

**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN  
ESMERALDAS**



**APPLIED LINGUISTICS SCHOOL**

**THESIS REPORT:**

***THE USE OF ENGLISH FOR SPECIFIC PURPOSES IN THE  
TEACHING-LEARNING PROCESS TO REFUGEES IN THE  
PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR,  
ESMERALDAS, 2017***

**TESIS DE GRADO:**

***EL USO DEL INGLÉS PARA PROPÓSITOS ESPECÍFICOS EN EL  
PROCESO DE ENSEÑANZA APRENDIZAJE A REFUGIADOS EN LA  
PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR,  
ESMERALDAS, 2017***

**PRIOR TO THE ACADEMIC DEGREE IN:**

**APPLIED LINGUISTICS IN TEACHING ENGLISH**

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**ESMERALDAS-2018**

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As members of the Dissertation Committee at PUCE in Esmeraldas, we certify that we have read the dissertation prepared by MARÍA KARINA CHERE VALENCIA entitled THE USE OF ENGLISH FOR SPECIFIC PURPOSES IN THE TEACHING-LEARNING PROCESS TO REFUGEES IN THE PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR, ESMERALDAS, 2017, and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation are contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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## **STATEMENT BY THE AUTHOR**

I, Maria Karina Chere Valencia, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCE” Esmeraldas

María Karina Chere Valencia

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## **ACKNOWLEDGMENT**

First of all, I would like to thank God for having accompanied and guided me through my studies, for being my support in moments of adversity, for putting in my path people who were and will be my strength in times of weakness and for giving me a life full of learning, experiences and above all happiness.

I wish to express all my gratitude to my sisters Maryuri and Ines, but especially to my mother Gloria Valencia for having instilled in me the values that have helped me develop throughout my life, and for teaching me to see the good side of things, especially for being an excellent example of life to follow. I am very grateful to my friends and classmates who were a very big support during these last semesters.

Also, I thank my teachers for the trust, support, and dedication of time: Tony, Rebecca, Marjorie, and Xiomara. Thanks for sharing with me all of your knowledge, the one which is helping me to improve my English and the way in which I am teaching now in the beginning of my professional life as a new English teacher.

I am sincerely thankful to my dear teacher, tutor and thesis director Ph.D. Haydeé Ramírez Lozada, for all her comprehension and patience. She was a guide and an important part of this investigation. Without her knowledge and accurate orientation, it would have been a difficult challenge.

I also want to express an enormous gratitude to my dear School Director Mgt. Ingrid Grijalva, who always encouraged me to continue and finish my studies.

I am very grateful to the ACNUR Project in Esmeraldas, specifically in the PUCE in Esmeraldas, which has made this investigation possible.

## TABLE OF CONTENTS

COVER.....	i
DISSERTATION COMMITTEE.....	ii
ACKNOWLEDGMENT .....	v
LIST OF FIGURES .....	viii
ABSTRACT .....	ix
RESUMEN .....	x
1.INTRODUCTION .....	1
1.1. OBJECTIVES.....	2
1.1.1. GENERAL OBJECTIVE .....	2
1.1.2. SPECIFIC OBJECTIVES .....	2
2. THEORETICAL FRAMEWORK.....	3
2.1.BRIEF HISTORY ON REFUGEES .....	3
2.2. LITERACY TO REFUGEES IN THE ENGLISH LANGUAGE .....	4
2.3. ENGLISH FOR SPECIFIC PURPOSES (ESP).....	5
2.3.1. METHODOLOGIES TO USE WITH ESP .....	6
2.4. ENGLISH FOR OCCUPATIONAL PURPOSES (EOP).....	7
2.4.1. THE TEACHING OF ENGLISH FOR SPECIFIC PURPOSES .....	7
2.5. NEEDS ANALYSIS AND MATERIALS DESIGN .....	9
2.5.1. NEEDS ANALYSIS .....	9
2.5.2.MATERIALS DESIGN.....	9
2.6.PEDAGOGICAL AND PSYCHOLOGICAL THEORY THAT CONTRIBUTES TO TEACHING ENGLISH FOR OCCUPATIONAL PURPOSES (TEOP) TO REFUGEES.....	10
2.6.1. THE CULTURAL -HISTORICAL APPROACH (VYGOTSKY).....	10
2.7. PREVIOUS STUDIES .....	11

2.8.LEGAL FOUNDATION .....	12
3.METHODOLOGY .....	13
4.RESULTS .....	15
4.1.OBSERVATION .....	15
4.2.RESULTS OF THE SURVEY APPLIED TO THE STUDENT-TEACHERS .....	16
4.3.RESULTS OF THE SURVEY APPLIED TO THE REFUGEE-STUDENTS.....	20
5.DISCUSSION.....	25
6. CONCLUSIONS AND RECOMMENDATIONS.....	27
6.1. CONCLUSIONS .....	27
6.2. RECOMMENDATIONS .....	27
7. PROPOSAL.....	28
8. REFERENCES .....	48
9. APPENDICES .....	51
9.1. APPENDIX 1 .....	51
9.2. APPENDIX 2 .....	52
9.3. APPENDIX 3 .....	54

## LIST OF FIGURES

FIGURE 1. LEVEL OF SCHOOLING OF REFUGEE-STUDENTS .....	16
FIGURE 2. ENGLISH LEVEL OF REFUGEE- STUDENTS .....	16
FIGURE 3 INTEREST IN THE ENGLISH LANGUAGE LEARNING .....	17
FIGURE 4 DIDACTIC MATERIALS NEED. ....	17
FIGURE 5 BOOKLET WITH EXERCISES .....	18
FIGURE 6 METHODOLOGICAL PREPARATION.....	18
FIGURE 7 CONTENT NEEDS .....	19
FIGURE 8 LEVEL OF SCHOOLING .....	20
FIGURE 9 PREVIOUS EXPERIENCES IN THE LEARNING OF ENGLISH.....	21
FIGURE 10 ENGLISH LEARNING NEEDS .....	21
FIGURE 11. THE NEED OF A DIDACTIC MATERIAL.....	22
FIGURE 12. REASONS TO ATTEND THE ENGLISH COURSES .....	22
FIGURE 13 COMMUNICATIVE FUNCTIONS.....	23
FIGURE 14. THE WAY THEY WANT TO LEARN .....	24

## ABSTRACT

In order to analyze the use of English for Specific Purposes in the teaching-learning process to refugees, a descriptive-longitudinal-prospective and quantitative-qualitative investigation was carried out at the Pontifical Catholic University of Ecuador, in Esmeraldas, with the methods of analysis and synthesis, hermeneutic and statistical, with the techniques of observation and survey, which were applied to 11 refugee-students who attended English lessons, as part of the bounding project *Strengthening of sustainable means of life and local integration in Esmeraldas*, and to 6 student-teachers from the Applied Linguistics School. The results showed that the refugees had specific learning needs, they did not know English, and the teachers had lack of didactic materials to carry out the teaching-learning process. Some of these aspects coincided with the ones found by other authors, but basically in other countries, where there is sociocultural immersion in the English language. Consequently, some exercises based on the most frequent language learning needs were designed and presented.

**Key Words:** English for Specific Purposes; teaching-learning process; refugees; didactic material.

## RESUMEN

Para analizar el uso del inglés con Fines Específicos en el proceso de enseñanza-aprendizaje a refugiados, se desarrolló una investigación descriptiva, longitudinal-prospectiva, y cuanti-cualitativa, en la Pontificia Universidad Católica del Ecuador, en Esmeraldas, con los métodos de análisis y síntesis, hermenéutico y estadístico, con las técnicas de observación y la encuesta, las que fueron aplicadas a 11 estudiantes refugiados que asistieron a clases de inglés como parte del proyecto de vinculación *Fortalecimiento de medios de vida sostenibles y emprendimiento local en Esmeraldas*, y a 6 estudiantes profesores de la Escuela de Lingüística Aplicada. Los resultados mostraron que los refugiados tenían necesidades de aprendizaje específicas, no conocían el inglés y los docentes tenían carencia de materiales didácticos para desarrollar el proceso de enseñanza-aprendizaje. Algunos de estos aspectos coincidieron con los encontrados por otros autores, pero básicamente en otros países, donde hay una inmersión sociocultural del idioma inglés. Consecuentemente, se diseñaron y se presentan algunos ejercicios basados en las necesidades de aprendizaje más frecuentes de la lengua.

**Palabras Clave:** inglés con Fines Específicos; proceso de enseñanza-aprendizaje; refugiados; material didáctico

## 1. INTRODUCTION

Taking into consideration the refugees' needs of communication in the English Language, the project entitled "Sustainable Means of life and Local Entrepreneurship in Esmeraldas" with the support of the United Nations High Commissioner for Refugees (UNHCR), in the Pontifical Catholic University of Ecuador (PUCE), in Esmeraldas, had the idea of teaching English to refugees. This activity has been carried out with the help of students from the Applied Linguistics School, as part of their University bounding program.

In Esmeraldas, most of the refugees are sent to the United States where they need English to communicate. So, the learning of English helps them to access to new opportunities. Moreover, they can develop themselves in different environments, i.e. the learning of a new language is useful if they need to apply for a job or to adapt to a new environment; social, academic or work and in this way to restart a new life in the new host country. But the learning of this new language not only help refugees that are sent to other countries but also refugees who decide to stay in this country and to work with their business here or if they have the opportunity to start or to continue their studies.

In this project, regarding English teaching, the refugees are organized in groups where they are taught by student-teachers in the target language. At the beginning, these student-teachers notice that the majority of the refugees do not have previous knowledge of English at all and even some of them are illiterate in their native language, what makes the teaching-learning process more difficult and delayed. Moreover, it is important to mention that the refugee students should learn a specific vocabulary according to their needs.

Whereby, the teaching of English to this special group should be ruled by the didactics of the English for Specific Purposes (ESP), specifically by the English for Occupational Purposes (EOP); but the student-teachers are being prepared for teaching General English, as a foreign language. Consequently, they do not have the required methodologies or resources to carry out this teaching-learning process adequately. So, they will need to adapt their teaching skills for teaching English for specific purposes. On the other hand, they will have to look for special contents that help them in the proper design of the lessons and with topics concerning ESP.

So, the scientific problem of this investigation is: How can the teaching of English for Specific Purposes to refugees be carried out in the PUCE Esmeraldas?

Other important questions to be considered are:

What do theories about the teaching-learning of English for Specific Purposes state?

What is the real situation of the refugees concerning the English Language knowledge?

How do student-teachers plan their lessons to refugees?

What didactic material may be useful to teach English to refugees?

## **1.1. Objectives**

### **1.1.1. General Objective**

- To analyze how the teaching of English for Specific Purposes to refugees is carried out in the PUCE- Esmeraldas.

### **1.1.2. Specific Objectives**

- To find out theories that support the teaching of English for Specific Purposes to refugees.
- To determine the refugees' English language learning needs.
- To identify the methodologies that the student-refugees like to learn with.
- To design a didactic material to teach English to refugees.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Brief history of refugees**

Over the history, many people around the world have been forced to leave their origin countries, whether for work, to escape from poverty, violence, discrimination, political persecution, internal conflict, etc. These and many other factors have meant that through the time these people have needed to move to neighboring or so many distant countries, where they seek refuge, political asylum, jobs opportunities or to access to education. According to UNHCR data (2015), there were 65, 3 million refugees and displaced people in the world, surpassing for the first time the World War II figures. It means that one in 113 people or 24 people per minute leave their homes due to conflict and persecution.

UNHCR is the main international program in charge of protecting refugees and ensuring that all of them can exercise their right to seek asylum and find protection in host countries. Also, to identify durable solutions, such as voluntary repatriation in dignified and secure conditions, local integration or resettlement to a third country, where they can seek new opportunities that allow them to resume a normal life in good conditions and in a safe environment, including social, academic and mainly labor aspects, which will allow them to develop independently. In terms of employment opportunities, in most cases, refugees from Latin American countries, whose native language is Spanish are reinserted into English-speaking countries, such as New Zealand, Sweden, Canada, or The United States of America (USA), which are countries that offer alternatives that help to solve the refugees' situation.

It must also be said that Ecuador is the country that receives the largest number of refugees in Latin America. From 1989 to 2016, the 98% of refugees that live in the country came from the northern neighbor country. UNHCR and the Ecuadorian Chancellery (2013) state "The refugees reside mainly in the provinces bordering Colombia, such as Esmeraldas, Carchi, and Sucumbíos." However, they have also been in central and southern provinces of the country such as Pichincha, Azuay, and Guayas.

In Esmeraldas, the UNHCR program focuses its attention on promoting the local integration between the refugee population and its host communities, creating protection networks and supporting the strengthening of public institutions to ensure the effective

exercise of the rights of the refugee population. It includes the academic and economic integration with the creation of micro-enterprises or sources of employment which can take place in the first host country or in a third country. In the case of refugees that are resettled in a third host country mostly The United States of America (USA), which is a country whose native language is English, they will need a previous training in this target language specifically they will need to learn the correct terminology to apply for a job and to develop in this new environment. That is to say, they will need to learn English for Specific Purposes.

For that reason, The Pontifical Catholic University of Ecuador (PUCE) in Esmeraldas has developed an English- Teaching project addressed to refugees. In this mentioned program, the refugees are taught in the target language by students from the Applied Linguistics School.

## **2.2.Literacy to Refugees in the English Language**

The refugees have lived a complex situation in the educational field due to the situation in their countries, so it happens that they have had to interrupt their learning process or in some cases, they have not had the opportunity to access to a regular education, which affects the learning of basic skills in their own language. For example: If a student has not learned to write in their own language, it could mean an additional challenge at the time to learn a new vocabulary and English writing. This means that low literacy refugee-students could have difficulties reading and writing even very elementary texts, so a bridging program will need to provide targeted literacy support to this group.

Some of the challenges that student-teachers have had to face when they are working with the refugee-students who are learning a new language are:

- To help the refugee-students in the acquisition of both their mother and the foreign language, mainly in the written language.
- The lack of knowledge in the English Language
- The culture shock between their mother tongue and the English language.

However, this does not mean that they are not able to learn the necessary abilities in the English language, if they are adequately instructed by their teachers and using the correct contents, materials or resources, that suit their learning needs. For that reason, it is necessary to provide the students with explicit instructions helping them to feel more confident in learning a new language.

### **2.3.English for Specific Purposes (ESP)**

English for Specific Purposes is a term used by some authors to refer to the teaching or learning of English language for a specific need. It does not focus on teaching language structures or grammar, it is centered more on language in context since the target language is taught according to the students' real world needs or wishes. According to Hutchinson and Waters (1987:19) "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". It means that in ESP the students learn what they need to learn, students in ESP learn not because they are interested in the English language as such but because they have to perform a specific work or activity in which English is necessary.

On the other hand, Dudley-Evans & St John (1998) argue "ESP is usually aimed at professionals or students with some target language basic knowledge, but is not limited to these populations exclusively". This argument establishes that the contents in the ESP's learning are not addressed to a specific population because the teaching of English in this area can be adapted to the learner needs in the acquisition of this new language. This means that ESP is the use of a variety of methodologies that help learners to achieve their purpose of learning English to use it in a specific context or situation.

ESP is the language used for a special purpose. As Smoak (2003:27) states "ESP is English instruction based on actual and immediate needs of learners. ESP is needs based and task-oriented". To achieve the aims in the ESP teaching involve the design of contents taking into consideration the prompt learners needs, which should be based on the completion of a task as a kind of measure for success.

Thus, the goal of ESP is that learners can communicate in the English language with a certain fluency and independence in oral and written way, engaging in situations close to their reality in both, a social and professional setting. That means that the teaching of these contents focuses on providing learners with a special vocabulary to solve immediate needs.

### **2.3.1. Methodologies to use with ESP**

Because of the contents in ESP are selected according to the learner's needs or wishes; there is not a specific methodology to use in the development of the course. ESP teachers can choose any method, even they could create their own way to teach a content, this will depend on the context in which the target language will be used, the needs analysis, teaching standards and the students' learning skills.

Hutchinson and Waters (1987) concluded that "there is no specific methodology for ESP". That is why the teaching of ESP is based on vocabulary and reading comprehension rather than on learning the structure or field of a language, for that reason the methodologies used in the ESP teaching must be adapted to the actual learner's needs.

Similarly, Robinson (1991) affirms that "...methodology in English Language Teaching (ELT) and ESP differ little and it is not possible to say whether general ELT has borrowed ideas for methodology from ESP or whether ESP has borrowed ideas from ELT". He also mentions two features in the ESP methodology. Firstly, that the ESP teaching can base activities on students' specialty (but need not do so) and secondly, the ESP activities can (but may not) have a truly authentic purpose derived from students' target needs.

Moreover, Dudley-Evans and St. John (1998) argue that what characterizes ESP methodology is the use of tasks and activities reflecting the students' requirement areas. It means that the point of departure for instruction is based on students' performance of a task or activity.

In fact, these authors agree that there is not any specific methodology or approach to be used in the English classroom effectively; teachers have to choose which one to use according to the participant's needs.

## **2.4.English for Occupational Purposes (EOP)**

English for Occupational Purposes (EOP) is one of the branches of ESP and it refers to the teaching-learning of the English language used in a specific profession. As Kennedy and Bolitho (1984: 4) point out “EOP is taught in such a situation in which a learner needs to use English as part of a work or profession”. In other words, the EOP students learn the language just to cover situations related to their occupations. It means that the contents taught in this process are based on learners' specific communicative needs in their work.

For example, a waiter dealing with foreign clients might need to learn about:

-Describing the content of dishes on the menu and the way they are cooked.

*(It's pasta with chicken cooked in a cream sauce with peaches)*

-Understanding and responding appropriately to requests and orders.

*(Could we have the check, please?)*

Asking about requirements.

*(May I take your order?)*

EOP examines the English teaching in occupational settings as an instance of general workplace training and development. It covers situations in which learners are studying English for work-related reasons. The courses' contents are based on an analysis of their specific communicative needs in their work.

### **2.4.1. The teaching of English for Specific Purposes**

Fiorito (2005:1) states “The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners”, which means that ESP is more about the use of language in a real context than on teaching grammar and language structures. An important feature that ESP learners have is that they are usually adults who already have some knowledge of English and are learning the language to communicate a set of specific skills and to perform certain job-related functions.

### ***2.4.1.1. The role of the ESP teacher and the ESP student***

It is well known that teachers must play many roles in an ESL classroom. Although they already have experience in the teaching of English as a Foreign Language, they will need to adapt the ways in which they teach the different skills in the English learning for the teaching of English for Specific Purposes. They will have to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate students' progress.

**Organizing courses**, one of the main tasks that teachers have to do in this step is to choose the appropriate contents, design and organize these materials in a course and provide their students with feedback and support them during their progress.

**Setting learning objectives**, which can be fulfilled in the short or long term, will depend on the students' achievements. It's important to take into consideration the learners' potential in order to design a syllabus with achievable goals.

**Creating a learning environment**, it is well known that the best way to learn a language is having the opportunity to use it with other speakers. Then it is important for the teacher to structure effective communication skills in the classroom and try to interact with the students using the target language as much as possible. To achieve this important goal, teachers should create an atmosphere in which the student feels confident in communicating in the English language.

**Evaluating Students' Progress**, in order to identify language learning difficulties and try possible solutions to solve the problem. This could help the teacher to find out the skills the students need to focus on. The teacher can take this as a source of information about how the students are progressing in their language learning and in this way he/she can make choices about what they are doing or need to learn.

On the other hand, the learners who are in the ESP classrooms generally have a special interest in learning specific vocabulary to use in specific situations or contexts. As students, they oversee the English language skills to reflect their native language knowledge and skills.

**Interest in Learning**, an important characteristic that ESP students share. They are well disposed to focus on the learning of knowledge in their subject-matter field.

**Subject-Matter Knowledge**, which means that ESP students can make contributions to their learning process about contents they want to learn because of the fact that they are aware of the purposes and the context for which they will need to use English.

## **2.5. Needs Analysis and Materials Design**

### **2.5.1. Needs Analysis**

Needs analysis has a vital role in the process of designing and carrying out any language course, whether it be English for Specific Purposes (ESP) or a General English course. It could help the designer of the course to determine why the course is required, what are its goals, who the learners are, to find information about the place in which the learners will use English, etc. It means that the establishment of needs is based on the activities that learners must perform.

McDonough (1984) affirms that teachers should understand that these learners are not going to study English for the sake of English, but because they desire to satisfy a set of specific purposes for their prospective careers. In addition, Needs Analysis can empower teachers to choose more appropriate materials and in the same way to follow or design new teaching strategies that are more suitable for each learner need.

Hutchinson and Waters (1987) make a distinction between "target needs" which is referred to what the learner needs to do in the target situation and "learning needs" that refers to what the learner needs to do to learn.

### **2.5.2. Materials design**

The materials creation, selection, writing or adaptation process is an important step in ESP teaching because it shows the results of an effective course development and also provides the students of practical tools which could help them in the learning of knowledge that they will need in their future communicational purposes.

Tomlinson (1998) says “Materials can be anything in linguistic, visual, auditory and kinesthetic forms that are used to facilitate the teaching and learning process” You can provide students with a variety of resources that help them to achieve their learning language purposes. Materials for this branch of ESP can be generated for both teachers and students and play an important role in a course design. They are used to stimulate and support the learning process. It involves the process of providing input to the learners in various forms and providing opportunities to exploit the materials for language acquisition and learning.

Materials are not just tools that teachers can randomly choose to assist the teaching and learning process, they are also an important aspect of teaching ESP to guide both teachers and students in understanding the topics better.

## **2.6. Pedagogical and Psychological theory that contributes to Teaching English for Occupational Purposes (TEOP) to refugees**

### **2.6.1. The Cultural-Historical Approach (Vygotsky)**

In this theory, the language learning is seen more as a social process that implies that the acquisition of knowledge will always be followed by the construction of meaning. Lucci (2006:7) argues that “Vygotsky's theory starts from the concept that every organism is active, establishing a continuous interaction between social conditions, which are mutable, and the biological basis of human behavior”. During the teaching-learning process, the student is taken as the main actor, although not the only one. That means that the acquisition of their knowledge will be developed through an interpersonal system, i.e. the interaction with the teacher and classmates what lets them learn the cognitive and communicative instruments of their culture.

Perinat (2007:286) adds: “The aim of Vygotsky’s theory is to discover and stimulate the zone of proximal development in each student”, that is to say, the development of the skills already possessed by the students and what they can learn with the guidance or support of the teacher or through the interaction between an individual with more experience and

another with less experience. The aim of this interaction is that the learner becomes the builder of his/her own knowledge, thus transforming the beginner in an expert.

## **2.7.Previous Studies**

Because this subject has not been sufficiently studied, there is not much research that has been done on specific English instruction to refugees before they are resettled in host countries. However, in some of the investigations found, there are some projects that have been carried out with the refugees in the host countries, some of them related to children in elementary and secondary schools and others related to the psychological aspects of adult refugees when they are exposed to a new linguistic environment.

Adkins, Sample & Birman (1999) carried out a study about the role of teachers and how they can help the adult refugees and immigrant learners make significant progress in adjusting to a new life in an unfamiliar culture. It includes the qualities of mental health, stresses faced by refugees, and some activities that teachers can do to help their students adjust.

Yu (2012) carried out a study with students in Canadian Public Elementary and Secondary Schools about the role that background of knowledge plays in refugee students' language acquisition and acculturation to the new school, and the support schools provide for their language learning. This is a case study based on the experience of four refugee-students and their development of both ESL classrooms and mainstream classrooms at an elementary school and a secondary school, the knowledge that refugee-students bring with them to a normal classroom, the environments in which they are involved and how it influences in a second language acquisition.

Ramirez, et al. (2016) carried out a descriptive-qualitative-quantitative pedagogical research with a sample of six students, all of them part of a Colombian Refugee family, two of whom were adults who were illiterate, two were teenagers and two were children. The teens and one of the children had different levels Junior and Senior High School. The last child attended the first level of Basic Education. They were taught English for six hours a week at the Pontifical Catholic University of Ecuador (PUCE), as part of the UNHCR

Program in Esmeraldas, Ecuador. This study was carried out applying the technique of observation of teaching activities, as well as a survey and a test. The results showed the adults could have some interaction in the English language with younger students. It should be noted that one of the teenagers (a girl), a high school student, participated more actively and significantly influenced the learning process of adults and of the young child, who had never studied English before. These positive results were influenced by student-teacher methodologies regarding the organization of class in pairs and groups and the use of communicative tasks, although they had no didactic material to organize the teaching process.

It means that it is possible to get the refugee-students involved in the teaching-learning process of English, even though they have different levels of English, being illiterate sometimes. For this, it is important to use adequate methodologies and the supervision of teachers, but the results could be better if the student-teachers had didactic materials for teaching, like a booklet.

Ramírez and Grijalva (2017) carried out a research by means of which they diagnosed the refugees' learning needs and the teachers' need to have a didactic model to follow in the teaching-learning process. Therefore, they designed a didactic model which took into consideration the Communicative Approach to language teaching, the Historical-Cultural Approach, the Humanistic Theory and Paulo Freire' Liberating Pedagogy. The learning-process considers the intrinsic needs of the students, so the contents are distributed according to these needs, which are basically in relation with occupations, visiting the doctor, buying, selling, numbers, the alphabet and introducing themselves.

## **2.8. Legal Foundation**

The legal basis of this research is represented in the International Standards of Protection for Refugees, which firstly highlights Article 22 of the Convention, concerning the Status of Refugees of the United Nations of 1951 about educational rights for migrants and refugees, which established that the host countries have to give to stateless people the same treatment as national or foreign in general in respect of elementary education and in particular in respect of access to studies, recognition of certificates of studies, diplomas and

university degrees issued abroad, exemption of rights and charges and granting of scholarships.

Another of the legal basis of the investigation is represented in Article. 6 of the Additional Protocol to the American Convention on Human Rights in Economic, Social and Cultural Rights (1988), "Protocol of San Salvador" about the right to work for immigrants and refugees, which state that the host countries must ensure the right of stateless people to work freely and in legally accepted activities, as well as to be advised in projects of technical and professional training.

### **3. METHODOLOGY**

This research was carried out at the Pontifical Catholic University of Ecuador (PUCE) in Esmeraldas, in the Applied Linguistics School, where the bounding project "*Strengthening of sustainable means of life and local integration in Esmeraldas*" has been carried out with refugees, specifically in regards with the teaching of English.

#### **a. Type of investigation**

This was a descriptive-longitudinal-prospective and quantitative-qualitative research.

#### **b. Participants**

The investigation was possible thanks to the collaboration of 11 refugee-students and of 6 student-teachers from the Applied Linguistics School.

#### **c. Method**

The methods used were the following:

Analysis and synthesis, which permitted the analysis of the theories and of the results obtained, and the synthesis of the most important to support the investigation.

Hermeneutic, which allowed the interpretation of the theories and the results obtained.

Statistical method: which helped in the data processing.

#### d. **Techniques**

**Observation.** In order to analyze how the English teaching-learning process to refugees is carried out, this technique was used. The observation was done in the English classes at the Pontifical Catholic University of Ecuador in Esmeraldas for two weeks.

**Survey.** Two surveys were applied, the first one to student-teachers to know the types of contents they consider the students need to learn and the necessity of a didactic material that could help them improve the way in which this teaching-learning process is being carried out. The second survey was applied to the refugee-students, it was directed to examine the type of contents that learners consider they need to learn in their English classes.

#### e. **Instruments**

Observation Guide (Appendix 1)

Survey questionnaires to English teachers (Appendix 2)

Survey questionnaires to Refugees (Appendix 3)

#### f. **Variables**

**Dependent:** The English language teaching-learning process to refugees

**Independent:** English for Specific Purposes

#### g. **Data processing**

The collected data were processed using the Microsoft Excel program, which allowed the design of figures.

## **4. RESULTS**

### **4.1. Observation**

The observation was applied to the refugee-students during their English classes at the Pontifical Catholic University of Ecuador in Esmeraldas. This method was applied during two weeks and an observation sheet was used (Appendix 1) in order to get a clear information about the way in which refugee-students learn the target language.

The first thing that I noticed was that the students have a low level of English, so the student-teachers could not use the English language in all activities, what means a difficulty because the objective of this type of courses it to use the language especially if they must move to an English-Speaking Country. The students must be exposed to the target language to learn the necessary vocabulary and then be able to understand meanings by listening and consequently they will be able to use it orally by interacting with their teachers and among them.

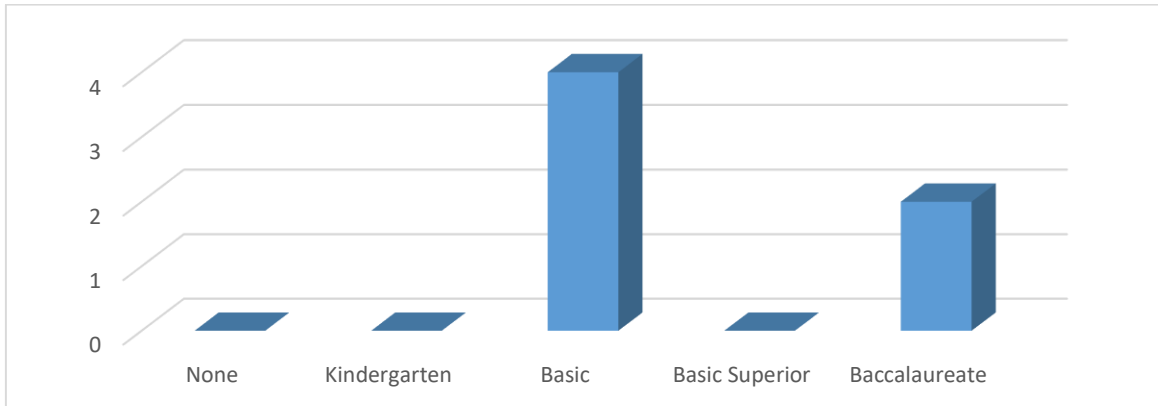
Another important thing that I noticed is that the only place where the student-refugees have the chance to practice the target language is in the classroom with their teachers, who are the adequate people to correct their mistakes in spelling, writing, pronunciation, etc.

About the contents taught it was revealed that those are selected from some internet pages trying to cover some learner's specific needs during their class time. But what about their practice at home? Or what are the basic needs that students want to cover with the learning of this new language? During the class time, some of these needs were covered, but this would be better if both students and teachers had a guide or material that would provide them with the content they need to learn. Precisely the learning of a special material would allow them to continue with their practices at home.

In conclusion, to take advantage of these English classes, a material with content selected according to the students' needs could be useful for both students and teachers because the classes can be organized covering the most fundamental communication needs.

#### 4.2. Results of the survey applied to the Student-Teachers

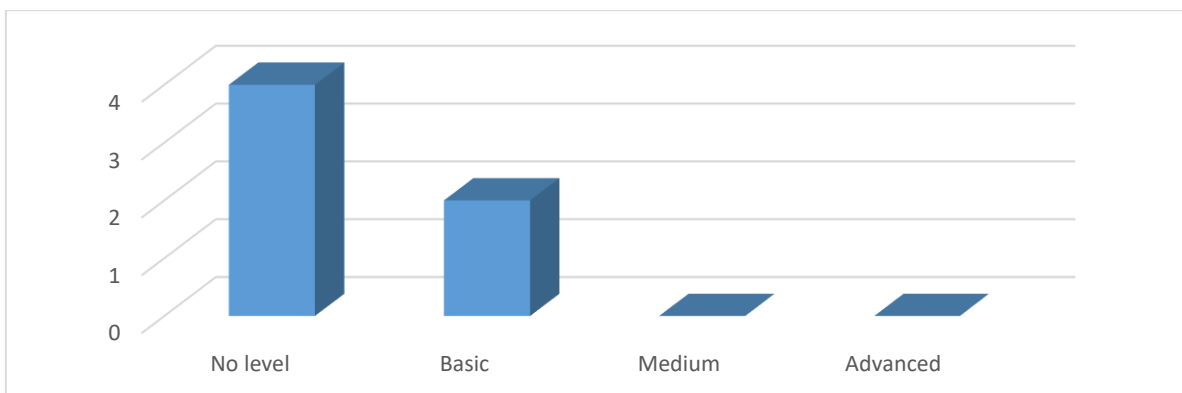
According to the level of schooling of refugee-students, as can be seen in Figure 1, the major percent of them had a basic level, so they may have some notions about the English studied at the Basic School Level.



**FIGURE 1. LEVEL OF SCHOOLING OF REFUGEE-STUDENTS**  
**SOURCE: SURVEY APPLIED TO THE STUDENT-TEACHERS**

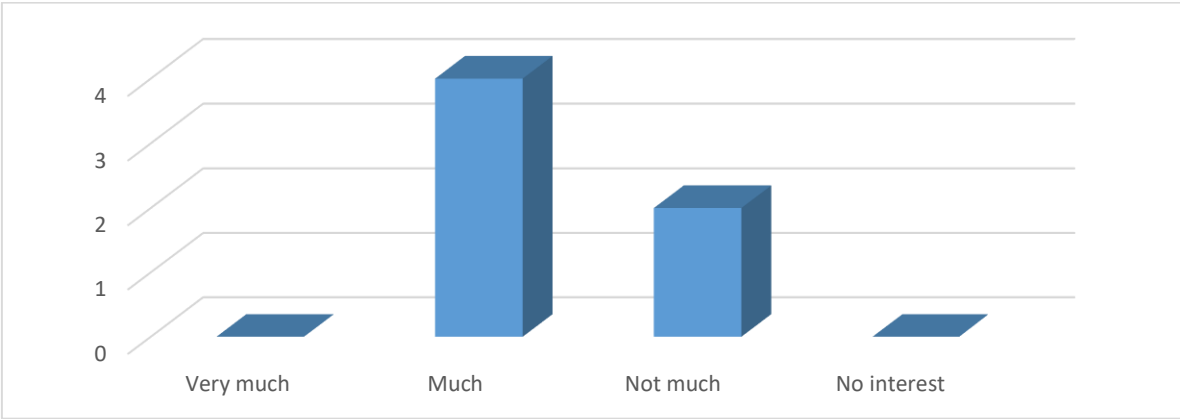
In figure 2 the English level that the refugee-students have is expressed. It is revealed that the greater percent of them had no level of English, which contradicts a little bit what was stated in the previous item, where they stated that the majority of refugees had Basic Education. The fact is that in Basic Education the students generally receive English.

To have a basic level of English means that the students have knowledge of some isolated terms and grammar which let them say something in English, but not many constructions.



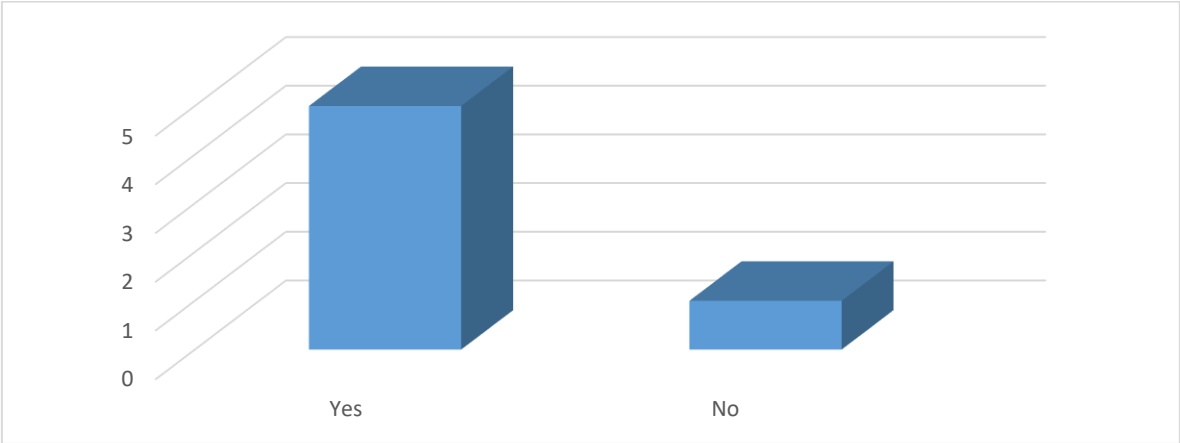
**FIGURE 2. ENGLISH LEVEL OF REFUGEE- STUDENTS**  
**SOURCE: SURVEY APPLIED TO THE STUDENT-TEACHERS**

In Figure 3 it is exposed that most student-refugees did have much interest in the learning of English, so it benefits the development of the language teaching-learning process.



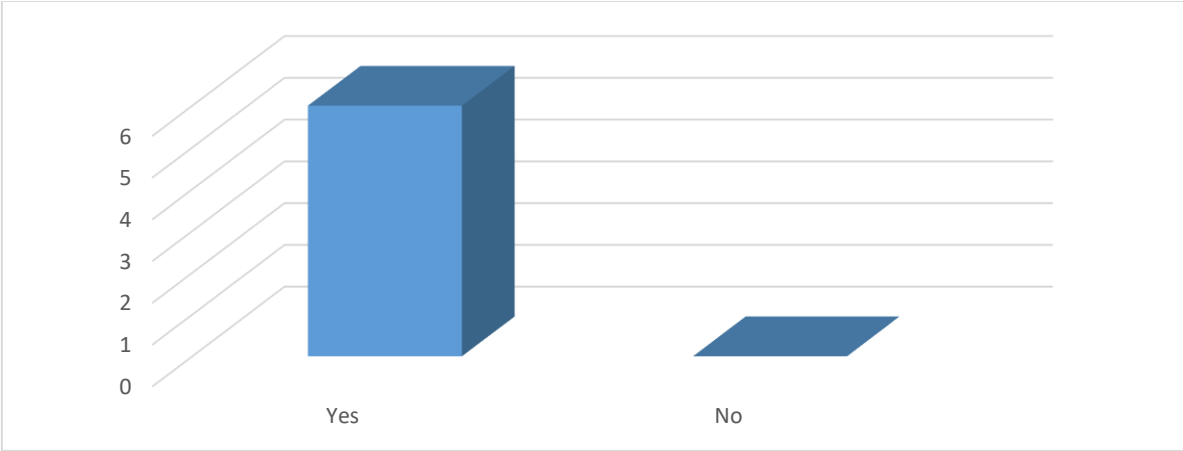
**FIGURE 3 INTEREST IN THE ENGLISH LANGUAGE LEARNING**  
**SOURCE: SURVEY APPLIED TO THE STUDENT-TEACHERS**

Regarding the need of materials for the teaching-learning process, as it was represented in figure 4, the student-teachers showed the need of didactic materials in order to teach English. Consequently, there is a necessity to make this kind of materials to help the teaching-learning process.



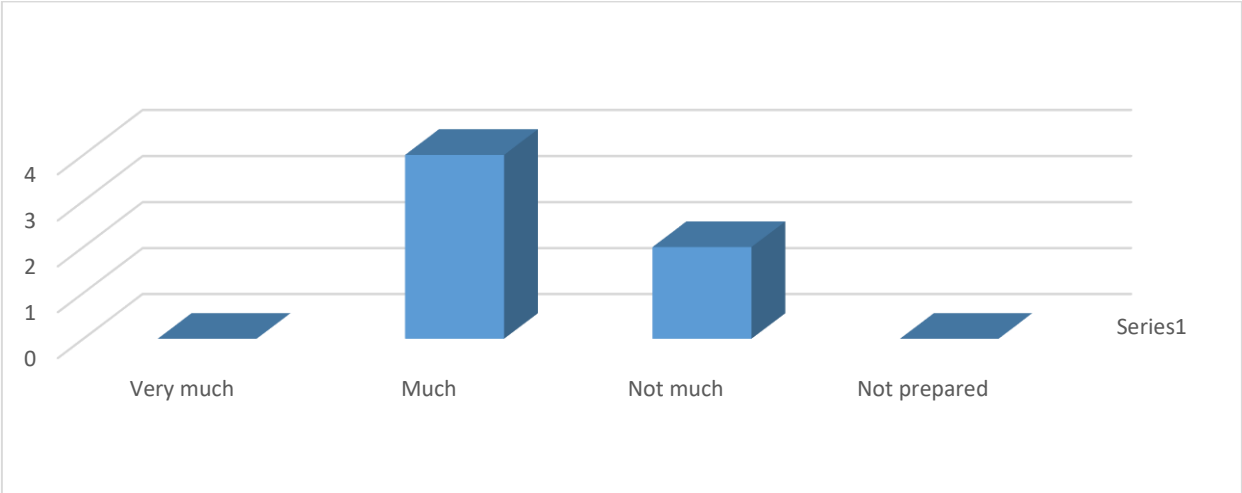
**FIGURE 4 DIDACTIC MATERIALS NEED.**  
**SOURCE: SURVEY APPLIED TO THE STUDENT-TEACHERS**

As it is revealed in Figure 5, the students-teachers expressed the need to have a booklet with exercises in order to help the students study at home, after receiving the lessons in school.



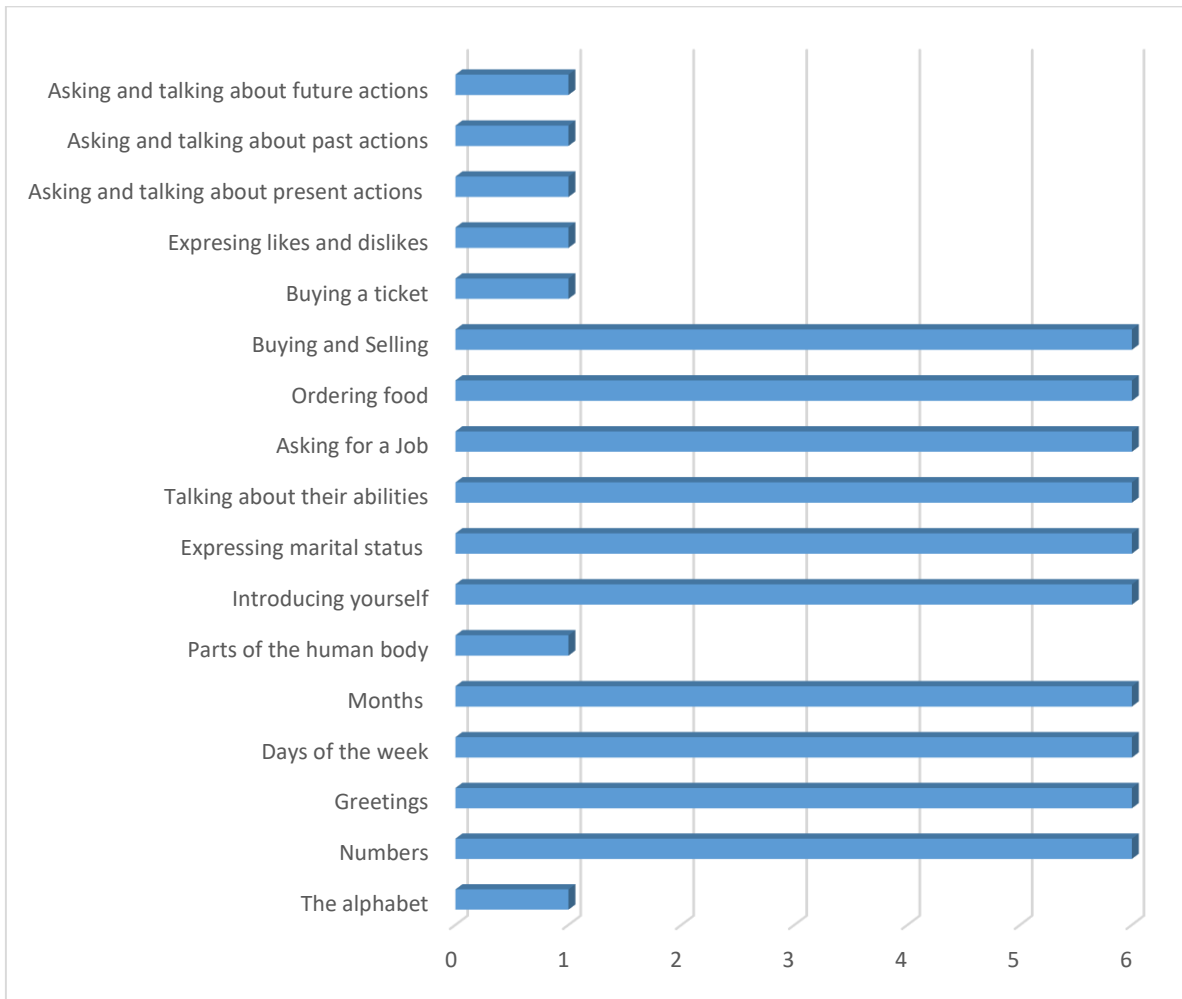
**FIGURE 5** BOOKLET WITH EXERCISES  
**SOURCE:** SURVEY APPLIED TO THE STUDENT-TEACHERS

In Figure 6 it is shown that the student-teachers needed methodological preparation for carrying out the teaching-learning process.



**FIGURE 6** METHODOLOGICAL PREPARATION  
**SOURCE:** SURVEY APPLIED TO THE STUDENT-TEACHERS

In Figure 7 it is demonstrated that the main content needs that the students have are related to ordering food, asking for a job, buying and selling, talking about their abilities, introducing themselves, greetings, expressing marital status, the names of the months, and numbers. This means that the principal tasks in the classroom should deal with these contents.

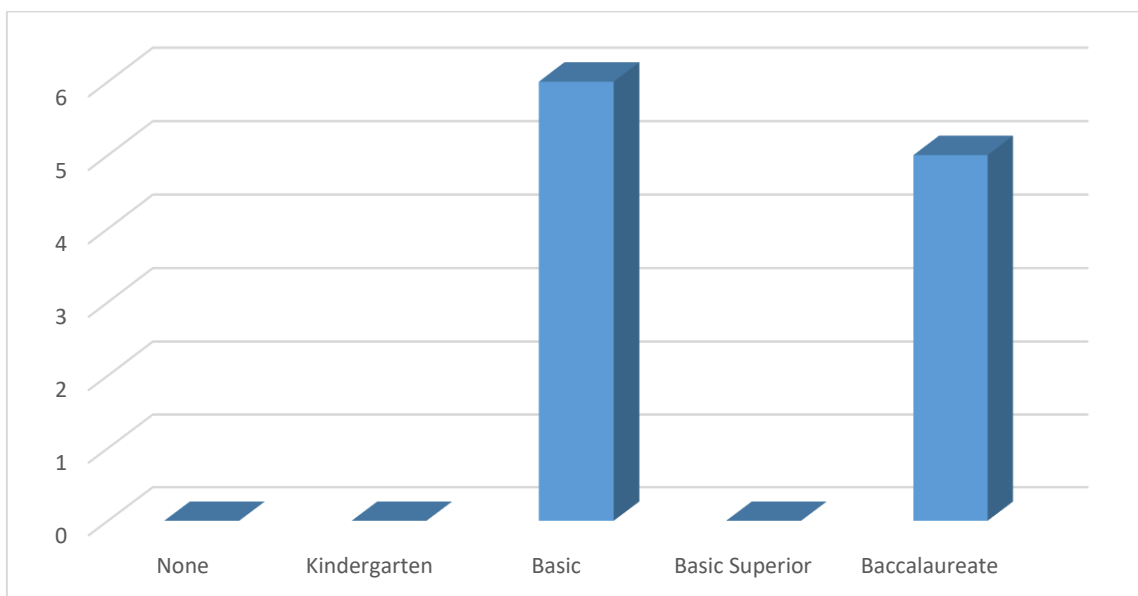


**FIGURE 7** CONTENT NEEDS

**SOURCE:** SURVEY APPLIED TO THE STUDENT-TEACHERS

### 4.3.Results of the survey applied to the Refugee-Students

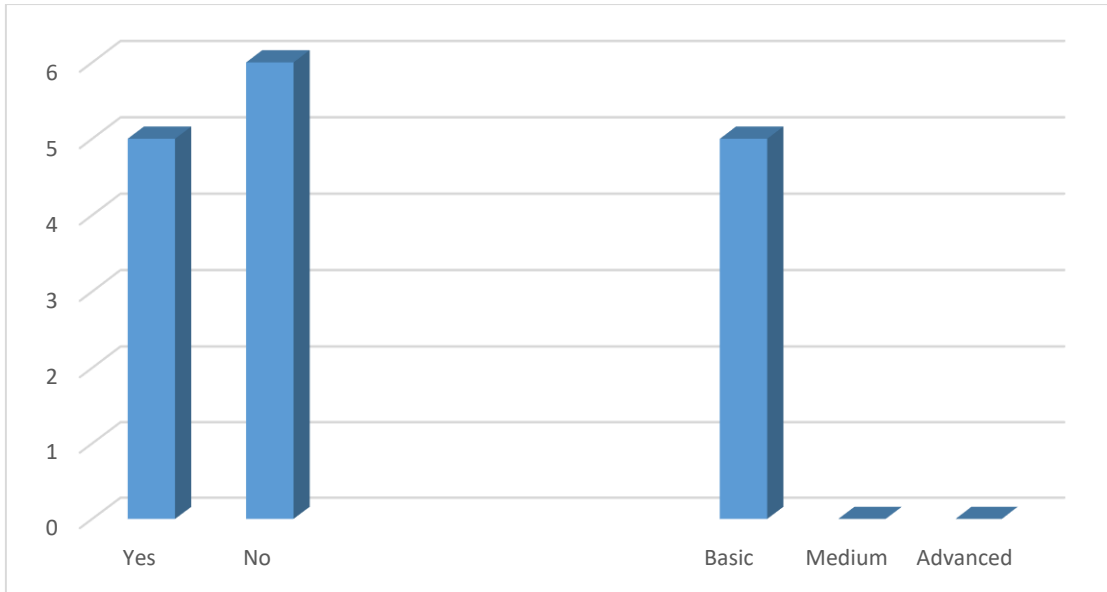
As it is stated in Figure 8, the level of schooling was basic and baccalaureate. This means that some of them when was asked by the student-teachers, answered differently. This level of schooling means that they are able to comprehend the language because English is taught in those levels in the majority of institutions.



**FIGURE 8. LEVEL OF SCHOOLING**

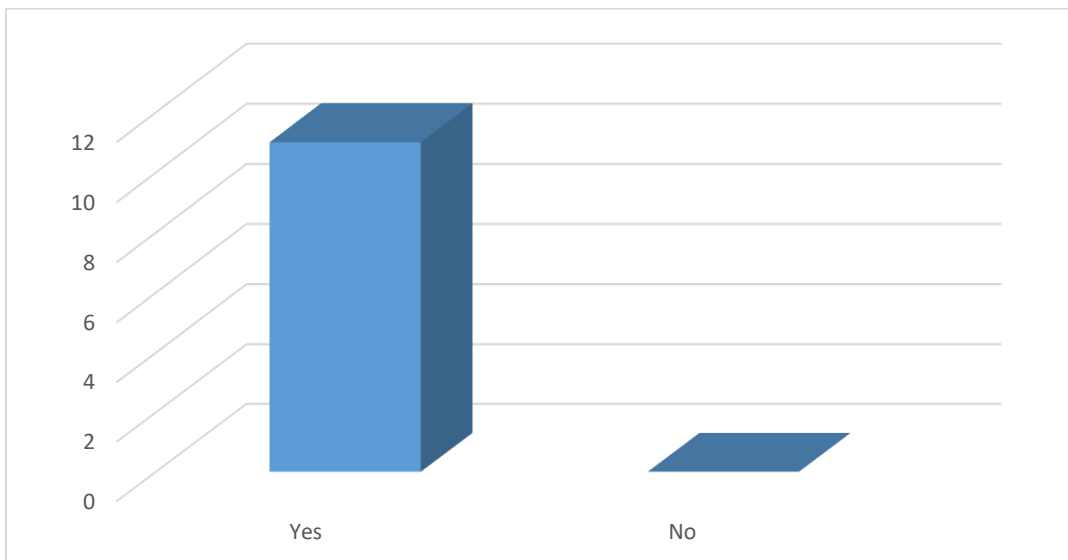
**SOURCE: SURVEY APPLIED TO THE REFUGEE-STUDENTS**

When analyzing the previous experiences that the student-refugees have in the learning of English, as it is shown in Figure 9, most them stated that they did not have any, and those who expressed that had experiences referred that they had a basic level. This result contradicts the previous one, where some of them state that they have Senior High School.



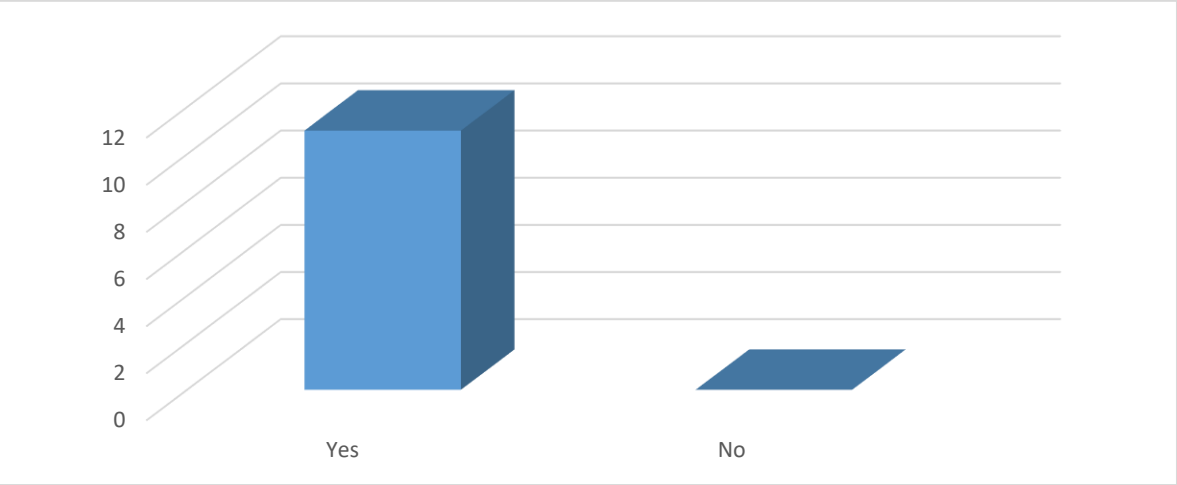
**FIGURE 9** PREVIOUS EXPERIENCES IN THE LEARNING OF ENGLISH  
**SOURCE:** SURVEY APPLIED TO THE REFUGEE-STUDENTS

In Figure 10 it is revealed that most of the students had the need to learn English because of specific needs of communication in the target language. This benefits the teaching-learning process and makes it be designed according to the learners' needs.



**FIGURE 10** ENGLISH LEARNING NEEDS  
**SOURCE:** SURVEY APPLIED TO THE REFUGEE-STUDENTS

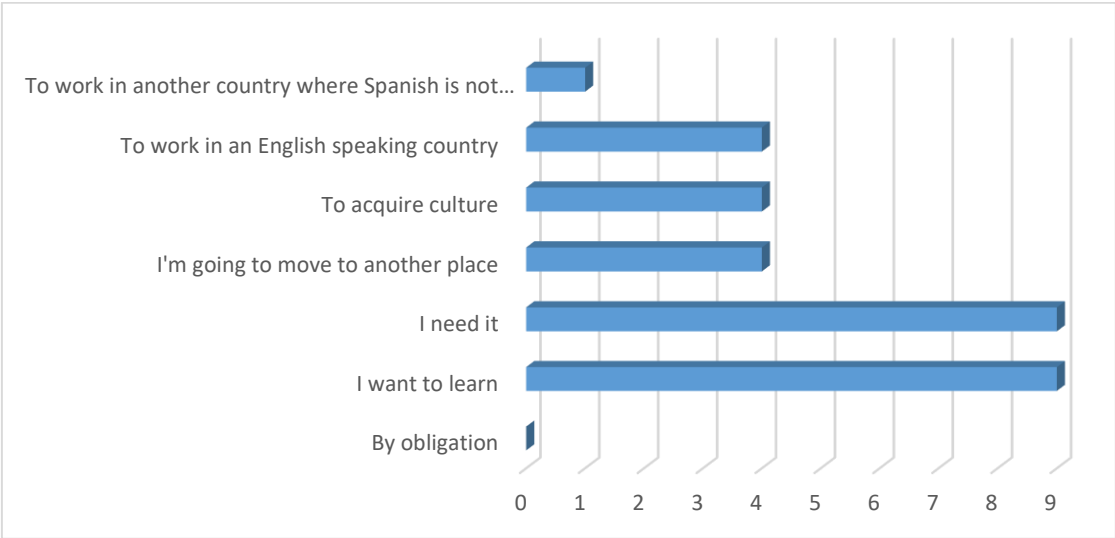
When surveyed about the need of a didactic material for studying English, the students answered positively, as it is expressed in Figure 11.



**FIGURE 11. THE NEED OF A DIDACTIC MATERIAL**

**SOURCE:** SURVEY APPLIED TO THE REFUGEE-STUDENTS

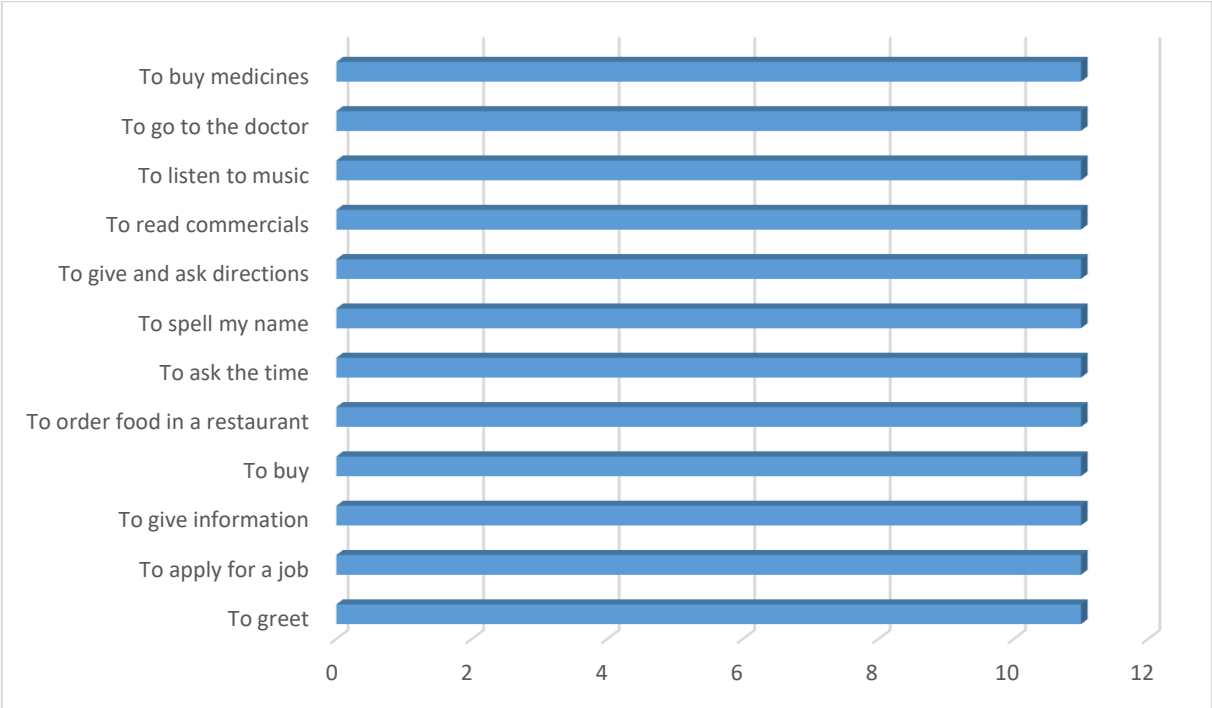
In relation to the reasons why they attend to the English courses, (Figure 12), the refugee-students stated the following: to work in an English-speaking country, to acquire culture, because they are going to move to another place, they want to learn and they need to learn. Some of the ones who stated that they need and want to learn may have other reasons, such as communicating with tourists in Esmeraldas, communicating with friends by Facebook, which may be logical.



**FIGURE 12. REASONS TO ATTEND THE ENGLISH COURSES**

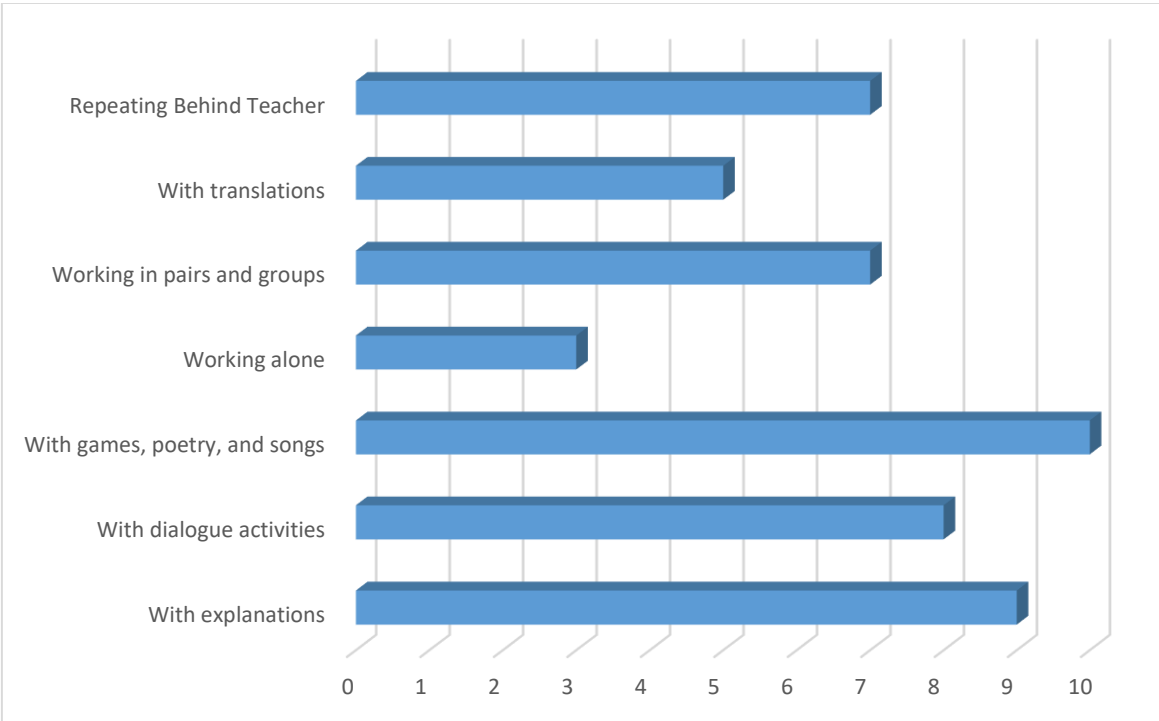
**SOURCE:** SURVEY APPLIED TO THE REFUGEE-STUDENTS

In Figure 13 the principal communicative functions to learn English are revealed: Buying medicines, going to a doctor, listening to music, reading commercials, giving and asking directions, spelling their names, asking about the time, ordering food in a restaurant, buying, giving information, applying for a job, greeting. All of them are in relation to English for survival.



**FIGURE 13 COMMUNICATIVE FUNCTIONS**  
**SOURCE: SURVEY APPLIED TO THE REFUGEE-STUDENTS**

In relation to the ways the student-refugees want to learn, (Figure 14), the majority stated by means of games and songs, it means, through ludic activities, with explanations, followed by dialogue activities, pair and group work, and with repetitions.



**FIGURE 14. THE WAY THEY WANT TO LEARN**  
**SOURCE: SURVEY APPLIED TO THE REFUGEE-STUDENTS**

## 5. DISCUSSION

The objectives of this research were thoroughly accomplished because an analysis of the teaching-learning process of English for Specific Purposes was carried out. To reach this objective, some theories about teaching ESP were studied and stated to support the investigation, an analysis of the students' learning needs was done in order to organize the process, and a didactic material was designed in order to facilitate the process.

There are not many investigations concerning the teaching of English to refugees in English speaking countries. Nevertheless, some projects have been carried out in host countries, such as the one developed by Adkins, Sample & Birman. (1999) about the role of teachers and how they can help the adult refugees and immigrant learners make significant progress in adjusting to a new life in an unfamiliar culture. It includes the qualities of mental health, stresses faced by refugees, and some activities that teachers can do to help their students adjust. This investigation coincided with the present one in the fact that it is necessary to teach according to the learners' needs.

When the teachers organize the contents according to the needs of the students, they feel more secure in the teaching-learning process. They also feel more satisfied with what is being taught to them. This brings about more motivation and interest towards the learning of the language, and learning occurs more easily, in a flexible and pleasant environment.

In this respect, the present results coincided with the ones found by Ramirez, et al. (2016) in their pedagogical research with a Colombian Refugee family, in the need to design a didactic material to organize the teaching-learning process according to the students' learning needs. The class organization in pairs and groups has been also relevant, in order to teach multilevel students.

Taking into consideration the role of the social group in learning the English language, as stated by the Socio-Cultural (or Historical-Cultural) Approach to language teaching, the results of this investigation coincided with the ones revealed by Ramírez and Grijalva (2017) in their research, where they state a didactic model to literate refugees in the English language. This model has the mentioned theory as one of the foundations for language learning.

The present results coincide with the referred investigation above in relation to the ludic methodology as the one most preferred by student-refugees to learn English, also in the fact that the main communicative functions to teach to refugees are: buying medication, clothes, food, selling, visiting the doctor, and looking for a job.

## **6. CONCLUSIONS AND RECOMMENDATIONS**

### **6.1.CONCLUSIONS**

- The main theories of Teaching English for Specific Purposes affirm that the English language should be taught according to the learners' needs.
- There is a necessity to organize the teaching-learning process to refugees with the theories of the branch English for Occupational Purposes, according to the jobs they develop, and according to the language of survival, teaching them the main communicative functions for this, which go from introducing themselves to visiting the doctor and buying medicine.
- The student-refugees like to learn English using the ludic methodology in the first place.
- The student-teachers and the student-refugees need a didactic material with exercises to facilitate the teaching-learning process.

### **6.2.RECOMMENDATIONS**

- To carry out a methodological meeting with the student-teachers using the didactic material and the methodological orientations proposed to contribute to their teaching upgrading.
- To implement the didactic material with exercises proposed in the English language teaching-learning process to refugees.

## 7. PROPOSAL

*Some needs-based exercises to teach English to refugees*



*This booklet is presented in order to cover some important communicational needs if you want to travel to an English Speaking country.*

### CONTENTS

The Alphabet and its pronunciation.....	30
Words and phrases of every day.....	31
Some questions .....	33
Giving personal information.....	34
Introducing Yourself .....	34
Asking directions.....	35
THE PREPOSITIONS AT, ON, AND IN.....	35
The use of (This, That, those, these). Demonstrative Adjectives.....	36
At the Restaurant .....	37
Jobs Interview and professions.....	39
Professions & Occupations.....	40

Vocabulary related to work .....	42
Medical Conversation and medical vocabulary.....	43
Illness Vocabulary .....	44
Illness expressions .....	44
Common Illnesses and Diseases in English .....	45
Medicine, Medical Equipment and Tools.....	45
Medical Specialists List.....	46
Some methodological orientations.....	46

## The Alphabet and its pronunciation

To spell names or words use the alphabet's pronunciation

<b>A</b> [eɪ]	<b>B</b> [bi:]	<b>C</b> [si:]	<b>D</b> [di:]	<b>E</b> [i:]
<b>F</b> [ef]	<b>G</b> [dʒi:]	<b>H</b> [eɪtʃ]	<b>I</b> [aɪ]	<b>J</b> [dʒeɪ]
<b>K</b> [keɪ]	<b>L</b> [el]	<b>M</b> [em]	<b>N</b> [en]	<b>O</b> [əʊ]
<b>P</b> [pi:]	<b>Q</b> [kju:]	<b>R</b> [ɑ:]	<b>S</b> [es]	<b>T</b> [ti:]
<b>U</b> [ju:]	<b>V</b> [vi:]	<b>W</b> ['dʌbəlju:]		
<b>X</b> [eks]	<b>Y</b> [waɪ]	<b>Z</b> [zed / zi:]		

EnglishClub.com

### How do you spell it?

**Man:** Hello! What's your name?

**Woman:** Hi! My name's Marie.

**Man:** What? Mary?

**Woman:** No, no. Marie.

**Man:** Sorry, I didn't hear what you said. Maria! Got it.

**Woman:** Err... no. Not Maria. Marie.

**Man:** How do you spell it?

**Woman:** M-A-R-I-E

**Man:** I'm sorry. My English isn't so good.

**Woman:** That's alright.



## *Words and phrases of every day*

<u><b>Formal</b></u>	<u><i>Greeting an old friend</i></u>	<u><b>Informal</b></u>
Hello, (name).	<i>Long time, no see.</i>	Hey!
Hello!	<i>How have you been?</i>	What's up?
How are you?	<i>Nice to see you again!</i>	What's new?
How are you doing?	<i>What have you been up to?</i>	What's going on?
Good morning.	<i>What's new?</i>	Hi, (name)!
Good afternoon.		How are ya?
Good evening.		Howdy!
Nice to meet you!		

<b>Spanish</b>	<b>English</b>	<b>Pronunciation</b>
Si	Yes	yes
No	No	no
Por favor	Please	plis
Hola	Hello / Hi	jelou
Buenos días	Good morning	guud morning
Buenas tardes	Good afternoon	guud after-nuun
Buenas noches	Good night	guud nait
Adiós	Good bye	guud bai.
Hasta luego	See you later.	si iu leiter.
Está bien	That's all right.	dats ol rait.
Lo siento	I'm sorry.	ai am sorri
Perdóname	Excuse me.	exkius mi.
¿Cómo está usted?	How are you?	jau ar iu?
Muy bien, gracias	Very well, thanks.	veri uel zanks.
Yo soy	I am.	ai am

Yo estoy	I am.	<i>ai am</i>
Yo tengo	I have.	<i>ai jav</i>
Me gustaría	I would like.	<i>ai would laik.</i>
Es bueno	It is good.	<i>it is guud.</i>
Es malo	It is bad.	<i>it is bad.</i>
Es importante	It is important.	<i>it is important.</i>
Eso es	That's it.	<i>dats it.</i>
Estoy contento	I am happy.	<i>ai am japi.</i>
Estoy cansado	I am tired.	<i>ai am taiard.</i>
Estoy ocupado	I am busy.	<i>ai am bisi.</i>
Está listo.	It is ready.	<i>it is redi.</i>
¿Qué necesita?	What do you need?	<i>uat du iu niid?</i>
Espero que sí.	I hope so.	<i>ai joup so.</i>
Creo que sí.	I think so.	<i>ai zink so.</i>
Encantado de conocerlo.	Glad to meet you.	<i>glad tu mit iu.</i>
¿Cómo se siente?	How do you feel?	<i>jau du iu fil?</i>
¿Me permite?	Do you mind?	<i>du iu maind?</i>
Seguro	Sure.	<i>shur.</i>
Dele mis saludos.	Give them my regards.	<i>giv dem mai rigards.</i>
¿Como esta?	How do you do?	<i>jau du iu du?</i>
Te veré después.	See you later.	<i>si iu leiter.</i>
Estoy muy agradecido.	I am very grateful.	<i>ai am veri greitful.</i>
Hasta luego.	So long.	<i>so long</i>

*Some questions*

**Which one?**

¿Cuál?  
*Uich uan?*

**Why?**

¿Por qué?  
*Jauí?*

**How much?**

¿Cuánto?  
*Jau mach?*

**When?**

¿Cuándo?  
*Juen?*

**Where is?**

¿Dónde está?  
*Juer is?*

**Do you have?**

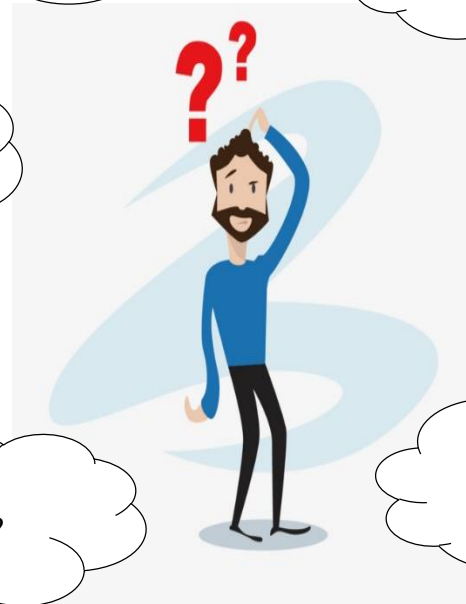
¿Tiene usted?  
*Du iu jav?*

**How?**

¿Cómo?  
*Jau?*

**What?**

¿Qué?  
*Jau?*



## *Giving personal information*

<i>Spanish</i>	<b>English</b>	<b>Pronunciation</b>
<i>Mi nombre es...</i>	<b>My name is...</b>	<i>Mai neim is...</i>
<i>Mi dirección es...</i>	<b>My address is...</b>	<i>Mai adres is...</i>
<i>Este es mi nombre y mi dirección.</i>	<b>This is my name and my address.</b>	<i>Dis is mai neim and mai adres.</i>
<i>No entiendo.</i>	<b>I do not understand.</b>	<i>Ai du not ander-stand</i>
<i>Por favor, hable más despacio.</i>	<b>Please, speak more slowly.</b>	<i>Plis, spik mor slouli.</i>
<i>¿Qué quiere decir?</i>	<b>What does that mean?</b>	<i>Uat das dat min?</i>
<i>¿Habla usted español?</i>	<b>Do you speak Spanish?</b>	<i>Du iu spik spanish.</i>
<i>No hablo inglés</i>	<b>I do not speak English.</b>	<i>Ai du not spik inglich.</i>
<i>Hablo poco inglés</i>	<b>I speak a little English.</b>	<i>Ai spik ei litl inglich.</i>
<i>Trate de comprenderme.</i>	<b>Try to understand me.</b>	<i>Trai tu anders-stand mi.</i>

## *Introducing Yourself*

**Susan Bachtiar:** Hello, I'm Elizabeth Mandel

**Chuck:** Hi! My name is Charles Chang. But please call me Chuck

**Susan Bachtiar:** Nice to meet you, Chuck. You can call me Susan

**Chuck:** Ok. What's your last name again?

**Susan:** Bachtiar

**Chuck:** Where are you from?

**Susan:** I'm from Indonesia.

**Chuck:** And what are you doing here?

**Susan:** I'm attending an English Conference. And how about you? Where are you from?

**Chuck:** I'm from Singapore.

**Susan:** Are you attending the English Conference, too?

**Chuck:** Yes, I am.

**Susan:** Well, nice meeting you Chuck.

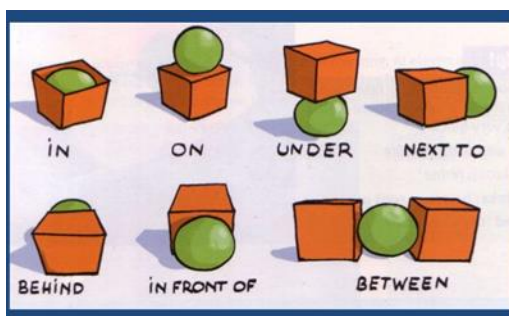
**Chuck:** Nice meeting you too, Susan.



## Asking directions

- **Mark:** Excuse me. **Could you tell me where the library is?**
- **Nancy:** **Yes, it's that way.** You go three blocks to Washington Street and then turn right. It's on the corner, across from the bank.
- **Mark:** Thanks! I've only been in town a few days, so I really don't know my way around yet.
- **Nancy:** Oh, **I know how you feel.** We moved here a year ago, and **I still don't know where everything is!**

## THE PREPOSITIONS AT, ON, AND IN



- We use **at** to show a specific place, location or position.



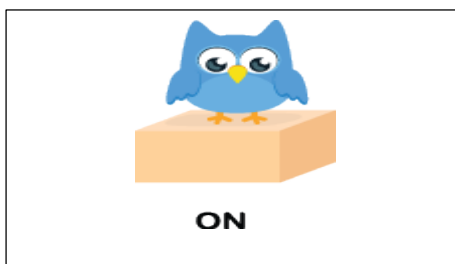
### *For example*

- Someone is **at** the door.
- They met each other **at** a friend's house.
- I used to live **at** 51 Portland Street.

- We use **on** to show position on a horizontal or vertical surface.

### *For example*

The cat sat **on** the mat.



The picture is hanging **on** the wall.

The satellite dish is **on** the roof.

- We also use **on** to show position on streets, roads, etc.

***For example***

I used to live **on** Portland Street.

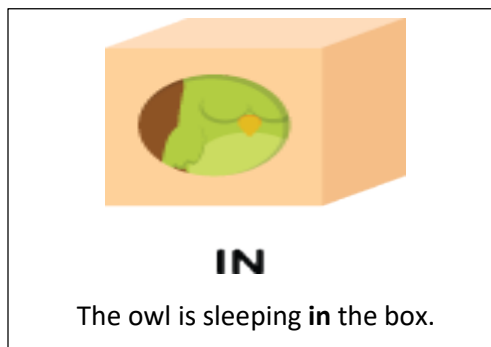
- We use **in** to show that something is enclosed or surrounded.

***For example***

The dog is **in** the garden.

She is **in** the taxi.

They live **in** a flat.



We also use **in** to show position within a general area (towns, counties, states, countries, and continents). *For example:*





I used to live **in** Nottingham, but now I live **in** Germany.

### **The use of (This, That, those, these). Demonstrative Adjectives**

Un demostrativo indica si se está hablando de algo **singular o plural** y si está **cerca o lejos** del hablante.

Existen cuatro demostrativos en inglés: **this, that, these, those.**

- Se usa **THIS** y **THAT** para referirse a una cosa singular y **THESE** y **THOSE** para referirse a más de una cosa.

<b>Singular</b>	 <p><b><u>This</u> is an apple.</b></p>	 <p><b><u>That</u> is an apple.</b></p>
<b>Plural</b>	 <p><b><u>These</u> are apples.</b></p>	 <p><b><u>Those</u> are apples.</b></p>

- Se usa **THIS** y **THESE** para referirse a algo cercano al hablante y **THAT** y **THOSE** para cosas lejanas.

#### **THIS** – Singular y Cerca

- Adjetivo Demostrativo: **This** hat is yellow. – Esta gorra es amarilla.
- Pronombre Demostrativo: **This** is yellow. – Esta es amarilla

#### **THAT** – Singular y Lejos

- Adjetivo Demostrativo: That hat is yellow. – Esa gorra es amarilla.
- Pronombre Demostrativo: That is yellow. – Esa es amarilla.

#### **THESE** – Plural y Cerca

- Adjetivo Demostrativo: These hats are yellow. – Estas gorras son amarillas.
- Pronombre Demostrativo: These are yellow. – Estas son amarillas.

#### **THOSE** – Plural y Lejos

- Adjetivo Demostrativo: Those hats are yellow. – Esas gorras son amarillas.
- Pronombre Demostrativo: Those are yellow. – Esas son amarillas.

### ¿Cómo se dice “Aquello” en inglés?

- Pues, no se dice **AQUELLO** en inglés. Solo se usa **THAT** y **THOSE** para hablar de algo lejos del hablante. Algunas veces se dice “**That over there**” o “**Those over there**” para especificar, pero no es necesario.

#### *At the Restaurant*

**Waiter:** Can I help you?

**Lisa:** A table for two, please.

**Waiter:** This way.

#### **Ordering**

**Waiter:** Are you ready to order?

**Lisa:** Yes, we'll have the chicken with vegetables, and the vegetable pasta, please.

**Waiter:** Anything to drink?

**Lisa:** Just some water, please.

### **After the Meal**

**Waiter:** Can I get you anything else? Coffee? Dessert?

**Lisa:** No, just the bill, please.

### **Making a Reservation**

**Mike:** I'd like to make a reservation for 2 people on Friday night.

**Waiter:** What time would you like?

**Mike:** 8:00.

**Waiter:** We don't have anything available at 8:00. Is 7:30 ok.

**Mike:** Yes, that's fine.

**Waiter:** Your name, please?

**Mike:** Mike Smith.

**Waiter:** Ok, Mr. Smith. We'll see you at 7:30 on Friday.

**Mike:** Thank you. Bye.

**Waiter:** Goodbye.

## *Jobs Interview and professions*



### **Job Interview**

**A:** Good morning!

**B:** Good morning! Please, sit down. You would like to work as a teacher, right?

**A:** That's right.

**B:** What makes you a good candidate for this position?

**A:** I just have finished study Education in university.

I like kids and I am good at solving problems.

**B:** What are your strong points? And your weak ones?

**A:** I am motivated and I think that I have leadership qualities. About weak ones, I have no experience.

**B:** Have you got any questions about this job?

**A:** Could you tell me what is working hours?

**B:** 8 a.m. to 3 p.m.

**A:** Is this a newly created position or is this a substitution?

**B:** It is a newly created position.

**A:** Thank you for information.

**B:** Thank you for your time, we will call you tomorrow and tell you about our decision.

## *Professions & Occupations*

### **English Vocabulary**

**Accountant** - a person that works with the money and accounts of a company.

**Actor /Actress** - a person that acts in a play or a movie

**Architect** - a person that designs building and houses.

**Astronomer** - a person who studies the stars and the universe

**Author** - They write books or novels.

**Baker** - They make bread and cakes and normally work in a bakery.

**Bricklayer** - a person that helps to build houses using bricks.

**Bus driver** - a person that drives buses.

**Butcher** - a person that works with meat. They cut the meat and sell it in their shop.

**Carpenter** - a person that makes things from wood including houses and furniture.

**Chef/Cook** - a person that prepared food for others, often in a restaurant or café.

**Cleaner** - a person that cleans/tidies an area or place (such as in an office)

**Dentist** - a person that can fix problems you have with your teeth.

**Designer** - a person who has the job of designing things.

**Doctor** - a person you go to see when you are ill or have some type of health problem.

**Dustman/Refuse collector** - a person that collects trash/rubbish from bins in the street.

**Electrician** - a person that works with electric circuits.

**Engineer** - a person who develops solutions to technical problems. They sometimes design, build, or maintain engines, machines, structures or public works.

**Factory worker** - a person that works in a factory.

**Farmer** - a person that works on a farm, usually with animals.

**Fireman/Fire fighter** - a person that puts out fires.

**Fisherman** - a person that catches fish

**Florist** - a person that works with flowers.

**Gardener** - a person that keeps gardens clean and tidy. They take care of the plants in the garden.

**Hairdresser** - they cut your hair or give it a new style.

**Journalist** - a person that makes new reports in writing or through television.

**Judge** - a qualified person that decides cases in a law court.

**Lawyer** - a person that defends people in court and gives legal advice.

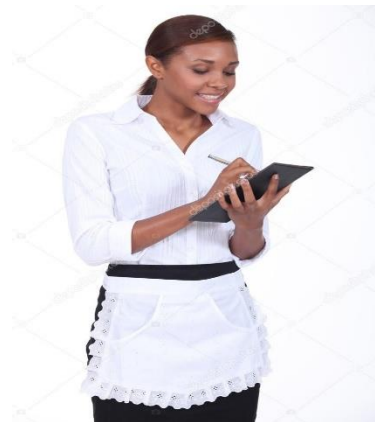
**Lecturer** - a person that gives lectures, usually in a university.

**Librarian** - a person that works in a library.

**Lifeguard** - a person that saves lives where people swim (at a beach or swimming pool).

**Mechanic** - a person that repairs machines, especially car motors.

## Vocabulary related to work



**Social security**  
Seguro social  
*Social sekiuriti*

**Help wanted.**  
Se solicita empleado.  
*Jelp wanted*

**I need work.**  
Necesito trabajar.  
*Ai niid tu uork*

**I did not know.**  
No lo sabía.  
*Ai did not nou.*

**I would like an appointment.**  
Desearía tener una entrevista.  
*I would laik tu jav an apoitment.*

**I have experience in this work.**  
Tengo experiencia en este trabajo.  
*Ai jav expiriens in dis uork.*



**Who is my supervisor?**  
¿Quién es mi supervisor?  
*Juu is mai supervaisor?*

**I want to be sure.**  
Quiero estar seguro.  
*Ai uant tu bi chur*

**How much will I make?**  
¿Cuánto ganare?  
*Jau much uil ai meik?*



**This is my social security number.**  
Este es mi número del seguro social.  
*Di is mai social sekiuriti namber.*

**I can work overtime.**  
Puedo trabajar tiempo extra.  
*Ai can uork over-taim*

**I need to leave early, could it be possible?**  
Necesito salir temprano ¿Puede ser posible?  
*Ai niid tu liv erli, cud it bi posibl?*

**I am sorry I am late.**  
Siento haber llegado tarde.  
*Ai am sorri ai am leit.*

***“Doctor! I need your help!”***



***Medical Conversation and medical vocabulary***

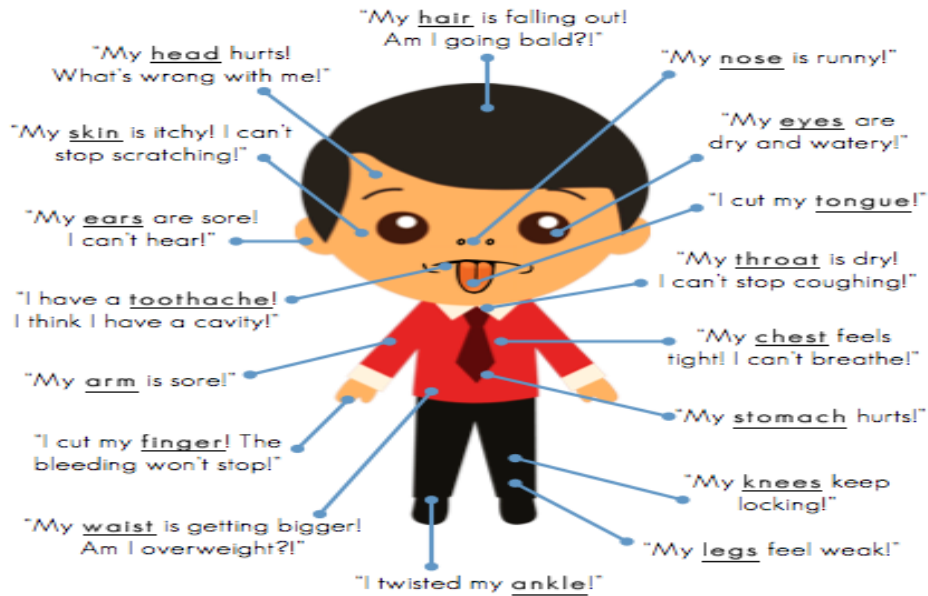
***You are going to a doctor for a checkup.***

- **Emran:** Hello Doctor.
- **Doctor:** Hello, how can i help you?
- **Emran:** Actually doctor, since last two days I’m having a stomach pain
- **Doctor:** Ok, tell me where exactly the pain is?
- **Emran:** It’s somewhat near lower abdomen.
- **Doctor:** Is it a severe pain or just a light pain?
- **Emran:** Can’t say. I mean sometimes it’s severe and sometimes mild.
- **Doctor:** Ok. What have you eaten two days before?
- **Emran:** went to a marriage and there we had dinner.
- **Doctor:** Do you feel like eating anything?
- **Emran:** No doctor.
- **Doctor:** Its minor stomach infection. I'm giving you medicines for 5days and you will feel better.
- **Emran:** Thank You Doctor.

## Illness Vocabulary

# "DOCTOR! I NEED YOUR HELP!"

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## Illness expressions

- feel ill, sick
- have a temperature
- have a pain in your back, chest, waist, arm, shoulder
- have a headache
- feel weak
- feel dizzy
- suffer from stomach cramps
- have a black eye
- have a swollen, sprained ankle, wrist, foot
- have a lump
- have a broken leg
- have a fracture
- burn, cut a finger
- sprain an ankle
- be allergic to antibiotics
- produce an allergic reaction
- come down with a cold
- be in bed with a cold
- have a heart attack, stroke
- suffer from asthma, malnutrition, diabetes
- fight cancer, depression, addiction, alcoholism
- (go to) see a doctor
- examine a patient
- take, feel your pulse

- take, measure your temperature
- diagnose an illness, disease
- diagnose a condition, disorder
- prescribe medicine
- make up a prescription
- take someone to hospital
- undergo an examination, operation
- dress a wound
- a bandaged arm, leg
- put on a plaster
- give an injection
- have a blood test
- prevent the spread of disease
- enhance, build immunity to a disease

### *Common Illnesses and Diseases in English*

- flu
- cold
- diarrhoea
- pneumonia
- mumps
- measles
- chickenpox
- scarlet fever
- tonsillitis
- bronchitis
- indigestion
- ulcer
- appendicitis
- hepatitis
- heart attack
- heart disease
- stroke
- arthritis
- asthma
- lung cancer
- diabetes
- amnesia
- nervous breakdown

### *Medicine, Medical Equipment and Tools*

- pill
- tablet
- capsule
- syrup
- ointment
- cream
- eye drops
- injection
- tranquilizer
- pain-killer
- antiseptic
- antifebrile
- dressing
- bandage
- cast
- brace
- gauze
- plaster
- elastic tape
- thermometer

- stethoscope
- syringe, forceps, scissors, oxygen mask, test tube, vial, IV bag, blood pressure monitor, crutches, wheelchair

### *Medical Specialists List*

- **Nurse:** doctor’s assistant
- **Allergist:** treats food and environmental allergies
- **Anesthesiologist:** provides pain prevention during surgery
- **Cardiologist:** heart specialist
- **Dentist:** tooth specialist
- **Dermatologist:** skin specialist
- **Gynecologist:** specializes in women’s needs
- **Midwife:** helps women deliver babies
- **Neurologist:** brain specialist
- **Oncologist:** tumour specialist
- **Ophthalmologist:** deals with eye diseases
- **Pediatrician:** treats babies and children
- **Physical therapist:** specializes in the body’s movement
- **Psychiatrist:** mental health specialist
- **Radiologist:** specializes in imaging tests (x-ray, etc.)

## **METHODOLOGICAL ORIENTATIONS**

In order to work with the suggested exercises, the following methodological orientations should be followed by the student-teachers:

- Organize the students into pairs and groups to facilitate their interchange in the classroom.
- Present the vocabulary using pictures, reinforcing the meaning of words in contextualized situations.
- After presenting the new content, get the students to simulate conversations, acting out the roles of doctor-patient, customer-seller, and others according to each situation.
- After presenting the new vocabulary, get the students to repeat the words, first in groups, then in pairs, and after that individually.
- There should be a combination of the main communicative skills: listening, speaking, reading and writing.
- Use videos whenever necessary to improve the students' activation, motivation, and the listening skill.
- Exploit the use of songs to make the teaching-learning process more flexible. This helps improve learning.
- Combine the listening and reading activities with oral ones such as; role-plays and speaking games.
- Develop written exercises to practice the new vocabulary, such as filling in exercises.
- Get the students to write sentences with the new words to practice the writing skill.
- Present the grammatical structures in contextualized situations.
- Use the native language if necessary to explain any new structure or difficult words.

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## 9. APPENDICES

### 9.1. Appendix 1

#### Observation Guide



Guide of English lessons' observation for the “Entrepreneurship and Business Strengthening” University Bonding Program with refugees.

▪ **Objective:**

To analyze the teaching- learning process of English to refugees in the PUCE.

N°	Aspects to be controlled during the process	Bad	Fair	Good	Very good
1.	The students' participation in the learning process				
2.	The students' English level				
3.	The use of a booklet				
4.	The use of other materials such as cards, pencils, markers, computer				
6.	The student's learning results				
7.	The organization of the classroom				
8.	The teacher's methodological preparation				

## 9.2. Appendix 2

### Survey for teachers



### Pontifical Catholic University of Ecuador in Esmeraldas

Survey for teachers of English from the “Entrepreneurship and Business Strengthening” University Bonding Program with refugees.

#### General objective

- To analyze the teaching- learning process of English to refugees in the PUCE
- Please, read carefully and answer all the questions

#### 1. Choose the level of schooling that your students have

No level     Basic education     Senior High School     University

#### 2. Choose the level of English of your students

No level     Elementary     Intermediate     Advanced

#### 3. Choose the level of interest the students have towards English learning

Very much     Much     Not much     No interest

#### 4. Do you have necessary didactic materials for planning and teaching English to refugees?

Yes     No

**5. Do you think a booklet with exercises may be useful?**

Yes       No

**6. Do you feel methodologically prepared for organizing the teaching process according to English for Occupational Purposes?**

Very much       Much       Not much       Not prepared

**7. What contents do you consider the students need to receive?**

- |   |  |
|---|--|
| <input type="checkbox"/> The alphabet                             | <input type="checkbox"/> Introducing themselves                |
| <input type="checkbox"/> Numbers                                  | <input type="checkbox"/> expressing marital status             |
| <input type="checkbox"/> Greetings                                | <input type="checkbox"/> talking about their abilities         |
| <input type="checkbox"/> Days of the week                         | <input type="checkbox"/> Asking for a job                      |
| <input type="checkbox"/> Months                                   | <input type="checkbox"/> Ordering food                         |
| <input type="checkbox"/> Parts of the human body                  | <input type="checkbox"/> Buying and Selling                    |
| <input type="checkbox"/> Buying a ticket                          | <input type="checkbox"/> Expressing likes and dislikes         |
| <input type="checkbox"/> Asking and talking about present actions | <input type="checkbox"/> Asking and talking about past actions |
| <input type="checkbox"/> Asking and talking about future actions  |  |

**Others:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 9.3. Appendix 3

#### Survey for students



**Pontifical Catholic University of Ecuador**

**in Esmeraldas**

Encuesta para estudiantes del Programa de Vinculación Universitaria

"Emprendimiento y Fortalecimiento Empresarial" con refugiados

#### General objective

▪ To analyze the teaching- learning process of English to refugees in the PUCE

▪ Please, read carefully and answer all the questions

#### 1. Seleccione su nivel de escolaridad

Ninguno       Educación Básica       Bachillerato       Universitario

#### 2. Seleccione el nivel de inglés que usted tiene

Ningún nivel       Elemental       Intermedio       Avanzado

#### 3. ¿Tiene usted interés por el aprendizaje del inglés?

Mucho       No mucho       Ninguno

#### 4. ¿Posee algún material didáctico que le facilite para estudiar inglés en la casa?

Si       No

#### 5. ¿Considera que un libro con ejercicios le ayudaría para el aprendizaje del inglés?

Si       No

**6. ¿Tiene emprendimiento? Seleccione**

Si

No

\_\_\_ venta de comida    \_\_\_ venta de ropa    \_\_\_ venta de celulares

**Otros:** \_\_\_\_\_  
\_\_\_\_\_

**7. ¿Qué contenidos de inglés necesita aprender?**

- |  |  |
|--|--|
| ___ El alfabeto                                | ___ Preguntar y hablar de acciones en pasado |
| ___ Los números                                | ___ Preguntar y hablar de acciones en futuro |
| ___ Los saludos                                | ___ Preguntar y hablar sobre ocupaciones     |
| ___ Los días de la semana                      | ___ Hablar de sus habilidades                |
| ___ Meses del año                              | ___ Solicitar trabajo                        |
| ___ Partes del cuerpo                          | ___ Solicitar comida                         |
| ___ Presentarse a usted mismo                  | ___ Comprar o vender                         |
| ___ Expresar su estado civil                   | ___ Comprar un boleto (de avión)             |
| ___ Preguntar y hablar de acciones en presente | ___ Expresar agrado o desagrado              |

**Otros:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_