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Thesis

THE DESIGNING OF TWO ENGLISH FOR PROFESSIONAL PURPOSES SYLLABI

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INTRODUCTION

The purpose of this master thesis is to design a proposal for professional English courses at FUNDATEC (Fundación del Instituto Tecnológico de Costa Rica), a foundation that administers research and extension projects made by the schools and departments of the Instituto Tecnológico de Costa Rica (ITCR) and addressed to the Costa Rican community.

This topic was identified as being of great importance, taking into consideration the needs of our advanced students, as was revealed in a survey carried out in January, 2007. We developed a questionnaire with twelve items filled by one hundred seventy five students enrolled in the advanced level of English in the program “Cursos de conversación inglesa”. The study was held in Zona 1, one of the branches of FUNDATEC.

With the data obtained we realized that there was a need for developing English for Specific Purposes (ESP) courses that addressed the students’ future professional needs. It was found that, because they already had a general knowledge of English, the students needed to acquire a set of communicative professional skills, to have an understanding of lexicon related specifically to their current or future professions, and to be able to perform specific job-related functions.

The relevance of the English language in the world has been increasing due to the necessity of all citizens to communicate in different areas. To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills; for these students, courses that fall under the heading English for Specific Purposes (ESP) hold particular appeal.

The term “specific” in ESP refers to the English language needs of the learners, considered from the perspective of what they will need to know and be able to do in their professional lives. Students approach the study of English as something that is directly relevant to them. This is a motivating factor, because they are aware that what they learn in the ESP classroom they will be able to use in their work and studies. The strength of the ESP approach lies precisely in its relevance, and that it allows students to use knowledge they may have of a particular subject, as it is applied to the English language. This motivates them to

keep learning in an interactive manner, with speakers and texts in various scenarios which specifically pertain to their fields.

We have noticed that a combination of the subject matter along with the English language learning process is one of the most important concerns of our students, who need to compete and succeed in the work place. This is made clear from the analysis we made of eight hundred sixty three job advertisements, published in the major Costa Rican newspaper *La Nación*, with a broad national and international distribution. We found many firms that had taken advertisements out for job openings demanded that candidates needed to have an advanced level of English in order to apply. We were surprised to find that so many Costa Rican companies required high level English language users, when in our experience there are not many people qualified enough in this area to be considered candidates. Moreover, those people who do have a high level of general English may not have specific skills in the professional areas being advertised. For example, candidates may not know how to write a letter correctly, or to how to give an oral presentation, or to maintain a conversation by telephone, all of which would require that company would need to train them in these specific areas of English communication. To do so, companies would need to hire trained English for Specific Purposes teachers. However, we propose to teach students these aspects of professional English so that they can meet the needs of companies requiring English language users who are capable of handling language in very specific situations related to professional fields.

For these reasons we decided to design Professional English courses for our institution that would give the students the opportunity to improve those language skills needed by them when applying for a better job position. These courses will be focused on the skills the students need most practice in. The results obtained in our survey of company job opening advertisements showed that speaking and writing were the skills that were most often cited as requirements for job candidates.

Authors such as Dudley-Evans and St. John (1998, p. 1) suggest that English for Specific Purposes is based on an analysis of the needs of the learner, including an analysis of the text materials needed, and the specification of

situations that learners will need to know how to handle. Learners need to be prepared “to communicate effectively in tasks by their study or work situation”.

Hutchinson and Waters (1987, p. 19) briefly define 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”. The approach is based on the analysis of learners' needs and on their own personal specialist knowledge of using English for real communication. This has shaped the syllabi of ESP courses for many years.

The current trends and developments in ESP address the dynamic emergence of Business English in ESP courses teaching, which has increased not only in Europe and United States, but also in Latin America. Since 1988, ESP related conferences have been held in countries such as Chile, Mexico, Brazil, Venezuela, Argentina and Colombia.

In Central America especially in Nicaragua and Costa Rica there have been some attempts to implement ESP courses in Academic and Professional environments. For example, in Nicaragua, since 1990 the academic authorities have been requesting modifications to design more adequate materials for the English program for the majors taught at the UNAN. Likewise, in Costa Rica, a consulting group created the Impact project, which is a language training program for multinational companies that offers professional development for EOP teachers. At the same time, the Centro Cultural Costarricense Norteamericano holds an annual conference for English as a Foreign Language teachers, which is not focused particularly on ESP, though some related workshops are included. In October, 2005, the Instituto Tecnológico de Costa Rica presented the First Costa Rican Convention of Teachers of English with National and International presenters. More recently, the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Instituto Tecnológico de Costa Rica with the organization and cooperation of universities of Valencia-España signed an agreement to participate in the program “ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico”. This program started in January, 2005 at the Universidad Nacional Autónoma de Nicaragua with four modules. Then this program constituted a Master Degree Program in ESP, so it will end in January, 2008 with the last module and the defense of the thesis.

Knowing the necessities of our learners and the importance of designing courses that meet the language requirements in the professional field, we have divided our master thesis into five chapters. Firstly, we are going to set the context in which our proposal is centered. Knowledge about the function and structure of the different academic instances involved will help to understand the role relationship established between the institutions and the purpose of our work. Secondly, we will point out the most important theoretical foundations and developments of modern linguistics and English for Specific Purposes along with the theories and methodologies of learning acquisition languages. All this with the purpose of giving an insight of the framework in which most of the ESP course designs are based on. Then, in chapter four we will present the results and data obtained on the needs analysis which is the core of our course design proposals in professional speaking and writing respectively. In this way we intend to facilitate the transfer of strategies to new tasks and to provide students with the tools to approach these skills with a greater sense of confidence. Finally, we complete our work with some brief considerations and recommendations and we provide the bibliography cited in this work and the appendixes.

Chapter II
ACADEMIC SETTING

Our proposal is designed for specific historical and spatial context. In this section, we look at the role of the university in our context, the contributions of the Instituto Tecnológico de Costa Rica to the social development of the country through the Escuela Ciencias del Lenguaje with its extension programs of languages administered by Fundación Tecnológica de Costa Rica (FUNDATEC). In addition, we will provide a brief description of the origin and evolution of this foundation and of the courses offered in Zona 1, which is the specific context to design our proposal in. Finally, we will mention the most relevant aspects about Consejo Nacional de Educación de Costa Rica (CONESUP), an institution responsible for the accreditation of all courses in our educational system.

2.1 The University

Our Costa Rican universities, public or private, are considered centers of humanistic and scientific formation. They recognize the responsibility of educating students in a manner that provides them with the understanding, skills and knowledge to be creative and useful citizens not only in the country but in the world.

The Costa Rican University System acknowledges that in this interdependent world, the welfare of the country and the well being of its students are linked with the welfare of all mankind. Thus, the teaching, research and service of the university has to support the economic and social development of the nation and other countries; lead individuals and groups to better understanding of themselves and others and contribute to international communication, world peace and community self- awareness.

2.2 Instituto Tecnológico de Costa Rica.

The Instituto Tecnológico de Costa Rica known as ITCR, a leader in higher and specialized technical education in the country was created by Law No. 4777 on June, 10, 1971 as “a national autonomous institution of higher education, dedicated to the teaching research extension in technology and associated sciences aimed at the development of Costa Rica”. The government structure of the institution is composed of a Legislative Body (Asamblea Institucional), Board

of Directors (Consejo Universitario), Presidency (Rectoría) and the Offices (Vicerreectorías) of Extension (Acción Social), Administrative Affairs (Administración), Academic Affairs (Docencia), Research (Investigación) and Student Affairs (Vida Estudiantil).

This university is supported by the government and has as a mission “the creation and the support of human resources, investigation and extension programs to lead in the scientific and technological waves in Costa Rica with respect to ethnical humanist and environment norms”. The ITCR offers both undergraduate and graduate studies in a wide range of fields, including engineering (construction, industrial production, electronics, industrial maintenance), computer science and business management.

The ITCR is also part of the National Council of University Chairpersons (Consejo Nacional de Rectores), a watchdog body that overviews higher education quality.

2.3 Escuela Ciencias del Lenguaje of the ITCR

The Escuela Ciencias del Lenguaje of the ITCR contributes to the integral formation of the students through its courses. It is composed of two areas: Communication and English. The first one offers courses in written and oral communication besides literature appreciation, technical communication, scientific communication, technical documentation and documental research. The second area fulfills the requirements of English courses in all the schools at the ITCR. Currently it offers Basic English, English I and English II, seven English courses for Business Administration School and two English courses for Computing School. It is important to highlight that Escuela Ciencias del Lenguaje administers the Humanistic Program, which is addressed to students, the university staff, and community.

Likewise, the Escuela Ciencias del Lenguaje has an extension program which offers academic training in different languages such as English, Italian, German, Japanese, French, Portuguese and Spanish to non-speakers for national and international markets. These courses are taught in different parts of the country using a communicative methodology in order to develop the four macro skills: listening, speaking, reading and writing. The vision of this is to provide

students with useful academic and professional tools to face the actual world, and to facilitate cultural contact.

2.4 FUNDATEC

FUNDATEC (Fundación del Instituto Tecnológico de Costa Rica) began in 1987, when a group of teachers from the Instituto Tecnológico de Costa Rica (ITCR) decided to create a foundation, under the “Ley de Fundaciones”, which main goal was to develop and spread out research and extension projects from the different schools and departments of the ITCR to the Costa Rican community. From its beginnings, FUNDATEC has undergone three main phases of development. We shall describe each of the three phases to provide a useful perspective of this organization and to set, in more detail, the context in which we designed our proposal of professional English courses.

The Beginning

Between 1987 and 1992 FUNDATEC started its programs on the ITCR campus. During this period, the foundation centered its attention on training courses addressed to students from different careers and to academic and administrative staff. The foundation implemented the “Programa Venta de Servicios” to administer the projects and activities created by the schools of the institution. According to Master Ileana Mora (personal communication, July 2007), teacher at the Escuela Ciencias del Lenguaje of the ITCR, in the initial phase of FUNDATEC, the internal structure of this foundation was simple and focused on offering courses, especially in Technical English, to the university community. The courses were designed by teachers of the Escuela Ciencias del Lenguaje and administered by FUNDATEC.

The Development

The period between 1992 and 1994 saw an increase in the economic and educational activities of FUNDATEC. This led to changes in the administration of the programs which had acquired greater internal complexity. Thus, the Junta Administrativa of this foundation agreed on creating two new areas: financing and project support to reinforce the structure of the organization. In the area of English, the diffusion of conversational English courses to the Costa Rican community began during this period. Well-designed courses of general English were offered in

branches opened in many areas of the country. In addition, authorities from FUNDATEC and the Escuela Ciencias del Lenguaje decided to be more competitive in the market so they started the implementation of a new program named “English for enterprises”. This program was mainly focused on designing general English language courses for companies that regarded important the language training of employees performing administrative, technical and managerial functions.

The Consolidation

From the mid 1990s to these days, FUNDATEC has taken an active role in the management of services. The Instituto Tecnológico de Costa Rica has recognized FUNDATEC as an important administrative mechanism to facilitate the development and implementation of a variety of projects from school and departments of the ITCR to the Costa Rican community. Some of the results of these projects have been seen as a national source of information and data advice. Among the most interesting results of this foundation is the distribution of benefits derived from this activity to the ITCR. The profits go directly to the institution budget used to ensure sustainable growth and efficiency to become highly competitive in the educational field. Nowadays, the Instituto Tecnológico de Costa Rica, through FUNDATEC, currently offers English courses to an average of 20.000 students per year distributed in areas, called “zonas”, around the country, as follows:

SAN JOSÉ	CARTAGO	ALAJUELA	HEREDIA
Barrio Amón	Cartago	Alajuela	Heredia
San Jose		Atenas	
Desamparados		San Ramón	
Escazú		Grecia	
Aserri		Sarchí	
Santa Ana			
Tibás (closed)			
Moravia			
San Pedro			

Our proposal was designed taking into consideration the main characteristics of the academic setting in Zona 1 that we shall briefly describe in the following section.

2.4.1 Programa Prestación de Servicios en ZONA 1-FUNDATEC

Zona 1 is formed by four branches located in San José: Barrio Amón, Plaza de la Cultura, Moravia and San Pedro. The administrative staff is composed of a coordinator, an assistant, a secretary and a teacher in charge of a materials resource center. The academic staff is formed by 65 teachers who offer English courses to an average of 1500 students distributed in the four branches.

The “Programa de Prestación de Servicios” in Zona 1 is aimed at offering English courses to the San José community. This program consists of twelve levels divided in two parts. The first eight courses work from beginners to high intermediate level. The last four courses allow students to reach an advanced level of English.

The English courses offered in Zona 1-Fundatec are classified as follows:

1. Regular courses (beginners to intermediate): this program consists of eight bimonthly levels (eight weeks, four hours per week), aimed at students over thirteen years old.

Levels 1 through 8 work from A1 to B2, as described by the Common European Framework of Reference for Languages. (see appendix A, page 112)

2. Intensive courses (beginners to intermediate): this program consists of four bimonthly levels (eight weeks, eight hours per week), aimed at students over thirteen years old
3. Advanced courses: This program consists of four bimonthly levels (eight weeks, four hours per week) aimed at students with high level of English.

The advanced level program works on level C1 and C2 as described by the Common European Framework of Reference for Languages.

4. English for enterprises: It is a training English program offered to different companies consisting of Regular and Intensive Conversational English courses, technical English courses, other languages courses, and proficiency tests.

2.4.2 Consejo Superior de Educación de Costa Rica

The Consejo Superior de Educación (CONESUP) was created through the Law No 1362, October 8, 1951, according to the article 81 of the Constitución Política de Costa Rica. It is a constitutional organization which empowers the technical point of view of the orientation and direction of the official education. (Article1, Law 1362).

The mission of this institution is to manage and to guide technically the different levels, cycles and modalities of the Costa Rican Education System.

The vision is to define the political education and promote changes for the improvement of the quality, equity and efficacy of the education in its different levels, cycles and modalities. At the same time, it is responsible of getting approval of new teaching materials or/and the implementation of new courses in different schools, high schools or universities.

This organization plays an important role in our proposal because it can guide and approve the project in case it would be applied in FUNDATEC or in other institutions.

Summarizing, the information given related to our academic setting is proved to be useful to contextualize the main features that shaped our proposal.

Chapter III
THEORETICAL FOUNDATION

In this chapter we will mention the six stages of the Modern Linguistics such as classical traditional grammar, structure linguistics, transformation, generative grammar, register analysis, functional/notional grammar, and discourse analysis. Then, we will briefly discuss the different theories of learning and methodologies of language acquisition; after that, we will state the five stages of the origin and development of English for Specific Purposes (ESP): register analysis, rhetorical and discourse analysis, target situation analysis, skills and strategies and learner centred. Then, we will explain the typology of ESP and its two main branches: EOP and EAP. Afterwards, we will look at the role of the skills in ESP: listening, speaking, reading and writing, since our proposal is based on developing particular/ specific professional skills. Finally, we will offer a brief overview of developments of ESP in Latin America.

3.1 Origins of Modern Linguistics

In the development of linguistics we acknowledge six main stages on language descriptions that have influenced ESP in some way. In the past, the study of languages was based on the grammar of classical languages Greek and Latin. The descriptions of English were based on analysis of the role played by each word in the sentence. That is, the classical languages were case based language where the grammatical functions of each word was made by the use of appropriate inflections.

Then in the 1930s, with the coming of structuralism represented by linguistics such as Bloomfield (1935), the grammar of the language was described in terms of syntagmatic structures which carried the fundamental propositions and notions. In English language teaching, this method developed the substitution table to explain grammatical patterns. In regard to the structural syllabus, the learner was provided a systematic description of the generative core of the language.

In 1957, Noam Chomsky with the publication of syntactic structures re-established the idea of viewing language as a reflection of human thoughts patterns. He incorporated the idea of meaning and form that had a considerable influence on language teaching by making a distinction between performance and competence.

In the following years, the concept of communicative competence had consequences in the English language teaching. It led to the next stages that we will consider such as register analysis, functional and notional grammar and discourse (rhetorical analysis).

The language variation was based on register analysis, if languages vary according to the context, it may be possible to identify the kind of language associated with a specific context such as an area of knowledge (legal, social, medical etc) or an area of use (technical manuals, academic texts, etc).

The functional and notional was the second major offshoot of work in language as communication in ESP. It is important to mention the difference between functional and notional. Functions are related with social behaviour and represent the intention of the speaker or writer (advising, warning, threatening, describing among others, etc) and notions reflect the way in which the human mind thinks. For example, time frequency, duration, gender, number, location, quantity, quality. Then the emphasis was moved to looking at how meaning is generated between sentences.

This was the beginning of the Discourse (rhetorical) analysis which gave a logical development of the functional-notional view of the language that had shown that there is more to meaning than the words in the sentence. The context of the sentences is also important in creating the meaning. In this theory, there are some factors that are important: the sociolinguistic context (who is speaking to whom and why) and the relative positions of the utterances within the discourse. The impact on ESP was reflected on teaching materials such as the project of the analysis of doctor patient communication conducted by Candlin, Bruton and Leather (1976).

3.2 Theories of language acquisition

Many authors have argued about “the distinction made by Stephen Krashen (1981) between learning and acquisition. Learning is seen as a conscious process, while acquisition proceeds unconsciously” (Hutchinson and Waters, 1987, p. 89).

The term “language acquisition” became commonly used after Stephen Krashen specialized in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language

acquisition. Krashen's theory of second language acquisition consists of five main hypotheses:

1. The Acquisition-Learning hypothesis

Krashen divided this hypothesis in two independent systems of second language performance: *the acquired system* and *the learned system*. The *acquired system* or “acquisition” is “the product of a subconscious process very similar to the process children undergo when they acquire their first language” and the *learned system* or “learning” is “the product of formal instruction and it comprises a conscious process which results in conscious knowledge” (Krashen & Terrell 1983).

2. The Monitor hypothesis.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar and it is conscious learning. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

3. The Natural Order hypothesis,

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen,1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen, however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based

on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

4. The Input hypothesis

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with *acquisition*, not *learning*. According to this hypothesis, the learner improves and progresses along the *natural order* when he/she receives second language *input* that is one step beyond his/her current stage of linguistic competence. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some input that is appropriate for his/her current stage of linguistic competence.

5. The Affective Filter hypothesis.

It embodies Krashen's view that a number of *affective variables* play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to *raise* the affective filter and form a *mental block* that prevents comprehensible input from being used for acquisition. In other words, when the filter is *up* it impedes language acquisition.

3.3 Methodologies of Language acquisition

The ways teachers have gone about the teaching of foreign languages have seen enormous changes over the past century. It is worth establishing basic definitions, looking at what language learning principles mean, examining the ways teaching has been accomplished in the past, what research has taught us along

the way, and what is seen to be the enlightened, eclectic view of the present. Based on Brown's research (1994, p. 51) some important definitions are:

Methodology: The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.

Approach: Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Method: A generalized set of classroom specifications for accomplishing linguistic objectives

Curriculum/Syllabus: Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

Technique: Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

Some of the various language teaching methods developed and used over the past century are:

1. **Grammar-Translation Method (1890s-1930s):** Around the turn-of-the-century, language students often translated a great number of volumes from Classical Greek or Latin into English via this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then. According to Prator and Celce-Murcia (1979, p. 3), the key features of the Grammar Translation Method are as follows:

- a. Classes are taught in the mother tongue, with little active use of the target

language.

- b. Long elaborate explanations of the intricacies of grammar are given.
- c. Reading of difficult classical texts is begun early.
- d. Little or no attention is given to pronunciation.

2. Cognitive Approach (1940s-1950s): This approach introduced the four language skills for the first time: listening, speaking, reading, and writing. Oral communicative competence became the focus. Comprehensible auditory input became important and speaking in the target language began to occur. Learning about the language was overemphasized.

3. Audio-Lingual Method (1950s-1960s): With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Unfortunately, most students could not transfer these dialogues into their own real-life experiences. Here is a summary of the key features of the Audiolingual Method, taken from Brown (1994, p. 57) and adapted from Prator and Celce-Murcia (1979).

- a. New material is presented in dialogue form.
- b. Structural patterns are taught using repetitive drills.
- c. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
- d. There is much use of tapes, language labs, and visual aids.
- e. Great importance is attached to pronunciation.

4. The Direct Method (1970s): This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt

explanations given the pupil. Teacher/student interaction became more active; it included guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. Richards and Rodgers (1986, pp. 9-10) summarize the key features of the Direct Method:

- a. Classroom instruction is conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences are taught.
- c. Grammar is taught inductively.
- d. Both speech and listening comprehension are taught.
- e. Correct pronunciation and grammar are emphasized.

5. The Natural/Communicative Approach (1960s-2000s): Originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages: aural comprehension, early speech production, and speech activities, all fostering *natural* language acquisition, much as a child would learn his/her native tongue. Following an initial *silent period*, comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Only the target language is used in class now, introducing the *total immersion* concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now the classroom becomes more student-centered with the teacher allowing students to output the language more often on their own.

6. Total Physical Response/TPR (1960s-2000s): This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving *psychoneuro kinetic* techniques wherein the teacher gives a host of commands with the students then responding by *acting out* the command: *Stand up, Go to the door, Sit down*, etc. Kinetic movement of the hands and arms is incorporated in place of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands, too. TPR is very

effective in teaching temporal states, personal pronouns, and other deep grammatical structures. Here are some of the key features of the Total Physical Response method according to Asher (1977, p. 43):

- a. The teacher directs and students *act* in respond.
- b. Listening and physical response skills are emphasized over oral production.
- c. Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.
- d. Students are not required to speak until they feel naturally ready or confident enough to do so.

7. The Silent Way (1960s-2000s): Caleb Gattegno, from Alexandria, Egypt, introduced this classroom technique in which the teacher remains silent while pupils repeat the language on cue through perpetual prompting. This is the *production before meaning* school of thought and practice. The greatest strength of this method lies in its ability to draw students out orally, while the teacher *takes a back seat*. This method works most effectively with round tables being used to promote small group discussion and. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility. Richards and Rodgers (1986, p. 99) describe the key theories underlying the Silent Way:

- a. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- b. Learning is facilitated by accompanying (mediating) physical objects.
- c. Learning is facilitated by problem-solving involving the material to be learned.

8. Suggestopedia (1960s-2000s): This method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into *superlearning*. Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. This innovative approach to language pedagogy maximizes the learners' natural holistic talents with classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, songs for memorization purposes. Little emphasis on grammar is given. Here are some of the key features of Suggestopedia:

- a. Learning is facilitated in an environment that is as comfortable as possible.
- b. The teacher assumes a role of complete authority and control in the classroom.
- c. Students work from lengthy dialogues in the target language, with an accompanying translation into the students' native language.
- d. Music, drama and *the Arts* are integrated into the learning process as often as possible.

9. Community Language Learning/ CLL: (1960s-2000s): This creative, dynamic, and non-directive approach to language learning was first elaborated by Charles Curran. It is designed to ease the learner into gradual independence and self-confidence in the target language. Learning a language is not viewed necessarily as an individual accomplishment, but rather as a collective experience, something to be disseminated out into the community at large at a later stage in the second-language acquisition process. The Community Language Learning method involves some of the following features:

- a. Students are to be considered as *learner-clients* and the teacher as a *teacher-counselor*.
- b. A relationship of mutual trust and support is considered essential to the learning process.
- c. Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply.
- d. Grammar and vocabulary are taught inductively.

10. "Total immersion technique": This generalized technique in foreign language pedagogy *immerses* or *submerges* the student directly and immediately into the target language from the first opening day or hour of class. There are basically two types of total immersion approaches: (a) *effective* and (b) *ineffective*. An *effective total immersion* environment begins when the teacher speaks the foreign language slowly, clearly, and uses easily understandable and comprehensible cognates, at least to the best of his or her ability as a foreign language professional educator. Hand gesticulation, appropriate modeling, various *realia* (such as picture files or photos), and sometimes TPR can facilitate such effectiveness. An *ineffective total immersion* approach occurs when the teacher opens class by speaking rapidly at native speed as if the students were residing within the target culture,

11. Communicative approach: Johnson and Morrow (1981) defines Communicative Language Teaching as an approach to the teaching of second language acquisition where the communicative competence is the main goal. Savignon (1983) and Taylor (1983) support this definition, besides they think that grammatical knowledge does not imply that students will communicate in the language. This approach has been a response of the Audio-lingual method and an extension or development of the Notional and Functional syllabus

3.4 The Development of ESP

In the 1950 and 1960, the world experimented an “enormous and unprecedented expansion in scientific, technical and economic activity on an international scale” (Hutchinson and Waters, 1987, p. 6) that raised the need to create a universal language to meet the demands of the emerging economies.

There are three reasons common to the development of ESP: increase in demand after World War II for English and technology, pressuring on people to learn and teachers to teach; a revolution in Applied Linguistic which focused more on language and real communication, tailoring language instruction to meet the needs of learners in specific context and, finally, new developments in Educational Psychology (Rodgers, 1969), focusing on the learners needs, interests, and motivation. The view underlying this approach “was that the clear relevance of the English course to their needs would improve the learners’ motivation and thereby making the learning better and faster” (Hutchinson and Waters, 1987, p. 9).

Besides, the study of subject-specific language and its organization has been subjected to various types of analysis over a long period of time. Hutchinson and Waters point out five stages of ESP development such as register analysis, discourse analysis, target situation analysis, skills and strategies and learner centered approach. We shall briefly look at these important aspects to illustrate their influence on ESP.

3.4.1 The Register Analysis

Earlier studies to linguistic analysis for ESP were carried out with “the assumption that, while the grammar of scientific and technical writing does not

differ from that of General English, certain grammatical and lexical forms are used much more frequently” (Dudley-Evans and St John, 1998, p. 21).

Thus, in the 1960s “statistical analyses were conducted into, for example, verb tenses frequencies and vocabulary frequencies for different subjects (ESP) in order to provide grammar registers and lexicons of those subjects” (Jordan, 1997, p. 228).

As Pauline C. Robinson (1991, p. 23) acknowledges “statistical methods play an important role in selecting an inventory for teaching purposes (...) it is the word and the phrase levels that yield the best results”.

The register analysis was then characterized by identifying grammatical and lexical features of languages registers, for example, formal, informal, academic, professional and others. The aim was “to produce a syllabus relevant to learners’ needs given priority to language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet” (Hutchinson and Waters, 1987, p. 10). The leading authors of this stage were Ewer and Latorre (1969), Halliday, McIntosh and Strevens (1977) and Swales (1971, 1985).

3.4.2 The Discourse Analysis

The second stage of ESP development centered its attention on the level above the sentence, that is, to understand how sentences were combined in discourse to produce meaning. As Jordan (1997, p. 229) states “Discourse analysis is concerned with describing the language and its structure that is used in speech or text that is longer than a sentence”. Within this approach the relationship between the discourses and the speakers and listeners affect the structure of the discourse. Pauline C. Robinson (1991, p. 24) explains “...demonstrating how important it is to relate the grammatical description to the real-world role of the complete text”.

Two of the most important contributors of the discourse analysis were Trimble (1985) and Widdowson (1979), whose works pointed out “the primacy of language use over form and for an approach based on the communicative language” (Dudley-Evans and St John, 1998, p. 23).

3.4.3 The Target Situation Analysis

The third stage, which was the target situation analysis approach, took the existing knowledge and set it “on a more scientific basis by establishing procedures for relating language analysis more closely to learner’s reasons for learning” (Hutchinson and Waters, 1987, p. 12). In this approach the ESP course design process consisted of identifying target situations and then establishing appropriate linguistic features to form the syllabus of ESP courses. In 1978 John Munby set out a system “focused on the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other” (Jordan, 1997, p. 24). As Hutchinson and Waters (1987, p. 12) acknowledge, this process produced “a detailed profile of learners’ needs in terms of communication purposes, communication setting, the means of communication, language skills, functions, structures, etc”.

3.4.4 The Skills and Strategies Approach

In the development of ESP, this stage was seen as “an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use (...) the language learners are treated as thinking beings who can be asked to observe and verbalize the interpretative processes they employ in language use” (Hutchinson and Waters, 1987, pp.13-14). Therefore, these authors have found that the language learning skills the students have developed from their academic study or professional life can be used in the ESP classroom. The learners are considered active processors trying to make sense of the information from written and spoken discourse. Françoise Grellet (1981), Christine Nuttall (1982) and Charles Alderson and Sandy Urquhart (1984) have made important contributions to work on reading skills in this approach.

3.4.5 The Learning Centered Approach

Finally, the fifth stage was the Learning Centered Approach that has less to do with linguistics and more with psychology. In 1987 Hutchinson and Waters stated a distinction between learner centered and learning centered: “*learner centered* infers learning is totally determined by the learner (...) whereas *learning*

centered involves learning as a process of negotiation between individuals and society” (Jordan, 1997, p. 25). Rather than simply focus on the method of language delivery, this approach “involves considering the process of learning and student motivation very fully and working out exactly what is needed to enable students to reach the end target” (Dudley-Evans and St John, 1998, p. 26). Thus designing specific courses to better meet these individual needs was a natural extension of this thinking.

We have looked in this section a historical perspective on the developments of ESP with movements that have been influential in helping learners acquire a language and that we consider essential in our proposal.

3.5 Classification of ESP

ESP has been traditionally classified into two main branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). These major distinctions are generally presented in a tree diagram.

In this work we shall illustrate three versions of the ESP classification according to experience, professional areas, and course types. We shall also note that detailed attention will be paid to the latter since it clarifies what we mean by ESP in the context of our proposal.

Pauline C. Robinson (1991, pp. 3-4) presents the following diagram:

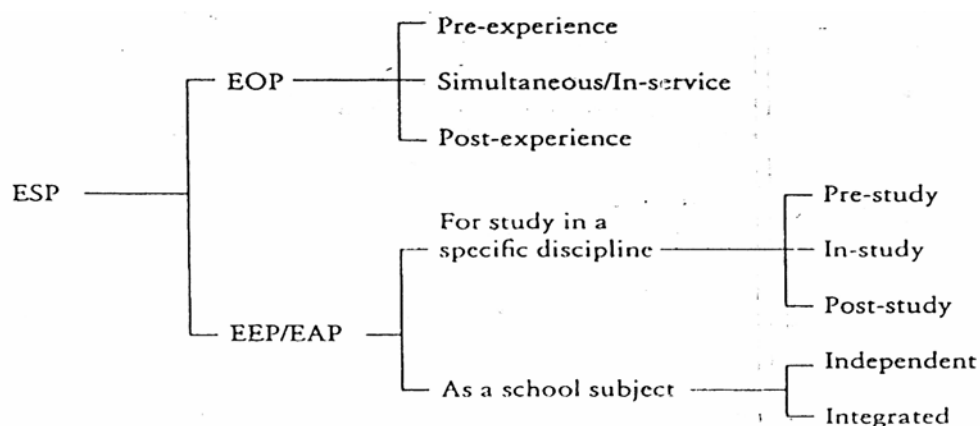


FIGURE 1: *ESP classification by experience*
 From Robinson, P.1991, pp. 3-4

This classification of ESP comprises the two main branches: English for Occupational Purposes (EOP) and English for Educational (EEP)/Academic Purposes (EAP). These distinctions are made according to when the courses take place. In addition, it involves the student's experience that will affect the degree of specificity that is appropriate to the course. Robinson (1991) analyses this classification in the following terms:

Students who are newcomers to their field may need some instruction in the concepts and practices of that field. Experienced students require operational ESP materials, where the knowledge, the concepts, the instruction and the training are taken for granted, and where it is the ability to function in English which is being imparted. (p. 3)

Another tree diagram for ESP is shown in the figure below:

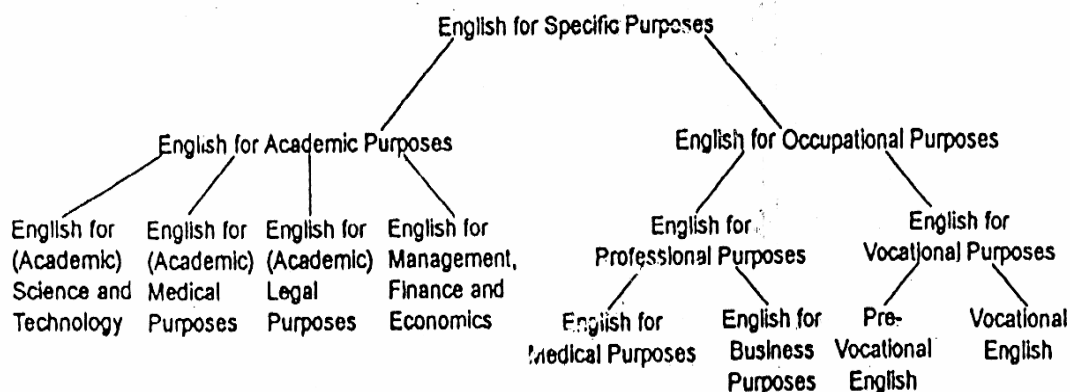


FIGURE 2 *ESP classification by professional area*
 (Dudley-Evans and St John 1998, p. 6)

The diagram represents the professional area at which the ESP courses occur. English for Specific Purposes may be divided into two main types: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)

differentiated according whether the student requires English for academic study or for work or training.

Within English for Academic Purposes (EAP) there are four sections divided by the specialisms: English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP) and English for Management, Finance and Economics. Dudley-Evans and St John (1998, p. 49) mention that these terms and “all the others may be little more than useful umbrella terms derived from teaching situations and the writing of teaching materials”. In addition, these authors state that the main concern in EAP is the acquisition of knowledge by learners who will require the language and study skills for a particular discipline.

The term English for Occupational Purposes include areas such as English for Professional Purposes (EPP) and English for Vocational Purposes (EVP). Dudley-Evans and St John (1998, p. 72) explain that “the purpose is not centered on the learners as an individual but as a member of a transactional world where the fundamental concern is the exchange of goods and services”.

Within English for Vocational Purposes (EVP) there are two sub-sections: Vocational English, which involves the language of training for specific trades or occupations, and Pre-Vocational English, which deals with finding a job and interview skills.

The third diagram to classify ESP activity is suggested by Dudley-Evans and St John (1998, p. 9). They present the English Language Teaching on a *continuum* that proceeds from General English courses to very specific ESP courses. The following figure shows this perspective very clearly:

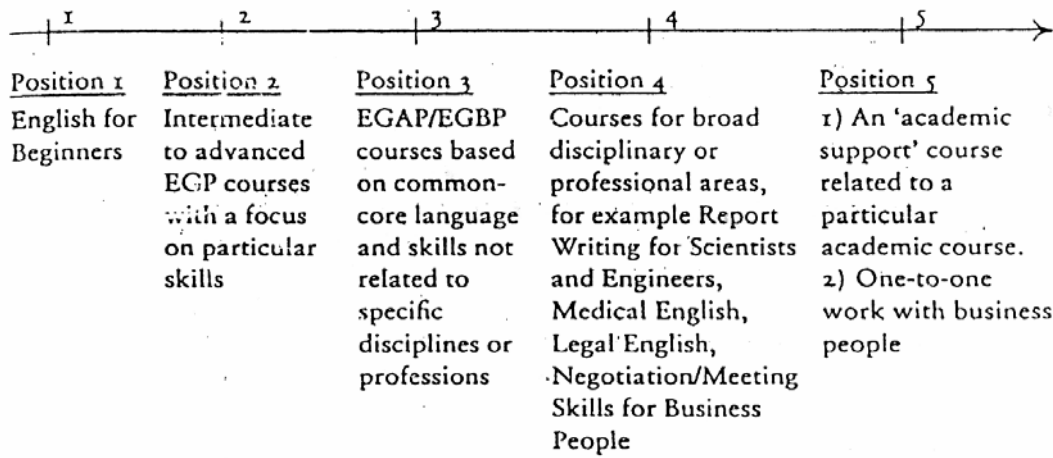


FIGURE 3 *Continuum of ELT course types*

From Dudley-Evans and St John, 1998, p. 9

Position 2 illustrates the position in which students at intermediate and advanced level acquire the language to perform general tasks in English. In position 3 the designing of courses is based on common-core language and skills that are not focused on any specific fields of study. However, these authors believe that the teaching methodology is likely to be different if a pre-sessional course for international students about to travel to an English-speaking country, requires the development of some particular skills to communicate in the given context. At position 4, the role of ESP is clearly identified in terms of the skills taught to groups of students that come from different academic or professional backgrounds but need to develop particular features of the language. In position 5 the specificity of the course becomes evident by tailoring the courses according to group or individual needs.

We believe that this diagram is the one that best reflects our teaching context at FUNDATEC because our courses are very general in scope and the students come from a variety of academic disciplines and professional environments.

3.6 Characteristics of ESP

Many authors have gone through extensive discussion, disagreement, argument and occasionally some consensus about a clear definition of ESP and its characteristics. We believe that our work should reflect a number of features that are criteria to this discipline and appear to determine many of the researchers' view on ESP. In what follows, we will look at the most significant ones for our proposal:

a. ESP: product or approach?: To begin with, Hutchinson and Waters (1987, p. 19) state that ESP “should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning”. The result is to consider the teaching of English language relevant to “practically all age-groups (except, perhaps, young learners) and arguably all target situations” (Safaris, N.C., 2003, p. 106).

b. ESP: goal oriented: Another feature to be taken into consideration is that ESP is “normally goal oriented. That is, students study English not because they are interested in the English language (or English-language culture) as such but because they need English for study or work purpose” (Robinson, 1991, p. 2). Knowing this allows the ESP teacher to proceed flexibly to design the kind of activities and topics on the course.

c. ESP language: Dudley-Evans and St John (1998, p. 5) mention another distinguishing aspect of English for Specific Purposes by asserting that ESP consists of English Language Teaching that is “centered on language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities”. These authors believe that students should manipulate the language in use in the particular situation to successfully perform real-life tasks unrelated to merely passing an English class or exam.

d. Needs analysis: The fourth characteristic of ESP we want to consider is probably the most thorough and widely discussed by authors in the field. It deals with the importance of needs analysis “to specify as closely as possible what exactly it is

that students have to do through the medium of English” (Robinson, 1991, p. 3). Hutchinson and Waters point out “any course should be based on an analysis of learner’s needs. This is one way in which ESP procedures can have a useful effect on General English and indicates once the need for a common approach” (Hutchinson and Waters, 1987, p. 54). Thus, the key word is “needs” but what is relevant in ESP is “the awareness of the need” (Hutchinson and Waters, p. 53). We can only start teaching an ESP student when we know what his or her needs for the language are. This is also certain for all students; of course, even if the only thing we find out is that they have no specific needs. Another thing we need to know before starting our analysis is what the students want. These two things are often very different from each other. It is quite possible that the learners’ views of their needs can conflict with perceptions of others such as course designers, sponsors and teachers. One should also identify the “lacks” of the students, that is, “what the students do not know or cannot do in English” (Robinson, 1991, p. 3). In other words, “whether or not the learners need instructions in doing, this will depend on how well they can do it already” (Hutchinson and Waters, 1987, p. 56). Besides knowing the students’ necessities, wants and lacks, it is also important to get information about the learning needs because “the whole ESP is concerned not with *knowing* or *doing*, but with *learning*” (Hutchinson and Waters, 1987, p. 61). Thus, the sources of information are the students themselves who determine *how* they learn effectively. That is the reason why needs analysis should never be unilateral. Simply asking the teachers or supervisors what kind of English their students or employees require probably will not result in a very accurate picture of students’ actual needs. It is therefore advisable to include observations of the language in context to develop courses that teach authentic language. In addition, the way in which the needs analysis is approach will differ according to each situation. Jordan (1998, pp. 23-28), for instance, mentions the following:

- 1) Target situation analysis (TSA): it refers to what the learner needs to do in the target situation.
- 2) Present situation analysis (PSA): it refers to the students’ state of language development at the beginning of the language course.
- 3) Learning-centered approach: it refers to what the learner needs to do in order to learn.

- 4) Strategy analysis: it refers to students' perceptions of their needs in their own terms.
- 5) Means analysis: it refers to the attempt to adapt language courses to local situations.
- 6) Language audits: it refers to large-scale exercises in defining language needs carried out for companies, regions or countries.

In regard to collecting data for needs analysis, there are a number of techniques such as: checklists and questionnaires, structured interviews, observation, case studies, tests, authentic data collection, participatory needs analysis, etc. The results of the needs analysis will help the ESP teacher design the course and the syllabus. It is also important to acknowledge that the process of needs analysis may have some limitations. Alan Cunningsworth (1983, 153-154) points out the following ones:

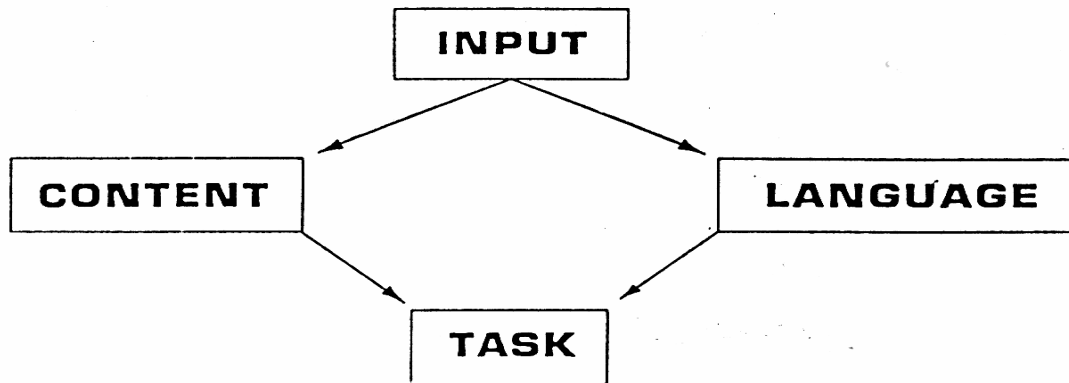
1. In many circumstances it is difficult to predict with any degree of accuracy just what learners' needs will be in the future.
2. Most learners are taught in groups, and groups are not always homogeneous. So the needs of the learners in a group may not be identical and in many cases may differ quite considerably one from another.
3. There is not foolproof method of analyzing needs. Much depends on individual subjective judgment.
4. Some of the information necessary for carrying out the analysis may be inaccurate or missing.
5. A needs analysis may come up with a range of functions and concepts which, when turned into language forms, cannot be organized into a coherent teaching sequence.

e. Materials: Concerning the selection of materials in ESP, we shall first say that ESP courses have many constraints such as "limitations of time, precise objectives, particular background of the learners, special subject or skill content, and the expertise of the teachers who operate within these constraints" (Pilbeam, 1987, p. 77). We acknowledge that many times the language our students require will not be found in any course books or pre-packaged material; therefore, the ESP teacher needs to find ways to match the course objectives with those of the

materials to be used in the course. Hutchinson and Waters (1987, p. 96) suggest three options:

1. Select from existing materials: materials evaluation.
2. Write your own materials: materials development.
3. Modify existing materials: materials adaptation.

In regard to the first option, Pauline Robinson (1991, p. 59) points out “there are three types of materials evaluation: preliminary, summative and formative, the first two being more likely to focus on published or at least completed materials and the third to focus on in-house materials”. Preliminary evaluation is normally carried out before an ESP course begins and consists of a set of criteria designed by a person or by a group to assess different resources available and to prevent subjective factors that may “obscure objectivity in the early stages of analysis...” (Hutchinson and Waters, 1987, p. 97) due to the fact that (...) an ESP textbook has to suit the needs of a number of parties –teachers, students, sponsors” (p. 97). The other two types of materials evaluation, summative and formative, involve the effectiveness of the materials and revision evaluation. By means of checklists, questionnaires, tests, and interviews administered while the course is ongoing and at the end, we can examine the materials performance and make modifications. The second option, producing materials for ESP, is one of the main features of ESP in practice. “However, (...) is best regarded as the last resort, when all other possibilities of providing materials have been exhausted” (Hutchinson and Waters, 1987, p. 125), because “each stage of finding suitable carrier content, matching real content to learning and real world activities, composing clear rubrics, planning an effective layout, is time consuming” (Dudley-Evans and St John, 1998, p. 172). However, in writing materials for an ESP course, Hutchinson and Waters mention the following model to guide ESP teachers in this task:



(From Hutchinson and Waters, 1987, p.109)

INPUT: the teacher presents to the students any material that provides concepts and knowledge familiar to them, a reason to communicate, and opportunities for the learners to use their skills.

CONTENT FOCUS: the content is selected according to what the learners will need in order to do the tasks.

LANGUAGE FOCUS: materials should involve students in thinking and using the language so that they may feel a sense of progression in their learning process.

TASK: materials should be designed to guide the students develop communicative tasks in order to match the content and language knowledge they have built up through out the course.

Considering the third option, modifying or adapting materials for an ESP course may have very useful pedagogical implications to exploit materials that were not interesting and motivating in the first instance but that once revised and improved can be a new source of stimulus, motivation and learning. Various authors point out that authenticity is a relevant feature in determining and using ESP materials. Ellis, M. and Johnson, C. (1994, p. 157) state that “authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching”. Thus from the pedagogical point of view it is advisable to use authentic texts, particularly at higher levels, to expose learners to real life texts.

f. **ESP methodology:** We believe that methodology should be considered as a defining feature of ESP. Dudley-Evans and St John (1998, p. 4) explain: “all ESP teaching should reflect the methodology of the disciplines and professions it

serves; and in more specific ESP teaching the nature of the interaction between the teacher and learner may be very different from that in a general English class.” Likewise, Hutchinson and Waters (1987, p. 128) mention that “the learner’s existing state of knowledge is, therefore, a vital element in the success or failure of learning, and the good teacher will consequently try to establish and exploit what the learners already know”. To do this, these authors outline some basic principles of language learning that reflect an effective ESP methodology such as:

1. Second language learning is a developmental process: learners use their existing knowledge to make the new information comprehensible.
2. Language learning is an active process: learners must *use* the language.
3. Language learning is a decision-making: learners must be decision-makers.
4. Language learning is not just a matter of linguistic knowledge: in ESP teaching must respect both levels of the learners’ state: learners’ conceptual/cognitive capacities and the learners’ linguistic level.
5. Language learning is not the learners’ first experience with the language: learners’ knowledge of communication should be actively exploited in second language learning.
6. Learning is an emotional experience: the concern should be to develop the positive emotions as opposed to the negative ones by using pair and group work, avoiding pressure, putting less emphasis on the *product* and more on the *process*, valuing attitude as much as aptitude and ability, making variety as the “spice” of learning.
7. Language learning is to a large extent incidental: activities should oblige the learners to use language and thereby to fix it into the matrix of knowledge in their minds.
8. Language learning is not systematic: the learners must create an internal system; the process itself of getting knowledge is not systematic (Hutchinson and Waters, 1987, pp. 128-129-130).

Therefore, in ESP methodology, tasks are selected according to “how well they motivate and engage the learners in meaningful and authentic language use. The emphasis is based on communication, the ability to convey information, and learners’ special purpose of learning” (Jordan, 1998, p. 109). According to Pauline

C. Robinson (1991, p. 48) there are four methodological principles to design tasks in ESP:

1. reality control, which relates to the manner in which tasks are rendered accessible to the student;
2. non-triviality, that is, the tasks must be meaningfully generated by the students' special purpose;
3. authenticity, that is, the language must be naturally generated by the students' special purpose;
4. tolerance of error –errors which do not impede successful communication must be tolerated.

In addition, Littlewood (1981) distinguishes between activities that use language to share information (e.g. learners comparing, describing, contrasting information, etc.) and that process information (e.g. conversation, discussions, simulations, role plays, improvisations, etc.) It is clear that, there are many views on selecting an appropriate ESP methodology. In this respect, we agree on the following statement: “There is nothing specific about ESP methodology. The principles which underlie good ESP methodology are the same as those that underlie sound ELT methodology in general” (Hutchinson and Waters, 1987, p. 142).

g. ESP teacher: The role of ESP teacher is one of the most difficult features to describe because it varies according to the type of course, syllabus or context in which it takes place. However, Dudley-Evans and St John (1998, p. 13) see five key roles for the ESP teacher that we consider worth to mention:

1. *As a teacher:* the most important quality needed by the ESP teacher is flexibility. These authors suggest that being flexible allows the ESP teacher to listen to learners and take an interest in the students' disciplines; to cope with different groups of students and language needs; and to negotiate some changes if something new comes up in a lesson.
2. *As a course designer and materials provider:* sometimes ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time. Thus, “the role of the ESP teacher involves choosing the suitable published material, adapting material when published material is not

suitable or even writing material when nothing suitable exists” (Dudley-Evans and St John, 1998, p. 15).

3. *As a collaborator:* As a collaborator, the role of the ESP teacher involves taking an interest in aspects related to the students’ subject course; asking for collaboration to the language teacher and working together outside the classroom for particular task and integrating team-teaching, that means, subject and language specialists working together in the classroom.

4. *As a researcher:* The ESP teachers need to be aware of the growing interest in researching the language, skills, and genres involved in EAP and EOP, so that they may be able to incorporate the findings of the research in their teaching.

5. *As an evaluator:* The ESP teachers are involved in different types of evaluation such as: testing students, evaluating courses and teaching materials and discussion, and on-going needs analysis assessment to adapt the syllabus.

g. ESP evaluation: In relation to evaluation, we believe that this point is very important in our work. We agree on the following idea:

Testing, whether by tradition, conviction or practice, is an indispensable part of our teaching methodology. It allows us, not only to measure the knowledge acquired by each individual student, but also test the validity of didactic strategies being used and whether or not the proposed aims and objectives have been achieved (Jordi Pique and Nicolas Estévez, 1991, p. 1).

Pauline C. Robinson in the *ESP Today Practitioner* (1991, pp. 65-66) makes a basic distinction between formative and summative evaluation, which are the most common evaluation used in any language teaching course. She mentions that formative evaluation is “carried out during the life of a course or project and the results obtained can be used to modify what is being done”, also Dudley-Evans and St John (1998, p. 128) mention that “formative evaluation is typically undertaken at intervals and will consists of a series of “mini-evaluations”. Summative evaluation, according to Pauline C. Robinson, is carried out at the end of a course or project with the purpose to know if the course should be repeated or not. Likewise, Dudley-Evans and St John say that summative evaluation is valuable for durable courses and “its purpose is to assess impact and to provide information that can be fed into repeat versions or related activities” (1998, p. 128).

At the same time, there is a distinction between process evaluation (concerned with teaching and learning strategies or processes) and a product evaluation (look at student product such as examination results, essays etc). Some authors such as Brown (484, p. 229) and Lynch (511, p. 39) suggest that the combination of methods is appropriate to the particular evaluation context and all of them are valid. It is also important to ask some questions to guide teachers in the evaluation. Pauline C. Robinson lists the following ones:

WHY carry out on evaluation?

WHAT us the subject of the evaluation?

WHO carries out the evaluation?

HOW is the evaluation carried out?

WHAT NEXT: what will happen to the results.

There are two levels of evaluation mentioned by Hutchinson and Waters (1987): the learner assessment and the course evaluation.

a. Learner assessment is related with the necessity to assess students' performance in the course. The result will enable sponsors, teachers and learners to decide how much language tuition is required. "Evaluation of the learners reflects not just the learner's performance but to some extent the effectiveness or otherwise of the course too" (p. 145). In ESP there are three types of learner assessment: Placement test, achievement test and proficiency test.

1. Placement test comes at the beginning of the course; it determines the learners' knowledge before the ESP course begins. At the same time, it will indicate if the student needs the course, what form the course should take or in our case if the student is able to take the course or if he or she will need tuition. The authors suggest that placement test should be treated with caution because it can be an approximate guide. It should reveal not only the learners lack but also the potential for learning.

2. Achievement test is internal to the course and it can reflect the nature and content of the course itself.

3. Proficiency test assess if the students can cope with the demands of a particular situation, for example study at the university. There is no pass or fail distinction, there is a scale of degrees of proficiency in the task. Proficiency test for specific

purpose should be able to give a reliable indication if the learner can carry out the tasks that will be required.

b. Course evaluation helps to show how well the course is actually fulfilling the need, not only for learners and teachers but also to sponsors who wish to be supplied with information in order to invest in the future, so it plays a social role by showing the views of the parties involved. Hutchinson and Waters (1987) mention the four main aspects of ESP course evaluation made by Alderson and Waters, (1983)

1. What should be evaluated? Everything of significance.

2. How can ESP courses be evaluated? Most ESP courses are evaluated using different techniques such as: test results, questionnaires, discussions, interviews or informal means (unsolicited comments, chats etc).

3. Who should be involved in the evaluation? In the majority of ESP courses the bodies involved are the ESP teaching institution, the ESP teachers, the learners, and the course sponsors. All opinions and points of view are important.

4. When and how often should evaluation take place? It is difficult to say how often course evaluation should be done. However, Hutchinson and Waters (1987) mention the most important time: in the first week, every half term, at the end of the course and if it is possible after the course.

Summarizing, we acknowledge the existence of a number of variables which characterize ESP but that were not mentioned above. However, the designing of our courses relied on the defining features we found common to many ESP authors.

3.7 The role of skills in ESP

Most academic and professional education involves acquiring new and/or specialized knowledge. This information requires certain communicative tasks to be performed and these tasks are related with the skills. The learners' ability to develop language skills is generally seen as a by-product of their studies. For the student of General English, for instance, knowledge is the language itself and as such may be of greater long-term importance. The language that the student retains may serve in one situation but not in another; it is the skills thus, which

enable the individual to cope with new circumstances. This is as true for the general English student as it is for the specialized one.

However, the teaching of skills in ESP might differ from general English Language Teaching. Widdowson (1983, p. 6) suggests “(...) ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain defined tasks”. On the other hand, this author indicates: “(...) general English is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future”.

Pauline C. Robinson (1991, p. 47) also acknowledges that activities in ESP can be based on students’ specialisms and related to their target needs so that learners can be truly engaged and motivated in the tasks.

Dudley-Evans and St John (1998, p. 95) point out that the key skill of communication in English for Academic Purposes and English for Occupational Purposes “(...) is used at two levels: there are five macro skills of reading, listening to monologue, listening and speaking, speaking and writing, each consisting of a number of micro skills”. Skills in reading and writing include the ability to read fluently a range of literary and non-fiction texts and to reflect critically on what is read, and the ability to write fluently for a variety of purposes and audiences, including critical analysis of their own and other’s writing. Skills in speaking and listening involve the ability to speak effectively for different audiences, to listen, understand and respond appropriately to others and to participate effectively in group discussion.

We shall look at each of the five macro-skills in turn outlining the key features of the skills relevant to both areas: EAP and EOP.

3.7.1 Reading skills in ESP

In the process of reading there is a fundamental aspect to take into account: the purpose of reading. ESP students need to make sense of all what they read. Mike Scott (1997, p. 139) offers an interesting view on this matter: “(...) students need assertive reading –whatever that may be- in order to fulfill the most important purpose of reading in terms of their chosen field of study”.

In this regard, Dudley-Evans and St John (1998, p. 96) explain how the purpose of reading and the balance between skills and language affected the teaching of reading with the study of John and Davies in 1983. The shifting from Text As a Linguistic Object (TALO) to Text As a Vehicle of Information (TAVI) brought new insights to the reading process. John and Davies introduced a new methodology for studying written texts in which the key principles were described as follows:

(...)for ESP learners, extracting information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of the information in the text is of paramount importance. The reader first processes the language and then links the ideas to what is already known. (Dudley-Evans and St John, 1998, p. 96)

Another important contribution to reading in ESP was made by Hosenfeld (1977) and Aldersen (1984). These authors showed that the balance between language and skills is related to the learners' ability to transfer any L1 skills to their second language reading tasks and successful learners need to reach a threshold level of language knowledge before they approach the texts.

In ESP some of the main strategies, skills and micro skills utilized in reading are as follows:

- a. selecting what is relevant for the current purpose;
- b. using all the features of the text such as headings, layout, typeface;
- c. skimming for content and meaning;
- d. scanning for specifics;
- e. identifying organizational patterns;
- f. understanding relations within a sentence and between sentences;
- g. using cohesive and discourse markers;
- h. predicting, inferring and guessing
- i. identifying main ideas, supporting ideas and examples;
- j. processing and evaluating the information during reading;
- k. transferring or using the information while or after reading.

All of them play an important part in understanding the texts and preparing the learners for the demands of their academic or professional fields.

In terms of text selection, some criteria are used to motivate the students in the reading process. The chosen text should be significant to the learners' needs, related to objectives and suitable to process using a series of appropriate tasks to activate existing knowledge of the language and of the specialist subject.

In this sense, Hutchinson and Waters (1987, p. 159) point out that the choice of texts for ESP tasks should account for authenticity, that is, "(...) authenticity is not a characteristic of a text in itself: it is a feature of a text in a particular context".

For all the above mentioned, it is therefore clear that students in academic and professional settings can benefit greatly from the detailed study of reading strategies and skills, particularly when the study focuses on their fields.

3.7.2 Listening to monologue

The ability to follow monologue in EAP or EOP situations is particularly important. Comprehension of a lecture, seminar or professional presentation requires some skills and strategies for effective listening of monologue. In EAP situations, learners are exposed to long and complex lectures that demand concentration on and understand of the main thread of the argument without the opportunity of interrupting, asking for a repetition, or negotiating meaning. Likewise, in EOP settings, doctors and other professional people attend conferences and listen to presentations, technicians listen and understand instructions and business people listen to native and non-native speakers lecturers.

It is found that most of these professionals need practice in this type of listening to cope with difficulties arisen from their "lack of familiarity with spoken discourse structure, various styles of delivery and the accent and speed of speaking of the lecturer" (Jordan, 1997, p. 179).

Flowerdew (1995) and Richards (1983) listed the range of micro-skills needed for listening of monologue as follows:

ability to

- a. identify the purpose and scope of monologue
- b. identify the topic of lecture and follow topic development

- c. recognize the role of discourse markers
- d. recognize key lexical items related to subject/topic
- e. deduce meanings of words from context
- f. recognize function of intonation to signal information structure

In addition, Dudley-Evans and St Johns (1998, pp.103-104) mention five specific features of listening to monologue: a) phonology; b) speed of delivery; c) real time processing; d) note-taking in real time; and e) deducing the speaker's attitude.

These authors explain that listeners need to be able to cope with phonological marks such as intonation, prominence, or contrasting stress used by the lecturer to highlight the most important information within a group thought. Listeners have also to deal with high speed of delivery that leads to many difficulties in understanding. Concentration and discipline are needed for listeners not to lose the informational content in sections of the lecture in which the lecturer uses colloquialisms that disconcert, especially, the non-native speaker. Besides, note taking is a complex task that requires to take notes at the same time the speaker is lecturing or after an interval of just few seconds and also to select relevant information from nonessential. Regardless of the degree of complexity of note taking, the listeners need to develop skills to fulfill the requirements for effective comprehension. In some monologues, it is important that the listeners can deduce the lecturer's viewpoint on the matter. Being aware of the cultural aspects of lectures and of the values and attitudes of the lecturers, the listeners learn to cope with the complexity of the cross-cultural communication.

3.7.3 Listening and speaking skills in ESP

The importance of listening and speaking is crucial because all communicative tasks in all professions require the combination of these two skills. As Dudley –Evans and St John (1998, p. 8) state: “whatever the focus of an ESP course, there can be a good deal of listening and speaking going on”.

This type of interactive listening features the real-time /real-life give-and-take of academic and professional communication. It provides a variety of student

presentation and discussion activities, both individual and small-group panel reports that include follow-up audience participation and question/answer sessions as an integral part of the work. Active listening also includes “the non-verbal and verbal encouragement given to a speaker, for example, non-verbal physical expressions, gestures and movements” (Dudley-Evans and St John, 1998, p. 106).

The focus here is instruction that follows an interactive listening-thinking speaking model with two-way exchanges (i.e., telephone conversations) or multi-directional listening/speaking (i.e., meetings and seminars). It includes attention to skills such as the use of paraphrasing, summarizing, questioning, interrupting, comprehension checks, agreeing, challenging, etc., all of which require the listener to control the direction of the interaction.

In this matter, Dudley-Evans and St John (1998) suggest the use of positive feedback to the teaching of spoken interaction skills to enhance learner’s confidence in speaking a language. They acknowledge the importance of maintaining and increasing interpersonal support and collaboration with others and favor strategies to seek and to create opportunities to practice interactive listening in the classroom.

3.7.4 Speaking skills in ESP

Speaking always aims at communication and presupposes a different level of formality depending on the settings and the audience. Language is part of a person’s identity, and speaking is used to convey this identity to other people.

Since oral production is open to audience, learners need some systematic training in preparing and performing. The principal purpose of training is thus to provide the most effective learning experience for the student in their context.

Typically, there are situations and activities in academic and professional settings where students have to express themselves in speech such as: participation in meetings, seminars or discussions, making oral presentations, asking and answering questions in lectures, workshops, or seminars, socializing with clients or colleagues, handling types of telephone calls, and interpreting and verbalizing data to give instructions.

These activities and tasks are built on language and skills needed to convey meaning. What seems clear to us is that before performing any spoken interaction students should be aware of the role of some language factors. As Hutchinson and Waters (1987, p. 37) note: "All communication has a structural level, a functional level and a discorsal level. They are not mutually exclusive, but complementary, and each may have its place in the ESP course".

Then, an effective oral presentation in EAP or EOP settings, for instance, needs some structuring of the information in order to make the content coherent and cohesive. As Dudley-Evans and St John (1998) note: "there should be a start, a middle, and an end". Besides, anticipating the organization of the information can have motivational value for students to gain confidence in establishing and maintaining communication in English.

What the students do by means of language can be described as verbally performing functions; that is, they can assert, question, command, persuade, apologize, etc. In performing such functions, the learners need to cope with a variety of factors that will determine what language functions they have to fulfill. As an illustration, in a business negotiation, the learner should be aware of the social or psychological roles he may have to play in order to impact the audience, what he will be expected to do with regard to each topic, the settings in which he will use the foreign language and the language activities he will engage in as a member of a certain target group.

Equally relevant in speaking academic and professional English is to teach students how to develop discourse and social interaction strategies. Each discourse community and corporate culture perceives communication in different ways. In this sense, Pauline C. Robinson (1991, p. 26) points out: "The members of a discourse community share common public goals, have mechanisms for intercommunication between members and have discorsal expectations...". Then, most of the time students fail to achieve speaking skills because of their lack of familiarity with the rules of speaking and the relationship people have with each other in an act of communication. They simply do not know how language is used in real world situations. Thus, one way to help students getting speaking skills is by providing feedback. Dudley Evans and St John (1998, p. 114) acknowledge that

“strengths need highlighting and building on, positive features first. Areas of improvement need concrete suggestions of ways and means of achieving it”.

3.7.5 Writing skills in ESP

Writing is intimately related to the other language skills. One reads a text to write answers to questions or to summarize it. Similarly, one usually discusses ideas before writing them down, and one listens before writing.

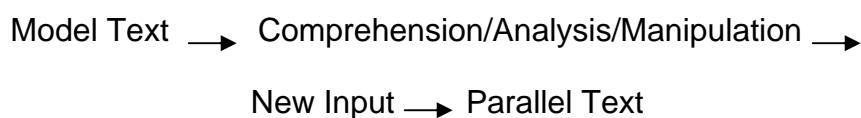
There is an increasing number of students from many academic fields going abroad to study in English speaking universities or institutions, mainly in undergraduate or graduate programs. In many of these institutions, students are required to demonstrate their written performance by means of essay and written tasks. Additionally, EAP students must produce texts that conform to the requirements of their discipline and the academic genre. This process often demands quite rigorous specifications in terms of sequencing, content, and layout.

Likewise, publishing research articles in English in highly-respected international journals is one of the most important and difficult activities that many non-native, and even native scholars, will have to carry out during their professional lives. In many cases, they have not had any previous experience in writing proposals, abstracts or dissertations.

In professional settings where “the purpose of the activities are not centered on the learner as an individual but as a member of a transactional world where the fundamental concern is the exchanges of goods or services” (Dudley-Evans and St John, 1998, p. 72), writing is so important. In many real-life situations, particularly in business, there has to be an immediate response to reading a document by sending a memo or a letter; interpreting data with the aim of producing a written report, letter or proposal; or lecturing in order to write a summary. Thus, “knowledge of genre involves an understanding of the expectations of the discourse community that reads the text and of the conventions that have developed over time about the structure, the language and the rhetoric of the genre” (Dudley-Evans and St John, 1998, p. 115).

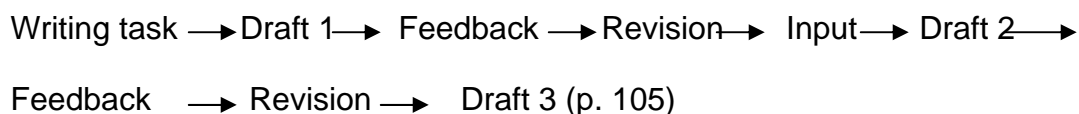
The main elements that constitute the writing skill in ESP take into account the skills of planning the piece of writing, drafting, and revising. In all these stages, the writer has to keep in mind a reader, think about the needs of that reader and the purpose of the document. An awareness of the needs of the reader will have direct bearing on the language, organization, content, and presentation of the writing.

The teaching of writing in ESP considers three main approaches: the product approach, the process approach and the social-constructionist approach. Pauline C. Robinson (1991, p. 104) illustrates the product approach in the following way:



This approach is concerned with the final product –the text. The text model is presented to the students in order to analyze the writing features and then practice a parallel model of writing. This form of writing has been thought by many authors as mechanical and without any consideration to the readership and the expectations of the discourse. As Jordan (1997, p. 164) states “students were restricted in what they could write or how they could write”. However, “the use of models for text analysis and as a basis for thinking about the purposes and readership of a text can have an important role in the teaching of writing” (Dudley-Evans and St John, 1998, p. 117). This is the case when the writer looks at a model and decides to adapt it for a specific purpose, as it frequently happens in business or academic writing.

Robinson also characterizes the process approach in the following stages:



This approach views writing as a creative process of thinking to enable students to work out their own solutions to the problem they set themselves. There is also a constant need of drafting and revising to encourage students to be

responsible for making improvements in their writing. Feedback from peers, teachers or group interaction is an essential element in this approach.

The third approach is the social-constructionist approach that considers writing as “a social act in which the writers have to be aware of the context in which they are writing” (Dudley Evans and St John, 1998, p. 117). This implies the development of particular skills in terms of stylistic choices and language to cope with the writing expectations established within a given community.

To sum up, in this section we viewed the role of the skills in ESP as a fundamental features in any course design. Even though, we tackled the analysis of the skills separately, we consider the relationship between skills: reading is normally link with writing and speaking with listening. This will be seen in chapter 4 with the designing of the two syllabi in our proposal.

3.8 ESP IN LATIN AMERICA

The current trends and developments in ESP address the dynamic emergence of Business English courses teaching and programs, which has increased not only in Europe and United States, but also in Latin America, where important contributions have been helping to improve the English teaching in different areas

ESP related conferences have been held in countries such as Chile, Mexico, Brazil, Venezuela, Argentina and Colombia. Latin American ESP Colloquium is presented every two years since 1988. The last conference was held in Argentina in August 2007, where 130 participants from eight countries gathered at the Universidad Argentina Rio Cuarto in Córdoba. At these events, teaching and research experiences in the fields of ESP and EAP at tertiary and university levels have been shared. Research papers were presented on Discourse, Genre, Text Analysis, Course Design, Materials Design, Needs Analysis, Teaching EAP, Evaluation, Assessment and Testing, Teacher Training, Learning Styles, Schema Theory, Distance Education and Technology.

In Brazil, there is a journal called “The ESPecialist” which is published twice a year in English and Portuguese. “It publishes articles and research notes related

to questions concerned with languages for specific purposes” (<http://lael.pucsp.br/especialist>). Topics such as: theoretical and applied approaches to the teaching and learning of both the mother tongue and foreign/second languages in specific contexts; theoretical and applied approaches to teacher education for specific language teaching programmes; theoretical and applied descriptions of verbal communication in specific contexts; reports of systematic classroom experiences among others are in this journal. At the same time, it promotes debates and publishes letters from the readers. This publication was a consequence of the well-known project “The Brazilian ESP project, an evaluation” which was encouraged by Antonieta Celani, at the Pontificia Universidad Católica de Sao Paulo. It started as a response to a need to create a centre of expertise equipped to give advice on the organization and implementation of ESP courses in Brazilian universities. It was established from 1977 to 1980 and was developed in several universities from 1980 to 1985. This project is still in action in Brazil helping thousands of ESP teachers.

In Central America, Nicaragua and Costa Rica have been working in implementing some Academic and Professional courses in ESP. In 1990, the academic authorities of the Universidad Nacional de Ingeniería in Managua, Nicaragua, requested modifications in the English programs. The main objective was to design a new curriculum guideline for engineers and architects. The first step was to adequate material used in the career, so readings for engineering and architecture specialties were designed but unfortunately, the objective to implement the four language skills in the programs did not show any improvement. Then, the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Instituto Tecnológico de Costa Rica with the cooperation of universities of Valencia – España signed an agreement in which teachers of both institutions will have the opportunity to participate in the program “ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico”. This program started in January 2005 at the UNAN with four modules, after that, this program constituted a Master Degree Program in ESP. For January 2008, the UNAN is organizing the II Congreso para Profesores de Inglés: “New Moves and Trends in ESL/EFL”. Likewise, in Costa Rica, there was a consulting group called Impact project, which was a language training program for multinational companies that offers

professional development for EOP teachers. In October, 2005, the Instituto Tecnológico de Costa Rica presented the First Costa Rican Convention of teachers of English with National and International presenters. At the same time, the Centro Cultural Costarricense Norteamericano organizes each year the conference for English as a foreign language teachers, where includes different workshops related to different branches of English.

In summary, all the information considered in this chapter is linked to the course design and syllabi of our proposal.

CHAPTER IV
COURSE DESIGN

Our Course Design considers English Language Teaching (ELT) as a tool for the students own purposes. In the first part of this chapter, after some brief considerations about designing new courses to our students on the completion of the program, we will present the results of the needs analysis carried out in order to determine what our students need and consequently, design an appropriate course for them. Then, in the second part, we will discuss some concepts of course and syllabus design and, finally, we will present our proposal, two English for professional purposes syllabi, one of them centered in oral skills and the second one in writing both adapted to FUNDATEC reality.

4.1 Preliminary considerations

We have considered that it would be useful for FUNDATEC to update its programs, due to the increasing demand of more professional English oriented not only to language learning but also to skills and strategies applied in different fields. After finding out through our study why students need English both in their future professional life and for their current academic life, we can describe our students' profile.

4.2 Needs Analysis

As we mentioned in chapter 3, page 44, the designing of our courses began with the needs analysis of our English advanced students at FUNDATEC-ITCR in order to determine what language needs our students required after the completion of the program, which allows the students to reach the level C2 described by the Common European Framework of Reference for Languages.

In order to perform our needs analysis, we used two instruments recommended by Hutchinson and Waters (1987) and Robinson (1991): a questionnaire for students and authentic data collection.

The questionnaire was designed in English due to the students' level of competence. It consisted of three main sections: students' background, current and future needs of English and was applied to one hundred seventy five students in the second bimonthly of 2007. This questionnaire (see appendix B, p.115) is a combination of Present Situation Analysis and Target Situation Analysis. This criteria was based on a definition that Robinson (1991, p. 7) provides for Present

Situation analysis “what the students are like at the start of their language course investigating their strengths and weakness” and target situation analysis “which focuses on the students needs at the end of a language course”.

Besides, a study of classified ads in *La Nación* newspaper, which is the most important newspaper in the country requiring professionals from different fields, was carried out to identify the English level and language skills required for public and private companies in different sectors.

4.2.1 Analysis of the results

The student population surveyed consists of 175 students. (See appendix C, pages 121-130, for all graphics).

1. The majority of them are ages between 16 and 25.
1. According to the gender distribution of students of the advanced program, 52% out of one hundred are male and 48% are female.
3. In regard to education; the results are 36% of students are in undergraduate courses at the university, 24% are in post graduate courses, 15.42% are in secondary and 20.57% in other types of education institutions.
4. Considering the use of English, we found that 21.71% of the students use sometimes English in their jobs; 17.71% not too often; 17.13% every day; 11.99% hardly ever; 10.28% never.
5. The students acknowledge their needs for more speaking (87.42%) and listening practice (68.57). Likewise, these skills are vital for their professions. Reading (44%) and writing (40%) are considered very important for their professions.
6. Students consider essential to develop skills in giving presentations (44.99%), job interviews (53.7%), make phone calls (53.7%), negotiate (36%), write professional correspondence (40.56%), show visitors their place of work (37.13%), take part in meetings and discussions(50.85%), write reports, summarize instructions or explanations (48.56%), describe technical machinery or processes (38.28%), socialize with clients (51.99), take notes in meetings and conferences (38.27%).
7. The majority of the advanced students of English would take specialized courses at FUNDATEC-ITCR (88.56%) aimed at improving their professional skills.

It was also one of our intentions to know more about our learners job context, by asking them to answer open ended questions such as: “what is the type of the company/institution you work for, which department do you work in, how long have you been working in this company/institution and what is the job title”. According to the results 58.85% of the students work and 41.14% do not work. Considering the 58.85% of the students who work, we classified the result in two categories: 74.75% work in a variety of areas in private sector and 25.24% in the public sector. The most representative areas are: marketing (16.50%), health (7.76%), multinational companies (6.79%), banking (5.82%) and tourism (4.85%). (see questions number 4,5,6, and 7 in the questionnaire, appendix B, page 116)

From the 863 job advertisements published in *La Nación* newspaper from the period January 12 to February 11, 2007, we examined and counted the number of job opening listings that requested bilingual candidates and we classified them according to professional, technical and service activities (see appendix D) Then, we paid attention to the type of linguistic descriptors the companies had employed to express the English level they were looking for in the candidates. We grouped these descriptors under the following headings: C1/C2 (advanced); B2 (intermediate high); B2 (intermediate); and A1 (novice) (see appendixes A, and E). Apart from analyzing these aspects, we also considered the information about language skills they contained. By language skills we understand variables such as speaking and writing, mainly, reading and listening.

The results of the study showed that the need of English to apply for any job position in the country is relevant. From the 863 job ads studied 390 firms requested English language as an important requirement. In the classification of ads according to professions, technical and service activities to know the English level in each of the categories, we found that 75.38% of the job positions require candidates with advanced level of English; 4.35% intermediate high; 17.69% intermediate; and 2.56% novice. In regard to language skills, data showed that 48.71% job opening listings clearly stated English “spoken and written skills” and only in two job ads we found the need for reading skills and in other two we observed the firms requested technical English. The rest of the ads just mentioned the level of English required.

The combination of the students questionnaire and the analysis of the job advertisement helped us to design our courses. In the following section we shall mention some concepts of course and syllabus design.

4.3 Student profile.

In our work, we found out that students who would enroll in our professional English courses, are interested in improving their English language skills in speaking and writing and they have an advanced level. According to the result of our study, their ages range between 16-25, students who work come from different public and private institutions, and those who do not work, are undergraduate students at secondary and university settings.

4.4 Course and Syllabus design

In designing our courses, we took into consideration what Pauline C. Robinson (1991, p. 34) states: “ESP course design is the product of a dynamic interaction between a number of elements: the result of the needs analysis, the course designers’ approach to syllabus and methodology, and existing materials”. The result of the needs analysis gave us useful insights about what English language needs our learners at FUNDATEC required in their professional life after the completion of the English program. Besides, with the knowledge we acquired about ESP in the modules of this Master program, we felt the need to contribute to our academic context by proposing two courses that would complement the English learning our advanced students had gotten. Likewise, we wanted to incorporate our experience as ELT teachers along with this approach to ESP to adapt a methodology that would improve skills and strategies required by our students.

Hutchinson and Waters (1987, p. 65) defines course design as “the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. Following this definition we researched how to produce a syllabus, to develop teaching units and materials, to develop a methodology and evaluation procedure.

These authors also suggest three main types of approaches to ESP course design: language-centred, skills-centred and learning-centred. We decided to use an integrated approach where we applied the most relevant aspects, with the purpose to design an assertive course for the students who finish our English program. Based on the three approaches we tried to identify and analyzed the target situation and learning situation, taking into consideration the learners and their needs; then, once we knew what their needs, wants and lacks are, we made the syllabus; after that, we looked for some materials that could exploit the potential of the learning situation in order to acquire the skills required by the target situation and finally we defined the evaluation that would measure the learners achievement.

We also used a combination of syllabus design taking into consideration the results of our needs analysis. Our syllabi are characterized for being functional, where the main feature is the “communicative purposes for which we use language” (Jordan, 1997, p. 60); topic- based, that is, the students specialists’ studies and language are part of the syllabus; skills, it is based on one or more of the four traditional language skills; procedural task-based, the aim is to complete the task and to focus on meaning; and the learning-centred negotiated, the focus is on the development of learner autonomy and independent learning skills.

4.5 Our proposal for professional English courses in speaking and writing at FUNDATEC-ITCR.

Based on the theories and methodologies of ELT, the main features of ESP and our academic context that we mentioned in Chapter 2 and 3, and taking into consideration the results of the needs analysis, we designed two courses: one in Professional English speaking and the other in Professional English Writing, both adapted to FUNDATEC reality.

After finding out through our study why students need English both in their future professional life and for their current academic life, we can present our courses proposal.

PROFESSIONAL ENGLISH SPEAKING COURSE

BY MARIANELLA MARIN RAMIREZ

2008

4.5.1 Professional English course in speaking

The Professional Speaking course for this proposal enables students to enrich their role as communicators. At the same time, they will learn to be effective, confident speakers not only in social settings but also and the most important in professional ones.

Based on the result of our needs analysis, where the students consider speaking as vital, the syllabus of this course has a variety of activities and tasks that pretend to fulfil the different necessities of the students.

4.5.2 Course Description

As we mention at the beginning of this chapter, this course is designed due to the necessity of advanced students at FUNDATEC to develop English for Specific Purposes (ESP) courses that address the students' professional needs and at the same time the necessity of different companies to hire people with the ability to develop the oral skill. This course has the following characteristics:

- Type: This course is not compulsory. It is optional for advanced English level professional people, who want and need to develop their oral skills in order to improve in their actual or future jobs.
- This course does not have credits but it fulfills the necessary requirement of 40 hrs for being approved by the CONESUP (Consejo de Educación Superior).
- The average number of students per group is from ten to fifteen students.
- Course length: This course has 48 hrs, divided in 6 hours per week, 2 days, 3 hours each.
- This course is addressed to advanced students, so they have to present previously a certification that proves it or to do a placement test.

4.5.3 Course Objective

The objective of this course is to provide advanced students with the main speaking tasks in the professional setting.

4.5.3.a General Objectives

- To improve the communicative competence of the students in the professional setting.
- To understand different oral tasks related with different professional situations.
- To use different strategies in the different tasks that professional settings required.

4.5.3.b. Specific Objectives

The students will:

- use different phrases and vocabulary related to the different tasks such as: telephoning, meetings, negotiations and socializing.
- work on strategies to make effective their communication in professional situations.
- prepare different situations where they have to use the language in order to be effective communicators.
- share different professional situations and strategies of the companies they work.

4.5.4 Methodology

The methodology suggested for this course is an integrated approach using the methodologies mentioned in chapter 3. The aim is to maximize the potential of the learning situation of students who are interested in improving their speaking professional skill.

4.5.5 Course Syllabus

UNIT 1: DIVERSITY AND SOCIALIZING

General Objective:

The students will be able to understand the cross cultural differences between our country and others in order to improve business relationships.

Specific Objectives:

- To welcome visitors in a formal context and make them feel comfortable.
- To be effective and confident speakers in social situations.
- To invite, accept and refuse invitations in a formal or polite context.

Topics:

Cross Cultural Understanding

Be my guess: How to welcome visitors.

How to keep a conversation

Inviting, accepting and refusing invitations

Activities:

Role plays

Group discussion

Pair/Group work

Tasks:

The students read a text related to cross cultural understanding and have a discussion about it and give different examples, at the same time, using different formal phrases, they will prepare different role plays inviting, accepting and refusing invitations and socializing in different business context.

UNIT 2: USING THE TELEPHONE

General Objective:

The students will be able to develop telephoning skills in a formal and professional context in order to have a clear communication.

Specific Objective:

- Use telephoning phrases in different context and situations.
- Understand and take notes of different information.
- Analyze and discuss about different telephone conversations.
- Distinguish formal and informal telephone conversations.
- Take and leave messages.

Topics:

Cross Cultural Communication on the telephone

Preparing how to make a telephone call

Receiving calls

Taking and leaving messages.

Asking for and giving repetition

Ending a call

Activities:

Group discussion

Pair work

Listening activities

Role Plays

Simulations

Tasks:

The students will study different phrases and vocabulary used in telephone conversations, based on those phrases they will prepare role plays and simulations asking for and giving information. They will have different listening practices where they have to take and leave messages. All the tasks in a professional setting.

UNIT 3: ORAL PRESENTATIONS

General Objective:

The students will be able to prepare oral presentations in a formal way in order to be organized and effective with the information given and at the same time to impressed the audience.

Specific Objectives

- To prepare a good introduction with the most important aspects.
- To prepare the body of the presentation in order to hold audience attention.
- To prepare the conclusion using techniques such as summarizing and concluding.
- To explain how to use visual materials.

Topics:

Introduction: Image, impact and making an impression.

Body: Holding the audience.

Conclusion: Summarizing and concluding

Using visual material

Activities:

Oral presentations

Group discussion

Tasks:

The students will watch a video that explains how to make oral presentations, they will have to take notes about how to make an introduction, body and conclusion. Then they prepare their oral presentations and discuss each one.

UNIT 4 NEGOTIATIONS

General Objective:

The students will be able to analyze and prepare different types of negotiations.

Specific Objectives:

- To discuss about different kinds of negotiations and think about possible solutions.
- To be prepare for negotiating in different situations.
- To accept and confirm a negotiation in a formal context.
- To discuss different conflicts and try to find the best solution.

Topics:

Types of negotiations

Preparation for a negotiation

Bargaining and making concessions

Accepting and confirming

Types of conflicts and how to solve them

Activities:

Group discussion

Role plays

Simulations

Case study

Tasks:

The students will analyze different case studies in order to find a solution. They will simulate different negotiations using formal and coherent phrases trying to solve conflicts. They will discuss each simulation and role play.

UNIT 5: EFFECTIVE MEETINGS

General Objective:

The students will be able to perform successful meetings

Specific Objectives:

- To make effective meetings using different techniques.
- To prepare different kinds of meetings using different professional situations.
- To make a comfortable but formal environment asking for and giving clarifications.
- To learn how to delay decisions without making rude orders.

Topics:

What makes an effective meeting?

Establishing the purpose of a meeting

Stating and asking for opinions

Asking for and giving clarification

Delaying decisions

Ending the meeting

Activities:

Case study

Group discussion

Role play

Simulations

Tasks:

The students will prepare some meetings, putting into practice the different strategies for a successful meeting.

4.5.6 Materials.

- Photocopies from different sources.

4.5.7 Evaluation

As we mentioned in chapter 3, page 51 ,the evaluation of this course is formative and summative. Speaking activities (telephone, conversations, negotiations, oral presentations and meetings) are worth 80%, class work 10% and 10% attendance.

PROFESSIONAL ENGLISH WRITING COURSE

BY CARMEN CALVO BONILLA

2008

4.6.1 Professional English Course in Writing

The course “Professional Writing” is offered to people in different professional fields who want to improve their communicative ability, particularly in writing correspondence in English. The aim of this course is to help learners develop writing skills and strategies through a variety of authentic text related to their professional activities. The syllabus covers a wide range of professional correspondence with tasks and activities to meet the needs of the students.

4.6.2 Course Description

The description of the academic setting includes the following course details:

- **Number of credits:** This course has no credits but it fulfills the necessary requirement of 40 hrs for being approved by the CONESUP (Consejo de Educación Superior).
- **Course duration:** 8 weeks.
- **Course length:** 32 hours
- **Hours per week:** 4 hours
(divided in two sessions of two hours)
- **Size of group:** 12 -15 students
- **Average level of English:** Advanced (The students will do a placement test to certify their English level).

The proposal of this course was designed to be implemented in Zona 1 at FUNDATEC where the needs analysis was carried out and the results showed that writing was one of the skills the students need most practice in.

4.6.3. a General Objectives

- To develop the student's capacity to communicate in professional writing.

4.6.3. b Specific Objectives

- To improve the student's communicative competence through the description and practice of productive skills.
- To describe and study different writing approaches in different documents such as letters, reports, summaries, etc.
- To study and practice the linguistic features used in professional correspondence.
- To develop an awareness of the politeness strategies used in writing for professional purposes.

4.6.4 Methodology

The course design is a reflection of the learning and language theories and approaches in English for Specific Purposes analyzed in chapter III of this proposal. This course design is based on six parameters I found useful for a professional writing course as follows:

1. Students are the key resource.
2. The teacher becomes a consultant.
3. Tasks and classroom activities are designed to encourage students' motivation and to respond to particular situations.
4. Continuous feedback and evaluation to focus on results.
5. Flexibility is the best lesson plan.
6. Motivation and involvement are keys to success.

4.6.5 Course syllabus

The course syllabus consists of 8 units:

Unit I : Introduction to Letter Writing

General objective: for the learners to develop an awareness of the genre conventions and writing approaches of letter writing for professional purposes.

Specific objectives:

- a. to identify the text structure of professional letters.
- b. to recognize stylistics choices.
- c. to identify cohesive devices.
- d. to recognize strategies for positive politeness in letter writing.

Methodology: In this unit the students are presented with a variety of sample letters used in professional settings. They are encouraged to pay attention to the relationship between the letter structure and the purpose of the writer in order to determine what communicative functions take place in the particular writing acts. Tasks are designed to raise awareness of politeness strategies to mitigate the imposition of the writing acts

Activities:

- Pair/group work
- Group discussion
- Checklist
- Completing a letter

Assessment:

Task:

The students are asked to restructure a given model letter and level its different parts.

Unit II : Writing letters of enquiry and complaint

General objective: for the learners to develop the ability to write letters of enquiry and complaint for professional English purposes.

Specific objectives:

- a. to identify the general structure of letters of enquiry and complaint in professional settings.
- b. to identify linguistic politeness strategies in letters of enquiry and complaint.
- c. to apply the explained rules of writing letters of enquiry and complaint in assigned tasks.

Methodology: In this unit the students are given samples of letters of enquiry and complaint to study the text structure and the writer's purpose. They are also asked to identify the linguistic features needed to achieve effective writing communication.

Activities:

- Pair/group work
- Group discussion
- Language and skills checklists
- Case study

Assessment:

Task: the students are asked to write a letter of enquiry and of a complaint for a particular situation in their professional settings.

Unit III : Writing faxes, memos and e-mails

General objective: for the learners to develop productive skills in writing faxes, memos and e-mails in their professional fields.

Specific objectives:

- a. to distinguish the structures of faxes, memos and e-mails
- b. to list the important aspects which must be taken into consideration when writing faxes, memos and e-mails in professional fields.
- d. to be aware of the linguistic features used in faxes, memos, and e-mails.

Methodology: In this unit the students will study and practice the structure of faxes, memos and e-mails by means of samples from a variety of material sources. The tasks and techniques will help them be aware of the stylistic choices used according to the contexts in which writing communication takes place. Involvement in classroom activities will promote participation and autonomy.

Activities:

- Pair/group work
- Group discussion
- Rewriting
- Case study

Assessment:

Task: the students are asked to apply the productive skills by developing a case study in which they need to write a memo, write and send a fax and an e-mail.

Unit IV : Writing CVs and letters of application

General objective: for the learners to develop productive strategies in writing a Curriculum Vitae (CV) and letters of application.

Specific objectives:

- a. to familiarize the learners with the different curriculum vitae formats.
- b. to study and practice useful expressions in letters of application.
- c. to prepare CVs and letters of application.

Methodology: This unit provides the learners with opportunities to carry out a variety of tasks that require an exchange of information in their fields. A number of techniques are selected such as information transfer, cluster diagrams, charts, to exploit the students' conscious and latent knowledge that will help them improve their professional writing skills, particular in CVs and letters of application. The use of authentic materials is encouraged to highlight some specific rhetorical conventions that students need to learn.

Activities:

- Pair/group work
- Group discussion
- Information transfer
- Checklist
- Case study
- Writing CVs and letters of application

Assessment:

Task: the students are asked to write a CV and a letter of application for a given situation.

Unit V : Writing short reports based on graphs, diagrams, and statistics.

General objective: for the learners to develop writing strategies in writing short reports based on graphs, diagrams and statistics from their professional fields.

Specific objectives:

- a. to identify the main features of short reports.
- b. to analyze the content of visual aids such graphs, diagrams and statistics.
- c. to recognize the linguistic features used to report visual aids.
- d. to organize the content of visual aids in a short report.
- e. to prepare a short report about a given situation based on graphs, diagrams, or statistics.

Methodology: In this unit the students are given samples of visual aids to study the structure and linguistic features. The tasks and techniques will allow them to transfer the visual information to a short report format. To promote motivation and participation in the classroom activities, the students are encouraged to make decisions based on their own professional interests.

Activities:

- Pair/group work
- Group discussion
- Restructuring a short report
- Case study

Assessment:

Task: the students are asked to write a short report based on a graph, a diagram or statistics from a given case study.

Unit VI : Writing summaries

General objective: for the learners to develop skills in writing professional English summaries from a given source text.

Specific objectives:

- a. to identify the main features of summaries.
- b. to organize the source text using summarization strategies.
- c. to edit a summary from a given source text in professional English.

Methodology: In this unit the student study and practice the main features of summaries. The learners are given opportunities to exchange opinions and receive feedback from the teacher and peers to improve their writing skills. The texts used reflect the students' professional fields to encourage motivation and involvement in the activities.

Activities:

- Pair/group work
- Group discussion
- Jigsaw gaps
- Checklist
- Correction for content

Assessment:

Task: the students are asked to present a project aimed at describing the stages to write an effective summary in their professional fields.

Unit VII : Writing press releases

General objective: for the learners to develop writing skills in press releases for their professional fields.

Specific objectives:

- a. to identify the structure of the press release.
- b. to recognize the stylistic choices.
- c. to write a press release in their professional field.

Methodology: In this unit the students are given samples of press releases from a variety of material sources to study the main features of this type of professional document. The tasks and techniques will help the students to create their own writing pieces to increase their autonomy.

Activities:

- Pair/group work
- Group discussion
- Information transfer
- Case study
- Creating own press releases

Assessment:

Task:

The students are asked to create their own press releases based on a given source texts.

Unit VIII: Writing promotional leaflets

General objective: for the learners to develop writing skills in promotional leaflets needed in their professional fields.

Specific objectives:

- a. to identify the structure of promotional leaflets.
- b. to identify linguistic features used in promotional leaflets.
- c. to develop creative writing skills in promotional leaflets.

Methodology: In this unit the use of realia will provide insight of the language features in promotional leaflets. The tasks and techniques will help the study and practice the writing strategies needed to achieve effective communication particular in their professional activities.

Activities:

- Pair/group work
- Group discussion
- Information transfer
- Information gaps
- Creating own promotional leaflets

Assessment:

Task: the students are asked to prepare a group project to write promotional leaflets for a given situation.

4.6.6 Materials

- Job performance samples (company documents, letters, emails, etc.)
- Set of photocopies from different sources.

4.6.7 Course evaluation

In this course, I will apply formative and summative evaluation to the students as it was mentioned in chapter 3, page. The students must present a dossier containing their own writing samples of each document layout studied during the course. This dossier is worth 80% of the total score, class work 10% and attendance 10%.

CONCLUSION

The objective of our study was to propose the designing of two Professional English courses syllabi: one in speaking and the other in writing at FUNDATEC of the ITCR. These courses were aimed at English advanced students who want and need to improve the language skills and strategies for their particular job related functions.

After the analysis of the results obtained by means of a process of data collection we concluded that our students needed a set of professional skills, especially in speaking and writing, to cope with the demands of national and multinational companies that require high level English language candidates.

We assume that this perceived need of our students could be also seen as a useful insight for the institution to extent its program to more specific oriented courses. That is why our proposal could be considered a step in the process of implementing ESP courses to meet the English language expectations of the companies, the institution and the students.

We would like to suggest the following:

1. More opportunities for teachers to know about the importance of ESP teaching.
2. More research about the necessities of English for national and multinational companies.
3. More teacher training in ESP.

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APPENDIXES

APPENDIX A

EUROPEAN LEVELS - SELF-ASSESSMENT GRID

	A1	A2	B1	B2	C1	C2	
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standardised speech on familiar matters regularly encountered in work, school, leisure, etc.; I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; I can understand most TV news programmes and current affairs programmes; I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly; I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short, simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language; I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style; I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say; I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken; I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible; I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious preparation for expressions; I can use language flexibly and effectively for social and professional purposes; I can formulate ideas and opinions with precision and make my contribution fittingly to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms; I can express myself fluently and convey finer shades of meaning precisely; I do have a problem can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions; I can briefly give reasons and explanations for opinions and plans; I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest; I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings; I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages; I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest; I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests; I can write an essay or report, passing on information or giving reasons in support of a particular point of view; I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length; I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the relevant issues; I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style; I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points; I can write summaries and reviews of professional or literary works.

APPENDIX B

Instituto Tecnológico de Costa Rica
Escuela Ciencias del Lenguaje
Inglés para Fines Específicos (ESP)

PRE-COURSE INFORMATION QUESTIONNAIRE

The objective of this pre-course information questionnaire is to collect data from the advanced students of English at Instituto Tecnológico de Costa Rica-Escuela de Ciencias del Lenguaje in order to implement new courses that will fulfill the needs of Specific English in the students' current or future jobs.

Where applicable please tick in box provided, where a broken line is provided please write answer.

Please answer all the questions, except those which may be omitted if not applicable.

1) What is your age range?

- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- 31 to 35 years
- Other (Please specify)

2) What is your gender?

- Male
- Female

3) Are you in

- Secondary education
- Undergraduate courses

- Postgraduate courses
 - Other (Please specify)
-

4) What is the type of the company/institution you work for? (if you do not work, please move on to item # 9)

.....

5) In which department do you work in?

.....

6) How long have you been working in this company/institution?

.....

7) What is the job title?

.....

8) How often do you use English in your daily job activities?

- Every day
- Sometimes
- Not too often
- Hardly ever
- Never

9) In which areas of English do you want most practice?

SKILL	Vital	Very important	Important	Not necessary
Reading				
Writing				
Speaking				
Listening				
Grammar				
Vocabulary				

10) In order to find a job, how important is English in your profession?

	Vital	Very important	Important	Not important	Not necessary	Do not know
Listening and Speaking						

Reading and Writing						
---------------------	--	--	--	--	--	--

11) In the following chart check () the items that fit your current knowledge and future needs of English in your professional field.

	Current knowledge				Future needs		
	A	B	C	D	X	Y	Z
Give presentations							
Job Interviews							
Make phone calls							
Negotiate							
Write professional correspondence (letters, memos-e-mails..)							
Show visitors your place of work							
Take part in meetings and discussions							
Write reports, summaries, instructions or explanations							
Describe technical machinery or processes							
Socialize with clients							
Take notes in meetings and conferences							

<p>Current knowledge: A = very competent B = with few difficulties C = with many difficulties D = unable to handle the situation</p>	<p>Future needs: X = essential Y = useful Z = relevant</p>
---	--

12) If The Instituto Tecnológico de Costa Rica offered specialized courses aimed at improving your professional skills, would you take them?

- Yes
- No

APPENDIX C

Figure 1

What is your age range?

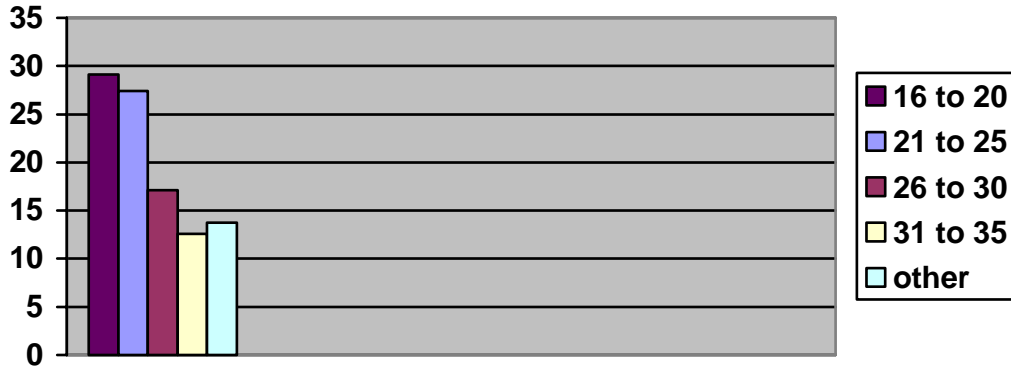


Figure 2

What is your gender?



Figure 3

Are you in

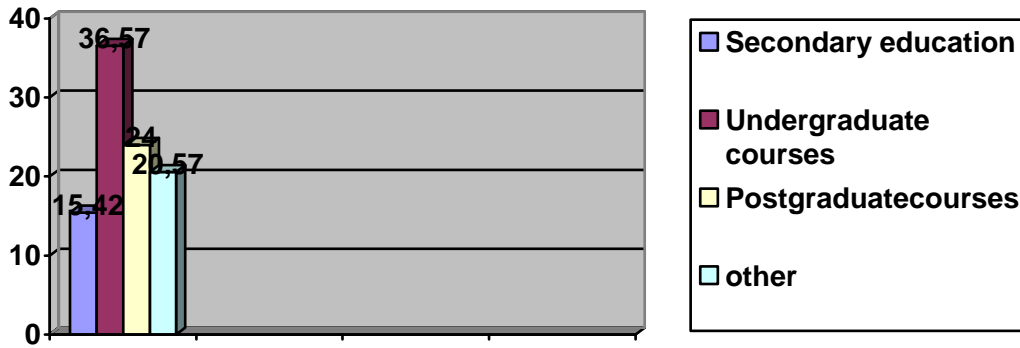


Figure 4

HOW OFTEN DO YOU USE ENGLISH IN YOUR DAILY JOB ACTIVITIES

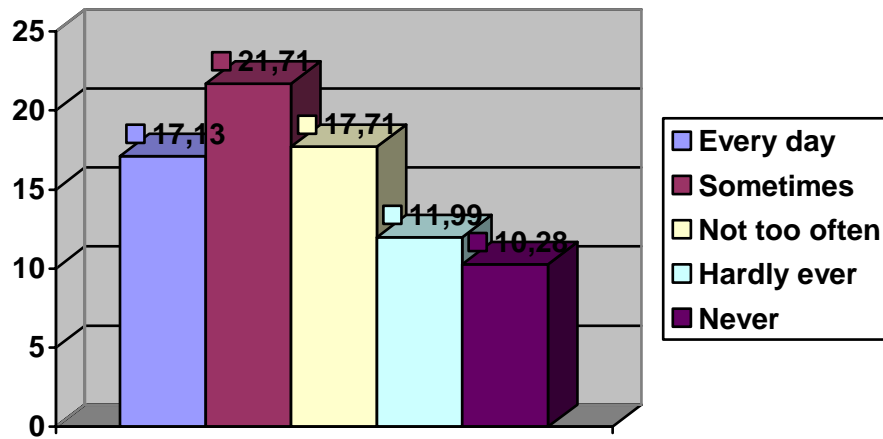


Figure 5

Which areas of English do you want more practice in?

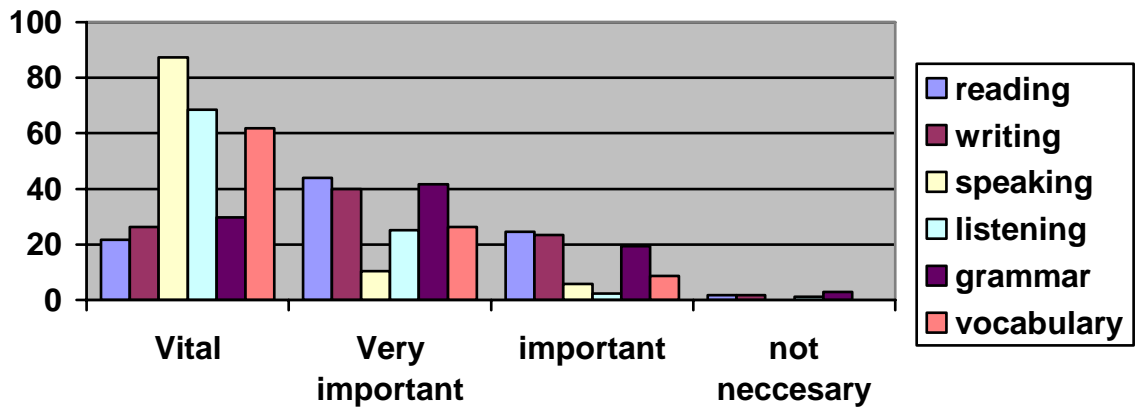


Figure 6

How important is English in your profession

Listening and speaking Reading and writing

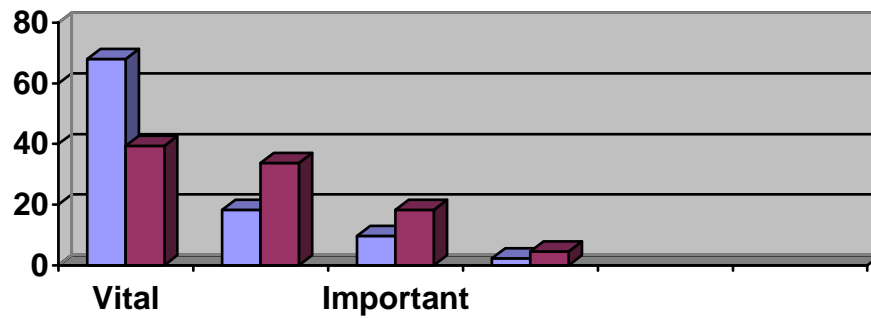


Figure 7
Current knowledge and future needs of English in your professional field

GIVE PRESENTATIONS

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

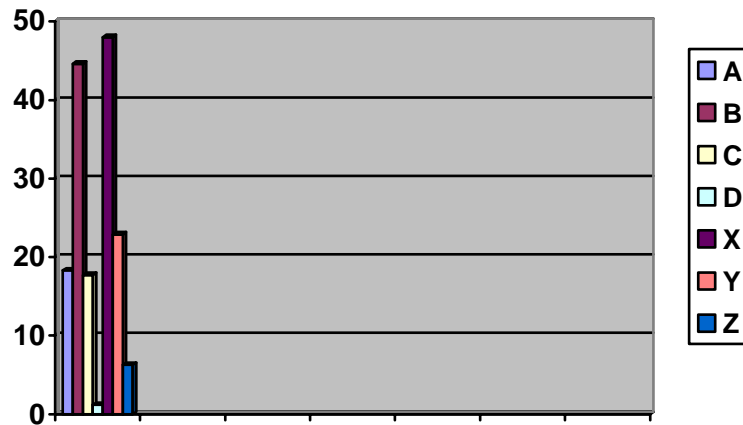


FIGURE 8

JOB INTERVIEWS

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

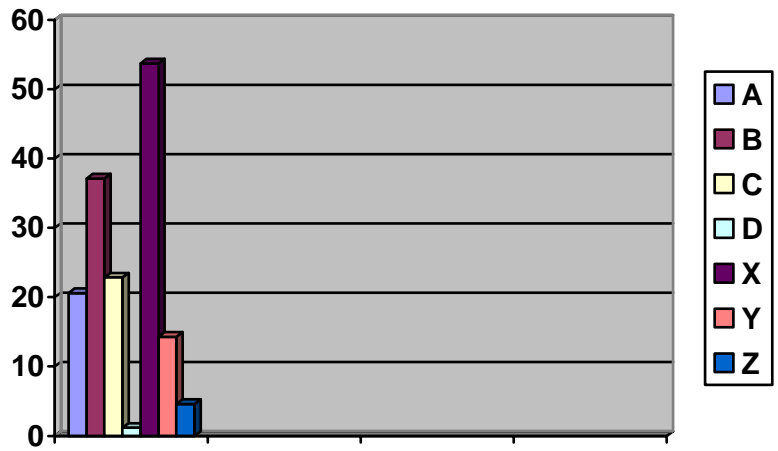


FIGURE 9

MAKE PHONE CALLS

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	



**FIGURE 10
NEGOTIATE**

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

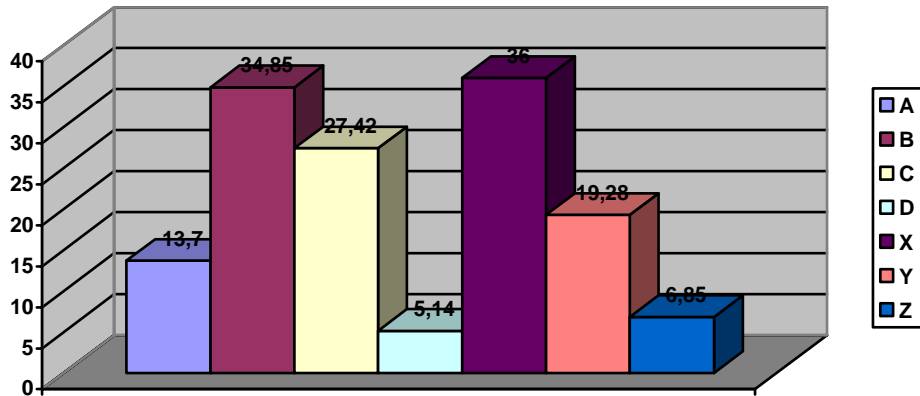


Figure 11

**WRITE PROFESSIONAL CORRESPONDENCE
(LETTERS, MEMOS, E-MAILS)**

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

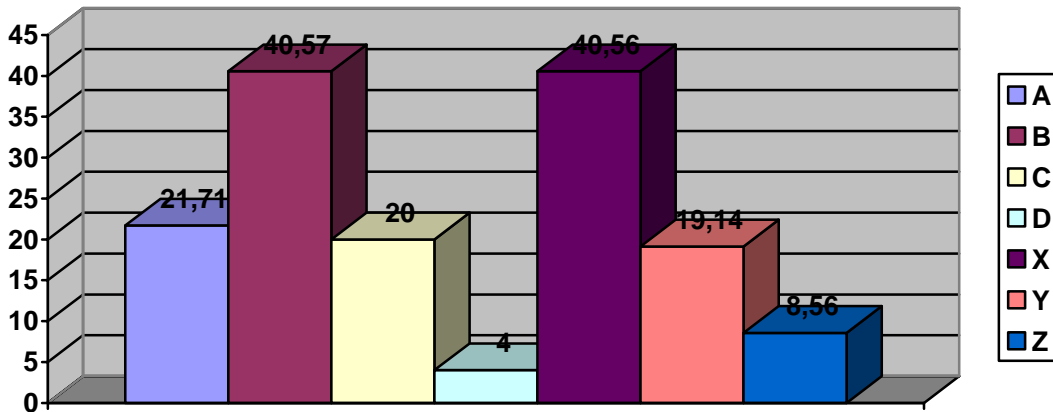


Figure 12

SHOW VISITORS YOUR PLACE OF WORK

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

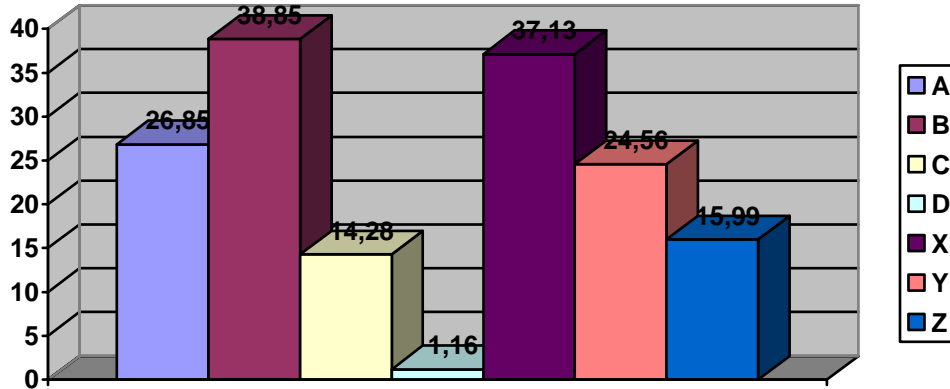


Figure 13

TAKE PART IN MEETINGS AND DISCUSSIONS

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

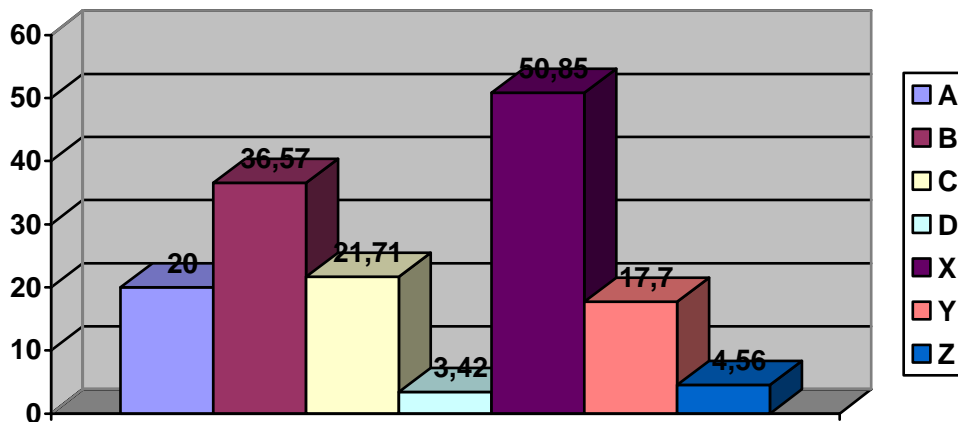


Figure14
WRITE REPORTS,SUMMARIES, INSTRUCTIONS, OR EXPLANATIONS

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

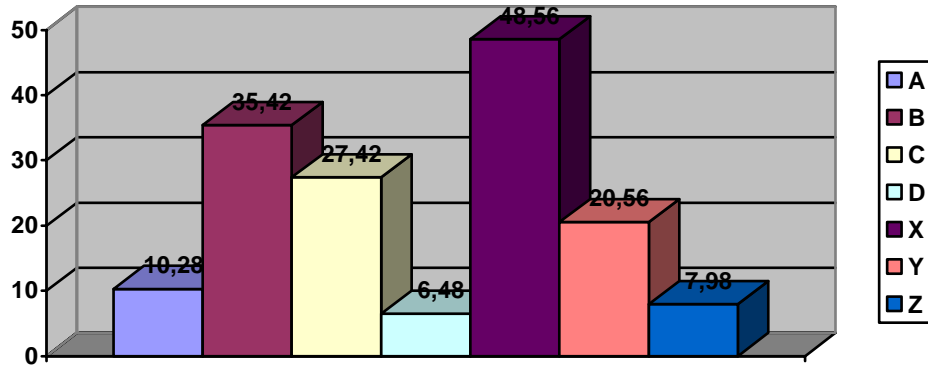


Figure 15

DESCRIBE TECHNICAL MACHINERY OR PROCESSES

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

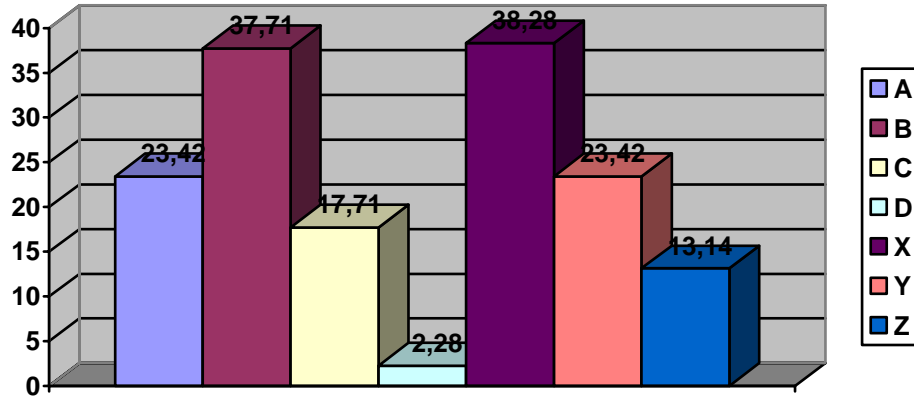


Figure 16

SOCIALIZE WITH CLIENTS

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

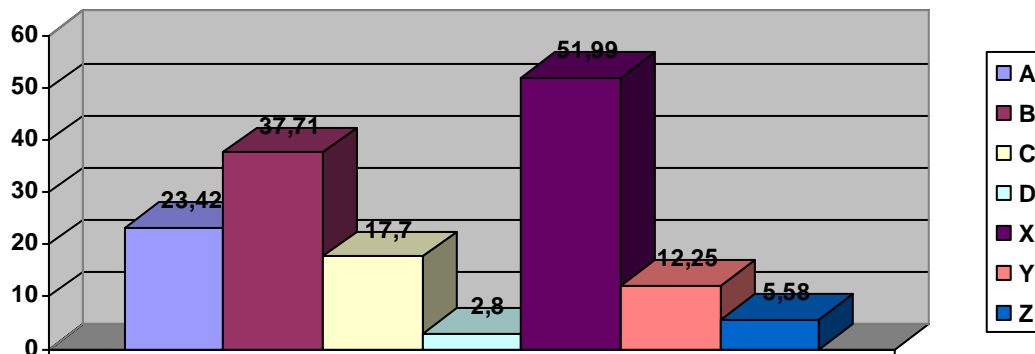


Figure17

TAKE NOTES IN MEETINGS AND CONFERENCES

CURRENT KNOWLEDGE	FUTURE NEEDS
A= VERY COMPETENT	X= ESSENTIAL
B= WITH FEW DIFFICULTIES	Y= USEFUL
C= WITH MANY DIFFICULTIES	Z= RELEVANT
D= UNABLE TO HANDLE THE SITUATION	

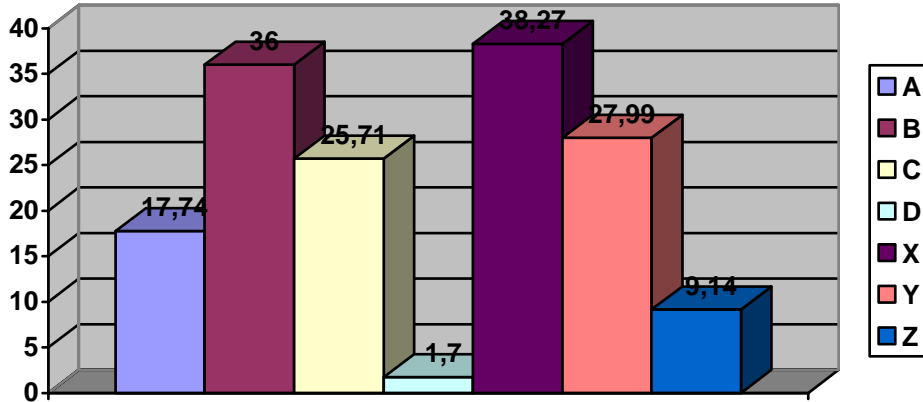
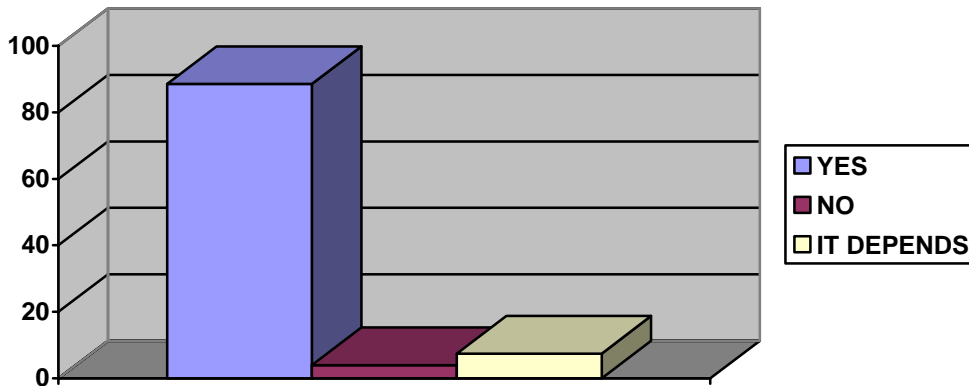


Figure 18

IF FUNDATEC OFFERED SPECIALIZED COURSES AIMED AT IMPROVING YOUR PROFESSIONAL SKILLS, WOULD YOU TAKE THEM?



Appendix D

ADVANCED LEVEL DESCRIPTORS

FOUND IN THE JOB LISTING ADVERTISEMENTS

PUBLISHED IN *LA NACION*

FROM JANUARY 12th, 2007 TO FEBRUARY 11th, 2007

- Perfecto dominio del inglés
- Must speak good English
- Demonstrated verbal, written and typing skills
- Bilingüe
- Strong English fluency
- Fluent in English
- Excellent English
- Dominio del idioma inglés
- Full command of English written and spoken
- Conocimiento avanzados de inglés
- Fully bilingual
- Dominio total del inglés
- Preferiblemente dominio del inglés
- Inglés avanzado
- Bilingual
- Preferiblemente con dominio del idioma inglés
- Full English
- Bilingüe fluído
- Spoken native English
- Totalmente bilingüe
- Advanced English proficiency
- Excellent communication skills
- Deseable dominio del idioma inglés
- Full fluency in English
- Full bilingual skill with 100%
- English as a primary language
- Hablar en inglés
- Full English mandatory oral and written
- Fluent speaking and writing
- 100% bilingüe
- Must speak and write absolutely perfect English
- Advanced skills in English essential
- Must have excellent skills in verbal and written English communication
- Dominio oral y escrito del idioma inglés
- Domino completo del idioma inglés
- 75% a 100% oral
- Inglés oral y escrito 100%

- Strong English
- Estudios formales de inglés/ bilingual 80% a 100%
- Bilingüe 100%
- Proficiency in English spoken and written
- 100 proficient in both written and verbal
- Dominio avanzado del inglés
- Dominio funcional del inglés
- 80% inglés
- Dominio del inglés es un plus
- Excellent English skills
- Oral and written domain of English
- Inglés conversacional avanzado
- Inglés 90%
- Conocimiento amplio del idioma inglés
- Total fluency in English as a second or primary language
- Deseable bilingüe
- Manejo avanzado o fluído
- Manejo avanzado
- Exceptional English written and verbal
- English is a must
- Excellent English both verbal and written
- Fluently with solid verbal and written communication
- Excelentes conocimientos del idioma oral y escrito
- Excellent English (written/reading comprehension)

INTERMEDIATE HIGH LEVEL DESCRIPTORS

FOUND IN THE JOB LISTING ADVERTISEMENTS

PUBLISHED IN *LA NACION*

FROM JANUARY 12th, 2007 TO FEBRUARY 11th, 2007

- Bilingüe 60%
- English fluency
- High proficiency in English
- High English level
- Inglés conversacional
- Alto dominio del inglés
- Inglés indispensable
- Good English skills
- Speak English fluently
- Speaking/writing English

INTERMEDIATE LEVEL DESCRIPTORS

FOUND IN THE JOB LISTING ADVERTISEMENTS

PUBLISHED IN *LA NACION*

FROM JANUARY 12th, 2007 TO FEBRUARY 11th, 2007

- Inglés intermedio
- Buenos conocimientos del idioma inglés
- Buen inglés
- Conocimientos del idioma inglés
- Inglés oral 75%
- Inglés conversacional intermedio

LOW INTERMEDIATE LEVEL DESCRIPTORS

FOUND IN THE JOB LISTING ADVERTISEMENTS

PUBLISHED IN *LA NACION*

FROM JANUARY 12th, 2007 TO FEBRUARY 11th, 2007

- Deseable con conocimiento de inglés
- Inglés es un adicional si lo posee
- capacitación en inglés

BEGINNING LEVEL DESCRIPTORS

FOUND IN THE JOB LISTING ADVERTISEMENTS

PUBLISHED IN *LA NACION*

FROM JANUARY 12th, 2007 TO FEBRUARY 11th, 2007

- Preferible con conocimientos de inglés básico
- Manejo del idioma inglés
- Conocimientos básicos de inglés
- Inglés básico

OTHER DESCRIPTORS

FOUND IN THE JOB LISTING ADVERTISEMENTS

PUBLISHED IN *LA NACION*

FROM JANUARY 12th, 2007 TO FEBRUARY 11th, 2007

- Conocimiento de inglés técnico
- Inglés técnico

APPENDIX E

Table 1

Variable	English language levels requested by the firms					total
	advanced	intermediate high	intermediate	beginners		
Professional technical and service activities						
Architects	11		2			13
Physicians	-	-	-	-	-	-
Nurses	1	2				3
Engineers	34	3	6	1		44
Attorneys at law	3					3
Board of directors	2		1			3
Managers	39	3				42
Executives	26		7			33
Chieftainship	10		1			11
Administrators	3					3
Planners	6		3			9
Assistants	18	1	7			26
Coordinators	7		1			8
Analysts	6		1			7
Sales representatives	18	2	5	4		29
Secretaries	14		3	1		18
Technicians	27	1	11	1		40
Office clerks	8					8
Receptionists	12	2	2			16
General services	49	3	19	3		74
TOTAL	294	17	69	10	=	390

APPENDIX F

UNIT PLAN

INTRODUCTION

Teaching telephone English can be frustrating as students really need to practice their skill as often as possible in order to improve their comprehension skills. Once they have learned the basic phrases used in telephoning, the main difficulty lies in communicating without visual contact. This lesson plan suggests a few ways to get students to practice their telephoning skills

2. TOPIC USING THE TELEPHONE

3 OBJECTIVES.

General Objective: At the end of the unit, the students will be able to develop telephoning skills in a formal and professional context in order to have a clear communication.

Specific Objectives:

- Use telephoning phrases in different context and situations.
- Understand and take notes of different information.
- Analyze and discuss about different telephone conversations.
- Distinguish formal and informal telephone conversations.
- Take and leave messages.

4 METHODOLOGY

*I hear and I forget
I see and I remember
I do and I understand
(Chinese proverbs)*

The suggested methodology used in this unit plan is a learning-centered methodology, mention in the book of Tom Hutchinson and Alan Walters: English for Specific Purposes: A learning - centred approach.

This approach aims at maximizing the potential of the learning situation (Hutchinson and Walters), I consider outlining some basic principles of language learning which will determine a Learning- Center methodology in my course design.

- a. Learners use their existing knowledge to make the new information comprehensible. “Comprehension precedes learning” (Stevens,1985).
- b. Language learning is an active process. Learners not only have the necessary knowledge, they use it in order to make things meaningful in the target situation.
- c. Language learning is a decision-making process.

It is essential for learners to be an active participant of the language learning process. Since language is challenging, both teachers and students will take risks. "Learners must be decision-makers"(Allwright,1978)

d. Learning is an emotional experience.

Making language learning a positive experience .It implies a great deal of motivation, interest and variety; thanks to the diversity of activities.

e. Language learning is not the learners' first experience with the language Every second language learner is already communicatively competent in one language. They do not know the specific forms, words or possibly some of the concepts of the target language, but they know what communication is and how it is used. (Swan, 1985).

5 ACTIVITIES:

- Group discussion
- Pair work
- Listening activities
- Role Plays
- Simulations

6. MATERIALS

- Randal's ESL Cyber Listening lab
- I Levine Deena, II Baxter Jim, III MaNulty Piper. The Culture Puzzle. Prentice-Hall, Inc.
- www.onestop.com
- www.englishabout.com
- www.businessenglish.com
- Holme , Randall. ESP Ideas: Recipes for teaching professional and academic English .Pilgrims. Longman.

7. TIMING:

- This unit will be developed in two days, 3 hrs each day, with a break of fifteen minutes each session or day.

8 ASSESMENT

- Formative Assessment: The teacher will check the performance of the different activities made in class, focusing on classroom observations, communicative activities and group discussion. It will occurred all the time and the teacher will give observations when it is necessary

B CLASSROOM DEVELOPMENT

UNIT 2 USING THE TELEPHONE LESSON 1

SESSION 1

TIME OF THE SESSION: 3 HRS

- Warm up Activity

The students will introduce themselves with basic information, but they will do it spelling it.

Example: I- A-M-M -A-R-I-A-N-E-L-L-A. I-L-I-V-E-I-N- T-I-B-A-S. I-W-O-R-K-I-N- H-R-F-C-O-M-P-A-N-Y. M-Y- P-H-O-N-E- N-U-M-B-E-R- I-S-8-3-0-2-1-7-5.

The other students will take notes and then introduce a classmate based on the spelling

TIME: 20 minutes.

- Group Work conversation activity.

1. The teacher asks the following questions in order to talk about different real situations, the students will provide that information according to their experiences.

When you are speaking your own language with someone who is not a native speaker of the language, do you change the way you speak? For example, do you:

- Talk more slowly?
- Talk more loudly?
- Use simpler words?
- Repeat and explain?
- Avoid long conversations?

When people speak to you in English, do they do any of the above?

How do you feel if and when they do these things?

2. Talk about your experiences speaking English on the telephone. What particular difficulties do you have? What, if anything, do you do to make telephone conversations easier?

TIME: 10 minutes.

Discussion Activity.

The teacher gives a photocopy of a telephone conversation where the communication was ineffective. The students will analyze and discuss based on some questions, what was wrong about it. (See appendix A, page 12)

TIME: 25 minutes.

- Pair work activity.

The teacher gives a list of phrases and expressions used for business conversations over the telephone. Students in pairs prepare and perform different telephone conversations (see appendix B , page 13, for the list)

TIME: 25 minutes

- Listening activity:

The teacher presents different telephone conversations, students have to take the most important information.

Example:

For:

Caller:

Message:

Time of call:

Company:

.....
For:

Caller:

Extension Number:

Problem/enquiry:

Notes:

Time of call:

Department:

TIME: 20 minutes

STUDENTS HAVE A BREAK OF 15 MINUTES

Discussion and role play activity:

- Teacher and students check the listening exercise. Some listening were very fast and possibly some information could not be taken, so the teacher gives a photocopy of a short text that will give some tips for getting people to slow down. (see appendix C, page 14)
- After the discussion, students in pairs will play a telephone conversation using the information of the text.

TIME: 25 minutes

- Echo activity: Pair work

This useful technique is a great way to slow a fast speaker down and check comprehension. The listener interrupts at the end of every sentence (or stretch) and repeats the message back to the speaker (possibly including exact words) with or without introductory sentence heads such as "So, you're saying..." (everything the speaker says is echoed by the listener).

TIME: 10 minutes.

- The teacher gives formal and informal registers on the telephone. Students think about how they would talk to somebody they know well and a business contact that they did not know at all.
Ask half of the class to present informal telephone conversations and in pairs the other half make the same telephone conversations but in a formal and business context.
Example of a conversation in appendix D, page 15.

TIME 25 minutes.

SESSION 2

TIME OF THE SESSION: 3 HRS

- Warm up activity.

Students in pairs, put their chairs back to back and practice speaking on the phone, you will only hear the other person's voice which will approximate a telephone situation. Then they report the asked and given information in the conversation.

TIME 25 minutes

- Review Activity.

The teacher presents different aspects about how to call someone in a company that you do not know personally (the most common kind of formal call made by students) and give you some models and language that you can use. At the same time teacher will provide listening material. (see appendix E, page 17)

Students in pairs will perform the different models presented in the exercise:

1. Making a call to someone you do not know
2. Locate the person.
3. Make request.
4. Make arrangement
5. Close the call.

TIME: 60 minutes.

- Role play Activity

The teacher gives each pair of students a role card, so they have to use the information presented in each card in a telephone conversation. (see appendix F, page 22).

TIME: 25 minutes

STUDENTS HAVE A BREAK OF FIFTEEN MINUTES.

- Pair work- error correction activity. (see appendix G page 24)

Hold up the Student 1 and 2 cards and explain that they are two copies of one telephone conversation, but with differences. Each pair reads the dialogue to each other and finds the differences *without showing their sheets*. Each time, one version is better due to grammar, politeness etc. They should discuss which is better and correct the mistakes.

Give out different dialogues to each pair, e.g. Conversation A, Students 1 and 2 to the first pair, Conversation B, Students 1 and 2 to the second pair etc. In a small class, save some dialogues to give to pairs that finish quickly.

Let the class start. Monitor for pronunciation, as they read out the dialogues later.

. If they think they have finished, quickly check and let them know if they have missed some differences. As groups finish, give them copies of the answer key for their dialogue only.

TIME 15 minutes

- Listen for general comprehension

1. When all the groups have checked their answers, tell them there are five different dialogues and all involve the same person trying to get through to someone. Ask for the names (*Lars Johansson* and *John Thatcher*). Tell the students the class is going to work together to put all the dialogues in order. Ask if anyone thinks they have the first dialogue. Ask them to read it out. The others should listen to check if they agree it is the first and to find out which dialogue carries on from this one.

2. Continue with all the dialogues until most of the class agree on the order, repeating if necessary.

3. Give out complete copies of the answer key for them to check their answers.
(see appendix G, page 24)

TIME: 15 minutes

- Language analysis activity.

The teacher gives students worksheet, telephoning 1 and asks students to complete it, finding the language in the dialogues. (see appendix H, page 28)

- Leaving a message activity

Teacher gives this short information about leaving messages, students read it and make simulations, but using it in a formal context

Sometimes, there may not be anyone to answer the telephone and you will need to leave a message. Follow this outline to make sure that the person who should receive your message has all the information he/she needs.

1. **Introduction** - - - - Hello, this is Ken. OR Hello, My name is Ken Beare (more formal).
2. **State the time of day and your reason for calling** - - - - It's ten in the morning. I'm phoning (calling, ringing) to find out if ... / to see if ... / to let you know that ... / to tell you that ...

3. **Make a request** - - - - Could you call (ring, telephone) me back? / Would you mind ... ?
/
4. **Leave your telephone number** - - - - My number is / You can reach me at / Call me at ...
5. **Finish** - - - - Thanks a lot, bye. / I'll talk to you later, bye.

Here's an example of message

Telephone: (*Ring... Ring... Ring...*) Hello, this is Tom. I'm afraid I'm not in at the moment. Please leave a message after the beep..... (beep)

Ken: Hello Tom, this is Ken. It's about noon and I'm calling to see if you would like to go to the Mets game on Friday. Could you call me back? You can reach me at 367-8925 until five this afternoon. I'll talk to you later, bye.

As you can see, leaving a message is pretty simple. You only need to make sure that you have stated all the most important information: Your Name, The Time, The Reason for Calling, Your Telephone Number

TIME: 15minutes

- Listening practice.

Teacher presents different conversations and students make the exercises. (see appendix I, page 28)

TIME: 15 minutes.

Situation: Pierre is from France. Like Tak in Chapter 5, Pierre works for Western Business Machines Company. He works in the Shipping Department. At the moment, he is calling Maria Garcia at Alameda Hospital about the late typewriter delivery. The *receptionist* at the hospital answers the phone.

Receptionist: "Alameda Hospital."

Pierre: "Hello, is uh . . ." (He looks for a piece of paper on his desk.) ". . . is uh . . . is Mr. somebody Garcia there?"

Receptionist: "Um . . . we have several Garcias here. *Do you have a first name?*"

Pierre: "Uh . . . oh! Here it is!" (He finds the piece of paper.) "Maria Garcia."

Receptionist: "Maria Garcia's not in right now. She'll have to call you back."

Pierre: "What?"

Receptionist: "She's out. She'll have to call you back later." (The receptionist begins to sound irritated.)

Pierre: (He is confused. He doesn't say anything.)

Receptionist: "Do you want to leave a message?"

Pierre: "Uh . . . You see, uh . . . she ordered some uh, typewriters, but I don't think that we . . . we delivered them, and . . ."

Receptionist: "Why don't you just tell me your name and number and she will call you back?"

Pierre: "What? Oh, my name is Pierre Dupont. My company is Western Business Machines."

Receptionist: "Pierre Dupont, Western Machines . . . okay . . . give me your number." (The receptionist is speaking quickly.)

Pierre: (He thinks to himself, "No, it's Western *Business Machines*." He doesn't say anything.)

Receptionist: "Does she have your number?" (The receptionist sounds impatient.)

Pierre: "Oh, yes. Ah . . . my number is 733-2084."

Receptionist: "Okay. I'll give Ms. Garcia your message. Good-bye."

Pierre: "Ah . . . thank you. Good-bye." (Pierre hangs up the phone. He thinks to himself, "Sometimes I hate making phone calls.")

Telephone language and phrases in English

How to answer and speak on the phone

Answering the phone

Good morning/afternoon/evening, York Enterprises, Elizabeth Jones speaking.
Who's calling, please?

Introducing yourself

This is Paul Smith speaking.
Hello, this is Paul Smith from Speakspeak International.

Asking for someone

Could I speak to John Martin, please?
I'd like to speak to John Martin, please.
Could you put me through to John Martin, please?
Could I speak to someone who ...

Explaining

I'm afraid Mr Martin isn't in at the moment.
I'm sorry, he's in a meeting at the moment.
I'm afraid he's on another line at the moment.

Putting someone on hold

Just a moment, please.
Could you hold the line, please?
Hold the line, please.

Problems

I'm sorry, I don't understand. Could you repeat that, please?
I'm sorry, I can't hear you very well. Could you speak up a little, please?
I'm afraid you've got the wrong number.
I've tried to get through several times but it's always engaged.
Could you spell that, please?

Putting someone through

One moment, please. I'll see if Mr Jones is available.
I'll put you through.
I'll connect you.
I'm connecting you now.

Taking a message

Can I take a message?
Would you like to leave a message?
Can I give him/her a message?
I'll tell Mr Jones that you called
I'll ask him/her to call you as soon as possible.

Tips for Getting People to Slow Down!!

One of the biggest problems is speed. Native speakers, especially business people, tend to speak very quickly on the telephone. Here are some practical tips to get native speakers of English to slow down!

- *Immediately ask the person to speak slowly.*
- *When taking note of a name or important information, repeat each piece of information as the person speaks.*

This is an especially effective tool. By repeating each important piece of information or each number or letter as the spell or give you a telephone number you automatically slow the speaker down.

- *Do not say you have understood if you have not. Ask the person to repeat until you have understood.*

Remember that the other person needs to make himself/herself understood and it is in his/her interest to make sure that you have understood. If you ask a person to explain more than twice they will usually slow down.

- *If the person does not slow down begin speaking your own language!*

A sentence or two of another language spoken quickly will remind the person that they are fortunate because THEY do not need to speak a different language to communicate. Used carefully, this exercise in humbling the other speaker can be very effective. Just be sure to use it with colleagues and not with a boss 😊!

grammatical, please

Sam: Ah, is that you, Sue?

Sue: Grafton Enterprises, can I help you?

Sam: Yes, Sue, can you get hold of old Fairweather?

Sue: John Fairweather, that's extension 343; it's ringing for you now, sir.
I'm afraid there's no reply, sir. Can I get him to call you back?

Sam: Oh damn, look, I've got to go to a wretched meeting, ah, I'll try to get
him later.

Sue: OK sir, thank you for calling Grafton.

SESSION 2

- REVIEW ACTIVITY

General rules

When making a formal call, three rules should influence your choice of words:

Be brief. Do not waste the receiver's time.

Be clear. Explain the background and purpose of your call.

Be polite. Recognize the receiver's point of view.

These rules can sometimes conflict. If you are too brief, you may confuse the receiver or appear impolite. Try to balance the three rules.

Making a call to someone you do not know

The most difficult calls to make are calls to people that you do not know. Usually, the purpose of your call will be to make a request for information or a meeting. This kind of call can be divided into sections according to the function each serves:

- Locate the person
- Make request
- Make arrangement
- Close the call

In the following examples, we will imagine that you are calling Mr. Lau to arrange a visit to his office.

Locate the person

If the person you want to speak to answers the call, this part is simple. If the receiver gives her name when he answers your call, you can skip to the next stage. If the receiver does not give his name, you can confirm that you have the right person:

Hello, is that Mr Lau?

More often the number that you have will connect you to an operator or secretary. In this case you will have to ask to speak to Mr. Lau:

Hello, I'd like to speak to Mr. Lau Kam-cheong, please.

Call
functions

If Mr. Lau is not available, you will need to find out when you can speak to him:

Could you tell me when he will be available?

If the person you are calling has a busy schedule, you may have to call several times. When you are finally connected, it is best to pretend that this is your first call. Do not mention how difficult it was to make contact!

Sometimes, you will not know the name of the person who might be able to help you. In this case, you can state your request and then say:

Could you put me through to someone who might be able to help me?

Locating someone at a company can be frustrating if you are passed from person to person. Try not to let your frustration show!

Locate the person_ extracts:



[Extract 1](#)



[Extract 2](#)

Make request

Making a request involves three stages: introducing yourself, giving background, and making the request itself.

Introduce yourself by giving your name and explaining who you are:

I'm ..., I'm a first-year student at Hong Kong University....

If you have been given the receiver's name by someone else, you should also mention this:

Mr. Chan from Eurasia Products suggested that I call you....

Give the background to your request by explaining why you are making it:

I'm doing a project on work experience and I need to arrange a visit to a company in your field....

Make your request politely and clearly. Make sure that the receiver knows exactly what agreeing to your request will involve: how much of her time will it involve and what will she or her staff will have to do:

I wonder if I could pay a visit to your office for an hour or so sometime in the next two weeks, to talk to one of your staff about....



Make request [extract](#)

Make arrangement

If the person you are calling agrees to your request, it is important to make a clear arrangement. If you are arranging a meeting, for example, arrange the time and place and make sure you know where to go and what to do when you get there. Make a note of all the information so that you do not need to call back again to find out something you have missed.

If the person you are calling cannot agree to your request, he may modify it. Listen carefully and try to fit in with his schedule.

If the person you are calling cannot agree to your request at all, ask if he knows someone else who can help:

Do you know anyone else who might be able to help me?

Whether the receiver can help you or not, thank her and close the call politely.



Make arrangement [extract](#)

[Responding
on the
telephone](#)

Close the call

As the caller, it is your job to close the call when you have got the information you need. Unless the receiver shows that he wants to talk, it is not polite to chat once your business is finished. If there is a difficult silence at the end of the call, it is probably because you are not doing your job of closing the call. You can do this by confirming the arrangement:

So, I'll come to your office on Monday at 10...

thanking the receiver,

Thank you very much for your help...

and saying goodbye

Goodbye....

In each case, wait for the receiver's response before you go on to the next stage. Wait until you have heard the receiver say goodbye before you hang up.

Close the call extracts:



[Extract 1](#)



[Extract 2](#)

SESSION 2

ROLE PLAY ACTIVITY

Requesting Travel Information

Student A: Choose a city in your country. You are going to travel to this city for a business meeting over the next weekend. Telephone a travel agency and reserve the following:

- Round-trip flight
- Hotel room for two nights
- Restaurant recommendation
- Prices and departure times

Student B: You work in a travel agency. Listen to student A and offer him/her the following solutions:

- Round-trip flight: Air JW \$450 Coach, \$790 First Class
- Hotel room for two nights: Hotel City \$120 a night in the downtown area, Hotel Relax \$110 a night near the airport
- Restaurant Recommendation: Chez Marceau – downtown – average price \$70 a person

Product Information

Student A:

You need to purchase six new computers for your office. Call JA's Computer World and ask for the following information:

- Current special offers on computers
- Computer configuration (RAM, Hard Drive, CPU)
- Guaranty
- Possibility of discount for an order of six computers

Student B:

You work in at JA's Computer World answer student A's questions using the following information:

- Two special offers: Multimedia Monster – with latest Pentium CPU, 256 RAM, 40 GB Hard Drive, Monitor included - \$2,500 AND Office Taskmaster – cheaper CPU, 64 RAM, 10 GB Hard Drive, Monitor not included - \$1,200
- 1 Year guaranty on all computers
- Discount of 5% for orders of more than five computers

.....

Leaving a Message

Student A: You want to speak to Ms Braun about your account with her company, W&W. If Ms Braun isn't in the office, leave the following information:

- Your name
- Telephone number: 347-8910 (or use your own)
- Calling about changing conditions of your contract with W&W
- You can be reached until 5 o'clock at the above number. If Ms Braun calls after 5 o'clock, she should call 458-2416

Student B: You are a receptionist at W&W. Student A would like to speak to Ms Braun, but she is out of the office. Take a message and make sure you get the following information:

- Name and telephone number – ask student A to spell the surname
 - Message student A would like to leave for Ms Braun
 - How late Ms Braun can call student A at the given telephone number
-

Selling Your Product

Student A: You are a salesperson for Red Inc. You are telephoning a client who you think might be interested in buying your new line of office supplies. Discuss the following information with your client:

- New line of office supplies including: copy-paper, pens, stationary, mouse-pads and white boards
- You know the customer hasn't ordered any new products during this past year
- Special discount of 15% for orders placed before next Monday
- Any order placed before Monday will not only receive the discount, but also have its company logo printed on the products at no extra charge

Student B: You work in an office and receive a telephone call from your local office supplier. As a matter fact, you need some new office supplies so you are definitely interested in what the salesperson has to offer. Talk about the following:

- New pens, stationary and white boards
- Do they have any special offers
- You would like to place an order for 200 packages of copy paper immediately

- **LISTENING FOR GENERAL COMPREHENSION**

Telephoning 1: pair-work cards

Photocopy and cut up the cards so there is at least one card per student.

Conversation C: Student 1

A: Plus One Biotechnology Limited. Jane is speaking. How can I help you?

B: Hello. Can I speak to someone in your marketing department, please?

A: Of course. What is it about, please?

B: It's about the conference next month.

A: You need to speak to John Thatcher, then. I'll just check if he is available. Can I ask your name, please?

B: Of course. This is Lars Johansson from Trondheim Medical Sciences.

A: Okay Mr Johansson. I'll just check if he's free. I'm putting you on hold.

B: Okay, thank you.

A: Mr Johansson?

B: Yes?

A: Sorry to wait you. I'm afraid Mr Thatcher is on another line at the moment. Would you like to take a message?

B: No, that's alright. I call back later.

A: Okay. I'll tell him you called.

B: Thank you. Goodbye.

A: Goodbye.

.....

Conversation C: Student 2

A: Plus One Biotechnology Limited. Jane speaking. What can I help you with?

B: Hello. Can I speak to someone in your marketing department, please?

A: Of course. What is it concerning, please?

B: It's about the conference next month.

A: You need to speak to John Thatcher, then. I'll just check if he is available. Can I ask your name, please?

B: Of course. This is Lars Johansson from Trondheim Medical Sciences.

A: Okay Mr Johansson. I'll just check if he's available. I put you on hold.

B: Okay, thank you.

A: Mr Johansson?

B: Yes?

A: Sorry to keep you waiting. I'm afraid Mr Thatcher is speaking another line at the moment. Would you like to leave a message?

B: No, that's alright. I'll call back later.

A: Okay. I'll tell him you called.

B: Thank you. Goodbye.

A: Goodbye.

.....

Conversation B: Student 1

A: Good morning. Plus One Biotechnology Ltd. How can I help you?
B: Good morning. This is Lars Johansson phoning from Trondheim Medical Sciences again. Can you put me through to Mr Thatcher, please?
A: I'll just check if he's available. Can you hold on, please?
B: Okay.
A: I'm sorry, Mr Thatcher is in a meeting at the moment. Do you want to speak to his secretary?
B: Actually, I really need to speak to him in person. Could you tell him to call me back?
A: Of course. Can I take your name and number, please?
B: Yes. This is Lars Johansson from Trondheim Medical Sciences. The dialing code for Norway is 47, then it's 1323 764609.
A: Okay Mr Johansson. I'll give your message onto him. Was there anything else?
B: No, that's all thanks.
A: Okay. Thank you for your call. Goodbye.
B: Goodbye.

.....

Conversation B: Student 2

A: Good morning. Plus One Biotechnology Ltd. How can I help you?
B: Good morning. This is Lars Johansson phoning from Trondheim Medical Sciences again. Can you put me through to Mr Thatcher, please?
A: I'll just check if he's available. Can you hold, please?
B: Okay.
A: I'm sorry, Mr Thatcher is having lunch at the moment. Would you like to speak to his secretary?
B: Actually, I really need to speak to him alone. Could you ask him to call me back?
A: Of course. Can I get your name and number, please?
B: Yes. This is Lars Johansson from Trondheim Medical Sciences. The dialing code for Norway is 47, then it's 1323 764609.
A: Okay Mr Johansson. I'll pass your message onto him. Was there anything else?
B: No, that's all thanks.
A: Okay. Thank you for your calling. Goodbye.
B: Goodbye.

Conversation E: Student 1

A: Good afternoon. Plus One Biotechnology Ltd.

B: Hello. This is Lars Johansson from Trondheim Medical Sciences. Sorry to give you trouble you again, but I'm afraid I still need to get in touch with Mr Thatcher from the marketing department. Is he there?

A: I'm sorry, I'm afraid I didn't catch you.

B: Sorry. It's Johansson, Lars Johansson.

A: I'm terribly sorry, Mr Johansson. Mr Thatcher had to rush out of the office to meet a client. Can I take a message?

B: Actually, it's quite urgent. Is there any chance you could give me his mobile number?

A: I'll connect you to the secretary of Mr Thatcher. She should be able to help you. Please hold.

.....

Conversation E: Student 2

A: Good afternoon. Plus One Biotechnology Ltd.

B: Hello. This is Lars Johansson from Trondheim Medical Sciences. Sorry to trouble you again, but I'm afraid I still need to touch Mr Thatcher from the marketing department. Is he available?

A: I'm sorry, I'm afraid I didn't catch your name.

B: Sorry. It's Johansson, Lars Johansson.

A: I'm terribly sorry, Mr Johansson. Mr Thatcher had to rush out of the office to meet a client. Can you take a message?

B: Actually, it's quite urgent. Is there any chance you could give me his mobile number?

A: I'll connect you to Mr Thatcher's secretary. She should be able to help you. Please to hold.

.....

Conversation D: Student 1

C: Hello. Marketing department. Mr Thatcher's office.

B: Hello. This is Lars Johansson from Norway. I really need to get in touch with Mr Thatcher.

C: Yes, hello Mr Johansson. This is Judy Baxter, Mr Thatcher's secretary. Reception explained everything to me. He's on his way to a meeting now, but he should be contactable if you try his mobile. Why don't I give you the number?

B: Yes, please. That'd be great. Just a moment, I'll get a pen and paper.

C: Okay.

B: Okay, go ahead please.

C: Okay, it's 089 773 7482.

B: Can you just check that back? 089 773 7482.

C: Yes, that's right.

B: Great, I am phoning him now.

C: Please let me know if you have any trouble contacting him.

B: Okay. Thank you. Goodbye.

C: Thank you. Goodbye.

Conversation D: Student 2

C: Hello. Marketing department. Mr Thatcher's office.

B: Hello. This is Lars Johansson from Norway. I really need to get in touch with Mr Thatcher.

C: Yes, hello Mr Johansson. This is Judy Baxter, Mr Thatcher's secretary. Reception explained everything to me. He's on his way to a meeting now, but he should be contactable if you try his mobile. Shall I give you the number?

B: Yes, please. That'd be great. One moment, I'll get a pen and paper.

C: Okay.

B: Okay, go on please.

C: Okay, it's 089 773 7482.

B: Can I just check that back? 089 773 7482.

C: Yes, right.

B: Great, I'll phone him now.

C: Please let me know if you have any trouble contacting him.

B: Okay. Thank you. Goodbye.

C: Thank you. Goodbye.

.....

Conversation A: Student 1

D: Hello. You are through to John Thatcher's mobile. I'm afraid I am not available at the moment but if you leave your name and number after the tone I will get back to you as soon as I can. [beep]

B: Hello. This is Lars Johansson from Trondheim Medical Sciences. I've been trying to get contact with you about ...

D: Hello. Hello?

B: Ah, hello. Mr Thatcher? Finally! I've been trying to get through to you all day.

D: I'm sorry. The signal isn't good and I can't hear you very well. Can you speak much louder, please?

B: I'm sorry. I was saying ...

D: I'm sorry, you are breaking up. Perhaps you should ... [beep (the line is cut)]

Conversation A: Student 2

D: Hello. You are through to John Thatcher's mobile. I'm afraid I can't answer the phone at the moment but if you leave your name and number after the tone I get back to you as soon as I can. [beep]

B: Hello. I am Lars Johansson from Trondheim Medical Sciences. I've been trying to get contact with you about ...

D: Hello. Hello?

B: Ah, hello. Mr Thatcher? Finally! I've been trying to get through to you all day.

D: I'm sorry. The signal isn't good and I can't hear you very well. Can you speak a bit louder, please?

B: I'm sorry. I was saying ...

D: I'm sorry, you are breaking. Perhaps you should ... [beep (the line is cut)].

- LANGUAGE ANALYSIS ACTIVITY

Telephoning 1:

Add extra language to each of the sentences below.

1. _____ Jane speaking.
2. Can I speak to _____ your marketing department please?
3. I'll _____ check if he's available.
4. _____ hold _____, please?
5. Mr. Thatcher is in a meeting _____.
6. Would you like _____ a message?
7. I'll pass your message on _____.
8. _____ anything else?
9. I'm sorry; _____ I didn't catch your name?
10. I'm _____ sorry.
11. Can I check that _____?
12. I will get back to you _____.
13. Can you speak _____ louder, please?

APPENDIX I

- LISTENING PRACTICE

First, listen to the conversation by pressing the "Play Audio" button, and answer the questions. Press the "Final Score" button to check your quiz.

PLAY - RealMedia

PLAY - Window s Media

1. What is the name of the store?

- A. American Village
- B. American Image
- C. American Vision

2. What time does the store open on Wednesday?

- A. 8:00 AM
- B. 8:30 AM
- C. 9:00 AM

3. What day is the store closed?

- A. Friday

- B. Saturday
- C. Sunday

4. How much would you pay for this store's main product on Saturday if it cost \$100 during the rest of week?

- A. \$90
- B. \$80
- C. \$70

Create your own tape recorded message for one of the following stores. First, write the message on paper. Then, read it to a small group of students and have them take notes. Finally, ask them to summarize the main points of your message.

- department store
- language school
- bank
- computer shop
-

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
FACULTAD DE CIENCIAS DE LA EDUCACION Y HUMANIDADES
DEPARTAMENTO DE INGLES

ESP: Actualización de Contenidos y Metodología de Programas de Inglés
Específico

FULL DEVELOPMENT OF A TEACHING UNIT

MODULE IV: PROFESSIONAL ENGLISH

COURSE: PROFESSIONAL WRITING

By Carmen Calvo Bonilla

A. SETTING

1. TOPIC:

Unit IV: "Writing CVs and letters of application"

2. OBJECTIVES:

2.1. GENERAL: to develop productive strategies in writing a Curriculum Vitae (CV) and letters of application.

2.2. SPECIFIC:

- to familiarize the learners with the different curriculum vitae formats.
- to study and practice useful expressions in letters of application.
- to prepare CVs and letters of application.

3. METHODOLOGY: this unit provides the learners with opportunities to carry out a variety of tasks that require an exchange of information in their fields. A number of techniques are selected such as information transfer, cluster diagrams, charts, to exploit the students' conscious and latent knowledge that will help them improve their professional writing skills, particularly in CVs and letters of application. The use of authentic materials is encouraged to highlight some specific rhetorical conventions that students need to learn. Continuous assessment is based on work carried out over the class period.

4. ACTIVITIES:

- Pair /group work
- Group discussion
- Information transfer
- Checklist
- Case study
- Writing CVs and letters of application

5. MATERIALS:

The selection of materials used in the development of this unit was taken from the following sources:

ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico. Dossier Module II (2005).

ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico Dossier Module IV (2007).

Fortanet, I. (1996). Case Studies for English Language Teaching. Foreign Trade: A Ceramic Tile Industry. Col. Lección "Material Docent". Publicacions de la Universitat Jaume I

Giménez, J. (1996). Seven Steps into Getting ESP Students to write Technical Reports. In *Forum* 34, pp.57-58.

Lee, L & Sherman, K. (2005). *All Star*. New York: The McGraw Hill Companies, Inc.

Writing a Curriculum Vitae (n.d). Retrieved March 8, 2007, from <http://www.cvtips.com>

Writing Letters Of Application (n.d) Retrieved March 8, 2007, from <http://www.moneyinstructor.com>

6. TIMING: 4 hours divided in two sessions of two hours.

7. ASSESSMENT:

Task: The students are asked to write a CV and a letter of application for a given situation.

B. CLASSROOM DEVELOPMENT

TOPIC:

Unit IV: "Writing CVs and letters of application"

SESSION ONE: 2 hours

ACTIVITY

TIME

Warm Up Completing a cluster diagram

(10 minutes)

The teacher writes *Curriculum Vitae* on the board and elicits the components of CVs creating a cluster diagram. She encourages group discussion about the topic.

Activity 1: Reading a text

(15 minutes)

A copy of handout #1 with photocopiable material from the website <http://www.cvtips.com> is provided to the students in order to know important aspects about writing CVs. The students read the information and then discuss with the teacher about the topic.

Activity 2: Creating a chart

(15 minutes)

After reading the text, the students break into groups in order to transfer information from the text in handout #1 to a chart they are asked to create. The students decide on the criteria to classify the information. Then the teacher brings the class together to discuss about any additional information.

Activity 3: Labeling parts of the CV (10 minutes)

On the board, the teacher writes headings from a typical CV. Then the students are given photocopyable samples of CVs with missing headings. The students study the information and decide where each of the headings has to be placed. The website <http://www.cvtips.com> provides the samples of CVs that will be adapted for this activity.

Activity 4: Identifying CV formats (15 minutes)

The students receive a copy of handout #2 with the article “*Two Types of CVs: Which one is right for you?*” from Lee, L. and Sherman, K. (2005, p.118) and are asked to read it. Then a copy of handout # 3 is provided to the students. They break into groups to write either *chronological* or *functional* above each CV. The teacher calls on the groups to report their choice to the whole class and give reasons for their answers.

Activity 5: Case study: Deciding on the right CV (20 minutes)

In pairs the students receive two file cards describing a situation. They have to carry out the following tasks:

1. Reading comprehension of the situation.
2. Making a decision about how to solve the situation.
3. Consulting the given materials about the unit topic.
4. Report the students' choice to the whole class.

(These tasks are suggested by Fortanet, I. (1996, p.1))

Activity 6: Preparing and revising a CV

(35 minutes)

For each situation described in the activity 5, the students elaborate the selected CVs applying the CV writing considerations studied in the lesson.

SESSION TWO: 2 hours

TOPIC:

Unit IV: "Writing CVs and letters of application"

ACTIVITY

TIME

Warm Up

(10 minutes)

The teacher encourages the students to discuss about the importance of writing letters of application by generating some questions.

Activity 1: Reading a text

(15 minutes)

The students receive a copy of handout # 5 with important aspects of writing letters of application. In pairs they read the text and then complete a checklist with the given information.

Activity 2: Labeling parts of an application letter

(10 minutes)

A copy of handout #6 is provided to the students in order to label the different parts of an application letter.

Activity 3: Identifying different types of letters of application (25 minutes)

From the website <http://www.cvtips.com> the teacher provides the students with samples of letters of applications as well as job listings for them to review. In groups the students have to identify the proper letter to be used for each job listing and provide a justification for their decision.

Activity 4: Studying and practicing useful expressions in letters of application. (20 minutes)

A copy of handout #7 is given to the students in order to study useful expressions in letters of application.

Activity 5: Preparing and revising letter of application (40 minutes)

The students are asked to write the letters of applications accompanying the CVs elaborated in session one.

HANDOUT # 1 for activity 1:

WRITING A CURRICULUM VITAE

From www.Cvtips.com

A **CV** or **curriculum vitae** is a marketing tool. With your CV you will be able to promote yourself. Imagine the CV as being a brochure that will list the benefits of a particular service. The service being your time and skills! When writing a CV look at it from your employers point of view. Would you stand out against the competition (the other candidates) and would the manager want to talk to you for a possible job? You have to ask yourself these questions when writing your CV or curriculum vitae.

Networking and interviewing are essential for your job hunt and your CV is just the first step in the job search. However a CV will be your first contact with potential employers and will open the door. If you are invited for an interview you would then be in a position to explain and expand on what is in your CV.

A CV is an essential tool in your job search. When applying for a vacancy you generally first have to send your CV to present yourself to the prospective employer.

- **CV Heading**

In the CV heading you can write your general information:

Name

Surname

Local address

E-mail address

Phone number

(If applying for an overseas job, please remember to include your international dialing code). Include our mobile/cell phone if you are going to relocate soon.

- **CV Skills Summary**

The skills Summary section of your CV includes your main skills. You should only include keywords in this section, do not go into lengthy descriptions of your skills. The skill summary is also called personal profile.

- **CV Objective**

The CV objective, sometimes also referred to as CV Personal Profile states “What is my next step in my career?” This should be a short, concise statement that informs the employer what kind of position you are looking for. The type of position, the role (managerial, supervisor, contractor) should be included as well.

If you are job hunting it is a good idea to have several CVs with different profiles or objectives. For example, you can have a CV for sales supervisor and the other for a shop floor manager. Your sales supervisor CV can highlight achievements in this area, the CV would be tuned to that particular in terms of job descriptions and achievements.

- **Education on your CV**

List all your qualifications in this section. Include all of your education certifications even from non-academic institutions, especially those that are related to this job vacancy. If you have more work experience than qualifications, put your work experience before your qualifications.

- **Accomplishments and Work Experience**

Honors, Awards or Accomplishments

Academic and related awards are listed here. Relevant Courses which are directly related to the job vacancy you are applying for should be listed in this section. If your degree is not related to this job, highlight aspects of the course that are. List any projects you have worked on that are related to this job.

Professional or Work Experience description on your CV

This section includes any work experience that you have in the field you are applying for. Even if the post was unpaid, voluntary, summer job, internship, co-op experience or extracurricular activity. When listing these work experiences include what kind of job was it (internship/full time/part time/ etc.)

Each job detail should include this basic information:

- Title of position
- Length you held the post
- Responsibilities

- Name of organization

Include also languages (spoken/written/understood). Computer Skills (include title of software package and proficiency level), Research Skills and other skills that are not in the rest of your CV.

- **The Activities and Interests Section in your CV**

Any activities that you do in your free time, can be related to your job. If you worked in the school paper it shows initiative and you are willing to make sacrifices in order to further your career. Participating in student activities, professional associations or enthusiast clubs shows leadership qualities. Leave out any activities related to politics, religion or controversial topics, alienating the reader.

- **CV References Available Upon Request**

If you have references, that you are willing to provide include the above statement. Ask people if they are willing to serve as references before you give their names to a potential employer.

Handout #2 for activity 4:

TWO TYPES OF CVs: Which one is right for you?

From Lee, L. and Sherman, K. (2005, p. 118)

There are two types of CVs: chronological CVs and Skills-Based or Functional CVs (recent graduate). The chronological format is more traditional, and employers can read it very easily. The information is presented in reverse chronological order with your most recent job at the top. The chronological CV includes dates and names of employers. Skills-based or functional CVs list experience according to the type of skill, and often omit dates and names.

Use **chronological CV** if:

- you have worked steadily in one field.
- you meet all the qualifications for a job and have significant experience.
- you don't have any gaps in your work history.
- you haven't changed jobs often.
- you plan to stay in the same field.

Use a **skills-based or functional CV** if:

- you have worked in a variety of positions in different fields.
- you don't have very much experience.
- you have stopped working for periods of time.
- you have changed jobs a lot.
- you want to change fields.

Handout # 3 for activity 4: CV type:

SONIA PETERSON

E-mail:speterson@easynet.co.uk

Date of Birth: 26.5.83

27 Beech Close

Skipton

North Yorkshire

BD26 5SR

Tel: 01709 456 789

Mobile: 08888 222257

PERSONAL PROFILE:

A conscientious individual seeking a career in international marketing. I possess excellent bilingual verbal and written communication skills. I am capable of achieving personal objectives as demonstrated by successful completion of my degree and my commitment to work-experience activities. I also have experience of working in Germany and the USA that provided exposure to alternative business cultures and protocols.

SKILLS AND ACHIEVEMENTS

Communication

- Good communication skills gained from giving presentations at seminars and chairing meetings. Developed negotiation skills.
- Bilingual skills enhanced during work experience at Germany.
- Advising customers and handling problems and complaints during summer experience as a tourist advisor, which usually involved speaking in German.

Team Work

- Successful course work was dependent upon participation and motivation of project groups.
- Experience of working within a team-based culture involved planning, organization, coordination and commitment.

Marketing Skills

Assisted with implementation of a new European e-marketing promotion strategy as part of work experience in the marketing department of an international company.

Completed dissertation on “The importance of the Internet as a marketing tool”, which involved extensive research.

Problem Analysis and Solving

- Development of strong analytic and diagnostic skills as part of degree course
- Working as a tourist advisor to solve customer problems in a diplomatic and efficient manner.

Languages

Fluent written and spoken German developed through one year's work experience in Frankfurt.

Computing

Good working knowledge of several packages including: Microsoft Word, Access and Excel.

EDUCATION AND QUALIFICATIONS:

2001-2005

University of Ulster at Magee

BA(Hons)Business Studies with German
(2.1 expected)(2003-2004
work experience in Germany)

1995-2000

Skipton Comprehensive

3A-level-English 9B0,Accounting 9C0,
German 9A0, 7 GCSEs.

WORK EXPERIENCE

July 2005 –present

Yorkshire Tourist Office, Skipton

Tourist Advisor

Sept 2003-June 2004

Marketing Department,
MDW Investment Bank, Frankfurt

Marketing Assistant

July-Sept 2002

Camp America

Camp counselor to 11-19 year-olds at
Summer camp

REFEREES:

Dr. Jim Mckenna, Head of Business Studies, University of Ulster

Frau Anna Schmidt, Marketing Manager, MDW Investment Bank, Frankfurt

From *ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico*
Dossier module IV (2007, p.37)

Handout # 3 for activity 4: CV type:

JESSICA BRODIE

234 Sunset Drive

Edinburgh

EH16 5S8

Tel: 0131 456 7890

E-mail: jbrodie@ya.com

OBJECTIVE

Senior Consultant/Designer in telecoms or banking industry

EMPLOYMENT HISTORY

1997-present

IT Consultant and Systems Designer, Systems Go Ltd, Edinburgh

- Design and test new IT systems
- Head up team of consultants

Achievements:

- Oversaw the implementation of new testing procedures which have increased accuracy by 50% and reduced project turn around times by 15%
- Successfully coordinated projects for external clients with budgets in excess of £250.000

1993-1997

Assistant Systems Consultant, Visionary PLC, Glasgow

Achievements:

- Implemented secure online order-tracking system for external client
- Designed and implemented a system for medium-size network (50-plus workstations)

June-August 1993

Work placement, JCN Design, Leeds

Worked as software design engineer

EDUCATION

1990-3

BSc in Computer Science (Hons)

University of Ledds

COMPUTER SKILLS

Language and Software C,C = , Java, XML

Operating Systems: Unix, Windows 2000 XP, Mac Os

Database administration (Oracle, SQL Server)

From *ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico*
Dossier module IV (2007, p.36)

Handout # 4 for activity 5

CASE STUDY

(These tasks are suggested by Fortanet, I. (1996, p.1)

FILE CARD # 1

1. Marsha has just graduated from college. All her paying jobs have been in fast-food restaurants, but she had an internship with the state parks department. Now she is applying for a job with the city parks and recreation department.
Should she use a chronological or functional CV? Why?

From Lee, L. and Sherman, K. (2005, p.118)

FILE CARD # 2

2. Ed has worked for 20 years as a teacher in an elementary school. His degree is in education. Now he is moving to a different state. He is applying for a teaching job there.
Should he use a chronological or functional CV? Why?

From Lee, L. and Sherman, K. (2005, p.118)

Handout #5 for activity 1 in session two

WRITING LETTERS OF APPLICATION

- **What is the purpose of a letter of application?**

A letter of application is a method of introducing yourself to the company for whom you would like to work. If you do not make a clear and positive first impression, you might be eliminated from a position without even speaking with the employer.

In general, your letter will either be a letter of application or a letter of inquiry depending on whether or not you are writing to apply for an open position. A letter of application will include specific details about the position for which you are applying; whereas a letter of inquiry is asking the employer to consider you for any existing or future positions that suit your experience. (Adapted from <http://www.moneyinstructor.com>)

- **What does a letter of application contain?**

The letter of application normally contains three or more paragraphs in which you should:

- confirm that you wish to apply and say where you learned about the job
- say why you are interested in the position and relate your interests to those of the company
- show what you can contribute to the job by highlighting your most relevant skills and experience
- indicate your willingness to attend an interview (and possibly state when you would be free to attend. (Adapted from *ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico* Dossier module IV (2007)

- **What are the parts of a letter of application?**

The letter of application has the following parts:

Parts of a letter of application	Where	What
1. Return address	in the upper right corner	The writer's address and date
2. Inside address	on the left side above the salutation	The name and address of the person receiving the letter
3. Salutation	below the address	Title, or Mr., Ms., Mrs., and last name
4. Opening paragraph	below the salutation	Why you are writing, what position you want, how you heard about it
5. Middle paragraph	between the opening and final paragraphs	Your strengths and achievements; refer to your CV here
6. Final paragraph	below the middle paragraph	Restate interest in position; say you look forward to hearing from the person, express your appreciation
7. Closing	above the signature	Sincerely, Yours, Truly, etc. + comma
8. Signature	below the closing	The writer's name in handwriting

From Lee, L. and Sherman K. (2005, p.122)

Checklist for activity 1 session two

LETTER OF APPLICATION WRITING: A CHECKLIST

<p>1. An application letter is:</p> <hr/> <hr/> <hr/>
<p>2. Defining the purpose:</p> <hr/> <hr/> <hr/>
<p>3. Knowing the readers:</p> <hr/> <hr/> <hr/>
<p>4. Organizing information</p> <hr/> <hr/> <hr/>
<p>5. Before writing:</p> <hr/> <hr/> <hr/>
<p>6. Editing a letter of application:</p> <hr/> <hr/> <hr/>

Adapted from Giménez, J. (1996) Seven Steps into Getting ESP Students to write Technical Reports *Forum*, 34, pp.3-4

Handout # 6 for activity 2 session two

Exercise: Label the parts of the letter below.

..... { 42 West 34th Street
New York, NY 10121
June 16, 2006

Howard Smith }
Account Executive }
WWNY News }
26 West 49th Street }
New York, NY 10006 }

Dear Mr. Smith: }

I am writing in response to your ad for a production assistant in the New York Gazette on June 15. I would enjoy the opportunity to meet you to speak with you about this position. }

As you can see in the enclosed résumé, I have worked as a research assistant for two years at City University of New York while I pursued a graduate degree in media studies. I have excellent writing and computer skills. I am also very organized, have excellent communication skills, and am able to deal with pressure. }

I am truly interested in the position of production assistant at WWNY News and would appreciate the opportunity to discuss my qualifications in person. I can be reached at your convenience at the email address or telephone number at the top of my résumé. }

Sincerely, }

May Kim }

From Lee, L. and Sherman K. (2005, p.122)

Handout #7 for activity 5 session two

Useful phrases

Referring to the advertisement:

I am writing with reference to your advertisement for...(position).

I am interested in the position of... advertised in ..., and would like to apply

Describing work record:

I have 9 years experience of...

After leaving ..., I worked for 8 months in ..., as a ...

For the last 2 years, I have worked as ... with ...

Describing qualifications:

My main qualification for the position is my 8 years experience with ...

I trained for 3 years in ... as a... and have a Higher Certificate in ...

I am quite fluent in English and use the language regularly

I have a good knowledge of ...

Describing present job:

My main duties are to sell to ... and to give demonstrations on ...

My present responsibilities consist of ...

I am in charge of/I am responsible for ... (coordinating/developing/negotiating...)

Describing personal qualities:

I am creative, dynamic, efficient, methodical, responsible, well-organize, ...

I have communication/ interpersonal skills, organizational ability, ...

I can work/perform well under pressure/ in a team ...

I hope you will see this as evidence of my capacity for hard work

I believe that these qualities have enabled me to ...

Explaining the reasons for applying:

Due to ..., my contract expires at the end of ...

I would like to apply as I would welcome the challenge/ the opportunity to work for a ...

I wish to gain experience in ...

Closing the letter:

I can arrange for you to receive letter of reference ...

Please do not hesitate to tell me if there is anything else you would like to know

I enclose my curriculum vitae and hope to hear from you soon.

From *ESP: Actualización de Contenidos y Metodología de Programas de Inglés Específico*
Dossier module IV (2007, p. 38)

