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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: **THE USE OF SCAFFOLDING STRATEGIES IN SPEAKING SKILL**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

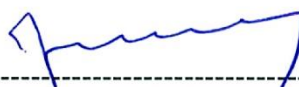**Autora:** Licenciada Alba Paulina Hernández Freire Magíster

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Ambato – Ecuador

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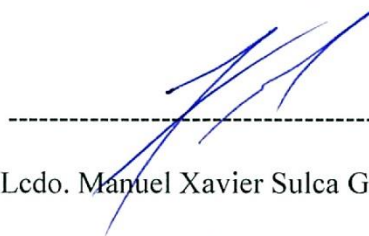

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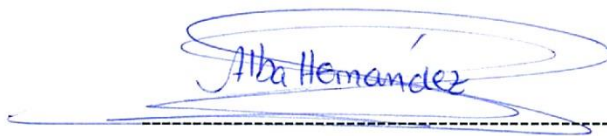---

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"THE USE OF SCAFFOLDING STRATEGIES IN SPEAKING SKILL"

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FECHA: 02 de Marzo del 2018

RESUMEN EJECUTIVO

El proyecto de investigación "el uso de estrategias de andamiaje para mejorar la destreza hablada "analiza la conexión entre las estrategias de andamios y la habilidad de hablar. Cabe recalcar que las estrategias de andamiaje fueron tomadas del modelo de Walqui (2006) quien las clasifica en: modelado, creación de puentes, creación de esquemas, contextualización, desarrollo de la metacognición, presentación de un texto La investigación tuvo un enfoque cualitativo y cuantitativo. El nivel o tipo de investigación se basó en niveles descriptivos y cuasi experimentales. Se llevó a cabo un estudio de investigación experimental de campo debido a la fase de implementación en cada clase de Inglés. Los sujetos de la investigación fueron estudiantes de carrera de Turismo y Hotelería de la Universidad Técnica de Ambato quienes fueron ubicados en dos grupos: primero, el grupo de control que se formó con estudiantes de tercer a quinto semestre y el segundo, el grupo experimental que estuvo constituido por estudiantes de sexto a octavo semestre (n = 118). El instrumento utilizado fue un examen estandarizado llamado Preliminary English Test (PET) de Cambridge. La aplicación del PET se realizó en dos fases: prueba previa y prueba posterior. Los test fueron empleados para evaluar el nivel de hablar a través del uso de estrategias de andamiaje. Para probar la hipótesis de esta investigación, se utilizó el T-student emparejado. Para concluir, los resultados obtenidos mostraron que el uso de estrategias de andamiaje tiene un impacto positivo en los estudiantes en la habilidad hablada del idioma Inglés de los estudiantes. Para mostrar la aplicación del estudio, se diseñó un manual de plan de lecciones, mismo contiene 15 planes de lecciones con su material de apoyo (algunos adaptados y otros creados). Para los planes de clase presentados, se utilizó una lección validada de Piñeiro (2009) y se complementó con lo que Harmer (2007) menciona para diseñar un plan de lección.

DESCRIPTORES: creación de puentes, creación de esquemas, contextualización, desarrollo de la metacognición ,estrategias de andamiaje, destreza oral, inglés, modelado, plan de clase , presentación de un texto.

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THEME:

"THE USE OF SCAFFOLDING STRATEGIES IN SPEAKING SKILL"

AUTHOR: Licenciada Alba Paulina Hernández Freire Magíster

DIRECTED BY: Licenciada Ruth Elizabeth Infante Paredes Magíster

DATE: March 2nd, 2018

ABSTRACT

The research project "the use of scaffolding strategies to improve speaking skills" intent to analyze the connection between scaffolding strategies and the ability to speak. It should be noted that the scaffolding strategies were taken from Walqui' model (2006) who classified them into: modelling, bridging, schema building, contextualization, development metacognition, re-presenting. The research had a qualitative and quantitative approach. The level or type of research was based on descriptive and quasi-experimental levels. An experimental field research study was carried out due to the implementation phase in each English class. The students of the Tourism and Hospitality Major of the Technical University of Ambato were the population for this research. This population was divided into two groups: first, the control group that was formed with students from the third to the fifth semester and the second, the experimental group that was constituted by students from the sixth to the eighth semester (n = 118). The instrument used was a standardized test called Preliminary English Test (PET) from Cambridge. The PET application was done in two phases: pre-test and post-test. The tests were used to assess the level of speaking through the use of scaffolding strategies. To test the hypothesis of this investigation, the paired T-student was used. To conclude, the results obtained showed that the use of scaffolding strategies had a positive impact on the students in the spoken ability of the English language of the students. To show the application of the study, a lesson plan manual was designed, it contains 15 lesson plans with their supporting material (some adapted and others created). For the lesson plans presented, a validated lesson from Piñeiro, (2009) was used and complemented with what Harmer (2007) mentions to design a lesson plan.

KEYWORDS: bridging, schema building, contextualization, developing metacognition, scaffolding strategies, speaking skill, English, modelling, lesson plan, re-presenting a text.

INTRODUCTION

This research work named **"THE USE OF SCAFFOLDING STRATEGIES IN SPEAKING SKILL"** has as a main goal to examine the relationship between the variables of study. It contributes with relevant information associated with scaffolding strategies, the speaking sub-skills, and a model of a lesson plan to be implemented in the teaching-learning process. This study was done because it was identified that students of the Tourism and Hospitality Major have limited speaking skills. Furthermore, the strategies developed in the class were not working in an efficient manner. That was the reason that students could not communicate fluently during classes.

It was carried out a field-experimental study because of the application of scaffolding strategies in the class to boost the speaking skill. The instrument used was a standardized exam called Preliminary English Test (PET) from Cambridge. The application of PET was done in two phases: pre-test and post-test. Through this research the investigator could identify the English level that students had which it was not so high. It was crucial to implement scaffolding strategies as a possible solution to this problematic situation. It could be notice that after implementing the scaffolding strategies the level of English was improved. In addition, these strategies implemented helped the teacher to have a better rapport in the class.

The general structure of this thesis is divided into six chapters; each chapter has information associated with the investigation. The structure is described in the following manner:

CHAPTER I. - It contains the theme of the problem, its contextualization at macro, meso, and micro level, critical analysis, prognosis, setting of the problem, justification, and objectives to be obtained.

CHAPTER II. - It has the research background, philosophical foundation, legal basis and key categories (dependent and independent variable). It also specifies the hypothesis and the signalling hypothesis variables.

CHAPTER III. - It is about the research methodology. It is made up of: the approach, the basic research modality, the type of research, the population, the sample, the operation of variables, the method of data collection, and the data collection and analysis

CHAPTER IV.-It encloses the analysis and interpretation of the results and the hypothesis verification with a statistical paired T-student that explain the process and the results of this investigation.

CHAPTER V.-It is made up of the conclusions and recommendations made based on the results obtained after their analysis and interpretation.

CHAPTER VI.-It contains the proposal and its elements for example: the topic, background of the proposal, justification, objectives, feasible analysis, foundation, methodology, operating model, its administration and evaluation.

CHAPTER I
THE PROBLEM STATEMENT

1.1 Theme of the problem

The use of scaffolding strategies in speaking skill

1.2 Problem statement

1.3 Contextualization of the problem

Human beings have the capacity to communicate with other people. They are capable of learning a second language according to their preferences and necessities. English has played an important role in the world. As Crystal argues in his book related to what the global language is, he mentions that a language can be taught as a foreign-language even though it has no official status. Additionally, the author states that English is taught in over 100 countries (Crystal, 2003, pp. 4-5). Leaning a language is a journey which takes time to be developed. English has had a big impact in the society, thus, it has been taught in several countries as a foreign language because of the status that English has in the world. English has been described as a lingua franca in the world. It is spoken by 380 million people as a first language in countries like Australia, Canada, the United States and Great Britain. In addition, 600 million people use English as a second language and one billion people are learning it as a foreign language (…). (Richards, 2015, p. 4). Moreover, English language has converted to the main language not only in everyday use, but as a language of business and education. It has been identified that tourism and other sectors as priority areas (British Council, 2015). The Education First-English Proficiency Index (2017), which is a Swiss-based education company in charge of testing the English language level of different countries around the world, stated that the domain of the English language in Latin

America is the lowest among other countries. In addition, Latin America is the number four of 5 regions. The average that this organization mentioned is 51,47with a population of 570.544.567. Cronquist & Fiszbein (2017) argue that the educational system of the English Language in Latin America is very low. That is why, that system is not creating learners with adequate levels. Furthermore, teachers have low proficiency in English and most of them do not have a B2 or C2 level according to the Common European Framework (CEF). The same authors also mention that universities give English language services, but this language is not mandatory at this level. MercoPress (2018) states that Latin America is the weakest of all the regions referring to knowledge of English language, that is why the poor quality of public education.

Ecuadorian people study English since they start elementary school until they go to the university. This means that students learn the English language for many years. Nonetheless, the student's English level is not good enough to communicate efficiently. Education First (2017), mentions that English is important for international communication. This is the language that is used in business, science and diplomacy. In the classifications of Education First (EF) - English Proficiency Index (EPI) states the bands of the language domain and Ecuador appears in the 55 position with a low domain of the English language from 80 countries.

Consejo de Educación Superior (CES) from Ecuador (2013) states in article thirty about learning a foreign language. It says that "the subjects destined to the trainees of the foreign language may or may not be part of the curriculum of the Career". Nevertheless, the Institutions of Higher Education will assure the level of proficiency of the language. In addition, it mentions that "for undergraduate degrees, proficiency in the management of a foreign language is defined as the level corresponding to B1 of the CEF of Reference for Languages (p.17)". It can be noticed that there is not a good connection with what CES argues. That is causing a low level of the English language in university students.

In a research documented by Standards (2012), the Ministry of Education of Ecuador discusses the English Language Standards (ELLS). One of the domain is that they dedicate to "Curricular Development", shows related topics of English standard. They must have resources and technology in an effective manner. Another principal domain is the "Professionalism and Ethical commitment" this talks about the importance of maintaining teachers with new teaching techniques, investigations, and constantly learning in the English area to improve professionally. This document shows how students have to study in general manner, but it does not mention specifically what strategy teachers are using to engage their students in the classroom. The low English level that Ecuadorians have is known by authorities who are responsible of language policy. Based on the reading of the Ministry of the Education in the zone three, in the school year 2015-2016, there are 410,873 in initial levels, basic education and high schools where students study English as a foreign language. They have to study six years of English, but it does is not enough when they have to start studying English at the university. Some students from different high schools say that, they learn English in a traditional manner and their teachers did not use many methods and techniques to teach them.

In Tungurahua Province at Universidad Técnica de Ambato, there are various factors that come into play for students to produce the language. In the Tourism and Hospitality Major, only a small percentage of these learners are able to speak what they learn. The reason is because the level of their English is not up to proficiency level that they have. One of the principal factors is their educational background. Traditionally, most of their teachers lack the absolute knowledge and the expertise to teach English language. There is also a widespread due to lack of resources. The second main factor is that all of the students are required to practice what they have learned. The problem is that they do not have places where they can interact in the English language with other students or English native speakers.

The internet provides students a wide range of possibilities to practice. However, there are lots of resources that help students to learn English, but the interaction

does not take place efficiently as it does in the class. The third problem is that students do not value English in their professions. That is because they do not have the necessity to speak in English in the field that they are working. The fourth factor is that students do not feel motivated when the teachers are teaching. Some of them continue being traditional and they do not use scaffolding strategies such us modelling, bridging, contextualizing and others in order to create a different environment. All of these problems require a deep reflection on what teachers can do to offer real solutions. In this sense, appropriate teacher training may help to solve some of these above issues.

1.3.1 Critical Analysis

1.3.2.1. **Mind Map of Problem**

Figure 1. Mind Map of Problem

EFFECT	Students are not ready to face real life situations producing the language — Demotivated students — Students do not have a significant learning
	Absence of production in the English language with new strategies — Students' level is not according to the Common European Framework — Students do not achieve the language spontaneously — Students without updated knowledge
PROBLEM	Lack of knowledge using scaffolding strategies in speaking skill in Tourism and Hospitality Major
CAUSES	Deficiency of teachers training on scaffolding strategies — Traditional teaching methods — Material (course books) do not include scaffolding strategies — Out-of-date curriculum design
	Teachers are not facilitators — Do not teach a standardized English — Have inappropriate atmosphere

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Source: Field Research
Elaborated by: Hernández, A (2017)

The lack of knowledge of using scaffolding strategies in speaking skill in Tourism and Hospitality Major at Universidad Técnica de Ambato are generating problems. Likewise, the deficiency of teachers training on scaffolding strategies in classes can affect the student's production in the English language. Students need to have clear examples to speak without problems. In addition, teachers are not facilitators in their classes that is why students can not interact in the class. When students are not capable of communicating their ideas on their own, it means they are not competent enough to produce the speaking skill.

Moreover, the use of traditional teaching methods is another factor that is affecting the students' level according to the Common European Framework (CEF). Through the scales proposed by CEF learners show how they use a language for communicating and the specific knowledge that they should need to reach during their studies in listening, speaking, reading and writing skills. In fact, students need to be taught a standardized English and teach them strategies to pass international exams and to be competitive in the society. Additionally, students are not ready to face real life situations when they have to speak and put into practice what they learned in their class.

Furthermore, the material (course books) that teachers use do not include scaffolding strategies that is why students do not react spontaneously with the language. Indeed, students do not feel confident in the class and they do not have autonomy to express what they think. Similarly, they feel demotivated in the Learning English Process as a foreign language. When they are not motivated, they have bad behavior in the classroom and teachers are not going to have the best atmosphere to achieve the learning goals of the subject.

Finally, the curriculum design of the Tourism and Hospitality Major is out-of-date to date. That is, generating students without updated knowledge who do not have a significant learning. Teachers have the decision to select what and how to teach English, playing the role as instructors and decision-makers. Consequently, it is

needed to implement the use of scaffolding strategies in order to promote student-center classes.

1.3.2 Prognosis

Unless the use of scaffolding strategies are used in speaking skill with students of the Tourism and Hospitality Major, they will not be aware of developing a comfortable environment in the learning and teaching process. Students will not show a correct use of simple grammatical forms and the use of complex grammatical structures. Besides, students will not employ appropriate vocabulary to give and exchange familiar topics related to their profession. Likewise, students will not produce range of cohesive devices and the contributions could not be so relevant. Similarly, student's pronunciation will not be intelligible and the sound will not be articulated clearly. Moreover, learners will not initiate and respond correctly as well as they will not maintain and develop interaction with people and support what they think. Furthermore, students will not create good rapport that will motivate them to acquire their learning outcomes successfully. As a consequence in the future, students will not be motivated to attend classes with teachers that do not apply innovative strategies such as scaffolding.

If this problem is solved, students will have a high level of cognitive abilities. Moreover, students will improve their English speaking skill and at the same time they will interact in the class without difficulties. Through the learning of process students will put into practice the use of six types of scaffolding strategies and these are: modeling, bridging, contextualizing, building schema, representing text and developing metacognition. Thanks to those strategies they will: imitate what the teacher is doing as a mentor, say what they know in any topic, see real examples in the class, organize knowledge and understanding, adapt a textual genre to another and be evaluated their understanding .That means that, they could tackle the English language in a way that they will feel like being their real mother tongue and they become independent learners. Additionally, they will use a range of suitable

vocabulary to exchange topics associated with tourism and hospitality field. By the same token, they will adopt correct uses of grammar at the moment of interacting with people. Lastly, they will think critically in their classroom and in their day to day real life activities.

1.3.3 Setting of the problem

How do the use of scaffolding strategies influence in speaking skill?

1.3.4 Research questions

1. What are the scaffolding strategies to improve the speaking skill of the students?
2. What are the speaking subskills that are improved through the application of scaffolding strategies?
3. What is the relation between scaffolding strategies and student's speaking skill?

1.3.5 Research delimitation

Field**:** Education
Area: Foreign Languages
Aspect: English Language Teaching

1.3.5.1Temporal Delimitation

March-September 2017

1.3.5.2 Specific location of research

This research was carried on in the Tourism and Hospitality Major at Universidad Técnica de Ambato

1.4 Justification

It is important to consider that the effective use of scaffolding strategies allows students to produce their own objectives; this involves suitable and different learning activities, and enough support to make them feel more confident and autonomous. The **importance** of implementing scaffolding in the classroom is to determine the differences between what students can accomplish by themselves and what tasks they can do with guidance of their teachers.

Nowadays, education has been changing that is why changes are **beneficial** to transform the system of it. The use of scaffolding strategies in the classroom allow students to have a new environment of learning and they can cause a big impact in the students. Additionally, they could develop the English speaking skill easily and students are going to be more secure with the new knowledge that they have learned.

Furthermore, this research is **feasible** because the students of this major are opened to improve the English language. In addition, the coordinator of Tourism and Hospitality major wants to enhance the level of English of the students according to the Common European Framework.

The principal **beneficiaries** in this study are going to be students and teachers of the Tourism and Hospitality Major at Universidad Técnica de Ambato. They will have the opportunity to understand the use of scaffolding as a strategy of learning English as a foreign language. New generations of learners have to expand the cognitive process that will benefit them at the moment of acquiring knowledge, paying attention to the teacher during classes, solving problems by themselves and making decisions.

1.5 Objectives

1.5.1 General

To analyze how the use of scaffolding strategies enhance speaking skill in the Tourism and Hospitality Major.

1.5.2 Specific

1. To identify the scaffolding strategies that improve the students' speaking skill.
2. To determine the speaking subskills that are developed through the application of scaffolding strategies
3. To stablish a relation between scaffolding strategies and student's speaking skill.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Research background

To do this research it was considered some papers that have similar studies that contributed to have a clear idea using scaffolding in the classroom.

First, in an investigation done by Arfaei (2016), with the tittle "Enhancing Speaking Ability through Intervening Scaffolding Strategies", she mentions that "the present study set out to investigate the effect of intervening scaffolding strategies on Iranian EFL learners' speaking ability". To do this research," a sample of 60 Iranian EFL Learners were selected and the instruments and materials for the study were Oxford Placement Test (OPT, 2007) and speaking section of Preliminary English Test (PET) functioning as pre-test and post-test". Furthermore, "the participants were randomly assigned to two equal groups of experimental and control". The research method used in this study to collect data was true experimental one with the pre-test-post-test control design. The results that were found were: first, the intervening scaffolding groups, the teacher provided flexible opportunities for learners to use their knowledge skills, and strategies in different contexts and for different purposes. Second, the control group participated in a normal speaking class, with a routine teaching techniques and strategies. In conclusion, interactive and intervening strategies of scaffolding are identified as the major vehicles to help EFL leaners enhance their Speaking ability.

Second, in a paper called "The Effect of an Intervention Program Based on Scaffolding to Improve Metacognitive Strategies in Reading: A Study of Year 3 Elementary School Students in Jakarta" done by Royanto (2012) it was found that "an intervention program based on scaffolding is effective to improve metacognitive strategies in reading" The Method used in the research design was a

nonrandomized pre-test-post-test control group design by (Robinson, 1981). Two groups of students are engaged in the research experiment and control group. In the Indonesian language class, the experiment group is taught by the teacher with reciprocal teaching and peer tutoring, while the control group is taught in the regular program. The results of this research concludes that metacognitive strategies help the students in comprehension and teachers can be more competent.

The previous studies from above have contributed a lot for this investigation. They have similar contents related to scaffolding strategies to put into practice in the class. Additionally, they use a pre-test and a post-test evaluation to assess their learners' progress.

Third, in a research named "ZPD, *Scaffolding and Basic Speech Development in EFL Context*" and done by Khaliliaqdam (2014), points out that in this study attempted to examine the role of scaffolding via communicative activities in terms of development of basic speech on foreign language adult learners. Furthermore, in the methodology supported that the participants were six male adults without brain damage with a mean age of 25 served as the participants of this study. They were studying English five times a week in Iran language Institute in Boukan. Pictures were employed to elicit the spontaneous narrative speech were adopted from Hip Hip Hoooray! (2004). It was used because it has a large number of illustrations. Due to, the population is less than 30, it has been used Wilcoxon Signed Ranks Test, which is one of the models of Non-Parametric Test. In addition, the results suggest that language scaffolding in Zone of Proximal Development (ZPD) could be used as a potencial vehicle for foreign language speech development. (…) language scaffolding could serve as a Bridging means for adult to learn foreign language more effectively and efficiently.

The third paper contemplated topics related to the role of scaffolding using communicative activities in order to improve students' speaking skill. The contents

stated in the theoretical background helped the ideas established in this investigation.

In an undergraduate program at Universidad Nacional de Chimborazo project called "*Methodology for speaking skill to overcome the B2 level according to the Common European Framework or reference in the students at 8th semester "A", language career in the Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo Province during the academic term April- August 2015*" by Herrera &Arrobo (2016). The principal objective in this study is to describe the strategies and procedures for speaking skill. It also talks about the importance of oral expression at the B2 level according to the Common European Framework. There are some conclusions that are mentioned on p. 49:

- Students do not have a lot knowledge in the policies and strategies that they need to have in the international exams such as FCE, TOEFL, and IELTS.
- In Universidad Nacional de Chimborazo there is not enough material that students can research and study for international exams.
- Undergraduates can not tackle international exams because teacher do not apply the correct methodology for facing those exams.

With the previous information, it is clear that students need to apply strategies that would help them to pass international exams and deal with the process of learning English as a second language.

According to Toalombo (2014) in her research at Universidad Central del Ecuador, named, "*Estrategias metodológicas significativas en el desarrollo de la comunicación oral del idioma Inglés de los alumnos de los segundos años de bachillerato técnico de la Unidad Educativa "Nueva Primavera" del año lectivo 2013-2014*". The main goal of this research is to describe the impact of significant methodological strategies to develop the oral communication. The author states that

the lack of oral communication is caused by the inappropriate use of the strategies in teaching English. She argues some conclusions on p. 92:

- English teachers ask students to memorize the contents and they do not use practical activities for teaching English.
- Talking about methodologies, she points out that the teachers do not motivate students in the autonomous learning and instructors do no use the technology.
- Teachers do not use significant strategies to improve the oral comprehension

This thesis explains that the main factor of oral communication is originated because teachers do not use suitable methodologies and strategies that help learners to improve their knowledge of English.

Another investigation by Suarez (2017), at Universidad Técnica de Ambato, named, " *Las funciones del lenguaje y del desarrollo de la destreza oral del idioma Inglés de los estudiantes de los niveles A1-Principiante de la Modalidad abierta del Centro Especializado de Idiomas de la Universidad Técnica de Ambato del Cantón Ambato, Provincia de Tungurahua* ".The principal objective is to determine the incidence of language functions in the development of oral proficiency of the English Language in the students from the A1-Beginners of the Languages Specialized Center into the Open Program of the Technical University of Ambato. The author concluded on pp. 95-97

- The literature proposed by Finocchiaro and Brumfit (1983) regarding the functions of language regarding the acquisition of the English as a foreign language of the benefits of learning based on the functional-notional method; in which the student is able to produce the language based on the functionality and nationality of the same. Thus, the student is able to develop a

communicative competence based on the situation in which he is involved. This allows the student to gradually increase their fluency levels and accuracy in the use of the new language.

- After analyzing the experimentation phase, together with the field research, he was able to conclude that the intonation and pronunciation are oral sub-skills commonly developed by the students of the Specialized Language Center. It should be noted that the biggest disadvantage is that students want to achieve high levels of pronunciation without considering the accuracy and fluency, they are also necessary when engaging in a quality communicative event(…).Thus, the students only developed partially acceptable levels of pronunciation of words and phrases, and a limited use of functional language that shows fluency and oral precision, which in itself, contribute to an effective development of communicative competence; which was evident during the experimental phase.

- In the experimental phase, planning played a leading role, since during the whole process the teacher provided help so that the student was able to improve their oral production. The phases in which the student strengthened his oral production were the input, process and output phase. During the first phase, the teacher contributed the appropriate grammar and vocabulary. In the process phase, the teacher had to allow the student to simulate in real contexts. Finally, the student had the possibility to produce the language in the output phase. (…). In conclusion, the student's previous experiences were very useful since they allowed the student to anchor the previous learning with the new experiences, turning it into meaningful learning.

The thesis mentioned from Suarez (2017) provided examples of how to develop the communicative competence in real situations and thanks to that learners can expand

their fluency and accuracy when learning a language. Besides, it mentioned how the students produce the intonation and pronunciation of words to get the communicative competence. It is crucial to say that this study will contribute to the dependent variable "speaking skill" in this investigation.

To conclude this section, it is necessary to mention that the three papers and the three thesis included in the research background are significant studies that have been a fundamental pillar to develop this research. The contents presented in those documents have been used to follow as a model in order to put into practice the use of scaffolding strategies to improve speaking skill in the classroom.

2.2 Philosophical foundation

2.2.1 Epistemological foundation

This research is focused on the constructivist paradigm. According to Sanaa (2006) investigators have changed the manner of thinking, the teacher does not have to be the center of the class; instead of that, and students are the center of the classroom. "This student-centered approach is sometimes referred to as constructivism because it sees students as constructing their own understandings "(as cited in David, 1997). Jones &Brader (2002) argues that "the roots of constructivism are clearly present in Piaget's focus on the active role of the individual in learning:" all the knowledge is linked to the action. (as cited in Piaget, 1967,pp. 14-15). Additionally, Piaget thinks that the construction of the knowledge take place when the new knowledge is understood and it is adapted to the existing knowledge. Furthermore, "Piaget's constructivist stances are seen in his belief that our understandings of reality are constantly being revised and re-constructed through time and with respect to exposure to new experiences" " (as cited in Piaget, 1967, pp. 57-58).

To sum up, Jones &Brader mention Piaget's theories as examples of how human beings learn and develop the knowledge of something. He mentions, how the knowledge is acquired by a person in order to produce his learning.

Likewise, Walqui (2006) states the definition of the Zone of Proximal Development and she explains about Vygotsky's information like: "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (as cited in Vygotsky, 1978:86)".

Walqui (2006) found that adolescents learning have to face challenges during the process of learning a new language. She mentions that the use of specific types of scaffolding facilitate the learners through the use of pedagogical support implemented by the teacher in the classroom. In addition, to go deeper with her research she says that "Creating context for linguistics and academic learning in the Zone of Proximal Development (ZPD) occurs in part through the scaffolding of social interaction". Scaffolding has a relation with the ZPD. Actually, it is exclusively in the ZPD that scaffolding can pass. Working in the ZPD means that the student is supported by others in order to improve his/her learning process (p. 163)".

Additionally, Walqui (2006) mentions about the performance of English using six types of scaffolding strategies in the classroom for instance: modelling, bridging, contextualization, building schema, re-presenting text and developing metacognition (p.170)".Her research is a useful example for this investigation. The six types of scaffolding can be put into practice in the classroom in order to create a different environment in the teaching-learning process. Moreover, it is important to implement new forms of teaching for getting better learning outcomes from the learners.

Stalbrandt & Hossjer (2007) explain about some ideas related to the use of scaffolding strategies in the class and they claim that "Scaffolding is a strategy that teachers use to move learning forward in the zone of proximal development. It is a collaborative process. It involves negotiation of meaning between the teacher and the student about expectations and how to improve the learning process (as cited in Shepard, 2005, p. 39)".Furthermore, Hill and Hannifin's (2001) suggest four types of scaffolds: conceptual, metacognitive, procedural and strategic scaffolds. First, conceptual scaffolds are clear examples that help learners in order to make the correct decisions at the moment of selecting the information. Second, metacognitive scaffolds can include reminders to reflect about the objective or cognitive model that support learners to be focused on the goal and what to do during the learning process. Third, procedural scaffolds can be used graphic organizers or textual charts among others (…). Finally, strategic scaffolds may contain "suggestions for alternative approaches" to assist students developing a problem in the class. (as cited in Shepard, 2005, p. 39)

The research from Walqui (2006) and Stalbrandt & Hossjer (2007) are similar because both use the scaffolding strategy for teaching a language. Talking about Walquis's example uses six types of scaffolding to teach in the class meanwhile Stalbrandt & Hossjer's research just employed four strategic scaffolds. The results of those studies supported that constructivist will help in teaching and learning for students to put into practice the use of scaffolding strategies that will engage them in real situations and experiences. Moreover, they will speak naturally and they could express their ideas without problems.

2.2.2 Ontological foundation

An investigation by Rendón (2005) points out that "the ontological foundation requires determining the form of existence of the entities with which the discipline deals, the ontological status of the objects to which the statements refer and the laws of the theory" (p.46). Additionally, in his book mentions the position of this

foundation and he claims that there are three bases respected to our analysis (realism) which are the library, the book and the user. (p.48).

On the one hand, the ontological foundation is essential because through of it the students of Tourism and Hospitality Mayor are capable to use scaffolding strategies in the classroom and they can learn the English language in a different way. At the same time, the use of those scaffolding strategies would create new knowledge in their minds as well as generate critical proactive students that can contribute to the society. On the other hand, teachers have the chance to use strategies in the class such as: modelling, bridging, contextualizing, building schema, representing text and developing metacognition. Those strategies help teachers to create a new environment in the class and not to be the center of it. Additionally, integrating scaffolding strategies in the class is a good method for getting better students' learning outcomes during the process of teaching and learning process.

2.2.3 Axiological foundation

Rendón (2005) mentions how the axiological foundation works depending on the way the investigator consider his research is. In the same path Rendón says the following: "the values to be achieved will be taken into account depending on the approach given to the user". Whether our action is directed at "developing the user's being as we conceive it then it is a value; if it degrade or slows its development, it is an anti-value (p.48)".

Using the axiological foundation, the students of Tourism and Hospitality Major would have the chance to put into practice some values such as collaboration, creativity, responsibility and good communication among the classmates and teacher. Those values students would have good rapport in the classroom and they have autonomy in the process of learning English. Additionally, they would have the opportunity to learn new contents through the use of scaffolding strategies in order to boost the speaking skill.

2.3 Legal Foundation

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

According to the Constitución de la República del Ecuador (2008), in the fifth section of education the article twenty seven mentions that education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; It will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development.

Additionally, in the article twenty nine states that, the State will guarantee the freedom of education, the freedom of chair in higher education, and the right of people to learn in their own language and cultural field. Mothers and fathers or their representatives will have the freedom to choose for their children an education in accordance with their principles, beliefs and pedagogical options.

Furthermore, in the title seventh in the good living system in the first section from education in the article three hundred forty three argues that, the objective of the national education system is the development of individual and collective capacities and potentials of the population, which enables learning and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will center on the subject that learns, and works in a flexible and dynamic, inclusive, effective and efficient manner. The national education system will integrate an intercultural vision consistent with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, people and nationalities.

Besides, in the article three hundred forty six points out that there will be a public institution, with autonomy, of integral internal and external evaluation, that promotes the quality of education.

Plan Nacional del Buen Vivir

In the Good Living National Plan (201-2017) states in objective four related to: to strengthen citizen's capacities and potentials about Objective 4.-to strengthen citizen's capacities and potentials. Individual and social freedom requires the emancipation of our thought. Knowledge must be understood as a permanent and day-to-day process, oriented towards the understanding specific and diverse knowledge in permanent dialogue. Therefore, knowledge must not be seen as a means of unlimited individual accumulation, nor an asset that generates differentiation and social exclusion. "This knowledge, more than a means for knowing, is an instrument for individual freedom, for social emancipation and for good living and good coexistence. That is, to find freedom, meet needs, guarantee rights, change the pattern of accumulation and redistribution, live in harmony with Nature and coexist in a democratized and quality democracy" (PAIS Alliance Movement, 2012: 99).

Knowledge is reinforced throughout life, starting birth, through everyday life and with formal and non-formal education. Human talent is also nourished by existing kinds of knowledge, from daily life, from inquiry and from a constant feedback of knowledge. In this model, educating becomes a constant dialogue in which learning and teaching are continuous practices for social actors. The quality of teachers and students is not the only factor to take into account, but the quality of the society as well. Knowledge as a collective heritage is, in addition, a catalyst of economic and productive transformation.

Therefore, the processes of creation, accumulation, specialization and knowledge transfer towards the productive sectors must be established. Meeting this challenge

also involves emphasizing intellectual property rights and the property rights of ideas, in public action.

When generating knowledge, the relationship of science with technology is complemented by art, social and human sciences, critical thinking and solidarity. In this relationship, generating wealth is oriented toward collective Good Living, social justice and society's sharing in the fruits of the economic model.

The Constitution is a major milestone by viewing education and training as holistic improvement of the people's capacities, increasing their opportunities for social mobility: "Education is people's lifelong right and an unavoidable, inexcusable duty of the State. It is a priority area for public policy and for public investment, to guarantee equality and social inclusion, as a prerequisite for Good Living. People, families and society have the right and the responsibility to participate in the educational process". (Article 26)

Curriculum

Furthermore, in the Curriculum section points out that in higher education, the principles of the curricular proposals of a large part of public interest careers have also begun a review process, to harmonize the graduation requirements of professionals graduating from higher education institutions, as stipulated in the Organic Law of Higher Education regarding to the principle of relevance.

Policies and strategic guidelines

In the section from policies and strategic guidelines in 4.5 numeral states that: to empower the role of teachers and other educational professionals as key actors in constructioning Good Living. In addition, it exists two literals that mention the following:

a. To improve the offer of the training of teachers and other educational professionals, within the framework of a comprehensive, inclusive and intercultural education.

b. To promote the continuous updating of the academic knowledge of the teachers, as well as to strengthen their pedagogical capacities for the integral development of the student within the framework of a comprehensive, inclusive and intercultural education.

In another section from policies and strategic guidelines in 4.8 numeral states that: to promote intercultural dialogue as the backbone of the pedagogical model and the use of educational spaces. Additionally, it has a literal that says: "i. to promote the learning of a foreign language under international accreditation parameters, from early education to higher education."

Reglamento De Régimen Académico

According to the Reglamento de Régimen Académico (2017) in article thirty one related to learning a foreign language mentions that the subjects destined to the learning of the foreign language may or may not be part of the curricular network of the career, in any case the IES must plan this learning in a gradual and progressive formation. However, the IES will guarantee the level of proficiency of the language to meet the graduation requirement of the higher technical level, higher technological level and its equivalents; and, third level, of degree, they will have to organize or homologate the corresponding subjects from the beginning of the race. The sufficiency of the foreign language must be evaluated before the student enrolls in the last regular academic period of the respective career; such evaluation will be enabled for the continuation of their studies, without prejudice to the fact that this requirement can be fulfilled previously.

In higher technical level, higher technological and equivalent careers, proficiency in the use of a foreign language will be understood as the level corresponding to

B1.1 and Bl.2, respectively, of the Common European Framework of Reference for Languages.

In the third level degree programs, proficiency in the management of a foreign language will be understood as at least the level corresponding to B2 of the Common European Framework of Reference for Languages.

For regular students enrolled in a career to meet the requirement of proficiency in a foreign language, institutions of higher education, if they so require, may enter into agreements with other institutions IES or institutions that, although not part of the Higher Education System, provide programs or courses of languages, as long as these issue certificates of sufficiency through the presentation of exams with international recognition.

Higher education institutions, in addition to their own professors, may have occasional non-incumbent academic staff 2 to conduct regular language courses, which serve students in the purpose of learning a foreign language. The same conditions may apply for learning a second language. This provision does not apply to language courses. In postgraduate programs, universities and polytechnic schools will define, according to the development of the field of knowledge, the level of proficiency in the foreign language required as a requisite for admission to each program.

Ley Orgánica de Educación Superior

In the Ley Orgánica de Educación Superior (2016) title five related to the quality of higher education from chapter one, in the principle of quality in article ninety three states that, the principle of quality consists in the constant and systematic search for excellence, relevance, optimal production, transmission of knowledge and development of thought through self-criticism, external criticism and permanent improvement.

In addition to this law, in article ninety four, it argues that, the quality of the evaluation is the process to determine the conditions of the institution, career or academic program, through the systematic collection of quantitative and qualitative data that allow to issue a judgment or diagnosis, analyzing its components, functions, processes, so that their results serve to reform and improve the curriculum, career or institution. It is a permanent process and involves continuous monitoring.

In article ninety six mentions that, assurance of Higher Education is constituted by the set of actions carried out by institutions linked to this sector, in order to guarantee efficient and effective management, applicable to careers, academic programs, to higher education institutions and also to the councils or evaluating and accrediting bodies.

2.4 Key Categories

Figure 2. Key Categories
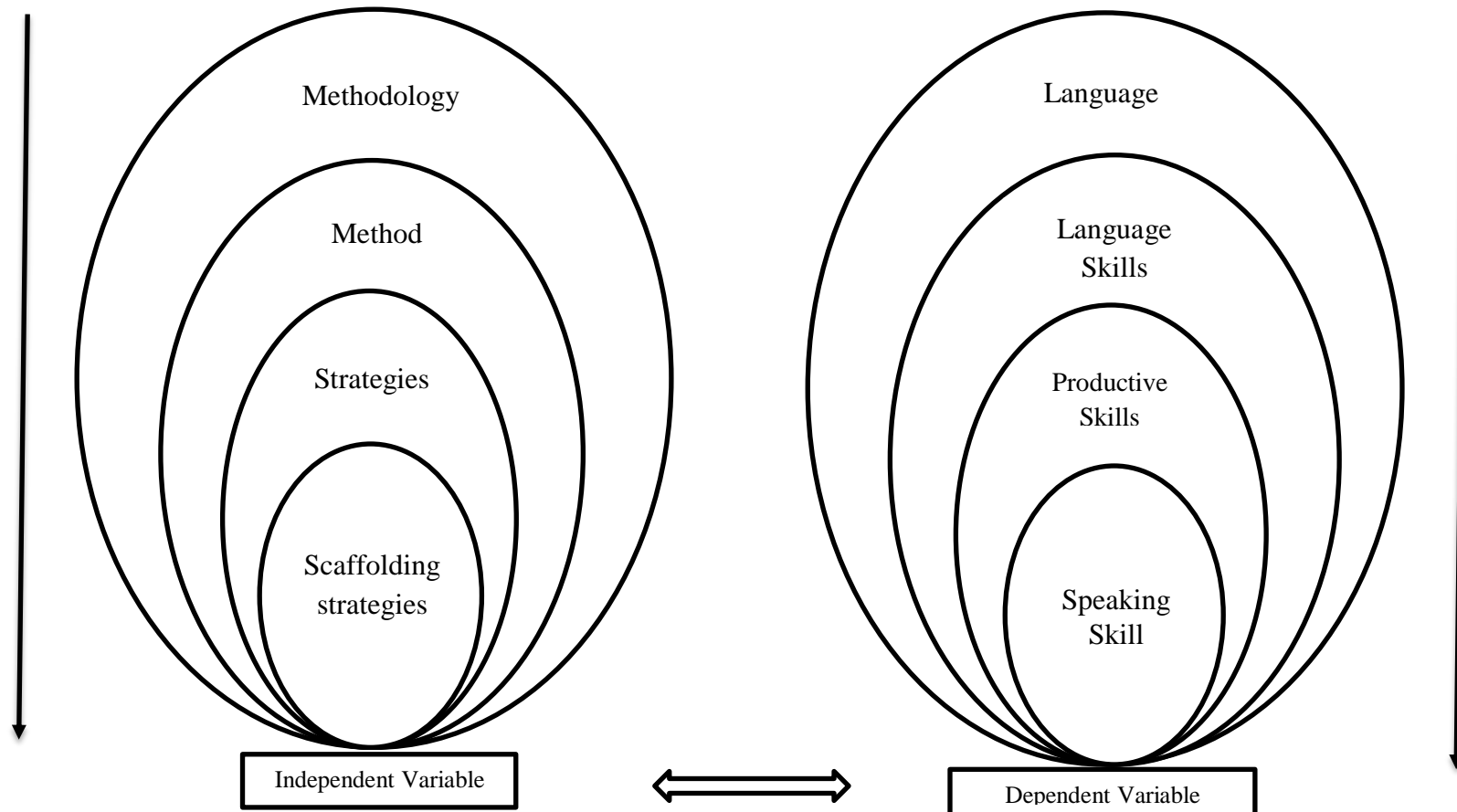
Source: Field Research
Elaborated by: Hernández, A (2017)

2.4.1 Independent variables interrelated graphic

Figure 3. Independent variables interrelated graphic

Source: Field Research
Elaborated by: Hernández, A (2017)
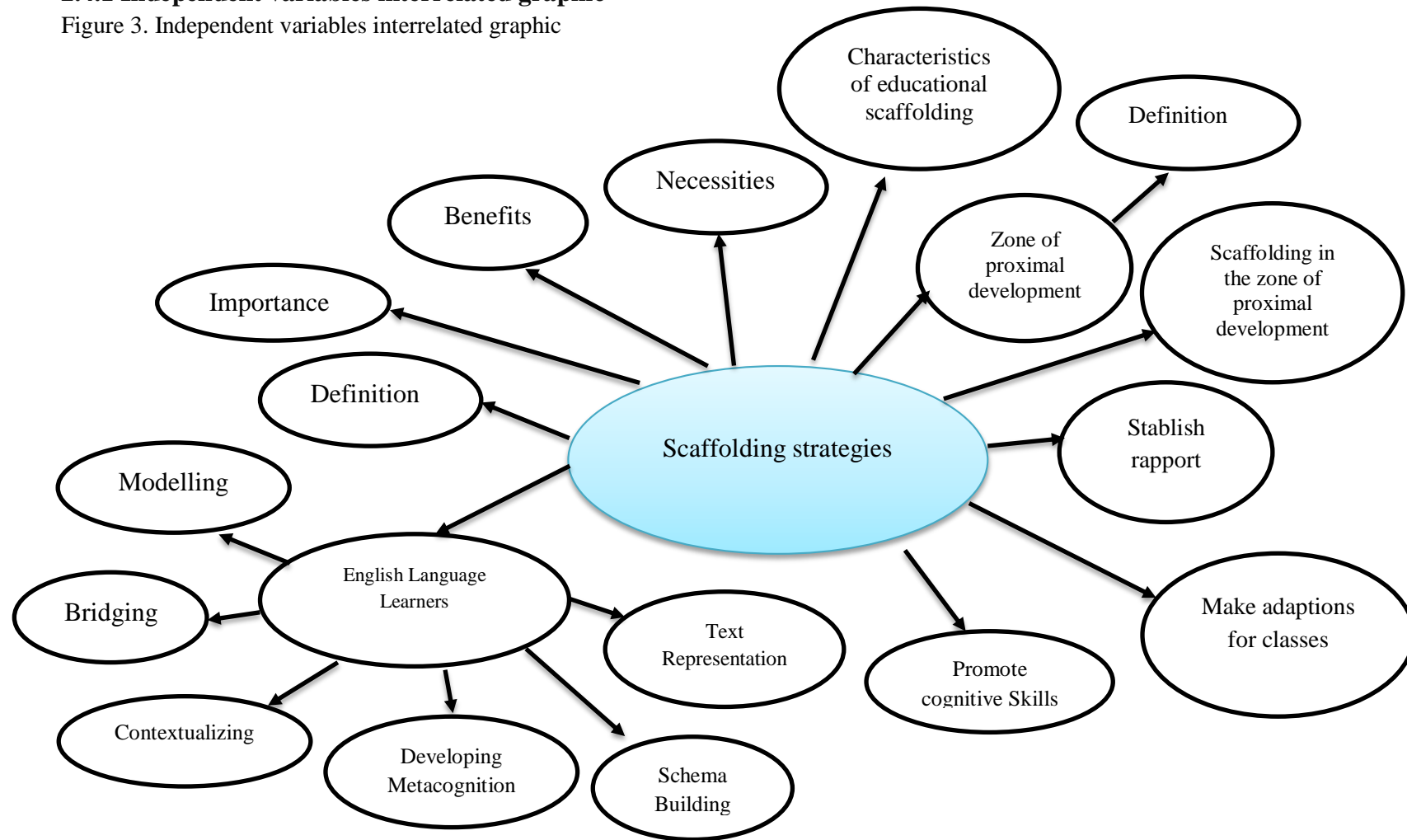
2.4.2 Dependent variables interrelated graphic

Figure 4. Dependent variables interrelated graphic
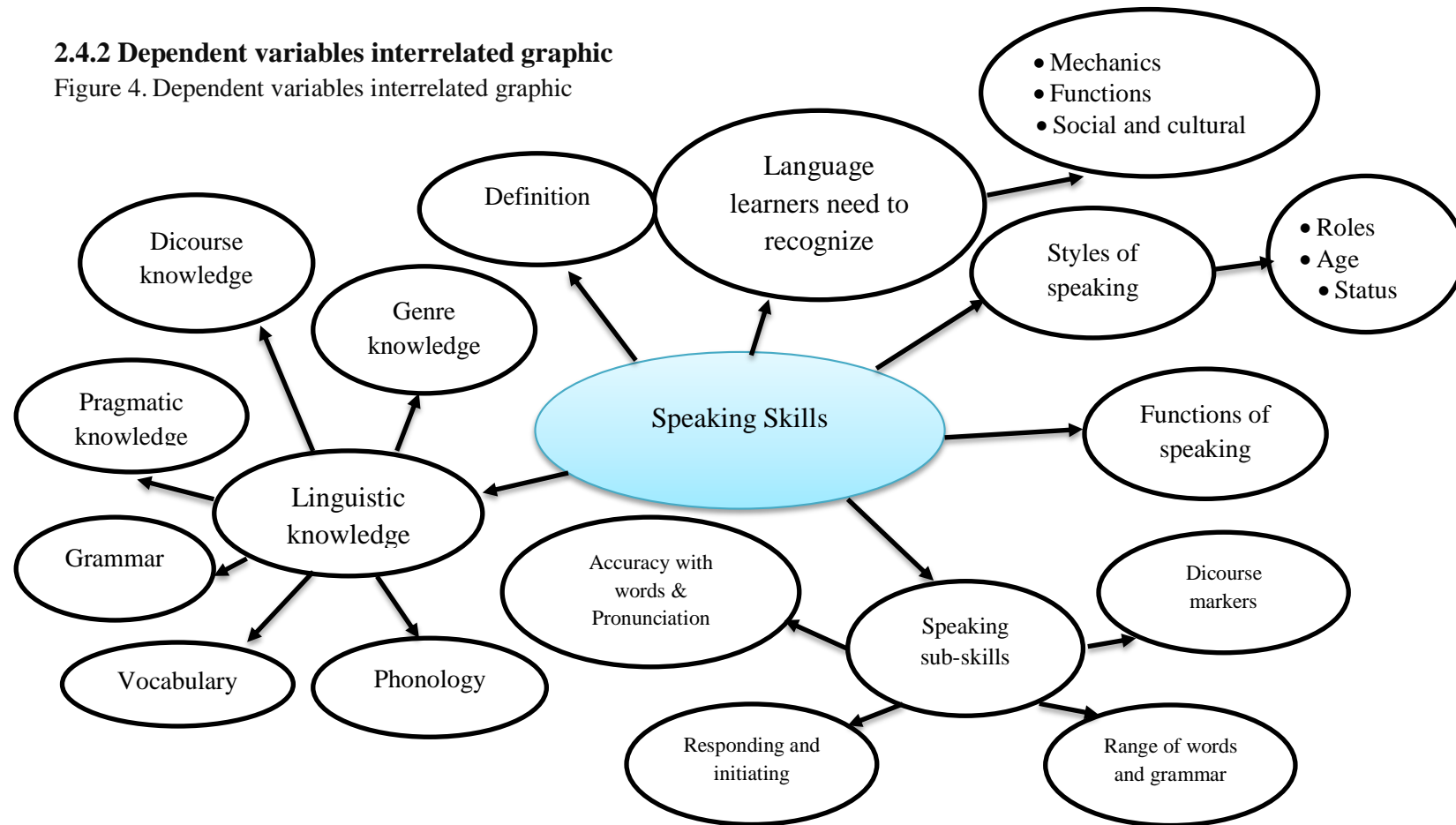
Source: Field Research
Elaborated by: Hernández, A (2017)

2.4.3 DIALECTICAL VIEW OF CONCEPTUALIZING VARIABLES

2.4.3.1 Independent variable framework

METHODOLOGY

In a research article by Tamura (2006) the task of methodology is used to improve the language teaching to facilitate teacher's work in an efficient manner .This author states that teaching implicates an analysis of how someone works by himself or herself, the teachers' experiences help in the process of teaching and learning. Tamura, 2006 argues that teaching English has some difficulties for example:

- What to teach? That means how much knowledge students have, what abilities they have in order to learn a language
- What are the aim of teaching? When the teacher has a very clear panorama of what to teach to get the goal.
- How to teach? What methods and techniques to use to reach the final learning outcome.

Moya (2016), states that it is beneficial to use active methodologies in the classroom. Additionally, it mentions that professors have to employ those active methodologies in their teaching. The author thinks that those aspects are significant in order to improve the quality of education. Furthermore, the same author argues that teachers have to generate learning with their students. This learning has to be meaningful that supports to "build a body of knowledge abilities or skills, and flexible, self-structuring attitudes" and that allows students to be autonomous in his/her life (as cited in Fernández, 2006). To do this, the teacher has to organize the teaching-learning process considering the proposals that incorporate the "actions" in the form of a trouble (as cited in Gijón &Crisol, 2012).

In addition, a fundamental pillar is called "methodological renewal". Here the active methodologies can be the best in order to provide better education and foster learners to be competent and autonomous.

Gámiz (2016) points out that the use of pedagogical tools help students' activate learning. She also mentions that the use of Information and Communication Technologies is beneficial because it foster student's participation in the class and they can be trained to apply to any labor market and can be in contact with technology. Through that method students can put into practice "theoretical contents (readings, videos) outside the classroom and uses class to perform activities that put the competencies acquired into practice"

Using correct methodologies in the classroom can help the teacher to have better results during the process of teaching English. Knowing what to teach, how to teach, why to teach and whom to teach is something that the professor has to consider in order to fulfil the objectives set. Besides, implementing active methodologies with students contribute student's knowledge and improve the quality of their learning. It is also important to mention some information related to method.

METHOD

Brown (2001) points out that a method is the "second of three hierarchical elements, namely approach, method, and technique". Besides, the same author states that an approach was a set of assumptions connected with the nature of the language, learning and teaching. Also, method was described as a general plan "for a systematic presentation of language based upon a selected approach". Lastly, techniques were specific activities that were developed in the classroom and they were in coherence with an approach too (as cited as Edward Anthony, 196.p14).

In a research by Ndubuisi, Chinwe, & Chinenye (2014) there are different methods in the language teaching such as grammar translation method, direct method, the audio-lingual method(Aural Oral method), audio-visual method, cognitive code method, eclectic method and the communicative language teaching method. Dincay (2010) mentions the previous methods that talked Ndubuise & Chinenye and it also

adds other methods for instance silent way, desuggestopedia, communicative language learning, and total physical response.

According to Larsen (2008) "there are many language teaching methods that are actions and thoughts in language teaching. The actions are the techniques and the thoughts are the principles" These language teaching methods are the same from above, but this author explains them using more details. This research mentions how to help the teacher and introduce a lot of techniques to work with each method. In this section, it will be explained desuggestopedia and communicative language teaching.

Teachers can work with Desuggestopedia and Communicative Language Teaching in improving their students' learning and speaking skills. Teachers can employ both or select the most appropriate method according to the setting they are going to work in to develop their classes. Each method has its particular procedures and styles that can be useful for achieving authentic and interesting classes. In addition, each is explained through the benefits and weaknesses that can be considered before using them.

Brown (2001) insists that given that young adults have "superior cognitive abilities", they can learn abstract linguistic rules and concepts easier, they can concentrate better, they can put all of their senses to work, they usually feel more self-confident and they can decipher what they learn in context. All of these abilities are reinforced when effective methods are applied in the classroom. This means that given the problems mentioned above, teachers need to combine methods that can help to enhance their students' capabilities, such as desuggestopedia (DS) and the communicative language teaching (CLT) methods.

Furthermore, these two methods that have been used to effectively teach English to learners because in terms of DS, Larsen-Freeman (2008) say that it's a method that

can push students to quickly learn English in a constructive environment where their production of the language can almost be automatic.

On the other hand, CLT, as Larsen-Freeman (2008) states, students have to communicate in the target language to interact with their peers as well as with other members of the learning community. She claims that students should be able to express their thoughts and ideas freely, without fears.

Additionally, both of these traditions produce higher results during the planning stage, but also in the teaching process in the classroom itself. Whichever method teachers apply in the classroom, they must not forget that a "method", according to Brown (2001), it describes "an overall plan for systematic presentation of language based upon a selected approach" (p. 14). What this means is that a method such as DS and CLT, offer teachers a set of tools they can use in preparing and carrying out their classes.

Desuggestopedia was founded on the premise that the environment plays a fundamental role in the learning of a second language. The idea that teachers can stimulate their students' learning skills had been placed under discussion because most theorists had come to the conclusion that the grammar translation tradition was not being effective as students were not involved with the language for various reasons. One was that teachers were the focus of the learning process. The second was that instead of helping students to produce the language, the emphasis on grammar became a limiting force (Larsen-Freeman, 2008).

Geordi Lozanov, a Bugarian educator, founded DS on the basis of *suggestodoly* back in 1978 with the publication of his book, *Suggestology and Outlines of Suggestopedy.* The term "suggestopedia" is the combination of two words: suggestion and pedagogy. The term was chosen because of his concern about the influence of suggestion in the teaching process. To him, according to Stevick, DS is "concerned with the systematic study of nonrational and/or nonconscious

influences" (as cited in Richards and Rodgers, 2010). Lozanov placed a lot of attention to the environment. He insisted that teachers stimulate their students by creatively decorating the environment through the use of furniture and the way things are organized (Larsen-Freeman, 2008). Additionally, (Richards & Rodgers, Approaches and Methods in Language Teaching, 2010) underline the following ideas that form the basis of this approach:

- Authority: students learn best when the sources of their learning come from proven sources;
- Infantilization: students learning takes place if the relationship that they create with their teachers is like that of their parents;
- Double-planedness: instruction takes place through the interaction with texts, but also with how the environment where that interaction takes place is built; and
- Intonation, rhythm and concert pseudo-passiveness: students learn better, when they confront various types of speaking, such as when the teacher changes his tone or rhythm when conducting a lesson.

Desuggestopedia built on the role that the environment plays in learning English as a second language. For Lozanov, it includes the idea that students need to be stimulated by the outside world in such a way as to make them speak freely and with confidence.
Although DS and CLT are different methods that have their own techniques and approaches, they are not necessarily related.

Since its beginning in the 1970s, Communicative Language Teaching, whose main objective is teaching communicative competence, has influenced other approaches in the teaching process until today (Richards, 2006) . Understanding the functional meaning of CLT means that, according to Littlewood (1981), a person who is learning needs to have opportunities to expand strategies for performing the language. The communicative ability, he says, involves four important skills that

teachers have to consider: First, students have to use the language in a natural form in order to express their ideas. Second, learning must take place in context. Third, an emphasis has to be placed on concrete situations that can give students the necessary feedback in order for them to correct themselves and master communicative skills. Last, students have to be conscious of the social meaning language takes because this will help them avoid misuses and misunderstandings (p. 6).

CLT emphasizes the "what" and the "how" of teaching, without necessarily concentrating on grammar and vocabulary. Teachers have to explain to students how to use the language correctly, in different contexts, and for different aims. It develops activities that engage students in real communication, for instance: role-plays and simulation techniques. Learners have the opportunity to put into practice a diversity of words, expressions and structures (Harmer, 2001, p. 55).

SUGGESTED TECHNIQUES FOR SOME METHODS

Table 1. Suggested techniques for some methods

METHODS	TECHNIQUES
1. Grammar translation method	• Translation of literry passage • Reading comprenhension questions • Antonums/synonyms • Fill-in the blanks • Memorization
2. Direct Method	• Reading aloud • Question and answer exercise • Getting students to self-correct • Conversation practice • Dictation
3. The audio-lingual Method	• Dialogue memorization • Repetition drill • Complete the dialogue • Grammar game
4. Silent way	• Sound-color chart • Self-correction gesture • Structure feedback
5. Desuggestopedia	• Classroom set-up • Possitive suggestion • Role Play • Creative adaptation
6. Communicative language learning	• Tape recording student conversation • Reflexion experience • Small group tasks

Source: Larsen (2008)
Adapted by: Hernández (2017)

STRATEGIES

Manolescu, Talvan, & Bozon (2014) state that the strategy represents "a set of coordinating actions in order to reach a goal" (as cited in Manolescu, 2010:51). Additionally, the same authors' mention that in the educational evaluation, the strategy represent "the responsible conduct evaluator demeanor in all aspects and the entire expanse of the evaluative approach "as well as the most applicable type of teaching evaluation (as cited in Ungureanu, 2001:148).

Weinstein & Mayer (1983) point out that "teachers enter to the classroom with two distinctly different kind of goals which are teaching students "what" to learn and teaching students "how" to learn". In the same path these authors define learning strategies as behaviours and thoughts in which students are engaged "and which are intended to influence the learner's encoding process". Therefore, the objective of any learning strategy is "to affect the learner's motivational or affective state-or the way in which the learner selects, acquires, organizes, or integrates new knowledge (pp.1-4)".

Le Donné, Fraser, & Bousquet (2016) explain about the factors that linked with active learning and cognitive learning strategies. In the same way these authors discuss that a teacher needs to have confident in his/her capacity to control the class and give clear instructions in order to carry out teaching practices. Also, "a teacher co-operates with other teachers in the school, the more he or she tends to regularly use cognitive activation and active learning strategies". That allows exchanging experiences about teaching with other professors and implement mutual support in the teaching process (p.10).

Rubin (1975) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge." (p.43). Furthermore, in a paper done by Griffiths (2004) mention that Rubin identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. The direct learning strategies she divided

into six types (clarification/verification, monitoring, memorization, guessing/ inductive inferencing, deductive reasoning, practice), and the indirect learning strategies she divided into two types (creating opportunities for practice, production tricks) (as cited in Rubin, 1981, pp.124-126).

Chilkiewicz (2015) mentions some author's definitions about strategies . For example: Chaudron says that a strategy is "cognitive operations that learners apply while in the classroom or other learning situations"(Chaudron 1988:109-110). Another definition from O'Malley mentions that learning strategies are" set of operations used by a learner that will facilitate the acquition , storage , retrieval or use of information". In addition, researchers coincide that "there is no agreement on exactly what strategies are, how they should be defined and classified". Nonetheless, Chilkiewicz states Rubin's categorization from year 1981. Besides, the same author argues that Rubin presented her own model of learning strategies and she categorized them into two: direct and indirect learning as it is mentioned in the previous paragraph.

- Direct learning
  - Clarification/verification.-It is when students asks for examples of how to apply a word/expression and learners ask the proper manner to use, etc.
  - Monitoring.-It is when students his/her own errors, notes their sources and at the same time see and examine the application.
  - Memorization.- It is when students associate words or "other language elements and use of mechanical devices, among others"
  - Guessing/ inductive inferencing. - It is when learners use a lot of ways to guess the meaning of something and the rules of the language.
  - Deductive reasoning.-It is when students find and apply general rules, etc.
  - Practice.-It is when learners put into practice with the new features of the language.

- Indirect learning
  - Creating opportunities for practice.-It is when students generate circumstances with native speakers to put into practice.
  - Production tricks.-It is when students communicate "the learner uses circumlocution, synonym, etc.".

It can be noticed that there are several learning strategies that contribute to the acquisition of a new language. The two types of learning strategies: direct and indirect have a close relation with scaffolding strategies. These two types permit students to learn in the class in an independent manner. Students have the chance to experiment the teaching-learning process in an authentic form. Furthermore, they are linked with scaffolding strategies that allow learners to study a new language and let them be autonomous in the classroom.

To sum up, teachers can apply many procedures and resources in order to improve students' achievement and get good results during the teaching-learning process. Being a creative teacher and using authentic ways for teaching can change the student's learning. When teachers use appropriate strategies with students the classes can be understood better and the learning outcomes produced by learners can fulfil with the objectives for the class.

SCAFFOLDING STRATEGIES

According to Bikmaz, et al. (2010) "scaffolding strategies is a teaching strategy that provides individualized support based on the learner's Zone of Proximal Developments (ZPD)" (as cited in Chang, Sung & Chen, 2002, p.25). Another author, Edman (2007) states that "scaffolding is a strategy that teachers use to move learning forward in the zone of proximal development". It is also a collaborative process that includes negotiation between students and teachers about how to develop the learning process (as cited in Shepard, 2005, p.38).

Wilson (2016) argues the definition of scaffolding comes from Vygotsky (1978,1987), that states that "teaching should be ahead of development" that learners can succeed their present capability with suitable support given by the professor. Such support can be "designed-in" in the form of planned pedagogic tasks, or "contingent" in the form of spontaneous teacher-student and peer-peer interactions (Hammond & Gibbons, 2005). Nevertheless, as Lantolf and Thorne (2006, p.264) claims, not all assistance is necessarily supportive of development: assistance which over-simplifies can also disenfranchise students. Additionally, efficient scaffolding, permit learners to achieve in "challenging tasks by encouraging participation and a sense of agency, accepting partially correct answers rather than insisting on perfection" (Wilson & Devereux, 2014).

Royanto (2012) arguments that scaffolding is a concept developed by Vygotsky as it is mentioned in the previous paragraph. According to Vygotsky (in Hedegaard, 1990), psychological development has a connection with "pedagogical perspective in instruction". A child can develop better his/her learning with the help of an adult person. The area between the actual level of performance and potential level of performance is called as ZPD (Byrnes, 2001). A coordinated instructional design can benefit a child to improve "his/her intellectual skills" (p.1602).

Scaffolding approach is learning strategies. Scaffolding systems support students who can not accomplish the objectives. So, it is crucial to help students step by step in order to help them to get their goals. The teacher is the person who helps them to solve their problems and students become independent during their learning. "The Conceptual Scaffolding helps learners to present the concept of what they are learning and identify knowledge of the concept. It's about arrangement the suggestions to learners for their consideration or reflect to learning experience" (Hannafin, 1999; Sherman, 2005). (Waiyakoon, Khlaisang, & Koraneekija, 2014)

The metaphor of scaffolding was first introduced by Wood,Bruner, and Ross in 1976 (Hobsbaum, Peters, & Sylvia, 1996; Holton & Clarke, 2006; Lipscomb, Swanson, &West, 2004; Pea, 2004; Verenikina, 2008), and it was determined as "an adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (Wood, Bruner, & Ross, 1976, p. 9). (Ahangari, Hejazi, & Razmjou, 2014)

Fields & Marsh (2017) claim that "scaffolding helps students to reach beyond where they could go on their own. It is a powerful tool for learning" The help is for students by teachers, by students with more experiences or knowledge or by supporting material provided by the teacher for students. Besides, scaffolding benefit learners to realize the learning outcomes .Likewise, the idea is "to help students lower their anxiety level and bee more open and engaged in learning so that they can continue moving forward (p.11)" The same authors mention that there are some cognitive benefits when using scaffolding strategies for example: collaboration and cooperation, four linguistic skills, critical thinking, Cross-curricular and multicultural material, safe environment and level of difficulty (p.13).

- Collaboration and cooperation: Students work together and help each other.
- Four linguistic skills: "The activity combines reading, aural comprehension, speaking and writing. When any activity includes these four skills, learning deepens".
- Critical thinking: Students have to be critical at the moment of answering and creating questions.
- Cross-curricular and multicultural material: Mixing cross-curricular data helps learners to practice diverse intelligences, in that way making the learning experience more significant.
- Safe environment: Creating a good rapport in the class is crucial. Students can work in pairs so they can feel more secure "and so are able to transfer knowledge from short-term to long-term memory"

- Level of difficulty: The vocabulary and information used in the class have to be according to the levels and necessities that students have. Students can solve any challenge that the teacher can provide them, that will help them to be more successful in real life situation." Scaffolding helps you to push your students out of their zone of comfort safely".

To conclude, using scaffolding in the classroom may benefit students to have a better environment of learning. Through of the use of them, learners can be more autonomous and they can interact between teacher and students in a natural manner. Moreover, the use of adequate scaffolding allow students to reach difficult activities that are developed in the classroom by creating participation and making them feel motivated.

Scaffolding in the zone of proximal development

Christmas, Kudzai, & Josiah (2013) made a deep analysis of many authors and they point out that scaffolding is important in the ZPD theory. The word scaffolding was presented by Wood, Bruner and Ross (2001). "In the context of the ZPD, scaffolding is used to explain the social and participatory nature of teaching and learning which occurs in the ZPD ". Teachers and students use scaffolding to explain the function of adults in modelling children's learning and progress. (Hammond, 2002; Daniels, 2001).

Zone of Proximal Development

According to Shabani, Khatib, & Ebadi (2010) expresses the concept of the zone proximal development (ZPD). It was developed by Lev Semenovich Vygotsky during the late 1920s and expanded gradually until his death in 1934. Vygotsky defined the ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance (p.86)".

In another investigation by Khaliliaqdam (2014) mentions that the ZPD according to Vygotsky (1978), it has to be determined "the actual developmental level and the level of potential development (p.86.)". The first, it is the child's ability to solve a problem without any assistance .The second one "defines those functions that have not yet matures but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state (p.86)".

Wells (1999) argues that scaffolding is a manner way of operationalizing Vygotsky's (1987) concept of working in the ZPD. He said that there are three characteristics that provide educational scaffolding:"1) The essentially dialogic nature of the discourse in which knowledge is co-constructed, 2) The significance of the kind of activity in which knowing is embedded and 3) the role of artifacts that mediate knowing "(Wells, 1999, p.127)

Based on the reading University, Northern Illionois (n.d) teachers have to use scaffolding because when they think that students are not understanding or progressing in their knowledge. The use of scaffolding can be carried out with the teacher and one student or the teacher with the entire class.

Importance of using scaffolding to improve learning

In a research by the University, Northern Illionois (n.d) argues that it provides a supporting learning environment. Through scaffolding environment, students feel comfortable, they are free to ask and answer questions and the teacher can provide feedback during the class. Moreover, when teachers include scaffolding in the classroom, they become mentors and facilitators rather than being a teacher center on it. That means that students are the center in the class and they can produce the language and work by themselves.

Figure 5. Using scaffolding to improve learning
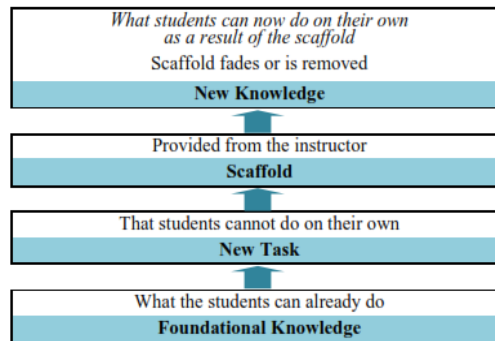
The University of Northern Illionois also mentions some benefits of scaffolding:

- Students learn deeply and they discover by themselves.

- Envolve students in a significant manner in small and big classes.

- Create a good rapport in students.

- Scaffold can be recycled for other circumstances of teaching

In an article by Antonio & Brunny (2008) state that scaffolding permit learners to improve their own aims and for that reason, it is necessary several learning activities that engage the whole students. Similarly, students become more autonomous during the process of teaching and learning (p.223).

In an investigation by Walqui (2006) supports that the scaffolding types necessary for ELLs are six:

1. Modelling. - Learners need to have clear examples for imitating.

2. Bridging. - Students are capable to create new concepts and learning "if these are firmly built on previous knowledge and understandings". Comprenhension is an important aspect to be considered to generate new information or in other words 'the weaving of new information into existing mental structure' (Tharp &Gallimore, 1988: 108).

3. Contextualising.-The language is integrated in a rich context and is situation-dependent. Learners "can trust in nonlinguistic information to compensate for possible linguistic shortcomings". Besides, academic language is decontextualized. To understand that language, students have to rely on language alone (Cloran, 1999).

4. Schema building. - Schema of meaning that are interrelated, are how teachers organize knowledge and understanding. Whether building understanding is a matter of weaving new data into pre-existing structures of meaning, then it converts necessary for teachers to help English Language students see these relations, through a variety of activities and exercises.

5. Re-presenting text. Be engaged in activities that involve "transformation of linguistic constructions they found modelled in one genre into forms used in another genre"

6. Developing metacognition. - It is defined like the capacity to monitor the present level of understanding and determine when it not suitable.

According to Walcott (2010) provides some suggestions for accelerating the teaching process of English Language Learners (ELLs) in the classrooms. "ELLs need to scaffold to help them access the curriculum" The original concept of scaffolding wrote Jerome Brunner in 1983. This article defines scaffolding as " a process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it" (as cited in Jerome Bruner, 1983).

Table 2. Scaffolding types necessary for ELLs

1.Modelling	Students need to have examples in order to produce what the facilitator asks.
2.Activating and bridging prior knowledge and or experiences:	Students need to build new definitions on previous knowledge and understand. For example teacher can use graphic organizers, KWL, etc.
3. Text representation:	Convert a story, a piece of writing, use a different genre into another, etc.
4.Metacognitive development	Use effective strategies for specific activities such as asking to clarify questions, using rubrics, among others.
5. Contextualization	Use authentic material or source contents for teaching for instance: real objects for teaching depending of the necessity that teachers have (pictures, flashcards, audios, videos , magazines and others)
6.Building schema	Teachers have to join previous knowledge and experiences to build new ideas and definitions. For example note titles of charts, note headings, compare/contrast, sequence of events etc.

Source: Walcott (2010)
Adapted by: Hernández, A (2018)

It is important to mention that these scaffolding strategies are also mentioned in Walqui's research in 2006. That means those six scaffolding strategies were consider in Walcott's study in 2010 again. Additionally, Walcott argues that "utilizing specific instructional modifications as well as targeted pedagogical strategies can accelerate ELLs' academic achievement and English language acquisition" (p.1).

In a research document done by Moro (n.d) mentions how to work with scaffolding in order to be put into practice in classes as is mentioned in the following table:

Table 3. Scaffolding activities

Types	Meaning	Activities	SDAIE Strategies
1.Modelling	To explicitly show and demonstrate	• Language for book club • Language for clarification	• Speaking slowly and clearly • Modelling the language you want students to use • Providing samples of student work
2.Bridging	To activate prior knowledge in other to build connections	• Think-pair-share • Anticipatory guide	• Think-pair-share • Quick-writes • Anticipatory charts
3.Schema Building	To use clusters of patterned concepts gathered from past experiences	• Compare-contrast • Sequence of events	• Compare and contrast • Jigsaw learning' peer teaching • Projects
4.Contextualization	Surrounding new concepts with a sensory environment, thus clarifying them	• Metaphors • Video / audio clips	• Demonstrations • Video Clips • Repetition • Use of manipulatives • Local opportunities
5.Meta-cognitive development	Thinking about one´s own thinking	• Think aloud • Rubrics	• Self-assessments • Teach note taking and studying techniques • Vocabulary assignments
6.Text representation	Taking texts and transforming them into something else	• Post Cards • Conversations	• Students create drawings, posters, or videos • Students create new games

Source: Moro (n.d)
Adapted by: Hernández, A (2018)

2.4.3.2 Dependent variable framework

LANGUAGE

In a research document by Amberg & Vause (2009) mentions that language is a way of communication, and "communication almost always takes place within some sort of social context". This is why effective communication has the necessity

to understand and recognize the connections between "a language and people who use it (p.2)".

The same authors say that talking about the connections between "a language and people who use it" mean that they can say when to use a slang or when to use formal language. That means having knowledge of the language and at the same time this study states that "social context is a major factor that drive our language choices". Furthermore, they argue that: "Each community, lust like each individual, has its own language that expresses the ideas, values, and attitudes of its members" (p.3).

Rubin (1975) states that "the different success of a second/ foreign language learners a need to examine in detail what strategies successful language learners employ". According to this study, it is also important that the teacher can start helping their less triumphant students in order to enhance their achievement by working more with productive strategies during the teaching-leaning process. Additionally, she mentions that for having a good language learning, it depends on three variables which are aptitude, motivation and opportunity. "Some authors feel that language aptitude is "a relatively invariant characteristic of the individual, not subject to easy modification by learning" (Carroll 1960:38). Carroll-Sapon (Carroll 1965:96) uses some parameters as a criteria to predict language learning achievement: "(1) phonetic coding, (2) grammatical sensitivity- the ability to handle grammar, (3) rote memorization ability, and (4) inductive language learning ability- (pp.41-51)".

In an investigation done by Krauss & Chiu (n.d) states about language is related with social life. It is the one which permits knowing the cultural knowledge and the principal mean that people have access to "the contents of other's minds". Additionally, they argues that language has a connection with the majority of phenomena "that lie at the core of social psychologists". Furthermore, language usually is the medium by which subjects' answers are produced, and in which they

reply in social psychological research, "more often than not, language plays a role in both stimulus and response (p.2)".

Human beings have the capacity to express their thoughts and feelings through their speech, writing or other types of signs. In addition, they have the possibility to choose, coordinate, and combine several simple and complex ideas. Besides, people have power to select how to speak depending on the place where they are and the people who they are with. Likewise, the social context is a crucial part that motivate the humanity to select what language speak.

LANGUAGE SKILLS

In a research journal by Frydrychova (2014) the language skills are both the aim and the means for the implementation of the communication goal. The same author points out that language skills through the "target categories have been elaborated in the English Language Teaching (ELT)" in confidence with the intentions as they are employed "in everyday communicative situations". Moreover, "the language skills as a means are then used in ELT in the activities and exercises aimed at the acquisition of language means (vocabulary, grammar, pronunciations, orthography)", or in activities and exercises directed at the improvement of a language ability. Lastly, the language skills are divided according to the type of communicative process and they are: "receptive (listening and reading) and productive (speaking and writing)". "According to the form of the communicative process, they are then divided into spoken and written" (cf. Byrne, 1984; Kumaravadivelu, 2001; Selinker & Tomlin, 1986; Sebestova 2012/13; or Vesely, 1989/90) (p.87).

Husain (2015) found in his research that "language is essentially a skill. Language is a complex skill involving four sub-skills, which are listening, speaking, reading and writing" (pp. 2-3). In addition, he mentions the classification of the language skills which are divided into two parts: productive skills and receptive skills. First, the productive skills or called active skills that are composed by speaking and

writing. Second, the receptive skills or named passive skills that are listening and reading. Likewise, the same author argues that speaking and writing are named productive because when using these abilities the learner is not only active but also creates "sounds and speaking symbols (letters, etc) in writing"(p.3).

Ivancic & Mandic (2014) found in their research that talking about language indicate having the next four basic language skills: "reading, listening, writing, and speaking". In addition, they state that "Reading and listening belong to the receptive language skills, since the learners receive an input, while speaking and writing belong to the productive language skills, because the students produce an output" (p.2). In the same path they say that receptive skills are the abilities of reading, and listening and as a result understand a foreing language. Nobody was born with these abilities so they must be studied and mastered. In addition, listening skill has to be learned. At this point, it is crucial to emphasize the significance of comprehensible input. Comprehensible input, if "it is oral or written, can not be just any stream of sounds we hear or words we read, it is an input we clearly understand and are able to reproduce". At that time, it is when the real learning takes place in people. When teaching receptive skills, it is necessary to mention that exist a basic methodology for "teaching both listening and reading" (as cited in Harmer, 2001, p.270). Both types of input, learners must select between listening or reading quickly, with the objective of understanding a general idea of the text, and listening or reading cautiously in order to get specific information (p.2)

Additionally, Córdoba Zúñiga, (2016) highlighted that a recent investigation on teaching English language work with the integration of listening, speaking, reading and writing with a progress in the target language. Furthermore, the same author argues that the idea "by saying that the integration of language Skills is important to develop a genuine communicative competence and improve learner's language proficiency by participating in linguistic and communicative activities that promote authentic language usage" (pp.16-17) (as cited in Nunan, 1999).

The four language skills play an essential role when teaching English in the classroom. Teachers have to teach consider that listening, speaking, reading and writing have to be practiced by students in context. Depending on the activities that the professors develop with their students, they have to motivate students' learning by using authentic material and scaffolding strategies in order to improve the teaching-learning process.

PRODUCTIVE SKILLS

According to Harmer (2001) points out that "when students write or speak in lessons they have a chance to rehearse language production in safety, experimenting with different language in different genres that they will use on some future occasions away from the classroom"(p.249). He also maintains that when teaching the productive skills, they are connected with the receptive skills. Both are related each other in several manners. "Output and input": when a learner originates a piece of language and sees how it turns out, that data is fed back into the acquisition process. "Output become input". The input can have a lot of forms. "some of it comes from ourselves, whether or not we are language learners". Furthermore, it can be said that "reception as a part of production: in many situations production can only continue in combination with the practice of receptive skills". That means that the conversation between two or more people is a mix of listening and oral comprenhension of "what has been said is necessary for what the participant says next". Besides, in writing also depends on what people read (...).Production allows reception: productive skill is a way of assisting learners with their receptive skills (Harmer, 2001, pp. 250-251).

Hubackova & Semradova (2014) Hubackova &Semradova (1997) state about productive skills and they express the following data that is connected with language skills as eLearning course contents. In addition, speaking is linked with the practice of other abilities. "To speak to somebody is a skill, to have a conversation with somebody is a communicative competence". Besides, writing is applied to verify the level of learners' language abilities. It can be associated with

"listening (as a reproduction) or with reading (as a reproduction of a narrative, as written extracts from a professional text) or incorporated as the form of exercises with a topic not prepared before "(pp.54-55).

Specifically, Golkova & Hubackova (2014) believes that students learn "a new language by observing, reading and collecting language experience" (p.477). Furthermore, learners get knowledge in a passive way and after they produce their own ideas and thoughts. Likewise, writing belongs to the group of productive language skills that is also called active skills. Additionally, the same authors argue that "Productive skills-also called active skills- mean the transmission of information that a language user produces in either spoken or written form". Productive skills need the assistance of the receptive skills. Reading and writing are passive knowledge that helps to the application of "grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language". In fact, this is applied when learning any language. When people study a foreign language, receptive skills generally come first and they should be followed by practical application of productive skills. "If a learning process lacks one of them, the final outcome will not be complete" (p.478).

Frydrychova (2014) argues that the productive language skills involves speaking and writing. Many studies show that they are developed least in English Language Teaching. Teachers have to consider how to teach to their students these productive skills. In addition, it is important to contemplate the entire learners' features, particularly their age, proficiency level and conditions that students have during teaching-learning process (pp.87-89).

Speaking and writing skills play a fundamental part when learning a new language. Besides, these contents are beneficial because in this research is considered the speaking skill as a variable of study. That means that the previous contents help to go deeper through the speaking skill and to know how to teach it to students in the classroom.

SPEAKING SKILL

Speaking is a way of communication. Furthermore, speaking is a skill that requires to create coherent sentences and phrases to communicate in an efficient manner. A person needs to know how to transmit the message and he or she needs to be understood by other people. Learning how to speak is a big challenge and it requires a lot of effort .Speaking is using a specific structure of grammar and words to pass across ones 'idea. However, communication is in two forms: talking and listening. Manurung (2014) argues that speaking is a significant ability when learning any languages. It permits students to express their points of view and give responses too. Additionally, speaking is a productive skill that is connected with the capacity of language students to process data during the conversation (as cited as Harmer, 1991; Burns and Joyce, 1997; Brown, 2001) (p.45).

According to Bashir, Azeeme & Hussain (2011) speaking skill demands to practice a lot in order to produce the language. Additionally, the authors state that people learn to speak their mother tongue by listening and repeating to someone. They say that the teacher can do the same, he can provide some structures and ask students to repeat that will help them to be open minded. Furthermore, the same authors point out that language learners say that speaking skill is the most important skill that they can acquire. In the same path, these authors mention that "language learners need to recognize that speaking involves three areas of knowledge":

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): knowing when clarify of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason. (pp.38-39)

Thornbury claims that "linguistic knowledge is often ranged along a cline from 'the big picture' e.g knowledge of the way an anecdote typically unfolds, to the 'fine print' e.g. knowledge of grammar and vocabulary". In addition, he explains about six important aspects to consider: genre knowledge, discourse knowledge, pragmatic knowledge, grammar, vocabulary and phonology.

1. Genre knowledge. - There are two principal goals for speaking. Speaking works as a transactional function, considering that transmit information as a main goal and facilitate the exchange of good and services. Besides, it helps as an interpersonal function because the main purpose is conserving social relations. A significant aspect that "determines the structure of a genre is whether it is interactive or non-interactive. Lastly, a distinction needs to be made between planned and unplanned speech"

2. Discourse knowledge. - The specific genre of a structure and its individual elements need to have linked for creating "coherent stretches of discourse". Furthermore, discourse competence is knowing how to organize and connect individual statements and how to plan that knowledge with structures of interactive conversation. Using discourse markers is principally beneficial for having a fluid interactive talk.

3. Pragmatic knowledge.-It describes the relation between the language and its contexts of application, as well as the determinations for which the language is being employed. "It is knowing how to do things with language, taking into account its contexts of use".

4. Grammar.-"Spoken grammar is the three-part division of utterances into a body plus optional head and tail slots." .Additionally, there are a number of characteristics of spoken grammar "that are the audible effects of real-time processing difficulties- that is called performance effects"

5. Vocabulary. - It has many words and expressions that are expressed by the speaker' attitude at the moment of saying something. For instance, speakers use several words and expressions that declare positive and negative things.

6. Phonology.-Pronunciation is one of the lowest level of knowledge that a person can have. "Intonation serves both to separate the stream of speech into blocks of

information (called tone units) and to mark information within these units as being significant". (Thornbury, 2009, pp.22)

Specifically, Lackman (2010) believes that teachers should teach students particular speaking skills. They are known as "sub-skills or microskills". This study is similar to this research and these contents contribute to reinforce what to teach and how to teach in English speaking skill during the teaching-learning process. At the same time he mentions some examples as it is shown in the table below.

Table 4. Speaking Sub-Skills

Sub-skills	Application	Examples to use in the class
Accuracy with words & Pronunciation Students practice using words, structures and pronunciation accurately.	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.	This exercise provides students the opportunity to think about accuracy before they speak. ●To initiate, present students a general topic (my last vacation). ●Then put students in pairs and the pairs discuss the grammar, vocabulary and or expressions they need to use to discuss about the topic. ●After students have enough training, the teacher can change partners and talk with other students.
Responding and initiating Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.	Activities which get students to practice managing a conversation in an appropriate way specific words and phrases such as "What do you think about…", "Speaking of…", "Really?, etc. Gestures and other paralinguistic tools are also used in conversation management.	It is necessary to provide students some phrases or expressions before talking. ● By the way... ● That reminds me (of)... ● Speaking about /of... ● Before I forget... ● Oh, while I remember... ● I just thought of something. ● Oh, there's something else I wanted to say/ ask you. ● This has got nothing to do with what we're talking about, but … ● Changing the subject for a minute… ● That's funny, because something similar... ● Incidentally.

Sub-skills	Application	Examples
Range of words and grammar Students practice using particular grammar and / or vocabulary for speaking on a specific topic for doing a specific task.	Students need to know a range of words and grammar and have the ability to choose from a bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.	This is a good activity in context. To begin, get students decide on a speaking topic or choose one by themselves. Then do a whole-class brainstorming vocabulary that would be used in talking about that topic and expand it, whenever appropriate. ●For example if the topic was travel and students say hotel, you must say "hostel", etc. ●Then elicit the grammar that would be used in the speaking about the topic, particularly verb tenses and next write those verbs on the board. ●So work in pairs or small groups using the grammar and vocabulary given.
Dicourse Markers Students practice using words/ phrases which organize a talk (e.g. firstly, secondly, on the other hands, to summarize)	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help their listener recognize how their talk has been organized. Activities can be used which teach discourse markers and then require students to use them appropriately.	This is a nice task that introduce discourse markers. ●First, it is essential to put learners in pairs and ask them to think of step-by-step instructions. For instance: preparing a sandwich, writing an email or etc. Then, teach student some discourse markers. ● To begin ● First, ● Second ● Then ● After that ● Before that

Source: Lackman (2010)
Adapted by: Hernández, A (2017)

Richards (2008) suggests in styles of speaking that a crucial criteria to consider in a discussion is using a style of speaking that is pertinent to the particular circumstances. Many styles of speaking contemplate the" roles, age, sex and status" of members in communication and also reflect the expression of politeness.

Furthermore, Richards states that there are some functions of speaking in the interaction of human beings. Additionally, Brown and Yule compared between the "interactional functions of speaking", in which it helps to sustain social relations and "the transactional functions", which it talks about exchanging information. (as cited in Brown and Yule, 1983. In the same premise of Brown and Yule (after Jones, 1996, and Burns, 1998) they state that Richards used an expanded three- part version: "Talk as interaction, talk as transaction and talk as a performance".

- Talk as interaction.- It means "conversation" and it describes the "interaction that serves a primaly fuction".When people have meetigs , they interact each other about diverse topics in order to be friendly and to have a confort zone .

- Talk as transaction .- It is focus on what is said or done. The central focus is on "the message and making onself understood clearly and accurantly".

- Talk as a performance.- It is about "public talk", in other words, "talk that transmits information before an audeince, such as classrooom presentation, public announcements , and speeches" (Richards ,2008, pp.21-28).

Table 5. Teaching

Teaching		
Talk as interaction (Complex skill)	Talk as transaction (Easy Planning)	Talk as a performance (Have to be planned)
Provide examples embedded in naturalistic dialogs that model characteristics for instance : • Openinig and closing conversations • Making small talk • Recounting personal incidents and experiences and reacting to what the others say	• Group activities • Information-gap activities • Role Palys(that ca provide sharing/obtaining information) • Real-world transactions (ranking, values clarification, brainstorming, and simulations)	• Provide examples or models of speeches • Oral presentations • Stories, etc throeugh video or audio recordings or written

Source: Richards (2008)
Adapted by: Hernández, A (2017)

2.5 Hypothesis

H0: The use of scaffolding strategies do not have a positive impact on speaking skill with students of the Tourism and Hospitality Major at Universidad Técnica de Ambato.

H1: The use of scaffolding strategies have a positive impact on speaking skill with students of the Tourism and Hospitality Major at Universidad Técnica de Ambato.

2.6 Signaling hypothesis variables

Independent Variable: The use of scaffolding strategies

Dependent Variable: Speaking Skill

CHAPTER III
RESEARCH METHODOLOGY

3.1 Approach

The following research was based on quantitative and qualitative approaches.

Quantitative approach:

The instrument used for this research was the PET. The speaking section was taken in order to measure the level of student's knowledge in this skill. This study had a quantitative approach because through this test, the teacher had the opportunity to know the bands that students had from cero to five. In this case, it was used a pre-test and a post test. First, the pre-test measured the amount of knowledge that students have in the speaking skill without implementing any strategy. On the other hand, the post-test tested how the subject was taught considering that the experimental group used the scaffolding strategies and the control group did not.

By using the quantitative approach, this research obtained percentages and statistics that demonstrate the reality of students learning speaking skills with the use of scaffolding strategies. It allowed to recognize the real results of how students are learning the use of grammar and vocabulary, discourse management, pronunciation and interactive communication. This investigation obtained useful data from those evaluations that gave to this research important information in order to help students to learn better the language using scaffolding strategies as a strategy of learning English as a Second Language (LESL).

Qualitative approach:

Besides, this research was also qualitative because it was suggested to apply a type of measurement that permit the facilitator to register the students' weaknesses and strengths in their learning process. Besides, the rubric that was used for evaluating students in the speaking section contained the next criteria: grammar and vocabulary, discourse management, pronunciation and interactive communication. This rubric was validated by expert people from Cambridge in order to test the PET.

3.2 Basic research modality

Field research

This study was done with students of Tourism and Hospitality Major of Universidad Técnica de Ambato. Besides, this research permitted to face real situations that students had and how they were learning the speaking skill.

Bibliographic and documentary

For identifying the use of scaffolding strategies to improve speaking skill were considered some classic books, papers from different web browsers with current dates and among other webs from the internet .They allowed this study the orientation of the issue through investigative resources related to develop knowledge about scaffolding strategies for teaching English as a foreign language.

3.3 Level or type of research

The following research was based on descriptive and quasi-experimental levels. It was descriptive because it helped to analyze the information and described the object of the study "With descriptive studies it seeked to specify the properties, characteristics and profiles of individuals, groups, communities, processes, objects

or any other phenomenon to undergo an analysis". (Sampieri, Fernandez, & Baptista, 2014). According to the data obtained, this research was also quasi-experimental because of the following aspects:

Segura (2003) states that the quasi-experimental method is used to study problems where people can have control of the situations that are happening. There are some techniques that can be collected in this method for example: standardized tests, interviews, observations, among others. In addition," it is recommended to use as much as possible the pre-test, that is, a measurement prior to the application of the treatment, in order to analyze the equivalence between the groups".

This investigation is quasi-experimental because the different semesters were already established from third to eight semesters during the academic period march-september 2017 in the Tourism and Hospitality Major from Universidad Técnica de Ambato. In addition, it was used a standardized test called PET from Cambridge. This test assess the speaking performance from students of B1 level.

3.4 Population and sample

3.4.1 Population

For applying this research, it was considered the students from the second to the eighth semesters of Tourism and Hospitality Major that belong to the academic period march-september 2017 of Universidad Técnica de Ambato.

Table 6. Population Table

	Universidad Técnica de Ambato	
	March-September 2017	
	Population	Number
	Second	25
	Third	33
	Fourth	31
Students	Fifth	17
	Sixth	21
	Seventh	26
	Eighth	15
	Total	168

Source: Secretary of Tourism and Hospitality Major
Elaborated by: Hernández, A (2017).

3.4.1 Sample

To calculate the population in the research, it is necessary to calculate the sample. The formula is applied as follows:

N=	Population	168
n=	Sample size	?
Z=	Confidence Level	95%
E=	Margin of error	0,05

$$n= \frac{N}{E^2 (N-1)+1}$$

$$n= \frac{168}{(0,05)^2 (168-1) +1}$$

$$n= \frac{168}{(0,0025) (168) +1}$$

$$n= \frac{168}{1,42}$$

$$n= 118$$

The population that was used for the investigation

Table 7. Population research

Population research		
Groups	Level	Number of students
Control	Third	8
	Fourth	31
	Fifth	17
Experimental	Sixth	21
	Seventh	26
	Eight	15
Total		118

Source: Secretary of Tourism and Hospitality Major (2017)
Elaborated by: Hernández, A (2017)

The casual no-probability sampling was used to choose the population of 118 students of the Tourism and Hospitality Major of Universidad Técnica de Ambato. Herrera , Medina , & Naranjo (2014) state that "the elements that make up the sample and those who are going to be investigated are those that are easily accessible that means that they can be found at any time and place".

3.5 Operation of variables

Independent Variable: Scaffolding strategies

Table 8. Independent Variable: Scaffolding strategies

DEFINITION	CATEGORIES	QUALITY INDICATOR	QUESTIONS/SITUATIONS	TECHNIQUES	INSTRUMENTS
Scaffolding strategies imply that the teacher carefully monitors the learner's growing understanding and developing academics skills provided by different types of scaffolding strategies. They allow students to be the center of the class rather than the teacher. Additionally, students become more autonomous and independent during the teaching-learning process.	Academics skills	Informational questions using : simple and complex grammatical forms and appropriate vocabulary about familiar topics	PART 1 (PET) • What is your name? • What is your surname? • Where do you live? • Where do you come from? • Do you work or are you a student? • What do you do/study? • Do you study English at school?	Interview	Standardized Preliminary English Test (PET) from Cambridge
	Scaffolds and challenges	• Modelling • Activating and bridging prior knowledge and or experiences • Contextualization • Building Schema • Text representation • Metacognitive development	PART 3 (PET) The Examiner says to two students the following instructions : • Talk on their own about something. • Describe photographs of people doing things at home. • First, student A speak from his photo. Then students B speak from his photo		

Source: Field Research

Elaborated by: Hernández, A (2017)

Dependent Variable: Speaking skill

Table 9. Dependent Variable: Speaking skill

DEFINITION	CATEGORIES	QUALITY INDICATOR	QUESTIONS/SITUATIONS	TECHNIQUES	INSTRUMENTS
Speaking skill.- is an important ability in language learning that enables language learners to communicate through the development of its subskills In addition, it is one of the macro skills that permits having effective communication. Besides, speaking is a skill that requires to create coherent sentences and phrases to communicate in an efficient manner.	Language learning Subskills	• System • Grammatical rules • Transmit messages • Grammar and vocabulary • Discourse management • Pronunciation • Interactive communication	PART 4 (PET) The examiner says the following information to students: The photographs showed people doing things at home. Now you have to talk together about the things you have to do at home and the things you like doing at home PART 2 (PET) Teacher describe a situation. Then he gives a picture with some ideas to students : "A young is going to visit a city for the weekend, but he doesn't enjoy sightseeing. Talk together about the different things he could do in the city and say which would be most fun for him"	Interview	Standardized PET from Cambridge

Source: Field Research
Elaborated by: Hernández, A (2017).

3.6 Method of data collection

Table 10. Method of data collection

BASIC QUESTIONS	EXPLANATION
Why?	To get solutions to many problems and to propose solutions for the objectives given in this research
Who are the people or objects?	Students from Tourism and Hospitality Major of Universidad Técnica de Ambato
What aspects are going to be mention?	The use of scaffolding strategies in speaking skills.
Who will be involved in the investigation?	Alba Hernandez Freire (Investigator) and students from third to eight semester
When?	During the academic semesters of: March-September 2017 and September 2017-February 2018
Where?	Tourism and Hospitality Major in Universidad Técnica de Ambato
How many times?	The time that the investigator consider that is necessary
What technique will be used?	Preliminary English Test Validated Rubric from PET Observation
What research instrument will be used?	Standardized PET from Cambridge

Source: Field Research
Elaborated by: Hernández, A (2017).

3.7 Data collection and analysis

To fulfil with the objectives of this research, it was divided up into four phases: pre-test, intervention, post-test, and analysis and interpretation of data.

1. Pre-test phase

First, the whole population of students was divided into two groups, the control group and the experimental groups. Then, the control group (CG) was made up for students from third, fourth and fifth semesters and the experimental group (EP) was made up with students from sixth, seventh and eight semesters.

Second, both groups were evaluated with the speaking section from PET validated exam from Cambridge. For the exam, there were two examiners: the first one the one who took notes in a standardized rubric (Annex 3) and the second examiner was the person who was evaluating the examinees. The main goal of applying that test was to get the students' level in the speaking skill. It is important to mention that this is a standardized exam which measures four individual criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. (Annex 2)

2. Intervention

In the second phase, it was just considered the EG for putting into practice the strategies of scaffolding strategies based on Walqui (2006) study. Students had the chance to imitate what the teacher was doing as a mentor (modelling), say what they know in any topic (activating and bridging prior knowledge and or experiences), see real examples in the class (contextualization), organize knowledge and understanding (building schema), adapt a textual genre to another (text representation) and be evaluated their understanding (developing metacognition). This EG had the opportunity to experiment a new way of learning in order to boost the speaking skill. In addition, it was necessary to mention that the

CG was not considered in this phase. That group worked normally as planned in the syllabus.

3. Post-test phase

After implementing the scaffolding strategies with the EG, it was fundamental to assess the speaking section of PET again. The post-test was used in the CG and the EG. The post-test was evaluated with the same process of the pre-test. First, it was evaluated the CG which it is formed by students from third, fourth and fifth semester. Then, it was evaluated the EG which is formed by learners from sixth, seventh and eighth semesters.

As in the pre-test exam, both groups were evaluated with the speaking section from PET exam. For the exam there were two examiners: the first one was who took notes in the rubric (Annex 3) and the second person who was evaluating the examinees.

4. Analysis and interpretation of data

For the analysis and interpretation of the data, it was necessary to apply some column charts to obtain arguments graphically. This analysis and interpretation will help to establish some conclusions and recommendations about students' level in speaking skill. In order to make the analysis and interpretation of data, it was consider the following sequence:

- Pre-test Preliminary English Test (PET)
    - o Pre-test Subskills Results Control Group
    - o Pre-test Subskills Results Experimental Group
    - o Pre-test Total Results Control Group
    - o Pre-test Total Results Control Group
    - o Pre-test Subskills Results Control vs Experimental Groups
    - o Pre-test Results Control vs Experimental Groups

- Post-test Preliminary English Test (PET)
  - Post-test Subskills Results Control Group
  - Post-test Subskills Results Experimental Group
  - Post-test Total Results Control Group
  - Post-test Total Results Experimental Group
  - Post-test Subskills Results Control vs Experimental Groups
  - Post-test Results Control vs Experimental Groups
- Results Pre-test vs Post-test Experimental Groups

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis and interpretation

PRE-TEST PRELIMINARY ENGLISH TEST (PET)

Table 11. Pre-test Subskills Results Control Group

Pre-test Subskills Results Control Group						
Subskills	Band					
	0	1	2	3	4	5
Grammar and Vocabulary	16	28	5	5	2	0
Discourse Management	7	38	10	0	1	0
Pronunciation	16	28	5	5	2	0
Interactive Communication	11	34	10	1	0	0

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 6. Pre-test Subskills Results Control Group
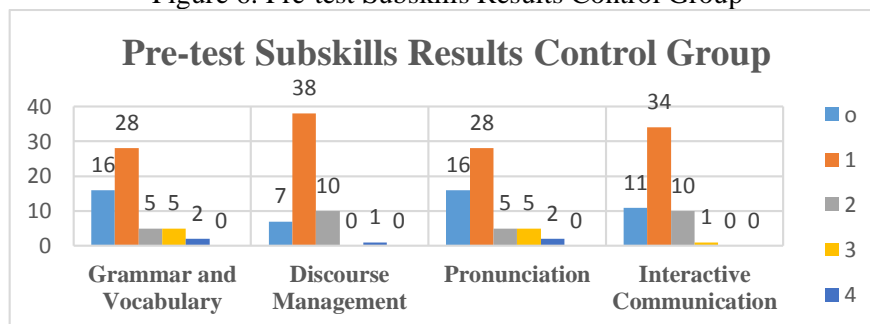
Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was applied to the 56 students of the control group.38 students out of the 56 had band 1. The highest use was the grammar and vocabulary. Furthermore, there is not any student in band 5.

Moreover, the majority of students are in band 1 because the level of student´s knowledge is limited and they do not have control of the grammatical forms and pronunciation because students are studying English without new strategies which help them to improve their subskills.

Table 12. Pre-test Subskills Results Experimental Group

Pre-test Subskills Results Experimental Group						
Subskills	**Band**					
	0	**1**	**2**	**3**	**4**	**5**
Grammar and Vocabulary	6	31	10	11	4	0
Discourse Management	0	23	27	10	2	0
Pronunciation	4	35	4	14	4	1
Interactive Communication	0	23	26	11	2	0

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 7. Pre-test Subskills Results Experimental Group
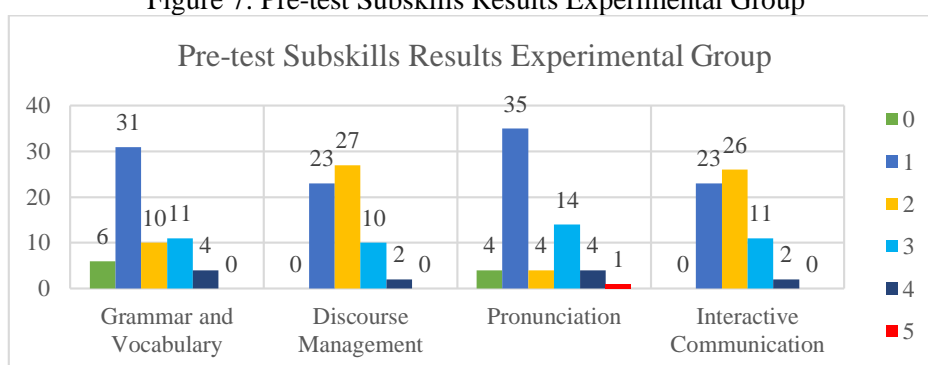
Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was implemented to the 62 students of the experimental group.35 students out of 62 had band 1. The highest use was the pronunciation. Additionally, most of students have 0 in band 5; except 1 learner that has 1 in pronunciation.

According to the data, most students' knowledge are in band 1 that is why the English level of students is basic and they could produce responses which are short in phrases and basic of appropriate vocabulary. Additionally, it was not used scaffolding strategies to boost the speaking skill.
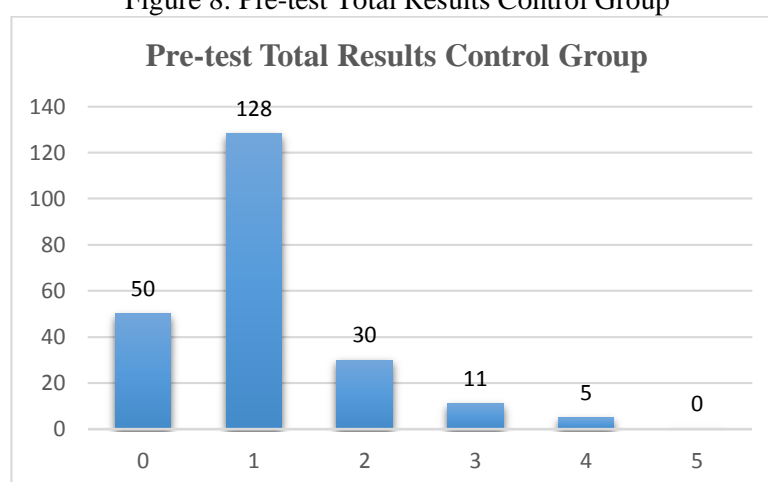
Table 13. Pre-test Total Results Control Group

Pre-test Total Results Control Group	
Band	**Total**
0	50
1	128
2	30
3	11
4	5
5	0

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 8. Pre-test Total Results Control Group

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was applied to the 224 students of the control group. It was consolidated all the sub-skills from PET. It is evident that 128 students out of 224 had band 1. Likewise, there is not any student in band 5.

To conclude, it is notable that most students' knowledge are in band 1 because they are not applying interactive strategies that motivate them to improve the speaking skill. Most of students show some control of simple grammatical forms but other ones require support.
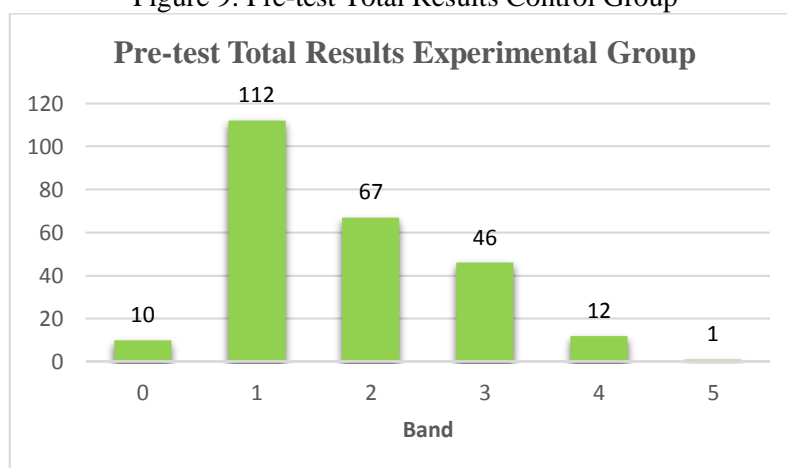
Table 14. Pre-test Total Results Control Group

Pre-test Total Results Experimental Group

Band	Total
0	10
1	112
2	67
3	46
4	12
5	1

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 9. Pre-test Total Results Control Group

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was applied to the 248 students of the experimental group. It was consolidated all the sub-skills from PET. It is evident that 112 students out of 248 had band 1. Furthermore, there is just 1 student in band 5.

To sum up, it is notable that most students' knowledge are in band 1, despite the fact that, this group is in higher levels because students are not working with the use of scaffolding strategies to boost speaking skill.
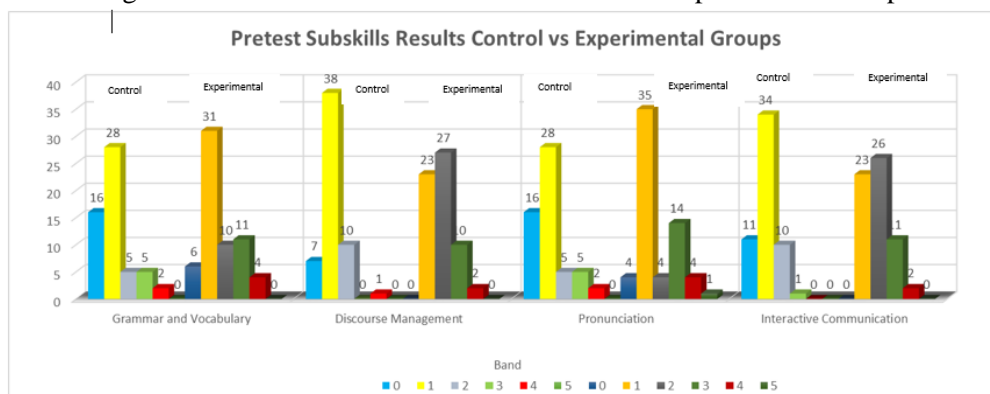
Table 15. Pre-test Subskills Results Control vs Experimental Groups

Pre-test Subskills Results Control vs Experimental Groups												
Subskills	Pre-test Control						Pre-test Experimental					
	Band						Band					
	0	1	2	3	4	5	0	1	2	3	4	5
Grammar and Vocabulary	16	28	5	5	2	0	6	31	10	11	4	0
Discourse Management	7	38	10	0	1	0	0	23	27	10	2	0
Pronunciation	16	28	5	5	2	0	4	35	4	14	4	1
Interactive Communication	11	34	10	1	0	0	0	23	26	11	2	0

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 10. Pre-test Subskills Results Control vs Experimental Groups

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

Associating, the pre-test sub skills results in the control vs experimental groups, it is clear that in the CG most of students are in band 1. Besides, in the EG the majority of students are in bands 1 and 2. Similarly, there is just 1 student in band 5 in both groups.

Then, most students' knowledge in speaking skill are in low bands in both groups. Furthermore, the level of English language of students continues having troubles when using language, when applying intonation and when maintaining correctly communication.
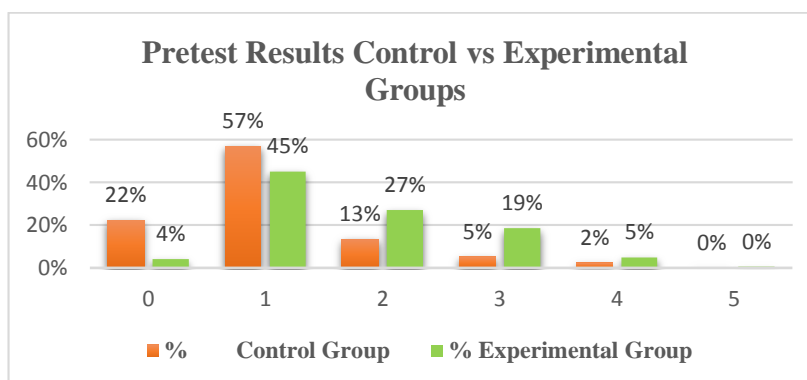
Table 16. Pre-test Results Control vs Experimental Groups

Pre-test Results Control vs Experimental Groups				
Band	Control Group	% Control Group	Experimental Group	% Experimental Group
0	50	22%	10	4%
1	128	57%	112	45%
2	30	13%	67	27%
3	11	5%	46	19%
4	5	2%	12	5%
5	0	0%	1	0%
Total	224	100%	248	100%

Source: PET aimed at students

Elaborated by: Hernández, A (2017)

Figure 11. Pre-test Results Control vs Experimental Groups

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

Comparing, the pre-test sub skills results in the control vs experimental groups in all the subs kills , it is notable that, 57 % is the highest percentage in the control group in band 1.Meanwhile, 45 % is the highest percentage in the experimental group in band 1 .

Most students' knowledge in speaking skill are in law bands in both groups. Furthermore, it is crucial to mention that the experimental group has been improved a little bit because they are in higher levels.

POST-TEST PRELIMINARY ENGLISH TEST (PET)

Table 17. Post-test Subskills Results Control Group

Post-test Subskills Results Control Group						
Subskills	**Band**					
	0	**1**	**2**	**3**	**4**	**5**
Grammar and Vocabulary	16	27	8	5	0	0
Discourse Management	20	23	8	4	1	0
Pronunciation	22	23	5	5	1	0
Interactive Communication	22	20	8	6	0	0

Source: PET aimed at students

Elaborated by: Hernández, A (2017)

Figure 12. Post-test Subskills Results Control Group
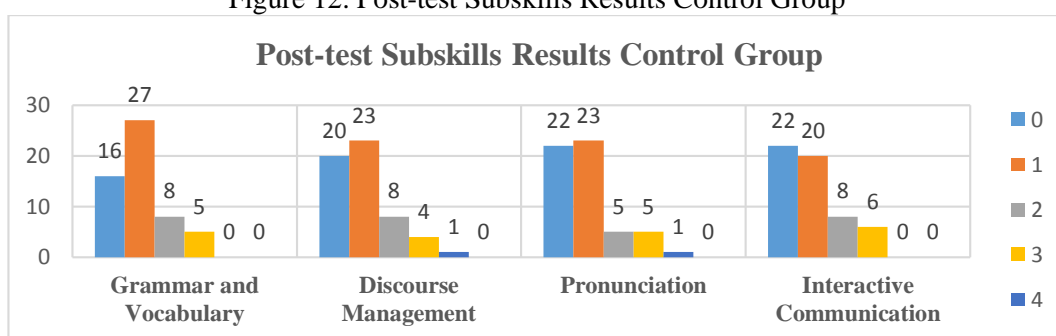
Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was applied to the 56 students of the control group. 27 students out of the 56 had band 1. The highest use was the grammar and vocabulary. Furthermore, there is not any student in band 5.

The results provided indicates that in general students continue in band 1 and the best ability for them is the use grammar and vocabulary because of the actual curricula applied at Tourism and Hospitality Major.

Table 18. Post-test Subskills Results Experimental Group

Post-test Subskills Results Experimental Group						
Subskills	**Band**					
	0	**1**	**2**	**3**	**4**	**5**
Grammar and Vocabulary	3	18	26	15		0
Discourse Management	2	20	18	17	5	0
Pronunciation	4	20	18	14	6	1
Interactive Communication	5	18	17	14	8	0

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 13. Post-test Subskills Results Experimental Group
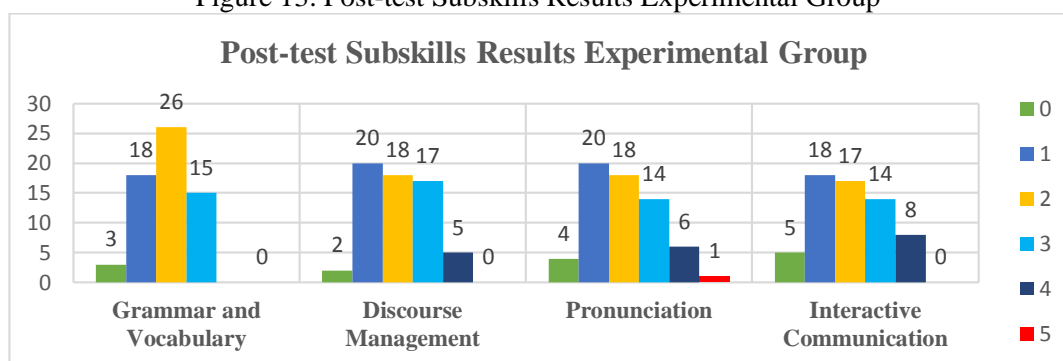
Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was implemented to 62 students of the experimental group. 26 students out of 62 had band 2.The highest use was the grammar and vocabulary. Besides, it increases the results in bands 3 and 4, but it continues having most of students 0 in band 5; except 1 learner that has 1 in pronunciation.

Finally, it is visible that the results lead to the conclusion that the scaffolding strategies to boost the speaking skill are meaningful. In addition, there are more students in bands 3-4. That means that the use of modelling, activating and bridging prior knowledge or experiences, text representation, metacognitive development, contextualization and building schema were essential in the process of teaching English in the classroom.
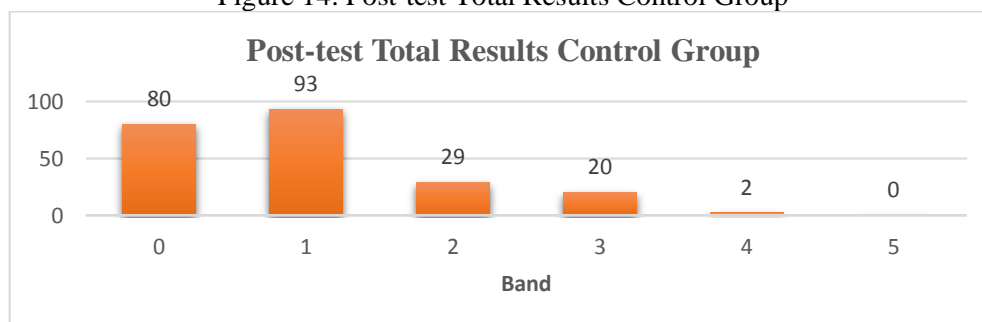
Table 19. Post-test Total Results Control Group

Posttest Total Results Control Group

Band	Total
0	80
1	93
2	29
3	20
4	2
5	0

Source: PET aimed at students

Elaborated by: Hernández, A (2017)

Figure 14. Post-test Total Results Control Group

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was applied to 224 students of the control group. It was consolidated all the sub-skills from PET. It is evident that 93 students out of 224 had band 1. That means that they reduced the amount in this band and incremented in the next bands. Likewise, there is not any student in band 5.

According to the data, it is notable that most students' knowledge are in band 1 because they are working in the normal manner that they have been working, without applying other kind of strategies to have a better teaching-learning process in the class in order to improve speaking skill. Most of students demonstrate control of simple grammatical forms and they repeat the information during their talking.
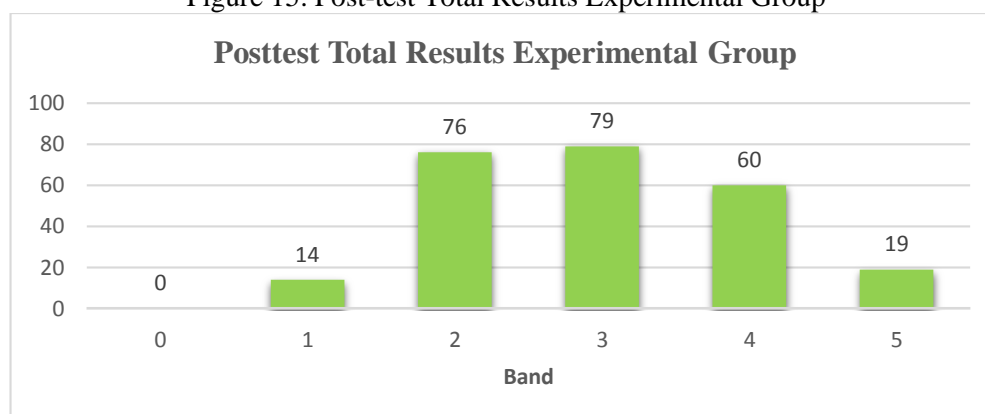
Table 20. Post-test Total Results Experimental Group

Post-test Total Results Experimental Group	
Band	Total
0	0
1	14
2	76
3	79
4	60
5	19

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 15. Post-test Total Results Experimental Group

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

The test was implemented to 248 students of the experimental group. It was consolidated all the sub-skills from PET. On the one hand, it is notable that 79 students out of 248 had band 3. On the other hand, the number of students of the experimental group in the post-test reduced in band 1.

To sum up, the majority of students' knowledge incremented that is because students have the chance to learn the English language through the use of scaffolding strategies.
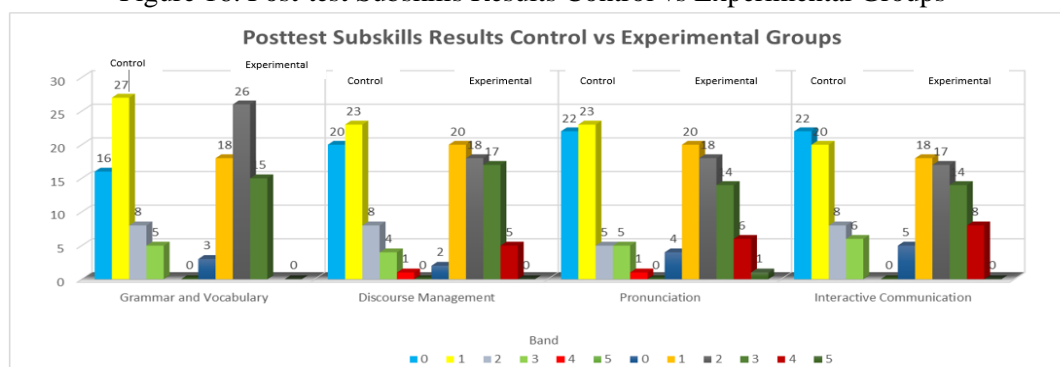
Table 21. Post-test Subskills Results Control vs Experimental Groups

Post-test Subskills Results Control vs Experimental Groups												
Subskills	Post test Control						Post test Experimental					
	Band						Band					
	0	1	2	3	4	5	0	1	2	3	4	5
Grammar and Vocabulary	16	27	8	5		0	3	18	26	15		0
Discourse Management	20	23	8	4	1	0	2	20	18	17	5	0
Pronunciation	22	23	5	5	1	0	4	20	18	14	6	1
Interactive Communication	22	20	8	6		0	5	18	17	14	8	0

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

Figure 16. Post-test Subskills Results Control vs Experimental Groups

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

Associating the posttest sub skills results in the control vs experimental groups, it is clear that most of students had band 1 in the control group. Besides, the majority of students had bands 1, 2 and 3 in the experimental group. Likewise, there was just 1 student in band 5 in the experimental group, but there is nobody in band 5 in the control group.

To conclude, making a contrast of both groups, the experimental group shows improvement in the speaking skill of the English language because students have the opportunity to study the English using scaffolding strategies applied by the teacher in the class.
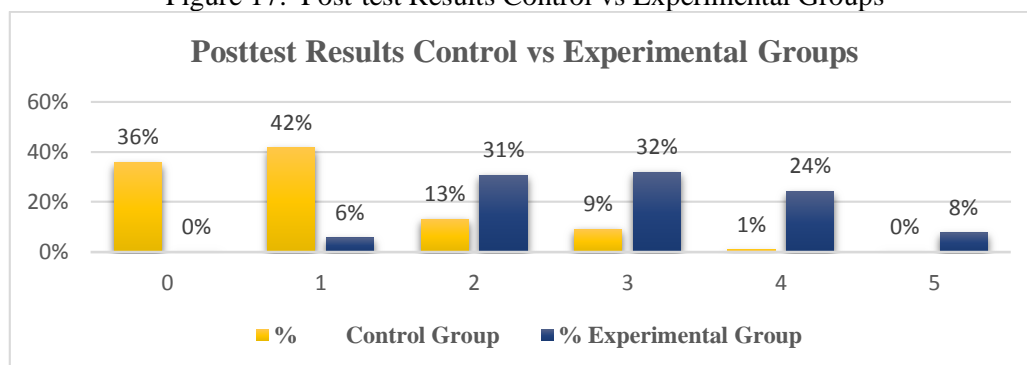
Table 22. Post-test Results Control vs Experimental Groups

Band	Control Group	% Control Group	Experimental Group	% Experimental Group
0	80	36%	0	0%
1	93	42%	14	6%
2	29	13%	76	31%
3	20	9%	79	32%
4	2	1%	60	24%
5	0	0%	19	8%
Total	**224**	**100%**	**248**	**100%**

Source: PET aimed at students

Elaborated by: Hernández, A (2017)

Figure 17. Post-test Results Control vs Experimental Groups

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

Comparing, the post-test sub skills results in the control vs experimental groups in all the subs kills, it is visible that, 32 % is the highest percentage in the experimental group in band 3. Meanwhile, 42 % is the highest percentage in the control group in band 1.

Lastly, it is evident that the experimental group enhanced the speaking skill notably. That is because students learned the English language in a different manner. Additionally, students put into practice the scaffolding strategies that allowed them to produce the language without problems.
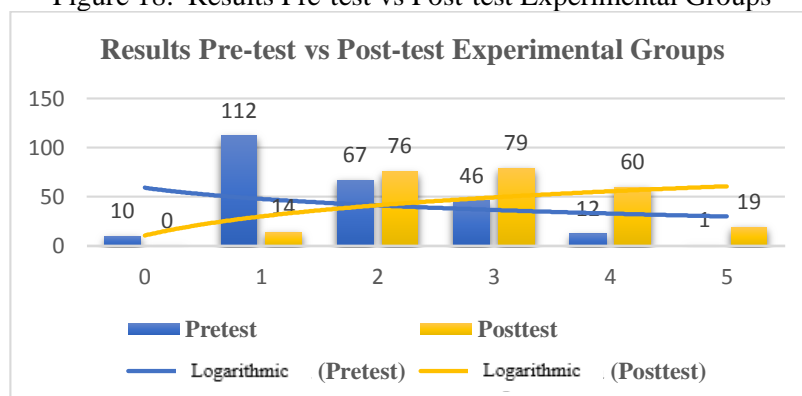
Table 23. Results Pre-test vs Post-test Experimental Groups

Results Pre-test vs Post-test Experimental Groups

Band	Pre-test	Post-test
0	10	0
1	112	14
2	67	76
3	46	79
4	12	60
5	1	19
Total	248	248

Source: PET aimed at students

Elaborated by: Hernández, A (2017)

Figure 18. Results Pre-test vs Post-test Experimental Groups

Source: PET aimed at students
Elaborated by: Hernández, A (2017)

ANALYSIS AND INTERPRETATION

Based on the data collection, first, the majority of students of the experimental group had bands 0, 1 and 2 rather than in bands 3, 4 and 5 that exists less students in the pre-test. Second, less students had bands 0, 1 and 2 in the post-test. In addition, more students had bands 3, 4 and 5 in this level of knowledge.

To sum up, the strategies applied in the classroom in the experimental group worked efficiently and that is clearly shown in the trend lines. Furthermore, the use of the six types of scaffolding strategies such as: modelling, activating and bridging prior knowledge or experiences, text representation, metacognitive development, contextualization and building schema were crucial in the process of teaching English with the students of Tourism and Hospitality Major.

4.2 Hypothesis verification

It is beneficial to compare the results of the control and experimental group by using the paired T-student to have statistical data that explain the process and the results of this investigation.

Table 24. Grades before and after the experiment

	Variable 1	*Variable 1*
Average	1,4364406779661	2,02754237288136
Variance	0,824985513544836	1,88972638707808
Observations	118	118
P(T<=t) one tail	0,000000000152	
Critical value of t (two tails)	1,9804475986834	

Figure 19. Grades before and after the experiment
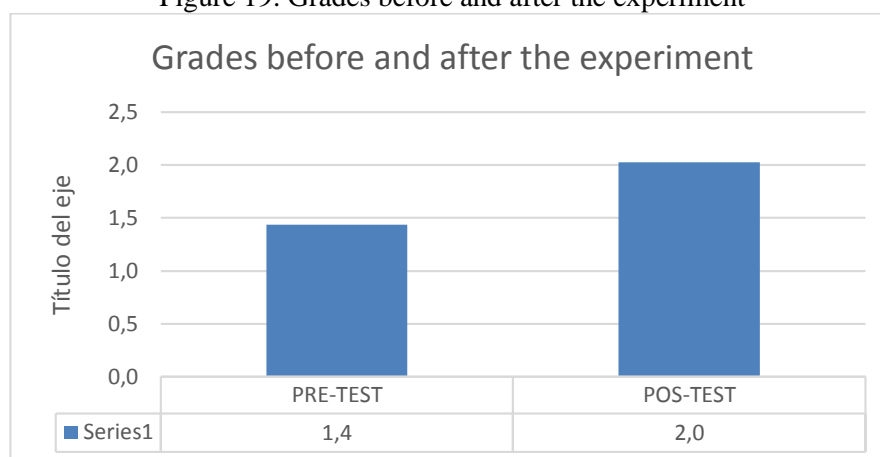
The paired T-student is a tool that helps to measure results that were the same, before and after the research. The data used for applying the paired T-student were the total of students of the control and experimental groups from the pre-test as well as the total of students of the control and experimental groups from the post-test.

Furthermore, both groups used the Preliminary English Test as a standardized evaluation according to the Common European Framework. Additionally, it was assessed into two phases: Pre-Test and Post-Test. Besides, to verify the hypothesis raised in the present research with the paired T-Test of two matched samples, it was considered the "p" value and the differences in the control and experimental group.

After applying a paired t-test, it is evident that the pre-test and the post-test have different bands. On the one hand, from the total of the population the pre-test shows results of 1, 4. On the other hand, from all the students applied the post-test present a result of 2, 0. In addition, a p value of 0,000000000152 was obtained which allows us to discard the null hypothesis and accept the alternative hypothesis; additionally, that value is less than 0, 05 as a margin of error. Furthermore, those results recovered in speaking skills represented by the grades of students of sixth, seventh and eight semesters are different than those students that did not use scaffolding strategies during the teaching-learning process.

After getting this result, it is also important to locate the following data:

Degrees of freedom

Experimental group   = 62-1 =61
Control Group   = 56-1= 55
Total of Degrees of freedom =61+55=116

Considering the t-distribution table with 116 degrees of freedom and 0, 05 as a margin of error; the referential value is 1,658 (Annex 3). Once applied the critical value of t gave us a result of 1.98, which means that the student's t calculated has a higher value than the reference student's t.

To sum up, making an analysis of the information obtained during all the investigation, it can be proved that it has been possible to verify the hypothesis which it says that, the use of scaffolding strategies have a positive impact on speaking skill with students of the Tourism and Hospitality Major at Universidad Técnica de Ambato.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After analyzing the data, the following conclusions are stated:

- The scaffolding strategies have a close relation and a positive impact in the speaking skill. That means that putting into practice scaffolding strategies in the class will help students to improve speaking skill.

- The scaffolding strategies that help to improve the speaking skill are: 1.modelling (students have the opportunity to imitate what the teacher is doing as a guide), 2. bridging (say what students know in any topic), 3.contextualization (REALIA in the class), 4. schema building (organize knowledge and understanding), 5.re- presenting text (adapt a textual genre to another), 6.developing metacognition (be evaluated their understanding).

- It was found that the speaking subskills that are developed through the application strategies are: use of grammar and vocabulary, discourse management, pronunciation, and interactive communication. They belong to a standardized PET from Cambridge that measure B1 level. The previous subskills mentioned above can be improved through the use of scaffolding strategies in the classroom.

- To improve the student's speaking skill, it is necessary to propose a lesson plan manual that includes scaffolding strategies. It will help students and teachers to have a clear panorama of how to put into practice and use the six scaffolding strategies in the class. Through the use of them students will be autonomous learners during the teaching-learning process.

5.2 Recommendations

Taking into account the conclusions mentioned, it is fundamental to say some recommendations:

- It is suggested that teachers have to use scaffolding strategies in order to improve students' speaking skill. Teachers should consider the use of modelling, activating and bridging prior knowledge and or experiences, contextualization, building schema, re-representing text and developing metacognition. Besides, scaffolding strategies help the teacher to work as mentor of the class rather than being the center of the classroom.

- It is recommended that teachers provide learners the indispensable instruments so the learning environment can be better. Similarly, professors should handle valuable tools and materials that can be associated with the scaffolding strategies to boost the use of vocabulary, discourse management, and interactive communication which are easier to develop in students of Tourism and Hospitality Major.

- The subskills that caused more impact are discourse management, interactive communication and vocabulary. That is why these students do not study grammar and pronunciation in the last levels, instead they study English with specific purposes (ESP).

- It is advisable to design a lesson plan manual that includes scaffolding strategies whose focus is on the developing speaking skill. This manual will contain lesson plans and they will include three elements for successful language learning: engage, study and activate (ESA) in order to hold the attention of students in the teaching-learning process. It is believed that the books used in the Tourism and Hospital Major can be made some adaptations depending on the topics that teachers have teach.

CHAPTER VI
THE PROPOSAL

TOPIC: LESSON PLAN MANUAL THAT INCLUDES SCAFFOLDING STRATEGIES FOR PROMOTING SPEAKING SKILL.

6.1 Informative Data

Name of the Institution: Tourism and Hospitality Major from Universidad Técnica de Ambato

Beneficiaries: English Teachers and students of the Tourism and Hospitality Major

Estimated execution time: First and second partial of the following academic periods: March-September 2017 and September 2017-February 2018.

Beginning: March 2017

End: February 2018

People in Charge: Investigator: Alba Paulina Hernández Freire

Students and teachers of the Tourism and Hospitality Major

6.2 Background of the proposal

The proposal comes since that the trouble was confirmed in the students of Tourism and Hospitality Mayor. These students had a low level in speaking skill and that is because they can not communicate efficiently in the English language in the class and in real life situations. Many of these students are already working in their internships in some places for instance: hotels, restaurants, travel agencies, among others. Lamentably, they are not skillful enough when facing real conditions and trying to communicate with other people.

Furthermore, it was useful to recognize scaffolding strategies that improve the students' speaking skill. Walqui (2006) suggests six types of scaffolding strategies

which are: modelling, bridging, contextualising, schema building, re-presenting text and developing metacognition.

Moreover, it was determined that students have to improve the speaking skill based on some subskills that were evaluated in the standardized PET evaluation that measure B1 level. These subskills are: use of grammar and vocabulary, discourse management, pronunciation, and interactive communication. Likewise, professors could handle valuable tools and materials that was associated with the scaffolding strategies to boost the use of vocabulary, discourse management, and interactive communication which were easier to develop in students of Tourism and Hospitality Major. In addition, teachers can use scaffolding strategies to enhance the development of them.

After making an analysis of the data of the pre-test and post-test in the control group and experimental group of all the population studied, it was shown that many students did not have a B1 level of the English language. Besides, considering the statistical data of the paired T-test, it is clear that the pre-test and the post-test had different bands. Consequently, recommendations for each conclusion were presented and one of them recommended making a lesson plan manual with scaffolding strategies that teachers and students can have advantages from it.

6.3 Justification

Nowadays, learning English in Ecuador is a necessity because the English language has played an important role in the society. Learning English or another language in Universidad Técnica de Ambato (UTA) is a requirement for students in order to graduate. Most of the careers at UTA do not have English in the curriculum design, but Tourism and Hospitality Major (THM) has. On the one hand, THM students study English from the first to the eight semester the English Language. On the other hand, students from sixth to eight semester study English with specific purposes.

Teaching English is a challenge due to many reasons such as traditional teaching methods, the numbers of hours are not enough for teaching, the material (course books) do not include scaffolding strategies, the curriculum design is out-of date and so on. That is the reason that implementing scaffolding in the classroom permits students to produce their own goals and make them feel more confident and autonomous during the teaching-learning process.

Besides, education is changing day-to-day and that is why the use of scaffolding strategies in the class benefit learners having a good rapport in the class. In addition, learners can enhance their speaking skill in an easy manner through the use of coursebooks but making them some adaptations and using authentic material to improve the way of teaching. Similarly, if new strategies are applied by teachers, students can feel more motivated at the moment of learning the English language.

Considering the cases that were seen in the way of teaching the English language in THM, it feasible to put into practice the use of scaffolding strategies in the class. These scaffolding strategies can be inside the lesson plan depending on the necessity that the teacher and students have. This manual will contain lesson plans and they will include three elements for successful language learning: engage, study and activate (ESA) in order to engage students in the teaching-learning process Harmer, J (2007). Walqui's research (2006) it would be used six types of scaffolding strategies which are: modelling, bridging, contextualising, building schema, re-representing text and developing metacognition. These strategies can be utilized to have more interactive classes and let students to be the center of the class. Additionally, the coordinator of Tourism and Hospitality major wants to enhance the level of speaking English of students through innovative strategies that permit students produce the English language in real life situations.

The beneficiaries for this lesson plan manual are students and teachers of THM of UTA. They will have the opportunity to learn using scaffolding as a strategy of

studying English foreign language. Likewise, learners will have the chance to expand the cognitive process that will benefit them when solving problems by themselves and making decisions.

6.4 Objectives

6.4.1 General

To design a lesson plan manual that includes scaffolding strategies for promoting speaking skill.

6.4.2 Specific objectives

1. To identify a format of a lesson plan that can be implemented the use of scaffolding strategies to enhance the speaking skill.
2. To incorporate in the lesson plan ESA elements and scaffolding strategies to improve the speaking skill.
3. To apply a lesson plan manual with scaffolding strategies to boost the speaking skill.
4. To evaluate the application of the manual through the post-test administration.

6.5 Feasible Analysis

The execution of the present proposal is feasible to develop, because it needs just predisposition of teachers and students in order to fulfil what is proposed in this lesson plan manual. The lesson plan manual that includes scaffolding strategies for promoting speaking skill does not exist in the Tourism and Hospitality Major that is the reason that this proposal is innovative and authentic. Addionally, teachers can make some adaptations depending on the topics and the necessities that are teaching.

Moreover, this proposal has the support and permission from the Tourism and Hospitality Coordinator and he believes that doing some changes in the career is something positive for students and for the education in general. The activities developed in the lesson plan manual are related to English with Specific Purposes in order to put into practice in real working environments.

Talking about infrastructure, the Tourism and Hospitality major has appropriate classrooms that help and contribute to the teaching. Similarly, teachers have the chance to count in their classes with technological equipment such as: projectors, laptops, radios and internet. All of these help to have better learning conditions.

Lastly, these activities proposed are adapted to the reality that students need and they should be applied with the guide of a teacher. Likewise, it is crucial to consider the different learning styles that learners have to achieve better results with them in the teaching-learning process.

6.6 Foundation

Manual: A book giving instructions on how something works or on how to do something. (WordReference Random House Unabridged Dictionary of American English, 2018)

Method: Decades ago Edward Anthony (1963) gave a definition of what method means. "His concept of method was the second of three hierarchical elements, namely approach, method, and technique". Additionally, he states that an approach are assumptions related with the nature of the language. Besides, method is described as a general plan for "a systematic presentation of the language" Lastly, techniques were particular activities developed in the class that connected with a method and at the same time they were also in agreement with an approach (Brown, 2001).

Brown (2001) claims that for planning it is necessary to contemplate *a taxonomy of techniques*. For the lesson plans proposed there are some techniques that can be considered depending on the necessity that the teacher has. The techniques are divided into thre groups: controlled, semicontrolled and free .

- *Controlled techniques*: 1.Role-play demonstration: 2. Drill: Typical language activity linking fixed patterns of proffesor "prompting and student responding, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached".
- *Semicontrolled techniques*: 1.Brainstorming: A special contributions by the students and teacher on specifi topic. The teacher does not explain with many details. 2. Question-answer, referential: Creating questions by means of referential interrogations 3.Preparation: the student is capable to: read in silent, pair planning and rehearsing. It is "usually a student-directed or -oriented project".
- *Free techniques*: 4.Simulation: it is a complex activity of interaction between groups and individuals based on real-life situation.5. Discussion: it is a debate or other form of grouped discussion of specified topic.6. A propos: Conversation or other socially oriented interaction/speech by teacher, students or even visitors, on general real-life areas. They are normally genuine (pp.133-135).

Lesson plan: Is a writen description for this process in which it is shown what, when, where, and with which method learners should learn and how they should be assessed. (Jamali & Heidari, 2014)

Elements for successful language learning (engage-study-activate (ESA)):

Engage : It is where teachers try to arouse the students' interest, thus involving their emotions.*Study:* students are asked to do some activities "focus in on language (or information) and how it is constructed".*Activate*: It "describes exercises and activities which are designed to get students using language as freely and 'communicatively' as they can". (Harmer , 2007)

Scaffolding strategies : Walqui (2006) mentions that they imply that the teacher carefully monitors the learner's growing understanding and developing academics skills-providing scaffolds and challenges as the need arise (as cited in Goodman, 1978).

According to Walcott (2010) provides some suggestions for accelerating the teaching process of English Language Learners (ELLs) in the classrooms. "ELLs need to scaffold to help them access the curriculum" The original concept of scaffolding wrote Jerome Brunner in 1983. This article defines scaffolding as " a process of setting up the situation to make the child's entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it" (as cited in Jerome Bruner, 1983).

Table 25. Scaffolding types necessary for ELLs

Scaffolding types necessary for ELLs	
1.Modelling	Students need to have examples in order to produce what the facilitator asks.
2.Activating and bridging prior knowledge and or experiences:	Students need to build new definitions on previous knowledge and understand. For example teacher can use graphic organizers, KWL, etc.
3. Text representation:	Convert a story, a piece of writing, use a different genre into another, etc.
4.Metacognitive development	Use effective strategies for specific activities such as asking to clarify questions, using rubrics, among others.
5. Contextualization	Use authentic material or source contents for teaching for instance: real objects for teaching depending of the necessity that teachers have (pictures, flashcards, audios, videos , magazines and others)
6.Building schema	Teachers have to join previous knowledge and experiences to build new ideas and definitions. For example note titles of charts, note headings, compare/contrast, sequence of events etc.

Source: Walcott (2010)
Adapted by: Hernández (2018)

It is important to state that, these scaffolding strategies are also mentioned in Walqui's research in 2006. That means those six scaffolding strategies were consider in Walcott's study in 2010 again. Additionally, Walcott argues that "utilizing specific instructional modifications as well as targeted pedagogical

strategies can accelerate ELLs' academic achievement and English language acquisition" (p.1).In a research document done by Moro (n.d) mentions how to work with scaffolding in order to be put into practice in classes as is mentioned in the following table:

Table 26. Scaffolding activities

Scaffolding activities			SDAIE Strategies
Types	Meaning	Activities	
1.Modelling	To explicitly show and demonstrate	• Language for book club • Language for clarification	• Speaking slowly and clearly • Modelling the language you want students to use • Providing samples of student work
2.Bridging	To activate prior knowledge in other to build connections	• Think-pair-share • Anticipatory guide	• Think-pair-share • Quick-writes • Anticipatory charts
3.Schema Building	To use clusters of patterned concepts gathered from past experiences	• Compare-contrast • Sequence of events	• Compare and contrast • Jigsaw learning' peer teaching • Projects
4.Contextualization	Surrounding new concepts with a sensory environment, thus clarifying them	• Metaphors • Video / audio clips	• Demonstrations • Video Clips • Repetition • Use of manipulatives • Local opportunities
5.Meta-cognitive development	Thinking about one´s own thinking	• Think aloud • Rubrics	• Self-assessments • Teach note taking and studying techniques • Vocabulary assignments
6.Text representation	Taking texts and transforming them into something else	• Post Cards • Conversations	• Students create drawings, posters, or videos • Students create new games

Source: Moro (n.d)
Adapted by: Hernández (2018)
Speaking skill: According to Manurung (2014) argues that it is an important ability in language learning that enables language learners to communicate not only in expressing viewpoints but also in giving responses. (as cited as Harmer, 1991; Burns and Joyce, 1997; Brown, 2001)

6.7 Methodology

The operating model will work with a practical lesson plan manual that includes scaffolding strategies for promoting speaking skill of the Tourism and Hospitality Major. It contains fifteen lesson plans that contributes to students' learning. It is crucial to mention that the contents from the sixth, seventh and eight semesters are taken from the syllabus that are taught in the 5 curricular units. Furthermore, for creating the lesson plans, it was analyzed some aspects that will be developed in the next paragraphs.

First, it was considered to work with a validated lesson plan of a paper called Principles of Lesson Planning: A guide for Student Teachers from Piñeiro (2009) as a model to follow. Some adaptations with Harmer (2007) study were made in that lesson plan, where he mentions that, to create the lesson plan it is necessary to have three elements for successful language learning which are with engage, study and activate (ESA). Talking about ESA, there are three types of lesson plans which are: straight arrows lesson plan, boomerang lesson plan and patchwork lesson plan.

Straight arrows lesson plan (ESA)

- **Engage:** means that students have to be their minds and hearts in the class. In addition, the teacher uses activities and materials where students are going to be involved all the time. The teacher must be very sure that the whole class is engaged with the topics. Furthermore, they need to have passion for what they are doing.
- **Study:** implies when learners are focused on the constructions of something, besides, the uses of it such us: how it sounds and looks. Likewise, students have the chance to study in different ways for example with Present Practice and Production (PPP) procedure or sometimes students have to discover activities where they have to do them by themselves.

- **Activate:** is when students have "to use all or any languages which may be appropriate for a given situation or topic". These components help students to be motivated in the process of language teaching and learning.

Boomerang lesson plan (EASA)

- **Engage**: students and teacher talk about any topic.
- **Activate**: the teacher gives students a situation and for example students have to act out in a role play. Students work on that without considering the grammar, vocabulary or language construction. After, they act out the role play and the teacher take notes of the learner's troubles during their presentation.
- **Study**: after students finish presenting their situations in the role play, the teacher explains the mistakes that the made.
- **Activate**: in this section students have already knowledge of the mistakes that they made in the study part. Then, learners have to develop another role play or activity but they do not make the same mistakes.

Patchwork lesson plan (EAASASEA)

This type is common in at "intermediate and advanced levels".

- **Engage –Activate:** Students participate in any activity for instance looking at some photos of their vacations and they comment about them. After, learners act out in a dialogue related to a similar topic of the photos.
- **Active:** learners look at a text describing several people. Students express how they feel about the text.
- **Study:** the teacher teaches vocabulary with their correct pronunciation "in appropriate contexts"
- **Activate:** students participate doing an activity by themselves could be in the same way of the reading text.

- **Study:** the teacher explains the grammar depending on the topic and students practice doing some exercises.
- **Engage:** "the teacher discusses advertisements" then he uses REALIA such as audios and video according to the topics established for the class.
- **Activate:** the learners produce a writing, conversation, radio commercial and they record it using their imagination with audios, videos, music, effects among others.

Harmer suggests that boomerang and patchwork lesson plans are guided to a student body with higher skills in the language. In this case, it will be just considered the straight arrows lesson plan considering the students' level of the Tourism and Hospitality Major and according to the data obtained in chapter 4.

Second, scaffolding strategies were implemented to create a different environment of learning Walqui (2006). In addition, Walqui argues that there are six scaffolding strategies: modeling, activating and bridging prior knowledge and or experience, contextualization, building schema, text representation and developing metacognition.

To sum up, it is crucial to plan a class to have a meaningful learning with students. The use of a validated lesson plan, the application of engage, study and activate types and the use of scaffolding strategies contributes in the teaching-learning process.

GENERAL OPERATING MODEL

SIXTH-SEVENTH-EIGHTH SEMESTERS

Table 27. Operating Model -Sixth-Seventh-Eighth Semesters

SEMESTER	CURRICULAR UNITS	OBJECTIVES	CONTENTS	N° OF WEEKS	TOTAL OF HOURS
Sixth Intermediate English II	1-5	1. To use vocabulary related to travel and leisure activities 2. To study vocabulary and expressions for giving good service in accommodation establishments. 3. To discuss possible touristic places for traveling when families are on vacation 4. To identify tips for traveling in a safety manner 5. To recognize common problems that happened to travelers and how to give them possible solutions	1. Travel and leisure activities 2. Furniture, white, amenities, atmosphere and decoration in rooms of accommodation establishments. 3. Family holidays 4. Tips for travelers 5. Common problems rating	4	10
Seventh Advanced English	1-5	1. To identify linguistic expressions focused on the promotion and marketing of tourist packages 2. To select appropriate vocabulary for domestic and international flights. 3. To describe the rules and safety procedures at the airport using the four English language skills	1. Idioms applied in marketing of tour packages 2. Vocabulary referring to necessary and required documents in both domestic and international flights. 3. Baggage policies and restricted items	4	10

			4. To associate idiomatic expressions with additional services that a traveler look for at the airport. 5. To distinguish terminology related to prevention measures during air travel or land in operating tours	4. Vocabulary required for travelers in the service of cafes and restaurants located at airports 5. Terminology related to prevention measures during air travel or land		
Eighth Technical English	1-5	1. To determine terminology related to forms of communication in the different fields of tourism enterprises. 2. To identify vocabulary used by travelers to meet additional needs during their trip. 3. To classify technical expressions related to the development of cultural tourism in the world 4. To recognize idiomatic expressions and specific vocabulary rules and policies on tourism trips. 5. To distinguish technical terminology about strategies that are applied in different types of jobs	1. Terminology related to forms of communication in the different fields of tourism enterprises. 2. Technical vocabulary used by travelers to meet additional needs during their trip. 3. Expressions related to the development of cultural tourism in the world 4. Idiomatic expressions and specific vocabulary rules and policies on tourism trips. 5. Technical terminology about strategies that are applied in different types of jobs	4	10
				TOTAL OF HOURS		30
NOTE: Different levels are taught simultaneously						

Source: This table was designed with the contents taken from: Sixth-Seventh-Eighth Syllabus of the Tourism and Hopitality Major, (2017)

Adapted and Elaborated by: Hernández, A (2017)

OPERATING MODEL 1

Table 28. Operating Model - Intermediate English II-Sixth Semester

SIXTH SEMESTER

INTERMEDIATE ENGLISH II **Methodology:** Scaffolding strategies				
Curricular Units	**Objectives**	**Contents**	**Number of weeks for the execution**	**Total of hours**
1	To use vocabulary related to travel and leisure activities	Travel and leisure activities	1	2
2	To study vocabulary and expressions for giving good service in accommodation establishments.	Furniture, white, amenities, atmosphere and decoration in rooms of accommodation establishments.	1	2
3	To discuss possible touristic places for traveling when families are on vacation	Family holidays	1	2
4	To identify tips for traveling in a safety manner	Tips for travelers	1	2
5	To recognize common problems that happened to travelers and how to give them possible solutions	Common problems rating	1	2

Source: 6th Semester THM -Contents of the syllabus
Adapted and Elaborated by: Hernández, A (2017)

OPERATING MODEL 2

Table 29. Operating Model – Advanced English-Seventh Semester

SEVENTH SEMESTER

ADVANCED ENGLISH Methodology: Scaffolding strategies				
Curricular Units	**Objectives**	**Contents**	**Number of weeks for the execution**	**Total of hours**
1	To identify linguistic expressions focused on the promotion and marketing of tourist packages	Idioms applied in marketing of tour packages	1	2
2	To select appropriate vocabulary for domestic and international flights.	Vocabulary referring to necessary and required documents in both domestic and international flights.	1	2
3	To describe the rules and safety procedures at the airport using the four English language skills	Baggage policies and restricted items	1	2
4	To associate idiomatic expressions with additional services that a traveler look for at the airport.	Vocabulary required for travelers in the service of cafes and restaurants located at airports	1	2
5	To distinguish terminology related to prevention measures during air travel or cruises in operating tours	Terminology related to prevention measures during air travel or cruises	1	2

Source: 7th Semester THM -Contents of the syllabus
Adapted and Elaborated by: Hernández, A (2017)

OPERATING MODEL 3

Table 30. Operating Model – Technical English-Eighth Semester

EIGHT SEMESTER

	TECHNICAL ENGLISH			
	Methodology: Scaffolding strategies			
Curricular Units	**Objectives**	**Contents**	**Number of weeks for the execution**	**Total of hours**
1	To determine terminology related to forms of communication in the different fields of tourism enterprises.	Terminology related to forms of communication in the different fields of tourism enterprises.	1	2
2	To identify vocabulary used by travelers to meet additional needs during their trip.	Technical vocabulary used by travelers to meet additional needs during their trip.	1	2
3	To classify technical expressions related to the development of cultural tourism in the world	Expressions related to the development of cultural tourism in the world	1	2
4	To recognize idiomatic expressions and specific vocabulary rules and policies on tourism trips.	Idiomatic expressions and specific vocabulary rules and policies on tourism trips.	1	2
5	To distinguish technical terminology about strategies that are applied in different types of jobs	Technical terminology about strategies that are applied in different types of jobs	1	2

Source: 8th Semester THM -Contents of the syllabus
Adapted and Elaborated by: Hernández, A (2017)

UNIVERSIDAD
Técnica de Ambato

LESSON PLAN MANUAL

TOURISM AND HOSPITALITY MAJOR

It includes scaffolding strategies for promoting speaking skill

ENGLISH THE KEY TO THE WORLD

Alba, H (2018)

TO THE PROFESSOR

This lesson plan manual contains 15 lesson plans with their supporting material (some adapted and others created). The fifteen lesson plans are divided into three sections: the first section is aimed at students of sixth semester, the second segment is directed to pupils of seventh semester and the third one is addressed to learners of eighth semester.

Likewise, each section is divided into five curricular units. Those ones have their own objectives, contents, number of weeks and the total of hours that are going to be developed in the class. It is crucial to mention that the manual can be applied simultaneously. All of that planning will help the teacher to have a clear idea of how and when to handle this manual.

Moreover, the lesson plans presented, a validated lesson from Piñeiro, (2009) and complemented with what Harmer (2007) mentions to design a lesson plan. In addition, each lesson plan has a section with the use of scaffolding strategies and they were taken from Walqui's model (2006). This author classified them into 6 types and you will find them with some abbreviations: modelling (M), bridging (B), schema building (SB), contextualization (C), development metacognition (DM), re-presenting text (RT). The teacher can use them depending on the necessity in each class. For instance, all of them can be used in one class or four of five can be implemented.

Furthermore, each lesson plan has some handouts according to the objectives and contents that are going to be studied in each class. The number of the handouts that are proposed in each lesson plan of each semester can be found easily.

Lastly, the use of scaffolding strategies in the class will help the teacher to be a mentor rather than the center of the class. Besides, they can be used to improve the students' speaking skill in real life situations. Additionally, the implementation of these strategies will contribute to have a good rapport in the teaching-learning process.

6

TOURISM AND HOSPITALITY MAJOR

It includes scaffolding strategies for promoting speaking skill

INTERMEDIATE ENGLISH II

Alba, H (2018)

Lesson Plan One

Institution: Universidad Técnica de Ambato		Date: Week 1
Major: Tourism and Hospitality		Level: Intermediate English II
Semester : Sixth		N° of hours: 2 hours
Teacher:		
Contents: • Travel and leisure activities • Importance of Tourism	Method:	ESA(straight arrows)
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Contextualizing (C) 4. Schema Building(SB) 5. Re-presenting text (RT) 6. Developing Metacognition(DM)
	Technique(s):	• Question answer referential • Discussion
General Objective: Students will be able to use vocabulary related to travel and leisure activities.		
Specific Objectives: Students will be able to : • study vocabulary related to important things to carry when travelling in Ecuador or abroad • discuss about leisure activities that people have when they travel • watch a video related to the importance of tourism and complete some questions • present real experiences about tourism and leisure activities.		
Materials: Handouts , data projector, internet, speakers		

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B)Provide students a handout with some questions related to the contents studied (handout 1) 2. (M) Ask students to look at some pictures in a video about travel and leisure activities and practice pronunciation of them 3) (DM) Ask students to exchange the video sheets with the partners and check theirs. After, make a feedback with students. (handout 2)	10min
	The student is going to: 1. (B)Receive a handout with some questions related to the contents studied (handout 1) 2. (M) Look at some pictures in a video about travel and leisure activities and practice pronunciation of them with the teacher. 3) (DM) Exchange the video sheets with the partners and check theirs. After, make a feedback with students. (handout 2)	20min

Study	_The teacher is going to_: 1. (RT) Ask students to draw the 6 examples of their leisure activities in the worksheet and then share them into pairs. (handout 1) 2. (SB) Tell students to draw a compare and contrast matrix with what they know about" Importance of Tourism". 3.(C)Present a video about the" Importance of Tourism" and ask students to continue taking notes in the matrix.(Handout 2) 4. (C) Ask students to watch the video again and complete the questions. _The student is going to:_ 1. (RT) Draw 6 examples of his/her leisure activities and then share them into pairs. 2. (SB) Draw a compare and contrast matrix with what he/she knows about" Importance of Tourism". 3.(C)Watch the video (without volume) and take notes in the same compare and contrast matrix 4. (C)Watch the video again (with volume) and complete some questions about the " Importance of Tourism"	50min
Activate	_The teacher is going to:_ 1. (DM) Tell the students to complete the questions related to the video and after exchange the sheets with the partner. 2. (SB) Ask students to fill in the matrix with the similarities and differences from their ideas as well as the video.(Handout 3) 3. Ask students to discuss about real life situations that they have had in groups of three and present them in front of the class. _The student is going to:_ 1. (DM) Watch the video and complete some questions. After interchange the sheets and correct by himselves/herselves in pairs. 2. (SB)Complete the matrix with the similarities and differences 3. Discuss about real life situations that he/she has had in groups of three and present them in front of the class.	40min

Bibliography:
Merkezi, M. (22 de Octubre de 2016). Lesure Activities Vocabulary. Retrieved from https://www.youtube.com/watch?v=RoaPVpGjeXk
Visittally. (9 de May de 2011). The importance of Tourism. Retrieved from https://www.youtube.com/watch?v=35KzDBaau7I

Remarks: Prepare a summary of the whole class in a poster and present it orally.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

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INTERMEDIATE ENGLISH II

HANDOUT 1

NAME: _____ TEACHER:_____
DATE: _____ SEMESTER: _____

A. ANSWER THE FOLLOWING QUESTIONS INDIVIDUALLY

a. What do you know why people travel?

_____

b. What do you think people do on holiday?

_____

c. What is a leisure activity when people travel?

_____

d. Name some examples of leisure activities that you have done when you have travelled.

_____

B. DRAW THE 6 EXAMPLES OF THEIR LEISURE

_____ _____ _____	_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____	_____ _____ _____

Elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 2

THE IMPORTANCE OF TOURISM VIDEO

1. What happen to John and Jane?
_____

2. What do they have in their minds?
_____

3. Do they decide where to go at the beginning?
_____

4. Where did John start noticing their vacation?
_____

5. Once John got there, what did he do?
_____

6. What is Jane doing in her computer?
_____

7. Which is the conclusion that they have?
_____

8. What does John do before their trip?
_____

9. Who did Jane call?
_____

10. What means of transportation do John and Jane use in the video?
_____

11. What do they do when they arrive to the perfect place?
_____

12. Who are happy people when they spend money? Say 5 people or places
a._____
b. _____
c. _____
d. _____
e. _____

Source: Visittally (2011)
Elaborated by: Hernández, A (2017)

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TOURISM AND HOSPITALITY MAJOR
INTERMEDIATE ENGLISH II

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 3

COMPARE AND CONTRAST MATRIX
A.COMPLETE THE MATRIX WITH YOUR INFORMATION AND THE VIDEO'S INFORMATION

Importance of Tourism Video	
What I Know	Video's information
Both	
Similarities	Differences

Elaborated by: Hernández, A (2017)

B. DISCUSS ABOUT REAL LIFE SITUATIONS THAT YOU HAVE HAD IN GROUPS OF THREE AND PRESENT THEM IN FRONT OF THE CLASS

USE THIS SPACE FOR YOUR SPEAKING NOTES

_____

_____

_____

_____

Lesson Plan Two

Institution: Universidad Técnica de Ambato		**Date:** Week 2	
Major: Tourism and Hospitality		**Level:** Intermediate English II	
Semester : Sixth		**N° of hours:** 2 hours	
Teacher:			
Contents: • Furniture, white, amenities, atmosphere and decoration in rooms of accommodation establishments.	**Method:**	ESA (straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Contextualizing (C) 4. Schema Building(SB) 5. Developing Metacognition(DM)	
	Technique(s):	• Question answer referential • Discussion • A propos(poster) • Brainstorming	
General Objective: Students will be able to study vocabulary and expressions for giving good service in accommodation establishments.			
Specific Objectives: Students will be able to : • identify vocabulary and expressions related to furniture, white, amenities, atmosphere and decoration in rooms of accommodation establishments. • create and present a poster with real experiences that they have had related to accommodation establishments and the services that they received on them.			
Materials : Handouts , data projector, internet, speakers, photos, magazine, glue, scissors			

Stages	**Activities**	**Time**
Engage	*The teacher is going to:* 1. (B) Ask students to brainstorm about the hotel amenities (in the hotel/in the room). Provide students an empty table. (handout 4.a) 2. (C) Give students a complete table. (handout 4.b) *The student is going to:* 1. (B) Brainstorm about the hotel amenities (in the hotel/in the room) 2. (C) Compare the table that he/she completed with the second table that the teacher is going to provide him/her.	20min

Study	*The teacher is going to:* 1. (B) (M) Ask them to match some pictures with words. After practice pronunciation (handout 5) 1.1 (DM) Say learners to exchange the handouts with another student and check their answers. 2. (B) Tell students to answer some questions : (handout 6) *The student is going to:* 1. (B) (M) Associate some definitions with some words. After practice pronunciation. (handout 5) 1.1 (DM) Exchange the handouts with another student and check the answers. 2. (B) Answer the questions presented by the teacher with the previous knowledge that they have.	40min
Activate	*The teacher is going to:* 1. (DM) Ask students to create a poster describing one or two places mentioned in (handout 5). They must include their own experiences of a trip that they have had. During the class the teacher has to monitor what they are doing. After the posters are ready explain students that they have to present them in front of the class. 2. Tell students to read as homework about "accommodation principals".(handout 7) *The student is going to:* 1. (DM) Design a poster describing one or two places mentioned in (handout 5). Include his/her own experiences of a trip that he/she has had. Then, present the poster in front of the class. 2. (SB) Read about "accommodation principals" and take out the principal ideas. Then, complete the compare and contrast matrix with the reading.(handout 8)	60min

Bibliography:
- WordReference Random House Unabridged Dictionary of American English (2018)
- Rowe, Smith, & Borein (2002)

Remarks: 1. For this class students must bring photos (from a trip where appears accommodation establishments), magazines, glue, scissors. 2. (SB) Assignment: read about "accommodation principals" and take out the principal ideas.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 4.a

Hotel Amenities

Hotel	Room

Elaborated by: Hernández, A (2017)

(TO CUT) ---

HANDOUT 4.b

HOTEL AMENITIES

HOTEL	ROOM
Fitness center	Radio/TV
Swimming pool	Cable TV
Sauna	Direct dial telephone
Spa	Hair dryer
Vending machine	Mini-Bar
Hotel restaurant	Kitchenette
Ice machine	Refrigerator
Ironing facilities	Microwave
Restaurants	Coffeemaker
Garage	Private bathroom
Laundry service	24-hour room service
Internet	Tea and coffee-making facilities
Lift	Air conditioning
Green areas	Desk
Tennis/soccer court	
Golf course	

Elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 5

A.WRITE THE CORRECT LETTER NEXT TO THE NUMBER. AFTER PRACTICE PRONUNCIATION

DEFINITIONS	WORDS
2. _____ a hotel providing travellers with lodging and free parking facilities, typically a roadside hotel having rooms adjacent to an outside parking area or an urban hotel offering parking within the building.	a. campsite
3. _____ a place to which people frequently or generally go for relaxation or pleasure, esp. one providing rest and recreation facilities for vacationers.	b.cabin
4. _____ a building that offers a temporary place to stay for travellers	c. hotel
5. _____ a small cottage, usually simply designed and built	d. resort
6. _____ a place used or suitable for camping.	e. motel

Source: This table was designed with the definitions taken from: WordReference Random House Unabridged Dictionary of American English (2018)
Elaborated by: Hernández, A (2018)

B.CREATE A POSTER DESCRIBING ONE OR TWO PLACES MENTIONED ABOVE. INCLUDE YOUR OWN EXPERIENCES OF A TRIP THAT YOU HAVE HAD. USE YOUR PHOTOS OR OTHER MATERIAL THAT YOU HAD. AFTER PRESENT IT IN FRONT OF THE CLASS.

WRITE YOUR NOTES IN THIS SPACE
_____

_____

_____

_____

_____

_____

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 6

a. What activities do hotels offer guests?

_____

_____

b. What places can you find inside the hotel?

_____

_____

c. What kind of accommodation establishments have you visited in your trips?

_____

_____

d. What are your experiences in those accommodation establishments? Would you recommend them yes/ not and why?

_____

_____

d. Do you think that the atmosphere and decoration play a crucial role in accommodation establishments? Why?

_____

_____

Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 7
ASSIGNMENT
READING

Accommodation principals are those who build and staff hotels, villas, apartment resorts or holiday cottages which are available to any traveller. Some of these are major international chains such as Marriott Hotels, Holiday Inn, Comfort Inns and Hotels; others are smaller providers who may only own one or a small chain of hotels. The accommodation may be marketed individually by the provider or rooms purchased by a tour operator in order to make up a package holiday often at a special rate. The benefit to the accommodation provider of selling through a tour operator is that they have a more guaranteed occupancy rate throughout a holiday season. Otherwise they may have to spend large amounts of money on advertising in order to attract sufficient individual customers to make a profit.

Accommodation is divided into two basic categories: serviced accommodation (where meals are provided such as in hotels and guesthouses) and self-catering accommodation (such as cottages, chalets and apartments where the occupants provide their own food). Tourists can also reserve accommodation on different terms such as:

- bed and breakfast (where the price only includes the provision of bed and breakfast which may be cooked, buffet style or continental);
- half board (with bed, breakfast and either lunch or evening meal included in the price);
- full board (where accommodation and all meals are provided);
- all-inclusive (which includes accommodation, all meals, snacks and beverages for the period of the stay).

Within the tour operator's brochure, there will usually be some statement as to the accommodation and catering included in the cost. This will help the tourist to budget for the package holiday, knowing what is included and what must be paid for separately.

The travel and tourism industry

Though accommodation is a major feature of travel and tourism, visitors require catering facilities, and principals within the industry include those providing a variety of outlets for food and refreshment. Whether a visitor is only away for a few hours, or for a longer holiday, food and/or drink will be required and these can be found at a variety of outlets. Airlines, ferries and rail principals will usually provide some form of catering and outlets will also be provided at airports or terminals. Visitor attractions often provide a variety of catering outlets which may include a cafeteria, self-service food selection area or a restaurant with waitress service. Even cinemas and theatres may sell snacks, ice creams or confectionery and drinks.

Major resort areas and hotels provide a wider choice of catering facilities, ranging from fast food outlets (such as Macdonalds, Wimpy, Pizza Hut and other international chains) to restaurants providing various meals from different ethnic regions (such as Indian, Chinese, French and Italian food). There could also be cafeterias where snacks and meals can be purchased plus bars and coffee shops. Even large shopping malls and sporting venues provide catering outlets for the convenience of participants and spectators.

Source: Rowe, Smith, & Borein (2002)

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TOURISM AND HOSPITALITY MAJOR
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NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 8

COMPARE AND CONTRAST MATRIX

A.COMPLETE THE MATRIX WITH THE READING THE INFORMATION AND YOUR OWN EXPERIENCES

READING	
ACCOMMODATION PRINCIPALS	MY EXPERIENCE
BOTH	
SIMILARITIES	DIFFERENCES

Elaborated by: Hernández, A (2017)

Institution: Universidad Técnica de Ambato		Date: Week 3	
Major: Tourism and Hospitality		**Level:** Intermediate English II	
Semester : Sixth		**N° of hours:** 2 hours	
Teacher:			
Contents: • Family holidays	**Method:**	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Contextualizing (C) 4. Re-presenting text (RT) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Composition • Preparation	

General Objective: Students will be able to identify touristic places for traveling when families are on vacation.

Specific Objectives: Students will be able to :
- recognize places to go with their families on holidays in Ecuador
- distinguish activities and food to try in the four regions of Ecuador.
- talk about their own experiences about travelling with their families on holidays.

Materials: Handouts , data projector, internet, speakers, magazines, glue, scissors

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) At the beginning of the class write on the board "Do you know where to go with your families on vacation; Do you know what activities to do or what food to eat in those places". Next, tell students to work in pairs and associate some pieces of paper from a table. After, practice pronunciation from the table given.(handout 9) *The student is going to:* 1. (B) Match the correct regions from Ecuador with the activities/places and food. Then, practice pronunciation with the teacher. (handout 9)	20min
Study	*The teacher is going to:* 1. (C) Ask students to read about "Family holidays". After, associate some words and definitions (handout 10.b-10b). (RT)(When they have finished that activity), write their own sentences and after finishing them check them orally with the whole class. *The student is going to:* 1. (C) Read about "Family holidays". Then, match some words and definitions (handout 10.b-10b). (RT)After, write his/her own	40min

	statements and after finishing them check them orally with the whole class.	
Activate	*The teacher is going to:* 1. (C) Ask students to read about Mary's holiday and rewrite the passage in simple past tense. (DM) After, find some meanings of some words and check them with your partner. (handout 11) 2. (RT) Tell students to draw about their last vacation with his/her families. (Homework) *The student is going to:* 1. (C) Read about Mary's holiday and rewrite the passage in simple past tense. (DM) After, find some meanings of some words and check them with his/her partner. (handout 11) 2. (RT) Draw about his /her vacation in extra sheets. (Homework). Draw about a place where he/ she was with his/her families. Include: place of the trip, duration of the trip, food that he/she ate. Use the photos from his/her own experience.	60min

Bibliography:
- McIntyre (2013)
- Peck (2018)
- WordReference Random House Learner's Dictionary of American English (2018)

Remarks: 1.For this class the teacher must ask students with previous time some photos of a trip they did with their families. 2. (DM) Assignment: Ask students to draw about their vacation in a poster.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER:_____

DATE: _____ SEMESTER: _____

HANDOUT 9

Instructions for the teacher:

The pictures should be cut out .Then they should be mixed before giving them to the students.

This activity can be done in pairs or in groups.

Where to go on Holiday in Ecuador?

REGIONS FROM ECUADOR	ACTIVITIES (A) /PLACES(P)	FOOD
COST	- Swimming (A) - Trekking (A) - Mangrove swamp (P) - Breakwater (P) - Museum (P) - National Park (P) - Beach (P)	- Dishes with sea food: - Fish with lentils and rice - Shrimp ceviche - Oyster ceviche - Shrimp with garlic sauce
HIGHLANDS	- Mountain (P) - Trekking - Zoo (P) - Cycling (A) - Museum (P) - Lake (P) - Historical Center (P) - Indigenous market (P) - Middle of the world (P)	- Fanesca - Roasted guinea pig - Quinoa soup - Hornado - Fritada - Yahuarlocro - Potato omelette - Quimbolito - Humita
AMAZON	- Swimming in the river (A) - National Park Yasuni (P) - Observation of flora and fauna (A) - Kayac (A) - Rafting(A)	- Ayampaco - Maito - Chicha - Ayahuasca - Chontacuro - Volquetero
GALAPAGOS ISLAND	- Observation of flora and fauna - Kayaking (A) - Trekking (A) - Scuba Diving (A) - Snorkelling (A) - Surfing (A) - Charles Darwin Research Station(P) - Lakes (P)	- Sea food - Lobster - Seafood rice - Seafood soup - Bolon de verde

Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER:_____
DATE: _____ SEMESTER: _____

HANDOUT 10.a

FAMILY HOLIDAYS

Family holidays make up our earliest childhood memories. The anticipation, the excitement of the break in routine, the joy of having the undivided attention of our parents (well, if they would only turn off their mobile phones), the long afternoons spent swimming, building sandcastles, eating more than one ice cream in a day: these are among the best moments of youth.

But where is the right place for your family to build these memories? Naturally, that depends on the people involved – and 2018 is the year that tour operators have finally realised families come in all shapes and sizes.

"Family friendly" will no longer cut it: there are trips for single parents (choose a group itinerary, so you can make friends; operators such as activitiesabroad.co.uk can be good at matching children's ages); those travelling with grandparents in tow (try a large villa or a destination with diverse appeal); families that include children with special needs (read <u>our guide for the best operators</u> for children with SEND); blended families; and groups with a vast age gap among the kids. Operators have finally realised that there is no such thing as "a family trip" because none of us is generic.

This inclusiveness is accomplished by customising trips. Once a hallmark of luxury travel, tailoring has trickled down to the wider market. For example, the mother of a child with special needs told me she booked a holiday with Powder Byrne, which was able to arrange one-to-one support for her younger child in the kids' club, allowing her older child a break from caring for her sibling, so she could pursue her own activities. The result was revolutionary: independence and fun for all.

Source: Peck (2018)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 10.b

A. MATCH THE WORDS WITH THE FOLLOWING DEFINITIONS

WORDS	DEFINITIONS
_____Memory	a. any distinguishing feature or characteristic
_____Operator	b. the place to which a person or thing travels or is sent
_____Itinerary	c. a detailed plan for a journey, esp. a list of places to visit
_____Destination	d. a person who manages a working or industrial establishment, enterprise, or system
_____Hallmark	e. he mental ability of keeping and recalling facts, events, or experiences

Source: This table was designed with the definitions taken from: WordReference Random House Learner's Dictionary of American English (2018)
Elaborated by: Hernández, A (2018)

B. AFTER YOU ASSOCIATE WITH THE WORDS WITH THE DEFINITIONS WRITE SENTENCES WITH EACH WORD. AFTER CHECK THEM WITH THE WHOLE CLASS.

1. Memory: _____

2. Operator: _____

3. Itinerary: _____

4. Destination: _____

5. Hallmark_____

C.ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE READING "FAMILY HOLIDAYS"

1. Which are the best moments in adolescence?

   _____

   _____

2. Are there trips for single parents? What is the reason that you can choose this option?

   _____

   _____

3. What do you have to try when you travel with your parents?

   _____

   _____

4. What can families consider if they have children with special needs?

   _____

   _____

Elaborated by: Hernández, A (2018)

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NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 11

Text: Maria's holiday

Exercise

Re-write this passage in the simple past tense.

Maria's holiday

Every year I go to Bali for my holidays. I stay in a small hotel near the beach. In the mornings I swim in the sea then I have breakfast by the swimming pool. I go shopping in the afternoons and in the evenings I eat at my favourite restaurant. I usually have pork and noodles.

Before I come back home I always buy a few souvenirs for my friends. That is why my baggage is always heavy.

Last year Maria..

....

....

....

....

....

Exercise

From the text find words which mean.

1. luggage   :...

2. next to   :...

3. return   :...

4. annually   :...

5. mementos   :...

6. go for a dip   :...

7. café   :...

Source: McIntyre (2013)

Lesson Plan Four

Institution: Universidad Técnica de Ambato		Date: Week 4	
Major: Tourism and Hospitality		Level: Intermediate English II	
Semester : Sixth		N° of hours: 2 hours	
Teacher:			
Contents: • Tips for travelers	Method:	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Contextualizing (C) 4. Re-presenting text(RT) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Drill • Discussion • Preparation	
General Objective: Students will be able to identify tips for traveling in a safety manner.			
Specific Objectives: Students will be able to : • study and practice vocabulary related tips for traveling. • read and understand a reading about "see the world" that it will contribute to tips for travelling safety. • work into groups and draw student's ideas about the reading. • present student's drawings to the class. • create a role play about packing luggage.			
Materials: Handouts , data projector, internet, speakers			

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) Ask students to complete wordsearch about a tips for travellers. (M) Practice pronunciation.(handout 12) *The student is going to:* 1. (B) Fill in the wordsearch about a tips for travellers. (M)Practice pronunciation with teacher. (handout 12)	15min
Study	*The teacher is going to:* 1. (C) Divide the class group of three and ask students to read about "see the world" that it will contribute to tips for travelling safety. .(Handout 13) (RT) Ask students to pass to board and draw their ideas on it. Divide the board in several sections according to the number of groups that the class has (this has to be done when students are reading and understanding in their readings). *The student is going to:* 1. (C) Read about "see the world" that it will contribute to tips for travelling safety. (Handout 13). (RT) Pass to board and draw their ideas on it.	45min

	The teacher is going to: 1. (DM) Tell students to present what they drew to their classmates orally. 2. (DM) Ask students to take notes of the expositions and present it to the teacher. 3. (M) Make a feedback of the presentations and tell students to do the same as the teacher in an orally manner. 4. Ask students to work in pairs and do a hierarchy diagram with the class studied as an assignment. (handout 13) *The student is going to:* 1. (DM) Present what they drew to their classmates orally. 2. (DM) Take notes of the expositions and present it to the teacher at the end of the class. 3. (M) Listen to the teacher and try to repeat the most important ideas of the class to the whole class. 4. Work in pairs and do a hierarchy diagram with the class studied as an assignment. (handout 13)	
Activate		60min

Bibliography:
• Fast Park & Relax; (2015). Fast Park & Relax. Retrieved from https://www.thefastpark.com/blog/travel-tips/international-trips • The University of Hong Kong. (2001). The Use of Graphic Organizer to Enhance Thinking Skills. Hong Kong-China: Education Department.
Remarks: 1. Assignment: Do a hierarchy diagram with the class studied. This activity must be done in pairs and present it orally to the teacher.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 12
FIND TEN WORDS IN THE WORDSEARCH

TIPS FOR TRAVELLERS - WORDSEARCH

I	N	T	E	R	N	A	T	I	O	N	A	L
A	D	T	H	J	I	O	P	N	C	Z	Q	E
G	R	Y	A	N	A	T	I	O	N	A	L	A
N	P	A	E	O	K	A	T	R	A	V	E	L
H	I	T	L	N	O	R	T	U	N	O	H	R
B	Z	E	M	Q	O	F	Y	N	W	I	O	L
V	Z	A	R	P	B	M	R	O	M	A	S	P
J	I	V	S	O	U	V	E	N	I	R	G	F
L	T	S	S	E	R	Z	V	Y	J	F	B	O
I	A	O	A	J	S	L	O	D	G	I	N	G
P	Y	R	A	R	E	N	I	T	I	Q	U	V
C	R	E	D	I	T	C	A	R	D	Y	I	A

Elaborated by: Hernández, A (2017)

1. Passport
2. Visa
3. Money
4. Credit Card
5. International
6. Travel
7. Lodging
8. Souvenir
9. Itinerary
10. National

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 13

SEE THE WORLD

Let's get your trip started! Whether this is your first trip out of the country or you're a jetsetter crossing more international destinations off of your list, we can help ensure your next trip is relaxing and fun. At the beginning of the trip, we know you're excited about the destination you're about to visit and are paging through your guidebook while waiting in the custom's line. On the way back, you probably can't wait to share those vacation photos and stories, but you have a long flight – and another custom's line – standing in your way. We'll help you navigate the ups, the downs, the requirements and policies and even help you find a little extra room in your suitcase for that one final souvenir.

• First-Time Travelers
• Best International Trips
• Tips for Families
• Business Trip Basics
• Frequently Asked Questions

First-Time Travelers

Planning your first international travel experience can be exciting, but you also have a lot to consider. From packing well to planning the perfect itinerary and everything in between, it may feel a little overwhelming at times. We'll get you started on two very important pieces: getting your passport and managing your money. Without those, you aren't going to get too far.

Get a passport

Ready to apply for your first passport? Here is your simple checklist to obtaining one:

Plan ahead: Applying for a passport can be a long process. Allow at least ten weeks to process your application, or you could face steep fees and last-minute approvals that could have you sweating it out right before you're supposed to depart.

Have important documents ready: You need a proof of citizenship (i.e. a birth certificate) and a proof of identity (i.e. your driver's license or government-issued ID). Send in original copies of these documents with your passport application.

Get photo-ready: A passport photo must be provided with your application. Among other specifications, it needs to be a specific size (2x2 inches), taken within the last six months and feature a neutral expression. While you can take the photo yourself, we recommend putting the smartphone away and having a professional passport photo service take it for you. Most chain drugstores offer this service at a very reasonable price.

Complete the paperwork: Fill out the DS-11 form and take it to the nearest acceptance facility.

Calculate the fees: For adults, your first passport book will cost $135. A minor (under age 16) passport book is $105. Passport card options cost less, but can only be used when traveling to certain countries by land or sea.

Track the application: You can easily keep track of your application's status online.

Money matters

Almost as important as your passport is understanding how to manage your money overseas. Credit cards, cash and traveller's checks are all options, but the right choice for you should be based on where you're going. Below is a general list of the pros and cons of each; you should always research the country and/or city you're traveling to, so you understand your options fully.

Credit cards

Pros:

• Credit cards typically offer the best-possible exchange rate.

• You can cancel the card easily if it is lost or stolen.

• You can review your purchases when you return home to avoid fraud or identity theft.

Cons:

o Some cards aren't universally accepted. Always check to ensure your card is accepted before you try to make a purchase.

o Review guidelines to determine whether your destination transitioned to "chip and PIN" credit cards, which are making their way to the U.S. in 2015.

• Also, make sure you call your credit card provider before you leave to alert the company that, yes, the Parisian pastry will be an authorized transaction.

Cash

Pros:

• Cash (in the country's currency) is accepted anywhere, whether you're at a small vendor's booth or a nice restaurant.

• If you have a few small coins or bills leftover, you can take them home as inexpensive souvenirs.

Cons:

• Currency conversion fees can change frequently and depend on where you're changing your money. Make sure you research ahead of time and exchange or withdraw from an ATM large amounts to cut down on the number of fees.

• If you misplace your wallet or your purse is stolen, you are not able recover any of your cash.

Traveller's checks

Pros:

• They can be replaced within 24 hours if lost or stolen.

• Traveller's "checks," which are now in the form of pre-paid cards, are a great item to stow in a safe place – in case of emergencies.

Cons:

• Many vendors do not accept traveler's checks.

• Exchange rates are not as good as credit cards or cash.

Source: Fast Park & Relax (2015)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
TOURISM AND HOSPITALITY MAJOR
INTERMEDIATE ENGLISH II
NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 14

COMPLETHE THE FOLLOWING GRAPHIC ORGANIZER ACCORDING TO THE READING.

Source: The University of Hong Kong (2001)

Lesson Plan Five

Institution: Universidad Técnica de Ambato		Date: Week 5	
Major: Tourism and Hospitality		Level: Intermediate English II	
Semester : Sixth		N° of hours: 2 hours	
Teacher:			
Contents: • Common problems rating	Method:	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Contextualizing (C) 4. Re-presenting text (RT) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Role-play demonstration.	

General Objective: Students will be able to recognize common problems that happened to travelers and how to give them possible solutions

Specific Objectives: Students will be able to :
- discuss about common problems in travellers
- recognize the possible solutions of travel problems through a reading
- act out about common problems in travellers

Materials: Handouts , data projector, internet, speakers, real objects for the role play

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) Ask students to answer some questions related to common problems rating. Write the questions on the board and discuss with students. a. What do you know of common problems in travellers? b. Have you ever had any bad experiences during any trip? *The student is going to:* 1. (B) Answer some questions related to common problems rating. a. What do you know of common problems in travellers? b. Have you ever had any bad experiences during any trip?	20min
Study	*The teacher is going to:* 1. (C) Ask students to watch the video about "Bad weather causes travel delays, incidents at New York airport "and answer some questions. (DM) After, ask students to Exchange the handout and check by themselves. (handout 15) 2. (C) Tell students to read about "Solutions to Common Travel Problems". Understand and underline the principal ideas of it. (DM) Ask students to compare with his/her partner orally. (handout 16)	40min

	The student is going to: 1. (C) Watch the video about "Bad weather causes travel delays, incidents at New York airport "and answer some questions. (DM) After, exchange the handout and check with his/her partner. (handout 15) 2. (C) Read about "Solutions to Common Travel Problems". Understand and underline the principal ideas of it. (DM) Compare with his/her partner orally. (handout 16)	
Activate	*The teacher is going to:* 1. (DM) Tell students to summarize the reading through a multiple meaning map graphic organizer.(handout 17) 2. (M) Simulate a small conversation in front of the students. (RT) Ask students to elaborate role play using the topics studied in the class. *The student is going to:* 1. (DM) Summarize the reading through a multiple meaning map graphic organizer.(handout 17) 2 (M) Look and listen the teacher in a small simulation of a problem (RT).Create a role play with the topics studied in the class using real situations.	60min

Bibliography:

- abcNEWS;. (01 de June de 2012). abcNEWS. (The Walt Disney Company) Retrieved from http://abcnews.go.com/Travel/surprise-travel-problems-solutions/story?id=16474147
- TFCBalitangAmerica. (08 de January de 2018). Bad weather causes travel delays, incidents at New York airport. New York, United States. Retrieved from YouTube:

https://www.youtube.com/watch?v=Y1jEu0TrXjY

Remarks:

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 15

ANSWER THE FOLLOWING QUESTIONS FROM THE VIDEO. THEN EXCHANGE THE HANDOUT AND CHECK WITH YOUR PARTNER.

a. What is the name of the airport in the video?

_____

_____

b. What can you see on the floor at the airport because of the bad weather?

_____

_____

c. Who had a delay in the video?

_____

_____

d. How many flights were cancelled according to the video?

_____

_____

Source: FCBalitang America (2018)
Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 16
SOLUTIONS TO COMMON TRAVEL PROBLEMS

1. Traffic delays.

You may not have to worry about naked men on the freeway, but you never know what could snarl a drive to the airport, whether it's an accident or a raging brush fire (which delayed one of my employees, also on LA's notorious 405 freeway). Worst airports for potential traffic delays: my picks include LAX, Chicago's O'Hare and New York's Big 3 - LaGuardia, JFK and Newark.

Your smart phone is your best friend in terms of finding traffic reports and alternative routes. Don't have a smart phone? Borrow someone's or arrange for your kids to follow the traffic and ring you on your "dumb" phone with updates.

Two more solutions: A.) Leave early, especially if going abroad. Some airlines require your presence at the gate one or two hours before departure and if you are even five minutes late, you may turned away.

B.) If you are stuck in traffic, call the airline immediately: If you don't call and you do miss the flight, your ticket loses all its value. If there's a chance you'll make the plane, the airline will likely hold on to your seat for a while (instead of quickly allocating it to a standby passenger) but unless you are CEO of the airline, they will not hold the plane (…).

2. Bad weather.

Winter is not the worst season for flight delays and cancellations; summer is prime time for getting stuck in airports.

Solution: Be prepared. If you're with the kids, make sure you have snacks and games or movies to keep them occupied during a long wait. You'll be busy trying to get on the next flight out which means A.) getting in the line immediately to speak to an airline representative and B.) calling your airline at the same time; you never know which will be quicker. Check out other airline options too in case your carrier's planes are full.

3. Lost or stolen documents.

Wallet stolen or passport is missing? There are things you can do.

Solution: First, cancel your credit cards; if you suspect theft, contact local authorities and make a report. If your passport is missing, contact the nearest embassy or consulate, and do not delay you may be able to get a replacement passport within 24 hours.

How to fly with no ID: The TSA will let you fly but you will have to help them verify your identity by "answering a few questions," so get to the airport an hour earlier than usual.

Before you go: Add credit card hotline numbers, airline contacts and embassy/consulate numbers to your mobile. Make copies of passports and credit cards as well as mobile phone contacts; give a copy to someone you trust and keep another on your person.

4. Wrong airport, wrong terminal.

It does happen. A recent Trip Advisor post by an employee of Northwest Florida Regional Airport (VPS) said, "We often have passengers miss their flight [with us] because they type in either the Fort Walton Beach Airport or the Destin airport. Both are airports, they just aren't served by the major airlines."

Another snafu: You're flying American at Dallas' DFW airport, so you naturally head for the "American terminal." That could be any one of four terminals at DFW and the resulting confusion could make you late for the plane.

Yet another snafu: You're flying Southwest for the first time out of Chicago. You go to O'Hare. Southwest, however, only flies out of Chicago's Midway.

One more: A friend once waited out a storm at International Dallas Airport (DFW) before finally getting a flight back home to Southern California; too late she realized the plane was heading to Los Angeles Airport (LAX); unfortunately, she left her car at the Burbank airport.

Solution: Know before you go. Always, always examine your tickets but also check for updates on your airline's website and/or Facebook and/or tweets.

Note: Sometimes it pays to knowingly board a flight that's not on your itinerary just to get away from a bad weather situation, especially if the alternative is being delayed for days, but save your receipts. You might be able to work something out with your carrier later or expense it if you're flying for work.

5. Unexpected rule changes.

They raised the bag fees but somehow you missed it.

Solution: Try throwing yourself on the mercy of the airline, but if it's Spirit, be prepared to mount a Facebook campaign and garner 30,000 "likes" because that's what it took for a dying veteran to pry a refund out of them. Otherwise, have a credit card handy; the airline may not take cash (…).

Source:abcNEWS, (2012)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 17

COMPLETE THE FOLLOWING GRAPHIC ORGANIZER
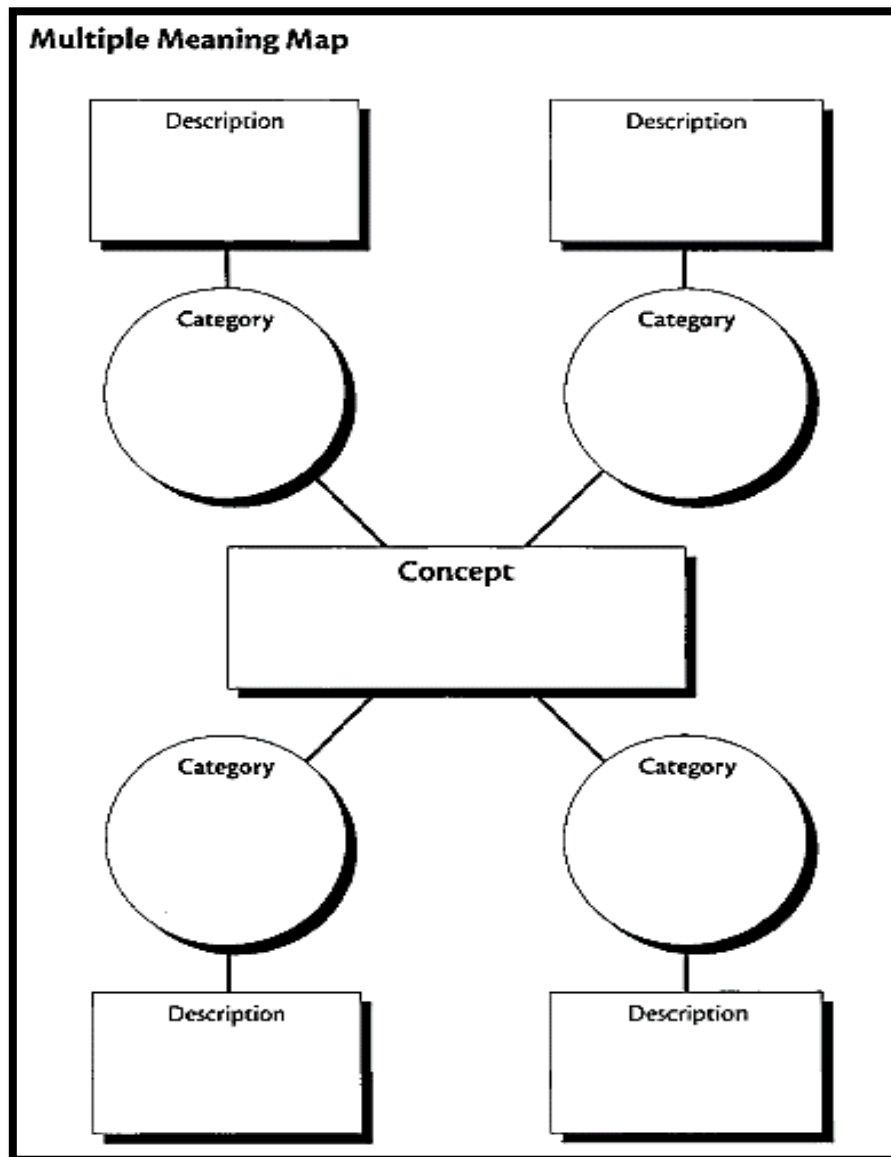
Source: The University of Hong Kong (2001)

7

TOURISM AND HOSPITALITY MAJOR

It includes scaffolding strategies for promoting speaking skill

ADVANCED ENGLISH

Alba, H (2018)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
TOURISM AND HOSPITALITY MAJOR

Lesson Plan One

Institution: Universidad Técnica de Ambato		Date: Week 1	
Major: Tourism and Hospitality		Level: Advanced English	
Semester : Seventh		N° of hours: 2 hours	
Teacher:			
Contents:	Method:		ESA(straight arrows)
• Idioms applied in marketing of tour packages	Scaffolding Strategies:		1. Modelling(M) 2. Bridging (B) 3. Schema Building (SM) 4. Contextualizing (C) 5. Re-presenting text (RT) 6. Developing Metacognition (DM)
	Technique(s):		• Question answer referential • Discussion • Drill • Simulation • Brainstorming
General Objective: Students will be able to identify linguistic expressions focused on the promotion and marketing of tourist packages.			
Specific Objectives: Students will be able to : • identify what parameters contain a tourist package • elaborate and present a tourist package from Amato city.			
Materials: Handouts, data projector, internet, speakers, flyers and photos for the tourist package from Amato city.			

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) Ask students to brainstorm some questions on the board: a. What do you know about tourist package? b. What characerics must it have? *The student is going to:* 1. (B) Braintorm some questions on the board: a. What do you know about tourist package? b. What characerics must it have?	15min
	The teacher is going to: 1. (C) Ask to students to read and underline the main ideas about "6 Keys to Packaging Your Tourism Product" (handout 1). (SB)After, ask students to sit down in groups of three and compare what they read with what it is on the board and discuss in the group. 2. (C) Tell to students to read and underline the main ideas about "5 Tips About Selling Packaged Tourism Products".(handout 2) 3. (RT) Say students to draw a matrix related to a in their notebooks about a tourist package using the contents from the two reading and their knowledge.	

Study	4. (SB) Share with students a travel package matrix. Ask students to compare their matrix with the teacher's matrix provided and see the differences and similarities. (handout 3). (M) Ask students to practice pronunciation of the words that the matrix has and other words that they maybe add. (This list can written on the board) *The student is going to:* 1.(C) Read and underline the main ideas about "6 Keys to Packaging Your Tourism Product" (handout 1). (SB) Sit down in groups of three and compare what they read with what it is on the board and discuss in the group (previous questions discussed at the beginning of the class). 2. (C) Read and underline the main ideas about "5 Tips About Selling Packaged Tourism Products". (handout 2 3. (RT) Draw a matrix related to a in their notebooks about a tourist package using the contents from the two reading and their knowledge. 4. (SB) Receive a travel package matrix. Compare this/her matrix with the teacher's matrix provided and see the differences and similarities. (handout 3) (M) Practice pronunciation with the teacher of the words that the matrix has and other words that he/she maybe add. (This list can written on the board)	45min
Activate	*The teacher is going to:* 1. (DM) Ask students to create a travel package from Ambato city in groups of 4. *The student is going to:* 1. (DM) Create a travel package from Ambato city in groups of 4.	60min

Bibliography:
- Lenoir, S. (25 de June de 2016). Rezdy. Retrieved from https://www.rezdy.com/blog/tips-about-selling-packaged-tourism-products/
- Rezdy. (15 de April de 2014). rezdy. Retrieved from 6 Keys to Packaging Your Tourism Product: https://www.rezdy.com/blog/the-keys-to-packaging-your-tourism-product/

Remarks: 1. Assigments**:** present the travel package from Ambato city in groups of 4. Students must bring for the next class flyers and photos for the tourist package from Amato city.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER:_____

DATE: _____ SEMESTER: _____

HANDOUT 1

6 KEYS TO PACKAGING YOUR TOURISM PRODUCT

Because they're so convenient, packages are a great way to get more bookings. A packaged tour combines elements that would be a hassle to coordinate separately, such as transport, accommodations, meals, attractions, and entertainment, can be bought as one easy package.

Here are some great tips from Destination NSW on the essentials for packaging your tourism product.

1. Pricing

The price of your products should be set 12 months in advance, and it should include all your costs – product development, entry and guide fees, meals, maintenance, and marketing.

If you want to partner with other tour operators (which you totally should), make sure that

Everyone has a good profit margin.

You have allowed for unexpected costs.

You have determined product break-even points.

It would also be smart to ask everyone involved to promote and sell the package. If you want to reduce your package price, remember not to compromise quality. It should be your last option. Consider other strategies that will make your tours more competitive.

2. Commission

Depending on the market you're targeting, you will need to consider the commission you pay your agents. It differs from 10-30% depending on the type of agent involved.

If your market is overseas, you'll likely be dealing with an inbound tour operator, and they will expect a commission of 25-30%.

3. Legal Implications

Be aware that wholesalers and retail travel agents must

Provide explicit conditions of sale.

Be selective with product endorsements.

You don't want to be involved in a customer complaint for your failure to deliver or misleading advertising.

4. Package Promotion

How you distribute your package will determine your success. You should conduct product and package familiarisations for retail agents, wholesalers, and sample target markets.

Packaging for overseas:

Contact distributors who understand international packages and markets. You may not even need to create a package, because the ITO may bundle a range of products, including yours, for a wholesaler. Remember to screen your overseas resellers, too.

Packaging for domestic markets:

It's recommended to start domestic before going international, because it's less expensive and complicated. Target the following groups:

Clubs and associations members (particularly those that cater to retirees)

Schools and educational institutions (if your product has educational content, create an excursion package)

Families (they will want the value for money)

Testing the waters locally will also generally produce faster results.

Remember to include special interest groups and individuals in your marketing – for example, sports, festivals, arts, and 4-wheel drive enthusiasts.

5. Complementary Product Packaging

Partnering with other tour operators who offer complementary products is a smart way to reduce your promotion costs while making your package more appealing. For example, you can offer

A range of products from an area to specific niches with related interests.

A selection of products in a destination where a customer can create a personalised itinerary.

6. Timing

Last, but certainly not least, is timing. When you set your availability, remember to consider your high season and the popular time of year that your target markets come by.

The return on your investment will be gradual, so don't expect an immediate return. Profits can take up to 2-3 years but can be achieved earlier if you get your distribution strategy right.

You can do things to speed up the process, like choose online booking software that allows agents to check your availability and book immediately. Make sure it isn't commission-based so it doesn't eat into your profits.

Source: Rezdy, (2014)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 2

5 TIPS ABOUT SELLING PACKAGED TOURISM PRODUCTS

Not only are today's travelers booking online, but they are increasingly turning to convenient and affordable tourism packages to meet all of their vacation needs. With a package, they get their hotel, airfare, transportation and a few activities all rolled into one convenient price. They do not have to worry about creating their own itinerary, or sifting through the many options available to them. As a tour and activity provider, you might be considering these packaged tourism products for your business. These tips will help you create enticing packages that also are good for your business.

Tips About Selling Packaged Tourism Products

Create a price early, and remain consistent. The price for your package should be established at least a year in advance. When creating a price for the package, be sure to take into consideration all of your operating costs, including equipment, staff, marketing, meals, maintenance and product development.

Take into account the commission you will need to pay agents for selling your packaged tourism products. In order to sell your package to the largest audience possible, you will need agents to help you promote your products. Different types of agents will earn varying commissions depending on their place within the distribution network. Commission levels can vary from 10% - 30%.

Make it all legal. You may even want to work with a lawyer in order to develop the right language for your tour package. You need to provide explicit conditions of the sale of the package, since travel agents will need these legal conditions in place before they can resell your product.

Promote your package in order to increase exposure and awareness. One idea to consider is running a familiarization tour, where agents can come to your location and experience your products for themselves. This allows them to better sell your products to their customers and helps promote your brand as a whole.

Time it right. You may want to promote your product for your high season when travelers are most likely to arrive at your destination. In addition, you can create an alternative package that helps you increase your bookings during the slow tourism season for your region. Have patience, it can take 2 years or more to see an increase in your profits, but if you package your products correctly, your business will begin growing to the next level.

Of course, if you are going to offer an incredible package to your travelers, you need to make it easy for them to book. Implement an online booking system that increases your efficiency and showcases your live availability. Rezdy is an online booking system created just for tour and activity providers. It provides customizable tools that allow you to personalize the system for your specific business. In addition, it connects you with a agents that makes it easy for you to distribute your products.

Source: Lenoir, (2016)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
TOURISM AND HOSPITALITY MAJOR
ADVANCED ENGLISH

NAME _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 3
TRAVEL PACKAGE MATRIX

AGENCY'S NAME	
NAME OF THE TRAVEL PACKAGE	

DAY ONE

TIME	PLACES TO VISIT	ACTIVITIES	THINGS TO CARRY	LENGTH	MONEY SPENT PER PERSON	OBSERVATION

DAY TWO

TIME	PLACES TO VISIT	ACTIVITIES	THINGS TO CARRY	LENGTH	MONEY PER PERSON	OBSERVATION
TOTAL OF MONEY: PER DAY AND PER PERSON		

Elaborated by: Hernández, A (2017)

Lesson Plan Two

Institution: Universidad Técnica de Ambato		Date: Week 2	
Major: Tourism and Hospitality		Level: Advanced English	
Semester : Seventh		N° of hours: 2 hours	
Teacher:			
Contents: • Vocabulary referring to necessary and required documents in both domestic and international flights. • Vocabulary related to places at the airport.	Method:	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Schema Building (SB) 4. Contextualizing (C) 5. Re-presenting text (RT) 6. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Simulation	
General Objective: Students will be able to select appropriate vocabulary for domestic and international flights and being at the airport.			
Specific Objectives: Students will be able to : • contrast information about domestic and international flights • identify vocabulary and meanings related to places at the airport. • create a poem using vocabulary and expressions studied in the class.			
Materials: Handouts , data projector, internet, speakers, radio			

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) Ask students to complete a Venn Diagram about domestic and international flights individually.(handout 4) 2. (SB) Tell students to compare their Venn Diagram with a second one that the teacher is going to provide them and at the same time tell them to include extra details in their graphic organizer if it is necessary. (handout 5) *The student is going to:* 1. (B) Complete a Venn Diagram about domestic and international flights individually.(handout 4) 2. (SB) Compare their Venn Diagram with a second one that the teacher is going to provide him/her and at the same time include extra details in his/her graphic organizer if it is necessary. (handout 5)	20min
Study	*The teacher is going to:* 1. (C) Ask students to find out some words in the wordsearch and associate some words with definitions. (handout 6). (M) After, ask	50min

	students to practice pronunciation of the vocabulary presented in this sheet. 2. (C) Tell students to complete a vocabulary sheet about arriving and departing. Then, answer some questions.(handout 7) *The student is going to:* 1. (C) Find out some words in the wordsearch and associate some words with definitions. (handout 6) (M)Practice pronunciation of the vocabulary presented in this sheet. 2. (C) Complete a vocabulary sheet about arriving and departing. Answer some questions.(handout 7)	
Activate	*The teacher is going to:* 1. (RT) Divide the class into groups of three and ask students to use the information from the handout 7 to change into a poem. Each group has to present it in front of the class. Give students a rubric to know the parameters to be evaluated (handout 8) 2. (DM)Distribute the handout 8 to other groups to evaluate them *The student is going to:* 1. (RT) Work into groups of three and create a poem using the information of the (handout 7). Present the in front of the class. Use drawings, sound, music, and other material created by himself/herself. Check a rubric to know the parameters to be evaluated (handout 8) 2. (DM) Present the poem to the whole class and evaluate presentation of it with the rubric given by the teacher.	60min

Bibliography: • WordReference Random House Learner's Dictionary of American English (2018) • McIntyre, K. (2013). English for Tourism Student's Workbook. Centre for Language Studies.
Remarks:

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

NAME:_____ TEACHER: _____

DATE:_____ SEMESTER: _____

HANDOUT 4

VENN DIAGRAM

COMPLETE THE FOLLOWING GRAPHIC ORGANIZER WITH WHAT YOU KNOW/ WHAT YOU THINK

DOMESTIC AND INTERNATIONAL FLIGHTS
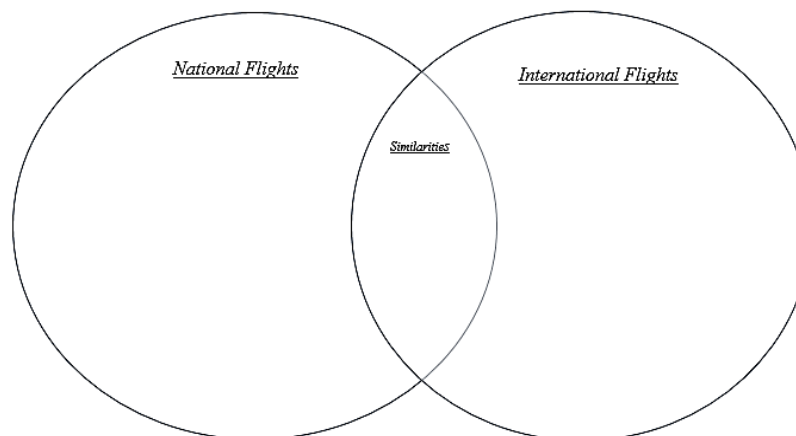
National Flights   *International Flights*

Similarities

Elaborated by: Hernández, A (2018)

NAME:_____ TEACHER: _____
DATE:_____ SEMESTER: _____

HANDOUT 5

VENN DIAGRAM

CONTRAST THE PREVIOUS GRAPHIC ORGANIZER WITH THIS ONE AND INCLUDE EXTRA DETAILS IN YOURS IF IT IS NECESSARY.

DOMESTIC AND INTERNATIONAL FLIGHTS
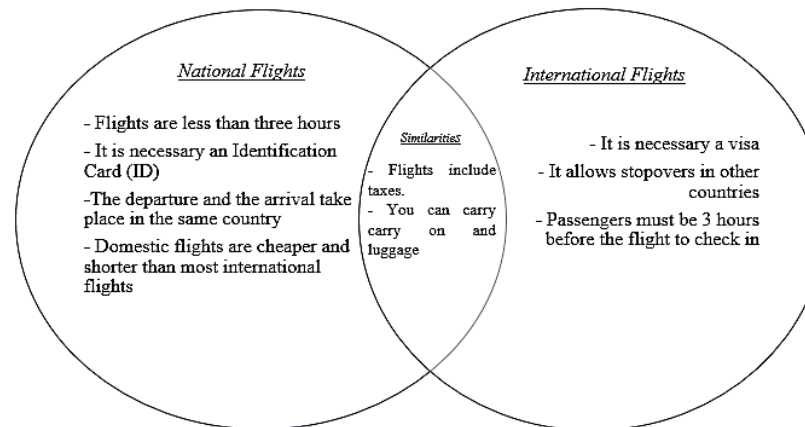
National Flights

- Flights are less than three hours
- It is necessary an Identification Card (ID)
-The departure and the arrival take place in the same country
- Domestic flights are cheaper and shorter than most international flights

Similarities

- Flights include taxes.
- You can carry carry on and luggage

International Flights

- It is necessary a visa
- It allows stopovers in other countries
- Passengers must be 3 hours before the flight to check in

Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 6
FIND THE WORDS FROM THE BOX IN THE WORDSEACRH

1.Baggage	2.Check in	3.Departures	4.Gate	5.Duty Free

WORDSEARCH

A	Q	T	M	B	O	P	I	B	U	E
V	D	U	M	F	D	D	A	U	B	A
G	N	E	T	A	G	G	A	T	U	V
J	A	T	P	I	G	A	L	A	R	U
N	Q	A	H	A	L	K	U	C	T	H
A	N	N	G	I	R	Q	E	I	A	J
Q	G	E	G	Z	X	T	S	E	Y	Q
I	U	C	Q	V	A	S	U	C	B	L
O	B	J	K	E	H	J	S	R	I	N
L	X	D	U	T	Y	F	R	E	E	M
M	T	Q	R	U	C	Y	A	Z	B	S
E	G	C	H	E	C	K	I	N	A	E

Elaborated by: Hernández, A (2018)

MATCH THE WORDS WITH THE FOLLOWING DEFINITIONS

WORDS	DEFINITIONS
_____overweight	a. a strip on which planes land and take off.
_____ meal	b. the level floor between flights of stairs or at the head or foot of a flight of stairs.
_____ stopover	c. food served and eaten at one time
_____runway	d. weighing more than is normal, proper, or allowed:
_____landing	e. such a stop made with the privilege of proceeding later on the ticket originally issued

Source: This table was designed with the definitions taken from: WordReference Random House Learner's Dictionary of American English (2018)
Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 7

COMPLETE THE SPACES WITH THE CORRECT INFORMATION

Vocabulary: arriving and departing

Insert the correct word from the box into the gaps.

customs officer	departure lounge	carry-on bag
check in	immigration officer	baggage
collection	baggage allowance	queue
travel documents	immigration	visa

1. When you arrive in a country from overseas the .... checks your passport. In some countries you must have a .... before you can enter. Then you proceed to the .... area to pick-up your bags and then to the .... who may, (but not always) check your baggage.

2. When you leave a country you must first .... with the airline to get your boarding pass. If there are a lot of people you must .... Then you go through ...., where they check your travel documents and then to the .... to wait for your flight.

3. On most international flights you have a .... of 20 kilograms per person. Many airlines allow you to take one bag on to the aircraft usually a maximum weight of 7 kg. This is called a ....

Study the paragraph above and answer the following questions.

1. What word means 'abroad'? _____

2. What are 'travel documents'? _____

3. What word means 'go in'? _____

4. What are 'international flights'? _____

5. Can you name some 'airlines'? _____

6. What word means 'no more than'? _____

7. What is another word for 'plane'? _____

8. What is another word for 'depart'? _____

Source: McIntyre (2013)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 8
SCORING RUBRIC FOR THE POEM

NAMES	A	B	C	D	FINAL SCORE	REMARKS
1.						
2.						
3.						

CRITERIA	DESCRIPTION	GRADE PER EACH CRITERIA				
A. Grammar and vocabulary	Ability to use sentence structures correctly and use appropriate words and expressions from the topic required	2.5	2.0	1.5	1.0	0.5
B. Use of language	Ability to use words and phrases correctly according to the topic required	2.5	2.0	1.5	1.0	0.5
C. Content	Ability to relate the main idea with supporting ideas of the poem	2.5	2.0	1.5	1.0	0.5
D. Coherence and creativeness	Ability to order all the ideas in the poem and to use authentic ideas and material	2.5	2.0	1.5	1.0	0.5

Elaborated by: Hernández, A (2017)

WRITE A POEM AND PRESENT IT TO THE CLASS (4 MINUTES)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson Plan Three

Institution: Universidad Técnica de Ambato		Date: Week 3	
Major: Tourism and Hospitality		Level: Advanced English	
Semester : Seventh		N° of hours: 2 hours	
Teacher:			
Contents: • Baggage policies and restricted items	Method:	ESA(straight arrows)	
	Scaffolding Strategies:	1. Bridging (B) 2. Schema Building (SB) 3. Contextualizing (C) 4. Re-presenting text (RT) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Role-play demonstration.	
General Objective: Students will be able to describe the rules and safety procedures at the airport using the four English language skills			
Specific Objectives: Students will be able to : • Recognize rules and polices at the airport • Act out about rules and polices at the airport			
Materials: Handouts , data projector, internet, speakers			

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) Tell students to complete a KWHL table with what they know/what they want to know/how they will learn about rules and safety procedures at the airport when they are going to travel in a tour or by themselves. (Ask them to complete the first three columns from the table).(handout 9) *The student is going to:* 1. (B) Complete a KWHL table with what he/she knows/what he/she wants to know/ how he/she will learn about rules and safety procedures at the airport when they are going to travel in a tour or by themselves. (Complete the first three columns from the table).(handout 9)	15min

Study	*The teacher is going to:* 1. (C) Ask students to watch a video about rules and policies at the airport without sound. After, watch the video again with sound and give the students instructions to complete in the handout about some part of the video. (handout 10) 2. (DM) Ask students to discuss about their answers in /pairs groups. Ask them to check with their pairs or groups check with the teacher to make a feedback of the most relevant things. 3. (C) Read about "Per TSA regulations, carryon items are limited to one bag, plus one small, personal ítem" and take out the principal ideas into group of four. (handout 11) *The student is going to:* 1. (C) Watch a video about rules and policies at the airport without sound. Watch the video again with sound and complete in the handout about some part of the video. (handout 10) 2. (DM) Discuss about his/ her answers in pairs/ groups. He/she checks with his/her pairs or groups check with the teacher to know the most relevant things. 3. (C) Read about "Per TSA regulations, carryon items are limited to one bag, plus one small, personal item" and take out the principal ideas into group of four. (handout 11)	50min
Activate	*The teacher is going to:* 1. (RT) Ask students to create a role play in their previous groups using the information from your reading and present it to the class. 2. (SB) Tell students to complete the last Question of the KWHL table. (handout 9) *The student is going to:* 1. (RT) Ask students to create a role play in their previous groups using the information from your reading and present it to the class. 2. (SB) Complete the last question of the KWHL table. (handout 9)	65min

Bibliography:
- Manchester Airport Group. (19 de Octubre de 2013). Autism Awareness at Manchester Airport Terminal 1. Retrieved from https://www.youtube.com/watch?v=nbQjX7sYjCs
- Southwest Airlines. (2018). Southwest Airlines. Retrieved from Per TSA regulations, carryon items are limited to one bag, plus one small, personal item.: https://www.southwest.com/html/customer-service/baggage/carryon-bags-pol.html
- McIntyre, K. (2013). English for Tourism Student's Workbook. Centre for Language Studies.

Remarks:

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 9

COMPLETE THE K-W-H-L TABLE .WHAT YOU KNOW ABOUT RULES AND SAFETY PROCEDURES AT THE AIRPORT.WHEN YOU ARE GOING TO TRAVEL IN A TOUR OR BY YOURSELF

Topic :

K What do I know?	**W** What do I want to know?	**H** How I will learn?	**L** What I have learned?

Source: The University of Hong Kong (2001)

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TOURISM AND HOSPITALITY MAJOR
ADVANCED ENGLISH

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 10

WATCH THE VIDEO AND WRITE THE CORRECT ANSWERS FOR EACH
PHOTO.

PHOTOS	LOOK AT THE PHOTOS AND WRITE WHAT YOU LISTEN

Source: Manchester Airport Group (2013)
Elaborated by: Hernández, A (2018)

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ADVANCED ENGLISH

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 11

Per TSA regulations, carryon items are limited to one bag, plus one small, personal item.	

Your carry on

Carryon bag dimensions are limited to **10 x 16 x 24 inches**. You must store your carryon in the overhead bin. Storing it wheels facing out helps us get wheels up faster! If you're traveling with a pet, carriers are counted as either your personal item or carryon. **A friendly reminder:** If your carryon does not fit the dimensions above, we will be forced to check it at the gate. It will be safely stowed below the aircraft for the duration of your flight, and you will pick it up at baggage claim, not the gate, upon arrival to your final destination. Assistive devices and strollers may be claimed at the gate/jet bridge.

Your personal item

Personal-type items include purses, briefcases, cameras, food containers, or laptops (case included).
Your personal item must be stored under the seat in front of you, fitting within **18.5 x 8.5 x 13.5 inch dimensions**.
A friendly reminder: If your personal item does not fit under your seat, you will be asked to place it in an overhead bin.

The following items are not considered carryon bags or personal-type items and are not counted against the "one-bag plus one personal-type item" limit:

A child restraint device for a ticketed child with a reserved seat or when complimentary, available space exists.
Assistive/mobility devices for individuals with a disability. There is no limit to the number of assistive/mobility devices a Customer can bring on board the aircraft.
Outer garments or other wearable articles of clothing.
Food for consumption during flight contained in disposable packaging.
Walking canes or umbrellas.

LIQUIDS, AERSOLS, GELS, CREAMS AND PASTES

Each passenger is permitted to bring one quart-sized bag of liquids aerosols, gels, creams and pastes in your carryon bag and through the TSA security checkpoint. These are limited to 3.4 ounces (100 milliliters) or less per item. During screening, you'll be required to place these items in the small bag separate from your carryon baggage unless you have been selected for TSA PreCheck expedited screening, in which case you may be exempt from removing your liquids during the screening process.

Any liquid, aerosol, gel, cream or paste that alarms during screening will require additional screening.

Certain items are exempt from the TSA carryon liquid rules including medications and infant and child nourishments.

Southwest Airlines currently prohibits self-defence sprays on any flight regardless if it is checked or carried on.

	STROLLERS AND CHILD RESTRAINT SYSTEMS (CRSs) OR CAR SEATS

Customers traveling with children will be allowed to check one stroller and one Child Restraint System (CRS) or car seat per child without charge. This is in addition to the regular free baggage allowance.

The stroller and CRS or car seat allowance applies to any type of stroller (umbrella, full size, jogging stroller, etc.) and CRS or car seat.

The Customer may check the stroller and CRS or car seat at the curb, ticket counter, or gate. Southwest Airlines will not assume liability for damage to strollers, CRS's or car seats.

An optional Southwest-branded reusable car seat/stroller bag is available for purchase at any Southwest Airlines ticket counter for a $17 onetime fee. Bag dimensions are 42"X20.5X12.5".

	INTERNATIONAL TRAVEL

Duty-free items: Passengers traveling internationally into the United States with a connecting flight will be permitted to carry liquids in excess of 3.4 oz or 100 mL in their carryon baggage, provided they were purchased in duty-free shops and placed in secure, tamper-evident bags (STEBs).

Technological advances may allow passengers to keep these liquids in their carryon baggage, provided they are presented in a STEB and are able to be screened and cleared by Transportation Security Officers at the checkpoint.

Liquids that cannot be screened and cleared will not be allowed to remain in a passenger's carry-on baggage. Passengers may elect to place these items into checked baggage, if available, or forfeit them prior to entering the secure area of the airport. This may include liquids in opaque, ceramic, or metallic bottles, or other containers that cannot be effectively scanned.

Source: This information was taken from: Southwest Airlines, (2018).

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TOURISM AND HOSPITALITY MAJOR

Lesson Plan Four

Institution: Universidad Técnica de Ambato		**Date:** Week 4	
Major: Tourism and Hospitality		**Level:** Advanced English	
Semester : Seventh		**N° of hours:** 2 hours	
Teacher:			
Contents: • Vocabulary required for travelers in the service of cafes and restaurants located at airports	**Method:**	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Schema Building(SB) 4. Contextualizing (C) 5. Re-presenting text (RT) 6. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Role-play demonstration. • Brainstorming	
General Objective: Students will be able to associate idiomatic expressions with additional services that a traveller look for at the airport.			
Specific Objectives: Students will be able to : • classify important questions and answers that are used to communicate in cafes or restaurants at the airport. • identify the differences between the service of food at the airport and outside of it. • act out using vocabulary and expressions studied in the class			
Materials: Handouts , data projector, internet, speakers, real objects for the role play			

Stages	Activities	Time
Engage	*The teacher is going to:* 1.(B) Tell students to brainstorm ideas about the following questions that are going to be written on the board: a. How many times have been at the airport? b. What kind of services can you find there? c. How long have you been at the airport? 2. (SB) Ask to complete and contrast a matrix related to cafes and restaurants. (handout 12) 3. (DM) Say students to exchange the sheets and check their answer. 4. Check student's answers orally. *The student is going to:* 1.(B) Brainstorm ideas about the following questions that are going to be written on the board:	20min

	a. How many times have been at the airport? b. What kind of services can you find there? c. How long have you been at the airport? 2. (SB) Complete and contrast a matrix related to cafes and restaurants. (handout 12) 3. (DM) Exchange the sheets and check their answer. 4. Listen the answers orally.	
Study	*The teacher is going to:* 1.(C)Ask students to associate some questions with the answers.(handout 13) 2.(M) Read a conversation and ask them to practice pronunciation (handout 14) *The student is going to:* 1.(C)Associate some questions with the answers.(handout 13) 2. (M) Practice the conversation in pairs. (handout 14)	20min
Activate	*The teacher is going to:* 1. Tell students to create a Role Play (groups of 4 students) using the contents given by the teacher. Provide them the parameters to be evaluated in a rubric. (RT)Then, (at the beginning) ask them to include an original advertisement to promote their restaurant/café. Additionally, suggest them to add a moral at the end of it. Ask them to include the extra things that they had to bring for the presentation. (handout 15) 2. (DM) Collect all the handouts and distribute to other groups to check their classmates. *The student is going to:* 1. Create a Role Play (groups of 4 students) using the contents given by the teacher. Provide them the parameters to be evaluated in a rubric. (RT)Then, at the beginning include an original advertisement to promote their restaurant/café. Additionally, add a moral at the end of it. Include the extra things that he/she had to bring for the presentation. (handout 15) 2. (DM) Check other group's presentation using the rubric given by the teacher.	80min

Bibliography:
• Beare, K. (8 de September de 2017). ThroughtCo. Retrieved from https://www.thoughtco.com/beginner-dialogues-at-a-restaurant-1210039

Remarks: Assignment: Ask students to bring with previous time real objects for the role play.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 12

COMPARE AND CONTRAST MATRIX
A.COMPLETE THE MATRIX WITH YOUR OWN EXPERIENCES

CAFES AND RESTAURANTS	
CAFES AND RESTAURANTS AT THE AIRPORTS	CAFES AND RESTAURANTS IN OTHERS PLACES
BOTH	
SIMILARITIES	DIFFERENCES

Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 13

MATCH THE QUESTIONS WITH THE ANSWERS. WRITE THE CORRECT NUMBER NEXT TO THE LETTER.

QUESTIONS	ANSWERS
1. Are you ready to order?	_____a. Certainly.
2. *Can I get a cup of coffee, please?*	_____b. It is $30,00 dollars
3. Would you like anything to drink?	_____c. Of Course.
4. Would you like cheese in your hamburger?	_____d. It is on the left. Next to the tennis shop
5. May I see the dessert menu?	_____e. No. I prefer more meat and tomatoes.
6. Could I get the bill please?	_____f. Here you have the menu. There you have many options to eat.
7. How much is the meal?	_____g. Yes, here it is. Enjoy your coffee
8.Where is the bathroom	_____h. It is ready in 10 minutes, please.
9. What kind of food you do you have?	_____i. Yes, of course. I am ready to order
10. Excuse me, what time is the order?	_____j Yes, I'd like a glass of white wine, please.

Elaborated by: Hernández, A (2017).

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ADVANCED ENGLISH

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 14

CONVERSATION

Waitperson: Hi. How are you doing this afternoon?

Customer: Fine, thank you. Can I see a menu, please?

Waitperson: Certainly, here you are.

Customer: Thank you. What's today's special?

Waitperson: Grilled tuna and cheese on rye.

Customer: That sounds good. I'll have that.

Waitperson: Would you like something to drink?

Customer: Yes, I'd like a coke.

Waitperson: Thank you. (returning with the food) Here you are. Enjoy your meal!

Customer: Thank you.

Waitperson: Can I get you anything else?

Customer: No thanks. I'd like the check, please.

Waitperson: That'll be $14.95.

Customer: Here you are. Keep the change!

Waitperson: Thank you! Have a good day!

Customer: Goodbye.

Source: Beare, (2017).

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TOURISM AND HOSPITALITY MAJOR
ADVANCED ENGLISH

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 15

SCORING RUBRIC - ROLE PLAY

NAMES	A	B	C	D	E	FINAL SCORE	REMARKS
1.							
2.							
3.							
4.							

CRITERIA	DESCRIPTION	GRADE PER EACH CRITERIA				
A. Grammar and vocabulary	Ability to use sentence structures correctly and use appropriate words and expressions from the topic required	2.5	2.0	1.5	1.0	0.5
B. Use of language and discourse management	Ability to use words and phrases correctly according to the topic required. Ability to produce the language correctly despite some hesitations.	2.5	2.0	1.5	1.0	0.5
C. Content and interactive communication	Ability to relate the main idea with supporting ideas during the conversation Ability to initiate and responds correctly. Ability to maintain and develop interaction with everybody	2.5	2.0	1.5	1.0	0.5
D. Coherence and creativeness	Ability to order all the ideas in the conversation and to use authentic ideas and material	2.5	2.0	1.5	1.0	0.5
E. Pronunciation	Ability to produce the language in a clear manner. Ability to use the intonation correctly Ability to use sentence and words in the correct form.	2.5	2.0	1.5	1.0	0.5

Elaborated by: Hernández, A (2017)

WRITE A ROLE PLAY AND PRESENT IT TO THE CLASS. AT THE END OF THE PRESENTATION INCLUDE A MORAL (7 MINUTES)

_____

_____

_____

_____

_____

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_____

_____

Lesson Plan Five

Institution: Universidad Técnica de Ambato		Date: Week 5	
Major: Tourism and Hospitality		Level: Advanced English	
Semester : Seventh		N° of hours: 2 hours	
Teacher:			
Contents: • Terminology related to prevention measures during air travel and cruises	**Method:**	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Schema Building (SB) 4. Contextualizing (C) 5. Re-presenting text (RT) 6. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Role-play demonstration.	

General Objective: Students will be able to distinguish terminology related to prevention measures during air travel or cruises in operating tours.

Specific Objectives: Students will be able to :
- identify vocabulary related to prevention measures during air travel and cruises.
- watch and understand videos about some prevention measures during air travel and cruises
- act out about prevention measures during air travel and cruises.

Materials: Handouts , data projector, internet, speakers, real objects for the role play

Stages	Activities	Time
Engage	*The teacher is going to:* 1.(B) Ask students to brainstorm ideas about the following questions that are going to be written on the board: a. Have you ever travelled by plane? b. What are the rules that you have to consider when are inside of it? 2. (SB) Ask to complete and contrast a matrix related to cafes and restaurants. (handout 16) 3. (DM) Ask students to exchange the sheets and check their answer. 4. Check student's answers orally. *The student is going to:* 1.(B) Brainstorm some ideas on the board of the following questions: a. Have you ever travelled by plane? b. What are the rules that you have to consider when are inside of it? 2. (SB) Ask to complete and contrast a matrix related to cafes and restaurants. (handout 16)	20min

	3. (DM) Ask students to exchange the sheets and check their answer. 4. Express your ideas to the whole class orally.	
Study	*The teacher is going to:* 1. (C) Ask students to watch a video without sound about prevention measures during air travel and cruises. After, watch the video again with sound and give the students instructions to complete in the handout about some part of the video. (handouts 17-18) 2. (DM) Tell students to discuss about their answers in pairs/ groups. After they check with their couples or groups check with the teacher to make a feedback of the most relevant things. *The student is going to:* 1. (C) Watch a video without sound about prevention measures during air travel and cruises. After, watch the video again with sound and give the students instructions to complete in the handout about some part of the video. (M)Ask students to listen and practice pronunciation (handouts 17-18) 2. (DM) Discuss about his/her answers in pairs/ groups. After they check with his/her couples or groups check with the teacher to make a feedback of the most relevant things. (M) Listen and practice pronunciation (handouts 17-18)	40min
Activate	*The teacher is going to:* 1. Ask students to create a Role Play (groups of 4 students) using the contents given by the teacher. Provide them the parameters to be evaluated in a rubric. In addition, tell them to add at the end of the presentation how those contents can be applied in their profession. Ask them to include the extra things that they had to bring for the presentation. (handout 19) 2. (DM) Collect all the handouts and distribute to other groups to check their classmates. 3. Do homework: (RT) record and audio with their voices about prevention measures during air travel and cruises *The student is going to:* 1. Create a Role Play (groups of 4 students) using the contents given by the teacher. Receive his/her parameters to be evaluated in a rubric. In addition, add at the end of the presentation how those contents can be applied in his/her profession. Ask them to include the extra things that his/her had to bring for the presentation. (handout 19) 2. (DM) Check a different handout 19 from his/her in order to evaluate it. 3. Do homework: (RT) record and audio with his/her voices about prevention measures during air travel and cruises.	60min

Bibliography:
- Airline Passion. (2017, Febrero 2). Emirates Flight Safety Video 2017 | A380 | Demonstration de Sécurité. Retrieved from https://www.youtube.com/watch?v=ayHCUtux13s
- CBS This Morning. (2013, November 02). Are large cruise ships safe? Retrieved from https://www.youtube.com/watch?v=lp2lqVOLMxg

Remarks: Assignment: 1.Ask students to bring with previous time real objects for the role play. 2. Record and audio with their voices about prevention measures during air travel and cruises

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

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ADVANCED ENGLISH

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 16

COMPLETE THE TABLE WITH THE SIMILARITIES AND DIFFERENCES BETWEEN AN AIRPLANE AND A CRUISE

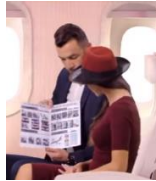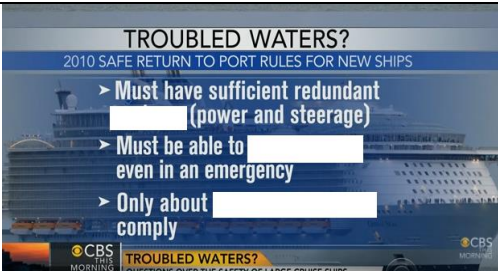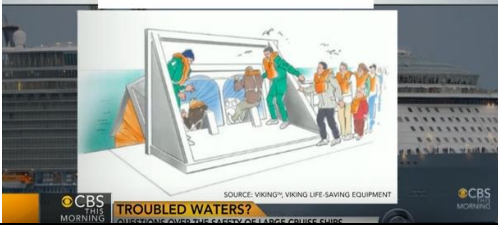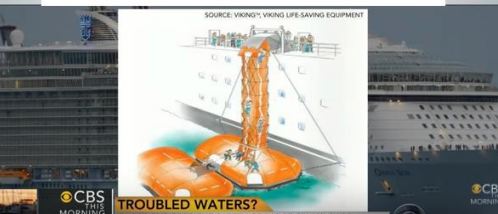| SIMILARITIES	
AIR PLANE	CRUISE
DIFFERENCES	
AIR PLANE	CRUISE

Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 17
WATCH THE VIDEO AND WRITE THE MEANINGS OF EACH PICTURE

PICTURE AND MEANINNG
1_____   2_____
3_____   4_____
5_____   6_____
7. _____

Source: Airline Passion, (2017)
Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 18
WATCH THE VIDEO AND WRITE THE MEANINGS OF EACH PICTURE

COMPLETE THE MISSING INFORMATION OF THE PICTURES AND TAKE NOTES
NOTES
_____ _____ _____

Source: Airline Passion, (2017)
Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 19
SCORING RUBRIC -ROLE PLAY

NAMES	A	B	C	D	E	FINAL SCORE	REMARKS
1.							
2.							
3.							
4.							

CRITERIA	DESCRIPTION	GRADE PER EACH CRITERIA				
A. Grammar and vocabulary	Ability to use sentence structures correctly and use appropriate words and expressions from the topic required	2.5	2.0	1.5	1.0	0.5
B. Use of language and discourse management	Ability to use words and phrases correctly according to the topic required. Ability to produce the language correctly despite some hesitations.	2.5	2.0	1.5	1.0	0.5
C. Content and interactive communication	Ability to relate the main idea with supporting ideas during the conversation Ability to initiate and responds correctly. Ability to maintain and develop interaction with everybody	2.5	2.0	1.5	1.0	0.5
D. Coherence and creativeness	Ability to order all the ideas in the conversation and to use authentic ideas and material	2.5	2.0	1.5	1.0	0.5
E. Pronunciation	Ability to produce the language in a clear manner. Ability to use the intonation correctly Ability to use sentence and words in the correct form.	2.5	2.0	1.5	1.0	0.5

Elaborated by: Hernández, A (2017)

WRITE A ROLE PLAY AND PRESENT IT TO THE CLASS. AT THE END OF THE PRESENTATION SAY HOW THOSE CONTENTS CAN BE APPLIED IN THEIR PROFESSION (7 MINUTES)

_____

_____

_____

_____

_____

_____

_____

8

TOURISM AND HOSPITALITY MAJOR

It includes scaffolding strategies for promoting speaking skill

TECHNICAL ENGLISH

Alba, H (2018)

Lesson Plan One

Institution: Universidad Técnica de Ambato		Date: Week 1	
Major: Tourism and Hospitality		**Level:** Technical English	
Semester : Eighth		**N° of hours:** 2 hours	
Teacher:			
Contents: • Terminology related to forms of communication in the different fields of tourism enterprises. (in accommodation establishments /travel agencies)	**Method:**	ESA(straight arrows)	
	Scaffolding Strategies:	1. Modelling(M) 2. Bridging (B) 3. Schema Building (SB) 4. Contextualizing (C) 5. Re-presenting text (RT) 6. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Brainstorming • A propos (Debate)	

General Objective: Students will be able to determine terminology related to forms of communication in the different fields of tourism enterprises.
Specific Objectives: Students will be able to : • identify expressions about common problems that exist in accommodation establishments with a guest • distinguish vocabulary related to the services that provide a travel agency • debate about how to solve problems and give good service in accommodation establishments and how to sell a travel package and give good service
Materials: Handouts , data projector, internet, speakers, real objects for the role play

Stages	Activities	Time
Engage	*The teacher is going to:* 1.(B) Tell students to brainstorm ideas about the following questions that are going to be written on the board: a. What are the common problems that exist in accommodation establishments with guest? How do you think that those problems can be solved? b. What kind of services can you have in a travel agency? *The student is going to:* 1.(B) Brainstorm about the following questions that are going to be written on the board: a. What are the common problems that exist in accommodation establishments with guest? How do you think that those problems can be solved? b. What kind of services can you have in a travel agency?	15min
	The teacher is going to:	

Study	1. (C) Tell students to watch a video without sound about "hotel problems" After, watch the video again with sound write what the conversation is about according to the video. Pay attention to the time given in each picture. (handouts1) 2. (DM) Ask students to discuss about their answers in pairs/ groups. After, check with their couples or groups. Review with the teacher to make a feedback of the most relevant things. 3..(M) Read a conversation and ask them to practice pronunciation (handout 2) 4. (C) Read about "Quality of Customer Service" and take out the principal ideas into group of four. Take out the principal ideas using the math factor organizer. (handout 3-4) *The student is going to:* 1. (C) Watch a video without sound about "hotel problems" watch the video again with sound write what the conversation is about according to the video. Pay attention to the time given in each picture. (handouts1) 2. (DM) Discuss about his/her answers in pairs/ groups. After, check with his/her couples or groups. Review with the teacher to make a feedback of the most relevant things. 3..(M) Read a conversation and ask them to practice pronunciation (handout 2) 4. (C) Read about "Quality of Customer Service" and take out the principal ideas into group of four. Then take out the principal ideas using the math factor organizer. (handout 3-4)	50min
Activate	*The teacher is going to:* 1. (RT) Tell students to create a debate. Divide the class into 2 groups. (The first groups should talk about: how to solve problems and give good service in accommodation establishments and the second group should talk about: how to sell a travel package and give good service). Explain that each group 10 minutes for talking. 2. (SB) Ask students to create a compare and contrast matrix as homework *The student is going to:* 1. (RT) Create a debate. Divide the class into 2 groups. (The first groups should talk about: how to solve problems and give good service in accommodation establishments and the second group should talk about: how to sell a travel package and give good service). Have 10 minutes for the debate. 2. (SB) Create a compare and contrast matrix as homework	55min

Bibliography:
• Oxford University Press. (2017, February 25). Hotel Problems. Retrieved from https://www.youtube.com/watch?v=Kefn0rOKBzQ
• Talkers, P. (2017, June 15). PepTalkIndia. Retrieved from http://peptalkindia.com/conversation-between-travel-agent-and-customer/
• Westcott, M. (2014). BC OPEN TEXTBOOKS. Retrieved from Introduction to Tourism and Hospitality in BC: https://opentextbc.ca/introtourism/chapter/chapter-9-customer-service/

Remarks: Assignment: create a compare and contrast matrix with the contents studied in the class.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

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HANDOUT 1

WATCH THE VIDEO AND WRITE WHAT THE CONVERSATION IS ABOUT ACCORDING TO THE VIDEO. PAY ATTENTION TO THE TIME GIVEN IN EACH PICTURE.

PICTURES	WHAT THE CONVERSATION IS ABOUT
0:48	
0:54	
1:01	
1:07	
1:55-2:20	

Source: Oxford University Press (2017)
Elaborated by: Hernández, A(2017)

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HANDOUT 2

CONVERSATION

Travel Agent: Hi sir, you gave a call regarding the booking of yours to Jaipur.

Customer: Yes, please.

Travel Agent: Sir, I would like to tell you that we have recently prepared an amazing package for that.

Customer: Could you please tell me the details of that package?

Travel Agent: Sure sir. In that package, you will get 4 nights and 3 days. Breakfast for 3 days is complimentary in this, and the complete package is for 15000/-.

Customer: That's great!

Travel Agent: So sir, when are you planning to go?

Customer: As you know, I was planning earlier but couldn't go due to a reason but now as you have an amazing package and I am also free so I am planning to go within this week only.

Travel Agent: That's perfectly ok sir!

Customer: This package is valid till when?

Travel Agent: For a month.

Customer: Great. What are all formalities needed to be done?

Travel Agent: Sir for booking this package you have to pay 2500/- with a copy of your id proof and photograph.

Customer: Sure, no problem. How can I make the payment?

Travel Agent: You can pay by card, cash or cheque.

Customer: But for that, I need to visit your office. Is it possible that I can pay online and WhatsApp you my details?

Travel Agent: Sure sir, you can do that as well.

Customer: Just send me your account details and your WhatsApp number.

Source: Talkers,P (2017)

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HANDOUT 3

READING

Quality of Customer Service

Quality customer service is an experience of feeling valued or heard. Sometimes it's an intangible component of why a guest may prefer one tourism or hospitality provider over another. There is something about quality customer service that you often can't put your finger on — but you know it's there. And it's a critical factor for tourism success, both as a means of satisfying ever-increasing customer expectations, and as a way to achieve business profitability (Erdly & Kesterson-Townes, 2002).

In 2012, Cornell Hospitality presented a report from PKF Hospitality Research that showed guest satisfaction is heavily influenced by service factors such as employee attitude and the pacing and order of services provided. It found that the greater the client satisfaction, the higher the revenues for a given hospitality business, and that service plays a far greater role than price and location in the guest-purchase decision (Cornell Hospitality Research, 2012).

Training is critical to ensuring quality service and meeting these objectives (Brown et al., 2009). On a global scale, Canada ranks high in human resources capabilities. Unfortunately, due to the seasonal nature of many tourism and hospitality positions, and limited access to affordable and accessible training, the industry isn't always able to take advantage of this position (Blanke & Chiesa, 2009), as it can be difficult to attract, train, and retain reliable and qualified staff year-round (…).

The concept of total quality (TQ) refers to an approach by businesses to integrate all employees, from management to front-level, in a process of continuous learning, with a goal of increasing customer satisfaction. It involves examining all encounters and points of interaction with guests to identify points of improvement. Total quality management (TQM) in tourism and hospitality is a process where service expectations are created by the entire team, with a collaborative approach between management and employees (Kapiki, 2012).
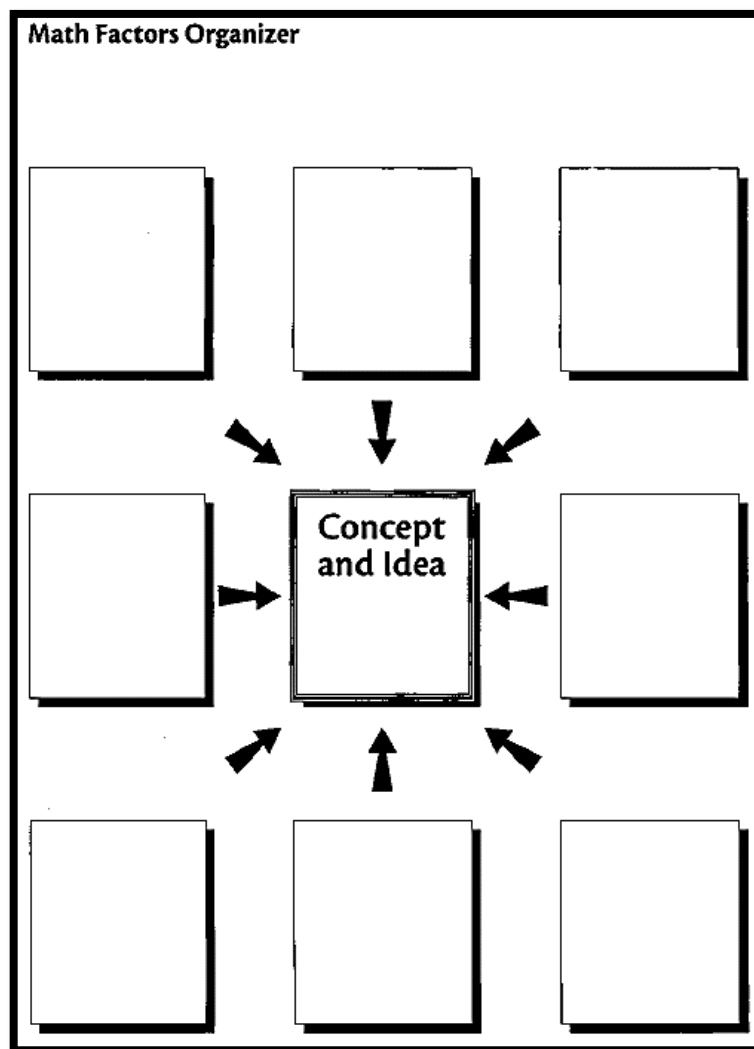
Source: Westcott, M (2014)

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HANDOUT 4

Math Factors Organizer

Concept and Idea

Source: The University of Hong Kong (2001)

Lesson Plan Two

Institution: Universidad Técnica de Ambato		Date: Week 2	
Major: Tourism and Hospitality		Level: Technical English	
Semester : Eighth		N° of hours: 2 hours	
Teacher:			
Contents:	**Method:**	ESA(straight arrows)	
• Technical vocabulary used by travelers to meet additional needs during their trip.	**Scaffolding Strategies:**	1. Modelling(M) 2. Bridging (B) 3. Contextualizing (C) 4. Re-presenting text (RT) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Brainstorming • Drama(song)	

General Objective: Students will be able to identify vocabulary used by travelers to meet additional needs during their trip.	
Specific Objectives: Students will be able to : - classify vocabulary used by travellers to meet additional needs in a trip. - order english phrases every travel needs to learn. - present a story of a trip.	
Materials: Handouts, data projector, internet, speakers, real objects for the song.	

Stages	Activities	Time
Engage	*The teacher is going to:* 1.(B) (SB)Tell students to brainstorm ideas about the following questions that are going to be written on the board: a. What vocabulary of expression do you think that travellers need during their trip? b. What do you think is the most common vocabulary used by travellers? (handout 5) 2. (DM) Ask students to exchange the sheets and check their answer. *The student is going to:* 1.(B) (SB) Brainstorm ideas about the following questions that are going to be written on the board: a. What vocabulary of expression do you think that travellers need during their trip? b. What do you think is the most common vocabulary used by travellers? (handout 5) 2. (DM) Exchange the sheets and check his/his answer	15min

Study	*The teacher is going to:* 1.(C)Ask students to complete a table related to "English Phrases Every Travel Needs to Learn" (handout 6) 2. (DM) Ask students to exchange the sheets and correct with their classmates. (M)Check with the teacher and practice pronunciation. 3. (C) Explain students to read and understand about "Sharon's travel story". Write a similar story but using their real examples. (handout 7) *The student is going to:* 1.(C) Complete a table related to "English Phrases Every Travel Needs to Learn" (handout 6) 2. (DM) Exchange the sheets and correct with their classmates. (M)Check with the teacher and practice pronunciation with the teacher. 3. (C) Explain students to read and understand about "Sharon's travel story". Write a similar story but using their real examples. (handout 7)	50min
Activate	*The teacher is going to:* 1. (RT) Work in groups of 4 and select the best story. Then, say students to change their story into a song. Make some adaptations with sounds, music, and other creative things. Present it to the whole class. *The student is going to:* 1. (RT) Work in groups of 4 and select the best story. Change his/her story into a song. Make some adaptations with sounds, music, and other creative things. Present it to the whole class.	55min

Bibliography:
- Cristiano, M. (2018). English Language and Culture Blog. Retrieved from FluentU English: https://www.fluentu.com/blog/english/english-travel-phrases/
- Speak Confident English. (2018). Speak Confident English. Retrieved from Travel Vocabulary in English with Travel Stories: https://www.speakconfidentenglish.com/travel-stories/

Remarks:

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

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HANDOUT 5

COMPLETE THE FOLLLOWING TABLE ACCORDING TO WHAT YOU KNOW

WHAT VOCABULARY OF EXPRESSIONS DO YOU THINK THAT TRAVELLERS NEED DURING THEIR TRIP?	WHAT DO YOU THINK IS THE MOST COMMON VOCABULARY USED BY TRAVELLERS?

Elaborated by: Hernández, A (2018)

NAME:_____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 6

1. COMPLETE THE TABLE ACCORDING TO EACH CATEGORY

a. What time is my flight?	**b.** Does the room have a bathroom?	**c.** What airline am I flying?	**d.** How far is it to _____?	**e.** Are meals included? **A**	**f.** How do I call for room service?	**g.** How are you? / How is it going?
h. Good morning	**i.** May I have something to eat/drink?	**j.** I am visiting family.	**k.** Hello / Hi / Hey.	**l.** Where is the bus stop?	**m.** Where is the hospital?	**n.** I will be here for ___ days. **l**
o. Where is the currency exchange?	**p.** Where is my gate?	**q.** I would like two double beds, please.	**r.** I am traveling for leisure.	**s.** Where is the bank?	**t.** May I purchase headphones?	**u.** Do you know where this hotel is?

English Phrases Every Travel Needs to Learn						
Greetings	At the Airport	On the Airplane	At Customs	Arriving at Your Destination	At the Hotel	Around Town

Source: Cristiano, (2018).

Adapted and elaborated by Hernandez, A. (2018)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 7

1. READ THE ABOUT SHARON'S TRAVEL STORY.

Sharon's Travel Story: A Staycation on a Tight Budget

When I was younger, I had a real sense of adventure. I loved backpacking, camping in the woods, sleeping in tents and spending the evening next to the campfire. As a child, I remember trying to build a fire from scratch by rubbing two sticks together. I think my entire family laughed while I worked at it for an hour. Unfortunately, I never succeeded.

But I do have such good memories of camping and hiking with my family. Every summer my parents would pack up the kids and the dog into the car, pack all our outdoor gear on the roof of the car and fill coolers full of food.

My mom would pack all the usual stuff: trail mix, fruit, marshmallows to roast over the fire, stuff to make sandwiches, etc. We'd take a road trip to the mountains in Colorado, find our spot to set up camp and pitch our tents near the river. I loved listening to the sound of the river at night!

I haven't camped for years! Neither David nor I can take that much time off of work. It makes me a little sad that Sophie, our daughter, won't have those same memories.

But last year we did do something a little fun, a little different: we had a staycation. The two of us could only get 4 days off of work and we were on a tight budget. We hadn't enjoyed everything the city has to offer for ages so we decided to just pretend to be on vacation here at home. We visited the museums, went to the theater, we even took a day trip to the coast a few hours away for a day of sun, sand, and surf.

We have some wonderful photos (and memories) of our picnic dinner watching the sunset on the beach.

Source: Speak Confident English, (2018).

CHANGE THAT STORY INTO A SONG. YOU CAN MAKE SOME ADAPTATIONS TO IT ACCORDING TO YOUR REALITY. AFTER PRESENT IT TO THE CLASS

SONG

Elaborated by: Hernández, A (2018)

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Lesson Plan Three

Institution: Universidad Técnica de Ambato		**Date:** Week 3	
Major: Tourism and Hospitality		**Level:** Technical English	
Semester : Eighth		**N° of hours:** 2 hours	
Teacher:			
Contents:	**Method:**	ESA(straight arrows)	
• Expressions related to the development of cultural tourism in the world	**Scaffolding Strategies:**	1. Modelling(M) 2. Bridging (B) 3. Schema Building (SB) 4. Contextualizing (C) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • A propos (Presentation)	
General Objective: Students will be able to classify technical expressions related to the development of cultural tourism in the world.			
Specific Objectives: Students will be able to : • identify vocabulary related to cultural tourism. • watch and complete some videos about cultural tourism in some countries. • create a presentation of a country using the contents studied in the class.			
Materials: Handouts , data projector, internet, speakers, magazines, pictures			
Stages	**Activities**		**Time**
Engage	*The teacher is going to:* 1. (B) Ask students to complete a KWHL table with what they know/what they want to know/how they will learn about what the cultural tourism is. (Ask them to complete the first three columns from the table).(handout 8) *The student is going to:* 1. (B) Complete a KWHL table with what he/she knows/what he/she wants to know/ how he/she will learn about what the cultural tourism is. (Complete the first three columns from the table).(handout 8)		10min
Study	*The teacher is going to:* 1. (C) Ask students to watch three videos about cultural tourism in the world and give the students instructions to complete in the handout about the most representative things that they can see in the three videos. (M). Ask students to practice pronunciation from the expression and phrases listened in the videos. (handout 9)		40min

	2. (DM) Ask students to discuss about their answers in /pairs groups. After they check with their couples or groups check with the teacher to make a feedback of the most relevant things. 3. (C) Read about "Summary of Cultural Tourism Benefits" and "the developing relationship between culture and tourism" Later, take out the principal ideas into group of four. (handouts 10- 11) *The student is going to:* 1. (C) Watch three videos about cultural tourism in the world and complete in the handout about the most representative things that he/she can see in the three videos. (M). Practice pronunciation from the expressions and phrases listened in the videos. ((handout 9) 2. (DM) Discuss about his/her answers in /pairs groups. After, check with his/her couples or groups check with the teacher to make a feedback of the most relevant things. 3. (C) Read about "Summary of Cultural Tourism Benefits" and "the developing relationship between culture and tourism" take out the principal ideas into group of four. (handouts 10- 11)	
Activate	*The teacher is going to:* 1. (DM) Tell students to work into groups of four and use their principal ideas plus other ideas from a country that they have visited or they like. Present their ideas using an authentic way in order to transmit the cultural tourism from that place. Ask them to use the magazines, pictures and other things to talk about the country selected. 2.(SB) Ask students to create a compare and contrast matrix about cultural tourism from two place spoken in the class (As homework) *The student is going to:* 1. (DM) Work into groups of four and use his/her principal ideas plus a other ideas from a country that he/she has visited or he/she likes. Present his/her ideas using an authentic way in order to transmit the cultural tourism from that place. Use the magazines, pictures and other things to talk about the country selected. 2.(SB) Elaborate a compare and contrast matrix about cultural tourism from two places spoken in the class (As homework)	60min

Bibliography:

- CGTN Africa. (2017, July 31). Fun and dancing at Cultural Tourism Festival in Kampala. Retrieved from https://www.youtube.com/watch?v=XY1xGxcTouU
- Federal Provincial Territorial Ministers of Culture and Heritage. (2012). Cultural & Heritage Tourism a Handbook for Community Champions. Retrieved from Summary of Benefits: https://tourismns.ca/sites/default/files/page_documents/cultural_heritage_tourism_handbook.pdf

- IndiaEternal. (2013, February 16). Retrieved from https://www.youtube.com/watch?v=7T86f4Mjffw
- ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). (2009). The Impact of Culture on Tourism. Retrieved from http://www.mlit.go.jp/kankocho/naratourismstatisticsweek/statistical/pdf/2009_The_Impact.pdf
- Tourism Authority of Thailand (TAT). (2016, July 3). Thailand Culture & Heritage. Retrieved from https://www.youtube.com/watch?v=WVfjXKldI-0&t=54s

Remarks: Assignments: **1.**The teacher has to ask students with previous time to bring magazines, pictures, scissors, music, and glue among other materials to create a presentation. 2. Elaborate a compare and contrast matrix about cultural tourism from two places spoken in the class

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

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HANDOUT 8

WHAT IS THE CULTURAL TOURISM?

K What do I know?	W What do I want to know?	H How I will learn?	L What I have learned?

Source: The University of Hong Kong (2001)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 9

WHAT ARE THE MOST REPRESENTATIVE THINGS THAT YOU CAN SEE
IN THE THREE VIDEOS?

CULTURAL TOURISM IN THE WORLD	
Fun and dancing at Cultural Tourism Festival in Kampala. CGTN Africa, (2017).	
Thailand Culture & Heritage. Tourism Authority of Thailand (TAT), (2016).	
Welcome to India, A Country of 100 Nations!! IndiaEternal, (2013)	

Elaborated by: Hernández, A (2018)

NAME: _____ TEACHER: _____

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HANDOUT 10

IN A HANDBOOK FOR COMMUNITY CHAMPIONS IT IS MENTIONED SOME WAYS RELATED TO CULTURAL/ HERITAGE TOURISM THAT CAN BENEFIT COMMUNITIES. THESE ARE THE FOLLOWING:

Summary of Cultural Tourism Benefits		
Economic	Social	Environmental
• Diversifies the local economy by creating new jobs, businesses, attractions and events. • Brings in new money and generates tax revenues. • Supports existing small businesses and provides options for expansion. • Promotes the preservation and protection of significant local resources. • Builds relationships among and within communities. • Helps develop and maintain new/ existing community amenities.	• Enhances the community's image and pride. • Encourages community beautification. • Creates opportunities for healthy community relationships and partnerships. • Creates experiences for visitors attracted to history, preservation, and the cultural arts, which can then also be enjoyed by residents. • Preserves local traditions, customs and culture. • Provides education, research and work-placement opportunities for students. • Generates increased local investment in heritage resources and supporting tourism services.	• Contributes to a culture of preservation. • Encourages residents and visitors to consider their impact on the natural and built environment. • Increases awareness of the site, attraction or area's significance.

Source: Federal Provincial Territorial Ministers of Culture and Heritage, (2012).

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HANDOUT 11

The developing relationship between culture and tourism

Cultural resources were seen as part of the cultural heritage of destinations, largely related to the education of the local population and the underpinning of local or national cultural identities. Tourism, on the other hand, was largely viewed as a leisure-related activity separate from everyday life and the culture of the local population. This gradually changed towards the end of the century, as the role of cultural assets in attracting tourists and distinguishing detestations from one another become more obvious.

The growing articulation between culture and tourism was stimulated by a number of factors:
Demand
− Increased interest in culture, particularly as a source of identity and differentiation in the face of globalisation.
− Growing levels of cultural capital, stimulated by rising education levels.
− Aging populations in developed regions.
− Postmodern consumption styles, emphasising personal development rather than materialism.
− A desire for direct forms of experience ("life seeing" rather than sightseeing).
− Growing importance of intangible culture and the role of image and atmosphere.
− Increased mobility creating easier access to other cultures.
Supply
− Development of cultural tourism to stimulate jobs and income.
− Cultural tourism was seen as a growth market and "quality" tourism.
− An increasing supply of culture as a result of regional development.
− The growing accessibility of information on culture and tourism through new technologies.
− The emergence of new nations and regions eager to establish a distinct identity (e.g. the impact of newly-independent states in Central and Eastern Europe).
− A desire to project the external image of regions and nations. − Cultural funding problems related to increasing cultural supply.

As a result, culture has been increasingly employed as an aspect of the tourism product and destination imaging strategies, and tourism has been integrated into cultural development strategies as a means of supporting cultural heritage and cultural production. This synergy between tourism and culture is seen as one of the most important reasons for encouraging a more direct relationship between these two elements. This relationship is even more significant, given the growing importance of both tourism and culture for economies around the globe.

Source: ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD), (2009).

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HANDOUT 12

SCORING RUBRIC - PRESENTATION

NAMES	A	B	C	D	E	FINAL SCORE	REMARKS
1.							
2.							
3.							
4.							

CRITERIA	DESCRIPTION	GRADE PER EACH CRITERIA				
A. Grammar and vocabulary	Ability to use sentence structures correctly and use appropriate words and expressions from the topic required	2.5	2.0	1.5	1.0	0.5
B. Use of language and discourse management	Ability to use words and phrases correctly according to the topic required. Ability to produce the language correctly despite some hesitations.	2.5	2.0	1.5	1.0	0.5
C. Content and interactive communication	Ability to relate the main idea with supporting ideas during the conversation Ability to initiate and responds correctly. Ability to maintain and develop interaction with everybody	2.5	2.0	1.5	1.0	0.5
D. Coherence and creativeness	Ability to order all the ideas in the presentation and to use authentic ideas the presentation	2.5	2.0	1.5	1.0	0.5
E. Pronunciation	Ability to produce the language in a clear manner. Ability to use the intonation correctly Ability to use sentence and words in the correct form.	2.5	2.0	1.5	1.0	0.5

Elaborated by: Hernández, A (2017)

NOTES FOR THE PRESENTATION (5 MINUTES)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Lesson Plan Four

Institution: Universidad Técnica de Ambato		Date: Week 4	
Major: Tourism and Hospitality		**Level:** Technical English	
Semester : Eighth		**N° of hours:** 2 hours	
Teacher:			
Contents:	**Method:**	ESA(straight arrows)	
• Idiomatic expressions and specific vocabulary rules and policies on tourism trips.(Galapagos)	**Scaffolding Strategies:**	1. Modelling(M) 2. Bridging (B) 3. Schema Building (SB) 4. Contextualizing (C) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • A propos (poster)	
General Objective: Students will be able to recognize idiomatic expressions and specific vocabulary rules and policies on tourism trips in Galapagos.			
Specific Objectives: Students will be able to : • identify specific vocabulary about the policies and rules in Galápagos Islands. • design a graphic organizer in a poster rules of the Galápagos National Park			
Materials: Handouts , data projector, internet, speakers, real objects for the role play			

Stages	Activities	Time
Engage	*The teacher is going to:* 1. (B) Ask students to complete a KWHL table with what they know/what they want to know/how they will learn about the policies and rules in Galápagos Islands. (Ask them to complete the first three columns from the table).(handout 13) *The student is going to:* 1. (B) Complete a KWHL table with what he/she knows/what he/she wants to know/ how he/she will learn about the policies and rules in Galápagos Islands. (Ask them to complete the first three columns from the table).(handout 13)	10min
Study	*The teacher is going to:* 1. (C) Ask students to watch a video about rules and polices in Galápagos Islands (the first tome without sound). After, watch the video again with sound and give the students instructions to complete in the handout about some part of the video.(M)After practice pronunciation with students of the expressions watched in the video, (handout 14) 2. (DM) Ask students to discuss about their answers in /pairs groups. After they check with their couples or groups check with the teacher to make a feedback of the most relevant things. 3. (C) Read about "rules of the Galápagos National Park" and take out the principal ideas. (handout 15) *The student is going to:*	40min

	1. (C) Watch a video about rules and polices in Galápagos Islands (the first tome without sound). After, watch the video again with sound and complete in the handout about some part of the video.(M) Practice pronunciation with the teacher of the expressions watched in the video, (handout 14) 2. (DM) Discuss about his/her answers in /pairs groups. Check the answers with the teacher to make a feedback of the most relevant things. 3. (C) Read about "rules of the Galápagos National Park" and take out the principal ideas. (handout 15)	
Activate	*The teacher is going to:* 1. (DM) Tell students to work into groups of four and use their principal ideas to create a graphic organizer in a poster. Ask them to create it by themselves and present it in the class. 2.(SB) Say students to create a compare and contrast matrix about the polices and rules about the four regions of Ecuador (As homework) *The student is going to:* 1. (DM) Work into groups of four and use their principal ideas to create a graphic organizer in a poster. Create it by himself/ herself and present it in the class. (handout 16) 2.(SB) Create a compare and contrast matrix about the polices and rules about the four regions of Ecuador (As homework)	70min

Bibliography:
- Golden Bay Hotel & Spa. (2018). Rules of the Galapagos National Park. Retrieved from http://www.goldenbay.com.ec/en-gb/galapagos/reglas-del-parque-nacional-galapagos
- Tame Ecuador. (2014, August 15). Rules for visitors Galápagos. Ecuador. Retrieved from https://www.youtube.com/watch?v=xp4kFb-ob0w

Remarks: Assignment: Create a compare and contrast matrix about the polices and rules about the four regions of Ecuador

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)

Adapted and elaborated by: Hernández, A (2017)

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HANDOUT 13

WHAT DO YOU KNOW ABOUT THE POLICIES AND RULES IN GALAPAGOS ISLANDS?

K What do I know?	W What do I want to know?	H How I will learn?	L What I have learned?

Source: The University of Hong Kong (2001)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 14

COMPLETE THE MISSNG INFORMATION OF THE PICTURES AND TAKE NOTES
NOTES
_____ _____ _____

Source: Tame Ecuador, (2014)
Adapted and Elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 15
RULES OF THE GALAPAGOS NATIONAL PARK

Parque Nacional **GALÁPAGOS**	Welcome to the National Park of Galapagos, we want to share with you the rules of the National Park so you know how to take care of this unique place so that the following
	Any visit within the protected area must be made in the company of a naturalist guide authorized by the Galapagos National Park.
	Avoid a bad experience, hire tourist services and boats authorized to work in the protected areas of Galapagos.
	Both for your safety and to ensure the conservation of this valuable natural heritage, remember to stay within the trails and respect the established signage.
	To avoid altering the behavior of the species remember to keep a distance of 2 meters. Respect your space and your freedom.
	Wildlife does not need the human being to feed. Offering them food can cause health problems.
	Take photographs and videos are flash so as not to alter the behavior of the species. Remember that photography and professional video for commercial purposes need authorization from the Directorate of the Galapagos National Park.

7.	There are areas for camping. Request authorization at the Technical Offices of the Galapagos National Park, at least 48 hours in advance.
8.	It is your responsibility not to enter with food, animals or plants external and internal to the archipelago. Collaborate with the systems of inspection and quarantine of airports and docks of the islands.
9.	If you offer closed products and / or souvenirs made with coral, shell, volcanic rock, parts of animals, endemic woods: Do not buy or consume them! It is an illegal activity that you must report.
10.	We ask you not to leave any trace of your presence in the islands and we hope you will take unforgettable memories and experiences of your stay.
11.	Collaborate with waste management taking the garbage generated to the population centers. All inhabited islands have a waste separation system.
12.	Smoking and bonfires are prohibited in the protected areas of the Galapagos National Park. It can cause serious fires.
13.	You can not fish in the Galapagos Marine Reserve. It is only allowed to do it from experiential fishing boats authorized by the Directorate of the Galapagos National Park.
14.	Motorized water sports, the use of submarines and air travel are not allowed. Enjoy a more natural contact in this beautiful place of Planet.

Source: Golden Bay Hotel & Spa, (2018).

NAME: _____ TEACHER:_____
DATE: _____ SEMESTER: _____

HANDOUT 16

SCORING RUBRIC - RAPHIC ORGANIZER - POSTER

NAMES	A	B	C	D	E	FINAL SCORE	REMARKS
1.							
2.							
3.							
4.							

CRITERIA	DESCRIPTION	GRADE PER EACH CRITERIA				
A. Grammar and vocabulary	Ability to use sentence structures correctly and use appropriate words and expressions from the topic required	2.5	2.0	1.5	1.0	0.5
B. Use of language and discourse management	Ability to use words and phrases correctly according to the topic required. Ability to produce the language correctly despite some hesitations.	2.5	2.0	1.5	1.0	0.5
C. Content and interactive communication	Ability to relate the main idea with supporting ideas during the conversation Ability to initiate and responds correctly. Ability to maintain and develop interaction with everybody	2.5	2.0	1.5	1.0	0.5
D. Coherence and creativeness	Ability to order all the ideas in the presentation and to use authentic ideas the poster	2.5	2.0	1.5	1.0	0.5
E. Pronunciation	Ability to produce the language in a clear manner. Ability to use the intonation correctly Ability to use sentence and words in the correct form.	2.5	2.0	1.5	1.0	0.5

Elaborated by: Hernández, A (2017)

NOTES FOR THE GRAPHIC ORGANIZER-POSTER (7 MINUTES)

_____
_____
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_____

Lesson Plan Five

Institution: Universidad Técnica de Ambato		Date: Week 5	
Major: Tourism and Hospitality		Level: Technical English	
Semester : Eighth		N° of hours: 2 hours	
Teacher:			
Contents:	**Method:**	ESA(straight arrows)	
• Technical terminology about strategies that are applied in different types of jobs	**Scaffolding Strategies:**	1. Modelling(M) 2. Bridging (B) 3. Schema Building (SB) 4. Contextualizing (C) 5. Developing Metacognition (DM)	
	Technique(s):	• Question answer referential • Discussion • Drill • Brainstorming • A propos(CV)	

General Objective: Students will be able to distinguish technical terminology about strategies that are applied in different types of jobs

Specific Objectives: Students will be able to :
- identify vocabulary and expressions for applying in a job
- classify some tips for getting a job
- write their curriculum vitae using the vocabulary learned in the class.

Materials: Handouts , data projector, internet, speakers, laptops/tablets

Stages	Activities	Time
Engage	*The teacher is going to:* 1.(B) Ask students to brainstorm ideas in their notebooks about the following questions that are going to be written on the board: a. What do you think that are some aspect to consider when you want to apply for a job? 2. (DM) Ask students to exchange their notebooks and check if they agree or disagree with their classmates' ideas. After, check the students 'answers with the whole class. *The student is going to:* 1.(B) Brainstorm some ideas in his/her notebooks about the following question: a. What do you think that are some aspect to consider when you want to apply for a job? 2. (DM) Exchange his/her notebooks and check if he/she agrees or disagrees with his/her classmates' ideas. After, share his/her answers with the whole class.	15min
	The teacher is going to:	

Study	1. (C) Ask students to watch a video about "Looking for a New Job" (the first tome without sound). After, watch the video again with sound and give the students instructions to complete in the handout about some part of the video.(M)After, practice pronunciation with students of the expressions watched in the video, (handout 17) 2. (C) Read about "Tips for getting a job". (handout 18) _The student is going to:_ 1. (C) Watch a video about "Looking for a New Job" (the first tome without sound). After, watch the video again and complete in the handout about some part of the video.(M)After, practice pronunciation with students of the expressions watched in the video, (handout 17) 2. (C) Read about "Tips for getting a job". (handout 18)	30min
Activate	_The teacher is going to:_ 1. (C) Ask students to take out their laptops/ tablets. Then, send students a format of a curriculum vitae to their mails in order to create their own curriculum vitae using their photocopies from the education, professional experience, course, language, references. 2. (SB) Tell students to write a compare and contrast matrix using the brainstorming from their notes that were applied at the beginning of the class versus the information received from the teacher. _The student is going to:_ 1. (C) Take out their laptops/ tablets. Then, open his/her mail to check a format of a curriculum vitae (CV). After, create his/her own curriculum vitae using their photocopies from the education, professional experience, course, language, references. 2. (SB) Write a compare and contrast matrix using the brainstorming from their notes that were applied at the beginning of the class versus the information received from the teacher. Send the table to the teacher's mail.	75min

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http://www.emploiquebec.gouv.qc.ca/publications/pdf/00_emp_guide-recherche-emploi_en.pdf
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Remarks: Assignment: Ask students to bring with previous some photocopies from the education, professional experience, course, language, references.

Source: Piñeiro, M (2009), Harmer, J (2007) & Walqui (2006)
Adapted and elaborated by: Hernández, A (2017)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 17
COMPLETE THE MISSING INFORMATION OF THE PICTURES AND TAKE NOTES

NOTES

_____

_____

_____

_____

Source: Wall Street Journal, (2016).

NAME: _____ TEACHER: _____

DATE: _____ SEMESTER: _____

HANDOUT 18

TIPS FOR GETTING A JOB

LEARN TO RECOGNIZE YOUR STRONG POINTS

Your job search should be aimed at finding the job that suits you best. To make an informed choice, you have to take into account your interests, training and work experience, but above all your skills, in other words your capacities, abilities and aptitudes. In other words, you have to consider your strong points.

It is necessary to consider your strong points in order to use them in your cover letter or during a job interview.

The following list outlines a variety of skills. Which ones are according to you?

INITIATIVE

You make decisions before the situation demands action.

EFFICIENCY

You find faster ways to perform tasks. You find ways to achieve the desired results.

PRECISION

You pay special attention to details. You verify the accuracy of information you are given.

FLEXIBILITY

You alter your work schedule to adapt to a situation. You adapt easily to new ways of doing things.

LEADERSHIP

You are comfortable leading a group. You know how to talk to people and get your ideas across.

COOPERATION

You work well with others.

CLARITY

You explain or write ideas in a way that others can understand easily.

ASSERTIVENESS

You are capable of expressing and defending your opinions and of describing and explaining how you do things.

an effort to obtain the information or assistance you need despite difficulties.

SELF-CONTROL

You control your emotions in the face of adversity and when you are angry or sad. You carefully weigh the pros and cons before speaking or taking action.

RELIABILITY

You get things done on time. You meet the expectations others have set for you

Source: EMPLOI-QUÉBEC, (2015)

NAME: _____ TEACHER: _____
DATE: _____ SEMESTER: _____

HANDOUT 19

COMPLETE THE FOLLOWING TABLE WITH YOUR INFORMATION

Name:	
Address: Phone Number E-mail: Age: Nationality: Identification: Marital Status:	PHOTO
PROFILE	
A short description of your profile (qualifies, skills, interest, motivation)	
EDUCATION (Write from the newest until the oldest)	Education: Courses, Projects and others
PROFESSIONAL EXPERIENCE (Write from the newest until the oldest)	Title of Job and description
OTHER EXPERIENCE (Write from the newest until the oldest)	Position and explanation
COURSES (Write from the newest until the oldest)	Topic and hours
LANGUAGES	Languages and level
REFERENCES	Personal References

Elaborated by: Hernández, A (2017)

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ANNEXES

Annex 1.Approval sheet to develop the research in the Tourism and Hospitality Major from Universidad Técnica de Ambato

Ambato, 22 de mayo de 2017

Ledo. Mg.
Oscar Abril.
Coordinador.
CARRERA DE TURISMO Y HOTELERÍA, FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN, UNIVERSIDAD TÉCNICA DE ABATO.

Presente.

De mi consideración:

Yo, Alba Paulina Hernández Freire con C.I 1803691029 en calidad de estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera del paralelo B de la Universidad Técnica de Ambato, solicito de la manera más comedida me permita trabajar con los estudiantes y docentes de los diferentes niveles del idioma inglés de la Carrera de Turismo y Hotelería. El trabajo de investigación que lo estoy realizando fue aprobado con RES. UT-P-0257-2017 y con el tema "THE USE OF SCAFFOLDING STRATEGIES IN SPEAKING SKILL". La presente investigación ayudará en el rendimiento de nuevas estrategias y metodologías de aprendizaje del idioma Inglés para los estudiantes de la carrera y les permitirá mejorar su destreza hablada.

Por la atención que se dé a la presente le agradezco de antemano.

Atentamente,

Lic. Mg.Alba Hernández Freire
ESTUDIANTE DE MAESTRÍA

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE TURISMO Y HOTELERIA
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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE TURISMO Y HOTELERÍA
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono: 2401098, Ext.: 113
Ambato-Ecuador

Memorando Nro. UTA-FCHE- CTH-C-2017-199-M
Ambato, 25 de mayo de 2017

PARA: Licenciada Mg. Alba Hernández
         DOCENTE CARRERA DE TURISMO Y HOTELERÍA

ASUNTO: Autorización para realizar la investigación con estudiantes y docentes

En respuesta a la solicitud S/N del 22 de mayo del 2017 suscrita por la Mg. Alba Hernández me permito autorizar a la docente en mención para que realice el trabajo de investigación con el tema **"THE USE OF SCAFFOLDING STRATEGIES IN SPEAKING SKILL"**, con los Estudiantes y Docentes del idioma Inglés de la Carrera de Turismo y Hotelería.

Atentamente,

Oscar Abril Flores
COORDINADOR
CARRERA DE TURISMO Y HOTELERÍA

OA/ms.
Archivo

Annex 2. Preliminary English Test-Speaking Test

PART 1

**Preliminary English Test
Speaking Test**

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B   Good morning / afternoon / evening.
      Can I have your mark sheets, please?

      (Hand over the mark sheets to the Assessor.)

A/B   I'm .... and this is ....
      He / she is just going to listen to us.

A   Now, what's your name?
      Thank you.

B   And what's your name?
      Thank you.

                                                          Back-up prompts

B   Candidate B, what's your surname?   How do you write your family
      How do you spell it?   / second name?

      Thank you.

A   And, Candidate A, what's your surname?   How do you write your family
      How do you spell it?   / second name?

      Thank you.

      (Ask the following questions. Use candidates'
      names throughout. Ask Candidate A first.)

      Where do you live / come from?   Do you live in ...?

      Adult students
      Do you work or are you a student in ...?   Have you got a job?
      What do you do / study?   What job do you do? / What
                                                   subject(s) do you study?
      School-age students
      Do you study English at school?   Do you have English
      Do you like it?   lessons?

      Thank you.

      (Repeat for Candidate B.)

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PART 2

Part 2 (2-3 minutes)

Examiner
Say to both candidates:

I'm going to describe a situation to you.

A young man is going to visit a **city** for the weekend, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

Here is a picture with some ideas to help you.

*Ask both candidates to look at picture * on page * of the Student's Book and repeat the frame.*

I'll say that again.

A young man is going to visit a **city** for the weekend, but he **doesn't** enjoy **sightseeing**. Talk together about the different things he could do in the city and say which would be most **fun** for him.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

|	**Back-up prompts**
Do you enjoy studying English? Why (not)?	Do you like studying English?
Do you think that English will be useful for you in the future?	Will you use English in the future?
What did you do yesterday evening / last weekend?	Did you do anything yesterday evening / last weekend? What?
What do you enjoy doing in your free time?	What do you like to do in your free time?
Thank you.	

(Introduction to Part 2)
In the next part, you are going to talk to each other.

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PART 2-PHOTOGRAPGHS

PART 2
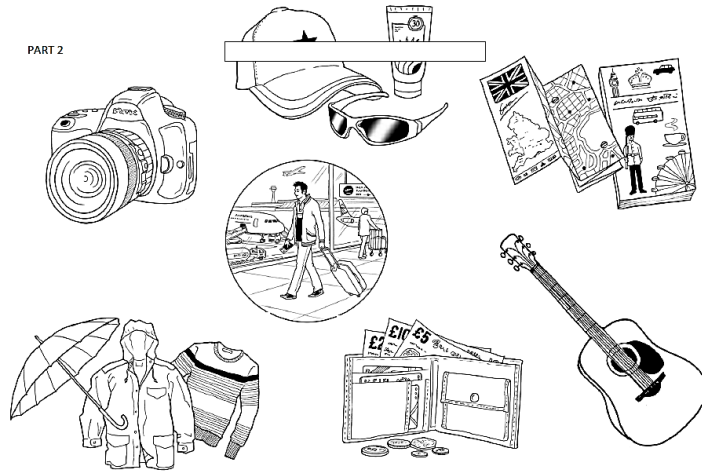
PART 3 AND 4

Speaking Test (Doing things at home)

Part 3 (3 minutes)

Examiner *Say to both candidates:*	Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people doing things at home. Candidate A, here is your photograph. *(Ask Candidate A to look at photo *B on page * of the Student's Book.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment. Candidate A, please tell us what you can see in the photograph.
(Candidate A)	*Approximately one minute* *If there is a need to intervene, prompts rather than direct questions should be used.* *Ask Candidate A to close his / her book.* Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet from Candidate A.*
Examiner	Now, Candidate B, here is your photograph. It also shows people doing things at home. *(Ask Candidate B to look at photo *C on page * of the Student's Book.)* Please show it to Candidate A and tell us what you can see in the photograph.
(Candidate B)	*Approximately one minute* *Ask the candidates to close their books before moving to Part 4.*

Part 4 (3 minutes)

|	
Examiner *Say to both candidates:*	Your photographs showed people doing things at home. Now I'd like you to talk together about the things you have to do at home and the things you like doing at home. *Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.* Thank you. That's the end of the test.

Back-up Prompts

1. Talk about the things you have to do at home.
2. Talk about the things you like doing at home.
3. Talk about your favourite room in your home.
4. Talk about inviting friends to your home.

PART 3 AND 4 -PHOTOGRAPHS

A
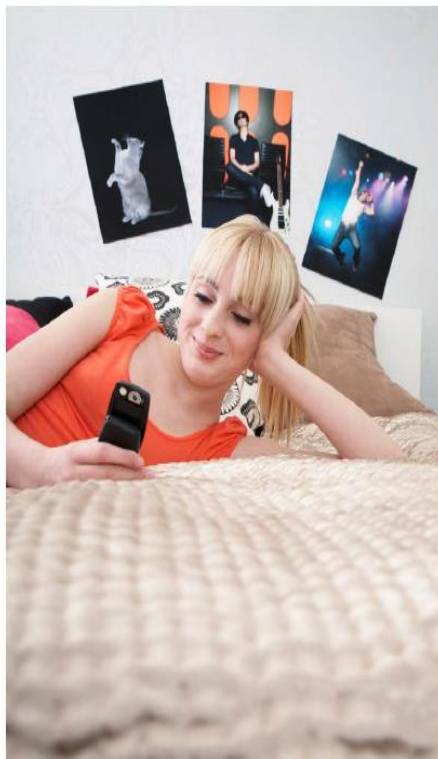
B

To practise your English and prepare for your exam:
www.cambridgeenglish.org/exams/first/how-to-prepare
www.cambridgeenglish.org/learning-english

For teachers, find lesson plans and more sample materials:
www.cambridgeenglish.org/teaching-english
www.cambridgeenglish.org/teaching-english/resources-for-teachers

Annex 3. Standardized rubric

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about familiar topics.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, but there may be some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	• Shows sufficient control of simple grammatical forms. • Uses a limited range of appropriate vocabulary to talk about familiar topics.	• Produces responses which are characterised by short phrases and frequent hesitation. • Repeats information or digresses from the topic.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges, despite some difficulty. • Requires prompting and support.
0	Performance below Band 1.			

As you look through the scales, it may help to highlight words which make one band different from another.

For example, under Grammar and Vocabulary, the basic wording of the first half of the descriptor at Band 3 has the same focus as at Band 1; control of simple grammatical forms. However, at band 3 'a good degree of control' replaces 'sufficient control'– *Shows a good degree of control of simple grammatical forms*. Band 5 has an additional element relating to the range of forms used: … *and attempts some complex grammatical forms*.

Don't worry if a lot of the terms used in the scales are new to you – in the Handbook for Teachers you will find a Glossary of Terms for Speaking.

Although all four analytical criteria are assessed across the whole test, Part 3 (the long turn) is the main opportunity for examiners to assess Discourse Management in extended speech, and Part 2 and Part 4 allow a focus on a range of elements covered by Interactive Communication.

How can I use the Assessment Scales with students?

You could:

1. Refer to the scales as you observe students carrying out a *Cambridge English: Preliminary* speaking task.
2. Note down examples of performance in terms of the listed criteria.
3. Give students feedback on their strengths and weaknesses.
4. Think about whether your students are ready for the exam and how they could improve.

www.cambridgeenglish.org

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Annex4. T table of critical values for student's t distributions

T Table Of Critical Values For Students's T Distributions

TABLE of CRITICAL VALUES for STUDENT'S t DISTRIBUTIONS

Column headings denote probabilities (α) above tabulated values

Margin of error

d.f.	0.40	0.25	0.10	0.05	0.04	0.025	0.02	0.01	0.005	0.0025	0.001	0.0005
1	0.325	1.000	3.078	6.314	7.916	12.706	15.894	31.821	63.656	127.321	318.289	636.578
2	0.289	0.816	1.886	2.920	3.320	4.303	4.849	6.965	9.925	14.089	22.328	31.600
3	0.277	0.765	1.638	2.353	2.605	3.182	3.482	4.541	5.841	7.453	10.214	12.924
4	0.271	0.741	1.533	2.132	2.333	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.267	0.727	1.476	2.015	2.191	2.571	2.757	3.365	4.032	4.773	5.894	6.869
6	0.265	0.718	1.440	1.943	2.104	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.263	0.711	1.415	1.895	2.046	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.262	0.706	1.397	1.860	2.004	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.261	0.703	1.383	1.833	1.973	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.260	0.700	1.372	1.812	1.948	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.260	0.697	1.363	1.796	1.928	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.259	0.695	1.356	1.782	1.912	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.259	0.694	1.350	1.771	1.899	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.258	0.692	1.345	1.761	1.887	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.258	0.691	1.341	1.753	1.878	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.258	0.690	1.337	1.746	1.869	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.257	0.689	1.333	1.740	1.862	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.257	0.688	1.330	1.734	1.855	2.101	2.214	2.552	2.878	3.197	3.610	3.922
19	0.257	0.688	1.328	1.729	1.850	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.257	0.687	1.325	1.725	1.844	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.257	0.686	1.323	1.721	1.840	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.256	0.686	1.321	1.717	1.835	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.256	0.685	1.319	1.714	1.832	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.256	0.685	1.318	1.711	1.828	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.256	0.684	1.316	1.708	1.825	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.256	0.684	1.315	1.706	1.822	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.256	0.684	1.314	1.703	1.819	2.052	2.158	2.473	2.771	3.057	3.421	3.689
28	0.256	0.683	1.313	1.701	1.817	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.256	0.683	1.311	1.699	1.814	2.045	2.150	2.462	2.756	3.038	3.396	3.660
30	0.256	0.683	1.310	1.697	1.812	2.042	2.147	2.457	2.750	3.030	3.385	3.646
31	0.256	0.682	1.309	1.696	1.810	2.040	2.144	2.453	2.744	3.022	3.375	3.633
32	0.255	0.682	1.309	1.694	1.808	2.037	2.141	2.449	2.738	3.015	3.365	3.622
33	0.255	0.682	1.308	1.692	1.806	2.035	2.138	2.445	2.733	3.008	3.356	3.611
34	0.255	0.682	1.307	1.691	1.805	2.032	2.136	2.441	2.728	3.002	3.348	3.601
35	0.255	0.682	1.306	1.690	1.803	2.030	2.133	2.438	2.724	2.996	3.340	3.591
36	0.255	0.681	1.306	1.688	1.802	2.028	2.131	2.434	2.719	2.990	3.333	3.582
37	0.255	0.681	1.305	1.687	1.800	2.026	2.129	2.431	2.715	2.985	3.326	3.574
38	0.255	0.681	1.304	1.686	1.799	2.024	2.127	2.429	2.712	2.980	3.319	3.566
39	0.255	0.681	1.304	1.685	1.798	2.023	2.125	2.426	2.708	2.976	3.313	3.558
40	0.255	0.681	1.303	1.684	1.796	2.021	2.123	2.423	2.704	2.971	3.307	3.551
60	0.254	0.679	1.296	1.671	1.781	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.254	0.678	1.292	1.664	1.773	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.254	0.677	1.290	1.660	1.769	1.984	2.081	2.364	2.626	2.871	3.174	3.390
120	0.254	0.677	1.289	1.658	1.766	1.980	2.076	2.358	2.617	2.860	3.160	3.373
140	0.254	0.676	1.288	1.656	1.763	1.977	2.073	2.353	2.611	2.852	3.149	3.361
160	0.254	0.676	1.287	1.654	1.762	1.975	2.071	2.350	2.607	2.847	3.142	3.352
180	0.254	0.676	1.286	1.653	1.761	1.973	2.069	2.347	2.603	2.842	3.136	3.345
200	0.254	0.676	1.286	1.653	1.760	1.972	2.067	2.345	2.601	2.838	3.131	3.340
250	0.254	0.675	1.285	1.651	1.758	1.969	2.065	2.341	2.596	2.832	3.123	3.330
inf	0.253	0.674	1.282	1.645	1.751	1.960	2.054	2.326	2.576	2.807	3.090	3.290

Degrees of freedom   Referencial value

Annex 5. Validated lesson plan

			Lesson Plan			
Institution:			**Date:**		**Time:**	
Course: English			**Level:**		**Group:**	
Teacher:						
Cognitive target:			**Method/Approach/ Technique:**			
General objective:						
Specific objectives	Language examples	Culture and attitudes	Mediation activities	Time	Materials	Bibliography

Curricular adaptation:

Source: Ruiz (2009)
Researched by: Hernández, A (2017)