



**ESP (ENGLISH FOR SPECIFIC PURPOSES) VOCABULARY TO IMPROVE READING  
AT AN A1.2/ A2.1 ENGLISH LEVEL**

**VOCABULARIO ESP (INGLÉS PARA FINES ESPECÍFICOS) PARA MEJORAR LA LECTURA  
A UN NIVEL DE INGLÉS A1.2 /A2.1**

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**ABSTRACT**

This report aims to find out how effective the use of esp vocabulary is in general English classes and to improve the use of language which is mainly focused on the student-centered learning approach, specifically on reading skills. The case study, 123 English A1/A2.1 level-students from diverse faculties majoring and attending the Public University of Ecuador during the academic period May-November 2018, constituted the population for this research. A teacher-made pre-test and post-test, mainly about basic technical vocabulary knowledge, were administered. esp vocabulary was taught to complement General English structures and grammar. The post-test outcomes showed the influence of the technical vocabulary on students' English reading proficiency. Data analysis showed that the student-centered approach using basic technical vocabulary in general English learning was beneficial to higher education students' proficiency development. Furthermore, the results showed that when focusing on the student's needs, they become more motivated to learn and also interested to read academic literature related to their careers.

**RESUMEN**

Esta investigación tiene como objetivo descubrir qué tan efectivo es el uso del vocabulario esp (inglés para fines específicos por sus siglas en inglés) en las clases de inglés general y mejorar el uso del lenguaje que se centra principalmente en el enfoque de aprendizaje centrado en el estudiante, específicamente en las habilidades de lectura. El caso de estudio: 123 estudiantes de nivel de inglés A1.2/A2.1 de diversas facultades de una universidad pública del Ecuador durante el período académico mayo-noviembre de 2018, constituyeron la población para esta investigación. Se administró una prueba previa y una prueba posterior elaboradas por el maestro, principalmente sobre conocimientos de vocabulario técnico básico. Se enseñó vocabulario esp para complementar las estructuras y la gramática de inglés general. Los resultados posteriores a la prueba mostraron la influencia del vocabulario técnico en el dominio de la lectura en inglés de los estudiantes. El análisis de datos mostró que el enfoque centrado en el estudiante que usa vocabulario técnico básico en el aprendizaje de inglés general fue beneficioso para el desarrollo de la competencia de los estudiantes de educación superior. Además, los resultados mostraron que, al enfocarse en las necesidades de los estudiantes, se motivan más para aprender y también se interesan en leer literatura académica relacionada con sus carreras.

**KEYWORDS** English for specific purposes (ESP), A1/A2 levels, reading, vocabulary, student-centered approach.

**PALABRAS CLAVE** Inglés para fines específicos, niveles A1/A2, lectura, vocabulario, aprendizaje centrado en el estudiante.

## INTRODUCTION

This century of great competitiveness, communication, and information evolution demand a certain level of English knowledge. L2 fluency enables better communication and access to science and technology. Therefore, it is considered that notable attention should be drawn to General English courses in higher education levels to scaffold opportunities to awaken students' motivation to learn and continue reading even beyond an academic degree.

Most of the time students do not feel motivated enough to study English. Thus, the most effective strategy to help our learners to get engaged in the English language is required. We consider esp vocabulary learning as an approach to motivate learners, as a teaching style, as well as minds' attitude, Dudley-Evans, Tony (1998). Hutchinson et al. (1987) states that esp is a method of language teaching, the topics and methods are concerned with the student's purposes or reasons for learning. Hutchinson and Waters (1987) mention that in practice, esp outlooks on realities associated with the nature of language. The lack of esp courses and specialized esp teachers may cause high job turnovers and unemployment as mentioned by Bracaj (2014). We are certain that university students should be better prepared academically for their future job performances. An English class should be specialized to match a students' major in his or her studies, particularly in technological ones, where students are trained to perform on the job and shouldn't have the need to reoccur to this subject after they graduate from their university or college. Belcher (2009) mentions that general English courses don't seem to have purposes, that they are merely ample teaching of lexical lists which students do not really need, but the specific purpose may be more beneficial for them, Long (2005). Higher education students might know what their needs are and what could be taught to them, Graves (1986). So, the authors of this report consider that in order to change a students' mindset about L2, they need to be motivated from the very beginning.

We are aware of the importance of vocabulary in studying a foreign or second language and the need to enrich their communicative competence by reading appropriate texts related to students' field of studies. Therefore, this study determines whether teaching esp vocabulary through student-centered learning can be influential and practically useful to our students who attend English foreign classes; not just to get their diplomas or certificates of proficiency in the language studied, but vastly motivated to continue reading academic texts related to their careers.

## THEORETICAL FRAMEWORK

### Definition de *English for a specific purpose (ESP)*

English for specific purpose (ESP) is a methodology based on the learner's purpose for learning. esp appeared as a term in the 1960s to satisfy learners or employers' needs or wants (Brunton, 2009). Johns and Dudley-Evans (1980) point out that esp is not simply a matter of knowing the information it contains but evaluating and using that information. esp vocabulary appears similarly efficient to real-life situations. Bruton, Candlin, and Leather (1976) also studied the speech of doctor-patient statements and applied the discoveries in a specialist course design. Gvelesiani (2011) states that educational institutions must understand that new demands and challenges are present in this 21st century. Top-class education should be offered by developing research opportunities using material and resources available. The purpose, to prepare students for their future careers and real-life with principles and academic freedom. ESP vocabulary learning in General English programs can allow the students to open their minds to new fields of insights, and probably by reading in English, understand more about their fields of study.

As Nazarova (1966) points out, ESP instruction in the past was restricted to simple training and translating texts. Those methods did not reflect students' interests and, consequently, resulted in low learner motivation and poor participation. The concept of ESP for teachers reveals the need for research into new strategies to have meaningful use of the language being learned.

### ESP characteristics

According to Dudley-Evans and St. John (1998), the fundamental and valuable characteristics ESP possesses are that it encounters specific learners' needs. It is centered on the language suitable to actions in terms of grammar, lexis, register, study skills, discourse, and genre (p. 4). It is variable and may be associated and designed for specific disciplines, in specific training situations. The methodology used is different from that of General English and from EAP (English for Academic Purposes) course which only teaches writing, and/or presentations. As cited by Beshaj (2015), Strevens (1988) mentions that ESP main characteristics are related to first students' needs, centered on the learners' specific activities or jobs making use of precise strategies and methodology.

### ESP and EGP

Brunton (2009) proposes a thorough overview of how ESP is designed: register analysis (1969), needs analysis (1970), target situation analysis (1980). He also included the reasons for the emergence of ESP which he quoted

from Hutchinson and Waters (1987). Register analysis is the first step to determine the relation to lexical and grammatical structures. Additionally, Hutchinson and Waters (1987), contend that these questions should be answered to use ESP: Why? How? What? Who? Where? When? Vermeer (1992) points out that lexis is the key to understanding and being understood. The more significant part of learning a new language consists of learning new words. Grammatical knowledge helps proficiency in the language. Similarly, Yu (2011) cites words regarding the relevance of vocabulary learning; he mentions that grammar and vocabulary are essential to carry meaning, but even more vocabulary. Bracaj (2014) points out that ESP has made some higher education personnel in some countries claim that ESP should replace for *English for general purposes* (EGP).

With this in mind, using the ESP vocabulary with the corresponding grammatical structures studied in their courses may allow the students to use the language with their peers, their career roommates and professors in different contexts while working on their thesis when reading papers about their field of study, etc.

### **A1 English level**

The Common European Framework (CEF) has obtained recognition in political and educational systems. It describes and defines knowledge and skills for each level of proficiency, which allows learners 'progress to be measured at each stage of learning. A1 Breakthrough level is for basic abilities, designed to have students communicate and exchange information in a simple way: interact, understand and use familiar everyday expressions and very basic phrases like describing appearance and personalities, discuss clothing at a basic level and ask sales clerks simple questions about it, talk about favorite foods and make simple orders, talk about daily activities and arrange meetings with friends and colleagues, describe current weather conditions, talk in general terms about health, hobbies and interests, etc.

### **Reading in ESP**

Reading is considered the primary source of vocabulary growth in L1 and a good source of learning when reading longer texts, Laufer (2003). These long texts help with the affective aspects: learners' attitude, motivation, and interest. Learners need to select their texts to be motivated and develop spelling, grammar, vocabulary, and writing Krashen (2004). According to Gambrell (1996), reading for pleasure means being creative and thinking critically. Reading helps learners improve listening, speaking, and pronunciation skills; a meaningful text may make learners accidentally have a good attitude toward books, syntax and vocabulary

should not be controlled, Elly (2006). Reading also helps learners see the world differently, on a broader view Littlejohn (1996). The more learners practice reading, the better and more literate they will be.

Bernhardt (1986) references that efficient lower-level word recognition procedures are essential constituents of L2 reading comprehension and must not be ignored even in vastly advanced ESL readers. The vital components of reading comprehension are vocabulary, lexis development, closely connected to comprehension. The larger the reader's vocabulary, the easier to make sense of the text. Fluency is also important; the more learners read and speak, the better they will decode each word.

### **Branches**

Above all, Bracaj (2014) states that the terminology related to ESP is: English for Academic Purposes. EOP: English for Occupational Purposes. EST: English for Science and Technology. EBE: English for Business and Economics. EVP: English for Vocational Purposes. ESS: English for Social Sciences. EMP: English for Medical Purposes. ERP: English for Recreational Purposes. Regarding ESP learners' expectations when attending an ESP course, the most representative is academic or occupational; this constitutes one of the main reasons for learning. However, the cultural-educational, learner's background, an expectation of success, optimism or pessimism, and personal and individual expectations are relevant too.

### **STRUCTURE OF THE ESP COURSE**

#### **Student-centered approach:**

Kember (2009) indicates that a research university in Hong Kong sought to promote student-centered learning across the entire university by employing the following methods: Good practice by rewarding excellent teachers who use vigorous forms of student-centered learning. A deep analysis serves to stimulate good practice. A program-level quality enhancement initiative that utilized a student survey to identify strengths and potential areas for improvement. Teachers enable students' academic accomplishments by defining their needs, interests, aspirations and expectations providing learning experiences that are most of the time modified. ESP teachers' guidance should employ a variety of educational methods to accomplish goals. Thus, methods vary as well as classroom strategies.

In student-centered learning, students' learning happens inside and outside the classroom, which may depend on the skills and knowledge that students show. They may have different opportunities to take part and manage discussions, design learning projects, explore

interesting topics to help form their own course of study. Additionally, students usually work in desks organized in circles or small groups. The methodology used was the student-centered learning approach and the following characteristics were taken into consideration when choosing this approach. Student-centered method largely includes student focused methods of teaching. It aims to develop learner autonomy and independence and responsibility in the hands of students when acquiring skills and basis on how to teach a specific subject. That is why the authors of this report decided to use this methodology. Tutoring concentrates on skills that permit constant learning and independent problem-solving. A students' role is the crucial aim in this type of methodology.

### Determining functions and needs

Bracaj (2014) mentions that teachers nowadays are much more aware of the importance of needs analysis. Published textbooks have improved vividly, allowing teachers to select materials to match the learners' goals meticulously. Perhaps this demonstrates the influence that the ESP approach has on English teaching in general.

Needs analysis is crucial information collected and interpreted through a survey about the learner's attitudes and needs. The students' needs encountered in EFL students at this Public Institute of Languages have led to proposing and defining the possible solutions and finding the main objectives for the course design and the materials to be used. Hutchinson and Waters (1992) state that some influences disturb ESP courses

related to the learner's surrounding. It is mandatory to motivate our students despite issues found in ongoing L2 learning processes, as mentioned Belmekki and Bensafa (2016).

### SYLLABUS

The purpose of any syllabus is to organize, plan or break down the extensive amount or mass of knowledge to be learned and taught into manageable chunks or units. The criteria can be varied. There is a great variety of ESP courses like the following: Topics syllabus, structural/situational syllabus, skills and strategies, and functional/notional syllabus. Hutchinson and Waters (1992) mention that the «language descriptions» involves questions, especially when referring to what the student needs to learn and the topic areas to be covered. Kennedy (1983) mentions the syllabus can be adjusted to suit the conceptual and linguistic requirements of teachers in particular courses while maintaining the subject-language link». Teachers should direct attention to these words or vocabulary related to student's careers. A lot of definitions of ESP can be found in the literature. Bracaj (2014) states that it is important to organize the ESP course and its implementation well. ESP courses need a unique and different curriculum; these courses have to be managed with a wide range of different types of exercises and materials. The course planning was flexible; the syllabus was adjusted to slight changes in the course while teaching, so student's interests and needs were addressed. Thus, the following syllabus was organized and presented in our class.

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**UNIVERSIDAD CENTRAL DEL ECUADOR**  
**ACADEMIC INSTITUTE OF LANGUAGES**  
*ESP VOCABULARY SYLLABUS*

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1.1	ENTITY	Academic Institute of Languages-uce			
1.2	CAREERS	All			
1.3	LANGUAGE	English			
1.4	SEMESTER	May-November 2018			
1.5	IAI COORDINATOR	Santiago Sanguña			
1.6	ESP VOCABULARY TRAINERS	Mirian Cuenca Fernández, Luis Aulestia Vallejo			
1.7	CASE STUDY POPULATION	123 students from different careers. 6 groups.			
1.8	ENGLISH LEVEL	A1.2 and A2.1			
1.9	N.º ESP PERIODS	Fridays	2 periods	2 hours a day x 7 weeks	14 hours
1.10	N.º EGP PERIODS	Mondays to Thursdays	2 periods	2 hours a day, total 8 days a week, x 7 weeks	56 hours
1.11	PREREQUISITES	A1.2 level	For A2.1		
		Placement test or A1.1	For A1.2		

## I. ESP VOCABULARY AND ESP DESCRIPTION

The command of the English language in the world context constitutes an essential tool in the social, labor and scientific field and personal development in general, which facilitates better communication, access to science and technology through the development of linguistic skills, following the guidelines of the Common European Framework for the teaching of the language, in the specific case of this syllable, which corresponds to the essential use of the language alongside with the implementation of ESP (English for specific purposes) vocabulary to improve reading.

## II. OVERALL OBJECTIVE OF THE ESP VOCABULARY COURSE

To motivate beginner students to read through ESP vocabulary, alongside the General English basic structures using the student-centered approach.

## VI. UNIT PLANNING

UNIT TITLE	The WORD world and the parts of speech.	
OBJECTIVE	Recognize the importance of a Word as a key element of any language with all the characteristics: spelling, phonology, morphology, semantics, etc. Differentiate the parts of speech to have a better understanding of written technical texts according to students' careers.	
LEARNING OUTCOMES	Exchange information about specific vocabulary related to the students' careers, basic vocabulary review and use alongside with the units of egp study.	
CONTENTS	WORK ACTIVITIES	EVALUATION
Grammar	- Students design their own list of words they need according to their careers or subjects of current study.	The evaluation must be constant, through different mechanisms such as:
· esp vocabulary contents:	- Students have the chance to make their own choices of the vocabulary to be studied.	
· Word: definition and importance	- Use open-ended questioning to encourage critical and creative thinking for clear communication.	Participation in class, short tests to evaluate reading and grammatical points of the competence unit.
· Spelling	- Drill vocabulary words by pre-teaching inductively, using illustrations, and enhancing the heart of the vocabulary and reading lesson.	
· Syllabification	Students of the same careers	The evaluation of writing through a paragraph or essay of the central theme of the unit of competence under criteria that are evaluated with the rubric.
· Pronunciation: stress, intonation, pause.	Collaborate in group review activities.	
· Word definition	- Students work with each other to learn a great deal of more vocabulary than just the lesson content by listening to others.	
· Prefixes	- They learn to have respect for what may sometimes be very differing points of view.	
· Suffixes	- Draw careful attention to other students' words used to bounce images, ideas back and forth with each other, creating a much greater opportunity to grow vocabulary.	
· Rhyming words	- Analyze word derivations, prefixes and suffixes added to the words.	
· Synonyms		
· Antonyms		
· Parts of speech:		
· Nouns		
· Pronouns		
· Verbs		
· Adjective		
· Adverbs,		
· Conjunctions		
· Interjections		

## III. SPECIFIC OBJECTIVE

To use the ESP vocabulary alongside the ordinary and simple expressions and structures studied in the EGP lessons, to understand printed texts about different articles or texts related to their careers and interrelate clearly with other students.

## IV. CONTRIBUTION OF THE COURSE IN THE TRAINING OF THE PROFESSIONAL

The learning of languages is a fundamental tool in professional development to enhance knowledge, research, science and technology, intercultural relations and student mobility.

## V. LEARNING OUTCOMES OF THE COURSE

- Describe particular situations in their career environment with the use of ESP basic vocabulary.
- Read short texts with the use of simple structures.
- Read and understand short texts related to their careers and specific field of studies.

EGP

- Simple present: to be verb
- Simple present: do verbs
- Present continuous
- Imperatives
- Like to, want to, need to, have to
- Questions with what, where, when who, how, how old, what time, how much, how many
- Demonstrative pronoun
- Possessive adjectives
- Singular and plural nouns
- Linkers: and, but, or.
- Would like to
- Use of can
- Simple past tense

- Reflection creates space and time for individual and group growth.
- Create individual self-paced assignments.
- Students don't work at the same speed and assignments should reflect this.
- Students gain a deeper understanding of the subject matter.
- Students get involved in others' learning activities.
- Students have the opportunity to see firsthand that learning specific vocabulary opportunities surround improving short texts reading.

METHODOLOGY

- Student-centered approach
- ppp model (presentation, production and practice). The practice stage aims to provide opportunities for learners to use the target structure.
- Inductive pre-teaching
- Vocabulary in context.

DIDACTIC RESOURCES

- Top Notch Books N.o 1 and 2
- Digital and paper dictionaries.
- Videos about basic vocabulary related to the different careers
- Internet sites.
- Digital books
- Realia
- Crossword puzzles
- Bingo cards
- Tokens with letters.
- Pocket charts
- Folders
- Worksheets

BIBLIOGRAPHY

Robinson, C. (1989). English For Specific Purpose. Cambridge University Press. Saslow Joan (Author), Allen Ascher (Author) Top Notch Book 1 and 2.

VII. EVALUATION

VOCABULARY LIST WORK	(2 points)
GROUP WORK	(2 points)
INDIVIDUAL WORK	(2 points)
READING COMPREHENSION ACTIVITIES	(2 points)
EGP AND ESP INTEGRATION	(2 points)
	<b>Total (10 points)</b>

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## **COURSE DESIGN**

### **AUTHENTIC MATERIAL**

Belmekki and Bensafa (2016) state that resources have different possible areas for variation, and ESP materials are not the exception. Brunton (2009) also mentions the curriculum development, materials used, the best teaching practices and the focus of ESP may be part of the material. Among the materials used, we had worksheets, a dictionary, and a list of new words. The vocabulary words were requested by the students. Everything was conceptualized through the learner-directed approach. The appropriateness of materials included student comfort and familiarity with the language level, interest, and relevance. It was used the same syllabus the institution chose, the textbook of the general English courses. The selection of teaching materials was based on teachers and students' availability.

The selection of materials and course assessment took some extra time because the general contents had to be covered. We had to squeeze time to dedicate it to the ESP vocabulary project. It is not possible to cover every type of task or content, but with a sample of tasks or development of skills, students can continue writing basic or more advanced sentences depending on their level of proficiency, in different careers like in medicine, this is essential as it is for the other ones. The challenge is to provide student's different language profiles, different strategies in reading, especially at these basic level of study, then writing, listening and speaking regarding that a language involves all of them.

In this research, no specific textbook was used for this purpose; the teachers elaborated the content. There were students of 10 or 12 different careers with different needs and interests in one class group. Conceptualizing the content was not a context-free process. The student's goals, objectives had also to be taken into account. The ESP aspects had to be included, emphasized and integrated using the core of the course to address students' needs and expectations. Basic skills were expected to be developed, communicative competence, vocabulary awareness, etc. All skills and aspects of the language were interwoven in real communication. They were treated, taught and tested as one inseparable unit.

### **VOCABULARY IN ESP**

Referring to Richards and Renandya (2002) vocabulary is the main element that provides proficiency within communication; Hutchinson and Waters (1987) state that ESP should be seen as an approach to language teaching directed by specific and apparent reasons for

learning. Schmitt (1997) emphasizes that the purpose of vocabulary learning is to relocate lexical information from short-term to permanent long-term memory. To put it in another way, short-term memory or working memory is linked to human consciousness, a kind of entry where the information is transferred to the long memory. It holds a limited amount of information for a limited amount of time, extracting visuals relevant for ongoing comprehension with a limited capacity.

On the contrary, long-term memory serves as the storage area of information for a long time; concepts are represented according to their associations. Driscoll and Burner (2005) explain each episodic memory refers to specific events such as particular events as remembering the circumstances of how one learns to read a map. Semantic memory, in other words, refers to all the universal information deposited in memory and remembered independently. McCarthy (1990) points out that it does not matter how successful L2 students' command or management of grammar and sounds are; without varied vocabulary to express a broader range of meanings, communication cannot occur in any meaningful mode. Driscoll and Burner (2005) state that in order to examine vocabulary words, it is necessary to review high-Frequency words, academic words, technical words and low-Frequency words. Strevens (1988) points out that «learners who know the scientific field may have little difficulty with technical words, but a teacher who doesn't may have a great deal». A convenient approach for ESP suggested is the lexical approach, whose principle is vocabulary as part of L2 learning chunks are essential in ESP learning to identify words. Lexical chunks help students write and communicate in a better way. Most students feel identified with specific terminology related to their field of study (Nation, 2001).

### **Vocabulary pre-teaching**

We pre-taught vocabulary inductively; different opportunities and methods were used to pre-teach. First of all, ten words or phrases were selected per week, students chose the word vocabulary list weekly, and then groups elicited, repeated, asked their concept through checking questions. To pre-teach individual words or lexical items, it was used miming, images, realia, meaning discussion or even guessing meaning about the word presented. Once they got the word, they repeated it many times. Chorally, whole class repetitions or individually. The vocabulary was presented in a very dynamic and engaging way showing the facets of understanding some phonology, morphology, syntax, semantics and the pragmatism of each vocabulary word presented.

**Table 1.** Definitions for exposing the understanding of a concept or term or diction

	Part of speech	Syllabification	Pronoun citation	Definition	Synonyms	Antonyms
Confidence	Noun	con-fi-dence	<u>/kan</u> fih dihns/	A sense of trust or faith in a person or thing	Belief, faith, trust	Doubt
Data	Plural noun	<b>da-ta</b>	<u>/dae</u> tə/ <u>/dei</u> tə/	Facts, figures, or other pieces of information that can be used	Evidence	Knowledge gap, zero information

### Vocabulary teaching

First, the vocabulary had to be graded from simple to complex. Students had to bring pictures to class to illustrate their vocabulary words. Ex: Is this snow? (Yes) (Picture of snow.) Is this snow? (Yes) affirmative. Is this snow? (No) negative. Yes/No questions were asked, things like this. Is it cold? (Yes). Does it fall from the sky? (Yes) It could also be a short act. Can you do it? (Skiing). They can also be either? Or as questions: Is it hot or cold? (Cold). Or personalized questions: Do you get snow in your country? Students could learn new vocabulary through practical techniques that boosted their ability to memorize because it came from analyzing their own needs, their needed lexicon personalizing their career backgrounds and learning abilities.

To introduce «WOULD LIKE TO», students were asked to use ESP vocabulary to complete sentences. Example: I would like to study more about... (the word from students' career ESP vocabulary). Example: I would like to study more about taxation, ultrasound Doppler, restoration, timbering, the flora in Ecuador, ionizing radiology, motor skills, etc. Students define two of the terms for the entire class. Students had to check pronunciation before presenting the words. Students turned to be interested in those phonetic symbols found in the dictionaries. They wondered about sounds in English, especially vowel sounds that are different from the L1. Students also knew about syllabification. Students read the words by folding the page where the pronunciation was only to practice reading them based on the phonetic transcription, most could do it without difficulty, but in some cases, it made them laugh when they could not recall and had to resort to writing each word. Learners also illustrated the vocabulary with a small drawing made freehand and finally wrote a simple present sentence, using the vocabulary studied. Small oral and written quizzes were also taken at the end of each unit of study. The students created their own word search with ESP words in horizontal, vertical, diagonal, up and down

form. We started with a word, a word students based on their careers. An example of a word is «a dog».

For the class planning, the authors used the PPP presentation, practice, and production approach. Then we considered a short introduction of the parts of speech. Nouns: ARCHITECTURE the science and ARCHITECT the person who deals with this science. A superstructure, A productivity, An economic structure Pronouns: and the use of the demonstrative pronouns: THIS, THAT, THESE, THOSE: This superstructure is the base of development and economic growth of the country. Example: The unfavorable fluctuations determine that a country's recession will have to control in the wrong way. These financial structures make up the set of production relations of the country; those fiscal deficits are instability in the income that affects the growth and development. Adjectives: Possessive adjectives: Sentences: I am going to the movies with THEIR friends. We like OUR University. Adverbs: Well, fast, over here, over there, etc. Conjunctions: And, but, or, in addition, etc. Ex: He is an engineer, and he is from Ambato. She is an architect, but her father is an economist.

Division of words into syllables exercises. Ex: Parameter: pa-ra-me-ter, data: da-ta, confidence: con-fi-dence. Pronunciation charts were presented with the International Phonetic Alphabet and examples as well as word formation, new lexemes created by changing syntactic categories or adding substantial meaning to a free or bound base, ex: national, derived from the word nation, joyful from joy, amazing, from amaze. Antonyms, hot/cold. Synonyms: gift/present; assets/liabilities, credit/debit, profit/loss, build/destroy, increase/decrease (see Table 1).

### TEACHING MATERIALS IN ESP

One of the most critical aspects that determine the success of the teaching-learning process is suitable teaching material. The materials stimulate an interest in learning and capture the students' attention. The materials prepared by a company dedicated to this



effect or teachers are the most tangible and visible part of this process. They can intensify the learning of content or a pedagogical task. Little-experienced or experienced teachers can appreciate the benefit of using the material whose purpose is to encourage creativity and originality in a class that helps achieve the objectives set in the planning phase. The variety of materials used in class can be worksheets, brochures, presentations in different interactive programs and even books.

Once the needs analysis is carried out and the syllabus is designed, the ESP course materials we wish to teach can be created. It cannot be ignored that the development and selection of materials are based on the students' needs. Swales (1999) indicates that the student's needs and objectives are more significant than others, surpassing tasks and materials themselves. According to Hyland (2006), teaching materials depend on methodologies adopted, forming «the interface between teaching and learning, or the points at which the needs of the course, the objectives and the study programs become tangible both for the students and the teachers». Students will be motivated to learn if the ESP materials have been selected and appropriately designed and will undoubtedly support the process of teaching language learning in ESP classes conveniently.

ESP teachers will use appropriate materials created by them because there are no printed materials that meet students' requirements and needs. All the material must be designed considering the needs of the students who start a study period, so it will be difficult to select from the existing printed materials since they will have been created taking into account the needs of another group of students. A positive aspect will be if the institution encourages ESP teachers to develop original materials and in this phase the students should actively participate in the design and creation of the material since their previous knowledge in related areas will be of great help because the teachers will strive to satisfy the specific needs of what they teach by adapting them to the proposed topics and even to the level of students' language knowledge (Vorobieva, 1996).

#### **CLASS METHODOLOGY**

Palmer (1997) suggests that good teachers join themselves, the subject and students because they teach an integral and individual self and evoke a capacity for connectedness in their students. It is known that before deciding about the course-developing process, it is essential to analyze the target group of students who are going to be under the teacher's responsibility. Students might sometimes feel that their interest is not directed to specific contents presented in a book as a fixed curriculum to achieve what they need; indeed, it

goes further than that. They need to find the answer to, why start learning a foreign language and how useful it could be for real-life contexts (Graves, 1996). Therefore, we decided to use what they had as tools, their background academic knowledge in L1 to motivate them to acquire the English language. Taking the above as a reference, the course's objective was focused on what the students need and know concerning their careers.

Leaving aside the past premises where grammar was considered the most important thing, and that undoubtedly overwhelmed the student since he had to learn rules and structures, he did not see their benefit and struggled to use them. In this case, it was the opposite. The students shared their previous knowledge of the subjects related to their careers, and from the very beginning, they agreed with the topics and chose the ones closest to their needs. Once the students established the topics, they worked on a list of closely related words to the proposed topics, and ten words were chosen in L1 for each week. The next step was to share this information with the teacher. For the next meeting, the teachers prepared the material that consisted of readings, including their vocabulary lists. The reading preparation became a challenge for the teachers since they had to adapt and relate the contents. The difficulty was to make 5 to 7 different activities similar to the same amount of groups. This methodology ensured students understand English texts related to their careers.

Undoubtedly, teaching ESP opens up a wide possibility of skills to be developed. But at the same time, we can indicate that one of the characteristics of ESP is the possibility of limiting the skills to be developed according to the students' needs. For example, the analysis of the needs and available resources served to determine that the participating students needed to improve their reading skills since they agreed that their teachers shared with them a lot of English information and felt frustrated when they could not understand it.

#### **ASSESSMENT IN ESP**

Many may think that the ESP assessment must be equal to that one involved in general English. Dudley-Evans and St. John (1998) consider that ESP English teaching uses a methodology different from that used in general English teaching, understanding as «methodology» the interaction between the teacher and the students. In ESP English classes, the teacher becomes a language consultant, and the students bring their experience and knowledge on the subject. The ESP English methodology must reflect the essence of the disciplines and professions concerned in each case. Thus, apart from language learning activities, the

ESP English class carries out tasks and activities that reflect the world of students' field of study. It is done using registers and associated language that students need to master to carry out those tasks. Consequently, ESP English teaching differs from general English teaching (Robinson, 1989), especially concerning the student's specialist knowledge and the cognitive and learning processes they bring from their own academic and professional experience within their field of specific expertise.

Evaluation is how the course's effectiveness, and its different aspects are established (Robinson, 1989, Dudley-Evans and St John, 1998). Any language course requires an evaluation process, but in the specific case of ESP language learning, this process has to do with the effectiveness of learning to achieve the course's objectives. The actual evaluation of an ESP English course's success or failure is based on the students' performance in real, academic, or professional situations for which they have been trained (Cameron, 2019). According to Hutchinson and Waters (1987), it is convenient to evaluate the students and the course itself. On the one hand, it is also necessary to evaluate the student's learning at different times throughout the course to determine the capacity that he/she is acquiring to perform particular communicative tasks.

Additionally, you have to evaluate the course itself to see if your objectives are met. These two aspects of the evaluation are not independent, but they complement each other. It is also advisable to apply this process to the materials used during the course (Robinson, 1989). The results in ESP English can influence later decisions or produce long-term changes. It is also recommended to use formative and summative evaluation throughout the course. The evaluation process becomes a constructive and stimulating activity because it is seen as something achieved or not by a group of students. It should not be understood as something negative but to highlight the positive points and detect which aspects have not gone well and why. In this sense, Robinson (1989) establishes the distinction between process and evaluation. The first takes the learning processes and strategies into account, and the evaluation focuses on the product and final results of each student.

## **LEARNER ASSESSMENT**

### **Assessment tests in ESP**

Although designed with different objectives, there is a superposition in terms of the purpose and information extracted from the various evaluation tests (Weir,

1993). Thus, the evaluation tests could be classified according to the following criteria:

- a. Depending on the use, they could be divided into initial tests, selection tests, diagnostic tests, and linguistic competence tests.
- b. Depending on the content, they would be classified as specific linguistic skills assessment tests (micro-linguistic skills tests) and global assessment tests (macro-communication skills tests).

### **Evaluation tests of linguistic micro-skills**

This type of evidence includes the possibility of evaluating isolated linguistic abilities, the ability to make questions, inferring meaning from context, pronouncing the ed ending of the past and past participles of the regular verbs, etc. However, it should not be the only parameter of evaluation since it is observed certain inconveniences, such as lack of reference in evaluating communication skills on the part of teachers. Meanwhile, on the part of students, the loss of specific communication skills can be seen.

### **Evaluation tests of communicative skills (macro-skills)**

Communication competence is understood as the union between knowledge of the language and the ability to put that knowledge into practice in specific uses (Savignon, 1983). Taking Hutchinson and Walters' comments about language proficiency tests, these would be adjusted to the specific English objectives to assess the students' competence to perform specific communicative acts.

## **EVALUATING READING SKILLS**

Reading comprehension is a complex skill, consisting of at least three components: the reader, the texts and the task. During the reading process, these components interact and are inseparable. During reading, readers display a series of abilities such as the fluency with which they recognize words, their reading objectives, their motivations and their purposes for the reading activity. The reading activity refers to the actions that the reader performs during reading. In this case, our students had access to information on the initially proposed content. The suggested reading was consistent with the interest and level of English that the group had. Various individual and group work strategies were used. Once the students did the reading, they were asked to carry out some prepared activities related to the task. These worksheets had exercises related to meanings to reading comprehension and selection of essential or main ideas. Some reading skills such as skimming, scanning, close reading and speed reading were part of the classwork. Students demonstrated their conditions for finding terms, rephrasing simple

sentences, underlining main ideas, and looking up meanings using a dictionary.

### **AN ESP PRACTITIONER**

Educators say that education's responsibility does not depend exclusively on the teacher but also on other actors and factors such as students, educational community, society, family, and state. Education is a shared activity if there are low academic results or social issues; they cannot be the teacher's only responsibility or the educational institution. Therefore, it is necessary to make the student aware of his role and responsibility in this process (Widdowson, 1998). We cannot deny that education changes every day; most of them influencing positively and bringing benefits while constructing knowledge. Current education requires the student to be a consultant, a researcher, an innovator, a reader by nature, among other qualities that allow him/ her to understand and value their teaching and learning processes, and to be someone who contributes with solutions when they face some difficulty or problem.

### **ESP TEACHER**

Unfortunately, an ESP teacher has not been given too much research attention over the last few years. Despite this, an ESP teacher is considered a facilitator (Bocanegra, 1997) of lifelong learning and an intercultural mediator. Additionally, the role he has always played in his continuous interdisciplinary collaboration with the experts in other subjects has helped to reinforce the knowledge acquired in those subjects. The first authors who paid particular attention to the teacher as an integral part of an ESP course were Ewer and Hughes-Davies in 1971, proposing specific and specialized training. These authors pointed out four disadvantages every ESP teacher would have to face, and they are still valid in general terms humanities education, training, training for older students, and inappropriate elaboration of materials for a specific use.

Considering all the features mentioned above, the teacher of specialized languages' role is quite complex (Martínez, 2001). According to Hutchinson and Waters (1987), although ESP English is included within the teaching of languages in general, there are differences with the general English teacher's work. Besides, the ESP teacher has to deal with needs analysis, course design, adaptation or writing of materials, and evaluation, considering most teachers have not been trained for such an objective. Many need guidance in a new environment for them and for which they have not been prepared.

## **STATISTICS**

### **Research methodology**

The methodology used in this research was experimental because the variable esp vocabulary has been manipulated to see its influence on English learning, particularly in reading skills. It was also correlational type research since a relationship between two variables was established. The purpose of using the correlations in research is to determine what and how the variables are connected. The interaction between esp vocabulary and English learning is sought so that, if one changes, we will have a notion of how the other will do it. Two tests were used: a Pre-test at the beginning and a Post-test at the end of the course, both tests having the same conditions and structure. The results obtained in the two tests were analyzed statistically to show the relationship between the two variables. The groups of students selected were assigned by the Director of the Academic Institute of Languages at Universidad Central del Ecuador. They were under the responsibility of the teachers Mirian Cuenca and Luis Aulestia during the periods May-June, August-September, and September-November 2018 and were part of the A1.2 and A2.1 levels at different times: 7 a. m.-9 a. m., 9 a. m.-11 a. m., 1 p. m.-3 p. m., 3 p. m.-5 p. m., 5 p. m.-7 p. m. with a 2-hour daily activity. They were subject to the learning of esp vocabulary while students studied the contents of regular English courses planned by the institution. The Academic Institute of Languages authorities at Universidad Central del Ecuador-Quito knew about the process of selection, group assignment, and esp vocabulary learning implementation.

### **Population**

The observation units that were the reason for the research were the A1.2 and A2.1 students of the Academic Institute of Languages at Universidad Central del Ecuador-during the periods May-June, August-September, and September-November, 2018. Their class schedule, periods of study, number of students as well as their teachers in charge are mentioned below (see Table 2).

Because it was a small population, the data collection instruments were applied to all the above-mentioned units, so it was not necessary to perform a sample calculation: women, 68; man, 55; total, 123.

The sample consisted of 123 students distributed in different courses and schedules who participated in the ESP Vocabulary activity. They studied two different English learning levels: A1.2 and A2.1, from which 44.72% were male and 55.28% were female students, belonging to various careers and faculties of Universidad Central del Ecuador whose age range from 20 years to 28 years.

**Table 2.** Sample Source: Secretariat of the Academic Institute of Languages - Universidad Central del Ecuador

Schedule	Period	N.º students	Level	Teachers in charge
7:00-9:00	May-June	9	A1.2	Luis Aulestia
9:00-11:00	May-June	8	A2.1	Luis Aulestia
7:00-9:00	August-September	28	A2.1	Luis Aulestia
13:00-15:00	May-June	27	A2.1	Mirian Cuenca
15:00-17:00	August-September	26	A2.1	Mirian Cuenca
17:00-19:00	September-November	25	A1.2	Mirian Cuenca
Total		<b>123</b>		

**Tabla 3.** Students surveyed

Agreed	Disagreed	Total
96	27	123
77,80%	22,20%	100%

### Techniques and instruments for data collection

To collect the required information, three (3) data collection instruments were used with alternatives that varied according to the indicators evaluated and described below:

Instrument n.º 1: Called Questionnaire of Needs Analysis, which in its first part contains information referring to the general data of the institution, and the second part was composed of seven close-ended questions. In this part, a scale with three alternative answers was applied to express his or her opinion. This instrument was designed, taking into account the contributions of Delmastro (1985) and Castro (1997).

Instrument n.º 2: Application of a Pre-test. It was designed for students to express themselves and demonstrate their new vocabulary related to their study fields. It consisted of three sections: the first section consisted of 5 questions in which the student had to interpret phrases and expressions from English to Spanish. The second section consisted of 5 questions, and they had to interpret expressions from Spanish to English. The third section consisted of 5 questions, and the students had to complete the sentences with the assigned vocabulary.

Instrument n.º 3: Application of a Post-test. It was designed for students to express themselves and demonstrate their new vocabulary related to their study fields. It consisted of three sections as in the pre-test: the first section had five questions in which the students had to interpret sentences and expressions from English to

Spanish. The following section had five questions: the students had to interpret expressions from Spanish to English. Finally, the third section had five questions, and the students had to complete the sentences with the assigned vocabulary.

To achieve the three (3) questionnaires' content validity, some experts gave their criterion to detect the instruments' correspondence with their theoretical context. The specialists expressed their findings and made pertinent observations and recommendations that were taken into account to obtain the questionnaires' final version. A statistical treatment was required to interpret the obtained results, which allowed the analysis and the description of the study object, derived from a Pre-test and a Post-test. The present research results provided the necessary information to determine the benefit of implementing ESP vocabulary in English learning, particularly in the Reading Skill.

### Reliability

The instruments' reliability in this research was determined by informants' participation, which consisted of collecting data from the A1.2 and A2.1 English students of the Academic Institute of Languages at Universidad Central del Ecuador. That allowed determining points of convergence, which validated the instrument used in the data collection. Both the Pre-test and the Post-test measured the specified dimensions and the influence of the ESP vocabulary on learning English, particularly Reading Skill.

### Analysis questionnaire of ESP vocabulary needs

Before beginning teaching esp vocabulary, students were asked if they considered the implementation of space and time for esp learning related to each career to be positive or not. Out of the total students surveyed, 77.8% showed their willingness to learn esp vocabulary, and only 22,2% expressed their disagreement or their disinterest in the proposal's implementation (see Table 3).

Among the parameters considered in the Analysis questionnaire of ESP Vocabulary needs are:

1. Reason for studying English
2. Usage of language
3. Interest for learning ESP vocabulary
4. Importance of ESP vocabulary
5. Kinds of ESP vocabulary
6. Skills developed by means of ESP vocabulary
7. ESP vocabulary learning

Within the parameters mentioned above, different aspects immersed in each category were established. Here are some of them:

Aspect 1. Travel, business, exams, general interest reasons

Aspect 2. Socializing at university, at home

Aspect 3. Interest in learning ESP vocabulary

Aspect 4. Importance of selected vocabulary

Aspect 5. Relation of ESP vocabulary to subjects, instructions, manuals, etc.

Aspect 6. Importance of improving listening, reading, speaking, or writing or some of them

Aspect 7. Contextualization of ESP vocabulary

### Comparative by criteria. Pre-test

The pre-test was organized into three sections:

1<sup>st</sup> section: Interpretation from English to Spanish-5 questions

2<sup>nd</sup> section: Interpretation from Spanish to English-5 questions

3<sup>rd</sup> section: Completion with the correct words-5 questions

The pre-tests used were different for each group of students, and they were related to their faculties and careers. Next, the statistics of the Pre-test applied to the students are detailed in the following table (see Table 4). The results obtained by the students are relatively low. There are low values in questions 5 and 3, and the highest values are seen in questions 14 and 12.

A group of students obtained a percentage higher than 50% in question 14, with 51%. In the remaining 14 questions, the rate was less than 50%, being question 5 the lowest of all. On the contrary, in question 5, there is 93% of students got incorrect answers.

As stated above, the pre-test was organized into three sections. In the first section, the initial five questions interpreting words from English to Spanish, the second section interpreting words from Spanish to English, and the third section completing spaces with the correct word. In the first section, students obtained the lowest results with 14,2%, while the third section shows the highest marks with 45,3%.

When evaluating the three sections integrally, it is observed that the percentage of correct answers is 28,3%, while 71,7% corresponds to incorrect answers.

### Post-test

Likewise, at the end of the ESP vocabulary implementation period, a post-test was used that had the same organization and format as in pre-test; that is to say, it had three sections:

1<sup>st</sup> section: Interpretation from English to Spanish-5 questions

2<sup>nd</sup> section: Interpretation from Spanish to English-5 questions

3<sup>rd</sup> section: Completion with the correct words-5 questions

There were different tests for each group of students, and they were related to their faculties and careers. Next, the statistics of the Post-test applied to the students are detailed in the following table (see Table 5). The results obtained by the students are relatively high in contrast to the results obtained in the pre-test. There are high values in questions 5, 12, and 15, and the lowest values are seen in questions 8 and 7.

A group of students obtained a percentage higher than 50% in all the questions, ranging between 64% (the lowest) and 89% (the highest). As stated above, the post-test was organized into three sections. In the first section, the initial five questions interpreting words from English to Spanish, the 2<sup>nd</sup> section interpreting words from Spanish to English and the third section completing space with the correct word. As seen in the second section, students got the lowest results with 73,8%, while the third section shows the highest results with 84,0%.

When evaluating the three sections integrally, it is observed that the percentage of correct answers is 79,3%, while 20,7 corresponds to incorrect answers. As seen in this table, students' performance after taking the pre-test showed results ranging from 21% to 29% correct answers and ranging 71% to 79% wrong answers. They belonged to six different groups, schedules and teachers. The students' performance after taking the post showed results ranging from 75% to 83% correct answers and ranging 17% to 25% wrong answers. They belonged to six different groups, schedules and teachers.

**Table 4.** Pre-test

<b>FREQUENCY</b>			
<b>ITEM</b>	<b>RIGHT ANSWERS</b>	<b>WRONG ANSWERS</b>	<b>TOTAL</b>
1	22	101	123
2	27	96	123
3	14	109	123
4	16	107	123
5	8	115	123
6	33	90	123
7	41	82	123
8	36	87	123
9	16	107	123
10	30	93	123
11	55	68	123
12	60	63	123
13	57	66	123
14	63	60	123
15	44	79	123

**Table 5.** Post-test

<b>FREQUENCY</b>			
<b>ITEM</b>	<b>RIGHT ANSWERS</b>	<b>WRONG ANSWERS</b>	<b>TOTAL</b>
1	93	30	123
2	93	30	123
3	104	19	123
4	93	30	123
5	109	14	123
6	96	27	123
7	87	36	123
8	79	44	123
9	98	25	123
10	93	30	123
11	98	25	123
12	107	16	123
13	104	19	123
14	101	22	123
15	107	16	123

When comparing students' performance by teacher's groups after taking the pre-test, it is seen that Mirian Cuenca's groups obtained 25% right answers and 75% wrong answers. Luis Aulestia's groups obtained 27% right answers and 73% wrong answers. When comparing students' performance by teacher's groups after taking the post test, it is seen that Mirian Cuenca's groups obtained 79% right answers and 21% wrong answers. Luis Aulestia's groups obtained 80% right answers and 20% wrong answers.

## CONCLUSION

The teaching-learning process requires students' appropriateness of the contexts and topics related to their studies to improve their oral and reading skills. However, the lack of Basic English language skills to face a new language helped students struggle initially. Still, once they went on, they became more manageable and made them feel more secure to use the English language to talk about their careers. A case study with mixed methodologies, strategies, and activities was the essence of this research. Under these circumstances, the authors concluded that they could work from level A1 introducing ESP vocabulary to improve reading skills.

To achieve the proposed goals and objectives, the authors investigated iai students' needs and learning attitudes concerning esp through a survey. Subsequently, vocabulary was presented in each study unit following the student's needs or the group who opted for the same degree program. They were grouped, taken into account their careers, and were given a weekly list of a specific vocabulary, approximately ten words studied in class. The objective was to use that lexicon in sentence context in the English language aided by each unit's grammatical structures. At the beginning of this project, pre and post-tests were administered to evaluate the entry of knowledge. The same happens at the end of it. With these instruments, it was possible to measure the efforts and achievements made in implementing this project. Different appropriate strategies were used to learn the vocabulary optimally.

We consider that reading ESP vocabulary should be a very effective way to teach students to read. We should become well versed in teaching theories (mainly reading) and research the best practices. Additionally, ESP vocabulary should be integrated into all curriculum areas. Students require many opportunities to read diverse academic settings, offering them the tools and training necessary to read and understand effectively information coming from various purposes, audiences and contexts.

## DISCUSSION

The purpose of this research was to introduce a framework for developing an ESP strategy for teaching reading. As illustrated, the course-developing started with students' analysis, then the formulation of goals and objectives, the content, the selection of teaching materials, the course planning, and the course evaluation. The course development must appear to be viewed as an on-going process, one in which all teachers from our institute make the necessary changes to meet students' interests and needs, even as the course is in progress. Teachers should ask students about their attitude towards the subject matter; look for the best instructional methods, activities to implement. We, teachers, have to be open-minded in hearing and implementing learner's comments and needs. Developing a new course is difficult, but at the same time, it may bring new experiences and satisfaction. Teaching concepts and methodology knowledge are constantly changing. Teaching and learning processes will inevitably be necessary and essential to modify and adjust to students' particular groups. From semester to semester, we have different students with different backgrounds and needs. Many things occur in an unexpected or unplanned way in a class, and flexible teachers make necessary changes while teaching.

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