

Universidad Latinoamericana de Ciencia y Tecnología
Master's in English Teaching

Appropriate Use of Materials in ESP Courses for the Accounting and Finance
Major

José Gerardo Céspedes Miranda

2013

Abstract

Nowadays, due to demand of a prepared and knowledgeable workforce, that can use the English language properly in a daily basis, has resulted in a specialized series of courses designed to prepare these professionals in their field of action. The programs were designed to fulfill the learners' requirements of language use in their work environments. Therefore, instructors, as well as learners, participate in a class that follows a completely different set of rules and materials. Because of the approach followed by the university, they need to interact using materials which will be nurturing the language in an inductive way through different exercises and practices that are carried out to promote the use of the language in limited work-centered situations. The materials include videos, audio and scripts, worksheets, dialogues and online components. Since there is not a set guideline in the materials selection and use, it is really difficult to determine if these materials are effective or not for the process. This project research will be focused in determining if the materials selected by the instructors accomplish their goal in the role that they play in the learning process.

1. Introduction

One of the most important and feared questions that anyone can be asked: do you speak English? Unfortunately, this is the first question that most recruiters will ask to any candidate that will approach their companies looking for a new job opening. Depending on the answer to this question, these people will have the possibility to be taken into consideration for a recruitment process in any department; and those who answered negatively to the question will be immediately dismissed from the process. As ruthless as it may appear, this is a reality taking place in workplaces around our country and other countries. Since everyone is looking to compete or do business with foreign markets, English has become the official language to do it, and people need to be ready to interact accordingly to their specific situations. Due to this, English courses and programs have spawn all over the place, offering solutions so students can get immersed in the use of the language as soon as possible.

Therefore, at Universidad Técnica Nacional (UTN), a specific program was created to bring the use of technical languages into the different academic programs. By doing this, the institution is expecting to get students ready to face a work environment as soon as they graduate. Therefore, since 2011 the Programa Institucional de Idiomas para el Trabajo (PIT) has been in charge of developing and putting into practice different ESP programs for the Accounting and Finance major at all UTN locations across the country. The idea behind this program was to create suitable ESP courses for the students, so they can face the use of the English language in their professional careers. The methodology is a Constructivist-Task Based Approach which consist on immersing learners into the language by using plausible materials and situations that they were going to face in their daily routines.

Since the program's goal was really specific, it has been really difficult to find or create resources that fit into the guidelines, which are needed in order to be followed. Because of this novelty, this pilot program has been changed and adapted several times, trying to get the correct formula to elicit the desired effects in the classes. Materials, in this case, play an important role in the success of this ESP courses; but since they have been changed in multiple occasions, it has been really difficult to converge in adequate and effective materials that can be used in these ESP classes. Because of this, the coordinator and the instructors have been questioning if the materials are used correctly in the classrooms, if they help students achieve their goals, and if it is necessary to change something about them to achieve the program's objectives. As Schleppegrell (1996) states "The materials you teach should be chosen primarily for their relevance to the content area. You may select them from authentic materials used in content-area instruction or from commercial materials." (p. 69) but there is an inconvenience about this, there is not enough authentic materials available for the different topics that must be studied in the PIT courses, and the textbooks that are used do not encompass all aspects that are recommended for ESP courses.

Bottom line, the PIT's programs are using materials from different sources to accomplish the expected goals but are they really effective? What are the most appropriate materials that can be used in an ESP course for the Accounting and Finance major at Universidad Técnica Nacional? The reason why it is so important to get the answers to this question is because through the correct assessment of the materials, and their usage, it is going to be possible to know if the students are getting the best resources to pass the course and fulfill their goal: to speak English in a technical level in their area of expertise.

In the following pages we are going to analyze the different approaches for ESP courses and the different recommendations that are given for materials selection. Also, it is going to be

analyzed from the students and instructors' perspective which materials are the most useful for this given program? Which materials are more likeable for the students and teachers? And which are the recommended for this specific teaching situation? As Bocanegra (2009) says, from classroom and students observation it is possible to conclude the effectiveness of the teaching/learning process to get the most appropriate methods for teaching. In conclusion, if the materials contain all necessary elements to promote and encourage the language by the learners, is going to be expected a better performance of the students in any given situation. It is extremely important for the instructors and people in charge of such programs to evaluate and change, if necessary, the materials that are used in order to assure their productivity in the classroom.

2. Literature Review

When talking about specialized language programs, it is necessary to identify the main differences that exist between regular ESL courses and those called ESP, which are the main concern for this research; and then, the influence that ESP courses and materials have within any given program.

2.1. Background

Although for many people English for Specific Purposes might be considered a relatively new approach it has been taking place for quite a long time. Taking the previous into consideration a quick overview about how all this started is necessary. After the Second World War the world faced an enormous transformation in how science and commerce were done. This caused that the

world started to be more united and soon it became necessary to establish a universal way to communicate, and since the United States were at the time the biggest world power, so English was the language to communicate. This provoked a huge amount of people to start being interested in knowing the English language to communicate (Hutchinson, 1987). Once this started, it was not until the late 1960s and the beginning of the 1970s that it was carried out certain amount of research in specific varieties of English, mainly in topics related to science and technical development (Hutchinson, 1987). It was not until the 1980s that due to the growth in the need for intercultural awareness that the path of ESP started to broaden more and more; this because since as the time passed by, the ramifications of the different fields of study required more and more attention to concrete a true understanding of the language in every single area (Harding, 2007). So that, at the end the future of ESP seems brighter since science and technology are not the only branches that are interested in language but a lot of other areas are taking advantage of language in order to provide a complete understanding among speakers around the world.

2.2. English as a Second Language

English as second language (ESL) refers to an integral process which emphasizes the development of students' communicative competences in English. These competences are related to everyday activities, general language use and vocabulary. (Harding, 2007) However, there are situations in which just knowing English is not enough, and individuals need to learn and acquire specific language traits that will help them in getting a job or getting a promotion in their current job. These people have issues to enroll into a formal language learning process and most of the time cannot take extra courses to try to compensate the language gap necessary to improve their

level. Here is where English for Specific Purposes (ESP) programs take place to assist learners to level out their language skills for their working environment.

2.3. English for Specific Purposes

Language is the reason by which societies have achieved all of their greatest accomplishments. Language is not only a tool but a channel mankind has taken care of in order to create, transmit and put into practice many different social structures and activities. It is not possible to talk about technology, science, business or even religion without using a simple form of language in this process. Unfortunately, since there is a vast variety of societies around the globe, and every single culture encloses differences on the language that individuals share within that same society, it is not possible to come to a common understanding. In this particular case, it is English the globally accepted language that people have recognized as a common ground to develop and transfer ideas. Even though, this is acknowledged by most people around the world, there is a slight issue regarding to the use of English. There are a great amount of countries and cultures that do not use it as their first language; therefore, there are many different cases in which English is spoken by different people but they do not arrive to a positive communicative process. For instance, a doctor who studied and did research about exactly the same information or topic that another doctor from a different culture did, may no guarantee a flawless communication among the two of them, there may be gaps that could affect the effective transferring and understanding of information. It is here where English Language Training (ELT) experts have come to realize that it was necessary a more specific instruction, in order for all those who do not master a second language, to manage a successful communication using a target language

(Hutchinson, 1987). It was here where English for Specific Purposes (ESP) started to show up as the solution to provide the necessary training in order to undertake a successful communication using English language in any given field of study or social context.

The idea of ESP started basically in two main bases that were established in order to accomplish two main goals. First, the real context used in a specific area and second, the selectiveness of English according to the field of study. (Hutchinson, 1987) It is understood by many that ESP deals with different kind of situations which other forms of English programs do not. ESP needs to consider that the learners will not need to receive input in the same way an ESL or EFL learner does. The main difference relies on the exposure that a student must have in an ESP course, which must be using and analyzing samples of the language in a definitive discourse that the learner is involved with. Therefore, it is not possible to consider the development of such a course if the student is not exposed and immerse in the context in which the future interaction will take place (Hutchinson, 1987). Furthermore, the second base of ESP relies on the fact that an ESP program is developed under certain circumstances which needs to deal with a selection issue. In this matter Basturkmen (2010) explains that ESP works under pressure because it needs to consider certain elements like time, manpower and selection of materials that a regular language course will never need to face. It is understood that getting real situations in a specialized program will require extra time, effort and materials to fit the expectations and undertake its goals. In general, the ESP will manage completely different situations, environments, discourse and necessities that must be taken into consideration previous its implementation, during the place in practice and after the conclusion of the given course.

2.4. Designing Materials

The first and most important element that one must understand about materials designing for an ESP program is that all the different resources used need to be authentic. As Ainsworth mentions (2012) the most important element for English instruction focused in a business setting is the focus on contextual discursive and context in which the learners will be using the language in the future. It is necessary in order to facilitate and promote effective business communication to analyze and centralize the aim of the exercises in language strategies used in areas such as negotiations, meetings, emails and business correspondence. Therefore, the creation of genuine materials for the instruction in these particular courses is necessary to correlate English instruction and the setting in which it will be taken into practice.

Once instructors have identified the tasks learners need to perform in their work environment, they can define the content of the materials. However, there are two kinds of contents to take into consideration: carrier content and real content. Real content refers to the general English language use students are supposed to acquire. It includes general structures, vocabulary and register. (Ainsworth, 2012) For example, simple present tense, vocabulary for describing food or places. On the other hand, carrier content is the specific language students use in their work environment; it is using or applying the real content for specific situations (Ainsworth, 2012). For instance, using vocabulary to describe places for tourists in a guided tour in a museum. By defining these aspects of the materials is that the true understanding and usefulness of the materials will be a reality.

After the content has been selected, there are some aspects that the educators have to take into consideration for the development of the course materials. By finding a common ground according to Netiksiene (2006), in which both type of resources collate would set up a specific

base from which student could enrich their learning process by assimilating English grammar, vocabulary and phonetics. Once that the common elements to be taught are recognized, the instructors could take advantage of them and place them into a specific settings in which students' interactions will simulate ESP situations. The common ground in the case of material creation and selection can be describe as the traditional bases for English instructions only considering that the focus of each lesson will be toward the practice and understanding of the English language centered in the accorded background.

In this particular case, the materials that are used in PIT's courses vary among all materials that can be used in these particular instances. The program has spent time and resources creating authentic materials to meet the students' needs but these are not available for all courses or all teachers. The materials that are used are: audio-visual materials like videos, podcasts, Vblogs, etc.; conversation scripts, readings, reading comprehension activities, role plays, games, and on-line resources such as web quests, wikis, blogs and others. It is necessary to point out that the on-line materials are mainly use for the virtual courses and will not be taken completely into consideration in the analysis of the materials for the regular ESP courses, for the purposes of this research.

Finally, the effectiveness of any material must be evaluated. It is not possible to design a material for a course without taking into consideration the outcome. Through the evaluation is that we can measure the correct development of the course and how effective the materials were. The evaluation criteria need to go in accordance with the objectives of the course that was developed. In this case, the assessment tools are required to provide a representative sampling of the grammar, vocabulary and phonological features that the learners have accomplish through the use of the materials proposed during the courses. Therefore, the activities have to include a way for the instructor to analyze and consider if the resources are getting the expected responses from the

learners. Then, once the samples are chosen it is possible to use direct or indirect forms of assessment which could vary according to the specific objectives of the program. Such variants in the assessment forms are chosen specifically to measure the appropriate understanding and self-acknowledgment of the material studied (Nunan, 2004). This could be, in the best of cases, to place the learner's competence to test so that it could be possible to check the meaningful internalization of the topics and situations studied through task based activities in which students can put into practice what they have learned.

3. Methodology

ESP courses have a great importance for the people involved in this type of courses. It is not just because of the different methodology that is used, but also because of the activities and the materials that are carried out. These courses convey a great deal of time and analysis to set up the correct administration of the time and materials that will be used by the learners. In this case, the following section will describe the subjects of the study and the methods that will be used to collect the information necessary to answer the main research question stated at the beginning of this research project.

3.1 Setting

The English for Work program started as an institutional program in the UTN (Universidad Técnica Nacional), formerly known as CUNA (Colegio Universitario de Alajuela). The UTN is located in Alajuela and it has only 5 years of existence. It was created in 2008 with the purpose of

taking care of the instruction and specialization of professionals in technical areas which are required in the work force. Currently, the UTN has 1 headquarter and 5 different branches located in: San Carlos, Puntarenas, Guanacaste, Atenas, and its central head office in the city of Alajuela. This research it is going to be taking into consideration the latter location since it is the one with the larger population of students enrolled in the courses.

The program is taking place in the headquarters of the university located in Villa Bonita de Alajuela. The English V students for the Accounting and Finance major have to attend to classes for four hours once a week. The class will be split into two different locations: a language laboratory; in which students will have access to internet, audio and video resources through the whole session. And, the other half of the time learners will move to a conventional classroom, where there will also be internet access through wireless connection, and access to a white board and a video beam projector. Both settings are well lit and have all facilities available for the correct development of the class.

3.2 Subjects

The English V course for the Accounting and Finance major is the fifth course out of six that belong to the English for Work at PIT. Three major groups of people involved with the program that will provide useful information that will help with the results that will come up from this investigation. First, the administrative coordinator who is the person in charge of the English for Work program for the Accounting and Finance major. Second, the teachers involved in the teaching-learning process. Finally, the students who will take the courses and experiment the final

results within their professional and personal settings; which constitute the best source of information for the appropriate investigation proposed within this paper.

3.2.1 Accounting and Finance students

All students of the Accounting and Finance program are enrolled in all courses. This means that they are taking four courses of their major and the English course as a supplement during the quarter. It is important to mention that there are two types of students in this program: the full time students and the full time worker/student. The full time students usually enroll in all courses that are taught in the morning or afternoon at the university since they have the possibility to attend classes at this particular time. On the other hand, the part study/work students usually enroll in the evening classes since they need to work in a regular 8 am to 5 pm work schedule. Students come from standard or technical high schools and they received English throughout all high school. Furthermore, learners have enrolled in all the previous courses of the program and they never have the same instructor; therefore they have experienced material from different people for all courses.

3.3 Instruments for data collection

By using the most appropriate instruments for data gathering is that it is possible to come up with the most relevant information for the research. By gathering data about the course, the students' experience and the teachers' perception within the classroom; it is possible to draw assumptions and recommendations about the topic that we are going to discuss. In the following pages, it is going to be presented the data collection instruments. These instruments are: a

questionnaire, an open observation guide and an individual interview. These were chosen as a way to triangulate the information gathered about the specific objectives that are going to be analyzed about material selection and use. By doing a cross reference with the instruments it will be possible to establish the validity of the information gathered through them and draw conclusion regarding the topic of this project.

4. Results

As stated in previous sections, the main goal in materials selection in an ESP course is to try to accomplish a relationship between the use of language and how authentic the situations are presented to the students. Therefore, the idea is to come up with exercises that can be executed as real life situations in which the learners will use the target language according to the class planning. For this, three different tools to gather information were selected: a questionnaire, an interview and a class observation. These instruments will carry out questions which are going to help determine the type of activities that are carried out versus the appropriate type of activities that are found in the program.

Before getting started with the analysis of all data recollected with the different instruments it is useful to get an overall idea of the population from which the sample to carry out this paper was taken. In this case, 45% of the population is 18 – 21 years old, 33% is 22 – 25 years old and 22% is from 26 – 30 years old. This is very interesting because this means that subjects are not homogenous in terms of age They range from the 18 to 30 in a single group of students which

means their educational experience is completely different because there are a lot , at least 55% of the class that finish high school over 4 years ago.

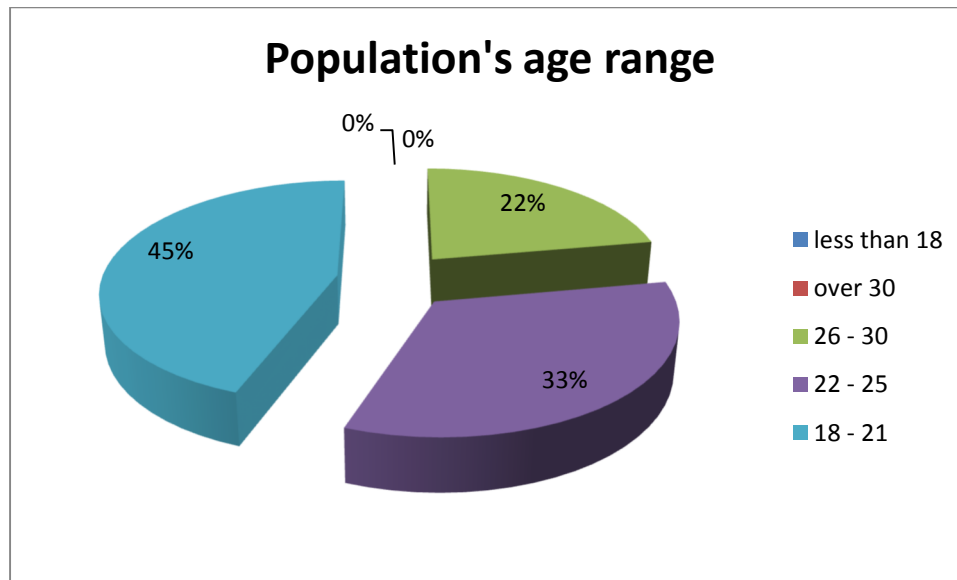


Chart #1. Population's age range for the ESP course.

Also, students were asked about their experience with the language; basically, if they have studied English before taking this course. 55% of the students have not taken English classes besides the ESP course that they are taking in the major. This means that only 45% have studied English before. In this case, 75% have taken classes at the non-credit courses that the university, while 25% in private institutions such as: Centro Costarricense – Norteamericano and Intensa in Alajuela. This seems to be a conflicting topic because according to Hutchinson (1987), an ESP course will be most valuable when the learner masters the standards of the language therefore the insertion of specific language for work and life are more meaningful for the learners (p.165). Based on this information, it seems counter-productive for the program to teach ESP courses to students that do not master the language basics. For instance, according to the fifth question from the

student's questionnaire, 90% of the subjects consider that they have a basic level of English, while 5% believe their English level to be intermediate and 5% that did not answer the question, these can be considered as a weakness for the program and it will be taken into consideration later on during the conclusions and the recommendations section.

4.1 Methodology

According to Ainsworth (2012), the value of the materials used in ESP relies on the use of real content to introduce, acquire and practice given forms of the language that are going to be a vehicle for the learners to get the structures, vocabulary and context necessary to carry out any given situation (p. 36). Therefore, questions two and three of the interview, carried out with the teachers of the program, pointed out what they consider the most important aspects to take into consideration to design ESP materials and what is the most challenging part of an ESP course. Professors were clear about the class format. As one of them said, "...the coordinator gives us a blueprint for the classes, we just need to complete the different sections with the appropriate information and describe the activities" (Interview to ESP teachers). In this case, the planning includes four different sections, first the schema activation in which the instructor is supposed to bring an activity to activate previous knowledge from the students; second, the pre-task in which all vocabulary and structures will be studied and practiced; third the task activity in which all knowledge will be placed into practice by the learners by carrying out authentic activities; and finally, the post-task that will sum up the whole class and give students an extra practice for the class topic.

This seems to be a straight forward way to address ESP materials because the teachers “need to” create these sections. In this case, in the class observation which took place on July 17th showed that item four and five for the observation guide do not follow completely the standards for ESP and are deviated from the main topic studied in the class. Certain activities as schema activation and pre-tasks do not follow ESP standards. The activities are more like mind teasers and warm-up activities that do not match the class content. In the case of the observed class, there was not clear the difference between the schema activation and the pre-task. The teacher provided pieces of information with activities that were carried out by certain professionals; students had to match the descriptions with the correct profession. The problem was that the topic for the class was marketing and product branding. The activities did not match the purpose for the class and the material that was offered to the students was taken from a website (not possible to get the source of it).

In this case, the interviewees answered in question five that the activities that developed in class are “adequate” for the ESP course and that they match the content of the program. As per the class observation, it was possible to check that the activities for the task and post-task matched the desired ESP standards. These activities included a video from YouTube and then an activity in which the students will need to create their own conversation taking into consideration the video previously watched. The instructor was just a facilitator to guide the activity and all students were responsible for completing the activity before presenting it to the rest of the class. At the end, the final activities were according to what it was expected for an ESP class.

4.2 Materials

ESP involves a great deal of planning and designing. The materials that are used need to convey certain standards of authenticity that will be seen throughout the class development. Even though the activities must be authentic it is not always true that teachers use this kind of materials for their classes. As Nababan (1993) says “ESP materials design is tied closely to the specific subject areas of language use and the types of learners... the content must address both vocabulary and linguistic structures typical of the register (p.1)”. Therefore the responsibility of exercises that are going to be used relies on the instructor who creates and approves the materials for their execution in class.

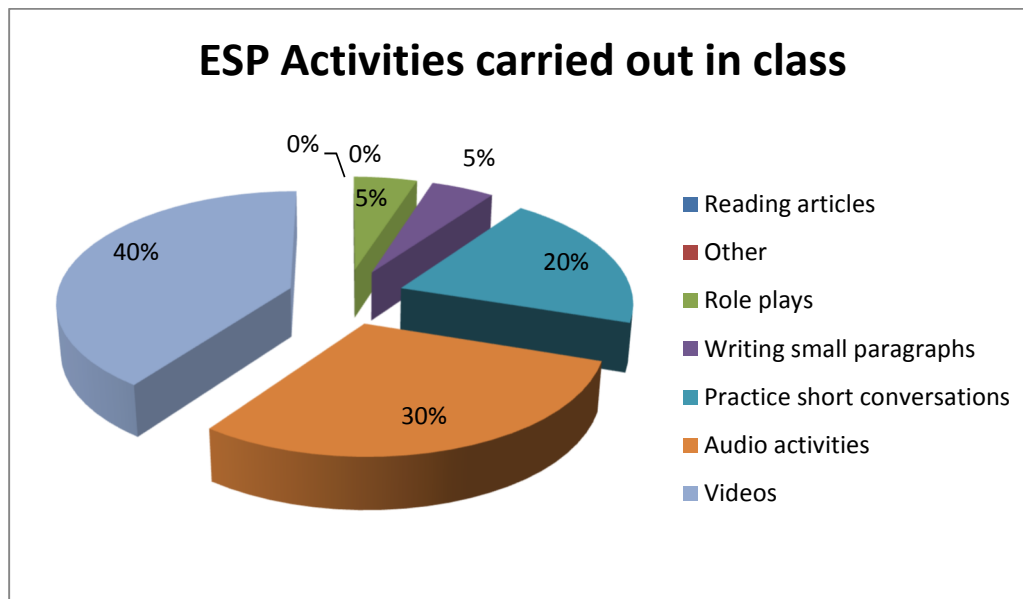


Chart 2. ESP activities carried out in class.

According to the information provided by students, the above are the activities that are more recurrent in ESP classes. The activities include 40% of use of video, 30% use of audio

recording or activities, and 20% of conversation drills that the instructor offers to the students; and then, they to practice and adapt to their current situations. Overall, 90% of the activities in the class include this type of materials that are fit to the specific topic.

During the observation it was possible to confirm that activities are carried out in the class. The teacher started the lesson showing a video about interviews and then started to ask students questions about the video, trying to elicit responses from the students using previous knowledge about the topic. Then, for the rest of the activities, the instructor used written material along with videos or audio recordings to reinforce the vocabulary and structures studied. In this matter, it is beneficial to point out that when the students were asked about things that they will like to change about the activities 20% said the oral activities and 80% the amount of activities that involve the use of written material. It is possible to confirm that even though the teacher varies the activities there is always a written document with instructions or the transcript for the videos or audio. According to students that is something that always happens and it was possible to observe.

When the professor was asked about the most difficult elements about ESP materials, the answer was that the elements that need to fulfill to convey this the standard involves a lot of time and sometimes there is not enough time or there is a lack in specific knowledge about the area that they are working. For instance, “sometimes I feel lost with the topic, I try to look for books and materials in the web but there are things that are not completely clear so I look for basic material to be able to use it” (Personal communication, July 24, 2013). Here is where seems necessary to come up with ideas to close the gap between materials and methodology to get the best results possible.

Also, throughout the observation it was possible to check the materials and the activities that the students were carrying out and found that some of them were not “original” or at least adapted to the learning situation of the students. For instance, the schema activation activity was just a game and the pre-task was taking from another source that was not possible to be determined. When the professor was asked about the source of the materials the answer was not clear because there was no track of the source.

Overall, through the analysis of the data recollected through the different instruments, it is possible to say there are gaps in the materials and their implementation in the ESP classroom. As Bocanegra (2012) recalled, the class implementation of the activities must carry that essential element that determines that the activity is incorporating the target language in a real situation for the students to learn (p. 355). But, the issue is that for the activities to be meaningful it is necessary to set the expectations correctly and the scenario in which they take place. In the following section it is going to be discussed the findings in depth.

5. Conclusions

Based on the literature reviewed about ESP and the correct application of the materials and activities, it is possible to arrive to certain conclusions about the materials that are used the ESP program for the Accounting and Finance major.

- Not all the material used in the courses is authentic or adheres to ESP standards. To be considered useful for the program, it is necessary to align each activity to follow a common goal for the lesson, so the activities are not going to be isolated.

- There is a gap between the specialized language that the students require to carry out activities in a real work setting, and the language that they are taught in the lessons.
- It is possible to consider that some of the materials were not planned properly because of lack of knowledge of the teacher about the specific topic – accounting and finance – which can be reflected in the design of the resources.
- If real ESP is applied in the class it takes overtime to be carried out in the classroom. Most of the activities that were “regular” English teaching activities were developed properly and in the expected time; but the ones that were ESP oriented took longer than expected.

6. Recommendations

Taking into consideration the conclusions, it is possible to offer some hints that may help the program to improve the classes are delivered and the expected outcome out of them. The following reflect the most important aspect that can be taken into consideration to get to the goal.

- In order to improve the quality of the materials it is necessary to provide for the teachers. The training should focus in ESP standards and planning for the classes. In that way, the teachers will be more comfortable designing materials that follow a common objective for each lesson and not separated activities without a common goal.
- Hiring an expert or consultant in the Accounting and Finance field could be useful to evaluate the assertiveness of the activities and make sure that they are really taking place in the specific setting.
- The allotted time for the classes should be re-considered. At this moment the students have only 4 hours per week of contact time with the language. If the program focuses on

extending the contact time by using one more day for classes or incorporating a technological tool to provide that extra time for practice.

- It is always important to regularly evaluate and control of the activities that are implemented. It is necessary to set up mechanisms to assure that the classes are being carried out following the correct methodology. Therefore, implementing a weekly or monthly controls and observations will help as a valve to regulate the doings in the program.

References

- Ainsworth, J. (2012). Integrating Methods and Strategies from Language Teaching and Business Studies in Languages for Specific Purposes Courses. *Global Advances in Business Communication*. 1(7).
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Great Britain: Palgrave Macmillan.
- Bocanegra, A., Lado de Oñate, M. C, López Torres, E. 2009. *English for Specific Purposes: Studies for Classroom Development and Implementation*. Cádiz: Servicio de Publicaciones de la Universidad de Cádiz. 353-358.
- Harding, K. (2007). *English for Specific Purposes*. Oxford: Oxford University Press.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-centered Approach*. Cambridge: Cambridge University Press.
- Nababan, P. E.S.P. Materials Preparation in a Foreign Language Situation. Teaching Guides for Teachers. Plus Postage. Indonesia. 1993.
- Nunan, D. (2004). *Task-based Language Teaching*. New York: Cambridge University Press.

Netiksiene, J. (2006). *Teaching English For Specific Purposes*. Santalka. Filologija.

Edukologija. 14 (4), 80-82.

Schleppegrell, M. and Bowman, B. 1996. *ESP: Teaching English For Specific Purposes*.

U.S Department of Education. Center for Applied Linguistics, Washington, D.C.

Anexes

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

Purpose: The purpose of the following questionnaire is to gather information about the materials and approaches used in the English course for the Accounting and Finance students at UTN. Through these questions it is expected to gather information about your current and past learning experiences to help improve and evaluate the current course program materials.

Instructions: Read the following questions. Provide the information which is requested for each item. If you require help or assistance ask the person conducting the questionnaire for further instructions.

1. What is your age range?

- less than 18
- 18 - 21
- 22 - 25
- 26 - 30
- over 30

2. Gender

- Male
- Female

3. Do you work?

- No (go to the next question)
- Yes

Where?

4. Have you studied English before?

- No (go to the next question)
- Yes

Where did you study English?

5. What do you consider your English level is?

- Basic** **Intermediate** **Advance** **N/A**

Other

6. Do you want to study English?

No (go to the next question)

Yes

Why do you want to study English?

For my job

Because I like it.

I want to improve my English level.

Other

7. Do you like the English courses for this program?

Yes (go to the next question)

No

Why?

8. Which activities do you like the most to practice English?

Videos

Audio activities

Role plays

Reading articles

Writing small paragraphs

Practice short conversations

Other

9. Do you think this kind of activities help you to learn English?

Yes

No

Why?

10. From the activities above, which do you think is the least useful to learn English?

11. If you could change something in the English class what would you change?

12. What do you consider is the best way to learn English?

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

Observation rubric

Date: _____.

Place: _____ . Hour: _____.

Instructor's name: _____ . Observer's name: _____.

Item	Yes	No	Comments
1. The instructor brings the planning for the class.			
2. Target language is used throughout the whole class.			
3. Students use the target language in the class and during the activities.			
4. Materials that are used follow ESP standards.			
5. The class activities match the program contents.			
6. The instructor gives clear instructions to the students about the activities.			
7. Instructor offers explanations and immediate feedback.			
8. The instructor does any kind of evaluation to the learners (summative, formative, etc.)			
9. The instructor provides collaborative work and follows up during the activities.			

10. The instructor sums up the topics and relates them to the contents.			
---	--	--	--

Universidad Técnica Nacional

Programa Institucional de Idiomas para el Trabajo

Individual interview

Purpose: To obtain valuable data about the materials design and their implementation in the ESP course of the English V course of the Accounting and Finance students at UTN.

1. How long have you been teaching ESP courses?
2. What do you consider is the most important aspect to take into consideration to design an ESP material?
3. What is the most challenging aspect about teaching an ESP course?
4. What do you consider is the most motivating type of material or activity the students?
5. What kind of activities do you develop for this class?
6. Which do you think is the least attractive activity or material for the students?
7. Which do you think is the most likeable activity for the students and which is not?
8. If you have the chance to change something about the contents and materials what would you change?

Comments:
