



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**CLINICAL NUTRITION ESP COURSE:
A NEED ANALYSIS**

**A thesis submitted to the Faculty of Languages
for the Degree of**

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

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DEDICATION

To my colleagues in the Facultad de Lenguas and the Clinical Nutrition degree, Benemérita Universidad Autónoma de Puebla, this book is affectionately dedicated.

CHAPTER I: INTRODUCTION

Nowadays, in Mexico English as a Second Language (ESL) is not just required for people who want to study a degree related to tourism or teaching, it is also a requirement for people who want to study other major like engineering, medicine, law, psychology, nutrition and so on. Students need to learn the language because most of the updated information about any subject or major is produced in English. Taking into account this, learning a second language throughout any major is necessary for students to use as tool and put it in practice when they need to use the language in their own context, their own business, and their own situations in real life.

My interest in this topic relies on knowing what the exact problem is that students face when they learn English as a second language as part from their studies, also I would like to know what are the necessities they have to learn better the language. For that, I believe that English for Specific Purposes might help to find out the answers through this research.

This study is focused on clinical nutrition students from Facultad de Medicina at the Benemérita Universidad de Puebla (BUAP). There is a program called Área de Formación General (FGU) which is implemented at the University to all the degrees and includes English as a second language (ESL). Clinical nutrition students have to take mandatory English classes during the first 4 terms at the beginning of their-studies, but they seem to have problems with English because

when all the levels are finished, they continue to not understand how they put it into practice in their subjects.

1.1 Statement of the Problem

Benemérita Universidad Autónoma de Puebla (BUAP) offers classes of English as Second Language (ESL) to its BA programs through the Área de Formación General (FGU). Nevertheless, teaching English in general is completely different from teaching English for Specific Purposes. Nutrition students have to attend general English classes during the first 4 terms at the beginning of their studies, but they seem to struggle with the language when they put it into practice. It seems teachers do not teach what students really need to learn in their specific area, nutrition students in addition to need General English, they also need to learn English from their specific field which would be more useful for them when they need to understand medical articles mostly in English. That is why, for the reasons reviewed above I consider that a Need Analysis and a program based in ESP in that area is needed and that might be helpful for them to find a real application to their knowledge with the language in their context.

1.2 Purpose of the study

Since this research will adopt an English for Specific Purposes perspective focusing the Clinical Nutrition BA program at BUAP, the main purpose is of this project the following:

- To identify what are the clinical nutrition students English language learning needs.

1.3 General objective

This study as general objective:

- To carry out the process of a needs analysis for clinical nutrition B.A. program at BUAP.

1.3.1 Specific objectives

- To define the specific clinical nutrition students' needs to develop activities in the following aspects such as skills, real situations and areas of interest.

1.4 Research questions

- What are the specific needs of Clinical Nutrition students at BUAP regarding English language?
- What are the specific language skills do they need to develop?
- What are the specific situations in which students need to use the language?
- What kind of activities do students need according to their context?

1.5 Significance of the study

As mentioned before, learning English as second language is important in many specific fields because it is used as a tool in areas such as technology, marketing, business, medicine, informatics, industry and so on. Even though English

is not used all over the world, it is necessary to learn it and use it for professional development because English is one of the most common language used by foreign language speakers. English is also a relevant language because as long as you learn and know it, it gives more opportunities to grow the capacity as professional in the area of work, it also gives more industrial competency in the field.

Consequently, this study is so relevant to the researcher and, of course, the information is going to be useful and meaningful for the Formación General Universitaria teachers of English because they might be able, from the present study findings, to improve students' skills and develop the activities to accomplish their own professional needs. This means that students and teachers need a deeper knowledge to cover their specific purposes in relation to their major.

1.6 Methodology

This study has ESP as a methodology, even though it does not consist of a particular type of teaching material. The best instrument to be used in this process it seems that is a mixed method approach; as it is already known the use of qualitative and quantitative forms have its advantages and disadvantages but when these two forms are combined there is a huge and spacious outlook from the data collected during the process. That's this method seems suitable in this study.

Furthermore, there is an example of qualitative research where might include the best questions to identify the needs that must be cover the students' situations, students' level because it is needed to go through the specific and complete study by the analysis. See the following survey.

1.7 Research content and organization

In this study, as it is seen, there is a gathering of information related to the topic. Chapter I presents the main objectives from the investigation, the purpose and the significance of the study, the type of approach and instrument will be used, statement to the problem, and so on. In chapter II, the literature review about the ESP approach, the overview, the definition of ESP, the different professional areas purposes, the development of ESP are discussed. In chapter III, the research design, theoretical context, the participants, the instrument, the process of data collection, are described. Chapter IV presents the study findings in relation to the skills and language situation to develop, main kind of activities for the need according to the specific context, main areas of interest drawn from the data collection. And lastly, in chapter V, the conclusion, the information and results gathered during and at the end of the process, the implications and the limitations of the study, and also the references that support this investigation are presented.

1.8 Definition of terms

ESP: “ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need” (Hutchinson, 1987).

EAP: “English for Academic Purpose is concerned with researching and teaching the English needed by those who use the language to perform academic tasks” (Wiley, 2013).

EOP: “The term EOP refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations” (Maggie, 1998).

CHAPTER II: LITERATURE REVIEW

2.1 Chapter introduction

This chapter includes the topics which frame the present study. First, the term ESP is defined and the classification of ESP is presented. Second, the process of need analysis and its elements are introduced. Finally, the process of curriculum development is discussed in detail.

2.2 English for Specific Purposes (ESP)

The definition of English for Specific Purposes (ESP) has been used in multiple definitions that has been proposed from many points of views. According to Hutchinson and Waters (1987):

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. (p. 19)

This means that ESP is an approach to learn a language for a specific discipline, based on students' needs. In addition, Blackwell (2013) states that "English for Specific Purpose refers to the teaching and learning of English as a second language or foreign language where the goal of the learners is to use English in a particular domain" (p. 2). This means the teaching and learning of a second language have accomplish the goal of the learners in a specific area. In contrast, Orr (as cited in Burton, 2002) mentions "Specific-purpose English includes not only

knowledge of a specific part of the English language but also competency in the skills required to use this language, as well as sufficient understanding of the contexts within which it is situated” (p. 1). In sum, it can be claimed that ESP is not a common English class, is not a general English class, it is a specific training which the learners need for a discipline and also the class might display the approach and a method for teaching the language according to students’ needs.

In order to know the reason of the research, it is necessary to mention the classification of ESP, as it is already known ESP is a broad term which can be divided in professional subcategories. These subcategories are divided in two fields, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). As a continuation of the explanation, these definitions will be discussed in the following sections from different authors’ opinions.

2.3 English for Academic Purposes

English for Academic Purposes (EAP) is a classification from ESP that requires specific needs to be accomplished for academic or professional purposes. According to Dudley-Evans and St. John (1998), “English for Academic Purposes (EAP) refers to any English teaching that relates to a study purpose” (p. 34). This means it does not matter what kind of area is, it is important to know the English purpose, which is required in the study. Furthermore, according to Blackwell (2013) “English for Academic Purpose is concerned with researching and teaching the English needed by those who use the language to perform academic tasks” (p. 137). It refers to the content of the English class that will accomplish the academic tasks, projects and journeys needed by the learners. On the other hand, Jordan (1997)

adds “EAP is concerned with those communication skills in English which are required for study purposes in formal education systems” (p. 1). This includes the communication skills in English as second language (ESL) which are needed for educational tasks. Therefore, there exists another subcategory in ESP different from this one.

2.4 English for Occupational Purposes

English for Occupational Purposes (EOP) is the other important classification of ESP. Therefore, it is important to understand the purposes that need to be covered in a job or occupation. According to Belcher (2009), “The fastest growing branches of EOP are those associated with professions that are themselves constantly expanding and generating off shoots such as EBP English for Business Purposes” (p.2). In other words, EOP is a branch that has to do little with areas that day by day are expanding and improving in the world. In addition, Hutchinson and Waters (1987) state that “EOP is also known as English for Vocational Purposes and Vocational English as a Second Language” (p. 17). This means that EOP is not just know as English for Occupational Purpose but also as English for Vocational Purpose, it is in a lot of fields of work is required.

On the other hand, according to Dudley-Evans and St. John (1998), “The term EOP refers to English that is not for academic purposes; it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations” (p. 7). In this definition the authors consider ESP as a branch that includes professional purposes in certain disciplines and also for work situations without any profession or discipline.

Once the subcategories are completely defined and in order to continuous with the development of ESP training, it is pertinent to know what the main necessities are exactly from the learners into the English language target beyond a needs analysis.

2.5 Needs Analysis: ESP

A needs analysis reveals the process of determining and gathering information of needs which learners requires the language. For instance, according to Brown (1995), "Needs Analysis (also called needs assessment) refers to the activities involved of gathering information" (p. 35). This refers to the process of gathering information about learners' needs by a spectrum of activities. Furthermore, Jordan (1997) claims that "The process of determining the needs which a learner requires a language and arranging the needs according to priorities ... [it] makes use of both subjective and objective information" (p. 20). This means that the process of identifying information about the needs which a learner demands the language and put in order according to the priorities. In contrast, Blackwell (2013), Hyland (As cited in Blackwell, W 2013) mentions that:

A broad multi-faceted definition of needs analysis is provided by Hyland (2006: 73): *Needs Analysis* refers the techniques for collecting and assessing information relevant to course design: it is the means of establishing the *how* and *what* of a course. (p. 325)

This refers to need analysis not just a process of collecting information but also assessing and check out the information relevant and the reason about a course design.

To be concise a needs analysis is the first stage in ESP course development once the needs are already identified the next stage is followed by curriculum design in which there are many steps that has to be followed by the collected data plays an important function to develop a curriculum design.

2.6 Curriculum development/design

Curriculum development also well-known as curriculum design is a systematic process which englobes a number of sub-processes and makes the process functions and achieves the principal purposes. According to Brown (1995) “Curriculum Development includes some important points that have to be worked such as needs analysis, objectives, testing, materials, language teaching and at the end the evaluation” (p. 20). This means that every point has its own grade of complexity and each one has to keep in touch hand-to-hand the others to accomplish the development.

2.7 Register analysis

This is a necessary step in an analysis of the linguistic need of students in ESP courses. It can be used to determine authenticity of language in relation the grammatical and lexical features of the English language. According to Ewer and Latorre (1969), “register analysis revealed that there was very little detailed that was distinctive in the sentence grammar of Scientific English beyond a tendency to favour particular forms such as the present simple tense, the passive voice and nominal compounds” (cited in Hutchinson and Waters, 1987, p.10).

2.7.1 Rhetorical or discourse analysis

The combination of a register analysis with the discourse analysis is meaningful in the ESP branch because it is not just the analysis from sentences but also the meanings, the message each sentence intends to communicate. According to Hutchinson and Waters, “register analysis has focused on sentence grammar, but now attention shifted to understanding how sentences were combined in discourse to produce meaning” (1987, p. 11).

2.7.2 Skills and strategies

In this stage of ESP has seen an attempt to look below the surface and to consider not the language itself but the thinking processes that underline the language use. According to Hutchinson and Waters (1987, p. 13), “The principal idea behind the skills-centered approach is that underlying the language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse”. It means that the advantage of using this approach allows to the instructor or professor to focus and identify the message from the dialogue.

2.7.3 A learning-centered approach

The concern in ESP is not with language use – although this will help to define the course objectives. The concern is also on language learning. In this last stage, Hutchinson and Waters (1987, p. 14) mention that:

We cannot simply assume that describing and exemplifying what people do with the language will enable to someone to learn it. If that were

so, we would need to do more than read a grammar book and a dictionary in order to learn a language.

In other words, it means that by every learner there is a different way to learn, to process, to improve the language and it implies to go forward than only reading grammar books or memorizing dictionaries.

2.8 Course design

According to Dudley-Evans and St John (1998):

There are a number of parameters that need to be investigated in making decisions about course design. Our questions, as presented here, show these as choices between two poles of a dichotomy. However, our discussion illustrates that these choices present the end of a continuum. Some of the positions are pre-determined by circumstances – the client, the environment – others are determined by the course designer. (p. 145)

In other words, the authors say that a course design depends not just on the objectives but also on circumstances such as the learners, the teachers and the context, to design a specific and functional course to the specific learners. And the specific stages to apply the course design in the correct manner are bellow.

2.8.1 Intensive or extensive course

The matter of the decision about how intensive or extensive the course should be according to Dudley-Evans and St John (1998) emphasize that “During an intensive ESP course the learners’ time is totally committed to that ESP course. In contrast, an extensive ESP course occupies only a small part of a student’s timetable

or a professional person's work schedule" (p. 146). It means that according to the objectives related to the course, the intensity of the it should be chosen; intensive if the course requires the total schedule from students or extensive if the course uses only a miniscule part of student's schedule. To take the decision to choose one of these options, it is crucial to take into considerations the advantages and the disadvantages from each one. These are presented in the following tables according to Dudley-Evans and St John (1998; p. 146 - 147):

Intensive course [Dudley-Evans and St John (1998; p. 146-147)]

Advantages	Disadvantages
The students are totally focused on their purpose for learning English.	Without reinforcement, what is learnt on the intensive course may lie dormant.
If the course is residential, students can be immersed in an English-language environment, even outside the actual class sessions.	With longer courses the total concentration on English and the absence of academic or professional activity may become increasingly artificial.
The students have no distractions and, because of the availability of time, a great deal of variety in the activities can be introduced.	Students' motivation seemed to decline over the year, in some cases quite dramatically.

According to the points mentioned before, I could say that this parameter is focused more on an EAP course taking into account the advantages above. This is a parameter that should be taken into consideration to the course if as ESP course

designer we do not want to fear of losing the purposes and the focus of the main objectives. Whereas the advantages and disadvantages from intensive courses were presented, the extensive courses are consecutive shown below:

Extensive course [Dudley-Evans and St John (1998; p. 146-147)]

Advantages	Disadvantages
The course can run in parallel with the subject course or the professional activity and can relate to it, adapt to it as the learners' experience or needs change, and generally remain flexible.	According to Robinson, 1991 [quote taken from Dudley-Evans and St John (1998)] "The potential lack of continuity between classes, particularly if the classes are infrequent".

According to the points previously said to the extensive course, it is visible that does not include some varied advantages by comparison with the first one. Nevertheless, it is pertinent to mention the advantage that allows the course to adapt to the learners and also to prepare activities for leverage the students' timetable adaptable. On the contrary, in the time of working on an extensive course, the students feasible on losing the interest on fulfilling their needs related to the course and this might happen caused by the classes which are not sequential.

2.8.2 Assessed or non-assessed course

The decision about the course should be assessed or non-assessed according to Dudley-Evans and St John (1998) remark:

A compulsory EAP course, where learners' performance in English is assessed along with other subjects at the ends of semester or academic year,

has definite advantages: it raises the status of the subject and should ensure that is taken seriously by both students and the departments. It does, however, bring responsibilities. Where different groups are taught by different teachers but take the same test, it is vital that teachers coordinate to ensure that the testing is valid and fair. This inevitable means some loss of freedom in the choice of topics and material used on the course. (p. 146)

This means either assessed or non-assessed has its complexity but the assessed method involves to take responsibilities; such as to measure, to design, to create, to apply, to gather and to grade. However, it is not only testing, but also supervising, monitoring and assessing. It takes time and effort, and these points are needed to take into consideration before choosing one of them.

2.8.3 Immediate or delayed needs

As Dudley-Evans and St John (1998) mention “By immediate needs we refer to those needs that students have at the time of the course, while by delayed needs we refer to those that will become more significant later. Any pre-experience course, whether EAP or EOP, is by definition a course that deals with delayed needs” (p. 148). It means that at the beginning of the course is expected to fulfill some identified needs, but during the process or at the end of, it may appear some significant needs related to the subjects from the field.

2.8.4 Teacher as provider or as facilitator/consultant

Teacher as provider of input

Dudley-Evans and St John (1998) state that:

The question of the role of the ESP teacher is a very important and a controversial one (Hutchinson and Waters, 1987, Swales, 1988, Johns and Dudley-Evans, 1993). In many situations the teacher expects, or is expected, to control the class, to provide information about skills and language, to control the activities, possibly moving into pair or group work for part of the class, but always at the suggestion of the teacher. In these situations, the role of the teacher generally matches the expectations of the learners. We define this teacher role as teacher as provider of input and activities. (p. 149)

This role of being a provider is decided by the learners only if they are soft on the teacher's role in the class, because the ESP teacher attempts to say to them what to do, and the teacher will always be the one to give the authorization, to be provider.

Teacher as facilitator or consultant

Dudley-Evans and St John (1998) remark:

In other situations, the ESP teacher manages rather than controls. S/he may not make decisions about the course design but will negotiate with the learners about when to include it. S/he will often get members of the class to bring material for exploitation in class. We see this role as teacher as facilitator or teacher as consultant. (p. 149)

The role of the teacher is to communicate, to inform to the students about the most approachable activities or tasks for them, and they can give an opinion of it, this means teacher and students can negotiate about it.

Afterwards, Dudley-Evans and St John (1998) discovered that "...In many situations the role of the teacher may constantly move between that as *provider of knowledge* and that *facilitator or consultant*" (p. 150). The researchers discovered that most of the time is needed to the teacher plays both roles into the course because sometimes the students have to develop some certain skills that lead to the instructions that the teacher has to give them, and sometimes she/he will need to discuss some topics or activities before applying it, and the opinion of the students will be essential to the teacher.

2.8.5 Broad or Narrow focus

Broad focus

According to Dudley-Evans and St John (1998):

By a broad focus we refer to a situation where we concentrate on a range of target events, such as study or professional skills, or a variety of genres. The focus is broad because of the range of target events covered, but it does not imply that the skills are taught in a general and superficial manner. Skills will be dealt with in great detail, and the teaching material may even include some specific carrier content. (p. 151)

This means that based on student needs, the competence is required to be developed deeper and more detailed during the course.

Narrow focus

Dudley-Evans and St John (1998):

By narrow focus (Williams, 1978) we mean that we concentrate on a few target events, for example just the listening skill, or just one or two genres. A narrow focus does not necessarily mean that we only use specific carrier content for teaching material. We may focus narrowly on one or two skills, but use a wide use of general and specific carrier content to teach those skills and related language. A narrow focus is appropriate where the needs are limited and the learners are convinced of the importance of concentrating just on those needs. (p. 151)

It refers to the needs related to the specific skills that students need to work on and the teacher looks for the appropriate activities, tasks and focused material for achieving it. But it is not in a surface manner.

2.8.6 Pre-experience or parallel with experience

To define the pre-experience and parallel with experience, Dudley-Evans and St John (1998) say:

By pre-experience we mean that learners do not have experience of the target situation at the time of ESP course. By parallel with experience, we mean that the English course runs concurrently with the study course or professional activity. The course designer does not always make the decision on this parameter. (p. 151)

In other words, it refers that most of the time the decision from the course does not depend on the ESP teacher, indeed, it depends on the experience from

students because according to their knowledge and their background before the course.

2.8.7 Common core or specific material

In this parameter, Dudley-Evans and St John (1998) explain that:

By common-core material we mean material that uses carrier content which is either of a general academic nature or of a general professional nature. By specific material we mean that the material uses carrier content that is drawn directly from the learners' academic or professional area, such as topic that EAP students are following in their subject course, or case studies related to the professional work of EOP/EBP learners. (p. 152)

This means that the ESP teacher must design the specific or general material based on the learners' academic or professional area/field.

Specific material

Furthermore, Dudley-Evans and St John (1998) discussed with specialists in EAP and EOP work and they also point out:

Our main conclusions there were that introducing some specific work into the ESP course, either as the main focus of the course or to supplement the common-core features of the course is generally beneficial. However, the opportunity to introduce more specific work depends on the timing of the course and other institutional constraints as well as the motivation of the learners. (p. 152)

Specialists mean that the learners demand the use of general or specific material and it depends on their motivation and the time of the course, respectively, which takes more time and effort from the instructor.

2.8.8 Homogeneous or heterogeneous groups and motivation

This parameter is focused on how the learners work in class, according to Dudley-Evans and St John (1998) remark that “Another factor to consider is whether the ESP class is made up of a homogeneous group from one discipline or profession, or a heterogeneous group of learners from different disciplines, professions or levels of management” (p. 152). It refers the decision will affect in a good or either bad way to the course design and the classes learners will attend throughout the course.

In addition, Dudley-Evans and St John (1998) describe the contrast between two options of working in group:

If the group is heterogeneous, it is difficult to introduce much specific work, and it is again more appropriate to look for topics and activities that are common to the various interests in the group. If the group is homogeneous, it is possible to undertake more specific work. The main question here is that of the motivation of learners. (pp. 152-153)

It refers more about the diversity of learners because if they are from different degrees but the same field, the instructor has the work of looking for topics and tasks with same level of management in the area. Or in case of the learners are from the same degree is more flexible for the instructor to introduce positive activities and

tasks for them. But for both of them the motivation will be crucial at the moment of working on the course.

2.8.9 Fixed Course Design or Flexible Negotiated Course Design

In this last parameter that the course design could achieve a fixed course design or flexible negotiated course design that according to Nunan, 1988 (cited in Dudley-Evans and St John 1988) claims “A fixed course design laid down in advance of the course and is rarely deviated from; a flexible and negotiated course design allows room for change based on feedback from learners” (p. 143). This means that most of the time students expect from the teacher to guide them but sometimes teacher may lose the main purposes from the course, and the better way to help the instructor is that learners give to him opinions and suggestions in order to reach an agreement between the students and the teacher.

In addition, when an EAP course is part of the subject timetable, and also assessed, it is important to make sure that all students have covered the same material. According to Dudley-Evans and St John (1998) remark that:

This will lead in a need for more or less fixed course design. If, however, teachers or the institution follow the philosophy that learners need to be involved in making decisions about their learning and in assessing their own progress, then a flexible negotiated syllabus is important. (p. 154)

In other words, in case of the basis from the instructor or institution is making students to be part of the decisions about the course and how their learning and how to measure their improvement, a flexible negotiated course design must be applied.

2.8.10 The role of materials

This parameter plays an important role on the course design, Dudley-Evans and Johns (1998) mention that:

Looking at existing materials, published and unpublished, is part of this process; we can learn about skills areas and associated language from materials. The final choice of some features to be taught and the order they are taught in will come from the materials we select. (p. 167)

This refers to the function from the materials that the instructor will select to work on all the classes and the entire course, it will let to manage the way learners will be taught.

CHAPTER III: METHODOLOGY

3.1 Overview

In this chapter, the methodological considerations for the thesis project and the choice of instruments are presented. In addition to that, it also provides information about the context of the research, participants, and technique.

3.2 Setting

This study was conducted at the Medicine School at the Benemérita Universidad Autónoma de Puebla, particularly the study focuses on the Clinical Nutrition BA program. The degree of Clinical Nutrition has approximately 750 students and English are a mandatory class for all the students. Nevertheless, only a part of the students takes the English subject because the most of them have already a lot of subjects to attend; they are fully occupied with their subjects and they attempt to take English as an additional class, but the English classes are not always available. It is most of the time because the schedules or the subjects they have to deal with and also with the short number of English teachers teaching the language in the degree.

3.3 Approach

A research design is organized in, at least, three states: to gather, to analyze and to interpret significant information. In addition, there are three methods to conduct a research qualitative, quantitative and mixed methods. The first method is qualitative, and it will be explained in the following paragraph.

According to Hancock, Windridge, and Ockleford (2009) “Qualitative research tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality)” (p.5). In other words, this method analyzes the personal perception, looking and thinking of a society.

In addition, according to Jennifer Mason (2002):

A qualitative research is based on methods of analysis, explanation and argument building which involve understandings of complexity, detail and context. Qualitative research aims to produce rounded and contextual understandings on the basis of rich, nuanced and detailed data. There is more emphasis on ‘holistic’ forms of analysis and explanation in this sense, than on charting surface patterns, trends and correlations. Qualitative research often does use some form of quantification, but statistical forms of analysis are not seen as central. (pp. 24 - 25)

She points out that this is type of method is based on analysis and explanation which concern complexity in the context. Qualitative research also uses some form procedures of numbers to support the part of interpretation from arguments to the context.

Additionally, Creswell (2009) mentions that “qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p.4). The author means this is a research for examining and figuring out the personal thinking, behavior and beliefs of a specific society.

Qualitative research method is based on analysis, explanation and understanding the different ways of looking at reality to the society, but very detailed, with a specific context. Furthermore, the quantitative research different from the quantitative research, this method is going to be explained with details in the following sections.

According to Hancock, Windridge, and Ockleford (2009) “Quantitative research tends to focus on ways of describing and understanding reality by the discovery of general ‘laws’” (p.6). In other words, this method is focuses on statistical systems, surveys, questionnaires; some structure that interprets by numbers or percentages the collected data.

According to Bhushan S., Alok S. (2017):

In natural sciences and social sciences, quantitative research is based on the aspect of quantity or extent. It is related to object that can be expressed in terms of quantity or something that can be counted. Such type of research involves systematic experimental analysis of observable phenomenon via statistical, mathematical or computational techniques in numerical form such as statistics, percentages, etc. (p.3)

They state that the objective of a quantitative research is to express by mathematical or computational techniques the data or information researchers want to gather.

Additionally, Creswell (2009) “Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables,

in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p.4). In other words, he mentions this research is an approach for analyzing theories and methodologies by variables, this means the results from the procedures have to be measured and interpreted by numbers, graphics and tables.

In the other side, one other method is the mixed methods approach and as its name say, this method is a combination of the previous two methods were mentioned in the last paragraphs. To be clearer, and according to Creswell (2009) mentions:

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. (p.4)

This method contains both qualitative and quantitative approaches; and even though each method has differences and similarities when they are combined, the researches' results are completer and more interpreted with more accuracy.

Afterwards, Creswell (2003) maintains “A mixed method approach is one in which the researcher tends to base knowledge claims on pragmatic grounds. It employs strategies of inquiry that involve collecting data either simultaneously or

sequentially to best understand research problems” (p.18). He claims this method is based on not just statistical system but also on pragmatic interpretation. This lets researchers to obtain a huge view from the data collected in both ways in order to interpret as better as it is possible the results.

Additionally, Dudley-Evans and John (1998) mentions:

Evaluation can be both qualitative and quantitative. Tests and objectives questions questionnaires provide numbers of percentage for individual items. They provide answers to what questions but cannot easily address the how or why. More qualitative methods such as discussions and interviews cover a wider picture but may be less comparable. (p.128)

They say each research has its own instruments and that provides and interpret the results in many different forms, just in that way the researcher may obtain a complete panorama complementing it the two approaches one to the other.

3.3.1 Method

As it was defined last paragraphs, the three methods are completely functional depending on the objective the researcher has in relation to the research, and before selecting the type of research is required to this research, it is important to mention and taking into account the investigation; the needs analysis, the participants, the setting to find out the ideal method. According to Creswell (2009) says:

The researcher not only select a qualitative, quantitative, or mixed methods study to conduct, the inquirer also decides on a type of study within

these three choices. **Strategies of inquiry** are types of qualitative, quantitative, and mixed methods designs or models that provide specific direction for the procedures in a research design. Others have called them *approaches to inquiry* (Creswell, 2007) or *research methodologies* (Mertens, 1998). (p. 11)

This means that according to each methodology there is a specific design or model with very detailed direction for the procedures and the steps to follow up in a research study. Having said this, the choice for this study is the **Mixed method approach**. Creswell (2009) explains in detail each method with its respect models. In this case, it is essential to focus on the mixed method strategies section. Creswell (2009) mentions in his book *Research Design: Qualitative, Quantitative and Mixed Method Approaches* the following: "In particular, three general strategies and several variations within them are illustrated in this book: **Sequential mixed methods, Concurrent mixed methods and Transformative mixed methods.**" Taking into account the important points (setting and participants) to deal with and the previous book mentioned, the most optimum strategy the researcher chose for this study is the sequential mixed method.

To support this choice, Creswell (2009) describes that:

Sequential mixed methods procedures are those in which the researcher seeks to elaborate on or expand on the findings of one method with another method. This may involve beginning with a qualitative interview for exploratory purposes and following up with a quantitative, survey method with a large sample so that the researcher can generalize results to a

population. Alternatively, the study may begin with a quantitative method in which a theory or concept is tested, followed by a qualitative method involving detailed exploration with a few cases or individuals. (p. 14)

To be comprehensible, this model follows up some steps in which the application of each instrument has to deal with the previous already tested until the last application is collected. That is why the researcher chose this method with its specific design.

3.4 Participants

The main participants that will be involved in the study are the basic students of English language. I think I could consider that some students are facing a lot of problems about English in specific situations and context, for example, the misunderstanding of vocabulary of it. That is the main reason I would like to give them support by using organized instruments. To this research, basic students of "Clinical Nutrition" are the main participants. I will select students from first, third and fifth semester of the under degree in small groups, no more than 20 participants per semester. This is because the study is based on quantitative research so it should be prepared a group of analysis to get a detailed data and what are students' needs. Also, the students I will take into the research are in process to their degree at Facultad de Medicina in BUAP.

Furthermore, some professors from different subjects and not just from English subject are going to be the other part of participants, they are 3 professors. This is because it is required not just the point of views from students but also from

the professors that teach, interact and share with the students and they also have complete notion what could be better to the course.

3.5 Technique

For this study, according to the approach was selected to this research, I used techniques to collect the data from context and the participants. The first technique used was an interview with open-ended questions to my first two participants to validate the workability of the study in the medicine area.

Consequently, taking into account the answers and opinions from the interview, it was designed a second instrument. A multiple-choice questionnaire designed with a massive application proposal focused on huge quantity of students that is involved in the research.

Lastly, a third instrument was designed to interview and to have information about the professors. The open-ended questionnaire was adapted with questions to know not just the opinions from the students but also the professors. In addition, in a certain way the professors may provide that specific information that is needed to main purpose of this study, to find out the students' necessities, lacks and wants to this area.

3.5.1 Instrument

In this study it was planned and applied an interview to some students from different semesters that are studying the degree. In the first stage for exploring the milieu, it was designed a short interview with 6 open-ended questions prepared for two participants from different semesters who are studying the degree. Therefore,

according to the answers and opinions that these two students provided were designed two instruments.

In the second stage, it was designed the first instrument and according to David Nunan (1992) "Questionnaire items can be entirely closed or open-ended. A closed item is one in which the range of possible responses is determined by the researcher, for example: "Foreign languages should be compulsory in high school. Agree/neutral/disagree" (p. 143), the instrument is a long-closed item questionnaire of eight pages that provides the answers in multiple choice for each question which is needed to collect the main students' situations, students' level, how they are interested in learning English, what the specific vocabulary is that they need to use in the area. In others words, what specific skills are needed to improve in relation to the target language. At the end of the application to this instrument, the data will be collected and interpreted by quantitative approach.

In the third stage, according to David Nunan (1992) "...An open item is one in which the subject can decide what to say and how to say it, for example: "What do you think about the proposal that foreign languages should be compulsory in high schools?" (p.143), the second instrument is an open-ended item questionnaire and it was designed to interview the professors. This questionnaire contains six questions adapted for looking for information of subjects that need to make the use of the English language. The collecting of the data of this instrument will be interpreted by qualitative approach.

3.6 Procedure

The first instrument that was applied is a short open-ended question interview to some students from the degree of Clinical Nutrition for exploring the area and for gathering more information about professor's dates about the subjects involved in the language. This instrument will let me know in a quickly way more about the degree, the subjects, the participants and the environment where I will apply the final instruments for the research.

For the next instruments that were designed according to the information collected by the previous short interview, the first was a long-closed item or multiple-choice questionnaire targeted by the students of Clinical Nutrition. This instrument was composed by 6 sessions in which the participants (the students) answered choice (totalmente de acuerdo, de acuerdo, indeciso, desacuerdo y totalmente desacuerdo) in relation to their own opinion. In addition, at the end of the application the researcher classified the answers and afterwards to all this process he will write and design graphics to find the similarities and differences among the sessions answers and then compare opinion from different semesters' students and to make a decision for reporting the main issues in common from the semesters. The data collecting process for this study will take time taking into account the number of sessions, the multiple-choice option and the massive number of participants.

Furthermore, the last instrument was designed and adapted to the professors. This open-ended item questionnaire was composed with 6 limited and specific questions to give the professors the opening to answer each question with total freedom. As a consequence of the application, the points of view, comments and opinions of the participants will be interpreted. This will be a collecting process not

complex as the first instrument but it will take time because of the comparison and interpretation of each question, from each participant.

CHAPTER IV: RESULTS/FINDINGS

4.1 Overview

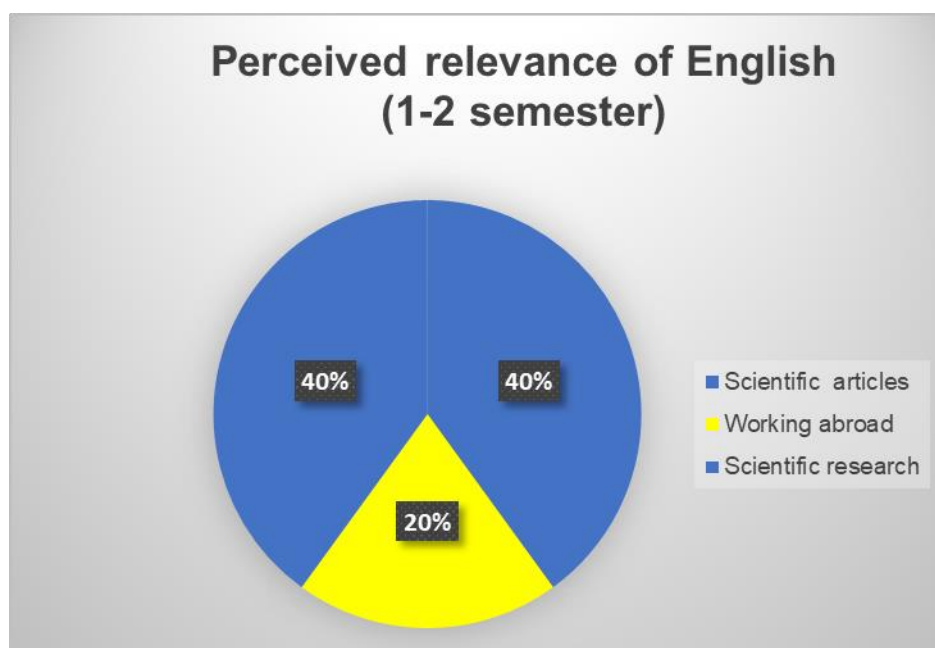
This chapter will deal with the results that were found out within data analysis; the instrument consists into a multiple-choice questionnaire. It will discuss and describe participants' opinions from different semester and professors' opinions. Therefore, the questionnaire for the students was divided in parts: ***Clinical Nutrition students' perceived needs regarding English Language Learning (ELL), Clinical Nutrition students' perceived needs regarding English language skills, Clinical Nutrition students' specific situations according to their context regarding English Language Learning (ELL), Clinical Nutrition students' specific needed activities according to their context regarding English Language Learning (ELL)***. In addition, the open-ended question survey was specially designed for the professors. At first, the chapter compares and analyzes, and then it answers the research questions from the chapter one.

4.2 Clinical Nutrition students' perceived needs regarding English Language Learning (ELL)

The students' perceived needs regarding ELL are presented in segments (Freshman, Sophomore, Junior, Senior and Superior) for two reasons. First, their perceptions vary according to the academic year; thus, this affects the specific and overall responses. Second, it was important to highlight that higher-level students tend to orient their responses towards more ESP and EOP rather than EAP.

4.2.1 Freshman students (1-2 semester)

The following table 4.2.1 presents the Freshman students' perceived needs regarding ELL. As can be seen their preferences were centered in three categories: conversations, scientific research and working abroad.



(Table 4.2.1)

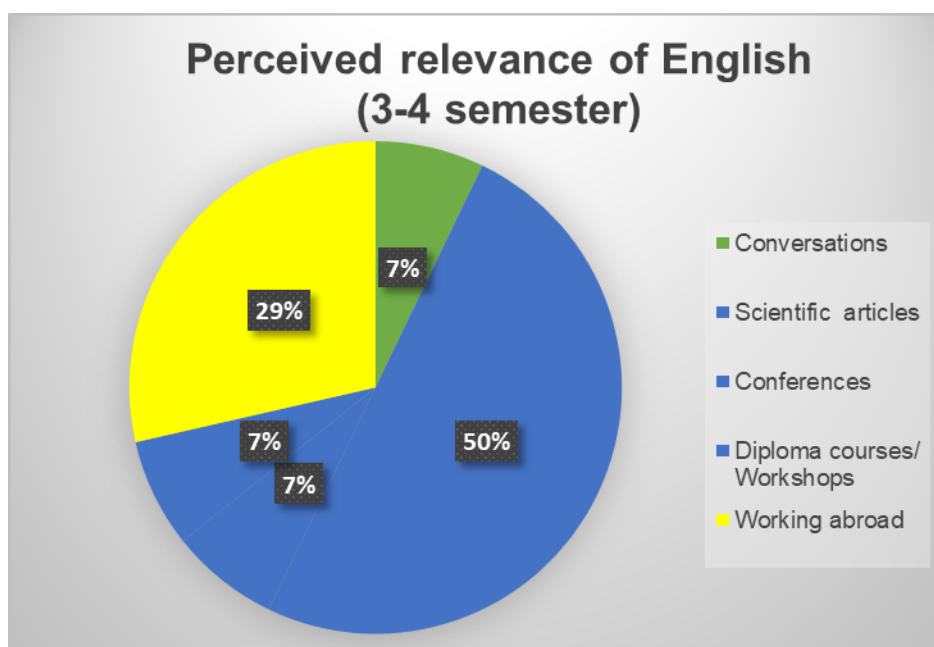
The following chart shows students' preferences categorized according to type of purposes English is needed for.

English for Specific Purposes	English for Academic Purposes	English for Occupational Purposes
Scientific research	Conversations	Working abroad
40 %	20 %	40 %

As can be seen, Freshmen students reported a 40 % percent of preference for ESP and EOC and less (20 %) for EAP.

4.2.2 Sophomore (3-4 semester)

The following table 4.2.2 presents the Sophomore students' perceived needs regarding ELL. As can be seen their preferences were centered in three categories: conversations, scientific articles, conferences, diploma courses/ workshops and working abroad.



(Table 4.2.2)

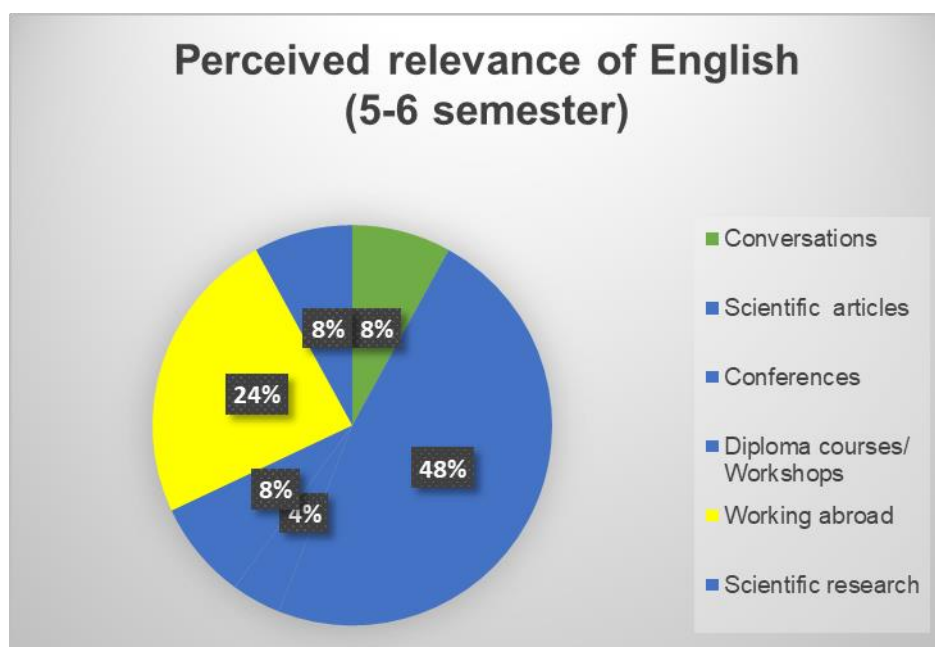
The following chart shows students' preferences categorized according to type of purposes English is needed for.

English for Specific Purposes	English for Academic Purposes	English for Occupational Purposes
Scientific articles, Conferences, Diploma courses/ Workshops	Conversations	Working abroad
64 %	7 %	29 %

As can be seen, Sophomore students reported a 64 % percent of preferences for ESP, 29 % percent of EOC and less (7 %) for EAP.

4.2.3 Junior (5-6 semester)

The following table 4.2.3 presents the Junior students' perceived needs regarding ELL. As can be seen their preferences were centered in three categories: conversations, scientific articles, conferences, diploma courses/ workshops, scientific research and working abroad.



(Table 4.2.3)

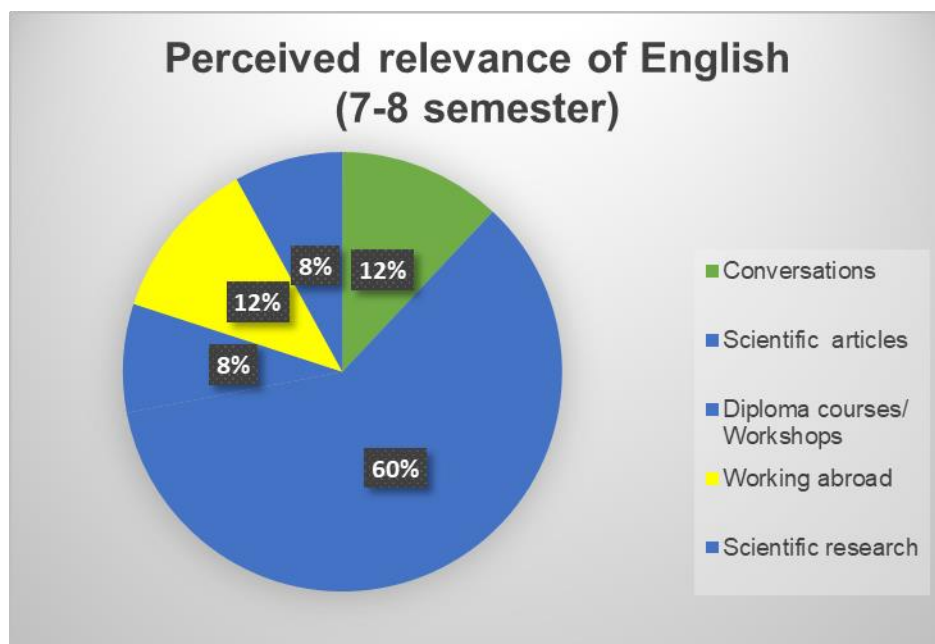
The following chart shows students' preferences categorized according to type of purposes English is needed for.

English for Specific Purposes	English for Academic Purposes	English for Occupational Purposes
Scientific articles, Conferences, Diploma courses/ Workshops, Scientific research	Conversations	Working abroad
68 %	8 %	24 %

As can be seen, Junior students reported a 68 % percent of preferences for ESP, 24 % percent of EOC and less (8 %) for EAP.

4.2.4 Senior (7-8 semester)

The following table 4.2.4 presents the Senior students' perceived needs regarding ELL. As can be seen their preferences were centered in three categories: conversations, scientific articles, conferences, diploma courses/ workshops and working abroad.



(Table 4.2.4)

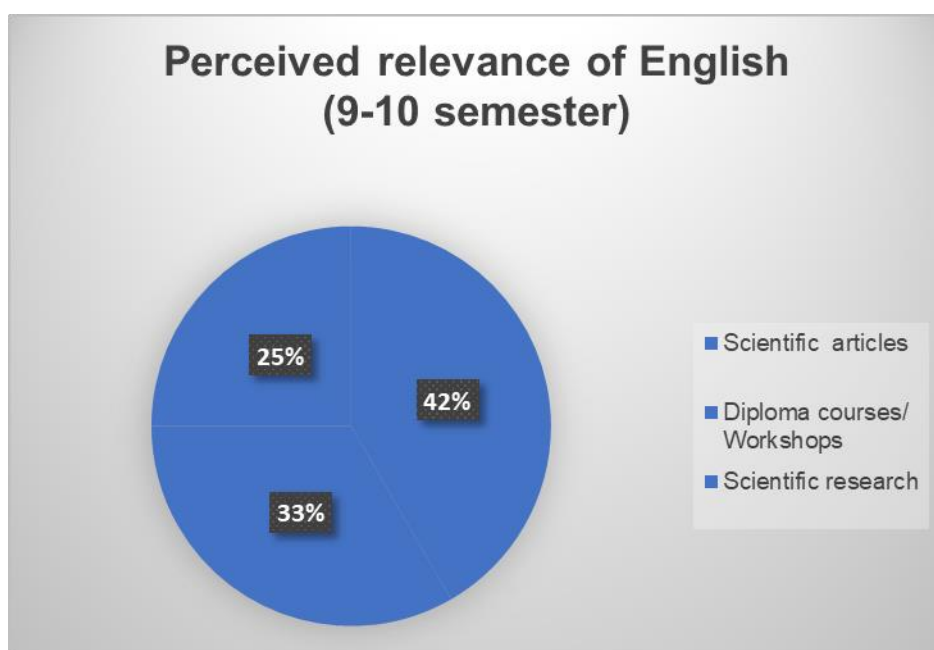
The following chart shows students' preferences categorized according to type of purposes English is needed for.

English for Specific Purposes	English for Academic Purposes	English for Occupational Purposes
Scientific articles, Diploma courses/ Workshops, Scientific research	Conversations	Working abroad
76 %	12 %	12 %

As can be seen, Senior students reported a 76 % percent of preferences for ESP, 12 % percent of EOC and EAP.

4.2.5 Superior (9 – 10 semester)

The following table 4.2.5 presents the Superior students' perceived needs regarding ELL. As can be seen their preferences were centered in three categories: scientific articles, diploma courses/ workshops and scientific research.



(Table 4.2.5)

The following chart shows Superior students' preferences categorized according to type of purposes English is needed for.

English for Specific Purposes	English for Academic Purposes	English for Occupational Purposes
Scientific articles, Diploma courses/ Workshops, Scientific research	Conversations	Working abroad
100 %	0 %	0 %

As can be seen, Junior students reported a 100 % percent of preferences for ESP, 0 % percent of EOC and EAP.

4.2.6 Summary

The following chart shows the overall preferences regarding English language learning needs according to the semester.

	English for Specific Purposes	English for Academic Purposes	English for Occupational Purposes
Freshmen	40 %	20 %	40 %
Sophomore	64 %	7 %	29 %
Junior	68 %	8 %	24 %
Senior	76 %	12 %	12 %
Superior	100 %	0 %	0 %

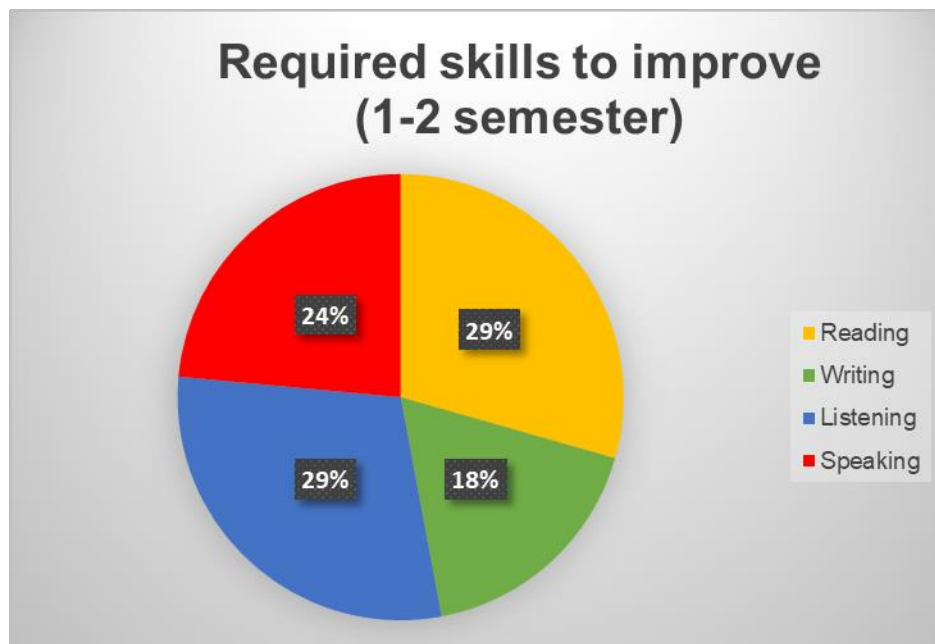
As can be observed, freshman and sophomore students' perceived needs are more spread in each of the three categories (ESP, EAP and EOP). This could be due to their lack of experience in the field and the type of English they will have to use during their studies. On the other hand, a strong preference for ESP among junior, senior and superior students is evident. This might be explained by the previous graphs from every category already mentioned, the stuff they want to achieve related to the area and the use of English such as being updated with diplomas courses or workshops, scientific research or being informed about new information from scientific articles, and the first requirement to do these activities is to master and use the language in very specific situations related to their discipline.

4.3 Clinical Nutrition students' perceived needs regarding English language skills

The students' needed skills to develop regarding ELL are presented in segments (Freshman, Sophomore, Junior, Senior and Superior) for two reasons. First, their perceptions vary according to the academic year; thus, this affects the specific and overall responses. Second, it was important to highlight that higher-level students tend to orient their responses towards their context.

4.3.1 Freshman students (1-2 semester)

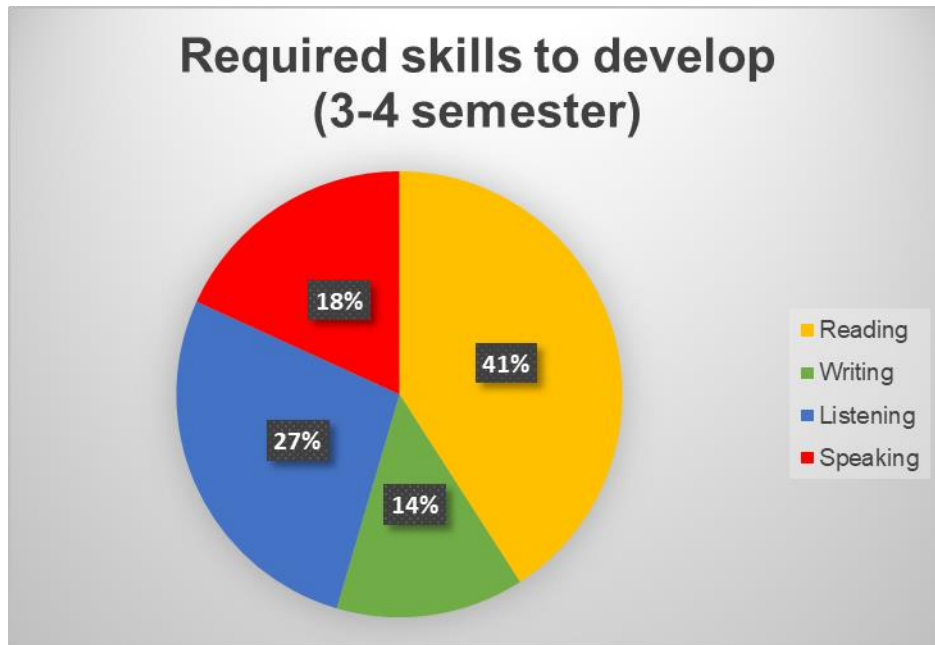
The following table 4.3.1 presents the Freshman students' needed skills to develop regarding ELL. As can be seen their responses were centered according to the four skills: reading, writing, listening and speaking.



(Table 4.3.1)

4.3.2 Sophomore (3-4 semester)

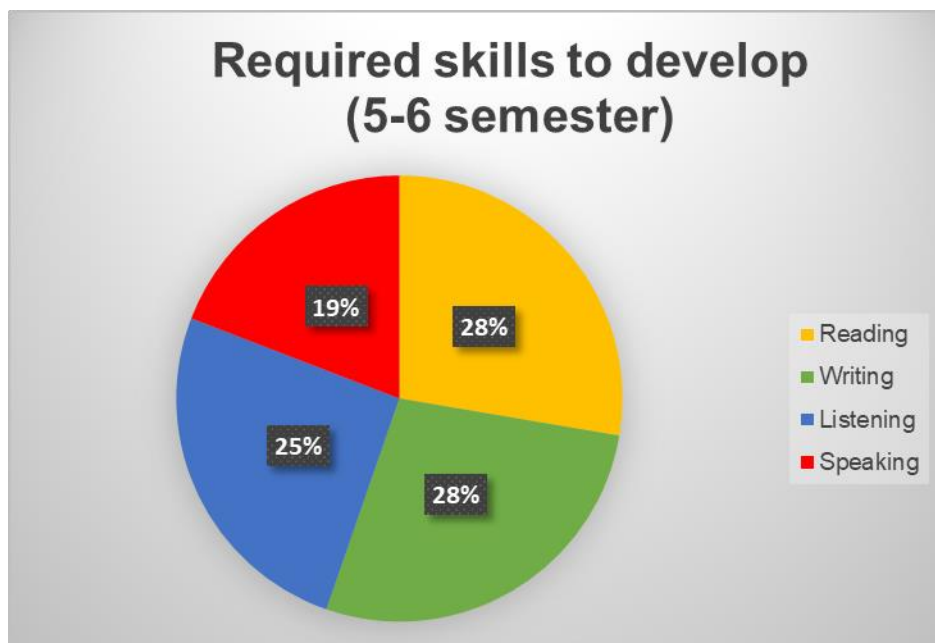
The following table 4.3.2 presents the Sophomore students' needed skills to develop regarding ELL. As can be seen their responses were centered according to the four skills: reading, writing, listening and speaking.



(Table 4.3.2)

4.3.3 Junior (5-6 semester)

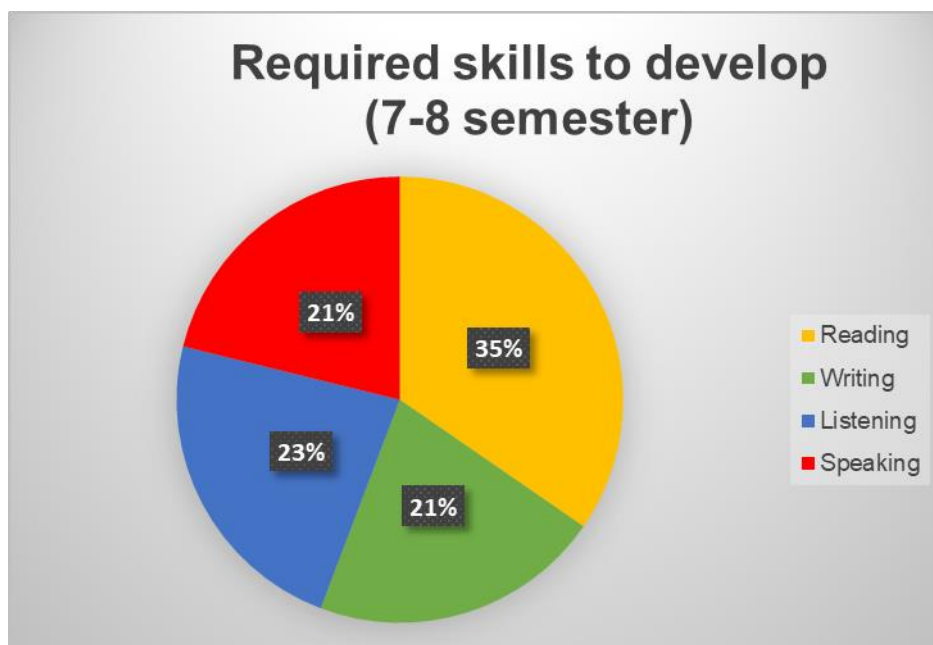
The following table 4.3.3 presents the Junior students' needed skills to develop regarding ELL. As can be seen their responses were centered according to the four skills: reading, writing, listening and speaking.



(Table 4.3.3)

4.3.4 Senior (7-8 semester)

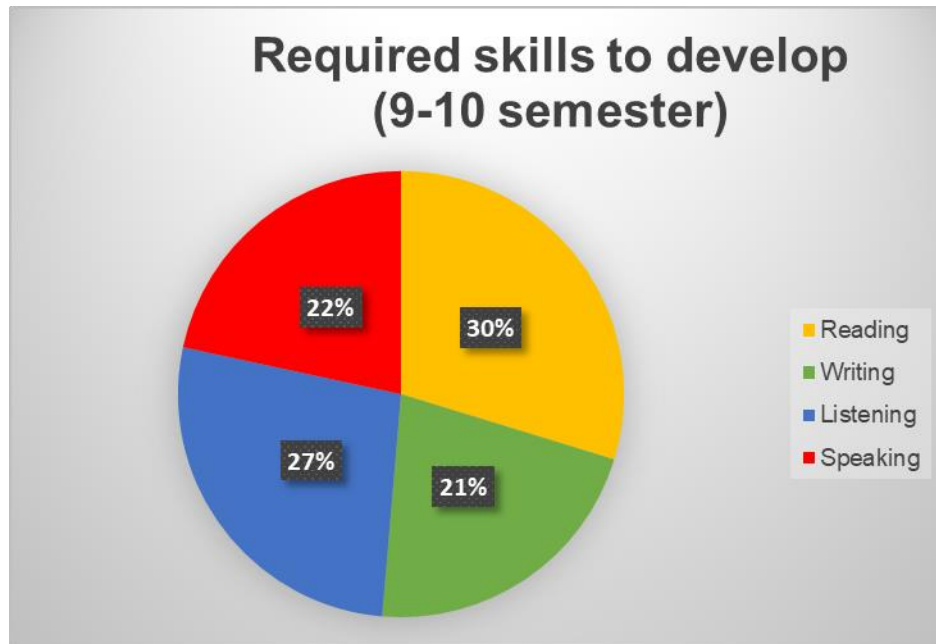
The following table 4.3.4 presents the Senior students' needed skills to develop regarding ELL. As can be seen their responses were centered according to the four skills: reading, writing, listening and speaking.



(Table 4.3.4)

4.3.5 Superior (9-10 semester)

The following table 4.3.5 presents the Superior students' needed skills to develop regarding ELL. As can be seen their responses were centered according to the four skills: reading, writing, listening and speaking.



(Table 4.3.5)

4.3.6 Summary

As can be observed, from freshman to superior students' required skills to develop are different to each one, but focusing in the graphics and percentages there is one skill in common which is reading. This could be due to the necessity in each semester with the subjects and activities they will have during their studies. On the other hand, a strong preference for speaking and listening among freshman and sophomore students is evidently similar. Whereas amid junior, senior and superior, there is a relation in writing skill. This might be explained because the skills are

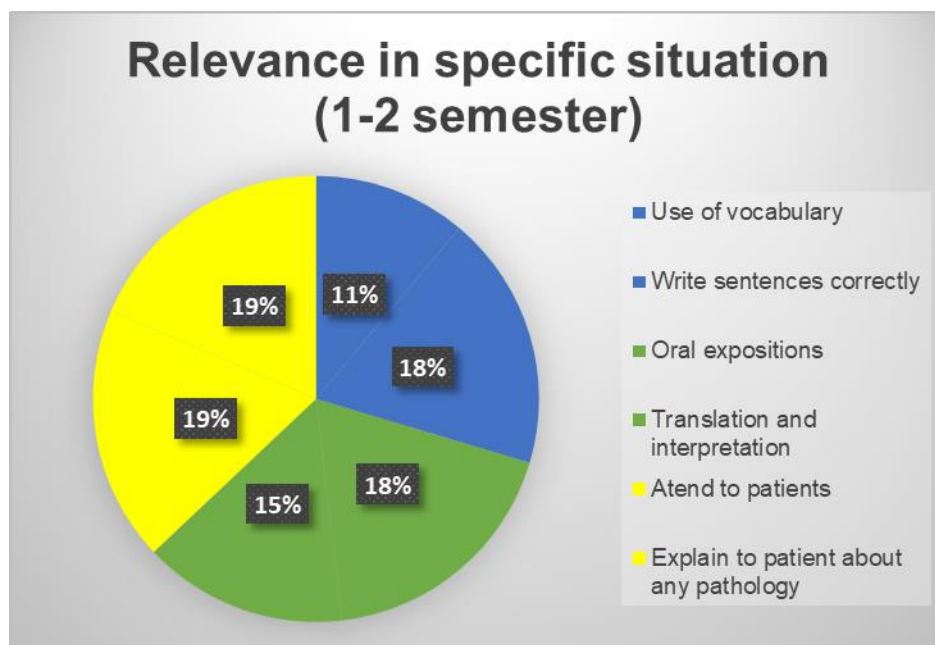
changing caused by the specific context students face during their process of learning in their area.

4.4 Clinical Nutrition students' specific situations according to their context regarding English Language Learning (ELL)

The students' specific situations regarding ELL are presented in segments (Freshman, Sophomore, Junior, Senior and Superior) for two reasons. First, their perceptions vary according to the academic year; thus, this affects the specific and overall responses. Second, it was important to highlight that higher-level students tend to orient their responses based on their own experience in the area.

4.4.1 Freshman students (1-2 semester)

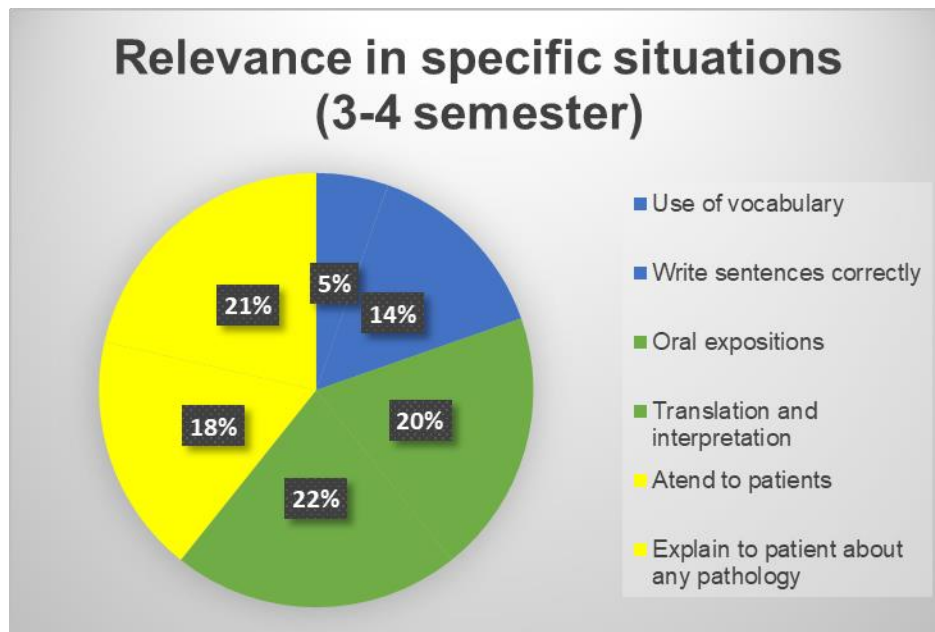
The following table 4.4.1 presents the Freshman students' specific situations regarding ELL. As can be seen their responses were centered according to the context and previously shown, the relevance in specific situations.



(Table 4.4.1)

4.4.2 Sophomore (3-4 semester)

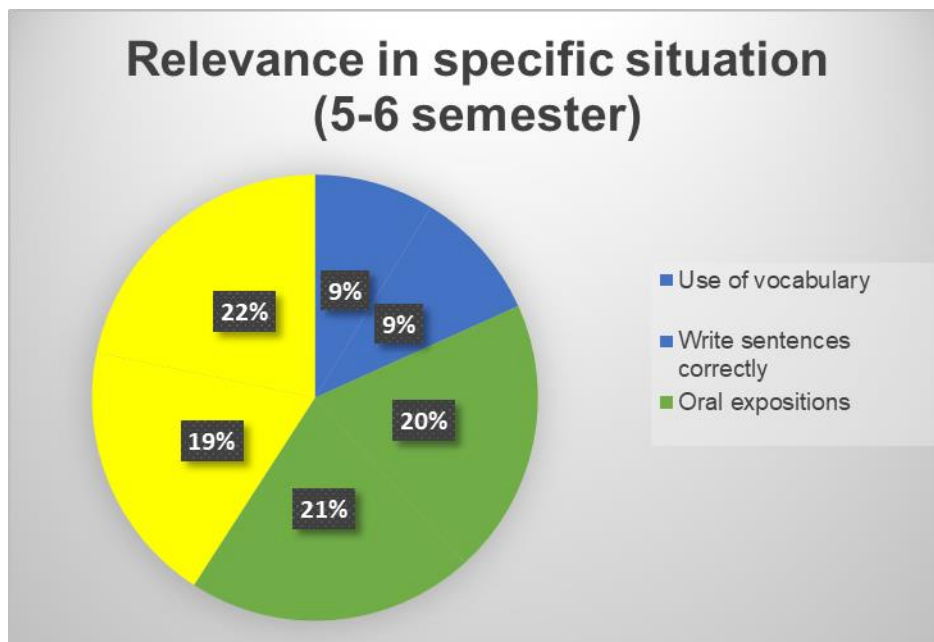
The following table 4.4.2 presents the Sophomore students' specific situations regarding ELL. As can be seen their responses were centered according to the context and previously shown, the relevance in specific situations.



(Table 4.4.2)

4.4.3 Junior (5-6 semester)

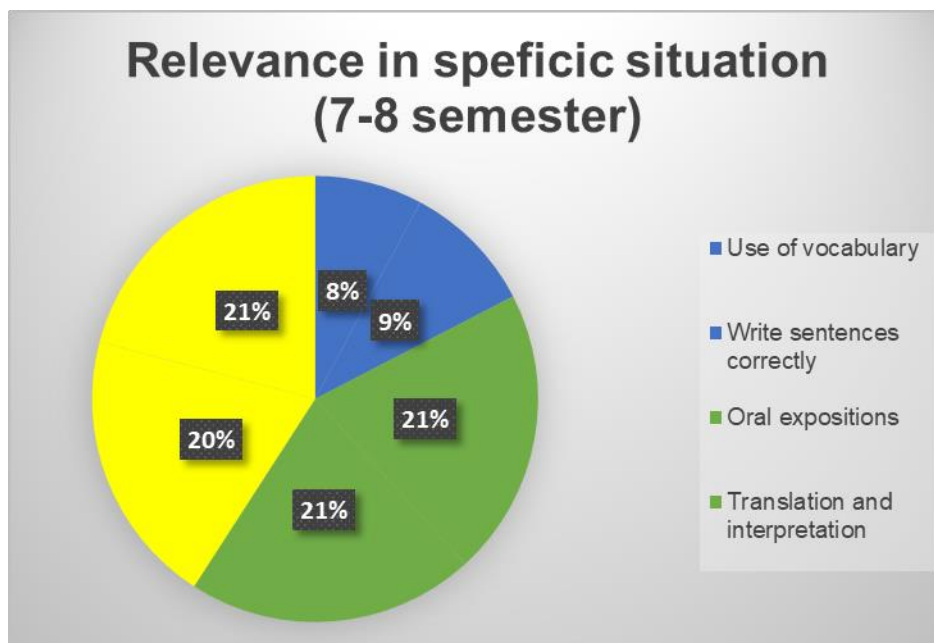
The following table 4.4.3 presents the Junior students' specific situations regarding ELL. As can be seen their responses were centered according to the context and previously shown, the relevance in specific situations.



(Table 4.4.3)

4.4.4 Senior (7-8 semester)

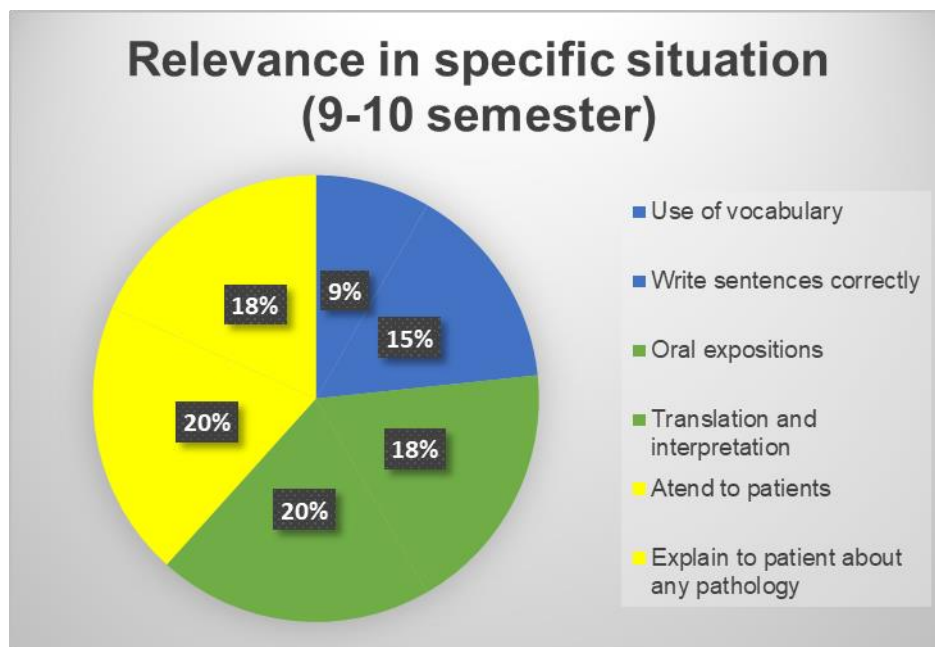
The following table 4.4.4 presents the Senior students' specific situations regarding ELL. As can be seen their responses were centered according to the context and previously shown, the relevance in specific situations.



(Table 4.4.4)

4.4.5 Superior (9-10 semester)

The following table 4.4.5 presents the Superior students' specific situations regarding ELL. As can be seen their responses were centered according to the context and previously shown, the relevance in specific situations.



(Table 4.4.5)

4.4.6 Summary

As can be observed, from freshman to sophomore students' relevance in specific situations are in some measure similar. This could be due to the "oral presentations" and "translation and interpretation" situations students need to face at the beginning of their degree. On the other hand, among junior, senior and superior there is a relation between "oral presentations", "translation and interpretation" and "attend to patient", "explain to patient about any pathology." This might be explained because the next high-level students are required to use the

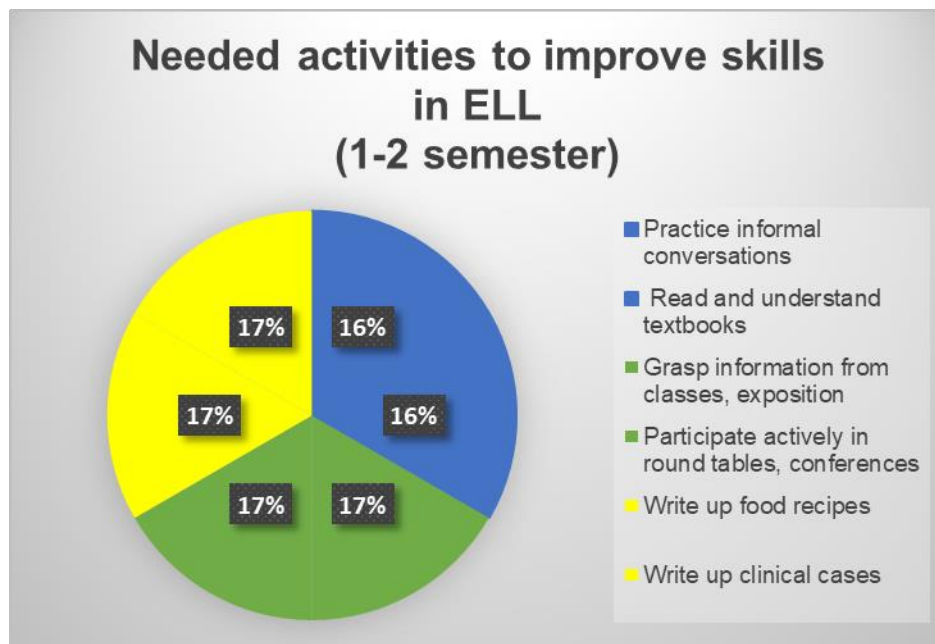
language in more specific context than the beginners in the first semesters. And consequently, that makes them to practice and improve their necessities with their area.

4.5 Clinical Nutrition students' specific needed activities according to their context regarding English Language Learning (ELL)

The students' specific needed activities according to their context regarding ELL are presented in segments (Freshman, Sophomore, Junior, Senior and Superior) for two reasons. First, their perceptions vary according to the academic year; thus, this affects the specific and overall responses. Second, it was important to highlight that higher-level students tend to orient their responses based on their area.

4.5.1 Freshman students (1-2 semester)

The following table 4.5.1 presents the Freshman students' specific needed activities to improve regarding ELL. As can be seen their responses were centered according to the context and previously shown, the specific needed activities according to their context regarding English Language Learning (ELL).



(Table 4.5.1)

4.5.2 Sophomore (3-4 semester)

The following table 4.5.2 presents the Sophomore students' specific needed activities to improve regarding ELL. As can be seen their responses were centered according to the context and previously shown, the specific needed activities according to their context regarding English Language Learning (ELL).



(Table 4.5.2)

4.5.3 Junior (5-6 semester)

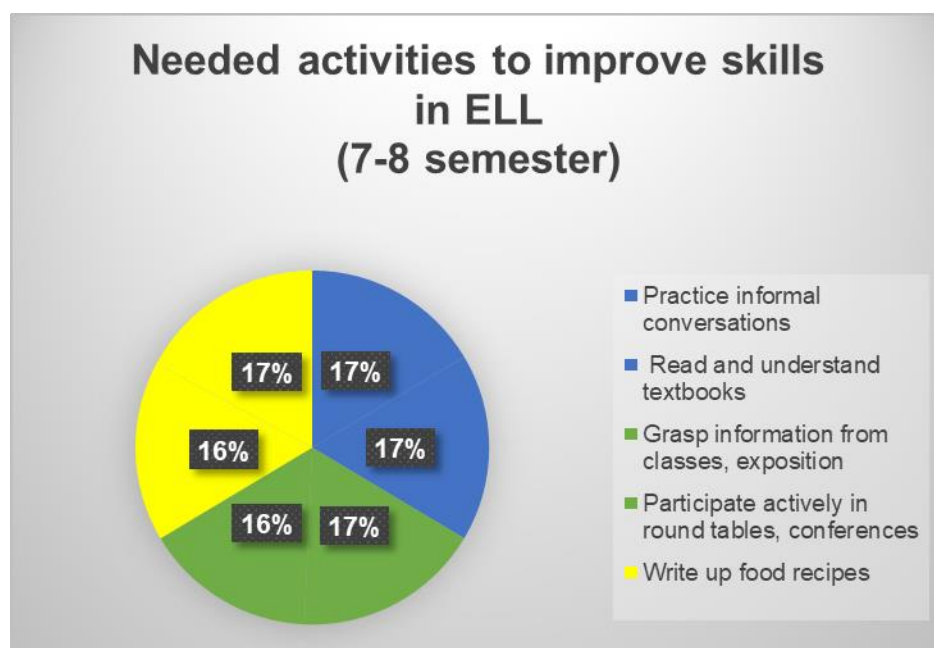
The following table 4.5.3 presents the Junior students' specific needed activities to improve regarding ELL. As can be seen their responses were centered according to the context and previously shown, the required skills to develop in the area.



(Table 4.5.3)

4.5.4 Senior (7-8 semester)

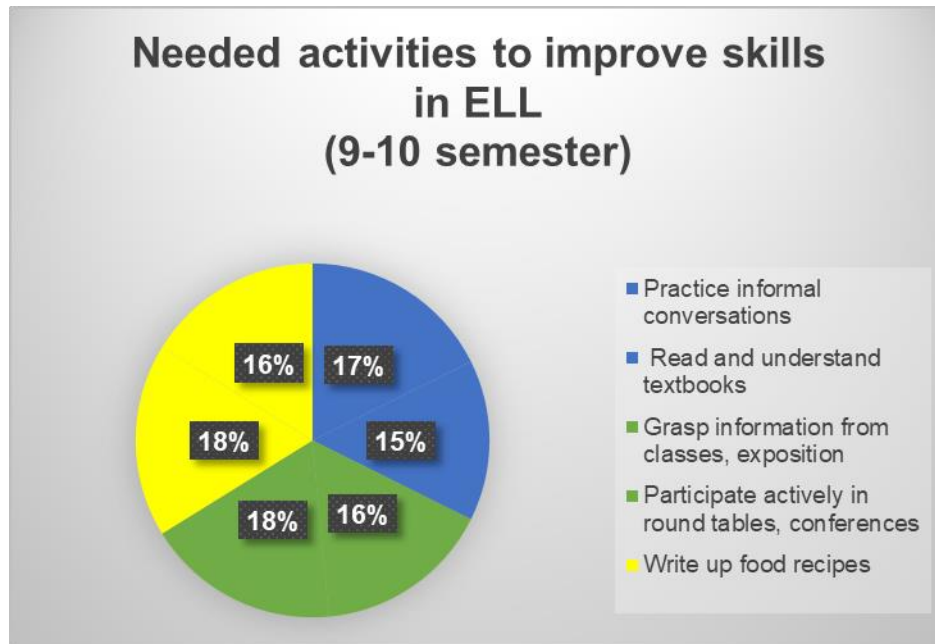
The following table 4.5.4 presents the Senior students' specific needed activities to improve regarding ELL. As can be seen their responses were centered according to the context and previously shown, the required skills to develop in the area.



(Table 4.5.4)

4.5.5 Superior (9-10 semester)

The following table 4.5.5 presents the Superior students' specific needed activities to improve regarding ELL. As can be seen their responses were centered according to the context and previously shown, the required skills to develop in the area.



(Table 4.5.5)

4.5.6 Summary

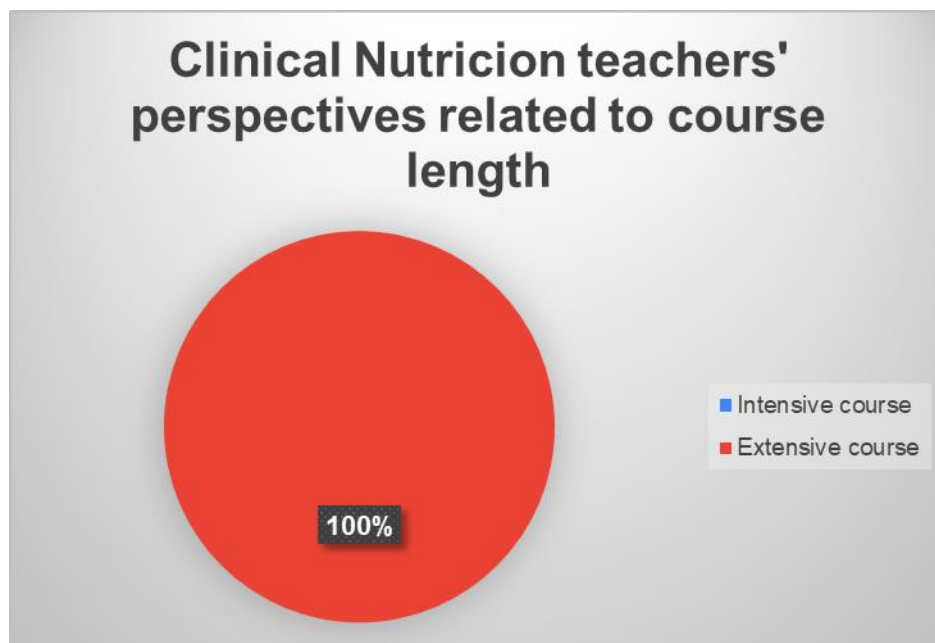
As can be observed, from freshman to superior students' needed activities to improve skills in ELL which are six categories, all of them are in some measure similar. This could be due to the lack of application to these types of activities. Such as "read and understand textbooks", "grasp information from classes, exposition", "write up clinical cases", among others. And even though, some activities are more directed to the area than others, all activities are important to the growth to the students during their learning in the degree since freshman to superior, and that is reflected in the graphics and the percentages.

4.6 Clinical nutrition professors' perspectives regarding English for Specific Purposes (ESP) course

The professors' perspectives regarding ESP course design are presented in segments (Intensive or extensive, Assessed or non-assessed, Immediate or delayed needs, Teacher as provider or as facilitator/consultant, Broad or Narrow focus, Pre-experience or parallel with experience, and so on) for two reasons. First, their perceptions vary according to the subjects they teach the language in the area. Second, it was important to highlight their opinions from the professors, because only in that way, the objectives from this research will be fairly complete. In the following sections the clinical nutrition teachers' preferences regarding course design are presented.

4.6.1 Intensive or extensive course

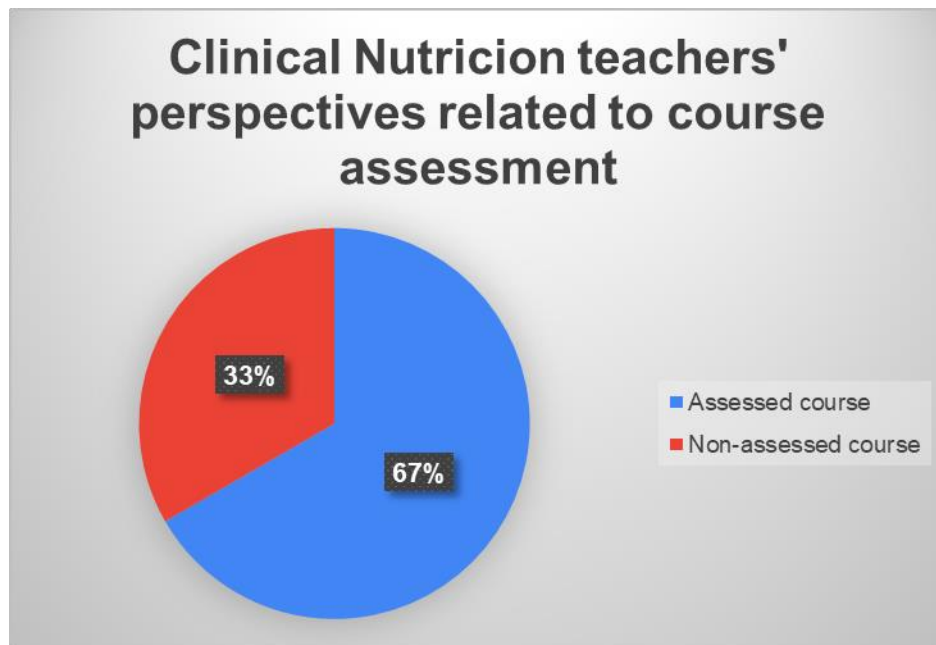
The following table 4.6.1 presents the professors' perspectives regarding the length of an ESP course. As can be seen, their final responses generate that an extensive course should be appropriate to the ESP course design ahead.



(Table 4.6.1)

4.6.2 Assessed or non-assessed course

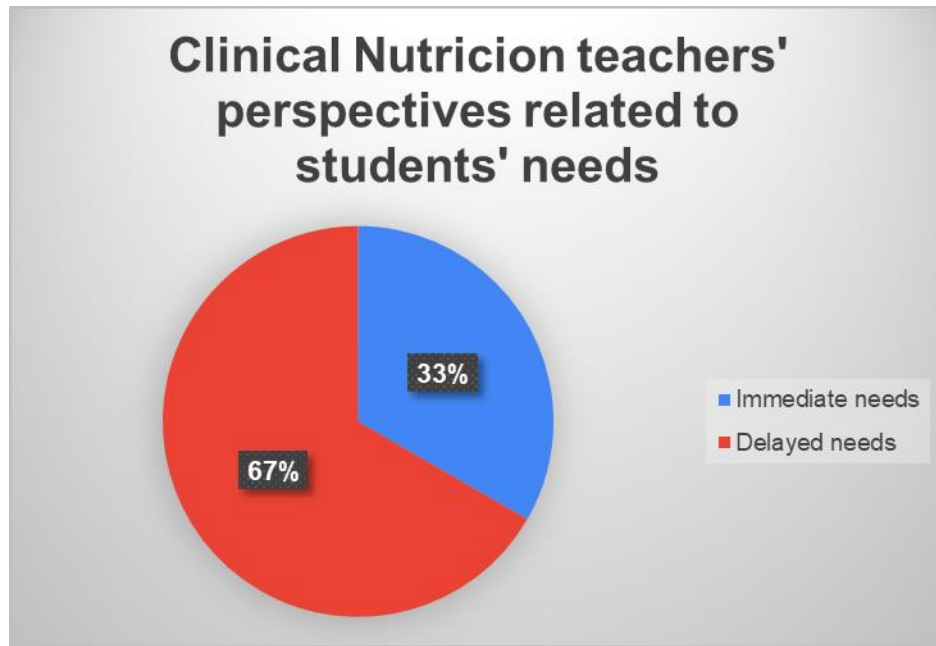
The following table 4.6.2 presents the professors' perspectives regarding course assessment. As can be seen, by the majority of their responses reproduce that an assessed course should be appropriate to the ESP course design ahead.



(Table 4.6.2)

4.6.3 Immediate or delayed needs

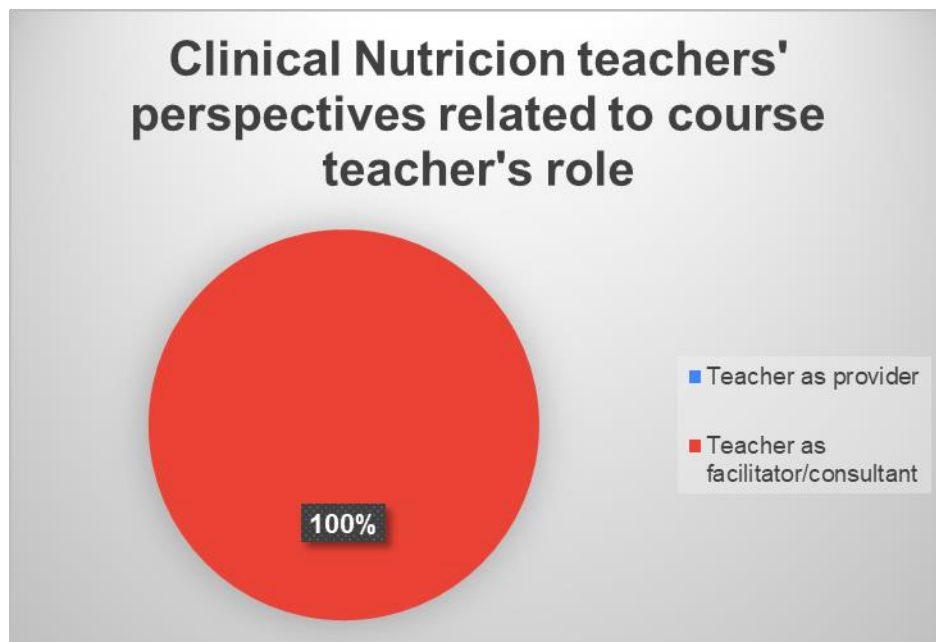
The following table 4.6.3 presents the professors' perspectives regarding students' academic needs. As can be seen, by the majority of their responses, professors point up that the students' delayed needs are essential to the ESP course design ahead.



(Table 4.6.3)

4.6.4 Teacher as provider or as facilitator/consultant

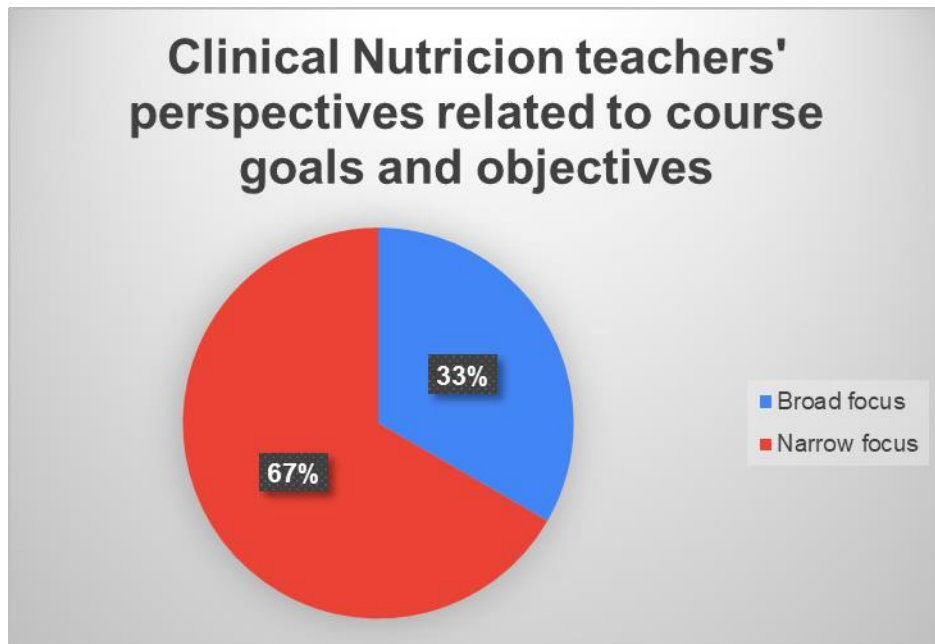
The following table 4.6.4 presents the professors' perspectives regarding teacher's role. As can be seen, their final responses generate that the most appropriate role for the teacher should be as facilitator/consultant.



(Table 4.6.4)

4.6.5 Broad or Narrow focus

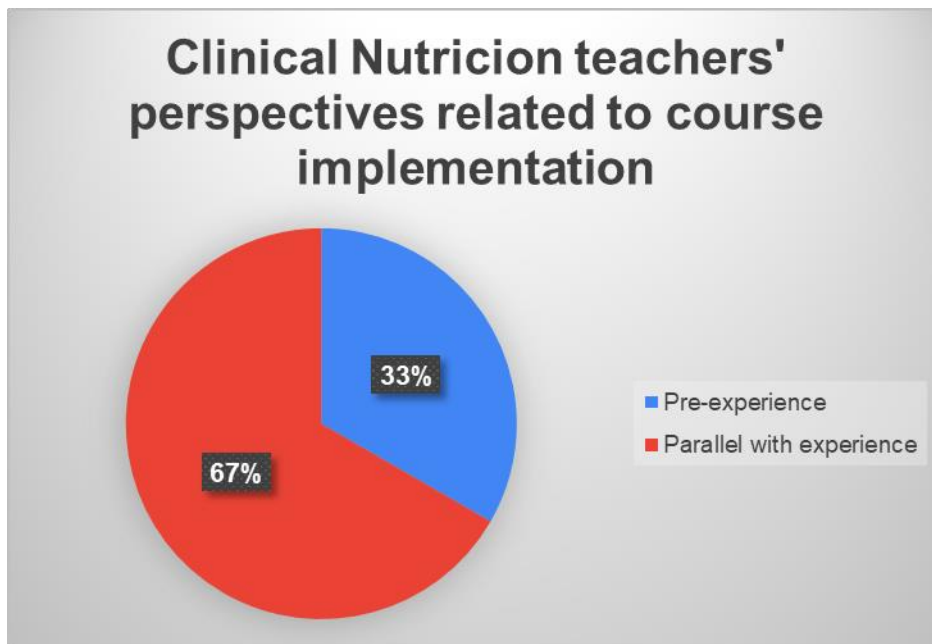
The following table 4.6.5 presents the professors' perspectives regarding course goals and objectives. As can be seen, by the majority of their responses generate that the focus to the ESP course design should be a narrow focus.



(Table 4.6.5)

4.6.6 Pre-experience or parallel with experience

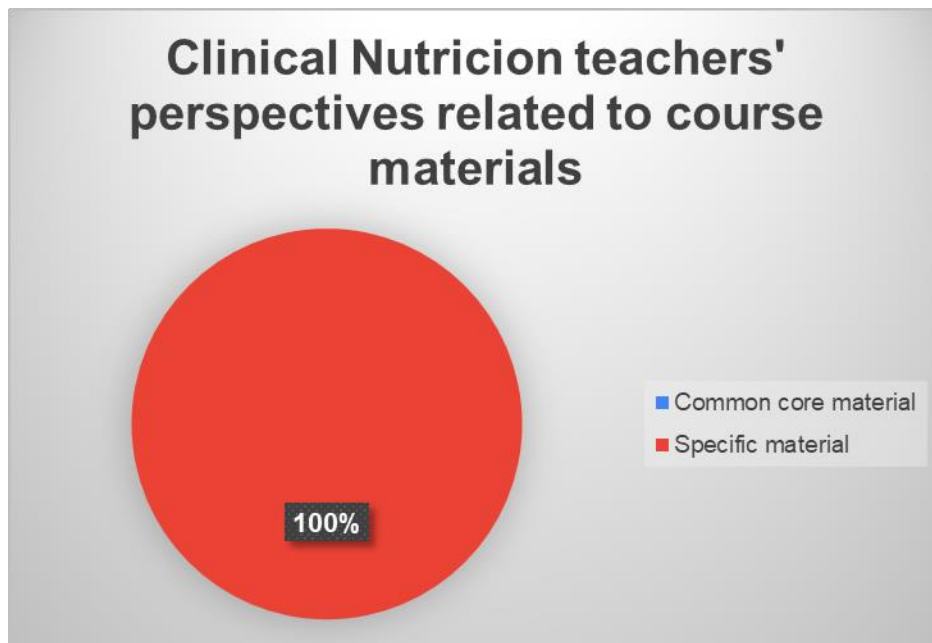
The following table 4.6.6 presents the professors' perspectives regarding course implementation. As can be seen, by the majority of their responses, they determine that the implementation to the ESP course should include students' parallel with experience.



(Table 4.6.6)

4.6.7 Common core or specific material

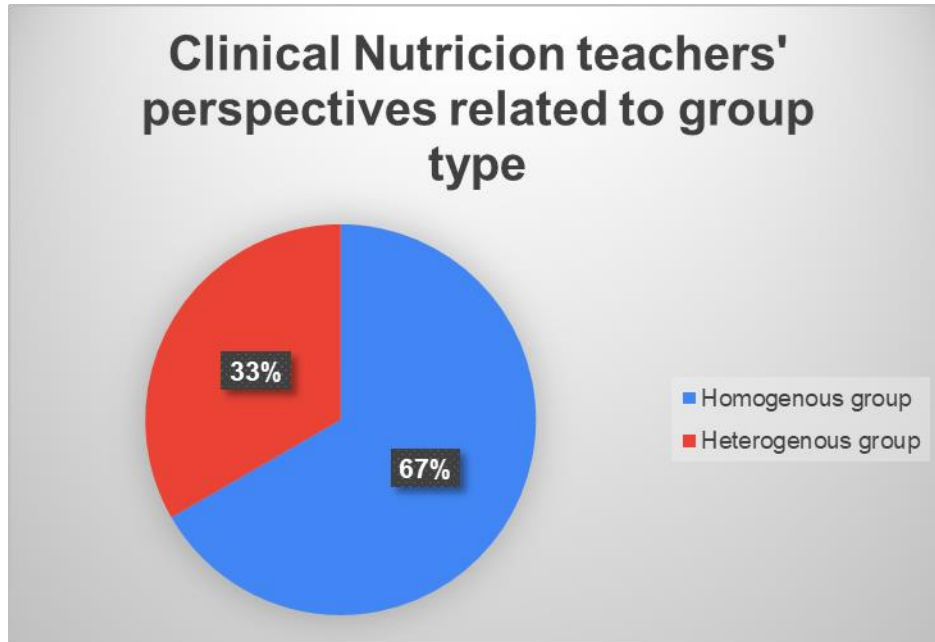
The following table 4.6.7 presents the professors' perspectives regarding course materials. As can be seen, their final responses determine that the type of material to the ESP course should be included is the specific material.



(Table 4.6.7)

4.6.8 Homogeneous or heterogeneous groups

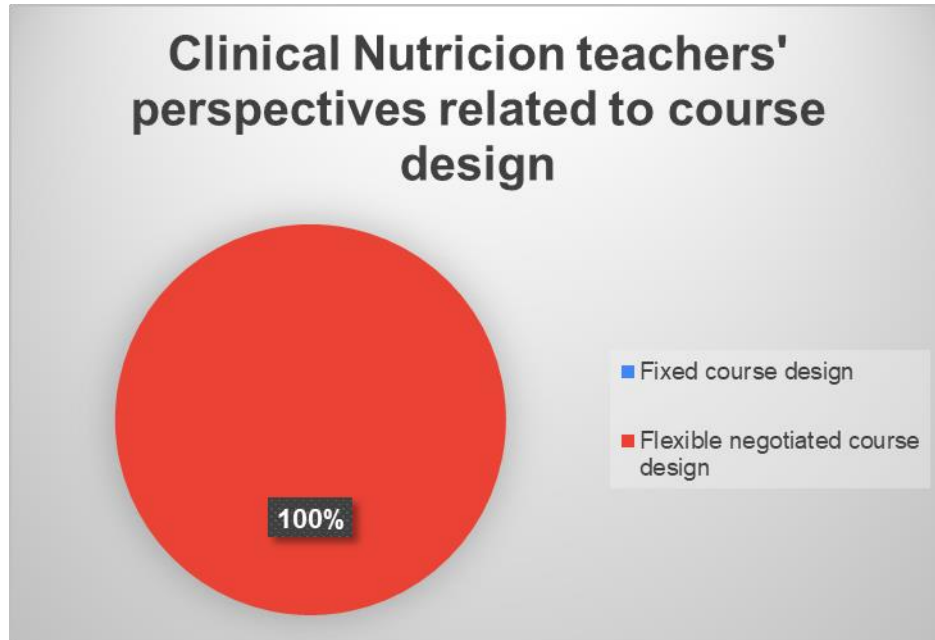
The following figure 4.6.8 presents the professors' perspectives regarding ESP course. As can be seen, by the majority of their responses, they determine that the most suitable type of group to the ESP course is a homogeneous group.



(Table 4.6.8)

4.6.9 Fixed Course Design or Flexible Negotiated Course Design

The following table 4.6.9 presents the professors' perspectives regarding ESP course. As can be seen, in this last segment, the professors' responses generate that the most favorable type of course design is a flexible negotiated course design.



(Table 4.6.9)

4.6.10 Summary

As can be observed, according to the professors' responses, before starting to design the ESP course, it has to be taken into account from intensive or extensive course to fixed course design or flexible negotiated course design in order to delimit it as much as necessary. Nevertheless, the decisions about how intensive or extensive the course must be, it depends on the participants, the context, time, level, objectives, and so on. This demonstrates the crucial role of professors during the research and therefore, the course designing. It should be pointed out that, there is not a wrong choice related to the course, it relies on how comfortable the instructor/professor or responsible of the ESP course is about it.

CHAPTER V: CONCLUSIONS

5.1 Overview

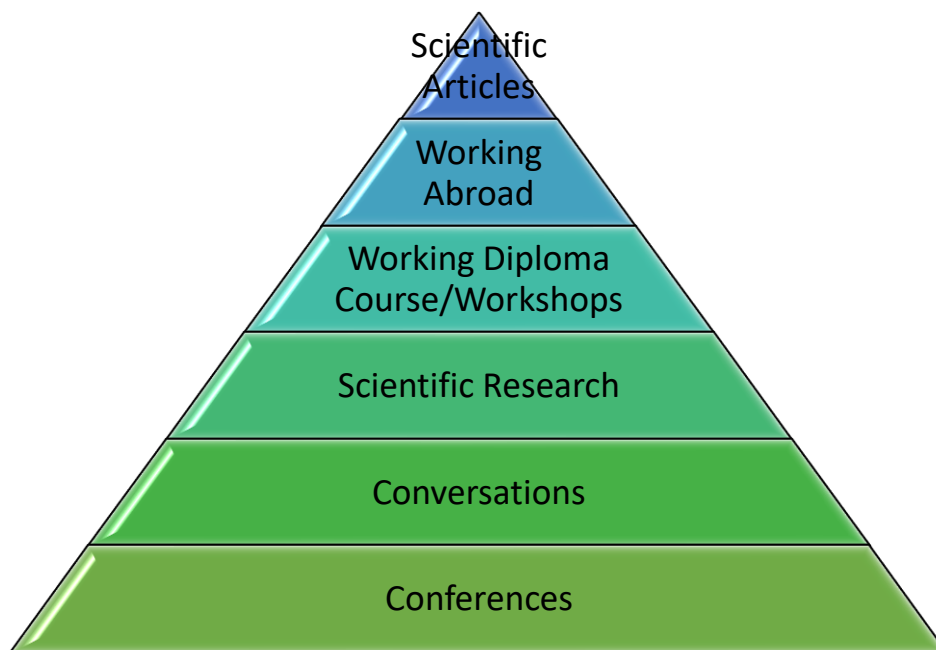
In this last section are presented the conclusions that were obtained from this research project. Firstly, concise answers of the research will be shown, then the implications to the study. After that, a guideline will be given to design a specific course for this area and subsequent to this, the limitations, a further research and the personal reflection to the researcher will be explained in more detail.

5.2 Conclusions

Before beginning to the explanation, it is essential to point out the main objective of this research was to apply the process of a needs analysis for the Facultad de Nutrición in Puebla. That is why, this project was conducted by the four research questions that at the beginning were written. And now, in the consecutive paragraphs the answers will be shown, after that, the outline considerations to design a specific ESP course to this area will be given.

5.2.1 Clinical nutrition students English language needs

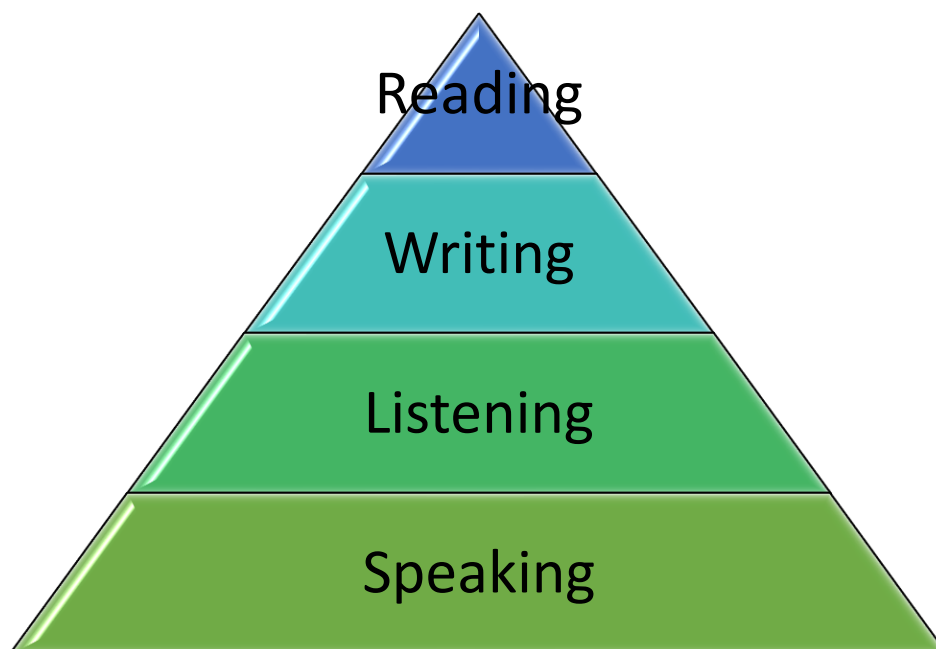
The responses from Clinical Nutrition students' perceived needs regarding English Language Learning (ELL) are shown below in the table 5.2.1. As can be seen, on the top the most demanded need to be covered until downwards to the less demanded. According to their answers the most important needs they must cover are "read and comprehend scientific articles, and know more about working abroad."



(Table 5.2.1)

5.2.2 Clinical nutrition students English language skills

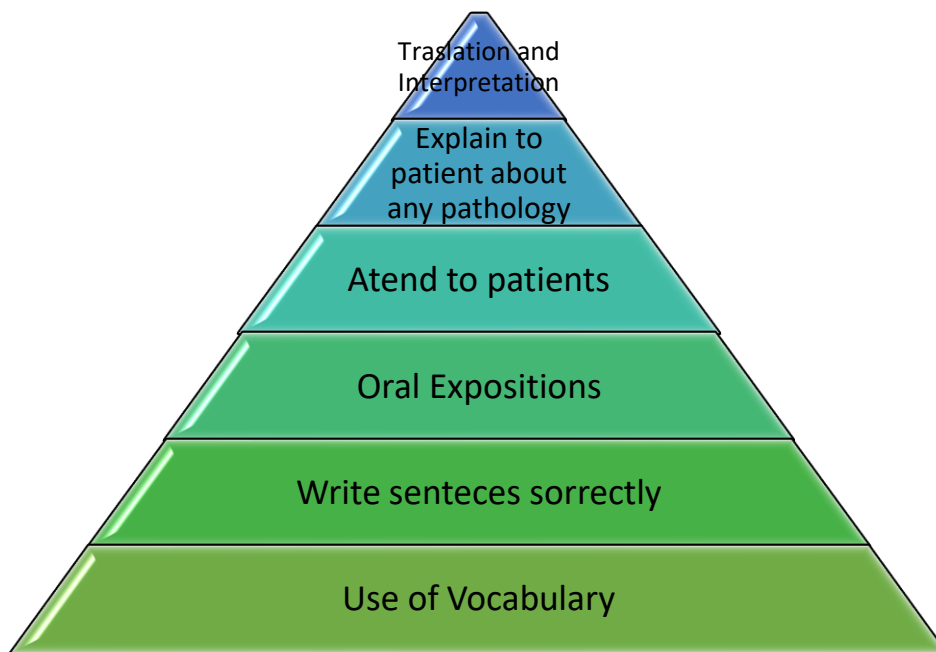
The responses from Clinical Nutrition students' perceived needs regarding English language skills are shown below in the table 5.2.2. As can be seen, on the top the most demanded skills to be developed and downwards the less demanded. According to their answers the most important skills they need to develop are "reading and writing."



(Table 5.2.2)

5.2.3 Clinical nutrition students English language specific situations

The responses from Clinical Nutrition students' specific situations according to their context regarding English Language Learning (ELL) are shown below in the table 5.2.3. As can be seen, on the top the most required situations to be used and downwards the less required. According to their answers the specific situations where they use the language are "translation and interpretation, and explain to patient about any pathology."



(Table 5.2.3)

5.2.4 Clinical nutrition students English language specific activities

The responses from Clinical Nutrition students' specific needed activities according to their context regarding English Language Learning (ELL) are shown

below in the table 5.2.4. As can be seen, on the top the most required activities to be practiced and downwards the less required. According to their answers the specific activities they can use to practice and improve the language are “write up clinical cases and read and understand textbooks.”



(Table 5.2.4)

5.3 The accomplishments of the aims of the study

Based on the research questions (included in Chapter 1) that were fundamentals and managed the focus that the researcher wanted to achieve to this study. In this section will be discussed the extent that this study was able to cover up.

The aims such as *Clinical nutrition students English specific language needs*, *Clinical nutrition students English specific language skills*, *Clinical nutrition students English language specific situations*, and *Clinical nutrition students English language specific activities* were satisfactorily encompassed according to the findings

(included in Chapter 4) and with the help of the participants. It is relevant to point out that there were other findings that just appeared during the process of researching. For instance, after the application of the multi-choice questionnaire for the students and by checking out the responses, there were found the types of certifications they are interested in to applying regarding their needs in the area. Another finding was the number of the subjects in the degree in which they have to use the language and also how the program Área de Formación General (FGU) is formed and how is the language given to the students as subject.

5.4 Guideline of considerations to design a specific ESP course

Taking into account the instruments such as the multiple-choice questionnaire for the students and the open-ended question survey for the professors (both instruments are included in Chapter 4), the responses of all the participants were taken into consideration to design this summarized but meaningful guideline that any researcher, colleague or professor who wants to design an ESP course for the students from the degree of Clinical Nutrition at BUAP. The guideline will be shown below this paragraph:

ESP Course design

Based on the professors' responses from the open-ended question survey (included in Chapter 4)

Intensive or extensive course

An extensive course would be suitable to the clinical nutrition students because the technical language is complex and requires certain period of time.

<p>Assessed or non-assessed course</p>	<p><i>An assessed course</i> would be optimum to the students considering that they need to be motivated and feel the total attention from the instructors monitoring their improvement.</p>
<p>Immediate or delayed needs</p>	<p><i>Delayed needs</i> will be essential in the ESP course design, according to the professors, they point out that students' personal needs have to be taken into account to improve the course.</p>
<p>Teacher as provider or as facilitator/consultant</p>	<p><i>Teacher as facilitator/consultant</i> will be fundamental base for the students during the process of learning in the course. It will be more helpful from both teachers and learners.</p>
<p>Broad or Narrow focus</p>	<p><i>A narrow focus</i> would be useful for the students considering that they may develop or assimilate other skills regarding the language.</p>
<p>Pre-experience or +parallel with experience</p>	<p><i>Parallel with experience</i> would be optimum in the course because in order to see the students' progress, they have to be in the same level in relation to the language.</p>
<p>Common core or specific material</p>	<p><i>Specific material</i> will be optimum for the students to become comfortable with and learn how to use technical terms in their field.</p>
<p>Homogeneous or heterogeneous groups</p>	<p><i>Homogeneous groups</i> would be suitable for the professors and the students because the course have to be focus on a group from clinical nutrition degree and not to be mixed by other degrees from the same area of health care.</p>
<p>Fixed Course Design or Flexible Negotiated Course Design</p>	<p><i>Flexible Negotiated Course Design</i> would be essential to the students to feel that their opinions are taken into account to improve the way the professors</p>

	share the knowledge in the course, and to the professors to be supported by the students.
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5.5 Limitations

Despite the fact that the main objective was to apply the process of a needs analysis for the Facultad de Nutrición in Puebla was accomplished, some limitations were showing up mainly in the application of the instruments. The most relevant challenging limitation for this study was the limited number of professors that replied the instrument created for them, because having just a limited number of participants it is unfair to generalize and mention that all the professors from this area think and opine the same about this study and all the process. It is important to remark that, although this research was focused on Clinical Nutrition students at BUAP, and the findings were meaningful it does not mean that the results of the next studies from this area will be the same. And of course, it will depend on some variables such as the place, the participants, the context, and so on that have to be taken into consideration before starting to do a research.

5.6 Further research

In this study the specific needs regarding English Language Learning (ELL), the specific language skills clinical nutrition students need to develop, the specific situations clinical nutrition students can use and practice the language and the specific activities clinical nutrition students regarding English Language Learning (ELL). Nevertheless, there are some points that future researchers could search for in this field.

Something that as researchers need to keep in mind and according to Hutchinson and Waters (1987) “ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material [...]” (p. 19). And it means that ESP is an approach to learn a language for a proper discipline. This point can be an optimum way to do a coming research taking into account that ESP is a particular type of teaching material, therefore, it is needed to look for the suitable methodology, approaches and specific materials that will help to the ESP course design in this area.

5.7 Personal reflection

After some months, at the end of the research project I have realized that each chapter is bound to each other, but the most surprising part for me as researcher was the time, I spent to design the instruments and the time it took me to apply it to the students and the professors, because of the number of the participants. Since I created the experimental version, I realized the difference between the way I believe the participants will understand the instrument and the way they actually understood it. Another surprising part was how I should interpret and transmit it in paragraphs, in other words, the optimum manner to express the message from any figure or chart for people who may read the study.

I have learned a lot of things throughout this challenge, as researchers need to let us to be supported by other people. When someone wants to start a research, he/she need to focus on the general and specific objectives the project has. Every chapter is different from each other but at the same time each chapter needs to each

one to at some point. And the last one, as long as you know and study about your research project the process will be more significant and useful.

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APPENDICES

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA FACULTAD
DE LENGUAS



LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS SONDEO/ENCUESTA

Estudiantes de Nutrición Clínica.

Instrumento: Encuesta

Encierra con un círculo la opción que consideres más óptima donde (F) frecuente mente, (U) usualmente, (P) pocas veces, (N) Nunca de acuerdo con referencia a tu criterio propio y experiencia personal.

DATOS PERSONALES:	Sexo F ___ M ___
Semestre ____	Edad ____ años

MOTIVACIÓN EN EL APRENDIZAJE DEL IDIOMA INGLÉS	(TD) = Totalmente de acuerdo (D) = De acuerdo (I) = Indeciso (DA) = Desacuerdo (TDA) = Total desacuerdo
<p>1. ¿Por qué te interesa aprender el idioma inglés?</p> <p>a) Me gusta el idioma</p> <p>b) Me gustaría entender todo tipo de texto e información actualizada en mi área</p> <p>c) Me puede abrir puertas fuera del país</p> <p>d) Me permitirá viajar a otros países y desenvolverme profesionalmente</p> <p>e) Otros (especificar)</p>	<p>a) (TD) (D) (I) (DA) (TDA)</p> <p>b) (TD) (D) (I) (DA) (TDA)</p> <p>c) (TD) (D) (I) (DA) (TDA)</p> <p>d) (TD) (D) (I) (DA) (TDA)</p> <p>e) (TD) (D) (I) (DA) (TDA)</p>

- A) ¿Has tomado clases de inglés anteriormente?, si tu respuesta es sí, ¿por cuánto tiempo?, si no, ¿por qué? _____
- B) ¿Has estado alguna vez en el extranjero, en otro país de habla inglesa? Sí/No, ¿dónde? _____
- C) ¿Has tomado algún curso de certificación de inglés fuera tus clases en la carrera? Sí/No, ¿Qué certificación es y qué nivel obtuviste? _____

USO COTIDIANO DEL INGLÉS	(TD) = Totalmente de acuerdo (D) = De acuerdo (I) = Indeciso (DA) = Desacuerdo (TDA) = Total desacuerdo
<p>1. Marca con qué frecuencia necesitas el uso del idioma inglés en los siguientes contextos.</p> <p>a) En las clases de las materias de mi carrera.</p> <p>b) Al hacer trabajos/investigación/proyectos en alguna materia de mi carrera.</p> <p>c) Al escuchar podcasts, audiolibros, radio y viendo documentales, noticias en T.V.</p> <p>d) Leyendo artículos, magazines, notas de entretenimientos ajenos a mi carrera.</p> <p>e) Navegando en internet.</p> <p>f) En el trabajo.</p> <p>g) Otra situación (especificar).</p> <p>Si fuera de las clases de la licenciatura en Nutrición Clínica, acudes a algún curso, taller o asesorías con respeto al idioma. Por favor añade los siguientes datos:</p> <ul style="list-style-type: none"> ▪ Nombre de la institución: _____ ▪ Nivel de curso: _____ 	<p>a) (TD) (D) (I) (DA) (TDA)</p> <p>b) (TD) (D) (I) (DA) (TDA)</p> <p>c) (TD) (D) (I) (DA) (TDA)</p> <p>d) (TD) (D) (I) (DA) (TDA)</p> <p>e) (TD) (D) (I) (DA) (TDA)</p> <p>f) (TD) (D) (I) (DA) (TDA)</p> <p>g) (TD) (D) (I) (DA) (TDA)</p>

<p>▪ Explica en pocas palabras la razón por la cual asistes a dicho instituto a tomar el idioma inglés:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>2. ¿En qué asignaturas que tienes en tu ruta académica se imparten las clases usando el idioma inglés?</p> <p>Indica en las líneas de tu derecha el nombre de las materias, ordénalas de mayor a menor uso y asígnale un porcentaje aproximado de acuerdo a tu al haberlas cursado.</p>	<ul style="list-style-type: none"> ▪ _____ % ▪ _____ % ▪ _____ % ▪ _____ % ▪ _____ %
<p>3. Indica el grado de frecuencia que tienes con los siguientes puntos.</p> <p>a) En las asignaturas que se imparte el idioma inglés, tiene mucha influencia el nivel que tengo con las notas que recibo al final de ellas.</p> <p>b) Cuento con un adecuado nivel del idioma para poder entender y seguir las clases que se imparten.</p> <p>c) Una gran cantidad de los exámenes que me son aplicados están en inglés.</p> <p>d) El nivel que tengo me permite realizar sin mayor dificultad los trabajos, proyectos y demás actividades de las asignaturas.</p> <p>e) Algunas asignaturas deberían ser impartidas en inglés más que otras.</p> <p>f) Todos los exámenes y proyectos de las asignaturas deberían ser aplicadas en el idioma inglés.</p>	<p>a) (TD) (D) (I) (DA) (TDA)</p> <p>b) (TD) (D) (I) (DA) (TDA)</p> <p>c) (TD) (D) (I) (DA) (TDA)</p> <p>d) (TD) (D) (I) (DA) (TDA)</p> <p>e) (TD) (D) (I) (DA) (TDA)</p> <p>f) (TD) (D) (I) (DA) (TDA)</p>

<p>4. ¿Con qué facilidad o dificultad te enfrentas a los siguientes aspectos con respecto al idioma inglés?</p> <p>a) Comunicarte de manera oral. b) Expresar tu opinión o punto de vista sobre un tema. c) Entender lo que el profesor explica. d) Captar información del hablante/los hablantes en algún podcast/audio/vídeo/TV. e) Comprender lo que estás leyendo. f) Identificar el mensaje de un texto. g) Identificar ideas principales y secundarias de un texto. h) Redactar textos/párrafos coherentes i) Pronunciar bien. j) Tener fluidez al hablar. k) Poder usar vocabulario de manera adecuada. l) Escribir/crear oraciones gramaticalmente correcto.</p>	<p style="text-align: right;">75</p> <p>a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA) e) (TD) (D) (I) (DA) (TDA) f) (TD) (D) (I) (DA) (TDA) g) (TD) (D) (I) (DA) (TDA) h) (TD) (D) (I) (DA) (TDA) i) (TD) (D) (I) (DA) (TDA) j) (TD) (D) (I) (DA) (TDA) k) (TD) (D) (I) (DA) (TDA) l) (TD) (D) (I) (DA) (TDA)</p>
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<p style="text-align: center;">APLICACIÓN DEL IDIOMA INGLÉS EN CONTEXTO</p>	<p>(TD) = Totalmente de acuerdo (D) = De acuerdo (I) = Indeciso (DA) = Desacuerdo (TDA) = Total desacuerdo</p>
<p>1. Si tienes intención de presentar alguno de los exámenes de certificación que la Benemérita Universidad Autónoma de Puebla aplica hoy en día, indica a continuación uno de los siguientes:</p> <p>1. Test of English as a Foreign Language (TOEFL) en su versión ITP (Institutional Testing Program) 2. British Council APTIS 3. CAMBRIDGE: Preliminary English Test (PET) 4. CAMBRIDGE: First Certificate in English (FCE) 5. CAMBRIDGE: Certificate of Proficiency in English (CPE) OTRAS CERTIFICACIONES: _____</p> <p>¿Por qué quieres acreditar dicho certificado?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

2. De acuerdo a tu grado de interés, indica el grado de importancia para ti que tiene cada una de las siguientes tareas y actividades en inglés.

Actividades orales:

- a) **Crear y exponer presentaciones orales.**
- b) **Participar y responder durante la clase sobre un tema.**
- c) **Captar diálogos de audios, podcasts, vídeos, películas y televisión.**
- d) **Captar el contenido y mensaje de la clase, exposiciones y conferencias.**
- e) **Participar activamente en mesas redondas y conferencias.**
- f) **Poder atender de manera efectiva a pacientes extranjeros.**
- g) **Poder tener conversaciones no formales.**
- h) **Tener entrevistas de trabajo, de solicitudes, etc.**

Actividades escritas:

- i) **Leer revistas, magazines y notas de entretenimiento.**
- j) **Leer y entender libros de texto, para tener conocimiento de cultura, tradiciones, ideologías y costumbres de un lugar.**
- k) **Leer y entender mensajes en artículos de investigación.**
- l) **Enviar y recibir correos electrónicos, vídeo llamadas sobre un tema en específico.**
- m) **Redactar currículum vitae.**
- n) **Redactar resúmenes**
- o) **Redactar reseñas críticas de un tema.**
- p) **Redactar recetas alimenticias.**
- q) **Redactar casos clínicos.**
- r) **Hacer traducciones e interpretaciones.**
- s) **Tomar apuntes.**
- t) **Corregir errores gramaticales dentro de un texto.**
- u) **Realizar trabajos finales para entregar.**

Tipos de redacciones y textos:

- v) **Describir personas y lugares.**
- w) **Narrar acontecimientos.**
- x) **Exponer acerca de una patología, sus síntomas y sus complicaciones.**
- y) **Hablar sobre las causas de alguna enfermedad al paciente.**
- z) **Dar indicaciones que debe llevar el paciente.**

- a) **(TD) (D) (I) (DA) (TDA)**
- b) **(TD) (D) (I) (DA) (TDA)**
- c) **(TD) (D) (I) (DA) (TDA)**
- d) **(TD) (D) (I) (DA) (TDA)**
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- v) **(TD) (D) (I) (DA) (TDA)**
- w) **(TD) (D) (I) (DA) (TDA)**
- x) **(TD) (D) (I) (DA) (TDA)**
- y) **(TD) (D) (I) (DA) (TDA)**
- z) **(TD) (D) (I) (DA) (TDA)**

<p>3. De los siguientes puntos indica de acuerdo a tu criterio académico y profesional el grado que te gustaría te preparan para desenvolverte en contexto...</p> <p>a) ... Inglés General. b) ... inglés para fines académicos c) ... Inglés Técnico d) ... Inglés en el Área de la Salud</p>	<p>a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA)</p>
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<p>¿CÓMO DEBERÍAS APRENDER INGLÉS?</p>	<p>(TD) = Totalmente de acuerdo (D) = De acuerdo (I) = Indeciso (DA) = Desacuerdo (TDA) = Total desacuerdo</p>
<p>1. ¿Cómo te gusta trabajar en el salón de clases?</p> <p>a) Individual. b) En binas. c) En trinas. d) En pequeños grupos. e) En conjunto.</p>	<p>a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA) e) (TD) (D) (I) (DA) (TDA)</p>
<p>2. ¿Cómo sientes de acuerdo a tu experiencia personal que adquieres mejores resultados en el aprendizaje del idioma inglés?</p> <p>a) Realizando ejercicios repetitivos con respecto a la teoría del profesor y del libro. b) Memorizando reglas gramaticales. c) Tomando apuntes. d) Repitiendo lo que el profesor dice. e) Buscando información relevante para ti en inglés. f) Leyendo, escribiendo y expresando lo que entendiste. g) Practicando fuera del salón de clases. h) Otra manera (especificar)</p>	<p>a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA) e) (TD) (D) (I) (DA) (TDA) f) (TD) (D) (I) (DA) (TDA) g) (TD) (D) (I) (DA) (TDA) h) (TD) (D) (I) (DA) (TDA)</p>

<p>3. Indica que grado de utilidad tienen para ti las siguientes actividades para adquirir y mejorar fluidez en expresión oral:</p> <ul style="list-style-type: none"> a) Memorizar diálogos y/o conversaciones. b) Participar activamente en juegos de roles que requieran la simulación de situaciones reales, de la vida cotidiana. c) Investigar acerca de un tema y compartir esa información en una mesa redonda o debate. d) Dar una charla acerca de un tema específico que preparaste. e) Realizar ejercicios en binas/trinas o grupos. f) Participando en conversaciones en binas. g) Aprender frases, expresiones en contexto. h) Aprender vocabulario mediante canciones. i) Practicar en binas pronunciación. j) Otras actividades que se puedan realizar en el salón de clases (especificar) 	<ul style="list-style-type: none"> a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA) e) (TD) (D) (I) (DA) (TDA) f) (TD) (D) (I) (DA) (TDA) g) (TD) (D) (I) (DA) (TDA) h) (TD) (D) (I) (DA) (TDA) i) (TD) (D) (I) (DA) (TDA) j) (TD) (D) (I) (DA) (TDA)
<p>4. ¿Cómo se te facilita más hacer conjunciones y ejercicios gramaticales?</p> <ul style="list-style-type: none"> a) Teniendo modelos del tiempo o regla gramatical para poder guiarme. b) Teniendo la guía del profesor dando ejemplos hablados y después redactados por él. c) Resolviendo los ejercicios en conjunto con el profesor d) Pasando al frente y resolviendo los ejercicios personalmente. 	<ul style="list-style-type: none"> a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA)
<p>5. ¿Cómo sientes que funciona mejor para ti al momento de recibir retroalimentación de los ejercicios y actividades?</p> <ul style="list-style-type: none"> a) El profesor dándome correcciones por escrito. b) El profesor dándome retroalimentación de manera oral. c) El profesor deje que me dé cuenta sobre mis errores en los ejercicios. d) Dándonos correcciones entre compañeros ya sea en binas o trinas. 	<ul style="list-style-type: none"> a) (TD) (D) (I) (DA) (TDA) b) (TD) (D) (I) (DA) (TDA) c) (TD) (D) (I) (DA) (TDA) d) (TD) (D) (I) (DA) (TDA)

6. ¿Cómo planificas tu tiempo de estudio en las materias que se imparten en inglés?

- a) Preparando trabajos a diario para la clase próxima.
- b) Revisando los apuntes de clases anteriores.
- c) Checando lecturas y ejercicios que te asignan en clase.
- d) De otra forma (especificar)

- a) (TD) (D) (I) (DA) (TDA)
- b) (TD) (D) (I) (DA) (TDA)
- c) (TD) (D) (I) (DA) (TDA)
- d) (TD) (D) (I) (DA) (TDA)

POR ÚLTIMO, CONTESTA DE MANERA HONESTA Y CRITERIO PROPIO LAS SIGUIENTES PREGUNTAS SUBRAYANDO LA RESPUESTA QUE CONSIDERES MÁS APROPIADA PARA CADA PREGUNTA.

1. ¿Qué nivel de inglés consideras que cuentas en este momento?

a) A1

b) A2

c) B1

d) B2

2. ¿Qué porcentaje le otorgas al inglés que estás cursando, es decir, cubre completamente con las necesidades que demanda la licenciatura para poder desenvolverte de manera profesional dentro del Área de la Salud?

a) 100%

b) 80%

c) 75%

d) 50%

3. Con la siguiente escala, indica que tanto consideras que los maestros están preparados para impartir las asignaturas de la licenciatura en inglés.

a) Siempre

b) Frecuentemente

c) Pocas veces

d) Nunca

4. ¿Consideras el nivel de inglés que aprendes día con día te va a ser útil en un futuro para poderte desenvolver de manera efectiva en tus estudios y en el ámbito laboral? Sí/No, ¿Por qué?



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS**



LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

ENTREVISTA

Docentes del Área de Nutrición Clínica.

Con base en su conocimiento previo y experiencia aplicando su enseñanza en el Área de la Salud, elija la respuesta que exprese mejor su idea y justifíquela.

1.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica debería ser...

- A) Intensivo: Se refiere a la aplicación de un curso en un periodo corto (1 mes) y con un horario detallado para que el estudiante aproveche al máximo las clases impartidas.
- B) Extensivo: Se refiere a la aplicación de un curso en un periodo más largo que un mes y cuyas clases tiene mayor intervalo de tiempo entre otras materias del estudiante.

¿Por qué?

2.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica debería ser...

- A) Evaluado: El profesor toma en cuenta parámetros como tareas, participación, proyectos entre otros más, para que los estudiantes tomen con más seriedad el curso.

- B) No evaluado: El profesor no lleva un registro del avance del estudiante, y aplica exámenes cada cierto tiempo para poder ver si se ha alcanzado el objetivo del curso.

¿Por qué?

3.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica debería ser...

- A) Inmediato: Se refiere a las necesidades que el alumno va descubriendo a lo largo de la duración del curso.
- B) Retardado: Se refiere a esas necesidades que le servirán en su momento por ser más significativo, por ejemplo, para el área profesional.

¿Por qué?

4.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica el profesor/instructor debería ser...

- A) Profesor como proveedor de conocimiento: El papel del profesor es dar el conocimiento, hacer investigaciones, dar indicaciones a los estudiantes y ser la máxima autoridad en el curso.

- B) Profesor como facilitador/consultante: El papel del profesor es ser un medio de consulta del idioma y de aclaración de dudas para los estudiantes, sin dejar a un lado la libertad que le otorga a los estudiantes de trabajar, intercambiar conocimiento entre ellos.

¿Por qué?

5.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica el enfoque debería ser...

- A) Limitado/estrecho: Es el enfoque que se le da para mejorar uno o dos de las 4 habilidades que se hacen presente al momento de aprender algún idioma, en este caso de acuerdo al contexto donde los estudiantes se encuentran (Área de la Salud).
- B) Abierto/general: Es el enfoque abarcando todas las habilidades, pero de manera más general, y menos específica. El instructor busca que las actividades y trabajos para que los estudiantes puedan mejorar sus habilidades en un mismo nivel.

¿Por qué?

6.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica debería ser...

- A) Experiencia previa: Quiere decir que los estudiantes no tienen un conocimiento previo del idioma como vocabulario antes de formar parte del curso.

- B) Experiencia paralela: Quiere decir que los estudiantes llevan al mismo tiempo materias y actividades del área con el idioma. Ya tienen un conocimiento previo.

¿Por qué?

7.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica debería contener...

- A) Material de contenido general: Se refiere al material académico o profesional que será utilizado en el curso, pero con contenido general.
- B) Material de contenido específico: Se refiere al material específico del área ya sea académico o profesional que será usado para los temas que se verán durante el curso.

¿Por qué?

8.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica los grupos de estudiantes deberían ser...

- A) Grupos heterogéneos: Quiere decir que los grupos distribuidos para el curso son conformados por estudiantes de la misma área, en este caso Área de la Salud, pero no de la misma carrera. Esto significa que los trabajos y temas específicos será más difícil de introducir para el profesor.
- B) Grupos homogéneos: Quiere decir que los grupos distribuidos para el curso son conformados por estudiantes de la misma carrera. Lo cual, vuelve más fácil y práctico la aplicación de trabajos y temas específicos para ellos por parte del profesor.

¿Por qué?

9.- Considera que el curso de inglés con propósito específico enfocado en los estudiantes de la Licenciatura en Nutrición Clínica debería ser...

- A) Fijo/inalterable: Quiere decir que el curso tiene sus términos, reglas definidas normalmente creado por el instructor/profesor que impartirá las clases y los estudiantes deben acatarlas para mejor aprovechamiento del curso.

- B) Flexible/negociable: Quiere decir que el curso tiene términos que pueden ser cambiados o mejorados con las opiniones y sugerencias por parte de los estudiantes para que el curso sea más aprovechable y ameno para ellos.

¿Por qué?