



# BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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FACULTAD DE LENGUAS

## AN ESP COURSE FOR BUAP'S WORKERS IN DCCA

A thesis submitted to the school of languages  
For the degree of

Licenciatura en Lenguas Modernas

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## **DEDICATIONS**

This thesis is especially dedicated to:

**God :**

Who granted my life, health and strength to complete my studies. For give me the chance to meet great teacher and partner. Thank you for give me the ability to talk in other language.

**A nuestros padres:**

Para poder agradecer tanto apoyo q nos han brindado, tendríamos que abarcar muchos aspectos, pero sin embargo a veces las palabras no expresan tanto como solo el simple hecho de decir Gracias, por la incondicional ayuda, por los sacrificios y horas de desvelo para darnos un soporte de vida.

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## CHAPTER I: INTRODUCTION

### 1.1 Introduction

The world is living changes at different levels, but our attention is on the educational changes in Mexico, i.e. from the elementary to the university levels. English Language Teaching (ELT) is included in the P-12 curriculum in most of the private institutions in this country. Besides, many companies request their employees a better education in foreign languages.

Some universities have the necessity to teach English to improve their educational levels. Thus, English is adopted as the second language for their professional outcome. However, many English courses are not designed to the specific needs of students. So, they tend to quit before they end or the students do not profit the content of the courses.

English for specific purposes was created with the purpose to learn particular languages forms according to students' needs (Hutchinson and Waters, 1987:7). For this reason, it is important for teachers to create a suitable course focused on students' needs, in this way the instruction will be relevant and students will not quit the course.

At the "Dirección de Capacitación para la Competitividad Administrativa" after DCCA belonging to the Autonomous State University of Puebla, students reject and drop out their classes because they receive general courses, where the material and the information is not related to what students expect. They become frustrated and demoralized and at the end. English Language Education has to be focused on specific needs, i.e. the DCCA personal requires English to cope with information related to their own jobs.

## **1.2 Purpose of the study**

The main purpose of this research is to find out the most appropriate syllabus to teach English for adult at the DCCA. This research is going to take into account the different characteristics of students willing to have a course. The English Syllabus will be tailored specifically for them, and this paper will also provide useful information for elaboration of an adequate proposal. (Need analysis - ESP approach – Course Design)

## **1.3 Specific objectives**

To design a course for BUAP's workers in DCCA who need specific English language as a tool for managing materials they encounter at work in their professional settings. These students will learn through authentic material related to their environment.

The importance of ESP in an English course, and the contents and aims of the course are fixing by the specific needs of a particular group of learners; i.e., the priority is the communication needs of that particular participant. Some branches of the ESP are: EAP (English for Academic Purposes) it is concerned with those communication in English that are required for studying purposes in formal education systems and, which is used for academic study; EOP (English for Occupational Purposes).

## **1.4 Research Questions**

1. What are the most common students 'interest regarding English courses?
2. What is the students 'interest in ESP?
3. What criteria are needed to design an ESP courses?
4. What are the theoretical principles of ESP courses?
5. What are the present conditions of the students in the DCCA at BUAP?

## **1.5 Justification**

According to the information given by the administrative authorities, many students started the courses but at the end, only 30% of them finish the course. That implies a cost to the University since those courses are free for its employees.

**Hypothesis:** Designing an ESP course will increase interest of Student

## 1.6 Definitions of Terms

**Acquisition:** is described as a no conscious process comparable with the process by which children acquired their native language. (Ingram, 1998)

**Design:** its refers to the level of a method which specifies the relationship of the linguistic theories to classroom materials and activities (Richard and Rogers 1982, cited in Brown 1994, p 48)

**English as a second language:** It refers to the foreign Language that is the one widely spoken in the student's country of residence (Richard 1979).

**ESP:** English for specific purposes. It was created with the purpose of learning particular languages forms according to students' needs (Hutchinson and Waters, 1987:7)

**EAP:** Is concerned with those communication in English that are required for study purposes in formal education systems (ETIC, 1975)

**Foreign language:** it is also called second Language usually studied either for reading printed material in language for speaking (Richard 1992).

**Language:** It is a group of linguistic elements that are understood by a group of people. The language is their means of communication. (Hudson, R 1980: 41)

**Learner's need:** "All relevant information necessary to satisfy the language learning requirement of the learners within the context of the particular institutions involved in the learning situation" (Brown, 1995, p 21).



**Learning:** is an effortful (conscious) process in which into learners focus on the form rather than the meaning of language. (Ingram, 1988)

**Methodology:** The study of the practice and procedures used in teaching, and the principles and believes that underline that it includes the skills (reading writing speaking and listening ), the preparation of the lessons plans, materials and textbooks for teaching the skills, and the evaluation of the methods. (Ingram, 1988)

**Need analysis:** A set of procedures of gathering information about learners and communication task for use in syllabus design (Brown 1978, Mumby 1978, Nunan 1988).

**Techniques:** The way of how each person fulfills the requirements, procedures of methods of his or her particular are. (Palmer, 1981)

**Skill:** The mode or manner in which language is used. Listening, speaking reading and writing are generally called the four languages skills (Dictionary....p 205)**2.1**

## **CHAPTER II: LITERATURE REVIEW**

Nowadays, learning English is one of the objectives and necessities for many institutions and companies to fulfill their personal requirements. ESP is designed to satisfy students' language requirements and necessities. Therefore, it is essential to be aware of the aspects that ESP involves so learners can achieve their language purposes. This chapter presents the main authors' ideas, which provide a background to the study.

### **2.1 Syllabus design and curriculum development**

#### **2.1.1. Syllabus and Curriculum**

A syllabus is only one element within a foreign language curriculum. Other elements include the general aims or goals of language teaching in a particular context, methodology, and evaluation. Within these, curriculum is also concerned with issues such as teacher education, resources, materials, testing, and the roles of teachers and learners.

A syllabus is concerned with specifying the content or detailed objectives of a course, as opposed to the general goals. Syllabus decisions, about what to teach and what order to teach things in, are related to theories of the nature of language, although theories of learning and the needs of the learner also affect a syllabus. (Nunan 1998, p5)

The different elements of curriculum are often considered to belong to three separate stages in the process of curriculum development:

- Planning
- Implementation
- Evaluation.

Syllabus design has usually been considered to belong to the planning stage, and to be concerned with the ends rather than the means of teaching and learning..

However, as we *shall see: not all models of curriculum development involve planning content or detailed objectives* before teaching starts;

- some syllabuses do not make the traditional distinction between ends (specifying syllabus content) and the means of implementation (methodology); and,
- while syllabus can be considered as one stage of curriculum development, it has to be closely related to the setting of general goals, to the analysis of the needs of the learners and the learning context, and to all other aspects of curriculum. (Nunan, 1998,p5)

Dubin and Olshtain consider the separate purposes of a curriculum and a syllabus. They see curriculum as concerned with defining an ‘overall educational-cultural philosophy’ and with setting general goals. A curriculum may be influenced by national policy or political trends.

A syllabus is more detailed and is concerned with turning general goals into a plan for use in the classroom, which specifies the objectives in detail and breaks these down into a sequence of steps. (Dubin and Olshtain 1986:34).

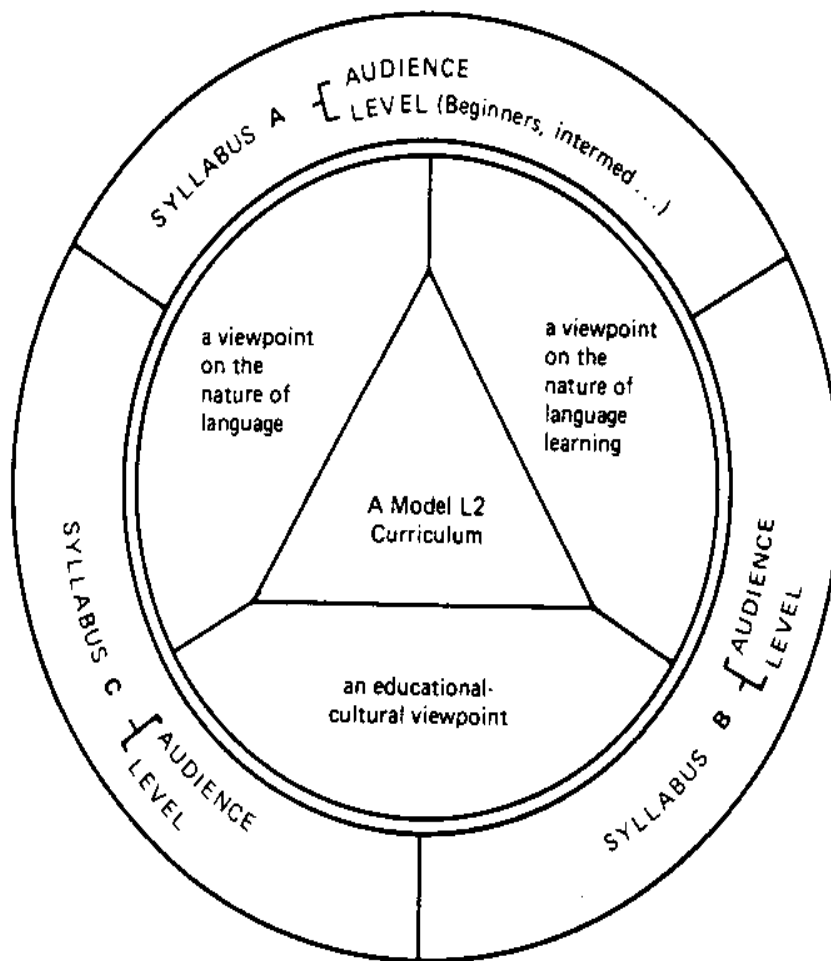


Figure 2.1: The relationship of a curriculum to the syllabuses which draw from it. (Dubin and Olshtain (1986:34)

The researchers above mentioned point out that while curriculum documents might contain elements of both curriculum and syllabus, it is important to differentiate them because ‘a single curriculum can be the basis for developing a variety of specific syllabuses which are concerned with locally defined audiences, particular needs and intermediate objectives’ (Dubin and Olshtain, 1986:35). Dubin and Olshtain also see curriculum as concerned with the level of approach, and syllabus with the level of design.

A more acceptable and more practical definition of curriculum, course and syllabus is given by Graves (1996:3):

Curriculum is the philosophy, purposes, design, implementation (and evaluation) of a whole programme. In other words, curriculum includes all aspects of a course or a set of linked courses, and has syllabus as one of its parts.

Syllabus is the specification and ordering of the content of a course or courses. This is a narrow definition of syllabus which needs to be questioned in later units.

A course is an integrated series of teaching-learning experiences whose ultimate aim is to lead the learners to a particular state of knowledge.

There is obviously some overlap between these definitions, and to some extent teachers do use them interchangeably.

The processes of course development and curriculum development are broadly similar, and when we look at the planning processes in the rest of this section, we will not make a strict distinction between the processes of curriculum development, course planning or syllabus design.

However, we should be aware that there is a difference of scale. Curriculum development may refer to the planning of what is to be taught throughout a country, and is likely to involve areas that are not the concern of classroom teachers, for example:

societal needs analysis, political policy decisions, public examinations and evaluation over a wide programme involving a large number of schools and teachers (Graves, 1996).2.1.2

The requirements of a syllabus From Brumfit's summary (1991), we can see that an essential feature of a syllabus is that it not only specifies the content of teaching, but also the sequence or order for presenting that content to learners.

A list of content which does not specify the sequence is usually called a syllabus list, and is not considered to be a syllabus.

The implication of Brumfit's point is that learners do not learn what teachers teach.

In a survey article, Breen (1987)

sets out the requirements of a syllabus as follows:

1. It should provide an accessible framework of the knowledge and skills on which teachers and learners will work – in other words, it places boundaries around the vast area of language.
2. It is a source of continuity for its users. In other words, it provides a sense of direction for teachers (and learners?) through the way it orders content to be covered.
3. It represents a retrospective account of what has been achieved. This record is useful to another teacher who may work with the same learners later.
4. It provides the basis for evaluating learner progress. Tests and other forms of assessment can be based on what the syllabus covers.
5. It allows the plan itself to be evaluated.
6. It is a process of decisions and choices which serve to make the plan sensitive to the intended environment so that it harmonizes with:
  - a) The wider language curriculum
  - b) The classroom and participants who will turn it into actual teaching and learning work
  - c) The institution and the wider society (Breen, 1987:82).

## 2.2 The process of curriculum development and syllabus design

We have seen that a foreign language curriculum can be thought of as:

the whole experience of a language programmed, including what is planned and what actually happens; or as a set of shared beliefs and principles, which might be explicitly stated or recorded as a set of documents related to the planning, implementation and evaluation of a language course, or as a set of procedures for planning, implementation and evaluation of a course.

Curriculum studies can provide us with different models of this process. These could be considered frameworks or guidelines that tell teachers and curriculum specialists how to undertake curriculum and syllabus development. Recent research has focused on the way teachers actually plan their courses, as opposed to what curriculum theory tells them is ‘the right way’ in which they are supposed to develop the curriculum.

There is broad agreement about what the different steps in curriculum development are. However, there are different models of the process, which order the steps in the process differently, and assign the roles and responsibilities for different aspects of curriculum development differently.

In general terms, Curriculum development can include the following separate steps:

Needs assessment	Teaching students
Setting general goals	Assessing students progress
Specifying detailed objectives	Evaluating the course
Selecting and sequencing content	Changing the course in response to
Designing or selecting suitable materials	evaluation

We can contrast two opposite approaches to curriculum development:

A ‘top-down’ approach, starting from setting general goals and progressing in a logical order through planning, implementation and evaluation. This is sometimes called a rational planning model as it proceeds in a logical and orderly manner or an ends-means approach as it considers the ends or goals of the course separately from the means of implementing it.

This is also related to what Johnson (1989) calls a specialist curriculum, as different stages of the process are carried out by different specialists.

A ‘bottom-up’ approach, where teachers, possibly in consultation with learners, have primary responsibility for decisions related to all aspects of planning, implementation and evaluation of the curriculum. This process does not necessarily have to progress in a logical linear fashion, and does not necessarily imply a strict separation of ends and means. Let us examine these two approaches in more detail.

### 2.2.1 Top-down, ends-means approaches

In a traditional model of curriculum development, decisions are made by different specialists, starting with policy makers, passing down through a military-style chain of command, until finally reaching the teacher and learner. The following table, from Johnson (1989) sets out the decision-making process together with the roles of different experts and the products of each stage of the process.(Johnson, 1989: page 3)



Developmental stages	Decision-making roles	Products
curriculum planning	policy makers	policy document
Specification ends means	needs analyst	Syllabus
	Methodologists	
programme	materials writers	teaching materials
Implementation	teacher trainers	teacher-training programme
	classroom	Teacher
Implementation	Learner	learning acts

*Figure 2.2: Stages, decision-making roles and products in curriculum development*

This traditional approach to curriculum development was probably generally accepted in ELT until a few years ago. White (1988:14) describes the roles of the applied linguist within an audio-lingual approach, as syllabus designer and materials writer handing down materials and syllabuses to the teacher. Communication is in one direction only, from ‘expert’ to practitioner.

### 2.2.2 Bottom-up, learner-centred approaches

Nunan describes a recent study in Australia where teachers were asked who they saw as having primary responsibility for a number of curriculum planning tasks. The teachers saw themselves as having primary responsibility for these tasks:

Initial needs analysis	goal and objective setting	selecting and grading content
ongoing needs analysis	grouping learners	devising learning activities
instructing learners	course evaluation	monitoring/assessing progress

There was only one task where they felt they did not have primary responsibility - grouping learners. Generally these teachers seemed sceptical of outside curriculum specialists, as they felt these experts had least responsibility in most of the tasks. (Nunan 1988b:36-41.)

### 2.2.3 Three models of curriculum development

Pre-planned syllabuses get modified by materials writers, teachers, and perhaps most importantly, by learners themselves. Even within the same class, different learners may have different reasons and needs for learning English, may learn at different rates or out of sequence with one another, and may use different learning strategies to achieve their objectives.

Nunan (1988b) argues that because of this, it is important for learners and teachers to negotiate and collaborate in curriculum development. Johnson (1989:12-15) compares top down 'expert' curriculum models and bottom up 'learner-centred' processes, discussing the advantages and disadvantages of each. Whichever model we follow, and whatever the sequence in which we deal with different stages in the process of curriculum development or course design, Graves suggests that it is useful to use a framework that breaks the complex process down into separate components or sub-processes. She offers the following framework, and points out that these components are not necessarily to be followed in this order or to be given equal importance with one another.

Needs assessment: What are my students' needs? How can I assess them so that I can address them?

Determining goals and objectives: What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals

Conceptualising content: What will be the backbone of what I teach? What will I include in my syllabus?

Organisation of content and activities: How will I organise the content and activities? What systems will I develop?

Evaluation: How will I assess what students have learned? How will I assess the effectiveness of the course?

Consideration of resources and constraints: What are the givens of my situation?

*Figure 2.3: Framework components (Graves, 1996: page 13 – a framework for course development processes)*

Syllabus design as a process is an integral part of the process of curriculum development. In this section we have not distinguished between curriculum development processes, course design and syllabus design. The next section returns to a focus on syllabus design and different types of syllabus. It concentrates on the third component in Graves' framework, conceptualizing content.

White looks at criticisms of the traditional top-down, means-ends model of curriculum development from an educational viewpoint. Research in applied linguistics and second language acquisition (SLA) also indicates problems with this type of approach, including, as we will see in later units, the fact that learners do not necessarily learn what teachers teach.

## **2.3 Different types of syllabus**

### **2.3.1 Content, outcomes and processes**

We have seen above that decisions related to syllabus are considered to be influenced by linguistics, which can provide us with descriptions of language and views on the nature of language and communication. Methodology is traditionally seen to be a totally separate issue, related to other fields such as curriculum studies and psychology.

It was also pointed out that at times linguistics has had a disproportionate influence on English language teaching, and that issues related to methodology have either not been given much attention, or been taken by linguists who gave more emphasis to views of language than to views of learning.

In more recent years the balance has been redressed, with a number of fields influencing language teaching and applied linguistics.

Syllabus objectives have had to take account of not only the content of the subject to be learned (language forms and rules, for example), but also the processes involved in acquiring language and the outcomes in terms of what a learner should be able to do with language.

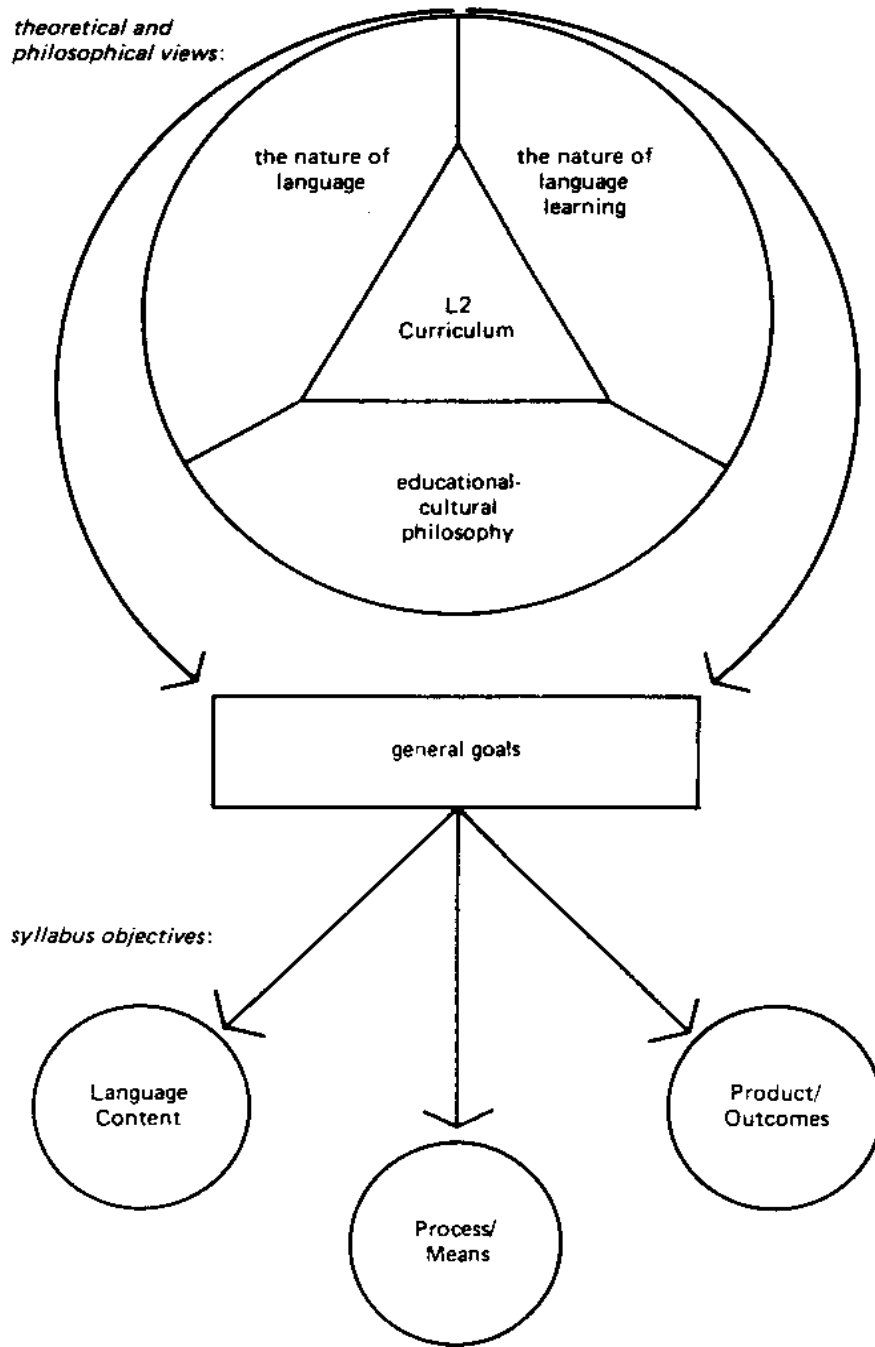
Dubin and Olshtain consider that there are three dimensions to a syllabus:

Language content: what language items are to be learned?

product/outcomes: what it is the learner should be able to do as a result of learning;

process/means: the activities and tasks used in the classroom in order to facilitate language acquisition, as well as the roles of learners and teachers and the way that materials and resources can contribute to the learning process.

*Translating general goals into syllabus objectives*



*Figure 2.4: How goals become instructional objectives*

*(Diagram from Dubin and Olshtain, 1986: page 43)*

### 2.3.1.1 The meaning of content, process and outcomes according

to Dubin and Olshtain

### 2.3.2 Content

Content refers to the specific subject matter to be taught. In terms of language learning, this is likely to include language items such as particular sentence patterns, grammatical forms and rules as well as lexical items. Dubin and Olshtain point out that there are two further areas of content, themes and situations. Thematic content is the topics that are talked and read about in order to use and learn the target language.

The term *experiential content* is often used for this type of content. Topics are commonly used as the organising principle for courses. Situational content refers to the contexts that the themes and linguistic items are presented in, including the place, time, type of interaction and the participants involved. A syllabus organised on the basis of its situational content might resemble a phrase book in that it could specify particular situations such as 'at the post office' or 'enrolling for a language course'. However, traditionally syllabuses and materials, such as the structural syllabus discussed later in this unit, are usually based on linguistic content, determined by a particular view of the nature of language, and thematic and situational content is either ignored or seen as much less important (Dubin and Olshtain 1986).

### 2.3.3 Process

This refers to three areas:

- a) The organization of the language content which brings about certain activities
- b) The roles that teachers and learners take on during the learning process

c) The types of activities and tasks in which learners are engaged (Dubin and Olshtain, 1986:46).

These are related to issues of methodology rather than syllabus. Traditional approaches to curriculum development consider these to be totally separate areas of decision-making. On the other hand, Dubin and Olshtain clearly see these methodological issues as part of syllabus, and as a) indicates, by specifying the way items are organized in a syllabus, the syllabus designer must have at least an indirect influence over the way that the syllabus is going to be implemented. As we will see, more radical approaches to syllabus design give a much greater role to methodology, to specifying tasks and procedures rather than objectives.

#### 2.3.4 Outcomes

Product/outcomes is another slightly confusing term. Dubin and Olshtain use this to refer to what the learner will know or what they will be able to do with language as a result of following a course. This can be related to behavioral objectives (White, 1989: pages 26–33). On the other hand, it can be related to testing – how will the learner be required to demonstrate that he has mastered the content of the course? A third way of considering product/outcomes would be in terms of the students' ability in the four skills of reading, writing, speaking and listening.

Content, process and outcomes in a syllabus are not always totally unrelated to one another, as the following example shows:

The function of asking for directions -Excuse me, could you tell me the way to- is a content item. It specifies the language item to be learned.

However it is not difficult to rephrase this as a behavioral objective: *Students will be able to ask for and understand directions from a sympathetic listener to a building within five minutes walk.* This specifies an outcome. It indicates what the learner should be able to do as a result of instruction, and can also serve as a basis for testing.

Instead of specifying the result of learning, a syllabus can describe activities in the learning process: *Learners will work in pairs, taking turns to ask each other for directions. They will follow the route their partners describe on a map, and label the destinations.*

Because of this overlap between different types of syllabus items, we probably found it difficult to decide which of the three categories items belonged to. Dubin and Olshtain's categories are not important as a way of comparing or categorizing types of syllabus items, but it is useful to show the range of things a syllabus can focus on.

The next section looks at ways of comparing syllabus types.

### 2.3.5 Comparing syllabus types

We might find it helpful at this stage to re-read pages 141–142 of Brown 1995, which was one of the key readings for Chapter 5. This gives examples of seven syllabus types, structural, Situational, topical, functional, notional, skills and task syllabuses

- Structural syllabus describes what is to be learned in terms of the grammar system (grammar rules or sentence patterns) and the lexical and phonological systems of a language.
- Situational syllabus: it refers to different settings such as; at the bank, the supermarket, at a restaurant etc.



- Topical syllabus: this type of syllabus emphasizes topics and themes such as: food, clothing, seasons etc.
- functional syllabus, or a communicative syllabus emphasizes words identifying, describing, reporting, correcting and so forth.
- Notional syllabus: it is organized around conceptual categories; duration, quantity and location.
- Skill syllabus: it is focused on the language skills (reading, writing, speaking and listening) usually specifies what is to be taught and learned in terms of outcomes, or what the learner will be expected to do with language as a result of learning.
- Task syllabus- or activity based: it is organized around activities; drawing maps, following directions, following instructions etc.

### 2.3.6 Combined syllabuses

Syllabus design is not simply a matter of choosing the right kind of syllabus (structural, functional, situational, etc.). It is true that textbooks may seem to concentrate on only one type of syllabus, for example the contents page of O'Neill *et al* (1971) lists only grammar points, while that of Abbs and Freebairn (1976) lists only functions. However, it is clear that as well as this main syllabus, which may be used as the organizing principle for the book, the materials also deal with other syllabuses, for example:

A syllabus of skills; a lexical syllabus of the words and phrases to be learned on the course; a phonological syllabus; a syllabus of topics and situations, etc. In the last few years, textbook writers have started to acknowledge that unitary syllabuses do not show the reality of what is to be taught. It has become common to find multi-syllabuses in course books, and the table of

contents has become a syllabus Graves points out the number of different syllabus types that can be combined in any course:

Participatory processes e.g: problem posing, experiential learning techniques	Learning strategies Examples: self-monitoring, problem identification, note taking		Content Examples: academic subjects, technical subjects
Culture Examples: culture awareness, culture behaviour, culture knowledge	Tasks and activities Examples: information gap activities, projects, skills or topic-oriented tasks and making a presentation		Competencies Examples: applying for a job, renting an apartment
Listening skills Examples: listening for specific information, inferring topic, choosing appropriate response	Speaking skills Examples: turn-taking, compensating for misunderstandings, using cohesive devices	Reading skills Examples: scanning and skimming for understanding rhetorical devices	Writing skills Examples: using appropriate rhetorical style, using cohesive devices, structuring paragraphs
Functions Examples: apologizing, disagreeing, persuading	Notions and topics Examples: time, quantity, health, personal identification	Communicative situations Examples: ordering in a restaurant, buying stamps at the post office	
Grammar Examples: structure (tense, pronouns), patterns (questions)	Pronunciation Examples: segmentals (phonemes, syllables), suprasegmentals (stress, rhythm, intonation)	Vocab Examples: word formation (suffixes, prefixes), collocation, lexical sets	

Figure 2.5: Table from Graves (1996)

If syllabus is regarded as being simply what is to be taught on a course, it is clear that teachers draw on different aspects of language and combine these to make a balanced course for their students.

It is therefore useful to distinguish between the syllabus as it appears in the contents page, and the syllabus as the whole variety of things that are taught on a course. Even if a textbook uses situations, or structures, or functions as its main organizing principle, in reality there are often a number of subsidiary syllabuses running through a course. Swan points out that any debate as to which type of syllabus is best is in danger of missing the point:

“We really need to question the whole idea that one syllabus, whether structural or functional, should be ‘privileged’, acting as the framework on which the whole course is built.

Language courses involve far too many components, and the relationships between the components are far too complex for us to be able to subordinate everything to a tidy progression of structures, functions, notions or anything else.

When deciding what to teach to a particular group of learners, we need to take into consideration several different meaning categories and several different formal categories.

We must make sure that our students are taught to operate key *functions* such as, for instance, greeting, agreeing, or warning; to talk about basic notions such as size, definiteness, texture, or ways of moving; to communicate in specific situations (for instance in shops, on the telephone, at meetings); to discuss the topics which correspond to their main interests and needs (for example tourism, merchant banking, football, physics).

At the same time we need to draw up lists of phonological problems which will need attention; of high priority structures, and of the vocabulary which our students will need to learn. In addition we must think about performance as well as competence: We will need a syllabus of skills, to make sure that our students are trained to become fluent in whatever aspects of speaking, understanding, reading and writing relate to their purposes.”(1985:79)

White (1988), looks at a number of other bases to syllabus design, including situations, topics and skills.

## **2.4 English for Specific Purposes (Background)**

### 2.4.1 Definition and Main Components

“ESP is an approach to language learning, which is based on learner need” (1987:19). According to Robinson (1980:10) “ESP is not necessarily a new approach but a new emphasis in teaching”.

Richards and Platt (1992:125) define ESP as “the role of English in a language course or programmed of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”. To Munby (1983:218)

ESP courses are those where the “syllabus specification is directly derivable from the prior identification of the communication needs of that particular participant”.

A definition of ESP needs to be considered in terms of being focused on the learner’s needs assessment and discourse analysis. This type of courses reduces the time of learning, that is, a learner does not waste time, the material used in the instruction is relevant to the learner, it creates a successful achievement of goals and eventually it reduces the learner’s costs.

ESP courses require the careful research and design of materials and activities for an identifiable group of adult or young adult learners within a specific learning context and materials will be determined by the learner’s communication needs.

Some ESP features can be summarized here in order to design suitable courses: (Hutchinson and Waters, 1987; Robinson, 1991, McDonough & Shaw, Nunan, 1999)

ESP consists of English language teaching which is designed to meet specified needs of the learner.

These courses are related in content (i. e., in its themes and topics) to particular disciplines, occupations and activities.

They are centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse, in contrast with General English (GE). ESP courses may be, but is not necessarily restricted as to the language skills to be learned (e.g. reading or listening only)

They are not taught according to any pre-ordained methodology As a conclusion ESP is a approach which focuses on the learners purposes for learning. as a result of this purpose, the methods or methods and content of the course are chosen (Hutchinson and Waters, 1987) Robison (1980) calls this kind of course “tailor made”, meaning some “thing” or “object” that has been crafted (carefully made) to suit or fit a special need or purpose.

This is the reason for the ESP course falling within the concept of the “tailor –made”, thus become a suitable as possible to the students and making in attractive to them. So this course proposal will be focused on the learners’ purposes for the learning English and these specific purpose will be taken into account to satisfy them as well as possible when the structuring the whole course.

2.4.2 ESP Categories

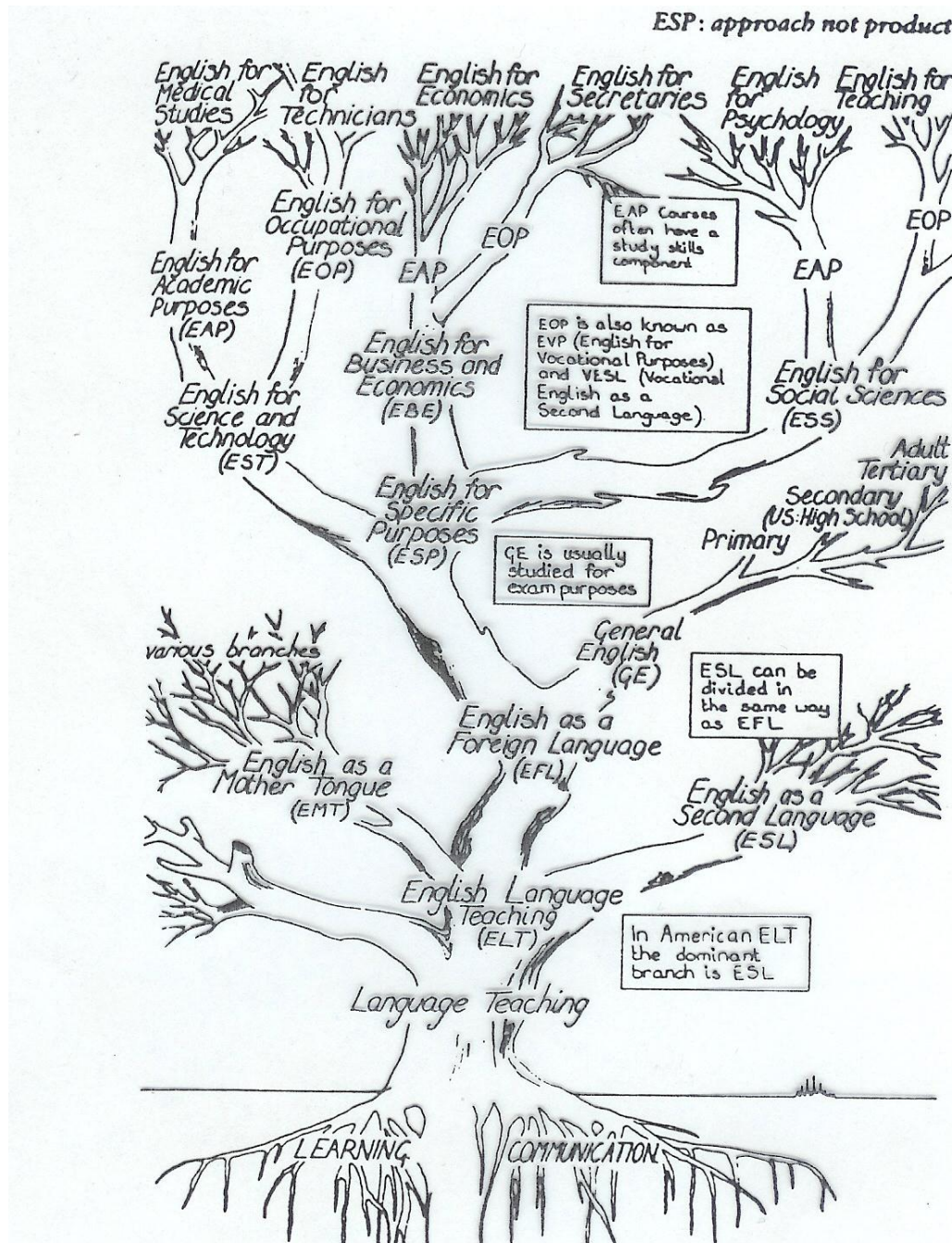


Figure 2.6 The tree of ELT Hutchinson and Water's tree (1987:17)

Categories of ESP include different taxonomies. The Hutchinson and Water's tree (1987:17) represents the most common divisions of ELT (English Language Teaching). The different levels of the ESP courses are shown according to the specialist of each ESP category.

At the topmost branches of the tree there are the courses related to a very specific kind of language used by students; the next branches below represent the kinds of ESP, such as, EAP (English for Academic Purposes), which is used for academic study; EOP (English for Occupational Purposes).

On the next level down, the ESP courses are placed by the general nature of the specialist area; at this point three main categories are identified; EST (English for Science and Technology); EBE (English for Business and Economics) and ESS (English for Social Sciences).

The next level down is distinguished by EFL (English as a Foreign Language) and ESL (English as a Second Language) which constitute the principal branches of English Language Teaching (ELT). The roots of the three represent Communication and Learning.

According to Dudley - Evans (1998), there are four characteristics that defined ESP, which are considered as absolute. The first one says that ESP is designed to meet specified needs of the learner.

The second one mentions that ESP is related to contents particular disciplines and activities, making use of the underlying methodology. Another characteristic establishes that ESP is centered on the language appropriate to those activities in syntax, lexis, discourse, grammar semantics and analysis of discourse, the last characteristic says that ESP is in contrast with General English.

But there are also some variable characteristics. The first one establishes that ESP may be related to or designed for specific disciplines and activities, the second one says the ESP in specific teaching situations, a different methodology from that of General English, the third

one mention that ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could however, be used by learners school level. The last one says that ESP is generally designed for intermediate or advance students.

The course designers therefore reject explicit generalizations about the structure of language, any manipulation of language in order to facilitate such generalizations, and incremental syllabuses based on linguistic description.

This follows from the belief that the way the learner develops a grammar of L2 (the target language) is likely to be a process which is ‘organic’ rather than ‘additive’. Also, they believe that we have no reason to assume that *observers’* generalizations about language structure (where the observer is a linguist, teacher, or course designer) correspond to those the learners make for themselves.

Indeed, such observers’ generalizations, based on ‘fullyformed’ language competence, will frequently conflict with those that are part of an ‘interlingual’ grammar. Consequently any imposed generalizations are likely to be harmful rather than beneficial, as their beneficial, as their inappropriate categories will distort the learners’ own generalizations. Brumfit, Christopher (1984:233)

The course designer has total control over the input, and can provide just the linguistic elements and contextual back-up he or she wishes, no more and no less. *Swan, M.* (1985:85)





field where English is also necessary for employees to carry out their daily activities. English in these areas is commonly known as English for Occupational purpose ( Dudley-Evans & Saint John 1998, Willis 1996).

These developments in English Specific Purpose (ESP) have grown corresponding to the increasing acknowledgement of the learners' needs and wants as a central part of curriculum development in general language teaching (Brindley 1984, Holliady 1994, Mumby 1978, Nunan 1998, White 1988, Willis 1996, Yalden 1985).

It is now known that any language program will be only as appropriate as it fulfills the learners' requirements within a wider social context. The establishment of an English Specific Purposes (ESP) intensive program for workers of the BUAP has been considered beneficial for two main reasons.

First, because there was no specific program for English teaching to workers at the BUAP. Second, the program will provide access to current information which is a fundamental part in their different professions.

The purpose of this program is teach English with a variety of task designed to complete a specific purposes in training the workers to acquire or develop the skill and strategies necessities to learn English. The intention of this program is not only to help the BUAP workers to learn English, furthermore to improve whole the skills that in the English exist such as: reading, writing, speaking and listening. Those are skills are important in the learning English for obtain a better level. Within of the learning English is important to mention that is not only to learn the skills also is understand, comprehended, and use of grammatical structure.

The notion to create a course design for the BUAP workers is crucial in the development of their goals, taking into account their profession's life such as their every day's life. It is necessary to give a definition about course design.

## **2.5. ESP course design.**

Students need English knowledge for their special interest and necessities that have to be based on their areas ESP seem to be the solution for them. The importance of structuring of ESP is to present an overview of the course design beginning with its most fundamental aspects, example student's needs, and deficiencies in the programs.

“Traditional ESP course design has two major drawbacks: First, the development in the learner of a capacity to communicate is neglected, and secondly, there is a failure to analyze and take into account the realities of the ESP learning situation. A typical consequence of this is that ESP teachers are often put in the untenable position of having to teach from texts whose subject-matter they do not understand”. Hutchinson, T. and Waters, A; 1984, pp 34.

In other words, we need to take into account not only the requirements of the target situation, but also the needs and constraints of the ESP learning situation, and the general pedagogic approach they determine. The latter includes such matters as:

- -general theory of how people learn
- -resources. (e.g. The teacher, visual aids available, time, etc.)
- -expectations and experience of English
- -expectations and experience of teaching and learning in general
- -the fit between the ESP teaching situation and the wider educational context to which it belongs. Hutchinson T. and Waters A. (1984:110 )

Teachers are urged to recognize that learning a language is a difficult task that requires a great deal of time; adults all over the world are sitting in classrooms, community halls and cafes, learning new skills or knowledge, for fun or for profit. But what are best ways to teach them? If you find yourself teaching adults, then using the wide experiences of your participants, creating a learner-centered environment and understanding their needs and expectations. The most important difference lies in the learners and their purposes for knowledge English. Since the planning of course and the writing of materials is a sparsely documented area.

Since the planning of courses and the writing of material is a sparsely documented area, designers and writers have tended to work on the basis of their best institutions. Fortunately, people who design language course are usually thoroughly familiar with what goes on classrooms. However, designing course which will be used by other teachers or writing text books for a wide and unknown audience is different for planning ones' own teaching. Therefore, it is necessary to use a different frame of reference, to acquire new perspectives from which to see the issues.

The very complexity of human language together with the wide variety of circumstances in which it is thought may partly explain why the field of language pedagogy has paid comparatively slight attention to the basic of course designing and materials writing.

Instead it has stressed the activities of single teachers and their students, as evidenced by the long history of methodology directed at this audience alone. Among others reasons, this concentration of the individual pedagogue has tended to keep second and foreign language specialist form paying much attention to the well – developed field of the general curriculum construction out side. For this part the general curriculum field, in the United States at least, has only been concerned with foreign language teaching. (Dublin, Olshtain , 1986)

This overview shows develop of the approach that permits the relatively inexperienced teacher to meet that challenge first the theoretical background is set out: Concepts of communicative competence and a second language proficiency are examined: and speech act theory, pragmatics, and interactional analysis are discussed. Alternative solutions to the questions of how to reorient language teaching in view of the new body of theory are presented critically.

In the main section of this essay, a proportional approach to working out the content of a course is described. It relies on a contribution from the learner as well as from the teacher. (Yalden Janice, 1995)

Before initiating a new language program, vital preparatory work we need information this things must take a place. This fact find questions that provides answers to the key questions in any program: Who are the learners? Who are the teachers why is the program necessary? Where will the program be implemented? How will it be implemented? The answers of this questions, in turn become the basis for establishing policy of formulated goals.

In making proposals with respect to second language learning and teaching today, its more or less taken for granted that attention must be paid to the use of grammatical forms in the learner's speech or writing as well as to the learner's ability to match structures with communicative functions. In other words, the need to be able to use language that is appropriate to the social context has become a central focus for teachers and researchers.

The first of this key questions deal with audience for whom the program and materials are to be developed, the actual consumers of the new program – teachers and learners. To know who the teachers and learners require through attention to needs assessment of a social nature.

After that we need to define some important concepts that we need in a course design:

Second language acquisitions, as a linguistic attention remained focused for a long time on syntax. Studies of error analysis for example, were entirely based on the examination of the acquisition of structures by second language learners.

Language education is a capacity that is defined as the ability to use knowledge of language as resource for the creation of meaning.

In the other hand we have a uniform group of learners who will use the program or are there sub – groups such as ESL (English as a second language - in the natural setting of the target language) or ESP (English for specific purposes) EFL (English as a foreign language) they consider how the program can best be suited to the particular school, system community or language course. Local tradition may suggest to planners the new program should focus more on either language analysis or language use. All of these three broad areas which result in concrete decisions are discussed in section.

### 2.5.1 Teachers and course design

According with Brindley (1984) and Nunan (1988) design perspective curriculum design can be seen as a negotiate process between teachers and students. In this view, decisions regarding the content and form of teaching can be made at classroom level via consultation between teachers and learners. This differs from traditional approaches to curriculum design where these decisions are made by ‘outside’ experts such as needs analysts or course planners. (Tudor 1992:23)

While a learner-centred curriculum will contain similar elements and processes to traditional curricula, a key difference will be that information by and from learners will be built into every phase of the curriculum process. Curriculum development becomes a collaborative effort between teachers and learners, since learners will be involved in decisions on content selection,

methodology and evaluation. “The first of these criteria is the claim that a course design should be Systematic” (Batstone, 1988:185)

In a related development, the curriculum is being rediscovered, not as a set of prescriptive edicts, but as the documentation and systematization of classroom practice. Curriculum designers are becoming concerned with identifying principles of effective teaching from within the classroom itself.

This is reflected in the current interest in classroom-oriented research. (See the example: Chaudron 1988; Yan Lier 1987). (Nunan, 1989:111)

Language teachers are no longer seen exclusively as individuals who hold and transmit language (likely any other teacher), but as people who assist the learner to develop a natural capacity to communicate in another language.

Concurrent with spontaneous desire of teacher to free themselves from the lock – step approach to second language instruction, and to respond to what they perceive to be the real needs for their students , a large body of empirical research has been carried out that points in the same direction . For example: in their study of the good course design. In classrooms language learning of use of carefully prepared course materials and the great number of questions-answers excises, exclusively directed by the teachers, somehow disguise the fact that the learner should play a part in making decisions and be allowed to exercise personal choice.

Another important aspect of the course design is the methodology. Second language teachers can sometimes feel they are faced with a vacuum left by the collapse of the concept of a universal method of instruction. But this is not really the case at all. The problem may be rather that there is so much help at hand that it is difficult to sift through it, and sometimes it is offered somewhat less directly to the practicing teacher than it used to be.

The richest sources of inspiration in course design are now theories, and theories of the second language development on the other. The meshing of theoretical positions permits the teacher to take into accounts both psycholinguistic and sociolinguistic theory in planning course, as well is inevitable consideration of structural description.

At the same time, there are some issues that are as yet unresolved. One that particularly needs attentions is the question of the starting point. When one has new course to design when a course need to be revised or adapted, for whatever reason, should one concentrated on methodology to begin with, a look at classroom techniques as a priority?. In fact, it appears that teachers will increase ling be called upon to design their own course.

## **2.6 Two phases in course design**

One way of coping with this problem is to divide the work involved in designed a second language course into two phases. The first phase is what is thought of a classic course design. This is the stage at which one might first obtain data on the learners as well as on the physical constraints present in the teaching situation, and , second ask one self in how many categories information is available and if available, useful.

Finally, one might produce description of the language teaching situation- its learner's goals, and classroom environment – as well as one of the target language situation, as far as these are known.

The second phase of design process consists in exploiting the information thus collected so that communication and interaction may take place in the classroom.

This is the phase of development that is least elaborate in communicatively oriented approaches to language curriculum guides for second language teaching, one often finds



excellent charts of presentations of structures, compressive list of language forms as well generalizations or concepts, and vocabulary topics .

Together with this specifications, there may be a sections on teaching techniques. All of this constitutes the first stage in course design. Even with all this materials available, however the teacher still needs to work it onto units of some sort, since it is far from classroom – ready.

It is at this point that the concept of the pedagogical course design becomes useful. For each course designed from asset of specifications. The basic unit of organization might be a thematic one or it might be one or other of communicative functions of language.

There are many possibilities for organization, which is why one should consider the matter of a course type before entering this phase of the design.

In the second phase of the design process, of the basic form is choice appropriate classroom techniques and tasks that exploit relevant language samples is decided on important, or necessary language forms are chosen as well. Then it is up to the teacher, ideally with the aid of the learner or learners, to negotiate which activities are to be used on a given day during a given lesson.

By varying activities, the same unit based on topics and functions can be used on several occasions. If units are prepared in this way, a great variety of course can be produced from them, in which there is room for a large number of teaching techniques. From a set of units that constitute a framework, several teachers might produce several different classroom plans

These frameworks offer the possibility of maximum flexibility at a time when much still remains to be accomplishment in needs analysis, in discourse analysis, in the study of communicative competence and its components, and in the study of second language learning.

They also offer the control require to permit further evaluation of teaching techniques of all kinds.

It is difficult, in considering in a course design, to separate issues found in general language programs for those that arise in a specific purpose of a course. There are more similarities than one might suppose. This is whatever the designer of the course is the classroom teacher or not.

As a result it has been examined at length, particularly in the context of English for specific purpose programs, but also more and more in general planning for language teaching it thus replace the concept of method. it is thus necessity in terms of providing of educational services to the community to which the teacher is responsible.

However in the course design with tips and techniques in teaching in this case in adults because we need to know how the learners develop the knowledge. (Janice Yalden 1987:77)

### 2.6.1. Techniques for Teaching Adults

Use problem oriented instruction. Case studies, simulations problem solving groups make the instruction relevant to their situation. Instruction should be about tasks not memorization of content. Instructors need to put their egos aside and not be afraid to have ideas and instruction challenged. Do not be afraid to give up control. Make the environment comfortable and leave time for breaks (every 45- 60 minutes)

Instructors should use open ended questions to bring out the vast experiences of the adult learners.

### 2.6.2. Four keys to adult learning

Let adults direct themselves in the instructional process.

-Integrate new information with previous experiences.

Make sure the information is relevant.

Make sure the information is readily useable for the learner

Robert W. Pike (1989), an internationally recognized expert in human resources development and author of the book *Creative Training Techniques*, has conducted thousands of adult training seminars. His principles of adult learning, referred to as "Pike's Laws of Adult Learning," have built upon the original philosophy to provide similar guidance for trainers.

## **2.7 Experimental education**

It is accepted that babies enjoy learning through experience, because every exploration is a new experience. As children grow, educators traditionally reduce the amount of learning through experience to the point that few courses in secondary and higher education devote significant time to experimental education. It is now recognized that adult learning is enhanced by hands-on experience that involves adults in the learning process. In addition, adults bring a wealth of experience that must be acknowledged and respected in the training setting.

### **2.7.1. People do not argue with their own data**

In a few words, people are more likely to believe something fervently if they arrive at the idea themselves. Thus, when training adults, presenting structured activities that generate the students' ideas, concepts, or techniques will facilitate learning more effectively than simply giving adults information to remember.

### 2.7.2 Learning is directly proportional to the amount of fun you are having

Humor is an important tool for reduce with stress and anxiety, and can be effective in promoting a comfortable learning environment. If you are involved in the learning process and understand how it will enable you to do your job or other chosen task better, you can experience the sheer joy of learning (Hutchison and Waters ,1983:61)

### 2.7.3 Learning has not taken place until behavior has changed

It is not *what you know*, but *what you do* that counts. The ability to apply new material is a good measure of whether learning has taken place. Experiences that provide an opportunity for successfully practicing a new skill will increase the likelihood of retention and on-the-job application.

## **CHAPTER III: METHODOLOGY**

In this chapter, the design of the instruments and the procedures of the research will be presented. As it has been mentioned above the DCCA students' needs have not been met adequately, i.e., neither the syllabus nor the material correspond to the students specific needs, therefore a needs analysis was carried out as well.

### **3.1 Research setting**

This study is carried out in the DCCA at the Benemerita Universidad Autonoma de Puebla where the courses have been designed according to the contents of a textbook (See DCCA syllabus at appendix 4). This means that students expectation have not been met since the beginning of courses. On the other hand, there is no evidence of a previous needs analysis so far. In fact, the reasons for developing English courses have focused mainly on the learning of the English grammar structures.

### **3.2 Research subjects**

The instruments were applied to 15 students in total; 5 males and 10 females all of them adults and married, whose age range from 30 to 45 years old. The students are from different areas at the BUAP. These workers were selected randomly and most of them were asked to sign up for an intensive English course during three months where they would established their study time which would varied according to their work schedules.

There were also other students who had followed previous courses at the DCCA, but these students would not be part of the research because they may like taking courses there. Although the students were selected according to their English level through a placement test,

they are in the stage of false beginners (Interchange Placement Test, 2001). This means that all of these students are in the first level. So that it is a basic English course.

### **3.3 Instruments**

For this research three instruments were considered to gather relevant information: First an interview was applied to students with the purpose to identify major problems at the DCCA, i.e. the evaluation of the present syllabus, the lack of interest and absences from students, personal problems, school's schedules, the poor quality of the didactic material used, the management of the institution, the tests administered, etc. It was designed with six opened direct questions written in Spanish so that students could answer them without difficulty and accurately.

The second instrument was developed in order to be familiar with the coordinator's opinion about the course and students necessities i.e. considering the lack of interest of the assistant manager and the poor quality of the material didactic, etc. It was designed with two opened direct questions, formal language, written in Spanish so that coordinator can answer without doubts. The language was easy to create assurance in the answers.

On the other hand, another questionnaire was developed for these 15 students with basic level. The questions gathered information about the importance of the appropriate methodology for teaching English to adults. The first question was related with students' past learning experiences, the second one was referred to the factors related with the learning process. The third question was related to English language abilities.

These questionnaire was designed in Spanish with 3 multiple choice , because the students have a basic level.

The pilot was a useful tool for noticing the main necessities of these students. Since we started this questionnaire, we could notice that the lack of time, personal problems, schedules, were some of the problems that adult students face every day.

The questionnaires were given at school, at the beginning of the class because the answers of the students were more reliable, since one of the main purposes was to get specific information about students needs. The instruments description that decided to use is the explication of design questionnaires in order to get data.

These questionnaires were helpful to us to determine the specific data and the principal factors involved in the process of learning a foreigner language in adult people.

### **3.4 Procedure**

The instruments were designed, administered and evaluated according to the needs of this project. The administration was carried out at “Benemerita Universidad Autonoma de Puebla” during a class that took 20 minutes; the students were required to read the questions carefully in order to understand them, they were also required to ask for help if they did not understand the question so well. The results of the instruments were then analyzed and needs were expressed.

All the questions were based on Mumby and they were applied to students from “Dirección de Capacitación para la Competitividad Administrativa” to find out the necessities that they had. From this information the specific English needs could be determine and the development of the English course would be prepared taking into account student’s interests and determining the objectives of teaching /learning process too.

The objective of the course is based on combining the result of the needs analysis with the literature review and the search for an appropriate approach as the basis for designing a course. The 15 students represented one hundred percent of the target population in this work. The most relevant answers from the students were represented into graphics. In such questions intended to obtain personal details and students particular point of view by means of a multiple choice questionnaire.



## CHAPTER IV: RESULTS

In this chapter the results are going to be analyzed of the previous data collection. The first three answers are shown in graphics related to students' interest, expectations and skills they want during the ESP course. The last three questions are answered in a qualitative form, they are related to criteria to design, the theoretical principles of ESP and the present conditions at DDCA at BUAP.

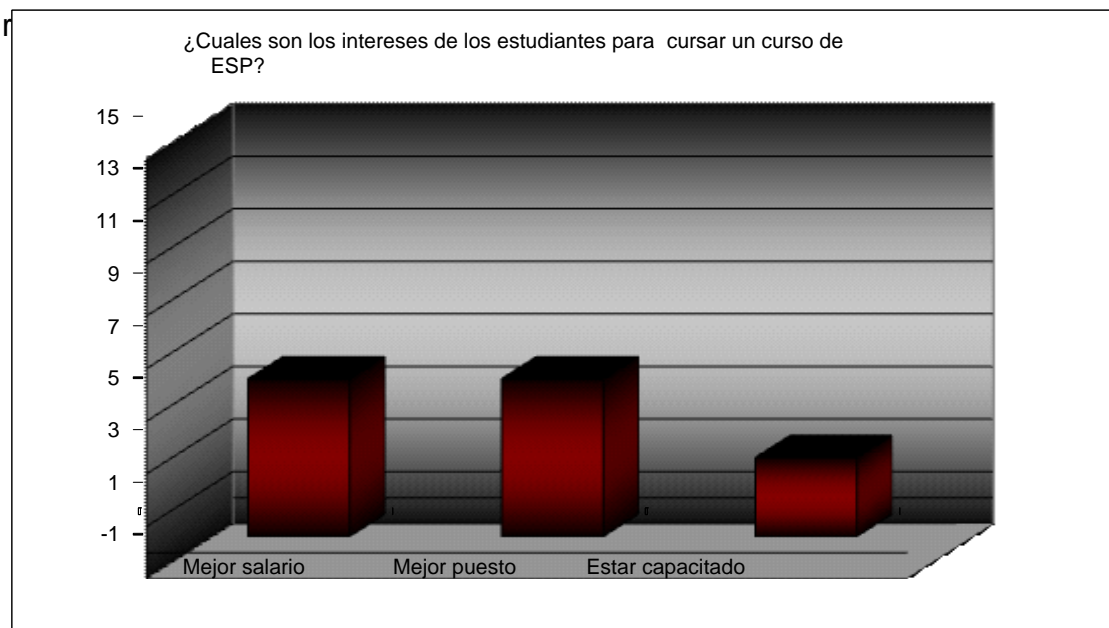
### 4.1 Research questions

In this section the main questions are answered:

1. What are the most common students' interest regarding English courses?
2. What are the skills students want to practice more?
3. What are students' expectations during the ESP course?
4. What criteria is needed to design an ESP courses?
5. What are the present conditions of the students in the DCCA at BUAP?

### 4.2 Results of the needs analysis

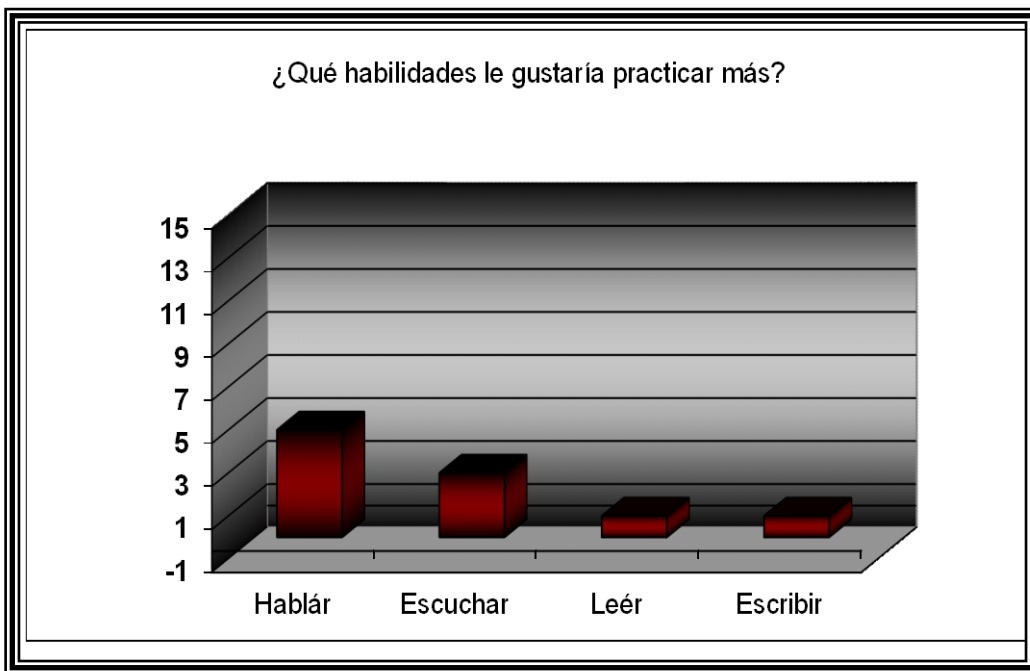
#### 4.2.1 Figure 1: What are the most common students' interest



The results obtained in this question shows that 6 of the 15 students are interested in taking an ESP course because they would have better salary in their jobs, other 6 students would have a better job and the last 3 students of the 15 would be totally trained.

The results of what kind of abilities they want to practice more during the course are illustrated in figure 2 below.

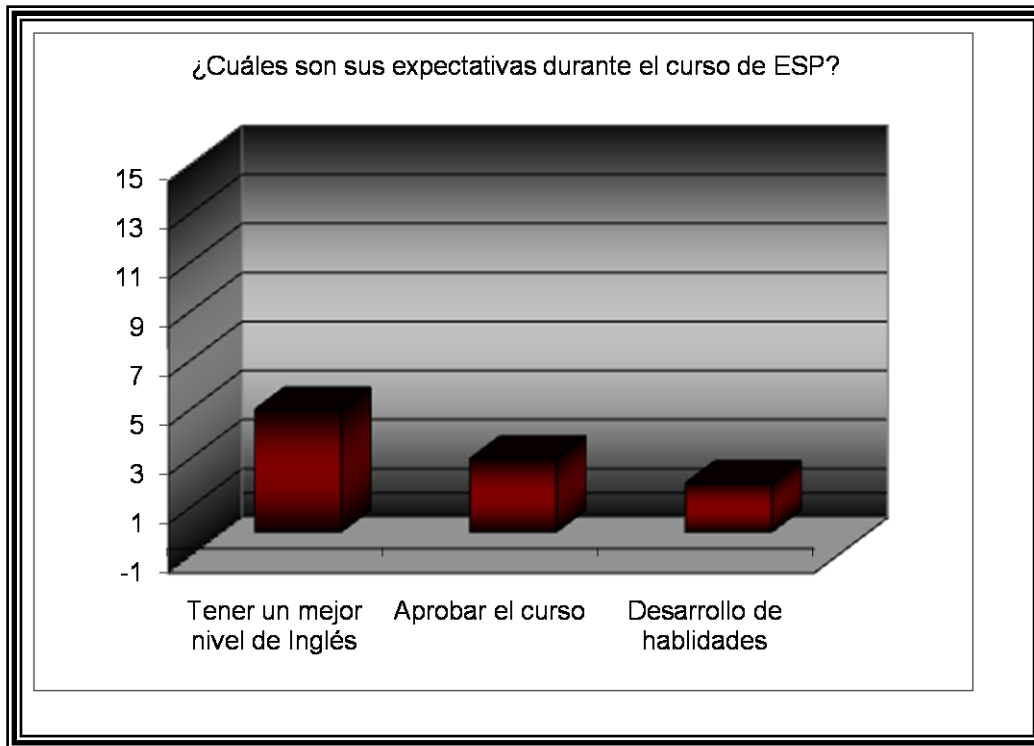
4.2.2 Figure 2: What skills would you like to practice more?



The result of this question is that 50% of the 15 students prefer practicing speaking skills in class, and 30% of the 15 students prefer practicing listening skills in class. While, 10% of the 15 students prefer practicing reading skills in class, 10% of the 15 students prefer practicing writing skill in class.

The figure 3 below shows students' expectations during the course.

#### 4.2.3 Figure 3: What are students' expectations during the ESP course?



The result of this question was that 50% of the 15 students want to develop 4 skills (speaking, writing, reading and listening). On the other hand, 30% of the 15 students want to have a better English level, and 20% of the 15 students want to be approved the course.

In chapter IV, we presented the main results of this analysis performance of perception from the Buap employee's in the DCCA.

#### 4.2.4 What criteria are needed to design an ESP courses?

The results to this question show that ESP course design is based on important aspects such as: needs analysis, goals, objectives, syllabus, materials and evaluation.

- Needs analysis is needed to design a ESP course, since needs analysis is aware of what students need and want ( Hutchison and Waters 1987:54)
- Objectives are important to design an ESP course to focus of what content or skills students want to improve.
- ESP syllabus desing depends on student´ s needs and wants, we decided to mix three syllabus working with a formal, functional and process syllabus . “A mixed syllabus occurs when the author chooses to mix two or more types of syllabus together into what appears to be a different syllabus”(Brown 1995). This mixed syllabus will increase students’ interest and motivation through te use of different activities and materials.
- Materials help to organized the teaching learning process by providing a path through the complex mass of the language to be learned, good materials should provide a clear and coherent unit structure which will guide teacher and learner trough varies activities and shuch a way ( Hutchison and Waters 1987). The materials used in this course are authentic materials because they were elaborated according to students´necessities.
- Evaluation , most ESP courses are evaluated using one or more of the following techniques:
- Tetst results questionaries , discussion, interviews and formal means ( casual chats, unsolicited comments)

Evaluation helps to assess how well the needs that have created the demand for a course ar being served.

#### **4.2.5 What are the present conditions of the students in the DCCA at BUAP?**

The present conditions in the DCCA at BUAP, students are placed in different levels according to a test. There are five groups, three of basic level and two in intermediate level. The students continue receiving a general English course; they practice the four English abilities (speaking, listening, reading and writing). The material used is based in an anthology created from different sources.

## CHAPTER V: CONCLUSIONS

In this chapter, the results of the main highlighted of the research are presented. Moreover, the implication of the study as well as its limitations and some directions for further research are also provided.

### 5.1 Conclusion

The final results of this research would help us in the development of the curriculum for the students of Dirección de Capacitación para la Competitividad Administrativa. As well, into the development of the appropriate methodology. After a long process of analyzing the data information we can conclude that those students need to improve the four skills and the appropriate methodology is a systematic set of teaching practices based on a particular theory of language and language learning.

As we observed in all the process of data analysis, adults need:

- To learn a language through using authentic material and meaningful communication during classes.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction requires learning and practicing English in class and in their free time.

All the information is significant for us, because now we can decide what the appropriate syllabus and material for teaching English to adults are. This research was based on a ESP approach.

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## APPENDIX I

Cuestionario para estudiantes de DCCA

Benemérita Universidad Autónoma de Puebla

Escuela de Lenguas Modernas

Esta entrevista tiene como objetivo investigar las necesidades del idioma inglés a fin de diseñar un curso que le ayude a desempeñar su trabajo. Por favor lee con cuidado cada pregunta. (Rationale = why?)

Edad: \_\_\_\_\_ Sexo: ( ) F ( ) M

1.- ¿Qué necesita para aprender Inglés? (Past Learning Experiences)

2.- ¿Qué factores interfieren en esté proceso de aprendizaje?

3.- ¿Le gustaría aprender inglés con reglas gramaticales?

4.- ¿De qué tiempo dispone para aprender inglés?

5.- ¿Qué habilidades le gustaría practicar más y por qué?

6.- ¿Qué tipo de materiales le gustaría tener para practicar el inglés?

## **APPENDIX II**

Cuestionario para el Coordinador de DCCA de la  
Benemérita Universidad Autónoma de Puebla  
Escuela de Lenguas Modernas

Este cuestionario tiene como objetivo investigar las necesidades que se presenta en el curso.

Por favor lea con cuidado cada pregunta.

1. - ¿Que opina de la deserción de estudiantes en estos cursos?

2. - ¿Por qué el material es proporcionado en copias?

### APPENDIX III

Cuestionario para estudiantes de DCCA

Benemérita Universidad Autónoma de Puebla

Escuela de Lenguas Modernas

Este cuestionario tiene como objetivo investigar las necesidades del idioma inglés a fin de diseñar un curso que le ayude a desempeñar su trabajo. Por favor lee con cuidado cada pregunta.

Edad: \_\_\_\_\_ Sexo: ( ) F ( ) M

¿Qué oportunidades tendría en su trabajo si aprende inglés?

- a) Mejor salario                      b) Mejor puesto                      c) Estar capacitado

¿Qué habilidades le gustaría practicar más?

- a) hablar                      b) escuchar                      c) leer                      d) escribir

¿Cuales son sus expectativas del curso?

- a) tener un mejor nivel de inglés    b) aprobar el curso    c) desarrollar habilidades.

## APPENDIX IV

### SAMPLE TOPICAL-FUNCTIONAL-GRAMMAR-SKILL SYLLABUS

Topics	Fuction	GRAMMAR	Language skill	Evaluation
Personal details	Using the alphabet and numbers to give personal information.	Alphabet Numbers Simple present	Listening. Complete missing information. Filling formats using personal information.	Making a dialogue
Physical Geography	Grouping countries by their language. Identifying counties, languages and nationalities	Simple present Vocabulary: countries , flags, nationalities	Present a country using verb to be. Filling a chart	Presentation
Employment	Describing employed performance Making career choices	Simple present Vocabulary: jobs and professions	Watching a video about professions Listening jobs descriptions	Writing about your job
Technology	Tanking about the effect of technology Describing people reaction.	Simple past Irregular verbs	Reading a magazine article. Writing comments about technology	Writing an article about technology ´advantages and disadvantages



