) proposed three main characteristics.

- Authentic material
- Purpose related orientation
- Self-direction

The first characteristic „authentic material" this means material from the main area of study of the students. This material could be books, charts or forms which could be modified according to the teaching needs. (Javid, 2013, p. 10) The second characteristic „purpose-

related orientation" is a simulation of different communicative tasks with the purpose to prepare the students for many target situations. (Gatehouse, 2001 of. Carter, 1993 as cited in Javid, 2013, p. 19) These simulations of different tasksrequired preparationof papers, reading of papers and also note taking. (Carter, 1983 as cited in Javid, 2013, p. 10)

The role of the teacher and the role of the student

In an ESP course the teacher has an important role and a lot of responsibility about the students and their learning process.

> Language teachers for Specific Purposes have a lot in common with the teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. (Madhavilantha, 2014, p. 73 as cited in Javid, 2015, p. 6)

Benaddallah (2018, p. 2) expresses that „in any ESP context, the role of a language teacher is considered as a challenging task" and as Ghafournia, Sabet (2014, p. 1-2) affirm, ESP teachers should provide learners with the appropriate linguistic and strategic competencies which would help them to improve their academic competence. For this reason ESP teachers cannot assume traditional roles, because they have to act as a teachers, course designers, collaborators, researchers as well as simulators. Based on this, the roles of the ESP teacher are extensive because of learning needs and settings. Dudley-Evans and St. John (1998, p. 13 as cited in Benabdallah, 2018, p. 2) prefer the term „practitioner" instead of ESP teacher, but also they distinguish several key roles of ESP practitioner:

- Teacher
- Course designer and materials provider

- Collaborator

- Researcher

- Evaluator

The first role is synonymous of General English Teacher. In ESP classes, the teacher is a primary knower. And the main role is to create real and authentic communication based on the knowledge of the students. (Bracaj, 2014, p. 7) Benabdallah (2018, p.3) says that the other role of a ESP teacher as a course-designer and materials provider, according to Dudley-Evans and St. John (1998 as cited in Benabdallah, 2018, p. 3) should select ready- made materials, should adapt existing materials to the needs of the students, should writehis own teaching materials and should assess the effectiveness of materials.

The role of the students

„The majority of ESP learners are primary workers and secondary learners. Thus, they are able to acquire knowledge mainly from experience rather than academic texts and media." (Ghafournia, Sabet, 2014, p. 2) Sifakis (2003, p. 6 c.f. Kerr, 1977 as cited in Javid, 2015, p. 4) identify an ESP learner as „a person who is an expert in his own field and who can perform his various duties adequately in his mother tongue." In any ESP program the student has to be seen as „student participan", who voluntarily and actively take necessary steps to achieve academic and occupational goals. Learners have to be responsible to connect their academic and occupational needs to the instructional syllabus andmethodology. (Ghafournia, Sabet, 2014, p. 3)

According to Adams-Smith (1989, p. 73 as cited in Javid, 2015, p. 6) the ESP learner has crossed the „total dependence on teacher" stage and achieve a maturity level where he can

evaluate information and make decisions about alternative procedures for learning. „Research seems to suggest that ESP learners should be actively involved in the process of the choice of the content materials, curriculum development and teaching methodology to ensure maximun commitment and motivation of the program participants." (Javid, 2015, p. 6)

2.1.5 English for Occupational Purposes

Definition

The English language has different teaching fields, one of them is EOP (English for Occupational Purposes) this one is a subdivision of ESP (English for Specific Purposes). And as Koester (2012, p. 1) says „English for occupational purposes (EOP) refers to the specific ways English is used in different work and professional situations." English for Occupational Purposes is an approach rather than a product, this means that ESP does not involve a particular language, material or methodology. (Hutchinson and Waters, 1987 as cited in Petliovana, 2016, p. 1) Also Petliovana (2016, p. 5) highlights that EOP is the teaching and learning English for the specific purpose to use in particular área.

English for occupational Purposes is a branch of English as a Second Language. It is an approach to teach English in a specific area of occupational interest which is base don the needs of the students. These needs may include, vocal communication, writing knowledge and reading comprehension. In this way language is used as a vehicle to understand the specific occupational purpose. (Luna, 2004, p. 12) In the field of ESP, English for Occupational Purposes is seen as the equivalent of English for Academic Purposes. (Rodríguez, 2013, p. 3) EOP stemmed from three major areas of ESP which are: English for Science and Technology, English for Business and Economics and English for Social

Sciences. (Hutchinson and Waters, 1987 as cited in Rodríguez, 2013, p. 3) EOP is taught in a professional setting where learners learn English base on their professional needs which are before starting their profession, mid their work or after starting their work. (Khan, Awan, 2011, p. 2)

A brief history

Like English for Specific Purposes, the history of EOP is closely tied up with developments within English language teaching and the emergence of courses which prepare students and trainees to use English in specific proffesional, academic, and occupational contexts. The term EOP is considered to be synonymous with the teaching of such courses. The growth of EOP, considered a major branch of ESP is due to the emergence of English as an international language of business and work. (Koester, 2012, p. 1)

English for Occupational Purposes students

EOP courses are designed for adults which have specific needs in their environmental work. According to Petliovana (2016, p. 2) English for Occupational Purposes students are adults who have acquaitance with English and who are learning English in order to acquire skills and to perform particular functions related with their job. Rodríguez (2013, p. 4) says that students need a good base before accomplish demanding tasks in a foreign language. However, Dudley-Evans and St. John (1998 as cited in Rodríguez, 2013, p. 4) expresses that EOP can be taught to beginners, the rule is to wait until the students acquire basic commands of the language if specific goals are to be accomplish.

EOP courses

EOP courses focus more on language in context than on teaching grammar and language structures. (Petliovana, 2016, p. 2) Involve the learners in course and task design, becomes in an important factor for the success of the EOP course. (Rodríguez, 2013, p. 4)

> The EOP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. As a matter of fact, EOP combines subject matter and English language teaching. (Petliovana, 2016, p. 2)

Success in EOP courses depeds on the open communication among trainers, participants and companies for a confortable course desing. (Rodriguez, 2013, p. 5) According to Petliovana (2016, p. 2) the combination of subject matter and English Language Teaching, is highly motivating because students apply what they learn in their English classes to their field. In this way they are able to use the vocabulary and structures they acquire in a meaninghful context to reinforce what is taught and obviously increases their motivation.

EOP teacher

The EOP teacher is asked to organize courses, to set learning objectives, to establish a positive learnign environment and to evaluate the progress of the students. The teacher has to set learning goals and transform them into an instructional program. The main tasks will be selecting, designing and organizing course materials, supporting the students and providing the learners with feedback on their progress. (Elizbieta, 2014, p. 23 as cited in Petliovana, 2016, p. 2) And according to Dudley-Evans and St. John (2007, p. 13-17 as cited in Petliovana, 2016, p. 3-4) there are five roles performed by the EOP practitioner: teacher, collaborator, course designer and materials provider, researcher and evaluator.

2.1.6 English for Academic Purposes

Definition

The other main branch of ESP is EAP (English for Academic Purposes). This refers to teaching English to facilitate the study or research of the students through English. (Flowerdew & Peacock, 2001, p. 8; Hyland & Hamp-Lyons, 2002, p. 1 as cited in Hamp-Lyons, 2011, p. 108) According with the Oxford Advanced Learner´s Dictionary (n.d) EAP means „the teaching of English for people who are using English for study, but whose first language is not English". English for Academic Purposes deals with researching and teaching English to those who use the English language to develop academic tasks. Its a field which belogs to ESP and has increased its importance over the last two decades because of the growth of English for employment and academic research. (Charles, 2013, p.145) English for Academic Purposes is needed in educational studies in countries where English is the main language and in countries where English is the medium of instruction. (Eslami, 2010, p. 1)

The beginnings

In the 60s, language support provided to international students tended to be part-time. As problems occurred during studies, this kind of support become available. And this led to the creation of short courses, e.g. four weeks at the beginning of the students´ studies. The first university to be concerned in the needs of the students was Birmingham University. Vera Adamson, joined the university in 1958 and in 1962 she started induction courses, which

involves to analize the problems of the students, develop teaching materials, teach part-time and devise an analytical test. (Jordan, 2002, p. 70 as cited in Hamp-Lyons. 2011, p. 110)

An important field

English for Academic Purposes has become a major research field, responding to the demands of the users by providing academic discourse and tarnslate these insights into pedagogically methods and materials. (Charles, 2013, p. 145) EAP is different from ESP because EAP focuses on academic contexts, also the view of EAP as a sub-discipline in ESP still holds among the applied linguistics and English language teaching fields. (Hamp- Lyons, 2011, p. 108) EAP teachers feel pride of their experience in classroom teaching, their ability to respond to their students´ needs through curriculum and materials, through the support they give to the students and also through context. EAP is considered as an eclectic and pragmatic discipline because a wide range of linguistic, applied linguistic and educational topics can be considered from EAP. These include a set of aspects as classroom language, teaching methodology, teacher education, assessment of language, needs analysis, materials development, evaluation, discourse analysis, acquisition studies in contexts from EAP, research writing and speaking, language planning and so on.

Definition of Syllabus

According with the Oxford English Dictionary (n.d. cited in Parkes & Harris 2002, p. 1) syllabus is a table of contents, whose meaning debuted in 1656. But as Eberly, Newton & Wiggins (2001, p. 2) say, the syllabus is the communication tool considered as initial, is the formal way for share information about a course with the students. Another definition is provided by Sinclair, Renouf (1988, p. 1) who say that a syllabus is a group of headings which indicate ítems which have been selected by a language planner with the intention to be covered in a particular part of the curriculum or course. Its content are languageelements, linguistic and behavioural skills. Sometimes it used a methodology when it is built. „A language teaching syllabus, then, is the linguistic and subject matter that make up the teaching." (Krahnke, 1987, p. 11) The American Heritage Dictionary (as cited in Altman, Cashin, 1992, p. 1) defines syllabus as outline of a course. In this way in the seventh edition of Teaching Tips (1978 as cited in Eberly et al, 2001, p. 4) the syllabus is firstly considered as a course outline which includes assignments, dates for exams, quizzes and rules.

Purpose of a syllabus

According to Altman and Cashin (1992, p. 1) the main purpose of a syllabus is to communicate the students „what the course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade." Matejka and Kurke (1994 as cited in Parkes, Harris, 2002, p. 1) say that the syllabus should mark the responsabilities of the students and the teacher for different tasks,

which include attendance, assignments, examinations and other aspects. And according to Krahnke (1987, p. 11) its choices can be as only linguistic syllabi, where the content could be gramatical and lexical forms, or the syllabi can be semantic or informational, where the content could be skills or information.

Eberly et al (2001, p. 3) say that syllabi are educational tools that have more important functions of what is commonly recognized by faculty, students or administration. The literature points the importance of syllabi in three areas of higher education which are: administrative, course development and interpersonal. Bers, Davis, and Taylor (1996 as cited in Eberly et al, 2001, p. 3) describe the importance of syllabi for administrative purposes because:

- Syllaby are public descriptions of courses.

- Syllabi can and often are used as evidence in complaints and judicial hearings.

- Syllabi are used to determine course equivalency in transfer situations.

In this way the administrative function of syllabi occurs in university and colleges. Also, universities can support the decisions of the instructors about grades and policies of the course when those issues are addressed in course syllabi. (Grunert, 1997 as cited in Eberly et al, 2001, p. 3) Another purpose of syllabus is to serve as a contract between the instructorand the student. (Matejka and Kurke 1994, Smith and Razzouk 1993 as cited in Parkes & Harris, 2002, p. 1)

What to include

Altman and Cashin (1992, p. 1) suggest two criteria in decide what to include in a syllabus. First of all, include the information the learners need to know at the beginning of the course, and second, include the information the learners need to have in writing. Also, it is better to give some information to the students later in the course, for example, the requirements of a project. Also they suggest certain content to include in the syllabus:

- Course information: this first aspect should contain information about: course title, course number and credit hours. Also include here about prerequisites; for example, permission of the instructor, location of classroom, days and hours class/lab, studio, etc, and also meets.

- Instructor information: full name, title, office location, office phone number, office hours. And depends of the size of the class it is also good to include an emergency phone number. Many teachers give the students their home telephone number, but it is goood to give restrictions, for example the available hours for calls. And also if there are assistants, also their information should be listed.

- Texts, readings, materials:

  1. Textsbooks: include the title, author, date and edition, publisher, cost, where available.

  2. Supplementary readings: the syllabus should indicate whether the readings are required, and whether the readings are on reserve in the library or available in the bookstore.

3. Materials: print material or other requirements such as lab, art supplies or computer.

- Course descriptions/ objectives: content, goals or objectives of the course. Also information about methods is included here.

- Course calendar/Schedule: State that the schedule is tentative and subject to change depending upon the progress of the class. Also this syllabus should include information about dates for exams, quizzes. It is also good to include due dates for assignments and also any required special evento should be included.

- Course policies

  1. Attendance/lateness: it is important to include some statement about attendance and lateness and if these are going to be penalized.

  2. Class participation: if there is active participation the syllabus need to explain it and how it will be graded.

  3. Missed exams or assignments: this aspect should inform the students whether exams and assignments can be made up; statements regarding earning extra credit should also be included.

  4. Lab safety/health: the syllabus should include a short statement about the importance of these issues.

- Academic dishonesty: the syllabus should include questiopns about cheating and plagiarism.

- Grading: include information about how the learners will be evaluated, what factors will be included, how they will be weighted, and how they will be translated into grades.

- Available support services: Include a brief statement in the syllabus identifying collections, journals, abstracts, audio or video tapes, etc. which the library has which are relevant to the course. Also describe what is available in the syllabus, or tell the students where they can get detailed information. (Altman, Cashin, 1992, p. 1-4).

Syllabus types

According to Krahnke (1987, p. 16) there are six types of syllabus:

- The structural syllabus

The content of language is a collection of grammatical forms and structures, such as nouns, verbs, adjectives, questions, complex sentences, past tense and so on. Also it can include pronunciation and morphology.

- The notional/functional syllabus

In this type of syllabus, the content of language are functions which are performed, when language is used or the functions the language used to express. These include informing, agreeing, apologizing, requesting and so on.

- Situational syllabus

The content of language is a group of real or imaginary situations in which language is used. The main purpose of this type of syllabus is to teach language that occurs in a situation. Sometimes the situations are relevant to the needs of the students, and in this way

the learners are prepared to use the new language for the situations which were included in the syllabus, for example, seeing the dentist, buying a book at the bookstore, meeting a new student and so on.

- Skill/based syllabus

In this syllabus, the content of the language is a collection of abilities which are part in using the language. Skills are aspects that learners must be able to do to be eficcient in a language, independently of the situation in which the language can occur. This syllabus group together linguistic competencies such as vocabulary, pronunciation, grammar, sociolinguistic and discourse into types of behaviour such as listening to spoken language, writing paragraphs, giving oral presentations, reading texts and so on. The primary purpose of this syllabus is to learn the specific language skill. A second purpose is to develop general competence in the language.

- Task-based syllabus

In this syllabus, the contento f the teaching is a series of tasks that the students want or need to perform with the language they are learning. The tasks are activities with a purpose and language learning is related with task performance and language teaching occurs during the performance of a task. These tasks integrate language skills in specific settings of language use. The language the learners use are a variety of language forms, functions and skills. Examples of tasks are: applying for a job, talking with a social worker, preparing a paper for a course and so on.

- Content-based syllabus

In this syllabus, the main purpose is to teach content using the language that the students are learning. The learners are language students and students of the content being taught.

Also language learning occurs incidentally to the content. Content-based language teaching deals with information. And example of content-based is a science class taught in the language the students want or need to learn with linguistic adjustments to make it more comprehensible.

2.3   Vocabulary

What is vocabulary?

Words are essential in any language. People use them to communicate with other people, without them, people cannot express their ideas. In language teaching and learning, vocabulary is considered as a subskill, which the students have to develop to be able to express their thoughts in the language they are learning. For this reason vocabulary is considered the most important aspect in learning a language, because to perform adequately the main skills, it is important to well-developed vocabulary. In any skill vocabulary is used. But what is vocabulary, well according with Barcroft, Sunderman, & Schmitt (2011,

p. 571 as cited in Lessard-Clouston, 2013, p. 1-2) word refers to „all the words in a language, the entire vocabulary of a language". In this way all the phrases used in a language are vocabulary. So, vocabulary can be define according to Lessard-Clouston (2013, p. 2) as „the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do."

CHAPTER III: METHODOLOGY

Introduction

The aim of the research is to find out 1) the needs of the students to learn English, 2) the difficulties students have to acquire vocabulary, 3) the different activities they prefer to do to learn English, 4) the aspects the students like most or do not like of their English classes, 5) the recommendations they would like to add to their English program, as well as 6) to know if they they want to take an ESP course designed in Physiotherapy for them. This research employs a target/deficiency and strategy analysis with a qualitative approach. It will be applied a qualitative approach because it will be understood experiences and thoughts in order to categorizing and interpreting them, with the objective to obtain the enough data to desing an ESP syllabus design to teach the respondents technical vocabularyin the area of physiotherapy. 'The goal of qualitative research is to provide a deeper understanding of the subjective personal viewpoints, experiences and feelings ofparticipants' (Strauss and Corbin, 1990; Dornyei, 2007; Croker, 2009 as cited in Alfehaid, 2011, p. 108).

A qualitative research allows the researcher to formulate a hypothesis and to express the data in words and require of a few respondents. Thus the data is summarizing, categorizing and interpreting. As Dornyei (2007, p. 24 as cited in Alfehaid, 2011, p. 108) affirms „qualitative research involves data collection procedures that result primarily in open-ended, nonnumerical data which is then analysed primarily by non-statistical methods". Thedata will be analize using the deductive approach and the narrative analysis.

The respondents consists of students taken from a VI semester group of the Physitherapy Bachelour program from UPAM. The data are obtained by distributing questionnaires. The objective of the study is to find the needs of the students when learning technical vocabulary. These necessities will help the researcher to desing a syllabus to teach the learners this kind of vocabulary. With this information the researcher will use acvtivities, strategies and materials which will be suitable for the learners with the purpose to make easier the acquisition of technical vocabulary.

3.1 Place or contexts of research

In Puebla, English is the only foreign language taught in public schools, from high school to University level. The place selected for this research was UPAM (Universidad Politecnica de Amozoc). This university is ubicated in Av. Ampliación, Luis Oropeza No. 5202, San Andrés las Vegas 1era Secc. 72980, in Amozoc, Puebla. It is a public institution of higher education. This institution consists of one Bachelour and four engineerings. The career selected for the presented research was the Physiotherapy Bachelour.

The students take English courses because is part of their curricula and is a mandatory aspect to have a proficiency English level to obtain the university degree. During the week the students take five hours of English classes and they assist to English laboratory once a week. The Physiotherapy Bachelour consists of four years divided into eight semesters. And the students take English courses since the first one to the last semester. English classes are divided in elementary, pre-intermediate, intermediate and advanced level. The researcher author selected a group from this Bachelour program of the VI semester. The

group selected to applied the method and collect the data to design an ESP syllabus was group number four.

3.2 Participants

The target population of this study consists in the Physiotherapy Bachelour program of the UPAM. The researcher selected a group from this bachelour because they have problems when they want to understand or acquire English vocabulary in investigations, studies, books or even lectures related with their career. Also it was notice that the students do not have special courses in which they could learn this technical vocabulary which will be helpful for their professional life.

The students are among 21 and 25 years old and they are in a pre-intermediate English level. All are Spanish native speakers of Mexico and had studied English as a foreign language during their three years of university education. The sample of the study consists of fifteen students of the group number four of the VI semester of the UPAM University. They have taken General English courses since secondary education but never have takenan ESP course. Purposive sampling was applied to select these fifteen students whose experience were considered with regard to the research purpose.

3.3 Methods

3.3.1 Questionnaire

This study follows a target/deficiency and strategy analysis with a qualitative approach. It will be applied a qualitative approach because it will be understood experiences andthoughts in order to categorizing and interpreting them, with the objective to obtain the enough data to desing an ESP syllabus design to teach the respondents technical vocabulary

in the area of physiotherapy. A qualitative research allows the researcher to formulate a

hypothesis and to express the data in words and require of a few respondents. Thus the data is summarizing, categorizing and interpreting. The instrument applied in this research is a questionnaire (see appendix 2) distributed among the students. The respondents consists of a classroom of Physiotherapy program in UPAM. The research data are obtained from the questionnaire filled out by the respondents. The research author of the tesina has compiled a questionnaire to obtain data about the needs of learning English for Physiotherapy students, with the purpose to design an ESP syllabus to teach them vocabulary related with their area of study 'Physiotherapy'.

The questionnaire consists of thirteen questions about the needs the students have for learning English and also to know which activities they like to do, which activities they do not like and the problems they face when they want to acquire vocabulary. The questionnaire will be applied in English, because the students have a pre-intermediate level,with enough knowledge to answer it in English. In the current study questionnaire is used for three purposes: (1) to collect data in order to answer the research questions, (2) to interpret and clarify the data collected and (3) to help in designing the ESP syllabus. This includes language needs of the students, the problems or difficulties students had in learning English and acquiring vocabulary, their positive and negative attitudes towards learning English, the activities and materials they prefer to do and use in the classroom, their point of view towards and ESP course and their recommendations to improve their English program.

3.3.2 Interview

One of the methods applied in this research was the interview. According to Burgess, (1984, p. 102 as cited in Alfehaid, 2011, p. 110) interview is describe as 'conversation with a purpose'. And as Richards (2009, p. 183 as cited in Alfehaid, 2011, p. 110) explains, interview 'offers different ways of exploring people"s experience and views" and allows the researcher to probe beneath the surface of issues in order to see them from each participant"s perspective'.

The interview could have different functions. One of this functions could be as the main instrument for collecting data to reach the research objectives and the other function is the one of validating instrument, verifying and confirming data collected by other research methods. (Cohen et al., 2007, p. 351 as cited in Alfehaid, 2011, p. 110-111). The interview (see appendix 3) was used in the current study as a complementary instrument to explore in greater detail some related aspects about the students from the point of view of the English teacher. These include information about the difficulties students have in acquiring vocabulary, their motivations towards English and their preferences in activities, materials, skills and content.

The decision to use the interview was taken after careful consideration of its advantages, specially when compared with other data collection methods, and also because of its easy application.

3.4   Data Collection procedure

Piloting the questionnaires

The first step is to pilot the questionnaire with some of the students with the purpose to detect some errors or problems in it. 'A pilot study can be defined as a small-scale trial of the proposed procedures, materials and methods'. (Mackey and Gass, 2005, p. 43 as cited in Alfehaid, 2011, p. 115) This allows the instruments for data collection procedure and analysis to be tested, with the purpose to ensure the instrument is workable and produce useful data, in this way the modifications can be made before the actual study begins. (Dornyei, 2007; Murray, 2009 as cited in Alfehaid, 2011, p. 115) The questionnaires were piloted with five students from the group selected. The main purpose here was to collect some of the required data and to identify some of the possible errors in the questionnaire before to applied it. The questionnaires were piloted in November 3rd, 2020, and received for their analysis on November 6th. I also asked the respondent to express her/his impression of the process and about the content of the questionnaire. This feedback was very important, because it could help me uncover any problems and to improve them beforecontinuing with other respondents.

Conducting the questionnaires

The revise questionnaires were sent by mail to participants. The objective was not to test the participants but to give them a clear picture about the purpose of the study. The questionnaires were sent on November 12th, 2020. A letter (see appendix 4) was attached to each questionnaire explaining the participant the purpose of the study in general and the purpose of the questionnaire in particular. A summary of what would be the use of the

questionnaire data and a confidentiality and anonymity statement were also provided in the letter. The respondents were assured that the information they would provide would be used only for research purposes. All ten questionnaires were sent by mail, because the world faces a pandemic time and the only way to be connected with others is by using the internet. The students sent the answered questionnaires on November 13th -17th to annalize the responses.

Conducting the interview

The interview was sent to the teacher as well as the letter to make her know about the purpose of the study as well as the purpose of the interview and also to confirm the anonymity and confidenciality of the information provided. The interview was sent on November 5th, 2020 and received on November 10th.

Chart 1. Calendar (see appendix 6) presents the activities and the dates of the datacollection procedure. These are the dates when the information was collected. The data analysis process is included in the following section.

3.5 Data analysis

The information will be analize using narrative analysis. This method analyzes contentfrom personal interviews, field observation and surveys. Also the opinions shared bypeople are focused on finding answers to the research questions. (QuestionPro, 2020) apart from this method it will be also used the deductive approach. This approach is also called concept-driven (Schreier, 2012 as cited in Graneheim, Lindgren and Lundman, 2017, p. 2) With this approach the researchers test the theories or models about the phenomenon under

study about collected data. The researcher moves from a general level to a more concrete and specific one. (Graneheim, et al, 2017, p. 2)

In the questionnaire questions five, six and twelve are related with motivation. This with the purpose to know why the students want to study English and if they would like to take an ESP course. Questions seven, eight, nine and thirteen are related with activities. In this way the researcher would know about the activities the students like most. Questions ten and thirteen are related with which kind of materials the students like to use most in the classroom. And question eleven is related with the problems the students face when they want to acquire or learn technical vocabulary. To make easier the analizing of the data, the questionnaire is coding in the following cathegories: motivation, activities, materials and problems. These cathegories would help to find the language needs of the students.

The interview is coding in the following way: problems, skills, activities, materials, content and motivation. The information provided by the teacher complement the responses of the students.

3.6 Conclusion

One of the negative points was that not all the students participate in the investigation, because from the fifteen students selected only nine students answered and sent the questionnaires. One of the limitations of the study was that the researcher could not interact with the students and with the teacher personally, all the data collection procedure was conducted by mails, this because of the quarentinne. The suggestions for further research is to apply the syllabus and analize how effective is, may be this will be possible when the quarentinne ends up.

CHAPTER IV: RESULTS

Introduction

In the following sections the results of the data analysis are presented in relation to the research questions, the group of participants and the teacher. I will first explore the results of the students´questionnaires about their likes, silikes, problems, materials, content, activities and perceptions about ESP courses, vocabulary and their English program. Following the students section, the information provided in the interview of the teacher willbe presented and compared with that of the students.

4.1 Demographic information

The questionnaire has four demographic questions, the questions are: age, gender, time studying English and if the students work or study. The information given by the students showed that from the 9 students, 6 are female and 3 are male. The age of the students are different, 4 students are among 22 and 23 years old, 2 students are among 24 and 25 years old and 3 students are more than 26 years old. The majority of the students have 8 years studying English just 3 of them have 6 years. 3 of the students work and study at the same time meanwhile the other 6 students just dedicate their time studying their career. The findings suggest that the students have enough time studying English. As Rodríguez (2013, p. 4) expresses, students need a good base before accomplish demanding tasks in a foreign language.

4.2 Language needs

Students expresses their reasons for learning English. This regards with motivation. All the students study English because they like it. Another reason is that they want to find a better job after graduating from university. The majority of them also study English because they want to have a good fluency in the language. Just two of them have wishes to continue their studies abroad and this is another reason to learn the language. Also they express that this would help them to be a successful medical profesional. They mentioned:

„It will help me to be a successful medical professional." (P3)

„To find a better job after graduating from university." (P4)

„To continue studying abroad." (P6)

„I like to study English." (all the participants)

According with the findings, students need to have instrumental motivation. Students which have instrumental motivation, learn a language because they want to obtain a better job or because they want to study in a country where the foreign language is spoken. (Garder, Lambert, 1972 as cited in Elyildirim, Ashton-Hay, 2006, p. 2)

The students express that it is important to acquire English vocabulary in Physiotherapy because in this way they can understand academic articles in this área. And also this help them to complement their knowledge. They told:

„It is important because in this way we can expand our knowledge when we consult books related with our career and in this way we can understand them better." (P8)

„To understand the terminology and vocabulary related with Physiotherapy in academic articles and books." (P7)

According with McCarthy (1990, p. 8 as cited in Xhaferi 2009, p. 3) "no matter how well the student learns grammar, no matter how successful the sound of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way".

All the students considered that it would be a good complement to take an ESP course apart from their general English course. They commented:

„In my opinion, yes. I considered that it would be a good complement" (P5)

„Yes, I would like to take it, it would be interesting" (P7)

„Yes, of course. This kind of courses would complement my General English knowledge." (P2)

According with Riahipour & Saba (2012, p. 202) point out that in various versions and views of ESP course plans, vocabulary teaching programs are needed to expand learners´ potential in extracting meaning and to develop the knowledge of the jargon of the genre.

Most of the students express that they have problems with spelling and pronunciation when they want to acquire vocabulary. Also some of them mentioned that they have problems when they want to learn the meaning of technical terms. And just one of them have problems in retain the words in memory. The students said:

„Spelling, pronunciation, learning meaning of technical terms." (P1)

„Spelling, pronunciation, learning meaning of technical terms" (P5)

„Learning meaning of technical terms, retain the words in memory." (P3)

As Xhaferi (2009, p. 3) says "From my teaching experience, I can say that students face difficulties while learning new English words. It is difficult to learn words especially ESP words because they are low-frequency words and are not encountered very often".

Also the students express that they would like to add and ESP course to their English program. Some of them express that they want to include more hours of practice and classes. There were students who suggest to include more content related with their career and two of them would like to change the laboratory classes instead and ESP course. They told:

„I think that I would like to add a course as you mentioned before, where the teachers teach us English according with our area of study." (P1)

„I would like to add more hours, I think that the time I actually have is not enough. Also I would like to add more content about my career as you mention "vocabulary" is a good one." (P2)

„Maybe the hours, I think I need more time to learn and also to add courses where I learn English related with my career." (P3)

„I would like to change laboratory hours instead of an ESP course, this with the purpose to obtain better knowledge." (P4)

According with the findings Adams-Smith (1989, p. 65 as cited in Javid, 2015, p.3) says "an ESP course prepares "a good ESP learner" who is not necessarily the one who comes

top in the English class, but rather the one who performs successfully in concurrent and subsequent English-medium subjects".

4.3 Language preferences

Question 7: What do you like of your English classes?	
Options	Answers
Learn vocabulary	9 students
The pronunciation	8 students
The grammar and punctuation	1 student
Reading	8 students
Listening activities	9 students
The speaking activities	3 students
Idioms and phrasal verbs	2 students
Games	9 students
English-only speaking classes	0 students
TOEFL practice	0 students
Other	0 students

Chart 2.

As the chart above expresses, all the students like to learn vocabulary and pronunciation. Most of them enjoy to read except for one. They also like to do the listening activities anf games. Just three of them like the speaking activities. And just two students like to do activities which involves phrasal verbs and idioms. The students express:

„Learn vocabulary, the pronunciation, reading, listening activities, idioms and phrasal verbs, games." (P7)

„Learn vocabulary, the pronunciation, reading, listening activities, games." (P3)

„Learn vocabulary, the pronunciation, reading, listening activities, speaking

activities, games." (P2)

As Riahipour & Saba (2012, p. 205) describes that is good to use different activities to

promote the interest of the learners to learn new words.

Question 8: What you do not like of your English classes?	
Options	Answers
Learn vocabulary	0 students
The pronunciation	0 students
The grammar and punctuation	7 students
Reading	1 student
Listening activities	0 students
The speaking activities	0 students
Idioms and phrasal verbs	0 students
Games	0 students
English-only speaking classes	9 students
TOEFL practice	1 student
Other	0 students

Chart 3.

As the char 3 says the students express what they do not like about their English classes. The

majority of them do not like the grammar and punctuation. Also there is one student that does

not like to have TOEFL practice. One student does not like to read and two students say that

they do not like the classes where the teacher speaks only in English. Theytold:

„The grammar and Punctuation, English-only speaking classes" (P1)

„The grammar and Punctuation" (P8)

„English-only speaking classes" (P6)

According to Nation (2003, p.4) it is good to use the first language to help the students when they have problems in learning English, but not to abuse its use because this could cause the language would not be learnt successfully.

Question 9: Which kind of activities do you prefer to do in the classroom?	
Options	Answers
Listen to songs	9 students
Conversation activities	4 students
Games	9 students
Dictation	2 students
Read magazines, newspapers, articles	8 students
Watch videos, movies, lectures	9 students
Grammar exercises	1 student
Vocabulary activities	9 students
Pronunciation activities	9 students
Other	0 students

Chart 4.

Chart 4 expresses that they like to listen to songs, games and watch movies, videos or even lectures. Also they expressed that they like to do vocabulary activities and pronunciation activities. Four of the students like to do conversation activities and just one like to do grammar activities. But the majority of the students like to read magazines, newspapers and articles. They expressed:

„Listen to songs, watch videos, movies, lectures, conversation activities, grammar excercises, games, vocabulary activities, dictation and pronunciation activities."

(P9)

„Listen to songs, watch videos, movies, lectures, conversation activities, games, vocabulary activities, pronunciation activities and read magazines, newspapers, articles." (P2)„

„Listen to songs, games, read magazines, newspapers, articles, watch videos, movies, lectures, vocabulary activities and pronunciation activities." (P8)

As the findings said, texts could be used for learn and practice the different skills. It could be helpful for new vocabulary, communicative or reading skills. (Bracaj, 2014, p. 6) Also Riahipour & Saba (2012, p. 205) describes that is good to use different activities to promote the interest of the learners to learn new words.

Question 10: Which materials do you like to use when you learn English?	
Options	Answers
Books	9 students
Magazines	8 students
Worksheets	9 students
Flshcards	9 students
Songs	7 students
Posters	3 students
Videos	9 students
Movies	2 students
TV programs	2 students
Games	9 students
Computer programs	6 students
Academic articles related with your career	9 students

Chart 5.

As the results show in the chart 5, the materials the students enjoy most are books, magazines, worksheets games and flashcards, seven of the students prefer also to use songs,

three of them like to use posters and all of them enjoy to use videos in the class. And just six of them like to use computer programs. Is important to highlight that all the respondantsfind interesting to use academic articles related with their career. They said:

"Books, videos, magazines, worksheets, flashcards, games, songs, computer programs and academic articles related with your career." (P2)

"Books, videos, worksheets, flashcards, games, songs, TV programs and academic articles related with your career." (P4)

"Books, videos, worksheets, flashcards, games, computer programs and academic articles related with your career." (P6)

As the findings suggest, according to Bracaj, (2014, p. 6) motivation is a "kind of inner motor that encourages us to do our best to achieve a satisfactory goal in our activity." Students feel motivated when they use materials they enjoy.

4.3 Teacher point of view

From the experience of the teacher, the students main problems when they want to acquire vocabulary are spelling and pronunciation. She expresses that just some of them have problems with retain or memorize the new vocabulary. She said that the students prefer Listening and Reading skills, also that they like to practice vocabulary and that some of them enjoy to practice Speaking. The activities the students prefer to work with according with the teacher are listen to songs, games, watching videos, solve worksheets, read and work on summaries, reading comprehension, and also work with vocabulary. According with the materials, the teacher says the students like to work with, songs, videos, worksheets, games, flashcards and with readings related with physiotherapy. The teacher

also expresses that the students are interested in the grammatical content such as: likes, dislikes, work and studies, how to buy things and feelings also idioms and phrasal verbs. However, they are also very interested in topics related with their career, for example, anatomy or neurosciences, because they want to know how to say this vocabulary in English. Also the teacher says that what motivates her students is to continue their studies abroad, to find a better job after graduating and because thay want to be better prepared to be a successful professional.

4.4 Answering the research questions

4.4.1 Research question 1

What are the students foreign language needs to develop in UPAM?

The students foreing language needs are that they have problems when they want to acquire vocabulary in English, they have problems with spelling and pronunciation. Also they need an ESP course in which they acquire vocabulary in their area of study which is Physiotherapy, and also from As Adams-Smith (1989, p. 65 as cited in Javid, 2015, p.3) says "an ESP course prepares "a good ESP learner" who is not necessarily the one who comes top in the English class, but rather the one who performs successfully in concurrent and subsequent English-medium subjects".

4.4.2 Research question 2

What is the type of syllabus to learn vocabulary in Physiotherapy in UPAM?

According to Krahnke (1987, p. 16) content-based language teaching syllabus deals with information. And example of content-based is a science class taught in the language the students want or need to learn with linguistic adjustments to make it more comprehensible. In this syllabus, the main purpose is to teach content using the language that the students are learning. The learners are language students and students of the content being taught. Also language learning occurs incidentally to the content. For this reason it is concluded that this type of syllabus is the best option for the study and the students from the research.

CHAPTER V: CONCLUSIONS

5.1 General Conclusions

As the literature shows, Coxhead (2013, p. 125) describes several reasons about why vocabulary in ESP is important, and the first reason is that both teachers and learners have to be aware that classes will be related to the students´ needs. The second reason, is the students use and understand the vocabulary because they are part of a particular group. Another reason is that the size of the learned words is not established. The students would acquire a wide range of vocabulary depending on their area at school or professional context. Also Blachowicz & Fisher (2005 as cited in Riahipour & Saba 2012, p. 203) highlights that poor knowledge of English vocabulary affects the performance of the English language. In this way it is considered the importance of vocabulary in ESP courses. And Riahipour & Saba (2012, p. 202) points out that in various versions and views of ESP course plans, vocabulary teaching programs are needed to expand learners´ potential in extracting meaning and to develop the knowledge of the jargon of the genre.

5.2 Syllabus Proposal

The syllabus proposal will be designed with the purpose to order the information that will be needed for the teacher and the student. The type of syllabus that is going to be design based on the students needs is a content-based syllabus and this syllabus will be divided as follows, with the purpose to classify the information of the course.

5.2.1 Course information

5.2.2 Student learning outcomes

5.2.3 ESP schedule

5.2.4 Grading policy

5.2.5 Course policies

These charactheristics were taken and adapted from a template. (see appendix) Altman and Cashin (1992, p. 1) suggest also to include course information, Instructor information, texts, readings, materials, course descriptions/ objectives, course calendar/Schedule, course policies, academic dishonesty, grading and available support services.

5.3   Sample of the syllabus

Description of the template

Department of English language/UPAM

<div align="center">

ESP Physiotherapy course
VII Semester Syllabus

</div>

Part 1: Course Information

Instructor Information

   Instructor: Areli Berenice Campos Pérez

   Office: Building 2, room 6
   Office Hours: 9:00- 11:00 Monday, Wednesday and Friday.
   Office Telephone: 2229209304
   E-mail: ar_beca@hotmail.com

Course Description

In this course, it will be taught vocabulary related to Physiotherapy. This course is based on four subjects: anatomy, neurosciences, physiology and biochemistry and muscle assessment. These subjects form part of the curricula of Physiotherapy. Learners would acquire technical vocabulary to be able to express in English their ideas and also to recognize the vocabulary in any situation.

Prerequisite

- Pre-intermediate level in English.

Course Requirements

- Internet connection

- Projector

- Computer

Course Structure

The course will be delivered in sessions of one hour three times a week. In every session the student will work on activities.

Online Resources

- https://www.youtube.com/watch?v=HVGlfcP3ATI
- https://neuron.illinois.edu/games/brain-quiz
- https://faculty.washington.edu/chudler/pdf/search.pdf
- http://www.imb.sinica.edu.tw/~jachen/download/spinal-cord-movment-jac-2.pdf
- https://www.kenhub.com/en/library/anatomy/the-musculoskeletal-system
- https://www.kenhub.com/en/library/anatomy/the-musculoskeletal-system
- https://www.youtube.com/watch?v=2vESqp8mL5I
- https://www.britannica.com/science/liver
- https://www.purposegames.com/game/anatomy-of-the-liver

- https://www.innerbody.com/image/nervov.html
- https://www.youtube.com/watch?v=XVWOlKdpF_I
- https://www.medicalnewstoday.com/articles/319544#what-is-hematopoiesis
- https://my.clevelandclinic.org/health/articles/7041-the-structure-and-function-of-the-digestive-system
- https://www.youtube.com/watch?v=bfiUnhAHt8Q
- https://www.visiblebody.com/learn/skeleton/joints-and-ligaments
- https://www.physio-pedia.com/Range_of_Motion

Part 2: Student Learning Outcomes

- The students identify the vocabulary seen during the sessions.

- The students acquire new technical vocabulary.

- The students use the vocabulary to communicate in English.

You will meet the objectives listed above through activities developed in every class.

Part 3: ESP course proposal

(See appendix)

Part 4: Grading Policy

Graded Course Activities

Points	Description
10%	Answer the online quiz.
10%	Develop a diagram in which they present the information.
6%	Create a crossword to send among them.

Points	Description
10%	Creation of skeletal muscles
10%	Create a poster
10%	Develop a presentation
6%	Students create a diagram
6%	Create a questionnaire based on the information
6%	Create a wordsearch using the vocabulary
10%	The students create a model of one part of the digestive system
10%	They create a poster and present it to the class.
6%	They measure their classmates
100%	**Total Points Possible**

Late work policy

There would be no considerations about late works, assignments or quizzes. Late work will not be accepted without a serious reason.

Letter Grade Assignment

The final grades for this course will be based of the total of percentage obtained in each activity, these total points are assigned as follows.

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

Part 5: Course Policies

Attend Class

Students have to attend all online classes.

- There will be 10 minutes of tolerance after the class begins.
- After 10 minutes the students cannot join the class.

Participate

The students should access the course three times a week on Monday, Wednesday and Friday. To monitor their participation, the teacher will use "meet application".

Build Rapport

If you have trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible, when difficulties arise during the semester so that the teacher can help you find a solution.

Complete Assignments

All assignments will be submitted electronically. Late or missing assignments will affect the student´s grade.

Understand When You May Drop This Course

The date for registration will be on November 8th, 2020 and the deadline will be on November 12th, 2020. After this period, a compelling reason is required to drop from the course.

Commit to Integrity

As a student in this course (and at the UPAM university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Academic Dishonesty Policy

If a student commit cheating or plagiarism in any work asked through the course, the teacher has the obligation to report the student to the correct authorities and also to give the student a low grade.

5.4 Limitations

In this research there will be some problems in contact with the students, also not all the students wanted to participate in the investigation. Another problem was that the only medium to contact the students was by e-mail, because this new reality does not allow us to have personal contact with anyone other than the internet.

5.5 Directions for further research

As a result of the overview above, future research needs to apply the syllabus and measure how effective it is with the students, also it would be preferable to adapt it again with new students because of the foreign language needs.

References

Alfehaid, A. F. T. (2011). *Developing an ESP curriculum for students of health sciences through needs analysis and course evaluation in Saudi Arabia* (Doctoral dissertation, University of Leicester). Retrieved from https://www.academia.edu/download/35853591/2011alfehaidaftphd.pdf

Al-Khairy, M. H. (2013). English as a foreign language learning demotivational factors as perceived by Saudi undergraduates. *European Scientific Journal*, *9*(32). Retrieved from https://core.ac.uk/download/pdf/328023891.pdf

Altman, H. B., & Cashin, W. E. (1992). *Writing a syllabus*. Center for Faculty Evaluation & Development, Kansas State University. Retrieved from https://www.engr.cornell.edu/sites/default/files/departments/MTEI/Writing_a_Syllabus_Altman_and_Cashin_Accessible.pdf

Benabdallah, A. (2018). ESP Practitioners: Bridging the Gap Between Research and Education. Retrieved from http://www.academia.edu/download/56779329/M0801018388.pdf

Bracaj, M. (2014). Teaching English for specific purposes and teacher training. *European Scientific Journal*, *10*(2).

Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge. Retrieved from https://core.ac.uk/download/pdf/295423335.pdf

95

Brown, J. D. (2016). Introducing needs analysis and English for specific purposes. Routledge. Retrieved from https://books.google.es/books?hl=es&lr=&id=Zq5YCwAAQBAJ&oi=fnd&pg=PP1&dq=Definition+of+english+for+specific+purposes&ots=mZ054Ofrs4&sig=M-DZ1lOKpEcauolNTg1k1qCofD4

Bruthiaux, P. (2002). Predicting challenges to English as a global language in the 21st century. *Language problems and language planning*, *26*(2), 129-157. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.195.6296&rep=rep1&type=pdf

Charles, M. (2013). English for academic purposes. *The handbook of English for specific purposes*, *1*, 137-153. Retrieved from: http://ndl.ethernet.edu.et/bitstream/123456789/58704/1/19pdf.pdf#page=125

Choudhury, R. U. (2014). The role of culture in teaching and learning of English as a foreign language. *International Journal of Multi Disciplinary Research*, *1*(4), 1-20.Retrieved from https://5y1.org/download/062353e16b79385126732a517f651deb.pdf

Coffey, B. (1984). ESP–English for specific purposes. *Language teaching*, *17*(1), 2-16. http://journals.cambridge.org/abstract_S0261444800010405

Coxhead, A. (2013). Vocabulary and ESP. *The handbook of English for specific purposes*, 115-132.

Crystal, D. (2003). *English as a global language*. Ernst Klett Sprachen. Retrieved from http://psulibrary.palawan.edu.ph/wtbooks/resources/pdf/907455.pdf

Crystal, D. (2012). *Why a global language?*. na. Retrieved from http://www.academia.edu/download/40061692/English144_1.pdf

Dagarin, M. (2004). Classroom interaction and communication strategies in learning English as a foreign language. *ELOPE: English Language Overseas Perspectives andEnquiries*, *1*(1-2), 127-139. Retrieved from https://revije.ff.uni-lj.si/elope/article/download/3285/2977

Davies, P., & Pearse, E. (2000). *Success in English Teaching: A Complete Introduction to Teaching English at Secondary School Level and Above*. Oxford University Press.

Eberly, M. B., Newton, S. E., & Wiggins, R. A. (2001). The syllabus as a tool for student-centered learning. *The Journal of General Education*, 56-74. Retrieved from https://www.researchgate.net/profile/Mary_Eberly/publication/236796353_The_Syllabus_as_a_Tool_for_Student-Centered_Learning/links/54ad67e10cf2828b29fc8202.pdf

Elyildirim, S., & Ashton-Hay, S. (2006). Creating positive attitudes towards English as a foreign language. In *English Teaching Forum* (Vol. 44, No. 4, pp. 2-21). US State Department. Retrieved from https://eprints.qut.edu.au/12256/1/12256.pdf

English as a foreign language. (n.d.) In Cambridge Academic Content Dictionary. Cambridge University Press. Retrieved September 21 2020 from https://dictionary.cambridge.org/es/diccionario/ingles/english-as-a-foreign-language

English as a Global Language. What is a Global Language? (2011) The History of English. Retrieved from https://columbiacollege-ca.libguides.com/apa/websites

English as a second language (n.d.) In Cambridge Academic Content Dictionary. Cambridge University Press. Retrieved September 21 2020 from. https://dictionary.cambridge.org/dictionary/english/english-as-a-second-language

English as a Second Language. (n.d.) *Medical Dictionary*. (2009). Retrieved September 22 2020 from https://medical-dictionary.thefreedictionary.com/English+as+a+Second+Language

English as a second language. (n.d.) Oxford Advanced Learner's Dictionary. Cambridge University Press. Retrieved September 22 2020 from https://www.oxfordlearnersdictionaries.com/definition/english/second-language

English for Academic Purposes. (n.d.) In Oxford Advanced Learner´s Dictionaries. Retrieved November 26 2020 from https://www.oxfordlearnersdictionaries.com/us/definition/english/english-for-academic-purposes

Eslami, Z. R. (2010). Teachers' Voice vs. Students' Voice: A Needs Analysis Approach to English for Acadmic Purposes (EAP) in Iran. *English Language Teaching*, *3*(1), 3-11. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1081411.pdf

Fromkin, V., Rodman, R., & Hyams, N. (2011). *An introduction to language*. Cengage Learning.

Gatehouse, K. (2001). Key issues in English for specific purposes (ESP) curriculum development. *The internet TESL journal*, *7*(10), 1-10. Retrieved from https://pdfs.semanticscholar.org/4316/0205ac9d4f2eed42652b43ccfc6e8e5ebc54.pdf

Ghafournia, N., & Sabet, S. A. (2014). The Most Prominent Roles of an ESP Teacher. *International Education Studies*, *7*(11), 1-9. Retrieved from https://files.eric.ed.gov/fulltext/EJ1071041.pdf

Global English. (n.d.) In Lexico. Powered by Oxford. Retrieved September 28 2020 from

https://www.lexico.com/definition/global_english

Graneheim, U. H., Lindgren, B. M., & Lundman, B. (2017). Methodological challenges in

qualitative content analysis: A discussion paper. *Nurse education today*, *56*, 29-34. Retrieved

from

https://www.researchgate.net/profile/David_Morgan19/post/Can_anyone_clarify_me_the_d

ifference_between_different_approaches_to_do_content_analysis_while_dealing_with_qua

litative_data/attachment/59d6589779197b80779ae736/AS:538933994180608@150550328

5636/download/Graneheim+17+Challenges+in+content+analysis.pdf

Hamp-Lyons, L. (2011). English for academic purposes, *Handbook of research in second*

language teaching and learning. Routledge. 89-105 Retrieved from:

http://196.189.45.87/bitstream/123456789/18149/1/75pdf.pdf

Harmer, J. (2001). *The practice of English language teaching*. Longman.

Hussain, I. (2017). Distinction Between Language Acquisition and Language Learning: A

Comparative Study. *Journal of Literature, Language and Linguistics*, *39*, 1-5. Retrieved from

http://www.academia.edu/download/61237117/Ll20191116-3772-129fc4k.pdf

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A Learner-Centered

Approach. Cambridge: Cambridge University Press. Retrieved from

https://books.google.com.mx/books?hl=es&lr=&id=s2FIpUv7gaoC&oi=fnd&pg=PR8&dq

=Hutchinson,+T.,+%26+Waters,+A.+(1987).+English+for+Specific+Purposes:+A+Learner

-

Centered+Approach.+Cambridge:+Cambridge+University+Press.+&ots=R0aDyyplpX&sig

=UIHHX54OGxPuV3S7iJAhiphjkzY&redir_esc=y#v=onepage&q=Hutchinson%2C%20T.%2C%20%26%20Waters%2C%20A.%20(1987).%20English%20for%20Specific%20Purposes%3A%20A%20Learner-Centered%20Approach.%20Cambridge%3A%20Cambridge%20University%20Press.&f=false

Javid, C. Z. (2013). English for specific purposes: Its definition, characteristics, scope and purpose. *European Journal of scientific research*, *112*(1), 138-151.

Javid, C. Z. (2015). English for specific purposes: role of learners, teachers and teaching methodologies. *European Scientific Journal*, *11*(20). Retrieved from https://www.academia.edu/32479597/ENGLISH_FOR_SPECIFIC_PURPOSES_ROLE_OF_LEARNERS_TEACHERS_AND_TEACHING_METHODOLOGIES?email_work_card=view-paper

Johns, A. M. (2013). The history of English for specific purposes research. *The handbook of English for specific purposes*, *5*, 30. Retrieved from https://vulms.vu.edu.pk/Courses/ENG516/Downloads/The_Handbook_of_English_for_Specific_Pur.pdf#page=17

Jorden, E. H., & Walton, A. R. (1987). Truly foreign languages: Instructional challenges. *The annals of the American academy of political and social science*, *490*(1), 110-124. http://onlinecourse.ncolctl.org/african_languages/L6/downloads/L6_jorden_walton_1987.pdf

Khan, T. M., & Awan, A. S. (2011). Needs Analysis of English for Occupational and Specific Purposes. *International Journal of Social Sciences & Education*, *1*(4), 632-643. Retrieved from: http://ijsse.com/sites/default/files/issues/2011/v1i4/paper%2026/paper%2026.pdf

Koester, A. (2012). English for occupational purposes. *The Encyclopedia of Applied Linguistics*

Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching. Language in Education: Theory and Practice, No. 67*. Prentice-Hall, Inc., Book Distribution Center, Route 59 at Brook Mill Drive, West Nyack, NY 10994. Retrieved from https://files.eric.ed.gov/fulltext/ED283385.pdf

Kushner, E. (2003). English as global language: problems, dangers, opportunities. *Diogenes*, *50*(2), 17-23. Retrieved from http://www.lib.csu.ru/ER/ER_Philosophy/All_Schreiber/Schreiber/diogen.pdf

Lamri, C. E. (2016). An introduction to English for Specific Purposes (ESP). *University of Abou Bekr Belkaid Tlemcen, Faculty of Arts and Languages Department of English. Retrieved February, 7,* 2018. Retrieved fromn https://d1wqtxts1xzle7.cloudfront.net/55254469/4-An_Introduction_to_ESP_LAMRI.pdf?1512937159=&response-content-disposition=inline%3B+filename%3D4_An_Introduction_to_ESP_LAMRI_pdf.pdf&Expires=1598652179&Signature=GqYQGu9RmZEN0igeuJmTNTRl6a7-KASDtsA1sFg98NeMHs-JVRyS8y88AmPaDWM4SE-HWw6OVTvuzN6dNXUAzFaasY6p3EcwkQa4KrVpRRvRcXVf6K0bYQuz7-

MI0668qtX2UDFEqMXm80oIMljGXCkVHbTMSwxVOr6NOBImKUHyExJ3-
Z00z6Ybikhm~up7yM0vAkOIhLMq0JQlTkPIBWR4ty7um0ABEeKKHq8XDBUeDFEnG
LkgVuUalqWzeVHmvVl~DjGQx9-
11zovgbAT95J4dV0qencAVR4kOpBB3a0taj6A7xwYGUknhh7fWKSZcWRegqikSH0nG
AenvFlNmw   &Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

Larsen-Freeman, D., & Freeman, D. (2008). Language moves: The place of "foreign"
languages in classroom teaching and learning. *Review of Research in Education*, *32*(1), 147-
186.
http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.1696&rep=rep1&type=pdf

Larsen-Freeman, D., & Long, M. H. (2014). *An introduction to second language acquisition
research*.   Routledge.   Retrieved   from
https://books.google.com.mx/books?hl=es&lr=&id=4jKgBAAAQBAJ&oi=fnd&pg=PP1&
ots=kJJFhwU39r&sig=dxcqalsSW6O0LDThoQTFNzTzXWo&redir_esc=y#v=onepage&q
&f=false

Lee, C. K. (2010). An overview of language learning strategies. *Annual Review of Education,
Communication   &   Language   Sciences*,   7.   Retrieved   from
https://www.academia.edu/download/58969718/AN_OVERVIEW_OF_LANGUAGE_LE
ARNING_STRATEGIES20190420-90182-1xqxog7.pdf

Lee, G., & Wallace, A. (2018). Flipped learning in the English as a foreign language
classroom: Outcomes and perceptions. *Tesol Quarterly*, *52*(1), 62-84. Retrieved from
https://file.zhisci.com/upload_oss/pdf/2018/0059/201800594289-cn.pdf

Lessard-Clouston, M. (2013). *Teaching Vocabulary*. TESOL International Association. 1925 Ballenger Avenue Suite 550, Alexandria, VA 22314. https://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974

Luna, J. L. N. (2004). *An English for Occupational Purposes Curriculum for ESL culinary arts students*. California State University, Dominguez Hills. Retrieved from: https://search.proquest.com/openview/a564a2e59d0a8cb2b00891ed9efaae8c/1?pq-origsite=gscholar&cbl=18750&diss=y

Lust, B. C. (2006). *Child language: Acquisition and growth*. Cambridge University Press. Retrieved from https://www.researchgate.net/profile/Barbara_Lust/publication/49297974_Child_language_Acquisition_and_growth/links/0c96051a3a5d7ada1d000000/Child-language-Acquisition-and-growth.pdf

Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, *25*(1), 91-102. Retrieved from https://www.academia.edu/download/50697798/s0346-251x_2896_2900063-220161203-14645-2pek3j.pdf

McLaughlin, B. (1992). Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn. Educational Practice Report 5. https://files.eric.ed.gov/fulltext/ED352806.pdf

Melitz, J. (2016). English as a global language. In *The Palgrave handbook of economics and language* (pp. 583-615). Palgrave Macmillan, London. Retrieved from https://core.ac.uk/download/pdf/74367752.pdf

103

Moore, P. J. (2013). An emergent perspective on the use of the first language in the English-as-a-foreign-language classroom. *The Modern Language Journal*, *97*(1), 239-253. Retrieved from https://www.researchgate.net/profile/Paul_Moore20/publication/260139782_An_Emergent _Perspective_on_the_Use_of_the_First_Language_in_the_English-as-a-Foreign-Language_Classroom/links/5ad52497458515c60f546948/An-Emergent-Perspective-on-the-Use-of-the-First-Language-in-the-English-as-a-Foreign-Language-Classroom.pdf

Muhammad, H. A., Ya'u, S., Aliyu, U. I., & Hassan, M. (2018). Teaching and learning English language in Nigerian schools: Importance and challenges. *Teacher Education and Curriculum Studies*, *3*(1), 10-13. Retrieved from http://article.sciencepg.net/pdf/10.11648.j.tecs.20180301.13.pdf

Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL journal*, *5*(2), 1-8. Retrieved from http://www.videa.ca/wp-content/uploads/2015/08/The-role-of-the-first-language-in-foreign-language-learning.pdf

Nordquist, R. (2020, August 27). Definition of English as a Second Language (ESL). Retrieved from https://www.thoughtco.com/english-as-a-second-language-esl-1690599

Oktaviani, A., & Fauzan, A. (2017). Teachers Perceptions about the Importance of English for Young Learners. *Linguistic, English Education and Art (LEEA) Journal*, *1*(1), 1-15. Retrieved from https://journal.ipm2kpe.or.id/index.php/LEEA/article/download/25/24

Paltridge, B., & Starfield, S. (2013). *The handbook of English for specific purposes*. John Wiley & Sons.

https://www.academia.edu/download/54695343/_B._Paltridge__S._Starfield_editors__The_ _Handbook_of_English_Specific_Purposes.pdf

Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. *College Teaching*, *50*(2), 55-61. Retrieved from http://www.jerseycream.com/created_sites/online_syllabi/purposes_of_a_syllabus.pdf

Petliovana, L. L. (2016). Teaching English for occupational purposes for university lectures. Retrieved from: http://elar.khnu.km.ua/jspui/bitstream/123456789/4668/1/Teaching%20English%20for%20 OP%20for%20University%20teachers.docx

Peng, S. (2019). A Study of the Differences between EFL and ESL for English Classroom Teaching in China. *IRA International Journal of Education and Multidisciplinary Studies* (ISSN 2455-2526), 15(1), 32-35.doi: http://dx.doi.org/10.21013/jems.v15.n1.p4

QuestionPro survey software, 2020. Data analysis in research: Why data, types of data, data analysis in qualitative and quantitative research. Retrieved from: https://www.questionpro.com/blog/data-analysis-in-research/

Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, *3*(1), 24-31. Retrieved from https://files.eric.ed.gov/fulltext/EJ1053934.pdf

Riahipour, P., & Saba, Z. (2012). ESP Vocabulary Instruction: Investigating the Effect of Using a Game Oriented Teaching Method for Learners of English for Nursing. *Journal of Language Teaching & Research*, *3*(6). Retrieved from

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.658.599&rep=rep1&type=pdf#p
age=202

Ringbom, H. (1980). On the distinction between second-language acquisition and foreign-
language learning. *AFinLAn vuosikirja*, 37-44. Retrieved from
https://journal.fi/afinlavk/article/view/57521/19467

Rodríguez, X. (2013). Occupational Purposes model designed for workplace language
training in Costa Rica. *Revista Comunicación*, *15*(1), 26-36. Retrieved from:
https://www.redalyc.org/pdf/166/16615105.pdf

Shaaban, K. A., & Ghaith, G. (2000). Student motivation to learn English as a foreign
language. *Foreign Language Annals*, *33*(6), 632-644. Retirved from
https://www.academia.edu/download/51241525/Student_Motivation_to_Learn_English_as
_a20170107-7201-22pem4.pdf

Sinclair, J., & Renouf, A. (1988). A lexical syllabus for language learning. *Vocabulary and
language teaching*, *140*, 60. Retrieved from
https://www.academia.edu/download/35539316/Lexical_Syllabus.pdf

Sonntag, S. K. (2003). *The local politics of global English: Case studies in linguistic
globalization*. Lexington Books. Retrieved from
https://books.google.com.mx/books?hl=es&lr=&id=reRuAAAAQBAJ&oi=fnd&pg=PR3&
dq=definition+of+global+english&ots=QMDjM-
u0To&sig=eNxsoHhMAsTu0nk9U8lg78yYAKs&redir_esc=y#v=onepage&q=definition%
20of%20global%20english&f=false

Tan, D. (2016). Trends in second/foreign language teaching and learning: The position assigned to the learning of lexis over the years. *Advances in Language and Literary Studies*, *7*(6), 84-90. Retrieved from http://www.journals.aiac.org.au/index.php/alls/article/viewFile/2825/2400

Tomlinson, B. (2008). Language acquisition and language learning materials. *English language learning materials: A critical review*, 3-13. Retrieved from http://www.academia.edu/download/41004738/_Brian_Tomlinson_English_Language_Learning_MateriBookFi.org.pdf#page=14

Xhaferi, B. (2009). Teaching and learnig ESP vocabulary. *LFE: Revista de lenguas para fines específicos*, (15), 229-255. Retrieved from https://dialnet.unirioja.es/descarga/articulo/3410918.pdf

Zaščerinska, J. (2010). Language Acquisition and Language Learning: Developing the System of External and Internal Perspectives. *Online Submission*. Retrieved from https://files.eric.ed.gov/fulltext/ED531732.pdf

Appendixes

Appendix 1 The city of ELT

ENGLISH FOR SPECIFIC PURPOSES

THE CITY OF ELT

The City of ELT

Once upon a time there was a city called ELT. The people of ELT led a comfortable, if not extravagant, life, pursuing the noble goals of literature and grammar. There were differences, of course: some people preferred to call themselves EFL people, while others belonged to a group known as ESL. But the two groups lived in easy tolerance of each other, more united than disunited.

Now it happened that the city was surrounded by high mountains and legend had it that the land beyond the mountains was inhabited by illiterate and savage tribes called Scientists, Businessmen and Engineers. Few people from ELT had ever ventured into that land. Then things began to change. Some of the people in ELT became restless. The old city could not support its growing population and eventually some brave souls set off to seek their fortune in the land beyond the mountains. Many in ELT were shocked at the prospect. It was surely no place for people brought up in the gentle landscape of English literature and language.

But, as it turned out, the adventurers found a rich and fertile land. They were welcomed by the local inhabitants and they founded a new city, which they called ESP. The city flourished and prospered as more and more settlers came. Soon there were whole new settlements in this previously uncharted land. EST and EBE were quickly followed by EAP and EOP (the latter confusingly also known as EVP and VESL). Other smaller groups took on the names of the local tribes to found a host of new towns called English for Hotel Staff, English for Marine Engineers, English for Medical Science and so on. A future of limitless expansion and prosperity looked assured.

But as with all things the reality proved less rosy. A number of people at the frontiers were forced to abandon their settlements and return to the larger cities. Many settlers, who had come to the newly developed land because ELT could no longer provide them with a living, longed for the comforts and certainties of the old city. Others were confused as to where their loyalties lay: were they still citizens of ELT? Was EAP an independent city or a suburb of ESP? Did the people of English for Medical Science owe allegiance to EAP, EOP or ESP? Worst of all, there were even examples of groups from ELT being transported against their will to the new territories. Added to all this, the Scientists, Businessmen and other tribes were becoming more demanding. Some began to resent the interference of the settlers in their area; others complained that the promised benefits had not materialised. The future in short began to look, if not gloomy, then a little confused and uncertain for the brave new world of ESP.

(Hutchinson & Waters, 1987, p. 1)

Appendix 2 Questionnaire on language needs

QUESTIONNAIRE 1

Objective: This questionnaire is designed to identify your foreign language needs. The information you provide will give insights into the English language needs to design a specialized course to teach you technical vocabulary in Physiotherapy.

Instructions: Answer the questions according to your own experience.

1. What is your current age?
   ◯ 20-21
   ◯ 22-23
   ◯ 24-25
   ◯ More than 26

2. Which gender are you identified most?
   ◯ Male
   ◯ Female
   ◯ I prefer not to mention

3. How long have you studied English?
   ◯ 5 years
   ◯ 6 years
   ◯ 8 years
   ◯ More than 9

4. Do you work or study?
   ◯ Study
   ◯ Work
   ◯ Both

5. Why do you want to learn English? (You can select more than one)

   ◯ I like to study English.
   ◯ To find a better job after graduating from university.
   ◯ To speak English in a fluently way.

○ To continue studying abroad.

○ To increase academic grades.

○ It will help me to be a successful medical professional.

○ Other_____

6. Why do you think is important that you acquire English vocabulary in the area of Physiotherapy?

_____

_____

_____

_____

7. What do you like of your English classes? (You can select more than one)

○ Learn vocabulary.	○ The speaking activities.
○ The pronunciation.	○ Idioms and phrasal verbs.
○ The grammar and punctuation.	○ Games.
○ Reading.	○ English-only speaking classes.
○ Listening activities.	○ TOEFL practice.
○ Other_____	

8. What you do not like about your English classes? (You can select more than one)

○ Learn vocabulary.	○ The speaking activities.
○ The pronunciation.	○ Idioms and phrasal verbs.
○ The grammar and punctuation.	○ Games.
○ Reading.	○ English-only speaking classes.
○ Listening activities.	○ TOEFL practice.
○ Other_____	

9. Which kind of activities do you prefer to do in the classroom? (Select more than one)

○ Listen to songs.	○ Watch videos, movies, lectures.
○ Conversation activities.	○ Grammar excercises.
○ Games.	○ Vocabulary activities.

◯ Dictation.   ◯ Pronunciation activities.

◯ Read magazines, newspapers, articles.   ◯ Other_____

10. Which materials do you like to use when you learn English?

◯ Books   ◯ Videos

◯ Magazines   ◯ Movies

◯ Worksheets   ◯ TV programs

◯ Flashcards   ◯ Games

◯ Songs   ◯ Computer programs

◯ Posters   ◯ Academic articles related with your career

11. Which are the problems you face when you want to learn vocabulary? (You can select

more than one)

◯ Relate the meaning of new words.   ◯ Guessing meaning from the context.

◯ Spelling.   ◯ Retain the words in your memory.

◯ Pronunciation.   ◯ Learning meaning of technical terms.

◯ Correct use of words   ◯ Practicing vocabulary

◯ Other_____

12. Do you considered that you have to take an ESP course (course where you learn

English with specific objectives based on your professional needs) in Physiotherapy apart

from your General English course?

_____

_____

13. What would you like to change to your English program?

_____

_____

_____

_____

Appendix 3 Interview to the English teacher

INTERVIEW

Objective: This interview is designed to identify the language needs of the students from the point of view of the English teacher. The information the teacher provided will complement the information given from the students in the questionnaires about their English language needs.

Question 1. From your experience, which are the problems the students face when acquiring vocabulary?

Question 2. When you practice skills, which is the most preferred by your students?

Question 3. Which kind of activities do they like most?

Question 4. Which materials do they like to work in classes?

Question 5. Which kind of content are they more interested in?

Question 6. What motivates your students to learn English?

LETTER OF CONSENT TO RESPONDENTS OF THE STUDY

Introduction

My name is Areli Berenice Campos Pérez and I am student of the Teaching English Bachelour of the Department of Languages of the Benemérita Universidad Autónoma de Puebla. Actually I am doing a research with students from the UPAM university and I would like to invite you to participate in this study.

Purpose

The objective of this research is

- To identify the students' foreign language needs in UPAM to design asyllabus to learn vocabulary in Physiotherapy.

If you accept to participate in this study you will be asked

1. Answer a questionnaire for which
   - I am going to required your e-mail address with the purpose to sent you the questionnaire and this letter of consent.
   - You will answer questions about your English learning. About your needs as a student, your preferences in activities, materials, likes about your English classes and the problems you have when you acquire vocabulary.
2. Send back the questionnaire (answered) to my e-mail address
   - ar_beca@hotmail.com

Confidentiality

The information collected will be used for research purposes, neither your name nor any other information that can identify you will be used in any publication or presentation ofthe research results. All information collected for this investigation will be kept confidential. A pseudonym will be used when referring to you.

Risks and benefits

There are no risks in participating in this study.

Voluntary participation

Participation in this research is voluntary. You can refuse to participate, answer any question or withdraw from the research at any time without affecting your studies in UPAM.

Questions

If you have questions or doubts about this research, contact with Areli Berenice Campos Pérez.: ar_beca@hotmail.com

This letter of consent belongs to you and will serve as a reference for you in the future.

Based on Despagne (2016)

Appendix 5 Letter of consent to the teacher

LETTER OF CONSENT TO RESPONDENTS OF THE STUDY

Introduction

My name is Areli Berenice Campos Pérez and I am student of the Teaching English Bachelour of the Department of Languages of the Benemérita Universidad Autónoma de Puebla. Actually I am doing a research with students from the UPAM university and I would like to invite you to participate in this study.

Purpose

The objective of this research is

- To identify the students' foreign language needs in UPAM to design asyllabus to learn vocabulary in Physiotherapy.

If you accept to participate in this study you will be asked

3. Answer a questionnaire for which

- I am going to required your e-mail address with the purpose to sent you the interview and this letter of consent.
- You will answer questions about your English students, about their needs of your students, their preferences in activities, materials, likes about English classes and the problems they have when they acquire vocabulary.

4. Send back the questionnaire (answered) to my e-mail address

- ar_beca@hotmail.com

Confidentiality

The information collected will be used for research purposes, neither your name nor any other information that can identify you will be used in any publication or presentation ofthe research results. All information collected for this investigation will be kept confidential. A pseudonym will be used when referring to you.

Risks and benefits

There are no risks in participating in this study.

Voluntary participation

Participation in this research is voluntary. You can refuse to participate, answer any question or withdraw from the research at any time without affecting your studies in UPAM.

Questions

If you have questions or doubts about this research, contact with Areli Berenice Campos Pérez.: ar_beca@hotmail.com

This letter of consent belongs to you and will serve as a reference for you in the future.

Based on Despagne (2016)

Appendix 6 Calendar of activities

Chart 1: These are the dates when the information was collected.

Activity	Date
Piloting	November 3rd
Send the interview	November 5th
Check the piloting responses	November 6th
Correct errors	November 7th
Receive and check the interview	November 10th
Send the questionnaires and the letters of consent	November 12th
Receive and check the responses of the questionnaires	November 13th – 17th
Annalize the data	November 16th – 20th

Appendix 7 Syllabus Proposal

Unit	Theme	Vocabulary	Language content	Communicative abilities	Standars	Materials	Evaluation	Integrated areas
INSIDE OF MY HEAD	<u>**An interesting organ**</u>	Third Ventricle, Thalamus, Lateral Ventricles, Cerebellum, Basal Ganglia, Cerebral Cortex, Corpus Callosum, Pons, Mammillary Bodies, Brainstem, Pituitary Gland, Olfactory Bulbs, Optic Chiasm, Temporal Lobe, Frontal Lobe, Occipital Lobe, Cerebrum, Parietal Lobe	Repetition of words to identify the pronunciation of the vocabulary and the functions of the parts of the brain.	Speaking, listening and writing	The students identify the vocabulary through the activities in order to answer the online quiz.	- Internet connection - Computer - Video from https://www.youtube.com/watch?v=HVGlfcP3ATI - Picture of the brain - Online quiz from https://neuron.illinois.edu/games/brain-quiz	Summative evaluation	Neurosciences
	A look to the inside	Lobe, parietal, temporal, occipital, frontal, gyrus, sulcus, gyri, sulci,	The students make a diagram in which they describe and identify the lobes of the		The students answer the wordsearch using the vocabulary about lobes of the brain, and	- Internet connection - Computer - Power point		

		hemisphere, fissure, phineas, broca, Wernicke, perception, sensory, motor, association.	brain.		then they develop a diagram in which they present the information.	presentation - Wordsearch worksheet from https://faculty.washington.edu/chudler/pdf/search.pdf		
	How can I move my arms?	Humerus, triceps brachii, anconeous, brachialis, radius, ulna	The students make a crossword base on the vocabulary they identify about the muscles of the arm.		Students recognize the vocabulary in English and then they create a crossword to sent among them.	- Internet connection - Computer - Flashcards - Worksheet from http://www.imb.sinica.edu.tw/~jachen/download/spinal-cord-movment-jac-2.pdf		
	Evaluation of the unit							
	Movements	**Myocytes,** muscle fibres, myofibrils, **sarcolema, sarcoplasm, sarcomeres, endomysium, perimysium, epimysium, Excitability,**	Through reading the students identify the structure of the skeletal muscles using a model.		Students identify the structure of skeletal muscles in a model.	- Internet connection - Computer - Video "Muscular system" from https://www.kenhub.com/en/lib		

BONES AND MUSCLES		Contractibility, Extensibility, Elasticity.		Reading, writing, speaking and listening.		rary/anatomy/the-musculoskeletal-system - Academic article from https://www.kenhub.com/en/library/anatomy/the-musculoskeletal-system	Summative evaluation	Anatomy
	Inside of a bone	Bones, skeletal cartilage, hyaline cartilage, elastic cartilage, fribrocartilage, axial bones, apendicular bones, osseus tissus, compact bone, spongy bone, bone marrow, diaphysis, apiphyses, blood vessel, medullary cavity.	The students identify the vocabulary in a poster they create and describe each part.		The students watch the video and based on this they recognize the vocabulary in English in the poster.	- Internet connection - Computer - Video from https://www.youtube.com/watch?v=2vESqp8mL5I - Pictures - Color sheeds - Colors		
	An	Skull, clavicle,	The students		The students	- Internet		

	important structure	mandible, scapula, humerus, thorax, sternum, ulna, radius, spine, pelvis, sacrum, carpus, metacarpus, phalanges, femur, patella, tibia, fibula, tarsus, metatarsus, phalanges.	identify the skeletal system through the activities.		develop a presentation where they identify the vocabulary.	connection - Computer - Clay - Cardboard - Markers		
**Evaluation of the unit**
	A big gland	Right lobe, gallbladder, coronary ligament, left lobe, caudate lobe, round ligament, falciform ligament, quadrate lobe, common bile duct.	Reading of a text and identify the parts of a liver in English.	Reading, writing, speaking, listening	Students create a diagram with the information provided including the parts of liver.	- Internet connection - Computer - Article from https://www.britannica.com/science/liver – Online game from https://www.purposegames.com/game/anatomy-		

THE FUNCTION OF OUR ORGANS						of-the-liver		
	The control of the body	Spinal cord, conus medullaris, cauda equina, coccyx	Write a questionnaire using the vocabulary related with the spinal cord.		The students create a questionnaire based on the information and the vocabulary seen.	- Internet connection - Computer - Online page: https://www.innerbody.com/image/nervov.html	Summative evaluation	Physiology
	An important process	Hematopoiesis, blood plasma, bone marrow, stem cell, erythrocytes, leukocytes, Lymphocytes, Neutrophils, Eosinophils, Basophils, Macrophages, thrombocytes, Platelets, neutrophil, eosinophil, basophil, myeoblast	Through reading comprehension, the students identify the vocabulary.		The students create a wordsearch using the vocabulary and the information seen in class.	- Internet connection - Computer - Worksheet - Video from: https://www.youtube.com/watch?v=XVWOlKdpF_I - Article from: https://www.medicalnewstoday.com/articles/319544#what-is-hematopoiesis		
Evaluation of the unit								

THE STOMACH	The incredible journey of the food	Mouth, Esophagus, Stomach, Small intestine, Pancreas, Liver, Gallbladder, Colon (large intestine), Rectum, Anus	A short presentation in which the students use the vocabulary seen in class.	Speaking and writing.	The students create a model of one part of the digestive system and then they present it to the class.	- Internet connection - Computer - Presentation of Power Point - Information from: https://my.cleve landclinic.org/he alth/articles/704 1-the-structure- and-function-of- the-digestive- system	Summativ e evaluation	Biochemistry
				Evaluation of the unit				
MOVE YOUR BODY	Bones come together	Joint, fibrous, synovial, cartilaginous, synarthrosis, amphiarthrosi s, diarthrosis, sutures, syndesmoses, gomphoses, symphyses, synchondrosis , pivot, gliding, hinge, ball and	A short reading in which they identify the technical vocabulary.	Listening,	They create a poster and present it to the class.	- Internet connection - Computer - Video from: https://www.yo utube.com/watc h?v=bfiUnhAHt8 Q	Summativ	

				Reading, writing, speaking.		- Information from: https://www.visiblebody.com/learn/skeleton/joints-and-ligaments	e evaluation	Muscle Assessment
	How much can I move my arms?	Flexion, extensión, active, passive, goniometer, inclinometer, protractor, fulcrum, active assistive.	Short presentations in which they express their ranges of motion.		They measure their classmates and using the vocabulary they express the range of motion.	- Internet connection - Computer - Flashcards - Information from: https://www.physio-pedia.com/Range_of_Motion - Goniometer		
**Final evaluation**								