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MASTER'S DEGREE PROGRAM IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

TITLE OF THE PAPER:

**Perceptions Students and Teachers from Modules 7 and Modules
8 Have Towards the Textbook *English for Accounting and
Administration Students* at the School of Business Administration
of an Ecuadorian Higher Education Institution**

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PROJECT ADVISOR:

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CERTIFICATION

We certify that this research project was presented by **Cevallos Saá, Jorge Jimmy** as a partial fulfillment of the requirements for the **Degree of Master in Teaching English as a Foreign Language**.

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I, **Cevallos Saá, Jorge Jimmy**

HEREBY DECLARE THAT:

The Research Project: **Perceptions Students and Teachers from Modules 7 and Modules 8 Have Towards the Textbook *English for Accounting and Administration Students* at The School of Business Administration of an Ecuadorian Higher Education Institution** prior to obtaining the Degree of Master in Teaching English as a Foreign Language, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

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AUTHORIZATION

I, **Cevallos Saá Jorge Jimmy,**

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Guayaquil, 18th day of March 2019

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To my mother, who is blessing me from heaven.

To Samadhy, Mafer, Paola and Rafaela who are my angels here on earth.

To my father, who has been supportive during all these years.

Thank you all, this is for you...



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ABSTRACT

This study provides insights into how teachers and students perceive the textbook used in ESP courses at the School of Administration of an Ecuadorian Higher Education institution. This research gathered data through surveys, conducted to 13 ESP teachers and 134 students, which aimed to cover a wide variety of aspects regarding the textbook used in their classes. Moreover, a description of the textbook, based on the perspective of the author, was included in order to compare the information collected in the surveys. The results showed that the teachers and students' perceptions towards the textbook were varied mainly because of the different goals and pursuits teachers and students have in relation to language learning. It was also found that teachers were relying on the textbook to a great extent limiting the design of their own materials to complement their instruction. Teachers and students showed interest in an ESP program that focuses on the development of productive skills along with the involvement of technology, which prompted the design of a proposal to satisfy those needs.

Key Words: *Textbook, ELT materials, Evaluation, ESP, Business English, dependence.*

INTRODUCTION

The selection of appropriate teaching materials for an English course is a process that involves several considerations and thorough analysis. Perceptions teachers and students have towards textbooks are varied. According to Sheldon (1988), textbooks represent for both students and teachers the visible heart of any ELT program. Moreover, Hutchinson and Torres (1994) describe a textbook as “an important means of satisfying the range of needs that emerge from the classroom and its wider context” (p.327). On the other hand, Richards (2001), mentions that textbooks sometimes may present inauthentic texts because they are selected or designed to explain a grammar point. Similarly, there are some scholars who state that textbooks might interfere with the learning process; for example, Sheldon (1988) stated that textbooks are “necessary evils” (p. 237) for teachers. In addition, Brumfit (1980) calls textbooks “masses of rubbish skillfully marketed” (p. 30). Unfortunately, it seems that there is no end for this controversy; nevertheless, they are important tools for teachers and learners.

People learn English for different purposes. From pilots to business people wanting to learn English to be more competitive in their fields, specialized courses are becoming more and more popular. In the business world, due to globalization and the advancements in technology, companies want to take advantage of their staff’s skills and expand their businesses knocking down language barriers; which is one of the reasons why universities around the globe train their students to be more competitive by offering courses that could cover those needs.

These courses are designed based on the particular needs of a group. It is not strange that a specific business course syllabus follows a certain textbook that is why multiple materials have been developed under the umbrella of English for Specific Purposes (ESP) courses.

As previously stated, textbooks are tools; but as with any handy tool, overusing it is not advisable yet it is understandable that novice teachers rely on textbooks as their most significant means to teach their lessons. According to

Richards (2001), textbooks might help inexperienced teachers because they also serve as a form of teacher training as they provide ideas on how to plan and teach lessons as well as formats that teachers can use; the perceptions both teachers and students have towards the textbooks used in ESP courses at the School of Administration of the University of Guayaquil are worth exploring.

Chapter 1

The Problem

1.1 Problem Statement

The School of Administration at the University of Guayaquil experienced different changes in the last two years; among them are remodeling facilities, improving academic program curricular frameworks and welcoming a new Dean and administration.

The new administration claimed that English might have been interrupting the graduating process because there were too many students who had failed the modules, which impeded them from graduating in their starting cohorts. The new administration considered that drastic changes were necessary in order to lower the number of students failing their English courses; one of the decisions, which happened abruptly, was changing the textbooks without having conducted a needs analysis protocol; this impacted on both the academics and the students in different ways.

The English program of the School of Administration is made up by eight modules and students from all the seven academic programs need to take and pass these modules in order to graduate; there are approximately 7000 students in the school currently taking English modules. Courses per each module are opened based on demand; moreover, each course lasts one semester and students receive three hours of English per week. There are two schedule formats, weekly and intensive; students can take English either on Mondays and Wednesdays or Tuesdays and Thursdays in the former, while students can take English on Fridays or Saturdays in the latter. Moreover, from module 1 to module 6, they take English for General Purposes (EGP) while in modules 7 and modules 8 they take English for Specific purposes (ESP).

There are 15 ESP teachers with at least one course of either module 7 or module 8. The ESP teachers were chosen to be part of the ESP modules based on their teaching experience or their educational background. Similarly, there are 15 courses for module 7 and other 15 courses for module 8 with an

average of 20 students per course.

The book series selected by the new administration, for the English for General Purposes (EGP) modules, is called *The English Hub*. This series has six different books and it takes learners from beginner (A1) to intermediate level (B1). On the other hand, the book series for modules 7 and modules 8 is called *English for Accounting and Administration Students*; the first book is used in module 7 and is leveled A2 while the second book, used in module 8, is leveled B1+.

The main problem relies on the learning goals the ESP textbooks have, due to their clear inclination to presenting accounting contents without focusing on more general business aspects. Since the students belong to different academic programs, not entirely aligned with accounting, their opinions towards the contents are worthy to know in order to improve the program.

Although most teachers are very experienced in teaching English as a foreign language, they might also be facing a new challenge because they have to deal with accounting and administration contents, which they may not be accustomed to.

Littlejohn (2011) mentioned that teachers are offered a rich palette of materials to accompany any course they choose to adopt today, giving them the possibility to select what is appropriate for their classes and what is not and adding the fact that the use of textbooks is one of the most controversial topics in ELT, it is considered relevant to explore this phenomenon in the School of Administration.

1.2 Justification

The purpose of this investigation is to prove what teachers and students' perceptions are towards the textbooks used. By analyzing teachers and learners' perceptions towards the textbooks, administrators will be able to consider how important a decision is in regard to materials selection and understand the teaching-learning reality in the school.

Additionally, through this study, teachers will reflect on their practices, their

methodology and teaching strategies. By gaining an insight into what their expectations are, teachers might feel encouraged to become material designers and stop being dependent on commercial textbooks.

Similarly, this study might help coordinators in the university to understand that language programs should be designed based on students' needs and not on textbooks.

Finally, by suggesting teachers to go beyond and create their own materials to expand contents in the syllabus might eventually encourage a sense of belonging towards the department.

1.3 Research Questions

- How do teachers characterize the English for Specific Purposes textbook used in modules 7 and modules 8 at the School of Administration?
- How do the students from modules 7 and modules 8 perceive English for Specific Purposes courses?
- To what extent English for Specific Purposes teachers at School of Administration depend on the chosen English textbook?

1.4 Objectives

1.4.1 General Objective

- To conduct exploratory research by looking into the matter of ESP textbook usage at the School of Administration so as to identify its effects on the selected population.

1.4.2 Specific Objectives

- To evaluate the English for Specific Purposes textbook implemented in the School of Administration based on teachers' perceptions.
- To measure teachers' dependence on the English for Specific Purposes textbook.

- To compare students' perceptions with the teachers' positions about the influence the textbook has on the teachers' methodology.
- To create work plans using technological resources and authentic materials in a Task-based learning environment to improve productive skills.

Chapter 2

Literature Review

2.1 Textbooks

There are several ways to define the word “textbook”; nevertheless, one general definition is that a textbook is a printed and bound artefact for each year or course of study (Tanner, 2008). They contain facts and ideas around a certain subject. “Next to the teacher itself the textbook probably exerts the greater influence than any other factor in the curriculum” (Buckingham *et al*, 1952, p. 241). According to the UNESCO (2010), textbooks would certainly contain an incredible amount of facts, data and other information but also fictional texts, fairy tales and stories. Above and beyond this, explicit references to a great number of rules, norms and patterns of behavior that the adults believe in and wish to inculcate into the younger generation might be found as well. Textbooks should be an aid to teaching. They represent the backbone of the exposure students usually have in the class. Textbooks gather multiple factors that can make a class complete and they should be organized in a logical manner so that it facilitates users’ work.

Textbooks are used as standard sources of information for formal study of a subject and an instrument for teaching and learning (Graves, 2000). According to a study on American educational programs conducted by Wakefield (2006), textbook usage appears to be one of the main factors influencing the learning process just after the teacher and the learner. Textbooks have impacted education so much that at one point in history students were promoted from one book to another. They also have long provided with a great body of concentrated experienced and factual data from which we all get most of our learning. Textbooks vary tremendously when considering treatment; some might require teachers to follow them as a strict curricular plan while some others are very adaptable to what teachers and learners need. They also vary in terms of quality; more and more textbooks include innovative features such as improved resources, better illustrations and even learning management systems combining technology and learning in order to satisfy the needs of digital natives.

Moreover, English as a Foreign Language (EFL) textbooks might be defined as a tool that aims at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and different cultural backgrounds. Textbooks usually combine contemporary and traditional approaches to language teaching. “They incorporate concepts such as ‘learner development’, a ‘task-based methodology’, and ‘cross-curricular themes’ while providing a grammar framework and thorough practice of vocabulary, grammatical structures and functions” (Hutchinson & Gault, 2009, p. 4).

Hutchinson and Torres (1994) asked the question: “Why do you want to use a published textbook?” (p. 317) in a questionnaire given to ESP teachers. Teachers expressed their need of ELT textbooks with common explanations of “making teaching easier, better organized, more convenient and learning easier, faster, better”. For example, they facilitate reviews of the subject, they provide basic material for the learners, they align needs with the educational program, and many others. Teachers also admitted that if they fail to understand the program, the materials, and the technology, the textbook used will not be effective. It is noticeable that textbooks have improved in the selection of content material and, of course, the artwork used represents years of research on the theory of color and to what, in terms of visuals, students respond during the learning process. Similarly, textbook writers base their decisions on educational principles and try to come up with sound material, which includes teacher’s manuals, suggested teaching methods, tests and many other traits which promote teacher and learner involvement.

Not only teachers, but parents and sponsors as well, consider that the use of textbooks will increase the chance of a learner to do well in their classes. Sheldon (1988) concluded that parents and learners feel more secure when it comes to using a textbook rather than using materials designed by the teacher; their view is based on the fact that textbooks are written by eminent experts in the field of language teaching. Although textbooks might be expensive, especially today, they understand that a textbook can become an important tool that might facilitate teaching and learning.

2.2 Principles of ELT Materials Development

Tomlinson (2012) advocates a principled development of materials through coherent applications of:

- Theories of language acquisition and development.
- Principles of teaching.
- Current knowledge of how target language is actually used.
- Results of systemic observation and evaluation of materials in use.

Tomlinson (2012) expands on this by saying that materials should stem from Second Language Acquisition (SLA) theory, leading to universal principles which in conjunction act as tools for development and evaluation. Moreover, he proposes the following:

1. A prerequisite for language acquisition is that learners are exposed to a rich, meaningful, and comprehensible input of language use. Plentiful of spoken and written texts providing language usage from a variety of text types and genres relating to different topics, themes, events, locations, targeted to learners.
2. Learner exposure to language in use, which implies that they need to be engaged both affectively and cognitively in the language experience. He mentions that thinking while experiencing language helps deeper processing for effective durable learning plus higher-level skills, e.g. predicting, connecting, interpreting, and evaluating second language use.
3. Learners who achieve positive effects are much more likely to achieve communicative competence than those who do not. Texts and tasks must be interesting relevant, and enjoyable
4. Learners using material resources that are also utilized when acquiring first language. Help learners reflect on their mental activity during a task, and then make use of mental strategies in similar tasks.
5. Learners can benefit from noticing salient features of input.

Apprehending before comprehending and intuiting before exploring. Using an experiential approach, where students are engaged holistically and learn implicitly. Later they revisit and reflect paying conscious attention to features in order to explicitly learn.

6. Learners need opportunities to use language to achieve communicative purposes.

2.3 The EFL Textbook and its Role in the Classroom

Most teachers consider textbooks to be valuable aids that offer useful material and support. According to Richards (1993), a textbook is in fact often treated as the syllabus. They often determine the goals and content of teaching, as well as the methods teachers use. According to Eisner (1987), not only does a textbook define a considerable amount of the content, arrangement and aims of the curriculum, but it also influences the way in which certain topics are presented. Richards (2014) refers to a textbook as “a map that lays out the general content of lessons and a sense of structure that gives coherence to individual lessons, as well as to an entire course” (p.19). Moreover, Cortazzi and Jin (1999) claim that textbooks show an outline of linguistic and cultural elements as a structured program and guide students and teachers to follow the steps taken in previous lessons. Furthermore Sheldon (1988) also states that coursebooks are perceived by many to be the route map of any ELT program, laying bare its shape, structure, and destination, with progress, program, and even teacher quality being assessed by learners in terms of sequential, unit-by-unit coverage.

Moreover, Cunningsworth (1995), pointed out that the roles of textbooks should be the following:

- An effective resource for self-directed learning and self-study;
- A valuable resource for presentation of material (written and spoken);
- A source of ideas and activities for learner practice and communicative interaction;
- A reference source for students;
- A syllabus;

- A support for less experienced teachers to gain confidence and demonstrate new methodologies.

Likewise, Woodward (2001) explained that some benefits of coursebooks are that they give students comprehensible directions and a sense of progress; students can clearly see what and how much they have accomplished in a course as they proceed in their textbook.

Richards (2001) states that textbooks are a key component in most language programs. They may serve to complement teacher's instruction, they expose students to materials that have been tested and which are based on principles. Similarly, textbooks provide a variety of learning resources such as multimedia, guides and extra material; they also provide effective language models and input, they are visually appealing, and finally they help standardized instruction;

However, none of these advantages could be put into practice without a competent instructor. Many academics remark teachers' adaptability, flexibility and creativity in the use of textbooks. Entwistle (1981) considers teachers' pedagogical preferences are crucial for textbook successful adaptation.

Brown (2007) recommends teachers to find creative uses for the textbook that authorities have handed. Similarly, he states that the challenge of the teacher is to make the very best use of what they have. Graves (2000) mentions that teachers feel safe using a textbook as a basis for their lesson plans. They consider it convenient to have a textbook as a teaching aid.

Unfortunately, textbooks might not be the solution for problems related to education. There has been extensive criticism towards textbook use due to many different factors which will be discussed in the following section.

2.4 Possible Drawbacks

Textbooks and teaching materials could become quite useful during the teaching process. However, it does not mean that teachers should be dependent on textbooks or at least being restricted to what the textbook proposes as for strategies and methodology. Swan (1992) gives this warning:

The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility. Instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us. (p.33)

One of the most notorious issues with textbooks is that no textbook can fit every language program in its entirety. There is no ideal textbook for every teacher, ideal for every learner and ideal for every teaching situation. Unfortunately, adapting a textbook to fit the needs of a specific group of learners is a complex task and it demands time, apart from the training and experience teachers require in order to modify textbooks.

Bardovi-Harlig points out that "it is important to recognize, that, in general, textbooks cannot be counted on as a reliable source of pragmatic input for classroom language learners" (2001, p. 25). Criticism deals primarily with the omission or disregard for authentic language samples in language textbooks, and researchers argue that language samples in textbooks need to more closely approximate results found in studies of conversation analysis. Most of what is written in a textbook is prepared beforehand and has teaching purposes which students may perceive as unreal situations for learning. Richards (2001) continued explaining that textbooks sometimes present inauthentic language since some aspects of content tend to be especially written to incorporate teaching points. In other cases, there might be too much of one aspect while neglecting others; for example, a textbook might present a wide range of exercises about a certain topic but lacks detailed explanations on how to do such exercises. Finally, Wakefield (2006) stated that since textbook-related activities occupied the great majority of classroom time, it was argued that poorly written and boring texts were primarily responsible for low test scores and other indications of underachievement.

Another negative aspect is related to the organization of the content. The sequence of activities may not be in accordance with the time a course admits. Furthermore, some textbooks, because they are globally marketed, are

designed based on the perceptions of the writers and such perceptions, sometimes, may not be as accurate as a teacher would like to be for their classes.

Similarly, Richards (2001) stated that textbooks may present an idealized view of the world or fail to represent real issues. Moreover, learners, who are the ones benefitted from the textbook, have little or nothing to do in the selection process. Tomlinson (2010) revealed that in a confidential research project, which he conducted for a major publisher, a survey carried out in 12 countries throughout the world showed that about 85% of ELT textbooks were selected by administrators, 15% by teachers and 0% by learners.

Apart from that, he also mentioned that textbooks may deskill teachers if they use them as the main learning resource; because it might take teachers to a false comfort zone in which they rely too much on, which may reduce teaching responsibilities. Finally, textbooks might impact students financially due to their cost. Nevertheless, textbooks survive because they satisfy certain needs and they are becoming more comprehensive and more structured than before.

In addition, Cunningsworth (1984) claims the following:

No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So, we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need. (p. 6).

2.5 English For Specific Purposes (ESP)

Even though the teaching of languages for specific purposes can be traced back to the Roman and Greek empires (Dudley-Evans and St John, 1998), it was later in history when English for Specific Purposes (ESP) converged, mainly due to the emergence of English as a global language. This originated a necessity for different teaching contexts and purposes. Hutchinson and Waters (1987) stated that ESP was not a planned movement but rather a phenomenon which has been functioning in different ways around the world;

they gave three main reasons for its uprising: the demands of a brave new world, a revolution in linguistics, and a new focus on the learner.

Anthony (1997) referred to ESP in a rather simplistic way. He defined it as the teaching of English for any purpose that could be specified; however, others have given more detailed definitions such as Mackey and Mountford (1978), who pointed out ESP as the teaching of English for a clearly utilitarian purpose. Similarly, Robinson (1997) also declared that learners in an ESP course are not interested in the English language or English culture as such, but because they need English for study or work purposes. A more updated definition states that the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace (Basturkmen, 2006).

In order to outline the major features of ESP, Dudley Evans and St John (1998) applied the absolute and variable characteristics:

Absolute Characteristics:

- ESP is defined to meet specific needs of the learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

Variable Characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of General English;
- 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;
- ESP is generally designed for intermediate or advanced students. Most

ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

(Dudley-Evans & St. John, 1998, p. 4)

2.6 Theories of Language Learning in ESP

Hutchinson and Waters (1987) stated that behaviorism is a simple but powerful theory. It affirms that learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence; it laid down a set of guiding methodological principles based firstly on the behaviorist stimulus-response concept and secondly on an assumption that second language learning should reflect and imitate the perceived processes of mother tongue learning. One of the most common exercise techniques of a behaviorist view is pattern practice, in other words, language laboratory drills, such drills are still widely used in ESP. Similarly, modern ESP textbooks have looked for more interesting ways of handling pattern practice and a number of useful variations on the basic idea developed. Nevertheless, subsequent developments have shown that learning is much more complex than just imitative habit formation. The problem is to see these patterns as the only kind of activity required for learning a language.

On the other hand, Allwright (1981) stated that the learners did not fit with the behaviorist stereotype: they insisted on translating things, asked for rules of grammar and somehow failed to learn something no matter how often they repeated it; which is why Chomsky (1959/1964) tackled behaviorism by asking how the mind can transfer what it was learnt in one stimulus-response sequence to other new situations. He supported this by saying that generalization in the behaviorist point of view, did not explain how from a finite range of experiences the human mind was able to cope with an infinite range of possible situations. Moreover, he declared that thinking must be rule-governed and that learning consists not of forming habits but acquiring rules thus coming up with the hypothesis, which was later tested and modified, regarding mentalism; he concluded that the mind does not just respond to stimulus, it uses the individual stimuli in order to find the underlying pattern or system.

It was established that learning took place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data, in other words thinking and making sense of the world. A basic technique associated with cognitivism is problem-solving tasks, in ESP such exercises have often been modelled on activities associated with the learner's subject specialism. Similarly, the cognitive view has had a significant impact on ESP because it had the learners concentrated on their reading strategies, stating that if they consciously apply them, they can understand texts in a foreign language better.

2.7 ESP and the Second Language Acquisition Theory

Stephen Krashen's (1981) Second Language Acquisition Theory (SLA) comprises five main hypotheses: (1) the acquisition-learning hypothesis, (2) the monitor hypothesis, (3) the natural order hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis.

The acquisition-learning hypothesis refers to two systems with the purpose of developing skills in acquiring a second language: the first is named subconscious language acquisition and the second conscious language learning. It was stated that the subconscious acquisition is far more important, even though the two systems are interrelated, because the former requires relevant interactions or natural communications in the target language in which the learners are more concerned about the messages or meaning to be conveyed rather than the forms of utterances.

The monitor hypothesis explains the relationship between learning and acquisition, and how they influence one another. While the acquisition system is the utterance initiator, the learning system monitors or edits language functions. Krashen (1981) pointed out that there are three conditions necessary for monitor use: time, correctness, and rules.

First, learners need to have time to think about and apply conscious grammatical rules. Second, they must focus on forms or think about correctness. Third, they need to know the rule to use it correctly. The role of monitoring is therefore to polish the appearance of speech.

The natural order hypothesis advocates that the acquisition of grammar follows an order that could be viewed as predictable by all learners, regardless their age, L1 background, and conditions of exposure. In learning a language, grammatical structures tend to be acquired in an orderly manner. This does not depend on the complexity or simplicity of the grammatical structures involved.

The input hypothesis explains how learners acquire the second language. According to this hypothesis, learners progress in a natural order when they receive the second language input that is one step beyond their current level of linguistic competence. This refers to the “comprehensible input” that is critical for the language acquisition to take place.

The affective-filter hypothesis refers to affective variables that facilitate the learning. It was stated that learners with a high level of motivation and self-confidence and low anxiety tend to be more successful than those with low motivation, low self-esteem, and high anxiety. When learners are highly anxious the affective filter accelerates, that is why Krashen introduces the term “mental block” to explain that such acceleration prevents the comprehensible input from going through for language acquisition.

From the above hypotheses, Krashen (1981) highlighted that second language acquisition is unlikely to take place with “mechanical drills”, which are understood only in a trivial sense. Instead, meaningful and communicative drills or activities can be more efficient in acquiring the language because they are seen as “natural” activities in which students can really communicate or in which communication can be stimulated.

Richards (2006) claimed that SLA and communicative language teaching are strongly associated. Moreover, Nunan (2004) stated that the term “communicative” is used to describe programs with a functional syllabus that is based on the needs assessment and the language for specific purposes (LSP) movement. This is related to the context of ESP in which students are required to achieve the ability to communicate in specialized areas. Kitkauskiene (2006) suggested that teaching ESP does not focus on

mechanical drills but includes specialized programs which are designed to develop the communicative use of English in a specialized field of science, work or technology.

2.8 Teaching Methodology and Didactics in Business English

It is relevant to know where Business English locates in the wide field of ESP. Although Carter (1983) identifies three types of ESP: a) English as a restricted language, b) English for Academic and Occupational purposes, c) English with specific topics. It is worthy to take into account that in “The ELT Tree”, ESP is divided into three *branches*: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS) and then again each of these sections are broken down into two other branches: English for Academic Purposes and English for Occupational Purposes, one might encounter similarities in both proposals.

Dudley-Evans & St John (1998) mentioned that Business English is difficult to define and limited in linguistic terms because the instructor needs to define the purposes of the interactions, the topics to be covered and the professional relationships among the users of the language. Most Business English programs cover grammar systematically, placing importance on verbs, tenses and conditionals. Moreover, the focus is presentation, through listening and/or reading. Finally, most of these programs try to cover a variety of business carrier content topics; they try to teach a broad range of English through business settings. Similarly, Stojkovic (2015) mentions that what is taught in the Business English classroom falls into three main areas: a) Business English content, b) skills, and c) raising cultural awareness. Also, it is important to mention what Dudley-Evans & St John (1998) stated as key variables in Business English courses, i. e. duration of the course, participants, size of the group, location, mode of learning and training. The following section will bring attention to that last aspect.

The teachers of business English should be knowledgeable, should have personality and experience. Nevertheless most ESP teachers have a language teaching background, and they do not have first-hand experience of the content of other disciplines or business which is why they have a lot to

learn. Acquiring the knowledge and skills for the business world might take time and it comes from reading, talking to people or even attending courses or conferences. Becoming effective communicators seems to be crucial if a teacher wants to be successful in the Business English courses, Dudley-Evans & St John (1998), recommend teachers to tackle the following areas:

- A knowledge of the communicative functioning of English in business contexts.
- An understanding of business people's expectations and learning strategies.
- An understanding of the psychology of personal and interpersonal interactions in cross-cultural settings.
- Some knowledge of management theories and practice.
- First class training skills.

Bastukermen (2006) divides ESP teaching strategies into two kinds: input-based strategies and output-based strategies. She mentions that input-based strategies rest on the idea that learning occurs primarily through exposure to language input in the form of written or spoken texts and language descriptors. Similarly, she introduces two subcategories to the input-based strategies: predominantly input and input to output.

Predominantly input-based strategies refer to when the learning comes about as the students see evidence of how language works and how language is used in the workplace, academic or professional target environments. Moreover, teachers should aim to direct students' attention to the forms in the input so that the students will develop knowledge of them, but not only that, repetition and usage are key to internalize and comprehend the language more effectively. Erlam (2003) concluded that after reviewing and contrasting different studies which employed both input and output strategies, students, who had received input-based strategies (mainly reading and listening), performed as well as the ones who received output-based strategies in written

(production) tests. Two examples of these strategies are: implicit knowledge acquisition through exposure along with consciousness-raising activities.

Input to output strategies happen when students are provided with input as the basis for production (output). The focus is on students acquiring knowledge of language items. The teacher selects specific items as the focus of instruction, then these items are presented or highlighted by the teacher. This is followed by some practice in which students produce the items. Two examples of these strategies are evaluating concordances in academic vocabulary and writing reports.

On the other hand, output-based strategies initiate with students' efforts to communicate, two subcategories are also introduced: predominantly output and output-input strategies. In the former, students are placed in situations that required them to perform production tasks at the end of a lesson. This is based on the idea that students can notice their interlanguage and identify where it is useful and where it is not. This was taken from what Swain (1998) stated about language learning: "learners notice 'holes' in their linguistic repertoire and this stimulates learning of language to fill in the holes" through negotiation of meaning. A key idea in the output hypothesis is that learners develop a second language when pushed to do so. Nevertheless, not all production tasks lead to the type of interaction needed for negotiation of meaning and pushed output. Projects and simulations are examples of these strategies.

Finally, in output-input strategies, production is followed by feedback (native-like model). The goal is that the students notice how their own output differs from a more native-like model. During task production, students notice "holes" in their linguistic repertoire or resources, thus creating the metacognitive state necessary for input. "They are psychologically ready" for information provided in feedback and they have sharpened attention to the input provided because they have experienced difficulty by identifying the "holes".

Others have proposed more modern ways to teach ESP that are related to what it was stated above. For example, Dimitrova (2015) designed a plan to

include authentic video materials in her classes and she found out that authentic materials will always present certain difficulties to students. However, if they are carefully and smoothly introduced to students, they can bring a great sense of enjoyment and achievement. She recommends that material selection is crucial for the success of these kinds of activities and finally she recommends that the teacher should encourage students not to be overwhelmed by how difficult these materials are to handle, but rather to applaud every achievement they might experience.

Similarly, in a recent study by Stevanovic and Stankovic (2015), they suggest how to teach Business English one-to-one. They say that the key of their success is the combination of authentic material, integrating business skill, and implementing new ICT teaching and learning tools. They make an emphasis on the business context and how teachers must set it up correctly by developing rapport in order to promote effective communication.

2.9 The Role of Materials in ESP Courses

Textbooks are used in all teaching that is why ESP teachers want to use a wide variety of materials in order to have meaningful classes. According to Dudley Evans and St John (1998), ESP materials, especially textbooks, might be defined as a tangible source of language, learning support, motivation and reference in the learning process. They could include technological resources or audio recordings which serve as complement in order to fulfill learners' needs.

ESP materials play a crucial role in exposing learners to the language where English is a foreign and not a second language; they should maximize exposure to the language. This implies that materials need to present real and a full range language. Unfortunately, materials can sometimes present real language but fail to have the range of features that learners also require.

Similarly, ESP materials need to be reliable which is to be consistent and to have a recognizable pattern. In order to enhance learning materials, teachers must involve learners in thinking about using the language. The activities need

to stimulate cognitive rather than mechanical processes. The learners also need a sense of progression.

In addition, ESP materials need to be challenging yet achievable. They should be diverse in the sense of what they offer to the learner. The input must contain concepts or knowledge, which is familiar, but it must also offer something new as Dudley Evans and St John (1998) mentioned that learners need a reason to communicate and to get involved in the lesson.

ESP materials might also be used as reference and if it is the case, they should be complete, well-laid and self-explanatory. Learners most likely want explanations and answers for better understanding of the subject matter.

When selecting textbooks for ESP courses, teachers must remember that the production of tailored materials for every particular teaching-learning situation is not always possible. However, Almagro (2002) proposes that ESP textbooks are tools that ESP teachers could rely on because they are the first source that teachers could resort to when time is a constraint to develop their own materials. Some teachers might not have the expertise to produce their own materials and finally, they are regarded as materials that might fit, to some extent, the majority of needs in the class.

2.10 Dependence on Textbooks

By considering the plentiful advantages and developments textbooks have, one might understand why teachers put their trust in them, however, it is not entirely recommendable to depend on textbooks. Temmerman (2017) states that reliance on 'the textbook' does not symbolize good teaching-learning practice. She emphasizes that it is the lazy way out for the teacher and it disadvantages students in their learning. As professionals, she continues, "they should use a broad source of contemporary references and learning materials in the preparation and delivery of their subject" (p.1).

Sarsar, in a study conducted in 2008, argued that teachers who are more dependent on textbooks tend not to develop creativity, thinking and autonomy in their classes; he mentions that teachers who rely too much on them ignore the potential of other learning sources thus limiting their practice. On the same

study, Sarsar found out that even though teachers acknowledge various drawbacks textbooks have, they are not keen to design their own material mainly because they focus on preparing students for final exams, concluding that if students pass these examinations, their most important goal has been achieved.

Temmerman (2017) states that institutions should have support units which can provide assistance on how to appropriately link learning outcomes and assessment tasks trying to put an end to such behavior.

As it was stated above, becoming too dependent on textbooks might not have positive results in the teaching practice because we have only considered teaching behavior which is one side of the issue. Now it is important to take into account the textbook itself. Swales (1980) mentioned that textbooks might become a problem and in some extreme cases educational failure. Similarly, Anthony (1997) had a strong opinion regarding ESP textbooks stating that teachers were often 'slaves' to the book or worse taught from textbooks which were unsuitable, thus textbook evaluation comes into the formula. Richards (2018) refers to textbook evaluation as the process by which a textbook is reviewed and assessed according to a set of criteria.

The literature of textbook evaluation procedure is vast. Various scholars have suggested different ways to help teachers become more systematic and objective in their approach. In the following section some of these approaches will be explored.

2.11 Textbook Evaluation

If we take into account Piaget's (1936) theory of cognitive development, an important implication is the adaptation of instruction to the learner's developmental level. The content of instruction needs to be consistent with the developmental level of the learner. The teacher's role is to facilitate learning by providing a variety of experiences. Teachers should obviously provide opportunities for learners to explore and experience, doing so is encouraging learner's new understandings. Piaget emphasizes the opportunities that allow learners of different cognitive levels to work together

and encourage less mature students to advance to create understanding. The further implication for instruction is the use of concrete hands on experiences to help learners learn additional suggestions. Piaget also emphasizes that teachers should allow opportunities to classify and group information to facilitate assimilating new information with previous knowledge and present problems that require logical understanding.

Most researchers share similar points of view about the essence of textbooks; however, educators and materials designers might disagree on the notions of what a good textbook is. They have stated that there are numerous aspects to consider when evaluating one. Moreover, some scholars have proposed different frameworks to analyze textbooks, some more complex than others, still worthy to explore them separately. There are many factors to be taken into account when evaluating materials. According to Nunan (1988), materials constitute the essential parts of the curriculum. Chambers (1997), Garinger (2001), Harmer (1998), and Sheldon (1988) offer a number of criteria to consider when analyzing textbooks for EFL/ESL classes

Lynch (1996) perceives evaluation as a systematic attempt to gather information so as to make judgments or decisions. Rea-Dickins and Germaine (1994) stated that evaluation is an intrinsic part of teaching and learning. It plays a key role in education and it is vital for teachers since it normally provides valuable information for classroom practice, planning courses, and management of learning task.

A checklist is a useful tool that helps practitioners in English Language Teaching to evaluate teaching materials; scholars were encouraged to develop informed, grounded frameworks to analyze materials in the eighties. Nevertheless, one can agree with Sheldon (1988) when he declares that several writers had suggested ways of helping teachers in particular to be more sophisticated in their evaluative approach, by positing 'checklists' based on supposedly generalizable criteria. The following criteria, worthy to explore, are some of the most favored by educators back in the early years.

2.12 Approaches to Textbook Evaluation

2.12.1 Sheldon's criteria for textbook evaluation.

Sheldon (1988) proposes thoughtful criteria to evaluate textbooks, a bell-jar summary, as he calls it, of common-core factors that the educational community most frequently use in deciding whether or not a textbook is chosen. Similarly, he warns readers by mentioning that no one is really certain what criteria and constraints are actually operative in ELT contexts worldwide, and textbook criteria are emphatically local. The framework was designed as seen in Table 1. Sheldon (1988) divided the textbook evaluation sheet into what he calls factual details such as title of book, author, publisher and others, and most importantly 17 factors, which will be assessed with a star-rating system, going from poor, good and excellent.

Table 1

Sheldon's Criteria for Textbook Evaluation

Factual Details

Title: _____
 Author: _____
 Publisher: _____ Price: _____
 ISBN: _____ No. of Pages: _____
 Components: sb / tb / wb tests /cassettes video / call / other : _____
 Level: _____
 Length: _____ Units: _____ Lessons: _____
 Hours: _____
 Target skills: _____
 Target Learners: _____
 Target teachers: _____
 ASSESSMENT (* POOR ** FAIR ***GOOD **** EXCELLENT)

Factor	Ratings and comments
Rationale	
Availability	
User definition	
Layout / Graphics	
Accessibility	
Linkage	
Selection / Grading	
Physical Characteristics	
Appropriacy	
Authenticity	
Sufficiency	
Cultural Bias	
Educational Validity	
Stimulus / Practice / Revision	
Flexibility	
Guidance	
Overall value for money	

Note: Taken from Sheldon (1988).

2.12.2 Littlejohn's criteria for textbook evaluation.

According to Ansary and Babaii (2002), the fundamental problem with checklists is that they depend on theoretical orientation. They stated that many scholars focused on what is was acceptable on those days, but now, because of new educational trends, they might be observed as discarded procedures; they mentioned what Tucker (1975) and Ur (1996) included in their respective textbook evaluation checklists and agreed that having a grammar-oriented evaluation might not be appropriate now.

What might be included in the criteria for textbook evaluation might depend on needs, and this is mainly what more modern approaches are taking into account. According to Soori (2011) as long as one's specific requirement in a specific teaching situation have not been identified, one probably cannot exploit any already-available checklist criteria to judge teaching materials.

Littlejohn (2011) states that there are several aspects which one can examine in a set of materials, from pricing to layouts, options are plentiful; moreover, he says that instruments to evaluate textbooks focus on trivialities instead of becoming real pedagogic instruments of evaluation. As a result of this criticism, Littlejohn came up with a framework to evaluate textbooks. He realized that in order to have a real evaluation, focus should rely on methodology and the linguistic nature of the content in a textbook. He bases his framework on the work of Breen and Candlin (1980) and Richards and Rodgers (2001) who provide a more comprehensive list of aspects, from a pedagogic point of view, to evaluate books.

Aspects of an Analysis of Language Teaching Materials

1. Publication

- I. Place of the learners' materials in any wider set of materials
- II. Published form of the learners' material
- III. Subdivision of the learner's material into sections
- IV. Subdivision of Sections into subsections
- V. Continuity
- VI. Route

VII. Access

2. Design

- I. Aims
- II. Principles of Selection
- III. Principles of sequencing
- IV. Subject matter and focus of subject matter
- V. Types of teaching / learning activities
 - a. What they require the learner to do
 - b. Manner in which they draw on the learners process competence (knowledge, affects, abilities, skills)
- VI. Participation: who does what with whom
- VII. Learner roles
- VIII. Teacher roles
- IX. Role of the materials as a whole

Taken from Littlejohn (2011)

The framework consists of two main sections: Publication and Design. The Publication section is related to the physical aspect of the textbooks and how they appear as a complete set, the relationship between the learner's textbook and any other component, as well as with the actual form of the textbook. These aspects might have direct implication with classroom methodology. Furthermore, the framework takes into consideration what is inside the textbook, to determine how they are divided into sections and the sense of continuity and coherence is maintained.

The second section relates with how the aims, tasks language and content are selected and sequenced, also the teaching and learning activities which are suggested by the textbook. Another important aspect is what Breen and Candlin (1987) called Process Competence. It refers to the learner's capacity to draw from different realms of knowledge, their affects such as attitudes and values, their abilities of deduction as well as their skills; the framework also considers how the teaching/learning process will proceed; for example, learners working in groups or solo work. Finally, the framework refers to whether the textbook provides detailed guidance on how teachers and learners

are to work together or the textbook provides ideas that teachers and learners can choose from to work on together in class.

According to Littlejohn (2011), the areas listed in the framework provide a more comprehensive coverage of the methodological and content aspects of any set of materials. He assures that with this framework anyone immersed in the selection of materials process would be in a good position to take decisions about their usefulness.

2.12.3 Richards' criteria to textbook evaluation.

Richards (2018) states that textbook evaluation can be divided into separate phases: pre-use (also known as pre-evaluation), during use (or in-use) and after use (or post-use). He explains that during the pre-evaluation analysis there are two essential stages: a description or analysis phase, and an interpretation or evaluation phase. In the first phase, he remarks that the following information should be taken into account:

1. Aims and objectives of the book.
2. Level of the book
3. Skills addressed
4. Topics covered
5. Situations it is intended for
6. Target learners.
7. Time required.
8. Components.
9. Number and length of units.
10. Organization of units.

For the second phase in pre-evaluation, he mentions that it is more difficult since it involves subjective judgements, and these often differ from one person to another; that is why he recommends group evaluations. He proceeds to describe a series of questions regarding goals, the syllabus, the theories behind the textbook, the methodology, language content, organization, teacher and learner appeal, other components and even price.

Next, he points out that In-use evaluation focuses partially on the global needs of the institution. For example, if testing is important, the comprehensive nature of the tests may be evaluated closely; if lab work is important, the pedagogical effectiveness and comprehensiveness of the online components may be evaluated in depth; and so on.

In terms of learner satisfaction, he states that in-use evaluation focuses on how well the book functions in the classroom; and that will depend on monitoring the book whilst it is being used by collecting information from both teachers and students. He says that such Information can help provide feedback on how well the book works in practice and how effectively it achieves its aims. It would also be useful to document effective ways of using the textbook and assist other teachers in using it. This is an ongoing consultation process with teachers in order to resolve issues related to the material, the level and effectiveness of the textbooks.

Chapter 3

Methodology

This chapter begins with an explanation of the research design. It outlines the procedure, the characteristics of the sample and population, the data collection instruments used and how the data was analyzed to reach the goals set within the research work.

3.1 Design

This study followed a descriptive research approach. Lodico, Spaulding and Voegtle (2006) mentioned that the main focus of a descriptive research is to gather opinions, beliefs or perceptions about a current issue from a large group of people. Apart from that, descriptive studies also use observational measures to describe groups at one point in time. Similarly, Loeb (2017) states that descriptive analysis characterizes the world or a phenomenon by identifying patterns in the data to answer questions about who, what, where, when and to what extent.

Additionally, this study follows an evaluation research approach due to its nature. According to Corday and Lipsey (1999), evaluation research is responsive to the needs of program administrators who aim to establish the merit or value of a program or intervention; in the case of this research the ESP program.

Similarly, Creswell (2012) remarks that mixed methods research is not simply collecting two distinct “strands” of research, qualitative and quantitative; it actually consists of merging, integrating, linking, or embedding the two “strands” in order to achieve wider understanding of the research problem. The main reason to combine or integrate quantitative and qualitative approaches in the same study is to understand the assumptions, the foundations and characteristics of mixed studies (Caruth, 2013). Moreover, this research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Clark, 2011).

It was considered that the aforementioned design and approach were the most recommendable because descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, instead it can utilize elements of both. (AECT, 2001).

This study was divided into three main stages. First, a description of the textbook being used based on the author's objectives by using an adaptation of a checklist developed by Richards (2018) to evaluate teaching materials. The objectives stated by the author were taken into account, as well as the target learners, the organization of the book, the level of the textbook, the activities to be done by students and other components the book has.

Second, ESP teachers of the English department filled out an online survey about their perceptions towards the ESP textbook; the survey was sent to their emails and it was designed in Google Forms.

Next, an online survey was conducted among students from modules 7 and modules 8; ESP teachers sent the survey to the students' university mail accounts. This survey was used to correlate reliance on textbook with teaching performance

3.2 Data Gathering Tools

This study used three tools to gather the necessary data to answer the research questions:

First, an adaptation of a checklist proposed by Richards (2018) to describe the textbook studied in this research in-depth.

Second, the Cross-sectional online survey for teachers used was an adapted version from an instrument used in a doctoral thesis from the University of Leicester written by Fanny Chow (2004); whose main objective was to explore teachers and students' perceptions towards textbooks in Hong Kong. Such survey followed the principles of Cunningsworth's Evaluation checklist. Nevertheless, the adaptation was created to suit the needs of ESP and University contexts. Items which were not relevant to this study were removed. According to Creswell (2012), Cross-sectional surveys compare two or more

educational groups in terms of attitudes, beliefs, opinions or practices. Teachers selected their answers from a Likert scale: Strongly Agree, agree, neutral, disagree and strongly disagree.

Such survey was divided into two sections: the first section contained items related to demographic information and the second section contained items regarding language development and communicative abilities, supporting materials and overall evaluation. There were 25 statements in total.

Finally, the survey conducted to students was designed domestically and approved by three scholars from the Catholic University of Santiago de Guayaquil. The survey was designed in Spanish considering the students' level of English; it contained eight statements related to their perception towards the textbook and teachers' behavior. Students selected their answers from a Likert scale: Strongly agree, agree, disagree and strongly disagree.

3.3 Sample Population

As it was previously stated, this study focused on ESP teachers and students in the School of Administration at the University of Guayaquil. Although there are 15 teachers who are part of the ESP program, only 13 answered the survey.

Moreover, the teachers were chosen to be part of the ESP program based on their teaching experience in the field of administration or their educational background in administrative sciences; as shown in Figure 1. Six of them have 16 or more years of teaching experience, four of them have more than ten but less than 15 years of teaching experience and; finally, three of them have between six and ten years of teaching experience.

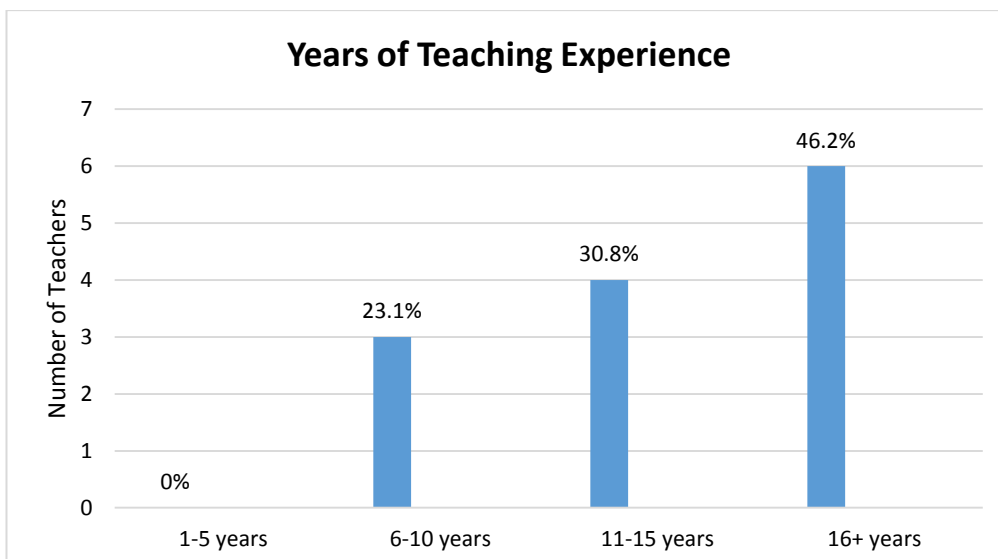


Figure 1. Teaching Experience. Prepared by the author

As shown in Figure 2, eight of them hold master’s degrees in an educational field, while one of them holds a bachelor and master’s degree in the business field. Similarly, five of them hold bachelor’s degrees in the educational field and one teacher has a TEFL certificate.

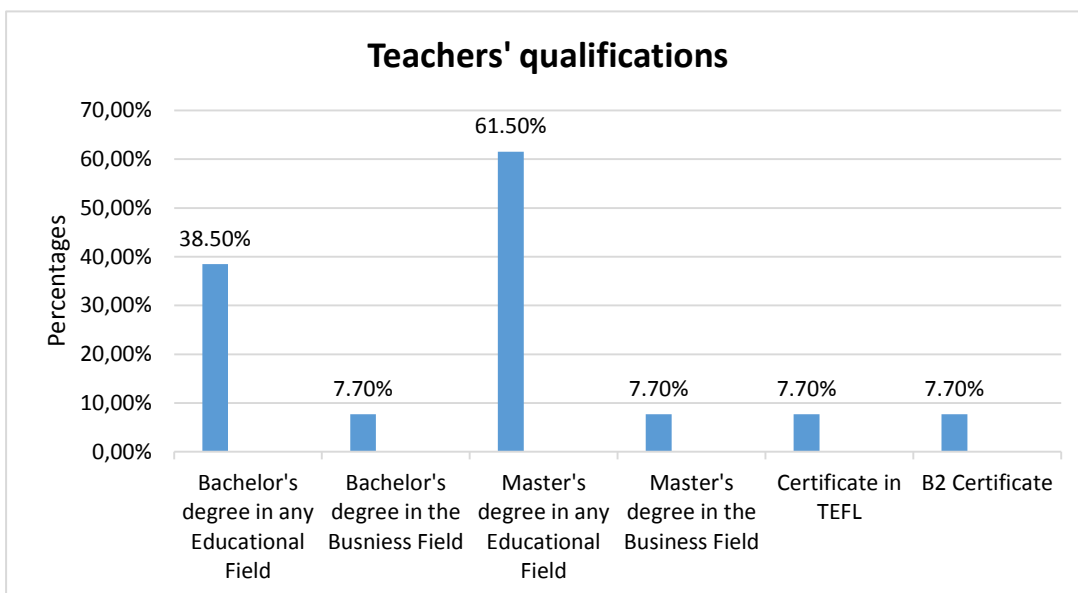


Figure 2. Teachers’ Academic Background. Prepared by the author.

Most of them have received some sort of training in ESP at their University programs or seminars, while three of them admitted that they have not received any training in ESP.

The second group surveyed were 134 students in the School of Business Administration. They belong to either module 7 or Module 8 in the English Program of the School of Administration; it is worthy to remark that these students belong to any of the seven different academic programs in the School.

Academic Programs in the School of Administration

- Engineering in Business Management
- CPA (Certified Public Accountant)
- Commercial Engineering
- Engineering in Marketing
- Engineering in Technological Administrative Systems
- Engineering in Taxation.
- Engineering in Foreign Trade.

(<http://www.fca.ug.edu.ec/>)

As stated before, the English program of the School of Administration has eight modules and students from all the seven different academic programs need to take these modules in order to graduate. Students receive three hours of English per week. There are two schedule formats, weekly and intensive; students can take English either on Mondays and Wednesdays or Tuesdays and Thursdays in the former, while students can take English on Fridays or Saturdays in the latter. Moreover, from module 1 to module 6, they follow an English for General Purposes (EGP) program while modules 7 and modules 8 follow an English for Specific purposes (ESP) program.

There are 596 students taking modules 7 and modules 8 in total. Moreover, most of the students have taken accounting and administration subjects (in Spanish) at the beginning of their academic programs. However, it is not the case for students from the Technological Administrative Systems Program and marketing, who do not have accounting as part of their curriculum.

In order to obtain the sample population, the following was considered: there are 15 ESP teachers with at least one course of either module 7 or module 8. Similarly, 15 courses of module 7 and other 15 courses for module 8 were opened with an average of 20 students per course; however, for this research,

there were considered 13 teachers and 13 courses from both modules 7 and modules 8; one course per each teacher, thus having a total population of about 260 students. Ultimately 134 students completed the survey.

Chapter 4

Data Results and Analysis

4.1 Textbook Description

4.1.1 Organization of units.

Each of the textbooks *English for Accounting and Administration Students* has 20 units and ten workbook practices. Each unit is two-page long and each of them are framed around a key accounting and/or administrative theme; within each content unit, two language skills are developed. Also, the odd units introduce the theme and develop listening and speaking skills. The even units develop the associated concepts, language and competence introduced in the odd units further or in a different context by working with reading and writing skills. The author explains that the units are free standing, this means that a teacher may start their course with any of them, not necessarily Unit 1; however, within the units the language skills and study competence are integrated.

Apart from the units themselves the author has included extra sections named “Special Sections”. The first section is called *Working with sounds*. At the end of every speaking lesson there is an activity which tackles a particular specific pronunciation problem for native Spanish speakers learning English. The second Special Section is called *Reading Tip*. There is a reading tip for each reading lesson in the book. The author explained this section in the following manner:

The idea is to make students conscious of different aspects and sub-skills they have to practice, develop and master when reading for different purposes and different texts. Although brief, each Reading Tip is a reminder for all the things readers have to do when confronting a text. (Abúndez, 2014, p. IV)

The third section is called *Linking Up*. One can find a link at the end of every reading lesson; the objective of asking students to go and find a specific

website is to introduce them to real-life material, specialized and academic journals and further readings.

The fourth section is called *The Funny Side of Accounting*. According to the author, “Humor is fundamental for the good development of human relationships” (Abúndez, 2014, p. VI); the author tried to expose students to cartoons and funny images related to the topic of the unit.

4.1.2 Aims and objectives of the book.

According to the author, the main objective is to familiarize college students with the most common oral and written administrative contexts.

4.1.3 Level of the book.

The textbook used in module 7 is designed for students who are native speakers of Spanish and whose language level of English is between A2 and A2+ of the Common European Framework of Reference for Languages. According to the CEFR (1996), students at this level can understand very short, simple texts. They can find specific information they are looking for in simple everyday texts such as advertisements, leaflets, menus and timetables and they can understand short simple personal letters. Furthermore, they can write short, simple notes and messages about everyday matters and everyday needs. Similarly, students can understand expressions and the most common words about things which are important to them, e.g. very basic personal and family information, shopping, their jobs. They can get the main point in short, clear, simple messages and announcements. Additionally, they can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.

Similarly, students who are taking module 8 followed the same series but the textbook is leveled B1+, which means that according to the CEFR (1996) they can understand straightforward texts on subjects related to their fields of interest, they can find and understand general information they need in everyday material, such as letters, brochures and short official documents; similarly, they can write brief reports, which pass on routine factual information

and state reasons for actions, they can write personal letters describing experiences, feelings and events in detail and they can describe basic details of unpredictable occurrences. Moreover, students at this level can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar, they can generally follow the main points of extended discussion around them, provided speech is clear and in standard language, they can follow clear speech in everyday conversation, though in a real-life situation they will sometimes have to ask for repetition of particular words and phrases. Additionally, they can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what they would like to.

4.1.4 Skills addressed.

According to the author, since the book has been written and designed for university students whose L1 is Spanish and study English as a foreign language there is a strong emphasis on receptive skills listening and reading. Moreover, he mentions that “students get used to listening to long pieces of academic speech and recreate a semi-real environment where it is not possible to listen for a second time a text as it happens in real life when attending a lecture” (Abúndez, 2014, p. V).

Speaking and writing are also developed in each unit. In both cases, the tasks, exercises and activities go from very controlled to semi-controlled and ultimately free practice. According to the author, since each discipline may have its own conventions, all the written production has been designed as parallel writing; students write a text following a model text and substituting key words.

4.1.5 Topics covered in the textbook.

The first book deals with the following topics:

- The role of accountants in their work field.
- Accounting concepts (basic)
- Transactions and transaction analysis (basic)
- Financial statements
- Introduction to goods sold

- Inventory
- The accounting cycle

The second book covers the following:

- Transaction Analysis
- Concepts related to Cash, capital and Equity.
- Payables and receivables
- Payrolls
- Depreciation and disposal
- The accounting career

4.1.6 Components.

Apart from the Student Book, there is a Workbook integrated, Audio CDs, and a Teacher's Guide with detailed guidance on each lesson, full answer keys, audio transcripts, accounting, administrative and cultural notes.

4.2 Analysis of Teachers' Perceptions

This section portrays the results gathered in the survey conducted to teachers about their perceptions towards the textbook used in their ESP courses.

Statement 1: **My textbook is mainly based upon the teaching of patterns of communicative interaction.** Even though few of them agreed with it; most teachers disagreed with this statement, this indicates that teachers recognize that the textbook needs to focus more on the development of communicative skills.

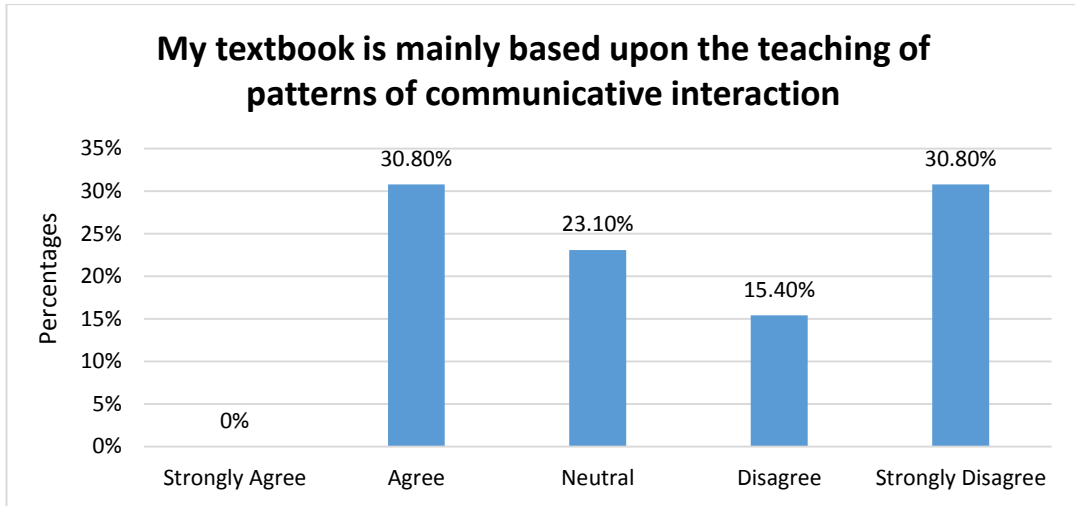


Figure 3. The textbook and the teaching of patterns of communicative interaction. Prepared by the author.

Statement 2: **Reading exercises are appropriately designed.** Teachers' perceptions are equally divided; half of them agreed with it while the other half disagreed with that statement. The division shows that teachers perceive that some of the reading activities are appropriate while others are not.

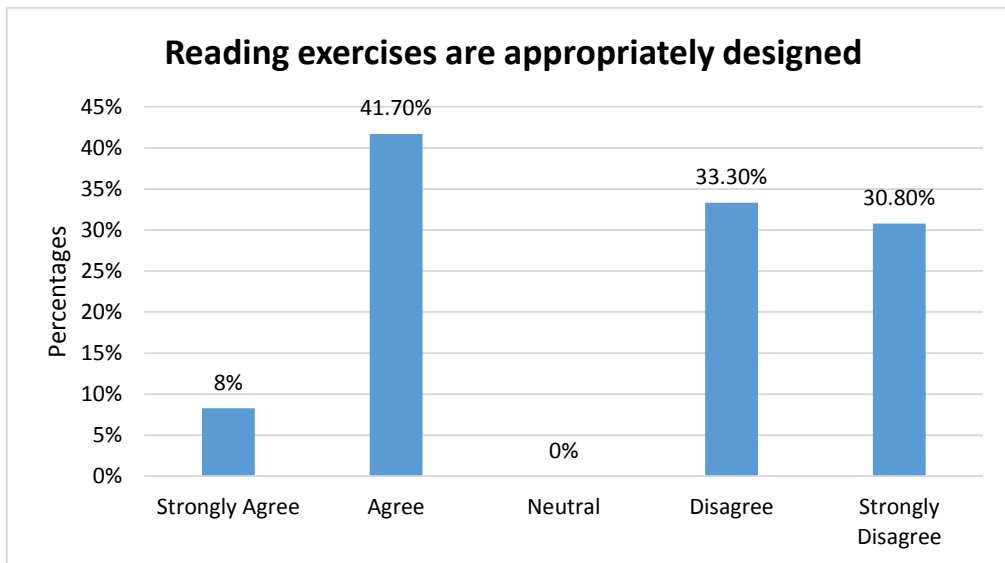


Figure 4. Appropriateness of reading exercises. Prepared by the author.

Statement 3: **Listening exercises are appropriately designed.** Just like reading exercises the opinions are divided; this might tell us that the exercises related to receptive skills must be revised and select what is useful and what is not.

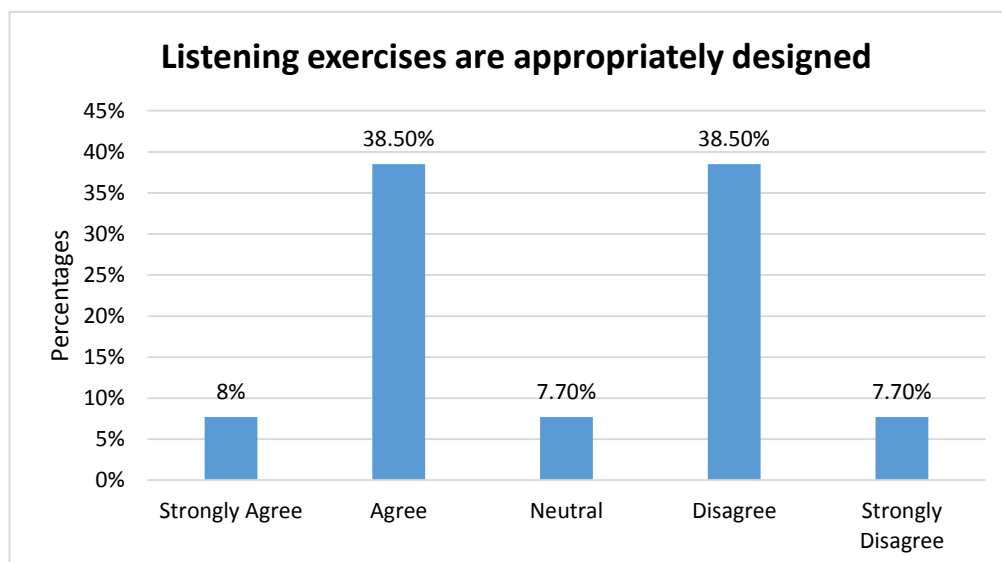


Figure 5. Appropriateness of listening exercises. Prepared by the author.

Statement 4: **Writing exercises are appropriately designed.** The majority of teachers considered that writing exercises needed to be improved. This might be related to the outcomes teachers expect students to have

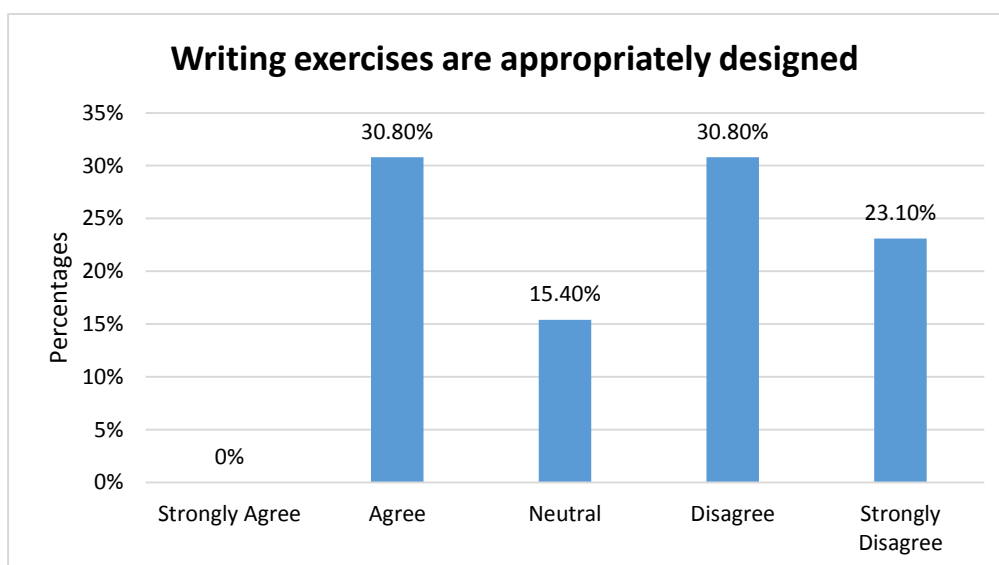


Figure 6. Appropriateness of writing exercises. Prepared by the author.

Similarly, in statement 5: **Speaking Exercises are appropriately designed.** The majority of teachers disagreed with it; unfortunately, speaking exercises are quite mechanical, which is the reason why teachers might have taken this position. By comparing this with the last graph, one can conclude that exercises which promote productive skills need to be redesigned.

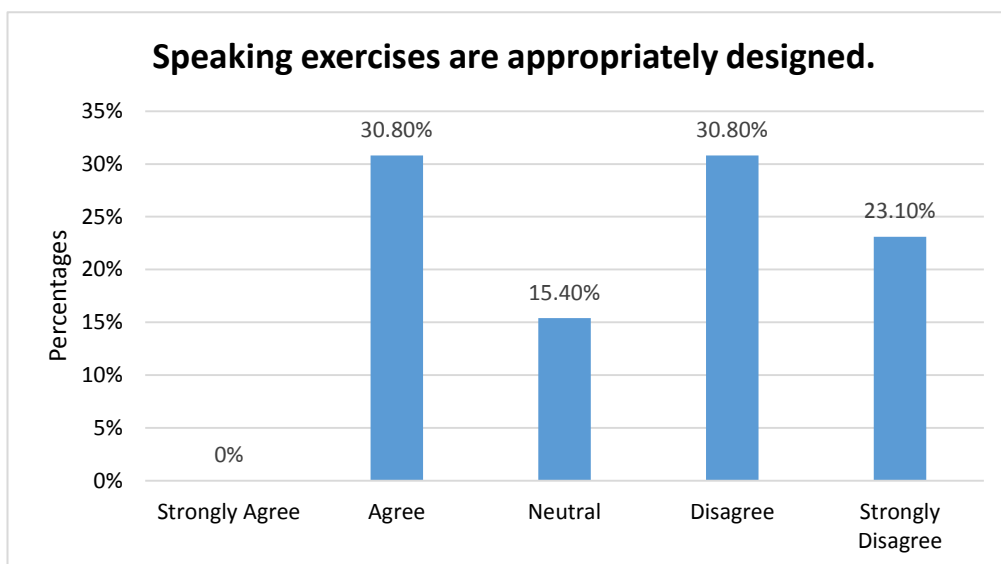


Figure 7. Appropriateness of speaking exercise. Prepared by the author.

Statement 6: **My textbook integrates skills appropriately.** The majority of teachers consider that the textbook does not integrate the different skills; this might be because the units are separated by skills and not by topics. A more detailed explanation will be given in the discussion section.

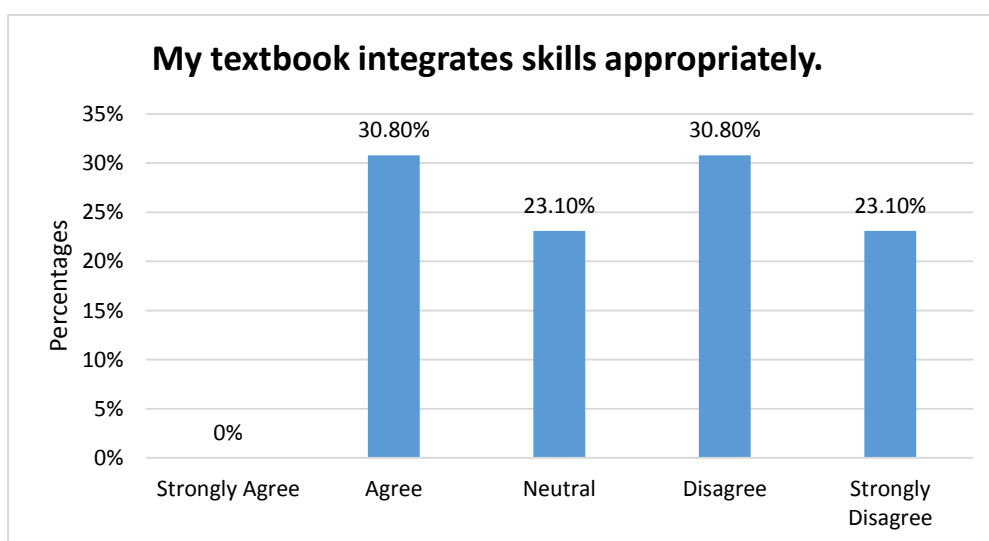


Figure 8. Integration of skills. Prepared by the author.

Statement 7: **My textbook presents grammar satisfactorily.** Almost all of the teachers admit that the book lacks grammar explanations, this is notorious because the textbook rarely explains grammar points, it focuses on another type of information related to accounting and administration, and the few grammar points that the book actually shows are basic.

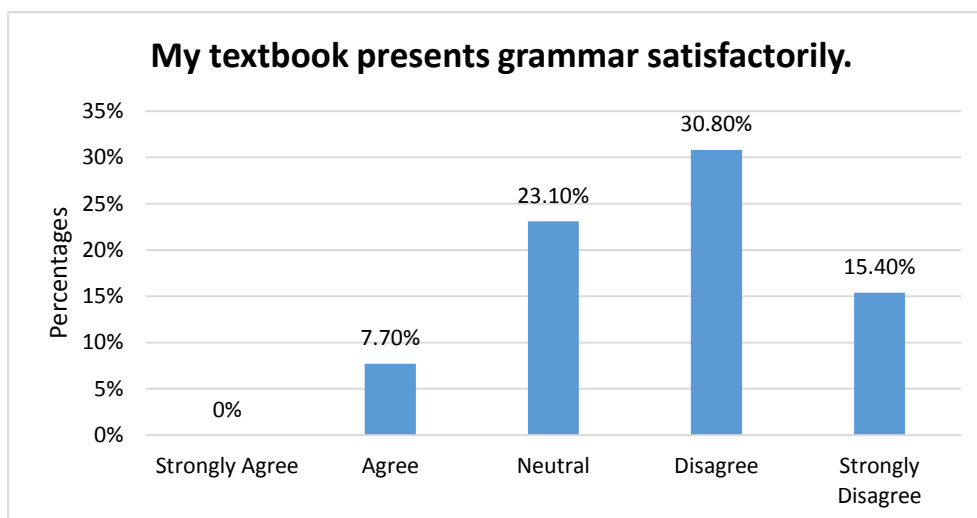


Figure 9. Presentation of grammar. Prepared by the author.

Statement 8: **My textbook teaches pronunciation satisfactorily.** Teachers' perceptions on how the textbook presents pronunciation are varied. Most of them disagreed with it but there is a significant group of teachers who considered that the textbook teaches pronunciation in an acceptable way. This could be because the textbook offers pronunciation charts in all the speaking units, although limited but helpful for some teachers.

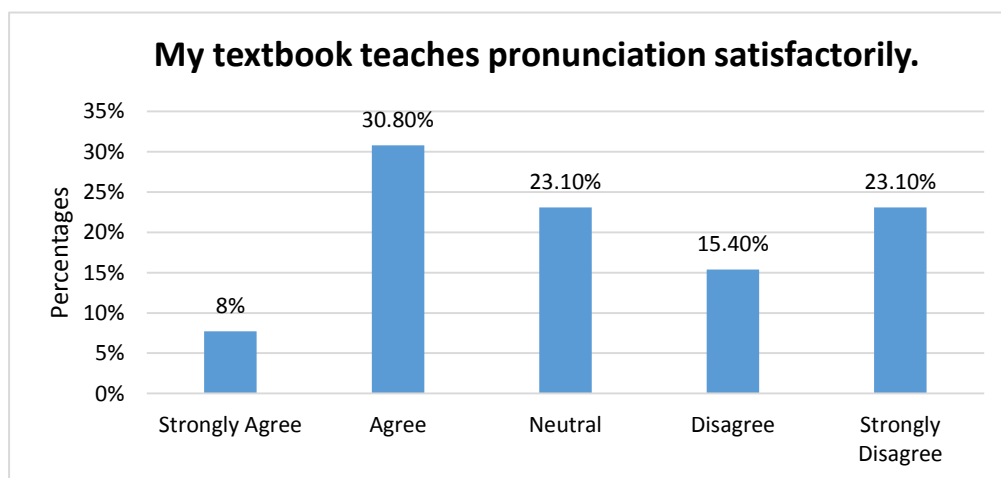


Figure 10. The teaching of pronunciation in the textbook. Prepared by the author.

Statement 9: **My textbook includes numerous mechanical drills.** The majority of teachers agreed with this statement because throughout the book, the speaking and writing exercises are drills; students just have to imitate a model which indicates that there is no real production just replacement of information.

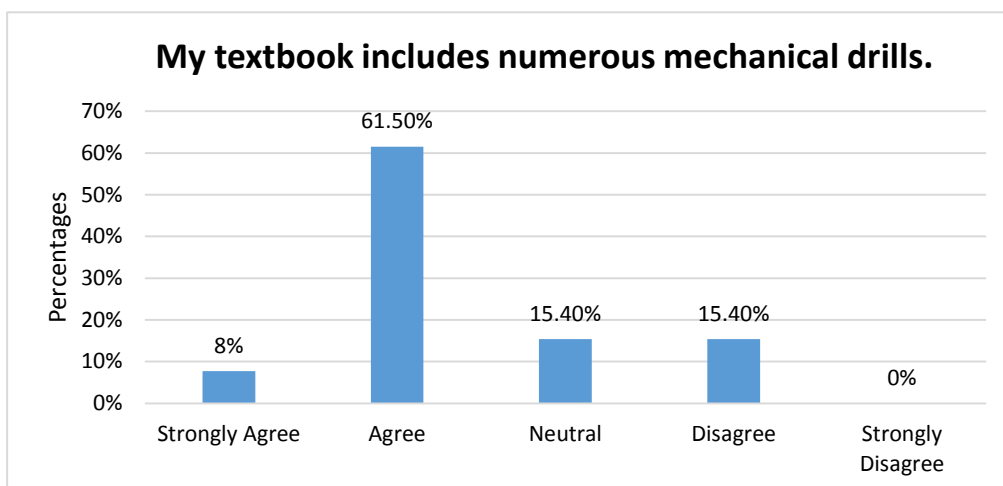


Figure 11. Numerous mechanical drills. Prepared by the author.

Statement 10: **The activities in my textbook are too mechanical.** All of them agreed with this statement. This is connected with the statement above about drills. Unfortunately, the textbook relies on traditional methodology and does not follow the new trends in ESP.

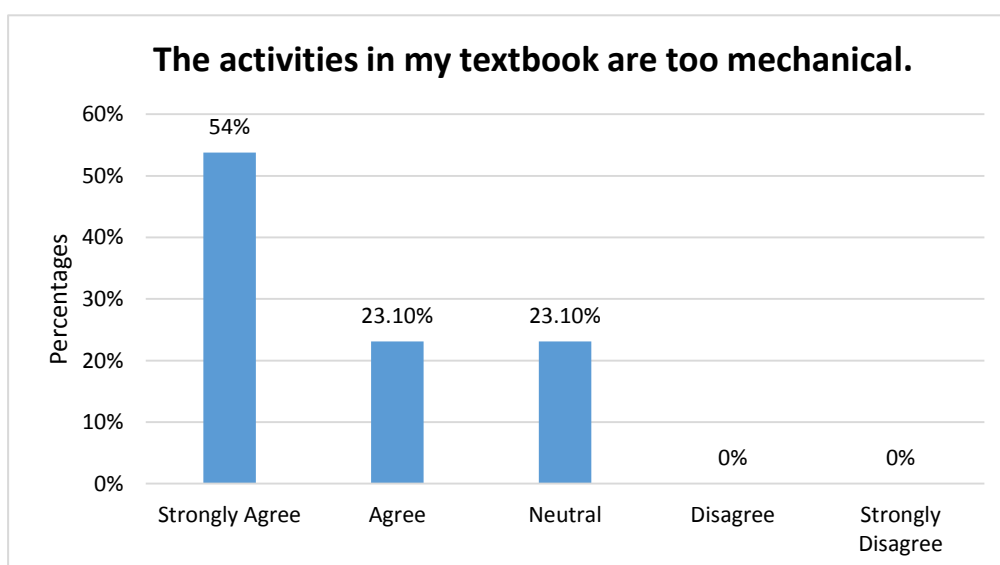


Figure 12. The activities are too mechanical. Prepared by the author.

The three statements that follow have to do with the complements of the textbook; that is, the CD, the workbook, and the teacher`s guide respectively.

Statement 11: **I find the CD useful.** The perceptions are almost equally divided because the CD contains the audios useful for developing listening exercises in the textbook and some workbook exercises.

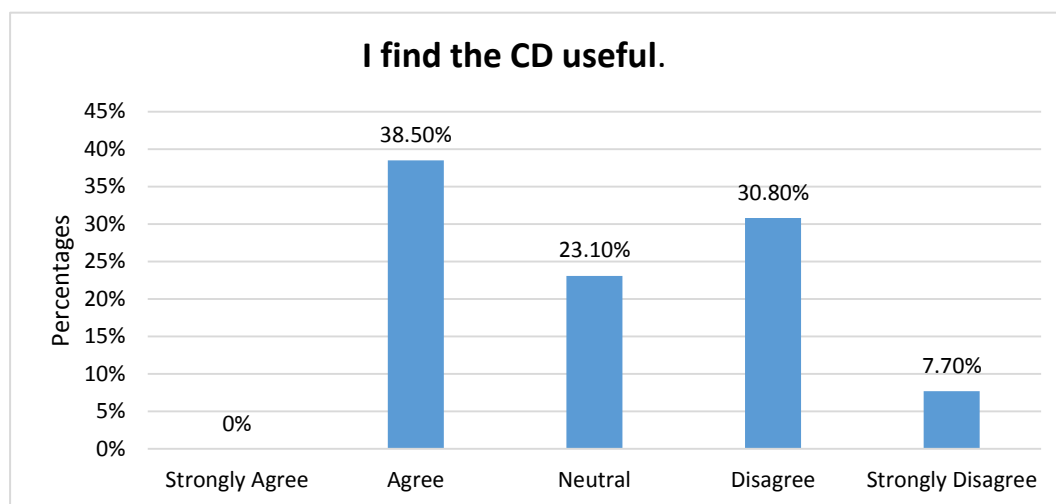


Figure 13. Usefulness of the Audio CD. Prepared by the author.

Statement 12: **I find the workbook useful.** There is a significant group that considered that the workbook is not useful; however, some teachers find it useful; this could be because the workbook contains exercises and/or information which were not presented in the unit practiced in class.

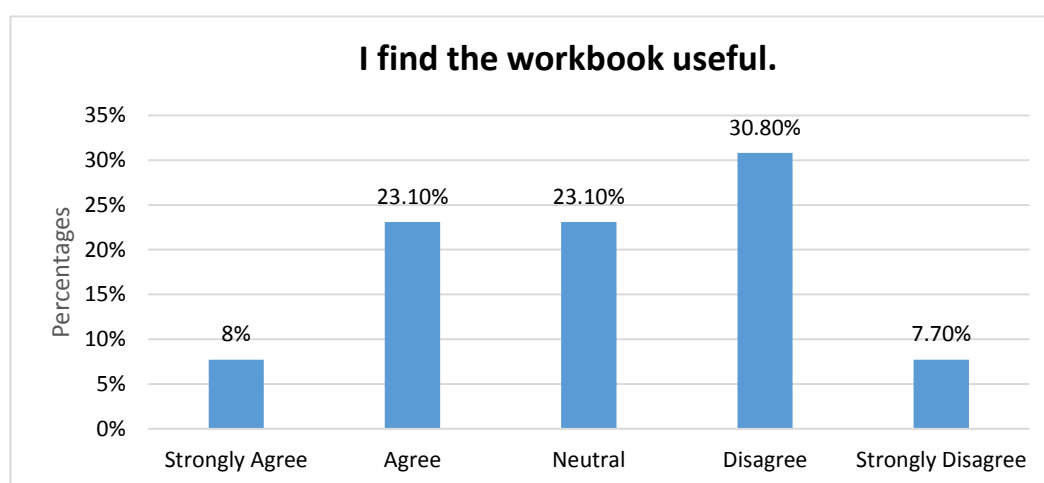


Figure 14. Usefulness of the workbook. Prepared by the author.

Statement 13: **I find the teacher's guide useful.** Six teachers agreed and one strongly agreed with its usefulness, while two disagreed and other two strongly disagreed with it; two remained neutral. This reveals the acceptance of a need for a guide in the ESP courses due to the fact that teachers are not specialist in the subject matter but in English teaching.

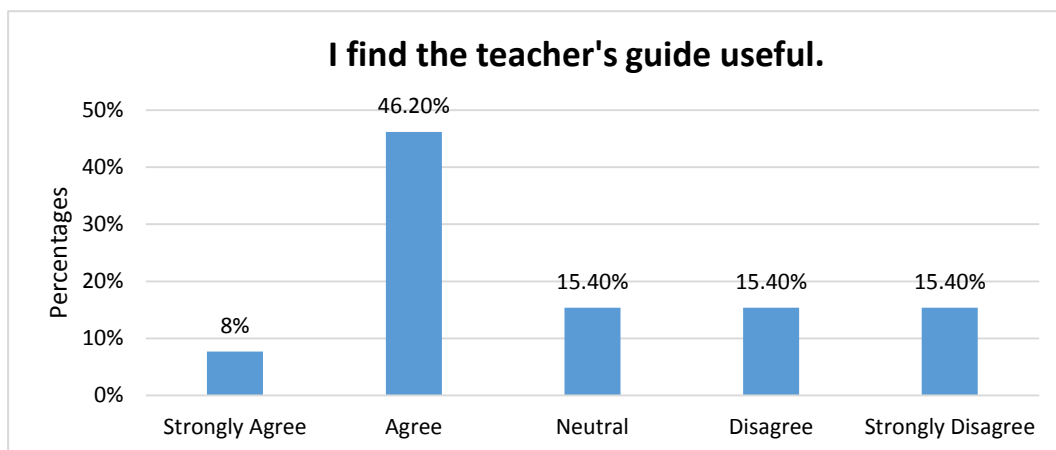


Figure 15. Usefulness of the teacher's guide. Prepared by the author.

Statement 14: **My textbook includes specific cultural settings related to our country.** Almost all the teachers disagreed with this statement; the information in the textbook relates to the accounting situation in Mexico and the United States. Although the Ecuadorian situation is not distant from the one in Mexico, teachers find this aspect as crucial in order to make comparisons with what they already know in the subject matter in Spanish.

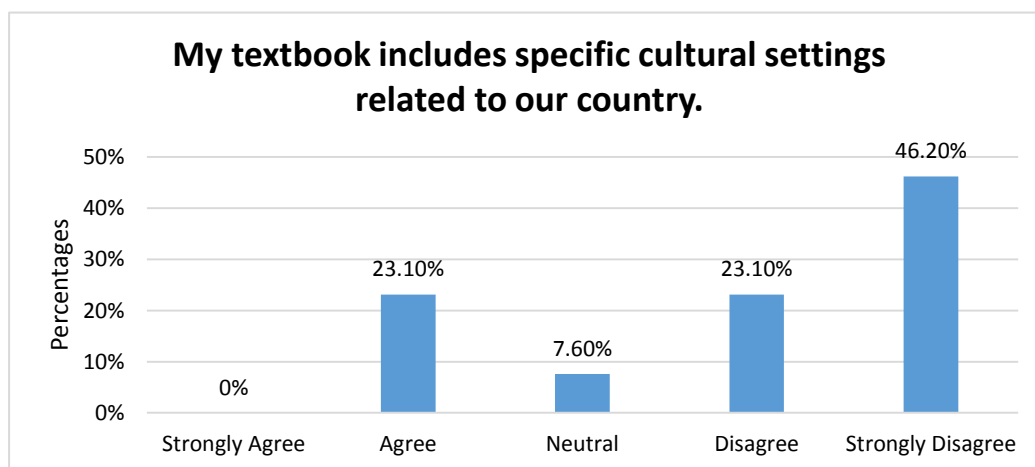


Figure 16. Specific cultural settings related to our country. Prepared by the author.

Statement 15: **My textbook requires a high degree of teacher input.** Almost everyone agreed with this statement. The teaching of accounting procedures and technical vocabulary might demand teachers to prepare extra and explain the information in the textbook in a more careful detail manner; this goes against the new trends in education regarding reducing Teacher Talking Time.

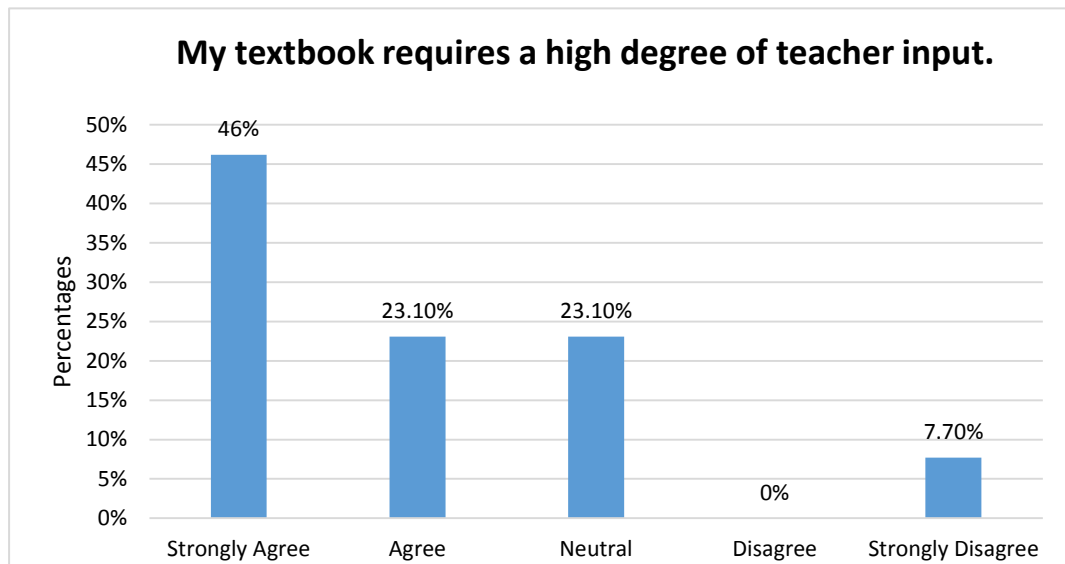


Figure 17. My textbook requires a high degree of teacher input. Prepared by the author.

Statement 16: **My textbook is student-friendly.** Six teachers disagreed and other four strongly disagreed with it while three agreed with it; this implies that teachers understand that the textbook needs to be improved in general; they are probably comparing this material with previous textbooks used in the program.

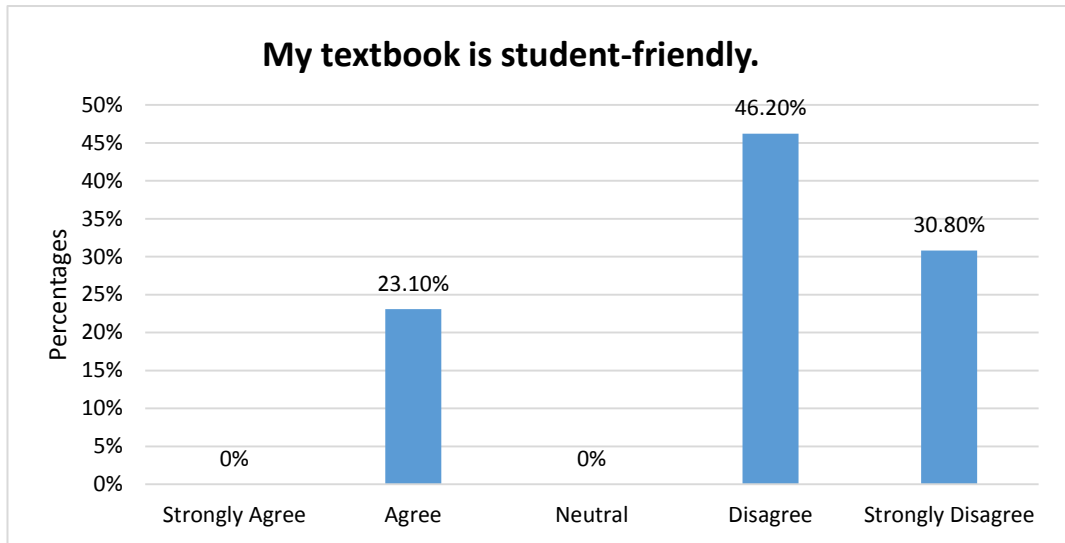


Figure 18. My textbook is student-friendly. Prepared by the author.

Statement 17: **My textbook is of high quality in English learning.** The majority disagreed while four remained neutral and one strongly agreed with that statement. This confirms what it was perceived by the researcher, the textbook might not facilitate the learning process if any, it makes it more demanding for both the teacher and the learners; moreover, teachers have noticed that the approach the textbook follows is not in accordance with what they believe a high quality should be.

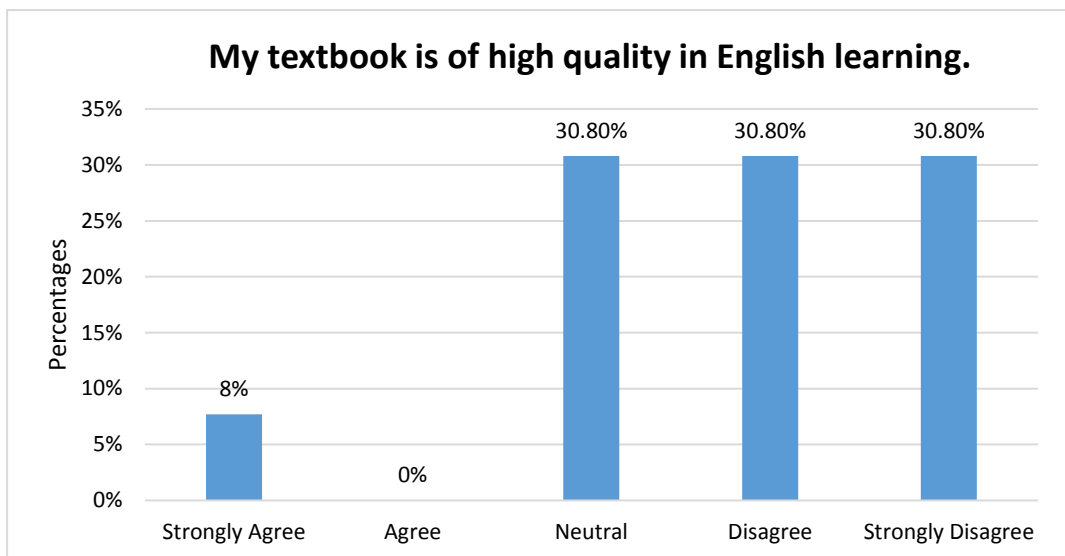


Figure 19. Perception towards the quality of the textbook. Prepared by the author.

Statement 18: **Deals with the friendliness of the textbook.** Regarding the friendliness of the textbook, four teachers disagreed and four others strongly disagreed with it, two of them agreed and one strongly agreed with it; additionally, two remained neutral. This confirms that teachers do not feel comfortable using the textbook selected for these courses.

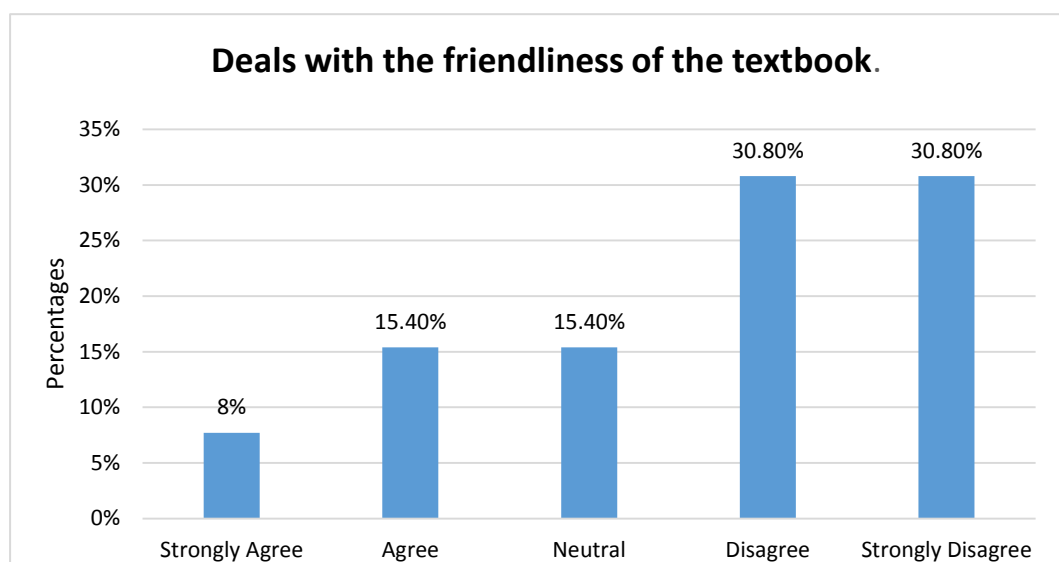


Figure 20. My textbook is teacher-friendly. Prepared by the author.

Statement 19: **I use this textbook in most of my classes.** Six teachers agreed, four of them strongly agreed; one teacher disagreed another strongly disagreed and one remained neutral. This indicates what it was previously stated about the dependence of materials; the reliance on the contents tends to lead teachers to a false comfort zone, neglecting one of the principles of ESP which is using context related and meaningful materials for students.

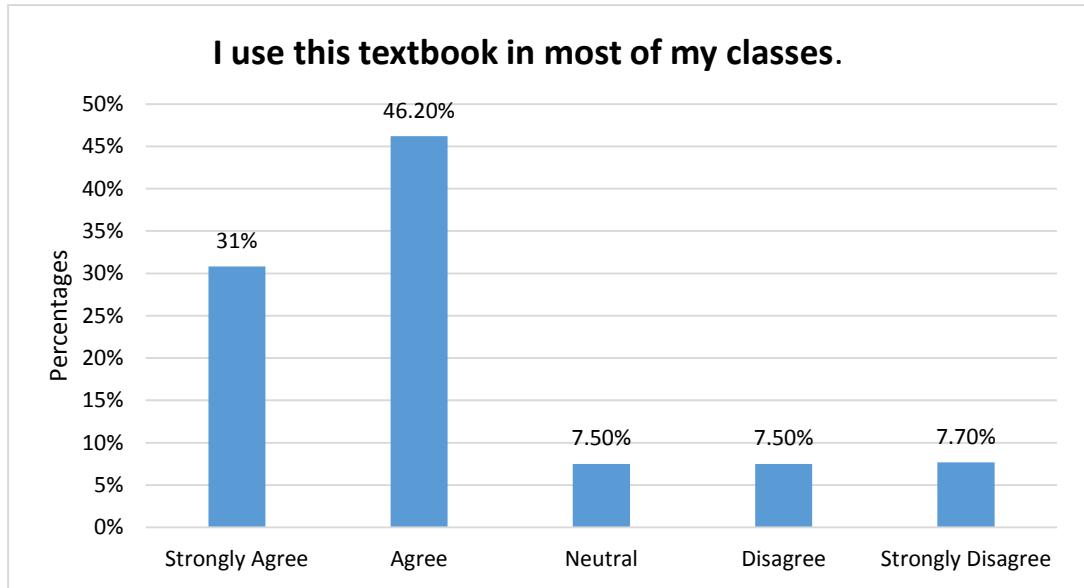


Figure 21. Teacher reliance on the textbook. Prepared by the author.

Statement 20: **My textbook is fun to work with.** Although teachers use the textbook in most of their classes, they do not feel comfortable using it. Seven teachers strongly disagreed, two more disagreed and three agreed with it. The word *fun* refers to how motivated the teacher is while using the textbook, if teachers feel demotivated, it might interfere with the teaching/learning process.

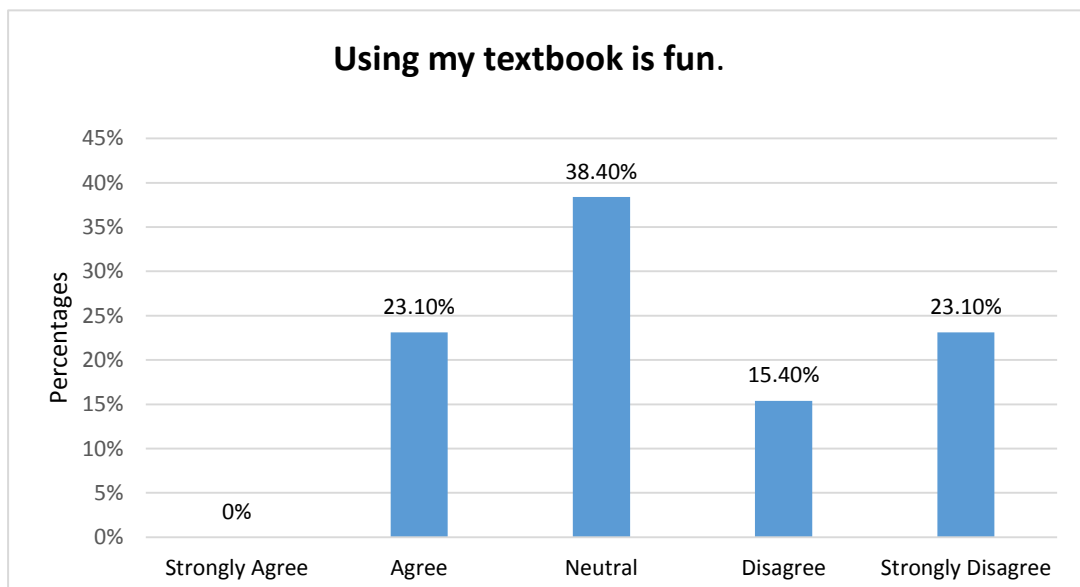


Figure 22. The textbook is fun. Prepared by the author.

Statement 21: **It is good to use more materials designed by teachers than just use the textbook.** Almost all of them agreed with this statement. Teachers are not in any way guilty of the discomfort towards the materials; however, it is important to notice what is lacking and try to enhance it, not necessarily replace it.

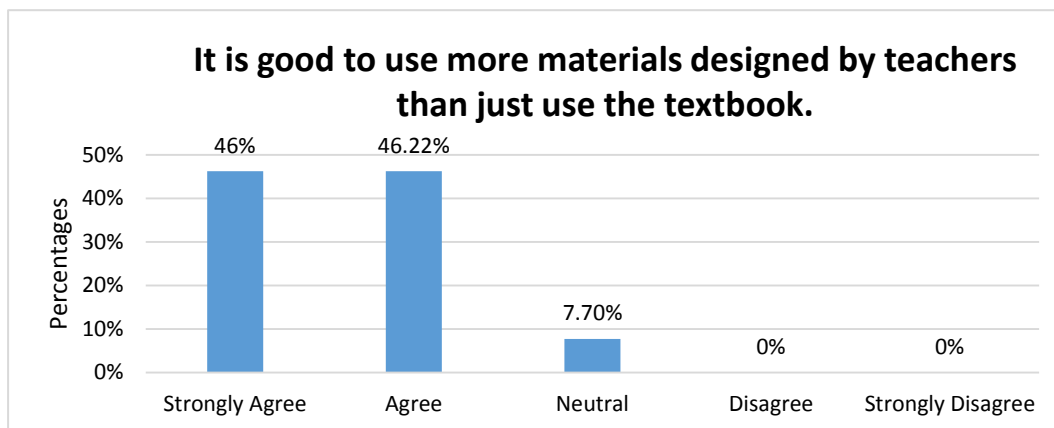


Figure 23. The use of materials designed by teachers than just use the textbook. Prepared by the author.

Statement 22: **The textbook gives enough examples for students to understand the subject.** Six teachers disagreed, two strongly disagreed, three of them agreed and two remained neutral; this might reveal that what teachers really need from the textbook are more examples, more explanation and less involvement of the teacher during the explanations of tasks.

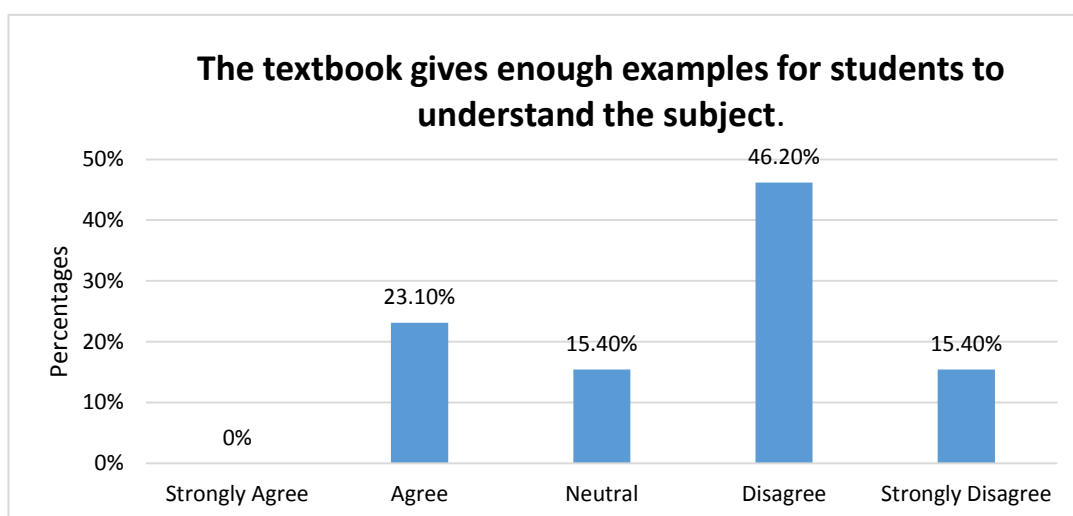


Figure 24. The examples for students to understand the subject. Prepared by the author.

Statement 23: **My textbook has an appropriate level of difficulty for my students.** Six teachers disagreed, two strongly disagreed, three remained neutral and one agreed. This is another important factor in the investigation because most teachers understand that although it is a business course with technical words, the tasks and exercises in the book are very simple to do and this is based on the fact that the level of the book in module 7 is A2 and in module 8, B1+, while the textbook used in module 6 is B1. It seems that students are going backwards in terms of textbook level. This will be discussed further in the next section.

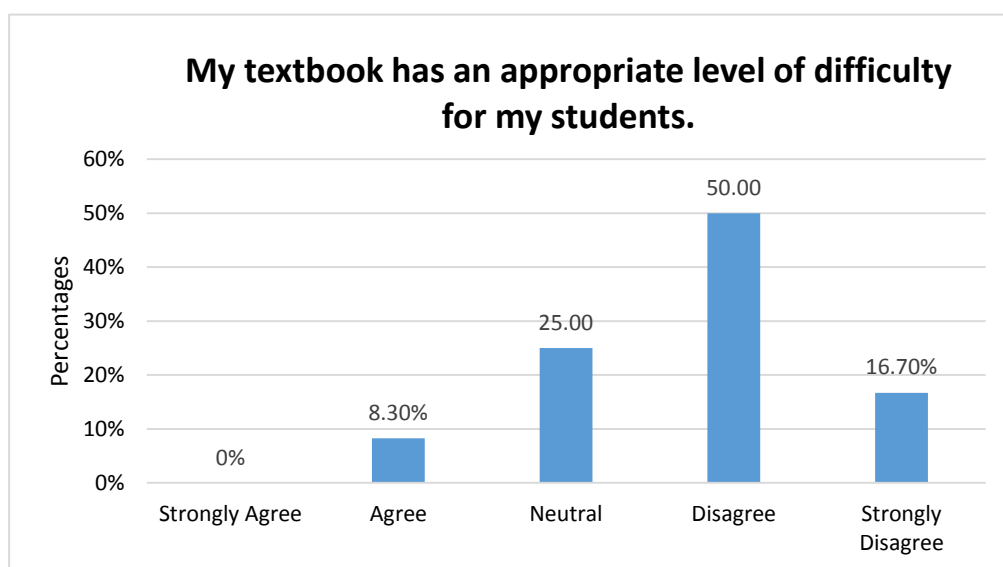


Figure 25. Level Appropriateness. Prepared by the author.

Statement 24: **The contents are updated and interesting.** Four teachers disagreed, two strongly disagreed, other two agreed and one strongly agreed, while four remained neutral. The fact that four teachers remained neutral tells us that teachers might find some of the topics relevant and interesting but some others fairly irrelevant; still most teachers consider that the topics could be improved.

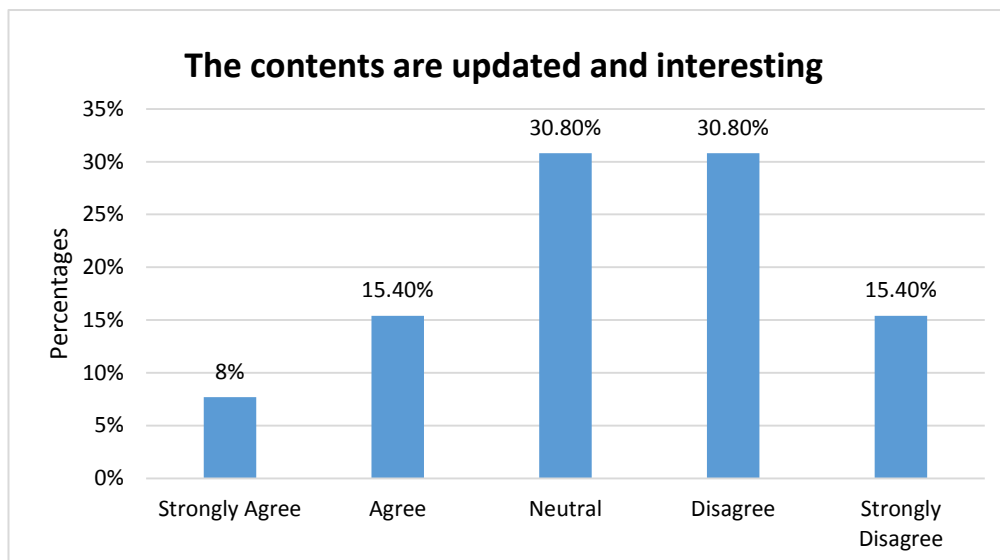


Figure 26. The contents are updated and interesting. Prepared by the author.

4.3 Students' Perceptions Towards the ESP Courses

The following section shows the perceptions of 130 students have towards the textbook and their ESP classes. It is worthy to remark that they belong to both modules 7 and modules 8.

Statement 1: **Level of Comfort using the Textbook *English for Administration and Accounting students*.** As it is shown in Figure 27, although there is a minority who feels comfortable using the textbook, the majority of students do not feel entirely comfortable using it; when explaining this statement, the researcher told students to consider the information in the book, the types of exercises and the layout.

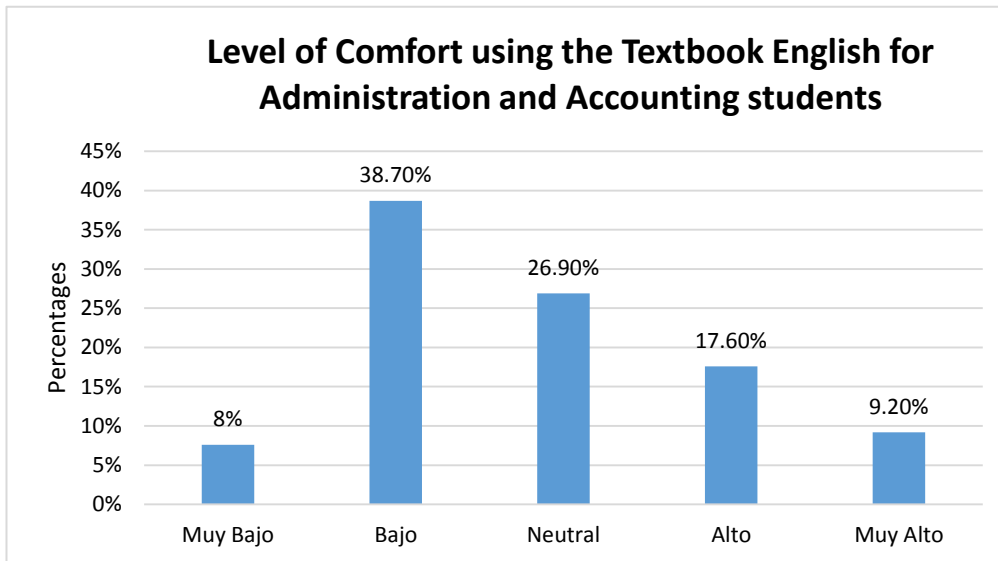


Figure 27. Level of comfort and the textbook. Prepared by the author.

Statement 2: **The textbook contains relevant topics in relation to your needs as an English language learner.** Most of them considered that the topics are irrelevant to their needs. Still there is a group who considered that they were relevant; it is likely that such group of students follow a degree in taxation or want to become accountants.

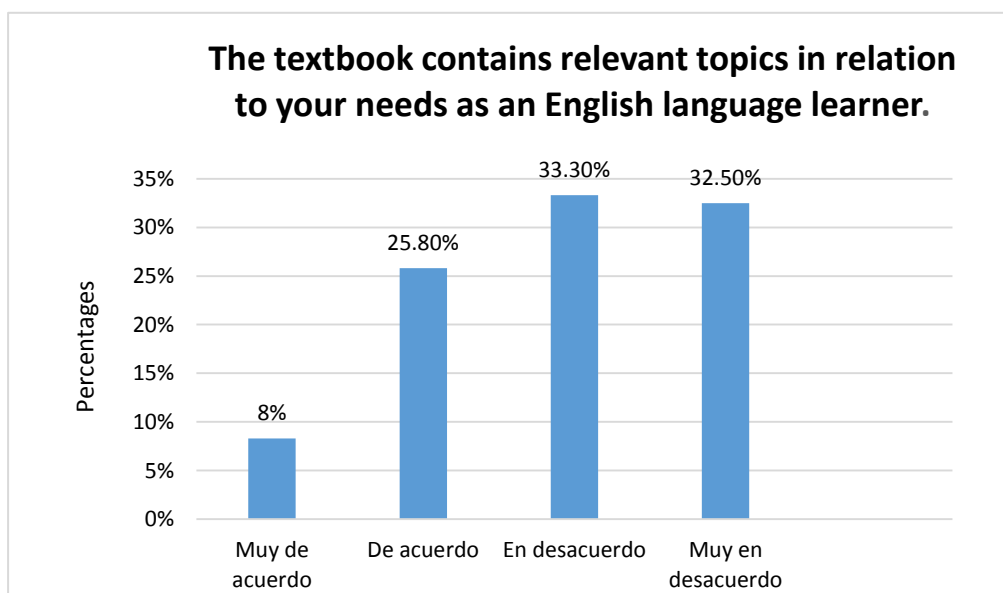


Figure 28. Relevancy of topics. Prepared by the author.

Statement 3: **The textbook helps develop communicative skills necessary in their future work field.** The majority of them considered that the textbook does not help them to develop communicative skills, this might be due to the repetitive and mechanical exercises the textbook presents especially in the Speaking and Writing units.

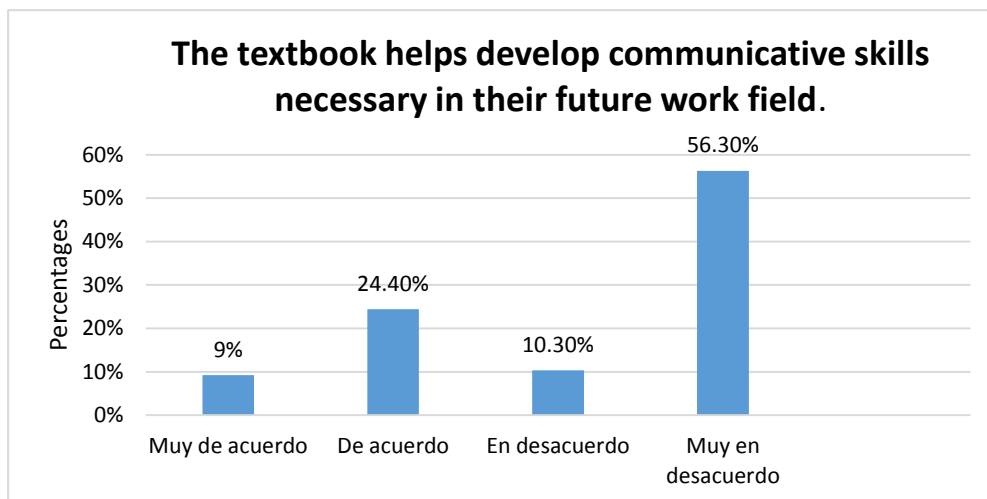


Figure 29. Development of Communicative Skills. Prepared by the author.

Statement 4: **The level of the exercises and contents in the textbook is appropriate to develop your language skills.** The majority of them considered that the level is not appropriate, some students mentioned that they are too repetitive and they feel bored while doing these exercises; still there is a significant group who finds it appropriate. However, this might be due to their low level of English and how well they can perform using this textbook.

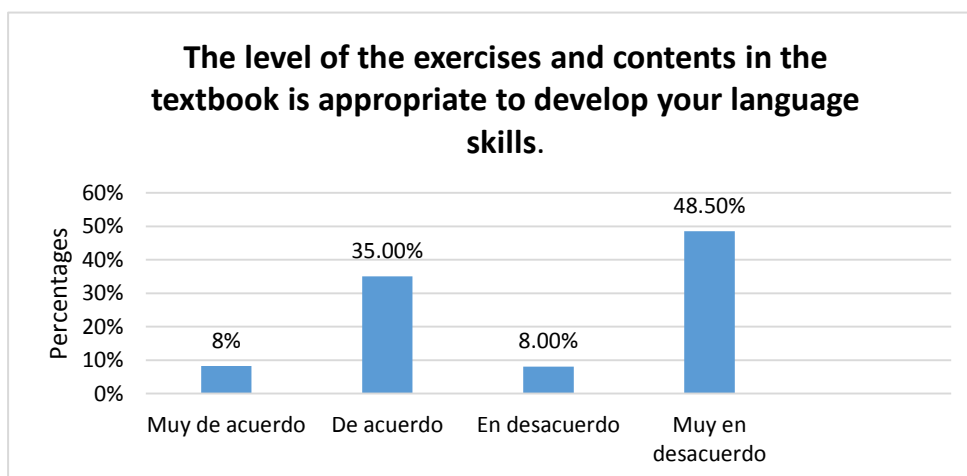


Figure 30. Level appropriateness. Prepared by the author.

Statement 5: **The teacher uses the textbook in the majority of their classes.** Almost all of the students mentioned that their teachers used the textbook in their classes. This result is predictable and understandable; students have bought a book so it is only fair that the teachers use these materials.

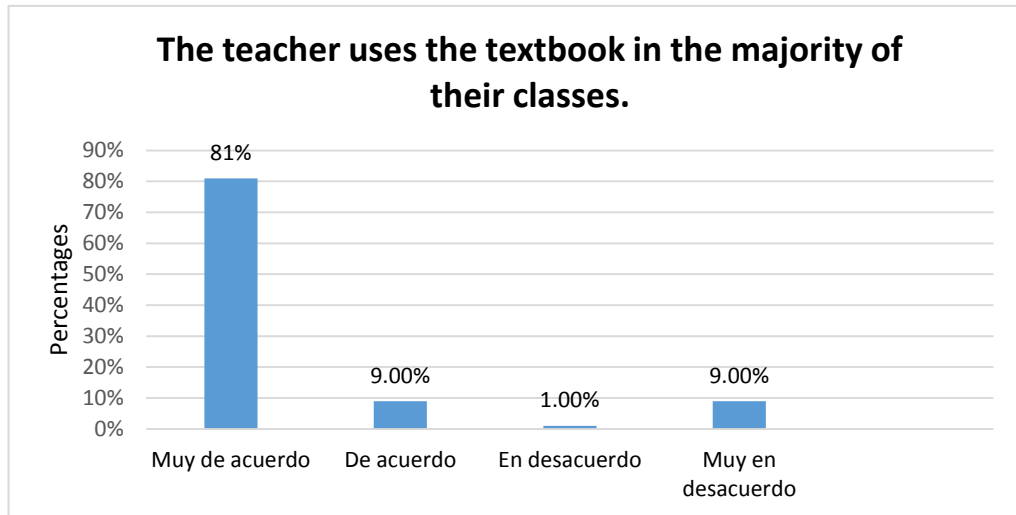


Figure 31. Teacher reliance on the textbook. Prepared by the author.

Statement 6: **The teacher shows confident and comfortable using the textbook.** Most students disagreed with this statement and it might be because most of the teachers are not properly trained in the subject matter and in the teaching of ESP courses.

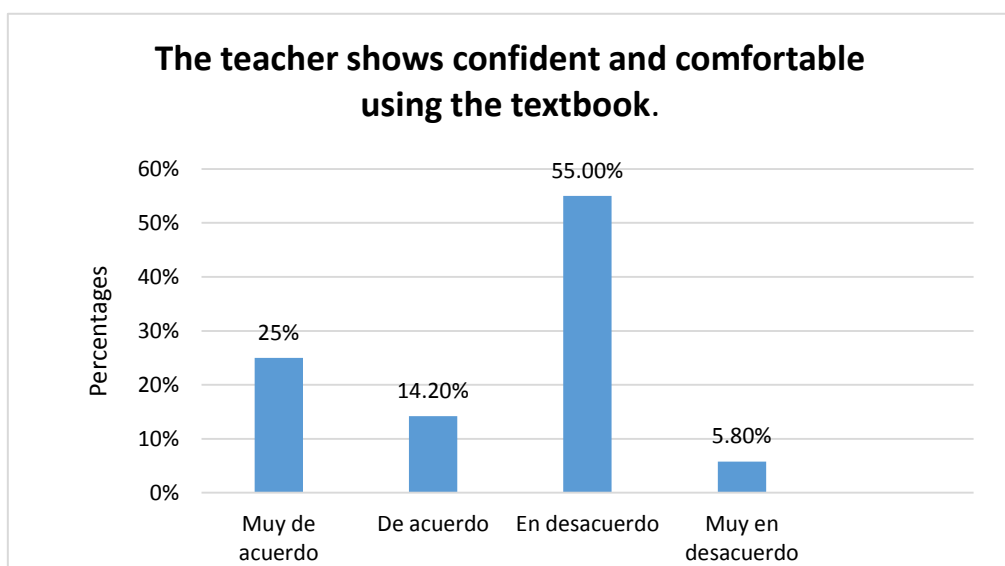


Figure 32. Confidence of the teacher. Prepared by the author.

Statement 7: **What types of extra materials, digital or printed, does the teacher take to class to complement the textbook?** Most students stated that their teachers do not take any extra material. Only a few of them mentioned that their teachers bring either magazines, newspapers, interviews, trailers or authentic materials related solely to accounting or administration. This indicates that teachers are not following one of the principles of ESP which is using relevant materials that promote the comprehension of both the subject matter and the language.

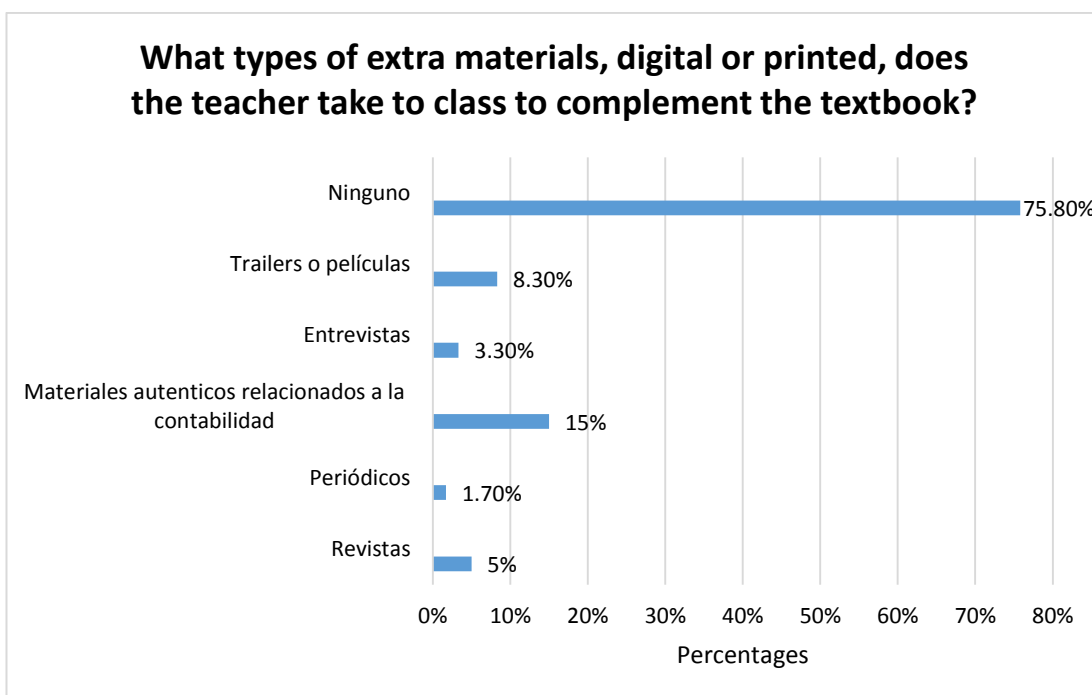


Figure 33. Teachers' use of extra materials. Prepared by the author.

Statement 8: **The teacher should complement the contents in the textbook with other types of resources to improve the learning process.**

Almost all of the students stated that it is necessary to include other resources to improve the learning process. This matches the teachers' positions regarding the textbook in general.

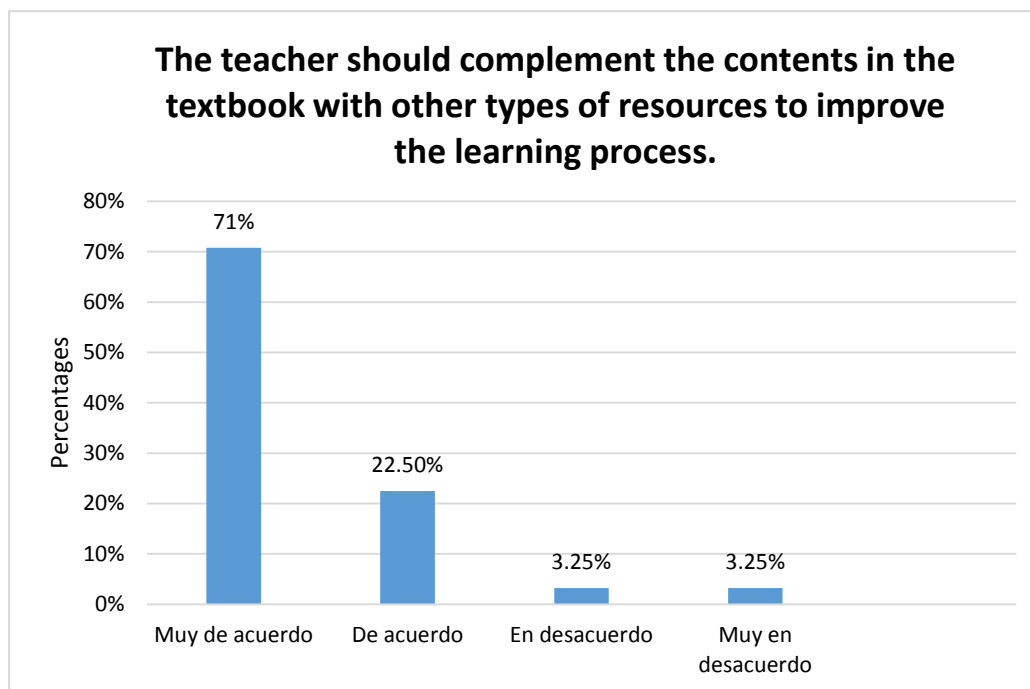


Figure 34. Other resources to improve learning process. Prepared by the author.

Chapter 5

Discussion

The following section aims to interpret and explain the findings obtained from the textbook evaluation and the surveys. It has been founded on the specific data collected from surveys along the research process.

5.1 Skills Development and the Textbook

Teachers perceived that the textbook could be improved when developing skills appropriately. Teachers have mixed perceptions towards the practice of receptive skills. Almost half of the total population of teachers find it useful to learn new vocabulary through listening and reinforce meaning through reading. However, the other half consider that using listening exercises for vocabulary teaching purposes only, limits the development of other listening micro-skills necessary to become more proficient in the language.

One of the aspects with which teachers show discomfort is the development of productive skills (speaking and writing). This is linked to what teachers mention over how mechanical the textbook could be (see Figure 6); it agrees with the textbook analysis conducted previously where it was found that the textbook uses parallel writing to teach writing skills. According to Brown (2007) writing requires a wide set of competencies and specialized skills that not every writer develops naturally, therefore, the role of the teacher is to find strategies to develop those skills.

Speaking exercises, on the other hand, could be improved in order to match students' real needs. The surveys conducted to students showed that most of them acknowledged not developing communicative skills needed in their work environment. Long (1985), mentioned that interaction with others rather than mere exposure is the most important role when developing speaking skills. Moreover, he mentions that the teacher should create situations in the classroom that facilitate the use of the language for the learners. According to Jones (2014), it is important to find out in what contexts the students might perform in the future and try to develop the oral skills to cope with workplace

talk. Brown (2007) stated that “the integration of skills gives students greater motivation that converts to better retention of principles of each of the skills” (p. 233).

Finally, it is important to consider the grammatical aspects of the textbook. According to Ellis (2005), ESP instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence. The survey stated that the majority of the teachers disagree with how grammar is presented. According to Skenderi (2018), when the ESP textbook does not present grammar appropriately, teachers should look for ways to improve the teaching process.

5.2 Teachers’ Opinions Regarding Components

Beare (2017) mentions that teachers can use workbooks to help students review grammar in class, or English learners employ them for self-study purposes. In the study conducted, the workbook presents exercises with different range of difficulty. This may be the reason why teachers’ perceptions towards the workbook are varied.

On the other hand, teachers understand that the Audio CD provides input for students and allows them to be in contact with the language mostly through selective listening performance. Brown (2004) mentions that these types of activities require students to scan the material selectively for certain information and not to process everything that was said.

ELT teachers’ guides serve as a source of pedagogical advice and instructions for teachers. (Nazari, 2010). Guides also give teachers information about the topics in the units and the answers for each exercise. This component is crucial for the development of the class because, as it was stated before, the majority of teachers hold their majors in the educational field rather than accounting. Considering that the textbooks portrays at least two accounting exercises or themes every four units, explaining some of the exercises in the book would have been very difficult without the help of the guide.

An important aspect in ESP is the involvement of technology. Nowadays, it is common for publishers to implement Learning Management Systems and

other virtual platforms as part of the textbook package. However, these textbook series do not include such technological complements. Dashtestani (2015) mentioned several benefits technology can provide to ESP courses:

The specific merits of using technology in ESP instruction comprise providing interactive and communicative activities related to professions, majors, or specific purposes of students, appreciating the socio-cultural dimensions of the language and the specific content, nourishing students with adequate specific input related to students' needs which can foster their language production, equipping students with strategies that they need to learn languages for specific purposes. (436)

5.3 The Textbook and its Relevance with the Target Learners

Teachers consider that the textbook inclusion of specific cultural settings related to our country needs to be improved. An important factor in an ESP course is the cultural context. Dudley-Evans and St John (1998), in their absolute characteristics in ESP, mentioned these courses to be designed to meet the learners' specific needs. Moreover, they mentioned the role of ESP teachers involves choosing suitable published material and adapting material when published material is not suitable.

Most teachers mentioned that cultural aspects, topics and contents could be improved. More than half of the students surveyed considered that the topics were not in accordance with their needs as language learners. Nevertheless, this is a coursebook for accountants and such topics seem to be fine for learners whose objective is to follow that career path in the future. However, most students who were surveyed stated that these topics do not match their specific needs because they are taking majors that are not related to accounting. Based on the literature mentioned above, it is recommended to practice conversations related to specific business situations, to develop writing skills to cope with business text types and to develop the language through the analysis of case studies.

5.4 Friendliness of the Textbook

Since teachers are not experts in the accounting and administration fields, students consider that most of their teachers do not feel entirely comfortable using the textbook. This matches what Dudley-Evans and St John (1998) mentioned about the role of the ESP teacher:

The teacher is not in the position of being the 'primary knower' of the carrier content ---- The students may in many cases, ----, know more about the content than the teacher. (p.13)

Similarly, according to most teachers surveyed, there are not enough examples in the textbook for students to understand the subject, making it even more challenging for teachers to cope with the subject. Unfortunately, students admitted that most of their teachers do not produce any extra material to complement their learning process and, as stated before, teacher material development is of paramount importance in ESP. Dudley-Evans and St John (1998) said that the ESP teacher should survey what is available, select units from a number of course books adapting them if necessary, and write a number of extra units. Although preparing materials might seem challenging, teachers should take this as an opportunity to innovate and grow professionally in the field of ESP and language teaching overall.

5.5 The Level of the Textbook

There are several reasons why teachers disagree with the level the textbooks have. As previously stated, the students who are about to graduate need to obtain an official document which certifies that they have reached a B2 level. Table 2 shows the levels each of the textbooks, in both series, have:

Table 2

Levels of the Books

MODULE	TEXTBOOK	LEVEL
Module 1	The English Hub 1A	CEFR A1
Module 2	The English Hub 1B	CEFR A1
Module 3	The English Hub 2A	CEFR A2
Module 4	The English Hub 2B	CEFR A2
Module 5	The English Hub 3A	CEFR B1
Module 6	The English Hub 3B	CEFR B1
Module 7	English for Accounting and Administration Students	CEFR A2
Module 8	English for Accounting and Administration Students	CEFR B1+

Note: The levels of the books. Prepared by author.

It is common for English programs to have a logical progression which goes forward to make students more proficient in the language. Boling & Evans (2008) claim that exposing students to level-appropriate texts may help students understand texts in content areas they study at university. Moreover, if we make a comparison of the levels between both book series, books 3 and 4 from *The English Hub* are leveled A2, thus students from the third and fourth modules use these books and they are expected to develop their proficiency at this level; while the textbooks used in modules 7 and modules 8, in the ESP courses, are leveled A2 and B1+ respectively, undermining the logical process mentioned before.

5.6 Reliance on the Textbook

Both teachers and students mentioned that the primary learning resource was the textbook; consequently, they are depending on a textbook that was not designed for these students. As Cunningsworth (1984) mentioned, the

textbook should be the teacher's servant, not his master. If they have noticed that the textbook is not covering their expectations, they should take advantage of their experience, and they should prepare a plan to solve that situation. Likewise, Temmerman (2017) remarked that teachers are the experts and not the textbooks and that there is no excuse for a teacher to remain static, if anything, that position should be discouraged. This is the reason why the main purpose of this research was to identify what was needed to be improved and give recommendations to teachers to enhance the teaching-learning process in the ESP courses.

Chapter 6

Conclusions and Recommendations

6.1 Conclusions

After having analyzed the data found in the surveys it is concluded that:

- Teachers have a negative perception towards the textbook mainly because it fails to develop communicative skills; it is limited in explanations regarding the subject matter and the contents are not relevant to fulfill the students' needs.
- Teachers consider that the textbook fails to develop language skills in general; there is major discomfort in the development of productive skills due to their mechanical nature.
- Teachers consider that the organization of units based on skills rather than on topics, makes the textbook fail to integrate skills satisfactorily.
- Teachers consider that the textbook could provide more examples for students to understand the subject, encouraging teachers' concern about input instead of using that time to make students participate.
- The textbook exercises are basic for the English level of the students who take the last modules of their academic programs.
- Teachers are overly relying on textbooks which are not intended for these learners, thus limiting the resources to have a successful teaching process that an ESP course requires.
- The involvement of technology is very limited, apart from the Audio CDs, there are no other technological resources.
- Teachers fail to complement the textbook with other types of printed or digital materials that can make the teaching process more significant for the learners.

- Students feel that they are not improving their communicative skills because the approach the textbook uses, does not fulfill what is required for their future business work fields.
- Students notice that teachers are not comfortable and not confident enough while using the textbooks.
- Students consider that teachers should develop and use materials that are culturally relevant and significant for the learners' professional interests.

6.2 Recommendations

Based on the study findings the following recommendations are proposed:

- The English Department should plan a teacher training program in ESP to prepare teachers on how to perform in these types of courses by reviewing ESP basic principles and also to promote the new educational trends in Business English.
- It is advisable that teachers use a variety of materials to complement the textbook used in the ESP courses to encourage communication in the classroom; such materials should be personalized to fulfill the students' needs and they should be relevant to their future working environment.
- Teachers should include technological resources in their classes.
- The English Department should encourage teachers to form communities of practice, which are groups of people who share a concern or passion for something they do and improve their practices as they interact regularly, to review the syllabus and share their opinions on how to tackle certain topics at the beginning of the semester. Likewise, those communities should be in contact to record experiences so that at the end of the semester teachers could discuss and evaluate their performance. Once communities of practice are formed and data have been gathered in relation to both teachers and students' needs, teachers should propose new syllabi for the ESP courses.

Chapter 7

Proposal

Title: Use of technological resources and authentic materials in a Task-based learning environment for ESP courses.

7.1 Introduction

The link technology and education have encouraged has opened a myriad of opportunities for teachers to improve their praxis. Consequently, having the right resources can make the teaching/learning experience fruitful and significant. Blake (2008) mentioned that all language professionals need to become acquainted with the potential advantages of using technology in their programs. He also mentioned that the effectiveness of any technological tool would depend on the procedure and on the users as well. That is why teachers should be aligned with the demands of the digital natives. The following proposal combines the use of technology, authentic materials and diverse online resources to improve productive skills of Business English learners by using task-based learning.

7.2 Justification

After having conducted the study reported in the previous sections at the School of Administration at the University of Guayaquil, it was noticed that the main problems in the ESP courses were related to the development of productive skills and lack of involvement of technological resources. Teaching speaking felt unnatural and parallel writing did not suit teachers' needs to see actual results, this demanded the proposal of a plan to complement the textbook and improve these skills.

The use of educational apps and online resources are now becoming mandatory in the EFL classroom that is why implementing this proposal will bring manifold advantages to the learners in ESP courses and it would be aligned to what is expected from a teacher in today's English classes.

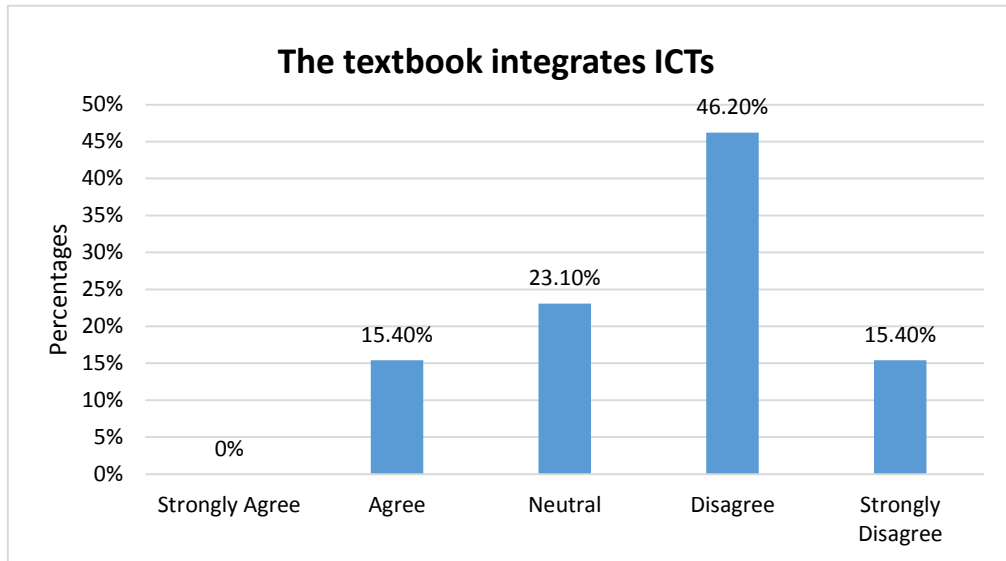


Figure 35. ICTs and the textbook. Prepared by the author.

As shown in Figure 35; there is a need for technology in the ESP class. Considering that teachers are used to handle learning management systems which come with the majority of books today, more than half of the teachers surveyed indicated that ICTs are not integrate in the textbook.

7.3 Objectives

7.3.1 General objective.

To contribute the enhancement of students' productive skills through the implementation of Computer-assisted language learning and Task-based Learning.

7.3.2 Specific objectives.

- To design work plans with task-based strategies different from the textbook contents, using digital resources.
- To prepare work plans available to the teaching community of ESP courses at the University of Guayaquil.

7.4 Literature Review

7.4.1 Computer-Assisted Language Learning (CALL).

Back in the 60s and 70s, most of the early CALL activities were taking place in classrooms in the United States. Programs served the roles of tutors and they were designed to avoid repetitive tasks in the classroom, allowing teachers to focus on communicative activities, give students first hand feedback and track student performance. Pedagogically, language instruction emphasized learning through repetitive practice and negative and positive feedback. Although the audio-lingual method emerged to focus on oral skills, this method also emphasized drill-and-practice with roots in the Grammar Translation method because it still considered grammar as a prominent aspect of language learning. Considering the massive advancements made in CALL, the above description would appear to be taken from books from another era.

Due to its constant-evolving nature, CALL has been subject of interest in the last few decades. Researchers have been conducting studies around the globe in order to prove its utility and deliver reliable frameworks for teachers to follow. This process has taken its toll on time because of the different areas CALL can be utilized. For example, Thomas, Reinders, & Warschauer (2012) narrate the evolution of CALL in their book *Contemporary Computer-Assisted Language Learning*. Likewise, they cover various topics such as historical perspectives, language education and learning environments; the latter being the center of attention for this proposal; more specifically: Integrative CALL and Intelligent CALL.

Integrative CALL was born in the 1990s. According to Warschauer (1996) learners were exposed to a more authentic environment in which images and audio were incorporated into programs on CD-ROMs and hyperlinks within texts which allowed students the freedom to explore varied content at their own pace. Moreover, Intelligent CALL emerged thanks to the development of web 2.0 which has increased communication by allowing users to connect with others through dynamic websites and networking communities like Facebook and Twitter preparing the ground for Learning Management Systems (LMS) and global education networks.

7.4.2 Task-based Language Learning (TBL).

According to Long (2014), tasks are the real-world activities people think of when planning, conducting or recalling their day. Moreover, pedagogic tasks are the activities and the materials that teachers and/or students work on in the classroom or other instructional environment. He is aligned with Ellis' definition (2003): "A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome" (p. 9). Although such definitions have years apart, they can be used as the foundation of task-based language learning and will help understand in which direction this framework is striving.

Long (2014) proposes nine core philosophical principles for TBL:

- Integrated education and learning by doing
- Individual freedom
- Rationality
- Emancipation
- Learner centeredness
- Egalitarian teacher-student relationship
- Participatory democracy
- Mutual aid and cooperation

He concludes that these principles provide a coherent framework to work with TBL and that any individual teacher can follow.

7.4.3 The use of technology in Task-based learning.

Blake (2008) stated that technology, if used wisely, could play a major role in enhancing L2 learners' contact with the target language. It has become "the new normal" to see teachers, along with their students, using different technological gadgets in and outside the classroom. A study conducted in Saudi Arabia, concluded that students felt more comfortable using popular communicative platforms outside the classroom context thus making them more engaged to use the target language (Minalla, 2018). Many researchers argue that information technology can influence students' motivation to learn

and can increase their interest and attention and ensure more involvement and engagement in the classroom (Hussain, 2010; Selistad, 2012; Azmi, 2014).

Technological use in the classroom should not be underestimated; claiming that learners are using computers and apps to learn does not ensure learning outcomes; effectiveness is built on the how; rather than on the what. As a result, teachers must understand that their practice should be raised on the foundations of language learning theories. Chappelle (2001) explored the connection between Computer Assisted Language Learning (CALL), Task-based Learning (TBL) and Second Language Acquisition (SLA):

...anyone concerned with second language teaching and learning in the 21st century needs to grasp the nature of the unique technology mediated tasks learners can engage in for language acquisition and how such tasks can be used for assessment... To meet the challenge, the study of the features of computer-based tasks that promote learning should be a concern for teachers as well as for SLA researchers who wish to contribute to knowledge about instructed SLA. (p. 2)

To engage in language learning and teaching across national boundaries and to consider other educational contexts are two of the advantages that CALL technologies have made possible, as well as the multi-dimensional nature of task design as a consequence. (Levy & Stockwell, 2013)

7.5 Online Resources

7.5.1 Edmodo.

Its website describes Edmodo as “a global education network that helps connect all learners with the people and resources needed to reach their full potential” (Edmodo.com, 2018); Noodle.com (2015) placed it as one of the 32 most innovative Online educational tools in 2015. They claim the following:

Teachers can use it to make the grading process easier, to assess student performance, or to complement their lesson plans. Students can engage with learning material in a variety of ways, and they can also

participate in online discussions with their classmates or other learners around the world. (Noodle.com, 2015)

Similarly, Businesswire.com (2015) remarked its relevance by publishing an article about the partnership between Oxford University and Edmodo, Peter Marshall the Managing Director of the English Language Teaching Division at Oxford University Press said that “Access to high-caliber educational materials is crucial for pupils’ learning and future success.”

7.5.2 YouTube.

YouTube allows users to upload, view, rate, share, add to favorites, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. (Youtube, 2018). Educators and scholars took advantage of those features and more and more people are taking advantage of YouTube for educational purposes; for example, Lee, Ing Ng & Tan (2014), explored digital storytelling using youtube.com and concluded that learners were engaged and produced interesting videos. Moreover, YouTube has become an interesting source of knowledge; according to Hua (2015), YouTube is successful among learners because of the sense of entertainment it has and that students may not receive in the classroom.

7.5.3 EnglishCentral.com.

“The core of English Central is the video player, where students watch videos, learn vocabulary in-context, and then speak using the video as a model” (English Central, 2018). busyteacher.org (2018), explained the following:

The videos, which are classified according to level of difficulty and topic, include transcriptions and vocabulary definitions so that students can get the most out of their listening experience. ... After watching the video, students can practice speaking; there is an easy-to-use built-in assessment tool called “intellicoach” that gives students feedback on pronunciation. The website provides some pretty impressive and convincing statistics that support the use of video technology to improve speaking fluency.

7.5.4 Google Docs.

It allows users to create and edit files online while collaborating with other users in real-time. Users can access from any kind of device with an internet connection. Kelly Walsh (2010) proposed a series of advantages Google docs has:

- Teachers have the opportunity to check student progress and make sure students are following the guidelines. They can provide feedback in the document. Teachers can offer advice which may lead to higher grades.
- Teachers can use the revisions history to find out who has actually helped on the project and evaluate individual participation and content.
- Teachers can discover who is not participating and have the opportunity to correct the situation.
- The revision history feature allows students and teachers to see a history of the revision process of a particular document. Sometimes previous ideas and information that were removed actually deserve to be in the document. With Google Docs, this deleted content can be restored.

7.6 Context of the Proposal

The following proposal is meant to be worked along the ESP textbook English for Accounting and Administration Students. It has 20 short units about different topics related to accounting and administration. It is necessary to mention that the topics used in this proposal are not linked to the contents from the textbook due to the data found in the study regarding the irrelevance of contents in the course.

There is a task-based work plan every five units. As shown in Figure 36, the first lesson would be about writing formal letters, the second about making phone calls, the third about writing reports and the last one about presentations.

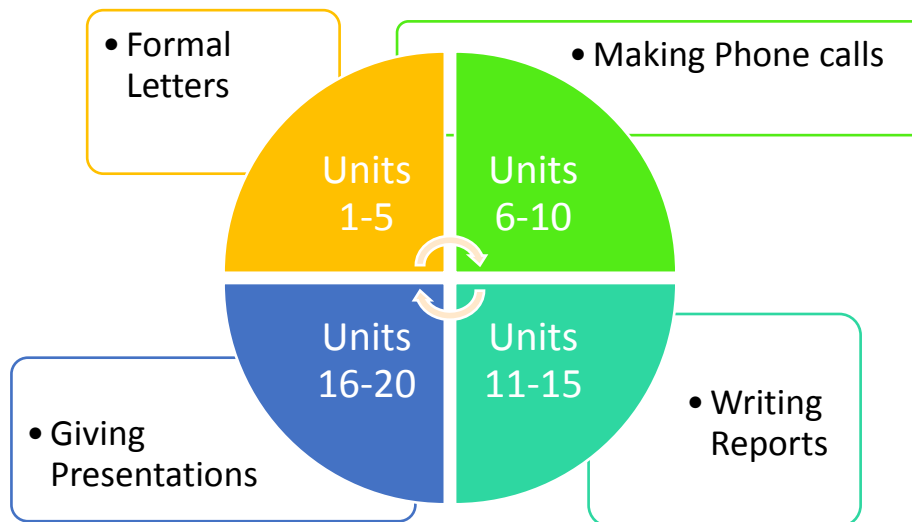


Figure 36. Work plan to improve productive skills. Prepared by the author.

7.7 Overview

As explained in Figure 37, the teacher will create a site at Edmodo.com and collect resources at the beginning of the semester. In addition, the teacher will explain to the students how these lessons will be conducted in class. Finally, the teacher will follow the lesson plans presented below.

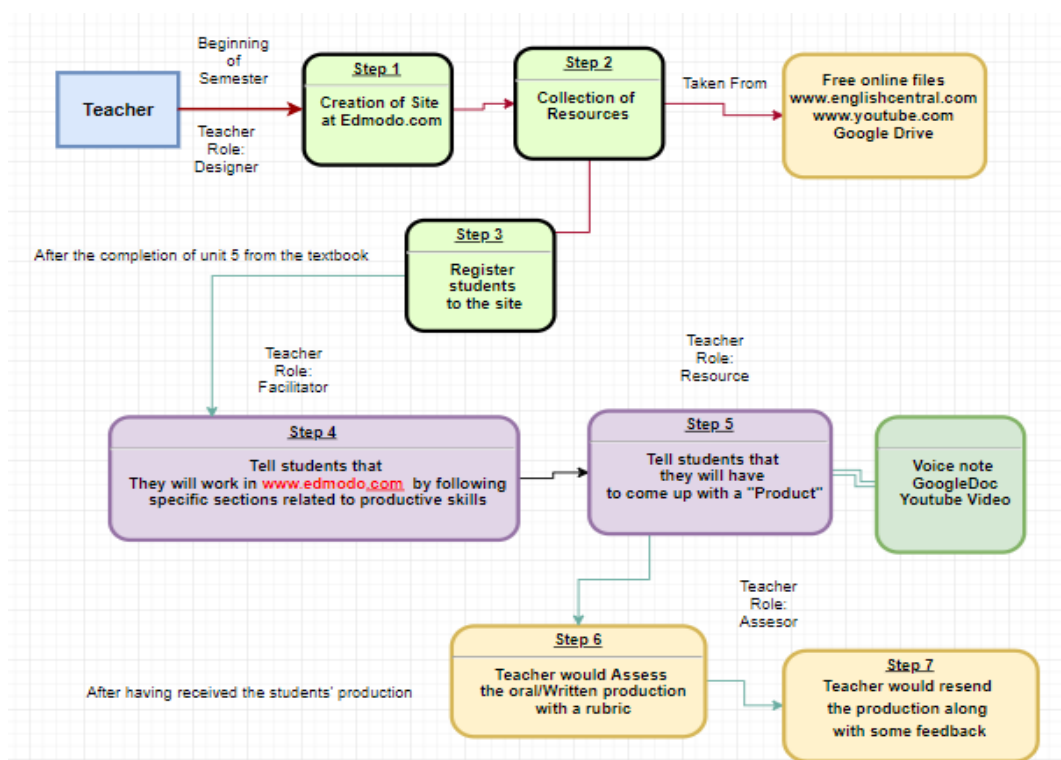


Figure 37. Overview of the procedure. Prepared by the author.

ENGLISH WORK PLAN		Topic: Making Phone Calls	
GROUP: English 7 - Mondays and Wednesdays 8:30-10am		Date: 16/11/18 23/11/18 30/11/18	Teacher: Jimmy Cevallos
OBJECTIVES	At the end of the lesson students will be able to:		
	<ul style="list-style-type: none"> • Linguistic Component: Use different words and expressions to make phone calls 		
	<ul style="list-style-type: none"> • Pragmatic Component: Produce semi-fluent speech while having a conversation about business relationships 		
	<ul style="list-style-type: none"> • Sociolinguistic component: Establish relationships while having a conversation by phone. 		
RESOURCES	Worksheet "Making Phone Calls"		
	Youtube Video : https://www.youtube.com/watch?v=Tw2r9DkL5co Video Practice: https://www.englishcentral.com/videos?setLanguage=en www.Edmodo.com		
ASSUMPTIONS (ABOUT STUDENT'S KNOWLEDGE/ABILITY/LEARNING STYLES/ATTITUDE ETC.)			
<ul style="list-style-type: none"> • Most students have an intermediate level of English, still there are some who might struggle with the language. • Most students can understand oral and written commands given by teachers in the target language. • Because they belong to the School of Administration they might have visual, interpersonal and logical learning styles. • Most of these students are adults who demand dynamic, relevant English classes. 			

	<p>Situation:</p> <p>The Assistant Project Manager (A) will call Assistant Project Manager (B) to reach Project Manager B; Project Manager will not be available and Assistant Project Manager (A) will leave a message (his/her Boss Personal Phone Number)</p> <p>Project Manager B will call Project Manager B and they will discuss how both companies can work together to launch a campaign to help the environment.</p> <p>All of the students should contribute with the conversations in a creative way.</p> <p>Teacher recommends students to take risks.</p> <p>Teacher's procedure:</p> <ul style="list-style-type: none"> * Teacher will ask students to make groups and choose roles. * Teacher monitors students. <p>Teacher asks students to work the first part of the worksheet "Making phone calls"</p> <p>Students read and practice the language used in making phone calls.</p> <p>Teacher hands cards with useful language for students to use during the task.</p>	<p>Worksheet: "Making Phone calls"</p> <p>Cards with useful expressions</p> <p>https://www.youtube.com/watch?v=Tw2r9DkL5co</p>	
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	<p>Students will watch a video which show people having phone calls.</p> <p>Students will practice on the website www.englishcentral.com</p> <p>Once students have been exposed to the language, they are ready to start the task.</p>	<p>https://www.englishcentral.com/videos?setLanguage=en</p>	
During-Task	<p>Students organize themselves in order to complete the task.</p> <p>Teacher monitors students' production (The supervision is done group by group) in order to correct their spoken errors.</p> <p>Teacher records the conversation for future comparison</p> <p>Teacher takes notes and assesses the students following a rubric.</p> <p>Teacher gives feedback and recommendations for the following task</p>	<p>Teacher's Rubrics</p>	3h
Post-Task	<p>Students will perform the task in front of their classmates.</p> <p>Students are going to be filmed; that video is going to be uploaded to the site on Edmodo.com</p> <p>Students will have to handle a written report in which they reflect and evaluate their partners' performance. They will use a rubric.</p> <p>Once the presentations are completed, teacher will give feedback in general focusing on errors</p>	<p>Students' Rubrics</p>	3h

Teachers' Rubric

CRITERION	NEEDS IMPROVEMENT	SATISFACTORY	OUTSTANDING
SENTENCE STRUCTURE	<ul style="list-style-type: none"> • Most structures are incorrect. Constant use of infinitive (no conjugation). • Listener understands only because of past experience. • Errors impede communication. 	<ul style="list-style-type: none"> • Fewer errors, self-corrects on some. • Minor errors that do not impede communication. 	<ul style="list-style-type: none"> • Almost none grammatical errors. • Speaker self-corrects without hesitation. • Uses a range of cohesive devices.
VOCABULARY AND USE OF EXPRESSIONS	<ul style="list-style-type: none"> • Does not complete responses. • Responses one or two words in length. • Inadequate vocabulary or incorrect use of lexical items 	<ul style="list-style-type: none"> • Vocabulary is just adequate to respond. • No attempt to vary expressions. • Appropriate vocabulary Generally good response 	<ul style="list-style-type: none"> • Demonstrates a wide range of word use. • Uses appropriate and new words and expressions • Interesting response.
FLUENCY	<ul style="list-style-type: none"> • Constant searching for vocabulary, verb tense. • Does not complete utterances. • Frequent hesitations, searches for words. • Overly translates questions before response. 	<ul style="list-style-type: none"> • Halting, hesitating. • Visibly translating before responding. • Can rephrase and respond. • Occasional hesitation, searching for words. • Speaker can self-correct. 	<ul style="list-style-type: none"> • Smooth and continuous flow. • Natural pauses.
INTERACTION	<ul style="list-style-type: none"> • Responds to questions hesitatingly. • Provides surface-level feedback. 	<ul style="list-style-type: none"> • Responds to questions and begins to pose appropriate questions. 	<ul style="list-style-type: none"> • Acknowledges and helps clarify the ideas of others by asking probing questions

PRONUNCIATION	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • It is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • It is mostly intelligible, and has some control of phonological features at both utterance and word levels.
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Adapted from the Stanford Center for Assessment, Learning and Equity (SCALE) 2012

Students' Rubric for Speaking Production

CRITERIA	YES	PARTIALLY	NO
Language: My partners used a variety of grammar structures and relevant vocabulary.			
Content: The ideas used in the oral production are interesting and relevant to the task.			
Organization: It is well-organized and the production intelligible.			

Rubric designed by the author.

ENGLISH Work Plan		Topic: Writing Formal letters	
GROUP: English 7 – Fridays 7am-10am		DATE: 7/12/18 14/12/18 21/12/18	Teacher's name: Jimmy Cevallos
OBJECTIVES	At the end of the lesson students will be able to:		
	<ul style="list-style-type: none"> • Linguistic Component: Use words and expressions to establish relationships between companies through formal letters. 		
	<ul style="list-style-type: none"> • Pragmatic Component: Demonstrate how to communicate through formal letters 		
	<ul style="list-style-type: none"> • Sociolinguistic component: To write a formal letter to a company to establish business bonds. 		
RESOURCES	Worksheet "The writing Process- Letters" Computer Google Docs www.edmodo.com		
ASSUMPTIONS (ABOUT STUDENT'S KNOWLEDGE/ABILITY/LEARNING STYLES/ATTITUDE ETC.)			
<ul style="list-style-type: none"> • Most students have an intermediate level of English, still there are some who might struggle with the language. • Most students can understand oral and written commands given by teachers in English. • Because they belong to the School of Administration, they might have visual, interpersonal and logical learning styles. • Most of these students are adults who demand dynamic, relevant English classes. 			

Target Language:

- Use of modal verbs
- Indirect questions

STAGES	PROCEDURES / ACTIVITIES		TIMING
<p>Pre-Task</p>	<p>* Teacher will show students an organizer of what they are required to do during this lesson.</p> <p>* Teacher will point out that they will have to follow a process to perform a task and finally come up with a product (written production).</p> <p>* Teacher explains to students that they will have to complete the following task:</p> <p>Task Situation:</p> <p>You will have to write a formal letter to another partner. (Work in pairs)</p> <p>Student A: Employee A – Company A</p> <p>Student B: Employee B- Company B</p> <p>St A will try to contact St B through a formal letter; the purpose of the letter is to convince the companies that it is a good idea to work together and create business bonds; the companies are interested in implementing technology in order to increase their number of clients.</p> <p>Students should describe what the companies do and they should figure out how they can benefit from each other.</p> <p>Students should contribute with the letters in a creative way.</p>	<p>Overview.jpg</p> <p>https://www.allbusiness.com/7-reasons-business-needs-mobile-app-19179-1.html</p> <p>http://www.nvtc.ee/eoppe/Varkki/layout/</p>	<p>1 hour 30 min</p>

	<p>Teacher recommends students to take risks.</p> <ul style="list-style-type: none"> * Teacher will ask students to work in pairs and choose roles. * Teacher monitors students * Teacher asks students to read the information and do the exercises in the worksheet ´ <p>“Writing Formal Letters” (based on website)</p> <ul style="list-style-type: none"> * Teacher provides a model for students to read and check the language and other conventions. * Teacher will provide a blank outline for students to organize their ideas. * Once students have been exposed to the language, they are ready to start the task. 	rules for writing formal letters.html	
During-Task	<p>Teacher shares a link to GoogleDocs and students work on it.</p> <p>Students have to work on their computers at home.</p> <p>Teacher gives feedback using GoogleDocs.</p> <p>Teacher takes notes and assesses the students following a rubric.</p>	Teacher’s Rubric	Depends on students
Post-Task	<p>Students will publish their final letters.</p> <p>Students will evaluate their classmates´ performance online through the comments section of GoogleDocs.</p> <p>In class, teacher will give general feedback focusing on errors.</p>	Students’ Rubric	1 hour 30 min

Teacher's Rubric

Criteria	Needs Improvement (-5)	Satisfactory (6-8)	Outstanding (9-10)
Content	<ul style="list-style-type: none"> • Irrelevances and misinterpretation of task may be present. • Target reader is minimally informed. 	<ul style="list-style-type: none"> • Minor irrelevancies and/or omission may be present. • Target reader is on the whole informed. 	<ul style="list-style-type: none"> • All content is relevant to the task. • Target reader is fully informed.
Communicative achievement	<ul style="list-style-type: none"> • Produces text that communicates simple ideas in simple ways. 	<ul style="list-style-type: none"> • Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. 	<ul style="list-style-type: none"> • Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.
Organization	<ul style="list-style-type: none"> • Text is connected using basic, high-frequency linking words. 	<ul style="list-style-type: none"> • Text is connected and coherent, using basic linking words and a limited number of cohesive devices. 	<ul style="list-style-type: none"> • Text is generally well organized and coherent, using a variety of linking words and cohesive devices.
Language	<ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Uses simple grammatical forms with some degree of control. • Errors may impede meaning at times. 	<ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. • Uses simple grammatical forms with a good degree of control. 	<ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. • Uses a range of simple and some complex grammatical forms with a good degree of control.

		<ul style="list-style-type: none"> • While errors are noticeable, meaning can still be determined. 	<ul style="list-style-type: none"> • Errors do not impede communication.
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Adapted from Cambridge English Preliminary, Handbook for Teachers (2016)

Students' Rubric for Written Production

CRITERIA	YES	PARTIALLY	NO
Language: My partners used a variety of grammar structures and relevant vocabulary.			
Content: the ideas used in the written production are interesting and relevant to the task.			
Organization: it is well-organized and the production intelligible.			

ENGLISH WORK PLAN		Topic: Giving Presentations	
GROUP: English 7 - Mondays and Wednesdays 8:30-10am		DATE: 11/01/19 18/01/19 25/01/19	Teacher's Name: Jimmy Cevallos
OBJECTIVES	At the end of the lesson students will be able to:		
	<ul style="list-style-type: none"> • Linguistic Component: Use words and expressions to give an oral presentation about financial statements. 		
	<ul style="list-style-type: none"> • Pragmatic Component: Produce semi-fluent speech in order to give an oral presentation about financial statements. 		
	<ul style="list-style-type: none"> • Sociolinguistic component: Establish work relationships through oral presentations. 		
RESOURCES	Worksheet "Giving Presentations"		
	Computer		
	Projector		
	Google Docs www.edmodo.com		
ASSUMPTIONS (ABOUT STUDENT'S KNOWLEDGE/ABILITY/LEARNING STYLES/ATTITUDE ETC.)			
<ul style="list-style-type: none"> • Most students have an intermediate level of English, still there are some who might struggle with the language. • Most students can understand oral and written commands given by teachers in the target language. • Because they belong to the School of Administration, they might have visual, interpersonal and logical learning styles. • Most of these students are adults who demand dynamic, relevant English classes. 			

Contents:			
<ul style="list-style-type: none"> • Use of Modals • Making questions • Making requests • Useful collocations related to making phone calls 			
STAGES	PROCEDURES / ACTIVITIES	Resources	Timing
Pre-Task	<p>* Teacher will show students an organizer of what they are required to do during this lesson.</p> <p>* Teacher will point out that they will have to follow a process to perform a task and finally come up with a product (oral production).</p> <p>* Teacher explains students that they will have to complete the following task:</p> <p>Task: work in groups.</p> <p>You will have to have a session with other partners.</p> <p>Student A: Employee A – Accountant (cash flow).</p> <p>Student B: Employee B- Accountant 2 (Income statement).</p> <p>Students will pretend to be in a meeting at the end of the year, they will have to present financial statements to the board.</p> <p>Students should contribute with their presentations in a creative way.</p>	Overview.jpg	1 hour 30 min

	<p>Teacher recommends students to take risks.</p> <p>Students might get some ideas from these webpages</p> <p>-----</p> <p>* Teacher will ask students to work in pairs and choose roles.</p> <p>* Teacher monitors students.</p> <p>Teacher asks students to work the first part of the worksheet “Giving Presentations”</p> <p>Teacher provides a model for students to read and check the language and other conventions.</p> <p>Teacher hands cards with useful language for students to use during the task.</p> <p>Once students have been exposed to the language, they are ready to start the task.</p>	<p>https://www.youtube.com/watch?v=-FOCpMAww28</p> <p>https://www.youtube.com/watch?v=OS47YXwwW2U</p> <p>https://www.youtube.com/watch?v=8NFgT9Hz084</p> <p>Worksheet “Giving Presentations”</p> <p>Cards</p>	
<p>During-Task</p>	<p>Teacher monitors students’ production (The supervision is done group by group)</p> <p>Teacher records the conversation for future comparison.</p> <p>Teacher takes notes and assesses the students following a rubric.</p>	<p>Teacher’s rubric</p>	<p>3 hours</p>

<p>Post-Task</p>	<p>Students will have to Rubric designed by author. link to Edmodo.com</p> <p>Students will show the video to the rest of the class</p> <p>Students will have to handle a written report in which they reflect and evaluate their own performance.</p> <p>Teacher will give feedback in general focusing on errors</p>	<p>Students' rubric</p>	<p>1 hour 30 min.</p>
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Teachers' Rubric

CRITERION	NEEDS IMPROVEMENT	SATISFACTORY	OUTSTANDING
SENTENCE STRUCTURE	<ul style="list-style-type: none"> • Most structures are incorrect. Constant use of infinitive (no conjugation) • Listener understands only because of past experience. • Errors impede communication. 	<ul style="list-style-type: none"> • Fewer errors, self-corrects on some. • Minor errors that do not impede communication. 	<ul style="list-style-type: none"> • Almost none grammatical errors. • Speaker self-corrects without hesitation. • Uses a range of cohesive devices.
VOCABULARY AND USE OF EXPRESSIONS	<ul style="list-style-type: none"> • Does not complete responses. • Responses one or two words in length. • Inadequate vocabulary or incorrect use of lexical items. 	<ul style="list-style-type: none"> • Vocabulary is just adequate to respond. • No attempt to vary expressions. • Appropriate vocabulary Generally good response 	<ul style="list-style-type: none"> • Demonstrates a wide range of word use. • Uses appropriate and new words and expressions • Interesting response
FLUENCY	<ul style="list-style-type: none"> • Constant searching for vocabulary, verb tense. • Does not complete utterances. • Frequent hesitations, searches for words. • Overly translates questions before response. 	<ul style="list-style-type: none"> • Halting, hesitating. • Visibly translating before responding. • Can rephrase and respond. • Occasional hesitation, searching for words. • Speaker can self-correct. 	<ul style="list-style-type: none"> • Smooth and continuous flow • Natural pauses
INTERACTION	<ul style="list-style-type: none"> • Responds to questions hesitatingly. • Provides surface-level feedback. 	<ul style="list-style-type: none"> • Responds to questions and begins to pose appropriate questions. 	<ul style="list-style-type: none"> • Acknowledges and helps clarify the ideas of others by asking probing questions

PRONUNCIATION	<ul style="list-style-type: none"> • Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> • It is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> • It is mostly intelligible, and has some control of phonological features at both utterance and word levels.
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Adapted from the Stanford Center for Assessment, Learning and Equity (SCALE) 2012

Students' Rubric for Speaking

CRITERIA	YES	PARTIALLY	NO
Language: My partners used a variety of grammar structures and relevant vocabulary.			
Content: the ideas used in the oral production are interesting and relevant to the task.			
Organization: The production is well-organized and the production intelligible.			

Rubric designed by author.

ENGLISH Work Plan		Topic: Writing Reports	
GROUP: English 7 - Mondays and Wednesdays 8:30-10am		DATE: 01/01/19	NAME: Jimmy Cevallos
OBJECTIVES	At the end of the lesson students will be able to:		
	<ul style="list-style-type: none"> • Linguistic Component: Use words and expressions to explain the performance of a company in a report. 		
	<ul style="list-style-type: none"> • Pragmatic Component: Demonstrate how to communicate through reports. 		
	<ul style="list-style-type: none"> • Sociolinguistic component: write a report about a company's performance. 		
RESOURCES	Worksheet "The writing Process/ Reports"		
	Computer Google Docs www.edmodo.com		
ASSUMPTIONS (ABOUT STUDENT'S KNOWLEDGE/ABILITY/LEARNING STYLES/ATTITUDE ETC.)			
<ul style="list-style-type: none"> • Most students have an intermediate level of English, still there are some who might struggle with the language. • Most students can understand oral and written commands given by teachers in the target language. • Because they belong to the administration school they might have visual, interpersonal and logical learning styles. • Most of these students are adults who demand dynamic, relevant English classes. 			

Target Language:

- There is/ there are
- Present Simple
- The passive voice (Present and Past)
- Conditionals
- State facts

STAGES	PROCEDURES / ACTIVITIES	Resources	TIMING
Pre-Task	<p>* Teacher will show students an organizer of what they are required to do during this lesson.</p> <p>* Teacher will point out that they will have to follow a process to perform a task and finally come up with a product (oral or written production).</p> <p>* Teacher explains students that they will have to complete the following task:</p> <p>Task: Work in pairs.</p> <p>You will have to write a report.</p> <p>Student A: Employee A – Company A</p> <p>St A will receive various financial statement with that information students will write a report for the director of a department in a business.</p> <p>Students should contribute with the reports in a creative way.</p>	<p>Computer</p> <p>Projector</p> <p>Overview.jpg</p>	<p>1 hour</p> <p>30 min</p>

	<p>Teacher recommends students to take risks.</p> <p>* Teacher will ask students to work in pairs and choose roles.</p> <p>*Teacher monitors students.</p> <p>Teacher asks students to work the first part of the worksheet "Writing reports"</p> <p>Teacher provides a model for students to read and check the language and other conventions.</p> <p>Teacher will provide a blank outline for students to organize their ideas.</p> <p>Once students have been exposed to the language, they are ready to start the task.</p>	<p>Worksheet</p> <p>Model Report</p> <p>Blank Outline</p>	
<p>During-Task</p>	<p>Students will have to create a Google Document.</p> <p>Students have to work on their computers at home.</p> <p>Teacher gives feedback using GoogleDocs.</p> <p>Teacher takes notes and assesses the students following a rubric.</p>	<p>Teacher's rubric</p>	<p>Depends on students</p>

Post-Task	Students will publish their final letters. Students will have to handle a written report in which they reflect and evaluate their partners' performance. Teacher will give feedback in general focusing on errors.	Students' rubric	1 hour 30 min.
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Teacher's Rubric

Criteria	Needs Improvement (-5)	Satisfactory (6-8)	Outstanding (9-10)
Content	<ul style="list-style-type: none"> • Irrelevances and misinterpretation of task may be present. • Target reader is minimally informed. 	<ul style="list-style-type: none"> • Minor irrelevancies and/or omission may be present. • Target reader is on the whole informed. 	<ul style="list-style-type: none"> • All content is relevant to the task. • Target reader is fully informed.
Communicative achievement	<ul style="list-style-type: none"> • Produces text that communicates simple ideas in simple ways. 	<ul style="list-style-type: none"> • Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas. 	<ul style="list-style-type: none"> • Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.
Organization	<ul style="list-style-type: none"> • Text is connected using basic, high-frequency linking words. 	<ul style="list-style-type: none"> • Text is connected and coherent, using basic linking words and a limited number of cohesive devices. 	<ul style="list-style-type: none"> • Text is generally well organized and coherent, using a variety of linking words and cohesive devices.
Language	<ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Uses simple grammatical forms with some degree of control. • Errors may impede meaning at times. 	<ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. • Uses simple grammatical forms with a good degree of control. • While errors are noticeable, meaning can still be determined. 	<ul style="list-style-type: none"> • Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. • Uses a range of simple and some complex grammatical forms with a good degree of control. • Errors do not impede communication.

Adapted from Cambridge English Preliminary, Handbook for teachers (2016)

Students' Rubric for Written Production

CRITERIA	YES	PARTIALLY	NO
Language: My partners used a variety of grammar structures and relevant vocabulary.			
Content: The ideas used in the written production are interesting and relevant to the task.			
Organization: it is well-organized and the production intelligible.			

Rubric designed by author.

7.8 Recommendations

- Teachers should prepare their material beforehand and check that they are level-appropriate.
- Teachers should receive training on how to use technological resources such as www.edmodo.com and GoogleDocs.
- Teachers should make sure that the students have access to Edmodo.com.
- Teachers should be very explicit when explaining the task and what are the parameters considered before starting the process.
- Teachers should effectively monitor students along the during-task stage.
- Teachers should take notes of the most common errors students produce during the task.

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APPENDICES

Appendix A

Survey 1: Teachers' Perceptions on ESP Textbook

Fill out the survey based on your teaching experience.

Age: _____

Sex:

- Female
- Male

A. Years of teaching experience

- 1-5 years
- 6-10 years
- 11-15 years
- 16+ years

B. Academic background

- Bachelor's degree in any Educational Field
- Bachelor's degree in the business field
- Master's degree in any Educational Field
- Master's degree in the Business Field
- Certificate in TEFL
- Other...

I have received the following training on Teaching English for Specific Purposes

- As a subject in my bachelor's degree program
- As a subject in my Master's degree program
- During a seminar or workshop
- I have not received any training on ESP

Criteria to evaluate the ESP textbook

Please, answer based on the ESP textbook you are using this semester

1. My textbook is mainly based upon the teaching of patterns of communicative interaction

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. Reading exercises are appropriately designed

Interesting, relevant, level-appropriate, well-written

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. Listening exercises are appropriately designed

Interesting, relevant, level-appropriate

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. Writing exercises are appropriately designed

Interesting, relevant, level-appropriate

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5. Speaking exercises are appropriately designed

Interesting, relevant, level-appropriate

- Strongly agree
- Agree
- Neutral
- disagree
- Strongly disagree

6. My textbook integrates skills appropriately

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. My textbook presents grammar satisfactorily

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. My textbook teaches pronunciation satisfactorily

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. My textbook includes numerous mechanical drills

Drills: The textbook provides a model and students have to repeat the model

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10. The activities in my textbook are too mechanical

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

11. I find the CDs useful

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

12. I find the workbook useful

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13. I find the Teacher's Guide useful

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

14. My textbook includes specific cultural settings related to our country

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15. My textbook requires a high degree of teacher input

Teacher input: The stimulus teachers use to facilitate the learning process

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16. My textbook is student-friendly

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

17. My textbook is of high quality in English learning

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

18. My textbook is teacher-friendly

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

19. I use this textbook in most of my classes

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

20. Using my textbook is fun

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21. It is good to use more materials designed by teachers than just use the textbook

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

22. The textbook gives enough examples for students to understand the subject

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

23. My textbook has an appropriate level of difficulty for your students

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

24. The textbook contents are updated and interesting

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

25. The textbook integrates ICTs

ICTs: Information and Communication Technologies

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Appendix B

Students' Survey

Percepciones de Estudiantes ante los Materiales usados en los Módulos 7 y Módulos 8 de Inglés en la Facultad de Administración

Seleccione sus respuestas basadas en el uso del libro "ENGLISH FOR ACCOUNTING AND ADMINISTRATION STUDENTS"

1. Determine su nivel de comodidad con el libro *English for Administration and Accounting Students (EAAE)* de conformidad con la siguiente escala numérica:

Muy bajo

- 1
- 2
- 3
- 4
- 5

Muy alto

2. El libro de texto EAAE contiene temas relevantes en relación a sus necesidades como estudiante de una lengua extranjera.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

3. El libro de texto EAAE ayuda a desarrollar habilidades comunicativas necesarias en el ámbito laboral en donde usted se va a desempeñar.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

4. Los contenidos y ejercicios en el libro de texto EAAE se encuentran en un nivel apropiado para el desarrollo de sus habilidades en el idioma.

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

5. El docente usa el libro de texto EAAE en la mayoría de sus clases.

- muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo´

6. El docente se muestra seguro y cómodo usando el libro de texto.

- muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo´

7. Qué tipo de material adicional, digital o impreso, lleva el profesor a clase para complementar el libro EAAE? (Puede marcar más de una opción)

- Facturas, Pro-formas, Recibos, Libros Diarios, etc.
- Revistas
- Periódicos
- Materiales auténticos relacionados a la contabilidad o administración
- Entrevistas
- Trailers o Películas
- Ninguno

8. El docente debería complementar los contenidos del libro de texto EAAE con otros recursos para mejorar el proceso de aprendizaje

- Muy de acuerdo
- De acuerdo
- En desacuerdo
- Muy en desacuerdo

Appendix C

Visual Representation of the Online Site

Layout of the Site on Edmodo.com

The image shows a screenshot of an Edmodo group page. The page is divided into several sections:

- Header:** A blue navigation bar with a search bar, icons for Progress, Library, Messages, Notifications, and a profile picture with an 'Invite!' button.
- Left Sidebar:** A vertical menu with sections for 'Groups' (Tasks, Create a Small Group, Manage Groups, Create a Group, Join a Group) and 'Classes' (listing various course sections like INC-S-ve-8-34 Saturdays).
- Main Content Area:**
 - Tasks Section:** A blue header with the text 'This section contains all the necessary materials to complete the tasks proposed by your teacher.' Below it are tabs for 'Posts', 'Folders', and 'Members'. A post creation form is visible with a 'Type your note here...' field and a 'Post' button.
 - Discussions Section:** A post by Jimmy Cevallos (Teacher) dated Oct 10, 2018, at 11:57 AM. The message says 'Dear students, Here's a worksheet that you will need in order to complete the task.' Below the text is a document icon for 'Making Phone calls.docx' (1.0MB).
- Right Sidebar:** A section titled 'Add teachers to your group' with a description 'Discuss topics, share resources, and make connections with other teachers.' It includes an 'Add Teachers' button and a 'Group Code: wsbfd' field.

Callouts with arrows point to specific elements:

- 'Name of Site and brief description' points to the 'Tasks' header.
- 'Students upload their videos here' points to the 'Type your note here...' text input field.
- 'Code for students to join the site' points to the 'Group Code: wsbfd' field.
- 'Site's wall (messages and materials will be posted here)' points to the 'Discussions' section.

The image shows a screenshot of a social media interface. At the top is a blue navigation bar with icons for Home, What's Due, Progress, Library, Messages, Notifications, and a user profile icon with a dropdown arrow and the text "Invite!". Below the navigation bar is a post by Jimmy Cevallos, a Teacher, dated Oct 10, 2018 at 11:53 AM. The post content includes a greeting, an explanation of a task, and specific roles for four students. A white speech bubble with a black border and the text "Task instructions" points to the task description. The post has interaction options (Like, Reply, Share, Follow) at the top and bottom.

Like ▪ Reply ▪ Share ▪ Follow

Type a reply...

Jimmy Cevallos posted to **Tasks**
Teacher
Oct 10, 2018 · 11:53 AM

Dear students,

Here's the explanation of what we discussed in class regarding task:

Task: work in groups.
You will have to pretend to have a phone call with some partners.
Student A: Project Manager – Company A
Student B: Assistant Project Manager- Company A
Student C: Project Manager – Company B
Student D: Assistant Project Manager- Company B

The Assistant Project Manager(A) will call Assistant Project Manager(B) to reach Project Manager B; Project Manager won't be available and Assistant Project Manager (A) will leave a message (his/her Boss Personal Phone Number)

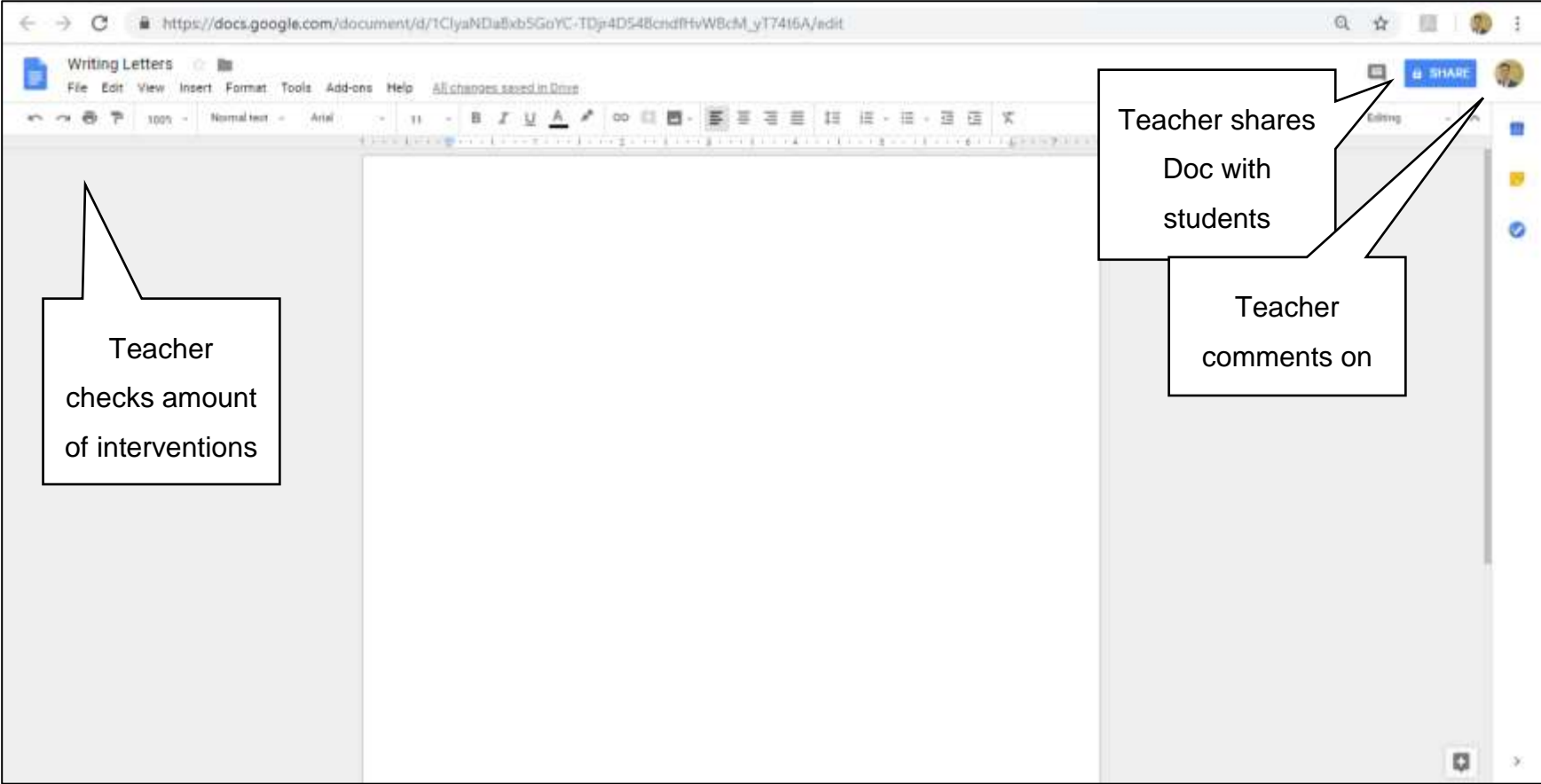
Project Manager B will call Project Manager B and they will discuss how both companies can work together to launch a campaign to help the environment.

All of the students should contribute with the conversations in a creative way. Teacher recommends students to take risks. [Less...](#)

Like ▪ Reply ▪ Share ▪ Follow

Task instructions

GoogleDocs Layout





DECLARACIÓN Y AUTORIZACIÓN

Yo, **CEVALLOS SAÁ JORGE JIMMY**, con C.C: # **0917953150** autor del trabajo de titulación: **Perceptions students and teachers from modules 7 and modules 8 have towards the textbook English For Accounting and Administration Students at the School of Business Administration of an Ecuadorian Higher Education Institution**, previo a la obtención del título de **Master en Enseñanza de inglés como Idioma Extranjero** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, **18 de marzo del 2019**

f. _____

Nombre: Cevallos **Saá, Jorge Jimmy**

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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TÍTULO Y SUBTÍTULO:	Perceptions students and teachers from modules 7 and modules 8 have towards the textbook <i>English For Accounting and Administration Students</i> at the School of Business Administration of an Ecuadorian Higher Education Institution.		
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RESUMEN/ABSTRACT:	<p>This study provides insights into how teachers and students perceive the textbook used in ESP courses at the School of Administration of an Ecuadorian Higher Education institution. This research gathered data through surveys, conducted to 13 ESP teachers and 134 students, which aimed to cover a wide variety of aspects regarding the textbook used in their classes. Moreover, a description of the textbook, based on the perspective of the author, was included in order to compare the information collected in the surveys. The results showed that the teachers and students' perceptions towards the textbook were varied mainly because of the different goals and pursuits teachers and students have in relation to language learning. It was also found that teachers were relying on the textbook to a great extent limiting the design of their own materials to complement their instruction. Teachers and students showed interest in an ESP program that focuses on the development of productive skills along with the involvement of technology, which prompted the design of a proposal to satisfy those needs.</p>		
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