

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
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Thesis:

**A PROFESSIONAL PROGRAM DESIGNED FOR THE ENTERPRISE:
PROCTER AND GAMBLE**

By

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Masters in English for Specific Purposes

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Table of Contents

1. Introduction.....	7
2. Academic Context and Student Profile.....	13
2.1 Introduction.....	14
2.2 The University.....	14
a. Definition.....	14
b. Origins	15
2.2.1 The Role of the University	15
a. The Mission of the University of Cambridge.....	16
b. The Mission of Harvard College.....	16
c. The mission of the Universidad Nacional Autónoma de México (UNAM).....	17
d. The mission of the Instituto Tecnológico de Costa Rica (ITCR).....	17
2.3 Education in Costa Rica	18
2.3.1 Higher Education in Costa Rica.....	19
2.3.2 Instituto Tecnológico de Costa Rica	20
a. Origins.....	21
b. Organization	21
c. Composition.....	22
d. Statutes.....	23
2.3.3 Teaching and Research.....	23
2.3.4 International Exchange Programs.....	26
2.3.5 Escuela Ciencias del Lenguaje.....	27
a. History.....	27
b. Characteristics.....	27
c. Composition.....	28
d. Structure.....	30

2.3.6 Foundation: FUNDATEC.....	30
a. Origins.....	30
b. Legal Aspects.....	31
c. Origins and characteristics of the English Program offered through FUNDATEC.....	31
d. Degree.....	34
2.4 Context of the country.....	34
2.4.1 Introduction to Costa Rica.....	34
2.4.2 Impact of economy in education.....	36
3. Theoretical Background.....	38
3.1 Introduction.....	39
3.2 Theories on Language Acquisition.....	39
3.2.1 Acquisition and Learning a language in Adults.....	42
3.2.2 Noam Chomsky.....	43
3.2.3 Monitor theory.....	44
3.3. Methodologies and Approaches for ELT.....	45
3.3.1 The use of media in Language Teaching	50
3.4 English for Specific Purposes (ESP).....	51
3.4.1 Definitions and Characteristics.....	51
3.4.2 The Beginnings of ESP.....	54
3.4.3 ESP Typology.....	56
3.4.4 Evolution.....	58
3.4.5 ESP vs GE (General English- ELT).....	59
3.4.6 The Importance of Needs Analysis.....	63
3.4.6.1 Definitions	63

3.4.6.2	The needs analysis.....	64
	a. The Target-situation Analysis.....	65
	b. The Present-situation Analysis.....	65
	c. The Learning Situation Analysis.....	66
3.4.6.3	Procedural Steps	67
3.4.7	The teacher of ESP.....	70
3.4.8	Methodologies and Trends in ESP.....	72
	a. Register and Genre Analysis.....	73
	b. Discourse Analysis	74
3.4.9	Overview of ESP in Latin America	75
3.5	Courses for Occupational Purposes in Business contexts.....	81
3.5.1	Teachers of Business English.....	82
3.5.2	Teaching Materials in Business English.....	83
3.5.3	Discourse.....	87
	a. Discourse communities.....	87
	b. Business genres.....	88
	c. Key communicative events.....	88
	d. Functions, grammar and lexis	88
4.	Course and Syllabus design for the enterprise	
	Procter and Gamble	90
4.1	Introduction.....	91
4.2	Needs Analysis.....	91
4.2.1	General Results	92
	a. The present situation analysis.....	92
	b. The target situation analysis.....	92
	c. The learning situation analysis.....	93
SECTION A.....		94
SECTION B		95
4.3	Course Design.....	99

4.3.1.	Preliminary Considerations on Course and Syllabus design...	100
a.	The students´ profile.....	101
b.	The target needs.....	102
c.	The learning needs.....	103
d.	Approach	104
4.4	Course Planning.....	105
4.4.1	Course Objectives.....	106
4.4.2	Content.....	107
4.4.3	The Syllabus	109
4.4.3.1	Objectives, contents and evaluation.....	109
	CONCLUSIONS.....	120
	BIBLIOGRAPHY.....	125
	Appendix 1.....	131
	Appendix 2.....	135

1. Introduction

Nowadays, the widespread use of English in the world has generated the necessity for people to be able to use the language in many different fields and contexts.

Certainly, when relating English to human activities, we refer to the relevance of specific lexicon. Specialized or technical vocabulary emerges from different areas. Some of the words may have meanings specific to the field but different from their common usage meanings. English offers a variety of possible applications. Medicine, banking, chemistry, agriculture, law, tourism, business administration and technology all deal with specific terminology.

It is difficult to understand the definition and benefits of English for Specific Purposes (ESP) unless we consider all these fields. ESP focuses on language that is exposed to linguistic items related to specific activities, such as socializing, traveling, eating out, telephoning, greeting and others in specific contexts. Business people, for example, need to be able to handle specialized contents and to perform certain communicative functions, like giving presentations and negotiating, in predictable situations, like meetings and telephoning, which require skills like writing reports, letters, note-taking, and giving presentations. Additionally, someone who works in a business environment might only need to be able to carry on a conversation about banking or finance and not know about medicine or physics.

As part of this argument, it can be said that mastery of a language in absolute terms is somewhat of a utopia. Certainly, one cannot do so in a course of 32 hours or a program of 10 courses. Recognizing our limitations in this matter helps us to focus on more practical aspects of language learning, such as what students can learn and what they need to learn.

The purpose of this thesis is to conduct a study to determine the individual learning and working needs of a target group of learners, who work for a branch of the foreign enterprise Procter and Gamble (P&G), located in Costa Rica. This study was carried out in order to design an English for Specific Purposes course,

under the auspices of *Instituto Tecnológico de Costa Rica*, that addressed the learners' and sponsors' professional goals and expectations. This work deals with the ESP category of English for Professional Purposes (EPP).

Hutchinson and Waters (1986) hold that ESP emerges as a solution to the usage of English in specific contexts. In contrast to ESP courses, General English curricula provide topics of a general nature, and do not necessarily take into consideration the learners' needs and interests. A needs analysis is rarely conducted to identify these vital aspects. Thus, general English courses may at times be seen by learners as a waste of time and money because, the scope being too wide, the syllabi do not address the learners' professional and academic goals. In my view, these deficiencies can have important consequences for English language teaching schools, in terms of quality, income and competitiveness.

ESP courses, then, consider of the utmost importance the purpose the learner has for studying a language. From this perspective, English is seen as a tool for achieving clearly delineated academic and professional goals based on what students really need to know and be able to do with the language. These depend on many factors, not the least of which being university and career-related aspects, which vary depending on individual interests and goals, in order to ascertain what these factors are.

This is determined by conducting a needs analysis (Munby, 1978), which serves to identify the target goals, learning needs and present situations of the learners. Also, it helps to determine individual wants and motives related to professions, occupations or areas of study. The information gathered from a survey of this nature allows one to establish criteria upon which the choice of syllabus, e.g., target grammar, technical vocabulary items, as well as communicative strategies is established. Similarly, information about educational settings, resources and tools is also established, and this provides a basis for making decisions about methodologies and learning tasks. Furthermore, a survey of this sort may also produce useful information

regarding a learner's age, educational and occupational background, mother tongue, linguistic abilities, previous language-learning experiences, individual styles and strategies, preferred learning activities and tasks as well as cultural expectations. Finally, expectations of other people may also need to be taken into consideration. For example, an employer may require that junior management staff members be able to make an oral business presentation in English, or to be able to write a proper business letter.

In addition to question and answer surveys, needs analysis information may also be garnered by in situ visits, during which time the interested parties of a prospective English course are interviewed, and their aims and goals discussed. This is precisely what was done in order to design a course syllabus proposal, as I will discuss shortly.

Since the mid 1980s, the *Escuela de Ciencias del Lenguaje* of the *Instituto Tecnológico de Costa Rica* (ITCR) has offered general English courses to the Costa Rican community and businesses through its foundation FUNDATEC. In the 1990s, the arrival of foreign investors led to a rapid economic growth. Most of these companies required that their employees not only have an intermediate or advanced English level but also knowledge of specialized language aspects, whether in business or technological matters, as well as abilities to perform communicative strategies in specific business related contexts, such as meetings and negotiating. Since labor conditions and salaries were at that time extremely competitive in comparison to the local enterprises, most Costa Ricans wanted to get a job in these foreign companies. As a result, many English Language Teaching Schools and Institutes started designing and offering new courses based mainly on teaching language specifically required by businesses.

This change has had an impact on some of the English language teachers at the *Escuela de Ciencias del Lenguaje*, who have come to realize that a whole new market of learners exists within companies around the country. Even though there was and still is a general lack of research on ESP in Costa Rica,

ITCR has endeavored to meet the challenge, developing strategies that would address the requirements of companies and the needs of employees.

Moreover, ITCR has participated in projects sponsored by the national organization CINDE, a government sponsored organization set up to encourage investment in the country, in order to gather useful information for the new investors. Data was gathered showing the English language levels of potential employees in Costa Rica. Furthermore, a pilot project was initiated in rural areas, which was sponsored by CR-USA, for the purpose of helping rural elementary and high school teachers to improve their linguistic skills.

Based on all these experiences in ELT, some instructors at ITCR have been trying to develop ESP courses. The country's economy depends on developing employees who can communicate effectively in English. It is a vital short and long-term goal, and I propose that ESP courses would contribute to achieving that objective.

This needs analysis (Hutchinson and Waters, 1986) was based on the Present Situation Analysis (PSA), Learning Situation Analysis (LSA) and Target Situation Analysis (TSA). The needs analysis involved a group of 44 employees from Procter and Gamble who were enrolled in the *Inglés para Empresas* general English course program. Most of the interviewees held either administrative or customer service positions.

The results showed that there was a definite need to design ESP courses as opposed to more general course syllabi. As a result, ten specific language courses should be set up for Procter and Gamble employees.

In Chapter two, I discuss the term university, the Costa Rican educational system as well relevant factors associated to higher education in the country. This chapter also refers to general aspects of the *Instituto Tecnológico de Costa Rica* as a public institution and FUNDATEC, the foundation of the university. At the end of chapter II, I discuss some social and economic changes of the country that have caused an impact on English teaching. In Chapter III, I give an overview of theories in second language acquisition, methodologies and

approaches in ELT and in English for Specific Purposes, which includes the beginnings, typology, evolution, the needs analysis, the role of the teacher, the methodologies, the courses for occupational purposes in business and finally there is an overview of the development of ESP in Latina America. In Chapter IV, I show the results of my needs analysis and the preliminary considerations on the course and syllabus design that I propose for this thesis. The appendix section includes the questionnaire designed for the needs analysis and the proposed course and syllabus design as well as the professional unit. Even though, the bibliography is mostly composed by the readings provided in the modules, I also consulted several books and websites in order to gather other reliable information to complement with new insights.

2. Academic Context and Student Profile

2.1 Introduction

In this chapter, general information around the concept university is gathered, and then the term education is contextualized as well as the university system into the Costa Rican framework. Also, general aspects of the *Escuela de Ciencias del Lenguaje* and *FUNDATEC* are introduced, the school and foundation of the ITCR, entities through which the proposed syllabus will be implemented.

Finally, the social and economic changes Costa Rica, as a developing country, has gone through since the 1990s are discussed in this section aiming at showing their impact on the program designed for this graduation thesis.

2.2 The University

a. Definition

The University is an institution organized and incorporated for the purpose of imparting instruction, examining students, and otherwise promoting education in the higher branches of literature, science, art, etc., empowered to confer degrees in the arts and faculties, as in theology, law, medicine, music, etc. A university may exist without having any college connected with it. It may consist of one college, or it may comprise a group of colleges established in any place, with professors for instructing students in the sciences and other branches of learning (May 15th, 2007).

The university is an institution of higher education and research, which grants academic degrees at all levels (bachelor, master, and doctorate) in a variety of subjects. A university provides both tertiary and quaternary education. The word university is derived from the Latin *universitas magistrorum et scholarium*, roughly meaning community of teachers and scholars (May 15th, 2007).

b. Origins

The emergence of the modern university started at the end of the medieval period. Many influences from different theories like Humanism, Enlightenment, Reformation, and Revolution marked the beginning of the transformation of universities. Besides that, the discovery of the New World brought other tendencies such as human rights and international law to the curriculum. In the 19th century, a German and French university model arose, ideas spread by Wilhelm von Humboldt and Friedrich Schleiermacher's influenced the implementation of laboratories and seminars in universities. On the other hand, the French model strict-related aspects also had an impact on the modern university system. In the 20th century, universities were more focused on science, and the German model was spread around the world. In general, the main structure and goals of universities have remained over the years (May 15th, 2007).

2.2.1 The Role of the University

Certainly, the organization of universities is very different in every country. In some countries, for example, universities are public; that is they are mainly funded by the state. Public universities are controlled and funded according to the state policies, while private universities have more independence from the state. In other universities of the world, "funding may come from donors or fees" that students must pay. For Instance, in the USA there is no legal definition for the word "university" because they call an institution attended by undergraduate students a "college" (May 15th, 2007).

Worldwide, some universities have been under pressure to indoctrinate political issues. Both political and religious authorities might forbid certain fields as well as impose others. For example, in 1933, due to the racial policy of Nazi

Germany, books written by anti-Nazi or Jewish were burned; also some Jewish professors were expelled. Another example is a group of professors and students who were either killed or sent to work to Gulag camps during the Bolshevik government in the old Soviet Union (May 15th, 2007).

All these differences and others might have caused a diverse variety of missions or mottos in every university of the world. I decided to research on some in order to provide a few examples in this thesis:

a. The Mission of the University of Cambridge

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence. The University's core values are as follows: freedom of thought and expression and freedom from discrimination (May 15th, 2007).

b. The Mission of Harvard College

Harvard strives to create knowledge, open the minds of students to that knowledge, and they enable students to take best advantage of their educational opportunities. To these ends, the College encourages students to respect ideas and their free expression, to rejoice in discovery and in critical thought. Harvard also seeks to identify and to remove restraints on students' full participation, so that individuals may explore their capabilities and interests and may develop their full intellectual and human potential. Education at Harvard should liberate students to explore, to create, to challenge, and to lead. The support the College provides to students is a foundation upon which self-reliance and habits of lifelong learning are built: Harvard expects that the scholarship and collegiality it fosters in its students will lead them in their later lives to

advance knowledge, promote understanding and serve society. Harvard College promotes the advancement of all good literature, arts, and sciences; the advancement and education of youth in all manner of good literature, arts, and sciences; and all other necessary provisions that may contribute to the educational process of the youth (May 15th, 2007).

c. The mission of the *Universidad Nacional Autónoma de México (UNAM)*

The National University mission is adhered to the phrase: "The spirit shall speak for my race" (*Por mi raza hablará el espíritu*) declared by José Vasconcelos known as "the Professor of America," the UNAM Director in 1920, refers to a humanist vocation. Later, he added that this phrase meant a new awakening after a long time of oppression since it came up after the triumph of the Mexican revolution (May 15th, 2007).

d. The mission of the *Instituto Tecnológico de Costa Rica (ITCR)*

The mission of the *Instituto Tecnológico de Costa Rica* is to contribute to the integral development of the country from a state university perspective of quality, academic excellence and competitiveness, by means of the formation of human resources, research and extension; keeping the scientific-technical leadership in strict attachment to the ethical, environmental and humanist standards and norms (May 15th, 2007).

2.3 Education in Costa Rica

Between 1800 and 1840, Costa Rica began to change. Several events (Molina, 2007) such as the overthrow of the Spanish colonial authority, the independence of Central America, the arrival of foreigner entrepreneurs, the flourish of mining, and the “dramatic expansion” of coffee “the golden bean” marked the awakening of a new Costa Rican society (p. 49). Cultural and social changes followed the sudden economic stability of the country. The emergence of “an agrarian capitalist class and a coffee elite” as well politicians and professionals helped to promote Enlightenment, Liberalism, Masonry and the ideology of progress” (p.61). New circumstances in the country encouraged education: “.....the community of readers broaden and diversify. This process was promoted by the growth of the *Casa de Enseñanza de Santo Tomás*, opened as a general school in San José in 1814 (p.69).

The efforts of the first president of the country Dr. José María Castro Madriz in terms of education were clearly expressed in the Constitution in which education was seen as a tool to build a democratic society. Since 1840, education in Costa Rica has been free and compulsory, but not enforced. However, the greatest impulse was given under Mauro Fernández, minister of Education, in 1887 and 1888, who attempted to consolidate free schooling in the country. The results are notable in the rapid growth of literacy: “by the 1920s 87% of city residents, two-thirds of townspeople, and 58% of rural folk over 9 years of age could read and write” (Molina, 2007:71). Currently, the literacy rate in Costa Rica is of 96% (CIA World Fact Book, February 2007), one of the highest in Latin America, and both elementary and high schools are found throughout the country in practically every community (May 15th, 2007).

In recent years, the rapid growth of Costa Rican service and tourism industries has created an increasing demand for knowledge in specific areas. In 2005, there were 166.000 university students, in general, Costa Rica offers

“attractive skilled labor for high-tech industries” what has made English language and computer literacy a national priority in education (May 15th, 2007).

2.3.1 Higher Education in Costa Rica

Currently, Costa Rica has fifty six universities. The universities are divided in either private or public. In Costa Rica, all universities, public or private are supervised by the *Consejo Nacional de Enseñanza Superior* (CONESUP). Traditionally, the largest and highest ranking universities of the country have been the four public institutions (May 15th, 2007):

- *Universidad de Costa Rica* (UCR)
- *Universidad Nacional* (UNA)
- *Instituto Tecnológico de Costa Rica* (ITCR)
- *Universidad Estatal a Distancia* (UNED)

The oldest and most prestigious institution of higher education in Costa Rica is the UCR founded in 1843. Approximately 40,000 students attend this university throughout the year. The second most important university is the ITCR or TEC dedicated to the teaching, research and extension in technology and associated sciences aimed at the development of Costa Rica. It was created in 1971. Between 1993 and 2002, both institutions (UCR and ITCR) had 10.133 graduates in engineering who were mainly hired by the foreign companies settled in Costa Rica since 1990´s. Through modifications in curricula, these universities, as advanced training providers, could meet the new requirements of the country in terms of specific technological contents and English domain. Data shows that, between 1994 and 2002, public universities have graduated 92.943 students, while private universities have produced 124.332 undergraduate degrees (May 15th, 2007).

Public universities in Costa Rica are also governed by the *Consejo Nacional de Rectores* (CONARE), a higher education board made up by the four chancellors or rectors of the public universities. This board was created to meet goals in terms of pedagogical autonomy. Article 3, published in *La Gaceta* (Diario Oficial), on January the 4th in 1978, states: “*Se establece como función establecer los mecanismos de coordinación adicionales a la Oficina de Planificación de la Educación Superior, que sean necesarios para el adecuado funcionamiento de la educación superior universitaria*” (October 2nd, 2007).

In general, CONARE allocates funds in the four universities. They also review new programs, make changes on the existing ones, and plan every five years for the further development of higher education in Costa Rica (October 2nd, 2007).

2.3.2 Instituto Tecnológico de Costa Rica

The “institute of technology” is a term used in learning institutions awarding different types of degrees and operating a variety of levels of the educational system. The term may refer to an institution of higher education specialized in technology or a vocational education institution in technical education. Even a mixture of both is also common. This term is frequently abbreviated IT. The reference to “institute of technology” is related with the technological character of the institutions. A wide range of terms and school types are seen around the world, using either polytechnic or institute of technology (May 15th, 2007).

Instituto Tecnológico de Costa Rica (TEC)	
Mission	Formation of human resources, research and extension, scientific-technical leadership, academic excellence
Established	1971

Type	Public university.
Student	Undergraduate, graduate
Rector	Eugenio Trejos
Location	Cartago, Costa Rica
Campus	Urban, 90 ha
Other Locations	San Carlos, San José
Website	www.itcr.ac.cr

(May 15th, 2007)

a. Origins

The Instituto Tecnológico de Costa Rica (ITCR) is a public university of higher education, created by Law No. 4777 on June the 10th in 1971. Its main campus is in Cartago, Costa Rica, 24 km east of San José, Costa Rica, the capital of the country (May 15th, 2007).

b. Organization

The *Instituto Tecnológico de Costa Rica* is governed, as it was previously mentioned, by the *Consejo Nacional de Rectores* (CONARE) and the *Consejo Nacional de Enseñanza Superior* (CONESUP).

The document *Estatuto Orgánico* (2002)¹ states the structure of the ITCR as follows:

- Asamblea Institucional (Legislative Group)

¹ The *Estatuto Orgánico* contains the most important university regulations of the ITCR.

- Consejo Institucional (Board)
- Rectoría (Presidency)
- Consejo de Rectoría (Board of Presidency)
- Vicerrectorías (Offices)
- Administración (Administrative Affairs)
- Vida Estudiantil (Student Affairs)

c. Composition

The *Instituto Tecnológico de Costa Rica* is divided into offices and schools. The schools offer undergraduate and graduate studies in the following fields (October 10th, 2007):

- Agronomy,
- Biology,
- Business Administration,
- Computer science,
- Engineering in:
 - a. Agricultural Business
 - b. Construction,
 - c. Electronics,
 - d. Electromechanics,
 - e. Forest Engineering,
 - f. General Agriculture,
 - g. Industrial Design,
 - h. Industrial Production,
 - i. Industrial Maintenance,
 - j. Labor Occupational Safety and Environmental Hygiene,
 - k. Material Science,
- Mathematics,
- Social Sciences,

d. Statutes

The most important university regulations of the ITCR are in the document named *Estatuto Orgánico* (2002).

In this document, **Article 5** states that the highest authority of the TEC is the *Asamblea Institucional (AIR)* made up by members of the *Consejo Institucional*, the Rector, the Auditor, the Vice rectors, Directors of the other two branches San Carlos and San José, a group of professors, employees in administrative positions and students.

Article 14 refers to the *Consejo Institucional* of the ITCR. It is composed by the Rector and two members of the Costa Rican community. It also includes a group of 4 academic representatives, an auditor, and an administrative employee as well as two undergraduates and a graduate.

It is important to mention that the *Asamblea Institucional* deals with the general policies of the university. While the *Consejo institucional* is in charge of the specific policies related to academic and other relevant affairs.

2.3.3 Teaching and Research

The *Estatuto Orgánico* (2002) determines that both activities, teaching and research, are core activities of the ITCR. They mainly promote and turn technological, scientific, educative and socio-cultural contents into knowledge.

Regarding Research, the *Instituto Tecnológico de Costa Rica* is a university with highly specialized research centers (October 10th, 2007):

- **CIVCO**

Centro de Investigación en Vivienda y Construcción

(Center of Housing Research)

- **CIIBI**

Centro de Investigación en Integración Bosque-Industria

(Center of Industry-Forestry Integration Research)

- **CIGA**

Centro de Investigación y Gestión Agroindustrial

(Center of Agro-Industry Research)

- **CIPA**

Centro de Investigación en Protección Ambiental

(Center of Environmental Research)

- **CIC**

Centro de Investigación en Computación

(Computer Sciences Research Center)

- **CETMA**

Centro de Evaluación y Transferencia de Tecnología Moderna en Manufactura

(Center of Modern Technology in Manufacturing)

- **CIB**

Centro de Investigación en Biotecnología

(Biotech Research Center)

- **CEQUIATEC**

Centro Químico de Investigación y Asistencia Técnica

(Chemistry Research Center)

- ***Laboratorio de Biotecnología de Cultivo de Tejidos***

(Biotechnology Lab)

- ***Centro de Tecnología de Materiales***

(Center of Technology in Material Science)

- **CIE-TEC**

Centro de Incubación de Empresas

(Center of Entrepreneurship)

- **CIDASTH**

Centro de Investigación y Desarrollo en Agricultura Sostenible del Trópico Húmedo

(Center of Sustainable Agriculture Research and Development in the Tropical Cloud Forest)

- ***Laboratorio de Semillas Forestales de Especies Nativas***

(Seed Laboratory of native species)

The *Instituto Tecnológico de Costa Rica* also promotes research through the Office of Research and Extension. Both activities are developed and implemented according to the needs and requirements of the country. This office facilitates the creation of projects in order to solve a specific problem or need.

2.3.4 International Exchange Programs

A relevant number of International exchange programs are available in the Office of *Dirección de Cooperación* of the ITCR (October 10th, 2007).

Academic cooperation agreements have been signed with universities of the following countries: Argentina, Brazil, Canada, Colombia, Cuba, Chile, Dominican Republic, Ecuador, El Salvador, Germany, Honduras, Italy, Mexico, Nicaragua, Peru, Puerto Rico, Spain, the United States of America and Switzerland.

The Office of *Dirección de Cooperación* promotes different exchange programs in teaching, research and extension with the sister universities through the international alliances:

- Student Exchange programs.
- Academic and Professional Exchange programs.

2.3.5 Escuela Ciencias del Lenguaje

a. History

The *Instituto Tecnológico de Costa Rica* began operating during the 1970s. At that time, the school of Social Sciences managed the courses of service in Chemistry, Social Sciences, Physics, Mathematics, Spanish and English.

By the 1980s, the *Estatuto Orgánico* established that a new school must be founded. It was first named *Inglés y Comunicación*, then *Departamento de Comunicación* and finally *Escuela de Ciencias del Lenguaje*.

b. Characteristics

The *Escuela de Ciencias del Lenguaje* is a services school. It is divided into two areas of study: Spanish and English. The Programs are designed for Oral and Written Communication courses in Spanish as well as General English and ESP courses for the Business Administration major.

Currently, the school also manages two main projects:

- *La Revista de Comunicación*
- *El Programa de Prestación de Servicios (foreign languages and Spanish courses-FUNDATEC)*

Regarding research and extension, the school develops two projects through the *Vicerrectoría de Investigación y Extensión (VIE)*. One of the projects is a multimedia proposal in teaching writing processes and strategies based on discourse analysis (Casasa, 2005). The other is an extension project designed and implemented in order to improve the linguistic skills of English Teachers in Rural Areas, *Los Santos Bilingüe 2010* (Jiménez, 2005).

For years, the purpose of the English teachers of the *Escuela de Ciencias del Lenguaje* has been to train nonnative English speakers who are students

enrolled in all majors and need to communicate in the target language. Thus, the design and implementation of English courses has been mostly focused on EFL teaching. However, with the arrival of foreign enterprises in the country and the rapid economic growth in Costa Rica, the contents of the regular courses based on general English do not seem to fulfill the current needs. Employment needs in the country require English curricula be defined according to new specific purposes in the Costa Rican context.

The group of English professors of the *Escuela de Ciencias del Lenguaje*, currently, reviews the existing programs in order to respond to the new challenges of the country.

c. Composition

The School is composed by the Director, a Secretary, an Assistant, 9 instructors who are in charge of the Oral and Written Communication courses in Spanish. Also there are 12 teachers who are responsible for the General English and ESP courses.

The *Consejo de Escuela* is the highest authority of the school and it is composed by the Director, the group of Spanish and English teachers and a group of 7 Students. The *Consejo de Escuela* is in charge of discussing, analyzing and deciding on general policies related to the school as well as the *Prestación de Servicios* Program.

The *Reuniones de Area* meets each group of instructors separately. In these meetings, English and Spanish professors make decisions about the existing courses and the future academic plans based on the school's needs and the country requirements.

The *Coordinadores Académicos* is a group of 7 teachers from the English and Spanish areas who decide on specific academic, administrative and promotional affairs of the following programs of *Prestación de Servicios*:

- **Conversational English Program:**

1. Zone 1 (San José: downtown, Barrio Amón, Moravia, San Pedro)
2. Zone 2 (San José: Desamparados, Aserrí, Escazú y Santa Ana)
3. Zone 3 (Alajuela and Heredia downtown)
4. Zone 4 (Alajuela: San Ramón y Grecia)
5. Zone 5 (Cartago downtown)

- **Conversational English and ESP Programs:**

6. Enterprises (Alajuela, Heredia, San José, Cartago, Puntarenas, Guanacaste and Limón)

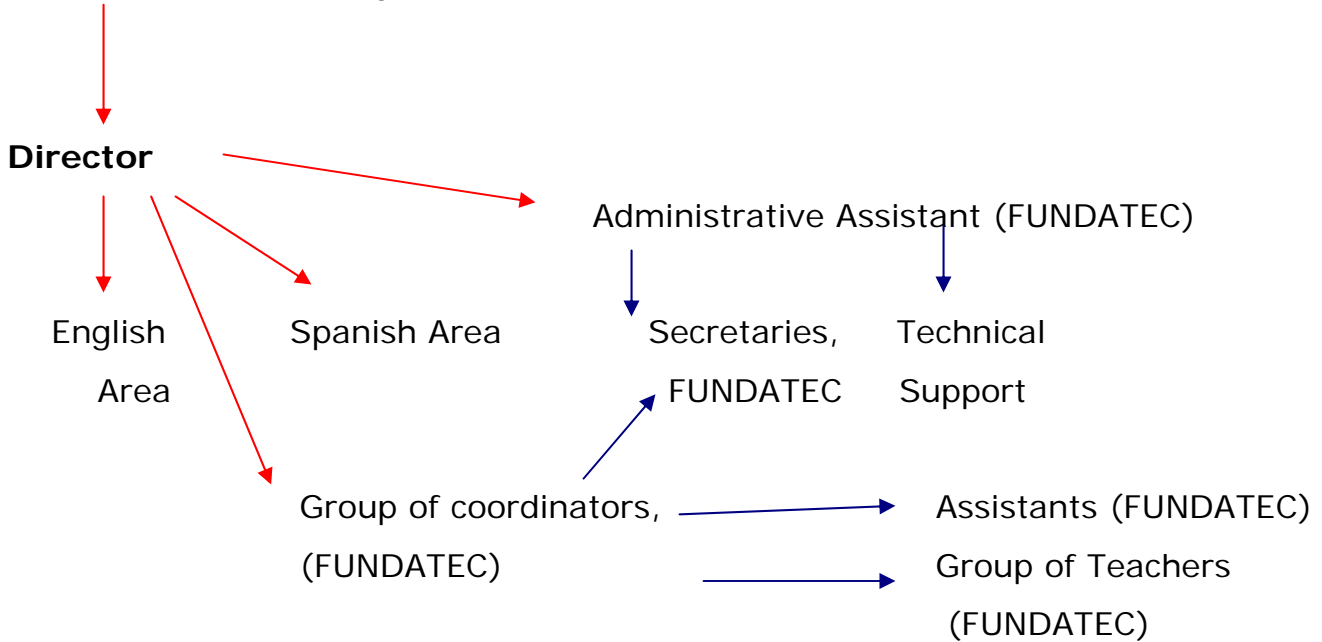
- **Spanish and Other Languages Program:**

7. Spanish as a Second Language (San José and Cartago downtown)
8. Foreign Languages: German, French, Portuguese, Italian, Japanese (San José and Cartago downtown)

d. Structure

The structure of the school is as follows.

School Board (Consejo de Escuela)



2.3.6 Foundation: FUNDATEC

a. Origins

In 1987, the *Consejo Institucional* founded FUNDATEC, the Foundation of the *Instituto Tecnológico de Costa Rica*. This foundation has helped to enhance the development of projects and services for the Costa Rican community. FUNDATEC has been able to assimilate successful experiences through years and has positively contributed to the modernization and development of Costa Rica (October 12th, 2007).

b. Legal Aspects

FUNDATEC was created, mostly, to strengthen the relationships between the *Instituto Tecnológico de Costa Rica* with public and the private sectors of the country and to spread scientific and technological knowledge generated from research and extension.

Currently, there is a document known as the *Normativa para el programa de Prestación de Servicios* (2006) that explains and regulates the vinculation of the university with FUNDATEC.

c. Origins and characteristics of the English Program offered through FUNDATEC

In 1980s, a group of English teachers from the *Escuela de Ciencias del Lenguaje* worked on a new project which main goal was to provide the community with Conversational English courses. Then, the Program *Prestación de Servicios* was implemented through the foundation of the *Instituto Tecnológico de Costa Rica*, FUNDATEC.

This Program of English courses is currently spread around the country. Today, there are 5 zones distributed in 13 branches:

SAN JOSÉ	CARTAGO	ALAJUELA	HEREDIA
Barrio Amón	Cartago downtown	Alajuela downtown	Heredia downtown
San José downtown		Grecia	
Desamparados		San Ramón	
Escazú			
Aserrí			
Santa Ana			
San Pedro			
Moravia			

Thus, the *Instituto Tecnológico de Costa Rica* through the Program *Prestación de Servicios*, teaches currently regular English to an average of 20.000 students per year.

In the 1990s, the English professors from the University wanted to be more competitive in the market. Then, they started the implementation of a new program *Inglés para Empresas*. Like the regular courses, this program was mostly focused on designing general language courses.

In 2000, the Costa Rican Investment Promotion Agency, CINDE, required a process to assess the actual English proficiency level (Novice, Intermediate, Advanced and Superior) of the Costa Rican population. CINDE is a private non-profit apolitical organization, founded in 1982 and in 1984 confirmed by the government to be of public interest. CINDE endeavors to advance the social and economic development by promoting foreign direct investment (FDI) into Costa Rica. CINDE has promoted and facilitated the installation of widely recognized companies in the country including leading companies such as Intel, Baxter Healthcare, SYKES, Western Union, Remec, Procter & Gamble, Boston Scientific, CYTYC, Inamed, and Pycon, amongst others (October 12th, 2007).

Then, CINDE selected a group of teachers from the *Escuela de Ciencias del Lenguaje* to design an in-house proficiency test (Jiménez, 2000) in order to carry out the required assessment in the linguistic skills: Listening, Grammar, Speaking, Vocabulary and Reading based on the American Council on the Teaching of Foreign Language (ACTFL, 1986) proficiency guidelines. The test was applied in many communities around the country which included San José, Alajuela, Heredia, Cartago, Limón and Guanacaste. The project lasted two years and about 2.000 people applied for the test. As part of the results, one interesting conclusion was that most applicants had an intermediate or advanced level in the speaking skill. This information was available and useful for the foreign entrepreneurs who wanted to set up operations in Costa Rica. After the results obtained in CINDE project, the school decided to use its in-house test in

two more projects which required proficiency assessment: (1) *Los Santos Bilingüe 2010* (Jiménez, 2005) to identify the English level of the participants in order to design remedial courses aiming at meeting their linguistic lacks, and (2) Hewlett Packard employment fairs to assess the English level of the applicants during the recruiting processes 2006-2007. Based on the satisfactory results, the main conclusion is that the test went beyond expectations and became a reliable proficiency evaluation instrument available to the Costa Rican community.

In 2003, as coordinator of the program for enterprises, I decided to implement some changes based on the hypothesis that companies were more interested in English for Specific Purposes as well as the fact that English institutes promoted new programs in order to be more competitive in the market. In general, the goals aimed at the following. First, courses should be designed according to the company's or employers' needs. Second, students' needs and wants should be identified by carrying out a needs analysis. Third, this kind of analysis should contribute to implement methodological techniques and specialized contents in the curriculum. Finally, with regards to materials, there should be a relevant compilation of materials from different textbooks to make courses more specific to students' job requirements and wants instead of using one textbook. Unfortunately, there were no studies to support the implementation of these changes at that time.

In 2005, with the enrollment in the Program focused on English for Specific Purposes at the National University of Nicaragua (UNAN-León), a needs analysis was conducted in the enterprise Procter and Gamble to identify the students' actual needs in the English courses offered by the ITCR through the program *Prestación de Servicios* for enterprises.

d. Degree

The *Escuela de Ciencias del Lenguaje* through its foundation FUNDATEC designs and implements Spanish and foreign languages programs; however, these courses are not part of the university plan of studies.

There are no credit accumulation principles. The framework is designed to offer the Costa Rican community low-cost short English courses which are academic, but mostly practical.

Students taking the courses obtain certificates without credits, but an accumulation of hours.

Once enrolled students complete each program, FUNDATEC grants them certificates that include the number of hours of the program.

2.4 Context of the country

2.4.1 Introduction to Costa Rica

Costa Rica is situated in Central America, between Nicaragua and Panama, the Pacific Ocean to the west and south, and the Caribbean Sea to the east. The highest point in the country is Cerro Chirripó, at 3,820 metres (12,500 ft), and is the fifth highest peak in Central America. The first European to reach Costa Rica was Christopher Columbus in 1502. The Indigenous people were part of the Intermediate Area located between the Mesoamerican and Andean cultural regions (December 11th, 2007).

Costa Rica is divided in seven provinces: Alajuela, Heredia, San José, Cartago, Puntarenas, Guanacaste and Limón. Its population, according to the CIA World Factbook, currently stands at approximately 4,133,884 of which 94% are mestizo or white, 3% black, 1% Amerindian, 1% Chinese and 1% other (December 11th, 2007). The white population is primarily of Spanish ancestry, but there is an important number of Costa Ricans of Italian, German, Jewish and

Polish descent. In contrast to its neighboring countries' populations, less mixing of the Spanish settlers and the indigenous populations occurred. Therefore, a vast majority of Costa Ricans are either of Spanish or to a lesser extent of mixed mestizo heritage (December 11th, 2007).

Costa Rica's GDP per capita is US\$12,500; however, this developing country still faces the second highest inflation rate in Latin America, lack of maintenance and new investment in infrastructure, over 740,000 (18%) people below the poverty line and just over 270,000 (6.6%) unemployed. The Costa Rican economy grew nearly 5% in 2006 after 4 years of slow economic growth (December 11th, 2007).

The Costa Rican unit of currency is the *colón*. The economy has been dynamic in the last years because the government implemented a seven-year plan of expansion in the high tech industry through tax exemptions for those who were/are willing to invest in the country. Besides electronics and software development, pharmaceuticals and financial outsourcing as well as ecotourism have become the prime industries in economy of the country. High levels of education among Costa Rican citizens make the country an attractive investing location. Several global high tech corporations have already started developing in the country exporting goods. Also, trade with South East Asia and Russia has boomed during 2004 and 2005, and the country is expected to obtain full Asia-Pacific Economic Cooperation Forum (APEC) membership by 2007 (the country became an observer in 2004) (December 11th, 2007).

Costa Rica protects 23% of its national territory within the Protected Areas system and possesses the greatest density of species in the world (December 11th, 2007).

Costa Rica was the first country in the world to constitutionally abolish its army (December 11th, 2007).

2.4.2 Impact of economy in education

In 1990s, Costa Ricans (Molina, 2007) became to experience the benefits brought together by the end of the Central American conflicts and the Nobel Peace Prize granted to the president Oscar Arias Sánchez during the mid 1980s. Foreign investment, mainly from US, rose from \$55 million annually (1982-1986) to \$307 million between 1992 and 1996 (p.153). In 1985, tourism increased dramatically, and “it reached one million people in 1999...by 2004, almost 1.5 million tourists generated \$1.3 billion in revenue and 7 percent of GDP” (p.159). In 1996, multinational companies like INTEL began operations in Costa Rica, “taking advantage of the lower cost infrastructure, the availability of public services, and the specialized skills of local workers” (p. 158).

INTEL contributes significantly to the Gross National Product. Costa Rica has one of the highest rates in Latin America for locally developed software. Other foreign investors followed INTEL, Procter and Gamble, Western Union, IBM also settled down in Costa Rica. The country stability in politics and economy, besides the high levels of literacy, has contributed to the spread of foreign investment in the country (May 20th, 2007).

The arrival of all these multinational enterprises had an impact on the labor force of the country which was suddenly required to possess technological and English skills. The big challenge has been to modify the curricula in the educational system to give more space to innovation in technology and English acquisition for favoring new opportunities. Thus, institutions such as The National Vocational Training Institute (INA) or the “60-year-old U.S-sponsored Costa Rican-North American Cultural Center try to provide technical and vocational training” (May 15th, 2007). Like these institutions, the *Instituto Tecnológico de Costa Rica* has implemented remarkable changes not only in the institutional academic syllabi but also in its *Prestación de Servicios* offer. The curricula of the ITCR include three of the most important majors required by the

foreign investors in their job positions, Engineering in Electronics and Computer Science and Business Administration.

3. Theoretical Background

3.1 Introduction

This chapter reviews the most important theories in language acquisition and ELT methodologies and approaches. Aspects like definitions and the beginnings of ESP as well as how ESP is related to the most relevant advances in current linguistics and teaching tools are discussed. There is also an overview of the benefits of using English for Specific Purposes rather than General English, and precisely how fundamental the specific language is in business contexts. The chapter also includes relevant aspects of the development of ESP in Latin America.

3.2 Theories on Language Acquisition

Besides the significant approaches focused on second language instruction and implications for foreign language learning and teaching, many empirical studies have been designed to search how important age is when learning a second language. Educational environments usually expose the maturational effects in the acquisition of L2. There are indicators that the age of language acquisition and the degree of mastery.

Language acquisition is a process related to the language capability developed by humans. The term language acquisition was commonly used, after Stephen Krashen contrasted it with "formal and non-constructive learning" (October 20th, 2007). The terms "language learning" and "language acquisition" are used interchangeably; however, second language acquisition may be abbreviated "SLA", or *L2A*, for "L2 acquisition" (October 20th, 2007). SLA has become established as the preferred term for the academic discipline (October 20th, 2007).

The definition of a second language (L2) is "any language learned after the first language or mother tongue (L1)" (October 20th, 2007). Theory points out

that the difference between a first language (L1) and a second language (L2) is the age at which the language was learned. For instance, some theorists referred to *second language* as a language "acquired or used by its speaker after puberty" (October 20th, 2007). It is important to mention that when referring to language acquisition, in pedagogy, there is also a distinction between second language and foreign language. Foreign language is "learned for use in an area where that language is not generally spoken" (October 20th, 2007). Second Language is "the process by which people learn languages in addition to their native language(s)" (October 20th, 2007). This term is used "to describe any language whose acquisition starts after early childhood (October 20th, 2007). The language to be learned is often referred to as the "target language" or "L2", compared to the first language "L1" (October 20th, 2007).

Though SLA is often viewed as part of applied linguistics, it is typically concerned with the language system and learning processes, while applied linguistics may be more focused on the experiences of the learner, particularly in the classroom. SLA has mostly examined *naturalistic* acquisition, where learners acquire a language with little formal training or teaching (October 20th, 2007).

Hyltenstam (1992:351-367) holds that in second language acquisition, age around 6 and 7 "seemed to be a cut-off point for bilinguals to achieve native-like proficiency." After that age, he explained, "L2 learners could get near-native-like-ness but their language would have enough errors that would set them apart from the L1 group" (p.351-367). There seemed to be, then, an important period to distinguish between "near-native and native-like ultimate attainment, however, later studies led to the conclusion that it becomes more difficult to acquire "native-like-ness with age," there is "no cut-off point" in particular (p.351-367). Acquiring a second language can be a lifelong learning process. Many learners of a second language will never become fully native. Hyltenstam

& Abrahamsson, (2003) explain that there are stages in acquiring a second language, similar to the learning stages that babies go through when learning L1, for example, (1) babbling, (2) vocabulary, (3) negation, (4) question forming.

Theorists like Stephen Krashen (1973:63-74), who studied second language acquisition, relates Piaget's cognitive to a critical period for the second language acquisition leading to the conclusion that language acquisition might be more efficient during early childhood. More recently, Pinker (1994) describes the age effect in language acquisition as follows: "Acquisition of a normal language is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter" (p.293).

The most common similarities and differences between first and second language acquisition are described in the following chart (October, 20th , 2007):

Categories	Second Language	First Language
Stages	Systematic stages of development	Systematic stages of development
Depth of knowledge	Beyond the level of input	Beyond the level of input
Success (accuracy)	Not inevitable (possible fossilization ²) rarely fully successful	Inevitable Successful

² Fossilization: Selinker (1972) suggests that the most important distinguishing factor related to L2 acquisition is the phenomenon known as fossilization that refers to "the linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation or instruction he receives in the target language" (December 11th, 2007).

From this chart, then, we may conclude that the acquisition of the first language is natural, while in the second language, the process is conscious. Krashen (1982: 41) stated that “the acquisition of a language is a natural process; whereas learning a language is a conscious one.” While in a natural context, the learner needs communicative situations, in the conscious process, elements such as error correction and grammatical rules are present.

3.2.1 Acquisition and Learning a language in Adults

Adult language is characterized by the lack of ultimate mastery of language that can be explained when someone cannot be distinguished by a native speaker as another native speaker. Even though, some theorists explain that there are periods determined biologically, adults seem to be superior to children as learners. In general, they have (Hammerly, 1991: 30-100) greater cognitive maturity, better learning strategies and study habits, better focus and goal orientation, a longer attention span, the ability to make a greater variety of associations, and better short-term memory. Without a doubt, the fact that adults have gone through a lot of learning experiences makes them possess beliefs and criteria related to the knowledge and information they learn. However, there are some disadvantages in adult learning when acquiring a second language. They may experience feelings like frustration or embarrassment caused by eventual lack of linguistic skills. Commonly, adult learners are more successful in achieving some components of the language, but lacking others due to his/her learning styles or cognitive processes, while children acquire the language fully. For example an adult can achieve great mastery in writing, but not in speaking, like “the author Joseph Conrad, whose novels have become classics of the English literature, but whose English speech is reported to have retained the strong Polish accent of his first language” (Yule, 1998:191).

Even though, age in language acquisition is still a controversial matter, evidence aims at showing that after the “Critical Period” (Cited in Yule, 1998) which is around puberty, “it becomes very difficult to acquire another language fully” (p. 191).

3.2.2 Noam Chomsky

Noam Chomsky (1968) stated that children acquire a first language before they can follow, do or make simpler tasks. Chomsky held that the acquired language is “greater than the input received” (October 20th, 2007). Chomsky argued that we all have an “innate device that is able to do all languages” (October 20th, 2007). For instance, children, “on hearing the language around them, set this device to work in this language” (October 20th, 2007). He explained, then, that children are born with “a hard-wired language acquisition device (LAD) in their brains” (October 20th, 2007).

Based on this theory, some later theoretical views explain that students would see the L2 through the L1. Later he spread ideas oriented to “a set of innate principles and adjustable parameters” that are common to all human languages: “the presence of Universal Grammar in the brains of children” allows them to deduce the structure of their native languages from “mere exposure” (October 20th, 2007).

The theorist most often associated with Nativism was Chomsky. Parker and Riley (2000) point out that, from a Nativist view, children are born with an innate propensity for language acquisition. Then, for Nativists, this ability makes learning a language easier because we are “human beings and our genes are structured in characteristic ways” (p.194). This trait makes humans human, and language acquisition is a natural part of maturation, “no different

from dolphins learning to swim or songbirds learning to sing" (October 20th, 2007). Or in Chomsky's words "we do not learn to have arms any more than birds learn to have wings; rather, different species develop different attributes as a function of their different genetic structures" (Cited in Parker and Riley, 2000: 194). Then, Chomsky strongly believed that we all are born with "language-specific knowledge" (October 20th, 2007).

Some arguments against Chomskian theory were focused on the basis that language aspects like hypothetical constructs, empty categories, complex underlying structures, and strict binary branching could not be acquired from any amount of input (October 20th, 2007).

3.2.3 Monitor theory

Krashen (1982) proposed the monitor theory for SLA that was mainly based on distinguishing a difference between acquisition and learning. This model claims that the learner needs to focus on "messages and meanings" (p.15-45). Krashen promoted the "natural order hypothesis" in which "the acquisition of language is in developmental stages" (p.15-45). Another component of the model is "the affective filter hypothesis" that deals with the premise that "the student must be motivated to learn the new language" (p.15-45).

This model has been criticized, though. Some of the criticism lies on "the vagueness of the model, or the lack of empirical studies" (October 20th, 2007).

3.3. Methodologies and Approaches for ELT

Based on the premise that there may be a “right age” to acquire a language, worldwide theorists have studied ways to overcome the “acquisition barriers.” Since second language acquisition requires a combination of elements addressing cognitive and linguistic skills, the need to explore these contexts has led to develop a variety of educational approaches and methods.

According to Brown (2000:14), an approach is a “set of assumptions dealing with the nature of language, learning and teaching,” while a method is “an overall plan for systematic presentation of language based upon a selected approach.”

Celce-Murcia (1991:3-10) summarises the characteristics of the most common approaches and methods in ELT. The following chart was designed for this thesis in order to show some of the most relevant features.

METHODS AND APPROACHES

NAME	CHARACTERISTICS	CRITICISM
The Grammar Translation Method	<ul style="list-style-type: none"> • Lessons are taught in the mother tongue, with little active use of the target language. • Much vocabulary is taught in the form of lists of isolated words. • Long, elaborate explanations of the intricacies of grammar are given. • Grammar provides the rules for putting the words together. 	<ul style="list-style-type: none"> • By definition, this method has a very limited scope of objectives. • Output was missing from the curriculum. • Students would often fail at speaking or even latter writing in the target language. • Teaching the target language is not only writing, but speech as well. • Students lacked an active role in the

	<ul style="list-style-type: none"> • Reading of difficult classical texts begins early. • Texts are treated as exercises in grammatical analysis. • Little or no attention is given to pronunciation. • A typical exercise is to translate sentences from the target language into the mother tongue. 	<p>classroom, often correcting their own work and strictly following the textbook.</p>
<p>The Direct Method</p>	<ul style="list-style-type: none"> • Instruction was conducted in the target language. • Only everyday vocabulary and sentences were taught. • Lessons begin with dialogues and anecdotes in modern conversational styles. • Grammar was taught inductively. • Vocabulary was mainly taught through demonstrations, objects and pictures. • Both listening and speech comprehension were taught. 	<ul style="list-style-type: none"> • The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size.

	<ul style="list-style-type: none"> • The teacher must be a native speaker or have nativelike proficiency in the target language. 	
<p>The Audiolingual Method</p>	<ul style="list-style-type: none"> • New material is presented in dialogue form. • There is dependence or Mimicry, memorization of set of phrases, and over-learning. • Skills are sequenced: listening, speaking-reading, writing, postponed. • A great effort is made to prevent learner errors. • Structural patterns are taught using repetitive drills. • There is little or no grammatical explanation. • Vocabulary is limited and learned in context. • There is much use of tapes, language labs, and visual aids. • Great importance is attached to pronunciation. 	<ul style="list-style-type: none"> • The method was questioned by linguists such as Noam Chomsky, who pointed out the limitations of structural linguistics. • Subsequent research by others produced results which showed explicit grammatical instruction in the mother language to be more productive. These developments, coupled with the emergence of humanist pedagogy led to a rapid decline in the popularity of audiolingualism.

	<ul style="list-style-type: none"> • Little use of mother tongue is permitted. • Successful responses are immediately reinforced. • There is great effort to get students to produce error-free utterances. • There is a tendency to manipulate language and disregard content. 	
<p>The Natural Approach</p>	<ul style="list-style-type: none"> • The essence of language is meaning. • There are two ways of L2 language development: "acquisition" and "learning." • Four broad areas basic personal communicative skills and academic skills. • Based on selection of communicative activities and topics derived from learner needs. • Focus on meaning not form. • Develop activities involving meaningful communication. 	<ul style="list-style-type: none"> • The most controversial aspects of this approach were its heavy emphasis on comprehensible input. • Another claim was that it didn't eradicate "bad habits" which caused fossilization.

	<ul style="list-style-type: none"> • The teacher is the primary source of comprehensive input. • Materials come from realia. 	
Suggestopedia	<ul style="list-style-type: none"> • Learning occur through suggestion. • There are long lists of vocabulary that are supposed to be understood rather than memorized. • Passive roles of the learners. • Consists of texts, tapes, classroom fixtures and music. Texts should have force, literary quality, and interesting characters. 	<ul style="list-style-type: none"> • Suggestopedia lacks in scientific backing and is criticized by psychologists as being based on pseudoscience. • It was looked as a sensationalized, mysterious, costly, and highly questionable new "gimmick," not legitimate.
The Communicative Language Teaching	<ul style="list-style-type: none"> • Meaning is paramount. • Dialogues are centered on communicative functions and are not normally memorized. • Language learning is learning to communicate. • Effective communication is sought. 	<ul style="list-style-type: none"> • Some criticism lies in that the role of the teacher in this method is too passive and that immediate feedback is necessary to avoid fossilization.

	<ul style="list-style-type: none"> • Language is often created by the individual through trial and error. • The teacher cannot know exactly what language the students will use. • Students regularly work in groups or pairs to transfer meaning. • The content of language courses includes semantic notions and social functions, not just linguistic structures. • Intrinsic motivation will spring from an interest in what is being communicated by the language. 	
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3.3.1 The use of media in Language Teaching

Increasingly, English professors use multimedia in their classrooms to facilitate learning processes. Certainly, the use of sources in multimedia technology addresses at meeting individual learning needs. Multimedia has become an excellent instrument to support learning and reduce the emphasis on knowledge or contents. In other words, to know *how* seems to be more valuable than the *what*: "As a tool for language learning/teaching, media have undoubtedly always been present, and have facilitated the task of language learning for both instructed and noninstructed learners.....Whatever the approach, language teaching seem to universally agree that media can and do enhance language teaching" (Celce-Murcia, 1991:454)

According to Celce-Murcia (1991:457), the definition of media refers to the technological innovations in language teaching. She explains that there are two main categories:

a) Nontechnical media (currently known as realia): Boards, flash cards, index cards, wall charts, posters, maps, scrolls, board games, mounted pictures/photos, cartoons/line drawings, objects, pamphlets, brochures, leaflets, flyers, manuals, puppets, newspapers, magazines.

b) Technical media: Audiotapes, audio recorders, players, videotapes, radio, television, films, projectors, computers, software, language lab, multimedia labs, slides.

Celce-Murcia (19991:456-458) argues that media can help to achieve lesson objectives because it appeals to students' senses and helps them process information, what makes it an important motivator in the language teaching process. Celce-Murcia holds that since SLA teachers need to create "bridges between skills," they can integrate them effectively around media with a variety of sources (p.456-458). Another advantage of using media in the classroom is that it helps to bring real life in order to present language in "a more complete communicative situation" (p.456-458). Media not only provides "content, meaning and guidance," these technological tools create a "contextualized situation in which language items are presented and practiced" (p.456-458).

This authentic factor reinforces the classroom situation and the direct situation between the language classroom and the outside world. In general, the most outstanding benefit provided by media is that students are exposed to multiple input sources.

3.4 English for Specific Purposes (ESP)

3.4.1 Definitions and Characteristics

Today, a great variety of human activities make people require specific communication skills in order to master technical linguistic items. English for Specific Purposes (ESP) emerged as a solution to this need of language focused on a particular field of human activity. English for Specific Purposes (ESP) deals with a curriculum focused and designed on specific learning purposes. Since its emergence, researchers have come up with a variety of definitions of what ESP actually means: "As with most developments in human activity, ESP was not planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends....." (Hutchinson and Waters, 1986:5).

Celce-Murcia (1991:67) holds that ESP "comprises a diverse group of teachers and curriculum designers dedicated to the proposition that all language teaching must be designed for the specific learning and language use purposes of identified groups of students." She adds that ESP was especially relevant in the United States among immigrant students, and to "survival and vocational programs for adults who are not native speakers in North America" (p.67).

Hutchinson and Waters (1986:8) consider ESP as "an approach rather than a product." They hold that there are specific needs identified by the learners, and those needs must be fulfilled. Hutchinson and Waters also state that the principle of ESP, since beginnings, has been "tell me what you need English for and I will tell you the English that you need" (p. 8).

According to these two authors, ESP is simply the answer to the question "Why does the learner need to learn a foreign language?" (Cited in Dudley-Evans and St John, 1998: 2). Thus, in order to identify the learners' needs, ESP courses are based on a research procedure that is by following these five stages: a) needs analysis, b) course and syllabus design, c) materials selection

and production, d) teaching and learning (methodology) and e) evaluation (Hutchinson and Waters, 1986:53-154).

Strevens (1988) defines ESP based on the difference generated when identifying "four absolute characteristics and two variable characteristics" (Cited in Dudley-Evans and St John, 1998:3). The four absolute characteristics are: a) ESP Language Teaching is designed to fulfill specific needs of the learners, b) ESP content considers different fields, c) ESP is focused on "language appropriate to those activities in syntax, lexis, discourse, semantics and analysis of the discourse," d) ESP is in contrast with "General English" (Cited in Dudley-Evans and St John, 1998: 3). In addition, the two variable characteristics are: a) ESP can be limited to "the learning skills to be learned," and b) ESP might not "be taught according to any pre-ordained methodology" (Cited in Dudley-Evans and St John, 1998: 3).

Robinson (1991), similarly to the other authors, states that ESP is "normally goal oriented" based on data collected in the needs analysis that usually aims at learners' needs to use the language (Cited in Dudley-Evans and St John, 1998:3). The most important insight from her study refers to the fact that ESP courses "are generally constrained by a limited time period, in which their objectives have to be achieved, and are taught to adults in homogeneous classes in terms of work or specialist studies that the students are involved in" (Cited in Dudley-Evans and St John, 1998:3).

The authors like Mackay and Mountford (1978) explain that ESP has a purpose that refers to either occupations or academic requirements. Learners, who are enrolled in ESP courses, have a set of goals about the foreign language which is regarded as a tool to improve and strengthen their occupational, professional or academic performance.

Dudley-Evans and St. John (1998:1) provide an interesting point of view when mentioning that ESP "has developed its own methodology, and its research clearly draws on research from various disciplines in addition to applied linguistics.....the main concerns of ESP have been, and remain with needs

analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation."

3.4.2 The Beginnings of ESP

Hutchinson and Waters (1986) state that the emergence of ESP is marked by events like the end of the Second World War which spread technology, science and economy together with the oil crises during 1970s which caused "massive flow of funds and Western expertise into the oil rich countries" (p.7). Learning English then came up with a bunch of answers for the development of economy in the world caused by the growth of science and technology. The impact of these events affected the perception of English at that time. Worldwide, there was suddenly "a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing a language," but because of pressure and influence (p.7).

English was suddenly seen as "a key to the international currencies of technology and commerce" (Hutchinson and Waters, 1986:6-7). According to authors like Rogers (1982), Cummins and Storer (1992) and Hill and Perry (1992), suddenly, there were many "international students studying in the UK, USA and Australia" because, English became "a window on or a passport to the world" giving access to "Western science and technology" and/or to "Western style development and progress" (cited in Salager-Meyer, 2004:14). The main result of this revolution in teaching and learning a second language was a "new generation of learners" who had specific goals to learn the language and an increasing need of "cost-effective courses" (Hutchinson and Waters, 1986:7). Then, learning the target language was not just desirable but necessary (Hutchinson and Waters, 1986:6-7). This phenomenon in teaching English provoked by the new trends led to the emergence of ESP.

The theorist Alan Waters, who has also researched on the origins of ESP, points out that the pre-ESP area had predominance on English Language

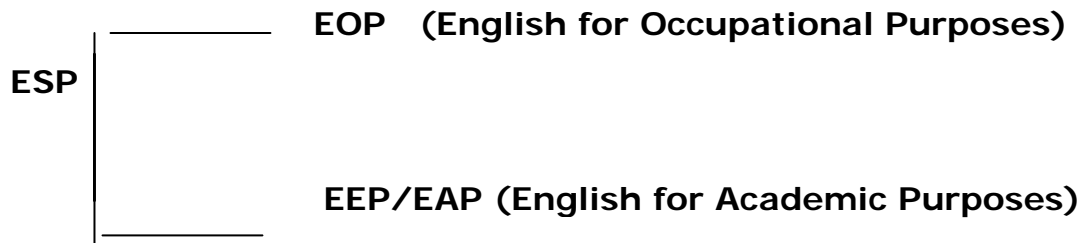
Teaching (ELT) studies that combined linguistics and nature learning. One example was the Audiolingual approach that involved a structuralist view of language with behaviorism, more concerned on learning theories. In 1960s and 1970s, Waters adds, there was an actual need to include students' needs in English teaching contexts: "... world-wide economic development had given rise to a new generation of learners.....who knew what they wanted English for" (Waters, 1988, p. 29). Even though, ELT was substituted by ESP, the theorist remarks, ESP emergence lie in learners' needs based on ELT: "Viewed in this way, ESP can be seen as not so much the teaching of a set body of specialized language (as it is so often regarded), but as a special approach to ELT, one based on taking into account the learners' reasons for studying English" (p. 31).

Against theories that associate ELT to ESP, theorists like Dudley-Evans and St. John (1998) agree that ESP "moved away from trends in general ELT" developing its own theoretical framework provoked by world demands in language mastery (p.1). All this has lead to research and "openness to the insights of other disciplines" (p.1). It is interesting to remark that both authors point out that early ESP was mostly focused on English for Academic Purposes EAP followed by English for Occupational Purposes EOP (p. 2). The term EAP was first used in 1974, but generally more used in 1975 (Jordan, 1997:p. 2). EAP appears in different contexts related to teaching second language such as "schools and/or colleges" as well as "for higher education studies" (Jordan, 1997: p.2).

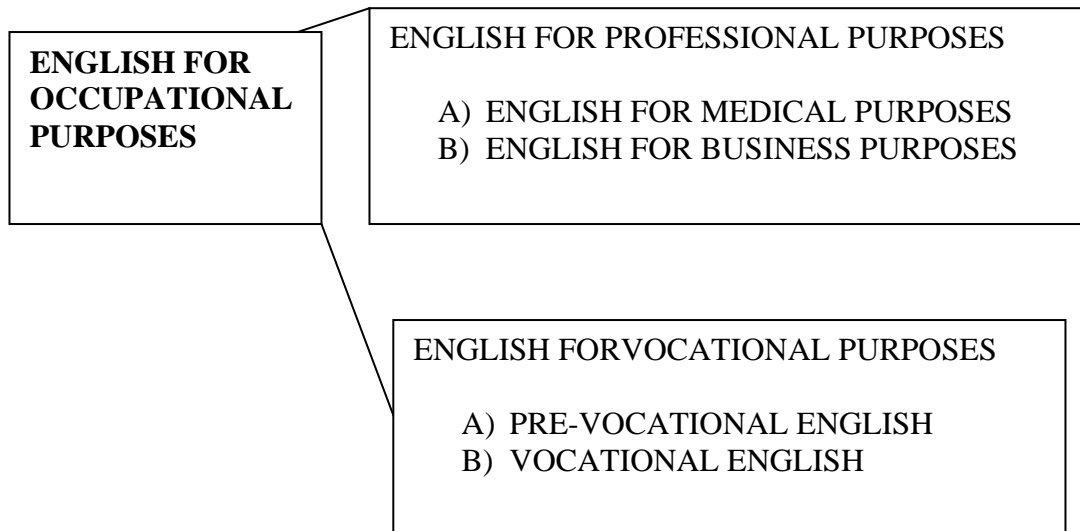
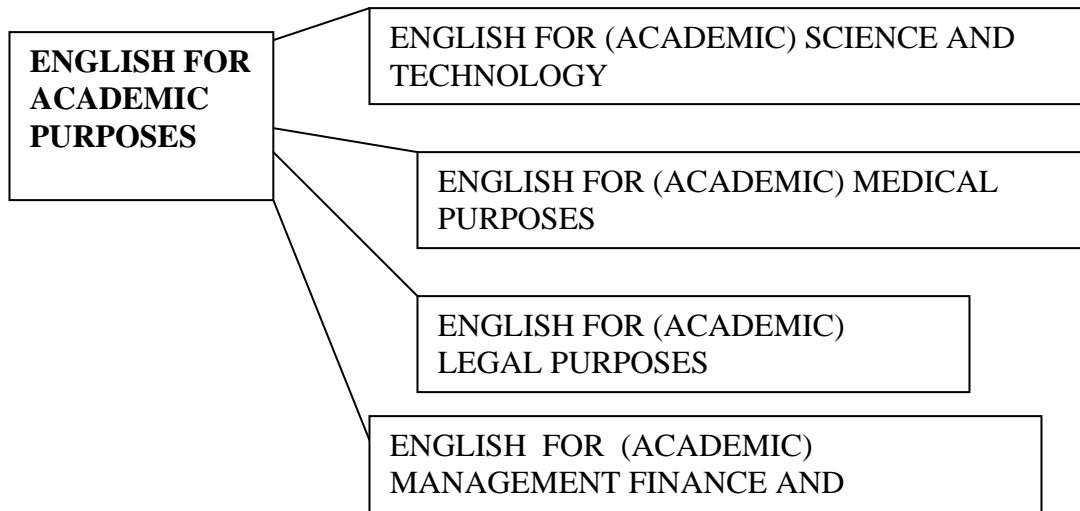
Dudley-Evans and St. John (1998) outline that teaching English in other specialized disciplines such as English for Science and Technology (EST) or English for Business Purposes (EBP) came up in order to respond to actual needs generated from language registers and genres that learners require to perform effectively in the specific working context or professional area.

3.4.3 ESP Typology

Another important aspect related to ESP, when defining it, is its typology. ESP is divided in two groups (Dudley-Evans and St John, 1998: 6): EOP that is English for Occupational Purposes and EAP English for Academic Purposes.



In general, EAP includes English for Academic Science and Technology (EST), English for Academic Medical Purposes (EMP), English for Academic Legal Purposes (ELP), English for Management, Finance and Economics (Dudley-Evans and St John, 1998: 6). EOP is divided in English for Professional Purposes (EPP) and English for Vocational Purposes (EVP): EPP courses are designed for practicing professionals while EVP refers to the “language of training for specific trades or occupations” (Dudley-Evans and St John, 1998: 7):



3.4.4 Evolution

Since the emergence of ESP, there have been remarkable studies related to it. Important contributions have been developed mostly in Spain with magazines, theses, articles and books. One of the most relevant pioneers of ESP in Spain is Jordi Piqué (1997) who has widely researched on this field.

Some of his articles refer to the European publications in ESP. He states that they are mostly oriented on methodology, discourse analysis, materials, translation, technical vocabulary usage, and technological tools (p.277-279).

Piqué (1997:279-280) also mentions the relevance of ESP events in Europe as ways to spread it. One of them is a Forum held at the University of Lancaster in 1995, and how it helped to strengthen ESP theories in Europe. This event had as main objective to discuss the ESP terminology because there seemed to be controversy on whether the term ESP should include all the language fields. Representatives worked on defining E.S.P (English for Specific Purposes), E.A.P (English for Academic Purposes), E.O.P (English for Occupational Purposes), E.P.P (English for Professional Purposes). They also discussed the current situation of ESP professors. The most important conclusion from the forum was the commitment to encourage and expand what was called "Networking EAP in Europe" that is an European association for ESP. After this event, the "Universidad de Alcalá de Henares" has also sponsored congresses and forums to promote and discuss current issues that deal with ESP.

3.4.5 ESP vs GE (General English- ELT)

Today professional and academic requirements in English teaching lead to discuss in this section the benefits of using English for Specific Purposes rather than General Language. General English courses have a broader scope in topics and language skills besides lacking a needs analysis in order to identify actual needs and wants what may eventually make learners feel that the learned aspects in the General English courses are irrelevant.

The following chart provides some examples of the strategies used in both fields, General English and English for Specific Purposes, showing how different they can be.

GENERAL ENGLISH	ENGLISH FOR SPECIFIC PURPOSES
A. TEXT SELECTION	A. TEXT SELECTION
<ul style="list-style-type: none"> • Based on syntactic structures • General topics • Selected by teachers 	<ul style="list-style-type: none"> • Chosen according to students' needs • Selection of authentic texts • Selected by teachers and students or others involved in the process
B. ACTIVITIES	B. ACTIVITIES
<ul style="list-style-type: none"> • Mostly alone • Some translation of vocabulary 	<ul style="list-style-type: none"> • Direction finders • Motivation to achieve objectives

C. WORKING WITH THE TEXT	C. WORKING WITH THE TEXT
<ul style="list-style-type: none"> • Focus on detail (understanding all the sentences and words) • Questions are based on syntax 	<ul style="list-style-type: none"> • Focus on known information • Focus on meaning and form
D. TYPE OF TEACHING/LEARNING INTERACTION	D. TYPE OF TEACHING/LEARNING INTERACTION
<ul style="list-style-type: none"> • Teacher-centered 	<ul style="list-style-type: none"> • Learner and learning centered
E. FOLLOW-UP ACTIVITIES	E. FOLLOW-UP ACTIVITIES
<ul style="list-style-type: none"> • Comprehension questions • Grammar and lexis exercises 	<ul style="list-style-type: none"> • Using the information: Transfer, application or extension • Applying techniques

(Cited in Dudley-Evans and St.John, 1998:97)

From this chart, we may conclude that the use of ESP leads to easier and faster language acquisition processes because there are specific linguistic aspects and target goals that are addressed to be fulfilled.

Another important difference between ESP and GE is the needs analysis. The needs analysis (Munby, 1978, Hutchinson and Waters, 1986), as it will be explained later, is the basis to design a course and a syllabus which makes

courses in the specialized field have scientific criteria in contrast to guessing at students' needs like in GE courses. ESP courses are focused on what learners need, want and expect to be implemented in their working environments. As a result, the need analysis can help ESP teachers understand their pupils, implement methodological techniques and select or design materials. Learners learn what they need through authentic and content based contexts.

One more aspect to evaluate when differentiating ESP from GE is methodology. According to Dudley-Evans and St. John (1998), ESP methodology is quite different from that used in GE courses: "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 general English class. That is what we mean when we say that specific ESP teaching has its own methodology" (p.4).

The design of in-house materials (Robinson, 1991:54-59) is another remarkable difference between ESP and GE. In-house materials help to meet learners' needs due to authenticity³ and appropriateness. Authenticity facilitates learning by stimulating cognitive strategies through the activation of learning processes, while published materials lack flexibility to adapt or design contents, methodologies or activities for the intended learners. As we teachers know there is no textbook that includes all students', teachers' and institutions' or enterprises' needs and wants. In ESP courses, content-based specific materials help learners be prepared to use language appropriately and correctly in job-related tasks. For instance, to develop lexicon and communicative skills in negotiations, a case study which presents a real negotiating situation faced by companies could be used. Within the context, the introduced and practiced linguistic items are relevant to the learners as well as

³ Authentic materials refer to "any kind of material taken from the real world and not specifically created for the purpose of language teaching. It can be text, visuals, or audio material; it can be realia such as tickets, menus, maps, and timetables; or it can be objects such as products, equipment, components, or models" (Ellis, 1994:157).

the learning situation to the job position. In turn, learners will have greater interest in the ESP course rather than in a GE course. As a result, we can say that greater learning will ensue.

ESP and GE also contrast when defining the role of the teacher. Hutchinson and Waters (1986) hold that ESP teachers deal with a variety of responsibilities, such as “needs analysis, syllabus design, material writing or adaptation, and evaluation” (p.157). Besides that, they add, different from most EG teachers, ESP instructors “have not been trained as such” (p.157).

Now, the purpose of the following testimonials provided by some directors of English Institutes around the world is to highlight, once more in this section, the benefits of using ESP in current English teaching. Fiona Wilkinson of Bell of Bell International in the UK states that ESP is more useful than GE “simply because it is more focused and provides participants, who are more motivated themselves, with objectives that meet their career development [goals]” (May 18th, 2007). Certainly, for those who operate in the business language, targeted courses continue to be a major driving force in education. And, Liz Osbourne, from Aisling in Ireland, points out that “with the growing internationalization of the business environment, more companies throughout the world will need to look outside their own language areas in the future” (May 18th, 2007). Wilkinson also mentions that ESP “responds to the growth of new Industries and their global marketing initiatives. Industry growth or evolution depends on global forces and trends. As they change so will the need for improved global communication skills” (May 18th, 2007).

In brief, we can say that the major contributions of ESP lie in the introduction of the needs analysis, the compilation and design of materials for specific populations, and the openness to working together with other specialized fields in order to accomplish every ESP course objectives.

3.4.6 The Importance of Needs Analysis

Identifying the needs of a specific group is important in order to make sure students' actual course objectives are fulfilled.

John Munby (1978) conducted a thorough study on needs analysis. He presented a set of procedures called Communication Needs Processor (CNP) designed to discover the target situation needs, which basically "leads to the selection of the course objectives, content and methodology in the curriculum" (Cited in Hutchinson and Waters, 1986:54).

Hutchinson and Waters (1986) hold that a needs analysis provides valuable information to design the curriculum. Through a needs analysis, there is a "process-oriented model" that "reflects the fluid and dynamic nature of much real-life curriculum design" (p.5). So, the ESP curriculum becomes an "on-going process" that requires further research since objectives should be specified in terms of "what learners will do with or through English" (p.5). The implementation of flexible course objectives, contents, on-going evaluation will contribute to pursue specific training requirements.

3.4.6.1 Definitions

A needs analysis (Jordan, 1997) is a process conducted in order to identify the learners' needs according to their priorities which are assessed by means of both subjective and objective information.

Without a doubt, each group of participants in the process of learning a second language produces a specific set of needs.

Theory provided by authors like Hutchinson and Waters (1987:53-64) review types of needs, wants, lacks and learning needs. They refer to sets of requirements that may involve students' job objectives or study goals which are needed to be actually learnt in a specific institution or context or what learners would like to obtain from the learning process. Learners may rely on a program

when their wants, likes, lacks, strengths are taken into account because they are regarded as individuals with valuable opinions and experiences. When a needs analysis is conducted in order to include information related to the potential students and their actual roles are considered, learners and sponsors may have high expectations on the syllabus to be implemented.

According to other insights about needs analysis, Jordan (1997: 22), one of the best known researchers in this field, states that a needs analysis should mainly answer the following questions:

1. "Why is the analysis being undertaken?"
2. "Whose needs are analyzed?"
3. "Who performs the analysis?"
4. "What is to be analyzed?"
5. "How is the analysis to be conducted?"
6. "When is the analysis to be undertaken?"
7. "Where is the ... course to be held?"

In other words, Jordan (1997: 23) explains that the process of the needs analysis follows four basic steps. First, it is necessary to identify the purpose of the study. Second, the population should be delimited. Third, it is important to identify and decide on the theoretical approaches. Then, methods of collecting data are selected. And data is collected, results are analyzed and interpreted. Finally, objectives are identified and decisions are implemented.

3.4.6.2 The needs analysis

The needs analysis conducted for this thesis will, finally, contribute to identify the type of syllabus (contents, teaching/learning process and materials) that should be implemented in the new program offered to Procter and Gamble. This analysis also includes theoretical insights explained by Hutchinson and Waters (1986), Cunningsworth (1983), Jordan (1997) in terms of (a) the target-situation analysis, (b) the present-situation analysis and (c) learning situation-analysis.

a. The Target-situation Analysis

John Munby (1978) has developed an approach based on Target-Situation analysis (TSA) known as Communicative Syllabus Design. There is a set of procedures called the Communicative Needs Processor (CNP). This processor deals with a range of questions about "key communicative variableswhich can be used to identify the target language needs of any group of learners" (Cited in Hutchinson and Waters, 1986: 54). Munby (1978) presents a model of syllabus design (Communicative) for ESP programs in which emphasizes is placed on systematic attention to the communicative needs of the learner. This type of analysis states that the input is made up of five components: purposive, domain, setting, interaction and instrumentality (Cited in Cunningsworth, 1983: 152-153). A profile of communicative events is expressed in behavioral terms, so there is a close connection between the raw input, the needs analysis and the content of the syllabus. Munby has successfully produced an elaborately-structured framework within which the syllabus designer can make his subjective decisions (Cited in Cunningsworth, 1983: 152-153).

b. The Present-situation Analysis

The approach known as Present-Situation Analysis (PSA) is developed by Richterich and Chancerel (1977/80). The present situation analysis (PSA) focuses on the students as "the sources of the information" and "the user institution" like work places (Cited by Jordan, 1997: 24). The most common way of collecting data is by using "surveys, questionnaires and interviews" (Jordan 1997: 24). The learner provides information related to the surroundings by stating the current situation at the beginning of the courses. The present-situation analysis helps to collect data that deals with corporate cultures, job positions requirements and tasks and other training programs in the company. The present situation also deals with what learners actually

know, which includes their levels of ability and their current skills in language use. Jordan (1997:25) explains that the present situation analysis “estimates strengths and weaknesses in language, skills, learning experiences.”

c. The Learning Situation Analysis

The learning needs are closely related to the “abilities required to perform a task and the degree of competence” (Hutchinson and Waters, 1986:60). The learning needs also refer to how to get to the “end product,” which means “what the learner needs to do in order to learn” (Jordan, 1997:25), in other words, the linguistics skills, language items, and subject knowledge that are needed. The learning situation analysis (Jordan, 1997) deals with objective, perceived and product oriented needs as well as motivation and meaning. For instance, providing students with meaningful texts or documents may be more motivating than using texts without any purpose but linguistic. While an activity is guided by an objective in terms of the target-situation, content may respond to actual learning goals. Certainly, a learning analysis helps to identify students’ wants and needs in terms of learning styles in order to implement significant tasks.

3.4.6.3 Procedural Steps

There are different methods to gather information about the needs and wants of the learners and sponsors. Hutchinson and Waters (1986:58) state that the following are the most frequent and common methods:

1	INTERVIEWS
2	OBSERVATIONS
3	QUESTIONNAIRES
4	INFORMAL CONSULTATIONS WITH SPONSORS, LEARNERS AND OTHERS

According to theory, the choice of a method will depend on “time and resources” (Hutchinson and Waters. 1986: 58).

Basically, a needs analysis is asking questions “about the target situation and the attitudes towards that situation of the ...participants in the learning process” (Hutchinson and Waters, 1986: 59).

Both authors (1986: 59) outline a target situation framework as follows:

1. Why is the language needed?
 - for study
 - for work
 - for training
 - for a combination of these
 - for some other purpose (status, examination, promotion).
2. How will the language be used?
 - medium (speaking, writing, reading)
 - channel (telephone, face to face)
 - types of text or discourse (academic texts, lectures, informal conversations, technical manuals, catalogues, etc)

3. What will the content areas be?
 - Subjects (medicine, biology, architecture, shipping, commerce, engineering)
 - Level (technician, craftsman, postgraduate, secondary school)
4. Who will the learner use the language with?
 - native speakers or non-native speakers
 - level of knowledge of receiver (expert, layman, student)
 - relationship (colleague, teacher, customer, superior, subordinate)
5. Where will the language be used?
 - physical setting (office, lecture, theatre, hotel, workshops, library)
 - human context (alone meetings, demonstrations, on telephone)
 - linguistic context (in own country, abroad)
6. When will the language be used?
 - concurrently with the course or subsequently
 - frequently, seldom, in small amounts, in large chunks

Regarding the learning-situation analysis, Hutchinson and Waters (1986:59-60) also outline the main information as follows:

1. Why are the learners taking the course?
 - compulsory or optional
 - apparent need or not
 - Are status, money, promotion involved?
 - What do learners think they will achieve?
 - What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?
2. How do the learners learn?
 - What is their learning background?
 - What is their concept of teaching and learning?
 - What methodology will appeal to them?
 - What sort of techniques are likely to bore/alienate them?

3. What resources are available?
 - number and professional competence of teachers
 - attitude of teachers to ESP
 - teachers' knowledge of and attitude to the subject content
 - materials
 - aids
 - opportunities for out-of-class activities
4. Who are the learners?
 - age/sex/nationality
 - What do they know already about English?
 - What subject knowledge do they have?
 - What are their interests?
 - What is their socio-cultural background?
 - What teaching styles are they used to?
 - What is their attitude to English or to cultures of the English-speaking world?
5. Where will the ... course take place?
 - are the surroundings pleasant, dull, noisy, cold, etc?
6. When will the course take place?
 - time of day
 - every day/once a week
 - full time/part time
 - concurrent with need or pre-need

3.4.7 The teacher of ESP

Worldwide requirements have had an impact on English teaching processes.

Today, the English teachers deal with new contexts due to current events such as globalisation and economic growth. They have been pushed to abandon old teaching and learning processes and procedures and welcome new ones that could be innovative in the current English teaching contexts. This boom in second language acquisition has made English teachers and course designers aware of their actual roles.

Dudley-Evans and St John (1998) use the term “practitioner rather than teacher” due to of the variety of roles performed in ESP teaching, which includes “course designer, materials provider, teacher, collaborator, researcher and evaluator” (p.13). When teaching a more specific course, teachers require conducting research to understand the specialized context. And the ESP teacher must carry out a needs analysis in order to design the course. Specialization also leads to use effective and authentic materials which are sometimes not available; then, ESP teachers must adapt or design materials in order to meet learners’ goals. ESP “practitioners” are also “evaluators,” ESP courses require assessment in order to determine if objectives are fulfilled and materials are appropriate (Dudley-Evans and St John, 1998:16).

Robinson (1991) holds that the role of the ESP teacher is a “controversial issue” (p.79). She explains that since the worldwide institutions, in which English is offered, are so varied, the role of the ESP teacher role does not follow a “single model” (p.79). She adds that “we can certainly find conflicting viewpoints about the qualifications and capabilities needed by the ESP teacher and of the tasks which the teacher is expected to perform” (p.79). The following chart has been designed in order to sum up the more relevant characteristics of the current ESP teacher identified by Robinson (1991):

Who?	The roles	Problems	Knowledge
<p>Who is the current ESP teacher?</p> <p>-A General English teacher who is suddenly required to teach specialized contents based on learners' needs</p> <p>-A teacher who is required to possess the following personality traits:</p> <ul style="list-style-type: none"> • Enthusiasm • The ability to develop and administer a course • Work-rate • Rapport • Knowledge of the students' context 	<p>What roles do current ESP teachers have?</p> <p>-A teacher (an educational role)</p> <p>-An empathizer (see students' perspectives)</p> <p>-A consultant (diagnosis of students needs and helping in on-going and follow-up aspects)</p> <p>-A designer (design the course, materials, activities)</p> <p>-An evaluator (testing and evaluating processes)</p>	<p>What worldwide issues will the ESP teacher face currently?</p> <p>-Large classes</p> <p>-Mixed language levels</p> <p>-Class preparation may be time consuming</p> <p>-Lack of value on ESP teaching</p> <p>-More research is required due to specialization</p>	<p>What actual knowledge should ESP teachers have?</p> <p>-Students' learning expectations and experience</p> <p>-Sponsors' requirements</p>

Other authors like Hutchinson and Waters (1986) also refer to the role of the ESP teacher, which is basically, they remark, quite different from the GE teacher. They explain that ESP teachers mainly have to cope with “the lack of ESP orthodoxy to provide a ready-made guide, the new realms of knowledge, and the challenge in the status of English Language Teaching” (p.158). The first aspect refers to the concept and the implementation of authenticity in ESP

courses as well as the difficulties English teachers may face to comprehend ESP subject matter and how much of this specialized knowledge is required. The second aspect mentioned by Hutchinson and Waters (1986) deals with the level of specialization and the “kind of knowledge” ESP teachers should handle (p.161). The third element described by the authors is closely related to English teaching current status. In many worldwide institutions, ESP is not valued by learners and/or authorities. The ESP phenomenon has influenced the image of ESP teachers, having them currently lower status than GE teachers.

3.4.8 Methodologies and Trends in ESP

Traditionally and before the worldwide expansion of technology and commerce and the demand for an international language, English courses were mostly based on a general language methodology. However, Hutchinson and Waters (1986) argue that with the spread of ESP and the fact that English courses were mostly based on “the simple question: Why does the learner need to learn a foreign language? The answer to this question relates to the learners, the language required and the learning context, and thus establishes the primacy of need in ESP” influenced the role of methodology in ELT (Cited in Dudley-Evans and St. John, 1998: 2-3).

Then, the effect of globalization, competition, economic crises, technology among others changed not only the use of language but also teaching and learning theories. Suddenly, professionals were more concerned on investing time and money in effective courses with clearly defined goals. The emergence of ESP brought not only a solution to demands, but also a revolution in traditional linguistics and methodologies.

According to Dudley-Evans and St John (1998: 4), the methodology generated through the teaching process in ESP “differs from that used in a General Purpose English teaching” because of the importance of ESP on a “particular profession or discipline.” Suddenly, different from traditional

methods and approaches in ELT, methodology in ESP courses had to reflect in a way the fields or disciplines they dealt with. Methodology in ESP courses mostly aims at developing skills beyond the contents of linguistic items or the *what*, the processes or *how* they are introduced is also relevant.

In ESP courses, Dudley-Evans and St. John (1998:1-73) add that methodology is closely related to "how narrow or broad the scope of a particular course is, when compared with the totality of the language." For example, English for Business Purposes courses are focused on developing the linguistic skills needed to work accurately and professionally in business contexts. However, handling specific lexicon should not be enough for ESP teachers who are also supposed to implement communicative strategies altogether through creative procedures, techniques and activities that can help learners build real environments.

Regarding linguistics and methodology, without a doubt, ESP courses have changed traditional theories; teaching sources and learning processes would not be the same because of the new specialized fields in second language acquisition.

a. Register and Genre Analysis

Register and genre analysis are represented by Halliday (1985) and Swales (1990) who refer to register as "a configuration of meanings that are typically associated with a particular situational configuration of field (the subject matter of the discourse), tenor (the participants and their relationships) and mode (the channel of communication, e.g. spoken or written) as well as the expressions, the lexico-grammatical and phonological features that typically accompany these meanings" (1985:39).

With the arrival of ESP, in the 1960s and the early 1970s, Hutchinson & Waters (1987) point out that register analysis has largely focused on the

Scientific and Technical English. Certain grammatical and lexical forms were more frequently used in scientific and technical writings than in General English (Dudley-Evans & St. John, 1998:21). The objective was to identify these forms and produce teaching materials that took these forms as their syllabus (Hutchinson & Waters, 1987). Register Analysis concentrated on a restricted range of grammar and vocabulary instead of language use and communication (Dudley-Evans & St. John, 1998:21-22).

In recent years, the concept of register has been replaced by emphasis on the analysis of genre which, according to Swales (1990:58), is "a set of communicative events, the members of which share some set of communicative purposes." The genre analysis is, then, related to sociolinguistics, text linguistics and discourse analysis when studying specialist areas of language.

b. Discourse Analysis

Discourse analysis began to develop in the late 1960s and 1970s with most of the humanities and social sciences like other "new (inter- or sub-) disciplines, such as semiotics, psycholinguistics, sociolinguistics, and pragmatics" (November 8th, 2007). Theory states that discourse analysis (DA) is a term for a number of approaches used in order to analyze written, spoken or signed language use (November 8th, 2007).

Today, discourse analysis also includes a variety of social science disciplines like linguistics, anthropology, sociology, cognitive psychology, social psychology, international relations and communication studies. Important elements of discourse analysis such as, writing, talking, conversation, communicative events are defined "in terms of coherent sequences of sentences, propositions, speech acts or turns-at-talk" (November 8th, 2007). Also, discourse analysts, in general, concerns more on studying language "naturally occurring" (November 8th, 2007).

3.4.9 Overview of ESP in Latin America

Since its beginnings, the emergence of ESP has just been a response to a growing need for an English-proficient workforce.

In the last decades, like many other worldwide countries, Latin American countries have gone through a rapid social and economic growth. New requirements have also changed traditional English teaching in these countries. In this section, I discuss the most important events in ESP held in Latin America as well as the contributions that came up in this field in the last decades.

In 1967, Ewer and Latorre were pioneers in the ESP in Latin America when publishing "Preparing an English Course for Students of Science" (Hutchinson and Waters, 1986:9). In 1969, they also published "Course in Basic Scientific English: Student's Book", which was not only the first textbook centered on specific needs for students in Chile, but also involved "the concept of a special language: register analysis" what led to "making the ESP course more relevant to learners' needs" (p.9).

Jack Ewer was one of the great pioneers in ESP, and over twenty years of his life that he devoted to English for Science and Technology he gained an increasing international reputation, despite the fact that his activities were almost entirely restricted to Chile. (...) Jack Ewer was able to evaluate and revise methodologies and teaching materials in the light of the experience gained with several generations of apprentice teachers of English and technical translators. He was able to plan and execute a number of major and long-term projects into the characteristics of scientific and technical English; and, no least, he succeeded in developing within the Chilean university system considerable number of dedicated and professional colleagues, several of whom have gone to establish reputations for themselves in their own right" (Swales, 1988:45)

Jordan (1997: 228) also refers to Ewer and Latorre work as "possibly the best-known ESP book of the decade, and one that was based on a register analysis of scientific texts."

Other important projects started in the late 1970s in Brazil. A group of academic Brazilians tried to respond to the new requirements in universities. Antonieta Celani, at the Pontificia Universidad Catolica do Sao Paulo created a plan in order to develop a project in ESP that could have an impact at a national level. The project had several phases and was developed between 1977 and 1985. Most involved teachers and students were motivated along the process achieving the main goals, which addressed reading comprehension and oral skills in tourism. Later, the results of the project influenced many people in the ESP contexts of the country. Some held Regional Seminars at Federal Universities. Others published the *ESpecialist* (Cepiril, 2003) a journal that aims at publishing "articles and research notes related to questions concerned with languages for specific purposes." In 1980, the *ESpecialist* started as the first Bulletin of the National ESP Project, in 1986, it became a journal, and in 1988, it was a biannual publication with an editorial board from Latin American countries.

Two important publications in *The ESpecialist* are the insights generated from (1) The ESP project at UFES: "Situational and Prospects" and (2) "the workshop on course design held in the Centre-West Regional Seminar of the Brazilian ESP project." Both events took place during 1980s.

The article about the ESP project at UFES (Cunha, 1984) mentions the initial attempts precisely made in Brazil to strengthen ESP. The article reports the mix of elements that contributed to the development of the project, such as (1) theoretical background from the 1980 National Seminar and *Ouro Preto* Seminar, (2) the visit of foreign researchers who made ESP Brazilian teachers aware of the relevance of the project, and (3) the experience generated from projects together with the Research and Post-Graduation Sub-Retoria. As a result, there was an evaluation on learning and teaching processes in the current ESP courses at that time in order to propose a design of an ESP course model at a national level.

Other efforts to develop ESP in Brazil followed this project. The second article published (Scott, 1982) in *the ESpecialist* refers to the workshop on

course design held in the Centre-West Regional Seminar in Brazil, which aimed at offering suggestions and conclusions to ESP course design. The workshop lasted 12 hours and work was done either in small groups or the whole group discussions. The most relevant insights concluded in the event helped Brazilians determine the steps a course design should follow:

1. Write objectives,
2. Select teaching points,
3. Select tasks,
4. Arrange them in sequence,
5. Write exercised and compile units,
6. Try out in pilot course,
7. Modify, adapt.

There were two more considerations generated from conclusions. First, objectives should be based on real life, in other words, what students´ actually need and want as well as the required macro and micro skills. The second consideration dealt with the type of syllabus. In the step-by-step syllabus, students had to master contents before moving to the next stage of the course. While the spiral syllabus describes a procedure in which teaching points are achieved only if a number of contexts are covered before by the target group of students. In general, the ESP Brazilian teachers could fit together the elements of ESP course design through the workshop activities.

Like Brazil, other Latin American countries attempted to use ESP in their plan of studies during the 1980s. In Cuba, according to Maclean, Santos Bentacourt and Hunter (2000), English language education was influenced by the expansion of Health and Medicine. The authors explain that the English teachers employed in the Cuban medical faculties are hired by the Ministry of Public Health⁴. In 1985, this institution introduced the following modifications in the English program: (1) the program was extended from 2 to 5 years, (2) the

⁴ The Ministry of Public Health is an important Cuban institution that hires a great number of doctors per year.

curriculum initiated with general English and then continued with medical English, (3) class sizes were reduced from 30 to 15, and (4) from 150 teachers, the number increased to 500. In 1988, new changes were introduced, the medical component was extended to 2 years and using *Medically speaking, Practical Medicine and Practical Surgery* was required. Later, Cuba sponsored the event entitled "Communicative Language Teaching Workshop: from Edinburg to Cuba" due to "a link with the Institute for Applied Language Studies (IALS) of the University of Edinburg in Scotland" (p.22). This and other events made English teaching in Cuba move into ESP teaching strongly during 1990s. All the modifications and the movement into ESP along with "professional activity and commitment" have had "positive effects on the undergraduate curriculum" in Cuban Medical education which will probably continue to evolve (p.22-25).

In Costa Rica, with the expansion of technology and commerce during mid 1990s, learning English suddenly became a tool to access financial security and a lifestyle of prosperity. Multinational companies recruited skilled employees in the language. Based on the new needs of the country, a study known as "IMPACT" (Rodríguez, 2006) was conducted in order to propose a model for workplace language training in EOP in Costa Rica in 2003. IMPACT was sponsored by The American Chamber of Commerce and the Embassy of the United States.

This project marked the emergence of ESP in Costa Rica. The project team was composed by 2 international consultants, Anne Lopperis in EOP and William Martin in ESP, 12 instructors from the UCR, ITCR and the Costa Rican North American Binational Center (CCCN), besides two more instructors with experience in workplace language training from the United States.

FEATURES OF THE IMPACT PROJECT (Rodríguez, 2006: 26-30)

1. The acronym IMPACT stands for "Innovative, Multinational Pilot for Proactive Communication Tools."
2. IMPACT was sponsored by the Embassy of the United States of America and the American Chamber of Commerce.

3. IMPACT was a 200-hour intensive training program in English for Occupational Purposes piloted in seven multinational companies in Costa Rica in the year 2003.
4. The purpose of the project was to make Costa Rican workforce more competitive to face the challenges of foreign direct investment (based on the 2004 Offshore Location Attractiveness Index, Costa Rica ranked number 16 among the 25 top countries in the world to establish offshore operations).
5. The needs analysis was conducted by a language training and consultancy company specialized in ESP that has operated in Costa Rica for two decades.
6. IMPACT met the specific on-the-job language needs.
7. The methodology was based on performing in class the participants' tasks at work, continuous feedback and constant evaluation to modify the course.
8. IMPACT relied on authentic materials as a means to motivate participants and make them aware of strategies and tasks required at workplaces.

This project proved to be successful. The results showed the participants' improved their performance. The efforts continued on a replication stage, but Costa Rica still faces issues related to lack of bilingual workforce. And, more research on ESP needs to be conducted in the country.

To this Costa Rican attempt in the development of ESP, we can add two more events that have taken place or will take place in Central America. In 2005, The *Universidad Nacional Autónoma de Nicaragua* (UNAN-León) developed a program, in agreement with the *Universidad de Valencia*, of four modules, aiming at up-dating contents and methodologies in ESP contexts. The program has met English teachers from two Central American universities, UNAN-León and ITCR. In 2007, this program turned into a Masters' Program based on the needs of the participants, which aimed at fulfilling current lacks on ESP knowledge and research in ESP in their countries. The product of the program

will be a course and syllabus design of either academic or professional contents in order to be implemented in each setting of the county. The second event is closely related to the Master´s, and that is the role of the participants in the ESP program during the II Conference of English Teachers to be held in León in January 2008.

Finally, other important contributions for the development of ESP in Latin America have been provided in the different ESP Colloquiums held in Latin America in the last 20 years.

The first colloquium was held in Brazil in 1988 and, since then and every two years, they have been held in Chile, Mexico, Brazil, Venezuela and Colombia. The 10th Latin American ESP Colloquium, was held at Universidad Rio Cuarto, in Córdoba (Argentina) last August 2007. The main purpose of the event was to discuss and share research results, proposals and experiences and included papers on current trends in different fields, such as Salager Meyer, Director of the Linguistic Study Center at the University of Los Andes, Mérida, Venezuela, who contributed with her paper "Publishing internationally and the non-native English-speaking scientists: today's situation and challenges for the future."

3.5 Courses for Occupational Purposes in Business contexts

This thesis is focused on designing a course for the occupational purposes, aiming at business contexts, of a group of participants who work in the company Procter and Gamble and is required to use English for Specific Purposes at work. English for Occupational Purposes (EOP) focuses on the needs of employees or practicing professionals who require strategies or specific abilities in a defined area (Dudley-Evans and St. John, 1998: 49).

English for Business Purposes (EBP/BE) is part of English for Specific Purposes (ESP) in contexts that deal with English for Occupational Purposes (EOP) (Dudley-Evans and St. John, 1998: 53).

Business English refers to train learners working in business. The businesses could be “large multinationals (such as Procter and Gamble), small private companies or even state-run concerns involved with providing products or services. Courses may be long or short. Classes may be long or short. Classes may be taught in-company or in a language school or other rented premises.” (Donna, 2000:2)

Additionally, Dudley-Evans and St. John (1998:57) hold that English for Business embraces a wide range of variables when defining the course objectives:

VARIABLES	FACTORS
Course duration	Is it intensive or extensive?
Participants	Are they all from the same company or is it an open registration course?
Group size	Is it one-to-one or a small group?

Location	Is it in-house, in country or overseas; residential or non-residential?
Mode of learning	Is it class teaching, telephoning teaching, self-study?
Trainers	Are they company employees or outsiders?

In English for Business Purposes courses, Dudley-Evans and St. John (1998:57) also agree in that in order to design curriculum, the needs analysis is key to establish a target profile of language skills by identifying the actual tasks that the participants must perform.

The methodology (Ellis, 1994:218) usually used in Business English is eclectic due to the variety of contexts and audiences. However, the most appropriate methodology is the one that puts “the learner at the centre of the learning process” (p.219).

3.5.1 Teachers of Business English

In terms of knowledge, Business English teachers should know the “communicative functioning of English in Business contexts” and understand the “people’s expectations and learning strategies” as well as “the psychology of personal and interpersonal interactions” (Dudley-Evans and St. John, 1998:59-60).

In terms of personality, Business English teachers should be “outgoing, tactful and genuinely interested in business issues (Cited in Dudley-Evans and St. John, 1998:60).

3.5.2 Teaching Materials in Business English

Robinson (1991:54-64) explains that the texts used in GE are very different from the ones used in business contexts. One reason for this is obviously the specialized vocabulary and another reason is the expansion of commerce and business around the world, which has created a new market in Business English books.

However, these books are clearly designed to meet a target audience by providing specific skills, vocabulary and practice, it is necessary to explore what the market offers.

When selecting published materials (Ellis, 1994:117-124) in business contexts, it is necessary to pay attention to goals, the target group, the syllabus (structural, functional, situational). There can be textbooks that provide a great variety of teaching resources such as:

- a. Supplementary materials: They refer to cassettes, videos, computer based materials.
- b. Job-specific materials: Some books are focused on specific business areas. For example, banking, imports, exports or accounting. Besides, covering technical vocabulary, they include practice in the target communicative skills.
- c. Self-access materials: Some packages include classroom materials but also self-access. An example of this is exercises with explanations and keys.
- d. Business skills training materials: These materials are usually designed by people highly trained in business. As result, most of these products are very high quality.

Ellis (1994:127-128) also mentions that selecting materials can be a pre-course or on-going decision. The most relevant issue related to material selecting is to evaluate the role of the book or materials in the course and its contribution to achieve the objectives. The author suggests some criteria to decide on which materials to choose. First, it is necessary to compare the tasks and activities and the course terminal aims. Also, aspects such as age and cultural background should be taken into account, as the author states, neutral materials that do not offend anyone is the best choice. Methodological factors should also be evaluated in order to determine if they help to facilitate learning among the target group of students. Finally, the author points out three more factors to be considered when choosing materials in business contexts, which are credibility and how up-to-date and attractive they seem to be.

Donna (2000) also describes some criteria that may be useful when selecting course materials in pre-course or during on-going planning in business contexts (p.36-38):

CRITERIA	FACTORS
Costs	Is there an adequate budget for the course?
Availability	Is there a representative for that particular publisher in the area? How long will the materials take to arrive? Have all the components of the course (e.g. tapes and videos) already been published?
Content and relevance	Do the materials relate to the students' needs and skills?

Balance	Does the balance of skills and activities reflect what students actually need?
Syllabus	What kind of syllabus (structural, functional, notional or multi-strand) is used?
Input	How relevant is the language to the students' needs? Are models provided through listening or reading comprehension so that students have something on which to base their own speaking and writing?
Lexis	Is the lexis used in the materials very British or American? Is the lexis appropriate to the students' working environment? Are there too many unknown words?
Student preferences and needs	Will students find the topics interesting? Will the characters be appealing to the students? Do the students have any pet hates based on previous language learning experiences?
Presentation	How attractive and clear will the materials seem to students? Are the photos or illustrations modern? Will the layout and design of the

	materials make a sufficient serious impression? Do illustrations, photographs or cartoons enhance the material, or might they detract and confuse instead?
Cultural appropriacy and sensitivity	Is the material appropriate for the students' background? Does the material respond to the mission of the company?
Accessibility and usability	Will students have trouble finding their way round the materials? Are the instructions clear? Is the layout easy to follow? Are there any helpful reference lists of key language or glossary? Are answer keys and tapescripts provided? Do the materials provide useful and easily comprehensible homework activities? Will the materials be of lasting value to the students for reference or review?
Teacher preferences	Will you, as the teacher, be willing or able to use the materials? Will they limit what teachers do more than they help? Are model answers given for writing exercises?
Dates	When were the materials published?

3.5.3 Discourse

Dudley-Evans and St. John (1998:61) argue that the research findings and communication in Business English are under the following categories:

a. Discourse communities

The term discourse community “links the terms discourse, a concept describing all forms of communication that contribute to a particular, institutionalized way of thinking; and community, which in this case refers to the people who use, and therefore help create, a particular discourse” (December 10th, 2007).

Swales (1990) presents six characteristics of the discourse community (December 10th, 2007):

1. has a broadly agreed set of common public goals.
2. has mechanisms of intercommunication among its members.
3. uses its participatory mechanisms primarily to provide information and feedback.
4. utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. in addition to owning genres, it has acquired some specific lexis.
6. has a threshold level of members with a suitable degree of relevant content and discursal expertise.

In terms of businesses contexts, a relevant issue is to discover how language and discourse are used in business contexts and the relationship that are set up. These relationships can be influenced by three factors: “whether the relationship is new or old, where the balance of power lies and cultural values and attitudes” (Dudley-Evans and St. John, 1998:61).

b. Business genres

Research is carried out on written and spoken texts in Business English “to determine which genres exist, that is to understand significant differences and specific communicative purposes” (Dudley-Evans and St. John, 1998:63).

In linguistics, genres are defined as established communicative events, either written or spoken. Genre is realized through register (choice of words suitable to the context of use). Register and genre are two variables of context which influence text production (December 22nd, 2007).

In terms of business contexts, we can mention two examples of genres, a phone call (“it is distinguished as a performance area and may cover a wide range of situations and types of interaction”) and business correspondence, such as an application letter (“it requires certain conventions to be followed”) (Ellis, 1994:98-99).

c. Key communicative events

“There is more consensus on the key communicative events of business that identify seven core events. The five events requiring primarily oral language are referred to as: telephoning, socializing, making presentations, taking part in meetings and negotiating; those that require the written form are: corresponding and reporting (Dudley-Evans and St. John, 1998:64).

d. Functions, grammar and lexis

Lexis refers to “the storage of language in our mental Lexicon as prefabricated patterns that can be recalled and sorted into meaningful speech and writing. Recent research in corpus linguistics suggests that the long-held dichotomy between grammar and vocabulary does not exist. Lexis as a concept differs from the traditional paradigm of grammar in that it defines probable

language use, not possible language usage" (December 20th, 2007). In contrast to Chomskian theories of a "Universal Grammar as the prime mover for language; grammar still plays an integral role in lexis, of course, but it is the result of accumulated lexis, not its generator" (December 20th, 2007).

Traditionally, aspects like experience and intuition have influenced business contexts. "Language-based research" has been recently conducted on written documents and spoken transactions leading to identify "core grammar and lexis for Business English," but it is still necessary to continue working on this (Dudley-Evans and St. John, 1998:65).

4. Course and Syllabus design for the enterprise Procter and Gamble

4.1 Introduction

This Chapter is divided into two main parts, which are the main purpose of this study and the factors included in the EOP course design and syllabus that I propose in my thesis. Basically, in this chapter, I will present the data generated from the study carried out to determine students' needs following the criteria established in Chapter III (p.63). Then, I will provide an overview of the main points to be considered in the course and syllabus design and finally I will actually provide a course syllabus for the enterprise Procter and Gamble.

4.2 Needs Analysis

As it was already mentioned in Chapter III, a needs analysis (p.63) is a useful and required tool in ESP courses, becoming key in Business English environments. The scientific studies behind the needs analysis provide reliable criteria to make decisions on course objectives, contents, and methodologies as well as the syllabus and material selection. The valuable contribution of theorists, like Munby (1978), Hutchinson and Waters (1986) and Jordan (1997), help to design a targeted-English program as a proposal for this thesis, which deals with the actual needs and wants of a target group at the company Procter and Gamble. As a result, I assume that the experience gained from the final product of this study will help to design highly effective courses in order to be offered through the *Inglés Empresas* Program, which I coordinate, making the *Escuela de Ciencias del Lenguaje* courses highly competitive in the current Costa Rican English teaching market.

4.2.1 General Results

As previously stated, the needs analysis in this thesis is based on the following three approaches: The present situation analysis, the target situation analysis and the learning situation analysis.

Moreover, the methods of data collection used were:

1. Questionnaires.
2. Observations.
3. Informal conversations with sponsors.

a. The present situation analysis

In order to get results related to the present situation analysis, I first visited the enterprise Procter and Gamble to know aspects like working environments, academic setting (classroom environment), learners' backgrounds and the company's expectations in terms of hours of tuition and schedule.

During the course, other in situ visits were necessary to observe academic aspects of students' attitudes towards learning processes. In addition, through informal conversations with Procter and Gamble supervisors and employees in charge of the training department, I gathered information related to the corporate culture and job descriptions. Informal conversations also helped to determine some general aspects related to the training program and the enterprise.

b. The target situation analysis

Regarding the target situation analysis, a questionnaire was designed to identify the actual learners' needs (see appendix.1). This questionnaire was designed as part of the survey in order to attempt to provide insights into a

range of factors that are associated to relevant elements of the course. The questionnaire was conducted in 2005. First, in question 3, learners were asked to identify the linguistic skills that they need to improve. Then, participants were asked to define how the language would be used in the working environment. Thus, in question 6, they were required to check the type of texts they have to read or write in English based on job tasks. The options in this item were contracts, articles, reports, memos, letters, faxes, agendas, minutes, web sites, chats. Question number 7 aimed at identifying the channel as well as the physical setting. The options were lectures, business meetings, phone calls, formal presentations and socializing. In questions 8 and 9, learners had to determine whether the people they used the language with were native or nonnative speakers. By identifying this, it is possible to know the level of knowledge of the receiver as well. Moreover, question 8 focused on the relationship between the learners and the receiver. The options in this question were current clients, potential clients, superiors, colleagues, his/her subordinates.

c. The learning situation analysis

Through class observations and some questions, relevant learning aspects were identified. For instance, observations contributed to know the place where the course was implemented. Techniques that were likely to bore learners or interest them as well as the attitude of students towards the course were also determined.

On the other hand, in the questionnaire (see appendix 1), factors like age and learners' previous experiences of knowledge of the target language were identified. Also, they were asked about how they liked to learn which included the type of methodological aspects that appealed to them. The students could choose one or more of the following: group work, individual work, pair work, debates, and discussions. Besides that, learners were asked about the

technological tools that facilitated their learning process. They had the option of selecting one or more of the following: software, videos, cassettes, compact discs, computer programs, internet for research, teleconferences, chats, virtual debates. Finally, Students had to identify the linguistic skills (listening, writing, vocabulary, grammar, speaking and reading comprehension) they felt they had to improve by scoring them from 1 to 6, depending on their needs.

Concerning this current analysis, the results are divided in two sections:

a) data gathered from observations and informal conversations with sponsors and b) data collected from the questionnaire.

SECTION A

Results gathered from observations and informal conversations with sponsors

a) The company

Sponsors and employees from the enterprise Procter and Gamble (P&G) provided the following information. Procter and Gamble began operations in Costa Rica in late 1999. Currently, P&G provides 28 services to approximately 63,000 employees in 22 nations. Before, P&G's arrival to the country, the San Jose Service Center began as a Greenfield operation consisting of a small sales office with 13 employees. According to current information, P&G is one of the most important foreign investors in Costa Rica; P&G is ranked among the top three companies where Costa Ricans wish to work. Also, P&G promotes leadership and sense of community among their employees.

b) The job positions

Regarding the job opportunities, P&G offers positions in Finance and Accounting, Purchases and some IT areas. Requirements such as an advanced

English level, qualifications and a University Diploma are taken into account. Work experience and strong leadership skills are also important aspects when recruiting as well as personal traits like problem solving, creativity, innovation and initiative. They mainly offer the opportunity to make an immediate impact on the business through their job positions while employees can continue to build their technical and leadership skills. P&G offers jobs across every area of the business, domestically, regionally and globally.

c) The classroom

Students took classes in a spacious room. There were executive tables and chairs, a white board, and the classroom also had good acoustics. Through observations, it was seen that the available equipment and the distribution of it facilitated the learning process.

d) The classroom environment

Based on class observations, I noticed that the English professor followed, mainly, units and its contents in the textbook. However, sometimes there was a switch in activities, and tasks enriched and deepened communicative skills. Through interaction, there was an environment that motivated and engaged students in learning.

SECTION B

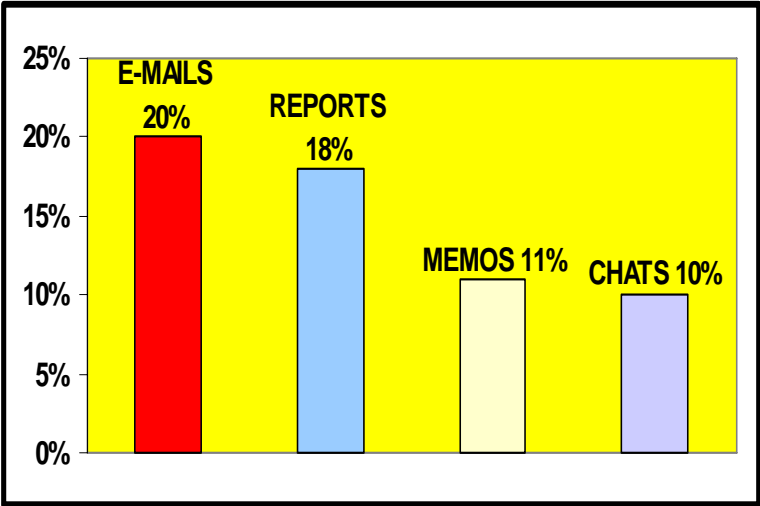
Results collected from a questionnaire.

The findings that emerged from the questionnaire (see appendix.1) responses seem to be particularly significant. These are highlighted here.

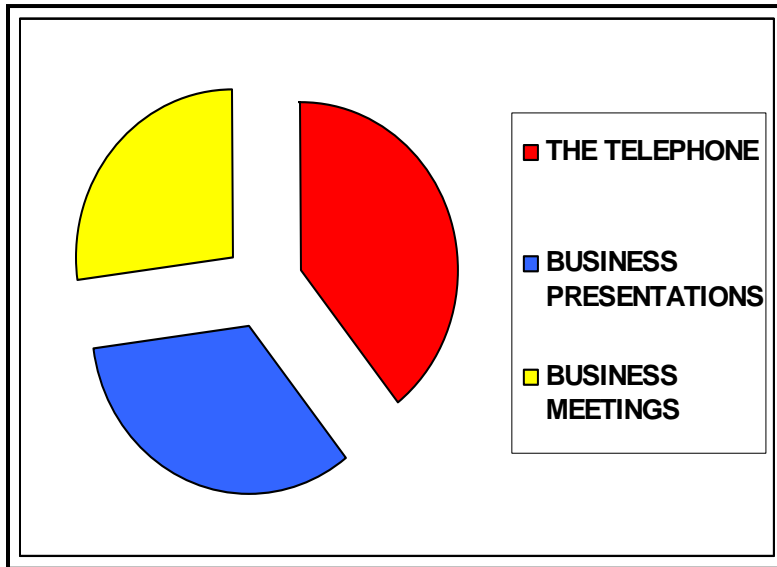
The interviewees were 44 employees from Procter and Gamble. Most of

them have administrative positions and others work in customer service. Their average age is 24 years old. Concerning the learning needs, results show that all of them had taken another English course previously. In terms of methodology; the majority selected debates and discussions as classroom tasks that appeal to them. When learners were asked about the technological tools that facilitated their learning process, most chose software and internet. Finally, concerning the linguistic skills that they needed to improve, the most important was speaking, followed by listening and then writing.

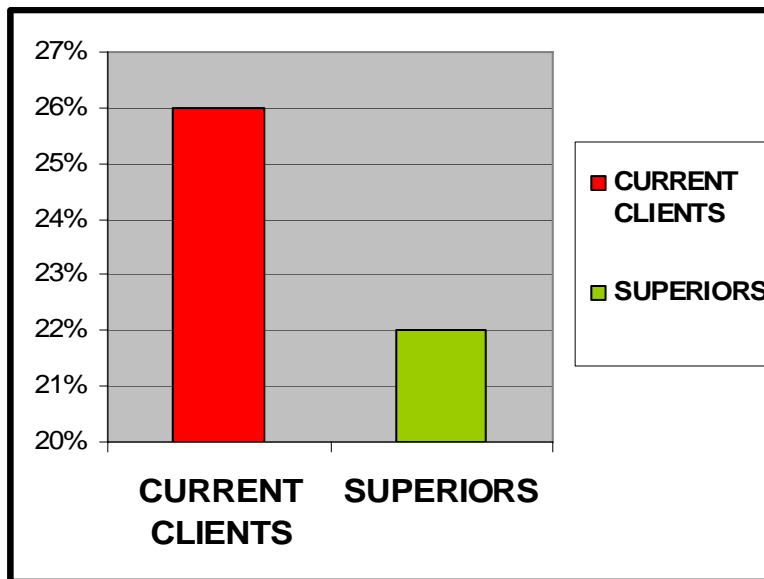
Regarding the target-needs analysis, results show that most learners had to read or write e-mails (20%), reports (18%), memos (11%) and chats (10%) with P&G co-workers from other offices worldwide.



The physical setting where the target language would be used was the office and the channel identified was either face-to-face or the phone. Most would use the target language on the telephone (26%), or in business presentations (22%) and business meetings (18%).



Learners mainly have to speak with native speakers; 40% of the interviewees have to speak with people in the United States. The majority of the learners use the language with current clients (26%) and superiors (22%)



The results generated from the needs analysis conducted in the enterprise Procter and Gamble that considered PSA (Present Situation Analysis), LSA (Learning Situation Analysis) and TSA (Target Situation Analysis) (Evans, 1998: 123-124) aim at the design of English for Specific Purposes ESP/EOP courses.

The responses to the TSA (Target Situation Analysis) questions indicate that most learners identified *speaking* as the most important skill to be improved during the courses, followed by *listening* and then *writing*. Speaking needs are supported by the learners' job position requirements which demand *telephoning* skills and *communicative* strategies in business meetings and presentations in order to communicate fluently with either clients or superiors, who are mostly native. Results also show that participants need *writing skills* in business correspondence (Ellis, 1994:89) such as e-mails, reports and memos. Referring to theoretical background we may say that selecting specific and appropriate lexicon "from a broad corpus" will guarantee "successful communication," which will depend on the specialization of the learners" (Ellis, 1994:90). In terms methodological techniques, participants are interested in having debates and discussions. However, the working environment together with the identified channel through the needs analysis suggests the implementation of simulations in order to train learners in the required tasks. Participants also point out that the use of software and internet will facilitate the learning processes. As it was mentioned in chapter III (p.72), theorists suggests that methodology in specialized courses depends on world demands in language mastery and the specialized field (Dudley-Evans & St. John, 1998: 1). Undoubtedly, methodological strategies used in business environments should be focused on the learner and his/her real life (Ellis, 1994:219).

Another aspect to be considered in the course and syllabus design for this thesis is the working requirements of the country in terms of English proficiency and technical vocabulary. As it was explained in Chapter II (p.34, 36), Costa Rica has gone through social and economic changes in the last decades, what has had an impact on the workforce of the country and the traditional job requirements. Constantly, the most popular newspapers of the country promote the opportunities brought by large investments in Costa Rica. Two examples are the articles published in the newspaper *La Nación: Buscando Habilidades Específicas* (2007, April 29th) and *Inversión extranjera: Trece nuevas empresas*

de servicios se instalan aquí (2007, July 25th). Both articles discuss how important specific skills are in current workplaces and that foreign investors, like Hewlett Packard, Procter and Gamble and IBM, offer an average of 10.000 job positions in their companies to those potential employees who have knowledge in Finance, Business Administration or Technology and also speak fluent English. Today, the country faces issues associated to English mastery. Recently, Hewlett Packard announced that they will build their new service offices in Panama due to the problems faced in Costa Rica in terms of English proficiency.

Then, my concern is to offer specialized programs through the *Inglés para Empresas* Program in order to respond to the current Costa Rican working demands.

4.3 Course Design

As previously explained the conducted needs analysis suggests that the ESP course designed for the enterprise Procter and Gamble should include the following elements. First, learners need to improve the linguistic skills: speaking, listening and writing. They also need to read and write e-mails, reports, memos and chats at work. Methodology should take into account simulations of the working setting; either face-to-face or on the phone which are the actual channels identified in the needs analysis. Besides, methodology should consider the use of technological tools such as software and internet. Even though, the use of the target language would be mostly on the telephone as they have to speak with native speakers (people in the United States) who are either current clients or their superiors, business presentations and business meetings are also daily working tasks performed by the learners and, consequently, should be taken in consideration.

Then, this Course Design takes into account ESP/EOP theoretical basis as tools to respond to the students' wants and job requirements of the enterprise Procter and Gamble working context.

4.3.1. Preliminary Considerations on Course and Syllabus design

The most important considerations taken into account when designing a course are the answers generated from the questions “WHAT?, WHERE?, WHO?, WHEN and WHY?”, general and specific, that provide “reasoning processes” and criteria (Hutchinson and Waters, 1986:21). For this thesis, the answers to these questions are identified through the needs analysis, which, as it was already mentioned in chapter III (p.63), considered a questionnaire (see appendix 1), observations and informal conversations with sponsors.

The needs analysis is also a useful tool, as it has been discussed along this thesis, to set a profile of the course to be designed. The theorist Pilbean (1979) supports this argument by stating that the “Needs analysis should be concerned with establishing both a target profile of language skills which sets down the actual activities that the participants have to carry out (Target Situation Analysis) and a profile of personal ability in which the participants' proficiency in these activities is evaluated (Present Situation Analysis)” (Cited in Dudley-Evans and St John, 1998:57-58).

Moreover, the needs analysis helps the course designer differentiate needs, which are “the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation” (Hutchinson and Waters, 1986: 55) from their wants, that is, “what learners feel they need” (Hutchinson and Waters, 1986: 56). From the results of my needs analysis, I designed the following table to be used as a source for the course design processes.

NEEDS

Linguistic skills:

Speaking

Listening

Writing

A. STRATEGIES

(Writing)

E-mails

Reports

Memos

Chats

B. STRATEGIES

(Speaking)

Telephoning

Business Presentations

Business Meetings

WANTS

Technological tools:

Software

Internet

Methodological techniques:

Debates

Discussion groups

a. The students' profile

Aspects such as the audience, the place and the time as well the amount of hours included in the course were identified through visits to the company, observations, conversations with the sponsors and item 1 and question 2 in the questionnaire (see appendix 1).

- Age of the participant
- What previous knowledge of the target language have you had?

The interviewees were 44 employees from the multinational company: Procter and Gamble whose average age is 24 years old. They work in administrative and customer service positions, and they all have at least taken previously one English course.

b. The target needs

The target needs are determined in the questionnaire through questions 3, 6, 7, 8, 9 which aim at the linguistic skills and specific required factors of the professional field:

- What linguistic skills do you need to improve?
- What types of texts do you have to read or write at work?
- When do you have to use English at work?
- Who do you use English with? Where are they from?

Based on the conclusions of the “needs analysis” carried out, learners need English to speak, face-to-face or on the phone, with current clients or their superiors who are mostly native speakers. They require in their positions to read and write e-mails, reports, memos and chats. They also need the target language in business presentations and business meetings. In general, learners need to improve their speaking, listening and writing skills in order to be more efficient in their current professional life.

I designed the following chart to show the importance and frequency of the required skills and tasks identified in the needs analysis.

A. Linguistic skill		
1. Speaking	2. Listening	3. Writing
B. Type of texts used at work		
E-mails 20%	Reports 18%	Memos 11%
C. Situation in which they have to use English		
1. On the telephone 26%	2. Business presentations 22%	3. Business meeting 18%
D. People they have to use the target language with		
Current clients 26%	Superiors 22%	
E. Nationality		
US citizens 40%		

c. The learning needs

The learning needs are mainly identified through questions 4 and 5:

- What technological tools do you think help you learn the language?
- What type of classroom methodological techniques do you think facilitate learning?

However, questions 3, 6, 7, 8, 9 also suggest methodological aspects to the course design, since, as some authors explain, ESP methodology depends on learners needs and working environment (Dudley-Evans and St. John, 1998: 1). Besides, class observation helped to determine the more appealing activities for students.

Conclusions from the needs analysis show that learners would rather use software and internet in classroom activities as well as debates and discussion groups.

Now, I would like to incorporate theoretical course design insights provided by Hutchinson and Waters (1986) and my conclusions from the needs analysis in order to propose criteria to be used in the course design.

WHO?	WHAT?
<ul style="list-style-type: none"> • 44 employees: -Working at Procter and Gamble (a multinational company) -24 years old (average age) -Working in administrative and customer service positions, -Previous English knowledge 	<ul style="list-style-type: none"> A. Oral skills: <ul style="list-style-type: none"> • Telephoning • Business presentations • Business meetings B. Writing skills: <ul style="list-style-type: none"> Business correspondence <ul style="list-style-type: none"> • e-mails • reports • memos • chats C. Listening skills

HOW?	WHEN?
Approach (eclectic) <ul style="list-style-type: none"> • Learner-centered • Tasks-based (learners' needs) 	<ul style="list-style-type: none"> • 4 hours a week/8 weeks/3 • 32-hour course • Tues-Thurs/From 6pm to 8pm
WHERE?	WHY?
<ul style="list-style-type: none"> • At the company • In a spacious room: Executive tables and chairs Good acoustics 	<ul style="list-style-type: none"> • Students need to improve their current English skills. • Students need specialized vocabulary at their jobs. • Students require communicative and writing strategies to perform effectively at work.

d. Approach

In Chapter III (p.39), there is an overview of theories of the different methods and approaches applied in second language acquisition in order to achieve the fixed objectives in course contents.

In ESP courses, however, methodology, as it has been mentioned, mostly aims at developing linguistic skills "concerned to particular spheres of activity, not only the *nature* of the linguistic items introduced, but the *ways* in which they are introduced and *how* they are practiced, "different from traditional methods and approaches in ELT, methodology in ESP courses reflects the fields or disciplines they deal with (Dudley-Evans and St John, 1998: 4). Then, we can say that the method used in this course design is eclectic because of the variety of methodological tools used to meet the fixed objectives. The method is basically a mix of learning-centered and skill-centered approaches.

In terms of the syllabus, according to Hutchinson y Waters (1986), the syllabus is “a “document which says what will (or at least what should) be learnt” (p.80). The authors add that there are some stages already identified before deciding what will be learnt (Hutchinson and Waters, 1986:80-83) in the course: the evaluation syllabus/the organizational syllabus/the materials syllabus/the teacher syllabus/the classroom syllabus/the learners syllabus. Based on these considerations, the authors Hutchinson and Waters (1986) suggest that course designers have criteria to organize the syllabus (p.83-87): Topic syllabus, structural/situational syllabus, functional/notional syllabus, skills syllabus, situational syllabus, functional/task-based syllabus, discourse/skills syllabus.

Regarding organization of the syllabus, in the program proposed in my thesis, there is a combination of Situational syllabus and Functional/task-based.

4.4 Course Planning

My proposed course design (level 6th) is part of a plan of studies of 10 ESP and EOP courses with Business contents to be set up for Procter and Gamble employees. This plan of studies is designed by the *Escuela de Ciencias del Lenguaje* of the ITCR, developed by the Program *Prestación de Servicios* and implemented through the university foundation (FUNDATEC). The Program *Prestación de Servicios* teaches currently English to an average of 20.000 students per year in Costa Rica. Once students complete the 10 courses, they are given a certificate with their final grades and the hours of the program.

Then, this course is part of a program of ten 32-hour English for Specific Purposes courses designed for the enterprise Procter and Gamble. It aims at providing specific vocabulary related to the business field in order to help students handle different tasks at work. Students also improve their communicative skills through objectives and contents.

4.4.1 Course Objectives

Students will be able to use the target language in order to perform required tasks at work:

1. Understanding oral specific discourse used in communicative exchanges on the phone.
2. Reading and understanding texts such as e-mails, letters and others that they must handle at work.
3. Using and improving the communicative strategies needed in phone calls such as asking, clarifying or ending a conversation.

General Objectives

At the end of the course, students will be able to:

1. Understand technical vocabulary related to his/her working environment.
2. Improve listening skills.
3. Produce texts such as business letters, memos and e-mails.
4. Use communicative strategies required in the target work place.

Specific Objectives

At the end of the course, students will be able to:

1. Distinguish specific strategies used in telephoning.
2. Distinguish information from recordings used in professional contexts such as phone calls.
3. Identify texts and formats used in business environments.
4. Communicate specific information needed when making and answering a phone call.

4.4.2 Content

We have already discussed along this thesis that the role of the needs analysis in the design of the course is relevant. The conclusion generated from the participants' responses will provide criteria to organize contents.

The needs analysis aims at developing communicative strategies in Telephoning, Business presentations and Business meetings as well as writing strategies in Business correspondence such as e-mails, reports, memos and chats.

Then, according to the type of syllabus and criteria on contents, the following chart shows some course components and the functions that should be included in the course design.

Situations	Functions
Telephoning	<ul style="list-style-type: none"> • Greetings/requesting/introducing/checking identity/stating • Offering/asking for information • Accepting/declining/confirming • Clarifying//repeating/rephrasing/requesting/repetition • Stating/apologizing • Requesting/demanding/promising action • Confirming/checking/ • Negotiating • End of call • Saying goodbye
A business presentation	<ul style="list-style-type: none"> • Greetings • Introducing a topic • Stating purpose • Describing the structure of a talk • Moving to a new point • Giving information: <ul style="list-style-type: none"> - Organizing the message - Signalling intention

	<ul style="list-style-type: none"> - Emphasizing important points - Clarifying info - Giving conclusions
<p>A business meeting</p>	<p>A. Controlling:</p> <ul style="list-style-type: none"> • Opening the meeting • Nominating topics for discussion • Rejecting topics • Asking people to speak • Keeping people on the subject • Postponing a topic • Coming back to a topic • Referring to time • Summarizing, restating, or rephrasing • Concluding • Closing the meeting <p>B. Participating</p> <ul style="list-style-type: none"> • Negotiating procedures • Setting out facts and figures • Expressing opinions • Supporting an argument • Agreeing, disagreeing • Expressing reservation • Adding new points • Balancing points of view • Expressing advantages/disadvantages • Making suggestions • Evading, postponing, ignoring • Interrupting • Promising <p>C. Co-operating</p> <ul style="list-style-type: none"> • Following rituals • Following routines • Clarifying • Checking • Rephrasing or restating to make a point clear

	<ul style="list-style-type: none"> • Asking for explanations • Concluding • Showing understanding • Confirming • Referring to time boundaries • Dealing with co-operation
Business correspondence:	<ul style="list-style-type: none"> • Opening and closing the communication • Stating purpose • Stating the subject • Referring to enclosures • Referring to previous • Communications • Making an enquiry • Thanking • Apologizing • Expressing dissatisfaction or complaining • Promising action

4.4.3 The Syllabus

This course is part of a program of ten English for Specific Purposes courses designed for the enterprise Procter and Gamble. It aims at providing specific vocabulary related to the business field in order to help students handle different tasks at work, at the same time students improve their communicative skills.

4.4.3.1 Objectives, contents and evaluation

General Objective:

- Students will learn specific communicative skills related to telephoning.

Specific Objectives:

- Students will be able to deal with technical vocabulary corresponding to inquiries when making and answering phone calls.
- Students will be able to use note-taking strategies.
- Students will be able to write short texts through practicing how to write e-mails, memos and letters.
- Students will be able to use abbreviations in their tasks at work.

Contents

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Unit 1. Who's calling?

Skills: Listening/Speaking/ Reading/Writing

Functions

- Identifying info
- Telephoning:
 - Note-taking
 - Requesting information
 - Checking identity

Situation

- Requesting information on the phone

Grammar

- The use of auxiliaries could, would, can in requests.

Vocabulary

- Countries and Nationalities

Tasks:

- Listening: Identifying info
- Speaking: Role Plays/Simulations
- Reading: Identifying information
- Writing: Note-taking/a memo

Additional activity:

- Writing a memo
- in-house lab sessions

Unit 2. Would you hold on, please?

Skills: Listening/Speaking/ Reading/Writing

Functions

- Identifying info
- Telephoning:
 - Note-taking
 - Asking
 - Clarifying
 - Repeating
 - Rephrasing
 - Requesting

Situation

- Connecting to an extension
- Making and confirming arrangements on the phone

Grammar

- YES/NO questions
- WH questions
- Prepositions of time

Vocabulary

- Dates

Tasks:

- Listening: Identifying info
- Speaking: Role Plays/Simulations
- Reading: Matching
- Writing: Note-taking

Additional activity:

- in-house lab sessions

Unit 3. I´d like to know your prices

Skills: Listening/Speaking/ Reading/Writing

Functions

- Identifying info
- Spelling
- Telephoning:
 - Note-taking
 - Asking
 - Clarifying
 - Repeating
 - Requesting

Situation

- Inquiries for prices and discounts on the phone

Grammar

- Reported speech

Vocabulary

- Abbreviations

Tasks:

- Listening: Identifying info
- Speaking: Role Plays/Simulations
- Reading: Identifying vocabulary
- Writing: E-mails

Additional activity:

- in-house lab sessions

Unit 4. I need an appointment

Skills: Listening/Speaking/Writing

Functions

- Identifying info
- Telephoning:
 - Asking
 - Clarifying
 - Confirming
 - Checking
 - Stating
 - Apologizing

Situation

- Making appointments on the phone
- Changing appointments on the phone

Grammar

- Conditionals (Case 2)
- Nouns as adjectives

Tasks:

- Listening: Identifying info
- Speaking: Role Plays/Simulations
- Writing: E-mails

Additional activity:

- Writing an e-mail
- in-house lab sessions

Unit 5. I´m sure we can sort it out

Skills: Listening/Speaking/Reading

Functions

- Identifying info
- Telephoning:
 - Asking
 - Clarifying
 - Stating
 - Apologizing

Situation

- Handling complaints

Grammar

- Nouns, verbs
- The use of the auxiliaries: may/might/could/should/ought to

Tasks:

- Listening: Identifying info
- Speaking: Role Plays/Simulations
- Reading: Identify info

Additional activity:

- in-house lab sessions

Evaluation

The evaluation is based on periodic achievement tests as well as an end-of-term test. Through this assessment, students will improve their linguistic skills in order to learn how to deal with phone calls in their working environment. Also, there is on-going assessment based on students' performance in class.

		Percentage
7 quizzes		35%
2 Written quizzes	5% c/u	
3 Listening and speaking quizzes	5% c/u	
2 Reading comprehension quizzes	5% c/u	
Midterm exam		15%
Listening and speaking (A role play/simulation)		
Class Work		
Attendance		10%
Participation		10%
Progress		10%
Final Test		
Written part		5%
Listening comprehension		10%
Reading Comprehension		5%

Example of a test

The following test consists of two parts. Students will be assessed in spoken and listening skills. The first part is a listening test. Students need to obtain at least 20 points to pass this part. The second part aims at evaluating the students' oral skills. Students have to follow some steps in order to

perform a simulation in pairs. They have to get at least 7 points to pass the second part. The selected situation matches with the covered contents of the course.

a) LISTENING QUIZ

INSTITUTO TECNOLÓGICO DE COSTA RICA
ESCUELA CIENCIAS DEL LENGUAJE

POINTS: 28 PTS

PERCENTAGE: 5%

NAME: _____

I. LISTENING.

A. Write the sentences your teacher will dictate. (10 pts)

1. _____
2. _____
3. _____
4. _____
5. _____

(Exercise designed by Licda. Roxana Jiménez Rodríguez)

B. Listen to the callers and answer their questions, if possible use abbreviations. (8 pts)

1. How do you spell your name?
2. When's he arriving?
3. Spell your name, would you?
4. Spell that for me, can you?
5. When did you say the meeting was?
6. How do you spell that?
7. When's the plane due?

8. When do you need the report?

(Exercise taken from Naterop. J. *Telephoning in English* . 1999. Cambridge: Cambridge University Press. page 26)

b) SPEAKING QUIZ

INSTITUTO TECNOLÓGICO DE COSTA RICA
ESCUELA CIENCIAS DEL LENGUAJE

Points: 10 pts

Work in pairs. Choose who is *Student A* and who *Student B*. You have 15 minutes to prepare a dialogue based on the following information:

Student A: You are a salesman, from an important company, you sell a new product, very innovative in the market, there are discounts for large orders, you have other designs, but they are more expensive; however, there is an introductory discount of ____%.

Students B: You represent an important enterprise interested in buying the product offered by the salesman, get the best discount you can, don't accept less than 15%, you have bought other products over the last two years, but you are not a regular client.

READING IS NOT ALLOWED

(Exercise designed by Licda. Roxana Jiménez Rodríguez)

INSTITUTO TECNOLÓGICO DE COSTA RICA

ESCUELA CIENCIAS DEL LENGUAJE

EVALUATION SHEET/ Speaking skill

Points: 10pts

Name: _____

Language in use

INQUIRIES

2.5%

Performance

SELF-CONFIDENCE

FORMALITY

2.5%

Vocabulary

TECHNICAL VOCABULARY IN CONTEXT

2.5%

Content

CONVINCING ARGUMENTS

ORGANIZATION OF IDEAS

2.5%

(Sheet designed by Licda. Roxana Jiménez Rodríguez)

CONCLUSIONS

In brief, this thesis begins discussing three main situations: first, the most common theories in second language acquisition and their contribution to methodological techniques in language teaching, second, the emergence, the beginnings and relevant contributions of ESP as a response to a new stage in the world caused by global economic changes, third, the evolution of ESP in Latin America, mainly, in the Costa Rican context with the arrival of multinational companies, and how the technological and economic development of the country has influenced the job requirements of the workforce in the last decades.

Language acquisition theories outline four main considerations. One addresses the remarkable differences between First Language Acquisition from Second Language Acquisition, the first being a natural process and the latter a more conscious one. Next, these theories also state that there is a “Critical Period” when learning a language, which is characterized by age. Another important consideration in language acquisition deals with its beginnings and main researcher, Chomsky (1968), who strongly believed in cognitive processes behind grammatical structures as well as a biological predisposition to learn a language. However, new theories question Chomskian ideas by suggesting that language goes beyond structuring; it also involves lexicon and functions, just to mention some linguistic elements involved in language. Finally, we can say that all the research conducted in Second Language Acquisition has contributed to identify methodological techniques to facilitate the learning processes. However, the exposure of non-natives to language and studies on learning styles have led to establish that approaches like, the audiolingual and the communicative, among the most well known, present lacks when attempting to achieve the learners’ goals as well as the teaching objectives. Then, now an eclectic method, a mixture of methodological techniques from different teaching

approaches, seems to be the most recurred resource when designing English courses.

The economic changes caused by the end of the Second World War and the beginning of more commercial societies resulted in a rapid spread of English as an International Language. Suddenly, the role of traditional English teaching was questioned by learners and sponsors who required more specialized courses in the target language. Then, the global events, basically, the emergence of capitalism, transformed the skills employees traditionally needed at work. New communication needs in the target commercial language gave birth to English for Specific Purposes ESP as a solution to the requirements of the economy and society worldwide. ESP offered/offers new ways to train people (eg. professionals/ graduates and/or undergraduates) in different contexts (business, technology, medicine, etc) by providing them specific speaking, listening, reading and writing skills. One of the most important benefits of using ESP rather than General English GE has been the research conducted by relevant theorists like, the needs analysis (Munby, 1978), the register and genre analysis (Halliday, 1985 and Swales, 1990), discourse communities (Swales, 1990), and key communicative events (Dudley-Evans and St. John, 1998). This research has contributed to achieve the final objective in ESP courses, the mastery of a specific discourse. However, we can say that ESP has also faced critical issues since its emergence. Perhaps, the most difficult situations have been the role of the ESP teacher, the availability of materials to deal with the specialized area and the implementation of ESP courses in the university curricula. We can say that with the spread of ESP, English teachers were suddenly dealing with a wide range of roles such as course designer, facilitator, materials provider, researcher and even evaluator. Unfortunately, it seems to be that the ESP teacher is not highly estimated in current worldwide educational contexts.

Little by little, Latin America considered the benefits of using ESP in order to have a pass to economic growth. Latin America welcomes the ESP boom in the late 1960s and early 1970s. Academics from different countries such as Ewer and Latorre (1967) in Chile and Antonieta Celani (1977) in Brazil, just to mention three pioneers, attempted to spread ESP in Latin America in its beginnings. In the case of Costa Rica, the development of ESP is closely associated to the arrival of multinational companies. Three main factors make Costa Rica have a leading role for foreign investment among other Latin American countries, (1) Political stability, (2) High levels of literacy and (3) tax exemptions. Since mid 1990s, enterprises like Hewlett Packard, IBM, INTEL and Procter and Gamble have run operations in the country. The benefits, most of these companies offer to Costa Rican citizens, go beyond those offered by national business. Then, the Costa Rican workforce has been “pushed” to move from traditional working fields, such as agriculture, education, tourism to technology, business administration and English mastery in order to be prepared to participate effectively in the new nation demands. Developing information-oriented economies and societies, the way it is happening in Costa Rica, makes us undoubtedly think of what we may be eventually be losing. Meanwhile, Costa Ricans experience the benefits brought altogether by these companies, some double-edged-sword situations may come up during the journey. For a small developing country like Costa Rica, the fact of responding to a globalized world, highly competitive and individualist, can also mean assuming the foreign cultures. So, my questions to this point could be, How will Costa Ricans defend their status quo as a nation? Are we really prepared for this rapid economic and foreign cultural growth? Will we surrender to the “temptation” of abandoning our Costa Rican values for a much more capitalist, technology-oriented and competitive society? Are we going to lose our dignity as a nation? Surely, these controversial questions can not be answered right away, and in my role of English teacher, and also Costa Rican, I may have a wide range of viewpoints in front of any of these issues. Actually, the changes

the country goes through serve to highlight the challenges in the higher educational system, but also to conclude that globalization will result in further spread of English, then we should reflect on weather the employment and economic trends will have an impact on our culture and society. Further studies or articles related to these issues can be generated as a recommendation from this thesis.

Then, after the discussion, in chapter II, of topics like the role of the university, higher education in Costa Rica, the economic and social context of the country as well as the beginnings and development of the *Instituto Tecnológico de Costa Rica*, *La Escuela de Ciencias del Lenguaje*, and *Fundatec* (the Foundation of the ITCR). And, chapter III, besides discussing relevant insights of language acquisition theories, explains and expands aspects that deal with the emergence and evolution of ESP. With this background of theory and contexts, I develop chapter IV (an analytical and designing section). The purpose of this study was to identify the needs of a group of 44 employees at the multinational enterprise Procter and Gamble in order to design an ESP/EOP course that aimed at training them in the required communicative strategies in spoken and written discourse.

The findings generated from the collected data in the needs analysis designed for this study concluded that the target group needs an English course that involves: Oral skills in Telephoning, Business meetings and presentations, Written skills in Business correspondence (e.g memos, letters, e-mails), and listening skills. Another important aspect considered when designing the course was that classroom methodology and tasks should be closely related to real situations at work. Decisions on implementing role-plays or simulations were made in order to train participants in real working situations.

Then the final product of this study is a course and syllabus design as well as a unit in professional English. As coordinator of the program *Inglés Empresas* at ITCR, my concern is to learn from this experience in order to offer ESP

courses to a very large number of national and multinational companies with the same or similar job requirements.

I strongly believe that further studies about ESP and EOP curricula and teaching-related features need to be conducted, not only at ITCR but also in Costa Rica, which will be another recommendation from this study. The arrival of multinational enterprises in Costa Rica demands the commitment of directors and English teachers at language teaching institutions of promoting and supporting ESP research. Even though, some professors from *Escuela de Ciencias del Lenguaje* are aware of the world's new demands and try to find solutions to the current issues in the country, more research and "openness" to new trends are required in the school. The main attempt of this study is to figure out ways to face new challenges from employers and learners who will use the English language in Costa Rican professional contexts.

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Appendix. 1

INSTITUTO TECNOLÓGICO DE COSTA RICA
ESCUELA CIENCIAS DEL LENGUAJE
PROGRAMA EMPRESAS

El siguiente cuestionario es parte de una investigación que pretende determinar las necesidades de los participantes en el programa: "English for Call Centers: Advanced Level" que se imparte, actualmente, en la empresa: "Procter & Gamble."

1. Edad _____

2. ¿Ha recibido usted algún curso de inglés aparte del curso que realiza por medio de la FUNDATEC?

Si _____

No _____

3. ¿Cuáles de las siguientes áreas considera usted que debe reforzar en su dominio del idioma inglés?

(Organice las áreas según su importancia. Del 1 al 6, en las cuales 1 corresponde al más importante y 6 al menos)

_____ Comprensión de lectura

_____ Escritura

_____ Producción oral

_____ Comprensión auditiva

_____ Estructura gramatical

_____ Vocabulario

4. ¿Cuáles de las siguientes herramientas tecnológicas, considera usted que le facilitan el aprendizaje del idioma inglés? (Puede marcar más de una opción):

_____ Software (programa de computación)

_____ Videos

_____ Cassettes

- Discos compactos
- Paquetes de cómputo
- Internet para investigación y desarrollo
- Tele conferencias
- Chat (conversaciones virtuales)
- Debates virtuales
- Ninguna

5. Durante el desarrollo de las lecciones, considera que el aprendizaje del idioma inglés se facilita a través de (Puede marcar más de una opción):

- Trabajo en grupo
- Trabajo individual
- Trabajo en parejas
- Debates (toda la clase)
- Discusiones (toda la clase)

6. Según sus funciones laborales, ¿Cuáles de los siguientes textos, usted debe leer o escribir en inglés? (Puede marcar más de una opción):

- Contratos
- Artículos
- Correo electrónico
- Reportes
- Memos
- Cartas
- Faxes
- Agendas
- Minutas
- Websites
- Chats
- Otros _____

7. ¿En cuáles de las siguientes situaciones, usted debe utilizar el inglés? (Puede marcar más de una opción):

- Conferencias
- Reuniones
- Llamadas telefónicas
- Presentaciones
- Situaciones Sociales

8. ¿Con quiénes, usualmente, interactúa usted en inglés? (Puede marcar más de una opción):

- Clientes

- _____ Clientes potenciales
- _____ Su jefe directo
- _____ Otros superiores
- _____ Subordinados
- _____ Colegas

9. En la mayoría de los casos, las nacionalidades de estas personas son, menciones tres:

Appendix. 2

UNIT 3. I'D LIKE TO KNOW YOUR PRICES

General Objective:

- Students will learn specific communicative skills related to telephoning.

Specific Objectives:

- Students will be able to deal with technical vocabulary corresponding to inquiries when making and answering phone calls.
- Students will be able to use note-taking strategies.
- Students will be able to write short texts through practicing how to write e-mails, memos and letters.
- Students will be able to use abbreviations in their tasks at work.

TIME: 7 HOURS

LISTENING	Questions about prices and discounts	
LANGUAGE	Passing on messages	Note-taking
SPEAKING	Abbreviations	Role plays
WRITING	How to write an e-mail	How to answer a letter
READING	CD-ROM directory	

TASKS

Tasks in unit 3 have been carefully chosen and adapted according to working requirements. Even though the main goal in each task is to give students practice in making and answering phone calls, students improve the four linguistic skills: Reading, Writing, Speaking and Listening as well. The course has been designed for students who are working in business and commerce and whose native language is not English. Exercises provide technical vocabulary and most of them aim at note-taking and writing and reading texts.

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CLASS DEVELOPMENT

SESSION 1

TIMING:

120 mns (2 hours)

1. Unit introduction

Timing: 10 mns

Explain students the main contents of the unit in terms of communicative strategies, vocabulary and structures to make and answer phone calls in English at working environments.

2. Language in use

Timing: 110 mns

- a. Ask students to see page 2, *Language in use, INQUIRIES FOR PRICES AND DISCOUNTS*, Ask them to use the dictionary. Then, ask them some questions to be sure they understood the meaning of the words. Finally, provide some other examples on the board.
- b. Ask students to complete task 3 on page 3. Ask some of them to read their answers aloud. Provide immediate feedback.
- c. Ask students to complete task 4 on page 4. Ask some of them to read their answers aloud. Provide immediate feedback.
- d. Ask students to write a list of the most important strategies they have learned. Then they have to work in pairs and write a phone conversation. Ask some of them to perform in front of the class.

SESSION 2

TIMING:

120 mns (2 hours)

1. Listening

Timing: 80 mns

- a. Students will listen to exercises 1, 2 and 5, 6, 7 and 11. First, they just listen to the recording, then they listen to it again and complete the exercises, finally, the exercises are played once again, so students can check their answers.
- b. Ask students to work in pairs to check their answers, then ask some of them to share their notes.
- c. Explain new words.

2. Speaking

Timing: 40 mns

Ask students to see exercise 8 on page 9. They have to complete the dialogue, Ask them to work in pairs and change the content of the dialogue. They have to introduce other words they would use at their work place. Then, ask some of them to read their new dialogue aloud. Provide immediate feedback.

SESSION 3

TIMING:

120 mns (2 hours)

1. Grammar and vocabulary

Timing: 40 mns

- a. Explain grammatical rules about indirect speech.
- b. Ask students to see exercise 9 on page 10. They have to rewrite the messages.

- c. Explain some abbreviations in English.
- d. Ask students to work on exercise 10 on page 11.

2. Writing

Timing: 40 mns

Ask students to work on exercise 11 on page 12. Then, they have to write a letter to respond and use the information they already listened to. Ask some of them to read their letters. Provide immediate feedback.

3. Reading

Timing: 40 mns

Ask students to read the text on page 13, individually. Then, ask them to work in pairs to answer the questions. Ask some of them to read their answers aloud. Explain the new words.

SESSION 4

Assessment

Listening and Speaking quiz

Timing: 60 mns

I'D LIKE TO KNOW YOUR PRICES



TASK 1

Listen to a message left on an answer machine and a telephone conversation, and fill in the table.

CALL	CALLER	CALLED PERSON/COMPANY	CALLER INTERESTED IN
1			
2			



TASK 2

Listen to the calls in TASK 1 again. Take notes on the note pads.

1.

PARKER INVESTMENT SERVICES



GLOBE TRAVEL



2.

LANGUAGE IN USE

WHAT TO SAY – WHAT TO EXPECT

You have heard, and will hear again, phrases like these. Read them and make sure you understand them. Use a dictionary if necessary.

INQUIRIES FOR PRICES AND DISCOUNTS

Person calling

I **´ve seen** your advertisement in the Builder´s Journal and I **´d like** to know your prices and terms.

What ´s the price of the Portland cement **you ´re offering**?

If your terms are reasonable, we **´ll** be able to place another order soon.

Could you let us have a firm offer?

We sell pumps and need regular supplies.

What are your hotel rates? Does that include breakfast and other extras?

Person called

Our **lowest** price is \$60 a dozen.

We can give you a **10 percent discount** if your order reaches us by October 30.

Sorry, it´s not firm. Prices are **likely** to **go up** soon.

No, I **can´t tell you what the discount is** until I know **how many** you´d like to order. You see, it **depends on** the quantity.

Yes, if you order´s over \$10.000 **in value**, we can go along with the **special discount terms**.

TASK 3

Complete the sentences with words or phrases from the box. Use each word or phrase only once.

allow	cost	demand	gone up
quantity	repeat	share	special
lowest			

1. These are our _____ prices for the material you wanted.
2. Could't you manage to _____ me a better discount for this large _____?
3. That's not much more than the price you paid last year. They've only _____ a little.
4. There's a very heavy _____ for our tents this year.
5. We can offer you a _____ discount if you order before the end of the month.
6. What would they _____ if I took a hundred at a time?
7. Yes, but don't forget that this is a _____ order.
8. _____ prices are quoted on the stock market.

TASK 4

Choose the best responses.


1. Can you give me a quotation?
 - a. We don't have any more available.
 - b. This price is very competitive.
 - c. They cost \$3.30 each.
2. Can we have a higher discount?
 - a. It depends on the number you order.
 - b. The prices are our lowest.
 - c. It's not so much.
3. We are thinking of buying your products.
 - a. Then take advantage of our introductory offer.
 - b. Business is good at present.
 - c. Share prices have been falling lately.
4. Can you offer the large size at the same price?
 - a. No, it's cheaper.
 - b. No, it's more expensive.
 - c. No, the price is unchanged.
5. Are the terms CIF?
 - a. No, no credit is allowed.
 - b. Yes, goods are supplied only if cash is firm.
 - c. Yes, goods are sent to the customer's place.

6. Are those your most favourable prices?
 - a. Yes, we have plenty available.
 - b. Yes, we can't reduce them.
 - c. Yes, they are very important.



TASK 5

Listen to the telephone conversation and take notes on the pad.

 NOTES <hr/> <hr/> <hr/>

LANGUAGE IN USE
WHAT TO SAY – WHAT TO EXPECT

You have heard, and will hear again, phrases like these. Read them and make sure you understand them. Use a dictionary if necessary.

INQUIRIES FOR PRICES AND DISCOUNTS

<u>Person calling</u>	<u>Person called</u>
<p>This is a special introductory offer. We'd like a lot of new customers to try our drinks.</p> <p>Is this February price list still available?</p> <p>We usually get a better discount on a repeat order.</p> <p>Is that your best quote?</p> <p>I thought prices would be coming down now.</p> <p>Are you still running that late summer special on office equipment?</p>	<p>Those are the best terms we can offer, I am afraid, Don. Have you checked with our competitors?</p> <p>You will find our prices can't be beaten.</p> <p>The quotation is CIF Venezuela so the prices include freight and insurance.</p> <p>It would take long to give you all the prices and terms on the phone.</p> <p>Why don't I send you our price list by special delivery? You'll have it by special delivery?</p>



TASK 6

Listen to the telephone conversation and complete the e-mail.

From: prossi@vtex.co.hk
Date: _____
Subject: XL 20 Transformers
To: kdsq@peach.co.ger
Organization: VTEX Electronics, Hong Kong

Dear Konrad

Just to confirm what we discussed today. The price for (1) _____ XL 20s is US\$ (2) _____ per price, (3) _____.

I look forward to receiving your order.

I will also forward a sample XL (4) _____.

Best regards,
Paolo

Listen again and answer the questions.

Which transformer model has Mr Duensing's company been using up to now?

Why is Paolo Rossi going to send an XL 20M to Germany?



TASK 7

Listen to the telephone conversation and complete the e-mail.

From: echeng@vtex.co.hk
Date: _____
Subject: Miniature Transformers
To: jhampton@minicomp.co.au
Organization: VTEX Electronics, Hong Kong

Dear Mr Hampton

I'd like to confirm what we discussed today. The (1) _____ price for the XL 20 M is US\$ (2) _____. If you buy (3) _____ per year as you plan, we could offer a (4) _____ quantity discount with a further 2% discount (5) _____.

I look forward to hearing from you.

Yours sincerely,
Ella Cheng

Listen again and answer the questions.

What does Minicomp need miniature transformers for?

Does Minicomp use other transformer suppliers?

Who will take the next action?

TASK 8

- a. I see, how many would you like?
- b. We're thinking in terms of 12%. How does that sound?
- c. Yes, do that and then perhaps you'll call me back.
- d. Right, Mr Fowles. You'll be hearing from us later in the morning.
- e. But, we had 7% last time, and Mr Winchester said it would be 5% higher for a repeat order.
- f. What discount would you offer on an order for 100?
- g. Speaking.
- h. That's good. We give a better discount on a repeat order.
- i. Well, it depends on your terms. Is your May price list still valid?

Complete the conversation with sentences from the list above. Use each sentence only once.

A: Carstairs Ltd.

B: Could I speak to Mr Cooper, please? Ray Cooper.

A:

B: I am ringing from Computer Sales Ltd. We'd like to order some A42 printers.

A:

B:

A: Oh yes, until the end of the year.

B:

A: You've done business with us before, haven't you?

B: Yes, and this is our second order for this type of printer.

A:

B:

A: Oh, we don't normally go over 10%.

B:

A: I see. Well, I'd better confirm that with him.

B:

A: Yes, Computer Sales Ltd, you said. And your name is.....?

B: Fowless, Trevor Fowless.

A:

Language Study

TASK 9

Passing on messages

Study these examples of how to pass on messages

"Would you inform Mr Benson that the suppliers need confirmation in writing," said Mr Clark.

Mr Clark said (that) the suppliers needed confirmation in writing, Mr Benson.
"Tell him we'll offer them a bigger discount," said the Sales Manager.

The sales manager said (that) we'd offer you a bigger discount.

Now pass on these messages in a similar way. Make sure that you make all the necessary changes.

1. "Could you tell him I'm arriving on BA 651," said Sven Larsson.
2. "Tell him I want at least thirty in the first delivery," said Mr Dutronc.
3. "Let her know she can fly on MAS 1839," said the travel agency clerk.
4. "Tell him there's an extra 2% discount for cash," said Peter Novak.
5. "Let Mrs Petrile know I've received her order," said the Sales Manager.
6. "Tell Mr Blanchard that's the best price we offer," said Mr Jackson.
7. "Could you tell Mr Klein that his order has been dispatched," said the clerk.
8. "Tell my husband I'll wait for him at the restaurant," said Mrs Reid.

TASK 10

Choose the abbreviation from the list below that matches each of the words and phrases.

1. note
2. for example
3. per year
4. and so on
5. estimated time of arrival
6. Greenwich
7. stamped addressed envelope
8. as soon as possible

9. cost, insurance, freight
10. free on board
11. about, on the subject of
12. maximum
13. thousand
14. for the attention of
15. especially

etc.	ETA	SAE	NB	p.a	CIF	asap
re	e.g.	max.	k	GMT	ATTN	FOB
esp.						

Now use abbreviations to help you shorten the following sentences into notes.

Could you ask Mr Dittmar about the invoice as soon as you can?

The cost will be \$27.000 including insurance and freight.

And there will be interest payable at 18 percent per year.

Their agent is expected to arrive in London at 22.30.

It is important that we don't pay more than \$15.



TASK 11

Read this letter you have received from a friend in Madrid.

Have a conversation with the travel agent to get some information about flights. You don't want to pay more than 165. Listen to what the travel agent says and respond in the pauses.

You may listen to the recording first to help you.

Hi!

Why don't you come over for a week? Flights to Madrid are very reasonable. Find out if you can get an excursion ticket around 6th April, then you can spend Easter with us.....

TASK 12

Read the magazine article and answer the questions.

THE NATIONAL PHONE BOOK

Imagine a phone directory that can help salespeople qualify leads or give company buyers information on suppliers across the country. For the last ten years, Digital Directory Assistance of Bethesda, Maryland, has been building just such a resource by putting America's business and residential phone books on CD-Rom.

With more than 100 million business and residential listings, PhoneDisc PowerFinder 95 is reported to have tens of millions more listings than any other CD-ROM directory. It is the first CD-ROM directory designed specifically for Windows 95 and is also compatible with MS-DOS and Macintosh. Of Digital Directory's seven PhoneDiscs, PowerFinder is its premier product.

Priced at \$159, the directory comes on five regional discs that can be searched by name, address, phone number, area code or Standard Industrial Classifications (SIC) code. A profile of the product in *Computer Technology Review* says that these new features make PhoneDisc PowerFinder 95 a "superb research tool" for salespeople who sell by territory.

- 1. How many types of traditional phone books are there in America?**
- 2. Does digital Directory have any other products?**
- 3. Is all the information on a single CD-ROM?**
- 4. How can information be obtained from the directory?**
- 5. How important would be this tool for your company?**

2-2

I'D LIKE TO KNOW YOUR PRICES



TASK 1

Listen to a message left on an answer **machine** and a telephone conversation, and fill in the table.

CALL	CALLER	CALLED PERSON/COMPANY	CALLER INTERESTED IN
1	Peter Parker	Parker Investment Services	Buying shares
2	Fusako Matsumoto	Globe Travel	Flights and prices to Penang



TASK 2

Listen to the calls in TASK 1 again. Take notes on the note pads.

1.

PARKER INVESTMENT SERVICES



Answers will vary _____

GLOBE TRAVEL



2. **Answers will vary** _____

LANGUAGE IN USE

WHAT TO SAY – WHAT TO EXPECT

You have heard, and will hear again, phrases like these. Read them and make sure you understand them. Use a dictionary if necessary.

INQUIRIES FOR PRICES AND DISCOUNTS

Person calling

I **´ve seen** your advertisement in the Builder **´s Journal** and I **´d like** to know your prices and terms.

What **´s** the price of the Portland cement **you **´re offering****?

If your terms are reasonable, we **´ll** be able to place another order soon.

Could you let us have a firm offer?

We sell pumps and need regular supplies.

What are your hotel rates? Does that include breakfast and other extras?

Person called

Our **lowest** price is \$60 a dozen.

We can give you a **10 percent discount** if you order reaches us by October 30.

Sorry, it **´s** not firm. Prices are **likely** to **go up** soon.

No, I **can **´t** tell you what the discount is** until I know **how many** you **´d** like to order. You see, it **depends on** the quantity.

Yes, if you order **´s** over \$10,000 **in value**, we can go along with the **special discount terms**.

TASK 3

Complete the sentences with words or phrases from the box. Use each word or phrase only once.

allow	cost	demand	gone up
quantity	repeat	share	special
lowest			

1. These are our **lowest** prices for the material you wanted.
2. Could't you manage to **allow** me a better discount for this large **quantity**?
3. That's not much more than the price you paid last year. They've only **gone up** a little.
4. There's a very heavy **demand** for our tents this year.
5. We can offer you a **special** discount if you order before the end of the month.
6. What would they **cost** if I took a hundred at a time?
7. Yes, but don't forget that this is a **repeat** order.
8. **Share** prices are quoted on the stock market.

TASK 4

Choose the best responses.


1. Can you give me a quotation?
 - a. We don't have any more available.
 - b. This price is very competitive.
 - c. **They cost \$3.30 each.**
2. Can we have a higher discount?
 - a. **It depends on the number you order.**
 - b. The prices are our lowest.
 - c. It's not so much.
3. We are thinking of buying your products.
 - a. **Then take advantage of our introductory offer.**
 - b. Business is good at present.
 - c. Share prices have been falling lately.
4. Can you offer the large size at the same price?
 - a. No, it's cheaper.
 - b. **No, it's more expensive.**
 - c. No, the price is unchanged.
5. Are the terms CIF?
 - a. No, no credit is allowed.
 - b. Yes, goods are supplied only if cash is firm.
 - c. **Yes, goods are sent to the customer's place.**

6. Are those your most favourable prices?
 - a. Yes, we have plenty available.
 - b. **Yes, we can't reduce them.**
 - c. Yes, they are very important.



TASK 5

Listen to the telephone conversation and take notes on the pad.

 NOTES
ANSWERS WILL VARY

LANGUAGE IN USE

WHAT TO SAY – WHAT TO EXPECT

You have heard, and will hear again, phrases like these. Read them and make sure you understand them. Use a dictionary if necessary.

INQUIRIES FOR PRICES AND DISCOUNTS

Person calling

This is a special **introductory offer**.
We´d like a lot of new **customers** to try our drinks.
Is this **February price list** still available?
We usually get a **better discount on a repeat order**.
Is that your best **quote**?
I thought prices would **be coming down** now.
Are you still **running that late summer special** on office equipment?

Person called

Those are the **best terms** we can offer, **I am afraid**, Don. Have you **checked** with our competitors?
You will find our prices **can´t be beaten**.
The **quotation** is CIF Venezuela so the prices include **freight and insurance**.
It would take long to give you all the prices and terms **on the phone**.
Why don´t I send you our price list **by special delivery**? You´ll have it by special delivery?



TASK 6

Listen to the telephone conversation and complete the e-mail.

From: prossi@vtex.co.hk
Date: _____ (ANY)
Subject: XL 20 Transformers
To: kdsq@peach.co.ger
Organization: VTEX Electronics, Hong Kong

Dear Konrad

Just to confirm what we discussed today. The price for (1) 1,000 XL 20s is US\$ (2) 22 per price, (3) ex-works.

I look forward to receiving you order.

I will also forward a sample XL (4) 20M.

Best regards,
Paolo

Listen again and answer the questions.

Which transformer model has Mr Duensing´s company been using up to now?

XL 18

Why is Paolo Rossi going to send an XL 20M to Germany?

As a sample for testing



TASK 7

Listen to the telephone conversation and complete the e-mail.

From: echeng@vtex.co.hk
Date: Wed, 30 November 1997 11:28:07 -0300
Subject: Miniature Transformers
To: jhampton@minicomp.co.au
Organization: VTEX Electronics, Hong Kong

Dear Mr Hampton

I'd like to confirm what we discussed today. The (1) **standard unit** price for the XL 20 M is US\$ (2) **\$37 (ex-works)**. If you buy (3) **15,000** per year as you plan, we could offer a (4) **7.5%** quantity discount with a further 2% discount (5) **payment within 15 days**.

I look forward to hearing from you.

Yours sincerely,
Ella Cheng

Listen again and answer the questions.

What does Minicomp need miniature transformers for?

Its range of hand-held computers

Does Minicomp use other transformer suppliers?

Yes, one other

Who will take the next action?

Jim Hampton. He will check the terms with his boss and then contact Mrs. Cheng again.

TASK 8

- a. I see, how many would you like?
- b. We're thinking in terms of 12%. How does that sound?
- c. Yes, do that and then perhaps you'll call me back.
- d. Right, Mr Fowles. You'll be hearing from us later in the morning.
- e. But, we had 7% last time, and Mr Winchester said it would be 5% higher for a repeat order.
- f. What discount would you offer on an order for 100?
- g. Speaking.
- h. That's good. We give a better discount on a repeat order.
- i. Well, it depends on your terms. Is your May price list still valid?

Complete the conversation with sentences from the list above. Use each sentence only once.

A: Carstairs Ltd.

B: Could I speak to Mr Cooper, please? Ray Cooper.

A: (g)

B: I am ringing from Computer Sales Ltd. We'd like to order some A42 printers.

A: (a)

B: (i)

A: Oh yes, until the end of the year.

B: (f)

A: You've done business with us before, haven't you?

B: Yes, and this is our second order for this type of printer.

A: (h)

B: (b)

A: Oh, we don't normally go over 10%.

B: (e)

A: I see. Well, I'd better confirm that with him.

B: (c)

A: Yes, Computer Sales Ltd, you said. And your name is.....?

B: Fowless, Trevor Fowless.

A: (d)

Language Study

TASK 9

Passing on messages

Study these examples of how to pass on messages

"Would you inform Mr Benson that the suppliers need confirmation in writing," said Mr Clark.

Mr Clark said (that) the suppliers needed confirmation in writing, Mr Benson.

"Tell him we´ll offer them a bigger discount," said the Sales Manager.

The sales manager said (that) we´d offer you a bigger discount.

Now pass on these messages in a similar way. Make sure that you make all the necessary changes.

1. "Could you tell him I´m arriving on BA 651," said Sven Larsson.
Sven Larsson said (that) he was arriving on BA 651.
2. "Tell him I want at least thirty in the first delivery," said Mr Dutronc.
Mr Dutronc said (that) he wanted at least thirty in the first delivery.
3. "Let her know she can fly on MAS 1839," said the travel agency clerk.
The travel agency clerk said (that) you could fly on MAS 1832.
4. "Tell him there´s an extra 2% discount for cash," said Peter Novak.
Peter Novak said (that) there was an extra 2% discount for cash.
5. "Let Mrs Petrile know I´ve received her order," said the Sales Manager.

The Sales Manager said (that) he had received your order, Mrs Pertrile.
6. "Tell Mr Blanchard that´s the best price we offer," said Mr Jackson.
Mr Jackson said (that) that was the best price we could offer, Mr Blanchard.
7. "Could you tell Mr Klein that his order has been dispatched," said the clerk.

The clerk said (that) your order had been dispatched, Mr Klein.
8. "Tell my husband I´ll wait for him at the restaurant," said Mrs Reid.
Mrs Reid said (that) she´d wait for you at the restaurant, Mr Reid.

TASK 10

Choose the abbreviation from the list below that matches each of the words and phrases.

1. note -**NB**
2. for example-**.g.**
3. per year-**p.a.**
4. and so on -**etc.**
5. estimated time of arrival-**ETA**
6. Greenwich-**GMT**
7. stamped addressed envelope-**SAE**
8. as soon as possible-**asap**
9. cost, insurance, freight-**CIF**
10. free on board-**FOB**
11. about, on the subject of-**re**
12. maximum-**max.**
13. thousand-**k**
14. for the attention of-**ATTN**
15. especially-**esp**

Now use abbreviations to help you shorten the following sentences into notes.

Could you ask Mr Dittmar **re** invoice **asap**?

The cost will be **CIF** \$27**k** including insurance and freight.

And there will be interest payable at 18% **p.a.**

Their agent **ETA Lon** 22.30.

NB pay \$15 max.

TASK 11

Read this letter you have received from a friend in Madrid.

Have a conversation with the travel agent to get some information about flights. You don't want to pay more than 165. Listen to what the travel agent says and respond in the pauses.

You may listen to the recording first to help you.

Yes, please, I am planning to fly to Madrid. (Can I get an excursion ticket?)

On the 6th of April

(About) a week.

That ´s fine. Can you make the reservation for me, please?

Travel World here.

Can I help you?

When will you be going?

And how long do you want to stay?

**Well, I can get you a week ´s excursion ticket on Iberia for
159 return.**

Hi!

Why don´t you come over for a week? Flights to Madrid are very reasonable. Find out if you can get an excursion ticket around 6th April, then you can spend Easter with us.....

TASK 12

Read the magazine article and answer the questions.

THE NATIONAL PHONE BOOK

Imagine a phone directory that can help salespeople qualify leads or give company buyers information on suppliers across the country. For the last ten years, Digital Directory Assistance of Bethesda, Maryland, has been building just such a resource by putting America's business and residential phone books on CD-Rom.

With more than 100 million business and residential listings, PhoneDisc PowerFinder 95 is reported to have tens of millions more listings than any other CD-ROM directory. It is the first CD-ROM directory designed specifically for Windows 95 and is also compatible with MS-DOS and Macintosh. Of Digital Directory's seven PhoneDiscs, PowerFinder is its premier product.

Priced at \$159, the directory comes on five regional discs that can be searched by name, address, phone number, area code or Standard Industrial Classifications (SIC) code. A profile of the product in *Computer Technology Review* says that these new features make PhoneDisc PowerFinder 95 a "superb research tool" for salespeople who sell by territory.

How many types of traditional phone books are there in America?

There are two-business and residential.

Does digital Directory have any other products?

Yes, six other PhoneDiscs

Is all the information on a single CD-ROM?

No, it's on five regional discs.

How can information be obtained from the directory?

It can be searched by name, address, phone number, area code and SIC code.

How important would be this tool for your company?

ANSWERS WILL VARY

(Exercises taken and adapted from Naterop. J. *Telephoning in English* . 1999. Cambridge: Cambridge University Press. pages 20-28 by the course designer Licda. Roxana Jiménez Rodríguez)

INSTITUTO TECNOLÓGICO DE COSTA RICA
ESCUELA CIENCIAS DEL LENGUAJE

LISTENING AND SPEAKING QUIZ

POINTS: 28 PTS

PERCENTAGE: 5%

NAME: _____

I. LISTENING.

A. Write the sentences your teacher will dictate. (10 pts)

1. _____
2. _____
3. _____
4. _____
5. _____

(Exercise designed by Licda. Roxana Jiménez Rodríguez)

B. Listen to the callers and answer their questions, if possible use abbreviations. (8 pts)

1. How do you spell your name?
2. When's he arriving?
3. Spell your name, would you?
4. Spell that for me, can you?
5. When did you say the meeting was?
6. How do you spell that?
7. When's the plane due?
8. When do you need the report?

(Exercise taken from Naterop. J. *Telephoning in English* . 1999. Cambridge: Cambridge University Press. page 26)

II. SPEAKING (10 pts)

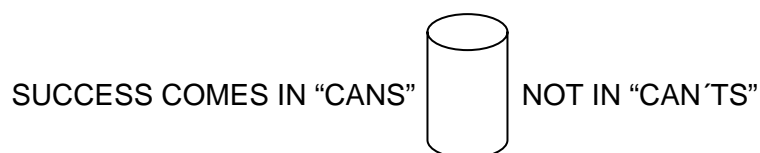
Work in pairs. Choose who is **Student A** and who **Student B**. You have 15 minutes to prepare a dialogue based on the following information:

Student A: You are a salesman, from an important company, you sell a new product, very innovative in the market, there are discounts for large orders, you have other designs, but they are more expensive; however, there is an introductory discount of ____%.

Students B: You represent an important enterprise interested in buying the product offered by the salesman, get the best discount you can, don't accept less than 15%, you have bought other products over the last two years, but you are not a regular client.

READING IS NOT ALLOWED

(Exercise designed by Licda. Roxana Jiménez Rodríguez)



INSTITUTO TECNOLÓGICO DE COSTA RICA
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EVALUATION SHEET

Points: 10pts

Name: _____

Language in use

INQUIRIES

2.5%

Performance

SELF-CONFIDENCE

FORMALITY

2.5%

Vocabulary

TECHNICAL VOCABULARY IN CONTEXT

2.5%

Content

CONVINCING ARGUMENTS

ORGANIZATION OF IDEAS

2.5%

(Sheet designed by Licda. Roxana Jiménez Rodríguez)

INSTITUTO TECNOLÓGICO DE COSTA RICA

ESCUELA CIENCIAS DEL LENGUAJE

LISTENING AND SPEAKING QUIZ

POINTS: 28 PTS

PERCENTAGE: 5% **KEY**

NAME: _____

I. LISTENING.

A. Write the sentences your teacher will dictate. (10 pts)

1. We will have your price list by special delivery.
2. What discount would you offer on an order for 200?
3. The quotation is CIF USA, so the prices include insurance and freight.
4. Have you checked with our competitors?
5. You will find our prices can't be beaten.

(Exercise designed by Licda. Roxana Jiménez Rodríguez)

B. Listen to the callers and answer their questions, if possible use abbreviations. (8 pts)

1. B-U-R-C-K-H-A-R-D-T
2. ETA 10:25 am
3. F-A-R-Q-U-H-A-R-S-O-N
4. P-Y-S-A-N-C-Z-Y-N
5. midday on 27.11. 86
6. G-O-M-E-R-S-A-L-L
7. 15.30 GMT
8. asap

(Exercise taken from Naterop. J. *Telephoning in English* . 1999. Cambridge: Cambridge University Press. page 26)