THE IMPLEMENTATION OF AN ESP COURSE FOR WAITERS AND

WAITRESSES

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ABSTRACT

The purpose of this research is to provide a group of waiters and waitresses from a restaurant in Salento, Quindío, with communicative competences, mainly in speaking and listening, demanded by their field, through the development of an ESP (English for Specific Purposes) course. The main goal is to increase participants' performance when providing service to English speakers, and demonstrate the possibility to develop EOP (English for Occupational Purposes) lessons, even though they have a low English proficiency level. This has been done throughout simulation methodology lessons where they were exposed to real-life language they will face in their jobs through different tasks and activities designed according to their needs.

Results revealed that the use of L1 benefited the implementation and participants' language learning process during the course execution along with different language strategies, especially nonverbal communication in order to facilitate understanding. Finally, implications shed light on the fact that needs analysis is a crucial step for fulfilling the development of an ESP course since this involves everything that is going to be integrated and taken into account for the whole implementation as well as a constant feedback and assessment from both teachers and participants throughout the entire process.

RESUMEN

El propósito de esta investigación es proveer a un grupo de meseros y meseras de un restaurante en Salento, Quindío, con competencias comunicativas, especialmente en habla y escucha que su campo exige, a través del desarrollo de un curso de IPE (Inglés con Propósitos Específicos). El principal objetivo es mejorar el desempeño de los participantes cuando prestan servicio a hablantes de lengua inglesa y demostrar la posibilidad de desarrollar lesiones de IPO (Inglés con Propósitos Ocupacionales) aunque tengan un bajo dominio de inglés. Esto se ha hecho a través de lecciones de metodología de simulación donde estuvieron expuestos a un lenguaje de la vida real que enfrentarán en su trabajo, a través de diferentes actividades y tareas diseñadas según sus necesidades.

Los resultados revelan que el uso de la lengua materna beneficia la implementación y el proceso de enseñanza de lenguaje en los participantes durante la ejecución del curso, junto con las diferentes estrategias de lenguaje, especialmente comunicación no verbal, con el fin de facilitar comprensión. Finalmente, las implicaciones arrojan el hecho de que un análisis de necesidades es un paso crucial para cumplir con el desarrollo de un curso IPE ya que este envuelve todo lo que será integrado y tomado en cuenta para toda la implementación al igual que una constante retroalimentación y evaluación de parte de ambos, profesores y participantes durante todo el proceso.

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INTROUCTION

Throughout our personal and professional development, learning a second language is still seen as one aspect for competitiveness, economy and education; especially the English language as it involves communication, technology and economics nowadays. This is why, people tend to learn a second language in order to have better opportunities in the labor field and fulfill the different policies and demands that the country requires. Therefore, this study exemplifies the development of this demand through the implementation of an English for Specific Purposes (ESP) in a specific domain, which is providing services in a restaurant, to accomplish participants' necessities and development.

In the first chapter of the study, the reasons why this research was conducted will be explained, specifically the need for doing such course for waiters and waitresses and the different issues that implies learning another language, in this case English, for the Colombian employee. Another reason to conduct this study was to promote a second language preparation for different areas in the national and regional territory.

In the second part of the study the topics in which this study was framed are explained which are the main methodology ESP, the differences with other methodologies, how to plan lessons and design materials and how to integrate a simulation methodology within ESP for facilitating realia. All these definitions are compared by authors and authorities in the field of study in order to support or contrast ideas about the research project. Finally, current and similar projects are presented to support the idea of this study.

In the next section, the methodology applied in this research project is explained since this study was conducted as a qualitative research case study, in which it required to report and describe in detail the whole experience of both, researchers-teachers and participants when

implementing, teaching and learning through ESP. This part of the study also explains the context, where the project was developed, the participants, why were they chosen, their characteristics in terms of age and the level of English proficiency they had, the data collection methods which were: logs and questionnaires, interviews, and researcher's journals. Finally, the data analysis explains the methods the researchers used in order to examine what was found in the study.

Additionally, the findings are explained in the following order, those findings aim to answer the three different research questions presented in the study which are what strategies benefit learners of an ESP (English for Specific Purposes) course who have a basic English level proficiency? What are the learners' perceptions towards their participation in the ESP course? And, what does it take to design an EOP (English for Occupational Purposes) course targeted at waiters and waitresses in a restaurant with a simulation methodology? Those findings are also supported through a discussion with authors who support or disagree with the results found in the study.

To finish, the difficulties that emerged in the implementation of the current project are presented so that future research studies on this topic can be informed of those aspects that might influence the execution of a project. These limitations are related to time constraints, the different English proficiency levels of each group, the external factors and the amount of participants.

At the end in the conclusion, it is presented the researchers-teachers' believes and procedure in conducting and ESP course for participants with a low English proficiency level reflected on their perceptions towards the execution and process designed and established according to their necessities.

STATEMENT OF THE PROBLEM

Over the 60 past years thanks to technology and interconnectivity, globalization has presented a great growth and its impact has been seen since countries have progressed, and their economy has reached more than 7% (Spence, 2011). The concept globalization is defined by Spence as the process in which markets, people and communication integrate worldwide. Even though there are many languages across the globe in such process, English is the most regarded language that can fulfill the conditions that globalization seeks to accomplish since it has a direct relation with local and world economies (Barón, 2014). Furthermore, Barón states that the public policies that are focused on language are looking at English learning as one of the major aims for being part of the globalization in terms of competitiveness, economy and education.

With this being said, one of the tools that can lead to a more developed nation is the competence in a foreign language, which established the Plan Nacional de Inglés (English National Plan), designed by The Ministry of National Education (MEN) in Colombia, as one of its long-term goals by 2019 that aims the mastery of a second language since it represents a significant advantage, an attribute in people's competence and competitiveness.

The Programa Nacional de Ingles, is strongly articulated with the economics of the country, owing that it aims to create, motivate and foster formation in English for people with working age that are involved in the productive sectors, of which Tourism is one. Hence, the program will provide workers of such sector with English courses with the purpose of training them for the working field.

Bonilla (2012) holds the position that teaching the language must focus on use since in real situations it is never out of context and this is seen in similar projects that have been conducted using ESP as a method in courses where learners need specific language for their

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domain. One of these projects done by Pupo (2006) using ESP for transportation system in international tourism shows that transportation operators needed an increase in their language proficiency because of competitiveness and adequate service provision, which at the end of the process satisfied learners' needs and expectations.

The Centro de Información Turistica CITUR (Tourist information center) postulated that in 2014, 2.879.543 tourist visited Colombia, 11.0% more travelers than 2013. According to el Diario del Otún, these tourists have different purposes for visiting the country and it is not only related with business and meetings, but with all areas addressed to the public, an issue that requires trained people with specific linguistic and commercial knowledge related to their labor branch.

The participants were selected from a town called Salento in the department of Quindío – Colombia, a frequent destination not only for national but also for international tourists. The study population is a group of waiters and waitresses from a restaurant in a range from 20 to 35 years old, whose job implies exchanging meaning with a great number of foreign people every day; hence, this work attempts to respond to the language necessity this population claims to have after being interviewed about their interaction with foreigners from an English speaking country throughout the implementation of English for Specific Purposes (ESP) course that EFL learners can really benefit from in their education and labor.

In Salento 39% of the economy is focused on services (The Departamento Administrativo Nacional de Estadística - DANE, 2006); consequently, the project focuses on one of the frequent economic sources of the town; besides, a study conducted in this region by Agudelo, and Mejía, (2011) showed that there is a clear difficulty and lack of language competence when it comes to interacting with foreigners either in a regular conversation or offering a service. From the whole population interviewed, 37% work at restaurants or areas whose main activity is selling a product, especially food, 23% agree on the fact that their

main language need is explaining or describing a product, and 19% claim to struggle very often when using numbers in a second language.

As part of this project a survey was conducted in Salento in November, 2014 to 26 people who work at restaurants and bars. The survey summarized that 18 people claim that the number of tourists who visit the town every day is between 20 and 50 (image 1). With regards to their disposition and time available to be part of the project, 24 of them have the will to do it (image 2), and they are available more than two hours twice a week (image 3), and when being asked whether they think that learning English will benefit on their jobs or not, the 26 people agreed that it will really benefit them (image 4), and the main reason is the tourism, they say (image 5).
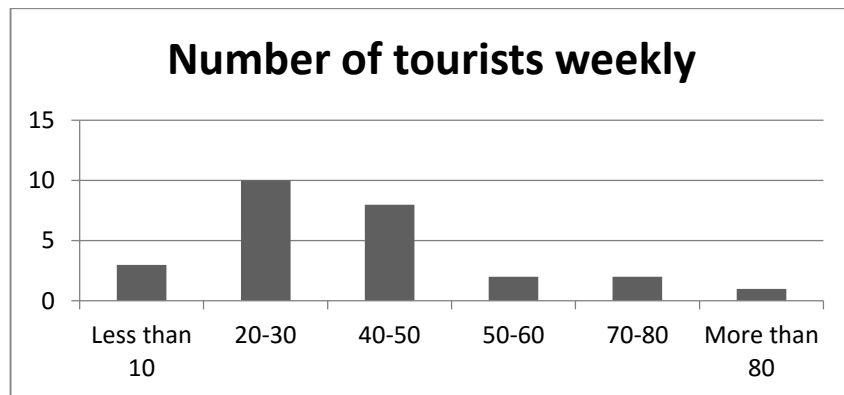
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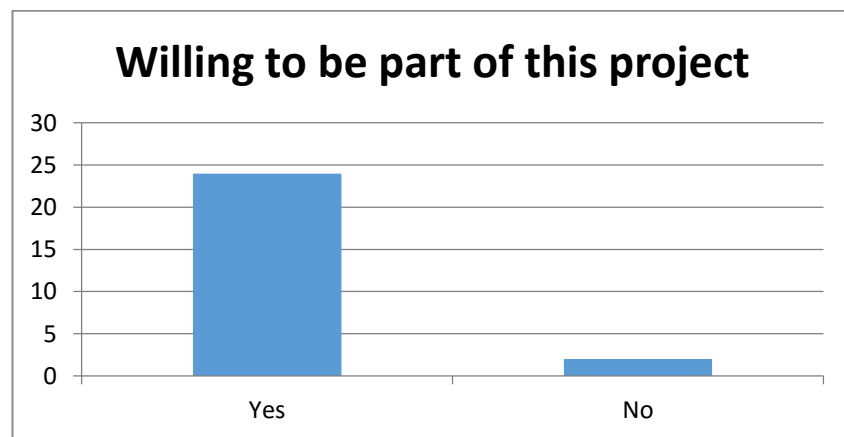
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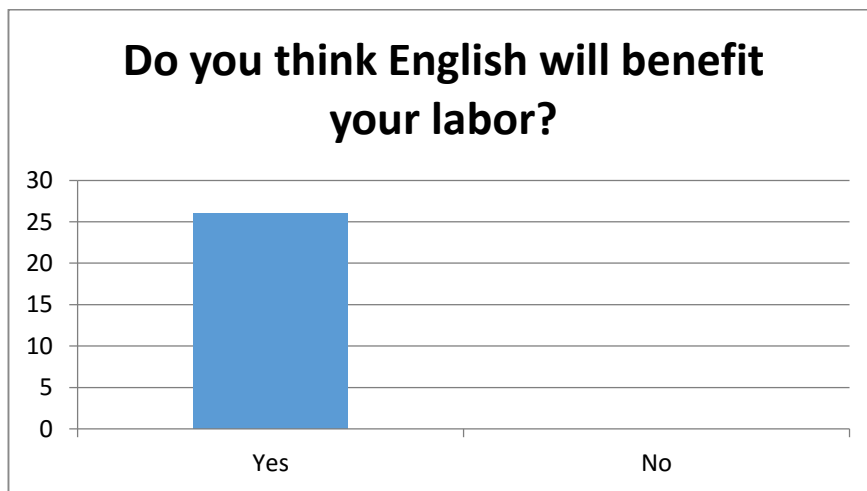
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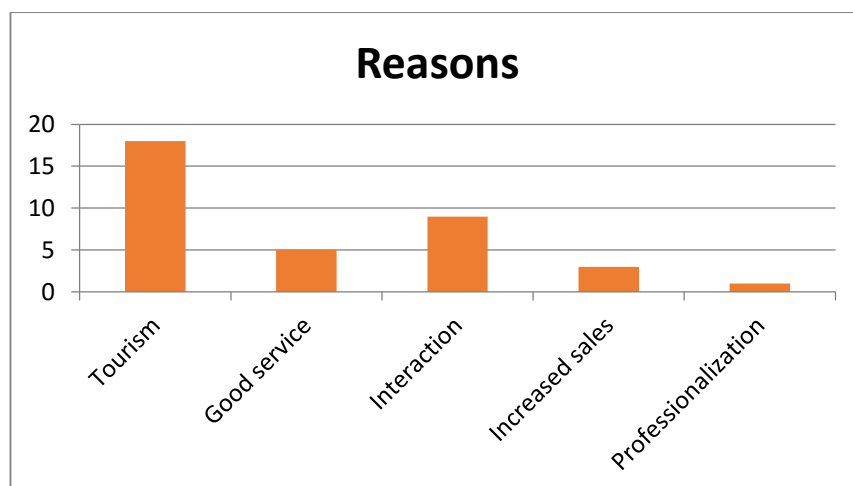
Image 5

To sum up, it can be said that this project may respond to the linguistic barriers and various necessities sought internationally and nationally inasmuch as the implementation of this project provides learners with a wider range of job opportunities, not only at local level but at national and international level being that English has been established as the most used and spoken language in economics and technology around the globe (Lin & Dan, 2006). Additionally, by conducting this course, the participants will grow professionally and personally on the grounds that they will have the opportunity to establish relationships with people from different cultural backgrounds, and be competitive as they can provide their services in a second language for which ESP may be an appropriate method.

REASEARCH QUESTIONS

· What strategies benefit learners of an ESP (English for Specific Purposes) course who have a basic English level proficiency?

· What are the learners' perceptions towards their participation in the ESP course?

· What does it take to design an EOP (English for Occupational Purposes) course targeted at waiters and waitresses in a restaurant with a simulation methodology?

THEORETICAL FRAMEWORK

ENGLISH FOR SPECIFIC PURPOSES (ESP)

What is English for Specific Purposes?

Many authors have tried to come up with an exact ESP definition, and there have been some of them centered with different perspectives according to the needs of the target population and context. Hutchinson and Waters (1986) propose a definition of ESP not as a product but rather as an ELT approach which possesses different and specific aims (professional and vocational) to teach and learn the target language. In contribution to this concept, Dudley-Evans and Jo St John (1998) state that ESP is design for learners' specific needs centered on language, skills and discourse appropriate to a field which may be use for young and old adults learners. In addition, Day and Krzanaowski (2011) define ESP as "teaching and learning the specific skills and language needed by particular learners for a particular purpose" (p. 5). This means that the language learning process and the language teaching takes as guide selective language necessities that emerged in a notable context and field. However, the methodology used in ESP differs from the one used in general purpose courses.

Differences between English for Specific Purposes (ESP) and English for General Purposes (EGP)

As mentioned above, there is a difference between ESP and English for General Purposes (EGP) when designing courses and analyzing the learners' needs; therefore, applying a different methodology. Pradhan (2013) argues that.

> "Any ESP course is based on specific needs of the learners. Unlike ESP, EGP courses are designed based on general needs of the learners. Although in designing courses for both ESP and EGP learners, needs analysis has been a primary focus, both differ

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in the approach of needs analysis. While ESP courses focus more on specific and immediate needs of the learners, EGP courses may not focus on specific needs of the learners as learners at that stage may not be able to specify their contexts of using language" (P. 1)

Hence, ESP seeks for the implementation of specific learners' needs into the course which will allow them to perform useful language in their specific context, whereas EGP is not intended to fulfill these specific necessities. Husan (2012) finally contributes to establish a clear difference by arguing that ESP practitioners must design a methodology as well as tasks closely related to the participants' discipline; meaning that the methods selected should be aimed to work on the skills and activities that ESP students need to obtain.

Furthermore, Dudley-Evans and Jo St John (1998) agree with Day and Krzanaowski (2011) when they point out that ESP may use a different methodology from the ones that have been developed in general learning and teaching English (CLIL, CLT, ESA, PPP, etc.). But what is the difference then between general and specific English? For Day and Krzanaowski (2011) general English is a group of procedures and techniques use for a special class, what should be done and take into account before going to the classroom; of course it is also related with specific English; therefore the main difference in specific English is that the teacher should consider the subject for that specific knowledge the learners are trying to acquire and in this case they know more about the topic than the teacher, this is what makes ESP challenging. Dudley-Evans and Jo St John also contribute to the ESP definition by classifying it into 2 groups. These are English for Academic Purposes (EAP) which refers to the English needed for studying a discipline or taking an academic subject in school or university (e.g. English for finances, English for science) while English for Occupational Purposes (EOP) refers to vocational or professional areas where English is used simultaneously with the service that is being given; it does not include academic purposes

but functional which is the one where the study previously mentioned in the introduction fits in. Having an historical background and a definition of ESP defined, allows us to move into what an ESP course consist of in order to see clearly the components and elements of it which is clearly a procedure that is not taken into consideration when designing EGP courses.

ESP Course design

When it comes to designing a course, Hutchinson and Waters (1986) propose a set of questions that must be implemented in order to define the profile of the syllabus that the teacher will be working with. These questions must vary from specific to general details, so you will have a rigorous analysis of how to pace your lesson and focus only in the most important aspects that students will need, taking into account their necessities, too.

The relevance of this diagnostic in courses design is quite meaningful inasmuch as it states the aims and objectives that the course will have; especially on ESP it needs a rigorous planning taking into account those questions to ensure a well-developed course. Nevertheless, Salas, Mulsetti et all (2013) concluded that ESP is not just centered on learners' needs, but also in the possibilities that they offer to the course, such as the time they have available for its development, and the effort they are able to commit to the design, needs analysis and development. In contribution to this conception, Dudley-Evans and Jo St John (1998) suggest that great care must be taken when determining the skill to be developed as well as the context in which to do it, meaning that among same group of learners from the same field, there might be individual cases that differ from their peers when it comes to the activities they perform in their jobs, since some of them are mainly involved in producing orally, but some others need writing production.

Aside from the diagnostic that needs to be carried out with learners, they also suggest to focus on three specific aspects that will contribute to the execution of the course, these

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aspects are *what, how* and *who.* By *what* they refer to the language description; in other words, it makes reference to the analysis of language system, it is not related to the items that should be taught. By *how* they refer to the learning theories that provide the methodology to be implemented in the course and it also contributes with theoretical basis to understand how people learn. Finally, by *who,* they clearly refer to the population involved in the course as well as the analysis about their proficiency, age, interests, and social background. The three factors above mentioned must therefore be taken into account in lesson planning in terms of time, strategies and activities; which is responded by Day and Krzanaowski (2011) in their attempt to describe what a lesson must contain for an ESP course in the following passage.

Planning lessons with ESP

Many teachers are used to teach in general English environment, and if they are asked to plan a lesson for an ESP class, they wonder how to handle with teaching barriers such as classroom management and topic demands. According to Day and Krzanaowski (2011), "most of the principles used in the teaching of General English are directly transferable to ESP with only minor modifications and adjustments," (p.8) meaning that teachers can take their previous lesson plan, procedures, materials, etc. and just adapted to the ESP necessity. Then, what can a teacher who has just started do with this situation? Krzanaowski (2011) adds 6 steps to plan such lesson:

· **Class profile:** Take into consideration learners' age, needs, motivation, and learning styles.

· **Aims and sub-aims:** Reflect about what the learners need to learn and come up with an aim with its corresponding sub-aims which will activate and reinforce that specific aim.

· **Learning outcomes:** While planning the lesson, be aware of what the learners will be able to do at the end of the class. Did they really learn?

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·   Anticipated difficulties: Anticipate any problem that can arise during a task.

·   **Assumptions:** Have suppositions about what you are planning and how everything is going to be articulated.

·   **Materials to be used:** What materials are going to be implemented? It is the teacher decision if he/she is going to use a course book, adapted or authentic material.

Moreover, Day and Krzanaowski (2011) together propose other steps to plan a lesson for both general and specific English. Firstly, he recommends doing a *verbatim* which means writing the lesson plan literally word by word so that the teacher can do a good preparation; this preparation can be specified by a chart (see figure 1). Secondly, he suggests to practice what the teacher is planning to do and ask a professional or his/her trainer to give feedback on what he/she is intended to do.

Timing	Procedure	Activity	Interaction
Exact duration.	Steps in chronological order.	Jigsaw, reading, information gap.	Describing a dessert menu.

Figure 1 – Preparation chart by Day and Krzanaowski (2011)

In ESP lesson plans also take into account what vocabulary learners will be taught, make sure that vocabulary is useful for their area. Day and Krzanaowski (2011) recommend balancing the skills according to teachers' aim if he/she wants to concentrate in one or more skills, and finally they suggest using a mixture of methodologies such as Communicative Language Teaching (CLT-1970) which focuses on language functions for communicative purposes; Content Language Integrated Learning (CLIL-1994) that refers to learning through content subjects; Engage/Study/Activate (ESA-2008) which are the three stages to be developed in a class and Content Based Instruction (CBI-1989).

ESP materials

Now that the course is designed and the lessons are planned, materials play an important aspect. Chen cited by Gloria (2012) states three ways to get materials for the course: (1) using existing materials, (2) writing materials, and (3) adapting materials; therefore, materials from EGP can be adapted to the ESP course as well as designing from different sources (internet, textbooks, worksheets, etc.), which are suitable materials. Hutchinson and Waters (1987) presented an ESP materials design consisting of input, content focus, language focus and tasks (p. 108- 109).

Input is related to communication data from dialogues, videos, texts and diagrams which may involve stimulus materials for activities, new language features, various examples of language use, a topic for communication and opportunities for learners to use the language and the subject matter.

Content focus refers to the use of materials not only focused in language but content that can increase meaningful communication in the classroom since students have the support to contribute and convey ideas.

Language focus aims to enable learners to use the language through communicative tasks, but before this happens, materials and activities should allow learners to analyze language in context, how it works and practice putting it back together again. Finally, tasks are the ultimate goals in which learners have the possibility to use both language and content they have built up throughout the course.

These materials design provide four issues to take into consideration when planning materials to ensure meaningful activities and procedures for learners who take advantage of these sources for their language learning process and their labor. Nevertheless, Balboni, cited by Cabré and Gómez (2006) argues that the teaching and learning process in ESP requires a

methodology that ensures the application of activities and materials in the class as a simulation.

Simulation in ESP

ESP teachers have faced some difficulties when implementing classes with specific purposes due to the fact that there has been an increase in the teaching and learning of specific needs in the target language (Cabré and Gómez, 2006). According to Cabré and Gómez, the reasons of these difficulties are, firstly, the basic content proposed in order to qualify learners, and secondly, for the teachers' necessity to be trained in a methodology that promotes learning practices, tools and techniques for ESP didactics. Hence, Cabré and Gómez (2006) propose simulation as a methodology for the ESP context that has as objective to train professionals in different domains through simulation and games. The application of this methodology has a relation with technology either for resources or work tool; therefore, simulation, games and technology look with favor on methodological approaches encouraging theoretical models in contact with real life scenarios based on learners' area (Cabré and Gómez, 2006).

According to Cabré and Gómez, simulation is a planned artificial design model that establishes a labor scenario in which language is emerged not only spontaneously but also with specific situations planned ahead. Providing these opportunities to learners allow them to use the language in professional and daily situations. Furthermore, these simulations are reality imitations executed by language goals defined by the type of simulation.

Types of simulations

In order to contextualize and relate the project with similar studies focus on ESP, the following chapter seeks to present the connection of these concepts with the implementation.

The first type of simulation that Cabré and Gómez (2006) mention is carried out with the scientific domain in order to demonstrate or experiment any model or technological idea to be implemented, this simulation is meant for science and technology; therefore, it does not provide a contextualize idea for this project. The second type is called the global or social simulation in which the central topic is the participants: learners and teachers. Cabré and Gómez (2006) say that each participant has a responsibility in regard to the role he/she represents during the simulation of a social organization (company, hospital, school, etc.). Hence, the global simulation in ESP is a real-life setting where different situations are carried out fluently by participants. For this reason, there are some stages that the global simulation followed to ensure its development.

Global simulation development

According to Cabré and Gómez (2006), this simulation methodology allows the implementation of ESP with specific methodological approaches aiming communication goals where learners are exposed to situations that lead them to the need of communicating language in a possible real scenario. Each simulation is divided in 10 stages.

1. The topic chosen determines the activities that are going to be carried out and the specific language.

2. Build a document with authentic texts for the simulation with two goals: linguistic comprehension in terms of implicit grammar and source of information related to the specific topic.

3. Establish the sequence of the activities that activates language. This is a chronology where attitudes, actions, tasks and activities constitute the development of the simulation.

4. Determine the simulation time.

5. Apply the need analysis previously conducted.

6. Define the roles, participants' profiles, and every function they are going to perform. Here, it is important to take into account the number of learners and the different positions they have.

7. Involve learners in communication.

8. Value the learners' participation and interaction throughout the simulation.

9. Stimulate participation focused on co-working instead of competitiveness.

10. Consider assessment as part of the simulation in summative and formative way.

The simulation methodology assessment is done through continuous observation by the teachers during the development of the simulation itself, taking into account the weak and strong aspects from each student. This assessment is formative in every phase and summative at the end of the simulation.

LITERATURE REVIEW

In this section studies related to the concepts previously discussed are presented; besides, it is worth noting that the following works were selected since their contributions, thoughts, ideas and procedures may be applicable in the present proposal.

When teaching English for Specific Purposes (ESP) courses, it is said language is used as a medium on the grounds that we can assume students already have a linguistic background. Pupo (2006) conducts a study with regards to ESP in view of the international tourism opening that Cuba went through. Based on this fact, that implies the development of communicative skills, Pupo proposes the implementation of a course to respond to this demand in the transportation system. The study population was a group of drivers and car rental agents from transporting companies in Holguín-Cuba, and the methodology was communicative and systematic since the population was highly supported by a terms glossary and a course book designed for them with specific and contextualized units.

In terms of findings, Pupo (2006) affirms that integrating all four skills along with taking oral production as the starting point, can build an effective methodology needed for ESP programs; moreover, she concludes by commenting that the teaching of specific purposes satisfied students' learning needs through the communicative-systematic approach which she sees as ideal when conducting ESP courses.

Over the same line, with the intention of providing a solution for the lack of communicative competence in English that Taiwanese Vocational students present, Gloria (2012) proposes the conduction of an ESP course. The study population was a group of 33 Vocational High School students (VHS) of tourism that were assessed in all four skills and were also asked to answer questionnaires regarding their linguistic knowledge. In connection with the effectiveness of ESP, Gloria (2012) presents in the study's findings that the course had a positive impact on learners' oral interpretation competence through the use of task-

based activities, scripts' rehearsals and perfecting their presentation of the tourist spot. Additionally, even though the interpretation skill was a focus, students reported improvement in overall competence, meaning that several skills were positively affected from the course; besides, they were able to understand and read about their hometown in the target language. Gloria (2012) concludes by stating that the effectiveness of the course lies on the well designing of materials and activities, which should include rich and multiple inputs, needs-based content, use of practical language, and meaningful tasks.

METHODOLOGY

The English for Specific Purposes course aims to guide a specific group of people to achieve the communicative competences, mainly in speaking and listening, that their field demands. Therefore, it focuses on participants' necessities and context with a sequence that may facilitate their language learning process during the language training sessions. Thus, the following methodology describes the project type of research and study, the methods implemented to collect information and the ethical considerations to reduce subjectivity and to guarantee the participants' respect.

Type of research

This study was developed as a qualitative research project given the fact that the researchers collected information from the participants' perceptions, performance and thoughts. Quinn and Cochran (2002) say that "qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis." (p.2) this means that this qualitative research project was focused on the aim of training participants in a second language, in this case English, for providing a better service. Also, the project seeks to understand the impact it had when addressing English speakers and the interaction among the population involved in the project. This is why; this research project was a qualitative research in order to perceive the what? why? and how? on attitudes and beliefs in participants' language and job development done through logs, interviews and journals to reflect on and analyze issues found throughout the process.

Type of study

There is a great variety of types of study in the research field with precise characteristics and objectives. This study's implementation involves the actual practice of its final goal, which is to reinforce participants' speaking and listening skill when working; hence, it receives the name of an action research study. Hult *et al* (2007) define action research as an inquiry process that provides support in problem-solving activities and at the same time strengthens participant's competences in immediate situations; by doing these learners are being trained on how to face challenge situations when serving customers as they simultaneously reinforce their linguistic competences. Moreover, Koshy *et al* (2010) contribute to the action research meaning by affirming this type of research is also an approach that can help the study populations improve conditions and practices in the work environment through action, evaluation and critical reflection. Based on these contributions, it can be said the nature of this is study is action research on the grounds that both, participants and researchers, found themselves in actual activities that demand active participation in simulations of real life situations; by doing so, practitioners provided a great number of opportunities to improve participants' practices.

In order to ensure participants' competence development, this action research consisted on four stages. First, the needs analysis where specific information was collected from the study population, and it was then analyzed by the researchers and decisions were made for the next stage. The design stage focused on the conclusions gather from the previous stage to establish the content to be covered as well as the procedures. Then, the researchers proceed to the implementation stage where they applied and put into practice the design selected. This is the stage where the population that aims to be impacted takes protagonism. The final stage was the evaluation where the methods used were analyzed; besides, this stage allowed the researchers to see the impact that the project reached on the implicated partaker.

Context

This research project was implemented in a restaurant called Camino Real located downtown in Salento, one of the most frequent touristic destinations in Quindío (CITUR, 2013). This place was chosen for its high demand of English speakers who visit the town (see image 1). Thus, this project was based on the participants' linguistic background as well as their needs related to their field so that they are able to respond to this demand. This is why, the curriculum was not designed from specific standards but from the language competences participants need to develop in this context, which is a particular characteristic of ESP courses.

Setting

The implementation of the qualitative action research project was done in the restaurant café bar, Camino Real, where participants could take advantage of the real life scenario since they were being trained in the place they work. The course aims to provide three hours of training per week in a period of three months (10 weeks that make a total of 30 hours) where learners were exposed to opportunities for working on service-language competences.

Participants

The present research project was carried out with two types of participants, including both: people in charge of conducting such course as well as the population that aims to be impacted. The target population was a group of 2 waiters and 4 waitresses currently working in the restaurant, whose age varied from 20 to 26 years old and their English level is between A1 and A2.

Two pre-service teachers, who were coursing 9th semester in an English language teaching program, were the responsible for the course execution. Both teachers were in charge of designing, implementing and evaluating the course content, materials and lesson planning; each implementer performed two roles: as observer and teacher.

Researchers' roles

The researchers that were part of the study assumed two roles, as observers and as teachers. Both roles were switched every lesson for researchers to have different perspectives and gain experience while performing each one. In the role as observers, researchers could perceive and record the different aspects that emerged during the lesson execution in order to analyze and reflect critically once the lesson was implemented; thus, the observer could find reasons for different situations and connect what happened at the moment with the theory and the study aim. Also, this role allowed the other researcher to reflect on his teaching style and find the different reasons for some decision taken during the lesson in order to improve his performance and grow professionally. The researchers maintained a role in a very natural setting under observation by immersing themselves in such setting under study to understand key factors and experience events as suggested by Macionis, Plummer (2008).

The second role, as teacher, allowed researcher to have direct contact with the participants and find a great deal of relevant data from the teaching experience regarding the methodology used and the research objectives. Moreover, this role permitted a constant assessment on participants' performance and language learning process since the researchers were involved in their language development. Finally, this last role was key to have a constant interaction with the ESP methodology; thereby, it provided strong insights on the main idea of the study and the professional development within.

DATA COLLECTION METHODS

Given the fact that this is a qualitative action research project, for collecting information about participants' responses, situations and different aspects that may arise during the implementation, there were some considerations regarding the qualitative action research that generates data, mainly in words and not in numbers. For doing this, some specific methods were used. Therefore, this project implemented interviews, logs and journals for the researchers' use.

Interviews

Interviews resemble everyday conversations but they are controlled by the researchers' needs of information (Quinn and Cochran, 2002), this is why the project implemented interviews inasmuch as participants provided different beliefs and perceptions in an everyday conversation but it was focused on what the researchers needed to analyze. Furthermore, Quinn and Cochran identify two types of interviews, semi-structured and in-depth interviews. The semi-structured interview uses a topic guide that the researcher selects and in-depth interview is less-structured and uses very detailed topics in order to explore participants' perceptions and responses towards the information the researcher is looking for (Quinn and Cochran, 2002). This project used the in-depth interview due to its aim of getting information in specific topics the researchers want to explore.

There were three interviews throughout the implementation. The first interview was done at the beginning of the process in which researchers asked participants about the problems, difficulties and perceptions towards providing service in English in order to design the course content and communicative functions. The second interview was done at the middle of the implementation to know how well participants were doing, what aspects needed improvements and how their attitudes had changed. The final interview was done at the end

of the implementation in order to reflect and analyze the changes and differences not only participants noticed on them but also how researchers saw their improvement.

Journal

The research project used a journal, defined by Averkamp (2003) as a record of events in order by date, where the researchers can write down aspects, situations, notes, comments, findings, etc. in order to have a tracking of these for further analysis in research. This means that the journal method helps researchers to keep track of different responses, comments, situations and issues that may arise from the implementation. This journal was used in every session in the implementation stage, from the first lesson to the last one by the two researchers as they played the observer role.

Logs

A log is a list of questions or plan of sources with the purpose of finding about a topic already searched, this log collects relevant results, written comments, suggestions, questions and analysis (Dilts, 2009), meaning that this study used a log as a method for collecting information about the implementation of the English for Specific Purposes course and the results from a list of questions that participants answered at the end of every session for the final findings and improvements in the following sessions. The next section describes the implementation stage for the course.

DATA ANALYSIS

After collecting information, this data needs to be analysed through a variety of methods. In the case of this study, interviews and researcher's journals were implemented as data collection instruments as well as reflective logs in every session. These methods helped to record information regarding participants' necessities, expectations, problematics and perceptions towards the different course features, such as, content, topics, materials and methodology. From the data collected, we can conclude that the ESP course focused and reflected on some specific situations participants commented they had problems when addressing foreigners; thus, it minimized these difficulties. Also, the methods identified participants' English level in general and specific terms according to their linguistic competence and communicative functions in the target language. Besides, it showed that participants had problems to communicate what they were intending to express, hence, they used their body language and isolated words to make themselves understood. In addition, they say that they have problems with pronunciation, finding the right vocabulary, organizing ideas and describing dishes, something that was taken into account when designing the lessons.

Finally, the journal and logs kept track of participants' performance during the research execution showing that their competences increased allowing them to unwind in their labor. All the relevant data collected was marked with codes which then were grouped in similar concepts in order to ease their analysis. These concepts were contrasted with related literature and put together for further interpretation presented on the findings.

INSTRUCTIONAL DESIGN

Regarding the context and participants previously mentioned, the English for Specific Purposes course implementation consisted of five stages: introduce by a warm-up, followed by a pre-task, while and post-task which leads to the wrap up phase.

Warm-up

This stage may be any kind of activities, such as games, a handout or a set of questions that activates students' involvement in the lesson (Rees, cited by Rodriguez and Robles, 2013). This type of activity is normally done at the beginning of a class for pre-activating the language related to the lesson. Additionally, this stage works as a subtle transition between this language activation and the topic introduction done in the pre-task. One example to warm up students' engagement in the population chosen can be the question "how do you welcome your costumers?" by doing this, learners are led to produce and participate, besides, background knowledge is activated.

Pre-task

After warming up students, Ellis (2004) says that "the purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition." (p. 80-81). This means that this stage brings attraction in detailed to the language function that is being taught, either through cognitive activities or language demands (Ellis, 2004). For instance, needed key vocabulary related to restaurant stuff is introduced implicitly for next stages; a language form is given to learners who analyze its function, and brainstorming courses, beverages, prices that may be in a menu.

While-task

In this stage, learners are encouraged to perform an activity that targets the main objective of the lesson. Ellis (2004) argues that during this phase, learners apply the most relevant information input provided in the previous stage to fulfill the task they have been assigned; in addition, they might be guided to make decisions while performing it. In other words, students are led to figure out new knowledge by themselves with the facilitator's guidance. For instance, learners are presented a recording; as they listen, they have to identify the answer to pre-set questions that demand listening and cognitive efforts such as: "How does the waiter greet the client?" "What food does the customer ask for? "Was the waiter polite or impolite? Support your answer."

Post-task

Once students have reached the task main objective, they move into the post-task stage where there are different goals, Ellis (2004) comments on three of these goals that assemble: An opportunity for doing a similar task in order to appropriate the language function being taught, reflect on what went well or bad based on their own performance, and finally, to call attention upon language form, especially to those challenging for learners. Some activities that can be developed in this stage with the participants are analysis of the function of modal verbs, such as would you, to offer a product where they can practice in a role-play.

Wrap-up

By the implementation of this stage, it is attempted to reduce the possibility of not understanding the new knowledge. Rodriguez and Robles (2013) state that the wrap-up aim seeks to demonstrate that learners have acquired the competence and aims intended; this can be done through direct questions, quizzes or role plays. For example, participants received a

quiz about the class, which can address either language, content or both, to show what they truly learned and what needs improvement for further lessons. Also, they can discuss or share what they want to focus on in the next class.

Assessment

The purpose of this project was not to measure quantitatively learners' outcomes but to implement qualitative formative assessment which collects information on the strengths and weaknesses of the learning, which can be feedback for both, the teacher applying it into his course planning and the participants in their learning (Common European Framework, 2005) through interviews, self-assessment, peer-assessment, discussions and constructive quizzes twice a month.

By the implementation of the sequence described above, the ESP course aimed to provide participants with several learning opportunities, on the grounds that the course sought to create an environment where learners were encouraged to participate in numerous ways; such as discussing, proposing, creating, reflecting and other activities that demand an active involvement of students' language production.

ETHICAL CONSIDERATIONS

With the purpose of avoiding any type of harmful feeling from the participants that might influence negatively on the study development, several measures were taken to maintain ethical principles and guarantee participants welfare during the project implementation. The measures conducted involve institutional approval, so that the restaurant owner is fully informed about the purpose of the study, as well as the several actions and duties the project requires from the restaurant staff. In addition, an agreement was signed by the 2 pre-service teachers and the restaurant administrator to keep evidence of the agreement. Equal importance was given to participants' consent since participation in the study was completely voluntary; therefore, participants were first invited to be part of the course as practitioners explained its purpose and objectives. Then further information was provided regarding number of hours and sessions to be taken, schedule and responsibilities. Once this information was shared practitioners proceeded to have a consent letters signed by the participant. In terms of data collection methods, a diagnostic test was carried out and it was carefully designed to avoid degrading, discriminating or any other unacceptable language that could be offensive to any members of the studied group. In addition, not only the privacy of participants' identity, personal information and performance will be ensured but also any type of event, behavior or issues that might arise throughout the course.

Needs analysis

Researchers interviewed 6 members from the restaurant staff and gathered information about the language proficiency participants had in order to determine aims and demands the group of servers could reach.

After the interviews implementation, researchers concluded the participants' performance could be classified as an A1 level according to the Common European

Framework; as there were long pauses when speaking, very frequent use of fillers, hesitation, use of isolated words and they presented difficulties to make themselves understood; moreover, interviewees showed a short range of vocabulary and weak domain in several language functions such as comparing and contrasting, providing indications and giving prices.

In order to confirm and determine the language functions participants struggle with the most, a written survey was filled out by the restaurant servers so that researchers could identify students' needs from their own perspective. From 10 surveys conducted, most waiters and waitresses agree that interaction with foreigners, describing the menu, describing dishes and pronunciation are their most immediate necessity. (*See image 6 and 7*). The survey's results found the following:
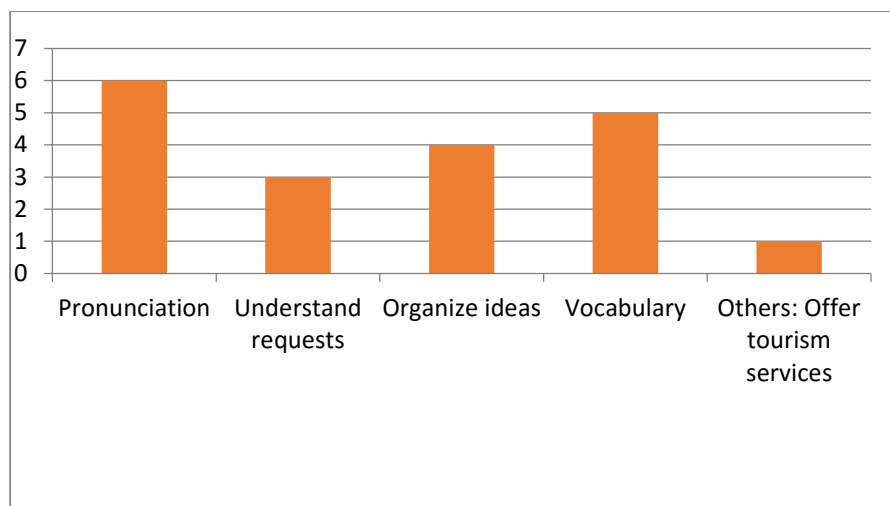
1. Options participants consider relevant for learning during the course.
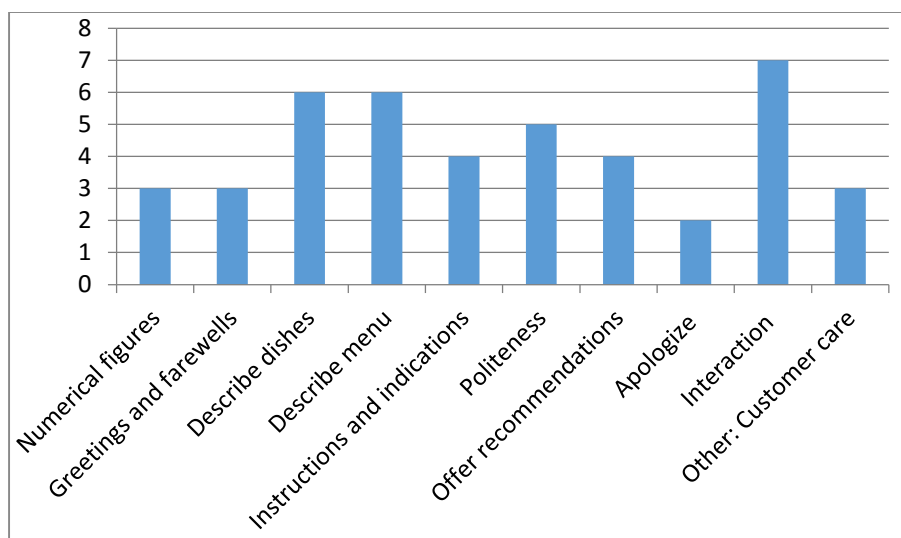
Image 6 "topics of interest"

This image 6 shows the different topics of interest participants highlighted as relevant for their learning process.

2. Difficult moments when interacting with an English speaker.

Image 7 "difficulties"

This study will take into consideration several factors that may influence negatively the results expected. In order to avoid threats' influence over this project, actions will be taken to standardize the ESP course implementation in order to keep clarity in its interval validity.

The initiation of this project consisted of a 10 minutes diagnostic test held in the restaurant where the study participants work. Prior the interview implementation, the participant is informed this procedure is conducted only for academic purposes and his/her performance won't be graded; besides, sessions will be carried in the same setting in a weekday. By doing this, it is expected to prevent any type of attitude and morality threat from the study population that can arise towards the course or the pre-service teachers in charge.

Once the diagnostic test's results are analyzed, a session will be conducted to inform students about the starting date, class time and ground rules. It is aimed to conduct 8 classes with duration of 3 hours each; this means a total of 24 hours of training in English by the end of the ongoing semester.

Participants will be exposed to the simulation methodology, that promotes the performance of realistic activities during worktime such as role plays taking advantage of the realia that surrounds them. Additionally, each lesson will be constructed from the

Communicative Language and Task Based approach, so that the study population can be trained on specific functions and at the same time they find themselves involved in speaking and listening demanding tasks. Equal importance will be taken into account in terms of lesson plan's structure; with the purpose of providing learners with engaging, studying and production stages through the E.S.A method.

<center>**FINDINGS**</center>

One of the initiatives of applying this study was to offer an English for Occupational Purposes course with the goal of increasing participants' language development when providing services in English to foreigners. The findings of this study show the different aspects to take into consideration when designing an English for Occupational Purposes course targeted to waiters and waitresses. Data shed light on the different aspects to consider when designing an EOP course, strategies to cope with the challenges that emerged and participants' perceptions in terms of the course execution.

<center>**LANGUAGE DEVELOPMENT STRATEGIES USED BY PARTICIPANTS WITH A BASIC ENGLISH PROFICIENCY LEVEL**</center>

In order to answer the first research question, different methods were used to record and analyze the various strategies that emerged within the lessons to develop language skills where learners did not have a strong language background. Throughout the development of the ESP course, some strategies emerged, that not only benefited the participants but also the teachers. These strategies worked as a bridge for understanding and guidance to achieve the lesson aims on the grounds that participants responded positively when such strategies were put into practice; such as, the use of Spanish, body language and peer-feedback. These were made evident through the methods implemented by the journal, logs and interviews.

Teachers and students' use of Spanish to ensure comprehension

Every EOP session was carried out in the second language (English) in order to have learners involved with the language and see how they coped with the understanding not only of the language but also of the instructions and topics. Although learners did not complain about the teachers' use of English, sometimes they seemed lost and overwhelmed since they

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could not grasp the meaning of every message. This is why teachers sometimes used their native tongue (Spanish) for comprehension. While they were speaking in English and asking questions, giving instructions or explaining a concept, learners were listening actively; however, they could not develop understanding easily, that is when the teachers decided to use Spanish; they used either isolated words or phrases for learners to have a clue for understanding what teachers were trying to present through the use of code switching as a mean to guarantee comprehension. These situations happened in every session and there are some examples taken from the journal:

T1JT: Hey guys, what can you understand? ... What can you entender? Participants: ¿Qué entendimos?

When the teacher changed the main verb in the question into Spanish by code switching, learners seemed to understand better, they did not understand perfectly but they managed to continue and answer. Simply by having a clue in their native language, even if it is an isolated word, they can infer what teachers are trying to express and thus, they can continue and process the language.

T2VR: Can you please read this?

P1AKA: How to gaiv [give] price? ¿precios?

T2VR: Yes, precios.

P1AKA: ¿Cómo dar precios?"

Teacher confirmed the word price in Spanish (precio) for the participant to have a better idea of what she was reading at the moment. Furthermore, in the previous example we can see how the participant could understand the word *price* since it is similar from Spanish; therefore, it was perceived that learners took advantage of cognates for understanding some sentences or questions.

They also used Spanish to confirm the understanding they made from the cognate. We could see that sometimes learners used Spanish to ensure what they learned in the second language. This participant said the word in English, understood the meaning and recalled it in Spanish maybe to internalize the meaning of the word.

T2VR: How much is a Poker?

P2BC: ¿Eso es como decir cuánto cuesta algo?

T2VR: Yes!

In this other example, when the teacher asked something, they could understand what he was trying to ask and they ensured what they understood by asking in Spanish. Hence, this could be a way for developing understanding in the second language by the confirmation of the first language. Furthermore, Nation (2003) mentions the significance of the first language in the process of learning another one, he says that some tasks involves lots of cognitive focus and skills that are acquired in the first language and can be used in the learning of the second language once they can discuss and process in their L1. This means that learners already have some skills and abilities to perform different tasks in both languages, but what they need is some help in their native tongue in order to connect that specific task or what is trying to be expressed with their background knowledge and skills they already have in L1 for relating and applying them in the L2.

As a result, the question whether Spanish was a good strategy to use in the classroom or not, emerged; therefore, in the interview, participants were asked this question and the perception was positive.

P3CG: ...es importante por si tenemos alguna duda o no sabemos cómo se escribe una palabra o cómo se pronuncia algo, entonces por eso creo que sí es importante.

This response reflects on the issue that Spanish is once more a strategy for solving doubts and ensuring information in terms of skills and sub-skills; such as spelling or

pronunciation. In addition, participants perceive its use as an important part for their language learning process since it facilitates their language development when it is used as a strategy in the EOP course; something that Hutchinson and Waters (1986) argue that an EOP course should not be provided unless the participants are lower or upper intermediate in the target language; hence, in this case we observed that even though their competences are not strong enough, they can perform in the course with strategies, such as the one being discussed. As a conclusion, we can say that data shows for this specific population, the use of Spanish seems to have benefited their learning process and helped them to achieve the course's objectives.

For the reasons above, we can conclude from our perspective that the use of Spanish not only from the teachers but also from the learners is a strategy for ensuring comprehension and cope from both sides in the second language.

Participants' and teacher's awareness on the importance of nonverbal language

During the development of the lessons, the facilitators used body language when learners struggled with one word or concept they could not understand in the target language. Facilitators repeated the word or sentence while pantomiming for the learners to have a clearer understanding of it, taking advantage of the different possibilities that gestures allow for understanding and exemplifying what was being trying to express. This was done when presenting vocabulary and expressions, and when explaining a concept as well.

There are some situations in which this was evidenced and it was recorded in the journal.

T1JT: Why is it important to greet (waving hand) clients?

P4AA: ¡Ah! ¿que si es importante saludar los clientes?

In the extract, we can see that when the teacher moved his hand for indicating a greeting, the learners could get the meaning of the message even if they could not understand everything; this happened because of the body language implemented by the teacher. They activated their schemata since they have already a culture connection between the action done by the teacher and the function applied, arriving then to the correct or closest meaning.

P2JF: Tengo nueve

T1JT: I have nine (showing the number with fingers).

P2JF: Ah bueno, nine.

In this other situation, the teacher used his body language to make awareness on the participant, not only of the English word the participant did not know but also about its meaning by repeating what the learner said in the second language along with the specific gesture so the participant could notice how to express it in L2.

In the interview, learners were asked whether they found different strategies in order to cope with the language or how they perceived these strategies; when they answered, participants confirmed how efficient the use of body language can be.

P1AA: Ya que digamos cuando venga un cliente o digamos que no entendemos cualquier palabrita por mínima que sea…digamos que por medio de señas, sonidos podemos hacerlo.

The participant mentioned that the use of signs and sounds was useful when they were interacting with English speakers and they could not understand something; thus, they will rely on this strategy for understanding what is being expressed, have the meaning clear when sings and sounds are used, and process the language.

Hence, we can perceive that when the teacher used body language, learners understood in the second language what we were trying to express, and also what other English speakers will communicate in the future; by doing this, learners may be aware of these different methods to communicate. In contribution to this matter, Gregersen (2006)

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claims nonverbal language can get the message across as successfully as verbal language since it provides a visual support to the meaning of an utterance. This means that body language is a strategy that complements comprehension and facilitates the meaning conveyed so that learners avoid the overuse of translation and it also involves students cognitively to figure out meaning based on visual aids.

Collaborative work benefited learning

After the diagnostic test, teachers could see that participants had a low English proficiency level. Nevertheless, they had different levels from A1 to A2 where some of them could perform better during the lessons and others struggled with the language. Thanks to the variety of language competences and skills they had, collaborative work happened throughout the course in the sense of the acquisition of knowledge and awareness on some attitudes and language performance that surrounded the lessons; thus, participants constantly corrected each other and make themselves aware of anything they could have missed. It is seen that when the teachers asked them to do some tasks, low-level participants struggled to perform what they were asked to do and the high-level participants helped the others by explaining in Spanish and helping them to do what they were asked to do. Some examples were taken from the journal in which these situations were seen.

T2VR: how much is it?

P1BC: Mmmmm…

P2JG: ¡Que cuánto cuesta!

In this example, participant 1 could not understand the question but participant 2 understood and told his classmate in Spanish what the question was in order to help him answer or understand what he was supposed to talk about.

Furthermore, when learners were doing activities and tasks, the high-level participants constantly provided feedback or corrected their low-level classmates in terms of pronunciation, vocabulary and functions.

P1BC: Thou… Mmmm… tosand /Toʊzand/.

P3AA: No, es thousand /ˈθaʊz(ə)nd/.

Here, participant 1 took time to say the word and had problems with the pronunciation of thousand, that is why participant 3 was aware of the mistake done on the grounds that he corrected his workmate before the teacher. Participant 3 knew there was a pronunciation mistake and he immediately called participant attention on the correct pronunciation.

P1BC: ¿Cómo es que se dice?

P2JG: Feel free to ask for me.

P1BC: ¿Y cómo se escribe?

P2JG: F-R-E-E.

In this example, they did not only corrected pronunciation but also spelling and instead of asking the teacher, they asked themselves; hence, this collaborative learning environment encourages participants to feel comfortable when they ask questions to clarify something either to the teacher or their peers. Therefore, some participants were aware of the different aspects of a word, they were focusing on the use, pronunciation and spelling. Even if teachers did not ask them to focus on those aspects, they wanted to correct and be corrected when they made a mistake or had a doubt in any language feature.

P2JG: What does it have?

P1BC: Yes, it comes with salad

P2JG: ¡No! que los ingredients.

In this example, participants were doing a task and it was seen that when they were practicing the task they provided feedback among each other to help one of the participants

aware of the mistake done. Participant 1 did not understand well the question posed by participant 2 since he answered something different, and participant 2 notices this misunderstanding and immediately corrected his partner. Hence, we found that even though the teachers were there to solve any doubt and help them with any problem, they trusted their partners and they used their own knowledge and help from what they knew or learned to provide peer-feedback. Dooly (2008) says that collaborative learning "means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn." This is to say that by having students cooperate among themselves, participants are provided with several opportunities to be of help and be helped by others. As a result, participants are being involved in language construction through a socio constructivist method by collaborative learning.

Methodology enhances learners' use of L2

After implementing the ESP course, it was evidenced at the end that during the development of the classes, participants did not focus on grammar aspects explicitly when learning the language, but they used phrases or chunks where grammar was implicit and the language use was the relevant part; this method is known as direct learning defined by Stern cited by Tugrul (2013) as the use of L2 as a vehicle for communication, meaning that the target language is an instrument to convey messages allowing participants to produce functional utterances fulfilling immediate necessities which gave as result the use of prefabricated phrases also known as language chunks.

Chunks are defined by the British Council as "groups of words that can be found together in language", meaning that these words will be frequently found connected instead

of isolated since they are fixed utterances commonly used. Thus, during the lessons implementation, the teacher usually provided examples of these expressions and phrases that the participants were expected to use in the lessons and their practices. Once the participants were exposed to them, and asked to repeat chunks, such as "*I would recommend*", they started using these expressions spontaneously giving special attention to the use of chunks and its proper pronunciation, they focused on function rather than form, they did not need every grammar aspect of the phrase but the usage of it in order to understand how to express it. This has been evidenced several times and also with different purposes in the journal. Participant 4 formulated the question below:

P4C: Would you like a smoking or non-smoking table?

The previous outcome was evidenced right after the participant was explained that the phrase "*would you like*" is used to give offers and options. This means that once learners have understood the function of a chunk, they become able to use them and adapt them according to their communication needs. Additionally, learners used chunks in order to ask for information they needed; in the following example for instance, participant 2 used a chunk presented in the first class to ask about the spelling of a word after being asked to recall the question:

P2AKA: How do you write…nueve?

In the example just presented, it is evidenced that students tend to use functional phrases not only when adapting and formulating new phrases, but also when needing help and asking for needed information. Participants also reported in logs that they could easily recall content from past sessions, showing that the learning is significant and meaningful given the fact that they could use the language learned.

P3JG: Me llamó mucho la atención el hecho de que yo pudiera recordar casi que inmediato lo que Victor y Breiner nos enseñaron en clases pasadas.

It can be said that exposure, repetition, and making participants aware of the function they are using, are essential procedures that can greatly contribute to students comprehension and use of chunks without going over grammar details but the mere use of functional language; besides, facilitators must provide participants with opportunities to recycle and practice language covered in previous lessons so that students see there is an existing and sequential connection between the lessons and the topics covered in each of them. Krishnamurthy (2002) argues that meaning rarely arises from isolated words, but chunks where words are used; besides, it is also stated that native speakers use larger chunks when using language; hence, it can be claimed that by having students exposed to fixed utterances, learners become able to figure out meaning and develop language production skills. We can conclude that teaching an ESP course through the direct method is achievable on the grounds that participants and teachers did not find grammar emphasis necessary due to the basic interpersonal communicative skills already acquired in their native tongue and the relation the domain has with their communicative needs.

PARTICIPANTS PERCEPTIONS TOWARDS THE ESP IMPLEMENTATION

Given the fact that the nature of this research project is qualitative, it was decided to keep track of students feelings, opinions and comments towards the course so that further conclusions could be drawn in regards to their perception of the course from the students point of view.

The ESP implementation was directly related to the participants, that is why they had different perceptions regarding the type of activities and tasks carried out, the way of teaching and the different approaches made throughout its development. Furthermore, they had different comments and opinions regarding the methodology and language development.

Learners show satisfaction towards the course implementation

When implementing ESP to participants they could have positive and negative perceptions connected to how much satisfaction they felt during the development of the lessons. Every class they were asked to comment on how satisfied they felt and most learners expressed they were (see image 8).
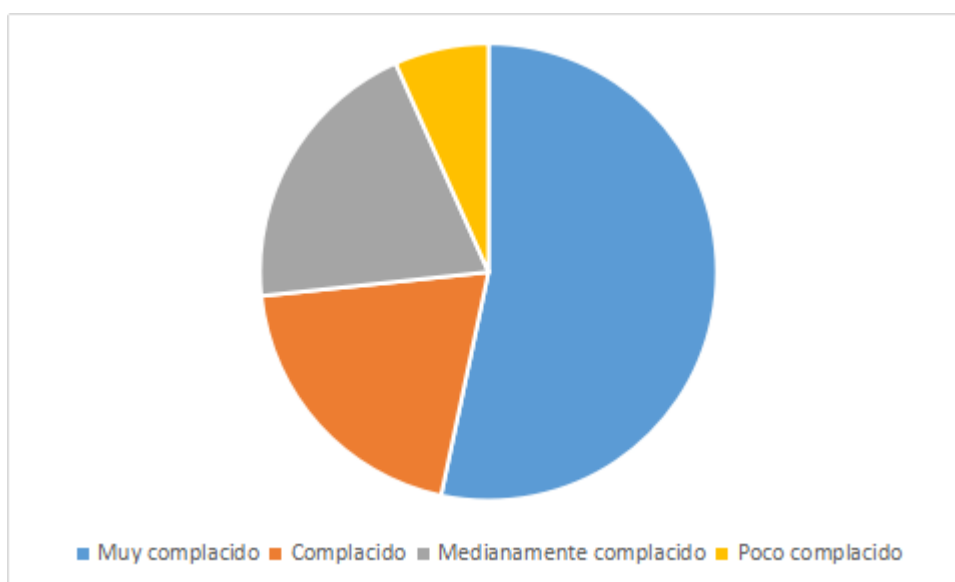
Image 8 - learners satisfaction

These comments they made showed that the lesson implementation was positive and fulfilled most expectations since they were satisfied with the topics, activities and methodology implemented due to the implicitness the classes were conducted through. Also, the different didactic and meaningful tasks that facilitated and called attention towards the lesson aim in the different topics established according to the needs analysis (see image 9). This is something positive to the way of implementing ESP since it is perceived as a suitable way for teaching specific content and functions.

ESP-COURSE	CONTENT

Introduction-class	Greetings-Farewells
Class	Giving prices - Asking for payment
Class	Taking an order / formalities
Class	Describing menu - dishes
Class-interview	Describing menu - dishes / Interview
Class	Offering recommendations - Quiz
Class	Giving instructions and indications
Class-interview	Apologizing / Review

Image 9 "lessons content"

Nevertheless, some of the participants commented that they were not completely satisfied with the lesson implementation. These results impacted on how to improve the execution and how to change aspects that might have reduced participants expectations.

Taking into consideration their satisfaction, the course facilitators noticed in several times that learners were not actively participative but rather quiet; nevertheless, students showed special engagement with certain topics by making questions and comments that the facilitators were not aware of, but that were still meaningful and connected to the lesson aim. The first activity implemented in every lesson was presenting the objective and have one participant read it so that they could be contextualized on what the lesson was about. As students were being led to meet the lesson goal, several questions and comments arose from participants. One of lessons topic was welcoming and serving a customer through questions and server expressions; participant 4 asked:

P4BC: "¿Cómo digo *puedo retirar los platos?*"

The facilitator gave 2 possible answers to the participant, but the student replied with another question "*¿Cuál es la mejor manera de decirlo*"? This shows that questions are not only participant's tool to clarify doubts or expand what they know, but they are also evidencing that students were paying attention and felt engaged with the lesson since their questions were completely connected to the topic taught. Therefore, it shows that working based on students' interests is key to obtain good results in relation to satisfaction and learning.

Participants also reported in the logs method their opinion about the lessons, and they affirmed the topics covered during the lesson are meaningful for their knowledge. The comments below show each participant response in regards to the meaningfulness of the course and its content.

C1P1AKA: "Me llamó mucho la atención… los temas que vimos"

C1P5AS: "Los temas que se llevaron a cabo son buenos y encajan con lo que necesitamos aprender"

According to participants' perception towards the content of the course, the topics addressed met their needs; therefore, facilitators were able to keep participants' interest on the grounds that topics were originally selected from the restaurant staff. This means, students' participation must be taken into consideration when selecting the course content in order to ensure not only interest but also applicability in their labor (see image 10).
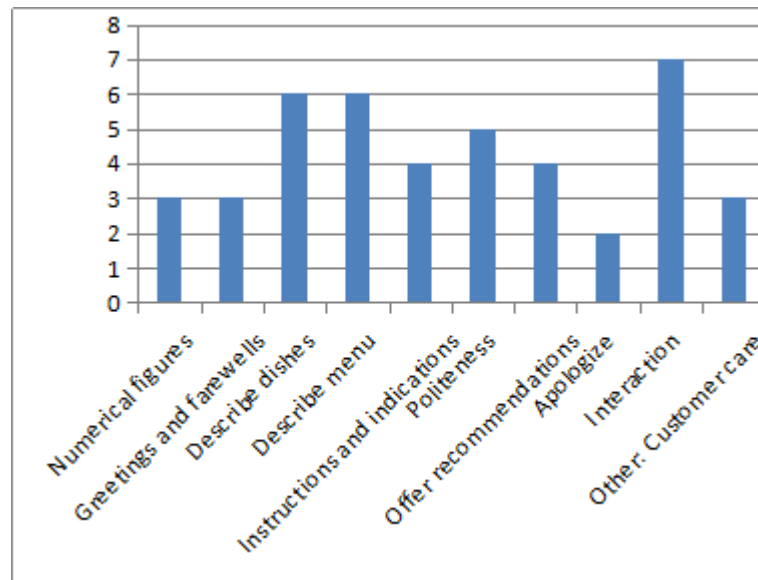
Image 10 "participants' topics"

Right after one class, participant 3 approached the facilitators and affirmed the following extract from the log.

C3P6BC: "Lo que aprendí en el curso fue muy significativo comparado con lo que aprendimos en muchos años en el colegio, no sólo por la… metodología, pero también los temas en la clase."

In conclusion, it can be said that having participants involved in the choice of thematic and topics to cover, can greatly influence their engagement and interest in the sense that the lessons are perceived meaningfully by the students when they see the connection with their labor.

ESP is perceived as an easy, specific and didactic way for learning by the participants

When learners are exposed to different language methodologies, practices, learning-styles and teaching-styles, different perceptions arise from these exposure. These views may vary and they can be either positive or negative. From the ESP course, participants had

different perceptions they commented in the logs and interviews. Firstly, they mentioned that the way of teaching was perceived as different and complete for them.

C1P2JF: "La técnica de enseñar de una manera diferente y completa hacia nosotros."

C5P1AKA: "...también en la forma de enseñar."

This shows that the way ESP was implemented by the teachers to fulfill what participants were expecting from the way of teaching since it also was perceived as different from other implementations they could have been exposed to. For instance, the activities planned for the lessons intended to demand different interaction patterns, such as, teacher-student and student-student interaction where they had different opportunities for using the language. Moreover, teachers exposed learners to different type of didactic tasks that made those learning experiences more significant since there were some learning styles involved.

C1P3JG: "Fue didáctica, sencilla y específica."

In addition, they comment they perceive the implementation in a simple and specific way. They refer as simple for the way of learning which was seen easy for them to understand and achieve the aim of the lesson. Specific is to say that the language provided was not too general but simplified to the language they will need in their field. Also, they perceived that the ESP implementation was didactic for the activities and tasks provided in the learning environment.

C1P1AKA: "Me llamó mucho la atención el aprendizaje"

C1P6BC: "Hay posibilidad de aprender en clase"

Moreover, what called participants attention was the learning. They expressed there was possibility to learn in the class since the teachers provided different tools and activities where learners could practice and reinforce what they learned in the lesson.

C2P2BC: "Lo aprendí con facilidad"

C2P3CG: "Aprendí fácil"

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C3P1CG: "Lo fácil que se aprende"

C4P2K: "La facilidad que nos brindan para tener un mejor aprendizaje."

Another aspect that participants noted was the way the class were developed using the ESP implementation and the different stages in every lesson (warm-up, pre-task, task, post-task and wrap-up) which provided an easy learning environment for the participants where they could learn easily and they perceived this as something interesting in the implementation.

Finally, some students made some other comments about what they could notice during the ESP implementation. They mentioned that not only did they learn what teachers taught them during the course but they could also increase their second language knowledge given the fact that they learned new words that might have not been considered when planning the lessons; hence, the course gave more results than what was originally expected from the students; this means, that even though participants should be exposed to a specific content, an ESP course should also be a space and time to let participants explore their own knowledge.

Participants' awareness on the benefits of their preparation

In order to have a meaningful learning experience during the lessons, the wrap-up stage aimed to summarize and reflect on the various aspects regarded in the lesson. Also, feedback was important from learners and that is why once the lesson was finished, participants reflect about the way that the lesson contributed to their labor. They mentioned that the way for providing service to clients will be perceived different; thus, having a better service.

C1P2JF: "Mejoraría el trato hacia los clientes y la imagen sería totalmente diferente."

C1P4AA: "Me serviría en cómo atender a los clientes."

C1P5AS: "...y brindar un mejor servicio a personas que hablan inglés."

C2P1AA: "...y para tener un mejor servicio."

It is seen that learners perceive the lessons as a way for improving the restaurant service on the grounds that learning a new language, in this case English, help them to improve the way they provide service to English speakers clients inasmuch as they will know how to attend them and communicate in their language.

C1P4AA: "Me serviría en cómo atender a los clientes, el saludo, la despedida, etc."

C2P1AA: "Para desempeñar un poco mejor con los clientes."

C5P2MA: "...porque a través de ello puedo defenderme a la hora de atender un cliente en cuanto a su idioma inglés."

Furthermore, participants affirmed that the new knowledge they were acquiring through the lessons would be necessary for communicating with the foreigners who visit the restaurant. They were aware of the benefits that communicating with their clients in English would bring about since they will be able to greet, provide service, and unfold in English. Since learners are been trained with specific language in English, they can attend English speakers and cope with the demands that these situations demand. Now, they will be able to express what they want to in order to improve the service and how the foreigners perceive the restaurant attention.

Learners found the speaking skill challenging

The ESP course focused mainly on speaking and listening skill; nevertheless, students' participation was affected by their feelings and fear of embarrassment towards their speaking skill. Tasks were designed to work mainly on oral production; however, feelings

and participants' perception of their own competences affected the outcome expected. Facilitators provided learners with logs in order to collect feedback; when they were asked about the most difficult moments of the lesson, *speaking* was labeled by 80 % of the participants as the greatest difficulty during the lessons implementation. Participant 3 was asked to welcome a customer in L2 in front of workmates, the student refused and said:

P3JF: No es que yo soy muy mala para el inglés

The participant was then encouraged by colleagues to participate but struggled mainly with pronunciation. Another class was influenced by participants' opinion about their pronunciation skill; when participant 6 was asked to read the instructions for an exercise, the student also refused to read and affirmed her pronunciation was not good enough to read; this led to another participant volunteering. These situations affected participant's opportunities of learning in the class; therefore, teachers decided to encourage learners to take the risk as the course was also a space for solving doubts and correcting mistakes; thus, participants were helped sometimes through repetition where the teacher said the word or phrase and the participant repeated as many times as necessary for him or her to feel comfortable and to have more opportunities for improving and learning.

Even though participants were not enthusiastic about participating in oral production activities, students reported in logs that the lesson was helpful in terms of pronunciation improvement.

C3P2JG: Aprendi o aclaré la pronunciación de precios y números.

Pronunciation seemed to be one of participants' biggest concern especially when interacting with the pre-service teachers in charge; hence, when planning lessons it is worth remembering that affective filter is low when students are exposed to student-student interaction; thus, lessons must include both interaction patterns; teacher-student, student-student in order to promote oral production and avoid feelings influence.

Based on the presented above, it can be concluded that the speaking skill development must be carefully planned on the grounds that participants might feel embarrassed when producing orally; equally important is the environment facilitators established in the course, due to the fact that a poorly established study environment makes students feel uncomfortable when participating.

THE EXPERIENCE OF DESIGNING AN EOP COURSE IMPACTED THE TEACHERS IN TERMS OF PROFESSIONAL GROWTH

As it is commonly known in the ELT field, lessons have to be carefully designed prior to its implementation and so are courses. Before reaching the execution of a course, several procedures must be carried out in order to gather the necessary information to start designing; by doing this, course designers can identify what the population needs are, and it provides implementers with precise data to make sure those needs are met; hence, with the purpose of collecting data for an ESP course, implementers chose and performed different data collection methods that will have a significant impact regarding professional development for the teacher-researchers in charge of designing, implementing and evaluating the EOP course. passages

Designing an EOP course

In order to start with an EOP course, there are some aspects to take into consideration before conducting the course itself, which become the basis for the aimed implementation. Firstly, we needed to expand our knowledge with the target methodology that was implemented given the fact that it is a new methodology for the teachers-researchers; therefore, there is the need to find out meaningful theory, research and implementations

already conducted with the aimed methodology for having strong basis on course design and execution.

Secondly, researchers concluded that there must be clear problem that needs to be addressed, for this reason, a survey was conducted in several places and it illustrated the different reasons why this course was necessary. From this experience, researchers revealed that the use of a survey as a tool to gather information about a particular necessity is fundamental in order to determine whether a study can be executed or not to solve an existing need. Once the survey is conducted, and prior information about the place and people's disposition involved in the coming course is collected, a needs analysis must be implemented to establish the specific necessities learners have regarding their language skills, challenges, and strategies they use when providing service to English speakers.

Based on the results provided by the needs analysis, researchers selected the course content, the vocabulary range to be taught, and the activities to be implemented taking mainly into consideration learners choices, given that participants have a wider view of what they do, thus, they are strongly aware of what they need to learn and improve which enables researchers to choose relevant contents for their job that suit their likes and needs for having comfortable and motivating lessons. Finally, it is worth noting that the order teachers choose for the topics to be taught must be carefully done, on the grounds that a strategic choice, can help teachers connect topics one to another to ensure participants use language that was taught in previous lessons; by doing this, not only are teachers reducing the risks that students forget what has been taught, but also students can see meaningful progress by noticing their production abilities are every time stronger.

Execution

As it has been previously stated, an interview is a data collection method that allows the interviewer to have a more precise view of a particular population and its needs; therefore, by conducting this procedure, interviewers could find information that written language did not provide and that was strongly important to design and execute any type of course.

Researchers found necessary to have a closer contact with the participants before, during and after the course implementation in order to measure their language skills, knowledge gaps, and also to label participants' competences according to the Common European Framework of Language Reference as A1, A2 or B1, by doing this and with this data collected, researchers were able to establish the demands participants could face, and also keep track of learners performance during the course. Since all the data gathered provides meaningful conclusions and relevant details, interviews were recorded with the purpose of being able to recall this information in a further study stage.

Equally important was the use of a research journal, which helped researchers identify and analyze several aspects of the study such as teachers' performance, students language proficiency, participants' language mistakes, pronunciation errors, background knowledge among others. The reason why a research journal played an important role in the study, is because this written evidence made easier the process of spotting relevant elements that could be studied further on, moreover, the research journal was of great contribution to identify similarities such as background knowledge, common mistakes and learning strategies not only from learners but also from teachers' performance which helped teachers researchers understand what procedures worked and which procedures needed to be changed or improved.

In terms of material, it is highly suggested to bring authentic resources that challenge students abilities in order to have them deal with real-life situations; moreover, it is worth

saying that materials used should promote and target the skills that are aimed to develop such as speaking and listening in this particular case. Very often, implementers found necessary to adjust and design material to lower or sometimes increase the task demands; by doing this, speaking tasks were easy to conduct and participants did not struggle when following instructions; some of the resources used were mainly flashcards, videos with authentic language and number cards to have participants exposed to different types of learning aids. Lastly and also important to take into consideration, teachers must bear in mind that no matter what the skill in development is, participants will always need a visual reference that can be provided by either using a whiteboard or worksheets with images and written instructions so that learners can have a better understanding of a word's meaning, form and pronunciation.

Evaluation

The purpose of this final stage is to draw conclusions from the data gathered in the previous stages in order to show what worked and what did not throughout the course execution. To start with, it can be claimed that the data collection methods gathered sufficient insights to establish clearly participants needs and achievements reached due to the fact that all the methods were integrated and compared, by doing this, researchers were able to draw findings using information from all different sources such as surveys, interviews, journals and logs. In the same way, it is important to highlight the effectiveness of the teaching method used in the study due to the positive impact it had on participants. The direct method used in class enabled participants to develop basic communicative competences on the skills that were intended to be built, given the fact that teachers provided students with a type of exposure different from the regular English class, meaning that grammar instruction was taken away from lessons, which led students to have a

participative role in class focusing on functional communicative utterances and not on language form.

Credit must be also given to material adaptation and resources authenticity. As mentioned before, researchers were selective when choosing resources for class with the purpose of making classes as realistic as possible; hence, the material chosen was adjusted and used according to participants abilities in order to avoid frustrating feelings and facilitate comprehension; as a result, participants showed great participation when working with worksheets, flashcards, listening activities among others; for this reason, it is greatly recommended to devote enough time selecting and adjusting resources to make them easy to work with and also to make learners aware of their capability to understand a new language.

Researchers also concluded there were two major factors that did not contribute to the study but had a negative impact instead. Originally, the setting choice was made for the purpose of having a comfortable and realistic environment for students, for this reason the place where learners worked was used to implement the lessons, nevertheless, using their workplace to have a training on a second language led to many issues that reduced significantly the comfort and affected the class environment such as frequent interruptions made by superiors, noise coming from near places and weather changes. With this being said, it is important to keep in mind that the setting selected should have proper conditions to conduct lessons and it should also be separated from participants working duties in order to reduce stress and make learners feel comfortable in a learning environment.

The aspect that the study was affected by was participants desertion. During the course execution a few participants stopped attending classes due to different personal reasons; as a consequence, these participants were not able to reach the accomplishments established by researchers. Participants desertions may have happened due to a flexible

population selection and as consequence some participants did not show great commitment with the course; for this reason, researchers concluded that apart from consent letters, learners participation in the course should be confirmed with a more elaborated commitment letter and researchers should raise awareness on the importance of being part of a study in order to avoid desertion and ensure commitment from the population selected.

To sum up, there are three stages an EOP course must go through so that solid conclusions and findings can be drawn; this means that designing, implementing and evaluating play an essential role in a study's execution and analysis. Equally important is to bear in mind that researchers must have a constant and frequent researching role, meaning that no matter the phase or the activity being done, researchers must always reflect and think critically about everything that surrounds the study itself.

LIMITATIONS OF THE STUDY

There were several factors that influenced and caused different effects in the course execution; hence, it is strongly important to address these aspects to comprehend the restrictions and limitations the course went through.

Firstly, the amount of participants in this research was not the one expected from the beginning since only six participants started with the execution of the project, a small group that became inconsistent given the fact that they were fired, they had other duties to deal with or they could not continue with the course for different reasons they did not mention; so in the end, only three of them were part during the entire application of the EOP course, a number that we consider low for this kind of project inasmuch as it can limit other research applied in big groups where the course, materials and tasks may be designed and given in a different and suitable way.

Secondly, the research was conducted for two months where the sessions lasted between two and three hours in a total of eight sessions which is not enough for the researchers to ensure the success on participants' performance when facing a real situation. Although the sessions were delivered in a simulation methodology where they could face real situations, this does not ensure that they would fulfil any possible spontaneous and sporadic setting since the time was not sufficient for meeting different aspects and details for them to take over these situations.

Finally, another factor that affected the course and the classes execution was the setting where the lessons took place; the noise, the lighting and random interruptions were common distractors due to the location of the class inside the bar, as consequence, noise led to confusion for not being able to listen properly to the teacher, students had to move when the sunlight reached the place and students' participation was interrupted when they were requested to attend someone at the bar; therefore, it can be first concluded that participants

were not provided with the proper learning setting and this affected considerably learners' performance, and secondly, even though having a real setting with realia may contribute to students comprehension in class, it is highly recommended to choose a setting separated from labour duties where students feel in a learning and not in a working environment in order to ensure students commitment and engagement with the lesson.

RESEARCH AND INSTRUCTIONAL IMPLICATIONS

Through the implementation of this study, we have perceived and reflected on different implications for teaching, designing and further research on the field of ESP. Firstly, there is the need to have strong theoretical foundations on the aspects that surrounds ESP in order to have a clear idea of its different branches, contributions and studies for leading those which are suitable and meaningful for the project implementation; thus, there will be an appropriate and fair research development which will ensure the effectiveness of what is being intended to implement.

Once there was a rigorous analysis of what the idea of the study is and its implementation has been conducted, there are several aspects and factors that we learn throughout the process as teachers and researchers. By means of the data collection methods, such as, journal, interviews, logs and questionnaires, these aspects can be recorded and used as source of reflection. For instance, the journal was a strong method for writing down all the unplanned actions that happened during the sessions implementation and the analysis and critical reflection we could do after re-reading what we had written on it; and the fact of writing down either what you see or hear is easy to remember for further review instead of just being present without having a method to record what is happening in the moment.

The other three methods, interviews, logs and questionnaires, permitted us to have participants' perceptions, comments, ideas, opinions and everything they could share about how they had perceived the project in terms of meaningfulness for their domain, language learning process, topics and materials, and the session itself; therefore, we could take those comments into consideration for reflecting on the new topics, new activities or materials, new language and possibilities for them to use the language in real contexts, and also for avoiding non-relevant topics or language they may have not needed to perform in their context. Besides, these methods allowed us to have constant feedback and assessment on

what not only we were doing but also how they were doing, and this helped us to think on what we needed to change or keep doing; hence, our performance and project development could increase and fulfill their expectations.

Apart from the methods used for having constant assessment and reflection, some findings transfer significant implications. First, we perceived how the use of L1 benefited the implementation of the ESP course with the participants. At the beginning, we believed that using Spanish could affect the language acquisition on participants or spoil the idea of the study. Nevertheless, during the sessions we saw that the use of code-switching seemed to help understanding and the lessons could continue smoothly. Furthermore, participants used their native tongue to confirm meaning and that leaded to comprehension in order to process the language and continue. Another aspect that we used for ensuring comprehension was the use of body language where participants could understand easily what we were trying to present in our teaching; they could connect what they had in their background knowledge with the message presented along with the gesture performed. This means that the use of L1 in an ESP course should not be forbidden, but accepted in some specific cases as a strategy.

Moreover, we concluded that the needs analysis is a crucial part in the development of an ESP course given the fact that this involves everything that is going to be integrated and taken into account for the whole implementation; this implicates the way the course is going to be designed and delivered to the specific study population. Therefore, in further research, the need of such analysis is important because it illustrates to the researchers the participants' proficiency language level, their specific needs for using the L2, their likes and dislikes, their perceptions and ideas for the intended course and their necessities for being part of the course; this analysis can be done through different methods, such as the ones already mentioned above; thus, it will facilitate and ensure the meaningful development of the ESP course and avoid unnecessary effort in language and themes they do not need.

Several conclusions were gathered throughout the study execution regarding teaching and learning procedures. Firstly, it is strongly recommended to ensure students have an active role in class by providing them with questions, expressions and short phrases that can be used in class with different purposes since by doing this, participants are given more opportunities to develop language competences. Even though students are mainly exposed to content, it is highly suggested to devote at least one class in communicative language so that the study population adopts a communicative and participative role.

Additionally, aspects such as proper articulation, voice projection, repetition and body language become fundamental teaching elements when teaching basic or pre-intermediate L2 users. Proper articulation won't simply help participants understand what teachers say, but it will also expose participants to the right pronunciation they are expected to acquire. In the same way, teachers must have a clear voice projection in order to counter external noise and catch students' attention easily; additionally, repetition should be used in L1 occasionally, however, this teaching strategy must be used with care, meaning that it should not always be teachers' instrument to check students understanding, on the grounds that students might become translation-dependent; therefore, teachers should use different teaching strategies such as body language and comprehension questions.

Equally important are the resources participants are exposed to in class and the way students keep the provided resources. It is highly suggested to have learners exposed to authentic material with the purpose of showing students what real life English sounds like and what they will have to face eventually when serving foreigners; also, material should not only be given but also requested from students, this means, that students should be asked to bring and keep the resources used in previous sessions so that they have a frequent contact with what they have learned. During the study implementation it was evidenced that learners attended class without the material they had worked with in different lessons, and although

it did not stop the lesson from its execution, it could have helped students perform better in class.

Based on the suggestions presented above, researchers point out further research can be done with the implementation of a course book adapted to the study population needs given that this tool would bring diverse benefits to an ESP course. One of the greatest contributions that an adapted course book might bring into a further study, is that it would allow students to practice the topic that is taught in a particular lesson; which will lead learners to think and reflect; also, by having a course book students will always have a visual aid to study vocabulary and this will ensure participant's understanding of vocabulary easily, moreover, since it is a practical instrument, it will be easier for both teachers and participants to check what has been done in class and it would also allow students to review any topic at anytime.   It is worth noting that this resource should be used as a course complement and it should not be perceived as the class core if communicative competences is what researchers intend to achieve, hence, this tool should be carefully design to make sure it offers a reasonable amount of language-oriented exercised and it really leads to communication.

CONCLUSIONS

The present study aimed to guide a specific group of waiters and waitresses to achieve communicative competences, mainly in speaking and listening, demanded by their field. This study was done through the development of an EOP course in a restaurant in Salento, Quindío. Furthermore, this project's idea was to increase participants' language performance when addressing English speakers who visit the town and the restaurant itself. This study was conducted and based on three research questions which guided into different findings, implications and conclusions.

This project offered an enriching and educative experience for the study population as well as for researchers. The project stages such as, planning, execution and analysis, demanded a great amount of teaching and researching skills in order to meet the project aim; hence, throughout the project process, researchers pointed out several elements that helped them grow professionally. First, stepping out of the common teaching practices can widely open one's view towards teaching and learning by proposing new ideas and debating what has already been said. Researchers must understand that theory's role is to provide insights, knowledge and facts in relation to what it is intended to do by new researchers, thus, when conducting research studies, it is necessary to adopt a critical, reflective and committed role so that new ideas can emerge even if they do not have great support from related theory.

Furthermore, since researchers had to switch roles constantly as teachers and observers, it was possible to provide feedback to each other regarding teaching practices. Even though the objective was always to work on the study's population learning, by the end of the project we realized such experience was equally educational for researchers on the grounds that researchers took turns to teach, and keep track of what happened in class in other lessons by observing them; therefore, the observations made were used to reflect on teaching

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strengths and weaknesses each researcher had, which could guide teachers to establish what the best teaching practices for an ESP course were.

Besides what was planted, once the study was proposed and established, different questions emerged regarding the participants and the project's objectives; one of these questions was to know whether an EOP course could be developed throughout strategies that could benefit learners who have a basic English proficiency level or it was not appropriate and it was only developed with pre-intermediate and higher levels as theory proposes. In order to answer this first question, an analysis to the data collected shows that there are several strategies that participants can take advantage of, and there are some specific which they can really benefit from. The first strategy found was the use of L1 in specific cases and for specific aims within the lessons; therefore, the use of L1 is an useful and strategic strategy for both, teachers and participants, in the sense of code-switching used from the teachers to the participants in order to have different clues in the first language, thus, they can manage to understand better and continue without being frustrated since all the input is not being given in the L2; hence, there are some connections they can make from their background knowledge and significant skills they already acquired from the L1 which work as a bridge to connect ideas and meaning in the two languages. Regarding the participants, they can use the L1 as a way of understanding since they seemed to internalize the meaning by recalling it in Spanish and also taking cognates as another clue for understanding the message being presented.

Another strategy that facilitates participants' understanding is the use of nonverbal language, such as gestures, body language and sounds which they connect to what they already know these nonverbal communication refer to, and they can cope with the question or sentence presented. Hence, teachers can take advantage of these to illustrate different

actions, vocabulary and ideas they can understand just by seeing the connection between the action and the word or sentence.

Finally, another strategy participants can increase and develop their English performance is the collaborative learning. During the sessions, it was evidenced that some participants either had a higher level than others or they may have had more facilities to cope with the language; this means that during tasks or activities, participants can help each other in different situations and with different language features; thus, making the development easier for teachers and also for them given the fact they are providing constant feedback, solving doubts and constructing language.

In relation to the second research question, we wanted to know participants' perceptions towards the EOP implementation for knowing what we needed to change or improve in order to have an effective and meaningful course. Throughout the use of different data collection methods, participants shared different comments and opinions about the development of the course, and these showed the satisfaction they had with the way the lessons were structured and delivered inasmuch as they mentioned the course was very didactic for the different activities, games and tasks provided; thereby, facilitating the lessons and the course in an easier way for them, as they commented, since although they were never exposed to lots of L2 input or an EOP course before, they could managed to learn and be part of the project without major difficulties . Also, they believed the course improved the restaurant service because they were able to receive more English costumers and feel confident to provide them with an English service. Therefore, the course did not only increase their language competences, but also benefited the restaurant service in the town.

At last, with the third question, there is the need to know what it takes to teach an EOP course to this specific population. However, some aspects can also be implied in other research. First of all, researchers need to find the motives for participants to be submerged in

an ESP course and how to begin with it; for doing this, a rigorous designing takes place before all the execution. This design should cover different points, such as, necessities where researchers can have a better and clearer view of what the population needs and why they should be part of such project, these can be done through different methods already mentioned in previous stages (questionnaires, interviews, etc.). Also, as ESP regards some specific purposes, this step also implies the designing of content which can also be established by the participants, and once this designing has finished researchers can continue with the execution of the study. In this next step, researchers should take different roles for gathering information and conducting the EOP course, these roles can be switched. During the execution, participants need to be in constant feedback and researchers should analyze their performance and the different insights not only participants are acquiring but also researchers in terms of professional grow and research skills. At the end comes the assessment where the course is evaluated by both participants to ensure the credibility and effectiveness of the study conducted, and the conclusions reached throughout the whole process which can contribute to the field of learning a second language.

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Appendix 1

Consent forms

Carta de consentimiento

Señor,

Jorge Alarcón

La siguiente carta tiene como objetivo hacerle conocer el proyecto de investigación y diferentes aspectos relacionados con él y con el proceso del curso que se implementará.

DESCRIPCIÓN: A través de este formulario usted está siendo invitado a participar en un estudio de investigación, cuyo objetivo es emplear una enseñanza de inglés con objetivos específicos relacionados a su campo de trabajo. Durante el estudio, se le pedirá que llene algunos cuestionarios y participar en entrevistas. Sus nombres y las respuestas se mantendrán estrictamente confidenciales. Los datos serán recogidos y analizados con fines de investigación para mejorar la formación de la enseñanza del inglés con propósitos específicos.

RIESGOS Y BENEFICIOS: A lo largo del estudio puede sentirse incómodo con lecciones grabadas, pero este material va a ser muy útil para contribuir a la mejora de la función que usted tiene como mesero y mesera del restaurante.

DERECHOS DEL INTERESADO: Si usted ha leído esta carta y ha decidido participar en este estudio, por favor, comprenda que su participación es voluntaria y usted tiene el derecho de retirar su consentimiento o participación e interrumpir en cualquier momento sin penalización. Usted tiene el derecho de negarse a responder a preguntas concretas. Su privacidad será mantenida en todos los datos publicados y escritos resultantes del estudio.

Entiendo que el estudio de investigación incluirá lecciones de inglés con fines específicos, que pasaré por cuestionarios y entrevistas grabadas. También entiendo que mi identidad no será revelada y que puedo retirarme en cualquier momento.

Estoy dispuesto a participar en el estudio llevado a cabo por Victor Manuel Restrepo
Jarmaillo y Yhull Breiner Trejos Monsalve de la Universidad Tecnológica de Pereira.

Firmado: _____

Fecha: _____

Appendix 2

Lesson plan sample

Time: 3 hours

Topic: Describing dishes.

Skill: Speaking/Reading.

Stage	Description	Time
Warm up	T greets students and asks how their lunch was. Ss are asked what they ate for lunch and what their favorite dish is.	5 mins
Pre-Task	T presents slides of different types of food and then presents examples of dish descriptions.*"It has meat, rice, beans and one avocado"*. Ls are asked what function is being done in the examples.	10 mins
	Ss are now given a worksheet where they will match food names with their corresponding image.	

While-Task	In the same worksheet Ss are asked to describe dishes. Bandeja paisa*: It has meat, eggs, beans ...*	15 mins
Post-Task	Ls are then asked to create a list of the dishes that the restaurant offers. Ls are told to share their lists and compare them with their classmates so they can complement them. Once they have the list done, Ss are divided into small groups and they will select one and ask one of their classmates to describe them orally.	20 mins
Wrap up	Ls are given the script of a conversation. * 1st Reading. First they are asked to identify the foods mentioned in the script. * 2nd Reading. Ls are asked what the context for the conversation is. * 3rd Reading. Ss are asked to identify the way the speaker asks the waiter to describe the food. Once the Reading has been discussed, Ss are asked to create a role play. T suggests Ss to use expressions from the script to ask for food and for describing it.	30 mins

Appendix 3

Logs collected

1. ¿Cómo se sintió durante la lección en términos de nuevo aprendizaje?
C1P1AKA: Poco complacido
C1P2JF: Muy complacido
C1P3JG: Medianamente complacido
C1P4AA: Muy complacido
C1P5AS: Muy complacido
C1P6BC: Complacido

C2P1AA: Muy complacido
C2P2BC: Muy complacido
C2P3C: Muy complacido

C3P1CG: Medianamente complacido
C3P2JG: Muy complacido

C4P1AKA: Muy complacido.
C4P2K: Medianamente complacido

C5P1AKA: Complacido
C5P2MA: Complacido

2. ¿En qué momento tuvo o presentó dificultades durante la lección?

C1P1AKA: Al escuchar
C1P5JF: Al escuchar
C1P4JG: Al hablar
C1P3AA: Al hablar
C1P2AS: Al escuchar
C1P1BS: Al hablar

C2P1AA: Al escuchar
C2P2BC: Al hablar
C2P3C: Al escuchar

C3P1CG: Al hablar
C3P2JG: Al hablar

C4P1AKA: Al escuchar
C4P2K: Al hablar

C5P1AKA: Al entender instrucciones
C5P2MA: Al hablar

3. ¿Qué le llamó la atención de la clase?

C1P1AKA: Me llamó mucho la atención, el aprendizaje, los temas que vimos de hello,

good bye.

C1P2JF: La técnica de enseñar de una manera diferente y completa hacia nosotros.

C1P3JG: Fue didáctica, sencilla y específica al tratar de enseñarnos un saludo y una despedida

C1P4AA: Que aprendimos a identificar algunas palabras del inglés al español.

C1P5AS: Todo fue excelente, los temas que se llevaron a cabo son buenos y encajan con lo que necesitamos aprender.

C1P6BC: Hay posibilidad de aprender en la clase y hay paciencia.

C2P1AA: Recordar los números ya que son cifras grandes e importantes para los clientes.

C2P2BC: Lo aprendí con facilidad.

C2P3CG: Aprendí fácil. Interesantes temas.

C3P1CG: Lo fácil que se aprende.

C3P2JG: Me llamó mucho la atención el hecho de que yo pudiera recordar casi que inmediato lo que Victor y Breiner nos enseñaron en clases pasadas.

C4P1AKA: La paciencia que nos brindan y en la forma como nos enseñan para así ser mejores.

C4P2K: La facilidad que nos brindan para tener un mejor aprendizaje.

C5P1AKA: Me llamó mucho la atención el aprendizaje y la paciencia de los profesores, también en la forma de enseñar.

C5P2MA: Más que los temas nuevos aprendidos, la realización de conversaciones referente a mi trabajo porque a través de ello puedo defenderme a la hora de atender un cliente en cuanto a su idioma inglés.

4. ¿En qué le servirá lo aprendido en la lección del día de hoy para su trabajo?

C1P1AKA: Me serviría mucho porque aprendí, también para comunicarme con un extranjero.

C1P2JF: Mejoraría el trato hacia los clientes y la imagen sería totalmente diferente.

C1P3JG: En algún momento con algún cliente de habla inglesa lo podré saludar formalmente en su idioma.

C1P4AA: Me serviría en cómo atender a los clientes, el saludo, la despedida, etc.

C1P5AS: Me servirá para saludar, despedirme y brindar un mejor servicio a personas que hablan inglés

C1P6BC: En interactuar más fácil con las personas extranjeras.

C2P1AA: Para desempeñar un poco mejor con los clientes y para tener un mejor servicio.

C2P2BC: Para dar precios a la hora de cobrar o alguna pregunta sobre el precio.

C2P3CG: En tener una mejor comunicación con los clientes y obtener experiencia.

C3P1CG: Aprender a pronunciar el inglés.

C3P2JG: Aprendí o aclaré la pronunciación de precios y números.

C4P1AKA: Aprendí palabras nuevas para compartir y hablar con los clientes.

C4P2K: Para tener un poco más de conocimiento acerca del inglés.

C5P1AKA: Mucho, porque aprendí nuevas palabras y a pronunciar bien.
C5P2MA: Me servirá en cuanto a la pronunciación de las comidas del restaurante de una debida manera en inglés al cliente.

5. ¿Qué le gustaría que fuese incluido en la próxima sesión?

C1P1AKA: Más temas sobre la atención de los extranjeros, aprender más, temas nuevos, etc.
C1P2JF: La pronunciación y juegos de interacción con los compañeros que ayuden a mejorar los saludos hacia los clientes.
C1P3JG: Un diálogo breve entre los participantes de la universidad y con base en ello una actividad.
C1P4AA: Que hubiera un poco más de verbos para que no se nos dificulte tanto.
C1P5AS: Maneras de entablar pequeñas conversaciones con los clientes y cómo resolver dudas acerca del Quindio y las comidas del restaurante.
C1P6BC: Un tablero más grande.
C2P1AA: Un poco más de interacción y dinámicas con nosotros.
C2P2BC: Más pronunciación.
C2P3CG: Pronunciación.

C3P1CG: No comentó.
C3P2JG: Trabajar en aclararle a las personas de habla inglesa que nosotros como servidores no hablamos inglés fluido y que es muy básico lo que le podemos ofrecer en cuanto diálogo.

C4P1AKA: Nada.
C4P2K: Quizás una dinámica.

C5P1AKA: Pues hasta ahora no tengo opinión.
C5P2MA: Que la clase sea más extensa para poder aprender más.