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**AN ESP SYLLABUS DESIGN TO IMPROVE READING BY LEARNING
SPECIFIC VOCABULARY IN MEDICINE**

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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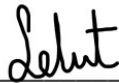
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This Bachelor's Thesis is dedicated to my parents Araceli and Antonio whose encouragement and support has made this possible.

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Abstract

The main aim of this research is to develop / design a syllabus proposal, for a group of Medical students. It attempts to improve reading by learning specific vocabulary focused on the English for Specific Purposes approach and based on a needs analysis study which identifies the specific language features, difficulties and needs of the learners. Aimed to find out 1) Medical students' needs to improve reading; 2) Background of the students; 3) The difficulties that medical students face when reading medical texts 4) Interest in the acquisition of medical vocabulary for the reading skills and knowledge improvement of the medical students. This research implements a Target/ deficiency needs analysis method with a qualitative approach. The respondents consist of students from the Faculty of Medicine at BUAP, a public university in Puebla city, Mexico. The data was gathered by the distribution of questionnaires using social media. Results show the necessity of an English course focused on the context and specific language features in that domain which objective could develop in the students not just the reading skill also the speaking, listening and writing skill through the learning of specific vocabulary and activities focused on their context.

Key words: Needs, Deficiency, ESP (English for Specific Purposes), EGP (English for General Purposes), Syllabus, Learning, Reading Skill, Improvement.

CHAPTER I: INTRODUCTION

1.1 Importance of the Study

Hutchinson and Waters (1987) define English for specific purposes (ESP) as “an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). Anthony (2018) defines it in a more complete definition in which ESP is considered as:

“(...) an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and/or discipline-specific teaching materials and method”
(p.19)

Both definitions agree in the analysis of the learners' needs or reasons that make them learn the language and to use specific resources that could achieve the final goal: be able to use/ implement the language in a particular context, or area in which the learners are already in. Thus, based on those definitions, ESP is a way to teach English to a specific person, people, or group of people according to their needs, context, and reason for learning. Taking into account those aspects to develop activities, material, books, and/or a program that could help the functional learning of the language and make it part of the learners' life.

As a difference from English for General Purposes (EGP), ESP assumes to adjust the language teaching to the specific linguistic and communicative learners' needs paying attention in the context in which they use, or will use the Language (Donesch, 2012). In other words, for Fiorito (2005) ESP's main point is the English teaching encouragement not as a subject separated from the learners' real world, instead, as a complement “subject matter area

important to the learners”. The author also mentions that the combination in ESP of subject matter and English language teaching motivate students' learning because they apply what they learn in their English classes to their main field of study and in consequence increase their motivation of learning a second language. Hence, it can be said that ESP's main point is to facilitate the learning of English through the use of material and activities related to the students' field of study or work, to use the language effectively and take advantage of what it's already known in the learning of the second language.

Some studies have shown the utility of ESP in students' language learning outcomes, as McDonough (1984 as cited in Fathi Bonabi, 2008) mention, ESP “closely matching teaching content to learner requirements, seems to be the ideal answer in language teaching to the charge of educational irrelevance and inappropriacy" (p.42). In Basturkmen (2014) words, ESP has proved “to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace” (p.6) and as showed in an experimental study by Kasper (1997 as cited in Basturkmen, 2010) in which was found that content-based instruction impacted positively on student's academic progress.

Moreover, ESP not just helps in learning English but also motivating students to get into the language, as demonstrated in an experiment by Arkhipova, Holly, and Krasavina (2015) which showed that students improved their level of English and also got motivation for learning English.

1.2 Rationale

Most of the ESP students are adults or young adults that are currently taking a course or classes, working or living in an environment that challenges them to speak and use English

accordingly with the circumstances in which they are or they will be, and who have learned some English language before but need improvement on it to be qualified in the use of professional communicative skills on this language to be able to perform particular job-related tasks in their real professional context (Donesch, 2012).

Possibly those learners will never:

[...] discuss lifestyles, talk about clothes, order a meal, describe someone's personality, or appearance, rent a car, interpret body language, or try to cheer someone up in English. But many may often need to consult technical manuals, read up on recent advances in professional practices and technology, talk business with a foreign engineer or executive visiting their company, etc., in English (Davies, 2008, p.81).

Thus, those learners need materials, activities and a program or syllabi that could help them in the development of those professional skills. In that situation are the medical students, they have been taught general English even on their higher education while they had been needing to read medical books or medical articles in English, to know vocabulary that could help them in the understanding of what they read and about all, needing to pass an English exam to get their title (See appendix A point 9) or to be able to do their specialty. Therefore, specific English knowledge in that domain is necessary especially considering that:

During the school period the student has been mentally bending over his desk; at the University he should stand up and look around. For this reason, it is fatal if the first year at the University is frittered away in going over the old work in the old spirit. ...This is the aspect of University training in which theoretical interest and practical utility coincide (Whitehead, 1959, as cited in Kramiņa, 1999, p.35).

Hence, the creation of a specific English course focused on the Medical students' needs seems to be helpful in the improvement of medical vocabulary and reading skills throughout the use of a specific method and material designed according to the area in which their bachelor is focused.

1.3 Purpose

Based on the above aspects, the research general objective is to identify medical students' needs to develop a syllabus aimed to improve reading by learning specific vocabulary, to have a better comprehension of English medical texts, and even get a higher opportunity to pass a specialty exam or an English proficiency accreditation test, by the use and creation of functional specific material and activities focus on the medical students' field of study. Hence, is expected that the findings of the study will provide answers to the research questions and consequently a guide for the development of a syllabus.

1.3.1 Research Questions

This study addresses the following research questions:

- How do students' background as English language learners impact the way they learn in this context?
- What are the medical students' needs to improve reading?
- What difficulties medical students face when reading medical texts?
- How interested are medical students in acquiring English medical vocabulary for their reading skills and knowledge improvement?

1.4 Organization of the thesis

Aside from this introductory chapter in which was presented the importance of the study by defining the English for Specific Purposes (ESP) approach; the rationale of the study and the purpose and research questions used to identify students' needs and difficulties, the thesis is organized into four more chapters:

Chapter II reviews the relevant literature about the English as a language, its learning as a foreign or second language; its domain as a global language and its role in the English for Specific Purposes approach, as in English for occupational/academic purposes. Moreover, this chapter reviews the types of syllabi which are a key point into this study, and the research focus.

Chapter III describes the research design, the methodology used to conduct the investigation, location of research / context, the participants, the data collection techniques and type of data analysis, instruments, procedure of data collection, and the data analysis.

Chapter IV Present findings, illustrates and provides an analysis of the data collected through the instruments described in chapter III, in an attempt to provide an answer to the research questions, which are presented in the same way in this chapter.

Chapter V is the concluding chapter that gives a general conclusion and shows / describes the syllabus proposal, in addition the limitations that it could face and directions for further research, finally a brief description of application is given.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter as mentioned before, reviews the relevant literature about the English as a language, its learning as a foreign or second language; its domain as a global language and its role in the English for Specific Purposes approach, as in English for occupational/academic purposes. Moreover, this chapter reviews the types of syllabi which are a key point into this study, and the research focus.

2.1 English language learning

Nowadays around five to six thousand languages are spoken on earth (De Swaan, 2013), for that reason, learning another language beyond our first one seems to be the best option to communicate our ideas and exchange thoughts with people in places where our native tongue cannot reach (Jespersen, 2013). Then, why not learn one of the most spoken languages?

“In the modern world, English has become the language of not only science but also aviation, computing, diplomacy, and tourism. It is listed as the official or co-official language of over 42 countries and is spoken extensively in other countries where it has no official status” (Genc & Bada, 2010, p.143).

So, keeping that in mind and being English the language number one in the list of the most spoken languages in the world makes us try to understand how this is learned and taught.

This chapter aims to identify what *English language learning* is, through a definition of the elements that conform it, “language” and “learning”. In the first paragraph we are going to find a definition of language as mother tongue, how it is acquired or learned, and

afterward a definition of what learning is. To conclude English language learning will be defined.

The human language “[...] is a true species property and one central to human thought and understanding”. (Chomsky, 1986, p. 26). It can be defined according to the Oxford Advanced Learner’s Dictionary (2020), as a system of communication that involves sounds and words and is used by people of a particular country or area. From the beginning the first language that we learn comes “without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently” (Pinker, 1994 as cited in Brown, 2000, p.16) we acquire this first language by the context in which we were born or where our childhood was developed; but, when learning a second or foreign languages over our first one, ‘language learning’ takes place; that, differently from the first language that comes “without conscious effort or formal instruction”, the process of language learning is conscious and is the product of a formal learning or a self-study program (Kramina, 2000 as cited in Zascerinska, 2010).

“Defining learning we found in dictionaries that it is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. Oddly, an educational psychologist would define learning even more succinctly as a change in an individual caused by experience” (Slavin, 2003, as cited in Brown, 2000, p.18)

Thus, accordingly to all the above, we can define language learning as a conscious process in which the learner acquires knowledge of a language (in this case the English language) by study, experience, or instruction, and in the way of learning it, learners become able to use and think in this.

2.1.1 English as a foreign language

According to Tomlinson (2011), a foreign language is a language apart from the normally used in a particular society for communication. As well, Oxford (2008) defines it as “a language (beyond the individual’s L1) that is learned in a community where that language is not commonly spoken by most people. An example is Russian when learned by a native Spanish speaker in Mexico” (p.28). But What makes people want to learn a foreign language? Broughton, Brumfit, Pincas, & Wilde (2002) identify two kinds of motivation when learning a foreign language; the *instrumental* or *integrative* motivation, the first one for operational purposes for example to be able to read books or to communicate with speakers of the particular language and the second one for trying to identify closely with a speech community which uses that language variety, in consequence, the students identify their purpose and choose between a several world varieties of languages the one that they would like to learn.

In ancient times, Arabic, Latin, Sanskrit, and French were the most popular and traditionally learned languages (Long & Doughty, 2011) but now with the globalization, English has been gaining ground in the world, ergo, nowadays English is viewed as the language which gives better opportunities, an “access to the world”, for study, for a better life or work (Maxom, 2010). It is in the top of the most spoken languages in the world with around 1.5 billion speakers (Crystal, 1999 as cited in Genc & Bada, 2010), and with many varieties such as British, American, Caribbean, West African, Australasian, South- East Asian, among others (Broughton, et al.,2002). It seems to be the best option when learning a foreign language taking into account all the varieties and range that it has; However, learning English as a foreign language will depend basically on the student's geographical location and as mentioned before the motivation that the student would have to learn the language.

In conclusion, when we learn a foreign language, we get able to recognize many other ways to say things, ways of thinking, and another way to face the world and structure it from a different standpoint and with different conceptual patterns (Broughton, et al, 2002), additionally we get to know a culture or to have information about a topic, we get involved in a new context, and in the case of English, it gives us new opportunities in different domains.

2.1.2 English as a second language

The term second language “is used to refer to a language that is not a mother tongue but is used for certain communicative functions in society. Thus, English is a second language in Nigeria, Sri Lanka, and Singapore, and French is a second language in Senegal, Cameroon, and Tahiti” (Tomlinson, 2011, p.17). Meaning that in some cases it is learned by people that are involved in a context in which his/her mother tongue is not spoken, where the mass media like newspapers, radio, and television are largely in the other language, and where it is the official language of official institutions, education, commerce, and industrial organizations. (Broughton, et al.,2002).

Learners of a second language mainly will have specific reasons to learn the language; Gardner (2007) and Ferguson (1959 as cited in Long & Doughty, 2011, p.11) found two aspects when learning a second language, in words of Gardner, two types of motivation: “language learning motivation and classroom learning motivation” and in the Long & Doughty research, citing Ferguson, two varieties, “the High, or H variety and the Low, or L variety”, in the first place we have the learning motivation / L variety, in which the language is acquired at home, is related with antecedents and/or correlates and is used in informal domains; the second one, classroom learning motivation / H variety, acquired in educational

contexts, oriented and used in more formal domains. Thus, learners have two ways of developing ability in a second language, by acquisition or learning; Acquisition is similar to the way children develop their first language, in a subconscious process, while language learning is a formal knowledge of a language. (Brown et al., 1973 as cited in Krashen, 1981). In any case the learner will be already immersed in a specific context and it will determine the way learners are going to take, depending as well on their needs and purposes.

On the whole, second language learning/acquisition takes place sometime later after the first one and as a result of globalization that makes people feel the urgency to make it part of their life for different purposes such as academic or business ones (Rohmah, 2005).

2.1.3 English as a global language

In the actual world, English has become a ‘global language’ that among nations it serves as a lingua franca; and is used for people over the world as a means of communication (Khan & Awan, 2011), this came due to:

“A result of the Industrial Revolution, which paved the way for Britain’s economic predominance in the 19th century, the English language spread quickly all across the world. Then, the strong political and military predominance of the US after World War II made way for a substantial economic and cultural influence that displaced French from the sphere of diplomacy and fixed English as the standard language for international communication” (Genc & Bada, 2010, p.144).

Nowadays, English is the major world language, it has spread around the globe and has become the official language of some industries such as international aviation, and unofficially of international sport and pop scene (Broughton, et al.,2002). Consequently, it is sometimes in a unique situation being the language that can be used in almost all the world,

even in countries and between people non-native of the language (Cook, 2013). However, what means being a global language?, In accordance with Zacharias (2003), the term 'global language' is understood as a language used by everyone and in all situations, "an all-encompassing language", but English is not used that way considering its use in the different national context; according to Kachru (1985, as cited in Zacharias, 2003, p.16):

The speakers of English fall into three categories, which can be represented through three concentric circles. The inner-circle includes countries such as the UK, the USA, and Australia where English is the primary and often the only language for the majority of the population. The outer circle refers to countries such as Singapore, India, and Nigeria, where English has become part of chief institutions, and plays the role of 'second' or 'additional' language, alongside local languages. The expanding circle consists of countries where English is only a foreign language.

For the last two being English used just in some cases or even not used because of the mother tongue predominance. Figure 1 exemplifies the three 'circles' of English.

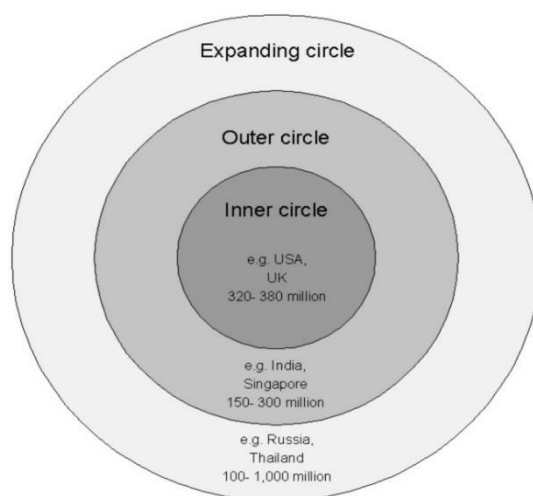


Figure 1. Three 'circles' of English. From A survey of tertiary teachers' beliefs about English language teaching in Indonesia with regard to the role of English as a global language, by Zacharias, 2003, p.

Nevertheless, Rohmah (2005) defines the term “global language” as an international communication language used between people from two or more countries who have different first languages, thus, contemplating this, the spread that English has, also the extended use of it in different areas such as the aviation industry, media, business, politics, the estimate that by 2025 there will be more second / foreign language English Speakers than native English speakers (Khan & Awan, 2011), among others, the term “Global language” for the English Language, seems to be correct.

2.1.4 English for specific purposes

The term English for specific purposes (ESP) is defined as a course that is matched to the learners’ specific needs and purposes (Fathi, 2008), and that since the early 1960s, plays a remarkable role in the English Language Teaching (ELT) being considered one of the dominant branches of the EFL/ESL (Anthony, 1997). English for specific purposes (ESP) “refers to a distinctive approach to language education based on identification of the specific language features, discourse practices, and communicative skills of target groups, and on teaching practices that recognize the particular subject-matter needs and expertise of learners” (Hyland, 2006, as cited in Hyland, 2009, p.201). In other words, it refers to the English teaching/learning as a second or foreign language whose aim is to use it in a specific domain (Paltridge & Starfield, 2014).

Commonly ESP is divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), this classification is mainly presented in a tree diagram in which EAP and EOP are also divided according to a discipline or professional area (Robinson 1991, as cited in Dudley-Evans, St John & Saint John, 1998) as seen in Figure 1:

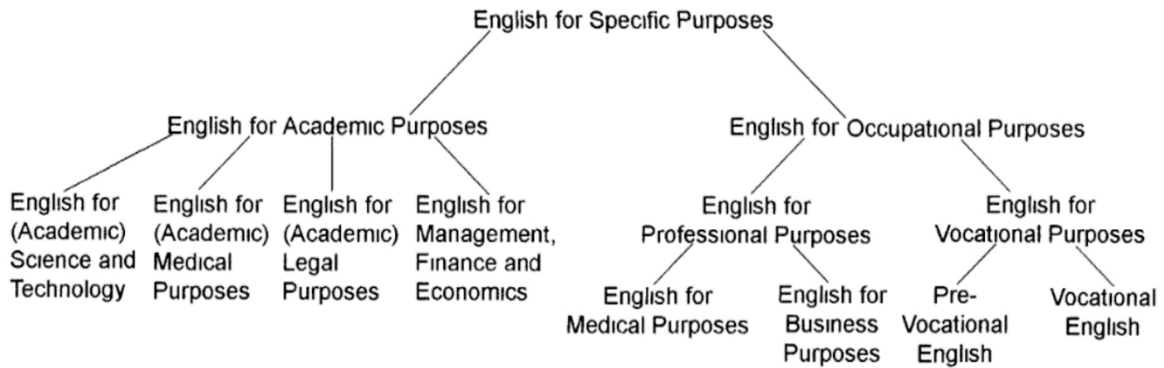


Figure 2. ESP classification by professional area. From *Developments in English for specific purposes: A multi-disciplinary approach*, by Dudley-Evans, St John & Saint John, 1998, p. 6. Copyright 1998 by Cambridge University Press.

Hence, ESP's main concerns are the learners' needs analysis, to make them (in a specific situation like their work or study), able to communicate effectively (Dudley-Evans, St John, & Saint John, 1998).

Being the needs the key in differencing ESP from EGP, Hyland (2009) defines the needs analysis as “the foundation on which all teaching decisions are based in specific purposes programs and refers to the techniques for collecting and assessing information relevant to course design” (p.204). It involves some elements, such as the students' purposes of learning, their previous knowledge, learning preferences, goals, context, among others, and of course identifying genres, which “is a term for grouping texts according to their similarities” and takes a prominent role when developing material for specific contexts (Hyland, 2004 as cited in Hyland 2009, p. 205). Hence, “Genre analysis can be described as a type of discourse analysis that aims to describe the characteristics of particular text and interaction types that recur in specific social and institutional situations and display regular patterning” (Koester, 2012, p.3).

Thus, ESP has four “pillars”, according to Anthony (2018) these are: needs analysis, learning objectives, materials, methods and evaluation:

- ***Need analysis*** refers to the questions made at the beginning (Who? Where? When? and Why?) to know about the situation in which the learners are, their necessities, lacks and wants.
- ***Learning objectives*** are the learner’s objectives to achieve; this refers to the skills (writing, reading, speaking or listening) and the genres wanted to improve.
- ***Materials and methods***. It refers to the teaching methodology used in the classroom according to the learners particular set of needs, hence, the materials to be used will be the ones used in that method but adapted to the learner’s characteristics.
- ***Evaluation***. This final pillar refers mainly to the ESP’s course success, not less important on the measurement of the learner performance and in fact the quality of the teacher’s instruction.

Accordingly, the teacher in this area takes an important role, which could be divided into 5; as a Teacher, Collaborator, Course designer/materials provider, Researcher and Evaluator, and the main difference between a general English teacher and an ESP teacher knowing that both share roles, will lay on the ESP teacher’s close work with field specialists or with learners “familiar with the specialized content”(Anthony, 1997).

ESP as mentioned before has reached an important role in the ELT being a perfect way for those learners with a previous knowledge whose aim to improve their professional skills to learn the English language since it focuses on the learners’ needs, the target situation, and the language use in that specific situation, and that, making an appropriate choice of

syllabus, teaching content, method and materials the students' objectives/goals are achieved (Donesch, 2012).

2.1.5 English for occupational purposes

English for occupational purposes (EOP) is one of the two branches of ESP, it is defined as an approach to the English Language Teaching (ELT) in a specific occupational domain based on learners' needs (Luna, 2004). For Esimaje (2012, as cited in Rautenbach, Mann, & Van Ryneveld, 2017, p.2) EOP is the functional use of the language in an occupational, vocational, or academic ambit, which importance has increased mainly for some areas such as Science and Technology, Law, Medicine, and Business (Dudley-Evans, St John, & Saint John, 1998), and which history “is closely bound up with developments within English language teaching and the emergence of courses aimed at preparing students and trainees to use English in specific professional, academic, and occupational contexts” (Koester, 2012, p.1). Meaning that those learners have a previous knowledge (which is preferred) of the language and start to learn English according to their professional needs “which are sometimes before starting their profession as a pre-experience or mid their work as a simultaneous or after starting their work as a post-experience”. (Kennedy & Bolitho, 1984 as cited in Khan & Awan, 2011, p.633).

Therefore, to find out what is needed by the students in a certain context such as, the school or work and to know what to teach in a EOP course to develop the language and skills needed, is important to do a needs analysis (Dudley-Evans & St. John, 1998 as cited in Koester, 2012).

2.1.6 English for academic purposes

English for academic purposes (EAP) is the second branch of ESP, “It is taught in an academic context, in a target situation according to learner’s needs and sponsor’s targets as a school subject (independent or integrated) and as a discipline-based. (pre-study/pre-sessional or in-study/in-sessional)”. (Kennedy & Bolitho, 1984 as cited in Khan & Awan, 2011, p.633). It is defined as the research and teaching of the English needed by students to perform academic tasks that due to the English global growth for employment or academic research its use and importance has increased (Paltridge & Starfield, 2014).

EAP as stated by Blue (1988 as cited in Jordan & Jordan, 1997) has two divisions: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). Using English for academic purposes the student still is entitled to the right of making an occasional mistake while a professionally mature personality, working with English language (either as a translator, interpreter or teacher) does not possess such a privilege. (Kramiņa, 1999, p.36).

2.2 Types of syllabi

The language teaching syllabus according to Krahnke (1987) “is the linguistic and subject matter that make up the teaching” (p.11), that instead of the curriculum, it tends to be more specific and more concrete, deciding what to teach (subject matter) and in what order (Linguistic matter). Being focused on the English language teaching as a second or foreign language, and as Krahnke (1987, p.16) proposed, we found six types of syllabi:

1. ***Structural (or formal) syllabus.*** Is one of the most familiar syllabus, in which the content of language teaching is usually a collection of grammatical forms and

structures , such as verbs, nouns, pronouns, adjectives, statements, present tense, past tense and so on; Being those grammatical forms and structures the most basic or useful for the syllabus as it is required to analyze the language (content), hence its domain is limited to the 'sentence' which is the largest unit of discourse treated.

This syllabus has different uses or goals inside the classroom, to begin with, students are expected to be able to identify rules and explain why an utterance is right or wrong; in a native way, learners have the ability to judge whether a given form is acceptable or not, and if possible correct it, besides in the last one students should become able to use the structures being taught without necessarily being able to describe or make judgments about them. Consequently, the methods associated with these syllabi are cognitive such as the audiolingual or the silent way.

2. *Notional/functional syllabus.* It takes some categories of language use rather than categories of language form, so the content of the language is a collection of functions performed when the language is used, or notions that language is used to express. For example, functions include: informing, requesting, agreeing, apologizing, and so on, while notions include: size, age, place, time, duration and so on. In this syllabi the use of the language is primary and forms are supplied as necessary, as a result, it syllabus is seen as a communicative system instead of just a system of rules and elements, thus it is a procedure for designing a specific syllabus based on the analysis of the specific types of discourse used by the learners (information about language use) in order to develop an appropriate and functional ability in them.

3. *Situational syllabus.* There is not a unique situational syllabus, but many, in which the content of language teaching is a collection of real or imaginary situations, that have a particular type of informational and linguistic content. Alexander (1976 as cited in

Krahnke, 1987) distinguished three types of situational syllabus; the “limbo” in which the context is not really important but the particular language. The concrete situation, where the context and the language associated with it are both important and the mythical situation which depends on fiction (fictional stories, characters and context). These types of situational syllabus prepare learners to face present or future situations in general in a grammatical focus. For example, Seeing the dentist, asking directions in a new town, buying a book in a bookshop and so on. Moreover, is possible to identify a pronunciation focus, or a lexical focus.

The situations will be presented in full or as a role play to the students; the topics, context and participants are infinitely so the materials used can be created or taken from real life. The use of those situations provides a context in which the form- meaning relationship is reinforced and the students get to know some social and cultural information about the language they are learning. Overall, situational content works better when it is mixed with other types of instructional content and is used in particular reasons.

4. ***Skill-based syllabus.*** The term ‘skill’ in this syllabus is a specific way of defining the content of the language teaching that combines structural and functional ability and results in a collection of specific abilities that may play a part in using language. For example: giving effective oral presentations, taking language tests, reading texts and so on. However, the ability to use language partly depends on learners' general language and experience, developed in their specific context, thus, as a consequence, language skills are limited to those specific settings, moreover, it also means an efficient way to achieve the specific types of languages use abilities that learners may use in those certain domains. The skill-based instruction surely will have applications in mainly vocational life. As a matter of fact, the efficiency and relevance of instruction may be the major strengths of this syllabus.

5. ***Task-based syllabus.*** It is concerned with communicative and cognitive processes. The teaching is not organized around linguistic features of the language being learned, instead, the content is a series of complex and purposeful tasks that students want or need to perform outside of the classroom. The tasks are defined as activities with a purpose other than language learning but that generally, learners have to perform in any case. For example: to apply for a job, to talk with a social worker, to read a textbook, and so on. These tasks are real -life, a way to bring the real world into the classroom but not as the situational learning does; instead of giving the situations to the learners, the situations are provided by them, who get involved in a process of informational content but at the same time get motivated through immediacy and relevancy, thus, the syllabi developed has to be different for each group of learners and in accordance with the setting in which they are involved. The success of this syllabi lays on the teachers' role, if teachers are limited in creativity and initiative, prefer traditional roles or do not have the time and resources, it may be impossible to succeed. However, students are an important element in the way of success, since this syllabus requires individual/group responsibility and commitment from them.

6. ***Content-based syllabus.*** It is not really a language teaching syllabus at all, the primary purpose of the instruction is to teach some content or information using the language that students are learning with little/no direct/ explicit effort. The subject matter is primary and language learning occurs incidentally without explicit instruction of the content learning; therefore, this syllabus is similar to the one of a content courses at any level. The content teaching as in the previous syllabus mentioned before is not organized around the language teaching, but vice-versa. An example is a science class taught in the language the students need or want to learn; this being the strongest point of the content-based syllabus, which

allows students to learn subject matter and language at once in the context of its use. As result, students learn what they need to learn.

The type of syllabus used into the classroom may depend on the students' needs, nonetheless in the daily teaching context it is rare to use just one syllabus of the mentioned before, thus the teaching tends to be a combination of some of them.

2.3 ESP and Reading through vocabulary

Reading is a central concern and goal of the ESP teaching, which seeks to develop/improve reading skills to make the learners able to read specialized texts and specialist vocabulary (Mohammed, 2012). Reading, is defined by Bojovic (2010, p.1) as “a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop”, as a skill, the author defines it by the way of an a cognitive ability used by people to interact with the written text, and which involves many processes, such as: identifying word meaning, finding answers to questions, understanding explicitly and non-explicitly stated information, among others. However, this skill is almost always seen by the students as the skill with the least difficulty but even if it is seen as the least difficult, this does not mean that they do not have problems when reading (Jordan 1997, as cited in Paltridge & Starfield, 2014). Thus, to improve English reading skills, and have a deeper understanding of texts, sometimes is not enough general English teaching/learning, when applying this skill into specialized domains, in which works as a base but needs improvement in specialized vocabulary; this, as an example, is showed in a study by Li and Munby (1996, as cited in Paltridge & Starfield, 2014) in which:

“Via a qualitative study of the metacognitive reading strategy use of two Chinese graduate students at a university in Australia, concluded that some of the

comprehension strategies taught in general purpose English courses may not be useful in specialized English reading and that students need to be taught ‘to vary their strategies as the reading requires’. Thus, students need to be taught flexible use of reading strategies and to be equipped with a wide array of metacognitive strategies, including those applicable to specific types of discourse in different disciplines”. (p. 82).

Correspondingly in a study by Pritchard and Nasr (2004, as cited in Paltridge & Starfield, 2014), they identify “positive values accruing from training students in using textual and contextual clues and exposing them to authentic texts in their discipline” (p.82). Thus, in order to accomplish what mentioned before is needed to improve vocabulary in the specific fields of study since it has a crucial role in the English learning and in any other language as a native or second/foreign language.

ESP vocabulary is defined as the vocabulary (specialized words) used in a particular area or domain, and that people are able to understand and use fluently (Paltridge & Starfield, 2014). As detected by Woodward-Kron (2008 as cited in Paltridge & Starfield, 2014, p.116)

“Students’ knowledge of a discipline is closely tied to the specialized language of that discipline. Secondly, understanding and using this special purpose vocabulary shows that these learners belong to a particular group. Learners need that language to show understanding, “make meaning and engage with disciplinary knowledge”.

Thus, in order to have results when teaching / learning vocabulary, Hunt and Beglar article in the Richards & Renandya (2002) Methodology in Language Teaching Anthology discuss three approaches:

- ***Incidental learning.*** Vocabulary learning while doing other things such as extensive reading. Which can benefit language curricula and learners (Woodinsky & Nation, 1988, as cited in Richards & Renandya, 2002).
- ***Explicit instruction.*** Identification of specific vocabulary-acquisition targets for learners. Students' most common words needed to study.
- ***Independent strategy development.*** Guessing from context, use of dictionaries; often a difficult strategy, learners need to know the 95% of the words they are reading but have a little chance of guessing the correct meaning of the unknown word. Although, even if learners do not gain a full understanding of the words, this approach may still contribute to vocabulary learning.

Though proficiency level and learning situation have to be considered when deciding which approach to use when teaching / learning vocabulary in order to improve (in the case of this study) reading skills in specialized domains.

CHAPTER III: METHODOLOGY

Introduction

This chapter aims to describe the procedure that the investigation is going to accomplish in order to understand and know more minutely about the development of this. It gives information about the participants, provides information about the instrument that will be used for data collection and presents the qualitative methodology that this study follows to describe, understand and validate the data collected through a questionnaire, and since it is focused in the development of a theory and on a particular group.

3.1 Qualitative Research

The study, as mentioned before, is using qualitative research that is useful when exploring topics and allows to formulate a hypothesis and understand the idea or concept being explored, as Denzin & Lincoln (2011, p.8) explain:

The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning.

Hence, qualitative research is used in this study since the main aim of it is to know and interpret the Medical students beliefs and perceptions about their English courses at the faculty, being focus on the reading skill, in order to gain deeper insights into students' thoughts and according to that creating a syllabus that could help them in the improvement

of the skill mentioned before through the learning of specific vocabulary based on their professional context.

Furthermore, many research methods fall under the category of qualitative research, these methods such as case study, in-depth interview, focus group discussions, content analysis, observation, visual methods, and life histories or biographies, allow to examine people's experiences. Each of them with different characteristics but designed to identify issues, the behavior and perspectives of the participants involved (Hennink, Hutter & Bailey, 2020). Then, qualitative methods' depth and detail generally derive from a small number of selected case studies that serve a particular evaluation purpose, and become useful when understanding particular problems or situations in depth; that "regardless of the unit of analysis, a qualitative case study seeks to describe that unit in depth, in detail, in context, and holistically"(Patton, 1987, p.19)

In this study is being used an in-depth interview / focus group discussion qualitative methodology since "open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge" (Taylor, 2005, p.103), and due to the nature of this research that involves seventeen students and aims to obtain depth of information about their experiences about the English Language by the use of a questionnaire (previously tested on a pilot study) and through an interview with the teacher in charge of the group, as data collection methods.

3.2 Location of research/context

This research is conducted in the Benemerita Universidad Autónoma de Puebla (BUAP), located in the city of Puebla, capital of the Puebla state in the United Mexican States (Mexico), whose origins trace back to the XVI (BUAP, 2020b) century and which is an

autonomous and one of the most important public institutions of higher education in the country with a student population of more than 100,000 students from the different educational programs (BUAP, 2020).

Focused on the Medicine bachelor at BUAP's Faculty of Medicine, that is located in the city of Puebla in 13 sur 2702, Colonia Volcanes in the Puebla state and which belongs to the area of natural and health sciences being one of the seven faculties in that field (BUAP, 2020c) with an overall of more than 8,000 students from the different bachelors offered at the faculty (BUAP, 2020). In this bachelor, the English as a foreign language is part of the transversal axes that favor the learning of alternative solutions to social problems and enhance the mechanisms that strengthen the development of an ethical life project, and that aim to encourage the interrelation of knowledge, skills, attitudes and values that favor the integral formation of students (BUAP, 2017).

The English language teaching /learning has a presence at the beginning level in the curriculum of the Medicine bachelor with a total of 288 hours of theory and practice, divided into 4 courses: 'Foreign language I, II, III, and IV' in which students by the use of a book, different in each course take General English classes, each one of this with a total of 72 hours per period, and divided in sessions of 2 hours, two days a week, a total of 4 hour per week in which (BUAP, 2017), all the above concluding on a English level accreditation test that corresponds to the qualification requirements established by the BUAP (See appendix A, point 9).

3.3 Participants

The study involved for the questionnaire, 17 undergraduate medical students from the faculty of Medicine at BUAP, who were asked to participate by a consent format and promised

confidentiality and anonymity (See appendix B). They are around 18-29 years old and are from different status: from the 7th to the 12th quarter/semester. The majority of them have been learning English from one to twelve years; ten of them have taken particular English classes or courses besides the school's English courses that the Mexican National Education System offers; These classes or courses taken, in the case of five, for the improvement of their knowledge of General English and for the other five for applying to an English proficiency test. Thus, for now, their immediate interest in the English language is more an academic approach than a personal interest in it, owing to the second language accreditation exam they will be exposed to (for 12 of them) but also for all of them to their specialty exam they want to take in the near future.

The interview involved 1 female teacher selected by their teaching experience in a Medical context; she is 25 years old and has a bachelor's degree in English Language teaching.

3.4 Data collection techniques and instruments

The present section introduces the type of needs analysis that the research is applying to review the data collection methods (instruments) which are also described in this.

3.4.1 Needs analysis

Needs analysis has an indispensable role in the development and designing of a course, being that it analyzes the necessities, lacks and wants of the learners (Khan & Awan, 2011). According to Iwai, Kondo, Limm, Ray, Shimizu, and Brown (1999 as cited in Songhori, 2008, p.2). "the term needs analysis generally refers to the activities that are involved in

collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students”.

Since Munby’s *Communicative Syllabus Design* publication in 1978, in which he introduced the ‘communication needs processor’, as base of his approach to needs analysis, other terms / types of needs have been introduced such as Target Situation Analysis, Deficiency Analysis, Means Analysis, among others (Songhori, 2008).

This research, in order to discover students’ needs, is going over the Bheiss (1988) Target/deficiency needs analysis in which:

Bheiss used an expert informant (a native speaker nursing tutor) to draw up a list of potential target needs, expressed as sub skills, such as reading medical books, writing patient notes, speaking to doctors, etc., which then forms the bases of two questionnaires. The first establishes the target’s needs, using a scale to give a raw score for each potential need. The second questionnaire is similar in format but assesses learners’ deficiencies. The overall “requirement” is then calculated by combining the scores for need with that for deficiency. Then the scores can be compared with those of all the other sub skills to establish overall priority of the ESP course (Khan & Awan, 2011, p.637)

What was mentioned before to find out students’ needs and deficiencies in the English language when reading content of a particular domain with the intention of developing /designing a syllabus. This analysis is conducted by the use and distribution of a questionnaire and an interview as instruments for data collection, and based on Sari, Kuncoro & Erlangga (2019) following stages:

1. Collecting the data obtained from the questionnaire
2. Classifying or grouping questionnaire data

3. Identifying the students' needs (interest) to learn English in their field of study and deficiencies on it.
4. Describing the data to find out the needs and deficiencies to improve reading and vocabulary in Medical students

3.4.2 Instruments

In this study, in first place, respondents were asked to participate by a consent format in which was explained the objectives of the research and also the confidentiality that the researcher would have with the personal information collected. (See appendix B). To collect the information, two instruments were used taking into consideration the research questions: a questionnaire and an interview. This data collection methods to obtain the needs, difficulties and opinions of the Medical students regarding the vocabulary learning and reading skill development.

3.4.2.1 Questionnaire

The questionnaire used in this study was first piloted with a similar sample on three medical students. Heeding their feedback, it was corrected and reorganized. The latest version was designed in two languages (Spanish and English); However just the Spanish version was sent to the participants for students' convenience. This questionnaire aimed to identify the student's needs in relation to the English language, their background about it, the problems that they face when reading and the importance that English has in their professional lives.

The questionnaire consists of 25 questions in a single format and in which can be identified three sections that main objective is to help in the development / design of the syllabus; the first one is about socio demographic information, with 6 items that corresponds

to students' personal information such as age, semester, and so on but also about their educational background in the English Language; the second about students 'needs, being this divided into three types of subsection, corresponding to the type of question: in first instance appear the subsection 'Students' needs in reading and vocabulary' with four items, continuing with their needs in a English course with 6 items, and ending with the subsection 'Students' interest and needs on an ESP course' with three items. The last section identified is 'Students' difficulties' with the difficulties that they face when reading in the language with six items, (For the complete questionnaire see Appendix C)

3.4.2.2 Interview

The interview consisted of seven open questions designed to understand a little bit more about students' behavior towards the reading skill and vocabulary learning, from the point of view and experience of the teacher. Aimed to find out aspects that may be overlooked by students, strategies that could be helpful when designing the syllabus (See Appendix D).

3.5 Data Collection Procedure

On the process of the analysis of information, were following some steps based on Sari et al. (2019) stages:

1. *Collecting the data obtained from the questionnaire.* To collect the data, a questionnaire was created and sent to three participants as a pilot study which, heeding their feedback, was corrected and reorganized. Since all the participants were native Spanish speakers, the last version of the questionnaire was sent to them in Spanish, for students' convenience (as mentioned before). By using google forms, twenty links of the questionnaire through email were sent, but since this do not got

answers, the use of social networks was resorted to; by using Instagram and messenger it was possible to get faster the participants response that in a short time, a total of 17 links were answered , the questionnaire filling took an average of 15 minutes which according to the participants, was easier to respond to just by opening the link while they were on Instagram/Messenger than having to open their emails. It was done through that way owing to the COVID-19 situation. Table 1 presents the schedule for data collection, the steps implemented to collect data and the dates.

Table 1: *Schedule for data collection*

Stages	Date
Instrument selection and design (first draft)	October 31 th 2020
Target participants selection	November 3 th 2020
Questionnaire application (Pilot study)	November 6 th 2020
Analysis of the instrument and correction	November 7 th 2020
Consent format applying	November 10 th 2020
Final instrument application to main group (Links sent by email)	November 11 th 2020
Second application (since there was not response by students) (Links sent by Instagram and Messenger)	November 17 th 2020
Data collection	November 17 th 2020 to November 20 th
Data Analysis	November 23 th

Source: Own elaboration

- 2. *Classifying or grouping questionnaire data.*** Data collected from the questionnaire was grouped in three categories as mentioned in point 3.4.2.1: 1) Students' socio demographic information (in which was also place students' background in the English language); 2) Students' needs, which was divided into three subcategories: a) Students' needs to improve reading and vocabulary; b) Students' needs in a course; and c) Students' interest and needs on an ESP course, for reading skills and Knowledge improvement by the acquisition of specific vocabulary. The last category being 3) Students' difficulties, when reading medical texts / learning vocabulary. Based on the research questions and on the Sari et al. (2019) model.
- 3. *Identifying the students' needs (interest to learn English according to their field of study) and deficiencies.*** To identify students' needs and deficiencies in the English language, was used the Target / Deficiency Analysis which allowed to categorize answers in first place and correspondingly to identify students' needs and deficiencies in the language in an easier way. Nevertheless, the answers analysis took a long time.
- 4. *Describing the data to find out the needs and deficiencies to improve reading and vocabulary in Medical students.*** To describe / analyze the data a chart was created following the categories of the questions:

Table 2: *Data description*

Category	Description
Socio demographic information	Data on this category was in relation to participant personal information, such as age, name, semester / quarter, furthermore their background on the English

-
- language to get a general idea about the knowledge that students could have on this and the time they could have spent learning English.
- a) Students' needs in reading and vocabulary This category came due to this study being focused on the reading skill improvement through the use of vocabulary, questions in this subsection aimed to find needs on those aspects: Reading skill / Vocabulary. To know in which subjects they will need to read in English and how frequently, their reason for that and the type of reading materials they read.
- b) Students' needs in a course Following with the needs, questions' answers in this subsection had as objective (in the same way answers from the other sections) be a guide for the development / design of the syllabus. Items look for perspectives about what is needed in a course for a better English Language / English vocabulary learning, and what could make it easier. Types of materials they would like to use into the course, and if they would like to have those materials focus on the subjects where the use of English in needed at the faculty.
- c) Students' interest and needs on an ESP course Questions main object was to know the student's opinion about to take an ESP course, if they would be
-

willing to take this, how many hours, and what would they be interested in seeing in that course.

Students' difficulties Since the study is using a target / deficiency analysis, was needed to set down this category. Questions in this section aim was to identify students' difficulties towards the language / vocabulary learning. Being it focus on difficulties when reading.

Source: Own elaboration

3.6 Data Analysis

The data was analyzed qualitatively using a target / deficiency needs analysis, and conducted by the following stages, found on Sari, Kuncoro & Erlangga (2019) as mentioned and described before:

1. Collecting the data obtained from the questionnaire
2. Classifying or grouping questionnaire data
3. Identifying the students' needs (interest to learn English according to their field of study) and deficiencies
4. Describing the data to find out the needs and deficiencies to improve reading and vocabulary in Medical students

In conclusion, this chapter mentions the methodology followed to collect the data and the analysis applied that based on the questionnaire results is aimed to design a Skill-based syllabus.

CHAPTER IV: RESULTS

Introduction

This research analyzes data from 17 respondents from the BUAP's medical students, who respond to 25 questions. After analyzing the results, the findings are described in the following sections: Socio demographic information, Student's needs (in reading and vocabulary, in a course, student's interest and needs on an ESP course) and Students' difficulties. Moreover, in this chapter an answer to the research questions is given.

4.1 Socio demographic information

Question 1 to 6 were based on socio demographic information; from question 1 to 3 participants were asked to write a nickname or anonymous name by which they would be identified in the study, their age range and their current quarter/semester. In question 4 participants were asked to select between three options (1 to 5 years, 6 to 10 years, other) the range of time they have been studying English, being the third an open option for a different amount of time from the given. Question 5 and 6 required participants to mention if they have ever taken an English course besides the school's courses and the type of course that it was. The information is presented as follows.

Table 3: *Participants' socio demographic information*

Participant	Age range	Semester	Time learning English	Took a General English course besides the schools' courses	Took a course to sit an English proficiency test	Have never taken courses besides the schools' courses
Fani	24-29	12 th	1-5 years	----		
Paty	18-23	12 th	1-5 years	----		

Bet	24-29	11 th	1-5 years	----	
Mag	18-23	11 th	11 years		----
Sanhuert	18-23	11 th	6-10 years	----	
DS	24-29	10 th	6-10 years		----
Kelly Meza	18-23	10 th	1-5 years		----
Clarabella	18-23	10 th	6-10 years		----
Baya	18-23	10 th	6-10 years	----	
Medkiller	18-23	9 th	6-10 years		----
Jacquee	18-23	8 th	6-10 years		----
LLM	18-23	7 th	6-10 years		----
Haly	18-23	7 th	6-10 years		----
Volcano bay	18-23	7 th	6-10 years		----
Karla	18-23	7 th	12 years		----
Rea	18-23	7 th	6-10 years		----
Iskaveres	18-23	7 th	6-10 years		----

Source: Own elaboration

As Table 3 shows, the majority of the participants' age range was 18-23 years old, and from different status: two were from the 12th quarter, three from the 11th, four from the 10th, one from the 9th, one of the 8th, and six from the 7th quarter/semester; being the majority from the 7th. The range of time they have been studying English varies from 1 to 12 years, since two participants made use of the third option and gave a different amount of time from the given. The second option (6 to 10 years) had the highest percentage of students' time learning English. From the 17 students participating in the study 10 took particular English

classes/courses besides the schools' courses. For the half of them it was a general English course, and for the other half to apply to an English proficiency test.

These results let us know that students from this research have a previous knowledge on the language; and that it works as a base to take an ESP course for the improvement of a focus skill /vocabulary, according to their field of study, inasmuch as it is preferable according with what mention on point 1.2.

4.2 Students' needs

Identifying students' needs was the main objective in this category, considering that these are the core of the investigation. These needs were analyzed through the use of Target / Deficiency needs analysis methodology from which the following sections:

4.2.1 Student's needs in reading and vocabulary

In question 7, students were asked to mention the subjects in which is most necessary the use of English for reading, findings show that for the majority of the students English is needed in all their subjects, since in their field of study, updated information, investigations or data are in this language, considering that it is continuously changing, and that English is the global language (Chapter 2, point 2.1.3) as mentioned by the participants:

“I think English is needed in all the subjects since many recent medical literatures is in that language, if I had to choose a specific area, I would say that more in those that require constant updating or in which research is carried out more frequently, perhaps rheumatology, nosology and clinics, nephrology”.

(Medkiller)

“In nosology. The most current classifications of the majority of pathologies and their treatments are established in extra-national organizations, so they are not always available in Spanish”. (LLM)

“In general, I consider that English is necessary in all medical subjects, because it is a language that is the basis in almost all the research that is done regarding medicine, whether in pharmacology, pathological anatomy, etc.” (Iskaveres)

Hence, they need to improve English reading skills and vocabulary to be up to date in relevant information, inasmuch as they frequently need to read medical information, as the majority mentioned in question number 8 that consisted on the frequency at which they have to read something in English in their subjects. The information is presented below.

Table 4: *Frequency English use in reading*

	Always	Frequently	Sometimes	Rarely	Never
Participants' porcentaje	17.6%	58.8%	23.5%	0%	0%

Source: Own elaboration

‘Frequently’, with the 58.8%, was the most repeated option by the participants, which let us know that they are continuously needing to read literature, especially noticing that nobody chose the last two options. Supporting that frequency (also question 7), they bring up their reasons why they (will) read something in English, in relation to their subjects, in question 9. They said:

“When teachers ask us to read medical articles from other countries, or when information in Spanish is not enough” (Mag)

“There is not what I need in Spanish, when I search for it in English, I find more recent literature” (Medkiller)

“The main reason to read something in English is that good articles are not always translated into Spanish and that most will always be translated into English, even if the main language is not that, since it is essential to update all the doctors in the world” (Volcano bay)

“To read recent articles or information, which is usually in English” (Karla)

Notably, students need to read in English because updated information is in this language, the participants also agreed on that in view of the most reading materials read by them (as seen in table 5), are the articles, Websites, Manuals and Academic Journals as results from question 10, the English language use is basic.

Table 5: *Most reading materials*

Participant	1. Novels			5. Newspapers				9. Academic Journals				
	2. Magazines			6. Online News				10. Articles				
	3. Scientific Magazines			7. Encyclopedias				11. Reports				
	4. Websites			8. Academic Books				12. Manuals				
	1	2	3	4	5	6	7	8	9	10	11	12
Fani		---	---	---					---	---		
Paty		---		---	--					---		---
Bet		---	---	---		--	---	---	---	---	--	---

Mag													---
Sanhuert				---				---	---	---			---
DS	---	---	---	---		--		---	---	---			---
Kelly Meza													---
Clarabella		---	---	---									---
Baya													---
Medkiller	---		---	---		--		---	---	---		--	---
Jacquee			---	---			---	---	---	---			---
LLM		---	---	---						---	---	--	---
Haly			---	---				---	---	---			
Volcano bay								---		---			---
Karla	---	---	---	---	--	--		---	---	---		--	---
Rea										---	---		
Iskaveres	---	---	---	---		--	---	---	---	---		--	---
Selections													
Total:	4	8	10	15	2	5	3	9	11	17	5	11	

Source: Own elaboration

Although they frequently read these reading materials in English, they still face some difficulties as explained in the section ‘Student’s difficulties.

4.2.2 Student’s needs in a course

When asked to the participants in questions 14 and 15 what they thought makes the comprehension of the text easier and what was needed in an English course to develop this, answers vary, for some participants in question 14, what makes the comprehension easier is

the previous knowledge of the topics, for others the practice with readings and for the rest the improvement of vocabulary, as they said:

“Already have prior knowledge of the subject before reading the text” (Clarabella)

“The constant reading of texts in English and looking for the meaning of the words that we do not understand” (Iskaveres)

“Practice with readings and exercises” (Karla)

“A greater vocabulary” (Sanhuert)

In question 15 they mention some opinions about what is needed in an English course to develop that reading comprehension; answers in this question match with the answers of question 14. They wrote:

“Make students familiar with the words, for example: reading texts on medicine, exercises on medical articles, etc.” (Jacquee)

“A purpose-directed approach and organization of topics of common interest in the bachelor” (Fani)

“To Expand vocabulary beyond the basics” (Iskaveres)

“Greater knowledge of words by field” (Baya)

“An Emphasis on vocabulary and practice” (Medkiller)

In general, answers from the rest of the respondents were based on practice and vocabulary increase for the improvement of reading comprehension. And in question 19, for

vocabulary learning, students commented some aspects they think are needed in a course to improve medical vocabulary, as they mentioned:

“English Teaching aimed only at the medical branch, clinical case studies in English or didactic activities in hospitals with the English language” (Mag)

“Clinical cases to employ more familiar vocabulary before beginning with medical terms” (Baya)

“Use magazines, books or articles, also keywords from a medical record” (DS)

“Expand vocabulary so that only basic words are not seen” (Iskaveres)

Undoubtedly, medical students perceive the necessity of a course focused on a medical context in which materials like magazines, books or articles in the language, activities, use of case studies, and vocabulary, could favor the English language learning, and their knowledge about their field of study in which the use of this language is frequently needful as seen in point 4.2.1.

Asking participants what kind of material do they prefer to work with when learning English, in question 20, the principal materials were images and videos as show in table 6:

Table 6: *English Learning Materials*

Material	Porcentaje of preference
Images	76.5%
Videos	76.5%
Flashcards	70.6%

Music	64.7%
Movies	64.7%
Audio conversations	58.8%
Books	41.2%
Articles	41.2%
Posters	41.2%
Games	41.2%
TV programs	35.3%
Worksheets	29.4%
Computer programs	23.5%
Magazines	17.6%
Cellphone	5.9%

Source: Own elaboration

Followed by flashcards, music and movies, materials types do not seem to vary a lot in preference, actually, looks like students prefer a combination between them, seeing that they think necessary to make those materials focus on the Medical context for their best English learning as demonstrate in results from question 22:

“Yes, it is necessary because being able to relate images to words makes it easier for me not to forget important words” (DS)

“Yes, for meaningful learning because you no longer only hear it, you see it, you can memorize, understand and relate it” (LLM)

“Yes, because there is not much teaching material focused on medicine just in some books but these are not easy to understand” (Mag)

“Yes, because it is important not to lock yourself in just plain English, it is necessary to go deeper” (Karla)

“I consider it important for the area, that approach is better than general English” (Baya)

Whereas that in their English courses at the faculty, materials were not really helpful in improving medical vocabulary and comprehension of English medical texts, as stated by them in question 21 where were asked if the materials and the English courses at the faculty were helpful for their field of study:

“No, I learned how to structure sentences and to have a daily life vocabulary but not a technical language” (Clarabella)

“No, many classes were focused on learning the curriculum rather than its relationship with the medical field” (Medkiller)

“No, it was basic English that did not include anything regarding medical vocabulary” (Iskaveres)

“No, it was only focused on basic things. Nothing to do with medicine” (Jacquee)

Predominantly, answers in this question were that their English courses and material were basic and without a focus; just were two participants who mention that it was adequate but not focus on Medicine which in summary get us to the same conclusion: students need a focus when learning English even more at University, as mentioned previously in Chapter I point 1.2.

4.2.3 Student's interest and needs on an ESP course

Last questions, 23,24 and 25 were aimed to identify the students' interest on an ESP course, in question 23 were asked about how ready they feel about presenting a specialty exam or an English accreditation test, answers overall were negative, just 3 had positive answers.

“No, I don't feel ready, I have a lot to learn because I only know the basics of the language and those exams are more complex for me” (Mag)

“No, I consider that my knowledge in English regarding medical vocabulary is poor” (Iskaveres)

“No, definitely not” (Medkiller)

In question 24 and 25, participants answered about if an English course was necessary for them to improve their medical vocabulary and reading skills, moreover, what topics they would want to see and how many hours they would be willing to spend in that course. Answers were all positive, as said by them:

“Yes, there is always something new to learn” (Karla)

“Of course, it is necessary to have a greater knowledge” (Baya)

“Yes, because I know that I am missing a lot on this issue, I have solved it with online translators but really if a patient came to me for a medical consultation and he only spoke English, it would be an ineffective communication” (Medkiller)

“Yes, the health area is constantly innovating and updating, so being able to easily read articles or any text in another language gives us a broader outlook to study” (LLM)

“Yes, because in that way I could use it in my profession and it would help me to understand patients who speak that language or if I get to work in another country,” (Mag)

Then in question 25, answers varied a lot and in some cases were not specific, also included other skills such as speaking, writing, and listening as show:

“Technical vocabulary, reading comprehension of articles and case reports, exercises with audios to improve pronunciation and listening comprehension, in addition (and I think the most important) learning to write summaries of articles, essays, cards, etc., in English” (Karla)

“Medical history in English, anamnesis, indications, explanation of procedures, etc. I would be willing to take 6 to 12 hours per week depending on the cost, because that is another factor that has stopped me from learning more of the English language” (Medkiller)

“Clinical cases in English, basic medical terms, conjugations in the medical environment, pronunciation, etc. and I would be willing to take up to 3 hours a day during the week” (Mag)

“Main pathologies, anatomy, treatments, genetics. I don't know maybe 2 hours every 2 days” (Jacquee)

“Research topics and presentation of clinical cases at least 2 hours per day” (Baya)

As seen, in results from question 7 and from the last question shown above, medical students recognize the need of English in the majority of their subjects at school, which gives

a wide range of topics to see in an ESP course focused on the medical domain, that students showed significantly interested in, with a readiness to take it from 1 to 3 hours a day during the week.

4.3 Student's difficulties

As mentioned in section 4.2 when shown results from question 10, students in question 11 and 12 manifest some difficulties when reading English medical materials such as articles, websites, manuals, among others. They mention:

“I translate most of them, since I don't know some words very well, so I do that to finish faster and understand better.” (Jacquee)

“Yes, I try to read them in English. I can do it because many words are similar in Spanish and although it takes longer to read, I try to make an effort” (LLM)

“Sometimes, when I have to make summaries but I translate them and just copy and paste” (Rea)

“Yes, but not all of them, because I don't understand some words related with the medical vocabulary” (Iskaveres)

On the whole, in the case of 14 students, they try to read those articles or manuals, but they face difficulties understanding vocabulary as shown before and in question 12 where students indicate how hard it was for them to fully understand an English text. (See table 7); However, 3 of them do not read English materials as a consequence of:

“I am not fluent in the language and I use the translator” (Mag)

“I don't understand everything” (Kelly Meza)

“I am not fluent in the language” (Medkiller)

Table 7: *Reading comprehension difficulties.*

	Not hard to understand English text	A little bit hard to understand English text	Really hard to understand English text
Participants percentage	17.6%	82.4%	0%

Source: Own elaboration

In question 12, students indicate their ‘level’ of English reading comprehension, 82.4% of the respondents point out that they have difficulties identifying some words but they understand the general idea of the text read. That is to say, they need improvement in vocabulary in order to fully understand English articles, web sites, among other reading materials. As demonstrated in question 13 where students were asked to write difficulties that face when reading:

“I don't understand certain words or the idea in general and it took me longer.” (Mag)

“Sometimes I find words that I don't know” (Sanhuert)

“Unknown words related to a specific topic.” (DS)

“Not having a large vocabulary, sometimes I find words that I don't know” (Baya)

However, in question 16 those who indicated difficulties identifying some words when reading had a different answer when they were asked about how hard it was for them

to learn new English vocabulary, as seen in table 8 were results show that option ‘Not hard to learn’ and ‘A little bit hard to learn’ have the same percentage.

Table 8: *English learning vocabulary difficulties*

	Not hard to learn (I learn quickly new English vocabulary and don't forget it)	A little bit hard to learn (I have difficulties sometimes remembering the meaning of a word)	Really hard to learn (I forget easily new English words)
Participants percentage	47.1%	47.1%	5.9%

Source: Own elaboration

Probably those results in question 13, are as a consequence of the lack of interest from the students in the language that make them face difficulties when reading, when they are able to learn vocabulary easily to fully understand what they read, especially because they recognize the importance of practicing it to make learning less difficult, as they state in question 17:

“I think that constant practice makes less hard to learn English vocabulary” (Kelly Meza)

“I think that Didactic activities and practice” (Sanhuert)

“Reviewing it several times and having good notes on hand and people to practice with who speak that language” (Mag)

“I think that practicing it, and relating it to something” (Medkiller)

In any case, participants refer some difficulties when learning vocabulary in results from question 18:

“Learning vocabulary is difficult for me because of the similarity of the words and the pronunciation, when it is writing, is easier for me to understand but understanding it orally is hard” (Medkiller)

“It is difficult for me when there is a lot of vocabulary, and it has to be learned in a short time” (LLM}

“Sometimes the vocabularies are very extensive” (Sanhuert)

“Affects not to use it daily” (Iskaveres)

“I confuse some words that resemble Spanish” (DS)

As can be seen, many factors affect the vocabulary learning, referring us to the above, large amount of vocabulary, the non-continuous use, or confusion which influences students' learning and interest in the language. Students tend to translate the information by the use of translators and practice is not a common activity that they could develop in-deep.

4.4 Teacher's answers

Results from the teacher's interview show from her perspective that the main difficulties that medical students face when reading is vocabulary, as she said: “They do not know medical vocabulary”. But a helpful strategy is to “Increase vocabulary according to the context that they are going to need in their area” which is important because “if they do not have vocabulary of the area, they cannot give full ideas when speaking”, Thus, she consider

that: “to read text about medical area and to learn more medical vocabulary” is necessary in an English course to improve Medical students' reading skills.

Conclusion

Therefore, taking into consideration the needs and the difficulties found in this analysis based on the participants given information in the questionnaire, and teacher's interview, what can be conclude is that medical students need a English course in which they could find material or activities focus in the area in which they are being involved, in which they do not just reading text but also to use other skills such as speaking, writing and listening.

That information also leads to the conclusion that the type of syllabi needed for this research is a Skill- based syllabus.

4.5 Answering the research questions

As a reminder of the reader, the research questions addressed in the investigation in Chapter 1 point 1.3, are showing up next:

- How do students' background as English language learners impact the way they learn in this context?
- What are the medical students' needs to improve reading?
- What difficulties medical students face when reading medical texts?
- How interested are medical students in acquiring English medical vocabulary for their reading skills and knowledge improvement?

This research questions are answered based on students' responses in the following sections.

4.5.1 Research question 1

How do students' background as English language learners impact the way they learn in this context?

Students have different background in the English language, the majority have studied English for 6 to 10 years, but others from 11-12 years, 10 of them have taken English courses besides the school's courses but seven have never taken an English course besides the schools', the difference between them is remarkable seen from a general point of view but since this is a English Specific Purpose Research, the previous knowledge that they have seems to be good for the research purpose, but it does not mean that there will not be difficulties for some students.

4.5.2 Research question 2

What are the medical students' needs to improve reading?

Medical students' needs to improve reading are based on the constantly updated information in their field of study, this information mostly always found in the English language as result of the globalization and importance that update information has in the health area in all the world. Essentially this research question is answered by point 4.2.1 'Students' needs in reading and vocabulary', where students expressed their thinking about how needed was English in their field of study, all the participants agree in the necessity of English in all their subjects; since the question was aimed to identify specific subjects some participants mention some subjects in which the English language could be most used for reading. Hence, the principal students' need to improve reading is that they need it in all their subjects; correspondingly, because they frequently use the language to read articles or information for investigation or study.

Additionally, students for this research question were asked about what they would think necessary in an English course to improve reading skills and vocabulary, answers overall were focused on practice and vocabulary increase by the use of material with emphasis on Medicine for meaningful learning.

4.5.3 Research question 3

What difficulties do medical students face when reading medical texts?

The participants manifest some difficulties to fully understand reading materials as seen in point 4.3, in which is show that even though the majority try to read them in English and understand the general idea, they still have problems understanding words and in some cases parts of a text, the main cause ‘lack of vocabulary’ consequence of the poor emphasis on English teaching on specific fields which consequently hinders students’ learning. A possible case would be participants in this study whose mention that vocabulary learning is not really hard for them (Table 8), but even so, they refer to some difficulties such as: similarity of the words (Cognates), pronunciation, extensive vocabulary, or practice (non-continuous use). They recognize the importance of practicing it to make learning vocabulary easier.

4.5.4 Research question 4

How interested are medical students in acquiring English medical vocabulary for their reading skills and knowledge improvement?

Students show interest in an ESP course, even for some students who feel fluent in the language. In their words “there is always something new to learn” and “it is necessary to

have a greater knowledge”. Students also indicated that they would take the course from 4 hours to 12 hours per week.

On the whole, it is important to acquire English medical vocabulary for the reading skills and knowledge improvement of the medical students and within the medicine domain; since information in this field is constantly updated and students’ answers show that.

CHAPTER V: CONCLUSIONS

The current chapter presents the general conclusions generated from the entire research process, objectives and the syllabus proposed by the researcher to solve students' needs and deficiencies detected in the results, moreover some limitations, topics for further research and applications of the study.

5.1 General conclusions

Correspondingly to the results previously described and analyzed in Chapter IV, it can be concluded that the majority of the participants have an adequate reading skill, although they need improvement on specific vocabulary to fully understand texts respecting to their field of study due to the continuous updates into the area and the frequent use of the language into their bachelor. Deficiencies identified in the students reading comprehension laid on the lack of vocabulary. Deficiencies that at the same time seem to be based mainly on lack of practice; Thus, the main syllabus objective will focus on practice, incorporating materials that could help in the meaningful students' learning of the English language into their context.

5.2 Syllabus Proposal

The syllabus proposal for this study will be designed to cover an ESP course focus on the reading improvement by learning specific vocabulary, which, taking into consideration the needs and the difficulties found by the target / deficiency analysis based on the participants given information in the questionnaire, the type of syllabi being developing / designing will be a Skill- based syllabus, characteristics of this are presented below based according with the university of Rhode Island (See appendix number E).

5.2.1 Teacher's personal information

Teacher's personal information is presented in the next table 9; since this course will be online, data such as classroom and office location do not appear.

Table 9: *Teacher's personal information*

Instructor:	María del Pilar Rodríguez Robles
Telephone:	223 106 1588
Email:	marprobles@gmail.com
Office	(Online Classes)
Office Hours:	Monday – Friday from 9am to 1pm
Class Days/Time:	Monday – Friday from 1pm to 7pm

Source: Own elaboration based on University of Rhode Island.

5.2.2 Course objectives

Course objectives are described in the following sections:

5.2.2.1 General objective

This course is designed with a focus on reading improvement by learning specific vocabulary in the health area, on medical students from the BUAP's Medicine Faculty. This course takes into consideration the needs and the difficulties found by the target / deficiency analysis based on the participants given information in the questionnaire used for this research.

5.2.2.2 Specific Objectives

- Design a course with meaningful contents for the specific students' needs and deficiencies by means of units
- Improve students' reading comprehension.
- Improve students' general and specific vocabulary.

5.2.3 Learning outcomes that learners will gain

Through the successful completion of the course, students will be able to:

- Comprehend medical, scientific, among others, reading materials without the use of translators.
- Improve their reading skills that will have a positive impact on students' comprehension and knowledge of information related to their subjects-matter.
- Increase their vocabulary in their specific field of study.
- Help even in future students' plans in relation with the applying to and English proficiency level test or specialty exam
- Understand in a different and more specific way English Language grammar.

5.2.4 Learning Material

Since this syllabus would be applied online, as a result of the current world situation (COVID-19), the materials used on the whole will be online. The learning materials used for the course will be the following based on what students in the questionnaire answered (the six most preferred):

- Images
- Videos
- Flashcards
- Music
- Movies
- Audio conversations

And on view of what they read the most (Websites, Manuals, Articles and Academic Journals). So, as a result a mix between learning materials and reading materials (which can be as well used as learning materials) will be applied.

Other materials used in the syllabus will be Clinical case studies, medical records.

5.2.5 Evaluation policies

The evaluation policies are developed according to the actual situation in which students cannot take presential classes, as following mention:

- Attendance and participation in each class meeting is essential for success.
- Attendance will be taken at each class (If it is impossible to attend on one of the sessions, please notify)
- Be sure to pay close attention to deadlines
- Evaluation will be continuous in each class to know students' progress
- Through a reading comprehension test, final evaluation will be carried out.

5.2.6 Policies about the course

Students are expected to:

- Attend to all sessions as listed on the course calendar
- Attend classes on time.
- Participate in each class to know their progression

- Fulfill assigned tasks and work
- If there is any trouble keeping up with the activities or other aspects of the course, notify the instructor as soon as possible.

5.2.7 Agenda for the semester

The course will have a duration of 2 weeks with sessions of 2 hours, three days a week. Accordingly, with students' responses in the questionnaire, since they mentioned that English is needed in all their subjects during these sessions the topics reviewed will be according to their program of study and with students' semester/quarter.

Table 10: *Agenda for semester*

Week	Days	Students from (semester/ quarter)	Hour
1	Monday Wednesday Friday	7 th -8 th	1pm – 3pm
		9 th -10 th	3pm - 5pm
		11 th – 12 th	5pm – 7pm
2	Monday Wednesday Friday	7 th -8 th	1pm- 3pm
		9 th -10 th	3pm-5pm
		11 th – 12 th	5pm-7pm

Source: Own elaboration.

5.3 Sample of the syllabus

The syllabus used in this research is conformed with nine columns in which the instructor finds: The unit (s), topics, vocabulary, language content, communicative skills, standards,

materials, evaluation and the integrated areas as shown in the next figure 2. (Syllabus proposal is shown in Appendix F)

Unit	Topics	Vocabulary	Language Content	Communicative Skills	Standards	Materials	Evaluation	Integrated areas
UNIT EVALUATION								

Figure 3. Scope. From Diseño e implementación de un syllabus basado en contenidos y en el aprendizaje significativo para la enseñanza de inglés en segundo ciclo, by Rodríguez Angulo & Martínez Bernal, 2014, p.

68.

5.4 Limitations

Some limitations found during the research are; since this research was focus on a specific group of people an in a specific context, this study cannot be applied to a different population from the described in this study, and in consequence cannot be apply or develop the same syllabus or type of materials, however it could be adapted according with the characteristics of the target group. Because the study is focused on a syllabus design it does not allow to see results of the application of this proposal (nevertheless this could be applied in further research). The time was a factor in the in-deep development of the research consequence of the pandemic situation in which we still are (at the time this research was elaborated).

Situation which also affects the enhancement of analysis of students' background towards the English Language and in addition in the design of the syllabus. Another factor affecting the design of it is that according to the literature, to develop the syllabus it had been better to work along with a specialist in the area, which was difficult to get in these months.

5.5 Directions for further research

This research attempts to be a guide for further research related to the topic, to show some difficulties that students face in their studies taking into account the important role that English plays nowadays. The direct further research after the develop of this study will be the application of this, but many other factors could be analyzed such as medical students background in the language with specific and verifiable level, specific type of vocabulary needs, even more to develop a more specific syllabus base on other skills also on this and about other topics related to the field, that in a personal opinion in needed.

5.6 Application

This research has an application into the health domain, precisely with medical students, the semester / quarter do not seem to be a problem, so students could be from the different levels of the bachelor, as long as it could be adapted to the specific characteristics of the students taking the course.

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Appendix A: Qualification requirements

Requisitos para el trámite del título nivel licenciatura

1.- **CURP** impresa recientemente.

2.- **Acta de nacimiento** original y actualizada no mayor a 6 meses a la fecha de trámite, misma que indique estado y ciudad (El acta puede ser emitida por registro civil u obtenida en línea).

· Los datos del acta de nacimiento y la CURP, deberán coincidir en su totalidad.

· Para usuarios registrados después de 10 años a la fecha de nacimiento deberán presentar constancia de extemporaneidad expedida por el registro civil de su estado.

3.- **Certificado original de Estudios de preparatoria o bachillerato**, sin manchas, rasgaduras, dobladuras o alteraciones y debidamente legalizado (Certificados de Preparatorias BUAP y Escuelas Incorporadas no requieren legalización)

· Los Certificados de la Dirección General de Bachilleratos (DGB) que no contengan la validación del funcionario de control escolar de dicha dependencia en la parte posterior (nombre, sello, firma, fecha, leyenda “revisado y validado”) deberán presentar duplicado electrónico con código QR expedido por su Institución de procedencia y verificado previamente en sistema de la Institución que lo emite.

4.- **Constancia de inicio y término del nivel anterior** (preparatoria o bachillerato) en original y no mayor a 6 meses, en hoja membretada, con clave del centro de trabajo, correo electrónico y teléfono de contacto del mismo, expedida por su Institución de procedencia (excepto egresados de preparatorias BUAP y Escuelas Incorporadas).

· Para Certificados de acuerdo Secretarial 286, no deberán presentar constancia; en su lugar deben presentar el reporte individual de resultados del Ceneval, equivalente al bachillerato general (obligatorio).

5. Formato ORIGINAL de validación del Certificado de Estudios de bachillerato, en buen estado y de acuerdo a las especificaciones colocadas al reverso del mismo (excepto egresados de preparatorias BUAP y Escuelas Incorporadas).

Disponible para descarga en <https://titulacion.buap.mx/>

- El formato de validación del Certificado de Estudios deberá ser llenado por la institución, no por el usuario.

- Los datos colocados en el formato de validación y la constancia de inicio y término de estudios, deberán coincidir en su totalidad y deberán avalar los 3 años correspondientes a la preparatoria o bachiller.

6.-Certificado de estudios original de licenciatura, sin manchas, rasgaduras, dobladuras o alteraciones.

7.- Certificado del Servicio Social en original, tramitado en la Ventanilla Única de Titulación (planta baja de la Dirección de Administración Escolar en CU).

8.- Acta de Examen Profesional o Acta de Titulación Automática en original, expedida por la DAE.

9.-Formato de acreditación original de una segunda lengua, expedido por la Facultad de Lenguas. Únicamente para los alumnos del Plan Minerva y de las carreras que les aplique.

10.-Voucher original y en buen estado del pago del Título profesional electrónico con fecha de pago del año en curso: el cual se realiza a través de depósito bancario en la cuenta HSBC 4045360880; a nombre de: Benemérita Universidad Autónoma de Puebla, Dirección de Administración Escolar.

11.- Dos fotografías blanco y negro, recientes (no mayor a un año), tamaño título, con ropa oscura, plastificadas y adheribles.

12.- **Comprobante de la Encuesta a Egresados** impreso, mismo que se obtendrá una vez que la encuesta se haya concluido satisfactoriamente. Disponible en www.egresado.buap.mx

13.- **Egresados de la Licenciatura Complementaria en Enfermería**, deberán presentar copia a color, completa, de excelente calidad y por ambos lados del Título y Cédula del Nivel Técnico (la copia de cédula deberá ser ampliada al 200%).

Based on BUAP (2020d)

Appendix B: Consent Format for Participants

An ESP Syllabus to improve reading by learning vocabulary in Medicine

FORMATO DE CONSENTIMIENTO PARA PARTICIPANTES

Introducción

Mi nombre es María del Pilar Rodríguez Robles y soy estudiante del Diplomado en inglés para propósitos específicos de la Facultad de Lenguas de la Benemérita Universidad Autónoma de Puebla. Actualmente llevo a cabo una investigación en el mejoramiento de lectura a través del aprendizaje de vocabulario específico en estudiantes de medicina; por lo que me gustaría invitarte a participar en este estudio.

Propósito

Los objetivos de esta investigación son:

1. Analizar los conocimientos previos que los alumnos tienen sobre el idioma
2. Analizar las necesidades de los alumnos de medicina para mejorar su lectura en el idioma inglés
3. Identificar problemas que se tienen cuando se leen textos en inglés
4. Identificar el interés de los estudiantes de medicina en adquirir vocabulario médico en inglés para el mejoramiento de su lectura y conocimientos.

Si aceptas participar en esta investigación se te pedirá

1. Contestar un cuestionario que tendrá una duración máxima de 20 minutos, para el cual te estaré mandando el link después de haber firmado esta forma.
2. Contestar de manera explicativa y clara a lo que se está preguntando.

Confidencialidad

La información recolectada será usada para fines de investigación; ni tu nombre ni alguna otra información que pueda identificarte serán utilizados en cualquier publicación o

presentación de los resultados de la investigación. Toda la información recolectada para esta investigación será confidencial. Se utilizará un seudónimo (elegido por ti) para cuando me refiera a ti dentro de los resultados de la investigación.

Riesgos y beneficios

No hay riesgos por participar en este estudio

Participación voluntaria

La participación en esta investigación es voluntaria. Puedes negarte a participar, contestar cualquier pregunta o retirarte de la investigación en cualquier momento sin que afecte en tus estudios en la Facultad de Medicina.

Preguntas

Si tienes preguntas acerca de esta investigación, contáctame: marprobles@gmail.com

Esta carta de consentimiento te pertenece y te servirá como referencia en un futuro.

Firma

Name or initials	Email address	Date of consent

Appendix C: Questionnaire

The current questionnaire corresponds to an investigation's objective related with the improvement of reading skills through the learning of medical vocabulary and which aims to answer the following research questions:

- What kind of background do the students have in the English language?
- What are the medical students' needs to improve reading?
- What difficulties medical students face when reading medical texts?
- How interested are medical students in acquiring English medical vocabulary for their reading skills and knowledge improvement?

Instructions: Read carefully the following questions and answer them according to your personal information and experience.

1. Write a nickname or anonymous name by which you may be identified in this research:

2. What is your age?

18-23

24-29

Above 30

3. What is your current quarter/semester?

4. How long have you been learning English or taking English classes in schools?

(‘Schools’ refers to elementary school, high school, university, kindergarten)

- From 1 to 5 years
- From 6 to 10 years
- Other: _____

5. Have you taken particular English classes or an English course besides the schools’

English courses?

- YES
- NOT

If yes...

6. What was the course about?

- General English (*A course in which is reviewed the same topics you saw in your schools’ courses*)
- An English course to apply to an English proficiency test (*like TOEFL*)
- Other: _____

7. In which areas/subjects of the Medicine program do you think is most necessary for reading the use of English? Why?

8. How frequently do you need English to read something in the areas/subjects you mention above?

Always-----Frequently-----Sometimes-----Rarely-----Never

9. What would be the main reasons why you would have to read something in relation to your subjects in English?

10. What kind of reading materials in English do you read? (You can choose more than one)

- | | | |
|---|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> Scientific magazines | <input type="checkbox"/> Websites | <input type="checkbox"/> Articles |
| <input type="checkbox"/> Academic Journals | <input type="checkbox"/> Magazines | <input type="checkbox"/> Manuals |
| <input type="checkbox"/> Academic Books | <input type="checkbox"/> Novels | <input type="checkbox"/> Other |
| <input type="checkbox"/> Encyclopedias | <input type="checkbox"/> Newspapers | |
| <input type="checkbox"/> Online News | <input type="checkbox"/> Reports | |

From the reading materials mentioned above...

11. Do you read them in English? Yes/ No Why?

12. How hard is it for you to fully understand an English text? (Choose the option that describes you the most)

- Not hard to understand (*I do not have difficulties reading and I understand the text completely*)
- A little bit hard to understand (*I have difficulties identifying some words but I understand the general idea of the text I am reading*)
- Really hard to understand (*I have difficulties identifying a lot of words and I do not get to fully understand what I am reading till I translate it*)

13. What are the problems you face when reading?

14. What do you think makes the comprehension of the texts easier?

15. What do you think you need in an English course to develop reading comprehension?

16. How hard is it for you to learn new English vocabulary?

- Not hard to learn (*I learn quickly new English vocabulary and don't forget it*)
- A little bit hard to learn (*I have difficulties sometimes remembering the meaning of a word*)
- Really hard to learn (*I forget easily new English words*)

17. What do you think makes it less hard to learn English vocabulary?

18. What are the problems you face when learning vocabulary?

19. What do you think is needed in an English course to improve your medical vocabulary?

20. What kind of material do you like to work with when learning English? (You can choose more than one)

- | | | |
|-----------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Images | <input type="checkbox"/> Audio conversations | <input type="checkbox"/> Music |
| <input type="checkbox"/> Videos | <input type="checkbox"/> Flashcards | <input type="checkbox"/> Movies |
| <input type="checkbox"/> Books | <input type="checkbox"/> Posters | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Articles | <input type="checkbox"/> TV programs | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Games | <input type="checkbox"/> Computer programs | <input type="checkbox"/> Other: _____ |

21. The materials and the English courses at the faculty are/were helpful to improve medical vocabulary and comprehension of English medical texts? Yes/ No Why?

22. Do you think necessary to make the materials you chose in question number 20 focus on the Medical context for your best English learning? Yes/No Why?

23. Do you feel ready to take a specialty exam (just talking about the English part) or an English accreditation test, with your actual level of English comprehension? Yes/No Why?

24. Do you think a specific medical English course will be necessary to improve your medical vocabulary and in the way your reading skills? Yes/No Why?

If yes...

25. What would be the topics you would need to see and how many hours are you willing to take that course?

¡T H A N K Y O U!

Questionnaire: Spanish Version

El presente cuestionario corresponde a una investigación cuyo objetivo está relacionado con la mejora de las habilidades lectoras mediante el aprendizaje de vocabulario médico y cuyo objetivo es dar respuesta a las siguientes preguntas de investigación.

- ¿Qué tipo de experiencia tienen los estudiantes en el idioma inglés?
- ¿Cuáles son las necesidades de los estudiantes de medicina para mejorar la lectura?
- ¿Qué dificultades enfrentan los estudiantes de medicina al leer textos médicos?
- ¿Qué tanto interés tienen los estudiantes de medicina en adquirir vocabulario médico en inglés para la mejora de sus habilidades de lectura y conocimiento?

Instrucciones: Lea atentamente las siguientes preguntas y respóndalas de acuerdo con su información personal y experiencia.

1. Escribe un sobrenombre o un nombre anónimo por el cual se te pueda identificar en esta investigación.

2. ¿Cuál es tu edad?

- 18-23
- 24-29
- Above 30

3. ¿En qué semestre/cuatrimestre te encuentras?

4. ¿Durante cuánto tiempo has estado aprendiendo/tomando clases de inglés en escuelas?

- De 1 a 5 años
- De 6 a 10 años
- Otro: _____

5. ¿Alguna vez has tomado clases particulares o un algún curso de inglés fuera de los cursos de las escuelas?

- SI
- NO

Si tu respuesta anterior fue si...

6. ¿Sobre qué fue el curso?

- Inglés General (*Curso en el cual se revisan los mismos temas que se ven en una clase normal de inglés*)

Un curso para aplicar un examen de nivel de inglés (*como, por ejemplo: TOEFL*)

Otro: _____

7. ¿En qué áreas/materias del programa de Medicina piensas que es más necesario el uso del idioma inglés para leer? Si/ No ¿Por qué?

8. ¿Qué tan frecuente necesitas el idioma inglés para leer algo en alguna de las áreas/materias de Medicina que mencionas en la pregunta anterior?

Siempre-----Frecuentemente-----Algunas veces-----Raramente-----Nunca

9. ¿Cuáles serían las principales razones por las que tendrías que leer algún texto en relación a tus materias en inglés?

10. ¿Qué tipo de materiales de lectura son los que lees en Inglés?

- | | | |
|---|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Revistas científicas | <input type="checkbox"/> Sitios Web | <input type="checkbox"/> Artículos |
| <input type="checkbox"/> Publicaciones académicas | <input type="checkbox"/> Revistas | <input type="checkbox"/> Manuales |
| <input type="checkbox"/> Libros académicos | <input type="checkbox"/> Novelas | <input type="checkbox"/> Otro: _____ |
| <input type="checkbox"/> Enciclopedias | <input type="checkbox"/> Periódicos | |
| <input type="checkbox"/> Noticias en línea | <input type="checkbox"/> Reportajes | |

De los materiales de lectura mencionados anteriormente...

11. ¿Los lees en inglés? Si/No ¿Por qué?

12. ¿Qué tan difícil es para ti entender completamente un texto en inglés?

- No es difícil (*No tengo dificultades al leer y comprender el texto que estoy leyendo completamente*)
- Un poco difícil (*Tengo dificultades identificando solo algunas palabras, pero entiendo la idea general de lo que estoy leyendo*)
- Muy difícil (*Tengo dificultades identificando muchas palabras y no comprendo completamente lo que estoy leyendo hasta que lo traduzco*)

13. ¿Cuáles son los problemas a los que te enfrentas cuando lees textos en inglés?

14. ¿Qué piensas que hace la comprensión de textos en inglés más fácil?

15. ¿Qué es necesario para ti en un curso de inglés para mejorar la comprensión de textos en dicho idioma?

16. ¿Qué tan difícil es para ti aprender vocabulario en inglés?

- No es difícil (*Aprendo rápido nuevo vocabulario y no lo olvido*)
- Un poco difícil (*Tengo dificultades algunas veces para recordar el significado de alguna que otra palabra*)
- Realmente difícil (*Olvido fácilmente nuevas palabras en inglés*)

17. ¿Qué piensas que hace menos difícil el aprendizaje de vocabulario en inglés?

18. ¿Cuáles son los problemas a los que te enfrentas cuando estás aprendiendo vocabulario en inglés?

19. ¿Qué piensas que es necesario en un curso de inglés para mejorar tu vocabulario médico en dicho idioma?

20. ¿Con qué tipo de materiales prefieres trabajar cuando aprendes inglés?

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> Imágenes | <input type="checkbox"/> Conversaciones en Audios | <input type="checkbox"/> Música |
| <input type="checkbox"/> Videos | <input type="checkbox"/> Tarjetas didácticas | <input type="checkbox"/> Películas |
| <input type="checkbox"/> Libros | <input type="checkbox"/> Posters | <input type="checkbox"/> Revistas |
| <input type="checkbox"/> Artículos | <input type="checkbox"/> Programas de televisión | <input type="checkbox"/> Hojas de trabajo |
| <input type="checkbox"/> Juegos | <input type="checkbox"/> Programas de computadora | <input type="checkbox"/> Otro: _____ |

21. ¿Los materiales y los cursos de inglés de tu facultad son/fueron de ayuda para el mejoramiento de vocabulario médico y la comprensión de textos médicos en inglés?
Si / No ¿Por qué?

22. ¿Piensas que es necesario hacer los materiales (como los que escogiste en la pregunta número 20) enfocados en un contexto médico para tu mejor aprendizaje del idioma? Si / No ¿Por qué?

23. ¿Te sientes preparado para presentar un examen de especialidad (solo enfocándose en el área de inglés) o un examen de acreditación de segunda lengua con tu nivel actual de inglés? Si / No ¿Por qué?

24. ¿Piensas que un curso específico de inglés médico es necesario para mejorar tu vocabulario y tu habilidad lectora en el idioma? Si / No ¿Por qué?

Si tu respuesta en la pregunta 24 fue si...

25. ¿Cuáles serían los temas que necesitarías ver y cuántas horas estarías dispuesto/a a tomar de ese curso?

¡G R A C I A S!

Appendix D: Interview Questionnaire

The current Interview questionnaire corresponds to an investigation's objective related with the improvement of reading skills through the learning of medical vocabulary and which aims to answer the following research questions:

- What kind of background do the students have in the English language?
- What are the medical students' needs to improve reading?
- What difficulties medical students face when reading medical texts?
- How interested are medical students in acquiring English medical vocabulary for their reading skills and knowledge improvement?

Instructions: Please, read carefully the following questions and answer them according to your personal information and experience.

1. Write a nickname or anonymous name by which you may be identified in this research:

2. For how long have you been teaching English? _____
3. How long have you been teaching English to Medical students? _____
4. From your experience, what are the main difficulties that students face when reading? _____

5. What are the strategies you consider helpful for students to have a better comprehension of English texts? _____

6. Do you consider helpful the learning of medical vocabulary to improve students' reading skills? Why? _____

7. From your point of view, what is necessary in an English course to improve Medical students' reading skills?

THANK YOU

Appendix E: Syllabus characteristics

University of Rhode Island

College or School/Department

Course Number, Course Title, Section, Semester and Year

Instructor:

Office Location:

Telephone:

Email:

Office Hours:

Class Days/Time:

Classroom:

Prerequisites:

General Education Student

Learning Outcomes:

Course Description

Course Goals

Student Learning Outcomes

Upon successful completion of this course, each student will be able to:

Required Texts/Readings

Textbook

Other Readings

Other equipment / material requirements (optional)

Assignments and Grading Policy

A 94-100

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 60-66
F <60)

INSTRUCTOR POLICIES

Classroom Protocol

Course Number / Title, Semester, Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Due Dates, Deadlines
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Week	Date	Topics, Readings, Assignments, Due Dates, Deadlines
12		
13		
14		
Final Exam		Location and Time

Appendix F: Syllabus Proposal

Unit (Week)	Topics	Vocabulary	Language Content	Communicative Skills	Standards	Materials	Evaluation	Integrated areas
1	Skin and annexed	Vocabulary referred to the topic such as color, conformation (parts), among others.	General characteristics, conformation, division.	Reading Speaking Writing	Student identify parts that conform the skin and the annexed in English	Images related to the topic Flashcards Case studies Human Anatomy articles	Students are evaluated by a reading comprehension test	Sweat glands, sebaceous glands, hairs, nails, subcutaneous tissue, skin muscles.
UNIT EVALUATION								
2	Upper limb support	Clavicle and scapula, (arm) humerus, (forearm) radius and ulna, (hand) carpal bones.	Structure and Description	Reading, Speaking	Students identify the osseous elements that make up the upper limb	Images related to the topic Case studies Videos Human Anatomy articles	Students are evaluated by a reading comprehension test	Upper limb bones
UNIT EVALUATION								
3	Movement points of the upper limb	Joints Ligaments	Parts conforming this and function	Reading Speaking Writing	Students identify the Joints and Ligaments in English	Videos Human Anatomy articles	Description of an anatomical model	Different kind of Joints
UNIT EVALUATION								

Source: Own elaboration based on Rodríguez Angulo & Martínez Bernal, 2014, p. 68.