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**"BASIC ENGLISH COURSE FOR TOURIST OPERATORS"**

**Curso básico de Inglés para operadores turísticos**

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# **ESCUELA DE IDIOMAS**

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DIEGO EDISON MENDOZA LONDOÑO**

**UNIVERSIDAD INDUSTRIAL DE SANTANDER  
FACULTAD DE CIENCIAS HUMANAS  
ESCUELA DE IDIOMAS  
LICENCIATURA EN INGLÉS  
BUCARAMANGA  
2007**

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**OSCAR ALEXIS RAMIREZ CUBILLOS  
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Trabajo de grado elaborado como requisito parcial para optar al título  
**Licenciado en Inglés**

**Director:  
Mariela Gómez Ferreira**

**UNIVERSIDAD INDUSTRIAL DE SANTANDER  
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## SUMMARY

TITULO:  
BASIC ENGLISH COURSE FOR TOURIST OPERATORS\*

AUTOR:  
DIEGO EDISON MENDOZA LONDOÑO  
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CONCEPTOS CLAVES:  
Foreigners, work place, tourism, self-access material, interact, skills, job tasks.

### DESCRIPCIÓN

El inglés ha sido un asunto importante por mucho tiempo. Se ha convertido en una necesidad para aquellos cuyo trabajo depende de la posibilidad de interactuar con extranjeros en su lugar de trabajo. Ese es precisamente el caso de las personas que trabajan en el sector turístico en Santander. Esta población no tiene la posibilidad de atender cursos tradicionales de inglés con horarios fijos debido a la falta de tiempo y frecuentemente a la falta de ingresos para pagarlos.

Es en este contexto donde se ha concebido la idea de desarrollar un set de unidades para aprender inglés, las cuales los servidores turísticos encontrarían de uso inmediato cuando lleven a cabo sus obligaciones laborales de cada día.

El modelo propuesto, basado en principios de auto acceso, ofrece un material de referencia del “aquí y ahora” que lo hace inmediatamente relevante a los aprendices y por lo tanto contribuye a preservar e incrementar su motivación de aprendizaje y competencia en la lengua.

Este material de curso tiene el propósito de permitir a los servidores turísticos entender y responder a intercambios básicos, simples y comunes que se llevan a cabo en su vida cotidiana y en su contexto geográfico cuando se encuentran con turistas extranjeros en su línea de trabajo. Al completar el estudio de estas unidades y a través de la colaboración de un tutor, los estudiantes poseerán las habilidades para proveer información relacionada a su trabajo usando el inglés como principal medio.

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\*Proyecto de grado

\*\* Facultad de Ciencias Humanas. Escuela de Idiomas. Directora: Mariela Gómez Ferreira.

## **SUMMARY**

**TITLE:**  
BASIC ENGLISH COURSE FOR TOURIST OPERATORS\*

**AUTHOR:**  
DIEGO EDISON MENDOZA LONDOÑO  
OSCAR ALEXIS RAMIREZ CUBILLOS\*\*

**KEY CONCEPTS:**  
Foreigners, work place, tourism, self-access material, interact, skills, job tasks.

### **DESCRIPTION**

English has been an important issue for very long time. It has become a need for anyone whose job depends on the possibility to interact with foreigners at their work place. Further down, that is actually the case of people working in the tourist area in Santander. This population doesn't have the possibility of attending traditional English courses with fixed schedules due to their lack of time and oftentimes their lack of incomes to afford them.

It is in this context where it has been conceived the idea of developing a set of English learning units which tourist servers would find of immediate use when carrying out their everyday job tasks.

The model proposed, based on self-access principles, offers a here-and-now reference material which makes it immediately relevant to the learners and therefore contributes to preserve and to increase their learning motivation and competence in it.

This course material has the purpose to empower tourist servers to understand and respond to basic simple common exchanges which take place in their everyday life and their geographical context when encountering foreign tourists in their line of work. Upon completion of the study with these materials and through the assistance of a tutor, students will possess the skills to provide work-related information using English as principal mean.

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\* Degree Thesis

\*\* Faculty of Human Sciences. School of languages. Director. Mariela Gómez Ferreira.

## INTRODUCTION

Learning English has been an important issue for a very long time, but mostly for educated people wanting to study abroad. Now, however, it has become a need for anyone whose jobs depend on the possibility to interact with foreign suppliers, shoppers or tourists, and that is precisely the case of people working as taxi drivers, shop assistants, park attendants and the like. They are often people with very basic education whose possibility to provide simple replies may contribute to the comfort of visiting tourists.

It is also of the utmost importance to mention that the regional government with full support from the national government have defined tourism as the development line for Santander. Different types of projects have been developed to promote Santander as an “Adventure Land,” a paradise for those interested in speleology, rafting, paragliding, ecology walks, etc. To help incoming travellers feel comfortable, and to make the lives of tourists servers most rewarding, these tourists’ servers need to be able to respond to the basic communicative needs of these visitors.

It is in this context that we have conceived the idea of developing a set of English learning units which tourist servers would find of immediate use, materials expressly designed for them, referring to places, objects, and subjects they know or need to talk about when carrying out their everyday job tasks. These materials addressed language functions with here-and-now referents whose use will be readily explicit.

We expect that the students using these resources will develop enough motivation to move on to use regular EFL materials, commercially available and designed for a more universal audience.

Because of the priority that learning English has gained nowadays it is necessary to refocus the traditional English courses. In view of that, the idea of providing a specific population with the needed English content at their workplace turn out to be a purpose to be achieved. In order to reach that goal; it is indispensable to carry out a needs analysis to satisfy students needs, identifying the purposes for which the target language will be required (Hawkey, 1978) It is important to establish the priorities in terms of job-related functions and work situations to determine what is really needed by the workers. That should be the very first step in the construction of a basic language program to properly define the course objectives in accordance with the target needs (Wilkins, 1976.)

In order to establish the foundations of our program a survey was conducted as a means to collect data. It was addressed to people working in the tourist sector. This survey was carried out under the concern that if students' requirements are considered when designing a language program, they will feel more motivated to accomplish the learning tasks due to the fact that their central learning nucleus is constituted by their essential needs and the consequent inner motivation (Leontiev 1981).

Also, in order to comply with the Colombian Ministry of Education, this course was designed in accordance with the standards of the Common European Framework for level A1. Accordingly learners will be able to continue their learning process by taking part in formal courses that respect these standards already mentioned.

# **1. THEORETICAL BACKGROUND**

## **1.1 LITERATURE REVIEW**

In the course of designing a teaching program from scratch or modifying an existing one, it is generally desirable to collect and interpret data about the learners and the institutional context in which they learn. This information may be collected formally or informally before the course and once the course has begun. A variety of different types of information can be collected. Such information might include biographical information about the learners, data on the types of communicative tasks that learners might want or need to carry out in the target language, information on the ways in which the learners prefer to learn, and so on. (Nunan, 1996)

Essentially, a needs assessment is a systematic and ongoing process of gathering information about students' needs and preferences. Such data interpretation should be the basis to help make course decisions. This procedure is based on the belief that learning is not simply a matter of learners absorbing pre-selected knowledge, but is a process in which learners can participate.

This project is concerned with the analysis of learner needs and with what happens once the needs analysis or profile exists. We will examine the theory and practice of a particular needs analysis model and it also makes emphasis on the real life learners.

This project uses, as a starting point, the John Munby's study "Processing Model for Specifying Communicative Competence in a Foreign Language". It is concerned with what are assumed to be the essential steps in course

design. It also claims that where it is possible to identify the purposes for which the target language will be required, a valid profile of the communication needs of a particular participant can be produced. (Hawkey, 1978).

It is meant to help readers think about the information that is important when beginning to design a course. It is included because whenever teachers are given examples of course design products - for example, a needs assessment activity, a set of goals and objectives, or a syllabus plan - they immediately want to know the answers to questions such as "what is the level of the students?" "How long is the course?" "Where is the course taking place?" Without that information it is difficult to evaluate the appropriateness or effectiveness of the final product. (Graves, 200)

Designing a language course has several components. Classic models of curriculum design as well as more recent models agree on most of the components, although they may subdivide some of them and give them slightly different names. These components comprise setting objectives based on some form of assessment; determining context, material, method, and evaluation. The model used in this book, which is called a framework, draws on the work of others, as well as the work of the own author. When the author set out a course development framework it was a list of components with questions as a way of explaining them. For instance, the first component was called needs assessment, and the accompanying questions were – Who are my students? What are my students' needs? - How can I assess them? - How can I address them? The framework is no longer a linear list, but a flow chart, and the processes are described as verbs not nouns. (Kathleen, 2000)

It is generally regarded as desirable for teachers to recognize the differences between learners and adapt their teaching to these differences. The point of departure is that individualized learning programs need kinds of materials

which are different from group courses. Thus modular materials are suggested. There, the teacher is in full knowledge of where his class wants to go, of why they want to go there. In other words, the aim is to design a course to be fitted to the needs of his class rather than force his students into a mould dictated by the materials. Additionally, the concept of usability comes up meaning that materials should let students use the language that has been taught as soon as possible after it has been presented. Most good materials allow students the opportunity of using the language in realistic situations shortly after it has been presented. (Young, 1979).

Another important consideration is the criteria which should be applied to the design of good self-access material. Sheerin, proposes clearly stated aims to answer this question. To start with, she claims that it is extremely important that the student should understand what the aims of the self-access material are. If students are going to work on their own there is a need for the utmost clarity, together with clear examples of what is required. It is also necessary to control the level of language used in instructions. If the material is elementary, the directions should be comprehensible to someone at that level. Another possibility in a monolingual situation is to write instructions in the students' mother tongue, thus avoiding all misunderstanding. She also emphasizes the importance of attractive presentations, worthwhile activities and a feedback section to ensure success in the course design process. (Sheerin, 1989).

A generally accepted definition of self-access material tends to be that it consists of activities or text, plus questions or tasks which are self-correcting; that is to say there is only one right answer, so that objective marking is possible. That means that the students themselves can correct their own work and they must, therefore, have access to the answers or key.

Self-access materials basically consist of different types of tests. The feedback which such an activity provides, especially as it is discovered by the students themselves can lead to learning. The philosophy underlying the introduction of self-access learning is concerned with more than simply shifting the source of all wisdom from a teacher to an answer book or key. Self access can raise awareness, lead the student to be reflective and creative, or can simply encourage the student to join up with his or her peers in order to engage in communication tasks. (Sheerin, 1989)

Industrial language training is a good example of interactive teaching where positive steps have been taken to relate the language course to the communicative environment. As an example; for immigrants, one communicative environment is their workplace. Immigrants in work situations not only need to understand job-related language, they also need to communicate socially with both inside / outside work.

Establishing and running a training course for the workplace has three main stages: Investigation of the workplace, course planning, and operating the course. In fact, the work situation is seen as a language and communication learning environment having a mix of favorable and unfavourable situations. One aim of the course, for instance, is to overcome some of the unfavourable situations for example to overcome cultural and other inhibitions. Contrast this example of interactive language learning with more traditional in-class language centered general course that follows a grammar syllabus aimed at a general competence in the language. (Bernard, 1986)

## **2. STATEMENT OF THE PROBLEM**

In the current English teaching context, traditional English courses assume that whatever is taught in the course is really needed by the learner. There is a strong tendency to consider first the language itself and only then the students' needs. However, when designing work-related language courses, it is necessary to fit it to the needs of the students rather than force them into a mould dictated by the conventional materials (Young, 1979). When the real needs are identified, the learning objectives can be proposed subordinating the language to the specific learners' expectations.

As an example, there is a specific population with specific needs that is not properly addressed by the traditional English courses already mentioned. Employees engaged in the tourist sector usually have to deal with situations that require specific uses of the language; for example, providing English speaking visitors with tourist information or selling items in a shop among others. And in the case of the population who lives and works in towns far from Bucaramanga it is likely to find not highly educated people, who increase the level of specificity for the intended content and shorten the extent of a conventional course.

Furthermore, because of their duties, they cannot attend classes on fixed schedules and in some cases they cannot afford an English course. In consequence, it is imperative to establish a basic English program where contents refer specifically to the context in which the learners will be using the language and will therefore be quite meaningful and rewarding for them successfully.

### **3. JUSTIFICATION**

According to the needs assessment outcomes, it is evident that people working in the tourist sector do not count with much time and in some cases with enough incomes to devote to a formal English course. In the same way, the material available for learning English does not make up for their needs. As a result, the model we propose offers a chance to overcome those difficulties. In first place, these units have a here-and-now reference which makes it immediately relevant to the learners and therefore contributes to preserve and to increase their learning motivation and competence in it. Learners will find it pertinent to their job communicative needs, and their motivation will stem from there.

Secondly, as it was mentioned previously, material is another constraint since the books commercially available appeal to the interest of a broad spectrum of people who have few things in common, an interest in travelling abroad, among those. The target population of this project may not see this as a possibility in their near future, and have, on the other hand, a compelling need to do their best at the job they have. The idea of being able to communicate with the foreigners they encounter in their daily activities is a real, present need. Once this need is positively satisfied, they may consider more adventurous goals, and may want to excel at their communicative expectancy. That would be wonderful, but the subject of a different project.

## **4. OBJECTIVES OF THE PROJECT**

### **4.1 GENERAL OBJECTIVE**

The general objective of the developed set of course materials is to empower tourist servers to understand and respond to basic simple common exchanges which take place in their everyday life and their geographical context when encountering tourist in their line of work. Upon completion of the study with these materials and through the assistance of a tutor, students will possess the skills to provide work-related information using English as principal mean.

### **4.2 SPECIFIC OBJECTIVES**

- To design a syllabus with audio material that will respond to the needs of the target population.
  
- To develop the main components of an English program for this target group.
  
- To increase these learners' regional knowledge and to consolidate their local identity with the purpose of communicating with English speakers.

## **5. DESCRIPTION OF THE PROGRAM**

### **5.1 TARGET POPULATION**

This is a basic English course designed for people working in the tourist sector. This population was addressed through a survey. They displayed the following characteristics that served to design our model:

- All the participants have had any kind of formal studies from primary studies to university including vocational training.
- They have a level of education graded as acceptable now that 23.5% of the participants have university studies and only 5.8% have secondary school as minimum.
- In relation to their level of reading comprehension and writing in L1, most participants agreed that they have an adequate level.
- In relation to their English level, they considered that is not enough for their needs.
- And as a consequence the majority agreed that they wanted to learn English.
- 32.30% of the participants considered the design of the program as a good proposal.

- They do have enough time to devote to the learning of English by their own but not enough to attend a formal course. 35.20% can devote at least 6 hours per week.
  
- Moreover 82.2 % said that could have access to internet from their home, workplace or a café.
  
- Similarly 87.8% of the participants count with up-to-date technological resources such as computer, TV, CD player, or DVD Player.
  
- 88.23 % of the participants have had the chance to interact with foreigners.
  
- Now when they were asked about the topics they have talked about with a foreigner the results showed that places, prices and food were the most discussed.

## **5.2 CONTENT**

This is a basic English course supported by paper-based and by on-line resources which can be used together to appeal to different audiences or to be used together for higher reinforcement. It covers a range of work areas such as: hotels, restaurants, taxies, and shops. Furthermore, the use of the mother tongue to provide the instruction has the intention of avoiding all possible misunderstanding since they will be doing a lot of independent studies (Sheerin, 1989). Additionally, its users will be guided towards different internet links which will help them expand their linguistic and learning experience. Among those links it can be mentioned Radio Canada International whose radio program is broadcasted through the web page of the Institute of Languages UIS.

This model is composed by 10 units that cover a variety of situations related to the tourist sector. The listening, reading, writing, and speaking skills are developed at a basic level placing special attention on the aural and oral competence to let learners carry out real communicative tasks. The following are samples of the material that the learners will find in the model:

### Sample 1 (Listening and speaking)

#### Conversation 1

*John quiere conocer la ciudad así que decide visitar un reconocido centro comercial de la ciudad. En su recorrido conoce varios almacenes. En este caso, uno de ropa alusiva a Colombia.*

<b>Assistant:</b>	Can I help you?
<b>John:</b>	Yes, thanks. I'm looking for a <b>t-shirt</b> that says Colombia.
<b>Assistant:</b>	Of course. We have different <b>styles</b> and colors.
<b>John:</b>	That's great. Can I see them?
<b>Assistant:</b>	Sure. We have t-shirts in white, red, yellow, blue and green.
<b>John:</b>	I like this one. How much is it?
<b>Assistant:</b>	\$20.000
<b>John:</b>	Ok. I'll take it.
<b>Assistant:</b>	Will that be <b>cash</b> or <b>credit card</b> ?
<b>John:</b>	Cash.

<b>Assistant:</b>	Le puedo ayudar?
<b>John:</b>	Si, gracias. Estoy buscando una camiseta que diga Colombia.
<b>Assistant:</b>	si claro. Tenemos diferentes modelos y colores.
<b>John:</b>	que bueno. ¿Puedo verlas?
<b>Assistant:</b>	Claro. Tenemos camisetas en blanco, rojo, amarillo, azul y verde.
<b>John:</b>	Me gusta esta. ¿Que vale?
<b>Assistant:</b>	\$20.000
<b>John:</b>	OK. Me la llevo.
<b>Assistant:</b>	¿Como quiere pagar? ¿Efectivo ó Tarjeta de crédito?
<b>John:</b>	Efectivo.

*Repita después del tono las respuestas a las preguntas que hace John en la conversación.*

<b>Assistant:</b>	_____
<b>John:</b>	Yes, thanks. I'm looking for a t-shirt that says Colombia.
<b>Assistant:</b>	_____
<b>John:</b>	That's great. Can I see them?
<b>Assistant:</b>	_____
<b>John:</b>	I like this one. How much is it?
<b>Assistant:</b>	_____
<b>John:</b>	Ok. I'll take it.
<b>Assistant:</b>	_____
<b>John:</b>	Cash.

**Traduzca las siguientes expresiones:**

- a. ¿Cómo quiere pagar? \_\_\_\_\_
- b. ¿Cuánto es? \_\_\_\_\_
- c. Tenemos balcones \_\_\_\_\_
- d. ¿Le puedo ayudar? \_\_\_\_\_
- e. ¿De qué está hecho? \_\_\_\_\_
- f. Me gusta éste. \_\_\_\_\_
- g. ¿Tiene algún recuerdo de Colombia? \_\_\_\_\_
- h. Claro. \_\_\_\_\_
- i. Me lo llevo. \_\_\_\_\_

**5.3 METHODOLOGY**

Each unit contains a series of listening, reading, writing, and speaking activities that permit students to practice the needed language skills. The competence developed will allow learners interact successfully with English speakers within the tourist sector at a basic level. Regarding the fact that it is a self-access program, learners have a total control of the time and use of the material. Provided that, the feedback stage is built in. The program contains a student's key section where learners can find the model answers of the provided exercises along with the audio scripts of the listening material so that they can self-assess correctly (Sheerin 1989).

On the other hand, there is special attention on vocabulary development. The key vocabulary is introduced by situational conversations that allow learners to apply the new language in work-related contexts. It is also developed through word-study sections which are composed of vocabulary sections consisting of bilingual glossaries of important words and expressions. The following is a sample of these sections:

**At the hotel**

		KEY WORDS	
<p><i>Antes de escuchar las conversaciones practique las siguientes palabras claves que le ayudaran a comprender mejor los diálogos.</i></p>	Rent	Alquilar	
	Passport	Pasaporte	
	Stay	Permanecer	
	Full board	Pension completa	
	Keys	Llaves	
	Staff	Personal	
	Chambermaid	Camarera	
	Porter	Botones (de hotel)	
	Bartender	Cantinero	
	Waiter	Mesero	
	Hospitality	Hospitalidad	
	Carry	Llevar	
	Clean	Limpiar	
	Serve	Servir	
	Manager	Gerente	
Mess	Desorden		
Throw	Tirar		
Garbage	Basura		

**Receptionist:** Good Morning. Can I help you?  
**John:** Yes. I'd like to rent a room.  
**Receptionist:** Sure. What's your name?  
**John:** John Travis  
**Receptionist:** Are you American?  
**John:** Yes, I am.  
**Receptionist:** How old are you?  
**John:** 27  
**Receptionist:** What's your passport number?  
**John:** 0231779966  
**Receptionist:** How many days are you gonna stay?  
**John:** Three days, please.  
**Receptionist:** OK. Would you like full board?  
**John:** No, just bed and breakfast, please.  
**Receptionist:** All right, sir. Your room is number eight.  
**John:** Sorry?  
**Receptionist:** Number eight. Here you are the keys.  
**John:** Ah. Thank you. So long.  
**Receptionist:** Good Bye.

**Receptionist:** Buenos días. ¿la orden?  
**John:** Me gustaría alquilar una habitación.  
**Receptionist:** Claro. ¿Como es su nombre?  
**John:** John Travis  
**Receptionist:** ¿Es usted americano?  
**John:** Si, así es.  
**Receptionist:** ¿Cuantos años tiene?  
**John:** 27  
**Receptionist:** ¿Como es su número de pasaporte?  
**John:** 0231779966  
**Receptionist:** ¿Cuantos días va a quedarse?

**John:** Tres días, por favor.  
**Receptionist:** OK. ¿Quiere pensión completa?  
**John:** No, solo cama y desayuno, por favor.  
**Receptionist:** Muy bien, señor. Su habitación es la numero ocho.  
**John:** ¿Perdón?  
**Receptionist:** La numero ocho. Aquí tiene sus llaves.  
**John:** Ah. Gracias. Adiós.  
**Receptionist:** Hasta luego.

## *Conversation 2*

*Una vez que John se registró en la recepción del hotel el gerente lo recibe y le enseña las instalaciones y el personal. Escuche cuidadosamente la conversación.*

<b>Hotel manager:</b>	Welcome to our hotel!
<b>John:</b>	Thank you very much.
<b>Hotel manager:</b>	I'd like to show you the hotel and the staff working here.
<b>John:</b>	All right.
<b>Hotel manager:</b>	Clara is the chambermaid and Julio is the porter.
<b>John:</b>	Hi.
<b>Hotel manager:</b>	We have a bar and a restaurant. Our bartender is Miguel and Cesar is the waiter.
<b>John:</b>	Nice, I appreciate your hospitality.

**Hotel manager:** Bienvenido a nuestro hotel.  
**John:** Muchas gracias.  
**Hotel manager:** Quisiera mostrarle el hotel y el personal que trabaja aquí.  
**John:** Muy bien.  
**Hotel manager:** Clara es la camarera y Julio es el botones.  
**John:** Hola.  
**Hotel manager:** Tenemos un bar y un restaurante. Nuestro barman es Miguel y Cesar es el mesero.  
**John:** Chévere. Agradezco su hospitalidad.

Alternatively, regarding the self-access approach of the program, there are three crucial elements in learning according to Skinner that help us define the method to follow: “a stimulus, which serves to elicit behavior, a response triggered by a stimulus; and a reinforcement, which serves to mark the response as being appropriate or inappropriate encouraging repetition” (Skinner, 1957). That is why repetition is stressed as a manner to make learners comprehend and produce. Likewise, based on the premise that language is induced by intensive attention to pronunciation and by intensive

oral drilling at basic patterns students are required to drill, drill and drill until internalizing and mechanizing the proposed content (Hockett, 1959). For example, look at the next excerpts:

*Repita después del tono las respuestas a las preguntas que hace John en la conversación.*

<b>John:</b>	Excuse me?
<b>Waiter:</b>	_____
<b>John:</b>	Could I have a <b>glass of water</b> , please?
<b>Waiter:</b>	_____
<b>John:</b>	Thanks.
<b>Waiter:</b>	_____
<b>John:</b>	No, thanks a lot.

*Repita después del tono las respuestas a las preguntas que hace John en la conversación.*

<b>John:</b>	Excuse me?
<b>Waiter:</b>	_____
<b>John:</b>	Can I have the <b>bill</b> , please?
<b>Waiter:</b>	_____
<b>John:</b>	Thanks, <b>keep the change</b> .
<b>Waiter:</b>	_____

## 5.4 MATERIAL

Decisions about designing the written and audio material included in the units were based on the perceived requirements and objectives provided by the needs assessment. The following is a synthesis of what should be considered when designing and organizing the activities according to Kathleen Graves (Designing Language Courses) and they were appropriate for our purpose:

1. Activities should draw on what students know (their experience, their current situation) and be relevant to them. That is why the language samples are referred to places they know.

2. Activities should build students' confidence. Repetitive exercises were provided to help them build their self-reliance.

3. Activities should help students develop specific language and the skills they need for authentic communication. The subjects of the dialogues were chosen taking into account situations where learners will be using the language.

4. Activities should be as authentic as possible. A native went over the entire material to verify precisely that.

## **6. PILOT STAGE**

According to Edwin R. Van Teijlingen and Vanora Hundley (2001) “the term 'pilot studies' refers to mini versions of a full-scale study, as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule”. We need to remember, however, that conducting a pilot study does not guarantee success in the main study”, (Van Teijlingen and Hundley) nevertheless our main concern was to increase the likelihood that the model could achieve the proposed objectives and naturally fulfill learner’s expectations.

### **6.1 PARTICIPANTS**

The pilot stage of this model was carried out with the administrative staff linked to the Institute of Languages UIS. The pilot group was composed by two secretaries, a resource assistant, the director’s personal assistant, a Systems engineer and two coordination’s assistants who willingly accepted to take part in this pre-testing stage. They are all skilled workers with extensive experience at dealing with issues related to the management of the English teaching affairs. They were taken into account since in the discharge of their duties they have frequent contact with native English speakers as a daily basis.

### **6.2 METHODOLOGY OF THE PILOTING**

A set of units were given to the pilot group in order to test how effective was the material designed in terms of comprehension and fulfilment of expectations. Regular meetings were arranged with two intentions: firstly, to

see their progress according to the objectives of the units and in second place to receive feedback about their experience working with the model.

### **6.3 CONCLUSIONS OF THE PILOTING**

After the piloting of the model, we came up with the following conclusions:

- The units were graded as useful and motivating.
- The audio material was considered as suitable and easy to deal with in terms of pronunciation.
- The use of instructions in L1 provided them with confidence to manage the material.

On the other hand, the following observations were made:

- In first place participants did not count with enough time to study appropriately the units. As a consequence, they did not feel confident to attend the meetings.
- They expressed the need for better contextualization in the conversations at the moment of repeating now that they did not know what role they were playing.
- They also asked for more exercises to practice. They considered the ones they did insufficient to guarantee the internalization of the content.
- They did not know how well they were doing due to the fact that they did not have someone to practice with.
- They felt anxious since they did not know beforehand if the assessment would consist of repeating the conversations or applying the content under real circumstances.

## 7. CONCLUSIONS

With this project, learners will have the chance of fulfilling their needs to learn basic English skills. However, the design of it as a partially autonomous program could create problems for those students who do not have the aptitude to learn by themselves. On the other hand, the use of communication technologies to support the syllabus could also be problematic if the person is not prepared to work with the internet and computer sets. Therefore, an important duty of the instructor or tutor should be to guide the students into developing a learning routine, study skills and basic computer literacy.

The materials, however, comprise paper-based learning resources accompanied by an audio CD which could satisfy the needs of those not so much in favour of using a PC. Nevertheless, the idea is that the program can become a useful tool for people who work continuously in the tourist area in Bucaramanga so that the city can have more chances to receive more tourists not with negative social expectations but with positive economic opportunities.

The design of a program of this type requires also the work of an interdisciplinary team composed of not only English teachers but also system and sound engineers, graphic designers, native speakers and naturally people involved in the tourist industry.

In other respects, it is worthwhile to mention the lack of literature dealing with the teaching of English for the tourist industry which indicates the necessity of developing programs like this.

Finally, the pilot stage offers the chance to continue with the implementation of new material connected with other type of resources which can widen the scope of the program.

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## **APPENDIX**

## APPENDIX 1. SURVEY

**Ciudad:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

Es para este grupo de investigadores de gran importancia conocer su opinión respecto a las preguntas que se desarrollaran a continuación. Agradecemos la atención prestada.

**Edad:** \_\_\_\_\_ **Ocupación:** \_\_\_\_\_

1. ¿Qué estudios ha realizado? (Marque con una equis (X))

Primaria	_____	
Secundaria	_____	
Universitarios	_____	
Otros	_____	
Cursos	_____	¿cuales? _____
Capitaciones	_____	¿cuales? _____
Técnicos	_____	
Tecnológicos	_____	
SENA	_____	

2. ¿Cómo calificaría su nivel de comprensión de lectura?

Excelente	_____
Sobresaliente	_____
Bueno	_____
Aceptable	_____
Insuficiente	_____

3. ¿Cómo calificaría su nivel de producción escrita?

Excelente	_____
Sobresaliente	_____
Bueno	_____
Aceptable	_____
Insuficiente	_____

4. ¿Cómo calificaría su conocimiento en inglés? (Marque con una equis (X))

Excelente	_____
Sobresaliente	_____
Bueno	_____
Aceptable	_____
Insuficiente	_____

5. ¿Le gustaría aprender ingles? SI \_\_\_ NO \_\_\_

¿Por qué?

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6. ¿Cómo calificaría usted un programa de aprendizaje del inglés vía Internet donde el estudiante trabaja totalmente por su cuenta?

Excelente \_\_\_\_\_  
Sobresaliente \_\_\_\_\_  
Bueno \_\_\_\_\_  
Aceptable \_\_\_\_\_  
Insuficiente \_\_\_\_\_

7. ¿Cómo podría acceder a un programa de inglés por Internet? (Marque con una equis (X))

Café Internet \_\_\_\_\_  
Sitio de trabajo \_\_\_\_\_  
Casa \_\_\_\_\_

Otro \_\_\_\_\_

8. ¿Con qué tipo de recursos tecnológicos cuenta para el aprendizaje del inglés?

DVD \_\_\_\_\_ Grabadora \_\_\_\_\_ VHS \_\_\_\_\_ Computador \_\_\_\_\_ Ninguno \_\_\_\_\_  
Otros \_\_\_\_\_

9. ¿Qué tiempo podría dedicarle al aprendizaje del inglés **semanalmente**? (Marque con una equis (X))

6 horas \_\_\_\_\_  
5 horas \_\_\_\_\_  
4 horas \_\_\_\_\_  
3 horas \_\_\_\_\_

Otro \_\_\_\_\_

10. ¿Alguna vez ha interactuado con extranjeros? Si \_\_\_\_\_ No \_\_\_\_\_

11. Si ha interactuado con extranjeros ¿de qué ha hablado con ellos? (Marque con una equis (X))

Precios \_\_\_\_\_ Comida \_\_\_\_\_ Transporte \_\_\_\_\_ Lugares \_\_\_\_\_ Cultura \_\_\_\_\_ Noticias \_\_\_\_\_  
Artículos del sitio de trabajo \_\_\_\_\_  
Otros \_\_\_\_\_

12. Si tuviera que interactuar con un extranjero, ¿de qué cree usted que ellos le hablarían? (Marque con una equis (X))

Precios \_\_\_\_\_ Comida \_\_\_\_\_ Transporte \_\_\_\_\_ Lugares \_\_\_\_\_ Cultura \_\_\_\_\_ Noticias \_\_\_\_\_  
Artículos del sitio de trabajo \_\_\_\_\_  
Otros \_\_\_\_\_

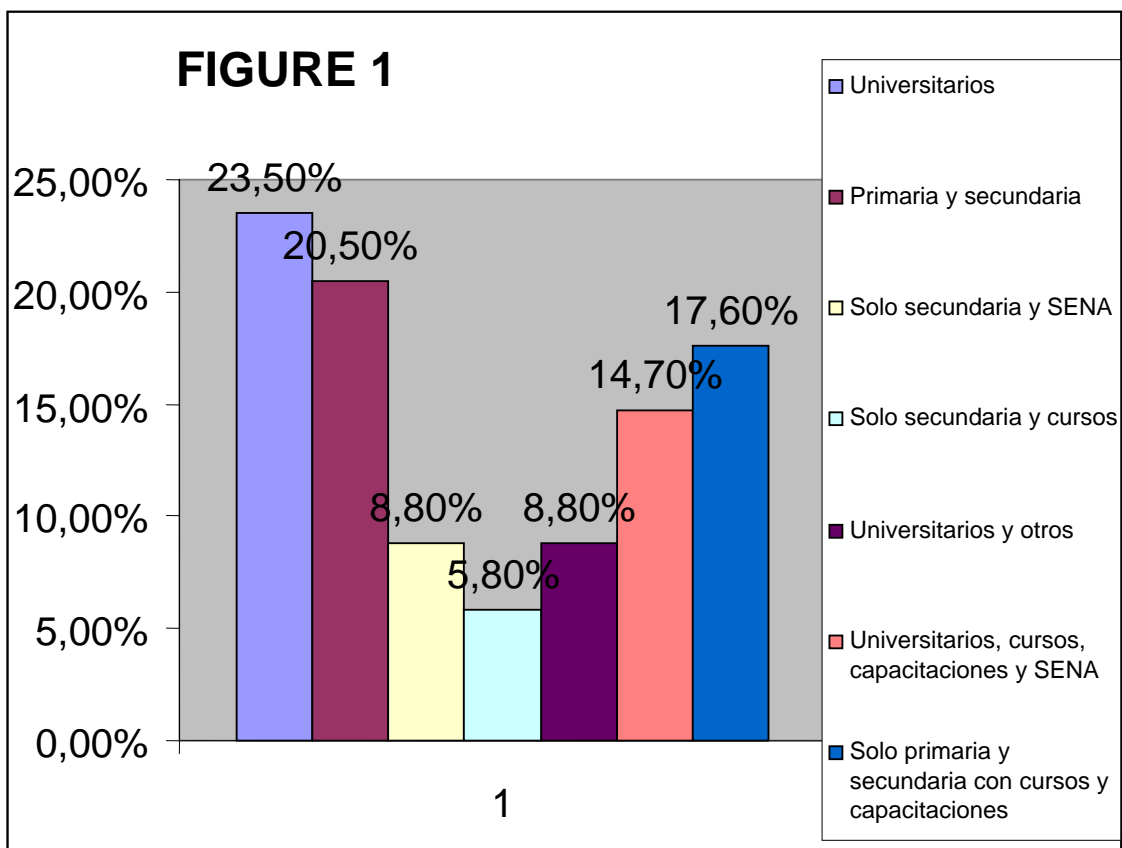
## **APPENDIX 2. ANALYSIS OF THE SURVEY**

This qualitative study explored mostly the opinions of people working in the tourism area about their literacy level, their English level and how useful could be the implementation of an autonomous learning program focused on tourism. Data collection centered on applying a survey to the participants. The research called for a description of their studies including literacy level, their willingness to learn English, their opinion about an English program and their chances to have access to it and the topics they have discussed when a foreigner talks to them. The researcher wanted to ensure the kind of population and context within which the English program would take place. The researcher spent a month previously visiting different settings like Panachi, handicraft shops and restaurants in order to establish topics and needs of people working on tourism in Santander. Data collection took place in this case through field notes. This information served to identify topics and situation to be learnt throughout the program and also served to design a first draft about the content. Data collection continued but this time exploring participant's opinions through the survey that has been described formerly. This survey had the purpose of leading the program towards the real needs of the population working on tourism and how should be implemented.

## Outcomes

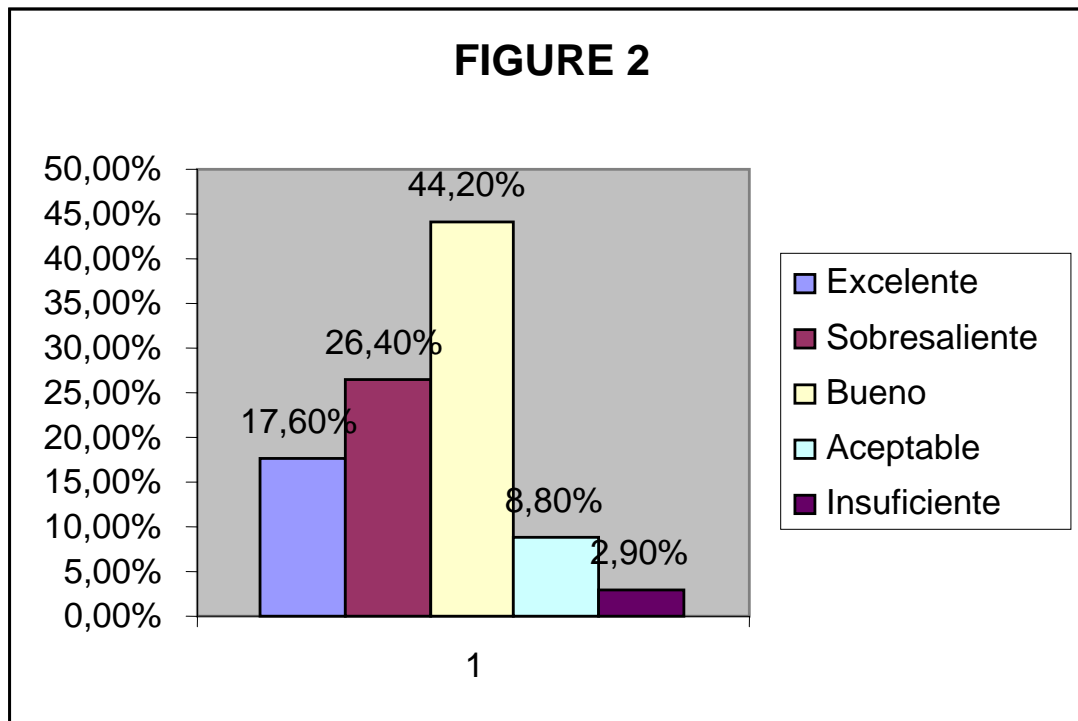
In first place, it can be said that all the participants have had any kind of formal studies from primary studies to university including vocational training. See table 1

1. ¿Qué estudios ha realizado?

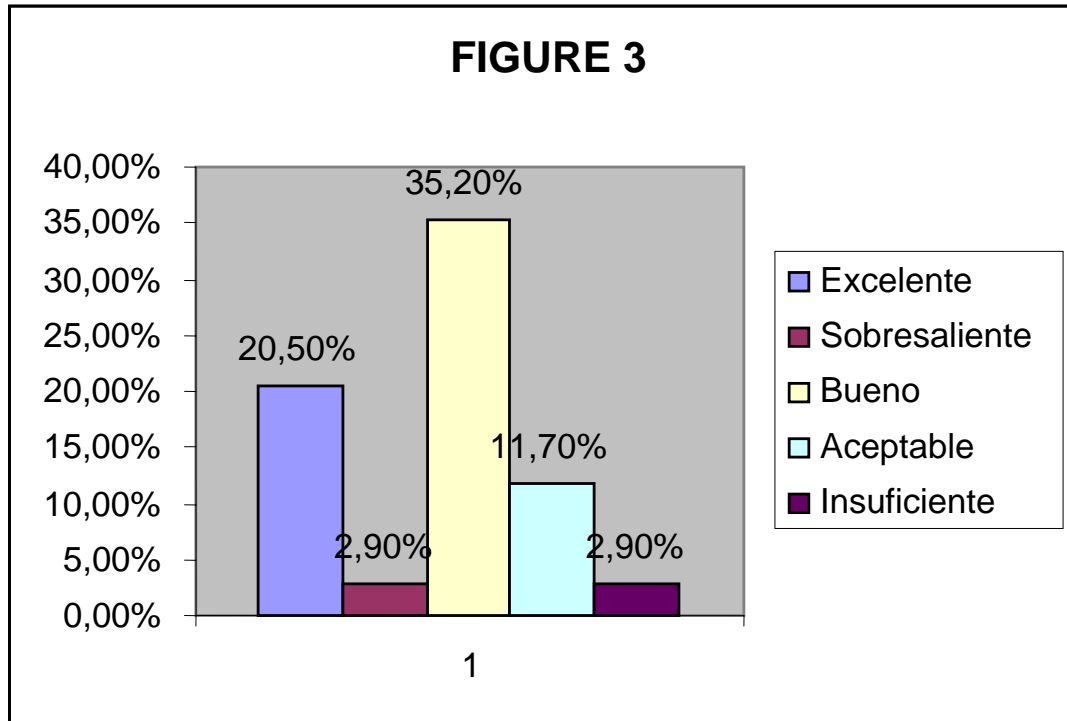


Secondly, in relation to the question about the level of reading comprehension and writing, most participants agreed that they have an adequate level. See *table 2 and 3*.

2. ¿Cómo calificaría su nivel de comprensión de lectura?

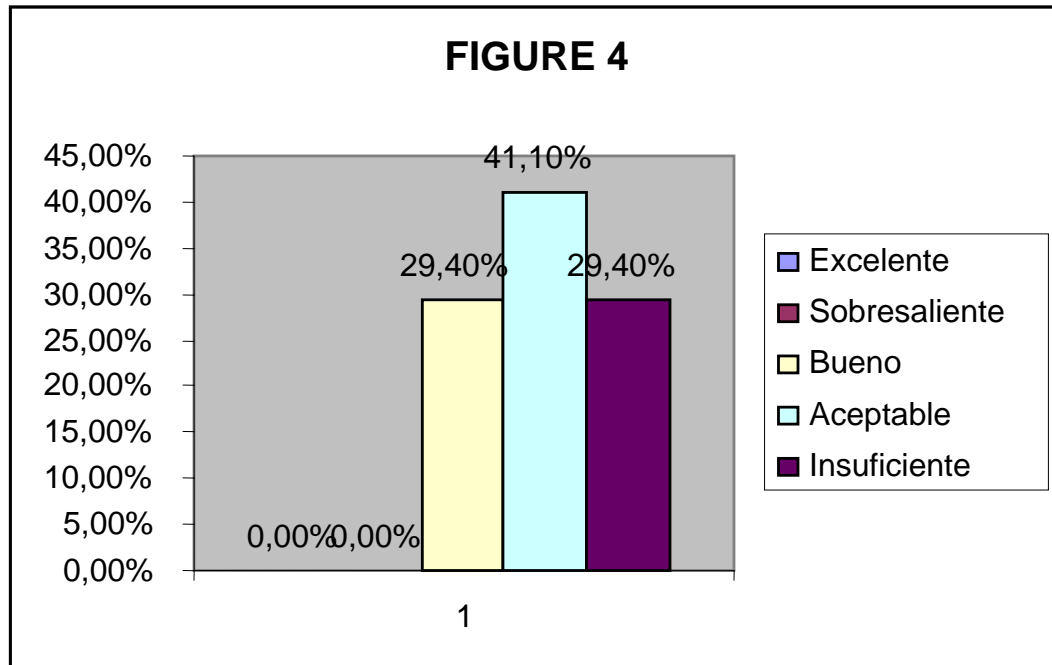


3. ¿Cómo calificaría su nivel de producción escrita?



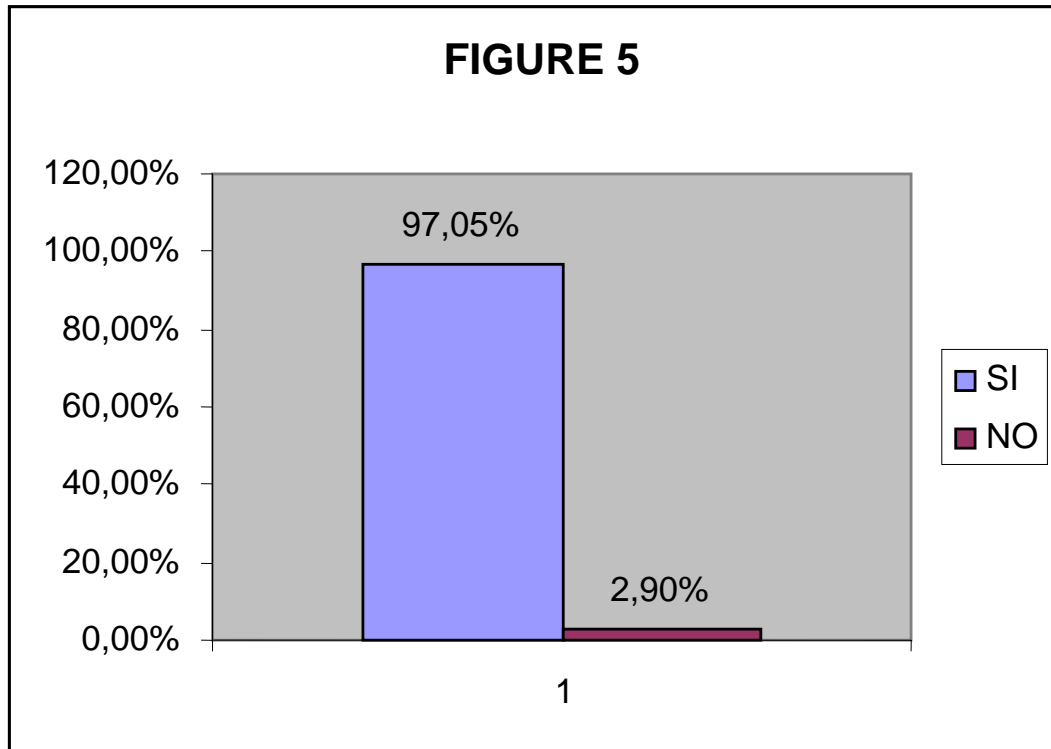
In relation to their English level, they considered that is not enough for their needs. See table 4.

4. ¿Cómo calificaría su conocimiento en inglés?



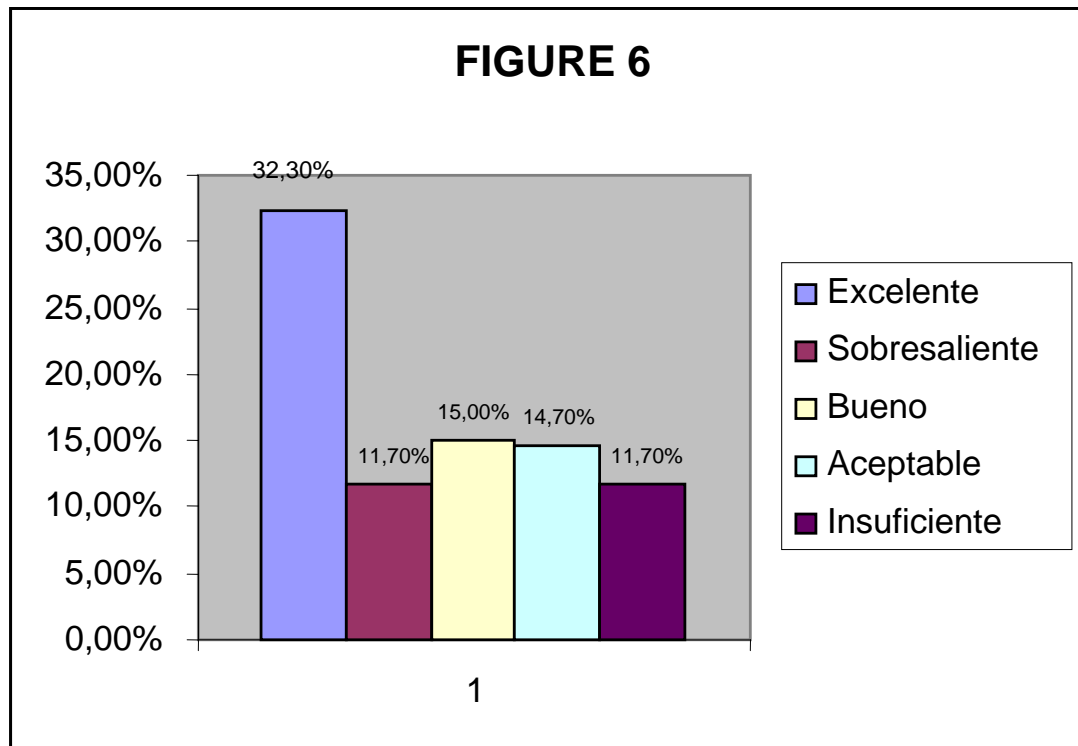
As a consequence the majority agreed that they want to learn English.  
See table 5.

5. ¿Le gustaría aprender inglés?



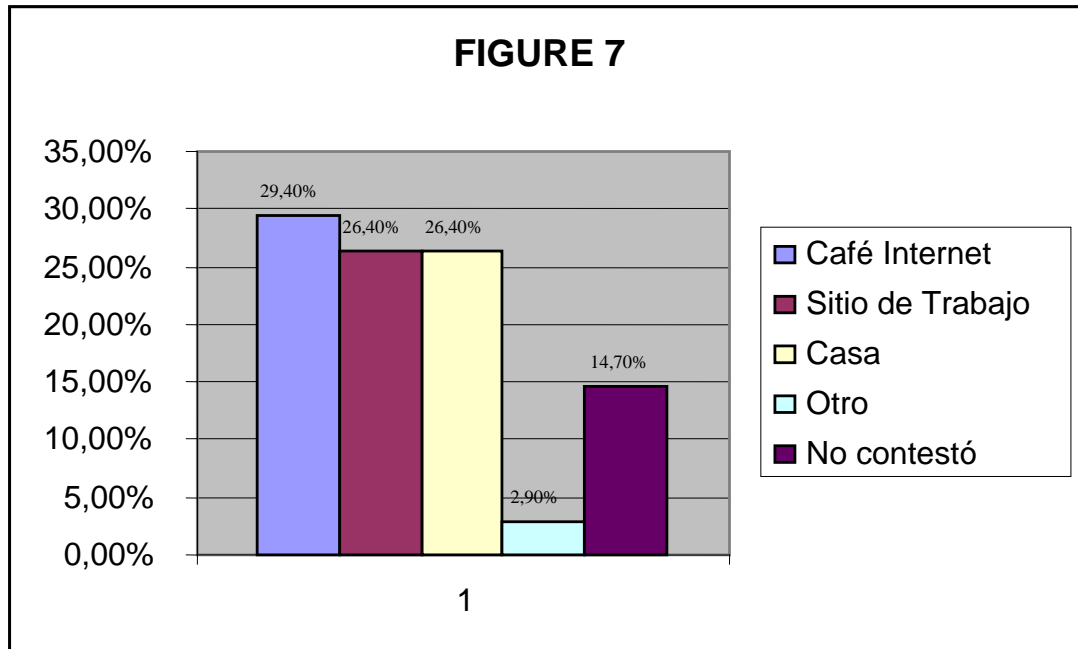
Now, in relation to the viability of the program the opinions were split.  
See table 6.

6. ¿Cómo calificaría usted un programa de aprendizaje del inglés vía Internet donde el estudiante trabaja totalmente por su cuenta?

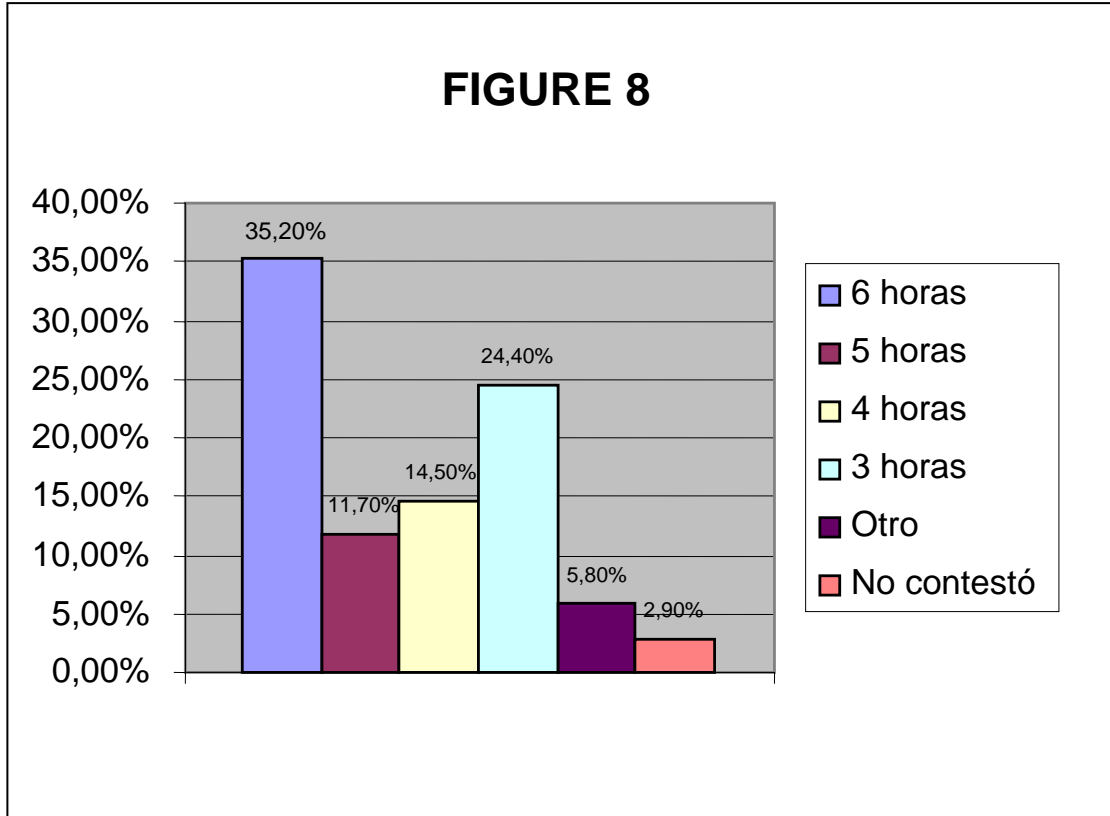


In terms of place and time the opinions vary. See table 7 and 8.

7. ¿Cómo podría acceder a un programa de inglés por Internet?

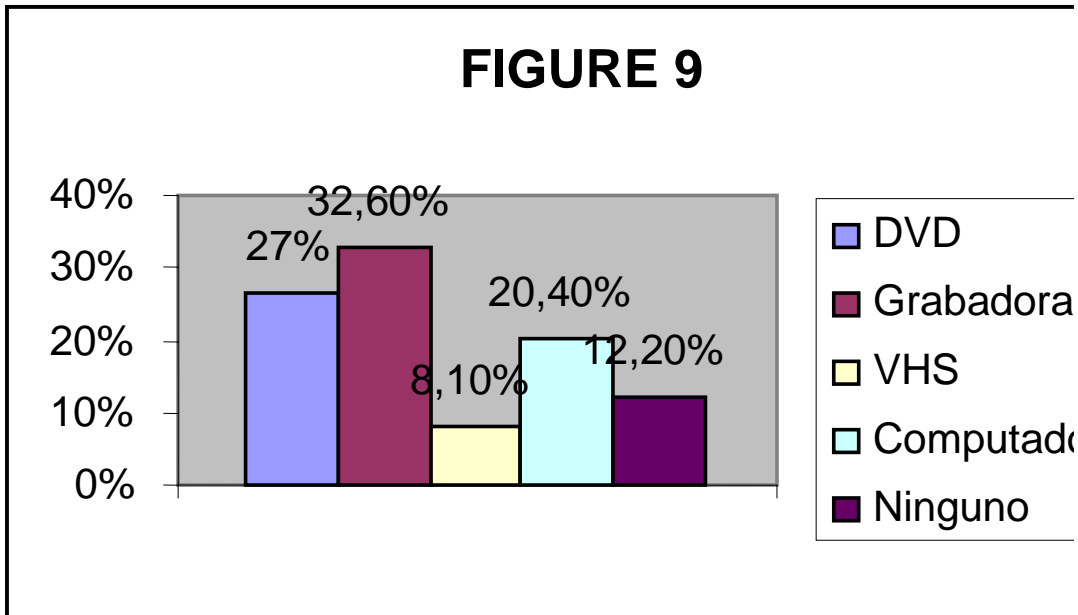


8. ¿Qué tiempo podría dedicarle al aprendizaje del inglés?



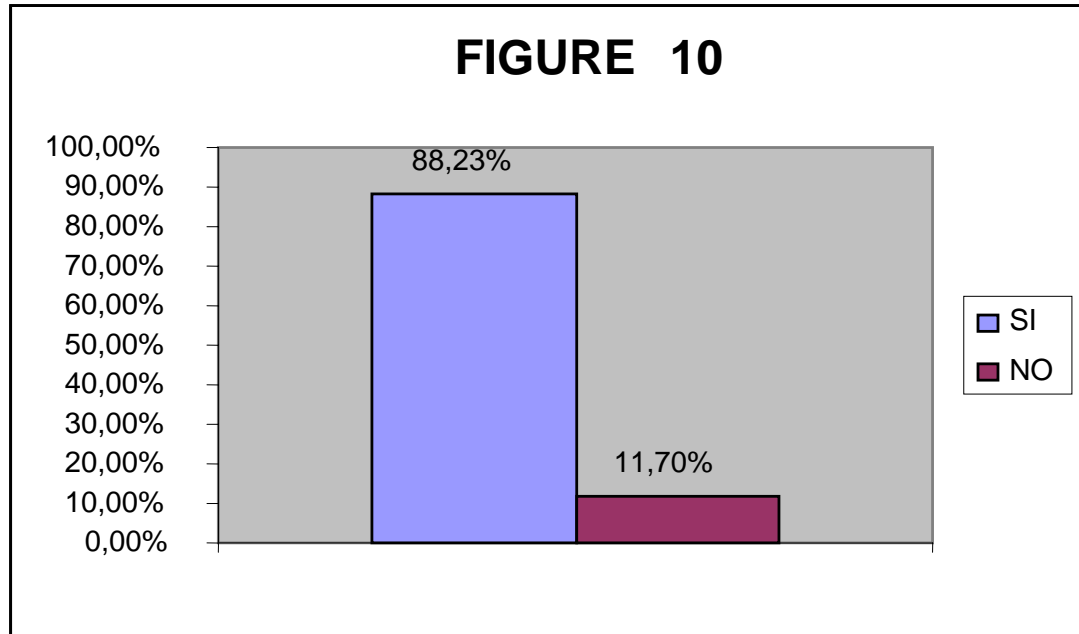
Similarly, the resources they count to have access to the program display significant variations as well. See table 9.

9. Con qué tipo de recurso tecnológicos cuenta el aprendizaje del inglés?



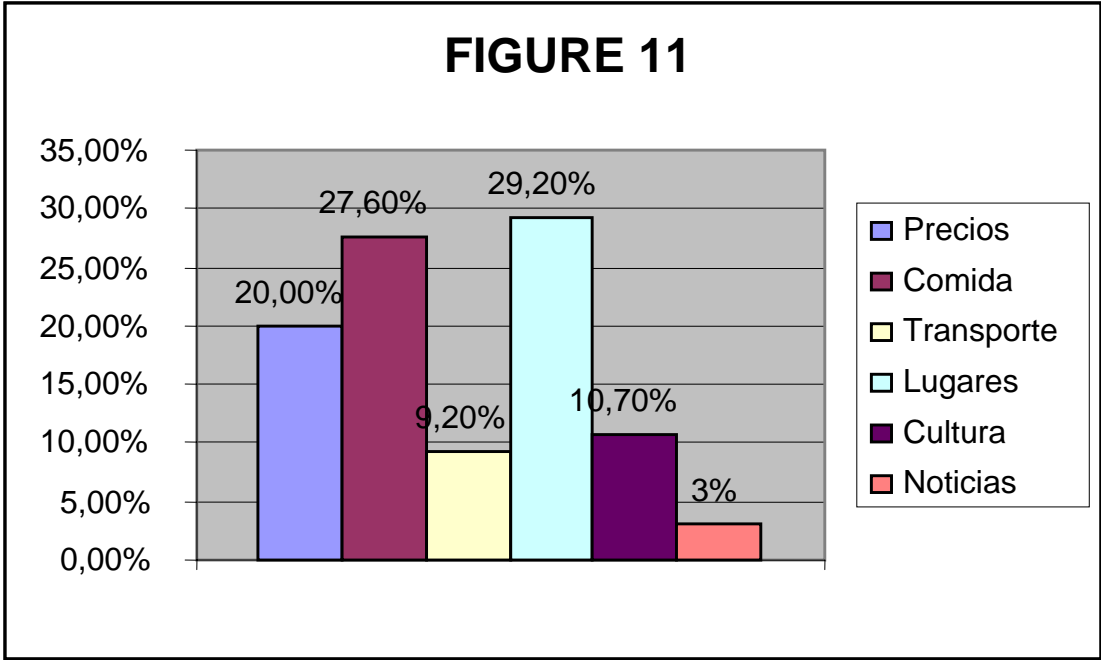
Now when asked if they have had the chance to interact with foreigners, the answers showed a wide difference. See table 10

10. ¿Alguna vez ha interactuado con extranjeros?



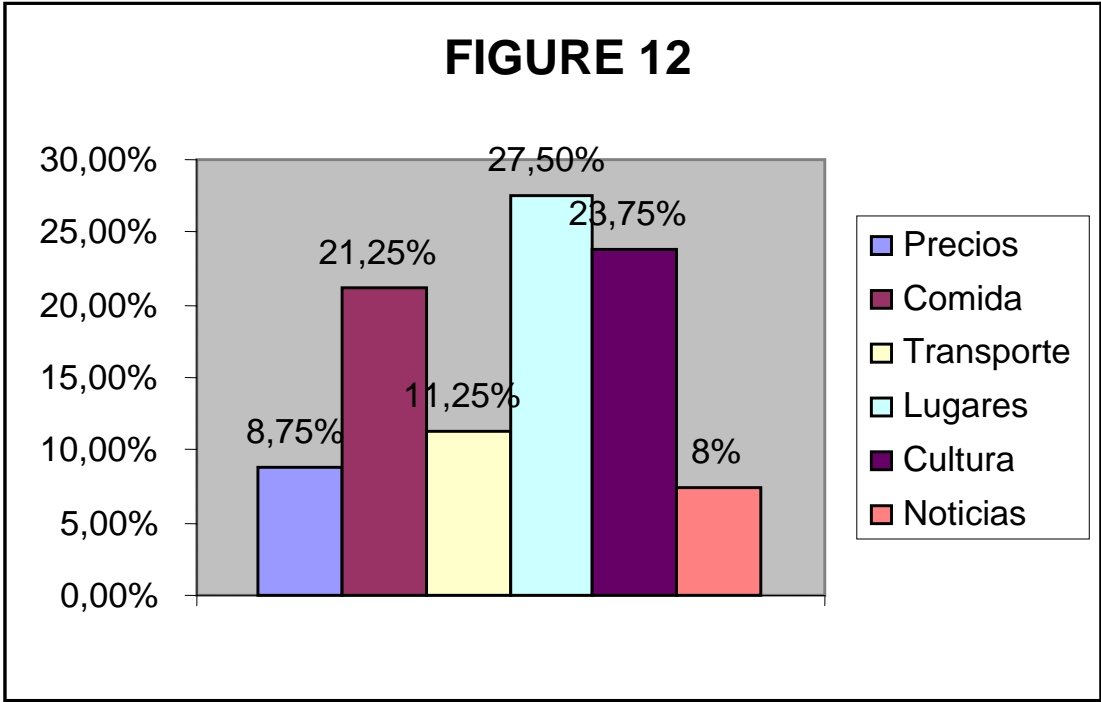
Finally, when asked about the topics they have talked about with a foreigner the results were divided. See *table 11*.

11. Si ha interactuado con extranjeros ¿de qué ha hablado con ellos?



And when considering the hypothetical topics to be discussed the results show a little variation with the exception of the item related to culture and prices. See table 12.

12. Si tuviera que interactuar con un extranjero, ¿de qué cree usted que ellos le hablarían?



## **SURVEY CONCLUSIONS**

After carrying out this survey, the following conclusions were originated:

- The implementation of this basic English course focused on tourism might be useful to this particular population.
- The participants have a literacy level that permits an easier access to the program. Reading and writing in L1 were graded as good enough for the participants, which indicates that they can face the complexity of the program.
- The participants' limited English proficiency does not preclude them from constructing communicative language knowledge in L2.
- Their willingness to learn English can lead them to develop a basic level which is the one proposed by the project.
- Although this study indicates that the program might have acceptance, it should be evaluated the way to release it.
- Initially, it was designed such as an online program on internet with radio support. Nevertheless, according to the outcomes, not all the population can access to it through the initial design. As a consequence, it is necessary to study other alternatives to offer the program such as a printed version with audio support.

**APPENDIX 3.**  
**A SHORT COURSE FOR TOURIST OPERATORS IN SANTANDER**

## APPENDIX 4. CD