

**SPEAKING SKILLS TOURISM LEARNERS COULD DEVELOP IN
ENGLISH LANGUAGE COOKING LESSONS.**

AN ESP COURSE FOR TOURISM LEARNERS AT UNICOLOMBO

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Presented to:

HAROLD CASTAÑEDA

FUNDACION UNIVERSITARIA COLOMBO INTERNACIONAL

ESPECIALIZACION EN LA ENSEÑANZA DEL IDIOMA INGLES

CARTAGENA DE INDIAS

2016

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**Tesis de grado para obtener el título de
Especialistas en la Enseñanza de Ingles**

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ABSTRACT

This small scale research was developed at Fundacion Universitaria Colombo Internacional, with eighth semester learners from the tourism program. The main objective of this research is to describe what English speaking skills could learners develop in English cooking lessons.

To develop this research, we started with the determination of the problem; then collecting, organizing and interpreting information in order to design a plan of action that help us to achieve the objective, and finally we wrote and described the results in a conclusion.

We found out that speaking strategies such as role plays, discussion questions, group work and technical vocabulary about cooking can help students to enhance speaking skill.

Keywords: Speaking, role plays, cooking expressions, technical vocabulary, ESP.

INTRODUCTION

This action research provides a support for tourism students from 8th semester that are studying gastronomy at Fundacion Universitaria Colombo Internacional (UNICOLOMBO). The present research will be described into some phases, the first of it is to look for certain knowledge about the topic, the second one is to implement a needs analysis and then present the research question and the objectives.

This ESP course is focused on cooking students of some especial necessities such as studying subjects in English on specific areas with a specific purpose to acquire English as a tool for them to facilitate many chances for better opportunities. For this reason Unicolombo offers a gastronomy course for tourism students, but this one is in Spanish.

This University is a private institution located in 4 Vientos, near a popular neighborhood called Olaya. It is a bilingual University oriented to increase the possibilities for students to become bilinguals as well as they can be able to manage areas of knowledge according to the option they choose.

Tourism students have the chance to learn gastronomy as part of their curriculum, in 7th semester they start with national food, then during their 8th semester they can learn about international food. They also have another subject called “Food and beverages” that somehow is related to gastronomy but this one is in Spanish too, their classes are divided into theory and practice which means that they have access to the kitchen and all of the utensils. Most of the students that are taking this subject are around 19 and 26 years old and they are working in hotels and companies that have something related to cooking. At work they have to use some expressions and vocabulary terms for them to communicate.

Some students' concerns move around the idea that gastronomy should be in English so they can increase their knowledge on English as well as apply what they know at work, specially improve their communicative competence and speaking skills to be competent.

Finally we found that tourism students need to use some expressions and cooking terms that are necessary for them to offer a better service at work and be communicatively competent on every area related to their job or everyday life.

Needs analysis

To detect what is really important and what students expect from this research, it was necessary to take into consideration a needs analysis. Hutchinson & Waters (1987), state that "All courses are based on a perceived need of some sort" what means that it becomes crucial to see deep and clearly on what may be collecting meaningful data and evidence based on student's needs and wants as well as the lacks to increase the expectations of this course. The persistence that gastronomy should be taken into an ESP course and not into a General English course goes immerse on the idea of what the students need the English for. Hutchinson & Waters (1987) argued that, "What distinguishes ESP courses from general English is not the existence of a need as such but rather an awareness of the need." Then that awareness can influence on applying the course, and according to the results and the evidence it will be an effective way to design lessons according to specific areas of knowledge or fields with specific activities.

To evidence this, a set of information was collected; a survey was given to the students at the beginning of the research to identify their skills preferences as well as the student's perceptions about a gastronomy course in English.

The objective was to collect useful information in order to make changes on the planning of the course and implement it, taking into consideration students' opinion. Then some questions were distributed according to what was observed. (See annex 6).

One of the questions taken into consideration was the one related to the gastronomy course and the focus of it, which was speaking. 50% of the students answered that if they were interested on a gastronomy course they would like speaking as the main skill. (See chapter 3).

As soon as the results were directed on one of the skills, in this case Speaking, the course was planned by taking into consideration also their knowledge of gastronomy and their interest on this subject (See annex 6).

Finally it is important to remember the central part of this research, which is increasing speaking skills for students to be able to communicate effectively in English using gastronomy as a way to connect a subject and improve their knowledge, for this reason a research question was taking into consideration as well as the objective of this one.

Research question

What speaking skills could tourism learners develop in English language cooking lessons?

Research objective

To describe what English speaking skills could tourism learners develop in English language cooking lessons.

1. THEORETICAL FRAMEWORK

Nowadays, learners of foreign languages in Cartagena usually do not feel confident to speak the L2 and most of the time they find it difficult. Training in oral skills where learners have the opportunities to practice and enjoy L2 such as negotiating, exchanging information, supporting ideas, facing oral defenses, is a way to enhance students to see the foreign language learning as a vehicle for social interactions.

Humans are social being in continuous communication and interaction with each other. That is why it has become important to create situations in which learners can be involved in real communication in the L2. As Bygate (1987:1) states “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends” According to that, this research emphasizes on the speaking skill because it is one ability in which learners demonstrate how much they know about the language and culture, also the way they produce spoken language shows how well educated they are and it opens jobs opportunities.

For this reason, LOE 2007 defines speaking as the ability of “understand and produce correctly complex texts and messages orally in daily life situations, using linguistic and nonlinguistic resources in order to get a satisfactory and fluent communication” Considering that, tourism students can develop this skill if a variety of speaking opportunities where they can practice in real situations they face in their workplaces are provided.

However, it seems to be that this important ability sometimes is forgiven. Through this research, some strategies are going to be implemented in order to enhance students' speaking fluency. Such as opening and closing, group practices, role plays, reading aloud, and oral presentations that help them to communicate easier and effectively. First, opening a conversation and carrying on it to an end are essential parts of people's everyday language. Secondly, group's practices encourage learners to help each other; also role plays give them the most freedom to use what they have learned, following teacher's instructions; reading aloud helps learners to be prepared for oral presentations; and finally through oral presentations they demonstrate what they learned in terms of language, content and fluency. As Bueno, Madrid and McLaren (2006: 321) claim:

“Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have to spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition”

This research highlights the use of role plays because it facilitates to learners more free participation in interactional activities and at the same time it gives them fun while they are doing these activities. As Gillian Porter Ladousse, 1997 states,

“When students assume a “role”, they play a part (either their own or somebody else's) in a specific situation. “Play” means that the role is taken on in a safe environment in which students are as inventive and playful as possible. A group of students carrying out a successful role play in a classroom has much in common with a group playing school, doctors and nurses, or Star Wars. Both are unselfconsciously creating their own reality and, by doing so, are

experimenting their knowledge of the real world and developing their ability to interact with other people”. Through the pedagogical interventions, tourism students have the opportunities to participate in role plays, bringing those ways to be involved in an imaginary context in which they have to play an important role in cooking situations.

As can be seen, developing speaking skills is not an isolated process; in order to improve this ability learners have to interact with others and working on that need language proficiency, which is why interaction plays an important role in this process because without it, the language could not exist. Long (1996) argued that interaction plays a key role in developing second language since 21st, the primary source of data for learners is taken during a meaningful interaction with a more competent speaker, this means that interaction is considered as the only source which provides learners with opportunities in order to control the input. In addition, interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves (as stated in Lyster, 2007, pp. 102-103).

On the other hand, English for Specific Purposes emphasizes to the level of English students have, in this case, tourism students need to learn certain skills about the target language according to their level. Moreover, when an ESP course is taught, it is crucial to consider that through the needs analysis the linguistic components can be determined and the design of activities is easier. In other words, the needs analysis is not what teachers think or perceive, but rather about what tourism students are concerned.

Tourism students need to develop speaking skill appropriately because if they combine cooking knowledge and speak fluently they can explore easily the tourism world and also they can become more competent in their professions.

If teachers provide a variety of opportunities in which tourism students can practice real situations about cooking, they are not just increasing the speaking skill but also they are learning cooking terms that help them to face situations in their workplaces. Also, the language learning can be potential as Brown (2011) explains “providing models that promotes real interaction is an effective form for good speaking”.

On the other hand, English for specific purposes was not created by planning, but rather a movement that grew out of a number of trends (Hutchinson and Waters p. 13). It was after the Second World War in 1945, when people demanded an international language to expand the scientific, technical and economic activities around the world. And at the end, they choose English as a lingua franca. It became an accepted language that people learned in order to satisfy their professional needs as doctors, business person and so forth. Hutchinson and Waters p. 14. It has its own characteristics:

Characteristics and claims of ESP/EAP:

- Designed to meet specified needs of the learner.
- Related in content (i.e. in themes and topics) to particular disciplines, occupations and activities.
- In contrast with General English.

Flowerdew, J. Peacock M, (2001: 13)

Additionally, those authors support in their book that the main focus of an ESP course is the learning process and it can be more effective and successful if they learn the specialist language they need to use, it can increase their motivation to learn, and they could learn faster and better.

That is the reason why it is really important to consider the needs of the students. If the learning process is based on learners' needs satisfaction, it involves what they do not know about a language, what they want to learn and what they need. According to Khan, et al (2011) "Using learner-centered approach needs means lacks and wants of a learner. At what level that learner is at present and what are his/her motives concerning the learning language" (p 635)

According to those aspects mentioned before, this ESP course is focused on the specific language appropriate to the target discipline, Cooking. In the case of Tourism students, they need specialist cooking language that they can use and implement in order to create and describe recipes orally, talking with cooks who speak in English and also, they need the cooking English language that is spoken academically. And that academic language has its own academic vocabulary which is considered as one important aspect in the developing of this course, because it is a useful objective for learners of English for academic purposes.

2. METHODOLOGY

This small research-scale takes place at Fundacion Universitaria Colombo Internacional (Unicolombo) with tourism students from eighth semester. The group is integrated by twenty five students; four of them are male and twenty one female. Taking into consideration the results of the diagnostics tests, this population was chosen since they already have some Basic English knowledge and have the necessity to know more English through some subjects which are focused on specific fields such as in this case cooking.

The main objective of this study is to describe the effect of developing English speaking skill in tourism students regarding English language cooking lessons. To achieve this objective a qualitative research was conducted, which is implemented in order to study the behavior of a specific community as Mason (2002) argues “ Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and significance of the meanings that they generate.” (p.1) this research paradigm was chosen to examine the problems that eighth semesters tourism students have to communicate orally and propose some strategies to help them to develop and improve their speaking skill.

This qualitative research includes some characteristics of an Action Research which is described as follows “Action research is a process of systematic inquiry that seeks to improve social issues affecting the lives of everyday people” (Bogdan & Bilken, 1992; Lewin, 1938; 1946; Stringer, 2008). According to that, this study emphasizes on follows some steps which are

aspects of action research. A problem was identified, a plan was created to solve that problem, that plan was implemented, and the effect of that was described.

The data has been collected through a four-stage investigation. The first stage involved the class observations before the implementation of the plans, which were completely focused on analyzing the language in which this International food is taught, and identifying the strategies implemented in order to enhance the speaking skill. One class was observed, and field journals were filled to collect the information seen through the observation.

The second stage consisted in two surveys that were applied to the students. The purpose of the first survey was focused on the subject area that learners wanted to know which is cooking; the second one was to determine the learners' interests related to the language skills with a special focus on the speaking one. A structured questionnaire was used as an instrument to collect data (See annex 6).

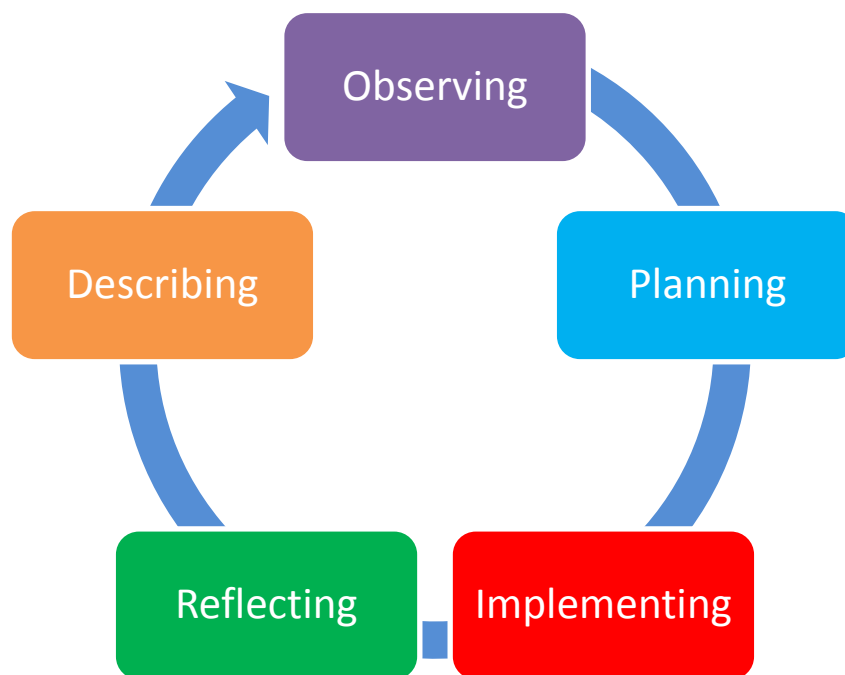
The third stage involved the pedagogical interventions. Four classes were implemented to the students from 8th semester of the tourism program, developed from April 28th to May 21st, 2016. Each one was a 120 minutes class. Although, the classes had to be focused on developing speaking skills, the others skills were involved in the process and also they were practiced. The topics introduced were related to international food, tastes and textures, cooking' utensils, equipment, cooking verbs and recipes (See module).

Lessons were designed with a similar structure (see annex 1), and the end of each class, students had to present a role play or an oral presentation in which they had to demonstrate if they really learned and also practice together, simulating real situations. Those role plays were designed specially to enhance interaction between students and bring the opportunities to

practice and having fun. Some video clips were filmed as evidence and their transcripts were presented in this document (See annex 2). A project was assigned at the end of the interventions in which they had to show through an oral presentation the steps of their own recipes having in mind all the aspects learned and practiced during this course.

In order to evaluate the process four oral tests were applied, the first one before the interventions and the others during and after the pedagogical interventions, based on the rubric (See annex 3). Finally, students' logs were applied in order to identify students' perceptions about the effects of these implementations and improvement of speaking skills.

This action research project was developed as follows:



2.1. Ethical considerations

This research was carried out taking into consideration ethical aspects related to the appropriate use of the information with academic purposes.

Learners were explained about the objective of the research in which some of them participate. Each of the participants authorized the use of the information as well as the permission to use evidence collected such as: Surveys, interviews, audios, videos, photos.

The confidentiality was guaranteed and it was presented a letter of authorization (See annex 4) so students could agree or disagree on the use of their information as well as the participation on the research. Important aspects were taking into account:

Respect the information: Students' information was handled with confidentiality and with an appropriate use in which they were clearly explained how the evidence was going to be used and tabulated.

Respect the participants: Each of the students was informed of the research, respecting their participation on the project.

Consciousness of the research: As well as the information was collected each of the participants was raising awareness of their participation and their contribution to the project, just as the necessity to keep working hard on tourism.

Benefits: Students' possibility to increase their English level just as their speaking skill within the gastronomy course.

3. DATA ANALYSIS AND RESULTS

As it was mentioned before, data was collected in three phases: before, during, and after the pedagogical intervention. In order to collect information, different techniques were implemented. The following is the description and analysis of data:

At the beginning of the analysis, we described what we observed through journals, after reading the field journals several times, we found two main categories: The first one refers to the speaking strategies learners use to develop their speaking skill and the second category was Developing English cooking language.

Category 1

ENGLISH SPEAKING STRATEGIES

Category 2

DEVELOPING ENGLISH COOKING LANGUAGE

The process continued and we found that others subcategories appeared. They were applied in the right category. As it follows:

Category 1



Category 2



Besides the first field journal, the subcategories of English speaking strategies and developing English cooking language were evident by the following data:

3.1 Field notes before the pedagogical interventions (See annex 5)

The observations made before and during the pedagogical interventions were reported by field notes as instruments to describe those processes. They are presented as evidences from the first and the third stage of this research process.

First Category: English Speaking Strategies

First Subcategory: L2 learning

The first phase was the observation process which its main objective was to analyze aspects related to L2 learning in which International food (the subject) is taught. Through the observation the following aspects were identified:

1. Students were using 100% Spanish.
2. Teacher can speak English but he didn't use it in International food class.
3. Students were interested in international food.
4. Oral communication was strongly emphasized.
5. The approach of the class was mainly focused on Total physical Response because, teacher was giving students commands and they were following those instructions. Keeping in mind that instructions were in Spanish.
6. They didn't use a recipe in the kitchen to prepare the dish.
7. Speaking activities were highly free; students speak a lot in class.
8. Students worked in groups.

It is important to consider that these classes took place on Saturdays from 6:30 to 8:30 a.m. After the observation and analyzing the findings, a survey was applied to the students, in order to support the perceptions that observers had in the observations.

3.2. Surveys

Considering the data collected through the observations, the second stage of this study focused on students' surveys; the purpose of this technique is to know students perceptions about their needs and interest related to the specific subject area and the speaking skill in a specific context. This was useful to confirm the aspects observed. (See annex 6)

The results of the first survey were the following:

The first question is related to students' perceptions about their English level. Thirteen of them 69% claimed their English language is good, five 26% average; one 5% stated that his/her English level is bad and no one of them 0% excellent.

The second question aims to identify learners' beliefs about their writing skill. In this part, fourteen of them 74% claimed their writing skill is good, four 21% average; one 5% stated that his/her writing skill is bad and no one of them 0% excellent.

The third question is focused on reading skill proficiency according to students' perceptions. Thirteen of them 69% claimed their reading skill is good, five 26% average; one 5% said his/her reading skill is bad and no one of them 0% said excellent. Question number four is about students' perceptions related to the speaking skill. According to their answers, ten 53% said it is good, seven 37% claimed it is average, one 5% bad and one 5% said it is excellent.

Question number five refers to their listening skill. Ten 53 % claimed it is good, six 32% average, two of them 10% said it is bad and for one of them 5% it is excellent.

The sixth question is focused on students' interests on speaking skills. According to their answers 16 of them 84% are interested on this skill and three of them 16% are not.

Question number seven is about students' interest on taking a gastronomy course. All of them, it means nineteen students 100% are totally interested on that. And any of them is not 0%.

The question number eight is related to students' considerations about the contribution that this gastronomy course could have in their professions. According to their answers all of them 100% agreed with the idea of the contributions of this course and no one 0% disagreed.

The ninth question refers to the kind of opportunities that they can get if they take a gastronomy course in English. According to their answers, six of them 18% claimed that it can bring job opportunities, six of them 18% to get more English knowledge, five of them 15% to know more about food in English, four of them, 12% to work outside, three of them 9% to get meaningful learning, and nine of them 28% claimed that this course can bring all of the above.

Finally, the last question is about the hours per week they will take the course. Thirteen of them 68% agreed with two hours per week, three of the students 16% three hours per week, for two students 11% one hour per week and for one of them 5% other schedule, .

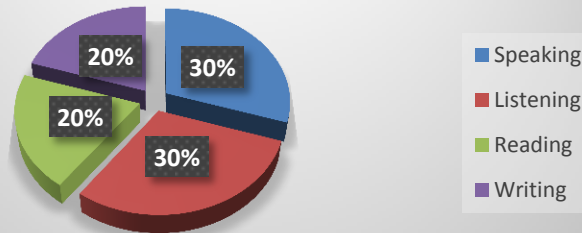
The results of the second survey were the following:

In question number one, the skill I consider I need to improve is... most of the students' answers were "speaking" and the rest of them considered writing, listening and reading.



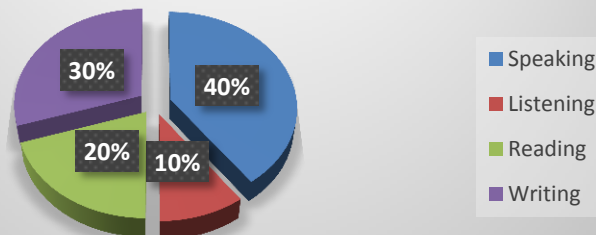
The next question reflects on the most difficult skill for them, the results showed that half of the students consider speaking and writing the most difficult for them.

2. The most difficult skill for me is...



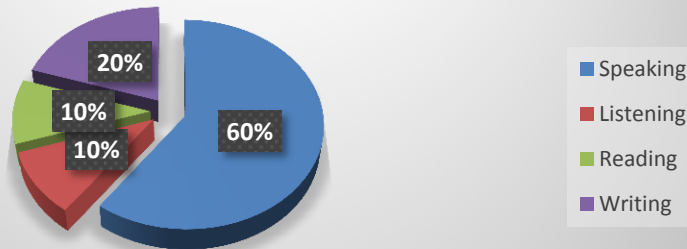
This question has an emphasis on the field students want to learn in English, and that is related to the necessity to take gastronomy in the second language. This can help to analyze and implement speaking strategies for them to be able to improve their English.

3. The skill I Would like to improve within a gastronomy course in English is:



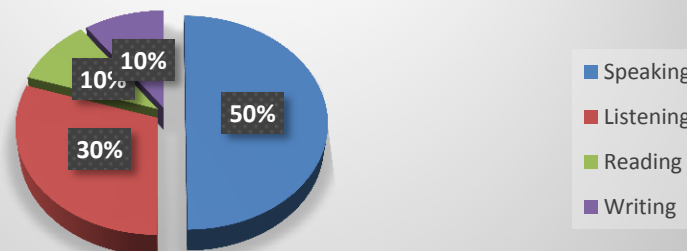
The next question is focused on student's everyday use of English, 60% of the students consider that speaking is the one that most contributes to their everyday life, that's why the purpose of this research focus on students' needs in order to increase expectations.

4. The skill that contributes to my everyday life is:



Students consider that taking a gastronomy course in English can help them to get a better job, to improve their English for them to be able to increase also their knowledge.

5. I would like that the focus of the gastronomy course would be :



In this question 50% of the students consider that the focus of the gastronomy course should be based on the speaking skill. 30% of the students consider that listening is important too, 10% of them consider that should be based on reading and the other 10% think that it should be on writing.

We can infer from this that according to the results and the importance of the speaking skill, students have a clear vision of the necessity of the 4 skills in their lives. All of the option contributes in a meaningful way for them to be component in a specific field, but Speaking is the

one they consider the first. Even if most of the students already finished their English courses, they know the basic structures about language.

The results from the data collected in the surveys confirmed the following facts:

1. Learners need to improve their vocabulary in terms of cooking in order to develop in a better way their speaking. According to that, role plays as a strategy should be generated.
2. For students English is really important on their professional life because it contributes to their everyday situations. In other words, based on the surveys' results, students consider that a gastronomy English course could help them strongly.
3. It is important to highlight that students who finish a bilingual program from an institute should be sure about their speaking skill performance. However, half of them believe that their speaking skill is not “good”. And this information shows that although learners are already bilinguals, they do not feel confident to perform and speak with fluency. The reason why it happens is demonstrated on the (oral quizzes) taken after the surveys. (See annex 7)

3.3 Field notes during the pedagogical interventions (See annex 8)

This instrument was implemented in order to collect the information observed during the application of the pedagogical intervention. The following are the main aspects extracted from them.

- Students participated and they were really motivated.
- They gave many examples.
- Teacher emphasized on improving students' pronunciation.
- The students, who were not motivated to speak, started speaking and participating.
- Students had difficulties with pronunciation.
- Role play performed during the lessons showed not only students understanding but also, they created a comfortable atmosphere in which students felt free to participate.
- Discussions questions were helpful to enhance students speaking practices.
- Students' participation in terms of speaking skill improved as they were asked to express their ideas about international food and likes in tastes.
- There was a lot interaction between teacher- students and students- students.
- Although, increasing speaking skill was the main focused of this implementation, the others were involved too.

The pedagogical intervention, made a strong impact in the classes. It can be evidenced by the field notes taken before and during the interventions. For the teachers and students the classes were productive and gratifying.

3.4 Interviews

Once the pedagogical interventions finished, a written interview was implemented to a group of ten students in order to collect students' thoughts about the effects of this proposal on their speaking skill development also their conceptions of the proposal of this research, through a set of five open questions. (See annex 9)

The first question refers to the lesson that was most useful for them and why. Most of the students said that it was useful because the following reason:

1. The activities were funny and they enjoyed them a lot.
2. They feel more comfortable to talk with others about cooking.
3. Some mentioned that classes were dynamic and they learnt vocabulary about gastronomy. The second question was about the contributions of the lessons on their professional lives, most of them agreed with the idea that even if they are not cooks they have knowledge about it and feel confident to interact with cooks. The third question is related to the language skill that they think the lessons were more focus on; all of them said speaking was the main purpose of this course.

The next one refers to students' opinions about the implementation of role plays and discussion questions during the lessons. Students said that both of them help them to participate and feel comfortable to participate and interact.

Finally, the last one refers to students' perceptions about taking an ESP course like this included in their syllabus and why. All of them answered positively. Many reasons were provided. "The tourism program should have the gastronomy classes in English, especially in International food. Because we can learn both, cooking and English and also, we learn with different methodology"

3.5. Video Clips

During the interventions, video clips were made in order to film students' performance and interaction to foster oral communication. The following are examples of what was implemented in class:

Second Subcategory: Role of role plays and discussion questions

Script1. Role-play Sample.

This strategy was implemented in order to achieve the goal of the research. A situation was given to the students in which they had to represent a character. Before that, all the necessary input was given in terms of pronunciation, stress sentence and stress word.

Role play one and two were set in a kitchen, between a chef and a cook, who was greeting the chef. The third role play was in a TV program, between two cooks, who were showing a recipe.

The following are the scripts of the role play.

Role-Play 1.

Students greeting the chef

Cook: Hello! How are you?

Chef: Hi! Fine thanks, and you?

Cook: Great! I'm Camilo Martinez. I'm the new cook vegetable.

Chef: Nice to meet you Camilo, I am Luciano Rojas, I'm the chef.

Cook: Nice to meet you too, Mr Rojas. I can't wait to be on the line.

Cheff: It's nice to hear that. Even if this is a trial we need to do a lot of things. International food is well known in our restaurant. French food and Italy food is really demanding.

Cook: That's my job. I'll do my best. By the way I am French, I hope that helps.

Third Subcategory: Error correction

From this subcategory, two different ways in which students correct each other were showed. First, it was found that learners correct their classmates in public as a strategy to help each other and learn by themselves. And in group work they felt comfortable to correct the others classmates with respect and politeness.

Script 2.

3.6 Discussion Sample

Students explained the differences between a chef and a cook and then, they talked about an experience knowing the chef.

Student 1: To me a chef is someone who studied culinary professionally and have... sorry someone who has a big experience in cooking.

Student 2: I don't agree. The difference between them doesn't exist! I mean... well I think it depends on the range of authority you have in the kitchen and... Mmm maybe the person who earns more money is the chef.

Student 3: In my opinion, there is a big difference between them, however to me it don't... It doesn't matter!

Student 4: Why?

Student 3: Because, someone who has more experience could be uneducated but he or she know... mmm a lot about preparing food.

Student 5: Yes, I agree. But don't you think education can help?

Several other participations occurred during this activity, to the point it took longer than anticipated. Students felt confident while expressing themselves. And they prepared their speech before participating. Role-plays encouraged students to talk. Students demonstrated motivation to listen the others classmates' participation and they were interested on pronunciation and acting. Also, they were correcting each other. This strategy helped this research to achieve the objectives.

On the other hand, discussion about a new topic activated previous knowledge. It helps teachers to introduce new vocabulary and even cooking expressions.

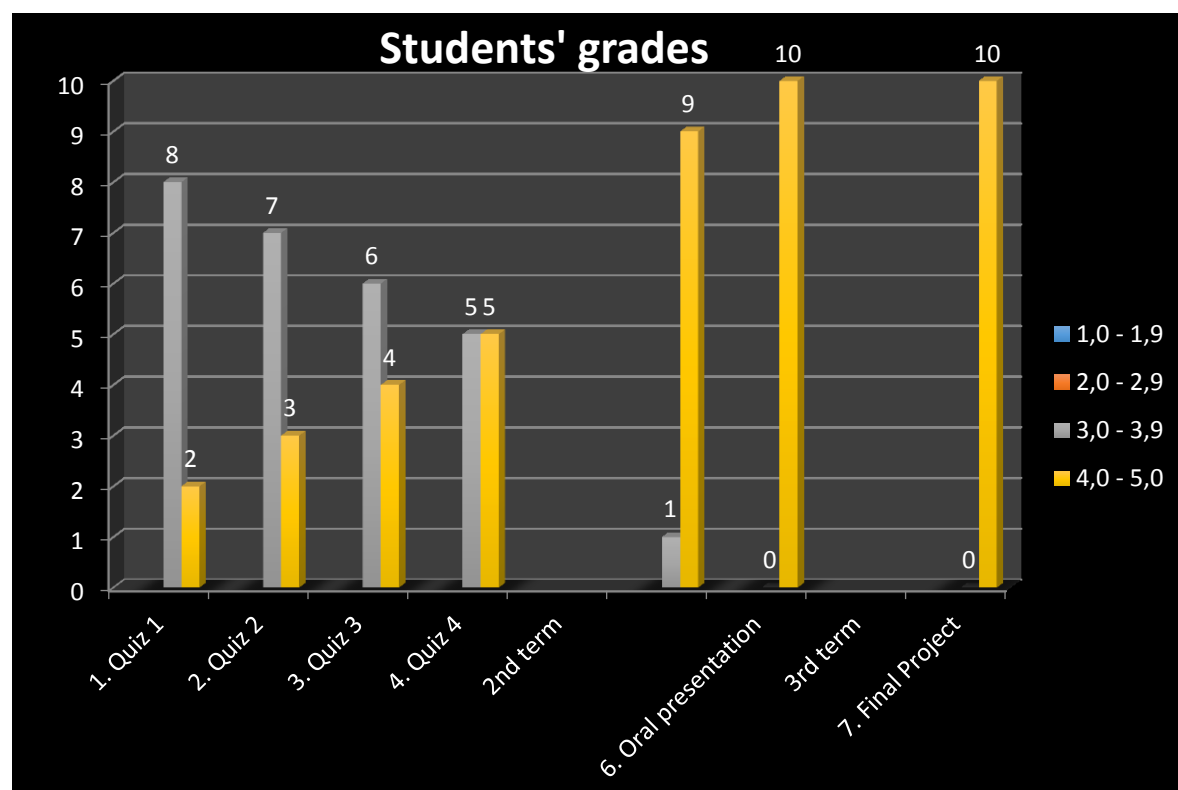
Category 2: Developing English Cooking Language

3.7 Oral Tests

After each lesson an oral test was applied to the students. Which are graded from one to five, depending on how well students performed and if they achieve the competences set for each lesson or not. These competences are based on fluency, vocabulary, listening comprehension, accuracy and grammar. (See annex 7) We decided to compare the results obtained in the first oral quiz which was the diagnostic one and the finals quizzes from each lesson.

Although their perceptions about their English level were good in the survey, the test that was implemented at the first time showed that it should be better. The results from the first oral

test that we applied were compared with the ones applied after each lesson, so four oral tests were taken. The following graph shows the results of the ten students' oral tests before and after the pedagogical interventions.



The following is the information collected:

The results represented by the graph before the intervention, demonstrates that many students were able to produce the language that was required, but with difficulties. In other words, they had several problems when identifying cooking vocabulary for them to feel confident to speak. As a result of that, aspects related to speaking skill were affected such as, fluency, grammar, usage and comprehension. As it follows:

Eight of the students 80% had scores between 3 and 3.9; while two of them had between 4 and 5.

On the other hand, the oral test applied after the first intervention, showed that seven of the students 70% had grades between 3 and 3.9 and the minority 30% got scores between 4 and 5. As it is shown, the progress students acquired while taking the gastronomy course increased. Finally, the final grade was taken through the final task and it illustrates that the grades changed strongly from 20% to 100%. All of the students achieved the objectives planned for them.

First Subcategory: Expressing Tastes And Textures

Students expressed how food tastes and they talked about the textures of some ingredients.

Teacher: Teacher: What's your name?

Student: Hi, my name is Elkin.

Teacher: Ok, how are you Elkin?

Student: I'm great and you?

Teacher: Excellent. Ok, Elkin this is a quiz related to the topics from the 1st unit.

Teacher: So now, the first thing I need to know is ehm, name ways to greet the chef, according to the lesson, please can you remember some ways to greet the chef?

Student: Well... According to the lesson, saying hello in formal way is one. Second...second was also, we can include kitchen slangs, that was that I remember about the lesson.

Teacher: ham...Can you remember ways to greet the chef in a formal way?

Student: Hello!, How are you? And kitchen slangs. Trial that is one, on the line etc.

Teacher: Ok, thank you! Let's continue with the second question then.

Elkin, What international food do you know?

Student: mmm.. I think Japanese food is one, Spanish food, English food, American food, colomboan food, mexican food.

Teacher: Ok, Give me an example of one please.

Student: Mmmm.. A typical food from Japan is sushi.

Teacher: How it tastes?

Student: It's spicy and sour.

Teacher: What is the texture?

Student: It is sour and bland.

Teacher: Ok, thank you Elkin. It was a pleasure.

Student: Ok, you're welcome.

3.8 Oral presentations

Second Subcategory: Describing Orally Kitchen Tools and Equipment

Taking into account teachers examples and explanations, students were asked to describe the appliances and kitchen tools they found in Unicolombo's kitchen. They had to use adjectives, and the kitchen vocabulary. It was a group work.

The results are the following:

1. Students were ashamed to express their ideas, so first they asked to the teachers about pronunciation and then they felt comfortable to speak in their groups.
2. They prepared themselves before performing.
3. Some students had troubles with pronunciation. However, the others members from the group helped and they corrected each other.
4. They used the appropriate vocabulary to describe each tool.

Teacher:” Name some utensils and their use in the kitchen. Discuss with the class about their place in the kitchen”

Student 1:“It is a cutting board. It is located on the counter tops. It is use, used to cut food, slice into pieces, dice and many other things”

Student 2: “Look at these! They are mmm jars. They are use... for special e events... where people wants to drink coffee, aromaticas and things like that... and..

Student 3 interrupts: But wait! They are not jars. They are thermoses. Remember that you have to use the technical language.

Student 2: ummm ya... Ok. Thanks ... I’m going to do it again!

Third Subcategory: Describing Procedures

At the end of the course students were asked to perform a recipe they created before. They made posters to be more understandable and pasted pictures on it.

The following are the results:

1. Learners improved their abilities to describe steps and procedures.
2. They felt motivated to share their recipes with their classmates.
3. 90% of them used the verbs for cooking correctly. The other 10% had problems but in terms of meaning.
4. They used technical vocabulary correctly.
5. They explained the recipes with fluency and with any grammar mistakes (Present continuous, adjectives, have to)
6. They implemented the language functions correctly (Writing recipes, describing procedures and giving information)

Teacher: Now you are going to describe the recipes that you created. Remember that you have to use everything you have learned.

Student 1: Good morning, my name is Jeny and today I am going to talk about my recipe.

It is important when you are on line to think about tools and follow instructions.

And step by step is necessary when starting. To communicate with the cook or the chef.

What we need with the exactly measure that helps us to contain just what we need.

In this case we are going to describe my Watermelon Milk shake recipe.

Ingredients:

Student 1: Ay no... Pero espera espera... Number one, one tin nestle fat free...shh ashah Como se pronuncia esa

Teacher: sweetened

Student 1: sweetened condensed milk or 405 g,

Student 2: 705 g watermelon , chilled, seeds

Teacher: 750 g.

Student 2: removed and cut into cubes

Student 1: 1 teaspoon vanilla powder

Student 2: four, 3 Cubes ice, crushed.

Student 1: Procedure

Place all ingredients in an electric blender; blend for 2-3 minutes or until smooth.

Student 2: Pour into serving cups and serve immediately.

Student 1: Ok... Bye...

Teacher... (Claps)

CONCLUSIONS AND IMPLICATIONS

As it was mentioned in the last chapter, the results from the data collected were analyzed by two categories. The first one was about English speaking strategies and the second one referred to developing cooking English language.

The data collected throughout this small-scale research allows drawing the following conclusions:

- In the first category, it could be observed what strategies students used to improve their English speaking skill. According to the results, role plays and discussion questions are useful to increase students' interaction, enhance students' participation and encourage them to correct each other, with respect and politeness. Having in mind the idea of helping each other as a group and not as individuals, they cooperated and created a comfortable atmosphere in order to help their classmates and build knowledge together.
- From the second category "Developing Cooking English Language", it was inferred that implementing an ESP course was meaningful in order to help students to develop language functions such as: expressing tastes and textures (**Chapter 3- Second Category - First subcategory**), describing orally kitchen tools and appliances (**chapter 3- Second Category - second subcategory**), and also, describing procedures with the technical language (**Chapter 3 – Second Category - Third subcategory**) they need in their profession.

Pedagogical implications

Firstly, we as teachers are familiar with the problems students face when they are learning a second language. Having in mind that tourism students are already bilinguals, a new problem is originated, the idea of learning English cooking terms. It is demanding for their jobs and they need it. That is why, this ESP course was implemented. Once learners received enough input and understanding becomes easier, expressing them, that is, producing language orally turns into the next big challenge.

- Oral communication is so important and at the beginning students felt shy and they were not able to produce and participate because they did not prepare before. As Wang (2014, p 111) states “worried about being “wrong, stupid, or incomprehensible” greatly affects learners’ speaking performance” and it occurs especially when they have to speak without any preparation. That is why, this ESP course is proposed. To reinforce students’ knowledge since they are learning English in order to help them to be competent and better prepared in international gastronomy.
- After observing some classes it was evident that the implementation of role plays was a meaningful experience for them. Students’ lacks of oral skills to communicate with confidence about cooking decreased. Before the implementation, it was common to hear from them: “I know that ingredient but I don’t know how to say it in English”. Through that, it could be said that one of the problems students had was lack of English gastronomy vocabulary.
- Although we realized the problem that was mentioned before and we proposed a strategy to solve it, students continued having problems to communicate orally; we realized that one of the factors found was the one related to pronunciation, because some of them did

not feel confident to say something by being sure of how to pronounce it. As it is shown in the lesson plans and field journals, teachers emphasize on pronunciation models and the course designed for students focused on conversation models, repetition and discussion activities in order to help them to improve it (See annex 8).

- Additionally, as discussion questions were assigned by groups, students reported that they have learned how to integrate more with their classmates, despite some of them had problems at the beginning. Group work promoted a comfortable atmosphere for students learning and improved students' interaction with each other.
- Furthermore, it could be observed that students improved their four language skills. Oral presentation and discussion questions utilize and strengthen listening, reading, writing and speaking skills. As Iberri (2009) states:

“There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. Peer evaluation can promote careful listening, which becomes especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches”

According to that, during the research we analyzed that learners evaluate their classmates and paid special attention to their pronunciation and technical vocabulary. And that could show how listening comprehension skill was being developed. As it is evident in the following:

“Student 3 interrupts: But wait! They are not jars. They are thermoses. Remember that you have to use the technical language...Chapter 3- Second Category- Second Subcategory.

“When they had the ability to correct their classmates the knowledge they had about cooking terms and expressions was determined. Also, when they are able to write recipes on a piece of paper in order to perform, the writing skill was strongly stimulated. Students developed reading and writing skills when they prepared their speech before performing.

Research implications

As it was mentioned before, this study has provided supported findings of the benefits from applying an ESP gastronomy course for tourism students to improve English speaking skill. The analysis of data through categories has allowed relating the information to enrich the findings presented above. It is advisable working on Content Analysis Approach for further research studies on this field because teachers can organize the information in an ingenious way and systematically. It was wonderful to see how information from one instrument could be used to explore more than one category; and how data from different instruments fit in the same category. As Shannon, S & Hsieh, H (2005) states:

“Content analysis is a widely used qualitative research technique. Rather than being a single method, current applications of content analysis show three distinct approaches: conventional, directed, or summative. All three approaches are used to interpret meaning from the content of text data and, hence, adhere to the naturalistic paradigm. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, coding categories are derived directly from the text data”

- Additionally, from the data analysis, it was determined that a possible implication of this study for a tourism program teaching and learning is that teachers can be more aware of

the importance of providing learners' opportunities to speak and bringing them strategies that could help them to enhance their speaking skill.

- After analyzing the results that showed how learners improved their speaking skill after taking this English gastronomy course. It could be said that in order to improve not only the English level of students but also, the specific English they need; an ESP course like this should be taught at least in the last semesters of the tourism program. Because, they did not just learn about cooking expressions and technical language about gastronomy but also, they acquire abilities to speak with fluency and confidence. And it is what Unicolombo (Bilingual University) needs, students with a really good preparation in culture, language and values.
- As a small scale study, it is necessary to look at these findings as a first step to describe the problems students deal with when they are speaking in a foreign language especially those who study in undergraduate programs in Colombia. It is true that the necessity for developing speaking skills in the English language is growing. A new generation of bilingual tourism professionals in our region should be ready to speak about an important topic related to their career that makes their professions more successful. Developing speaking skills is, then, an integral part of any bilingual professional.

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ANNEXES

Annex 1. Lesson plan sample

LESSON PLAN SAMPLE

COURSE	TOURISM STUDENTS			DATE	5th/05/2016
SEMESTER	VIII	TERM	FIRST TERM	HOURS	2 hours (120 min)
TEACHERS' NAME	ADRIANA GARCIA ECHEVERRY (Professor 1) & GINA MIRANDA MARTINEZ (Professor 2)				
TOPIC	GREETING THE CHEF				
GOAL	By the end of the course, students will be able to use the skills of listening and speaking for the purposes of socializing, giving and asking information. To greet the chef f by using at least two cooking expressions.				
OBJECTIVE	Students will be able to... 1. Saying hello using cooking expressions while listening and comprehending messages in short conversations working in pairs. 2. In a role play, learners will exchange personal information including at least 2 different titles and nationalities.				
Vocabulary	Greetings, International food, countries, tastes, textures.				
KEY WORDS	Greetings, International food, countries, tastes, textures.				
RESOURCES	Flashcards, real food, copies from the module.				
STRUCTURE	ACTIVITIES	INTERACTION		SKILLS INVOLVED	TIME
BEGINNING	Professors introduce themselves and explain the purpose of the course. They give rules of class, then they present the module and show all the activities in which they are going to be working They encourage students to introduce each other and say something about them.	Professor – learner		–listening & speaking	15 min

	<p>Professor 1, asks them if they know in English to greet the boss, or if they know cooking expressions have proved international food.</p> <p>Students name some expressions and some food and teacher explains the idea of the activity. Professor tells them to see the first page of the module and point to the pictures. Students have to name countries they can see in the pictures and say the typical food from that country if they know.</p>	Professor -Learner	Speaking	15 min.
SEQUENCE	<p>Lesson 1: Professor gives them a copy of the first unit of module, and let them point to the first activity.</p> <p>Students have to say what they can see. (A Conversation)</p> <p>Professor asks: Who are they? Where are they? What are they doing? Do you think they know each other?</p>	Professor	Listening – reading – speaking	15 min.

	<p>Students read and listen to the conversation on page 2, and then they repeat.</p> <p>Professor encourages students to do a role play with the conversation. (Page 2)</p>	Learner – learner	Reading, listening & speaking	15 min.
	<p>Vocabulary:</p> <p>On exercise 3, students see the vocabulary</p> <p>Chef, cook, and professor explains the there are many different kind of cook.</p> <p>Then see ways to great in the kitchen.</p> <p>Greetings and responses.</p>	Learner - learner	Reading & Listening	10 min.

	<p>4. Kitchen slang. Professor explains ways to use “line” and “trail” in a kitchen. Students read and then answer que questions on exercise 5.</p> <p>Students discuss with the class about exercise 6. They answer the questions and say the role of a cook and the of a chef, their importance, and if they know about the position in the kitchen.</p>	Professor - Learner	Listening & Speaking	10 min.
	<p>Lesson 2: International food Now the professor focus student’s attention on lesson 2, First she asks, What’s your favorite food?</p> <p>Then, name some countries, starting by Colombia, then England, US, Japan, Italy and France. She encourages students to write food they know from that country and explain what it is about.</p>	Professor - Learner	Listening & Speaking	10 min.

	<p>Discuss questions: Students answer the questions related to international food. What unusual food have you proved? Etc.</p> <p>Then around the classroom she displays a set of vocabulary about tastes and textures. Professor introduces this by presenting real food, and then she lets students to speak about the tastes and textures they know.</p> <p>Students have to take the sheets of paper around the classroom and put them in the correct places that corresponds to: Taste or texture.</p>	Learner - Learner	Speaking	10 min
CLOSING	<p>Students go in front of the class and teacher blinds them so they can not see what they are tasting and touching.</p> <p>Professor gives each student to prove each of the food that is on the table and students have to guess what it is. Students name the vocabulary and built the complete sentence to say It.</p> <p>Students comment their experience and say if the activity was quiet good.</p>	Professor - Learner	Speaking	20 min.

	Quiz: About the first unit.			
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OBSERVATIONS:

TEACHER’S SIGNATURE

COURSE	TOURISM STUDENTS			DATE	12th/05/2016
SEMESTER	VIII	TERM	FIRST TERM	HOURS	2
TEACHERS' NAME	ADRIANA GARCIA ECHEVERRY (Professor 1) & GINA MIRANDA MARTINEZ (Professor 2)				
TOPIC	KNOWING THE KITCHEN				
GOAL	By the end of the course, students will be able to utilize the skills of listening and speaking for the purpose of socializing, counting and asking information.				
OBJECTIVE	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. In the kitchen students will ask and give information using at least 10 words about kitchen furniture, kitchen tools and equipment. 2. In oral presentations, students will describe the things that a kitchen has using at least ten adjectives. 				
Vocabulary	Appliances, utensils, ways to keep the kitchen clean,				
KEY WORDS	Appliances, utensils.				
RESOURCES	Real tools from the kitchen, copies from the module.				
STRUCTURE	ACTIVITIES	INTERACTION	SKILLS INVOLVED	TIME	
BEGINNING	<p>Professors review the last topic about ways to greet the chef and some kitchen slangs, They encourage students to name some of the things they learned as well as they are checking pronunciation and students' conversation strategies. They one more time present the module and now the first unit. "Knowing the kitchen"</p> <p>As an starting point the professors tell students to take a look about the pictures they can see there, as well as they present the objectives.</p>	Professor – learner	Reading - listening	15 min	

	<p>Then encourage students to talk about kitchen's supplies they may know, like for example: Appliances and utensils.</p> <p>Students name the ones they know and give the difference between the kitchen they can find at home and the kitchen from a restaurant or a hotel.</p> <p>They also talk about their experience (If they have) about working on a hotel or doing their internships on a hotel, describing how the kitchen is.</p> <p>Lesson 1: Professor gives them a copy of the first unit of module, and let them point to the first activity. "Cleaning the kitchen"</p>	Learner - Learner	Speaking	15 min.
SEQUENCE	<p>Get ready!</p> <p>Students take a look of the first question.</p> <p>And say the importance of knowing the kitchen.</p> <p>Like: knowing the correct position of each of the areas of work and appliances, as well as knowing how to move around the kitchen to prevent possible accidents.</p>	Learner	Listening – reading – speaking	10 min.

	<p>Then students have to say the importance to keep the kitchen clean. They have to mention aspects related to how to clean the kitchen and appliances and the consequences if it is not properly implemented.</p>	Learner – learner	Speaking	10 min
	<p>Professor's catch students' attention on the conversation model.</p> <p>They make emphasis on using conversation strategies to suggest someone to be carefully when cleaning the kitchen.</p> <p>Students listen and repeat.</p> <p>In exercise 4, professors point to the language in use. Students listen and repeat, then they have to go to the conversation and Underline expressions they know.</p>	Professor - Learner	Listening & speaking	10 min.
	<p>In pairs, students practice the conversation.</p> <p>They change roles and also can include words from the vocabulary and error made in the kitchen.</p> <p>In exercise 4 They have now to say true or false, they read if it is necessary.</p>	Learner	Speaking	10 min.

	<p>Students can continue with ways to clean the kitchen. (How to keep the kitchen clean)</p> <p>They read and explain each of the aspects mention there.</p> <p>At the end of the lesson they have to write a kitchen report where he/she describes areas in the kitchen and if food was properly stored and they share with the class what they did.</p>	Learner	Reading, Speaking & Writing	20 min.
	<p>Lesson 2: Kitchen appliances. Teacher asks if they know each of these appliances and tell students to Listen and repeat. Then they have to read and answer according to the description of how to keep the kitchen clean.</p> <p>On exercise 3 students complete. Fill on the gabs. They take a look of the pictures and answer the questions.</p>	<p>Professor learner</p> <p>Learner - learner</p>	Listening & Speaking	10
	<p>5. Students talk to their partners about how to keep the kitchen and utensils clean.</p> <p>On page 10 they can see extra vocabulary for appliances. Students listen and repeat. Then write they write according to the box.</p> <p>Professors point to exercise 2 in which students have to complete according to the listening.</p>	Learners	Speaking	10

CLOSING	Discuss with the class. Students go in front of the class and name utensils and their use in the kitchen, they discuss about utensil's positions in the kitchen and ways to clean them, as well as students agree or disagree about keeping the kitchen clean.	Learners	Speaking	10
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OBSERVATIONS:

TEACHER'S SIGNATURE

COURSE	TOURISM STUDENTS			DATE	14th/05/2016
SEMESTER	VIII	TERM	FIRST TERM	HOURS	2
TEACHERS' NAME	ADRIANA GARCIA ECHEVERRY (Professor 1) & GINA MIRANDA MARTINEZ (Professor 2)				
TOPIC	HOW TO PREPARE FOOD.				
GOAL	By the end of the course, students will be able to explain the main steps of a recipe in an oral presentation and describes ways to cook safety in the kitchen.				
OBJECTIVE	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. In groups of 3, students will provide information about five main steps of a recipe in an oral way. 2. In pairs, students will explain orally six ways to be careful in the kitchen. (Kitchen safety rules). 				
Vocabulary	Kitchen safety rules, cooking verbs.				
KEY WORDS	Kitchen safety rules, cooking verbs.				
RESOURCES	Flashcards, real food, copies from the module.				
STRUCTURE	ACTIVITIES	INTERACTION	SKILLS INVOLVED	TIME	
BEGINNING	<p>Professors review the last topic about knowing the kitchen, kitchen appliances and utensils. They encourage students to name some of the things they learned as well as they are checking pronunciation and students' conversation strategies.</p> <p>Professors ask students to move to page 11 and take a look of the picture.</p>	Professor – learner	Reading - listening	10 min	

	<p>Then students read the objectives of the course, and discuss about cook safety and how to star preparing food.</p> <p>They give some ideas about ways to cook safety.</p>			
	<p>The professors give some ideas to take into consideration when cooking, and the importance of cooking safety.</p> <p>They encourage students to name relevant aspects related to the pictures.</p>	Professor – Learner	Speaking	10
SEQUENCE	<p>Lesson 1: Professor gives them a copy of the first unit of module, and let them point to the first activity. “Cook safety”</p> <p>Students have to say what they can see. (A Conversation)</p> <p>Professor asks: Who are they?</p> <p>Where are they?</p> <p>What are they doing?</p> <p>What do you thing are they talking about?</p>	Professor - learner	Listening – reading – speaking	10

	<p>Students read and listen to the conversation on page 12, and then they repeat. Professor encourages students to do a role play with the conversation. (Page 12)</p> <p>Pairwork: Students practice the conversation with a partner; they change roles and name ways to prevent an accident in the kitchen.</p>	Learner – learner	Reading, listening & Speaking.	15
	<p>Vocabulary:</p> <p>Safety rules, Students look at the picture and name what they think people are doing in each of the pictures. Then in exercise 2, students see the vocabulary and have to choose the correct word that corresponds to each of the sentences.</p>	Learner	Speaking	15
	<p>In exercise 3. Students look at the picture one more time and write the correct number according to the rule.</p> <p>In exercise 4: Group discussion. Students have to think about a possible situation in the kitchen related to the kitchen safety rules.</p> <p>On the second lesson, “Preparing food” Students will listen to a vocabulary for cooking verbs.</p>	Learner	Writing	15 min

	<p>They listen and repeat, then write their name according to the definition</p> <p>Students have to do the action and then work in groups to discuss the cooking verbs definitions.</p> <p>Professors encourage students to observe the “cooking verbs definition list” and then they have to match according to the ones describe on the picture.</p>	Learner – learner class	Listening, writing & Speaking	10
	<p>The professors show them some pictures and they have to tell to the class what the name of the action is.</p> <p>On page 15, students will observe to exercise 1 in which they have to fill in the blanks according to the vocabulary on page 14.</p> <p>On the writing section, teacher gives some instructions of a recipe in which students have to write some short cooking verbs as well as they create a recipe.</p>	Professor - Learner	Speaking & Writing	15
	<p>Students follow the example in which they have to write the name of basic food and then use the verbs they consider the appropriate.</p> <p>When working on exercise 3, students listen to a conversation between a chef and a cook, then they have to say true or false.</p>	Learner - Learner	Writing & Listening	10 min

CLOSING	<p>Students listen one more time the conversation and complete with missing words.</p> <p>Finally they work in pairs and practice the conversation, using different expressions from the vocabulary they have learned.</p> <p>If there is time, students can visit the kitchen and do the conversation there.</p>	Learner – Learner Class	Speaking	10 min
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OBSERVATIONS:

TEACHER'S SIGNATURE

COURSE	TOURISM STUDENTS			DATE	21stth/05/2016
SEMESTER	VIII	TERM	FIRST TERM	HOURS	2
TEACHERS' NAME	ADRIANA GARCIA ECHEVERRY (Professor 1) & GINA MIRANDA MARTINEZ (Professor 2)				
TOPIC	DESCRIBING MY OWN RECIPE.				
GOAL	By the end of the course, students will be able to create a recipe and explain step by step, describing orally ingredients using expressions learned in class.				
OBJECTIVE	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Working in pairs, students will name orally at least 5 to10 steps of the recipe they created. 2. Describe in an oral presentation at least 10 of the ingredients of a recipe, using expressions learned during the course. 3. Write their own recipe using the appropriate language learned and presented on a project. 				
Vocabulary	Steps of a recipe, ingredients.				
KEY WORDS	Steps of a recipe, ingredients.				
RESOURCES	Copies from the module.				
STRUCTURE	ACTIVITIES	INTERACTION	SKILLS INVOLVED	TIME	
BEGINNING	<p>Professors review the last topics, greetings, the kitchen, and preparation of food. Then they ask students to name what they can remember from those lessons. Relevant aspects.</p> <p>Professors encourage students to open the module on page 16, and read the title of the last unit. Then they have to name any recipe/meal or dish they know.</p>	Professor – learner	Reading - listening	20 min.	

	<p>Students also, take a look of the pictures there and try to say something about the food, the tools used and ways to prepare a meal.</p> <p>One of the students read the objectives while the other students are listening.</p>			
SEQUENCE	<p>Lesson 1: Step by step Get ready! Students discuss about what a recipe is, the importance aspects of a recipe and if they have ever work on a recipe.</p> <p>While students are discussing about this, professors check their use of vocabulary and Some cooking expressions as well as they are going to be checking pronunciation.</p>	Learner – learner	Listening – reading – speaking	15 min.
	<p>Conversation model: Professors encourage students to guess what the conversation is going to be about. Professors explain that the part of the recipes describe on page 17 is disorganized and they have to organize the instruction or the step by step. Then they encourage students to read and listen, then to practice the conversation in pairs.</p>	Professor – Learner	Listening & Speaking	20 min.
	<p>Based on the activity 3, students are going to write the steps of a recipe. Taking into account the example from the conversation.</p>	Learner - Learner	Writing & Speaking	15 min.

	<p>In groups students work on making a step by step plan of a recipe. They have a form in which they have to do it.</p>			
	<p>Lesson 2: “Describing a recipe” Students will have to talk about the grocery list they may need for preparing a recipe.</p> <p>Professors explain the way we measure ingredients when giving instructions or having the list for a recipe.</p> <p>They make emphasis on containers and quantifiers as well as portions.</p> <p>Then students read and follow instruction as well as they discuss about the vocabulary used there.</p>	Learner – Learner Class	Speaking	30
CLOSING	<p>Professors encourage students to take a look of the last page in which they have to make a project.</p> <p>They explain how to work in groups and complete all of the tasks requested.</p> <p>Students have to present in front of the class what they did, or they can send to the professor the videos.</p>	Learner – Learner Class	Speaking	20 min.

OBSERVATIONS:

TEACHER'S SIGNATURE

Annex 2. Transcripts

Scene 1

Teacher: The cook and the chef

Student 1: Hello chef... How are you?

Student 2: Hello, fine. Thanks and you.

Student 1: Fine, thanks. My name is Camilo. What is your name?

Student 2: Nice to meet you Camilo, I'm Luciano Rojas.

Scene 2: Explaining food tastes

Student 1: Fritos

Teacher: Yes,

All of the students: Hahahahahaha

You know... finding with the flavor sour. With the fritos. , coz' sour is suero no? sour with spacy....

Teacher: Well... But sour is...

Student 2: It's lemon

All of the students: Hhahahahaha, No it's not lemon... oh please.

Student 3: Cortado,

Student 4: Agrio

Teacher: (Take a lemon and say) Look at this lemon, it's like the outside of the lemon. The skin. You can have a difference between the lemonade like the sumo and the skin, with the outside. And it is difference because this one is sour. (Referring to the skin) and this is acid. (The sumo)

Scene 3: What is your favorite food?

Student 1: Ham panillas, ham I love all.

Teacher: Ok, delicious. And yours?

Student 2: Ham... Perubian food.

Teacher: Perubian food.

Student 3: What is the question?

Teacher: What is your favorite food?

Student 3: Ahh, my favorite food is Colombbian food.

Teacher: Ok, and yours?

Student 4: My favorite food is Colombbian food.

Teacher: ok, What is your favorite food?

Student 5: My favorite food is ... eh.. Chinese,

Student 2: Japan

Student 3: Japanese

Teacher: And yours?

Student 4: Italian food.

Teacher: Ok

Student 2: No es "Japanese"?

Teacher: Yes, Japanese... Japan is the country and Japanese the nationality.

Teacher: Have you ever tried international food? Where? What kind of food?

Student: Perubian food.

All of the student: Oh!!! Wow!! Wonderful.

Student 2: I am from peru

Teacher: You are form Peru!!!

Student: Yes

All of the students: Ahh...

Scene 4: Unusual food you have tried.

Teacher: Name unusual food

Students: Ham...

Teacher: It should be like...

Student 1: Lombrices.

Teacher: Oh my God! Like, worms, worms I hate, I really hate worms.

Student 4: Que?

Student 1: Lombrices

Student 5: What?

Student 1: In Mexico sell them. But they are more like... Gusanos

Teacher: Worms or is like caterpillars.

Student 1: Yes

Student 5: Mjumm..

All of the students: jajajaja

Teacher: Ok ok... Would you like to try new kind of food? What kind of food would you like?

Student: The....

Teacher: Ok.

Scene 5: Identifying tastes and textures

Teacher: Next page

Students: aja

Teacher: ok... Give examples of four. Sweet, salty, bitter,

Student: mmm spicy.

Teacher: Spicy?

Student: Lemon?

Student: Mexican food.

Scene 6: Describing tastes and textures

Students: hahahaha

Teacher: so, what does it taste? Because actually the texture is more crunchy as you said but what about the taste.

Student: Salty.

Teacher: Salty....What about this one?... Yes, eat it.

Student 6: It's bland

Student 5: mmmm.... It's a... Soft... it's bland also.

Scene 7: Describing tastes and textures

Teacher: What is it? What is the texture?

Student 4: It is hard.

Teacher: It's hard.. ok.... Does it smells good?

Students: hahaha

Student: It's crunchy.

Teacher: How do you know that is crunchy? If you haven't prove it.

All of the students: hahahahahaha

Teacher: ok, put it in your mouth

Student 4: mmmm

Student 6: Tienes esos dientes duros.

Student 4: It is chocolate, it is sweet, It's goleador.

Teacher: It's a goal.

Student: Miralo como se lo traga, hambriento que es... Open your hands my friend... open.

Teacher: What is this?

Student 4: Papita Margarita que no te puedes comer solo una.

Teacher: No, now In English

Teacher: It is soft? Hard?

Student 4: Crunchy and salty.

Teacher: Crunchy? How do you know?

Student 4: Because I know.

Teacher: Ok eat it please.

Scene 7:

Teacher: And chewy?

Student 4: Chewy and sweet

Teacher: Oh! So you see!

Scene 8:

Teacher: Thank you for participating on this course. I hope you enjoyed and had fun, and learned at least something about the vocabulary and some expressions that it would be necessary for you to learn.

It was a pleasure to meet you, so we hope we can see you on a second lesson like this, but with more expressions and with more difficult verbs in English.

Students: THANK YOU!!

Student 1: I want to say something, that is the good class, you are very didactive, and then students learn more.

Teacher: Thank you!

Students: (Claps)

Annex 3. Evaluation Rubric of the oral tests

Examiners: Gina Miranda Martínez and Adriana García Echeverry			
Student:			
DATE:		COURSE:	VIII Tourism students
TOPIC			
LANGUAGE		(1 POINT EACH)	
Vocabulary: The vocabulary is appropriate for the speaker's level. There are no serious errors in word choice or form. The topic is relevant.			
Usage: There are no serious errors in structure; the ideas are presented clearly. The speakers understood the question clearly.			
Intonation: The pitch patterns and pauses are used effectively.			
Diction: All phrases are spoken clearly; accent and syllable stress are used appropriately.			
Pace: The speaker speaks at a good pace that is easy to listen to and comprehend. The fluency is good.			
Total:			

Annex 4: Letter of authorization

Cartagena de Indias D, T y C. Mayo 4th, 2016,

**TOURISM STUDENTS
VIII SEMESTER (First term)
UNICOLOMBO**

ASUNTO: Autorización para el uso de información dentro de una investigación

Cordial saludo

Por medio de la presente solicitamos a ustedes, se nos permita recolectar información concerniente a encuestas, entrevistas, fotos, videos, audios, escritos, y presentarlos como evidencia para la aplicación del curso de gastronomía en inglés. De tal manera agradecemos su autorización y permiso para el uso de información con fines académicos, así como la presentación del mismo dentro de la sustentación.

Esta información será presentada por las estudiantes de especialización Adriana García y Gina Miranda Martínez, quienes se encuentran realizando su tesis de grado con el programa de turismo en VIII semestre con la asignatura de gastronomía.

Estas estudiantes se hacen responsables por el uso apropiado de la información así como de su confidencialidad.

Para ello agradecemos su colaboración y participación en la recolección de firmas que permitan apoyar este proyecto de investigación (Proyecto de grado) así como soportarlo con evidencia física de su participación dentro del mismo.

Gracias por su atención

Att

Adriana García E.

Gina Miranda M.

Licenciadas en Educación con énfasis en Inglés

Estudiantes de Especialización en la enseñanza del Inglés.

Autorización de mi participación dentro de la investigación

No.	NOMBRE Y APELLIDO	CEDULA	AUTORIZO	NO AUTORIZO
1	Emilides Manjón B.	1047469661	✓	
2	Susana Manjón H.	1047474472	✓	
3	Elkin Romero Prieto	1143346966	✓	
4	Carolina Sotomayor	1043439519	✓	
5	Lina María Lugo B.	1178080703	✓	
6	Yira Torres Padilla	1047475118	✓	
7	Esterlin Miranda C.	1047470779	✓	
8	Lina Valencia Grau	1143382436	✓	
9	Dulcy Díaz	1047356752	✓	
10	Karen Escobar Jofre	1143543470	✓	
11	Jhon Fredy J.	1151449281	✓	
12	Mibud Bonifaz	1047462033	✓	
13	Adalberto Ramírez	1143383185	✓	
14	Isabel Therese P.	1143371905	✓	
15	Gisela Lorena González	52902283 Bta.	✓	
16	Karen Vázquez Fajal	1047441903	✓	
17	Leidy Alon Arevalo	1143377424	✓	
18	Yiselidis Carrero	1149446467	✓	
19	Lizeth Suarez	1047473339	✓	

Annex 5: Field notes before the pedagogical interventions

OBSERVATORS: Gina Miranda Martínez and Adriana García Echeverry			
DATE:	April/28th/2016 6:30 to 8:30	COURSE:	VIII Tourism students
ACTIVITY	International food class in the kitchen (The subject)		
DESCRIPTION OF THE ACTIVITY			
<p>First we ask to the coordinator of the program to talk to the chef about observing his classes.</p> <p>The chef said it was ok, and explained us that he divided his classes into theoretical lessons (In a classroom) and practical lesson (In the kitchen)</p> <p>Students were in the kitchen working with the chef on a recipe.</p> <p>He told us that students have classes on Thursdays, in the morning and on Saturdays morning too. He invited us to come to a class that was theoretical.</p> <p>As well as we were working during the week and we have some classes from the specialization on Saturdays. We decided to go on Saturdays the days we don't have classes and on one opportunity we asked for permission on one of our specialization classes. (SLA)</p> <p>When we arrived to the gastronomy class, we observed students were using the kitchen. As well as this class is in Spanish, students were speaking in Spanish.</p> <p>We talked to the teacher in English and we realized he speaks English too. We explained him about the project and he was interested on it.</p> <p>When we finished to talk to the teacher, the chef remind students to be carefully when using the stove. Students were working on basic recipe in groups.</p> <p>We observed they had certain rules when working around the kitchen. There were around 14 students working there on a different areas of the kitchen.</p> <p>When they finished, they had to clean and let everything in their places.</p> <p>We could observed that students were having fun while cooking and they felt comfortable and relaxing.</p>			

Gina Miranda and Adriana Garcia

Annex 6: First survey format, sample and results.

SURVEY

Survey questionnaire for tourism students that are taking the gastronomy course at Fundación Universitaria Colombo Internacional.

Objective: Collect useful information in order to make changes or decisions about the syllabus of the course.

Complete the following information and answer the questions:

Name:

Age:

1. How do you consider your English level?
☐ Bad ☐ Average ☐ Good ☐ Excellent
2. Your writing skill in English is:
☐ Bad ☐ Average ☐ Good ☐ Excellent
3. Your reading skill in English is:
☐ Bad ☐ Average ☐ Good ☐ Excellent
4. Your speaking skill in English is:
☐ Bad ☐ Average ☐ Good ☐ Excellent
5. Your listening skill in English is:
☐ Bad ☐ Average ☐ Good ☐ Excellent
6. Do you like speaking skills?
☐ Yes ☐ No
7. Do you consider necessary to learn about gastronomy in English?
Yes ☐ No ☐
8. Do you consider that gastronomy contributes to your profession?
Yes ☐ No ☐

Why?

9. What kind of opportunities can you get from a gastronomy course?

- To get a better job ☐
- To get a meaningful learning ☐
- To get more English knowledge ☐
- To know more about food in English ☐
- Work outside the country ☐
- All of the above ☐

10. How many hours per week will you be able to devote to the study of this course?

- 1 hour per week
- 2 hours per week
- 3 hours per week
- Other: _____

11. If you have the opportunity to take a gastronomy course in English, What would you like to learn?

SURVEY

Survey questionnaire for tourism students that are taking the gastronomy course
Fundación Universitaria Colombo Internacional.

Objective: Collect useful information in order to make changes or decisions in the syllabus of the course.

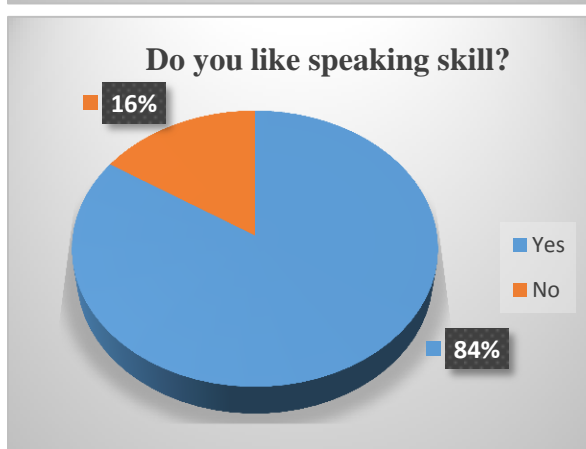
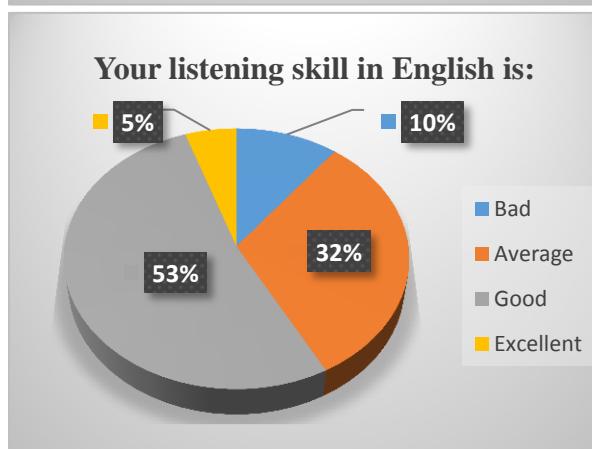
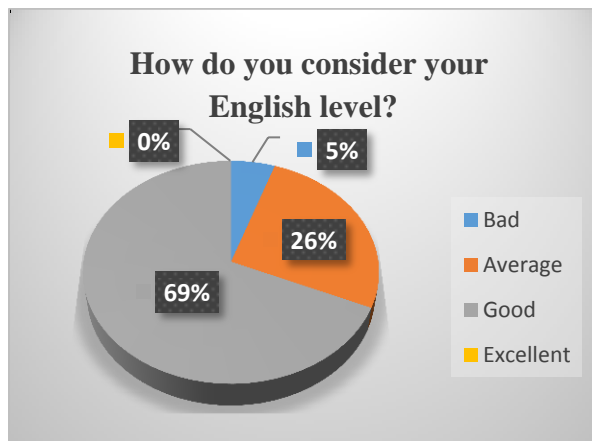
Complete the following information and answer the questions:

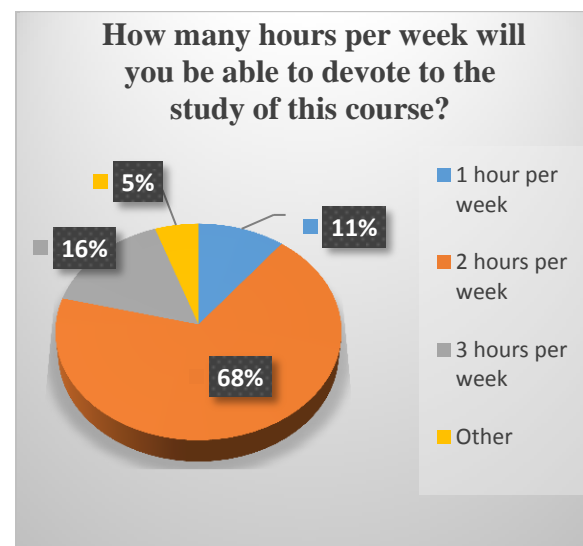
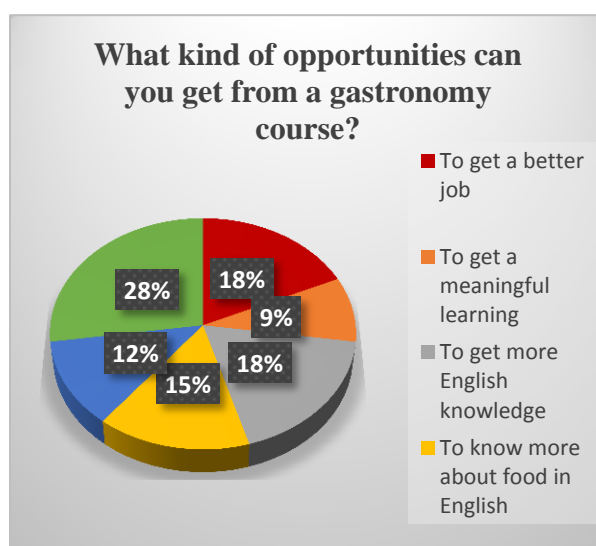
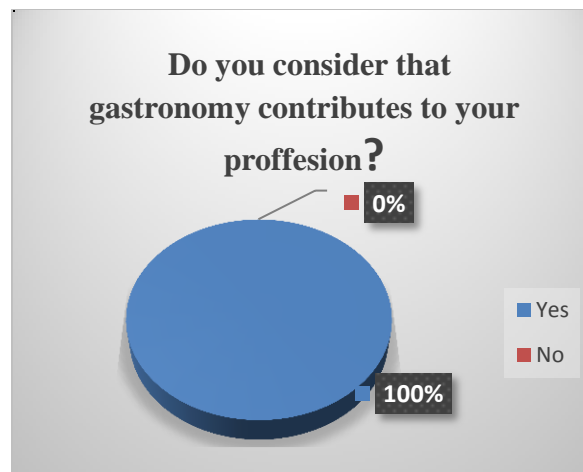
Name: Keren Vasquez

Age: 26

1. How do you consider your English level?
☒ Bad ☐ Average ☐ Good ☐ Excellent
2. Your writing skill in English is:
☒ Bad ☐ Average ☐ Good ☐ Excellent
3. Your reading skill in English is:
☒ Bad ☐ Average ☐ Good ☐ Excellent
4. Your speaking skill in English is:
☒ Bad ☐ Average ☐ Good ☐ Excellent
5. Your listening skill in English is:
☒ Bad ☐ Average ☐ Good ☐ Excellent
6. Do you like speaking skills?
☒ Yes ☐ No

Survey Results





Annex 7: Oral quizzes Format

ORAL QUIZ			
Examiners: Gina Miranda Martínez and Adriana García Echeverry			
Student:			
DATE:	5th/05/2016	COURSE:	VIII Tourism students
TOPIC	Unit 1: Greeting the chef		
Questions			
1. Name the areas of the kitchen and ways to keep them clean.			
2. Explain some rules to keep the kitchen clean.			
3. Mention at least 10 kitchen appliances and their use in the kitchen.			

ORAL QUIZ			
Examiners: Gina Miranda Martínez and Adriana García Echeverry			
Student:			
DATE:	12th/05/2016	COURSE:	VIII Tourism students
TOPIC	Unit 2: Knowing the kitchen		
Questions			
1. Name the areas of the kitchen and ways to keep them clear.			
2. Explain some rules to keep the kitchen clean.			
3. Mention at least 10 kitchen appliances and their use in the kitchen.			

ORAL QUIZ			
Examiners: Gina Miranda Martínez and Adriana García Echeverry			
Student:			
DATE:	14th/05/2016	COURSE:	VIII Tourism students
TOPIC	Unit 3: How to prepare food.		
Questions			
1. Why is it important to cook safety?			
2. Explain at least 5 cooking safety rules.			
3. Give a short instruction using verbs for cooking.			

ORAL QUIZ			
Examiners: Gina Miranda Martínez and Adriana García Echeverry			
Student:			
DATE:	21/05/2016	COURSE:	VIII Tourism students
TOPIC	Unit 4: Describing my own recipe.		
Questions			
1. Explain a step by step short recipe.			
2. Name at least 1 recipe and say the country.			
3. Give a short instruction using verbs for cooking.			

DATA GATHERED FROM THE ORAL QUIZ

Script 1

Teacher: What's your name?

Student: Hi, my name is Elkin.

Teacher: Ok, how are you Elkin?

Student: I'm great and you?

Teacher: Excellent. Ok, Elkin this is a quiz related to the topics from the 1st unit.

Teacher: Now, the first thing I need to know is ehm, name ways to greet the chef, according to the lesson, please can you remember some ways to greet the chef?

Student: Well... According to the lesson, saying hello in formal way is one. Second was also, we can include kitchen slangs, that was that I remember about the lesson.

Teacher: Can you remember ways to greet the chef in a formal way?

Student: Hello!, How are you? And kitchen slangs. Trial that is one, on the line etc.

Teacher: Ok, thank you! Let's continue with the second question then.

What intentional... sorry! What international food do you know?

Student: England, Japan, Japanese, ham... Colombian, Spanish food, hemm American food.

Teacher: Can you name American food?

Student: Junk food, like: Hamburgers, French fries, hot dogs.

Teacher: Ok, now question N° 3, please Elkin name food, how it tastes and what is the texture?

Student: Taste is the flavor of the food and texture is the superfice, super... surface.

Teacher: Ok, thank you Elkin, it was a pleasure, ham to be here with you.

Quiz 1 Script 2

Teacher: Hi, What's your name?

Student: My name is Keren vasquez

Teacher: How are you keren?

Student: I'm ok.

Teacher: ok, this is the 1st Quiz.

I want you to tell me ways to greet the chef.

Student: Greet the boss, for example the chef, use expressions,...ham.. Cooking expressions, like: Kitchen slangs.... Let me think.... That's what I remember.

Teacher: Thank you! Now tell me, what international food do you know?

Student: Well, I remember the crepes that are French, the bread and from Italy we find most of the sausages and pizza, In Japan the sushi and Ramen. In America Junk food like hot dogs.

Teacher: Great! Let's continue then with question Number 3. Name food, say how it tastes and how the texture is.

Student: Mmmm... Well, I remember chocolate is sour.... No.... wait! Ham... Well yes, but it's sweet too, about the texture, hard.

mmm... What else? The lemon is acid and the skin is like bitter. Potatoes are salty but they are bland. I think that's all.

Teacher: It's ok. Thank you! Good job. Have a nice day

Student: You too.

Quiz 1 Script 3

Teacher: Hi, What's your name?

Student: My name is Carolina.

Teacher: Ok, Carolina this is the 1st Quiz. So I'm going to start with the 1st question

Please tell me ways to greet the chef.

Student: Hamm... Ok. There are ways to greet the chef, For example: I have to greet my boss in a formal way. In this case, the chef is a tittle and I can say chef or Mr. depends on the situation.

Teacher: Ok, and tell me, Do you know about international food?

Student: Yes, In England the roast meats, fish and chips, in France the common and some famous desserts, macaroons. In Peru, the ceviche, and cuy. Italian food like: Pizza, pasta, lasagna. Mmm...I think it's all... Ahhh... American food, like hamburgers, hot dogs. Etc.

Teacher: Thank you! Now please name food and how it taste and the texture.

Student: Ahmm... Ok... I know that most of the candies, ice cream are sweet, there are susages that are spicy and some salty. The texture for the ice cream is creamy, some candies are bland.

Teacher: Ok, that's it. Thank you! Have a nice day.

Student: Thanks to you.

Quiz 1 Script 4

Teacher: Hello, what's your name?

Student: Hi, I'm Yisleidis.

Teacher: Ok. tell me... if you are in the kitchen, how would you greet people there, if it is your first time working?

Student: mmmmm.... Ehh... well... If is my boss, with respect of course. I work in a hotel, in cuisine and I know we have to be polite. Talk in a formal way is important. With the cooks maybe if we have "Confianza"

Teacher: Confidence?

Student: Yes, confidence. We can talk too polite.

Teacher: Yes? Ok. Now, let's talk about international food. Can you tell me something about it?

Student: Ham... International food... well, I know some... The pizza is from Italy, the hot dog from America, spicy food from Mexico, and the paella in paella. In China the sour pork, hamm... and I think the tofu.. mmmm... some noodles?

Teacher: Ohh!! That's pefect. _____. Tell me how certain food taste and what the texture is.

Student: Dry cereal, Crackers and potatoes chip are crunchy that's their texture, mm... some of the candies are chewy like the milk candies here in Colombia, some are crispy like chicken and sour like lemon and other.

Teacher: Ok, that was good. Thank you!

Quiz 1 Script 5

Teacher: Hi, what's your name?

Student: Ham.. Isabel

Teacher: Ok. Isabel Imagine you are going to start working in the kitchen of a really good restaurant, how would you greet people there?

Student: ham.. ok.. it depend, because if is my boss, it should be formal like using tittles, in the kitchen for examples, the chef is the one we have to respect and we can say Mr. or Chef and is ok.

Teacher: Yeah! You're right. Now, I want you to tell me about international food. What do you know about it?

Student: I like... International food... it is just great. I love international food, different cultures. Hot dog in American, Pasta in Italy, Colombia the bandeja paisa, in Japan the ramen.

Teacher: ok! Please tell me about food taste and what the texture is.

Student: mmm... The chile is from Mexico and it's spicy, the texture sometimes is like bland. That's it.

Teacher: Ok, that was good. Thank you!

Quiz 1 Script 6

Teacher: Hi, what's your name?

Student: Yira

Teacher: Ok. Yira imagine you are going to start working in the kitchen of a really good restaurant, how would you greet people there?

Student: Ehhh... could you repeat please?

Teacher: You are going to start working in the kitchen of a really good restaurant, how would you greet people there?

Student: Ahhh ok. Mmm.. I know that there are some kitchen slangs we can use as an strategy, mmm... being polite.

Teacher: Ok, now I want you to tell me about international food. What do you know about it?

Student: mmm Well... Food from different country can be... China the tofu, England I know they have fish and chips. It looks really delicious. American food that is junk food. Etc.

Teacher: Let's continue with the next, please tell me about food taste and what the texture is.

Student: mmm... The chile is from Mexico and it's spicy, the texture sometimes is like bland. That's it.

Teacher: Ok, Thank you!

Quiz 1 Script 7

Teacher: Hi, How are you? , what's your name?

Student: I am Lizeth

Teacher: Imagine you are going to work for a hotel in the restaurant section, how would you greet people there?

Student: If is my first time working there, I guess I have to talk in a formal way. Because it is the correct. Now, I can use expressions like for the kitchen.

Teacher: I see, ok. Now, please tell me something about international food.

Student: It is the food different from Colombia, typical food of each country. Mm... hahaha.. I don't remember too much. Ahh... Maybe the common that is American food, junk food. Hehehe.

Teacher: Ham... hahaha.. It's ok. _____. Tell me how food taste and what the texture is.

Student: I remember from the class, the potatoes that taste salty, and crunchy, mmm bland, and some food that is soft.

Teacher: Ok, Thank you!

Quiz 1 Script 8

Teacher: Hey, How's it going? Tell me your name please.

Student: Hello, I'm Karen

Teacher: ham...Excuse me?

Student: Karen

Teacher: Ok, hi... ham... let's start then, Imagine you are going to work for a hotel in the restaurant section, how would you greet people there? Your boss for example.

Student: ahh... like my boss? Well with him I could use some kitchen slang in a formal way, and the conversation strategies: Looking him in the eyes, talking with confidence... security.

Teacher: mmm... interesting.. Could you please name international food?

Student: Oh yes! Hum... well, the one that I remember. It is from Spain, the paella, from France the croissant, from Italy the pasta. Y ahmm..

Teacher: Tell me how food tastes and what the texture is.

Student: mmm... taste, when you taste the food, like the lemon, that is acid and... the skin is sour.

Teacher: Ok, Thank you!

Annex 8: Field notes during the pedagogical interventions.

OBSERVATORS:			
Gina Miranda Martínez and Adriana García Echeverry			
DATE:	5th/05/2016	COURSE:	VIII Semester Tourism students
ACTIVITY	Unit 1: Greeting the chef		
DESCRIPTION OF THE ACTIVITY			
<p>There were only 7 Students on the first lesson. They said the others were studying for the final exams. They were surprised because they couldn't believe professors were going to bring real food.</p> <p>In the first presentation of the activity, teacher explained how the course was going to work and presented the activities and the module to the learners. They brought food to the class.</p> <p>Professor asked some questions related to the first unit. Learners listened to the instructions and answer the questions. They were really interested on the course, but unfortunately they did not have enough time because of their exams, presentations and research work. Professors encourage students to participate a lot by using cooking expressions in English.</p> <p>Teacher were working on pronunciation and checking vocabulary, students identified the difference between a chef and a cook. Students felt comfortable by the use of phonic in the class. They look surprised.</p> <p>During the role play they were working in pairs and trying to do their best. They didn't know the meaning of some terms like: "On the line" "Trial". They found interesting to know that, On the activity related to the international food, professor give them some ideas of typical dishes from different countries, they participated and name the ones they know.</p> <p>Also, during the activity in which they have to taste and say the texture of food, they showed be interested on starting with that section of the lesson. We did a blindfolding activity in which students had to use their senses. So they can be able to answer.</p> <p>At the end of the class, students said thank you and appreciated the class instruction.</p>			

Gina Miranda & Adriana García

Annex 9. Written Interview

1. What lesson was the most useful for you?

- a. International food
- b. Tastes and textures
- c. conversational activities
- d. All of the above.

Why:

2. Through a picture show the most meaningful aspects of the lessons.



3. Do you think that the lessons contribute to your professional and everyday life?

Why?

4. What was the focus of the lessons? Listening, Speaking, Reading or Writing?

Support your answer.

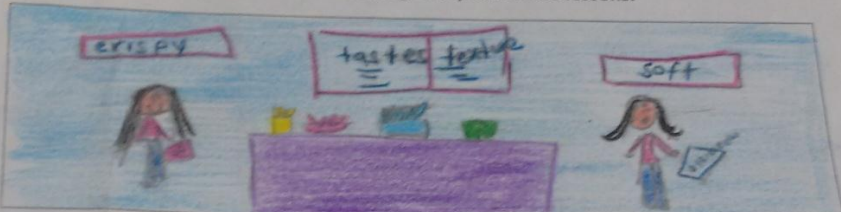
Written Interview Sample

1. What lesson was the most useful for you?

☒ a. International food
b. Tastes and textures
c. conversational activities
d. All of the above.

Why: Because I learn, important aspect
of Different cultures and speak
about other countries and food

2. Through a picture show the most meaningful aspects of the lessons.



3. Do you think that the lessons contribute to your professional and everyday life? Why?

yes, because I like this topic, and
this necessary for me to speak
and use the vocabulary

4. What was the focus of the lessons? Listening, Speaking, Reading or Writing? Support your answer.

the speaking, we have conversation
and this drives about food in
English

Annex 10. Students Artifacts – Recipes Sample

Students describing a recipe in Unicolombo's kitchen.



Annex 11. Time Table

Date	Lesson - Activity
May 5 th	Role-play: Knowing the chef! Discussion time/ Round table - The difference between a chef and a cook
May 12 th	Role-play: Cook Safety
May 14 th	Oral presentations /Group work Kitchen tools and equipment
May 21 st	Cooking challenge /Creating my own recipe

Annex 12. Students Evaluation Format

Students' Evaluation Format

Adriana Garcia Echeverry & Gina Miranda Martinez								
VIII Semester (tourism students) UNICOLOMBO					Date:	28/04/2016 – 21/05/2016		
Students	1Q	2Q	3Q	4Q	OP	CP	FP	Final