

A Theme Based-Syllabus to Teach an ESP Course to Tourism Workers

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Abstract

With the purpose to design a theme-based syllabus for teaching English for tourism purposes to improve the lack of knowledge on the language, a qualitative research was carried out with the use of methods such as analysis, synthesis and hermeneutics, and documentary review to teach English for Tourism Purposes (ETP) join with previous research by the author including touristic workers from "Playa Almendro" resort in Tonsupa Esmeraldas in a previous exploration to develop a supporting material for teaching English, which is a great disadvantage in the hospitality and tourism field. To collect the data, the instrument designed was a guide for the documentary review and the booklet for the teaching of ETP from Cordova (2018). The data obtained from the application of the documentary review was tabulated manually. The facts were taken to figures and tables using the Microsoft Excel program. The results obtained that the tourist workers did not have knowledge of the vocabulary, specific phrases, and communicative functions that it is caused by the lack of resources, therefore the creation of a booklet and syllabus developed for the tourist workers in order to achieve the English process at their jobs. It is concluded that the creation of a theme-based syllabus on training themes related to the area will improve the process to develop future research that can be applied in a formal course.

Keywords: Syllabus Design, English for Touristic Purpose, English for Specific Purposes

Introduction

The English language is the second more spoken language around the world. The necessity to learn this English is essential in this century for many reasons. One of them is to get a new job, an evidence of this is that it has an important contribution in many areas: Business, Tourism, and Education. English in Tourism is part of the curriculum, but it is taught with Academic Purposes, however, this language is necessary for tourism workers to know the specific vocabulary and be able to have good communication with the clients. Ecuador has many programs to help students with this problem of lack of English knowledge; one of them is ESPT (Ecuadorian Service of Professional Training) which offers a program and a course on several areas of work, helping in the quality of service and products. As a result, the Ministry of Tourism in Ecuador (MINTUR) join with ESTP to solve this, by a way of helping students and workers to accomplish their role in the society and help their families for increasing the economy and train good professionals for the future on the country. In addition, Esmeraldas bets on the education of professionals that put into practice all the new information in real life, besides that they become good workers who will be able to apply in many jobs and industry areas such as Tourism that needs a profile of tourist employee to be as competent as possible in other countries, but many hotel's managers do not pay attention about this problem in fact to teaching the English language to workers who need to acquire it for communication with foreign people and let the country be discovered in other way. For that reason, they must need it for Specific Purposes; this means that they need to be familiar with the specific vocabulary that involved and also practice to improve the level of services in Hospitality and Tourism in terms of ESP knowledge.

The Tourism system of Ecuador teaches General English for their tourist employee inside the curriculum because English for Specific Purposes is not included in the curriculum. In addition, there are not program courses to help them in issue like: marketing, restaurant services, food products, tourist guide. Furthermore, there are many touristic hotels and resources where it is required to know how to

communicate with people from different parts of the world and also to describe touristic facilities for these people. Improving the quality of services is vital regarding learning EL and it show the management of the touristic services. That's why the main problem of this investigation is: What theme-based syllabus contributes an ESP course to improve English language learning to tourist workers?

To answer the main question of this investigative article, the main objective was to design a theme-based syllabus an ESP course to teach English to tourist workers in Esmeraldas. This conducted to specific objectives which were: to determine the theme and contents to be taught about ESP in Esmeraldas; to identify the adequate teaching methodology an ESP, course to tourist workers in Esmeraldas; to organize the syllabus according to the demanded requirements about ESP for tourism.

Syllabus Design

A syllabus is a tool between teacher and student because both have complete information about a course or subject such as objectives, content, method, etc. Nunan (1988) pointed out "*Syllabus design is seen as being concerned essentially with the selection and grading of content*" (p14). This describes the process of what is to be to learn in order to bring the student a guide for full content that the students need to increase. The main purpose of this is to build a syllabus for achieve totally the result in relation of the learning process that students need. According to Cowling (2007) stated that "*a good syllabus gives the student a general idea of how the course will go and how much work it will take*" this point of view is focus of the necessity of the student learning process.

This is an important contribution to develop a course-syllabus for the reason to plan the content that students must acquire and communicate the information about the subject and defined the goals of it.

Theme Based Syllabus Design

Theme based syllabus is an approach that helps the teaching-learning process; it is a way of teaching systematically where many areas of the curriculum are connected each other integrated with the theme. Besides, the theme helps the design which brings the teacher in the structure to contain our line of the study. According to the study of Richards and Rodger (2014) stated that: "*Each language teacher is free to implement the approach according to the needs of particular classes*" (p.112); this point of view focuses on supporting the idea of Fiorito (2005) who stated "learning by doing" indicating that whole the structure of ESP classes will develop about the necessity of learner wishes in relation to the field of learning. Furthermore, in the education system some student is familiarized with this approach of learning through the syllabus for the reason that thematic units are very common for them since pre-scholar to university. It also helps teachers to facilitate the ways of learning for each student planning the curriculum, academic skills, critical thinking, etc.

Topic-Based Syllabus Design

This type of syllabus is a specific mode of learning that is organized around themes. This syllabus selects whole language skills, grammatical function, vocabulary, etc. The topics are selected by the author with sense of importance that topic has been in front of learners. In additional this brings relevance to the acquisition of language based on the main goals is to teach specific information according to the learners' needs.

Based on the investigation of Huddleston (1991) who describes four principles connected by language learning inside topic based approach:

1) In different stages of cognitive development, young learners are in the 'concrete operations'. This means that learning through experience has more benefits for children. The important point is that children need to be active rather than passive in language classes. This means that they need to be

engaged in activities of which language is a part. The meaningful tasks and using language to accomplish these tasks offer the main goal for children.

2) The level of knowing or learning in a group is different, because someone in the group may know the language more than others. So learning could happen through a relation among those groups, the ones who know less learn from those who know more. So the interaction process among the learners is a vital point, and the interaction among the teacher and learners is very important. This provides a challenge for them in order to improve their levels. This kind of contextual support is known as scaffolding.

3) Figuring out how languages work is one of the duties of the learner. Therefore, the acquisition is a discovery process. Learners have to figure out how the language works. 'In terms of the classroom context, an implication is that learners need opportunities to use and to experiment the new languages' (Hudelson, 1991). Errors happening during the learning process among the children are quite common. When they commit errors, and when they recognize their errors, they can improve and restructure their language system.

4) Social interaction results in the acquisition of the different elements of the language. In addition, exchanges of messages and talks among the learners could make "meaning". Therefore, in order to convey the meaning, they should talk with each other.

When a teacher organizes the topic as a tool of learning process such as teaching, the learning materials, and classroom activities in relation to specific theme as a main goal is student acquirement of the language competences.

Task Based Instruction in ESP Course

This type of instruction includes activities to involve language learning in significant, it is also oriented for the communicative approach to solve problems that emerge during the task goals. Since the task is important for the advance in second language acquisition. According to Pica, T (2008), she points out "the language used to carry out a task need not be prespecified, a task can be designed so that attaining its goal depends on linguistic and communicative precision" (p.74). This instruction has been used for the development of the course syllabus and being focus on the content that learners may practice and produce accurate and extra developmental advance output.

English for Specific Purposes

English for specific purpose (ESP) being a new approach of Linguistics, based on the definition of Simion (2012) points out "*The term "specific" in ESP refers to the specific purpose for learning English*" (p.253). It is taking progress in the English learning process for professional's future. According to the investigations of Munir (2017), this approach is defined as "*a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind*" (p.98). This approach helps students who find out the way to learn English in relation of necessity at the moment to develop any field, and also knowing the full expression and vocabulary that learner wants in order to the field. Besides Hutchinson and Waters (1987) stated that 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*" (p. 19). This idea brings relevant because now student may choose according to the necessity that their want and help them in future life.

English for Occupational Purposes

English for occupation purpose is a subdivision of ESP (English for specific purposes) that involves all the situations which learners are studying English for a job. According to Anthony (1997) English for Occupational Purposes is "The portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields" (p. 1). EOP refers to the

type of English that is used for students in their respective professions. And also this approach may focus on communicative needs which involves the job and may focus on the more general aspect of a specific field and industry.

English for Tourism Purpose

English has become essential in the tourism field. That is why the needs of learning have increased too. Based on that, ESP courses directed to this field have been developed by specialists. Brand research in 2007 determined that there are specific competences to be developed in this course. These are discourse competences, inter-cultural linguistic competences, and generic competences. Those referred to the way in which the client should be treated and anticipate their answers based on their behavior. The competences suggested remain the capability of catch the attention of the tourist to buy and consume the stuffs promoted by the learners. That is why, practice during the teaching -learning process is essential for them. That is what they have to deal in real-life situations. In the discourse competence, learners must know some strategies to convince clients and empathize with them. This type of course must satisfy the needs of the students, this refers to several circumstances in which the student must know how to react and use the language in order to solve the problematic. As it was mentioned before, the level of English of this student must be intermediate in order to learn specific terms and expressions to be used in their job situations.

ESP Course Design

According to the investigation of Hutchinson and Water (1987), *"course design is the process by which the raw data about the leaning need is interpreted in order to produce and integrate series of teaching-learning experience"* This kind of course focuses on the application of information for the process to carry out the ESP course join on English knowledge and planning the activities systematically by meet the needs at the moment to integrate the language. With the process of NA (needs analysis) already obtained all the information that should take into consideration while design the ESP course. Consequently, the teachers make the course focus on the learners' need and how it will be done.

Syllabus Design for ESP

An ESP syllabus is an instrument of a plan to focus all the content that contains the course and help the English-learning process in relative of an ESP-course and it is transmitted knowledge of specific content need. Richards (1987) points out *"In ESP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners"*. These aims support the idea of build an ESP-course methodically with the purpose of the student get whole content that Students' will need to training for jobs.

Needs Analysis

Needs analysis has an important role to increase the development of any course design, additionally, this kind of analysis is vital for the design didactically an ESP syllabus because it collects all the essential information that learner need for the field including into the course. According to Dudley & St. John (1998) this term consists of *"the use of methodical means to define the specific sets of skills, texts, linguistic forms, and communicative practices that a specific group of learners must obtain is the center of ESP"* (p.380). In this occasion it has the purpose of the important to know that it is needed discover for students' necessities at the similar time when they get ESP-course.

Authentic Material for ESP

Since this process of English for Specific purpose is constantly adapting in the social mission and need for the learner knowledge for some field that they will obtain. The use of authentic has grown into English learning process acquisition, Khaniya, T. (2006) points out *"people tend to accept the language*

naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where standard English” (p.20), it means that some teachers are starting to accepted a good material which it can be used to advance task and conceptual content relative for learner’s goals and also provide good feedback.

While in ESP approach, Cañado and Esteban (2015) stated that *“the evaluation of teaching materials is an important part of a teacher’s work” (p.37)*, teacher of ESP approach has a crucial mission on the selection of the authentic material in relation that student feel familiarize with the content and it has concordance with the field.

Córdova (2019), Muñoz (2019) and Murillo (2017) were the designers of authentic material more exactly book and booklet based of different branch of ESP such as business purpose (EBP), medical purpose (EMP) and tourist purpose (ETP). For this reason, these authors gave materials to help ESP students may be improving the English language acquisition in relative of different fields of work previously mentioned.

In the tourism industry, there are some studies that assist the training of professionals and workers in this field applying ESP approach and solve the necessity to learn English in this way and also increasing their previous knowledge had studies to support it, such as the followings:

Fukuda (2017) did an interesting study about English education for pharmacy student in the Japanese university: focus on the first year first semester in this study the author made and implement lesson in a course with the purpose of student were able to practice the communicative competence as a successfully way with many foreign people in Japan, it helped with the approach of an ESP- course.

Fortune, Spielman & Pangelinam (2011) published an investigation about “the effect of online network versus face-to-face learning in tourism issues”. This investigation explores the impact of online learning in contrast of traditional learning that show an analysis that student increase their knowledge at the similar mode, but it is not affected for the environment because student may choose the area by studying the process that they prefer and feel comfortable. Moreover, the students were able to develop the acquisition of language knowledge and be creative while learning.

Ortega (2015) who design an ESP-course to manage librarian workers for 4 different universities from Quito, this investigation with the applied of a ESP-course help librarians to bring a good service for English readers and these readers update information that they want, likewise, the main intention of librarians were at the same level as global because the librarians also need to connect with other foreign librarians and used the English language as a principal language to communicate among them.

Muñoz (2019) designed a book for teaching Business English for students of business administration career at Puce-Esmeraldas, in this study the author presented a good didactic material which involved the whole components that it required on an ESP book for the training of good professionals that provides an equal service among client, colleagues, and C.O of the company, since it is vital for the curriculum of these students.

Córdova (2019) published an investigation called booklet design for English language teaching to tourist employed from “Playa Almendro resources” where made a booklet as a didactic tool for teaching tourist workers to achieve English knowledge acquisition, and also solve the problem that they presented about lack of English knowledge that tourist workers had been demonstrated. As a result, workers may improve the English level join with the communicative competence that they need now to interact with foreign tourists and the quality of service among foreign clients.

Method

This investigation followed the mixed methodology: qualitative-quantitative, with the method of Analysis and Synthesis and Hermeneutics. The analytical method allowed the researcher to evaluate the structure in terms of syllabus design and content in relation of tourism words and expressions that are included on a booklet designed by Córdova (2018) with name of “Booklet Design for English Language Teaching to Tourist Workers from Playa Almendro” Resorts in Tonsupa. Besides, it will be helpful for tourist workers to solve the problem, lack of English knowledge because it was used to analyze the research results and synthesize the most relevant information from the previous investigation.

This documentary analysis was made to design a theme-based syllabus an ESP course to teach English to tourist workers in Esmeraldas, and collect all information about the real necessity they have had for the syllabus and help to improve the lack of English knowledge. The correspondent hypothesis is the use of an ESP course that may help tourist workers in the acquisition of the English language.

Results

In this study through the documented review of the previous material were used as a basis for the development of the syllabus. The research called “Booklet Design for English Language Teaching to Tourist Workers from Playa Almendro by Cordova (2019) was very useful for the creation of the results. And also, it was significant to establish every theme and content needed to be trained and play a relevant part in the plan for each lesson contained in this syllabus on the development of each unit for tourist workers’ staff. For instance, the vocabulary related to the unit to the specific terms determined by the site of working. As can be observed at figure 5:



Figure 5: Places of Work

Source: Survey applied to tourist workers from Playa Almendro Resort by Cordova (2018)

This figure shows the areas where tourist staff work and interact with the customer directly. The improvement of each area is a necessity. (**APPENDIX B**)

Following the specific objectives to this proposal is to develop a syllabus organized and preserving the demands requirement by an ESP course already present on top in Figure 5. However, one of the skills desired for this program is to interact with customer who speaks in English and be an essential part on their work. As can be appreciated at figure 4:

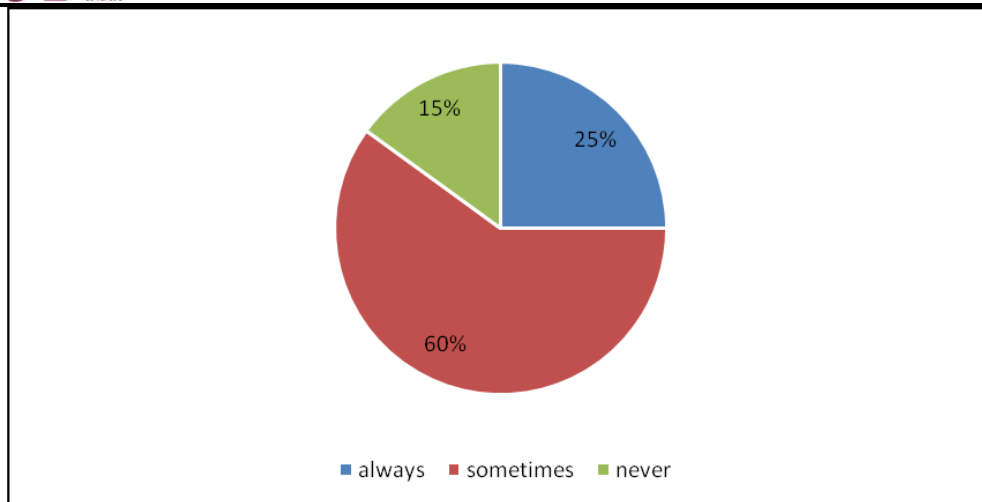


Figure 4: The need to speak English in their jobs

Source: Survey applied to tourist workers from Playa Almendro Resort by Cordova (2018)

For this particular course to teach ESP to tourist workers in Esmeraldas was determined from this previous investigation which permits to choose the same method to teach them and educating, the communicative functions needed to have the task based learning and some important strategies needed for the ESP program in relation on the communicative competences. As can be seen from Figure below:

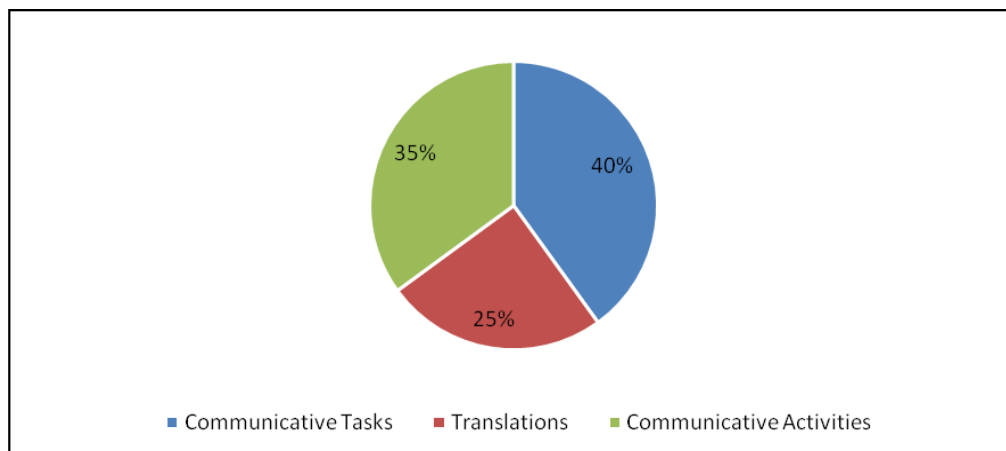


Figure 7: Ways to learn English.

Source: Survey applied to tourist workers from Playa Almendro Resort by Cordova (2018)

In this figure support the creation of a new module and classified in 4 weeks for instruction was completed. (**APPENDIX B**)

The methodology identified to form this syllable was communicative language teaching to organize the syllabus according to the demanding requirements regarding the organization of theme- based syllabus.

Nowadays to train tourist employees and professionals who work in this field is vital, it is not only for the academic curriculum, but also to have well prepared as international standard demanded. This is

especially important considering learning English in a specific purpose is not a general alternative considering that inside a school learns it as general form. For that reason, help student workers with a program based of task and also promote a good interaction with the language to achieve oral activities and bring opportunities to practice in pairs in order to be ready to work with foreign people.

Discussion

The purpose of this research was to design a syllabus based on the theme to tourist worker learners in the development of the communicative function to contact with customer who speak in English during the traveling process inside a hotel of resort located in Tonsupa-Esmeraldas.

The investigation of this Article found out the idea of Fukuda (2017) who exposed the necessity of the pharmacy student from a university in Japanese to have lesson inside in a courses with aims to student practice in order to ESP lesson and also they would able to communicate successfully with many Foreign people to arrive in Japan, since the country is quite touristic and it expands their Professional capacity on the profession. In this case implement a course in relation of the necessity of the learners help them to increase their English knowledge. This investigation has a similar idea of ESP approach to develop step by step a design of a course to support student with English communicative capacity that they do not have in the pharmacy area.

Furthermore, the result of this research coincided with some others investigations carried out by Fortune, Spellman and Pangilinan (2010); they put out an investigation may be comparison of online versus face to face learning processes about touristic issues in which the research explored the impact of each one of processes and demonstrated an analysis to show students do not affect the mode of the learning process environment that they have chosen because they were able to acquire ESP knowledge. Their study showed similarities for the acquisition of ESP information and also presented strategies to develop an ESP course in any particular form to improve in this case the communicative skills for learners.

Also, this research coincided with an investigation of Ortega (2015) she designed an ESP course to manage librarian workers learner from different universities in Quito-Ecuador. This material helps them brought a meaningful service for English readers with the purpose of helping librarians get the level of global librarian community. Beside share each other information and used the English language as a communicative language. This investigation funding the idea of an ESP course and it valid the creation of syllabus to applied in any particular lesson.

In addition, this research contains similarities with the study of Muñoz (2019) who presented a book for helping students from business administration carrier at PUCESE with main purpose to bring them an effective ESP material as a component of training good professional which provides an equal service among clients, co-workers and others since this is part of the curriculum for the learners, like Cordova, (2019) who published a booklet as a supporting material for Touristic staff of Playa Almendro resort to increase the lack of English knowledge to build as ESP Authentic material for Learners especially link with the communicative skills. Regarding the creation of a syllabus based of theme should know the necessary issues to taken into account the implement of the syllabus material necessary methodology enclosed with teach also adapting with the communicative skills for learners need to obtain. It is always good to remember that the syllabus designed will always turn around the results analysed according the needs of student for ESP course.

Conclusions

The results of this investigation points out the important need to design a theme-based syllabus as an ESP course to teach English to tourist workers staff from hotels in Esmeraldas. The staff demonstrated desire to learn English to bring good services and being a good worker.

The theme and content that tourist workers need to learn was determined by a previous Research which presented 4 units: **At hotel, At restaurant, On the trip and Road trip**. Besides the content was related to the worker's need.

The communicative function and task based learning is an adequate teaching method for an ESP course to tourist workers in Esmeraldas, because it helps from the lack of English knowledge already presented in a previous investigation.

The syllabus was organized around all content that the staff needs to learn, as well is the method of task based learning and communicative approach to teach English language.

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APPENDIX A

1. INFORMATIVA DATA

HOTEL:
AREA: HOSPITALITY AND TOURISM
BOOK: TOURISM INDUSTRY BOOKLET
REQUISITES: BE WORKER IN A HOTEL OR RESORT.
PERIOD : 4 Week
TEACHERS: LCDO. EDWIN DANIEL CÓRDOVA MONTAÑO

2. COURSE DESCRIPTION

This course is to improve the level of English that requires a tourist employed, and likewise focus on the skills such as speaking and listening, because these are the skills that are most important when dealing with clients. But you will also have a chance to improve other skills such as reading and writing in some lessons. There are also lots of vocabulary about the tourism industry and exercise. Some role plays are “communicative activities”, where each person looks at a different activity. It is important to use English all the time when you are working with people from other countries who speaks in the English language, cause the only way to improve your spoken the English is by knowing the language!

3. GENERAL OBJECTIVE

To improve Tourist workers English knowledge for the interaction among customer from difference countries who uses English as a communicative language.

4. LEARNING OUTCOMES

At the end of the course, the student participates effectively in communicative situations related to tourism, using the English language with an intermediate level of fluency and accuracy, and demonstrating tourist culture.

5. RELATION CONTENTS, TEACHING STRATEGIES AND LEARNING OUTCOMES

Unit 1: AT THE HOTEL				
Content: Exercises to provide an explanation for students when customers arrive at the hotel. Vocabulario relate to the unit				
WEEK	THEME	ACTIVITIES	STRATEGIES	CRITERIAL EVALUATION
1	Checking into the Hotel	<ul style="list-style-type: none"> • student read a dialog and practice it, also find the most relevant expression related to your jobs • student ask and answer question information about hotel services 	<ul style="list-style-type: none"> • air Work • roup work 	<ul style="list-style-type: none"> • student practice the expression with a partner or friend Pronunciation
	Picture interpretation	<ul style="list-style-type: none"> • students look a photograph, then discuss some question about it. • student write some sentences about activities that customer do at hotel • fill in the blank the sentences and complete the sense 	<ul style="list-style-type: none"> • air Work • roup work 	<ul style="list-style-type: none"> • student share idea in front of classmate • practice with new expression Writing
Unit 2: AT THE RESTAURANT				
Content: Exercises to provide an explanation for students when customers arrive at the restaurant. Vocabulary related to the unit				
WEEK	THEME	ACTIVITIES	STRATEGIES	CRITERIAL EVALUATION
2	Arriving at the restaurant	<ul style="list-style-type: none"> • tudenst read a dialog and practice with friend. • ead aloud to practice pronunciation and intonation with teacher support. • abel the question according with the correct photo numbers • fill in the blank the sentences using words inside a chart 	<ul style="list-style-type: none"> • air Work • roup work • simulations, presentations 	<ul style="list-style-type: none"> • racticing the new vocabulary • Identify the new expression • Identify new vocabulary Speaking

		<ul style="list-style-type: none"> complete with vowels the activities to make new words in related of Food and things inside a restaurant. practice expression in Glossary activities 		
Unit 3: ON THE TRIP				
Content: Exercises to provide an explanation for students when interact with customers to give a tourist guide entertainment. Vocabulary relate to the unit.				
WEEK	THEME	ACTIVITIES	STRATEGIES	CRITERIAL EVALUATION
3	Tour guide	<ul style="list-style-type: none"> read a dialog about a guide tourist worker interact with a tourist customer. practice the same dialog with a friend or partner. describing pictures then, talk about it and also answer the question about the image. fill in the blank the sentences using words inside a chart practice expression in Glossary activities 	<ul style="list-style-type: none"> air Work roup work simulations, presentations 	<ul style="list-style-type: none"> tudents interact with classmate or friend and guide being friendly and helpful. identify new vocabulary and put in practice. <p>Speaking</p>
Unit 4: ROAD TRIP				
Content: Exercises to provide an explanation for students when interact with customers to provides car rental, and information that requires tourist. Vocabulary related to the unit.				
WEEK	THEME	ACTIVITIES	STRATEGIES	CRITERIAL EVALUATION
	Road on city	<ul style="list-style-type: none"> read a dialog about a guide tourist worker interact with a tourist customer. practice the same dialog with a friend or partner. answer some question about the dialogue ook the rent car card 	<ul style="list-style-type: none"> air Work roup work simulations, presentations 	<ul style="list-style-type: none"> tudents interact with classmate or friend and guide being friendly and helpful. identify new vocabulary and put in practice. peaking <p>Reading comprehension</p>

		<p>for a customer to want to get a car for few days.</p> <ul style="list-style-type: none"> Read and practice the common expression about passenger and taxi driver. imulate a conversation with a taxi driver. 		
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6. METHOD AND RESOURCES

a. METHODS

The main methodologies used for teaching will be the Communicative Approach to Language Teaching, the Task-based Approach, and the Ludic Methodology. Some strategies will be used, such as:

- Simulations
- Pair work
- Group work
- Presentations
- Research work
- Problem solving activities

b. RESOURCES

- English Dictionary
- Booklet.
- Materials: posters, markers, paper, board, in focus, computer and others)

7. EVALUATION

TIPO DE EVALUACIÓN	CRONOGRAMA	CALIFICACIÓN
Oral questions	1 week	5
Oral Presentation	2 week	5
Reading and Writing	3 week	5
Simulations	4week	5

SPEAKING RUBRIC					
CATEGORY	UNACCEPTABLE	ACCEPTABLE	TARGET	EXCELLENT	Grade
Pronunciation	Misspronunciation prohibits comprehension.	Limited oral communication. Mispronunciation at times interferes with comprehension.	Occasional miss pronunciation	Excellent oral communication. Mispronunciation does not interfere with comprehension.	

Vocabulary	Correct use of vocabulary and question words.	Correct use of vocabulary and question words.	Inconsistent accuracy of vocabulary and question words.	Inaccurate use of vocabulary and question words.	
Communication	Rarely speaks in complete sentences.	Shows a good command of language.	Chooses words that convey ideas accurately and concisely	Uses rich, precise language to convey ideas.	
Preparedness of Presentation & Acting skills	Student is completely prepared and has obviously rehearsed.	Shows preparation but is not well rehearsed	Shows a good understanding of the topic	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	

WRITING RUBRIC

CATEGORY	UNACCEPTABLE	ACCEPTABLE	TARGET	EXCELLENT	Grade
Language	Use few words that are unclear, sentence structures are inadequate for clarity, lots of serious errors	Structure sentence that adequate to convey basic meaning	Sentence structures are effective.	Employs words with fluency, develops concise English sentences.	
Logic & Organization	Unclear introduction or conclusions.	Some overall organization, but there are some illogical/unrelated ideas. Unfocused introduction or conclusions.	Clear overall organization relating most ideas together. Good introduction and conclusions.	Clear and specific introduction and conclusions.	
Spelling & Grammar	Writing contains lots of errors in spelling and grammar which interfere with comprehension.	Frequent errors in spelling and grammar that distract the reader.	The writing follows normal conventions of spelling and grammar.	The writing is error-free in terms of spelling and grammar.	
Development of ideas	Most ideas are unsupported.	Presents ideas in general terms, inconsistent support for ideas.	Supports most ideas with effective examples, references, and details.	Explores ideas vigorously, supports points of view fully, and reasons.	