ENTREPRENEURIAL PROPOSAL:
AN ENGLISH LANGUAGE TRAINING COURSE FOR THE TOURISM SECTOR
IN FOUR MUNICIPALITIES OF THE COFFEE REGION (PHASE II)

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FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS
PEREIRA, RISARALDA

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Trabajo para obtener el título de Licenciada en Bilingüismo con Énfasis en Inglés

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Daniela Montes Román

Justification

Tourism has been one of the most important factors that have contributed to the economic development of different places around the world. Its relevance has increased in the last decades since it provides people with the opportunity to have new experiences, due to the current globalization that makes traveling to other countries possible and easier. According to Rome (2020) the most visited countries worldwide are France with 89,4 million tourists, followed by Spain and the United States with 82,7 and 79,6 respectively. The reason why the French government and the Tourism Promotion Council of France have been successful in the tourism field is due to national policies that focus on improving the promotion and quality of the tourist services. Among these policies, language training courses have a crucial role as they allow effective communication among tourist guides and foreigners. This strategy makes tourists feel comfortable and well assisted since those courses have special attention improving workers' linguistic and intercultural competence. (Gouvernement, 2016 & CEOR, n.d).

Another case of good implementation of English for tourism is the one offered in Greece with the course provided by The American College of Greece (ACG) which implements English language instruction for 'hotel employees, rental platforms hosts, restaurant and café professionals, travel agents and tour operators, students in the area of tourism. This with the aim of assisting international visitors, promoting their services to an international audience, and providing an engaging customer care experience in a variety of tourism settings' (ACG, 2019). Thus, both countries Greece and France see tourism as a unit and not as specific settings that require different proficiency levels to master specific language functions.

Considering the influence of France and other countries that have trained their workers in linguistic and intercultural competence to promote the whole branch of the tourism field, Colombian institutions have also created several bilingual programs to train tourism workers in this area. For instance, Pontificia Universidad Javeriana offers an English language course for travel agencies, lodging establishments and any other company in the tourism sector interested in training their personnel in the English language (Universidad

Javeriana, 2019). This course is offered to any enterprise, agency or individual who wishes to take the course. Additionally, they have an established syllabus that meets tourism trainees' necessities in a general way so that any worker can enroll in the same course. Another national program is the one presented by SENA which has an alliance with Ministerio de Trabajo whose main objective is to strengthen the linguistic skills of public employees and employers in English, Portuguese and French languages through a series of courses divided in CEFR language levels (SENA, 2019).

Following the same line of idea, it is also important to mention that the tourism industry in Colombia has been increasing. According to a survey conducted by ANATO, 80% of participants manifested a high interest in traveling during 2021. Additionally, for the last year, 1 million 8 hundred foreigners traveled to Colombia, where one of the most visited places was the Coffee Region. This means that a considerable demand of foreigners is coming to Colombia to visit and use services related to hotels, tourism, tourist guides, among others. Possibly, this will generate growth in tourism and hence the Colombian economy.

On the other hand, SENA plays an important role in Colombian development since it offers a variety of courses in different areas to train workers of the productive sector. Besides, the project they carried out with Ministerio de Trabajo and the policy about 'Lineamientos Estándar Para Fortalecimiento Del Inglés', they also provide a specialized program 'Diseño de Proyectos Turísticos' of long- and short-term courses for the tourism sector such as 'Guianza en Recorridos por la Naturaleza, Fundamentación en Gestión del Turismo', among others. Additionally, in this institution it is required to have a minimum B1 English level in professional technician and technologist careers (SENA, 2021). These courses make emphasis on the improvement of tourism from an environmental, cultural, and productive point of view. However, none of these promote English language and intercultural competence within their curricular activities due to its practical implementation.

The previous courses are offered nationally, nevertheless, there is a regional bilingual project called Bilingual Project for the Productive Sector 4.0 (BIPPS 4.0) that was executed in Risaralda during 2019 and 2020. This project was supported by Universidad Tecnológica de Pereira, specifically, Licenciatura en Bilingüismo con Énfasis en Inglés and Gobernación de Risaralda that sought to promote communicative entrepreneurship abilities through

English language instruction for people interested in working in BPOs and Tourism as well as companies, foundations, and business entrepreneurships. However, there were established requisites to make people eligible for taking the course such as the results of a proficiency test and the delivery of a video in English. BIPPS 4.0 project was planned to satisfy two major needs: 1) qualify human resources bilingually; 2) strengthen the production and profitability of the companies.

As it was previously mentioned, there is a notorious effort of the Colombian government to be competent in the international market of the tourism field. Nonetheless, these bilingual projects provided by the government and private institutions focus on broad needs disregarding the specific necessities that each kind of company demands. This wide view has as a result that the instructional courses do not fulfill the objectives to train each company since the scope is too general and therefore, workers do not develop the proficiency and accuracy required in their field.

For this reason, the purpose of this bilingual project proposal seeks to support the professional development of tourism trainees through the implementation of a bilingual instructional course that focuses on their particular work setting e.g., restaurants, coffee shops, travel agencies , hotels, among others. Besides, this initiative will contribute to regional and national development in four main aspects; 1) economic: It will allow companies the possibility to create new alliances with foreign organizations and institutions. Additionally, foreign visitors will be more captivated by the country since we have the certainty to interact in their native language freely; 2) cultural: Workers in the tourism field will raise intercultural awareness and understanding not only the great value of their own culture but also the foreign one; 3) social: Workers will have the chance to improve their professional profile expanding their knowledge in the tourism field and ensuring economic stability; 4) Natural: Developing the tourism sector, the Colombian economy could transit from its extractivist policy to a touristic one that focuses on preserving the natural resources. Finally, our project focuses on improving linguistics skills and enhancing intercultural awareness and customer service skills.

Abstract

This entrepreneurial proposal project is intended to create an English language training course to promote the communicative competence and sociocultural awareness of employees from specific businesses in the tourism sector. The extractivist economy that characterizes Colombia attempts to potentiate national tourism as another economic field. For this reason, the Colombian government has offered courses in different national institutions focused on tourism for small businesses and employees in this sector. However, these attempts have been made to potentiate national tourism as another economic field but not as an educational strategy to interact with touristic foreigners through the English language. This project intends to provide specialized English instruction courses for restaurants, travel agencies, hotels, and coffee bars in the following municipalities: Santuario, Anserma, Dosquebradas, and Pereira. These courses will be offered to tourism employees with a maximum of 15 students per group. Each course will aim to achieve a B1.1 level with a duration of 17 weeks (102 hours per course). The design of the courses will be focused on collaborative work using real-life situations. This will be carried out through the socio-constructivist theory. In addition, ESP approach (English for Specific Purposes) will play an essential role in the lessons as the target content focuses on what the tourism employees need in their specific work setting. The expected results are to provide small businesses with the capability to interact with foreign tourists at a basic level and to promote intercultural awareness in order to know how to assertively interact with tourists.

Key words: approach, English language instruction, socio-constructivist, English for specific purposes, tourism employees, Coffee Region.

Resumen

Este proyecto de propuesta empresarial pretende crear un curso de formación en inglés para promover la competencia comunicativa y la conciencia sociocultural de los empleados de empresas específicas del sector turístico. La economía extractivista que caracteriza a Colombia intenta potenciar el turismo nacional como un campo económico más. Por esta razón, el gobierno colombiano ha ofrecido cursos en diferentes instituciones nacionales enfocados al turismo para pequeñas empresas y empleados de este sector. Sin embargo, estos intentos se han hecho para potencializar el turismo nacional como un campo económico más, pero no como una estrategia educativa para interactuar con los extranjeros turísticos a través del idioma inglés. Este proyecto pretende impartir cursos de instrucción especializada en inglés para restaurantes, agencias de viajes, hoteles y cafeterías en los siguientes municipios: Santuario, Anserma, Dosquebradas y Pereira. Estos cursos se ofrecerán a empleados del sector turístico con un máximo de 15 alumnos por grupo. Cada curso tendrá como objetivo alcanzar un nivel B1.1 con una duración de 17 semanas (102 horas por curso). El diseño de los cursos se centrará en el trabajo colaborativo utilizando situaciones de la vida real. Esto se llevará a cabo a través de la teoría socio-constructivista. Además, el enfoque ESP (inglés para fines específicos) desempeñará un papel esencial en las lecciones, ya que el contenido objetivo se centra en lo que los empleados del sector turístico necesitan en su entorno laboral específico. Los resultados esperados son proporcionar a las pequeñas empresas la capacidad de interactuar con los turistas extranjeros a un nivel básico y promover la conciencia intercultural para saber cómo interactuar asertivamente con los turistas.

Palabras clave: enfoque, enseñanza del idioma inglés, socioconstructivismo, inglés para

fines específicos, empleados de turismo, Eje Cafetero.

<center>**Conceptual Framework**</center>

According to Bello, manager of the academy of languages SMART, 'Actualmente el inglés ya no es un plus, es un requerimiento indispensable, no sólo para la mejora de posibilidades en el mercado laboral e ingresos, también para facilitar estudios en el exterior, acceder a mayor información, conectarse con el mundo, viajar con libertad, hacerle frente a limitaciones y desarrollar nuevas habilidades' (Bello, 2018). In order to fulfil the necessities of the current global market and the international requirements, this project pretends to offer a ESP course that contributes to the economic development of the tourism sector through the language training of workers, especially in the coffee region located in Colombia. Throughout the following lines the most important components of this project will be presented: 1) Communicative competence (CC); 2) English for specific purposes (ESP).

Communicative Competence

Learning how to communicate is often perceived as an academic process for those who are enrolled in a language preparatory program, nevertheless, communication is always present in social interaction regardless of the context. This will bring the need for understanding Communicative Competence (CC) and its components to realize the conditions under which language is conceived as part of different cognitive categories. According to CEFR (2001), CC supports improvement in communication for using and understanding the language depending on the social context. This means that CC is based on individual and social understanding of the language, thus achieving effective and competent communication in any environment. Different from the CEFR definition, CC is characterized by Savignon (2002) as 'the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform discrete-point tests of grammatical knowledge' (p.3). For the purposes of this project, the CEFR definition of CC is relevant to our project as it is effective to understand the language in context. Then, we should adopt this definition more precisely with the three dimensions such as linguistic competence, pragmatic competence, and sociolinguistic competence to make workers of the productive field aware not only of the language structure, but also of

the context in which it is used and the situations that modify the meaning of that particular language.

The Three Dimensions of Communicative Competence

In the process of becoming communicative competent in both understanding and using the language in authentic contexts, there are three divisions of this communicative competence: 1) linguistic competence; 2) pragmatic competence; 3) sociolinguistic competence. The first relies on the learners' knowledge about the language, i.e., lexical, grammatical, and semantic structures; the second includes 'functional use of the language', i.e., speech acts; the third one is focused on the sociocultural contexts where language takes place, i.e., dialect and accent (CEFR, 2001, p.13). Considering the previous components of communicative language competence is fundamental in this proposal as this will complement the development of receptive and productive language skills throughout the lesson implementation. In addition, it will be advantageous for workers in the tourism industry to master significantly the circumstances that mediate the language and thereafter make them competitive to use the language device depending on the context and the person who they are talking to. This model of English instruction for learners of the productive sector demands an examination of receptive and productive skills to understand the purposes of this proposal towards the improvement of the linguistic skills such as speaking and listening.

Receptive and Productive Skills

The theories abouts second language acquisition and the mastering of communicative competences have been attributed to the development of linguistic skills known as language skills. These language skills have been classified by several authors into two major categories: receptive and productive skills. Witt (2011), for instance, referred to receptive skills as the ways to get meaning from the perceived language discourse while productive skills as the piece of language discourse that can be interpreted by others. In fact, Witt's hypothesis is that for 'real communication' to take place the combination of both types of skills is necessary (Witt, 2011 in Zvolen). Different to Witt's perception of real

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communication, Hossain's (2015) stated that productive skills include speaking and writing because learners 'use the language to produce a message through speech or written text' while receptive skills comprise reading and listening as when users of the language listen or read something, they 'receive the language, understand it, and decode the meaning' (Hossain, 2015, p.8). This means that language has two perspectives when it is received and when it is produced, and the two facets can also be interpreted as input and output processes.

Receptive and productive skills are understood as the language production and language reception according to previous authors, nevertheless, Huynh (2017) concluded that productive and receptive skills are two abstract concepts where productive skills are defined as the context to use the language whereas receptive skills are the contexts to learn the content. This means that for Huynh the notion of receptive skills and productive skills is merely based on the type of setting where the language occurs. As a result, the definitions provided by Witt (2011) and Hossain (2015) are indispensable in our project since they give clarity to the concepts needed to state the importance of language interaction through speaking and listening skills. These later skills should be defined in the following lines to better understand the essence of a receptive skill (listening) and a productive skill (speaking).

Understanding of Listening skill

To understand the nature of a receptive skill it is important to address the definition of listening as the major skill regarding language input. Several theorists have given listening the connotation as one of the most essential skills in language learning as well as one of the most challenging for teachers to teach (Burley-Allen in Walker, 2014, p.167). This signifies that listening is an act of receiving information, decoding what has been said, and understanding a combination of sounds to get meaning from them. According to Tyagi (2013) this process requires a high level of psychological involvement and demands a significant understanding of human beings' attitudes, but also willing to see other's thoughts. For example, 'understanding different intonation patterns and uses of stress, etc.' may lead to creating meaning and understanding different social settings (Saricoban, 1999).

Taking into account Rivers' (2006) clarification of the difference between the concept of listening and hearing in the branch of listening skills, it is said that the first concept is

usually referred to the active process in which the message is conveyed through the interpretation of sounds or words, the second concept is a passive activity, in which the person does not make any effort for discovering the actual meaning of the message (Rivers 2006, p.8 in Hasyuni, 2015, p.12). It means that listening is an active skill since the message requires an interpretation from what we hear to make sense of the sounds, then, the language user decodes the message through the conscious implementation of listening strategies.

Strategies to Promote Listening

As the listening skill is undergoing continuous challenges because of its natural difficulty, there have been a series of techniques or strategies created to face those challenges and hence contribute to the enhancement of this language skill. Therefore, Tyagi (2013) claims that listening strategies can be classified according to how the listener processed the input. In this order of ideas, top-down strategies need to back up prior knowledge and enact the interpretation exercise, so that the listener makes some impressions from the context and then infer what will happen next. The main top-down strategies include 'listening for the main ideas, predicting, drawing inferences, and summarizing'. In addition to the previous strategies, bottom-up strategies are other techniques that give more emphasis on the message itself, that is, the grammatical structures and utterances given to create meaning. The main bottom-up strategies include 'listening for specific details, recognizing cognates, and recognizing word-order patterns' (Tyagi, 2013, p.3).

Walker (2014) drew on the ideas of Flavell (1979) to present an alternative strategy known as 'metacognition', which is crucial in the listening skill process since it can be used to describe our own abilities and develop awareness of one's experiences in dealing with listening skills aspects. This implies a special focus in our project to consider top-down, bottom-up strategies during the designing of the lessons based on listening activities, so that students raise awareness when using any of them at the moment of performing a listening exercise. Further exercises of listening strategies will be implemented in this project based on the ideas of Houston (2016) who suggests a post-listening activity in which students, for instance, comment over the main points discussed in an audio, thus learners will be developing the listening comprehension skill at the same time they produce language. This

latter idea refers to speaking that should be defined in this project to establish the connection between the listening and speaking reinforcement during the bilingual training course in the productive sector.

Understanding of Speaking

The preparation of students during the process of mastering the second language requires not only a good level of listening comprehension skills, but also a good level of commands when producing utterances. Brown (1994) offered an illustration of speaking, namely, as the interactive process through which the person produces and receives information (Brown, 1994; Burns & Joyce, 1997 in Florez, 1999). In other words, the speaking skill is an act of exchanging information through an interactive process that involves more than one person. Drawing a similarity from the previous definition, Bailey (2000) points out that 'speaking is a process of interaction where speakers intend to build meaning when producing, receiving, and processing information' (Bailey, 2000, p.25). This means that apart from producing and receiving, Bailey added processing information as essential in the speaking process. The implications of speaking in our project, however, demand learners to know the components of the speaking skill such as 'grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why and in what situations to produce language (sociolinguistic competence)' (Florez, 1999 in CAELA).

Components of Speaking

Speaking represents a good management of elements in order to produce a message, thus learners need to pay special attention to all of them if they wish to be very competent in this particular skill. In this way, IELTS (2014) established that there are four components in speaking, these are 1) fluency and coherence; 2) lexical resource; 3) grammatical range and accuracy; 4) pronunciation. This signifies that IELTS emphasizes the key components that form a qualitative spoken interaction. In a similar position, Rora (2015) included the four components of a normal conversation presented by IELTS, however, she added comprehension as the new component to the previous list. These five components rely on 1) Comprehension as the 'ability to perceive and process' the meaning of a spoken sentence; 2) Grammar as the systematic arrangement of rules to formulate and express several sentences

with meaning; 3) Vocabulary as the lexical compilation 'to express ideas, feelings, thoughts in the oral form; 4) Pronunciation as the way of producing 'clearer language which make intelligible the utterance'; 5) Fluency 'as the ability to express oral language freely without interruption (Rora, 2015 in Keep Struggle). These five components are relevant in the proposal design since each particular item will definitely promote the speaking skill making learners more communicative and competent when addressing foreigners in their workplace. Nonetheless, the promotion of this speaking skill demands the implementation of different strategies so that learners can raise awareness of their strengths while improving in some other aspects of the language.

Strategies to promote Speaking

As the speaking skill deals with different components for users of the language to communicate effectively, teachers must design speaking tasks intending to promote speaking in-class. Brown (2001) listed six speaking tasks strategies to increase interaction among learners. These strategies are imitative, intensive, responsive, transactional, interpersonal, and extensive (Brown, 2001, pp.271-274). Each of these strategies can be used both independently and integrated in the lesson, but teachers should strategically decide when and how to apply these techniques so that students are able to naturally perform the speaking activities. This means that speaking strategies to ensure communication in the classroom will be effective to the extent that the teachers appropriate the necessary experience when planning lessons based on this particular skill. However, Nunan (2003) suggested that apart from the strategies proposed by Brown, there other principles for promoting speaking in the classroom, for instance, 'providing opportunities for students to talk by using group work or pair work, and limiting teacher talk' will result highly beneficial to complement a student-centered learning model and therefore giving students the conditions to express their ideas and feelings (Nunan, 2003, pp. 54-56). The notions of promoting speaking in the classroom offered by Brown and Nunan are recommendable to consider in our project since our purpose is to enhance communication of workers of the productive sector through the interaction in the English language. For this project, the English language is highly connected with the interaction of people in a business environment. This means that it is necessary to apply an approach that joins the English language use with a productive purpose.

English For Specific Purposes (ESP)

For a long time, the teaching of foreign languages and the business sector have been essential factors in our society where some challenges have been evident due to the different contexts in which they can arise. For this reason, stakeholders implement many strategies every day seeking improvement and achieving objectives that adapt to the needs in the teaching-learning field. A good example of this is the approach called English for Specific Purposes (ESP) which is defined by Mohan (1986) as the English teaching applied in chosen communicative environments. This means that the teaching process is oriented through different scenarios where employees need to use the English language to be prepared and interact in their workplace.

This term is also defined as 'numerous activities according to a job, profession or topic' (McDonough, 1999, p 105). In similar terms, in ESP it is possible to create interesting and dynamic activities where the context of the learners is taken into account in order to work on strengthening the skills through the contents of classes. Following this, Richards & Schmidt (2010) consider that the objectives, and content of English for Specific Purposes need to be oriented towards the specific needs of learners. In other words, the objectives, specific needs, and content of ESP must be explicitly evidenced in the lesson planning process of each class since it allows students to engage in a more meaningful way as they can notice that what is taught in class, can actually be used in their professional environment. These contributions have a great importance for this project since it will be the basis for the design of each one of the courses.

Course features of ESP

The understanding of ESP in its essentiality requests to explore the basic foundations about the conceptions under this approach has been conceived. There are four main features found in the literature of ESP pointing out how courses should be designed. The first has to do with the coherence of discourse and cohesion of text as learners are aimed to develop abilities that allow them to understand language in use operating with rhetorical language functions emerging from the interactions. In developing such skills, course takers recognize

the devices of the language to create relations between forms and structures of the language. (Allen & Widdowson, 1974; García-Mayo, 1999; Ureña, 2017).

The second and third features are identified by Ureña (2017) as the need and authenticity where the language for use has a unique purpose for the communication itself. Based on the previous conceptions, the design of authentic texts and tasks demand teachers to be aware of the target context. Learning/methodology would be the fourth feature for the ESP course design and this requires varied materials, learner autonomy, process syllabuses, integration of teaching and technology and team teaching with significant opportunities for participants to interact with their peers within the setting provided (Todd, 2003, p.157). All these four features convey a wide perspective for this project when designing a syllabus since considering those elements, the lesson plan should be the one focused on the setting needs and particularities.

How to plan a lesson based on ESP?

It is necessary to know about the characteristics that are involved while planning ESP classes in the sense that teachers can have a better comprehension of how to apply this approach and achieve the intended goals. Following this idea, Dudley & John (1998) suggested that 'effective ESP courses should make use of the underlying methodology, with activities or authentic tasks according to a specific discipline' (p. 4-5). This indicates that the methodologies, activities, and tasks change depending on the discipline in which students are involved as it requires from the teacher a wide knowledge of theoretical aspects in order to plan effective and significant lessons.

For Wright (2013), the fact of having a methodology that links student disciplines with the real world allows learners to relate to cultural and social aspects through the materials that are developed in class. In similar terms, the relationship between the real context and the materials studied in class, prepare students with a special focus on their respective disciplines and develop useful skills for their workplace. This process has a positive effect on their professional development since teachers provide instruction based on related-context situations such as socio-cultural differences, type of treatment of clients, paralinguistic language, among others.

A different perspective of this is the one proposed by Font (2006) who stated that the design of a curriculum where the class is organized in a way that encompasses the competencies of the students as the teacher develops the topics and activities necessary for learning. This implies that for teachers it is paramount to develop the ESP class according to the curricular design that carries out a methodology that enhances communicative competences, as well as to monitor the progress of students in order to be more aware of their learning process. Thus, in our project, these factors could be taken as a basis for the creation of lesson plans due to the development of competences according to different contexts in which students could be immersed and contribute to their communicative skills.

Training in business

With the intention to have a clearer idea of what training in business requires, it is also essential to define it from different perspectives. The first definition of this term is provided by The Peak Performance Center (2021) as 'a learning and development process which refers to the acquisition of specific skills, abilities and knowledge to improve employee performance'. This means that business training is really important since employees improve their performance in the workplace due to the fact that the improvement of their skills are boosted through the teaching of strategies that allow them to develop their potential. Also, Frost (2019) mentioned that 'An employee who receives the necessary training is better able to perform her job' (Frost, 2019 in Chron). This implies that employees with previous training can be more aware of the tasks, objectives and procedures that their work demands and thus stand out for their good performance since they can develop tasks with agility and confidence.

Taking into account the previous preparation that employees must have both in the attention and in the communicative part, it is also essential to think about the advantages that it brings to companies. Following this, Nda & Fard (2013) pointed out that training in business considerably increases the productivity of companies where all participants benefit greatly. This signifies that through business training not only companies are benefited, but also employees have the opportunity to grow integrally through the knowledge acquired, which cause an improvement in the productivity of both trained personnel and the company in general thanks to the organization of strategies that transmit knowledge about everything

that should be known with reference to performance in the workplace. All these ideas will be fundamental in our project since they provide us with a guide on how to teach employees through language and effective communication in English, which could be a strategy to benefit their performance in their work environment.

Customer Service

Taking as a reference a broad background of what training in business means and its relationship with the workplace, it is also appropriate to know about customer service due to the fact that it generates positive experiences when implemented correctly. This term is defined by the Entrepreneur Handbook Webpage (2020) as a continuous process that contains different factors such as time, problem solving situations, and customer loyalty that conform to the basis of an adequate service. This implies that in this interaction, it is necessary to know the different factors that can benefit both the performance of the person who provides the service and the one who receives the attention in a certain company.

Moreover, Grant (2020) considers that customer service is the continuous exchange of information in a business environment that pretends to encourage customers to purchase in future situations. This means that the perception of the client regarding the product they buy and the customer service they receive has a big influence on the success of the company. Therefore, it is important that companies reflect on their commercial processes to try to improve their service quality. In this order of ideas, Chopra (2013) based on (Grönroos (2000) states a different perception of Customer Service in the sense that employees' training is more relevant than the product itself in the development of the trade markets. In other words, if there is proper training of the employees of a business, good quality of the customer service will be reflected through the empathy, courtesy and attention of the customers. In our project we will take into account these characteristics with the aim of creating pedagogical activities that link both customer service and learning English to provide better experiences.

To conclude, all the concepts aforementioned establish the basis for our project to carry out an effective implementation of English language instruction in the productive sector. These methodologies and approaches provided this project with updated perspectives of how to apply them in bilingual training and how we can benefit from other researchers'

experiences in this field to maximize our opportunities to get good results. It is important to highlight that thanks to the ideas provided by the authors, we could implement our ESP lessons understanding why communicative competences must be strengthened to successfully interact in the productive sector. After explaining the concepts of this project, our major purpose is to offer bilingual training courses to workers from the productive sector. Thus, improving their lifestyle through fostering their communicative skills to effectively interact with possible foreign customers.

Literature Review

English proficiency has gained importance in government policies around the globe since it is recognized as an indicator of progress and wealthness. This level of English is normally measured by the EF English Proficiency Test and some of its results are not encouraging for some countries. For instance, Colombia is ranked 77 out of 100 with a 'very low' level which reveals the unfruitful English instruction implemented in this country. However, some national programs have offered bilingual courses for workers of the productive sector increasing their competitiveness and improving their lifestyle through their personal and professional growth (SENA, 2019). In this sense, this first phase which has to do with the establishment of the theoretical components and the creation of the lesson plans, seeks to analyze research findings of different authors in order to establish the most accurate language instruction components to be executed in the Colombian productive context.

In the light of analyzing the theoretical components to be implemented in this project, some results were taken from studies related to the bilingual training courses. One of these studies is conducted by Barrios and Manyoma (2012) who analyzed a series of methodologies and theories implemented in a bilingual training course in Cartagena to determine how they work and how they can be improved. Additionally, some other studies reveal the positive outcomes of the implementation of English for Specific Purposes (ESP), Flipped Classroom Approach, and Communicative Competences (Chen & Wang, 2019; Mortensen & Nicholson, 2015; Maican, 2014).

Due to the fact that Colombia has experienced the growth of tourism in the last decades, it is essential that workers of the productive sector receive English language training to effectively communicate (MinCIT, 2020). In a research study called 'Competencias Comunicativas En Los Servidores Turísticos de Cartagena: Un Análisis Pedagógico de Los Procesos Enseñanza Aprendizaje del inglés en Los Guías Turísticos de Cartagena' conducted by Barrios and Manyoma (2012), a variety of theories, methods and, approaches for second language teaching-learning were described and evaluated with the aim of formulating a proposal towards the improvement of foreign language teaching-learning practices of Cartagena.

According to this qualitative and quantitative research study, despite the effort from the national bilingual programs, tourist guides from the city do not seem to be really prepared for interacting with foreigners in the English language due to the lack of communicative competences. Consequently, the results of this study suggest that in-service teachers should use constructivist theory in their curricular design as it is beneficial in their collaborative interaction and provide learning flexibility for language learners while changing traditional teaching methodologies. It means that incorporating constructivism with updated information tools in our project will state a positive practice that supports learners' communicative processes, thus making their customer service competitive during the interactions.

Selecting effective tools, methodologies, and approaches is an essential part of this project as it provides updated practices and considerations for language teaching and learning. For this reason, after analyzing a series of approaches, ESP was selected as the approach to implement in each lesson. Related to the implementation of ESP, we analyzed the research carried out by Marcu, N. (2020) called 'Designing functional ESP courses' in which she provides her conclusions about the implementation of ESP in a course for engineering students. Here, she highlights the importance of material design, needs analysis, and motivation issues.

The first aspect to keep in mind when creating an ESP course, according to Marcu, is to make an effective needs analysis so that the creation of the courses and the material are appropriate for students' context. Additionally, it is important to take into consideration that the implementation of ESP for university scenarios is different from ESP for trading ones

since university students should be aware of the causes and consequences that may affect a specific field, while the workers are expected to know how to interact with those problems that may arise.

Among the aspects to consider when implementing this approach, motivation plays a crucial role in the learning process since if the topics are highly specialized and do not meet their real-world objectives, they are going to get demotivated. Besides, materials could increase students' interest as they use them as a source of language, learning support, and a reference for their job. Therefore, the application of these concepts will enable us to create effective lesson plans and materials that promote students' intrinsic and extrinsic motivation.

Although the ESP approach is expected to meet the needs of our on-site language course design, it is paramount for us to think about online alternatives in case that there is any external situation that does not allow us to teach under normal circumstances. For this reason, we analyzed the following study called "The flipped classroom stimulates greater learning and is a modern 21st century approach to teaching today's undergraduates" where Mortensen and Nicholson (2015) explained how a flipped classroom approach increased students' motivation and critical thinking through a combination of learning theories such as problem-based learning, constructivism, direct instructions, among others.

This study was executed in the University of Florida during the fall semesters of 2013 and 2014 with 130 participants who took a subject called 'The introduction to equine science' in which they were normally taught 36 live lectures, but in the online format it was converted to 40 pre-recorded videos, divided into 8 modules. After analyzing this study, we found some findings that provide an interesting view about the use of this approach that have made us consider its benefits for application in case that external situations do not allow students to take classes in a physical setting.

Among the most relevant conclusions to consider in this study, we highlight that critical thinking skills, and motivation are the major benefits of applying this approach as this allows students and teachers to keep engaged in classes despite the online format and the situations that caused it. Therefore, Flipped Classroom fits this project in the sense that it would be only used in the absence of on-site classes since Colombian society does not consider remote learning as fruitful as on-site learning.

The majority of prior research studies have applied methodologies and approaches, consequently, the following article sheds light on how to implement these theoretical components in the productive sector. This secondhand article called 'Teaching English to Tourism Students' is an analysis which addresses four components which aim to improve communicative competence in the productive and business field. These four components are: 1) speaking and listening English skills as a dominant factor in the workplace; 2) development communicative competences: Generic (positive attitude), intercultural (eye contact), linguistic (phonology), and discourse (receptive and productive skills); 3) authentic teaching materials according to the students' needs; 4) challenges that may affect the English learning process in students such as the background content knowledge and updated teaching materials design.

These four components previously mentioned are relevant for our project in the sense that it comprises not only the linguistic competence, but also the pragmatic, and sociolinguistic ones inasmuch as these competences play an important role for people of the productive sector in understanding how language function works according to the different sociocultural contexts. This intercultural environment where workers will be immersed will require designing purposeful and authentic materials that boost their communicative competitiveness in the commercial sector. Nevertheless, there are some possible challenges in the execution of the lessons that must be covered by the teacher's intercultural expertise.

An increased focus has been placed on research articles that provide a series of methodologies, approaches, and competences that will be the basis of our bilingual course design and implementation considering not only academic necessities, but also the external situation that may affect our project in the on-site classes' execution. The most relevant findings brought us empirical evidence that constructivism theories are critical in curriculum design. Secondly, ESP was demonstrated to provide several benefits in the sense it increases learners' development. Lastly, the design of teaching materials must be aimed at improving language skills in the workplace and constantly updated by the teacher.

For these reasons, the implementation of ESP, constructivism, and ZDP considered fundamental in the execution of the project as they allow students learning flexibility while increasing their motivation when discovering the advantages of the English language in their

work. Nevertheless, studies to understand more completely this subject matter are needed in the implementation of ESP approach in Colombia, specifically in the productive sector since most of these kinds of approaches are conducted in foreing universities.

Methodology

Description of the current situation

This is an innovative proposal that is intended to train touristic employees from the coffee region (Risaralda and Caldas) in bilingual communicative competence through the implementation of English for Specific Purposes (ESP). This approach will be applied in a series of courses that are going to be designed depending on the needs of each particular small business. For example, tourist employees from a coffee shop are going to have different instructions than workers in a hotel. The courses previously mentioned are expected to help workers achieve the B1 level in their specific area according to CEFR so that they can effectively communicate with foreign visitors taking into consideration the intercultural differences of each customer's background. The present methodology is guided by the parameters of Lineamientos Estándar para Proyectos de Fortalecimiento del Inglés proposed by Ministerio de Educación in 2016.

The coffee region has a great diversity of touristic places that are annually visited by thousands of national and international tourists. Nonetheless, foreing visitors as well as small businesses face a great challenge when interacting with local people, which is that few of them can communicate in English as a lingua franca. Indeed, Bustos (2020) in his digital newspaper column for P&M shares the regional results of the English proficiency test index executed by EF-EPI in 2020 in which it is evident that Caldas and Quindío have 'low level' and Risaralda has 'very low level'. These results indicate that the Coffee region (Caldas, Quindio, Risaralda) has a lack of bilingual programs that promote tourism since this is the unique alternative this territory has to increase its economy and competitiveness worldwide. *(See the table below)*

Las regiones y ciudades obtuvieron los siguientes puntajes:

Region	EF EPI 2020
Atlántico	487
Antioquia	485
Santander	475
Quindío	475
Caldas	467
Bolivar	457
Meta	453
Boyacá	453
Norte de Santander	448
Valle del Cauca	448
Cesar	448
Magdalena	447
Risaralda	446
Cundinamarca	444
Cauca	444
Huila	438
Córdoba	432
Tolima	424
Nariño	405

Ciudad	EF EPI 2020
Medellín	492
Barranquilla	491
Bucaramanga	481
Bogotá	473
Cartagena	464
Cali	452
Santa Marta	449
Neiva	438
Tuluá	431
Ibagué	416

Niveles ● Bajo nivel
● Muy bajo nivel

Figure 1

English Scores - Regions and Cities

Source: based on P&M (2020)

Problem Tree

The following problem tree helps to identify the major problem as well as its causes and effects in the context of English language instruction in the tourism sector.
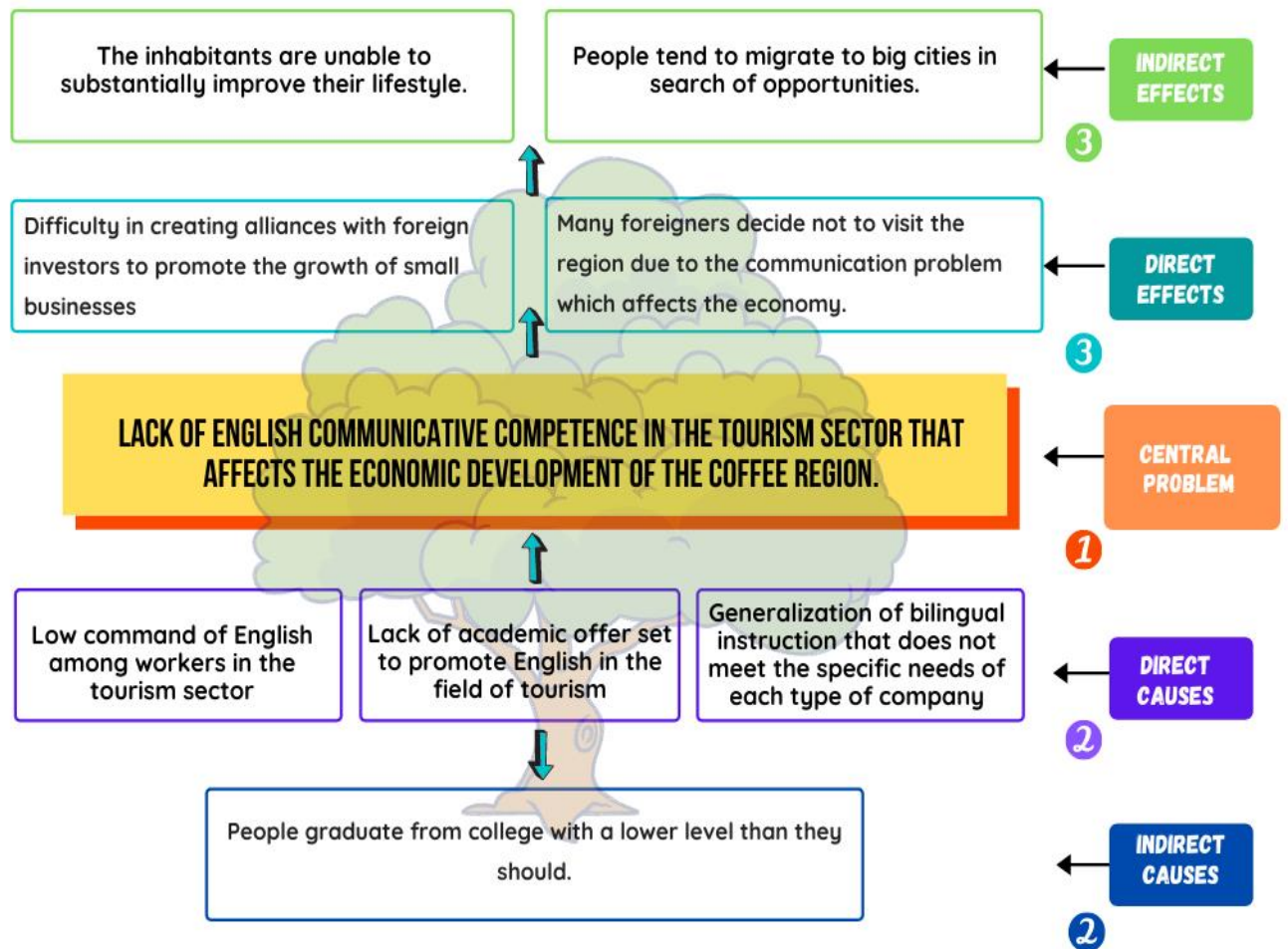
The inhabitants are unable to substantially improve their lifestyle.

People tend to migrate to big cities in search of opportunities.

INDIRECT EFFECTS 3

Difficulty in creating alliances with foreign investors to promote the growth of small businesses

Many foreigners decide not to visit the region due to the communication problem which affects the economy.

DIRECT EFFECTS 3

LACK OF ENGLISH COMMUNICATIVE COMPETENCE IN THE TOURISM SECTOR THAT AFFECTS THE ECONOMIC DEVELOPMENT OF THE COFFEE REGION.

CENTRAL PROBLEM 1

Low command of English among workers in the tourism sector

Lack of academic offer set to promote English in the field of tourism

Generalization of bilingual instruction that does not meet the specific needs of each type of company

DIRECT CAUSES 2

People graduate from college with a lower level than they should.

INDIRECT CAUSES 2

Figure 2

Problem Tree

Participants Analysis

This project has an impact not only individually but also regionally in the sense that it integrates all the people related to the tourism industry. Here is a description of the participants' roles, interests, and contribution to the development of this project.

30

Participants	Role of the participants	Interest in participating in the project	Contribution or benefit
Facilitators	To design and facilitate the English courses.	To contribute to the economic development of the coffee region. To promote English language teaching-learning in the region. To help the Licenciatura en Bilingüismo program to expand the field action of its undergraduates.	Executers
Kawaya Tours S.A.S	Facilitator-Sponsor	To contribute in the implementation of the English language courses in Pereira, Risaralda. To facilitate the provision of materials previously created. To sponsor and advise this project in the execution phase.	Executer-Sponsor

Institutions of Higher Education Education Institutions Certified and qualified in the field

Universidad Tecnológica de Pereira | Cooperante-Beneficiado | Provide materials and bibliographic resources.

Provide human talent to Provee talento humano para la elaboración del proyecto.

Contributes to the academic and economic field of the region. | Source of information-Social |
| Professor UTP Advisor of the project | Cooperator-Beneficiary | Advises the design and implementation of this project.

Support the project with the requirements in the language and tourism field | Advisor-Executer |

Small business owners	Beneficiary-cooperator	To qualify their employees in the English communicative competence. To increase the number of customers. To make the small businesses more competitive.	Physical
Tourism employees	Beneficiary	Attend bilingual training sessions. To promote their English language and communicative skills. To enhance their curriculum vitae and economic conditions.	Service users

Figure 3 Participants Analysis

Objectives tree

Once we have gathered the central problem with its causes and effects, it is paramount to address those challenges with a central objective that has different direct and indirect specific aims in order to guide and fulfill the major necessities of this project.
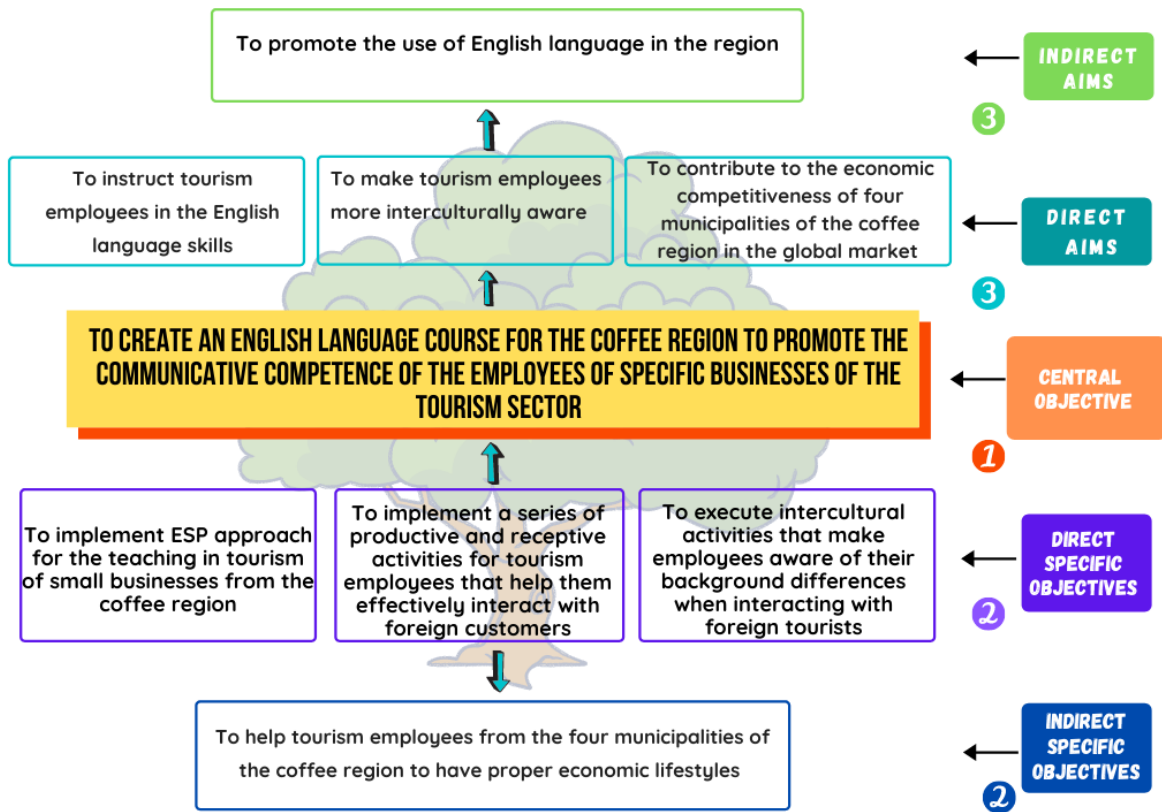
Figure 4 Objectives tree

General and Specific Objectives

After analyzing the problems that this project intends to address, these are the general and specific objectives that were set for this project.

General Objective	Specific Objectives
• To create an English language training course for the coffee region to promote the communicative competence of the	• To implement the ESP approach for the teaching in tourism businesses from the coffee region.

employees of specific businesses of the tourism sector.	• To implement a series of productive and receptive activities for tourism workers to interact with foreign customers.	
	• To execute intercultural activities that make employees aware of their background differences when interacting with foreign tourists.	

Figure 5 General and Specific Objectives

Indicators and Goals

In this chart the objectives and goals are established:

Objectives		Goals
General	To create an English language course for the coffee region to promote the communicative competence of the employees of specific small businesses of the tourism sector.	To help tourism employees achieve a A1, A2 and B1 language proficiency level according to the CEFR.
Specific	To implement ESP for the teaching of tourism companies from the coffee region.	To design lesson plans based on the ESP approach during the English instruction.
	To implement a series of productive and receptive activities for tourism workers that help them effectively interact with foreign customers.	To design activities that boost communicative skills of tourism employees.

	To execute intercultural activities that make employees aware of their background differences when interacting with foreign tourists.	To help tourism employees understand the most common significant cultural differences.

Figure 6 Indicators and Goals

Beneficiary population

The table below is organized from general to specific and it describes the beneficiary population regardless of the department where they live.

Municipalities	The target population works in the municipalities of Risaralda, Caldas, and Quindío that make up the coffee region. There is a great influx of tourists in this zone, which demands tourism employees to be communicatively competent.
Small Businesses owner	As this project is intended to bilingually instruct employees from small businesses such as hotels, restaurants, coffee shops, bars, etc. Any owner of this kind of business may apply to be benefited.
Project owners	It is confirmed by three students of the Licenciatura en Bilingüismo con Énfasis en Inglés program and one professor of the same faculty, who is the advisor of the project.
Tourism employees	Workers of small business who are basic English learners with an A1 level according to the CEFR. Probably, some of them did not finish high school due to the lack of economic and academic opportunities.
Licenciatura en Bilingüismo UTP	The Licenciatura en Bilingüismo program benefits from this project as it expands the opportunity for students to work not only in the public educational sector but also in the tourism field.

Figure 7 Beneficiary population

Target zone: Coffee Region

This map shows the geographic location of the Coffee Region which is located in the Central-West of Colombia and includes the departments of Risaralda and Caldas.

Figure 8 Target Zone

Tourismoquindio.com

Alternative solution

The current problematic situation that this project seeks to address is the lack of English communicative competence that affects the economic development of the coffee region as well as the provision of customer services. This problem will be faced through the implementation of a series of English courses that focus on the necessities of different small businesses in the tourism sector. Additionally, throughout these courses, intercultural

competence will play a significant role as this increases cultural awareness providing employees with the capability to understand and accept social differences.

The design of each course with ESP is taught to provide a significant and contextualized teaching , for this reason, the classes will be carried out in the specific workplace. Furthermore, some activities such as podcasts, poster creation, travel plan design, role plays among others will be integrated in the lesson plans to work on the intercultural and linguistic skills of all participants, nonetheless, these activities can be applied in any context. As a consequence, the courses to be implemented in this project will have specialized syllabi for each particular small business e.g. Syllabi for restaurants will include different content and activities than the one for hotels.

The tentative syllabi is expected to achieve B1.1 level according to the CEFR with a minimum of five months per course with a frequency of 6 hours per week. Each course will have as maximum 15 students and they can be from different small businesses as long as they belong to the same commercial sector (e.g. coffee shops, bars or restaurants). Besides, there is no age restriction to enroll in the courses as small tourism businesses have employees from different ages.

Technical Study

For the structure and execution of this project, it was necessary to analyze the following aspects related to the English area which sustain the formulation of the proposal of this project.

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1. Articulation of the project with the linguistic policy 'MEN' and Colombia Bilingüe Program.
This project is articulated with the public policy called 'Risaralda Bilingue, Competitiva y Social 2019-2032' in the following aspects:

.   It enhances the department economy with a linguistic policy.

a.   It promotes economic competitiveness through the English language.

b.   It supports the appropriation and strengthening of bilingualism in the productive sector.

c.   It strengths second language competences in order to develop quality in the population processes.

d.   It promotes intercultural and multicultural competence.

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e.   It creates opportunities to improve the professional development of the employees.

f.   It provides the tools and human talent to make tourism employees achieve B1 level in two years and a half.

g.   It promotes opportunities to apply in bilingual jobs.

h.   It generates bilingual spaces in the region.

i.   It uses technological tools to teach English such as Google Meet and others.

j.   It gradually implements the strategic plan in some municipalities.

k.   It takes into account the linguistic evaluation of students.

(The previous considerations are aligned with the objectives proposed by the Bilingualism Public Policy in 2019)

2. **Coherence between training process, objectives, learning activities, strategies of evaluation, among others.**

The formation process will be carried out through semi-intensive courses of 6 hours per week. Each course has 15 quotas and the level to be achieved is B1.1. Before starting the course, students will take a placement test so that teachers can identify in advance the English proficiency level they have.

-The main objectives of this implementation are:

- To create an English language course for the coffee region to promote the communicative competence of the employees of specific businesses of the tourism sector.
- To implement the ESP approach for teaching in tourism companies from the coffee region
- To implement a series of productive and receptive activities for tourism workers that help them effectively interact with foreign customers.
- To execute intercultural activities that make employees aware of their background differences when interacting with foreign tourists.

-**Some of the activities to implement in this project are:**

Podcasts, poster creation, travel plan design, role plays, group discussion, quizzes.

-From the perspective of language assessment, throughout this project the lessons will be focused on formative assessment, however, at the end course, a summative assessment test will be executed to

evidence students' language proficiency progress. Additionally, in written and spoken outputs, the use of analytic rubrics will play an important role as it provides the space to provide effective washback.

3. **Use of educational resources available in 'Portal Colombia Aprende'.**

Due to the fact that this project focuses on adult students who start at a very low level of English, materials such as the Suggested Curriculum, English please, and Derechos Básicos de aprendizaje can not be taken as a main source for lesson designing. Nonetheless, these guides will be used as a source of ideas for the development of the activities since the teachers will create each one of the lesson plans.

4. **Description of the training process to develop**

-The formation process will be carried out through semi-intensive courses of 6 hours per week for a total of 5 months. Each course has 15 quotas and the level to achieve is B1.1. It is important to highlight that only people from the same kind of business are allowed to enroll in each course.

-The use of the academic content will be developed depending on the specific small businesses to customize the lesson planning according to their work setting. (Plan de estudios).

-Bilingual training courses for the tourism employees will be facilitated by four teachers from the Licenciatura en Bilingüismo con Énfasis en Inglés program from the Universidad Tecnológica de Pereira. These teachers are certified by this university with a C1 English language proficiency level.

-These courses will work under the ESP approaches applied in a series of interactive activities thought to support the development of communicative and intercultural competence. Furthermore, throughout the pedagogical interactions, socio-constructivism will make students active participants of their own learning process. For this reason, the integration of the classes in their work setting will join the theoretical components as it provides real-life situations that they really face in their job.

-The use of material provided by the Colombian government will be only used to extract some ideas and activities that enrich the lesson design. Moreover, the Common European Framework of Reference will be considered along the courses to identify and characterize students' capacities depending on the language proficiency level.

- Processes and outcomes during the English language instruction courses will be based on formative and summative assessment. The integration of assessment instruments such as analytic rubrics, tests, quizzes, and so forth will contribute to identifying students' weaknesses and strengths. Finally, it is also important

to mention that a diagnostic test will be implemented at the beginning of the courses to set the way in which the courses will be guided.

5. Articulation of the theoretical framework with the linguistic policy (MEN)

- English for Specific Purposes (ESP) will set the focus of the English language teaching considering that the courses will target a productive sector, especifically, tourism employees. Therefore, ESP will direct language and content to be taught during the bilingual courses.

6. Describe the training process taking into account the suggested hours.

Based on the Lineamientos Estándar para Proyectos de Fortalecimiento del Inglés and the CEFR hours schedule recommended per course are:

Language proficiency level	Number of hours per week and year	Total of hours per course for a total 420
Pre-A		28
A1	6 hours x 17 weeks	90
A2.1	6 hours x 17 weeks	102
A2.2	6 hours x 17 weeks	102
B1.1	6 hours x 17 weeks	102

7. Justification of another approach, methodology, or problem solution.

In case of any external factor that does not allow in-site classes, Flipped Classroom approach will be implemented to fulfill this necessity. According to TeachThought 'flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home' (TeachThought, 2021).

It is important to highlight that this approach will allow the continuity of the project in situations such as Covid-19 spread restrictions, landslides on the road, road closures, among others.

8. **Develop a contextualized process that brings tools to improve the teaching practice.**

Each bilingual training course is intended to be done in the specific work setting to take advantage of the places, services, and other products from the specific domains. These contextual situations will allow tourism employees to develop their English language skills through the implementation of real-life examples.

9. **Use of concepts.**

There are some important concepts to consider in this project.

CONCEPT	DEFINITION	BIBLIOGRAPHIC RESOURCE
Bilingualism	Se refiere a los diferentes grados de dominio con los que un individuo logra comunicarse en más de una lengua e interpretar una cultura. Estos diversos grados dependen del contexto en el cual se desenvuelve cada persona. Según el uso que se haga de otras lenguas diferentes a la materna, éstas adquieren el carácter de segunda lengua o de lengua extranjera.	Ministerio de Educación Nacional. (2014b). Orientaciones para la implementación de proyectos de fortalecimiento de Inglés en las entidades territoriales. Bogotá, Colombia: Autor. Tomado de http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518 recurso _5.pdf
Linguistic competence	Se refiere al conocimiento de los recursos formales de la lengua como sistema y a	Ministerio de Educación Nacional. (2006a). Estándares básicos de competencias en lenguaje,

		matemáticas, ciencias, y ciudadanos. Bogotá, Colombia: Imprenta Nacional.
	la capacidad para utilizarlos en la formulación de mensajes bien formados y significativos. Incluye los conocimientos y las destrezas léxicas, fonológicas, sintácticas y ortográficas, entre otras.	
Curriculum	Currículo es el conjunto de criterios, planes de estudio, programas, metodologías, y procesos que contribuyen a la formación integral y a la construcción de la identidad cultural nacional, regional y local, incluyendo también los recursos humanos, académicos y físicos para poner en práctica las políticas y llevar a cabo el proyecto educativo institucional.	Capítulo 2. Artículo 76. Congreso de la República de Colombia. (1994). Ley 115 de Febrero 8 de 1994: La ley general de la educación. Bogotá, Colombia.: Author.
Foreign language	Es aquella que no se habla en el ambiente inmediato y local, pues las condiciones sociales cotidianas no requieren su uso permanente para la comunicación. Una lengua extranjera se puede aprender principalmente en el salón de clase y, por lo general, el	Ministerio de Educación Nacional. (2014b). Orientaciones para la implementación de proyectos de fortalecimiento de Inglés en las entidades territoriales. Bogotá, Colombia: Autor. Tomado de

	estiante está expuesto al idioma durante períodos controlados. A pesar de no ser usada en circunstancias diferentes a las académicas, los estudiantes de una lengua extranjera pueden alcanzar altos niveles de desempeño para ser comunicadores eficientes cuando así lo requieran.	http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518_recurso_5.pdf
Common European Framework of Reference (CEFR)	Este documento orienta la reflexión sobre las condiciones, metodologías y evaluación de los procesos de aprendizaje de las lenguas europeas (incluyendo el español); describe el proceso de desarrollo de niveles en tres grandes etapas denominadas con las letras A para el nivel "básico", B para el nivel "independiente" y C para el nivel "avanzado", y puntualiza con claridad lo que un aprendiz de una lengua puede hacer en cada una de ellas.	Ministerio de Educación Nacional. (2014b). Orientaciones para la implementación de proyectos de fortalecimiento de Inglés en las entidades territoriales. Bogotá, Colombia: Autor. Tomado de http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518_ recurso _5.pdf
Standards of performance	Especifica las competencias, saberes y	Ministerio de Educación Nacional.(2014b). Orientaciones para la

habilidades que el hablante tiene en cada etapa del proceso de desarrollo de la lengua extranjera. Un nivel de desempeño es el A1 o nivel de usuario básico.	implementación de proyectos de fortalecimiento de Inglés en las entidades territoriales. Bogotá,Colombia: Autor. Tomado de http://www.colombiaaprende.edu.co/html/micrositios/1752/articles-315518_ recurso_5.pdf

11. **Training process as an active learning that balances theory and practice.**
ESP, as the main approach to be implemented in this course, provides a balanced teaching in which theory and practice play an important role in each session. Furthermore, there will be a series of activities that help students understand the language structures through the real use of the language. This language teaching is also accompanied by the exploration of intercultural aspects that provide students with a global awareness to interact with people from other countries.

Figure 9
Technical Study

Modality

Inasmuch as the modalities presented in Orientaciones para la implementación de Proyectos de Fortalecimiento del Inglés en las Entidades Territoriales are focused merely on public institutions such as high schools, it was necessary to create a new modality to fulfil the necessities of this project.

Entrepreneurship project proposal - Modality of the project
This modality is intended to help tourism workers achieve B1.1 level of English which starts from the most basic level as many employees may have not had the chance to study English before. This language training is a long-term process that will focus not only in functional language but also in intercultural differences. Additionally, it is expected that the execution of the lesson carried out in the work setting, helps students to learn the language in a more effective way. As this modality is an entrepreneurship proposal it allows the integration of other theories and approaches that are not commonly used in high schools in the Colombian context (Socio-constructivism, Flipped Classroom, ESP, Intercultural education). This implementation seeks to support English language learning in an innovative way since it uses a series of theoretical concepts which could provide better results in terms of engagement and language proficiency development than the traditional language instruction.

Figure 10

Modality

Risk study

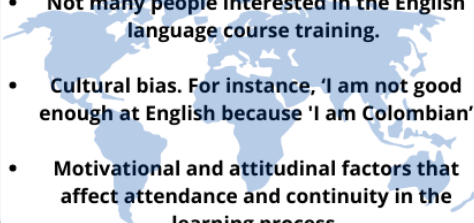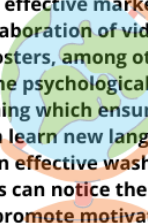These are the risks that may affect this project and the possible solution to face each one of them:

Figure 11

Risk Study

Syllabus

Rationale

It does not matter what your profession is, today's global market requires greater communicative skills such as intercultural awareness, use of telecommunications, and English language proficiency. These aspects make foreign customers feel comfortable and satisfied with the services provided by a company. For this reason, the national government and some private institutions have provided employees with the possibility to enroll in language courses in order to perform their daily activities effectively. One of the most relevant bilingual projects carried out by the government is the one designed by SENA and

MinTrabajo in 2019 whose main objective was to reinforce the linguistic competences of public servants and contractors.

The present course offers specialized English language training focused on the development of communicative tools that allow tourism employees to interact with customers in real situations. Therefore, the design of each English course is aimed at fulfilling specific communicative needs in their particular workplace contexts and time availability. Taking this into consideration, the participants of these courses will be exposed to a variety of short English for Specific Purposes courses that apply technical vocabulary and work-like situations.

The need of English for Specific Purposes courses for the region is addressed as the solution to the lack of technical language instructions since most of these courses offered in the Coffee region are not thought to provide workers with the job skills to effectively perform in the field they belong to.

The construction of the present syllabus is the result of the combined analysis and use of the CEFR and communicative functions that are presented in the type of small business that requires English instructions from this project to reach an intermediate English level. As the context demands effective use of the language, speaking and listening skills will have special emphasis within the sessions. Nonetheless, the practice of reading and writing will also take place in the development of some course tasks.

The course is embedded in the theory of the 'curriculum as a product' (Tyler, 1949). Under this view, the beginning of the courses will be carried out through the teaching of grammatical and pragmatic use of the language immersed in the context of small businesses. After that, the discursive content is included based on the workplace impacting learners and tutors' experiences to make it more meaningful and context-sensitive.

General Objectives

1. To understand and interact in English with an interlocutor in overall spoken situations using interaction strategies such as goal-oriented cooperation and asking for clarification and taking the floor through conversations, information exchange, interviews and using social media.

2. To provide information in the area of tourism through written interaction in online goal-oriented transactions and collaboration through basic conversations and discussions, notes, forms and other texts written in English.

Course specifications

Every course has 10 classes of 2 hours each for a total of 80 hours. After taking the 5 courses, students will move from preA to A1 English level according to the CEFR. This course is especially for hotel employees, in which the use of ESP approach will be essential in the development of the classes. Students will learn not only the grammatical components of the English language but also will learn how to use them in real contexts through the implementation of real-life situations that they may encounter at work. Besides, this course will help them to improve their professional skills through classes focused on how to overcome customer objections, how to make effective reservations, and how to interact with customers taking into account their cultural differences, among others.

Evaluation

The English language courses created in this project will have a mixed-evaluation system where formative assessment will have a greater emphasis and grade weightage on the courses. This will imply direct and indirect feedback from tutors and peers to highlight strengths and weaknesses in course execution.

Assessment strategies and instruments:
- Roleplays and simulations.
- Poster presentations.
- Listening and reading comprehension exercises.
- Interviews.
- Quizzes.
- Online tasks.
- Rubrics for oral and written tasks.
- Peer and self-assessment.
- Text and correspondence writing.

- Attendance.
- Final product: Interaction in a real situation.

Methodology

The present courses aim at developing an independent user language proficiency in English in participants that work in the Tourism sectors. The courses are structured following the theoretical and practical principles of English for Specific Purposes. Course-takers are expected to reach a higher level of communicative competence through the exposure of real-like situations, teaching of specialized lexicon, implementation of unique material, and development of intercultural awareness.

<center>**Hotels**</center>

Course 1

Week	Target Language Function	Grammatical Items and Structures
1	- Greet and farewell other people in different ways depending on the time. - Exchange very basic information	Greetings and farewells Personal information. • Verb to be - Personal pronoun 'I'. (Vocabulary and language chunks) • Names • Nationality • Age • Family • Marital Status • Name of the company • Role in the company • Profession/Occupation

2	- Provide basic personal information about themselves and others.	Verb to be, subject pronouns, and possessive adjectives. • Present simple *(verb to be)* • List of common verbs
3	- Express how they feel in some situations. - Formulate simple questions through language chunks	Vocabulary: Feelings Lg chunks: *(Are you okay? - Is everything alright? - How are you feeling?)*
4	- Describe hotel facilities.	- Hotel vocabulary. - Verb to have. *(The hotel has 100 rooms - Each room has two beds - We have three bars)*
5	- Formulate and answer questions related to their routine in the company.	- Noun phrases - Present simple.
6	- Give important dates and events. - Express the year in which the hotel was founded. - Sequence events	- Numbers - Dates (Days of the week, months, years) *(I was born on _____ / the hotel was founded on-in _____ / The hotel's opening date is on_____)* - Sequencers: First, second, then, later, after.
7	Describe iconic places and people in the area.	- Adjectives (colors, shapes, recent, ancient, etc)

8	- Ask informational questions - Collect information from a customer while talking on the phone (Name, Phone number, and date of arrival)	- Prices - Alphabet - Spelling -Telephone call expressions
9	- Ask clarifying questions.	WH questions.
10	- Do a monologue providing personal information and explaining what they want for their stay at the hotel. (Customer's role)	Course review.

Course 2

Week	Target Language Function	Grammatical Items and Structures
1	- Talk about themselves and other people. - Ask and answer general questions about routines.	- Present simple and question structure. - Likes and dislikes. -Adverbs of frequency
2	- Describe past events chronologically about their workplace.	- Simple past: regular and irregular

3	- Seek information to carry out a check in process - Establish rapport with visitors through ice breaker questions.	- Wh questions - past and present simple. (Reservations) - Hotel registration form design - Prices (Currencies)
4	- Offer hotel and restaurant services. - Give advice	- Amenities and facilities - Simple tenses (Present and future) -There is- There are
5	- Give suggestions when asked by the customer.	- Some modal verbs (Can, Could, Should) - (Places recommendations)
6	- Reply emails following samples taking register into consideration.	- Simple tenses and modal verbs (may) -Template design
7	- Understand everyday signs.	- Other modal verbs. (Must - Have to)
8	- Ask for clarification -Gesture body signs	- Expressions for repetition. - Expressions for lack of understanding
9	-Provide relevant information through social media.	- Slang words - Informal Language -E-marketing -Advertisement

| 10 | Role play:
Make a reservation. | -Simple tenses
-How questions
-Modals |

Course 3

Week	Target Language Function	Grammatical Items and Structures
1	-Provide and ask for personal information to make a reservation	-Review topics -Spell names and numbers
2	-Talk about special events at the hotel and nearby places	-Special events -Prepositions of time
3	-Describe the place they work in -Describe what a room looks like	- Specialized vocabulary. - Ice breakers. - Description sentences.
4	-Explain how to get to the hotel -Give instructions -Provide information about the hotel (Forniture). - Request accommodation facilities	- Prepositions of place. - How to get to the hotel. - Imperatives. - Catering and leisure lexicon
5	- Try to persuade customers to buy their products or services. -Offer food and services	-Expressions for purchasing and selling a product/ service. - Overcoming objections. - Checkpoint.

6	-Offer foods and drinks. -Express apologies to customers. -Give information using how much and how many.	- Countable and uncountable nouns. - Expression of apology. - Quantifiers - definite and indefinite articles.
7	-Contributes to the company through advertising.	- Formal language. - Basic punctuation..
8	-Explain to customers possible issues that may occur during their stay. -Express results of a condition	- Connectors of cause and effect. - Expression of satisfaction. - Verb forms
9	-Deal with angry customers and use typical expressions to calm them down.	- Positive and negative reactions. - How to calm customers down.
10	Final test: Role play -Interact with a customer offering a room.	

Course 4

Week	Target Language Function	Grammatical Items and Structures
1	-Describe types of transport and tickets. -Give information about local transport.	-Information signs -Timetables (Present and future tenses)
2	-Plan and book a holiday if requested -Recommend and give feedback about possible local destinations	-Booking forms and itinerary - Expressions of advice and suggestion (Should, could,

		ought to)
		-Present continuous (Introduction)
3	-Talk about the main characteristics where the hotel is located such as culture, heritage, nature, local economy, among others.	-Past simple: was/were -Cultural awareness -Simple comparisons -Hotelers behaviors
4	-Give information about typical meals and description of the menu	-Comparatives and superlatives
5	-Seek information to carry out a check out process. -Interact with customers and verify the veracity of the service. -Build rapport and empathy with visitors.	-Wh Questions -Past and present simple -Expressions for satisfaction -Interpersonal skills
6	-Recognize hotel staff. -Describe my daily hotel duties.	-Simple present -Internal job titles
7	-Create an agenda for coming assignments -Express temporary situations taking place at the moment	-Present continuous -Adverbs of time (Right now, next, after, before, currently, among others)
8	-Recommend customers to wear clothes according to the weather conditions or setting -Be aware of the place and cultural differences	- Clothes vocabulary -Expressions of suggestions -Cultural awareness
9	-Exchange information while buying/selling souvenirs -Ask for a rebate while dealing	-Expressions and vocabulary for shopping -Expressions for negotiate

		-How much / How many
10	Final test: Check-Out (in real context)	-Expressions for satisfaction (Leave-Taking)

Tourism Guidance

Course 1 - Nature

Week	Target Language Function	Grammatical Items and Structures
1	- Greet and farewell other people in different ways depending on the time. - Exchange very basic information	Greetings and farewells Personal information. - Verb to be - Personal pronoun 'I'. (Vocabulary and language chunks) - Names - Nationality - Age - Family - Marital Status - Name of the company - Role in the company - Profession/Occupation

2	- Provide basic personal information about themselves and others.	Verb to be, subject pronouns, and possessive adjectives. • Present simple *(verb to be)* • List of common verbs
3	- Express how they feel in some situations. - Formulate simple questions through language chunks	Vocabulary: Feelings Lg chunks: *(Are you okay? - Is everything alright? - How are you feeling?)*
4	**- Describe Natural Places.**	**- Nature and weather vocabulary** - Verb to have
5	- Formulate and answer questions related to their routine in the company.	- Noun phrases - Present simple
6	- Give important dates and events. - Express the date in which the **tourist place/ region** was founded. - Sequence events	- Numbers - Dates (Days of the week, months, years) *(I was born on _____ / the **region/tourist place** was founded on-in _____ / The **company's** opening date is on_____)* - Sequencers: First, second, then, later, after.
7	Describe iconic places and people in the area (Behaviors)	- Adjectives (colors, shapes, recent, ancient, etc) **More emphasis on adjectives.**
8	- Ask informational questions	- Prices

	- Collect information from a customer while talking on the phone (Name, phone number, and date of arrival)	- Alphabet - Spelling -Telephone call expressions
9	- Ask clarifying questions.	WH questions **- Storytelling.**
10	- **Do a simulation** providing personal information and explaining what they want **to see or visit in a specific natural place**. (Customer's role)	Course review. **- Talk about the most important natural places in the region.**

Course 2 - City

Week	Target Language Function	Grammatical Items and Structures
1	- Talk about themselves and other people. - Ask and answer general questions about routines.	- Present simple and question structure. - Likes and dislikes. -Adverbs of frequency
2	- Describe past events chronologically about their workplace **and the city.**	- Simple past: regular and irregular

3	**- Seek information to create a city tour. (Asking the customer's preferences)** - Establish rapport with visitors through ice breaker questions.	- Wh questions - past and present simple. (Reservations) **- Take notes of customer preferences to provide recommendations** - Prices (Currencies)
4	**- Offer guidance services.** - Give advice	**- Places and attractions of the city (vocabulary)** - Simple tenses (Present and future) -There is- There are
5	- Give suggestions when asked by the customer.	- Some modal verbs (Can, Could, Should) - (Places recommendations)
6	- Reply emails **and chats** following samples taking register into consideration.	- Simple tenses and modal verbs (may) -Template design (chat - email)
7	**- Understand everyday signs. (Restaurant, etc)**	- Other modal verbs. (Must - Have to) **-Storytelling**
8	- Ask for clarification -Gesture body signs	- Expressions for repetition. - Expressions for lack of understanding
9	-Provide relevant information through social media.	- Slang words - Informal Language **- Things to do in the city (Vocabulary)**

Week	Target Language Function	Grammatical Items and Structures
		- Creating videos to promote tourism. (Advertising)
10	Role play: **City tour with Kawaya (Interaction in a realistic simulation)**	-Simple tenses -How questions -Modals

Course 3 -Coffee

Week	Target Language Function	Grammatical Items and Structures
1	**-Provide and ask for personal information to make a reservation for tourism guidance.**	-Review topics -Spell names and numbers
2	**-Talk about special events in the countryside and city and nearby places**.	-Special events -Prepositions of time **(Vocabulary about coffee)**
3	-Describe the place they work in **-Describe what a coffee process looks like**	- Specialized vocabulary. - Ice breakers. - Description sentences.
4	**-Explain how to get to the coffee shop or the farm**. -Give instructions -**Provide information about the coffee shop or farm (Equipments).**	- Prepositions of place. - How to get to a place. - Imperatives. **- Coffee plantation and processes lexicon**

5	- Try to persuade customers to buy their products or services. **-Offer coffee products and services**	-Expressions for purchasing and selling a product/ service. - Overcoming objections. - Checkpoint.
6	-Offer foods and drinks. -Express apologies to customers. -Give information using how much and how many.	- Countable and uncountable nouns. - Expression of apology. - Quantifiers - definite and indefinite articles.
7	-Contribute to the company through advertising. -Story about coffee -Attributes (16) PCC	- Formal language. - Basic punctuation. **- Storytelling**
8	-Explain to customers possible issues that may occur during the tour. -Express results of a condition	- Connectors of cause and effect. - Expression of satisfaction. - Verb forms
9	-Deal with angry customers and use typical expressions to calm them down.	- Positive and negative reactions. - How to calm customers down.
10	Final outcome: Realistic simulation -Interact with a customer offering a coffee tour. -Coffee experience	

Course 4 - Culture: History and Arts

Week	Target Language Function	Grammatical Items and Structures
1	**-Describe types of historical transport (Train, etc)** **-Give information about local history.**	-Information signs -Timetables (Present and future tenses) **- Technical vocabulary.**
2	**-Plan and book a holiday.** **-Recommend and give feedback about possible cultural destinations.** **(Museum, etc)**	- Expressions of advice and suggestion (Should, could, ought to) -Present continuous (Introduction) **-Historical and artistic actions that are occurring right now.**
3	**-Talk about the cultural events of the city.**	-Past simple: was/were -Cultural awareness -Simple comparisons **-Artist behaviors (Grafiteros, dancers, etc)**
4	**-Give information about typical art works (Painting, Statues, Murals)**	-Comparatives and superlatives
5	**-Seek information to narrate popular stories.** -Interact with customers and verify the veracity of the service. **-Ask questions to the audience.** -Build rapport and empathy with visitors.	-Wh Questions -Past and present simple -Expressions for satisfaction -Interpersonal skills
6	**-Describe my daily touristic guidance routine.**	-Simple present **- Storytelling**

7	-Create an agenda for coming assignments -Express temporary situations taking place at the moment	-Present continuous -Adverbs of time (Right now, next, after, before, currently, among others)
8	-Recommend customers to wear clothes according to the weather conditions or setting -Be aware of the place and cultural differences	- Clothes vocabulary -Expressions of suggestions -Cultural awareness
9	-Exchange information while buying/selling souvenirs -Ask for a rebate while dealing	-Expressions and vocabulary for shopping -Expressions for negotiate -How much / How many
10	**Final outcome: Realistic Simulation** **-Interact with customers in order to offer a cultural tour** **-Perform**	-Expressions for satisfaction (Leave-Taking)

Figure 12

Syllabus

Instructional Design

This chapter will focus on the explanation of the methodology used to create lesson plans, activities, and procedures for tourism classes. First, it is important to consider the objectives proposed at the beginning of the project. These are related to the development of communicative competencies in the English language according to the specific needs of employees as well as the intercultural awareness in the interaction with foreigners. Following this, the activities are designed considering the relevance of real-life situations in different work settings such as hotels, restaurants, travel agencies, and coffee bars. For this reason,

English for Specific Purposes is the main approach in which activities are proposed in each lesson plan.

Due to there are some characteristics of the instructional design in terms of the lesson plans, it was necessary to establish the stages in which they are divided: Warming up, engagement of the main topic through questions, introduction to the topic, practical activities, interactions with real-life situations, reinforcement with dynamic activities, and reflection of the content learned. The first stage is the preparation for the class in which students will complete a simple activity that will activate and prepare them for the class. Second, the engagement of the main topic will take place using questions related to their experiential or educational knowledge of a specific topic. Third, there will be an introduction to the topic following its respective English structures (According to the content). Next, in the reinforcement with dynamic and interactional activities, there will be a space in which students will practice the lesson learned through interactive platforms as well as conversations. Finally, a reflection will be implemented in each session with the aim of thinking about the learning process the employees have and how this knowledge can support their professional development in their work setting. These stages will allow us to keep them motivated and interested in the classes.

Following this, it is paramount to mention how the classes will take place. These will be implemented twice a week, for 2 hours in each session. The expected number of participants will be 15 per course. In those sessions, there will be several topics according to the specific work setting of the students (Hotel, touristic guidance, coffee bars, among others). The first class of the week will be oriented toward introducing the topics, including contextualized exercises to practice the content. On the other hand, the second class will be more practical, including conversation and real-life situations in their workplace to familiarize themselves with the possible interactions. At the end of the courses, there will be different activities to assess students. Among the most common are: Role plays, realistic simulations, and performances offering different services.

Conclusions

This entrepreneurial proposal focuses on the implementation of the English for Specific Purposes approach in a course that aims at providing employees of small businesses in four municipalities of the Coffee Region the possibility to interact with foreigners in the English language and learn the importance of the intercultural exchanges they have with customers. In addition, the classes will provide strategies, activities, and explanations that promote communicative competencies and professional profiles. These implementations are in the work setting of each business, considering the specific needs presented in hotels, restaurants, touristic agencies, coffee bars, among others. This aspect allows employees to be part of real-life situations in their field. For this reason, this course will benefit the tourism sector in the Coffee Region since the employees of small businesses will use their productive and receptive skills to attend to foreigners, will improve their professional profiles, and will take into account intercultural awareness when interacting with visitors from many places.

This shows us an advantage in terms of efficacy since currently we are living there, and it is easiest to implement the classes. Also, we have the opportunity to promote the course in different businesses in which we already know their needs. In the municipalities of Anserma and Santurario, it is evident that they do not have the same visits from foreigners as the rest of the municipalities due to the pandemic year. However, they are reactivating their touristic demand little by little. Also, in general terms of time for the course, the participants prefer to attend for 2 hours on 2 different days per week. Another factor is the employees' English level that is a low or very low according to them. Additionally, in terms of lesson planning it is paramount to guide the classes through the syllabus that contains specific content for each type of business. There, we can find the support to continue the material creation or adaptation and the activities to assess students.

We as teachers consider that this project contributes to the professional development both for small businesses and for us since it is a teaching and learning process focusing on specific content of the tourism field and employees' needs. Through these classes, it is possible to reinforce the English communicative competencies in students as well as to reinforce our capability to teach and to understand their main needs. In this sense, the course will benefit all the participants in terms of time flexibility, short and goal-oriented classes, communicative competencies, professional and personal profiles, among others.

Limitations

      To understand the main limitations of our project, it is necessary to explain some issues presented in the implementation of the survey and possible situations that we could face in the teaching process. First, due to the survey was designed on Google Forms, we needed to have it ready to use on our technological devices. However, when we were in Anserma, the internet connection did not work. As a solution, we decided to print the survey. On that day, it was a national sport event called 'La Vuelta a Colombia'. This reduced the time to carry out the questionnaire because we needed to leave the town before the roads were closed down. For this reason, we needed to complete the survey on a different day. When we were in Santuario, it was a Halloween celebration, and the small businesses were too busy to answer the questionnaire. So, we decided to postpone the intervention one more week. Due to these previous events we decided, that for the rest of the town we would print out the questionnaire and find a way to be informed about possible events and get in contact with the owners or managers of the small businesses to complete the information.

      Another important aspect to mention is that some participants avoided answering the questions because they were busy. As an alternative, we moved on to different businesses that were located in several sectors of the target municipalities. Also, in many cases the managers of those businesses were not in their work setting. This situation affected the results in terms of the opportunity to recollect and analyze diverse perspectives. However, the solution to this problem was to talk with the oldest employees since they already knew how the business worked.

Anticipated Problems

      Next, in terms of lesson planning, it is important to consider other limitations that could affect the project. First, we can face some difficulties with technological devices and internet connection. Since our classes are designed to be implemented through interactive platforms, we need to use some elements such as T.V, computer, cellphone, video beam, and Wi-Fi connection. For this specific situation, we can consider some alternatives: 1) Download the presentations in PowerPoint or PDF; 2) Save the audiovisual materials that we need to present; 3) Print the main activities that students need to complete; 4) Bring our own

cables (HDMI and auxiliar); 5) Keep our own speakers; 6) Maintain data connection available in our devices.

Second, we will face a difficulty related to the physical space to carry out the classes. As we mentioned at the beginning, the implementation of the course will be developed in each specific business. Therefore, we need a comfortable space to make it possible. That is why in case the businesses do not have appropriate physical space, we can have the opportunity to use the classrooms of 'New York Institute' located in Pereira, Risaralda. As an additional alternative, we could use public spaces such as libraries or community halls in the municipalities of Dosquebradas, Anserma, and Santuario.

Finally, when we need to travel to different municipalities, we will require transportation or even have a place in which we could rest if an unexpected situation happens. For these, we will have the possibility to travel by bus or in our own vehicles such as cars or motorcycles. Additionally, if an expected situation happens, we can rest in our partners' houses, or as a different option, we can go to the hotels of those specific municipalities.

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