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THESIS REPORT

DIDACTIC MATERIAL TO TEACH ENGLISH FOR SPECIFIC PURPOSES (ESP)
TO 8th LEVEL STUDENTS OF THE HOSPITALITY AND TOURISM SCHOOL AT
PUCE ESMERALDAS, 2018

TESIS DE GRADO

MATERIAL DIDÁCTICO PARA LA ENSEÑANZA DE INGLÉS CON FINES
ESPECÍFICOS PARA LOS ESTUDIANTES DE 8VO NIVEL DE LA ESCUELA DE
HOTELERÍA Y TURISMO EN LA PUCE ESMERALDAS, 2018

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As members of dissertation committee at PUCE in Esmeraldas, we certify that we have read the dissertation prepared by DARA SAUD VITERI entitled DIDACTIC MATERIAL TO TEACH ENGLISH FOR SPECIFIC PURPOSES (ESP) TO 8th level STUDENTS OF THE HOSPITALITY AND TOURISM SCHOOL AT PUCE ESMERALDAS 2018, and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in English Teaching.

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

Thesis Director

STATEMENT BY THE AUTHOR

I, Dara Saud Viteri, confirm that the investigation in the present thesis report is totally unique, authentic, and personal.

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

Dara Saud Viteri

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ABSTRACT

A quantitative- qualitative investigation was carried out to design a didactic material to teach English for specific purposes to the 8th level students of the Hospitality and Tourism School at PUCE Esmeraldas in the year 2018. The methods used were Analysis and Synthesis to deep on the necessary bibliography for the investigation, the techniques used was a survey which was applied to students of the mentioned career. The population was formed by 20 students and it coincided with the sample. The results showed that the students previously mentioned, present difficulties in the use of the specific communicative functions specific and the specific vocabulary for the speciality, because of the lack of exercises the teachers provide them in the classroom, as it was not documented in the programme or syllabus, the students had poor vocabulary in relation to their level and were not able to use the communicative functions appropriately. It was demonstrated that with the exercises planned, students could improve their linguistic level considerably. Through these exercises learning turned to be more meaningful and significant and motivation increased for the development of all the language skills.

Key words: lexicon, appropriate, widespread, English for Touristic Purposes

RESUMEN

Se llevó a cabo una investigación cuanti-cualitativa para diseñar un material didáctico para enseñar inglés con fines específicos a los estudiantes de 8o nivel de la Escuela de Hostelería y Turismo en PUCE Esmeraldas en el año 2018. Los métodos utilizados fueron Análisis y Síntesis para profundizar en la bibliografía necesaria para la investigación, las técnicas utilizadas fue una encuesta que se aplicó a los estudiantes de la carrera mencionada. La población estuvo formada por 20 estudiantes y esta coincidió con la muestra. Los resultados muestran que los alumnos anteriormente mencionados, presentan dificultades en el uso de las funciones comunicativas específicas de la especialidad y el vocabulario específico para la misma, debido a la falta de ejercicios que los profesores les proporcionan en el aula ,ya que estos contenidos no aparecen reflejados en el programa , los estudiantes tenían un vocabulario deficiente en relación con su nivel y no fueron capaces de utilizar las funciones comunicativas adecuadamente. Se demostró que con los ejercicios previstos, los estudiantes podrían mejorar considerablemente su nivel lingüístico. A través de estos ejercicios el aprendizaje fue más significativo y la motivación aumentó al desarrollarse todas las habilidades del idioma.

Palabras clave: léxico, apropiado, basto, inglés con Propósitos Turísticos

INTRODUCTION

Theme presentation

In this century, English has become one of the most widespread universal languages around the world. It is a very useful language in communication among people and the language which is most used as a lingua franca by many persons all over the world. English is a very important language since it is very necessary for people to get jobs opportunities, as a part of their curriculum. In Ecuador, the Ministry of Education has devoted much effort to develop transformation, and the teaching of English has had some importance, but despite it, there are still some difficulties, which should be overcome in this issue now.

In Ecuador, in most of the universities, there are teachers of English who teach general English, and most of them here use syllables with only General terms, about geography, social life and other spheres, but what happens with the students that want to deep on more specific terms about their careers to develop in a better way for the future. So they need that professors teach English for specific purposes in their classrooms.

Teaching English for Specific Purposes (ESP) is more focused on the content of the grammar, the specific vocabulary and functions for communicating with specific resolutions. The influence of learning English in the society is important, principally in the students of Hospitality and Tourism, because they need to speak this language to develop their vocation when they finish their studies, and to acquire a high level of it to communicate themselves with their native clients accurately and fluently. The impact of English in tourism is shown in the relationship it has with the development of enterprises and how it is necessary to implement it in the teaching- learning process, to develop some specific terms for the students to communicate with English speakers, according to the necessity they have, because the learning of a foreign language in professionals' life is the key to open some opportunities around the world.

Problem Statement

The majority of students of the Hospitality and Tourism School have some difficulties to communicate with native speakers because of the lack of knowledge about ESP and communicative functions that are essential to them, for the development of their future jobs. Hospitality and Tourism career and other careers have the same problem in their occupations for the lack of specific vocabulary and some ways to communicate are necessary to be increased and their linguistic skills according to the environment that they are specialized in.

Most of students from universities or careers in the last levels show the problems of communicating and express ideas or opinions in Specific English and the lack of how much it is important to develop and learn a language focusing on their specialty, some of the teachers that teach English observe the students of 8th level have for learning English most specific, for this reason some of them consider it unnecessary in their career or in their life.

It demands the creation of a didactic material that could instruct these students in this issue. So, the problem of this investigation is: What didactic material may be useful to teach English for Specific Purposes to 8th level students of the Hospitality and Tourism school at PUCE Esmeraldas?

Justification

The investigation of Teaching English for Specific Purposes for 8th level students of Hospitality and Tourism, deals with the lack of vocabulary and communicative functions students of the mentioned school have, which affect them intelligibly in their profession. It is important to highlight that the syllabus of this course does not have as main objectives and contents about the Teaching of ESP. The importance of this investigation is that a didactic material was designed in order to overcome the difficulties previously mentioned. The impact of it is the instruction of these future professionals, so that they could improve their English vocabulary, the knowledge for communicating with others and enhance their skills in their working sphere. Focusing on a didactic material, it can be said that it improved the skills of the students, benefits were observed with the implementation of these material.

Objectives

General Objective

- To design a didactic material, to teach English for Specific Purposes to the 8th level to students of the Hospitality and Tourism School at PUCE Esmeraldas, 2018

Specific objectives

1. To determine the communicative functions that students of the Hospitality and Tourism School need to learn.
2. To determine the vocabulary students of the Hospitality and Tourism School need to learn.
3. To identify the specific topics for teaching English for Specific Purposes to teach the referred students, at PUCE Esmeraldas.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Theoretical and scientific foundation

1.1.1 Teaching English for Specific Purposes (ESP)

Teaching English for Specific Purposes is an essential element including professional life. More specifically, it is focused on the structure of the English Language especially in the vocabulary, grammar, syntax and communicative functions related to tourism, or a particular subject, because each subject has different terms that are used in their setting.

According to Waters, (1987) "ESP should be viewed as a method which is not based on concrete tasks and material, but rather on teaching a language, in which the learner has the first word, concerning the content and the strategies used during the lesson". Pág.5. Emphasizing in the importance of the learners also contributed in their attitudes to learning and emphasizing in some different interests, which would have an influence in their learning. In addition, in English for Specific Purposes there are some branches and sub-branches that are presented in the acquisition of English such as English for Medical Studies that refers to the specific terminology focused on Medical Studies, English for Technicians that is focused on the vocabulary that the Technicians use for expressing the vocabulary that they use in their situations, also English for Economics which is more focused on the business atmosphere with groups of persons for expressing the communicative functions for expressing and communicating with enterprises.

"Educators, often the conduit between industry and students, should focus on providing quality education that prepares students for working life and furnishes employment opportunities appropriate to their level of qualification" Robinson, (2001, pág. 23) They search that most of the students in universities need to be related with the environment for that reason they considered as good in a part of development of the students they need to be in some situations that can blow your mind of their comfort zone and experimented what are the differences between practices in the classroom and practice in a live situation.

According to Strevens (1998) "The view that ESP can help to focus on learner's needs, is more relevant to the learner, and is successful in imparting learning. He also implies that an ESP course does not waste time and is more cost-efficient than 'General English'

courses” (pag.10). This author expresses that a course focuses in English for Specific Purposes is a good idea for the development of the knowledge and the way that the learner can communicate better in the environment according to the profession that they have.

According to Frriorito (2005) ESP can be highly motivating to students because it allows students to apply the subject matter and language they learn in their English classes to their main field of study. He states, “being able to use the vocabulary and structures they learn in a meaningful context reinforces what is taught and increases their motivation” (pag. 7). The author said that the best way to develop a better lexicon or vocabulary is refers to the subjects that are applied in the lessons and how this can increase the knowledge of the learners according to the necessities that they show in class.

1.1.2 Teaching English for Specific Purposes in Hospitality and Tourism

Nowadays, English for specific purposes in hospitality and tourism increases the position of the world to the influences of English. The principal fact is for expressing specific terminology that explains the vocabulary that is needed for maintaining a communication with native speakers, not only with tourists, but also whit business. “Based on its status in such a globalized era, English is most commonly the first foreign language to be taught to non-native speakers and it is also the one employed mostly by people traveling and, thus, a key element in the tourism sector” (Minadora, 2013, Pág. 23). This author that suggests the globalization that the acquisition of a foreign language has in life focusing in the development of learning process remarks the influence that has the teaching English for specific Purposes has related to their profession and the expression of a specific terminology in the working area.

1.1.3 The Pedagogical theory of the Socio- Cultural Approach to Language Teaching

According to Vigotsky, (1978)”The Socio- Cultural Approach refers to the human learning processes in general, which includes language learning” (pag.5). According to the author the Socio-Cultural Approach is about the learning and development of interactions. This approach Socio-Cultural approach explains the development of learning and their influence in the learning process among which includes some factors that influence in the development of learning of a foreign language. Remark “Such cultural

and linguistic settings include family life, peer groups, schooling and organized sports activities. In other words, interactions with people and artefacts from the environment are essential in the development of thinking” (Thorne, 2006;1989;2005, Pag. 201).

The Socio-Cultural Theory expresses how important the development process of learns. Also, the comprehension of the learning had in the process of acquisition and how with the use of English for specific purposes in your work environment could increase the opportunities to get more knowledge and development in the specific area.

Argued that the production of language pushes learners to process language more deeply. The situations in which learners prepare to express themselves, before they start speaking or writing, demand paying much more attention to how thoughts are expressed linguistically than is the case in language comprehension activities. Thus, the authors advocate for more opportunities in which students would be able to engage in verbal expression. (Lapkin, 2002 Pag. 31)

1.1.4 Hospitality and Tourism professionals’ English Learning needs

English for Specific Purposes has an extensive lexicon around it, in this the Hospitality and Tourism and other careers or professions more extensive and complicated in the world. Huang Chao-Shain (2008) suggests the model for Tourism and Hospitality English and shows some areas that Tourism includes that are necessary, they are:

- English for Food and Beverage Services
- English for Air Flight Services
- English for Hotel Services
- English for Tour Managers and Guides

Those areas are important for the professionals from Hospitality and Tourism which they need for expressing exactly according to the content or the better expressions for expressing the concept correctly. Whereas there are some styles for the learning terminology and for demonstrating the specific perception with the native speakers.

Furthermore, the vocabulary and the communicative functions with the clients the correct services, the knowledge that the tourist guide about the city and addition curiosities that the tourist want to learn, and lexicon in case of some emergency Chao-shain, (2008). ESPTW (English for Specific Purposes for tourist Workers) focusing in the development

of the knowledge and the increase of the communicative functions for communicate with the native speakers.

1.1.5 English for Tourism Purposes (ETP)

Learning a Foreign Language is the most important thing in the new era and most necessary for the workers and futures worker that are specialize in the Hospitality branches. Furthermore, for the persons that are seeking a job in a company for offer a better service and more if the persons that work in the Hospitality and Tourism environment speak fluently and have a high level of Specific English. being skillful in foreign language skills is necessary for people working in the tourism and hospitality sector. The reason is that it is the means for having communication with foreign tourists and understanding cultural differences. In fact, for those who are seeking employment in the tourism, hospitality and service industry, it is essential to stay highly motivated in order to be accurately fluent in a high level of professional service language. (Leslie & Russell, 2006. pag. 11)

The acquisition of a new language is a fundamental part in the life of children, younger and adult all the persons have the same capacity to learn a foreign language. On other hand in the new century, some of the companies observe the level of English that the workers have.

According to Buhler (1990), “English for tourism is comparable to other languages and can be examined by principal properties such as functions, structures, and tenses. In fact, English for tourism is a structured language and follows definite grammar rules”. Pág.11.

The comparison of General English and English for Tourism are that ETP focusing in the properties as structures, ways to be communicated, tenses, and different vocabulary that the workers of Hospitality and Tourism use commonly in the daily life is essential in their profession, for that reason ETP is totally different that other language.

1.1.6 Tourism and Hospitality Studies (THS)

The study of tourism and hospitality also increase some opportunities for students to develop their general intellectual capacities for linguistic skills. For example, it promotes communication skills, interpersonal skills, problem solving skills and decision-making skills, etc. THS is a group of important fields that involves a variety of disciplines in a

direct or indirect way related to the understanding better of tourism. Study something related to your career or specialty. On other hand, to increase your knowledge and ways of communicating. Not only does the language improve your confidence and your skills as a professional to provide a better service.

1.1.7 Tourism, Hospitality and Leisure Services

To offer a service is more significant than normal but for people who are visitors or tourists. That is the main objective of the students of Hospitality and Tourism or the Tourist workers to help express better the needs and offer a specific service to get better comments

Mcintosh, Goeldner, and Ritchie (1995) “noted that tourism embraces virtually all aspects of human life and society. Tourism is a major economic activity of the travel, lodging, retail, entertainment subsector, and many other subsectors that supply tourist needs”. Pág.5. Therefore, tourism is not only based on ways of communicating or helping tourists, they must know how to understand the environment that surrounds them, languages, cultures, economy, entertainment are fundamental branches that workers in tourism must cover to offer and publicize their high knowledge in communication.

1.1.8 Materials Resources Design for ESPTW

The design of materials for specific purposes is the definition about the development of the skills for the workers of hospitality and tourism, in addition, the materials designed may improve the knowledge, the vocabulary and the communicative functions with the lexicon, terminology and the needs to improve the learning of a foreign language and the development of the necessary skills to work in an environment related to the world focusing on the Tourism, that it guides follow the lexicon in the specific communication.

Marton and Saljo (1997), cited in Entwistle, (2001) introduced the term ‘approach to learning’ based upon two different perspectives: 'deep learning' and 'surface learning'. Deep learning is “active engagement with the content, leading to extensive elaboration of the learning material while seeking personal understanding”, whereas surface learning is “the use of routine memorisation to reproduce those aspects of the subject matter expected to be assessed” Pág.31.

Another important issue regarding materials is that they should be used as sources: “The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be strong for any form of teaching” (Prabhu, 1987, Pag. 81)

Since the point of view of the author, the design of materials for ESPTW improves the learning of most specific vocabulary and focuses on the task-based teaching. Furthermore, it increases of self-confidence and motivation to be active in communication among people.

1.1.9. Task based teaching

Task-based language teaching (TBLT) is a broadly defined approach to language teaching research and practice that uses task as a unit of analysis for research and practice in communicative language teaching. It has been situated within experiential ‘learning by doing’ educational philosophy espoused by Dewey and others (Long, 2015; Samuda & Bygate, (2008).

The task-based teaching or task-based learning is a methodology that develop the knowledge that the learners have for improving the skills in different ways according to that would maintain the communication with the environment more specifically in the place that are specialized.

According to the subject that are related with the necessary lexicon to work in a company or other place, also with the tourist workers that need the specific terminology for communicating with the native speakers.

Kumaravadivelu (1993) argued that ‘methodology becomes the central tenet of task-based pedagogy’ (Pag. 73), since the goal is to allow learners to navigate their own paths and routes to learning. However, these arguments ignore the fact that a task-based curriculum still involves making decisions about content (i. e. what tasks to include in the syllabus and methodology (i. e. how the tasks will be used in the classroom), Thus, it is important to maintain the distinction in discussions of task-based teaching.

1.1.10. Task based teaching to ESPTW

The method of Task based teaching is essential to improve better the skills of the students of Hospitality and Tourism that are studied to convert in Tourist workers that considered the necessities that have to acquire a new language more than only General English something more specific that are specific terms to express in a best way the ideas and opinions or in the case of tourist workers a best way to feel motivated and confidence with the knowledge that their acquired

“Into the learning approaches of European business students at Dublin City University found that a deep approach to learning was generally the dominant approach, with the strategic/instrumentalist approach being less favored”. Research by (Byrne, 2002, pag. 49)

The position of the development of learning English focusing on the implementation of any material to increase the vocabulary and reinforce the capacities of the students or workers with some didactic strategies favor the linguistic skills in the tourism environment.

“Real-world language used in pedagogic tasks might be determined through a needs analysis involving analysis of tasks performed in workplaces, in the case of English for specific purposes“ (Long, 2015 Pág.7). With these argument that the author refers to the acquisition of English for Specific Purposes demonstrated what important for some students and institutions is the implementation of some specific vocabulary and lexicon to develop more the attitudes and increase the self-confidence with the environment to express with words that are related with the branch that they are focusing with cognitive process that improve the interaction, the way to solving problems in different situation put into their knowledge. The use of specific ways to communicate with others or express exactly the opinions about something, can increase better the development of the skills in the life of any student or worker. There are some branches of ESP focused on some subjects and the use of exact words according to what they want to express, in the case of Hospitality and Tourism students or workers are more focused on best ways to communicate or express with specific vocabulary at any services.

1.1.11 The Implications of ESP in Hospitality Industry

Hospitality Industry is based on the requirements and specific needs in the implementation of the best professionals in the ambit of Hospitality and Tourism. Furthermore, focusing in the diversification of some courses that was standardized in specific topics related to some ways to communicate in the industry of Hospitality in a professional environment and how fundamental is the acquisition of a Specific English focusing on their career. Hong, (2014) proposed that hotels for international tourists are to provide highly professional services which key's factor for success lies in addressing human needs. According to this, English could be taken as the professional and training skill for undergraduate hospitality management. Among the demands of professionals English, some universities or colleges put more effort in the learning of the students to improve the level and the way to they acquired a foreign language with more specific vocabulary.

The English curriculum for hospitality not only focuses on teaching objectives and learning outcomes of students/learners, it also emphasizes on the key to enhance students and learners' levels of English proficiency. Based on the viewpoints, the instructors can direct their effort to the most urgent needs students will have as professionals in industrial sectors Chang, (1995). This author has established the principal objectives that are essential for design courses, focused in the level of English and the most important needs.

1.1.12 Characteristics and features of ESP and ETP courses

When designing, a course we need to take clear of the goals that want to obtain during the process of put in practices the course focusing on the ambits that are related and principal the tasks and activities that are included in the course. According to (Burda & Edwards, 1996; 2000, Pág. 67), when is designed a curriculum for ESP courses in the field of ETP (English for Tourism Purposes) learning tasks and activities should have a high value, it means, "learners could be able to use what they have learned to perform their jobs more effectively" Pág.67, As a teacher it cannot be designed a course if he/she does not know something about the principal objective of the course and about what he/she wants to teach in it. It is necessary to know the skills and difficulties that the students have and how they can have improved their linguistic abilities.

1.2. Previous Studies

Many professionals reinforce the problems that exist for the lack of a specific lexicon that could improve the knowledge that they have in daily routines.

Pinelopi, (2015) suggests that a particular communication among professionals, students or native speakers add that it is necessary to implement a specific terminology and with that develop the vocabulary according to the necessities with services and all the ambits that a professional from hospitality and tourism need, the author that shares this project comments some strategies that considered are useful in English for tourism and comments that a specific lexicon in the tourism is essentially engaged in jobs related to the industry of tourism and the service that are focusing in that.

The author searches that based on some courses it is an important implementation in teaching English for Specific Purposes and the point to contain many different subjects that considered are necessary in the career for preparing good professionals.

Another important point is the observation in the highest levels from general English and the use of idioms in their careers and how it is very important for the learning process of them. According to the Spanish language has the same importance in other parts, for instance this study enfacing in the use of the language in life, but nowadays most of the younger learners do not observe the importance that the English language has around the world and more important in their careers Chillambo, (2015).

Marton and Saljo, (1997;2001) suggest some important terms to develop better the learning focusing on the characteristics and preferences of the students and as a teacher observed the increase with the contents and the elaboration of specific material for creating a better learning environment and the vocabulary and exercises that can improve the skills, memorization and active participation

The first point that the author stablished is the development of the characteristics of the students for their benefits it for increasing their capacities as future professionals to express better the ideas or thoughts that they want to share with others.

Another important thing is the point of view of the author that observe into the learning process of the students focusing on business in Europe observing the domain that a

language learning focusing on their branches create better opportunities for them with the use of didactic strategies that can create a better zone to improve their skills. Byrne (2002). Many professionals past with problems with the communication of tourist or visitors that need a person to know a specific vocabulary according with the necessities that they have and according to that the future professionals can observe how to develop better their linguistic skills as vocabulary, communicative functions and lexicon.

1.3. Legal Foundation

Education is the basic more important thing in the life of children or younger learners and shows how it is obligatory for all the persons that want to learn something interesting and useful for their future development in a good way for them and free without restrictions. In the educational process there are some branches that are important in the learning process of the younger learners, beside these branches influence in the improvement of the student's community.

Article 77 comments that the system of education is basic and principal part in the education expressing the rights that the poorer communities and the indigenous are had in education, "Art. 77.- Sistema de Educación Intercultural Bilingüe. -..... El Sistema de Educación Intercultural Bilingüe (SEIB). Because at the same time they are persons like the important persons and the people that live in the center of the city, the system of education express and share that the all persons are equal with the same laws and rights and most important all of persons have the total liberty to learn.

All the persons that live in the city or in Ecuador have the same opportunity to learn with the same dedication as a poor institution or an institution in the high range of the society all have the rights to learn the same topics and more specific learn the English because is the fundamental subject in the life of every student. According with all the articles focusing in the education all the persons have the right to study.

The implementation of English in the syllabus demonstrated the importance that have to learn a Foreign Language according with the companies the level of English is the most important thing in the curriculum in the new century.

CHAPTER II: MATERIALS AND METHODS

Type of Investigation

The investigation was carried out with the qualitative and quantitative approach with the 8th level to students of Hospitality and Tourism School in PUCE Esmeraldas in the academic year 2018.

Population and sample

20 students of hospitality and Tourism career at PUCE Esmeraldas, the method that were applied was Analysis and Synthesis.

Methods of Investigation

The methods that were applied in this investigation are:

Analysis and Synthesis: They were used to analyze the bibliography and more relevant of theories for supporting this investigation in a better way with the point of view of some investigators. They were also used to examine the results and integration of the most relevant information about the students' needs.

Techniques of investigation

Survey: It was applied to the 20 students of the Hospitality and Tourism School at PUCE Esmeraldas in the year 2018

Tools

A questionnaire, which contains seven open and close questions

Operationalization of Variables

Appendix A

Analysis of data

The results were obtained from the application of the survey to the students, according to their needs and the different indicators that are present in the survey. Then the tabulation was done with the use of the Microsoft Excel program and the design of figures.

CHAPTER III: RESULTS

A specific survey with questions focusing on the objectives of the investigation was applied to the students of Hospitality and Tourism about the necessities that the 8th level students have and how they could improve and develop in the learning process

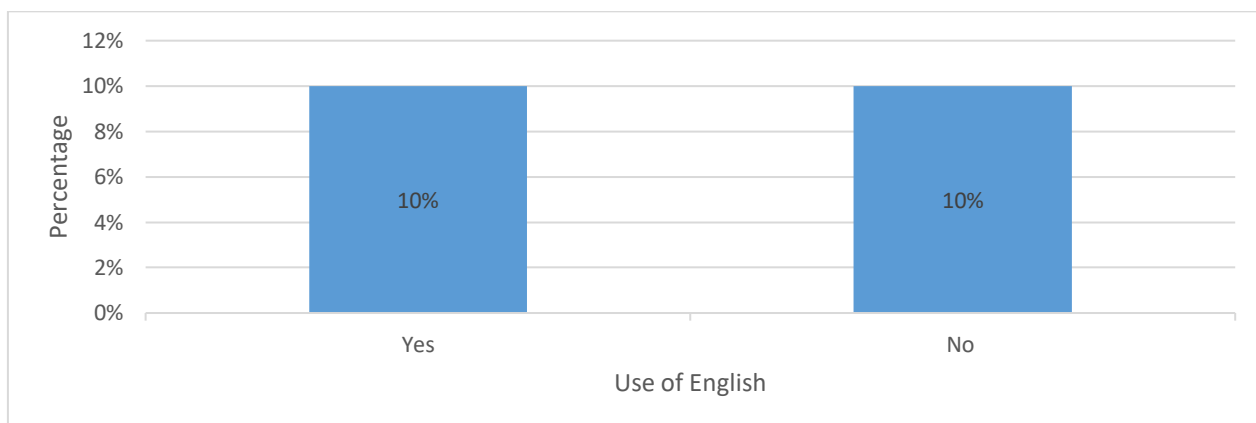


Figure 1. If they speak English

Sources: Survey applied

Figure 1 shows that 10% of the students speak English sometimes and the other 10% that they do not speak English at all in class.

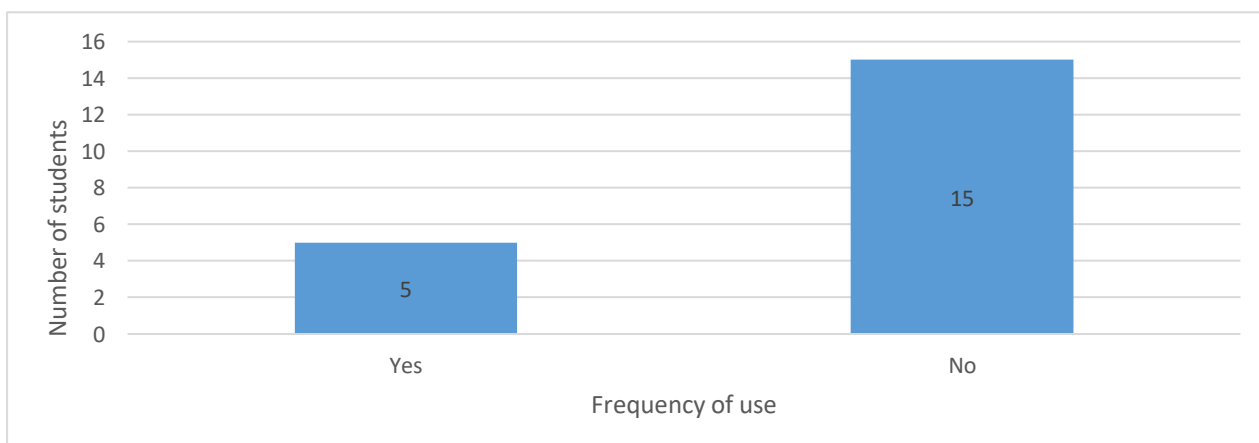


Figure 2. Vocabulary received related to their specialty

Sources: Survey applied

In relation to the vocabulary received the (Figure 2) shows that the 15% of the students do not receive a specific vocabulary related to their specialty mainly in English and the other 5% answered affirmatively that they received a specific vocabulary in their specialty in English, according to the application of the survey.

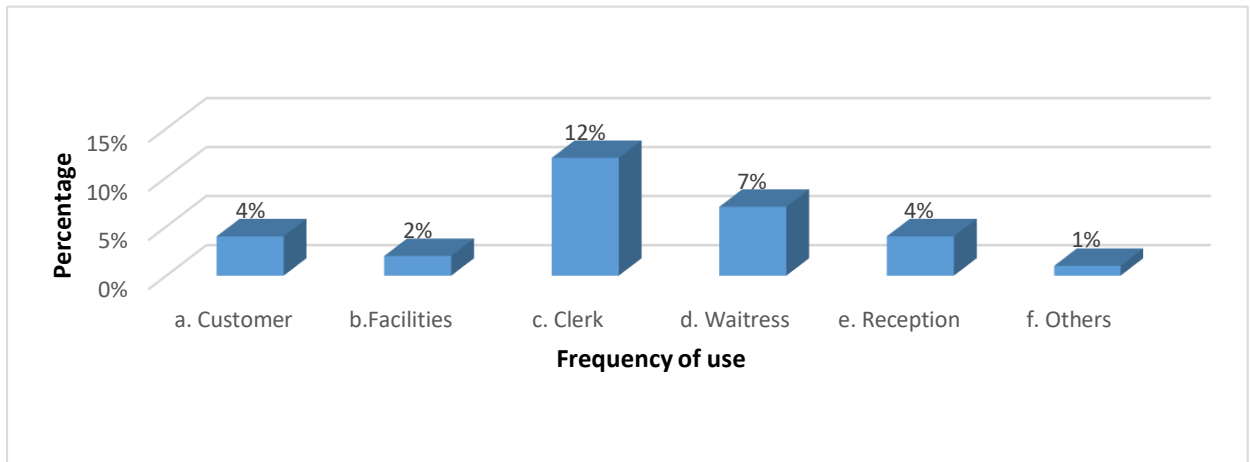


Figure 3. Frequency of use of these words

Sources: Survey applied

According to the vocabulary that the student used in class, (Figure 3) shows the options of the list according to the students needs The 4% selected the word customer, the 2% selected the word facilities, the 12%, most of the students want the meaning of this word, the 7% selected the word Waitress, the other 4% selected the word Reception and the 1% select others options.

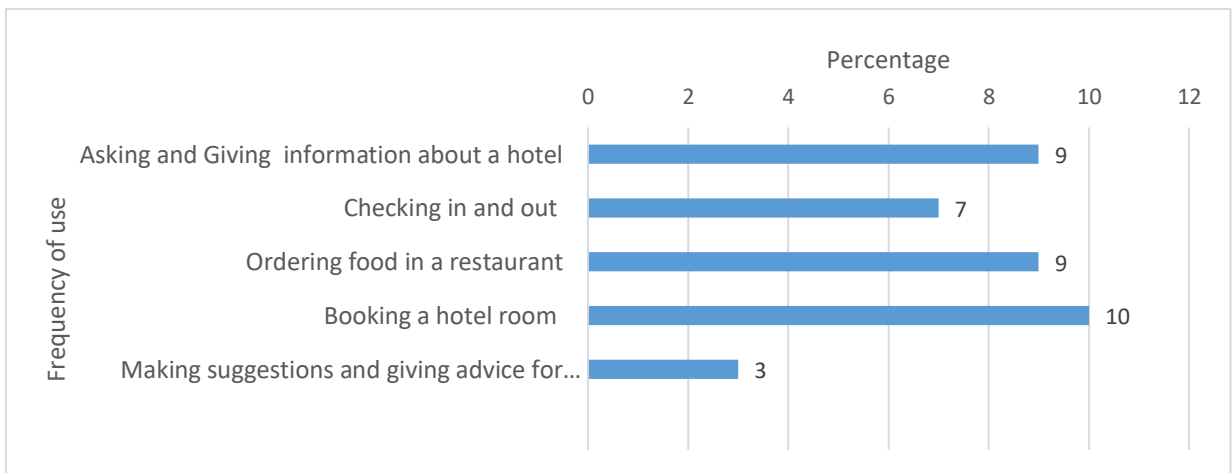


Figure 4. Communicative functions needed for the specialty

Sources: Survey applied

In relation to some ways to obtain information, give instructions or offer a service according to the (Figure 4) shows the basic communicative functions that the students of Hospitality and Tourism need to know with multiple choices. The 9% select Asking and giving Information, the 7% selected the option checking in and out, the 9% selected the option ordering food in a restaurant, the 10% of the students selected the option booking a hotel room and the 3% selected the option making suggestions and giving advice for attractions. The results have demonstrated the specific communicative functions the students need according to their necessities and abilities to develop their skills in a better way.

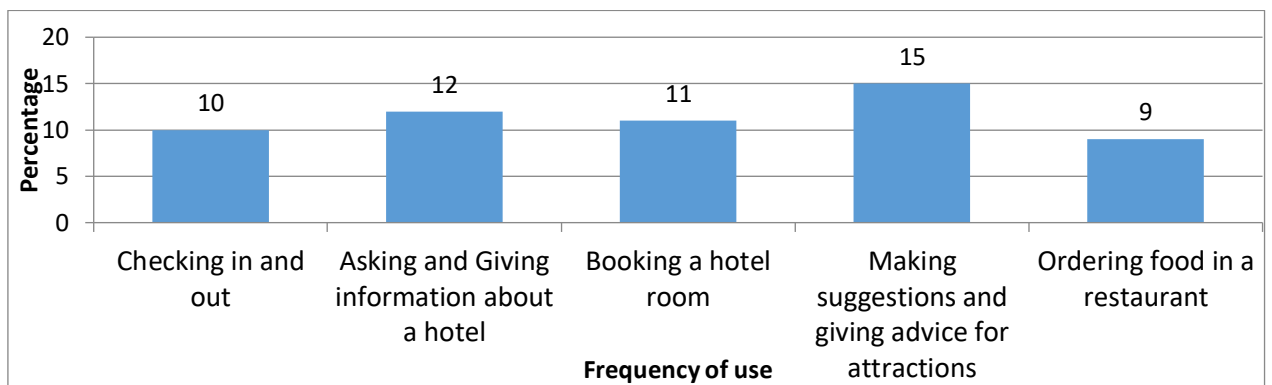


Figure 5. Communicative functions needed

Sources: Survey applied

Figure 5 shows that the 10% selected the option checking in and out, the 12% choose the option asking and giving information about a hotel and the 11% selected the option booking a hotel room, the students with 15% selected the option making suggestions and giving advice for attractions and the rest with 9% choose the option ordering food in a restaurant. So can develop in a better way the purpose in which communicative functions more focusing according to the abilities and necessities.

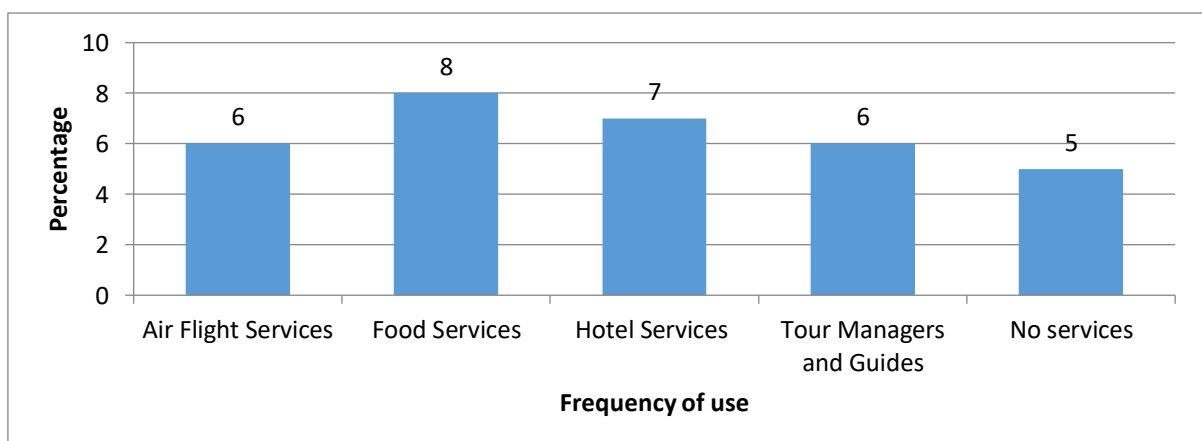


Figure 6. Vocabulary used connected to the specialties

Sources: Survey applied

In relation to the vocabulary used during the survey some of the options according to the (Figure 6) . Showed that the 6% of the students selected the option air flight service, the 8% selected the option food services, the 7% of the students selected the option hotel services, the 6% the option tour managers and guides and the 5% of the students select the option no services. Whith these results it could be noticed vocabulary connected to the specialty that the students need

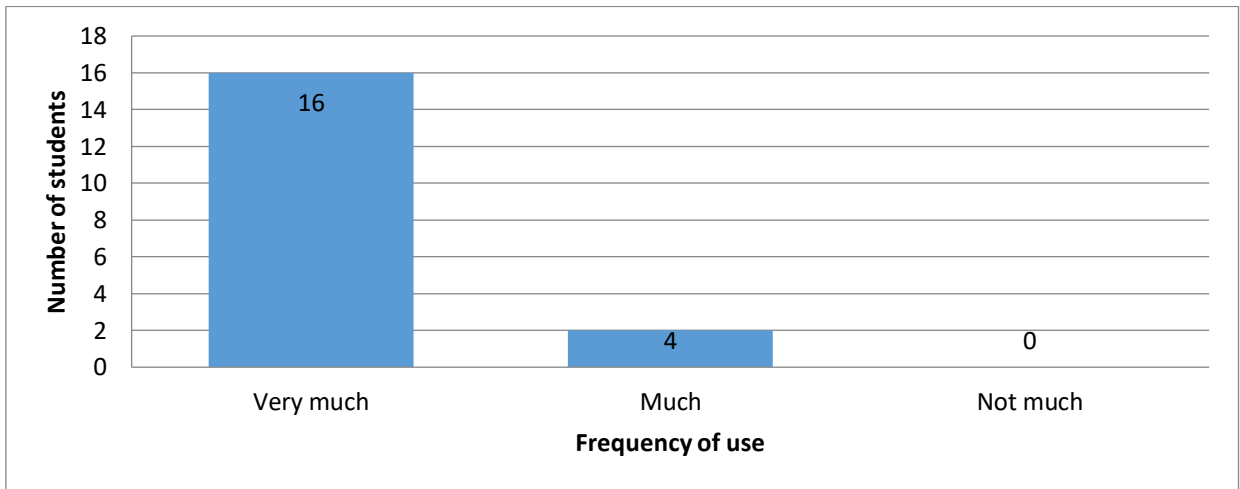


Figure 7. The necessity of a didactic material for developing professional abilities in their professional career

Sources: Survey applied

In the last question of the survey focusing in the opinion that the students have to the implementation of a new material with specific vocabulary, (Figure 7) shows that the majority 16% selected the option very much to the implementation a specific material and the rest with 4%select the option much for the implementation of a didactic material.

CHAPTER IV: DISCUSSION

Most of the results that have been obtained with the application of the survey to the students of Hospitality and Tourism demonstrated the relationship with the objectives and other opinions of some authors that were mentioned in the investigation. Pinelopi (2015) and Chillambo argument that the use of specific vocabulary in the ways to communicate can improve better the linguistic skills of the students and the level of English that have more focusing in the students that are focusing in the ways to offert a service for tourist or visitants the vocabulary and the ways to communicate need to be more extensive that the same words as always need to be more consists with the exactly words that needed. Byrne (2002). Many professionals have problems with the communication of tourist or visitors that need to know a specific vocabulary according with the necessities that they have and according to that the future professionals can observe how to develop better their linguistic skills as vocabulary, communicative functions and lexicon.

The students of Hospitality and Tourism considered that an exact material focused on English for Specific Purposes would be good and efficient for developing their specific knowledge in a better way and the communicative functions that are an important component in their development as professionals.

According to Robinson (2001), the majority of students have difficulties to communicate with different persons about their jobs in English, for the reason that most of them did not receive any type of content or vocabulary that can be related to their career. The author searched that the best way to develop this kind problem, is with the opportunity to put into practice these contents in the environment related to their career. Marton and Saljo, (1997;2001) suggest some important terms to develop better the learning focusing on the characteristics and preferences of the students

Stevens (1998) demonstrated how a design of a course is more than a group of components, it needs to be focused on the branches that are more essential in the development of the course and what the designer wants the students to learn during the development of their linguistic skills. Expresses the view that ESP can help to focus on learner's needs, it is more relevant to the learner, and is successful in imparting learning.

He also implies that an ESP course does not waste time and is more cost-efficient than ‘General English’ courses”. He expresses that a course focused on English for Specific Purposes is a good idea for the development of the knowledge and the way that the learner can communicate better in the environment according to the profession that they have.

CHAPTER V: CONCLUSIONS

- The investigation showed the essential communicative functions to learn English for Specific Purposes, are the following: checking in and out, asking and giving information about a hotel, booking a hotel room, making suggestions and giving advice for attractions and ordering food in a restaurant.
- The creation of a material focusing on the learning of the fundamental vocabulary would be significant for them to develop their linguistic and professional abilities, they are customer, facilities, clerk, waitress, reception, package, accommodation, passports, clients, agency and Travel Agencies.
- Through this investigation students could identify some specific topics related to their specialty which are mainly focused on for their necessities as Tourist workers to demonstrate the importance to learn ETP in the career is fundamental for the improving their knowledge and their linguistics skills.

CHAPTER VI: RECOMMENDATIONS

- The proposal designed could be used by the teachers of English at Hospitality and Tourism career, to improve students' linguistic level.
- Other investigators of this topic could take this investigation as a reference to develop another investigation related to this issue to increase Linguistic ESP.
- To continue this investigation with an experiment by means of which of the didactic material designed may be put into practice for any type of student focus on the Hospitality and Tourism student.

PROPOSAL

DIDACTIC MATERIA FOR ESP TECHING TO HOSPITALITY AND TOURISM

Introduction

Nowadays, practicing the use of a language based on your specialization is fundamental in the increase of your linguistic skills, but if you have a material that facilitates this development as a book or a guide of exercises focused on your career to provide vocabulary and forms to communicate better with your potential clients or workers, using the English language when talking with others or each other in relation with their jobs.

The principal object of this material is the implementation of some exercises in a group that can develop better the linguistic skills and increase a best vocabulary that can get benefits for the students or workers that learn with this material.

How is the material organized?

The material is organized with the principal four skills according with the necessities of the students with exercises with new vocabulary and new forms to communicate to offer a service, each exercise is based on the needs of the students have.

Vocabulary

The specific vocabulary according to the necessities of them is based on principal vocabulary, complete with words that need to know, how to communicate with a native person with, they can use some words of this material to help others or offer a best service that others .

TRAVEL AND TOURISM

Objective: students will learn the vocabulary related to traveling and tourism.

Skill: Reading comprehension

- Reading for information

9. Read the following text

Travel and tourism provide services of all types for both inbound and outbound travelers, and have become one of the world's fastest growing industries. International travel and tourism are the world's largest export earner and an important factor in the balance of payments of most nations. The market is increasingly diverse, covering not only traditional sunshine tourism and business trips but also many new types of travel that have developed in recent years. Tourism has become one of the world's most important sources of employment. It covers a wide range of jobs, including all branches of the travel industry, hospitality in hotels and restaurants, entertainment and recreation, as well as the tourist attractions in a particular region. Areas of work include Tour Operators, Travel Agencies, Tourist Boards and Tourist Information Centers, Transport Companies, Tour Guides, Tourist Attractions. (Travel and Tourism, 2011)

a). Circle the correct answer according to the reading

- a. For many countries tourism is an important source of income.
- b. Tourism is not an important factor in the economy of most countries.
- c. The travel and tourism industry is no longer growing.
- d. Travel and tourism means sunshine tourism and business trips.
- e. Travel and tourism means more than sunshine tourism and business trips.
- f. No new types of tourism have developed in recent years.

2. Read the following text and complete it with the words from the list.

_____ are link between travellers and companies selling holidays, transport and _____. Travel Agency Consultants advise _____, suggest particular holidays or resorts and make booking arrangements either by telephone or computer. They help travellers who do not want _____ holidays to plan the journey and then book air, rail or ferry tickets and accommodation. Their work involves general paperwork and accepting cash, cheques or credit card payments. They also offer _____s information about _____, visas and vaccinations, and offer other services e.g. holiday insurance, travelers' cheques and foreign currency. Travel clerks are sales people and have to meet sales targets that the manager of the _____ has set.

List: **customers, package, accommodation, passports, clients, agency Travel Agencies,**

Link: <https://langschoool.eu/courses/advanced-en/unit06.en.html>

Skills: Speaking

- Picture interpretation

3. Look at the pictures, describe each one with you partner (pair work)

Answer these questions:

- How many people are there in each picture?**
- Where do you think they are?**
- Which service do you think they are asking for?**
- What do you think they are saying in each of the picture?**
- Which service do you think is the most important? Why?**





4. Select the correct option about the question

1.

What is the opposite of check-in?

check-out

check-off

check-it-out

check-on

2.

If you want to make a reservation, you should call ____.

the doorman

the bartender

the receptionist

the police

3.

In many countries porters expect a ____ when they serve you.

tip

pat on the back

smack

kiss

Link: <https://www.vocabulary.cl/Games/Hotels.htm>

5. Write the correct word to complete each of the following sentences. Choose from the following options:

Changed, upfront, view, exchange, bring, noisy, free, mini, locked, reception.

Can you get someone to our bags to our room?

Are the sheets every day?

We didn't take anything from the -bar.

I my key in my room.

Do I leave the key at the desk?

Do I have to pay (= in advance) ?

Is there somewhere I can money around here?

The fan is really . Can I turn it off?

Is this service , or do I have to pay for it?

The is fantastic. We can see the whole city!

Link: <https://www.learnenglishfeelgood.com/travelenglish/travel-phrases-hotel-general1.html>

6. Choose the correct words/phrases to complete the following conversation at the airport:

CHECK-IN WORKER: Hi. Where are you flying today?

YOU: Hi, I'm flying to Miami, but I need a ticket... Can I _____ here?

- buy
- get
- buy one

CHECK-IN WORKER: No, you'll have to go to the ticket counter... That's over in terminal 3.

YOU: How _____?

- do I get there
- do I come to it
- can I be there

CHECK-IN WORKER: You can walk there. The terminals are connected. Just turn right and go all the way to the end of this terminal and you'll be in Terminal 3.

(YOU LEAVE AND GO TO THE TICKET COUNTER)

YOU: Hi there. I _____ a ticket here?

- told me that I can
- will buy
- was told I could buy

TICKET COUNTER WORKER: Yes you can. Where to?

YOU: I need a ticket to Miami, please, for today _____.

- perhaps
- if possible
- can be

TICKET COUNTER WORKER: All right.... Yes, I can get you on the flight at 7:00 PM tonight, which arrives in Miami at 10:00 PM. This ticket is \$650.

YOU: Do you have anything _____?

- less
- cheaper
- so expensive

TICKET COUNTER WORKER: No, not on such short notice, sir. That's the lowest price I can get you for today or tomorrow.

Link: <https://www.learnenglishfeelgood.com/travelenglish/english-travel-airport3.html>

7. Complete the paragraph on the with the PAST TENSE forms of verbs.

Board serve check-in fasten find watch

Land sit take take-off wait

My Flight to London Dear Sylvia, Last month was my first time to fly by myself. I was a little nervous, but it was exciting! First, I (1)_____ a taxi to the international airport terminal. Then, I (2)_____ at the check-in counter and (3)_____ to the departure lounge at Gate 64. I was early, so I didn't have to wait a long time to go through immigration and security. I (4)_____ in the

9. Choose the correct QUESTION for the ANSWER that's given. What did the person ask to get this answer?

1) ANSWER: No, it's included in the price of the room.

QUESTION:

- Do I have to pay for breakfast?
- Where is my key?
- Do I have to pay for the room at check in?

2) ANSWER: In the restaurant next to the reception desk.

QUESTION:

- Is breakfast included in the price?
- What time is breakfast served?
- Where is breakfast served?

3) ANSWER: Between 7:00 AM and 10:00 AM.

QUESTION:

- What time is breakfast served?
- Where is breakfast served?
- Is breakfast included in the price?

4) ANSWER: Yes, you can.

QUESTION:

- Where is the kitchen?
- Can I use the kitchen?
- Is the restaurant open?

5) ANSWER: No, I'm sorry, we're full.

QUESTION:

- Do you have any free rooms?
- Can I use the kitchen?
- What time is breakfast served?

6) ANSWER: No, but each room has a ceiling fan.

QUESTION:

- Where can I exchange money?
- Does the room have air conditioning?
- Is this service free?

7) ANSWER: There is a bank that's right outside the hotel to the right.

QUESTION:

- Where can I exchange money?
- Is breakfast included in the price?
- What time is breakfast served?

8) ANSWER: You have to press "9" on your phone.

QUESTION:

- Where can I exchange money?
- How do I check my messages?
- What time does the restaurant open?

9) ANSWER: Yes, you can leave them in the storage room next to the restaurant.

QUESTION:

- Did you give me back my passport?
- Can you call me a cab?
- Can I leave my bags here?

10) ANSWER: No, not yet. Here it is.

QUESTION:

- Did you give me back my passport?
- Where is the kitchen??
- Can I leave my bags here?

Link: <https://www.learnenglishfeelgood.com/travelenglish/hotel-questions-answers1.html>

1. Choose the correct option

The screenshot shows a language learning interface. At the top, there is a text input field containing the word "Maleta". Below this field is a purple button with the number "1". Underneath the button is a list of five options, each in a separate row with a numbered box on the left:

1	Frontier ; Border
2	Suitcase
3	Organized tour
4	Waiting room
5	Return ticket

Turismo

2

1	Luxury hotel
2	Visa
3	Tourism
4	Waiting room
5	Ticket office

Oficina de objetos perdidos

3

1	Information office
2	Tourism
3	Hostel
4	Journey ; Trip
5	Lost property office

Viaje de negocios

4

1	Map
2	Holiday
3	Business trip
4	Ticket machine
5	Tourist

Itinerario

5

1	Route
2	Itinerary
3	Half board
4	Honeymoon
5	Passport

Tarjeta de identidad

6

- | | |
|---|-----------------|
| 1 | Single room |
| 2 | Hand luggage |
| 3 | Passport |
| 4 | State-run hotel |
| 5 | Identity card |

Destino

7

- | | |
|---|-----------------------------|
| 1 | Excursion ; Outing |
| 2 | Return journey ; Round trip |
| 3 | Business trip |
| 4 | Travelling bag |
| 5 | Destination |

Exceso de equipaje

8

- | | |
|---|----------------------|
| 1 | Excess baggage |
| 2 | Route |
| 3 | Lost property office |
| 4 | Organized tour |
| 5 | Car's documents |

Link: <http://iteslj.org/v/s/cwlb20.html>

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APPENDICES

APPENDIX A: Operationalization of variables

VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
Hospitality and Tourism Didactic Material (IV)	It is a material that contain ESP, focused on Hospitality and Tourism and the implementation of principal lexicon that around the world is necessary in the professional work	It is the implementation of a new material for teaching specific lexicon for Hospitality and Tourism professionals, with a specific methodology	Methodology	<ul style="list-style-type: none"> • Task based learning • Communicative activities • Translations • Topics • Vocabulary
Teaching English for Specific Purposes to Hospitality and Tourism (DV)	Based on its status in such a globalized era, English is most commonly the first foreign language to be taught to non-native speakers and it is also the one employed mostly by people	English for Specific Purposes in Hospitality and Tourism increases the position of the world to the influences of English. The principal fact is for expressing specific terminology that explains the	<ul style="list-style-type: none"> • Lexicon for Hospitality and Tourism • Communicative Functions 	<ul style="list-style-type: none"> • Customers • Tourist • Clerk • Facilities • Waitress • Reception • Asking and giving

	<p>traveling and, thus, a key element in the tourism sector”.</p>	<p>vocabulary that need for maintaining a communication with native speakers, but not only with the tourist, but also business.</p>		<p>information about hotel</p> <ul style="list-style-type: none"> • Ordering food in a restaurant • Checking in and out
			<p>Hospitality and Tourism English themes</p>	<ul style="list-style-type: none"> • Air Flight Services • Food Services • Hotel Services • Tour Managers and Guides

Appendix B: Survey



Pontifical Catholic University of Ecuador in Esmeraldas

Applied Linguistics in English Teaching

Survey applied to students of Hospitality and Tourism

Objective: To determine the Language learning needs of the Hospitality and Tourism School students in the English language

Please, read all the questions, read them correctly and answer them.

1. Do you speak English?

Yes

No

2. Have you received any vocabulary related to your specialty in your English lessons?

Yes

No

3. Underline the words from the list that you think you need their meaning.

- a. Customer
- b. Facilities
- c. Clerk
- d. Waitress
- e. Reception
- f. Others _____

4. Which of these communicative functions have you practiced in your lessons?

Asking and Giving information about a hotel	
Checking in and out	
Ordering food in a restaurant	
Booking a hotel room	
Making suggestions and giving advice for attractions	

5. Select each communicative functions from the list you think you need to know.

- 2. Checking in and out__
- 3. Asking and Giving information about a hotel__
- 4. Booking a hotel room__
- 5. Making suggestions and giving advice for attractions__
- 6. Ordering food in a restaurant__

6. Have your teachers of English ever tried some vocabulary connected to the following services? Select which one.

Air Flight Services	
Food Services	
Hotel Services	
Tour Managers and Guides	
No services	

7. Do you consider it would be necessary a didactic material with specific vocabulary and communicative functions for developing the communicative professional abilities in your future career?

Very much

Much

Not much

Appendix C: Proposal



DIDACTIC MATERIA FOR ESP TECHING TO HOSPITALITY AND TOURISM

Introduction

Nowadays, practicing the use of a language based on your specialization is fundamental in the increase of your linguistic skills, but if you have a material that facilitates this development as a book or a guide of exercises focused on your career to provide vocabulary and forms to communicate better with your potential clients or workers, using the English language when talking with others or each other in relation with their jobs.

The principal object of this material is the implementation of some exercises in a group that can develop better the linguistic skills and increase a best vocabulary that can get benefits for the students or workers that learn with this material.

How is the material organized?

The material is organized with the principal four skills according with the necessities of the students with exercises with new vocabulary and new forms to communicate to offer a service, each exercise is based on the needs of the students have.

Vocabulary

The specific vocabulary according to the necessities of them is based on principal vocabulary, complete with words that need to know, how to communicate with a native person with, they can use some words of this material to help others or offer a best service that others .

TRAVEL AND TOURISM

Objective: students will learn the vocabulary related to traveling and tourism.

Skill: Reading comprehension

- Reading for information

1. Read the following text

Travel and tourism provide services of all types for both inbound and outbound travelers, and have become one of the world's fastest growing industries. International travel and tourism are the world's largest export earner and an important factor in the balance of payments of most nations. The market is increasingly diverse, covering not only traditional sunshine tourism and business trips but also many new types of travel that have developed in recent years. Tourism has become one of the world's most important sources of employment. It covers a wide range of jobs, including all branches of the travel industry, hospitality in hotels and restaurants, entertainment and recreation, as well as the tourist attractions in a particular region. Areas of work include Tour Operators, Travel Agencies, Tourist Boards and Tourist Information Centers, Transport Companies, Tour Guides, Tourist Attractions. (Travel and Tourism, 2011)

a). Circle the correct answer according to the reading

- a. For many countries tourism is an important source of income.
- b. Tourism is not an important factor in the economy of most countries.
- c. The travel and tourism industry is no longer growing.
- d. Travel and tourism means sunshine tourism and business trips.
- e. Travel and tourism means more than sunshine tourism and business trips.
- f. No new types of tourism have developed in recent years.

2. Read the following text and complete it with the words from the list.

_____ are link between travellers and companies selling holidays, transport and _____. Travel Agency Consultants advise _____, suggest particular holidays or resorts and make booking arrangements either by telephone or computer. They help travellers who do not want _____ holidays to plan the journey and then book air, rail or ferry tickets and accommodation. Their work involves general paperwork and accepting cash, cheques or credit card payments. They also offer _____s information about _____, visas and vaccinations, and offer other services e.g. holiday insurance, travelers' cheques and foreign currency. Travel clerks are sales people and have to meet sales targets that the manager of the _____ has set.

List: **customers, package, accommodation, passports, clients, agency Travel Agencies,**

Link: <https://langschoool.eu/courses/advanced-en/unit06.en.html>

Skills: Speaking

- Picture interpretation

3. Look at the pictures, describe each one with you partner (pair work)

Answer these questions:

- How many people are there in each picture?**
- Where do you think they are?**
- Which service do you think they are asking for?**
- What do you think they are saying in each of the picture?**
- Which service do you think is the most important? Why?**





4. Select the correct option about the question

1.

What is the opposite of check-in?

check-out

check-off

check-it-out

check-on

2.

If you want to make a reservation, you should call ____.

the doorman

the bartender

the receptionist

the police

3.

In many countries porters expect a ____ when they serve you.

tip

pat on the back

smack

kiss

Link: <https://www.vocabulary.cl/Games/Hotels.htm>

5. Write the correct word to complete each of the following sentences. Choose from the following options:

Changed, upfront, view, exchange, bring, noisy, free, mini, locked, reception.

Can you get someone to our bags to our room?

Are the sheets every day?

We didn't take anything from the -bar.

I my key in my room.

Do I leave the key at the desk?

Do I have to pay (= in advance) ?

Is there somewhere I can money around here?

The fan is really . Can I turn it off?

Is this service , or do I have to pay for it?

The is fantastic. We can see the whole city!

Link: <https://www.learnenglishfeelgood.com/travelenglish/travel-phrases-hotel-general1.html>

7. Choose the correct words/phrases to complete the following conversation at the airport:

CHECK-IN WORKER: Hi. Where are you flying today?

YOU: Hi, I'm flying to Miami, but I need a ticket... Can I _____ here?

- buy
- get
- buy one

CHECK-IN WORKER: No, you'll have to go to the ticket counter... That's over in terminal 3.

YOU: How _____?

- do I get there
- do I come to it
- can I be there

CHECK-IN WORKER: You can walk there. The terminals are connected. Just turn right and go all the way to the end of this terminal and you'll be in Terminal 3.

(YOU LEAVE AND GO TO THE TICKET COUNTER)

YOU: Hi there. I _____ a ticket here?

- told me that I can
- will buy

was told I could buy

TICKET COUNTER WORKER: Yes you can. Where to?

YOU: I need a ticket to Miami, please, for today _____.

- perhaps
- if possible
- can be

TICKET COUNTER WORKER: All right.... Yes, I can get you on the flight at 7:00 PM tonight, which arrives in Miami at 10:00 PM. This ticket is \$650.

YOU: Do you have anything _____?

- less
- cheaper
- so expensive

TICKET COUNTER WORKER: No, not on such short notice, sir. That's the lowest price I can get you for today or tomorrow.

Link: <https://www.learnenglishfeelgood.com/travelenglish/english-travel-airport3.html>

7. Complete the paragraph on the with the PAST TENSE forms of verbs.

Board **serve** **check-in** **fasten** **find** **watch**

Land **sit** **take** **take-off** **wait**

My Flight to London Dear Sylvia, Last month was my first time to fly by myself. I was a little nervous, but it was exciting! First, I (1)_____ a taxi to the international airport terminal. Then, I (2)_____ at the check-in counter and (3)_____ to the departure lounge at Gate 64. I was early, so I didn't have to wait a long time to go through immigration and security. I (4)_____ in the departure lounge for about 25 minutes and then I showed my passport and boarding pass before I (5)_____ the plane. After I boarded the plane, I walked along the aisle and (6)_____ my seat, and then I (7)_____ down and (8)_____ my seat belt. I was lucky because my seat was a window seat, so I could look outside as the plane (9)_____. After a few hours, the flight attendants (10)_____ us dinner, and then I talked to the passenger sitting next

1) ANSWER: No, it's included in the price of the room.

QUESTION:

- Do I have to pay for breakfast?
- Where is my key?
- Do I have to pay for the room at check in?

2) ANSWER: In the restaurant next to the reception desk.

QUESTION:

- Is breakfast included in the price?
- What time is breakfast served?
- Where is breakfast served?

3) ANSWER: Between 7:00 AM and 10:00 AM.

QUESTION:

- What time is breakfast served?
- Where is breakfast served?
- Is breakfast included in the price?

4) ANSWER: Yes, you can.

QUESTION:

- Where is the kitchen?
- Can I use the kitchen?
- Is the restaurant open?

5) ANSWER: No, I'm sorry, we're full.

QUESTION:

- Do you have any free rooms?
- Can I use the kitchen?
- What time is breakfast served?

6) ANSWER: No, but each room has a ceiling fan.

QUESTION:

- Where can I exchange money?
- Does the room have air conditioning?
- Is this service free?

7) ANSWER: There is a bank that's right outside the hotel to the right.

QUESTION:

- Where can I exchange money?
- Is breakfast included in the price?
- What time is breakfast served?

8) ANSWER: You have to press "9" on your phone.

QUESTION:

- Where can I exchange money?
- How do I check my messages?
- What time does the restaurant open?

9) ANSWER: Yes, you can leave them in the storage room next to the restaurant.

QUESTION:

- Did you give me back my passport?
- Can you call me a cab?
- Can I leave my bags here?

10) ANSWER: No, not yet. Here it is.

QUESTION:

- Did you give me back my passport?
- Where is the kitchen??
- Can I leave my bags here?

Link: <https://www.learnenglishfeelgood.com/travelenglish/hotel-questions-answers1.html>

7. Choose the correct option

Maleta

1

1	Frontier ; Border
2	Suitcase
3	Organized tour
4	Waiting room
5	Return ticket

Turismo

Skip this Question

1	Luxury hotel
2	Visa

2

Oficina de objetos perdidos

3

1	Information office
2	Tourism
3	Hostel
4	Journey ; Trip
5	Lost property office

Viaje de negocios

4

1	Map
2	Holiday
3	Business trip
4	Ticket machine
5	Tourist

Itinerario

5

1	Route
2	Itinerary
3	Half board
4	Honeymoon
5	Passport

Tarjeta de identidad

Skip this Question

1	Single room
2	Hand luggage
3	Passport

6

Destino

7

1	Excursion ; Outing
2	Return journey ; Round trip
3	Business trip
4	Travelling bag
5	Destination

Exceso de equipaje

8

1	Excess baggage
2	Route
3	Lost property office
4	Organized tour
5	Car's documents

Link: <http://iteslj.org/v/s/cwlb20.html>