

Review research paper

**ANALYSIS OF ENGLISH FOR SPECIFIC PURPOSES
MATERIALS: SPORTS SCIENCES AND PSYCHOLOGY
ESP MATERIALS IN THE EFL CLASSROOM**

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Abstract. *English as a Foreign Language (EFL) has become the course that most universities have decided to include in their curricula due to the necessity of acquiring English for their future careers in the globalized world we are living nowadays. In order to expand the knowledge of students, at the Universidad Europea del Atlántico – a private university based in Cantabria, Spain – three sessions of English for Specific Purposes (ESP) have been included in the subjects of EFL as part of the compulsory curricula of the different degrees offered. The aim of the present study was to analyze the degree of usefulness and appropriateness of the designed ESP sessions for the degrees in Sports Sciences and Psychology – which are mixed in the English classroom – through the design of a rubric that could check their validity for both the level of English and the level of knowledge in these specific topics for these students in their second academic year at university. The main conclusion was that the degree of relevance, utility and usefulness of the ESP materials taught depends on the teacher, his/her degree of implication, knowledge, and strategies he/she uses when creating these materials.*

Key words: *English for specific Purposes, Relevance, CEFR, Authenticity, Specific knowledge*

1. INTRODUCTION

Nowadays, a good proficiency in the English language has become a requisite for almost every job position all around the world and, as such, the teaching of English has begun to increase in importance through the years in university systems. Coleman (2006) has given great importance to the reasons that describe the purpose of teaching English at university levels: “*internationalization, student exchanges, teaching and research materials, staff mobility, graduate employability and the growing number of foreign students enrolling in university studies*”. (p.4)

Due to the reason that English is, currently, the lingua franca of international communication (ELF), the extent to which our students need to be proficient in the language has to be high, native-like; otherwise, their future job opportunities will be greatly reduced.

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So, the teaching of EFL has become an important part of university curricula, since the acquisition of this language will provide university students with the necessary level for the globalized world – run by people who are able to communicate in English, being their mother tongues from different branches or language families – due to its characterization as *lingua franca*.

So, in order to make students more competent by the time they must face the globalized world, English as a Foreign Language (EFL) has been included in most universities' curricula, being private Spanish universities the beginners of this trend, which has been followed by almost every public university in Spain. Together with this necessity of including EFL in university curricula, the teaching of English for Specific Purposes has also become a trend inside university programs due to the clear necessity of acquiring, not only General English, but also field-specific input in the language in order to be able to increase the quality of students' performance in international job positions.

In the specific context where this research was developed – Universidad Europea del Atlántico – ESP is taught inside the curricula of the subjects of English that all the students of the university, regardless of their degree, have to be enrolled, as ESP is becoming more and more important these days due to its role as a provider of field-specific knowledge in English in a given area.

ESP has been created and developed through the years in order to cover this target due to the reason that it should provide students with a certain degree of field-specific knowledge linked to their area of studies. A great amount of universities are, nowadays, offering courses on ESP but it is necessary to know whether these courses count on useful materials that are valid for students whose aim is working abroad, as they are the product of the aforementioned globalized world.

As it has been mentioned above, the materials under analysis here belong to three ESP sessions taught inside the subject of English II at this specific university, for students of both Sports Sciences and Psychology. This subject is framed in a B2.1 level following the Common European Framework of Reference (CEFR) descriptors. Hence, students are supposed to become independent users of the language by the time they pass this subject.

The importance behind analyzing the validity and usefulness of these materials lies in the necessity of improving what students acquire through these ESP sessions. As Lubina (2023) mentions “the search for suitable teaching materials in ESP classes requires a lot of effort as available materials rarely satisfy all the specific needs of language learners in a particular subject area or syllabus” (p.1) and, therefore, ESP practitioners tend to adapt already existing materials in order to facilitate this task. As regards the specific context of this study, teachers of English have found themselves in the necessity of creating such specific sets of materials lacking the background knowledge that could provide them with useful ideas to develop materials for different Engineering, Business Administration, Sports Sciences, Psychology, or Journalism, among some of the offered degrees in this university.

Finally, and in order to conclude, the description of the paradigm of the present analysis of materials includes several aspects that have been considered of a great importance when analyzing ESP because in order to set the basis of the paradigm's description, the definition, the characteristics, the tendencies, the principles, the challenges and the evaluation of ESP contents is something that needs to be paid special attention to. For these reasons, the aim of this study was to analyze the way the ESP materials used in the aforementioned programs offer didactic strategies, activities and practices for developing the B2 level of acquisition required in ESP communicative skills that the students need regarding their university degree and future careers.

2. METHODOLOGY

2.1. Materials

The materials that were analyzed in this study have been used for the subject *English II* in the degrees of Sports Sciences and Psychology. At Universidad Europea del Atlántico, these two degrees are mixed in this subject and divided into five groups at least (due to the great amount of students enrolled in these two programs).

The production and development of ESP materials are carried out by the teachers in charge of these groups, being myself one of those teachers who have created some of the ESP materials presented here. Hence, the degree of competence, usefulness and utility of these ESP materials will be analyzed regarding the way they are produced by the teachers of English at Universidad Europea del Atlántico, in order to check aspects such as teacher's education and knowledge regarding the field of study and the utility of these materials during the education of our students, together with the usefulness of the learned skills for their future careers.

A descriptive analysis of the existing ESP materials used in these B2 English courses –in the subject *English II* – at Universidad Europea del Atlántico will be developed as one of the main objectives of this research. Following the development of this descriptive analysis, the way these ESP materials offer didactic strategies, activities and practices for developing the ESP in a B2 level of English communicative skills the students need regarding their university degree and future careers will be also analyzed; together with the analysis of whether the materials develop a communicative competence and the four communicative skills according to the students' needs and the guidelines for the Common European Framework of Reference (CEFR) for the B2 level of proficiency. Related to this last objective comes the analysis of the vocabulary and grammar contents in order to see if these are developed in a relevant manner and are useful for students in relation to their professional field.

As regards the paradigm of the analysis of the ESP materials to be followed in this study, it is important to bear in mind that ESP has undergone a lot of criticism all over the years and that nowadays, most universities are involved in an improvement of these materials due to their evident necessity on the part of students as future professionals. A close description of ESP is necessary in order to set the scene of the paradigm of analysis. Hence, when defining ESP, the notion that English has been taught with a general purpose over the years is important because the definition of ESP given by several authors bears this as an initial central tenet. Therefore, the definition in which this research is centered is that of Robinson (1991), since the author broadens his definition of ESP in respect to two different basis: the idea that ESP tends to be conceived with the very specific aim of “goal-directed” and the idea that ESP sessions are developed from the necessity of examining the intentions or aims that students enrolled in these courses are in need of as well as the characteristics that indicate that these kind of courses need to be taught in a very specific period of time with a clear target to achieve and in uniform groups of adults belonging to different fields of study.

As it was noted above, at the Universidad Europea del Atlántico the English language is taught in all the degrees, but it can be an obligatory subject or a free-elective one, depending on the course, the degree and the semester. The academic year is divided into two semesters in which 15 weeks are devoted to teaching – the remaining weeks of each semester are devoted to the final exams, tutorials and so on. More specifically speaking, these 15 weeks of teaching involve 4 weekly hours per subject, which means 60 hours of teaching a specific subject at the end of the semester.

As regards the subject of English, there are 3 hours inside the aforementioned 60 which are devoted to the teaching of English for Specific Purposes. In these 3 sessions, the specific contents are addressed with a concrete methodology in which audiovisual materials are of utmost importance. So, teachers prepare, develop and execute 3 ESP lessons with their specific materials, each time talking about a different issue.

Bearing all the information explained until now, it is important to know how each ESP lesson is presented and taught. Through the use of a PowerPoint document that the teacher in charge of creating the materials prepares, students are introduced to a topic related to their field of study. Most of the times, they are asked to try to define the main topic and to talk about it as a warm-up; hence, forcing them to think on the importance of that specific topic related to their field of study. Once the topic has been introduced, the teacher makes use of the different tools that the PowerPoint document contains; these can be a reading activity, a video, a writing assignment, or a speaking task, and, most of the times, a quiz to test their knowledge on the topic. So, students are asked to read a given text, to watch a specific video or to debate some issues in which they will put into practice the level of English they are acquiring in *English II*, along with the background knowledge they may have about the topic.

Through these activities, the students are encouraged to think as professionals, not just as mere students and, thanks to these, they acquire a knowledge in both Psychology and Sports Science that they find much more interesting than studying infinite lists of verb tenses and vocabulary. The three ESP sessions under analysis here are the following: Overtraining, Mental & Physical Health, and Impact of Lockdown on our Health.

2.2. Instruments

Based on the questionnaires developed by Mal Amiri (2008) in his study related to the ESP evaluated at a PhD level at the Islamic Azad University, an ad hoc rubric has been created as the instrument of evaluation as regards the analysis of these materials (see Table 1). Moreover, it has to be taken into consideration that, thanks to Kovačević (2023), the necessity behind analysing these items through the use of this rubric is explained:

The knowledge of the English language that is specifically tailored to their field of study or work. The main objective of ESP is to prepare future professionals to be able to use English effectively and efficiently in all aspects of their professional communication, including reading, speaking, listening, and writing (p. 2).

The rubric is thought to be filled up by the teacher in charge of teaching a given lesson of ESP and he/she must include in the rubric the field of study that the ESP will deal with, the session and, then, complete the rubric.

Table 1 Rubric designed to analyze the quality of ESP materials

Session:	Field of study:				
Skills	Evaluation				
	1 Poor (The materials do not cover students' needs).	2 Fair (Further work is recommended to be given to students in order to make these materials complete).	3 Medium (Materials are quite good but they are still in need of some improvement).	4 Good (Materials cover almost every necessary aspect).	5 Outstanding (Materials are considered complete and relevant).
Listening	<ul style="list-style-type: none"> There is no listening comprehension activities. 	<ul style="list-style-type: none"> The listening comprehension activity included in the materials does not relate to the topic at all. 	<ul style="list-style-type: none"> The listening comprehension activity included in the materials is too short and gives little emphasis to the topic. 	<ul style="list-style-type: none"> There is a listening activity that relates to the level. The task tests students' listening comprehension according to the level. 	<ul style="list-style-type: none"> Materials give a great importance to listening comprehension. The tasks of the listening comprehension section are relevant and test students' comprehension.
Speaking	<ul style="list-style-type: none"> There are no debates or speaking activities. 	<ul style="list-style-type: none"> Speaking activities are below / above the required level. Activities are not topic-related. 	<ul style="list-style-type: none"> Speaking activities are not very relevant related to the topic but the level is appropriate. 	<ul style="list-style-type: none"> Speaking activities are related to the field and the level is appropriate. 	<ul style="list-style-type: none"> Speaking activities give great emphasis to the topic. Debates are appropriate for a University level (students' discussions, opinions, etc).
Reading	<ul style="list-style-type: none"> There is no reading comprehension activities. 	<ul style="list-style-type: none"> The text included is too short. The text is not relevant. The difficulty of the text is below / above the level. 	<ul style="list-style-type: none"> The text included does not fill the necessary length for the level. The text does not provide students with new concepts. The difficulty of the text does not relate to the level. 	<ul style="list-style-type: none"> The text included gives importance to reading comprehension. The text includes relevant information and some new concepts. The difficulty of the text is related to the level. 	<ul style="list-style-type: none"> Materials give a great importance to reading comprehension. The text is relevant according to very specific topic readings (journals, newspapers, research, etc). The difficulty of the reading is proportional to the level.

Writing	<ul style="list-style-type: none"> ▪ There is no writing activity. 	<ul style="list-style-type: none"> ▪ The writing production activity is too short. ▪ Students do not show any degree of knowledge on the topic through the writing production activity. 	<ul style="list-style-type: none"> ▪ The writing production activity's length is enough. ▪ Students show a low degree of knowledge in the topic through the writing production activity. 	<ul style="list-style-type: none"> ▪ The writing production activity places emphasis in the writing ability. ▪ Students show some knowledge on the topic through the writing production activity. 	<ul style="list-style-type: none"> ▪ Materials give great importance to the writing ability. ▪ Students show a high degree of knowledge on the topic through the writing production activity.
Vocabulary	<ul style="list-style-type: none"> ▪ - Vocabulary provided in the materials is not relevant and does not provide students with any new concepts. 	<ul style="list-style-type: none"> ▪ Vocabulary provided in the materials is below the level and it is general. 	<ul style="list-style-type: none"> ▪ Materials provide general vocabulary but it relates to the level. 	<ul style="list-style-type: none"> ▪ Vocabulary items are new for the student and are adequate according the level. 	<ul style="list-style-type: none"> ▪ Materials make great emphasis on field-specific vocabulary related to the level.
Grammar	<ul style="list-style-type: none"> ▪ There is no importance attributed to grammar. 	<ul style="list-style-type: none"> ▪ Grammar provided in the materials is below / above the level. 	<ul style="list-style-type: none"> ▪ Grammar provided in the materials relates to the level. 	<ul style="list-style-type: none"> ▪ Grammar provided in the materials relates to the level and provides students with new information. 	<ul style="list-style-type: none"> ▪ Materials make a great emphasis in grammatical structures related to the field of study (such as the use of verbs, phrasal verbs, prepositional phrases, collocations, etc).
Contents	<ul style="list-style-type: none"> ▪ - The contents do not relate to any relevant field-topic. 	<ul style="list-style-type: none"> ▪ Contents show a low degree of relevance. ▪ The tasks and activities are below / above the level. ▪ Materials are out-of-time. ▪ Session is below / above the time set aside for ESP in class. 	<ul style="list-style-type: none"> ▪ Contents are relevant and are related to some extent to the field of study. ▪ The amount of tasks and activities is more or less proportional. ▪ One of the four skills is included in the materials. 	<ul style="list-style-type: none"> ▪ Contents are relevant and interesting. ▪ Two of the four skills are included in the materials. ▪ Materials are authentic. ▪ Session covers the time set aside for ESP. 	<ul style="list-style-type: none"> ▪ Contents are relevant and interesting. ▪ The amount of tasks and activities is proportional to the level. ▪ The difficulty of contents is proportional to the level. ▪ Materials are up-to-date and authentic. ▪ Session covers the time set aside for ESP.

In the evaluation part of the rubric, the four skills – Listening, Speaking, Reading and Writing – together with key items of “vocabulary”, “grammar” and “contents” will be the items undergoing evaluation and, this, will be done from 0 to 5 according to the lowest degree of utility, usefulness and completion of the materials to the highest (5). This punctuation has been labelled under the subheadings “poor”, “fair”, “medium”, “good” and “outstanding” and they have been defined as follows:

- a) The term “poor” has been attributed to those materials that do not cover the needs of students.
- b) “Fair” has been attributed to those materials that will need to be complemented with some more activities on the part of the student because they are not complete.
- c) The label “medium” has been attributed to those materials that are more or less good but they need some degree of improvement.
- d) “Good” has been attributed to the materials that cover almost every necessary aspect in an ESP lesson.
- e) And, finally, “outstanding” has been attributed to those materials that are considered perfect (both in relevance and completeness).

The items under evaluation cover different degrees of development which can be outlined from the non-existence of a given activity to the importance that is accredited in the materials to a given activity, piece of vocabulary, grammatical structure or content. Nonetheless, the evaluation of these skills assesses:

- a) Listening activities, which begin to be evaluated from the point that there are no listening comprehension activities, following the notion that the activity has nothing to do with the topic to be dealt with; then, the rubric makes emphasis in the length of the activities and the relevance of the topic in relation to the field-specific vocabulary to be studied; also, the assessment of the degree of comprehension is also taken into account to, lastly, take into consideration if the materials give great importance to listening and the relevance to test student’s oral comprehension.

This assessment can be extensive to the remaining skills – speaking, reading and writing – in accordance to the points that were evaluated with the listening as regards these skills.

- b) According to the vocabulary, the rubric begins taking into account if the amount of vocabulary provided in the materials is relevant or not and whether it provides students with new information or not, taking into account the level.
- c) The grammar faces, more or less, the same evaluation than the vocabulary skill, since the importance attributed to grammar in the ESP materials to be evaluated is also taken into account together with the level in which students are enrolled in and the amount of new information students acquire thanks to these new structures.
- d) The last item is related to the content, which has been considered of a great importance due to the nature of these lessons – students are supposedly acquiring some degree of professionalization through the teaching of ESP, hence, the contents of these materials must be closely assessed. So, the contents would be given just one point if they are not relevant to the topic to be dealt with in class and they would get more and more points if the relevance of the information included gradually increases. Moreover, the amount of activities included are also taken into consideration (both the level of the activities and the skills that these activities challenge), as well as the actualization and authenticity of the materials.

The last point to be evaluated regarding contents is whether they fulfill the time that has ideally been set aside for the ESP session in the timeline.

2.3. Procedures

In order to develop a valid and solid analysis of the ESP materials that have been used in the subject *English II* with the groups of Sports Science and Psychology, the following stages were followed:

1. Analyze the extant literature in order to select the criteria related to the research questions answer in the present study to develop a descriptive analysis of materials of ESP used at Universidad Europea del Atlántico.
2. Collect the ESP materials to be analyzed.
3. Design an ad hoc rubric to analyze ESP materials.
4. Analyze these materials in accordance to the following factors:
 - a) Use of vocabulary related to the field of study.
 - b) Use of grammatical structures belonging to a B2 level of proficiency according to the CEFR.
 - c) Degree of suitability of the contents related to the field of study.
 - d) Applicability of the four skills (reading, listening, speaking and writing) in the tasks.

3. RESULTS AND DISCUSSION

The main objective of this study was to analyze the way in which the ESP materials used in the Sports Science and Psychology programs offer didactic strategies, activities and practices for developing the B2 level of acquisition required for the acquisition of ESP communicative skills that the students need regarding their university degree and future careers. A global and comparative review is necessary in order to know the common positive and negative points of these three ESP materials. In this sense, in the figures below it is shown how the three ESP materials analyzed here cover the main points that these kinds of lesson plans need to aim at.

The figure 1 reflects the usefulness of the four skills (listening, reading, speaking and writing) and their utility in accordance to field-specific contents and the B2 level of proficiency that the students of *English II* at Universidad Europea del Atlántico need to acquire. The most important issues related to the four skills are whether the importance attributed to each of them in the contents, the degree of relevance that these materials imply and their appropriateness have been developed according to the level. Listening was the skill that has been less worked on the ESP, especially on ESP 1 and ESP 3, meanwhile reading was the skill that was better developed on the three materials analyzed. Comparing the three materials, the ESP 2 reported higher levels on the four skills.

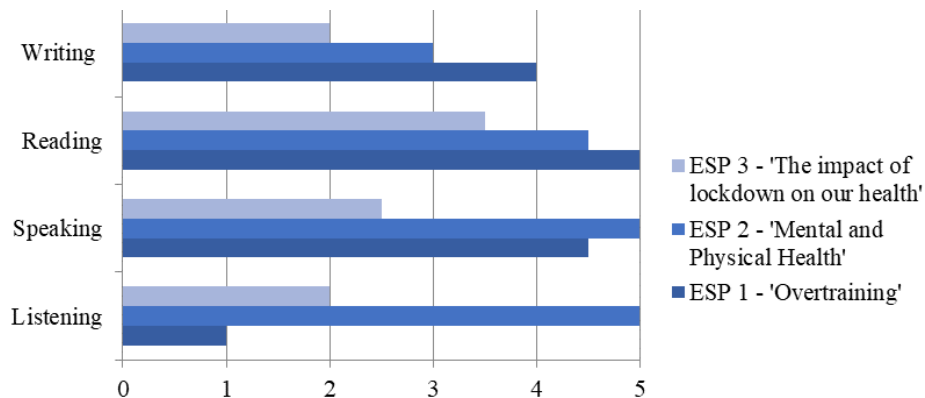


Fig. 1 Analysis of the application of the four skills in the three materials of ESP

Secondly, Figure 2 shows the degree of importance and emphasis attributed to field-related vocabulary and grammar (use of technical verbs, phrasal verbs or collocations, among others). As it can be seen, the ESP 3 reached very low levels of usefulness in both vocabulary and grammar (1 over 5), whereas the other ESP materials reached the highest score in both competences.

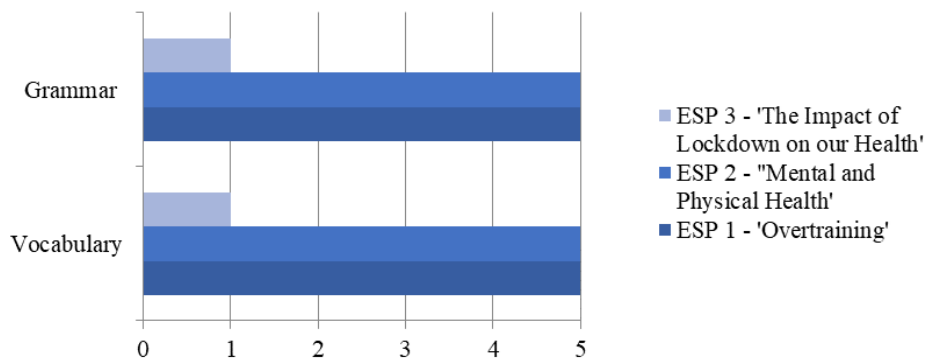


Fig. 2 Analysis of the usefulness of vocabulary and grammar in the three materials of ESP

Finally, in the Figure 3 the contents have also been analyzed as regards whether they are interesting and relevant to the field of study, the amount of tasks and activities and their proportionality according to the level, together with the difficulty they entail in relation to the level. Moreover, issues such as the authenticity of these materials – which has been described alongside this study as being one of the most important factors when creating ESP materials – and the whether the lesson planning covers the time set aside for each of the sessions of ESP are also shown below. In accordance to this, the characteristics that have been most poorly developed on the ESP materials were the adaptation to the level and the difficulty (ESP 1 and ESP 3 reached 2 over 5), meanwhile the relevance and timing of contents was poorly developed on the ESP 3. Authenticity of the three materials was high (3, 4 and 5 points over 5), being the best scored characteristic related to the

contents. Comparing the three materials, the second ESP reached the best scores in accordance to these five characteristics.

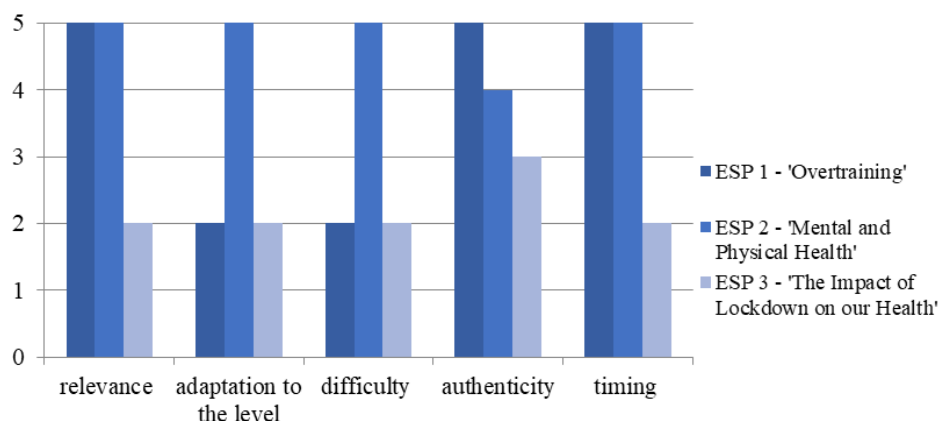


Fig. 3 Analysis of the contents in the three materials of ESP

Bearing in mind all the obtained results, it is easily seen that the production of ESP materials is not as easy as it may seem to be. The development of materials in which all the elements present in the rubric must be taken into account is not an easy task for teachers that have no former education in the field together with the inclusion of phrasal verbs, collocations and field-specific structures, which can also be challenging.

Moreover, the adjustment done to lesson plans in which activities related to the level described by the CEFR is either a simple task because there are a lot of items to be taken into account that teachers tend to overlook. As it has been mentioned in the section above dealing with the CEFR (2001), the B2 level of proficiency in English that students of the subject *English II* at Universidad Europea del Atlántico are facing, defines them as 'independent learners'. We need to remember that this framework of reference provides a basis common to the objectives, methods and contents in the acquisition process of the L2.

It is also important to bear in mind that Cambridge (2011) pointed out that students acquiring this level of proficiency in English are able to understand the main ideas in texts with a certain complexity and that they are also able to discuss technically in that given field of specialization. In accordance to this, we can state that most of the students of *English II* are able to develop debates and to discuss about field-specific topics in English with the level of proficiency they are supposed to have. Since the topics dealt with in the ESP lessons are very interesting for them as well as appropriate, it is easy to involve them inside a debate on the topic (Carver, 1983). They are also able to discuss, give pros and cons and to explain concepts that they have studied in other field specific subjects of their areas that are in their L1, in the English language, as it can be checked with the high scores obtained on the speaking skill in the three materials, except for ESP 3 dealing with the impact of lockdown on our health.

Therefore, when aiming to educate future professionals of Sports Sciences and Psychology in English, teachers need to give certain importance to do it in English due to the fact that in this globalized world, most of them will work in international enterprises or they will even work abroad and this knowledge of English in their field will be

necessary for them, that is to say, they will need a high domain in EAP or EOP (Bojovic, 2006), depending on their careers.

Moreover, Cambridge (2011) also mentions that students with a B2 level of proficiency are capable of interacting fluently and spontaneously, making their communication with native speakers possible, something that is attributed great importance for university students, as they are being actually trained for becoming future professionals in a given field (Bojovic, 2006). Regarding this, Speaking was the best scored skill on the ESP materials. However, the most related skill with the speaking, which is listening, reached low scores in two of the materials under evaluation here, which should be taken into account in order to properly develop this skill. If we do not train students to be fluent in their specific field of education in English, then, the labor of English teachers at university will not be accomplished.

Notwithstanding, it is also of utmost importance to remind Schevchenko's (2015) characterization of ESP. This author defined the three principles underlying the effectiveness of teaching English at universities which, according to him, were: teacher's individual characteristics and work, the personal qualities of each of the students together with their performance in the language classroom and the profitability of lesson planning at universities (Shevchenko, 2015). In accordance to the characteristics that this author establishes about ESP teaching and the analysis of the materials used for the ESP lessons at Universidad Europea del Atlántico, we can see how some of the characteristics are easily seen and how some others are totally left out.

Beginning with the characteristics mentioned by Schevchenko (2015) that are clearly applied to the materials that are being analyzed along this study, it has been inferred that they are a few; the insertion of listening, reading, speaking and writing skills into the teaching process and simultaneously developed is the principal characteristic that is developed in the materials of ESP created at Universidad Europea del Atlántico. However, the four skills are rarely developed properly in each of the lessons, as teachers opt for the insertion of two or three of them, but not the four. This was especially clear on the ESP 3, which reported the lowest levels in the four skills, reporting less than 3 points over 5 in writing, listening and speaking. Also, the other two ESP materials do not successfully work the four skills, as they are only focused in three of the four competences defined by the CEFR (2001). So, regarding this issue, students do not have the opportunity to simultaneously develop the four skills, but they can work on some of them in each session. That is, ESP materials did not reach one of the most important characteristics of good materials in the working of the four skills for a B2 level (CEFR, 2001; Schevchenko, 2015).

Moreover, the characterization of ESP regarding pair work is another feature that has been clearly identified in the materials used at Universidad Europea del Atlántico, since most of the materials include, at least, a pair activity in which students must put in common their ideas.

Through the ESP materials analyzed here, it has been seen how the characteristic that Schevchenko (2015) mentions about the inclusion and activation of the cultural background of students when developing any ESP activity is accomplished. Furthermore, it is important to mention that the cultural and professional background that has been appealed to through these three sessions of ESP have not been given the same qualities. For example, in the session about *Overtraining*, some students talk about their personal experiences or somebody else's experiences when overcoming this syndrome; but in the session of ESP related to the impact of the lockdown, the activities can be done by

students of any field, not specifically of Sports Science or Psychology, since these are activities that have been evaluated as being too general instead of focused in these two fields of study. This can be checked through the reported low levels of grammar, vocabulary, difficulty, adaptation to the level and authenticity of the third ESP lesson plan (Figures 1, 2 and 3), which also failed in the characteristic of ESP which may be related to specific disciplines, not generally to any kind of debate (Bojovic, 2006).

Some other characteristics that we can see included in our material's production are those of teachers' promotion of students' ability to use oral language and teachers' guidance of the process of study and development of metacognitive skills on the part of students. But, when these materials were analyzed, it was seen how many other characteristics drawn by Schevchenko (2015) are not found. For example, the first characteristic that the author draws that is related to the notion that a lesson needs to be "*a coherent sequence of learning activities lined together to form a whole and contributing to learner's language acquisition*" due to the reason that it has been clearly seen how some ESP contents created for our students at Universidad Europea del Atlántico have not been produced with this aim, such as the one dealing with mental and physical health issues and the one about the lockdown's impact in our health.

It is also important to bear in mind Carver's (1983) characterization of ESP courses, by which the author attributed a great deal of importance to the application of authentic materials as well as to the purpose of the contents and the fact that learners will eventually become users. Given these characterization of ESP courses and bearing in mind the analysis of ESP materials used at Universidad Europea del Atlántico, the layout of Carver's (1983) characteristics is easy: not all ESP contents accomplish the author's ideas. The materials are, of course, authentic, this is a fact that has been proved but, when it comes to the purpose and the self-directed characterization of ESP, it has been seen that they are not.

Some materials created do not pretend to develop all the communicative skills required (CEFR, 2001; Schevchenko, 2015). Moreover, the idea to provide students with materials that they will use in their professional futures is also left behind as, through the analysis of the *Kahoot* activity in the ESP related to mental and physical balance, for example, has proved to be totally superfluous to the requirements our future Sports and Psychology professionals.

When analyzing the materials of ESP created by various teachers at Universidad Europea del Atlántico, it is also necessary to bear in mind the way these materials need to be evaluated regarding lexical, grammatical, cultural and field-specific contents. Even though these aspects have been taken into account in the rubric used for the evaluation of the three ESP sets of materials analyzed here, the researches made by different authors are also necessary to be taken into consideration in order to achieve proper results.

As Pérez Cañado and Almagro Esteban (2005) stated, the available data regarding ESP evaluation is not sufficient, so the proposals to develop a proper evaluation of these kind of lesson planning is reduced. Again, the notion of authenticity needs to be born in mind when talking about the evaluation of ESP contents and, Pérez Cañado and Almagro Esteban (2005) stress the idea that this authenticity is required in a proper the evaluation of ESP materials and that this very important factor has been ignored in some evaluation proposals.

The proposal that Morrow (1977) made is also necessary to be taken into consideration when talking about the evaluation of ESP materials produced at Universidad Europea del Atlántico, as the author talks about four factors – the topic, the function, the channel and the

audience – that ascertain the degree appropriateness of the language materialized in an ESP teaching lesson.

Hence, when linking Morrow's (1977) idea to the ESP materials created at Universidad Europea del Atlántico, the four factors have not been taken into account in the three materials analyzed here. Most of the topics are field-related to the degrees we are teaching but, when it comes to talk about the ESP on the lockdown and its impact on our health, it is deflected and its relation to both Psychology and Sports Science is under doubt.

Moreover, the function of some activities of the ESP contents analyzed in this research have been analyzed as being cut off from their main goal; i.e., the *Kahoot* activity, for example, included in the ESP about mental and physical health, which has nothing to do with the topic, since it is more related to prepositions and not to the topic of the fields of study of our students, far away of the goal of the ESP materials (Bojovic, 2006; Hutchinson and Waters, 1987; Morrow, 1977). If we take a close look at the channel and the audience and we link them to the level of proficiency that our students are acquiring, we see how it is also away from the main purpose (CEFR, 2001).

Going back to the definition of the Communicative Method provided by the British Council (2021) in which they make clear that this approach has its basis in the aim that students will only acquire a good proficiency in a second language if they interact inside a real environment, it must be mentioned, again, the importance that institutions give to the ESP lessons.

The Communicative Method supports the idea that “when students are involved in real communication, their natural strategies for language acquisition will be used” (British Council, 2021) and that this issue will permit them to learn how to really use the language. This carries us, again, to the necessity of having professionals in their field supporting ESP lessons; hence, students will develop their English skills and will interact in the language with a professional in the field; not with mere English teachers whose former education in the field is null due to the reason that, as the Communicative Methods aims, the activities done in the language classroom should aim at substantial communication.

If we bear in mind the definition of ESP given by Robinson (1991) in which he declared that ESP was defined in accordance to two factors (goal-directed teaching of ESP and the creation of the contents with an analysis of the needs to identify learner's requirements and features of ESP contents), we can see how the ESP productions done by the teachers of the English department at Universidad Europea del Atlántico are attached to the first of the factors: that of the development of the contents with a particular aim.

This is easily inferred from the fact that teachers are attributed the creation of the sessions of ESP depending on the groups they are teaching; that is to say, if there is only one group of English II for students of the different engineering degrees, the teacher in charge of this group will be in charge of creating the ESP materials for all the semester. Due to the reason that the groups of students of Sports Science and Psychology are the most numerous of the university, and, hence, they are divided into four groups of English, different teachers are in charge of the creation of the ESP materials, making harder to achieve all the characteristics of an appropriate ESP (Schevchenko, 2015).

Therefore, we find how most of the times we run out of time to think on the contents, and teachers developing any kind of ESP lesson, do not focus the creation of this session in the importance of ESP; just in covering one hour of class. So, after the analysis of the previously explained materials, it is inferred that ESP developed at Universidad Europea

del Atlántico are more goal-oriented, rather than developed through a needs analysis (Robinson, 1991).

It is also important to bear in mind the aforementioned point in the University Reform Law of 1980, by which the creation of departments inside university systems was developed, bringing the notion of part-time teachers with almost no relationship with their colleagues. This is also important when analyzing the creation of ESP carried at Universidad Europea del Atlántico, due to the reason that many of the English teachers of the language's department are part-time and the coordination in the creation and development of these sessions are not always easy tasks due to the lack of time that part-time teachers spend as regards office hours (Aguado de Cea et al., 2012).

Moreover, it is necessary to take into consideration that part-time teachers at this particular university are placed in a different bureau than full-time teachers, so the geographical distance is also a fact that influences the correct coordination of the creation of these materials. That is, this part-time conditions can explain the main deficits observed in all the materials analyzed (poor levels of listening, adaptation to the level and difficulty), due to the lack of specific knowledge linked to the reduced meetings among colleagues to share their proposals, to know in deep the needs of the students related to their specific field and new tendencies (Bojovic, 2006), as well as reaching all the goals of an appropriate ESP B2 level in 4 skills, specific field vocabulary as well as interesting and useful related to their field (British Council, 2021; Carver, 1983).

Aguado de Cea et al. (2012), attributed importance to the fact that these ESP materials have also undergone a great deal of criticism and it is necessary to remember that this subject is not facing the progression that it should, as it is still lagged behind in teaching contexts.

On the whole, the results that have been extracted from the analysis of the three ESP materials created at Universidad Europea del Atlántico for the students of Sports Sciences and Psychology taking the subject of English II show that a lot of more emphasis needs to be placed in the development of these contents since they do not always follow the necessary characteristics to be described as materials with a minimum degree of appropriateness regarding the level and the specificity of the topic. In this sense, an unequal level of the ESP materials was detected, being the last one the ESP with the lowest level. Then, the writing was the skill worst focused on all the ESP lessons and, finally, the adaptation to the level and the difficulty were not properly adapted. To sum up, ESP materials need to be, on the whole, authentic and field-related and, most of the times, the teacher in charge of the creation of these lesson planning is not aware of such needs.

4. CONCLUSION

The main aim of this study was to analyze the way the ESP materials used in the Sports Science and Psychology programs offer didactic strategies, activities and practices for developing the B2 level of acquisition required in ESP communicative skills that the students need regarding their university degree and future careers. This goal has been reached after designing an ad-hoc rubric to analyze in deep the different elements that the ESP materials are composed of in the subject of the *English II* of Universidad Europea del Atlántico.

First, it can be stated that the ESP materials were composed by a diverse type of activities which can help to develop specific tasks regarding the ESP characteristics. However, regarding the goal of achieving a B2 level, only one of the three materials reached a good adaptation to the B2, meanwhile the other lessons were not appropriate to this specific language acquisition degree.

Second, regarding the four communicative skills, it can be concluded that the materials rarely include the four at the same time or, in the case they do, the relevance of the activities was not the required by the level. However, those were well developed in two of the three ESP materials, showing that the one related to the lockdown did not reach the needs to help students to improve their specific knowledge for a B2 level.

Third, materials developed were properly applied in two of three ESP sessions (first and second ones), which grammar and vocabulary were relevant and useful for Sport Sciences and Psychology fields, which will help students to construct a proficient background for their future professional jobs.

To sum up, the main conclusion of the analysis of these ESP materials is that the degree of relevance, utility and usefulness of the ESP materials developed at Universidad Europea del Atlántico depends on the teacher, the degree of implication, knowledge and strategies used when creating these materials.

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