UNIVERSIDAD CENTROAMERICANA

SCHOOLS OF HUMANITIES AND COMMUNICATION

“English Language Program for the Personal Manager at Hotel Boutique Contempo in Managua”

Innovative Proposal presented to obtain the Bachelor of Arts Degree in Teaching English as a Foreign Language

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Managua, Nicaragua

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Introduction

The Hotels Chains in Nicaragua have increased in the last five years according to recent statistics that have been supplied already by tourism organizations, such as CANATUR, CANTUR, and INTUR. There has been an increase in Hotel supply of the 85% of the installed capacity in the country, and the same report said most of the tourists who come to Nicaragua are from countries where English is their native language. This demand has required the Hotel Chain look for a qualified and prepared staff for their hotels. Hotel Boutique Contempo is not the exception having 24 check ins per day 89% of these guests are corporative clients from United States, Canada, United Kingdom, New Zeland and Russia, for this purpose Hotel Contempo has hired a specially group of 8 Personal Managers.

The personal managers are who represent the hotel. These people have to assist in the reservation department, the front desk, and provide specific information to people who are mostly foreigners that visit the hotel’s website. The personal managers give attention to different services such as restaurant, rooms, bar, and boutique. In addition, they have to deal with the staff that performs different tasks such as tendering, cooking, gardening, security, and cleaning. These personal managers have to speak English 100% since they have to provide a good quality service, communicate competently, and interact in on-line conference with other personal managers from hotels in different parts of the world but specially from U.S., Canada, United Kingdom, New Zeland, and Russia.
Since English is the main means of communication they, need to be competent users of the language. We have decided to create a proposal to address this issue. Our proposal is a language program designed for 8 personal managers at hotel Contempo in Managua. This is an exclusive four - stars hotel founded 6 years ago that has reached around 33 check - ins per day. It is a place visited by many foreigners and it offers different services such as restaurants, rooms, bar and a boutique. In addition, this program has been created for people between the ages of 23 and 34 years old, and that work different departments. The Personal Managers are from different cities in Nicaragua and most of them majored in Tourism Development in Management at Universidad Centroamericana.

Our program tries to improve the level of spoken English in the four skills which are writing, listening, reading, and speaking of the personal managers at hotel Contempo. We will make emphasis on their oral and listening skills in order to offer a better service, communication, and interaction with the foreigners so their stay in the Hotel will be more enjoyable.
I- Justification

Since English is the language used to meet all these requirements to work at this Hotel, Human Resources tests the applicants using standards based on the Common European Framework. According to the information gathered from this department, the personal managers have an A2 Level (High Intermediate Level), which is the minimum level they should have. That is why they need to improve their English taking into account the language functions they lack. This program has as its main purpose to collaborate, innovate, and enhance the effectiveness of language competences of the personal managers they have to perform at work.

Our proposal will be useful because it will meet the needs, and lacks of all staff, so this way the hotel is going to offer a better service increasing the amount of visitors. In addition, we will provide some recommendations and suggestions that we believe will be useful to improve personal manager’s English skills and the staff itself when carrying out specific tasks such as interacting with people from different English spoken countries, providing customer service, and making phone calls, etc.
II- General and Specific Objectives

General Objective:

To design an English Language program for the personal manager at Hotel Contempo in Managua.

Specific Objectives:

➢ To identify the personal manager needs and lacks in terms of language content.

➢ To suggest teaching methodologies that suit personal manager’s needs.

➢ To suggest assessment and evaluation techniques for improving their tasks while working.
III- Theoretical Framework

In this section, a review of all the theories and advocates used to approach the problem is presented in order to improve the personal managers performance at work. These theories were chosen to meet the student’s needs and to be used by the instructor who will be teaching this course. We have included Curriculum Design and Second Language Acquisition theories as well as different teaching methodologies that can be applied in our proposal.

According to Lattuca and Stark (2001) curriculum is an “academic plan, which should include: the purpose of the curriculum (i.e., goals for student learning), content, sequence (the order of the learning experience), instructional methods, instructional resources, evaluation approaches, and how adjustments to the plan will be made based on experience or assessment data. It is said curriculum should be founded on a carefully thought-out philosophy of education and should be clearly connected to an institution’s mission statement. Clearly defined intended curricular outcomes enable a faculty to understand, communicate about, and control – manage – learning through the curriculum more effectively”. “Clearly stated, written outcomes are essential to good curriculum design, implementation, and assessment” (Cuban, 1992). According to this idea, we tend to believe this definition of curriculum will guide us in the process of implementing and building this program with the necessary elements to make this proposal effective because Lattuca and Stark mentioned the importance of the elements at the moment to create a curriculum to improve personal managers language proficiency.
A. Types of Curricula

Eisner (1994) states that *The internal curriculum* "is the Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student. Educators can explore this curricula by using instructional assessments like exit slips, reflective exercises, or debriefing discussions to see what students really remember from a lesson. It is often very enlightening and surprising to find out what has meaning for learners and what does not". In this proposal, the experience and the realities of the personal managers are very relevant since the connection of this idea of curriculum with the Second Language Acquisition theories will help us identify and address the problems and needs of the personal managers.

Graves (2000) explained that the *Processes of Curriculum* when designing a language course has several components. "These components comprise setting objectives based on some form of assessment, determining content, material, methods, and evaluation". Something important to remark is that there is no hierarchy processes so there is not sequence, which means all the components are interrelated and as Greaves states "the processes influences and is influenced by other in some way". For designing a Language course, the following steps need to be taken to create a curriculum proposal.
➢ Conceptualizing content
➢ Formulating needs
➢ Formulating goals and Objectives
➢ Developing materials
➢ Designing and assessment plan
➢ Articulating beliefs
➢ Defining the context
➢ Organizing the course.

All of these steps are crucial for Contempo creating a suitable Language Course. They’re going to be useful for Hotel Contempo where a solid base in communication and interaction are needed to improve the level of competence in students.

B. Language Acquisition Theories

The English courses the personal managers took during their major, did not have the necessary social interaction tasks to develop their language needed to perform at the hotel. As Bruner established in his theory of Social Interaction, “Language is learned through active interaction between students and the environment” (p. 234). Therefore, our purpose is to provide the personal managers with the necessary real-life language tasks. Researchers tend to believe that this hypothesis opens new ways to teach any area of language because it is not just about teaching or learning concepts and categories, but also the ability to "create" these things for oneself. For instance, Social Interaction motivates and allows us to
create real situations, and tasks the students in our context need to communicate in a specific setting at the hotel.

According to Vygotsky (1962), he believed that language develops from social interactions for communication purposes. Vygotsky viewed language “as man’s greatest tool, a means for communicating with the outside world”. That’s the reason to put into practice Social Interaction theory in class. It will provide a better view of what are they going to deal with when they start to perform in their specific field. Both Bruner and Vygotsky emphasize social interaction, which is needed for students in their language performance at work.

Howard Gardner viewed intelligence as ‘the capacity to solve any duty according to their specific objective” (Gardner & Hatch, 1989). Students have different ways to learn. Teachers have to provide diverse tools or resources in order to reinforce their learning capacities towards real situations. In addition the Multiple Intelligences Theory helps students to learn in an easier way. Our program, has to take in to account the different ways of learning of each student and incorporate different methodologies to take into account.

Gardner’s theory (Gardner 1999: 41-43), states the following types of intelligences: Musical, Interpersonal, Intrapersonal, Linguistic, visual, kinesthetic and Logical – Mathematical, based on the done observation we could perceive personal managers have bodily kinesthetic and spatial intelligences more develop than other for our proposal we will focus on these ones:
- **Bodily-kinesthetic intelligence** “entails the potential of using one’s whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements”. Howard Gardner sees mental and physical activity as related. In our proposal, students could learn by practicing different activities such as roles plays, games, and dramatization related to their field, situations similar to the ones they will perform at work.

- **Spatial intelligence** “involves the potential to recognize and use the patterns of environments and more limited areas”. In addition, thinking and visualizing images and pictures give personal managers the ability to create graphic designs, also it is a very useful tool to show them flashcards with the vocabulary needed for their learning performance.

In view of the importance of practicing is considered as the most important technique to improve language in any job performance.

John Dewey (1938) in his *Theory of Learning by Doing* points out “experience arises from the interaction of two principles: continuity and interaction”. Experiences, samples, and contexts play a crucial role in the learning process. That is why those factors improve the competence and skills of the students in the way they are exposed to real life situations through videos, roles plays, speeches, games, observations, and discussion related to the functions they are going to develop in the tourism industry. In addition, experience is another important factor that can develop the necessary skills for the personal manager’s job. The Personal Managers have to be able to use a lot of communication strategies. Therefore,
John Dewey theory will help to expose to meaningful and interactive activities in the class that will facilitate their learning process.

The Affective Filter hypothesis developed by the linguist Stephen Krashen (1982) states that “comprehensible input is not enough to ensure language acquisition”. Language learners have to be open to that input in order to face their internal obstacles for example when they are bored, angry, unmotivated or stressed, they may not feel comfortable towards the language, so affective filter plays an important role in our proposal.

According to Krashen (1982) “one obstacle that manifests itself during language acquisition is the affective filter. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain”. In addition, the affective filter can be provoked by different reasons such as anxiety, self-confidence, motivation and stress. It is important to be aware about Krashen’s idea because if you have these situations during the course, the teacher will respond in an effective way facing and avoiding these obstacles already mentioned in the learning process.

Intrinsic motivation refers to behavior that is driven by internal rewards. In other words, this has to deal with the internal factor personal managers could have feeling the necessity to improve their linguistic skills. Additionally extrinsic motivation, involves engaging personal managers encouraging them to improve their language skills in order to have economic rewards stimulating them in their specific areas at work.
The Student – Centered learning the term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, according to this idea in this program is going to be useful to implement to suit problems such as: memorization, mechanic answer, and teacher centered more focus on students experience and their participation.

C. Teaching Methodology

In this section, some teaching principles and approaches will be presented for the instructor to give special attention to during the course in our proposal. Such teaching principles were taken from the Cooperative Learning method, AudioLingual Approach, Direct Approach, Reading Approach, and the Communicative Approach, which will improve students’ communicative competence.

1. AudioLingual Approach: “This approach is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach” (Harmer, 2001).

AudioLingual Approach Principles: Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Vocabulary is strictly limited and learned in context. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern so, he/she has to take the role of “The assessor” telling the students what today’s class is going to be
focused on. In here pupils are going to be aware about what they are learning and what their needs are.

Based on these principles, we consider, the instructor in the teaching of the courses in our proposal could use different activities such as:

**Dialogues:**

- Welcoming people to a Hotel
- Offering help to a customer with the luggage.
- Offering services of all the tasks in the hotel.

2. **Communicative Approach** “is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language” (Richards, 2001).

**Communicative Approach Principles:** Competence is *context specific* “based on the situation, the role of the participants and the appropriate choices of register and style. It represents a shift in focus from the grammatical to the communicative properties of the language; the functions of language and the process of discourse. Besides, it applies to both spoken and written language” (Richards, 2011). In here, the professor could take the role of the “Participant” because for this specific tasks is necessary that teachers give correct instructions helping, and assessing students to complete their tasks, but letting them work by their own because as instructors they can easily dominate the activity. In this proposal, the
communicative approach will be very useful because it goes in accordance with the result we want to obtain and the goals we want to accomplish towards the personal manager’s needs.

As a matter of fact, for this approach the instructor could use different activities such as:

*Role – plays*

- *Doing Bookings Online or LifeChat*
- *Making of Tourism Package*
- *Solving GUEST PROBLEM*

*Pair – Work*

- *Exchanging Guests information from other countries*
- *Simulating Trip Advisor’s System Problem*

*Group – Work*

- *Solving Problem about management*
- *Giving Instruction the Staff*

3. **Direct Approach**: “This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction” (Richards, 2001).

*Direct Approach Principles:* Lessons begin with a dialogue using a modern conversational style in the target language. The mother tongue is never used.
There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. In addition, questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Real exposure to the content is considered an important aspect of learning the language. In this case teachers should perform the role of “The Controller” because they are setting down the way student are going to be working in the class, so everyone has an equal chance to participate. For instance, the teachers can make sure the students use certain target language and their production has a degree of accuracy. Direct approach will be useful because students are able to understand basic knowledge about English. In this program, students will be taught in English without using their mother tongue, so this will help them to improve their language skills to carry out tasks at the hotel. To this approach the teacher should take into account activities such as:

- Reading dialogues about customer service aloud.
- Asking and answering exercises about helping people in a hotel.
- Writing paragraph about experiences while developing their tasks.

**C.4 Reading Approach:** This approach is selected for practical and academic reasons and for specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language (Krashen and Terrell, 1983).
Reading Approach Principles: is one of way to help students to solve their problems in reading. Reading is important because it is a receptive and active skill which involves inference, guessing, predicting etc. Teacher should teach and make emphasize on reading among the students to read effectively by using reading approach. The reading approach will be meaningful for personal managers because they have to read instructions, policy documentation, exchange guest personal information. In order to improve in these activities the instructor could use different exercises such as:

Skimming:

- Identifying accurate and detailed information.
- Summarizing and organizing ideas from a text.
- Completing charts, subheading and illustrating lectures.

Scanning:

- Searching for key words or ideas in a lecture or puzzles.
- Sequencing ideas from a story or a script.

All of these theories and methods presented can be used in this proposal as a way to achieve the goal and objective of this curriculum.
IV- Methodology of the Project

A. Type of research

The methodology of this research is qualitative. According to Denzin (1994), “this type of research methods involves describing in details specific situation using research tools like interviews, surveys, and observations”. It involves different techniques and approaches that give priority to what the students need in terms of English in order to improve their competences while developing their tasks at work.

B. Participants

1. Personal Manager.

In this target group, there are 8 Personal Managers, 5 women and 3 men, ranging in ages from 24 to 40 years old. They are working at Hotel Boutique Contempo. Most of them are from Managua. The rest are from different cities around the country. These employees already finished the major of Gestion y Desarrollo del Turismo at UCA.

2. General Manager

She has been working for this hotel chain for 8 years. She is also a UCA alumnus from major Gestion y Desarrollo del Turismo in 2002.

C. Instruments

1. Interview to the Personal Managers.
The questionnaire for 8 personal managers includes four open questions related to their learning of English at the end of their major. (See Appendix 1).

2. Survey for Personal Managers.

In order to collect information needed to find out the student’s lacks, we will apply a survey with five multiple choice questions. Based on Blooms Taxonomy how they consider their level of English, and which skills they have more problems. (See Appendix 2).

3. Interview to the General Manager

In this part for collecting information about how she considers the level of English competences of her workers. This interview includes four questions in order to know the strengths of the Personal Managers (See Appendix 3).

D. Constrains

When collecting the data, we had some issues meeting with the personal managers since their schedules and their duties had to be done in their shift, so arranging the meetings and interviews was the most difficult part. In order to collect the data, we met with each one just fifteen minutes per day so collecting and completing the data took three weeks. Another obstacle we had to face was the fact that we were not allowed to take picture, record videos and apply interviews to the foreigners because of the hotel’s policies.
V- Data Analysis

A. Present Situation Analysis

Personal managers are the main individuals in a hotel. These personal has different tasks to assist such as; the reservation, front desk, restaurants, rooms, bar, boutique and provide specific information to people who visit the web site which most of them are foreigners. As most of these personal have to speak English 100% B1 (Intermediate) since they have to provide a quality service, they should hold on communication, and interaction due to they have to meet by on line conferences with other personal managers hotel from U.S., Canada, United Kingdom, New Zealand, and Russia.

Since English is the language used to meet all this requirements and based on the Common European Framework they are in A2 (way stage or elementary) so, that is why they need to improve their spoken English according to the language functions they have weaknesses.

B. Target Situation analysis.

Results

For the purpose of our project, we decided to use three different instruments, instruments that provided useful information from the personal managers composed of 8 people and the general manager of the hotel. The information that follows is extracted from the data gathered for our proposal.
Personal Manager

Personal Manager is composed by 8 members. 7 of the personal members are graduated from UCA. Personal managers think the field they use English the most is the customer assistances (See Appendix I). 6 (75%) of them (See Appendix IV 1.3) point out that the use of their speaking skills is higher when they answer the phone and writing skills when they give information through the Internet. As stated before 7 (87%) out of the 8 members of personal are graduated from UCA’s program (See Appendix IV 1.4). They took 4 years of English and have additional academic English courses. One out of 8, a woman, has learned English in non-credit courses. She worked as a teacher in high school for 4 years. All of the interviewees agreed that the skill they have to improve is speaking (See Appendix IV 1.5) which also includes improving their fluency. In addition, they think their pronunciation could improve with a good English communicative program. A second skill mentioned in the answers was the reading skill because they need to use it in most of their job daily activities such as welcoming people, attending phone calls, writing e-mails, etc. When they were asked about the activities in class (See Appendix IV 1.6) 4 (50%) out of the total interviewees said that role plays and the last 4 (50%) mentioned dialogues activities could be meaningful for them in the way they want to get confidence by practicing pertinent situations that they have to deal during their job performance since the owner and the general manager are graduated in the major of Teaching English as Foreign Language, the personal managers manage some knowledge about teaching methodologies that is why they propose to use these activities in our proposal.
In the survey (See Appendix II and Appendix IV 2) we found out that the 100% of personal managers mentioned they like English because they consider this is the most important tool that they have to use at work. 5 of the personal managers graded their level of English in a 50% out of 100% according to the CEF, 3 mentioned their level of English is at 80% out of 100% according to the CEF. Towards their English skills, 3 of them consider reading and 5 said speaking are the most difficult skills to develop. When interviewees were asked if they would like to participate in this program a 100% agreed on joining in. When they were questioned about what kind of activities they would like to be train in this program, they mentioned activities in which they can see they are practicing what they are learning about the task they have to perform at work.

**General Manager.**

The interviewee mentioned the main and most important requirement is to speak English (See Appendix III). The hotel requires an intermediate level of English. This is why an English interview and an English skill test are applied to the candidate for this position. She considers that 7 of the 8 employees have an advanced intermediate level of English, something that they believe can be improved with a good language program. In addition, she considers some of their language strengths are a good level of grammar and pronunciation and something important to remark is that employees are always available towards learning new ways to perform their duties. This is an excellent attitude from the personal that the employer considers valuable.
The General Manager mentioned that speaking fluency and reading comprehension are the principal weaknesses identified in their personal. This is because they are constantly asking for help in these aspects of English skills, and they often request for help to the interpreter because they do not have the feeling of being sure while they try to communicate specific information to any non-native or foreign customer.

To provide a solution, a proposal will be designed to meet the needs of the personal managers at Hotel Contempo. In the next section the proposal will be presented.
Proposal
A- Goal and Objectives

Goal of the Program

This program is intended to develop the Personal Managers Staff English competence at a B1 level.

B- Objectives

At the end of the course students will be able to

• Communicate their ideas fluently with native speakers.
• Find specific, and very simple predictable information at job performance.
• Understand main points of clear standards conversations.
• Write short letters and reports.

C- Organization of the Program

The course is divided into two levels in order to reach a B1 level according to the CEF (Common European Framework). Each level is about four weeks each and the class will be taught from Monday to Saturday, each class will last three hours and half per day, which gives a total of twenty one hours per week.
<table>
<thead>
<tr>
<th>A2</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>L2</td>
</tr>
<tr>
<td>21 hours per week</td>
<td>21 hours per week</td>
</tr>
<tr>
<td>84 hours per level</td>
<td>84 hours per level</td>
</tr>
<tr>
<td>4 weeks per level</td>
<td>4 weeks per level</td>
</tr>
</tbody>
</table>

**D- Teaching methods**

The methodology was selected according to the student’s preferences about their learning styles. Besides it goes in accordance with what the students’ needs since it is an ESP course. The four methods chosen were considered suitable for the student since all of them emphasize communication rather than grammar, which is fundamental for the eight Managers to perform at work.

First, **AudioLingual Approach**, will provide students the necessary using the target language in a specific context and task they are exposed to everyday such as conversation and dialogues in which they welcome people, offer help and services to improve their pronunciation and participation in.

Second, with the communicative approach, students will be exposed to real life situations in which English is required while developing their specific task. This approach will allow students to work on activities that are meaningful for them to speak fluently such as: role plays, debates, conversations, pair and group work.
Third, Direct Method, students will be taught in the target language (English) through a conversational style where the mother tongue is never used. Grammar is taught inductively with a real exposure to the content that is considered an important aspect for improving their language.

Finally, the Reading Approach was chosen because this method will help students to improve their reading skills since they will have to use them to read several documents, emails, memos, etc.

**E- Assessment**

In this section the assessment of the project is presented. The assessment for this proposal is Formative because this is the Owner’s petition. He does not want to get their employees affective filter high because of all the responsibilities they have. This is why, we suggested the implementation of a Pass/Fail System, which consists of students no receiving a numerical grade, but a progress indicator where S “satisfactory” and U “unsatisfactory”. These indicator are shown in the table below.

**E.1 Formative**

The personal managers will be assessed based on the competence they will have achieved by the end of the course. This will represent if the students have a accomplished the goals and objectives of our proposal or not.
<table>
<thead>
<tr>
<th></th>
<th>A2 – General</th>
<th>Specific</th>
<th>Can do</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Can understand and give orders explaining availability of services.</td>
<td>➢ Students can interact expressing if they are able to do any task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Can understand simple commands in term of Hotel Services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ Can understand booking, doubts, and complains voice messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Can describe in simple terms aspects of his/her job, immediate environment</td>
<td>➢ Can write short emails, letters and instruction according to Hotel tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and dealing with changes in bookings and in areas of immediate Basic need.</td>
<td>➢ Can reply request of booking credits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Speaking | Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine problems. | ➢ Can express a common day routine in the Hotel.  
➢ Can share basic information from Hotel, tourism, and personal.  
➢ Can describe a room problem, reservation, pre-check ins and offers solutions. |
| Reading | Can understand sentences and frequently used expressions related to areas of most immediate relevance. Using the vocabulary of Hotel Services. | ➢ Can analyze and internalize readings towards their performance.  
➢ Can manage basic and essential vocabulary for developing their tasks. |
<table>
<thead>
<tr>
<th>Listening</th>
<th>B1 – General</th>
<th>Specific</th>
<th>Can do</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can understand the main points of clear standards speech such as dealing with phone bookings, and problems.</td>
<td>✚ Can understand personal information from others. ✚ Can understand instructions and offer solutions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Can write short, simple letters on about room rates and conference facilities.</td>
<td>✚ Can write letter to different clients offering room rates, promotions and specials offers. ✚ Can write instructions for Personal Manager.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Can deal with most situations likely to arise such as solving problems, and offering solutions in an area where the language is spoken. Can interact with a degree of fluency and spontaneously that makes common interactions.</td>
<td>➢ Beginning and ending phone conversations, taking phone messages and phone booking. ➢ Offering exchanges corporative guests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Can find specific, consist mainly of high and very simple predictable information in frequency every day or job sentences, for example simple everyday material related language.</td>
<td>➢ Can understand notices and posters such as advertisements, understand the description of catalogues. Prospectuses, menus and events, feelings and wishes in timetables and write personal letters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Taken and adapted from Common European Framework (CEF)*
F- Program

Level 1 (A2) – Level 2 (B1)

F.1 General Information

After the end of these levels the learners must be able to express themselves, comprehend and use terminology about the hotel industry, and be able to write simple letters and reports. They must also be able to understand, and give relevant information from the Hotel to the staff. They must be able to communicate effectively in job-related situations, and establish relationships with members of the hotel community.

F.2 Description of the course

This program will be taught in order to reach a B1 according to the CEF (Common European Framework). Each level is about four weeks each and since the class will be taught from Monday to Saturday, each class will last three hours and half per day, which gives a total of twenty one hours per week.

F.3 Objectives of the course

At the end of this course Personal Managers will be able to:

➢ Deal with most situations likely to arise while developing in a specific area in their job where the language is spoken.

➢ Understand the main points of clear standard speech on familiar matters regularly encountered in the hotel.
Write personal letters, instructions, and commands describing experiences and situations to their manager.

Understand texts that consist mainly of high frequency every day or job-related language.

F.4 Requirements to take the course

To take this course the requirements are:

✓ Participants have to work at Hotel Boutique Contempo as a personal manager.
✓ They should have a basic knowledge of English.
✓ They have to take a test given by Human Resources.
Table of content

Level I (A2)

<table>
<thead>
<tr>
<th>Units</th>
<th>Language Competences</th>
<th>Language Focus</th>
<th>Vocabulary</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Introductions</td>
<td>✓ Giving Personal Information. I am from U.S.A. I am a bartender. I study at Uca.</td>
<td>Verb to <em>be</em>; What’s his/her/your name/job? Where are you from? Etc.; countries and nationalities.</td>
<td>Alphabet, spelling; word stress, jobs, countries and nationalities.</td>
<td>21 hours per week</td>
</tr>
<tr>
<td><strong>Unit 2</strong> Check-in</td>
<td>✓ Booking rooms by e-mail; confirmation letters I have a reservation I'd like to reserve a double room. This is the confirmation reply sent by the hotel.</td>
<td>Daily Days; months, dates, language of confirmation letters.</td>
<td>Confirmation letter, check-in dialogues, numbers, months, days of the week.</td>
<td>21 hours per week</td>
</tr>
<tr>
<td><strong>Unit 3</strong> Services in the hotel</td>
<td>✓ Vocabulary of hotel services; opening and closing times of services. What time does the restaurant</td>
<td>Time; can, have to, do, does in questions, affirmatives and negatives.</td>
<td>Hotel services such as reception, room service, laundry service, numbers, places around the hotel: Car park, restaurant,</td>
<td>21 hours per week</td>
</tr>
<tr>
<td>Unit 4 Room services</td>
<td></td>
<td></td>
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<tr>
<td>Taking room services orders; understanding availability and non-availability of different services.</td>
<td></td>
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<tr>
<td>Checking food orders, apologizing and giving reasons, past tense.</td>
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<tr>
<td>Room service, food, phrases being clear and polite such as: That will be ready in..., And your room number, please? Etc.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Open, please? It is open every night from 7 to around 10 o'clock. | Swimming pool, fitness Centre, etc. |
| 21 hours per week |
# LEVEL II (B1)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Language Competences</th>
<th>Language Focus</th>
<th>Vocabulary</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 5</strong>&lt;br&gt;Problems and solutions</td>
<td>[✓] Understanding guest’s problems during their stay; understanding how things work. I’ll see it to it immediately. We need some more coat hangers. These sheets are dirty.</td>
<td>Future tense: Will; verbs, turn on/off, close, etc.</td>
<td>Questions and phrases offering help, and customers asking for the same such as: There is not hot water, there is not bulb in it, can I get a razor and come shaving cream, please?</td>
<td>21 hours per week</td>
</tr>
<tr>
<td><strong>Unit 6</strong>&lt;br&gt;Enquiries</td>
<td>[✓] Writing Letter about room rates and conferences facilities; offering help. The double rooms are from $180 to $220 per day. They rates have changed slightly since last year.</td>
<td>Understanding information on rooms rates, conference equipment; number, currencies.</td>
<td>Dollar, yen, pound, euro, franc, yuan, rouble, peso dinar, rupee and number</td>
<td>21 hours per week</td>
</tr>
<tr>
<td><strong>Unit 7</strong>&lt;br&gt;Using the phone</td>
<td>[✓] Dealing with booking problems, apologizing, Taking different types of phone</td>
<td>Modals verbs</td>
<td>Greetings: Good morning, Good Afternoon, Good Evening. Modals: Would, May, Can, Could.</td>
<td>21 hours per week</td>
</tr>
<tr>
<td>Unit 8 Check – out</td>
<td>Understanding hotel bills in general and specific items on the bills.</td>
<td>Present Perfect and Past Simple. Affirmative, questions, negative.</td>
<td>Numbers, form of payment, queries on the bill and saying good bye.</td>
<td>21 hours per week</td>
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</tr>
<tr>
<td></td>
<td>Welcome to Hotel Boutique Contempo, may I help you? What kind of room would you like?</td>
<td>messages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References

VI- Conclusion

To conclude, we could say that working on this project was a remarkable experience that taught us so many things. One of the things this project showed us is that it is a huge responsibility to create a specific program for a specific group doing this could affect the target group positively or negatively. We decided to create an English program for the Personal Managers since they have the necessity to improve their English skills in order to use them at the hotel. In addition, it is important to mention that the effectiveness of this program will impact the society and the economy of the hotel staff because tourism is a great business which is growing in our country since there has been an increase of tourist visiting this hotel. This demand has required the Hotel Chain look for a qualified and prepared staff for their hotels. Hotel Boutique Contempo is not the exception having 24 check ins per day 89% of these guests are corporative clients from United States, Canada, United Kingdom, New Zealand and Russia, for this purpose Hotel Contempo has hired a specially group of 8 Personal Managers.
VII- Recommendation

For this program we recommend classes should be students - center and the teacher has to take the role of a facilitator. The course is designed for students to improve their linguistics skills, so they need to practice the language through activities such as role-plays, discussions, debates, and oral presentations, etc.

It is important that the teacher corrects students when it is necessary and in the best way possible. Besides, teachers have to look for the students’ confidence towards the language when expressing their ideas, so then they will be able of interact with native or non-native English speakers without any fear. That the teachers, who teach these levels, should give some type of feedback for future improvement.
VIII- References


APPENDIX
Appendix I

Interview for the Personal Manager

Female___                           Male___
Age_______

1- Which work field do you need to perform the use of English?
2- Can you tell us your previous experiences in your learning of English?
3- What skill do you think you need to improve in terms of English?
4- Which activities could help you to develop your skills?
Interview for the Personal Manager

Female___                           Male_*

Age_27___

1- Which work field do you need to perform the use of English?

*I think the biggest work field we need to perform is the costumer assistance because we have to speak with different people in English.*

2- Can you tell us your previous experiences in your learning of English?

*Well I studied at UCA university in the major Gestion y Desarrollo del Turismo so I took six level of English.*

3- What skill do you think you need to improve in terms of English?

*To perform our job we need to improve in speaking and reading skills because are the mains skill that use everyday job.*

4- Which activities could help you to develop your skills?

*Based on my previous experience learning a new language I could say that role-plays and dialogues helped me to use the language through meaningful situations maybe because you see the use of the language in daily life.*
Appendix II

Survey for the Personal Manager

- Do you like English? Why?

  Yes ____  No _____

  ____________________________________________
  ____________________________________________
  ____________________________________________

- How you consider your level of English? (Blooms taxonomy)

  50 % ____ 80% _____ 100% ____ Native _____

- Which of this skill is more difficult for you to perform? Why?

  Listening ____  Speaking _____ Reading ____ Writing ____

  ____________________________________________
  ____________________________________________
  ____________________________________________

- Would you like to take this language program for improving your English in this field?

  Yes ____  No _____

- What types of activities would you like to have in English classes?
Appendix II

Survey for the Personal Manager

- Do you like English? Why?
  
  Yes * ___ No ___

I consider its something important that we have to use in life and work, also English is an essential requirement to open new opportunities to work and earn more money ________________________________

- How you consider your level of English? (Blooms taxonomy)

  50 % * 80% ____ 100% ____ Native ____

- Which of this skill is more difficult for you to perform? Why?

  Listening ____ Speaking ____ Reading ___* Writing ____

Probably because in my previous course of English I wasn’t taught how to identify the most important aspects and techniques which could help me at the moment I read letters or the important emails about instruction.

- Would you like to take this language program for improving your English in this field?

  Yes ____* No ____

- What types of activities would you like to have in English classes?

  I would like to have activities in which I can interact with different people sharing meaningful information because the practice makes better.
Appendix III

Interview to the General Manager

What are the requirements that you expect from the Personal Manager?

Can you mention aspects in the performance that should be improved?

How do you consider their level of English?

In your opinion what is the strength of the Personal Manager?

In your opinion what are the weaknesses that you have found?
Appendix III

Interview to the General Manager

What are the requirements that you expect from the Personal Manager?

*For me the most important aspect is that they express their ideas fluently in English. That is the reason we test them before hired them.*

Can you mention aspects in the performance that should be improved?

*Fluency and reading comprehension.*

How do you consider their level of English?

*Based on Blooms Taxonomy I consider that seven of the personal managers have an advanced intermediate of English. I believe they can improve with a good language program.*

In your opinion what is the strength of the Personal Manager?

*Grammar and pronunciation and something important to remark is the personal managers are always open to learn new ways to perform their duties.*

In your opinion what are the weaknesses that you have found?

*Their speaking and reading comprehension are they weakness I could notice in my personal.*
Appendix IV

Data Analysis Results

1.2 General Information

![General Information Pie Chart]

1.3 English Performing

![English Performance Bar Chart]
1.4 Previous learning experiences.

1.5 English Skills.

English Skills they need to improve
1.6 Activities to develop skills.

2. Result of the survey.