



## ARTÍCULO DE INVESTIGACIÓN

# Planificación de clases basada en el Inglés para propósitos específicos (ESP)

### Lesson plans based on English for Specific Purposes (ESP).

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## RESUMEN

Este es un trabajo desarrollado en Investigación Formativa elaborado por estudiantes de Octavo Semestre de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros con el objetivo de elaborar planificaciones a través de la aplicación del Inglés para Propósitos Específicos (ESP), para guiar a los futuros profesores como elaborarlas, se escogió tres especialidades como Medicina, Turismo y Economía. De esta forma se enfocó la planificación de acuerdo a ESP, a diferencia de la enseñanza de idiomas con fines generales, que a menudo se basa en el manejo de la gramática. Para conocer el criterio de autores el proyecto se trabajó a través del enfoque cualitativo, se realizó la revisión bibliográfica para recopilar información y conocer los diferentes tipos de planes de clase y determinar cuáles son los más eficientes en este campo. El resultado fue crear planes de clase en tres áreas diferentes, como Medicina, Turismo y Economía y usar el Inglés de acuerdo a la especialidad donde se lo enseña como lengua extranjera.

**Palabras claves:** Inglés para Propósitos Específicos, planificación, curriculum, educación.

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## Abstract

This is a work developed in Formative Researching prepared by students of Eighth Semester of Pedagogy of National and Foreign Languages with the objective of constructing lessons plans through the application of English for Specific Purposes (ESP) to guide prospective teachers how elaborate a lesson plans according ESP, three specialties such as Medicine, Tourism and Economics were chosen. In this way, planning according to ESP was approached, as opposed to general purpose language instruction, which is often based on mastery of grammar. In order to know the authors' criteria, the project was worked through qualitative approach, a bibliographic review was carried out to collect information and know the different types of lesson plans and determine which are the most efficient in this field. The result was to create lesson plans in three different areas, such as Medicine, Tourism and Economics, and use English as a foreign language according to the specialty where it is taught.

**Keywords:** ESP English for Specific Purposes, lesson plans, curriculum , instruction.

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## 1. Introducción

This work about Formative Researching was developed by students of Eighth Semester of Pedagogía de los Idiomas Nacionales y Extranjeros Career. Academic Period 2022-2S. The content refers to the topic of lesson plans for academic purposes in English for Specific Purposes. The objective was to identify how prospective teachers can construct lesson plans for academic purposes and look for the most efficient types of lesson plans. In order to carry out this research, was used the bibliographic method to gather information in order to distinguish the different types of lesson plans and determine which ones are the most adequate in this field. The topic has been focused to create lesson plans in three different areas such as Medicine, Tourism, and Economics. A lesson plan can be defined as a unit in which is a sequence of activities around a particular topic that will be covered during a lesson.

There are three categories of lesson plans that are related to knowledge, appreciation, and skills. The first is related to knowledge provide relevant information about the topic or content. Second, the lesson plan related to appreciation to help students to grow in their emotional qualities, and cultivate positive attitudes, emotions, and values. And finally, lesson plans related to achieve psychological learning objectives such as skills of reading, writing, and speaking, language is considered a skill subject.

It was evidenced that is important to make a lesson plan according to the career to develop a language or vocabulary specific to their area of study. Additionally, the most efficient lesson plan is related to knowledge since it develops correlated lessons around a particular topic. Furthermore, the activities should be carried out to learn vocabulary and particular skills according to the student's area of study. Attention should be paid to the needs of the students and not to learning grammatical rules since the objective is they learn the language in order to be able to use it in their career especiality.

ESP in Medicine is to learn English as a second or foreign language. For both doctors and any type of health professional, the English language is needed in their academic and professional life. And, ESP is a basic tool regardless of the field of Tourism which is important for a professional in the sector since it is the language accepted as an international language of communication. And, ESP for Economics is one of the most common nowadays.





It is focused on learning specific terminology acquisition according to the advances of the area around the world.

## 2. Development

### English for Specific Purposes (Esp)

English for Specific Purposes (ESP), which first gained popularity in the early 1960s, is now among the most well-known subfields of EFL instruction. Its growth may be seen in the rise in ESP courses available to international students in English-speaking nations as well as the number of universities providing in ESP. For example, The University of Birmingham and Aston University in the UK (Johns, 2012).

ESP is a methodology based on the learner's purpose for learning. It refers to language research and instruction that focuses on the specific communicative needs and practices of particular social groups. In the years since, it has consistently been at the cutting edge of both theory development and innovative practice in applied linguistics, making a significant contribution to our understanding of the varied ways language is used in communities. Hamp and Lyons (2002), mentioned that ESP has consistently provided grounded insights into the structures and meanings of texts, the demands placed by academic or workplace contexts on communicative behaviors, and the pedagogic practices by which these behaviors can be developed (Hyland, 2007).

### English for Academic Purposes

The term English for Academic Purposes (EAP) encompasses the study and teaching of language that focuses on the communicative needs and practices of individuals working in academic settings. As such, it covers a range of activities, from the design of listening materials to the description of a doctoral dissertation defense, and although it is often referred to as practical questions, it does more than just prepare learners for learning English, it also includes understanding the English language. The type of literacy found at the academy. Thus, EAP is a branch of applied linguistics consisting of a major research group concerned with effective teaching and assessment, describing the linguistic and discursive structure of academic texts, and analyzing scholars' textual practices (Hyland & Shaw, 2016). It is a field





that has witnessed fast expansion and development over the past thirty years. The term EAP appears to have been coined by Tim Johns in 1974 and first appeared in a 1977 collection of articles edited by Cowie and Heaton (Herrando, 2006)

According to Hyland (2006) even though EAP was seen at its inception as using English in a rather unglamorous and commercially focused manner, as EAP has progressed it has been focused on innovative scientific education.

Academic Journals (<https://www.athensjournals.gr/>) considers it is a need to take account what the EAP objectives are: -Establish assessment criteria according to internationally established norms and standards to evaluate learning scientific English; - Testing with and apply new innovative strategies to the teaching and learning process of scientific English; - Create specific activities for the development of reading, writing, listening and speaking skills in scientific English; - Look for new written materials, books, worksheets, tests, and scientific documents, to support students improve their English language skills in different sciences; - Give an efficient career guidance to students and educators to read, write and create scientific articles in English; - Use technological sources for student achievement in science and English language.

### Methodologies to Teach ESP

English for Specific Purposes, (ESP) has a student-centered approach with the aim of meeting the needs in any educational or professional context. ESP is most effective when it makes use of the methodology in students who combine work with their studies, it is adapting to the needs of the students and their interests (Ramos, 2018). ESP teachers are focused on designing specific courses to meet individual needs, using the methodology of other content subjects to obtain a perfect combination that integrates language learning approaches and subject learning approaches (Wang, 2007) . The ESP course uses ICT tools, providing students with the necessary tools to be able to interact with their peers, tries to promote autonomous work, and, finally, establishes continuous evaluation to observe the progression of the student, through different tests, both written and oral production. In this way, it is intended to effectively assess the level of language required during the course (Escobar & Ibáñez, 2018).





- Use pair work and group work to minimize the stress of speaking in front of the class, for example, through pyramid discussion.
- Structure the task, i.e., introduce the task, remove hurdles, give clear instruction, concept checking, demonstrate the task, run the activity, close the activity and give feedback.
- Give time to think and do, listen to the learners, ask questions, give enough time to think and answer, and allow them to complete.
- Emphasis on the process rather than the product as the correct answer is not the most important issue but getting the answer is important.
- Include fun, variations, and varieties.
- Avoid monotonous and mechanical teaching.

#### English for Occupation Purposes EOP

EOP teaching is a mixture of English language knowledge and skills, and cross-cultural knowledge and skills. This combination allows for satisfying the demand of society and the needs of students. In this regard, the methods, strategies, and techniques used in an EOP class must fit students' needs. Consequently, it is essential to carry out a need analysis process before starting an EOP course. According to some investigations, the teaching methods that can be used in an EOP class are the Discussion-based Teaching Method, Task-based Teaching Method, and so on (Pei, 2017)

To develop this formative researching was taken account three types of Careers which need a specific usage of English. The students of Medicine should focus in the usage of English to maintain their knowledge according to the advances of this science. Students of Economics need to know which are the terms and changes in the economical world to present an effective knowledge about the area. And, Tourism is an area which the students should manage effectively the language according the type of tourists from another countries they should take contact.





The student should find pleasure to use English language, this is the first purpose of learning about this language, students in general try to know “why they have been learning something”. According this, one question which is so important to answer is “Why to study English” and the answer to allow explaining what is the aim that English is part of the curriculum in a obligatory way in Ecuador and the objective should be that teaching learning process must be effective in the careers because this process will provide to students tools to obtain information about scientific advances. Tenelanda et al (2022) cite to Cathy Larson, and present a reason and this is that students should connect with experiences and theory to real practice about got scientific knowledge.

### Medicine

According to Vera Carrasco (2021), Medicine is a field of work in which many scientific and non-scientific disciplines converge. And there are many different ways to contribute to Medicine. Furthermore León Barua and Berendson Seminario (1996), in their work mention that Medicine has been commonly defined as the science whose object is the preservation and restoration of health, the art of preventing, caring for, and assisting in the cure of disease, or the science of curing and preventing disease. Medicine was used as a career which needs to provide to medical students information from English according Kang (2004) who considers that learning English is fundamental for medical students because all medicine information is found in English language. It is presented in books, articles, documents and journals are in English language.

### Economics





The economy is the system of production, distribution, exchange, and consumption of goods and services in a particular geographic region or country. It involves the allocation of resources to meet the needs and wants of society, and encompasses various sectors including agriculture, manufacturing, trade, finance, and transportation. The study of economics is concerned with how individuals, businesses, and governments make decisions about how to use scarce resources to satisfy unlimited wants (Obstfeld, 2017). The students who learn about this career will need to know what are the content of different criteria in the world about about he manage of economy in the countries and English will be an effective tool to comprehend the changes about economy, its advances and problems.

Due to cultural and language barriers to which face all corporations, it is of paramount importance that people who execute commercial transactions can have a common language through which they can communicate with their peers in other cultures. a man of Ecuadorian business is likely to communicate with his peer Japanese in English. For most world markets, the main sources of valuable information on resources financiers - Time and Newsweek magazines, CNN and the Wall Street Journal - are in English (Freire, 2016).

### Tourism

According to the author Tribe (2009), Tourism is the study of an intended human activity from their usual habit, an action that promotes communication and connection between people, both within and outside the territory of the country. It entails the temporary movement of people from one place to another, from one nation to another, with the goal of satisfying requirements rather than the accomplishment of remunerated labor.

It is assumed that the international and cultural influence of English is of vital importance due to foreigners who visit tourist destinations, in this sense the specialists of this area work in the offer and promotion of tourist services, in order to attract new markets and regulate the season of visitors, hikers, tourists who contribute to the global economy, in addition tourism brings continuous improvements to professional training and the development of university educational plans, especially in tourism and related careers, which is why the teaching of English for specific purposes should be focused, so it is the language of communication most used by tourists (Sanchez & Calle, 2015)







### 3. Metodology

Developing this article was focused in the usage of methodology as qualitative approach which refers to the systematic description of variables and phenomena to generate and clarify conceptual categories, discover and validate associations between phenomena (Quecedo & Castaño, 2002). The study tried getting books, didactic material to know what are useful to include in the lesson plans in each subject. This type of approach is a flexible design, which does not require statistical management, since it is structure-oriented more to the process than to obtain results (Monje Álvarez, 2011). According to Sullivan and Sargeant (2011), qualitative method in education tries to uncover how learning takes place.

Second step was focused in this project on descriptive approach which design involves collecting and analyzing data in order to describe and summarize the characteristics of a phenomenon in this study, it was developed to obtain data about what the methodologies can be used by the prospective teachers in careers as Medicine, Economics or Tourism to solve the needs of students according each specialization. The primary goal of descriptive approach is to describe and explain the distribution, relationship, and patterns of variables, without making any causal inference or predictions (Dulock, 1993).

Third step was the usage of another element which is bibliographical researching to obtain information about the different areas as Medicine, Tourism and Economics and the methodologies, tools, material which can be used in the construction of lesson plans through the usage of ESP. Therefore, according to Boon (2017), bibliographical research is any type of study that needs data to be acquired from published sources. These resources might be more conventional ones like books, magazines, journals, newspapers, and reports, but they could also be electronic sources like audio and video recordings, movies, and online sources such as websites, blogs, and bibliographical databases.

The documental research allowed to know what the conceptualizations are presented in different countries related the needs of college students, according to Lodhi et al. (2018), ESP courses should developed based on students needs and purposes, the methodologies which can be used are content-based and problem-based learning because they could be applied to solve the communicative purposes and technological instructions would be implemented by grammar translation method, and the most important tool is the application





of a need's analysis of the students related to the specific area of specialization.

According to Ria & Malik (2020) Economics should be taught through ESP due Business English is a branch of ESP and this one is the way that the students learn English based on their needs of the specific fields as Engineering, Nursing, Medicine, they are different fields and English content will be different because each discipline needs specific material, specific vocabulary. Taiwan is a touristic country which revenues of traveling represented in 2018 about 137 billion US dollars, the major of tourists are from China, Hong Kong, Japan, Korean, the United States, European countries, and Southeast Asian countries. The Tourism students must manage English speaking skill in an effective way to communicate to travelers and offer a successful service. Ho (2020).

## 4. Results

The student groups developed one lesson plan for each career Medicine, Tourism and Economics, as a result of the revision of bibliography, materials, tools, videos to construct them. The structure of each lesson plan is: General Information, General Overview of the Activity, Learning outcomes and Activities.

The process which was followed to develop the lesson plans. Firstly, the theoretical framework developed during the review was read and understood to identify the type of methodology and lesson plans to be used. Secondly, for the area of Medicine, a previous analysis of the syllabuses of this career was carried out to select the topics for the lesson plans. Additionally, a book focused on teaching Medicine through English was sought, and the book "Medical English Clear and Simple" was located. Thirdly, specific medical web pages were used for the activities of each skill, which facilitated the effective creation of a lesson plan.

To focus on the area of Tourism, it was started by looking for a tourism book and developing the lesson plans. In this sense, a prior reviewing of the tourism syllabuses was conducted to select the topics for them. In addition, a book focused on teaching tourism English was sought, and the book "Oxford English for Careers- Tourism 1-Student Book" was located. Third, specific tourism pages were used for the activities of each skill, which aided in the creation of a lesson plan.

To construct the lesson plan for Economics. It was selected an Economics syllabus and the level of the class. Afterwards, it was looked up an appropriate topic. Then, the specific learning objectives for that class should be established, which should be clear, measurable, and realistic.

Once the learning objectives were established, it was followed with the skills involved in each step of the development of the class, as well as the necessary didactic materials, such as textbooks, articles, videos, graphs, and case studies. Then, the teaching methodology was chosen according to the



learning objectives, the topic, and the skills to be used, e.g., practical activities, group discussions, presentations, etc. Finally, it was made a list of the bibliographical references and resources that were used for the design of the Medicine, Tourism and Economics lesson plans.

Table 1: LESSON PLAN: MEDICINE

GENERAL INFORMATION	
Introduction Topic: The Musculoskeletal system	This unit on “The Musculoskeletal system” is designed to develop a comprehensive understanding of the structure and function of the human body. The learning experience will be dynamic and multi-faceted, with opportunities to develop skills in writing, listening, reading, and speaking. Through lectures, group discussions, and hands-on activities, students will gain an in-depth knowledge of the systems of the body and how they interact to maintain health and support life. Students will be challenged to critically analyze information and effectively communicate their understanding, both orally and in writing. The focus on active learning and skill development will provide students with a strong foundation in anatomy and physiology, as well as valuable transferable skills for future academic and professional pursuits.  The sequence of lesson and suggested time frames means a guide only because teachers should pace lessons following the individual learning needs of their class.
Age group	20-21 years old.
Grade level:	2nd year of Medicine
Proficiency level:	B1
Class size:	26 students
Time:	two-hours lesson plans

GENERAL OVERVIEW OF THE ACTIVITY	
Lesson name:	The Musculoskeletal System
Lesson theme:	Anatomy and Physiology: How can we apply this concept?
Learning outcome of the lesson	Students will develop their skill as speaking, and writing skills by activating their knowledge and taking into account an important topic which is “Anatomy and Physiology”



Objectives of the lesson:	Students will understand the basic concepts of anatomy and physiology, including the structure and function of different systems in the human body.
Skills	The present lesson plan integrates the four macro skills reading, listening, speaking and writing

LESSON 1: Anatomy and Physiology			
Learning outcomes: -Students will understand the basic concepts of anatomy -Students will understand the basic concepts of physiology, -Students will understand the structure and function of different systems in the human body			
Skills	ACTIVITIES	Materials and Resources	Timing
Speaking and Listening	Warm-up: What do we know about the topic?  Step 1: Begin the lesson by asking the students what they already know about anatomy and physiology. Write their answers on the whiteboard for discussion.  Step 2: Explain what anatomy and physiology are and their importance in the field of medicine.  Step 3: Show some visual aids or videos to give the students a better understanding of the topic.	Markers  Resource  Audio or visual aids  Writing materials	15 min
Listening and Writing	Pre-task  Step 1: The teacher plays this video clip in order to discuss the different systems in the human body (circulatory, respiratory, digestive, etc.) <a href="https://www.youtube.com/watch?v=cQIU0yJ8RBg">https://www.youtube.com/watch?v=cQIU0yJ8RBg</a>  Step 2: Ask the students to listen carefully and take notes on the key points discussed.  Step 3: After the video, ask the students to share what they learned and write their key points to the whiteboard.	Laptop  Board  Internet  Infocus  Video  Speakers  Markers	25 min
Listening, Reading, Writing and Speaking	Task:  Step 1: The teacher divides the class into small groups and provides them with a worksheet according to the topic.  Step 2: Ask the students to read a case presented in	Laptop  Internet  Video  Infocus	50 min





	<p>a text. Read carefully and answer the quiz below.</p> <p>Step 3: After the students have finished, review the answer with the whole class.</p> <p>Step 4: Using the vocabulary provided in the reading, students write a short paragraph explaining the topic main points.</p> <p>Step 5: The students will share their paragraphs with the whole class. The listeners will take notes about the ideas presented.</p>	<p>Worksheets</p> <p>Writing materials (pencils or pens)</p>	
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Elaborated by: Group 2: Dayana Bonifaz, Lourdes Guamarica, Dayanna Jácome, Diana Molina, Katherine Sampedro

Table 2: LESSON PLAN: TOURISM

GENERAL INFORMATION	
<p>Introduction</p> <p>Topic: Tourism in the world</p>	<p>This unit on “Tourism in the world ” is created as a social, cultural, and economic phenomenon that entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. This unit is excellent for pre-work students with pre-intermediate to upper-intermediate English skills who students will need to utilize English in job circumstances in a realistic and communicative practice of the language skills needed in tourism. The sessions are essential for tourism students due to, it builds vocabulary, language, and skills (writing, listening, reading, and speaking) through interesting activities necessary for students to interact successfully, both orally and in writing with clients and coworkers, whether in an administrative or management job. The emphasis on active learning and skill development will allow students to learn about tourism in the world.</p>
<b>Age group</b>	20-21 years old.
<b>Grade level:</b>	2nd year of Medicine
<b>Proficiency level:</b>	B1
<b>Class size:</b>	26 students
<b>Time:</b>	two-hours lesson plans

GENERAL OVERVIEW OF THE ACTIVITY	
Lesson name:	Tourism in the world
Lesson theme:	What is tourism?





Learning outcome of the lesson	Students will develop their skill as: speaking, writing skills by activating their knowledge and taking into account an important topic which is “What is tourism?”
Objectives of the lesson:	Students will understand the concept of tourism and could describe different jobs in tourism, job skills, job routines, and the tourism industry today.
Skills	The following lesson plan integrates the four macro skills such as reading, listening, speaking, and writing

LESSON 1: What is tourism?			
Learning outcomes: - Students will know the different kinds of jobs in tourism. - Students will learn about different job routines. - Students will learn the description of adjectives for job skills.			
Skills	ACTIVITIES	Materials and Resources	Timing
Speaking and Listening	Warm-up: What kind of jobs in tourism do you know?  Step 1: At the beginning of the class, the teacher will ask the students what they already know about tourism and the jobs that exist in this profession. Each student will go to the board and write their answers in one word for discussion.  Step 2: Explain what tourism is  Step 3: Show some visual aids or videos to give the students a better understanding of the topic.	Markers  Resource  Audio or visual aids  Writing materials	15 min
Reading and Writing	Pre-task Step 1: The teacher presents the worksheets about histories of jobs from different people.  Step 2: Ask students to understand what kind of job each person has in the field of tourism.  Step 3: After the lecture, ask the students to share the summary of what they learned about the lecture.	Laptop  Board  Internet  Infocus  Worksheets  Speakers  Markers	25 min
Listening, Reading,	Task: Step 1: The teacher divides the class into small	Laptop	50 min





Writing and Speaking	<p>groups and presents the video according to the topic.</p> <p>Step 2: The students create a graphic organizer about the video  <a href="https://www.youtube.com/watch?v=UhR-Bn4UII0">https://www.youtube.com/watch?v=UhR-Bn4UII0</a></p> <p>Step 3: After the students have finished, each group presents their work.</p> <p>Step 4: Using the vocabulary provided before the activity, students have to write a short paragraph explaining the topic's main points.</p> <p>Step 5: The students will share their paragraphs with the whole class. The listeners will take notes about the ideas presented</p>	<p>Internet</p> <p>Video</p> <p>Infocus</p> <p>Writing materials (pencils or pens)</p>	
Writing Speaking	<p>Post Task</p> <p>Step 1: In the same groups, students have to create a role play about the present topic.</p> <p>Step 2: Each group presents the role play with their classmates.</p> <p>Step 3: Remember that for the presentation there should be a vocabulary of tourism.</p> <p>Step 4: The rest of the class give comments or suggestions about the role plays presented</p>	-Writing materials (pencils or pens)	30 min

Elaborated by: Group 5: Micaela De La Torre, Janneth Lliquin, Lesslie Rojas, Melissa Velásquez, Johana Yambay

Table 3 LESSON PLAN: ECONOMICS

GENERAL INFORMATION		
<p>Topic: Understanding International Trade Introduction</p>	<p>Welcome to this ESP (English for Specific Purposes) lesson plan that will cover the key topics of International Trade, Macroeconomics, and Corporate Finance. In this unit, we will explore the terminology and language used in the business world to communicate about these essential fields. As English is the language of international business, understanding the language of these fields is crucial for individuals who work in the global marketplace. Through this unit, we will delve into the fundamental concepts of international trade, macroeconomics, and corporate finance, with a focus on how they relate to the international business environment. By the end of this unit, you will have gained a comprehensive understanding of the essential vocabulary, concepts, and practices of international trade, macroeconomics, and corporate finance, which will allow you to effectively communicate and engage in business activities in an English-speaking context.</p>	
Age group:	18-20 years old.	
Grade level:	1st Semester of Economics Career	





Proficiency level:	B1.
Class size:	25 students
Time:	two-hours lesson plans

General Overview of the Activity	
Lesson name:	Understanding International Trade
Lesson theme:	What is understanding International Trade?
Learning outcome of the lesson	Students will develop their oral and written expression by activating their critical thinking skills, considering the important topic of " Understanding International Trade
Objectives of the lesson	To look for specific information and compare ideas about understanding International Trade
Skills:	. The present lesson plan integrates the four macro skills reading, listening, speaking, and writing





**LESSON 1: Understanding International Trade****Learning outcomes:**

- Describe the concept of international trade and its benefits.
- Explain the factors that influence international trade.
- Analyze the impact of international trade on the global economy.
- Identify the main participants in international trade

Skills	ACTIVITIES	Materials and Resources	Timing
Speaking and Listening	<p>Warm up.</p> <p>Step 1: Start by asking students if they have ever heard of the term "international trade."</p> <p>Step 2: Write the definition of international trade on the board: "International trade refers to the exchange of goods, services, and capital across international borders. "Ask students if they have ever purchased something made in another country and ask for examples.</p> <p>Step 3: Explain that international trade has become increasingly important in recent years, and that in this lesson they will learn more about its benefits, challenges, and impact on the global economy.</p>	<ul style="list-style-type: none"> <li>- Picture</li> <li>- Board</li> <li>- Pen</li> <li>- Markets</li> </ul>	15 min
Listening and Writing	<p>Pre-task</p> <p>Step 1: Use a PowerPoint presentation, handouts, or videos to explain the following key concepts related to international trade:</p> <p>Benefits of international trade: increased competition, access to new markets, improved efficiency and productivity, and reduced costs for consumers.</p> <p>Factors that influence international trade: exchange rates, tariffs, and trade barriers, cultural and legal differences</p> <p>The impact of international trade on the global economy: the creation of jobs, increase in foreign investment, and growth in trade between countries.</p> <p>The main participants in international trade: manufacturers, wholesalers, retailers, and consumers.</p> <p>Step 2: Use interactive examples and activities to help students understand these concepts, such as role-playing activities where students take on the role of different participants in international trade.</p> <p>The learners analyze a video and take notes  <a href="https://youtu.be/KS9CfrKyMI0?si=dcYgb_iQTIv5d9Zz">https://youtu.be/KS9CfrKyMI0?si=dcYgb_iQTIv5d9Zz</a></p>	<ul style="list-style-type: none"> <li>-Laptop</li> <li>-Board</li> <li>-Internet</li> <li>-Infocus</li> <li>-Worksheets</li> <li>-Speakers</li> <li>-Markers</li> </ul>	25 min





<p>Listening, Reading, Writing and Speaking</p>	<p>Task:</p> <p>Step 1: Divide students into small groups and have them work together to analyze a current event related to international trade.</p> <p>Step 2: Provide each group with a news article or case study about a current issue in international trade, such as a trade dispute between two countries or a new trade agreement.</p> <p>Step 3: Have students work together to answer questions about the article or case study, such as:</p> <p>What are the benefits and challenges of the situation?</p> <p>How will the situation impact international trade and the global economy?</p> <p>What can be done to resolve the issue?</p> <p>Have each group present their findings to the class.</p> <p>Step 4: Give students a handout with a series of questions related to international trade, such as:</p> <p>What is the difference between a tariff and a quota?</p> <p>How do exchange rates impact international trade?</p> <p>What are the benefits of international trade for businesses and consumers?</p> <p>Have students work independently to answer the questions and then discuss their answers as a class</p>	<p>Laptop</p> <p>-Internet</p> <p>-Video</p> <p>-Infocus</p> <p>-Writing materials (pencils or pens)</p>	<p>50 min</p>
<p>Speaking</p>	<p>Step 1: Summarize the key concepts covered in the lesson, including the benefits and challenges of international trade and its impact on the global economy.</p> <p>Step 2: Ask students if they have a better understanding of international trade and if they see its importance in our daily lives.</p> <p>Step 3: Ask students to think about a product they own that was made in another country and discuss the role that international trade played in bringing that product to them.</p>	<p>-Writing paper</p>	<p>30 min</p>





	<p>Formative assessment: During the class discussion and group presentation, assess students' understanding of the concepts related to international trade.</p> <p>Summative assessment: The handout with questions related to international trade can be used as a written assessment to gauge students' understanding of the material.</p>		
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Elaborated by: Group 6: Susana Rojas, Anthony Ruano, Erick Colcha, Josué Condo





## 5. Discussion

The problems of implementing ESP as a part of the curriculum, it is necessary to propose repositioning ESP at the center of an English program, so that will be used full resources as its staff, materials, book and time. In this context, the prospective teachers will have an idea how to organize the lesson plan to classes. They could have a guide for creating and implementing ESP courses, they can be divided among faculty, with individuals working on smaller, easy-to-complete tasks. (Bhatia, et all, 2011).

For planning a course of medical English, objectives have to be stated in advance for the learners in order to analyze their needs and abilities. Therefore, the prospective professor should plan the objectives according to the level of the learners. One of the main concepts of linguistics is discourse analysis since discourse is a matter of how the topic and the practical activities are used to achieve and effective learning. (Djaileb, 2018).

The tourism students need to dominate the usage of tourist vocabulary, so that the students should manage a practical and specific vocabulary related to tourism, the usage of vocabulary related to specialization is a need, the language that they are going to use will be real and practical according to the situations to communicate with the customers. (Fajardo & Tello, 2016).

## 6. Conclusions

At the end of this Formative Research project, it is assumed that ESP is the teaching of English for vocational, academic, and professional purposes. On the other hand, construct the structure of a lesson plan is part of the prospective teacher's activities to effectively develop his or her class. In addition, it is important to make the lesson plan according to the career to develop a language or vocabulary specific to their area of study.

Through the scientific reviews was possible to find several types of lesson plans that are developed according to the needs of the students. The researching that was carried out has let to conclude that the most efficient lesson plan is the one related to knowledge since it develops correlated lessons around a particular topic. This type of plan focuses on developing and understanding and analysis of the topic.





The prospective teacher should use within the development of the lesson plan, activities which carried out to learn vocabulary and particular skills according to the student's area of study and not only to learn grammar or general English. In other words, in an ESP class, attention should be paid to the objective which is to learn the language in order to be able to use it in their careers and scientific needs.

According to the bibliographical reviews to apply English for Specific Purposes ESP, the prospective teacher should focus on creating a lesson plan tailored to incorporate activities that simulate real-world scenarios or job tasks in order to better engage the students and promote learning.

The prospective teachers should use the knowledge-based lesson plan as it focuses on developing an understanding and analysis of a topic. Besides, it may be beneficial to incorporate activities that promote the application of the knowledge acquired in different scenarios according to the specialization to maximize learning.

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No potential conflict of interest was reported

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