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An ESP Course for Antiquarians in Los Sapos, Puebla

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PRESENTA:

Luis Ernesto Tapia Lorenzo

DIRECTORA DE TESIS:

Dra. Leticia Araceli Salas Serrano

ASESORAS DE TESIS:

Mtra. Gabriela Alhor Martínez

Mtra. Araceli Tecuatl Cuautle

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This thesis has been read by the members of the committee of

Luis Ernesto Tapia Lorenzo

**And it is considered worthy of approval in partial fulfillment of the requirement for the
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Thesis director



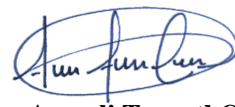
Dra. Leticia Araceli Salas Serrano

Committee Member



Mtra. Gabriela Alhor Martínez

Committee Member



Mtra. Araceli Tecuatl Cautle

Benemérita Universidad Autónoma de Puebla

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CHAPTER I: INTRODUCTION

1.1. Introduction to the Problem

The economy of Mexico has always been deeply marked by tourism and the use of various languages, in which different ethnic and social groups whose languages are not the same, used a “*Lingua Franca*” as an important tool to be able to concrete treaties and socioeconomic deals and agreements; and to exchange information to increase the scientific and literary knowledge. In the XX and XXI centuries, the importance of speaking a second language has reached important heights, starting with agreements such as NAFTA (North American Free Trade Agreement) which was made effective on January 1, 1994, and was replaced in April 2020 by another agreement, the USMCA (United States-Mexico-Canada Agreement), named the “New NAFTA” or “NAFTA 2.0” by Swanson and Tankersley (2020) and Lea (2018), in both, of the three countries that signed the agreements, two speak English as an official language.

The media that Mexico consumes now tends to come from countries of which languages that are not related to Spanish, such as English in music, movies, books; Japanese in other means of entertainment as Anime or Manga; and German in technological fields, of which many factories or companies come from this country and operate or work in the Mexican state of Puebla. Digital platforms such as Facebook and YouTube now have become a melting pot of languages, a future Babel, a new Tollan, in which all the languages of the world coexist again in a single place.

English, a language of Germanic origin, is spoken and learned around the world in the present, used for tourism, science, and technology, to establish socio-economic agreements and by its cultural influence, acts as a *Lingua Franca*, which according to the Cambridge Dictionary

(2023) it is a “language used for communication between groups of people who speak different languages”. It is even characterized by the large number of speakers it had by the year 2021, being the third most spoken language regarding on how much native speakers has and the first most spoken language in non-native speakers, this reaffirms its importance as a Lingua Franca as it is the most widely spoken language in the world and as a second language with a total of 1,348 billion speakers according to Eberhard et al. (2021).

According to the Mexican Institute of Competitiveness, there are many problems when it comes to researching the knowledge of the English language in Mexico, because there is no study that has accurately portrayed the reality of the country. In 2015, the IMCO (*Instituto Mexicano de la Competitividad*) admitted that the information is scarce and dispersed, citing the disparity that exists between the data of the studies; the CIDAC (*Centro de Investigación para el Desarrollo A. C.*) in 2009 affirmed that only 4% of Mexicans speak English; the SEMS (*Subsecretaría de Educación Media Superior*) and Interlingua in 2009 and 2011 affirmed that only 2% of Mexicans speak English; a *Bienestar* survey mentioned a 9.4% in 2012; the query Mitofsy in 2013 mentioned that it is 11.6% and recently in 2020 there have been surveys, which will be mentioned later, that mention that it is 5%. The IMCO (2015) has mentioned that many of these surveys are “*poorly made*”, because they do not have quality data, mainly because all of them are self-reports, perception surveys or because they do not apply tests and they are not representative of a specific population.

The attempts to fix this situation have created more problems, the IMCO reports that, some schools try to teach English, but they cannot reach the objective; universities try to fix this and

demand results but do not offer tools, the fact that 85% of universities require knowledge of a second language to obtain the title must be highlighted. More job training in languages is needed, because of the 100% of the economically active population, only 0.5% took a course or training in a second language. It is known that a professional who has a good level of English earns between 28% or 50% more in his monthly salary according to the same IMCO report (2015) and that mastering a second language (being English in this case) increases competitiveness from a country.

The level of English in Mexico is one of the lowest in Latin America and the world; according to a study, *'Language Experience Statistical Journey'*, shared by the newspaper *El Financiero* (2021) and carried out by the social language learning startup 'Poliglota', only the 5% of Mexicans speak English; a study applied to students, executives and young people who aspired to a better employment situation, with a sample of 3,304 people; in which an interview with senior executives of multiple companies in Mexico, discovered that 10% only spoke fluent English, 80% had an intermediate level and the other 10% a basic level. Although it is known that English is necessary, when it comes to entering a company in Mexico, in the selection of candidates, other attributes interfere that sometimes compensate for the lack of command of a language. The recruits have other technical skills that in a way are more essential than knowing a language immediately, such as decision-making and leadership, which are about soft skills, which are personal competencies such as social and interpersonal skills; rather than technical skills, related to the use of tools and techniques acquired by experience, like English, which can be developed with time according to Malacara (2021).

In 2022, Mexico was in the ranking of English proficiency at number 88 of 111, according

to a study published by the EF English Proficiency Index or EF Education First (2022), which shows that the level of English proficiency in Mexico has been constantly falling, since in 2011 it was ranked at 11, in 2015 it was 40, in 2018 it was 57 and by 2020 it was 82. Mexico has a lower and a similar English level to countries like Syria, Egypt and Afghanistan, and only above countries like Saudi Arabia and Iraq; another Latin American countries like Colombia, at position 77, Venezuela at 67, Chile at 45 and Argentina at 30, show a better display and comprehension of the English language, showing a big disparity at using English as a second language according to EF Education First (2022).

Many of these studies are related to the English level among professionals and students, who will enter into the workplace, but what about those who earn a living through another kind of business? like those related to tourism and who did not have a specific preparation at a school or enjoyed education at University, like second hand businesses, antiques shops or pawn shops like those located at *Los Sapos*, Puebla.

Los Sapos is an important economic and cultural place, located in downtown Puebla city, and is famous because it is the place where people sell antiques: old or used things to make a profit of it, of which collectionists and tourists are important clients. Some of the objects that are sold here are antique furniture (chairs, doors, tables, wardrobes, clocks, mirrors) and other commodities (Religious figures, machines, tableware, clothes), made of different kinds of material, ranging from materials such as gold, copper, wood, clay, china and iron. Pieces and objects that are used to decorate, to give them a second use or to resell them again in a foreign antiques market in another country. However, as antiquarians mention, speaking English is very important as it has become a

need, a “business”, thanks to the Americans and Europeans who come to Mexico, because according to one Antiquarian: “if you want to sell them something, they need information about the product or they will not buy anything; they are more interested in the practical use or history of the object, more than how it looks”, thus, they need to speak English to make a sale.

1.2 Problem Statement

Antiquarians mentioned the problem of not knowing or having no knowledge of English and the difficulty they had in not being able to communicate well with the customer on some occasions, which led to an idea for the thesis research. Being the knowledge of a language and its relationship to commerce and tourism, is something important as previously explained. This thesis was in charge of studying the Zona de Los Sapos, in the city of Puebla, along with other shops around, whom they own an antiques store in the aforementioned place.

Antique dealers and other sellers have a basic or no knowledge of a second language, their children, who do have some knowledge of a second language, they do not have the skills yet to establish a conversation with a foreigner, the researcher of this thesis was in charge of giving English classes to the children of antique dealers at the end of 2019 until year 2023 and during the same time, I served as a translator to make sales with foreigners from countries such as the United States and England.

1.3 Background and Needs

Los Sapos has always had an economic importance in the downtown area due to the sale of antiques and other curiosities, such as the *“licor de pasita”*, which leaves an important economic

spill in the area. Some antique dealers have mentioned that it is the foreigners who sometimes tend to buy the most expensive and rare pieces, thus, having knowledge in the English language is also another opportunity to fulfill or make another sale, making “*knowing English*” a “*business*”. Having knowledge of a second language is important to the economy and tourism of our country, with Mexico being ranked at position number 7 of most visited countries worldwide and at number 16 in tourism receipts in 2018 and 2019 according to the UNWTO’s World Tourism Barometer (2020). In the same way, the City of Puebla is among the top 20 tourist destinations according to SECTUR data.

1.4 Purpose of the Study

The purpose of this study is to analyze the needs of the antiquarians in Los Sapos and based on that, develop an ESP (English for Specific Purposes) course that might be taught to antiquarians at Los Sapos, to facilitate the learning of the English language for them. This English course will respond to their needs in terms of their particular field of interest to merchants or sellers. The syllabus would be based on the participants' needs, integrated by the main topics related to the context in Los Sapos Puebla.

1.5 Justification

The hypothesis of this thesis is that, by designing an ESP course for antiquarians, they will be able to learn English effectively. In other areas, and due its constant use in the workplace, they also will be able to apply the learned contents to establish a good conversation in daily life situations outside work.

As a graduate of the LEI program, the task of looking for opportunities of work related to teaching or translating are multiple, however, every student and employer has a specific need in mind, in this case, is preparing students to learn a language to facilitate and improve sales. A lack of the knowledge in the vocabulary was discovered, and it is related to the context or lack of skills they have in their second language in areas such as listening and speaking.

1.6 Research Questions

The following questions arose when creating this type study, and taking everything in account, these questions will guide our research:

- What are the language needs or linguistic resources that antiquarians need to fulfill in order to perform efficiently and communicate successfully?
- What are the specific language tasks antiquarians need to perform efficiently?
- What could be an appropriate syllabus to help the antiquarians to perform easily?

1.7 Conclusion

As tourists come to Puebla, and they speak various languages, the antiquarians and their families are faced with the need to interact with them in English. Los Sapos is an important tourist highlight, receiving a huge number of visitors, from collectors to tourists, some coming from different countries, who use English as the Lingua Franca to establish social and economic relationships and deals to be able to concrete a sale. Therefore, this chapter has established the context of the study, the justification and the research questions posed to be answered

CHAPTER II: REVIEW OF LITERATURE

2.1. Introduction

This chapter focuses on the previous information that has been generated about the topics around the study. This chapter serves as the theoretical basis for the making of this study, so a review must be done to must understand the basics, starting on *what* is an ESP and *its uses*.

2.2. English for Specific Purposes

An *English for specific purposes* or “ESP”, is a course designed for a certain area or topic, as an example, there are ESPs for areas like tourism and for jobs like waiters, doctors, engineers, drivers, pilots, just to mention a few examples. ESP will be explained and its difference with an *English course* that just focuses on teaching the language for anyone and to anyone, with no distinction of needs.

Some ESPs are based on age of the student, as adults and children have different levels of proficiency in their second language, and because some are more efficient and others are not, so, the feeling of being stagnant might arise in some of them. The students need the knowledge of English to improve their abilities and economic earning in their own domain, being it, Medicine, Economics, Politics, Tourism and thus, English for Specific purposes or *ESP* was born, based on three specific objectives according to Hutchinson and Waters (1987):

1) **English to suit specific needs of a profession**, that means, to help the student to learn the certain aspects of the English vocabulary or grammar that are needed for the students' profession.

2) **Discovering how the language is used in real communication**, or how to make meaningful and useful the knowledge learned.

3) **Educational psychology**. To enhance the learning of the language of the students by appealing to the students' feelings and emotions as their needs and interests have an influence on their motivation and effectiveness of their learning.

These three objectives are taken in consideration when creating an ESP, however there are other characteristics that play a role to it but are related to the *content* more than *the main objective*, which is learning a language. Strevens (1988) was the first author to mention that the ESP has two of these characteristics, of which Dudley-Evans and St. John (1998) will later give their own description, these two main characteristics have been the basis for the creation of ESPs, also mentioned by Anthony (2018):

1) Absolute Characteristics: An ESP must focus on meeting the needs of the student, with its contents, be it syntax, discourse, semantics, vocabulary or grammar in general; linked to their own discipline, occupation or activities.

2) Variable Characteristics: Not all skills might feature in an ESP. An example being, reading and certain vocabulary or terminology, which could be taught or not, depending on the needs of the learner.

Robinson (1991) summarized all the previous information and suggests that, the ESP has two criteria, which follows the same idea as Strevens (1988), Dudley-Evans and St. John (1998) were some the first who mentioned that an **ESP** is '*goal directed*' by having a specific result and outcome in mind and, that ESP courses must be developed from a *needs analysis* which aims to discover or know what students specifically *want to learn or know*, which will be of use in their respective areas or jobs.

2.2.1 Types of ESP

There are two main branches of teaching English as a second language: 1) **English for General Purposes (EGP)**, related to a basic use or first approach to learn English as a second language with its contents being the language used every day for ordinary things in a variety of common situations and, 2) **English for Specific Purposes (ESP)**, which is related to the language used to discuss specialized fields of knowledge or the complex vocabulary and terminology that are part of it, as mentioned by Delgrego (2009).

ESP in turn, is divided into another two classifications: 1) **English for Academic Purposes (EAP)** in which the students or learners already have some academic experience on a certain field, like science and technology, engineering, legal purposes, medical purposes, etc. and 2) **English for Occupational Purposes (EOP)**, which is used to study in a specific discipline or a school subject, an example being that of English focused on History of Biology or to train non-professionals for a job interview or occupations such as bakers and bricklayers, as mentioned by Bojović (2009).

2.2.2. Characteristics of the ESP

An ESP might have too many characteristics, however, Carver (1983) mentioned three main characteristics or common essentials for an ESP:

1. **Authentic Materials:** Relevant material to the ESP and the students' needs, so, the material must be purposeful, and must not stray away from the language related to the field of expertise of the learner.

2. **Purpose related-orientation:** Providing a stimulation of communicative tasks required by the final objective of the ESP, this means, to employ the acquired knowledge to perform skills related to the situations which they will face in real life or which might enable them to complete a task successfully.

3. **Self-direction:** Concerned with the idea that an ESP must turn *learners* into *users*. In which the teacher promotes autonomy in the students to decide, in which direction they should go to improve their language learning or to know that language content he is interested to acquire, Gatehouse (2001) mentions that, after having some degree of knowledge, the learner decides what, when and how they want to learn.

2.2.3. The Role of a Teacher in an ESP

The teacher knows the English language, but he/she might not be an expert in the area to be taught. Some concerns regarding the role of a Teacher in an ESP must be have arisen, authors such as Dudley-Evans and St John (1998) prefer to use the term of “*Practitioner*” rather than that of “*Teacher*”, because an ESP involves more than just teaching the language, it involves several roles, some in which the student might even teach something valuable to the teacher due being himself the focus of the ESP:

1. **ESP Practitioner as a teacher:** The student might or will always know more than the teacher on the subject or area of expertise of the ESP, so the role of student and teacher is more of a partnership. For example, a student might be an electrical engineer but the teacher is not; so, when creating an ESP for an electrical engineer, he will know more in the area, even though he is not fluent in the target language, thus, the teacher must be flexible as both learn from each other.

2. **ESP Practitioner as a course designer and material provider:** The teacher must create their own material for the course and provide it to the student since, due the very nature of the ESP, most of the time, there is are suitable materials for such needs. As such, the teacher most gather information and create glossaries or exercises.

3. **ESP Practitioner as a researcher:** Teachers must be in touch with the research when carrying out a needs analysis, designing the course or finding the materials, investigating the topics related to the ESP, the genre, the language and the skills, and corroborating its usefulness when it is time to teach.

4. **ESP practitioner as collaborator:** The teacher might find help with someone who is knowledgeable in the ESP subject. Thus, a specialist can help the teacher in the creation and review of the syllabus and material.

5. **ESP practitioner as evaluator:** The teacher evaluates the student, the course and the material. This with two ideas in mind, 1) to assess if students have the necessary skills and language and 2) assess the level of achievement and how much the students have gained from the course, as mentioned by Bojović (2009).

ESP Practitioners or teachers are different from *General English teachers*, starting with the idea that ESP teachers have to carry a needs analysis, design a syllabus, create materials from scratch and evaluating the course and the student. Also, the majority of ESP teachers have not been trained as experts of said areas, therefore, they need to orient themselves to a new environment, as it requires to do research about a subject or area of expertise of which probably, they are not related to. Additionally, General English teachers usually can find easily books and already made courses and approaches to teaching, something that an ESP Practitioner will not have, because of this, Hutchinson and Waters (1987) have found consistently three problems which arise in discussions with ESP teachers:

1. The lack of an ESP orthodoxy to provide a ready-made guide: One of the problems of creating an ESP, is that, it is not certain that it will work as it has never been tried before, as it may lack *tradition*, which *gives stability to a course*. However, if it is an already and established course, it gathers reputation, which finally gives it “*some stability*”.

2. The new realms of Knowledge the ESP teacher has to cope with: Because the teacher is not an expert in the area or subject to be taught, they might struggle with mastering the new vocabulary and subject, as it is not an area of their domain. Probably the teacher is not able, for example, to understand complex math operations or *rocket science*, which will result in some kind of problem when it comes trying to learn and then, teach the new vocabulary.

3. The change in the status of English Language Teaching: As mentioned before, because the teacher might not be a specialist in the area, there might be some problems with approaching the topics which might disrupt the learning process and to a certain extent, the Teacher of Practitioner might become the student, which might be counterproductive.

2.3. Course Design

An ESP course is based on designing a course to meet learners' needs. So, a course design is based on the idea of making questions, in order to provide a basis in the process of syllabus design, materials writing, classroom teaching and evaluation. An example could be: '*What does the student need to learn?*', '*Where is the learning taking place?*', and so. Summarizing, Hutchinson and Waters (1987), propose that an ESP has three characteristics related to course design: 1) *Language Descriptions*, 2) *Learning Theories* and 3) *Needs Analysis*.

2.3.1. Language Descriptions

The *Language description* is the way in which the language system is broken down and described for purposes or learning. It is the vocabulary, the grammar of a Language, and its respective categories, and the performance and the competence someone has in the language. An ESP course makes use of explicit or implicit ideas about the nature of language, these ideas are drawn from *Language Descriptions* or "how the language works and how it is classified".

In classical or traditional grammar, descriptions of words are based on the role of a word played in the sentence. In Transformational Generative (TG) Grammar, as stated by Chomsky, mentions that *language follows a set of rules*; language doesn't exist for its own sake, it exists because people do things with it, such as giving information, to make promises, to make excuses, to seek information, to classify, identify and so on. Language can be viewed as depending on function.

The Functional/Notional grammar concept of language description has influenced ESP; Hutchinson and Waters (1987) explain that “*Function*” is related to the social behavior, desires or intentions of the speaker or writer for communication and “*Notions*” are the beliefs or the way how the human mind thinks, reflecting the characteristics of frequency, duration, gender, number, location. In the 1970s, the council of Europe made efforts to establish some kind of equivalence in the syllabuses for learning various languages, however, it was difficult, because languages show structure variations.

Functional syllabuses have been strong in the development of ESP. Their needs, therefore, “*are not to learn the basic grammar, but rather to learn how to use the knowledge they already have*” (p., 32), however, for this to happen, students must have already done a “*structurally organized syllabus*” at school or another place, this means that, the student must already know or have some basic knowledge of the second language or, to already know something in their own area of expertise which might enable them to learn easier, for example, a merchant who knows how make deals, specialized vocabulary, will only “translate” what he already knows but into the target language.

Discourse Analysis has an effect on ESP, the sociolinguistic context of the sentence is important in creating the meaning: who is speaking to whom and why, including their obvious and hidden reasons. An utterance or sentence acquires meaning by what other utterances or ideas it precedes or follows, according by Hutchinson & Waters (1987), this is called “*Discoursal Meaning*”, the context or “*the time or place*” in which the sentence is said will dictate the meaning,

as an example, the sentence “*it is over*” can have multiple meaning depending of the context, being a happy one if one has finished doing homework or a sad one if it is implied that the context is talking about a relationship that has ended.

2.3.2. Language Theory: Theories of Language Acquisition

Language theory provides the theoretical basis for the methodology as it shows how human beings learn, Lavadenz (2011) explains that it consequently constructs the foundation for second language learning theories, by helping us to understand *how people learn* and *what is language*, also defined by Lavadenz as the “*conceptual or philosophical orientations about the ways that human beings learn*” (p., 19), some of the Learning Theories that have been discussed throughout the years have been “*behaviorist*”, “*cognitive*” and “*sociocultural*” learning as some of the main theories.

The Behaviorist Theory of Learning or ‘*Behaviorism*’ is based on the work Pavlov did in the Soviet Union in the late 19th and early 20th centuries, with the Classical Conditioning being performed on dogs; and on the work that B.F. Skinner did in the United States in 1948, with the famous “*Skinner Box*” in which mice responded to certain stimulus; both mention that learning is a process of habit formation and proceeds by means of the reinforcement of a stimulus-response sequence. Although Behaviorism was criticized by its use of drill and repetition, Hutchison and Waters (1987) mention that one of the basic paradoxes of language learning teaching, is that “*we need to repeat things in order to learn them, but frequent repetition creates boredom*” (p.,75).

Thus, ‘*Mentalism*’ was born as a response to Behaviorism, Chomsky (1964) mentioned how the mind was able to transfer what was learnt in one stimulus-response sequence to another

novel situation. This is that the human mind is able to cope with an infinite range of possible situations, so, thinking must be rule-governed: a finite and fairly small set of rules enables the mind to deal with the potentially infinite range of experience it may encounter. So instead of forming habits (as behaviorism proposed), humans acquire rules (in a process in which experiences are used by the mind to formulate hypotheses) which in turn are modified by subsequent experiences. These types of Theories of Learning have played an important role in how a teacher must transmit their knowledge, giving shape to General English courses and English for Specific Purposes alike.

Other theories which follow are the “*Cognitive Theory of Learning*”, which establishes that the process of learning is a deep and complex psychological phenomenon also is known as “*motivation*”, according to Piaget (1974), Bruner (1996) and Lavadenz (2011), in which the teaching must be organized as it happens in phases which increase in complexity, and aims for the learner to be an active processor of information. This theory of learning is associated with his teaching technique the ‘*problem-solving task*’, in which exercises have been modeled on activities associated with the learner's subject, requires the student to think and apply their knowledge in a situation and analyze the situations where performing the rule would be useful or appropriate.

The *Sociocultural Learning Theory* mentions that, the process of learning is influenced by social, cultural and even, historical factors, mentioned by Vygotsky (1978) and Wertsch (1991); Lavadenz (2011) mentions that theory states that learning occurs due social interactions with a special exchange between experts and novices and takes in consideration the “*Affective factor*”

which mentions that learners are *emotional beings*, feelings are taken into account when learning and this redirect us to ‘motivation’ as one the most important elements.

Hutchison and Waters (1987) mention the work of Gardner and Lambert's (1972), who identify two forms of motivation: *Instrumental* (external needs) and *integrative* (internal need). While one is an imposed learning from an outside force, the second one, is the interior desire to reach a community and learn its language, a *want* more than a *need*. Besides what has been mentioned, Krashen (1981) makes a distinction between learning and acquisition, learning is seen as a conscious process, while acquisition proceeds unconsciously. The Sociocultural Theory or (SCT) developed by Vygotsky, as Lantolf et al. (2020) says: the human mental functioning is a mediated process organized by cultural artifacts, activities and concepts which may facilitate or enable the learning.

In contemporary times and due the nature of said subject, of how to make learning more effective, multiple theories of what could be an acceptable theory in Second Language Acquisition or “SLA” have been proposed. Diane Larsen-Freeman (2020) explains the Chaos/Complexity Theory, in which learning is *adaptive*, as a response to something new as it is oriented toward arising affordances, as explained by Lourdes Ortega (2020); other theories are the Processability Theory developed by Pienemann in 1998, and the Skill Acquisition Theory as mentioned by DeKeyser (2020) just to mention a few.

2.3.3. Needs Analysis

All courses are based on a perceived need based on the learners' part. According to Hutchinson & Waters (1987), what distinguishes an ESP from a General English course is not knowing of the existence of the need but, the need to satisfy or resolve it by giving an answer, this means, creating a course. Thus, to create a course design for an ESP, a 'needs analysis' must be done, as it won't make any sense to create a course for a specific topic which has no demand, identifying a need is not difficult and it is quite easy to notice, be it the "*need to pass a test*" or to learn "*specific language*" for an academic subject like medicine or engineering.

John Munby (1978), cited by Hutchinson and Waters (1987), created a set of procedures to discover the target situation needs: *The Communication Needs Processor (CNP)*, which consists of a range of questions about key variables (topics, participants, medium etc.) and that are used to identify the target language needs of any learner, said questions could be summarized by asking things like "*what are the tasks they must do?*" or by asking about what are the most common objects or commands they use. Hutchinson and Waters (1987) mention that '*what do we mean by needs?*', can be answered with '*the ability to comprehend and/or produce the linguistic features of the target situation*' (p., 54). So, the CNP produces is a list of linguistic features of the target situation or the final goal of the course and mention that Need Analysis has two main important characteristics, *target needs* and *learning needs*:

1. **Target Needs:** That is what the learner needs to do or know in a target situation and has three main aspects, 1) *Necessities* (what is the problem that they need to solve), *lacks* (what the learner does not know and must learn in order to function effectively) and *wants* (their opinion and interest on why they must learn).

2. **Learning Needs:** They are what the learner needs to do in order to learn. What knowledge, abilities or even what schedule will the learners require in order to be able to perform or learn the language with the required competence in a target situation.

2.3.4. Approaches to Course Design

Course design is defined, by Hutchinson and Waters (1987), as the process in which raw data about a learning need is interpreted to produce a class or 'teaching-learning experiences', whose ultimate aim is to lead the learner to a particular state of knowledge. This helps to produce a syllabus, a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured. After completing the needed analysis and reviewing the theoretical models of learning, the ESP Practitioner or teacher must interpret the data. There are different types of ESP course design, however the Practitioner can identify three main types: Language-centered, Skills-centered and Learning-centered.

1. **Language-centered design:** In this type of course design, the teacher identifies the needs of the students and proceeds to select only the linguistic features of the target situation to create its syllabus; this means, that the teacher tries to compile all the information he deems essential, leaving things that are not part of the main course outside its framework, for example, only focusing on how to greet customers from other countries by using structures and common expressions but not teaching how the English tenses work, because of this, it has been criticized for not being “flexible and being static”.

2. **Skill-centered design:** Aims to develop the students' ability in one or multiple skills such as reading or speaking. It is founded on two fundamental principles, one **theoretical** (any language behavior has certain skills and strategies) and the other **pragmatic** (derived from a distinction between goal-oriented courses and process-oriented courses). Due to time constraints, the desired language level might not be achieved, however, in the pragmatic design, it is not preoccupied with achieving a particular set of goals but enabling the learner to achieve what they can within the given constraints.

3. **Learning-centered design:** Also named the “*learner-centered approach*”, mentions that the process of learning is totally determined by the learner. The teacher can do his own work but the learner is the ultimate decider of what they are going to learn or not, or a few words, if the learners wants to, he will learn, if not, nothing can be done. Starting as an internal process, which is crucially dependent on the knowledge the learners already have and their ability and motivations to use it. Learning is not just a mere mental process, but a negotiation between individuals and society; although, some drawbacks of the learning-centered approach is that the course design is complex and time-consuming.

According to Hutchinson and Waters (1987): a) **A course design is a negotiated process** (the ESP and the target situation, if it is the case, will influence the syllabus, materials, methodology and evaluation procedures and it will stay the same from beginning to end) and b) **A course design is a dynamic process**, as it doesn't follow a linear path, needs and resources may vary with time giving it a certain flexibility.

2.4. Application

This section is focused on the implementation of the design into a syllabus, materials, methodology and evaluation procedures. Books and courses must follow a linear path, in which one lesson follows another. The teaching/learning process is a complex and dynamic process, with all the various factors influencing each other.

2.4.1. Syllabus

A syllabus, or its plural as *syllabi*, mentioned by the Merriam-Webster Dictionary (2023), comes from Modern Latin and means "*list*", which in turn is a misreading from the Greek *sittybos* and means "*parchment label, table of contents*" according to the Online Etymology Dictionary (2021); it is a document which establishes in a course, what will or what should be learnt, what must be taught and in which order. One of the main purposes of the syllabus is to break down the "*mass of knowledge*" to be learnt into manageable units.

Two documents that are used in a course design task are the *Curriculum* and the *Syllabus*; the first one describes a broad range of topics or context for a language instruction, a syllabus in contrast, is according to Dubin & Olsthain (1986) a more "*circumscribed document*", specially designed and prepared for a particular group of learners, being more precise and concrete than a curriculum. The *Curriculum* specifies the goals, what students will be able to do at the end of the course or lesson, while the *Syllabus* is related to the contents of the lesson used to make the students learn.

The ESP Practitioner needs a syllabus according to Hutchinson and Waters (1987) because:

- a) language is a complex entity, so a syllabus allows us to break it all into understandable and easy to learn units
- b) it makes the course and the language learning task appear “*manageable*” or less difficult, thus, giving moral support to the teacher and learner
- c) to assure to the student that their investment of money or time will be worthwhile and make it less risk averse,
- d) teacher and learner have an idea of what they are going to do and how they will get there
- e) is an implicit statement of the laws of language and learning, tells the teacher and the student what is going to be learnt and why is it learnt
- f) it sets criteria for materials selection and writing,
- g) gives uniformity, a way to standardize the language in the course and
- h) gives a visible basis for testing.

There are many different interpretations to what a syllabus is or what it could be:

a. **The evaluation syllabus:** It mentions what the learner must or will know or be able to do by the end of the course, putting the basis on which success or failure will be evaluated, and reflects an official assumption of the language and linguistic performance.

b. **The organizational syllabus:** It states the order in which everything is going to be learnt or taught, and which steps must be followed to learn successfully. It organizes its items on its level of importance. It is necessary to consider factors which depend upon a view of how people learn. Therefore, it is an implicit statement about the nature of language and of learning

c. **The materials syllabus:** It is focused on what kind of materials will be used, which must enhance the learning of the alumni, deciding the context of language, the skills, the number and type of exercises to be spent. If the vocabulary is presented in a way that appeals to the learner, they are more likely to remember, because the learner's attention will be more involved.

d. **The teacher syllabus:** The ESP Practitioner is the main focus as he influences the clarity of any item or topic, affecting the image or “modulating” that the learners receive. That means that the teacher influences the interpretation and process of the teaching, and it is upon him to success of the learning; sometimes, teachers are good at giving a certain topic, which might enable him to explain complex topics to his students; for example, a good teacher of science might know the blind spots or have a great dominion of his area of expertise which may influence the syllabus as he knows that to teach and what to ignore

e. **The classroom syllabus:** Sometimes the context, the classroom, will influence the teaching, as what is planned might differ from what actually happens in a lesson (Allwright, 1984). The classroom will affect the nature of the planned lesson by generating its own syllabus as mentioned by Breen, (1984), as it might provide exclusive vocabulary and situations; becoming a dynamic and interactive environment which affects the nature of both of what is learnt, this is because the teacher is able to look firsthand the deficiencies of the student or the needs of them.

f. **The learner syllabus:** In this syllabus, the learner participates in the creation of the syllabus and is taken into account in every stage of the course design process, this might arise from the learner's interest and intrinsic need to learn certain vocabulary or structures, an example is when the student makes questions to the teacher to solve his doubts, or if he has previous experience in the area, he might ask what to do in specific situations.

Because there are multiple approaches to what can or should be a syllabus, Krahnke (1987) lists another six types of language teaching syllabus with Anthony (2018) listing an additional one:

1. *Structural or formal syllabus*. The content of the language teaching is a collection of forms and structures. So, the ESP Practitioner can find the parts of speech: nouns, verbs, adjectives, adverbs; tenses, prepositions, conjunctions and so on.

2. *Notional/functional syllabus*. It is based on a collection of “*functions*”, basically, it is related to common phrases or “*functional*” expressions used to: apologize, request, promise something; notions might include size, age, color, time, comparison, etc.

3. *Situational syllabus*. In it, the content of the language teaching is a collection of real or imaginary situations. This is made to prepare students for potential futures or as I would say “*alternative universes*”, might be seeing a dentist, buying a book, traveling to another country, asking directions, etc.

4. *Skill-based syllabus*. In this, a collection of specific abilities play a part in the language, it is based on a set of skills needed to make someone competent in the language could be, pronunciation, vocabulary, grammar, etc. like writing well-formed paragraphs, giving oral presentations, taking language tests, among others.

5. *Task-based syllabus*. It is a very complex syllabus, since it is similar to the content-based syllabus, and as its name implies, is based around a task, like applying for a job, talking to a social worker, getting information, preparing for a dissertation, etc.

6. *Content-based syllabus*. It is concerned with information, in which the instruction of a certain subject is giving in the language they also are learning, that might be for example, a science class taught in English or another language.

7. *Genre-based syllabus*: Mentioned by Anthony (2018), focuses on the construction of written and spoken texts by analyzing or “*sampling*” the target texts, we build our own, while expanding on the knowledge previously existing

Something important to note is that any teaching materials, in a real situation, must operate several syllabuses at the same time. While one of them could be used as the principal organizing feature, the others can be present there too. Syllabus can be organized in some criteria according to Hutchinson and Waters (1987):

1. **Language-centered approach:** In this approach, the syllabus is the prime generator of the teaching materials, and it determines the entire course. The ESP Practitioner analyzes the situation, writes a syllabus, writes or selects texts for the syllabus, creates exercises to practice items and then, creates tests to assess the knowledge

2. **Skill-centered approach:** An approach made to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target situations, needing 'authentic' texts. The ESP Practitioner analyzes the target needs, selects interesting and representative texts, devises a hierarchy of skills, adapts the texts to enable skills, devises activities or techniques and creates a system to evaluate the acquisition of the skills.

3. **Learning-centered approach:** It is not the content of what is learnt that is important but also the activity through which it is learnt according to Prabhu (1983) and cited by Hutchinson and Waters (1987). The simplest way of achieving this is to break down the syllabus design process into two levels, topics and tasks. The ESP Practitioner analyzes the situation, establishes a general syllabus of topics and tasks, creates interesting and enjoyable materials, checks the language and skills. Instead of using the syllabus as the initial and once-for-all determiner of the content of materials and methodology, they are in constant change and evolving all together.

2.4.2 Materials

The ESP Practitioner must establish or create the materials that will be used in the ESP. Hutchinson and Waters (1987) approach this with four options, with only three dealing with the fact that previous existing materials might not be of use for an effective ESP.

1. **Use existing materials:** The practitioner must evaluate the materials the institution he is working for, are worth using, this only applies if said institution or school provides the teacher or Practitioner with the materials.

2. **Look for published materials:** Related to the first option, the ESP Practitioner or Teacher must look for materials already published outside the institution. This also applies for a teacher who does not work for an institution, as he might look for already published books related to the area that must be taught.

3. **Modify or adapting existing materials:** If good materials cannot be found, then the Practitioner must adapt the existing materials, always taking into account the learner's needs.

4. **Write your own materials:** If none can be found, the “final possibility” as mentioned by Hutchinson and Waters, is to create or develop new materials.

Hutchinson and Waters (1987), advice against using the last option as there are previous materials that can be adapted, and a bad investment might waste time and resources, for this, the Practitioners must perform a careful evaluation, then, saving a lot of expense and frustration, as time invested on creating new materials might be of better use in other areas.

To evaluate the materials as worthy or using them in an ESP, the Practitioner may choose from a wide range of options and depending on what he may consider to be important, however, it has been stated that doing a subjective selection also could blind or prevent him from employing useful alternatives. The teacher needs to decide what could be important concerning the students and consider which are easier to use and adapt. And, even if the teacher eventually decides to write his own materials, by evaluating the existing materials, could spark a good source of ideas and techniques.

Hutchinson and Waters (1987) divide the evaluation process into four steps: 1) *Defining criteria* or what will be the basis to judge the materials? 2) *Subjective analysis* or what realizations of the criteria do you want in your course? On what ideas or basis are you using to prove the effectiveness of the materials 3) *Objective analysis* or how by evaluating your materials, they meet the criteria? 4) *Matching* or how the material matches the needs?

2.4.3. Material Design

As opposed to General English teaching, a large amount of the ESP teacher's time may be spent in writing and creating materials, as materials for such a definite objective are limited or to a certain extent non-existent, because of this, there is already an established tradition of ESP teachers to produce their own materials, as they might never found similar ones in already published books:

A) The teacher or the institutions may provide the materials that fits the specific subject of the learners. Publishers are naturally reluctant to produce materials for very limited markets. Then, it is likely that a course based on the needs of a specific group of an ESP will not be available.

B) Sometimes suitable materials exist, but they may be difficult to get or not possible to buy because of the high price or import restrictions.

C) ESP materials might also be written for non-educational purposes to enhance the reputation of an institution or an individual. This means, that to a certain extent, they might not contain all the information or approaching the topic but not being useful for an ESP.

For these reasons, creating materials from scratch or adapting them, is a better option, Hutchinson & Waters (1987) mention that materials are supposed to:

a) **Provide stimulus to learning:** They must encourage and motivate the learners to learn and to contain interesting, activities and useful texts to enable them to use or put into test their knowledge and skills.

b) **Organize the teaching-learning process:** By providing coherent unit structures which guide the course, the learner and the teacher. It must help the learner and the teacher to make the contents manageable and provides a clear path through the complex mass of language to be learnt.

c) **Embody the nature of language and learning:** The material reflects our idea of learning, how we learn, what approaches are deemed as useful. This means that there must be a correlation between the material and the learning approach or theory the practitioner chose.

d) **Reflect the nature of the learning task:** Making the activities appear manageable and to a certain extent, to make the tasks closer to what the student might face in a real situation.

e) **Useful function in broadening teacher's training:** creating materials also improves the abilities of the teacher by introducing new techniques and learning about topics and tools he didn't know previously.

f) **Provide models of correct and appropriate language use:** Materials are a vehicle for language learning for the learners who have little interest in the language. So, materials must be meaningful to the student, related to their area of focus, not deriving to other areas which may have nothing to do with them.

Anthony (2018) also reflects and mentions that materials must 1) help learners to understand the what, why and how of target language setting 2) help learners to build their language skills 3) assist learners to use language skills actively 4) encourage the incidental learning of target language skills 5) help learners develop a positive emotional response to the target language skills; and adds that 6) it must also support non-specialist instructors.

There is a model to design material and which provides a framework for the various aspects of learning. It consists of four elements:

a) **Input:** It is the material that comes from out that could enhance the learning by using texts, dialogues, videos, songs, diagrams or any kind of communication data. It provides stimulus, new language items, correct models of language use, a topic for communication, opportunities for the learner to use their information processing skills and use their knowledge of the language and the subject matter.

b) **Content focus:** It follows the premise that language is used to convey information and feelings. Non-linguistic content should be exploited and generate meaningful communication in the classroom, as language is not restricted only to express openly but to “play” with the meanings.

c) **Language focus:** Materials should give the opportunity to the student for analysis and synthesis, to enable him to break down the language into pieces and study how it works to practice putting it back together again, like, opening a radio to see how it works and see if he can put it back to work again.

d) **Task:** In which its ultimate purpose of the language is its use or how we apply them in a real situation. Therefore, materials should be designed to lead towards a communicative task.

Sampling materials or adapting and creating, as referred by Anthony (2018), might be useful, as language is approached through an area of content, although presented from another point of view and not from the ESP teacher as for using books, he can also: *simplify, expand, delete, replace or reorder* them and even add new ones like Antony (2018) has mentioned.

2.4.4. Methodology

The Methodology or *Model Lesson* of Hutchinson and Waters (1987) is based on 1) *Materials* (if we use worksheets with information gaps) 2) *Audience* (who are we teaching the class) 3) *Procedure* (how we will carry the lesson). And it is basically conformed by what exercises or methods the ESP Practitioner can employ to reach the main objective. In this section, before introducing the methodology, some of the basic principles of language learning must be illustrated, as they are related to it, as mentioned by Hutchinson and Waters (1987):

1) **Second language is a developmental process:** Learners use their previous knowledge to make new information comprehensible, as they sometimes will look for help by recognizing patterns in the first language and then, trying to apply the same in the new one, Strevens (1988) mentions that '*Comprehension precedes learning*'. The learner's present state of knowledge is a vital element in the success or failure of learning.

2) **Language learning is an active process:** It is not enough for learners just to have the necessary knowledge, we must also use the knowledge to put it into test, into practical use, here we have two types of activity:

a) **Psycho-motor activity:** It refers to the observable movement of organs or limbs in accordance with signals from the brain to produce speech or utter the language.

b) **Language processing activity:** that is, the organization of information into a meaningful network of knowledge. This kind of activity is internal and not observable, this means how much the learners have to think or use their cognitive capacities and knowledge of the world to make sense of the new information.

3) **Language learning is a decision-making process:** In which the teacher made all the decisions, taking risks. However, the process of developing and using the knowledge meaningfully relies upon the learner's decisions, as he is the only one who can and will acquire them.

4) **Learning language is not just a matter of linguistic knowledge:** There must be a correlation between the learners' conceptual-cognitive capacities and the learners' linguistic level, that means, that If he can write sentences properly, he must also know how to express them when talking.

5) **Language learning is not the learners' first experience with language:** Because their mother tongue or first language was their first attempt. They do not know the specific forms, words or concepts of the second language but they know what communication is and how it is used (Swan, 1985).

6) **Learning is an emotional experience:** We must develop the positive emotions opposed to the negative ones, avoiding pressure, giving students time to think, using pair and group work and building relationships, making it fun.

7) **Language learning is to a large extent incidental:** You can learn a language incidentally, while thinking about something else. Some tasks or problems sometimes do not require to deal with language problems, it might use more a cognitive approach and reasoning, as an example, you might know how math work in Spanish, that means that you don't need to know how to spell in English to solve a math problem as both are equally the same.

8) **Language learning is not systematic:** That everyone learns by systematizing knowledge, but the process itself is not. Laying out information in a systematic way will not

guarantee learning. The learner must create an internal system, what would work for someone maybe won't be the right thing for you, some exercises will work and others will not.

2.4.5. Techniques

Numerous techniques can be exploited and applied with the mission or objective to put into test the knowledge acquire and enables the Student or learner to practice, Villanea-Morales (2017) and Hutchinson and Waters (1987) mention some techniques that can be applied in an ESP course:

1. **Gaps:** Because the process of learning demands *thinking*, gaps create the *demand* to do it, there are many types of gaps:

a) **Information gaps:** The student or learner has the information and tries complimenting or filling the exercise by applying the knowledge they have on the subject.

b) **Media gaps:** In which, through the use of media, be it videos or complete texts, one transfers the information from one medium to the another.

c) **Reasoning gaps:** The student, by using deduction or practical reasoning, must answer the gaps, they might be aided with clues and pieces of evidence.

d) **Memory gaps:** The students are presented at the beginning of the lesson, with the complete information, however, they must remember and use their memories to fill in the gaps.

e) **Jigsaw gaps:** It works like a puzzle, all parts are there but they need to be put in order together, so, students must interact and collaborate to reach the outcome.

f) **Opinion gaps:** In which the students give their own opinions.

g) **Certainty gaps:** What is known and what can be presupposed or predicted

2. **Variety:** As mentioned before, repetition or “*practice*” is necessary to learn, but we need variety to keep the mind alert and they make *colorful* a lesson.

a) **Variety of medium:** This can include media like text, tape, pictures, speech.

b) **Variety of classroom organization:** In which the participation of the whole class, in pairs, individually or in group, might be important.

c) **Variety of learner roles:** Everyone can be the evaluator, receiver, thinker, negotiator.

d) **Variety of exercise activity or tasks:** Not applying the same but giving galore.

e) **Variety of skills:** Lessons might focus on reading, listening, writing, speaking.

f) **Variety of topics:** Ranging from personal interest to complex scientific ones.

g) **Variety of focus:** Accuracy, fluency; discourse, structure, pronunciation etc.

3. **Prediction:** The student or learner uses the existing knowledge of a pattern or system in order to anticipate what is likely in a new situation, this requires a great cognitive effort:

a) It builds confidence on the learners by helping them be aware of their potential

b) It helps the teacher to discover where the gaps in the knowledge are, as the learner’s mistakes become evident, so, teaching can be relevant to their needs.

c) It activates the learner's mind, by doing exercises, and prepares it for learning.

d) Ego investment, in which the student becomes attracted by the lesson.

4. **Enjoyment:** The ESP Practitioners must engage the learner's mind with relevant materials, so the student can be surrounded in a rich environment with an enjoyable experience.

5. **Integrated methodology:** By increasing the range of activities possible in the classroom, the student can improve his skills. Creating a recycling and reinforcement process.

6. **Coherence:** The Practitioner must be clear about where the lesson is going, with every stage building on previous ones and into the following to reach the objective.

7. **Preparation.** Might be warm up activities to prepare the teacher and the learners with building up context around the materials.

8. **Involvement:** Which engage learners to be cognitively and emotionally involved in the class and not discouraged to learn.

9. **Creativity:** The student can answer with different possible answers and levels of response, creativity shows clear dominion over a skill and language becomes dynamic.

10. **Atmosphere:** Learning also depends on intangible factors such as the ambience of the classroom, or the relationship between teacher and student.

2.4.6. Evaluation

Elaborating an ESP has also produced a need for evaluation procedures, to verify its effectiveness and viability, with two types of evaluation taking the spotlight as mentioned by Hutchinson and Waters (1987): A) *Learner assessment:* With assessing the student performance at strategic points of the course, for example, at the beginning, in the middle and in the end of the course. The results of this kind of evaluation enables the teachers and the learner to decide how much language tuition is required or in few words, what the ESP Practitioner is missing. B) *Course evaluation:* This helps us to assess whether the course objectives are being met or how far are we from achieving them, to evaluate how effective is the ESP itself. However, this is rarely attempted even in the General English context.

By evaluating the learner, the Practitioner might assess the performance and the effectiveness of the course, however, it might not be a good way to discover where the fault lies, it will at show or indicate the existence of a fault somewhere, as it might be the fault of, even, the teacher who might not to be prepared to give the course.

A. Learner assessment

One main problem to create an ESP is that there is a lack of guidance on how to create a test for an ESP, Munby (1978), for example, makes no mention at all. Alderson and Waters (1983) mention that there has been a wide spread lack of importance given to the evaluation, which could be attributed to prejudices against testing among linguistic and teaching practitioners.

Anthony (2018) mentions that evaluation may be confusing, since every student might respond differently to each situation, as an example, a student of a Business English course might be “*confident and relaxed*” in a final presentation with his classmates, but “*collapse under the weight of nerves*” (p., 177) when having a presentation in front of real customers. However, there are three basic types of assessment of the ESP, Hutchinson and Waters (1987):

1. **Placement Test:** It is one of the most common, made to ‘*place*’ the learner in the ESP course or level which matches or is suited to their needs. If they are already proficient in a skill or knowledge of the language, there no point to start in a basic level, also, through the placement test the Practitioner can also identify their lacks, which will help the teacher to find a way to improve them.

2. **Achievement tests:** A test which can be applied any time, any point along the course.

With this test, the practitioner can assess if the learner is keeping up with the syllabus and to know if what the student has learnt so far has been successfully acquired.

3. **Proficiency tests:** This is used to assess whether the student can or not cope with the high demands of a situation such as, studying at the university or reading technical manuals. There is no a pass or fail distinction, but rather a scale of degrees of proficiency in the task.

All three can be used as diagnostic tests and to determine the areas of weakness a particular learner might have. The value of tests depends primarily on how they are used. Some ESP training programs have designed an evaluation that is related to the performance of learners in real-world settings, raising the level of authenticity according to Anthony (2018).

B. Course evaluation

The ESP course should demonstrate that its existence, at least in its present form, is justified, as it exists to satisfy a particular educational need, evaluation helps to show how well the course is fulfilling the needs. Hutchinson and Waters (1987) mention that the most practical ways to evaluate ESP courses are by using: test results, questionnaires, discussions, interviews and informal means or casual chats there are four aspects of ESP course evaluation to be considered (Alderson and Water, 1983):

a) The teacher must evaluate if the course is fulfilling the learner's language needs. And use the collected information to improve it.

b) The Practitioner must evaluate the ESP through the use of techniques as test results, questionnaires, discussions, interviews and informal means such as casual talks or chats.

c) The ESP teachers, the learners and even the course sponsors should be part of the evaluation, as they are the ones who received it, who paid for it or designed and taught it, and to a certain extent, former students can provide useful information.

d) It is recommended to do course evaluations at the beginning, in the middle and by the end of it. First of all, at the beginning it helps us to find the needs and prescribe an ESP, in the middle to see the effectiveness of it or if students are lagging behind and finally, at the end, to judge how well the Practitioner achieved the objectives or if the ESP did not fulfill the desired aim.

CHAPTER III: METHODOLOGY

Introduction

This chapter focuses on the making of the study. An overview of the setting (where the study took place), participants (the individuals who took the course and how they were selected), materials (used to conduct the study) amongst others will be explained.

3.1 Setting

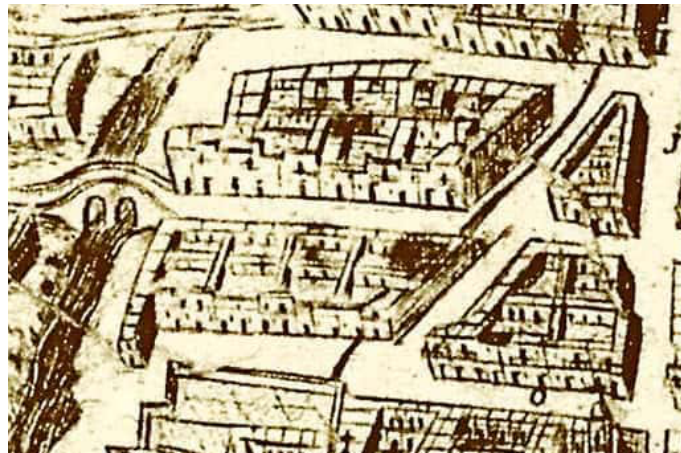
The study was performed in the flea market of Los Sapos, downtown, in the capital city of Puebla, on the weekends, on both Saturday and Sunday, days in which Los Sapos's flea market is open and the students or learners, which are the owners or vendors, go to the flea market to work, and an ESP was developed for antiques' shops.

The reason why the research was conducted, was due the affluence of tourists that spoke English in the touristic area of Los Sapos, and the low knowledge level of the English language by the owners of the Antiques' shops. The author of the thesis was asked to teach them or the children the target language of English which proved the need of providing an ESP for antiquarians, as specialized vocabulary and expressions are required for said job.

The "Barrio de Los Sapos", roughly translated as the "*Neighborhood of the Toads*", "*The Toads District*" or the "*The Toads Borough*" and its close street, "el Callejón de Los Sapos" or the Alley of the *Toads*, translated mistakenly by some as the "Alley of the *Frogs*" as the Wikipedia page states, are some of the most important touristic points of Puebla city and are well known for

the fact that in this place antiques and vintage objects are sold, along with other types of art crafts, such as jewelry, surrounded by hotels and restaurants, that making for the visitor a pleasing experience.

Historically talking, selling used objects is somewhat new to the place, starting from the 50s and 60s, according to some, Los Sapos got its name by its proximity to the old San Francisco River, which in the rain season tended to overflow the river and its waters usually tended to flood the neighborhood, which also brought toads and frogs to the place. However, it is also known that an irrigation ditch used to cross the plaza, and in said ditch, frogs and toads used to live in, according to Leicht (2016).



Picture 1. The area that corresponds to the Alley of the Frogs and *el Barrio de Los Sapos*, the irrigation ditch that used to cross both places can be seen; on the left, the Ovando Bridge over the San Francisco's River. 1754. "*Plano de la nobilissima y muy leal ciudad de los Angeles*", by José Mariano de Medina and José Ortiz Carnero. *Consejo Ciudadano del Centro Histórico de Puebla*.

Although the ditch has disappeared, traces of it gave shape to the actual Plaza, as it can be seen on Picture 1, there is a difference in the ground level of the plaza, and which final destination of said ditch was the "Molino del Carmen" or the Carmen's mill. In 1785, the government started

to sow trees in the area and by 1816, there was a decree to put a non-permanent market that was going to operate only one day on the week, as a measure to de-populate the market in the Main Square or Zocalo of Puebla and by that century, the plaza bore the name of “Plazuela de Mata”.

In 1912 the little market at Los Sapos was moved to Analco, being registered in maps such as the “Plano de Soto” in 1915, although disappearing completely through the years as mentioned by Leicht (2016). Thus, Los Sapos had no market by that time and it was not until the 1950s and 1960s when antiques started to be sold at that place.



Picture 2. Plazuela de Los Sapos in 1968, from El Sol de Puebla Archives.

The history of selling antiques starts not in Puebla, but in Mexico City, in places like la *Lagunilla*. Concepción R. de Calvo, a Spanish Antiquarian, used to sell antiques there and taught people like future antiquarian Salvador Macías, about art. Macías started to follow the same path and eventually in 1964, he opened the first antiques shop in Puebla, on 7 Oriente street. no. 401,

and called the house “*Antigüedades Los Sapos*” and eventually “*La Casa de la Cúpula*”, as mentioned by Reyes (2021).



Pictures 3 and 4. The inside of two different antiques shop.

Others would follow suit, as I had firsthand access to the accounts of many Antiquarians, many of them started at la Lagunilla, with some taking the “*best things*” to the capital and leaving in Puebla just the “*somewhat pretty things*”, an action that respond to the tourists and well-paying costumers being only at the capital. Because of this, the first Antiquarians usually arrived to la Lagunilla in trucks full of antiques on day before the weekend, sleeping inside of them only to wait the early morning to start placing the objects at the Plaza. Some of the costumers, already knew their sellers’ trucks, to the point they arrived very early in the morning (5 am) to buy the best things, so they usually “knocked” on their trucks to notify them, they have arrived to buy.

In the early 70s many of the Antiquarians families started to settle there, and by 1976, all of the main Antiquarians were already established. Reyes (2021) mentioned that *Pulquerias* or Pulque shops and other bars and pubs were in the place, so, some of the vendors, spearheaded by

Porfirio Cedeño Varela, made a proposal to then governor of the state Alfredo Toxqui to put a flea market; Toxqui allowed to do it and on 14 may 1976, the flea market was founded.

Los Sapos was also known for a moment as a place in which people who were looking for a job could be found, electricians and bricklayers used to sit there waiting for someone. A Pulque shop named "*La Bella Elena*" used to be on 5 oriente street. And finally, by the 90s, the old houses started to become nightclubs which proved to be profitable for taxi drivers, as Reyes (2021) mentions.



Pictures 5 and 6. Different angles from “Las Diligencias” Antiques shop

Some of the objects come from different parts of the State of Puebla, I know of incursions of some Antiquarians into Sierra Norte de Puebla, to places like Cuetzalan or Teziutlán, from which antiquarians acquire many things; there are others who usually visit south places like Acatlán de Osorio; and usually often times, they also go to places like Oaxaca, Guerrero or Mexico City trying to find something to sell in Puebla. Other products come when people leave the city or there are some renovations, COVID-19 pandemic made some restaurants close, so the owners

started to sell their old dish wares; also, when churches start to pack a lot of things, sometimes they sell their stuff to give space to new things.

3.2 Participants

At Los Sapos, there are two kinds of vendors or sellers, *Antiquarians* and *Street Vendors* from the Flea Market. An Antiquarian being the ones to have a shop and sell in a specific location, they work all days selling their antiques, while the Street vendors from the Flea Market, they just put their stands on the weekend, sometimes they just want their own objects with no further interest in opening a business; Antiquarians on the other side are more specialized, as they know the demands of the collectors, they tend to collect specific things as they have a certain knowledge and expertise in the antiques, and are the ones who sell the most expensive and valuable objects. I must note that an “*Antiquarian*”, according to the Cambridge Dictionary (2023), originally was referred to collectors and scholars of the objects, however, in the last century, this definition started to shift into “someone who sells antiques”.

The Antiquarians at Los Sapos will be the participants in this study, it must be noted that Antiquarians are the people who own a store or an antiques shop, have a certain knowledge of the history of the objects and have a certain family tradition in Los Sapos; while the Flea market street sellers, are the ones who sometimes lack the knowledge on the history of the objects and doesn't own a shop, but they put their own stand usually on Weekends, days in which all street sellers go out to sell. Two families of antiquarians requested personal English classes for themselves and their sons to learn English, so they can communicate with potential buyers, since they don't have

any experience or a low experience in the English language and others wanted help as a translator to fulfill a sale.

Then, taking in account all of this, sellers must do the following tasks: Explain the objects to the customers, this means, the use of the object, its history, the material and the price, but also the need and ability to bargain in that language and the method of paying, via credit or debit card or in paper money. Other information related is that they could be asked for other kinds of information, like places to go or directions to a certain place.

For the study, five antiquarians agreed to participate in the study. They were informed of the nature of the research, and they consented to answer the questionnaire. They were given pseudonyms or codenames to protect their identities. Some of the Antiquarians have born in other countries, with some antiquarians coming from Venezuela and Guatemala, however, a big majority of them come from Puebla city or Cholula. However, the participants in this study, are all Mexican and their first language is Spanish.

Chart 1. The participants

Participant	Background
Mr. Kane	56-year-old man He studied till High School Has no, knowledge of English Has travelled through Mexico and to Central America
Mr. Charlie	45-year-old man He studied High School Took previously English classes but doesn't remember Never has travelled through the country
Mrs. Rose	52-year-old woman She studied High School Took previously English classes but does not remember

	Has travelled through Mexico and to Central America
Robert	21-year-old man He studied at university Took English classes but had trouble learning Has travelled through Mexico.
Mrs. Grace	56-year-old woman She studied High School Took previously English classes but does not remember. Has travelled through Mexico and to the United States.

3.3 Methodology

When it comes to the Methodology or the *Paradigm of Research*. There are two types of studies or methods that will help answering the research questions established for different studies: The Quantitative and the Qualitative Research. Quantitative Research focuses on collecting numerical data to answer the research questions by being descriptive, finding correlation, using prediction and control methods according to Gay et al., (2006). In which data is collected by using **measurement instruments** (surveys, observations, tests). Qualitative research focuses on collecting **nonnumerical data** or narrative data (words). Commonly found approaches are narrative research, phenomenology, grounded theory, ethnography, case study and participatory action research as mentioned by Creswell, (2007) and Kemmis & Wilkinson (1998).

Unlike Quantitative Researchers, a Qualitative Research does not start the study with a hypothesis that they set out to find support for or to test, in it, **Inductive Reasoning** is used, moving from the specific to the general. By looking at specific situations, finds patterns or themes in the data. The data is collected through extensive field notes, observations, interviews and focus groups with the participants in a natural setting (as the researcher does not control or manipulate the environment). The Qualitative Research focus on small sample sizes, which allows time and

opportunity to have an extensive interaction with the participants and once the data is gathered, they are coded, analyzed and organized or categorized, according to the themes and patterns that emerge. This provides results in a narrative format.

Mixed Methods, where both Quantitative and Qualitative methods are used to strengthen the results is possible. This study made use a Mixed Method, since most of the data was collected through observation of the antiquarians' use of the language and interactions needed, but also, from the collection of information related to the vocabulary for the creation of the syllabus. This thesis is descriptive and inductive, and the data depended on what could be used and needed in a meaningful target situation.

3.4 Instruments

Questionnaires and interviews were used, the reader will interpret the answers that will be given by the study. Nunan (1993) mentions that questionnaires enable the researcher to collect data in the field setting, which are of high value. There are two types of questions: *Open* and *closed* questions. In closed questions the range of possible answers are determined by the researcher while in an open question, the subject can decide what to say and how to say it. Questionnaires can be made of a mixture of both.

In this research, open questions were made to collect full and meaningful answers and data, to know about previous interactions or learner have had with speakers of English and what are the most frequent situations they face. For this matter, interviews were done, these can be characterized by a degree of formality, to talk about the topic and issues they have already had as

mentioned by Nunan (1993). Interviews can also be used to categorize by order of importance the words, how many times an object was asked for in the store.

According to Brown (1995), observations involve watching a single or multiple individuals and recording behaviors that can occur. Such a procedure might be useful in observing the frequencies of certain language formulas or functions in a native speech or in other linguistic characteristics. Also, with a syllabus out of all the materials and objects that are present in the store was made. Teaching translation skills or techniques might be useful to the students to know or perform better in the target language, since there might be words that do not exist in the target language, translation skills like 'borrowing' might be important and useful.

3.5 Data Analysis

A Questionnaire (Appendix I), was made and performed with the chosen Antiquarians, to identify the *Target needs* and *the necessities, lacks* and *wants* of the student, and if they tried before to learn English, why they could not be able to acquire and if this means that an ESP can be developed and if it is part of their interests. Along with audio recordings of the utterances of the words as it involves mentioning a lot of objects, and were precisely made to prevent from missing a word, once finished, they were listed one by one; when analyzing the vocabulary, repeated words were left out and later organized alphabetically and in categories based on the classification of Order of Adjectives, this responds to the nature of giving descriptions of the objects, which involves a *noun* and its modifier, an *adjective*, but focusing on the most frequent ones, which were analyzed by how many utterances were made and obvious descriptions of the same such as *Material* or *Color*.

Real time observation of the tasks of an antiquarian was made, transcribing into paper the utterances they frequently made, to identify the *Learning Needs*, or what they need to do in order to learn, which is related to the knowledge and skills which are by most, based on monetary transactions and giving information about the object, which again ties us again with the previous state of focusing on Nouns and Adjectives, but also Determiners such as numbers. Real time observations enabled to imagine potential task exercises which an Antiquarian in an ESP can do in a class.

As for the design of the Syllabus, by taking into account all previous information, and as the *Organizational Syllabus* states, the items were organized on its level of importance. Starting by identifying the objects, which in turn are the *Input*, or mentioned in the previous chapter, the material that could enhance the learning and which provides stimulus, new language items, correct models of language use, a topic for communication, opportunities for the learner to use their information processing skills and use their knowledge of the language and the subject matter.

When a Questionnaire is performed, opinions of might be short-sighted and memories of real time situation might fail or be distorted which could affect the effectiveness and truthfulness of the questionnaire due different types of bias such as the *Confirmation bias*, mentioned by Oswald and Grosjean (2004) which is the tendency to remember information in a way that only confirms the preconceptions of someone, for this same reason, real-time observations were performed to see if there is any information that could be omitted by the Antiquarians at the time of the interview or questionnaire.

These real time observations were important as the Antiquarians were able to recall the most important vocabulary and grammatical structures they use in daily life, the techniques or skills they need to communicate better and also, the sentences or common phrases they use when in contact with a potential customer helping to identify the focus of the course design being a *Language, Skills, Learning-centered* or a combination. After the data and the information was collected and gathered, the teacher analyzed the data to establish specific parameters for the creation and development of the syllabus and the type of techniques to be employed in the ESP, to cover the participants' needs.

CHAPTER IV: RESULTS

Introduction

The answers of the participants were analyzed and the data organized to create a syllabus, for the creation a potential course. The results of the questionnaires will be presented, thus, helping us to provide information to develop an English for Specific Purposes course. Also, the firsthand view of the transactions in real time will help us to complement the skills needed, by compiling the phrases and expressions that the antiquarians use on a daily basis to sell.

4.1. Overview of the study

The questionnaire was applied to five antiquarians who operate at Los Sapos, with the main objectives being to 1) identify the needs of the “students” and 2) design the syllabus to enable them to perform well at their job and facilitate their communication skills. Something important that must be taken into account, is that the antiquarians don't have a good level of English or at times they have none, so, the questions were translated into Spanish and the answers were translated into English for this thesis.

4.2. Results of the Questionnaire

The instrument or questionnaire was structured with six open questions. Questions one and two will be used to learn the English level of the participants and its importance in the place; questions three to four, will be used to learn about the interactions between the costumer and the antiquarians and finally, questions five and six are needed to learn about the vocabulary needed to speak about the objects with the tourists, of which they are a wide variety of them, and are the most common things at the place and are the objects of which depend their work.

4.2.1. Participants' previous English knowledge

Answering the first question, the participants mentioned their previous knowledge of the language. Chart 2 includes their answers regarding their knowledge of the target language.

Chart 2. Have you taken English classes previously?

Previous knowledge	
Mr. Kane	<i>No, never took an English course.</i>
Mr. Charlie	<i>Had classes with a Belgian teacher, however he didn't learn as the classes were "fun" and laid back, and the teacher didn't focus on teaching.</i>
Mrs. Rose	<i>Yes but "nothing sticks".</i>
Robert	<i>Had classes but had difficulty learning</i>
Mrs. Grace	<i>Yes, I had classes but I don't remember too much and I need help from a translator</i>

By analyzing the answers, it was found that none of them had a good level of English or at least, they took an English course but were unable to acquire it; in private conversation, many of them mentioned that it was "tedious" to learn English, as one had to start from a basic level or because the teacher was not going straight to the point. Mr. Charlie even mentioned that he took classes with a Belgian teacher, however, everything was "fun" to the point in which the teacher was not giving class but more than doing jokes and passing the time with no practicing, the same man mentioned that it was tiring to start always from a basic perspective, teaching things like what is a "chicken". Robert had taken English classes but he stopped because he has other things to do as he is a student, however, he mentioned that even though he takes classes "nothing sticks", an

expression that many Antiquarians say frequently, and at times they mention that this is “*product of their own discipline*” and that they are interested in learning but they difficulty.

4.2.2. The importance of English for Antiquarians in *Los Sapos*

In this section, the importance that English has for the Antiquarians is explained. For most of them, selling antiques is their way of living/main income, as seen in Chart 3, which contains their opinions, therefore, speaking a good level of English could improve their business.

Chart 3. Why English is important for you and what are the benefits of learning it?

The importance of English for Antiquarians in <i>Los Sapos</i>	
Mr. Kane	Because it is a business, and people from abroad are the ones who buy the most expensive and rare pieces, they are more interested in the history of the object.
Mr. Charlie	Yes, it is important, as many visitors come and sometimes you must use a translator or employ signals, if we could speak English, it would improve our interaction with them.
Mrs. Rose	Because of the same place that arrives at the shop, to fulfill more sales.
Robert	I think it can open too many doors to many places
Mrs. Grace	Because it helps you to fulfill sales and to communicate with your costumers even if you want to sell through the internet; sometimes I go to the U.S. to buy things at flea markets and bring them back to Mexico, however to need a translator or by doing signs you can communicate.

As mentioned before, English has been mentioned by Antiquarians as a need, something they are eager to learn but which has proven a certain degree of difficulty for them to learn; many of the most expensive objects are bought by travelers from Abroad and to a certain extent, they must deal with complex ideas like exporting to another country, because of this, some of them

have resorted to pay to translators, use “signals” or use apps to enable conversation between each other. Other way of commerce that has been becoming popular is e-commerce, antiquarians’ resort to sell to other countries through Instagram and Facebook as Mrs. Grace mentioned in private conversation, in which the use of translation Apps help them fulfill the sale.

4.2.3. Activities or tasks that the participants perform as antiquarians

Antiquarians have to perform many tasks in they shop, in Chart 4. they mentioned the most common ones related to the selling of objects.

Chart 4. What activities you have to do with your costumer?

Tasks that the antiquarians perform in their shop	
Mr. Kane	Just selling and explaining the history of the objects
Mr. Charlie	Explain the history of the object and the price it has.
Mrs. Rose	To explain and guide our customers on things they want to know or someplace they want to go
Robert	Communicate with them, talk and interact with them.
Mrs. Grace	Just selling.

When it comes to what tasks antiquarians must need, two are the main principal tasks, 1) explaining the object, this means, what is the material and history and 2) giving the price of the object and being able to bargain for the price or at least knowing how to charge.

4.2.4. Other tasks that antiquarians do with costumers besides selling

Antiquarians do not only have to sell things, but they also have to do many different tasks, in Chart 5, their response of what other tasks they have to do is registered.

Chart 5. Besides selling, what other kind of information tourists and costumers ask?

Other tasks that the antiquarians perform besides selling	
Mr. Kane	Sometimes they ask for directions, like where is the Main Square (Zocalo) or if we have another shop or place
Mr. Charlie	Since we can't speak another language, it doesn't enable you to do something else.
Mrs. Rose	The same thing as the question before, give information to the costumers.
Robert	No, they don't ask you something else, like questions about addresses or directions, no. However, they also ask for the Licor de Pasita, because we sell it too.
Mrs. Grace	Sometimes they just only ask and have conversations with you, they want to know the history of the object, the price and if there are ways to export them, we even ship to the U.S. through friends that travel.

By analyzing the answers, it can be seen that Antiquarians are not usually asked about other things that are not related to their work, however, questions like giving directions to a place or advice like, “*where to eat or to drink*” are somewhat common; shipment and other things they sell or do might be asked, for instance, Robert, mentioned that they also sell “Licor de Pasita”, an alcoholic beverage; we must take into account that in the corner of the Alley of the Toads there is a well known shop that sells said beverage, “La Pasita”, thus, Robert’s family decided to sell the liquor, but also they sell sometimes popsicles as another way or earning money.

4.2.5. Most sold or asked objects

In Chart 6, their most sold objects or the ones which are always asked about, to grasp to the vocabulary they must know.

Chart 6. What are the most common objects that costumers ask for?

Question 5: What are the most sold items or the most common ones that you are asked about?	
Mr. Kane	There is not a specific object everybody wants, however there are season, sometimes it is common to sell furniture, like cartwheels, that for a period of time were popular.
Mr. Charlie	Religious art, specifically the ornamental one, but also pottery, antique art crafts, vaults and boxes, among others.
Mrs. Rose	Furniture, kitchen objects, everything can be sold, it is just matter of waiting and be patient.
Robert	Religious art, kitchen objects and toys among others, tends to vary a lot.
Mrs. Grace	Religious art, antique art crafts, however, lately Contemporary Art is the stuff that is now selling and drawing attention. Mexicans don't usually buy antiques; they are more interested in modern stuff.

Antiquarians have mentioned that there is no specific object of which they are always asked for, and even mention, that selling antiques recently has been on a decline with a particular interest by Mexicans of Contemporary Art; being only people from abroad the ones more interested in acquiring antiques and the ones who are eager to pay, Mrs. Grace talked, in private conversation, about the subject, in which, she, sometimes sells to the U.S. through friends who can speak the language and to make shipment cheaper.

Shipment to the United States and elsewhere tends to be expensive, as companies like FedEx and DHL, have different prices depending on the size and weight of the shipment, the only cheaper way to export to the U.S. is through the Mexican Mail Service, however, the speed of

delivery is slow, taking a lot of time and being the only service, which does not want to ship fragile materials like glass or clay. Thus, through friends who speak the language and have a passport, they ship the products, this information ties with previous questions of what an Antiquarian must do, as they also require knowledge about shipping and legal procedures in some cases.

4.2.6. Naming the objects

There are objects which are on display on the store, here, the Antiquarians mentioned the objects they have on display or its characteristics, objects listed here are nouns or adjectives and in Spanish. Due the nature of the vocabulary and its complexity, all the responses were combined in a single list due the repetitiveness of some words and can be found at the end of this thesis as Appendix II.

4.3. About the interactions with customers

Tourists that come from abroad usually, if they can, they try to speak Spanish, however, when they don't know to speak the language properly, they usually rely on apps. Some of them might try to explain themselves in English and ask about the objects, the price and what were they used for, usually even how to ship an object is also mentioned or in other cases, someone comes to the shop to sell, the value or importance of the object determines if the antiquarian buys it or not. Interactions made in the mother tongue (Spanish) it is of importance since it also shows, that some expressions might not be so different from one that might have been in English.

4.3.1. Most common phrases used

There are multiple expressions or phrases related with the ability to sell, that were used while the research was performed and were found as Chart 7 shows.

Chart 7. What are the most common expressions and phrases?

<i>Spanish</i>	<i>English</i>
¿Puedo ayudarte?	Can I help you?
¿Buscaba algo en especial?	Are you look for something?
Aceptamos devoluciones	We accept refunds
No se aceptan devoluciones	Refunds are not accepted
Hacemos envíos al extranjero	We can ship abroad
Aceptamos tarjeta de crédito y débito	We accept credit and debit cards
El precio es por todo / por pieza	The price is for the whole/per piece
Meses sin intereses	Interest-free
Nuestro horario es ...	Our schedule is...
Podemos comprar cosas de valor	We can buy things of value
Pregunte sin compromiso	Ask with no obligation
Puede apartarlo / Debe dejar un adelanto	You can preorder / You must leave an advance
¿Que es lo que busca?	What are you looking for?
Quinientón	Five Hundred Pesos
Tostón	Fifty Cents
Faltan are missing
Me debe ...	You owe me ...
¿Tiene cambio?	Do you have change?
Si lo rompe lo paga	If you break it you pay for it
También compramos	We also buy
También tenemos /vendemos ...	We also have / sell...
Tenemos otro local en ...	We have another location in...
Tenemos sistema de apartado	We have a layaway system / layaway plan
Tenemos terminal/ terminal bancaria	We have a bank terminal/terminal
“Llegarle al precio”	“Getting to the price”
Tenemos un trato	We have a deal

There are also certain ways and customs the Antiquarians have that are not part of the vocabulary but it is common for their daily life, usually, when an Antiquarian sells their first object of the day, some of them will “*kiss*” the money and give thanks to god for its first sale of the day, then, they put or hide it behind the cash register or close to where they save the money, if it’s a flea market vendor, they put it sometimes underneath a plastic rug they usually put their things.

However, it must be pointed out that there are expressions which cannot be translated without an explanation first, for example, when a glass object has cracks, they usually refer to that fissure as a “*pelito*” or a “hair”, this is as an expression that might be problematic as it is vocabulary that is only shared by connoisseurs and antiquarians as well, but not for tourists who are only interested in it; a “China” or “*Mil ojos*” might refer to a Pulque Glass jug also known as “Cacariza”, Picture 7, both refer to the object as it has multiple “pearls” surrounding with “*china*” due its semi-wavy pattern. Common expressions like “*Tostón*” or “*Quinientón*” as sometimes referred to the payment as a *tostón* is a 50 cent, and a *Quinientón* is 500 pesos note, although expressions exist in the English language, said language might be of value only after the Antiquarians have acquired the most basic language for interacting.



Picture 7. A blue *Cacariza* Pulque Jug, with its distinctive pearl-eyes decoration, blue ones are deemed as rare by collectors. At the bottom can be seen also a “*Pelito*” or a small crack at the base. This object can be filled up to 1.5 liters of said beverage.

4.4. Interpretation of the results

As seen, Antiquarians lack a general knowledge of English, but there is a need, for this reason there are two options to approach the problem: 1) antiquarians must pass first by a General English course before acquiring the knowledge for the ESP or 2) making the ESP the first step and approach into the English world. The study suggests that the second approach it's the most viable one, because, by learning by the use of an ESP, it will enable the Antiquarian to learn easily English than by exposing them to a General English course which doesn't reflect their needs and problems; the context will enable them to learn faster by focusing on an ESP than on a GE; some of the participants also recalled having previously English classes but, mentioned that there was no focus on their daily lives, focusing on "basic topics", thus, making it difficult to learn the language to the participants.

In the antiques market, *nouns* and *adjectives* are the most common parts of speech used. Due the great number of objects that can be found in an antique store, an English course requires a lot of time; thus to facilitate and make easier the process, each word can be classified in a certain group, for example: gold, cooper, aluminum and lead, all of them are "*metals*"; piano, guitar, bass, and trumpet are "*musical instruments*"; a chair, a table, coffee table are "*furniture*"; thus, a way to facilitate learning is by "*generalizations*"; unless they are easy to identify and to memorize like gold and silver or piano and guitar.

Another way to bypass some complications when explaining an object is the use of *borrowing*, for example "*laca*", which is a type of finishing for an object, specially used in dried

gourds, thus, the word could be borrowed but it must be explained. To explain the objects, it is important to know the adjective order and also, to have some knowledge on numbers, ordinal and cardinal, to give prices and if the pieces are part of a “set”.

Tourists and Customers might ask other things such as, other places like the Zocalo or the Main Square; where they might find a taxi or transportation; if there is a good place to eat close, at what time open or closes the shop, if they accept credit or debit cards, if they have a telephone number or a webpage to keep interacting with the store and if they have more shops or if they have a storehouse. I must note that for certain topics, a basic level of English is needed, as for the price of the object, the antiquarian must know beforehand topics like the numbers, colors and even shapes and forms; animals may fall into the category as certain objects like banks or statues are based on said ones.

4.5. Syllabus

As mentioned before, a Syllabus is needed for the creation of an ESP, as it is prepared for a specific or particular group of learners, in this case, the antiquarians. The explanation, insights and previous knowledge on the subject have already discussed in the previous chapter, here, it is discussed what kind of syllabus is appropriate for the learners.

4.5.1 Syllabus proposal

Taking into account all the data, and based on Krahnke and Laurance Anthony's previous work, an appropriate syllabus for the learners is a *Situational* syllabus, as it is organized around a theme, in this case “*selling at an Antiques Shop*”. The Situational Syllabus is similar to the *Topical*

or *Thematic* syllabus mentioned by Yalden (1987), in this syllabus, the student is presented to a “*problem situation*” or an “*illustrative situation*”, which also follows drills and phrases, referred to as “*inventions*”, related to the main problem, and finally complemented with a “*practice situation*”. The teacher also creates a list of situations that may take place, a list of topics, grammatical forms and vocabulary (a glossary). The main objective being the use of the target language in “*authentic communication*”.

But this syllabus must have a focus on a *Classroom* and a *Learner* type of syllabus as described by Hutchinson and Waters (1987), because a) *the classroom syllabus* mentions that the context influence the teaching, giving us more information that we might have eluded as classes might be taught in said shops on weekdays, as those days are when there is a low influx of people, and b) *a learner focused syllabus* will help due the participation of the same antiquarians as questions might arise as time passes on, enriching the ESP with new vocabulary or phrases or sentences that otherwise might not have been able to be recorded or registered in the previous studies.

4.5.1. Sample of the syllabus

The syllabus needed for the learners must focus on their expressions and vocabulary they use in daily life and that is related to their work. The Practitioner also must focus on efficiency, instead of using videos, the teacher must practice with the student and use the objects in the store and the place itself as some kind of interactive classroom. Repetition, as mentioned before, is necessary for the student to learn, although it might seem paradoxically, since the student or alumni must practice until they have acquired all the knowledge.

The student also, might be able to practice in real situation during the class if a customer who speaks English is present at the store, as a way to facilitate the acquisition of the second language and to put into the test the knowledge acquired by the student, with the teacher functioning as a guide or mediator.

Chart 8. A sample of the syllabus

Week	Theme	Vocabulary	Abilities	Topics	Tasks & Example
1 – 2	Nouns	-Furniture -Dishware -Decorative Arts -Machinery (Musical instruments, transport, weapons) -Clothes -Animals	Speaking Writing Listening	-Numbers -Name the objects -Determiners (Definite and Indefinite, Numbers and Distance)	-Try to name the objects <i>The crown, the vase, the glass</i> -If you don't remember the name try to associating it with a generalization <i>The alb / the clothes</i> -Determiners (number objects and specify the distance) <i>This is a jug, That cup</i> <i>One jug, two cats</i>

Source: *Own elaboration.*

The ESP course, will need to be a somewhat intensive course with 1 hour per day class (Monday to Friday), with topics that might cover one or two weeks to probe successful. And it will focus entirely on their work environment. A vocabulary or Glossary of different terms was also developed with their own translations and notes to explain more about the object, to help reach the objectives from the ESP, even the “generalizations” and “common expressions” to enable them to acquire the language.

4.6. Conclusions

An ESP course for antiquarians require a good effort from both sides to make learning effective, the teacher must be an active agent, constantly focusing in helping his student to learn;

a great deal of vocabulary is taught in the classroom, that might be difficult if not taken seriously. As seen, many of the students have already taken an English course, however, they have had difficulty learning as they started approaching the language from a different angle, as if they were basic learners, but by focusing on what they are working on, might be used as a bridge for the learner to improve and enable them to acquire easily the target language.

An important aspect for the success of the ESP, which may not be taken into consideration, due it being itself more than a topic but an human aspect of it is that, discipline is needed for the learner to acquire the language, which it is in itself part of a building a habit, if taking in consideration that, the learner needs to learn the language to improve the sale, to earn more money, which enables the learner to satisfy their primary needs, then it acts as a way to facilitate learning for the student.

According to some studies, the lack of self-discipline is highly correlated with doubt according Zhao et al. (2019) as *“higher self-doubt was associated with greater nervousness and poorer anagram performance”*. If the learner believe they are not going to learn or they *“can’t”* learn, then, their own belief system works against them, this doubt is extended to other areas, if the student thinks that the way the teacher is giving the class is not *“appropriate for them”* or that *“it isn’t the way someone must do it”*, then, they won’t learn also, thus, is recommended to work with that though small talks with the learner, or at least explaining that they must trust the procedure.

However, as seen through out the chapter, the Antiquarians need to develop the ability to speak a second language as it is another choice to earn money, especially since the most expensive objects are bought by tourists or collectors from abroad; thus, an ESP being an effective way to make them learn as appealing to their needs might increase the chance or rate of successful learning, however, the Practitioner also must take in consideration also the discipline of the student.

CHAPTER V: CONCLUSIONS

Introduction

The final chapter of this thesis deals with all the results or conclusions that have been found while doing the research; limitations will be mentioned as they can be of future interest, in case needed, for future researchers, and, the student psychology or psyche is another important characteristic for the success of developing the course.

5.1. Overview of the study

The purpose of this study, was to create a proposal for an ESP o Syllabus for Antiquarians at Los Sapos, a place in where antiques and vintage objects are sold, and due the lack of the knowledge on English as a second language, as they have said, they need to learn it to be more competitive; five Antiquarians were interviewed for the same purpose, each one of them was given a codename to protect their identities.

Interviews were made to see if they had previously taken an English course to understand why many of them, if not the majority, why they couldn't learn the language; also, to create a Glossary of the objects they deal. Real time transactions were observed, to understand the phrases and sentences they may utter to improve the interaction between costumer and seller.

5.2. Answering the Research questions

The research was concerned with three questions that were made at the beginning of this study, every one of them will be answered. As part of the interviews made to the Antiquarians,

they were also asked about, what kind of tasks they have to do besides selling. These research questions were made purposely with the intention of developing an ESP and that will guide its making.

5.2.1. Research question one: What are the language needs or linguistic resources that antiquarians need to fulfill in order to perform efficiently and communicate successfully?

Due the low, or non-existent, level of an English skill they must develop their Speaking and Listening abilities, due many of the transactions being made “by talking”, however Reading and Writing must be developed, as they need to give contact information or directions, which require a basic knowledge of English to give short responses as telephone numbers, directions and give their name or how to present themselves.

It is of importance to have some knowledge on parts of speech like adjectives and nouns, as these are the objects they sell and also, to describe the condition or characteristic they have which implies by itself the need to know also the *Order of Adjectives*. They need a glossary of terms related to the objects they sell and expressions of how to make monetary transactions as a way of payment. Also, a required knowledge of the basic English tenses will help the student to be able to express the history or the use of the object.

5.2.2. Research question two: What are the specific language tasks antiquarians need to perform efficiently?

Antiquarians must need to name, explain the history and the price of the object, they also require to have some knowledge in other topics like “shipping” sometimes they must also give directions to other places, sometimes they are asked for other types of information, for example, where to buy the “Licor de Pasita”, where is a Museum or the Town Hall, or even for recommendations about where to go to eat. The ability of Bargain or give a better offer is also of importance as it makes a deal fairer.

5.2.3. Research question three: What could be an appropriate syllabus to help the antiquarians to perform easily?

As mentioned before, an appropriate syllabus for the learners is a *Situational* syllabus, as it is organized around a theme, in this case “*selling at an Antiques Shop*”. Being is similar to the *Topical* or *Thematic* syllabus, it follows drills and phrases, referred to as “*inventions*”, related to the main problem, and finally complemented with a “*practice situation*”. The teacher also creates a list of situations that may take place, a list of topics, grammatical forms and vocabulary (a glossary), thus, the main objective being the use of the target language in “*authentic communication*”.

The *Classroom* and the *Learner* focus of Hutchinson and Waters’ (1987) syllabuses, will be of use too, mainly because the context influences the teaching, being the store in this case, give more information that we might have eluded, a *learner focused syllabus* will help due the participation of the same antiquarians as questions might arise as time passes on, enriching the ESP with new vocabulary or phrases or sentences that otherwise might not have been able to be recorded or registered in the previous studies.

5.3. General conclusions of the study

From all the interviews made, all of the participants have had once taken an English course, however, they were unable to learn the language, even though they need it to improve their sales, their opinion was, that they felt stuck when starting in a basic level, instead of going “straight to the point”, which signals the importance of approaching the teaching through an ESP, skipping or crafting the class in a way in which, the knowledge units or blocks intertwine with their economic lives.

As mentioned, people from abroad are the ones who acquire high price objects, but these high price objects are the most valuable ones too, being the ones with more historical value, might be colonial paintings of saints and virgins to, dishware that has been part of the cultural life of Mexican in previous centuries; Mexicans collect also valuable objects but in a less frequency, both Mexicans and outsiders appreciate equally the objects, so, why does outsiders buy more? That can be explained by the economic power of the dollar or outside currencies such as the Euro or the British Pound, which when converted to Mexican Pesos, the worth it has is more, thus, one of the main reasons why some valuable objects are now outside the country, I must point out that I have interviewed previously some Mexicans, which one of the most complaints they have with people selling antiques is that they are “*expensive*”, but in defense of the Antiquarians, I must point out that, the price follows the “*supply and demand*”.

Museums like the San Antonio Museum of Art, provided by the Rockefeller foundation, of which Nelson A. Rockefeller, son of John D. Rockefeller, oil tycoon, was a private collector;

Franz Meyer, though he was German, once established in Mexico, was able to acquire a huge collection that now is in a Museum which holds his own name; objects from the state of Puebla and other parts of the country are even now in Europe, in museums like *National Museum van Wereldculturen* or the "National Museum of the World Cultures" in the Netherlands, and so forth.

Because the objects are attractive, tourists usually asks for the name, the history and if they are interested, in the price of the object, information related to other sources might not be of such importance; in one real situation, at "Mrs. Grace" shop, a man came from the U.S. trying to buy too many pieces, I served as a translator, the man was looking for old objects to sell them abroad again but to decorate houses, so he asked if Mrs. Silhouette had a web page or another shop or storage unit to look for more objects, even giving a "*vintage Coca-Cola bottle*" as an example of what objects he was looking for. Which takes us to question five, the most asked objects by the visitors are usually objects from daily life, being dishware or objects of devotion, such as Religious art, at the other side of the hand, contemporary art is taking over antiques in Mexico as mentioned by Mrs. Grace.

Thus, being the abroad Market one of the most important for the Antiquarians, in private conversations, some of the Antiquarians have now decided to venture in other things like restaurants or selling "Licor de Pasita", or even engaging into online selling, this proves to be very fruitful as they can reach more costumers, however the translation also makes things complicated, since apps like Google translate make understanding easier, it's no match for real-time conversations, at least by now. Their children, who also have trouble learning English, are now

distancing themselves from selling antiques, and if they come back, it's just for a moment, some of them are studying to become doctors and engineers.

5.3.1. The Psychology of the Student

Some aspects that have been ignored when taking into account the creation of an ESP is what I describe as the *Psychology of the Student* or “*why an ESP might fail*”, I want to mention how human emotions and its psyche might enable or discourage them to learn, even though the ESP could be a good option or idea, there are psychological biases that might put the ESP Practitioner in a difficult position as there external forces out of their reach which they cannot control, as it is rooted deep into the mind of the learner, as a Teacher, one can put all the effort, but if the learner is not prepared or not really invested, learning will not be effective and it is not the Practitioner or Teacher's fail.

Recent studies reveal that human nature is more complex at learning, key subjects like *suffering* and *need*, related to Behaviorism, play a huge part in learning, as an example, fasting has been proved to enhance learning and decision making, recent studies made by Wang and Wu (2022) and Baik et al. (2020) show that fasting or being deprived of food can stimulate neurogenesis and synaptic plasticity, which may help in taking decisions, enhance cognitive function in learning and having an antiaging effect on the brain, while excessive feeding is related to chronic neuroendocrine activation which in turn produces “*neuronal degeneration and impairs neurogenesis*”, if it is well known that fasting or being hungry produces irritability, Wang and Wu (2022) mention that long term fasting also produces sense of reward, accomplishment, pride and control, which may be related to the survival of the human species, as they need to eat to survive,

probably by being deprived from food, might signal the brain the need for changing the habits to ensure its survival.

Loss aversion, a cognitive bias, is also accounted for hindering or enhancing someone from taking a decision, according to Kahneman and Tversky (2020), for individuals, “*the pain of losing is psychologically twice as powerful as the pleasure of gaining*”, so, loss aversion can impair or even enhance decision-making, the fear of losing something might prevent someone to invest into something which might give us potential returns, like investing in someone's education, as it is related with the economic aspects, but also, it might also enhance learning, because, if to earn money one must need to understand the language or use apps related to it, then, the pain of missing a chance of earning might enable the student to acquire a second language.

It has been shown that the children of immigrants or “second generation” in the U.S., achieve higher economic mobility than their parents as mentioned by Chiswick (1977); this could be attributed it to *the knowledge of English* according to Picchi (2019), however, it is also known that *family cohesion* plays an important part, similar to what the *Affective factor* mentions, Silverman (2016) mentions that second-generation immigrants from countries like Mexico has lower attainment of education than from Asian ones, as the second-generation of families coming from Asia achieve higher levels of education, this is because more Asian families prioritize education over anything else than Mexican ones, thus increasing their income.

This information is of particular importance as, Landgrave (2019) mentions, there is a correlation of acquiring English as a second language by immigrants in the United States with

higher educational attainment according to Demie and Strand (2006), earnings as told by Rivera-Batiz (1990), social assimilation by Bleakley and Chin (2010) and even, mental health by delaying dementia according to Alladi et al. (2013). It must be pointed out that Mexico, to a certain extent, is dependent of the U.S. economy, as *Remittances*, better known in this country as "*remesas*", are one of the most important earnings that Mexicans have by far. According to a report by Banxico or the Banco de México (2023), on June 2023, the earnings that came from abroad were approximately 5,572 million USD; for the exact same reason, these Remittances are the second, and considered by a few as the first, main source of income the country has; tourist in México has also been an importance source of income, no wonder that one of the main reasons to learn English is to move upward in the economic mobility, this is the reason why ESPs are important ways to approach second language acquisition.

However, even if students want to learn the language, the ESP practitioner might find difficult the task to teaching a second language, as students might have delivered with the perfect ESP course but might be unable to focus in taking class or even ignore to a certain extent the ESP practitioner or teacher, which might not be their fault, some are unable to grab the student's attention due the lack of discipline and control the student has. There are studies who also mention the power of *Delaying Gratification*, as resisting immediate temptations for future rewards predicting *academic success*, however, these features are cultural at certain extent, as it is a habit taught by parents or peers as overseen by Yanaoka et al. (2022) and also, trust plays an important role to secure Delaying Gratification, as those who fulfill what they promised, also play a role according to Michaelson (2016). This is of particular importance as, the teacher might put all his

effort in a specialized ESP but in the end, the student might be more interested in looking at his cellphone.

Other psychology aspects of the human mind which influences learning are emotions, and it has been proven that *shame* is the most powerful emotion of them all, above love and hate, as it influences the decisions a person might take. Scheff (2004), along with Elias, Goffman and mentioned as far back by Breuer and Freud (1895) in *Studies of Hysteria*, all have mentioned that *shame* and *embarrassment* were crucially important in human affairs. In Language Acquisition is easy to find students who are not eager to speak the language with people from abroad for fears of being criticized or humiliated, hindering their chance to learn the language. Overcoming shame is important for the development for a new identity and improving, but the core of shame is the ego or the “identity of the person”, so one must “create a new one”. Shame also stems from previous experiences and stimuli they have received through life, as some might get encouraged to try again and again despite failures or others getting discouraged by being poked and made fun of as stated by Craythorne et al. (2022).

These theories and cases explained show that creating an ESP course, might enhance the learning thus, they are needed to be taking in account when developing one. Psychology also plays an important role, as emotional and affective factors play a role when learning and the reasons why the student is interested in learning a second language. These theories guide the ESP practitioner to develop an ideal ESP for the learner, the give reasons and support the need for one, and it might help to understand, when evaluating the learner of the ESP, if it was effective or not, as the reasons

for why it was not effective might lie in things beyond our control like a family environment or the self-doubts of the learner.

5.4. Limitations of the study

Some of the limitations of the study are related primary to the vocabulary, and the complexity of responses, the number of objects found in a shop can be huge, as I didn't have access to their storage units as an example, which may contain a larger number of objects I couldn't compile, even some objects at the stores were difficult to categorize, although they can be translated into English as borrowings but linking them with a generalization.

Also, complexity on information related to charging and paying became difficult for me to understand at first as I was not very aware of some economic concepts as the idea of a "*Factura*" or a "*Bill*" to deduce taxes in other countries, and that internet pages like Ebay refer to as an "*Invoice*", with terminology such as "*fund, payout, item subtotal, sales tax, transaction fee, order earnings*" which made me think a little bit of a correct translation and that that took me to other concepts about Law related to Economics in other countries which makes the teaching and creating the ESP more complex, as some concepts took me to other areas which in the end all interconnect and that sale is not only concerned with just sales, nouns and adjectives, but also legal procedures.

The complexity of having trade in the world makes it somewhat complex, especially when it comes to solve or satisfy the needs of the customer, who might ask a different question, what that probable or possible customer might ask is one of the most rare; as some of the most strange things asked by a customer while I was studying the area, was only related to how things were

manufactured; however, I know by interviewing one of the Antiquarians, “Mr. Kane”, that there are even people who come to the market to sell, not to buy, who have brought to the Antiquarians used bathrooms from a demolished hotel or apartment building in downtown in an attempt to earn a living, only to be declined by the Antiquarians due the “*uneasiness*” and being “*quite strange*”, although antiquarians admit that, even though it might sound crazy, there are people interested in buying that kind of object, however “not all” are going to do it.

5.5. Directions for further research

As mentioned before, the complexity of vocabulary and potential situations make it an endearing work that might be of entertainment; future ESP interest in the topic might not be of particular interest for future researchers in the same area, although, future students in the major of the LEI, might take in consideration this works as a basis for their own work, although I have mentioned some limitations. I must note that there are multiple approaches for the making of a syllabus, which make them sometimes hard to take a basis on, “classic writers” becoming the norm, thus becoming the most cited authors.

Something I am keen on, is that this work might be of help for someone, who might not be making an ESP, but probably researching vocabulary for a future project related with the historical antiques market, or that must be finding probably information of how the antiques market work, probably for another major; I must note, that the main reason why I was able to compile much information, is because of the familiarity I already had with the Antiquarians, as I myself I’m a collector, and if a future researcher wants to work with them, one must become familiarized and establish a good relationship with them before moving on.

5.6. Conclusions

ESP studies open an interesting path for learning, one in which focuses on the needs of the learner; although complex in nature probably of the vocabulary it might have, however, it is a humble one, as one is born to help, and if the subject wants to learn, us as teachers must find ways to enable that. Creating a syllabus is another complex task which becomes also something quite interesting, because it requires to look around the place and learn vocabulary you are not familiarized with and might help even the researcher, as he becomes the student of an area, he might not be knowledgeable.

Teachers work with human beings, who deserve respect as anybody else, and it is part of our duty to teach and serve to the people, and one must hear the needs of his student before taking action, this, to ensure the well-being and to prevent our student of wasting their time and resources in a class that might not give them what they want.

But why, some say, the Moon? Why choose this as our goal? [...] We choose to go the Moon in this decade and do other things, not because they are easy, but because they are hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone and one we intent to win, and the others too. – John F. Kennedy at Rice University, Houston, Texas, 12 September 1962.

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NEEDS ANALYSIS

Answer the following questions:

1. ¿Usted ha tomado clases de inglés previamente?

2. ¿Por qué el idioma inglés es importante para usted en su trabajo? ¿Qué beneficios tendría usted al aprender Inglés?

3. ¿Qué tipo de actividades tiene que realizar con los clientes?

4. Además de vender ¿Qué otro tipo de información le preguntan los turistas o clientes?

5. ¿Cuáles son los objetos que comúnmente buscan los clientes o que más se venden?

6. ¿Cual es el nombre de los objetos que usted vende y sus características?

7. ¿Cómo mejoraría su vida al aprender inglés?

Appendix II

Glossary of Antiques in Spanish

Abanico	Columna	Licorera	Radio
Aguamanil	Compás	Llave	Reclinatorio
Alba de Sacerdote	Copas	Lámpara	Reja
Álbum	Corona	Maceta	Relicario
Álbum de Estampas	Cristo	Macetero	Reloj
Alcancía	Cruces	Maleta	Repisa
Aldaba	Cruz	Mantel	Retablo
Alhajero	Cuadro	Manual	Reyna
Amplificador	Cámara	Marcos	Rienda
Animal	Damajuana	Marquetería	Rifle
Archivero	Escalera	María	Ropaje de Novia
Arcón	Escritorio	Mecedora	Ropero
Armonio	Escultura	Medalla	Rosarios
Azulejo	Espejo	Memorabilia	Santo
Balanza	Espuela	Mesa	Sifón
Banca	Estampillas	Metate	Silla
Baúl	Etiquetas	Milagritos	Sombrero
Boletos	Farol	Molcajete	Tarro
Botella	Faroles	Molde	Teléfono
Botijo	Florero	Molino	Televisión
Botón	Fonógrafo	Moño	Tibor
Bulbo	Fotografía	Muñeca	Timbres Postales
Busto	Frasco	Máquina	Tocadiscos
Báscula	Freno	Máquina de escribir	Tornillo
Cacariza	Frutero	Máscara	Vajilla
Caja	Fustes	Ménsula	Vaso
Caja musical	Gallo	Pasadores	Vinilo
Cajonera	Garlopa	Perfume	Virgen
Cajón	Gato	Perilla	Vitrina
Cama	Gorro	Perro	Yugo
Candado	Guaje	Pintura	
Candelabro	Guardapelo	Pinza para forja	
Candil	Insignia	Pistola	
Capelo	Jarra	Plancha	
Carreta	Junta para bueyes	Plato	
Cañón	Jícara	Portaretrato	
Cenicero	Lavabo	Portavelas	
Chapa	Lebrillo	Prensa	
Chapetón	León	Puerta	
Charola	Libro	Pólvora	
China	Licor	Quinqué	

Clasificación	Estado	Origen	Técnica
Instrumento Musical Mueble Línea blanca Decoración (Pintura, cuadros) Ropa Armas Juguetes Curiosidades	Nuevo Antiguo Restaurado Falsificación Original Copia Duplicado Con “Pelo” (Un objeto presenta una grieta)	Europeo Británico Francés Alemán Italiano Estadounidense Americano Mexicano Asiático Chino Árabe Africano	Aleación Estofado Vidrio Soplado Vidrio Prensado Chorreado Vidriado Crudo Daguerrotipo Ambrotipo Ferrotipo

Material	
Marfil Vidrio Cristal Onix Barro Cerámica Mármol Porcelana Peltre Latón Oro Plata Bronce Cobre Níquel Madera Caoba Ébano Cedro Encino	Mezquite Sabino Ayacahuite Palisandro Plástico Pino Plomo Piedra Cantera Cera Papel Antimonio Óleo Pasta Yeso Murano Resina Terracota

Época
Colonial Revolucionario Moderno Actual Contemporáneo Prehispánico

Appendix III: The Syllabus Proposal

“ESP for Antiquarians at Los Sapos”

Week	Theme	Vocabulary	Abilities	Topics	Tasks & Example
1 – 2	Nouns	-Furniture -Dishware -Decorative Arts -Machinery (Musical instruments, transport, weapons) -Clothes -Animals	Speaking Writing Listening	-Numbers -Name the objects -Determiners (Definite and Indefinite, Numbers and Distance)	-Try to name the objects <i>The crown, the vase, the glass</i> -If you don't remember the name try to associating it with a generalization <i>The alb / the clothes</i> -Determiners (number objects and specify the distance) <i>This is a jug, That cup</i> <i>One jug, two cats</i>
3-4	Adjectives	-Colors -Material -Origin -Age an Epoch -Condition	Speaking Writing Listening Reading	-Review the objects -Know adjective order -Give semi accurate descriptions of an object in English -Nationalities, countries and cities	- Mention (object + adjective) <i>The wooden chair, the golden cup</i> <i>The chair of wood, the cup made of gold</i> - Mention origin <i>This pitcher is from México, The Mexican pitcher</i>
5	Verbs	-Basic verbs and the use of gerund	Speaking Writing Reading	-Memorize basic verbs (to be / have / eat / drink, etc.) -Learn the use of the gerund as a noun	-Try to mention the use for each object <i>This / That _____ is for (v + ing)</i> <i>This plate is for eating</i> <i>This bed is for sleeping</i> <i>That gold cup is for drinking</i>

6	Prepositions	-Focus on basic prepositions	Writing Speaking	-Signal position and place -Connect basic sentences and words	-Signal position and place That glass <i>over</i> the table The jewel <i>in</i> the crown The jug <i>in</i> the box - Connect simple words The dog <i>and</i> the cat The hat <i>with</i> the badge
7	Simple Tenses	-Use of the simple past, present and future tenses -Dates	Writing Speaking	- Trying to give facts about the objects - Create sentences in each tense and mode (negative, affirmative and question) -Review of numbers to mention dates.	Keep explaining the use of the object and speak about the past of the object People <i>used</i> this spoon to eat We <i>ate</i> with the spoon in <i>1989</i> The mug <i>was</i> made for drinking pulque The hat <i>was</i> made in <i>1906</i> The cart is from the <i>19th Century</i>
8	Using money	-Numbers -Economic vocabulary	Speaking Writing Listening Reading	-Review of numbers -Basic expressions -Monetary transactions	-Mention the price of the object How much does it costs? The jug costs <i>175 US dollars</i> The mask price is <i>1500 Mexican pesos</i> We accept <i>credit and debit cards</i>

9	Talking to costumers	-Greetings -Modal verbs -Requests Expressions	Speaking Listening	Translated common phrases	Engage in more conversation by using expressions <i>Can I help you?</i> <i>Can I show you something?</i> <i>We accept refunds</i> <i>We can ship to the United States</i>
10	Final evaluation	-Transactions on real time	Speaking Writing Listening Reading	Evaluation	The teacher evaluates the learning progress of the students by watching them doing transactions in real time, functioning as a final bridge, sees their weakness and might extended or reinforce the knowledge with exercises or if they are finally ready, is time to finish the course

Appendix IV

GLOSSARY

Vocabulary of objects and if ambiguous in meaning, additional information.

Spanish	English	Additional information
Abanico	Fan	-
Aguamanil	Ewer	-
Alba de Sacerdote	Alb	A type of clothing that bishops use.
Álbum	Album	-
Álbum de Estampas	Stamps Album	-
Alcancía	Bank / Piggy bank	-
Aldaba	Knocker	-
Alhajero	Jewelry box	-
Amplificador	Amplifier	-
Animal	Animal	-
Archivero	Archival shelves	-
Arcón	Trunk	“Arcón” is a synonym for “baúl”
Armonio	Harmonium	-
Azulejo	Tile	-
Balanza	Weighing Scale	-
Banca	Bench	-
Baúl	Trunk	-
Boletos	Tickets	-
Botella	Bottle	-
Botijo	Botijo	A type of pottery.
Botón	Button	-
Bulbo	Bulb	-
Busto	Bust	-
Báscula	Weighing machine	-
Cacariza	Cacariza	A pulque glass mug from Barrio de la Luz.
Caja	Box	-
Caja musical	Music Box	-
Cajonera	Chest of drawers	-

Cajón	Drawer	-
Cama	Bed	-
Candado	Padlock	-
Candelabro	Chandelier	-
Candil	Oil lamp	-
Capelo	Galero	A type of hat that bishops use.
Carreta	Cart	-
Cañón	Cannon	1) A glass pulque mug. 2) The piece of artillery
Cenicero	Ashtray	-
Chapa	Lock	-
Chapetón	Escutcheon	Metal objects with heraldic designs used to decorate.
Charola	Tray	-
China	China	A pulque glass mug from Barrio de la Luz.
Columna	Column	-
Compás	Compass	-
Copas	Cups	-
Corona	Crown	-
Cristo	Christ	-
Cruces	Crosses	-
Cruz	Cross	-
Cuadro	Painting	-
Cámara	Camera	-
Damajuana	Demijohn	A type of glass bottle similar to a “garrafón”.
Escalera	Ladder	-
Escritorio	Desk	-
Escultura	Sculpture	-
Espejo	Mirror	-
Espuela	Spur	-
Estampillas	Stamps	-
Etiquetas	Labels	Refers to the label that bottles or boxes have when sold
Ex-voto	Ex-voto	A type of decorative tinwork with religious scenes
Farol	Lantern	-
Faroles	Lanterns	-
Florero	Vase or Flower pot	-
Fonógrafo	Phonograph	-
Fotografía	Photography	-

Frasco	Jar	-
Freno	Brake	-
Frutero	Fruit platter	-
Fustes	Cattle prod	Objects used to hit an animal to keep them moving.
Gallo	Rooster	-
Garlopa	Plane	Tool used by carpenters to shape the wood by cutting.
Gato	Cat	-
Gorro	Cap	-
Guaje	Guaje	A type of gourd or “pumpkin”, used to create artcrafts.
Guardapelo	Locket	A pendant that stores a photograph of a lock of hair.
Insignia	Badge	Police and soldier badges can be found.
Jarra	Jug	-
Junta para bueyes	Ox Yoke / Yoke	-
Jícara	Jícara	A type of bowl made of the Jicara plant, a dried squash
Lavabo	Sink	Talavera pottery antique sinks are very valuable.
Lebrillo	Lebrillo	A talavera pottery bowl to handwash before eating.
León	Lion	-
Libro	Book	-
Licor	Liqueur	-
Licorera	Decanter	-
Llave	Key	-
Lámpara	Lamp	-
Maceta	Flowerpot	1) A flower pot 2) A pulque jug also named “camión”.
Macetero	Flowerpot	-
Maleta	Suitcase	-
Mantel	Tablecloth	-
Manual	Manual	-
Marcos	Wood frames	-
Marquetería	Marquetry	Furniture that have intricate decorative patterns.
Virgen María	Virgin Mary	-
Mecedora	Rocking chair	-
Medalla	Medal	-
Memorabilia	Memorabilia	-
Mesa	Table	-
Metate	Metate	A stone used to grind maize and other things.
Milagritos	Milagritos / Miracles	A type of decorative tinwork used in churches.

Molcajete	Molcajete	A stone mortar used to grind and prepare food.
Molde	Mold	-
Molino	Windmill	A wood whisk used to prepare beverages like chocolate
Moño	Topknot	-
Muñeca	Doll	-
Máquina	Machine	-
Máquina de escribir	Typewriter	-
Máscara	Mask	-
Ménsula	Corbel	A type of stonework used to carry weight in buildings.
Pasadores	Pins	-
Perfume	Perfume	-
Perilla	Knob	-
Perro	Dog	-
Pichel	Pitcher	A type of earthenware jug.
Pintura	Painting	-
Pinza para forja/Fragua	Blacksmiths clamp	A tool used by blacksmiths to forge materials.
Pistola	Gun	-
Plancha	Iron	-
Plato	Dish	-
Portaretrato	Picture frame	-
Portavelas	Candleholder	-
Prensa	Press	-
Puerta	Door	-
Quinqué	Oil lamp	-
Radio	Radio	-
Reclinatorio	Prie-dieu	Furniture used for praying at churches by kneeling.
Reja	Grid	-
Relicario	Reliquary	A container of relics made of metal or wood.
Reloj	Clock	-
Repisa	Shelf	-
Retablo	Altarpiece	-
Reyna	Queen	Could refer to a type of pulque glass mug.
Rienda	Rein	A strap used to guide horse.
Rifle	Rifle	-
Ropaje de Novia	Bridal Clothing	-
Ropero	Wardrobe	-

Rosarios	Rosaries	-
Salsera	Saucers	-
Santo	Saint	A well-known soda bottle used for carbonated water.
Sifón	Soda Siphon	-
Silla	Chair	-
Sombrero	Hat	-
Tarro	Jar	-
Teléfono	Phone	-
Televisión	Television	A talavera vessel for storing goods like chocolate.
Tibor	Tibor	-
Timbres Postales	Mail Stamps	-
Tocadiscos	Turntable	A glass pulque mug.
Tornillo	Tornillo	-
Vajilla	Crockery	-
Vaso	Glass	-
Vinilo	Vinyl	-
Virgen	Virgin	-
Vitrina	Showcase	-
Yugo	Yoke	-

CLASSIFICATION OF THE OBJECTS

Or Generalizations

Spanish	English	Additional information
Muebles	Furniture	-
Vajilla	Dishware	-
Decoración	Decorative Arts	-
Ropa	Clothing	-
Armas	Weaponry or Weapon	-
Juguetes	Toys	-
Curiosidades	Curiosities	-

Animales	Animals	-
Instrumentos Musicales	Musical Instruments	-
Herramientas	Tools	-
Vehículo	Vehicles	-
Alfarería	Pottery	-
Vidriería	Glassworks	-

CLASSIFICATION BY ADJECTIVES

Materials

Spanish	English	Additional information
Antimonio	Antimony	A metalloid
Ayacahuite	Ayacahuite	A type of wood also known as “Mexican white pine”. Not “mud”, as it refers to the material for pottery.
Barro	Clay	-
Bronce	Bronze	-
Cantera	Quarry	Refers to the stone used for work
Caoba	Mahogany	A type of timber wood.
Cedro	Cedar	-
Cera	Wax	-
Cerámica	Ceramic	-
Cobre	Copper	-
Cristal	Glass	-
Diamante	Diamond	-
Encino	Oak	In Spanish “oak” also means “roble”
Latón	Brass / Tin	-
Madera	Wood	-
Marfil	Ivory	-
Mezquite	Mesquite	A type of wood from a tree native to the Americas
Murano	Murano	It refers to a style of glasswork of combined colors
Mármol	Marble	-
Níquel	Nickel	-
Onix	Onyx	-
Oro	Gold	-

Palisandro	Rosewood	Also referred by artisans as “Palo de rosa”.
Palma	Palm	A type of natural fiber
Papel	Paper	-
Pasta	Paste / Pulp	Depending of the object, can be from different plants
Peltre	Pewter	-
Perla	Pearl	-
Piedra	Stone	-
Pino	Pine tree	-
Plata	Silver	-
Plomo	Lead	-
Plástico	Plastic	-
Porcelana	Porcelain	-
Resina	Resin	-
Sabino	Sabino	A type of wood, the word has fallen into oblivion
Terciopelo	Velvet	-
Terracota	Terracotta	-
Vidrio	Glass	-
Yeso	Plaster	-
Ébano	Ebony	-
Óleo	Oil	-

By Country of Origin

(Can be replaced by using “from + country or city”.)

Spanish	English	Additional information
Africano	African	Could refer to any country of the African continent
Alemán	German	-
Americano	American	-
Árabe	Arab	Could refer to any object of Middle Eastern origin
Asiático	Asian	Could refer to any object of Asian origin
Británico	British	-
Chino	Chinese	-

Estadounidense	American	American can refer to both the whole continent and the U.S.
Europeo	European	Could refer to any object of European origin
Francés	French	-
Indio	Indian	Refers to the subcontinent of India.
Italiano	Italian	-
Japonés	Japanese	-
Mexicano	Mexican	-
Ruso	Russian	-
Sudamericano	South American	Could refer to any object from any place of South America

By Technique

Spanish	English	Additional information
Aleación	Alloy	-
Ambrotipo	Ambrotype	-
Chorreado	dripped	-
Crudo	Raw	Refers to pottery that wasn't cooked or glazed
Daguerrotipo	Daguerreotype	-
Encerado	Waxed	-
Estofado	Estofado	Refers to polychromed wood, imitating gold.
Ferrotipo	Tintype	-
Laqueado	Lacquered	-
Vidriado	Glazed	-
Vidrio Prensado	Pressed Glass	Glass made using molds
Vidrio Soplado	Blown glass	-

By Condition or State

Spanish	English	Additional information
Antiguo	Ancient	An object that is 100 years or more
Con “Pelo”	With a Hair / Cracks	Expression, it refers to the object having cracks or fissures
Copia	Copy	An object made by someone else but the original creator.
Duplicado	Duplicate	An object created by the same artisan but different year.
Falsificación	Falsification	-
Nuevo	New	-
Original	Original	Authenticated as an original piece by an artist or artisan
Quebrado	Broken	-
Restaurado	Restored	-
Roto	Broken	-
Vintage	Vintage	An object that is 25 - 50 years old or that doesn't predate our current era.

By Era or Epoch

Spanish	English	Additional information
Actual	Current	-
Colonial	Colonial	Antiquarians only buy colonial pieces if they know the exact precedence and that it is not stolen.
Contemporáneo	Contemporary	-
Moderno	Modern	-
Prehispánico	Pre-Hispanic	Antiquarians don't buy pre-Hispanic pieces; however, they can recognize original from fake ones.
Revolucionario	Revolutionary	-

Expressions or common phrases

Spanish	English	Additional information
¿Puedo ayudarte?	Can I help you?	-
¿Buscaba algo en especial?	Are you look for something?	-
Aceptamos devoluciones	We accept refunds	-
No se aceptan devoluciones	Refunds are not accepted	-
Hacemos envíos al extranjero	We can ship abroad	-
Aceptamos tarjeta de crédito y débito	We accept credit and debit cards	-
El precio es por todo / por pieza	The price is for the whole/per piece	-
Meses sin intereses	Interest-free	-
Nuestro horario es ...	Our schedule is...	-
Podemos comprar cosas de valor	We can buy things of value	-
Pregunte sin compromiso	Ask with no obligation	-
Puede apartarlo / Debe dejar un adelanto	You can preorder / You must leave an advance	-
¿Que es lo que busca?	What are you looking for?	-
Quinientón	Five Hundred Pesos	Expressions related to money are difficult to translate so <i>quinientón</i> and <i>tostón</i> won't be translated
Tostón	Fifty Cents	
Faltan are missing	-
Me debe ...	You owe me ...	-
¿Tiene cambio?	Do you have change?	-
Si lo rompe lo paga	If you break it you pay for it	-
También compramos	We also buy	-
También tenemos /vendemos ...	We also have / sell...	-
Tenemos otro local en ...	We have another location in...	-
Tenemos sistema de apartado	We have a layaway system / layaway plan	-
Tenemos terminal/ terminal bancaria	We have a bank terminal/terminal	-
“Llegarle al precio”	“Getting to the price”	-
Tenemos un trato	We have a deal	-