UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

ESP APPROACH USED IN ENGLISH II OF THE BACHELOR OF ARTS IN LIBRARY SCIENCE OF THE LITERATURE DEPARTMENT, SCHOOL OF SCIENCES AND HUMANITIES, UNIVERSITY OF EL SALVADOR, YEAR 2014.

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Martha Guadalupe Tejada Mancía

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INTRODUCTION

The interest of making a good research can be defined as the use of a particular variety of English in a specific setting of use which is justified towards the learners' needs. Some researches describe ESP as simply being the teaching of English for any purpose that can be specified its causes in the academic, social and professional context in the University of El Salvador. The objective of this thesis is to identify the application of the ESP Approach and its usefulness on students' learning and the components of ESP and the resources implemented on students' learning in the Bachelor of Arts in Library Sciences. Furthermore, the present research intends to know what an ESP course is and how the ESP is developed and used in the real context of ESP in the Literature Department which has been designed on the learners' needs and its growing demand in the university community as well as to know the English students level in their academic and work field.

The research was carried out with students currently taking the English subject 02 of the Bachelor of Arts in Library Sciences in the Literature Department during the term II-2014 and the type of this research was a descriptive study with the use of a mixed method. Moreover, the aim of the development of this research was to analyze the instruments in the real context with the purpose of identifying the application of the ESP Approach on the students' needs in relation to Library Sciences and how the ESP Approach was developed in the English class. The research instruments used were the class observation, students' questionnaire and professors´ interview. The class observation and students´ questionnaire were analyzed with the SPSS Statistical software program. The professors´ interview was addressed to the two professors in a way that professors felt confidence and clearly understood the purpose of the study and it was analyzed with a qualitative analysis.

In this study researchers want to differentiate regarding to ESP from General English (GE). ESP is a learner and Situation-Centered Approach which means teaching the learner how to use English in different situations, In ESP can be use one skill, two or all of them depending on the learner's needs. Genres of language in ESP are formal and academic; whereas GE is concerned with language features because it focuses mainly on

grammar. In GE they are conversational and social (a language is learnt for the sake of social interaction).

This research wants to contrast the Communicative Approach with the ESP Approach. The main purpose of the Communicative Approach is not the grammar but the communication, the grammar contents are not left aside. The methodology is based on the Communicative Approach so that the students to communicate in English real-life situations because the Communicative Approach teaches students how to deal with in everyday situation from day one.

The Communicative Approach focuses on the language and its structures and the entire class takes place in English to maximize students´ exposure to the language. The ESP Approach concentrates more on language in context than on teaching grammar and language structures. However, while they may have a good grounding in the language; students increasingly want and need the right language to be successful at work. ESP courses meet these needs and course participants learn the language skills to perform and participate effectively in an international environment.

ESP is an approach, not a product, ESP is meant for career opportunity and is used in a specific purpose or in a specific fields. During the field investigation, one of the obstacles was not to find professors specialized in the area of ESP in the Literature Department.

ABSTRACT

This research identifies the application of the ESP Approach and its usefulness on students' learning scientific and technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador. This thesis also discusses what English for Specific Purposes (ESP) course is, and focuses on the learners' needs and its growing demand at the University of El Salvador. This study uses the ESP components in order to discover how students acquire that competence and not how the students discover it. In the 1960s ESP emerged as an approach to English in areas such as language teaching and has become immensely useful for teaching English to students of Science & Technology, Chemistry, Nursing, Medicine, Foreign Languages, Literature, Business and Management. ESP at the University of El Salvador is equally relevant for professionals such as Lawyers, Artists, Doctors, Engineers, Businessmen, English Teachers, Factory Workers and other kinds of universities students or professionals who have already entered in academic and work field. This research also explores the challenges ESP professors are facing in the ESP teaching scenario. The demand of ESP bring particular needs, evolutions in the fields of linguistics and educational psychology, ESP recommends that ESP students must be provided with content-based textbooks which incorporate topic-based, task-based and theme-based components. Subject oriented textbook must be carried through listening, speaking, reading and writing activities. Professors who are assigned to teach ESP courses need not be expert in the given specific domain but the professors should at least show interest and gather necessary information about the specific contents prescribed in the ESP courses in the Bachelor of Arts in Library Sciences in the Literature Department.

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CHAPTER 1

1. STATEMENT OF THE PROBLEM

1.1. DESCRIPTION OF THE PROBLEM

Nowadays, English for Specific Purposes (ESP) has become an essential need for the academic and professional field, especially in the Community of (ELT) at the University of El Salvador to fulfill the special needs of specific groups of students since English is spoken in many countries and non-speaking countries all over the world.

English for Specific Purposes (ESP) is not well known and is not applied in an adequate way in the University Community; it seems that ESP is widely used around the world. In real life situations there are important components to acquire the ESP knowledge that should be taken into account in the teaching-learning language process and in the teaching of ESP which is different from General English which has not been identified in our specific research in the Bachelor of Arts in Library Sciences. The English language is spoken around the world and there are around 400 million of native speakers and more than 1,400 millions of people that have English language as a second language.

As a result, the area of ESP has now enough background of research, material, and an outpouring of books. ESP goes beyond the traditional lock-step role of teaching which really identifies the students' needs to be specialized in a specific area but in the Library Sciences career there is not a specific background of ESP Approach, not specific material, not professor training and technological resources.

For those reasons, this study aims to describe, analyze and identify how ESP is taught in the Bachelor of Arts in Library Sciences in the Literature Department, the resources implemented and used at the moment of getting in touch with the language and how it contributes on students´ learning as well as to know if the ESP is useful for Library Sciences students.

1.2. RESEARCH QUESTIONS

1.2.1. General Research Question

What is the application of the ESP Approach and its usefulness on students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador, year 2014?

1.2.2. Subsidiary Questions

1. How the Library Sciences professors apply the ESP Approach in the classroom?

2. What are the skills that students mostly develop using ESP Approach in the subject English 02 in the Bachelor of Arts in Library Sciences in the Literature Department?

3. How does the ESP Approach in the English 02 subject fulfill students' needs in terms of Library Science?

1.3. OBJECTIVES

1.3.1. General Objective

To find out the application of the ESP Approach and its usefulness on students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador

1.3.2. Specific Objectives

- To describe how the Library Sciences professors apply the ESP Approach and contribution on students' learning.

- To find out what skills students are mostly developed using ESP Approach in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.

- To identify how the ESP Approach in the English level 02 subject fulfills students` needs in terms of Library Sciences.

1.4. JUSTIFICATION

One of the main purposes of this research was to identify ESP Approach used in English 02 of the Bachelor of Arts in Library Sciences of the Literature Department, School of Sciences and Humanities, University of El Salvador, year 2014 will be studied because there is not much ESP Courses available related to the topic. Another reason to study this topic is the necessity to let know the University Community about the factors and components of the ESP Approach based on lots of studies carried out at the University of El Salvador about this issue, and how its contributes on the literature students. The second reason was to know if the ESP Approach is useful on students' learning in their academic area. The last reason was focused on identifying in the Literature Department if the professors are specialized in order to teach an ESP course.

Thus, according to the students and professors' point of view it should be an essential need to teach ESP Approach with Specific Purposes in order to prepare the new professional in specific areas to be successful in their work field. This research was necessary to carry out for the following reasons.

The first reason was to find out the real conditions in which ESP was developed and taught in the Bachelor of Arts in Library Sciences; because this research provides a better idea with the purpose of stimulating improvements in the teaching-learning approach environments if they were needed.

The second reason was to know if the ESP Approach is useful on students' learning in their academic area. This will contribute to the understanding or how ESP is taught and applied for those specific academic purposes focused on the students' needs. The Literature Department has designed specific and special ESP syllabus courses to better meet the students´ needs, since ESP area is a real need for students in order to identify, describe and analyze what are the skills that students mustly developed and how they can be used in their academic areas in the Literature Department in the career of Bachelor in Library Sciences.

The last reason was focused on identifying in the Literature Department in the Bachelor of Arts in Library Sciences if the professors are specialized in order to teach an ESP course.

It is a challenge for the English professors to use this approach to teach English in a specific area to accomplish their goals and fulfill students' needs. Academically and socially the intention of this research project was to provide reliable findings, using adequate instruments in order to gather the information that the research really needs in terms of being studied with the purpose of being useful for the university community.

1.5. DELIMITATION OF THE PROBLEM

In order to develop this study with students currently taking English level 02, and carried out during the term II-2014 in the Literature Department in the career of Bachelor of Arts in Library Sciences at the University of El Salvador. The instruments of data collection were done through a students' questionnaire, class observation, and professors' interviews to obtain data from two groups of English level 02.

After collecting the data, it was proceed to the analysis of these instruments in a quantitative and qualitative way, and the results were reflected in a statistical analysis in order to find out the application of the ESP Approach and usefulness on students´ learning in Scientific and Technical knowledge.

Group 02

Class:	Monday, and Wednesday
Schedule:	From 7:00 am to 9:00 am
Classroom:	H3
Professor:	María Teresa de Coronado

Group 03

Class:	Monday, and Wednesday
Schedule:	From 2:00 am to 4:00 am
Classroom:	H3
Professor:	Diana Ephigenia Marenco

1.5.1. Time and place

This research had a basis in the Literature Department specifically in the career of Bachelor of Arts in Library Sciences at the University of El Salvador during the second semester with students from English level 02 term II-2014 from August 2014 to September 2014.

1.5.2. Population

The population involved in this study was students of English level 02, term II-2014. The data were taken by means of a students´ questionnaire, class observation and Professors´ interview.

Group 02

Class:	Monday, and Wednesday
Schedule:	From 7:00 am to 9:00 am
Classroom:	H3
Professor:	Maria Teresa de Coronado

Group 03

Class:	Monday, and Wednesday
Schedule:	From 2:00 am to 4:00 am
Classroom:	H3
Professor:	Diana Ephigenia Marenco

1.6. LIMITATIONS

These are some limitations that this research had:

- The advisor was assigned with delay.

- The lack of professionals trained in the ESP area in the University of El Salvador specifically in the Bachelor of Arts in Library Sciences in the Literature Department.

- The professor of the group 03, English level 02 in the Library Sciences course was reluctant to be observed arguing the professor would not use the ESP Approach for this specific course, but the professor would use the Communicative Approach. Finally, the Professor agreed to collaborate with the research.

- During the data collection process was observed that the ESP Approach was not applied and this could affect the final results.

CHAPTER 2

2. THEORETICAL FRAMEWORK

2.1. HISTORICAL BACKGROUND

The Foreign Language Department began as a Foreign Language Academy in the year 1956, where the languages taught were English and French. In the present the Foreign Language Department (FLD) offers a B.A. in English Teaching, a B.A. in Modern Languages, a Professorship in English Teaching, and a Master in Translation, and a Master in English Didactics but not exist any courses or specialization in ESP. The Foreign Language Department has considered really important to teach English according to the students' needs.

In the XXI century, the learning of English came to be very important in the economic, social, political, and socio-cultural transformation of El Salvador; the language can give students more opportunities because the learning of English has become an essential factor of the academic formation and the professional development. In the area of ESP the technological media is an additional device that helps the professors to make learning more meaningful, concrete, effective, and interesting.

Some interviews were carried out to professors at the Foreign Language Department to research if professors had received an ESP course or training in the area of ESP during their learning process. Professor Jorge Homero LLanes argued that the Department of Foreign Languages has served the Technical English since 1980 in the different faculties of the University of El Salvador. Those classes focused on the reading techniques to develop the ability and reading comprehension by applying techniques such as scanning, skimming, building powerful vocabulary, guessing meaning, among others. He also added that the Grammar Translation Method was not used to teach students to translate or teach grammatical structure. On the contrary was taught to interpret according to the students' needs. He considered that it was a Communicative Approach or Eclectic Approach but not an ESP Approach.

Professor Ricardo Cabrera mentioned that Technical English was not based on translation either in ESP. It was a Communicative Approach with the aim of teaching reading techniques such as scanning, skimming, building powerful vocabulary, guessing meaning and some others. Furthermore, the Professor Cabrera said that taught English technical vocabulary, grammar structure oriented to the development of reading comprehension in accordance with the students' needs and interests. For Professor Cabrera it was an integrated approach to meet the students' needs and added that it was never implemented the ESP approach due to the lack of resources.

Professor Fidel Navidad pointed out that Technical English is based on an approach to reading. In the case of the Faculty of Medicine, the Technical English is based on reading and understanding Technical English and reading patterns in accordance to the objective of the program. In Addition, the Professor Navidad added that it did not respond to any approach because at the University of El Salvador the ESP Approach has never been taught because there have not been specialized professors in this area. According to Professor Navidad there should be a curriculum change because the majority of the professors are teaching with grammatical Approach and Communicative Approach. The Professor Navidad considered that most of the students did not have a prior knowledge of the English language. Therefore, it requires designing a curriculum and a good methodology according to each career. In addition, the Professor Navidad said that the University of El Salvador should use technology and resources to teach and develop a syllabus in order to teach ESP. The Professor Navidad added that within the University of El Salvador the ESP Approach never existed.

According to Professor Juan Carlos Cruz, there was an attempt to design an ESP course to teach Technical English in the different faculties of the University of El Salvador and in this way meet and identify the students' needs. The professor Cruz also mentioned that in the year 1990 ESP class was included in a program that had been designed by the Foreign Language Department (FLD). The Professor Cruz pointed out that professors should take a teacher's training to specialize in the ESP area to train new professionals in specific field work areas. The professor Cruz also added that in the area of ELT (English Language Teaching) at the University of El Salvador the ESP Approach not had been taught.

Furthermore, the Professor added that the courses of ESP had always been focused on grammatical structure and it did not respond to any approach.

It was identified a pioneer the Professor Victor Manuel Gonzales Rivera in the ESP area at the University of El Salvador who had not taken any training in the ESP area and learnt about ESP by himself for twenty years. The Professor Gonzales had prepared authentic material for Chemistry School. The Professor Gonzales taught Technical English to students of Chemistry and Pharmacy. The Professor had also written two books about ESP in Chemistry and Pharmacy and Engineering which has been edited in our country.

The interviewed professors were not only Professors of English, but all of the interviewed Professors had Master in English Didactics, Master in Translation. The research team focused on find out if professors had received ESP training or if the Professors had knowledge of ESP. The present interviews were only possible because there was good willing among the professionals who were involved in this research. It was remarkable that there was no any specialization in the ESP area

2.2. DEFINITION OF KEY TERMS

- **ESP (English for Specific Purposes)**:

It can be defined as the use of a particular variety of English in a specific setting of use which is justified towards the learners' needs. Some people describe ESP as simply being the teaching of English for any purpose that can be specified.

- **Library Sciences**:

Principles and practices of library operation and administration, and their study. In the 20th century, Library Science was gradually subsumed under the more general field of information Science. Today's graduate programs in library and information science are accredited by the American Library Association (founded 1876) and prepare students for professional positions in other areas of the information industry as well.

- **Bachelor of Arts**: (**B.A.**, **BA**, **A.B.**, or **AB**).

From the Latin *artium baccalaureus* or *baccalarium artium*, is a bachelor's degree awarded for an undergraduate course or program in either the liberal arts, the sciences, or both.

- **Skimming**:

It is a high speed reading technique that consists on getting the general sense of a passage, a book, etc.

- **Scanning**:

It is a very high speed reading technique that consists on looking for specific words or details in a text. When you scan you have a question in mind, you do not read every word only the words that answer your question.

- **Previewing**:

It consists on viewing the general document before reading it in order to gather information about something for example by examining the cover of a book the reader knows what it is about.

- **Predicting**:

It is a reading technique that consists on making educated guesses about what it is going to come in the text before reading it.

- **Guessing meaning from context:**

It is a reading technique that is applied when the reader try to guess the meaning of an unknown.

- **EAP (English for academic purposes**):

Entails training students, usually in a higher education setting, to use language appropriately for study; it is one of the most common forms of English for specific purposes (ESP). An EAP program focuses instruction on skills required to perform in

an English-speaking academic context across core subject areas generally encountered in a university setting

- **ELT   (English Language Teaching):**

The teaching of English specifically to students whose native language is not English.

- **FLD:** Foreign Language Department

2.3. THEORETICAL FRAMEWORK

2.3.1. Introduction

It is presented the Theoretical Framework underlying this research in order to provide a concrete understanding of the theories behind this research and settle the theoretical bases upon which the research is built considering the Scientific-Technical specific field. First, are presented the definitions, the components, origins and characteristics of ESP. Secondly, are discussed the types of ESP. Afterwards, are identified the role of the ESP Teacher and the role of the ESP Learner and the teaching of readings for ESP. Finally, it is closed this Theoretical Framework by summarizing the theories and approaches used in this research.

ESP is the language to get things done throughout the world (Dudley Evans and St John Specialists in ESP). English for Specific Purposes (ESP) is a learner-centered approach to teaching English as a foreign / second language. English is considered to be the "Universal language of communication" all over the world. Nowadays English has become an important Language of communication all over the world and 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 on notion of language.

Nowadays, the dominant and important position of English is strengthened rather than weakened with the development of world economy and technology as well the widespread use of computers and Internet. The social present context of each of the sub-divisions of ESP exerts a strong influence on the linguistics strategies that are to be adopted. Consequently, the contextual and functional needs must be taken into account while designing ESP curriculum.

At the University of El Salvador ESP is not an exception because English is used and taught at some levels in education and it is of a great importance for most of the careers. As a matter of fact, looking at a university context "English for Specific Purposes" is much in demand today. Most of the professors and university students realize that in careers like Engineering, Business, Management and Bachelor of Arts in Library Sciences.

ESP is considered a better choice, because it provides students with necessary information of their concerned subjects as well as linguistic competence.

The students´ English level could be considered at the moment to design teaching material, books used in the area of ESP so that the University of El Salvador must be in line with the interests, needs and requirements in the ESP world field. ESP teaching material and the books prescribed in University of El Salvador do not fulfill the students' need because they have just been managed from different sources regardless of students' level and their learning behavior. For obvious reasons, these factors affect learners and learning environment in the university because the learners generally complain that the prescribed textbooks either in one year as preparatory courses or in ESP contexts are not embedded in Salvadoran culture, hence do not satisfy their needs.

There is a need to integrate General English, EAP and ESP and design new syllabi in a coherent and systematic manner, for English language teaching from secondary to tertiary levels. It is at this point the importance of ESP emerges. But before plugging into what is need to know and what actually English for Specific Purposes means and how is it different from General English Courses. Dudley- Evans, T. & M. St John's(1998) extended definitions of ESP in terms of 'absolute and variable' characteristics are as follows:

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.

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.

Hutchinson et el. rightly (1987) say that "ESP is an approach to language teaching in which all decisions as to content and method are based on learners' reason for learning".

2.3.2. Definitions of ESP

English for specific purposes has been defined by many writers and researchers 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. Definitions of ESP in the literature are relatively late in time; it is assumed that ESP began in the 1960s. Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology. The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English becomes the core.

Another important definition stated by Schleppegrell, Mary; Bowman & Brenda (1986) claimed that ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management. The ESP focus means that English is not taught as a subject divorced from the students' real world; instead, it is integrated into subject matter learners specific area of importance to the EFL and ESP is different not only in the nature of the learner, but also in the scope of the goals of instruction. Whereas in EFL all four language skills; (listening, reading, speaking and writing), are stressed equally, in ESP the needs assessment determines which language skills are most needed by the students, and the program is focused accordingly.

An ESP program must be for example; stress the development of reading skills in students who are preparing for graduation work in engineering; or it might stress the

development of conversational skills in students who are studying English in order to become tour guides. ESP integrates subject matter and English language instruction. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their major field of study. Certainly it is Computer Sciences, Accounting, Business Management, Economics, or Tourism. Being able to use the vocabulary and structures that learners learn in a meaningful context reinforcing what is taught and increases students' motivation.

English for Specific Purposes (ESP) is known as a Learner-Centered Approach to teach English as a foreign or second language. A Learner-Centered Approach for learning and teaching defines learning as the active construction of meaning, and teaching as the act of guiding, scaffolding and facilitating learning. A Learner-Centered Approach provides opportunities for students to practice critical and creative thinking, problem solving, and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation; all of this contributes to the development and enhancement of conceptual understandings. A Learner-Centered Approach also encourages students to demonstrate ownership of their ideas and to reflect on and monitor their thinking as they make decisions and take action. ESP is a relatively new discipline within Applied Linguistics that bids a new Learner Centered Approach to English language teaching where the methodology is based on the specific needs of the learner.

2.3.3. Components of ESP course

In an ESP course, the focus is neither on the teacher nor on the student, but rather on the learning situation, "because what teachers really want to discover is not the competence itself, but how someone acquires that competence". According to Barrantes (2009) an ESP course implies some components such as:

a. **Language description**:

ESP is an Eclectic Approach that satisfies specific learners´ needs. The first need learners have is to communicate accurately and precisely. Hutchinson and Waters. (2000) pointed out that all communication has a Structural level: In an ESP course, rather than explaining rules per se, substitution techniques can be used in a

reinforcement exercise such as dialogues. The context has very much to do with meaning, so all of these aspects must be included when designing an ESP course.

b. **Models of learning and the affective factor**:

ESP practitioners and theorists recommend being friends of variety, as an Ec1ectic Approach to learning; ESP courses may require, for example, a behaviorist technique to teach pronunciation, a cognitive technique to teach grammar and affective criteria to select texts. Professors are empowered to feel free to take "what is useful from each theory" and trust the evidence of their own experience as professors.

c. **The needs analysis:**

It consists of a procedure or series of procedures intended to obtain information about both current performance and target performance. This means that needs detected before the course might change during the course and the professor has to take note of those changes. In general, designing a Needs Analysis requires completing the following process: Decide what information to gather and why, decide when, from whom and how to gather it, gather the information, interpret it, act on it and evaluate the effects of the action. The learners'needs can be classified as follows: Necessities: according to the demands of the target situation, this is what the learner has to know in order to function effectively in that situation. Lacks: according to what the learner already knows, it decides what necessities are missing. Wants: according to what it considers from an objective POV, it can say that a need does not exist independent of a person.

d. **Goals and Objectives:**

What ESP specialists recommend is to define the scope of the course seriously but realistically. The best way to do that is by defining goals and objectives. ESP professors should go to the absolute essentials, in terms of time, resources and course sponsors ' demands.

e. **Course design:**

Course design is intended to define an efficient and effective route for taking learners from their current state of performance to a desirable state of performance. ESP course should provide a learning environment in which professors and students can construct knowledge together.

f. **Syllabus design:**

Once professors have thought about the course design, professors must start exploring how to teach what they are supposed to teach and then is necessary to prepare a syllabus. The idea of the syllabus defined by Hutchinson and Waters (1987) is to break down the mass of knowledge to be learnt into manageable units. There are some specific types of syllabi that can be used to design an ESP syllabus among them: the topic syllabus, the structural / situational syllabus, functional / notional syllabus, and skills syllabus.

g. **Materials development:**

ESP instructors need to develop strategies to recycle their materials, because designing new materials constantly is expensive and time consuming. Specialists recommend three strategies: Materials evaluation, materials adaptation and material development. It is important to consider a balance between activities and exercises. Graves (n.d.) stated that "Too many exercises and too few activities will impede the ability to communicate in the real world. Therefore, the professors have freedom to choose material that can be helpful to fulfill the students´ needs adapting them to the learners´ contexts without overwhelming with useless material.

h. **Methodology:**

The methodology is quite similar between ESP course and General English. The difference is the Language-Centered Approach. Professors have to know about language, but they will need to learn about the subject matter. Professors need to be creative enough to develop class activities following the methodology they know,

but focusing on the aims of the ESP course. "Strength of ESP methodology is the way in which language learning and subject learning approaches can be integrated."

i. **Evaluation:**

The ESP evaluation involved the learning assessment which is concerned with the ability to perform particular communicative task, the results of this kind of evaluation may enable sponsors professors and learners to design how much language tuition is required. In ESP there are three basic types of assessment: Placement test, achievement test and the proficiency test. Another way of evaluation according to Alderson and Waters (1983) is the course evaluation it helps to establish whether it is meeting its aims. The information gathered forms the starting point for any necessary revision of the course, and may also help to guide the design of other similar courses in an institution, there are four maim aspects of ESP course evaluation to be considered: What should be evaluated?, How can ESP course be evaluated?, Who should be involved in the evaluation?, When and how often should evaluation take place?

2.4. Origins of ESP

The origin of ESP can be traced and categorized under three main stages according to Hutchinson and Waters (1987) and the first one is called "The demands of a brave world" and such term appeared after the end of World War II in 1945 when two forces rose in the world; technology and commerce.

The second one is called "a revolution in linguistics" and this factor focuses on the ways in which language is used in real communication showing that teaching grammar should be accompanied with teaching how language is used in different contexts, and since teaching the English of Sciences and Commerce is not the same. The third factor was "the focus on the learner and his needs" and this factor focuses on the method of language delivery and its attention was more given to the ways in which learners acquire language and the differences in the ways language is acquired.

The professors design courses and texts that serve the students' needs to improve his/her performance. The spread of ESP was then brought about by the combination of these three factors: the expansion of demand for English to meet particular needs and evolutions in the fields of linguistics and educational psychology. All three factors underline the need for specialization in learning English.

2.5. The Development of ESP

Since the Second World War the growth of ESP has developed due to general development in the world economy in 1950s and 1960s. Growth of Sciences and Technology also contributed for ESP. English as an international language, increased economy power in oil rich countries and studies in foreign countries helped for ESP movement. One should be equipped with a "present, practice and produce" approach for content and language integrated learning.

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered to overseas students in English speaking countries. There is now a well-established international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG groups of the IATEFL and TESOL are always active at their national conferences.

The main focus of the courses was on teaching the formal (grammatical and lexical) features that are needed in each register (Hutchinson & Waters 1987), which means teaching verb forms, nouns, phrases and vocabularies needed in the speciality (Richards 2001). However, register analysis failed to meet the needs since it deals with the language at the level of the sentence (Brunton 2009).

2.6 Key notions about ESP

Notions: categories for dividing, reality, example; time, gender, number, quantity, characteristics, types, meaning, etc. Some researchers described ESP as simply being the

teaching of English for any purpose that could be specified. Others researchers, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes in their academic field. There are four Key Notions about ESP "absolute and variable characteristics", "types of ESP", and "characteristics of ESP courses" and "the meaning of the word Especial in ESP".

2.6. The distinctions between the absolute and variable characteristics of ESP

It is absolutely important to mention the distinctions between the absolute and variables characteristics of ESP. Such distinction is defined in the terms of **"**absolute characteristics" meets specific needs of learners, besides, make use of underlying methodology and activities of the discipline it serves, furthermore, is centered on the language appropriate to these activities in terms of grammar, lexis, syntax, study skills, discourse and genre. While the "variable characteristics" may be related to or designed for specific disciplines and may use, in particular situations, and in different methodologies from General English. In addition, is likely to be designed for adult students, either at the university or at a work place. Therefore, is generally designed for intermediate and advanced students and it is consider that most of the ESP courses assume some basic knowledge of the language systems. Dudley- Evans, T. & M. St John's (1998) extended definitions of ESP in terms of 'absolute and variable' characteristics are as follows:

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.

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.

2.7. Types of ESP

According to **Carter (1983),** there are three types of ESP:

a) **English as a Restricted Language:**
   This is used for specific contexts, examples, of a pilot, or a waiter which is used for specific contexts but knowing this type of English may not help to communicate effectively outside the specific context.

b) **English for Academic and Occupational Purposes**:
   English for Academic Purposes (EAP), and example: English for medical studies. English for Occupational Purposes (EOP), English for technicians.

c) **English with Specific Topics:**
   It is uniquely concerned with anticipated future English needs, examples: Scientists requiring English for postgraduate studies or attending conference.

2.8. Characteristics of ESP

There are three characteristics of ESP courses acording to Carter (1983):

a) **Authentic Material**.
   The use of authentic learning materials is entirely feasible and many students whose first language is not English may need help with both the languages of academic disciplines and specific study skills required for the course. The authentic material uses a variety of different resources, including the internet.

b) Purpose-related Orientation.

Refers to the simulation of communicative tasks required of the target setting.

c) Self-direction.

It is characteristic of ESP courses in that the point of including self-direction is that ESP is concerned with turning learners into users. Therefore, in order for self-direction occur; the students must have a certain degree of freedom to decide when, what, and how they will study. Also adds that there must be a systematic attempt by professors to teach the learners how to learn by teaching them about learning strategies. In self-direction what is essential for these learners is learning how to access information in a new culture.

The researchers Hutchinson and Waters said that in order to do an ESP course effectively and consequently achieve a satisfactory goal is necessary to follow some characteristics or features that are mentioned as follows:

a) Selecting materials:

Choosing ESP materials determines the running of the course and underlines content of the lesson. Good material should help professor in organizing the course or what is more it can function as an introduction into the new learning techniques, and support professors and learners in the process of learning. Good material should be based on various interesting texts and activities providing a wide range of skills. Material should also function as a link between already learnt (´existing knowledge´) and new information. (Hutchinson and Waters, 1992).

b) Types of activities with text:

In ESP course it can be source for new vocabulary, communicative or reading skills. Professors should be aware that working with texts as much effective as possible it is necessary to involve all students´ skills. It is preferred to combine working with printed text with listening to audiocassette or video-cassette that means receptive with productive activities.

c) Creating a learning environment – motivation

Creating a positive learning atmosphere in the classroom makes teaching and learning more pleasant for both sides of the process, for a professor and a learner, and it supports students in their work; if professors create a positive learning atmosphere they will create a good student´s motivation. Harmer describes motivation as "some kind of internal drive that encourages somebody to pursue a course of action" (Harmer, 1991, p 14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim.

2.9. The meaning of the word "Especial" in English

The meaning of the word special in ESP has a simple clarification which can be defined: the purpose for which students learn a language; not the nature of language. The idea of a special language in the only practical way in which can be understood the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because the restricted repertoire covers every requirement within a well-defined context, task or vocation. Therefore, the focus of the word "Special" in ESP ought to be on the purpose for which students learn and not on the specific jargon or registers they learn.

According to Professor Fidel Navidad who is an English professor at the Foreign Language Department (FLD) there is a misunderstanding of terms between ESP and EAP because there is a confusing related with the word "Special" and it should be important to understand the meaning of the word "Special" for the present context of the University of El Salvador and the meaning of the word "special" in our Salvadoran context is to acquire English as a second language in order to use it in the academic and work field. Professor Navidad said that the word "Special" has another meaning for Salvadoran context and overseas. The Professor Navidad also added that the ideal course must be the EAP because the University of El Salvador has a specific academic purpose but always within ESP Approach.

2.10.   English an International Language

The English language has become very global and has spread to all parts of the world so quickly and students, professors, professionals… need to communicate with one another. It is an international language because it was considered to be the language of political, economic and military power, until the early 2000 A.D. The Iraq war (2003) was looked upon by many people as an economic opportunity in more ways than one. As mentioned in an article by (Hadley, 2004), English professors would be required in Iraq to help with the reconstruction work by facilitating the policies that the tanks were sent to impose. Hence, the war itself created a lucrative opportunity for all those involved in the game of teaching and learning English.

English has become the language of business and in many contexts is necessary that students require adequate English language skills in order for them to cope with the academic demands worldwide. It has become the new international language and the popular American culture "like movies, music, culture and advertisement" that has quickly spread throughout the world increasing numbers of students who take international exams each year in more than 110 countries and nearly 90 per cent of research articles (in most subjects) are in English. In addition, there are more people who speak English as a second language than people who speak English as a first language and for obvious reason; English is the language that people around the world have in common. Nowadays, most people speak English when they meet foreigners as a first language.

2.11.   The difference between ESP from General English

General English learners' needs are not specifiable. General English and business are increasingly globalized because English is the lingua franca of industries and of many companies. General English is being taught better and better at primary and secondary schools around the world. "General English" is for no obvious purpose and is used as a universal language. General English prepares students for the kind of English they will need in everyday situations. It emphasizes the development of communication skills in listening, speaking, reading and writing skills. Vocabulary, grammar and pronunciation are also taken into account. Though the demarcation line between General English and ESP

is very thin, but it does exist. When asked about the differences Hutchinson et al. (1987:53) aptly remarked" in theory nothing, in practical a great deal." In fact, professors teaching General English concentrate more on the language in general. Professors aim at giving the learners a course that may satisfy their urge to know and to understand certain language but when it comes to ESP, professors give more importance to needs analysis and material writers think very carefully about the goals of the learner.

In some universities in our country and in the University of El Salvador have the probation of one year English language preparatory programmer which may be called General English but the kind of books and the teaching material needed the engineering learners, management learners and literature learners should be contextual and relevant to what the students of ESP really need for. The teaching material should be designed after confirming the levels and the needs of the students. If teaching material does not fulfill the immediate needs of the students, this will cause lack of motivation.While ESP concentrates more on language in context than on teaching grammar and language structures. However, while they may have a good grounding in the language; students increasingly want and need the right language to be successful at work. ESP courses meet these needs and course participants learn the language skills to perform and participate effectively in an international environment. "ESP" is an approach, not a product, ESP is meant for career opportunity and is used in a specific purpose or in a specific fields.

According to Hamp-Lyons (2001) states that in addition to specific learners needs, ESP English differs from General English in three main areas:

a) ESP is a learner and Situation-Centered Approach which means teaching the learner how to use English in different situations, whereas GE is concerned with language features i.e. it focuses mainly on grammar

b) In ESP, we may use one skill, two or all of them depending on the learner's needs e.g. Learners of business may need only speaking.

c) Genres of language in ESP are formal and academic; while in GE they are conversational and social (a language is learnt for the sake of social interaction).

In university of El Salvador exist a need which is to prepare a new syllabi and new books with contends based not only on foreign language culture but also on Salvadoran culture. This can definitely increase the motivation of university students and the interest in the ESP course.

2.12. Different Phases of EAP

From its early beginning in the 1960s, English for Academic Purposes (EAP) has undergone several phases of development:

2.12.1. The Register Analysis:

It focuses on the Scientific and Technical English. The assumption was that certain grammatical and lexical forms were more frequently used in Scientific and Technical writing than in General English. As a result, material produced under the banner of register analysis concentrated on a restricted range of grammar and vocabulary instead of language use and communication.

2.12.2. The Rhetorical and Discourse Analysis:

It is based on how sentences are combined in discourse to make meaning and to identify organizational patterns in texts.

2.12.3. The Analysis of the Study Skill and the Analysis of the Learning Needs:

This is a Learning Centered Approach. It involves considering the process of learning and students' motivation, working out what is needed to enable students to reach the target.

2.13. Different Branches of ESP

ESP is divided into three branches:

1. - English for Sciences and Technology (EST).
2. - English for Business and Economics (EBE).
3. - English for Social Studies (ESS).

Each of these branches falls into two categories:

1. - English for Academic Purposes (EAP)
2. - English for Occupational Purposes (EOP) English for Vocational Purposes (EVP).

An example of EAP for the EBE branch is "English for Economics "where as an example of EOP for the EBE branch is "English for Secretaries".

David Carter (1983) classifies ESP into three types:

1. - English as a restricted language.
2. - English for Academic and Occupational Purposes.
3. - English with Specific Topics.

Carter's second type of ESP is further developed by Robert Jordan (1997) into two branches of ESP: EOP and EAP. Then EAP is divided into English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP).

Robinson's (1991) family tree of ESP divides it into EOP and EAP / EEP (English for Educational Purposes).

As one part of EBE, Business English can also be divided into EAP and EOP aspects. Nevertheless, the research based on Business English for ESP is still a challenge for University of El Salvador. It is only very recently that ELT practitioners have started thinking to introduce Business English.

2.14.1. English for Academic Purposes (EAP)

EAP - English for Academic Purposes refers to the language and associated practices that people need in order to undertake study or work in English medium higher education. The objective of an EAP course is to help these people learn some of the linguistic and cultural. Mainly institutional and disciplinary practices involved in studying or working through the medium of English. EAP courses focus on speaking, listening, and reading and writing skills in a university environment; besides, the learners are prepared for degree level study at other universities. English for Academic Purposes involves teaching students to use language appropriately for study. As EAP has the broad aim of helping learners to study or research in English, it covers a wide range of academic communicative practice including:

1. Pre-university, undergraduate and post-graduate teaching (from materials design to lectures and classroom activities.
2. Classroom interactions (tutorials, feedback, seminar discussions etc.).
3. Research genres (journal articles, conference papers, grant proposals etc.).
4. Student writing (Assignments, exams, dissertations etc.).

EAP is an educational approach and a set of beliefs that is often contrasted with General English courses. The starting point for EAP is the learner and their situation rather than the language. Secondly, many EAP courses focus more on reading and writing, where the majority of General English language courses concentrate on speaking and listening. EAP courses tend to teach formal, academic genres rather than the conversational and social genres taught in General English courses. According to Gillett and Wray (2006), EAP is a practical branch of ELT in which the role of the EAP lecturer is to find out what the students' need, what they have to do in their academic courses, and help them to do this better in the time available.

2.14.2. English for Occupational Purposes (EOP)

(EOP) refers to the specific ways English is used in different work and professional situations. (EOP) A purpose examines the field of teaching English in occupational settings

as a particular instance of general workplace training and development. English for Occupational Purposes includes the acquisition of English to get on far better with professional life such as English used by doctors to communicate with patients, researchers & scientists who want to publish their scientific achievements in reputed journals or present their papers in international seminars, and engineers who want to accomplish their tasks in English.

ESP further fits in with several other disciplines and consequently micro languages such as English used for nurses and pharmacy; English used in Natural Sciences, Physical Sciences and Computer Sciences. In addition, unprecedented scientific and technological advances such as heart bye- pass surgery, gene transplant; cloning and electronic mail have opened up new frontiers of knowledge. It has in turn led to the creation of new technological semantic fields, each with their specific lexical structures which are increasingly more specialized and complex.

This entire scenario would enrich the scope of ESP in the University of El Salvador whose ESP development is of great importance and need for future professionals. It offers better opportunities to the University of El Salvador to analyze the needs of the learners and design ESP courses which can improve the professional expertise of Salvadoran Doctors, Engineers, Professors and Nurses who are in the job but lack the ability to speak and write English with ease. By acquiring specific English they will become more proficient in their professional careers.

2.14.3. Needs Analysis & Syllabus Designing

A "Need" can be defined as a condition or situation in which something is required or wanted. Professors should be aware of the requirements of the students towards learning the language before designing the curriculum. The term "Needs Analysis" in general refers to the activities that are involved in collecting info that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

The concept of needs in ESP can be related to:

a) **Goal-oriented needs (target needs):**

Communication in the target situation

b) **Process oriented needs (learning needs):**

What the learner needs to do in order to learn. Nowadays, the different views on language teaching started to incorporate communicative features into syllabus design and it is important to think about what does the learner need-want to do with the target language, and at the same time to think about the linguistic elements the learners need to master in a Communicative Approach.

Needs analysis is the starting point of both, EAP and EOP course design and teaching. On the basis of this the EAP & EOP specialists or course designers can specify course objectives which lead to an assessment of the resources available and the use of the appropriate syllabus and methodology. This will lead to an evaluation of the course in terms of its effectiveness. In common with most language teaching, EAP & EOP instructors teach vocabulary, grammar and the four skills (listening, speaking, reading and writing skills including pronunciation) but usually try to tie these to the specific needs of students; for example, a writing lesson would focus on writing essays rather than, say, business letters. Similarly, the vocabulary chosen for study tends to be chosen on the basis of needs of the learners.

Needs Analysis need to be detailed to examine the specific scenarios the learner needs to use their target language in, it identifies what language knowledge and skills they need to do that. Needs Analysis is the process of establishing what and how an ESP course should be designed. Dudley-Evans (1998) & Brain (2001) opine before the advent of Munby's model, EAP course might have been based mainly on professors' intuitions of students' needs. Today however, EAP literature is replete with descriptions of methodology and outcome of research into learner needs around the world. Hutchinson and Waters (1987) classify needs into necessities, lacks and wants.

- **Necessities:**

Necessities are what the learners have to know in order to function effectively in the target situations. By observing the target situations we can gather information about necessities.

- **Lacks:**

Lacks are gap between the existing proficiency and the target proficiency of learners.

- **Wants:**

Wants are what the learners' feel they need.

2.14.4. Approaches to Needs Analysis

When speaking about approaches it is important to decide and argue about the how and what the students need to learn in the course of a particular program of language instruction (Brown, 1995). The content or the syllabus of the program can be everything from structural to functional to task-based and so on (Long and Crooks, 1992; White, 1988; Wilkins, 1976).

Under the umbrella of needs analysis, various approaches have been integrated. Target Situation Analysis "it includes objective, perceived and product-oriented needs", Present Situation Analysis "it estimates strengths and weaknesses in language, skill, and learning experience" and Learning Situation Analysis "are the starting point and the Target Situation Analysis as the destination". These approaches are just a few of them: Target Situation Analysis proceeds by first identifying the target situation and then carrying out rigorous tasks such as linguistic features and knowledge requirement of that situation. (Gatehouse, K.2001). The best known framework for Target-Situation Analysis is devised by Munby, (1978).

After operating with this framework, it can obtain a profile of students' language needs and convert them into a "communicative competence specification" from which a syllabus is drawn up (Jordan, 1997). These are the approaches which have been integrated to Needs Analysis:

- **Present Situation Analysis:**

As certains students' language proficiency at the beginning of the course

- **Learning Situation Analysis:**

It is the rout with Present Situation Analysis as the starting point and the Target Situation Analysis as the destination.

- **The target Analysis Situation:**

It is thus not only the indicator of what is useful in learning situation. Needs, potentials and constrains of the learning situation must also be taken into consideration (Lin, Tianhu, 2001).

2.14.5. Learner Assessment & Material Development

Learner Assessment & Material Development are very significant in ESP setting and university community. A placement test should be given to the students before they get enrolled in the University for higher education. Students´ English level could be grouped in different sections according to their proficiency levels in English. This assessment will also facilitate designing the accurate ESP syllabus and accurate ESP teaching material for university students pursuing technical or vocational courses in the University of El Salvador.

A number of tests are available in EAP for evaluating learner performance:

1. **Placement Test**:
   There are used to place learners in the most suitable level to their needs it comes at the beginning of the course.

2. **Achievement Test**:

It is tests how well the learner is keeping up with the syllabus and can be administered any time through the course.

3. **Proficiency Test**:

This assesses whether or not the students can cope with the demands of a particular situation.

Placement Tests, Achievement Tests and Proficiency Tests are three basic types of assessment which could be applied to university students. English for Academic Purposes has opened up a new world for ESP specialists, whether they attempt to design and teach EAP courses or carry out research into this particular area.

2.15. The Role of the Learner

The learners come to the ESP class with a specific focus for learning, subject matter knowledge, and well-developed student learning strategies. They face the task of developing English language skills to reflect their native-language knowledge and skills.

The ESP learner is learning English in order to achieve something specific beyond language itself. Learner will involve skills that are very different from learning language skills. ESP learner may learn English slowly because the learner´s aim is to pursue a vocation and a purpose which is not based on language. ESP learner may study English at the same time as studying his/her subject or doing a full-time job to the ESP class. ESP learners may not have similar level of English. So, professor must expect mixed levels and allow improving differentiation.

In the ESP context learners face the task of developing English language skills to reflect their native-language knowledge and skills. For that reason the role of learner is focused in three main aspects according to Peace Corps 1986.

2.15.1. Focus for Learning:

The ESP student has a particular purpose and focus for learning. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. ESP is a vehicle for such opportunities. Students will acquire English as they work with material which they find interesting and relevant and which they can use in their professional work or further studies. Successful learners pay attention to the meaning of the language they hear or read and do not focus primarily on the linguistic input or isolated language structures.

The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject or body of facts to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. Rather, English should be presented in authentic contexts to acquaint the learners with the particular ways the language is used in functions that they will need to perform in their specialty fields.

2.15.2. Subject-Matter Knowledge:

Learners in the ESP classroom are able to make a real contribution to the language learning process. They are generally aware of the purposes for which they will need to use English. Having already oriented their training toward a specific field, they see their English instruction as complementing this orientation. Knowledge of the speciality area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In this way, the learners can take advantage of what they already know about the subject matter field to learn English.

2.15.3. Students Learning Strategies:

Learning as an adult has advantages, adults must work harder than children to learn a new language, but the learning strategies they bring to the task enable them to learn faster and more efficiently. The skills they have already developed in reading and writing their

native languages will make learning English easier. Although the English of the students you will be working with will most likely be quite limited, the language learning abilities of the adult in the ESP classroom are potentially great. Language learning continues naturally throughout our lives. Educated adults are constantly learning new language behavior in their native languages; expanding vocabulary, becoming more articulate in their fields, and modifying their linguistic behavior in new situations or new roles. ESP students can tap these natural competencies in learning English.

To summarize, ESP combines

- Purpose.
- Subject matter.
- Motivation.
- Context.
- Relevant skills.

The teacher's role in the ESP classroom is to

- Create and organize programs.
- Set goals and objectives.
- Establish a positive learning environment.
- Evaluate students' progress.

The students bring to ESP

- Focus for learning.
- Subject matter knowledge.
- Student learning strategies.

2.16. Challenges & Role of ESP Practitioners

Nowadays, teaching of ESP is facing some difficulties, these difficulties are experienced by most of professors during the development of course, because some professors are specialized in a specific field but they are not specialized in English or the other way around, they are specialized in English Language but they are not specialized in a specific field. Some professors consider that being a good communicator means that

you must be a good professor, but when they are put in the classroom environment they find themselves looking for additional preparation to succeed in their teaching career. Therefore, most of them join training courses (Jourdanais 2009).

Most of the linguistic researchers consider that the ESP professor´s work goes beyond teaching because an ESP professor has the responsibility to get involved in the whole process of language teaching, and developing language proficiency to meet the specific needs of the learner. Moreover, an ESP professor has to design curriculums, prepares material, and carries out various kinds of investigations in order to fulfill students´ needs. Dudley- Evans, T.& M. St John.(1998) describe the true ESP professors who needs to perform five different roles:

1) Teacher

2) Collaborator

3) Course Designer and Materials Provider

4) Researcher

5) Evaluator.

The first role as a teacher is synonymous with that of the General English teacher. It is in the performing of the other four roles that differences between the two emerge. The ESP practitioners must work closely with field specialist. According to the definition in English for Specific purposes (Tom Hutchinson and Alan Walters, 1987-CUP), ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning.

The ESP professor has additional roles to those of the general purposes English professors. Robinson (1991) stated that the ESP professor does not only teach, very often, he is involved in designing, setting up and administering the ESP course. During and at the end of the course, the ESP professor is likely to be involved in evaluation and testing. ESP professors need to be confident that they have the skills that will help their learners, such as knowledge of how to make learning successful, how to make language memorable, and

how to motivate learners. Learning should be a joint process based on the professor's expertise in language and methodology and the learner's subject knowledge. English is considered to be the "language of communication" all over the world. Kennedy and Bolitho (1991) maintain that the concept of "communication" differs from one speciality to another, depending on the kind of human activity. For example, business English is not the same as scientific or political English.

Trends of professors of business English: English professors, personality, knowledge, and experience are important. Teaching English in these contexts is called English for Specific Purposes (Kennedy &Bolitho 1991 is cited in Hernandez & Perez Paredes 2002). Savignon (2002) argues that a language for a purpose means the use of English for "real and immediate communicative purposes". Mostly English professors have not worked in business and they cannot speak such language but acquiring is not a problem as from reading and talking to people, attending courses and seminars one can acquire.

The learners have different learning backgrounds from secondary to doctorate or post doctorate levels and the needs vary from segment to segment. Therefore after identifying a target situation to explore the need for a specific segment in the university, the learners have to be identified. The learners' potential, their skills, knowledge, aptitude, time and technological resources need to be analyzed thoroughly. With these data in mind, ESP practitioners should design course material best suited to the levels of the university students.

ESP is a goal oriented language teaching and this goal must be achieved only by the ELT practitioners. The only practical way in which they can understand the notion of special language is as a restricted repertoire of words and expression selected from the whole because that restricted repertoire covers every requirement within a well-defined context, task or vocation. Therefore, it is generally thought that an instructor / professors must have a working knowledge of the conceptual framework of the subject. This way the ESP practitioners will have the expertise and confidence to teach business specific contents, especially with the increase of business contents in BE textbooks.

One possible solution is team teaching or collaboration between language professor and subject professor. Besides, task based approach, content based approach and case study methodology approach should be tried and explored in the University of El Salvador. Here ESP teaching should be carried out by the collaboration of content professor. ESP practitioners can carry out ESP teaching scaffolding each other; the former provides the latter with methodology of language teaching while the latter makes the content meaningful, helping the ESP professor learn content knowledge.

Fluency in academic English is an inevitable skill for an ESP professor to be successful, because ESP teaching requires particular and sometimes special skills, such as dealing with input, handling skills work, answering questions on terminology, and listening to lectures and research presentation and seminar skills training. Therefore the main barrier to student and professor in comprehension of texts or in a collaborative teaching in ESP settings in general is the lack of subject knowledge. Language content and subject content of a given text, namely its surface structure and deep structure of it in Chomsky's (1965) terms, and content and formal schemes in terms of Anderson's(1984) Schema Theory are inseparable. For this reason the ESP profesor is supposed to have not only the knowledge of grammar but also content knowledge of the field.

2.17. The teaching of Reading for ESP

Effective reading is essential to succesfully acquire a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods is essential for providing effective instruction in reading. What is reading? Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

A reader approaches a text with a huge store of prior knowledge and experience, including preconceptions about the uses of spoken and written language. All of a person's prior knowledge, experience, and values are organized in categories, or schemata. Each category, or schema, is connected to many other schemata in a complex mental network. As he or she notices particular ideas or facts in a text, the reader matches that information with background knowledge and is able to construct a version of the text's meaning.

Researchers in text comprehension have applied an information-processing analogy to understand how people think, learn, and remember what they read. When a person reads, two aspects of this "human information processing system" continuously interact. When the reader focuses primarily on what he or she already knows, this is called a concept-driven or "top-down" mode.

On the other hand, when the reader relies primarily on textual features and information to comprehend, this is called a data-driven or "bottom-up" mode (Kintsch and van Dijk 1978; Rumelhart and Ortony 1977; Winograd 1977; Rumelhart, 1980). In other words, the reader is constantly noticing parts of the text and comparing that sample with what he or she already knows.

Reading is one of the skills that every learner should learn in the process of learning in order to communicate to other cultures. It is a skill that is best developed in association with the other skills such as writing, speaking, and listening. Even though there are some courses that may be labeled as reading courses, the students' goal will be best achieved by capitalizing on the interrelationship of skills specially the reading-writing connection since they cannot be separated. So this chapter is focused on how to teach reading for ESP, as well as is explained the definition, the nature, the importance or reading. On the other hand is described the reading strategies and reading macroskills, the reading principles and the type of classroom reading performance and the ESP reading material in relation with ESP approach.

2.17.1. The nature of Reading

Humans' beings invented reading only a few thousands of years ago, and with this invention human beings rearranged the very organization of our brain, which in turn expanded the ways we were able to think, which altered the intellectual evolution of our species. **(Wolf, 2007:3)**

2.17.2. The importance of Reading

Reading is a skill that allows people to enter to field of written language which is a complex language that differs in a big deal from spoken language as well as reading facilitates students' knowledge acquirement and facilitates the communication among people. Therefore, most scholars would agree that reading is one of the most important skills for educational and professional success (Alderson, 1984). In highlighting the importance of reading comprehension Rivers (1981:147) stated that "*reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language*" .Reading reinforces the learner's other language skills. Krashen (1981) confirms that those who read more, have larger vocabularies, do better on test of grammar and write better (Kim & krashen, 1997). Chastian (1988:218) while accepting the significance of reading for meaning claimed that all reading activities serve to facilitate communication fluency in each of the other language skills. According to Eskey (1988) , in advanced levels of second language the ability to read the written language at a reasonable rate and with good comprehension as long been recognized to be as oral skills if not more important

2.17.3. Definition of Reading

Reading is one of the four English skills that learners need to develop in order to communicate and acquire knowledge. In contrast to speaking, listening and writing; reading is different since learners have to deal with written language which is quite different from the spoken language.

"Reading is the process of receiving and interpreting information encoded in language from via the medium of print" **(Urquhart & weir, 1998: 22)** or "comprehension

occurs when the reader extracts and integrates variety of information from the text and combines it with what is already known"

2.17.4. Teaching reading for ESP

Teaching reading for ESP is a challenge for professors since it is quite different from GE because ESP reading focuses in to fulfill students´ specific needs in order to use it in their specific field. As Carrel (1988) assures that in high education or in other programs, which uses teaching subjects written in English, reading becomes the pioneer among all the other skills of the English language. Carrel, et al. (1989) also assure that the ability to read and comprehend the written text is considered as one of the most important factors of success in the university learning. El-Bashbishy (1993) indicated the importance of reading skills for the students who study English for specific purposes. She also indicated that it has been proved that reading is the most important skill needed for those students.

The aim of the ESP course is not to teach the content of the book or of that course, but to teach high-transfer skills that are only incidentally being developed through texts that are the same as or similar to those used on their content courses. As well as, it is important to establish the objectives of the course in these objectives have to be well defined exactly what professors expect the students to be able to do at the end of the course.

It is contended that the main differences between a regular ESL reading skills course and this type of ESP course are:

1- The use of authentic, non-simplified, directly relevant texts in their field of specialization.
2- A focusing on the students' immediate reading needs.

However, accepting the fact that reading skill is of great importance for all students, it is attached high importance for ESP learners, because their proficiency or deficiency in this skill would have a great effect on their future academic and professional progress. Students joining the different specifications at university are exposed to long texts which are written for native speakers of the language or for people who have good command of the language. From all what have been mentioned it is clear now that we should pay more attention to the

reading skill as it is the most important skill ESP students need for their future academic career.

2.17.5. Reading Strategies in relationship with ESP

Reading is an interactive process according to Grabbe (1991:385) the notion of reading as an interactive process refers to "*a kind of dialogue between the reader and the text*" The notion of reading as an interactive process evolved from the schema theory and is often termed top-down approach to reading. The reader is seen as able to draw simultaneously from a variety of sources to understand the text such as lexical, orthographic, schematic, semantic, syntactical, and visual (Davies, 1995). Goodman (1981:137) maintains that, "*… the goal of reading is constructing meaning in response to text. It requires interactive use of graphophonic, syntactic, and semantic cues to construct meaning*".

According to Brown (2001) recent research on teaching reading has shown that a combination of top-down and bottom-up processing or what has come to be called interactive reading which involves a combination of both process since those process are equally important. As it is mentioned by (Nuttall, 1996:27) who claims that in practice a reader continually shifts from one focus to another, now adopting a top down approach to predict probable meaning then moving to the bottom-up approach to check whether that is really what the writer says. Therefore, the use of an interactive approach is necessary to teach reading.

The bottom-up and top- down processing are strategies used by professors for teaching reading. An interactive model of reading posited by Grabbe (1991) usually refers to interplay of both bottom-up and top-down reading strategies (Block, 1992). Bottom-up strategies include decoding graphic features and grammatical characteristics, while top-down strategies include predicting, applying background knowledge and recognizing global text structure. The notion of top-down strategies is usually used in the literature to include both global strategies for processing the text as well as activating conceptual knowledge of the world (Carrell, 1985 Shih, 1992).

As Goodman´s (1970) mentioned and made a distinction between bottoms-up and top-down. He claims that in a bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose some sort of orders on these signals.

In addition there are ten strategies mentioned by (Brown, 2001) in which he emphasizes the mixture and use of both process the top- down and bottom-up process used for reading. Those mentioned strategies are presented at following:

1. Identify the purpose of reading (clearly identify the purpose in reading something so you will know what you are looking for)
2. Use graphemic rules and patterns to aid bottom-up decoding, especially for beginning level learners
3. Use efficient silent reading techniques for rapid comprehension (for intermediate to advanced levels)
4. Skim the text for main ideas (quickly running one's eyes across whole text for its gist) for prediction
5. Scan the text for specific information (quickly searching for some particular piece or pieces of information in a text)
6. Use semantic mapping or clustering (grouping ideas into meaningful clusters, helps readers to provide some order to the chaos)
7. Guess when you are not certain (guess a meaning of a word, guess a grammatical relationship, guess a discourse relationship, infer implied meaning, guess about a cultural reference and guess content messages)
8. Analyze vocabulary (look for prefixes, look for suffixes, look for roots that are familiar, look for grammatical contexts that may signal information, look at semantic context for clues)
9. Distinguish between literal and implied meanings
10. Capitalize on discourse markers to process relationships.

Moreover, the cognitive processes involved in processing a text cannot be ignored. Learners must be aware of two simultaneous ways of processing a text - top-down and

bottom-up. In top-down processing, learners use the prior knowledge to make predictions about the text. In bottom-up processing, learners rely on their linguistic knowledge to recognize linguistic elements vowels, consonants, words, expressions, etc. (Lingzhu, 2003).The fundamental process involved in the second language learning is transfer between L1 and L2 literacy skills (Carson, 1994). Transfer of skills is not automatic, but training students in learning reading strategies can facilitate transfer.

Anderson (1999) claims that " many professors now accept the view that reading is the result of a two way communication between the reader and the text , achieved through simultaneous processing (which involves word recognition, sound / spelling correspondence etc.) and top-down processing (which involves skills like prediction, inference etc.).

Grammar is often ignored because of many misconceptions about its role. According to Dudley Evans et. al. (1998), in reading, the learners grammatical weaknesses interfere with comprehension of meaning. Alderson (cited by Dudley Evans et. al., 1998) showed that poor reading in a foreign language is due to in part to poor reading in the L1, together with an inadequate knowledge of the foreign language. Learners need to reach a threshold level of language knowledge before they are able to transfer any L1 skills to their L2 reading tasks.

How do the reading interactive notions relate to ESP reading pedagogy? Grabbe's (1991) notion of reading as an interactive process implies that the ESP reader most probably has more limited content and formal schemata as well as less knowledge of language used in the text than the author has, thus, while an ESP reading course usually emphasizes building up student's knowledge of rhetorical structures and improving their knowledge of the target language. The gap in content schemata should not be ignored. The issue of ESP reading instructor as a content specialists rose in ESP literature (e.g. Robbinson, 1991). Grabbe's interactive model of reading dictates that ESP instruction should focus both on decoding language and on global reading strategies which (Duffy, 1988:763) defined them as *"plans for solving problems, encountered in constructing meaning"*. They can be taught to students and when taught strategies help student's performance on tests of comprehension and recall. Whereas, reading strategies indicate

how readers achieve a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (Block, 1986). Strategies are deliberate, cognitive steps that learners can take to assist in acquiring, storage, and retrieving new information and thus can be accessed for a conscious report (Anderson, 1991).

2.17.6. Macro skills for reading

There are a variety of techniques that can be applied by professors in the classroom to help students achieve a better reading performance and also to help training theirs reading skill. Defining the purpose of reading is closely related to the main types of reading recognized as essential by most language teachers: scanning, skimming, and intensive reading. Their use depends on the purpose of reading or the skills their want to emphasize.

When a reader decides whether to read a text at all or which parts to read carefully, scanning technique is useful for developing reading skills. So, scanning is a kind of quick but not thorough reading that involves finding a particular piece of information important to decide on a document with a wider content. Knowledge of the organization of the text helps students to quickly find information. As scientific books have an index in the end, knowing how to use this indicator helps students to easily find what they are asked to look for. This can be widely used in comprehension exercises, for grammar and vocabulary purposes, etc

Skimming is a quick reading of the text to draw a general idea of its subject. A student can take a quick look at titles, subtitles, or underlined words in bold or italics to mark the introduction of new concepts. It is important to note that scientific texts follow certain techniques to make reading easier at all levels. For example, most textbooks use headings and subheadings to indicate the main ideas and sub points. They also use number systems in accordance with these divisions. Skimming a text can be made easier if students become aware of the overall organization, layout, and details used in science books to facilitate reading. Below are listed some of the issues suggested by various researchers to which the students may be exposed to facilitate skimming:

1. Study of the organization of a textbook as a whole studying the table of contents.

2. Study of the organization of each chapter and alignment of information by identifying the method(s) used by the author to present ideas.

3. Study of the use of colors in a textbook.

4. Search for information located in the quad.

5. Study of the use of capital letters, italics and bold.

Intensive reading is used best if preceded by skimming. Skimming a text presents students with the whole. In intensive reading focus is on details that support the main issues derived from the skimming level. Scientific writing is characterized by conciseness, and because the concepts are interrelated and dependent on each other sometimes it can be difficult to read, understand and connect ideas in a scientific text. On the other hand Extensive Reading is often used as a practice with university students to help them increase their vocabulary and reading skills. Alan Maley deals comprehensively with extensive reading and presents the following list of factors or principles for successful extensive reading based on previous lists provided by Richard Day and Philip Prowse:

- Students read a lot and read often.

- There is a wide variety of text types and topics to choose from.

- The texts are not just interesting: they are engaging/ compelling.

- Students choose what to read.

- Reading purposes focus on: pleasure, information and general understanding.

- Reading has its own reward.

- There are no tests, no exercises, no questions and no dictionaries.

- Materials are within the language competence of the students.

- Reading is individual, and silent.

- Speed is faster, not deliberate and slow.

- The professor explains the goals and procedures clearly, then monitors and guides the students.

- The professor is a role model…a reader, who participates along with the students.

There are some benefits of using extensive reading such as:

- Enhanced language learning in such areas as spelling, vocabulary, grammar, and text structure.
- Increased knowledge of the world improved reading and writing skills.
- Greater enjoyment of reading.
- More positive attitude toward reading.
- Higher possibility of developing a reading habit.

The key to a successful reading program is a good balance between Intensive Reading, Extensive Reading, the development of vocabulary, and work on reading skills and strategies.

Study Skill:

1. Utilizing a dictionary:

a) Alphabeticized system.

b) Pronunciation key.

c) Homographs / Homophones.

d) Parts of speech markers.

e) Cross-reference.

f) Syllabification.

2. Utilizing the textbook:

a) Indices

b) Appendices

c) Footnotes

d) Bibliography

e) Tables and Diagrams

      Reading skills*: textbook and professional Journal.*

1) Skimming a chapter for main points.
2) Scanning a text for special references.
3) Close reading. Critical understanding of

a) Complex sentences and sentences connections.

b) Paragraphs (topic sentence, main idea, etc.).

c) Passages (drawing conclusions, making inferences, facts vs. opinions, predicting outcomes, etc.).

4) Vocabulary comprehension from:

a) Word structure (roots and affix).

 b) Context (restatement, explanation, example, definition, inference, situation, grammar, punctuation, etc.).

2.17.7. ESP Reading Material

      ESP professors are expected to provide students with appropriate reading material. Selecting reading material for the ESP class is a challenge for them as it involves a lot of preparation and study, a lot of searching and thinking, as well as student's involvement in the material selection process. Regardless of the textbook used in the reading program, the English professors often find it necessary to use additional readings as supplements. The selection of an appropriate reading passage is very important and not an easy thing to do because developing a reading program runs into several steps of defining: the purpose of reading, the cognitive level of understanding, and the appropriate level of difficulty and the appropriate length.

It is clear that as the number of the unknown lexical items in a reading passage increases, the more difficult it is for students to read it with comprehension. However, lexical knowledge is among the most controversial factors in selecting a reading passage. Its controversial nature derives from two issues involved with lexical knowledge.

- The first concerns how to determine the degree of difficulty of the vocabulary of a reading passage.
- The second is the number of unknown words that is acceptable in a reading passage. It might be difficult to find authentic texts in which the quantity of unknown lexical items is very small. As regards efficient readers, the passage must contain unknown words taking into consideration their reading abilities, the goals of the reading course, and the objectives of the particular lesson. Along with lexical knowledge, background knowledge is very important in the readability of a text. The more readers know about a particular topic, the more quickly and accurately they can read it. It plays a key role in the comprehension of an ESP reading passage by intermediate and advanced learners as university students usually are. The selected material must be related to the student's real world reading purposes, the students can see that it is relevant for their careers. The purpose is to lead the students to understand that the reading process will contribute to their knowledge, and that they can actually learn something new from the texts which will also serve them in their future education.

The material used for ESP classes should be authentic or not has been widely questioned by those who advocate the use of porfessor-made material. The rationale for selecting authentic material may include the following:

- Students need to be able to comprehend real life language.
- Professors can take advantage of the grammatical aspects found in the texts.
- Students will be prepared to read any type of text.
- Simplification of language does not ensure comprehension.
- Students can be provided with different strategies to ensure a better comprehension.
- It is better to simplify the reading process, rather than the text.

On the other hand, there are researchers and practitioners who consider that professors should create their own reading material or adapt existing ones. Researchers such as Lotherington-Woloszcyn and Cray justify the adaptation of reading material in order to satisfy students' needs. The reasons that they have provided for the use of simplified texts are as follows:

- Adapting material can make them accessible, interesting and informative.
- Attention should be given to what the learners find easy and interesting.
- If the text is poorly presented, it can always be improved.
- Professor-created materials are based on authentic texts.

Professors have to analyze the advantages and disadvantages of using both commercial and professor-made material; in this way they can make informed decisions with the purpose of helping the students benefit the most from the teaching-learning process. The most common mistake of inexperienced professors is to select a passage that is too long. If students are unable to finish the reading passage, the lesson is not successful; the students become frustrated and often blame themselves, feeling that they are poor readers.

The most important factor in selecting a reading article is interest. Carrell (1984) states: "First, reading professors should use material the students are interested in, including material self-selected by the students". We all know how boring a class might become when there is nothing interesting or new to find in what you are reading. ESP professors should pay attention to the material the students read in their first language as well as consult specialists of the area about this. As Richard Day pointed out "When the topic of a passage is not of interest to students, their motivation to read is substantially lessened; the topic of a reading article is also an important factor to consider. Professors may feel that a wide variety of topics could be helpful to maintain student interest and motivation.

In the development of teaching material for reading it is necessary the use of authentic material in order to bring into the classroom the target language, even though authenticity of reading material presents serious difficulty to students because no concessions are made to foreign learners who encounter non-simplified content (Harmer, 2001). Reading

authentic material can be extremely de-motivating for students, and negative expectations of reading are often due to previous unsuccessful experiences (Harmer, 2001).

2.17.8. Principles for designing interactive reading techniques

There are some principles that professors should take into account when designing a syllabus with the purpose to enhance the reading skills. According to Brown (2001, p. 315), professors should follow some principles for designing interactive reading techniques, such as do not overlook the importance of specific instruction in reading skills; also professors should use techniques that are intrinsically motivating. Furthermore balance the authenticity and readability in choosing texts. Also encourage the development of reading strategies it might include the use of both bottom-up and top-down techniques. Besides that there should be encouraged the use of SQ3R sequence. It is necessary subdividing the techniques into pre-reading, while-reading and after-reading phases.

Finally, everything should be evaluated by building some evaluative aspect to the reading techniques applied in the classroom with the purpose to check the advances of the learners and make some improvements if necessary.

2.17.9. Types of classroom reading performance

There are techniques that can be applied by professors in the classroom in order to help students to achieve a better reading performance and also to help training theirs reading skills.

Among those types of reading strategies there is oral and silent reading which basically consist of asking students to read loudly or silently depending on the skills that the professors want to emphasize. Orally reading can be helpful in many ways to improve the student´s reading skills but also can be useful as an evaluative checking instrument on bottom up processing skills; double as pronunciation check; also serve to add some extra student participation if you want to highlight a certain short segment of reading passage.

Furthermore, for advanced levels orally reading can be used with these purpose to enhance students readings skills, even though it might have some disadvantages such the ones as following: oral reading is not a very authentic language activity; while one student

is reading a passage, others can easily lose attention (or be silently rehearsing the next paragraph); besides that, it might have the outward appearance of student participation when in reality it is mere recitation.

Another type of reading is intensive reading and extensive reading which a classroom is usually an oriented - activity in which students focus on the linguistic or semantic details of a passage.

- Intensive Reading calls students´ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

- Extensive Reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, or essay, etc.) most Extensive Reading is performed outside of class time. Pleasure reading is often extensive. Technical, Scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning of passages.

Reading is an important tool that ESP professors and learners must consider to take into account in the teaching-learning process. If the ESP professors want to carry out a successful course it is important to take into account the different principles and reading strategies as well as emphasizing the reading macro skills. But as it was mentioned before the reading is an English skill that works better in association with writing. Therefore, there should be a close relation between these skills. Also it is necessary that ESP professors choose adequate authentic material in order to please students´ needs. Furthermore it is necessary to trained students´ macro skills such as skimming, scanning, predicting, extensive reading, and intensive reading with the purpose to enhance students´ reading skills and at the same time improve students´ overall performance in their academic field.

CHAPTER 3

3.   METHODOLOGY

3.1.DESCRIPTION OF THE METHODOLOGICAL PROCEDURE

This research project describes how the ESP Approach was used in English level 02 of the Bachelor of Arts in Library Sciences in the Literature Department. The type of this investigation was a descriptive study with the use of a mixed method. This research used the folloging instruments: two quantitative instruments; class observation using an observation guide, and administration of questionnaire to the students. One qualitative instrument was the interview to the professors.

Then, the first instrument was the observation guide that was handed in the classroom; the aim was to observe students and professors attitudes while occurring in real context and real time. In addition, it was observed the way how professors applied the ESP Approach in the classroom. The observation guide was analyzed through a quantitative analysis using SPSS (Statistical Package for the Social Sciences) which is a statistical software program to show with a Likert Scale the application of the ESP Approach by the professors in the classroom.

The second instrument was the students' questionnaire used with the purpose to get students' opinions about the English course. The questionnaire was filled out by fourty-one students and designed with a Likert Scale, and in the end of the questionnaire an open question was included to obtain students qualitative opinions about the contents and performance of the class. This instrument was analyzed with the SPSS statistical software

program to show students´ perceptions about the English course. Finally, the last question was analyzed with a qualitative analysis.

The qualitative technique was developed through a professor's interview to two professors of the English level 02 classes. The interview contained twelve open questions which were divided into four parts about the application of the ESP Approach, and usefulness for students' learning, contribution for students, students' skills, and students´ needs. The interviews were carried out from September 10th to September 12th, 2014. Finally, the analysis of the results was done trough a content analysis by doing a transcription of the interview and then interpreting the opinions of the professors.

3.1.1. Research Population

The research population was 47 students from the English level 02 from the Library Sciences in the Literature Department at the University of El Salvador, term II / 2014.

3.1.2. Research Sample

From the two groups of English level 02, was taken a probabilistic sample that consisted of forty-two students. It was taken with the following statistical formula:

$$N^1 = \frac{S^2}{V^2} = \frac{P(1-P)}{V^2} = \frac{0.9(1-09)}{(0.015)^2} = \frac{0.9}{0.000225} = 400$$

Margin of error = 0.9

Adjusting

$$n^1 = \frac{n^1}{1+n^1/N} = \frac{400}{1+400/47} = \frac{400}{9.5106383} = 42$$

Total sample =   42

Calculate strata

$$Fh = \frac{n}{N} = \frac{42}{47} = 0.89361702$$

Group I =   24X 0.89361702 =   21

Group II =   24 X 0.89361702 =   21

N = 47   n =   42

Sample strata

Group II   =   21
Group II   =   21

Systematic selection

$$K = \frac{N}{n}$$

$$K = \frac{47}{42} = 1$$

Interval of systematic selection =   1

This kind of methodology, which the scientists called mixed- method, is based on the combination of quantitative and qualitative method. Therefore, the intention of this research was to provide reliable findings, using adequate instruments in order to find out the way how the ESP Approach is applied and the usefulness on students´ learning in the Bachelor of Arts in Library Sciences in the Literature Department.

CHAPTER 4

4. TYPE OF STUDY

It has been determined that in the research field of the human behavior exist four types of study, which are classified as descriptive, explorative, explicative and correlational.

This research is classified like descriptive with the goal of specifying important properties of people, groups, communities or any phenomenon that is submitted to analysis (Dankhe, 1986). Therefore, this research describes and finds out the application of the ESP Approach and its usefulness on students´ learning in the Bachelor of Arts in Library Sciences.

This research describes how the Library Sciences professors apply the ESP Approach in the classroom and its contribution on students´ learning. As well as, to find out what skills students mostly develop by the use of ESP Approach in the English level 02 classes.

Finally, this research was centered in identifying how the ESP Approach in the English level 02 classes fulfills students` needs in terms of Library Sciences.

CHAPTER 5

5. HYPOTHESES

5.1. General Hypotheses

The application of the ESP Approach is useful for students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador.

5.2. Specific Hypotheses

5.2.1. Specific Hypothesis 1

Hi. The Library Sciences professors' application of the ESP Approach in the classroom contributes to the students´ learning process.

Ho. The Library Sciences professors' application of the ESP Approach in the classroom does not contribute to the students´ learning process.

5.2.2. Specific Hypothesis 2

Hi. ESP learner acquires one or more than one skill in terms of ESP knowledge in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.

Ho. ESP learner does not acquire one or more than one skill in terms of ESP knowledge in the subject English level 02 in the Bachelor of Arts in Library Sciences in the Literature Department.

5.2.3. Specific Hypothesis 3

Hi. The ESP Approach in the English level 02 subject fulfills students' needs in terms of Library Sciences.

Ho. The ESP Approach in the English 02 subject does not fulfills students' needs in terms of academical   field

5.3. Matrix of congruence between hypothesis and objectives

General Objective

To find out the application of the ESP Approach and its usefulness on students´ learning in Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador
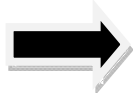
General Hypothesis

The application of the ESP Approach is useful for students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador

Specific Objective 1

To describe how the Library Sciences professors apply the ESP Approach and contribution on students´ learning
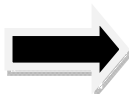
Specific Hypothesis 1

The Library Sciences professors' application of the ESP Approach in the classroom contributes on students´ learning.

Specific Objective 2

To find out what skills students are mostly developed using ESP Approach in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department
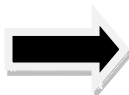
Specific Hypothesis 2

ESP learner acquires one or more than one skill in terms of ESP knowledge using ESP Approach in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.

Specific Objective 3

To identify how the ESP Approach in the English level 02 subject fulfills students` needs in terms of Library Sciences.

Specific Hypothesis 3

The ESP Approach in the English level 02 subject fulfills students' needs in terms of Library Sciences.

CHAPTER 6

6. RESEARCH DESIGN

This research was based on a non-experimental research because there was not any situation created.

Then, there were real situations that already existed and required to be observed only. It means this research was made without manipulating deliberately the variables.

To carry out this research the transactional descriptive design was chosen because it gives an idea about the state of one or more variable in one or more group of people or things.

The process consisted in measuring in a group of people or things, one or more variables and give their description.

CHAPTER 7

7. POPULATION AND SAMPLE

7.1. Population

This study took place at the Literature Department of the University of El Salvador, on semester II, 2014. The population was the students from the career in the Bachelor of Arts in Library Sciences taking the class English Level 02, group 02 and group 03.

7.2. Sample

From the two groups of English 02, a probabilistic sample was taken (a probability sampling is any method of sampling that utilizes some form of random selection).

For a probabilistic sample is necessary: to determine the sample size and to select the sample elements randomly.

This sample was taken randomly from some students of each group and the number of students used as a sample was defined after applying a statistical formula with the purpose of being obtained a reliable data that could be generalized from the whole population.

The sample obtained by the statistical formula was 47 students in the process as follows:

Group 02	23 students
Group 03	24 students
N=	47 students

$$N^1 = \underline{\frac{S^2}{V^2}} = \underline{\frac{P(1-P)}{V^2}} = \underline{\frac{0.9(1-09)}{(0.015)^2}} = \underline{\frac{0.9}{0.000225}} = 400$$

Margin of error = 0.9

Adjusting

$$n^1 = \underline{\frac{n^1}{1+n^1/N}} = \underline{\frac{400}{1+400/47}} = \underline{\frac{400}{9.5106383}} = 42$$

Total sample = 42

Calculate strata

$$Fh = \underline{\frac{n}{N}} = \underline{\frac{42}{47}} = 0.89361702$$

Group 02 = 24X 0.89361702 = 21

Group 03 = 24 X 0.89361702 = 21

N = 47   n = 42

Sample strata

Group 02   =   21
Group 03   =   21

Systematic selection

$$K = \underline{\frac{N}{n}}$$

$$K = \underline{\frac{47}{42}} = 1$$

Interval of systematic selection = 1

CHAPTER 8

8. DATA GATHERING PROCESS

8.1. Data gathering plan

8.1.1. Questionnaire instrument

The questionnaire consisted of a series of 23 questions related to the ESP Approach. The types of questions were close ended using a Likert Scale (Ranking and Ordinal Scale) with a series of categories for the students´ answer. The measurement of each item is an ordinal scale. The research team administered the questionnaire to some students who answered questions related to the current context.

8.1.2. Observation instrument

This is a quantitative non-experimental research study which consisted of observing how the professor managed, applied and identified the real students' needs in the Library Sciences field. The observation guide was designed to collect consistent, objective, reliable information on ESP Approach performed in the subject English level 02. The Data were generated from a series of observations during the period of one month from August 13th until September 13th.

8.1.3. Interview instrument

The interview was gotten information about how the professors applied and taught the ESP Approach, and how they fulfilled students' needs in the Library Sciences field. The interview contained twelve open questionns which were divided into four parts: 1. The application of the ESP Approach and its usefulness for students' learning. 2. Teachers' application of the ESP Approach and its contribution on students' learning. 3. ESP learner's skill acquired in terms of ESP knowledge with the use of ESP Approach. 4. The ESP Approach fulfills students' needs in terms of academic field. The interview was carried out on 10 and 12 September 2014.

CHAPTER 9

9. DATA ANALYSIS

9.1. Analysis of the results from the questionnaire

The questionnaire was designed with the purpose to obtain students' perceptions of the Bachelor of Arts in Library Sciences in the Literature Department and also to reflect what the students express about the skills developed in the English language, about the communicative competence in the academic and professional performance.

The statistical procedure used to analyse the data collected was the application of the simple statistical formula and a program of statistical software for code information and display it in graphics. This procedure was used to carry out the "SPSS which is the program for the study of creation and deployment (IBM SPSS Data Collection), data mining, text analytics and statistical analysis". This programme was useful for the process of data analysis.

9.1.1. Univariate Analysis

The data analysis process is presented in the Univariate Analysis that evaluates the results of each question separately one by one in order to find the answers to the research question and hypotheses of the general topic.

9.2.QUESTIONNAIRE INSTRUMENT ANALYSIS

Graphic 1
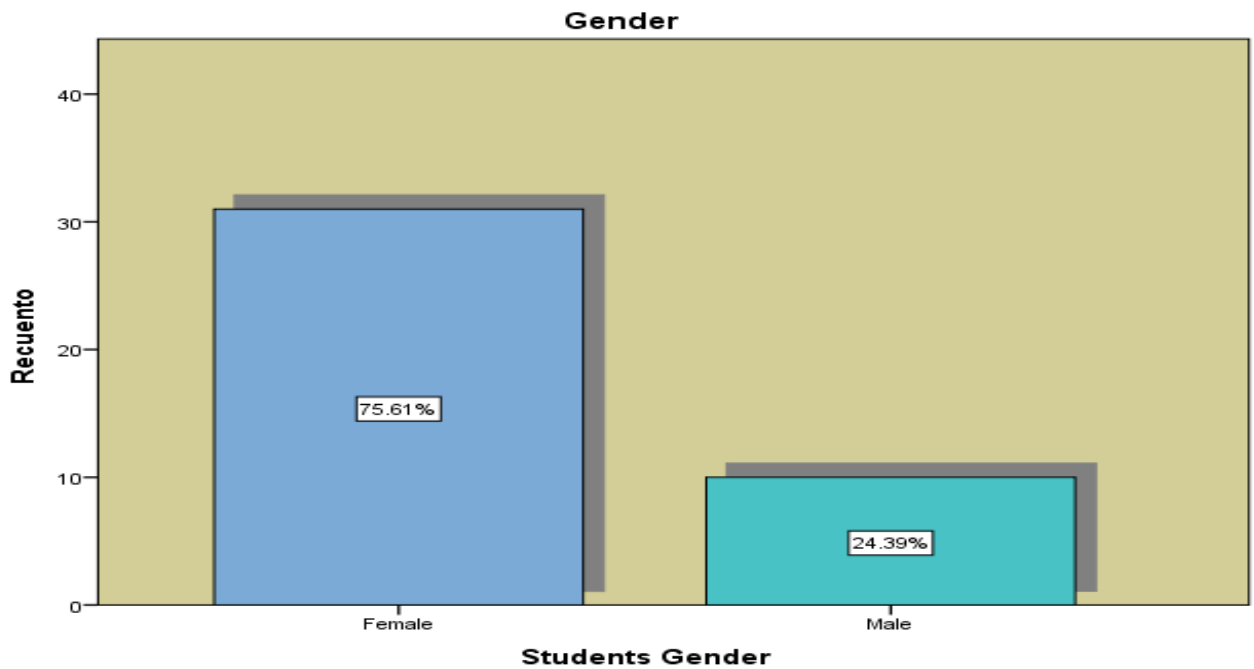
(**Source:** Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The graph shows that a 75.61% of the students in the class of English 02 were women and a 24.39% of the students were men. It means that at the University of El Salvador there was a tendency in women to study this career.

Graphic 2
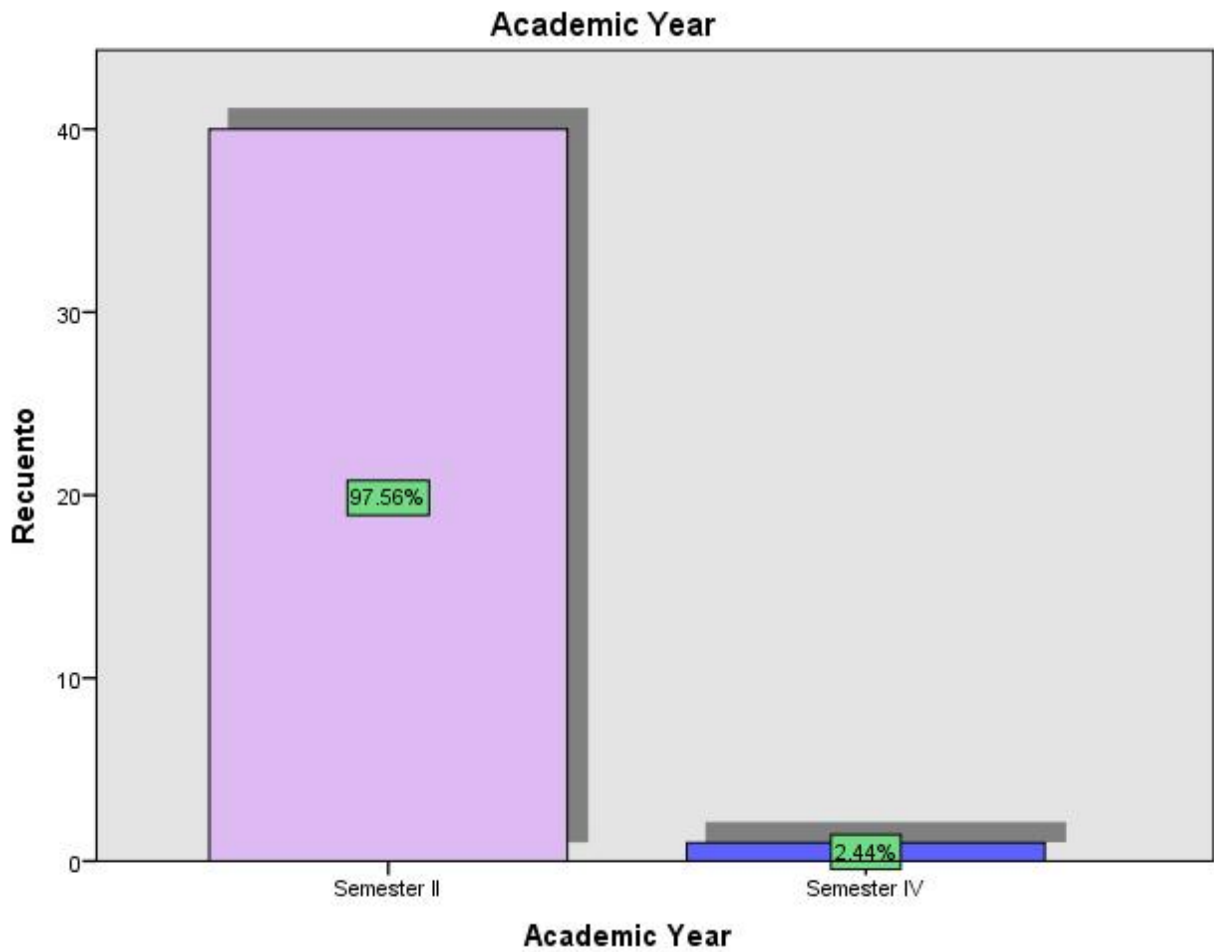
Academic Year

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

As shown in the graph, 97.56% of the students of the English class 02 and 03 were studying the second semester. While a 2.44% of the students were studying the fourth semester. It means that the majority of students who were pursuing their subjects according to the established curriculum had completed their academic units.

Graphic 3
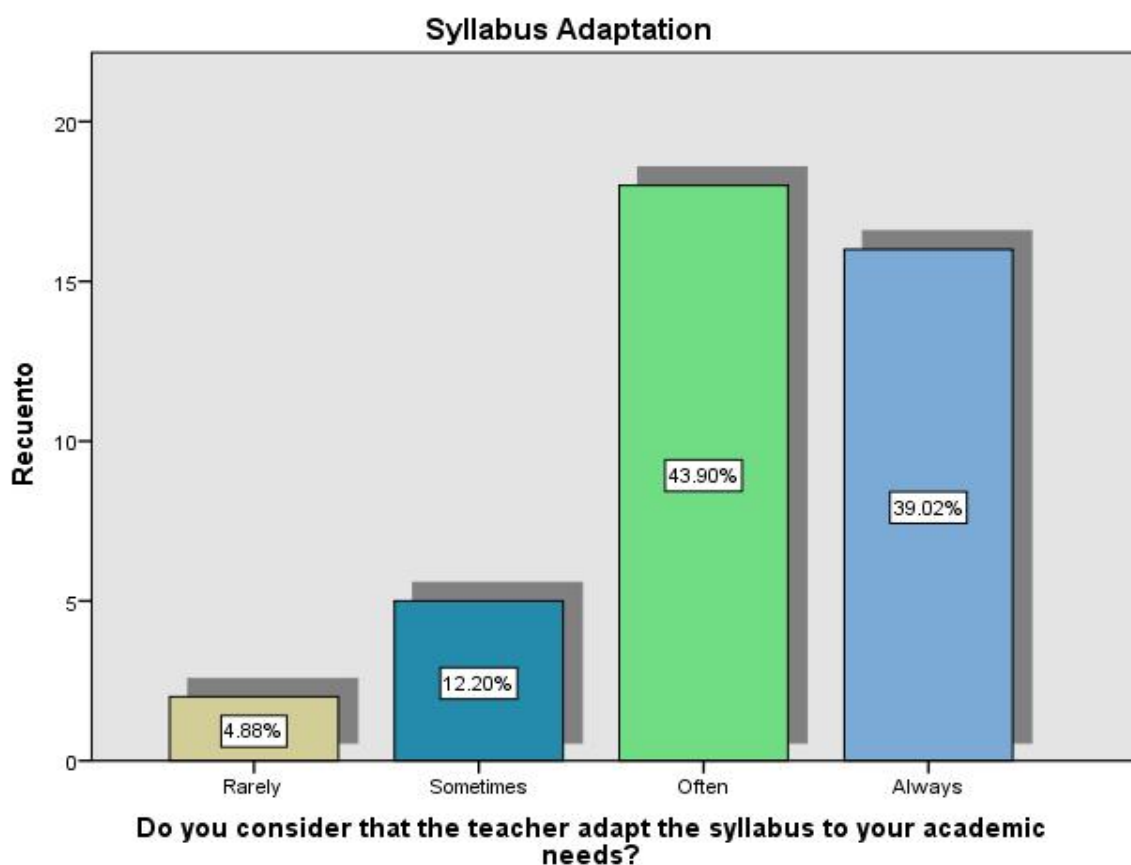
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

In this question were asked students their perceptions regarding the kind of English and if professor adapted the program according to their academic needs in relation to Library Sciences. The students argued that the professor frequently adapted the contents of the program to their academic needs. On the other hand, a 4.88% of the students highlighted that the professor rarely suitable curriculum to their academic needs. This shows that the perception of students was oriented to General English but not to an ESP Approach.

Graphic 4
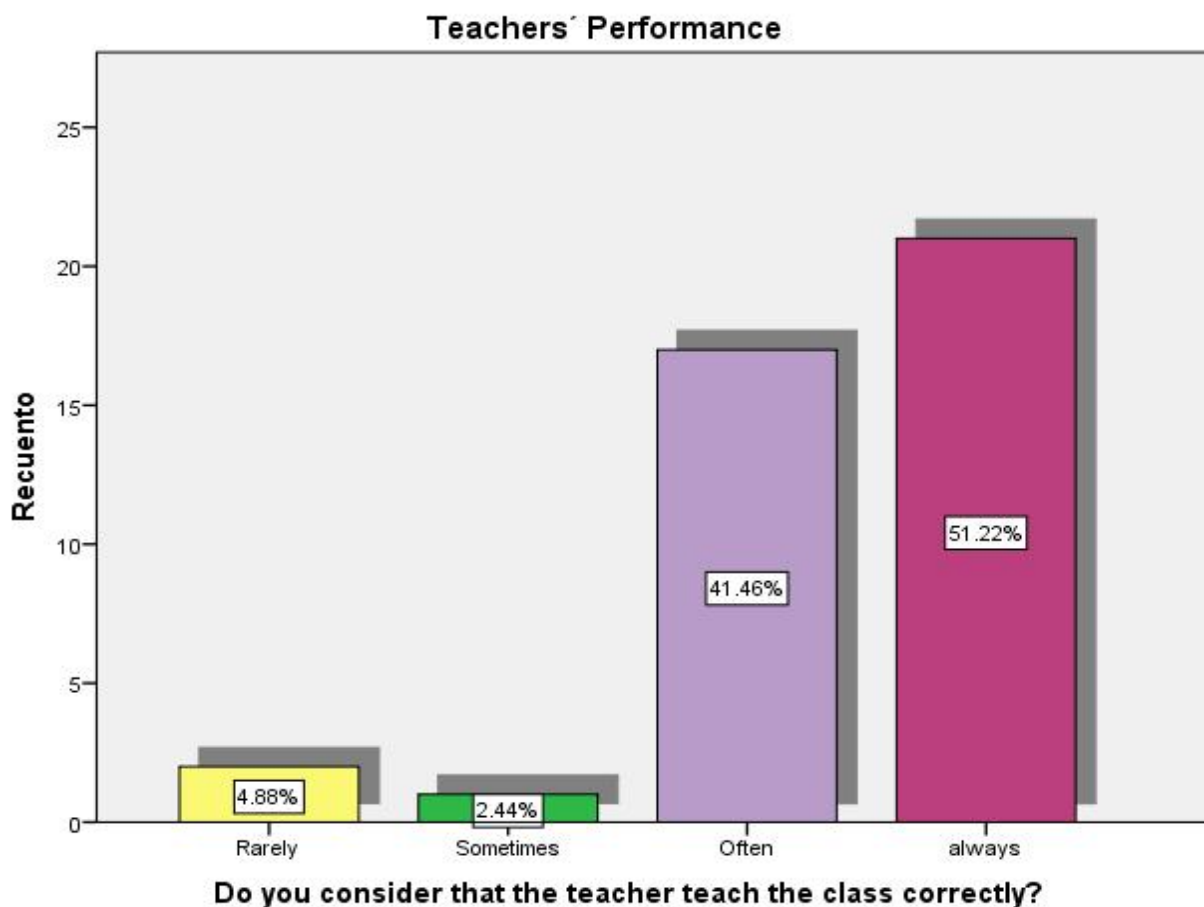
Teachers´ Performance

Do you consider that the teacher teach the class correctly?

Analysis

According to this graph the 51.22% of the students indicated that the professors always taught the class in a correct way. In contrast with a 2.44% of the students who said that professors sometimes taught the class properly. It means that the professor's performance was an aspect of great importance because this created a feeling of well-being and comfort when the professor was engaged correctly.

Graphic 5
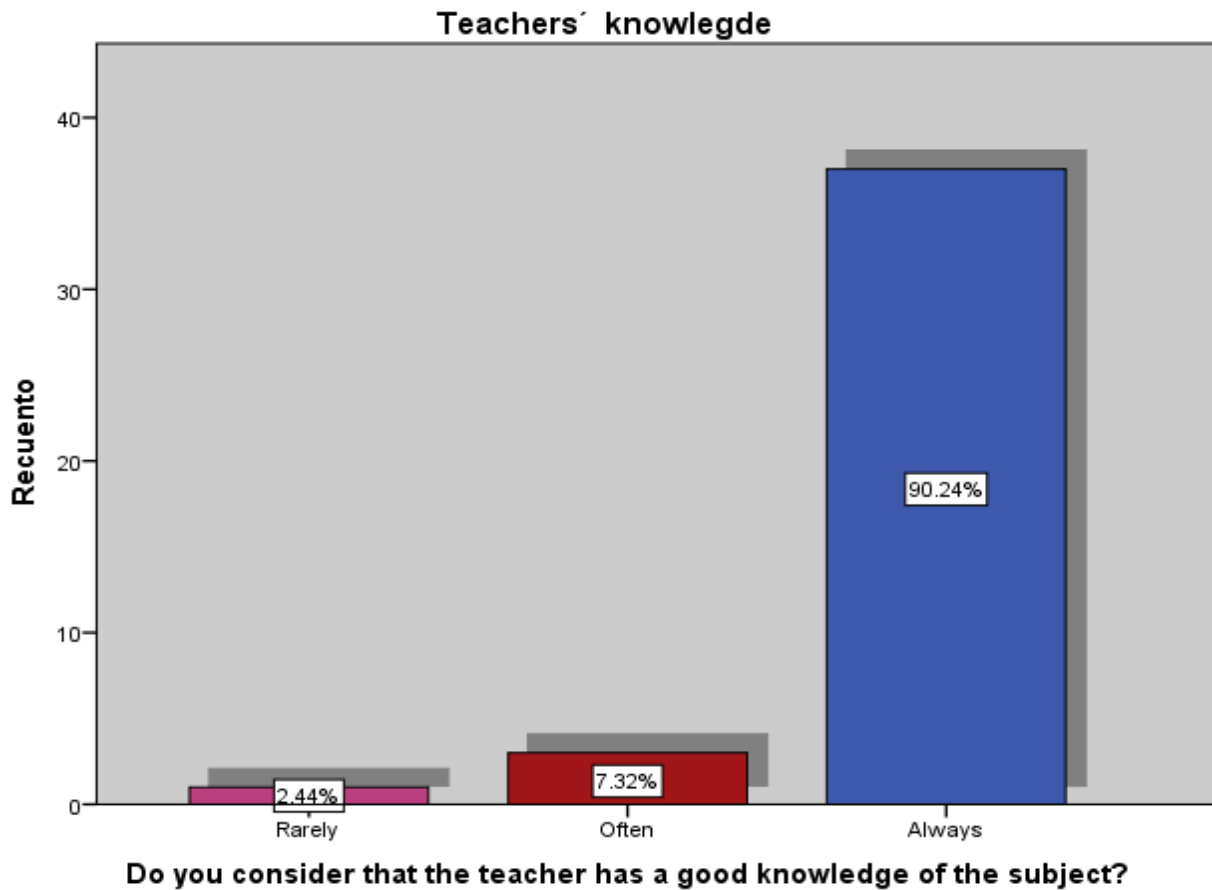
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

With regard to this graph a 90.24% of the students considered that the professors had a good knowledge and handling of the issue. While a 2.44% of students considered that the professors did not have a good knowledge. According to the students' opinions the professors possessed a good knowledge in terms of Library Sciences.

Graphic 6

Language Use

Do you consider that the English subject is useful for your major?

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

As shown in this graph an 80.49% of the students considered the English at any time useful for their career. On the other hand a 2.44% of the students considered that English was really useful. It is clearly stated that the majority of students were agreed that English was useful in their academic field to have better job opportunities.

Graphic 7
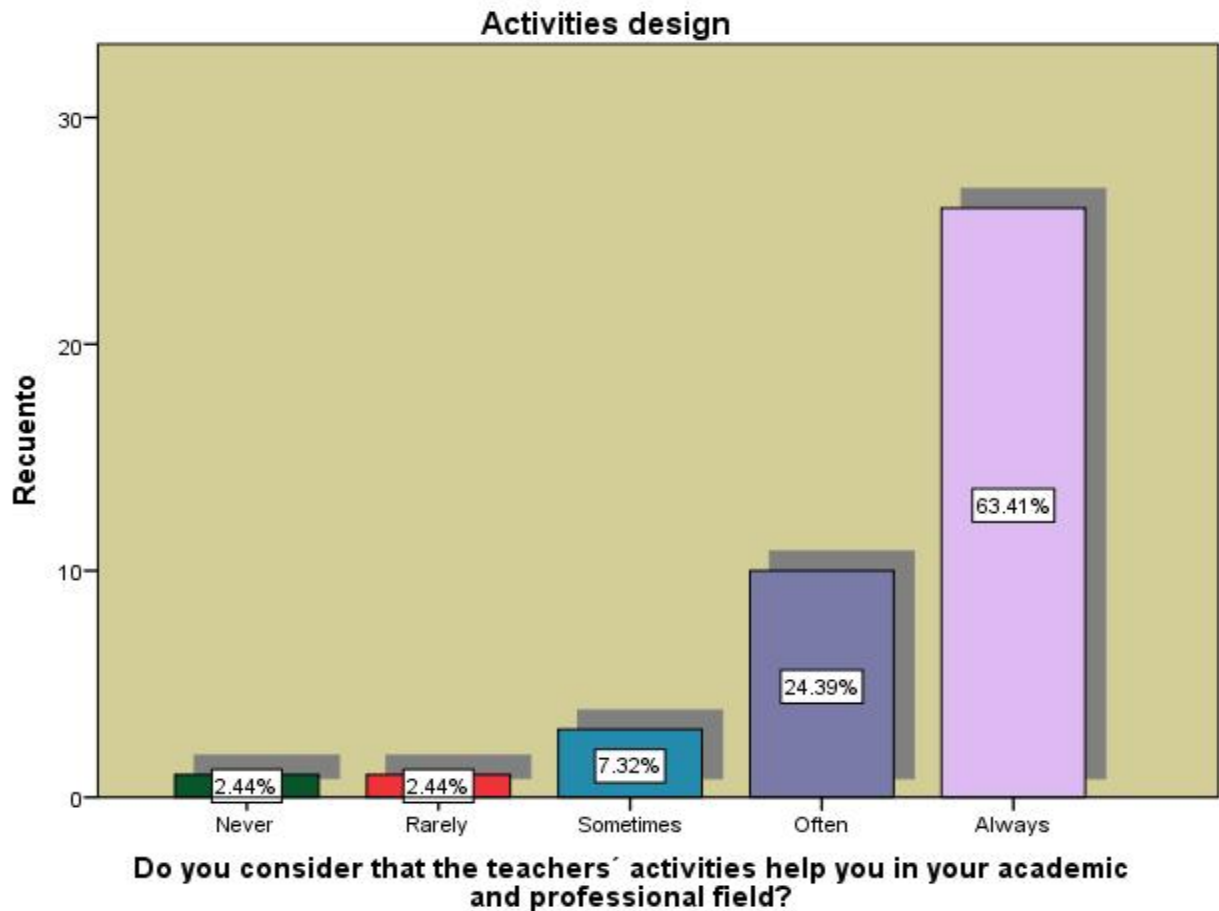
Activities design

(Chart showing "Recuento" on y-axis (0 to 30) with responses to: "Do you consider that the teachers´ activities help you in your academic and professional field?")

- Never: 2.44%
- Rarely: 2.44%
- Sometimes: 7.32%
- Often: 24.39%
- Always: 63.41%

Analysis

In this question were asked the students if the professor's activities in the class helped them in their academic and professional field. A 63.41% of the students considered that the professor's activities always helped them. In contrast to 2.44% of the students did not consider them useful. The results gotten in this question were based on the students' perceptions, which is to say that the activities that the professors developed in their classes were useful for the students.

Graphic 8
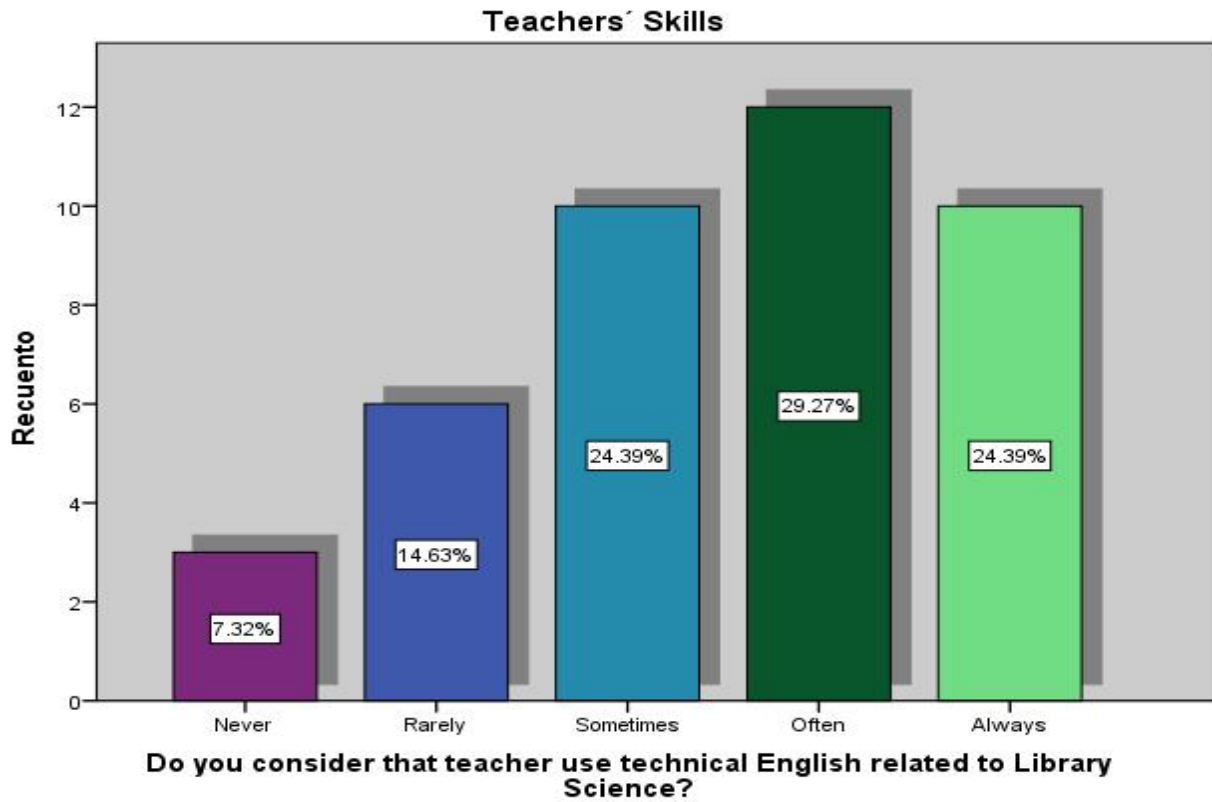
Teachers´ Skills

Do you consider that teacher use technical English related to Library Science?

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

      The results indicated that a 29.27% of the students said that the professors often used Technical English related to Library Sciences. While a 7.32% of the students considered that the professors did not. This means that the majority of the students realized that the professors often used Technical English in their classes.

Graphic 9
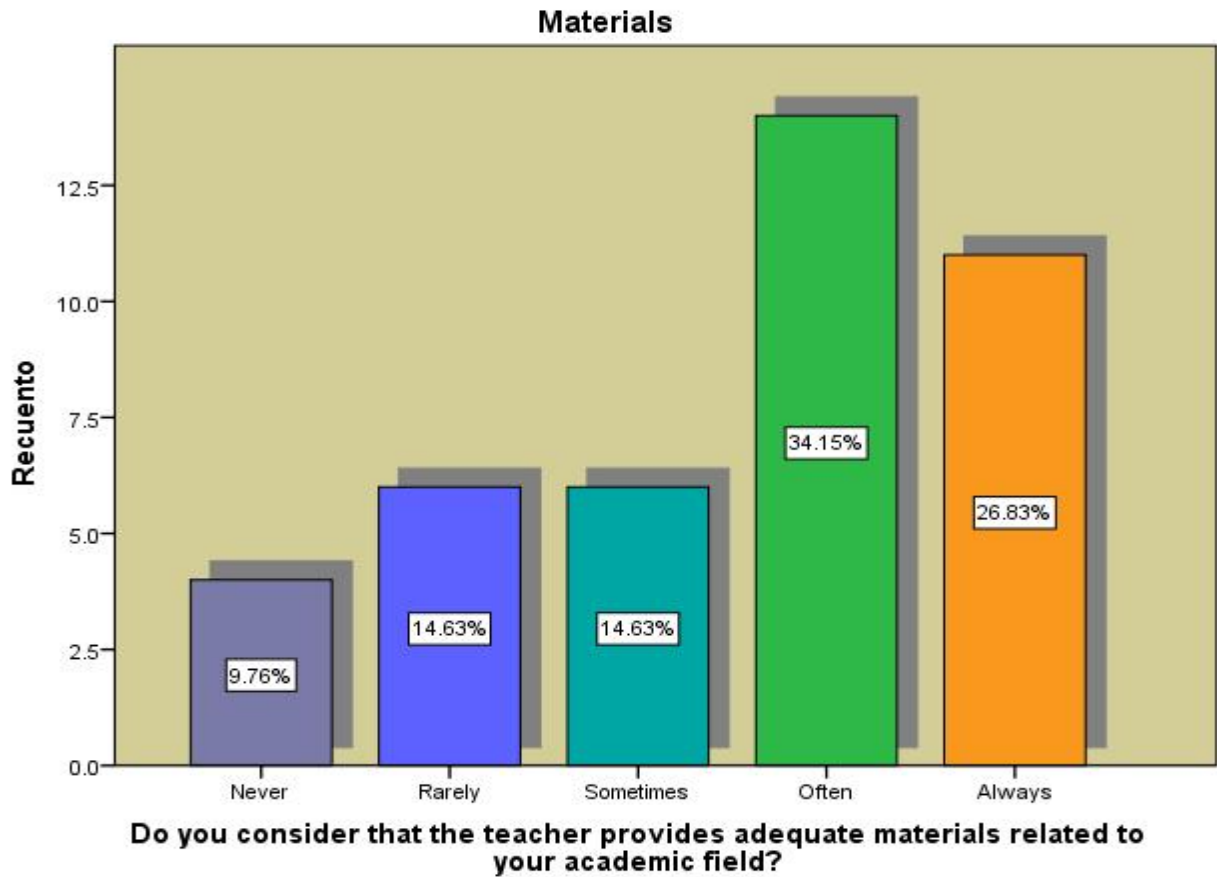
Materials

Do you consider that the teacher provides adequate materials related to your academic field?

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

As shown in the graph a 34.15% of the students considered that the professors provided appropriate material related to their field of work. On the other hand, a 9.76% of the students said that the professor never provided appropriate material. It is clear that the use of appropriate material could improve the students' motivation and at the same time could improve their learning process.

Graphic 10
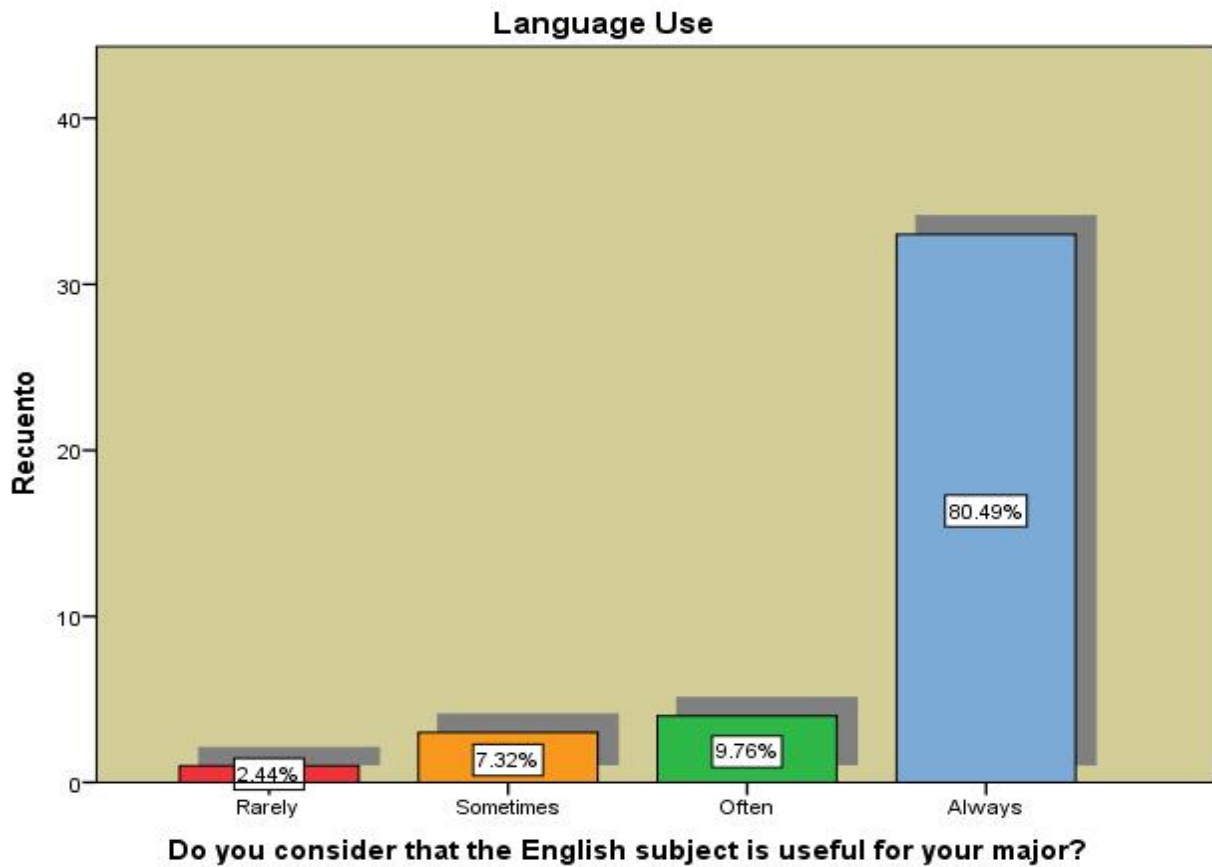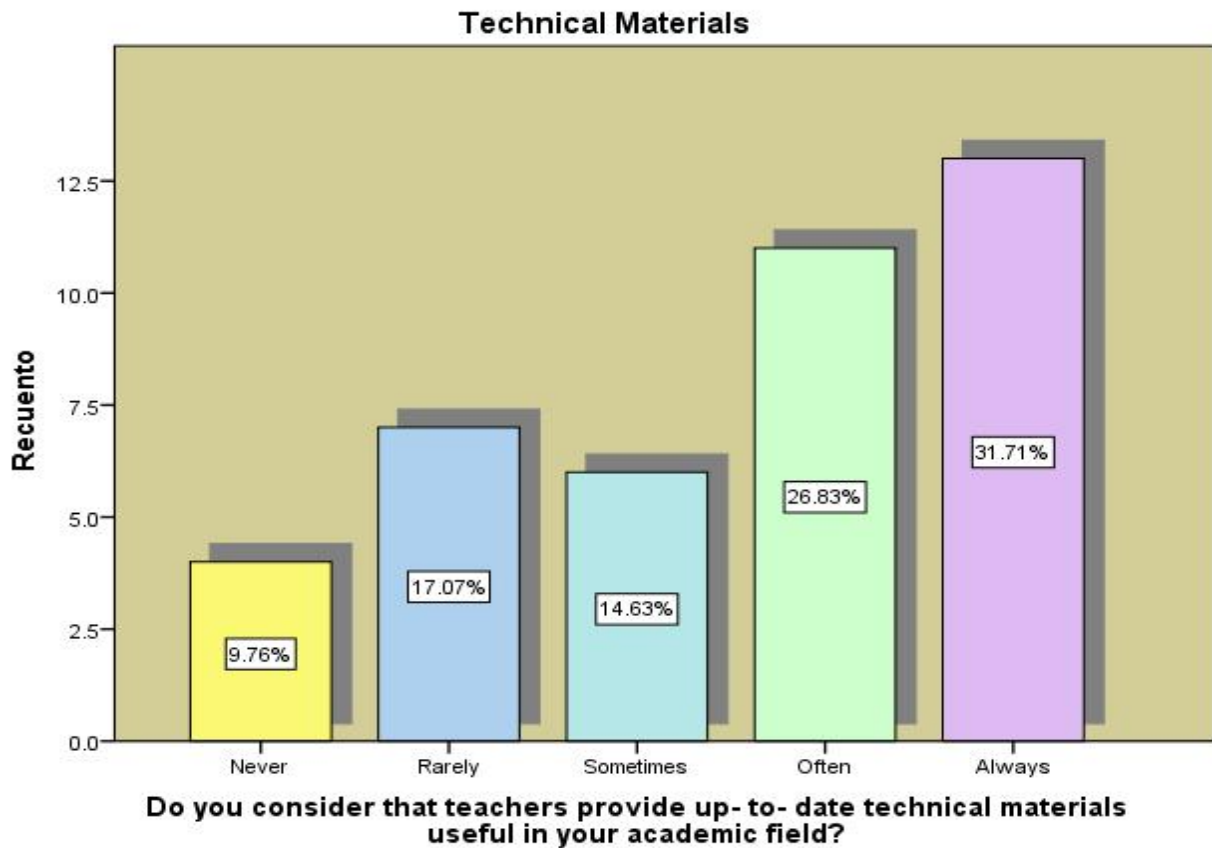
Technical Materials

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The results show that a 31.71% of the students considered that the professors were updated in their technical material and those were useful in their academic field. While a 9.76% of the students said that the professors were never updated. Although the majority of students considered that the professors always provided up-to-date technical material and that material could be seen by the students in the class because the professor used it. However, the technical material was out of date and was not related to Library Sciences.

Graphic 11
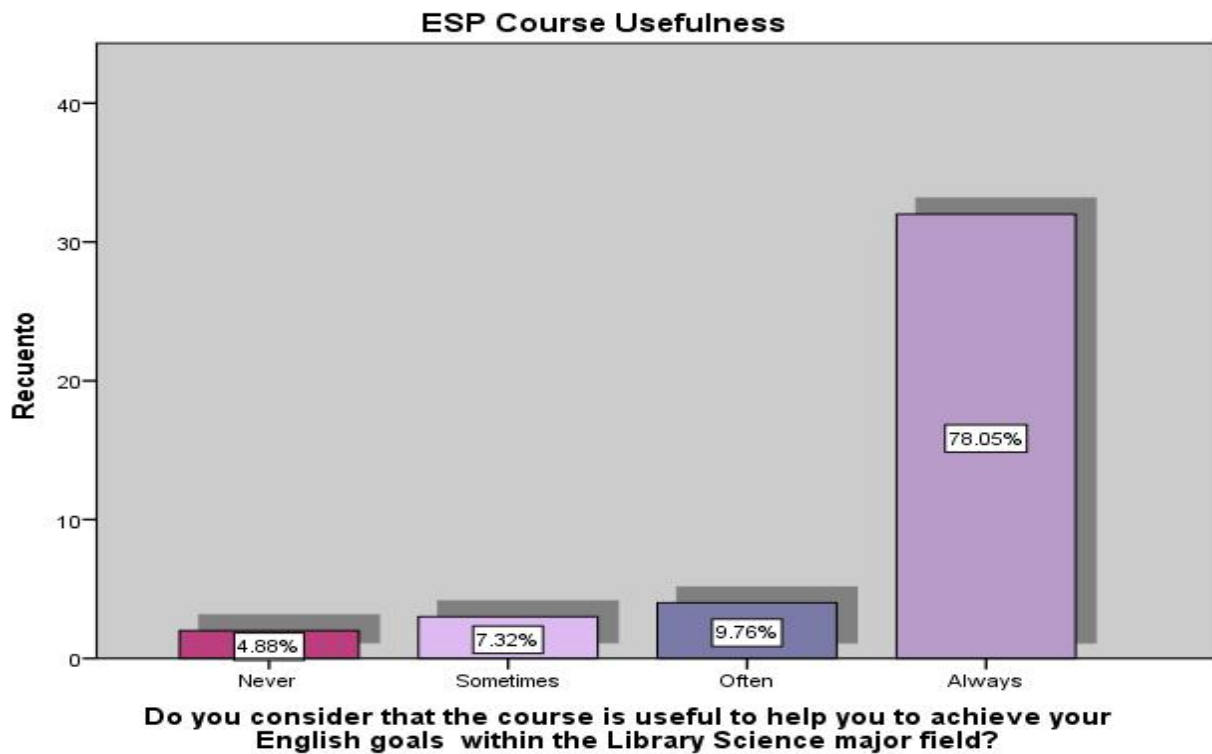
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

Of the students surveyed a 78.05% considered that the course was always useful and helped them achieve their goals in English in terms of Library Sciences. While a 4.88% of the students said that the course was not useful. In conclusion, the students realized that the course was useful to help them achieve their goals in English; although the students considered that the courses should be more related to their field of work.

Graphic 12
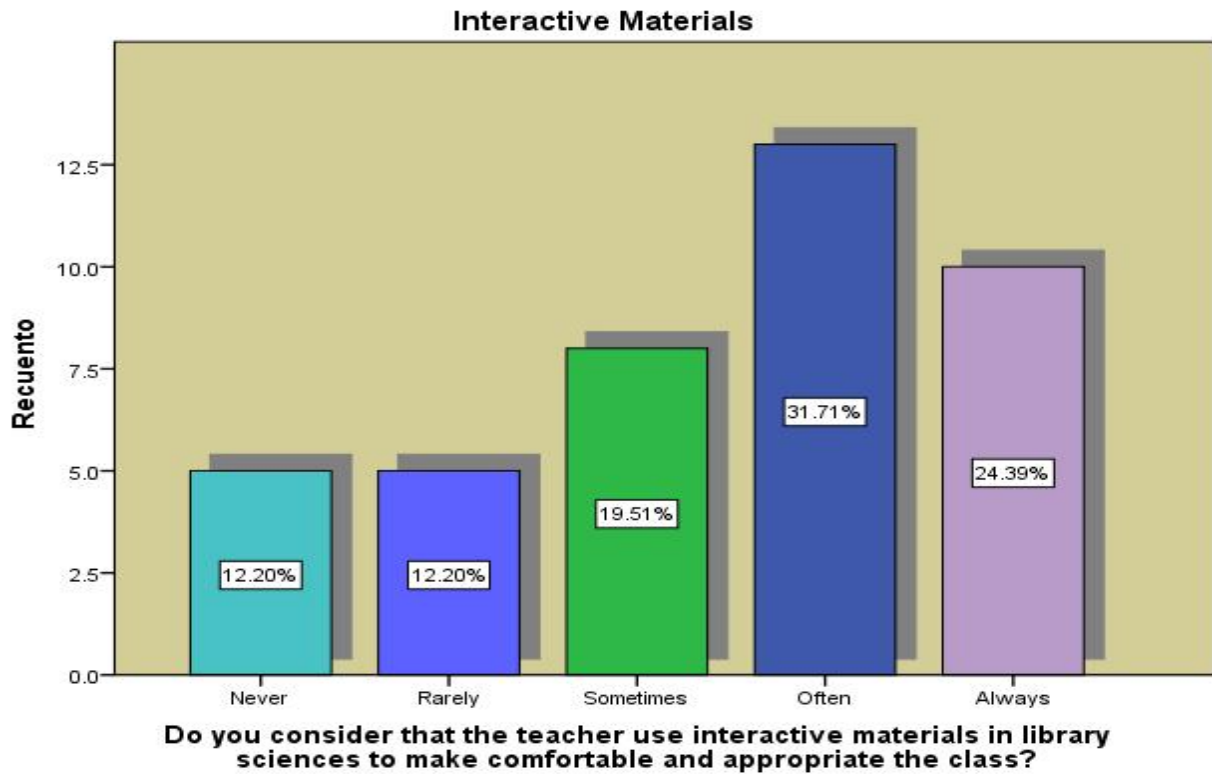
Interactive Materials

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

As can be observed a 31.71% of the students considered that the professors used interactive material related to Library Sciences, this way make the class to become more appropriate and enjoyable. In contrast to a 12.20% of the students who responded that the professors never used such interactive material. The majority of students indicated that the use of interactive material helped them feel comfortable in class, could better interact with others and had a fun class.

Graphic 13

Students´ Skills

73.17%

9.76%

12.20%

4.88%

Reading   Writing   Listening   Speaking

Recuento

Which of these skills do you consider that you develop throughout this course related to the library science field?

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The results obtained in this question demonstrate that a 73.17% of the students said that they had developed along this course the reading ability in terms of Library Sciences field. In contrast to a 4.88% of the students who said that they had developed the ability to speak along this course. The results of this question no surprised since the course was oriented to develop reading skills and the ability to speak.

Graphic 14

Students´ Knowledge

Do you consider that throughout this course you become able to manage well all the technical knowledge required for your work field?
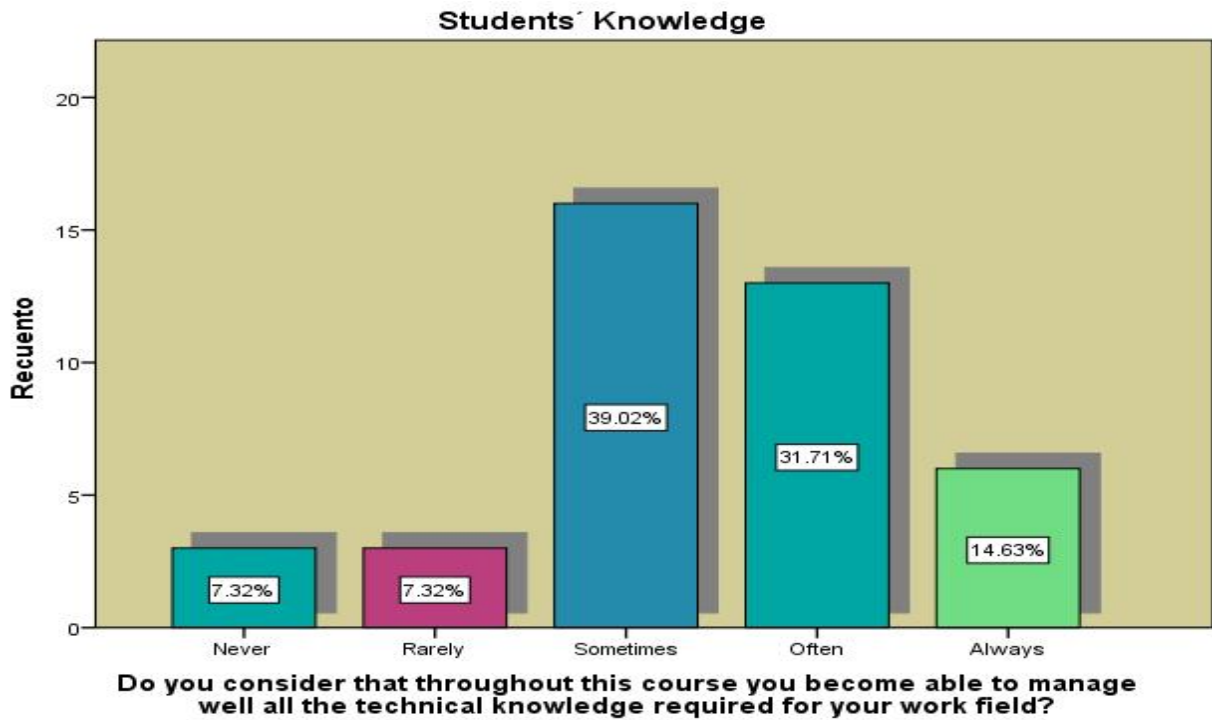
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The 39.02% of the students considered that sometimes along this course became able to manage well the technical knowledge necessary for their field of work. While a 7.32% considered that not. The students' response did not cause surprise since the methodology and professor's material were not designed according to the curriculum program in Library Sciences.

Graphic 15

English Expectation

(chart)
- Never — 7.32%
- Rarely — 7.32%
- Sometimes — 29.27%
- Often — 34.15%
- Always — 21.95%

Y-axis: Recuento (12.5, 10.0, 7.5, 5.0, 2.5, 0.0)

Do you consider that the course help you to get your technical English expectations upon graduation in your field?
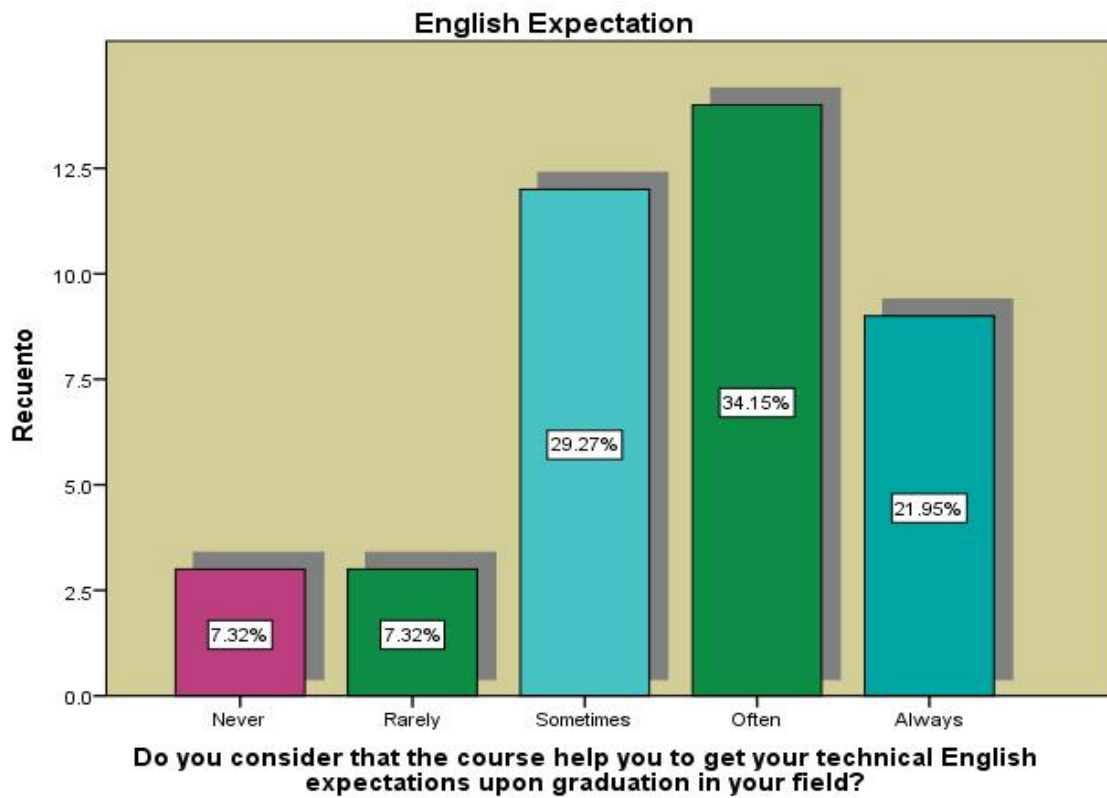
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

Often the 34.15% of the students considered that the course helped them to get their expectations in Technical English after graduating in its field. In contrast with a 7.32% of the students considered that the course never helped them. It can be concluded that through a course of English, students could enrich their skills that will be useful in their field of work at the same time.

Graphic 16

Specific Students´ needs

(Chart showing responses to "Do you consider that the use of class materials in library science field help you to acquire a good English knowledge?")

- Never: 2.44%
- Rarely: 7.32%
- Sometimes: 14.63%
- Often: 31.71%
- Always: 43.90%

Y-axis: Recuento
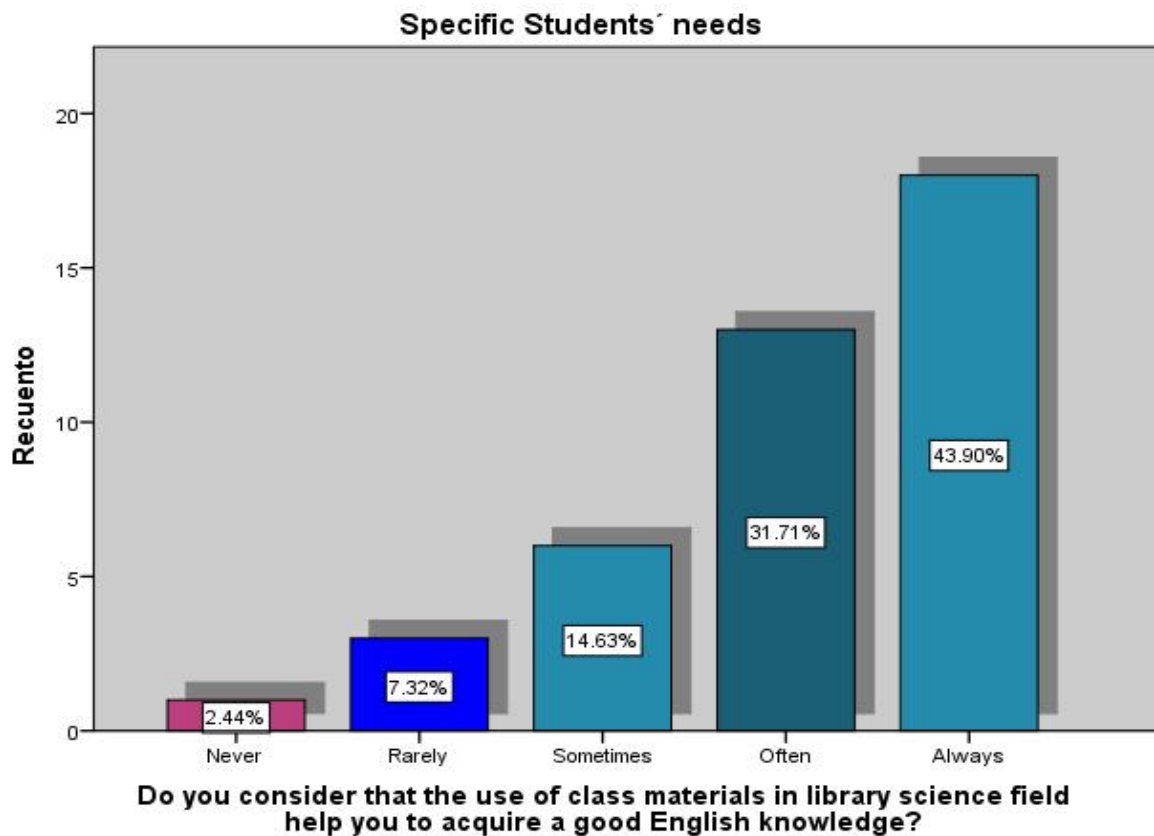
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The 43.90% of the students said that the use of class material in the field of Library Sciences always helped them to acquire a good knowledge of English. In contrast with a 2.44% of the students who said that the material of class never helped them. This means that the use of material of class actually was an important tool because learning requires a good level of the four macro skills to ensure that students find interesting and enjoyable the class.

Graphic 17

Class Content

(chart with vertical axis labeled "Recuento" ranging 0 to 12, horizontal axis categories: Never, Rarely, Sometimes, Often, Always)

- Never: 9.76%
- Rarely: 21.95%
- Sometimes: 17.07%
- Often: 29.27%
- Always: 21.95%

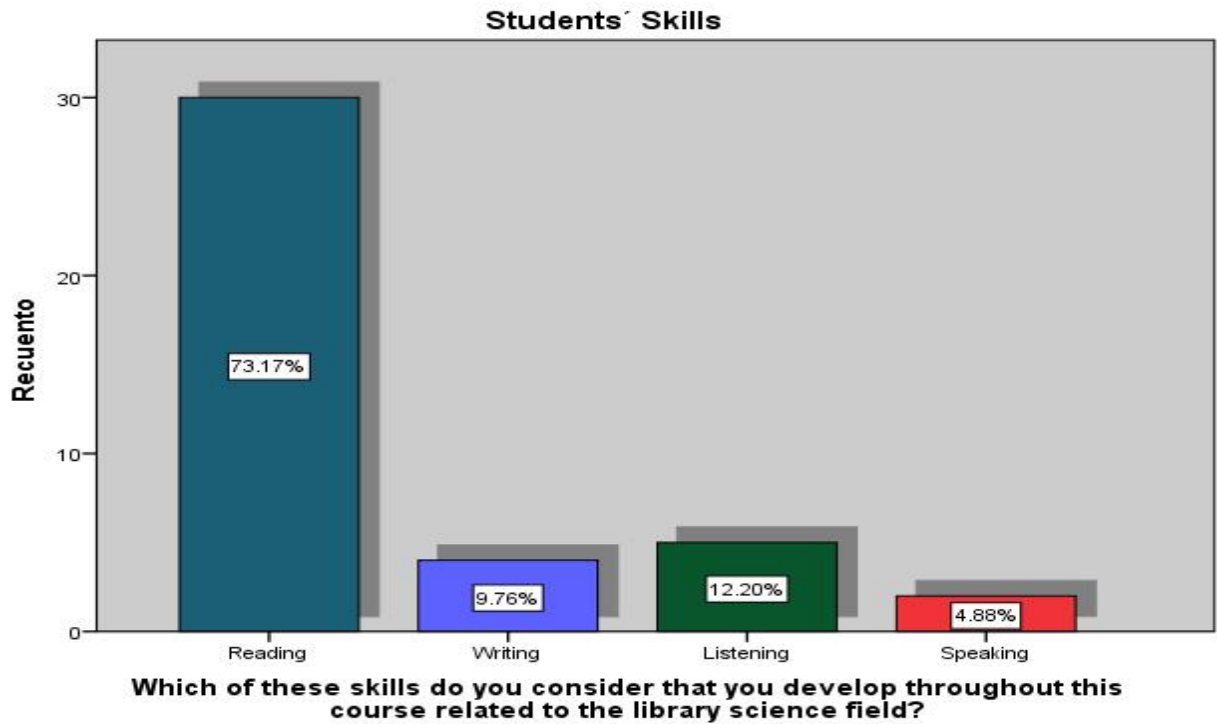**Do you consider that the class content contributes you to enhance you library science knowledge?**

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

As can be observed a 29.27% of the students said that the class contend often helped to improve their knowledge of Library Sciences. In contrast with a 9.76% of the students considered that the class content never contributed. With the result it was observed that students considered that the class content was useful and contributed to their needs and interests. At the same time improved their skills in their field work and academic Library Sciences.

Graphic 18
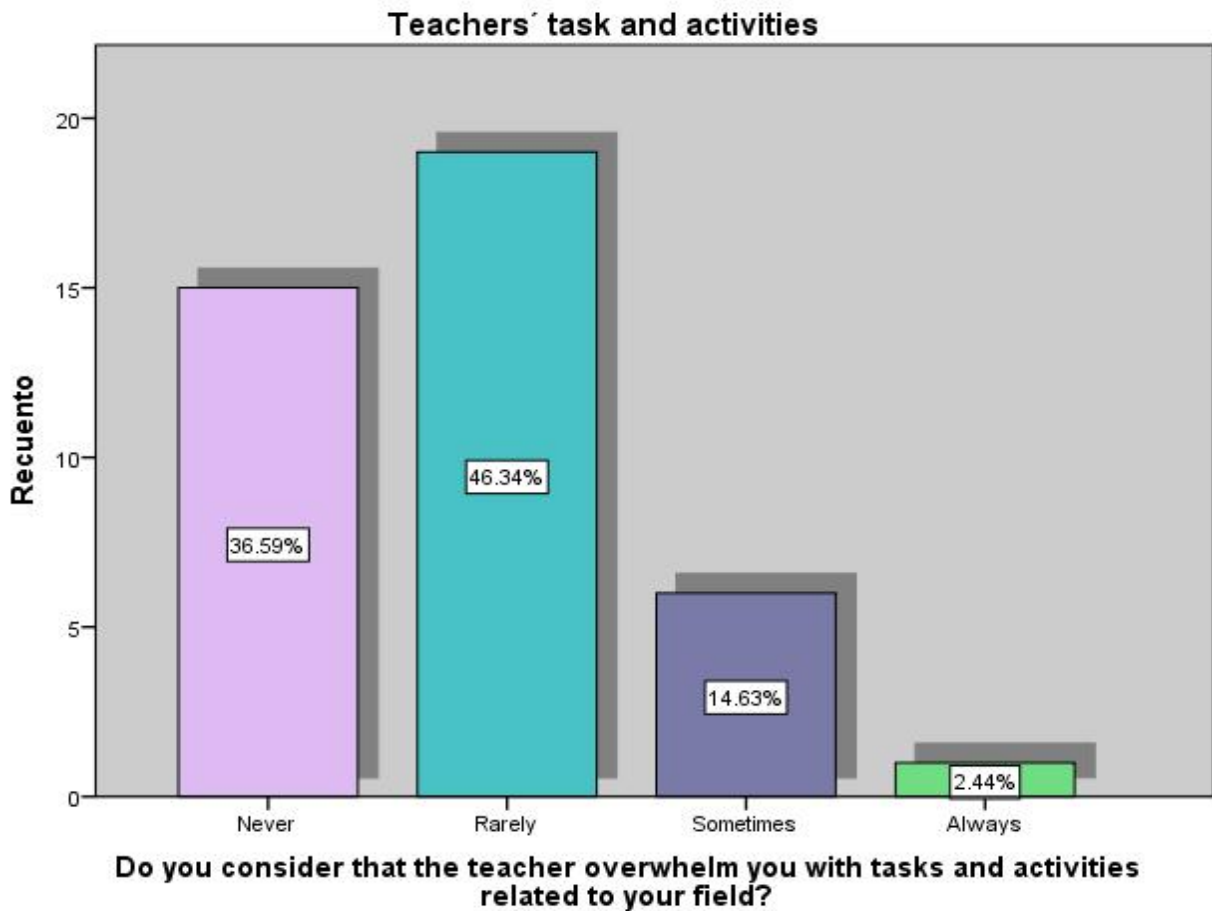
Teachers´ task and activities

Do you consider that the teacher overwhelm you with tasks and activities related to your field?

(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The results indicated that a 46.34% of students considered that professors rarely overwhelmed with tasks and activities related to their field. On the other hand a 2.44% of the students said that the professors always overwhelmed with tasks and activities related to their field. It is concluded that the students were comfortable with the class material provided to them by the professor.

Graphic 19

Teachers´ Flexibility

Do you consider that the teacher is flexible and assign homework according to English program?
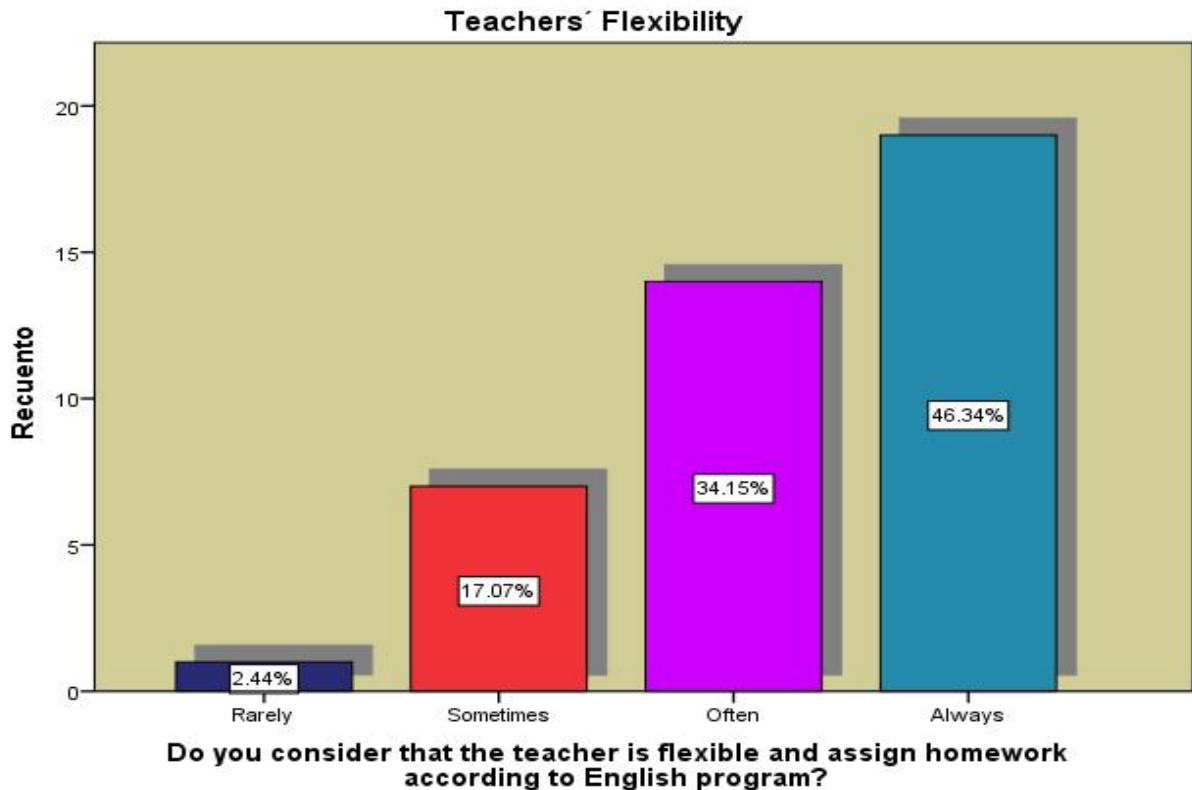
(**Source:** Administrated questionnaire from English 02, groups 02 and 03)

Analysis

In this graph, it was observed that a large number of 46.34% of the students considered that the professors always were flexible and assigned tasks according to the English program. On the other hand a 2.44% of the students considered that the professors were rarely flexible. It is stated that the students felt comfortable with the way the professors developed their classes since they usually gave them enough time to perform their tasks.

Graphic 20

Students´ Skills

Please check one of the following skills that you consider learnt the most throughout this course
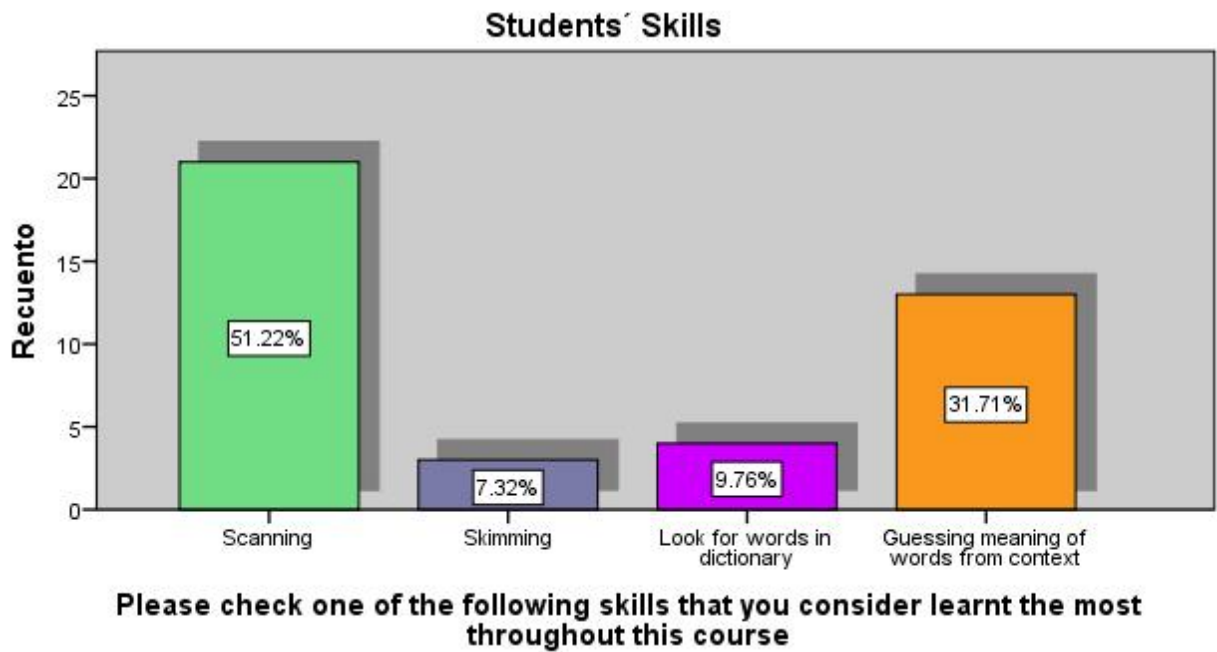
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

It is shown that a 51.22% of the students said that one of the skills which considered that they had learned more in this course was the scanning skill. Unlike a 7.32% of the students who considered that they had learned the skimming skill in the course. Due to the fact that at the time of the information being collected, the skimming skill was the main reading technique that has been covered in the couse.

Graphic 21

English Requirements

(Chart with y-axis labeled "Recuento" ranging 0 to 25; x-axis categories with values)

- Never: 2.44%
- Rarely: 4.88%
- Sometimes: 24.39%
- Often: 14.63%
- Always: 53.66%

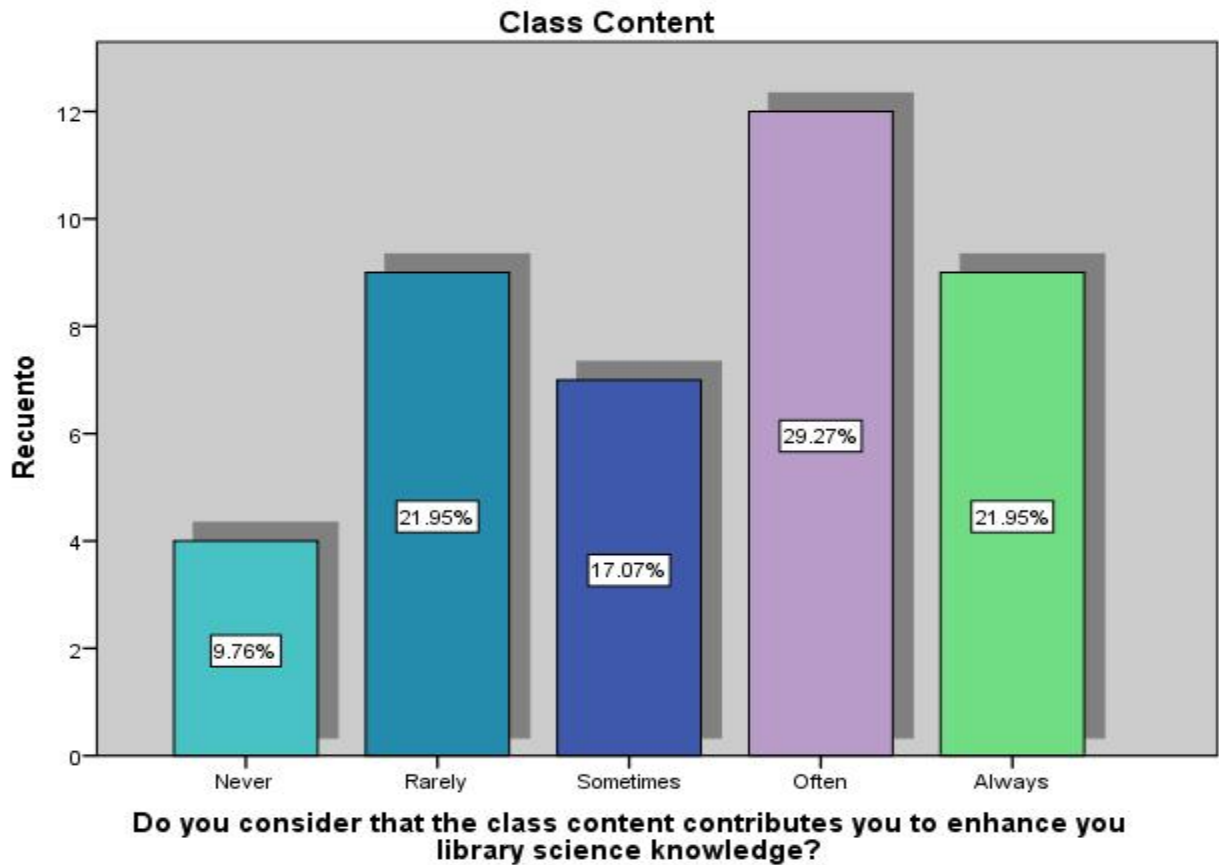Do the enterprises require full English to for their Technical Library Science Professionals?
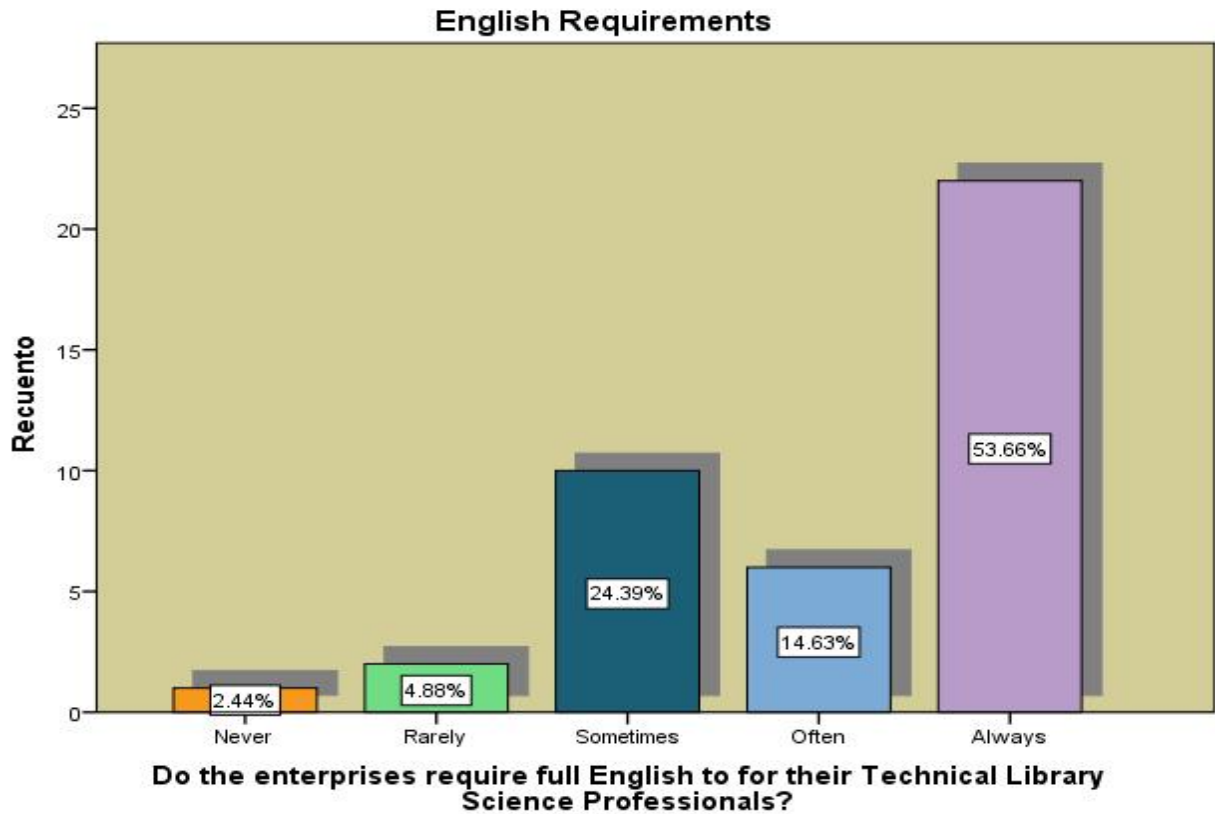
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

The 53.66% of the students said that companies always needed full English for their technical Library Sciences professionals. While a 2.44% of the students said that companies never needed full English. The students pointed out that being full English as Library Sciences professionals was a requirement by the companies and that is why they considered important to learn a second language in their major.

Graphic 22

Language Needs

Do the Library Sciences Students need to know full English in order to get a job?
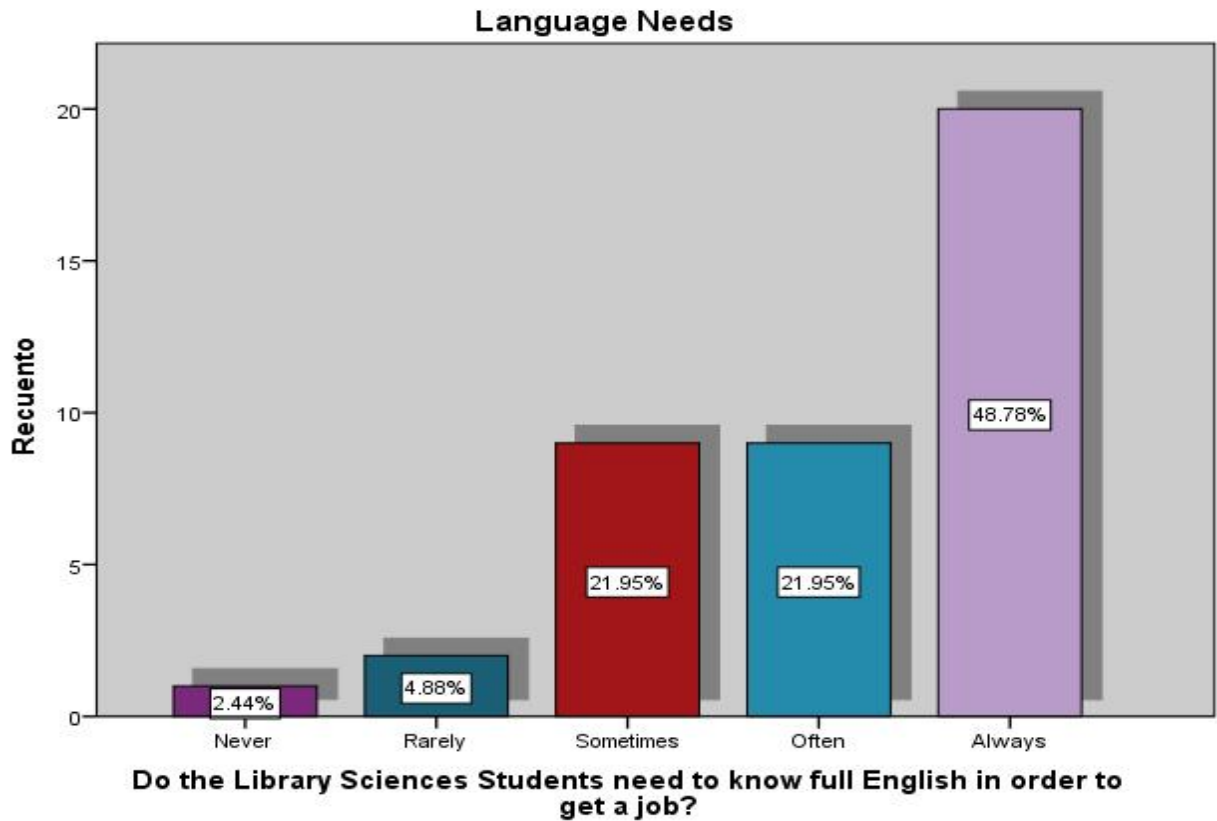
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

It was observed that a 48.78% of the students had always considered that the students of Library Sciences have to be full English in order to get a job. In contrast to a 2.44% of the students mentioned that did not need to be full English in order to get a job. It was due to the fact that students perceived the need of being full English to give them a better chance in their field of work in a globalized world.

Graphic 23
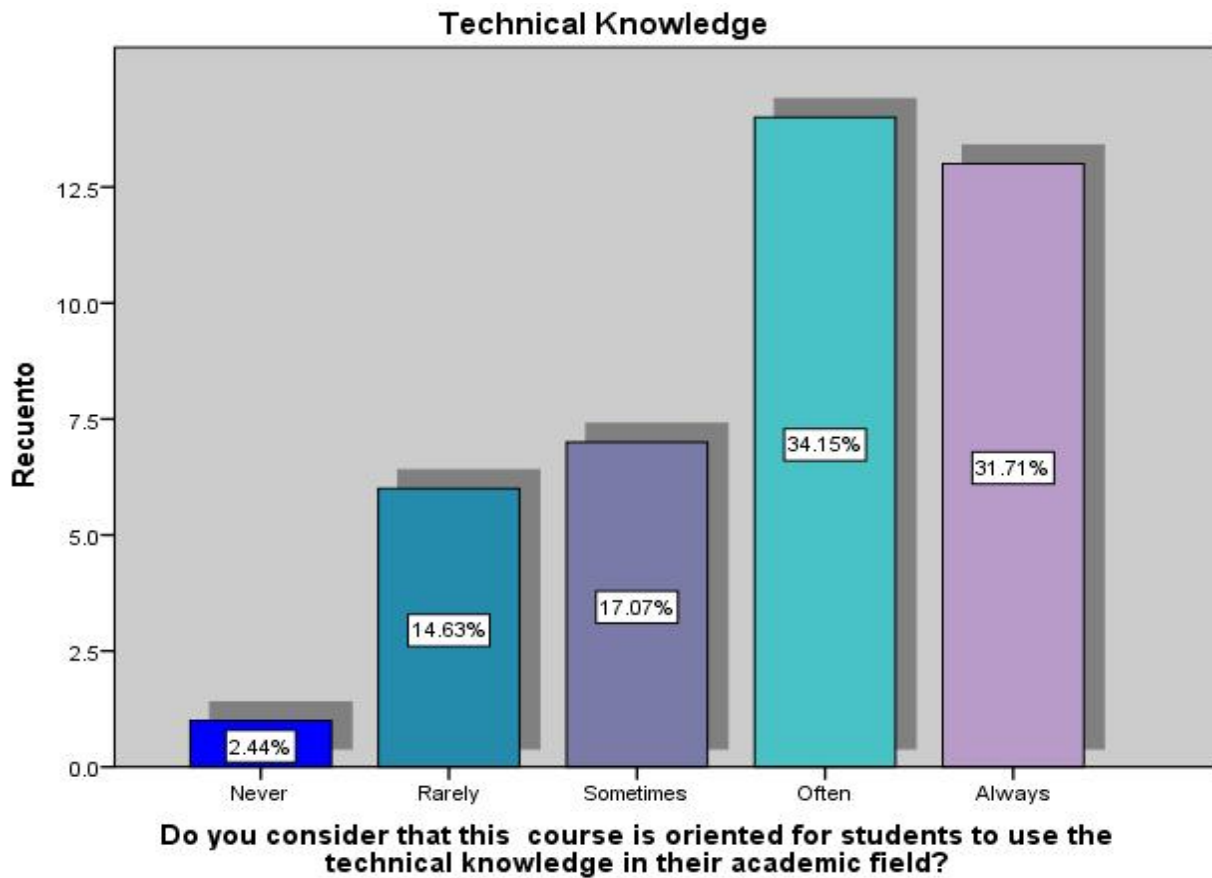
(Source: Administrated questionnaire from English 02, groups 02 and 03)

Analysis

A 34.15% of the students considered that the course was often oriented to use the technical knowledge in their academic field. On the other hand a 2.44% of the students considered that the course was never aimed to use the technical knowledge. The majority of students said that the course was appropriate to improve their knowledge of Library Sciences, but it was discovered through observation of the class that the course was not mainly oriented to the teaching of technical knowledge.

9.2.1.   Question 23

9.2.1.1 Open question

Library Sciences is a field where you need to manage written and reading skills in order to understand some written texts you might find in your labor field. Therefore, this is a special subject which has been designed with the objective to enhance your technical knowledge related to the Library Sciences field. Please, give us your point of view about the content of the class and about the performance of the professors in this class.

Analysis of the results

Regarding to Professors´ performance

Most students agreed that the performance of the professor in both groups was good since they developed the class using teaching methodologies that helped them to understand the topics. Both groups were different because one of the classes the pofessor spoke only in English contrary to the other class where the professor spoke more in Spanish than in English. That difference was mentioned for students who considered that the classes should be taught in Spanish, because the majority of them had a very basic level of English and not all of them understand the class correctly. In additon some students mentioned that the class was comfortable and interesting because the professor used adequate teaching strategies. On the other hand some of them mentioned that the class should be more participative because they need to practice and interact with each other. So, in a general view according to the students the professors' performance and teaching strategies were good beacuse they tried to tailor the class to the students' level.

Regarding to content

Most students pointed out that the content of the class was not the adequate because it was not focused on improving the skills they need to develop as professionals in the Library Sciences field. Most of them agreed that they need to develop skills such as scanning, skimming and so on which are useful in their majors. Students argued that the approach used in one of the groups was focused on communication so it was kind of difficult to understand it. Also some of them considered that the classes were not useful for

their major but was useful as General English knowledge in terms of Library Sciences. On the other hand they emphasized that in their field they should be able to read and write in English. Furthermore, as a recommendation some of them mentioned that there should be others English courses that could help them to enhance their English knowledge. In addition they mentioned that the content of the course should be based on the needs they have as Library Sciences professionals.

9.3.OBSERVATION INSTRUMENT ANALYSIS
Graph 1

Group 02   **Group 03**
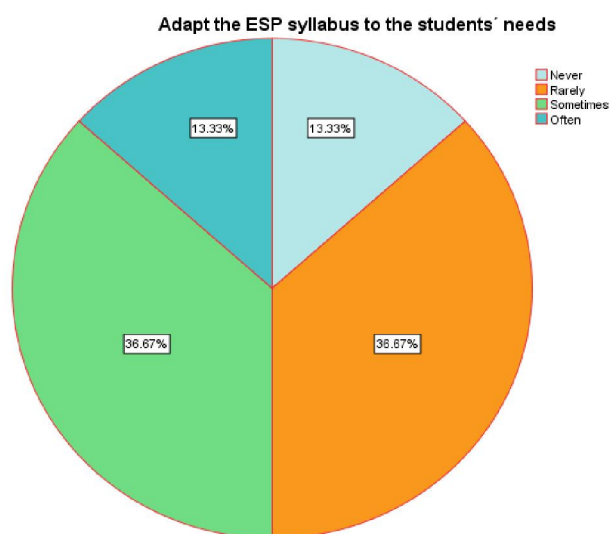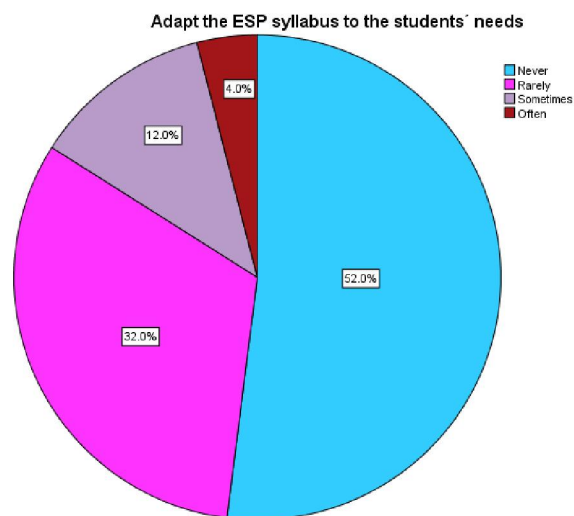
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

These graphs represent how both professors adapted the ESP curriculum to the students' needs. The professor in charge of the English class level 02 of the group 02 tailored the ESP syllabus to the students in a 36.67% of the classes. In contrast with the professor of the group 03 who never tailored the ESP syllabus for the students' needs. Through the observation the professor of group 03 applied a methodology based on the General English instead of ESP, because the professor had never had training of the ESP Approach before this course. However, Professor of the Group 02 had more experience in this area.

Graph 2

Group 02   **Group 03**
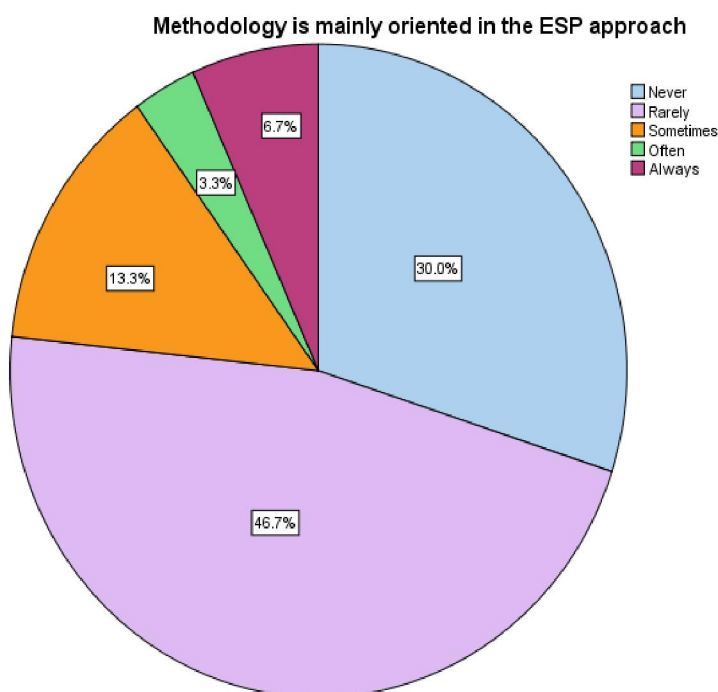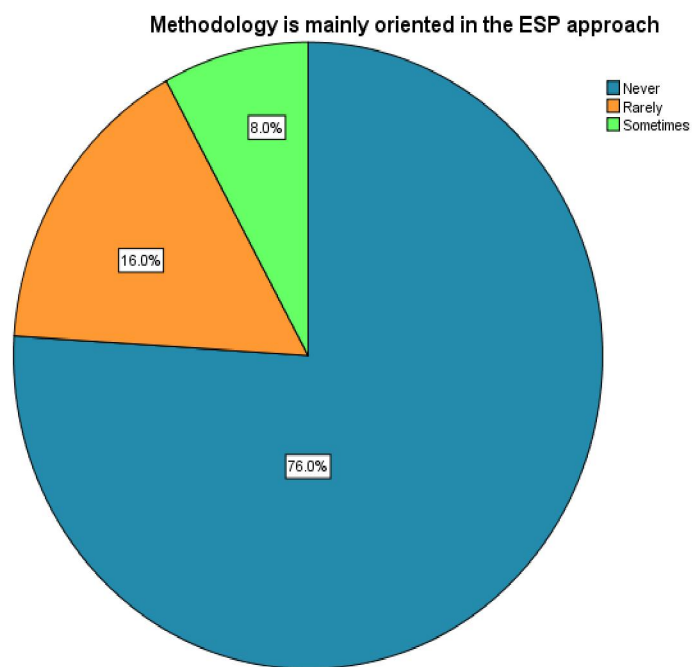
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

According to Barrantes (2009) The ESP methodology is quite similar to a GE methodology. The difference is the Language Centered-Approach. In order to teach an ESP course professors have to know about the language and about the subject matter. Graph 2 shows the way as the professors guide the methodology which was applied in the classroom. The professor of the group 02 rarely oriented the methodology of the ESP Approach, due to the fact that the Professor was not a professional in ESP. On the other hand the professor of the Group 03 never oriented the methodology of the ESP Approach because it was the first time that the professor taught in a course of ESP.

Graph 3

Group 02

Shows a good knowledge of the Library Science field

☐	Never
■	Rarely
☐	Sometimes
☐	Often
☐	Always

6.7%
16.7%
13.3%
23.3%
40.0%
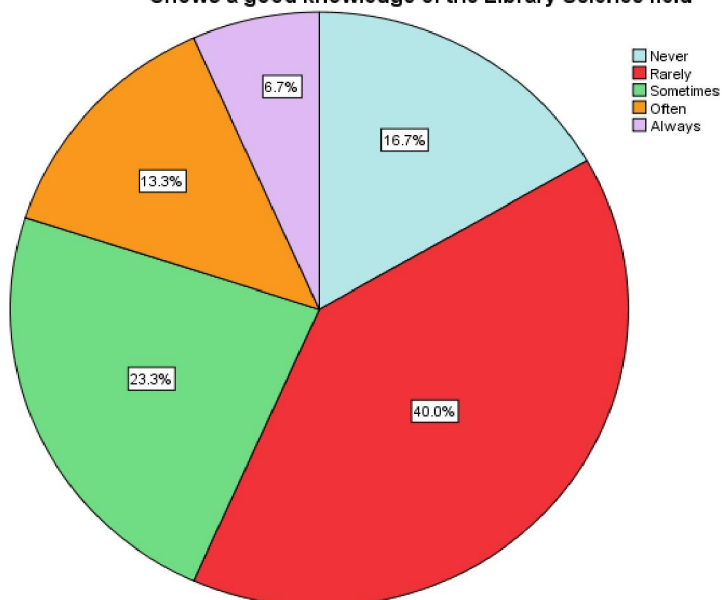
Group 03

Shows a good knowledge of the Library Science field

■	Never
■	Rarely
☐	Sometimes

16.0%
52.0%
32.0%
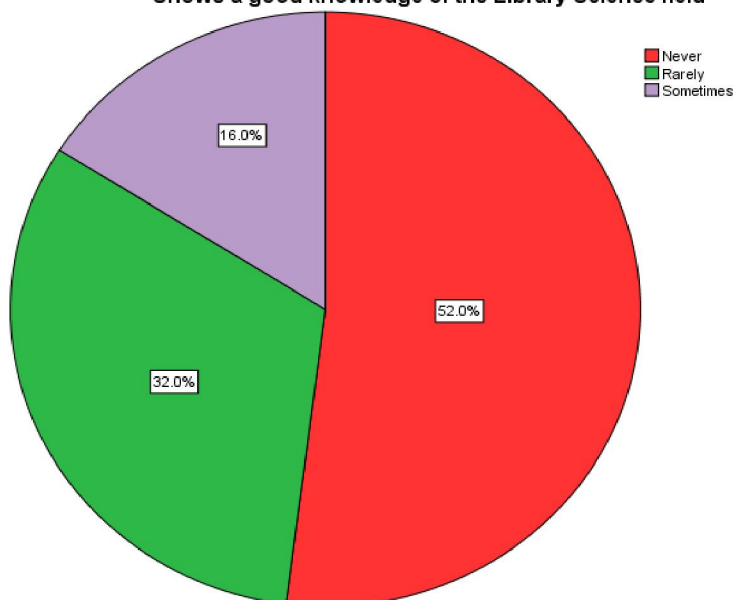
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

One of the features of the ESP according to Barrantes approach is that the professors need to know about the language and also about the topic. By observing both professors showed no not have a good knowledge of the field of Library Sciences, because they had no experience in the area of ESP. It was observed that the Professor of group 02 with a 40.0% rarely showed a good knowledge of the area because the professor had been working for four years. In contrast to the professor of the group 03 with a 52.0% who never shown to have a good knowledge of the field of Library Sciences and the professor was not accustomed to working in this area. In general, both professors seemed to have a high level of knowledge of the English language and methodology.

Graph 4

Group II   **Group III**
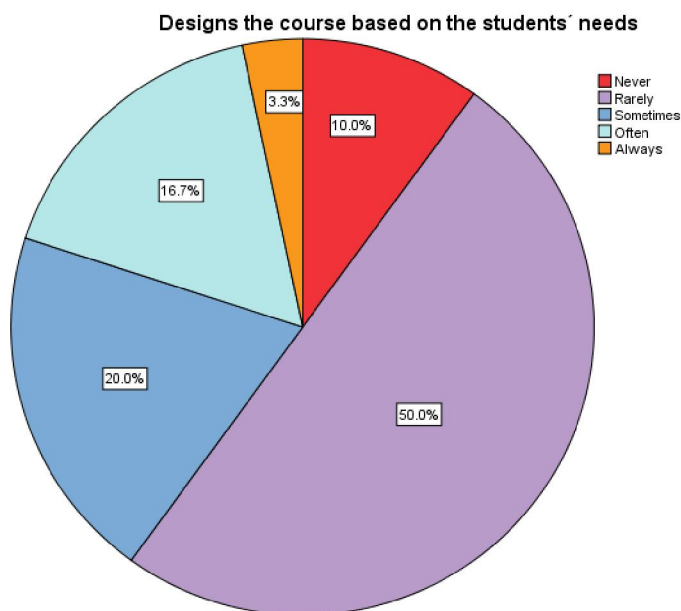
Designs the course based on the students' needs — Group II
- Never: 10.0%
- Rarely: 50.0%
- Sometimes: 20.0%
- Often: 16.7%
- Always: 3.3%

Designs the course based on the students' needs — Group III
- Never: 40.0%
- Rarely: 40.0%
- Sometimes: 16.0%
- Often: 4.0%
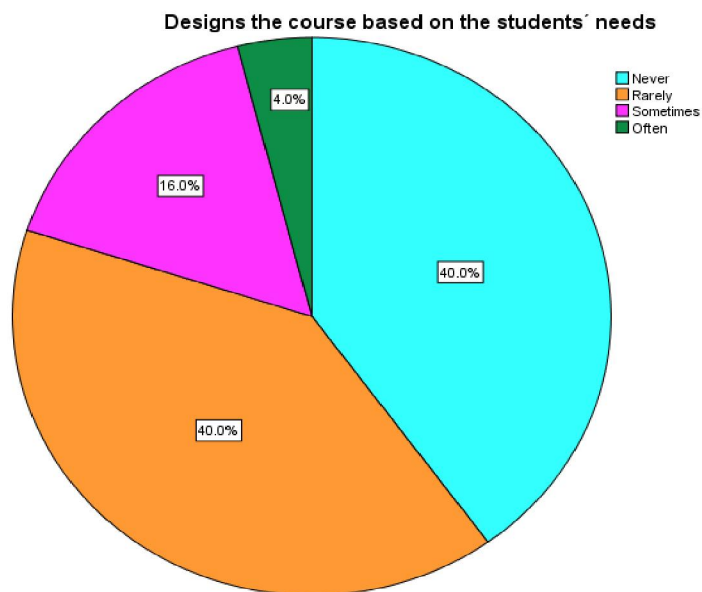
Analysis

The idea of the syllabus is to break down the mass of knowledge to be learnt into manageable units. Hutchinson and Waters (1987). One of the characteristics of the ESP Approach is that professors have to create the syllabus and course design based on the students' needs. The results show that the professor of the group 02 with a 50% rarely designed the course based on the students' needs. In contrast to the professor of the Group 03 with a 40.0% in the majority of the classes never designed the course based on the students' needs. In both cases the curriculum was designed by the Coordinator of the Library Sciences career. Professors should meet the curriculum designed previously.

Graph 5

Group 02   **Group 03**
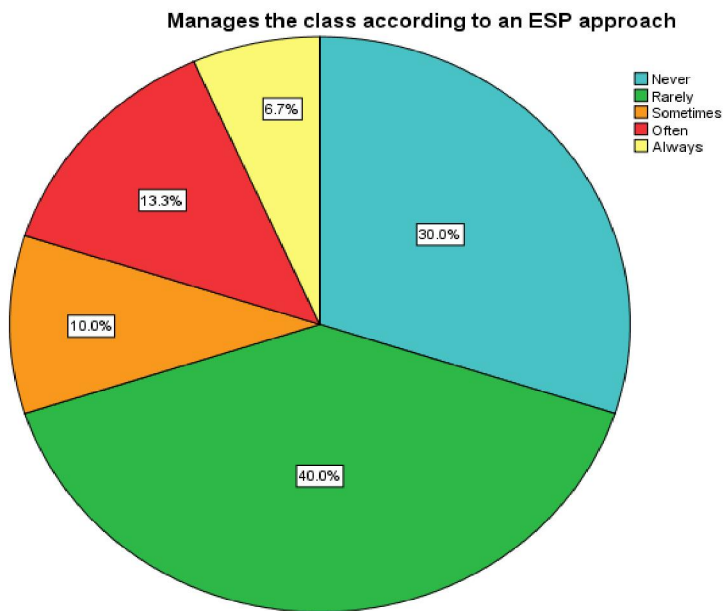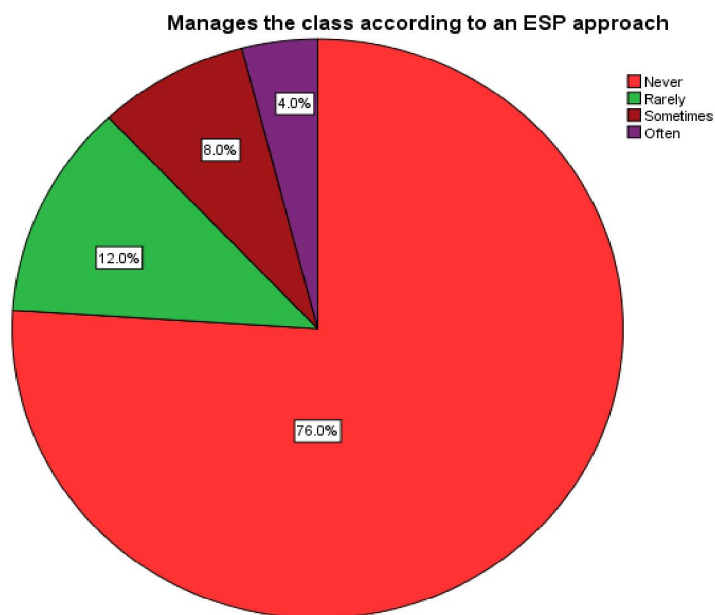
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

Professor of the Group 02 with a 40.0% rarely managed the class according to an ESP Approach because the professor identified the students' needs. On the other hand the Professor of the group 03 with a 76.0% never managed an ESP Approach class. This difference was based on the assumption that the professor of the second group managed the class with a Communicative Approach as indicated the professor in the interview.

Graph 6

Group 02   **Group 03**
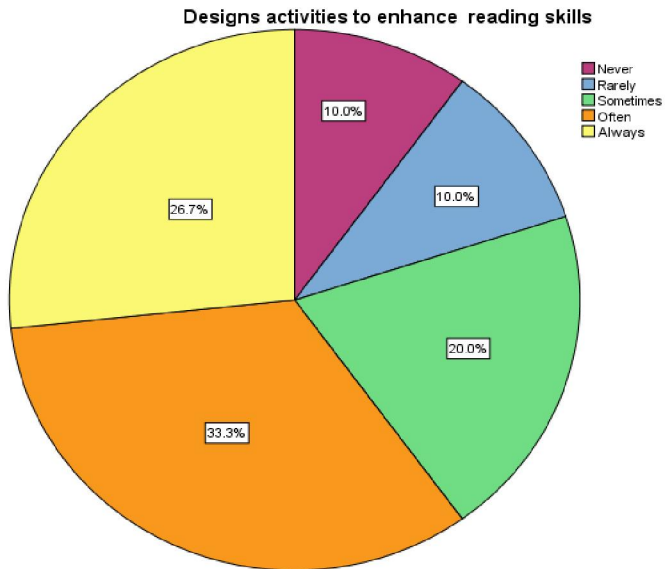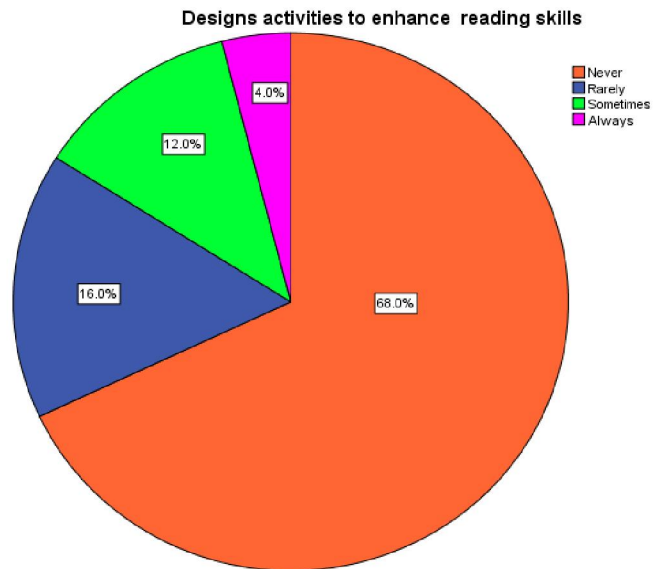
(Source: Administrated observation from English 02, groups 02and 03)

Analysis

The teaching of ESP Approach is a challenge for professors of English because English is very different from the ESP. The ESP Approach focuses on the specific students' needs and is used in their specific field. It was noted that the professor of the Group 02 with a 33.3% in most of their classes designed activities to improve reading skills because the professor really identified the students' needs. In contrast to other professor of the Group 03 with a 68.0% never designed activities to improve reading skills because of the methodology used.

Graph 7

Group 02   **Group 03**
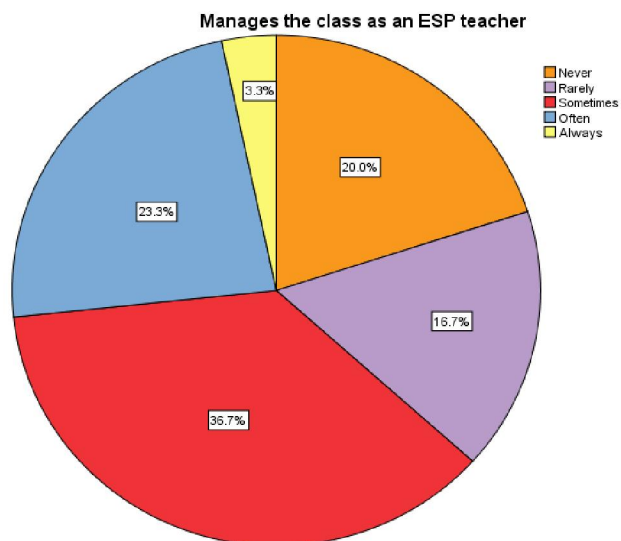
Manages the class as an ESP teacher

(Left chart — Group 02)
- Never
- Rarely
- Sometimes
- Often
- Always

3.3%
20.0%
23.3%
16.7%
36.7%

Manages the class as an ESP teacher

(Right chart — Group 03)
- Never
- Rarely
- Sometimes

12.0%
28.0%
60.0%
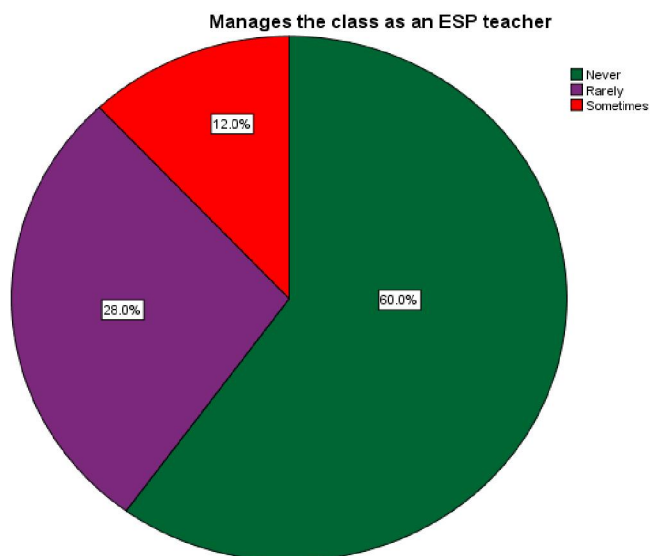
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

Dudley-Evans and ST. John (1998) proposed and distinguished five roles of ESP practitioner. The first role is ESP practitioner as a teacher; teachers in this step have the responsibility to generate real, authentic communication in the classroom on the grounds of student´s knowledge. Based on the results, the professor of the Group 02 with a 36.7% sometimes managed the class as an ESP Professor. In addition, the Professor of the Group 03 with a 60.0% never managed the class as an ESP Professor because the Professor had oriented the course as General English course.

Graph 8

Group 02   **Group 03**
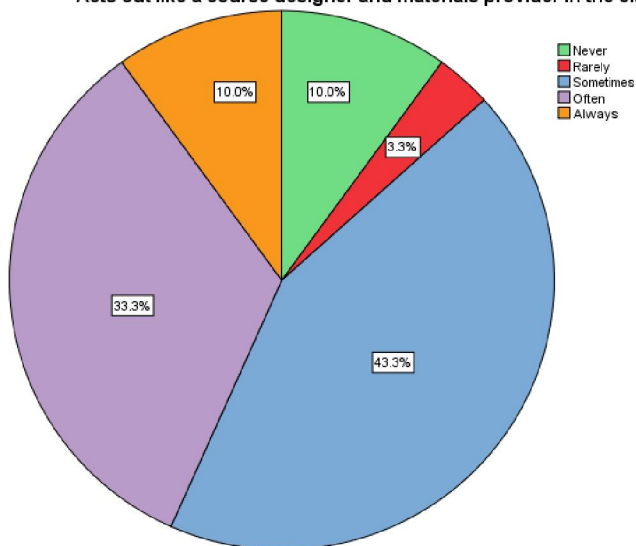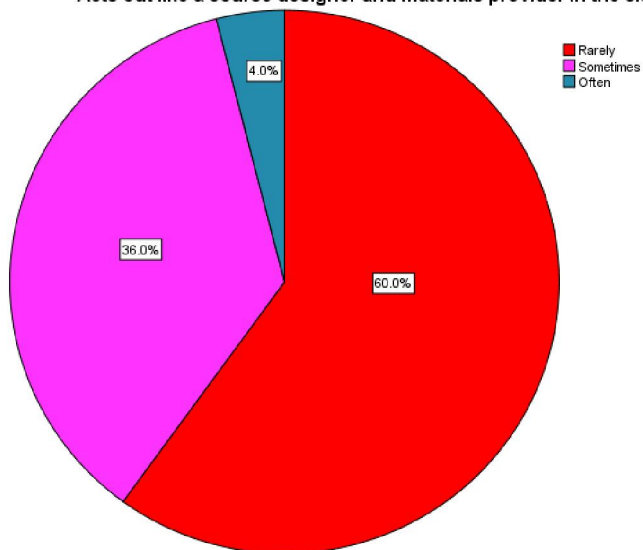
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

The second role is ESP Practitioner as a designer and material provider. The main activity is planning the course and providing material for this purpose. The material provider not only means choosing material and makes an appropriate number of copies for the class; the professor's task also adapts material when published materials are unsuitable or writing his\her own material. ESP courses are expected to motivate students to use English in an academic or professional environment.The professor of the group 02 sometimes acted as designer and material providers with a 43.3%. However, Professor of the group 03 with a 60.0% rarely acted as designer and material provider. During the observation of the class the professor of the Group 03 in most of their classes used a power point presentation to explain the grammatical structure. Though both professors provided material for the students not focused in the Library Sciences field.

Graph 9

Group II   **Group III**

Acts out as a researcher, collaborator and evaluator inside the classroom

Never	
Rarely	
Sometimes	
Often	
Always	

6.7% 10.0% 6.7% 23.3% 53.3%

Acts out as a researcher, collaborator and evaluator inside the classroom

Never	
Rarely	
Sometimes	
Often	

4.0% 20.0% 32.0% 44.0%
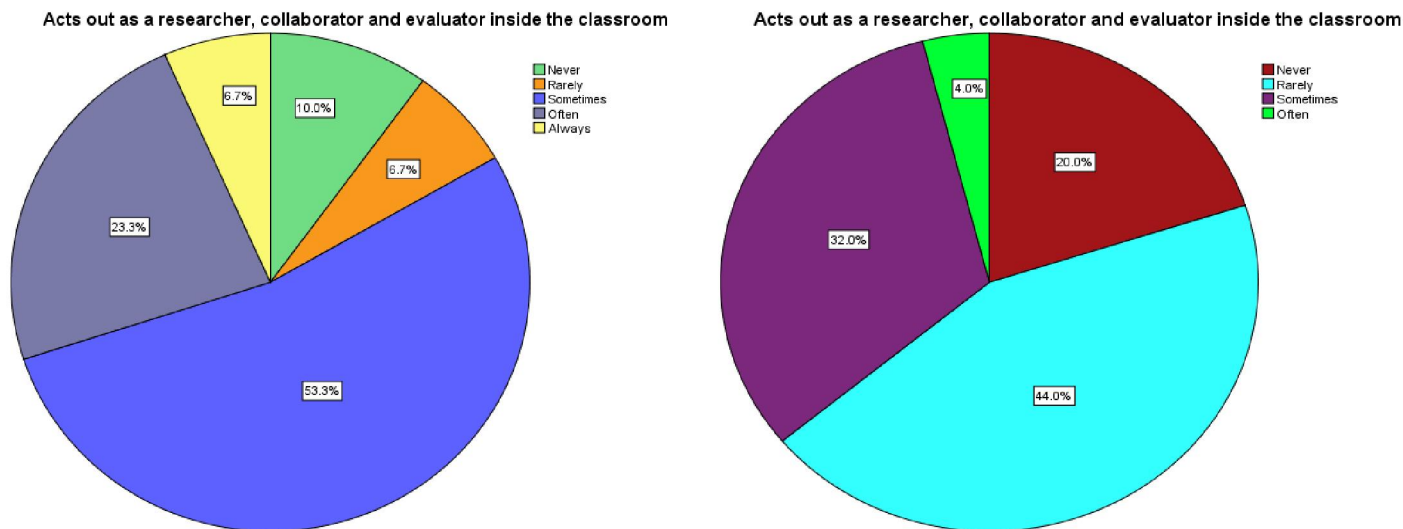
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

According to Sierocka (2008) the ESP professors first have to research their own goal "in what they really want to achieve". Also, the ESP Practitioner must collaborate more closely with the learners, who will generally be more familiar with the specialized content of material than the teacher himself/ herself. (Nunan and Lamb 1996). In addition, evaluation plays a role as a feedback for learners and the course achievement (Dudley Evans and ST John 1998). The professor of the Group 02 with a 53.3% sometimes served as an ESP Professor, contrasting with the professor of the Group 03 with a 44.0% in which rarely fulfilled the function as an ESP Professor. The professor as collaborator is the role most practicing professors in both groups.

Graph 10

Group 02
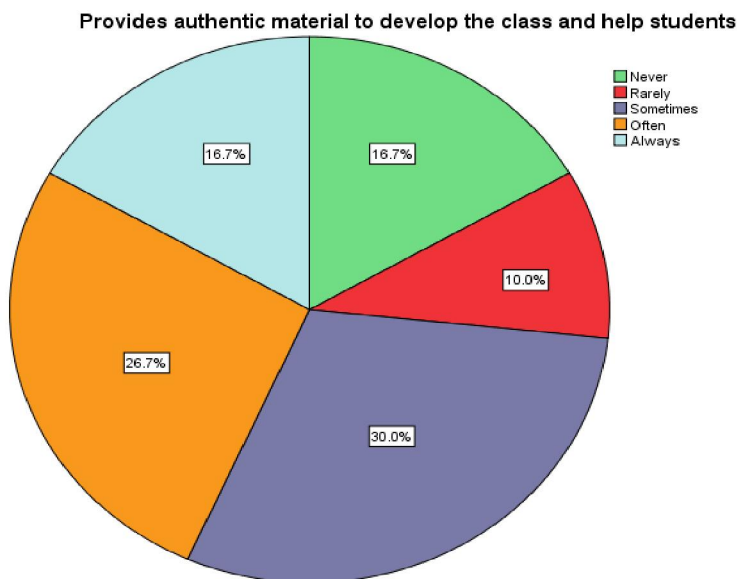
Provides authentic material to develop the class and help students

Legend:
- Never
- Rarely
- Sometimes
- Often
- Always

16.7% | 16.7% | 10.0% | 26.7% | 30.0%

Group 03

Provides authentic material to develop the class and help students

Legend:
- Never
- Rarely
- Sometimes
- Often

4.0% | 20.0% | 28.0% | 48.0%
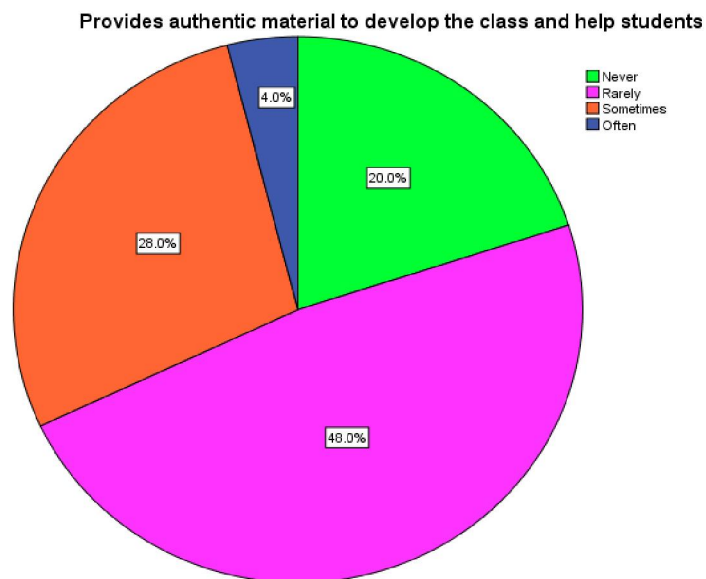
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

Dudley-Evans' (1998) claims that ESP should be offered at an intermediate or advanced level, use of authentic learning material is entirely feasible. Closer examination of ESP material will follow; suffice it to say at this juncture that use of authentic content material, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks. Through observation in both groups professors used most of the time graded material that was justified on the assumption that the level of the students was Basic English, which indicated that the students would not be able to understand the authentic material. The professor of the group 02 with a 30.0% sometimes used authentic material. On the other hand in the group 03 with a 48.0% rarely used authentic material. Therefore, the use of graded material was very common in both English classes.

Graph 11

Group 02	Group 03

Motives students to use English related to the academic field

Motives students to use English related to the academic field
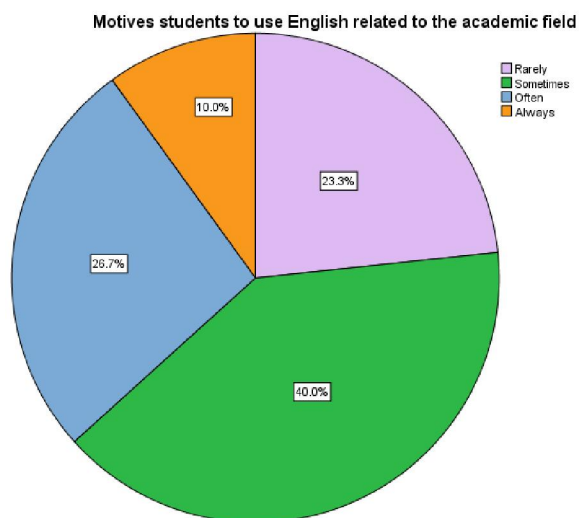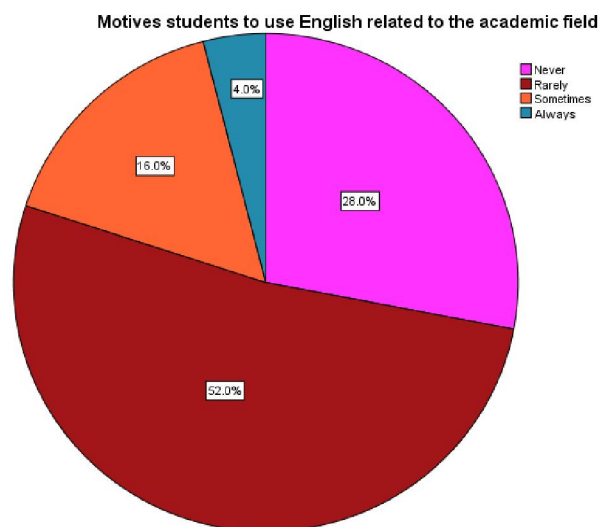
(**Source:** Administrated observation from English 02, groups 02 and 03)

Analysis

Harmer describes motivation as "some kind of internal drive that encourages somebody to pursue a course of action" (Harmer, 1991, p 14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim. The students´ motivation to use the acquired language into their professional fields is one of the characteristic of the ESP Approach. In the observation, it was assumed that the professor of the Group 02 with a 40.0% sometimes motivated students in the classroom to use English related to the academic field, because the class material was not related at all to Library Sciences. In addition, Professor of the group of 03 with a 52.0% rarely encouraged students to use English related to the academic field because its methodology was oriented in a Communicative Approach.

Graph 12

Group 02   **Group 03**

Assigns tasks in order to get new English knowledge related to their field

16.7% Never
40.0% Rarely
30.0% Sometimes
10.0% Often
3.3% Always

Assigns tasks in order to get new English knowledge related to their field

60.0% Never
28.0% Rarely
4.0% Sometimes
8.0% Often
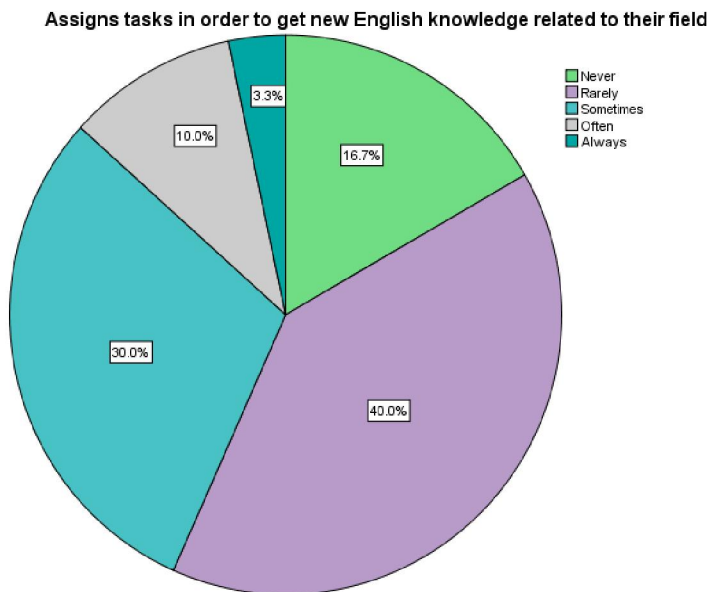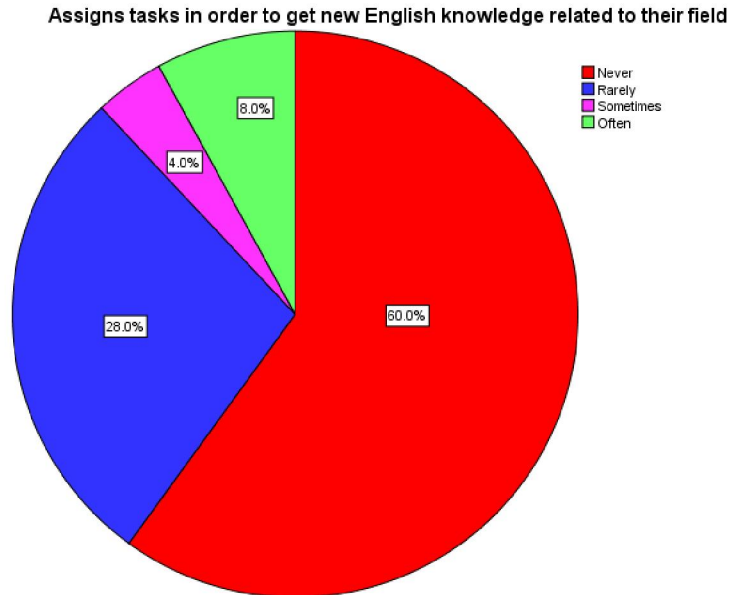
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

A feature of ESP, particularly in the self-directed study and research tasks is based on an independent study assignment in which students are required to research and present an area of interest in their specific field. Professor of the Group 02 with a 40.0% rarely assigned tasks to obtain new knowledge of English related to their field. In contrast to the professor of the Group 03 with a 60.0% never assigned tasks to obtain new knowledge of English related to their field. It was due to the fact that classes were not oriented towards Library Sciences instead used a Communicative Approach specifically in the Group 03.

112

Graph 13

Group 02

Provides an adequate feedback to learners in the ESP class

Legend:
- Never
- Rarely
- Sometimes
- Often
- Always

10.0%
16.7%
36.7%
23.3%
13.3%

Group 03

Provides an adequate feedback to learners in the ESP class

Legend:
- Never
- Rarely
- Sometimes

24.0%
44.0%
32.0%
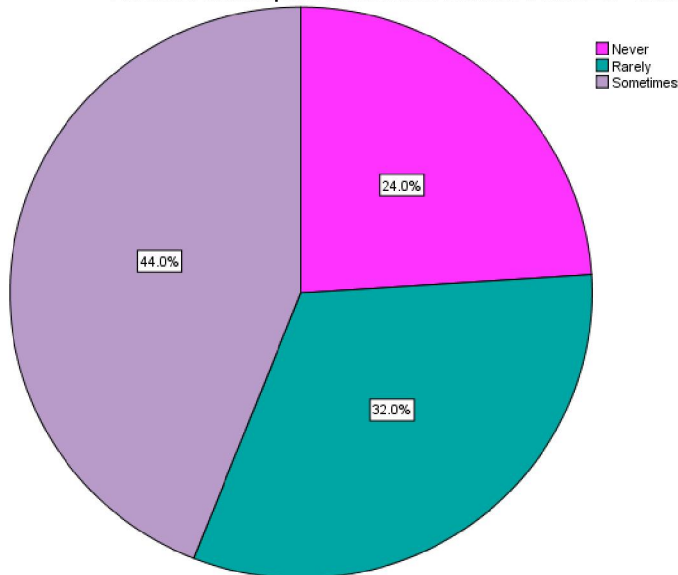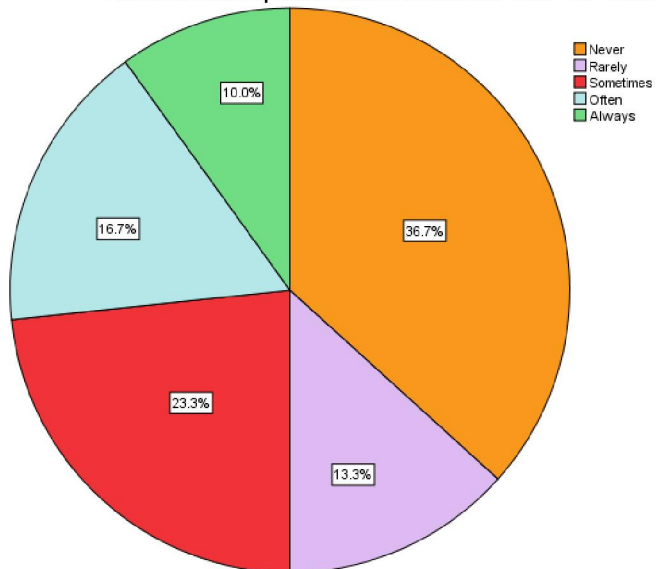
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

Professors in both courses provided an adequate feedback to learners in the ESP class. In the group 02 with a 36.7% the professor never provided an adequate feedback to learners. In addition in the group 03 with a 44.0% the professor sometimes provided an adequate feedback to learners. The majority of the classes were not oriented feedback in ESP due to the fact that the classes were performed as a Communicative Approach mainly in group 03.

Graph 14

Group 02   **Group 03**

Applies adequate activities in term of ESP knowledge

Applies adequate activities in term of ESP knowledge
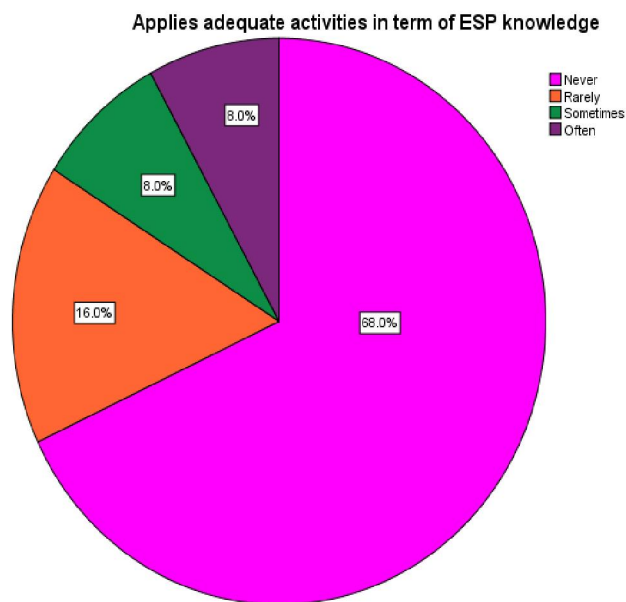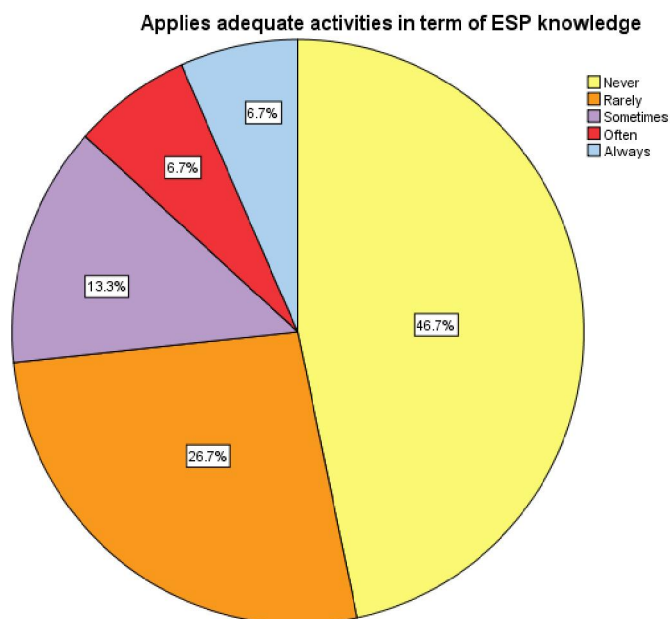
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

An ESP course can be a source of new vocabulary, communication skills or reading. Professors should be aware that working with texts as effective as possible it needs to involve all the students' skills. It is preferred to combine work with printed text. ESP practitioners must take into account when designing specific and appropriate activities to improve the students' knowledge in their specific field. Both professors were not implemented the appropriate activities in terms of ESP knowledge because they had not an ESP training. Thus, the results indicated that the professor of the Group 02 never applied appropriate activities in terms of ESP with a 46.7%. On the other hand the Professor of the group 03 with a 68.0% never applied appropriate activities in terms of ESP knowledge.

Graph 15

Group 02

Uses interactive materials and activities to make students comfortable in the class

Never
Rarely
Sometimes
Often
Always

10.0%
13.3%
6.7%
10.0%
60.0%
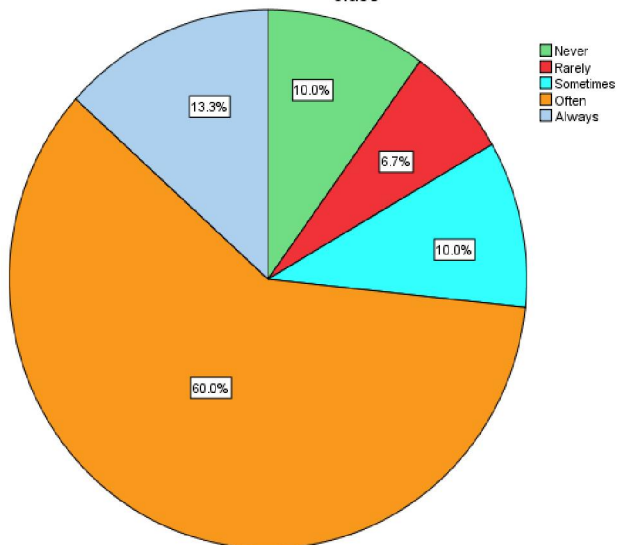
Group 03

Uses interactive materials and activities to make students comfortable in the class

Never
Rarely
Sometimes
Often

12.0%
16.0%
28.0%
44.0%
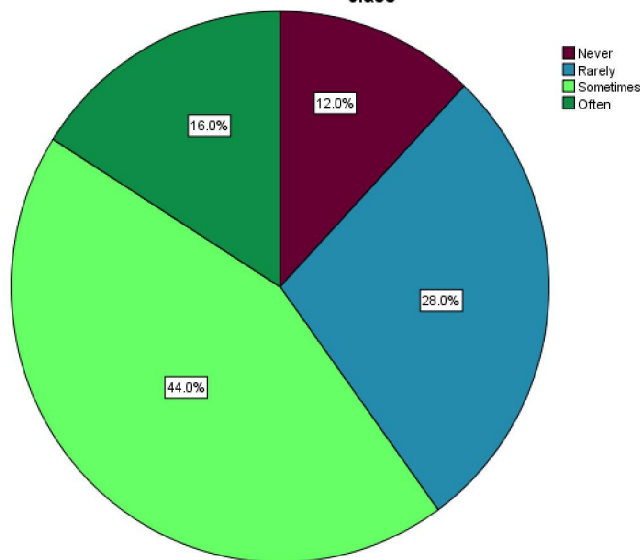
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

ESP professors have freedom to choose material that can be helpful to fulfill the students´ needs adapting them to the learners´ contexts without overwhelming with useless material. Good material should be based on various interesting texts and activities providing a wide range of skills. Material should also function as a link between already learnt (´existing knowledge´) and new information. (Hutchinson and Waters, 1992). The results indicated that the professor of the group 02 with a 60.0 % often used interactive material and activities to make students comfortable in the class. In contrast to the professor of the group 03 with a 44.0 % sometimes used interactive material and activities to make students comfortable in the class. It was remarkable that the professor in the group 03 used interactive activities and material such as power point presentations, board games because she wanted to make students interact with each other.

Graph 16

Group 02
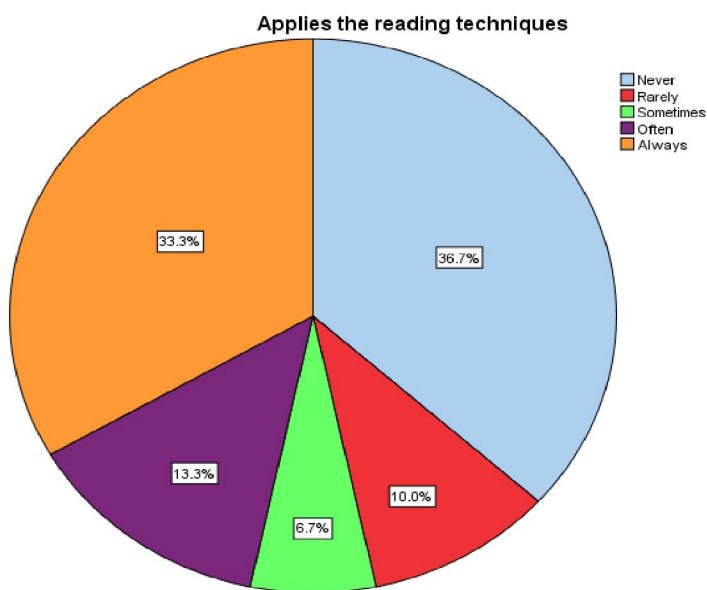
Applies the reading techniques

Legend: Never, Rarely, Sometimes, Often, Always

36.7% — Never
10.0% — Rarely
6.7% — Sometimes
13.3% — Often
33.3% — Always

Group 03

Applies the reading techniques

Legend: Never, Rarely, Sometimes, Often, Always

56.0% — Never
24.0% — Rarely
4.0% — Sometimes
4.0% — Often
12.0% — Always
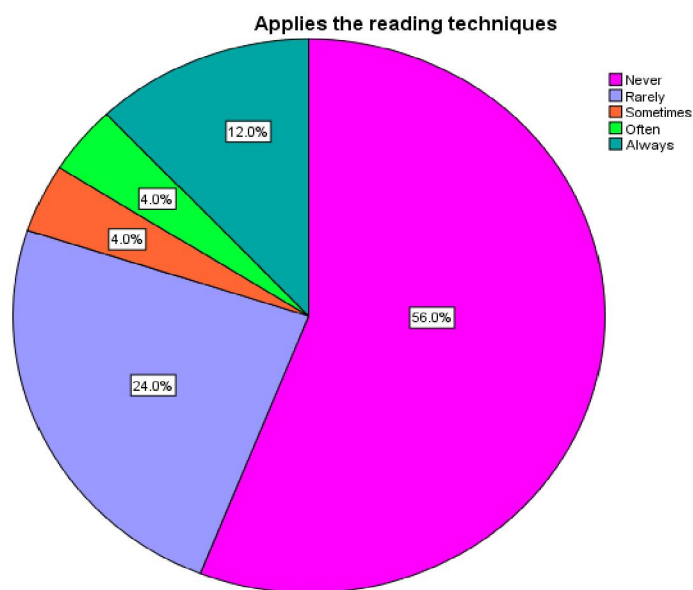
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

There are a variety of techniques that could be applied by professors in the classroom, in order to help students achieve better performance of reading and also to help the formation of them in reading skill. Define the purpose of reading is closely related to the main types of reading recognized as essential by the majority of language professors: scanning, skimming and intensive reading, their use depends on the purpose of reading or skills who want to emphasize. During the observation of the class the professor of the Group 02 with a 36.7% did not apply the reading techniques in the first class because the classes were aimed to explain the grammatical structure. In the rest of the observed classes the Professor applied the reading techniques with a 33.3%. On the other hand the Professor of the Group 03 with a 56.0% never applied the reading techniques.

Graph 17

Group 02

Creates and provide materials based on authentic texts

Never	
Rarely	
Sometimes	
Often	
Always	

3.3%
16.7%
26.7%
36.7%
16.7%
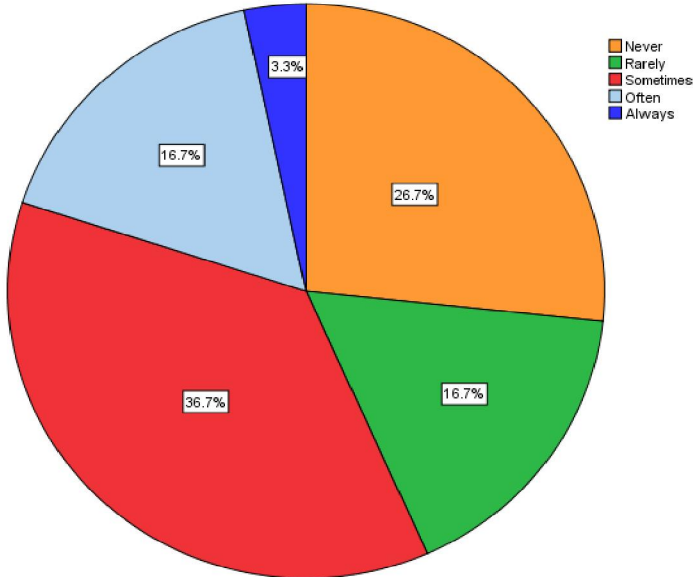
Group 03

Creates and provide materials based on authentic texts

Never	
Rarely	
Sometimes	
Often	

4.0%
24.0%
36.0%
36.0%
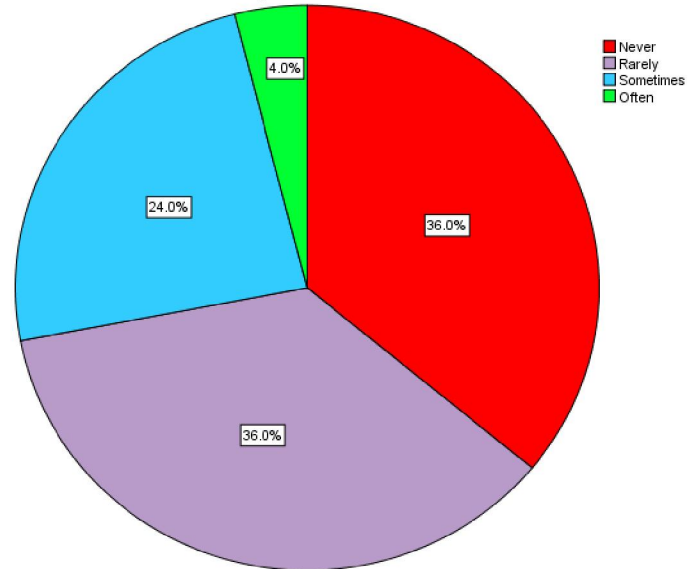
(**Source:** Administrated observation from English 02, groups 02 and 03)

Analysis

The material used for ESP classes should be authentic. The rationale for selecting authentic material may include: Students need to be able to comprehend real life language, Professors can take advantage of the grammatical aspects found in the texts, and students will be prepared to read any type of text, Lindita Hasimi and Anila Priftanji (n.d.). The graphic shows that the professor of the group 02 with a 26.7% sometimes created and supplied material based on authentic texts. In contrast to the professor of the Group 03 with a 36.0% who never created and supplied authentic material. The main reason was because none of the professors created their own material related to Library Sciences. One of the professors argued that it did not use authentic material because they were freshmen university students.

Graph 18

Group 02

Group 03

Explains grammatical structures found in the texts

Explains grammatical structures found in the texts
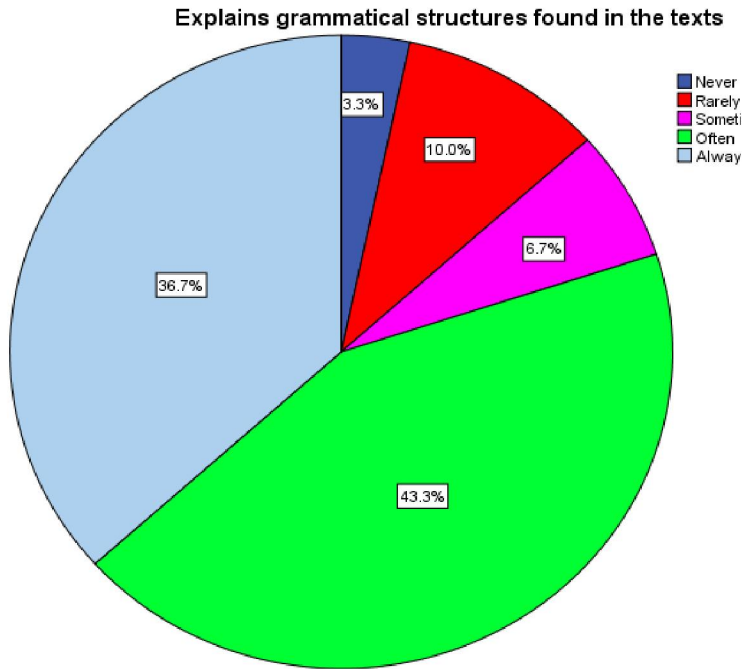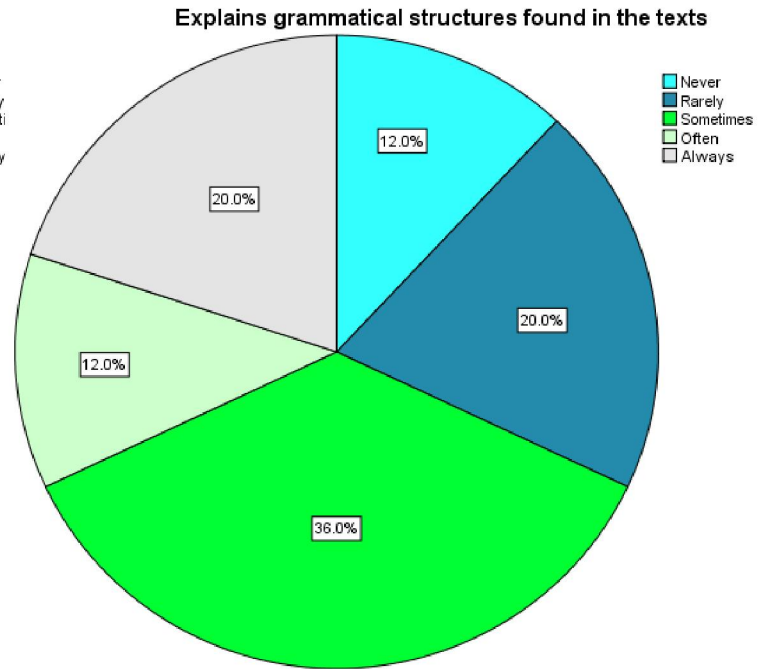
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

In reading, the learner's grammatical weaknesses interfere with comprehension of meaning. Dudley Evans et. al.(1998). It was observed that the professor of the Group 02 with a 43.3% often explained grammatical structure found in the texts. In contrast with the professor of the group 03 with a 36.0% sometimes explained grammatical structure found in the texts. Both professors considered that grammar was not the most important but necessary.

Graph 19

Group 02

Uses a methodology based on the specific needs of the learner

- Rarely
- Sometimes
- Often

43.3%

36.7%

20.0%

Group 03

Uses a methodology based on the specific needs of the learner

- Never
- Rarely
- Sometimes
- Often

44.0%

24.0%

24.0%

8.0%
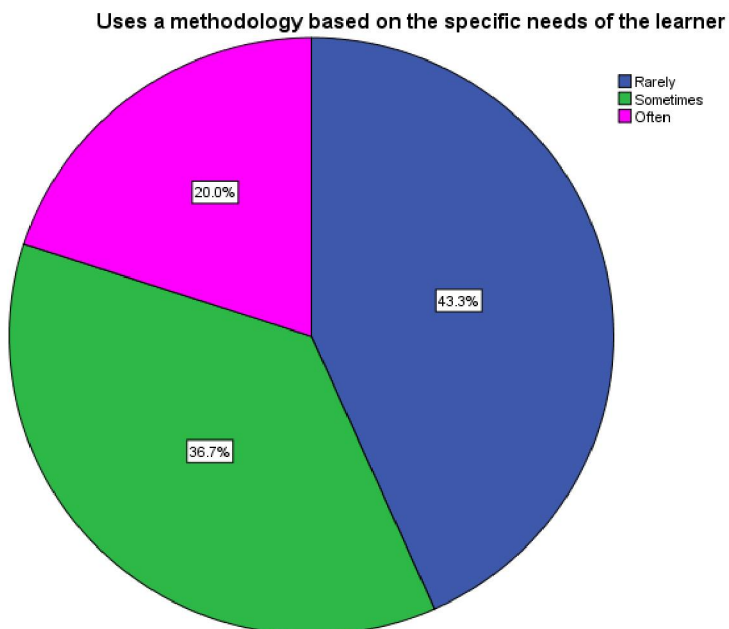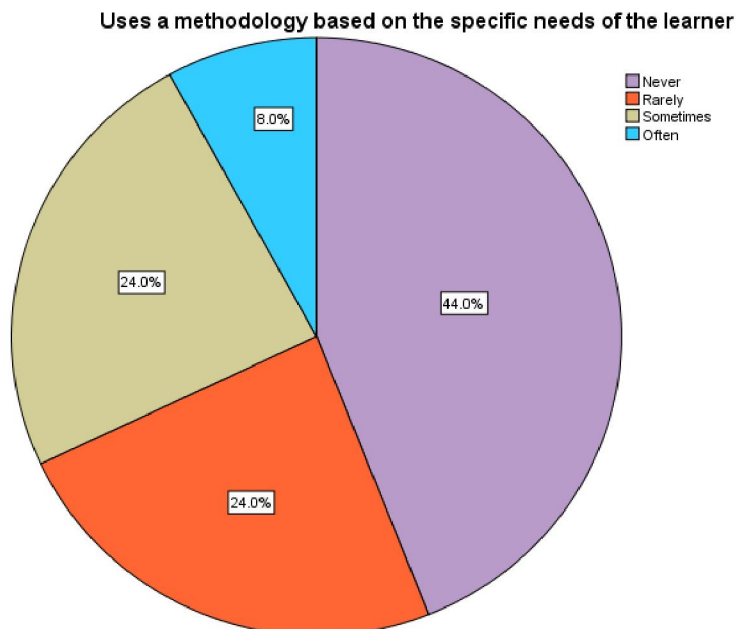
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

The strength of ESP methodology is the way in which language learning and subject learning approaches can be integrated. Munby's Model (1978). The main need of the students is the development of the reading and writing skill in order to be able to understand texts. The professor of the Group 02 with a 43.3% rarely used a methodology based on the specific needs of the students because the course was not designed with a focus on ESP. On the other hand the Professor of the group 03 with a 44.0% never used a methodology based on the specific needs of the students, since its methodology was oriented towards a Communicative Approach.

Graph 20

Group 02

Applies in the class the components of the ESP course, syllabus, methodology, and content.

■	Never
■	Rarely
□	Sometimes
■	Often

26.7%

33.3%

23.3%

16.7%
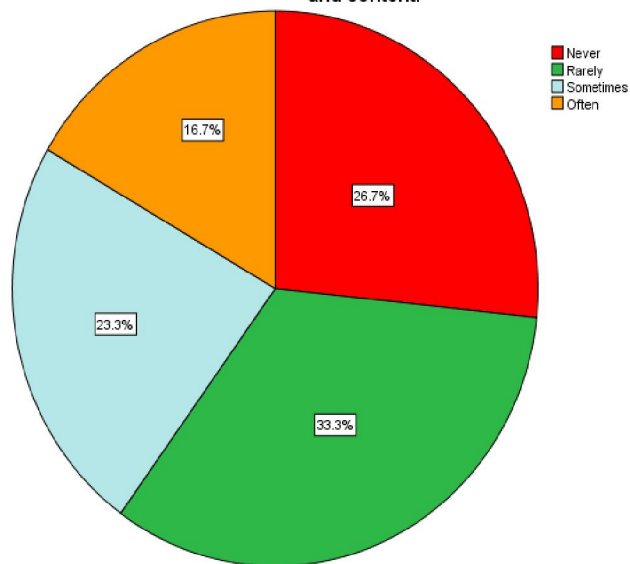
Group 03

Applies in the class the components of the ESP course, syllabus, methodology, and content.

□	Never
■	Rarely
■	Sometimes

8.0%

24.0%

68.0%
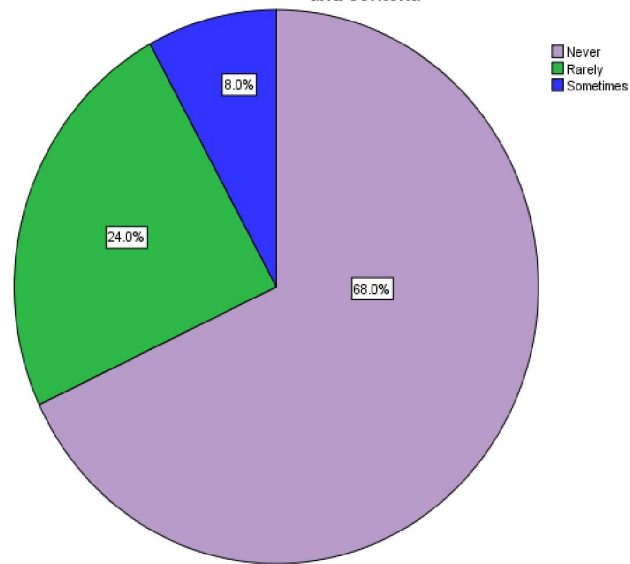
(**Source:** Administrated observation from English 02, groups 02 and 03)

Analysis

An ESP course implies some components such as language description, models of learning and the affective factor, the needs analysis, goals and objectives, course design, syllabus design, materials development, methodology, evaluation (Barrantes, 2009). The results show that the professor of the Group 02 with a 33.3% rarely applied the ESP course components. In contrast to the professor of the Group 03 with a 68.0% never applied the ESP course components. In conclusion, none of the professors applied the ESP course components arguing that the professors never received a professor's training in the ESP area before these classes.

Graph 21

Group 02

Group 03

Designs tasks to be carried out on real Library field.

Designs tasks to be carried out on real Library field

☐	Never
☐	Rarely
■	Sometimes
■	Often

■	Never
■	Rarely
☐	Sometimes

Group 02: 3.3%, 20.0%, 30.0%, 46.7%

Group 03: 12.0%, 52.0%, 36.0%
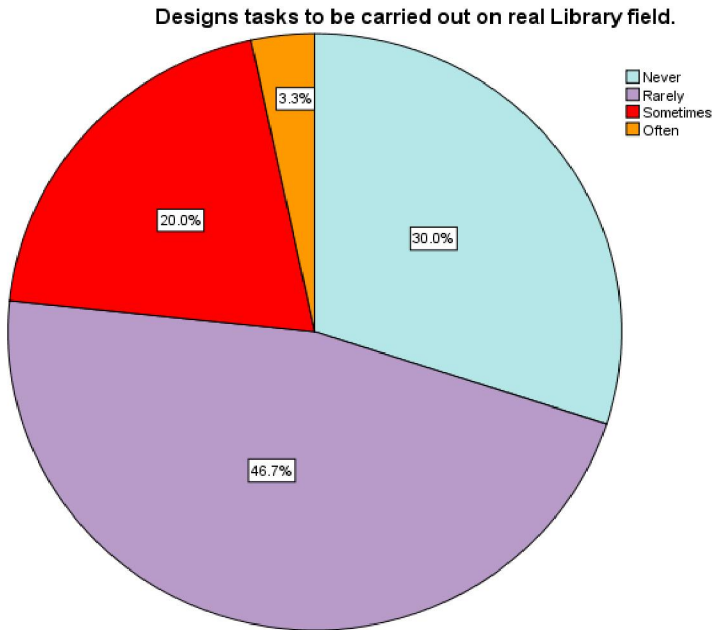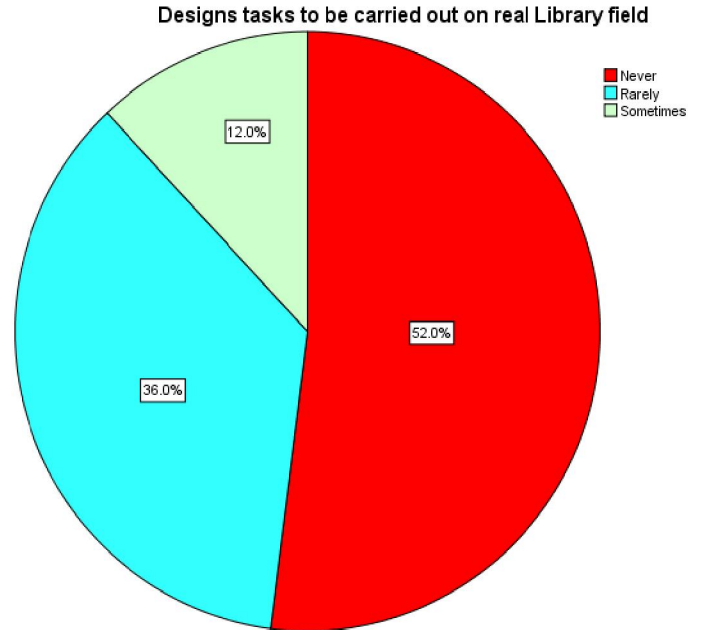
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

Within the context of ESP learning students were confronted with the task of developing English language skills to reflect their knowledge and skills in their native-language. For that reason, the professors designed and provided students the appropriate tasks that will help them in their actual field. The graphic shows that the professor of the Group 02 with a 46.7% rarely designed tasks to perform on real Library Sciences field. In addition, the professor of the group 03 with a 52% never designed tasks to perform on real Library Sciences field. None of the courses was aimed to increase the knowledge of Library Sciences.
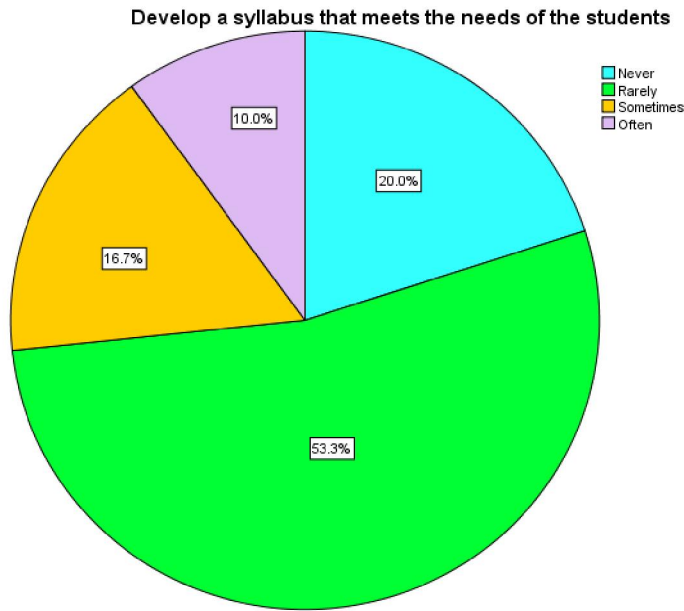
121

Graph 22

Develop a syllabus that meets the needs of the students

(Group 02)
- Never: 20.0%
- Rarely: 53.3%
- Sometimes: 16.7%
- Often: 10.0%

Develop a syllabus that meets the needs of the students

(Group 03)
- Never: 48.0%
- Rarely: 40.0%
- Sometimes: 4.0%
- Always: 8.0%
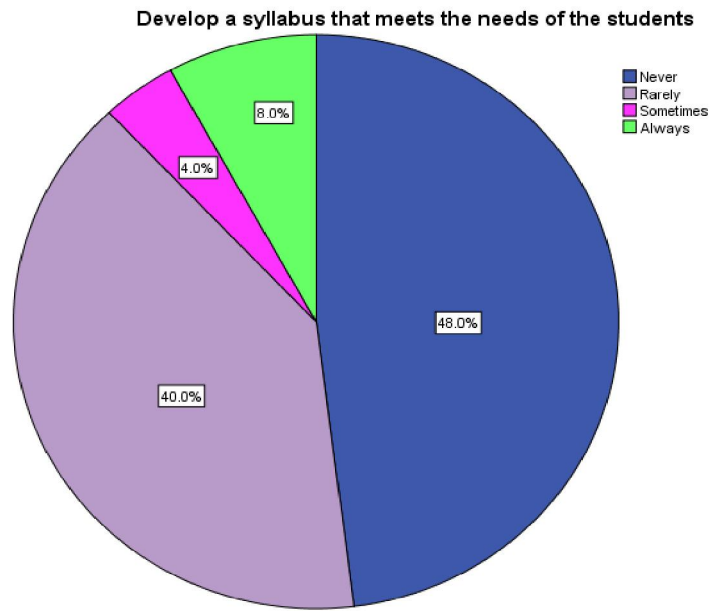
(Source: Administrated observation from English 02, groups 02and 03)

Analysis

Professors must meet the real needs of the students in this case in relation to the field of Library Sciences. These graphs represent the two professors and show if the two professors developed a program of studies that meet the students' needs. The professor of the group 02 with a 53.3% rarely developed a program of studies according to the students' needs. While, the professor of the group 03 with a 48.0% never developed a program of studies according to the students' needs. The curriculum was created by the Coordinator of the Library Sciences career Professor Carlos Morales instead of Library Sciences professors.

Graph 23

Group 02   **Group 03**
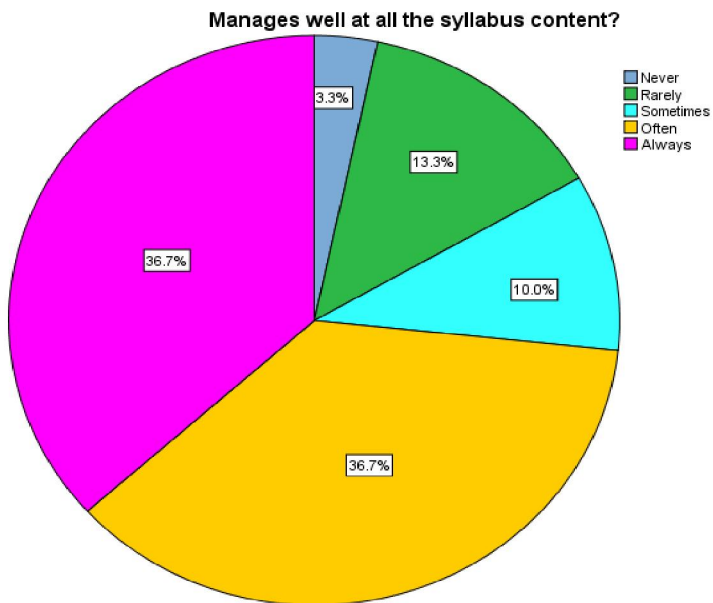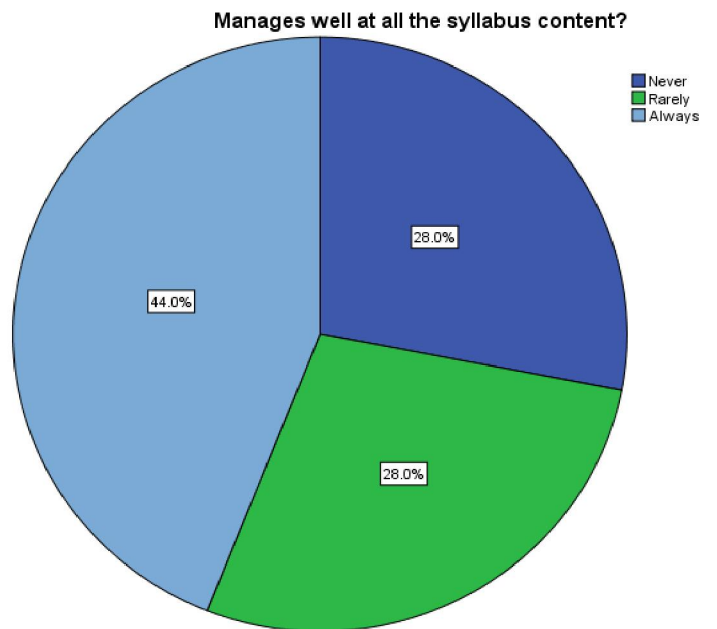
Manages well at all the syllabus content?

Manages well at all the syllabus content?

(**Source:** Administrated observation from English 02, groups 02 and 03)

Analysis

Professor of the group 02 with a 36.7% had often managed well the syllabus content. In addition, the professor of the Group 03 with a 48.0% had always managed well the syllabus content. The professors had the necessary knowledge to manage the syllabus content, although it did not refer to ESP.

Graph 24

Group 02

Use authentic materials that allow students to develop activities in their real language field

- Never
- Rarely
- Sometimes
- Often

16.7%

20.0%

26.7%

36.7%
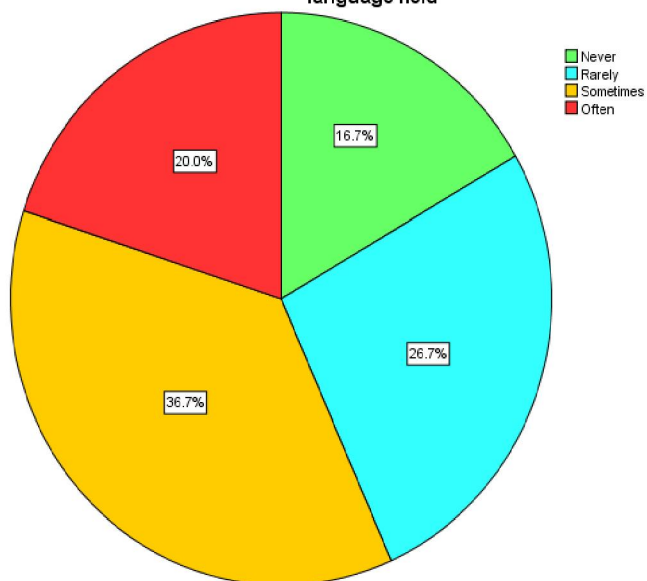
Group 03

Use authentic materials that allow students to develop activities in their real language field

- Never
- Rarely
- Sometimes
- Often

4.0%

16.0%

28.0%

52.0%
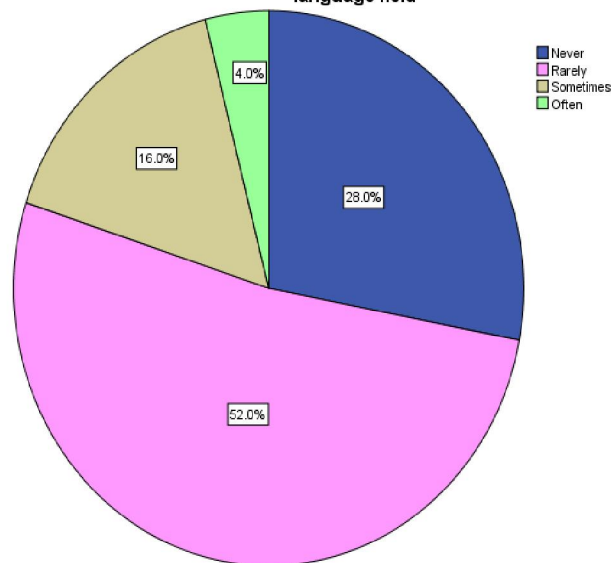
(**Source:** Administrated observation from English 02, groups 02 and 03)

Analysis

It was noted that the professor of the Group 02 with a 36.7% sometimes used authentic material that allowed students to develop activities in their real language field. However, the professor of the group 03 with a 52.0% sometimes used authentic material that allowed students to develop activities in their real language field. None of the professors used authentic material and when professors used authentic material in the class was not related to their real language field.

Graph 25

Group 02
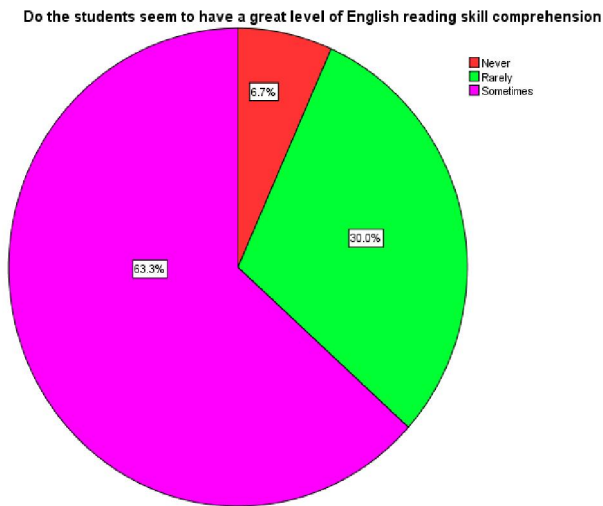
Do the students seem to have a great level of English reading skill comprehension

Never
Rarely
Sometimes

6.7%

30.0%

63.3%

Group 03

Do the students seem to have a great level of English reading skill comprehension

Never
Rarely
Sometimes

32.0%

28.0%

40.0%
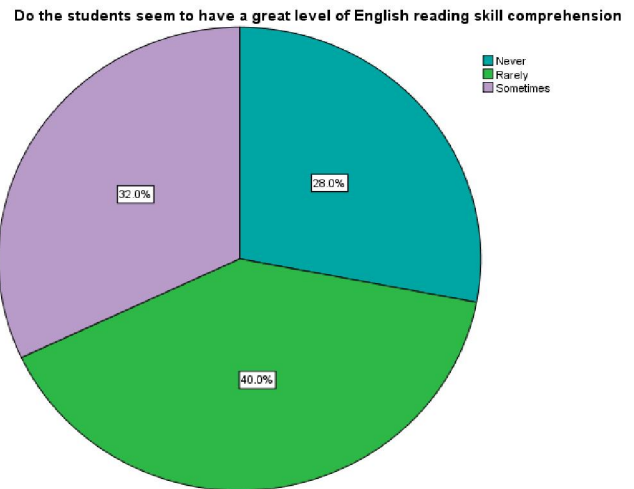
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

The graphic shows that the students of the group 02 with a 63.3% sometimes seemed to have a high level of English reading skill comprehension. In contrast to the students of the Group 03 with a 40% that rarely seemed to have a high level of English reading skill comprehension. It has been reflected that the freshmen students had some difficulty in reading activities.

Graph 26

Group 02

Do the class materials are useful for students to achieve their goals and objectives

Rarely
Sometimes
Often

30.0% 26.7%

43.3%
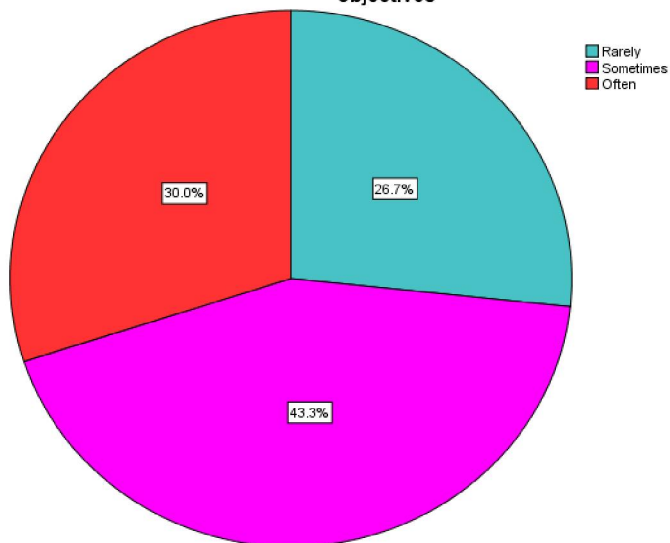
Group 03

Do the class materials are useful for students to achieve their goals and objectives

Never
Rarely
Sometimes
Often

12.0% 8.0%

32.0% 48.0%
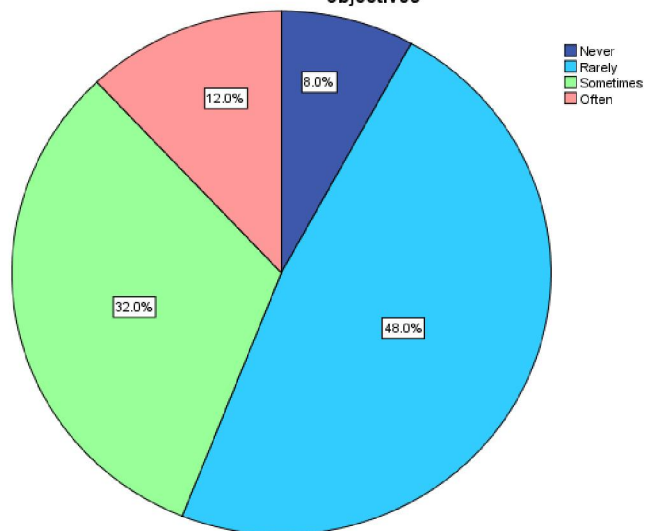
(Source: Administrated observation from English 02, groups 02 and 03)

Analysis

Creativity helps professors to use a particular period in different ways, in order to be useful for students and achieve their goals and specific objectives. The results of the group 02 with a 43.3% shows that class material were sometimes useful for students because the students achieved their goals and objectives in terms of Library Sciences. In contrast to the Group 03 with a 48.0% shows that class material were rarely useful for students. Professors material was adapted for the General English but not for the teaching of ESP.

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Graph 27
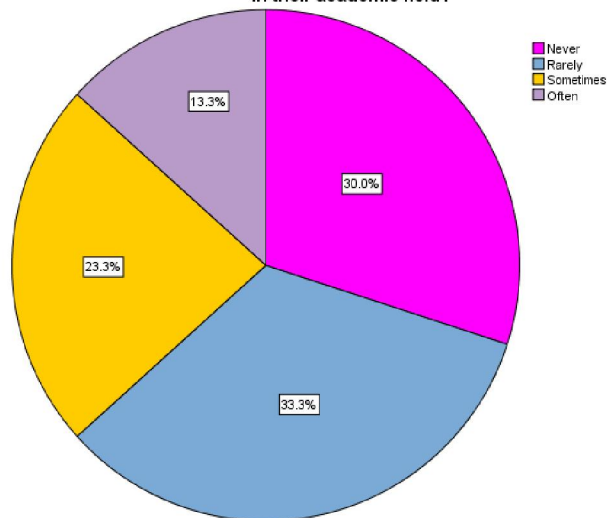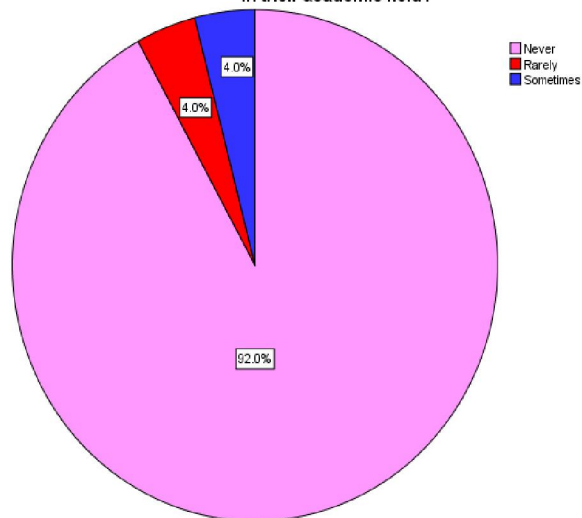
Group 02   **Group 03**

(**Source:** Administrated observation from English 02, groups 02 and 03)

Analysis

The professor of the Group 02 tried to adapt the methodology in the field of Library Sciences. It was a brief adaptation since both professors indicated that they have not had a training or knowledge in terms of the performance of ESP. The results presented in the Group 02 with a 33.3% showed that the course rarely seemed to be oriented to the students and used the knowledge in their academic field. In contrast to the group 03 with a 92.0% which showed that the course never seemed to have been oriented to use the technical knowledge.

9.4.INTERVIEW INSTRUMENT ANALYSIS

Questions	Analysis
Do you make a student's needs analysis before planning the course?	In this question both professors agreed that they do not make a student´s needs analysis before starting the course because the Library Sciences coordinator along with the Literature Department coordinator designed the syllabus according to the students´ necessities identified for them. Therefore, professors said there is not a flexibility to change the syllabus. So professors have to follow the syllabus content, the only thing they do is to adapt some material, activities and tasks to the students' level.
How often do you have an ESP training in order to teach this kind of course?	Nowadays, teaching of ESP is facing some difficulties, these difficulties are experienced by most of professors during the development of course, because some professors are specialized in a specific field but they are not specialized in English or the other way around, they are specialized in English Language but they are not specialized in a specific field. Vassilakis (2011) maintains that the main goal that lies behind training professors is to prepare them to develop some pedagogical roles such as analyzing language and language skills in order to understand the learners" needs, providing the relevant material and planning courses that match those needs. Both professors mentioned that they do not have any training in order to teach such kind of specific courses. Actually, one of them mentioned that she had not teach ESP since fifteen years ago and the other mentioned that she was assigned to teach this course two days before starting the Library Sciences course. So there can be realized that in the University of El Salvador there is a lacks of preparation for ESP professors. Therefore, the quality of these courses is not desirable enough to fulfill the academic requirements for a professional ESP course in this case related to Library Sciences field.
What is the main purposes of this course and how	What ESP recommends is to define the scope of the course seriously but realistically. The best way to do that is by defining goals and objectives. ESP professors should go to the absolute essentials, in terms of time, resources and course sponsors ' demands. Besides that, professors must know exactly the main

useful is for your students?	objectives of the course as well as to know how useful is for students in the development of the course. In Library Sciences field the main purpose defined by professors is to read and comprehend English texts in order to categorize books. Therefore, they need to be able to understand and apply the reading techniques such as scanning, skimming, guessing meaning of words from contexts and so on.
When was carried out the last syllabus updating?	In this part it can be observed that professor from the group 02 knows more about the Library Sciences field since she has been working several years in this area contrasting with the other professor who mentioned this is the very first time she has worked with this area. The porfessor said that the last syllabus updating was the present year; she explained that it is a combination between Bachelor of Arts in Library Sciences and Technician in Library Sciences as a result of this combination there was a modification of the syllabus design in order to fulfill the needs of the Library Sciences students. Therefore, it can be said that this is an updated syllabus since this the very first time that has been performed.
How do you tailor the specific activities for your students´ needs?	The ESP focus means that English is not taught as a subject divorced from the students' real world; ESP professors must design adequate activities that satisfy specific learners´ needs. It is important that professors make a balance between activities and exercises. Graves (n.d.) stated that "Too many exercises and too few activities will impede the ability to communicate in the real world. Professor from group 02 indicated that she tries to look for interesting and pleasant readings for students as well as she looks for a variety of material such as Biology, Psychology, Science, Geography and so on. The other professor said the majority of the classes try to look for material according to students´ level. In both answers it can be observed that professors share the opinion that is not an easy work to find and tailor specific activities because there is not a specific Library Sciences material, they have to adapt a lot of material and activities in order to please students´ needs.
Do you consider that	Both professors recognize that ESP courses are useful for students because they have learnt and identified what they want to learn and put in practice in their real

these kinds of courses are useful to help to achieve Students English goals?	field that in this case is reading, comprehend and understand English texts. Furthermore, one of the professors said that the syllabus is not attractive enough for students. But also she mentioned that students need to learn reading techniques but there are some deficiencies on students such as the lack of vocabulary to work on those mentioned techniques.
What type of authentic materials do you use in your class related to the library science field?	Professors have freedom to choose material that can be helpful to fulfill the students´ needs adapting them to the learners´ contexts without overwhelming with useless material. Authentic material should be taken from the real world and not primarily created for pedagogical reasons. Authentic material can greatly benefit problem-solving, project-based learning, role-play, and simulation and gaming methodology (Safont and Esteve 2004: 261-274). They can increase students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. It is important that ESP professor looks for texts that are as close to the learners' target situations in their academic field as possible. Professors from group 02 mentioned that she tries to look for material in different areas that can be adapted in Library Sciences in contrasting with the other professors that she does not use authentic material due to the students´ level.
What are the main activities that students develop	In both answers it can be observed that professors agreed that the main activities that students develop through the course is to develop the reading skill and writing skill, in the Library Sciences students need to read, understand and comprehend English texts as well as to identify and learn grammar structure. Furthermore, they mentioned that they focus their methodologies to enhance those techniques that are

through the course?	necessaries in the Library Sciences academic and work field.
What aspects does the course contribute to enhance the library sciences knowledge of the students?	Both professors consider that one of the main aspects that contribute to enhance the Library Sciences knowledge of the students is the application of the reading techniques. Through the reading techniques students are able to recognize specific texts instead of reading the entire text in order to know what the book is about. One of the professors considers that is not easy to find specific material related to Library Sciences as well as to find specific reading techniques focus in this field. She considers that a good option will be adapting this material to fulfill student´s expectations. So it can be said that in this kind of courses the material that professors use the most is graded material and it is justified because of students English level which did not allow to work with authentic and complex material.
In what aspects this course is different from a general English course that you have ever taught?	Hutchinson and Waters (1987) define ESP as an approach and not a product, which means that ESP does not involve a particular kind of language, teaching material or methodology but it is concerned with the learner's needs. In ESP, we may use one skill, two or all of them depending on the learner's needs. Genres of language in ESP are formal and academic; while in GE they are conversational and social (a language is learnt for the sake of social interaction). One of the professors said that the main different aspect in this course is to teach reading techniques, contrasting to a GE courses where they teach some other aspects of the language like the most common the speaking and listening skill. The other professor said that both courses are totally different, she identified the students´ attitude like a principal aspect that has a remarkable influence in the performing of the class. Then, it can be said that both professors know and perceive the difference of this course with a GE therefore they have to adapt themselves to

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	those courses.
Do you comply with the established program regarding to contents and objectives? If not why please tell us your reasons about it.	Both professors indicated they comply with the contents and established programs, even though they argued that the syllabus is not designed for ESP but a as General English approach. They mentioned that when they want to make a modification to the syllabus they based it on the specific needs showed by the students. All the changes or modifications to the syllabus are explained to the students and are done along with the coordinator of the career in order to adapt the programs to the specific needs of the Library Sciences students and make it useful for the current academic requirement and expectations for Library Sciences professionals.
What is different in your role as a teacher in this course from a general course?	Hamp-Lyons (2001) states that in addition to specific learners needs, ESP English differs from General English in three main areas: a- ESP is a learner and situation-centered approach which means teaching the learner how to use English in different situations, whereas GE is concerned with language features i.e. it focuses mainly on grammar. b- In ESP, we may use one skill, two or all of them depending on the learner's needs e.g. Learners of business may need only speaking. c- Genres of language in ESP are formal and academic; while in GE they are conversational and social (a language is learnt for the sake of social interaction). One professor mentioned that her role as a teacher in this courses are not different form a GE because she works as a guide or monitor in the class contrasting it with the role as a practitioner of the ESP professors. On the other hand the other professor mentioned that this course is different because when she teaches to the

	students of the Foreign Language Department she acts as guide or model of professors because those students sooner or later will be professors, but when she teaches at the Library Sciences students she only tries to teach knowledge to the students since they only need to know the language.
What are the main needs that you have identified in your students?	Identifying the needs is one the main aspects that professors have to take into account when designing an ESP syllabus. Among the main needs identified by the professors they mentioned that in group 02 the main need is the English knowledge reinforcement of the students. Because when they come into the university they do not have the adequate level of English proficiency to be successful in the university. Therefore, professors cannot adapt or perform the syllabus correctly since not all the students have the same level of English. The other professor mentioned that the main need is to understand and learn the reading techniques such as skimming and scanning predicting and previewing therefore she was going to start working on those areas of deficiency on the Library Sciences students.

9.5. Hypotheses' test

9.5.1. General Hypotheses

THE APPLICATION OF THE ESP APPROACH IS USEFUL FOR STUDENTS´ LEARNING SCIENTIFIC AND TECHNICAL KNOWLEDGE IN THE BACHELOR OF ARTS IN LIBRARY SCIENCES IN THE LITERATURE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR.

The hypothesis could not be proved according to the results. It was clearly stated and found that the ESP Approach in the Bachelor of Arts in Library Sciences is not applied appropriately according to the ESP theory; thereby this approach is not useful for students´ learning in the way it is currently taught.

9.5.2. Specific Hypotheses

9.5.2.1. Specific Hypothesis 1

THE LIBRARY SCIENCES PROFESSORS' APPLICATION OF THE ESP APPROACH IN THE CLASSROOM CONTRIBUTES TO THE STUDENTS´ LEARNING PROCESS.

This hypothesis could not be proved because the application of the ESP Approach did not contribute to the students´ learning process. In addition; it was found that there were non-specialized professors to teach the ESP Approach. Also it was found that there was not any training to professors in ESP area in the Literature Department. Furthermore, the class material was not very adequate and related with the ESP methodology and Library Sciences field.

9.5.2.2. Specific Hypothesis 2

ESP LEARNER ACQUIRES ONE OR MORE THAN ONE SKILL IN TERMS OF ESP KNOWLEDGE IN THE SUBJECT ENGLISH LEVEL 02 IN THE BACHELOR OF ARTS IN LIBRARY SCIENCES IN THE LITERATURE DEPARTMENT.

This hypothesis was proved during the process of investigation because reading skill was the main skill that the students developed in the Library Sciences course. The essential

macro skills that these courses developed were the reading skills such as scanning, skimming, previewing and predicting and guessing meaning from contexts.

9.5.2.3.Specific Hypothesis 3

THE ESP APPROACH IN THE SUBJECT ENGLISH LEVEL 02 FULFILLS STUDENTS' NEEDS IN TERMS OF LIBRARY SCIENCES.

This hypothesis could not be proved because the students' needs were not completely fulfilled. The first reason was the lack of knowledge of the professors in terms of Library Sciences. Secondly, there were not adequate ESP resources for the development of the class. Finally, the English background of the students' was very low.

CHAPTER 10. CONCLUSIONS

Based on the outcomes of this research, the following conclusions can be drawn:

- It was clearly stated and found that the ESP Approach in the Bachelor of Arts in Library Sciences was not applied appropriately according to the ESP theory. Even though the syllabus identified the students' needs it was remarkable that professors did not design their own syllabus. Professors were not completely flexible to modify the established syllabus of the major. In addition, the class material was not very adequate to the ESP methodology.

- In this study it was concluded that in the Library Sciences course was identified the main need which was the reading skill. The essential skills that these courses developed were the reading macro skills such as scanning, skimming, previewing and predicting and guessing word meaning in which the professors explained the students how to apply these techniques using different and a variety of reading material. In order to achieve the reading skills effectivity the professors taught grammar structure for a better comprehension of the English texts. It was observed in both courses that one of the professors did not teach the reading techniques during the process of this research.

- It was clearly identified in these courses the students' needs such as the development of reading techniques and acquirement of Library Sciences knowledge. They were not completely fulfilled due to the lack of knowledge of professors in terms of Library Sciences. In addition, there were not resources to teach an adequate ESP course because the class material and activities were not related to Library Sciences. The English students' level

was not adequate enough; therefore the professors had to adapt the methodology to the students' knowledge and English level.

- In the Literature Department was found that there were non-specialized professors to teach the ESP Approach because of a lack of professor's training which did not allow us to find professionals in this specific area.

- The English students' English background was very basic because the majority of students did not bring a good knowlegde of English from high school. For obvious reasons, the class was very difficult for them. So, they were not able to understand and communicate in the class. As a result, it was very difficult for the professors to perform the syllabus wich was designed by the coordinator of the major.

CHAPTER 11. RECOMMENDATIONS

Based on the outcomes of this research, the following recommendantions can be draw:

The research team consider important to come up with some recommendations, taking into account the results obtained in this research in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador.

- It is recommended that The University of El Salvador should developed programs that help students in culturing into the professional community. It is also necessary to design a University Diploma to create professionals professors in the ESP area. As a result, in the close future the university professionals will also perform well in job markets if they are academically well prepared to fulfill the requirements in their work field.

- It is stated that ESP functions better with intermediate English level. Then, it is necessary that the Library Sciences professors teach one year of General English course in order to improve students' proficiency. After students reach the intermediate English level they will get ready to start an intensive course of Technical English.

- ESP professors must have specific knowledge on Library Sciences to apply the contents and material to the students´ needs. Therefore it is necessary that ESP professors have language teaching competence and specific subject knowledge to design their own syllabus. In addition, the ESP practitioner must have the knowledge of recent methodologies for the teaching of English as a foreign or second language and the ESP Approach as well. Furthermore, it should be important that ESP professors also gather necessary information about the subject areas of ESP students.

- In the Literature Department, there is a need to develop teaching material according to different English students' level. Relevant and vital teaching material will be immense source of motivation for the students because this will improve their proficiency level. The ESP professors will have to develop ESP innovative material related to the Library Sciences field. It is really important to design and use books keeping in mind the level and students' needs.

- It should be taken as urgent that the University of El Salvador develops and designs appropriate and relevant ESP courses for university students who are pursing higher courses in Health Sciences, Engineering, Literature and Management courses and in Human Sciences as well. The University of El Salvador along with the Literature Department of the Bachelor of Arts in Library Sciences should take up a lead role and come up with different curriculum which should focus on the students' needs and taking into consideration all these efforts ESP will definitely grow. Consequently, the University of El Salvador will have an education in vanguard.

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APPENDIXES

A-1 OBSERVATION GUIDE

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UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT

OBSERVATION GUIDE

                                            Thesis group   **Semester II / 2014**
Topic:

ESP Approach used in English level 02 of the Bachelor of Arts in Library Sciences of the Literature Department, School of Sciences and Humanities, University of El Salvador, year 2014.

Objective To find out the application of the ESP Approach and its usefulness on students´ learning in Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador
Professor's name: Lic. Alexander Bruno

 Students´ names : Pedro Francisco García   (GV08013)
                                Juan Carlos Guerra   (GL93018)
                                Martha Guadalupe Tejada   (TM09004)

Observers:_____

Place:_____Date:_____Time:_____
Group_____

Variables – Indicators

No	Observable behavior	Never	Rarely	Sometimes	Often	Always
	Did the teacher…………					
1	adapt the ESP syllabus to the students´ needs?					

The application of the ESP Approach and its usefulness for students´ learning

</div>

		Never	Rarely	Sometimes	Often	Always
2	mainly aimed the Methodology in the ESP Approach?					
3	shows a good knowledge of the Library Sciences field?					
4	design the course based on the students´ needs?					
5	manage the class according to an ESP Approach?					
6	design activities to enhance reading skills?					

Teachers' application of the ESP Approach and its contribution on students´ learning

	Did the teacher…………	Never	Rarely	Sometimes	Often	Always
1	manage the class as an ESP teacher?					
2	act out like a course designer and material provider in the class?					
3	act out as a researcher, collaborator and evaluator inside the classroom?					
4	provide authentic material to develop the class and help students?					
5	encourage students to use English related to Library Sciences?					
6	assign tasks in order to get new English knowledge related to Library Sciences?					
7	provide an adequate feedback to learners in the ESP class?					
8	apply adequate activities in term of ESP knowledge?					
9	use interactive material and activities to make students comfortable in class?					

ESP learners skill acquired in terms of ESP knowledge with the use of ESP Approach

	Did the teacher ………	Never	Rarely	Sometimes	Often	Always
1	apply the reading techniques?					
2	create and provide material based on authentic texts?					

		Never	Rarely	Sometimes	Often	Always
3	explain grammatical structures found in the texts?					
4	use a methodology based on the specific students'needs?					
5	apply in the class the components of the ESP course, syllabus, methodology, and contents?					
6	design tasks to be carried out on real Library Sciences field?					
The ESP Approach fulfills students' needs in terms of academic field.						
	Did the teacher………………….	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
1	develop a syllabus that meets the students´ needs?					
2	master well all the syllabus contents?					
3	use authentic material that allow students to develop activities in their real language field?					
4	Did the students seem to have a proficiency level of English reading skill comprehension?					
5	Did the class material is useful for students to achieve their goals and objectives?					
6	Did the course seem to be aimed for students to use the technical knowledge in their academic field?					

Comments_____

_____

_____

_____

_____

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B-1 STUDENTS´ QUESTIONNAIRE

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SOCIAL SCIENCES

FOREIGN LANGUAGE DEPARTMENT

STUDENTS QUESTIONNAIRE

Thesis group   Semester I / 2014

Topic:

ESP Approach used in English level 02 of the Bachelor of Arts in Library Sciences of the Literature Department, School of Sciences and Humanities, University of El Salvador, year 2014

Objective: To find out the application of the ESP Approach and its usefulness on students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador

Professor's name: Lic. Alexander Bruno

Students´ names: Pedro Francisco García   (GV08013)

                                Juan Carlos Guerra   (GL93018)

                                Martha Guadalupe Tejada   (TM09004)

DIRECCTIONS: Please, read carefully the following questionnaire and check the best category that you consider adequate based on your experience and your point of view as a student.

Male_____   Female_____   Academic Year_____

The application of the ESP Approach and its usefulness for students´ learning

1. Do you consider that the teacher adapt the syllabus to your academic needs?

1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

2. Do you consider that the teacher teach the class correctly?

1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

3. Do you consider that the teacher has a good knowledge of the subject?

1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

4. Do you consider that the English subject is useful for your major?

1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

5. Do you consider that the teachers´ activities help you in your academic and professional field?

1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

Teachers' application of the ESP   Approach and its contribution on students´ learning

1. Do you consider that the teacher use Technical English related to Library Sciences?
1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

2. Do you consider that the teacher provides adequate material related to your academic field?
1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

3. Do you consider that teachers provide up- to- date technical material useful in your academic field?
1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

4. Do you consider that the course is useful to help you to achieve your goals within the Library Sciences major field?
1. Never___   2.Rarely_____   3.Sometimes_____   4. Often_____   5.Always_____

5. Do you consider that the teacher use interactive material in Library Sciences to make comfortable and appropriate the class?

1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

ESP learner's skill acquired in terms of ESP knowledge with the use of ESP Approach

1. Which of these skills do you consider that you develop throughout this course related to the Library Sciences field?

    1. Reading ___ 2.Writing____ 3.Listening____ 4. Speaking____

2. Do you consider that throughout this course you become able to manage well all the technical knowledge required for your work field?

    1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

3. Do you consider that the course help you to get your Technical English expectations upon graduation in your field?

    1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

4. Do you consider that the use of class material in Library Sciences field help you to acquire a good English knowledge?

    1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

5. Do you consider that the class content contributes you to enhance your Library Sciences knowledge?

    1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

   The ESP Approach fulfills students' needs in terms of academic field.

1. Do you consider that the teacher overwhelm you with tasks and activities related to your field?

    1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

2. Do you consider that the teacher is flexible and assigns tasks according to the English program in your field?

   1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

3. Please, check one of the following skills that you consider apply the most throughout this course. 1. Scanning ___ 2.skimmimng ____ 3. Look for words in dictionary____ 4. prediction of texts ____ 5.guessing meaning of words from context _____

4. Do companies require full English for their Technical Library Sciences Professionals?

   1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

5. Do the Library Sciences Students need to know full English in order to get a job?

   1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

6. Do you consider that this course is aimed for students to use the technical knowledge in their academic field?

   1. Never___ 2.Rarely____ 3.Sometimes____ 4. Often____ 5.Always_____

7. Library Sciences is a field where you need to manage written and reading skills in order to understand some written texts you might find in your labor field. Therefore, this is a special subject which has been designed with the objective to enhance your technical knowledge related to the Library Sciences field. Please give us your point of view about the content of the class and about the performance of the teacher in this class.

_____

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCAS Y HUMANIDADES

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

CUESTIONARIO

Semestre II / 2014

Tema:

Enfoque de Inglés con Propósitos Específicos en la materia de Inglés 02 de la Licenciatura en Biblioteconomía en el Departamento de Letras en la Universidad de El Salvador del presente año 2014.

Objetivo: Averiguar la aplicación del enfoque de Inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes en el conocimeinto técnico y cientific en la Licenciatura de Biblioteconomía en el Departamento de Letras en la Universidad de El Salvador.

Nombre del Tutor: Lic. Alexander Bruno

Integrantes: Pedro Francisco García   (GV08013)

              Juan Carlos Guerra   (GL93018)

              Martha Guadalupe Tejada   (TM09004)

Instrucciones: Por favor lea cuidadosamente el siguiente cuestionario y marque la mejor respuesta que considere adecuada basada en su experiencia y punto de vista como estudiante.

Femenino_____   Masculino_____   Año académico_____

Aplicación del enfoque de inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes

1. **¿Consideras que el maestro adapta el programa a tus necesidades académicas?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre_____

2. **¿Consideras que el maestro enseña la clase correctamente?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre_____

3. **¿Consideras que el maestro tiene un buen conocimiento de la materia?**

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre_____

4. ¿Consideras que la materia de inglés es útil para tu carrera?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre_____

5. ¿Consideras que las actividades que el maestro proporciona te ayudan en tu área académica y profesional?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre_____

Aplicación del enfoque de inglés con Propósitos Específicos por parte del maestro y su contribución en el aprendizaje de los estudiantes

1. ¿Consideras que el maestro usa inglés técnico relacionado a la licenciatura en Biblioteconomía?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre____

2. ¿Consideras que el maestro proporciona material adecuado relacionado a tu campo académico específicamente en el área de biblioteconomía?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre____

3. ¿Consideras que el maestro proporciona material técnico actualizado de utilidad en tu campo académico de biblioteconomía?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre____

4. ¿Consideras que esta asignatura es útil y contribuye para alcanzar tus metas dentro del campo de biblioteconomía?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre____

5. ¿Consideras que el maestro usa materiales relacionados a biblioteconomía y actividades interactivas para hacer amena y apropiada la clase?

1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____
5.Siempre____

Habilidades adquiridas por el estudiante en términos de conocimiento y con el uso del enfoque de inglés con propósitos específicos

1. **¿Cuáles de estas habilidades consideras que más desarrollas a través de este curso en relación al campo de biblioteconomia? Por favor, seleccione una de las cuatro**.

   1. Lectura ____ 2.Escritura_____ 3.Auditiva_____ 4. Oral_____

2. **¿Consideras que a lo largo de este curso tendrás las capacidad de manejar muy bien un conocimiento técnico requerido en tu campo laboral?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

3. **¿Consideras que este curso te ayudara a alcanzar tus expectativas de conocimiento técnico en el idioma Inglés como profesional en este campo?**

   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

4. **¿Consideras que el uso de materiales en la clase te ayudan a adquirir un buen conocimiento en el idioma Inglés?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

5. **¿Consideras que el contenido de la clase contribuye en mejorar tu conocimiento en Biblioteconomía?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

   El enfoque de inglés con Propósitos Específicos satisfice las necesidades del estudiante en términos académicos

1. **¿Consideras que el maestro te sobrecarga con tareas y actividades relacionadas con tu campo académico?**

   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

2. **¿Consideras que el maestro es flexible y asigna tareas de acuerdo al programa de inglés del curso en tu campo de Biblioteconomía?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

3. **Por favor, seleccione una de las cuatro habilidades de lectura que más has desarrollado a través del curso.**
   1. Scanning (Escaneo) ___ 2. Skimmimng (Lectura para obtener la esencia de un texto) ____ 3. Buscar palabras en el diccionario____ 4. Predicción de textos ____ 5.Enteder el significado de una palabra en el contexto _____

4. **¿Consideras que las empresas de nuestro país requieren de un inglés avanzado para el perfil profesional de tu carrera?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

5. **¿Consideras que los estudiantes de Biblioteconomía necesitan tener un conocimiento avanzado para obtener un trabajo?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

6. **¿Consideras que este curso está orientado para que los estudiantes puedan usar un conocimiento técnico en el área de Biblioteconomía?**
   1. Nunca___ 2.Rara vez ____ 3.Algunas veces____ 4.A menudo____ 5.Siempre____

7. **Biblioteconomía es un área donde tú necesitas dominar habilidades de lectura y escritura en inglés técnico con el objetivo de entender algunos textos escritos que puedas encontrar en tu campo laboral por lo cual esta clase es una asignatura especial que está diseñada con el objetivo de incrementar el conocimiento técnico de inglés relacionado a Biblioteconomía. Por favor, danos tu punto de vista sobre el contenido de esta clase y sobre el desempeño del maestro en la clase.**

_____

C-1 TEACHERS´ INTERVIEW

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SOCIAL SCIENCES

FOREIGN LANGUAGE DEPARTMENT

TEACHERS´ INTERVIEW

Thesis group   Semester I / 2014

Topic:

ESP Approach used in English level 02 of the Bachelor of Arts in Library Sciences of the Literature Department, School of Sciences and Humanities, University of El Salvador, year 2014

Objective: To find out the application of the ESP Approach and its usefulness on students´ learning in Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador

Professor's name: Lic. Alexander Bruno

Students´ names: Pedro Francisco García   (GV08013)

                 Juan Carlos Guerra   (GL93018)

                 Martha Guadalupe Tejada   (TM09004)

Place:_____Date:_____Time:_____

_____Professors'sname_____

Group_____

The application of the ESP Approach and its usefulness for students´ learning

1. Do you make a student's needs analysis before planning the course?
2. How often do you have an ESP training in order to teach this kind of course?
3. What kind of experience do you have teaching an ESP course?
4. What is the main purpose of this course and how useful is for your students?
5. When was carried out the last syllabus updating?

Teachers' application of the ESP Approach and its contribution on students´ learning

1. How do you tailor (badget) the specific activities for your students´ needs?
2. Do you consider that these kinds of courses are useful to help achieving Students English goals?
3. What type of authentic material do you use in your class related to the Library Sciences field?

ESP learner's skill acquired in terms of ESP knowledge with the use of ESP Approach

1. What are the main skills that students develop through the course?
2. What aspects does the course contribute to enhance the Library Sciences knowledge of the students?
3. In what aspects this course is different from a general English course that you have ever taught?
4. Do you comply with the established program regarding to contents and objectives? If not why please tell us your reasons about it. YES/ NO why?

The ESP Approach fulfills students' needs in terms of academic field.

1. What is different in your role as a teacher in this course from a general course?
2. What are the main needs that you have identified in your students?

UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCAS Y HUMANIDADES

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

ENTREVISTA

Semestre I / 2014

Tema:

Enfoque de Inglés con Propósitos Específicos en la materia de Inglés 02 de la Licenciatura en Biblioteconomía en el Departamento de Letras en la Universidad de El Salvador del presente año 2014.

Objetivo: Averiguar la aplicación del enfoque de Inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes en la Licenciatura de Biblioteconomía en el Departamento de Letras en la Universidad de El Salvador.

Nombre del Tutor: Lic. Alexander Bruno

Integrantes: Pedro Francisco García   (GV08013)

Juan Carlos Guerra   (GL93018)

Martha Guadalupe Tejada   (TM09004)

Lugar:_____Día:_____Hora:_____

Nombre del docente_ _____Grupo___

Aplicación del enfoque de inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes

1. ¿Hace usted un análisis de las necesidades del estudiante antes de planificar el curso?

2. ¿Con qué frecuencia usted tiene una formación de inglés con Propósitos Específicos para enseñar este tipo de cursos?

3. ¿Cuál es el objetivo principal de este curso y porque es útil para los estudiantes?

4. ¿Cuándo fue la última vez que actualizo la curricula de esta carrera?

Aplicación del enfoque de inglés con Propósitos Específicos por parte del maestro y su contribución en el aprendizaje de los estudiantes

1. ¿Cómo adapta usted las actividades específicas a las necesidades de los estudiantes en la clase?
2. ¿Considera usted que esta clase de cursos son útiles y ayudan a los estudiantes a lograr sus metas en el idioma inglés?
3. ¿Qué tipo de materiales auténticos utiliza para el desarrollo de la clase relacionados al campo de biblioteconomía?

Habilidades adquiridas por el estudiante en términos de conocimiento y con el uso del enfoque de inglés con propósitos específicos

1. ¿Cuáles son las actividades principales que los estudiantes desarrollan a lo largo del curso?
2. ¿Qué aspectos del curso contribuyen a enriquecer el conocimiento de Biblioteconomía en los estudiantes?
3. ¿En qué aspectos este curso es diferente de un curso de inglés general que usted haya enseñado?
4. ¿Cumple usted con el programa establecido en relación al contenido y objetivos? En caso contrario por favor explique sus razones.

El enfoque de inglés con Propósitos Específicos satisfice las necesidades del estudiante en términos académicos

1. ¿Considera usted que el rol del maestro en este tipo de cursos es diferente de un curso de inglés general?
2. ¿Cuáles son las necesidades principales que usted ha identificado en sus estudiantes

D-1 INTERVIEW TRANSCRIPTION 1

Lugar: Aula H3

Día: miércoles 10 de septiembre 2014

Hora: 8:35 a.m.

Nombre del docente: Licda. María Teresa de Coronado

Grupo: 02

PRIMERA PARTE

Aplicación del enfoque de inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes

1. **Hace usted un análisis de las necesidades del estudiante antes de planificar el curso?**

   Pues en realidad no, no lo hacemos porque para comenzar este curso que nosotros como docentes de periodismo damos a Biblioteconomía y son ellos los que prácticamente los que han hecho su programa y eso es lo que ellos quieren. Hasta cierto punto ellos han visto en si cuales son las necesidades de los estudiantes. Verdad, yo como docente no, no sé, son ellos como departamento deberían hacerlo.

2. **¿Con qué frecuencia usted tiene una formación de inglés con Propósitos Específicos para enseñar este tipo de cursos?**

   Pues en realidad como tenia años de no darlo, verdad, no me he estado actualizando en esto últimamente, tenia quizás como unos quince años de no dar este tipo de inglés, pero en realidad pues las técnicas no han variado mucho entre hace quince años quizás y ahora y es cuestión de, quizás lo que lo actualiza a uno lo que hay que actualizar es en si las lecturas lo que se está estudiando porque la gramática se mantiene verdad, las técnicas de lectura también se mantienen verdad, y se hacen un poquito más extensas pero en realidad la metodología es básicamente la misma.

3. **¿Cuál es el objetivo principal de este curso y porque es útil para los estudiantes?**

Bueno, el objetivo principal es que el estudiante pueda leer textos en ingles, verdad este, cual era la otra

(Entrevistador) y porque es útil para los estudiantes?

Ah bueno, creemos q es útil por el tipo de carrera que ellos llevan que es bibliotenconomia ellos van a estar trabajando en el área esta y creemos que todo el material que les llegue a sus manos en otros idiomas en este caso inglés puede servirá para tener un conocimiento elemental, y decir que este libro trata de esto al leer su portada su contraportada, al leer un resumen, el puede tener una idea y poder clasificarlo que es lo que supuestamente ellos tienen que hacer. Entonces si les va a servir en su vida profesional.

4. **¿Cuándo fue la última vez que actualizo la curricula de esta carrera?**

Este año, porque ahora es otra, antes era la de técnico en bibliotecología y ahora es la de la licenciatura en biblioteconomía, entonces de alguna manera se reviso la de técnico en bibliotecología, para poder hacer como que encajaran las dos carreras, la licenciatura y el técnico. Entonces, se han actualizado este año.

SEGUNDA PARTE

Aplicación del enfoque de inglés con Propósitos Específicos por parte del maestro y su contribución en el aprendizaje de los estudiantes

1. **¿Cómo adapta usted las actividades específicas a las necesidades de los estudiantes en la clase?** Pues en realidad, trato de buscar lecturas que sean agradables, interesantes para ellos, verdad, creo que el grupo pues en realidad no podemos decir que tiene un interés especifico en un tema, verdad, porque es bibliotecología y a ellos le van a llegar a sus manos todo tipo de libros, entonces tratamos de buscar material que sea variado, verdad, biología, geografía, psicología, ciencia de todo tipo material, entonces no hay así un especifico para los de bibliotecología, porque ellos van a tener en sus manos de todo tipo de material.

(Entrevistador) ¿Entonces es amplio el campo que ellos abarcan?

Si, imagínese pues están trabajando o van a trabajar en una biblioteca, verdad, entonces van a tener acceso a todo tipo de libros, libros de matemáticas, física……….

2. **¿Considera usted que esta clase de cursos son útiles y ayudan a los estudiantes a lograr sus metas en el idioma inglés?**

Pues mire, que si son útiles que si definitivamente ahora lograr sus metas en el idioma inglés habría que ver cuáles son sus metas individuales de cada individuo, verdad, no se cuales son pero si la meta del curso es esa verdad que los estudiantes tengas las nociones elementales de cómo poder leer un texto en inglés, yo creo que si esa es la meta que ellos se ponen para poder entender, poder comprender, poder descifrar de que trata este libro si eso si el curso se lo llena, los tres cursos de inglés, estoy hablando de los tres cursos de inglés, les ayudan a poder controlar, tener ese control de lectura.

3. **¿Qué tipo de materiales auténticos utiliza para el desarrollo de la clase relacionados al campo de biblioteconomía?**

Pues como le dije, este…. Buscamos que los estudiantes puedan leer todo tipo de lecturas, verdad, de todo campo de la ciencia, ciencias naturales, ciencias sociales, geografía, lecturas sobre que… la vida cotidiana, sobre problemas de…. Cuestiones de psicología, de todo tipo. Entonces, yo ando buscando material que yo creo que les puede interesar, valla por ejemplo, esto del examen que sobre un viaje a Paris buscamos una lectura que sea como quien dice neutral, de manera que todo mundo pueda hablar sobre eso y leer sobre eso, sobre todo en un laboratorio.

TERCERA PARTE

Habilidades adquiridas por el estudiante en términos de conocimiento y con el uso del enfoque de inglés con propósitos específicos

1. **¿Cuáles son las actividades principales que los estudiantes desarrollan a lo largo del curso?**

Básicamente la habilidad de la lectura y la interpretación y también la parte de la gramática, verdad, porque definitivamente si ellos no conocen gramática difícilmente van a leer un texto en inglés. No saben ni en qué tiempo lo están leyendo, no saben si están hablando de adjetivos, verbos, verdad, entonces yo creo que ellos es más que todo aquí la habilidad de la lectura y escritura, verdad, y la parte de gramática que es un buen elemento para ellos para poder interpretar textos.

2. **¿Qué aspectos del curso contribuyen a enriquecer el conocimiento de Biblioteconomía en los estudiantes?**
Aspectos se refiere a, aspectos didácticos
(Entrevistador) algo que puede estar relacionado al contenido en especifico

Realmente, lo que les ayuda a ellos más que todo es la aplicación de las técnicas, el conocimiento de las técnicas de lectura porque por medio de las técnicas ellos saben, ellos detectan que no hay necesidad. Por ejemplo, de leer todo el texto para saber de qué trata, entonces esa es una técnica que aplicamos aquí y a ellos le sirve, ahora si andan buscando información precisa y especifica, pues ellos ya saben que es la técnica de skimming y e inclusive en el caso que ellos necesiten leer un texto ,verdad, interpretar un texto y no tienen el recurso de, vaya no haya internet, no tengo diccionario pero saben la técnica de adivinar la palabra, entonces esas cosas les ayuda porque aprenden ese tipo de cosas, no tengo internet no lo puedo buscar en línea, no tengo diccionario pero yo sé cómo aplicar esa técnica voy a leer todo lo demás para poder adivinar cuál es la palabra que falta. Entonces, para mi es el conocimiento de las técnicas lo que les ayuda.

3. **¿En qué aspectos este curso es diferente de un curso de inglés general que usted haya enseñado?**
Bueno, en el enfoque pues nosotros aquí nos enfocamos más que todo en la parte de lectura, en cambio con otros cursos pues depende de qué tipo de curso es pero es la habilidad oral la que se desarrolla, la habilidad oral y la parte auditiva en este curso no es nuestro objetivo principal que los estudiantes hablen si no que lean y

que interpreten. Entonces, la diferencia es esa donde centramos nuestra atención, verdad en la parte de lectura verdad si ustedes se han fijado hacemos bastantes ejercicios de gramática y después tratamos de aplicarlo en ejercicios y luego en lecturas, entonces básicamente lectura y escritura.

4. ¿Cumple usted con el programa establecido en relación al contenido y objetivos? En caso contrario por favor explique sus razones.

Sí, yo trato de ser coherente con lo que dice el programa, si dice que el objetivo principal es la lectura e interpretación de textos pues en eso hacia allí dirijo mis esfuerzos y este en cuanto al contenido pues procuro no salirme de ahí verdad y si acaso creo que yo que hay un contenido que es necesario que no está, lo doy pero especificándole a los estudiantes que no esta contemplado, pero yo considero que es necesario y por supuesto que también le digo al coordinador, le digo mire en este programa hace falta un tema, sugiero que se incluya verdad, porque es en el camino que uno se va dando cuenta es lo que hace falta o que es lo que esta demás. Entonces, este en la medida de lo posible sigo el programa hasta donde se pueda verdad, el tiempo lo dice también.

CUARTA PARTE

El enfoque de inglés con Propósitos Específicos satisfice las necesidades del estudiante en términos académicos

1. ¿Considera usted que el rol del maestro en este tipo de cursos es diferente de un curso de inglés general?

Pues quizá no tanto, porque en todo los cursos de inglés que uno da, uno sirve de guía, de orientador, verdad, son los muchachos los que hacen realmente la práctica, verdad, son ellos los que ponen de su parte para aprender uno simplemente es el mediador, el orientador dándoles las bases que uno cree que necesitan y orientándoles, esto se hace así, pero son ellos los que hacen básicamente todo el trabajo de aprendizaje, nosotros damos la mitad y ellos dan la otra mitad.

2. ¿Cuáles son las necesidades principales que usted ha identificado en sus estudiantes?

Quizás una necesidad bien elemental es esta la quizás, el refuerzo en la parte de inglés que ellos traen de bachillerato, que vienen bastantes deficientes y eso es pues si algo bastante obvio, entonces yo creo que si se lograra nivelar esa deficiencia que ellos traen sería mucho más fácil para ellos el aprendizaje y nosotros también no incluiríamos tanta gramática, si ellos trajeran ya esas bases, pero como las traen bien deficientes. Entonces, nosotros tenemos que bien refrescarlas o bien enseñarlas porque no las traen. Entonces, yo creo quizás es la parte esa la que mas debería de explorar, tratar de motivar mas la parte que traen del conocimiento previo de educación media, prácticamente no es completo y es bien disparejo, unas personas vienen con bastante conocimiento que son las minorías en este grupo que serian como unos dos o tres, y la gran mayoría que vienen, saben menos y otros que saben más. **(Entrevistador) ¿Sería necesario incluir en la curricula como un curso básico antes de estos tres cursos de inglés?** Pues, no sé hasta qué punto, es la universidad la que tiene que hacer eso, más bien es el sistema educativo que tiene que hacer eso. Porque ese no es un problema de nosotros, ese es un problema que traen del sistema educativo nacional, son bases mal cimentadas y eso no es solamente en nuestros estudiantes, es con todo bachillerato, los cipotes no vienen con un nivel si quiera optimo y eso viene este bueno, porque hay un montón de factores muchas veces en las escuelas, institutos no tienen profesor de inglés, otra veces las horas que dan son muy pocas a veces son dos horas a la semana por lo mismo porque no hay profesor, verdad, otras veces es que simplemente no hay recursos, ustedes saben que para enseñar inglés necesitamos recursos, necesitamos libros, si es que queremos que los cipotes aprendan, necesitamos recursos de audio, de libros y si no hay es bien difícil que los estudiantes aprendan a pura diálogos y memorización como era antes, entonces hay mucha gente que debido a la falta de recursos siguen implementando los métodos anteriores de memorización, escriben un dialogo en la pizarra o llevan un cartel y eso es todo lo que hacen pero con eso los cipotes no están aprendiendo nada, usted memoriza para ahora y para ahora nada mas ya mañana se le olvida.

D-2 INTERVIEW TRANSCRIPTION 2
Lugar: Departamento de Idiomas Extranjeros

Día: Viernes 12 de septiembre 2014

Hora: 10:30 a.m.

Nombre del docente: Licda. Diana Efigenia Marenco

Grupo: 03

PRIMERA PARTE

Aplicación del enfoque de inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes

1. **¿Hace usted un análisis de las necesidades del estudiante antes de planificar el curso?**

   En el caso con este grupo en específico, porque me ha tocado de hecho en este ciclo cursos fuera del departamento, entonces en el caso con ellos, lo que tuve que hacer es regirme por lo que me estaban pidiendo trabajar allá, entonces, prácticamente no pude hacer mucha modificación, sino que cubrir los temas que ellos me pedían que tenia q cubrir y como se tenían que cubrir. Entonces, como que no hay mucha opción como por ejemplo, valla la clase de gramática que vemos nosotros en un libro uno puede buscar ahí que dar pero en el caso de ellos como es un inglés de servicio y tienen específicos objetivos. Entonces, prácticamente uno se rige a lo que le piden al menos eso es lo que he hecho con este grupo especifico, verdad.

2. **¿Con qué frecuencia usted tiene una formación de inglés con Propósitos Específicos para enseñar este tipo de cursos?**

   Siendo honesta, aquí no tenemos preparación no tenemos algo así como recibir un diplomado para eso. Por ejemplo, si se han estado dando con relación a las tecnologías del aula virtual, pero en relación a esto no hay ningún tipo de preparación mucho para esto. De hecho, se me fue asignada faltando dos días antes de comenzar el curso, entonces ni siquiera sabía que iba a dar esto.

3. **¿Cuál es el objetivo principal de este curso y porque es útil para los estudiantes?**

Bueno, hablando con el director, de hecho el vino, el encargado, el coordinador de la carrera tanto para los técnicos como los de la licenciatura mencionaban que lo único que desean es enfocarse en comprender el material que trata cada libro, porque lo que ellos hacen es crear como programas en las bibliotecas verdad, y para categorizarlo lo que me explicaba él es que solamente necesitan comprender el texto, tener una idea general de lo que trata el libro, para saber donde es que lo van a categorizar, para así, poner los códigos dependiendo ósea, el único objetivo de ellos es ese. Por eso fue que esta semana discutimos de cómo modificar parte de lo mismo de las materias perdón, de los temas que se iban a cubrir muchos de los cuales no les iba hacer realmente útil pues, porque solamente necesitan eso, no necesitan desarrollar la parte comunicativa, verdad. Entonces, consulte con él si se podía modificar un poco y dijo que estaba bien, teniendo en cuenta precisamente eso los objetivos de ellos, no es realmente llegar a hablarlo si no solo comprender textos.

4. **¿Cuándo fue la última vez que actualizo la curricula de esta carrera?**

De Bibliotecología no, quiero ver sé que ya tienen y yo no sabía que eran tantos años, ya tiene 45 años porque hace poco recibimos un correo y nos mandaron que ya tienen…. Yo, pensé que era nueva realmente pero no ya vienen hace cuarenta y cinco años. Pero de actualizarla si no se, eso si como no, por lo menos de manera personal no estoy trabajando directamente con ellos, es primera vez q me ha tocado trabajar con ellos, normalmente suelen ser otros docentes que se encargan de…. suelen ser contratados por hora clase, entonces como no se pudo este ciclo, nos toco cubrirlo, pero si se que llevan bastantes años cuarenta y cinco pero no…….

SEGUNDA PARTE

Aplicación del enfoque de inglés con Propósitos Específicos por parte del maestro y su contribución en el aprendizaje de los estudiantes

1. **¿Cómo adapta usted adapta las actividades específicas a las necesidades de los estudiantes en la clase?**

   Con ellos yo pensé que iba a ser un poquito, por ser inglés dos, iba a ser un poquito, tal vez mas de base que iban a tener ellos, pero después del primer examen pude ver que muchos de ellos, es como que todavía estuvieran en inglés uno. Entonces, prácticamente empiezo a enfocar solo en material que tenga que ver… comparándolo acá es el inglés básico, entonces al menos el material que he estado utilizando he tratado de enfocarme como si fueran estudiantes del inglés básico aunque no debería de ser porque ya son ingles 02. Pero por la misma razón, tal vez no lo miran como algo esencial en su carrera y no le dan mucho interés, pero algunos ustedes han podido observarlo, tienen ya un buen nivel de inglés pero es porque ya han recibido cursos ya aparte, pero los que netamente han entrado a la carrera y se enfocan solo a eso no quieren saber de inglés mucho, por los mismos comentarios que ya me han hecho.

2. **¿Considera usted que esta clase de cursos son útiles y ayudan a los estudiantes a lograr sus metas en el idioma inglés?**

   Mmmmm, comparándolo por ejemplo con el grupo que tengo en artes, lo que suele suceder en este tipo de cursos, es que la miran como una materia más que tienen que deben pasar, no le ven como una oportunidad para ellos, para tener conocimientos extras ósea, si bien es cierto no van a utilizar el inglés tanto, no lo miran como algo que le va a ser útil, entonces lo miran un poquito de menos, a diferencia en la otra carrera, la directora del departamento, no, de la escuela me mencionaba que quería darle un enfoque un poquito más comunicativo para motivar a los estudiantes a que le den un poquito más de interés y prioridad a esta materia; no así, aquí en esta carrera, no lo veo así pensé por la idea que tuve en la primera semana que algunos empezaron hablar en inglés y todo, pero ya viendo el

resto de los estudiantes, ósea no. Siento que el programa que tienen, el syllabus que ellos tienen no lo han modificado a tal manera que sea atractivo para los estudiantes, ósea los temas, el enfoque que se da, no se incluso yo siento que si ellos lo que necesitan desarrollar es técnica de lecturas, aun siento que ni siquiera ellos mismos se esfuerzan por tener vocabulario suficiente como para poder trabajar con técnicas de lectura, porque ya la otra semana vamos a comenzar con técnicas de lectura y estoy casi cien por ciento segura que incluso le va a costar para el examen. Por esa misma razón verdad no tienen la bases que se necesitaría, entonces siento que está un poco difícil.

3. **¿Qué tipo de materiales auténticos utiliza para el desarrollo de la clase relacionados al campo de biblioteconomía?**

Con ellos casi no utilizó auténticos, si no que ya lo que decimos en inglés "graded" por la misma razón del nivel de ellos yo siento que si… de hecho, una de las veces que recuerdo lleve una presentación de power point que mucho de eso no lo comprendían verdad, por eso siempre tengo que estar pensando que sea como…. Como se diría en español……. Categorizarse con el nivel de ellos graded por que a mi autentico, no, incluso los libros que van a utilizar para las técnicas de lectura son libros específicamente para estudiantes, entonces todas las lecturas son modificadas para ellos verdad, no considero que con ellos pueda utilizar, por su nivel.

TERCERA PARTE

Habilidades adquiridas por el estudiante en términos de conocimiento y con el uso del enfoque de inglés con propósitos específicos

5. **¿Cuáles son las actividades principales que los estudiantes desarrollan a lo largo del curso?**

Como le decía el enfoque es ese, ya después de haber hablado con el coordinador es ese precisamente, desarrollar técnicas de lecturas para comprensión de textos. Aunque el programa tienen muchos temas que son para el "Communicative

Approach" entonces…. pero en realidad el objetivo principal es ese verdad, que ellos sepan comprender textos libros verdad, para poderlos clasificar verdad, ese el objetivo principal que tienen.

6. **¿Qué aspectos del curso contribuyen a enriquecer el conocimiento de Biblioteconomía en los estudiantes?**

Siento que ya en el caso que se trata de lecturas mucho del material que se puede utilizar se puede adaptar precisamente a eso verdad, a temas que tengan que ver qué se yo relacionado a bibliotecas famosas, temas relacionados a la carrera de bibliotecología que ya por ejemplo, "jokes" pero artículos relacionados a eso si se pueden buscar, tal vez no va ser tan fácil encontrar precisamente material que tenga esos temas y que este enfocado en una técnica de lectura verdad, si no que tal vez sería como adaptarlo, verdad adaptar al material, pero material que venga ya así creado con el objetivo ese si no muy difícilmente.

7. **¿En qué aspectos este curso es diferente de un curso de inglés general que usted haya enseñado?**

Bueno siempre he trabajado con los grupos de aquí de la licenciatura, entonces todos están con esa motivación de aprender inglés de preguntar, verdad, de participar de tener una clase dinámica, con eso totalmente diferente, no quieren nada en inglés, nada de explicaciones; si es una actividad por ejemplo, ustedes han podido ver en las clases que si es de pararse y preguntar a otro le hacen, como hay bien reluctant ósea hay hasta cierto grado como le puedo decir, como ese deseo de evitar incluso de no ser vistos para no participar dentro de la clase, verdad. Totalmente diferente acá que los cipotes entre más dinámico mejor entonces, esa es una de las cosas que siento y si bien es cierto dentro del grupo hay varios que preguntan que material hay o alguna duda que tengan hay muchos otros que solo llegan a la clase y piensan que tal vez ahí, va ser todo y que no puedan aprender y salen como olvidarse de lo que ya hemos visto, ósea nada de interés por aprender un poquito más. Yo, les diría que la actitud de los estudiantes influye muchísimo y debido a la actitud uno tiene como que ir pensando, cómo voy hacer la clase y si

uno ya está acostumbrado hacerla un poquito más dinámica tiene que un poquito a adaptarse a eso.

8. **¿Cumple usted con el programa establecido en relación al contenido y objetivos? En caso contrario por favor explique sus razones.**

Es lo que les mencionaba al principio verdad, que si quise seguirlo tal cual como estaba ahí, pero después de ver, incluso cuando se me acercaron los estudiantes después del primer examen, verdad no, nuestro objetivo es solamente es esto, fue que recurrí donde el coordinador, si se podía modificar algo y es lo que hemos hecho verdad, de modificarlo el programa verdad, para que no haya mayor problema con los estudiantes, verdad.

CUARTA PARTE

El enfoque de inglés con Propósitos Específicos satisfice las necesidades del estudiante en términos académicos

3. **¿Considera usted que el rol del maestro en este tipo de cursos es diferente de un curso de inglés general?**

Si de hecho si, en el caso por ejemplo, aquí no solamente es como el darla como les quiero decir. El trasmitir conocimientos, si no también uno tiene que ir pensando en ser el modelo del estudiante, porque la mayoría aunque algunos no lo quieran van a llegar a ser docentes, verdad. Acá porque la carrera precisamente es eso verdad, entonces, ya no solamente uno va enfocado a que ellos aprendan, verdad, y desarrollen los contenidos, sino también utilizar las diversas técnicas que les pueden hacer útiles después ya como docentes, verdad, no tratar al menos en mi caso, trato de ser una docente que no vaya a ser de aquellas que se recuerde porque era de las peores, aburrida, yuca bueno uno tiene que ser "demanding" pero también no irse al extremo. Entonces, es una de las cosas que trato de transmitirle a los estudiantes verdad, trato al menos de transmitirle a los estudiantes al estar en la clase, verdad, era una clase de gramática por ejemplo, entonces, para haya algunos solo oír eso es

aburrido, entonces, es tratar de tener otro tipo de motivación por parte de uno. Entonces, siento que es muy diferente en el caso acá prácticamente como ellos no van a ser docentes, verdad, únicamente es el hecho de transmitirles conocimientos.

4. **¿Cuáles son las necesidades principales que usted ha identificado en sus estudiantes**?

Una tal vez quitarles aquella idea de que el inglés no es importante, verdad, como les decía la actitud tiene que ver mucho de manera como que solo tengo que terminar, no sé porque esta materia aquí en mi carrera y no la voy a utilizar prácticamente esos son los comentarios comunes que se oyen y entonces, es como tal vez hacerles la materia agradable de tal manera que si ellos tal vez no les agrade el inglés pero cada vez que vayan a la clase se sientan bien. Otra el ir viendo el material que vamos a utilizar, por ejemplo nada menos el que vamos a utilizar para comenzar ya con las técnicas de lectura, ya la otra semana estuvimos chequeando precisamente eso verdad, que fuera un material no tan difícil para que no les costara a ellos venir y poner en práctica, eso estamos con la de "Predicting and previewing" eso es lo que vamos a trabajar la próxima semana incluso ver eso por parte de las necesidades por la misma razón del nivel inglés otras de las que tienen que desarrollar verdad, ósea aumentarlo pero no hablarlo, espero que ya con esto ya que vamos a comenzar a trabajar con lecturas espero que ya puedan aumentar un poquito más su… al menos para que puedan comprender las preguntas en los exámenes y si bien es cierto no van a comprender todo tal vez en un artículo o todo el párrafo que se lea, pero sí que comprendan las técnicas para poder entender las preguntas y encontrar las respuestas apropiadas.

Entrevistadores: eso es todo licenciada muchas gracias por atendernos. Que pase un buen día

APPENDIX E

E-1 STUDENTS´ ANSWERS TRANSCRIPTION

PREGUNTA

Biblioteconomía es un área donde tú necesitas dominar habilidades de lectura y escritura en inglés técnico con el objetivo de entender algunos textos escritos que tú puedas encontrar en tu campo laboral por lo cual esta clase es una asignatura especial que está diseñada con el objetivo de incrementar el conocimiento técnico de inglés relacionado a biblioteconomía. Por favor danos tu punto de vista sobre el contenido de esta clase y sobre el desempeño del maestro en esta clase

Grupo III 2 - 4 pm

Me parece muy importante esta clase porque aunque no mucho veamos temas de biblioteconomía en inglés; siempre hoy en día le piden ingles en cualquier trabajo y es de mucha importancia saber, conocer, hablar, escribir en el inglés. Acerca de la teacher me parece muy buena profesora porque nos habla en inglés y eso nos ayuda mucho ya que ya que no me hubiera gustado que en esta clase nos hubiera hablado en español y he aprendido mucho en estos días por ella.

Para mí el contenido de la clase está muy bien pero como conocimiento general, no siento que este orientado a biblioteconomía. En cuanto al desempeño de la maestra es mu y bueno si tiene mucho dominio de la materia me parece adecuado la enseñanza por parte de ella.

La docente desempeña muy bien por el momento me parece bien que tengamos este conocimiento debido a que en el campo laboral es muy competitivo y necesitamos dominar el idioma inglés.

El contenido es bueno y la maestra solo tiene que saber que en la carrera no implica pronunciación por eso es que está costando un poco porque se ha obtenido un inglés solo de lectura y haciendo inferencia al tema. El desempeño de la maestra es excelente.

Hasta el momento los temas vistos me sirven como refuerzo o repaso ya que los domino un 90% y en cuanto al desempeño de la maestra me gusta la metodología aunque nunca había

tenido una clase "solo en inglés" pero me ayuda muchísimo porque aprendo como expresarme y nuevas expresiones.

El inglés es muy importante en el ámbito laboral de un profesional creo que es muy importante lo que se aprende en clases ya que por nuestra carrera tenemos que conocer la escritura la gramática y la maestra tiene un buen desempeño.

El desempeño al dar la clase la lic y su ayudante es muy bueno la manera en que exponen la clase es muy adecuada y entendible lo importante de aprender este idioma es por el que esta tendiendo dentro de las empresas en este tiempo es decir que de ahora a algunos años los bibliotecarios vamos a tener que trabajar no solo con documentos en español sino también en inglés. Asi que por eso es importante el conocimiento del idioma.

En lo personal pienso que el maestro conoce mucho de su materia pero en cuanto a bibliotecología no hemos visto términos que podamos ocupar en esta área. Simplemente es una materia más que podríamos tener en la carrera de inglés y no bibliotecología. Espero que la clase pueda mejorar y se incline un poco más en nuestro ámbito.

Me parece inadecuado que nos hablen generalmente en inglés ya que nosotros no somos estudiantes de la facultad de idiomas, en nuestro campo laboral rara vez necesitamos ser bilingües, me parece que en reglamento de la universidad aparece algo sobre que el docente no debe solamente hablar en inglés; eso es lo único que no me parece adecuado; el docente debería apegarse más al reglamento.

El desempeño de la clase es emotivo pero se necesita que hable un poco en español porque la mayoría de veces no se le entiende, en mi caso me guio por lo que los compañeros hacen (los compañeros que entienden) y según el plan de estudios nosotros debemos aprender a leer y escribir en inglés no mucho la pronunciación.

Desde mi punto de vista la clase en si es amena y muy dinámica y eso es muy positivo; pero en la carrera que llevamos no necesariamente necesitamos hablarlo a la perfección y pienso que la clase debería ser parte en español y parte en inglés porque el inglés que posee la mayoría es bastante bajo.

Bueno para mí el desarrollo de esta materia es muy ameno solo que en mi punto personal se me dificulta la pronunciación y el docente lo hace muy técnicamente en esta área.

Realmente el curso no es tan relacionado a la carrera pero nos da unas ganas de estudiar inglés por si se nos d aun trabajo que se pueda hablar en este idioma; nada más nos da una ayuda por si acaso tuviéramos un trabajo de ese tipo. Es bueno saber inglés.

Me parece que deberíamos estudiar más materias de inglés para así ser mejores profesionales y poder desempeñarnos mejor. En cuanto al profesor considero que ha estado excelente.

Tiene un excelente desempeño en cuanto a dar clases. El contenido es el adecuado para aprender lo básico de inglés.

La clase es muy agradable la forma de hacernos participar es muy divertida y la información que nos proporciona es la adecuada para la carrera.

Me parece que la enseñanza por parte de la profesora es la adecuada ya que nos brinda las herramientas necesarias para poner en práctica el inglés en nuestro campo laboral. En mi opinión para la carrera debería haber inglés I ó II para continuar y salir con un mejor nivel de inglés.

El desempeño del maestro es excelente pues desarrolla los contenidos aplicados al programa. Utiliza los materiales necesarios para el desarrollo de la clase.

Este curso es muy diferente al anterior es más participativo más interactivo. El uso de la tecnología lo hace más entendible desde mi perspectiva.

Considero que el maestro trata de adaptar los contenidos con la carrera ya que esto es provechoso para los estudiantes.

Group II 7- 9 am

El desempeño de la maestra es muy bueno y nos da contenidos que nos ayudan tanto en la carrera como en la vida cotidiana

Creo que el inglés debería ser más básico en sus primeros niveles pues no todos tienen un mismo nivel de inglés tener mas equilibrio entre la mayoría que no puede y unos pocos que sí. El maestro suele ser en ocasiones indiferente con quienes pueden y quiénes no.

Si es necesario el dominio del inglés técnico pero todo lo que se desarrolla en la asignatura hasta el momento no involucra nada con el contenido y el lenguaje propio de un bibliotecólogo.

Es un buen contenido trata los temas que están en el programa. La docente es muy buena sabe lo que hace y eso es muy importante.

El contenido que se ve actualmente es de mucha ayuda para empezar a desarrollar las habilidades de lectura y comprensión de texto en inglés a pesar que no todo el material que se brinda está directamente relacionado con la carrera. En cuanto al desempeño del docente, su dinamismo y preocupación porque logremos aprender son excelentes.

Me parece que el inglés es muy importante, la profesora enseña muy bien y con paciencia si no comprende, excelente el trabajo de ella.

El contenido es bastante apegado al programa y la maestra explica muy bien los temas. Y si como sugerencia es que diera más tiempo cuando hay laboratorios o parciales ya que hay personas que les cuesta un poco más que otras.

El contenido es el apropiado al igual que el desempeño de la maestra ya que se enfoca en el objetivo que es aprender a leer y que la clase sea la mayoría en español es muy bueno ya que muchos compañeros no son muy hábiles en esta materia.

La implementación del programa es seguido casi en su totalidad. No hay problema con la enseñanza por parte del maestro. El problema acaece cuando se enfrenta al programa con que se trabaja este es el verdadero problema este es el laxo no importa cuánto se esfuerce el maestro en hacerlo bien.

Es muy bueno el desempeño de la maestra con los estudiantes porque logra identificar quienes saben inglés y a quienes se nos dificulta poco o mucho. Creo que está bien que

como estudiantes de bibliotecología se nos imparta el inglés pero no solamente inglés I y II sino mucho más.

Las actividades que se realizan son apropiadas para el nivel de conocimiento de la materia la interacción entre el maestro y el alumno es excelente. Cada actividad nos ayuda a prepararnos y a comprender más cada clase.

Considero que hubiera sido más apropiado adaptar el contenido a las temáticas más cercanas a nuestra carrera y no algo tan superficial.

La clase es buena. Pero a nivel laboral es probable que no me sirva de mucho puesto que no hay vocabulario técnico. La profesora es objetiva en lo que hace aunque a nivel anímico siento que es un poco parcial a veces parece que no tiene paciencia y es probable que piense que todos estamos a nivel que ella quiere.

El desempeño de la licenciada es muy bueno porque sabe lo que hace y este curso nos ensena a tener un mejor manejo de lectura en este caso en inglés ya que hoy en día en todo trabajo se necesita saber inglés y es un buen requerimiento adquirir estos conocimientos para sobresalir como estudiantes y profesionales y no estancarnos en un solo idioma.

No siento que ayude mucho porque la mayoría no hemos recibido cursos de inglés antes.

La verdad es que en cada trabajo exigen por obligación tener un nivel de inglés intermedio por lo tanto seria de mucha utilidad conocer y manejar bien lo que miramos en clases. Por lo tanto el desempeño que nos den en clases sino serviría por lo que nos ha dado la maestra.

Creo que todos los contenidos van acorde a lo que necesitamos como futuros bibliotecarios lo que pasa que muchas veces como alumnos no le damos importancia aunque sea necesario.

Sobre el desempeño del maestro es excelente domina su área y ofrece las clases de forma comprensiva con respecto al contenido de la clase pues todos los temas están interesantes ya que se aprende mucho lo único que a veces hay estudiantes que no poseemos el conocimiento de mucho vocabulario.

Es importante esta clase ya que tenemos la necesidad como bibliotecarios de leer textos en inglés y algunas veces hablar en inglés. El desempeño de la licenciada en la clase me parece importante ya que ella nos explica detalladamente la clase parte por parte.

Considero que el maestro trata de adaptar su clase al alumno desde luego que todas las clases son importantes entre más se sepa es mejor.

APPENDIX F

F-1 LIBRARY SCIENCE SYLLABUS

UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE LETRAS Y BIBLIOTECOLOGÍA

PROGRAMA DE INGLES II

1. GENERALIDADES

1.1 Nombre de la asignatura:	INGLES II
1.2 Código:	ING214
1.3 Prerrequisito:	INGLÉS I (ING114)
1.4 Unidades Valorativas:	4 UV.
1.5 Plan de Estudios de la Carrera:	2012
1.6 Fecha y Acuerdo del Plan de estudio del C.S.U:	06-Dic-2012, Acuerdo No. 052-2011-2013 (IV-1.9)
1.7 Año y Ciclo Académico:	2014-Ciclo II
1.8 Nivel.:	Ciclo IV
1.9 Unidad Académica que imparte:	Departamento de Letras
1.10 Facultad:	Ciencias y Humanidades.
1.11 Duración del Ciclo.:	18 semanas
1.12 Número de horas de trabajo y semanas:	80 horas (18 semanas)
1.13 Profesor:	Licda. María Teresa de Coronado
1.14 Horario clases:	lunes y miércoles de 7:00 a.m -9:00 a.m.
1.15 Horario asesorías:	

2.DESCRIPCION DEL CURSO

Este es el segundo curso de inglés para estudiantes de la carrera de Técnico en Bibliotecología y licenciatura en Biblioteconomía. El curso pretende continuar con la aplicación de técnicas de lectura en ingles estudiadas en el nivel I así como la introducción de nuevas técnicas que les ayuden a interpretar textos literarios, revistas, artículos y páginas web. Se ampliaran los conocimientos de gramática inglesa con la presentación de nuevos tiempos verbales. Durante la clase, se darán clases expositivas, actividades en parejas y/o pequeños grupos.

3. OBJETIVOS

GENERAL: - Utilizar las diferentes técnicas de lectura para leer y analizar comprensivamente textos en ingles.
- Leer textos en ingles de un máximo de 700 palabras.
- Ampliar su vocabulario y conocer reglas gramaticales del idioma inglés.
- Aplicar técnicas de lectura más complejas para leer textos en inglés.

ESPECIFICOS:
- Reconocer las diferentes técnicas de lectura para comprender textos.
- Aplicar las técnicas Scanning, Comprensión de párrafos, skimming, patrones de organización
- Utilizar correctamente el diccionario inglés-español para buscar diferentes significados.
- Identificar tiempos verbales en ingles.
- Leer comprensivamente lecturas de aproximadamente 700 palabras.

- Leer rápido textos en inglés.

4. CONTENIDOS

UNIDAD 1. Gramática: Sustantivos, verbos y adjetivos que tienen la misma forma.
- Presente Simple y presente continúo.
- Pasado simple y pasado continuo
- Futuro con *going to* y *will*.
- Técnica de Lectura: Scanning, Building a powerful vocabulary, Guessing Word Meaning (repaso).

UNIDAD 2 Gramática: Presente Perfecto: Oraciones, preguntas, respuestas
- Uso de for y since, how long en preguntas.
- Presente Perfecto continuo, used to
- Técnica de Lectura: Understanding Paragraphs, Skimming

UNIDAD 3. Gramática: Pasado Perfecto. Oraciones, preguntas, respuestas- Contraste de tiempos.
- Técnica de Lectura: Patrones de Organización: Listing, time order, Cause and Effect, Comparison

UNIDAD 4. Gramática: Oraciones Condicionales
- Técnica de Lectura: Haciendo Inferencias

5. METODOLOGIA.

El curso comprenderá clases expositivas para presentar las técnicas de lectura y la parte gramatical. Posteriormente, se darán ejercicios escritos a los estudiantes en los cuales se aplicaran las diferentes técnicas y sus respectivos ejercicios. Estos se podrán resolver en parejas y haciendo uso de diccionario y material adicional de gramática proporcionado en la clase.

Al final de cada unidad se harán pruebas de control de aprendizaje. Estas podrán ser individuales o en parejas.

6. ACTIVIDADES.

Del docente: - Seleccionar y preparar las lecturas a presentar en la clase expositiva.
- Seleccionar y preparar las lecturas para trabajar en clase y fuera de ella.
- Evaluar laboratorios y exámenes.
- Proporcionar asesoría a los estudiantes.

Del estudiante: - Asistir con puntualidad a sus clases.
- Cumplir con las tareas dentro y fuera del aula
- Solicitar y asistir a asesorías cuando sea necesario.
- Participar activamente en la discusión de material

7. SISTEMA DE EVALUACION.

- Laboratorios   60%
- Examen parcial   20%
- Examen final   20%

Dentro de las evaluaciones no se tomaran en cuenta trabajos adicionales a los asignados en el aula. Las fechas de los laboratorios y exámenes serán anunciadas dentro del aula. Todo estudiante tiene derecho a diferir evaluaciones debidamente justificadas y tipificas en el artículo 19 del Reglamento de la Administración Académica.

8. BIBLIOGRAFIA.

Mikulecky, Beatrice S. & Jeffries -   READING POWER, second edition, 1998 Addison Wesley Longman.

Mikulecky, Beatrice S. & Jeffries- More Reading Power, 1996, Addison Wesley Longman

Murphy, Raymond- Grammar in Use, nivel básico. Cambridge University Press, 2000.

Eravelly, Amin A. & R. Ibrahim- Grammar Builder, libros 1 y 2- Cambridge university Press, sexta edición 2007

Richards C, Jack & Eckstut-Didier, Strategic Reading, Buiding Effectiva Reading Skills,Cambridge University Press, 2003

APPENDIX G

G-1 AUTHORIZATION LETTER FOR OBSERVATION

San Salvador, 12 de Agosto de 2014

Doctor

DEPARTAMENTO DE LETRAS

Presente

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Letras
Fecha: 12
Hora: 3:20 Pm
Recibido por: Salvador

<u>**Con atencion a: Dr. José Luis Escamilla Rivera**</u>

Jefe Departamento de Letras

Estimado Dr. Escamilla

Nos es grato saludarle esperando que sus actividades personales y academicas se desarrollen con éxito.

Por este medio los estudiantes Martha Guadalupe Tejada Mancia (TM09004), Pedro Francisco Garcia Vargas (GV08013), Juan Carlos Guerra López (GL93018) egresados de la carrera Licenciatura en idoma Inglés, opción enseñanza de la facultad de Ciencias y Humanidades en el ciclo II del Año Academico 2013 de la Universidad de El Salvador inician su **PROYECTO DE INVESTIGACION DE TESIS EN** "ESP approach used in English II of the Bachelor of Arts in Library Science of the Literature Department, School of Sciences and Humanities, University of El Salvador, year 2014" (Enfoque de Ingles con Propósitos Específicos en la materia de Inglés II de la Licenciatura en Biblioteconomía en el Departamento de Letras en la Universidad de El Salvador del presente año 2014).

El objetivo principal de esta investigación es averiguar la aplicación del enfoque de Inglés con Propósitos Específicos y su utilidad en el aprendizaje de los estudiantes en la Licenciatura de Biblioteconomía en el Departamento de Letras en la Universidad de El Salvador. Por lo tanto le solicitamos el ingreso a las clases con el proposito de realizar observaciones pertinentes para dicho trabajo de investigacion. Las observaciones respectivas requerriran de grabar algunas clases, tomar algunas fotos, pasar un cuestionario a los alumnos y una entrevista a los docentes. La informacion requerida sera de uso exclusivo del profesional asesor de tesis y de los estudiantes antes mencionados. El horario de clases de la materia inglés II que se observaran se describe acontinuación:

APPENDIX H

H-1 CONCORDANCE TABLES

QUESTIONNAIRE TECHNIQUE

GENERAL OBJECTIVE	GENERAL HYPOTHESES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To find out the application of the ESP Approach and its usefulness on students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador	The application of the ESP Approach is useful for students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador	**X.** the application of the ESP Approach	ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.	The ESP meaning and application of the ESP Approach	**X1.** Syllabus	**X1.** Do you consider that the teacher adapt the syllabus to your academic needs? Never___ Rarely__ Sometimes__Often__Always___
					X2. Professors´ performance	**X2.** Do you consider that the teacher teach the class correctly?
					X3. Professors ESP knowledge	Never___ Rarely__ Sometimes__Often__Always___
						X3. Do you consider that the teacher has a good knowledge of the subject?
						Never___ Rarely__ Sometimes__Often__Always___
						Y1. Do you consider that the English subject is useful for your major?
					Y1. Language Use	Never___ Rarely__ Sometimes__Often__Always___
		Y. usefulness on students´ learning	Helpful for doing or achieving something	Applied activities in order to enhance student´s learning process	**Y2.** Activities design	**Y2.** Do you consider that the teachers´ activities help you in your academic and professional field?
						Never___ Rarely__ Sometimes__Often__Always___

SPECIFIC OBJECTIVE N° 1	SPECIFIC HYPOTHESES N° 1	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To describe how the Library Sciences professors apply the ESP Approach and contribution on students's learning.	The Library Sciences professors' application of the ESP Approach in the classroom contributes to the students´ learning process.	**X.** The Library Sciences professors' application of the ESP Approach **Y.** contribution on students´ learning	The usage of the ESP Approach in the English level 02 course by the Library Sciences Professors the process of gaining knowledge and experience	The way how the ESP Approach is applied by the Library Sciences professors The acquisition of knowledge or skills by instruction or studying	**X1.** Professors´ skills **X2.** Material X3 Technical material **Y.1** ESP course usefulness **Y2.** Interactive material	**X1.** Do you consider that teacher use Technical English related to Library Sciences? Never___Rarely__ Sometimes__Often__Always___ **X2.** Do you consider that the teacher provides adequate material related to your academic field? Never___Rarely__ Sometimes__Often__Always___ **X3** Do you consider that teachers provide up- to- date technical material useful in your academic field? Never___Rarely__ Sometimes__Often__Always___ **Y1.** Do you consider that the course is useful to help you to achieve your English goals within the Library Sciences major field? Never___Rarely__ Sometimes__Often__Always___ **Y2**. Do you consider that the teacher use interactive material in Library Sciences to make comfortable and appropriate the class?

SPECIFIC OBJECTIVE N° 2	SPECIFIC HYPOTHESES N° 2	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To find out what skills students are mostly developed using ESP Approach in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department	ESP learner acquires one or more than one skill in terms of ESP knowledge in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.	**X.** skills that students develop in terms of ESP knowledge	An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills),	Activities that students do in order to acquire and develop one or more than one skills	**X1.** Students´ skills **X2.** Students knowledge **X3.** English Expectations **Y1.** Specific students´ needs **Y2.** Professors´ strategies	**X1**. Which of these skills do you consider that you develop throughout this course related to the library Sciences field? Reading___writinSpeaking__Listening **X2.** Do you consider that throughout this course you become able to manage well all the technical knowledge required for your work field? Never___Rarely__ Sometimes__Often__Always___ **X3**. Do you consider that the course help you to get your Technical English expectations upon graduation in your field? Never___Rarely__ Sometimes__Often__Always___
		Y. the use of the ESP Approach	ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.	The way how professors teach the class		**Y1.** Do you consider that the use of class material in Library Sciences field help you to acquire a good English knowledge? Never___Rarely__ Sometimes__Often__Always___ **Y2.** Do you consider that the class content contributes you to enhance you Library Sciences knowledge? Never___Rarely__ Sometimes__Often__Always___

Specific Objective N°3	SPECIFIC HYPOTHESES N°3	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS	QUESTIONS
To identify how the ESP Approach in the English level 02 subject fulfills students` needs in terms of Library Sciences.	The ESP Approach in the English level 02 subject fulfills students' needs in terms of Library Sciences.	**X.** The ESP Approach in the subject English level 02	Terms of how successfully is the ESP course performed in the subject English 02	The application of the ESP Approach is adapted to fulfill students´ needs	**X1.** Syllabus content	**X1.** Do you consider that the teacher overwhelm you with tasks and activities related to your field? Never___Rarely__ Sometimes__Often__Always__
					X2. Professors´ flexibility	**X2.** Do you consider that the teacher is flexible and assign homework according to English program? Never___Rarely__Sometimes__ Often__Always__
		Y. students' needs in terms of academic field.	Students needs in terms of English knowledge useful in their professional fields	Knowledge that students use in their daily life	**X3.** Students skills	**X3** Please check one of the following skills that you consider learnt the most throughout this course. 1. Scanning ___ 2.skimmimng ____ 3. Look for words in dictionary____ 4. prediction of texts ____ 5.guessing meaning of words from context
					Y1. English requirements	**Y1**.Do the enterprises require full English for their Technical Library Sciences Professionals? Never___Rarely__Sometimes__Often__Always
					Y2. Language needs	**Y2.** Do the Library Sciences Students need to know full English in order to get a job? Never___Rarely__ Sometimes__Often__Always___
					Y3. Technical knowledge	**Y3.** Do you consider that this course is oriented for students to use the technical knowledge in their academic field? Never___Rarely__ Sometimes__Often__Always__
					Y4. Students	**Y4.** Library Sciences is a field where you need to manage written and reading skills in order to

					needs	understand some written texts you might find in your labor field. Therefore, this is a special subject which has been designed with the objective to enhance your technical knowledge related to the Library Sciences field. Please, give us your point of view about the content of the class and about the performance of the teacher in this class.

H-2 INTERVIEW INSTRUMENTS

GENERAL OBJECTIVE	GENERAL HYPOTHESES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To find out the application of the ESP Approach and its usefulness on students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador	The application of the ESP Approach is useful for students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador	X. the application of the ESP Approach

Y. usefulness on students´ learning | ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Helpful for doing or achieving something | The ESP meaning and application of the ESP Approach

Applied activities in order to enhance student´s learning process | X2. Syllabus design

X3. Professors ESP knowledge

Y1. Course Purpose

Y2. Syllabus updating | X2. Do you make a student's needs analysis before planning the course?

X3. How often do you have an ESP training in order to teach this kind of course?

X3. What kind of experience do you have teaching an ESP course?

Y1. What is the main purposes of this course and how useful is for your students?

Y2. What type of authentic material do you use in your class related to the Library Sciences field? |

SPECIFIC OBJECTIVE N° 1	SPECIFIC HYPOTHESES N° 1	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To describe how the Library Sciences professors apply the ESP Approach and contribution on students's learning.	The Library Sciences professors' application of the ESP Approach in the classroom contributes to the students´ learning process.	**X.** The Library Sciences professors' application of the ESP Approach **Y.** contribution on students´ learning	The usage of the ESP Approach in the English level 02 course by the Library Sciences professors the process of gaining knowledge and e xperience	The way how the ESP Approach is applied by the Library Sciences professors The acquisition of knowledge or skills by instruction or studying	**X1.** Professors´ skills **Y.1** ESP course usefulness **Y2.** Authentic material **Y3.** ESP program	X1How do you tailor the specific activities for your students´ needs? **Y1.** Do you consider that these kinds of courses are useful to help to achieve students' English goals? **Y2**. What type of authentic material do you use in your class? Y3. Do you comply with the established program regarding to contents and objectives? If not, why? Please, tell us your reasons about it.

SPECIFIC OBJECTIVE N° 2	SPECIFIC HYPOTHESES N° 2	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To find out what skills students are mostly developed using ESP Approach in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.	ESP learner acquires one or more than one skill in terms of ESP knowledge in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.	**X.** skills that students develop in terms of ESP knowledge	An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills),	Activities that students do in order to acquire and develop one or more than one skills	**X1.** Students´ skills	**X1.** What are the main skills that students develop through the course?
			ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.	The way how professors teach the class	**Y1.** Course contribution to students **Y2** ESP difference from GE	**Y1.** What aspects does the course contribute to enhance the Library Sciences knowledge of the students? Y2. In what aspects this course is different from a General English course that you have ever taught?
		Y. the use of the ESP Approach				

Specific Objective N°3	SPECIFIC HYPOTHESES N°3	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS	QUESTIONS
To identify how the ESP Approach in the English level 02 subject fulfills students` needs in terms of Library Sciences.	The ESP Approach in the English level 02 subject fulfills students' needs in terms of Library Sciences.	**X.** The ESP Approach in the subject English level 02	Terms of how successfully is the ESP course performed in the subject English level 02	The application of the ESP Approach is adapted to fulfill students´ needs	**X1.** Professors roles	XI. What is different in your role as a teacher in this course from a general course?
		Y. Students' needs in terms of academic field.	Students needs in terms of English knowledge useful in their professional fields	Knowledge that students use in their daily life	**Y1.** Students needs	**Y1**. What are the main needs that you have identified in your students?

H-3 OBSERVATION INSTRUMENT

GENERAL OBJECTIVE	GENERAL HYPOTHESES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To find out the application of the ESP Approach and its usefulness on students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador	The application of the ESP Approach is useful for students´ learning Scientific and Technical knowledge in the Bachelor of Arts in Library Sciences in the Literature Department at the University of El Salvador	**X.** the application of the ESP Approach	ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.	The ESP meaning and application of the ESP Approach	**X1.** Syllabus **X2.** Professors´ performance **X3.** Professors ESP knowledge	**X1.** Did the teacher adapt the ESP syllabus to the students´ needs? **X2.** Did the teacher methodology is mainly oriented in the ESP Approach? **X3.** Did the teacher show a good knowledge of the Library Sciences field? **Y1.** Did the teacher design the course based on the students´ needs?
		Y. usefulness on students´ learning	Helpful for doing or achieving something	Applied activities in order to enhance student´s learning process	**Y1.** Course designer **Y2.** Classroom management **Y3.** Activities design	**Y2.** Did the teacher manage the class according to an ESP Approach? **Y3.** Did the teacher design activities to hence reading skills?

SPECIFIC OBJECTIVE N° 1	SPECIFIC HYPOTHESES N° 1	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To describe how the Library Sciences professors apply the ESP Approach and contribution on students's learning.	The Library Sciences professors' application of the ESP Approach in the classroom contributes to the students´ learning process.	**X.** The Library Sciences professors' application of the ESP Approach	The usage of the ESP Approach in the English level 02 course by the Library Sciences Professors	The way how the ESP Approach is applied by the Library Sciences professors	**X1.** The role of the ESP professors	**X1**. Did the teacher manage the class as an ESP teacher?
						X1. Did the teacher act out like a course designer and material provider?
						X1. Did the teacher act out as a researcher, collaborator and evaluator?
					X2. Authentic material	**X2.** Did the teacher provide authentic material to develop the class and help students?
					X3. Professors´ feedback	**X2.** Did the teacher motive students to use English related to the academic field?
		Y. contribution on students´ learning			**Y.1** activities	**X2**. Did the teacher assign tasks in order to get new English knowledge related to their field?
				The acquisition of knowledge or skills by instruction or studying	**Y2.** Interactive material	**X3.** Did the teacher provide an adequate feedback to learners in the ESP class?
			the process of gaining knowledge and experience			**Y1.** Did the teacher apply adequate activities in term of ESP knowledge?
						Y2. Did the teacher use interactive material and activities to make students comfortable in the class?

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SPECIFIC OBJECTIVE N° 2	SPECIFIC HYPOTHESES N° 2	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITON	INDICATORS	QUESTIONS
To find out what skills students are mostly developed using ESP Approach in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department	ESP learner acquires one or more than one skill in terms of ESP knowledge in the English level 02 subject in the Bachelor of Arts in Library Sciences in the Literature Department.	**X.** skills that students develop in terms of ESP knowledge	An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills),	Activities that students do in order to acquire and develop one or more than one skills	**X1.** reading techniques **X2.** Authentic texts **X3.** Grammatical aspects	**X1**. Did the teacher apply the reading techniques? **X2**. Did the teacher create and provide material based on authentic texts? X3. Did the teacher explain grammatical structures found in the texts?
		Y. the use of the ESP Approach	ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.	The way how professors teach the class	**Y1.** Specific students´ needs **Y2.** Professors´ strategies **Y3.** Tasks based on the real context	**Y1**. Did the teacher use a methodology based on the specific needs of the learner? **Y2.** Did the teacher apply in the class the components of the ESP course, syllabus, methodology, and content? **Y3.** Did the teacher design tasks to be carried out on real Library Sciences field?

SPECIFIC OBJECTIVE N°3	SPECIFIC HYPOTHESES N°3	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS	QUESTIONS
To identify how the ESP Approach in the English level 02 subject fulfills students` needs in terms of Library Sciences.	The ESP Approach in the English level 02 subject fulfills students' needs in terms of Library Sciences.	**X.** The ESP Approach in the subject English level 02	Terms of how successfully is the ESP course performed in the subject English level 02	The application of the ESP Approach is adapted to fulfill students´ needs	**X1.** Syllabus content **X2.** Professors´ skills **X3.** Field Language	**X1.** Did the teacher develop a syllabus that meets the needs of the students? **X2.** Did the teacher manage well at all the syllabus content? **X3**. Did the teacher use authentic material that allows students to develop activities in their real language field?
		Y. students' needs in terms of academic field.	Students needs in terms of English knowledge useful in their professional fields	Knowledge that students use in their daily life	**Y1.** English Knowledge **Y2.** Material providing **Y3.** Technical knowledge	**Y2**.Did the students seen to have a great level of English reading skill comprehension? **Y2.** Did the class material is useful for students to achieve their goals and objectives? **Y3.** Did the course seem to be oriented for students to use the technical knowledge in their academic field?

APPENDIX I

I-1 TIMETABLE

Activities carried out in the thesis project during the period from May to November 2014.

Month / Activities		April				May				June				July				August				September				October					November			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4
1	Tutoring				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2	Elaboration of research profile					■	■	■	■																										
3	Evaluation of the research profile									■	■																								
4	Elaboration of statement of the problem											■	■																						
5	Elaboration of the historical background and theoretical													■	■	■																			

	framework		
6	Elaboration of type of study		
7	Elaboration of research design		
8	Elaboration of population and sample		
9	Elaboration of research instruments		
10	Data gathering process		
11	Elaboration of data analysis		
12	Presentation of the findings		

APPENDICE J

J-1 TIMETABLE FOR COLLECTING DATA

Instrument	Group	Time	Place	Date	Responsible
Observation	02	7 :00 am – 9: 00 am	H3	Wednesday, August 13, 2014	Pedro Francisco García Martha Guadalupe Tejada Juan Carlos Guerra
Observation	03	2:00 pm – 4:00 pm	H3	Wednesday, August 13, 2014	Martha Guadalupe Tejada Juan Carlos Guerra Pedro Francisco García
Observation	02	7:00 am – 9:00 am	H3	Monday, August 18, 2014.Wednesday, August 20, 2014 Monday, August 25, 2014.Wednesday, August 27, 2014	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra
Observation	03	2:00 pm – 4:00 pm	H3	Monday, August 18, 2014. Wednesday, August 20, 2014.	Juan Carlos Guerra Martha Guadalupe Tejada Pedro Francisco García

					Monday, August 25, 2014. Wednesday, August 27, 2014	
Observation	02	7:00 am – 9:00 am	H3		Monday, September 1, 2014.Wednesday, September 3, 2014 Monday, September 8, 2014.Wednesday, September 10, 2014	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra
Observation	03	2:00 pm – 4:00 pm	H3		Monday, September 1, 2014.Wednesday, September 3, 2014 Monday, September 8, 2014.Wednesday, September 10, 2014	Pedro Francisco García Martha Guadalupe Tejada Juan Carlos Guerra
Observation	02	7:00 am – 9:00 am	H3		Wednesday, September 17, 2014	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra

Observation	03	2:00 pm – 4:00 pm	H3	Wednesday, September 17, 2014	Pedro Francisco García Martha Guadalupe Tejada Juan Carlos Guerra
Questionnaire	02	7:00 am – 9:00 am	H3	Wednesday, August 20, 2014.	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra
Questionnaire	03	2:00 pm – 4:00 pm	H3	Wednesday, August 20, 2014.	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra
Interview	02	8:35 am – 9:00 am	H3	Wednesday, September 10, 2014.	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra
Interview	02	10:30 am – 11:00 am	H3	Friday, September 12, 2014.	Martha Guadalupe Tejada Pedro Francisco García Juan Carlos Guerra