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(UNAN-MANAGUA)  
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FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE DEPARTMENT**



"Factors of not Teaching English for Specific Purposes in the Secondary Technical Accounting Program, for students of 2nd year, in the afternoon shift at Manuel Olivares Institute, during the second semester, 2015".

**GRADUATING SEMINAR**

**RESEARCH SUBMITTED AS A REQUIREMENT FOR A B.A DEGREE IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE.**

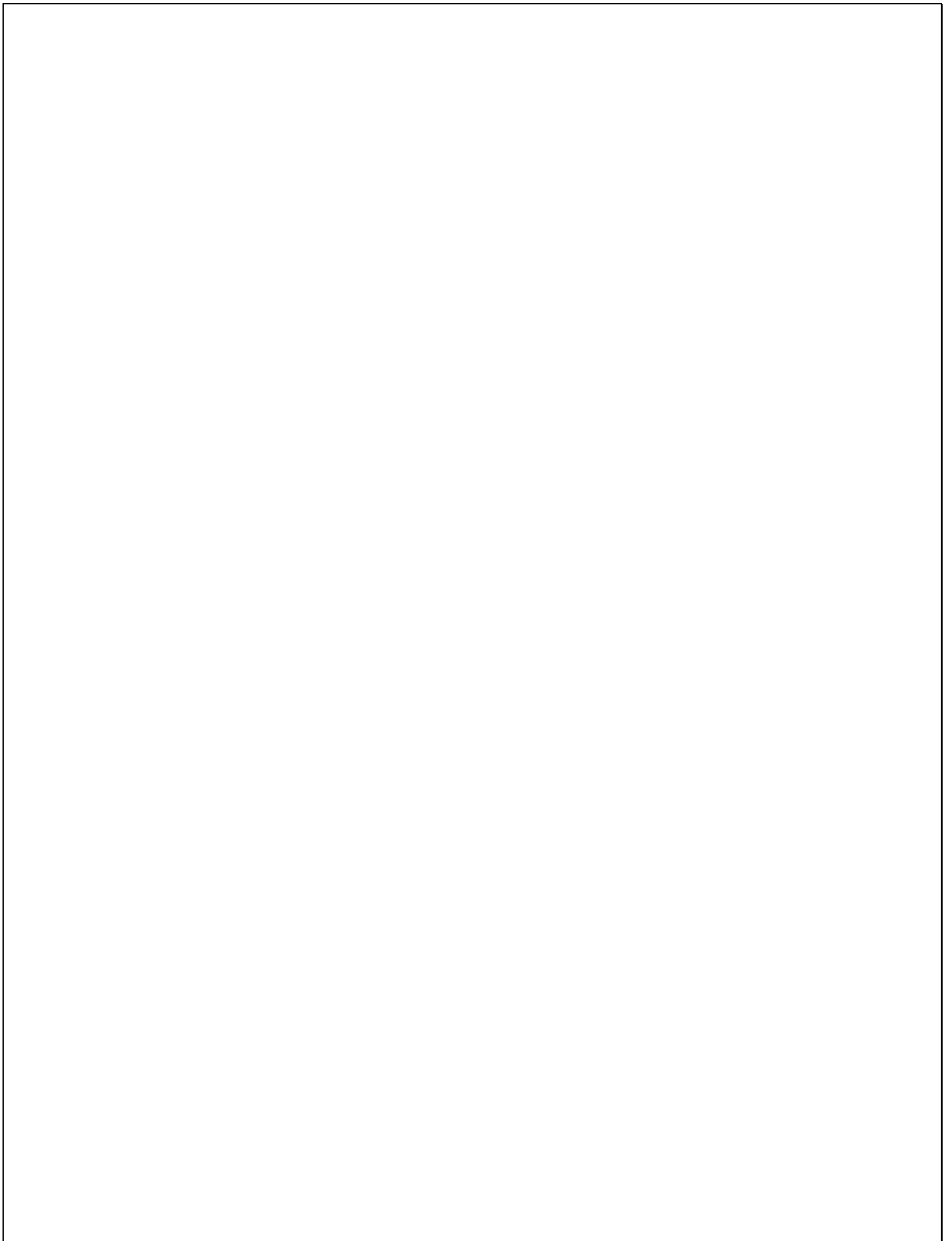
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Managua, *January 16<sup>TH</sup>, 2016*



## **DEDICATORY**

The moment that man culminates goal is when you stop to take stock of all the aid received. That is why I would like to dedicate this victory to Jehovah God for giving us life, guide my steps and help me overcome the obstacles encountered along the way. I wish to thank, first and foremost, my Professor Ph.D. Raúl Ruíz Carrión, and my parents, because they believed in me, and I gave examples of improvement to reach the desire goal.

*Nilda Regina*

## **ACKNOWLEDGEMENT**

Though it would be difficult to recognize all persons who have contributed to this study, the student submitted wishes to take this opportunity to express appreciation and acknowledge assistance from many people whose time, efforts, and cooperation have made possible the completion of this research within the allotted time.

I wish to thank, first and foremost, my Professor Ph.D. Raúl Ruíz Carrión, academic advisor who has been especially helpful for gathering scholastic guidance, need based information and has raised important questions, and given encouragement throughout. Second, I wish to thank Professor MSc. Manuel Rivera Ramírez who has rendered invaluable assistance, guidance and encouragement throughout the entire line up, for his ceaseless cooperation and fueling ideas.

Also, appreciation is extended to Lic. Marvin Díaz for his assistance with the research design and other aspects of the study. The author is grateful with Manuel Olivares Institute principal, English subject teacher Lahen Dávila, students and Education Officers from which the evidence was obtained.

## **ABSTRACT**

The present study analyzed the factors that provoke not teaching English for Specific Purposes, in the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares Institute during the second semester of 2015. The main purpose was to get information about the factors which confirm that there is not teaching ESP; this is mainly because there is not a support program in the teaching-learning process for teaching ESP to design and implement several teachings in these issues. The teaching-learning process is only thought-out in basic or general English. Also, the teachers and students never use a guide book or text book, just the teacher's instructions. These students meet the three times a week in the afternoon and the class period is 45 minutes each session.

I recommend some alternatives to integrate English for specific purposes. However, I focused in external and internal factors that provoke not teaching ESP and interferes with the teaching - learning process. This research includes suggested methodologies, new English tendencies, didactic resources, psychological strategies, the scope and sequence taken from didactical materials.

This research includes data gathered from surveys done to the students, interviews applied to the director and teachers of the target group as well. That valuable data was processed, analyzed and strongly considered when developing this research. Furthermore, I gather information from surveys and interview about the students learning such as learning strategies, the knowledge of the target language, and didactic resources to identify the factors of not teaching English for Specific Purposes.

### **Abbreviations:**

ESP: English for Specific Purpose

# INDEX

ENDORSEMENT LETTER	8
CARTA AVAL	8
I... Introduction	9
II... Problem Background	11
2.1 PROBLEM .....	11
2.2 RESEARCH TOPIC .....	11
2.3 SETTING OF THE PROBLEM .....	12
III... Previous studies	13
IV... Justification	14
V... RESEARCH questions	16
VI... OBJETIVES	17
7.1 GENERAL OBJECTIVE .....	17
7.2 Specific Objectives .....	17
VII. Research Matrix	18
VIII. Theoretical framework	21
IX... Methodological design	48

This quantitative research design was rooted in numerical approaches. The emphasis is on objectivity and the use of statistics or data gathered through questionnaires and surveys. With quantitative research methods, numerical data was gathered to collect the information, and descriptive research. Through this research the submitted student conducted an analysis of the given problem, point out its features. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). 48

10.1 Sociological Approach .....	48
10.2 Type of Research .....	49
10.3 Techniques for Gathering Information.....	50

To gather the following information it was necessary to use different instruments such as survey applied to the students and an interview applied to the teachers and Director to know their opinions about the different questions. All questions were based on the objectives, so their answers were useful for this research. On the other hand, to process the data Microsoft excel was used in order to calculate the different obtained overages to have a more specific and valid information in every variable. It was also taken into account the different technical procedures to validate the results of the data analysis. Furthermore, it was necessary to carry out a survey for each student in the secondary accounting program face to face to complete the survey in their respective classroom and delivery into the responsible process. 50

10.4 Population and Sample.....	51
10.5 Plan of Analysis .....	52
X... RESULTS AND DATA ANALYSIS	53
11.1 DISCUSSION OF RESULTS .....	53
This section focuses on analysis of the result and interpretation of the data. As the researches mentioned, the evidence was collected from students, English subject teachers, principals at Manuel Olivares Institute, respectively. Deductive reasoning used to synthesize data.	
XI.. CONCLUSION	79
XII. RECOMMENDATIONS	89
<b>Policy Recommendations</b> .....	90
XIII. <b>References</b>	92
XIV. ANNEXES	94
XV. 21.- ¿Es importante el desarrollo del conocimiento del “Inglés para Propósitos Específicos” ESP para identificar las oportunidades de empleos?	98
XVI. 1.- ¿Es importante el desarrollo del conocimiento del “Inglés para Propósitos Específicos” ESP para identificar las oportunidades de empleos?	109

## **ENDORSEMENT LETTER**

### **CARTA AVAL**

Presento este aval con el cual comunico al Jurado Examinador del Departamento de Inglés, que la estudiante Nilda Regina Chavarría Rosales ha concluido su trabajo de investigación de Seminario de Graduación, con el tema:

“Factors of not Teaching English for Specific Purposes in the Secondary Technical Accounting Program, for students of 2nd year, in the afternoon shift at Manuel Olivares Institute, during the second semester, 2015”.

La investigación hecha es un trabajo académico para optar al título de Licenciado(a) en Inglés.

Por esta razón la presento a la Dirección del Departamento de Inglés para que sea incluida en una pronta programación para su defensa.

En la ciudad de Managua, a los treinta días del mes de noviembre de 2015.

Atentamente,

---

Dr. Raúl Ruiz Carrión

Tutor

CC: - Archivo.



## I. INTRODUCTION

The present research titled: “Factors of not teaching English for Specific Purposes” in the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares Institute during the Second semester of 2015”, is intended to identify the main factors that provoke not teaching English for Specific Purposes (ESP) in the Secondary Technical Accounting Program, to determine the importance of English for Specific Purposes focusing on the language of job performance and to analyze English teachers’ and students’ expectations and perceptions about teaching and learning “English for Specific Purposes” in the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares Institute during the second semester of 2015.

This work research analyzed the factors of not teaching “English for Specific Purposes”. It includes data gathered from surveys done to students, interview for two teachers, and their director of the target group. That valuable data was processed, analyzed and strongly considered for the research.

On the issue raised in previous years, there have been some recommendations but without sustained study hence, the present research contributed to analyze the different factors of not teaching.

The submitted student divided the research into three parts related to the factors of not teaching in the secondary accounting program: First factors of not teaching ESP, second, its importance, and third, English teachers’ and students’ expectations and perceptions about teaching and learning “English for Specific Purposes” in the Secondary Technical Accounting Program..

This document includes the theoretical framework: Methodological design, results and analysis, conclusions and recommendations.

The theoretical framework includes the necessary methodological references and strategies used in English for Specific Purposes, scientific theory, legal framework, theory and conceptual and contextual theory. Conceptualizations in scientific theory and previous research are detailed and bibliographic compilation was made based on the variables involved: Legal Framework based on facts, cultures and social behavior on the study of English for Specific Purposes. Conceptual theory contains concepts that allow us to get an idea further on the subject and the theory, methodological and strategic reference gives a brief approach to ESP.

The application of variables used during the research detail the different techniques and data collection instruments as the survey that allowed me to obtain concrete, real and true evidence; all this confirms that there is not teaching ESP. This is mainly because there is not a support program in the teaching-learning process for teaching leading to the non-application of technical and recreational activities; there is a need to the institute to provide some directions to the academic professional at Manuel Olivares Institute to search possible changes in the accounting curriculum. It is important to consider these factors to develop appropriate academic classes and strategies that may improve the student's academic performance including ESP program.

At the end, it is developed the different factors of not teaching English for specific purposes, in which the problem is raised by identifying the different factors of not teaching English for Specific Purposes. (ESP).

## **II. PROBLEM BACKGROUND**

### **2.1 PROBLEM**

“Factors of not Teaching English for Specific Purposes in the Secondary Technical Accounting Program, for students of 2nd year, in the afternoon shift at Manuel Olivares Institute, during the second semester, 2015”.

### **2.2. - Sub-problems:**

1. - Lack of program of English for Specific Purposes for Technical Accounting Program
2. - Lack of didactic planning supporting ESP
- 3.-Lack of time devoted to teach English for Specific Purposes in the Secondary Technical Accounting Program
4. - Lack of didactic resources to teach ESP

### **2.2 RESEARCH TOPIC**

Factors of not Teaching English for Specific Purposes in the Secondary Technical Accounting Program

### **2.3 SETTING OF THE PROBLEM**

The social problems bring many consequences in the student's life but the most important is in the academic performance. It is clear that social problems affect negatively in the language acquisition of students. This situation is out of the control of the teacher, institute, and other authorities, but the students suffer the consequences.

How it is important for teachers and students is to learn ESP to improve their knowledge, practice and its development in their jobs? And as everyone who has tried to learn, chooses just the right educational program, it could be difficult to learn ESP for many people. Nevertheless, it is important to choose some effective educational programs for learning ESP in order to analyze the different factors of not teaching ESP (English Specific Purposes), in the Technical Accounting Program, for students of second year, in the afternoon shift at Manuel Olivares Institute, during the second semester, 2015”.

For the students who have specific areas of academic or professional interest, I admit that not teaching ESP program in the Technical Accounting Program for students of second year at Manuel Olivares Institute would make their work life difficult; so teachers are responsible for developing the curriculum because teaching English for Specific Purposes require a major effort and they should support it, because ESP can give them educational abilities and it can help them with ESP in the labor issues.

### III. PREVIOUS STUDIES

There was not exclusive study on this specific issue that considered factors of not teaching English for Specific Purposes in this research to make an appropriate comparison; only there have been some recommendations but without sustained study, because there have not been conducted studies in Nicaragua. The present research could be conducted to analyze the factors that provoke not teaching ESP in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute.

In the last eighteen year, there has been a growing demand for major change in the design and delivery of accounting education. The calls for change are based on evidence and pressure from different sectors. Professional accountants expressed dissatisfaction with the estate of accounting education (perspectives...1989; Inman et al... 1989. Elhtt, 1991)

Antecedents related to my topic were not found through this survey nor through looking for this information in CEDOC at UNAN-Managua, so I had an interview with Dr. Raúl Ruíz Carrión in Pedagogical area, and finally I did not get researches, essays, survey, or even information from the internet to support the Factors of not teaching English for Specific Purposes.

#### **IV. JUSTIFICATION**

Education through the ages has generated great strides and breaking traditional paradigms. As regards the English language, it has become an area of compulsory learning, considering the global society in which we live. Learning English as Specific Purposes until the present time is difficult for most students and there are some problems.

The factors that provoke not teaching English for Specific Purposes are: lack of didactic planning to support ESP, lack of time devoted and lack of resources to teach English for Specific Purposes in the Secondary Technical Accounting Program. Based on this thought, I will research the issue raised in the Manuel Olivares Institute, in order to analyze factors of not teaching ESP (English for Specific Purposes) in the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares Institute during the Second semester of 2015.

This research will benefit directly students and indirectly teachers in the area of English for Specific Purposes in the Secondary Technical Accounting Program. It will also be a contribution to the institutions of the state. As a research participatory nature, it has the participation of Professors of Applied Research and Seminar Research at UNAN Managua, and teachers, director, or principal, and students in the Secondary Technical Accounting Program, for students of second year, in the afternoon shift at Manuel Olivares Institute, during the Second semester of 2015.

This study is considered novel because it is a new research incorporated into the current problems of the XXI century. And the research aims to provide a bit to analyze the problem, because teaching English Specific Purposes requires a major effort by the teacher and students, including a program to develop the ESP in the labor issues.

The question raised is important because it has been preceded by the importance of the ESP focusing on the language of job performance or preparing for identified employment opportunities used to develop quality learning and developing ESP. With regard to academic and scientific contribution it is necessary to mention that at present and with technological advancement and educational innovations by Manuel Olivares Institute, a person needs to generate changes in teaching ESP by including programs used by teachers who will allow progress in ESP learning processes, emphasizing the significant learning.

According to the experience in the years of study at Manuel Olivares Institute it is believed that this research is based on reality, so everything learned in the classroom is necessary to put it into practice with students, thereby generating an actual learning teaching ESP based on playful techniques, planning syllabus, methods and programs (those that allow teamwork, through cooperative games, etc. to develop creativity, reflection and critical to work) in order for students to internalize the knowledge of a foreign language as specific purposes.

There is not a policy of using didactical planning of ESP regularly in this program. Teachers cannot get an education content-based curriculum, course designer and instructional material to provide ESP program. The Minister of education must make a commitment to opening a quality on education for the Secondary Technical Accounting Program, for students of the second year, in the afternoon shift during at Manuel Olivares Institute, during the second semester of 2015, as well as the commitment with teachers and director, or principal, to provide more resources to the sector to improve ESP and insert ourselves into globalization. Not all careers have a policy of no teaching ESP to be used in education and innovation processes.

## V. RESEARCH QUESTIONS

Based on the general objective and the specific objectives taken from the topic in this research, I would like to answer these questions about what are the factors that provoke not teaching English for Specific Purposes in the Secondary Technical Accounting Program for students of second year in the afternoon shift at Manuel Olivares Institute during the Second semester of 2015? For this reason this study attempts to answer the following questions:

- 1- What factors provoke not teaching “English for Specific Purposes” in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015?
- 2.- Why do students have not expectations to learn English for Specific Purposes in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015?
- 3.- Why do teachers have not perceptions to teach about English for Specific Purposes in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015?
- 4.-What is the importance of ESP focusing on the language of job performance?
- 5.-What is the importance of ESP preparation for identified employment opportunities?
- 6.-Could not teaching ESP affect students in a negative way?
- 7.-What didactic resources are available?
- 8.-Why is limited time affecting ESP program?
- 9.-How necessary are the ESP programs for the students?
10. What kind of didactic resources should be included in the accounting program to catch students’ motivations and concerns to learn ESP?
11. What are the expectations and needs of the students with regards to learn English for Specific Purposes to function efficiently in job markets in the future?

All of these questions above will be answer in the final report, conclusions and some kind of extra information in the recommendations.



## **VI. OBJETIVES**

### **7.1 GENERAL OBJECTIVE**

To analyze the factors of not teaching **“English for Specific Purposes”** in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015.

### **7.2 Specific Objectives**

1.- To identify the factors that provoke not teaching **“English for Specific Purposes”** in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second Semester of 2015.

2.-To determine the importance of English for Specific Purposes focusing on the language of job performance.

3.- To analyze English teachers’ and students’ expectations and perceptions about teaching and learning **“English for Specific Purposes”** in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the second semester of 2015.

## VII. RESEARCH MATRIX

Specific Objectives	Variable	Indicators	Sub-Indicators	Information Source	Gathering Data Technique	
To identify the factors that provoke not teaching English for Specific Purposes for the students of Technical Accounting Program.	<b>Factors</b> that provoke not teaching English for Specific Purposes	<b>Educational Factors</b>	<b>Didactical planning</b>	<b>Director Teachers</b>	<b>Interview Interview</b>	
			<b>Workshops in ESP</b>	<b>Teachers</b>	<b>Interview</b>	
			<b>Time considered in the curriculum for a new subject</b>	<b>Director Teachers</b>	<b>Interview Interview</b>	
			<b>Specific English Text books for Accountability</b>	<b>Teachers Students</b>	<b>Interview Survey</b>	
			<b>Economic Factors</b>	<b>Director</b>	<b>Interview</b>	
		<b>Material resources</b>	<b>Teachers Students</b>	<b>Interview Survey</b>		
		<b>Technological resources</b>	<b>Teachers Students</b>	<b>Interview Survey</b>		
		<b>Human Resources Factors</b>	<b>Teachers</b>	<b>Interview</b>		

<b>Specific Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>Information Source</b>	<b>Gathering Data Technique</b>
<b>To determine the importance of English for Specific Purposes focusing on the language of job performance</b>	<b>Importance of English for Specific Purposes</b>	<b>Importance of English for Specific Purposes in Academic Issues</b>	<b>Teachers Students</b>	<b>Interview Survey</b>
		<b>Importance for business</b>	<b>Teachers Students</b>	<b>Interview Survey</b>
		<b>Importance for planning</b>	<b>Teachers Students</b>	<b>Interview Survey</b>
		<b>Importance for employment opportunities</b>	<b>Students</b>	<b>Survey</b>

<b>Specific Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>Information Source</b>	<b>Gathering Data Technique</b>
<b>To analyze English teachers' and students' expectations and perceptions about teaching and learning English for Specific Purposes</b>	<b>Expectations about the teaching of ESP</b>	Motivation for teaching English for Specific purposes	<b>Teachers</b>	<b>Interview</b>
		Motivation for learning English for Specific purposes	<b>Students</b>	<b>Survey</b>
		Concerns for teaching English for Specific purposes	<b>Teachers</b>	<b>Interview</b>
	<b>Perceptions about the teaching of ESP</b>	Concerns for learning English for Specific purposes	<b>Students</b>	<b>Survey</b>

## VIII. THEORETICAL FRAMEWORK

### 7.1 Historical Background of the Development ESP

English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960's as it became increasingly aware that general English courses frequently did not meet learner or employers wants. As far back as 1977 Strevens (1977) set out to encapsulate the term and what it meant. Robinson (1980) wrote a thorough review of theoretical positions and what ESP meant at that time. Coffey (1985) updated Strevens' work and saw ESP as a major part of communicative language teaching in general. At first register analysis was used to design ESP courses. A course in basic scientific English compiled by Ewer and Latorre (1969) is a typical example of an ESP syllabus based on register analysis. However, using just register analysis failed to meet desired outcomes. Thus new courses were designed to meet these Alein ESP course design as the stakeholders and employers demanded that courses better meet their needs. Technical English (Pickett & Laster, 1980) was an early example of a textbook using this approach.(Brunton, Brunton, & Brunton, 2009 )(Brunton, Brunton, & Brunton, 2009 ) English for Specific Purposes Issue 3 (24), Volume 8, 2009 (<http://www.esp-world.info>) Mike Brunton. An account of ESP – with possible future directions. 1 An account of ESP – with possible future directions Mike Brunton.

English for Specific Purposes (ESP) is a learner -centered approach to teaching English as a foreign/second language. It has become well known in the ELT circle, especially because English has acquired the status of an international lingua franca, and linguists have moved towards a situation based notion of language. The initial studies on “special languages” were basically on register, which developed in a Firthian environment. Following in Halliday's footsteps (Halliday, 1978), British linguists who identified ‘special registers’ considered them sufficient for teaching purposes to distinguish them from common language. However, as discovered later, register differences do not apply to the lexical level only, but also concern morphed-syntactic choices and textual and pragmatic organization. As Robert Phillipson (1992) points out, "English has a dominant position in science and technology, medicine, and computer, in research, books, trade, shipping and aviation.

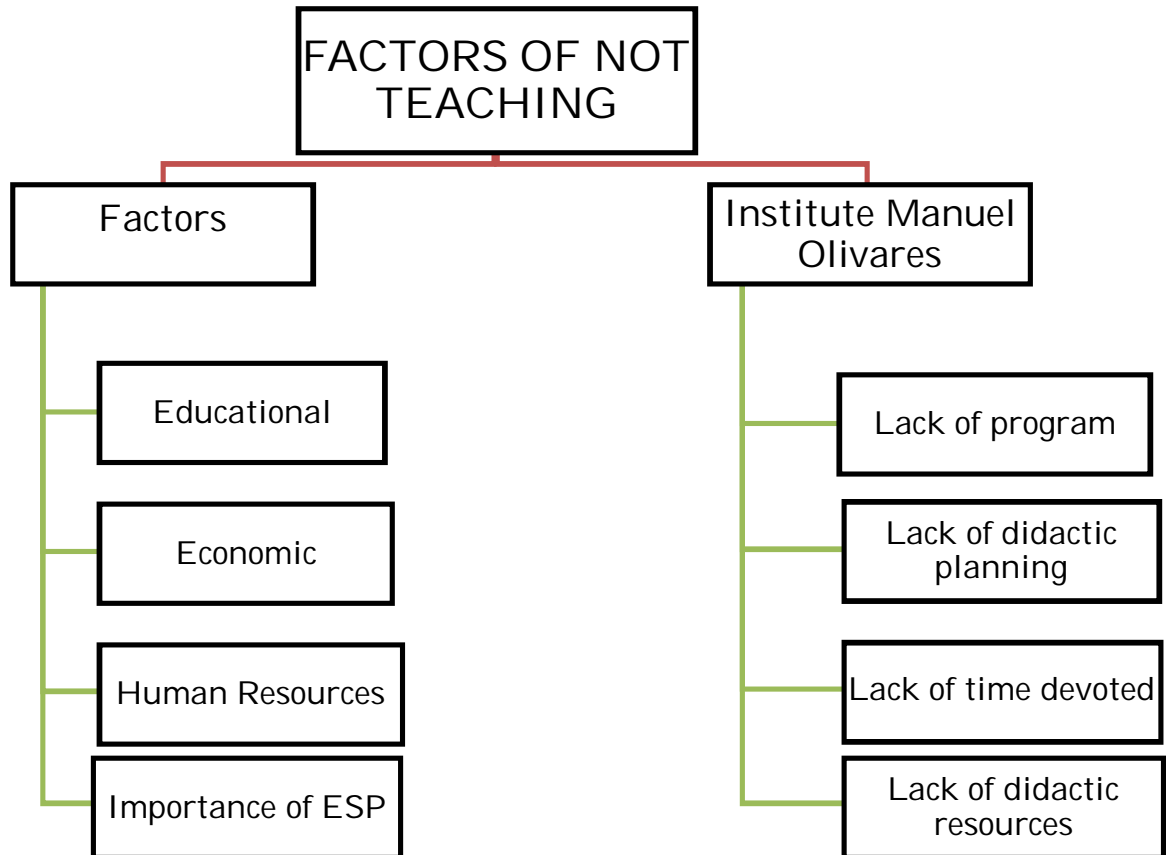
The dominant position of English is strengthened rather than weakened with the development of world economy and technology as well the widespread use of computers and the internet. The social situation of each of the sub-divisions of ESP exerts a strong influence on the linguistic strategies that are to be adopted. Therefore contextual and functional needs must be taken into account while designing ESP curriculum.(Bracaj, 2014).

The English language learning is a process that takes into considerations the students' need as the knowledge of the target language, didactic resources and learning strategies. Therefore, in teaching English language it is important to take into account the learning acquisition theories and teaching methodologies to facilitate that process according the students' needs.

In this section it was included some theories of cognitive process, principles and methods to guide the English teacher to increase the performance of students; this methodology takes into account the results of data collection in relation to the students.

This theoretical framework also included the necessary methodological reference and strategies used in English for Specific Purposes such as scientific theory, legal framework, theory and conceptual and contextual theory. Conceptualizations in scientific theory and previous research are detailed. Bibliographic compilation was made based on the variables involved; Legal Framework based on facts, cultures and social behavior on the study of English for Specific Purposes and its importance; Conceptual theory contains concepts that allow us to get an idea further on the subject and the theory, methodological and strategic reference gives a brief approach to ESP.

## 7.2. Conceptual frame work



## 7.3 Designing Program

### a. *Context*

Before writing anything in relation to this research, we need to analyze the ground where we are working. Considering the students, we searched in their needs, educational background, learning styles, and their own proficiency level in their mother tongue. According to Graves (2000) "You need to know as much as possible about the context in order to make decisions about the course" (p.13). *All those details give us a really specific situation of what to include in this research and what for.*

*Some of the students come from low social status where Education has a poor level in general due their neighborhood, low income from their parents and in some cases they are underfed before arriving to daily class. There are privations of opportunities. Those students are teenagers who have low level of proficiency in all the subjects including English subject.*

Moreover, we inquired about the MINED facilities and didactic resources to make sure that this course will not encounter any trouble when English class starts. According to Graves (2000) "This investigation is meant to help you think about the information that you feel is important to have when you design a course" (p.15). *Just all the lack of didactical resources including the time available for the English classes, the didactic resources and the amount of hours were hardly considered.*

#### **7.4. Course Organization**

The organization of the year course involves calendar, holidays' student, co-programmatic activities, exams periods, workshops for the teachers (TEPCE) and training teachers; the structure of lesson plans are under considerations of MINED.

Some activities related with the learning-teaching process are proposed by the principal such as schedules, ceremony of student graduations, cultural interchanges with other schools, and sports championship.

#### **7.5. Didactical Resources**

The didactic resources I proposed here are not statics for this proposal; in fact, they are still in a decision-making process. According Graves(2000) "Materials development take place on a continuum of decision-making and creativity which ranges from being given a text book and time table in which to cover it"(p.148). According to the interviews applied to the teachers: *The teachers at Manuel Olivares Institute don't have a text book or guide book; they need to look for and find the topics and any other information related with the theme to develop. I proposed flash cards, pictures, and illustrations in order to facilitate the teaching-learning process and draw the student's attention in any moment, thus the grades improve.*



*Most of the time, the teachers at Manuel Olivares Institute do not have enough money to buy their own didactic materials to use during the English class. In this point the teaching-learning process has a weakness because it is too difficult to overcome this situation instead the English lesson could be unattractive because the English teacher just utilizes the white boards and markers to develop the English topic. According to the survey applied to the students they expressed “When they have contact with technologies, pictures, draws and illustrations, they feel motivated and pay attention to the lesson”. The students and the teachers need to break their daily routine class bringing to the classroom different didactic resources. The English teachers should be innovative and creative with the few didactic materials that the school gives to them. Nevertheless the teachers and the school administration can decide what other didactic resources they could include as a part of the educational program taking into account the students’ needs and wants in their teaching-learning process.*

#### **7.6. Methodological Strategies for Teaching-Learning**

In this section it was included some theories of cognitive process, principles and methods to guide the English teachers in creating their syllabus. These methodologies were proposed taking into account the results of the data collection in relation to students’ needs, the goals, and the objectives of the English programs.

In order to describe our research, I used some theoretical academic elements that are very important during the development of the English class. They could help to increase the students’ performance.

#### **Methodology**

The methodology is defined as the study of the practices and procedures that we use in the field of study. It is a systematic, theoretical analysis of the method applied to a field of study or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It typically, in compasses concepts such a paradigm Theoretical model, phases and quantitative or qualitative techniques. Methodology does not provide solutions but offers the theoretical underpinning for understanding which method, set of methods or so called “best practice” can be applied to specific cases.

It has been defined also as follow:

1. "The systematic principles of method that are, can be, or have been applied within a discipline"
2. "The study of description of methods"

Methodology does not describe specific method, even though much attention is given to the nature and kinds of processes to be followed in a particular procedure or in attaining an objective. When there is a proper study of methodology, such processes constitute a constructive generic framework, thus they may be broken down in sub-process, combined or their sequence changed.

The English teaching- learning field includes the nature of language skill (the main skills listening, speaking, reading and writing also involves the sub skills like grammar, pronunciation and reading' writing comprehension).

Also methodology has to include from teacher's lesson plan preparation, didactic resources, psychological attitude, innovation, and creativity to teach language skills. (D. Byrne, 2001. "Interacting Language").

### **7.7. Problem- Based Learning**

It is a teaching methodology that actively involves students in the acquisition of knowledge and abilities through the presentation of a complex problem or situation. In order to solve the problem correctly, they must research, understand and integrate the basic concepts of the subject. Another type of this methodology is project based learning. In this case, instead of being presented with a problem, in groups, students must develop a project following a set of steps and a logical sequence of actions. The steps and specific sequence to follow is given by the teacher and/or designed by both agents (professor- student) together so as to instill a greater sense of owner responsibility. The content is presented as a project advances.

## **7.8. Case Study**

This method is a teaching- learning strategy that tries to bring students closer to reality with the explanation of a real or hypothetic situation. The case describes a global scenario where multiple variables meet together and that one is likely to be the object of study. Students must analyze the situation, recognize the problems and come up with their conclusions about the actions to be taken, discussing the case with the rest of the team and describing or defending their plan of action orally or writing. They may be presented written, recorded, drawings, audio-visuals, or computer support if it is possible. Study cases may be used as an example of the theory to put the acquired knowledge into practice or as a tool of evaluation of students' learning. It is a strategy to improve the involvement of students in their own learning process and enables teamwork. It can be used both in small and large groups. (Jackson Harding, 2004, "Models and strategies for today's classroom").

## **7.9. Knowledge and Skill**

For example, both can be understood and memorized; only a skill can be imitated and practiced.

One of the basic problem in foreign language teaching is to prepare learners to be able to use the language, how this preparation is done, how successful it is, depends very much on how the teachers understand their aims. For instance, it is obvious that in order to be able to use a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in the teaching-learning process: students background, motivation, teacher-student interaction, discipline in the classroom, the personal characteristic of the students, the cultural atmosphere, problems of health, familiar dynamics, teacher background, didactical resources , the socio-political condition in the country, age of the students ,etc.(Cheryl Pavick, 2006, "Howto teach English").

*These strategies above mentioned are very easy to be developed in the English class; the teacher and the school do not need lot of inversions to do it just the interest to help the students and the teacher to increase their English subject performance; thus I recommend to use these strategies little by little to obtain all the aims that I propose to help our disciples.*

*Regardless of students' background, all learners need didactic materials that bolster comprehension while provide an appropriate amount of challenges. This makes to obtain better results in the students learning process.*

### **7.10 The Teaching Environment in the English Learning Process**

English teaching learning environment can be a factor very important in the learning of a language. Although we may not able to choose our actual classroom, we can still do a lot about the emotional atmosphere of our lesson and learner's natural interest. Both of these can have a powerful effect on the initial and continuing motivation of the students. When students walk into an attractive classroom at the beginning of a class, it may be help to get motivation in the learning-teaching process going. When they come to an unattractive place, motivation may not be sparked in this way.

The high school has new structure, good desks, and a good environment in the classroom, but the teachers lack didactic resources; they only have books and pamphlets and sometimes I think that these teachers need better resources so they can feel motivated to continue teaching in this high school. If the teachers do not have the necessary resources, it is very difficult that they can develop the class with success. (Rebecca M. Vallete, 1999, "Classroom Techniques").

According to the interviews applied to the teachers in Manuel Olivares Institute the classrooms are small; therefore, there is not enough room for the students; some chairs are broken; some students do not have chairs, the ventilation is poor, and the warm environmental out-inside the classroom interferes in the concentration of the students. In addition, around the school there is a lot noise from cars, buses, stinky odors and loud speakers. These factors are out of the control of the principal, the English teacher and the authorities of MINED, but the students expressed in the survey that the target factors do not permit them to pay a hundred percent attention in any subject.

Despite those negative situations, the teacher fights strongly day by day to help the students to reach their aims and goals at the same time increase their English performance.

### **7.11 Teachers Personal Charisma**

The emotional and spiritual characteristics are the best tools to motivate students and it is important to consider the way teacher walks including the pitch of the voice, the expression that he uses when he is sharing his knowledge with the learners, how he moves around the classroom, because the reaction of the students will depend on the performance of the teacher.

Also the teacher should remember that the contact can send powerful messages to the students. They can portray your deepest feeling; the teacher should be sure that they do not portray any negative feeling toward the students; the teacher should share interesting activities and so discover where his own personal charisma lies, and uses it to cast a magic spell as soon as the English class begins. The English teacher must be very serious; he should not make joke with the students. The teachers can do activities such as reading using CDs, playing games with songs, writing phrases on a piece of paper and interacting with the students.

Also the teacher needs to have resources in the teaching learning process such as books, tape recorder, videos, computer, tables, overhead projector, charts, graphics, illustrations, etc. (Curvin and Mendler, 1999, "Behavior in the classroom")

### **7.12 Personality and Language Teaching**

Perhaps the outgoing and sociable persons learn another language better than a reserved, shy person. There are two types of personality:

In one some cases extrovert and introvert personality help students in learning a new language and help them with aptitude to speak more than other classmates with different personality. In both personalities, students can interact with the world and others with the interior world. In fact, there is a link between extroversion and oral fluency. There would seem a fairly obvious connection to language methods. The introverted might be expected to prefer academic teaching than emphasizes individual learning and language knowledge, the extroverts audio-visual or communicative teaching that emphasizes group participation and social Know-how.

Many of these factors cannot be affected by the teacher. Ages are aptitude, intelligence, and most areas of the personality. As teachers cannot change them, they have to live with them. In others words, teaching recognizes the difference between the students. At a gross level this is catering for factors that a class has in common, say age and type of motivation. In some cases the teacher has to cater for the differences between individuals in the class by providing opportunities for each of them to benefit in their own way. To some teachers this is not enough, nothing will do, but complete individualization so that each students has her/his own unique course for class teaching the aspects in which students are different have to balance against those that they share to have good results. (Krashen's Terrell, 1998,"The Natural Approach").

*The teacher personality, according to the surveys applied to the students in the classroom it is fundamental to get the student's attention while the teacher was explaining the topic; he was very strict but at the same time she was gentle and lovely with the learners. It is important to keep in mind that if the student does not pay attention to the teacher when he was explaining any theme, the student could not do the homework or resolve the test. It was verified through the survey and the teacher's notebook.*

*Teachers cannot keep the order inside the classroom when the groups are very big, and when the students are hyperactive, the students do not like the teachers, so teachers should be strict with the school discipline.*

### **7.13 Essential aspects of teaching- learning process**

It is very important to examine the teaching-learning process, as was proposed by Diana Laurilliant, 1993-1994, she argues that there are four aspects of the teaching-learning process:

1. Dialog between the teacher and the students
2. Interaction between learners and some aspect of the world defined by the teacher
3. Adaptation of the world by the teacher and action by the learner
4. Reflection on the learner and teacher performance.

She then considers how different educational media and styles can be described in these terms. For example, a text book represents a one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecturer or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

When we are referring about the teaching-learning process, then we say that the teacher and learner are principal actors of the movie because they will do the work of the interaction and participation step by step (Geoffrey Broughton et al. "Teaching English as a foreign Language", 2001).

#### **7.14 Language Acquisition**

The language acquisition theories are the ones that express the belief of the process of how the information gets into the human brain and gets out as a learned knowledge.

##### ***a. Motivation***

Can the teacher explain the class with no motivation? Any individual needs to feel the desire when doing something. This feeling motivation makes people get involved and engaged in any activity because they feel the interest toward such doing. According to Ada Ascencio 2000)", applying motivation to educational field will mean that two main individuals play an important role in the teaching-learning process...teacher and students...both need to be motivated to get a good result at the end of the course."(p.13). Therefore, it is very important that motivation must be included in all the activities in order to create a joyful environment. *Therefore, it is very important an activity that will be pleasurable and interactive among the students and make the students achieve their main goal which is learning the English language.*

*Furthermore, there are two types of motivation in which we have to take into account; extrinsic and intrinsic motivation. According to Ali Luke (2012) in her article Intrinsic and extrinsic motivation: which do you need? “Intrinsic motivation comes from within. It is the sort of motivation that you get when you are doing something that you enjoy; when the task itself is its own reward”. Therefore, the students feel from the very deep from themselves what they want. For them, learning and passing the English subject will be the main goal.*

*That is why in my proposal the topics are based in social and cultural thematic in order to approach those topics increasing their self-esteem and be motivated and to be a nice person.*

Likewise, the extrinsic motivation has to do with the environment, expecting a reward from others. Extrinsic motivation is when people are inspired to do something by external factors like tangibles rewards or pressure (Luke 2012). In order to motivate the students extrinsically; there will be lot grades activities in order to give these students a reason to study strongly English language.

### ***b. Constructivism***

In 1910 the constructivism was presented by John Dewey, It suggests that the learning process is an active building process in which the learner connects the new information with their background knowledge. “Constructivism as a paradigm or worldwide posits that learners are an information constructor people actively construct or create their own subjective representation of objective reality. New information is linked to prior knowledge” (Learning –theories. com). That is important in learning a language to give the learner an input related to his or her life because, it is an active process that involves the information linking process. For instance, using the prior knowledge in which students know some information by experience in the mother tongue thus, they related with the topics of related input.



Likewise, the learning process in adolescents is develops by stages. In an article written by Saul McLeod (2009) presents a wide description of the constructivism stages created by Jean Piaget in the 70<sup>th</sup> decade. See as follow:

Assimilation: this is an existing schema to deal with a new object situation.

Accommodation: This happen when the existing schema (knowledge) doesn't work, and needs to be changed to deal with a new object or situation.

Equilibration: this is the force, which moves develop along. It occurs when child's schemas can deal with most new information through assimilation. Nevertheless an unpleasant state of disequilibrium occurs when new information can't be filter into existing schemas (assimilation). Equilibration is the force which drives the learning process as well do not like to be frustrated and will seek to restore balance by mastering new challenge(accommodation).Once the new information is acquired the process or assimilation with the new schema will continue until the next time we need to make an adjustment to it.

Therefore, it is very important to understand how the process of learning a new language will take place in the students. It must be aware that by giving them the appropriate activities, we can help to our disciples to go over stage by stage over and over again in this important process of learning of a second language.

*The information from the surveys and interview submitted by the students in "Manuel Oliva-res Institute" was analyzed and the English teacher functions was defined as a facilitator, and the students were the other part of the teacher learning process, so the survey was conducted among students and based on this finding of the research a revised set of questionnaire and survey was designed and used in the collection data; for instance, most of them did it successfully.*

### *c. Multiple Intelligences*

In addition, I will also take into consideration the multiple intelligences theory. Promoting and having students develop their multiple intelligences (M I) and bearing in mind their different learning styles. According to Howard Gardner (1983) quoted by Freeman (2000) "Teachers who recognize the multiple intelligences of their students acknowledge that the students bring with them specific and unique strengths. This is a certain way that helps students to develop their English language process".

### *d. Teaching Approaches*

Even language acquisition theories help us to understand the process of learning; the methodology theories are ones that suggest the best techniques for the learning- teaching process. It is where I consider that the most effective way to teach in this proposal to increase the English performance is by using an eclectic view of teaching. It can be done by taking into account a set of methods and principles that were exposed formerly above.

*All those theories above described are easy to apply at "Manuel Olivares Institute" by the teacher Lahen Davila because they do not need a lot of inventions to be developed; they are not difficult to be developed, and the students do not need a special English back ground and it is the same case to the didactical materials. The students understand them easily and quickly; these are the main reasons why I assure that the target theories will be successful in this course.*

It is possible that these descriptive theories above were applied responsibly for the students to increase either English performance.

Obviously the teacher needs to be always patient, and keeps on mind the social environment that the students are living, their necessities, aims, ambitions, ages, and their own limitations in reference to knowledge and economic situation.

These theories and strategies provide the teachers and learners support during the introduction, presentation and practice exercises, as well as prompts for student's questions and English practicing. The dynamic of the teachers in their class development makes important element to keeping on mind in the English developing session.

All these strategies and theories before mentioned support the concept that members of a class community need to feel connected despite their differing abilities.

The English teacher needs the cooperation of the students, Director, or Principal, and MINED, to work on shoulder with all persons and institutions related with the benefits of the learning-teaching process to obtain better results in the students' programs.

### **7.15.-SCIENTIFIC THEORY**

#### **a.- ESP Definition**

By the term **English for Specific (or Special, Specified, Specifiable) Purposes** is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 98 1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners.

### **7.16- KEY NOTIONS OF ESP**

#### **a.- Types of ESP**

Different taxonomies of ESP are offered by different educationalists. For example, David Carver (1983: 20f) identifies three types of ESP:

1. English as a restricted language;
2. English for academic and occupational purposes;
3. English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978: 4-5) clearly illustrate the difference between restricted language and language with this statement: ...

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment. (ibid.) The second type of ESP identified by Carver (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS) (See figure 1 on page sixteen). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987) note that there is not a clear-cut distinction between EAP and EOP since 'people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job' (ibid. 16). Perhaps this explains Carver's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carver is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed.

One can contend that EAP and EOP are different in terms of focus on Cummins' (1979) notions of cognitive academic proficiency versus basic interpersonal skills (See 2.4.2). The third and final type of ESP identified by Carver (1983) is English with specific topics. Carver notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, one can argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language.

This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.(Tahir B. M.) *In my opinion: “The important point in common between English for Business and Economics (EBE), is that economic factors in education require a study of economy because planning in education is basically the endeavor to work out how to achieve the maximum possible with the resources available”.*

#### **b.- Characteristics of ESP courses**

Carver (1983) states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction. If one accepts Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, then the use of authentic learning materials is entirely feasible. Indeed, the use of authentic content materials, modified or unmodified in form, is one feature of ESP, particularly in self-directed study and research tasks.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carver (1983: 101) cites student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. At Algonquin College, English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students have presented all final products to invited ESL classes during a poster presentation session.

For the Health Science program, students attended a seminar on improving the listening skills. They practiced listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community center where they were partnered up with English-speaking residents. A large component of the student evaluation was based on an independent study assignment in which the learners were required to investigate and present an area of interest. The students were encouraged to conduct research using a variety of different resources, including the Internet. Finally, self-direction is characteristic of ESP courses in that the “... *point of including self-direction ... is that ESP is concerned with turning learners into users*” (Carver, 1983: 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carver (1983: *ibid.*) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

As for the question of whether or not it is necessary to teach high-ability learners - such as those enrolled in the health science program - about learning strategies, the answer is not. Rather, what is essential for these learners is learning how to access information in a new culture.

#### **c.- Absolute Characteristics**

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
- 3: ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres.

#### **d.- Variable Characteristics**

- (1) ESP may be related to or designed for specific disciplines
- (2) ESP may use, in specific teaching situation, a different methodology from that of general English.
- (3) ESP is likely to be designed for adult learners either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- (4) ESP is generally designed for intermediate or advanced students.
- (5) Most ESP courses assume some basic knowledge of the language systems.

#### **e.- Need of Teacher Education**

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter. According to UNESCO (2005), teacher education “addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programmes for both pre-service and in-service teachers. Teacher education has become necessary for the effective teaching and learning process. *“Here are some of the aspects which explain the need of teacher education, this mean that we should not compare the living standards of the society with the economical resources of education”*”.

#### **f.- To Address the Theory-Practice Gap**

A persistent issue that has plagued teacher education is the disconnection between theory and practice.

The theory-practice gap was identified as a serious concern by all Alliance members (Cho, 2008; Farrington, 2008; Gambhir et al., 2008; Husbands, 2008; Rasmussen, 2008).

### **g.- ICT Literacy**

In the 21st century information economy and knowledge society, the need for the development of ICT literacy in teachers and students cannot be ignored. Choi, Han, Cho and Lee (1996, as cited in Pang,1999) define information literacy as the ability to adapt to an information society and to use electronic equipment, including computers, multi-functional telephones and other modern communication tools, in order to access information as needed. Developing ICT literacy not only allows for the access and navigation of information but also self-directed learning, as it has the potential to free students from the constraints of time and space. It includes the ability to search for, manage and retrieve information rapidly and to work collaboratively with others. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programs. With the advent and development of computer and information technology and changes in the teaching methodologies teacher education has become vital and inevitable.(LATHA, Apr. 2014)

## **7.17. IMPORTANCE OF ESP**

### **A.-Benefits of ESP**

On the basis of what has been said before, one is now in a position to state the benefits of ESP. Basically; these are threefold in that they help achieve speed, efficiency, and effectiveness in learning. As far as **learning speed** is concerned, ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context (Wright, 1992: 5).

As for **learning efficiency**, on an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees (ibid.). 109

Thirdly, there is **learning effectiveness**. On completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a needs analysis. Accordingly, English becomes usable immediately in the employment context. In addition, the trainees are prepared for further job-related training in English. Such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language (ibid.). The benefits of ESP can be brought out further by contrasting ESP courses with General English courses. Such courses deal with many different topics, necessarily at a superficial level. In addition, they deal with many different skills, usually attempting to give equal treatment to each. Due to the general nature of these courses, they can be extremely useful, which is why they comprise the vast majority of English courses. However, for students with specific learning needs, they are seriously lacking because their scope is too wide. The trainees learn many irrelevant things. Relevant material, if it is included at all, is treated in insufficient depth. These deficiencies cause the acquisition of the required linguistic items to be slow and minimal, and upon the completion of the course, the trainees are not prepared to function effectively in the required employment contexts.(Tahir M. M.)

## **7.18.- CONCEPTUAL AND CONTEXTUAL THEORY**

### **a.- Needs Analysis**

While not unique to ESP, needs analysis is a defining element of its practices and a major source of its interdisciplinary (e.g., Dudley-Evans & St John, 1998). The use of systematic means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a particular group of learners must acquire is central to ESP, informing its curricula and materials and underlining its pragmatic engagement with occupational, academic, and professional realities. It is a crucial link between perception and practice, helping ESP to keep its feet on the ground by tempering any excesses of academic theory-building with practical applications. Analysis presupposes an understanding of what must be analyzed and a theoretical framework for describing it. Both have changed over time. Early needs analyses focused on the lexical and syntactic features of texts of particular registers, or domains with discernible linguistic features, by establishing the distinctiveness of scientific and technical varieties of English. Interest then moved to the rhetorical macro-structure of specialist texts (Trimble, 1985) to describe expository writing assented patterns of functional units.



In Europe this approach was informed by functional-notional syllabi and attempts to specify, in functional terms, the competence levels students needed for particular activities (Munby, 1978). This interest in locating texts more deeply in their social contexts has continued through to the present as work has increasingly sought to develop an understanding of the social processes in which academic and workplace writing is sited. The use of genre analysis pioneered by Swales (1990) and Bhatia (1993), for instance, has provided a useful tool for understanding community situated language use and describing specific target texts required by learners. Both pragmatic and rhetorical analyses have become more sophisticated and diverse, but simultaneously, the concept of need has been expanded beyond the linguistic skills and knowledge required to perform competently in a target situation. On one hand, it has moved to include learner needs, or what the learner must do in order to learn, incorporating both the learner's starting point and his/her perceptions.

English for Specific Purposes: Some Influences and Impacts of need (Hutchison & Waters, 1987). Most recently, the question of 'whose needs?' has been asked more critically, raising questions about target goals and the interests they serve rather than assuming they should exclusively guide instruction. The term rights analysis has been introduced to refer to a framework for studying power relations in classrooms and institutions and for organizing students and teachers to bring about greater equality (Benesch, 2001). Clearly however, the imperative of need, to understand learners, target contexts, discourses, and socio-political context, means that the starting point for any ESP activity must be a strong research base.

### **b- Ethnography**

The second major influence on ESP has emerged more recently but has begun to make a significant impact on the ways we understand both language use and language learning. The movement away from an exclusive focus on texts to the practices that surround their use has been enormously facilitated by ethnographic studies. Ethnography is a type of research that undertakes to give a participant oriented description of individuals' cultural practices. The term remains fuzzy and is often used loosely to refer to any qualitative method, but essentially it focuses on a holistic explanation of communicative behavior by drawing on the conceptual frameworks of insiders themselves. Members of discourse communities and the physical settings in which they work thus become the primary focus of study, with detailed observations of behaviors together with interviews and the analysis of texts, to provide a fuller picture of what is happening.

Ethnography has been important in ESP in three main ways. First, it has begun to provide valuable insights into target contexts, helping to identify the discursive practices involved in the production, distribution, and consumption of texts. So, for example, this approach was used by Goblin (1999) to analyze a collaborative writing project in a professional Australian workplace, and by Flowerdew and Miller (1995) to study L2 academic listening in Hong Kong. Second, ethnographic techniques have also been useful in exploring student practices, revealing how they participate in their learning, engage with their teachers, and experience their engagement as peripheral members of new communities. An excellent example of this kind of work is provided in Prior's (1998) studies of the disciplinary enculturation of graduate students through writing and their interactions with peers and professors. Third, ethnography has been used to argue for pedagogic appropriacy in contexts where overseas students study in Anglo countries or where Anglo teachers and curricula are employed in overseas settings. Holliday's (1994) ethnographic study of a large scale English for academic purposes (EAP) project in Egypt, for instance, underlines the need for sensitivity to local teaching models and expectations. (HYLAND, pág. 390)

### **c. Critical Perspectives**

Critical perspectives have only recently begun to have much of an influence on ESP, but they are now having an increasing impact on the ways teachers see and practice their profession. I noted above that, in its early years, ESP was largely concerned with identifying and describing formal, quantifiable text features without a great deal of social awareness. The growth of a more socially informed approach, however, has also brought a greater willingness to interrogate the assumptions on Hyland which theory and practice are based. This is apparent in various ways, but I think it is important to mention two.

### **d. Contrastive Rhetoric**

The influence of contrastive rhetoric, the ways that first language and culture affect second language writing, has been particularly significant in EAP. Contrastive rhetoric has contributed a great deal to our understanding of the preferred patterns of writing of different cultural groups (Connor, 1996) and has also influenced the study of academic and professional cultures.

Only in the last 10 years has the field of Academic English taken the issue of students' culture seriously. This is partly because early formulations of contrastive rhetoric were seen as rather ethnocentric and prescriptive, and partly because of a well-established attitude that, in the fields of science and technology, there is an independent scientific culture expressed by a universal rhetoric.

There are still reservations about contrastive rhetoric as it is often difficult to establish equivalent writing tasks across cultures and to distinguish the effects of first language from those of limited proficiency on the writing of non-native learners (Hyland & Milton, 1997). However, a growing number of studies have provided considerable evidence for cultural-specificity in preferred structures of exposition and argumentation across a large number of languages. These cultural preferences include different organizational patterns, different persuasive appeals, and different ways of incorporating material, different uses of cohesion and met discourse, and different uses of English for Specific Purposes: Some Influences and Impacts linguistic features (Connor, 1996; Hinkel, 1999). It seems reasonable to assume that such differences may influence how students write in English.

#### **e. Social Constructionist Theory**

Originating in the symbolic interactionism of Mead (1934) and developed within social psychology and post-modern philosophy, social constructionism is probably the mainstream theoretical perspective in ESP and EAP research today. The perspective mainly gained prominence in ESP through research on scientists' lab activities by those working in the sociology of scientific knowledge (e.g., Gilbert & Mulkay, 1984; Latour & Woolgar, 1979) and the rhetorical analyses of scientific texts by Bazerman (1988), Myers (1990), and Swales (1990). Basically social constructivism suggests that knowledge and social reality are created through daily interactions between people and particularly through their discourse. It takes a critical stance towards taken-for-granted knowledge and, in opposition to positivism and empiricism in traditional science, questions the idea of an objective reality. It says that everything we see and believe is actually filtered throughout theories and our language, sustained by social processes, which are culturally and historically specific.

Discourse is therefore central to relationships, knowledge, and scientific facts as all are rhetorically constructed by individuals acting as members of social communities. The goal of ESP is therefore to discover how people use discourse to create, sustain, and change these communities; how they signal their membership; how they persuade others to accept their ideas; and soon. Stubbs (1996) succinctly combines these issues into a single question:

The major intellectual puzzle in the social sciences is the relation between the micro and the macro. How is it that routine everyday behavior, from moment to moment, can create and maintain social institutions over long periods of time? (p. 21) Social construction has thus become a central theoretical underpinning of work in ESP. It sets a research agenda focused on revealing the genres and communicative conventions that display membership of academic and professional communities, and a pedagogic agenda focused on employing this awareness to best help learners critique and participate in such communities. Swales (2001) points out that social constructionism is attractive to those working in ESP as it gives them “an enhanced place in the study of academic tribes and territories” (p. 48), putting discourse at the center of human endeavor and elevating the role of those who study it. The fact that this view makes truth relative to the discourses of social groups has not, however, always endeared ESP practitioners to those who prefer a less tenuous connection between reality and accounts of it, not least the scientists, academics, and professionals they study. Nor have constructionists yet managed to agree on precisely what the term community means, despite its importance in this approach. Harris (1989), for example, argues we should restrict the term to specific local groups, and labels other uses as “discursive utopias” (p.18). Clearly if communities are regarded as real, stable groups conforming to certain shared and agreed upon values and conventions, there is a risk of representing them as static, abstract, and deterministic.

Discourse communities, however, are not monolithic and unitary structures but involve interactions between individuals with diverse experiences, commitments, and influence. As a result, Porter (1992) understands a community in terms of its forums or approved channels of discourse, and Swales (1998) sees them as groups constituted by their typical genres, of how they get things done, rather than existing through physical membership. For the most part, recent research has sought to capture the explanatory and predictive authority of the concept by replacing the idea of an overarching force that determines behavior with that of systems in which multiple beliefs and practices overlap and intersect (Hyland, 2000).

#### **f. -Discourse Analysis**

Discourse analysis, probably the most important item in the ESP is discussed. Discourse analysis takes a variety of different forms, but in ESP it has traditionally involved attention to features of texts and their rhetorical purposes as a basis for pedagogical materials.

This approach has been strongly influenced by Systemic Functional Linguistics (e.g., Halliday, 1994), a sophisticated theory of language concerned with the relationship between language and the functions it uses to perform in social contexts. In this view, language consists of a set of systems from which users make choices to most effectively express their intended meanings, and this fits neatly with ESP's aims to demystify the academic and professional genres that will enhance or determine learners' career opportunities.

### **g.-The Teacher as Researcher**

ESP is, fundamentally, research-based language education: pedagogy for learners with identifiable professional, academic, and occupational communicative needs. This means that teachers cannot simply be the consumers of materials and research findings but must follow the imperative of specificity. They must consider the relevance of studies to their own learners and conduct their own target situation analyses and their own research into local contexts. While ESP textbooks and so-called "English for General Academic Purposes" or "English for General Business Purposes" courses are still widespread, there is a growing awareness in the field of the limited transferability of skills, forms, and discourses across situations (Hyland, 2002). In addition, teachers have not only become researchers of the genres and communicative practices of target situations, but also of their classrooms. As I mentioned above, teachers have used qualitative techniques such as observations and interviews to discover students' reactions to assignments, the ways they learn, and content instructors' reactions to learners' participation and performance. This information then feeds back into the design of ESP courses in the materials, tasks, and problems that are employed in the classroom.

### **h.- Collaborative Pedagogies**

A third major impact is the distinctive methodological approach that ESP has developed as a result of its view of specificity. ESP necessarily works in tandem with the specialist fields it seeks to describe, explain, and teach, bringing an expertise in communicative practices to the subject specific skills and knowledge of those working in particular target areas. It is a central tenet of ESP that professional communities possess their own distinguishing discourse practices, genres, and communicative conventions, which arise from different ways of carrying out their work and of seeing the world. Because ESP learners need to acquire competence in particular genres and specific communicative skills along with the knowledge and tradecraft of their professions, this knowledge becomes the context for learning.

The topics, content, and practices of the profession thus act as vehicles for teaching particular discourses and communicative skills. The fact that the ESP practitioner is generally a novice in these areas means that collaboration with both students and subject specialists is essential. Students bring to their ESP classes some knowledge of their specialist fields and the kinds of communication that go on within them, and this latent communication knowledge is important in a number of ways. Importantly, it means that ESP teachers need to negotiate their courses with learners drawing on their specialist expertise to promote relevant communicative activities in the classroom. An imperative of ESP has always been a reliance on tasks and materials that display authenticity or faithfulness to real-world texts and purposes, and learners themselves are among the best arbiters of this kind of appropriateness.

## **7.19. Methodological Needs and Strategies Used in ESP**

### **a.- Methodological Needs**

ESP is a relatively new discipline within Applied Linguistics that bids a new **learner-centered approach** to English language teaching whose methodology is based on the specific needs of the learner. Kennedy and Bolitho (1984: 3) point out that ESP is based on „an investigation of the purposes of the learner and the set of communicative needs arising from these purposes“. ESP is contrasted with EGP, or **English for General Purposes**. If English is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, then this is EGP. In this type of learning, there is generally no immediate requirement for the learners to use English for any real communicative purposes. In contrast, if English is taught for specialized learners with some specific vocational and educational purpose in mind, then this is ESP. ESP is learning and learner oriented, with a conception and preference for communicative competence. Defined to meet the specific needs of the learners, ESP makes use of methodology and the activities of the discipline it serves by focusing on the language appropriate to these activities. As a specific approach to language teaching, ESP requires that all decisions as to content and method be based on the learner's reason for learning (Hutchinson and Waters 1987: 19).

## **b.- Strategies Used in ESP**

Studies on strategy research have shown the usefulness and importance of language learning strategies (LLS) for ESL and EFL learners. However, research on content-based learners in relation to English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) has yet to be undertaken. This study, therefore, investigated the learning strategies of students at a public English medium university in Malaysia. The study was mainly motivated by concerns about the standards of English of graduates of Malaysian universities. These concerns have also been expressed by the university authorities.

The purpose of the research was to investigate the patterns of LLS as reported by the students according to gender, courses, and undergraduate programs. A total of 312 students from three degree programs participated in this study. Their learning strategies were investigated based on the Strategy Inventory for Language Learning (SILL) (Oxford, 1990). The findings of the study indicated that the students from the different degree programs differed in the use of LLS. However, there was no statistically significant relationship between LLS and gender.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired.

Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.(Gatehouse).

## **IX. METHODOLOGICAL DESIGN**

In this section depicts the research setting, practical issues, along with research participations, instruments, procedures of the data collection and data analysis, including a brief of sociological approach, the type of research, techniques for gathering Information, population and sample and plan of analysis. This research was designed to analyze the factors of not teaching English for Specific Purposes that might have impacts on students' English achievement at secondary technical accounting program.

This quantitative research design was rooted in numerical approaches. The emphasis is on objectivity and the use of statistics or data gathered through questionnaires and surveys. With quantitative research methods, numerical data was gathered to collect the information, and descriptive research. Through this research the submitted student conducted an analysis of the given problem, point out its features. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984).

### **10.1 Sociological Approach**

This quantitative research design was rooted in numerical approaches. The emphasis is on objectivity and the use of statistics or data gathered through questionnaires and surveys and descriptive research, because it involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.



## 10.2 Type of Research

The present research is descriptive and quantitative because it explored the teaching learning process at “Manuel Olivares Institute” and describes the different kind of instruments applied.

Due to the type of research the following instruments were used: questionnaires, statically tools, and excel survey. These instruments were applied to gather necessary information to analyze the factors that provoke not teaching ESP.

This information can be used by students, teachers, parents, researchers and educational institutions. It was prepared 6 questions to the students in Spanish language with no time to respond them individually to express about educational factors about specific textbooks used in the classroom.

Also it was prepared 11 questions about material resources, 3 questions about importance of ESP In academic purposes, for business, to integrate a planning, and employment opportunities to obtain the students opinion, and 5 questions about teachers’ and students’ expectations and perceptions about teaching and learning English for Specific Purposes.

Also it was prepared 6 questions about material resources, to obtain the **teacher’s** opinion, and criteria educational situation about her students

To support this present work paper it was necessary to compare the students’ and teachers’, opinion too, to make a balance in what or where was affecting negatively the students’ English performance to know the factors of not teaching ESP.

Therefore, to support this research I followed these three steps: director and teachers interviews and students survey.

### **10.3 Techniques for Gathering Information**

To gather the following information it was necessary to use different instruments such as survey applied to the students and an interview applied to the teachers and Director to know their opinions about the different questions. All questions were based on the objectives, so their answers were useful for this research. On the other hand, to process the data Microsoft excel was used in order to calculate the different obtained overages to have a more specific and valid information in every variable. It was also taken into account the different technical procedures to validate the results of the data analysis. Furthermore, it was necessary to carry out a survey for each student in the secondary accounting program face to face to complete the survey in their respective classroom and delivery into the responsible process.

The researcher picked up the completed surveys to know their opinion about the different questions asked in the survey. Those questions were based on the objectives, so their answer was useful for the research. Besides, it was applied a personal interview to the teacher to have a clear idea about the problem. Also, it was compared the teacher's and student's answer.

To obtain the information, I designed a survey with students and they answered 28 questions. The information was obtained using surveys to students, English teachers and director, or principal. The survey to the students was applied in their mother tongue (Spanish) and they answered the survey in Spanish language too.

Principal questionnaires gather information about activities and opinions too.

For this research it was used as instrument the survey, interview (questions), and from the English teachers their answers were the base of this research.

The largest part of the information used in this study was gathered by the survey information and it was analyzed using statically charts and graphs to represent the different factors of not teaching ESP.

Once the information was gathered, it was organized step by step and carefully classified; then it was gathered and finally processed. Next the result was interpreted in order to find conclusions and recommendations.

It was prepared 28 questions in Spanish language to be responded by the students with no time established and no one pressure to do it. These questions were answered individually. Nobody knew the questions neither the answer before the survey was applied, nor the questions were responded inside of the classroom and it almost took 30 minutes to do this activity.

#### 10.4 Population and Sample

The population for this research was student in the secondary technical accounting program of second year in the afternoon shift of regular courses at Manuel Olivares Institute. Moreover, the universe was 66 students. The sample (n: 50) students. Also, it was taken into account the teacher's opinion through an interview that was made according to the general and specific objectives.

##### Elements to take into account to determine the size of the sample

Estimate or standard error = 7%

•Size of the wished reliable level= 95 %. Reliable level.  $z = 1.96$

•Estimate of p,  $q = (1-p)$

For a unknowing proportion = 0.50  $q = 0.50$  – maximum values

•Population = N

•Size of the sample = n =? Size of the sample not knowing, p, q = (1-p)

$$z^2 * p * q * N. \quad (1.96)^2 * 0.5 * 0.5 * 66.$$

$$n = \frac{z^2 * p * q * N}{e^2} = \frac{(1.96)^2 * 0.5 * 0.5 * 66}{(0.07)^2}$$

$$+ \frac{z^2 * (N-1) * p * q}{e^2} = \frac{(1.96)^2 * (66-1) * 0.5 * 0.5}{(0.07)^2}$$

$$\frac{3.84 * 0.5 * 0.5 * 66}{0.009604} = 3864$$

$$= \frac{0.0049 * 65 + 3.84 * 0.96}{0.009604} =$$

$$\frac{0.3185 + 3.6864}{0.009604} =$$

$$\frac{3.185 + 3.6864}{0.009604} =$$

$$n = \frac{0.3185 + 3.6864}{0.009604} = 50 \text{ survey are necessary}$$

$$0.3185 + 3.6864 = 3.185 + 3.6864 = 1.2789 \quad 1.2789$$

## **10.5 Plan of Analysis**

To analyze the factors of not teaching “English for Specific Purposes it was used quantitative (deductive) by reasoning, Deductive Thematic Analysis, was employed to analyze the numeric interview data. This research includes data gathered from surveys done to students, interview for two Teachers, and their Director of the target group.

The data was collected from secondary technical accounting program; first-hand evidence was assembled from the students of 2<sup>nd</sup> year at the afternoon shift at Manuel Olivares Institute, and English teachers, principal, followed different research instruments such as questionnaires and interviews. Fifty students of Secondary Technical Accounting Program were chosen purposefully for collecting the evidence.

Secondary data was collected, and to process the data Microsoft excel was used in order to calculate the different overages and tables and graphics were used to code and tabulate the surveys applied, along a continuum in numerical form such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, and to have a more specific and valid information in every variable worked with descriptive statistic tools. That valuable data was processed, analyzed and strongly considered for the research. It was also taken into account the different technical procedures to validate the results of the data analysis.

## X. RESULTS AND DATA ANALYSIS

### 11.1 DISCUSSION OF RESULTS

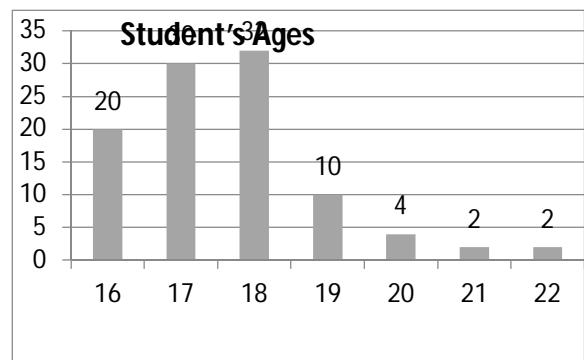
This section focuses on analysis of the result and interpretation of the data. As the researches mentioned, the evidence was collected from students, English subject teachers, principals at Manuel Olivares Institute, respectively. Deductive reasoning used to synthesize data.

#### A.-General Information: Student Ages

For this analysis, it was necessary to carry out a survey to students face to face and to know their opinions about the different questions asked in the survey. Those questions were based on the research objectives, so their answers were useful for the research. Besides, a personal interview for the Principal and two teachers were applied to have a clear idea about the problem. Also, the teacher's and student's answers were compared.

This survey was answered by 50 students of Technical Accounting Program of second year at Manuel Olivares Institute. The predominant age was between 16 to 22 years; the second was the percent between 16 to 22 adolescents.

The students' mother tongue, different ages, proficiency level, and English experiences in life can affect their own academic performances.



See below: The students have different ages that can affect their own academic performances:

Ages	%
16	20
17	30
18	32
19	10
20	4
21	2
22	2
	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".

AUTHOR: Nilda Chavarría-

## B.-General Information

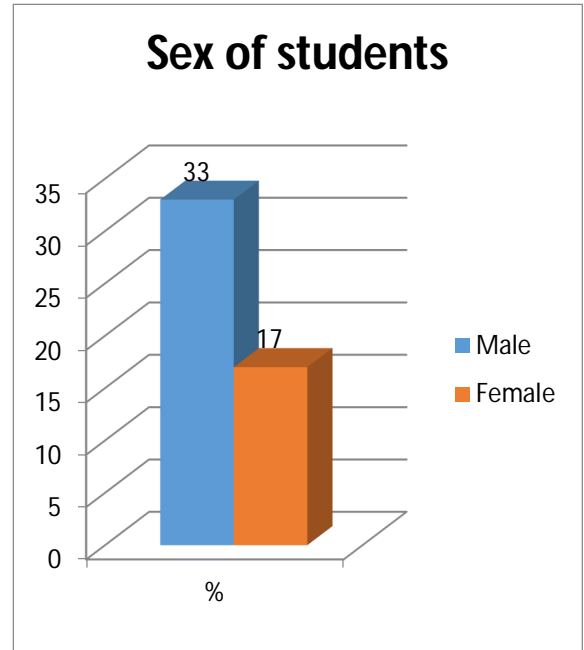
### Sex of Students

This graphic shows the minorities of the students' population are girls with 34% and the boys are 66%.

#### VARIABLE

Sex	%
Male	66
Female	34
Total	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTORA: Nilda Chavarría.

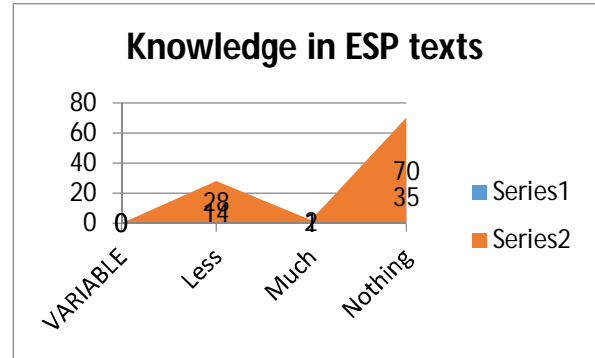


The findings revealed that there is highest percentage of male students in the second accounting program. Nevertheless, the male students were dominating figures.

## GRAPHICN° 1

### Educational Factors from Graphic number 1 to 6.

This graphic demonstrates that the majority of the students don't have knowledge about textbook related with ESP; it is 70% just a 2% know it. It is a factor to keep in mind. The teacher and nobody can force the students to have knowledge in ESP.



## GRAPHICN° 2

The results showed that proper knowledge of ESP is required for the teacher supported by the education officer.

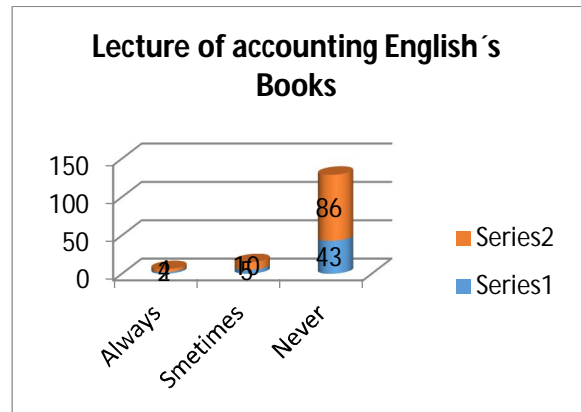


Table N° 1

### Knowledge in ESP books

VARIABLE	F	%
A Few	14	28
A Lot	1	2
Nothing	35	70
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.

From the three English teachers, two have knowledge in ESP textbook because they have been invited by the embassy and become familiar with words, terms and concepts ESP.

*“To increase students’ English knowledge through teaching-learning process in the classroom is necessary to include a curriculum”*

A **lecture** (from the French 'lecture', meaning 'reading' [process]) is an oral [presentation](#) intended to present information or teach people about a particular subject, for example by a [university](#) or [college teacher](#). Lectures are used to convey critical information, history, background, theories and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may be similar in form to a lecture. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content. The noun "lecture" dates from 14th century, meaning "action of reading, that which is read," from the [Latin](#) *lectus*, pp. of *legere* "to read." Its subsequent meaning as "oral discourse on a given subject before an audience for purposes of [instruction](#)" is from the 16th century. The verb "to lecture" is attested from 1590. The noun "lectern" refers to the reading desk used by lecturers.

**Table N° 2**

Lecture of Accounting English's books

VARIABLE	FREQUENCY	%
Always	2	4
Sometimes	5	10
Never	43	86
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.

You can appreciate in this graphic the 86% of students never have read accounting English's books; only 4% had read and 10% sometimes read it.

The majority of respondent's answer that they haven't read accounting English's books, from which I infer that they have never read accounting English books in the secondary accounting program.

In chart number three, you can check that 56% sometimes use books, only 2% always use and 10% sometimes use it. I can infer less use of English Book in the classroom. These are factors you need keep in mind to analyze the factors of not teaching ESP.

**Table N° 3**

**Use of English's books in the classroom**

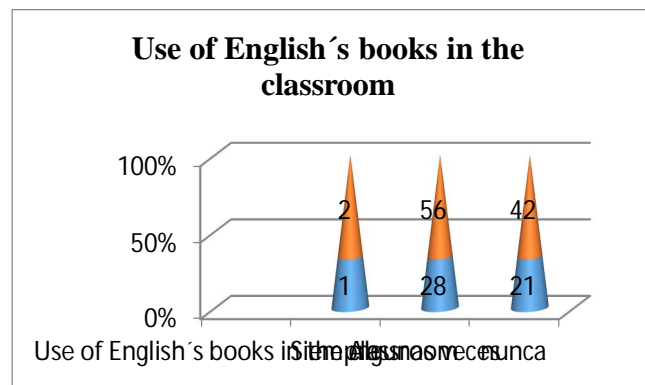
VARIABLE	FREQUENCY	%
Always	1	2
Sometimes	28	56
Never	21	42
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.

English teachers refer that they prepare, organize, and plan the class with their own materials according to the level of student's knowledge.

Two teachers in particular, the principal, have read accounting English's books.

**GRAPHIC N° 3**



The Principal said, "To improve ESP, the organization of practical contents should be organized 70% with practical activities that would have to be articulated with accounting exercises and 30% should be theoretical; it would be teaching from simple to complex, simple or basic is all related with the verb to be, that it is the basic and simple of all Eng-



lish, EFL basic English, including materials, for example, tape recorder, photocopy, blackboard, eraser, audiovisual, data show and some material resources would be incorporated using strategies and activities in the English classroom”.

This graphic demonstrates the majority of the students use the English – Spanish dictionary-

ies sometimes, almost the half never used this didactical resource. Just one student always use dictionary.

### GRAPHIC N° 4

**Table N° 4**

Use of English-Spanish dictionary

VARIABLE	FREQUENCY	%
Always	1	2
Sometimes	33	66
Never	16	32
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at “Manuel Olivares Institute”.  
AUTHOR: Nilda Chavarría.



The teacher said, “students read common dictionaries as Larousse, Oxford, so that they can learn more vocabulary; they should watch English news, read English newspapers”.

This graphic is showing that a high percent (92) never uses accounting dictionaries, because the didactical planning does not include ESP and the learning and teaching process are based in basic or general English.

**Table N° 5**  
**Dictionary of accounting use**

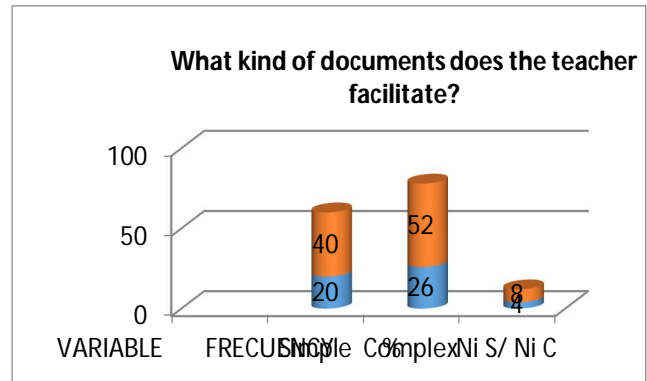
VARIABLE	FREQUENCY	%
Always	2	4
Sometimes	2	4
Never	46	92
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at “Manuel Olivares Institute”.  
AUTHOR: Nilda Chavarría.-

## GRAPHIC N° 6

This graphic indicates that the majority of the students expressed that the documents facilitated by the teachers are complex for them, almost forty percent responds that the documents are simple. Just 8 students said that the documents are not simple and complex. So, most of the respondents perceived that the material covered was complex

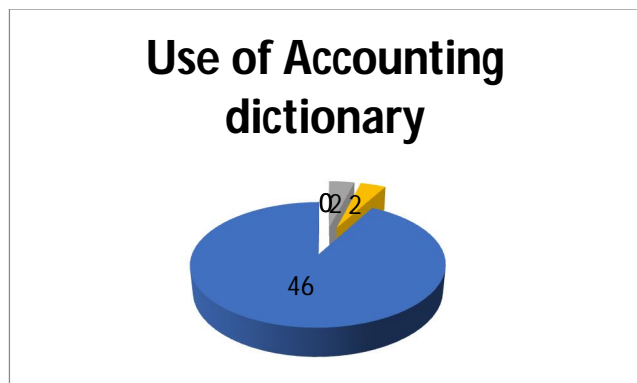
*One teacher said, “The documents would be teaching from simple to complex”*



VARIABLE	FREQUENCY	%
Simple	20	40
Complex	26	52
No S/ No C	4	8
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at “Manuel Olivares Institute”.  
AUTHOR: Nilda Chavarría.-

## GRAPHIC N° 5



The teacher said, “*students should use accounting dictionary so that they can learn more vocabulary*”

This survey was applied to students between 16 to 22 years old. It was found that the 34 % of them are women (17) and the other 66 % are men (33). The 20% is 16 years old, the 30 is 17 years old, the 32% is 18 years old, the 10% is 19 years old, the 4% is 20 years old, and the 2% of students are 21 and 22 years old, being the major percent with 50% are between 17 and 18 years old in the 2<sup>nd</sup> year of Technical Accounting Program in the Manuel Olivares Institute.

### **Economic Factors;**

**Table N° 7**  
**Didactics materials provided by teachers**

<b>VARIABLE</b>	<b>FREQUENCY</b>	<b>%</b>
Lecture	21	42
Vocabulary	15	30
Others	4	8
Nothing	10	20
Total	50	92

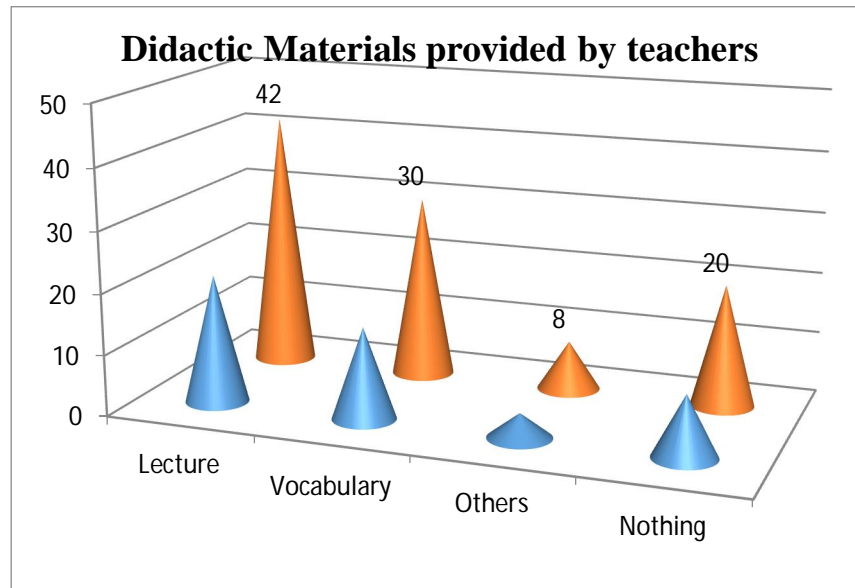
FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.-

Didactic materials are provided by teachers according to the students' levels; for this reason the teacher provides these different kinds of resources to improve the quality of the class.

Therefore, the 42% confirmed lack of the basic elements in the learning-teaching process. According to the Education specialist the 75% of the knowledge is introduced in the brain through the eyes, following, the ears and so on, but if the teacher doesn't utilize different kind of didactic materials, he cannot catch the students' attention, and the class will be boring. The school must provide these resources to improve the quality of the class.

In the graphic below, I can find some didactic materials provided by the English teacher to reach her own academic goals. The 42% was the higher confirmation that the teacher provides regarding reading materials that is one of the basic elements in the learning-teaching. And the 30% expressed that the teacher introduces vocabulary in the documents.

## GRAPHIC N° 7



**Table N° 8**  
**Use of didactical materials**

VARIABLE	FREQUENCY	%
1 or 2 days	28	56
3 or 4 days	7	14
5 days a week	3	6
Never	12	24
Total	50	100

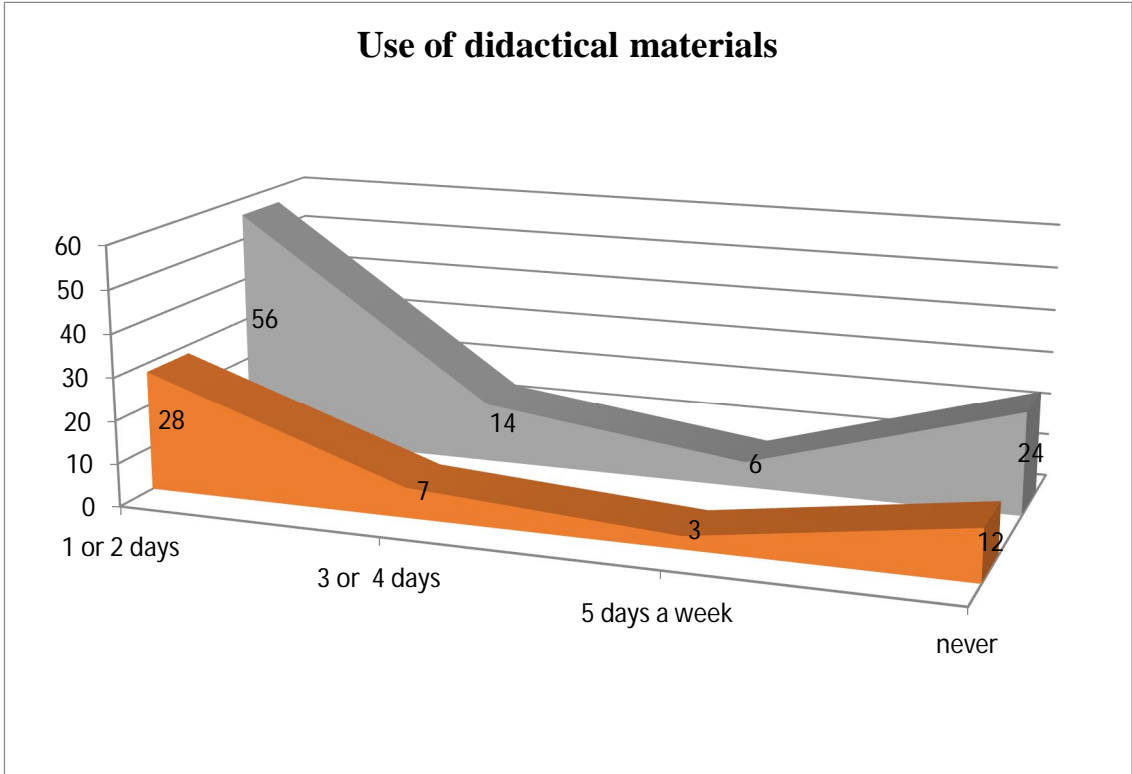
FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.

It was revealed that 56% of didactic materials was used one or two days per week, and the English class was conducted by teachers three hours per week during 45 minutes. This chart is showing that 56 % uses didactic materials one or two days for week and the 24% said that they use didactic materials three or four days a week; 14% of students expressed that they never use didactic materials. Probably the 14% did not take interest about didactic materials that the teacher provides.

They do not have adequate teaching-learning. Textbooks can be provided to learners with a variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and other ac-

tivities etc. These materials have been designed and developed to practice the four basic language skills (reading, writing, listening and speaking). One survey said, “English *teacher use the teaching materials sometimes*”.

**GRAPHIC N° 8**



**Table N° 9**  
**Importance of materials**

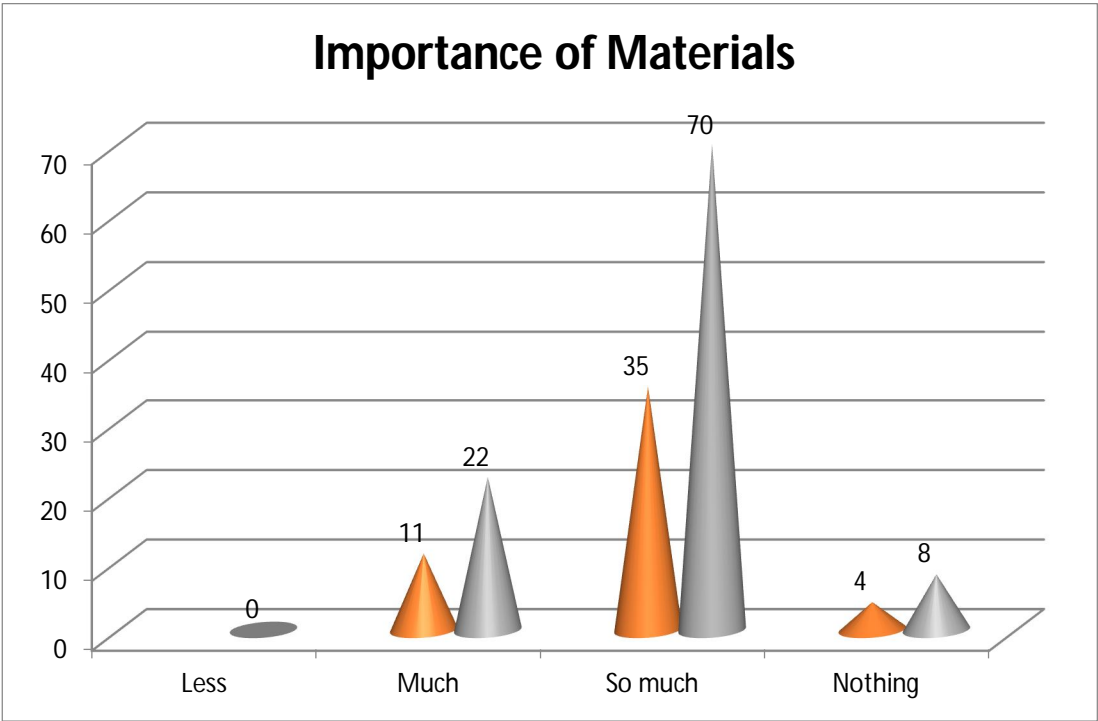
VARIABLE	FREQUENCY	%
Less		0
Much	11	22
So much	35	70
Nothing	4	8
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at “Manuel Olivares Institute”.  
AUTHOR: Nilda Chavarria.

This graphic demonstrates that the majority of students said that the didactic materials have a lot of importance; it is 70% and just an 8% expresses that the didactic materials have less importance.

Parents' education and income can provide need based educational support, and teaching materials for the students to achieve English; all this plays an important role round the clock.

**GRAPHIC N° 9**



**Table N° 10**

**Use of computer**

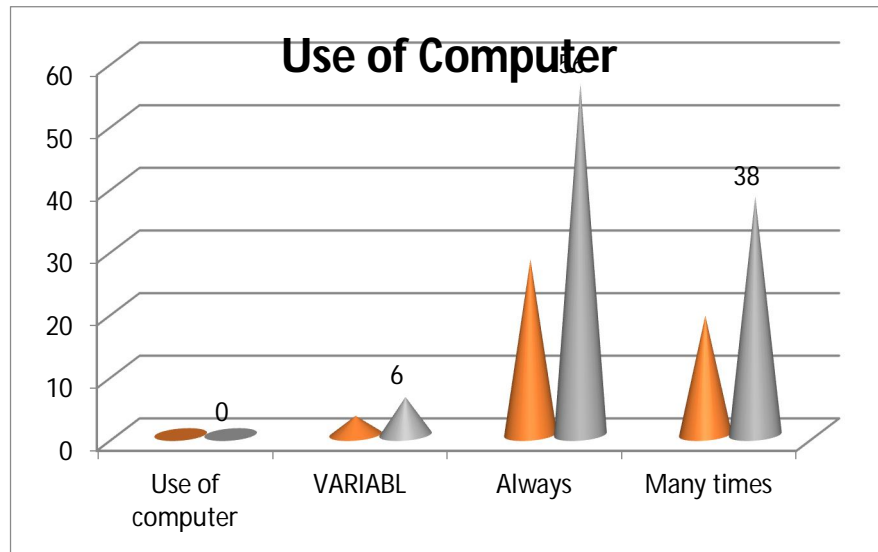
VARIABLE	FREQUENCY	%
Always	3	6
Many times	28	56
Nothing	19	38
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.-

This graphic demonstrates the majority of the students 56% (28) uses computer on working activities, because the institute only has a small lab, and almost the 38% never used computers. Just one out of three students said they always used computers. However, students who used computers more frequently reported they had more positive attitudes and advances with the personal computers.

The teacher's perceptions point out on working activities as external classroom factors, because students spend time on working activities at home.

## GRAPHIC N° 10



**Table N°11**

### Use of Technologic resources

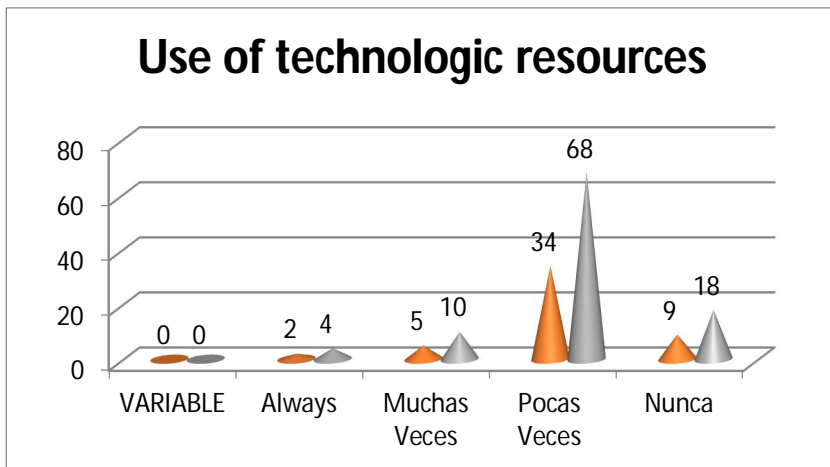
VARIABLE	FREQUENCY	%
Always	2	4
A lot of time	5	10
A few time	34	68
Never	9	18
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
 AUTHOR: Nilda Chavarría.-

In the table number eleven above the 68% referred in few times the use of technology. This survey confirms the lack of the basic elements in the learning-teaching process. Technology was essential in the teaching-learning process which aided student learning in the secondary accounting program.



## GRAPHIC N° 11



**Table N° 12**

### Type of resources Used

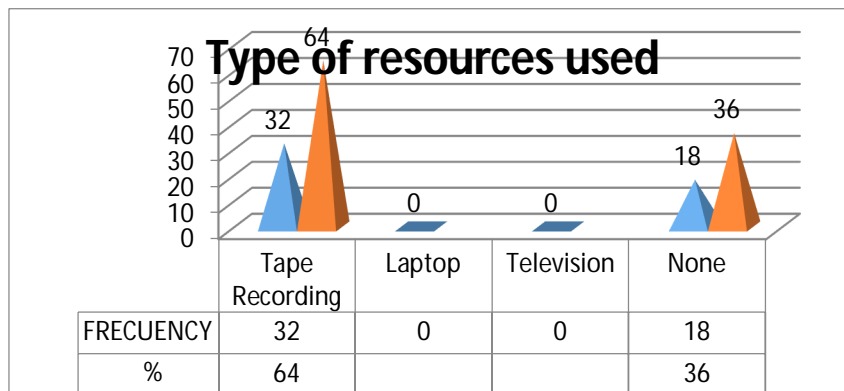
VARIABLE	FREQUENCY	%
Tape Recording	32	64
Laptop	0	
Television	0	
None	18	36
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".

AUTHOR: Nilda Chavarría.-

In table number 12 above I can find the kind of didactic materials used by the English teacher to reach her own academic goals. The 64% was the higher confirming that tape recording is a basic element in the teaching-learning process to perform in the classroom listening activities. According to the Education specialist the 75% of the knowledge is introduced in the brain through the eyes, following, the ears and so on, but if the teacher doesn't utilize different kind of didactical materials, he cannot catch the students attention, and the class will be boring. The school must provide these resources to improve the quality of the class.

## GRAPHIC N° 12



**Table N° 13**

### Importance to include ESP

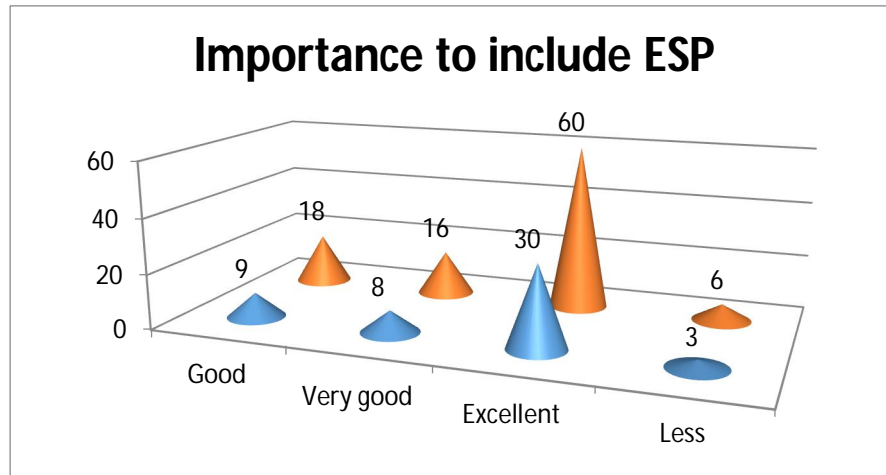
VARIABLE	FREQUENCY	%
Good	9	18
Very good	8	16
Excellent	30	60
Less	3	6
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
 AUTHOR: Nilda Chavarría.-

It was revealed that 60 % (30) of students considered important to include ESP program to increase job's opportunities in labor issues because the ESP program is helpful to get any scope in a job market and the students are motivated to learn ESP for getting the job to meet their immediate basic needs.

As a result, the students of secondary accounting program are motivated to learn English because this is a global language not only for getting a job but for other purposes, and to have their sustainable future, despite its importance in this approach. The result showed the lack of program was the main barrier to succeed in teaching English for Specific Purposes.

**GRAPHIC N° 13**



**Table N° 14**

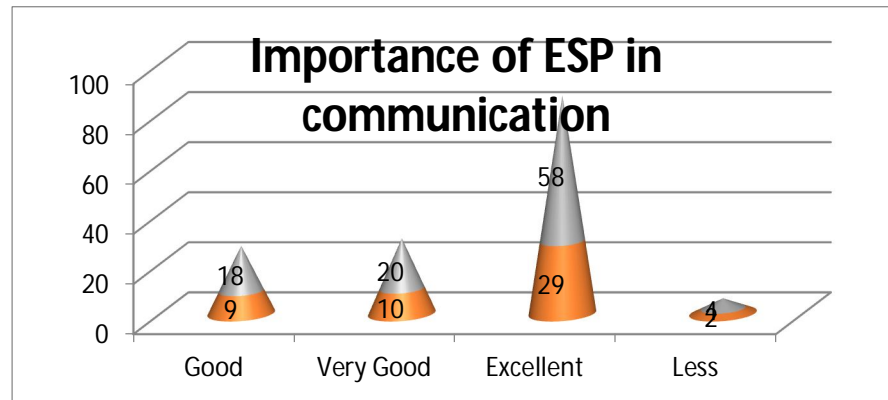
**Importance of ESP in communication**

VARIABLE	FREQUENCY	%
Good	9	18
Very Good	10	20
Excellent	29	58
Less	2	4
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.-

This table shows us about the importance of ESP in communication; 58% (29) of students considered important ESP in communication; besides English is a global language and for communication purpose are vital factors changes in technology, and communication, and globalization forced all business areas.

## GRAPHIC N° 14



**Table N° 19**

### Skills to apply in business

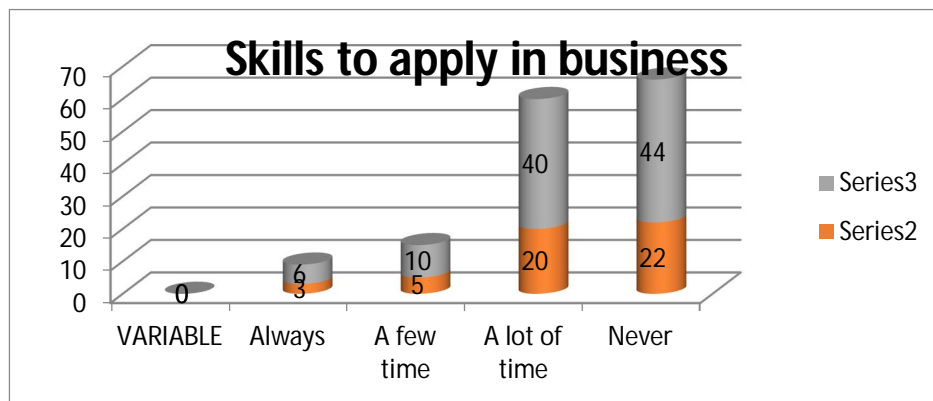
VARIABLE	FREQUENCY	%
Always	3	6
A few time	5	10
A lot of time	20	40
Never	22	44
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTORA: Nilda Chavarría.

In this table it is revealed that 40% (20) students did not seem to get sufficient opportunities to practice writing skills in the classroom.

One teacher said, "we are not getting the chance to use cutting-edge technology to develop our English skill, and we need a computer lab to accounting program". Thus, the most influential factor for increasing the skill of English to apply in business was 'practice',

## GRAPHIC N° 19



**Table N° 22**

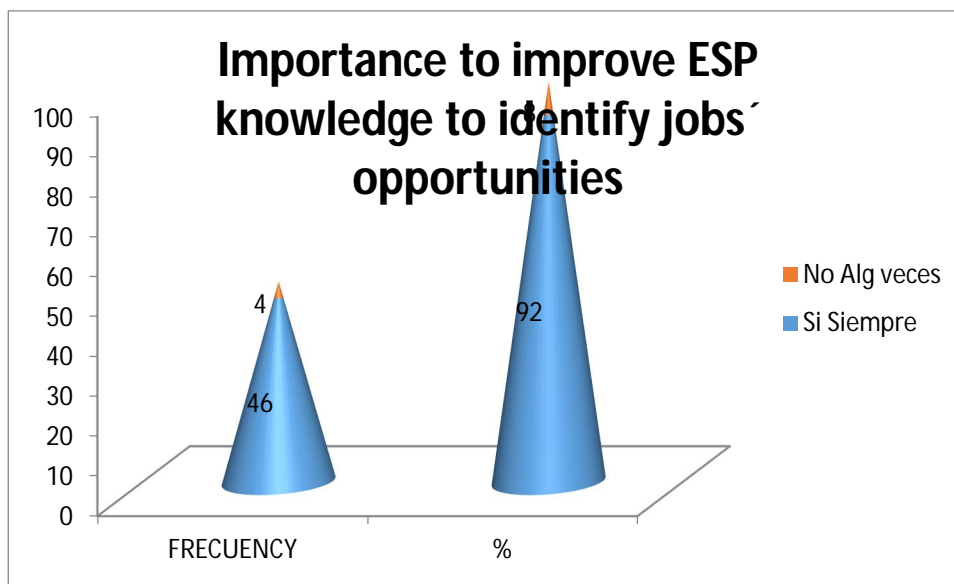
### Importance to improve ESP knowledge to identify jobs' opportunities

VARIABLE	FREQUENCY	%
Yes	46	92
No	4	8
Total	50	100

FUENTE :Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTORA: Nilda Chavarría.

Most of the students 92 % (46), consider important to improve ESP knowledge, to be prepared to identify employment opportunities used to develop quality learning and developing ESP. With regard to academic and scientific contribution, it is necessary to mention that at present and with technological advancement and educational innovations by Manuel Olivares Institute, someone needs to generate changes in teaching ESP by including programs used by teachers which will allow progress in ESP learning processes, and emphasize the significant learning.

**GRAPHIC N° 22**



**Table N° 23**

**Importance to include ESP program to job's opportunities**

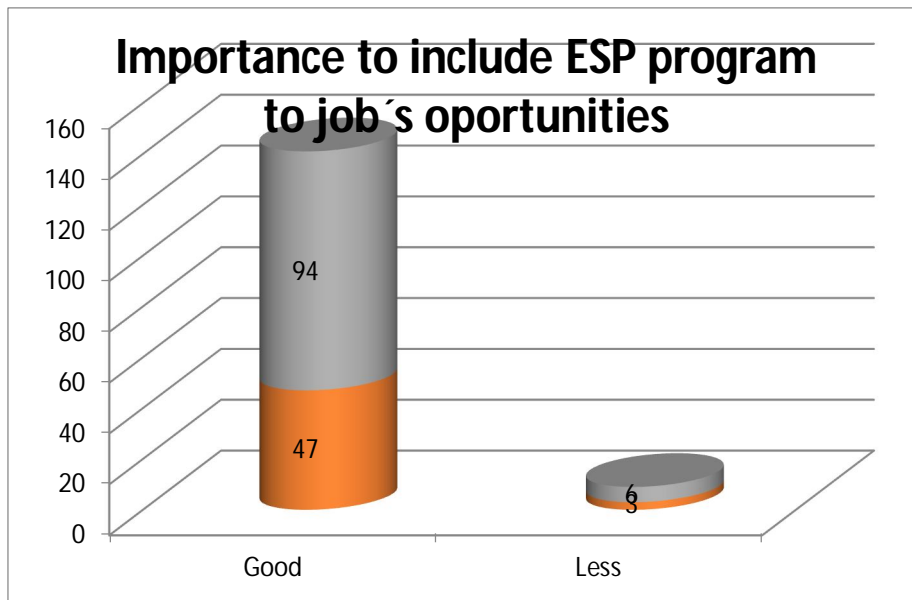
VARIABLE	FREQUENCY	%
Good	47	94
Less	3	6
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
AUTHOR: Nilda Chavarría.-

It was revealed that 94% of students considered important to include ESP program to increase job's opportunities in labor issues because the ESP program is helpful to get any scope in a job market and the students are motivated to learn ESP for getting the job to meet their immediate basic needs.

As a result, the students of secondary accounting program are motivated to learn English because it is a global language not only for getting a job but for other purposes, and to have their sustainable future. The result showed that lack of certified teacher was the main barrier to succeed in teaching ESP.

**GRAPHIC N° 23**



**Table N° 25 “A”**

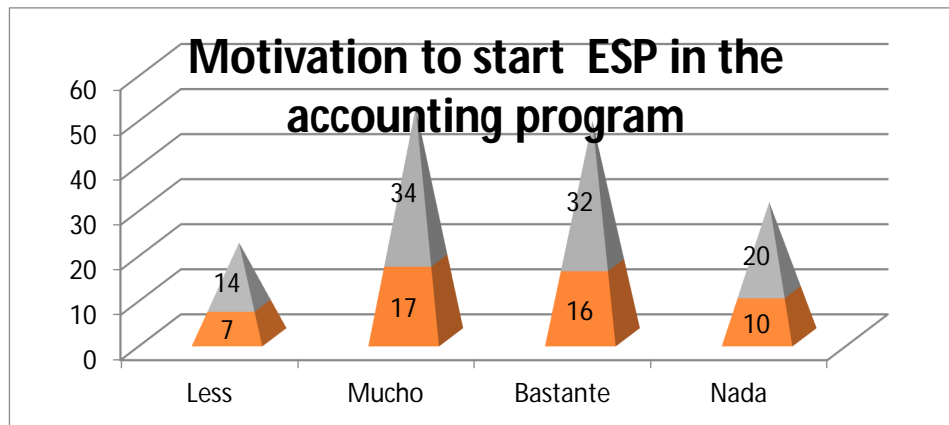
**Motivation to start ESP In the accounting program**

VARIABLE	FREQUENCY	%
Less	7	14
Much	17	34
So much	16	32
Nothing	10	20
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at “Manuel Olivares Institute”.  
 AUTHOR: Nilda Chavarría.-

In the present table, you can see the high interest 34% (17) of the students to start ESP study in the accounting program; this indicates that students are not prepared to start ESP study. As a result, the students want to learn ESP not only for getting a job but for other purposes, and they also have their sustainable future. Therefore, students should be motivated to start an ESP program to get a better job in the future by learning English.’’

## GRAPHIC N° 25



**Table N° 25 “B”**

### Motivation by the teacher in learning performance

VARIABLE	FREQUENCY	%
Less	19	38
Much	11	22
So much	16	32
Nothing	4	8
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at “Manuel Olivares Institute”.

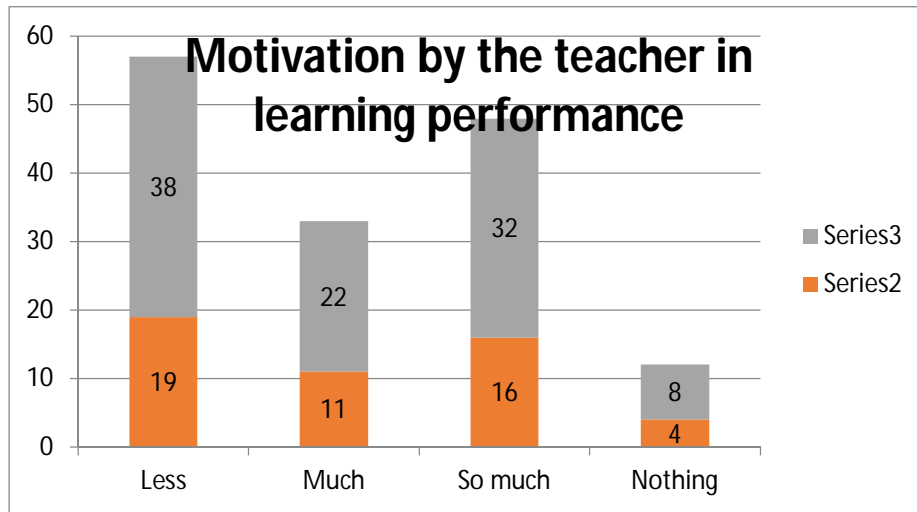
AUTHOR: Nilda Chavarría.-

The result showed that 38% of the students were motivated by the teacher to learn English. This percentage expresses lack of motivation as the main factor liable for low learning performance, because students are emotionally younger and most of them don't like to pay attention, and their motivation level is very low.

**Motivation:** The motivation to learn English is an integrative aspect. First learners need to learn English, improve their knowledge, and wish to join in different languages. This is named integrative motivation which is learning a language for the useful purpose. The second reason is functional in nature. Learners may acquire a second language to obtain employment. This can be considered instrumental motivation. The director interviewed said, “students should be motivated to be an accountant” and were asked on ‘what sorts of motivation are required to learn English?’ Therefore, students should be motivated by the teacher to learn English.



**GRAPHIC N° 25**



**Table N° 26**

Conditions to include ESP		
VARIABLE	FREQUENCY	%
Good	21	42
Bad	6	12
Excellent	10	20
None	13	26
Total	50	100

FUENTE: Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
 AUTHOR: Nilda Chavarría.

Here you can observe clearly, that the majority of pointed 42% about the factor good conditions to include ESP, but the environmental conditions are against the teaching-learning process because inside classrooms different factors are affecting the students concentration; it means that always the students are under poor conditions, and it is difficult for the teacher to catch the students' attention. The temperature in Managua is hot, but in the afternoon this temperature increases considerably adding to this overcrowded classroom and inside these classrooms the temperature cannot be tolerated by the students; thus they are thirsty and go outside to look for water or juice with permission or not of the teacher. And all the students want to do the same over and over again.

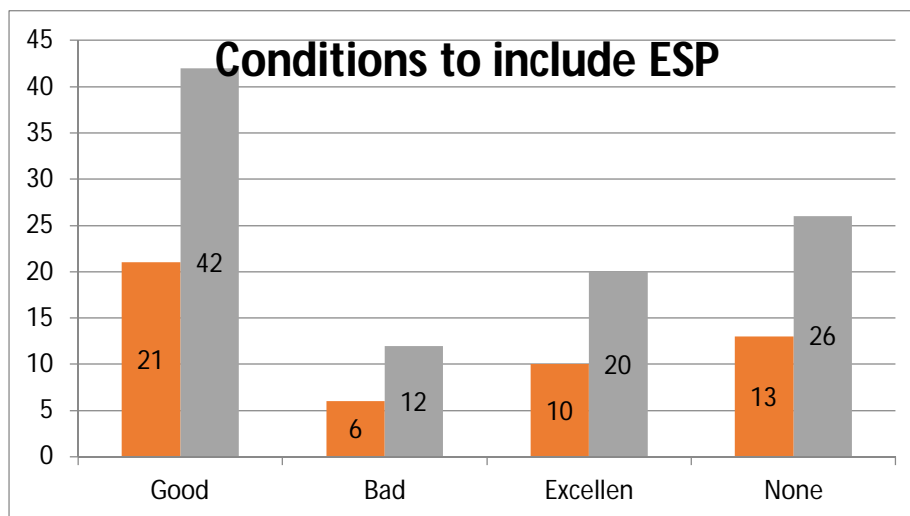
In this moment when they are out, they miss the teacher's explanation. These factors contribute negatively to include an ESP program.

The teacher said, *“Our environment is not helpful to teach English because there are many students, and the classrooms setting are small; therefore there is not enough room for the student; some chairs are broken, and some student's don't have chairs, and the poor ventilation, and the warm environmental out- inside the classroom interfere in the concentration of the students”*. *‘We need good environment, qualified and trained teachers’*. So, *“Students do not get favorable environment in the class room.*

In addition around the Institute there is a lot noise from cars, buses, stinky odors and loud speakers; these factors are out of the control of the principal, the English teacher and the authorities of MINED, but the teachers expressed in the interview that the target factors do not permit them pay a 100% attention in any subject.

Despite those negative situations, the teacher fights strongly day by day to help the students to reach their aims and goals at the same time to increase their English performance.

## GRAPHIC N° 26



**Table N° 28**

### Concerns in technology use

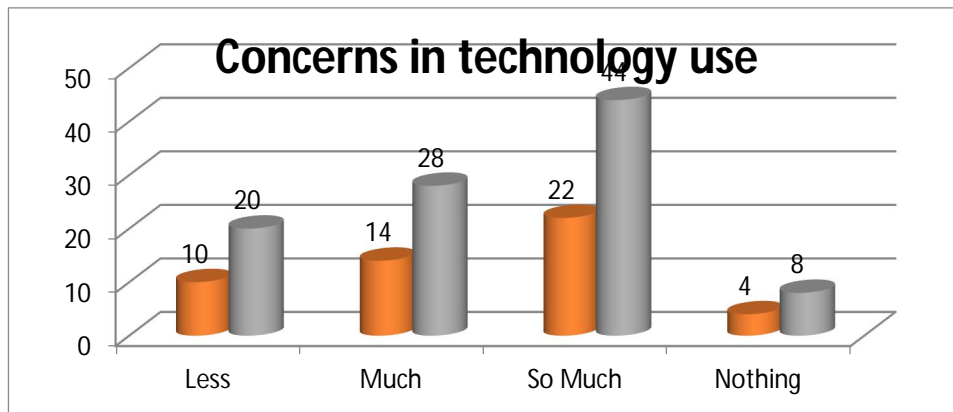
VARIABLE	FREQUENCY	%
Less	10	20
Much	14	28
So Much	22	44
Nothing	4	8
Total	50	100

FUENTE Survey applied to students of Secondary Technical Accounting Program, 2nd year at "Manuel Olivares Institute".  
 AUTHOR: Nilda Chavarría.

The result shows in table No. 28 that the majority of students have concerns in technology use. The view of the students was concerning about motivation by English's teachers. Teachers have concern in quality learning- teaching process, in critical materials and use of technology too.

*One of the teacher said 'I think modern technology is very essential because students can learn more about English by modern machines like, T.V, computer,etc.' 'It is essential, as modern technology helps us to improve English, and develop our mind'.*

GRAPHIC N° 28



### Analysis of Data

**Educational factors:** For the purpose of this research, this means factors had a direct relationship with the teaching – learning process in the classroom environment and can be called internal classroom factors: professor, students, text, homework relation to classroom material, class size, class schedule, technology, material, exam, English text for Spanish speaking students, classroom environment, course material, professor’s role in the classroom, etc.

First, the researcher section asked the students to identify educational factors for specific textbooks of accounting program. A frequency analysis was done for these variables with its respective narrative. See tables 1 to 6 analyzed.

According to the data results the 70% of the students (35) have *never knowledge* of ESP; it is an important factor that calls the attention because it demonstrates that the majority of the students have a poor knowledge in these issues.

The 86% of students (43) had never read about ESP. You can appreciate in table number two that 86% students never have read accounting English’s books; only 4% had read and 10% sometimes read it. “Based in this thought *students should be given the chance to use the accounting English’s book to achieve English reading*”. The same problem occurs about the use of English book in the classroom, and the use of accounting dictionary.

The graphic number four demonstrates that the majority of the students sometimes use the English – Spanish dictionaries, and almost the half never used this didactical resource. Just one student always uses dictionary.

The teacher doesn't use variety of didactic resources and most of the students expressed that the documents facilitated by the teachers are complex. 52% (22), the 42% (21) said the teacher never use English books in the classroom; the illustrations showed that 66% (33) uses dictionary and only the 42% (21) expresses there was a lack of English books. It is clear that, students are not getting the chance to use accounting dictionaries. And it is very essential, *“I believe, including specific texts can contribute for all, students in particular to increase English Learning. All most all the books in higher education are written in English”*.

### **Economic factors:**

Second, the researcher section asked the students to identify economic factors for specific resources of accounting program.

- Economic factor is fundamental to know the problem “Factors of not teaching” and without this factor it is difficult to explain the need of a teacher education because various economic factors need to be taken into account when determining the current and expected future quality of education.
- Various economic factors need to be taken into account when determining the current and expected future quality of Education. For economic factors these include: **Economical resources, Material resources, and Technological resources**

According to the data results, the 42% of the students confirmed lack of the basic elements in the learning-teaching process. Innovation management is a process oriented to organize and drive available human, technical *and economic resources to achieve* the objective of improving learning-teaching processes. For this reason, governments also need to have some knowledge of the complexity of these issues and to possess technical and economic resources for education.

The teacher doesn't use variety of didactic resources and most of the students expressed that tape recording is a limit resource; 64% (22)of the students said so. The illustrations showed that *lack of practice* with technological resources was their main problem for learning.

**Human resources factors:**

Conversely, *“teacher in Manuel Olivares Institute mentioned that the main problem for learning English for specific purposes was the lack of certificated teachers of ESP”*.

*The lack of limited human welfare and development ESP program cause student's poor knowledge. For students, I admit that learning ESP would make their work-life a lot of easier; so teachers should support students ESP program because ESP can give them educational abilities and knowledge to work and it helps them with different issues. In conclusion, ESP program as an instructional education tool required of all students work individually and in teams as they learn ESP and interact with the vocabulary terms, technology to solve and extend human capabilities, whereas the use of an educational program in ESP should be supported by teachers to teach and assist students individually.*

## XI. CONCLUSION

To analyze the factors of not teaching “**English for Specific Purposes**” in the Technical Accounting Program of Secondary Students of 2<sup>nd</sup> year in the afternoon shift at Manuel Olivares Institute during the Second semester of 2015, I consider that there are three factors of not teaching ESP (**English Specific Purposes**) in the Accounting Program Major Students of third year at Manuel Olivares Institute during the First semester of 2015

The first **factor of not teaching English for Specific Purposes** in the Technical Accounting Program of secondary students of second year in the afternoon shift at Manuel Olivares Institute during the First semester of 2015 is **educational factors** which include: **Didactical planning, Workshops in ESP, Time considered in the curriculum for a new subject, and Specific English Text books for Accountability**<sup>1</sup>.

The second **factor of not teaching English for Specific Purposes** in the Technical Accounting Program of secondary students of second year in the afternoon shift at Manuel Olivares Institute during the First semester of 2015 is **economic factors** which include: **Economical resources, Material resources, and Technological resources.**

The **third factor of not teaching(English Specific Purposes)** in the Technical Accounting Program of secondary Students of second year in the afternoon shift at Manuel Olivares Institute during the First semester of 2015, is **human resources factors** which **include: Certificated teachers of ESP.**

The question raised is important because it has been preceded by the **importance of the ESP focusing on the language of job performance or preparing for identified employment opportunities** used to develop quality learning and developing ESP.

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<sup>1</sup> In the context of education, accountability is the idea that schools are responsible for ensuring that pupils' academic achievements meet agreed standards. According to government departments and agencies, educational accountability is essential for the evaluation of policies and budgets as well as for the allocation of resources. Accountability is not merely a reporting vehicle used to rank, rate and sort pupils, teachers, schools and states. Its purpose is to improve performance. An effective accountability system includes inferences about how to improve results in addition to the results.

With regard to academic and scientific contribution it is necessary to mention that at present and with technological advancement and educational innovations by Manuel Olivares Institute, you need to generate changes in teaching ESP by including programs used by teachers, which will allow progress in ESP learning processes, emphasizing the significant learning. According to teachers' opinions working at the Institute Manuel Olivares, they said that ("there is no program of "ESP" for technical courses offered at the institute because there are preferences to technical careers only") R. Diaz, personal communication. May 28<sup>th</sup>, 2015.

Based on this thought, it will be researched the issue raised in the Manuel Olivares Institute, in order to analyze the factors of not teaching ESP (**English for Specific Purposes**) in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015.

According to the experience in the years of study at Manuel Olivares Institute it is believed that this research project is based on reality, so everything learned in the classroom is necessary to put it into practice with students; thereby generating an actual learning teaching ESP would be based on playful techniques, planning syllabus, methods and programs. (Those allow teamwork, through cooperative games, etc. to develop creativity, reflection and critical to work) in order for students to internalize the knowledge of a foreign language as specific purposes.

As shown above three factors of not teaching ESP (**English Specific Purposes**) in **the** Technical Accounting Program of secondary Students of second year in the afternoon shift at Manuel Olivares Institute during the Second semester of 2015. Otherwise, The problem is because there is no program of "ESP" for technical courses offered at the institute because there are preferences to technical careers only.

Researches of this study indicate that students from the second years of Manuel Olivares Institute consider important to incorporate ESP in the Accounting Program Mayor, they thing that learning methodologies, strategies, vocabularies etc., can help us to learn English for Specific Purposes (ESP), and the ESP program could very well be due to the different demands of jobs into globalization.



One of the pedagogical implications that can be drawn from the findings of this study is that teachers or instructors is that they haven't a role to teach ESP to give students the opportunities to learn. In addition to facilitating learning through ESP teachers should incorporate the various strategies in the classroom, can also incorporate the use of strategies in the materials and the classroom activities. Teachers can guide the students teaching the program using strategies which will enable them to learn language for jobs more effectively.

In the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares Institute during the Second semester of 2015 a specific English text is not used, teachers prepare brochures and texts according to their knowledge, experience and the Ministry's plan is considered to be of general education. Teachers do not have training on programs of "ESP". English teachers that work at the Institute graduated about 6 years ago and others are recent graduates in English. Also students studying at the technical Manuel Olivares Institute came from different public and private schools, and others students discontinued their studies leading them to the loss of continuous learning, therefore, they have a knowledge of English and poor academic performance, they often fail to finish their career, with a third or fifth year of high school and after two and a half years of a technical career in accounting to play a role in the job market.

So, for students who have a specific areas of jobs or professional interest, I admit that not teaching ESP program in the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares would make their work life a lot of difficult; so teachers are responsible for developing the curriculum because teaching English Specific Purposes require a major effort and they should support it, because ESP can give them educational abilities and its help them with ESP in the labor issues.

In the previous stated objective that this research paper has focused, in analysis of the factors of not teaching English for Specific Purposes in the Secondary Technical Accounting Program, for students of second year in the afternoon shift at Manuel Olivares Institute dur-

ing the Second semester of 2015, it analyzed the Factors that provoke not teaching. According to analysis and interpretation of the results given by the interview, questionnaires, and surveys, this research found:

**First: Surveys for students:**

- a) The 86% of students in the secondary technical accounting program, don't have English knowledge about English for Specific Purposes and never have read about English for Specific Purposes, *it is novel* for the students and the teacher, too, this is a problem because is one factor why do not teach ESP at Manuel Olivares Institute, including a poor English back ground for the students, because they had never were in contact with the ESP and the teacher and nobody can force the students to have knowledge in ESP.
- b) **On variable of educational and economic factors I found that:**
  - 60% of a sample has revealed in this survey has expressed that they have interest and consider important to include ESP in the secondary technical accounting program (see chart 14), only the 6% shows less interest in ESP, this is because most of the students *don't like English*, these factors "education and economic" are fundamental, to know the problem "Factors of not teaching" because if the students don't like English how they can study it and have interest in ESP, these are some factors which can't explain the need of teacher education special with the economic resources, Material resources and technological resources of education".
  - 70% of the sample revealed that didactic materials have a lot of importance and (see the chart 10) the teacher doesn't have problems in this aspect because he is according with the methodology, only 8% express that the didactic materials have a less importance.
  - In the light of this research and analysis in chart number 7, I can see the kind of didactical materials used by the English teacher to reach her own academic goals. The 42% was the higher confirmation that the teacher provides reading materials that is one of the basic elements in the learning-teaching. And the 30% expressed that the teacher introduces vocabulary in the documents.

- It was found that the majority of the students expressed that the documents facilitated by the teachers are complex for them; almost 40% responds that the documents are simple. Just 8 student said that the documents aren't simple and complex. This is because the students *lack of basic didactic resources* to help them in the English class. Students need to develop their English level in because when they do not possess the minimum of materials is almost impossible increase their English, so is the reason because they found complex the documents facilitated by the teachers.

**Second: Interview to the teacher Lahen Davila:**

- It was found that the only information given by the teacher was: *lack of educational resources* by the institute and the other aspect was the social aspect where she mentioned the following elements of disturbance such as Interruption from other students, Indiscipline in hour class and Students going out and coming in the classroom.
- The poor English background, size of the groups, environmental conditions outside of the classroom, absence of the students to the English class for any reason, *the students' parents do not involve in the academic activities* they are some of the situation that we have and most of them we have no control, but they interfere negatively in the English performance.

**Third: Interview to the teacher Marvin Diaz.**

*“There is no program of "ESP" for technical courses offered at the institute because there are preferences to technical careers only”.*

**Fourth: Interview to the principal: Lic. Verónica Narváez López**

Students reach Technical Bachelor degree, and *they have an education plan* for the career, all according to MINED, *only in basic or general English*, for this reason the secondary technical accounting program can't be an English for specific purposes.

**Five: On variable to determine the importance of English for Specific Purposes focusing on the language of job performance I found that:**

It is important because it has been preceded by the *importance of the ESP focusing on the language of job performance or preparing for identified employment opportunities* used to develop quality learning and developing ESP. With regard to academic and scientific contribution is necessary to mention that at present and with *technological advancement and educational innovations* by Manuel Olivares Institute, you need to generate changes in teaching ESP by including programs used by teachers, what which will allow progress in ESP learning processes, emphasizing the significant learning.

**Six: On variable about English teachers' and students' expectations and perceptions about teaching and learning "English for Specific Purposes"**

Teachers and students had higher expectations for gaining more in English achievement by utilizing modern technology. Nonetheless, the teachers have already experienced the use of modern technology and assessed the effectiveness of it. Thus the assessments of the teachers in the accounting program were expected to be more reliable. If this is so, there may exist many other alternative options which can promote English achievement along with the use of modern technology including ESP. The result shows in table No. 28 that the majority of students have concerns in technology use. Also, students have concern in quality learning- teaching process and critical materials.

Technological resources should include in the accounting program to catch the students' motivation. The teacher's perceptions point out on working activities as external classroom factors, because students spend time on working activities at home.

The view of the students was concerning about motivation by English's teachers. Teachers have concern in quality learning- teaching process, in critical materials and use of technology too.

## **Research Questions**

1- What factors provoke not teaching “English for Specific Purposes” in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015?

This research could be conducted to analyze and identify the factors of not teaching English for Specific Purposes (ESP), in the Secondary Accounting Program, for students of 2nd year, in the afternoon shift at Manuel Olivares Institute, during the second semester, 2015”.

However, Chavarría (2015) is a good example about the research of Factors of not teaching English for Specific Purposes which consider various factors such as: Lack of program of English for Specific Purposes, Lack of didactical plan supporting ESP, lack of time devoted to teach ESP, and lack of didactical resources among others possible factors: Lack of economic resources, lack of Library facilities, lack of critical material resources, lack of technological resources, lack of certified teachers. Lack of condition, lack of practice that could be replicated or combined with other internal factors at Manuel Olivares Institute.

2.- Why do students have expectations to learn English for Specific Purposes in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015?

Teachers and students have higher expectations to learn English for Specific Purposes too, for gaining more in English achievement by utilizing modern technology. Nonetheless, the teachers have already experienced the use of modern technology and assessed the effectiveness of it. Thus the assessments of the teachers in the accounting program were expected to be more reliable. If this is so, there may exist many other alternative options which can promote English achievement along with the use of modern technology including ESP.

3.- Why do teachers have perceptions to teach about English for Specific Purposes in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015?

Teachers have higher perceptions to teach English for Specific Purposes, because “it has moved to include learner needs, or what the learner must do in order to learn, incorporating technological resources should include in the accounting program to catch the students’ motivation”. The teacher’s perceptions point out on working activities as external classroom factors, because students spend time on working activities at home.

4.- What is the importance of ESP focusing on the language of job performance?

Its importance is based in benefits of ESP, needs, learning efficiency and effectiveness on an ESP course that can be brought out further by contrasting ESP courses with General English courses.

The importance of the ESP focusing on the language of job performance for teachers and students, used to develop quality learning and developing ESP to improve their knowledge, practice and its development in their jobs. With regard to academic and scientific contribution is necessary to mention that at present and with technological advancement and educational innovations by Manuel Olivares Institute, need to generate changes in teaching ESP by including programs used by teachers, what which will allow progress in ESP learning processes, emphasizing the significant learning.

5.- What is the importance of ESP preparation for identified employment opportunities?

The importance of ESP preparation for identified employment opportunities for teachers and students is based in global language not only for getting a job but for other purposes, and to have their sustainable future.

6.- Could not teaching ESP affect students in a negative way?

It is clear that not teaching ESP affect negatively in the language acquisition of students. This situation is out of the control of the teacher, institute, and other authorities, but the students suffer the consequences. The environmental conditions are against the teaching-learning process because inside classrooms different factors are affecting the student's concentration; these factors contribute negatively to include an ESP program.

7.- What didactic resources are available?

There are not didactical resources available, the lack of didactical resources including the time available for the English classes, the didactic resources and the amount of hours were hardly considered because the teachers at Manuel Olivares Institute don't have a text book or guide book.

Most of the time, the teachers at Manuel Olivares Institute do not have enough money to buy their own didactic materials to use during the English class. In this point the teaching-learning process has a weakness because it is too difficult to overcome.

8.- Why is limited time affecting ESP program?

Because there are negative situations, lack of time devoted to teach ESP, the constraints of time and space, no time is wasted in acquiring the necessary language. Despite those negative situations, the teacher fights strongly day by day to help the students to reach their aims and goals at the same time increase their English performance.

9.- How necessary are the ESP programs for the students?

With regard to academic and scientific contribution it is necessary to mention that at present and with technological advancement and educational innovations by Manuel Olivares Institute, you need to generate changes in teaching ESP by including programs used by teachers, which will allow progress in ESP learning processes, emphasizing the significant learning.

To increase students' English knowledge through teaching-learning process in the classroom is necessary to include a curriculum to put it into practice with students, thereby generating an actual learning teaching ESP based on playful techniques, planning syllabus, methods and programs (those that allow teamwork, through cooperative games, etc. to develop creativity, reflection and critical to work) in order for students to internalize the knowledge of a foreign language as specific purposes.

10. What kind of didactic resources should be included in the accounting program to catch students' motivations and concerns to learn ESP?

The view of the students was concerning about motivation by English's teachers. Students have concern in quality learning- teaching process, and critical materials and use of technology too. Teachers have concern in quality learning- teaching process, in critical materials and use of technology too.

11. What are the expectations and needs of the students with regards to learn English for Specific Purposes to function efficiently in job markets in the future?

Students had higher expectations to learn English for Specific Purposes, for gaining more in English achievement by utilizing modern technology including ESP.



## XII. RECOMMENDATIONS

The collected data through this research has provided an analysis, which has guided in to these recommendations:

### **For the English teacher:**

- 1.- To identify the factors likely to increase students' English achievement in ESP
- 2.- To encourage students to overcome fears and obstacles to acquire the English language; the teacher must now convince students that English is a means of communication and also it is a necessary tool to get a job, but they do not see the immediate need. When they finish the technical accounting program, they will be able to realize that it is very important to get this tool as a means of communication, employment and economy.
- 3.-To apply in the classroom different games, dynamics activities, songs and other techniques to keep students motivated, for example **facilitate teaching resources that contain music, poems, cartoon, issues of their interest or other aspect that facilitates and increase awareness in their students in English language and ESP learning.**
- 4.- To give individual attention to students that dislike and have little motivation for the English class.
- 5.-To look for new techniques to develop ESP, and encourage learning English and to improve the dynamics for strength student's knowledge and skills in order to develop students' learning.
- 6.-To provide more didactic materials such as movies, videos, tape recording to get vocabulary that help students to develop skills in the accounting program including ESP.

7.-To strength knowledge in ESP, it is necessary the good relationship in the teaching learning process to development skills and abilities to get better grades in the academic proficiency in the foreign language that permit to foresee new horizons in the future.

**To the Institute, Director or Principal:**

To recommend the Ministry of Education (MINED) to incorporate an ESP program, supporting didactic planning to the Secondary Technical Accounting Program.

Students wish to enhance classroom academic performance English education needs to take initiatives for the improvement to include an ESP program.

**Policy Recommendations**

Based on the analysis, the following recommendations can be made for the policy makers for teaching ESP at secondary accounting program:

1. The government should appoint skilled teachers at Manuel Olivares Institute to Include ESP. In addition, the vacant posts of English teachers should be placed without delay at secondary accounting program.
2. The government should take initiatives to make available need based teaching aids and teaching materials, for using these aids professionally. Providing such teaching materials should be followed by an appropriate training for the English teachers so that they can use these materials efficiently in the classrooms.
3. There is room for improving the quality of education, English, in particular, by provision of long term teacher training. Teachers should be trained for English for Specific purposes, especially for those who do not have a language background.
4. The period of English classes needs to be increased .Also, extra classes may be considered.

5. Teachers should make the content friendly for students along with a friendly attitude in the class.

6. The modern effective techniques, i.e. question-answer, pair-work, group-work, role-play, storytelling, simulation and so on should be introduced immediately in the accounting class including ESP program.

7. English accounting textbooks should be introduced on an international scope based along with an attractive setup so that the students can enjoy themselves through reading and understanding. Also, specific grammar for accounting books needs to be introduced in the secondary level.

8. The number of female teachers should be increased at the secondary level in both areas English (EFL) and English for Specific Purposes (ESP), especially at secondary accounting program.

9. Smaller class-size should be rationalized to include ESP at Manuel Olivares Institute. The ideal class size would range between 30-35 students per class/ section.

### **Suggestion for further Study**

This study is indicative in nature. However, as Manuel Olivares is a profoundly populated Institute and the sample size is small, many findings have and have not yet been empirically proven. More detailed studies on various factors of not teaching ESP are to be developed.

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## **XIV. ANNEXES**

## Surveys



Universidad Nacional Autónoma de Nicaragua  
Facultad de Educación e Idiomas  
Departamento de Inglés,  
Seminario de Investigación

### ANEXO 1. ENCUESTAS SOBRE LA NO ENSEÑANZA DEL ESP

Somos estudiantes de inglés del curso sabatino. El propósito de esta Encuesta es conocer su opinión acerca de algunos factores educacionales, económicos y de Recursos Humanos que provocan la no enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria, para los estudiantes de tercer año en el Instituto Manuel Olivares, durante el segundo semestre de 2015. Sus respuestas contribuirán al desarrollo de este estudio. Agradezco su colaboración.

#### Encuesta a los estudiantes

De los factores educacionales: d.- Libro de Textos específicos de Contabilidad

1.- ¿Conoce textos relacionados con ESP (Inglés para propósitos específicos) en el área de contabilidad?

Poco  Mucho  Nada

2.- Ha leído libros de contabilidad en inglés.

Siempre  Algunas veces  Nunca

3.- Utilizan Libros de Inglés en el desarrollo de la clase.

Siempre  Algunas veces  Nunca

4.- Utilizan diccionario de inglés-español en la clase de inglés

Siempre  Algunas veces  Nunca

5.- Utilizan diccionario de contabilidad en inglés

Siempre  Algunas veces  Nunca

6.- ¿Cómo son los documentos facilitados por el profesor para el desarrollo de la cla-

se?

Simple

Complejo

De los factores económicos: b.- Recursos Materiales:

7.- Ponga un check en los materiales didácticos que el profesor provee?

De lectura

De vocabulario

Otros

Nada

8.- ¿Cuántos días a la semana utilizan materiales didácticos?

De uno a dos días     De tres a cuatro días     Cinco días a la semana     Nunca

9.- ¿Qué importancia tienen los materiales didácticos para usted?

Poco     Mucho     Bastante     Nada

De los factores económicos: b.- Recursos Tecnológicos:

10.- Utilizan computadora en la clase de inglés

Siempre     Muchas veces     Pocas veces     Nunca

11.- Utilizan medios tecnológicos para enseñar la habilidad del habla en el salón de clases.

Siempre     Muchas veces     Pocas veces     Nunca

12.- ¿Qué tipos de medios utiliza el docente para el desarrollo de la clase

1.- Grabadora

3 - Computadora Portátil

2.- Televisión

4.- Ninguno



Importancia del Inglés para Propósitos Específicos: a.- Propósitos Académicos:

13.- Considera importante para la enseñanza de hoy día que se incluyera el inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año.

Bueno     Muy bueno     Excelente     Poco

14.- ¿Es importante el desarrollo de conocimiento del inglés para Propósitos Específicos (ESP) para la comunicación y desarrollo de las habilidades de los estudiantes en su formación?

Bueno     Muy bueno     Excelente     Poco

15.- ¿Es importante el desarrollo de conocimiento del ESP para la comunicación y para desarrollo de las habilidades de los estudiantes en su trabajo?

Bueno     Muy bueno     Excelente     Poco

Importancia del Inglés para Propósitos Específicos: b.- Importancia de los negocios:

16.- Se aplica una dinámica en elaboración de cartas, solicitudes, conocimiento de gramática, vocabulario en la clase de inglés general.

Si     No    |

17.- Considera importante aplicar una dinámica en elaboración de cartas, solicitudes, conocimiento de gramática, vocabulario si se impartiera la clase de ESP.

Si     No    |

18.- Se crean en las clases diferentes habilidades de enseñanza del idioma inglés para aplicarlo al campo laboral.

Siempre     Pocas veces     Mayoría de las veces     Nunca

19.- Se crean en los estudiantes las diferentes habilidades del Inglés para Propósi-

tos Específicos para el desarrollo de los negocios.

Siempre       Pocas veces       Mayoría de  Nunca  
las veces

Importancia del Inglés para Propósitos Específicos: c.- Importancia para la planificación:

20.- Cree importante incorporar un programa de inglés enfocado al desarrollo del lenguaje laboral en el plan de estudio de la carrera.

Si       No      |

Importancia del Inglés para Propósitos Específicos: d.- Importancia para las oportunidades de empleo:

XV. 21.- ¿ES IMPORTANTE EL DESARROLLO DEL CONOCIMIENTO DEL “INGLÉS PARA PROPÓSITOS ESPECÍFICOS” ESP PARA IDENTIFICAR LAS OPORTUNIDADES DE EMPLEOS?

Si       No      |

22.- Es importante agregar en el programa de contabilidad la enseñanza del Inglés para Propósitos Específicos para tener una mejor oportunidad de empleo

Si       No      |

23.- Considera el ESP como una opción en el aprendizaje del idioma enfocado al desempeño laboral?

Si       No      |

Expectativas y percepciones de la enseñanza del inglés para Propósitos Específicos:

a.- Expectativas de los estudiantes para la enseñanza del inglés para propósitos

específicos basado en la Motivación para el aprendizaje del ESP:

24.- Se sienten motivados para iniciar un estudio de Inglés para propósitos específicos en su carrera técnica de contabilidad.

Poco                       Mucho                       Bastante                       Nada

25.- Qué nivel de motivación le da su profesor en el desarrollo de la clase de inglés.

Poco                       Mucho                       Bastante                       Nada

Expectativas y percepciones de la enseñanza del inglés para Propósitos Específicos:

a.- Percepciones de los estudiantes para el aprendizaje del inglés para propósitos específicos basado en las preocupaciones para la enseñanza del ESP

26.- Hay condiciones en el Instituto para que se pueda incluir un programa de inglés para propósitos específicos en su carrera técnica de contabilidad.

Buenas                       Malas                       Excelente                       Ninguna

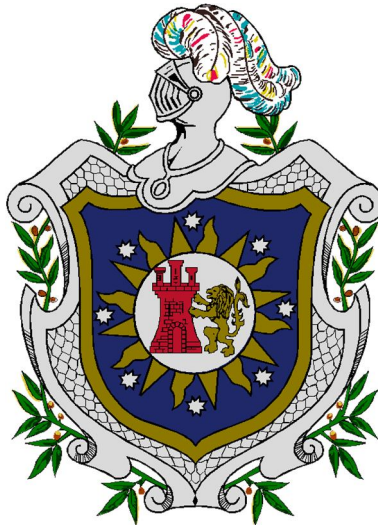
27.- Hay profesores capacitados para que le impartan la clase de contabilidad en inglés.

Si                       No                      |

28.- Les preocupa para el aprendizaje la no utilización de recursos tecnológicos en las habilidades del idioma inglés: (hablar, escuchar, leer, escribir)

Poco                       Mucho                       Bastante                       Nada

**National Autonomous University of Nicaragua, Managua**  
**UNAN – MANAGUA**  
**Faculty of Education and Languages**  
**Research Seminar**



Interview to know possible causes of not teaching English for Specific purposes in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second semester of 2015.

**STUDENT:**

Nilda Regina Chavarría Rosales

**Research Seminar:**

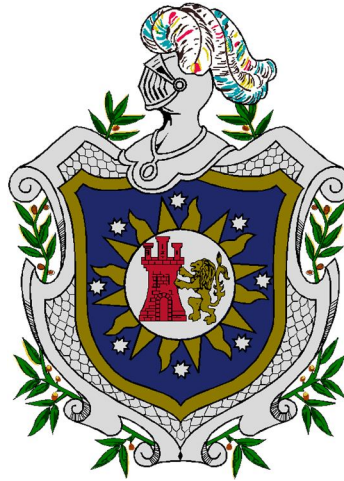
V Year, Saturday Course

Teacher: PHD Raúl Ruiz Carrión

Date: November 13th, 2015

**National Autonomous University of Nicaragua, Managua**

**UNAN – MANAGUA**  
**Faculty of Education and Languages**  
**Research Seminar**



Estimado profesor: Somos estudiantes de la carrera de Inglés del curso sabatino. El propósito de este instrumento es conocer y analizar los factores que provocan la no enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria, para los estudiantes de tercer año en el Instituto Manuel Olivares, durante el segundo semestre de 2015. Agradezco su colaboración.

This interview has the purpose to find out the main causes that provoke not teaching English for Specific Purpose in the Secondary Technical Accounting Program for students of second year at Manuel Olivares Institute during the Second Semester of 2015.

## **INSTRUMENTS**

### **ANEXO 1. ENTREVISTAS SOBRE LA NO ENSEÑANZA DEL ESP**

Somos estudiantes de inglés del curso sabatino. El propósito de esta entrevista es conocer su opinión acerca de algunos factores educacionales, económicos y de Recursos Humanos que provocan la no enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria, para los estudiantes de tercer año en el Instituto Manuel Olivares, durante el segundo semestre de 2015. Sus respuestas contribuirán al desarrollo de este estudio. Agradezco su colaboración.

## Entrevista al Director

### De los factores educacionales: a.- planificación didáctica

- 1.- ¿Sabe inglés?
- 2.- ¿Es usted graduado?.
- 3.- ¿Además de ser Director presta servicio como docente?
- 4.- ¿Cuántos profesores imparten inglés a los 10 grupos del Programa de Contabilidad Técnica, Secundaria del Tercer año?
- 5.- ¿Usted conoce el programa de ESP?
- 6.- Por qué no se imparte ESP del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?
- 7.- ¿Qué tipo de planificación didáctica se utilizaría para organizar las tareas en el aula si se incluyera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?
- 8.- ¿Cómo debería el profesorado planificar y organizar la actividad docente en la clase de inglés si se incluyera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?
- 9.- ¿Cómo deberían de organizarse los contenidos prácticos de la actividad en la clase de inglés si se impartiera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año ?
10. - ¿Cómo debería dirigir el profesorado los trabajos y las actividades de su alumnado en la clase de inglés si se les impartiera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?
- 11 ¿Consideraría la enseñanza de Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año un nuevo tipo de proyecto de innovación docente? Y porque

## Entrevista al Director

### De los factores educacionales: c.- Tiempo

- 1.- ¿Cuántas horas por semana consideraría usted necesarias si se impartiera en un futuro la enseñanza del Inglés para Propósitos Específicos a los estudiantes del Programa de Contabilidad Técnica, Secundaria del Tercer año ?
- 2.- ¿Qué tanto tiempo le tomará al estudiante aprender el inglés general?
- 3.- ¿Qué tanto tiempo considera usted que le tomaría al estudiante para aprender, si se le impartiera la enseñanza del Inglés para Propósitos Específicos a los estudiantes del Programa de Contabilidad Técnica, Secundaria del Tercer año ?
- 4.- ¿Qué tanto tiempo le tomaría al estudiante aprender ESP en el programa t{técnico de contabilidad?
- 5.- ¿Qué porcentaje aproximado de **tiempo** de la clase de Inglés debería dedicar el profesor a cada una de las estrategias didácticas si se les incluyeran la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?
- 6.- Qué **tiempo** estimaría que deberían dedicar los estudiantes a las actividades del aprendizaje si les incluyeran la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

### De los factores educacionales: a.- planificación didáctica

- 1.- ¿Cuántos años tiene de practicar inglés?,
- 2.- ¿Es usted graduado?
- 3.- ¿Desde cuándo presta servicio como Docente?
- 4.- ¿A cuántos grupos del Programa de Contabilidad Técnica, Secundaria del Tercer año, le imparte la clase de inglés en este semestre?
- 5.- ¿Cuántos profesores imparten inglés a los 10 grupos del Programa de Contabilidad Técnica, Secundaria del Tercer año
- 6.- ¿Usted conoce el programa de ESP?
- 7.- Por qué no se imparte ESP del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

8.- ¿Qué tipo de planificación didáctica se utilizaría para organizar las tareas en el aula si se incluyera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

9.- ¿Cómo debería el profesorado planificar y organizar la actividad docente en la clase de inglés si se incluyera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

10.- ¿Cómo deberían de organizarse los contenidos prácticos de la actividad en la clase de inglés si se impartiera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año ?

11. - ¿Cómo debería dirigir el profesorado los trabajos y las actividades de su alumnado en la clase de inglés si se les impartiera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

12.¿Consideraría la enseñanza de Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año un nuevo tipo de proyecto de innovación docente? Y porque

13.- ¿Deberían realizarse actividades de enseñanza/aprendizaje con la participación de otros docentes titulados y especializados en ESP del el área de contabilidad en caso que se incluyera la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año? 13a.- ¿y cómo?

### **Entrevista al Profesor**

#### **De los factores educacionales: b.- Talleres de Capacitación - WORKSHOPS OF ESP**

1- ¿Qué tipo de enseñanza inglés se le imparte a los estudiantes del Programa de Contabilidad Técnica, Secundaria del Tercer año?

2.- ¿Cuál es el método de enseñanza del inglés general? Básico. Según cada maestro.  
El que tiene el MED

3.-¿Qué método consideraría usted necesario si se impartiera la enseñanza del Inglés para Propósitos Específicos a los estudiantes del Programa de Contabilidad Técnica, Secundaria del Tercer año ?



Somos estudiantes de inglés del curso sabatino. El propósito de esta entrevista es conocer su opinión acerca de algunos factores educacionales, económicos y de Recursos Humanos que provocan la no enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria, para los estudiantes de tercer año en el Instituto Manuel Olivares, durante el segundo semestre de 2015. Sus respuestas contribuirán al desarrollo de este estudio. Agradezco su colaboración.

### **Entrevista al Profesor**

#### **De los factores educacionales: c.- Tiempo**

1.- ¿Cuántas horas por semana imparte clase de inglés y cuánto dura cada hora?

3

2.- ¿Cuántas horas por semana consideraría usted necesarias si se impartiera en un futuro la enseñanza del Inglés para Propósitos Específicos a los estudiantes del Programa de Contabilidad Técnica, Secundaria del Tercer año ?

3.- ¿Qué tanto tiempo le tomará al estudiante aprender el inglés general o básico?

4.- ¿Qué tanto tiempo considera usted que le tomaría al estudiante para aprender, si se le impartiera la enseñanza del Inglés para Propósitos Específicos a los estudiantes del Programa de Contabilidad Técnica, Secundaria del Tercer año ?

5.- ¿Qué tanto tiempo le tomaría al estudiante aprender ESP en el programa técnico de contabilidad?

6.- ¿Qué porcentaje aproximado de **tiempo** de la clase de Inglés debería dedicar el profesor a cada una de las estrategias didácticas si se les incluyeran la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

7.- ¿Qué **tiempo** estimaría que deberían dedicar los estudiantes a las actividades del aprendizaje si se les incluyeran la enseñanza del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año?

### **Entrevista al Profesor**

#### **De los factores educacionales: d.- Libro de Textos específicos de Contabilidad (SPECIFIC ENGLISH TEXT BOOKS FOR ACCOUNTABILITY)**

- 1.- ¿Conoce usted textos relacionados con ESP en el área de contabilidad?
- 2.- ¿Qué textos utilizan para impartir la clase de inglés?
- 3.- ¿Qué diccionarios son utilizados por los estudiantes para el
- 4.- ¿Quiénes les facilitan los textos para impartir la clase?
- 5.- ¿Utilizan textos de forma oral o escrita?
- 6.- ¿Cómo son los textos a utilizar para el desarrollo del idioma inglés, simple o complejo en el programa de contabilidad?

### **Entrevista al Director del Instituto Técnico Manuel Olivares**

#### **B) De los factores económicos: a.- Recursos económicos:**

- 1.- ¿Quién está involucrado en los recursos educacionales en el Instituto?
- 2.- ¿Qué recursos necesitamos en las actividades socio - económicas para aprender ESP?
- 3.- ¿Qué sabe acerca de las necesidades particulares para la enseñanza y aprendizaje del ESP funcional, de propósitos y de base contextual?

### **Entrevista al Profesor**

#### **C) De los factores económicos: b.- Recursos Materiales:**

- 1.-¿Qué tipo de materiales utilizan para el desarrollo de la clase de inglés?
  - 2.- ¿Qué tipo de materiales utilizarían para el desarrollo del programa de ESP en el programa de contabilidad?
  - 3.- ¿Que piensa acerca de incorporar recursos materiales usando estrategias y actividades en el aula de clase para enseñar el ESP?
  - 4.- ¿Se incluyen recursos materiales para el desarrollo de la clase de inglés en el instituto?
  - 5.-¿Hay materiales auténticos para la enseñanza del inglés como segunda lengua
- Si, pizarra marcador?

## Entrevista al Profesor

### De los factores económicos: b.- Recursos tecnológicos:

1. ¿Utilizan computadora para la clase de inglés?
- 2.- ¿Incluyen recursos tecnológicos en la clase de inglés como uso de multimedia e internet?

## Entrevista al Profesor

### Factor de Recursos Humanos: b.- Profesores Certificados de ESP:

- 1.- ¿Es usted Titulado?
- 2.- ¿Hay profesores certificados en la enseñanza de ESP en el Instituto?

## Entrevista al Profesor

### Importancia del Inglés para Propósitos Específicos: a.- Propósitos Académicos:

Consideraría **importante** para la enseñanza de hoy día que se incluyera el Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria del Tercer año? Y porque

- 1.- ¿Según usted, cuál es la importancia del “**Inglés para Propósitos Específicos**” (ESP) enfocado en el lenguaje del desarrollo laboral?
- 2.- ¿Es importante el desarrollo de conocimiento del inglés para Propósitos Específicos (ESP) para la comunicación y desarrollo de las habilidades de los estudiantes **en su formación**?
- 3.- ¿Es importante el desarrollo de conocimiento del ESP para la comunicación y para desarrollo de las habilidades de los estudiantes **en su trabajo**?
- 4.- ¿Es importante el desarrollo de “**Inglés para Propósitos Específicos**” ESP para aplicarlo en las diferentes áreas de trabajo?

## **ANEXO 11. ENTREVISTAS SOBRE LA NO ENSEÑANZA DEL ESP**

Somos estudiantes de inglés del curso sabatino. El propósito de esta entrevista es conocer su opinión acerca de la importancia del Inglés para Propósitos Específicos en el Programa de Contabilidad Técnica, Secundaria, dirigido al desarrollo del lenguaje laboral, para los estudiantes de tercer año en el Instituto Manuel Olivares, durante el segundo semestre de 2015. Sus respuestas contribuirán al desarrollo de este estudio. Agradezco su colaboración.

### **Entrevista al Profesor**

#### **Importancia del Inglés para Propósitos Específicos: b.- Importancia para negocios:**

- 1.- ¿Se aplica una dinámica en elaboración de cartas, solicitudes, conocimiento de gramática, vocabulario en la clase de inglés general?
- 2.- ¿Considera importante aplicar una dinámica en elaboración de cartas, solicitudes, conocimiento de gramática, vocabulario si se impartiera la clase de ESP y por qué?
- 3.- ¿Se crean en los estudiantes las diferentes habilidades de enseñanza del idioma inglés?
- 4.- ¿Sería importante crear en los estudiantes las diferentes habilidades de enseñanza del ESP para el desarrollo de los negocio?

### **Entrevista al profesor**

#### **Importancia del Inglés para Propósitos Específicos: c.- Importancia para la planificación:**

- 1.- ¿Es importante incorporar un programa de planeación didáctica en los profesores enfocados en el desarrollo del lenguaje laboral para los estudiantes, y por qué?
- 2.- ¿Es importante la planificación de tareas de los estudiantes para el desarrollo laboral?

### **Entrevista al profesor**

**Importancia del Inglés para Propósitos Específicos: c.- Importancia para las oportunidades de empleo:**

**XVI. 1.- ¿ES IMPORTANTE EL DESARROLLO DEL CONOCIMIENTO DEL “INGLÉS PARA PROPÓSITOS ESPECÍFICOS” ESP PARA IDENTIFICAR LAS OPORTUNIDADES DE EMPLEOS?**

2.- ¿Considera el ESP como una opción en el aprendizaje del idioma enfocado al desempeño laboral?

### **Entrevista al profesor**

**Expectativas y percepciones de la enseñanza del inglés para Propósitos Específicos:**

**a.- Expectativas de los profesores para la enseñanza del inglés para propósitos específicos basado en la Motivación para la enseñanza:**

1.-¿Existe motivación de parte de los profesores acerca de la enseñanza del “Inglés para Propósitos Específicos” ESP?

2.-¿Qué necesitan los estudiantes para estar motivados, conocer y aprender acerca del ESP?

**Expectativas y percepciones de la enseñanza del inglés para Propósitos Específicos:**

**a.- Percepciones de los profesores para la enseñanza del inglés para propósitos basado en las preocupaciones para la enseñanza.**

1.- ¿Cuáles son las percepciones y preocupaciones de los profesores acerca de la enseñanza del “Inglés para Propósitos Específicos?

2.- Que visión tendría la enseñanza - aprendizaje de inglés en estudiantes de contabilidad si se le incluyera la enseñanza de ESP?