



LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**NEEDS ANALYSIS AND ENVIRONMENT ANALYSIS:
PROPOSING AN ESP SYLLABUS FOR EMPLOYEES OF A
JEWELRY IN CARTAGENA**

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NOTA DE ACEPTACIÓN

JURADO

JURAD

Dedicado primeramente a ti Dios porque has sido nuestra guía y fortaleza en este trabajo y en nuestras vidas. A nuestros padres, profesores y amigos que siempre estuvieron allí para apoyarnos y ayudarnos en todo.

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NEEDS ANALYSIS AND ENVIRONMENT ANALYSIS: PROPOSING AN ESP SYLLABUS FOR EMPLOYEES OF A JEWELRY IN CARTAGENA

Introduction

In every corner of the world we could observe that everyday more and more people are fascinated about these brilliant and delightful stones, in some countries they were even named “*The gifts from the stars*” due to their beauty which come with a wide range of colors, sizes, shapes that indisputably captivate the wearer thoughts. Among the highest producers around the world, Colombian Emeralds stand out in terms of quality, the most prestigious and famous ones are found here. If our country has been recognized as the number one producer, it is obvious that in several cities this gem is part of the local economy, many companies and citizens spend their lives to the sell and buy of the emerald because of the acceptance and the high value they possess. Thus, it is necessary to have experts in the topic who might be able to handle any kind of situation, not only because it is the type of job some people could get but also the expectations buyers have when trying to get some good advice from colombians. For example, according to Sociedad Portuaria Regional de Cartagena (2017), the Cruise season which starts in September 2017 and ends in July 2018 would bring to the city approximately 480.000 passengers, almost the 70%

will be English speakers who will be in contact with all the people who are involved in the tourism business. Besides, the Selling Department Coordinator reported that: during the cruise season in 2016, the 74% of the sales were made in English due to most of the cruises which come during these months brought English speaker to the city. According to the jewelry data obtained, during last cruise season 60% of these visitors would go to the different jewelry branches in some specific areas of the city to buy pieces jewelry offers. Therefore, sales department might be prepared to incorporate basic communicative English skills to provide a professional service composed by seller who have certain kind of knowledge about Emeralds and obviously about the language spoken by the customers. Despite of the necessity of English language proficiency in most of the cases, people who work in this area do not manage the target language properly and sometimes they are not capable to sell gems, emeralds and others because they do not speak English or do not have the confidence to talk with the customer. This situation, makes the buyers feel uncomfortable and not sure about the decision they are going to make about spending money in a gem or jewel and this is not the best news for a company.

According to the importance of a good use of the English language by the salesmen and how it could affect the daily performance within the jewelry, this study was developed based on following research question: What are the factors to be considered for the design of an ESP course for employees in a jewelry in Cartagena? Thus, the principal objective of this project is to propose a syllabus for employees of a Jewelry; in order to achieve that

main goal is necessary to complete a needs analysis which will in first place show the struggles the sellers have with the English language and second, to discover what the strengths and weaknesses are in order to determine the factors that could affect the communication when salesmen interact with the English speakers. Some factors such as the ages, the previous training on the language and the social background need to be taken into consideration to assess the individual performance of employees.

According to the observations made by one of the researchers, English speakers visitors have increased in the last years in the city because Cartagena de Indias has started to be considered one of the most desired cities in the Caribbean. Puerto de Cartagena (2017) The sellers of the jewelry have to face a lot of daily interactions with foreign visitors even when they are conscious of their lacks on the language. Thus, it is important to do something in order to deal with future struggle. Based on the situation described above, it is necessary to create a monitoring process in which sellers in this touristic jewelry will analyze and strengthen their daily use of the language through a content- based course syllabus that will be proposed.

Previous similar research has been done in the field of tourism. Burdová (2007), conducted a project entitled Tourist Management and Hotel Industry which consisted on creating an interesting ESP course for students of tourism in the university of Masaryk Mexico, by analysing the teaching- learning process and then implementing different kinds

of activities, tourism could be more interesting for learners because they learned what they needed to manage a hotel industry.

Another research project by Chostelidou (2010) developed a needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs in order to identify the needs of a target group of learners and implemented needs-based course design. The results of this study evidenced the necessity of developing an ESP course with this discipline, accountancy. They perceived the necessity of a training about ESP to supply the learner's need in their education and in their professional life.

In addition, Kaur (n.d.) conduct a research project (ESP course design: Matching learner needs to aims), this study explores the English language needs of 15 Malay administrative staff, in two departments in Universiti Sains Malaysia with an ESP course. The course design consisted in a need analysis taking into account need analysis concepts by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998), this analysis guided the course design. At the end of the project ESP learners mentioned positive aspect about the course, it helped them to suit their needs and wants.

Also, to clarify needs analysis steps, another research wrote by Nakamura (2003), about (The 3-step Needs Analysis for an ESP Syllabus) , the focus of this study is to present optimal syllabus contents for English language courses in Japanese universities. The context of this study involves different disciplines such as science and technology,

economy and business, international and domestic politics, medicine, sports and so forth, therefore is important to discover the need in each field to focus in the specific purpose of the discipline and get good results in the learning process, that is why it is important to highlight that ESP is vital in specific purposes.

ESP has become an important focus of study due to the need of teaching English with a specific purpose, depending of the field where it is going to develop. The concept of ESP along with course design and needs analysis are part of the main theoretical support of this project. According to Bracaj (2014), English for Specific purpose (ESP) is a concept that indicates the teaching or studying English for a particular career, such as law, medicine, technology or for business in general. In the case of this study, English teaching needs to be specific in the field of jewelry business in order to train employees in the speaking ability, so they can perform in the best way when they are selling a product to a foreign person in the jewelry.

Additionally, Macalister(2010) claims that needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. A good needs analysis involves asking the right questions and finding the answers in the most effective way, for that reason, to develop this plan we need to have detailed information obtained from need analysis about our learners(employees) so, we can go deeper into the right elements to analyze and the content to be taught, based on the

purpose of the syllabus..

Furthermore, it is fundamental to mention the importance of needs analysis, Chovancová(2014) stated that this process forms a key part of the design of any ESP course that operates with the learner-centred approach, it is vital to identify the necessities of the learners because we have to be focus on what they should learn in the field of business(Jewelry), and how they are going to face different situations, developing skills and competences that are part of communicative competence.

Hutchinson and Waters (1991) argue that we have considered target needs only in an objective sense, with the actual learners playing no active role, but the learners too, have a view as to what their needs are' (p. 62). Considering their view, student's wants play an important role in the learning process. Not only the teacher or the researcher knows the learner's necessities, firstly the learner knows what he/she needs or what things he/she would like to learn according to the target situation, in this analysis it is important to ask questions and obtain the answers in order to know the students' perception about their English needs. In this case it is important to know the expectations of our learners in the business field of jewelry; for this reason, in a course design we have to take into account some of the main aspects in the teaching- learning process, three elements are necessary: learning goals, feedback and assessment, and activities.

Karavas (2013) considers that 'syllabus can be described as a statement of what is to

be learnt, refers to the content or subject matter of an individual subject, so that it is a kind of plan which translates the abstract goals of the curriculum into concrete learning objectives' (p. 12). In other words, it is the appropriate content that the learners need to know to achieve the specific purpose of the course, this content is the result of the needs analysis.

In the same lines, to develop this project it is fundamental to know everything related to the syllabus, agree with mentioned above, another similar definition by Hutchinson and Water (1991), a syllabus is an important piece of written which says that learner should learn, this concept can be understood in different ways, because the learning processes pass through different stages and depend on the interpretation of them.

There are different kind of syllabus such as:

The evaluation syllabus, which stipulates what learner already should know at the end of the course, and likewise what achievement will be evaluated. Another is the organizational syllabus, this consists in the sequence as it should be learned, the order of priority, in the form of the contents, between others. Also, we have the material syllabus, it is based on writing materials, the teacher determines the contexts which the language will appear, it is about the skills, types of exercises, aspects of the language, etc. The fourth kind of syllabus, is the teacher syllabus, this focuses on the role of the teacher in the learning

process, the teacher can guide the process, clarify doubts, thereby , could be influence for the learners. Another is the classroom syllabus, it is about that the classroom has to produce its own syllabus, it should be interactive and dynamic , because , the teacher always plans the lesson before class, but sometimes this plan is affected by different aspects in the classroom, such us, extraneous factors, the environment, learners behaviours, etc.And finally we have the learner syllabus, it is about an internal syllabus that happens in the brain of learner in the learning process.

Furthermore, it is necessary to mention how a syllabus can be organized. A syllabus can be used in different criteria such as: Topic syllabus, Structural/Situational Syllabus and Skill and Strategies , the purpose of these syllabus criterias is make the way that learners learn easier for them.

Also, it is meaningful to expose the role of the syllabus in the course design process which depends on the focus, for example in a Language centred-approach the syllabus produce the teaching material, in a Skills centred-approach the syllabus gives spaces for the learners to use and evaluate the strategies and skill that they need in a specific situation. another is Learning centred- approach, the syllabus here it is not based just in content but also the different activities implemented to reach the learning. by last, The post hoc approach, in conclusion the used of the syllabus should be flexible and in a correct way to take advantage of the learning process.

In our project, a content based syllabus was chosen. Referring to Stoller (1997) in a content-based approach “the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language, Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well” (p.2). Accordingly, Nunan (1988), consider that “content syllabus is yet another realization of the analytic approach to syllabus design. It differs from task-based syllabuses in that experiential content, which provides the point of departure for the syllabus, is usually derived from some fairly well-defined subject area. In a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability”(p.51). From all these statements it is essential to declare how important the content is for the designing of any educational plan or syllabus, the importance of selecting the suitable content depends on the actual necessities of the learners when certain kind of knowledge is required.

In order to achieve a successful communication it is necessary to develop the communicative competence. Nunan (1988) states that During the 1970s, communicative views of language teaching began to be incorporated into syllabus design. The central question for proponents of this new view was, 'What does the learner want and need to do with the target language?' rather than, 'What are the linguistic elements which the learner

needs to master?' "Syllabuses began to appear in which content was specified, not only in terms of the grammatical elements which the learners were expected to master, but also in terms of the functional skills they would need to master in order to communicate successfully"(p.14). It is necessary to explain about this competence because the development of this, is part of our project, in terms of how employees of the jewelry should communicate in an appropriate way in the context, due to they are constantly exposed to foreigners that are from different cultures and languages, so, the context is different and also the way we speak, they must be polite, use the correct words and structures in English in order to not sound rude but kind and professional.

Also, according to Tarvin (2014) "communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions". (p. 4). Taking into account that the use of the language is strongly connected with the people who you have contact with, it is necessary to link how the ability of communicating with others and the cultural aspects influence in the use of it; that is why Fantini & Tirmizi (2006) claim that Intercultural competences are abilities to adeptly navigate complex environments marked by a growing diversity of peoples, cultures and lifestyles, in other terms, abilities to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself.(pag.5)

Methodology

This project takes place in a jewelry in Cartagena de Indias; it does not only emphasize on the commercialization of jewels but also the manufacturing of them. One of purposes of the company is to involve the customers within the creation of jewelry that is why it has designed private tours for those who want to live the experience of being a jeweler for a day or just to acquire knowledge about its principal source which is the Colombian Emerald.

This jewelry is recognized by all the ones who are submerged in this business in town and also in the rest of the country because throughout the years it has been positioned as due to the excellence of its service; this is reflected on its mission and vision which are emphasized on giving the best experience to its customers throughout its employees.

One of its principal characteristics on its company mission is that the Jewelry is a family business focused on the commercialization of Colombian Emeralds; the finest work is expressed on the combined result of expert jewelers and high technology applied on the manufacturing of its pieces thus, the jewelry has always sought to generate the best environment and experience for the visitors prioritizing the satisfaction of the clients; that is why, the employees who work for it in the sales department at least need to be capable to

communicate with the customer in English, thus, the use of the language is mandatory for being hired because the majority of the visitors communicate through that language.

On the other hand, its company vision talks not only about the importance of being an internationally recognized company in 2022, the quality of its products and its commercialization methods but also because of customer service which is one of the pillars of the tourism business. It is well known by the owners of the Jewelry that not all the sellers dominate the English language perfectly due to different factors such as: Age, time on the tourism business, social background and scholarly level; therefore, the company desires to train the salesmen to achieve all what the Mission and the Vision describe.

It is a case study, which basically studies a precise situation, allowing the researchers to examine the data within a specific context and taking a limited number of individuals, as the subject of study. The number of the people who lead the project are three. Yin (1984) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” (p.23) This case study is focused on the Mixed method research because, it involves collecting data, analyzing and fitting in *quantitative* (e.g., test, surveys) and *qualitative* (e.g., oral interviews and observations) research. This research approach also provides a better understanding of the research problem.— Creswell et al (2003) states that

is a good idea to integrate qualitative and quantitative method to collect and analyze data in a single study or a program of enquiry.

The first stage of the study consisted on an environment analysis based on Paci (2013) she states that the environment analysis is quite important at the moment of designing a course du to assure the course will be useful and meaningful for the takers. So, we chose this one because we considered necessary to have an idea of the current situation of the employees, in terms of the use of the English language with the visitors, it was mandatory to recognize how the environment is in which the sellers were and how it could affect or boost the appropriate use of the language. This environment analysis was through an observation technique (see appendix 1), it is vital to mention McLeod, S. A. (2015) said that observation gives us new ideas about our object of study, it helps us to figure out doubts and support new solutions.

it was made 5 observations which we emphasized the employees behavior, english usage and the environment, each observation took 3 hours, we could realize that even the salesmen were exposed to the foreign language several hours a day, it did not mean all of them seek to improve it; perhaps, some of them thought or felt their English was good enough or just did not want to do anything about it; the reality is, the jewelry always hires trained people who already domain the language, but it already has more than 20 sellers who have been working for the jewelry more than 3 years, it means, the old employees need to have the same language proficiency the new ones have.

Another important high point, is the variety of the ages; this jewelry makes the difference because, it does not have any struggle hiring members of the same family, there, is possible to find mothers, daughters, uncles and nieces working in the same sales department, allowing a varied range of ages. Some of these sellers are over 45 years old, the same sellers did not go to any English Institute to acquire the language, what tells that maybe their use of the language is limited, compared to others who are new in the business and are currently trained in the language. Actually, the company has not been working on the improvement of the English in its employees, even that language is the massive key they have to proceed in the sale, at this far it has not been seen as something to concern, that is why, to take all of these aspects into account, it is necessary to know the real use of the tongue, in order to know the current English level, the sellers have by using certain tool which can demonstrate this.

A second stage of the process of collecting data in order to know their necessities, it was mandatory to apply certain instruments that reveal what the true and important necessities are, these would expose the requirements they possess within the jewelry.

The data of this project has been collected through four instruments. The first one, was an observation (see appendix 1) of the employees selling the products that the company offers and trying to persuade the customer to buy or take the jewels. The second one, was a written exam, (see appendix 2) which contains multiple choice questions as to have an outline of their grammar knowledge. The third one, is an oral test or interview, (see

appendix 3) to know their listening and speaking skills' level, as well as a rubric to evaluate them, (see appendix 4) Finally, we applied a survey with some questions, (see appendix 5) to find their wants in order to have our detailed needs analysis.

The method we chose to identify the lacks, was a written exam, 20 employees took this test proposed by Oxford learn platform, because they were the only available that day, the rest of the employees had to work, this was with the goal of providing information to analyze a global overview of how much English grammar the employees manage and how we can support them to improve their lacks, .considering that the purpose of a placement test is to determine how well they know English grammar. Wall, Clapham and Alderson (1994) state that placement tests are probably one of the commonest way of assessing and place students, used within guidance which are not designed by individual teachers and which are used to make decisions across the institution rather than within individual classes.

The test is composed by 95 multiple choice questions and divided into 4 parts which are GRAMMAR (36 questions), EVERYDAY EXPRESSIONS (24 questions), VOCABULARY (20 questions) AND READING (15 questions).

The third instrument applied to the jewelry advisors was an oral interview, it was applied to 10 jewelry advisors, which represents the 20% of the whole sales department,

in this part, they were supposed to speak to a customer which was performed by one of the manager and also one of the integrants of this project. The purpose of this interview, is to analyze the capacity of the sellers when giving quick answers offering a product, it is required when customers make common questions related to the jewelry service experience; this tool was important to discover the needs, due to they needed to use the accurate and technical language during it.

The principal idea of the performance in the interview or what they had to do was to catch the client's attention by using greeting expression just to approximate to them, saying phrases such as: Good morning, How are you?, Is It your first time in Colombia?; they would say theses not only to be able to start a conversation but also to be polite and generate thrust to the visitor. During the next questions the interviewer ask about the quality of the stone making emphasis about characteristics they have, the sellers needed to give details about the Emerald and also about the metals, the idea was to demonstrate they are able to apply the technical words talking about: Hues, color tones, origin of the stones, the purity of the metals and to highlight during the whole interview why to buy a Colombian Emerald, why to buy in the Jewelry And finally why to purchase specially to that salesperson; they must guide the conversation and also to have always an accurate answer for each question the customer makes.

During the interview the customer asks for advice and recommendations about something he cannot decide, he stars wondering about a present for a relative. Therefore,

the seller should start asking questions that could help to discover the best option such as: What is the person like?, Does she/ he wear constantly earrings, rings, pendants... ?, Do you think she/he would wear gold or silver? All these questions will guide the selling experience and also the seller would domain the situation; when the jewelry is selected the salesperson needs to close the deal, giving options as a way to pay, using the word “purchase” or “barging” to determine if the person knows synonyms for these actions; meanwhile this is happening the adviser needs to offer options like credit card or cash in order to determine and close the deal. The idea of this interview is to analyze step by step all the strategies the sellers apply and also the terms they use to start, keep and close a deal when selling expensive merchandise.

It was necessary to know, the perception the sellers have about their own speaking and performing when addressing to the visitors in English; that is why, the purpose of this survey is to identify the seller's' point of view on their own perspective of the use of the English language by determining the Wants. To study this, it was applied the survey to 30 jewelry advisors which have 6 questions directed to the advisors, there were 6 multiple choice questions. These question were designed, to examine every important area, offering multiples options based on their personal point of view, on their daily performance at the Jewelry, the process how they acquired the language at first time, if they keep using it, practicing it and the most important one related to they wish to improve it for a better result. The variety of the questions, were proposed to know the individual performance of

each seller and also to have a global comprehension of the actual situation with them; something important to highlight is how varied the team is, different range of ages, experienced, social background and also schooling are factors that offers distinct conclusions.

If the range of ages is examined apart, it is noticed the wide line between all of them, some of the new sellers were recently hired and they are from 18 to 23 years old but the ones that are been working for the Jewelry are over 50 years old allowing a disproportion in the balance in terms of “experience”; but in the same argument the use of the language appears on the stage, a few of the new hired personnel are still studying at the college giving them an extra tool in others fields and training. Another important aspect is how comfortable they feel when speaking to foreign visitors, if they do not feel comfortable, because of their lacks of the language at the moment of speaking, the results would reveal the necessity of an improvement on the language, not only in terms of acquiring vocabulary but also the correct way of using it, it is important to mention that this interview was assessed with a rubric for oral tests, Susan M. Brookhart (2018) states that a rubric is really useful at the moment of observing the product that is the result of the student's work.

Data analysis and results

In order to collect data for our study, different kinds of instruments were implemented; the following is the report, description and analysis of data.

Before interventions, observations were done in the jewelry as an instrument of data collection of our subject of study (see appendix 1), McLeod, S. A. (2015) stated that this instrument is really useful because we can observe and analyze the spontaneous behavior of the object of study, giving us the opportunity of studying every single situation they are involved , that is why the objective was to analyse the sellers behavior in front of customers, how confidence they felt with their English offering the products, if they were capable or not to persuade easily to a customer to buy the products and obviously how the native speakers felt talking to the employees.

The employees have different schedules, for example, some of them are at work from 8:30 am to 6:00 pm, others from 9:00 am to 6:30 pm and the rest of the group from 10:00 am to 7:00 pm. After many observations the following aspects were recognized.

- ❖ Lack of technical vocabulary applied in the jewelry.
- ❖ They looked afraid to speak in English
- ❖ Little of body language
- ❖ Struggling while speaking in English
- ❖ Lack of knowledge about the emeralds, jewelry and gems history.

- ❖ Sometimes they do not have any idea about how the business works because all the training there is in English.

After these observations and analysing the findings, we decided to apply an English test to 20 employees of the jewelry because they were the ones available at that time and day, the test is composed by a grammar section, speaking section and a vocabulary section (see appendix 2) This test had the purposes of finding the why of those lacks, in order to have a deeper overview of their perception related to the language and what their knowledge in English is. The results we obtained are shown in the table below.

Grammar Section

Grammar focus difficulties	Percentage
Possessive adjectives and past perfect	40%
Comparative and superlatives	35%
Modal verbs and passive voice	25%

Speaking Section

Communicative difficulties	Percentage
Common expressions and idioms	80%

Vocabulary Section

Accurate vocabulary lacks	
Identifying vocabulary	90%

Table 1. Written Text

After taking the students the exam, we started to analyze the answers, taking also into account the name of the student in order to have an overview of the difficulties they presented with the test and checking them one by one, we could observe that in most of the cases the answers were incorrect, looking at the structure of the sentences and the answers of them, we realized that the students had difficulties and wrong answers in the topics mentioned above.

Table 1. The percentage represents the number of the employees with wrong answers in each topic, for example, the data collection displays that in the grammar section, 40% of the employees which represent 8 out of 20 employees have weaknesses at the time of applying possessive adjectives and past perfect, also, 35% of them could not answer correctly the questions related to comparative, superlatives and it was hard for them asking questions, and finally, 25% of the sellers had problems using modal verbs and passive voice. Second of all, in the everyday expression section 80% of the employees had problems answering formal questions, using idioms, discussing possibilities and talking about changes. Third, 75% of the personnel, could not identify the everyday vocabulary given in the test. This shows lack of vocabulary which could represent some difficulty when they need to keep a conversation with a customer or with someone else; that lack of vocabulary seen through our own view obviously affects their capacity giving us a perception they are not competent for that job. Finally, 90% of the workers, had problems answering the reading part, it was difficult for them to do reading comprehension texts

because of that they could not have good answers; It is important to emphasize that they do not usually use readings at work, which could be one reason the majority the sellers did not achieved a high score in the grammar section; it was noticed they only communicate orally with the customers.

The oral test (see appendix 3) as an instrument to collect data to discover the needs within the sellers of the Jewelry was applied to 10 of them that were available at that time, because this process could not affect their schedule, the 10 represents the 20% of the selling department. This instrument was a simulation of a real conversation between a foreign visitor and a jewelry advisor; for the development of this test certain characteristics like gender, age, time of experience and level of education were considered in order to determine similitude and differences among the results just to have a global idea about what is happening in the sales department, after the implementation of the 10 interviews 2 Audio recording were assigned as a prove about how was the process during the interview that would reveal the actual use of the language when they are with the customers.

The involved ones showed clearly the purpose within the first step of the instrument, they were supposed to catch the client's attention by using greeting expression just to approximate them saying phrases such as: Good morning, How are you?, Is It your first time in Colombia?; they would say these not only to be able to start a conversation but also to be polite and generate trust to the visitor, all of this information was recorded. Alan A. Schreier, Kenneth Wilson, , and David Resnik, (2014), states that research records are

necessary for managing and planning information in research, because they reveal your knowledge and condition, this information is collected, analyzed and stored, that is why the results of a recording cannot be changed.

Evidence 1: “*Seller: Hello Sr. how are you?*” (Appendix 3. Audio recording 1. Transcript 1). Evidence 2: “*Seller: Hello, good morning Sr. welcome. I invite you to have a look. We have Colombian Emeralds.*” (Appendix 3. Audio recording 2. Transcript 2.).

The second purpose of the oral test was to clarify if the sellers were capable or not to describe the characteristics of the Jewelry, to specify the stone qualities and also if they could use the technical terms applied on this business: Evidence 3: “- *Customer: well she likes more yellow gold. But, for example... we don't know anything about emeralds, and I see that sometimes they have a really deep color and sometimes they have a light color... so, how can you tell them apart?*” Answer by the seller “- *Seller: Ok, ehh... a good emeralds... ehh has... emmm yellowish eh bluish green... ehh bluish green...*”(Audio recording 1. Transcript 1). Evidence 4: “- *Customer: So, when you mean better you mean... the color?*” The given answer “- *Seller: More cla... more clarity... eh... more color it has to be greenest. The greenest is the better one.*” (Audio recording 2. Transcript

Taking into account these previous evidences, it is clearly exposed the lack of using the appropriate terms which is the most important requirement for an improvement of the employees; when they hesitated the customer perceived struggles with their selling speech

promoting a deficit on the final result; the second interviewee presented the same struggle when giving details due to she was not clear and coherent with the offered answer. This evaluation was based on a rubric (appendix 4). It is important to mention that, Kaye (1999) states that the examiner listens to the candidate as they do the test, and then evaluates their level by comparing the speaker's performance to descriptions. These says what a speaker can do in four areas which are fluency and coherence, lexical resource, grammar range and accuracy and pronunciation; That is why we decided to evaluate Pronunciation, Listening Comprehension, Fluency, Grammar, Vocabulary and Sociolinguistic Competence with grades of 5- 3- 1 depending on their answers and performance, but it is important to highlight that greetings seccion, is to evaluate de how well they manage sociolinguistic competence and not their English.

A survey (see appendix 5) was designed in order to identify the learners' wants in the language learning process. It was taken by 30 sellers of the Jewelry; these employees most of the time are interacting with English speakers who come to the city from different countries. Results of the survey are shown below.

Answer more accepted	Percentage
Question 1. Answer C. Learning in English Institutes.	51%
Question 2. Answer C. Practicing with almost everybody.	100%
Question 3. Answer A. Speaking English everyday.	72%
Question 4. Answer B. Feeling uncomfortable.	63%
Question 5. Answer A. The necessity of an improvement.	83%
Question 6. Answers A, C. Importance of the listening and speaking skills.	50% - 50%

Table 2. Survey

Table 2 shows that 51% of the employees coincided on going to English Institutes for learning the language, the 33% rest in the College or learning by their own; only the 16% agreed on acquiring the language in the School; this shows that even they actually need the language to communicate some of them did not go to any specialized place where they could learn the English appropriately.

The unanimous answer to the question: who do you speak English with? was with almost everyone, even when they are not speaking to the visitors they practice with other coworkers, that is why 72% of them said they use the language everyday and only 28% of them said almost everyday; this confirmed the importance of the correct use of English. One of the most decisive questions was how confident they feel when speaking the language, most of them. 63% of them were honest sharing that they do not feel too much confidence, 12% said they feel extremely embarrassed talking to others even if they are coworkers; this behavior affects their professional performance.

The company is conscious on the importance of improving their English communicative language, that is why the 83% of the survey respondent agreed on the necessity of the improvement of the language because the others answered they were not sure about it. The last question proved there is one skill that needs to be improved with more intensity in the sellers of the Jewelry, this is the speaking skill, more than half of them

(66%) answered how important would be the improvement of the speaking skill due to constant use of the English within the jewelry. They affirmed that the other skills are not used as much as the speaking and listening..

Throughout this survey (see appendix 5) we could notice the importance of the use of the English language within the selling practice and the strengthening of this is mandatory. The idea of this survey was to identify the wants the sellers could have when communicating with these visitors due to the importance of the use of the language as a tool in their daily speech, taking into account that the English language is one of the most useful tools applied by the salesmen when selling jewels, it is mandatory to be focused on the appropriate use of it. Therefore, based on the results offered in the survey we could notice that they want to improve their English communicative skill due to the constant use of it.

After applying all of those instruments mentioned above, we could realize that we were right about the employees of this jewelry, they need help with their English, because is the language they are using when working, also a feedback of how the business works and the history of it, in order to be more efficient and professional workers.

NEES, LACKS AND WANTS TABLE.	
NEEDS	<p>The employees need to improve their speaking skill, in terms of sociolinguistic competence.</p> <p>They need to recognize and use the correct words when talking to foreigners in order to not sound rude .</p> <p>Employees need to be aware of how the business works and be able to speak naturally about the story of the emeralds and the company as well.</p>
LACKS	<p>Employees present lacks of grammar, vocabulary, everyday expressions which is used also when speaking to a customer, so, these aspects also affect their oral production.</p>
WANTS	<p>They want to feel more comfortable when speaking and writing in English.</p> <p>They want to improve their listening and speaking skills.</p> <p>They do not want to feel ashamed anymore.</p>

Because of the data collected the last stage of this project is the proposal of a **content based syllabus** (see appendix 6), which the main purpose of it, according to Richards and Rodgers (2001) is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning, therefore. The purpose of our syllabus is to provide the students with the specific knowledge they need to exercise their

profession; the main focus will be on the improvement of the students' speaking and listening skills therefore, the syllabus will address the Jewelry environment by applying suitable vocabulary, the correct grammar use, idioms and so on. The syllabus is divided in three units, each of them will be focused on different topics that are interrelated and sequenced, such as Fundament of Gemology, Fundament of Jewelry and Customer Service. The three units have a length of time of eleven weeks, the whole sales department will get split in two groups they will attend to the course 1 days per week with a duration of two hours each day because they cannot neglect their duties at the Jewelry thus, the two groups will have the same time intensity acquiring the same time schedule.

“Fundament of Gemology” contains seven topics, each of them related to the Jewelry field; this first unit is the one with more length of time in which is necessary to develop it in seven sessions, each one day per week during 2 hours due to each topic would last two hours. The first one within the first unit is Emerald Formation, in this topic within the content objective the students will be able to identify how the process of formation of this stone was and in the language objective they will be able to describe the process by giving details about it; the grammar focus will be simple past, active voice, passive voice and vocabulary.

The second topic is “Emerald Mining”; here the students will be able to distinguish the different kind of mining existed for precious stones and also the students will be able to express the procedure when miners seek, find and extract the minerals; the grammar focus

will be prepositions, active voice, passive voice and vocabulary. The third would be Types of Inclusions, within this topic the students will be able to classify the different types of inclusions and they will be able to define the characteristics and to list them; the grammar review is adjectives, conjunctive adverbs and vocabulary.

“Chemical Composition” would be the fourth topic in the first unit, during this topic the students will be able to interpret the chemical structure of the Emerald composed in the based elements and coloring agents; also the students will be able to describe the elements required for an Emerald defining the based elements and coloring agents. During this phase the grammar topics to develop are adjectives, active voice, passive voice and vocabulary. The fifth is Judging the Quality, here the students will be able to analyze and determine what it is considered a high quality Emerald and also they students will be able to analyze and determine what it is considered a high quality Emerald; the grammar review would be comparative, superlative, interjections and vocabulary.

In “Fundament of Gemology” the sixth topic will be the four Precious Stones, within the content objective the students will be able to select and classify the four precious stones by using their characteristics and in the language objective the students will be able to define the four precious stones and to highlight their characteristics. The final topic in the first unit would be Emeralds through the history, during this final subject the students will be able to investigate stories, legends and important aspects related to the Emerald history, then, they will be able to retell the same stories, legends and the history behind of the

Emeralds. To accomplish this is necessary to work on simple past, passive voice, prepositions and vocabulary.

The second unit “Fundament of Jewelry” is shorter than the previous one, it is mandatory to improve the knowledge related to the jewelry activity being more specific in the kind of metals, the manufacturing and basic concepts. That is why it was established the first topic which is What is Jewelry? Here the students will be able to distinguish the different concepts of jewelry and also they will be able to describe and define the jewelry activity. The grammar topics for this topic would be simple present and vocabulary. The second topic within the unit two is Jewelry Manufacturing; here the students will be able to analyze the process that jewelries apply in their industry such as: Italian massive chain production, casting, die-cast, filigrana and manual (hand-made). After this they will be able to summarize the steps and process within the jewelry manufacturing; the grammar focus will be comparative and superlative, active voice, passive voice, conjunctions and vocabulary. Finally, the last selected topic will be “Noble Metals”; here the students will be able to classify the different nobel metals by knowing their characteristics; later they will be able to explain the characteristics of these metals describing their attributes. Grammar topics: Comparative and superlative, vocabulary and conjunctive adverbs.

The last and final unit is called “Do your best to get the best!” It is related to Customer service, they will have one session in which they will be able to distinguish how to address to the clients using the greetings and suitable expressions in order to give the

best experience during the jewelry; with the language they will be able to express to the clients showing respect to demonstrate their competence and professionalism. Grammar focus: Greetings, there is/ there are, Simple present.

Within every learning process it is necessary to demonstrate the progress the learners have thus, the instrument to identify their improvement is an observation; after finishing the whole course they will face the customers, during this situation they need to apply all the knowledge they acquired during the course; it will be evaluated greetings, knowledge on the product and topics related to the jewelry business.

Conclusions

Oral communication is important when working in a jewelry, because the sellers need to be able to inform and persuade their customers, also, they must have the ability to benefit derivatively, feeling self-confidence and improve the way of speaking in English every day, to focus people attention on the product in order to sell to the emotion of the customers and not always to the necessities.

After observing the results of this complete need analysis, it was evident that the employees of this jewelry lacked of the intercultural competence because, they can not communicate their ideas orally and confidently and listen to other people in English, it was common to see them stepping back in front of the clients or even telling others to speak to

them instead of doing it themselves therefore, throughout this we could identify what they need.

Our impression of their speaking skill was totally confirmed, it was common to hear hesitation when the employees were speaking in English, we could observe that they did not have also a complete idea of the gems, their meaning and what are the characteristics that compose each one, they did not use the correct word order in sentences, and the customer service was not enough good, so, we can say that all these struggles they presented, were disheartening due to a professional profile was not seen, therefore they need to improve their speaking skill to be better sellers and speakers.

We do not only took into account our perception but also theirs in order to have their wants, they were honest answering questions about their perception, and they confirmed that they do not practice English outside, they do not feel confident with their English, in most of the cases do not understand what are the foreigners saying, they accepted that need help and that is a good way to start with their improvement of the language.

After doing observations, it was noticed they lack of grammar, for example when using possessive adjectives, past perfect, comparative and superlatives, using modal verbs, passive voice, they could not be able to ask or to answer formal questions, everyday vocabulary such as idioms, and finally evidenced problems in reading comprehension; It is

important to say that they do not usually use readings at work. We can conclude that they have a very lack of English according to grammar and obvious this is really useful when speaking the language.

To sum up, we can say that the factors to be considered for the design of an ESP course for employees in a jewelry in Cartagena is to analyze their necessities, lacks and wants according to speak and listen to in English as a foreign language because, after having this detailed needs analysis and clarify all these aspects, we can give a solution for this problematic, being this solution, and ESP course, that is why we propose a syllabus; throughout this syllabus, it is desired to improve the communicative competence on the sellers due to it is focused on the real and actual use of the language inside the Jewelry taking into account the business and touristic context.

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Appendix 1

Field notes: Observation before assessing the employees.

Institution	A jewelry in Cartagena de Indias
Date	August 25 th , 2017
Time	3:00 pm.

Interaction. Employee - Tourist	<p>10 out of 20 employees showed signals of being incapable of communicating with visitor, they seemed do not know about how the business works.</p> <p>Some of the employees were afraid of talking to the foreigners so, they tried to call another friend which they thought his English is good, to talk to the customer.</p> <p>They were Struggling while speaking in English so the customer could not understand what they were saying, others could but after many repetitions.</p>
English Usage.	<p>There is not technical vocabulary when speaking, they showed rudeness using some words such as: you have to or you need to instead of you should or I recommend you.</p> <p>In most of the cases the structure of the sentences was not the correct one, in the case of talking about the history of the product which is really important, they were not able to speak naturally and correctly using the past tense and passive voice.</p>

Appendix 2

Placement Test Version A

Part I Grammar: Read each question and the choices below it. Then choose the answer that best completes the sentence.

- | | |
|---|--|
| <p>1.</p> <p>A: Are those new glasses?</p> <p>B: Yes, they _____.</p> <p>aren't</p> <p>am</p> <p>is</p> <p>are</p> <p>2.</p> <p>3.</p> <p>Where _____ they go to school?</p> <p>do</p> <p>are</p> <p>is</p> | <p>A: Is that your bicycle?</p> <p>B: Yes! That's _____ bicycle!</p> <p>his</p> <p>her</p> <p>my</p> <p>your</p> <p>aren't</p> <p>4.</p> <p>A: Is James short?</p> <p>B: No, he _____.</p> <p>is</p> |
|---|--|

are not

do

aren't

7.

isn't

Did Mark eat dinner _____?

5.

in 7:00 P.M.

Does Erin _____ in the shopping mall?

7:00 P.M.

is work

on 7:00 P.M.

working

at 7.00 P.M.

work

8.

works

A: Would you like _____ cookies?

6.

B: No, thanks. I'm on a diet.

What _____ you do yesterday morning?

an

were

some

did

a

was

much

9.

tallest

The Empire State Building is _____ than

more taller

the Statue of Liberty.

taller

more tall

10.

A: _____ bag is that?

B: That's my bag.

Which

Whose

Who's

What kind of

11.

I'm going to Brazil _____ down the

Amazon.

travel

for traveling

and travel

to travel

12.

Has Robert ever _____ sushi?

eat

eats

ate

eaten

Part I Grammar: Read each question and

the choices below it. Then choose the answer that best completes the sentence.

13.

Steve's going to become a chef _____.

every day

since he finished cooking school

in the future

last week

14.

My cell phone rang when I _____ for

the bus.

was waiting

have waited

waited

waiting

15.

A: Can I borrow some money for lunch?

B: Sure. How _____ money do you need?

many

little

few

much

16.

What are you looking forward _____
this summer?

Do

doing

to doing

to do

17.

Chris loves hamburgers. He _____ them
since he was a kid.

eats

ate

has eaten

was eating

18.

A: I'm really hungry.

B: Would you like _____ lunch?

much

some

a

a few

19.

A: Have you washed Dad's car yet?

B: No. He told me that I _____ do it.

didn't have to

have not to

didn't have got to

must not have

20.

If I fail the entrance exam, _____ you
still love me?

did

will

must

would

21.

A: Are you ready to go dancing?

B: No. I don't know what _____.

to wear

will wear

to wearing

wear

24.

A: When is your class going to visit the zoo?

B: Mr. Jones said that we _____ go this year.

are

can

do

22.

The first Impressionist paintings _____
over 100 years ago.

painted

were painting

was painted

were painted

23.

Has Emma _____ her contact lenses
yet?

been finding

find

found

couldn't

Appendix 3.

Audio Recording 1. Seller- Customer	
Name: Luis Cuadro Age: 24 years old	Occupation: Jeweler advisor
Time working in the company: 2 years	Level of education achieved: High school
Last job: Doorman	Acquirement of the language: Still in 9 th English level at Colombo.
Objective: <ul style="list-style-type: none"> · The purpose of this audio recording is to analyze the capacity of the sellers when giving quick answers is required when customers make common questions related to the jewelry service experience. 	

Transcript 1

Seller: Hello Sr. how are you?

Customer: I'm good, how are you today?

Seller: Fine thank you, is your first time here?

Customer: well... it is my second time here in Colombia.

Seller: Wow, do you like it?

Customer: yeah, I love it... well I'm thinking about giving something to my wife... maybe a pendant.

Seller: ah ok, this is the perfect place, our company have 34 years ago in the city... aaa here we have our collection in 18 carat gold or in yellow gold, white gold or sterling silver. What do you prefer?

Customer: well she likes more yellow gold. But, for example... we don't know anything about emeralds, and I see that sometimes they have a really deep color and sometimes they have a light color... so, how can you tell them apart?

Seller: Ok, ehh... a good emeralds... ehh has... emmm yellowish eh bluish green... ehh bluish green...

Customer: Perfect.

Seller: Ok.

Customer: These are rough, right?

Seller: Yes, this is a rough.

Customer: why they look different?

Sellers: Eh... this is... ehh it is more emerald.

Customer: so, Are they expensive or not?

Seller: No, depends.... Depend of the size, for example this one is small.. and the price is over 3 thousand... eh 3 hundred or eh.. for example this is...expensive than the other because the color is better.

Customer: Perfect, well the last question... if I pay by cash... do you have... extra?

Seller: It is the same; you can pay ehh... by ...

Customer: Is barging possible? If I want to barg?

Seller: (No answer)

Customer: if I want to negotiate the price...

Seller: (No answer)

Customer: So if I have a price in my mind...

Seller: Yes.

Customer: Can I offer to you?

Seller: Yes, yes emm... I can talk to my boss and I can give you a better price.

Customer: I totally forgot it... what's your name?

Seller: My name is Luis.

Customer: Perfect...how long have you been here?

Seller: I have 2 years.

Customer: 2 years... you have a really good English.

Sellers: Thank you.

Customer: It is a pleasure.

Audio Recording 2. Seller- Customer	
Name: Zulay Machado Age: 24 years old	Occupation: Jewelry advisor.
Time working in the company: less than a year.	Level of education achieved: High school.
Last job: waitress	Acquirement of the language: High school
Objective: <ul style="list-style-type: none"> · The purpose of this Audio recording is to analyze the capacity of the sellers when giving quick answers is required when customers make common questions related to the jewelry service experience. 	

Transcript 2

Seller: Hello, good morning Sr. welcome. I invite you to have a look. We have Colombian Emeralds.

Customer: Perfect, what's your name?

Seller: My name is Zulay.

Customer: Zulay, how long have you been here?

Seller: Here in Caribe Jewelry store about seven months.

Customer: Seven months, perfect. What I notice Emeralds they are green so, how can you tell them apart?

Seller: Sorry?

Customer: So, how do you know the difference between them?

Seller: Ok, you know... when they are clear they have good quality and when they are greener, they are better.

Customer: So, when you mean better you mean... the color?

Seller: More cla... more clarity... eh... more color it has to be greenest. The greenest is the

better one.

Customer: Ah ok so, for example I want to get something for my wife, so, tell me an advice, the best for you.

Seller: Ok, for me this one is one of the best because it has excellent color, it very clear and it is beautiful one.

Customer: Perfect.

Sellers: How does she like the...

Customer: She is a simple person.

Seller: Ok, That one could be perfect.

Customer: So, tell me about the price, are they expensive?

Seller: Ok, they start from five hundred dollars to up

Customer: Five hundred dollars means a small size a big size?

Seller: It depends the quality and size too. Sometimes there are very small excellent quality so could be the same price the biggest one.

Customer: So, if I decide to purchase them... how would be the way?

Seller: Excuse me Sr.?

Customer: If I decide to buy them how can I pay?

Seller: You can pay with credit card, cash umm.. yes, credit card or cash.

Customer: Thank you so much.

Appendix 4

Rubric for data collecting instrument: Oral interview			
	5	3	1
PRONUNCIATION	Speech is completely intelligible. Few or no words are mispronounced	Some unintelligible utterances. Repetition and/or some effort are required by the listener	Unintelligible utterances put too much strain on the listener.
LISTENING COMPREHENSION	Repetition is seldom – if at all- necessary.	Repetition is often necessary	Communication is seriously affected by comprehension issues
FLUENCY	Speech flows naturally	Speech is often choppy. Some effort is required to keep the conversation going.	Much effort is required to maintain the conversation. Many long pauses
GRAMMAR	Few or no grammar errors are detected. Expected grammar is used	Some grammar errors affect message. Student use some expected grammar.	Grammar errors affect message dramatically. Expected grammar is not used.

VOCABULARY	Vocabulary at the moment of speaking is used to express ideas effectively.	Some difficulties arise from not using appropriate vocabulary	Communication is severely affected by lack of vocabulary.
SOCIOLINGUISTIC COMPETENCE	Address the customer appropriately and with respect, catching their attention.	Address the customers in timely manner. Often is rude with words such as have to or need to.	The communication is not appropriately. Show insecurity and hesitation.

Appendix 5. Survey

Sellers' perceptions of their English communicative competence

The purpose of this survey is to identify your point of view on your own perspective of the use of the English language by determining the “Wants”.

Name: _____

Date: _____

Instructions: this survey will contain 6 questions with multiples choices; the questions are based on the perspective you have on your English language, how often you use it, and where you acquired the language.

1- Where did you learn your English?

A- School.

b- College.

C-English Institute.

D- By your own.

2- In which situation do you speak

English?

A- With coworkers.

B- With visitors.

C- Almost everybody.

3- How often do you speak in English
with the customers at the Jewelry?

A- Everyday.

B- Almost every day.

C- Twice a week.

D- Never.

4- Do you feel confident with your
current English communicative ability
when talking to foreigners?

A- Yes.

B- No too much.

C- Not at all.

5- Do you think it is necessary to improve your English language skills in order to be more competent at the jewelry?

A- Yes.

B- No.

C- I am not sure. Explain.

6-What English communicative competence do you think you should work on?

A- Listening.

B- Writing.

C- Speaking.

D- Reading.

Appendix 6

Syllabus. Content- Based Syllabus Chart

Week one: 1 day per group Time: 2 hours per day each class First Unit: 7 topics				
Unit	Topic	Objectives	Linguistic Competence	Sociolinguistic Competence
Fundaments of Gemology	Emerald Formation	<p>Content objective: Students will be able to identify how the process of formation of this stone was.</p> <p>Language objective: Students will be able to describe the process by giving details about it.</p>	<p>Simple past</p> <p>Active voice</p> <p>Passive voice</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Temperature - Chemical environment - Pressure - Calcite - Pyrite - Calcite - Hydrothermal - Igneus - Continental Plates
Week two: 1 day per group Time: 2 hours per day each class First Unit: 7 topics				

Fundamentals of Gemology	Emerald Mining	<p>Content objective: Students will be able to distinguish the different kind of mining existed for precious stones.</p> <p>Language objective: Students will be able to express the procedure when miners seek, find and extract the minerals.</p>	<p>Prepositions</p> <p>Active voice</p> <p>Passive voice</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Andes mountains - Emerald belt - Opened pits - Tunnel - Dynamite - Concession - Small, medium and large producer
<p>Week three: 1 day per group Time: 2 hours per day each class First Unit: 7 topics</p>				
Fundamentals of Gemology	Types of Inclusions	<p>Content objective: Students will be able to classify the different types of inclusions.</p> <p>Language objective: Students will be able to define the characteristics and to list them.</p>	<p>Adjectives</p> <p>Conjunctive</p> <p>Adverbs</p>	<p>- Vocabulary:</p> <ul style="list-style-type: none"> - Inclusion - Blemish - Flaw - Pit - Nick - Abrasion - Liquid - Solid - Gas

Week four: 1 day per group Time: 2 hours per day each class First Unit: 7 topics				
Fundaments of Gemology	Chemical Composition	<p>Content objective: Students will be able to interpret the chemical structure of the Emerald composed in the based elements and coloring agents.</p> <p>Language objective: students will be able to describe the elements required for an Emerald defining the based elements and coloring agents</p>	<p>Adjectives</p> <p>Active voice</p> <p>Passive voice</p>	<p>-Vocabulary:</p> <p>- Coloring agent</p> <p>- Beryl</p> <p>- Chromium</p> <p>- Vanadium</p> <p>- Iron</p> <p>- Silicon</p> <p>- Oxygen</p> <p>- Berilium</p> <p>- Aluminium</p>
Week five: 1 day per group Time: 2 hours per day each class First Unit: 7 topics				

Fundamentals of Gemology	Judging the Quality	<p>Content objective: Students will be able to analyze and determine what it is considered a high quality Emerald.</p> <p>Language objective: Students will be able to analyze and determine what it is considered a high quality Emerald.</p>	<p>Comparative</p> <p>Superlative</p> <p>Interjections</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Color - Clarity - Carat - Cut - Saturation - Bluish green - Yellowish green - Polish
Week six: 1 day per group Time: 2 hours per day each class First Unit: 7 topics				
Fundamentals of Gemology	The four Precious Stones	<p>Content objective: Students will be able to select and classify the four precious stones by using their characteristics.</p> <p>Language objective: Students will be able to define the four precious stones and to highlight their characteristics.</p>	<p>Prepositions</p> <p>Adjectives</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Precious stone - Semiprecious stone - Emerald - Sapphire - Ruby - Diamond - Shortage - Beauty - Hardness - Complexity
Week seven: 1 day per group Time: 2 hours per day each class First Unit: 7 topics				

Fundaments of Gemology	Emeralds through the history	<p>Content objective: Students will be able to investigate stories, legends and important aspects related to the Emerald history.</p> <p>Language objective: Students will be able to retell the same stories, legends and the history behind of the Emeralds.</p>	<p>Simple past</p> <p>Passive voice</p> <p>Prepositions</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Indigenous - Sacret - Ritual - Ceremony - Wellness - Chief - Bartering
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Week eight: 1 day per group **Time:** 2 hours per day each class **Second Unit:** 3 topics

Unit	Topic	Objetive	Linguistic Competence	Sociolinguistic Competence
Fundament of Jewelry	What is Jewelry?	<p>Content objective: Students will be able to select and classify the four precious stones by using their characteristics.</p> <p>Language objective: Students will be able to define the four precious stones and to highlight their characteristics.</p>	<p>Prepositions</p> <p>Adjectives</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Jewelry - Jeweler - Jewel - Decoration - Taste - Happiness - Engage - Marriage

Week nine: 1 day per group Time: 2 hours per day each class Second Unit: 3 topics				
Fundament of Jewelry	Jewelry Manufactur ing	<p>Content objective: Students will be able to analyze the process that jewelries apply in their industry such as: Italian massive chain production, casting, die-cast, filigrana and manual (hand-made).</p> <p>Language objective: Students will be able to summarize the steps and process within the jewelry manufacturing.</p>	<p>Comparative</p> <p>Superlative</p> <p>Active voice</p> <p>Passive voice</p> <p>Conjunctions</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Workshop - Jeweler - Polisher - Casting - Wax - Resin - Enhancement - Fracture filling
Week ten: 1 day per group Time: 2 hours per day each class Second Unit: 3 topics				
Fundament of Jewelry	Nobel Metals	<p>Content objective: Students will be able to classify the different nobel metals by knowing their characteristics.</p> <p>Language objective: Students will be able to explain the characteristics of these metals describing their attributes.</p>	<p>Comparative</p> <p>Superlative</p> <p>Conjunctive Adverbs</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Gold - Silver - Platinum - Alloy - Mold - Melt

Week eleven: 1 day per group Time: 2 hours per day each class Third Unit: 1 topic				
Unit	Topic	Objective	Linguistic competence	Sociolinguistic competence
Customer Service	Customer Service: Do your best to get the best!	<p>Content objective: Students will be able to distinguish how to address to the clients using the greetings and suitable expressions in order to give the best experience during the jewelry.</p> <p>Language objective: Students will be able to address to the clients showing respect demonstrating their competence and professionalism.</p>	<p>Greetings</p> <p>There is/ there are</p> <p>Simple present</p>	<ul style="list-style-type: none"> - Addressing correctly - Being Polite - Showing good manners - Being helpfull