

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**A Needs Analysis focused on EAP characteristics base
on Student`s perception at Macuil Xóchilt School**

A Thesis submitted to the Faculty of Languages

**For the degree of
Licenciatura en la Enseñanza del Inglés**

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December 2014

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**Tesis presentada como requisito para obtener el
Título de:**

Licenciatura en la Enseñanza del Inglés

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Diciembre 2014

1578

DEDICATIONS

Firstly, I want to thank God because he has been part of my life since I was born. Also, I would like to express him my appreciation and eternal gratitude. He has been my main support and because of him I am here now. Thank so much God!

Secondly, I would like to dedicate this dissertation to my Mom, Clemencia Flores Mota, and my Dad, Pedro Camacho Mendez, and to express them my deepest gratitude because they are the jewels of my life. Both inspired and illuminated me through their presence. My Mom who is always by my side contributed with her endless encouragement, generosity and love in every journey. Also, she started with me every single day at 5 am and I am really grateful for it. My Dad who supports me since I was born with his words and he never renounced to me. I want to thank him for teaching me how to be independent and to be better as human being. He also was with me at 6 am at the bus stop. Thank Mom and Dad. I really love you.

Thirdly, I would like to hug and kiss my brothers for being with me in every adventure I have had. Thank Moy and Pocho. They both support me in different steps of my life and they always trust on me. They listened to me when I needed and they hugged and kissed me when I did not want but I really enjoyed it. They are special people for me. Thank Moy and Pocho. Even though I am not used to tell you “I love you”, I really love you too.

Fourthly, I want to dedicate this project to my new family Aneth and Axel. Aneth, she has taught me that unexpected things are the best. She will be my little piece of sky now and after ever. Thank you for being by my side and everything I do, I will only do it for her. I want her to read this when she grows up and feels proud of her mom. Aneth is 8 months old and is my most valuable treasure. Axel is an important part of my life. He has been next to me since I started this adventure. Even though, we have argued most of the time, we both have recognized our mistakes. Thank you for all Axel.

Fifthly, I want to thank my friend and confident Cecilia for all this time we have shared together. She trusted on me for doing this project. She gave some advice for continuing with this and for never giving up. She was confident on herself but also on me.

She is like the sister I never had. Thank Cecilia for being with me during this long journey and I am sure that we will be side by side facing new troubles and we will overcome them. Take it for granted. Aneth also thanks you!

In memory to Papá Chavo and Tia Mary

Camacho Flores Maricarmen

DEDICATIONS

To God because he gave me the strength when I was giving up while doing this research and for gave me the opportunity to live this beautiful step of my life in which I am now giving by best not only for my studies, but also to my personal development.

I want to thank all my family, colleagues and friends, but mainly to my mother. She gave me all I have as a result of her intensive work every day, all day and night. Also, for all her support during all my school life. She has been helping me for not to abandon my wishes and to keep on trying when I made a mistake. I really appreciate her advices when I started this research. She never wanted more than my happiness and I know that, at the end of this research, she will be happier and prouder of me. She is the reason I am trained person, ready for facing all problems in real world just like she taught me.

I also want to thank to my friend, sister and confident Maricarmen, for all her support in my best and worst moments, when I cried and smiled, for understand how I feel, for trusting on me to do this research, for taught me what responsibility is and the most important: for did not leave me alone when I needed her and when I felt I was not able to do this. Mari, thank you so much for every single minute spent by my side since I met you. I will always be proud of you because you are an excellent person, colleague, teacher, friend and mother. You are now in a new step in your life and I thank you for giving me the opportunity to be there and be more than a friend. Remember you have now a very important reason for continue working hard and I ask you to be stronger even in the worst situations.

At the same time, I confess that to be a teacher is not an easy work, so that, I want to thank to all my teachers and partners of the Faculty of Languages that, during my professional training, taught me the passion for the teaching training as well as other teachers who I was working with in the teaching practices specially in the primary schools, for taught me all every day teaching life.

Finally, to readers who will consider this research as a support for future analysis.

Solano Hernández Cecilia

ACKNOWLEDGEMENTS

We would like to express our deepest gratitude to our teachers of the Faculty of Languages, for their support, advice and contributions during the creation of this research. Thank you for giving us the opportunity to work in this adventure. Also, every teacher contributed with different points of view in order to improve this work as well as some recommendations and lots of suggestions for doing it under the correct conditions.

Moreover, we would like to thank to the Primary and High School Teachers who provided us with strengths required for keep on working in this research. They were an important guide for us because they taught us that being Teacher is not an easy work but it will not matter if we do it with passion.

Finally, we want to thank to the authors who appeared on this dissertation because they light our path to continue on this work and without your help we will not be able to finish it.

ABSTRACT

Globalization has become an important aspect in Higher Education owing to the new arrangements that universities need in order to fulfill the society's requirements. On the same hand, UNESCO (2003) has suggested a determined criterion to improve Higher Mexican Education: *quality, relevance* and *internationalization*. These standards are needed to allow *competitiveness* take place among professionals. Moreover, SEP (2003) states that *professionalization* is a new challenge in the Teaching-Learning process in Universities around the world. Society demands students and professionals prepared for real work situations and there is a need for learners to be specialized in their professional majors.

On this account, English has become one of those requirements, since it is considered as the official language to communicate people around the world. Consequently, it implies the progress of *curriculum* for English Teaching with the intention of covering the necessities demanded by the students. In such a way, *English for Specific Purposes (ESP)* emerged as a response to the need for communication among countries. Through time, it was necessary to prioritize students' needs in order to have professionals well trained for real work situations. So, *English for Academic Purposes (EAP)* was created to prepare students to work in a specific field. It is focused on the identification of academic and professional profiles by analyzing the most suitable competencies to reach certain objectives owing to specific degrees.

In order to identify if the Macuil Xóchitl A.C. students have a real need to be taught by mean of using EAP courses in order to be more successful in their academic area, it has been proposed a Needs Analysis focused on EAP characteristics based on students' perception with the purpose of analyzing what the student's real needs from Lic. en Danza Folklórica are. Our project is mainly a *Needs Analysis* based on and adapted to the Munbian Communication Needs Processor (CNP), which contains important aspects that support the needs profile of students.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Globalization is a phenomenon which requires more professional competence to face real labour situations. Some organizations support this idea taking into account technology growth and society demands in recent years.

In the first place, the United Nations Educational, Scientific, and Cultural Organization (UNESCO: 2003) is an organization that encourages international cooperation through education, science and culture among countries. It has suggested a determined criterion to improve Higher Mexican Education: *quality, relevance, and internationalization*. These standards are needed to allow *competitiveness* take place among professionals. On the same hand, UNESCO (2003) has advised a determined series of educative reforms that belong to the contents of the different educative programs such as the *specialization of the knowledge* due to the enormous growth of technology as well as different interdisciplinary fields around the world.

In the second place, the Instituto Internacional de la UNESCO para la Educación Superior en America Latina y el Caribe (2006) is an organization worried about the development of Higher Education in Latin America. It has reported that the *internationalization* of Higher Education has emerged as a way to increase the *quality* in the Universities of Latin America. In other words, it is crucial to provide our society with high qualified education in order to promote the diffusion of knowledge as well as to help students to be competitive in real contexts.

In the third place, the Secretaria de Educación Publica has mentioned in its “*Informe Nacional sobre la Educación Superior en México*” (2003) that Higher Education is seen as

a strategic way to increase the human Mexican development taking into account the social context. Moreover, Higher Education promotes the diffusion of arts, culture, and science in order to contribute the *competitiveness* required by the economy based on the knowledge.

On the same hand, SEP (2003) considers three main characteristics that are part of Higher Education: *Globalization, Private Education, and Typology*. First, *Globalization* is a crucial factor that involves education in a variety of challenges that causes a strategic alliance with different Universities. Second, *Private Education* owns official validity that is given by Autonomous Universities, Addition to Universities, and the Government. Third, *Typology* takes into account Higher Education modalities in México such as: Public Universities, Technological Universities, and Private Universities. In this work, the emphasis is on Private Institutions. Also, it is crucial to have Professionals specialized in such a determined area because of the continuous development of technology around the world.

Similarly, Professionalization is a new challenge in the Teaching-Learning process in Universities around the world. This process became an important factor because of the technological development, globalization and changes in educational systems that propitiated, implemented and innovated educational practices in order to fulfill international requirements.

Mainly, private and public Mexican Universities need to have competitive students in real contexts. They have *mobility* programs which help students to obtain better learning opportunities in foreign environments (*Internationalization*). So, students need to be able to develop their skills since they are in an upper secondary level, that is the reason of why ANUIES and SEP (2008) created the PROFORDEMS (Programa Nacional de Formación Docente en Educación Media Superior).

This program allows Teachers to integrate the National system into the Common European Framework based on competencies, working not only in changing the traditional curriculum, (Buzón, 2005, cited in *Apertura Magazine*, 2011), but also in technological aspects and theoretical-technological practices with their students in order to develop effective competence by evaluating and enriching teacher's centered-learning-processes.

On this hand, it is included *Antorcha Campesina Movement*. It has main visions in society: art, culture, sports and education. The last one is considered as the most important base for the technological, social and economic development. The better prepared their students are, the best social status they will have. So that, there is an institution that belongs to that Movement by training people to transmit Culture through dancing and painting: the Macuil Xóchitl A.C. School.

It has been exposed how the globalization has emerged as a phenomenon that forces Higher Education to sustain three main principles: *quality, relevance, and internationalization*. In addition, society demands students and professionals prepared for real work situations and there is a need for learners to be specialized in their professional majors. In such a way, it is necessary to know if students from Macuil Xóchitl School need to have English classes with specific purposes to have better academic and professional opportunities in order to be successful in their academic fields.

PURPOSE OF THE STUDY

Macuilt Xóchitl A.C. School provides students with effective competence, knowledge, and teaching skills about dancing in order to generate able and competitive professionals in the teaching-learning process. The Institution is focused on the education of professional teachers with multidisciplinary attitudes toward the educational requirements of elementary and higher education to create a global and multicultural

society. So, it is necessary to examine what the Macuilt Xóchitl A.C. students' needs are and to determine if they perceive the necessity to have English classes with specific purposes to have better academic and professional opportunities to be successful in their fields.

GENERAL OBJECTIVE

To analyze what the Macuilt Xóchitl student's real academic needs are based on English for Academic Purposes (EAP) Needs Analysis characteristics by applying a questionnaire sample focused on their professional major.

RESEARCH QUESTIONS

- Which are the real needs of the Macuilt Xóchitl A.C students related to the learning of a Foreign Language (English) focused on their academic area?
- To what extent do students perceive the need to be taught by using EAP courses?
- Why do participants need to learn English focused on their academic area?
- In which situations will students need to use English focused on their academic area?
- Which skills do participants need to develop in English in order to be more successful in their academic area?

HYPOTHESIS

The Macuil Xóchitl A.C. students have a real need to be taught by mean of using EAP courses in order to be more successful in their academic area.

SIGNIFICANCE OF THE STUDY

This section will provide a brief description of the influence that this thesis have in the *educational*, *social* and *scientific* fields, with the purpose of providing different concepts in which learning processes are involved.

Educational: Benefits will be gained by Macuitl Xóchilt A.C students by determining their needs and using a Needs Analysis as an instrument to achieve its objectives accurately.

Social: Both, students and researchers will achieve experience on their professional field, in order to be specialized and able to face real world situations, using the skills already developed.

Scientific: The proposed thesis will benefit and help the future researchers as a guide, by following and applying certain scientific methods in order to fix what it has been analyzed by different authors, in this case, from the Curriculum Design area.

METHODOLOGY

This descriptive methodology will be in accordance with a Survey Research because it is taken into account the participants' perception. It is required the application of some questionnaires in order to know what the Macuitl Xóchitl A.C. students' needs are. Also, this thesis will be focused only on the quantitative aspects owing to the characteristics of the problem, in other words, English is referred as a general idea in learning based on EAP characteristics. Finally, this project will be part Summative type on the grounds that Macuitl Xóchitl A.C. students of the last grades will be interviewed. It is essential to do it

in this way coming from the experience and knowledge that they possess related to their professional field.

RESEARCH CONTENT AND ORGANIZATION

In the following section it is included a brief description about the key elements of each chapter of this research, in which it is mentioned the importance and impact of each chapter in the Academic and researchers' personal aspects. Moreover, it is intended to organize information in order to make audience to understand what the main objectives of the research process will be.

The first chapter is focused on the problem statement, it means, the main factor originated in a specific context and crucial reasons for which this thesis will be developed. In addition, the objective is established, as well as the methodology used during the research process. The second chapter includes the basis of the research development, taking into account different theories such as Curriculum Design, English for Specific Purposes (ESP), and English for Academic Purposes (EAP), mainly focused on the application of Needs Analysis. Those will be the main elements of the instrument and methodology. The third chapter refers to the practice of the selected theories principles, in other words, to create a suitable instrument (Needs Analysis) and to follow certain methodology (Curriculum Design, ESP and EAP) to help researchers to reach objectives established on Chapter I. The fourth chapter will show the possible results for the Needs Analysis applied to the participants. At the same time, it is intended to interpret the obtained results in order to find possible constraints or variables that may affect results and also to evaluate if the instrument (Needs Analysis) was an effective tool for researchers to use. Finally, the fifth chapter concludes explaining possible benefits, limitations or difficulties during the research process and the Needs Analysis' results, paying special attention to determine

what the strengths and weaknesses of researchers, participants, contexts or instruments were. Thus, it is crucial to organize information in order to have a concrete idea about what the main factors developed will be in each chapter, taking into consideration that it is not only an overview, but also an intensive description of elements that will guide researchers and audience through the research development.

KEY CONCEPTS

- **Curriculum:**

Principles and procedures for the planning, implementation, evaluation, and management of an educational program. (Nunan, 1988)

- **Product-Oriented Curriculum:**

Product-Oriented Curricula are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction. (Nunan, 1988)

- **Process-Oriented Curriculum:**

Process-Oriented Curricula are those which focus on the means by which communicative skills will be brought about. (Nunan, 1988)

- **Program:**

It consists of a state of courses designed to prepare students to any instructional sequence. (Lynch, 1996)

- **ESP Program (English for Specific Purposes):**

Is an approach to language teaching in which aims to meet the needs of particular learners. (Hutchinson and Waters, 1987)

- **EAP Program (English for Academic Purposes):**

Is a concerned with those communication skills in English which are required for study purposes in formal education systems. (Jordan, 1997)

- **Syllabus:**

A specification of what is to be taught in a language program and the order in which it is to be taught. A syllabus must contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks. (Nunan, 1988)

- **Synthetic Syllabus:**

A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. (Wilkins, 1976)

- **Analytic Syllabus:**

The purposes for which people are learning language and the kinds of language performance that are necessary to meet those purpose. (Wilkins, 1976)

- **Functional-Notional Syllabus:**

Functions, in general, may be described as the communicative purposes for which we use language, while notions are the conceptual meanings expressed through language. (Nunan, 1988)

- **Needs Analysis:**

Techniques and procedures for obtaining information from and about learners to be used in curriculum development. (Nunan, 1988).

- **Target Needs:**

What the learner needs to do in the target situation. (Hutchinson and Waters, 1987)

- **Learning Needs:**

What the learner needs to do in order to learn. (Hutchinson and Waters, 1987)

- **Necessities:**

Also called objective needs. What the learner has to know in order to function effectively in the target situation. (Hutchinson and Waters, 1987)

- **Goals:**

General statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs. (Brown, James. 1995)

- **Objectives:**

A statement describing what learners will be able to do as a result of instruction: Formal objectives are meant to have three parts: an activity (what the learners will do); conditions (under what circumstances), and standards (how well they will perform). (Nunan, 1988).

CHAPTER II

WHAT DOES CURRICULUM MEAN?

Nowadays, education has suffered different changes due to the continuous development of the world: Globalization. So that, new necessities emerged for human beings in order to get adapted to the social context. English has become one of those requirements, since it is considered as the official language to communicate people around the world. Consequently, it implies the progress of different types of curricula for English Teaching with the intention of covering the necessities demanded by the society. For that reason, the main goal of this writing is to identify what a curriculum and a syllabus are as well as their components based on the theory given by Curriculum design experts.

Firstly, the word *curriculum* derives from the Latin that means “*to run*”. On the educational side, it is crucial to know what curriculum does imply, although there is no agreement among experts. According to Allen (1984) “*curriculum (...) involves consideration of the (...) philosophical, social, and administrative factors which contribute to the planning of an educational program*”. It suggests that curriculum connotes different elements which have a certain influence into the implementation of a general educational program. Meanwhile, Nunan (1988) claims that curriculum goes forward a simple implementation of a didactic plan. It deals with the whole process that a project conveys: planning, implementation, evaluation, management, and administration of education programs. On the other side, Candlin (1984) states (cited in Nunan, 1988) that curriculum is concerned with the generalization of statements about language learning, learning purpose, experience, evaluation, and the role relationships of teachers and learners. Finally, McKimm (2003) expresses the view that curricula usually define the learning that is

expected to take place during a course or programme of study in terms of knowledge, skills and attitudes. Also, it should be specified the main teaching, learning and assessment methods and to provide an indication of the learning resources required to support the effective delivery of the course. To sum up, curriculum asks for a whole process among teacher, learners and their goals, knowledge, skills and attitudes towards the outcomes obtained besides the implementation and evaluation of the program.

On the other hand, syllabus is another key word within the discussion and it has been broadly defined by several authors. In the opinion of Cadlin et al. (1984), it is found that “*syllabus is more localized and it is based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation.*” It means that syllabus focus only on determined branches of the program that will be taught. But, is syllabus just dealing with specific structures of the English Teaching? Allen *et al* (1984) suggests that syllabus is concerned with a specification of what units will be taught. It entails that syllabuses are the ones which work with specific units of content at the classroom level. While, Judy McKimm *et al.* (2003) holds the view that a syllabus describes the content of a programme and can be seen as one part of a curriculum. In conclusion, most syllabuses are developed to operate within organizational and societal constraints based on specific features and are part of a curriculum.

On the whole, curriculum is concerned with the whole process of the construction of an educational program, that means, planning what is needed to be taught, to implement the project drawn taking into account learners and teachers goals as well as the learning purpose, to evaluate the outcomes obtained, and to manage the process involved into curriculum planning without seating aside the philosophical, social, and administrative factors that influence the design of the curriculum. On the other side, syllabus, in words of

Nunan et al. (1988) and McKimm et al. (2003), focus more narrowly on the selection and grading of content and as a part of the curriculum. Nevertheless to say, curriculum involves a whole process among teachers and learners that become gradually a general educational program, while syllabus is constructed by means of determined features of language within a curriculum.

CURRICULUM DESIGN: HISTORICAL BACKGROUND

The history of Curriculum Development started with the necessities that emerged day by day within teaching. It emerged in the 1960s with the notion of syllabus design. In the first part of the twentieth century, there were some changes in English Teaching Approaches owing to new aspects related to language teaching innovation where Markee (1997) considers innovation as a willed invention, which results in the development of ideas, practices, or beliefs that are fundamentally new. It means that innovation was the main factor that led English Teaching Approaches to be submitted to a series of changes in order to give birth to new systems: Teaching Methods. According to Richards (2001) method refers to the notion of a systematic set of teaching practices based on a particular theory of language and language learning. In other words, teaching methods are the ways that show teachers and experts how to manage English Teaching depending on the specific learners needs and context. So, Teaching Methods are a crucial part of Language Teaching that helps it to deal with the development of an English Language Curriculum. Moreover, it is designed based on the context that is set by the different changes in approaches to language teaching according to the innovation in English Teaching.

WHY IS IT NECESSARY TO DEVELOP AN ENGLISH CURRICULUM?

Globalization is a phenomenon that has changed different aspects in our society. It is worth mentioning that Globalization implies a similarity around the world and it also has provoked a big variety of reactions in fields such as science and economy. However, it does not only mean growth of technology but a change in Education. Globalization has played an important role within the Educational field, especially in the English Teaching branch due to the emerging necessities that came around this issue. After the Second World War in Germany, the instruction of English as a foreign language became an important aspect within the international communication. So, new necessities appeared which were needed to attend as fast as possible. According to Richards et. al. (2001) there was a special interest in learning English as a second language due to the mobility of people as a result of growth in travel and international tourism. Nevertheless, English became an important factor in the educational field due to the impact that it has been gaining owing to the continuous changes that took place better known as Globalization.

As English became one important aspect to allow communication within a communicative context, education started to be focused on Language teaching, specifically, English Language Teaching. On this hand, there was a concern to make English Language courses more relevant and appropriate for learners based on specific needs and interests. It means to create an English curriculum. However, different branches allowed a development of English courses. An example of this is the English for Specific Purposes branch. Of course, it depends on the specifications of the context. Jupp and Hodlin (1975) hold the view that ESP was created as a response to perform a specific role within a labor context such as trade and foreign business. By taking into account the previous information and the role of English within Globalization, it is crucial to create an English Curriculum in order to

satisfy the specific learners' needs. To this paper, it is elemental to analyze the steps that are crucial to be followed to design an English Curriculum focused on ESP.

CURRICULUM PROCESS

The curriculum process is a term defined by Lunenburg F. (2011) as the process of planning, implementing and evaluating curriculum that results in a curriculum plan. In other words, the curriculum process implies a whole procedure that needs to take into account certain steps in order to obtain a product: language curriculum. Moreover, it is crucial to clarify what *key elements* are presented during the curriculum process. There has been a wider discussion among different authors in relation to the components of the curriculum process.

Firstly, Nunan (1988) proposes the following *key elements* to develop a curriculum: Initial planning procedures (including data collection and learner grouping); content selection and gradation; methodology (which includes the selection of learning activities and materials); and ongoing monitoring, assessment and evaluation. Secondly, Tyler (1949) (quoted in Richards (2001)) presented the following terms *educational purposes, educational experiences, organization of educational experiences, and determination of those educational purposes*. So, his terms were translated into *aims and objectives, content, organization, and evaluation* with the purpose of developing a curriculum. Finally, in the opinion of Nation P. and Macalister J. (2010) a model of the parts of the curriculum design process is as follows: *considering the environment, discovering needs, following principles, content and sequencing, format and presentation, monitoring and assessing, and evaluation*. Thus there are a big variety of proposals that can be followed in order to develop a curriculum. However, Oliva (2009) (quoted in Lunenburg (2001)) considers that if curriculum designers select a specific model the process of curriculum can result in a

greater efficiency and productivity. It means that by using a model it can be possible to separate the stages of the process. For that reason, the curriculum process involves a serious procedure that takes account of certain stages according to a specific curriculum model. So, it is vital, for this paper, to present a brief overview of the curriculum process.

Environment analysis

Environment Analysis is a crucial part during the development of a curriculum. It also can be seen as “situation analysis” or “constraints analysis”. Obviously, it depends on the different points of view among experts. According to Richards *et. al.* (2001) Situation analysis is an examination of different factors that take place in a certain context, curriculum project specifically, in order to evaluate their possible impacts on the curriculum. Moreover, Tessmer (1990) states that Environment Analysis takes into account different factors that have a big impact on the decisions around curriculum design. If these factors are examined, then the final expected outcome is achieved. Thus, Environment Analysis consists of the evaluation of different factors that take place in the curriculum context. These factors can be the key to success or failure within the curriculum development due to the effects that they have on the curriculum project.

As a matter of fact, Environment Analysis plays a vital role during the development of a curriculum. According to Nation and Macalister *et. al.* (2010) *environment analysis* makes a guarantee of curriculum’s utility because it validates if the curriculum will work or will fail. Furthermore, Markee (1997) claims that a curriculum innovation possess certain factors that facilitate the implementation of success in the project. Therefore, *environment analysis* is an important element during the development of a curriculum because it is the key that assures if the curriculum will be a success by taking into consideration some factors.

On the same hand, it has been mentioned the presence of certain factors that need to be analyzed to ensure the success of a curriculum. In the opinion of Bean (1993), it is crucial to determine what these factors are and what possible impact they have on the curriculum planning in order to analyze their effects and to what extent they help the achievement of an expected outcome. Richards et. al. (2001) suggests five main factors: *societal, institutional, teacher, learner* and *adoption* factors.

Firstly, the societal factors imply policy makers in government, educational officers, politicians, educational organizations, parents, citizens and students. Secondly, institutional factors are an elemental part of environment analysis due to the different context that a school has. Morris (1994) argues that schools have their own culture or environment that can encourage the implementation of innovations. Thirdly, Teacher factors are proposed by Richards (2001) language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style and beliefs and principles. Fourthly, learners are the key in the development of Environment Analysis. So, it is crucial to take account of learner's background, expectations, beliefs and preferred learning styles. If these factors are not evaluated, the course will be affected in unexpected ways. Finally, Adoption factors deal with the innovation of curriculum policies.

It can be then concluded that *environment analysis* is a crucial element within the curriculum cycle due to the impact that it has on the achievement of the expected outcomes at the end of the program. Moreover, it is important to take account of the situation analysis because it guarantees the utility of the curriculum by analyzing some external factors. Then, the external factors are described in terms of teachers, learners, adoption, institutional, and societal factors. If these factors are not evaluated, the course will be in risk. So, Curriculum

design starts with the analysis of the environment or context that takes account of external factors that have possible effects on the curriculum development.

Needs analysis

It has been mentioned before that needs analysis is a vital part of the curriculum process and, for some experts; it is the first step to be carried out within the curriculum development. So, it is crucial to scrutinize what *needs* mean. In words of Hutchinson and Waters (1987) *needs are the abilities to comprehend and/or produce the linguistic features of the Target Situation*. Then, it is to say that needs are skills required to perform patterns in the language communicatively. But, what do we mean by *Needs Analysis*. Iwai (cited in Songhori (2007)) claims that needs analysis gathers information from learners. Furthermore, it provides a basis that permits to develop a basis of a curriculum that can satisfy what learners need to achieve at the end. On the other hand, *Needs Analysis* is a crucial factor within curriculum development owing to the guidance of the results will give relevancy and validity to the course design because it is based on real facts. (John, 1997)

Goals and Objectives

Goals and objectives are the following part within the curriculum development process. As it has been mentioned before, needs analysis has a specific purpose for which is intended to be applied: to collect data about learners needs. But what is it necessary to gather all this sort of information? It is needed to translate needs into goals in order to meet where our program is towards been directed, hence goals and objectives are drawn into the Curriculum process because they help designers to state priorities at the decision-making process (Graves, 2000). In addition, Graves *et. al.* (2000) emphasizes that goals and objectives are the main basis for making decisions about what to do and what to teach in the program. On the same hand, Tyler's (1949) work (cited in Nunan, 1988) stays that

objectives are the principal guide in the selection of content or some other participants of the curriculum. As a result, goals and objectives are important factors that determine the main priorities within the curriculum process owing to make decisions are the basis to draw priorities in the content of the process.

Moreover, goals and objectives are terms that are broadly defined depending on the approach that is adopted; hence it is useful to have a clear definition of them. According to Brown (1995) goals are *what students should be able to do when they leave the program*. It is to say that goals are reflected on the competencies that learners have developed at the end of a specific class or program.

Furthermore, Graves *et. al.* (2000) suggests that goals are the main purposes and desired outcomes to be achieved at the end of the course but in a general framework. In contrast, Nunan *et. al.* (1988) points out that objective reflects what students are able to do as a result of a certain instruction. However, Graves *et. al.* (2000) proposes that objectives are statements about how the goals will be achieved. Consequently, goals are the general framework that entails objectives within it. In other words, objectives are the guidance to follow in order to attain an expected goal: from particular to general.

Finally, it is crucial to mention that competencies are involved in the whole process of curriculum development and pointed out by goals and objectives. In the 1970's the Competency-Based Language Teaching approach (CBLT) was born, which focuses on the outcomes obtained at the end of a language program. It also focuses on the means rather than the ends (Richards, 2001). Moreover, Richards *et. al.* (2001) defines competencies as *observable behaviors that are necessary for the successful completion of real-world activities*. According to Schneck (1978) CBLT is based on the student's ability to perform certain actions in the real world context and the way how learners can solve problems

facing real situations. So, the function of goals and objectives are suitable for this paper due to the competencies that must be expressed from a general to specific aims in the curriculum which must be attained at the end.

Content

Content is an important issue within curriculum design development, taking into account that all its elements are focused on what it is going to be taught during the course. So, Richards (2001) defines content as *the choice of a particular approach to content selection will depend on subject-matter knowledge, the learners' proficiency levels, current views on second language learning and teaching, conventional wisdom, and convenience*. In other words, content will be developed when students' needs are identified, as well as constraints or variables in context and previous knowledge students possess in order to make a suitable content for the curriculum design.

Also, Rowntree (1981) claims course content can be divided into:

- *Informal approaches (or intuitive): give us most help in thinking up possible content in the first place*
- *Systematic approaches (or analytical): tend to be most useful once we have generated a few ideas and are ready to see how they hang together and can be extended (e.g. tasks, concept and competency analysis)*

On the other hand, when content has been selected and specified, it is also important to take into account that content needs to be graded. Rowntree et. al. points out that *our interest in sequence arises because the student cannot learn everything at once. So, inquiring about the sequence we are really asking whether one way of ordering the content of a course will be more helpful, educationally, than any other possible order.*

In addition, Corbel (1985) suggests four steps in which content can be graded according to a sequence of lined actions:

1. *Identify the learner's areas of interest and need in broad thematic terms.*
2. *Identify a series of communication situations related to that theme and link them to form an action sequence.*
3. *Select or devise materials appropriate to the situations in the action sequence.*
4. *Choose language points to focus on from the materials.*

In sum, grading content is a complex process because it is necessary to know what students need to learn during the course. At the same time, content must be graded in order to teach line action sequences based on certain steps that will help to identify which topics, situations and language points are suitable for each course.

Methodology

For the curriculum design development, it is important to consider what happened in real classroom contexts. It is also needed to take into account not only *what* will be taught (syllabus) but also *how* to teach (methodology) for that reason, a recent dictionary of applied linguistics (cited in Nunan (1988)), defines methodology as *the study of the practices and procedures used in teaching, and the principals and beliefs that underline them*. It means that in teaching language development it is needed to analyze its practices and procedures as well as external factors that determine the use of each practice in a specific context.

However, methodology is also seen by Richards and Rogers (1986) *in terms of an approach (which provides theories on the nature of language and learning), design (specifying objectives, learning-teaching activities, learner and teacher roles, and the role of instructional materials) and procedure (dealing with classroom techniques and*

procedures). In other words, methodology is seen as the whole teaching process, taking into consideration theories of the nature of language and learning as a starting point and then, to determine what the design components and its procedure will be when teaching practices will take place in a specific context.

Furthermore, Richards, Platt and Weber (1985) describe methodology components as follows:

- a) *Study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them*
- b) *Study of the preparation of lesson plans, materials, and textbooks for teaching language skills*
- c) *The evaluation and comparison of language teaching materials (e.g. the audiolingual method)*

So, methodology can be defined as context and curriculum development require, paying special attention to its components, those will be suited for each circumstance in which learning takes place as well as the importance of know not also *what* to teach, but *how* to teach it.

Evaluation

Nunan (1988) points out that evaluation are *the procedures for measuring the extent to which students have achieved the objectives of a course*. That means that every single curriculum needs to have evaluation elements that recognize strengths and weaknesses of the course, students, teacher as well as other elements in the curriculum development such as materials, methodology or language knowledge elements.

On the other hand, Nunan et.al. argues that evaluation takes place at different levels:

1. Macro-level: it involves national and state programmes focused on administration and be carried out largely by personnel with evaluation expertise.

2. Local: or centre-level. This type of evaluation will be more circumscribed and involves administrators and teachers.
3. Micro-evaluation: its focus attention is the classroom level and involves teachers and learners.

At the same time, assessment is defined by Nunan et.al as the set of processes by which we judge student learning and it includes self-assessment, that it is an important element because it helps students to have self-awareness of what it is to be a learner and skills used by learners in order to learn.

So, assessment and evaluation are crucial factors in the curriculum development process, paying special attention on the strengths and weaknesses of all main components of the curriculum, such as learners, teachers, and methodology or language knowledge elements.

ENGLISH FOR SPECIFIC PURPOSES (ESP)

ESP BACKGROUND

Nowadays, *technological development* has caused relevant changes in Education, especially in English Language Teaching (ELT). According to Hutchinson and Waters (1987) necessities are “*what the learner has to know in order to function effectively in the target situation*”. Through years, Globalization has play an important role in ELT; for that reason, Hutchinson and Waters et.al (1987) hold the view that English has become an international Language since end of the Second World War (1945), having more impact on Commerce and Technology. Moreover, Education has been prioritized students’ necessities having the opportunity of include English as an International Language. In other words, Technological Development has emerged as a vital factor in the current world. At the same

time, Education has suffered different changes within English and it has become part of Globalization.

To sum up, Globalization is a phenomenon that has different implications and changes; one of them is the *technological development* that has delivered new necessities, not only in commerce and technology, but also in educational aspects.

ESP DEVELOPMENT

English Language Teaching (ELT) developed different uses in order to improve communication among learners. In the opinion of Master and Briton (1998), *English language is used not for the purpose of spreading British or American social and cultural values, but as a natural link within multi-cultural, multi-lingual as a viacle for international communication*. So, nowadays English is spoken and transmitted by different means of communication, such as news and entertainment, creating the necessity for learning a second language.

That is the reason of why since the early 60's; one branch of ELT called English for Specific Purposes (ESP), emerged in response to the need for communication among countries having English as an international language. In words of Hutchinson and Waters et.al, ESP is *an approach to language teaching which aims to meet the needs of particular learners*. In other words, ESP was created for learners in order to fulfill the necessity of communication among non-native speakers and countries.

ESP is developed by taking into account five steps that underline the importance of the previous overview. As reported by Hutchinson and Waters et. al, those steps are:

1. *Register Analysis*: focused mainly on identify the grammatical and lexical features of students' courses, having special importance in learners' needs.

2. *Going beyond the sentence*: refers to ESP focused on language sentence level (rhetorical or discourse analysis) and what those sentences try to communicate.
3. *Target Situation Analysis*: is based on establishing procedures related to language, being analyzed and more closely to learners' reasons for learning a foreign language.
4. *Skills and strategies*: It tries to consider the language as a thinking process, it means, how learners use the language taking into account their skills and strategies.
5. *A learning-centered approach*: it means how learners learn the language.

Thus, ESP courses are originated because of the need of communication and also developed by a serial of steps that differentiate the distinction between language use and language learning, fulfilling the ELT learners' communicative necessities.

ESP COURSE DESIGN

There are several components in ESP; one of them is the course design. In words of Robinson (cited in Jordan (1997)):

ESP course design is the product of dynamic interaction between a number of elements: the result of the needs analysis, the course designers' approach to the syllabus and methodology, and existing materials (if any). All these are modified by the contextual constraints.

In other words, ESP course design allows designers to identify learners' priorities and also to plan what the main components of the course will be, considering that ESP is a flexible branch of ELT that may not only take the needs analysis results, but also to analyze context and constraints in which the course will be implemented.

Hutchinson and Waters (1987) argue that language descriptions are *the way the language systems is broken down and described for the purposes of learning*. Thus, language is

analyzed by structures, functions or notions, having the opportunity to know the language aspects learners need to learn.

On the other hand, an additional aspect that is needed to be considered is the language theories. Hutchinson and Waters et. al reported that *learning theory provides the theoretical basis for the methodology*. Therefore, learning theories are guidelines in which it is described how specific aspects use language are used by following the suitable methodology.

In addition, another aspect taken into consideration in the ESP course design, is needs analysis- according to Nunan (1988), needs analysis are the *techniques and procedures for obtaining information from and about learners to be used in curriculum development*. So that, as ESP course designers, needs analysis is an important factor in order to be aware what the students' needs and to know what the specific reasons for learning a language are.

In conclusion, language theories are useful basis that make easier to identify which methodology will be the best route to follow into the ESP course design as well as language descriptions and needs analysis that help for determine kind of characteristics of language students need to lean and in which situation learning will take place.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

EAP BACKGROUND

Strevens (1991) (cited on Flowered and Peacock (2001)) defines EAP (English for Academic Purposes) as *those educational activities in Higher Education the purpose of which the teaching and learning of the English language required by under-graduates, post-graduates and/or staff is*. At the same time, EAP is one of the two branches of ESP paying special academic attention for preparing those under-graduates students, with pre-

sessional studies, and post-graduates, with in-sessional studies, during or after applying a professional occupation.

On the other hand, Flowered and Peacock (2001) hold the view that EAP context owns a large amount of non-native speakers in native English countries such as UK, USA and Australia who create new necessities for learning English. Those learners received help to study in a specific context, having the opportunity not only to be interested to learn English, but also to be in touch with technology as well as economy and expertise in the local context.

When English become an international language, students from Higher Education created new study skills in order to be able to use English material in their courses. In opinion of Richards, Platt and Platt (cited in Jordan (1997)), study skills are defined as *abilities, techniques and strategies which are used when reading, writing or listening for study purposes*. In other words, students need to develop certain language abilities in order to reach a task in English.

To sum up, EAP emerged from the necessity of non-native speakers who want to be successful in native English-speaking countries especially in Higher Education. Students need to develop several study skills that will help them to be more trained as far as they can manipulate and understand English material focused not only in the education field, but in real world contexts.

EAP CHARACTERISTICS

EAP courses are mainly focused on subject areas (engineering, accountancy, biology, etc.). Thus, EAP courses need to be oriented and well-planned in order to fulfill vocationally dimensions in the target occupations. Strevens (1988) pointed out that there are four absolute characteristics of EAP:

- *Designed to meet specified needs for the learner.*
- *Related in content (themes and topics) to particular disciplines, occupations and activities.*
- *Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse.*
- *In contrast with “General English”.*

All characteristics mentioned above are key concepts for an EAP course design due to the importance of taking into account the needs for the learner as a starting point. Then, it is necessary that designers relate content and activities to the students’ occupation and to adequate all language aspects to their occupations. In conclusion, those characteristics make the difference between the General English courses (emphasizes its attention to general aspects of the language) to the EAP courses.

EAP DEVELOPMENT

EAP is seen as an international phenomenon linked directly to globalization since English was established as an international mean of communication and education especially in non-native speakers (Jordan, 1990).

However, Dudley-Evans and St. John (1998) suggested four different situations which must be taken into consideration while deciding relevant materials and content according to learners’ needs before EAP course development takes place:

1. An English-speaking country, such as UK or USA. (General and Academic culture around teachers work in English)
2. An-English-as-a-Second-Language (...) (English is used in educational levels, using the mother tongue in everyday life)

3. A situation in which certain subjects such as medicine, engineering or science, are officially taught in English, while for other subject sand at other levels of education the national language is used. (English is used in educational medicine, engineering and science, are taught in the mother tongue)
4. A situation where all subjects are taught in the national language, but English may be important or ancillary reasons. (English is an auxiliary language, on the other hand, all tertiary education is taught in English)

In other words, designers must think about different situations before applying an EAP course, analyzing and modifying content and materials according to the learners' needs and context in which EAP course will be developed.

In short, EAP is considered a complex phenomenon, which in its development, has crucial elements such as content and learners' needs, which teachers must take into account. All those aspects become of communication and especially in education, creating the necessity for non-native speakers to learn English in academic aspects.

EAP NEEDS ANALYSIS

For most designers, Needs Analysis is the starting point for the creation of any course. It allows designers to meet students' necessities, lacks and wants about any academic field as well as designing the syllabus, tasks and materials.

Strevens (1988) argued that EAP Needs Analysis should be more than just a specification of learners' target uses of the language, that means that the EAP Needs Analysis make think designers about why learners need an English course, in what situations they will need or already need English and also what they must to in the different situations they might need English.

One characteristic to adapt the EAP Needs Analysis is that designers can use questionnaires, interviews, observations, and/ or recordings and in order to meet learners' needs. For this research, it was needed to apply a questionnaire as a method for collecting students' information about their need for having an English course adapted to their academic area.

To sum up, EAP Needs Analysis is a basic tool which helps designers to know and understand what the real needs of students are. It is also important that students are part of the planning process in order to own an overview of what the goals and objectives of their courses will be and in what extent students and teachers will be motivated while applying tasks and activities related to their academic area.

EAP COURSE DESIGN

For the EAP course design, it is important to mention that the main factors included are linked to the syllabus previously chosen. In words of Jordan (1997), there are a series of constraints or variables in which the course can be restricted in practice:

1. *Tutors*: number available and their experience and capabilities
2. *Students*: number and nationalities to be catered for; their language level
3. *Other staff*: administrative, secretarial, technical, social, welfare
4. *Time*: length of the course: full-time or part-time (frequency); weeks, days, hours.
5. *Space*: number of rooms, room size (furnishings-fixed movable); location and proximity
6. *Facilities/equipment*: library, resource-center, language laboratory, cassette recorders, TV and video, computers, overhead projectors, photocopier, books, journals, stationary and other materials

7. *Accommodation*: hostels or other arrangements for students; proximity (transport, if necessary)
8. *Finance*: budget-size, fixed or variable; method and speed of payment
9. *Other influences*:
 - a. Past experience
 - b. Motivation of students: their attitudes and expectations
 - c. Need for variety
 - d. Belief in learning by doing
 - e. Awareness of non-EAP needs
 - f. Need to be commercially viable
 - g. “Common sense”

Jordan et. al. also suggested that for preparing a course-based upon the previous course, it is needed to analyze and modify that course according to the current perceived needs and constraints.

At the same time, White (cited in Jordan (1997)) discusses about the complexity of the EAP courses, and shows how management plays an important role in order to identify priorities and drawing up action plans.

As Jordan et. al, points out the main EAP course components are divided into:

EAP components: to select appropriate practice material suitable for a specific content.

Non-EAP components:

1. To serve as a necessary adjunct to the main study skills (grammar, vocabulary development and pronunciation)

2. To fulfill a perceived present or future need (social/survival English, familiarization with TV news and newspapers and hands-on experience with computers)
3. To provide useful variety (video material, mini-projects)

In other words, Non-EAP components are focused on the use of language in real world content as well as develop certain study skills that guide the learner through EAP content. On the other hand, EAP components are focused on what kind of materials should be used during the EAP course development.

In conclusion, the EAP course included many important elements that guide teachers to improve the course, some of elements include EAP components and Non-EAP components that play an important role because they refer to the use and materials used in order to help students to learn, taking into account that the elements may vary because of the learners' characteristics or changes in the use of the language in specific contexts.

EAP METHODOLOGY

It is clearly seen that EAP would not have the same methodology for all created courses. In other words, methodology needs to be adapted according to the context where EAP course is developed in order to engage students through the adapted material and activities having the purpose of reaching the goals and objectives of the EAP course.

According to Phillips (1981) pointed out four principles in which methodology will take place:

1. *The principal of reality control*: it refers to simplify tasks difficulties of the specific purpose and not in language use.
2. *The principal of non-triviality*: it means that the learner need to have a meaningful perspective of the activities used in the course for reaching a special purpose.

3. *The principle of authenticity*: it refers to the language use must be authentic to the specific purpose.
4. *The principle of the tolerance of error*: it means that errors would not be acceptable only if they compromise communicative adequacy.

There are many options in which the methodology of the EAP course is developed, and having the principles previously discussed, it means that those activities should be task-based approaches and the role of the material, activities and also teacher will become a crucial factor of the course objectives.

In conclusion, EAP courses have several options in which tasks are developed into the EAP course. Adapting material, activities, role of the teacher, role of the student and language use are crucial due to course objectives. Designers need to be aware of this options adapting them to the context and circumstances in order to be successful in developing an EAP course.

NEEDS ANALYSIS

It has been argued that curriculum design is constructed by a certain sort of steps. So, the first level within course design is *needs analysis*. According to Nation and Macalister et. al. (2010) *needs analysis* analyses what the learners know already and what they need to know as well as to verify if the course will have relevant and useful things to learn. Meanwhile, Graves (2000) proposes the term Needs Assessment which is a *systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs*.

To sum up, *needs analysis* is proposed as the main first step to carry out a curriculum due to the importance of obtaining information about learners to design it based

on real facts: learners. Johns (1991) declares that Needs Analysis is the first step in curriculum design process because it gives validity and relevancy to the course content.

Target Needs

To start working on Needs Analysis, Hutchinson and Waters (1987) suggest making a distinction between *target needs* and *learning needs*. So that, they suggest that target needs are “*what the learner needs to do in the target situation*”. In other words, *target needs* are related to the skills and abilities that should be developed by learners in the target language according to their context or environment. Meanwhile, learning needs or strategy needs are defined by Hutchinson and Waters (1987) as “*what the learner needs to do in order to learn.*” It means that learning or strategy needs is the route that should be followed to achieve the expected goal. In short, it will be discussed the main work related to these two branches of needs analysis.

Needs

It has been argued that ESP is seen as an approach to course design that its main basis is the reason of why pupils need to learn English. Indeed, Hutchinson and Waters et, al (1987) suggest that all English courses should start by answering the question *why do these learners need to learn English?* However, what makes ESP so particular is the existence of awareness about what students do need to develop in the Target Language applied to a contextualized environment. It means that if teachers and students know what they need, the program effect will have an influence on what will be acceptable as reasonable content in the language course.

But what do we mean by needs? According to Hutchinson and Waters et, al. (1987) “*Needs are, in the language-centered approach, the abilities to comprehend and/or*

produce the linguistic features of the target situation.” Meanwhile, John (cited in Songhori, 2007) claims that needs were seen as discrete language items of grammar and vocabulary. To sum up, needs are related to skills required to understand certain linguistic features in the target language environment by paying special attention to the awareness of why students need to learn English.

Necessities

Hutchinson and Waters (1987) suggest that the analysis of target needs can be more useful if it is divided in terms of *necessities, lacks, and wants*. The first one is defined as “*the type of need determined by the demands of the target situation*” (Hutchinson and Waters, 1987). Moreover, Songhori (2008) cites Jordan (1997) who takes into account Allwright’s (1982) definition about necessities “*the skills which a student sees as being relevant to himself.*” In other words, the information that learner has to meet in order to communicate himself successfully in the target situation. In regard to this, it is crucial to know what type of linguistic features the learner needs to gather based on the situations, previously identified, in which learners will be involved.

GATHERING INFORMATION

There is a certain amount of information that can be gathered when Assessing Needs. Graves *et.al.* (2000) states that designers can obtain information about the present and the future. It means that the information is divided in two main parts. These parameters are based on the focus of the program: Learners. Graves’s proposal is showed as follow (2000):

The present:

1. Who the learners are (age, gender, educational background, profession, and nationality.)
2. The learners' level of language proficiency. (Level of proficiency in each of the four skills in the target language: listening, speaking, reading, and writing.)
3. The learners' level of intercultural competence. (Experience in the target country, level of understanding and skills with respect to sociocultural and sociolinguistic aspects of the target language.)
4. Their interests (Topics or issues of the learner's interest)
5. Their learning preferences (The way students expect to be taught and tested, their preferences about the way of working.)
6. Their attitudes (Learner's attitude toward the target language, culture and himself.)

The Future: Information about what the learners need to learn, want to change.

7. The learners' goals and expectations. (Students' reasons to learn the language and what they do expect to learn.)
8. The target contexts: situations, roles, topics, and content. (In what situations will they use English beyond the classroom? Who will they use English with? What topics will they need to be able to communicate about or what content will they need to know?)
9. Types of communicative skills they need and tasks they will perform. (The purposes learners are learning the language for.)

10. Language modalities they will use. (Spoken or written language) (Graves, 2000).

On the same hand, Brindley (1989) and Nunan's (1988) proposal (cited in Graves, 1990) divided the information above in two main distinctions: objective information and subjective information. The first term refers to data about who the learners are, their language ability and the purposes the language is being learning for. And the second term focuses on attitudes and expectations the learners have. To sum up, the information obtained from this analysis is divided in present and future. The present takes account of the objective information such as the identity of the learner. The Future information focuses on what the learners need to learn and want to change. Finally, subjective needs are related to expectations of learners.

COMMUNICATION NEEDS PROCESSOR (CNP)

There are several reasons for studying English, for example, culture, miscellaneous, school curriculum, advancement or specific purposes. On this side, English for Specific Purposes was created to aid students who own a specific reason for wanting to learn the language. To this extent, a rapidly growing need for ESP programs has emerged in consequence of the spreading of Higher and Further education specialized in a large variety of particular study areas. Therefore, ESP was divided into different branches that pursue the specific students 'needs according to their expectations about the language and what they need to use it for. Thus, English for Academic Purposes is one of the results obtained by English for Specific Purposes.

English for Academic Purposes is demanded by students who need to study English for educational purposes either discipline-based or school subject. Depending on the variables mentioned before, the EAP program could be designed based on pre-study of in-

study of ESP or independent or integrated of ESP. Taking into consideration these characteristics, Harmer (1991) mentions that the restriction of the syllabus depends upon our students' need to some extent. That is to say, curriculum designers may restrict the language skills in the syllabus according to the special duties of students. For example, science students doing post-graduate studies can be limited to reading.

In spite of all the efforts made about EAP programs, this area of communicative syllabus design is still deficient to satisfy society demands by considering that does not exist a suitable needs analysis which provides EAP designers with appropriate specifications of communication needs.

However, Communication Needs Processor is a model proposed by John Munby (1978) that attempts to support this dilemma by designing a prototype that takes into consideration different variables whose main objective is the student's communicative competence on his study field. It is compounded by nine parameters. In words of Munby (1978) *these parameters are of two kinds, those that process non-linguistic data and those that provide the data in the first place; or one set of constraints (a posteriori) that depend upon input from another set of constraint (a priori) before they can become operational.*

That is to say, the a priori elements provide the base-line information about the participant to accomplish the needs analysis's objective by processing the communicative competence according to the CNP parameters and to obtain a pertinent profile of needs to select the language skills of the EAP program based on the a posteriori elements.

Communicative Needs Processor Components

1. Participant

This parameter deals with identity data about the participant who is involved in the research. Munby (1978) suggests that a participant is someone who takes part in an act of communication involving a foreign language. In other words, participant refers to the person who is actively involved in a discussion. Consequently, it is relevant to obtain a based-line data on the person and this information was obtained under *age*, *sex* and *nationality* headings.

2. Purposive Domain

This parameter identifies the type of ESP required by the participants and then, defines the occupational or educational purpose for which the target language is needed. Once the purpose has been identified, the specific characteristic of each item is limited. On this side, the educational purpose is the principal objective. Then, it must be decided if it will be discipline-based or school subject ESP. After having done this, it must be chosen among pre study or in study of ESP or independent or integrated ESP. The differences between these characteristics are based on the stage of the major to support in their academic fields. The information is gathered under the specific discipline, central area of study, other areas of study, and academic discipline classification headings.

3. Setting

This parameter takes into consideration the physical setting in which the target language is required to be used. This parameter is divided in two parts: spatial and temporal. The first type is obtained under the location which refers to the country in which the participant need to use English, place of work, and place of study headings. The second type is assembled under the point of time, duration and frequency headings.

4. Interaction

This parameter identifies those with whom the participant needs to communicate in the target language, and it also predicts the possible relationships among interlocutors. This section is divided in position, role set, role-set identity and social relationships to obtain reliable results. The first component states the participant's particular role by referring to the educational purpose. The second component identifies the different people with whom he will interact in English. The third parameter identifies particular role for each member. Finally, the fourth element determines those that are implied by the role relationships.

5. Instrumentality

This parameter obtained information through the medium, mode and channel headings. The first parameter refers to the distinction of the Target Language Skills. It determines how the participant's communication takes place either spoken or written. Once have been it recognized, the type of command required is referred to as productive or receptive. As a result, the skills are identified based on spoken to be receptive (listening), spoken to be productive (speaking), written to be receptive (reading) and written to be productive (writing).

The second parameter deals with how the communication is required by participants to use it in the Target Language. According to Munby (1978) the mode parameter can be divided into monologue or dialogue and each part of this subcategory is divided in different sections that determine the language skills required by the participant in the program. This sub categorization refers to the opportunity to be spontaneous in speaking. This classification is called Communicative Mode and exist eleven subcategories.

According to Munby (1978) the channel, third parameter, may be bilateral or unilateral. In other words, if it is bilateral, channel may be opened to both sides to respond each other

communicatively. On the other hand, if it is unilateral, the recipient of the communication either cannot or is not expected to respond communicatively through the same channel.

6. Dialect

Once the physical *setting*, *role set*, and *purpose domain* have been identified, it is needed to specify whether it is British or American English. On this regard, CNP intends to identify what sort of English is required for participants. Based on this information, designers must consider the differences that exist among languages, e.g. *color* or *colour* in order to help participants be successful in their academic field.

Finally, *target level*, *communicative event* and *communicative key* are the a posteriori elements of the CNP. Not all Munby's CNP parameters were used because target level and the communicative key pursue the categorization of the skills. Then, those elements divide skills into two dimensions: micro-skills and macro-skills. So, needs profile must be deeply analyzed in order to obtain the communicative event to reach the language skills selected. It implies that some other questionnaires in order to reach the required objective.

CHAPTER III

The following chapter allows to the information collected from the participants that are essential for the creation of an instrument used during this thesis development. It is crucial to mention that the information assembled is confidential and only for academic purposes.

PARTICIPANTS

14 people participated in this research. They are all full time students from the “*Instituto de Arte Macuil Xóchitl A.C*” with the SEP Code 21SMU1126P. The 14 participants, 8 females and 6 males, with ages ranging from 21 to 23 years old were selected on the basis of their time studied at the University. They are in the eight and tenth semester in the Licenciatura en Danza Folklórica. They come from Sierra Norte of Puebla, Veracruz, Hidalgo and Oaxaca. Also, two people speak *Totonaco*, one speaks *Mixe* and another one *Triqui*. It is important to mention that this institution belongs to the *Antorchista Movement* which concerns to three main principles: *culture, education and sports*. The emphasis of those principles is education.

SAMPLE

It was taken into account the totality of the students who are studying the eight and tenth semester of the degree at the *Macuil Xochilt A.C. School*. They were 14 students. Based on this circumstance, it was decided to apply the instrument to all of them. The questionnaire applied was adapted from the *communication needs processor* designed by John Munby (1978). So, the methodology of this research is mainly qualitative due to the nature of the results obtained.

INSTRUMENT

For this research, a Needs Analysis questionnaire (Camacho, M. and Solano C. (2014)) was adapted from the Communicative Needs Processor (Munby, 1978) and Dakhmouche's ESP analysis (2008). The Needs Analysis questionnaire was adapted based on the models and theories of English for Specific and Academic Purposes in order to know if students from Macuil Xóchilt School need English classes with specific purposes. It consisted of six sections, each analyzing one of the following Communicative Needs Processor components: participant, purposive domain, setting, interaction, instrumentality, and dialect. Each of these sections contained yes no questions, ranking relevance questions and frequency questions.

Also, the instrument takes into account two variables such as real necessities and academic fields. The first element analyzes needs which are the main emphasis by applying a needs analysis on this dissertation. The second element investigates academic fields which are based on the vision and mission of the school. It determines the professional profile of students and it provides relevant information about their training focused on their academic fields. The purpose of this questionnaire was to elicit students' perception about English as a real need to be taught by using EAP courses in order to be more successful in their academic fields.

In the first section, it was analyzed the identity and language of the participants in order to obtain general information about the people engaged in the study. In the second section, purposive domain establishes the type of ESP involved and then specifies the occupational purpose for which the target language is required. In the third section, setting deals with features of physical environment in which the target language is intended to be used. In the fourth section, interaction is the variable where is identified those whom the

participants have to communicate in the target language, and according to Munby (1978), it predicts the relationships that may be expected to obtain between them and their interlocutors. In the fifth section, instrumentality is concerned about identifying input features in terms of medium, mode, and channel. In the sixth section, dialect is directed to specify what type of English is needed to develop.

Although Dakhmouche's ESP analysis (2008) deals with lacks, the features of the target language that participants are missing, and wants, needs in which participants have a special attention, these aspects were not analyzed due to the nature of this quantitative research. In short, this instrument can be seen in Appendix One.

Above all, the needs analysis was developed based on the framework proposed by Munby (1978) and it is crucial to mention that it is not as extensive as the original one because information was needed to be reduced and synthesized according to the characteristics and specific environment under the circumstances of the school and participants. Also, these changes were made in order to increase validity and reliability of the results.

PILOTING

The instrument of this study was conducted in the Research Seminar II. Once the questionnaire was designed, it was corrected by the thesis director PhD Benjamin Gutierrez. Furthermore, the students were of invaluable support for this investigation.

Firstly, it was needed to change the word *género* instead of *sexo* in order to avoid misunderstandings in the first section of the instrument. Then, it was added the question *¿Cuál?* to the item *¿Cuentas con alguna beca que apoye tus estudios en el Instituto?* in order to clarify what type of scholarship is given to the students. Secondly, it was omitted the item who referred to mother tongue's participants because later it is explored in the

same section of the instrument. Thirdly, there were some other changes in terms of format and presentation in the *setting* section. Also, it was necessary to correct some words from 3.8 to 3.11 questions. Fourthly, questions 4.1 and 4.2 were redesigned as a ranking question in order to establish the importance of the criteria submitted to participants of the study. On the other hand, question 4.3 was restructured completely due to the incorrect form of asking. Sixthly, the *dialect* section was modified because of its nature. It was proposed as an open question due to the different ranks that it would probably have. Seventhly, in the question 8.1 was added a *why?* because it was a dichotomous question. Finally, question 8.2 was redesigned in order to obtain a ranking in the results, and in this way, to gather information about how to prioritize the participant's needs.

Apart from this, the seventh and eighth sections were omitted due to the nature of the quantitative research. On this account, lacks and wants are concerned about psychological aspects and it would obtain unreliable results for this dissertation. Not to mention the fact that participants' opinion are not scrutinized. After the questions and instructions were improved, the questionnaire was finished and administered to subjects. So, the final version of the instrument can be seen in Appendix Two.

PROCEDURES

First of all, it was necessary to have some conversations with the English teacher of the school because it was not possible to know when the Macuilt Xóchitl School would start classes. So, the English teacher was the main contact with the University. Macuil Xóchitl classes started on February 25th, 2013. In order to have a formal presentation, it was shown an official cover letter from the Facultad de Lenguas, in which is explained what it was needed to apply the questionnaire for. Then, the cover letter was signed and accepted by the Principal. Immediately, the facilitators were told about the groups that would be the

participants of this research. On the first place, there were only 5 participants of the tenth semester and 9 of the eighth semester. The rest of the participants did not attend classes this day because they were doing their professional practices. This is the reason of the final total. Then, the Principal spoke to the teacher in charge of the subject participants. They were attending a class. So, the Principal asked for permission to take several minutes of his class. At the beginning of the application, instructions of the questionnaire were explained by researchers, at the same time participants' doubts about it were solved. Participants thought that the questionnaire would take at least five minutes or less, while answering they realized that the questionnaire was deeper than they thought. Participants were also guided by researchers during the time they were answering. Teacher in charge was a bit impatient because he did not expect the questionnaire was too long. At the end, the questionnaire was completed by the participants in at least 30 minutes. Also, they were always showing a good attitude towards the questionnaire, cooperating with researchers all the time. Finally, researchers were proud of all application process, being satisfied and grateful to the participants, and all the academic people involved in this research.

DATA ANALYSIS

In the first place, the data was entered into an Excel worksheet that was divided into three charts: multiple choices, scale of frequency and scale of relevance. With regard to the multiple choice chart, it was needed to count the total of answers of each question. In relation to the scale of frequency chart, it was important to identify which were the rankings that were given by the responses. The same happened with the relevance scales. On the other hand, there was another subcategory in the charts because there were some "yes/no" questions and in order to avoid misunderstandings or raw data. This category is the *why* section, so the answers given were classified into categories with the purpose of having

more detailed information. These procedures were followed during the data analysis. In the next chapter, it is found the results of the questionnaire applied.

CHAPTER IV

In this chapter the results of the questionnaire applied to fourteen participants from eight and tenth semester students at the Macuilt Xóchitl School are presented and discussed. Specific conclusions about these results and the implications for real academic needs and perceptions are also provided. For best organization, the results are divided into eight parts.

In the first section, the result about the participants' English language background is presented. In the second section, it is shown the purposive domain for which language is required. In the third section, setting is introduced as the place in which English is used. In the fourth section, interaction concerns about those with whom the participant has to communicate in the target language. In the fifth section, medium, mode and channel are presented in order to know how English language will be used. Finally, in the sixth section, dialect is exposed as the variable of the target level that will be required.

LANGUAGE

In order to meet the academic needs of the Macuilt Xóchitl students about English language, it was crucial to know if an English course is being taken at the Macuilt Xóchitl School. As can be seen, all participants are taking English classes at the Macuilt Xóchitl School. Up to 100% of the participants are taking English Courses. Figure 4.1 below shows the results.

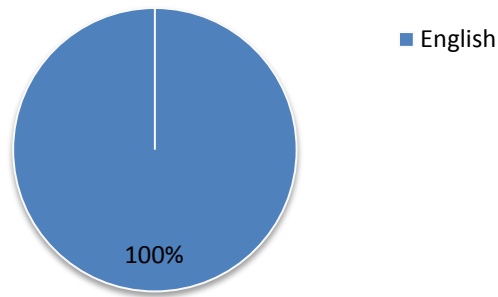


Figure 4.1

Foreign Language learnt at Macuilit Xóchitl School

Taking into account the information showed above, all the students take English courses at the Macuilit Xóchitl School. It means that students are at some extend familiarized with the language. Agreeing with Hutchinson and Waters (1987) the language competence that is required at the ESP level must be advanced, so it is crucial that students at least have some basic knowledge for taking the courses. So, it provides positive results in relation with students´ knowledge to encourage them to continue learning English but focused on their academic field.

PURPOSIVE DOMAIN

In the following section, purposive domain was intended to determine the purpose for which English is required. This aspect was adapted from the second part of the Communicative Needs Processor of Munby (1978). The results are further discussed below.

PROFESSIONAL PROFILE

As a next step in the needs analysis, it was crucial to identify the Professional Profile of Macuilit Xóchitl students in order to obtain clear information about students´ real academic needs and their profile. As the Figure 4.2 shows, the majority of learners have

Teacher as their professional profile; it can be interpreted as an 86% percent over the total amount of participants. On the other hand, a minority, represented by the 14%, has *Theater Director* as their professional profile. Meanwhile, the options *choreographer*, *artisan* and *other* are not taken into consideration by the students and major. Figure 4.2 below illustrates the results found for Professional Profile

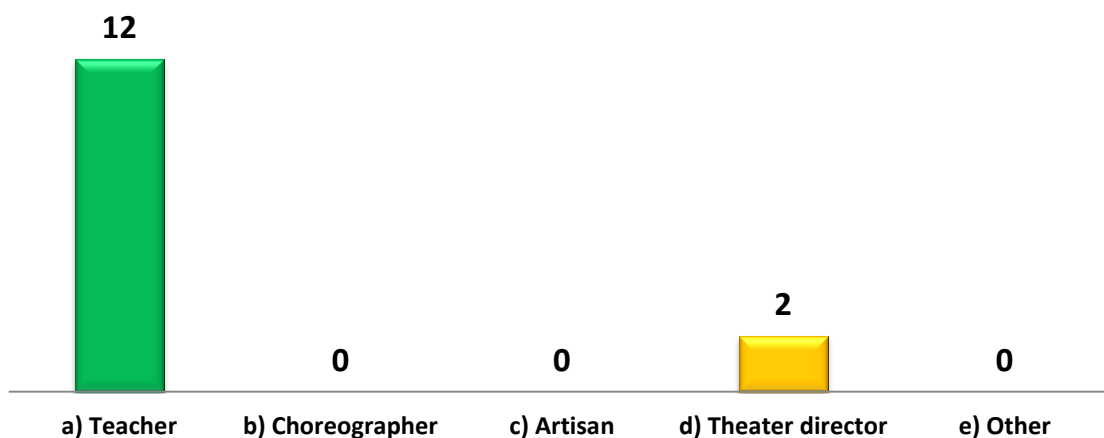


Figure 4.2

Professional Profile

As previously stated in the literature review, ESP, according to Hutchinson and Waters (1987), was implemented for meeting the needs of specific learners and their need for being communicative in different contexts around the world. According to the results, the main professional profile is Teacher. Above all, it is important to analyze what the principal notions and functions of language are in order to prepare more successful *teachers* who can exploit their skills and abilities to overcome professionalization requirements.

MAIN ACTIVITIES IN THEIR MAJOR

For this item the main purpose is to rank the main activities that the participants will be in charge of within their academic area. At the same time, it is intended to analyze the

most relevant activities in order to determine students' priorities about learning English focused on their academic area. Taking into account the most relevant categories, in first place, 9 out of 14 students will teach Dancing. In second place, 6 out of 14 students will prepare choreographies for presentations. In third place, it was identified that there were two important activities, both 5 out of 14 students will teach Painting, Music and Art and to prepare choreographies for presentations. Figure 4.3 below shows the results.

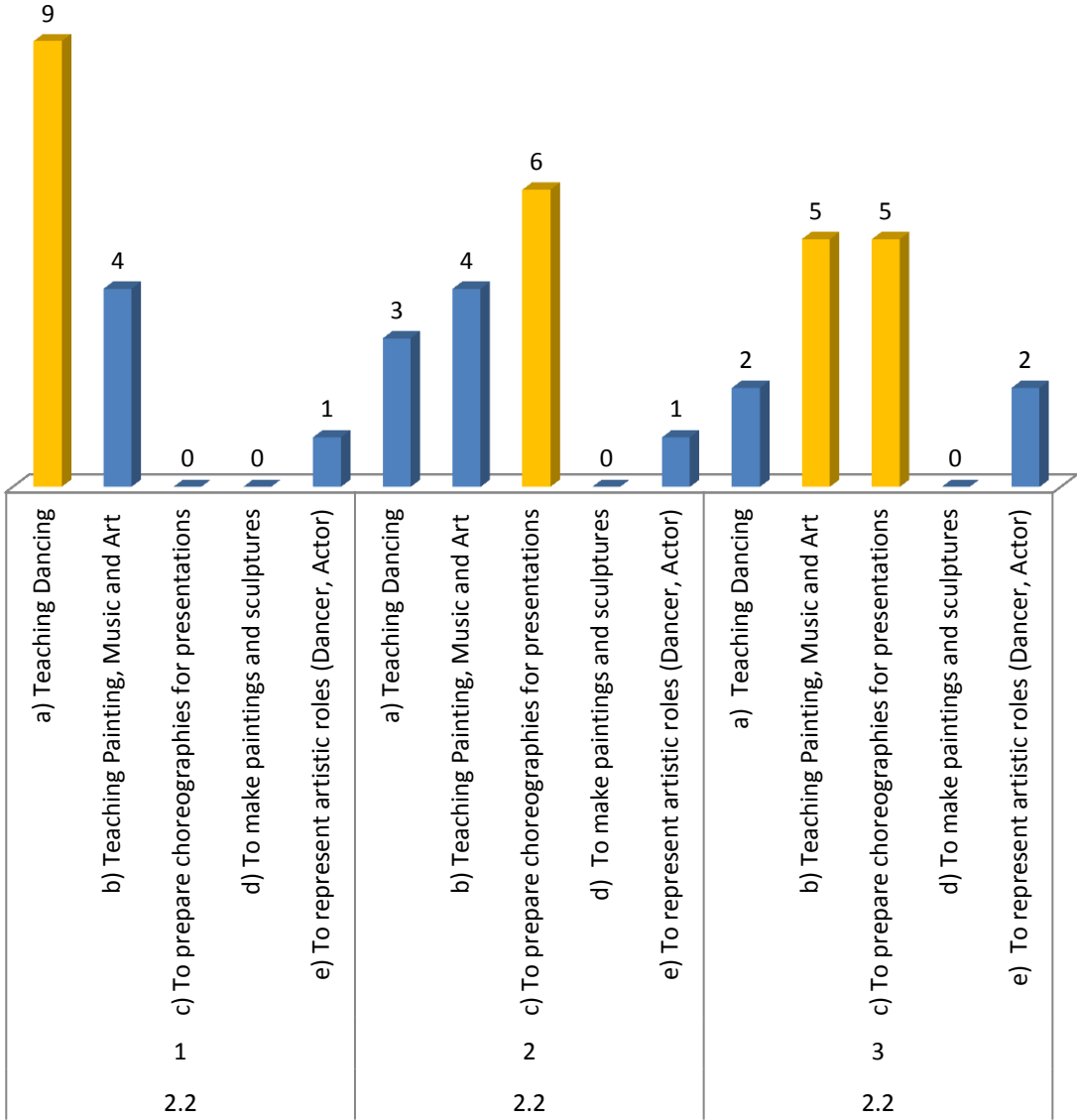


Figure 4.3

Main activities in the professional field

As the graphic shows, the most important activity students will perform is Teaching Dancing, followed by preparing choreographies for presentations and teaching Painting, Music and Art. Not to mention the fact that EAP needs analysis results Hutchinson and Waters (1987) are characterized by identifying the central duty of their professional major. For that reason it is important to analyze the specific situations in which EAP course will be based on in order to consider the parameters that have been established with the EAP needs analysis because they will provide the type of course: pre-sessional or in-sessional.

MAJOR

In order to determine the academic needs of the Macuilt Xóchitl A.C students, it was crucial to meet the percentage of participants who were studying a specific major at the School. In this regard, 86% of the participants responded that they are studying the Licenciatura en Expresiones Artísticas and the 14% of the participants answered that they are studying the Licenciatura en Danza Folklórica. Figure 4.4 below shows these results in detail.

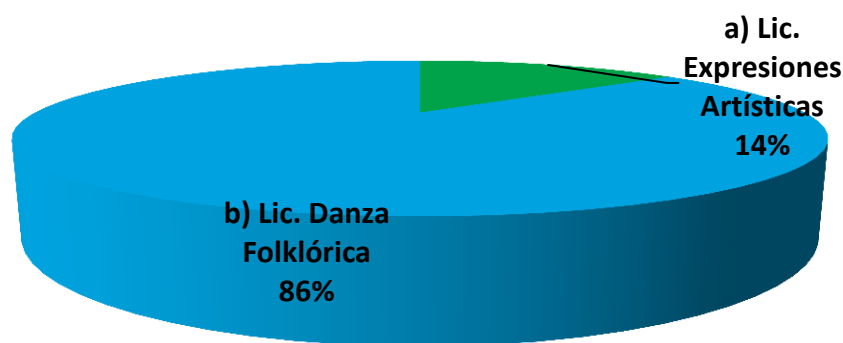


Figure 4.4

Major

As it can be seen, most of the participants are studying the Licenciatura en Danza Folklórica and only a few participants are taking the Licenciatura en Expresiones Artísticas. It means that the academic needs will be determined mainly by the first degree due to the bigger percentage of students within the School. It confirms what Munby (1978) has proposed on his CNP because it is important to determine the purpose for which English is required. In other words, this information will be relevant for future research, because it will provide designers with parameters in which EAP curriculum can be design.

ACADEMIC FIELD CLASSIFICATION

On this section, it was needed to know the main classification of the Academic field of the majors that are analyzed in this research. 4 out of 14 major's participants belong to the Social Science classification, meanwhile 10 out of 14 major's participants belong to Education classification. Figure 4.5 below shows these results.

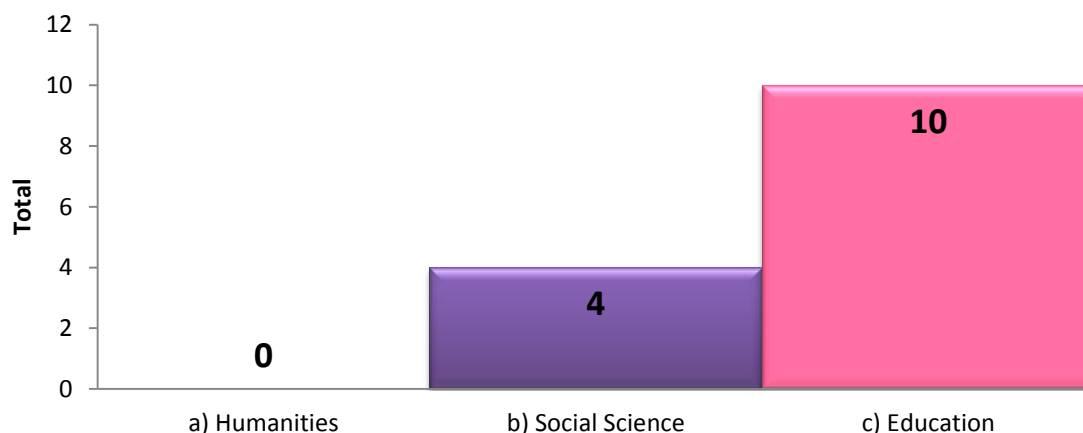


Figure 4.5

Academic Field Classification

This implies that all the participants are preparing themselves for being teachers. Jordan (1997) mentions that EAP course must be based on the real content situations in which students will be engaged. It means that is crucial to determine the academic

discipline classification for which English is required, in this case, Humanities but focused on the academic field in order to help students be more competitive in their professional area. Finally, this information is relevant for future research because the English subject's content must be related to their majors as well as it needs to be an objective for future designing.

ENGLISH MUST BE AN OFFICIAL SUBJECT WITHIN THE FORMAL SCHOOL CURRICULUM: STUDENT'S OPINION

The following figure intends to represent the Students' opinions towards English as an official subject within the official School curriculum. So, up to 100% of the students recognize that English must be an official subject within the formal School Curriculum. Figure 4.6 below illustrates the final results.

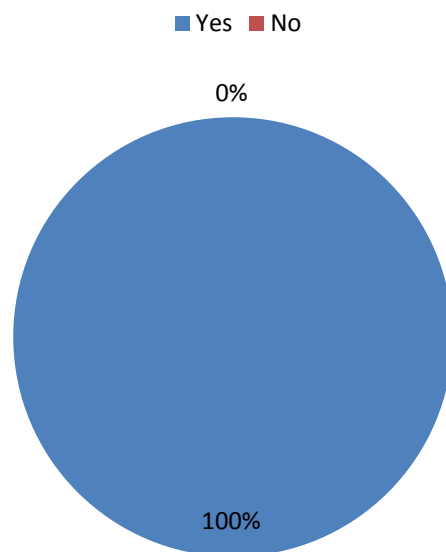


Figure 4.6

English as an official subject.

As it is observed, the total amount of students agrees with having English as an official subject in their major. It implies that students are aware of the importance of English as an international language. Also, they consider that Teaching English should be an official subject within their school curriculum, and to do so, it must be more specific in order to fulfill the necessity of communication. Moreover, Macuil Xóchitl School is in charge of spreading art and culture through its students because Mexican dancing and culture must be known not only in our country, but in the whole world. So, participants have the necessity of learning English with the purpose of increasing Mexican culture acknowledgement.

On this side, it is shown the reasons for considering English as an official subject within the formal School Curriculum. In regard to this, 34% of the participants take into account professional training as the main reason, 22% of the participants said that having English as an official subject will support them to obtain more better work opportunities. Then, 44% of the total is divided into four main categories, each one corresponding to the 11%. One of this categories correspond to the necessity of the language, another one is professional growth, then, teaching the Mexican culture and finally some other consider that English must be part of the curriculum because Mexico is closer to USA than any other English speaking country. Figure 4.7 below shows the findings.

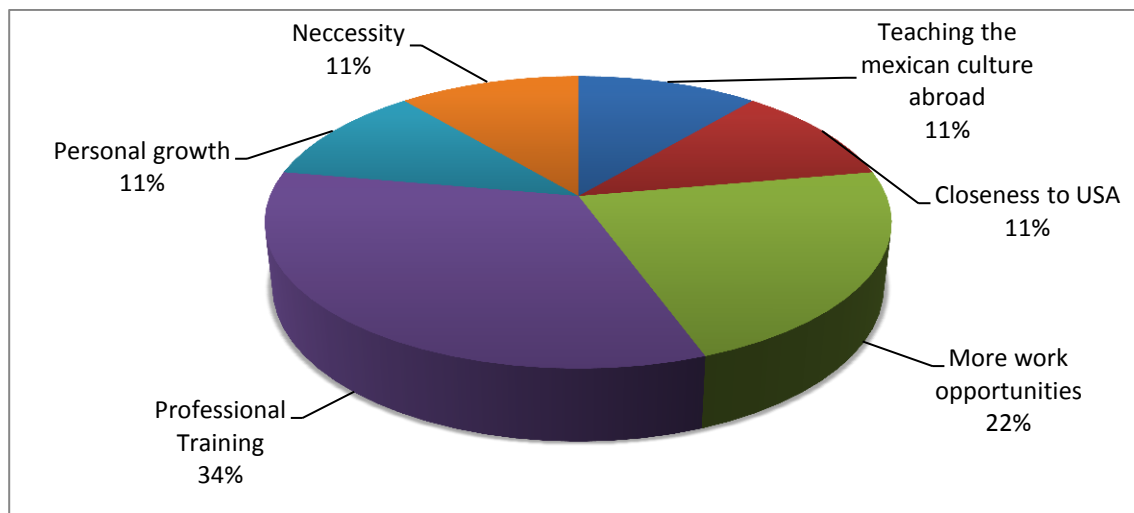


Figure 4.7

Main reasons for having English as a formal subject within Macuil Xóchitl School.

As it is shown, there are many reasons of why students express the idea of considering English as an official subject. In the first place, it can be argued that students are aware about the importance of the English language within the formal School curriculum. As a conclusion, participants perceive English as a need in their academic field because it will allow them to obtain more work opportunities through a professional training in order to spread the Mexican culture among English speaking countries such as USA.

PREVIOUS ENGLISH COURSES

In order to know the real academic needs of the Macuilt Xóchitl A.C students, it is of crucial importance to determine the learner’s previous knowledge, in order to build from their level into the next. Therefore, participants were asked whether they had taken previous English courses. In this regard, 64% of the participants answered positively and the 36% of the participants responded negatively. Figure 4.8 below shows the results.

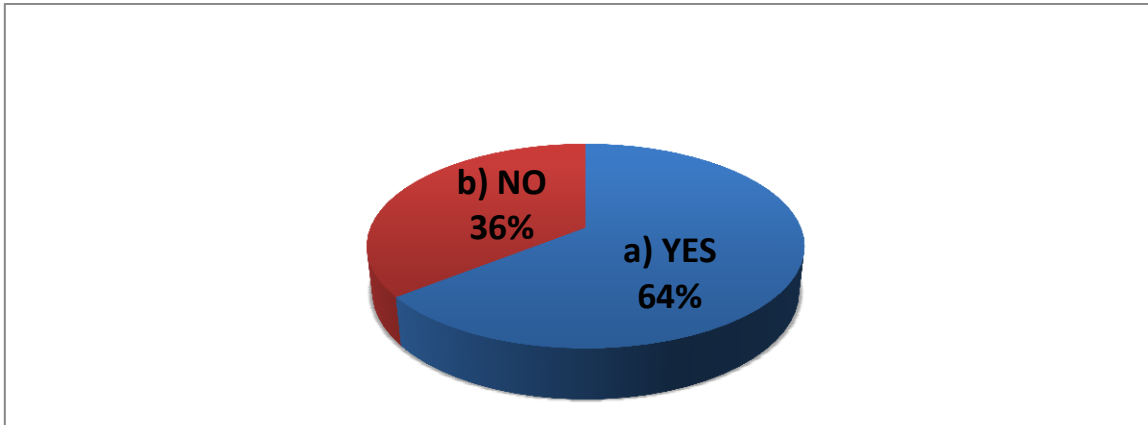


Figure 4.8

Previous English Courses

As the figure shows, a substantial majority has taken previous English courses before, and that is of crucial relevance because they have had some training in the language. Also, it means that they are in somehow familiarized with the language. According to Hutchinson and Waters (1987) it will help to determine the appropriate level of the future English course proposal by drawing attention to the specific features of the language.

PHYSICAL SETTING

Taking into account the physical setting which only refers to the spatial field, participants were asked about the specific place where they are attending English courses at the Macuilt Xóchitl A.C School. Based on this question, the results showed that 10 out of 14 people are taking English courses in a classroom. 4 out of 14 people did not provide any response. Figure 4.9 below illustrates the results.

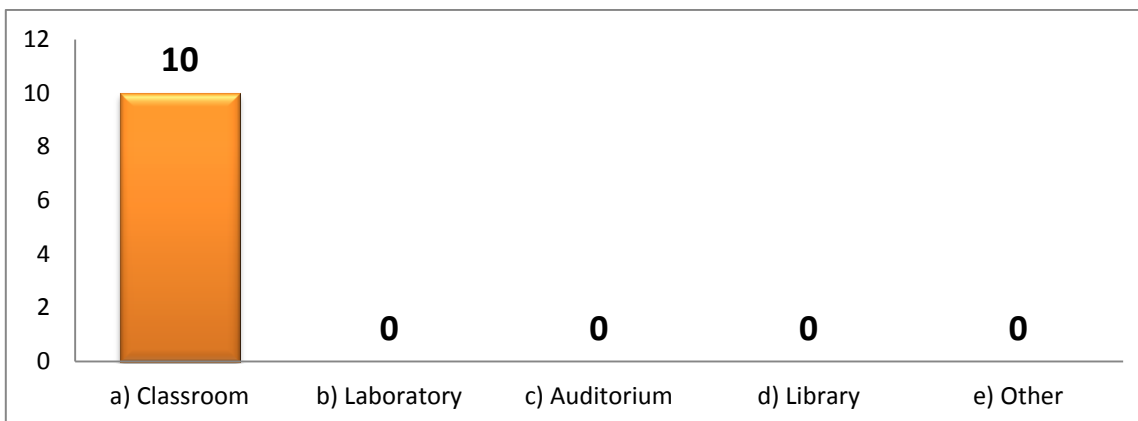


Figure 4.9

Physical Setting

As can be observed, a majority of the participants are attending English courses in a classroom that is provided by the Macuilt Xóchitl A.C School. The Communicative Needs Processor takes into account the setting because is the situational variable that refers to the time and place of the communication, in other words, the physical circumstances in which the language will be used. As the PROFORDERMS (2008) program states that teachers must integrate technological aspects and practices with their students in order to develop some competence by evaluating and enriching teachers' practices centered in the learning process. However, a classroom is not enough to develop technological and theoretical competence because it is not engaged to the real professional context.

PLACES WHERE ENGLISH IS USED IN THE PROFESSIONAL FIELD

In this item the purpose is to recognize in which places English is needed by the participants in their professional field. On this account, there was a scale from 1 to 5 in order to rank the results. In the first place, it is found that 10 out of 14 participants will use English in the classroom. Then, in the second place, 5 out of 14 students will use English in the Dancing classroom. In the third place, 6 out of 14 students will use English in Theaters.

In the fourth place, there were three main places in each one, 3 out of 14 students answered that they will use English in the Museum, Theater and Auditorium. Finally, in the fifth place, 5 out 14 students will use English in the Auditorium. Table 4.1 below shows the ranking.

| 1 | | 2 | | 3 | | 4 | | 5 | |
|-------------------|-----------|--------------------------|----------|-------------------|----------|-------------------|----------|-------------------|----------|
| Item | Total | Item | Total | Item | Total | Item | Total | Item | Total |
| Classroom | 10 | Dancing Classroom | 5 | Theatre | 6 | Museum | 3 | Auditorium | 5 |
| Theater | 3 | Museum | 4 | Dancing Classroom | 4 | Theater | 3 | Museum | 3 |
| Museum | 1 | Classroom | 2 | Auditorium | 2 | Auditorium | 3 | Dancing Classroom | 3 |
| Dancing classroom | 0 | Auditorium | 2 | Museum | 1 | Classroom | 1 | Classroom | 0 |
| Auditorium | 0 | Theater | 1 | Classroom | 1 | Dancing Classroom | 1 | Theater | 0 |

Table 4.1

Places where English is used in the professional field.

As it is observed, these results appear in order of relevance as follows: classroom, Dancing classroom, Theater, Museum and Auditorium. It implies that most of the students will use English in scholar spaces. According to Munby (1978), questions are asked on the spatial aspects of the physical setting in which the target language is required for use. In other words, the places in which English will be applied determine the content of the English subject because it establishes the real context to have more prepared students to work in their professional field.

THE NEED FOR USING ENGLISH FOCUSED ON THEIR PROFESSIONAL FIELD

In this section, the main focus is to know if the participants consider English focused on their professional field as a need. With regard to this, the total amount of

participants answered positively to this question. The results of the question are illustrated in Figure 4.10.

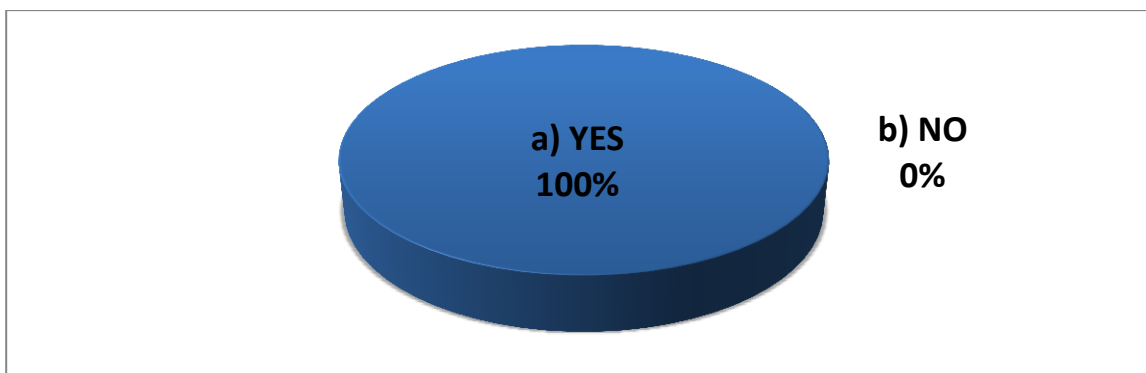


Figure 4.10

The need for using English focused on their professional field.

At first sight, the total amount of the participants considers that English is a need but focused on their professional field because it will be very useful. Therefore it supports to Hutchinson and Waters (1987) who have proposed ESP as a tool for learners in order to fulfill the necessity of communication among non-native speakers and countries, also to have a more specialized knowledge related to their professional field.

As far as the participants are concerned, English focused on their professional field is identified as a necessity. However, it has not been clarified the reasons of this answer. So, it can be observed that 27% of the participants have said that English will provide them with more opportunities of work, another 27% of the participants consider only it is a necessity but they did not give any other specification, and finally 46% of the participants consider that English focused on their professional field will help them to work abroad. The results of the graphic are shown in Figure 4.11.

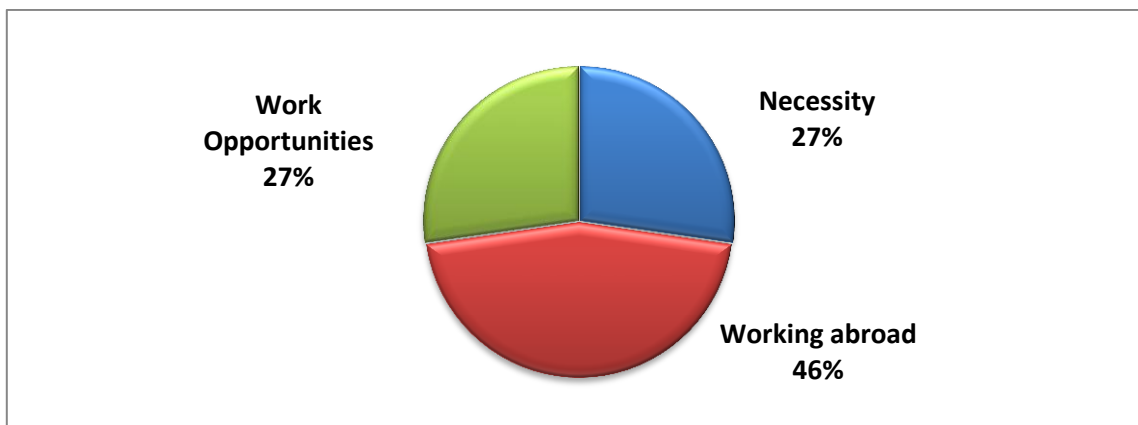


Figure 4.11

Reasons for using English focused on the professional field

As shown in the graphic, most of the participants agree that English focused on their academic area is a need and the main reason of this is that most of the participants want to work abroad and there is equivalence among opportunities of work and necessity. SEP (2003) also makes emphasis on the competitiveness and the specialization of knowledge due to globalization is emerging as a crucial factor that asks for a continuous changing. It can be taken for granted two conclusions. First, it implies that participants perceive English as a real necessity to be taught because the more specialization of the knowledge, more success in their academic fields. Second, English must be taught by means of EAP characteristics because it will provide students with better educational tools to face real situations such as working abroad.

IMPORTANCE OF ENGLISH IN THEIR CAREER

In this section, participants were asked about how important is English in their career. As it is shown, 36% of the participants responded that English is essential, 21% of them answered that it is very important, 36% of the participants said that it is important, 7%

of the students answered that English is a little important, and 0% responded unimportant.

The results of this section can be observed in Figure 4.12.

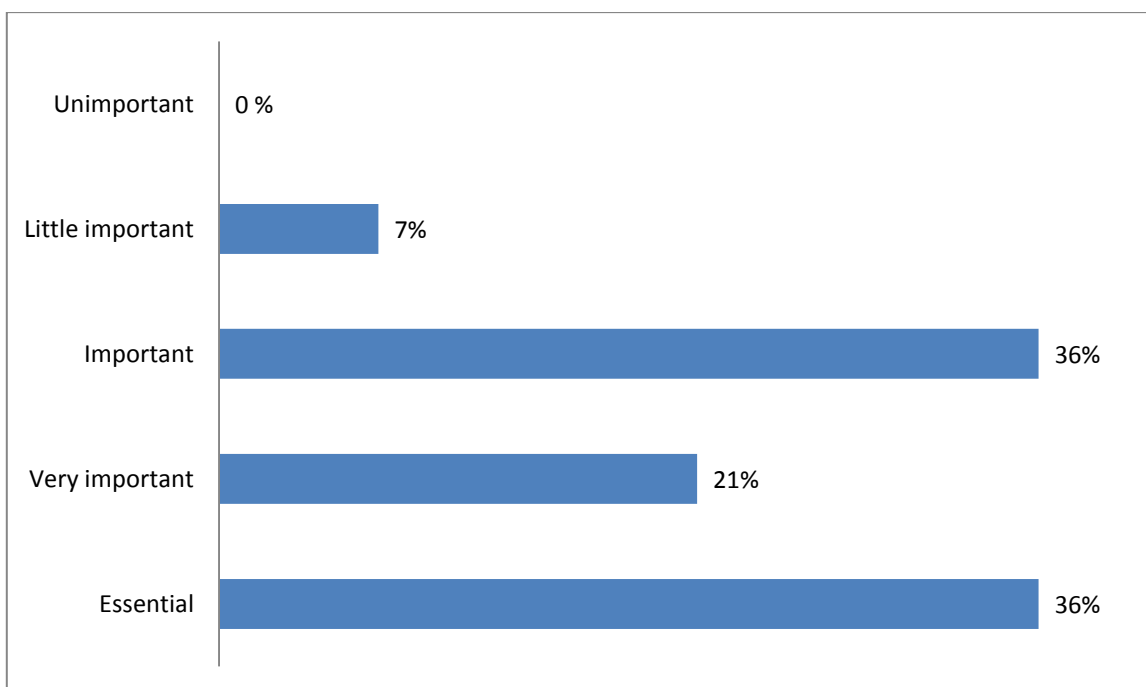


Figure 4.12

Importance of English in their career

As observed in the graphic above, the majority of the participants consider that English, focused on their professional field, is essential and important with the 36% as well as the answers and the 21% consider English as very important. It implies that students consider that being prepared for working in a specific field is essential because nowadays are required more prepared people to exploit their skills and be more efficient and successful. The Tuning Latin America Project (2004) highlights the importance of the use of some competence at any degree. It is to say, learning English is not just about communication or professional purposes, it will also provide participants with advantages they never imagined in real contexts.

FREQUENCY OF ENGLISH USAGE IN THEIR PROFESSIONAL FIELD

The main objective of this question is to meet the frequency that English will be required in their professional field by the participants. On this account, 1 out of 14 participants recognize that English will be always needed in their professional field, 3 out of 14 students concede that the foreign language will be needed frequently, 9 out of 14 people take under advisement that English will be necessary sometimes, and 1 out of 14 participants consider that English will be used seldom. Figure 4.13 below shows the results.

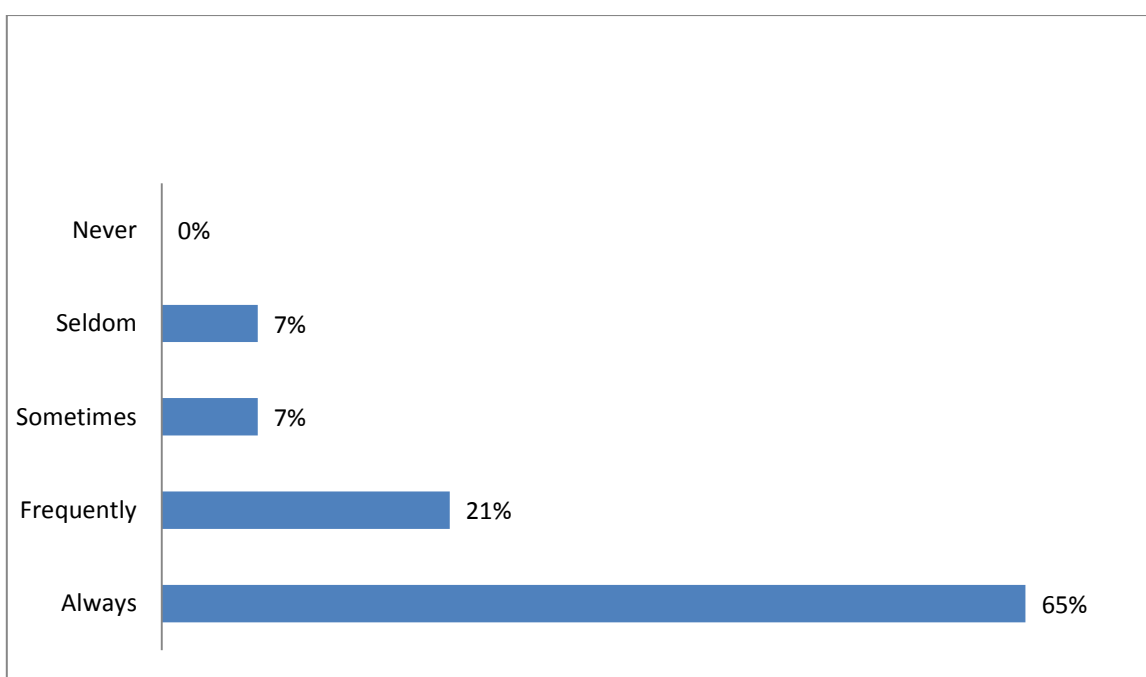


Figure 4.13

Frequency for using English usage in their professional field.

As can be observed, the majority of the participants contemplate that English will be needed always with the 65% in their professional field. Then, 21% out of the participants consider that English will be used frequently while 7% out of the participants accept that English will be required sometimes and seldom. According to the results obtained, the participants will employ English most of the time in their professional field.

So, it will help to determine how much time English can be taught to participants in their academic majors. In other words, this information is a tool for future research because it will regulate the amount of hours focused to the EAP course design.

INTERACTION

Position

The purpose of this item is intended to meet the participants' position in which they perform a particular role. The results are summarized in table 4.2 where each cell indicates the total score and answers of the students. Thus, for example, the option "Teacher" has been selected by 9 participants in the first rank. Then, the option "Teacher" has been chosen by 5 participants in the second rank. In addition, the option "Dancer" has been selected by 6 participants in the third rank, however 2 participants did not provide any response. Moreover, the option "Actor/Actress" has been pointed out by 5 participants in the fourth rank nevertheless 3 of the participants did not provide any response. Finally, the option "Sculptor" has been mentioned by 7 participants in the fifth rank, but 3 of the participants did not provide any response. Table 4.2 below shows the results.

| 1 | | 2 | | 3 | | 4 | | 5 | |
|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| Item | Total | Item | Total | Item | Total | Item | Total | Item | Total |
| Teacher | 9 | Teacher | 5 | Dancer | 6 | Actor | 5 | Sculptor | 7 |
| Principal | 4 | Dancer | 4 | Principal | 3 | Sculptor | 3 | Actor | 3 |
| Actor | 1 | Actor | 4 | Actor | 2 | Principal | 2 | Dancer | 1 |
| Sculptor | 0 | Principal | 3 | Sculptor | 1 | Dancer | 1 | Principal | 0 |
| Dancer | 0 | Sculptor | 0 | Teacher | 0 | Teacher | 0 | Teacher | 0 |

Table 4.2

Position

As it is shown, the option “Teacher” is the most probable role that participants will perform in their professional area. On this side, there is a classification of roles. In this case, behavior is the first classification related to *position* in a social structure. Munby (1987) argued that participants’ position refers to the position in the structure of society. This means that interaction relationships tend to be expressed in terms of the roles of the participants. That is to say those interlocutors have been identified as students, teachers and other teachers in the academic area because the main role of the participants who were asked consider that teaching is the main activity to develop in their professional area.

Role-set

The aim of the following item is to analyze students’ social relationship. In table 3, it is shown the different people with whom participants will interact in English, by virtue of his position, taking account of the physical setting, specially location and place of work. So, option “Student” has been selected by 9 participants in the first rank. Furthermore option “Choreographer” has been chosen by 4 participants in the second rank. However 1 participant did not answer. Besides, the option “Dancers” has been pointed out by 5 participants in the third rank, but 1 participant did not provide any answer. Apart from this, option “Choreographer” has been answered by 5 participants in the fourth rank, nevertheless one participant did not answer this item. Lastly, option “Art critics” has been designated by 7 participants in the fifth rank; unfortunately 3 of the total of participants did not provide answer for this item. The results can be observed in Table 4.3.

| 1 | 2 | 3 | 4 | 5 | | | | | |
|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|--------------------|----------|
| Item | Total | Item | Total | Item | Total | Item | Total | Item | Total |
| Students | 9 | Dancers | 4 | Choreog | 5 | Choreog | 5 | Art critics | 7 |
| Dancers | 3 | Choreog | 4 | Dancing teacher | 3 | Dancing teacher | 3 | Dancing teacher | 3 |
| Art critics | 1 | Dancing teacher | 3 | Dancers | 3 | Dancers | 3 | Dancers | 1 |
| Choreog. | 0 | Students | 1 | Art critics | 1 | Student | 1 | Student | 0 |
| Dancing teacher | 0 | Art critics | 1 | Student | 1 | Art critics | 1 | Choreog | 0 |

Table 4.3

Role set

As it can be observed, a dynamic pattern of social behavior is associated with a particular position. In this case, the second classification of roles belongs to *role set*, after the participant position has been determined; the interaction parameter allows to identify the *participants role set* that was established by Munby (1978) as the different people with whom he will interact in English, by virtue of his position. In other words, the social relationship, in which participants will be engaged, will be performed by student-student and teacher-student.

Role-Set Identity: Number

The main purpose of this question is to identify the different manners of working in which participants are involved in the development of their major. In this regard, 43% of the participants usually work with big groups (10-30 people), 29% of the participants work with massive groups (31 people or more), 14% of the participants frequently work with

small groups (5-10 people), another 14% of the students work in pairs and 0% of the participants work individually. These results are shown below in Figure 4.14.

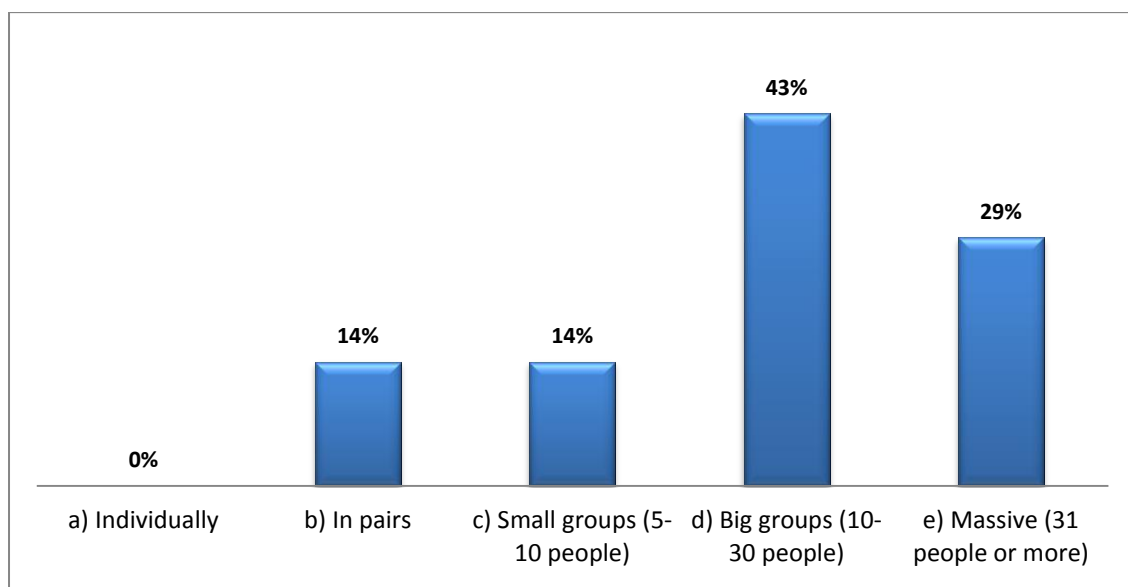


Figure 4.14

Role Set Identity: Number

As already stated, “Big groups” answer is a factor that must be carefully taken into account due to the type of language that the participants will need to use in English. Also, it identifies some particulars for each member of the target language role set in terms of number. It pays attention to the relationships that the participants will be attained to. As a matter of fact, curriculum design takes into account methodology as a component for creating a program. At the same time, it must be integrated by an approach which helps in classroom management as well as to prevent disruptive behavior. So, the EAP program must contain language functions in managing different sized groups due to the nature of the professional area of the participants.

Role-Set Identity: Age Group

For the following item, it is aimed the age of the groups of people who students will work with. It is shown in Table 4 how the option “Young adults” was selected by 9 students in the first rank. Additionally, the option “Teenagers” was chosen by 9 students in the second rank, but one participant did not provide any answer. Also, the option “Children” was pointed out by 8 students in the third rank and 1 student did not answer this item. Then, the option “Adults” was chosen by 10 students in the fourth rank, but 2 participants did not respond. All in all, the option “Older people” has been carefully chosen by 12 students in the fifth rank, however 2 participants did not provide any response. Table 4.4 below shows the results.

| 1 | Total | 2 | Total | 3 | Total | 4 | Total | 5 | Total |
|---------------------|----------|------------------|----------|-----------------|----------|---------------|-----------|---------------------|-----------|
| Item | | Item | Total | Item | | Item | | Item | |
| Young adults | 9 | Teenagers | 9 | Children | 8 | Adults | 10 | Older people | 12 |
| Teenagers | 4 | Children | 2 | Young adults | 3 | Children | 2 | Adults | 0 |
| Children | 1 | Young adults | 2 | adults | 2 | Teenagers | 0 | Children | 0 |
| Adults | 0 | Adults | 0 | teenagers | 0 | Young adults | 0 | teenagers | 0 |
| Older people | 0 | Young adults | 0 | Older people | 0 | Older people | 0 | Young adults | 0 |

Table 4.4

Role-Set identity: Age group.

As a result, young adults and teenagers are the main groups with whom participants will be engaged. As a matter of fact, future research must take account of a certain teaching methodology to design a course based on EAP characteristics in order to support

participants into the professional field for developing useful teaching techniques based on the Andragogy approach due to results provided by participants.

Role-Set Identity: Gender

In this section, it is important to know if participants will teach to men, women or both. As for this circumstance, it is observed that the total amount of participants responded that they will teach to women and men (both). Figure 4.15 below illustrates the information already discussed.

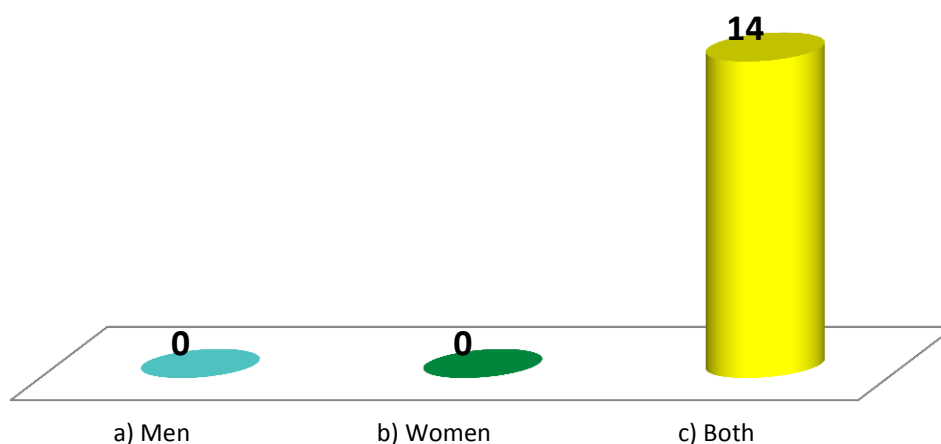


Figure 4.15

Role-set identity: Gender

As it can be pointed out, this information has its importance on the fact that the role relationship is analyzed in order to know how participants can address their interlocutors. Also, Tessmer (1990) suggested that societal factors such as educational and economical level influence the manner of interaction among human beings in a determined context. On this account, participants will interact with women and men as teachers during their teaching-learning process. So, EAP course should consider some pragmatics principals, for example politeness, into consideration because the manner of addressing

people could incite a gender equity in the classroom context and it can also modify the content of the EAP course by adding some polite functions of language.

INSTRUMENTALITY

Medium

In the following item, it is stated the main skills that participants consider will be needed to develop in their academic area according to the use of the English language. Results below show that expressing coherent and comprehensible ideas in English is the most frequent skill to develop within their academic area. In order of relevance, the second option expressing coherent and comprehensible ideas in English. In the third place, listening to dialogues and understanding main ideas in English. In the last place writing documents or texts focused on their academic field. Findings are illustrated in Table 4.5 below.

- A. Listening to dialogues and understanding main ideas in English.
- B. Expressing coherent a comprehensible ideas in English.
- C. Reading texts about the academic field.
- D. Writing documents or texts focused on the academic field.
- E. Understanding instructions in order to perform dancing activities.

| | 1 | 2 | 3 | 4 | 5 | | | | |
|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|
| Item | Total | Item | Total | Item | Total | Item | Total | Item | Total |
| B | 5 | E | 5 | A | 4 | D | 4 | D | 5 |
| E | 4 | C | 4 | B | 3 | A | 3 | A | 2 |
| C | 3 | A | 2 | D | 3 | C | 3 | B | 2 |
| A | 2 | D | 2 | C | 2 | E | 1 | E | 2 |
| D | 0 | B | 1 | E | 1 | B | 1 | C | 1 |

Table 4.5

Instrumentality: Medium

As it is shown students are drawing more importance to the development of skills such as listening, speaking, reading and writing. Also, it can be observed that the most ranked skill is speaking. According to Munby (1978) the participants' communication in the target language takes place in either the spoken or the written medium or in both of them. On this account, it is necessary to know if the participant has to be able to produce the target language as well as understand it. This constraint concerns the type of command required, it is *productive* or *receptive*. It is necessary to bear in mind that students are more interested in the speaking skill that means, the productive medium.

Mode

This item intends to deal with the way through students could use the English language focused on their academic area. It is stated that students consider that giving lectures in English about a topic related to art, dancing and music is the most frequent mode to use the language. Then, students pointed out talking about a topic related to dancing, music or art in general. Finally, memorizing dialogues for artistic plays in English was the last option ranked. Results are shown in Table 4.6 below.

- A. Talking about a topic related to dancing, music or art in general.
- B. Teaching dancing.
- C. Reading texts or newspapers' articles.
- D. Giving lectures in English about a topic related to art, dancing and music.
- E. Following instructions for choreography and to take notes about them.
- F. Writing texts in general related to the academic field.
- G. Memorizing dialogues for artistic plays in English.
- H. Declaiming or reciting a monologue in English to the public.

| 1 | 2 | 3 | 4 | 5 | | | | | |
|------|-------|------|-------|------|-------|------|-------|------|-------|
| Item | Total | Item | Total | Item | Total | Item | Total | Item | Total |
| D | 5 | D | 4 | A | 4 | G | 4 | D | 3 |
| A | 4 | A | 3 | D | 4 | B | 3 | B | 2 |
| B | 4 | B | 3 | E | 3 | E | 2 | F | 2 |
| G | 1 | E | 3 | B | 1 | F | 2 | G | 2 |
| C | 0 | C | 1 | C | 1 | C | 1 | H | 2 |
| F | 0 | F | 0 | F | 1 | D | 1 | C | 1 |
| G | 0 | G | 0 | G | 0 | A | 1 | A | 0 |
| H | 0 | H | 0 | H | 0 | H | 0 | E | 0 |

Table 4.6

Instrumentality: Mode

As it is observed, students are pointing out the scale of frequency in which the English language could be used in their academic area. According to Munby (1978) it refers to the second part of instrumentality: *mode*. This category is divided into two main classifications: *monologue* and *dialogue*. On this account it is crucial to mention that this categorization is called *communicative mode*. In other words, there are distinctions concerning the nature of the participation within certain situations. It implies that students are concerned about *dialogue* as spoken as if to be heard.

Channel

In the next item, students were asked about the circumstances in which using English will be more indispensable. The most frequent channel through students want to communicate is establishing a conversation with a professional colleague about the same academic area in English. Then, giving a civic speech related to artistic plays in English and performing a play in English are the less ranked options by students. Table 4.7 below shows the results.

- A. Establishing a conversation with a professional colleague about the same academic area in English.
- B. Holding a conference to spread the importance of Mexican music and dancing in English.
- C. Reading books and articles focused on your academic field in English.
- D. Performing a play in English.
- E. Giving a civic speech related to artistic plays in English.

| | 1 | 2 | 3 | 4 | 5 |
|------|-------|------|-------|------|-------|
| Item | Total | Item | Total | Item | Total |
| A | 4 | A | 4 | A | 3 |
| B | 4 | C | 4 | B | 3 |
| C | 4 | B | 3 | C | 3 |
| D | 1 | E | 2 | D | 2 |
| E | 1 | D | 0 | E | 2 |

Table 4.7

Channel

As it can be observed, the scale of relevance that students have provided allow us to identify through which channel participants consider English will be more required to use. Munby (1978) stated that *channel* refers to the parameter to which the communication, in the target language, will take place. In regard to this, *channel* is divided in two senses: *bilateral* and *unilateral*. The first one makes emphasis on the participants that respond communicatively to each other. The second one refers to communication that is not expected to be responded communicatively. So, students are more interested in the face-to-face channel, it implies that the sense is only *bilateral*. This constraint allows us to know the type of dialogue that students will be engaged in.

Non-Verbal Medium

The aim of this question is to analyze if the participants will need any other manner of communication that is not spoken or written. With regard to this, participants were asked to select the three main ways in which is necessary to communicate without using any other

language element. 25% of the participants use the kinesic form, 20% of the students use the personal medium, 18% of the participants use the paralinguistic medium, 17% of the participants utilize the pictorial alternative, another 17% of the participants use the symbolic manner and finally only a 3% of the students use the mathematical medium.

Figure 4.16 below shows the results.

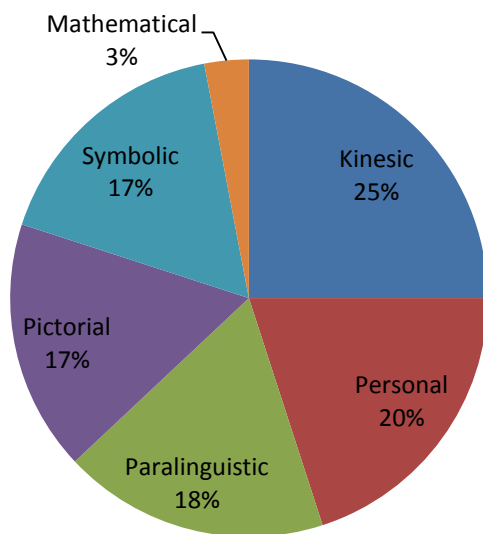


Figure 4.16

Non-verbal Medium

On this sight, Munby (1978) implied that the target language can be expressed through a non-verbal sense that is communicative. Moreover, Munby suggests that the non-verbal medium is analyzed if applicable to the research. As results shown, students develop the kinesic medium during their academic field. So, it is the most required state of non-verbal communication.

DIALECT

The purpose of the following item is to identify the place where the students would like to travel if they had the opportunity to apply a foreign exchange program in order to

practice the acquired knowledge related to their academic field. Regarding to the results, 43% of students would like to travel to USA, 21.5% of the subjects would like to travel to Canada, 21.5% would like to travel to England and finally 14% would like to travel to United Kingdom. Figure 4.8 bellow illustrates the results.

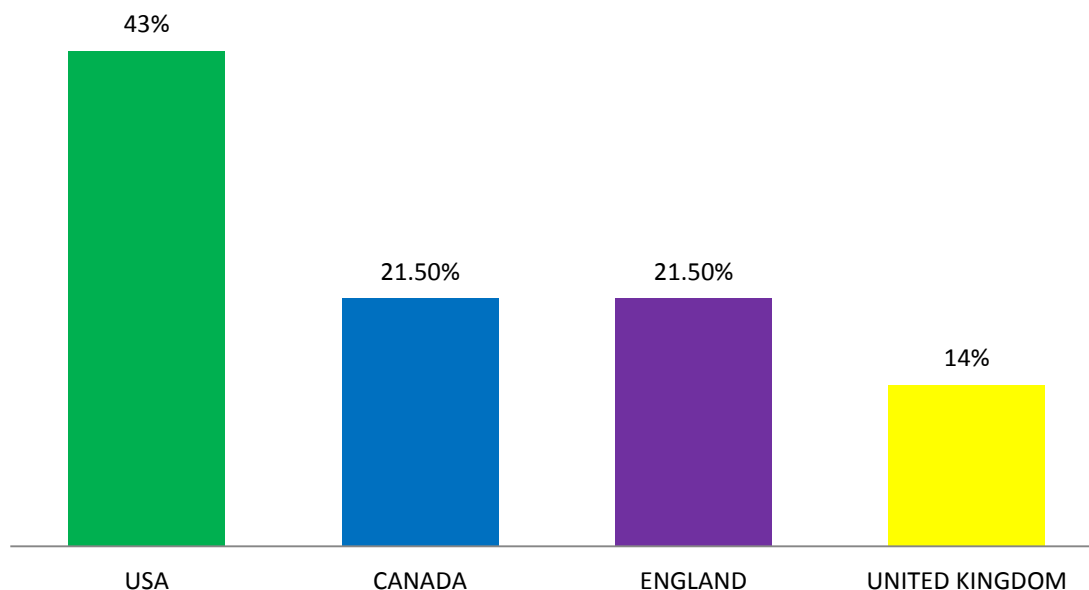


Figure 4.17

Dialect

As it can be observed, a substantial number of the students prefer to travel to USA. It confirms that is important to take into account the different places in which participants will be involved in due to the dialectal language variety. As Mumby (1978) is concerned about the different linguistic features such as grammar, vocabulary, accent and pronunciation which characterize a particular dialectal variety of English. As results show, for future research, is it needed to consider American English as the main language studied for the EAP course design.

To conclude this chapter, it is important to mention that instrument used in this research was adapted to the context under the Macuil Xóchitl policies. On the other hand, not all Munby's CNP parameters were used because target level and the communicative key pursue the categorization of the skills. Then, those elements divide skills into two dimensions: micro-skills and macro-skills. So, needs profile must be deeply analyzed in order to obtain the communicative event to reach the language skills selected.

In the following chapter it can be found further conclusions for this research.

CHAPTER V

In this chapter, a summary of the results and their main highlights are presented. In addition, the implications of the study, its main limitations, and some directions for further research are provided as well.

CONTEXT

Globalization has become an important aspect in Higher Education owing to the new arrangements that universities need in order to fulfill the society's requirements. On the same hand, UNESCO (2003) has suggested a determined criterion to improve Higher Mexican Education: *quality, relevance* and *internationalization*. These standards are needed to allow *competitiveness* take place among professionals.

Moreover, SEP (2003) states that *professionalization* is a new challenge in the Teaching-Learning process in Universities around the world. Society demands students and professionals well prepared for real work situations and there is a need for learners to be specialized in their academic areas. So that, new necessities emerged for human beings in order to get adapted to the social context. English has become one of those requirements, since it is considered as the official language to communicate people around the world.

Consequently, it implies the progress of *curriculum* for English Teaching with the intention of covering the necessities demanded by the society. In such a way, *English for Specific Purposes (ESP)* emerged as a response to the need for communication among countries having English as an international language. Through time, it was necessary to prioritized students' necessities in order to have professionals well prepared for real work situations.

So, *English for Academic Purposes (EAP)* was created to prepare students for working in a specific field while studying at Universities. It is focused on the identification of academic and professional profiles by analyzing the most suitable competencies to reach certain objectives owing to specific degrees. In order to be more successful in their academic fields, Macuil Xóchitl A.C. students have a real necessity to be taught by mean of using EAP courses. So, Needs Analysis was carried out based on the Communicative Needs Processor (CNP) to determine the real academic needs of students.

CONCLUSIONS

In the following chapter, it is presented the general conclusions obtained from the results. They are divided in two variables. The first one refers to *real needs* in which it is included three dimensions: *language, setting and interaction*. The second one refers to *academic fields* in which it is taken into account the *purposive domain, instrumentality and dialect*. As follows, it is shown the analysis of the different sections.

REAL NEEDS

In the following section it is shown the variables in which the instrument was divided into. In the first place, language allows researchers to know if participants have taken English classes before. In the second place, setting considers the physical settings in which English is required. In the third place, interaction refers to who the participants will interact with.

Language

This section allows us to know if students are currently taking English classes at Macuil Xóchitl School. The results pointed out that all the participants are attending English classes at University. This implies that participants are at some extend familiarized with the language. So, it could influence positively the future design of the course because

they will be encouraged by learning English not only General but focused on their academic field. However, it is crucial to mention that participants must reach an advanced level in the Target Language due to the EAP requirements in order to be more successful in their academic area.

Previous English Courses. Most of the participants took English classes before enrolling to Macuil Xóchitl School. It has a positive influence on the research in order to provide some guidance to future researchers who will design the EAP course. The results indicate that students have some training in English. So, a diagnostic test can be applied in order to verify the current Target Language level of the participants. It will help to teachers to not start by teaching the basic functions of language but more advanced levels.

Setting

Physical Setting. Taking into account the previous section, the majority of the students have taken English courses before enrolling to university and after that. It allows us to know that students own a basic level of English. In other words, it will help students to fulfill their necessities partially but not necessarily in an academic area. On the other hand, students take English classes at the Macuil Xóchitl School, mainly in a classroom, it is crucial to mention that although this subject is not included in the official curriculum of the school. PROFORDERMS mention that technology must be integrated in order to provide students with tech-competence by evaluating and enriching Teachers practice. However, a classroom should be adapted and reinforced with technology tools in order to prepare students for getting familiarized with real professional context.

Places where English is used in the professional field. The results claimed that participants use their language in classrooms. It is the most likely place. For this research,

the place will determine the English content because it establishes the real context to have more prepared students to work in their professional field.

Frequency of English usage in their professional field. Most of the students did answer “Always”. That is to say, participants will use English most of the time in their academic area. So, frequency will determine the amount of hours estimated to teach an EAP program for future research and it also will help participants to be more successful in their academic area because they will obtain appropriate practice for the Target Language.

The Need for using English focused on their professional field. Participants consider English a necessity but focused on their professional field because they can work abroad in order to spread Mexican culture among English-Speaking countries. It means that the more specialization of the knowledge more success in the academic fields. Finally, English must be taught by means of EAP characteristics because it will provide participants with better academic opportunities.

Importance of English in their career. Most of the answers obtained were about important and essential. On this hand, participants perceive the use of English focused on their career as essential because more prepared people are nowadays required to exploit their skills and to be more efficient and successful not only in the academic area but also in real situations.

Interaction

In this section, the results showed that students will perform a determined role by executing their professional major. On this account, it was observed that most of the participants’ position will be teachers. Behavior is the first classification related to position in a social structure. Interaction relationships tend to be expressed in terms of the roles of participants that is to say those interlocutors have been identified as *students, teachers* and

other teachers in the academic area because they will perform teaching as the main activity to develop in their professional area. Furthermore, the role set identity deals with the different manners of working of the participants in their professional major. EAP course must be integrated by an Approach which helps in classroom management as well as to prevent disruptive behavior. So, EAP program must contain language functions in terms of managing groups due to the nature of the participant's professional area. On this side it was found that most of the students will work with big groups, which members are mainly young adults and teenagers, females and males. EAP also must contain certain methodology based on Andragogy Approach in order to help students be more successful in their interaction with their interlocutors. Also, pragmatic principals should be added to the EAP design with the purpose of helping students to interact positively with their interlocutors.

ACADEMIC AREAS

In the following section it is exposed the academic areas. Purposive domain, instrumentality and dialect are the dimensions explained.

Purposive domain

This parameter identifies the type of ESP required by the participants and then, defines the occupational or educational purpose for which the target language is needed.

On this hand, academic fields are the main factors observed. Results suggested that "teacher" is the main professional profile of participants while teaching dancing, painting, music and/or art and preparing choreographies are the main activities to develop in their major: Danza Folklórica. Moreover, Education is the principal academic classification. For this reason, participants consider that English must be an official subject within the school

curriculum because they will gain more opportunities by having a professional training in order to spread Mexican culture around the world.

Instrumentality

The first parameter of this section is *medium*. It takes into account the main skills that participants consider will be needed to develop in their academic area. So, expressing coherent and comprehensible ideas in English is the most frequent to participants. It means, speaking as the principal skill required. According to CNP parameters is the productive medium.

The second parameter is *mode*. It draws attention to the way through students could use the Target Language focused on their academic area. On this side, results showed that giving lectures in English about a topic related to their academic area is the most frequent mode to use the language. According to CNP parameters, dialogue as spoken as if to be heard is the mode through English language will take place.

The third parameter is *channel*. It deals with the circumstances in which using English will be more indispensable. The results stated that establishing a conversation with a professional colleague is the most frequent situation in which participants will asked to use English. In agreement with CNP characteristics the channel will be bilateral. In other words, participants are expected to respond communicatively to their colleagues.

Non-verbal medium is an extra parameter that analyzes the possibility of any other medium of communication that is not *spoken* or *written*. The most frequent non-verbal medium is kinesic. It means that the content of the EAP course must be adapted to this characteristic and it will help participants to be more successful in their academic area.

To sum up, results showed that speaking is the principal skill participants do need to develop in English. So, English will be used in speaking through dialogue as spoken as if to be heard bilaterally.

Dialect

This item identifies the place where students will likely use the English language related to their academic field. Results claimed that 43% of the participants mentioned the USA country as the most likely country to travel. As stated in the results, American English will be the main language studied for the EAP course design. Finally, EAP course need to be designed under the American English characteristics and focused on the productive medium: speaking. Some EAP speaking skills are *asking questions during lectures and tutorials, participating in seminars and discussions, giving presentations and workshops*. So, this activities can be taken into account for EAP program in order to help participants be more successful in their professional area.

IMPLICATIONS

This research pointed out the real academic needs of Macuil Xóchitl students in order to determine the necessity of using English focused on their academic area. Having as a main purpose to gather information from a needs analysis based on the Communicative Needs Processor by John Munby (1978). In other words, it was intended to analyze the needs of students to create a course focused on EAP characteristics that could help them to develop English skills focused on their academic area. So, students can be more competitive in their professional field.

According to the results, students consider that is needed to learn English focused on their academic area due to the different technological and scientific changes that are taking place around the world as well as continuous development in the teaching area. It

means that the educational area is being modified by globalization. Making emphasis on the Macuil Xóchitl context, students need to develop skills such as speaking and listening in order to be able to communicate successfully with their colleagues and students.

So, the field is open for new kinds of projects that will no doubt enrich the English Language Teaching area. This work only performs a little part of the work that still needs to be complemented with the design of the program for the subjects under study. Finally, the instrument used in this research can be also applied with other subjects and contexts by modifying some elements according to specific circumstances.

LIMITATIONS

The present research intended to analyze the real necessities and academic fields of the Macuil Xóchitl students regarding to an EAP needs analysis. This research mainly focused on 14 students from Lic. Danza Folklórica. Then, *lacks* and *wants* were not considered on this dissertation because it is a quantitative research and teachers' opinions were not analyzed. Also, some participants did not provide any answer for some questions having as a result the reliability only of the students' outcomes provided.

Finally, CNP questionnaire was adapted to the context due to its complexity and components that take researcher to the next level of the EAP curriculum design process.

DIRECTIONS FOR FURTHER RESEARCH

This research accomplished the general objective that was stated in the first chapter. However, further research is needed. The first step carried out is designing the EAP course by taking into consideration the results previously obtained from the needs analysis. Also, it will be relevant to determine lacks and wants of participants by involving teachers and

students perceptions. Finally, methodology, content and evaluation must be focused on their academic area based on EAP principles.

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Objetivo: El objetivo principal de este instrumento es recabar información acerca de las necesidades y prioridades de los estudiantes de los últimos grados del Instituto de Arte Macuilt Xóchitl con respecto a una lengua extranjera (Inglés) enfocada a su área profesional. Los resultados obtenidos serán utilizados únicamente para fines académicos y de investigación. Te solicitamos responder de la manera más acertada posible. Gracias.

Sección I: Identidad

Edad: _____ Sexo: Femenino Masculino Lugar de Procedencia: _____

Lugar de Residencia: _____

Semestre:

¿Cuentas con alguna beca que apoye tus estudios en el Instituto? SI NO

Sección I.1: Idioma

Lengua Materna: Español: Náhuatl: Mixteco: Otro: _____

Lengua Extranjera que estudias actualmente en la Institución: _____

¿Sabes hablar otro idioma? SI NO ¿Cuál? _____

Sección II: Propósito

2.1 Selecciona el perfil de egreso de tu carrera.

- a) Docente
- b) Coreógrafo
- c) Artesano
- d) Director de Obra
- e) Otro _____ (especifique)

2.2 De acuerdo a tu área laboral selecciona las tres actividades principales que desempeñarías al ejercer tu carrera.

- a) Dar clases de danza
- b) Impartir clases de pintura, música y/o arte.
- c) Preparar coreografías para presentaciones
- d) Elaborar pinturas y/o esculturas
- e) Representar papeles artísticos (Bailarín, Actor)



2.3 Marca con una **X** la carrera que estas cursando actualmente.

- a) Licenciatura en Danza Folklórica
- b) Licenciatura en Expresiones Artísticas

2.4 Selecciona la disciplina académica a la que pertenece tu carrera.

- a) Humanidades
- b) Ciencias Sociales
- c) Educación

Sección III: Lugar de estudio

3.1 ¿Has tomado cursos de inglés anteriormente?

- a) SI
- b) NO

3.2 Sí respondiste afirmativamente, selecciona el sector que más se adecue a tu respuesta.

- a) Público
- b) Privado
- c) Otro (especifique)

3.3 ¿Dónde estudias inglés actualmente?

- a) Universidad
- b) Institutos privados
- c) Clases particulares

3.4 En el Instituto Macuil Xóchitl, ¿en qué espacio físico tomas clases de inglés?

- a) Salón de clases
- b) Laboratorio
- c) Auditorio
- d) Biblioteca
- e) Otro: _____

3.5 ¿En qué otros lugares consideras que necesitas utilizar inglés dentro de tu campo laboral? Por favor, clasifica por orden de importancia las siguientes opciones, otorgándole 1 al más importante y 5 al de menor importancia:

- a) Museo
- b) Salón de clases
- c) Teatro
- d) Salón de danza



e) Otro (especifique)

3.6 ¿Consideras necesario el dominio del inglés enfocado a tu carrera?

a) Si

b) No

¿Por qué?

3.7 ¿Qué tan importante consideras el uso del idioma en tu carrera?

a) Esencial

b) Muy importante

c) Importante

d) No muy importante

e) Para nada esencial

3.8 ¿Qué tan importante consideras el uso del idioma en tu campo laboral?

a) Esencial

b) Muy importante

c) Importante

d) No muy importante

e) Para nada esencial

3.9 ¿A qué nivel consideras necesario usar inglés en tu campo laboral?

a) Internacional

b) Nacional

c) Local

3.10 Al ejercer tu profesión, aproximadamente ¿cuántas horas por semana requerirías usar Inglés?



- a) 0-3
- b) 4-7
- c) 9-11
- d) 13-15
- e) 17 o más

3.11 ¿Qué tan frecuente consideras que el idioma inglés sea requerido al ejercer tu carrera?

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Casi nunca
- e) Nunca

Sección IV: Interacción

En tu campo laboral:

4.1 ¿Qué cargo profesional sería el principal que desempeñarías?

- a) Directivo
- b) Profesor (a)
- c) Escultor (a)
- d) Bailarín (a)
- e) Actor/ Actriz

4.2 ¿Con qué tipo de personas consideras tendrás mayor contacto profesional?

- a) Estudiantes
- b) Coreógrafos
- c) Bailarines (Danzantes)
- d) Críticos de Arte
- e) Profesores de Arte, Música y/o Danza
- f) Directores de obras de teatro
- g) Otro: _____(especifique)

4.3 Se trabaja de forma:

- a) Individual
- b) En parejas
- c) Grupos pequeños (5-10 personas)



d) Grupos Grandes (10-30 personas)
e) Masiva (31 personas en adelante)

4.4 ¿Con qué grupo de personas trabajas frecuentemente? Coloca 1 al grupo de mayor frecuencia y 5 al de menor.

a) Niños
b) Adolescentes (12-18 años)
c) Jóvenes (19-30 años)
d) Adultos (31- 59 años)
e) Personas de la 3ra edad (60 años en adelante)

4.5 ¿Con qué tipo de tipo de personas trabajas usualmente?

a) Hombres
b) Mujeres
c) Mixto



Sección V: Mediación:

5.1 Con respecto al uso del idioma inglés en tu área laboral, coloca en orden de importancia las siguientes habilidades que consideres necesarias desarrollar a desarrollar del mismo. Escribe 1 al de mayor importancia y 5 al de menor importancia.

- a) Escuchar diálogos y entender las ideas principales en inglés
- b) Expresar tus ideas de manera fluida y comprensible en inglés
- c) Leer textos relacionados a tu área profesional y obtener un grado óptimo de comprensión en inglés.
- d) Redactar documentos y/o textos en general de manera congruente y concisa.
- e) Entender indicaciones para realizar actividades artísticas.

5.2 Del siguiente listado, elige 5 opciones que se acerquen de la manera más precisa a las formas en como tú podrías utilizar el idioma Inglés en tu área profesional. Coloca 1 al de mayor frecuencia y 5 al de menor.

- a) Exponer acerca de un tema relacionado a la danza, música y/o arte en general.
- b) Dar clases de danza y/o arte.
- c) Lectura de textos y/o artículos de periódicos y/o revistas.
- d) Participar en diferentes conversaciones, discusiones y/o conferencias en inglés acerca de un tema relacionado al arte/danza/ música.
- e) Seguir indicaciones para una coreografía y tomar nota de las mismas.
- f) Redactar textos en general relacionados a tu área laboral dirigidos a un directivo.
- g) Aprender diálogos para representaciones artísticas en inglés (danzas, bailables, obras de teatro, etc.)
- h) Declamar o recitar un monologo/poema en inglés frente a un público.
- i) Elaborar un reporte de una representación artística para ser leída en voz alta en inglés.
- j) Leer en voz alta algunas citas célebres de autores para hacer representaciones teatrales y/o danza en inglés.
- k) Invitar públicamente a un auditorio después de una representación artística.

5.3 En tu opinión, ¿En qué circunstancias sería más indispensable utilizar inglés en tu área de desarrollo profesional? Enumera del 1 al 5 las siguientes opciones. Escribe 1 al más indispensable y 5 al de menor importancia.

- a) Entablar una conversación en inglés con algún profesional de mi área (Danza, Música, Arte)
- b) Dar una conferencia en inglés para difundir la importancia del Arte, Música y Danza de nuestra cultura Mexicana en el extranjero.
- c) Leer libros y artículos en inglés sobre tu área profesional de conocimiento. (Formas de la danza, expresiones artísticas)
- d) Participar en una obra de teatro/comedia/novela en inglés.
- e) Dirigir programas cívicos en inglés para hacer presentaciones de arte, danza y/o música en el extranjero.



5.4 Del siguiente listado selecciona 3 formas en las que consideres necesario poderte expresar y comprender en inglés sin utilizar el lenguaje oral y/o escrito de acuerdo a tu perfil profesional.

- a) Pictórico (ilustraciones)
- b) Simbólico (señas, mímica)
- c) Matemático (Símbolos químicos, matemáticos, etc.)
- d) Personal (interacción con otros)
- e) Kinestésico (Gestos faciales y/o movimientos corporales)
- f) Paralingüístico (efectos vocales p.e. susurrar)

Dialecto:

5.5 Si tuvieras la oportunidad de ejercer tu profesión en el extranjero, ¿en qué país te gustaría hacerlo?

- a) Estados Unidos
- b) Inglaterra
- c) Canadá
- d) Australia
- e) Reino Unido

Sección VI: Deficiencias

6.1 ¿Cómo consideras tu nivel de Inglés hoy en día?

- a) Muy bajo
- b) Bajo
- c) Bueno
- d) Muy bueno
- e) Excelente

6.2 ¿Cuáles son los aspectos del idioma que encuentras más difíciles? (Por favor, clasifica por orden de dificultad tomando 1 como el más difícil y 5 como el menos difícil)

- a) Estructuras gramaticales relacionadas con el Inglés en general



- b) Objetos léxicos relacionados con el Inglés en general
- c) Estructuras gramaticales relacionadas a las Ciencias Sociales y Humanidades
- d) Palabras y expresiones escritas en Inglés
- e) Objetos léxicos relacionados con Artes, expresiones artísticas o Danza

6.3 Actualmente, usas libros o documentos impresos o en línea relacionados con tu carrera en Inglés?

- a) Si
- b) No

6.4 Si contestaste afirmativamente, ¿qué tanto porciento aproximado usas ese material en Inglés?

- a) 0%
- b) 25%
- c) 50%
- d) 75%
- e) 100%

6.5 ¿Los profesores (as) te alientan a usar ese material específico de tu área escrito en Inglés?

- a) Si
- b) No

6.6 Si contestaste afirmativamente, ¿cuáles son los objetivos para el uso de dichos documentos?

- a) Desarrollar tu conocimiento en relación a las Artes y Danza
- b) Escribir resúmenes/ensayos de acuerdo a tu área de estudio siguiendo las instrucciones de tu profesor (a)
- c) Para preparar actividades como coreografías y cantos
- d) Prepararte para presentar algún examen de certificación al final de tu carrera
- e) Otros (por favor, especifica cuáles)



Sección VII: Deseos

7.1 Al final de tus estudios te gustaría ser capaz de:

- a) Hablar Inglés fluidamente
 • Si
 • No
- b) Leer fácilmente textos relacionados con tu área de estudio en Inglés
 • Si
 • No
- c) Leer fácilmente textos relacionados con temas diversos en Inglés
 • Si
 • No
- d) Escribir correctamente en Inglés
 • Si
 • No
- e) Comunicarte en Inglés con nativos del idioma a cerca de tu área laboral
 • Si
 • No
- f) Encontrar trabajo fácilmente en tu área profesional
 • Si
 • No

7.2 ¿Cuáles habilidades del Inglés consideras que te falta perfeccionar dentro de tu área de estudio?

a) **Lectura**

1 2 3 4 5 6 7 8 9 10

b) **Escritura**

1 2 3 4 5 6 7 8 9 10

c) **Escuchar**

1 2 3 4 5 6 7 8 9 10

d) **Hablar**

1 2 3 4 5 6 7 8 9 10

7.3 De las siguientes habilidades, evalúa tu presente nivel de Inglés del 0 al 10 con el nivel que



desearías obtener:

a) Lectura

1 2 3 4 5 6 7 8 9 10

b) Escritura

1 2 3 4 5 6 7 8 9 10

c) Escuchar

1 2 3 4 5 6 7 8 9 10

d) Hablar

1 2 3 4 5 6 7 8 9 10

7.4 ¿Consideras que el aprendizaje del Inglés en tu área de estudio debería ser más específico?

- a) Si
 b) No

¿Por qué?

7.4 ¿Consideras que Inglés debería ser oficialmente una materia dentro de tu currícula profesional?

- a) Si
 b) No

¿Porqué?

¡GRACIAS POR TU PARTICIPACIÓN!



Objetivo: El objetivo principal de este instrumento es obtener información acerca de las necesidades y prioridades de los estudiantes de último grado del Instituto de Artes Macuil Xóchitl con respecto a la lengua extranjera (Inglés) enfocada a su área profesional. Los resultados recabados serán utilizados únicamente para fines académicos y de investigación. Te solicitamos responder de la manera más acertada posible. Gracias.

Sección I: Identidad

Edad: Género:
 Lugar de procedencia: _____
 Semestre: _____
 Lengua Extranjera que estudias en el Instituto: _____
 Licenciatura: _____

Sección II: Propósito

1. Selecciona el **perfil de egreso** de tu carrera:

- a) Docente
- b) Coreógrafo
- c) Artesano
- d) Director de Obra
- e) Otro (Especifique)

2. De acuerdo a tu área de estudio, selecciona **las tres actividades principales** que desempeñarías. Escribe 1 a la de mayor probabilidad y 3 al de menor.

- a) Dar clases de danza.
- b) Impartir clases de pintura, música y arte.
- c) Preparar coreografías para presentaciones.
- d) Elaborar pinturas y/o esculturas.
- e) Representar papeles artísticos (Bailarín/Actor).

3. Selecciona el área académica a la que pertenece tu carrera.

- a) Humanidades
- b) Ciencias Sociales
- c) Educación



4. ¿Consideras que la enseñanza del Inglés en tu área de estudio debería ser una materia dentro del programa oficial de la institución?

- a) SI
- b) NO

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¿Por qué?_____

Sección III: Lugar de Estudio

5. ¿Has tomado cursos de Inglés anteriormente?

- c) SI
- d) NO

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6. En el instituto Macuil Xóchitl, ¿En qué espacio físico tomas clases de Inglés?

- a) Salón de clases
- b) Laboratorio
- c) Auditorio
- d) Biblioteca
- e) Otro (especifique)

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7. ¿En qué otros lugares consideras que necesitas utilizar Inglés dentro de tu área de estudio? Por favor, clasifica del 1 al 5 las siguientes opciones donde 1 es el más importante y 5 el menos importante.

- a) Museo
- b) Salón de clases
- c) Teatro
- d) Salón de Danza
- e) Auditorio

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8. ¿Consideras necesario el dominio del Inglés enfocado a tu carrera?



- a) SI
- b) NO

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¿Por qué? _____

9. ¿Qué tan importante consideras el uso del idioma en tu carrera?

- a) Esencial
- b) Muy Importante
- c) Importante
- d) No muy importante
- e) Para nada esencial

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10. ¿Qué tan frecuente consideras que el idioma Inglés será requerido al ejercer tu carrera?

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Casi nunca
- e) Nunca

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Sección IV: Interacción

11. En tu campo laboral ¿qué cargo profesional sería el principal que desempeñarías? Por favor, clasifica del 1 al 5 las siguientes opciones donde 1 es el más importante y 5 el menos importante.

- a) Directivo
- b) Profesor
- c) Escultor
- d) Bailarín
- e) Actor/Actriz

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12. En tu área de estudio, ¿Con qué tipo de personas consideras tendrás mayor contacto profesional? Por favor, clasifica del 1 al 5 las siguientes opciones donde 1 es el más importante y 5 el menos importante.

- a) Estudiantes

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- b) Coreógrafos
 - c) Bailarines
 - d) Profesores de Arte, Música y/o Danza
 - e) Críticos de Arte
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13. En tu profesión, la forma de trabajo más común es:

- a) Individual
 - b) En parejas
 - c) Grupos pequeños (5- 10 personas)
 - d) Grupos grandes (10-30 personas)
 - e) Masiva (31 personas en adelante)
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14. ¿Con qué grupo de personas trabajas frecuentemente? Escribe 1 al de mayor frecuencia y 5 al de menor.

- a) Niños
 - b) Adolescentes
 - c) Jóvenes
 - d) Adultos
 - e) Personas de la 3ra edad (60 años o más)
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15. ¿Con qué género trabajas usualmente?

- a) Hombres
 - b) Mujeres
 - c) Mixto
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Sección V: Mediación

16. Con respecto a tu área de estudio, enumera del 1 al 5 las habilidades que consideres necesarias desarrollar en el idioma Inglés. Considera que 1 es el más importante y 5 el menos importante.

- a) Escuchar diálogos y entender las ideas principales en Inglés.
 - b) Expresar tus ideas de manera fluida y comprensible en Inglés.
 - c) Leer textos relacionados a tu área profesional.
 - d) Redactar documentos enfocados a tu área profesional.
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e) Entender indicaciones para realizar actividades artísticas.

17. ¿Cuál es la manera más frecuente en que puedas utilizar Inglés en tu área de estudio? Elige 5 opciones, otorgando 1 al de mayor frecuencia y 5 al de menor frecuencia.

- a) _____ Exponer sobre un tema relacionado a la danza y música.
- b) _____ Dar clases de danza o arte.
- c) _____ Leer textos y/o artículos de periódicos y/o revistas.
- d) _____ Participar en diferentes conversaciones y/o conferencias relacionadas a tu área laboral en Inglés.
- e) _____ Seguir indicaciones para una coreografía.
- f) _____ Redactar textos relacionados a tu área laboral.
- g) _____ Aprender diálogos para representaciones artísticas en Inglés.
- h) _____ Declamar o recitar un monólogo, poema en Inglés.
- i) _____ Elaborar un reporte de una representación artística.
- j) _____ Leer en voz alta citas célebres de autores para representaciones artísticas.

18. En tu opinión, ¿en qué circunstancias sería más indispensable utilizar Inglés en tu área de estudio? Enumera del 1 al 5, otorgando 1 al más indispensable y 5 al menos indispensable.

- a) _____ Entablar una conversación con algún profesional de tu área en Inglés.
- b) _____ Dar una conferencia para difundir la importancia del arte y danza mexicano.
- c) _____ Leer libros y artículos sobre tu área profesional en Inglés.
- d) _____ Participar en una obra de teatro en Inglés.
- e) _____ Dirigir programas cívicos relacionadas a presentaciones artísticas en Inglés.

19. De las siguientes opciones, selecciona 3 formas en las que consideres necesario poderte expresar en Inglés sin utilizar el lenguaje oral y/o escrito de acuerdo a tu área de estudio.

- a) _____ Pictórico (ilustraciones).
- b) _____ Simbólico (señas, mímica).
- c) _____ Matemático (símbolos químicos, matemáticos, etc.).
- d) _____ Personal (interacción con otros).
- e) _____ Kinestésico (gestos faciales y/o movimientos corporales).



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f) _____ Paralingüístico (efectos vocales p.e. susurrar).

Sección VI: Dialecto

20. Si tuvieras la oportunidad de realizar un intercambio académico, de los países enlistados ¿Cuál elegirías?

- a) USA.
- b) Canadá.
- c) Inglaterra.
- d) Reino Unido

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