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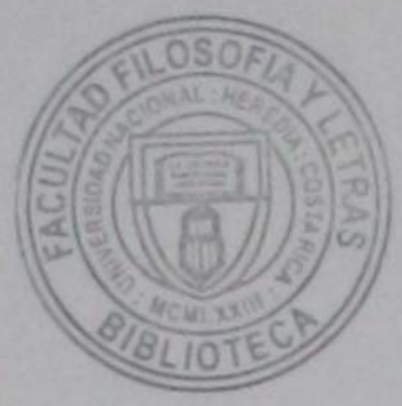
Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto



The Teaching of Technical Lexicon in the Course English II for Computer Sciences at Universidad Nacional, Heredia

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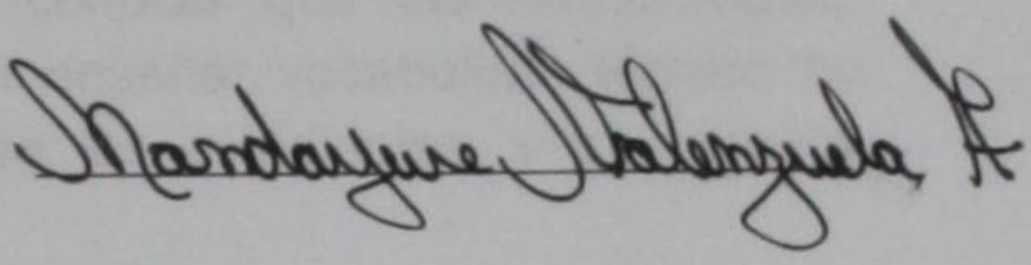

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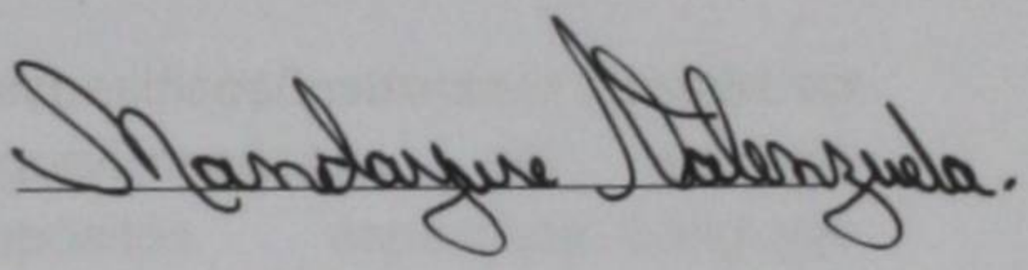

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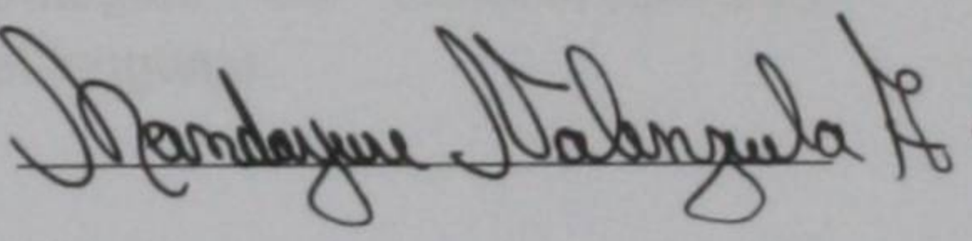

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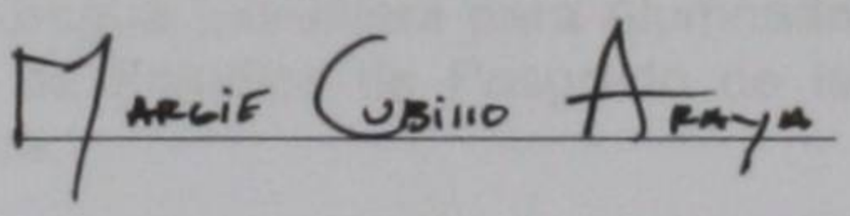

Resumen

Esta investigación examina las diferentes estrategias y metodologías utilizadas por los docentes que imparten el curso Inglés II para Informática en la Universidad Nacional de Costa Rica. De igual manera, pretende analizar las estrategias y técnicas implementadas por los profesores del curso para la enseñanza del vocabulario técnico presente en este curso para propósitos específicos. La muestra consta de tres grupos de alumnos y sus respectivos docentes, el coordinador de los Cursos de Servicio de la Universidad Nacional, uno de los autores del libro de texto que se utiliza en este curso para propósitos específicos, y la recolección de artefactos de investigación. El extenso número de participantes y la variedad de instrumentos para la recolección de los datos contribuyen a una interpretación objetiva de la información y muestran las respuestas a las preguntas de investigación, dando a conocer que las metodologías, estrategias, y el material utilizado para enseñar vocabulario técnico no satisface totalmente las necesidades de los estudiantes, y en algunos casos, las de los profesores del curso.

Palabras clave: Inglés para propósitos específicos/Instrucción basada en tareas/Inglés como segunda lengua/Enseñanza del lenguaje comunicativo/Lenguaje para propósitos específicos/Lenguaje técnico/estrategias de aprendizaje/estrategias de enseñanza/macro destrezas del lenguaje/micro destrezas del lenguaje.

Trabajo presentado para optar al grado de Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto, según lo establece el Sistema de Estudios de Posgrado de la Universidad Nacional, Heredia, Costa Rica.

Abstract

This research examines the different strategies and methodologies implemented by the teachers in charge of the course English II for Computer Sciences at Universidad Nacional, Costa Rica. In addition, it analyses the strategies and techniques applied by the professors of this English for Specific Purposes course to teach technical lexicon. The sample population consists of three groups of pupils and their corresponding teachers, the coordinator of the Cursos de Servicio at Universidad Nacional, one of the authors of the textbook used in this English for Specific Purposes course, and the gathering of artifacts. The amount of participants and the variety of data collection instruments contribute to an objective interpretation of the information and to answering the research questions, which show that the methodologies, strategies, and the material that are being used do not fulfill completely students' needs, and in some cases, the professors' needs as well.

Key words: English for specific purposes/Task based approach/English as a second language/Communicative language teaching/Language for specific purposes/Technical lexicon/Learning strategies/Teaching strategies/Macro language skills/Micro language skills.

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Having this project in my hands and knowing the effort that I put on it make everything worth it, nights without sleeping and tears coming out of my eyes when there was simply nothing coming out of my mind. I stumbled many times and even a day before the dissertation I told myself that I was not going to do it. The task had become overwhelming. Luckily, there are always angels around us, and this research would not have been possible without their support and company.

First of all, I would like to give my deepest and greatest thanks to God who was always there, next to me. To my family, my mom Sandra and my dad Pedro for their support, advice, and love. To Doña for the company, the unconditional love, and the massages when I was stressed out. To my godson, Johan, who brought joy to my life with a simple smile. To my future husband, René, for being there at my doorstep, for the nights without sleeping, for giving me comfort, for telling me that everything was going to be alright, but specially, for being patient and understanding. To my friends who listened to me. To my classmates who were a great support throughout all the process. To the professor of the course, Nandayure Valenzuela for her dedication and help. To my angel, mentor, and professor Lorein Powel B. who taught me that being a teacher is more than teaching others.

A page long is not enough to express how thankful I am with those who participated in one way or the other in this process, the professors of the courses, the students, the secretary of the school, Nazareth, my classmates and friends. To all of you, God bless you all!

"Hay hombres que luchan un día
y son buenos.
Hay otros que luchan un año
y son mejores.
Hay quienes luchan muchos años
y son muy buenos.
Pero hay los que luchan toda la vida:
esos son los imprescindibles."
- Bertolt Brecht

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List of Exhibits

List of Abbreviations

UNA: Universidad Nacional de Costa Rica

ESP: English for Specific Purposes

TBA: Task Based Approach

ESL: English as a Second Language

CLT: Communicative Language Teaching

LSP: Language for Specific Purposes

Introduction

Learning a second language represents a challenge for most students who get immersed in academic learning settings. Beyond this fact, there are some specific populations which have to deal not only with general English but also with English for a specific purpose. In modern times, one has to know English for being involved in the global job market.

By taking into account this situation, students are offered courses of English for Specific Purposes (ESP) at their colleges. The role of the university is to provide pupils with tools for facing the reality they will find once they finish their major. By knowing this, learners attend to the English for Specific Purposes class with an expectation of filling their gap in regards to the use of the language in their field of expertise.

The aim of this study is to explore the effectiveness of methodologies, approaches, and techniques being used by professors in charge of teaching these ESP courses at Universidad Nacional de Costa Rica. The population under scrutiny consists of students enrolled in the course *English II for Computer Sciences* and their corresponding teachers, the coordinator of the ESP courses, and one of the authors of the textbook.

The general objective of this research is to determine how effective are the methodological approaches being used by instructors of the course English II for computer sciences to teach technical vocabulary. This investigation follows a

qualitative methodology and it is based on the principles of an Ethnographic research design.

This inquiry begins by introducing the problem and its importance for the field of English for Specific Purposes. The second chapter presents an exhaustive analysis of what theorists have stated in regards to ESP and technical lexicon. Furthermore, in the methodology section the research design is described as well as the procedures developed during the data collection process. The following chapter deals with the presentation of analysis and results which reveal the methodologies, approaches, and techniques being used to teach technical lexicon. Finally, conclusions and recommendations for authorities, textbook, and future research are provided.

I. The Problem and its Importance

English for Specific Purposes (ESP) is an area of Applied Linguistics that initiated in the 1950's in some American and British universities with the purpose of preparing non-native speakers to study in these countries (Niederhaus: 2007, 5). And since then, it has been continuously evolving.

Hutchinson defines ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (qdt in Anthony: 2006, 2). At Universidad Nacional (UNA) in Heredia, Costa Rica, majors such as Veterinary, History, Geography, Accounting, and Computer Science include ESP courses in their programs. The particular concern in this project is about the ESP course for students majoring in computer science.

Communis opinio, many professionals graduated from universities in Costa Rica have to pay for English courses at language institutes after completing their majors. This fact triggered this investigation, aimed at finding out if the methodologies and techniques used in university ESP classes are the most appropriate for the learners' specific purpose.

According to the course outline *English II for Computer Sciences*, learners receive three conversational courses which provide pupils with the basis in the four main skills of the English language (listening, speaking, reading, and writing) while some basic learning is developed in regards to syntactic, functional, and semantic knowledge. The fourth course of the curriculum focuses on reading. The methodology of the course *English II for Computer Sciences* states that oral production will contribute to the development of the other language skills. As

indicated in the course syllabus, the teacher is a facilitator and the students are responsible for their own learning process (Course syllabus 2008)[1]. One of the objectives of this research is to identify the approaches used by educators who have been assigned to teach these ESP courses for Computer Science students.

If the data gathered shows that there is a mismatch between teaching practices, the textbook, and the observations for the course *English II for Computer Sciences*; then, the contribution of this investigation will be to offer recommendations for solving the problem, and since technology is an area of constant change and development, a unit will be designed in order to provide pupils and teachers with extra material, taking into consideration the pupils' needs. Since this project involves designing a single unit, this will give room for applying and testing it in the course *English II for Computer Sciences*.

1.1 General Objective

To determine how effective are the methodological approaches being used by instructors of the course English II for computer sciences to teach technical vocabulary.

1.2 Specific Objectives

1.2.1 To identify the techniques and methodologies used to teach technical vocabulary in the target course.

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[1] See Artifact N. 2

1.2.2 To examine how prepared instructors are for adapting Communicative Language Teaching Approaches to this ESP course and their willingness to do so.

1.2.3 To mention the suggestions given by the students and the professors to improve the strategies to teach technical lexicon in the course *English II for Computer Sciences*.

II. Framework of Reference

The glossary of *TEFL* Acronyms defines *English for specific purposes* (ESP) as, a specific genre of English for students with specific goals. Examples include English for Academic Purposes, for foreign students who want to enter a university in an English-speaking country; business English, for student taking majors in commerce, medical English, for nurses, doctors, and other health care professions. Among those, *English for computer support personnel* is one of the fastest growing genres. As the name suggests, ESP is very specific in nature; it is English for vocational purposes, where the word vocational is used loosely to include education and all kinds of employment (n.pag.).

For the innovative contribution of this research, various national and international studies regarding the teaching of technical lexicon were consulted. However, the following information examines three projects carried out at two public universities in Costa Rica. Amongst those, there is a single article written by Yamileth Moreira González from Universidad Nacional, entitled "Guidelines for Teaching an ESP Course", Moreira describes the steps to follow for designing an ESP course. She first mentions that a needs analysis should be conducted; after that, a syllabus must be designed, based on the students' needs. Third, the evaluation of the syllabus should be stated based on both teachers' and learners' feedback followed by the methodology that matches the teaching and learning needs. Finally, she points out the importance of using authentic materials when teaching an ESP course (2003, 337).

On the other hand, there are two thesis implemented at the University of Costa Rica; namely, *La Enseñanza del Léxico y su Relación con la Proficiencia Oral*[2], authored by María Gabriela Mata Greenwood, and *Estrategias Metodológicas para Enriquecer el Léxico en los Estudiantes de Octavo Año de Tercer Ciclo de la Educación General Básica en el Colegio Privado Saint Anthony High School*[3] by Gisela Vega Castro.

Mata carried out her investigation at El Instituto de Lengua Española[4], and her sample population was made up of learners of Spanish as a second language, whose ages ranged from 35 to 40 years old. Her research was intended to contribute to the program by providing ideas and techniques for teaching vocabulary. Vega's study, similar to the previous one, proposed different activities to provide students with meaningful learning and acquisition of Spanish vocabulary, so that they would be able to express themselves orally and in writing.

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[2] In English, The Teaching of Lexicon and its Relation with Oral Proficiency.

[3] In English, Methodological Strategies to Enrich Second Year Saint Anthony High School Students' Lexicon

[4] El Instituto de Lengua Española is a non-profit organization that has been teaching Spanish as a Second Language to missionaries since 1942.

Based on the information previously mentioned, some research has been done in Costa Rica on the topic of the teaching of Spanish vocabulary as a Second Language; however, little research has been done in Costa Rica in regards to the teaching of English lexicon for ESP courses. It is thus, evident that even though there is some research dealing with teaching vocabulary in general, none has been developed about teaching technical vocabulary for computer sciences in Costa Rica. For that reason, this investigation will greatly contribute to the authorities of Universidad Nacional as well as the pupils enrolled in those courses.

The theory consulted for this investigation focuses on four main areas: teaching vocabulary in the ESL classroom, techniques to approach vocabulary, vocabulary in ESP courses, and testing ESP courses.

Teaching Vocabulary in the ESL Classroom

Following principles for Communicative Language Teaching, teaching vocabulary in the ESL classroom includes specialized lexicon. For this purpose, teachers should resort to different approaches, not only to help pupils learn the language, but also to help them acquire meaningful vocabulary. The goal of language students is that of acquiring plenty of vocabulary in order for them to communicate efficiently and effectively with others. According to Lewis, if one knows grammar rules effectively, it contributes to different arrangement of lexis in various ways, but this can not be achieved if one lacks the necessary amount of vocabulary in order to apply the grammatical rules successfully (1997, 15). Nevertheless, as Thornbury mentions "not all the vocabulary that the learners need can be "taught": learners will need plentiful exposure to talk and text as well as

training for self-directed learning" (2002, 30). It is clear that educators must provide pupils with the necessary vocabulary that will be useful for them to perform a particular task, but they should also present students with more challenging activities that can help them increase their lexicon. In addition, Brown points out that:

> We are exploring pedagogical means for "real-life" communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance "out there" when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. (2000, 42)

For some educators and pupils, vocabulary represents a list of hundreds of words to be memorized. Nevertheless, more needs to be done for giving vocabulary the same relevance as other macro and micro skills of the English language. It is both the teachers and the students' responsibility to increase knowledge of words in the language because as it was mentioned before if there is lack of lexicon, it will be difficult for learners to express themselves. In addition, Wilkins affirms that, "Without grammar very little can be conveyed without vocabulary nothing can be conveyed" (qdt in Lewis: 1996, 115).

Lehr et al. describes some strategies to help students increase their lexicon. Among the most important ones there is the use of dictionaries, the identification and use of context clues, and the use of word-part information, which refer to morphological analysis (2010, 1). These strategies suggest that memorization is not

the only way to learn words; through the strategies provided the meaning of words can be understood by interacting with the text, which is a significant tool for proactive learning. Reading in the target language can help learners increase their vocabulary; however, it is not only reading, but finding the meaning of words by context clues, looking for definitions, relating words to life experiences, drawing pictures, among others. This will greatly contribute not only to increase pupils' lexicon but also to be independent and practical learners. Furthermore, lexicon can be learned in different ways, and there are plenty techniques that can guide teachers in helping learners in this process. For instance, "vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary learning. Repetition, richness of context, and motivation may also add to the efficacy of incidental learning of vocabulary," adds Lehr et al. (2010, 1).

The *Grammar Translation Method* supports the idea of translating the target language (English) into the mother tongue (Spanish). The consequence is that if pupils are not in contact with the target language, it will be more difficult for them to learn because outside the classroom they have very little or no contact with English as it occurs in Costa Rica. For this reason, the input they receive from the teacher and peers contributes to the acquisition of new words. In fact, "most second language vocabulary is learnt incidentally, much of it from oral input. Oral input may be particularly important for the incidental acquisition of vocabulary by beginners because it affords more contextual support than written input" (Ellis & Johnson: 1996, 58).

The four main language skills, listening, speaking, reading, and writing, can be taught together with new vocabulary. Paul Nation agrees on the fact that words should not be taught in isolation but in context, in order for learners to deduce meaning by themselves:

> In addition to learning new vocabulary, learners need to be able to use strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation most of these strategies can begin to be developed in the earliest English classes. (Nation: 1994, viii)

It is imperative to present students with whole language, and then have them discover language by themselves because that helps them become proactive and independent learners.

Nowadays, professionals need to be prepared to face a situation in the workplace or a communicative situation. That is why they do not need drilling and filling in the blanks classes. They need instead, to be presented with useful ways of using the language e.g. tasks, which resemble real life situations in which pupils use the language naturally and not rote fixed structures learning.

Recent developments have emphasized the importance of equipping students with the necessary strategies for dealing with skills activities. In the learning of vocabulary this involves: 1. Asking others. 2. Using a dictionary. 3. Making use of context to deduce meaning and guessing from the item itself (Gairns and Redman: 1988, 77).

These activities seem to be easy; however, students often prefer to ask the teacher instead of putting these recommendations into practice. It is important to promote the use of these strategies in the classroom because they may also help learners to understand a movie, a song, or a reading when the professor is not there to assist them.

Other strategies that can be used to teach specialized vocabulary is the use of technology, especially for computer engineers since computers per se are an excellent tool for teaching and learning vocabulary. "The key to success of computers in vocabulary learning," Wood argues, "comes from programs that help students *really know* words rather than just engage them in drill and practice" (qdt in Lehr et al.: 2010, n.pag). Moreover, Wood suggests different ways in which the use of computers might assist in vocabulary learning; for instance, the main advantage is that the greatest potential of computer technology is that there are many tools that cannot be found in print materials but that can be easily accessed from computers such as: game-like formats, hyperlinks, online dictionaries and reference materials, animations, and access to content-area-related websites (ibid. n.pag.). This new era of technology can also be used as another resource for language teaching, especially if the ones learning the second language are computer engineers since they are learning what they need, and at the same time, they are sharing their passion with a great teacher, which is the computer.

In addition, Dornyei clarifies that professors need to motivate students, especially when the activities are challenging for them. In this case, the teacher has to encourage the learners even if they seem not to be enjoying the activities because in that way, they will accept the goals and become proactive learners and

users of the language (2001, 51). However, it is important to keep in mind Brown's idea in this matter. He states that when dealing with adults, professors should be really careful in choosing the activities because you may insult an adult with artificial language use, or you may bore them with over analysis (2000, 92). The fact of having students performing activities that do not challenge them can turn into lack of motivation for learning the language.

Techniques for Approaching Vocabulary

Many studies show that the most common procedure followed by teachers for teaching vocabulary is by providing their students definitions and contextual information about words, and then asking the students to write sentences using the new vocabulary. However, the results of such studies demonstrate that this procedure is problematic due to the difficulty students have getting the accurate meaning of the word, and also because of the cognitive and metalinguistic complexity of the task (Scott et.al: 2006, 264). Conversely, Richardson explains that pupils learn and acquire new words by "discovering the meanings of words in a context that makes sense so that meaningful, long-lasting connections can be made is far more interesting and effective" (1996, 90).

In order to provide language instructors with different tactics to deal with vocabulary in the classroom, Mary Spratt et al. in the book *The Teaching Knowledge Test Course* provides teachers with some hints to take into account in the language classroom:

> [1.] Really knowing a word means knowing all its different kinds of meanings. [2.] Knowing a word also involves understanding its form, i.e.

what part of speech it is, how it works grammatically, and how it is pronounced and spelt. [3.] Whether we are learning our first or our second language, it takes a long time before we fully know a word. We often recognise a word before we can use it. [4.] Teachers need to introduce vocabulary items again and again to learners, expanding gradually on their meaning and their forms. This also increases the chances of learners remembering the item. [5.] We can introduce vocabulary items in reading and listening before we ask learners to use the items. (2007, 11)

By taking into account these five aspects when teaching vocabulary, learners will not only learn new words for an exam, but they will also be ready to use the words naturally in real-life situations.

For teaching and learning vocabulary, it is relevant to understand that "language consists of grammaticalised lexis, not lexicalised grammar" (Lewis: 196, 13). Meaning that the words of a specific language are learned and then those words are organized into the grammar of the language and not the other way around. It is very common to listen to pupils saying that their main problem when speaking English is that they do not have enough vocabulary to convey their ideas, and this affects their fluency, their ability to understand, and their language structures as well. Norbert Schmitt supports this argument by stating that:

It is easy to find students who can produce a word orally without any problems but cannot read it receptively. Likewise, students can often give the meaning(s) of a word in isolation but cannot use in context for lack of productive collocation and register knowledge. So instead of thinking of a *word* being known receptively or productively, it may be better to consider

> the degree of receptive/productive control of the various *word-knowledge aspects*. (2000, 119-120)

In order to present pupils with ample vocabulary whether it is specialized or everyday lexicon, educators can work with different techniques as those suggested by Nation, which will aid them in grasping the meaning of new words:

> *By demonstration or pictures*: using an object, using a cut-out figure, using gesture, performing an action, photographs, drawings or diagrams on the board, pictures from books (to these we might add moving images, from TV, video or computer) (*sic*). *By verbal explanation*: analytical definition, putting the new word in a defining context, [and] translating into another language. (qdt in Cameron: 2001, 85)

In addition, Ronald Carter and Michael McCarthy in their book *Vocabulary and Language Teaching* explain how difficult it is to provide students with contact with the target language when there is none:

> ...Much of the lexical context of mature native speakers has developed through exposure to precisely those established meanings and fixed word combinations whose occurrence characterizes day-to-day lexical performance. Part of the task facing language teachers is to create conditions which effectively compensate for the foreign learner's lack of such exposure, but which at the same time avoid recourse to sterile and discredited memorization techniques. (1988, 137)

Nonetheless, Cameron believes that memorization is necessary for beginner students:

Having met and understood a new word, and paid attention to its form, the pupils' vocabulary learning process has begun. The word has entered the learner's short term memory, and the next teaching issue is how to build up the memory of the word so that it is available for use in the longer term (*sic*). Memorising activities are needed at the point of learning new words for the first time, and at regular intervals to recycle vocabulary, so that it stays active and ready to use. (2001, 87)

As the authors mentioned above suggest, teaching vocabulary goes far beyond giving a dictionary definition; it implies plenty teaching and learning strategies in order to really acquire new lexicon. Learning specialized lexicon as well as daily life vocabulary can be successfully achieved if the techniques previously described are taken into account.

Vocabulary in ESP Courses

Finally, several theorists, including Niederhaus, Lewis, Davies and Eric Pearse have carried out research in regards to the teaching of vocabulary for ESP courses. Niederhaus provides useful advice for ESP teachers to cover course objectives and fulfill learners' needs as well:

First, teachers need to prepare materials to teach students who have already mastered general English, but now need English to use it in employment, such as doctors, nurses, engineers, and scientists. Second, teachers need to take into account that many students have to read textbooks or specialized texts that are written in English. Third, ESP learners need English for a utilitarian purpose (work or study). Fourth,

> these courses were designed to consider the learners' immediate and specific requirement to make use of the language. Finally, the course must relate in content to particular disciplines, occupations, and activities. (2007, 7)

When teaching ESP courses, it is recommended that the teacher adapts the curriculum to the students' needs, and not the students to the curriculum. An advantage in ESP courses is that the groups are homogeneous; for instance, they share hobbies and interests; they are the same age, and they come from similar backgrounds. Nonetheless, it is pertinent to apply a learning strategy questionnaire for the educator to find the most appropriate methodology to help pupils develop and increase specialized lexicon. In addition, the needs' analysis can also contribute in finding out if pupils already master general English, and if they lack the technical vocabulary required for their fields.

For learners enrolled in the course *English II for Computer Sciences* at Universidad Nacional, Heredia, the lack of technical lexicon represents an obstacle when communicating with other practitioners of their profession (boss, customers, and colleagues). Sinclair wisely explains that "a lexical mistake often causes misunderstanding, while a grammar mistake rarely does" (qdt in Lewis: 1996, 16). Many professors believe that if a sentence contains a grammatical error it is likely to cause confusion, but a lexical error can generate misunderstanding, incomprehension, and in some cases, offense. Furthermore, in the book *Success in English Teaching*, Paul Davies and Eric Pearse mention that:

> In communication, vocabulary is often more important than grammar. It is frustrating for intermediate learners when they discover they cannot

> communicate effectively because they do not know many words they need. Unfortunately, vocabulary is neglected in some English language courses. This is a pity because working with words can be enjoyable and satisfying for learners. (2000, 63)

Vocabulary and the other macro and micro skills are equally important; one would not work without the other. For this reason, instructors should help learners to take advantage of all in-class opportunities to learn these language skills. Adult learners are usually more concerned with grammar rules; however, if students are dealing with specialized lexicon, it is pertinent that they develop the ability to code switch when dealing with their colleagues and customers, from the formal register to the informal.

Nonetheless, other theorists consider that one of the main problems that specialized English learners have is that they usually know the technical terms in their field of study but they may lack enough vocabulary for everyday conversation (Read: 2000, 86). It is important to consider that a specialized course does not exclusively imply teaching the jargon they need to meet their professional needs because beyond that specific knowledge, they might want to study abroad, or travel to learn about other cultures, and in such cases English alone will not be very useful. They also need communicative English to achieve their goals.

Contrarily, in the book *Teaching Business English* Ellis Mark and Christine Johnson sustain that students should only learn those structures concerning their field, and not informal language because that is neither meaningful nor useful for them:

> Business people do not always need to know the full complexities of English grammar and idiom. Fine distinctions in meaning (as are conveyed by some of the compound tenses, for example) may not be important in a business context. On the other hand, in a Business English learning course some structural areas may require more attention than in a conventional course: for example, conditionals in negotiating, or modality for expressing possibility or politeness. (1996, 9)

Testing in ESP Courses

A lot has been discussed so far about teaching specialized lexicon, but not about its assessment. In this regard, it is important to mention that:

> Testing language for specific purposes (LSP) refers to that branch of language testing in which the test content and the test methods are derived from an analysis of a specific language use situation, such as Spanish for Business, Japanese for Tour Guides, Italian for Language Teachers, or English for Traffic Control. (Douglas: 2000, 1)

First of all, in order to succeed in designing an ESP assessment tool, the instructor has to be very fluent in the corresponding area. Dan Douglas in his book *Assessing Languages for Specific Purposes,* provides a definition of fluency in ESP, "specific purpose language ability results from the interaction between specific purpose background knowledge and language ability, by means of strategic competence engaged by specific purpose input in the form of test method characteristic" (2000, 40). General English and English for specific purposes must go hand by hand; they

should not be taught in isolation since they complement each other in order to fulfill the learners' needs.

Douglas also points out that if in an ESP test the level of specialization increases, general English will no longer be sufficient for pupils' effective performance (ibid. 34). Furthermore, there are two aspects to be considered in LSP testing mentioned by Douglas: authenticity of task and the interaction between language knowledge and specific purpose content knowledge (ibid. 34). The tasks that the test takers have to carry out must be according to their area of knowledge, and they also have to be tasks that learners may face in real life. Moreover, there should be a strong relationship between the technical lexicon and the language ability since the knowledge of both will contribute to the successful development of the task.

> The very essence of specific purpose language tests is that they require the test takers to engage themselves authentically in test tasks that are demonstrably related to the target language use situation, and, therefore, relevant background knowledge will necessarily be called upon in the interpretation of the communicative situation and in the formulation of a response. (Douglas: 2000, 39)

The specific purpose language tests must provide the test taker with tasks that simulate real life situations in their fields so that they will use the language naturally. Bachman identifies three alternative approaches that have been taken with regard to authenticity in testing, "1) to stipulate by definition that the language tests are measuring language ability **directly**; 2) to consider language tests to be

assessing language use similar to that in **real life**, and 3) to consider language tests as authentic on the basis of face validity or **face appeal**" (qdt in Cohen: 1994, 19).

According to Hutchinson and Waters:

> ESP is *not* different in kind from any other form of language teaching, in that it should be based in the first instance on principles effective and efficient learning. Though the content of learning may vary and there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. (2000, 18)

As it was previously mentioned, it is not the same to speak English in a daily life situation and to use the language at work. Nevertheless, "the development of accuracy should be encouraged in proficiency-oriented instruction. As learners produce language, various forms of instruction and evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use" (Omaggio: 1993, 77). The goal of all the ESP teachers should be that of providing learners with the tools they need to fulfill their jobs, but also those tools to become users of English. In addition, Jan Frodesen and Christine Holten in the book *The Power of Context in Language Teaching and Learning*, agree that:

> Viewing one's students as potential colleagues and valuing their ideas as equal to those of any in the field can become a pedagogical approach for teaching, not just applied linguistics, but language. In many ESP courses, students bring in texts from their fields, are invited to find linguistic forms in those texts that are treated prescriptively in their grammar books, and compare what they describe in their texts with what their grammar books prescribe. (2005, 57)

According to Douglas, "...what is required in specific purpose language testing is an understanding of how specific purpose background knowledge interacts with language knowledge to produce a communicative performance in specific purpose contexts. In considering what it means to know a language, I accepted Hymes's view that both knowledge and the ability to use it are essential requisites for communication" (2000, 33).

Throughout this paper the difference between English for specific purposes and general English has been stated. However, it has been mentioned that students need to be proficient users of both. It is the professors' role to assist pupils in the process of learning. "...the *means* of instruction (strategies) must enable the learner to reach the *ends* of instruction (outcomes or desired learning)" (Seaman and Fellenz: 1989, 10). Given the importance of specialized lexicon in the teaching of the course English for other majors, it is imperative to carry out studies in this area.

III. Methodology

Approach

This investigation follows a qualitative design since it was developed in the informants' natural setting (classroom), the variables were not controlled, all the information was gathered from the informants, and the data was not analyzed based on numbers. Furthermore, as suggested by Hernández et al., this research was based on data collection and its analysis, for this reason, the interpretation of the data and the description is included (2006, 526). In order to provide the investigation with reliability the researcher explains in detail the sample population chosen and the data collection instruments. Furthermore, the methods to analyze the data are explained, and the data gathering context is described by considering when, where, and how was the data collected. Finally, the researcher documents what was done to minimize subjectivity and proves that the data was carefully collected (Hernández et al.: 2006, 662-663).

As it is described above, the researcher considered these aspects throughout the development of this investigation, thus, the information gathered and analyzed is reliable and unbiased. Furthermore, the implementation of different instruments for data gathering, which is explained in detail in the *Data Collection Instruments* session, and the triangulation of the information obtained contribute to the validation of this investigation.

Qualitative Research Design

This research follows an Ethnographic design since it includes all the characteristics mentioned by Creswell; for instance, the informants are more than a person even groups of people, these people have shared certain amount of time and they interact on a regular basis, they characterize a life style, they share some behaviors, beliefs, hobbies, interests among others, and they have a common goal (qdt in Hernández et al.: 2006, 669). Moreover, as it is explained by Hernández et al. in the book *Metodología de la Investigación*, in the Ethnographies the investigator researches about a group that shares their own culture, and he/she first chooses a place and the participants and finally gathers and analyses the data (ibid. 662-663). The type of Ethnography, proposed by Joyceen Boyle, that will be developed in this investigation, is the *Particularistic Ethnography* since a holistic methodology is applied to a particular group (qdt in Hernández et al.: 2006, 699), specifically, computer science students at UNA.

Data Collection Instruments

On the other hand, in order to answer the research questions previously stated, four different instruments were applied. However, before starting collecting the data, the researcher played the role of *friend*, as recommended by Mertens. The purpose of adopting this role is that of establishing a positive rapport between the researcher and the informants (qdt in Hernández et al.: 2006, 586). By adopting this

role, the informants felt at ease and comfortable with the researcher, and that contributed to their willingness to participate and the gathering of meaningful data.

In regards to data collection instruments, the researcher employed the principles of qualitative design since observations, questionnaires, focus groups, qualitative interviews, and artifacts took place along the gathering of data. Before starting with the observations, the researcher began by exploring the context so she got familiar with it and vice versa. Once the investigator was allowed to enter the context, she started observing. In order to gain the informants' confidence, the researcher played two different roles when observing: passive participant and moderate participant. According to Hernández et al., in passive participant observation the observer is present but does not participate, and in moderate participant observation the observer participates in some activities (2006, 596).

These two roles were selected so the informants got familiar with the researcher. It is important to mention that passive participation took place only two weeks (seven observations). The researcher began the moderate participant observations during a month (10 observations). The investigator kept a journal where the reports of each observation include: the date, the time, and a detailed description of what happened in the classroom.

The second instrument is the questionnaire. It consists on a group of questions depended on one or more than one variables to measure (Hernández et al.: 2006, 310). There are two types of questions that can be asked in a questionnaire: close and open questions. On the one hand, close questions contain categories or options that were previously narrowed meaning that the answers are provided for the informants to choose the one(s) that fits their reality. On the second

hand, open questions do not delimit the participants' responses; the informants write their answers freely, that is why, the answers may vary from population to population (2006, 310).

As it is mentioned by Hernández et al., close questions limit the informant's response; for that reason, only few of them were included and the majority of the questions were open since the participants' opinion is extremely valuable for this investigation. A questionnaire was applied to the teachers, and since the sample population is 87 students, a survey was implemented with them.

The third instrument is the *focus groups*. Hernández et al. explain that focus groups are sessions with small groups of people, and the purpose is to provide the informants with a comfortable and informal setting so the participants will feel at ease (2006, 605). Additionally, Creswell points out that the number of people involved in a focus group depends on the information that one wants to obtain; for instance, for this investigation a maximum of six people will be included because in that manner they will be able to express their feelings and ideas in a more individualized way (qdt in Hernández et al.: 2006, 605). The focus groups for this research will be carried out with different groups but one session each. For the selection of the participants for the focus groups the class list will be used. Their names will be in a bag, and six papers will be picked up from the bag, and those will be the informants for the data gathering. The topics will be presented in a semi-structured fashion since the topics that will be included will be those dealing with the investigation, though, new topics may emerge as the sessions develop.

The fourth instrument is the qualitative interview which is personalized, flexible, and open. It is defined as a meeting to exchange information among the

interviewer and the interviewee(s) (Hernández et al.: 2006, 597). This type of interview helps the researcher collect information in a comfortable environment, and the informants feel at ease and that contributes to the gathering of uncontaminated data. For this reason, the type of interview is *open interview*. According to Hernández et al., open interviews focus on a general content guide, and since it is flexible, the interviewer can handle it as the interview is taking place (2006, 597).

Finally, the gathering of artifacts greatly contribute to this investigation. The types of artifacts that were collected are: students' records, papers, assignments, exams, among others. The purpose of grouping these artifacts is that of analyzing if they match with the objectives of the course.

Research Setting and Population

The setting of this investigation is Universidad Nacional de Costa Rica (UNA) located in the province of Heredia. UNA opened its doors in March 14th, 1973, and it is defined as "universidad necesaria" since its purpose is that of providing the less-privileged sectors of the Costa Rican society with the equitable right to access higher education. UNA is well known due to its humanitarian perspective; the rapport established among students, professors, and authorities as well as the extracurricular activities are directed to making students feel at home. Additionally, UNA offers more than 65 graduate and postgraduate majors in different fields such as Science, Education, Social Sciences, Health, Philosophy, and Arts among others (UNAWEB 2010).

UNA is a public institution that generates and socializes scientific and cultural knowledge as a strategy to contribute to national and international development without considering gender, color of skin, beliefs, or social conditions. Its commitment is directly to society, and specially, to the integration of the social sectors that are not considered for the benefits that development holds.

The mission of the UNA consists on generating knowledge of strategic, scientific, and cultural relevance for the national and international development without considering sex, ethnic group, religion, or social condition. UNA creates proactive and knowledgeable professionals with a holistic vision, innovative, capable of significantly contributing to a human and equal development (Institutional Global Plan: 2004-2011, 11). The Pedagogical Model implemented at UNA is the product of a participative and on going ideology in which all the university must be part of. This Model is based on the principles of "respect to diversity in any expression, commitment to equal opportunities, formation of caring professionals concerned with social welfare, development of a research spirit in future professionals, and permanent improvement in the comprehensive formation of students and in the academic, para-academic and administrative processes" (Institutional Global Plan: 2004-2011, 18).

The population chosen for this investigation is the students enrolled in the course *English II for Computer Sciences* at Universidad Nacional in the province of Heredia, five professors teaching the courses, and the coordinator of the *Cursos de Servicio*. It is relevant to mention that the researcher neither teaches in this institution nor is she taking the courses; that is why this research maintains objectivity and presents neutral insights for the expected reliable findings.

Due to the number of informants a sample of the total population is required. "The term *sampling* denotes extracting systematically from a larger group some smaller portion of that group so as to represent adequately the larger group," explains Le Compte & Preissle, "samples are designed according to principles of probability such that the sample can, with some measurable margin of error, be asserted to represent the whole group from which it was extracted" (2003, 60).

This investigation is based on the course English II for Computer Sciences. The average number of students per class is twenty-five, and the total number of learners enrolled in this course is 246. The number of professors in charge of teaching English for Computer Sciences is five. According to Arthur Little's chart to develop testing plans, the suggested size of the sample in order to obtain a high confidence level is fifteen percent (15%). For that reason, the sample population for this research is 16.4% (16 students). However, in order to establish research validity, all the teachers will be interviewed and three different groups will be considered for the sample; in addition, the groups are in three different schedules: morning, afternoon, and evening shifts.

Scope of the Study

The purpose of this investigation is to answer the research questions previously stated. For that reason, a variety of research instruments, which will elicit reliable and valid information, will contribute to the triangulation of data to answer the questions. If the four questions are answered, that will contribute to the understanding of what is occurring in these ESP courses at UNA, and if pupils are

being taught in an appropriate manner the technical vocabulary they need to develop as competent computer engineers.

Besides providing recommendation, the researcher will design a unit that can be implemented in the courses English for Computer Science students. This unit will provide both professors and learners with new material which will not be affected by time; the topic of the unit will be proposed by considering pupils' suggestions and needs. Nevertheless, the researcher will not test neither will she apply this unit with the students. It will be UNA authorities who will decide whether they will implement it or not. Finally, this research focuses on teaching techniques and methodologies to teach technical lexicon; however, as the study develops, other topics, which are not relevant for this investigation, may provide room for future research.

IV. Presentation and Analysis of Results

Undoubtedly, technical lexicon is the most important aspect in teaching and learning ESP. Therefore, professors that teach ESP must resort to the most appropriate methodologies since it is not the same as teaching a conversational course. Furthermore, educators dealing with specialized courses must also be willing to acquire the specific knowledge and keep updated in the field. For this reason, it also requires an extra effort on behalf of the instructors. On the other hand, learners oftentimes take these courses simply as a requirement that is part of their major; however, many are aware that they need English to face the demands of the labour market. Computer Sciences is one of those majors in which most of the information is written in English since the United States is one of the strongest countries in this field.

These views serve as a point of departure to explain the relevance of technical lexicon in the course *English II for Computer Sciences*. The examination of this phenomenon is valuable to the field of language teaching inasmuch as it benefits both the ESP professors and the students.

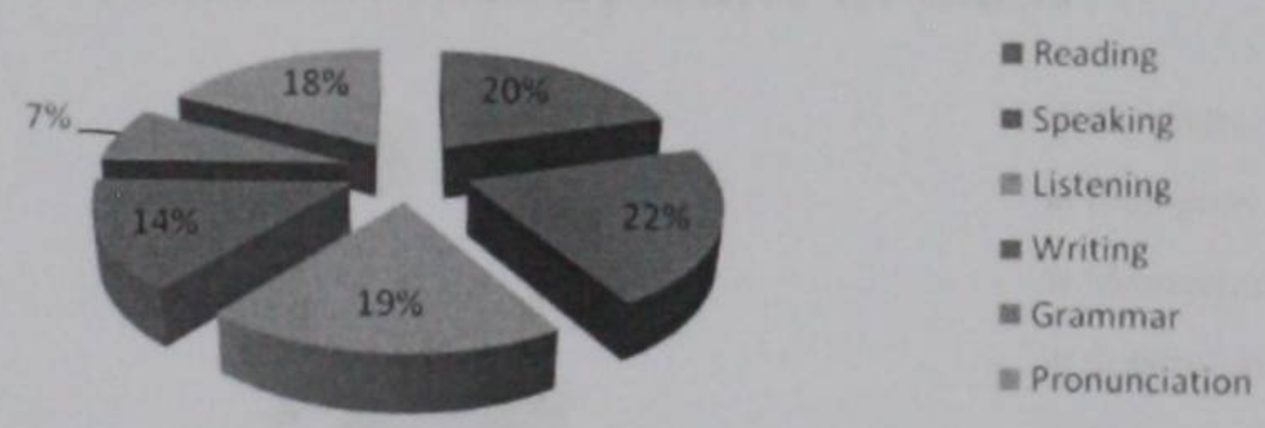
Teaching Techniques and Methodologies in the ESP Course

Before discussing the suitability of the methodologies and techniques currently being used for teaching the course *English II for Computer Sciences*, it is pertinent to describe what those techniques and methodologies are like. In order to establish if there is a match between students' perceptions about the activities carried out in class and the teachers' regarding the techniques and methodologies they use such perceptions will be examined based on the data collected by means of the surveys, interviews, questionnaires, observations, and focus groups applied.

According to 22% of the students surveyed, as exhibit 1 reveals, speaking is emphasized in the course *English II for Computer Sciences*, followed by reading, which is pointed out by 20% of the target population. On the other hand, 19% of the pupils agreed that listening is the most emphasized skill, and 18% believed that pronunciation is. The skill and micro-skill that are less commonly dealt with in class are writing (14%) and grammar (7%) respectively.

Exhibit No. 1

Skill and Micro-Skill Highly Emphasized in the English Class

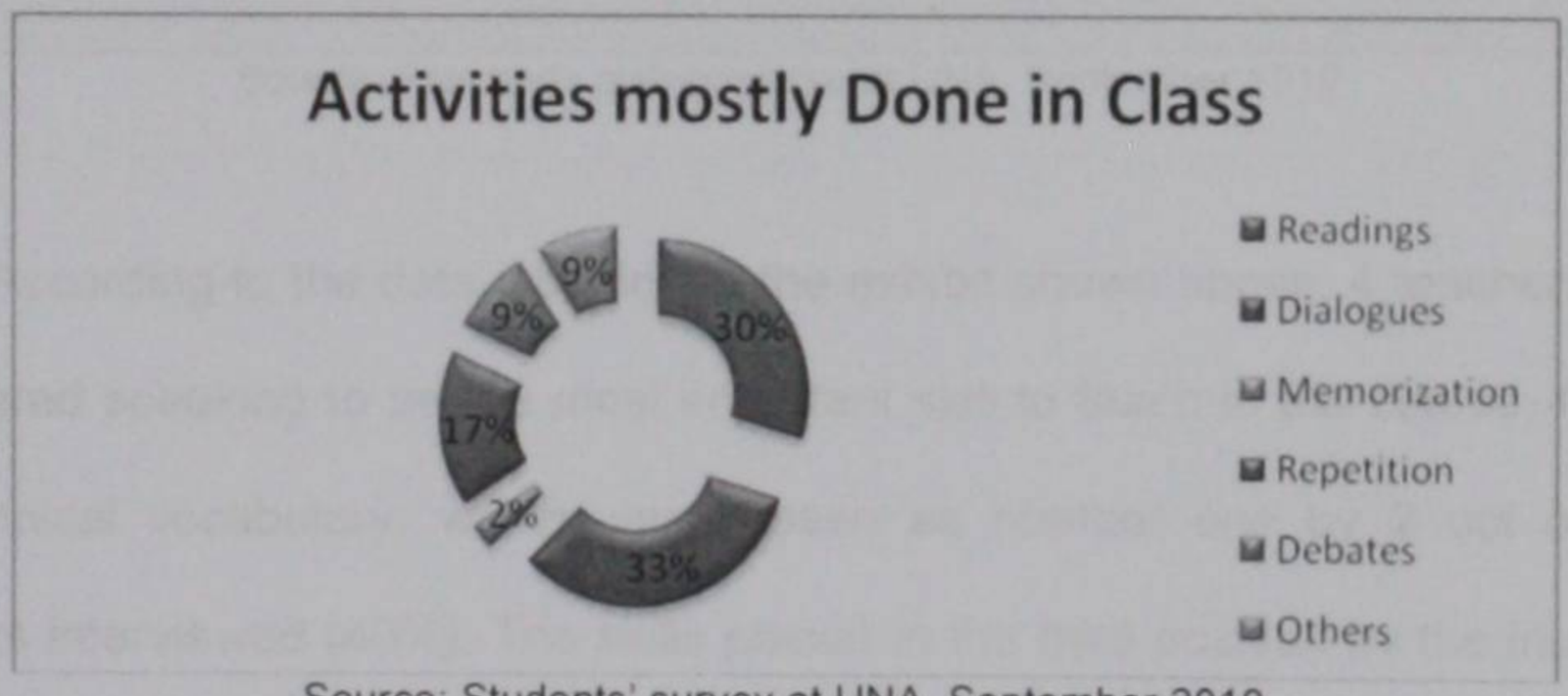


Source: Students' survey at UNA, September 2010

In regards to the activities that the learners perform in class, 33% agreed that dialogues are what they mostly do, while readings (30%) is the second activity that they almost always perform in class. However, the Focus Groups revealed that what they more frequently do is writing dialogues and reading them. Likewise, they are required at times to give impromptu dialogues, which the students perceive as: "more dynamic dialogues, more interactive because most of the time, we just sit and read, I know it is easier, but we would learn more if we felt that we are actually saying it" (Focus Group N. 2, October 4th).

Apart from dialogues, which are mainly written and read, the learners also performed oral presentations in which those with a lower level of proficiency read previously prepared presentations, while the ones with more advanced proficiency level give them more spontaneously without reading (Non-participant observations, October 2010). Furthermore, 17% of the students mentioned that they consistently performed repetition, meanwhile debates and other activities, such as role-plays, listening, and presentations, were mentioned by 9% of the students, as shown in exhibit 2.

Exhibit No.2



Source: Students' survey at UNA, September 2010

A questionnaire administered to five of the teachers in charge of the course asked the instructors to number from 1 to 7, in order of importance, the macro and micro skills they approach in class, being number 1 the most important. The following chart shows the teachers' responses.

Exhibit No.3

Teachers' Opinion about the Most Important Macro and Micro-skills Addressed in Class

Aspect	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Total Points
Grammar	3	5	1	7	2	18
Listening	2	2	2	4	2	12
Reading	4	3	3	5	2	17
Writing	5	4	4	6	2	21
General Vocabulary	6	6	1	3	2	18
Technical Vocabulary	7	7	1	2	1	18
Speaking	1	1	1	1	2	6

Source: Teacher's questionnaire at UNA, September 2010

According to the data included in the exhibit shown above, 4 teachers (80%) considered speaking to be the most important skill to teach in the course, followed by technical vocabulary, which was chosen as number one by 2 out of the 5 teachers interviewed (40%). The skills placed in the third position by the instructors as most important were grammar and general vocabulary. Meanwhile, 80% ranked

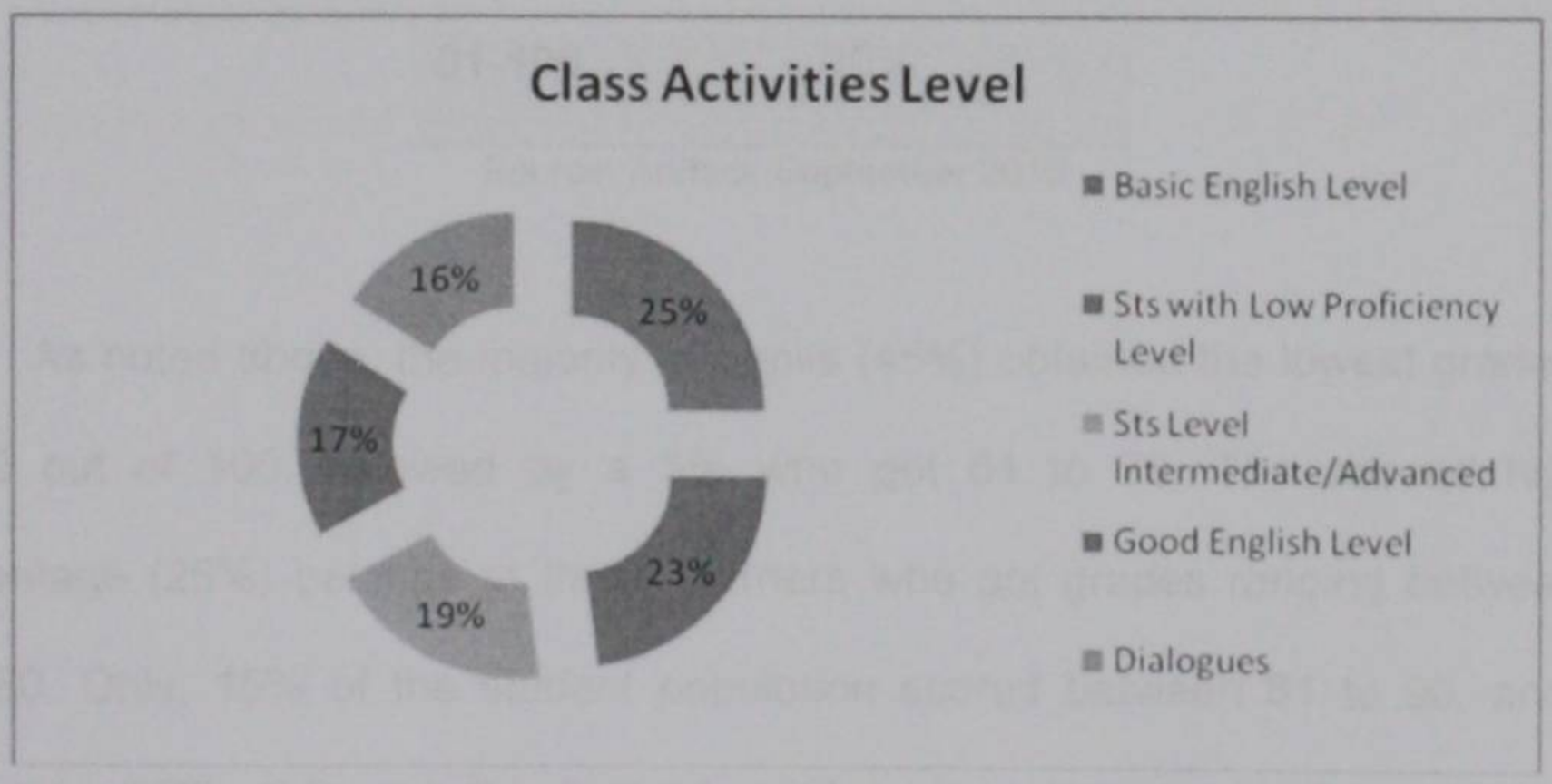
listening as the second skill in importance. On the other end of the continuum, the data displayed in exhibit 3 reveals that 40% of the teachers interviewed ranked technical vocabulary as the least relevant of the skills to be developed in the course *English II for Computer Sciences*, followed by grammar, ranked in the seventh position by 20% of the instructors. Next to the last in importance, the teachers picked general vocabulary (40%), and writing (20%). It is relevant to point out that both Teacher 3 and Teacher 5 numbered different skills as 1 or 2; for instance, Teacher 3 considered that Grammar, General Vocabulary, Technical Vocabulary, and Speaking as the most important skills, and Teacher 5 believed that the second most important skills are Grammar, Listening, Reading, General Vocabulary, and Speaking.

Due to the fact that speaking is the most important aspect for the instructors, it is the skill that is mostly practiced in class. In this regard, the coordinator noted that the main purpose of these courses is to develop the four language skills as well as culture, even though emphasis is on speaking (Coordinator's Interview, October 2010).

Though this ESP course is intended to develop the student's oral communication skills, most of the pupils consider that the activities performed in class do not contribute to improve their proficiency level. Results obtained from the survey show that 25% of 70 students surveyed consider that the English taught in classes is basic; however, 23% of the learners noted that their English level is low. Furthermore, 19% of the pupils consider their English level as intermediate or advanced, and since the English taught is basic, they find the activities unchallenging (Students' survey, September 2010).

They also believed that because of this, their level of proficiency is going backwards instead of improving. Conversely, 17% of the population agreed that the level of English in the classes is good, and 16% pointed out that if the dialogues were less fixed and if they required more for improvisation, they would be challenging and better for their learning. This is supported by the Focus Group. In question number 7, learners were asked to name the activities they dislike the most, and this is what six, out of 16, said: "formulaic dialogues" (Focus Group N.1, October 2010). "Not only completing dialogues, but that we have the opportunity to improvise a dialogue instead of writing it because if we write, we have the chance to organize our ideas. And what we really do is thinking in Spanish and translating ideas to English, and there is where we fail. But if we are given the necessary vocabulary and the teacher says *make a conversation*, maybe we don't say it right, but at least we try and our ideas will flow naturally" (Focus Group N. 2, October 2010).

Exhibit No. 4



Source: Students' survey at UNA, September 2010

In general terms, the students in the three different groups taking the course *English II for Computer Sciences* show dissimilar levels of proficiency, including beginners, intermediate, and advanced.

This discrepancy was observed in one of the assessments applied. The assessment, which serve in this research as an artifact, consisted of a writing task in which learners had to summarize and give their opinion based on a video about Bill Gates' House. The following exhibit shows the differences identified among the students, expressed in terms of the scores they obtained.

Exhibit No. 5

Scores Obtained by the Students on a Writing Task Assessment

Grade	Students' Percentage
51-60	45%
61-70	5%
71-80	25%
81-90	15%
91-100	10%

Source: Artifact, September 2010

As noted above, the majority of pupils (45%) obtained the lowest grades, 51 to 60 out of 100, followed by a 5% who got 61 to 70. The second highest percentage (25%) belongs to those learners who got grades ranging between 71 and 80. Only, 15% of the student population scored between 81 to 90, and the remaining 10% obtained the highest grades. In reference to the percentages

discussed above, there is a notable disparity among the scores obtained, which illustrates the difference in levels found in a single classroom. A possible reason for this difference in levels can be traced back to the pupils' background in English since 10% of the total population graduated from private bilingual high schools while 90% came from public high schools where English is taught only 3 to 5 hour a week. The pupils who graduated from public institutions affirmed that students who graduated from private high schools have a higher proficiency level compared to them (Students' Survey, September 2010).

The information discussed above shows both the students and teachers' perceptions regarding the kinds of activities developed in class and emphasis on skills and micro-skills; nevertheless, it is also necessary to delve into the methodology (ies) used by the five educators teaching the course *English II for Computer Sciences*. Three instructors (60%) affirmed that they implemented the Communicative Approach, and two of them (40%) sustained that they preferred the Integrated Skills Approach. One professor mentioned that she employed Oral Performance, and another instructor explained that he rather using a combination of Task Based and Grammar Based, mainly an Eclectic Approach, as he named it. Only one professor implemented the ESP Approach, as recorded in exhibit 6 below.

Exhibit No. 6

Methodologies used for teaching English II for Computer Sciences

Teachers	Methodology
Teacher 1	Communicative Approach
Teacher 2	Communicate and Integrated Skills
Teacher 3	The course is based on Oral Performance
Teacher 4	Combination of Communicative Approach with an ESP Approach
Teacher 5	Combination of Task-Based and Grammar Based, quite eclectic

Source: Teacher's questionnaire at UNA, September 2010

As described in the data displayed above, three professors referred to only one Communicative Approach, and one instructor mentioned Oral Performance as a teaching approach. This is relevant for this investigation since the coordinator of these courses explained that many instructors teaching these ESP courses are not English teachers but translators, and an English teacher must be aware of the fact that there are several versions or interpretations of the Communicative Approaches, which are currently referred as Communicative Language Teaching approaches. This supports the fact that most of these educators do not have pedagogical preparation.

This information was verified by means of examining the list from which the English Department selects the teachers for this course. This list provides a description of each instructor's degree and the name of the university they graduated from[5].

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[5] See Artifact N. 1

It is more than likely that a translator, who performs the role of an English teacher, will be inclined to prefer translation activities over communicative activities, which is the main focus of the courses. In this regard, the coordinator expressed that efforts are made to assign teachers according to the specific requirements of the course. However, at times the selection is made because a number of translators are part of the English Department's staff, and their full-time schedule has to be completed with courses in other areas of expertise when those in theirs are not enough to do so. That is why translators are oftentimes assigned to teach ESP courses (Coordinator's Interview, October 2010).

Translation from English into Spanish was observed during non-participant observations. For instance, during non-participant observation No. 1 of teacher 1, when students asked for clarifications about the meaning of a word, the professor explained the meaning in Spanish. In addition, observation No. 3 of teacher 2 shows that she provides definitions and meanings of words in both languages (English and Spanish); nonetheless, if the students translated, she asked them to speak in English, which was a pattern observed in teacher 3 as well (Non-participant observations, August-September 2010).

Furthermore, when the educators were asked to mention which methodologies they considered the most effective to teach Computer Science learners, only two of them pointed out the Communicative Approach, and even so, one of them did so with reservations. Their responses are shown in the exhibit below.

Exhibit No. 7

Teachers' Opinion about the Most Effective Approach to Teach Computer Science Learners

Teachers	Teaching Methodologies
Teacher 1	"Communicative Approach is OK. An appropriate environment is effective like the multimedia laboratory to put into practice, in context, the exercises intended for this purpose in the book"
Teacher 2	"Communicative is OK, but we must introduce more technology in the class, virtual classes, forums on line, etc"
Teacher 3	"It would be great to use the lab to develop the sts' computer skills with their English skills, so that the experience is similar to the one they will have in their daily lives and jobs"
Teacher 4	"ESP. They have a general command of English, but they lack strategies to perform in technical issues. They need training on writing, technical understanding, etc"
Teacher 5	"It depends on the group and its reception of the subjects by students"

Source: Teacher's questionnaire at UNA, September 2010

As shown above, only one educator referred to the ESP Approach. One instructor mentioned that the use of computers is significant for teaching this ESP course; however, she did not point out any particular methodology to language learning. Finally, one professor expressed that the methodology depended upon the students' reaction towards the subject.

It is noteworthy mentioning that one of the authors of the textbook *English-Net. ESP. English for Computer Science, Level II,* which is the textbook being used in the course *English II for Computer Sciences*, explained that this didactic material follows a Communicative Approach (Author's interview, November 2010).

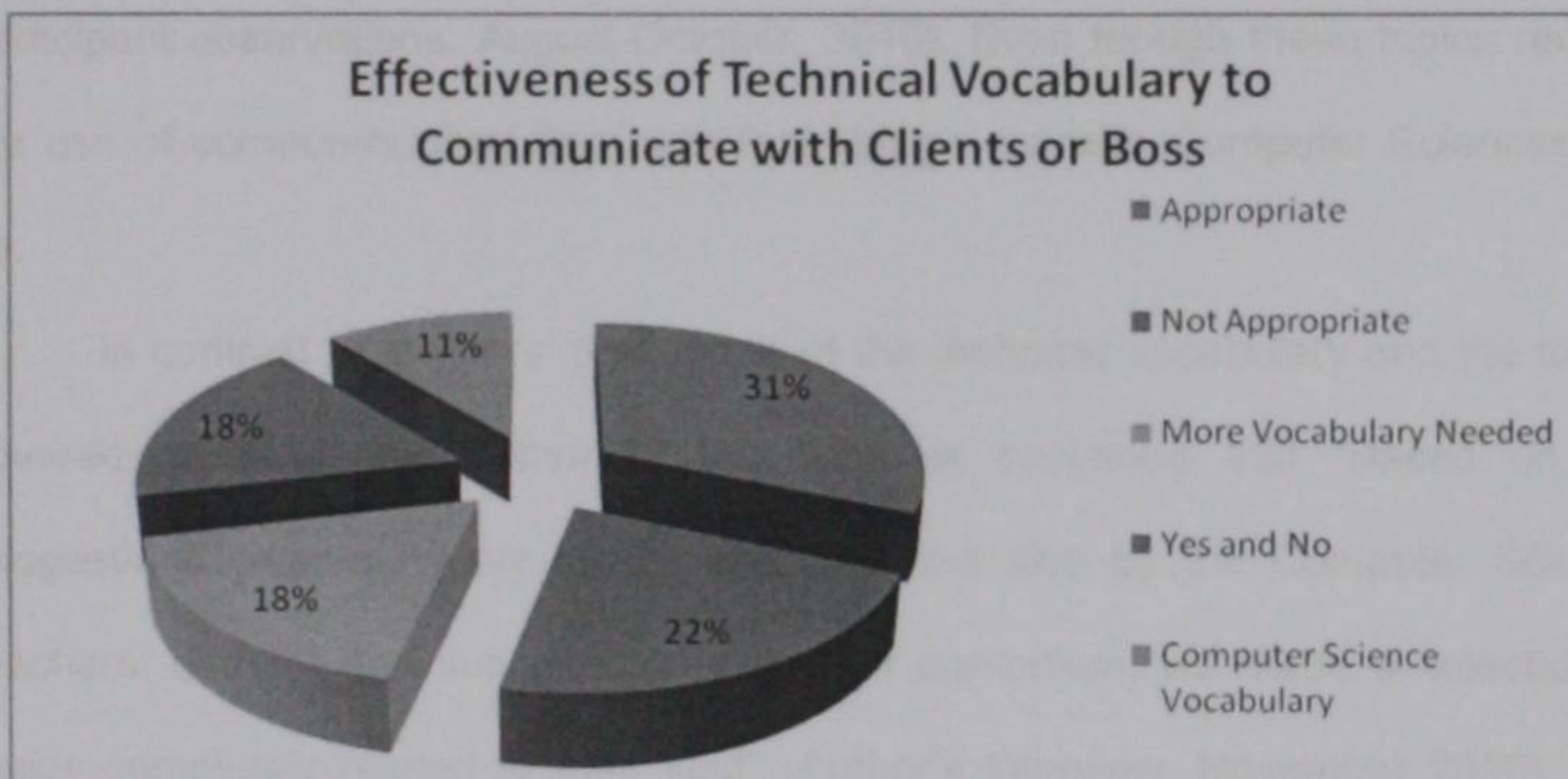
Based on the data presented, the methodologies used by the educators to teach technical lexicon vary from instructor to instructor, who could use any of the

following: Communicative Approach, Integrated Skills, ESP Approach, Combination of Task-Based and Grammar-Based, and Oral Performance.

Technical Lexicon in the Course English II for Computer Sciences

Once the methodologies and approaches have been described, it is pertinent to analyze their effectiveness on students' learning and acquisition of the technical lexicon. In the survey applied to pupils, they commented on how effective the technical vocabulary studied in class is when communicating with their clients or boss. The following exhibit illustrates the learners' responses.

Exhibit No. 8



Source: Students' survey at UNA, September 2010

As described in the graph above, 31% of the population considered that the technical lexicon studied in class is appropriate for them to use with their customers

and boss. 22% agreed that the technical vocabulary is not appropriate. Some students (18%) believed that they need more technical vocabulary, and another 18% said that in some cases it is enough, but in some other cases it is not. Finally, 11% of the participants mentioned that they need more vocabulary related to their major since the one they study is related to technology and not to Computer Sciences. This is supported by the Focus Groups where learners commented that the course is not completely related to their major, and that the problem is that the topics do not go hand by hand with Computer Sciences. They explained that the last two units they studied were related, but before that they studied clothing, and they agreed that that is a topic for English I (Focus groups, October 2010). The topics developed in the three groups during the observations were game design, IQ building, web page design, Internet cafes, and Community Service Networks (Non-participant observations, August-October, 2010). Even though these topics require the use of computers, they deal with technology, not with Computer Sciences per se.

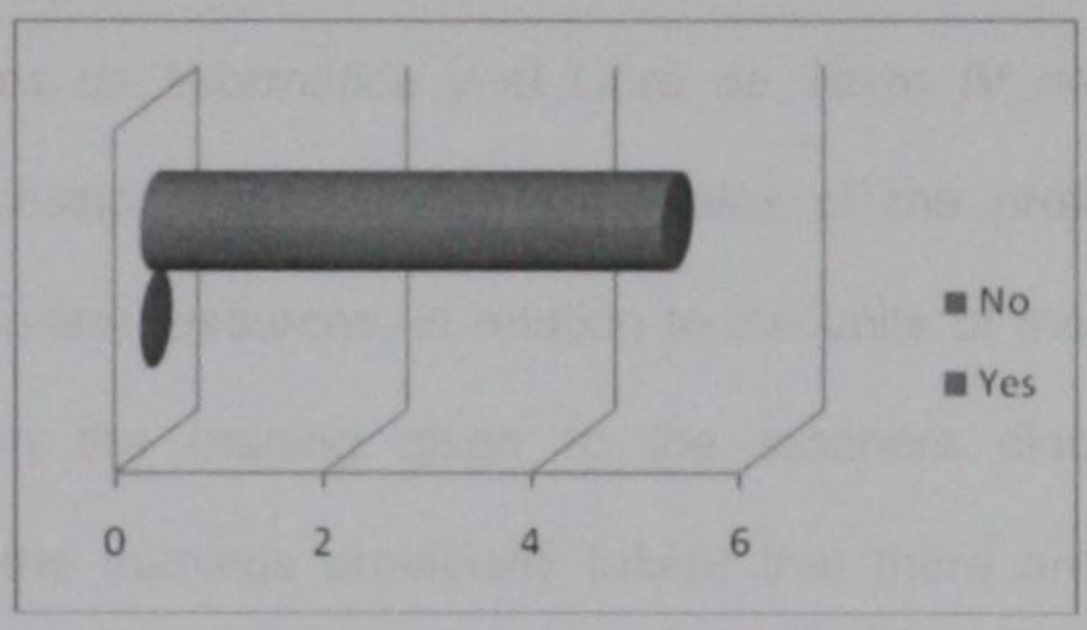
In contrast to learners' perception of the technical vocabulary and the topics covered in class, the author of the textbook explained that "Based on the suggestions given not only by the students, but also by the Computer Science teachers, director and sub director, and their curriculum, we made a selection of topics completely related to their field" (Author's interview, November 2010). The author mentioned as well that they surveyed 70 pupils, and they interviewed 5 teachers. Based on this data, there is a mismatch between learners' perception of the technical lexicon and the topics studied in the course, and the results obtained and analysed by the authors of the didactic material. The difference in perceptions

may rely of the fact that the piloting of the textbook was carried out for the course *English III for Computer Sciences* and the textbook IV for *Reading Comprehension* and this study focuses on the course *English II for Computer Sciences* and its corresponding textbook.

It is relevant to note that when teaching specialized courses, extra effort is required from instructors since they must be knowledgeable and they must handle the technical vocabulary of the target field. It was also pointed out that instructors must be well trained since teaching an ESP course is not the same as teaching a general English course.

Exhibit No. 9

Training for Teaching the Course English II for Computer Sciences



Source: Teacher's questionnaire at UNA, September 2010

According to the teachers, they do not receive any training on how to teach the course *English II for Computer Sciences*. Nonetheless, the coordinator of the *Cursos de Servicio* stated the opposite; he also pointed out that when the authors of the book were piloting the textbook for *English III for Computer Sciences*, they did a survey among the pupils, and the results showed that the problem was not the book but the teachers. He said that now they have 18 courses and probably 10 teachers

(out of 14) are translating; he explained that they had a training, which was mandatory, on evaluation and on how to use the textbook. When they began using the textbook, teachers were complaining a lot because they needed more material. For that reason, in the training, the teachers worked in pairs and they had to develop activities, materials, videos, and readings based on one unit of the textbook. The purpose was to show them that there is plenty of material, but they have to look for it. He said that they had proved them that there were 100 videos, but that it is a matter of time and laziness, "they prefer traditional teaching" he pronounced, "they use dictionaries, and those are not translation classes" (Coordinator's Interview, October 2010).

The information previously depicted is corroborated in the project developed by the authors of the textbook *Validación de los Productos: Inglés Conversacional III para Estudiantes de Informática y el Libro de Texto IV de Comprensión de Lectura*[6]. In the session *Conclusiones Generales* of the project, the members recommend that on-line resources, in relation to the units of the textbook, have to be incorporated in the training given to the teachers since the professors demonstrated (in the trainings previously taken) that there are plenty of on-line resources that can be used in these courses. Nevertheless, they drew attention to the fact that educators must get prepared on how to develop the activities in the textbook in a dynamic and interactive way, how to apply the methodological scope

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[6] In English: Product Validity: English III for Computer Sciences Students and Textbook IV for Reading Comprehension

for the textbook, how to assess the content, and how to get prepared for topic development[7].

Another relevant aspect is that the educators were asked to describe the techniques they use in class to develop pupils' technical lexicon. A summary of their responses is described in the following exhibit.

Exhibit No. 10

Techniques Used by Instructors to Develop Technical Lexicon

Teachers	Techniques to Develop Technical Lexicon
Teacher 1	Asking for detailed explanations and class discussions
Teacher 2	Review vocabulary, make conversations and writings, make charts and presentations
Teacher 3	Providing definitions, use it in sentences, use it in role plays or presentations
Teacher 4	Starting with a prompt, different exercises to train different skills
Teacher 5	Using glossaries and specific readings of the field

Source: Teacher's questionnaire at UNA, September 2010

Teacher 1 commented that he just follows the book because he has to. However, he tries, as much as possible to ask for more detailed explanations arguing that they are the experts, not him. In this way, he believes, students do not take the exercise as an obligation, but as a way to show the others that they know the subject. He considers that this exercise promotes rivalry and class discussion. His view in regards to the textbook is reinforced by the students' opinion about the way he teaches the class, the learners commented that: "the professor is limited by

[7] See Artifact 3

the material he is expected to use, and he sticks to the book" (Focus group, October 2010).

Teacher 2 reviews vocabulary and makes conversations and writing using the vocabulary previously studied. Also, she has learners making charts and presenting and explaining them. Moreover, teacher 3 said that first she presents the technical vocabulary to the pupils. Then, they provide possible meanings or definitions; after that, she encourages them to use it in different sentences. Finally, they are encouraged to use it in role plays, conversations, or presentations. Non-participant observations support teacher's 3 techniques since what she describes as the techniques is what she actually did in her classes, specifically in the laboratory sessions (Non-participant observations, September 2010). Furthermore, teacher 4 starts with prompts which can be readings, videos, or movies. Then, different exercises are designed to train different skills. Finally, teacher 5 develops glossaries and uses specific readings to their field of studies (Teacher's questionnaire, September 2010).

In order to verify the importance that technical lexicon has on the course *English II for Computer Sciences*, instructors were asked to comment on the most important aspects to asses learners in this ESP course. The different responses given by the professors show that there is no agreement on their criteria in regards to assessment since all of them provided different answers. Teacher 1 stated that the most important aspect to evaluate is oral communication and subject matter knowledge through speaking and listening activities. Conversely, teacher 2 believed that all language areas must be assessed and not only vocabulary. Teacher 3 considered that constant evaluation and class work are two significant aspects to be

evaluated. She believes that it would be important to include a class work percentage in their evaluation. On the other hand, teacher 4 pointed out that learners' listening comprehension and their cohesion in oral and written production are the main aspects. Finally, teacher 5 considered that two relevant aspects that have to be assessed are critical thinking and application of problem-solving strategies (Teacher's questionnaire, September 2010). For the relevance of this research, it is interesting to note that none of the teachers considered technical lexicon as being one of the main aspects to evaluate.

Exhibit No. 11

Teachers' Opinion about the most Important Aspects to be Assessed

Teachers	Aspects to be Assessed
Teacher 1	Oral communication and subject matter knowledge
Teacher 2	All language areas
Teacher 3	Constant evaluation and class work
Teacher 4	Listening comprehension and oral and written production
Teacher 5	Critical thinking and problem-solving strategies

Source: Teacher's questionnaire at UNA, September 2010

Further, the objectives of the course *English II for Computer Sciences* are the following: by the end of the course, students will be able to develop the four language skills based on topics related to their specialty in order to: a) Express preferences about the topics to be developed in the course. b) Describe objects and situations. c) Ask and give information. d) Discuss new advances in regards to

computer science. e) Write sentences and questions. f) Develop different forms of vocabulary in order to handle the topics. g) Acquire the necessary grammatical strategies required for the level (English II for Computer Sciences, Course Outline)[8]. Furthermore, the course outline also exemplifies that the evaluation consists of 60% on-going assessment, which is described as quizzes, assignments, among others, 15% for the final project, and 25% that corresponds to the final exam.

Based on non-participant and passive-participant observations, it was seen that not all the objectives are being accomplished. For instance, objectives *d* and *g*. The former deals with discussing new advances in regards to computer science. The main constraint to this objective is the textbook itself since it does not have updated topics and they are related to the technology field instead of the Computer Sciences' what clearly opposes to what is stated in the objective of the course. The latter refers to the acquisition of grammar strategies required for the level. The discrepancy relies on the course outline which does not specify which grammatical strategies or even structures must be covered in the course *English II for Computer Sciences*. In regards to grammar, the learners commented that it should be taught in class because most of the activities and exercises are based on readings, videos and grammar is left apart. They agreed that grammar is one of the most significant aspects when learning a language. Additionally, they proposed the creation of supportive material for practicing grammar at home (Focus groups, October 2010).

The coordinator of the *Cursos de Servicio* was asked if the activities and results required from students were consistent with the objectives of the course, and

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[8] See Artifact 2

he replied: "the problem is who is teaching those courses and the way they are teaching" (Coordinator's Interview, October 2010). After that, he affirmed that the evaluation techniques are appropriate to the course; however, he also pointed out that they have tried to unify certain things among the professors, and that they cannot change the way the teachers are doing these activities, and the same with the evaluation (Coordinator's Interview, October 2010). The educators are clear in regards to the objectives that pupils have to reach by the end of the course; nonetheless, all of them are evaluating different areas, and as a consequence, the learners from the five different classes handle different aspects. As opposed to the purpose of the course which is that they reach *English III for Computer Sciences* with the same knowledge.

Suggestions given by Pupils and Professors for the course English II for Computer Sciences

Since both learners and instructors are the ones in direct contact with this ESP course, they are aware of the areas to improve. Learners' main concern is the textbook that is being used. 27% of the students considered that the textbook is not updated and that it is not completely related to their major. Moreover, 24% agreed that the textbook is boring for them; however, 19% of the pupils affirmed that the book is complete and that it fulfills their expectations. In regards to technical lexicon, 16% admitted that they needed more technical vocabulary, and 14% mentioned that the vocabulary studied through the textbook is related to technology and not to Computer Sciences. To illustrate, the information displayed below shows

vocabulary taken from two different artifacts which belong to two different groups. The exhibit shows technical vocabulary used by pupils in a writing task and in a role play; this vocabulary has been categorized in two different fields: Technology and Computer Sciences.

Exhibit No. 12

Writing Task

Technology	Computer Sciences
Domotic house	Programming
Lighting system	Nano-computers
Energy system	Software
Electronic pins	
Security system	
Audio system	
Righ resolution displays	

Source: Artifact, 2010

Exhibit No. 13

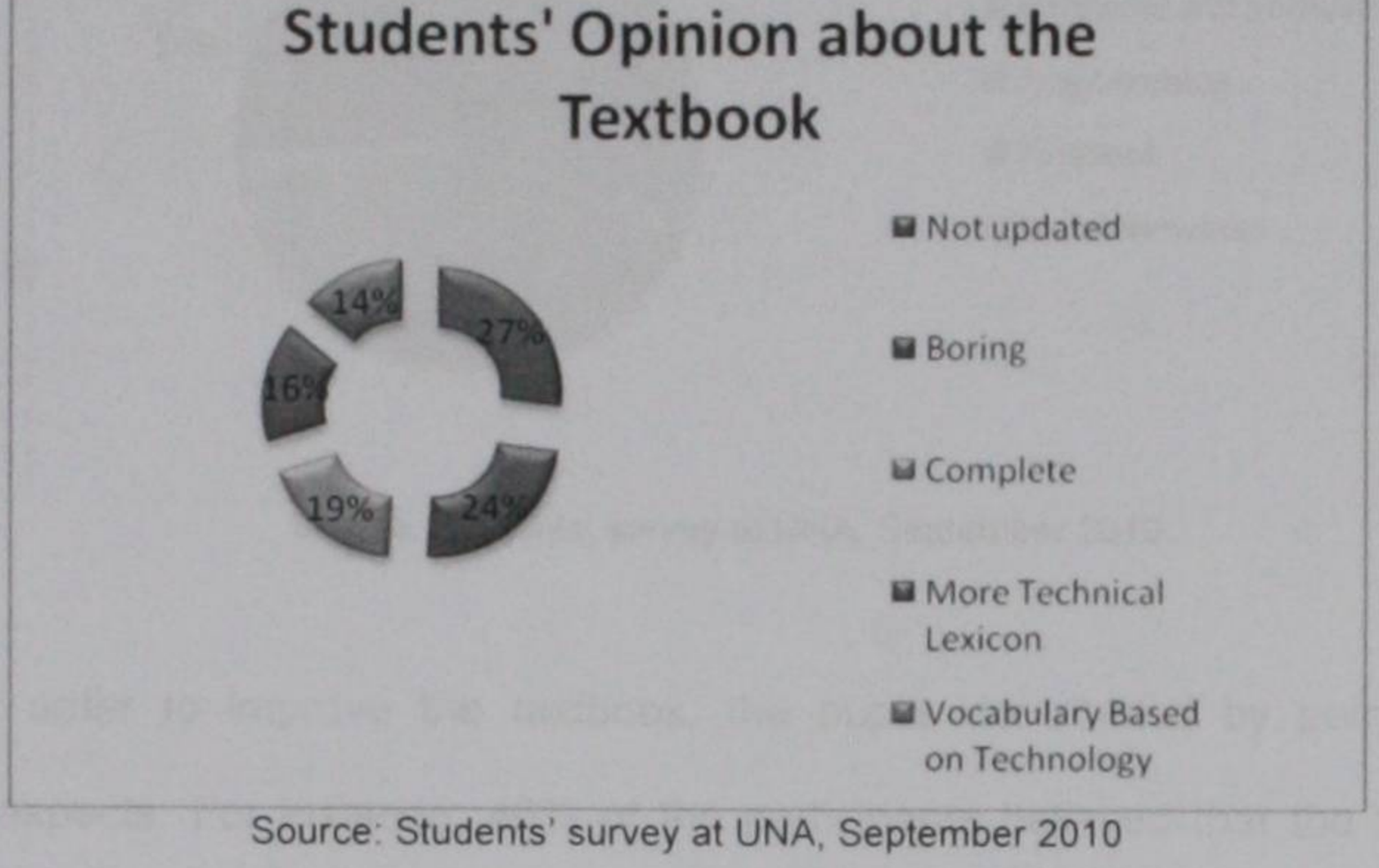
Role Play

Technology		Computer Sciences
Technological devices	Camera system	Operative system
All in 1 computers	Heating system	Customized
Touch screen	Lighting system	Software
Security system	Control panel	PC's
Robots	Close circuit camera system	System
Remote control	Beamer videophone	Hardware
Internet connection	Laser security alarm	Wireless router

Source: Artifact, 2010

As presented, the majority of vocabulary used by students in their tasks was mainly related to technology rather than computer sciences. The samples of technology vocabulary duplicate the ones from computer sciences.

Exhibit No. 14

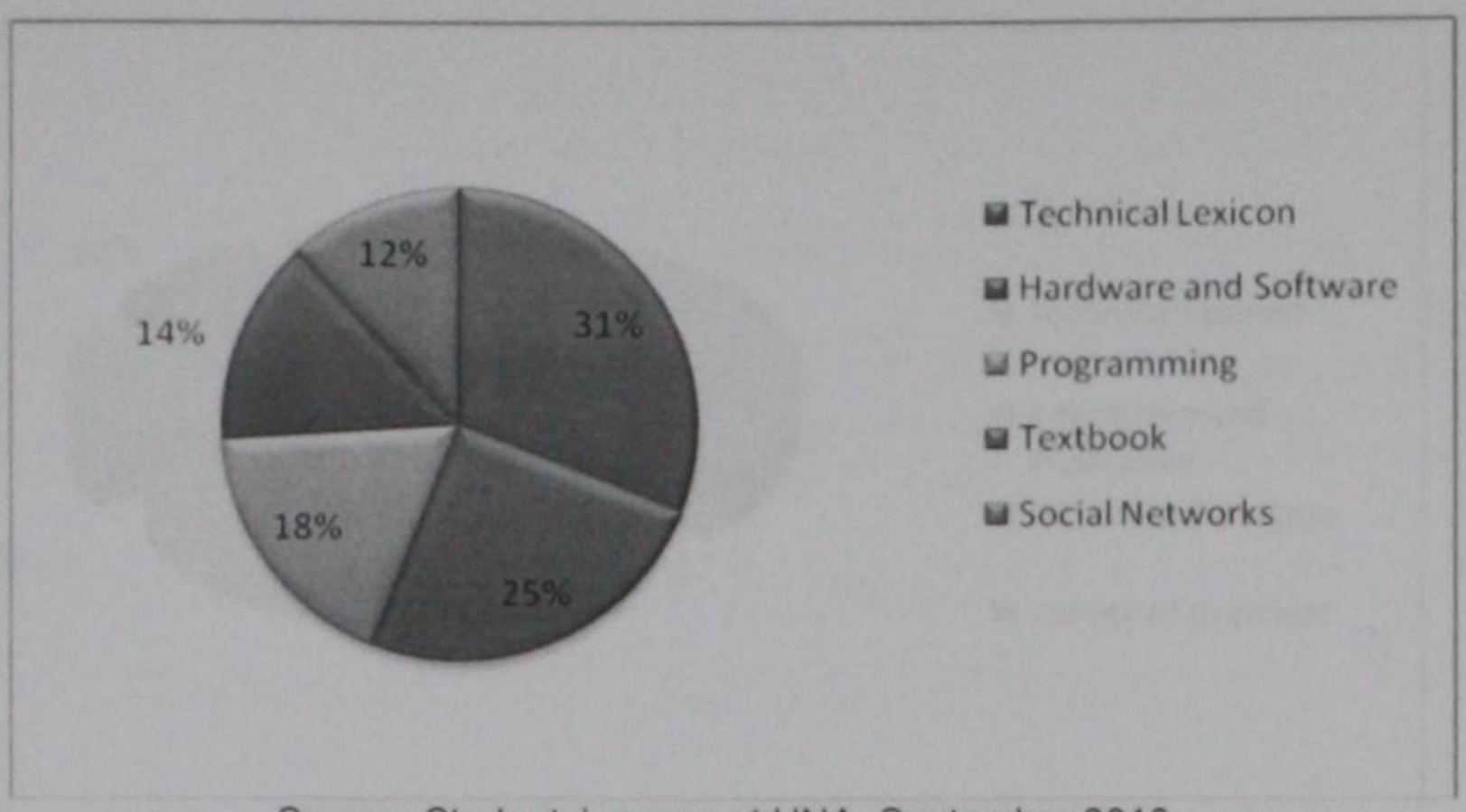


Source: Students' survey at UNA, September 2010

Since the majority of the population agreed that the textbook should be updated, they provided the topics they would like to be included in the textbook. In the focus groups; students commented they would like to include relevant topics for their field of expertise such as programming, social networks, technical support, and job application techniques (Focus groups, October 2010). These topics are reinforced by the survey where the majority of the population (31%) insisted on the incorporation of technical lexicon. Hardware and software were requested by 25% of learners. 18% considered that programming is an important topic to be included, and 14% mentioned that the textbook should be completely updated. Finally, social networks were suggested by 12% of the participants. The exhibit below illustrates this information more clearly.

Exhibit No. 15

Students' Topic Suggestions for the Textbook

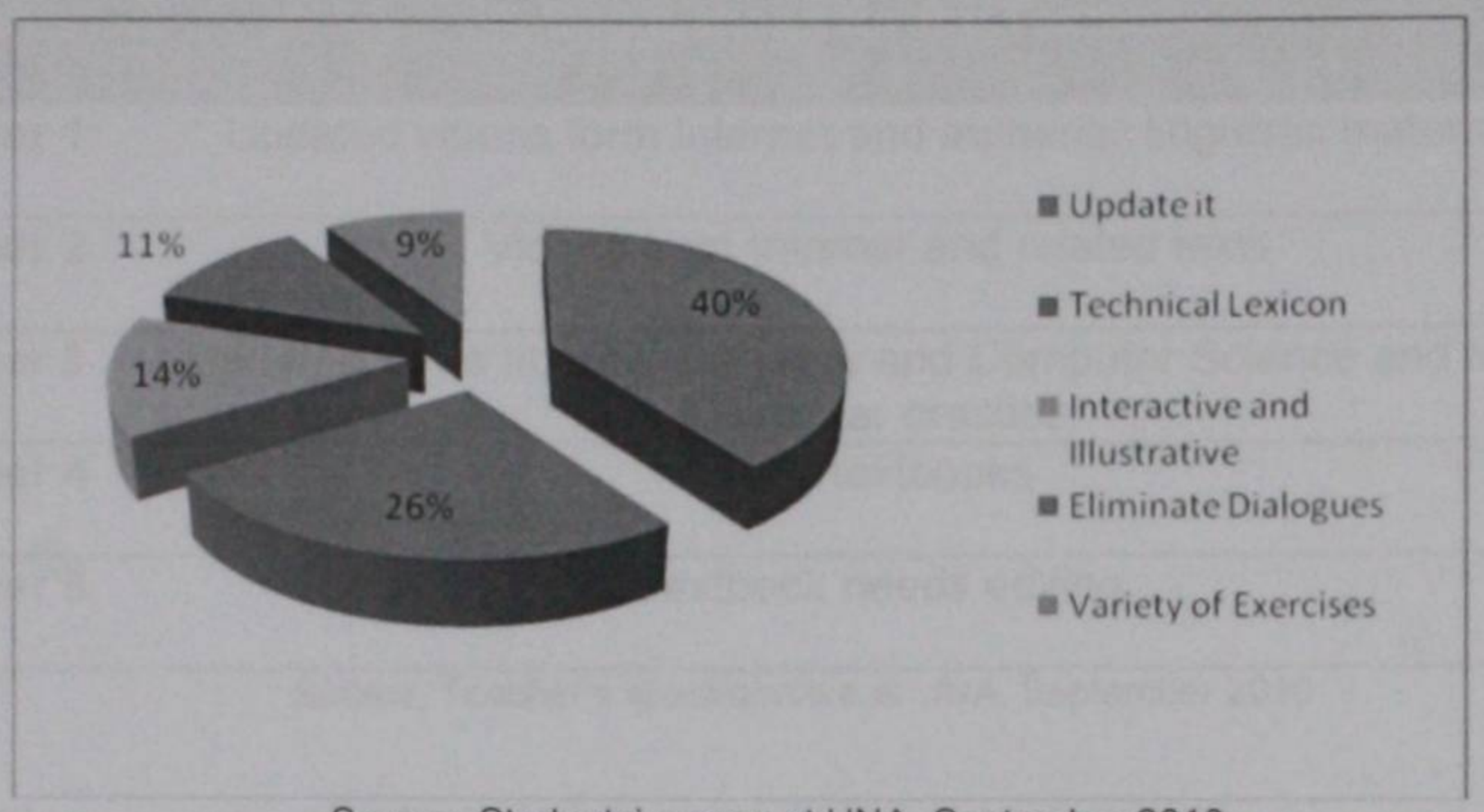


Source: Students' survey at UNA, September 2010

In order to improve the textbook, the pupils contributed by pointing out specific aspects. For instance, 40% of the participants believed that the textbook has to be updated as showed by the previous information. The incorporation of technical lexicon was supported by 26% of pupils, and 14% agreed that it should be more interactive and that the illustrations can be better. In regards to the activities, 11% considered that the dialogues should be eliminated and different and a variety of exercises was pointed out by the remaining 9%.

Exhibit No. 16

Students' Opinion on the Aspects to Improve in the Textbook



Source: Students' survey at UNA, September 2010

In regards to teacher 1 and teacher's 2 point of view, the textbook can be updated by downloading updated videos from the Internet in order to make a more interesting class by adding different elements from those of a regular class, and by bringing authentic linguistic materials. Teacher 3 considered that news about technology and the Computer Sciences field are useful as well as more grammar practice; teacher 4 agreed with teachers 1 and 2 in the use of videos, but he also proposed the implementation of new textbooks such as *Information Technology* by Oxford University Press. Finally, teacher 5 mentioned that the textbook is repetitive and that it requires to be edited since it contains plenty mistakes which supports students' opinions about the textbook as presented above. This data is displayed in the exhibit below.

Exhibit No. 17

Teachers' Suggestions on the Topics for the Textbook

Teachers	Suggestions for the Textbook
Teacher 1	Updated videos form Internet and authentic linguistic materials
Teacher 2	Videos from Internet and related texts
Teacher 3	Updated news about technology and Computer Science and more Grammar practice
Teacher 4	New textbooks
Teacher 5	Textbook needs editing

Source: Teacher's questionnaire at UNA, September 2010

Furthermore, the instructors were requested to provide suggestions to improve the course *English II for Computer Sciences* in terms of methodology, teaching resources, laboratory, among others.

Exhibit No. 18

Teachers' Suggestions to Improve the Course

Teachers	Suggestions
Teacher 1	A new textbook, a laptop and video beam
Teacher 2	Book needs to be updated and published, and access to computers and video
Teacher 3	Lab resources, improved audio, and having more visual resources
Teacher 4	Apply ESP teaching, have meaningful textbooks, teachers designing materials
Teacher 5	Focused and planned course demanding both for teachers and students

Source: Teacher's questionnaire at UNA, September 2010

As the exhibit above shows, two educators considered that having access to video beam and computers would benefit greatly these classes since learners can apply their knowledge in Computer Sciences with their English skills. Moreover, two more teachers admitted that a new textbook is required compared to one professor who considered that the textbooks need to be updated and published since it is not nice to work with copies, as she mentioned. One educator highlighted the importance of having different resources as lab, audio, and visual materials. Also, one instructor commented on the application of an ESP approach in the course *English II for Computer Sciences.* Finally, teacher 5 believed that the course needs to be more focused on students' field and that it has to be more challenging for teachers and pupils since some readings are pretty easy, according to him (Teacher's questionnaire, September 2010).

Some of the instructors' concerns are evident for one of the authors of the didactic material. The author was asked about the type of information presented in the textbook (textual, visual, aural) and if this information adds or detracts from the book's usefulness or legibility, and she explained that the textbook presents textual, visual and aural information. Unfortunately, she stated, "the students have been using photocopies because the textbooks have not been published. This year, we are finishing the final revisions. I do not think that "this ... detract from the books' usefulness or legibility." Why? The textbooks have been revised in order to make sure they are updated" (Author's interview, November 2010). As affirmed by the author the textbooks are in revision so they can be published which will please both teachers and students.

Underpinning the educators' perception of the textbook, the learners affirmed that they would like to have more colorful and interactive material and they rather pay more money for a colorful book than studying with copies as they have been doing. At the same time, they demand more technical vocabulary not only from the book but also on behalf of the instructors (Focus groups, October 2010).

Another relevant point of view to consider in this matter is the one of the coordinator of the ESP courses. When asked if he believed that the textbook was up to date, out of date, or timeless, he said: "think about computers, what's updated and what's not? Designing a textbook takes a lot of time, and when we finished the textbooks to teach English to Computer Science students were already outdated" (Coordinator's Interview, October 2010). He pointed out that they had tried to update it by adding new activities; for instance, in the textbook III, they have a new activity named *Trip in Time*.

In regards to the textbook that is being used, the coordinator stated that as an author, he liked the book. He remarked that: "the best book is not the one you adopt; it is the one you adapt". He also commented that if you focus your teaching on that book, your classes are going to be boring, monotonous, "this is not the Bible" he said (Coordinator's Interview, October 2010). In terms of suggestions for the course, he uttered that students need a lot of motivation. First, they have to work on their attitudes; "they think they know everything. They think they can do everything with the computer, but it is the computer that works, not them" (Coordinator's Interview, October 2010). He believed that they do not see the importance in English, but once they finish, they start paying English courses. It is relevant to note that when the authors were piloting the textbooks to teach *English*

III for Computer Sciences and *English IV for Reading Comprehension*, they did a survey among the pupils, and the results showed that the problem was not the book but the teachers. He remarked that now they have 18 courses and probably 10 teachers (out of 14) are translating.

The data previously analyzed shows that the majority of the teachers and pupils consider that the textbook does not fulfill their expectations according to their field of expertise. Nevertheless, as mentioned by the coordinator, if the educators are basing their classes on the textbook, they are going to be monotonous. The responsibility should not lie on the textbook because there is not a perfect textbook. The material for this course is not updated, but in the Computer Sciences field what one develops today will be obsolete tomorrow. For that reason, it is the instructors' responsibility to look for updated material for their classes.

V. Conclusions

In agreement with the data gathered and analyzed in this investigation, it can be concluded that the professors, the coordinator, and the Computer Sciences School should unify criteria in terms of this ESP course, more specifically, in terms of content, evaluation, and technical lexicon. The methodologies and techniques implemented in this course are focused on speaking and listening skills. Instructors agreed that they give emphasis to the development of speaking since the core of this course is conversation.

On the other hand, pupils considered that they spend most of class time speaking and reading. At this point there is an agreement on speaking being the most important language skill developed in class. As the coordinator of the course stated, the emphasis is on speaking. However, a misunderstood perception towards speaking is mirrored in the reading skill pointed out by the students since, as it was observed, what they mostly do in class is completing dialogues and reading them in front of the class, and also, planning presentations to be read in front of the class. Thus, learners are not aware of the fact that what they do in class is, in most of the cases, reading while they are supposed to be speaking.

Furthermore, a Communicative Language Teaching approach has to be implemented for the course *English II for Computer Sciences* since it is a conversational course for specific purposes. Based on this, the educators of this course are applying what they considered to be the most appropriate approach. The problem emerges when the professors are not clear on what the approach is. As it was confirmed, just 33% of the observed instructors had an English Teaching

major; the remaining percentage major in English and English-Spanish Translation. Referring to this issue, the coordinator mentioned that these teachers are given these courses for completing their working hours even though they have not received pedagogical preparation.

The methodologies, approaches, and techniques in this ESP course can be considered as useful for a regular conversational course e.g. Centro Cultural Costarricense Norteamericano, Intensa, Berlitz, among others; nevertheless, they are not completely effective for the ESP course *English II for Computer Sciences* due to the fact that educators are teaching the same subject matter from different perspectives which affects pupils' proficiency level and their exit profile.

Based on the information mentioned above, there is a gap in the course *English II for Computer Sciences* which is mainly affecting the learners. The students in this course pointed out that the vocabulary that they are being taught is pretty basic. They said that the vocabulary covered in class is for people who are learning how to use a computer, and that the topics studied are not related to their major but to technology. This can be proved by looking at the topics and the exercises in the textbook which include: High IQ Buildings, Web Page and Internet Café, Files: Warning, Suggestions and Predictions, among others. They affirmed that Technology and Computer Sciences are not the same. For this reason, they required that technical lexicon and topics such as Programming, Networks, and Technical Support, which are in accordance to their major, be included in the textbook and in the course since they are aware that they will need them when they start working.

Finally, responsibilities must be assigned. The professors of this ESP course are requesting more resources such as multimedia lab, audio CD, videos, updated readings and materials. Nonetheless, they are the teachers, and they can look for the resources they need. The textbook fails in providing pupils with relevant topics for their field of expertise, but it is not the textbook's fault that the course is boring; it is not the textbook's fault that the activities are monotonous. The problem is that, as students confirmed, the educators based their classes just on following the textbook, and for that reason, the classes are repetitive. This can be supported by the coordinator of this ESP course when he explained that a good book is not the one you adopt but the one you adapt, and the teachers in this course adopted the textbook as the main material available for the course.

The conclusions stated above in regards to methodology, approaches, and techniques, their effectiveness, and suggestions given by both teachers and students, and the coordinator of the course *English II for Computer Sciences* successfully achieve the objectives of this research.

VI. Recommendations

Based on the conclusions explained above and the results of this investigation, some recommendations are proposed in terms of the curriculum, coordination, and future research. The purpose of providing these recommendations is that of contributing to the authorities in charge of designing and developing these ESP courses.

For the Curriculum

An imperative action for curriculum developers of both Escuela de Literatura y Ciencias del Lenguaje and Escuela de Informática is to unify criteria in terms of the actual purpose of the course and the subject matter since the name of the course implies that they will receive English for their specific purpose which is Computer Sciences. Nevertheless, this is not what they are getting from the course. Instead, they are taking a conversational course focused on technology.

For the Coordination

Providing instructors with an accurate and constant training on methodologies, approach, and techniques for teaching the course *English II for Computer Sciences*. The coordinator of these ESP courses mentioned that the professors receive training on evaluation and on how to use the textbook, and that their attendance is mandatory. On the other hand, the educators agreed they had not received any training on this course apart from the training all the professors have to take in order to be part of Universidad Nacional educational staff. For this

reason, the recommendation is to train teachers on how to teach an ESP course following a common approach to language teaching being the ESP approach the most appropriate, and since this ESP course focuses on conversation, a combination with a Communicative Language Teaching approach would benefit greatly this population.

It is pertinent to develop a placement test for these courses due to the fact that the pupils in the same class do not have the same language proficiency level affecting their performance, assessment, and motivation. Taking into account this fact, it is unfair to grade students under the same criteria. The implementation of a placement test will benefit learners because they will be part of a group in which all students have a similar proficiency level.

In terms of the textbook, updating it is not a plausible solution due to the fact that Computer Sciences field is in constant change which may result in a constant outdating of resources. This means, and as established by the coordinator, that a book published in this field today, would be outdated tomorrow. The solution is to include topics which are not affected by time such as programming and technical support, as mentioned by the pupils. And more importantly, to include topics related to the students' field of expertise and not to technology in general since many learners agreed on the fact that the topics included in the textbook are not related to computer sciences.

For Future Research in the Field

In order to corroborate if what has been found in this research is a general pattern of the courses *English for Computer Sciences* courses or an isolated case

of *English II for Computer Sciences*, future researchers might expand this research problem to the remaining three courses.

Additionally, non-participant and passive-participant observations were implemented in this investigation. Nonetheless, due to time constraints participant observations were not part of data collection instruments, and they are significant data gathering instruments since valid information can be obtained from them. Because of this, participant observations should be considered as qualitative instruments for future research.

For proving the effectiveness of the unit designed in this study, research on testing can be carried out.

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Appendixes

Appendix 1: Students' Survey

Universidad Nacional
Facultad de Filosofía y Letras
Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto
Researcher: Margie Cubillo Araya

Survey

Research Project: ***The Teaching of Technical Lexicon in the Course English II for Computer Science at Universidad Nacional, Heredia***

OBJECTIVES

The purpose of this survey is to collect information about teaching methodologies and techniques to teach technical vocabulary.

Specific Objectives:

1. To identify the techniques and methodologies used to teach technical vocabulary in the target course.
2. To update the strategies, technical vocabulary, materials and sources, and the glossary of the textbook being used.

Question to be answered:

1. Which are the techniques and methodologies used by the educators to teach technical lexicon?
2. How can the ESP textbook be updated?

Universidad Nacional
English II for Computer Science
Learners' Profiency Level: Mid Beginners
Survey N. 1

Group _____ **Schedule**_____

Instrucciones: las siguientes preguntas buscan compilar información sobre las percepciones que usted tiene sobre su clase de inglés II para Informática y así

contribuir con el desarrollo del mismo. Respetuosamente solicito su aporte honesto y detallado mientras responde esta encuesta. Su identidad será protegida y la información que usted brinde será de gran valor para esta investigación.

Students' Background

1. ¿Donde aprendió usted a hablar inglés? Marque con una "x" las opciones que se ajusten a su experiencia. Especifique el nombre de la institución, el país, o las otras opciones.

Escuela pública _____
Escuela privada _____
Colegio público _____
Colegio privado _____
Vivió en el extranjero _____
Otro _____

2. ¿Cuál es el porcentaje de libros en inglés que usted utiliza en su carrera?

__ 25% __ 50% __ 75% __ 100%

3. ¿Cuál es el porcentaje de libros en español que usted utiliza en su carrera?

__ 25% __ 50% __ 75% __ 100%

Teaching Techniques and Methodologies

4. ¿Cuál es la destreza y microdestreza del lenguaje que se enfatiza en la clase de inglés?

__ Leer __ Escuchar __ Gramática
__ Hablar __ Escribir __ Pronunciación

5. Marque con una "x" las actividades de aprendizaje que se realizan en clase:

__ Lecturas __ Memorización
__ Diálogos __ Repetición
__ Debates __ otras

6. Considera usted que las actividades que se realizan en clase presentan un reto a su nivel de inglés. Nombre algunos ejemplos.

_____
_____
_____
_____
_____

7. ¿Qué tan efectivo considera usted que es el vocabulario técnico que se estudia en clase para comunicarse con sus clientes o su jefe? Explique.

_____
_____
_____
_____
_____

Textbook

8. ¿Cómo describiría usted el libro que utilizan en las clases de inglés con respeto al área de Informática?

_____
_____
_____
_____
_____

9. ¿Qué tipo de material actualizado en Informática incorporaría usted en el libro de texto que se utiliza en las clases de inglés?

_____
_____
_____
_____

10. ¿Qué sugerencias daría usted para la mejora del libro de texto?

_____

_____

_____

_____

_____

¡Muchas Gracias!

Appendix 2: Teachers' Questionnaire

Universidad Nacional
Facultad de Filosofía y Letras
Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto
Researcher: Margie Cubillo Araya

QUESTIONNAIRE

Research Project: ***The Teaching of Technical Lexicon in the Course English II for Computer Science at Universidad Nacional, Heredia***

OBJECTIVES

The purpose of this survey is to collect information about teaching methodologies and techniques to teach technical vocabulary.

Specific Objectives:

1. To identify the techniques and methodologies used to teach technical vocabulary in the target course.
2. To examine how prepared instructors are for implementing Communicative Approaches in this ESP course and their willingness to do so.

Questions to be answered:

1. Which are the techniques and methodologies used by the educators to teach technical lexicon?
2. How prepared and willing are instructors to implement Communicative Approaches in this ESP course?
3. How can the ESP textbook be updated?

Universidad Nacional
English II for Computer Science
Questionnaire N. 1

Group: _____ **Schedule:** _____

Instrucciones: las siguientes preguntas buscan compilar información sobre las percepciones que usted tiene sobre su clase de inglés II para Informática y así aportar mejorías al mismo. Respetuosamente solicito su contribución honesta y detallada mientras responde esta encuesta. Su identidad será protegida y la información que usted brinde será de gran valor para esta investigación.

Communicative Approach

1. According to your point of view: number the following aspects from 1 to 7 in order of importance being number 1 the most important:

__ Grammar	__ Writing	__ Speaking
__ listening	__ General Vocabulary	
__ Reading	__ Technical Vocabulary	

2. How would you describe the experience of teaching English in a course that is focused on Computer Science?

3. What is the methodology (methodologies) that you are using for teaching the course English II for Computer students? Explain.

4. Which teaching methodologies do you consider would be greatly effective to teach Computer Science?

5. Did you receive any special training before teaching the course English II for Computer students?

Technical Vocabulary

6. Which techniques do you use in class to develop your students' technical vocabulary?

_____

_____

_____

_____

7. What do you consider to be the most important aspects to assess students?

_____

_____

_____

_____

Textbook

8. What updated material in regards to the Computer Science field would you incorporate in the course's textbook? Explain.

_____

_____

_____

_____

9. Please, provide at least two suggestions to improve the course English II for Computer students in terms of textbook, methodology, teaching resources, laboratory, etc.

_____

_____

_____

_____

Thank you very much for your cooperation!!!!

Appendix 3: Focus Groups

a. *Specific Objectives:*

1. To identify the techniques and methodologies used to teach technical vocabulary in the target course.
2. To update the strategies, technical vocabulary, materials and sources, and the glossary of the textbook being used.

Agradecimiento

Muchas gracias a todos por su contribución la cual será de gran valor para mi investigación. La forma en la cual vamos a proceder será la siguiente: yo hare la pregunta y el objetivo es que ustedes den su opinión sincera y abierta sobre el tema planteado en la pregunta. Le solicito por favor pedir turno para cada intervención ya que todas son igualmente importantes. Nuevamente les agradezco.

1. ¿Cómo describiría usted el curso de Inglés II para Informática?
2. ¿Cuál es su opinión sobre la forma en que el/la docente da las clases?
3. ¿Qué aspecto del lenguaje considera usted se le debería dar más énfasis en clase?
4. Como estudiante, ¿qué necesita usted de este curso? En un papel los/las estudiantes escriben su respuesta y después la leen, esto con el fin de que todos participen.
5. ¿Qué importancia tiene el vocabulario técnico que se estudia en clase para su crecimiento profesional?
6. Considera usted que el vocabulario que se estudia en clase es significativo para su carrera.
7. De las actividades que realizan en clase, ¿Cuáles les gustan más? ¿Cuáles les disgustan? Sean específicos.
8. Si se les diera la oportunidad de mejorar el libro de texto, ¿cómo lo harían? Tomen en cuenta temas, vocabulario técnico, actividades, fotos, ejercicios, materiales, etc. En grupos, los/las estudiantes discuten y luego reportan sus ideas.
9. De los temas que hemos discutido hoy, ¿cuáles son los más importantes para ustedes?

Cierre

Muchas gracias a todos y todas por la colaboración brindada y por su participación activa y honesta. ¡Gracias!

Appendix 4: Interview for the Author of the Textbook

Universidad Nacional
Facultad de Filosofía y Letras
Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto
Researcher: Margie Cubillo Araya

Interview

Research Project: ***The Teaching of Technical Lexicon in the Course English II for Computer Programming at Universidad Nacional, Heredia***

OBJECTIVES

The purpose of this survey is to collect information about the textbook used to teach technical vocabulary.

Instrucciones: las siguientes preguntas buscan compilar información sobre las percepciones que usted como autora del libro tiene sobre el mismo y su aplicación en el curso inglés II para Informática. Respetuosamente solicito su contribución honesta y detallada mientras responde esta entrevista. Su identidad será protegida y la información que usted brinde será de gran valor para esta investigación.

1. Tell me about your teaching experience

_____
_____
_____
_____

2. Tell me about your textbook design experience

_____
_____
_____
_____

3. Have you ever taught any of the English courses for Computer Science?

4. Have you designed any other textbook?

5. Have you published a textbook?

6. Do you consider that your teaching philosophy is/was congruent with the teaching philosophy of the English department by the time you designed the textbook? How has it changed?

7. What is the methodology/approach of the course *English for Computer Science*?

8. What is the methodology/approach that the textbook used in *English for Computer Science* follows?

9. Which aspects regarding Computer Sciences did you follow for designing this textbook?

10. Which conventional/ audiovisual materials and new technologies did you take into account for designing the textbook?

11. How did you pilot the textbook?

12. What did you take into account for the content included in the textbook?

13. What kind of information - textual, visual, aural - does the textbook present, and does this add or detract from the book's usefulness or legibility?

14. If you had the opportunity to adjust or improve something in the textbook, what would it be?

_____
_____
_____
_____

Thank you for your cooperation!!!

Appendix 5: Interview with the Coordinator of the Cursos de Servicio Department. October 4th from 2:30 pm to 3:50 pm

First of all, it is important to point out that the coordinator of the *cursos de servicio* did not allowed the researcher to record him, so the note-taking technique was used. Regarding the coordinator's teaching experience, he shared that he began working at CEIC (Centro de Estudio de Inglés Conversacional) in the Universidad Nacional in 2001, and he had worked with different ESP courses like: English for Computer Science, Accounting, Geography, Veterinary, and History. Additionally, he affirmed that he has been a coordinator for a year and that he knows all the programs.

He mentioned that the most important aspects to consider as the English coordinator are the processes and to identify a problem in the courses, then, they evaluate, they do assessment, needs analyses, and they decide what to change. He also mentioned that he did not design the course program for the course English II for Computer Science; he said that a group of people is in charge of doing that. After that, he pointed out that the aspects that were taken into account for designing the course English II for Computer Science were interviews to employees, students, computer programmers, and professors teaching the courses.

Regarding the main objective of these courses, he remarked that the main purpose is communication in all areas. He says that they also developed the four language skills as well as culture, but that the emphasis is on speaking. However, he commented that the objectives for the four courses are different. English I-II-III are based on the four skills and grammar, and English IV is based on writing and

reading mainly because Intel and those companies, as well as teachers, mentioned that those students presented a lack of knowledge in writing and reading skills.

When I asked him if he believed that the textbook was up to date, out of date, or timeless, he said: "think about computers, what's updated and what's not?" He commented that designing a textbook takes a lot of time, and that when they finished the textbooks to teach English to computer science students, they were already outdated. He told me that they had tried to update it by adding new activities; for instance, in the textbook III, they have a new activity named *Trip in Time*.

I asked him if the activities and results required from students were consistent with the objectives of the course, and he replied: "the problem is who is teaching those courses and the way they are teaching". After that, he affirmed that the evaluation techniques are appropriate to the course; however, he also pointed out that they have tried to unify certain things among the professors. And that they cannot change the way the teachers are doing these activities, and the same with the evaluation. The coordinator explained that some of the educators teaching the courses English for Computer Science are translators, not English teachers. This information was verified in the list of eligible professor in the English area. This list provides a description of each instructor's degree and the name of the university they graduated from (See Artifact 1). The fact of having translators as teachers means that most of the activities done in class involve translating, and as it was mentioned before by the coordinator, the focus of the courses is communication, not translation. The coordinator said that sometimes they take into consideration specific requirements for selecting the educators to teach these courses, but the

problem is that they are full-time teachers and he has to provide them with courses in order for them to complete their working hours, so he gives them these courses.

In regards to the textbook that is being used, the coordinator stated that as an author, he liked the book. He remarked that: "the best book is not the one you adopt; it is the one you adapt". He also commented that if you focus your teaching on that book, your classes are going to be boring, monotonous, "this is not the Bible" he said.

When I asked him to provide suggestions for the course, he uttered that students need a lot of motivation. First, their attitudes; they think they know everything; they think they can do everything with the computer, but it is the computer that works, not them. He believed that they do not see the importance in English, but once they finish, they start paying English courses.

It is relevant to note that when they were piloting the textbooks to teach English for Computer Science, they did a survey among the pupils, and the results showed that the problem was not the book but the teachers. He told me that now they have 18 courses and probably 10 teachers (out of 14) are translating. I asked him if they trained the professors in charge of teaching those ESP courses, and he explained that every beginning of the year they have a training, which is mandatory, on evaluation and on how to use the textbook. At the beginning, he said that the teachers were complaining a lot because they needed more material. For that reason, in a training, the teachers worked in pairs and they had to develop activities, materials, videos, readings based on one unit. The purpose was to show them that there is plenty of material, but they have to look for it. He said that they had proved

them that there are 100 videos, but that it is a matter of time and laziness, "they prefer traditional teaching" he pronounced. They use dictionaries, and those are not translation classes.

Finally, I asked him that since these are ESP courses what was his impression regarding the technical vocabulary that is included in the textbook, and he replied that first, the teachers have to check what is on the unit specially the vocabulary and not to be embarrassed in front of the class. Then, he pointed out that technical vocabulary is useful if you teach learners how to use it. First, the teachers complained that the textbook did not have grammar points, so in the textbook III, he said that they included possible structures the students could use because it is not a grammar course, it is speaking; "communication is the goal", he said. He explained that they included a grammar reference, glossary with vocabulary included in the book, and some extra activities. "What else they need? Another professor to teach the class".

When they were piloting the book, educators also complained that they did not have a CD. "Sorry," said the coordinator, "we don't have the money to pay a recording studio". He uttered that the teachers can read the dialogues in class, but they asked them as authors if they could record it for them. They paid one of the author's husband to record the CD, so they could listen to a native; he mentioned that this person is not an expert, so they recorded it to facilitate some things to the professors. He believed that even though it is not appropriate for their level, at least they can listen to a native. He told me that instructors complained about the recording, so they do not do it; they prefer to skip it. "They are lazy".

Appendix 6: Artifacts

Artifact N. 1

Artifact N. 1

UNA
UNIVERSIDAD NACIONAL
COSTA RICA

Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
CONSEJO ACADÉMICO
Telefax 5624055

TRANSCRIPCIÓN DE ACUERDO

29 setiembre de 2010

ELCL-ACA-358-2010

M.Ed. Francisco González Alvarado
Vicerrector Académico

Estimado señor

El Consejo Académico de la Escuela de Literatura y Ciencias del Lenguaje en la sesión ordinaria celebrada el 22 de setiembre de 2010, Acta N° 23-2010, acordó lo siguiente:

CONSIDERANDO:

1. Las notas del 03 y 21 de setiembre de 2010 de la Comisión de Registro de Elegibles del Área de Inglés, en la que adjunta la nueva lista de elegibles de académicos con un total de 107 profesores, con grado de licenciatura o superior y 75 oferentes con grado de bachiller universitario

SE ACUERDA:

a. APROBAR E INCLUIR EN EL REGISTRO DE ELEGIBLES DEL ÁREA DE INGLÉS EL NOMBRE DE LOS ACADÉMICOS COMO SE DETALLA:

a.1 OFERENTES CON GRADO DE LICENCIATURA O POSGRADOS

Posición Registro Elegibles	Nombre Completo	Puntaje	Universidad/ Especialidad	Otros grados
1	Calderón Marín Sonia		UNA Lic. Lingüística Aplicada-Inglés	UCR-Bachillerato en Inglés
2	Sáenz Solano Guillermo		USA Framingham MA. En Educación	U. Panamericana Bachillerato en Inglés
3	Solis Alpízar Viviana		UNA- M.A.Docencia Mención Inglés	UNA Licenciatura en Traducción
4	Aguilar Sánchez Jorge		Indiana State University MA in Arts	UNA- Bachiller Enseñanza del Inglés
5	Morera Gutiérrez Sabino		Monterrey Inst M.A en Traducción	UCR-Bachillerato en Inglés
6	Rodríguez Salazar Sonia		UNA Licenciatura en Traducción	UCR-Bachillerato en Inglés
7	Campos Centeno Ana Isabel		Univ of Kansas M.A en Enseñ. Inglés	UCR-Bachillerato Enseñanza Inglés
8	Espinoza Jiménez Yorleny		UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada-Inglés

9	Guzmán Arce Natín		UNED Lic. Ciencias Educación	UCR-Bachillerato en Inglés
10	Durán Garbanzo Mairene		UNA Lic. Lingüística Aplicada-Inglés	UNA- Bachiller Enseñanza del Inglés
11	Vargas Gómez Francisco		UNA. Maestría en Traducción	UCR-Bachillerato en Inglés
12	Rojas Ugalde Ana Celia		UNA- Bachiller Enseñanza del Inglés	UNA- Bachiller Enseñanza del Inglés
13	Olivares Garita Cinthya		UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada-Inglés
14	Cubero Vázquez Viviana		UNA- M.A.Docencia Mención Inglés	UNA- Bachiller Enseñanza del Inglés
15	Chaves Villalta Mauricio		UCR-M.A Enseñanza del Inglés	UCR-Bachillerato Enseñanza en Inglés
16	Madrigal Vindas Ingrid		UNA- M.A.Docencia Mención Inglés	UNA Lic. Lingüística Aplicada-Inglés
17	López Estrada Patricia		UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada-Inglés
18	Pizarro Salas Jenny		UNA. Maestría en Traducción	UNA- BA Enseñanza del Inglés
19	Salazar Alpízar Elieth		Arizona State University M.A in Arts	UNA Licenciatura en Traducción
20	Acuña Naranjo Natalia		UNA. Maestría en Traducción	UCR-Bachillerato en Inglés
21	Méndez Baharona Jorge		UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
22	Zúñiga Hernández Adriana		UNA Maestría en Traducción	UNA Licenciatura en Traducción
23	Fallas Monge Johnny		UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
24	Ramírez Oviedo Andrés		U. Latina MEd énfasis Enseñanza Inglés	UNA- Bachiller Enseñanza del Inglés
25	Oviedo Zamora Vanessa		UCR-M.A Enseñanza del Inglés	UCR-Bachillerato en Inglés
26	Gaitán González María		UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
27	Vargas Barquero Vivian		UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada-Inglés
28	Palacios Palacios Sandra María		UNA MA. Segundas Lenguas	UNA- BA Enseñanza del Inglés
29	Montenegro Bonilla Joseph		UCR-MA Literatura Inglesa	UCR- Bachiller en Inglés

30	Orozco Campos Carlos Marlon	UNA Lic. Lingüística Aplicada-Inglés	UNA- BA Enseñanza del Inglés
31	Cartín Fernández Viviana	University of Texas Magíster of Arts	UCR- Bachiller en Inglés
32	Loaiza Berrocal Mayra	UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada-Inglés
33	Fernández Vizcaíno Viviana	UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada-Inglés
34	Pineda Rodríguez Allan Martín	UNA. Maestría en Traducción	UCR-Bachillerato en Inglés
35	Espinoza Murillo Ligia	U. Latina Lic. Educ. Enseñanza Inglés U. Latina BA Enseñanza del Inglés	U. Latina BA Enseñanza del Inglés
36	Madrigal Villegas Vera	UNA MA. Segundas Lenguas	UNA Lic. Lingüística Aplicada
37	González Ruiz May Ling	U. Latina Ciencias Educ.Énfasis Ingles	UCR-Bachillerato en Inglés
38	Núñez Arguedas Vianey Martín	UNA MA. Segundas Lenguas	UNA- BA Enseñanza del Inglés
39	Soto Vargas Xinia	UNA- M.A.Docencia Mención Inglés	UNA- BA Enseñanza del Inglés
40	Espinoza Campos Jorge Luis	Indiana Univ. of Penns. M.A in Arts	UNA- Bachiller Enseñanza del Inglés
41	Ramos Cordero Ivannia	UNA- M.A.Docencia Mención Inglés	UNA- BA Enseñanza del Inglés
42	Mora Chacón Elizabeth	UNA. Maestría en Traducción	UNA. Licenciatura en Traducción
43	Williams Jiménez Katherine	UNA- M.A.Docencia Mención Inglés	UNA- BA Enseñanza del Inglés
44	Peñaranda Castro Cristian	UNA- M.A.Docencia Mención Inglés	U La Salle Licenciatura Enseñanza Inglés
45	Castillo González Alina	UNA MA. Segundas Lenguas	UNA- BA Enseñanza del Inglés
46	Umaña Valverde Jeanneth	U. Hispanoam BA Enseñanza Inglés	U. Hispanoam BA Enseñanza Inglés
47	Griffith Heidi Kay	UNA. Maestría en Traducción	U. of Wyoming MA of Arts
48	Montero Castro Susan	UNA. Maestría en Traducción	UNA- Bachiller Enseñanza del Inglés
49	Zùñiga Vargas Juan Pablo	UCR-M.A Enseñanza del Inglés UCR -Bachiller Enseñanza del Inglés	UCR -Bachiller Enseñanza del Inglés

50	Lara Jiménez Rocío	UNA- M.A.Docencia Mención Inglés	UNA- Bachiller Enseñanza del Inglés
51	Jiménez Solís Oscar	M ED. Temple State University	UCR – B.A en Inglés
52	Villalobos Soto Silvia	UNA- M.A.Docencia Mención Inglés	UIA B.A Enseñanza del Inglés
53	Zúñiga Quiros Cristina	UNA- M.A.Docencia Mención Inglés	UCR – B.A en Inglés
54	Arias Segura Viviana	U. Latina Maestria en Educ. Ingles	UCR-Bachillerato Enseñanza Inglés
55	Gómez Jiménez Aurora	UCR-M.A Enseñanza del Inglés UCR -	Bachiller Enseñanza del Inglés
56	Méndez Salazar María Luz	UNA. Maestría en Traducción	UNA- Bachiller Enseñanza del Inglés
57	Jiménez Valverde Noelia	UNA. Maestría en Traducción	UNA- Bachiller Enseñanza del Inglés
58	Villalobos Ulate Nuria	Indiana State University M.A in Arts	UNA- Bachiller Enseñanza del Inglés
59	Prado Hidalgo	UCR-Licenciatura Enseñanza del Inglés	UCR-Licenciatura Enseñanza del Inglés
60	Rojas Cerdas Didier	UNA MA. Segundas Lenguas	UCR -Bachiller Enseñanza del Inglés
61	Rose Francis Conrad James	U. Latina MA Educac.Énfasis Inglés	UNA- BA Enseñanza del Inglés
62	Vega Quesada Hazel	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
63	Josephy Hernández Daniel	UNA- Bachiller Enseñanza del Inglés	UNA- Bachiller Enseñanza del Inglés
64	Fallas Escobar Christian	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
65	Garita Marín Jason	UAM- Maestría .Educ Énfasi Docencia	UAM- Bachiller Enseñanza del Inglés
66	Sáenz Benavides Floria María	UAM- Maestría .Educ Énfasi Docencia	UNA- Bachiller Enseñanza del Inglés
67	Camacho Chaves Shirley	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
68	Aguilar Porras Elber	U. Latina MA Educac.Énfasis Inglés	UNA- Bachiller Enseñanza del Inglés
69	Avellán Villegas Raquel	U. Latina MA Educac.Énfasis Inglés	UIA B.A Enseñanza del Inglés
70	Porras Núñez Mariela	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés 2262-9889

71	Rojas Alfaro Roberto	UNA MA. Segundas Lenguas	UAM- Bachiller Enseñanza del Inglés
72	Cortes Gonzalez Alvaro	UNA Lic. Lingüística Aplicada-Inglés	UNA- BA Enseñanza del Inglés
73	Zamora Salazar Eduardo	UCR-M.A Enseñanza del Inglés	UCR-B.A Enseñanza del Inglés
74	Molina Garita Sulay	UNA- BA Enseñanza del Inglés	UAM- Maestría .Educ Énfasis Docencia
75	Vargas Hernández Errol	UCR-M.A Enseñanza del Inglés	UNA- Bachiller Enseñanza del Inglés
76	Alpízar Alpízar Mildred	UNA-Maestría en Traducción	UCR Bachillerato en Inglés
77	Soto Ramírez Maribel	UNA- Licenciada en Traducción	UNA- BA Enseñanza del Secretariado
78	Fallas Domián Paula	UNA- M.A.Docencia Mención Inglés	UCR Bachillerato en Inglés
79	Gutiérrez Céspedes Juan Carlos	UNA Bachillerato en Inglés	UNA-Maestría en Traducción
80	Zarate Sánchez Johanna	U. Latina MA Educac. Énfasis Inglés	UCR-B.A Enseñanza del Inglés
81	Zúñiga Gamboa Luis	UCR-M.A Enseñanza del Inglés	UCR-B.A Enseñanza del Inglés
82	Umaña Valverde Jeannette	U. Hispanoam. LicEnseñanza del Inglés	U. Hispanoam. B.A Enseñanza del Inglés
83	Acuña Somibarras Luis Diego	UCR Licenciatura en Lengua Inglesa	UCR-B.A Enseñanza del Inglés
84	Cordero Badilla Damaris	ULACIT Enseñan. y Traducción Inglés	U. Latina MA Educac. Énfasis Inglés
85	Bonilla Rodríguez Ana	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
86	Cordero Gómez Gabriela	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
87	Núñez Rivara Roger	U. Latina MA Educac.Énfasis Inglés	U Fidelitas- Bachiller Enseñanza Inglés
88	Richards Gutiérrez Betty	U. San Isidro Labrador M.A Educación	U. San Isidro Labrador Lic. Ingles SL
89	Bonilla Lynch Álvaro	UNA MA. Segundas Lenguas	U. Magíster - B.A Enseñanza del Inglés
90	Castro Hernández Eric Manuel	UNA Lic Educ. Enseñanz Inglés	U. Magíster - B.A Enseñanza del Inglés

91	Solano Campos Ana Tristana	UNA MA. Segundas Lenguas	UNA- Bachiller Enseñanza del Inglés
92	Robles Leal Edinne	U. La Salle Lic Enseñanza Inglés	U. Hispanoam. B.A Enseñanza del Inglés
93	Barrantes Elizondo Lenna	UNA Lic Lingüística Aplicada	UNA Bachillerato Enseñanza del Inglés
94	Acevedo Salas Maricel	UNED Lic. Educ. Énfasis Inglés	UCR Bachillerato en Inglés
95	Mora Sequeura Evelyn	U San José Lic Educ énfasis Docencia	UNA- Bachiller Enseñanza del Inglés
96	Flores Cornejo Juan Carlos	UNA-Licenciatura en Ling. Aplicada	UNA- BA Enseñanza del Inglés
97	Hernández Ching Ruth	UNA Licenciatura en Traducción	UCR -Bachiller Enseñanza del Inglés
98	Abbott Gladis	USA. MA Penn State University	UNA- BA Enseñanza del Inglés
99	Rodriguez Araya María Elena	UNA Lic Lingüística Aplicada	UNA Bachillerato Enseñanza del Inglés
100	Morales Rojas Yuri	UAM Lic. Enseñanza del Inglés	UIA- Bachiller Enseñanza del Inglés
101	Salas Segura Wendy	U. Hispanoamericana Lic Enseñ Inglés	UNA- B.A.Enseñanza del Inglés
102	Serrano Tristàn Meritxell (*)	UNA Licenciatura en Traducción	(*) MA de U of Kansas (SIN CONARE)
103	Campos Barquero Laura	U. Hispanoamericana Lic Enseñ Inglés	U. Latina B.A.Enseñanza del Inglés
104	Garro Mora David	UAM Licenciatura en Enseñ. Inglés	UAM Bachillerato en Enseñ. Inglés
105	Arguedas López Karen	UNA- Licenciada en Traducción	UAM Bachillerato en Enseñ. Inglés
106	Escobar Leiva Ana Laura	UNA. Maestría en Traducción	UIA Bachillerato en Enseñ. Inglés
107	Smith-Gonzalez Amy Diane	UNA- M.A.Docencia Mención Inglés	Guillford Col BA in Arts (SIN CONARE)

Artifact N. 2

Universidad Nacional
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje

UNA
UNIVERSIDAD NACIONAL
COSTA RICA

Curso: Inglés para Informática II
Código: LIY211
Créditos: 03
Naturaleza: Teórico-Práctico
Tipo de curso: Regular, Común
Área de conocimiento: Manejo de habilidades comunicativas del inglés
Nivel: I
Modalidad: ciclo de 18 semanas
Ciclo Lectivo: Segundo ciclo del 2008 (del 21 de julio al 22 de noviembre)
Horas totales semanales: 08
Horas presenciales: 5 (1 teoría, 3 práctica, 1 laboratorio tipo A)
Horas de estudio independiente: 3
Horas docente: 5
Requisitos: Inglés para Informática I
Correquisitos: Ninguno
Carreras: Ingeniería en Sistemas de Información (013318) e Informática Educativa (013307)
Asistencia: Obligatoria (ver nota)

I. DESCRIPCIÓN

Este curso conversacional de inglés para propósitos específicos va dirigido a los estudiantes de la Escuela de informática. Está inmerso en un currículo que comprende tres cursos conversacionales (I- II- III) y un curso de lectura técnica (IV) que le dará al estudiante las bases del idioma inglés a través del énfasis y la interacción de las cuatro habilidades de la lengua: lectura, escritura, comprensión auditiva y expresión oral. Se unen a este proceso el aprendizaje básico del conocimiento sintáctico (gramatical), funcional (temas y situaciones) y semántico (vocabulario) de acuerdo con los diferentes contenidos temáticos.

II. OBJETIVOS

Al finalizar el curso el estudiante será capaz de desarrollar las cuatro destrezas comunicativas de la lengua basados en temas relacionados a su especialidad para:

a) Expresar preferencias acerca de los temas a desarrollar en el curso.
b) Describir objetos y situaciones.
c) Pedir y dar información.
d) Discutir los nuevos avances relacionados con la informática.
e) Escribir oraciones y preguntas.
f) Desarrollar diferentes formas de vocabulario para el manejo del tema.
g) Adquirir las estrategias gramaticales necesarias para el manejo del idioma de este nivel.

III. METODOLOGÍA

El curso tiene como énfasis la producción oral sobre temas relacionados con la informática. Se llevarán a cabo además actividades de lectura, escucha y escritura sobre los mismos temas. El instructor tendrá el papel de facilitador y el estudiante la mayor responsabilidad en el proceso de aprendizaje. Un punto muy importante es la participación espontánea; aunque no tenga un puntaje específico en la evaluación, esta es básica para el mejor aprovechamiento del curso y es esencial para el desarrollo adecuado de una lengua.

IV. CONTENIDOS

Unit 1: Computer Entertainment Network
Unit 2: High IQ Buildings
Unit 3: Internet Café
Unit 4: Community Service Network
Unit 5: Files: Warning, Suggestions and Predictions
Unit 6: Viruses
Unit 7: Computer Styles of the Future

V. EVALUACIÓN

Evaluación Continua	60%	(pruebas cortas y asignaciones, entre otros)
Proyecto Final	15%	
Examen Final	25%	

VI. BIBLIOGRAFÍA

Chacón Araya, Xinia, Saborío Pérez, Ileana and Villalobos Chacón, Isaac. English-Net. ESP. English for Computer Science. Level II. Universidad Nacional, Heredia, 2005.
English-English Dictionary.
Material Complementario proporcionado por el profesor o los estudiantes.

VII. CRONOGRAMA

Semana	Fecha	Contenido
1	21-26 Julio	Programa: presentación y discusión Unit 1: Computer Entertainment Network
2	28 Julio – 2 Agosto (Feriado: lunes 28 de jul.)	Unit 1
3	4 – 9 Agosto	Unit 1
4	11 – 16 Agosto (Feriado: viernes 15 de ago.)	Unit 2: High IQ Buildings
5	18 – 23 Agosto	Unit 2

6	25 – 30 Agosto	Unit 3: Internet Café
7	1 – 6 Setiembre	Unit 3
8	8 – 13 Setiembre	Unit 4: Community Service Network
9	15 – 20 Setiembre (Feriado: lunes 15 de sep.)	Unit 4
10	22 – 27 Setiembre	Unit 5: Files: Warning, Suggestions and Predictions
11	29 Setiembre – 4 Octubre	Unit 5
12	6 – 11 Octubre	Unit 6: Viruses
13	13 – 18 Octubre	Unit 6
14	20 – 25 Octubre	Unit 7: Computer Styles of the Future
15	27 Octubre – 1 Noviembre	Unit 7
16	3 – 8 Noviembre	Exposición de Proyecto Final
17	10 – 15 Noviembre	Exposición de Proyecto Final
18	17 – 22 Noviembre	Examen Final

VIII. NOTAS

- En los cursos que por su naturaleza la asistencia sea obligatoria, los estudiantes que acumulen ausencias injustificadas o su equivalente en tardías por el 25% de la horas del curso, lo reprobarán, y se les asignará una nota máxima de 6.5 como nota final. Oficio AD-1263-2004 Asesoría Jurídica y acuerdo de Asamblea de la Escuela de Literatura y Ciencias del Lenguaje ELCL-AUA-03.

- La asistencia a la totalidad de cada sesión es obligatoria. Se considera tardía la presentación al curso o lugar de actividad durante los primeros veinte minutos de cada sesión. En caso de presentarse después de los veinte minutos se considera ausencia al igual que si se retira de la clase por más de veinte minutos. Tres llegadas tardías suman una ausencia injustificada.

- Sólo se admitirán ausencias justificadas por motivo de causa mayor, entiéndase: enfermedad grave o accidente del estudiante (con dictamen médico), nacimiento de un hijo(a), citación judicial, fallecimiento de familiares en primer grado de consaguinidad (5 días hábiles), matrimonio, desastre natural comprobado, convocatoria del director a reunión o entrega de notas. Las ausencias que correspondan a alguna de estas causas deben justificarse por escrito con los documentos probatorios respectivos y entregarse a el/la profesor(a) en un lapso de 8 días a partir de la ausencia.

- Todo estudiante que entra tarde a realizar una prueba, tiene derecho a realizarla, en tanto ningún otro estudiante se haya retirado de la misma. Sin embargo, la hora de finalizar la prueba no se cambiará, y será la misma para todo el grupo. Toda prueba escrita se debe entregar resuelta con bolígrafo negro o azul.

- El profesor no tiene obligación de anunciar las fechas correspondientes a las actividades de evaluación continua, las cuales podrían inclusive ser pruebas cortas. El/la estudiante que no esté presente al momento de realizar una actividad evaluada perderá su porcentaje. De igual manera, el/la estudiante que no realice una exposición/reporte oral en la fecha asignada perderá el porcentaje correspondiente. Sin embargo, una ausencia justificada bajo los criterios antes descritos, y acompañada de la documentación pertinente, permitirá al estudiante la reprogramación de un trabajo o evaluación que le permita ganar los puntos de la actividad que no pudo llevar a cabo.

- Los trabajos escritos deberán presentarse de forma impresa siguiendo los lineamientos indicados previamente por el profesor. Cualquier trabajo que se presente posteriormente a la fecha asignada se calificará de manera formativa pero no sumativa (i.e. perderá la totalidad de su porcentaje). En casos especiales, queda a criterio del profesor conceder una prórroga; sin embargo, la nota final del trabajo podrá penalizarse proporcionalmente al retraso en su entrega. Si se detectaran muestras de plagio, aunque se dieran por desconocimiento, el trabajo tendrá una nota de 0, y el alumno enfrentará las sanciones de la Universidad Nacional. Se entiende por plagio, la presentación de ideas de alguna otra persona como propias (en forma total o parcial), la omisión de citar las fuentes de las ideas no propias (aunque sean parafraseadas), y demás conductas que manifiesten deshonestidad intelectual.

- Todo aparato que reproduzca audio o video, emita ruido, o sirva para la transmisión de mensajes deberá permanecer apagado durante la clase.

- No se permite el uso de traductores o material no realizado por el estudiante para sus proyectos.

- Por su naturaleza teórico práctica, este curso no comprende prueba extraordinaria.

Artifact N. 3

VII- CONCLUSIONES GENERALES

Con base en los resultados recogidas e interpretaciones descritas a través de las encuestas realizadas a profesores y estudiantes, es fundamental enfocarse en tres elementos que dependerán del éxito que se logre alcanzar en el aprendizaje del inglés para este propósito específico del área de inglés para informática: 1) la actualización de los textos (en sus contenidos), 2) la capacitación específica para los profesores que imparten los cursos con esos libros de texto y 3) la integración de material de apoyo en línea para los libros de texto.

Debido a la naturaleza del campo de la informática; es decir, que está en constante desarrollo – evolución tecnológica, los autores de los libros de texto hemos incluido una nueva sección que ayude a actualizar los contenidos de los libros, de manera que metodológicamente, el profesor tenga que acudir a esa actualización a través de cada unidad.

Independientemente de la formación académica que hayan tenido los docentes que imparten los cursos de Inglés Conversacional para Estudiantes de informática, los integrantes del proyecto recomendamos que se capaciten en el uso del texto con respecto a: cómo desarrollar actividades propuestas en los libros de manera dinámica y amena, cómo aplicar el enfoque metodológico, cómo evaluar los contenidos y cómo prepararse para el desarrollo de las temáticas.

Otro elemento que recomendamos sea incorporado en las capacitaciones de los docentes es integrar el apoyo de material didáctico en línea acorde con cada una de las unidades. Los profesores demostraron, en los talleres impartidos por los integrantes del proyecto, la variedad de contactos en línea que se pueden hacer para enriquecer, ilustrar, actualizar y complementar las temáticas que se cubren en las unidades.

metas del curso en cuanto al aprendizaje del lenguaje para este nivel; y que satisface los intereses del estudiante, sin embargo, otro encuestado dice que no.

Recomendaciones: Los profesores sugieren que se usen otros materiales que complementen al libro de texto como lo son: Internet, canciones, tiras cómicas, chistes, etc. Otra recomendación es que no se usen solamente dramatizaciones, pero otras actividades como juegos, debates, etc. También se requiere material suplementario como películas, noticias y conversaciones reales entre nativos hablantes. Finalmente, hubo una sugerencia que señala que a los estudiantes se les debe enseñar todas las destrezas del lenguaje y no solo vocabulario técnico el cual pueden aprender por sí mismos.

INTERPRETACION DE LOS DATOS

En términos generales, el libro de texto cumple con una serie de características que ayudan a realizar los ejercicios, los textos escritos, el vocabulario y comprensión auditiva y de lectura en contexto. No obstante, para validar este libro junto con el libro de texto de Comprensión Auditiva, los integrantes los fotocopiaron tanto para los estudiantes como para los profesores. Desafortunadamente, algunas de las ilustraciones fotocopiadas no quedaron nítidas, por lo cual ha ocasionado que las ilustraciones no se aprecien bien. Además las ilustraciones en blanco y negro no son motivadoras.

No hay duda de que los libros de texto también cumplen satisfactoriamente con una buena organización, un estilo de escritura adecuada y un buen balance del contenido en las unidades.

Desde el punto de vista metodológico hay un consenso entre los docentes en que los libros de textos han sido diseñados con base en el enfoque comunicativo a través del cual se desarrollan ejercicios y actividades significativas y situaciones de la vida real; a pesar de que en la sección de tipo de sílabos, se da el caso de un docente que afirma que no se dan.

Una de las preguntas que los integrantes del proyecto se hacen es si el profesor realmente ha revisado los libros de texto que va a usar para su curso porque ante la pregunta, ¿Es el material auditivo auténtico?, el docente responde, "No estoy segura, no lo he escuchado." Si el profesor realmente usó los libros, entonces cómo puede ser que no haya escuchado ninguno de textos orales?

En relación con el contenido de las lecturas, un docente afirma no estar segura si están o no actualizadas; entonces, la pregunta de los integrantes es, ¿Cómo se prepara el docente para impartir, dentro del área de Inglés para Propósitos Específicos, Inglés para

Artifact N. 4

INGENIERIA EN SISTEMAS DE INFORMACIÓN CON GRADO DE BACHILLERATO Y SALIDA LATERAL DE DIPLOMADO EN PROGRAMACIÓN DE APLICACIONES INFORMÁTICAS

2005

I Nivel

I Ciclo

CODIGO	NOMBRE	CR.	REQUISITOS
EIF200	Fundamentos de Informática	3	Ingreso a Carrera
MAY220	Matemática para Informática I	4	Ingreso a Carrera
LIY210	Inglés para Informática I	3	Ingreso a Carrera
	Estudios Generales I	3	Ver cursos generales
	Estudios Generales II	3	Ver cursos generales
LIY214	Técnicas de Comunicación oral y escrita	2	Ingreso a Carrera

II Ciclo

CODIGO	NOMBRE	CR.	REQUISITOS
EIF201	Programación I	4	EIF200 MAY220
MAY221	Matemática para Informática II	4	MAY220
LIY211	Inglés para Informática II	3	Inglés para Informática I
EIF202	Soporte Técnico	3	EIF200
EIF203	Estructuras Discretas para Informática	4	EIF200 MAY220

II Nivel

I Ciclo

CODIGO	NOMBRE	CR.	REQUISITOS
EIF204	Programación II	4	EIF201
MAY222	Matemática para Informática III	4	MAY221
LIY212	Inglés para Informática III	3	Inglés para Informática II
EIF205	Arquitectura de Computadores	3	EIF201 EIF202
	Estudios Generales III	3	Ver cursos generales

II Ciclo

CODIGO	NOMBRE	CR.	REQUISITOS
EIF206	Programación III	4	EIF204 MAY221
EIF207	Estructuras de Datos	4	EIF203 EIF204
LIY213	Inglés para Informática IV	3	Inglés para Informática III
EIF208	Comunicaciones y Redes de Computadores	3	EIF205
MAY223	Probabilidad y Estadística para Informática	3	MAY221 EIF203

III Nivel

I Ciclo

CODIGO	NOMBRE	CR.	REQUISITOS
EIF209	Programación IV	4	EIF206
EIF210	Ingeniería de Sistemas I	4	EIF206
EIF211	Diseño e Implementación de Bases de Datos	4	EIF206 EIF207
EIF212	Sistemas Operativos	3	EIF204 EIF205
	Estudios Generales IV	3	Ver cursos generales

DIPLOMADO 88 Crd.

II Ciclo

	NOMBRE	CR.	REQUISITOS
EIF400	Paradigmas de Programación	4	EIF206 .
EIF401	Ingenieria de Sistemas II	4	EIF210
EIF402	Administración de Bases de Datos	4	EIF212 EIF211
EIF403	Métodos de Investigación Científica en Informática	2	Autorización Prof. Guía
EIF404	La Organización y su Entorno	3	Autorización Prof. Guía

IV Nivel

I Ciclo

	NOMBRE	CR.	REQUISITOS
EIF405	Investigación de Operaciones y sus Aplicaciones	4	MAY222 MAY223 EIF206
EIF406	Ingenieria de Sistemas III	4	EIF401
	Optativa	3	Ver cursos optativos
	Optativa	3	Ver cursos optativos
EIF407	Liderazgo y Organización	3	EIF404

II Ciclo

	NOMBRE	CR.	REQUISITOS
EIF408	Proyectos y su Aplicación en la Organización (PPS)	5	EIF209 EIF401 EIF402
EIF409	Aplicaciones Informáticas Globales	4	EIF209 EIF401 EIF402
	Optativa	3	Ver cursos optativos

Appendix 7: Unit: At Work

UNIVERSIDAD NACIONAL DE COSTA RICA
Facultad de Filosofía y Letras
Escuela de Literatura y Ciencias del Lenguaje
Sistema de Estudios de Posgrado

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extrajera para Alumnado Adulto

Unit Designed for the Course English II for Computer Sciences at Universidad Nacional, Heredia

Unit: At Work

Margie Cubillo Araya
ID #: 1-12400107
Carné #: 248747-3

March, 2011

I. **Introduction**

This unit is proposed for the course *English II for Computer Sciences* at Universidad Nacional located in the province of Heredia, Costa Rica. It follows the principles of both English for Specific Purposes approach and Task Based approach. The application and analysis of the instruments serve to answer the research questions and as a needs assessment for developing this unit. According to Brown, needs analysis or needs assessment refers to the development of a curriculum which will meet the learners' needs (2000, 36). The questionnaires, surveys, and focus groups reveal the most significant need for Computer Sciences learners which is more grammar in class, technical lexicon related to their field of expertise, and job application techniques. Taking into consideration pupils' needs the title of the unit is "At Work". It provides learners with techniques and explanations about how to write a resume and a cover letter, and how to behave in a job interview (common questions asked and how to answer them). This topic was proposed by pupils since they commented that they do not handle the appropriate information when facing the job market. This unit incorporates both material related to the working environment and computer sciences.

II. Unit's Description

2.1. Language Content: Question Formation.

2.2. Language Functions:

- Performing a job interview.
- Asking and answering questions in a job interview.
- Writing a resume and its cover letter.
- Sending and replying to a business letter.
- Reporting to classmates and teacher the tasks assigned.

2.3. **Language skills**: listening, speaking, reading, writing, and culture. The language skills will be integrated by following the Task-Based Approach as well as the techniques and principles of the ESP approach.

2.4. **Linguistic Content:**

- **Syntax**:

  1. Linking words: *and, so, but, however, because.*

  2. Question forms (Have you ever introduced yourself to an English speaking customer or colleague? Could I have your phone number, please? Can you spell your last name?

- **Phonology:** Target language-like oral proficiency, including production of segmental and supra-segmental structures; for example, can't /kænt/, can /kɑn/, should /□□d/, would /w□d/, could /k□d/, and question intonation.
- **Lexicon:** The appropriate use of general vocabulary and technical vocabulary when addressing a customer or the boss.

III. Unit Objectives

3.1. Language Objectives

Students will be able to:

- Use language functions in order to perform a variety of job application techniques.
- Acquire grammatical rules (question formation) through the development of different tasks.

3.2. Content Objectives

Students will be able to:

- Acquire various and useful vocabulary such as resume, cover letter, and types of business letters, among others.
- Use formal language properly to address the interviewer, customers, or boss.

3.3. Cultural Objectives

Students will be able to:

- Identify the similarities and differences between cultures.
- Distinguish the aspects to consider from Costa Rica and the USA when introducing yourself to an English speaker at a business setting.

3.4. Language Skills Objectives

Students will be able to:

- Increase their listening proficiency through pre-tasks.
- Communicate their oral and written responses fluently.
- Provide their opinions critically based on readings.

IV. Activities

- **Schema Activation:**
  - *Skills:* Culture, Writing, and Listening.
  - *Activity:* Students watch some cartoons and discuss in pairs some questions about the pictures and about differences and similarities between Costa Rica and the USA when applying for a job.
  - *Evaluation:* When pupils report, the instructor takes notes and if there is a mistake, the teacher provides feedback by rephrasing what the students said.

- **Pre-Tasks:**
  - *Skills:* Speaking.

- *Activity:* In pairs, pupils discuss some questions about writing. Then, they analyze three different business letters paying attention to their content, format, and language use.
- *Evaluation:* Peer feedback.

- *Skills:* Reading and Speaking.
- *Activity:* Students read several facts to consider at business settings when getting to know a college for the first time. After reading they have to answer some questions based on the reading.
- *Evaluation:* Classmates and facilitator's feedback.

- *Skills:* Listening and Writing.
- *Activity:* Learners watch a video of a job interview in which they are given the different dos and don'ts of job interviews. Also, the video shows the most common questions asked in job interviews and how to answer them. The learners have to take notes about the questions asked and the piece of advice given in the video, then, in pairs, they comment about the notes they took. Moreover, they discuss if they find the recommendations useful and why.

  ** Different links to videos are given for the educator to choose those fulfilling the purpose of his/her class.

- *Evaluation:* Teacher monitors helping pupils with new vocabulary, pronunciation, etc.

- **Task # 1:**
    - *Skills:* Reading and Writing.
    - *Activity:* Learners are provided with some tips when writing business letters as well as the different types of business letters. Individually, pupils have to choose one type of business letter and take into account the tips provided for them to write their own business letter. When they finish writing, they exchange letters, and they have to reply to their classmates' letter.
    - *Evaluation:* Students provide feedback to their peers on how to improve their business letter.

- **Task # 2:**
    - *Skills:* Speaking.
    - *Activity:* In groups of three, pupils are given a piece of paper with different business settings. The teacher gives students five minutes to assign roles and organize their ideas. After that, learners go to the front of the class and perform their situation considering the tips given in the pre-task!
    - *Evaluation:* Teacher takes notes on the students' mistakes, and once all the groups have presented, the educator provides feedback.

- **Task #3:**
  - *Skills:* Writing.
  - *Activity:* Learners are given an example of a resume and a cover letter written by a computer engineer for them to get familiar with the format, content, and language use. Individually, pupils have to write their own resume and its corresponding cover letter. The educator encourages students to include their own and real information!
  - *Evaluation:* Book the multimedia lab and have pupils emailing their resumes to a real company!! Or to the professor's email so he/she can check them and provide pupils with feedback.

- **Task # 4:**
  - *Skills:* Reading, Writing, Listening, Speaking.
  - *Activity:* In pairs, students create their own company taking into consideration their majors! They have to hire a person to perform a specific position in their company, so they have to specify the requirements and the knowledge this person must possess for him/her to be hired. Also, tell pupils to write down the questions they will ask to the possible candidates. Provide pupils with materials for them to create a poster where they have to include: the name of their company, the position available, and the requirements. Learners paste their posters around the class, and they choose one of them to be the employer and the other one is the candidate. The employers have to interview three candidates.

Once the candidates have done three interviews, they change roles, the employers are the candidates and vice versa. At the end, the employers have to hire the best candidate!!

** The learners can print their resumes and their cover letters and give them to their employers!

- *Evaluation:* The instructor monitors while students are working on the activity and gives then feedback at the end.

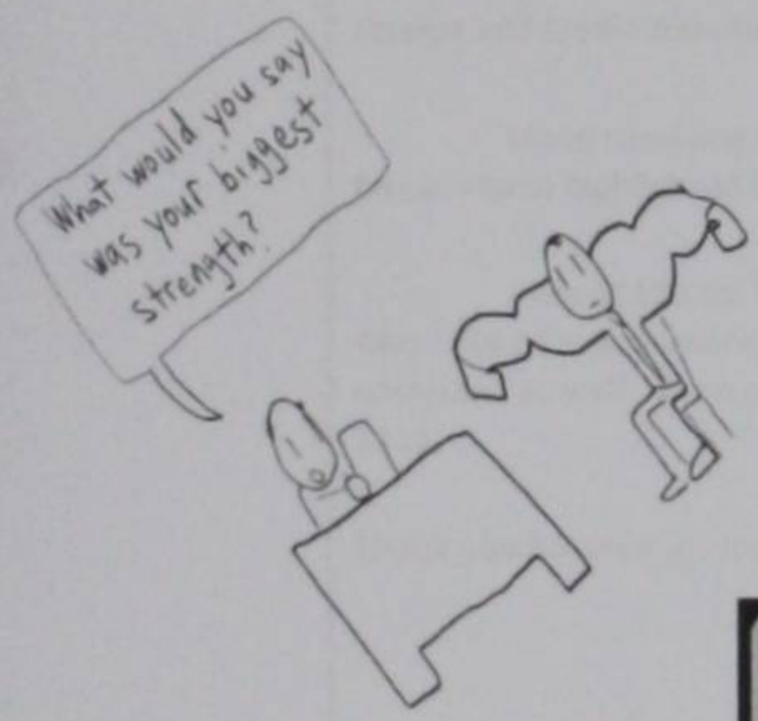
- **Language-Focus:** While the development of all these activities, the professor has to be taking notes based on students' performance in order to give them feedback. The feedback will be focused on grammar, pronunciation, word order, structure, among others. For the practice, different exercises are given based on question formation and modal verbs.

Unit Design

Unit 8 @ Work

1. **look at the following pictures and discuss:**

- Are there any differences when applying for a job in other countries?
- Do you know any similarities between Costa Rica and the United States in regards to job application procedures?



Let's Talk about Business!!!

2. Discuss the following questions in pairs:

- **What is the purpose of business writing?**
- **What does effective writing imply?**
- **What kind of information should be avoided in a business letter?**
- **How should you conclude a formal letter?**
- **What kind of business letters are there?**

Look at the examples of different types of business letters. Work with your pairs and analyze their format, language use, and content!

January 4, 2007

Customer Services Manager
Savbizoor Ltd
28 Green St. Suite 11
Upstate, NY 10947

Dear Customer Services Manager:

On October 1, 2004 I purchased a computer printer, model A17 from Big Name Stores, in the amount of $250 to be charged to my VISA card. I have enclosed copies of my receipt and credit statements.

Upon receiving my statement I see that this charge was entered into my account twice. I have highlighted both charges on the statement copy.

I would like for this duplicate charge to be immediately removed from my account. Also I need for any interest that was accrued to my account as a result of this error to be corrected as well. If you require any additional information please contact me at (222) 222-1111.

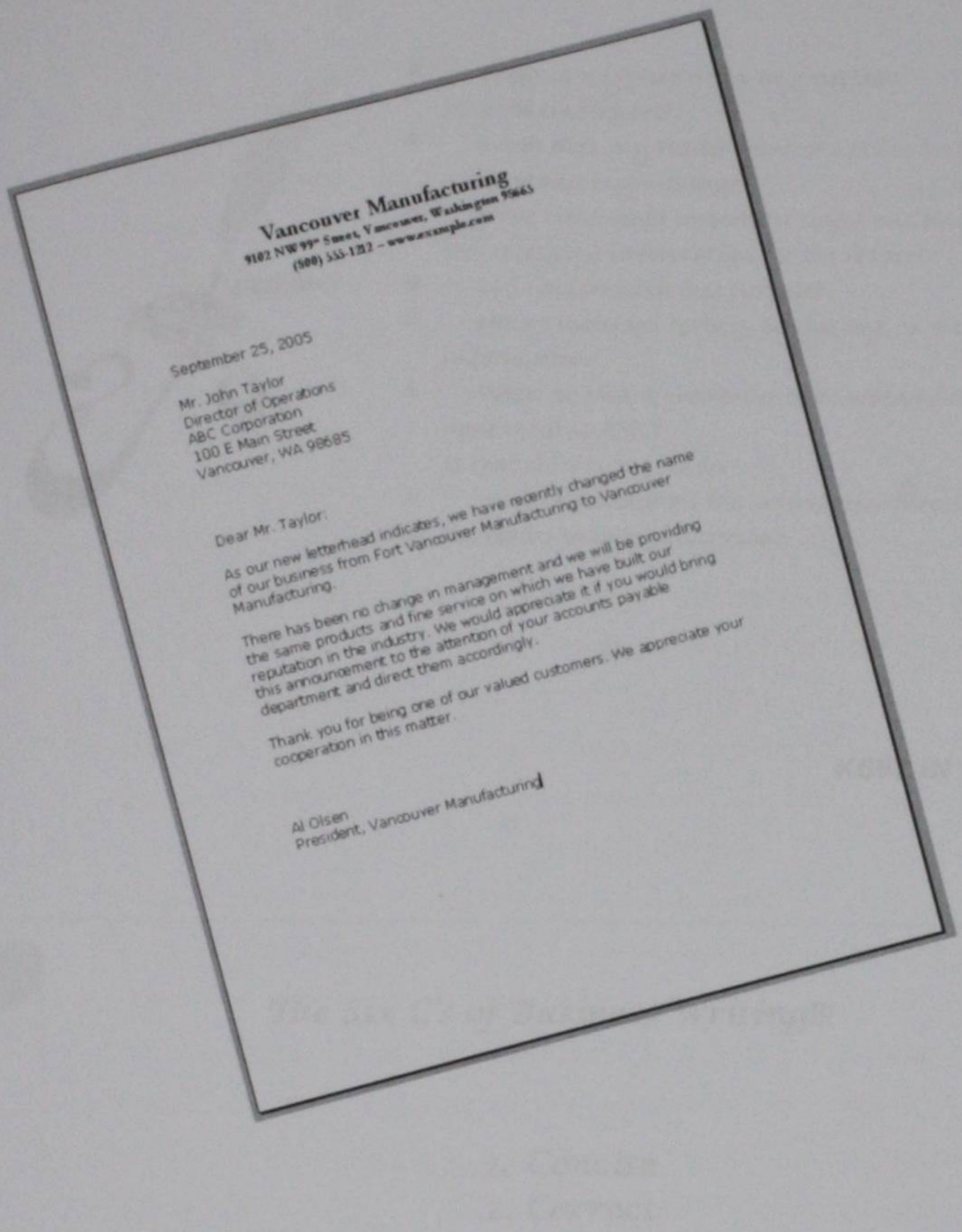
Thank you for your prompt assistance with this matter.

Sincerely,

J. O' Conelly

Jennifer O' Conelly

Enclosures



Vancouver Manufacturing
9102 NW 99th Street, Vancouver, Washington 98665
(500) 555-1212 – www.example.com

September 25, 2005

Mr. John Taylor
Director of Operations
ABC Corporation
100 E Main Street
Vancouver, WA 98685

Dear Mr. Taylor:

As our new letterhead indicates, we have recently changed the name of our business from Fort Vancouver Manufacturing to Vancouver Manufacturing.

There has been no change in management and we will be providing the same products and fine service on which we have built our reputation in the industry. We would appreciate it if you would bring this announcement to the attention of your accounts payable department and direct them accordingly.

Thank you for being one of our valued customers. We appreciate your cooperation in this matter.

Al Olsen
President, Vancouver Manufacturing

3. Consider the following questions when writing a business letter:

- What is my purpose in writing this letter/memo/report?
- What does my reader want or need to know to understand my message?
- Have I answered important questions and provided the necessary information for the reader?
- Did I accomplish my purpose?
- Have I included boring, confusing, or distracting information?
- What do I want the reader to do when he or she is done reading this?
  Is that clear to the reader?
- Have I included all the information necessary for the reader to take this action?

KEEP IN MIND!!!!

The Six C's of Business Writing!!!

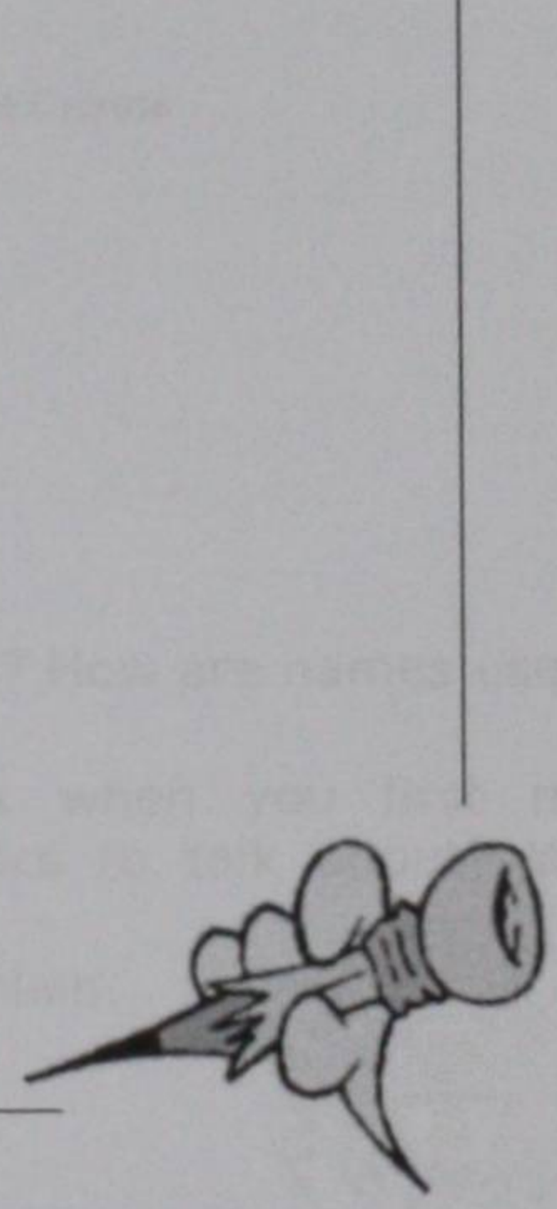
1. Concise
2. Correct
3. Courteous
4. Conversational
5. Convincing
6. Complete

The Different Types of Business Letters

- ✓ **Acknowledgement letter:** This letter is meant to thank the reader for something they did for you in the office.
- ✓ **Adjustment Letter:** This letter should be used in response to a written complaint against someone or something. The purpose of it is to inform the reader that actions are being taken against the wrong doing as well as it serves as a legal document acknowledging the complaint.
- ✓ **Complaint Letter:** The complaint letter is much like the adjustment letter except no wrong doing as taken place. Instead, this letter is just to let the reader know that an error has been found and needs to be corrected as soon as possible. Once again, this letter is a legal document letting the reader know that something is being done to correct the problem.
- ✓ **Inquiry Letter:** An inquiry letter is written as a request for a certain something or in response to a request made by someone. The object of the inquiry letter is to get the object or material requested in the letter.
- ✓ **Order Letter:** Order letters are exactly as they sound, they are used to order material that is running low and will be needed soon. This type of letter is commonly known as a PO (purchase order). This letter is also a legal document showing a transaction between a business and a vendor.
- ✓ **Response Letter:** A response letter is also exactly how it sounds. It is a letter written in response to another letter received by someone. The objective of this type of letter is to fulfill the request made by the person you are writing this letter to.

4. Imagine you need to write a business letter. Choose what type of letter you want to write. Write the letter in the space provided taking into consideration the different tips for business writing.

When you finish, exchange your letters with a partner and answer it back. Also, provide feedback to your classmate on how to improve his/her business letter.



Did you know that...?

1. If you want to call somebody by his/her last name, you can do so. But do not be surprised if your American hosts call you by your first name.
2. Along with the handshake, a nod of the head, hug, or hand gesture help people engage in small talk. If you do not take part in it, you will be considered rude and unfriendly.
3. In business, there is small talk until a relationship is established. After business hours, when socializing with colleagues or associates, you need to consider acceptable topics of conversation: weather, sports, good news, travel, positive comments about your host country, movies, entertainment, food, or challenges of learning a foreign language.
4. Subjects to avoid in small talk: money, prices, personal health, bad news, religion, politics or details about family or children (unless specifically asked) also, be careful about jokes, humor varies from culture to culture!
5. There are some informal greetings that you may hear occasionally when doing business, just remember that they are very informal and should not be initiated by you, unless a casual relationship has already been established: (Hey!) What's going on? (Hey) what's up? How is it going? What's happening? Hi! How'r ya' doin'?

Taken from Let's Speak Business English! By Linda Cypress

After Reading!!!

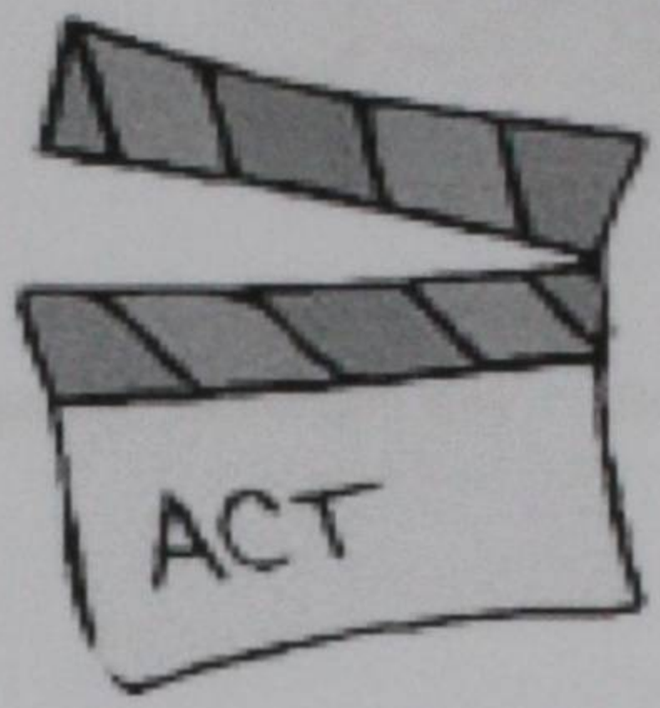
Discuss the following questions:

1. What do you call the people you work with? How are names used in different countries?
2. Do you normally engage in small talk when you first meet someone? What are some common topics to talk about? What about small talk with English speakers?
3. Why is small talk important in society? Explain.

Show Time!!!!

Group Work

In five minutes, assign different roles and organize your ideas. Perform a situation in which you are meeting your new boss, colleagues, or foreign clients, and act the situation up in front of the class!



FACT

Computer Engineer Career Profile

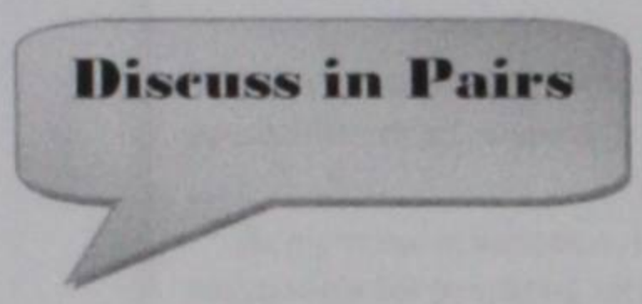
Combining computer, engineering and electrical skills and training, computer engineers are responsible for developing and designing new software programs and making them ready for public or business use. They are also responsible for testing the programs before and during use to ensure they are running efficiently and without error. When problems arise, computer engineers identify the problem and develop a solution to fix it. They also market programs to possible buyers.

- Is this a 100% true?
- Do you agree with it? Why?

Click on the following links and watch a video of a job interview and take notes on:

DON'Ts

- The dos and don'ts of job interviews.
- The most common questions asked and how to answer them.
- Recommendations to consider.



Mention if you find the recommendations useful and why. Be specific!

youtube.com Links:

- ✓ www.youtube.com/watch?v=S1ucmfPOBV8
- ✓ www.youtube.com/watch?v=iFrPZq1Z65s&feature=related
- ✓ www.youtube.com/watch?v=cpikM6WAxaE&feature=related
- ✓ www.youtube.com/watch?v=HbJHkwHZCCM&feature=related
- ✓ www.youtube.com/watch?v=epcc9X1aS7o

Before going to a job interview, you need to write your resume and your cover letter! Here you will find the easiest way to make the best impression since the moment your employer reads your CV. Look at the following examples and pay attention to format, content, and language use.

Software Engineer Cover Letter

Richard Anderson,
1234, West 67 Street,
Carlisle, MA 01741,
(123)-456 7890.

Date: 1st October, 2009.

Mr. John Smith,
Red Hat, Inc.,
257, Park Avenue South,
New York, NY 12345-6789.

Dear Mr. Smith,

Mr. John Blain, who is one of my friends working in your company, suggested me to write to you about the possibilities of an opening in your firm. I am enclosing my resume in hopes that my background will be of interest to you.

As my resume indicates, I have six years of experience as software engineer with Denali Software Inc., where I was responsible for providing technical expertise in design and development of EDA commercial products. I am result oriented, customer-focused software engineer with strong in design and integration problem solving skills. Expert in Java, C#, .NET, and T-SQL.

I would appreciate an opportunity for a personal meeting, at which time I can explain why I would be an important asset to your firm. I may be reached, at your convenience, at the above phone number.

Sincerely,

Richard Anderson.

Computer Engineer Resume

Steve James
2230, 173, East Coast,
NY 228978
Home: 111-111-1111
Cell: 222-222-2222
Email: (include Email Address)

Have excellent technical skills, communication skill, and goal-focused professional offering 9 years of experience in Computer industry. I am motivated and enthusiastic by new challenges and tasks and take excellent approach to achieve success in all projects. I like to work in a complex projects which have scope for learning and challenge. I have experience in working with different operating system and platforms namely Windows, UNIX, Linux and Dos. Have expertise various quality process and techniques by which I efficiently took care of quality deliverables of myself and my team which helped in gaining satisfied customers for the organization.

Objective:

To take a challenging and high performance oriented role in the field of Computer enginnering and implement the expertise and experience gained in this field to develop complex project with efficiency and quality.

Education:

- BS, Computer engineering, University of Pheonix, NY,1996
- MS, Computer engineering, University of Georgia,1998

Professional Certification:

- MCSE Certified,1998

Technical Skills:

- **Languages:** C, C++, Java, .NET, JavaScript, PHP, HTML, CSS, JAVA Proxy, JDK, SERVLET
- **Databases:** MySQL, Oracle, Access, DB2
- **Operating System:** UNIX, Linux, Windows, DOS
- **Design:** UML
- Have sound knowledge in networking protocols and device programming.
- Have experience in working with C and C++ compiler programming and system level programming.

Strengths:

- Excellent Communication skill to present points precisely and clearly.
- Good problem solving ability and analytic skill to solve the problem efficiently.
- Good team player and have excellent interaction skill to coordinate and work within a team.
- Excellent Technical Skill.
- Have expertise in working with various operating systems.
- Good deliver output in less time without losing efficiency.

Work History:

Senior Software Engineer Nov. 2005 – Till Date
Pacific Land Inc, NY

Responsibilities:

I was responsible for system designing, code review and test review. I managed production support issues and assigned to developers and monitored that they are resolved efficiently and closed on time. Apart from this I also took the task of writing complex programs or modules. In this context I have written many utility programs. I also took the responsibility of imparting training to new team members as assigned by project manager of my project. I involved in all levels of testing from unit level of testing to integration testing and took care that the final product is delivered with good quality and efficiency to project manger and thereby to customers.

System Analyst Apr. 2002 – Nov. 2005
PrintWall Inc, NY

Responsibilities:

As a System Analyst I involved in analyzing the requirements of customer by visiting their place and prepared the requirement specification in detail. My communication skill was excellent which helped in presenting and communicating my views in precise and clear way to client and hence could get satisfied customers for the organization. I also analyzed the technical requirements and details required for developing the system and proposed solutions for implementing the same. I worked with major insurance and banking client and therefore expertise the business details of insurance and banking sectors in depth.

Systems Engineer Dec. 2001 – Apr. 2002

ABC Inc, NY
Responsibilities:

I worked in system programming using C and C++ programming language. I had sound knowledge in networking protocols and device programming which helped to develop modules as the projects developed for the organization were on this line. I used my excellent analyzing ability for analyzing the existing business requirements and proposing new solutions for the problem. I also involved in production support for maintaining the system developed and resolved the complexities and bugs raised by customers efficiently and effectively on time. I also took the task of standardizing the maintenance process which helped in maintenance of documents and process for further reference.

Developer Jun. 1999 – Dec. 2001
LogSeries Inc, NY
Responsibilities:

I worked in this organization as a developer in UNIX operating system. I took the task of developing the design given to me and ensured that the final products matched the quality standards. I attended the extensive training program given about quality standards namely ISO and CMM level. C and C++ are the two programming language I made use of in depth to carry out the development process.

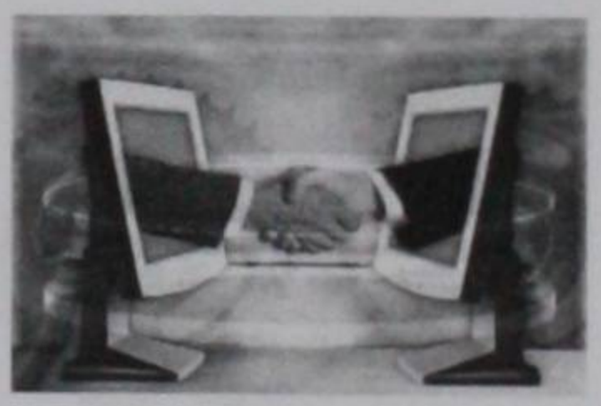
Software Developer May 1998 – Jun. 1999
Spyware Inc, NY
Responsibilities:

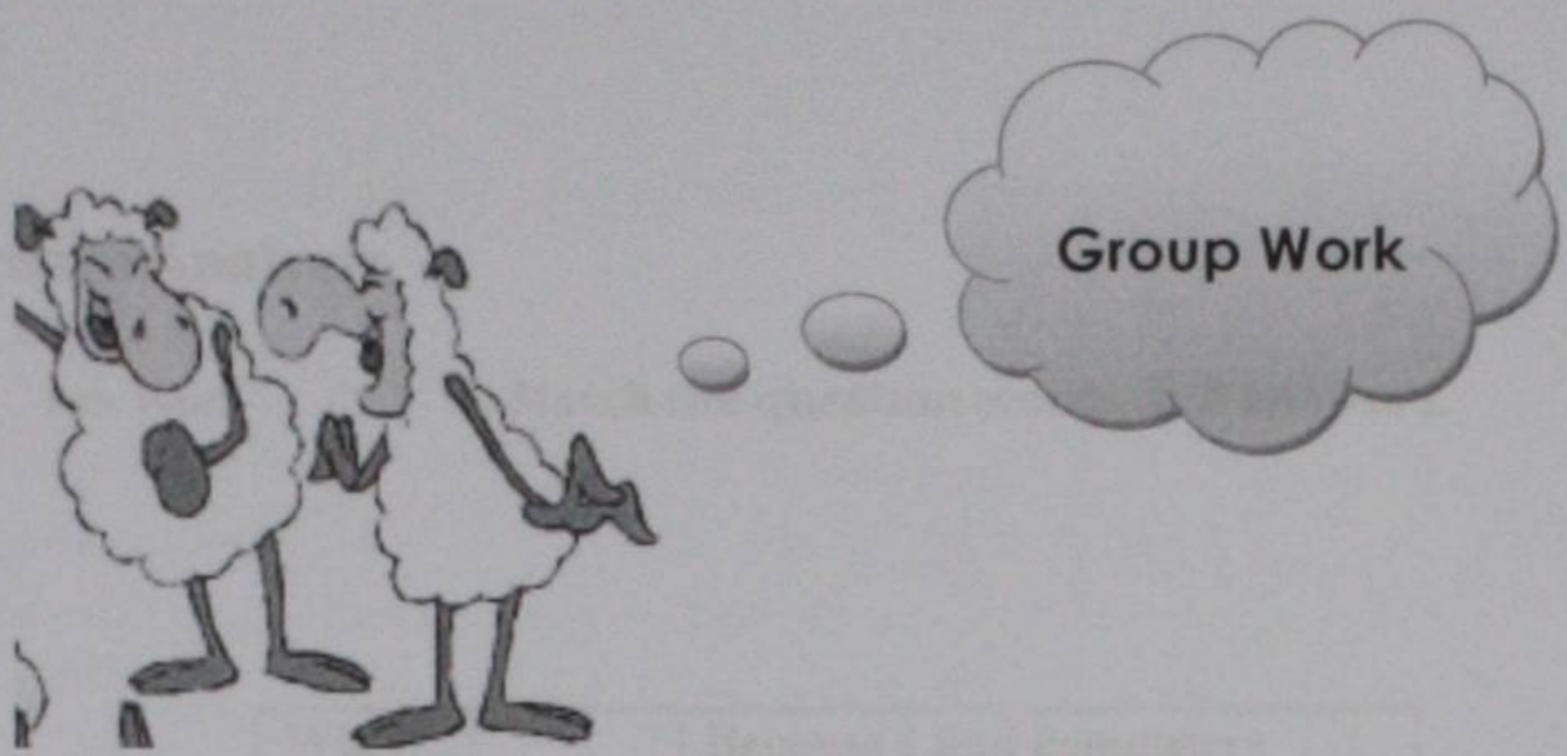
Apart from developing in Java in UNIX environment there are numerous other tasks I involved in the project namely documenting as per quality standards and unit level testing for which I prepared test plan and test cases. I also attended team meeting conducted by project lead and project manager at regular intervals.

For writing your own resume and cover letter take into account that:

Computer Engineer is involved in various tasks of computing like designing, programming related to software and also tasks with respect to hardware. So it is vital that they have proper blend of sound knowledge on both areas. Computer engineers take part in challenging and critical projects and must have the ability to work on a broad range of technologies in diversified critical project areas. For achieving a sound result on the above it is vital that the computer engineers must possess an in-depth knowledge on their subjects. It is also essential that they possess excellent communication and written skills to present their points precisely and clearly to clients and team mates. They should also be open minded and must have good interaction abilities to move in a team and get the work done efficiently.

- Write your own resume and its corresponding cover letter. Include your own and real information!!! When you're ready, email your resume to your teacher for you to receive feedback. Then, send it to a real company. Who knows? Maybe you'll get the job you are looking forward to!!!





- Create your own company! You have to hire a person to perform a specific position in the company, so you have to specify the requirements and the knowledge this person must possess for him/her to be hired.
- Write down the questions the employer will ask to the possible candidates.
- Make a poster and include: the name of the company, the position available, and the requirements.
- One of you will be the employer and the other one is the candidate, then, you will change roles.
- The employers have to interview three candidates.
- At the end, the employers have to hire the best candidate!!

** Print your resume and cover letter and give them to the employers!

Language Analysis

Pair Work

1. Match the question words and answers.

What…?	**Because I find computers interesting.**
Who…?	Last year.
Where…?	New software.
When…?	By studying a lot.
Why…?	At UNA.
How…?	My English professor.
Which…?	The latest Mac.

2. These are some common technical support questions. Analyze them paying close attention to their format.

a. What can I do to make my computer faster?

b. How do I get sound/video/ to work?

c. How do I install your Crocodile software on an MSI or RM CC3 network?

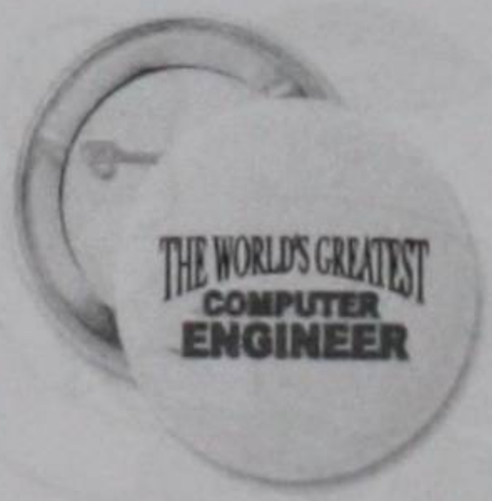
d. Do your Mac versions offer a universal binary?

e. Can I get simulations from previous versions of your software to work in the latest version?

f. Where can I get a copy of Crocodile Clips Elementary?

g. Can I add my own components to the real-PCB library?

h. What CAD and CAM formats can real-PCB export to?



3. Put the words in order to make questions, and then answer them with your own information.

a. university/ you/ a/ Are/ student/?

_____

_____

b. you/ music/ to/ like/ listen/ Do/ to/?

_____

_____

c. studying/ you/ are/ What/?

_____

_____

d. design/ software/ Can/ a/ you/?

_____

_____

e. graduate/ you/ in/ Did/ 2010/?

_____

_____

f. work/ Intel/ you/ for/ Will/?

_____

_____

g. a/ programmed/ you/ computer/ Have/?

_____

_____

h. I/ technical/ contact/ do/ support/ How/?

_____

_____

i. I/ software/ can/ my/ When/ license/ renew/?

_____

_____

j. do/ virus/ recommend/ anti/ you/ Which/?

_____

_____

Grammar Spot

A. Question Formation

Auxiliary verb	**Subject**	**Main verb**	
Do	you	like	video games?
Are	they	playing	football?
Will	Anthony	go	to Tokyo?
Have	you	traveled	to the USA?

Exception!
For the verb **be** in simple present and simple past, we do not use an auxiliary verb. We simply reverse the positions of **be** and subject:

Statement:	He	**is**	German.
Question:	**Is**	he	German?

B. Basic Question Types

1. **Yes/No Questions**: the answer to the question is "Yes" or "No".
2. **Question Word Questions**: the answer to the question is "Information".
3. **Choice Questions**: the answer to the question is "in the question".

1. Yes/No Questions

Auxiliary verb	**Subject**	**Main verb**		**Answers**
Do	you	**want**	dinner?	Yes, I do.
Can	you	**drive**?		No, I can't.
Has	she	**finished**	her work?	Yes, she has.
Did	they	**go**	home?	No, they didn't.
Exception! verb **be** simple present and simple past				
	Is	Anne	French?	Yes, she is.
	Was	Ram	at home?	No, he wasn't.

2. Question Word Questions

Question word	**Auxiliary verb**	**Subject**	**Main verb**		**Answers**
Where	**do**	you	**live**?		In Paris.
When	**will**	we	**have**	lunch?	At 1pm.
Who	**did**	she	**meet**?		She met Ram.
Why	**hasn't**	Tara	**done**	it?	Because she can't.
Exception! verb **be** simple present and simple past					
Where		**is**	Bombay?		In India.
How		**was**	she?		Very well.

3. Choice Questions

Auxiliary verb	**Subject**	**Main verb**		**OR**		**Answers**
Do	you	**want**	tea	or	coffee?	Coffee, please.
Will	we	**meet**	John	or	James?	John.
Did	she	**go**	to London	or	New York?	She went to London.
Exception! verb **be** simple present and simple past						
	Is	your car	white	or	black?	It's black.
	Were	they	$15	or	$50?	$ 15.

Taken from: http://www.englishclub.com/grammar/verbs-questions_types.htm

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