



UNIVERSIDAD DE QUINTANA ROO

**División de Estudios Internacionales
y Humanidades**

**PROPUESTA DE LOS PROGRAMAS DE ESTUDIOS
DEL COMPONENTE DE INGLÉS EN LA
ESPECIALIDAD DE TURISMO PARA SU
APLICACIÓN EN EL BACHILLERATO TÉCNICO
CECYTEQROO**

TRABAJO MONOGRÁFICO
Para obtener el grado de
Licenciado en Lengua Inglesa

PRESENTA
Gabriel Ángel Lira Gutiérrez

SUPERVISORA:
M. A. Ma. Isabel Hernández Romero

Chetumal, Quintana Roo de 2001




UNIVERSIDAD DE QUINTANA ROO

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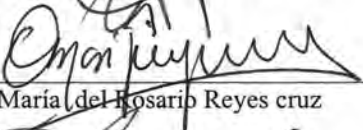
LICENCIADO EN LENGUA INGLESA

COMITÉ:

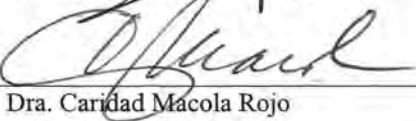
SUPERVISORA:


M.A. Ma. Isabel Hernández Romero

ASESOR:


M.C. María del Rosario Reyes cruz

ASESOR:


Dra. Caridad Macola Rojo

Chetumal, Quintana Roo. Julio de 2001

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Background

As we enter a new millennium, the ability and the need to understand and communicate with each other has become increasingly important, at times even urgent. An international exchange of ideas - from environmental issues such as the thinning ozone layer and the warming of the planet, to medical topics such as genetic engineering, to political crises - is essential.

To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills: for these students, usually adults, courses that fall under the heading English for Specific Purposes (ESP) hold particular appeal.

ESP programs focus on developing communicative competence in a specific field, such as aviation, business or technology.

Some courses prepare students for various academic programs: English for Science and Technology, and Pre-MBA English.

Others prepare students for work in fields such as law, medicine, engineering, graphic design or tourism.

In Quintana Roo, the need of having ESP courses focus on Tourism is a fact. For that reason, designing well-structured syllabuses and courses is very important.

Since administrators and students in "preparatorias tecnicas" in Chetumal, Quintana Roo are not familiar with ESP and syllabus design, it is necessary to create new paths in the curricular innovation.

This curricular innovation has to be done based on clear principles, needs analysis, approaches, clear objectives, appropriate content and materials which help the students to provide with tools for having meaningful and real communication in their work fields.

The purpose of this work is to analyze, determine, modify, and propose a well-designed syllabus for the English courses offered in CECYTE.

DESCRIPTION OF CECYTE SYSTEM

CECYTE (Colegio de Estudios Científicos y Tecnológicos del Estado de Quintana Roo) is a “bachillerato that trains technicians in the areas of Tourism, Computers and Electricity. This system has been in the state for more than four years. By this moment, CECYTE has two facilities in Cancun, one in Playa del Carmen, one in Tulum and another one in Chetumal.

The purpose of the tourism “bachillerato” is to provide the students with the different tools in order to integrate them to different branches of the tourist industry.

The most of the students have studied English in high school but their training has been based on the Grammar-Translation Method. Because of this fact, the kind of students we get are real beginners.

1. THEORETHICAL FRAMEWORK

Syllabus design has traditionally been the starting point in planning a language program, rather than an activity that occurs midway in the process. The concept of language syllabus has been fundamental in the development of language teaching practices in the twentieth century.

A syllabus as suggested above, is a plan of work and is thus essential for the teacher as a guideline and context for the class content.

Dubin (1991) claims that discussions have typically considered the trade-offs, advantages, and disadvantages of three of four major syllabus types: the structural-grammatical syllabus, the semantic-notional syllabus, the functional syllabus, and the situational syllabus.

According to Wilkins¹ the familiar structural, grammatical or linguistic syllabus is centered on items such as tenses, articles, singular/plurals complementation adverbial forms, etc. The notional syllabus came into focus in the early seventies and placed the semantic unit in the center of syllabus organization. The functional syllabus, which developed alongside the notional syllabus with various attempts to combine the two, focuses on the social functions of language as the central unit of organization. It deals with elements such as invitations, suggestions, apologies, and refusals. The fourth type mentioned, the situational one, has probably been known in language learning for hundreds of years with the tourist phrase book as notable example.

The above are just some examples of the most representative syllabus types employed in the design of ESL/EFL courses.

However, when we are talking about ESP syllabus it is necessary to take into account other components usually derived from a detailed analysis of the language features of the target situation, students' needs, language function, situations and topics².

Robinson, based on these principals, states five types of syllabuses focused on ESP:

- Content-Based syllabuses: language form, language notion, and language functions.

¹ Cited by Dubin, F.(1999). *Course Design*. New York: Cambridge University Press p..37

² Robinson, P. (1999) *ESP Today: A Practitioner's Guide*. Great Britain: Prentice Hall, p.. 34

- Content-Based syllabuses: situation, topic.
- Skills-Based syllabuses
- Method-Based syllabuses: processes.
- Method-Based syllabuses: Tasks.

The Content-Based syllabuses: consists of an ordered set of language items, usually graded by difficulty of learning.

Skill-based syllabuses focus basically on one of the four language skills.

Method-based syllabuses: processes, based on process or method of learning.

Method-based: tasks, consists of a set of tasks or activities ordered according to cognitive difficulty.

Now the big question arises, which syllabus to select? What criteria do we need to follow in order to select the most suitable syllabus?

Swan asserts (1991) that the main issue is not which syllabus to put first but how to combine eight or so syllabuses (functional, notional, situational, topic, phonological, lexical, structural, skills) into a sensible teaching program.

In other words, the decision as to which syllabus type or types to select will result from a judicious consideration of the students' needs and the objectives of the course, together with institutional bias of the teaching instruction.

2. Methodology

In order to do propose a well-designed syllabus, first, a general view of the principals of ESP and syllabus design will be given, followed by an explanation of the most

representative problems observed in the current Tourism curricula in CECYTE, and finally a syllabus proposal will be exposed.

This will be done through the following steps:

- A review of articles and books about the following components: Approaches, ESP principles, Syllabus design.
- Target needs and Learning needs Questionnaire
- Analysis of the current syllabus. It will be done according to the articles and books about the components listed above.
- Approach and Syllabus Design Selection.
- ESP Syllabus Design proposal for Tourism Content courses.

2.1 LITERATURE REVIEW AND TARGET AND LEARNING NEEDS

QUESTIONNAIRE

First of all, a literature review of articles and books was done. The topics chosen were focused on the main curricula components such as approaches, ESP principles and Syllabus design.

After making the literature review, a survey that included the students of 2nd and 6th semester of Tourism was applied in order to know their target language needs and lacks. Students of 6th semester were included because some of them are already working in the tourism industry such as: hotels, restaurants, and handcraft stores making the students face native English speakers and be proficient in their target language.

The survey consisted of the following questions:

Why is the Language Needed?

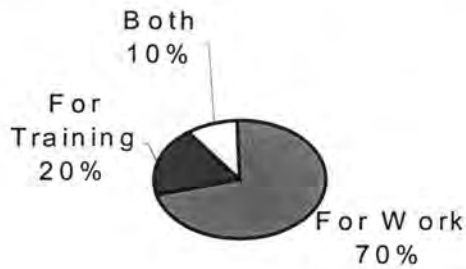


Chart 1

Chart 1. 70 percent of both 2nd and 3rd semester students said they needed the language because they sometimes needed to deal with native English speakers at work. 20 percent of the students said they needed the language because their employer sometimes asked them to take some courses in English. The other 10 percent said because of both, training and work.

How is Language Used?

Channel:



Chart 2

Chart 2. 90 percent of the students said they used the language face to face because they worked as waiters, tourist guides, etc. The other ten percent said they used

the language on the telephone; they frequently have to make reservations or take messages on the phone.

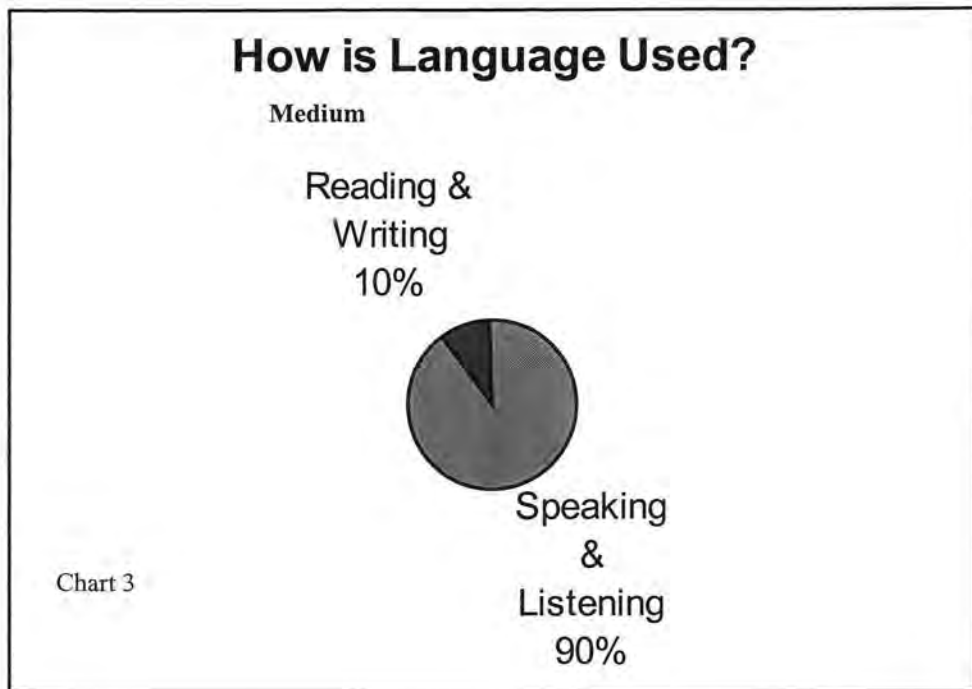


Chart 3. 90 percent of the students said the medium they used is speaking & listening and the other 10 percent said the mediums they used are reading & writing. Students who said they used reading & writing as this medium is because they sometimes need to take notes.



Chart 4. 85 percent of the students said they used the language with customers and 15 percent used it with superiors because they sometimes have to communicate in English with their bosses. None of the students interviewed had any subordinate.

The results of the questionnaire were useful in order to gather meaningful information about the target situation and learning needs. I stressed target situation needs because it is concerned with the language used and it can tell us what people do with language.

2.2 ANALYSIS OF THE CURRENT SYLLABUS

The analysis of the current syllabus was done taking into account the following criteria:

Diagnosis of needs

The current syllabus was not designed to satisfy the needs of the region or the students. It was designed in Querétaro and it is the same syllabus used in every single CECYTE system all over Mexico. Quintana Roo, as it was said before, it is the state whose main resource is the tourist industry. In addition, It has its own weather, customs, and necessities. For that reason the syllabus should be designed according to the students' environment and needs.

Formulation of objectives

The objectives are focused on the use of dialogues, drills, and a high grammatical content based on grammatical explanations and practice. Furthermore, the objectives are vague and not well structured.

Selection of Content

The current syllabus is based on grammar. It is not based on a communicative approach.

Organization of content

As I mentioned before, the contents are based on grammatical items and functions and there is a lack of organizational sequence.

Selection of learning experiences

The current syllabus does not consider the learning experiences based on real meaningful communication.

Determination of what to evaluate and means to evaluate

The evaluation is done through final exams (oral and written). This determination does not fit the objectives and the activities already planned.

Moreover, the current syllabus was designed almost ten years ago, and the tourism industry has changed a lot since then. For example, today we can find services we could not find some years ago so that the approaches, activities, learning experiences and syllabuses have to be updated.

2.2 SYLLABUS DESIGN SELECTION

Language curriculum development, like other areas of curriculum activity, is concerned with principles and procedures for the planning, delivery, management, and assessment of teaching and learning. Curriculum development processes in language teaching comprise needs analysis, goal setting, syllabus design, methodology, testing and evaluation.

Jack C. Richards (1992) stated that in standard models of curriculum processes, curriculum planners progress systematically from needs assessment, to goals and

objectives and to specification of the instructional content of the program. Taba's model of curriculum processes (1962:12) consists of:

Step 1: Diagnosis of needs

Step 2: Formulation of objectives

Step 3: Selection of Content

Step 4: Organization of content

Step 5: Selection of learning experiences

Step 6: Organization of learning experiences

Step 7: Determination of what to evaluate and means to evaluate

If the Taba's model were followed, the procedures for developing a syllabus would involve examining instructional objectives and arranging them by priorities, and then determining what kind of content was required to attain the objectives³.

According to the literature review, analysis of the representative problems observed in the current Tourism curricula, students' needs and target needs the syllabus design should include other elements besides the ones mentioned above.

This syllabus should be properly seen not as any particular language product but as an approach to language learning teaching which is directed by specific and apparent reasons for learning. This kind of course is focused on a learning-centered approach, which is based on the needs of the learners in their situations. According to Kennedy and Bolitho, "once a learner's needs have been defined, this information can be used as a guideline for the content of a course suited to their particular interests and needs."

In a learning-centered approach the methodology cannot be just grafted on to the end of an existing selection of syllabus items and texts. To achieve this, the syllabus must be

used in a more dynamic way in order to enable methodological considerations, such as interest, enjoyment, learners' involvement, to influence the content of the entire course design.

According to Hutchinson & Waters (1996) the simpler way of achieving this is to break down the syllabus design process into two levels (figure1):

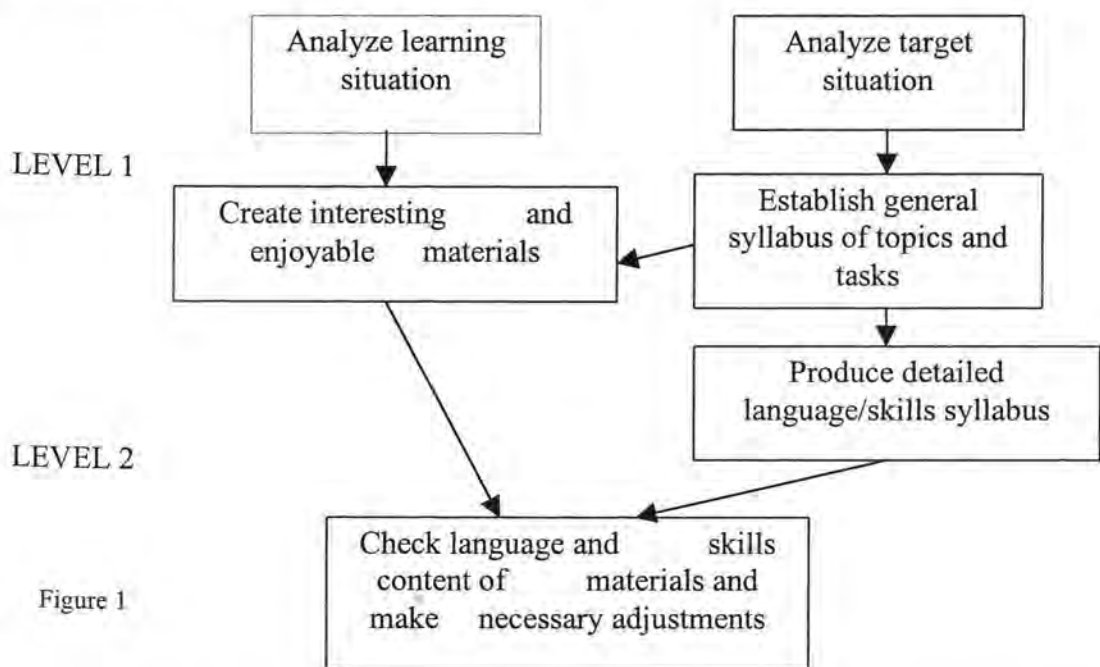


Figure 1

Figure 1, taken from Hutchinson & Waters, A. (1996). *English for Specific Purposes*. New York: University Press, p. 93.

This is going to be done through the analysis of the learning situation and the target situation, the establishing of a general syllabus of topics and tasks, the creation of interesting and enjoyable materials, the production of a language/skills syllabus, the checking of the language and content of materials and the making of the necessary adjustments. This approach will be applied to the Method-based syllabus: tasks. This kind of syllabus consists of a set of tasks or activities ordered according to cognitive difficulty. Class time is devoted to performance of the tasks and attention in only consciously

³ Richards, J. (1992) *The Language Teaching Matrix*. New York: Cambridge University Press, p.8

directed to language if this is necessary for completion of the task. An important feature of this syllabus is that 'each task has a conceptual, a linguistic and a physical aspect. This means that each task has an identified and relevant specific-subject content and an appropriate performance requirement. (Figure 2 represents examples of tasks used in this kind of syllabus)

- | Functional/task syllabus |
|--|
| 1. Making arrangements |
| 2. Attending meetings |
| 3. Taking part in interviews |
| 4. Buying and Selling |
| 5. Dealing with order |
| 6. Dealing with forms |
| 7. Using the telephone |
| 8. Dealing with international payments |
| 9. Recording and decoding information |
| 10. Travelling |
| 11. Reporting |
| 12. Receiving visitors |
- Figure 2

Figure 2, English for the Business and Commercial World: Career Developments by J.A. Blundell, N.M.G. Middlemiss, Oxford University Press, 1982

The syllabus design stage is only part of the total process of course design. Syllabus design must lead to development in materials design and methodology.

2.3 SYLLABUS DESIGN PROPOSAL

Taking into account the different aspects explained before the syllabus design proposal is the following:

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TECNOLOGICA INDUSTRIAL**

**DIRECCIÓN TÉCNICA
SUBDIRECCIÓN ACADÉMICA
DEPARTAMENTO DE PLANES
Y
PROGRAMAS DE ESTUDIO**

PROGRAMA DE ESTUDIO:

INGLÉS I

COORDINACION ESTATAL:		ZONA: Sureste
PLANTEL:	Chetumal	LOCALIDAD: Chetumal, Q. Roo
CARRERA:	BACHILLERATO TECNOLÓGICO EN TURISMO	
MODALIDAD:	BACHILLERATO TECNOLÓGICO	
AREA DE FORMACION:	ECONOMICO ADMINISTRATIVA	

ASIGNATURA:	INGLÉS I	TIEMPOS TOTALES ASIGNADOS:
SEMESTRE:	TERCERO	H/SEMESTRE: 60 H/SEMANA: 4
TIPO DE ASIGNATURA:	TEÓRICO PRÁCTICA	H/TEORIA: 30
CRÉDITOS:	6	H/PRÁCTICA: 30
CLAVE::	ING I 601	VIGENCIA:

FUNDAMENTACIÓN

DEBIDO A LA IMPORTANCIA QUE TIENE EL TURISMO EN LA VIDA DEL ESTADO DE QUINTANA ROO SE HACE CADA VEZ MAS NECESARIA LA IMPARTICIÓN DE CARRERAS TÉCNICAS EN TURISMO Y CON ESTO LA IMPLEMENTACIÓN DE PROGRAMAS DE ESTUDIO DE IDIOMA INGLÉS ENFOCADOS A LA ENSEÑANZA CON PROPÓSITOS ESPECIFICOS (ESP).

DICHOS PROGRAMAS DEBEN CONTEMPLAR SITUACIONES LO MÁS CERCANAS A LO QUE EL ESTUDIANTE ENFRENTARÁ EN SU VIDA PROFESIONAL PARA QUE CON ESTO PUEDA UTILIZAR UN LENGUAJE APROPIADO QUE LE PERMITA COMUNICARSE SATISFACTORIAMENTE.

OBJETIVO TERMINAL: LOS ESTUDIANTES DESARROLLARÁN LAS HABILIDADES DE ESCUCHAR, HABLAR, LEER Y ESCRIBIR UTILIZANDO ASPECTOS BÁSICOS DEL IDIOMA PARA SU APLICACIÓN EN EL ÁREA DE TURISMO.

PRESENTACIÓN

LA ASIGNATURA COMPRENDE EL ESTUDIO DE LAS SIGUIENTES UNIDADES BASADAS EN FUNCIONES Y HABILIDADES

UNIDAD I DIFFERENT KINDS OF PEOPLE

UNIDAD II INTERNATIONAL TRAVEL

UNIDAD III PHONE CALLS

SE SUGIERE AL MAESTRO UTILIZAR LA LENGUA META TODO EL TIEMPO EN EL SALÓN DE CLASE. DE IGUAL FORMA SE SUGIERE AL MAESTRO QUE UTILICE GROUP WORK, PAIR WORK, SIMULATIONS, ROLE PLAYS Y OTRAS TÉCNICAS GRUPALES.

ASIGNATURA: INGLES I

HOJA 4 DE 7

UNIDAD: I NOMBRE: DIFFERENT KINDS OF PEOPLE

OBJETIVO PARTICULAR: Los estudiantes desarrollarán las habilidades específicas para poder comunicarse auténticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACIÓN DIDÁCTICA	EXPERIENCIAS DE APRENDIZAJE
	1.1 Greet someone formally 1.2 Introduce someone formally 1.3 Greet someone informally 1.4 Working in travel and helpful 1.5 When in Rome 1.6 Dealing with enquiries	Teacher presentation Pair work Group work Quiz	Es indispensable la participacion constante de los estudiantes.

ASIGNATURA: INGLÉS I

HOJA 5 DE 7

UNIDAD: II

NOMBRE: INTERNATIONAL TRAVEL

OBJETIVO PARTICULAR: Los estudiantes desarrollarán las habilidades específicas para poder comunicarse auténticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACIÓN DIDÁCTICA	EXPERIENCIAS DE APRENDIZAJE
	2.1 Introduce yourself to a receptionist 2.2 Talk about leisure time activities 2.3 Asking questiond 2.4 Taking a booking 2.5 The best way to get there 2.6 Around the world 2.7 Organizing a trip	Teacher presentation Pair work Group work Quiz	Es indispensable la participacion constante de los estudiantes

UNIDAD: III NOMBRE: HOW WOULD YOU LIKE TO PAY?

OBJETIVO PARTICULAR: Los estudiantes desarrollarán las habilidades específicas para poder comunicarse auténticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACIÓN DIDÁCTICA	EXPERIENCIAS DE APRENDIZAJE
3.1 3.2 3.3 3.4 3.5 3.6	How would you like to pay? Making comparisons Changing money Getting the correct change Explaining the bill Is service included?	Teacher presentation Pair work Group work Quiz	Es indispensable la participación constante de los estudiantes

PROCEDIMIENTO DE
EVALUACIÓN POR UNIDAD

QUIZZES	20%
TAREAS PRACTICAS	10%
PARTICIPACIONES	10%
EXAMEN PARCIAL	60%

EVALUACIÓN FINAL	
EXAMEN ORAL	20%
EXAMEN ESCRITO	80%

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Molinsky, S. (1989) Side by Side. Book 1 and 2. Prentice Hall Regents. Englewood Cliffs, New Jersey.

Jones, L. (1998) Welcome! English for the travel and tourism industry. Cambridge University Press.

Richards, J. (1999) Active Listening. Cambridge University Press.

DIRECCIÓN GENERAL DE EDUCACIÓN
TECNOLÓGICA INDUSTRIAL

DIRECCIÓN TÉCNICA
SUBDIRECCIÓN ACADÉMICA
DEPARTAMENTO DE PLANES
Y
PROGRAMAS DE ESTUDIO

PROGRAMA DE ESTUDIO:

INGLÉS II

COORDINACION ESTATAL:

ZONA: Sureste

PLANTEL: Chetumal

LOCALIDAD: Chetumal, Q. Roo

CARRERA: BACHILLERATO TECNOLÓGICO EN TURISMO

MODALIDAD: BACHILLERATO TECNOLÓGICO

AREA DE FORMACION: ECONÓMICO ADMINISTRATIVA

ASIGNATURA: INGLÉS II

TIEMPOS TOTALES ASIGNADOS:

SEMESTRE: CUARTO

H/SEMESTRE: 60 H/SEMANA: 4

TIPO DE ASIGNATURA: TEÓRICO PRÁCTICA

H/TEÓRIA: 30

CRÉDITOS: 6

H/PRÁCTICA: 30

CLAVE:: ING I 602

VIGENCIA:

FUNDAMENTACIÓN

DEBIDO A LA IMPORTANCIA QUE TIENE EL TURISMO EN LA VIDA DEL ESTADO DE QUINTANA ROO SE HACE CADA VEZ MAS NECESARIA LA IMPARTICIÓN DE CARRERAS TÉCNICAS EN TURISMO Y CON ESTO LA IMPLEMENTACIÓN DE PROGRAMAS DE ESTUDIO DE IDIOMA INGLÉS ENFOCADOS A LA ENSEÑANZA CON PROPÓSITOS ESPECIFICOS (ESP).

DICHOS PROGRAMAS DEBEN CONTEMPLAR SITUACIONES LO MÁS CERCANAS A LO QUE EL ESTUDIANTE ENFRENTARÁ EN SU VIDA PROFESIONAL PARA QUE CON ESTO PUEDA UTILIZAR UN LENGUAJE APROPIADO QUE LE PERMITA COMUNICARSE SATISFACTORIAMENTE.

PRESENTACION

LA ASIGNATURA COMPRENDE EL ESTUDIO DE
LAS SIGUIENTES UNIDADES BASADAS EN
FUNCIONES Y HABILIDADES

UNIDAD I FOOD AND DRINK

UNIDAD II LETTERS AND FAXES

UNIDAD III ACCOMODATION

SE SUGIERE AL MAESTRO UTILIZAR LA

LENGUA META TODO EL TIEMPO EN EL SALON

DE CLASE. DE IGUAL FORMA SE SUGIERE AL

MAESTRO QUE UTILICE GROUP WORK, PAIR

WORK, SIMULATIONS, ROLE PLAYS Y OTRAS

TECNICAS GRUPALES.

UNIDAD: I NOMBRE: FOOD AND DRINK

OBJETIVO PARTICULAR: Los estudiantes desarrollaran las habilidades especificas para poder comunicarse autenticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACION DIDACTICA	EXPERIENCIAS DE APRENDIZAJE
	1.1 Good morning! 1.2 Breakfast 1.3 Explaining dishes 1.4 Dinner 1.5 May I take your order? 1.6 Drinks, snacks and desserts 1.7 Eating habits 1.8 Welcome to our restaurant	Teacher presentation Pair work Group work Quiz	Es indispensable la Participación constante de los estudiantes

ASIGNATURA: INGLES II

HOJA 5 DE 7

UNIDAD: II

NOMBRE: LETTERS AND FAXES

OBJETIVO PARTICULAR: Los estudiantes desarrollaran las habilidades especificas para poder comunicarse autenticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACION DIDACTICA	EXPERIENCIAS DE APRENDIZAJE
	2.1 Talking about a problem 2.2 Buying stamps 2.3 Mail a package 2.4 Responding to enquiries 2.5 Confirming reservations 2.6 Avoiding mistakes 2.7 Thanking someone 2.8 We are very sorry...	Teacher presentation Pair work Group work Quiz	Es indispensable la participación constante de los estudiantes

ASIGNATURA: INGLES II

HOJA 6 DE 7

UNIDAD: III

NOMBRE: ACCOMODATION

OBJETIVO PARTICULAR: Los estudiantes desarrollaran las habilidades especificas para poder comunicarse autenticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACION DIDACTICA	EXPERIENCIAS DE APRENDIZAJE
	3.1 Reservation 3.2 Making a suggestion 3.3 Checking in 3.4 Facilities 3.5 Giving information 3.6 The best hotel for you 3.7 The perfect hotel	Teacher presentation Pair work Group work Quiz	Es indispensable la participacion constante de los alumnos

**PROCEDIMIENTO DE
EVALUACION POR UNIDAD**

QUIZZES	20%
TAREAS PRACTICAS	10%
PARTICIPACIONES	10%
EXAMEN PARCIAL	60%

EVALUACION FINAL

EXAMEN ORAL	20%
EXAMEN ESCRITO	80%

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Molinsky, S. (1989) Side by Side. Book 3. Prentice Hall Regents. Englewood Cliffs, New Jersey.

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Richards, J. (1999) Active Listening. Cambridge University Press.

DIRECCION GENERAL DE EDUCACION

TECNOLOGICA INDUSTRIAL

DIRECCION TECNICA

SUBDIRECCION ACADEMICA

DEPARTAMENTO DE PLANES

Y

PROGRAMAS DE ESTUDIO

PROGRAMA DE ESTUDIO:

INGLES III

COORDINACION ESTATAL:

ZONA: Sureste

PLANTEL: Chetumal

LOCALIDAD: Chetumal, Q. Roo

CARRERA: BACHILLERATO TECNOLÓGICO EN TURISMO

MODALIDAD: BACHILLERATO TECNOLÓGICO

AREA DE FORMACION: ECONOMICO ADMINISTRATIVA

ASIGNATURA: INGLES III

TIEMPOS TOTALES ASIGNADOS:

SEMESTRE:

H/SEMESTRE: 60 H/SEMANA: 4

TIPO DE ASIGNATURA: TEORICO PRACTICA

H/TEORIA: 30

CREDITOS: 6

H/PRACTICA: 30

CLAVE:: ING I 603

VIGENCIA:

FUNDAMENTACION

DEBIDO A LA IMPORTANCIA QUE TIENE EL TURISMO EN LA VIDA DEL ESTADO DE QUINTANA ROO SE HACE CADA VEZ MAS NECESARIA LA IMPARTICIÓN DE CARRERAS TÉCNICAS EN TURISMO Y CON ESTO LA IMPLEMENTACIÓN DE PROGRAMAS DE ESTUDIO DE IDIOMA INGLÉS ENFOCADOS A LA ENSEÑANZA CON PROPÓSITOS ESPECIFICOS (ESP).

DICHOS PROGRAMAS DEBEN CONTEMPLAR SITUACIONES LO MÁS CERCANAS A LO QUE EL ESTUDIANTE ENFRENTARÁ EN SU VIDA PROFESIONAL PARA QUE CON ESTO PUEDA UTILIZAR UN LENGUAJE APROPIADO QUE LE PERMITA COMUNICARSE

PRESENTACIÓN

LA ASIGNATURA COMPRENDE EL ESTUDIO DE
LAS SIGUIENTES UNIDADES BASADAS EN
FUNCIONES Y HABILIDADES

UNIDAD I MONEY

UNIDAD II TRAVELLING AROUND

UNIDAD III PROBLEMS

SE SUGIERE AL MAESTRO UTILIZAR LA
LENGUA META TODO EL TIEMPO EN EL SALON
DE CLASE. DE IGUAL FORMA SE SUGIERE AL
MAESTRO QUE UTILICE GROUP WORK, PAIR
WORK, SIMULATIONS, ROLE PLAYS Y OTRAS
TECNICAS GRUPALES.

ASIGNATURA: INGLÉS III

HOJA 4 DE 7

UNIDAD: I

NOMBRE: PHONE CALLS

OBJETIVO PARTICULAR: Los estudiantes desarrollarán las habilidades específicas para poder comunicarse auténticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACIÓN DIDÁCTICA	EXPERIENCIAS DE APRENDIZAJE
	3.1 Talking about a problem 3.2 Making a suggestion 3.3 Talking about a location 3.4 Using the telephone 3.5 How may I help you? 3.6 Answering enquiries 3.7 Taking messages	Teacher presentation Pair work Group work Quiz	Es indispensable la participación constante de los alumnos

ASIGNATURA: INGLES III

HOJA 5 DE 7

UNIDAD: II

NOMBRE: TRAVELLING AROUND

OBJETIVO PARTICULAR: Los estudiantes desarrollaran las habilidades especificas para poder comunicarse autenticamente en situaciones similares a las de su medio laboral.

T N E U M M A	TEMAS	INSTRUMENTACIÓN DIDÁCTICA	EXPERIENCIAS DE APRENDIZAJE
	2.1 Talking about the weather 2.2 Provide information 2.3 Local knwoledge 2.4 Offering and requesting 2.5 Car rental 2.6 Motoring 2.7 The best way to get there	Teacher presentation Pair work Group work Quiz	Es indispensable la participación activa de los alumnos

ASIGNATURA: INGLES III

HOJA 6 DE 7

UNIDAD: III

NOMBRE: PROBLEMS

OBJETIVO PARTICULAR: Los estudiantes desarrollaran las habilidades especificas para poder comunicarse autenticamente en situaciones similares a las de su medio laboral.

T N E U M M A .	TEMAS	INSTRUMENTACION DIDACTICA	EXPERIENCIAS DE APRENDIZAJE
	3.1 Reporting an emergency 3.2 Explaining what happened 3.3 Is there anything I can do? 3.4 Dealing with complaints 3.5 Better safe than sorry 3.6 Difficult customers? 3.7 Suggesting an alternative	Teacher Presentation Role Play Discussions Simulations Quiz	Es indispensable la participacion constante de los alumnos

**PROCEDIMIENTO DE
EVALUACION POR UNIDAD**

QUIZZES	20%
TAREAS PRACTICAS	10%
PARTICIPACIONES	10%
EXAMEN PARCIAL	60%

EVALUACION FINAL

EXAMEN ORAL	20%
EXAMEN ESCRITO	80%

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3. CONCLUSIONS

After teaching English at CECYTE for 3 years and a half I became over the problems in the current English syllabuses for Tourism. This fact made me create a syllabus proposal focus on the students' needs and skills required for working in the Tourism industry.

In the process of doing this work I had to face several problems in the realization of this syllabus because of different reasons. One of the most significant ones was the fact that CECYTE has a very rigid format and I could not get rid of components that are repetitive. On the other hand, I could not include other elements that are determinant in the creation of syllabuses

Despite the several problems I had to face I can conclude that my expectations were accomplished because this proposal is very close to my own conception of a Syllabus for Teaching English for Tourism and my own beliefs as an English teacher.

It is important to emphasize that the purpose of this work is to guide the CECYTE English teachers in the teaching of ESP courses and provide the students with the tools they need in order to do their jobs effectively.

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Appendix 1: Situation analysis

The following is part of a questionnaire that tries to identify the learner's needs and preferred modes of learning.

QUESTIONNAIRE 2: HOW DO YOU LIKE LEARNING?

Put a circle around your answer.

- a) In class do you like learning
- | | |
|------------------------|----------|
| 1. individually | YES / NO |
| 2. in pairs? | YES / NO |
| 3. in small groups? | YES / NO |
| 4. in one large group? | YES / NO |
- b) Do you want to do homework? YES / NO
If so, how much time have you got for homework outside class hours?
_____ hours a day
or
_____ hours a week
How would you like to spend this time?
- | | |
|--|----------|
| 1. Preparing for the next class? | YES / NO |
| 2. Reviewing the day's work? | YES / NO |
| 3. Doing some kind of activity based on your personal experience, work experience, or interests? | YES / NO |
- c) Do you want to
- | | |
|---|----------|
| 1. spend all your learning time in the classroom? | YES / NO |
| or... | |
| 2. spend some time in the classroom and some time practising your English with people outside? | YES / NO |
| 3. spend some time in the classroom and some time getting to know your city and the Australian way of life, e.g., by visiting Parliament, government offices, migrant resource centres, places of interest, work, entertainment, and so on? | YES / NO |
- d) Do you like learning
- | | |
|---|----------|
| 1. by memory? | YES / NO |
| 2. by problem solving? | YES / NO |
| 3. by getting information for yourself? | YES / NO |
| 4. by listening? | YES / NO |
| 5. by reading? | YES / NO |
| 6. by copying off the board? | YES / NO |
| 7. by listening and taking notes? | YES / NO |

Questionnaire reprinted with permission from G. Brindley, *Needs Analysis and Objective Setting in the Adult Migrant Education Program*, NSW Adult Migrant Education Service, Canberra, Australia, © 1984.

Appendix 2: Communicative needs analysis

The questionnaire from which this excerpt comes was formulated to “obtain a valid description of the kinds of writing tasks that are required of students ... during ‘typical’ coursework” at the university level (Bridgman and Carlson 1983; App. A).

For each of the following writing tasks, indicate how frequently each task might be assigned to students *per semester*. (Circle one number for each task.)

<i>Writing tasks</i>	<i>Not at all</i>	<i>1–2 times per semester</i>	<i>3–6 times per semester</i>	<i>7 or more times per semester</i>
1. Lab reports or descriptions of experiments conducted by the student or in class	0	1	2	3
2. Brief summaries of articles read (1–2 pages)	0	1	2	3
3. Brief research papers (5 pages or less)	0	1	2	3
4. Longer research papers (6 pages or more)	0	1	2	3
5. Creative writing (fiction, poetry, or drama)	0	1	2	3
6. Expository or critical writing unrelated to lab or library research	0	1	2	3
7. Exams with essay questions	0	1	2	3
8. Group writing projects	0	1	2	3
9. Case studies	0	1	2	3
10. Other (specify) _____	0	1	2	3
11. Other (specify) _____	0	1	2	3

Survey of Academic Writing Tasks Required of Graduate and Undergraduate Foreign Students by Brent Bridgeman and Sybil Carlson. Reprinted by permission of Educational Testing Service.

Appendix 3: Syllabus specifying activities

AREA FIVE

Required product: Oral/Written

Gathering of information, comments and ideas

<i>Stimulus</i>	<i>Situation</i>	<i>Notes</i>
1. Mode: Oral	<p>(a) The host at a party suggests the game "Twenty Questions" and instructs guests on how it is played. As part of the game, ask your host pertinent questions so as to arrive at the answer he has in mind.</p> <p>(b) As a father, you are worried about financial security for your family. You contact an insurance agent. In your conversation with him, find out which insurance scheme would best suit you.</p> <p>(c) The manager of your insurance firm informs you that a client's car has been damaged in an accident and that he wants you to look into the matter immediately. Contact your client and ask him about the details and circumstances of the accident.</p> <p>(d) A famous boxer has just arrived in this country. At the press conference at the airport, question him on his background and experiences.</p> <p>(e) You want to buy a new car, and apart from setting your mind on a certain make, you have no idea of the attributes of the various models. Contact the sales representative of the nearest outlet and ask him about the various models available and details of them.</p> <p>(f) You are in Hong Kong and would like to stay there for an extended period. Contact the manager of a suitable hotel and enquire about discounts for a long stay.</p> <p>(g) You work in the survey department and have been assigned the task of finding out the spending habits of various households. Interview the heads of households and ask questions on their monthly expenditure.</p>	

Appendix D: Survey

1. Why is the language needed?

- a) For training
- b) For work
- c) Both

2. How is the language used? (Channel)

- a) Face to face
- b) On the phone

3. How is the language used? (Medium)

- a) Reading and writing
- b) Speaking and listening

4. Who is the language used with?

- a) Superior
- b) Subordinate
- c) Customer