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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**An ESP Course for a Call Center of a money exchange
company**

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An ESP Course for a Call Center of a Money Exchange Company

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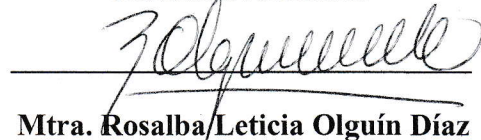


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DEDICATIONS

First, I want to thank God for allowing me to achieve one of my biggest dreams in my life and in my professional development, besides I would like to be grateful with God because he has been all the time with me, supporting me.

This project is dedicated to my parents firstly and then to my grandmother called Carmelita (Rest in Peace), to my parents, because they made a great sacrifice when they had to leave me when I was 5 years old because they had to go to another country to work. Up until now, I have not had the opportunity to see them again. This work is for my grandmother, because she was with me when I was alone without my parents. She was all the time giving me advice, she instilled in me values, and she was taking care of me. I would like to say many things dedicated to her but I believe that are not enough to tell her how grateful I am with her. Only I would like to say her up to the sky “you were, you are and you will continue being my life’s example”, and now you can already call me “*mi licenciada*” like you told me many years ago when you saw me reading and doing the homework sitting on the floor or on the chair. In addition, I would like to be grateful with my family, especially with my aunt Elizabeth Muñoz, because she has always been with me giving me advice to be a better person every day, when my grandma died and my parents still were far away from me. Finally, I thank with my dear teacher Araceli Salas, who was supporting me with all my doubts all the time, and my partners and friends of LEI for being part of my professional research.

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ABSTRACT

This research is a qualitative case study that follows the ESP (English for Specific Purposes) methodology. ESP bases its methodology on identifying the specific needs of a group. The base of the study is a group of graduate students from a program in English Teaching who decide to explore a different field as their temporary job. Being in a different field, the idea of using ESP to train them for that specific job proved to be useful. ESP aims at fulfilling the learners' needs of the participants, who work in the customer service department in a money transfers call center and family remittance. The research shows the identification process of the needs and the development of a proposal of a syllabus that is focused on the learners' needs of the language. The study shows that ESP can be of value in designing a syllabus that meets the specific requirements of learners in order to help them achieve their professional or personal goals.

Key words: English for Specific Purposes, Learners' needs, Data, Syllabus.

RESUMEN

Esta investigación, es un estudio de caso cualitativo que sigue la metodología de ESP (Inglés para Fines Específicos, por sus siglas en inglés). ESP basa su metodología en identificar las necesidades específicas de un grupo y diseñar la instrucción adecuada basada en las necesidades identificadas y diseñar la instrucción de acuerdo a las necesidades identificadas. Los participantes son un grupo de graduados del programa de Enseñanza de Inglés de BUAP que decidieron explorar un campo diferente al de la enseñanza. Se pensó en usar ESP para diseñar un syllabus que les permita prepararse para el trabajo que desempeñan en un *Call Center* especializado en transferencias y envíos familiares. El presente estudio muestra el proceso de identificación de las necesidades del grupo en el idioma inglés y el desarrollo de una propuesta para un syllabus enfocado en estas necesidades. Se comprueba que ESP puede ser un enfoque adecuado en ayudar a los estudiantes a lograr sus metas profesionales o personales al aprender inglés.

Palabras clave: inglés para fines específicos, Necesidades de los estudiantes, Datos, Análisis de necesidades, Programa de estudios.

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CHAPTER I: INTRODUCTION

1.1. Introduction to the problem.

For some years now, English has been seen as a global language, according to Mastin (2011) some reasons for this are: the English language is spoken and learned internationally, it is used in tourism, science, and technology, as well in international organizations; English is considered one of the most important languages around the world. On the one hand, English has become the business language because the most powerful countries use it as the basis for commercial communication among them. English is used as a vehicle of communication between cultures, and it is characterized by the number of nonnative speakers. On the other hand, English is widely listened on the radio, and watched on the television, at conferences, and most of the information on the internet is in English; it is also used in international treaties and trades, traveling, and in education and marketing.

As Majanen (2008) mentioned, English has become a global matter, because its uses have extended with the purpose to cover international relations, and its presence has expanded by the nonnative speakers around the world, and one important factor of this is the acceptance of the language by the speakers

As Crystal (2003) said, historically, English has become in a global language, and some reasons to comprehend the language in this way are: the political power of its native speakers, the economic power through which it is able to maintain and expand its position around the world, and the appearance of the language worldwide. The uses of the English language have expanded to overlay virtually everything such as in the professional, educational and political world, its uses

cover from the language of international relations to the language of science and technology. As House (2002) suggested, English represents an unparalleled lingua franca because the presence of the language can be felt in all existing media and it has an enormous functional flexibility by the speakers. The acceptance of the language in the nonnative speakers and the frequent use among them make the language grow and expand in the world.

Mexico is one of the countries that have been reached by the domain of English, for instance, nowadays, learning English can be seen as a route to upward economic mobility. Countries are linked by social, cultural and historical influences, Petron (2009) mentions one example of this: the link between Mexico and USA and the extraordinary economic partnership between them has motivated and sometimes required that Mexicans learn English as a second language to advance economically and to sustain their families. According to Borjian and Padilla (2010), some reasons to learn English are: on one hand, the motivation to the intercultural exchange with English speaking people and, on the other hand, to have more opportunities to get a better job inside and outside the country.

English is one of the most important languages spoken in the world, it is used almost everywhere, and as Baird (2017) said, learning English has many advantages and purposes for people, and some of them are:

- In the business world, most international business transactions, reports, emails and contracts are written in English.
- The employment opportunities where the ability to speak English fluently in addition to the native language can be beneficial to get a job with international companies.

- The English language is spoken throughout the world, so international travelers may find their traveling a little easier, because most of the hotel, stores and restaurant employees speak the same language.
- At school, there are some schools around the world, which are bilingual; it means that there are teachers and students that speak two languages: English and another one. Then, it is very important for students to have previous knowledge of the English language because when they decide to attend to these schools they can to communicate and interact with the rest of their partners and teachers without any problem.
- In academic contexts, the presence of English is dominant over the academic world around the globe; the large amount of research conducted can help students to communicate their ideas and research findings to peers in their field.
- In the technology area, especially in computers, the software programs are written in English, so its use serves to expand the computer knowledge and at the same time the knowledge of the English language because these programs are used around the globe

As it was mentioned before, one purpose to learn a second language in this case English is to get a better job, when they learn a second language, and some examples of the jobs people can get when they second language are: translators, tourist guides, receptionists, event planners and as part of the customer service in a bilingual call center. These examples are related to ESP (English for Specific Purposes) and EOP (English for Occupational Purposes) because all of them are centered in specific purposes or specific reasons to study a second language.

This research is based on students who are studying a major in Language Teaching (LEI for its initials in Spanish) who are half way in their major and students who have already graduated,

and have explored new opportunities of different jobs further than just to be English teachers or translators.

The study is focused on the specific language needs that a call center employee must have to perform this kind of job in an efficient way. Besides, the research is based on a personal experience, as at the moment of the study, I was working as a customer service representative in an international company whose business focused on money transfers and family remittances to countries in Latin American (Guatemala, El Salvador, Nicaragua, Brazil, Honduras, Argentina and Dominic Republic); at the beginning, it was very difficult, very hard for me to perform activities in this area, because I did not have the knowledge to do this, besides I was not familiar with the context, with the kind of vocabulary, and a disadvantage for me and the rest of my partners was that the training the company offered did not help us because the training was not in English , but in Spanish.

1.2. Research Context.

This study was carried out in an international company which deals with money transfers and family remittances. This company has some branches in different countries such as USA, Mexico and Guatemala, among others. The main activity of this company is money transfers or wires. People from the USA, through agencies such as stores and markets, send money to their families in Mexico.

The objective of this company is to deliver the money or wires in a safe and fast way to its destiny or also known as pay point. The responsible department in the company to make this process, is the customer service department, the process to follow by them is: a) first of all, to attend the people´s callings to make the wires in an efficient and polite way, then b) authorize the sending of money to the payer taking into account the polices established by the company.

Other tasks to perform in the call center in the area of customer service are:

- 1 – Make a wire replacement
- 2 - Authorize wires
- 3 - Cancel the wires only if it is necessary
- 4 - Payment coordination
- 5 - Transfer calls to the correct departments
- 6 - Avoid frauds in the calls and in the faxes

These are the activities that employees are supposed to do on a daily basis, but this process is not easy. Employees need time to understand it and the fact that these activities are done in English add more difficulty for new or young employees.

1.3. Objectives

Based on the context explained, this study has the following objectives:

- To identify LEI students' language needs to work in a call center.
- To design a syllabus according to the specific language needs of LEI students to perform an efficient job in a call center.

1.4. Research Questions

To meet the objectives previously established, the research questions to lead the study are:

- 1. - What are the specific language needs that a call center employee needs to fulfill in order to perform his/her work efficiently?

- 2. - What are the specific language tasks that a call center employee needs to perform efficiently in his/her work?
- 3. - What could be an appropriate syllabus to facilitate employees' performance in a call center?

1.5. Justification of the problem

Although most of LEI students are instructed to work as teachers, some of them have decided to explore new opportunities of work. Some of these opportunities are related mainly to the English language and not always on teaching. Some of the students have decided to start in new areas of work, such as in hotels as receptionists, in touristic places as tourist guides, in hospitals as translators or in call centers as customer service representatives. In this case, when students decide to explore some of these job alternatives, they must face a different world which they are not familiar.

As a graduate of the LEI program, I decided to acquire experience in a different field from teaching and I started working in a call center as a Customer Service Representative. The problem that I could identify while working there was that, in this kind of job students of the LEI program of the BUAP, are not familiar with the context, the vocabulary or the tasks that the company needs to be performed in an efficient way. At the beginning, for me, it was so difficult to answer a call and help the customer because I did not know the vocabulary that I needed.

For this reason, the objective of this research is to design an appropriate syllabus based on the participants' needs, integrated by the main topics related to the company and the customer service department. One of the outcomes of the study is a glossary with the main technical words and vocabulary related to the calls and to be used inside the company and in the different departments.

The objective of this tool is to help students to perform a better job in their different tasks at the call center.

1.6. Overview of the thesis

This document is organized in five chapters: in Chapter one, the Introduction contains a general overview of the study, a brief background of English as one of the most important languages in the world, the research questions and the justification for the study. The second chapter is the literature review and this chapter is focused on the literature for the study that is the previous knowledge generated in relation to the topic and the experts and authors' contributions to the research topics. The third chapter corresponds to the methodology and it will present the type of research and study; the context, and the participants. The instrument and the data collection process will also be included in chapter three. The results of the study, the answers from the instrument, that is, the results from the needs analysis instrument will be presented in chapter four. Finally, in chapter five, the conclusions of this research will be presented and the research questions will be answered and discussed.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter will focus on the information that has been previously generated about the topics around the study, for example, the emergence of English as a global language, or a lingua franca. Another topic is the one related to communication and the different subcategories of the communicative competence. In addition, chapter two will present a discussion about ESP and EOP and some important characteristics of each one, finally the importance of needs analysis in ESP studies will be presented. Chapter two serves as the theoretical basis for the making of this study.

2.1. English as a global language

According to Mastin (2011), English has become part of globalization, the American dominance and influence worldwide makes the English language one of the most important languages for developing international markets around the world, especially in the areas of tourism, technology, politics, education, scientific and advertising, also the use of this language provides the access to scientific and academic resources because as a cultural language, the universities and the companies promote cultural exchange between cultures in the globe.

In addition, Crystal (2003) mentioned that a language achieves a genuinely global status when this one is recognized by the people worldwide. The presence of English in the world is evident: English is wherever we go, for example all of the advertisements on the highways and roads are in English, in every country we can find people in the airports, in hotels, in restaurants, in stores, and in the streets who can speak English with the purpose to help people to understand and make their travels easier.

As Crystal (2003) said, English is becoming the world's global language "for one main reason: the power of its people" (p., 212). The predominant use of the English language around the world, even in the little communities, makes people get the power to change it and use it as the official one.

A global language acts as a lingua franca because as Crystal (2003) suggested, the influence of any language is a combination of three main aspects:

- The number of countries using it as their first language or mother tongue.
- The number of countries using it as their official language, and
- The number of countries teaching it as their foreign language of choice in schools.

As Seidlhofer (2004) mentioned, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English language between speakers with different first languages and they decide to adopt a second language. Defined in this way, the interaction takes place among the non-native speakers of English and the kind of communication is among people from different first language backgrounds and different cultures, across lingual cultural boundaries.

Actually, English plays an important part in the daily life of bilingual or multilingual people, according to Crystal (2003), for instance, the use of English is present all over the world, this language is used in films, television programs, magazines, web sites, business, technology, factories, among others and in this way the language is used to connect people from different religions, cultures and countries around the world to exchange experience, knowledge, traditions, and customs. Nowadays, English is seen as a symbol of globalization and Crystal (2003) explains it in the following statement

You hear it on television spoken by politicians from all over the world, wherever you travel, you see English signs and advertisements, whenever you enter a hotel or restaurant in a foreign city, they will understand English and there will be an English menu. (p., 2)

As Crystal (2003) mentions, people can find the English language present all the time, some examples are: in the airport when the airplane lands, on the roads with the advertisements, in the hotel and restaurants with the employees, in the stores and in the street among other places.

2.2. English as a Lingua Franca.

The term English as Lingua Franca is explained by Aljohani (2016) in the following way “English as lingua franca or also known like an ELF is a way to communicate in English Language with different first languages” (p., 484) and the most of the ELF communications happen among people who are non - native speakers of the English language. English as a lingua franca is a contact language that is used between people who do not speak the same mother tongue.

As House (2002) said, the presence of English can be felt in all existing media, thus nowadays this language represents an unparalleled lingua franca with an enormous functional flexibility. The English language has become a global matter, and this is because its uses serve to extend virtually in everything from the language of international relations to the language of education, from the language of international business to the language of popular cultural and tourism. The reason of the English language expansion was mentioned by Majanen (2008) and it has been the role of nonnative speakers internationally and the acceptance of the language, in other words, the majority of English speakers around the globe are nonnative speakers but in order to satisfy their necessities of communication they have to use the language more often and for this reason the proportion of those speakers have gone growing rapidly.

According to Weil and Pulling (2011), statistically, over the 80 percent of interactions in the English language are among non-native speakers and this group has a great impact on the English language around the world. Aljohani (2016) suggested that the proficiency of the non-native group applicable as an example to imitate and to reach the standards in the language education area. In order to achieve the ELF concept of gaining acceptance with English as a non-native language, Seidlhofer (2005) said that it was necessary to call for the systematic research of the nature of ELF.

In the system of English as a lingua franca, Jenkins (2006) mentions that interactions among people can include English native speakers, but in most cases, a lingua franca is the contact through language among people who share neither a common native tongue nor a common national culture, and for whom English is an additional language. Jenkins (2006) makes a comparison between EFL (English as a Foreign Language) & ELF (English as a Lingua Franca) and says that conceptually speaking they are very different and he mentions some differences that will be organized in Chart A.

Chart A: The difference between EFL & ELF, according to Jenkins (2006)

EFL (English as a Foreign Language)	ELF (English as Lingua Franca.)
<ul style="list-style-type: none"> ➤ Part of the modern foreign languages ➤ Deficit perspective ➤ Metaphors of transfer/ interference/ fossilization ➤ Code – mixing and switching are seen as interference errors 	<ul style="list-style-type: none"> ➤ Part of World English ➤ Not modern Foreign Languages ➤ Difference perspective ➤ Metaphors of contact / evolution ➤ Code – mixing and switching ➤ Bilingual resources

2.3. Language Competence

Language competence is a broad term which includes the subcategories of competences such as linguistic or grammatical competence, discourse competence and sociolinguistic or sociocultural competence. According to Canada (2006), the specific learning outcomes under language's competence deal with the knowledge of the language and "the ability to use the knowledge in an appropriate way to interpret and produce meaningful texts according to the situation and the contexts in which they are used". (p., 14) This kind of competence is developed in the context or tasks where the language is used for real purposes in the everyday life and in practical applications. Chomsky (1965), in the article Aspects of the Theory of Syntax, makes the difference between two essential aspects: Competence and Performance the first one, refers to:

"ideal speaker – hearer's knowledge of his or her language and it is the mental reality which is responsible for all those aspects of language used which can be characterized as linguistic, and the second one is the actual use of language in concrete situation" (p., 3).

Communication is always facilitated by an appropriate use of the language. The real use of language depends on the user and the context where it occurs.

2.4. Linguistic competence

The Sociolinguistic competence is another subcategory of Language competence. As Chomsky (1965) mentioned, this concept refers to the innate linguistic knowledge that allows a person to match sounds and meanings to understand a language. This subcategory, constitutes an implicit knowledge of language, which means that people do not have conscious access to the principles and rules that govern the combination of sounds, words and sentences, besides this term

defines the system of rules that governs an individual's tacit understanding of what is acceptable and what is not in the language they speak.

The Linguistic competence explains the unconscious learning of a language and as Nordquist (2017) suggested, this kind of competence constitutes knowledge of language, but in this case, the knowledge is tacit or implicit, because users of the language might not be conscious of the access to the principles and rules that govern the combination of sounds, words and sentences. However, users of the language might not recognize when those rules and principles have been violated. The notion of competence as Lehmann (2007) explained, it plays an important role in a professional life and in disciplines because it is concerned with the professional personality such as sociology, pedagogy, psychology and personal management, a competence is a bundle of controlled skills or abilities and these ones imply the knowledge and the ability to solve problems in a particular situation.

2.4.1. Communicative competence

According to Rickheit and Strohner (2008), the scientific history of the term communicative competence began in the 1960's as a counter-movement against to the called linguistic competence used in that moment. Nowadays, in our daily life, the communicative processes are relevant in almost all everyday situations, as Rickheit and Strohner (2008) said, this kind of competence is important because it is essential to know when you must say something adequate according to the situation and the context. Even when it is better to say nothing, in addition they argued that this kind of competence comprises not only the ability to produce a message in a way that attempts to be understood by others, but also the ability to receive messages conveyed by others.

As it was mentioned before, the communicative competence is fundamental for a successful life in our society, therefore it is the subject of many theoretical and empirical approaches. On one hand, this term is comprised of two words, the combination means “competence to communicate”, this simple lexico-semantic analysis is mentioned by Bagaric (2007) and uncovers the fact that the central word in communicative competence is the word competence (p., 94). On the other hand, authors such as Rickheit and Strohner (2008) argued that in order to explain the notion of communication, they focus on three important aspects of communication: the first one is communication as information processing. The second one is the communication as interaction and finally communication as a situational adaptation; all of these concepts were formulated with the objective of explaining the importance of the concept of communicative competence.

2.4.2. Pragmatic competence

The term pragmatic competence was introduced by sociolinguist Thomas (1983) in the article “Cross-cultural Pragmatic Failure”; in this article according to the author, Pragmatic competence is “the ability to use language effectively in order to achieve a specific purpose and to understand language in context” (p., 159). This competence conducts the meaning through communication. As Deda (2013) mentioned, meaning includes verbal and not verbal elements and it varies according to the context and the social factors that connect people around the world.

In linguistics, pragmatic competence is the ability to use language effectively in a contextually appropriate situation. According to the definition by Barron (2003), pragmatic competence is understood as:

1. The knowledge of the linguistic resources available in a given language for realizing particular illocutions.
2. The knowledge of the sequential aspects of speech acts.

3. Finally, knowledge of the appropriate contextual use of the particular language's linguistic resources.

In simple terms, Deda (2013) defined the concept in the article "The role of Pragmatics in English Teaching Process" as the ability to create, understand and transfer meanings that are appropriate for the cultural situations in which the process of communication happens. This kind of competence is about culture, communication; and in the case of second language, is about intercultural communication, in addition, in order to have students acquire the pragmatic competence they need to receive cultural understanding and communication skills.

2.4.3. Discourse competence

The concept of discourse competence was introduced by Stern (1983) and it was define as the ability to understand, create and develop forms of language that are longer than sentences such as letters, stories or conversations, with the appropriate cohesion, coherence and rhetorical organization to combine ideas.

According to Stern (1983), this competence consists of four main elements:

1° Purposes (aims, goals or objectives)

2° Content

3° Instruction (treatment or procedures)

4° and Evaluation

Later, Akmajian (1997) mentioned something similar to Stern (1983) but in this case, he classified the forms of discourse in two ways, the first one, are categories of discourse and the second one is the category of talk exchanges. In the first group, Akmajian (1997) classified letters, jokes, stories, lectures, sermons, speeches and so on as categories of discourse; arguments, interviews, business, dealings, instruction and conversations as talk exchanges.

2.5. English for Specific Purposes (ESP)

At the present moment, English has become an important language around the globe. For instance, when people have the need to learn this language with the purpose to satisfy their needs such as dress to their families, nourish their families, paying a rent for a house or a car and sometimes it is necessary even to take them to the doctor. Therefore, with the objective to cover all these needs people look for alternatives to get a well-paid job, in which they can earn a good salary. However, the big and important companies offer jobs to the people who can speak two or more languages. For this reason, undergraduate or recently graduated LEI students are looking for ways to improve their language level but at the same time, they need to find a job and they find that the language is used not only for teaching. People who speak another language might find job opportunities in other areas such as management, marketing or becoming an assistant of another professional who needs the support of somebody who speaks English when performing their professional activities.

2.5.1. Definition of ESP

English for Specific Purposes (ESP) is seen as one of the most active branches of applied Linguistics. According to Ramirez (2015), ESP was born in the 1960s as a technical texts-analysis area; since then, the evolution of ESP and its definitions have changed through the time, some of the researchers see ESP as an approach and others one see ESP as a discipline. With the time, English for Specific Purposes has become a fruitful field over time and it has had some changes on its definition, some researchers have different points of view. On one hand, Hutchinson and Waters (1987) provided the history of ESP they identified points that help to understand the development of the concept; first of all, when the Second War finished the English language started to be

accepted as an international language, and many people saw the need of learning the English language. Hutchinson and Waters (1987) explained that ESP emerged as the result of the development of the world's economy, which helped the progress of technologies, the economic power of oil in the world and the increasing amount of overseas students in English-speaking countries (p., 6-7).

On the other hand, as Teodorescu (2010) said, the nonnative speakers saw the English language as the new lingua franca that responded to their needs of cultural communication, the business world and the information sharing. Another important contribution of ESP was made by Smoak (2003) when she defined English for Specific Purposes (ESP) as English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam, according to her, ESP is needs based and tasks oriented.

The term ESP according to Dragomir and Cosma (2011) has also been defined as “an approach to language teaching which aims to meet the needs of a particular learner”. (p., 87), therefore, it is essential to the practitioners to design appropriate courses and syllabuses according to the necessities of the learners. In practical terms, ESP is used as a working tool because according to Lamri (2016), the reason is the constant use of English around the world and that means the communication process is a continuous procedure of expansion. In addition, ESP is seen like a method in order to reach a specific purpose of a group of learners such as a professional or an educational one.

2.5.2. ESP Characteristics

Evans and ST Johns (1998) made a distinction between the characteristics of each category; in addition, they identified and divided these in two important branches.

- Absolute
- Variable

I. Absolute characteristics:

ESP consists of English language teaching which is:

- ESP is designed to meet specified needs of the learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is related to content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners as well.

(Evans and ST Johns, 1998)

2.5.3. Classifications of ESP

English for Specific Purposes is divided into branches such as English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). As Rahman (2015) mentioned, the first category is related to any English teaching which is related to academic study needs, and the second category includes everything related to the work needs. Moreover, in the Tree of English Language Teaching (Hutchinson and Waters, 1987), ESP is broken down into three branches;

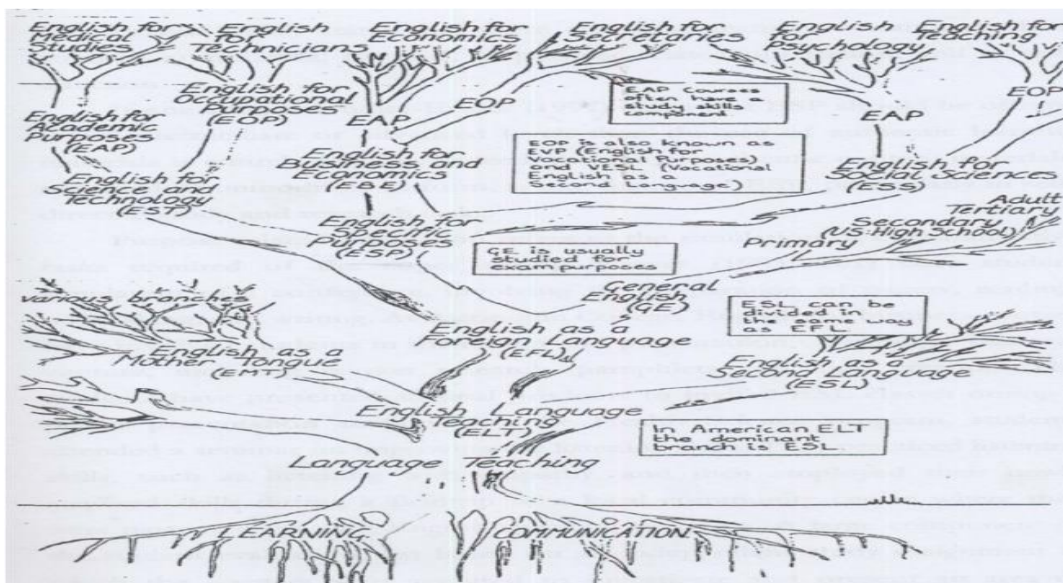
- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Studies (SS)

At the same time, each one of these branches was divided into two branches:

- English for Academic Purposes (EAP)
- English for Occupational Purposes (EOP)

The following figure explains the Classification of ESP according to Hutchinson and Waters, (1987).

Figure 1: ELT and ESP Tree



2.6. English for Occupational Purposes (EOP)

English for Occupational Purposes (EOP) is one of the ESP branches, and it corresponds to language research and instruction that concentrates on the specific communicative needs of a particular social groups. Carter (1983) identified EOP as part of ESP and the purpose of this branch is to cover situations in which learners are studying English for work related reasons and the courses are based on an analysis of their specific communicative needs in their work.

According to Evans and ST Johns (1998), learners whose first purpose for learning English is to improve job-related language skills use EOP. This branch is particularly concerned with adult language acquisition as well as with aspects of general training for adult learners and the objective of EOP training is to enhance workplace performance with special attention to how adults learn a language to better communicate in job – related contexts.

This branch of English for Specific Purposes is related to this research because as Hutchinson and Waters (1987) said EOP trains individuals to perform a better job, using the English language to communicate. EOP is focused on the learners' needs in order to improve and perform the tasks in a proficient way. For instance, this category is useful for this research because it is focused on the students' needs of a specific group, in this case, the customer service staff of a company who want to improve their performance in different tasks and procedures in an efficient way inside the company.

2.7. Teacher's role in ESP

Most of the time, a general English teacher focuses on following a book, or some kind of instruments which are given by the school. As Mohammad (2012) explained, teachers need to center their abilities on different linguistic knowledge in order to deal with the questions, problems and students' needs. Antony (1997), said that ESP teachers could be called as GE teachers who use an ESP approach, basing their syllabus on the needs analysis and their own knowledge but using the English language in specific contexts.

One of the characteristics of the GE courses is that teachers are not really focused on the specific students' needs, because this kind of courses allow learners to have a good performance inside the classroom and in some cases common conditions. In contrast with the ESP teachers as ESP practitioners, enable their learners to perform their professional activities in the target language.

As Bensaci (2013) suggested, there are some specific characteristics to distinguish a general English teacher and an ESP teacher. In addition, Benyelles (2009) mentioned the following: "in an ESP situation, the roles of the teacher would be as instructor, facilitator, role–advisor, monitor, communicator, classroom manager and consultant" (p., 42). Furthermore, Corder (1975) and Hedge (2000) explained that an ESP teacher compared to the GE teacher has more roles to play, for example: planning lessons, organizing and controlling classes or adapting authentic materials. The ESP teacher as Sierocka (2008) claimed has more roles to play besides the role of a common GE teacher. Dudley–Evans and ST John (1998) proposed five roles that an ESP teacher plays:

- **As a teacher:** the most common role, by transmitting knowledge of the language.
- **As a course designer and materials provider:** in the ESP courses, the use of authentic materials is essential because as Basturkmen (2006) mentioned, materials are based on analyzing the learners' needs, for instance before designing any course a teacher has to take into account some basic questions such as: What do these learners need to learn English for? or What kind of texts do they need?
- **As a researcher,** before designing courses or providing materials, Dudley–Evans and St John (1998) suggested that teachers need to research in order to investigate language, genres of the texts, and skills required by the specific field of the study of the learner.
- **As a collaborator,** as Nunan and Lamb (1996) exposed, it is an important step in any educational task. The objective behind this, is to have knowledge about the subject skills, tasks and syllabus, in order to discover how the subject integrates with the language and in that way enabling the student to perform their professional activities.
- **As an evaluator,** Dudley–Evans and St John (1998) mentioned, evaluation plays a role as feedback for learners and the course evaluation is an important stage of any course. According to Bojovic (2006), the teacher is involved in different types of evaluation in the ESP context there are two kinds of evaluation: Students' evaluation and evaluating the course and the teaching materials to continue planning the subsequent courses.

2.8. Objectives in teaching ESP

Some of the purposes of the teaching and learning process in ESP are to enable the learners to acquire information in its general sense and in their field in specific. Basturkmen (2006) proposed the existence of five broad objectives and these objectives will be described in the following lines.

1. **Reveal subject-specific language use:** the objective is to demonstrate to the learners how the language is used in the target setting.
2. **Develop target performance competences:** this objective is concerned with what learners do with language and the needed skills to be competent.
3. **Teach underlying knowledge:** the objective is to focus on developing students' knowledge of fields of study or work in addition to their language skills. "The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern's categorization (1992)" (Basturkmen, 2006, p., 137).
4. **Develop strategic competence.** "Strategic competence is the link between context of situation and language knowledge" (Basturkmen, 2006, p. 139) and enables successful and efficient communication.
5. **Foster critical awareness.** "This objective can be linked to the cultural knowledge and affective objectives in Stern's (1992) classification" (Basturkmen, 2006, p., 143) and aims at making students conscious and culturally aware of the target situation.

2.9. Needs analysis

Thought time, the concept of needs analysis has changed. According to Simion (2015), in the initial stages of ESP in the 1960s and early 1970, needs analysis was about assessing the communicative needs of the learners and the techniques of achieving specific teaching purposes. Nowadays, the tasks of needs analysis is much more complex: it aims at collecting data information about the learners and at defining the target situation and environment of studying ESP.

As Evans and St John (2009) explained, eight components in the concept of needs analysis have been grouped into five broad areas including:

1. Target situation analysis and objective needs analysis.

2. Linguistic analysis, discourse analysis, genre analysis,
3. Subjective needs analysis, some examples are the learner's wants and some factors that affect the way in which they learn such as the reasons for attending the course.
4. Present situation analysis for the purpose of identifying learners' current skills and language use,
5. Means analysis, i.e. information about the environment where the course will run.

Considering that all these elements are considered in the process of needs analysis, an ESP approach in instruction will result in better and more effective learning.

As Songhori (2008) explained, needs analysis plays an important role in the process of designing any language course. According to Iwai, Limm, Shimizu, and Brown (1999), the needs analysis is about the activities that are involved in collecting the data, which will serve to meet the needs of a particular group of students, and some examples of needs analysis that a researcher can use in order to get the data are: questionnaires, quizzes, and interviews.

2.10. Adult education

Adults' learning depends on factors such as past experiences regarding their education, how they perceive the roles of the teacher and learner, and how they interpret the learning situation. As Ferriman (2013) said, adult learners are self-directed, meaning they like to have control over their learning. In addition, they are often motivated and ready to learn, as long as the case is effectively made as to "why" they need to learn the new content. Knowles (1975) describes self-directed learning as "a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes". (p., 18)

For ESP adult education ESP, Sifakis (2003) proposed an integrative model for ESP curriculum design by bringing together (English for Specific Purposes) ESP / (Language for Specific Purposes) LSP and adult education, his model associates adult education principles with effective ESP learning. This model has two sides:

1. It requires the adult learner's ESP teacher to come to terms with adulthood-oriented considerations (i.e., issues related to adult project-based instruction for ESP in higher education learning), such as mass-management, motivation, and adult learning cycles.

2. The other side, according to Sifakis, (20013), the model involves both a number of ELT methodology-specific communicative strategies that are indispensable in the ESP class, such as self-directed learning techniques, as well as enhancing the role of the ESP teacher as counselor.

2.11. Syllabus Design

First, it is necessary to know the concept of syllabus; the experts Hutchinson & Waters (1987) define Syllabus as “a document which says what will or at least what should be learnt” (p., 80). In the same vein, Robinson (1991) states that syllabus is “a plan of work and is, thus, essential for the teacher, as a guideline and context of class content.” (p., 34). The use of a syllabus in an ESP course has some advantages, and one of them is, the syllabus guides and helps the teacher to organize and plan the activities during the course.

According to Lamri (2016), designing a syllabus to a specific group in a particular situation is not a simple task for the designers aiming at achieving learners requirements, since the existence of various concepts and basis dealing with syllabus. Basturkmen (2006) expressed that it is important the design of a syllabus because in this way, teacher “specify what language skills will be taught, what items are typically listed and referred to as the syllabus” (p., 20). In addition, this author mentioned that a syllabus consist of a comprehensive list of contents and items, a syllabus

is ordered, it has an explicit document, besides a syllabus indicates a time schedule and it recommends materials, all of these according the author are some characteristics that a syllabus must have.

2.11.1. Types of Syllabus design

As Basturkmen (2006) mentioned, syllabuses can be classified in two types: Synthetic and Analytic; the first type the language is divided into discrete linguistic items for presentation one at a time, the teaching and learning process is centered on providing the different language forms and structures separately; the second type is where the language is exposed in whole chunks at a time without linguistic control and this type of syllabus is focused on the learners personal capacities and aptitudes to produce different grammatical forms.

Long & Crookes (1993) made a classification of the different syllabus which comprise the analytic and Synthetic programs:

- ❖ Analytic: task – based, procedural, process content – based, learner centered and natural approach.
- ❖ Synthetic: structural, notional – functional, lexical, skill - based, situational and

Each one of them is established on a specific conceptual teaching ideology, and all of them have specifics characteristics and will be exposed in the following chart.

Chart B: Types of Syllabus, (The Elements of Language Curriculum, 1995)

SYLLABUSES	WAYS OF ORGANIZING COURSES AND MATERIALS USED.
<u>Structural</u>	Grammatical and phonological structures are the organizing principles – sequenced from easy to difficult or frequent to less frequent.
<u>Topical</u>	Topics or themes (such as food, clothing, or health) from the organizing principle – sequenced by the likelihood that students will encounter them
<u>Situational</u>	Situations (such as at the bank, at the restaurant, at the supermarket), from the organizing principle sequenced by the likelihood students will encounter them.
<u>Functional</u>	Functions (such as identifying, reporting, correcting and describing) are the organizing principle sequenced by some sense of chronology or usefulness of each function.
<u>Skills</u>	Skills (such as listening for gist, listening for main ideas, listening for inferences, scanning a reading passage for specific information), serve as the basis for organization sequenced by some sense of chronology or usefulness for each skill.
<u>Notional</u>	Conceptual categories called notions (such as duration, quantify, location), are the basis of organizing sequenced by some sense of chronology or usefulness of each notion.
<u>Task</u>	Task or activity – based categories (such as drawing maps, following directions), serve as the basis for organization – sequenced by some sense of chronology or usefulness of notions.

2.12. Syllabus design in ESP

Dragomir (2011) mentioned about the main concern of ESP, as “needs analysis, text analysis and preparing learners to communicate effectively in the tasks prescribed by their study or work situation”. (p. 87). The writing and the research in the field has been concentrated on the procedures of ESP and the course design to learners’ specific needs.

As Lamri (2016) said, the syllabus design is not an easy task to perform, because it is a significant and relevant task in the ESP’s aspect; it is important that the syllabus designers take into account some essential factors such as theories of learning, language descriptions, which languages skills are most needed by the students, so they emphasize them and to be aware of the

main student`s needs, also, the syllabus designer must select the kind of materials according to the learners´ necessities in order to provide students with the knowledge and cover the target requirements.

2.13. Authentic materials in ESP

As Torregrosa and Sanchez-Reyes (2011) mentioned, the use of authentic materials in an ESP course is a relevant aspect for trainees as in one hand, their use reproduces an immersive environment for the learners and provide a realistic context for tasks that relate to the learners´ needs, besides the use of authentic materials is a key feature in ESP particularly in self-directed study and research tasks. On the other hand, the use of authentic materials must be updated as they are more and more frequently demanded in ESP or EAP classes, and this kind of materials must be taken from real life or context according to the learner´s needs and field of action.

The use of authentic materials in courses has some advantages for the students; some of them were shown by Ianiro (2007) as first, materials help students to bridge the gap between the outside world and the classroom. At the same time, materials can increase student´s motivation to practice the real language in real situations, and finally, for the learners, materials can be challenging and the course is not seen as traditional instruction.

One characteristic of authentic materials was explained by Ianiro (2007), and it was that “they are not created especially to use only in the classroom” (p., 163), they can be used outside the classrooms in the real life contexts. For this characteristic, this kind of materials is divided in two main categories: print and auditory. Some examples of the first category are: web sites, street signs, coupons, greeting cards, calendars, report cards, TV guides, magazines, order forms and newspapers. In the second category, it is possible to find phone messages, radio broadcasts, e-books, movies, videos and DVD´s, and television programs.

As Purcell-Gates, Degener, Jacobson and Soler (2001) showed that the use of authentic materials could result in two important aspects according to a study made with Adult Basic Education (ABE) and English as Second Language (ESL) students. These authors found out that when authentic materials are used in the classroom, learners were more likely to engage in literacy activities outside the classroom and the use of the materials can increase students' reading in standardized tests.

As a conclusion of the chapter, learning English plays an important role in the daily life of the people worldwide. The emergence of English as a global language or as a lingua franca has increased the number of learners around the world. This increase has caused the need to create more effective methods for learning the language. ESP has emerged as one focused on enabling learners to perform their professional activities in an effective manner. Another important point is that ESP might help learners in achieving their personal purposes such as getting a better job. EOP, a branch of ESP, also is related with approach of language learning as it focuses on the learning and teaching of English used in different occupational and professional contexts.

CHAPTER III: METHODOLOGY

Introduction

The Methodology chapter will deal with the making of the study. Then, chapter three presents and explores the information about the methodology of the study. In this chapter, the context, the type of study, and the participants that contributed to this study are going to be described. In addition, the data collection and the instrument are going to be explained in this chapter.

3.1. Research

The first topic in this chapter is research; therefore, it is important to define it. The term Research has many definitions, and several experts have different points of view about the meaning. On one hand, Creswell (2003 p., 80) states Research as “a process of steps used to collect and analyze information to increase our understanding of a topic or issue” the research process consists of three main steps: pose a question, collect data to answer that question and present an answer to that question.

According to Creswell (2008), the research process is based on a series of steps that are necessary to follow in order to carry out a cycle of research in an effective way. Creswell proposed a cycle for the process of research illustrated in the following chart:

Chart C: The process of research according to Creswell (2008)

a) Define Research problem
b) Initial Literature Review
c) Setting and fixing Hypothesis
d) Research Design
e) Collection of Data
f) Analysis of Collected Data
g) Interpretation and Report Finding

This research followed the process proposed by Creswell (2008) in order to have a proper making of the research cycle.

3.2. Paradigms of Research

Once a topic has been chosen, researchers must consider how they want to go on the problem in a deeper way. The approach of the study will depend upon how they think the problem is and how it can be studied in an appropriate way. As Schwandt (2001) said, the term Paradigm is a shared worldview that represents the beliefs and values in a discipline and that guide how the problem is solved.

Some of the most difficult complications that a researcher can face during a research process is to decide the kind of study most appropriate for the research, for this reason, every researcher has her or his own point of view about the problem and these views guide the researcher to get the results. Two main paradigms of research methodology are used to carry out research, these are: Quantitative and Qualitative approaches, then, Potocka and Sierocka, (2013) introduced a new one

paradigm called Mixed Method approach and this one combines the both approaches: qualitative and quantitative in a research.

3.2.1. Quantitative method

Quantitative research was conditioned by investigators with the need to quantify information, and data; this method often uses the deductive logic in which the researchers begins with a hypotheses and the collect the data, besides this method requires a numeric information of the variables. Leedy and Ormrod (2001) have mentioned that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the assumption of an empirical paradigm, according to Creswell (2003), the research itself is independent from the researchers and the quantitative research creates meaning through objectivity uncovered in the collected data. Quantitative research begins with a problem statement and involves all the formation of the hypothesis, the literature review, and a quantitative data analysis. Creswell (2003) proposed that a quantitative research employs strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p.,18).

3.2.2. Qualitative method

This kind of research is defined by Shank (2002) as “a form of systematic empirical inquiry into meaning; by systematic it means “planned, ordered and public” (p., 5) following rules agreed upon by members of the qualitative research community. By empirical, it means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience.

Qualitative research is a naturalistic approach and it involves discovery, it is particularly useful to study educational settings and processes. In addition, the model occurs in natural settings, principally. According to Domegan and Fleming (2007) a “Qualitative research aims to explore and to discover issues about the problem on hand, because very little is known the problem, there is usually uncertainty about dimensions and characteristics of problem. It uses “soft” data and gets “rich” data” (p., 24).

As Creswell (1994) explained, qualitative research is characterized as an unfolding paradigm that occurs in a natural environment that enables the researcher to improve a level of detail from high involvement in the actual experiences. In addition, Williams (2007) mentioned that “one identifier of a qualitative research is the social phenomenon being investigated from the participant’s point of view” (p., 67). Williams (2007) mentioned the five areas of this paradigm of research and according to him, these are: case study, ethnography study, phenomenological study, grounded theory study, and content analysis; all of these areas are representative of research and built and inductive reasoning and associated methodologies.

After analyzing both research paradigms, the qualitative approach was chosen as the one to lead the present study because from these explanations, it can be determined that qualitative approach is a good alternative for this research due to the fact that the research will rely on the language performance of the participants of this study. They participants referred to the moment of using English in the job, inside and outside the company, when they talked with the supervisors, coworkers, and with the customers. In addition, the study will explore the answers of the questionnaire; therefore, the qualitative approach is the best to meet the objectives established for this study.

3.3. Case study

A case study is one of the ways of doing research and it focuses on one single event, group or a person trying to identify what is a particular and complex of the situation. This area of the Qualitative paradigm analyzes an enclosed system or a case over time in detail, employing several sources of data found in the setting. The case may also be a program, an activity or an event bounded in time and place. Creswell (2003, p.15) defines case study as “researcher explores in depth a program, an event, an activity, a process, or one or more individuals”.

The case study can be constituted of a single person or a group of people working in the same place or company or not or maybe working in the same department. As Zainal (2007) explained, a case study can be considered part of the qualitative method because it is not general as the quantitative paradigm is, and this method selects a small group or geographical area or even a very limited number of individuals as the subject of study.

As Yin (2003) mentioned, a case study approach can combine extensive methods and techniques to collect the data such as documents, reviews, interviews, participant observations, physical artifacts, archival records, audiovisual materials and subsequently thick descriptions of the phenomena under study, and another important aspect mentioned was that the researcher must spend time on site interacting with the participants.

This research is a case study, first of all, as it is focused on one single event, trying to identify the complexity of the problem from a particular position. The study is referred to the specific language skills that LEI students need to perform in certain tasks when working in a call center as a customer service representatives in a proficient way. In addition to this, the instruments designed were a questionnaire and real observation were chosen to gather the information needed to carry out the study.

3.4. ESP as methodology of research

English for Specific Purposes, according to John (2013), is the process of the teaching and the learning of English language for any particular goal where the learner uses English as a second language. Actually, ESP is a prominent part of EFL (English as a Foreign Language) or ESL (English as a Second Language). As Pradhan (2013) explained, ESP is a branch of English Language Teaching and it is based on the specific needs of the learner unlike English for General Purposes (EGP) where the courses are focused on the general needs of the learners.

ESP as method is mainly focused on some important points and these allow the researchers to go deeper in the case study to have a wide idea about what aspects are going to be needed in the research. Chalikandy (2013) affirmed that, first, the researcher must identify a gap where a syllabus is needed, and secondly the researcher must develop and design a needs analysis instrument which will help her or him in the data collection. Thirdly, the researcher collects data and then it is analyzed to finally design appropriate instruction to the participants so that they can achieve their personal goals in learning the language.

3.5. Needs analysis

According to Shongori (2008), needs analysis refers to the activities included in gathering data, this process will serve to create a syllabus according to the student's needs, these activities are to collect data and one example can be the design of an instrument questionnaire according to ESP. English for Specific Purposes consists of identifying the objective for a study into some specific research questions.

As Chalikandy (2013) said, needs analysis is an essential part of ESP and is an ongoing process because students are linguistically, ethnically, and culturally diverse, their objectives and levels of

academic literacy are different ones to others. A needs analysis is the essential starting point for the ESP teaching because according to Chalikandy (2013) a need is the reason for which the learners is learning the language and identifying the reason we can start with the study, because with the needs analysis we can know the students' needs and wants.

As Dudley-Evans and St John (1998) mentioned, some examples of categories of the main instrumentation in order to gather data for needs analysis are questionnaire surveys, analysis of authentic spoken and written texts, discussions, structured interviews, observations and assessments. The learners' needs or goals are the principal foundation of the course and a needs analysis is the integral starting point for ESP teaching. Chalikandy (2013) explains a need as the reason for which the learners is learning English language, which varies from contexts to contexts, learners to learners, and disciplines to disciplines. The needs analysis process consists of asking questions about students' needs and wants. Learners' needs can be divided into two parts: immediate and delayed needs, and the ESP teachers should be aware of the options and limitations of each one of them.

When doing a research the first step to do, is the study of a needs analysis of the specific group that will be analyzed, researchers can say that this is an important part of the process. It is essential, at this point to start the study, to clearly state the purpose of the study, and to know the specific learners' needs. In that way, researchers can identify the necessities of the participants and then, researchers can organize their ideas in order to design a syllabus proposal, which can cover all the learners' necessities in an effective way.

3.6. General Context

In Mexico, the demand of English language teaching has been increasing due to the advances in science, technology, commerce, industry, telemarketing, employers and managers require people to have an adequate command of the English language, and in this case, they require their employees to have an advanced level in the listening and oral skills. As Micheli (2007) said, one example of this kind of advance it is in the telemarketing branch, in this kind of job the production is made in the call centers, which are communication factories.

According to Holman, (2003) a call center could be defined as “a work environment in which the main business is mediated by computer and telephone-based technologies that enable the efficient distribution of incoming calls or allocation of outgoing calls”. (p., 123). Actually, the number of call centers has increased internationally and today these centers are an important part of the global economy and for this reason, managers decide to expand their companies and require people with an advance English level.

People decide to work in this kind of job, especially young people or recently graduated students as they think it is a good option to practice the English language and improve the vocabulary and skills they have learned through the time in the different schools that these people attended. In addition, working in this kind of job has some advantages such as: the flexibility in the schedules, this one allows the people to do another activity such as to have another job, or to do professional studies in an efficient way, besides it is easy to get the job and earn money easier because it is, in general, a well-paid job as it requires the employee to speak English.

Working as a customer service representative in a call center is one of the options for graduate students from LEI if they decide to explore a different area from teaching. Working as customer

service representative in a call center offers some advantages for the students; and some of them are: in this kind of job is not necessary to have previous experience, it means the companies do not require any previous experience from the call center agents and if they are newly graduates, a call center is the easiest portal to enter to any big corporation; furthermore, the salary of the call center agents is higher than others and they can get extra compensation if the agents are into sales calls, because they can receive commission on top of the salary.

The tasks to perform as customer service representatives are according to the type of call center, at the present moment, as Brunelli (2018) explained, there are a lot of types of call centers, and based on what this author expressed, some of them are: virtual call centers, the inbound call centers, the outbound call centers and also known as telemarketing centers, and finally the bilingual call centers. All of these types of call center have specific characteristics and different requirements.

According to Brunelli (2018), some of these characteristics are the following: in the inbound call centers, the purpose is focused on customer service in order to help these customers with assistance if they have a problem with a service or if they need to buy something. In the outbound call centers or also known as telemarketing centers, employees make only outgoing calls and these tend to be sales-oriented operations. Other types of call center are the Bilingual call center jobs, which require people who can speak two languages, depending on the product and geographic area of service in which they are located.

3.6.1. Specific Context

Sometimes, at the end of the major, students from LEI decide to face different scenarios in which they could work as bilingual people, some of these opportunities that they could find to

work are: as receptionists in hotels, airports and restaurants, work as travel agents, as flight attendant in the airlines, as tourism agents, as translators or as a customer service representative in a call center which are related to teaching area. The LEI program of the *Benemérita Universidad de Puebla*, (BUAP) offers students to make a professional major focused on English teaching and for this reason, it is so difficult for the students to work in a different areas. Some the subjects offered by the LEI program are: teaching experience with children and adults, pedagogy, target language, social service, professional practice, among others, all of these subjects are associated with the teaching area. These subjects are centered in learning how to teach the language in the schools to children and adults, besides in some of the subjects they prepare to students to design a lesson plan and the materials, and in others subjects, students have to attend the schools to teach English classes. In fact, students are not really prepared to face with other sceneries different of teaching, and when they decide to experience something different of the major, they face with new things such as new context, new vocabulary, and new forms of language and for them it is difficult to make their tasks in a proficient way.

This study took place in an International company focused on the money exchange and family remittances especially to America Latina and Mexico, in particular. In this place, some graduate students of LEI work as customer service staff, and at the end of the major, these students make the decision to face with something new and different from teaching. For this reason, LEI graduates or undergraduates decide to explore the telemarketing field, although they know that would be difficult because they are not really prepared to face the challenges involved in this kind of job. Working as a customer service agent in a call center is one of the options that the graduate students of LEI choose. As in this kind of job, they can practice and use the language but not in a traditional way, also they mentioned that working in a call center as customer services can to acquire

experience from the language and finally students argued that this kind of companies offer students some benefits already mentioned in this document.

3.7. Participants

The participants of this study were graduate students from the LEI who are already working in the company; all of them work in the customer service department. The participants were 5 people, four are female and one is a male, their age range is between 22 and 25 years old. They are all Mexican and their native language is Spanish. The participants themselves expressed that their level of proficiency in English is intermediate corresponding to level B1 of the CEFR.

Chart D: The students` characteristics

PARTICIPANTS	AGE	ENGLISH LEVEL	CHARACTERISTICS
Maria	24 years old	Intermediate	She has been working as a customer service representative for 6 months.
Lidia	25 years old	Intermediate	She has been working at customer service and cancelation requests departments.
Fernanda	24 years old	Intermediate	She has been working in the company for 10 months, and she has worked in two departments, customer service and cancellation request.
Angelo	25 years old	Intermediate	She has been working for 8 months in the customer service department.
Yalina	22 years old	Intermediate	He has been working as a customer service for 5 months.

The participants were chosen to contribute in this study because first, they are already graduates from the same major. As they are already working in a Call Center, they have had the need to improve their proficiency in the English language; another important reason is that they have shown interest in the research because they mentioned that with this type of study can help them and the following generations to perform their work in an efficient way.

3.8. Instrument

According to Creswell (2009), an instrument describes validity and reliability scores in order to gather useful information for the development of the research. The instrument selected for this study consists of a questionnaire, a non-structured questionnaire, because the participants can give free responses. The instrument was designed with the purpose to gather the information could help the researcher to design a specific tool, in this case a syllabus proposal and a glossary that can help the learners to perform the tasks in an efficient way. Even though the student's English level was intermediate the vocabulary in the questionnaire was not difficult. The instrument was structured in a way that students could easily understand the kind of information required. In addition to this, the questionnaire was divided in three sections such as: basic information about the call center, LEI section, and some aspects of the LEI major. All of these topics were selected in order to know the time working in the company, the tasks to perform inside the company, a background in the major, and the languages skills that they need to perform during the calls. Besides, in order to know the students point of view about some aspects of the language which can be improved in the LEI major with the purpose to help them to work in other area of teaching. The instrument consists of twelve open-ended questions, with the exception of the first and second one, the rest of the questions participants can answer with a free response and using their own words. (See appendix 1)

3.9. Data collection

In order to collect the data, firstly, the interviews were individually with the participants inside the company asking them if they could respond a questionnaire and explaining what the purpose was , then the instrument was sent via e-mail to the participants. The participants took three weeks to answer the questions and send the questionnaires back in order to be analyzed.

3.10. Data analysis

Once the questionnaires had been applied and the information was gathered, the data collected was analyzed. The information gathered was relevant because it could be used in order to establish specific parameters for the syllabus proposal and the type of syllabus to use in this study. The information was organized and presented in charts in order to show the students' answers and with that information design a syllabus proposal, which could better cover the participants' needs.

CHAPTER IV: THE RESULTS

Introduction.

In this chapter, the results of the need analysis instrument will be presented, the objective of this chapter is to show the answers of the participants and at the same time to analyze them in order to provide better information for the developing of an English for Specific Purposes course. In addition, the chapter will provide ideas and proposals to encourage students to focus not only on English teaching areas but also to promote new job ideas that could be useful for them.

4.1. Overview of the study

This research was based on the results of a questionnaire applied to five LEI graduates who work in an international company dedicated to money transfers. The aims of the research are: a) to identify the needs of the participants and b) design a syllabus that could enable the participants to perform well in their jobs at the call center. This study makes use of an ESP approach.

4.2. Results of the questionnaire

The instrument designed to collect the data for the study was a questionnaire structured in twelve open questions. The questionnaire was divided in three sections: basic information about call centers, information about the LEI students' studies and the last part is, basically, about their perceptions on what could be improved in the LEI major in order to have better skills to work in a call center if graduates choose to work there. The analysis will be organized according to the questions, and the answers will be presented in charts. Each chart corresponds to questions three to twelve because questions one and two were just to know the status and the time that they had been working in the call center. Each question, taking into account that this is a qualitative research, the information will be analyzed by taking into account the words of the participants.

4.2.1. Basic information about the call centers section

This section shows five questions of the needs analysis instrument and the objective is to know if the students have previous knowledge about the call centers tasks.

4.2.1.1. Question one and question two

These questions were developed in order to know the status of each participant and the time that they have been working in the call center at customer service.

Chart E: Answers to questions one and two

STUDENTS' NAME	STUDENTS' STATUS	TIME WORKING AS CS
Maria	Graduate	6 months at the call center
Lidia	Graduate	1 year at the call center
Fernanda	Graduate	8 months at the call center
Angelo	Graduate	4 months at the call center
Yalina	Graduate	6 months at the call center

According to the learners' answers, all of the students are already graduates and two of them have more than three months. This means that when the participants answered the questionnaire, they already knew the activities and responsibilities of working in the place.

4.2.1.2. Question Three

The purpose of this question was to know if they have seen the tasks to perform inside the call center difficult or easy and in addition, they gave their reasons if their answer was YES.

Chart F: Answers to question three

Question 3: Was it difficult for you to start working at the call center?	
If the answer to the question was YES, Explain why?	Maria: you will have to learn a new vocabulary, content and the phrases you have to use.
	Lidia: everything is unknown; it needs to practice to get familiarized with it.
	Fernanda: for me, it is a new experience, because I had not worked in a call center before now.
	Angelo: I had to familiarize with a new context.
	Yalina: my weakness has been talking with the people and dealing with complaints.

According to the answers to question 2, participants showed that it was difficult to start working in a call center and the main reason it was that they were not familiar with the context and the vocabulary used in the call centers. Another reason mentioned by one of the participants, was her weakness in talking with people. She mentions that talking is even more difficult because they do not have the skills to deal with complaints.

4.2.1.3. Question Four

The aim of this question was to know the participants opinions on what the most difficult tasks they consider when working in in the call center. Furthermore, this question was made with the purpose to know, to practice and improve them in order to help to the participants to develop the tasks in an efficient way.

Chart G: Answers to question four

Question 4: What is the most difficult task to you have to do in the call center?
Maria: taking calls from people that have different accents.
Lidia: deal with customer's claims and cannot to help them, because I do not know what to say to them.
Fernanda: talking with the people because sometimes, I did not understand what they was saying.
Angelo: taking calls and do not understand the customers and for instance cannot resolve them.
Yalina: looking for the kindest way to talk with the people.

All the participants agree that the most difficult task to do in the call center is talking with the customers and the people in general because they do not understand what they want to say. For this reason, participants cannot help them to resolve their requests and complaints. They say that they have to use some strategies for example, “looking for the kindest way to talk with the people” as expressed by one of the participants.

4.2.1.4. Question Five

The purpose of this question was to analyze the participants' perspectives on how prepared they felt when they started working for the call center. Their answers are organized in the following chart:

Chart H: Answers to question five

Question 5: In the beginning, were you prepared to start working in a call center?
Maria: no, because I was only focused on teaching.
Lidia: not really, because I have been working as teacher before.
Fernanda: no, because the training was given in other language and I am only focused on teaching.
Angelo: not really, because the training was in Spanish.
Yalina: no, I did not have any preparation before.

As the answers show, all the participants did not have any kind of preparation before, because all of them were only focused on teaching and they have worked as teachers, Besides, the training that the company offers is in Spanish and when they face the reality of the work, they feel they are not prepared.

4.2.2. LEI section

The aim of this section is to know the point of view of the participants about the LEI program offered by the BUAP, in addition, the questions were made in order to analyze the students' opinions about the advantages and disadvantages of the subjects offered by the LEI program.

4.2.2.1. Question Six

The objective of question six was to know the point of view of each one of the participants, if they had learned something in LEI that will help them in their tasks to develop in a call center in an expert way.

Chart I: Answers to question six

Question 6: What was something you learned in LEI that helped you in your work in the call center?
Maria: it was just the language.
Lidia: strategies to learn through the role-plays.
Fernanda: some polite expressions.
Angelo: to have English conversations with native speakers.
Yalina: how to talk kindly.

The analysis in question six shows that some of the things they learned in the LEI program by students helped them in their performance at the call center. For example, they mentioned the language and some polite expressions to follow in a conversation. One aspect to notice in this question was that nobody mentioned some language skills and a kind of vocabulary related with a different kind of job than teaching.

4.2.2.2. Question Seven

The purpose of this question was to comprehend some important aspects about the LEI major. Participant refers to the things that do not help students to work in other areas, but these features can help them to perform in a different context, not just teaching. The program offered by the university is only focused on preparing English teachers.

Chart J: Answers to question seven

Question 7: What was something you did not learn in LEI that could have helped in your work in the call center?
Maria: workshops to improve listening
Lidia: the real life situations to prepare us for this kind of job.
Fernanda: technical phrases based on the context and slangs
Angelo: listening and oral skills to practice and improve them
Yalina: the different cultures around the world because I do not know how to deal with Guatemalan, Hondurans or Salvadorans people and for instance I do not know how to treat them.

According to the answers given to question, the participants agree that the LEI major must include some aspects to prepare them to face other environments not related to teaching. Some examples mentioned are: more workshops to develop and practice the listening and oral skills, topics related to the different cultures in the world and in the real contexts.

4.2.2.3. Question Eight

The objective of the question eight was to know the opinions of each one of participants if they consider a call center is a good option to work as LEI graduate students, and if they consider YES to this question, they had to explain the reason.

Chart K: Answers the question eight

Question 8: Is the call center a good place to work for LEI students or graduates?	
If the answer to question eight was YES, explain Why?	Maria: it is good place if you want to experience different aspects of the language.
	Lidia: it is a part time job and
	Fernanda: in this kind of job, you can develop the listening skills
	Angelo: let learners to continue studying
	Yalina: this participant mentioned it depends on what you want to do with your life.

Only one participant did not agree that working in a call center was a good job. Yalina mentioned that it depends on “what you want to do with the professional career or with your life”. The rest of the participants said that it was a good place for them, because in this place a LEI graduate can learn new aspects of the language.

4.2.2.4. Question Nine

The purpose of this question was to analyze the kind of activities that the participants need to do in the customer service department and in this way help them to improve in an efficient way.

Chart L: Answers to question nine

Question 9: Write some activities that you need to do as part of your job in the call center?
Maria: assist the customers in their requests (make a wire)
Lidia: deal with claims.
Fernanda: transfers calls to other department.
Angelo: talk with the agents and authorize wires and send the transaction to the payer.
Yalina: write in the global cash system the process.

According to the participants' responses, the activities mentioned by the participants are related to the listening and oral skills, they need to practice them in order to improve their performance in the calls.

4.2.3. Section of LEI program

This section was developed in order to know some aspects of the LEI program that can be given more importance or improved in order to help students in the tasks to do in a call center or in a similar kind of job once they graduate.

4.2.3.1. Question Ten

The objective of the question ten was to analyze the language skills that the participants expressed they need to improve in order to perform their tasks in the call center in a proficient way.

Chart M: Answers to question ten

Question 10: What aspects of English are the most useful for your work in the call center?
Maria: vocabulary, pronunciation, listening and oral skills.
Lidia: vocabulary, listening skills, pronunciation, fluency.
Fernanda: pronunciation, pragmatics, listening and oral skills.
Angelo: vocabulary, pronunciation.
Yalina: pronunciation, listening and oral skills, interpersonal skills.

All the students agree that in order to perform their tasks to do in the calls in a proficient way, the most important languages skills that they need to work on are the listening and oral skills, pronunciation, and vocabulary.

4.2.3.2. Question Eleven

The objective of this question is to know about the training that they would like to have in college in order to help them in their activities to do as customer service of a call center or any other related job.

Chart N: Answers to question eleven

Question 11: What kind of training would you like to have in order to help you in your performance at the call center?
Maria: a lot of role plays regarding listening.
Lidia: with vocabulary related with the context.
Fernanda: with technical vocabulary
Angelo: to have a lot of conversations with the native people
Yalina: an ESP course related with the tasks to do in the company.

One of the participants, Yalina, commented courses on ESP as the training they receive when they are still in college. The rest of the participants mentioned diverse aspects that the courses could include in order to help them to perform their tasks if they decided to work in a call center.

4.2.3.3. Question Twelve

The aim of the question ten was to know the opinion of each one of the participants about the designing of a specialized syllabus to be used in the training when they start working at a call center.

Chart O: Answers to question twelve

Question 12: How important would be a specialized syllabus in the initial training before working in the call center?
Maria : it is very necessary because will be helpful for us.
Lidia: it would be an excellent idea.
Fernanda: it would make the performance more effective in the callings.
Angelo: it would be very helpful for us
Yalina: it is very important to take this kind of course.

According to their answers, all the participants agree with the idea to use a specialized syllabus in the training because in this way they can practice and improve their tasks to do in the calls before facing real customers. This training should also be in English as the current one is in Spanish.

4.3. Interpretation of the results

According to the answers in the needs analysis, the results are the following: on one hand, graduate students of LEI are not really prepared to cope with different areas, others than teaching, this is because the LEI program at BUAP is only focused on forming English teachers and this is a disadvantage for them because when students decide to explore a different field it is hard because they have to use the language in other contexts, for which they are not really prepared and fields such as vocabulary, and technical words are unknown to them. On the other hand, the major does not offer students different subjects to prepare them to face other scenarios, when they begin to start working in a different place; it is so difficult because students do not have the necessary tools to perform other jobs in a proficient way.

As the participants mentioned in the instrument, they need to practice more with the objective to develop their listening and oral skills, their pronunciation and their pragmatic competence in order to improve their oral and listening skills. For this reason they consider that, the LEI program should have subjects in which learners could practice and develop these in different ways. Another important aspect mentioned by students was, that they need to have an appropriate training and it must include important aspects related to the tasks to perform such as role-plays and vocabulary in order to practice and familiarize them. After analyzing the participants' needs, the making of an appropriate syllabus was necessary.

4.4. Syllabus

According to Parkes and Harris (2002), the word syllabus was defined by the Oxford English Dictionary as “a table of contents” (p. 55) in the field of education. The contents are the topics chosen by the teacher according to the learners' necessities; the design of a syllabus is essential

before starting a course because in this way, teachers can organize their ideas in a systematic manner and choose the kind of materials to use.

As Lee (1980) explained, a syllabus is a statement of what should be taught year by year in the course through the language, and it also contains points of the method of teaching and the time of the classes. Another important aspect that mentioned Nuñez and Bodegas (2007), was that a syllabus include the teaching and learning aspects based on the specific objectives in order to reach the general objective of the course, besides the syllabuses are based on accounts and records of what actually happens at the classroom level.

There are different types of syllabuses and according to Nuñez and Bodegas (2007), the process of the syllabus consists of some steps and teachers can combine many types of them in order to integrate an ESP syllabus.

The types of Syllabuses (Syllabi) are the following:

- a) Structural..... Grammar
- b) Situational..... Situations (supermarket, restaurant etc.)
- c) Topical..... Topics and themes
- d) Functional..... Activities to perform
- e) Notional..... Concepts in general
- f) Skills based Focus on one or two skills need
- g) Task based The making of a specific task (i.e. essays, letter or recipes)

Based on the data obtained from the instrument and in order to answer the second research question of the study, a syllabus had to be designed. The following section will describe the syllabus created for the group of employees of the call center.

4.4.1. Syllabus Proposal

After analyzing the different types of syllabuses, and matching them with the results of the instrument applied, the appropriate syllabus for the learners' needs was a combination of two different syllabuses: topical and functional.

As the aim of this research was the development of a syllabus that would cover all the learners' necessities, according to these aspects this combination was chosen because the participants expressed their need and preference to learn specific topics related to the customer service department, and the different operating procedures. In addition, as they need to improve their oral and listening skills, employees of a call center need to have a real communication in some specific functions and situations, and finally, because they will notice their improvement with tasks they have to perform in a daily basis at their workplace.

In addition to the syllabus, it was decided to create a glossary, which could be used in the early stages of working in a call center. The glossary contains some technical words used in the company and in the different departments of the company. For instance, this glossary will help employees to familiarize with the context and the vocabulary before starting to work because the intention is that the glossary can be used during the training process. Some of the words used in the glossary are the names of the different departments, and some related key words. (See appendix 2)

This syllabus will cover four weeks, and each one corresponds to a unit, the participant or probable employees are going to have five hours each day, from Monday to Saturday. To start the class each Monday with a new topic, students have to listen and speak about the topics seen in the unit and finally, participants are going to have time to present a final task where they have to apply all the knowledge acquired in the week.

4.4.2. Sample of the syllabus

According to learners' needs expressed during the data collection process, the syllabus is going to consider the following topics: Wires basic information, how to attend a call, operating procedures, and different ways to authorize a wire, which are typical activities of the people who work in a call center. The syllabus will focus on two different skills of the language: listening and speaking. Finally, participants have to demonstrate their learning with a specific task to confirm and reaffirm the knowledge learned during the week. (See appendix 2)

Figure 2: Sample of the syllabus

WEEK ONE	TOPICS	VOCABULARY	LISTENING	SPEAKING	FUNCTIONS
UNIT 1: Wires basic informati on	Basic information of the wires. Nomenclatures of the USA states Wire's status. Different departments inside the company.	Some technical words used in the company and in the global cash system. - Key words - Technical words used in the different departments. (The glossary)	Watching a video to identify the key words about the money transfers process. https://www.youtube.com/watch?v=GN09da-aJ3A	Asking and giving personal and professional information	-Describing the environment and the tasks inside the company. Task 1 , presentations of the functions of the different departments inside the company.

4.5. Conclusions of the chapter

As a conclusion of the chapter and after analyzing the results obtained by the findings of the questions from the needs analysis instrument, it could be said that participants need to understand and apply the language at their work place. For this reason students need to have a good training before working in a different area other than teaching and a syllabus is an excellent option, because

this is a way in which they can cover just what students want to learn in order to reach a specific purpose.

CHAPTER V: THE CONCLUSIONS

Introduction

Finally, chapter five, the final chapter of this thesis will deal with the conclusions found for the research, furthermore, the research questions will be answered and discussed according to the participants' responses. The chapter will also contain the limitations of the study, which will be explained, and finally a general conclusion and a reflection of the research will be included so as to integrate the study and the researchers' perspectives on the ESP approach on instruction.

5.1. Overview of the study

This is an ESP study and it was focused on the needs analysis of a staff group who works in an international company dedicated to money transfers to Latin American. Five graduate students of the LEI major of BUAP were the participants of the research: four girls and one boy, they are between 22 and 25 years old. At the moment of the study, all of them were working as customer service in the call center of the study and they all expressed their need to improve their proficiency in the language to have a better performance in the different tasks to do at work.

5.2. Answering the Research questions

The purpose of this study was to know, notice, interpret and carry out a needs analysis of a group of five graduate students of LEI major who work in a call center in the customer service department. The participants perform different tasks for which they were not trained to do, for this reason, the study used a needs analysis process in order to know what they needed or what they had to express. Three research questions were designed to lead the study and they will be answered in the present chapter. The research questions were established with the purpose to find out the

students' needs and the design of a syllabus proposal in order to help them in the different tasks in the call center.

5.2.1. Research Question One

This question was done with the purpose to know and analyze the specific language needs that people who want to work in a call center with these characteristics need to have in order to perform the different tasks in an efficient way.

- **What are the specific language needs that a call center employee needs to fulfill in order to perform his/her work efficiently?**

According to the findings of this question and based on the needs analysis instrument, there is an evidence about the specific language needs that a call center employee must have with the objective to perform the different process and tasks in a proficient way. It could be noticed that the most important skills for the staff group of the call center are: the need to practice, to develop and perform oral and listening skills. Among these skills, some sub-skills were identified such as tone of voice, active voice and coherence, also, the listening skills, such as active listening, a good and fluent pronunciation as the participants are exposed to talk with a lot of customers from different nationalities (El Salvador, Mexico, Guatemala, Honduras, Colombia, Costa Rica, Ecuador, Nicaragua, Panama, Dominic Republic and Peru) who have different accents, different culture, a different pronunciation and in some cases different ways to ask and request the service offered by the call center. However, the employees, at least in the initial stages of employment are not aware of their importance in order to facilitate their performance at the call center.

5.2.2. Research Question Two.

The objective of this question was to recognize and evaluate the specific language tasks that a call center employee must have in order to complete their assignments in the different departments in an excellent way

- **What are the specific language tasks that a call center employee needs to perform efficiently in his/her work?**

After collecting data, and according to the students' responses from the needs analysis instrument, the specific language tasks that a person who wants to work at customer service in a call center needs to have were identified. On one hand, they need to know and have previous knowledge about the context in which they are going to develop, in this case in a call center, some aspects that they would like to know before working are: what is about the call center? What are the tasks to develop in this kind of call center? On the other hand, the participants must know specific vocabulary and technical words used in the company, some key words of the system to help them in their different tasks or procedures, and finally a list of vocabulary and technical words used in the different departments in order to familiarize to the staff with the context of the call center and give the employee an idea what are going to be the tasks and to perform them in a proficient way. To fulfill these needs, a glossary was created to be used during and after the initial training given by the company.

5.2.3. Research Question Three.

One of the purposes of this research, was to develop a syllabus according to the learners necessities, for this reason, this research question was made and another reason was to know the

point of view of each one of the participants about what aspects they would like and need form a syllabus in a training course before they start working at the call center.

➤ **What could be an appropriate syllabus to train employees of a call center?**

According to the findings of this question, and based on the participants' responses, It was observed that the type of appropriate syllabus to aim at the specific needs of the group was a topical –functional syllabus. Some of the reasons taken into account to choose this type of syllabus were: the participants needs to learn some topics related to the necessities required by the customer service department, such as the different operational procedures, the ways to authorize a wire, how to attend a call in an efficient way. And finally, because the participants need to perform some specific functions according to the different departments in the global cash system such as to send, process and confirm the cancelation request to the payer, to contact and help the beneficiary to receive the money and call and ask the customers for the officials ID if necessary.

5.3. General conclusions of the study

According to the needs analysis instrument, the conclusions are the following: not all the graduate of the LEI program opt for teaching at the end of their studies, some of these graduates need to start working in a different area, and then, they have to deal with different tasks for which they are not prepared. In the specific case of this study, the participants started working in a call center as this kind of job offers the flexibility, the conditions and the opportunity to have a job as a recently graduated student. Another benefit mentioned of working in a call center is the opportunity to practice the language with native people, which could result in improving the graduates' proficiency of the language. However, it was found that the initial training for the new employees was not adequate, given the characteristics of the graduates, then, one of the outcomes

of the study was the creation of a syllabus for the training the participants could receive when they start working at a call center. Another result of the study was a glossary that could be used during and after the initial training of new employees. As a conclusion, I can also express that all companies must include an appropriate training so that new employees could familiarize with the vocabulary and all the topics related to the job. In the case of the call center, the staff group expressed their need to learn vocabulary and technical words related to the company and the different departments such as customer service, compliance, complaints and promotions, and besides they need to practice different kinds of roles for different procedures. ESP approach on teaching and learning can result in an efficient method to fulfill these needs. An ESP syllabus might facilitate the performance of new employees in jobs in which they were not trained. A recommendation of the present study could be that the ESP approach could help in the initial training of any new job.

5.4. Limitations of the study

Doing research is a meaningful task but at the same time it is a complicated one, for this reason, I faced some problems during the process. The research was limited by many aspects and one of them was time constraints because this research needed to be completed in a few months, because of the schools requirements. Another important limitation was the number of participants, being this a qualitative research, the number of participants was small, and therefore, results cannot be generalized. Some of the participants did not know or were not aware of the problem until I made them think about it as a problem. Some probable participants did not want to help me because they told me that they did not have time to answer the questionnaire or they simply mentioned that they were not interested in the research. These limitations have played a significant role in the results

and the outcomes of this document, but the results shown are valid for the participants and the context of the present thesis.

5.5. Directions for further research

After finishing the present study, some directions for further research can be done. ESP has emerged and developed in other regions of the world, but not in Mexico and I could see the need for studies of this kind in Mexican contexts. The context of the study was a call center, but LEI graduates are being employed in other areas, different than teaching, which opens the opportunity for studies similar to this one that could improve the quality of English teaching and learning in Mexico.

The creation of a syllabus is hard work but a necessary task. The idea of this study emerged from the need to have a syllabus that could fit the needs of a particular context, more studies could be located in other areas and not only in the GE syllabuses which form the most of the courses offered in educational contexts in Mexico.

5.6. Conclusions

In Mexico, as the literature and this study have shown, there have not been many studies about ESP, a field that is growing and developing in many other countries. ESP has proved to be an efficient approach to teaching in specific contexts, such as the one of the study; a call center. One of the conclusions of the study is that the process of needs analysis has allowed the researcher to know the specific and real needs of the participants regarding their English learning. Needs analysis is a process that must occur before the start of language instruction. ESP must then be considered as an alternative to teaching English in order to prepare students for specific activities or tasks when they have to work in something for what they have not been fully trained.

Another conclusion that can be given as a result of the study is that teaching English happens in all contexts, in not only a school or a language institute, with the demands of a global world; English is required to increase the opportunities of graduates to get a job or to improve their life situation. The participants of the study expressed the uncertainties that graduate face when they leave school. The use and implementation of ESP as theory and method can be an important step in a more effective language teaching and learning.

Reflection

As mentioned before I am very proud of myself, because this is another step of progress in my personal and professional field. I consider that the first one was to finish a major and the other one, is to finish my thesis project.

As a novice researcher, I would like to mention that it was an interesting experience because along the process, I could discover and learn many important things. For example, about ESP (English for Specific Purposes), in what cases it is used it and I learned that there are different fields in which the English language is used, taught and learned.

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Appendix One
NEEDS ANALYSIS INSTRUMENT

We could appreciate if you could answer the following questions. Your answers will be used for research purposes.

Name: _____

Age: _____

1. - Are you still a student or a graduate of LEI?

2. - How long have you been working in the call center?

3. - Was it difficult for you to start working in the call center? YES – NO

Why?

4. - What is the most difficult task to you have to do in the call center?

5. - In the beginning, were you prepared to start working in a call center?

6. - What was something you learned in LEI that helped you in your work in the call center?

7. - What was something you did not learn in LEI that could have helped in your work in the call center?

8. - Is the call center a good place to work for LEI students or graduates? YES – NO

9. - Write some activities that you need to do as part of your job in the call center:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

10. - What aspects of English are the most useful for your work in the call center?

Mark all the necessary

- a) Vocabulary _____
- b) Grammar _____
- c) Pronunciation _____
- d) Pragmatics _____
- e) Listening skills _____
- f) Oral skills _____

g) Others: _____

Why?

11. - What kind of training would you like to have in order to help you in your performance at the call center?

Why?

12. - How important would be a specialized syllabus in the initial training before working in the call center?

Why?

Thank you for your collaboration! If you have questions regarding the questionnaire, contact:

e-mail address: blei_of@hotmail.com

Telephone number:

Appendix Two
GLOSSARY

WORD / CONCEPT	DEFINITION
Accounts receivable department	This term is used to the department which is responsible to collect the money and give credit to the agencies.
Agent	Is the person responsible of a store or agency in USA
Agency	Could be commercial, hotel or industrial establishments where people from USA could make the money transfers
Authorize wire	This term is employed when a customer services, agent or supervisor reviews the security polices of a wire after this, they allow the money transfers to the correct beneficiary.
Beneficiary	The person who receives the money transfers in other countries.
Best payer	The payer that has the highest change.
Claims department	The department which help the customer and the beneficiary to get the money in an easy way.
Change	The price of the currency exchange in an international one,
Check direct department	This term is used to the department responsible to receive the payment of the agencies especially in checks.
Compliance	The legal department which is commissioned to the legal concepts to the customers and agencies, besides is responsible to the fraud preventions to the agencies,
Customer	The person from USA who makes the money transfer in the agencies,

District manager	The person responsible of one district in each one of the states of USA
Fax review	The special process to follow before authorize a wire
Form 1025	A legal format in which the customer service or supervisor asks some questions to the customer about personal and job information.
ID	The official document of the customers that serves to identify in other country,, some examples of these are the INE, passport, driver license, among others.
Money transfer	The process to send money another place (city, state, country, bank)
Passport	A type of ID of the customer
Payers	These are places, especially banks, supermarkets, Elektra, department stores in which people can receive the transaction.
PIN number	The reference number which the beneficiary can receive the money in the payer.
Replace wire	This is a process where the customer only can change or modify the beneficiary's name.
Sender	The person who sends the money in the agencies in USA.
Supervisor	The person responsible of the customer service department.
Status "In process"	The wire's color is light green and it means that the wire has just been made by the customer service staff or by the agent, in this status the wire can have static modifications,
Status "ready to send"	The wire's color is yellow, and is when the wire is ready to send to the payer, in this status, the staff can make some statics modifications to the wire.
Status "Sent"	The wire's color is dark green, and it means that wire is already sent to the payer and the beneficiary can get the money transfer.

Status “ Cancel”	The wire’s color is red, and is when the wire is canceled by the customer service staff with the license of the agent and the sender, when is rejected by the payer or when the wire is expired.
Status “ Hold by compliance”	The wire’s color is orange and it means the wire is hold by the legal department of the company.
Wire	The money transfers name.
Wire’s status	The process situation of the wires.

APPENDIX 3: THE SYLLABUS PROPOSAL
“Preparing the staff for a Call center customer”

<i>LEVEL:</i>	Intermediate Level Students
FRECUENCY OF CLASS	Four weeks
<i>GENERAL OBJECTIVE:</i>	At the end of the course, Students will be able to work as customer services in a call center of money transfers in a proficient way.
<i>Objective Unit 1</i> <u>Wires basic information</u>	Students will be able to learn the basic information about the wires, the functions in the different departments inside the company and the nomenclature of the USA states.
<i>Objective Unit 2</i> <u>How to attend a call</u>	At the end of the unit, the staff will be able to attend a call following the rubric established by the quality department and using the different phrasal verbs in an efficient way.
<i>Objective Unit 3</i> <u>Operating procedures</u>	Students will learn the different operating procedures and the different functions that the global cash system has.
<i>Objective Unit 4</i> <u>Different ways to authorize a wire.</u>	At the end of the unit, the staff will be able to authorize a wire in the two different ways following the security policies established by the company.

Syllabus name: **Preparing the staff for a Call center customer.**

Level: Intermediate level students

Type of instruction: Face to face

Teacher: María Oliva Flores Toscano

Frequency of class: 4 weeks

General objective: At the end of the course, students will be able to work in a call center like a customer service in a proficient way.

WEEK ONE	TOPICS	VOCABULARY	LISTENING	SPEAKING	FUNCTIONS
UNIT 1: Wires basic information	<p>Basic information of the wires.</p> <p>Nomenclatures of the USA states</p> <p>Wire's status.</p> <p>Different departments inside the company.</p>	<p>Some technical words used in the company and in the global cash system.</p> <p>- Key words</p>	<p>Watching a video to know the functions in the company.</p> <p>- Watching a video to identify the key words used in the department.</p> <p>https://www.youtube.com/watch?v=GN09da-aJ3A</p>	<p>Asking and giving personal and professional information</p>	<p>Describing the environment and the tasks inside the company.</p> <p>Task 1, presentations of the functions of the different departments inside the company.</p>
WEEK TWO	TOPICS	VOCABULARY	LISTENING	SPEAKING	FUNCTIONS
UNIT 2: How to attend a call	<p>Basic information of the callings.</p> <ul style="list-style-type: none"> - How to deal with the customers. - The Global cash system. - The quality department. 	<p>Phrasal verbs related with the callings.</p> <p>-key words used in the system.</p>	<p>-Watching a video to about phrasal verbs:</p> <p>https://www.youtube.com/watch?v=1s9hXnvV2No</p>	<p>Describing the functions in the global cash system.</p> <p>- Explaining the concepts that the quality department evaluates.</p>	<p>Describing the screens of the global cash system.</p> <p>Task 2, perform a role-play of a calling taking into account the quality rubrics.</p>
WEEK THREE	TOPICS	VOCABULARY	LISTENING	SPEAKING	FUNCTIONS

Syllabus name: **Preparing the staff for a Call center customer.**

Level: Intermediate level students

Type of instruction: Face to face

Teacher: María Oliva Flores Toscano

Frequency of class: 4 weeks

General objective: At the end of the course, students will be able to work in a call center like a customer service in a proficient way.

<p>UNIT 3: Operating procedures</p>	<ul style="list-style-type: none"> - Make a wire - Replace wire - Cancel a wire - Change payer. 	<p>-Technical words used in each one of the procedures.</p>	<p>-Videos about telephone conversations.</p> <p>https://www.youtube.com/watch?v=WftqJjk_gA</p>	<p>-Explaining each one of the procedures in the global cash system.</p> <p>-Explaining how to attend a calling in each one process.</p>	<p>-Explaining each one of the process in which cases is uses for.</p> <p>Task 3, create role plays of each one the process.</p>
<p>WEEK FOUR</p>	<p>TOPICS</p>	<p>VOCABULARY</p>	<p>LISTENING</p>	<p>SPEAKING</p>	<p>FUNCTIONS</p>
<p>UNIT 4: Different ways to authorize a wire.</p>	<p>Fax review</p> <p>Manual authorization.</p> <p>How to help customers and agents in this process.</p>	<p>Important concepts used in the fax review screen.</p> <p>Key words used in the calls when it performs this task.</p>	<p>-Watching a video about the use of this skill.</p> <p>-Watching a video about customer services expressions.</p> <p>https://www.youtube.com/watch?v=3YcMtITU N1k</p>	<p>-Describing the ways to authorize a wire.</p> <p>- Explaining important security polices to follow in this process.</p>	<p>-Explaining the customer and agents the ways to authorize the money transference.</p> <p>Task 4, a role play to authorize a wire following the security policies.</p>
<p>SUMMATIVE EVALUATION:</p> <p>A roleplay of the different operating procedures.</p>					