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A Descriptive Study of a Needs Analysis in ESP for Criminology Students

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“A Descriptive Study of a Needs Analysis in ESP for Criminology Students”

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DEDICATION

Every fall in life, every achievement needs efforts as well as guidance from grown-ups, especially those who were supporting us along our lives and kept us on track. You raised us with rules and some freedoms but always doing the right thing for us. We honor to our irreplaceable and loving parents:

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And our little delightful daughter whose love changed our lives

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Abstract

Criminology students need to get a proficient English level in their professional field when they join the job market in an international context. Research has shown that there exists a significant and wide gap between what students in higher education are able to achieve in English Foreign Language and what truly is designed in a syllabus. This study aims to explore and identify the specific English language needs that the BUAP Criminology students have.

Based on a review of literature on needs analysis and its approaches, this study was conducted by qualitative research and also a descriptive methodology applying a questionnaire. This instrument was provided by e-mail to thirty BUAP criminology students who were asked to respond to eleven closed-ended and open-ended questions using different types of likert scales.

Analysis of the responses demonstrates that criminology students' necessities are not successfully covered in order to learn effectively English Foreign Language and apply it in a real international job context.

The findings indicate that EFL courses incorporated in the Criminology BA do not fulfill the students' requirements, and on this basis, it is recommended that ESP programs are implemented based on the needs analysis of students.

Table of Contents

Abstract	ii
Chapter I.....	1
1.0 Introduction.....	1
1.1 Rational of the Topic Selection	3
1.2 Significance of the Study	4
1.3 Context of the Research.....	5
1.4 Aims of the Study	6
1.5 Objectives.....	6
1.6 Research Questions.....	6
1.7 Conclusion	7
Chapter II.....	8
2.0 Introduction.....	8
2.1 English for Specific Purposes.....	8
2.1.1 The Origins of ESP.....	10
2.1.2 Classification of ESP.....	11
2.2 Criminology Definition	12
2.2.1 Criminologist Definition	12
2.3 Needs Analysis.....	13
2.3.1 Approaches to Needs Analysis	14
Chapter III.....	16
3.0 Introduction.....	16
3.1 Methodology.....	16
3.2 Context of the Research.....	17
3.3 Participants.....	19
Figure 3.1 Years Studying English.....	20
Figure 3.2 Students' English Language Level	21
Figure 3.3 Living in an English-Speaking Country.....	22
3.4 Research Instrument.....	22
3.5 Overall Research Design.....	24
3.5.1 Process of Instrument Design	24
3.5.2 Process of Instrument Application	26
3.6 Data Analysis	27

3.7 Conclusion	28
Chapter IV.....	29
4.0 Introduction.....	29
4.1 Obtained Results	29
4.1.1 The Importance of the English Language in the Criminology Area	29
Figure 4.1 Importance of English.....	30
4.1.2 English Courses as Part of the Criminology Curriculum	31
Figure 4.2 English Courses as Part of the Criminology Curriculum	32
4.1.3 External English Courses	33
Figure 4.3 External English Courses	34
4.1.4 Implementation of an ESP Course.....	35
Figure 4.4 ESP Course.....	35
4.1.5 Purpose for Learning English.....	36
Figure 4.5 Current Purpose for Learning English	37
4.1.6 Length of the Implemented ESP Course.....	38
Figure 4.6 Length of the ESP Course	38
4.1.7 Immersed Areas in Criminology	39
Figure 4.7 Immersed Areas in Criminology	40
4.1.8 English Skills, Subskills to be Developed in Criminology	41
Figure 4.8 English Skills and Subskills to be Developed	42
4.2 Research Questions' Answer.....	43
4.3 Discussion.....	44
4.4 Conclusion	45
Chapter V.....	46
5.0 Introduction.....	46
5.1 Research Contributions	46
5.2 Limitations of the Study	48
5.3 Suggestions for further research.....	49
5.4 Reflection	50
5.5 Conclusion	52
References.....	53
Appendix A	57

Chapter I

Introduction

1.0 Introduction

Language has become a means to connect or talk to others and it fulfills the necessity to communicate that every human being has; for instance, English language has become a worldwide spoken language. Luna (2018), presents some statistics, shared by Babbel Magazine, in which it is demonstrated that the English language is spoken by 20% of the world's population. They also revealed that this language, apart from being one of the most popular languages in the world, it is also the most commonly studied and used in academic and business contexts. Based on the previous information, it can be inferred that the English language is almost everywhere and people are in touch with it unconsciously in various contexts such as social networks, music, books, magazines, and on tv.

English is the language of science, mathematics, technology, tourism, finance, business, and countless other areas. Each of these trades use English as a common language to communicate for the industry to prosper internationally. If you learn English, it will be beneficial to you in terms of job prospects in a multinational firm. It will also give you an advantage over your peers and allow you to interact with them. (Luna, 2018, para. 9)

According to Luna's opinion it can be said that people very often are immersed in situations where English is required. It means that even though people live in a country where English is not the mother tongue they need to apply it.

In the last years English language learning has been considered essential in the students' academic life and professional performance, unfortunately this perspective has changed and

declined in some countries. For example, in Mexico learning English is not always mandatory in higher education, most of the time it is just a school subject that students need to study. In addition, many higher education institutions provide elementary English knowledge therefore students only get A2 level (Ramírez Gómez et al. 2017). In 2015, El Consejo Empresarial Mexicano de Comercio Exterior, Inversión y Tecnología, A.C. (COMCE), Inglés para la Competitividad y la Movilidad Social, e Instituto Mexicano para la Competitividad A.C. (IMCO) carried out a study where they identified three important issues. First, there is no agreement on the English curriculum objectives among the different educational levels in Mexico. Second, the Programa Nacional de Inglés en Educación Básica (PNIEB), implemented by Secretaría de Educación Pública (SEP), has not had good outcomes. It is perfectly designed but there are not enough financial resources to achieve its goals. Third, that most public universities do not follow a chronological English curriculum, on the contrary, they just focus on English weaknesses. In conclusion, this study demonstrates that in Mexico there is not a specific plan that helps Mexicans to master the target language. The same work acknowledges that more than 50% of universities do not include English language in their programs therefore it is not mandatory, 60% of universities do not ask students to master a second or foreign language to conclude their degree, but 85% of universities ask students for a B1 or B2 English level to obtain their degree.

With the information presented above the researchers of this study confirm that there exists an enormous gap between what is designed by the authorities and what is achieved by students. Thus, this thesis study is a starting point to encourage research and then reach better courses, learners, teachers, evaluation, in other words a descriptive needs analysis.

The researchers of this study decided to carry out this investigation which is exploring a particular field, criminology. In the same way, this study aims to explore criminology students' needs about EFL to be proficient in their professional field. In addition, their statements about their EFL programs will be gathered in order to dissect their necessities in their EFL courses at the Benemérita Universidad Autónoma de Puebla (BUAP).

In this chapter it will be presented first the rationale for the topic selection which highlights the reason why it is necessary to develop this research. Then, the significance of the study will take place showing how important this study is. Finally, the benefits that this study will bring to the criminology field will be highlighted. The next section will describe the context of the research. It means the place where this study is being developed. In the last section the aims, the objectives and the research questions will be defined.

1.1 Rational of the Topic Selection

Day by day many students are preparing themselves by studying at a university in different areas. Nevertheless to complete their studies, they have to acquire and prove a specific EFL language proficiency. Ramírez Gómez et al. (2017) mentions that according to *Índice del Nivel de Inglés English First (EF)* the world ranking of English proficiency among seventy-two countries where Mexico is included, the results showed that Mexico is in the forty-third place demonstrating a low level of proficiency in EFL. These results indicate that the implementation of English programs at different education levels are not enough. These numbers also show that Mexico has not worked efficiently in the English learning methods since it is almost in the middle of seventy-two other countries. Consequently, this article makes these researchers to imply immediately that a new design or implementation in EFL programs is needed not only in basic education but also in higher education.

Ramírez Gómez et al (2017) cites that in a study done in 2015 by the *Mexicanos Primero* organization, it is reported that three percent of the graduated students from middle school developed the abilities and knowledge for B1 level, while seventy-nine percent of students did not have any idea about the language. On the other hand, in high school education it is totally different due to the educational public policies, where there is not an English level established for graduated students. Hence, those different circumstances are disadvantages for students, and when they enroll in university, they will be asked for a higher English level which they did not acquire. By considering all this background, it is necessary to develop research that describes how students from university are feeling about their EFL programs, inquiring about the students' requirements that might help them to improve their EFL proficiency within their specialization, particularly in the criminology field.

1.2 Significance of the Study

The central aspect of this investigation is to explore and identify criminology students' needs in their EFL. There are three main reasons why it is relevant to develop this study. First, most of the undergraduate students of criminology need to read articles written in the English language which help them to “develop specialist language skills before they enter the job market” (Van den Eede, 2010, para.1). In fact, the *estrategia nacional para el fortalecimiento de la enseñanza del inglés* by SEP (2017) mentions that 62.5 % of newspapers and magazines production all over the world are written in English. Second, a new syllabus is truly necessary due to the fact that the degree in criminology at BUAP (2011) argues that graduated students will be able to work at an international level. Nevertheless, in its curriculum there is no evidence of English language and it may suppose that English subject is seen as not mandatory or necessary for students. Then, that statement might point

out to the following reflective question: How would criminology students be able to reach an international performance without a specific EFL?. Then, the necessity of having a syllabus in criminology students' EFL classes. Third, and based on the previous acknowledgment, a great number of criminologists might just know general English having a basic English level (A1), which means that they do not master specific words or phrases applied in the criminology area. It would affect their professional performance in a negative way since they are not able to convey ideas in the target language. According to Simegn (2013), "syllabus is developed based on the philosophy of the language curriculum where general and specific objectives, contents, learning experiences and evaluation mechanisms of a course or courses can be developed" (para.3). In addition, Yalden (2011) highlights that designing and having a syllabus is a necessity to create two different types of efficiency; one focused on pragmatics and the other related to pedagogy, where both help to control the time and organization of the learning process. For instance, an study developed by LawEssay.com (2018) demonstrates that EFL learning is necessary for criminology students, in fact, they claim that "the respondents will be encouraged to improve their learning as well as the teachers to enrich their strategies to help their students improve the level of their English Proficiency" (para.30). In addition, Hutchinson and Waters (1987) argue that there exists a wide distinction among what institutions perceive about the learners' necessities and what pupils really require and their wants. As a result, this study of needs analysis clarifies its sense and importance because it will provide students with advanced communicative skills and tools for their future job.

1.3 Context of the Research

This research will take place at the Benemerita Universidad Autonoma de Puebla, one of the most important public universities in Mexico, to be specific at the Faculty of Law,

in the Criminology BA program. The participants will be 30 students enrolled in the Criminology BA program. All of them are in their early twenties. Most of the participants have taken English lessons and they are aware how important this language will be in their future work field. They also know the benefits that EFL for specific purposes will bring to their academic life.

1.4 Aims of the Study

The aim of this thesis is to explore and identify the specific English language needs that the Criminology students have. This study seeks to find out what students need to communicate and interact effectively in EFL. It will be done in order to answer and attend the real missing pieces that fulfills the requirements expected in the degree of Criminology. This descriptive need analysis is expected to satisfy the specific language needs of BUAP Criminology BA program in Puebla.

1.5 Objectives

The objectives that this study needs to perform in order to achieve its aim are: firstly, to gather the real needs that Criminology students share with these researchers in order to set the EFL landscape in their faculty. In order to do so, a questionnaire focused on qualitative-exploratory research will be applied. Secondly, an interpretation from students' thoughts will be presented according to the outcomes of this research.

1.6 Research Questions

RQ1 What are the identified criminology students' necessities to learn EFL effectively for their field?

1.7 Conclusion

Along chapter one, an introduction to the background of this research was presented in order to establish a landscape of this issue. It also described where this thesis project is going to be developed, including its significance, the aims, objectives as well, and the research questions to be answered. In chapter two the theoretical background of this research will be presented. In chapter three the methodology used in the research as well. In chapter four the research questions are going to be answered and the results will be known. Finally, in chapter five the implications of this research project and the limitations of it will be presented.

Chapter II

Literature Review

2.0 Introduction

This chapter focuses on the theory behind English for Specific Purposes (ESP) and the general aspects of criminology. Properly to have a good theoretical basis of this project the following issues will be discussed: the definition and origin of ESP, the kinds of ESP, the importance of English for Academic Purposes (EAP) course in English Language Teaching (ELT), and finally the importance of needs analysis. Additionally, criminology and its relation with ESP and how these topics are related to this investigation will be discussed.

2.1 English for Specific Purposes

English for Specific Purposes was known for the first time in the 1960's and its main goal was to analyze technical texts. Since it emerged, there have been different definitions and opinions about it, sometimes regarded as an approach and others seen as a discipline, but what ESP really does is adapting itself to satisfy the specific professional language needs of learners (González, 2015).

Moreover, Kaosar (2014) defines ESP as the manner in which specialized fellows teach and learn English, where they share some special educational and vocational targets in their mentality.

In addition, Rahman (2015) highlights that ESP and General English (GE) are not the same. He points out that the difference between them are the reasons why learners desire to learn the English language. ESP learners are most of the time people who have an English background and they learn the language to develop some professional skills and to perform

particular profession-related activities. ESP also focuses specifically on language in context than on teaching grammar and its structures. The ESP main target is that English is not only trained as a subject separated from the learners' real world but also it is joined into a paramount issue to the learners. On the other hand, GE takes place when English is taught as a foreign language along with different school subjects (Kaosar, 2014). It is regarded as a suitable subject or part of the content that students learn to apply in their future. Then, it means that learners do not see the relevance of learning a language that at that moment is not used in a real communicative situation. Some authors think that ESP is attached to any area or job, it has to apply a particular methodology, which means that it should be quite distinct from the one used in GE. (Dudley-Evans & Saint John, 1998). Furthermore, Rahman (2015) mentions that in the ELT field, ESP focuses on teaching a specific genre of English for learners with specific goals.

Another researcher who has contributed to the definition of ESP is Khalid. He mentions that over the years ESP has been defined in several ways by ESP specialists and ELT experts (2016). For example, Mackay and Mountford (1978) defined ESP as the special language applied by certain participants in particular settings. Hutchinson and Waters in 1987 considered ESP as an approach to language teaching where content, decisions and method are based on the learners' judgments. Strevens in 1988 defined ESP by using a comparison between two variable characteristics: 1) ESP might be restricted in some learning skills to be learned. 2) ESP could not be taught according to any pre-ordained methodology. This author's definition also included four absolute characteristics: 1) ESP was designed to meet specific learners' needs. 2) ESP is related to content to particular disciplines, occupations and activities. 3) ESP is centered on language appropriate to those activities in syntax, lexis,

discourse, semantics and analysis of the discourse. 4) It is totally different from GE. Ten years later Dudley-Evans and St-John (1998) implemented their own definition based on the Strevens' work by adding two more variable characteristics: 1) ESP is possible designed for adult learners and 2) ESP is generally designed for intermediate or advanced students, because ESP courses assume some basic knowledge of the language systems, however it might be used with beginners. In conclusion, Khalid (2016) states that several definitions were assigned to ESP by different experts based on their own experiences, demands and needs, where all of them share the fact that ESP was a procedure of designing a course taking into account the learners' requirements.

To conclude this section, it can be said that ESP has evolved over the time and each definition has contributed to each other, but what all of them have in common is the fact that ESP is necessary when a course is created.

2.1.1 The Origins of ESP

After presenting how ESP is defined by some researchers, it is important to mention how it was born. According to Hutchinson and Waters (1987) ESP emerged from converging trends based on three paramount reasons. The first one took place at the end of the Second World War in 1945 when there was an expansion in scientific, technical and economic activity on an international scale demanding at the same time an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English. The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. The second reason dealt with a revolution in linguistics, where new ideas began to emerge in the study of language.

For linguistics not only grammar but also the formal features of language usage became important. They also focus on the ways in which language is actually used in real communication. Then, those ideas made them realize that the development of English courses for specific groups of learners was needed. Finally, educational psychology emphasized that learners and their attitudes toward learning play an important role in the teaching and learning process. For this reason, it is necessary to take into account the learners' needs and interests. It would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.

Based on the previous statements, it is clear that those three situations were the starting point that made ESP come out. Situations and different contexts that nowadays people still live and face. That is the reason why it is not possible to avoid or ignore the importance of ESP.

2.1.2 Classification of ESP

ESP has been divided into different categories. According to Hutchinson and Waters (1987) ESP is classified into two main types. They are differentiated according to whether the learner requires, for example English for Academic Purposes (EAP), or the other for work/training, English for Occupational Purposes (EOP).

Similarly, Robinson (1991), establishes that ESP is divided only into two areas: EOP, which is developed at the moment the learners are involved in a working context. It also simultaneously can be divided into pre-experience courses taking place just before working, and in-service courses which are given at the moment of working. Lastly, Post-experience which is taught as a result of the situations that employees deal with. Furthermore, Robinson

(1991) defines the other main area of ESP as English for Educational Purposes (EEP), included in an educational institution program focused on a specific discipline.

This previous classification establishes the extension and complexity of ELT. It also demonstrates how all those different types of ESP help the learners to develop and improve the paramount abilities and competences according to the context they are in.

2.2 Criminology Definition

With regards to our essential concepts to our study, we will present Criminology as a paramount term in our thesis. According to Menninger, “criminology is an interdisciplinary profession built on the scientific study of crime and criminal behavior, including their manifestations, causes, legal aspects, and control”. In addition, he adds that criminology looks for justice for everything, which is a society’s aspiration. Moreover Buil (2016) determines criminology as the science which studies the criminal and antisocial behavior in its real and perceived contexts, and the formal and informal social control mechanisms used to prevent, control and treat criminality, the offender and the victim. In order to ensure personal and social well-being in a society.

2.2.1 Criminologist Definition

One more relevant concept to define in this thesis is criminologist. “The term criminologist refers to credentialed individuals holding advanced degrees in the field and studying crime, criminal behavior, and crime trends” (Menninger, p.5)

The Colegio Libre de Estudios Universitarios (CLEU) describes a criminologist as the one with disciplinary foundations of the social and natural sciences, affecting the explanation of the potential for crime events through the comprehension of antisocial behavior. It can be

said that a Criminologist is the person who based on his/her wide knowledge of society and its context, is able to explain why people behave in an inappropriate manner.

2.3 Needs Analysis

According to Alsamadani (2017), “Needs analysis can be a vital asset for teachers of English for specific purposes (ESP) to identify their learners’ key requirements or needs and determine the areas in which they are lacking skills” (para. 1). This researcher also claims that the teaching and learning process has been successful in ESP due to it is based on the data gathered by the needs analysis. Therefore, it is very clear that needs analysis contributes to the correct design of an English course. Moreover, needs analysis has the potential to discover the weaknesses and strengths that students might have in their language skills.

In addition, according to Rahman (2015), “The key stage in ESP is needs analysis. Needs analysis is the corner stone of ESP and leads to a focused course” (para.12). Another key fact, Rahman (2015) highlights that needs analysis is an outstanding starting point to design and develop a language course, bring about teaching and learning materials, and generate language tests. In other words, without needs analysis, there is no possibility to create an ESP course.

All things considered, Rahman (2015) assumes that a language needs analysis is a procedure which must be carried out prior to designing a syllabus, selecting materials, determining learning and teaching methodologies and assessing. Furthermore he adds some paramount instruments in order to perform a language needs analysis study, such as observations, questionnaires, interviews, assessments, discussions and analysis of realistic texts.

2.3.1 Approaches to Needs Analysis

As mentioned above, needs analysis plays a vital role when an ESP course is designed. Khalid (2016) and Alsamadani (2017) say that numerous authors have presented different approaches to needs analysis. Alsamadani emphasizes that three approaches are the most common. The first one is *deficiency analysis* which is designed to concentrate on the learners' needs, desires. He also points out that this approach pays attention to the requirements of the target situation covering two paramount components: the potential target needs expressed in terms of activities and the other, a scale used to indicate the importance considered for each activity. It is important to mention that one obstacle for this type of needs analysis is that the needs or desires can be different from one student to another. The second approach is a sociolinguistic *model* considered as the first structured, detailed and influential model used to discover the learners' needs. In this model, the learners' target linguistic necessities are the root of a ESP course, and it helps the learners reach and develop the competences in a real situation. Moreover those target competences are focused on two criteria, one of them related to the mandatory level in grammar, vocabulary and pronunciation, and the other connected to discourse and the context-related use of language. The third approach is called a learning-centered *approach*. It is associated and focused on the learning process where learners' target needs are subdivided into three different categories such as *necessities, lacks and wants*. *Necessities are those* referring to what students have to know to be capable of accomplishing tasks; *lack* means what people do not know and *wants* associated with what the students think they need.

On the other hand, Plesca (2017) admits that research about needs analysis offers a variety of concepts and approaches, but no one is precise or exclusive, they complement each other

because none of them is considered a trustworthy indicator of what is or must be required to improve. She also adds that only with a combination of some of them, it is possible to show a better landscape of the learners' needs.

Based on the information presented above, it may conclude that all the components involved in the curriculum design need to be taken into account as a whole, and if one component is missing, it is not possible to develop a successful product.

Chapter III

Research Methodology

3.0 Introduction

The aim of this chapter is to present and describe the whole process that this study followed. The first section describes the method and methodology used in this research and a brief description of the qualitative research selected to answer the research questions which guided this study. In the next section, both the subjects involved in this study and the context will be presented. In the last part of this chapter the instrument designed for this research is described as well as how it was piloted and applied.

3.1 Methodology

Kothari (2004) defines methodology as the systematic steps or research methods used to give a solution to a problem. Furthermore, through methodology, researchers not only know the techniques or methods, they also consider the logic behind them, and need to decide and choose the ones that really work and are paramount for the study, taking into account the variety of techniques and the criteria by which they determine what specific methods and procedures would be applicable or not to particular problems. He also acknowledges two basic approaches to research, the quantitative approach that is focused on generating quantity of data, and the qualitative approach based on subjective assessment of attitudes, opinions and behaviour. It also implies the researcher's insights and impressions.

The above description of the two different approaches helps to determine that this study is oriented to adopt a qualitative approach because it is centered in gathering and analyzing the students' answers or perceptions, which involve their necessities in a daily context. This study

adopts also a descriptive methodology in which the researcher describes characteristics of a particular group of people and how they are developed. Furthermore, in this methodology the researcher tries to find out causes or reasons but they do not have control over variables (Kothari, 2004). Regarding this information, this study intends to investigate and describe what English language skills students required in order to succeed in the field of criminology.

3.2 Context of the Research

Nowadays, almost all professionals need to be proficient in the English language. Mastering this foreign language allows them to have more job opportunities and obtain better positions in an enterprise. The university should be the place where people start to enhance those language skills required. For this reason, this study takes place in one of the most recognized public universities in Mexico. This public university is located in Puebla, Mexico and its name is Benemérita Universidad Autónoma de Puebla (BUAP). Specifically, this research was carried out at the Facultad de Derecho y Ciencias Sociales. This faculty offers different programs such as Licenciatura en Ciencias Políticas, Licenciatura en Consultoría Jurídica, Licenciatura en Derecho, Licenciatura en Relaciones Internacionales, Licenciatura en Sociología and Licenciatura en Criminología. The last program is the one where this research is carried out. This degree is one of the most recent undergraduate programs offered by the faculty mentioned before. The students enrolled in this program take four English courses, which is taught only as GE. Once students complete the four courses, they get level A2 according to the Common European Framework of Reference for Languages(CEFR). A person with this level has the following language characteristics:

At the A2 level students are beginning to be able to function in social situations. They are able to use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. They can also function 'out and about'. They can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets.

Students at this level can understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

In the listening skill, they can understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) and can catch the main point in short, clear, simple messages and announcements.

In the reading skill, Students are able to understand short, simple texts containing high frequency vocabulary and shared international expressions. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses and timetables.

Referring to spoken interaction, At A2 level, students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.

In spoken production, Students are able to use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.

In writing skill, They can write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and' , 'but' and 'because'. They can write a very simple personal letter, for example thanking someone for something.

(St Giles International, 2021, para. 1)

3.3 Participants

In order to obtain reliable and trustful information the participants selected for this study were students from the Licenciatura en Criminología, who are enrolled at the Facultad de Derecho y Ciencias Sociales at the BUAP. The participants were chosen based on two essential reasons, first they belong to the area which currently deals with social problems and second, this branch of study involves an international issue. The number of participants was 30, 18 female and 12 male, whose age ranged from 18 to 29. These students were in the second semester of the B.A., and they were a random sample. Finding out these students was a big challenge because of the current situation related to coronavirus. Fortunately, thanks to

social networks, it was possible to ask and contact some students who provided paramount information.

The students who participated in this study had previous English learning experiences. As figure 3.1 presents, they have been learning English as foreign language for some years.

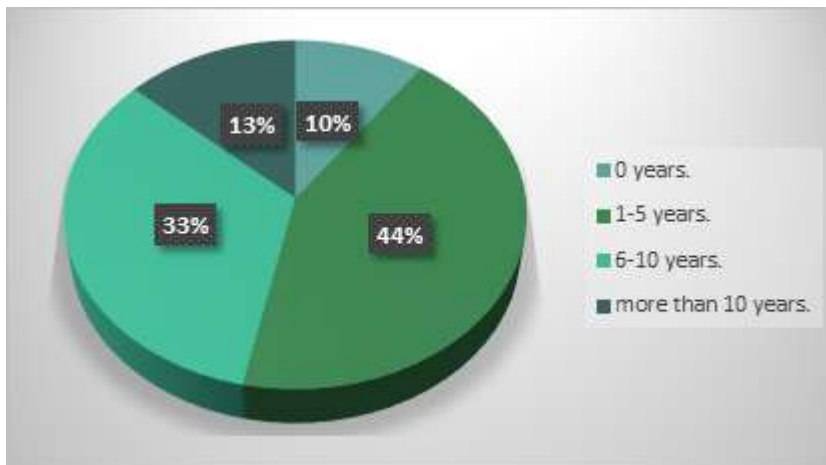


Figure 3.1 Years Studying English

The findings in figure 3.1 show that the majority of participants, represented by twenty seven students (90%) have taken English courses before. But some others, three out of thirty (10%), have never taken any English language lessons. The previous results are significant because they demonstrate that some students, despite being in the second semester of university, still had not taken any English lesson previously.

Almost 50% of the participants considered themselves with a basic English language level. 17% of the participants believe that their language level is advanced. Based on the number of students who think they have little English knowledge it seems that English courses with specific topics related to criminology are necessary.

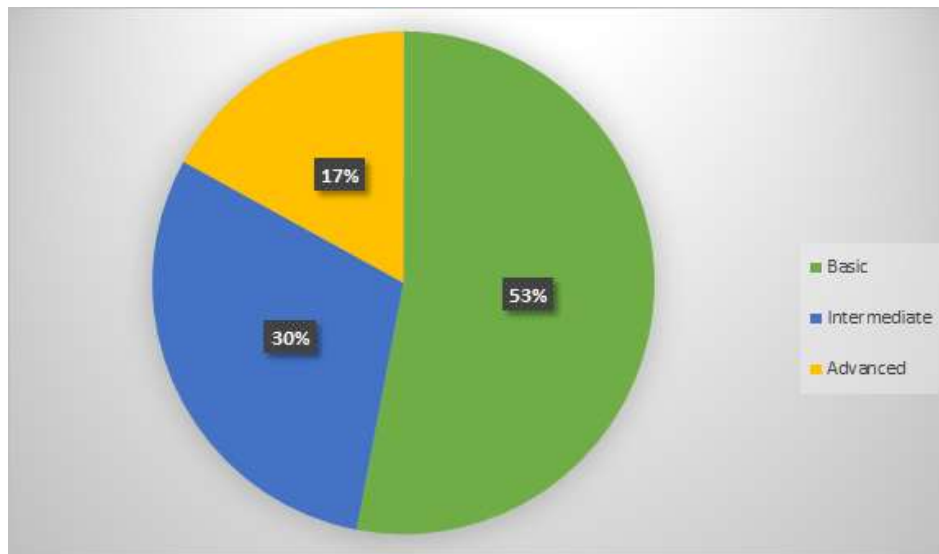


Figure 3.2 Students' English Language Level

Furthermore, it was also necessary to know about the participants' experiences in an English-speaking country. If they had, they would mention the reason that made them stay or travel to that country.

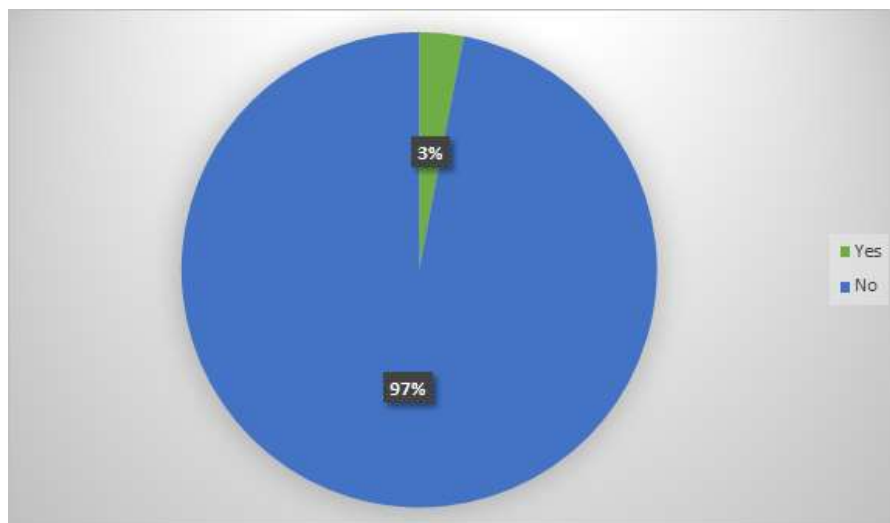


Figure 3.3 Living in an English-Speaking Country

Figure 3.3 shows that the vast majority of participants have not yet experienced living in an English speaking environment, thus they may have different perceptions about learning another language. It is significant that only one participant affirmed being in an English-speaking country because of academic purposes, which may contribute to his/her future performance.

3.4 Research Instrument

As mentioned before, when a research is carried out, it is very important to state and clarify what kind of research it is. Kothari (2004) defines descriptive and diagnostic research studies as those describing the characteristics of a particular individual or a group, determining how often something happens and its relationship with something else. In this type of study, the researcher is able to define what or who is necessary to measure and adequate specific methods to be applied with a clear group of population. He also mentions that in a descriptive/diagnostic study it is very important to select the methods by which the data will be gathered. There are several techniques or methods for collecting information and the researcher must decide which one is appropriate according to the purpose of the study. Kothari (2004) highlights that a questionnaire is integrated by a number of questions typed or printed in a particular order. Rahman (2020) highlights some advantages of using questionnaires in research. The first benefit is that a questionnaire is easy to conduct and it is also cost-effective when the researchers aim to target a large population. The second advantage refers to broad coverage which means that local, national, and international respondents can be easily reached by questionnaires. Furthermore, the internet and

particularly, social media have made it easy to use questionnaires to reach out to respondents afar. The third benefit highlights that carrying out research with this type of instrument implies less time consuming and respondents can fill in questionnaires at a convenient time as well. In addition, the results of the questionnaires can also be easily quantified by researchers either manually or through the use of softwares.

Based on the information above, this study adopts this method because it matches conveniently to the subject of study. Furthermore this instrument is the most appropriate technique needed for this context because in this context the participants are widely spread geographically.

The instrument used in this research is divided into two sections: 1) background information and 2) course design and content. The background information section includes three questions. Question number one asks how long students have been studying English. Then the second question makes students reflect about their level of English. The third one inquires for any previous experience in an English speaking country.

On the other hand, the course design and content section is integrated by eight questions. Question number one is related to the importance of English language in their academic development as a criminologist. Question number two inquires about the effectiveness of English courses included in their curriculum. Question number three asks about the efficiency of English courses offered by private institutions. Question number four refers to the students' agreement about the implementation of an English course focused on their degree. Next, in number five the participants need to mention their reason for learning English in their daily lives. Question number six asks students about how long an English course should

last if it is included in their academic program. In the seventh item, taking into account the different areas included in the Criminology degree, it inquires about which area needs more English attention according to the students' opinions. Finally, in the last question, students need to mention the English skills they think they must develop the most.

A total of 11 items were included in the questionnaire; nine closed-ended questions and two open-ended questions. Most of the closed-ended ones used a variety of likert scales in order to understand the opinions and perspectives towards a specific topic. Some questions included in the questionnaire applied multiple options for the participants' answers, some others used an agreement or disagreement level scale, and the others were related to the level of importance, going from nothing to very important..

3.5 Overall Research Design

In this section, the researchers of this study are presenting two main subcategories that might help the reader to understand how the processes of the instrument design was and its application. Firstly, it presents the design process by including information related to feedback and the type of items that were considered in order to design the final version of this instrument. And secondly, the section of instrument application that describes how the final version of the instrument was implemented.

3.5.1 Process of Instrument Design

Kothari (2004) claims that questionnaires should be carefully constructed and structured, and if it is not well designed, the study might probably fail. He also highlights that there are three essential aspects in order to design a questionnaire. First, the general form, in which the set of questions can either be structured or unstructured. For example, a

structured questionnaire includes definite, concrete and pre-determined questions which are relatively inexpensive to analyse. In contrast, in the non-structured questionnaire the interviewer is provided with a general guide on the information and he or she is the one in charge in the question formulation and as a result the replies might be very long. The second aspect is question sequence. It really makes the questionnaire effective and ensures quality. A suitable order of questions also reduces the risk of being misunderstood. It is suggested to start the questionnaire with the easiest items because they influence the respondents' attitudes, interest and cooperation. Thus, the best that can be done is going from the general to the specific. Finally, the third aspect to be considered is question formulation and wording. At this point, the researcher has to be very clear, avoid any misunderstanding, and construct logical, simple, easy and concrete questions.

Considering the form of questions, there are two main forms: multiple choice questions, and open-end questions. In the first one the respondents have the chance to choose one of the alternative possible answers provided, most of the time it includes YES or NO questions. This type of multiple choice questions have the advantage of being easy handling, simple and quick to answer and analyse. In the second type the respondents express answers using their own words, having the opportunity to mention a free response. (Kothari, 2004).

Keeping in mind the previous information, the design of the instrument for this study includes a combination of both types: multiple choice and open-end questions. This action makes the meaning of the questions clear and also permits the respondents to reply on their own. This questionnaire also follows a chronological order based on logical sequence, and it fulfills the requirements needed, such as being short, simple and concrete.

3.5.2 Process of Instrument Application

Before applying a questionnaire it is advisable to see how well it works. Williams, (2003) emphasises that “it is essential that you pre-pilot your questionnaire to identify any ambiguities in your questions and to identify the range of possible responses for each question” (p.8). In addition, he claims that the pre-pilot is an exercise in which you should spend time with a few suitable participants and go through the questions together to recognize potential problems and then amend the questionnaire. This procedure must continue until the questions are unambiguous, appropriate and acceptable to respondents.

According to Kothari (2004), “before using this method, it is always advisable to conduct pilot study for testing the questionnaires” (p.101). He also acknowledges that piloting might be considered as a rehearsal or draft of the main instrument and it contributes to perceived weaknesses if any.

Based on the information above, this questionnaire was first provided to a small group of five students and a teacher. Since this seminar began, there was a clear idea about all the features it would imply. For this reason, some participants were contacted from the beginning, attending the criminology faculty and looking for some students who would participate in this study. Once they were found (two participants at that time), they were provided with the precise information related to this study and saved their personal information such as telephone numbers and emails. Those few participants really contributed to contact more of them and establish communication between them and the researchers of this study. Once the instrument was written, five students and a teacher were contacted to pilot the first draft which would help to identify some mistakes, misconceptions, or doubts about the content of

the questions. It is important to say that the questionnaire was sent by email to the five participants and the teacher due to the current situation in our country and the entire world about coronavirus. After this procedure and four days later, the five participants and the teacher sent the questionnaire back getting some feedback about the questions design and writing, which really helped to modify and implement them for the final version. It is important to mention that the five students did not find any trouble with the questionnaire, but the other participant who was a teacher suggested avoiding some questions because they were not necessary nor related to the central point of the study. Once the questionnaire was modified and implemented, it was mailed to all the thirty participants asking them to answer it and return it back in one week. After that, the information gathered would be analyzed and discussed in order to answer the research questions of this study.

3.6 Data Analysis

In order to analyze the data, the information was first organized according to the order in which the questions were presented, such as question one, question two and so on. In each item the answers were meticulously counted and registered in a word file. After that, the answers were classified into groups according to the type of answer they were, for example, how many people said yes or no, how many participants chose this or that option, how many students considered their answer very important or not in each item. Once the information was written, counting carefully the numbers was the next step. Then, those numbers were registered in an excel file and used to make different graphs. The final step was analyzing carefully the results, interpreting them and writing them down, which would help to answer the research question.

3.7 Conclusion

Along this chapter a variety of contents were covered. First the methodology applied in this study which described the steps, techniques or methods conducted in this issue. Moreover the approach, which is qualitative and defines the purpose or orientation of this work. Then the context of this research was clarified going from general to specific, in order to know the setting in which this study would take place. Immediately the participants were presented describing their features and how they were engaged in this thesis study. Finally the research instrument was defined taking into account background information provided by different authors, who helped to select this appropriate instrument. In the last paragraphs its characteristics and organization also were presented and it explained how this questionnaire was constructed, piloted, implemented and applied.

Chapter IV

Results

4.0 Introduction

This chapter aims to present and discuss the results emerging from this study. The chapter is organized into subsections. Each subsection contains a graph which shows the data, it also presents a discussion of those results supported by some authors' points of view about the issue included in each question, and the participants' answers. The items discussed in this chapter follow the same sequence as they were organized in the appendix A (research instrument).

It is important to highlight that this study aims to identify a criminologist' English language needs in his academic context.

4.1 Obtained Results

The following paragraphs include the participants' responses to seven questions included in the second part of the questionnaire, course design and content section. The outcomes involved in it, stand for the students' responses, which will provide data in order to generate a worthy discussion.

4.1.1 The Importance of the English Language in the Criminology Area

Question II.I in the questionnaire (appendix A) asked about the English language importance for students in their academic performance. For this item, students used a likert scale based on level of importance, where the options provided were three: very important, slightly important, not important at all.

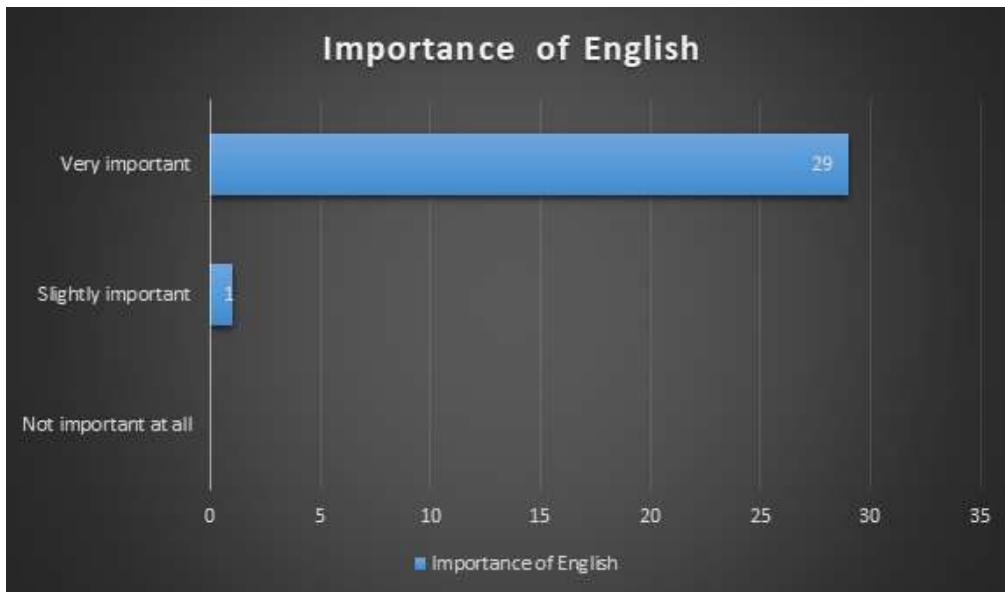


Figure 4.1 Importance of English

The outcomes in the figure above indicates that twenty nine out of thirty students ensured that mastering the English language is essential in their academic context. The participants provided an overwhelming response since no one thought that this foreign language is not necessary. It seems that participants consider that learning English is convenient in order to succeed in their field. The British Study Centres (BSC) explain the true value of learning English in higher education through the fact that students would be able to compete in the global job market, increase their career skills and meet more people around the world. Also, whether students are looking for a new job or planning to travel the world, studying English can help them progress in life both personally and professionally.

Furthermore, Abdulhafidh (2015) highlights that due to the fact that today English has been used as a medium of instruction in an enormous number of universities in the national and international world, in higher education there has been an increasing demand for English

language over the last decades. Added to that, English is also considered the main language of scientific communication and Social Sciences and Humanities (SSH), and it has become dominant in some disciplines, such as Medicine, Mathematics, Science, Computer Science, Psychology, Literature. Disciplines that are related to higher education and in which Criminology could be also included.

The participants' answers are quite related to what the BSC and Abdulhafidh argue about the role of English and its relevance in present day higher education; it seems that they support each other. Their acknowledgements are paramount since the scholars agree to pay attention to this issue and make an effort to make students think about the importance of mastering the English language.

4.1.2 English Courses as Part of the Criminology Curriculum

Question II.II requests participants' opinion about the effectiveness of the General English courses included in the Criminology degree syllabus. It is important to mention that in the BUAP Criminology degree program there are only four English courses included in the syllabus. They are supposed to provide the students with the English language knowledge and abilities to develop in an international context.

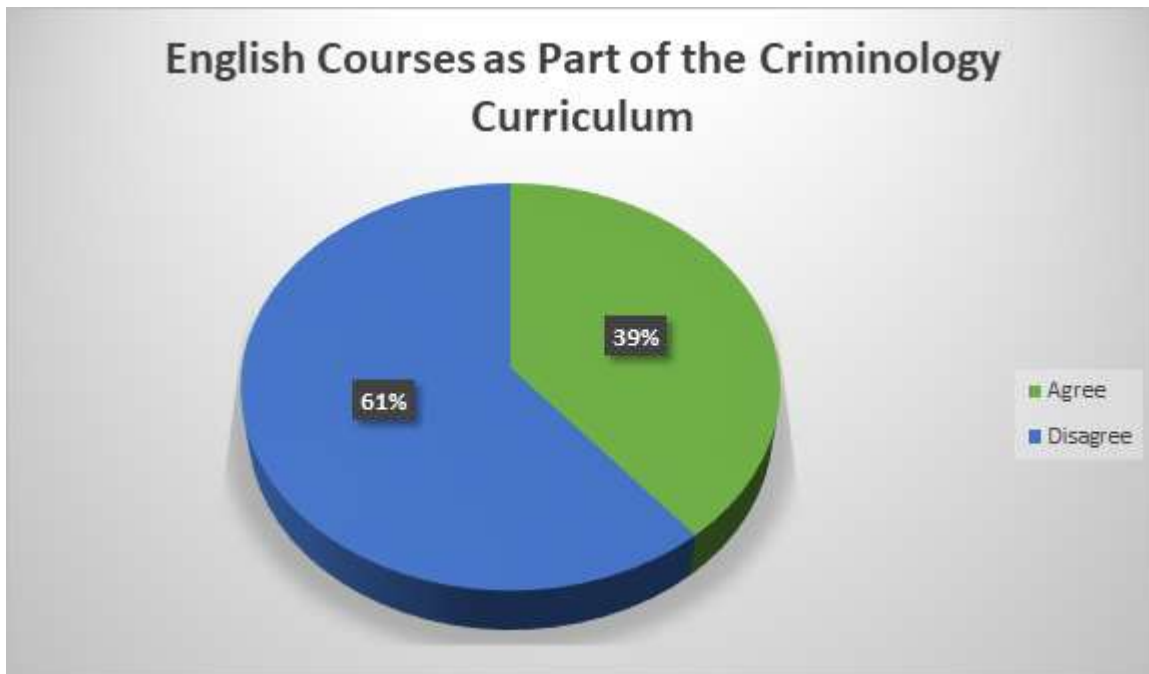


Figure 4.2 English Courses as Part of the Criminology Curriculum

The findings in figure 4.2 are clear and support the statement obtained in the previous question. The majority of participants believe that the English lessons they got while they are enrolled in the Criminology degree are not good enough. They mentioned that the courses can help them improve their English level but not fulfill their academic expectations at all.

The four English levels incorporated in this degree might provide students with A2 English level. According to the CEFR, students at this level are able to communicate only in social everyday situations, and share basic personal and family information. Thus, it means that the lack of proficiency in the English language would represent an obstacle for students because they would be required with a better mastering of the language to interact and develop in their academic and professional field. Moreover, Abdulhafidh (2015) argues that English is

also required as a source which lets students get better knowledge in a variety of fields and communicate with the most important universities worldwide.

The paragraph above does not imply that the English courses included in the Criminology degree are not valuable, in fact, they contribute to the students' English language development although they are not enough to respond to the students' requirements. Students at this academic level need to achieve more advanced skills that allow them to communicate in specific contexts.

4.1.3 External English Courses

Question II.III inquires about the viability and effectiveness of English courses from different language institutions such as Instituto Angloeducativo, Berlitz, Harmon Hall, Quick Learning, Inglés Individual among others. At this point, the participants needed to reflect about this issue and remember some previous experiences in order to provide the best answer.

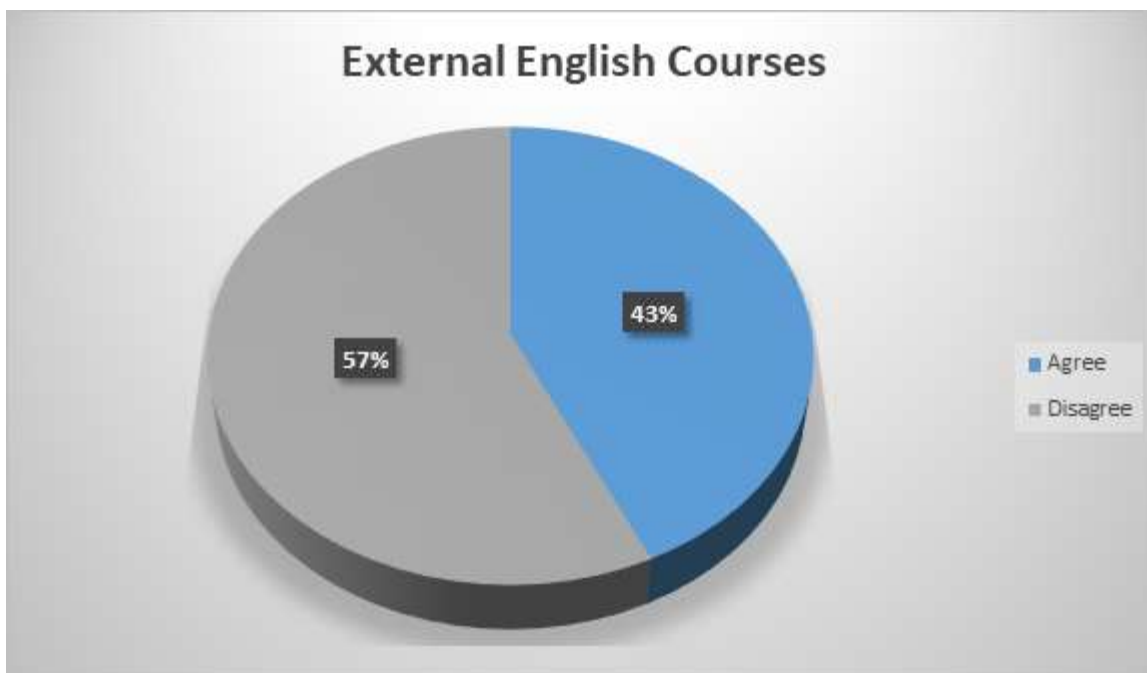


Figure 4.3 External English Courses

Taking into account the previous information, in contrast with the findings, it may suggest that thirteen participants out of thirty, who represent almost half of them, consider that English courses offered by different English language institutions are good options to fulfill their language needs. On the contrary, seventeen participants perceive those English courses as not suitable for them.

At this point, taking into consideration the students' interests, it would be necessary to investigate those private institutions' English programs in order to know whether or not they offer English courses focused on specific purposes or special fields. For example, the Instituto Angloeducativo de Puebla is one of the private institutions that offer English courses at different levels, but it does not include ESP English courses. If someone needs or asks for English lessons related to a special field, there could be a possibility only if there is an instructor who knows about that content.

A study by International Currency Exchange France (ICEF) (2016) mentions that in Mexican higher education, public and private institutions have become more internationalised than in the 1990s. That is why 48% of Mexican universities feature English-taught programmes.

Regarding the ICEF's study, it would probably be interesting to investigate and analyze the English programs offered by other institutions in order to clarify the students' opinions and help them to enroll in the appropriate English course that best accomplishes their demands.

4.1.4 Implementation of an ESP Course

Question II.IV asked about a level of agreement based on the following statement: an English course focused on criminology incorporated in the syllabus would encourage my academic performance.



Figure 4.4 ESP Course

Based on the figure above, 29 out of 30 students expressed a favorable attitude towards the implementation of an specific English course focused on Criminology. This information is markedly convincing about the necessity n of an ESP course in the Criminology degree syllabus. It is possible that an ESP course would truly impact the students' learning process and contribute to reach their expectations in a valuable way.

Fiorito (2006) argues that ESP is concentrated more on language in context than on teaching grammar and language structures. In ESP, English is also integrated into a subject matter area

significant to learners and it is not taught as a subject separated from the students' real world. Moreover, when ESP does the combination of subject matter and language teaching, it makes students be motivated and able to apply what they learn in their English classes into their main field of study, being capable to use vocabulary and grammar structures in a meaningful context.

Palladino (2020) points out that usually students who possess an advanced English level and have a particular area of academic or professional interest should consider the ESP programs instead of a GE language course. Moreover, he also recognizes that if a university does not offer English instruction oriented on the field students seek, they have the opportunity to inquire about developing such a program.

Taking into account the authors' statements, we can conclude that it is not an exaggeration when participants say that an ESP course implementation could be an interesting and extraordinary contribution to the Criminology degree. In the U.S.A, for example, the Yale University and the Georgia State University have started implementing those ESP programs, which might have resulted from the students' demands. Thus, the Criminology degree could be a suitable context that may be constructed in those similar situations to make a big change in its syllabus.

4.1.5 Purpose for Learning English

In question II.V, students were asked to choose one option according to their present or current purpose for learning English. The different answers provided were based on a multiple option including the following vocabulary: academic issues, research, travel and job.

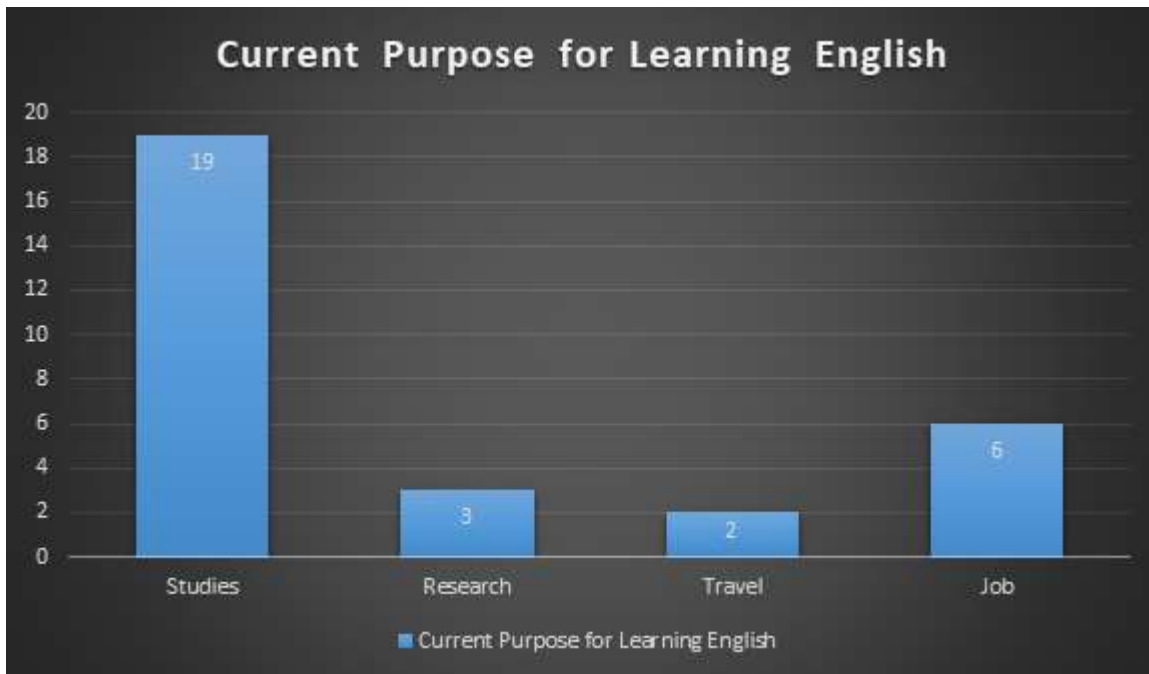


Figure 4.5 Current Purpose for Learning English

The outcomes presented in figure 4.5 show that the majority of participants claim that the main reason why they learn English is because this language allows them to develop in an academic context. A great number of participants believe that English language is important to get a job. It seems that these two answers are connected in a certain way and they both complement each other. For example, at this moment students consider their studies as the main reason to learn English, and probably they chose it because in the future as criminologists they will apply it.

Abdulhafidh (2015) suggests that students who have good understanding ability and fluent English in higher education, have a superior opportunity to find high-quality jobs in foreign companies and they will be able to develop more efficiently in their jobs.

Taking into account the information provided by the students' answers, their judgments are quite connected to Abdulhafidh's suggestion about the importance of English language learning in their studies and the advantages that will play a paramount role in their future job field.

4.1.6 Length of the Implemented ESP Course

Question II.VI was designed to ask students about the kind of English course length focused on the Criminology degree if it is possible to be incorporated in their syllabus. In this question only two choices were provided, intensive courses which last one year, or an extensive one that is covered and divided along the degree.



Figure 4.6 Length of the ESP Course

Based on the participants' responses, in figure 4.6, it is noticeable that 20 students regard an extensive ESP English course as the appropriate one to be included in the syllabus. Through

those results, it can be said that students consider that in their field is more suitable to learn English in a long period of time rather than in one year, which could represent a big challenge for them.

Palladino (2020) mentions that universities from the United States generally organize short or long term specific English programs through an intensive English language institute. In addition, in order to enroll students in an ESP course, ESP programs require that candidates' English level be at a high-intermediate or advanced level.

Based on Palladino's idea and in contrast with the students' answers, both types of courses may be suitable for students, but their English level would really play an important role when they decide the type of ESP course they should enroll in. Here one more time it is essential to consider the magnitude of English learning necessity of students in their present purpose. They need to master the English language during their studies. The four English levels included in the Criminology degree will not achieve the students' requirements for enrolling in an ESP course. Based on the students' context, it would be recommended an extensive ESP English course, which would match perfectly with the majority of students' responses.

4.1.7 Immersed Areas in Criminology

Once the students are enrolled in this Criminology degree, they also need to develop and master specific topics related with areas such as Law, Victimology, Criminological Research, Criminology, Social Control and Criminal Sciences and Public Policy. Hence, question II.VII was addressed to gather, according to the students' perceptions, the areas in which they think English language is required the most.

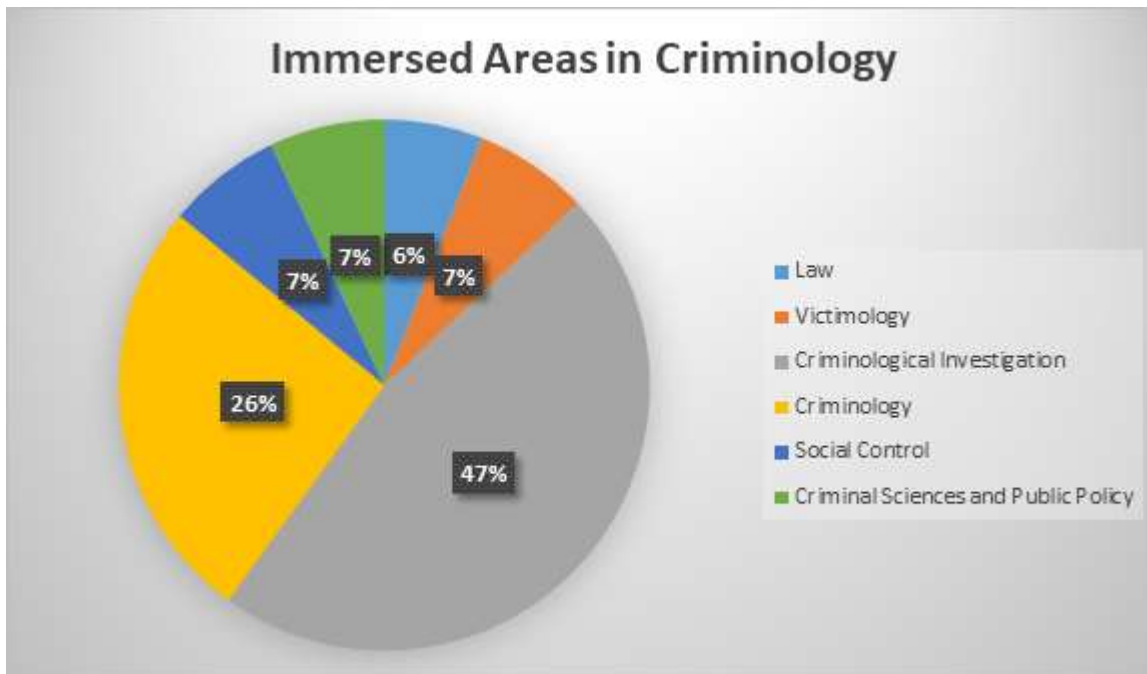


Figure 4.7 Immersed Areas in Criminology

Despite the fact that all the areas immersed in the Criminology degree are paramount since they support each other, in figure 4.7, the students' opinion about this item vary widely. More than a half of the participants regard the Criminological research area as the one that needs more English attention, while the other areas are not considered for them with a big English requirement.

According to Abdulsalam (2015), "English becomes the main language of scientific communication and SSH (Social Sciences and Humanities)", besides "books of these fields are now available in English in addition to the original versions of the national languages in many countries".

In contrast, in accordance to Palladino (2020), "international pre-law students often struggle not only with the language and academic skills needed to succeed in a law program in the

U.S., but also with understanding a completely new legal system: U.S. Common Law”(para.6). Therefore there exists the Pre Law Learners program which gives students the opportunity to enhance their language competences.

According to the BUAP Criminology degree, students will be able to work overseas in an international context. It necessarily implies an excellent mastering of the English language by students. Based on their responses and on the scholars' citations, it strongly suggests that students must pay special interest in all of the areas immersed in the Criminology degree. If they achieve it, they will have the opportunity and competences to develop successfully.

4.1.8 English Skills, Subskills to be Developed in Criminology

Question II.VIII aimed to identify which English language skills and subskills students of criminology need to develop the most. In this item different options were provided such as vocabulary, grammar, listening, reading, speaking and writing.

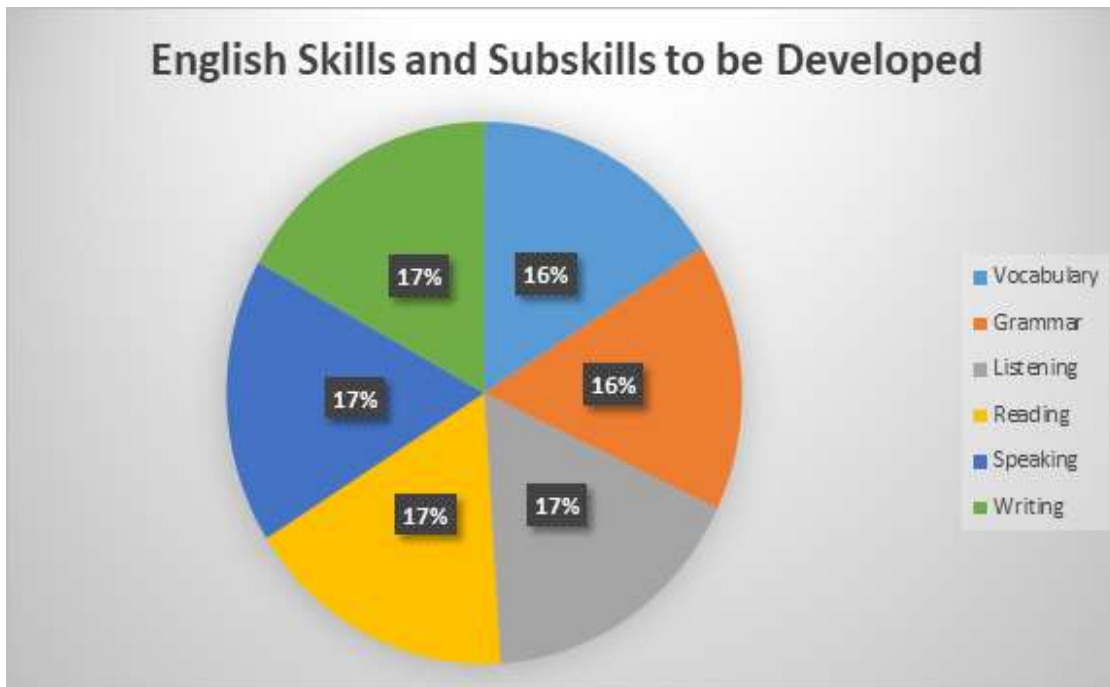


Figure 4.8 English Skills and Subskills to be Developed

The findings in figure 4.8 indicate that 100% of students reached almost a similar agreement in which they admitted the importance of each skill. This information may suggest there is no skill without priority, since all of them are paramount when learning a language, and they complement each other.

Galaczi (2018) mentions that language abilities and the four skills such as listening, reading, speaking and writing, are interrelated, but that connection does not mean that one skill may replace another one. Furthermore, when testing all of the skills, this procedure encourages learners to take a well-balanced approach to language learning, which ensures students to use the language effectively in the real world.

Based on the previous statement, it is noticeable that the participants' perceptions about this issue are really strongly related to the author's point of view, due to students consider

adequately developing all of the skills equitably along their studies in the Criminology degree which would contribute enormously in their development. In conclusion, it can be said that Criminology students need to develop and expand the four English skills, vocabulary and grammar at the same time, giving the same interest and attention to all of them.

4.2 Research Questions' Answer

RQ1 What are the identified criminology students' necessities to learn EFL effectively for their field?

Through the analysis of the results gathered in this work, and based on the previous evidence, it is possible to give an answer to the research question formulated at the beginning of this work. That question asked about identifying the criminology students' necessities for learning English effectively in their field of study. The graphs' results above seem reasonable to assume that there is a distinction about what is included in the syllabus provided by the criminology faculty, and what students really want and need to achieve during the degree.

As a result of the instrument applied in this study, and based on the students' answers, it can be inferred that students have bigger expectations about their syllabus and they consider the importance of learning a foreign language immersed in their field of study, rather than just learning general English. According to the students' acknowledgements, they affirm that the English courses included in the Criminology BA are not enough to fulfill their academic expectations, and if they are provided with an ESP course, they will be able to accomplish and perform the requirements in any area they wish. Furthermore, they also state being interested to register in any English courses immersed in Criminology if they were available. Based on that demand, it might be a great opportunity to implement those courses and make

students more enthusiastic about learning English. In addition, according to the students' answers, they currently need this implementation during the time spent at university, where an extensive course along the Criminology BA would be the best option. Finally, students acknowledge that an ESP English course should integrate the development of skills and subskills in a well organized distribution of contents in order to use the language effectively in the real world.

4.3 Discussion

After analyzing the results we could notice how complex and wide the ESP field is. This study has shown not only the importance of ESP, but also the lack of interest of educational institutions regarding ESP courses. Based on this research project, we acknowledge that EFL is, and has been considered very important in higher education in Mexico, but there has not yet existed a worthy implementation that fits accurately the big gap in the English learning process. With this investigation we might predict that similar situations may probably happen in other different contexts, such as medicine, architecture, accountancy, engineering, and so on, but it would be necessary to develop a new study regarding the English situation in those different contexts. We can also infer that in each bachelor's degree there are many essential aspects taken into account in order to design a syllabus, it would be interesting to ask students about their perceptions related to the course and what they expect to learn. It does not mean that the entire syllabus design must be based on students' desires, but probably this point might contribute a lot to achieve the syllabus' objectives.

4.4 Conclusion

Once the results have been analyzed and discussed along this chapter, some conclusions have been achieved as well. First, the students' answers reflect their interest in learning and including the English language in a deeper and proficient way into their field of study. Second, through the graphs it is very clear that most of the students agreed with the fact that the English curriculum included in their program does not fulfill their requirements and expectations. Thus the students show their wish and restlessness about learning more terms and content related to their area of study. Third, General English is paramount, essential and important in higher education, but English for Specific Purposes pretends to be what students actually need according to their context. Fourth, the questions included in the instrument seemed to ask simple items, but the answers were able to prove how complex they are and what they can imply about the participants' perceptions. Thus, these results might truly contribute successfully to make a change when analyzing, designing or implementing a syllabus because through this data, students are raising their voice and they are one of the special parts in this endless puzzle called education.

Chapter V

Conclusion

5.0 Introduction

This final chapter is the last part of this investigation. The first part presents the research contributions which illustrate the importance of this work, and how it may support other similar projects focused on the ESP field. On the other hand, the limitations of the study will be also highlighted because they play an important role in this research project. In that part, we will discuss some of the obstacles that the investigation faced and how the results could not be enough to explain and cover in detail every single situation of the participants. Furthermore, there will be some paragraphs that refer to the suggestions for further research as well. Possible future works could be based on this thesis project and the future researchers would implement their work taking into account the data and results obtained from this needs analysis. After that, the reflection section will highlight the way the researchers felt about this investigation. They will mention how this thesis project started, developed and ended, and how this work has influenced their lives. Finally, the conclusion section, which is the last part of this work. It will narrate how this work comes to an end and what the researchers' comments are.

5.1 Research Contributions

Along all of the chapters written in this thesis project, lots of information was gathered and all the data collected was very important to cover every single detail. For the researchers most of the information content was new, but it really contributed to extend their personal knowledge about this issue. This study has also shown and highlighted the necessity

of learning English in a specific area, due to the diversity of concepts and contents which are not covered in a GE course, specifically in the BUAP BA Criminology program. Thus, English language in higher education must not be taught as a general subject because criminology students demand more and specific English content. This study may also represent a key element to continue working on a possible implementation of an English syllabus in Criminology degree and others.

Regarding the results, they could help to inquire and reflect about the real situation of EFL in higher education criminology BUAP students, and why it is happening that way. Researching about this issue would be essential to redirect the English courses and provide the current importance EFL implies. Probably in the future, some researchers will be trying to make students acquire the English level appropriately in order to perform successfully in different contexts and levels. Using this background, these results, and collecting more data related to this matter, it really might contribute to make a change in the English programs already established. We really hope that in the near future the importance and perspective about English language could be appreciated and not considered as one more subject in the curriculum.

Another important contribution would be connected to the curriculum design at the BUAP Criminology faculty and its elements. Through this needs analysis, it is very clear that students' needs could be a paramount item when a curriculum is designed. The students' opinion, ideas, and voice are elements to be taken into account to design a study program. It does not mean that they are the central part in this matter or that programs must include what students want. However, knowing students' expectations would contribute to have a better landscape about what topics should be implemented in a curriculum. The results gathered

through this thesis project would help to take advantage in future curriculum designs in order to make them work better, especially in this criminology degree where we can appreciate that students are interested in learning more about content, and how to apply criminology terms in real contexts because their English courses do not really satisfy their needs.

5.2 Limitations of the Study

Along these chapters we discovered relevant data according to ESP in criminology BUAP students. Despite the fact that the information and results are true and real, there exist some limitations which indicate that it is not possible to prove or establish the same situation in different contexts. The first limitation of this study was the small number of participants. A sample of thirty students from the second semester gave us an initial landscape but not a clear and wide scene about participants and their context. On the other hand, with a bigger number of participants from different semesters, the results would be probably distinct from the previous one. Based on that, students' necessities, desires and perspectives might be totally different according to their context in which they study.

Referring to the English situation in higher education, it is necessary to mention that this study was carried out in a public university, therefore it is a great challenge to discover what actually is happening in other universities, for example the private ones. In those types of colleges, they usually include English mandatory along different grades and some others are bilingual, and as a result, that context may take advantage of other schools. This information may vary because it is not possible to establish that all of the students, public or private, do not have or develop the English level required. Therefore, we can not know the real and precise position that other colleges have in relation to the English language. In relation to the

previous feature and in order to collect more details about that issue, another limitation could be the amount of time it would take to gather and analyze the data. Hence that investigation would not be totally focused on ESP but on English situations at different universities.

One more obstacle faced in this research was the coronavirus pandemic around all over the world. Unfortunately this situation did not allow us to establish a better relationship and communication with the participants. We were in touch with them by email and we got good responses from the participants, but we consider that through a face to face interaction, we could have gained a much better interaction and communication, avoiding misunderstandings.

5.3 Suggestions for further research

Based on the results of this thesis project, they could contribute to develop future research and studies. For example, based on the findings, this study could be applied to a different group of students from an upper grade or semester from the same faculty. Those results would help to know a different situation about EFL that students from a different grade face. It also likely would show another perspective about the students' experience when they learn English as a foreign language. Furthermore, depending on the results,, it may suggest other investigation but in different BA programs, which would contribute to change or improve the way English is taught, considered and included in a curriculum design in higher education.

This study also may suggest another research focused on the construction or design of a syllabus for any degree, adding English as mandatory and covering not only GE but also ESP courses according to the students' field of study. This project would imply more participants,

different instruments and methodologies. At this point, a syllabus design would demand more research in different areas, and it also would require more time and work, but the results would illustrate better the perception and reality about how good or bad the English language teaching has been along the present time.

5.4 Reflection

Research is only a word but it implies too much work. Research is also a process like when a baby starts walking, a process in which it is not possible to run if you do not know how to walk first. The same happens here, you can not write or do anything if you do not have any idea about what you want. In this thesis project it was too difficult to portray a title without having an issue to deal with. At first, many ideas came to our minds but they did not fulfill our demands. Finally, a few days later we got our subject-matter.

Along this time in which we spent hours and hours looking and collecting information, we truly comprehend the importance of reading comprehension and research. Believe it or not, it is very hard spending more than six hours reading a book in order to find only a paragraph that really matches our work. It is stressful and exhausting when you think you finally get and write the idea, then you think those lines are great, but after some feedback you realize that you must complete it with more information, erase it, or delete it or even worse, start again.

When you decide to work in pairs it seems to be that it would be easier, a piece of cake, more contributions and less work. Unfortunately, our situation was not like that. In our case, it was a big challenge to write an idea or paragraph because everyone wanted to do it in their own

way. But thanks to this work, we both learnt to listen, think, discuss, analyze, write, correct and support each other.

Being parents, teachers, a couple, and also one more time playing the role of students, it was a big challenge but it really made it count. At this age, with lots of things to do, responsibilities, obligations, taking care of a baby; life turns difficult, sometimes impossible, hard, but it depends on the person's attitude. Many times we got desperate, frustrated, angry, sad, exhausted, tired, disappointed, ashamed because we were not able to conclude our thesis project time ago. In time, we forgot abilities, knowledge, passion, interest, and we created a lot of excuses to avoid our faults. Fortunately, there was another new opportunity and we went for it.

When we began this seminar we knew that it was up to us, but nobody knew that a dangerous world pandemic was coming, its name coronavirus. It was another obstacle and social problem that has changed our lives. Working at home, spending time in front of a screen, all this stuff has been terrible. This situation has disturbed our emotions and many times we do not know what else to do. For my wife and me, it has been stressful staying at home and having no time for us because the current home office has been harder and it implies too much work.

We can acknowledge that this work really contributed to our personal and professional lives. In this research project we have been developing skills, strategies, and we also acquired knowledge from this experience. We also acknowledge our teachers' hard work, time, feedback, contributions, pieces of advice, attention, dedication and passion along this time. We really thank all of you teacher Veronica Lezama and teacher Sandra Juárez.

5.5 Conclusion

Finally, this chapter comes to an end. We really liked this section because we could express how we felt along this time. First, the research contributions section was presented. In those lines we highlighted how this study may contribute to other different areas, its importance and how this work can impact in different contexts. Next, the limitations of the study section was also included. This part is remarkable because despite the fact that it can contribute, it is not possible to cover everything because this study was focused on a small sample, thus it is not possible to prove that this situation or issue is happening the same everywhere. After that, the suggestions for further information section was also included. In this part there are some possible ideas to do more research about this topic. Maybe in the near future we or somebody else can implement this area and make a better contribution. English language learning in Mexico is a big challenge, and based on this needs analysis we discovered that there is too much work to do. Maybe one day most students in Mexico will be able to acquire a proficient level of English according to their context. We really enjoyed writing the reflection section because it helped us to share our experience and the emotions involved in this research process. For us it is very important to express our opinions, feelings, and say thanks to people who contributed to our work along all these months.

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Appendix A

Research Instrument

Este cuestionario es parte de una investigación de tesis. Tu participación contribuirá de manera esencial a esta investigación. La información proporcionada se mantendrá en estricta confidencialidad.

Por favor lee las preguntas y subraya o responde tu mejor opción.

Información Personal

Edad	18-21	22-25	26-29	30 o más
Sexo	Masculino		Femenino	

I Formación Previa

I.I ¿Cuántos años, exceptuando el presente, has recibido clases de inglés? _____

I.II ¿Cómo consideras tu nivel de inglés?

a) Básico

b) Intermedio

c) Avanzado

I.III ¿Has viajado / vivido a un país de habla inglesa? Sí / No

¿Con qué fines? _____

II Diseño de Curso y Contenido

II.I ¿Qué tan importante es el inglés en tu formación académica?

a) Nada

b) Poco

c) Muy importante

II.VIII ¿Qué habilidades de lenguaje deberías desarrollar más en inglés especializado en criminología?

Marca con una "X" considerando la siguiente escala:

1 = Sin prioridad

2 = Poca prioridad

3 = Mediana prioridad

4 = Alta prioridad

5 = Esencial

Habilidad	1	2	3	4	5
Listening					
Speaking					
Reading					
Writing					
Vocabulary					
Grammar					