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**“Spanish Syllabus Design for Two Foreign
Students level A2 who study Spanish at
CAALE”**

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SUMMARY

A language is in itself a mass of elements taken as a whole. A great variety of knowledge to learnt. With the expectation to aim positive results when learning a second language is the duty of all teachers to find the specific purposes of students when learning a language. In effect, providing students with the exclusive elements they need of the new language in order to manage them effectively and satisfactory in target contexts. This study identifies the students' needs through the application of a questionnaire in order to design a syllabus for the implementation of a Spanish course for Specific Purposes directed to two foreigner students who participated in a language exchange program at Centro de Auto-acceso para el Aprendizaje de Lenguas Extranjeras (CAALE).

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CHAPTER I: INTRODUCTION

1.0 Introduction to the problem

Spanish language is the third most spoken language in the world. Latin American, North America and Spain compose 500 millions of people who speak this language. In recent times the Spanish language has raised importance of use not only in social traits but also in disciplines such as economics, finance and technology. For this reason, the necessity of students to learn the Spanish language to achieve their goals has become essential; in other words learning Spanish for specific purposes. To have a clear idea of the nature of this approach let us to consider the well known approach of English for Specific Purposes because there is a whole range of work about English but not for Spanish. According to Mackay and Mountford (1978) "ESP is generally used to refer to the teaching for a clearly utilitarian purpose" (p. 2), that is, each individual has a specific reason to learn any language. Learning a second language in general terms does not necessary assure the proficiency of the language in the target professional area. Among other differences in learning a language with general purposes called EGP, meaning English with General Purposes, and in terms of ESP, meaning English with Specific Purposes both differ in the 'purpose of learning'. According to Hutchinson and Waters (1987) the language that is learned with specific purposes entails a central focus of learning, (Learning-Centred Approach).

Mexico is involved in the so-called globalization and this implies its immersion in different international treaties. Due to this fact it is possible to have many international enterprises and companies in our country. All of this has an impact in the necessity for foreigners to learn Spanish with very limited intentions to meet the needs that each field requires. Hutchinson and Waters' phrase (1987) "Tell me what you need English for and I will tell you the English that you need" (p. 8), supports the idea that each student of the Spanish language will develop specific abilities suitable to the area of their interest.

An example of this are the foreigner students of Centro de Auto-acceso para el Aprendizaje de Lenguas Extranjeras, (CAALE) who want to learn the Spanish language, for professional purposes or merely social.

1.1 Questions of Research

- Which are the linguistic needs of the foreigner students for learning the Spanish language?
- What would be the suitable syllabus that best meet their needs?

1.2 Justification of the Problem

The present investigation will focus on the design of a syllabus for foreigner students who are part of an academic program of exchange who study Spanish at Centro de Auto-acceso para el Aprendizaje de Lenguas Extranjeras, CAALE, to refer to the language centre in the following chapters, to get a proficiency level in this language. This is because of the fact of the increasing demand of the Spanish

language not only in terms of demography but also as a result of the ever growing economy of the whole world (Pew Research Centre, 2017).

Therefore, this project proposes to investigate the specific needs of the students who decided to learn Spanish, in order to design an ESP syllabus based on their needs.

1.3 Organization of the Research

This investigation is organized as described below. The first chapter provides an overview of the research, starting with the introduction to the topic, which bears the main theoretical bases of the problem of this investigation. Furthermore, there is a description of the purpose of the study, justification of the problem as well as the research questions that will be answered.

The second chapter deals with the literature review in detail that is the base of the investigation. Important definitions written by the main researchers in Language for specific purposes (LSP) are presented, as well as the needs analysis and syllabus that sustain this investigation.

The third chapter presents the adequate methodology followed to develop the research, besides the description of the participants, the instrument, and the process followed to analyse and interpret the obtained data.

The fourth chapter illustrates and interprets the results of the instrument responded by the students. These results will be presented in graphs. Also the sample syllabus designed of the researcher is presented which is intended for covering the specific needs of the learners of Spanish language.

Finally, The fifth chapter presents an overview of the research, the answers of the research questions specified in this chapter that will lead this project of investigation so as to accomplish the established objectives of designing a LSP syllabus for the learners of Spanish. In addition, the limitations of the study are presented as well as the conclusions.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

This research aims to design an ESP course for foreign students who study Spanish as a foreign language. This chapter includes the theoretical framework in which this study is based on, and contains the concept of Spanish as foreign language and its impact in the present world will be develop, as well as the origins, characteristics and types of ESP. Finally, it would not be possible to speak about language teaching without taking into consideration the learning styles, the materials and the needs analysis process on the perspective of ESP courses.

2.1 Situation of the Spanish as a Foreign Language

According to the Cervantes Institute (2017) Spanish is the language of 477 millions of people, that makes it the fourth more spoken language in the world. It is the official language of more than 20 countries such as South and Central America, and some places in the United States, Equatorial Guinea and West Sahara. It is the third international language in cultural, political and economic forums, official language in the United Nations and the European Union, and considered lingua franca for international communication. On the whole, the Spanish language is gaining presence and importance in the international scene, for instance in the printed and digital newspaper publications, in the international trade and in the diplomacy. Clearly, more foreigners are interested in learning Spanish as a second or foreign language. Moreover, Spain, Latin America and Caribbean countries are popular destinations for millions of European holidaymakers or for academic programs of exchange.

According to the report by the Instituto Cervantes called “El Español: una lengua viva” (2017), the Spanish language is the second language more spoken by natives followed by the Chinese language, with more than one thousand millions of speakers. Around the world, 572 millions of people speak Spanish, including native speakers, Grupo de Dominio Nativo (GDN), limited competence speakers, Grupo de Competencia Limitada, (GCL) and the students of foreign language, Grupo de Aprendices de Lengua Extranjera, (GALE); and the second language for international communication (p. 6-8).

Table 2.1.1
Spanish speakers

	<i>Mundo hispánico</i>	<i>Fuera del mundo hispánico</i>	<i>Totales</i>
Grupo de Dominio Nativo (GDN)	431.505.346	46.154.424	477.659.770
Grupo de Competencia Limitada (GCL)	24.423.708	49.325.454	73.749.162
Grupo de aprendices de Lengua Extranjera (GALE)	—	—	21.252.789
Grupo de usuarios potenciales	—	—	572.661.721

Taken from Una lengua viva. Instituto Cervantes (2017).

The report also states that besides Spain and Latin America there are other countries where Spanish is spoken as native or has a limited competence usage, for example Spanish is the official language in Equatorial Guinea in Africa, where the 74% of the population speak Spanish. On the other hand, there are countries where Spanish is the predominant language but not necessary is the official language, for instance Andorra in Spain, where the official language is Catalan but

93% of the population speak Spanish. On the contrary, Belize is the only one country in Latin America where English is the official language. In the same way, in the Netherlands Antilles 59% of the citizens speak Spanish. Other countries where Spanish is the dominant language but not official are: Argelia, Brazil, China, Philippines, Morocco, Trinidad and Tobago and Turkey among others. See the following table for for better comprehension.

Table 2.1.2
Hispanic speakers in non-native Spanish language countries

Country	Native Speakers Group (GDN)	Limited Competence Group (GCL)
Andorra	31.419	28.344
Netherlands Antilles	10.699	120.777
Argelia	175.000	48.000
Aruba	13.710	69.354
Australia	117.498	374.571
Belize	165.339	22.000
Brazil	460.018	96.000
Canada	410.670	293.000
China	5.000	-
United States	42.926.496	15.082.282
Philippines	3.325	461.689
Guam (United States)	1.201	59.381
India	1.000	-
Virgin Islands	16.788	-

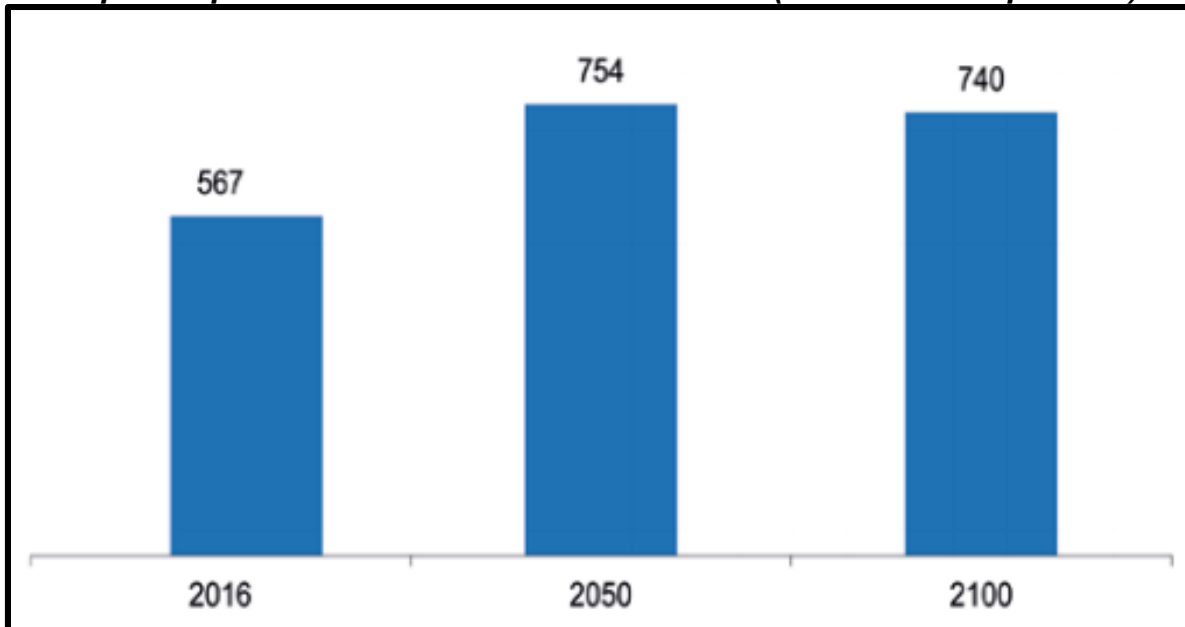
Israel	130.000	45.000
Jamaica	8.000	-
Japan	108.000	-
Morocco	6.586	1.529.665
Norway	13.000	24.000
New Zealand	22.000	-
Russia	3.000	-
West Sahara	-	22.000
Switzerland	124.000	-
Trinidad y Tobago	4.000	66.401
Turkey	1.000	8.000
European Union (Except Spain)	1.400.000	30.975.000
Total	46.154.424	49.325.454

Taken from Una lengua viva. Instituto Cervantes (2017).

Nowadays, 7.8% of the world population speak Spanish. And it is expected that the community of Hispanic speakers will have been 754 millions by 2050 with different level of language proficiency, including the GND, GCL and GALE speakers. Nevertheless, these figures will have fallen by 2100. It should be noted due to the increase of Spanish speakers in non-native countries, the United States will be the second country of Hispanic speakers by 2060 just after Mexico. The estimations of the United States Census Bureau calculate that Hispanic speakers will have been 119 millions by that year; that represents the 28.6% of the American

population, which means that one in three will be Hispanic. (Una lengua viva 2017, p 9).

Graph 2.1.3
Hispanic speakers estimation in 2050 and 2100 (in millions of speakers)



Taken from. Una lengua viva. Instituto Cervantes. 2017.

2.2 Spanish Language as a Foreign Language

According to the Cervantes Institute the Spanish language in the world, the most spoken foreign languages are English, French, Spanish and German.

More than 21 millions of pupils study Spanish as a second language. The Spanish language is the second language more spoken right after German and Chinese in the rank of the more studied languages in the world. In the European Union, France, Switzerland, and Denmark the Spanish language is taught as foreign language. In addition, the United Kingdom perceives the Spanish language as the language of the future. (Una lengua viva, 2017, p.p. 14,15).

The following table shows the studies carried out by the Cervantes Institute in 2017, this table displays an average figure of Spanish students in 107 countries. These figures include students of Spanish in primary, secondary, university and professional levels as well as the people who study at the Cervantes Institute established in those countries, besides other types of academic studies.

Table 2.2.1
Estimated number of students of Spanish in the world.

Country	Spanish language learners in primary, secondary, Cervantes Institute students and others.
United States	7.820.000
Brazil	6.120.000
France	2.589.717.
Italy	687.152
Germany	554.423
United Kingdom	519.660
Benin	412.515
Ivory Coast (Côte d'Ivoire)	341.073
Sweden	216.633
Senegal	205.000
Cameron	193.018
Gabon	167.410
Equatorial Guinea	128.895
Portugal	126.541
Canada	92.853
Morocco	82.185
Norway	82.122
Poland	77.478
Japan	60.000
Netherland	55.432
Austria	49.357
Belgium	46.388
Ireland	43.311
Bulgaria	41.674
Denmark	39.501
New Zealand	39.337
Tunes	36.794
Czech Republic	35.576
Philippines	33.600
China	31.154

Español	130.000
Total of countries: 107	Total: 21.382. 247

Source. Instituto Cervantes. Una lengua viva. 2017.

Equally important is the Spanish language in economics issues. The purchasing power of Hispanic speakers in the United States was 1,3 millions of dollars, however an increase to 1,7 millions of dollars is expected. What is more, the contribution of Hispanic countries to the world GDP (Gross Domestic Product) is 6,4%. These facts explain the current relevance in the use of the Spanish not only in academic but also in economic issues.

Furthermore, there is another field where the Spanish language is currently gaining relevance that is the Internet. Spanish is the most popular third language used in social networks and according to the *Internet World Stats* the Spanish users of internet, registered on the 31 of December in 2017 were from Latin America and the Caribbean with 10,5%, surpassed North America with 8,3 %. Indeed, Spanish is the most used language in the main social networks in the world, such as: Facebook and Twitter. Recently, Wikipedia has registered an increase in the number of visits in Spanish.

Notably, Spanish also highlights in science and culture. The percentage of all Hispanic countries in scientific production has undergone unchanging figures since 1996. Moreover, 75% of scientific productions in Spanish of the main fields such as social science, medicine, arts and humanities have been outstanding in recent times.

In 2015, Spain and Argentina were the two main producers of books out of the 15 principal producers of books in the world. By contrast, Spanish in science and technical fields is still limited in an international context (Una lengua viva, 2017, p.p 27-43).

Overall, it is evident that the Spanish language has been of great use in the world in many fields such as academic, science, economy and Internet. That is why it is worthy to understand its importance and impact within the Spanish language learning.

2.3 ESP Definitions

As a consequence of a globalized world has emerged the necessity to get into communication using the most important languages in the world in order to satisfy the demands in economy, technology, science, culture and politics. For this reason, English with Specific Purposes has become a vital and innovative activity since the XX century and it has been gaining great relevance in teaching languages. Hutchinson and Waters (1987) define ESP as an approach of application in teaching language with the objective of a group of students to satisfy their needs.

Dudley-Evans (1997) based on the Strevens' idea (1988) divides ESP into absolute and variable characteristics.

Absolute Characteristics of ESP

1. ESP meets the needs of the students.
2. ESP uses an underlying methodology and activities conformed to the target discipline.
3. ESP focuses on the suitable language for those activities in terms of grammar, lexis, register, study skills discourse and genre.

Variable Characteristics

1. ESP maybe designed to specific disciplines.
2. ESP uses a methodology that is different from EGP in determined situations.
3. ESP is probable designed to students, either of tertiary level or in a professional work situation, but also it might be adapted to a secondary level.
4. ESP is designed for intermediate or advanced students.
5. ESP is based on the basic knowledge of the language system.

The previous explanation is based on Strevens' definition (1988) but Dudley-Evans (1997) makes a distinction by excluding one absolute characteristic that is mentioned in Streven's, which is, "it is different to the EGP" and has added more variable characteristics. From the definition ESP not necessarily concerns a discipline, even does not have to be aimed to a certain age group or ability range. However, as Hutchinson and Waters (1987, as cited in Simion, 2015) say "ESP is

an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19).

Robinson (1991, as cited in Lowe, 2009) emphasizes on the importance of the needs analysis as an ESP definition. His view is based on some essential criteria: Firstly it is defined as an activity with clearly centred objectives. Secondly, it is aimed to be as closely as possible to the students' objectives of learning. ESP courses are developed 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.

Mackay & Mountford (1978) argue the teaching of English may be with "clearly utilitarian purposes". (p.2).

Based on the definitions already written, ESP is defined as the action of segmenting a language, understood as a extensive mass of knowledge, for a centred learning that meets the specific needs of each learner.

2.4 Origins of ESP

Through the history of humanity many events have been occurred and are attributed to the evolution of societies in the whole world. One of those changes are clearly seen in the internationalization of the countries and with it the necessity to learn the predominant language that helps to attend the commercial demands of the world.

Hutchinson and Waters (1987), say ESP “was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends” (p. 6).

Three reasons are identified as the provokers of ESP they are the demands of the new world, a revolution in linguistics and a new approach on language learning (Hutchinson and Waters, 1987).

After the Second World War, in the XIX century, an increase in the activities in economics, technology and science that demanded skilled people to communicate in the international language that controlled those fields emerged. According to Hutchinson and Waters (1987) “...it created a new generation of learners who knew specifically why they were learning a language...” (p. 6).

Along the time, the way of teaching languages had been evolving. Traditionally, the main focus was on the grammatical rules of languages, but it was noticed that the linguistic discourse varies from context to context. So, a renewal in teaching methodologies needed to be taken into consideration to create helpful variables aimed to each situation or discipline. For example the language that a physician, a linguist or an officer use in their professional context is not the same, that is why the process of teaching was focused on the specific use each person requires in their area of action.

This is how ESP came to light to focus not only for attending the demands in economics, science and technology but also in linguistics it was necessary to give

solutions to the limitations and deficient results when learning a language; eventually it grew extensively to all disciplines.

2.5 Characteristics of ESP

Taking into consideration the characteristics made by Strevens (1988) who made a classification in absolute characteristics that highlights the students' needs analysis, the content should match the disciplines, occupations or activities, that is to concentrate on the suitable language used in those disciplines; all of them in contrast to the EGP. Concerning the variable characteristics it should be considered the skills to be used more in the target language such as reading. Finally, it aims to be eclectic without any absolute methodology.

Based on this ESP classification of ideas by Strevens (1988) the following characteristics are developed:

1. Focused on the needs and purposes analysis

There is the need to focus on what the students needed to learn from a language and the use. This gave birth to the analysis of the purposes and the necessities, which was consolidated as fundamental process in ESP. (Maleki 2008).

2. Focused on the process of learning

Hutchinson and Waters (1987) coined the term "learner-centred approach" that focuses the overuse of the acquired skills on both the labour activity or through the academic preparation.

3. Focused on the development of the multiple skills

According to John and Dudley-Evans (2001) it may be focused on the maturing of the multiple skills simultaneously that may expand the process of teaching-learning.

4. Focused on the development of material

Dudley-Evans (2001) remark that there must be a relation between the structure of language to its use, considering the useful materials in ESP teaching; this approach “introduced the idea of relating language *form* to language *use*, making use of the main criterion for the selection of ESP teaching materials” (p.22).

5. Focused on the genre analysis and rhetorical moves

Paltridge (2013), argues that the term genre implies situations of communication that share similar purposes. It refers to the way of speaking or writing. Once the genre is identified the students of ESP may be able to replicate it and participate in it successfully by imitation conversations, but it may have limitations in texts. However, Johns (2013) speak of “rhetorical moves” and is referred to the particular objectives of communication that are different from the general communicative purpose of the whole text. “The moves contribute to constituting a genre and serve a communicative purpose sub- ordinate to the overall communicative purpose of the text”.(p. 382).

Traditionally, according to Connor (2000) in genre analysis, a text’s moves or functional components “are used for some identifiable rhetorical purpose that is clearly different from other parts of the text (p. 2).

The development of a specific program of teaching languages requires a needs analysis of the student's goals, their learning skills and of the specialization field of use and the way of using it so as to obtain a functional language.

2.6 Types of ESP

David Carter (1983) identifies three types of ESP:

6. English as a restricted language
7. English for Academic and Occupational Purposes
8. English with specific topics

Some examples of restricted English are the level of English of traffic agents or waiters. It is convenient to define or make a difference of the concept of restricted language; Mackay & Mountford (1978) illustrate it very well as follows:

“...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-hostess. 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” (pp. 4-5).

Therefore, a restricted language does not mean an individual knows or speaks a language, due to the individual would be inexperienced out of their occupational context and unable to communicate in trivial situations.

The second type of ESP of Carter (1983) is English with academic purposes (EAP) and English with Occupational Purposes (EOP), for this, Hutchinson and Waters (1987) in their tree of ELT illustrate a division of these types of ESP:

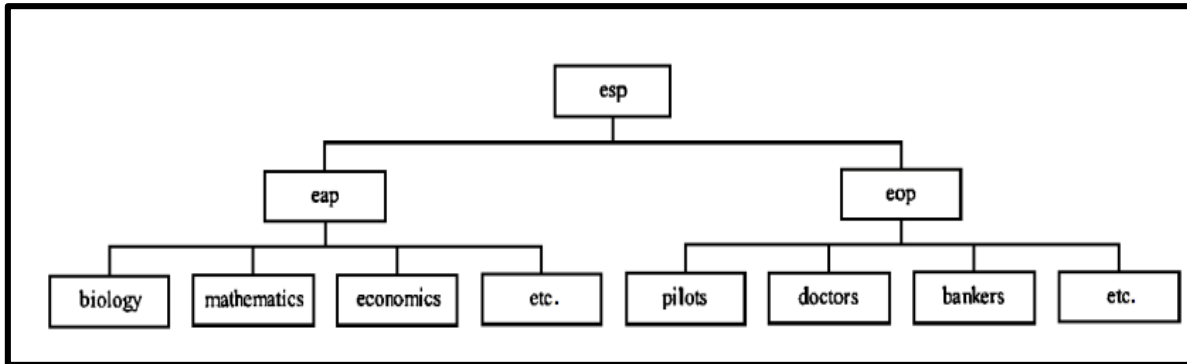
- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Studies (ESS)

However, the difference between EAP and EOP are not clear for Hutchinson and Waters (1987) when they say:

“People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job”, (p. 16).

According to Flowerdew (2001), ESP is divided in two main branches: English with Academic Purposes, EAP and English with Occupational Purposes, EOP.

Figure 2.6.1
The two main branches of ESP

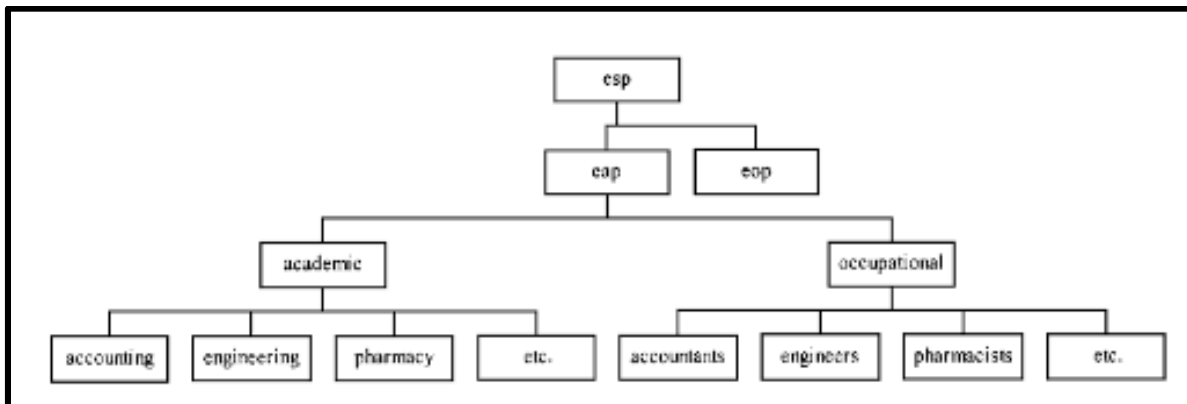


Taken from J. Flowerdew & M. Peacock. Cambridge University 2001.

In EAP and EOP the disciplines or occupations are sub-divided. So, EAP covers disciplines such as: Biology, Mathematics, Economics, etc. EOP is divided in English for pilots, doctors, bankers, etc.

Therefore, EOP is targeted to the labour or occupation. They are the complementary typical activities of a profession. On the other hand, EAP is directed to the academic knowledge of a profession.

Figure 2.6.2
Sub-division of EAP



Taken from Flowerdew, J. and Peacock. M. Cambridge University 2001.

Particularly, if a course is designed to read and understand textbooks of economics, is definitely EAP; but a course designed to teach students how to deal with business meetings or how to take phone calls, without any doubt has an EOP dimension.

The third type of ESP of Carter (1983), English with specific topics focus on the learning of English language bearing in mind the idea of the field where it will be used, for instance, scientists need the language to read new developments, attend conferences, or work in foreigner institutions.

Thus, considering the mentioned types of ESP are of great importance by the virtue of ESP is essentially centred on the needs of individuals who learn and use a second language.

2.7 Syllabus

In order to understand the concept of 'syllabus' it is necessary to differentiate from the concept of 'curriculum'.

According to Allen (1984, in Nunan, 1988)

"Curriculum' is a general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct

from how they will be taught, which is a matter of methodology” (p. 61).

A syllabus, according to Hutchinson & Waters (1987) “is a document that says what will be learned, or should be learned”, in fact a process must be carried out before the knowledge is transmitted to the students, that process is called ‘needs analysis” (p. 3).

In other words, curriculum, in general basis, contains the overall contents taught in an educational system or course, instead a syllabus, in particular basis contains all the portions of the concepts covered in subject.

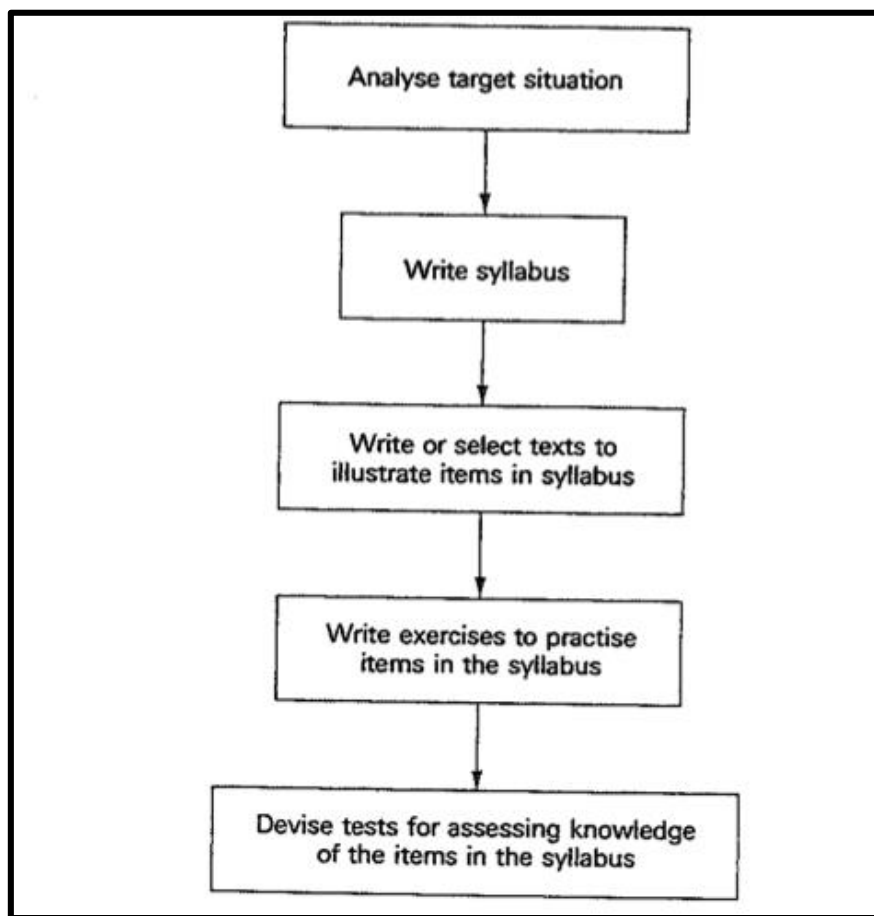
In the same way Robinson (1991) mentioned a syllabus is ‘a plan of work, so, it functions as guide and context of the contents for teachers’ (p. 34). In addition, Richards (2001) says a syllabus is the personalized content of a course that functions as a guide, which contains all the instructions and lists of what should be taught and evaluate. Similarly, Hutchinson and Waters (1987) consider important to take into consideration the objectives of a syllabus when they say, “a syllabus is to break down a mass of language to be learnt into manageable units (p. 85).

In order to have a clear understanding Hutchinson & Waters (1987, p.p. 90-94) proposed four approaches for syllabus designing.

a) A language-centred approach. In this approach the materials are created.

Figure 2.7.1

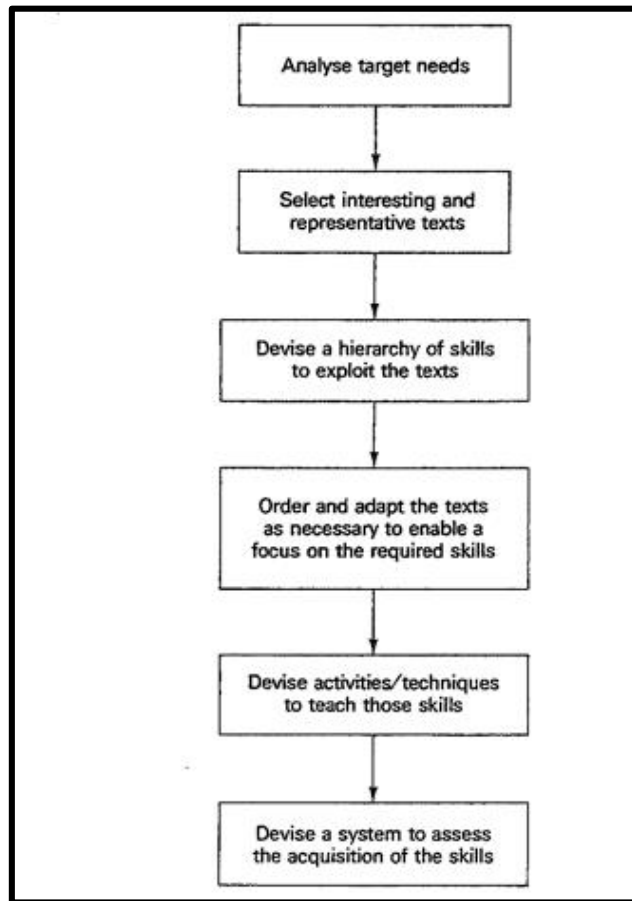
The role of the syllabus in a language-centred approach.



Taken from Hutchinson and Waters (1987).

b) A skills-centred approach. Its objective is to generate opportunities to assess skills and strategies suitable for each situation more than just practising the elements of a language, to reach this aim real text have to be used.

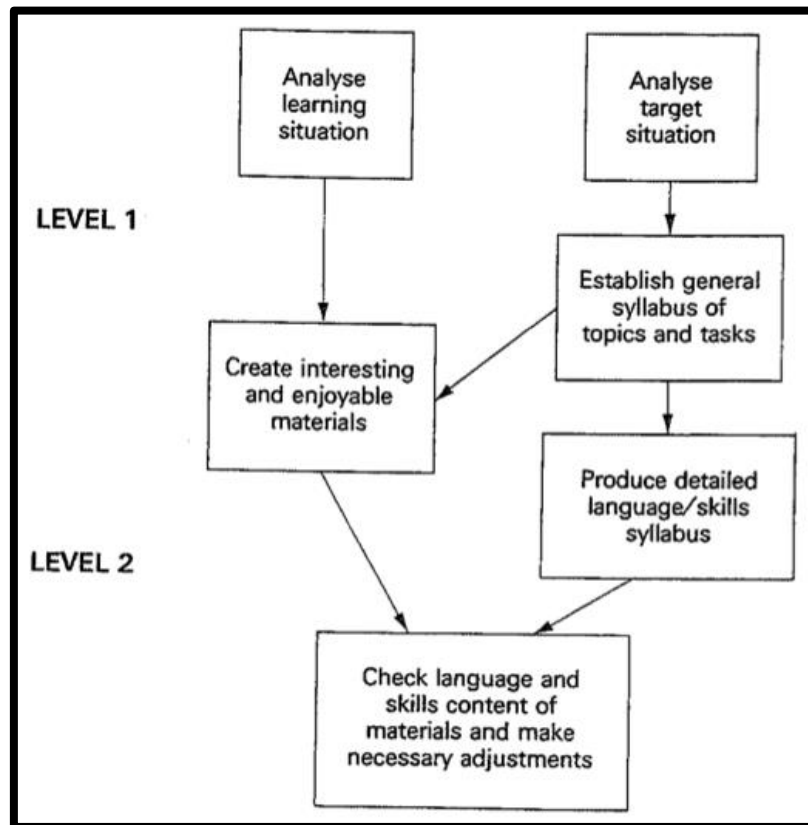
Figure 2.7.2
The role of a syllabus in a skills-centred approach



Taken from Hutchinson and Waters (1987).

c) A learning-centred approach. Taking aside the learning of the contents, skills and strategies allow finding the meaningful activities. Prahbu (1983, cited in Hutchinson & Waters, 1987) divided the process of designing a syllabus into two levels. Those are illustrated in the following figure.

Figure 2.7.3
The role of the syllabus in a learning-centred approach.



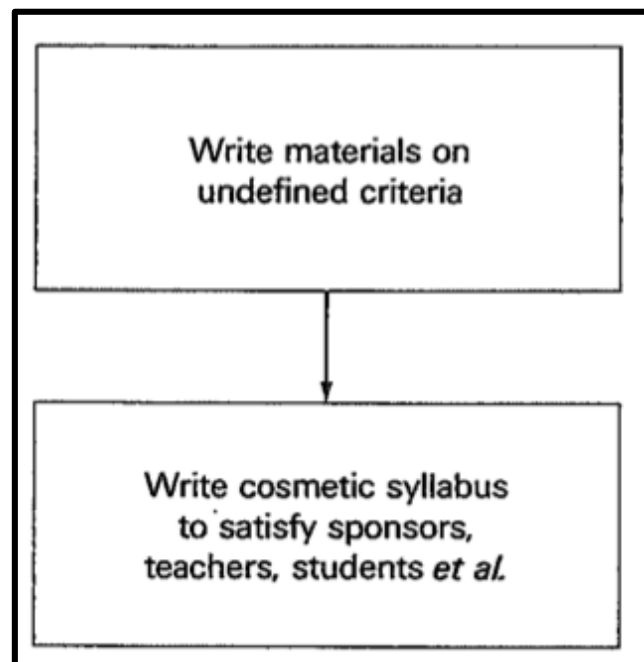
Taken from Hutchinson and Waters (1987).

An ESP syllabus comes from the detailed analysis of the characteristics of a language in the target context. This analysis is the basis to the materials designing. It is not possible to make an analysis of the characteristics of a language without knowing the materials. Consequently, it is essential to know the context to develop a syllabus, thus, taken the student as user and learner of a language it may be practicable to find the effective and relevant activities adequate to their needs and to satisfy their demands. Hutchinson and Waters (1987), affirm:

“A syllabus functions firstly as a compass that indicates the general direction of a course, after that it turns into a sketch map that shows the direction but this time with very detailed information. Once the alternatives have been studied, considered the obstacles and selected the resources available, even more details are adjusted to the ‘map’ until the route is clear” (p.94).

d) The Post hoc approach. It refers to a superficial plan of action in language teaching though has not concrete purposes.

Figure 2.7.4
The role of the syllabus in a post hoc approach.



Taken from Hutchinson and Waters (1987).

The previous definitions confirm that a syllabus is the particular way to conduce students throughout the way of learning a new language that will take them to accomplish their own goals set on the language. The materials and the

needs analysis provide an advantage to study the characteristics of the language used in determined target context and consequently the design of the syllabus.

2.8 Types of syllabus

According to Wilkins (1976, cited in Long and Crookes, 1993) syllabuses can be synthetic and analytical Wilkins, and take their name from the fact a language is taught by chunks, step by step, until accumulating gradually the complete structure of the language; and eventually exposed to limited samples. The student is responsible of the action. It is based on the ability of the students to learn the language by parts, for instance the structures, the functions but join them together to use them as a whole when communicating.

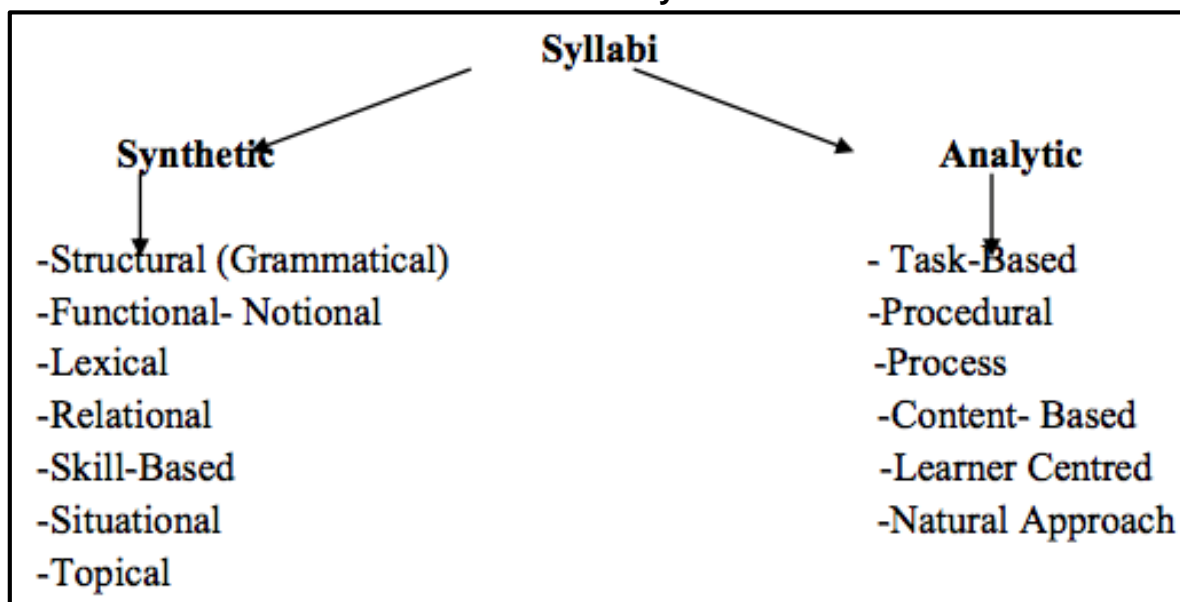
In comparison, the analytical syllabus provides students with samples of complete chunks of the target language, not manageable in structures or lexis as the traditional method. In other words the target language is presented in larger chunks but without being taught under grammatical view, instead students assume their ability to identify the regularities in the knowledge of linguistics and how they can vary in different contexts and situations, thus this understanding of the function of the language is naturally activated when being exposed to real context of L2.

As Wilkins (1976), has stated:

“Analytical syllabus ...are organized with regard the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes”(p.13, in Long and Crookes, 1993, p. 3).

Long & Crookes (1993) present an illustration the two in different types of syllabi.

Figure 2.8.1
Classification of syllabus.



Taken from Long and Crookes (1993).

2.8.1 Synthetic Syllabuses

- **Structural/Grammatical Syllabus.** According to Yalden (1987) a structural or grammatical syllabus is based on two main components: grammar and lexis. The former has to do with the grammatical structures; the latter refers to the vocabulary to be learnt. It is taught from the simplest to the more complex; due to small parts of knowledge are been accumulating gradually. Vocabulary is thought scarcely meaningful when it is learned in isolation.

Hence, the use of the language would be uncertain in communicative settings.

- **Situational syllabus.** The contents are organized by situations. Students learn to speak the target language in authentic communications. According to Yalden (1987) this type of syllabus focuses on concrete situations that are part of specific contexts, for example: 'at the post office', 'when buying a flight ticket'. Communicative activities are developed; the grammatical structures are not the main objective but producing situations for effective communication.

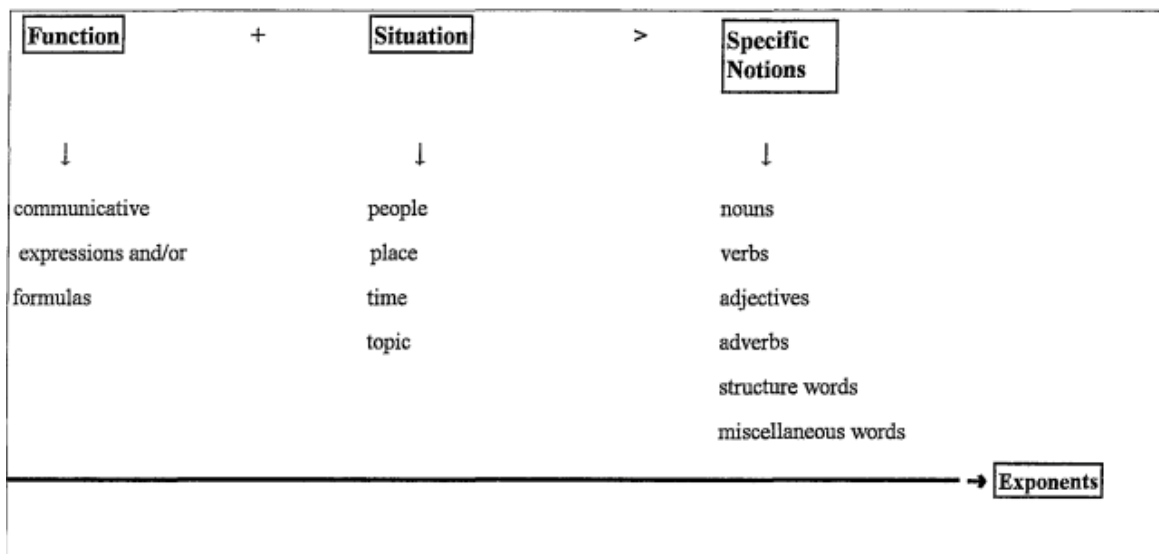
Yalden (1987) says the system of a situational syllabus is firstly to involve students in a 'problematic situation' or 'illustrative situation', then, follow up drilling activities. Next, new dialogs are invented to continue the practise. Finally, students are exposed to 'practise situations'. In this way students learn to communicate in the target language through authentic samples of communication.

- **Topical syllabus.** According to the Long and Crookes (1993) classification of topical syllabus belongs to the synthetic syllabi. In this type the learning is organized by topics.
- **Notional Functional syllabus.** For better comprehension of this syllabus, it is important to clarify the concepts 'notion' and 'functional'. As Finocchiaro & Brumfit (1983) stated, the concept 'function' refers to the 'communicative

purpose of the speaker' (p.15). These functions can be personal, interpersonal, directive, referential or imaginative and speakers express them following established samples in the language or communicative expressions (p. 14). Also they define notions as significant elements, which are expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. Thus, notions depend on three factors: the functions, the elements in the situations and the topic of discussion (Brumfit and Finocchiaro, 1983, p. 15).

In this way the teacher provides the speakers of a list of semantic notions based on the culture and context in which the speaker will be involved. These authors also speak of the language forms speakers would use to express a message, being aware of the situation that will depend on the formality or informality of the conversation.

Figure 2.8.2.
Summary of exponents



Taken from Finocchiaro & Brumfit (1983)

Hymes (1971) says that a competence implicates more than just the knowledge of linguistics but also the knowledge of how to use the language in a functional and effective manner for achieving the particular purposes.

The main advantages of this syllabus are that students learn to use the language to express their own ideas and points of view effectively. Moreover, Finocchiaro and Brumfit (1983) say that a syllabus provides teachers with everyday real-world language used in different sociocultural situations in which aspects such as pronunciation, vocabulary, grammar and culture are selected and use them gradually according to the students' level of learning.

- **Skills-based Syllabus.** Skill-based syllabus is based on the different abilities that involve a language learning such as: listening, writing, speaking and reading; the four language skills. When this syllabus has been elected it is crucial to take into consideration the combination of the skills. According to Mohsenifer (2008) in a skill-based syllabus is important to make a collection of the abilities as each of them form important part of the process of learning to use the language.

In the same fashion, Richards (2001) mentions that learning a language through skills implies to master a series of individual skills that all together build up one, for example when listening a lecture other sub-abilities are being activated to succeed the listening activity.

2.8.2 Analytical Syllabuses

- **Task-based Syllabus.** It belongs to the analytical syllabuses. A task-based syllabus involves learners into tasks and activities to make the language communicative so as to achieve a purpose. Learning the language means to master a skill through interaction and practise. According to Nunan (2001) a syllabus based on tasks focus on a specific realization of the communicative language thought these are ruled by the learners' purposes as this syllabus starts with a needs analysis. Skehan (1988) considers a task is an activity that should obey the following criteria:

1. Meaning is primary
2. There is a goal that needs to be worked towards
3. The activity is outcome-evaluated
4. There is a real-world relationship

Similarly, Candlin (1987, cited in Nunan,1988, p. 48) mentions the characteristics of an adequate task:

1. Promotes action to meaning, purpose and negotiation
2. Encourages attention to relevant data
3. Draws objectives from the communication of learners
4. A problem to be worked by learners, centred on the learners but guided by the teacher
5. Provides opportunities for meta-communication and meta-cognition

In this syllabus students are given interactive tasks and in teams students structure the activity. They discuss the language they will need, for example, if they

need to plan an itinerary for a guest, the students will investigate touristic places and schedules, will prepare a schedule and a tour guide. Once the activity is completed the whole class and the teacher discuss the language that may be appropriate. The teachers who believe in communicative approaches tasks represent a structural organization. It is important to realize that the tasks provide of a significant communication and the opportunity to learn a language through its real use. For this reason this syllabus is recommended for higher levels.

Task-based syllabuses are divided into: Procedural, Process and Content based syllabus. A brief description will be developed as follows.

- **Procedural syllabus.** The procedural syllabus is associated with the work of Prabhu (1980, cited in Long and Crookes, 1991), and his colleagues in the Bangalore Project. They dissatisfied with the structural-oral-situational (S-O-S) method, which was widely practiced in the 1960s and 1970s in India. Therefore, he introduced principals of communicative language teaching. Based on the implementation of pre-task, task and post-task, and the feedback from students' performance every session.
- **Process-oriented syllabus.** A process-oriented syllabus focuses on the skills and processes involved in learning language. (Long and Crookes, 1991).
- **Content-based syllabus.** Is based on the use of the target language when learning. The subject matter is primary and the language learning occurs incidentally through the content learning. (Long and Crookes, 1991).

- **Learner-centred syllabus.** In this syllabus the students and their abilities to learn are the centre of all the language learning process. According to Diamond (1997) a learner-centred syllabus requires that the instructor covers in course the information and tools provided for your students to promote learning and intellectual development. It encourages responsibility for learning and promotes the critical thinking skills.

In order to design and develop a syllabus it is necessary to consider a variety of basic details. Each of the syllabus described above are immersed in different contexts and approach that can adjust to the needs of the students. However it may be useful to take the most significant of them to create a holistic approach strictly adequate to meet the students' goals. Hutchinson & Waters (1987) suggest "It is wise to take an eclectic approach, taking what is useful from each theory trusting also in the evidence of your experience as a teacher" (p. 51).

2.9 Learning Styles

The plurality in learning has been the target of various psychological investigations. Each individual has an authentic and particular personality that influence the way they acquire, process and learn information. Henceforth, a specific method and style of learning have to develop. The concept of learning styles according to Keefe (1988. Cited in Cazau, 2002) the learning styles are cognitive, affective and physiological features that convey confidentially how students perceive interactions and respond to their learning surroundings.

Honey & Mumford (1986), based on the theory of Kolb, propose a model of learning styles that focuses on the action students take when being in contact to the knowledge, these are:

- Activist: What's new?
- Reflector: I would like to take time to think about this.
- Theorist: How does this relate to that?
- Pragmatic: How can I apply this in practice?

More detailed description in the following table.

Table 2.9.1
Description of the learning styles

Activist	Reflexive	Theorist	Pragmatic
- new experience	- observant	-logical and rationalist	- practical
- enjoy the present	- analytical	- assemble observations to turn them into complex and coherent theorists	- realistic
- enthusiastic attitude towards new experiences	- cautious	- sequential thinking	-quick decisions to solve problems
- surrounded by people, being in the spotlight	- find conclusions after a detailed analysis	- deny subjective judgements	- impatient when discussing extensively with regards same matters.

According to Honey & Mumford (1986).

The learning styles delimit behaviour, attitudes and the way of processing information. Different from Kolb's theory, an example of them is the VAK learning styles approach that uses three main sensory receivers, that is, the sense students use to receive the information: visual, auditive and kinesthetic (movement) to

determine the learning styles. It is sometimes known as VAKT (Visual, Auditory, Kinesthetic and Tactile). The research has shown a connection between modalities and learning styles, as it has been said using only one style does not provide students with the best means for learning a task or a subject. Learners use all three modalities to receive and learn new information and experiences. However, according to VAK's theory one or two of these styles is always dominant. The dominant style defines the personality of the person.

According to the VAK theorists it is important for teachers to present information using the three styles. This allows learners the opportunity to become involved independently in their predominant style may be.

Similarly, important is to consider the multiple intelligences according to Gardner (1993). Howard Gardner of Harvard has identified eight intelligences. This theory emerges from the study of cognition of the mental process. According to Gardner (1991) students possess different kinds of minds and therefore learn, remember, perform, and understand the world in different ways.

In Gardner's theory (1991) the world can be known also through language, logical mathematical analysis, spatial representation, musical thinking the use of the body to solve things or to make things, an understanding of other individuals and understanding of themselves. So what makes individuals different is the strength they have on those intelligences and how they may combine to fulfil tasks, solve problems or to excel in different fields.

The learning styles are as follows:

Table 2.9.2
Learning Styles of Gardner

Intelligence	Description
Linguistic	An ability to analyze information and create products involving oral and written language.
Logical-Mathematical	An ability to develop equations and proofs, make calculations, and solve abstract problems.
Visual-Spatial	An ability to recognize and manipulate large-scale and fine-grained spatial images.
Musical	An ability to produce, remember, and make meaning of different patterns of sound.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's moods, desires, motivations, and intentions.
Intrapersonal	An ability to recognize and understand one's own moods, desires, motivations, and intentions.

Taken from the theory of Multiple Intelligences. Katie Davis, et al.

Moreover, other researchers highlight the dominant function of the brain regarding the perception of the world according the model of Sperry (1977). This model sets the learning styles on the particular characteristics of the cerebral hemispheres, left and right. Similarly, Herrmann (1989) based on the theory of Sperry makes a second division the hemispheres so as to give place to four quarters: cerebral and limbic mode, and left and right mode. According to these theories the predominant quarter defines the personality of a person that also

influence the way they perceive, process and acquire information, emotions and the whole world around them. Even though there is a dominant mode of the brain, the rest of the modes are involved in the procession of information but in less intensity.

Correspondingly, Felder and Silverman (1988) based on the previous mentioned model, consider four categories which are opposed one to another, these are: active/reflexive, sensorial/intuitive, visual/verbal, and sequential/global.

The act of learning is a complex process that evokes various attributes. This special particularity is determined by the means individuals tend to receive and process information, solve problems, and generally the way they perceive the universe. It is a challenge to recognize these characteristics in all individuals to progress in various domains.

2.10 Needs Analysis

As it is mentioned, a syllabus supplies students with the tools of a language to communicatively succeed in target contexts. Yet, how would it be possible to provide students with what they have to learn, providing the teacher does not have any knowledge of their needs?

Since 1960 and 1970 the needs analysis consisted in assessing the communicative needs of the learners, and teachers selected the teaching techniques to achieve the learning objectives. Whereas, in the present it is much

more demanding. Now. It implies task is to collect information about the learner and establish the situation and atmosphere of studying.

For better understanding Duddley-Evans and St. John (2009, in Simion 2015) propose eight components in the recent conception of needs analysis which have been grouped into five areas:

- 1. Target situation analysis and objective needs analysis.** Involves the activities in which the language will be used.
- 2. Linguistic, discourse and genre analysis.** Refers to the knowledge of how the language is used in determined situations or contexts.
- 3. Subjective needs analysis.** Refers to what students want, the resources, the factors that take aside the needs which may interfere in their way of learning, e.g. previous learning experiences, reasons of enrolling a course and their expectations.
- 4. Present situation analysis.** It is about identifying the skills and language use that is currently applied.
- 5. Means analysis.** It is related to the surrounding conditions where the course will take place.

The fundamental characteristic in ESP is the needs analysis and with this the learning objectives are more delimited and explicit than in EGP courses, and under those circumstances it is taken for granted that students will be highly satisfied when learning topics and texts related to their study or work areas.

Robinson (1991) presents aspects to take account in terms of the target situation and student's educational background. "study or job requirements", "what the user-institution or society at large regards as necessary," "what the learner needs to do to actually acquire the language," "what the students themselves would like to gain from the language course," "what students do not know or cannot do in English" (p.7).

Stern (1992) established four types of objectives in ESP teaching:

1. **Proficiency Objectives.** It refers to the dominance of the four skills of languages: reading, writing, listening, and speaking.
2. **Knowledge Objectives.** It involves the learning not only linguistics but also the culture of L2.
 - 2.1 Linguistic knowledge objective refers to language analysis and knowing how the language works.
 - 2.2 Cultural knowledge objective refers to become students intercultural speakers mastering the norms of values and recognizing important features of the culture.
3. **Affective Objectives.** It refers to the fact of encouraging students positive attitude towards the lessons.
4. **Transfer Objectives.** It concerns to the ability to make generalizations in underlying aspects of what has been learned in a situation or another.

Henceforth, according to these definitions ESP concerns to the balance in giving importance to both language teaching and learning process and the students' goals of communication.

In this matter, Hutchinson & Waters (1987) observe that once knowing what learners need the language for, the content of the language can be shaped accordingly and the teaching process will concentrate on these needs.

In this respect, they propose subdivisions of target needs which are: Necessities, Lacks and Wants.

1. Necessities. They refer to the academic or occupational requirements of L2, in other words, what the student need of the language to function effectively in target situations. Needs are better defined as "Objectives" by Robinson (1991). The objectives to be achieved when learning a language.
2. Lacks. It means the deficiencies learners have when learning a new language, for example, the knowledge that does not know, or the skills in which they are weak.
3. Wants. Relates to the learner's personal expectations and objectives or what they would like to gain from a language course.

In Zahra Masoupanah and Mohammad Hassan (2013) view, needs should be stated in terms of goals and objectives which, in turn can serve as the bases for developing tests, materials, teaching activities and evaluation strategies. Therefore, needs analysis and material evaluation go hand in hand so that needs analysis determine the needs for a defined group of people and evaluation helps

the teacher determine to what extent those materials, tests or the whole program meet the learners' needs (p.82).

In conclusion the results of the needs analysis are of great benefit for teachers to discover the students professional, cultural or skills needs by discriminating their deficiencies. Only after analysing the needs the particular and general objectives can be set, besides the material can be selected to meet the needs of the students. Thus, without hesitation needs analysis is essentially the base on which a course can be designed, the teaching activities and evaluations planned, and the correct selection of materials that can meet their needs will be developed in the following point. All the information in this chapter has been gathered with the only purpose of increasing the learners' motivation and success when learning languages.

2.11 Materials

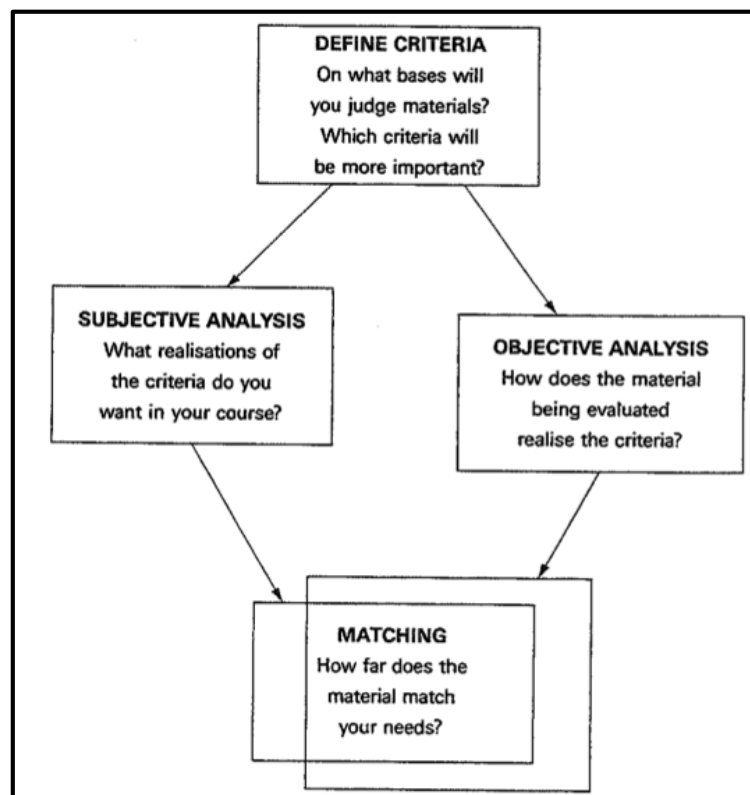
Munby (1987) focuses on the selection of the materials that depends exclusively on the exhaustive analysis of the specific needs of the learners. Hence, the factors that intervene are the reasons of learning a language, place and time, content areas, which refers to the activities, skills, and the proficiency level.

Hutchinson and Waters (1987, p.p. 97, 98) divide the process of evaluating the materials in four main steps:

- a) Defining criteria
- b) Subject analysis
- c) Objective analysis
- d) Matching

The steps are done when designing a course, setting the criteria but importantly to be sure of the objectives in order to make comparisons of different sets of materials. Then, matching the material towards the criteria with regards the content, the language areas, and the methodology. The most important point in material election is to consider the people involved: teachers, students and supporters. Besides, to consider that if the material elected is unsatisfied the alternatives texts might be difficult, so, it would be viable to see possible adaptations of exercises on the texts.

Figure 2.11.1
The materials evaluation process



Taken from Hutchinson and Waters 1987

It is important to design the materials that will be used in an ESP syllabus. Some techniques according to Hutchinson (1987, p.p. 107-125) are presented as follows, so as to obtain useful and dynamic materials.

1. Defining Objectives. Materials encourage the learning so they will contain:

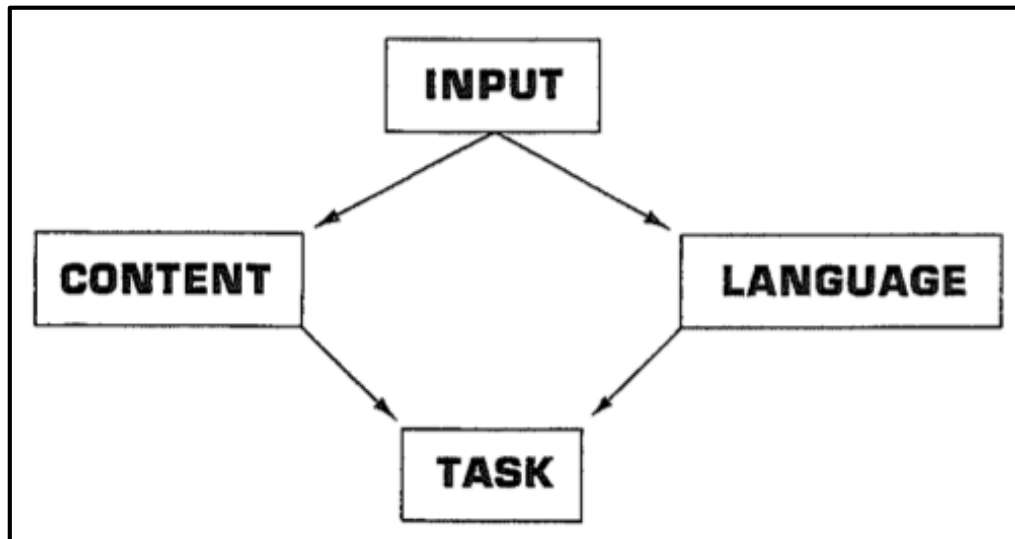
- **Interesting texts:** to catch students' attention.
- **Enjoyable activities:** that can keep students busy and interested.
- **Opportunities.** The opportunities students have to put in practise the acquired knowledge and skills.
- **Content:** the content that teachers and learners will use.

2. A materials design model. The model consist of four elements which are the following:

- a) The input.** They refer to textbooks, videos, diagrams, dialogues which are selected depending on the results of the needs analysis. This input provides incentive materials for the activities, learning new language, correct typical errors in language use, propose a topic for communication, the opportunities for students to use the new and the existing knowledge both of the language in itself and the subject of studying.
- b) Content focus.** It focuses on the extra linguistic content that can convey information and 'feelings' to make meaningful conversations in classes.
- c) Language focus.** Focuses on the linguistic content of a syllabus, that is, to know the language in its structure that enables students to understand how it works.

d) **Task.** It is the last purpose of language that contains the communicative activities in which students put in practise the content and language knowledge that they have learned and practise during the whole course.

Figure 2.11.2
A materials design model.



Take it from Hutchinson and Waters (1987).

The language and content are moved from the input and define them depending on the students assignments.

3. **A materials design model. Sample model.** It refers to the organization of the material in the available time of the course.
4. **Refining the model.** It means to make the model of materials more complete considering the previous points.
5. **Materials and the syllabus.** Basically there must be coherence between the materials and the syllabus, that is, each unit arrangements must coincide with the arrangement of the syllabus, each unit must be coherently matched one to another.
6. **Using the models: A case study.**

In this chapter the theoretical framework related to language learning with specific purposes has been constructed in order to analyse the research data that is intended to lead the designing of a specific syllabus based on needs analysis. Based on this information it is hoped that a certain level of understanding with respect to this issue can be drawn, and understand the results that will be presented in chapter V.

In the following chapter the research methodology and setting used to develop this project will be described.

CHAPTER III: METHODOLOGY

3.0 Introduction

In this chapter the methodology followed in this project is presented and specifically the ESP methodology to carry out a needs analysis with the only purpose to know the students' needs to learn the Spanish language. The participants are two foreign students, one from France and the other one from Korea who study Spanish at CAALE. The information obtained will direct the design of a syllabus and establish achievable objectives. Likewise, the participants are described, the contexts and the instrument in order to carry out this research.

3.1 Concept of research

The term of investigation according to Creswell (2012) is a series of steps that have to be followed to collect and analyse information to increase the knowledge of certain issue. In general terms it consists of three steps:

1. Set a question.
2. Gather the necessary information to answer the question.
3. Answer the question.

The importance of doing research lies down in the verification of the research problems that may be scientific, social, cultural, and academic, etc., for this an analysis is applied using adequate methods, procedures and techniques in order to have a clear perspective of the problem, and to lead to new possible investigations. According to Creswell (2012, p. 7) when doing researching work six important steps must be considered:

1. Identifying a research problem
2. Reviewing the literature
3. Specifying a purpose for research
4. Collecting data
5. Analysing and interpreting the data
6. Reporting and evaluating research

When following these steps the information can be organized and then interpreted.

3.2 Paradigms of investigation

The investigation has two perspectives quantitative and qualitative and one of this is elected according to the proposal of the problem. Creswell (2012, p.p 13-16) makes differences of these two perspectives. The following chart shows the difference between these two types of investigation.

Table 3.2.1
Differences between Quantitative and Qualitative Research

Characteristics Quantitative and Qualitative Research	
Qualitative	Quantitative
<ul style="list-style-type: none"> • Identifies a problem of an investigation, either description of the tendencies or explaining the reasons something occurs. 	<ul style="list-style-type: none"> • Explores a problematic or central phenomenon to know it meticulously.
<ul style="list-style-type: none"> • The literature review is the base of the research and questions of research are proposed, also justifies the research problem. 	<ul style="list-style-type: none"> • The literature represents a minor role in the justification of the problem.
<ul style="list-style-type: none"> • Plans the research questions or hypothesis that are specific, defined, measurable and observable. 	<ul style="list-style-type: none"> • Establishes in general and extended manner objectives and research questions to investigate the participants' experiences.
<ul style="list-style-type: none"> • Compiles numeric information using question-answer instruments elaborated previously. 	<ul style="list-style-type: none"> • Compiles information of a small group of participants, thus their point of view are clarified.

<ul style="list-style-type: none"> Analyses tendencies, compares groups, relates factors through a numeral analysis and interpret the results. 	<ul style="list-style-type: none"> Analyses the information from a descriptive view through an analysis of the texts and interprets their meaning
<ul style="list-style-type: none"> Writes a report of the investigation following established criteria of evaluation, with an impartial point of view. 	<ul style="list-style-type: none"> Writes a final report following a flexible criteria and judgement and give a subjective and partial point of view.

Taken from Creswell (2002).

The mix method according to Creswell (2012) is a series of steps to find out and analyse useful information, taking characteristics of a quantitative and qualitative method to do a simple investigation or more complex studies that reaches many aspects.

The method for gathering information is also important. This method may be corresponding to either the characteristics of quantitative or quantitative investigation; or how they may be combined.

According to Jonnson (2007, as cited in Tashakkori, 2003) a mixed method is a variety of doing research in which the research or researchers combine quantitative and qualitative elements so as the study may wide the understanding and to be proved profoundly.

Furthermore, according to Sieber (1973, cited in Creswell, 2012) suggested the combination of different research techniques for a single study. Later, Jick (1979) used a combination of surveys, semistructured interviews, observations, and archival materials to provide a clear comprehension of the information gathered. In In addition, in Jick's view (1979) triangulation, investigators could

enrich their inquiries by collecting and integrating different kinds of data that belong to the same case of study.

Moreover, triangulation as Tashakkori & Teddlie (2003), states is a method used in the attempt to confirm, cross-validate or corroborate findings within a single study,

According to Creswell (2012) triangulation refers that the two points of the triangle represent the two sources of the data collection and the third point is the case of study. Creswell (2012) explains that that for an improvement in inquiries the weakness of one method of collecting data would be compensated it with the strengths of the other method in order to obtain more explicit information; and gives an example when analysing the leadership in middle school in which the researcher gives special attention to qualitative observations of behaviour but using a quantitative survey.

A mixed method has been chosen to develop this investigation. However, due to the instrument to gather information consist of both types of questions: close-ended questions with a number of options to choose, as well as open-ended questions that let students to give more extended information about their needs.

3.3 ESP as Methodology

There are two different definitions of what ESP is. Hammer (2001, cited in Simion 2015) states that each student does not have the same reasons to learn a language. Coupled with this author, Hutchinson & Waters (1987) say that ESP is a

plan of action where language teaching contents and methods depend directly from the students' decisions of learning a language.

Because of the fact the reasons of learning a second language vary across individuals is the reason why ESP approach has been created. Zurniati and Kustati (2013) argue that ESP is aimed to know the needs of learners. Songhori (2007) shares their opinion about how needs analysis refers to the method used to gather information to discover the learners' needs and this will help to design a suitable syllabus.

The vital necessity of gathering information conduces to the planning of the instrument. In this work the instrument will be a questionnaire with close and open-ended questions.

In the same way, the process of investigation is carried out following some precepts proposed by Creswell (2012), which are: identifying a problem of research, literature review, delimit the methodology of investigation, gathering information, as well analysing and interpreting. In consequence, this project is intended to combine the mix method of research, but also integrating the ESP methodology.

A combination of investigation procedure of both the Creswell investigation and an ESP methodology are shown in the following table.

Table 3.3.1 ESP Methodology to do Research.

Steps for an ESP investigation
1. Identify the research problem
2. Literature review
3. Specify a methodology of investigation
4. Gather information
5. Analysis and interpretation of the data
6. Design of a syllabus
7. Report and evaluate the information

Firstly, objectives following the ESP approach establish the problem and the designing of the instrument for needs analysis. Once the instrument is ready it is applied for gathering information. Secondly, after the information is collected by using the instrument, learners' needs can be examined. Finally, the syllabus is proceeded to be designed.

Based mostly on the quantitative method the information is organised by establishing percentages, the results will be shown in graphs.

As it has been mentioned repeatedly before, an ESP course is originated from the needs of students to learn a language. However, it is necessary to define the term 'needs'.

Hutchinson and Waters (1987) define needs as the linguistic elements needed to achieve the specific communicative purposes. In fact, as defined

previously in chapter 2, it has been proposed three subordinate aspects of the needs: *necessities*, that is what the students need to know to communicate effectively in a specific context or situation; *Lacks*, are related to their background in knowledge or what they ignore of the target language; and *Wants*, are the personal expectations of learners when learning a second language.

When the analysis of the information is done, the skills objective, the knowledge and function of the language students will have to master at the end of the course, are planned. At this point the materials have to be planned and the evaluation defined to measure the objectives of the course.

As a result, the objective of the syllabus in this investigation is for students to achieve an effective communication when facing a local natural conversation. The skills in a syllabus are determined by the kind of activities learners need to do. That is, provided that learners need to put in practise their speaking abilities the lexis, functional structures and evaluations that students will use have to be distributed all along the whole course.

3.4 Setting

The study was carried out at CAALE located inside the facilities of the Benemérita Universidad Autónoma de Puebla, BUAP. This is a studying centre exclusively for students of the university where they can practise their foreign language skills. Students learn languages such as German, Italian, and Chinese. Spanish language courses are offered only for foreigner students. This is the

reason this language centre was selected; the perfect participants for this investigation were found, they are foreigners who study Spanish as a foreign language.

3.5 Participants

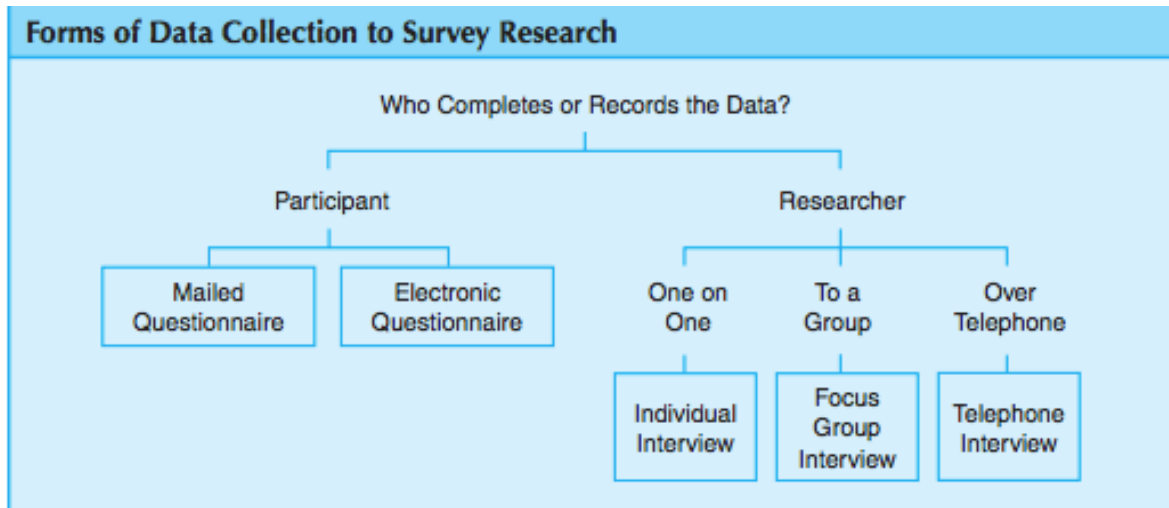
The participants are two foreign students a woman and man, from Korea and France respectively. The Korean student is 23 years old and studies international trade and has an intermediate level of Spanish. The French student is 24 years old and studies international relations, his proficiency in Spanish language is ranked in intermediate level, too.

3.6 Instrument

The instrument used in this study was a questionnaire. According to Creswell (2012) although there are different forms of survey typically the most popular surveys researchers use are basically two: *questionnaire and interviews*. The responsibility of teachers is to consider the advantages and disadvantages of each. The differences between these two instruments are where questionnaires or recording information in an interview are performed; the participants are called *respondents or interviewees*. Hence, this research will use a questionnaire to collect information from the respondents. Creswell (2012) also defines the term *questionnaire* as a form of survey design that subjects of study respond and return to the researcher, and affirms that “The participants choose answers to questions and supplies basic personal or demographic information” (p. 382).

For Creswell (2012, p. 383) there are different types of questionnaires and interviews, which will be shown in the following figure.

Figure 3.6.1
Forms of collecting data



Taked from Creswell (2012).

Creswell (2012) proposes different types of questionnaires for a quantitative research, this study will not use any of these options since the participants were accessible to work collaboratively with the researcher by answering the questionnaire.

The instrument in this study was a questionnaire which consisted of 12 open-ended and close-ended questions with multiple choice, for collecting academic and functional information, as the researcher considered significant for this study. (See Appendix A).

3.7 Data Collection Procedure

The methodology used for collecting data in this study follows the ESP procedure since it is constructed on the needs analysis and so that the designing of a syllabus suited to the needs of the students. The participants were asked to fill

in the questions items. The purpose of the study and the objectives of the questionnaire were clearly explained to the students by the researcher before administration. The data was collected through the adaptation of the needs analysis questionnaires.

3.8 Data analysis

Once the instrument has been applied the data was collected. The instrument is a mix of both quantitative and qualitative methods because it combines both types of questions open and close-ended questions. The quantitative and quantitative data from the questionnaire were analysed separately. Then, the results of the two sets of data were triangulated to confirm the student's responses. Eight of the questions were presented graphically and the four open-ended questions were presented tables. All this information will be shown in chapter IV.

3.9 Conclusions

This chapter presented the setting, participants, data collection process, and data analysis in order to provide a clear and systematic understanding of the research methodology followed in this project. The results will be presented in the following chapter.

CHAPTER IV: RESULTS

4.0 Introduction

In this chapter the results of the questionnaire are presented. The answers are organized in graphs. These answers will portray the information that will conduct to the design of a specific syllabus that will cover the students' needs.

4.1 Overview of the Research

The instrument consists of 12 open and close-ended questions in English directed to two foreign students. The results of the 8 close-ended questions were organized in 8 graphs; the 4 open-ended questions are presented by using the precise words said by the contestants. Firstly, the main purpose of the instrument application according to Hutchinson and Waters (1992) is to know the reasons why students learn a language, in this way the content of the language may be adjusted and the process of teaching would be focus on such necessities. Henceforth, the application of the instrument is fundamental. According to Duddley-Evans and St. John (1998) say that students must be considered as people, as users of a language, and as a language apprentices. Needs analysis pretends to know the language learning and skills of a given group of individuals and allows visualizing the target situations and learning setting so as the data should be interpreted adequately.

4.2 Results

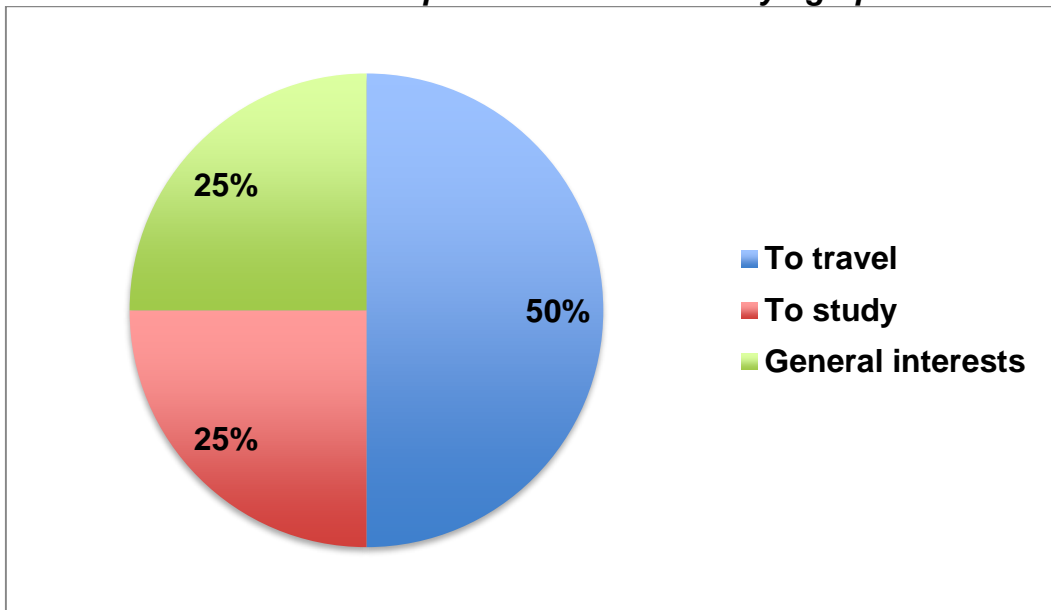
This investigation is based on a combination of the ESP approach and a mix research method. According to these methods the information is collected in twelve open and close-ended questionnaire. First the close-ended questions are displayed and presented and their correspondent graph. After that, the open-ended questions are described.

4.2.1 Close-ended Questions

Question 1

What is the most important reason for you to study Spanish?

Graph 4.3.1
The Most Popular Reasons of studying Spanish



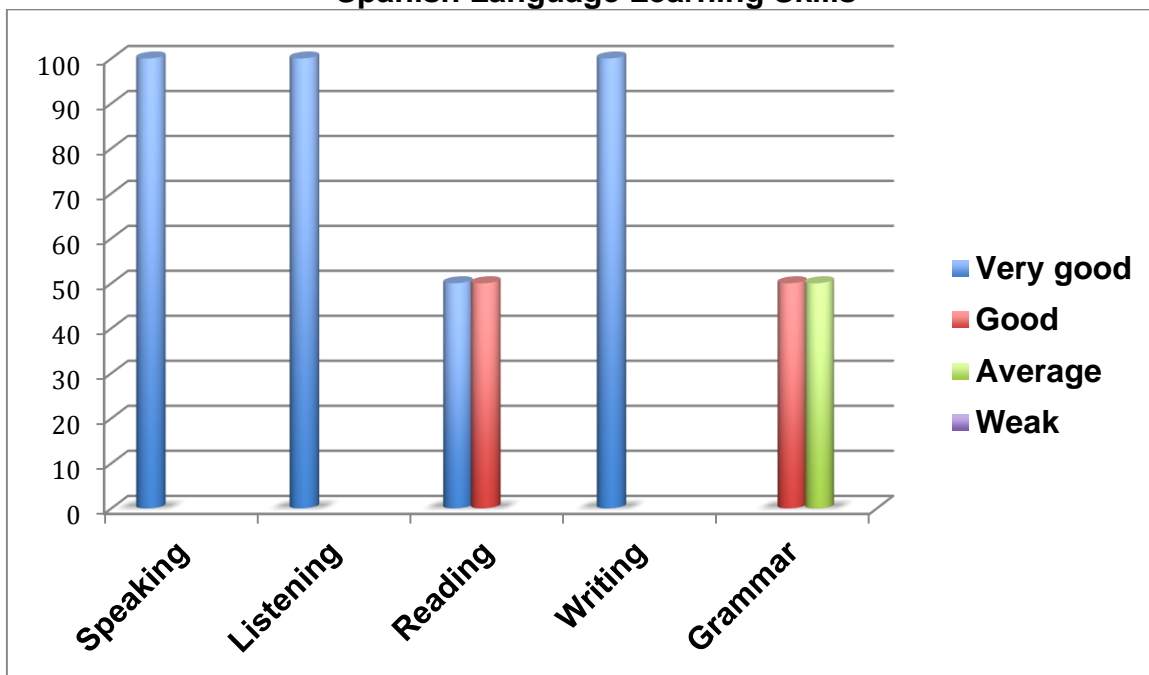
Most of the foreign students immersed in academic programs of exchange learn the language to communicate effectively in language of the country they visit.

As it is shown in the graph the percentage of most popular reasons students want to learn the Spanish language are relatively closed, 45% of the respondents learn the language for travelling and for that they need to hold a fluid conversation to be in this country. 32% of the participants want the language for general interests.

Question 5

What is your proficiency in the Spanish language skills English language skills at the present time?

**Graph 4.3.5
Spanish Language Learning Skills**



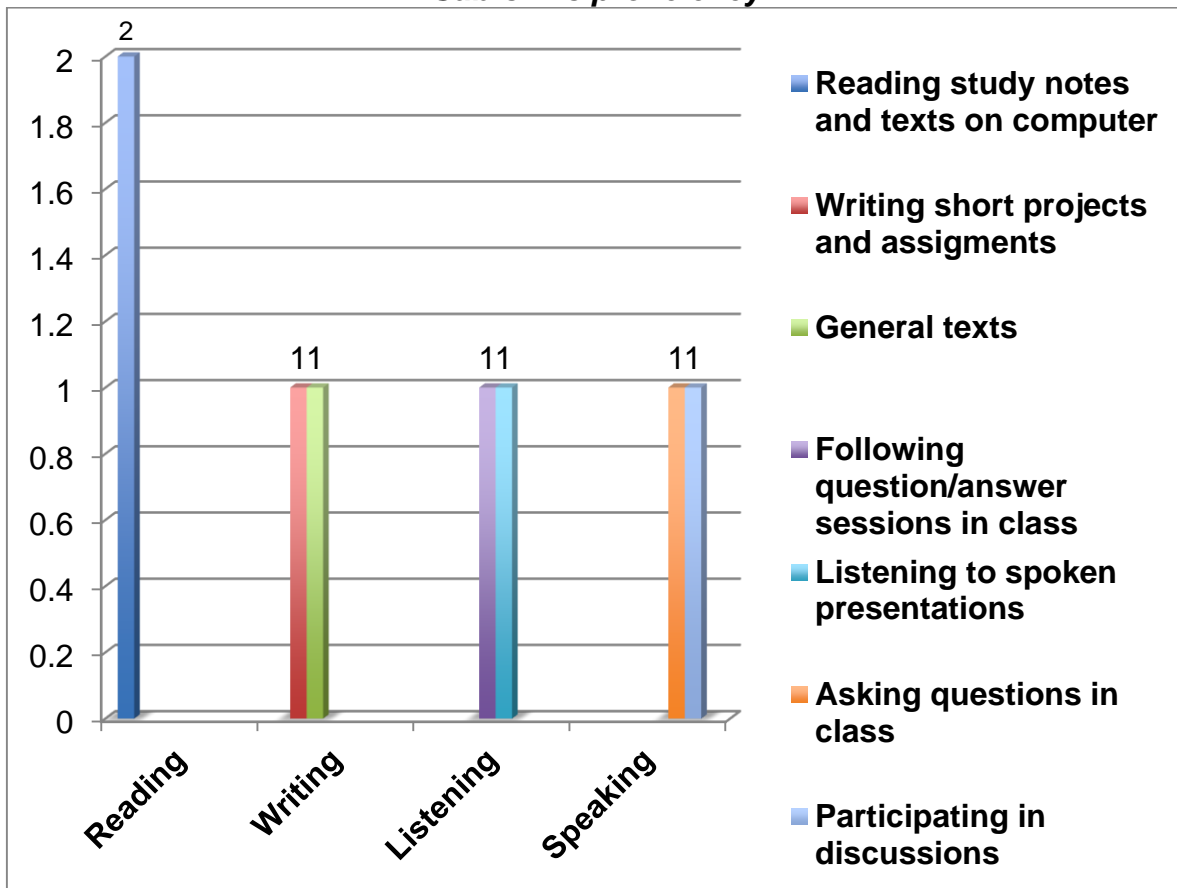
Both students' main skills of language learning are graphed. They both master the speaking and listening skills to hold a fluently communication in the target language. Secondly, in reading they differ slightly having 50% of

competence in this skill. Thirdly, the writing skill is highlighted and they chose very good, 100%. Finally, in grammar they do not present weakly results as they master it in 50% level.

Question 6

Which of the following Spanish language sub skills do you want or need to study?

Graph 4.3.6
Sub-skills proficiency



Based on the needs analysis and according to Zahra Masoupanah and Mohammad Hassan Tahririan (cited in Simion 2015) who expressed the needs must be matched to the goals of each student in order to develop the tasks and to

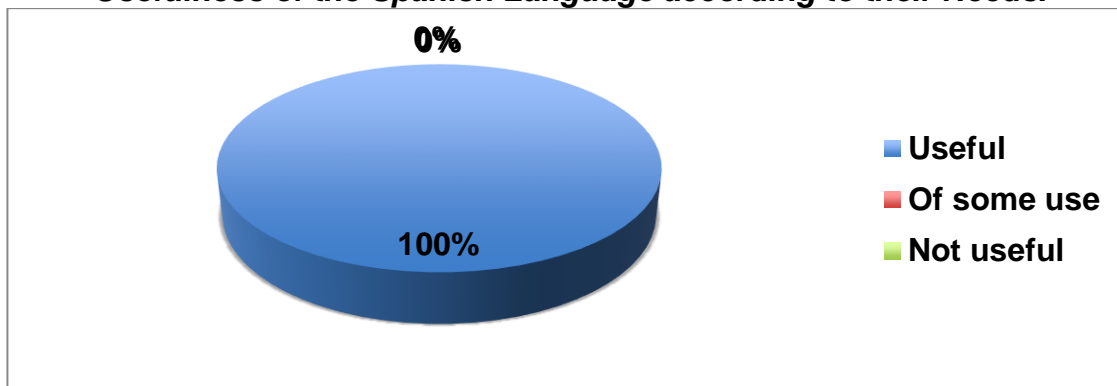
be assessed. This is the reason it was decided to include sub-skills within the frame of the main language learning skills so as to know in-depth the specific area students need to master. As Hutchinson and Waters (1987) say it is to segment a great mass of language into smaller and controllable proportions. As it is shown in the graph both students need to master reading skill specifically to read notes at school and texts on computer. They need writing skill to carry out assignments in class or writing random texts. Concerning the listening skill, they need to be able to listen carefully spoken presentations carefully and asking questions in class. Finally, it is very important for them to cope successfully with expressing themselves in class to participate in discussions.

Question 7

How useful is the Spanish course with regards to your Spanish language needs?

Graph 4.3.7

Usefulness of the Spanish Language according to their Needs.

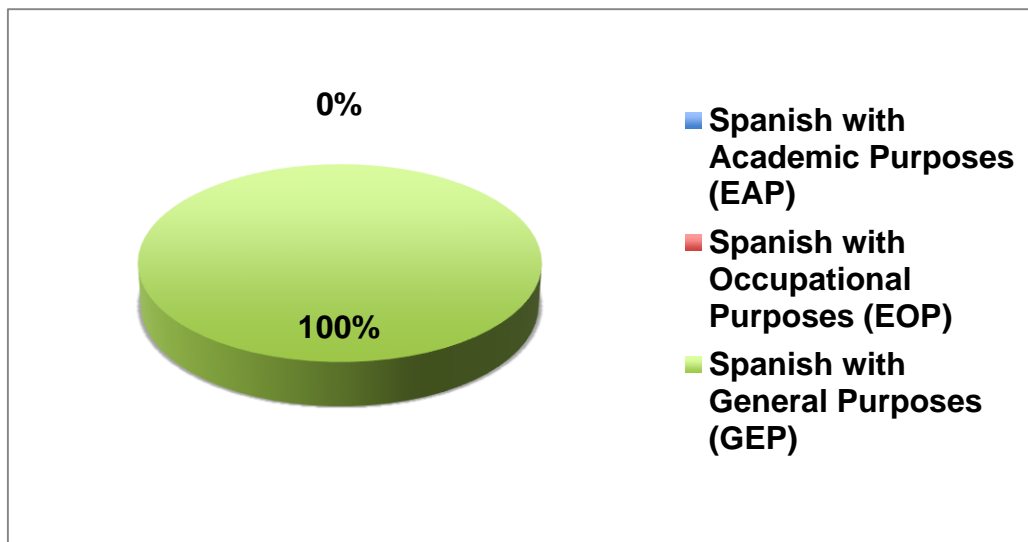


As it is shown in the graph above, both students require the Spanish language to use it in a specific area of their career, maybe in occupational or academic tracks since their professions are related to international issues.

Question 8

Which type of Spanish language course would you like to attend?

Graph 4.3.8
Types of Spanish Courses

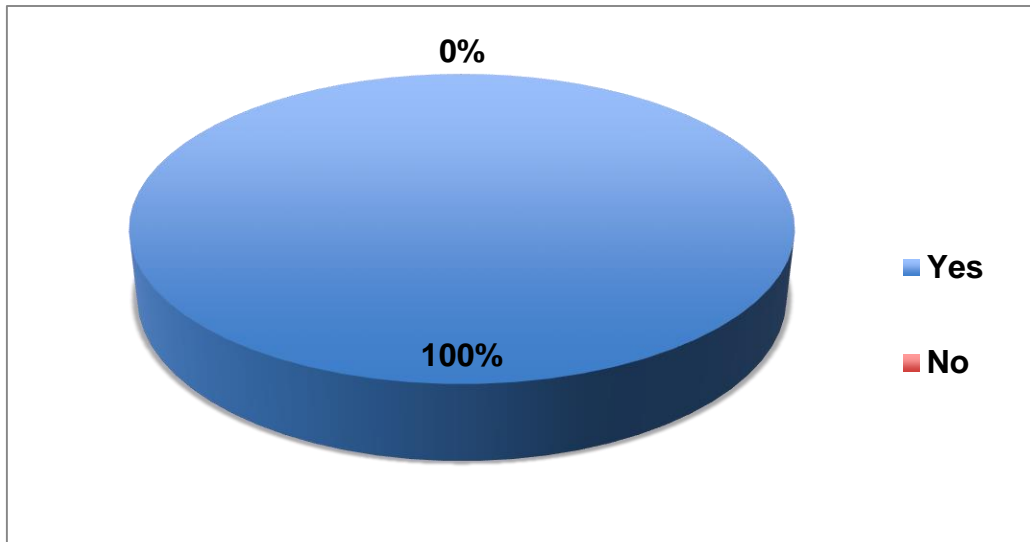


As it has mentioned before, students need the language for their careers however it was not exactly precise. In this graph they clearly express to learn a language with general purposes. Based on Hutchinson and Waters (1987) who state EGP is for students who study in schools where the foreign language is compulsory and the only purpose of studying it is to approve exams. According to this information students partially deny to use language exclusively for their careers yet to give attention to other more day-to-day issues.

Question 9

Is the time allocated to the Spanish course enough to you to use the language effectively?

Graph 4.3.9
Time to learn the language.

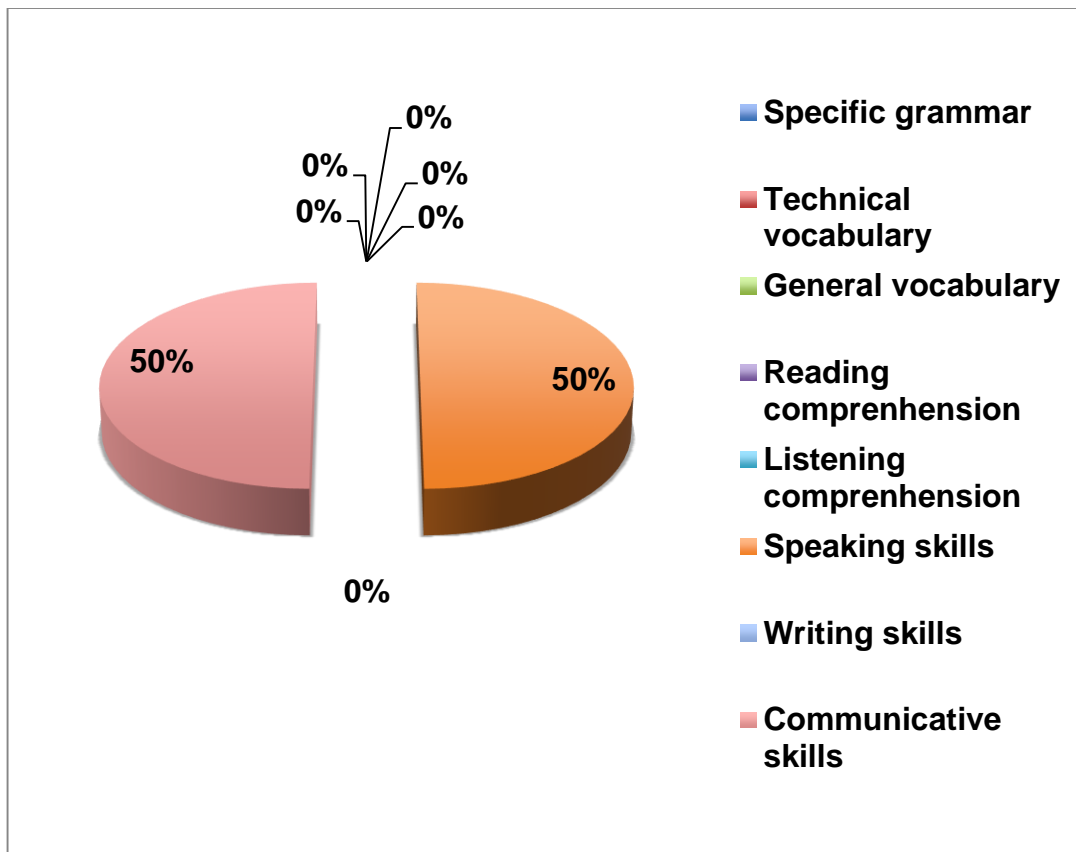


Studying the language 90 hours in six months, scheduled six hours per week is considered sufficiently for students to pick up the necessary abilities to master the language satisfactorily.

Question 10

Which aspects of English language would you suggest to be focused on in the course?

Graph 4.3.10
Aspects of Language to give more Attention.



Given the results in the graph, the main focus of students on language is to improve their communicative abilities. Even though they both have an intermediate level of Spanish, ranked B2, enriching their abilities in this area would appear to be advantageous to excel in a variety of social, academic and professional settings.

4.2.2 Open-ended Questions

In this part, the open-ended questions are presented as part of the mixed method. Sieber (1973, cited in Creswell 2012) suggested a combination of different research techniques for a single study. Jick (1979) means that investigators could enrich their inquiries by collecting and integrating different kinds of data that belong to the same case of study. That is why the open-ended questions are presented in separation, to record literally the participants' answers, and to obtain data as crystal clear as possible.

Question 2

Why did you decide to study in Mexico?
Student 1. It is culturally interesting, super for travelling and not expensive.
Student 2. I want to travel Mexico and meet Mexicans to talking to them.

Question 3

Do you consider Spanish important for your studies? Why?
Student 1. It is the second most important language in the world.
Student 2. I study international trade, so I need to study other language for making at this field.

Question 4

Which particular area of your career would you use the language?
Student 1. International relation.
Student 2. When I meet clients I need other languages.

Question 11

How do you learn Spanish better and why?
Student 1. Need to listen conversations and speak.
Student 2. What I really need is conversation with Spanish speakers.

Question 12

Describe your ideal class.
Student 1. Discussions with teacher, video, and article, and the most important have a nice teacher (patient, gentle...)
Student 2. Learn one grammar and speak it and practice it for using other situations.

4.4 Interpretation of the Results

According to the results of the open and close-ended questions applied to two foreign students the needs of the students are clearly evident. First of all, the eight questions were close-ended questions related to learning skills. Most of them illustrate the necessity to put in practise the abilities to speak and communicate and to reinforce the students' previous knowledge of Spanish as they are in B2 level. Despite the fact, both students are enrolled in careers associated with

international issues in which certain level of proficiency in foreign language is compulsory; the results do not have essentially academic or professionally inclination. Most of the answers draw attention to general purposes with social and communicative traits. To summarize the previous results it is necessary to make clear the students' priority is to strengthen their oral expression to be able to communicate fluently in diverse contexts.

4.5 Syllabus Proposal

Considering the research about the types of syllabus, it is time to review them for refreshing ideas on making the precisely selection of the syllabus.

As Richards (2001) says a syllabus has individual content that is a guideline with instructions and the lists of what will be taught and assessed. The main types of syllabus described in this project are the following:

Table 4.5.1
Overview of the types of syllabus

Syllabus	Brief description
Structural/Grammatical	Focuses on grammatical structures and phonology.
Situational	Focuses on different contexts and situations.
Topics	It is organized by topics.
Notional-Functional	Embraces the idea of using notions of the language that are communicatively functional impact in a given context.
Skills	Develops the skills of the language
Task-based	It is required students follow a series of steps to achieve a product.
Projects	A series of tasks to be accomplished.

4.6 The Syllabus Choice

For the purpose of the study the functional and skills based syllabus was chosen. It will be emphasized primarily speaking skills. This is because the participants have expressed in more than one open and close-ended questions their want to do oral activities in class, in other words, to do activities that imply the speaking skill. As Strevens (1988, in Johns & Dudley-Evans 1991) said “restricted to the language skills to be learned eg reading only” and “not taught according to any preordained methodology (eclectic) (p.298); such characteristics can be flexible depending on the situation. Furthermore, Hutchinson and Waters (1987) say “it is wise to adopt an eclectic approach taking what is useful from every theory, and also believing in the certainly experience of the teacher” (p. 51).

As it has been said students expressed to do speaking activities in class. However, it is important to consider that a skill ensembles one to another. Richards (2001) affirms that learning a language through skills implies to master a series of individual skill that all together build up one, for example when listening a lecture other sub-skills are being activated to master the listening activity.

The syllabus design emerges from the fact that language learning can no be separated from the cultural learning of a foreign language, so, it has to be raised at a prominent position as well.

In this manner, in name of students objectives and wants it would be beneficial to develop a syllabus highlighting the Intercultural Communicative Competence, ICC . According to Byram (1997, cited in López-Rocha, 2006), he

takes into account language teaching and focuses on “the ability to interact with people from another country and culture in a foreign language” (p. 71). In this author view a person who has been trained in ICC can able to establish relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person’s viewpoint and needs.

As Byram (2001, cited in Paricio, 2013) have said, it is important for language teachers to teach language and culture as a whole, because the language is the means of expression in a culture different from ours. What is interesting about all these previous quotes is that they remind students idea when they say they want to learn Spanish to speak to Mexicans, about different topics, and being involved in interesting conversations.

Consequently, the researcher of this study has found the strong reasons this type of syllabus centred on cultural aspects was selected, due to the fact foreign students are not only part of the community of Hispanic speakers also they are embraced by the culture.

4.7 Sample of the syllabus

The present syllabus is Notional-Functional and Skill based. It is scheduled in four weeks, one hour per day. According to the Cervantes Institute students of any language are considered intercultural learners as well, because they can be able to recognize different perceptions, values, attitudes and behaviours between their own culture and Hispanic countries.

Base on these parameters a syllabus that highlights cultural aspects such as touristic places, traditions, food and drinks has been created.

In order to present the sample syllabus it is significant to enlist the steps to elaborate a syllabus.

Harmer (2001) establishes some rules that should be taken into consideration when designing a syllabus, and states “every syllabus needs to be developed on the basis of certain criteria” (p. 295), which consist of:

- a) Learnability: the content should be organised in a gradual manner in order to be more efficient, i.e. from the easier themes to the more complex ones.
- b) Frequency: integration of the most frequent items used in target language.
- c) Coverage: incorporate the terminology and structures that have wider coverage in the use of the language.
- d) Usefulness: set up language forms and skills that are socially useful for the learners.

(Harmer, 2001, p. 295)

The following syllabus is based on the Cervantes Institute curriculum.

Table 4.7.1 Sample of the Syllabus

Course Objective: The syllabus aims to develop the students’ abilities to master the functions of the Spanish language within cultural settings to achieve their objectives of communicating effectively with Mexican speakers.

Specific Objectives:

1. Students will be able to ask information to get to touristic places and express opinion about them.
2. Students will recognize the worth of the legends in Mexico.
3. Students will use the pertinent elements of judgment to argument about the importance of the popular tradition ‘the day of the death’.
4. Students will recognize the culinary wealth and will identify the cultural importance of the traditional drinks in Mexico.

Course Length: 4 weeks, 1 hour sessions per week.

Level: B2

Week	Topic	Function/Notions	Skills	Communicative Situation	Activities/Material
1	Touristic Places	<p>Describing places</p> <p>Asking for information</p> <p>Expressing positive and negative opinion</p> <p>Promoting a touristic place</p>	<p>Read</p> <p>Listen</p> <p>Speak</p>	<p>Students will ask how to get touristic places</p>	<p>Pre-Activities Identify the following touristic places in Puebla: The cathedral of Puebla, The pyramid in Cholula, Amparo museum, and 'Los barrios Poblanos'. Say if they heard about these places.</p> <p>Watch a video.</p> <p>Make comments about the places.</p> <p>Main Activities Read a short description of each place.</p> <p>Match touristic places to their correct description.</p> <p>Express their opinion, if they already know the place, which place seems to be more interesting.</p> <p>Closing Activities Perform a role-play about how to get to</p>

					<p>the downtown of Puebla.</p> <p>Make an advertisement promoting touristic places in Puebla.</p> <p>Present them in class.</p> <p>Visit four touristic places in Puebla.</p> <p>Material.</p> <p>Video: Youtube Lugares Turísticos de Puebla. Worksheets.</p>
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CHAPTER V: CONCLUSIONS

5.0 Introduction

In the final chapter of this study the research questions planned in the first chapter are answered. Furthermore, the general conclusions, limitations of the study and directions for further research will be presented.

5.1 Overview of the Research

The essential goal of this investigation has been the design of a syllabus for two foreign students who have specific needs to master the Spanish language. For this purpose, it was applied a questionnaire. As soon as the results were obtained they were presented in graphs for a better perception and description, as statistical process in a mixed method requires. Then they were analysed. Finally, after all this process a syllabus was designed.

5.2 Answering the Research Questions

At the beginning of this research two questions were set up to lead this study in order to find out the students' needs for the design of a syllabus. In this section both questions will be answered.

5.2.1 Research Question 1

Which are the linguistic needs of the foreign students for learning the Spanish language?

After a careful examination of the students' answers in the questionnaire, it is concluded that students need to develop their communicative abilities. They need to do activities where the oral communication is implied and which they would

be able to put in practise either in class or outside. In other words, what they want is to broaden their communicative competence in sociocultural and intercultural settings so as to have a fluid conversation to their more immediate conversational partners for instance their teachers, classmates, roommates and randomly people they meet during their stay in Mexico. According to Maleki (2008) the communicative approach is centred on the communicative function of the discourse more than the grammatical and lexis traits. That is why students are intended to have sufficient linguistics and functional resources to interact independently with native speakers as well as to read different types of texts.

5.2.2 Research Question 2

What would be the suitable syllabus that best meet their needs?

Most of foreigner students are scarcely trained in Spanish language. This represents a communicative limitation when being involved in sociocultural contexts. Nevertheless, although students have an intermediate level of Spanish they manifest their intention to improve their abilities to speak to natives about various topics. Also, they expressed to use it not only in Mexico but also in other Spanish-speaking countries. That is why the chosen syllabus with cultural aspects was chosen, because they are of great interest for foreigner. This kind of syllabus can help to promote the listening and speaking skills to practise functional structures that would be used in real settings. In addition, students have expressed that their ideal class is the one where speaking and listening tasks would predominate. However as it has been said previously Richards (2001) a single skill

task cannot be developed as one in a class, they need the rest of the skills in language learning to support the primary one that it is intended to develop more. This is a notional-functional and skills based syllabus that reinforce the ability to use the language effectively in different situation the students may be immersed during their stay in Mexico, just as Finocchiaro and Brumfit (1983) say, students will learn from the language according to their communicative purposes, personal or impersonal, formal or informal depending on the situation, using the notions based on the culture and context in which speakers will be involved, and also using the correct language forms to express themselves.

5.3 General Conclusions

At the end of this research project it would be impossible to not be aware of what ESP approach assures in language learning and teaching. In virtue of the increasing demands of languages dominion, the urgency of the implementation of this approach in academic institutions should be imminent. This may function as a possible solution to reduce the apathy and desertion of many students in Mexico at the time they try to learn a foreign language. Likewise, it should mean a motivation for teachers to eradicate the traditional methods in language teaching. On the other hand, ESP approach is designed for adult learners with professional work objectives but it would be interesting and challenging to implement in English language teaching in basic education. The children stage is fundamental for learning since it begins and consolidates, to conduct students, through a learning style analysis, to develop their abilities, and as a result to raise qualified learners in foreign language learning.

5.4 Limitations of the study

The present study has been intended to compile the most reliable information in order to accomplish the objectives satisfactorily. For this purpose an investigation was done following the necessary procedure of doing research and the ESP methodology. However, during the process some restrictions arose. They are enlisted below.

One of the main restrictions was the selection of the topics in the syllabus because of the endless variety of cultural issues. All of them may be useful to be included in the syllabus, as most of the cultural topics are of great interest for foreigners. Also, the topics should be developed in a short term.

Another aspect not in favour was the time when applying the questionnaire and of course for students to answer the questions.

5.5 Directions for Further Research

As mentioned above, this research project is focused on the Spanish language teaching set on two foreign students' needs. A reduced number of students has not been a limitation to put in practise the syllabus design, since it is possible to make a syllabus for even a single participant. Nevertheless, it would be more productive to have an extended number of students to test the syllabus proposal, analyse the results and evaluate the whole course. As a result eventually implement a solid course for foreign students.

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APPENDIX A

Spanish with Specific Purposes Questionnaire

Age: _____ Genre: F M Degree: _____ Career: _____

1. What is the most important reason of studying Spanish?

- a. To travel
- b. To study
- c. Business meetings
- d. Exams
- e. Literature
- f. Friendship
- g. Emigration
- h. Personal relationship
- i. General interests
- j. Conferences

Other:
(Please specify).....

2. Why did you decide to study in Mexico?

3. Do you consider Spanish important for your studies? Yes No
Why?_____

4. What is the most important reason for you to study Spanish?

5. Would you say that at the present time, is your proficiency in Spanish language is:

	Weak	Average	Good	Very Good
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Which of the following Spanish language sub skills do you want or need to study?

a. Reading

- Reading textbooks and course hand-outs
- Reading technical articles in journals
- Reading Technical manuals
- Reading study notes and texts on computer

Others:

(Please specify) _____

b. Writing

- Writing short projects and assignments
- Writing exam answers
- Taking notes in lectures
- General texts

Others:

(Please specify) _____

c. Listening

- Following lectures
- Following question/answer sessions in class
- Listening to spoken presentations
- Listening to instructions and explanations

Others:

(Please specify) _____

d. Speaking

- Participating in discussions
- Asking questions in class
- Giving spoken presentations

Others: (Please specify) _____

7. How useful is the Spanish course with regard to your Spanish language needs?

Useful Of some use Not useful

8. Which type of Spanish language course would you like to attend?

Spanish with academic purpose

Spanish with occupational purposes

Spanish with General Purposes

Others: (please specify).....

9. Is the time allocated to the Spanish course enough to you to use the language effectively?

Yes No

10. Which aspects of Spanish language would you suggest to be focused on in the course? (You can choose more than one)

Specific grammar	<input type="checkbox"/>
Technical vocabulary	<input type="checkbox"/>
General vocabulary	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>
Listening comprehension	<input type="checkbox"/>
Speaking skills	<input type="checkbox"/>
Writing skills	<input type="checkbox"/>
Communicative skills	<input type="checkbox"/>

Others: (Please specify)

11. How do you learn Spanish better ?

- When you read
- When you listen
- When you speak
- When you touch

Why?

.....
.....

12. Describe your ideal class.

.....
.....
.....
.....

APPENDIX B

FUNCTIONAL AND SKILLS-BASED SYLLABUS

Course Objective: The syllabus aims to develop the students' abilities to master the functions of the Spanish language within cultural settings to achieve their objectives of communicating effectively with Mexican speakers.

Specific Objectives:

1. Students will be able to ask information to get to touristic places and express opinion about them.
2. Students will recognize the worth of the legends in Mexico.
3. Students will use the pertinent elements of judgment to argument about the importance of the popular tradition 'the day of the death'.
4. Students will recognize the culinary wealth and will identify the cultural importance of the traditional drinks in Mexico.

Course Length: 4 weeks, 1 hour sessions per week.

Level: B2

Week	Topic	Functions	Skills	Communicative Situation	Activities/Material
1	Touristic places	Describing places Ask for information Expressing positive and negative opinion Promotes a touristic place	Speaking Listening	Students will ask how to get touristic places in Puebla.	Pre-Activities Identify the following touristic places in Puebla: The cathedral of Puebla, The pyramid in Cholula, Amparo museum, and 'Los barrios Poblanos'. Say if they heard about these places. Watch a video. Make comments about the places. Main Activities Read a short description of each place.

					<p>Express their opinion, if they already know the place, which place seems to be more interesting.</p> <p>Closing Activities</p> <p>Perform a role-play about how to get to the downtown of Puebla.</p> <p>Make an advertisement promoting touristic places in Puebla.</p> <p>Present them in class.</p> <p>Visit four touristic places in Puebla.</p> <p>Material. Video, worksheets</p>
2	Legends	<p>Give positive and negative opinion</p> <p>Expressing agreement and disagreement</p> <p>Narrate legends</p>	Speaking Reading Writing	Comprehend the literature and legends based on pre-hispanic events.	<p>Pre-Activities</p> <p>Ask students about the concept of legends. Make reference to a legend of their country. Share with the whole class.</p> <p>Comprehend the meaning of legends.</p> <p>Listen to the song "Llorona" and follow the lyrics.</p> <p>Main Activities</p> <p>Read a text about the prehispanic</p>

					<p>legend “Llorona” and express their opinions.</p> <p>Main Activities</p> <p>Read a text about the prehispanic legend “Llorona” and express their opinions.</p> <p>-Look for synonyms of adjectives found in the reading.</p> <p>-Find information about “Mexicas” mentioned in the reading.</p> <p>-Find information about “La nueva España” and understand what it is about.</p> <p>Closing Activities</p> <p>-Make a poster about one of the legends.</p> <p>-Narrate a legend from their country. Present a video, trailer or poster.</p> <p>These presentations will be the last day of classes of the week 2.</p> <p>Material. You tube “Llorona”. Readings, papers, markers, computer.</p>
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3	Day of the Death	<p>Expressing opinion</p> <p>Sharing opinion</p> <p>Making polite interventions in conversations</p> <p>Giving positive and negative arguments</p> <p>Expressing feelings and curiosity</p> <p>Expressing likes and dislikes</p>	<p>Listening</p> <p>Speaking</p> <p>Writing</p> <p>Reading</p>	<p>Students will take understand the festivity by talking about the day of the death, as well as sharing traditions from their own country.</p>	<p>Pre-Activities</p> <ul style="list-style-type: none"> -Express general impressions about the celebration "The day of the death". -Analyse an infographic about the day of the death. -Understand the meaning of the vocabulary. -Watch the video "Calaverita" and answer an interactive quiz related to the key vocabulary. <p>Main Activities</p> <ul style="list-style-type: none"> -Listen and watch a video about the day of the death in Mexico. -Answer an interactive questionnaire. -Unscramble a text according to the video. -Comprehend the concept of candy and literary 'calaveritas'. -Listen and watch a video about the Mexican ofrendas. -Take the role of the
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					<p>characters of the video and give them voice, paraphrasing the original dialogs.</p> <p>-Watch the movie "Coco".</p> <p>-Express opinions about the movie.</p> <p>-Comment about other celebrations they know from other countries or the ones from their own.</p> <p>-Find information about them and present them in class.</p> <p>-Identify similarities and differences among them.</p> <p>-In couples will try to persuade their partner to assist the festivity he/she talked about.</p> <p>Closing Activities</p> <p>-Each student will present a similar festivity from other countries or their own.</p> <p>-Write a literary "Calavera".</p> <p>The final activities are presented the last day of classes of the week 3.</p>
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					Material. Videos in Youtube, computers, papers, markers.
4	Traditional food and drinks	<p>Giving positive and negative opinions</p> <p>Expressing likes and dislikes</p> <p>Describing orally procedures, objects and situations</p> <p>Ordering in a restaurant</p>	<p>Listening</p> <p>Speaking</p> <p>Writing</p>	<p>Students will understand and express orally and in writing the importance of the tortilla for Mexicans.</p> <p>Students will identify and recognize the traditional food and their ingredients.</p> <p>Students will recognize the qualities of the mexican plant, el maguey and describe the process to obtain the national drink of Mexico.</p>	<p>During the week the topics “la tortilla” and “Traditional drink” will be included.</p> <p>Opening Activities</p> <p>-Watch the videos “Pulque bebida de los dioses”; Mezcal: traditional production; Tequila; Tortillas hechas a mano, y tacos en Mexico; Proceso industrial de la tortilla; Arte en tortilla”.</p> <p>Comment about these videos.</p> <p>-Read the text “La importancia de la tortilla y el maíz en Mexico” Discuss with the teacher doubts and comments.</p> <p>-Read the Dr. Atl:’ phrase: “No es posible conocer completamente al pueblo mexicano si no se ha saboreado su cocina y si no se le ha visto comer”.</p> <p>Traditional drinks:</p>

					<p>Pulque and Tequila -Answer the question ¿Cuál es la bebida más representativa de tu país? From images of maguey students will comment if it is possible to extract a drink from that desert plant.</p> <p>-From the documental “ el Pulque bebida de los dioses” students will ask questions and comment.</p> <p>Main Activities</p> <p>Maíz</p> <p>-Comment about a popular product in their country and find out information about a possible mythological relation.</p> <p>-Discuss about the machines presented in the video and the reasons Mexicans produce great amounts of tortillas.</p> <p>Traditional Food -Answer the following questions: ¿Tienen hambre? ¿Cuál es su comida favorita? ¿De dónde es y como se prepara? Then talk</p>
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					<p>about the reasons of their food election.</p> <p>-Comment from the videos about food, based on their observations and experiences, the main characteristics of the Mexican food.</p> <p>-In couples discuss about the importance of the traditional food in their countries. Share their opinions with the whole class.</p> <p>Traditional drinks: Pulques y mezcales</p> <p>-Discuss about the production of these popular drinks of Mexico.</p> <p>Closing Activities Maíz</p> <p>-After watching the video: Arte en tortillas students will draw a circle depicting a tortilla, inside will write two or three phases that may describe the importance of tortillas for Mexicans, or they use the phrase: Para los mexicanos el mundo es Redondo como una</p>
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					<p>toritilla, pues... and conclude the idea.</p> <p>Traditional Food</p> <p>-From images about traditional food, students will choose some of the dishes to design the menu of a fictitious Mexican restaurant. Finally, in order to describe the traditional dishes they will perform a scene at the restaurant ordering food.</p> <p>Traditional drinks</p> <p>Students will design an advertisement or touristic promotion to express briefly the qualities of the agave and its drinks.</p> <p>Material. Videos, documentals, realia, paper, markers. Computers.</p>
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