



ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

FACULTAD DE RECURSOS NATURALES

ESCUELA DE INGENIERÍA EN ECOTURISMO

TESIS DE GRADO

**“PROPUESTA PARA LA IMPLEMENTACIÓN DE CLUBES ESPECIALIZADOS DE
CONVERSACIÓN EN INGLÉS PARA ESTUDIANTES DE ECOTURISMO”**

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ESCUELA DE INGENIERÍA EN ECOTURISMO**

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A mi gorda que aunque no está presente siempre está conmigo, a Jessy por compartir mis sueños y lágrimas, a Amparito por devolverme la fe en la gente y a ti porque a pesar de todo me ayudaste a ser quien soy ahora.

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I. PROPUESTA PARA LA IMPLEMENTACIÓN DE CLUBES ESPECIALIZADOS DE CONVERSACIÓN EN INGLÉS PARA ESTUDIANTES DE ECOTURISMO

II. INTRODUCCIÓN

Hoy más que nunca resulta imprescindible aprender el idioma Inglés. Cada día se emplea más en casi todas las áreas del conocimiento y desarrollo humanos, más aún en el campo turístico.

Prácticamente puede afirmarse que se trata de la lengua del mundo actual. Diversos trabajos e investigaciones sobre turismo admiten la naturaleza económica y empresarial de este sector, sin embargo, aunque se reconozca su vertiente económico-empresarial, el turismo no puede interpretarse como una actividad únicamente económica.

Bosh Abarca y Jiménez Moreno (2001) admiten que el turismo es una actividad económica pero que, en términos de comunicación e investigación, también se trata de una disciplina social con múltiples facetas en la que los componentes subjetivos y humanos juegan un papel importante.

Las destrezas lingüísticas y la comunicación representan un elemento central en la formación de los futuros profesionales del sector turístico, en particular en el caso del Inglés como lengua internacional. Por lo tanto, conviene delimitar las características de la lengua que estos profesionales necesitan para mejorar su formación.

D. JUSTIFICACIÓN

La necesidad de dominar el Inglés en la actualidad es un hecho incuestionable en un mundo donde las relaciones internacionales adquieren cada vez mayor importancia y donde la lengua de comunicación por excelencia es la inglesa.

Estimaciones recientes sugieren que aproximadamente 402 millones de personas hablan Inglés como idioma nativo, y es utilizado en la actualidad por más de 1.000 millones de hablantes no nativos. Este número seguirá creciendo al menos hasta 2015, año en el que, por otra parte, unos 2.000 millones de personas en el mundo lo podrían estar aprendiendo, según concluye un

reciente informe del British Council. De cualquier manera, dentro de poco más de una década lo hablarán tres mil millones de personas, es decir, la mitad de la humanidad. Las consecuencias del avance de esta marea lingüística son inconmensurables. Dentro de pocas generaciones y por primera vez en la historia, la mayor parte de nuestra especie será capaz de comunicarse en una sola lengua. Sin embargo, la verdadera importancia de este idioma como lengua mundial no radica en el número de personas que lo dominan, sino en la utilidad que reviste para sus usuarios. El Inglés se considera la lengua franca del siglo XXI, ya que es un idioma que facilita la comunicación entre personas de distintas procedencias, que actúa de nexo intercultural, que multiplica las oportunidades laborales y personales, que permite viajar por las autopistas de Internet (más de un 80% de los datos almacenados están en Inglés) y que posibilita las transacciones económicas, tecnológicas y académicas en el mundo.

Si cualquier persona en periodo de formación es consciente de la enorme importancia del Inglés para su trayectoria profesional, los estudiantes de Turismo lo son aun más, sabiendo que es en su sector donde esta destreza adquiere una preponderancia máxima. El Inglés para el futuro profesional del turismo constituye una herramienta básica en cualquiera de los campos donde se desarrolle su carrera, desde la información turística hasta la gestión y promoción de destinos o actividades turísticas, pasando por las empresas de intermediación, alojamiento y transporte.

El estudiante de Turismo tiene pues una motivación máxima para el aprendizaje del Inglés, directamente relacionada con la aplicación práctica del mismo, lo que le coloca en una situación de aprendiz ideal. En la carrera de Turismo, el programa de la asignatura de Inglés se debe articular en torno a las necesidades concretas del perfil profesional del alumno, teniendo en mente las situaciones comunicativas reales con las que se va a enfrentar y desarrollándolas de una manera muy práctica. Probablemente lo utilizará de forma oral más habitualmente que de forma escrita, aunque por supuesto debe ser capaz de emitir documentos escritos como cartas, presupuestos o itinerarios. Deberá mantener conversaciones telefónicas, hacer presentaciones ante audiencias, acudir a ferias y congresos internacionales, comprender todo tipo de información escrita sobre destinos turísticos. En el terreno del léxico, deberá incorporar un constante flujo de vocablos anglosajones que aparecen continuamente en el lenguaje turístico.

A todas estas capacidades se le debe sumar un conocimiento cultural de los países de habla inglesa, así como de sus convenciones y normas sociales con el fin de dar una imagen profesional adecuada.

Para conseguir estos objetivos el profesor de Inglés no sólo debe ocuparse de la formación académica en el aula, sino que debe inculcar en el alumno una actitud receptiva hacia la lengua inglesa, que mantendrá a lo largo de toda su vida. Su formación lingüística deberá ser continua y permanente, aprovechando cualquier situación fuera del aula para ampliar conocimientos.

Desde las escuelas universitarias de Turismo se hace lo posible para fomentar este aspecto del aprendizaje del Inglés, sin embargo los métodos utilizados no son siempre los indicados, y el contenido de las clases no es específico para cada área. De ahí la necesidad de crear talleres especializados de conversación en Inglés para los estudiantes de turismo. Es absolutamente necesario reforzar estos aspectos encaminados a la superación con éxito de lo que históricamente ha sido llamado la 'asignatura pendiente' de los estudiantes turísticos.

E. OBJETIVOS

3. Objetivo General

Promover la implementación de clubes especializados de conversación en Inglés para estudiantes de ecoturismo

4. Objetivos Específicos

- a. Definir las necesidades y requerimientos del estudiante de Ingeniería en Ecoturismo en cuanto al idioma Inglés.
- b. Introducir a los Directivos y Catedráticos en la temática de la implantación de clubes especializados de conversación en Inglés para los estudiantes de ecoturismo, y los beneficios de los mismos.
- c. Desarrollar el plan de actuación en base al diagnóstico inicial.
- d. Elaborar el plan analítico y los módulos para los distintos niveles del club de conversación.

F. HIPÓTESIS

3. Hipótesis Alternante

Los estudiantes de Ingeniería en Ecoturismo necesitan CLUBES ESPECIALIZADOS DE CONVERSACIÓN EN INGLÉS

4. Hipótesis Nula

Los estudiantes de Ingeniería en Ecoturismo no necesitan CLUBES ESPECIALIZADOS DE CONVERSACIÓN EN INGLÉS

III. REVISIÓN DE LITERATURA

D. NECESIDAD DE FORMACIÓN PARA LOS FUTUROS PROFESIONALES DE TURISMO: CONOCIMIENTO DE IDIOMAS

Recientes datos estadísticos han llevado a la conclusión de que el desarrollo de la industria turística se encuentra en un momento de gran expansión. La cantidad de profesionales con una necesidad de formación adecuada en este campo está aumentando de forma acusada especialmente en aquellos aspectos relacionados con la comunicación y colaboración internacionales.¹

La necesidad de aumentar la competitividad en la industria turística para poder adaptarse a la nueva realidad tecnológica y socioeconómica de la sociedad actual, ha sido puesta de relieve por el gobierno, las universidades y las compañías turísticas en general. En un estudio llevado a cabo con directores de hoteles y restaurantes en la ciudad de Riobamba, la mayoría de los encuestados aludieron a la necesidad de formación en el campo del conocimiento de lenguas por encima de otras necesidades de formación.

Actualmente el conocimiento de idiomas es un requisito importante para poder optar a un puesto de trabajo. Este hecho afecta en mayor medida a las empresas del sector turístico. “Las barreras del lenguaje crean en ocasiones malentendido y un cierto sentimiento de frustración que se puede evitar si el personal de cualquier sector relacionado con el turismo tiene un buen conocimiento de lenguas extranjeras como parte integral de un servicio de calidad”². En muchas profesiones relacionadas con el turismo se exige un nivel de competencia en lenguas extranjeras muy avanzado, tanto en los aspectos interactivos como en la corrección formal.

¹ http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap0.pdf

² http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

E. EL INGLÉS COMO LENGUA INTERNACIONAL EN TURISMO³

Hoy en día, el Inglés es la lengua de comunicación internacional por excelencia. La importancia de la lengua inglesa se ve apoyada tanto por las empresas como por los alumnos universitarios y se ve reflejada en el sistema educativo.

Graddol (1997) presenta una lista de los doce campos principales internacionales en los que el Inglés es la lengua predominante. En el sexto puesto aparece el turismo internacional. De hecho, ya desde hace bastantes años, la lengua que prima dentro de la gran industria turística es el Inglés.

Un estudio sobre ofertas de trabajo para el sector turístico publicadas por los periódicos ABC y El País de España, llevado a cabo para analizar las necesidades del mercado laboral, dio como resultado un 79% de anuncios solicitando conocimiento de la lengua inglesa como requisito imprescindible (García Berzosa, 2005). Las preferencias de las empresas varían: unas veces solicitan competencia escrita, otras competencia oral y, en muchas ocasiones, requieren un dominio de la lengua inglesa tanto oral como escrito.

Estas conclusiones parecen ser lógicas si tenemos en cuenta que el Inglés se está convirtiendo en la lengua de comunicación global y la mayoría de turistas que visitan los diferentes destinos son de habla inglesa.

Además no hay que olvidar que siendo Ecuador un mercado turístico emisor con una clara preferencia Europea y Norteamericana, el Inglés puede ser un medio de comunicación importante para los futuros profesionales de la industria turística en nuestro país a la hora de comunicarse con otros profesionales y preparar viajes para clientes a diversos destinos internacionales.

F. “EL INGLÉS PARA TURISMO VS. EL INGLÉS DE NEGOCIOS CALIDAD”⁴

El Inglés para turismo como lengua de especialidad es un campo de investigación relativamente reciente si lo comparamos con otros de larga tradición como el Inglés de los

³ http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

negocios o el Inglés científico-técnico. La importancia socioeconómica del turismo, junto con la falta de definición de la lengua turística de especialidad, han contribuido a que en muchas ocasiones se haya considerado el Inglés para turismo como parte del llamado *Bussines English* o inglés de negocios.

El que ambas extensiones de la lengua inglesa posean ciertos términos semejantes, sugiere la idea de que el Inglés turístico comparte ciertos puntos en común con el Inglés de negocios. Sin embargo los diferentes campos semánticos que engloba cada rama también indican que el Inglés para el turismo posee ciertas características propias y singulares que lo diferencian del Inglés de negocios.

5. “Disciplinas en los estudios de turismo”⁵

La industria turística, en su vertiente comercial y empresarial, tiene una serie de actividades en las que el Inglés utilizado será en parte el propio de los negocios. Sin embargo, existen muchas asignaturas que demuestran la complejidad del mundo del turismo y que señalan su especificidad y singularidad frente al mundo de los negocios en general: Dirección de Ventas, Atención al Cliente, Gestión de Calidad, Sociología, Psicológica, Geografía, Arte y Cultura, Promoción Turística, Marketing, Recursos Territoriales, etc.

6. “Destrezas y situaciones del Inglés de los negocios: rasgos comunes con el Inglés para turismo”⁶

El Inglés para turismo tiene mucho en común con el Inglés de los negocios. De hecho, aboga por introducir dentro del programa de la asignatura de Inglés para turismo todas aquellas situaciones que pertenezcan a las áreas temáticas de la empresa turística.

Para comprobar dicha afirmación observaremos las situaciones específicas en las que se utiliza el Inglés de los negocios. Ellis y Johnson (1994) proponen la siguiente lista de destrezas necesarias en este tipo de Inglés de especialidad.

⁴ http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

⁵ http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

a. Producción oral: Hacer presentaciones formales e informales, dar instrucciones o hacer demostraciones sobre un trabajo, dar descripciones o explicaciones

b. Interacción: Visitar una compañía o recibir ese trato de otros, entretener o ser entretenido, participar en debates o reuniones informales, participar en reuniones formales, moderar reuniones, entrevistar, negociar, hablar por teléfono.

c. Comprensión oral: Seguir presentaciones, conferencias o charlas, instrucciones, descripciones o explicaciones, sesiones de información.

d. Comprensión escrita: Documentos (telex, cartas y faxes, memos e informes breves, periódicos profesionales, libros de texto, informes largos, contratos y documentos legales, especificaciones técnicas y manuales) y destrezas (leer para encontrar detalles, leer rápido para obtener la información general, buscar puntos o aspectos en particular).

e. Producción escrita: Telex, cartas y faxes, memos e informes breves, informes largos y artículos para publicaciones profesionales, corregir las cartas o informes de otros.

Brieger (1997) señala las siguientes destrezas de comunicación propias del Inglés de los negocios, coincidiendo en su mayoría con la lista de Elis y Johnson (1994): presentaciones, reuniones, conversaciones telefónicas, negociaciones y documentación escrita *cartas, faxes, e-mails, memos, informes, documentación técnica). Donna (2000) plantea las mismas áreas de actuación en el Inglés de los negocios añadiendo algunas más:

f. Hablar con clientes: Aunque sólo algunos estudiantes de Inglés de los negocios necesitarán tratar directamente con los clientes como parte de su trabajo diario, todos los alumnos deberían ser capaces de presentarse y hablar sobre su propia empresa en caso de conocer y establecer relación con futuros o posibles clientes.

g. Trato con colegas de otras compañías: Casi todos los estudiantes de Inglés de los negocios tendrán alguna vez que tratar con colegas extranjeros que visiten la propia compañía.

h. Hablar con colegas o superiores extranjero: Este apartado es muy importante para el futuro profesional de los estudiantes. Una buena impresión ante un superior o colega extranjero puede suponer una promoción profesional.

⁶ http://www.tdx.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

i. Informar a directores extranjeros: Todos los estudiantes que trabajen en una multinacional necesitarán obtener una comprensión de las relaciones con colegas extranjeros o jefes según la cultura profesional de la empresa. Hay que conseguir que los estudiantes sean conscientes de la importancia que tiene el buen uso de la lengua en estos casos en cuanto a promoción profesional.

j. Toma de notas: Esta destreza combina la de escribir al mismo que se ponen en funcionamiento las destrezas orales de comprensión y producción (en reuniones o presentaciones). Como este tipo de escritura no tiene la lectura por parte de otra persona como objetivo final, ha de ser una actividad muy funcional, sin tener que ser una composición correcta y formal como en el caso de las cartas, por ejemplo.

k. Comprensión de noticias: Los estudiantes de Inglés de los negocios necesitan poder ver la televisión, escuchar la radio y leer los periódicos en Inglés para mantenerse al día respecto a las novedades dentro del mundo comercial internacional.

Todos estos datos muestran que muchas de las actividades que aparecen regularmente en los libros que hablan del Inglés de los negocios son también funciones que pertenecen al quehacer diario de la industria turística: conversaciones telefónicas, reuniones, negociaciones, correspondencia escrita (cartas, faxes, e-mails), presentaciones, etc. De hecho, entre la oferta de cursos de inglés existen algunos para turismo que incluyen aspectos de la comunicación de los negocios. Aparte de estos aspectos comunes existen una serie de rasgos que conforman la singularidad de la industria turística frente al mundo empresarial en general y que afectan y se ven reflejados en el uso de la lengua en general y del Inglés en particular. Estos rasgos tienen que ver con el contexto específico en el que se utiliza el Inglés para turismo.

7. “Destrezas y situaciones del Inglés de los negocios: rasgos comunes con el Inglés para turismo”⁷

Para determinar las características que definen el Inglés que se utiliza en la industria turística y que lo diferencian del Inglés general y otros lenguajes de especialidad como por ejemplo el Inglés de los negocios, tenemos que definir primero el contexto específico en el que se utiliza

⁷ http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

y la finalidad específica que le confiere su singularidad (Alesón,2000). En otras palabras, para definir el Inglés para turismo necesitamos determinar qué se entiende por turismo, qué rasgos lo diferencian de otros ámbitos profesionales y qué características presentan su lenguaje.

a. El turismo: definición: Muchos son los investigadores y profesores que coinciden en admitir la dificultad que encierra definir qué es el turismo y comentan que no existe una única definición sino varias. Así, según Holloway (2002), entre las muchas definiciones que se han dado del turismo, ninguna engloba todas y cada una de las características pertenecientes a esta compleja actividad.

En opinión de Page (2001) parece ser que todas las definiciones de “turismo” recogen tres ideas. En primer lugar se indica el movimiento de gente, en segundo lugar el turismo se identifica con un sector de la economía o con una industria, y en tercer lugar, está presente el concepto de sistema de interrelaciones de gente, sus necesidades para viajar fuera de sus comunidades y los servicios que intentan satisfacer dichas necesidades.

Ante la falta de una única y definitiva definición del turismo, algunos autores optan por utilizar la que presentó la Organización Mundial del Turismo (OMT), la que indica que el turismo comprende las actividades de personas viajando y permaneciendo en lugares fuera de su ambiente usual, por no más de un año consecutivo por ocio, negocios u otros propósitos.

Si tenemos en cuenta todas las actividades y servicios que pueden formar parte de esta definición, concluimos que el contexto específico del turismo presenta una gran variedad. No estamos hablando de una industria sino de un conjunto de muchas y muy diversas industrias y servicios. Esta gran variedad que presenta la actividad turística hace que no se pueda interpretar como un fenómeno no únicamente económico sino como una actividad cercana a lo social que integra campos muy diversos como la geografía, la psicología, la tecnología, la política, el medio ambiente o el campo jurídico entre otros. Esta variedad que presenta el contexto específico del turismo pone de manifiesto uno de sus rasgos distintivos más importantes: el carácter multidisciplinar de la actividad turística.

b. Sectores de la industria turística: La industria turística no cubre un solo sector, estando formada por muchas empresas independientes que se diferencian por su organización, los fines que proponen y el tipo de servicios que prestan. La gran variedad de actividades recogidas dentro de la industria turística refleja una característica que hay que tener en cuenta para distinguir el Inglés para turismo de otras lenguas de especialidad.

La industria turística abarca cualquier aspecto relacionado con gente que viaja de un sitio a otro ya sea por placer, por negocios o para visitar amigos o familiares. Incluye todos aquellos servicios y actividades relacionadas con lo que un visitante o turista hace durante su estancia en un destino. Según Dale y Oliver (2000) a la industria turística pertenecen servicios tan variados como el hotel en el que se hospeda el turista, el medio de transporte que utiliza, el helado que se come, los regalos que compra y las distintas comidas que hace, todo forma parte del mundo del turismo. Estos datos especifican la amplitud de este sector al mismo tiempo que su extensa fragmentación o subdivisión debido a su gran variedad.

Dentro del turismo como “industria de hospitalidad” destacan cuatro sectores que coinciden con cada uno de sus principales fines:

- 1) El sector del viaje (fin del desplazamiento)
- 2) El sector del recreo y ocio (fin del ocio). Entre las industrias y actividades implicadas en este sector, destacan las relacionadas con el patrimonio ecológico, el patrimonio cultural, los espectáculos y los juegos y deportes.
- 3) El sector de la restauración (fin de la gastronomía)
- 4) El sector de alojamiento (fin del hospedaje). Este sector presenta una amplia gama de clases y categorías de establecimientos y servicios.

Tanto Dale y Oliver (2000) como Youell (2000) distinguen seis componentes principales de la estructura general de la industria turística: las atracciones turísticas, alojamiento y restaurantes (restauración), desarrollo y promoción turística, transporte, agencias de viajes y operadores turísticos.

Otros autores hablan de tipos de empresas y/o actividades turísticas. En cuanto a las necesidades que genera cada etapa destaca información, compras/reservas y transporte, alojamiento y manutención, información, atracciones, diversión, compras y servicios públicos.

Dentro de cada sector o empresa turística existen muchas y muy diversas profesiones. Por un lado se encuentran los profesionales que llevan a cabo funciones directivas dentro de las empresas turísticas como las de hostelería, agencias de viaje, transportes, investigación y estudios de mercado, programación de planes de desarrollo, etc.

Por otro lado, hay otros profesionales que han recibido una formación específica, entre ellos se encuentran los animadores turísticos, guías, azafatas de congresos, azafatas de vuelo/personal

de tierra en compañías aéreas, conserjes de hotel, gobernantas de piso, maîtres, monitores de esquí, etc.

Las distintas subdivisiones de la industria turística dejan entrever la complejidad que encierra esta actividad. Dicha complejidad, entendida como variedad, es una de las peculiaridades que diferencia el contexto profesional turístico del empresarial en general y que forma parte de la singularidad de lo que algunos autores definen e identifican como el lenguaje del turismo.

Esta variedad conlleva ciertas implicaciones docentes. Los contenidos lingüísticos en el área del turismo están fuertemente ligados a los distintos servicios que ofrece esta industria. Por lo tanto, la programación de la asignatura de Inglés para turismo se caracterizará por su gran variedad de contenidos.

c. El producto turístico: Dentro de su gran variedad, la industria turística presenta un tipo de producto singular. El producto turístico es un servicio, no es algo tangible o físico como muchos productos del mundo empresarial. El hecho de vender un producto intangible plantea ciertos problemas a la hora de lanzar este producto al mercado. Por ejemplo la persona que va a contratar una serie de servicios para sus vacaciones no puede ver lo que compra, ni comprobar su calidad ni saber si le va a gustar o no antes de pagar por ello, se tiene que basar en la imagen que le dan los folletos o las indicaciones y explicaciones de un profesional. Esta característica afecta principalmente a las agencias, hoteles y compañías aéreas.

Vender unas vacaciones se ha identificado muchas veces con la venta de “sueños”. Cada cliente vivirá una experiencia distinta que depende de muchos factores que escapan en ocasiones a la planificación inicial como puede ser el clima y otras veces dependen de factores psicológicos del propio cliente. Todas estas características del producto turístico implican la necesidad de un servicio de calidad y un buen conocimiento del producto en particular. La calidad del servicio exige una buena formación de los profesionales del sector turístico, especialmente en lo referente a destrezas de comunicación.

d. La figura del cliente en la industria turística: Una de las principales características de las empresas turísticas es la clientela, formada por personas que, por encontrarse transitoriamente no temporalmente en un lugar, reciben el nombre de turistas o viajeros. Los clientes son un elemento clave en la industria turística. El servicio al cliente es quizá la tarea más importante dentro de la industria turística porque de ese servicio depende el éxito o fracaso profesional en el sector. Muchas empresas turísticas ofrecen el mismo tipo de producto

o servicio, pero es la calidad y la atención que proporcione el personal de cara al cliente la clave para que éste se decida por acudir a una u otra empresa, es decir, que de la figura del cliente depende el futuro de cualquier empresa dentro del sector turístico.

Las grandes compañías turísticas reconocen que un cliente satisfecho produce un aumento de ventas, genera más clientes, mejora la imagen pública, proporciona cierta ventaja sobre la competencia, fomenta que el personal se encuentre más contento y sea más eficiente en su trabajo, y asegura la lealtad del cliente que vuelve a contratar los mismos servicios en la misma compañía. La definición de un cliente satisfecho radica, en la cortesía y simpatía que haya experimentado en el servicio recibido por parte del personal implicado y un sentimiento de haber recibido un trato excelente. Esto significa que el cliente volverá y transmitirá a sus amigos y conocidos una imagen positiva de la empresa o servicio. Muchas veces la diferencia en el precio puede hacer que un cliente contrate los servicios de una agencia o compañía aérea en vez de hacerlo en otra, pero la mayoría de clientes reconocen el buen servicio como el factor determinante para utilizar una u otra compañía.

El contacto con el público destaca como una diferencia básica entre el lenguaje del turismo y la comunicación profesional en general. Los estudiantes de Turismo tienen que estar preparados para establecer una comunicación tanto con turistas como profesionales del sector. En la mayoría de ámbitos de negocios, la comunicación se da entre especialistas. Sin embargo, la dimensión comunicativa del turismo es más amplia por su vertiente orientada hacia los clientes que utilizan sus servicios. Esta vertiente tiene su implicación pedagógica en la importancia de las destrezas orales y escritas que hay que tener en cuenta en el proceso de adquisición del Inglés para turismo. Dentro de la industria turística, los profesionales tienen que tratar con los clientes por teléfono, cara a cara o por escrito.

Una correcta respuesta a las necesidades del consumidor en la industria turística supone tener en cuenta tres niveles diferentes de formación: nivel de respuesta a las demandas operativas básica, un nivel de respuesta a las necesidades promocionales e informativas complementarias y un nivel de respuesta a las necesidades personales y subjetivas. Los estudiantes de turismo necesitan un enfoque objetivo sobre las tareas en las que deberán utilizar la lengua inglesa en su contexto profesional y un enfoque subjetivo de cómo la lengua y destrezas han de utilizarse de forma efectiva en un a situación específica determinada, es decir, que el enfoque dentro de la clase de Inglés para turismo ha de establecer un equilibrio entre las capacidades que se relacionan con los procedimientos y las destrezas personales complementarias que respondan de forma eficaz a las necesidades de los clientes.

Cuando los especialistas del sector turístico se enfrentan a las necesidades comunicativas de sus clientes se dan cuenta que la mejor forma de satisfacer las expectativas del consumidor no depende de la complejidad del proceso de la transacción comercial en Inglés sino de la habilidad para captar las necesidades subjetivas, emocionales y físicas que estimulan el éxito de la transacción. Las destrezas profesionales incluyen y dependen de su capacidad para comunicarse desde un punto de vista humano y para conseguir que el cliente quede satisfecho.

e. La competencia intercultural: Dada la variedad de ámbitos profesionales que podemos encontrar en la industria turística, y la condición del Inglés como lengua internacional dentro de la misma, es muy importante tener en cuenta el factor cultural. Un conocimiento básico de las diferencias entre culturas ayuda al profesional del turismo a hacer preguntas apropiadas en cada caso y a adaptarse a las necesidades específicas de cada cliente. Muchos autores que tratan las lenguas para turismo han destacado el papel crucial que desempeña el conocimiento de los aspectos culturales que afectan a cada lengua. Los profesionales del turismo deben conocer las distintas convenciones culturales. Los estudiantes de turismo necesitan conocimientos socioculturales sobre otros países para comprender la diversidad cultural que pueden encontrar en un futuro y poder evitar así problemas de comunicación tanto con clientes como con otros profesionales del sector turístico de distinta nacionalidad. Estos aspectos culturales también están presentes en el Inglés de los negocios o utilizar unas estrategias u otras en la correspondencia. Sin embargo, la competencia intercultural adquiere una especial relevancia en la industria turística.

Calvi describe cuatro componentes que conforman la competencia intercultural que todo profesional de turismo debe tener:

- 1) Identificación y superación de los estereotipos relativos a la cultura extranjera.
- 2) Conocimiento intercultural (cultural awareness), entendida como la capacidad de reconocer las características de una cultura extranjera comparándola con la propia y con otras conocidas.
- 3) Competencia comunicativa y pragmática, es decir, el conocimiento de los comportamientos sociales y capacidad de actuación en diversas situaciones interactivas.
- 4) Conocimientos de diversas disciplinas como el arte, la gastronomía o la geografía, y la capacidad de relacionarlos con los elementos lingüísticos pertinentes.

Es interesante prestar especial atención al conocimiento de costumbres, geografía, o patrimonio de otros países y relacionarlo con la enseñanza de la lengua. Se trata de incorporar

aspectos históricos, sociales, culturales y artísticos que rodean a las regiones y ciudades más destacadas de cada país. No se trata únicamente de evitar conflictos debidos a diferencias culturales, sino de tener un buen conocimiento cultural sobre la historia, el arte, la gastronomía o las fiestas de un lugar.

Por consiguiente, el estudiante de Inglés para turismo, como el de cualquier lengua extranjera para turismo, debe adquirir una competencia lingüística basada “no sólo en el saber técnico de especialidad sino también en la especificidad cultural de los principales destinos turísticos en los que se habla la lengua en cuestión” Esta característica no se da en el mundo de los negocios en general y, por lo tanto, supone otra diferencia con el ámbito turístico.

f. El lenguaje del turismo: El lenguaje turístico es una de las facultades de expresión más concreta de la lengua como sistema. Frente a su inclusión como parte de la lengua de los negocios, hay autores que defienden la especificidad del discurso del turismo.

La lengua del turismo constituye un tipo especial de comunicación que se diferencia del resto de formas de intercambio humanas puesto que representa la mayor industria en el ámbito mundial. Esta especificidad discursiva diferencia el lenguaje turístico de otros como el lenguaje de la danza, la arquitectura, la música o los negocios. Utilizar dichas expresiones implica la existencia de peculiaridades, expresiones descriptivas o vocabularios asociados con estos aspectos o materias.

Dann (1996), defiende que el lenguaje turístico aplica los rasgos lingüísticos del turismo de una forma completa para crear un discurso propio. En opinión de este autor, la lengua del turismo intenta persuadir, atraer, y seducir a través de imágenes, textos escritos y medios audiovisuales, a millones de personas para convertirlas en clientes. A la hora de definir el lenguaje del turismo, Calvi (2001) admite la existencia de “una fisonomía muy compleja”.

Por una parte hay un núcleo temático restringido referente a la organización y estructuras turísticas, es decir, la hostería, las agencias de viaje y las compañías de transporte. Dentro de este núcleo se encuentra el lenguaje especializado que se utiliza en la comunicación que tiene lugar entre profesiones del sector. Por otro lado, según esta autora, el lenguaje del turismo incluye además de ciertos tecnicismos, otros componentes temáticos relacionados con el tipo de destino turístico del que se trate y con diversos aspectos culturales como la geografía, la historia, el arte, o las costumbres y el folklore que son específicos de cada área lingüística.

En opinión de Balboni (1989), el lenguaje del turismo está formado por un conjunto de microlenguas interrelacionadas que pueden tener una mayor o menor relevancia dentro de cada sector profesional implicado. Así, este autor sugiere que podemos hablar de la microlengua de la hostelería con una gran relevancia en los ambientes profesionales de los hoteles y restaurantes, de las microlenguas de la burocracia internacional y de los transportes implicadas en las agencia de viajes, o de la microlengua de la historia del arte con su parcela de importancia en la profesión de guía turístico.

En cuanto a las propiedades específicas del Inglés para turismo, Alcaraz Varó (2000) hablan del optimismo como rasgo característico. El lenguaje optimista se une a cierto conservadurismo del sector que se puede percibir en la interacción con los clientes la expresión que se emplea en los folletos turísticos. El optimismo del lenguaje turístico se hace patente en la utilización de eufemismos como por ejemplo, la utilización de términos como low-cost o bargain para evitar el término cheap que podría relacionarse con una escasez de calidad. También destacan un lenguaje relacionado con el hecho de querer escapar de la rutina diaria para desplazarse a un mundo en el que “reine la magia y la seducción”. Es por ello, que se trata también de un lenguaje hiperbólico que gusta de la utilización de adverbios intensificadores.

Todas estas características del turismo y su lenguaje propio aparecen reflejadas en el Inglés que utilizan los profesionales de esta industria. Es precisamente su uso dentro de los diferentes contextos turísticos específicos el que marcará las pautas a seguir en la adquisición de esta lengua para los futuros profesionales del sector.

8. “La metodología del Inglés para turismo”⁸

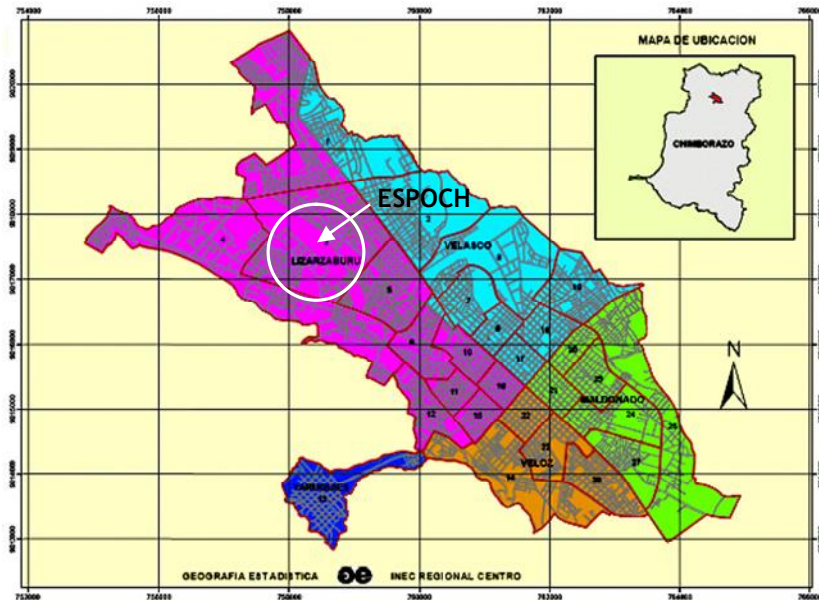
El Inglés para turismo debe considerarse dentro del contexto global del Inglés de especialidad. Comparte las características claves del análisis de necesidades para la elaboración del programa, y la selección y desarrollo de materiales. Además, al igual que otras variantes de Inglés de especialidad, el Inglés para turismo conlleva la definición de un corpus de lengua específico y hace especial hincapié en clases determinadas de comunicación en contextos específicos (Alesón Carbonell, 2000).

⁸ http://www.tdr.cesca.es/TESIS_UJI/AVAILABLE/TDX-1113103-120432//cap3.pdf

Guzmán Gil y Alberola Colomar (2001) defienden un enfoque comunicativo en el proceso de adquisición del Inglés para turismo ya que la lengua se aprende para utilizarse con un propósito específico. La metodología que se ha de utilizar en la clase de Inglés para turismo, aunque no muy diferente de la que se utiliza en cualquier curso de Inglés general, tiene dos características propias: el profesor ha de tener en cuenta cierto conocimiento de los temas de especialidad relacionados con turismo y se ha de hacer un análisis detallado de las necesidades de los estudiantes para desarrollar un programa acorde con los materiales concretos de la especialidad que se utilizará en clase.

IV. MATERIALES Y MÉTODOS

D. CARACTERÍSTICAS DEL LUGAR



3. Localización

La “Escuela de Ingeniería en Ecoturismo” se localiza en la Facultad de Recursos Naturales de la Escuela Superior Politécnica de Chimborazo, en la región centro del Ecuador, parroquia Lizarzaburu del Cantón Riobamba.

4. Vías de Acceso

Para llegar a la ESPOCH se debe tomar la Panamericana Sur hasta el Km. 1½.

E. MATERIALES

3. Materiales

- Hojas de Papel bond (A4)
- Libreta de Campo
- Esferos, Lápices
- Cds, Memory flash
- Internet

4. Equipo

- a. Computadora
- b. Impresora
- c. Cámara Digital

F. METODOLOGÍA

5. Para el cumplimiento del objetivo N° 1: “Definir las necesidades y requerimientos del estudiante de Ingeniería en Ecoturismo de la Escuela Superior Politécnica de Chimborazo en cuanto al idioma Inglés ”

c. Investigación de campo

Método: Analítico

Técnica: Encuestas

Se realizarán encuestas a los estudiantes de 4to, 5to, 6to, 7mo, 8avo, y 9no semestre para conocer sus necesidades y requerimientos, así como también sus inquietudes, posibles falencias e intereses en cuanto a este idioma.

d. Trabajo de laboratorio

Se tabularán los datos de las entrevistas y así se obtendrá el diagnóstico.

6. Para el cumplimiento del objetivo N° 2: Introducir a docentes y directivos en la temática de la implantación de clubes especializados de conversación en Inglés para los estudiantes de ecoturismo, y los beneficios de los mismos.

c. Investigación de campo

Método: Analítico

Técnica: Encuestas

Se realizarán encuestas a los profesores encargados de las diferentes cátedras en los semestres seleccionados, para conocer su criterio sobre el tema, además de sus posibles inquietudes, e intereses en cuanto al mismo.

d. Trabajo de laboratorio

Se tabularán los datos de las entrevistas y así se obtendrá el diagnóstico.

7. Para el cumplimiento del objetivo N° 3: “Desarrollar el plan de actuación en base al diagnóstico inicial”

Trabajo de oficina

Una vez establecido el diagnóstico inicial, se determinarán los diferentes temas a tratar, la metodología que se empleará, su duración y objetivos

8. Para el cumplimiento del objetivo N°4: “Elaborar el plan analítico y los módulos para los distintos niveles del club de conversación”

Trabajo de oficina

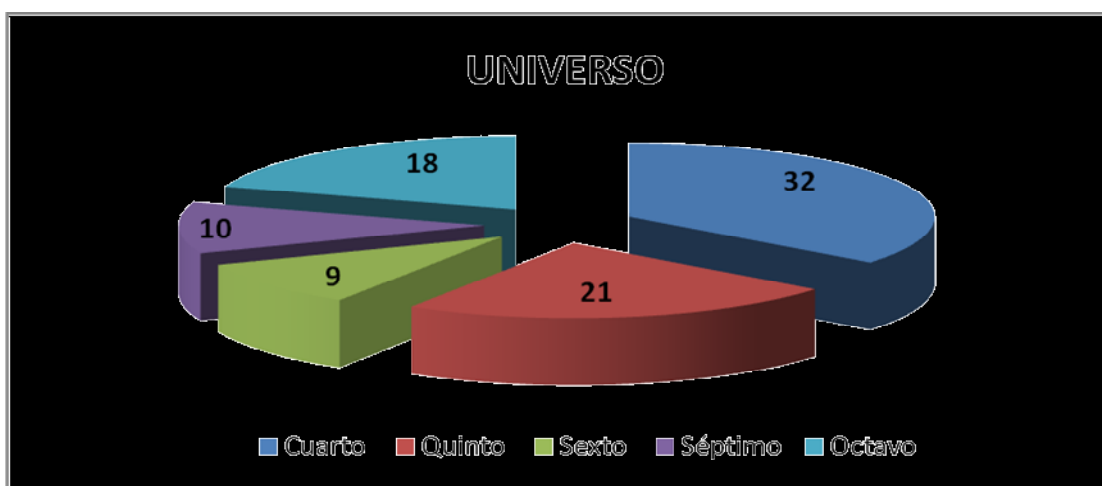
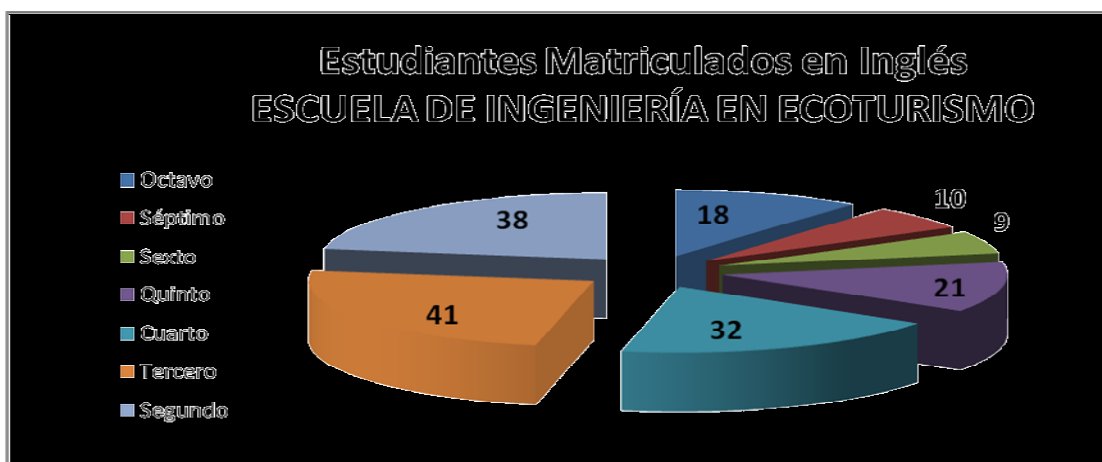
Una vez establecidos los temas a tratar y sus detalles se procederá a la recolección de información de los mismos para cada nivel.

V. RESULTADOS

A. NECESIDADES Y REQUERIMIENTOS DEL ESTUDIANTE DE LA ESCUELA DE INGENIERÍA EN ECOTURISMO REFERENTES AL IDIOMA INGLÉS

Para determinar las posibles necesidades y requerimientos del estudiante de Ingeniería en Ecoturismo con respecto a la lengua inglesa se procedió a realizar encuestas.

6. Universo



Estos clubes están proyectados al mercado nacional de la provincia de Chimborazo, cantón Riobamba, sector urbano, y está dirigido específicamente a los estudiantes de cuarto a octavo

semestre de la Escuela de Ingeniería en Ecoturismo, Facultad de Recursos Naturales, Escuela Superior Politécnica de Chimborazo. Equivalentes a un universo de 90 personas.

7. Determinación de las Fuentes de Información:

Fuentes Secundarias: Secretaría de la Escuela de Ingeniería en Ecoturismo

Fuentes Primarias: Encuestas.

8. Calculo de la Muestra

$$n = \frac{N * (p * q)}{(N - 1) * \left(\frac{e}{z}\right)^2 + (p * q)}$$

Muestra al 10% :

N = 90

p = 0.5

q = 0.5

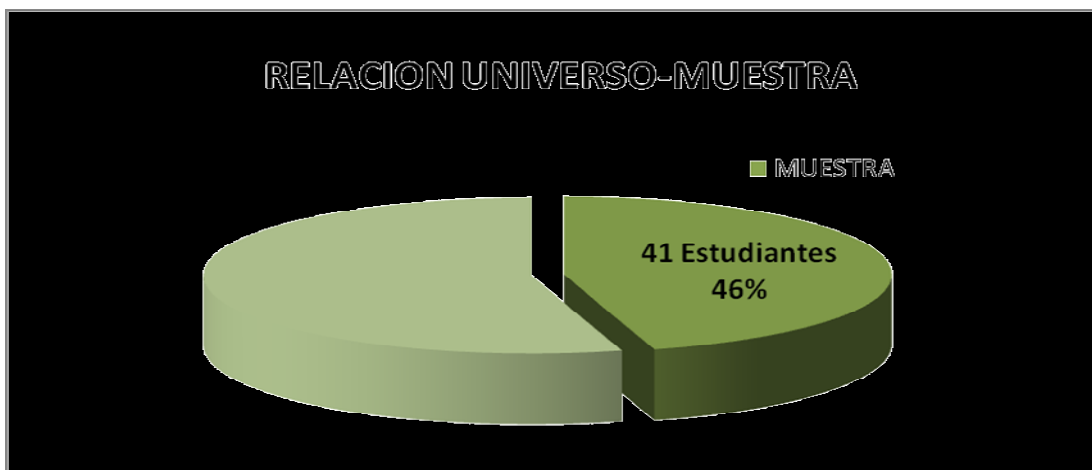
e = 0.10

z = 1.68

$$n = \frac{90 * (0.5 * 0.5)}{(90 - 1) * \left(\frac{0.10}{1.68}\right)^2 + (0.5 * 0.5)}$$

$$n = \frac{22.5}{0.57}$$

$$n = 41$$



Como se dijo anteriormente estos clubes están dirigidos a estudiantes de cuarto a octavo semestre de la Escuela de Ingeniería en Ecoturismo, equivalentes a un universo de 90 personas. De este universo se ha calculado la muestra para las encuestas con un margen de error del 10%, obteniendo un resultado de 41 estudiantes equivalente al 46% del universo total.

9. Instrumento de Investigación

Analizada la muestra se realizaron 41 encuestas a los estudiantes de la Ingeniería en Ecoturismo, obteniendo los siguientes datos:

1. ¿Cómo estudiante de Ecoturismo. Considera usted que las horas de inglés recibidas en la Escuela son suficientes para lograr un buen nivel comunicativo en el ámbito laboral?

Si: 13 personas – 31,71%

No: 28 personas – 68,29%

2. Considera necesaria la implementación de clubes de conversación ESPECIALIZADOS adicionales a los niveles de Inglés establecidos en el pensum de la Escuela de Ecoturismo para complementar su formación?

Si: 39 personas – 95,12%

No: 2 personas – 4,88%

3. ¿Asistiría a Clubes de Inglés especializados para el área turística como complemento a la educación recibida de este idioma?

Si: 39 personas – 95,12%

No: 2 personas – 4,88%

4. ¿Si está de acuerdo con la implementación de estos clubes. Cuántas horas por semana considera usted que serían necesarias?

ξ 4 horas

17 personas - 41,46%

ξ 6 horas

15 personas - 36,59%

ξ 8 horas

9 personas - 21,95%

5. ¿Cuándo opina que deberían ser impartidos estos clubes?

ξ	Por la tarde	16 personas - 39,02%
ξ	En horario de clases	25 personas - 60,98%

6. ¿Qué tipo de temas piensa que deberían ser tratados durante los clubes?

ξ	Historia	20 personas - 14,81%
ξ	Ecología	24 personas - 17,78%
ξ	Guianza	38 personas - 28,15%
ξ	Eventos Actuales	23 personas - 17,04%
ξ	De acuerdo a las cátedras del semestre	24 personas - 17,78%
ξ	Otros	6 personas - 4,44%

10. Perfil de los Estudiantes

Las personas interesadas en el producto son estudiantes de 4to a 6to semestre de Ingeniería en Ecoturismo de la ESPOCH, un **68,29%** de esta población considera que las horas de inglés recibidas en la Escuela no son suficientes para lograr un buen nivel comunicativo en el ámbito laboral, el **95,12%** considera necesaria la implementación de clubes ESPECIALIZADOS adicionales a los niveles de Inglés recibidos en la Escuela para complementar su formación, por lo que el **95,12%** asistiría a estos clubes, el **41,46%** considera necesario recibir 4 horas a la semana de clubes especializados, mientras que el **36,59 %** 6 horas y en un **21,95%** 8 horas.

En su mayoría los estudiantes desearían tomar los clubes en el horario de clases ya establecido con un **39,02%** de aceptación, mientras que el que **26,99%** de los estudiantes desean que los clubes sean por la tarde.

En cuanto a los temas que les gustaría sean tratados, el **28,15%** de los estudiantes preferiría que los clubes estén enfocados a guianza, un **17,78%** prefiere temas relacionados con ecología, y un porcentaje similar que los temas estén relacionados a las diferentes cátedras que toman de acuerdo al nivel, un **17,04%** desea que los clubes estén enfocados a eventos actuales, en menor porcentaje se ve reflejada la necesidad de tratar temas de historia con un **14,81%**, finalmente el **6%** quisiera que sean tratados otros temas como flora, problemas internacionales y ambientales y vida diaria .

B. OPINION DE LOS CATEDRATICOS SOBRE LA IMPLEMENTACION DE CLUBES ESPECIALIZADOS DE CONVERSACION EN INGLES

6. Universo

Estas encuestas fueron dirigidas a los Catedráticos que imparten clases de cuarto a octavo Semestre de la Escuela de Ingeniería en Ecoturismo, Facultad de Recursos Naturales, Escuela Superior Politécnica de Chimborazo. Equivalentes a un universo de 22 personas.

7. Determinación de las Fuentes de Información:

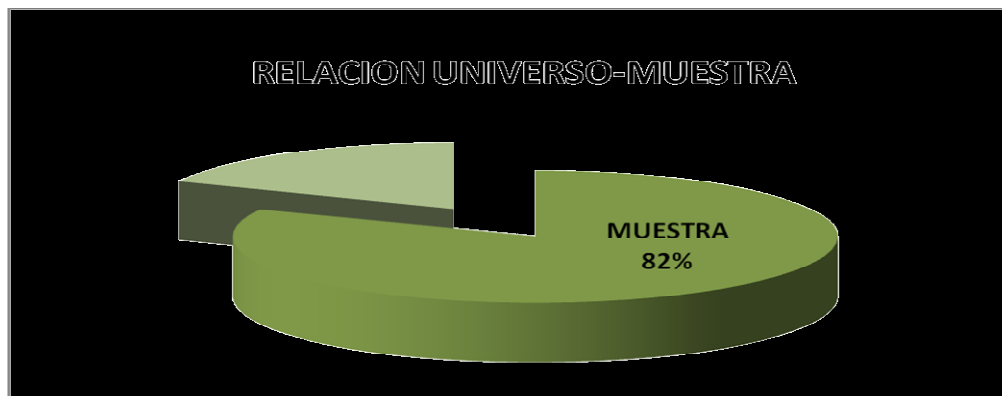
Fuentes Secundarias: Secretaría de la Escuela de Ingeniería en Ecoturismo

Fuentes Primarias: Encuestas.

8. Calculo de la Muestra

Como se dijo anteriormente las encuestas fueron dirigidas a todos los Catedráticos que imparten clases de cuarto a octavo semestre de la Escuela de Ingeniería en Ecoturismo, equivalentes a un universo de 22 personas, exceptuando los Directivos de la Escuela para los que se han elaborado una encuesta específica.

Dando como resultado una muestra de 18 profesores equivalentes al 81,82% del universo total.



9. Instrumento de Investigación

Analizada la muestra se realizaron 18 encuestas a los Catedráticos de la Ingeniería en Ecoturismo, obteniendo los siguientes datos:

1. Cómo Catedrático de la Escuela de Ingeniería en Ecoturismo. Considera usted que los estudiantes tienen la suficiente destreza comunicativa en el idioma Inglés?

Si: 1 personas - 5,56%

No: 16 personas – 88,88%

2. Considera usted, beneficioso para su cátedra, que los estudiantes posean un buen nivel de Inglés?

Si: 18 personas - 100%

No: 0 personas - 0%

3. ¿Cómo cree que ayudaría a su cátedra que los estudiantes tengan un mejor nivel de Inglés?

ξ Para traducir material impreso	12 personas - 24,50%
ξ Para obtener información actualizada de internet	16 personas - 32,65%
ξ Para utilizar libros especializados	16 personas - 32,65%
ξ Otros	5 personas - 10,20%

4. Para mejorar el nivel de inglés de los estudiantes. Considera usted necesaria la implementación de clubes especializados de conversación en Inglés para Ecoturismo?

Si: 16 personas - 88,89%

No: 2 personas – 11,11%

5. ¿Qué tipo de temas piensa que deberían ser tratados durante los clubes?

ξ Historia	12 personas - 17,14%
ξ Ecología	14 personas - 20,00%
ξ Guianza	15 personas - 21,43%
ξ Eventos Actuales	12 personas - 17,14%
ξ De acuerdo a las cátedras del semestre	14 personas - 20,00%
ξ Otros	3 personas - 4,29%

10. Perfil de los Catedraticos

Los Catedráticos que respondieron a las encuestas son aquellos que imparten clases de 4to a 6to semestre en la Escuela de Ingeniería en Ecoturismo de la ESPOCH, un **88,88%** de esta población considera que los estudiantes no poseen un buen nivel en el idioma Inglés, el **100%** de los catedráticos considera beneficioso para su cátedra el que los estudiantes posean destreza en la lengua inglesa, el **32,65%** cree que esto lo ayudaría a obtener información actualizada de Internet, el mismo porcentaje considera que sería beneficioso para poder utilizar libros especializados, el **24,50%** considera necesario que sus estudiantes sepan Inglés para traducir material impreso, en menor porcentaje **10,20%** se ve reflejada la necesidad del inglés para otras actividades como la interpretación del Patrimonio, Utilización de programas informáticos, Aumentar posibilidades laborales y destrezas comunicativas, Guianza general y especializada entre otros.

En su mayoría los Catedráticos consideran necesaria la implementación de clubes especializados de conversación en Inglés con un **88,89%**, un mínimo porcentaje no lo considera necesario **11,11%**.

En cuanto a los temas que les gustaría sean tratados, el **21,43%** de los Catedráticos preferiría que los clubes estén enfocados a guianza, un **20%** prefiere temas relacionados con ecología, y un porcentaje similar que los temas estén relacionados a las diferentes cátedras que los estudiantes toman de acuerdo al nivel, un **17,14%** desea que los clubes estén enfocados a eventos actuales, y el mismo porcentaje ve reflejada la necesidad de tratar temas de historia, finalmente el **4,29%** quisiera que sean tratados otros temas como Interpretación Ambiental, Comunicación, Comercialización, Negociación, Cartografía, Sistemas de Investigación Geográfica y Geodesia.

C. OPINION DE LOS DIRECTIVOS SOBRE LA IMPLEMENTACION DE CLUBES ESPECIALIZADOS DE CONVERSACION EN INGLES

6. Universo

Estas encuestas fueron dirigidas a los Directivos de la Escuela de Ingeniería en Ecoturismo, Facultad de Recursos Naturales, Escuela Superior Politécnica de Chimborazo. Equivalentes a un universo de 3 personas.

7. Determinación de las Fuentes de Información:

Fuentes Primarias: Encuestas.

8. Calculo de la Muestra

Las encuestas fueron dirigidas a todos los Dirigentes de la Escuela de Ingeniería en Ecoturismo, equivalentes a un universo de 3 personas.

9. Instrumento de Investigación

Se realizaron 3 encuestas para los Directivos de la Facultad de Recursos Naturales, obteniendo los siguientes datos:

1. Cómo Directivo de la Facultad de Recursos Naturales. Considera usted que los estudiantes tienen la suficiente destreza comunicativa en el idioma Inglés?

Indeciso: 1 personas – 33,33%

No: 2 personas – 66,67%

2. Cómo Directivo de la Facultad de Recursos Naturales. Considera usted que las horas recibidas en la Escuela son suficientes para que los estudiantes logren un buen nivel comunicativo para su futuro ámbito laboral?

Si: 0 personas - 0%

No: 3 personas - 100%

3. ¿Considera necesaria la implementación de clubes ESPECIALIZADOS adicionales a los niveles de inglés establecidos en el pensum de la Escuela de Ecoturismo para complementar la formación de los estudiantes?

Si: 3 personas - 100%

No: 0 personas - 0%

4. ¿Cómo cree que ayudaría, dentro de las diferentes cátedras, que los estudiantes tengan un mejor nivel de Inglés?

ξ Para traducir material impreso	3 personas - 30%
ξ Para obtener información actualizada de internet	3 personas - 30%
ξ Para utilizar libros especializados	3 personas - 30%
ξ Otros	1 personas - 10%

5. Cree usted que los clubes de Ingles:

Deberían formar parte del pensum de la carrera (como asignatura independiente): **2 personas – 66,67%**

Deberían formar parte de la cátedra de Inglés que los estudiantes reciben actualmente: **1 persona – 33,33%**

6. ¿Si su opinión es que los clubes formen parte de la Cátedra de Inglés impartida actualmente. Cuál considera que sería la valoración apropiada para los mismos?

ξ 20% de la nota acumulativa	1 persona - 33,33%
ξ 40% de la nota acumulativa	1 persona - 33,33%
ξ 50% de la nota acumulativa	1 persona - 33,33%

10. Perfil

De los Directivos que respondieron a las encuestas, un **66,67%** considera que los estudiantes no poseen la suficiente destreza comunicativa en el idioma Inglés, el **100%** cree que las horas de Inglés recibidas en la Escuela no son suficientes para que los estudiantes logren un buen nivel comunicativo para su futuro ámbito laboral.

Un **100%** consideran necesaria la implementación de clubes especializados de conversación en Inglés. Debido al aporte que sería para las diferentes cátedras el que los estudiantes posean destreza en la lengua inglesa, el **30%** cree que esto lo ayudaría a obtener información actualizada de Internet, el mismo porcentaje considera que sería beneficioso para poder utilizar libros especializados, y también un **30%** considera necesario que sus estudiantes sepan Inglés para traducir material impreso, en menor porcentaje **10%** se ve reflejada la necesidad del inglés para otras actividades como el desempeño en Guianza, Presentación de Trabajos Investigativos y Procuración de fondos para Proyectos.

Además el **66,67%** considera que los clubes de inglés deberían formar parte del pensum de la carrera como asignatura independiente, y un **33,33%** considera que deben formar parte de la cátedra de Inglés.

Finalmente el **33,33%** considera que la valoración apropiada para los clubes debe ser del 20% de la nota acumulativa, y en porcentajes iguales 40% y 50% respectivamente.

D. PLAN DE ACTUACION

7. Introduction

English as a foreign language has the greatest motion in the world. The status of English as the “library language” and the increased “international inter-dependence” are two main reasons for this, which led to a greater focus on face-to-face language’s use, crossing the margin of pen and paper exercise.⁹

In a world each day more globalized, the ability and the necessity to communicate have become into a basic factor and sometimes even determinant of the personal and professional success.

Therefore, learning a foreign language has to be direct fundamentally to the development of the communicative interaction (Willians y Burden,1999) seeing that interaction and communication constitute essential language functions (Richards y Rodgers, 1998). Language must then be conceived as a tool that facilitates interaction and communication with native speakers from other countries.¹⁰

Despite it, learning is frequently conceived of as falling along a continuum of meaning. This conception supposes a meaningless learning exemplified by the memorization, of nonsense syllables. Such learning is difficult and does not last. However, much of what is taught in colleges involves such learning. The material has no personal meaning for the student, does not involve feelings or the whole person; it is learning occurring “from the neck up”. Yet, learning which takes place in everyday life, experiential learning, has meaning and personal relevance. Such learning is quick and is retained. Learning a language in a native environment, as compared to learning it in a classroom, illustrates the difference.

Education traditionally has involved the first, meaningless kind of learning, though many teachers and educators recognize the value of the second.¹¹

⁹ <http://www.articlesbase.com/languages-articles/teaching-listening-as-an-english-language-skill-367095.html>

¹⁰ http://dialnet.unirioja.es/servlet/fichero_articulo?codigo=2325021&orden=0

¹¹ http://www.sageofasheville.com/pub_downloads/CARL_ROGERS_AND_HUMANISTIC_EDUCATION.pdf

Now days many linguistics and teachers agree that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in classes, students have the opportunity of communicating with each other in the target language. In brief, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.¹²

This second kind of learning is not noncognitive in nature. It involves cognitive elements or aspects; but it combines these with the affective elements involved in personal meaning. It recognizes that meaningful learning, even of a cognitive nature, involves the total person. However, to implement this second approach would amount to a revolution in education.

Growth in oral communication revolves around increasing fluency and effectiveness. Students need to be able to speak clearly, using appropriate volume. They need to be able to give directions, follow directions, negotiate, ask questions, suggest answers, and organize and present information. They need to adapt their speaking for different audiences, purposes, formats, and topics¹³.

Communication is an integral part of learning, it plays a key role in classroom foreign language teaching and learning. Yet in schools and colleges, speaking and listening are the Cinderella of English, fighting for the recognition and limelight that their two big sisters, reading and writing, have had for some time.

Often, speaking and listening are merely used as a tool to support and guide reading and writing, and is unlikely to be actually taught and assessed. Moreover, discussion can often be dominated by the teacher and students have limited opportunities for productive speaking and listening¹⁴.

¹² <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

¹³ <http://www.sasked.gov.sk.ca/docs/mla/speak.html>

c. Justification

Significant learning requires that we focus upon something other than the usual concerns of teaching or education. It makes the question of what should be taught, the curriculum, minor. Teaching as the imparting of knowledge is useful in an unchanging environment, but in a continually changing world, information and knowledge quickly become out of date or obsolete ¹⁵.

Teacher education currently emphasizes subject matter and methods of cognitive learning but a combination of the cognitive and the affective in education and a focus upon the interpersonal conditions for facilitating significant learning require changes in the preparation of teachers ¹⁶.

In our schools, colleges and even in the higher levels, instructors direct how to read and write, not how to speak or listen. It is believed that these would be mastered by the learners automatically.

Language teaching should be based on the idea that the goal of language acquisition is communicative competence. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. ¹⁷

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in college and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place. ¹⁸

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

¹⁴ <http://www.teachingexpertise.com/articles/improving-speaking-and-listening-skills-ks2-3514>

¹⁵ http://www.sageofasheville.com/pub_downloads/CARL_ROGERS_AND_HUMANISTIC_EDUCATION.pdf

¹⁶ http://www.sageofasheville.com/pub_downloads/CARL_ROGERS_AND_HUMANISTIC_EDUCATION.pdf

¹⁷ <http://www.nclrc.org/essentials/goalsmethods/goal.htm>

¹⁸ <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely ¹⁹

To become engaged learners, students need to understand that learning a language is not the same as learning about a language. When students think of the language as a school subject like any other, they may learn a great deal about its vocabulary, grammar, and sentence and discourse structure, but the language will not become a true medium of communication for them and won't engage them very deeply. Students need to understand that learning a language means becoming able to use it to comprehend, communicate, and think as they do in their first language.

Students also need to recognize that language learning takes place in stages. Interpretive skills (listening, reading) develop much more quickly than expressive skills (speaking, writing), and the ability that students covet most, the ability to speak the second language fluently, requires the longest period of growth. ²⁰

d. Objectives

- 1) Encourage students to speak
- 2) Share important knowledge acquired by the students
- 3) Promote values

¹⁹ <http://www.nclrc.org/essentials/speaking/developspeak.htm>

²⁰ <http://www.nclrc.org/essentials/motivating/acquisition.htm>

8. Modelo Educativo

Para los Clubes de Inglés especializados, se tomarán en cuenta la metodología educativa de la Escuela Superior Politécnica de Chimborazo (ESPOCH).

f. El modelo educativo de la ESPOCH²¹

La Escuela Superior Politécnica de Chimborazo, consiente de su responsabilidad histórica ética y moral, redefine su rol y se compromete a seguir impulsando un modelo de educación alternativa, que conduzca a la consolidación de un nuevo orden socio-económico justo y equitativo, recuperando la esencia social y humanizante de la educación y la razón de ser su creación.

El Modelo Educativo se fundamenta en la reflexión permanente y colectiva de tres dimensiones esenciales: la realidad social, la acción institucional y la práctica educativa. Las funciones de docencia, investigación, vinculación y gestión administrativa, están orientadas a transformar la realidad socioeducativa para conseguir el Desarrollo Humano Integral que implica necesariamente el desarrollo individual, institucional y social, en armonía con el desarrollo socioeconómico, cultural y ambiental.

g. Enfoque del modelo educativo de la ESPOCH²²

Procura superar las orientaciones económicas y educativas reproductivistas-funcionalistas y sus expresiones de dominación y exclusión que inhiben la creatividad y alienan el pensamiento y la acción humana. Propone un enfoque alternativo que recupere la identidad institucional, que responda con pertinencia a la problemática social, cultural, económica, científico-tecnológica, ambiental y axiológica; que promueva la liberación del pensamiento y la acción humana y su pleno desarrollo integral paralelo al de la sociedad, en todas sus dimensiones, mediante concepciones, prácticas y valores educativos fundados en la realidad social e institucional. Por tanto tiene un enfoque Crítico-socio-humanista pues surge de la reflexión

²¹ Modelo de Desarrollo Humano Integral, ESPOCH

²² Modelo de Desarrollo Humano Integral, ESPOCH

profunda sobre la práctica educativa institucional, de las tendencias y determinaciones socio-educativas imperantes y de sus implicaciones.

Para ello el modelo educativo considera la educación politécnica en su contexto histórico social concreto, en sus relaciones e interacciones con otros sistemas sociales y ecológicos, en permanente mutación y desarrollo, capaz de ser conocida, interpretada y transformada a partir de la superación de sus principales contradicciones, limitaciones y conflictos. Por tanto se sustenta en la filosofía y epistemología materialista dialéctica de la realidad que es holística, sistémica, integral, integrada e integradora.

Concibe a educadores y educandos como sujetos históricos-sociales capaces de examinar su práctica educativa y construir marcos teóricos, estrategias, metodologías y prácticas que surjan de su realidad, para transformarla permanentemente mediante procesos de reflexión participativa y de ruptura con las visiones mecanicistas, economicistas, deterministas, lineales y reduccionistas de desarrollo, configurando una práctica y una racionalidad dialéctica en la institución y en la sociedad. Por tanto, pedagógica y psicológicamente se fundamenta en las corrientes histórico-cultural, ecológico-contextual y en el constructivismo social.

El modelo educativo está orientado a superar la concepción bancaria y tecnocrática de la educación y a desarrollar el potencial creativo, práctico-reflexivo del educando y del educador que re-construyen y construyen el conocimiento científico, tecnológico y humanista integrando dialécticamente teoría y práctica, docencia investigación y trabajo productivo, en el contexto de la adecuada vinculación e interacción con la comunidad para la solución de sus problemas. Se sustenta por tanto, en una didáctica crítica-problematizadora.

El curriculum es considerado objeto del conocimiento y configurador de la práctica educativa, el mismo que será construido y re-construido participativamente, mediante un proceso de investigación permanente, utilizando como método la espiral autorreflexiva que tiene un punto de inicio pero no de finalización; lo cual conducirá a su perfeccionamiento continuo de acuerdo a la dinámica de los requerimientos sociales y de las nuevas tendencias mundiales y educacionales. Tiene entonces como fundamento curricular el enfoque reconceptualista.

Su implementación requiere un nuevo modelo de administración educativa alternativa que tenga como eje la participación de la comunidad institucional, que con su acción y reflexión permanente ira generando estructuras y formas de organización académico-administrativas flexibles, coherentes con la nueva concepción educativa institucional.\

El modelo educativo es en esencia, un esfuerzo por mejorar la institución en el presente, recuperando lo más valioso y rico de su historia y proyectarla al futuro; una propuesta inacabada que aspira a constituirse en el referente teórico-metodológico de la práctica educativa; un catalizador de reflexiones e inquietudes que liberen el pensamiento y la acción de los politécnicos para, conscientemente, comprometernos en la renovación y transformación incesante de la educación, la institución y la sociedad.

h. Constructivism as a philosophy of learning (Educational Theory)

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own knowledge and understanding of the world we live in. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is the process of adjusting our mental models to accommodate new experiences.²³

Constructivist method displaces the teaching emphasis to the learning. It is the learner who interacts with his or her environment and thus gains an understanding of its features and characteristics. Learner constructs his own conceptualizations and finds his own solutions to problems, mastering autonomy and independence. According to constructivism, learning is the result of individual mental construction, whereby the learner learns by dint of matching new against given information and establishing meaningful connections. In constructivist thinking, learning is inescapably affected by the context and the beliefs and attitudes of the learner. Here, learners are given more latitude in becoming effective problem solvers, identifying and evaluating problems, as well as deciphering ways in which to transfer their learning to these problems.²⁴

Constructivism looks to learners as incumbents of significant roles and as agents exercising will and purpose, fosters learners’ natural curiosity, and also takes account of learners’ affect, in terms of their beliefs, attitudes, and motivation. In addition, within constructivist theory, context is accorded significance, as it renders situations and events meaningful and relevant, and provides learners with the opportunity to construct new knowledge from authentic experience. And what is more, by providing opportunities for independent thinking,

²³ <http://www.funderstanding.com/content/constructivism>

²⁴ http://www.seasite.niu.edu/Tagalog/Teachers_Page/Language_Learning_Articles/constructivist_learning.htm

constructivism allows students to take responsibility for their own learning, by framing questions and then analyzing them.²⁵

Student is no longer seen as passive or powerless. The student is viewed as an individual who is active in constructing new knowledge and understanding, while the teacher is seen as a facilitator rather than a “dictator” of learning.²⁶

In constructivism the student is responsible of his/her learning process, he/she has to search for information and interact with the class contents, develop a critic judgment and have the initiative of learning continually, which is essential to accomplish with the educative intentions; students carry out activities with other classmates and among themselves they construct learning experiences that enrich the contents and the development of skills like the use of technologies, team work, ideas discussions, synthesis, analysis and critic judgments, etc., likewise students carry out activities in institutions or at the community, which allow them to enrich their learning experiences and the development of social skills²⁷.

This model pretends the growth of people as active subjects capable of making decisions and emit personal opinions, which implies the active participation of teachers and students interacting in the development of the class to construct, create, facilitate, release, ask, criticize and reflect about the understanding of the deep knowledge structures.²⁸

Central point of this model is “learning by doing”. Teacher is a facilitator that contributes to the development of the students’ skills to think, create and reflect. The objective of the school is to develop the thought-abilities of the students in a way that they can progress and evolve sequentially in the cognitive structures to join into a knowledge each time more elaborated.²⁹

Constructivism has important implications for teaching. Teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened; constructivist teachers do not take the role of the "sage on the stage". In this model, teachers’ role changes. He/She is the moderator, coordinator, facilitator, a motivator of vital experiences, contributing to the development of the thinking skills, and also one more participant. The teacher is the mediator

²⁵ http://www.seasite.niu.edu/Tagalog/Teachers_Page/Language_Learning_Articles/constructivist_learning.htm

²⁶ http://www.seasite.niu.edu/Tagalog/Teachers_Page/Language_Learning_Articles/constructivist_learning.htm

²⁷ <http://www.psicologia.uanl.mx/html/mp.htm>

²⁸ <http://www.salesianoscam.org/opcionpreferencial/viiencuentro/recursos/guia3/modelopedagogicoscw1sep8-03.pt>

²⁹ <http://www.salesianoscam.org/opcionpreferencial/viiencuentro/recursos/guia3/modelopedagogicoscw1sep8-03.pt>

searching for the hypothesis, he/she helps to define the procedures to solve the different problems and let the students to be the ones who organize the experiments or solution steps.³⁰

Constructivism supposes also a different environment, affective, harmonic, of mutual trust, helping to the students to link positively with the knowledge and above all with his/her acquisition process.³¹

Constructivism exposes that the optimum learning environment is the one where exists a dynamic interaction between the instructors, the students and the activities that provide opportunities for the students to create their own truth, thanks to the interaction with others.³²

i. Humanistic Approach to Language Teaching

Significant-personal, experiential-learning is learning which makes a difference to the person, in behavior, attitudes, and personality. It is learning which leads to the individual becoming a more fully functioning person. Such learning involves certain principles (or hypotheses) which relate to the theory of human nature and of human behavior.

Significant learning involves the whole person; it combines cognitive and affective-experiential elements. It is a unified learning, yet with awareness of the different aspects. It does not separate the mind from the heart, from feeling, as most education attempts to do. Personal meaning, relevance, significance, involves feelings, attitudes and beliefs.³³

That's where humanism education arrives on the scene. Humanism is originally a psychological term which emphasizes the importance of the inner world of the human being and places the individual's thoughts, feelings and emotions at the forefront of all human developments. It believes human beings are different from other species and possess capacities not found in animals (Edwards, 1989). Humanists, therefore, give primacy to the study of human needs and interests. Humanists also believe that it is necessary to study the person as a whole, especially as an individual grows and develops over the lifespan.³⁴

³⁰ http://atenas.edu.ec/documentos/formacion/pdf/modelo_pedagogico.pdf

³¹ <http://www.monografias.com/trabajos11/constru/constru.shtml>

³² [http://es.wikipedia.org/wiki/Constructivismo_\(pedagog%C3%ADa\)](http://es.wikipedia.org/wiki/Constructivismo_(pedagog%C3%ADa))

³³ http://www.sageofasheville.com/pub_downloads/CARL_ROGERS_AND_HUMANISTIC_EDUCATION.pdf

³⁴ <http://www.linguist.org.cn/doc/su200505/su20050501.pdf>

Humanistic approach is an alternative approach to education based on the work of humanistic psychologists. In humanistic education, the whole person, not just the intellect, is engaged in the growth and development that are the signs of real learning. The emotions, the social being, the mind, and the skills needed for a career direction are all focuses of humanistic education, The importance of the humanistic approach lies not just in the effectiveness of language learning but also in the development of the personality.³⁵

Humanistic Approach emphasizes humanism as the most significant element in the teaching process. According to Longman Dictionary of Applied Linguistics, the definition of:

A ‘Humanistic’ approach to education involves a move away from traditional behaviourist theories and practices towards a perspective that recognizes the uniqueness of each individual’s perception, experiences and approaches to learning³⁶.

Humanistic approach emerged as a reaction to the behaviorist approach to teaching with the rigid teacher’s control over the learners’ behavior. The concern of humanistic tendencies was to enhance people’s self-actualization and their role in directing their own lives (Kelly, Maslow, 1994).³⁷

A Humanistic approach to language teaching and learning emphasizes the value of developing whole learner's personality, a student’s self-concept and intrinsic motivation towards learning and self-awareness. Approaches have often been referred to as ‘student-centered’. The theories stress the importance of a holistic approach to learning that recognizes the importance of feelings and emotions as well the cognitive.

Humanistic approach advocates “non-conflict”, “non-judgement” and “empathy” in the relations of the teacher and learners.³⁸

The humanistic teacher acts as a facilitator involving the student in participatory learning, humanistic approaches hold that the individual ‘acts upon’ their environment, making choices

³⁵ http://en.wikipedia.org/wiki/Humanistic_education

³⁶ <http://www.ttrb.ac.uk/ViewArticle2.aspx?ContentId=10378>

³⁷ <http://teflbootcamp.com/1%20Communicative%20teaching.doc>

³⁸ <http://teflbootcamp.com/1%20Communicative%20teaching.doc>

and decisions to shape their personal world and learning. Each person will actively seek out his or her own life experiences and strive for personal growth.³⁹

Briefly, purpose of humanistic education is to provide a foundation for personal growth and development so that learning will continue throughout life in a self-directed manner (DeCarvalho, 1991).⁴⁰

j. Communicative Approach as Language teaching method (Communicative method)

Communicative teaching method views language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or to find out. In this teaching method, importance is placed on helping the student get the message delivered. What really matters is if the student can understand and be understood.⁴¹

Communicative language teaching makes use of real-life situations that require communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. Real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.⁴²

In many cases people have been studying a foreign language at least since they were in high school. Later in life students complain about the fact that in spite of having studied a language for several years they are not able to use the language at all. It is encouraging to know that this is not entirely the students fault. It is mostly a consequence of a traditional approach to language teaching with an enormous emphasis on grammar. In the past it was thought that grammatical rules of a language were the most important aspect of it. Students were forced to memorize hundreds of verb tenses and word lists, but they never really learned how to use the

³⁹ <http://www.ttrb.ac.uk/ViewArticle2.aspx?ContentId=10378>

⁴⁰ <http://www.edpsycinteractive.org/topics/affsys/humed.html>

⁴¹ <http://www.hablayspanama.com/methodology/communicative/>

⁴² <http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>

language spontaneously and naturally. As a result, the overall communicative competence of the students was very poor.⁴³

Communicative approach brings this situation to an end. This methodology centers in helping the student develop certain skills and abilities: oral interaction and expression, hearing and reading comprehension, and writing expression. In each class students are lead to practice the foreign language in contextualized, practical and everyday situations through activities with predefined goals.

Communicative approach promotes skills integration and gives importance both communicative competence and linguistic competence. One of its most interesting theoretic principles sustains that learning of a foreign language born or develops primordially through the communicative interaction.⁴⁴

In this sense, communicative approach presents a new dimension as for the foreign language teaching. Among its contributions it can be mentioned the incorporation of the social aspect as a fundamental component on the foreign language learning, which represents a significant contribution for this knowledge field.

More outstanding characteristics of the communicative approach can be summarized this way:

- × It's an approach centered on the student.
- × Docent is a facilitator of the apprenticeship and not the leader of the instruction process.
- × It pretends to develop the student communicative skill.
- × It insists on the use of the authentic language.
- × It gives more importance to the message contents than to the form in which it is expressed, which means it emphasizes the "what" no the "how".
- × It gives the docent the freedom to use oral or written language above the linguistic standard of the student.
- × It's more flexible as for the use of the native language and
- × Speakers show their communicative competence not just by talking and listening also by reading and writing.

⁴³ <http://www.hablayapanama.com/methodology/communicative/>

⁴⁴ http://dialnet.unirioja.es/servlet/fichero_articulo?codigo=2325021&orden=0

3) Communicative Competence

The acquisition of an adequate oral communicative competence (OCC) in at least one foreign language constitutes one of the main challenges of the Educational System. Nevertheless, there is the general concern that despite the relevance given nowadays to the fact of being fluent at least in one foreign language, students don't achieve satisfactory levels of oral competence in foreign languages at the completion of compulsory education.⁴⁵

Most curricular designs agree that, at the end of the compulsory secondary education, students should be qualified enough to fully develop their oral comprehensive and expressive abilities in a foreign language, in everyday situations of social communication. However, huge inequalities in this ability can be currently found among students from different levels. In view of these differences in oral communicative competence (OCC), there is an increasing consensus on the belief that, while the linguistic dimension of languages is taught in school, their real acquisition is produced through sociocultural absorption. That is, the communicative aspect of foreign languages is differently assessed on the social transactions level and on the scholar processes level. The academic results in foreign languages not always reveal the useful OCC corresponding to the real goal of these curricular subjects: the development of communicative capabilities.⁴⁶

Notion of communicative competence is one of the theories that communicative approach underlines to foreign language teaching. Communicative competence refers to a language user's grammatical knowledge of syntax, morphology, and phonology, as well as social knowledge about how and when to use utterances appropriately.⁴⁷

Communicative competence points out that, speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in that language; they also need to know how language is used by members of a speech community to accomplish their purpose.⁴⁸

In brief, communicative competence is the ability to use a foreign language correctly and appropriately to accomplish communication goals. The idea of communicative competence

⁴⁵ <http://institucional.us.es/revistas/revistas/cauce/pdf/numeros/25/Martinez.pdf>

⁴⁶ <http://institucional.us.es/revistas/revistas/cauce/pdf/numeros/25/Martinez.pdf>

⁴⁷ http://en.wikipedia.org/wiki/Communicative_competence

⁴⁸ <http://www.sil.org/lingualinks/languagelearning/otherresources/GudlnsFrALnggAndCltrLrnngPrgrm/AspectsOfCommunicativeCompeten.htm>

started to develop with the construct of "linguistic competence" which is understood as innate knowledge of language (Chomsky, N. 1986), but linguistic competence is only part of what is needed for communication.⁴⁹

Communicative competence encompasses the knowledge of how to use the language in the real world, without which the rules of grammar would be useless. (Hymes, D. 1971). This competence is made up of four competence areas: *linguistic, sociolinguistic, discourse, and strategic*.

Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

Communicative competence breaks down into the two major components of the knowledge: *knowledge of the language* and *knowledge of how to achieve the goal of communication*. Communication is the process of interpersonal interaction and requires the knowledge of social conventions i.e. the knowledge of rules about proper ways to communicate with people, an integral part of communicative competence is the non-verbal communication.

⁴⁹ <http://www.nclrc.org/essentials/goalsmethods/goal.htm>

4) Oral skill and Communicative interaction⁵⁰

The four well-known basic skills are: **listening**, **speaking**, **reading** and **writing**, which are related among each other through two parameters:

- × Communication way: oral o written
- × Communication direction: message receiver or transmitter.

Speaking is a productive skill in the oral way, this like the other skills involves a series of associated factors that implies its complexity. Language oral skill constitutes the basic way of linguistic interaction (Levinson, 1989), which normally is developed in a spontaneous way, unforeseeable, contextualized and informal. You learn a foreign language through the real use that you do of the same one during the moment you communicate with other speakers through interaction, which means, when we interact communicatively. Language learning supposes then learning to communicate.

The interactive process of teaching and learning is directed fundamentally to the oral communication development, that is, the establishment of a reciprocal communication is favored between docents and students who have to be compromised, contributing actively (Lynch, 1996).

In this sense, communicative competence in a foreign language is gradually acquired through the linguistic interaction development between the students who participate in activities of functional communication, learning to relate verbally. These tasks of communicative interaction provide to participants several real opportunities of linguistic negotiation and exchange (Larsen-Freeman,2000).

These possibilities of oral expression will contribute to develop students' communicative skills, specifically their conversational skills, gradually reinforcing their self-esteem and communicative trust. The acquired abilities during the oral interaction at the classroom must be transfer or apply lately in other communicative situations.

Teaching and learning of oral skill at college should happen under the perspective of the communicative approach in two ways:

⁵⁰ http://dialnet.unirioja.es/servlet/fichero_articulo?codigo=2325021&orden=0

× On one side, the use of *notion-function* destined to amplify the grammar teaching with the purpose to include in the teaching, interactive notions, bearing in mind the formality and functionality factors, such as making petitions, apologizing, making invitations and introducing.

× On the other side, an approach centered on the learner emphasizes in the fact that he is the protagonist, with the intention to learn a language under real situations giving preponderance to the communicating wish and the work that involves expressing.

In this way, a big amount of integrants can participate in the same interaction with the same rights to talk, or in some cases assuming different roles as: doctor-patient, student-pupil, grown-up-child, father-son, etc.

There is a group of communicative activities that contribute to the foreign language learning such as: informal conversations, couples dialogues, role plays and team work, all of these activities tend to support the oral communication. Such activities are centered on the fluency, the ability to open and finish talks, presenting and developing topics, taking turns, using communicative strategies, understanding and using a limited amount of idiomatic expressions inherent to the language study object.

This led to point out that linguistic interaction is constructed, in such way *that makes the need to talk appears on the student*, whit this structure it's necessary to keeping in mind the associated factors that have influence in the classroom communicative situation, among which we have motivation, encouragement, and collaboration (Dudley Evans and St. Jhon, 1998).

People that are involved one way or another in the teaching process in favor to the apprenticeship should know that, in order to apprenticeship exists, it requires motivation and an active participation during learning how to be a thinker and an information processor, considering the student as fundamental element of the process.

9. Method

c. **Instructional Materials**⁵¹

Instructional Materials are any kind of tools or equipment that are used as help in the transference of information from one to another. Teachers should use instructional materials to aid in the learning of subject matter for a class.

According to Hutchinson and Waters (1987), “Instructional materials provide encouragements for learning, that is, they don’t teach, but motivate the students to learn”. These include different elements that make language learning easier, they could be linguistic, visual (Power Point presentations-visual aids), auditory, audiovisual, reading (articles, books, materials for project development), etc. and can be presented in different formats like cassettes, CDs, DVDs or Internet (Tomlinson, 2001,pp.66,67).

Instructional materials must be actualized and socio-cultural adequate according to the student needs, they must wake up interest and trust to avoid inhibitions or anxieties towards language apprenticeship.

In order to carry out the processes of teaching and learning a foreign language, a variety of instructional materials exists, destined to develop the four skills (listen, speak, read and write) presenting the language on real live situations, providing practical exercises and extending the communicative functions to the classroom. Among these, docent has the task to select the most appropriate to the objectives that the course pursues. This selection, between the materials, must be based on the skills that want to be developed and the needs analysis. It must be considered the efficiency of an instructional material beginning from the evaluation of the same one. This view will help the teacher to determinate if the selected material will fulfill the objectives to be developed in the course.

Talking about instructional materials it is fundamental to determine their contents, the context where they are going to be used and who are they directed to. These are an indispensable part of the teaching and learning process of the language or any other discipline, but not the center of the process, they are the spiral from where the activities that promote the apprenticeship emerge.

⁵¹ http://dialnet.unirioja.es/servlet/fichero_articulo?codigo=2325021&orden=0

Accelerated changes in technology and communication together with the demands and competitiveness of the knowledge society, lead to instructional material use and activities that contribute to strengthen the language skills developed for the students, to turn them into effective speakers of the foreign language .

d. Listening and Speaking

Instructors must produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communicative situations.

Oral communication is a vital component of English language and provides the base for growth in reading, writing, and listening abilities. Language must be taught in an integrative way where all four skills are focused. But most often, even in the modern methods of language teaching, quite surprisingly, listening and speaking skills are ignored in a way or another! ⁵².

Speaking and listening, reading, and writing are not only interdependent but mutually enhancing. Teaching and learning about language and how it is used in the different modes will develop all four. The objectives for speaking and listening complement the objectives for reading and writing. Speaking and listening objectives reinforce and extend students' developing reading and writing skills for most students try out ideas in talk long before they are able to pin them down in writing. . ⁵³

As learning and applying the skills of oral English are so closely related, the classroom should be a place where the use of spoken language is sensitively supported and where active listening is developed and valued. Talk enables students to make connections between what they know and what they are learning, and listening helps them to acquire knowledge and explore ideas. ⁵⁴

Speaking and listening can help students to consider how effectively a particular text works and how it could be improved. It helps students to organize and rehearse ideas in advance of

⁵² <http://www.articlesbase.com/languages-articles/teaching-listening-as-an-english-language-skill-367095.html>

⁵³ http://www.eriding.net/resources/general/prim_frmwrks/literacy/downloads/resources/pns_lit_y3_tch_spk_listen.doc

⁵⁴ <http://www.sasked.gov.sk.ca/docs/mla/speak.html>

putting them on paper. Spoken language can enhance thinking and learning, thoughts are not merely expressed in words but come into existence through them.⁵⁵

1) Listening

Listening has assumed a central role in language learning, however, this skill remains poor and difficult for many learners even after they have had six to ten years of experience in English. Many students complain that they still cannot improve their listening rapidly after paying more attention to it. It is the students' common weakness.⁵⁶

Listening is the ability to understand and decode what is being said. It is one of the fundamental language skills and, at the same time, one of the most difficult activities when learning a foreign language, since it includes skills to understand sound, words, grammatical structures of the sentences; skills to decode intonation, speaking situation and much more.⁵⁷

Understanding a listened text is an active process that requires **great attention** to identify or recognize elements (words or sentences) of the message with a determinate structure. It implies selecting and retaining in our memory, important information not just about the message that is heard, but of the situation and the conversation's participants. Listener can create a hypothesis, anticipating what he probably will listen to facilitate understanding.⁵⁸

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.⁵⁹

Even so, language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

⁵⁵ http://www.eriding.net/resources/general/prim_frmwrks/literacy/downloads/resources/pns_lit_y3_tch_spk_listen.doc

⁵⁶ <http://www.docstoc.com/docs/19894037/some-effective-methods-in-improving-listening-for-learners-outside>

⁵⁷ <http://www.tesol-ua.org/tesol-essentials/teaching-methods/listening.htm>

⁵⁸ <http://www.juntadeandalucia.es/averroes/thatsenglish/listening.htm>

⁵⁹ <http://www.nclrc.org/essentials/listening/liindex.htm>

Developing effective listening abilities cannot be left to chance. Active listening experiences should be structured into daily English language activities. Students learn to value listening when it is given a prominent role in the English language classroom and when it is meaningfully integrated with their speaking, writing, and reading experiences.⁶⁰

Exposure to oral English is very important for students, who need to hear the language spoken in meaningful contexts in order to acquire it. Their receptive (listening) language abilities precede their expressive (speaking) language abilities, so they need to spend a great deal of time listening before and as they develop their speaking abilities.⁶¹

The importance of listening cannot be underestimated and it may well be the most important skill involved in the learning of foreign languages.

So, given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.⁶²

2) Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.⁶³

⁶⁰ <http://www.sasked.gov.sk.ca/docs/mla/speak.html>

⁶¹ <http://www.sasked.gov.sk.ca/docs/mla/speak.html>

⁶² <http://www.nclrc.org/essentials/listening/liindex.htm>

⁶³ <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.⁶⁴

In developing their speaking skills, students need to learn to adapt their talk to the listeners; use a range of ways to express themselves; use talk to clarify their ideas and sustain their talk to develop thinking and reasoning. Speaking should include putting thoughts into words and sharing in groups; taking opportunities to speak at some length to explain ideas in different situations; giving a talk or presentation using gestures, aids and rhetorical devices.⁶⁵

It is essential that students are provided with planned opportunities for speaking in a range of contexts, including: to different audiences, like with class, the teacher and other people; with different levels of formality such as with peers, to another class, a whole-school assembly and for different purposes, as recounting events and telling stories, explaining, describing, justifying views and persuading others. Furthermore, students need to be taught how to make more extended contributions, such as expanding ideas using connectives; making connections between reasoning and predicting; using language to organize and sequence ideas.⁶⁶

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.⁶⁷

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal

⁶⁴ <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>

⁶⁵ <http://www.teachingexpertise.com/articles/improving-speaking-and-listening-skills-ks2-3514>

⁶⁶ <http://www.teachingexpertise.com/articles/improving-speaking-and-listening-skills-ks2-3514>

⁶⁷ <http://www.sasked.gov.sk.ca/docs/mla/speak.html>

gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.⁶⁸

Speaking actively engages students in interactions with any kind of people.

10. Format

Specialized conversation clubs sessions will be developed twice a week and they will last two academic hours. Schedule will be designed by the School Directors. During this period teachers will encourage students to talk in a language they are not unfamiliar with and to develop their communicative competence. The method to reach this objective will be dynamic and participative.

11. Mark

La evaluación estará sujeta al reglamento del Régimen Académico de la ESPOCH

Attendance (Participation)	6
Paper's presentations	1,2
Progress level	1,2
Total	8,4 points (30% of the accumulative mark)

Attendance (Participation)	18
Paper's presentations	5
Progress level	5
Finals	12
Total	40 points

⁶⁸ <http://www.sasked.gov.sk.ca/docs/mla/speak.html>

12. Materials

- Visual Materials (Power Point presentations)
- Reading Materials (Articles)
- Auditory and audiovisual materials
- Materials for projects development (Work sheets for the students)

E. PLAN ANALITICO

1. Cuarto Semestre

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

FACULTAD DE RECURSOS NATURALES ESCUELA DE INGENIERIA EN ECOTURISMO

PROGRAMA ANALÍTICO DE LA ASIGNATURA

1. DATOS INFORMATIVOS:

ESCUELA: Ingeniería en Ecoturismo		
ASIGNATURA: Club Especializado de Inglés I		
CÓDIGO:	PRERREQUISITOS: Inglés II	
SEMESTRE: Cuarto	PERÍODO ACADÉMICO: 2010 – 2011	
TOTAL DE HORAS: 64	CRÉDITOS:	CARGA HORARIA SEMANAL: 4
PROFESOR:	FECHA: 2010	

2. JUSTIFICACIÓN DE LA ASIGNATURA:

En un mundo cada vez más globalizado, la habilidad y necesidad de comunicarse se ha convertido en un factor básico y muchas veces incluso determinante para el éxito profesional, por ello aprender una lengua extranjera debe estar dirigido fundamentalmente al desarrollo de la interacción oral. Se debe estimular cualquier intento de comunicación en los estudiantes desde el inicio del proceso enseñanza-aprendizaje, ya que aprender una lengua extranjera supone aprender a comunicarse en ella.

La habilidad para comunicarse clara y eficientemente en una segunda lengua contribuye al éxito del estudiante en el aula y posteriormente en cada fase de su vida, por ello es esencial que los profesores presten gran atención a desarrollar la competencia comunicativa antes que dirigir a sus alumnos a la pura memorización.

Las sesiones de conversación en el aula sin duda alguna permiten la práctica de diversas funciones comunicativas partiendo de un contexto dado, proporcionando a los estudiantes diversas oportunidades reales de interacción comunicativa en las que experimentarán el uso lingüístico, estimulándose, por consiguiente, el desarrollo de sus habilidades conversacionales y fortaleciéndose así su competencia comunicativa.

3. OBJETO DE ESTUDIO:

English clubs have been designed for tourism students who need to improve their communicative and social English skills effectively and efficiently.

Each club pretends to enhance students' ability to communicate in English by helping them to master several important language functions, or actions/ideas that can be expressed with language. These functions will enable them to create, participate in conversations, ask and answer questions and manage everyday topics and social situations. The goal of this club then is two-fold: to teach in English and to engage all students in daily opportunities for communicating in English.

For this reason, English Clubs will focus on provide tourism students whose first language is not English with:

1. Functional English to enable students to live in an English speaking society.
2. Conversational English language skills to enable students to communicate with native and non-native speakers of English in the community.
3. Socio-linguistic knowledge to enable students to use the language appropriately
4. Knowledge of the culture and customs of English speaking countries
5. Assistance or information to help students solve problems they may encounter in the foreign environment.

4. OBJETIVOS GENERALES DE LA ASIGNATURA:

4.1. EDUCATIVOS:

- To create people who can adapt to the change, who knows how to learn.

- To make students respond to the challenges of a competitive global environment
- To accomplish an intellectual development in the students
- To motivate students towards the dynamic and the interaction in the classroom.
- To surpass the classic concern just about knowledge and cognitive development, involving the whole person and inducing the affective development, the personal growing and the creativity.
- To tend to the significant learning which is personally important and not to the irrelevant learning like the forced information and the memorization.
- To get to an individual learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced;
- To create in the classroom situations of social interaction, from contextual conditions already established, the classroom reality itself, or from the simulation, with the intention of surpass, to some extent, the classroom constraints or lacks.
- To create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.
- To use instructional materials that contribute to the oral skill development with activities such as role-plays, team work, simulations and pronunciation exercises, besides contextualize the situations, which provide the students the opportunity to use English to communicate, be spontaneous and creative in a communicative situation.

4.2. INSTRUCTIVOS:

- To improve their English to communicate better
- To equip students with the Basic English Language Skills required in the Higher Education so that they can cope up with the challenges of various academic programs.
- To start at their own level in communication skills, whether beginning, intermediate or advanced.
- To increase vocabulary and use of English idioms, improving conversational skills and pronunciation.
- To give students the opportunity to speak freely, ask questions, and discuss issues with classmates.
- To create the confidence in the students to speak in English.

5. RESUMEN DEL CONTENIDO:

UNIDADES	Tipos de Clases					Total
	C	CP	L	S	E	Horas
1 Ecology	-	7	7	-	2	16
2 Guidance and Environmental Interpretation	-	7	7	-	2	16
3 Cultural heritage	-	7	7	-	2	16
4 Event planning	-	7	7	-	2	16
Total de horas por tipos de Clases		28	28		8	64

	Día 1	Día 2
Semana 1	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 2	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 3	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 4	1 hora práctica	1 hora evaluación
	1 hora de taller	1 hora evaluación

6. UNIDADES:

UNIDAD 1:	Ecology
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To enhance student`s awareness and appreciation of nature. * To raise students' consciousness that making significant change to one part of the natural system could adversely affect it. * To promote good practices. * To stimulate a good student-environment relationship. 	

- * To learn about positive solutions to environmental problems, and gain empowerment in the process
- * To motivate students to not only participate in ecology, but to lead.
- * To teach how to be ecologically supportive, e.g. through recycling.

INSTRUCTIVOS

- * To teach beginners how to learn speaking English.
- * To provide Beginner speakers with Basic integrated skills.
- * To raise beginner speakers to an elementary speaking level.
- * To bring students English language performance to Elementary level.

CONTENIDO:

- * Ecological news / Current news
- * How bad is the earth? / Ecological Footprint
- * Will the world end on 2012? / Prophecies
- * Creating a best world/How to safe our planet/Think big...
- * Organizations which protect the earth/Your own organization to support your cause.
- * What do you do to protect the planet?/Resolutions.
- * Saving the planet (project)
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * What´s happening with the world? - current news analysis
- * Major ecological themes such as ecosystems, biodiversity, recycling, population growth and distribution, natural and human-induced ecosystem changes, ecological footprint, organization that protect nature. All themes with examples and illustrations.
- * How to conduct a good ecological investigation - designing a research question, formulating a hypothesis, determining if the study will be experimental or observational, setting up a credible research plan, collecting and analyzing data.

- * Examples of ecological investigations – Riobamba pollution investigation, ecosystem study, experiments on topics such as pollution.
- * How to manage an ecological organization - vision, mission, objectives and purposes

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow everyday and general topics through simplified audio and video materials.

Listen and follows oral directions to complete tasks

English Through Film

Trail communicative activities, videos, guest speakers, films, discussions

ORAL COMPREHENSION/SPEAKING/CULTURE

Start conversations, discussions, dialogues

Posed questions to students for discussion.

Give informal and short presentations.

Discuss Informally through individual or group activities

To carry out pronunciation exercises individually.

Follow some techniques and strategies in oral communication

Develop basic Oral Skills

READING/VOCABULARY

Read for comprehension at semester level

Uses story clues and pictures to understand meaning

Identify story elements: plot, setting, and characterization

Identifies cause and effect relationships in a story

Use varied topics of general and cultural interest for vocabulary

WRITING

Develops the ability to write complete sentences

Create basic compositions, journals, paragraph form and organization

Carry out with writing exercises using information from readings and discussions

Differentiate between writing types (letters, summaries, commentaries, articles, reports, etc.)

GRAMMAR

Definite and indefinite articles

Nouns: Gender/plurals

Verbs: regular and irregular

Adjectives: agreement/position

Dates

Times

Subject and object pronouns

Negatives

Interrogatives and exclamations

SPELLING

Spell semester level appropriate words correctly

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create community-based research and reports, class newspapers or booklets, video projects

LECTURE

Provide summaries and explanation of materials in form of informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Conduct short stories and plays

Built up an initial ability to communicate in Spanish;

Progress to a higher level at the end of each session.

Carry out with interactive skill-building exercises

Meet specific needs and interests, through private, individual or small group instruction

UNIDAD 2:	Guidance and Environmental Interpretation
<p>OBJETIVOS:</p>	
<p>EDUCATIVOS</p>	
<ul style="list-style-type: none"> * To increase student's awareness of the American culture * To improve, expand and diversify touristic guidance knowledge * To forge emotional and intellectual connections between students and the inherent meanings in natural resources. * To make students gain an ample understanding of environmental interpretation and its role in sustainability, ecotourism, recreation management, and natural resource management * To motivate students to use of a variety of techniques for guidance including: tours, talks, exhibits, puppet shows, interactive displays, computer programs, web sites, and film, video, and multi-media productions * To motivate students to use original objects such as rocks, owl pellets, or live insects, and firsthand experience for interpretation. * To teach students how to Communicate Persuasively * To teach students how to create a connection between the audience and the object of interpretation. 	
<p>INSTRUCTIVOS</p>	
<ul style="list-style-type: none"> * To provide students with cross-cultural communication skills and understanding to help them communicate and performance comfortably in this environment. * To skill students in the techniques of EI, including: interpretive communications skills; selection, construction, use, and evaluation of interpretive media for on-site and off-site activities, services, and facilities; and interpretive master planning * To teach beginners how improve English speaking. * To provide Beginner speakers with Basic integrated skills. 	

- * To raise students' speaking level.
- * To bring students English language performance to the next level.

CONTENIDO:

- * Touristic places (Micro) / Where would you like to go? Why?
- * Touristic places (Macro) / Where would you like to go? Why?
- * Means of transportation / Have you ever travel by plane?
- * Guidance techniques Equipments / How a guide should present himself?
- * Cultural guidance / How to do it?
- * Tails, legends and urban legends Interpretation / Legends Guiding
- * Environmental Interpretation / Tour around the school
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * Places around the world - tourist attractions analysis
- * How to conduct a good guidance: Social Interaction, Meeting and greeting
- * Engaging conversation and prompting
- * Conversational techniques
- * Effective Interaction in Meetings
- * Voice projection, pronunciation and tonality
- * Cultural and Difference: How culture effects the way we speak and address foreigners
- * Schedules, Plans and Timetables
- * Voice projection, pronunciation and tonality

SISTEMA DE HABILIDADES:

Club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING:

Follow tails, legends, and urban legends through simplified audio and video materials.

Trail communicative activities, videos, guest speakers, films, discussions

Use basic listening strategies for comprehension

ORAL COMPREHENSION/SPEAKING/CULTURE

Conduct general and cultural discussions and dialogues

Prepare an impromptu presentations

Develop Oral Skills

Follow techniques and strategies in oral communication

Performance basic public Speaking

Incorporate American Idioms

Develop pronunciation

READING/VOCABULARY

Identifies cause and effect relationships in a story

Use varied topics of general and cultural interest for vocabulary and idioms.

Use common reading techniques to comprehend simple texts.

Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries)

Ask questions about text

Retells stories

WRITING

Create Personal correspondence, creative writing, journals, compositions, word processing

Apply writing as a process; pre writing and post writing

Carry out writing assignments, Peer reviews

GRAMMAR

Definite and indefinite articles

Nouns: Gender/plurals

Verbs: regular and irregular

Adjectives: agreement/position

Dates

Times

Subject and object pronouns

Negatives

Interrogatives and exclamations

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create Community-based research and reports, class newspapers or booklets, video projects

FIELD TRIPS

Conduct educational/cultural field trips

LECTURE:

Provide summaries and explanation of materials in form of informal class presentation

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES:

Take advantage of every opportunity to use English

Apply listening skills

Have at least a tourist knowledge of English

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Progress to a higher level at the end of each session

UNIDAD 3:	Cultural heritage
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <p>* To create a consciousness in the students about the importance of the legacy inherited from past generations.</p>	

- * To motivate students to maintain this legacy and bestow it carefully for the benefit of future generations
- * To make students recognize the necessity of the past and of the things that tell our story
- * To show students how history can and should be used as a selling point for a community, increasing a sustainable tourism.
- * To show students the benefits of heritage tourism in the economic and social development of the country.
- * To motivate students to use our cultural heritage as an important element for tourism.

INSTRUCTIVOS

- * To provide students with cross-cultural communication skills and understanding to help them communicate and performance comfortably in this environment.
- * To teach beginners how improve English speaking.
- * To provide Beginner speakers with Basic integrated skills.
- * To raise students' speaking level.
- * To bring students English language performance to the next level.

CONTENIDO:

- * Art: Modernism, postmodernism. Descriptions
- * Architectural places in Ecuador: Cuenca
- * Making art / Your art descriptions, Who is your muse?
- * Cultural expression around the world / Creating your own greetings
- * Cultural expression from Ecuador / Which cultural expression impresses you the most?
- * Which culture do you find most interesting?
- * Creating your own culture
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * All about art: Forms of art - descriptions analysis, Art techniques, Art styles, Art history,

Art tendencies

- * How to use art as an touristic attractive
- * Cultures and expressions
- * Different cultural expression - interpretations
- * Greetings around the world
- * Culture and Difference: How culture affects the way we address foreign people.

SISTEMA DE HABILIDADES:

LISTENING:

Follow tails, leyends, and urban legends through simplified audio and video materials.

Trail communicative activities, videos, guest speakers, films, discussions

Use basic listening strategies for comprehension

Use English through Art

ORAL COMPREHENSION/SPEAKING/CULTURE

Conduct cultural discussions and dialogues

Prepare an impromptu presentations

Follow techniques and strategies in oral communication

Direct towards effective communication and identify barriers to effective communication

Non-verbal communication techniques

Debate and defend a position.

Develop Oral Skills

READING/VOCABULARY

Use common reading techniques to comprehend simple texts.

Understand varied topics of cultural interest

Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries)

Get everyday and general topics, vocabulary, and idioms, through simplified materials

Develop reading skills/strategies

WRITING

Carry out writing assignments, Peer reviews

Write collaboratively (e.g., co-authorship, peer editing)

Apply writing summary and note taking techniques

GRAMMAR

Definite and indefinite articles

Nouns: Gender/plurals

Verbs: regular and irregular

Imperfective and perfective verbs

Adjectives: agreement/position

Dates

Times

Negatives

Interrogatives and exclamations

Comparative degree of adjectives

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create Community-based research and reports, class newspapers or booklets, video projects

FIELD TRIPS

Conduct cultural field trips

LECTURE:

Provide summaries and explanation of materials in form of informal class presentation

Carry out interactive lectures and tutorials

Do Videos-critiquing

PRACTICES:

Enhance their appreciation and understanding of imaginative literature

Apply new vocabulary and phrases

Review Narration in the Past and Talking about the Future

Conduct interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction
 Get English Through Drama
 Progress to a higher level at the end of each session.

UNIDAD 4:	Event planning
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To raise students consciousness that events are not only for making money but also to help for Fundraising. * To make students understand events could be used as an important tool to raise money to support their individual causes. * To show students how to organize a good event * To make students organizing and advertising for events * To motivate students to direct different events to raise money * To show students the importance of team-work, to shares responsibilities, and divide tasks among them. * To Gain experience in working as part of a multidisciplinary problem-solving team <p>INSTRUCTIVOS</p> <ul style="list-style-type: none"> * To provide students with communication skills to help them communicate and performance in a good way. * To develop written business communication skills (letters, faxes, reports, e-mail) * To provide students with a knowledge of business technologies, such as the Web and Web-related business concepts * To raise students' speaking level. * To bring students English language performance to the next level. 	
<p>CONTENIDO:</p> <ul style="list-style-type: none"> * Kind of events / Which kind of events do you know and like? 	

- * Organizing a party, what is it take?
- * Have you been in a party where everything goes wrong?
- * Common parties in other countries / Sweet sixteen
- * Common parties in Ecuador (Quinceaños, bautizos)
- * Important celebrations around the world
- * Creating your own holiday
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * Events around the world - organization analysis
- * How to conduct a good meeting with a potential customer: Social Interaction, Meeting and greeting
- * Engaging conversation and prompting
- * Conversational techniques
- * Telephoning skills
- * Effective Interaction in Meetings
- * The Language of Negotiating
- * Making short Presentations/ Talking about the Company
- * Talking about Products and Brands
- * Describing trends and change
- * Talking about Money, Finance
- * Schedules, Plans and Timetables
- * Event planning tips

SISTEMA DE HABILIDADES:

LISTENING:

Follow everyday and general events information through simplified audio and video materials.
 Trail communicative activities, videos, guest speakers, discussions, meetings

English Through Music

ORAL COMPREHENSION/SPEAKING/CULTURE

Identify the process, types and principles of communication

Develop Speaking skills (Business Presentation)

To communicate with Non-verbal techniques

Conduct Individual conferencing on draft

Participate on discussion forums to discuss issues freely

Do critiquing and feedback in both oral and written forms

Be evaluated on their speaking development

READING/VOCABULARY

Understand varied topics related with events organization

Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries)

Get everyday and general topics, vocabulary, and idioms, through simplified materials

Develop reading skills/strategies

Understand advertising material

WRITING

Apply note taking techniques

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Write Two Minute Paper (Informal class or out of class "writes"): Students write short commercial proposals

Respond to and reflect on their learning experience.

Report writing

Techniques and strategies in business written communication

GRAMMAR

Definite and indefinite articles

Nouns: Gender/plurals

Imperfective and perfective verbs

Verbs: conjugations, formation, simple and compound tenses;

Adjectives: agreement/position

Dates

Times

Negatives

Interrogatives and exclamations

Comparative degree of adjectives

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create Community-based research and reports, class newspapers or booklets, video projects

FIELD TRIPS

Go on to local companies, business organizations, governmental offices, professional events

LECTURE:

Provide summaries and explanation of materials in form of informal class presentation

Carry out interactive lectures and tutorials

Do Videos-critiquing

PRACTICES:

Present strategies and activities to organize events

Think and write creatively and expressively

Review pronunciation, and English-speaking patient management skills

Interactive skill-building exercises

Understand specific needs and interests through private or small group meetings

Progress to a higher level at the end of each session.

7. SISTEMA DE EVALUACIÓN:

EVALUACIONES FRECUENTES:

Al final de cada clase se realizará una evaluación grupal del tema tratado.

EVALUACIONES PARCIALES:

Al finalizar cada unidad se realizará una evaluación del progreso de los estudiantes.

EVALUACIÓN FINAL:

Al finalizar el club se procederá a la evaluación oral e individual de los estudiantes.

8. SISTEMA BIBLIOGRÁFICO:

- <http://serendip.brynmawr.edu/local/suminst/eei01/herzig.html>
- <http://books.google.com.ec/books?hl=es&lr=&id=InVGWVCi9F4C&oi=fnd&pg=PR11&dq=cultural+heritage+importance&ots=f3bsIy-P3c&sig=s7a86ymSpFjPvWFHdd3trTH-y1w#v=onepage&q=cultural%20heritage%20importance&f=false>

9. DESARROLLO METODOLÓGICO DE LA ASIGNATURA

UNIDAD 1:	Ecology
<p>NÚCLEO DE LA UNIDAD:</p> <p>Beginner speaking and understanding Basic communicative skills</p>	
<p>MÉTODOS A UTILIZAR PARA EL LOGRO DE LAS HABILIDADES:</p> <p>Units will be develop through:</p> <ul style="list-style-type: none"> * Tutorials * Student-teacher conferences * Workshops 	

- * Variety of oral presentations
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports.
- * Pree-writing
- * Peer review
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

By teaching ecology students learn how our actions greatly affect the overall health of our environment. Understanding ecological principles equips students to better comprehend and appreciate the consequences that human-induced environmental problems (e.g., global warming, acid rain, pollution) have on disrupting ecological processes and, thus to the valuable services nature provides.

Therefore this unit pretends to encourage students to do something about it, applying what they have already learned about ecology to deal with these problems, given that students who learn about the ecosystem and how to protect it often become committed environmental activists because care and respect for the environment is fostered by an understanding of one's personal impact on the local environment.

UNIDAD 2:	Guidance and Environmental Interpretation
<p>NÚCLEO DE LA UNIDAD:</p> <p>Beginner speaking and understanding</p> <p>Basic communicative skills</p>	
<p>MÉTODOS Y MEDIOS A UTILIZAR:</p> <p>Units will be develop through:</p>	

- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports.
- * Pre-writing
- * Peer review
- * Field trips
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

Environmental education has evolved to a growing discipline with new opportunities steadily arising. Moreover, environmental issues have become increasingly important worldwide, and crucial decisions must be made with respect to balancing the use of resources, the needs of other organisms, and the economy. Therefore Environmental interpretation teaching can lead students to a bigger appreciation for the environment conducting to a better-informed populace, willing to make some changes.

About guidance, tourism, in all its forms, is of crucial importance to the economic, social and environmental well-being of the whole country, therefore, education in tourism and how to do it correctly is essential to support the development of the tourism sector, so planning system has a vital role to play in terms of facilitating the development and improvement of tourism in appropriate locations.

UNIDAD 3:	Cultural heritage
<p>NÚCLEO DE LA UNIDAD:</p> <p>Beginner speaking and understanding</p>	

Basic communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports.
- * Speaker's forum
- * Panel presentations
- * Discussion group
- * Press event
- * Demonstration
- * Vigil
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

Cultural tourism and cultural heritage management have always operated as parallel activities in most places. So professionals of the tourism industry should become interested in the management, conservation and presentation of cultural and heritage assets, so in the future they can provide quality visitor experiences while managing rare and fragile resources in a socially, environmentally, and ethically responsible and sustainable manner, to fight against those tourism operator who exploit local cultures and heritage assets for their own personal gain, while providing little in return for the host or the continuing care of the assets.

So gaining an understanding of the natural history and cultural heritage will permit the students appreciate it and therefore manage it in the best way.

UNIDAD 4 :	Event planning
<p>NÚCLEO DE LA UNIDAD:</p> <p>Beginner speaking and understanding Basic communicative skills</p>	
<p>MÉTODOS Y MEDIOS A UTILIZAR:</p> <p>Units will be develop through:</p> <ul style="list-style-type: none"> * Tutorials * Student-teacher conferences * Workshops * Variety of oral presentations * Listening exercises with videos and recordings * Discussions and pronunciation practices * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports. * Pree-writing * Peer review * Field trips * And tutor feedback sessions. 	
<p>JUSTIFICACIÓN DE LA UNIDAD:</p> <p>Tourism students eventually have to handle with international programs or events, so they must be familiar with events planning. A successful event is very important for any company. If it leaves a memorable experience for the guests, it can help to increase the company's goodwill and branding. So students need to develop their event planning expertise in order to satisfy the particular market needs our business, they will work with.</p> <p>Therefore, this unit will help students to develop these skills so they become more familiar with the different kind of events and how to plan them so they can promote the events to their clients and carry out with them in the best way possible to assure their companies successful.</p>	

10. PLAN CALENDARIO

ESCUELA: Ingeniería en Ecoturismo		ASIGNATURA: Club Especializado de Inglés		CÓDIGO:	
SEMESTRE: Cuarto	PERÍODO ACADÉMICO: 2010-2011		TOTAL DE HORAS: 64	CARGA HORARIA SEMANAL: 4	
PROFESOR:			FECHA:		

N°	SEMANA	UNIDAD	TIPO DE CLASE	CONTENIDO	OBJETIVOS	OBSERVACIONES
1	1	1	CP	Ecological news / Current news	To accomplish a good environment-students interaction through a variety of current topics.	
2			L	Analysis		
3	1	1	CP	How bad is the earth? Ecological Footprint	To provide students with a knowledge of earth problems and motivate them to find solutions	
4			L	Ecological Footprint Calculator Ecological Footprint Quiz		
5	2	1	CP	Will the world will end on 2012? Prophecies	To make predictions using pictures clues, title, text, and/or prior knowledge	
6			L	Making your own prophecies		
7	2	1	CP	Creating a best world	To encourage students involvement in	

				How to safe our planet	conservation.	
8			L	Think big... how you would save the world?		
9	3	1	CP	Organizations that protect the earth	To develop business communication skills (letters, faxes, reports, e-mail, phone skills)	
10			L	Creating your own organization to support your cause.		
11	3	1	CP	What do you do to protect the planet?	To encourage students involvement to search for solutions for environmental problems.	
12			L	What will you do to protect the planet? Promises.		
13	4	1	CP	Saving the planet (project)	To encourage conservational projects among the students.	
14			L	Saving the planet (project)		
15	4	1	E	Tutor feedback sessions	To evaluate students develop	
16			E	Tutor feedback sessions		
17	5	2	CP	Touristic places (Micro)	To identify geographic features using (there is/are) and sites terms like (mountains, river, desert, forest, coast)	
18			L	Where would you like to go? Why?		
19	5	2	CP	Touristic places (Macro)	To use prepositions with (to be) in the present	

					tense to identify locations with phrases like (The Sierra Nevada mountains are in the southern part of the country.)	
20			L	Where would you like to go? Why?		
21	6	2	CP	Means of transportation	To teach locations with the verb to be and question words such as where, what, etc.	
22			L	Have you ever travel by plane?		
23	6	2	CP	Guidance techniques and Equipments	To teach how to influencing others and how to giving Commands. To teach the equipment needed for different activities	
24			L	How a guide should present himself?		
25	7	2	CP	Cultural guidance	To recognize and overcome biases, prejudices and limited viewpoints (including their own) about other cultures so that students can communicate effectively in a diverse world.	
26			L	How to do it?		
27	7	2	CP	Tails, legends and urban legends Interpretation	To develop students narration skills To recognize and use features of narrative and informational text To retell using important ideas/events and	

					supporting details in sequence	
28			L	Legends Guiding		
29	8	2	CP	Environmental Interpretation	To accomplish a good interaction with native speakers in a variety of fields or topics.	
30			L	Tour around the school		
31	8	2	E	Tutor feedback sessions	To evaluate students develop	
32			E	Tutor feedback sessions		
33	9	3	CP	Art: Modernism, postmodernism. Descriptions	To express like/dislikes related to art preferences using the present tense prefer or like (I like and I don't like). Examples: I don't like modernism; I prefer....	
34			L	What kind of art do you like?		
35	9	3	CP	Architectural places in Ecuador: Cuenca	To express like/dislikes related to geographic preferences using the present tense prefer or like, (I like and I don't like). Examples: I don't like mountains; I prefer the coast.	
36			L	What do you like about the cities?		
37	10	3	CP	Making art	To develop students impromptu presentations as speaking	
38			L	Descriptions of your art? Who is your muse?		

39	10	3	CP	Cultural expression around the world	To use comparison: more than, as....as, etc. to make comparisons between the different cultures around the world, in the present tense. Examples: Cultures from the west of Spain are like the ones of New Mexico.	
40			L	Creating your own greetings		
41	11	3	CP	Cultural expression from Ecuador	To understand other cultures that students will interact with in the future	
42			L	Which cultural expression impresses you the most?		
43	11	3	CP	Which culture do you find most interesting?	To focus attention on the importance of cultural and social values in understanding the forces that have shaped civilization and that are shaping the contemporary world;	
44			L	If you could choose which culture will you like to be in?		
45	12	3	CP	Creating your own culture	To develop students impromptu presentations as narration skills	
46			L	Creating your own culture		
47	12	3	E	Tutor feedback sessions	To evaluate students develop	
48			E	Tutor feedback sessions		

49	13	4	CP	Kind of events	To teach students touristic vocabulary
50			L	Which kind of events do you know and like?	
51	13	4	CP	Organizing a party, what is it take?	To develop business communication skills (letters, faxes, reports, e-mail, phone skills) To provide a knowledge of business technologies, such as the Web and Web-related business concepts
52			L	Have you organize a party?	
53	14	4	CP	Have you been in a party where everything goes wrong?	To develop students presentations as telling skills
54			L	Whay do you think it went wrong?	
55	14	4	CP	Common parties in other countries	To make students gain a basic insight into everyday life in American culture.
56			L	Sweet sixteen	
57	15	4	CP	Common parties in Ecuador (Quinceaños, bautizos)	To motivate students for team-work
58			L	How do you celebrate birthdays, holydays,etc	
59	15	4	CP	Important celebrations around the word	To teach about other cultures and their traditions, to gain a better appreciation of

					them	
60			L	Which do you think is the most important holiday?		
61	16	4	CP	Creating your own holiday	To develop students impromptu presentations as narration skills	
62			L	Creating your own holiday		
63	16	4	E	Tutor feedback sessions	To evaluate students develop	
64			E	Tutor feedback sessions		

2. Quinto Semestre

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

FACULTAD DE RECURSOS NATURALES ESCUELA DE INGENIERIA EN ECOTURISMO

PROGRAMA ANALÍTICO DE LA ASIGNATURA

1. DATOS INFORMATIVOS:

ESCUELA: Ingeniería en Ecoturismo		
ASIGNATURA: Club Especializado de Inglés II		
CÓDIGO:	PRERREQUISITOS: Inglés III and Speaking Club I	
SEMESTRE: Quinto	PERÍODO ACADÉMICO: 2010 – 2011	
TOTAL DE HORAS: 64	CRÉDITOS:	CARGA HORARIA SEMANAL: 4
PROFESOR:		FECHA: 2010

2. JUSTIFICACIÓN DE LA ASIGNATURA:

En un mundo cada vez más globalizado, la habilidad y necesidad de comunicarse se ha convertido en un factor básico y muchas veces incluso determinante para el éxito profesional, por ello aprender una lengua extranjera debe estar dirigido fundamentalmente al desarrollo de la interacción oral. Se debe estimular cualquier intento de comunicación en los estudiantes desde el inicio del proceso enseñanza-aprendizaje, ya que aprender una lengua extranjera supone aprender a comunicarse en ella.

La habilidad para comunicarse clara y eficientemente en una segunda lengua contribuye al éxito del estudiante en el aula y posteriormente en cada fase de su vida, por ello es esencial que los profesores presten gran atención a desarrollar la competencia comunicativa antes que dirigir a sus alumnos a la pura memorización.

Las sesiones de conversación en el aula sin duda alguna permiten la práctica de diversas funciones comunicativas partiendo de un contexto dado, proporcionando a los estudiantes diversas oportunidades reales de interacción comunicativa en las que experimentarán el uso

lingüístico, estimulándose, por consiguiente, el desarrollo de sus habilidades conversacionales y fortaleciéndose así su competencia comunicativa.

3. OBJETO DE ESTUDIO:

English clubs have been designed for tourism professionals who need to improve their communicative and social English skills effectively and efficiently.

Each club pretends to enhance students' ability to communicate in English by helping them to master several important language functions, or actions/ideas that can be expressed with language. These functions will enable them to create, participate in conversations, ask and answer questions and manage everyday topics and social situations. The goal of this club then is two-fold: to teach in English and to engage all students in daily opportunities for communicating in English.

For this reason, English Clubs will focus on provide students whose first language is not English with:

1. Functional English to enable students to live in an English speaking society.
2. Conversational English language skills to enable students to communicate with native and non-native speakers of English in the community.
3. Socio-linguistic knowledge to enable students to use the language appropriately
4. Knowledge of the culture and customs of English speaking countries
5. Assistance or information to help students solve problems they may encounter in the foreign environment.

4. OBJETIVOS GENERALES DE LA ASIGNATURA:

8.1 EDUCATIVOS:

- To create people who can adapt to the change, who knows how to learn.
- To make students respond to the challenges of a competitive global environment
- To accomplish an intellectual development in the students
- To motivate students towards the dynamic and the interaction in the classroom.

- To surpass the classic concern just about knowledge and cognitive development, involving the whole person and inducing the affective development, the personal growing and the creativity.
- To tend to the significant learning which is personally important and not to the irrelevant learning like the forced information and the memorization.
- To get to an individual learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced;
- To create in the classroom situations of social interaction, from contextual conditions already established, the classroom reality itself, or from the simulation, with the intention of surpass, to some extent, the classroom constraints or lacks.
- To create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.
- To use instructional materials that contribute to the oral skill development with activities such as role-plays, team work, simulations and pronunciation exercises, besides contextualize the situations, which provide the students the opportunity to use English to communicate, be spontaneous and creative in a communicative situation.

8.2 INSTRUCTIVOS:

- To Improve students' accuracy and proficiency in using English Language
- To improve the communicative competence in the students.
- To give students the opportunity to speak freely, ask questions, and discuss issues with classmates in an orderly manner.
- To improve students' communicative skills to a level suited to their needs, in order to facilitate their relationship with the social environment (home, school, services, etc.).
- To improve their level of English proficiency and cultural awareness.
- To have a practical understanding of their chosen field of work.

5. RESUMEN DEL CONTENIDO:

UNIDADES		Tipos de Clases					Total Horas
		C	CP	L	S	E	
1	Entomology	-	7	7	-	2	16

2	Fauna	-	7	7	-	2	16
3	Interpretation and Environmental Legislation	-	7	7	-	2	16
4	Flora	-	7	7	-	2	16
Total de horas por tipos de Clases			28	28		8	64

	Día 1	Día 2
Semana 1	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 2	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 3	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 4	1 hora práctica	1 hora evaluación
	1 hora de taller	1 hora evaluación

6. UNIDADES:

UNIDAD 1:	Entomology
OBJETIVOS:	
EDUCATIVOS	
<ul style="list-style-type: none"> * To enhance student`s awareness and appreciation of insects. * To show students not all insects are detrimental to human welfare. * To demonstrate students that study of insects helps increase the bounty of the land and preserve its natural beauty. * To teach students that study Insects could help to preserve the diversity of Life * To teach students that insects have important roles in the nature, as plant consumers, herbivores, food source for other organisms, predators and others. * To motivate students to study and understand the habits, life histories, and fun facts about insects 	

- * To show students world-leading researches that inspired society to value the environmental contributions of insects and their relatives, and to use best management practices to protect our food, health, and environment.

INSTRUCTIVOS

- * To develop students English skills.
- * To raise students to a Pre-Intermediate speaking level.
- * To improve students English Language performance from elementary to Pre-Intermediate Level.

CONTENIDO:

- * Insects: One of the most amazing animals/How the insect world works
- * Insects: Pros and Cons
- * Insects around the world/Eatable insects
- * The most weird insects around the world
- * Ecuador Insects
- * Are you scared of insects? / What are you scared of?
- * Living like an insect / If you were an insect?
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * Major entomological themes such as insect classification, diversity, and evolution. Insect behavior and ecology.
- * Importance, benefits and detriments of insects to humans and the environment - reports analysis.
- * Case studies - Edible insects. Insects' records.
- * Case studies - Weird insects around the world
- * Ecuador Insects – analysis and recollection project.
- * How to conduct an insects recollection - designing a research question, determining if the

study will be experimental or observational, collecting and analyzing data.

- * How to manage fears
- * Understand insects behavior - role playing

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow insects' topics through simplified audio and video materials.

Follow listen strategies for comprehension

English Through Film

Trail communicative activities, videos, films, discussions

ORAL COMPREHENSION/SPEAKING/CULTURE

Prepare conversations, general discussions and dialogues

Pose questions to students for discussion. Students give formal or informal presentations.

Direct towards effective communication and identify barriers to effective communication

Develop general communication/language Skills

Non-verbal communication techniques

To carry out with discussion forums to discuss issues freely

READING/VOCABULARY

Manage current and general entomology topics and vocabulary

Develop reading skills through simplified materials

Learn and use vocabulary to increase understanding and read fluently

WRITING

Write data commentaries

Complete writing exercises using information from readings and discussions

Do basic compositions, journals watching paragraph form and organization

Write Two Minute Paper (Informal class or out of class "writes")

GRAMMAR

Verbs: regular and irregular

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Weights and measures

Subject and object pronouns

Negatives

Interrogatives and exclamations

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create community-based research and reports, class newspapers or booklets, video projects

FIELD TRIPS

Conduct educational/research field trips

LECTURE

Provide summaries and explanation of materials in form of informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Take good, clear notes at lectures

UNIDAD 2:	Fauna
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To review and establish significant information relevant to the understanding of animals for the maintenance and improvement of animal health and welfare * To analyze case studies of contentious issues about animals treatment * To create a consciousness about endangered species and the importance of habitat preservation * To enlighten students about how species become endangered, why extinction is a problem, and most importantly, what to do to solve the problem. <p>INSTRUCTIVOS</p> <ul style="list-style-type: none"> * To develop students English skills. * To raise students to a Pre-Intermediate speaking level. * To improve students English Language performance from elementary to Pre-Intermediate Level. 	
<p>CONTENIDO:</p> <ul style="list-style-type: none"> * The most amazing animals around the world * Animals' skills * Which is your favorite animal? / Why? Play role * Animals in danger around the world / Why are they in danger? * Organizations that help animals around the world / Creating your own organization and motive * Ecuador Fauna / Animals per region * Ecuador animals in danger. Red list / What to do to avoid it? * Tutor feedback sessions 	

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * Major animal's information such as classifications, diversity, and evolution. Animals behavior and ecology.
- * Understand animals behavior - role playing
- * Case studies - animals around the world - analysis
- * Endangered animals' situation - reports analysis.
- * Case studies - Animals mistreatment
- * How Animals helping organization works
- * Major Ecuador animal's information
- * Some solutions to avoid extinction.
- * Habitat preservation - research – (designing a research question, formulating a hypothesis, determining the kind of study: experimental or observational, setting up a credible research plan, creating solutions).
- * Examples of ecological investigations - gorillas' investigation, ecosystem study, forest and field studies, habitat and feeding preferences, etc.

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development. At the end of the club, students should be able to:

LISTENING

Follow animals' topics through simplified audio and video materials.

Follow listen strategies for comprehension

English Through Film

Trail communicative activities, videos, films, discussions

ORAL COMPREHENSION/SPEAKING/CULTURE

Public Speaking

Prepare short and impromptu presentations.

Pose questions to students for discussion. Students give formal or informal presentations.

Develop Oral Skills

Carry out group discussions and feedbacks

READING/VOCABULARY

Manage current and general animals topics and vocabulary

Learn new words through listening and reading widely

Identifies cause and effect relationships in a story

Identifies simple problems and solutions

WRITING

Write data commentaries

Do report writing

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Write collaboratively (e.g., co-authorship, peer editing)

Develop techniques and strategies in written communication

GRAMMAR

Verbs: regular and irregular

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Weights and measures

Subject and object pronouns

Negatives

Interrogatives and exclamations.

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create community-based research and reports, class newspapers or booklets, video projects

LECTURE

Provide summaries and explanation of materials in form of informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Follow different types of oral communication, such as discussions, presentations, conferences, and lectures.

UNIDAD 3:	INTERPRETATION AND ENVIRONMENTAL LEGISLATION
<p>OBJETIVOS:</p>	
<p>EDUCATIVOS</p>	
<ul style="list-style-type: none"> * To make students gain an ample understanding of environmental interpretation and its role in sustainability, ecotourism, recreation management, and natural resource management * To teach environmental regulations in enlightening and enjoyable ways. * To create consciousness on the students that Good environmental practices not only reduce the harm to the environment but it could also benefit companies, reducing their costs by cutting the business' use of raw materials, energy, water and packaging. * To make students understand the major principles of Environmental Regulations, so they can use them to create solutions. * To provide a complete picture of environmental legislation on protected areas, so they can use them to help reducing the impacts of human activity. 	
<p>INSTRUCTIVOS</p>	
<ul style="list-style-type: none"> * To develop students English skills. * To raise students to a Pre-Intermediate speaking level. * To improve students English Language performance from elementary to Pre-Intermediate Level. 	

CONTENIDO:

- * Ecological laws around the world
- * Best legal model for protecting natural areas / Can we implement it?
- * What is it take to stop destroying the world? / Do you think that´s enough?
- * How is our land protected?
- * SNAP and its regulation / Are these laws the right ones?
- * Are regulations been accomplished? Why?
- * Making your own protected areas regulations
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * World Environmental Legislation - Organizing principles analysis
- * International reports and agreements - Treaties, protocols, conventions, etc.
- * Sustainability - Sustainability disciplines and activities
- * Resource use, management and conservation
- * Ecuador Environmental Legislation – energy legislation, water management, Current Endangered Species Legislation, Toxic Substances legislation, Forestry Legislation, Air and Waste Management.
- * Protected Areas Administration - Case satudies
- * Education and training - Benefits of improving environmental performance.

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow insects' topics through simplified audio and video materials.

Follow listen strategies for comprehension

English Through Film

Trail communicative activities, videos, films, discussions

ORAL COMPREHENSION/SPEAKING/CULTURE

Pose questions to students for discussion. Students give formal or informal presentations.

Debate and defend a position.

Develop pronunciation

Identify the process, types and principles of communication

Develop speaking skills (Individual conferencing on draft)

READING/VOCABULARY

Manage everyday and general legal environmental topics and vocabulary.

Learn the meanings of a variety of legal words

Relate unfamiliar legal words and concepts to prior knowledge to increase vocabulary (e.g., liquid: milk, water, punch)

WRITING

Write simple critiques

Write by gathering and organizing information and ideas

Recognize the general characteristics of academic writing;

Do creative writing, journals, compositions, word processing

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

GRAMMAR

Verbs: regular and irregular

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Subject and object pronouns

Negatives

Interrogatives and exclamations.

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations
 Create community-based research and reports, class newspapers or booklets, video projects

FIELD TRIPS

Carry out with trips to local companies, business organizations, governmental offices, professional events, to get information.

LECTURE

Provide summaries and explanation of materials in form of informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Take opportunities to write formal arguments

UNIDAD 4:	FLORA
OBJETIVOS:	
EDUCATIVOS	
<ul style="list-style-type: none"> * To create consciousness on students that only preserving natural habitat, such as forests we can maintain a healthy environment. * To review and establish significant information relevant about plants for their maintenance. * To make students aware that not only animals are endangered, plants are also too. * To enlighten students about how plants become endangered, why is this a problem, and most importantly, what to do to solve it. * To teach students about how plants are important for conservation, culture and industry. * To introduce students some organizations which mission is take care of plants. 	

INSTRUCTIVOS

- * To develop students English skills.
- * To raise students to a Pre-Intermediate speaking level.
- * To improve students English Language performance from elementary to Pre-Intermediate Level.

CONTENIDO:

- * Flowers around the world
- * Ecuador flora
- * Flowers business / Ecuador flowers exportation
- * Unusual flowers / Carnivorous plants
- * Indoors plants / Orchids, why are they so special?
- * Important of the plants. Plants uses
- * Plants uses in Ecuador / Shamanism
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * Major plant species information such as classifications, diversity, nature role.
- * Importance and benefits of plants species to humans and the environment - reports analysis.
- * Case studies - Special plants: carnivorous plants, orchids, etc.
- * Major Ecuador plants' information - analysis
- * Endangered plants - reports analysis.
- * How plants helping organization works
- * How to Save Plants - Approaches to Plant Conservation
- * In situ conservation, Ex situ conservation and Sustainability
- * Climate change mitigation strategies - planting trees
- * Habitat preservation - researches
- * The Flower business

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow flora topics through simplified audio and video materials.

Follow listen strategies for comprehension

English Through Film

Trail communicative activities, videos, films, discussions

ORAL COMPREHENSION/SPEAKING/CULTURE

Pose questions to students for discussion. Students give formal or informal presentations.

Discuss (Class and Group / Formal and Informal)

Develop techniques and strategies in oral communication

Assessment of students' speaking development

ORAL COMPREHENSION/SPEAKING/CULTURE

Understand varied topics related to plants

Retell using important ideas/events and supporting details in sequence

Develop reading skills/strategies

WRITING

Write data commentaries

Do basic compositions as journals and simple reports, watching paragraph form and organization

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Develop writing summary and note taking techniques

GRAMMAR

Verbs: regular and irregular

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Measures

Subject and object pronouns

Negatives

Interrogatives and exclamations

PROJECTS

Follow varied activities such as class newspapers, booklets, videotaped presentations

Create community-based research and reports, class newspapers or booklets, video projects

LECTURE

Provide summaries and explanation of materials in form of informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Speak more fluently in both formal and informal settings

7. SISTEMA DE EVALUACIÓN:

EVALUACIONES FRECUENTES:

Al final de cada clase se realizará una evaluación grupal del tema tratado.

EVALUACIONES PARCIALES:

Al finalizar cada unidad se realizará una evaluación del progreso de los estudiantes.

EVALUACIÓN FINAL:

Al finalizar el club se procederá a la evaluación oral e individual de los estudiantes.

8. SISTEMA BIBLIOGRÁFICO:

- <http://ipyroam.utep.edu/resources/pdfs/lessons/extreme-insects-erwin.pdf>
- <http://www.brighthub.com/environment/science-environmental/articles/27056.aspx>
- <http://www.businesslink.gov.uk/bdotg/action/layer?en&r.s=sc&r.l1=1073858805&r.lc=en&r.l3=1079416602&r.l2=1073859149&topicId=1079416602&r.i=1079416877&r.t=RESOURCES&en&r.s=sc&r.l1=1073858805&r.lc=en&r.l3=1079416602&r.l2=1073859149&topicId=1079416602&r.i=1079416877&r.t=RESOURCES>
- <http://www.mokslai.lt/referatai/referatas/674.html>

9. DESARROLLO METODOLÓGICO DE LA ASIGNATURA

UNIDAD 1:	Entomology
<p>NÚCLEO DE LA UNIDAD:</p> <p>Pre-Intermediate speaking and understanding</p> <p>Pre-Intermediate communicative skills</p>	
<p>MÉTODOS A UTILIZAR PARA EL LOGRO DE LAS HABILIDADES:</p> <p>Units will be develop through:</p> <ul style="list-style-type: none"> * Tutorials * Student-teacher conferences * Workshops * Variety of oral presentations * Listening exercises with videos and recordings * Discussions and pronunciation practices * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports. * And tutor feedback sessions. 	

JUSTIFICACIÓN DE LA UNIDAD:

Despite their small size, the sheer numbers of insects means that they have a significant impact on the environment and therefore upon our lives. Their diversity surpasses any other group of organisms. It has been said that insects outnumber all the other species of animals and plants combined. Most are beneficial or have an indirect influence and just a 0.1% are regarded as pests.

Insects perform a vast number of important functions in our ecosystem. They aerate the soil, pollinate blossoms, and control insect and plant pests; they also decompose dead materials reintroducing nutrients into the soil and dig tunnels that provide channels for water, benefiting plants. Finally, all insects fertilize the soil with the nutrients from their droppings.

Consequently, insects are indispensable for any ecosystem so understanding the role of insects in nature will allow students to understand the significance of the interrelatedness of the different organisms which make up an ecosystem and the importance of taking care of all of them.

UNIDAD 2:

Fauna

NÚCLEO DE LA UNIDAD:

Pre-Intermediate speaking and understanding

Pre-Intermediate communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports.

- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

As the usage of the land is getting more and more intensive there is a threat for natural habitat to vanish, also many populations of different animal species has declined. It has started more than 100 years ago and still continues. Some of the animal populations that have been abundant earlier now are vanishing or are almost disappeared (turtles, deers and many more). There are hundreds of species of animals throughout the world fast disappearing because of hunting or man's interference in their natural habitat.

Therefore fauna constitute a high-interest point for students to learn about habitat, ecosystems, and many key learning outcomes found in ecotourism core curriculum. So this unit tries offering students, objective and well unified information about fauna and endangered species so they can start working on solutions, after all they are the future caretakers of the planet so through education, students will become aware and learn develop steps humans that could be take to save endangered species from extinction.

UNIDAD 3:

Interpretation and Environmental Legislation

NÚCLEO DE LA UNIDAD:

Pre-Intermediate speaking and understanding

Pre-Intermediate communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations
- * Listening exercises with videos and recordings

- * Discussions and pronunciation practices
- * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

Human evolution is inherently connected with more active influence to natural environment. Common tendency is that people overleap and often are not able to oversee the subsequences of their effects on nature that often are unexpected and undesirable. That is one of the reasons why our ecosystem is in great danger so, it is obvious that without having any objective and well unified information about nature's condition and its main regulations it's impossible to use natural resources rationally and effectively rule the quality of environment.

So students must be in charge of the nature and environment around them, they must protect the place they live in. That's why this unit is important 'cause Environmental Interpretation and Legislation should be an issue that strike responsive chords in the new generation so they can evaluate success at attaining stated goals and later make adjustments if resources are not being adequately protected to defend the biological integrity of natural resource systems and the ecological health of the biosphere.

UNIDAD 4:	Flora
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NÚCLEO DE LA UNIDAD:

Pre-Intermediate speaking and understanding

Pre-Intermediate communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Tutorials
- * Student-teacher conferences

- * Workshops
- * Variety of oral presentations
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Students will also have instruction and practice in writing academic texts, which includes data commentaries, critiques and reports.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

The threat to the existence of many wild animals is now widely recognized, but not many people are aware that plants are also in danger. In fact, one in eight plant species is endangered and the number is rising rapidly. Large areas of desert around the world bear testimony to Man's destruction of vegetation. The Earth keeps changing, but human activities have affected the type of changes and how fast some changes are happening. Amongst other things man have introduced non-native species, cleared forests and used more and more land for houses and farming. Therefore this unit tries to create consciousness on the students about this problem, emphasizing the importance of plant species and other major information so this knowledge could help students to recognize negative effects and do something about it.

10. PLAN CALENDARIO

ESCUELA: Ingeniería en Ecoturismo		ASIGNATURA: Clubes Especializados de Ingles		CÓDIGO:	
SEMESTRE: Quinto	PERÍODO ACADÉMICO: 2010-2011		TOTAL DE HORAS: 64	CARGA HORARIA SEMANAL: 4	
PROFESOR:			FECHA:		

N°	SEMANA	UNIDAD	TIPO DE CLASE	CONTENIDO	OBJETIVOS	OBSERVACIONES
1	1	1	CP	Insects: One of the most amazing animals	To understand ecology and behavior of insects To develop listening and understanding skills.	
2			L	How the insect world works Ants and Bees		
3	1	1	CP	Insects: Pros and Cons	To elucidate benefits and detriments of insects To work on students writing and summary skills.	
4			L	Insects: Pros and Cons		
5	2	1	CP	Insects around the world	To trade insect specimens and information, publish interesting information on insects and read about the latest discoveries in insect study.	
6			L	Eatable insects. Would you eat one?		

7	2	1	CP	The most weird insects around the world	To investigate the complexity of some insects and their usefulness. To develop criticism skills	
8			L	Which one do you find the most interesting?		
9	3	1	CP	Ecuador Insects	To conduct investigations of Ecuador insect. To develop environmental and economical sound management strategies for destructive and beneficial insects.	
10			L	Which one have you never seen?		
11	3	1	CP	Are you scare of insects?	To analyze some interesting facts about animals.	
12			L	What are you scare of?		
13	4	1	CP	Living like an insect. How would it be your life if you were an insect?	To help students understand insects behavior To develop impromptu skills	
14			L	What kind of insect do others think you are? What insect would you like to be?		
15	4	1	E	Tutor feedback sessions	To assess students improvement.	
16			E	Tutor feedback sessions		
17	5	2	CP	Most amazing animals around the world	To develop students narration skills To retell using important ideas/events and	

					supporting details in sequence	
18			L	Which one do you find the most amazing?		
19	5	2	CP	Animals' skills	To understand animals ecology and behavior. To develop students description skills.	
20			L	Which one would you like to have?		
21	6	2	CP	Which is your favorite animal?	To help students understand animal behavior To recognize and use features of narrative and informational text	
22			L	Why? Play role		
23	6	2	CP	Animals in danger around the world Why are they in danger?	To introduce readers to basic notions in ethics about animal protection	
24			L	Why do you think of this situation?		
25	7	2	CP	Organizations that help animals around the world	To develop students impromptu presentations as speaking To debate on animal experimentation	
26			L	Which organization will you like to be in? Creating your own organization and motive		
27	7	2	CP	Ecuador Fauna	To identify geographic features using (there is/are) and sites terms like (mountains, river, desert, forest, coast)	
28			L	Animals per región		

29	8	2	CP	Ecuador animals in danger. Red list	To present case studies of contentious issues in animal experimentation.
30			L	What to do to avoid it?	
31	8	2	E	Tutor feedback sessions	To assess students improvement.
32			E	Tutor feedback sessions	
33	9	3	CP	Ecological laws around the world	To use comparison: more than, as....as, etc. to make comparisons between the different environmental regulations around the world, in the present tense.
34			L	Ecological laws around the world	
35	9	3	CP	Best legal model for protecting natural areas	To develop students presentations as telling skills
36			L	Do you think it's really the best? Can we implement it?	
37	10	3	CP	What is it take to stop destroying the world?	To make predictions using pictures clues, title, text, and/or prior knowledge and develop solutions
38			L	Do you think that's enough?	
39	10	3	CP	How is our land protected?	To provide students with a knowledge of Ecuador lands regulation problems and motivate them to find solutions

40			L	What do you know about it?		
41	11	3	CP	SNAP and its regulation	To provide students with a knowledge of SNAP regulation problems and motivate them to find solutions	
42			L	Are these laws the right ones?		
43	11	3	CP	Do you think regulations are been accomplished? Why?	To develop criticism skills	
44			L	How can it be different?		
45	12	3	CP	Making your own protected areas regulations	To accomplish with writing assignments, Peer reviews To develop environmentally sound management practices based on the environmental regulation.	
46			L	Do you think it's only what it takes?		
47	12	3	E	Tutor feedback sessions	To assess students improvement.	
48			E	Tutor feedback sessions		
49	13	4	CP	Flowers around the world	To develop description skills	
50			L	Which one do you think is the most special		
51	13	4	CP	Ecuador flora	To develop description skills	
52			L	Which flowers you think are the best?		
53	14	4	CP	Flowers business	To develop criticism skills	

54			L	Ecuador flowers exportation		
55	14	4	CP	Unusual flowers	To investigate the complexity of some flowers and their usefulness.	
56			L	Carnivorous plants		
57	15	4	CP	Indoors plants	To develop students listing skills	
58			L	Orchids, why are they so special?		
59	15	4	CP	Important of the plants. Plants uses	To develop students narration skills	
60			L	Why do Hawaiian girls carry a flower in their hairs?		
61	16	4	CP	Plants uses in Ecuador	To retell using important ideas/events and supporting details in sequence	
62			L	Shamanism		
63	16	4	E	Tutor feedback sessions	To assess students improvement.	
64			E	Tutor feedback sessions		

3. Sexto Semestre

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

FACULTAD DE RECURSOS NATURALES ESCUELA DE INGENIERIA EN ECOTURISMO

PROGRAMA ANALÍTICO DE LA ASIGNATURA

1. DATOS INFORMATIVOS:

ESCUELA: Ingeniería en Ecoturismo		
ASIGNATURA: Club Especializado de Inglés III		
CÓDIGO:	PRERREQUISITOS: Inglés IV and Speaking Club II	
SEMESTRE: Sexto	PERÍODO ACADÉMICO: 2010 – 2011	
TOTAL DE HORAS: 64	CRÉDITOS:	CARGA HORARIA SEMANAL: 4
PROFESOR:		FECHA: 2010

2. JUSTIFICACIÓN DE LA ASIGNATURA:

En un mundo cada vez más globalizado, la habilidad y necesidad de comunicarse se ha convertido en un factor básico y muchas veces incluso determinante para el éxito profesional, por ello aprender una lengua extranjera debe estar dirigido fundamentalmente al desarrollo de la interacción oral. Se debe estimular cualquier intento de comunicación en los estudiantes desde el inicio del proceso enseñanza-aprendizaje, ya que aprender una lengua extranjera supone aprender a comunicarse en ella.

La habilidad para comunicarse clara y eficientemente en una segunda lengua contribuye al éxito del estudiante en el aula y posteriormente en cada fase de su vida, por ello es esencial que los profesores presten gran atención a desarrollar la competencia comunicativa antes que dirigir a sus alumnos a la pura memorización.

Las sesiones de conversación en el aula sin duda alguna permiten la práctica de diversas funciones comunicativas partiendo de un contexto dado, proporcionando a los estudiantes diversas oportunidades reales de interacción comunicativa en las que experimentarán el uso

lingüístico, estimulándose, por consiguiente, el desarrollo de sus habilidades conversacionales y fortaleciéndose así su competencia comunicativa.

3. OBJETO DE ESTUDIO:

English clubs have been designed for tourism professionals who need to improve their communicative and social English skills effectively and efficiently.

Each club pretends to enhance students' ability to communicate in English by helping them to master several important language functions, or actions/ideas that can be expressed with language. These functions will enable them to create, participate in conversations, ask and answer questions and manage everyday topics and social situations. The goal of this club then is two-fold: to teach in English and to engage all students in daily opportunities for communicating in English.

For this reason, English Clubs will focus on provide students whose first language is not English with:

1. Functional English to enable students to live in an English speaking society.
2. Conversational English language skills to enable students to communicate with native and non-native speakers of English in the community.
3. Socio-linguistic knowledge to enable students to use the language appropriately
4. Knowledge of the culture and customs of English speaking countries
5. Assistance or information to help students solve problems they may encounter in the foreign environment.

4. OBJETIVOS GENERALES DE LA ASIGNATURA:

8.1 EDUCATIVOS:

- To create people who can adapt to the change, who knows how to learn.
- To make students respond to the challenges of a competitive global environment
- To accomplish an intellectual development in the students
- To motivate students towards the dynamic and the interaction in the classroom.

- To surpass the classic concern just about knowledge and cognitive development, involving the whole person and inducing the affective development, the personal growing and the creativity.
- To tend to the significant learning which is personally important and not to the irrelevant learning like the forced information and the memorization.
- To get to an individual learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced;
- To create in the classroom situations of social interaction, from contextual conditions already established, the classroom reality itself, or from the simulation, with the intention of surpass, to some extent, the classroom constraints or lacks.
- To create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.
- To use instructional materials that contribute to the oral skill development with activities such as role-plays, team work, simulations and pronunciation exercises, besides contextualize the situations, which provide the students the opportunity to use English to communicate, be spontaneous and creative in a communicative situation.

8.2 INSTRUCTIVOS:

- To use the language as a tool to facilitate the interaction and communication with native speakers from other countries.
- To improve students' communicative skills to a level suited to their needs, in order to facilitate their relationship with the social environment (home, school, services, etc.).
- To develop fluency and pronunciation in professional situations (social interactions, transactions and negotiations, meetings, telephone conversations, presentations)
- To accomplish a good interaction with native speakers in a variety of fields or topics and, address an audience;

5. RESUMEN DEL CONTENIDO:

UNIDADES		Tipos de Clases					Total Horas
		C	CP	L	S	E	
1	Ornithology	-	7	7	-	2	16

2	Anthropology I	-	7	7	-	2	16
3	Anthropology II	-	7	7	-	2	16
4	Touristic marketing	-	7	7	-	2	16
Total de horas por tipos de Clases			28	28		8	64

	Día 1	Día 2
Semana 1	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 2	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 3	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 4	1 hora práctica	1 hora evaluación
	1 hora de taller	1 hora evaluación

6. UNIDADES:

UNIDAD 1:	ORNITHOLOGY
OBJETIVOS:	
EDUCATIVOS	
<ul style="list-style-type: none"> * To give a brief introduction to the fundamental aspects of ornithology and in addition to help students develop an appreciation for the diversity of birds' species. * To make students develop the ability to manage birds safely and respectfully while also collecting data useful to understanding birds' basic characteristics and behavior. * To make students appreciate the role of birds in nature to develop a better understanding of conservation. * To encourage students to stop, look and listen, to understand birds' world. * To make students appreciate not only the beauty of birds but to realize their environmental importance 	

- * To make students learn how birds relate to their natural environment and associate bird species with particular habitats.
- * To help students realize that all cultures have their own special qualities
- * To help students develop an appreciation of and respect for cultures-their own as well as others

INSTRUCTIVOS

- * To develop students communicative skills.
- * To raise students to an Intermediate speaking level.
- * To improve students English Language performance from Pre-Intermediate to intermediate Level.

CONTENIDO:

- * Birds around the world
- * The special birds world / Singing for a partner / Nests
- * Ecuador birds. Exotic birds
- * Why are birds so important? Birds as emblems
- * Birds rituals. Blue-footed booby dance / Penguin: Partners for a lifetime
- * The birds fly / V formation
- * Why do birds kill themselves in a lake? / Do animals commit suicide?
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate a general understanding of:

- * Major ornithology themes such as birds' classification, diversity, distribution and evolution, special birds' physical and behavioral adaptations, birds' response to changes in their environment.
- * Birds conservation biology, population and community ecology and behavior
- * Case studies - Birds around the world - birds' life and reproduction: sing, territory protection, mates attracting, food hunting, etc.

- * Case studies - Birds' records.
- * Major Ecuador birds' information - analysis
- * Endangered birds - reports analysis.
- * Importance and benefits of birds' species to humans and the environment - ecological systems which birds play a role - Avifauna as indicators of environmental change
- * Examples of ecological investigations – penguins, blue-footed booby, etc
- * Mechanics of flight and the anatomical features that provide lift and maneuverability in the air.
- * Seasonal patterns of migration among the birds.
- * How natural selection has influenced the evolution of bird bills, wings, talons, and other anatomical features that contribute to successful feeding.
- * How to Save Birds - Approaches to Birds Conservation - Some solutions to avoid extinction.

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow general birds' topics through simplified audio and video materials.

Trail communicative activities, videos, films, discussions

Use listening strategies for comprehension

ORAL COMPREHENSION/SPEAKING/CULTURE

Do Public Speaking

Prepared impromptu presentations

Recognize and avoid barriers to effective communication

Do group discussions and feedbacks

Do discussion forums to discuss issues freely

Do discussions of case studies

READING/VOCABULARY

Identifies cause and effect relationships in a story

Identifies problems and solutions in reports.

Understand intercultural topics, vocabulary and idioms

Use reading skills/strategies

Use multiple resources to learn new words by relating them to know and/or concepts

State main idea and details of story

WRITING

Present well organised ideas in formal English;

Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.

GRAMMAR

Verbs: regular and irregular;

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Weights and measures

Subject and object pronouns

Negatives

Interrogatives and exclamations.

Structures and lexis.

PROJECTS

Complete varied activities such as class newspapers, booklets, videotaped presentations

Carry out with Global Issues projects

FIELD TRIPS

Conduct educational/research field trips

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

English Through Drama

Develop a competence in the four skills: speaking, listening, reading and writing;

Read a variety of general and semi-specialized texts, without major difficulties;

Write in clear, concise English.

UNIDAD 2:	ANTHROPOLOGY 1
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To demonstrate the role of language in shaping culture and world view. * To develop an understanding of the impact of culture on behavior, thought, biology, and the evolutionary aspect of humans. * To introduce students to the concept of cultural diversity and many related issues. * To make students respect other cultures rather than simply tolerate one another * To empower students with the capacity to interact in order to establish relationships and build networks with other individuals, groups and organizations within society. * To encourage in students a rich understanding of and appreciation for cultural differences through knowledge of major forms of social organization from a crosscultural perspective. * To encourage students to appreciate cultural diversity wherever it exists. * To get in students an appreciation of diversity to the study of ancient civilizations. <p>INSTRUCTIVOS</p> <ul style="list-style-type: none"> * To develop students communicative skills. * To raise students to a Intermediate speaking level. * To improve students English Language performance from Pre-Intermediate to intermediate Level. 	

CONTENIDO:

- * Native Marriage traditions / Family marriage tradition
- * Tribes mortuary customs / Funeral and burial rituals
- * Tribes cleansing rituals / Importance of herbs
- * Tribes ceremonial rituals
- * Tribes Courtship and mating rituals / Teenage rituals
- * Tribes storytelling rituals / Rituals legends and myths
- * Tribes painting rituals / Body painting
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate:

- * A familiarity with various major anthropology topics
- * Use of specific situations to exemplify and amplify major anthropological concepts
- * Knowledge of research methods appropriate to socio-cultural anthropology.
- * General understanding of the interrelationships among the social, cultural, and biological bases of human behavior.
- * Ability to describe critical cross-cultural differences and similarities in human behavior and the importance of these in terms of the interplay among society, culture, and biology.

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow general anthropology topics through simplified audio and video materials.

Trail communicative activities, videos, films, discussions

Understand English through film

ORAL COMPREHENSION/SPEAKING/CULTURE

Carry out with general and cultural discussions and dialogues,
Answer questions for discussion and give formal or informal presentations.

Debate

Use American Idioms

Do discussions of case studies

Pronounce English words with clarity though retaining a foreign accent

READING/VOCABULARY

Identifies cause and effect relationships in a story

Read stories orally with expression and understanding

Understand intercultural topics, vocabulary and idioms

Use reading skills/strategies

Use multiple resources to learn new words by relating them to know and/or concepts

State main idea and details of story

WRITING

Use relevant grammar and lexis and the conventions of written English.

Produce coherent report using normal given information.

Select appropriate words to convey meaning.

Complete writing exercises using information from readings and discussions

GRAMMAR

Verbs: regular and irregular;

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Subject and object pronouns

Negatives

Interrogatives and exclamations.

Structures and lexis.

PROJECTS

Create community-based research and reports, class newspapers or booklets, video projects

Draft, design, revise, and edit documents

FIELD TRIPS

Conduct educational/cultural field trips

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

English Through Drama

Develop a competence in the four skills: speaking, listening, reading and writing;

Read a variety of general and semi-specialized texts, without major difficulties;

Write in clear, concise English.

UNIDAD 3:	ANTHROPOLOGY 2
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To make students understand culture as a dynamic system of adaptation. * To make students understand some cultures around the world and throughout time on their own terms and according to their own standards and beliefs. * To persuade students to look outside themselves to see other ways of life and different modes of knowledge. * To provide instruction to enable students to understand the interrelationships among the social, cultural, and biological bases of human behavior * To provide students a context for understanding most of things from art to war. * To provide students with the necessary knowledge, skills and confidence in order to identify 	

and analyze patterns of behavior as well as social problems and social changes.

- * To raise students awareness concerning cultural diversity, the common humanity we share, and the significance of this knowledge to their lives.
- * To study about human nature and the rituals and customs practiced by different tribes and clans of people.

INSTRUCTIVOS

- * To develop students communicative skills.
- * To raise students to a Intermediate speaking level.
- * To improve students English Language performance from Pre-Intermediate to intermediate Level.

CONTENIDO:

- * Musical rituals (ritual dance) / Important instruments
- * Rituals nature / Natural rhythms of earth rituals
- * Smudging ceremony
- * Weird Rituals / Should they be prohibit?
- * Healing rituals / Reality or belief?
- * Pregnancy rituals
- * Prophet rituals
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate:

- * Ability to apply major anthropological concepts to specific situations.
- * Competence in understanding, critically assessing, and using major anthropological concepts.
- * Understanding of and appreciation for cultural differences and an understanding of the importance of cultural context.
- * Knowledge of major forms of social organization from a cross-cultural perspective.

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow general anthropology topics through simplified audio and video materials.

Trail communicative activities, videos, films, discussions

Understand English through film

ORAL COMPREHENSION/SPEAKING/CULTURE

Express their ideas and thoughts in a natural and confident way

Apply techniques and strategies in oral communication

Discus (Class and Group / Formal and Informal)

Use non-verbal communication techniques

Do discussions of case studies

READING/VOCABULARY

Identifies cause and effect relationships in a story

Understand intercultural topics, vocabulary and idioms

Use Idioms and reading skills

Use multiple resources to learn new words by relating them to know and/or concepts

Select, shape and order relevant information and ideas.

WRITING

Manage style and formatting

Write well-structured paragraphs using organizational patterns;

Apply specifically the skills necessary for composing and informational reports.

Write summary and apply note taking techniques

GRAMMAR

Verbs: regular and irregular;

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Subject and object pronouns

Negatives

Interrogatives and exclamations.

Structures and lexis.

PROJECTS

Create community-based research and reports, class newspapers or booklets, video projects

Draft, design, revise, and edit documents

FIELD TRIPS

Conduct educational/cultural field trips

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

English Through Drama

Develop a competence in the four skills: speaking, listening, reading and writing;

Read a variety of general and semi-specialized texts, without major difficulties;

Write in clear, concise English.

UNIDAD 4:	TOURISTIC MARKETING
<p>OBJETIVOS:</p>	
<p>EDUCATIVOS</p>	
<ul style="list-style-type: none"> * To engage students on the touristic business world. 	
<ul style="list-style-type: none"> * To give students more confidence in their approach to touristic business transactions. 	

- * To make students gain an understanding of the way public agencies, private for-profit businesses, and non-governmental organizations in the touristic area, works.
- * To make students understand the nature of service and its impact on customers, staff and the 'bottom line'
- * To help students improve the design and delivery of service
- * To make students better understand the needs, expectations and perceptions of customers.
- * To guide students how to craft messages in ways appropriate for specific audiences.
- * To show students the relevance of current published work to service management

INSTRUCTIVOS

- * To develop students communicative skills.
- * To raise students to an Intermediate speaking level.
- * To improve students English Language performance from Pre-Intermediate to intermediate Level.

CONTENIDO:

- * The best advertising campaign / Si el Corazon de un Colombiano hablara
- * Advertising methods: Tv, radio,etc
- * Advertising campaign through internet to get more tourists / Web pages
- * How to offer your city
- * Advertising campaign for Ecuador
- * PLANDETUR
- * Your favorite place ever / Making an advertising campaign for it
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * The basics of marketing
- * Some of the interlinkages between operations, marketing, human resource and strategic management

- * Tourism terminology
- * Media and web-based marketing resources
- * Advertising campaigns - analysis
- * How to conduct a good meeting with a potential customer: Social Interaction, Meeting and greeting
- * Engaging conversation and prompting
- * Conversational techniques / Telephone and reception techniques of staff.
- * Effective Interaction in Meetings
- * The Language of Negotiating / Making short Presentations / Discussing Plans
- * Talking about Products and Brands
- * Talking about the Company (Strengths and Weaknesses): Staff, Organization and Structure, Development, Market position and competition.
- * Describing trends and change
- * Talking about Money, Finance
- * Schedules, Plans and Timetables
- * Talking about national, international and global factors, economies

SISTEMA DE HABILIDADES:

Each club provides a balanced focus on the four macroskills of Listening, Speaking, Reading and Writing. Club also emphasizes on vocabulary for everyday life development.

At the end of the club, students should be able to:

LISTENING

Follow general touristic marketing topics through simplified audio and video materials.

Trail communicative activities, videos, films, discussions

Listen and follows oral directions to complete tasks

Use their listening skills for dealing with academic discourse

ORAL COMPREHENSION/SPEAKING/CULTURE

Deal with conversations, discussions, dialogues and short presentations developing their pronunciation

Use grammar and oral structures

Use Speaking skills (Business Presentation)

Telephoning skills

Do Individual conferencing on draft

Do business presentations, negotiations, telephoning, meetings, interviews, social interactions, pronunciation

Carry out with professional communication (meetings, interviews, presentations, etc.) in a general way.

READING/VOCABULARY

Identifies cause and effect relationships in a story

Identifies problems and solutions.

Use Idioms and reading skills

Understand business-related topics, vocabulary and idioms

Use multiple resources to learn new words by relating them to know and/or concepts

WRITING

Use specifically the skills necessary for composing and producing memoranda, letters, and email in English

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Apply techniques and strategies in written communication

Use Style and formatting

GRAMMAR

Verbs: regular and irregular;

Verbs: conjugations, formation, simple and compound tenses

Adjectives: agreement/position

Weights and measures

Subject and object pronouns

Negatives

Interrogatives and exclamations.

Structures and lexis

PROJECTS

Elaborate business plans, conferences, and publications

Design documents (e.g., layout, formatting, incorporating graphics/visuals into documents)

Plan and manage short- and long-term writing projects

FIELD TRIPS

Manage trips to local companies, business organizations, governmental offices, professional events

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation by teacher

Carry out interactive lectures and tutorials

Do Videos- critiquing

Give a well organized, competently delivered "professional" presentation

PRACTICES

Follow Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

English Through Drama

Develop a competence in the four skills: speaking, listening, reading and writing;

Read a variety of general and semi-specialized texts, without major difficulties;

Write in clear, concise English.

7. SISTEMA DE EVALUACIÓN:**EVALUACIONES FRECUENTES:**

Al final de cada clase se realizará una evaluación grupal del tema tratado.

EVALUACIONES PARCIALES:

Al finalizar cada unidad se realizará una evaluación del progreso de los estudiantes.

EVALUACIÓN FINAL:

Al finalizar el club se procederá a la evaluación oral e individual de los estudiantes.

8. SISTEMA BIBLIOGRÁFICO:

- <http://answers.yahoo.com/question/index?qid=20080617052511AAx8F7r>
- http://findarticles.com/p/articles/mi_hb6541/is_6_66/ai_n28953252/
- <http://greaterlearning.org/anthropology/Importance-Of-Anthropology.html>
- http://www.hofstra.edu/academics/Colleges/HCLAS/ANTHRO/anthro_goalsobjs.html
- http://www.laurenhasen.com/anthro_hs.htm
- http://www.orn.mpg.de/index_en.html
- <http://www.ornithology.com/Lectures/Introduction.html>
- www.chass.ncsu.edu/CWSP/docs/anthr_outcomes.pdf

9. DESARROLLO METODOLÓGICO DE LA ASIGNATURA

UNIDAD 1:	Ornithology
NÚCLEO DE LA UNIDAD:	
Intermediate speaking and understanding	
Intermediate communicative skills	

MÉTODOS A UTILIZAR PARA EL LOGRO DE LAS HABILIDADES:

Units will be develop through:

- * Communicative activities: discussions, dialogs
- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Reading materials
- * Writing tasks as academic texts, data commentaries, critiques and reports.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

One of the most widely appreciated branches of fauna is birds, because of all animals; they offer the most favorable combination of attributes for scientific study. They are numerous, diverse, colorful, primarily day-active and easily observed everywhere. So it's not difficult to see why Ornithology has so many practitioners and has contributed so much to different sciences, especially in ecology, where birds have been the focus of study.

A number of ecological principles have been determined or refined by ornithological studies; e.g. niche segregation, island biogeography, character displacement, adaptive radiation, territoriality, communication, the effects of environmental degradation, and biological indicator species. These same principles apply to other organisms but in many cases birds served as the original models for the studies that developed these principles.

Therefore we can see that through studying avifauna, knowledge it's being gained not only on bird ecology but also on the factors affecting birds, contributing to finds solution to major ecological problems, so this unit tries to make students understand this importance so they realize birds and their habitats should be properly maintained and conserved.

UNIDAD 2:	Anthropology I
<p>NÚCLEO DE LA UNIDAD:</p> <p>Intermediate speaking and understanding</p> <p>Intermediate communicative skills</p>	
<p>MÉTODOS Y MEDIOS A UTILIZAR:</p> <p>Units will be develop through:</p> <ul style="list-style-type: none"> * Communicative activities: discussions, dialogs * Tutorials * Student-teacher conferences * Workshops * Variety of oral presentations, guest speakers * Listening exercises with videos and recordings * Discussions and pronunciation practices * Reading materials * Writing tasks as academic texts, data commentaries, critiques and reports. * And tutor feedback sessions. 	
<p>JUSTIFICACIÓN DE LA UNIDAD:</p> <p>Too often, students and adults are quick to dismiss behavior that is different from their own as "weird," "stupid," or "wrong," whether they are talking about a classmate, someone from eighteenth-century America, or a philosopher from second-century Greece. Therefore the relevance of this unit ´cause students needs to be exposed to the abstract concept of culture and develop an understanding of how and why groups of people differ from one another in their customs, habits and traditions; so they can realize that what they think and what they believe are not the only ways to think and believe, that there are other ways of life and different modes of knowledge.</p> <p>Anthropology helps students to view human behavior in a cultural context; it seeks to understand all cultures around the world and throughout time, on their own terms and according</p>	

to their own standards and beliefs; so students learn to respond to behavior that is different from their own without passing judgment. They learn that cultural variations are normal positive and expected.

Anthropology is also important from the perspective of knowing more about us; because as humans, we are inquisitive and curious by nature, we want to know where we came from, why we are the way we are, so we turn to different explanations and anthropology helps us to find comprehensive answers that tie in the different strands of thought from different subjects like economics, biology and history.

UNIDAD 3:	Anthropology II
<p>NÚCLEO DE LA UNIDAD:</p> <p>Intermediate speaking and understanding</p> <p>Intermediate communicative skills</p>	
<p>MÉTODOS Y MEDIOS A UTILIZAR:</p> <p>Units will be develop through:</p> <ul style="list-style-type: none"> * Communicative activities: discussions, dialogs * Tutorials * Student-teacher conferences * Workshops * Variety of oral presentations, guest speakers * Listening exercises with videos and recordings * Discussions and pronunciation practices * Reading materials * Writing tasks as academic texts, data commentaries, critiques and reports. * And tutor feedback sessions. 	

JUSTIFICACIÓN DE LA UNIDAD:

Too often, students and adults are quick to dismiss behavior that is different from their own as "weird," "stupid," or "wrong," whether they are talking about a classmate, someone from eighteenth-century America, or a philosopher from second-century Greece. Therefore the relevance of this unit 'cause students needs to be exposed to the abstract concept of culture and develop an understanding of how and why groups of people differ from one another in their customs, habits and traditions; so they can realize that what they think and what they believe are not the only ways to think and believe, that there are other ways of life and different modes of knowledge.

Anthropology helps students to view human behavior in a cultural context; it seeks to understand all cultures around the world and throughout time, on their own terms and according to their own standards and beliefs; so students learn to respond to behavior that is different from their own without passing judgment. They learn that cultural variations are normal positive and expected.

Anthropology is also important from the perspective of knowing more about us; because as humans, we are inquisitive and curious by nature, we want to know where we came from, why we are the way we are, so we turn to different explanations and anthropology helps us to find comprehensive answers that tie in the different strands of thought from different subjects like economics, biology and history.

UNIDAD 4:	Touristic marketing
NÚCLEO DE LA UNIDAD: Intermediate speaking and understanding Intermediate communicative skills	
MÉTODOS Y MEDIOS A UTILIZAR: Units will be develop through: <ul style="list-style-type: none"> * Communicative activities: discussions, dialogs * Tutorials 	

- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Reading materials
- * Writing tasks as academic texts, data commentaries, critiques and reports.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

To know about tourism marketing is important to ecotourism students because in business is not only enough to have grate destinations, marketing strategies are necessary to maintain and develop tourism, after all, no one will visit any place if they've never heard about them.

Therefore in tourism and tourism related industries, success means understanding the process of "marketing.", since it should be used for several important functions as to bring a consumer's attention, to motivate consumers to go places, to promote image, to convince consumers of Hospitality, to generate Buzz and many other things that students should know to develop effective advertising and marketing skills that guarantee success in their tourism operation, generating sales and drawing more and more people to a particular tourist spot.

10. PLAN CALENDARIO

ESCUELA: Ingeniería en Ecoturismo		ASIGNATURA: Clubes Especializados de Ingles		CÓDIGO:	
SEMESTRE: Sexto	PERÍODO ACADÉMICO: 2010-2011	TOTAL DE HORAS: 64	CARGA HORARIA SEMANAL: 4		
PROFESOR:			FECHA:		

N°	SEMANA	UNIDAD	TIPO DE CLASE	CONTENIDO	OBJETIVOS	OBSERVACIONES
1	1	1	CP	Birds around the world	To get birds' specimens information, publish interesting information on birds and read about the latest discoveries in birds study.	
2			L	Which one do you think is the most beautiful or interesting bird?		
3	1	1	CP	The special birds world	To carry out describing activities.	
4			L	Singing for a partner. Nests		
5	2	1	CP	Ecuador birds. Exotic birds	To understand ecology and behavior of birds. To develop listening and understanding skills.	
6			L	Are you agree with them been a pet?		
7	2	1	CP	Why are birds so important? Birds as	To elucidate benefits of birds	

				emblems		
8			L	The condor as Ecuadorian emblem The eagle as American emblem		
9	3	1	CP	Birds rituals. Blue-footed booby dance	To investigate the complexity of some birds To develop criticism skills	
10			L	Penguin: Partners for a lifetime		
11	3	1	CP	The birds fly	To analyze some interesting facts about birds.	
12			L	Why do birds fly in a V formation		
13	4	1	CP	Why do birds kill themselves in a lake?	To demonstrate intermediate oral communication skills for informing, persuading or debating issues.	
14			L	Do animals commit suicide?		
15	4	1	E	Tutor feedback sessions	To assess students improvement.	
16			E	Tutor feedback sessions		
17	5	2	CP	Native Marriage traditions	To encourage student to read newspaper articles (and headlines).	
18			L	Family marriage tradition		
19	5	2	CP	Tribes mortuary costumes	To draw comparisons between different cultures, past and present	
20			L	Funeral and burial rituals		
21	6	2	CP	Tribes cleansing rituals	To equip students with a knowledge of	

					research methods appropriate to socio-cultural anthropology	
22			L	Importance of herbs		
23	6	2	CP	Tribes ceremonial rituals	To develop arguments that provide the basis through examples of course data for points made.	
24			L	Would you do it?		
25	7	2	CP	Tribes Courtship and mating rituals	To compare opposing viewpoints in order to contextualize differences in cultural values and practices.	
26			L	Teenage rituals		
27	7	2	CP	Tribes storytelling rituals	To focus on critical reading of ethnographic texts and synthetic interpretation of ethnographic data.	
28			L	Rituals legends and myths		
29	8	2	CP	Tribes painting rituals	To develop impromptu skills	
30			L	Body painting		
31	8	2	E	Tutor feedback sessions	To assess students improvement.	
32			E	Tutor feedback sessions		
33	9	3	CP	Musical rituals (ritual dance)	To retell using important ideas/events and supporting details in sequence.	

34			L	Important instruments		
35	9	3	CP	Rituals nature	To approach the study of human beings through a combination of skills, including the scientific method, qualitative social analysis and reflective criticism.	
36			L	Natural rhythms of earth rituals		
37	10	3	CP	Smudging ceremony	To recognize and use features of narrative and informational text	
38			L	Would you do it?		
39	10	3	CP	Weird Rituals	To develop and apply critical thinking and analytic skills to representations of human culture.	
40			L	Do you think they should be prohibit?		
41	11	3	CP	Healing rituals	To learn the relevant cultural factors for analysis of gender roles in comparative perspective.	
42			L	Do you believe in them?		
43	11	3	CP	Pregnancy rituals	To identify ways in which different aspects of culture - economic, social, political, and religious practices and institutions – relate to one another in a cultural system.	

44			L	Would you do it?		
45	12	3	CP	Prophet rituals	To improve communication skills through structured essays and/or oral presentations.	
46			L	Do you believe in them?		
47	12	3	E	Tutor feedback sessions	To assess students improvement.	
48			E	Tutor feedback sessions		
49	13	4	CP	The best advertising campaign Si el Corazon de un Colombiano hablara	To practice proper grammatical usage and be advised on ways to improve writing skills.	
50			L	Why Ecuador doesn't have a good advertising campaign?		
51	13	4	CP	Advertising methods: Tv, radio,etc	To provide updated information on media-based resources in tourism	
52			L	Which one is more effective?		
53	14	4	CP	Advertising campaign through internet to get more tourists	To provide updated information on web-based resources in tourism. To check new forms of information technology, especially computer-related skills and analysis of data in digital formats.	
54			L	Web pages		
55	14	4	CP	How to offer your city	To provide students with some Report	

					Writing skills. To develop written business communication skills (memoranda, letters, faxes, reports, e-mail).	
56			L	What is the most important place at your city to advertise?		
57	15	4	CP	Advertising campaign for Ecuador	To revise relevant grammar and lexis and the conventions of written English. To provide a knowledge of business technologies, such as the Web and Web-related business concepts	
58			L	Advertising campaign for Ecuador		
59	15	4	CP	PLANDETUR	To improve students' business speaking and writing skills.	
60			L	What do you think about it?		
61	16	4	CP	Your favorite place ever Why should somebody go there?	To teach students how to produce coherent and convincing reports using normal report writing conventions.	
62			L	Making an advertising campaign for it		
63	16	4	E	Tutor feedback sessions	To assess students improvement.	

4. Séptimo Semestre

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

FACULTAD DE RECURSOS NATURALES ESCUELA DE INGENIERIA EN ECOTURISMO

PROGRAMA ANALÍTICO DE LA ASIGNATURA

1. DATOS INFORMATIVOS:

ESCUELA: Ingeniería en Ecoturismo			
ASIGNATURA: Club Especializado de Inglés V			
CÓDIGO:		PRERREQUISITOS: Inglés V and Speaking Club III	
SEMESTRE: Séptimo		PERÍODO ACADÉMICO: 2010 – 2011	
TOTAL DE HORAS: 64	CRÉDITOS:	CARGA HORARIA SEMANAL: 4	
PROFESOR:			FECHA: 2010

2. JUSTIFICACIÓN DE LA ASIGNATURA:

En un mundo cada vez más globalizado, la habilidad y necesidad de comunicarse se ha convertido en un factor básico y muchas veces incluso determinante para el éxito profesional, por ello aprender una lengua extranjera debe estar dirigido fundamentalmente al desarrollo de la interacción oral. Se debe estimular cualquier intento de comunicación en los estudiantes desde el inicio del proceso enseñanza-aprendizaje, ya que aprender una lengua extranjera supone aprender a comunicarse en ella.

La habilidad para comunicarse clara y eficientemente en una segunda lengua contribuye al éxito del estudiante en el aula y posteriormente en cada fase de su vida, por ello es esencial que los profesores presten gran atención a desarrollar la competencia comunicativa antes que dirigir a sus alumnos a la pura memorización.

Las sesiones de conversación en el aula sin duda alguna permiten la práctica de diversas funciones comunicativas partiendo de un contexto dado, proporcionando a los estudiantes diversas oportunidades reales de interacción comunicativa en las que experimentarán el uso lingüístico, estimulándose, por consiguiente, el desarrollo de sus habilidades conversacionales y fortaleciéndose así su competencia comunicativa.

3. OBJETO DE ESTUDIO:

English clubs have been designed for tourism professionals who need to improve their communicative and social English skills effectively and efficiently.

Each club pretends to enhance students' ability to communicate in English by helping them to master several important language functions, or actions/ideas that can be expressed with language. These functions will enable them to create, participate in conversations, ask and answer questions and manage everyday topics and social situations. The goal of this club then is two-fold: to teach in English and to engage all students in daily opportunities for communicating in English.

For this reason, English Clubs will focus on provide students whose first language is not English with:

1. Functional English to enable students to live in an English speaking society.
2. Conversational English language skills to enable students to communicate with native and non-native speakers of English in the community.
3. Socio-linguistic knowledge to enable students to use the language appropriately
4. Knowledge of the culture and customs of English speaking countries
5. Assistance or information to help students solve problems they may encounter in the foreign environment.

4. OBJETIVOS GENERALES DE LA ASIGNATURA:

4.1 EDUCATIVOS:

- To create people who can adapt to the change, who knows how to learn.

- To make students respond to the challenges of a competitive global environment
- To accomplish an intellectual development in the students
- To motivate students towards the dynamic and the interaction in the classroom.
- To surpass the classic concern just about knowledge and cognitive development, involving the whole person and inducing the affective development, the personal growing and the creativity.
- To tend to the significant learning which is personally important and not to the irrelevant learning like the forced information and the memorization.
- To get to an individual learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced;
- To create in the classroom situations of social interaction, from contextual conditions already established, the classroom reality itself, or from the simulation, with the intention of surpass, to some extent, the classroom constraints or lacks.
- To create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.
- To use instructional materials that contribute to the oral skill development with activities such as role-plays, team work, simulations and pronunciation exercises, besides contextualize the situations, which provide the students the opportunity to use English to communicate, be spontaneous and creative in a communicative situation.

4.2 INSTRUCTIVOS:

- To enable students to use English Language correctly for Business Communication purposes
- To expose students to American culture through a combination of language and cultural classes, workshops, interviews and other practical activities.
- To improve students' communicative skills to a level suited to their needs, in order to facilitate their relationship with the social environment (home, school, services, etc.).
- To develop skills required for independent study in libraries and/or internet cafes.
- To integrate broad-based foreign language learning into their professional activities.
- To develop fluency and pronunciation in professional situations (social interactions, transactions and negotiations, meetings, telephone conversations, presentations)

5. RESUMEN DEL CONTENIDO:

UNIDADES	Tipos de Clases					Total Horas
	C	CP	L	S	E	
1 Ecosystem management	-	7	7	-	2	16
2 Biodiversity management	-	7	7	-	2	16
3 Travel packages	-	7	7	-	2	16
4 Outing	-	7	7	-	2	16
Total de horas por tipos de Clases		28	28		8	64

	Día 1	Día 2
Semana 1	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 2	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 3	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 4	1 hora práctica	1 hora evaluación
	1 hora de taller	1 hora evaluación

6. UNIDADES:

UNIDAD 1:	ECOSYSTEM MANAGEMENT
OBJETIVOS:	
EDUCATIVOS	
<ul style="list-style-type: none"> * To create in students an awareness of the environment. * To make students understand ecosystem structure and function and the role of biodiversity in sustaining ecosystems. 	

- * To increase students understanding of ecosystem changes.
- * To create in students an effective approach for protecting the habitat.
- * To motivate students to not only protect ecosystems but the processes that produced them as well.
- * To promote in students a greater awareness of the role of proper management for ecosystems through research and education.
- * To create conscience so students start reduce disturbance of wildlife produced by human activities (boating, hiking, etc.)

INSTRUCTIVOS

- * To spend classroom time improving fluency and accuracy of students' spoken
- * To raise students to an Advance speaking level.
- * To improve students English Language performance from Intermediate to Advance Level.
- * To improve students' public oral presentation skills.

CONTENIDO:

- * How are the ecosystem manage around the world?
- * How are our ecosystem been managed?
- * Bleak plateau, a big lost / Problem and solution
- * The rainforest / Problem and solutions / Management
- * Galapagos, Patrimonio Mundial in danger / Management / The first ecological airport
- * Ecosystems management concepts and approaches
- * Ecosystem management company / Create your own management company?
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate knowledge of:

- * Major ecosystems management themes: kinds of ecosystems, ecosystems process, ecosystems changes, factors affecting ecosystem, etc.
- * Case studies - World-wide ecosystems management plans.

- * International reports and agreements for ecosystems management- Treaties, protocols, conventions, etc.
- * Ecosystems changes - Response of (biota) to ecosystem changes.
- * Ecosystem preservation - Sustainability - Resources use, management and conservation
- * How to Save Ecosystems - Approaches to Conservation Plans
- * How to create explicit measures for ecosystems management.
- * How to develop a management plan and contingency plans for the biota.

SISTEMA DE HABILIDADES:

Club is designed to help students to improve their oral and aural skills in English. Students will develop competency in speaking and listening skills to a level that will allow them to participate in general conversation and in academic discussions.

Club provides the opportunity for students to develop their academic writing and reading skills and to explore the grammar and style of academic writing in their own career.

At the end of the club, students should be able to:

LISTENING

Follow everyday and general ecosystem management topics through audio and video materials.

Carry out communicative activities, videos, guest speakers, films, discussions

Use English through Film

ORAL COMPREHENSION/SPEAKING/CULTURE

Generate ideas for discussions by Reading, informational texts, writing, drawing, looking at books, and reflecting on personal experiences.

Interpret data and academic texts;

Prepare general discussions and dialogues

Answer questions for discussion and give formal or informal presentations.

Debate and defend a position.

Use grammar and oral structures

Use American Idioms

Share group discussions and feedbacks

Do critiquing and feedback in both oral and written forms

READING/VOCABULARY

Understand ecosystem management general topics, vocabulary and idioms

Understand, interpret, and analyze narrative and informational text.

Identifies simple problems and solutions in reports

Identifies cause and effect relationships in a story

Use new vocabulary learned by listening, reading and discussing a variety of genres

Read text with appropriate speed and accuracy

WRITING

Write with increasing fluency

Write short assignments to be sent via e-mail

Use techniques and strategies in written communication

Do writing exercises using information from readings and discussions

GRAMMAR

Carry out a systematic approach with emphasis on communication

Apply grammar skills including but not limited to types of sentences, active and passive forms, tenses, Direct and Indirect forms

Use correct tenses for different sections of a research paper or a thesis chapter

PROJECTS

Create community-based research and reports, class newspapers or booklets, video projects

Carry out with conferences, and publications

Plan and manage short- and long-term writing projects

Draft, design, revise, and edit documents

FIELD TRIPS

Deal with educational/cultural field trips

Deal with trips to Local companies, business organizations, governmental offices, professional events

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation

Carry out Interactive lectures and tutorials

Do Videos- critiquing

Use transitional devices appropriately and effectively to maintain continuity in papers

PRACTICES

Develop Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Acquire the ability to cope with a range of everyday communicative situations;

Produce a wide range of texts with a high degree of linguistic accuracy

UNIDAD 2:	BIODIVERSITY MANAGEMENT
<p>OBJETIVOS:</p>	
<p>EDUCATIVOS</p>	
<ul style="list-style-type: none"> * To raise students awareness about biodiversity problems. * To make students understand the role of biodiversity in sustaining ecosystems. * To make students familiar with the role and contributions of management plans to biological diversity. * To raise students participation on creating biodiversity conservation initiatives. * To provide students better information about biological patterns and processes, motivating students to not only protect biological diversity but the processes that produced it as well. * To encourage students to non-consumptive resource uses, promoting sustainable resources manage. * To promote best practices for conservation of Biodiversity. 	
<p>INSTRUCTIVOS</p>	
<ul style="list-style-type: none"> * To spend classroom time improving fluency and accuracy of students' spoken * To raise students to an Advance speaking level. * To improve students English Language performance from Intermediate to Advance Level. * To improve students' public oral presentation skills. 	

CONTENIDO:

- * Biodiversity management Problems / Giving solutions
- * How do other countries manage diversity? / Examples
- * Biodiversity Management Strategies / Defenders of Wildlife
- * Planning for Biodiversity Management
- * Involving citizens in biodiversity management
- * Making a biodiversity management proyect / Biodiversity Management Issues for Freshwater Ecosystems
- * Invasive Species and Biodiversity Management / Galapagos
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate knowledge of:

- * Major Biodiversity themes: Biodiversity process, Biodiversity changes, factors affecting Biodiversity, etc.
- * Threats to biodiversity - Invasive species - Biodiversity Loss and Climate Change
- * What to do to Combat Biodiversity Loss and Habitat Degradation
- * Case studies - World-wide biodiversity management plans
- * Programs, policies, activities and organizations that support biodiversity preservation:
 - In-situ approaches - methods and tools that protect species
 - Ex-situ approaches - methods that remove plants, animals and microbial species and genetic varieties from their environment
 - Major land-use approaches - tools and strategies in forestry, fisheries, agriculture, wildlife management and tourism
 - Policy and institutional approaches - methods that limit the use of land resources
 - Organizations that protect biodiversity
- * Biodiversity preservation - Sustainable Resources use
- * How to Save Biodiversity - Citizens role
- * Why is biodiversity valuable - How to cost-effectively manage biological diversity
- * How to prepare a plan for biodiversity management

SISTEMA DE HABILIDADES:

Club is designed to help students to improve their oral and aural skills in English. Students will develop competency in speaking and listening skills to a level that will allow them to participate in general conversation and in academic discussions.

Club provides the opportunity for students to develop their academic writing and reading skills and to explore the grammar and style of academic writing in their own career.

At the end of the club, students should be able to:

LISTENING

Follow everyday and general biodiversity management topics through audio and video materials.

Carry out communicative activities, videos, guest speakers, films, discussions

Use English through Film

ORAL COMPREHENSION/SPEAKING/CULTURE

Generate ideas for discussions by Reading, informational texts, writing, drawing, looking at books, and reflecting on personal experiences.

Interpret data and academic texts;

Prepare general discussions and dialogues

Answer questions for discussion and give formal or informal presentations.

Debate and defend a position.

Use grammar and oral structures

Use American Idioms

Do individual conferencing

READING/VOCABULARY

Understand biodiversity management general topics, vocabulary and idioms

Understand, interpret, and analyze narrative and informational text.

Identifies simple problems and solutions in reports

Identifies cause and effect relationships in a story

Use new vocabulary learned by listening, reading and discussing a variety of genres

Read text with appropriate speed and accuracy

WRITING

Write reports.

Write short assignments to be sent via e-mail

Use techniques and strategies in written communication

Apply style and formatting

GRAMMAR

Carry out a systematic approach with emphasis on communication

Apply grammar skills including but not limited to types of sentences, active and passive forms, tenses, Direct and Indirect forms

Use correct tenses for different sections of a research paper or a thesis chapter

PROJECTS

Carry out with varied activities such as class newspapers, booklets, videotaped presentations

Carry out with conferences, and publications

Plan and manage short- and long-term writing projects

Draft, design, revise, and edit documents

FIELD TRIPS

Deal with educational/cultural field trips

Deal with trips to Local companies, business organizations, governmental offices, professional events

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation

Carry out Interactive lectures and tutorials

Do Videos- critiquing

Use transitional devices appropriately and effectively to maintain continuity in papers

PRACTICES

Develop Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Acquire the ability to cope with a range of everyday communicative situations

Produce a wide range of texts with a high degree of linguistic accuracy

UNIDAD 3:	TRAVEL PACKAGES
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To make students familiar with tourist destination´s commercial process. * To analyze how travel agencies work to create and advertise their products. * To make students better understand, receive and respond the needs, expectations and perceptions of customers. * To show students how to do an effective segmentation and targeting of travelers within the larger travel market. * To make students understand the nature of service and its impact on customers and staff motivating them to deliver a service superior to anything currently on the market. * To show students how to create various itineraries and tour packages. * To learn about touristic intermediaries and their role when creating travel packages. * To show students how to market and sell tourist destinations, services, suppliers and existent tours. <p>INSTRUCTIVOS</p> <ul style="list-style-type: none"> * To spend classroom time improving fluency and accuracy of students’ spoken. * To provide students with an ample knowledge of tourism terminology. * To raise students to an Advance speaking level. * To improve students English Language performance from Intermediate to Advance Level. * To improve students’ public oral presentation skills. 	
<p>CONTENIDO:</p> <ul style="list-style-type: none"> * Where would you like to go? / Your own touristic package * Making touristic package for your favorite place in Ecuador * If you were a celebrity... / Touristic packages * Celebrity travel agent / Creating your own agency * A tour around the world / The best places 	

- * A cultural touristic package / Ecuador best cultural attributes
- * The food rout
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate knowledge of:

- * Tourism terminology.
- * How the travel industry works - Positioning a tourist office as travel specialist - Links between operations, marketing, human resource and strategic management.
- * Tourism Promotion - Concept of promotion in tourism - Advertising - Public relation - Sales support
- * Salesmanship - Desirable traits of salesman - Meaning and importance of sale - Customer relation technique - Communication skill - Understanding visitor's profile
- * How to conduct a good meeting with a potential costumer: Client consultation (what to ask clients), engaging conversation and prompting, effective Interaction in Meetings.
- * How to match the various types of travelers and to the correct travel products.
- * Products and Brands - Describing trends and change - Tours kinds - How to advise clients about everything from cultures to currency to climate conditions.
- * Tourism Sales Process - Reservation - Meaning, need, importance - Reservation process - Hotel Reservation - Transport reservation - Service order (charge/voucher)
- * Travel internationally - needed documentation (visa, Passport, Health Regulation, Custom, Airport tax, Currency) and how to obtain it
- * Means of transportation.
How airline reservation operate - Basic formats used to book flights, air tickets, and build the passenger name record (PNR) - Changing or canceling flights. - Baggage allowance - International time calculation - How to refer published time table (schedules published by airlines)
The ground transportation system - rail, cars, and bus tours.
All about cruises - how to read and understand brochures, match the client to the proper ship, the value of cruising.
- * Service - how to improve the design and delivery of it.

- * Kinds of lodgings - How hotels are rated and priced, differences between hotel, resort, inn, etc.
- * Business technologies, such as the Web.
- * Tourism Channels of Distribution - Meaning - Concepts - Tourism distribution channel members - profitable professional relationships with suppliers of: air travel, train travel, cruise lines, accommodations (e.g. hotels, resorts), car rentals, tour operators, restaurants, recreational centers, etc.
- * Tourism Product - Meaning of product, Itinerary Designing - Basic elements – Importance – Consideration
- * Tourism Product Pricing - Meaning of pricing - Concept of pricing (tariff) in tourism - Referring tariffs - Transport tariff - Refund
- * How to create travel packages - The steps to making a booking for clients (Schedules, Plans, Timetables, itineraries, tariff, quotation and other major travel/tourism related documents).

SISTEMA DE HABILIDADES:

Club is designed to help students to improve their oral and aural skills in English. Students will develop competency in speaking and listening skills to a level that will allow them to participate in general conversation and in academic discussions.

Club provides the opportunity for students to develop their academic writing and reading skills and to explore the grammar and style of academic writing in their own career.

At the end of the club, students should be able to:

LISTENING

Follow general travel packages topics through audio and video materials.

Carry out communicative activities, videos, guest speakers, films, discussions

Listen and follows oral directions to complete tasks

ORAL COMPREHENSION/SPEAKING/CULTURE

Generate ideas for discussions by Reading, informational texts, writing, drawing, looking at books, and reflecting on personal experiences.

Talk with a view to making a public oral presentation

Prepare formal presentations with a good pronunciation

Apply techniques and strategies in oral communication

Use American Idioms

Deal with professional communication (meetings, interviews, presentations, etc.), using speaking skills

Use discussion forums for students to discuss issues freely

Deal with business presentations, negotiations, telephoning, meetings, interviews, discussions of case studies and social interactions

READING/VOCABULARY

Understand Business-related and intercultural topics, vocabulary and idioms

Understand, interpret, and analyze narrative and informational text.

Use new vocabulary learned by listening, reading and discussing a variety of genres

Read with accuracy

WRITING

Use organizational structure and writing conventions of research papers.

Write formal personal correspondence

Writing to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Write Business letters, memos, proposals, reports, announcements, résumés.

GRAMMAR

Carry out a systematic approach with emphasis on communication

Carry out a systematic approach with emphasis on business purposes

Apply grammar skills including but not limited to types of sentences, active and passive forms, tenses, Direct and Indirect forms

Use correct tenses for different sections of a research paper or a thesis chapter

PROJECTS

Carry out with varied activities such as class newspapers, booklets, videotaped presentations

Carry out with business plans, conferences, and publications

Plan and manage short- and long-term writing projects

Design documents (e.g., layout, formatting, incorporating graphics/visuals into documents)

FIELD TRIPS

Deal with educational/cultural field trips

Deal with trips to Local companies, business organizations, governmental offices, professional events

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation

Carry out Interactive lectures and tutorials

Do Videos- critiquing

Use transitional devices appropriately and effectively to maintain continuity in papers

PRACTICES

Develop Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Acquire the ability to cope with a range of everyday communicative situations

Produce a wide range of texts with a high degree of linguistic accuracy

UNIDAD 4:	OUTING
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To introduce students with the basics of travel and tourism and acquaint them with different sectors of tourism. * To orient and induce students to travel and tourism so they can appreciate meaning, role (at global, regional and national levels) and nature of it. * To familiarize students with outdoor tourist activities and the language of excursions. * To make students gain an understanding of the terms “excursionist” and “excursion”. * To explain the positive and negative impacts of “excursions” and apprehend the solutions to minimize the negative impacts; * To make students appreciate the role of tourism organizations such as travel, trekking or rafting agencies, etc in “Traveling” 	

- * To introduce students with the operational aspects of tourism industry in general.
- * To make students use outing (excursions) as a didactic strategic to develop tourism.

INSTRUCTIVOS

- * To spend classroom time improving fluency and accuracy of students' spoken
- * To raise students to an Advance speaking level.
- * To improve students English Language performance from Intermediate to Advance Level.
- * To improve students' public oral presentation skills.

CONTENIDO:

- * Commands and their uses
- * Backpacking, Biking, Cabin Camping, Canoeing, Car Camping / Equipment
- * Trekking & Hiking in Ecuador / Equipment
- * How to organize a Camping / Camping checklist
- * Backpacking, Biking, Cabin Camping, Canoeing, Car Camping / Equipment
- * Day Hiking, Fishing, Horseback, Kayaking, Rock Climbing / Equipment
- * Sailing, Scuba, Skiing, Snorkeling / Equipment
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate knowledge of:

- * Basic concepts of travel and tourism - Motivational factors of travel - Types of tourism
- * Meaning of Visitors - Tourists and Excursionists – tourist profile
- * Components of Tourism Excursions - Attraction, Accessibility, Accommodation: Accommodation and Amenities
- * Major Tourism Products of Ecuador - Natural and cultural resources and Conservation Areas - Other attractions including new products of tourism magnitudes.
- * Tourism Sectoral Operation in Ecuador - Travel agencies and tourism activities (Businesses) operating in Ecuador
- * Excursions and the excursionist - Kinds of excursions

- * How to address to different people - engaging conversation and prompting, effective Interaction
- * Basic information on tourist services operations such as Mountaineering, Rock climbing, Wildlife safari, Bungee jumping, Para gliding, Ultra light aircraft, Canyoning, Mountain flight, Cable car, Wave running, Mountain Biking, Home stay or village tourism.
- * Major outing activities equipments and special features.
- * Impacts of Tourism Activities - Positive and negative impacts and measures to minimize/eliminate negative impacts - Economic, social and natural impacts.
- * Importance of Tourism Excursions - global, regional and national perspectives - Economic, social and educational importance
- * Basics of Excursions sustainable development.

SISTEMA DE HABILIDADES:

Club is designed to help students to improve their oral and aural skills in English. Students will develop competency in speaking and listening skills to a level that will allow them to participate in general conversation and in academic discussions.

Club provides the opportunity for students to develop their academic writing and reading skills and to explore the grammar and style of academic writing in their own carrer.

At the end of the club, students should be able to:

LISTENING

Follow general outing topics through audio and video materials.

Carry out communicative activities, videos, guest speakers, films, discussions

Use English Through Music

Listen and follows oral directions to complete tasks

ORAL COMPREHENSION/SPEAKING/CULTURE

Generate ideas for discussions by Reading, informational texts, writing, drawing, looking at books, and reflecting on personal experiences.

Talk with a view to making a public oral presentation

Prepare formal presentations with a good pronunciation

Apply techniques and strategies in oral communication

Use American Idioms

Avoid barriers to effective communication

Use non-verbal communication techniques

READING/VOCABULARY

Understand, interpret, and analyze narrative and informational text.

Use new vocabulary learned by listening, reading and discussing a variety of genres

Read stories orally with fluency, expression, understanding and accuracy

WRITING

Writing to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Use note taking techniques

GRAMMAR

Carry out a systematic approach with emphasis on communication

Carry out a systematic approach with emphasis on business purposes

Apply grammar skills including but not limited to types of sentences, active and passive forms, tenses, Direct and Indirect forms

Use correct tenses for different sections of a research paper or a thesis chapter

PROJECTS

Carry out with varied activities such as class newspapers, booklets, videotaped presentations

Carry out with business plans, conferences, and publications

Work with global Issues

FIELD TRIPS

Deal with educational/cultural field trips

LECTURE

Provide summaries and explanation of materials in form of formal or informal class presentation

Carry out Interactive lectures and tutorials

Do Videos- critiquing

Use transitional devices appropriately and effectively to maintain continuity in papers

PRACTICES

Develop Interactive skill-building exercises

Meet specific needs and interests through private, individual or small group instruction

Acquire the ability to cope with a range of everyday communicative situations

Produce a wide range of texts with a high degree of linguistic accuracy

7. SISTEMA DE EVALUACIÓN:**EVALUACIONES FRECUENTES:**

Al final de cada clase se realizará una evaluación grupal del tema tratado.

EVALUACIONES PARCIALES:

Al finalizar cada unidad se realizará una evaluación del progreso de los estudiantes.

EVALUACIÓN FINAL:

Al finalizar el club se procederá a la evaluación oral e individual de los estudiantes.

8. SISTEMA BIBLIOGRÁFICO:

- darwin.eeb.uconn.edu/eeb310/lecture-notes/ecosystem.pdf
- darwin.eeb.uconn.edu/eeb310/lecture-notes/ecosystem.pdf
- http://flash.lakeheadu.ca/~rrempel/ecology/Biodiversity_Papers/PDF0304-Hannah.pdf
- http://www.bmu.de/files/pdfs/allgemein/application/pdf/handbuch_biodiversitaetsmanagement_bf_en.pdf
- <http://www.ene.gov.on.ca/programs/3672e.pdf>
- <http://www.fsd.nl/naturevaluation/72219>
- <http://www.hseb.edu.np/content/docs/travel.pdf>

- <http://www.monografias.com/trabajos5/ecotu/ecotu.shtml>

9. DESARROLLO METODOLÓGICO DE LA ASIGNATURA

UNIDAD 1:	Ecosystem management
<p>NÚCLEO DE LA UNIDAD:</p> <p>Advanced speaking and understanding</p> <p>Advanced communicative skills</p>	
<p>MÉTODOS A UTILIZAR PARA EL LOGRO DE LAS HABILIDADES:</p> <p>Units will be develop through:</p> <ul style="list-style-type: none"> * Communicative activities: discussions, dialogs * Tutorials * Student-teacher conferences * Workshops * Variety of oral presentations, guest speakers * Listening exercises with videos and recordings * Discussions and pronunciation practices * Authentic reading materials * Guest speakers * Field trips * Writing tasks at the advanced levels * Review of selected complex grammar structures. * And tutor feedback sessions. 	
<p>JUSTIFICACIÓN DE LA UNIDAD:</p> <p>The condition of an ecosystem is commonly influenced by the decisions and actions of many</p>	

people, so once changed, the condition of a particular ecosystem can be very costly, or impossible to restore. Even so unwanted changes within ecosystems can be prevented if the ecological implications and consequences of possible decisions and actions are first evaluated, so to manage ecosystem is necessary to understand not only ecosystems but their functions in supporting and regulating the processes which underpin life on earth. So students should be aware of it, so in the future they'll be motivated to influence an ecosystem to maintain it or achieve a desired condition protecting its structure so by doing so they will also protect the populations of most or all species that are part of that ecosystem.

UNIDAD 2:	Biodiversity management
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NÚCLEO DE LA UNIDAD:

Advanced speaking and understanding

Advanced communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Communicative activities: discussions, dialogs
- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Authentic reading materials
- * Guest speakers
- * Field trips
- * Writing tasks at the advanced levels
- * Review of selected complex grammar structures.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

The massive scale of the biodiversity loss we are now facing poses daunting challenges. The number of species threatened with extinction is so vast that it is virtually impossible to imagine that more than a few of the most important individual species will receive detailed study. Besides, projections of human-induced changes indicate that patterns of biodiversity may change over landscape scales over time frames as short as decades.

Therefore the most realistic hope for preventing extinction on a huge scale is to create new and dynamic conservation strategies to accommodate the natural and human-induced changes that present evidence suggests are inevitable. So students should be trained for it because it is essential that all players join forces and pool their efforts in order to combat the global loss of biodiversity, moreover, they should be the ones that create the needed conservation plans.

UNIDAD 3:

Travel packages

NÚCLEO DE LA UNIDAD:

Advanced speaking and understanding

Advanced communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Communicative activities: discussions, dialogs
- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Authentic reading materials
- * Guest speakers
- * Field trips

- * Writing tasks at the advanced levels
- * Review of selected complex grammar structures.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

There are main incentives of travelling to some special places but sometimes they lost its position as significant tourist destination so tourist lost interest too, therefore, significant changes occur in the structure of tourist flows and with it a decrease of the place's economy.

The reason, a lot of defects in tourism operation, one the most frequent causes because tourists don't visit some places is the lack of good knowledge about it, so it's important students know how to deal with the travel industry so in the future they can successful operate tourism, attracting lots of tourist to any spot and position it in a good place, helping, in consequence to the local economy.

UNIDAD 4:

Outing

NÚCLEO DE LA UNIDAD:

Advanced speaking and understanding

Advanced communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be develop through:

- * Communicative activities: discussions, dialogs
- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices

- * Authentic reading materials
- * Guest speakers
- * Field trips
- * Writing tasks at the advanced levels
- * Review of selected complex grammar structures.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

It is of general knowledge that tourism has become one of the most important economic activities, but tourism not only impacts the financial sector, it also strongly influences the results of other sectors increasing people quality of life and maintaining natural attractions by promoting their conservation.

So it's important students are aware of this fact so they appreciate tourism importance, that's the reason for this unit, because a student who has studied "outing" is motivated to travel and tourism, equipping himself, with a clear knowledge of the topic, getting ready to work in the real work and encourage other people to travel too.

10. PLAN CALENDARIO

ESCUELA: Ingeniería en Ecoturismo		ASIGNATURA: Clubes Especializados de Ingles		CÓDIGO:	
SEMESTRE: Séptimo	PERÍODO ACADÉMICO: 2010-2011	TOTAL DE HORAS: 64	CARGA HORARIA SEMANAL: 4		
PROFESOR:			FECHA:		

Nº	SEMANA	UNIDAD	TIPO DE CLASE	CONTENIDO	OBJETIVOS	OBSERVACIONES
1	1	1	CP	How are the ecosystem manage around the world?	Use the verb “to be” and “like” to make comparisons in the present and past tenses. Examples: Ecuadorian conservational laws are like New Mexico....	
2			L	What do you think about this management?		
3	1	1	CP	How are our ecosystem been managed?	To use criticism skills.	
4			L	Do you think is a good management?		
5	2	1	CP	Bleak plateau, a big lost What is the problem in this ecosystem	To learn how to craft messages in ways appropriate for specific audiences.	
6			L	What to do to solve the problem		
7	2	1	CP	The rainforest	To elucidate benefits and problems of	

				What is the problem in this ecosystem How is it been managed?	rainforest. To carry out with impromptu presentations.	
8			L	What to do to solve the problem		
9	3	1	CP	Galapagos, Patrimonio Natural de la Humanidad and Reserva de la Biosfera. Is it well managed? Patrimonio Mundial in danger	To perfect students narration skills To retell using important ideas/events and supporting details in sequence	
10			L	Galapagos will have the first ecological airport of the world? Is it good for its manage?		
11	3	1	CP	Concepts and approaches	To develop students listing skills	
12			L	Which ones do you know?		
13	4	1	CP	Ecosystem management company	To develop students impromptu presentations as speaking To debate on ecosystem management.	
14			L	What would be your vision and mission if you create your own management company?		
15	4	1	E	Tutor feedback sessions	To assess students improvement.	
16			E	Tutor feedback sessions		
17	5	2	CP	Biodiversity management Problems	To provide students with a knowledge of	

					biodiversity regulation problems and motivate them to find solutions	
18			L	Giving solutions		
19	5	2	CP	How do other countries manage diversity?	To use comparison: more than, as....as, etc. to make comparisons between the different manage regulations around the world, in the present and past tense.	
20			L	Examples		
21	6	2	CP	Biodiversity Management Strategies	To accomplish with writing assignments,	
22			L	Defenders of Wildlife		
23	6	2	CP	Planning for Biodiversity Management	To make predictions using pictures clues, title, text, and/or prior knowledge and develop solutions	
24			L	Plan		
25	7	2	CP	Involving citizens in biodiversity management	To develop good biodiversity management practices	
26			L	What can we do?		
27	7	2	CP	Making a biodiversity management project	To develop students impromptu presentations as speaking	
28			L	Biodiversity Management Issues for Freshwater Ecosystems		

29	8	2	CP	Invasive Species and Biodiversity Management	To present case studies of contentious issues in animal management.	
30			L	Galapagos		
31	8	2	E	Tutor feedback sessions	To assess students improvement.	
32			E	Tutor feedback sessions		
33	9	3	CP	Where would you like to go?	To identify geographic features using (there is/are) and terms like mountains, river, desert, forest, coast, etc.	
34			L	Your own touristic package		
35	9	3	CP	What is your favorite place in Ecuador?	Express like/dislikes related to geographic preferences using present, past and future tenses with I like and don't like Examples: I don't like mountains; I prefer the coast.	
36			L	Make a touristic package		
37	10	3	CP	If you were a celebrity...	To work on description skills.	
38			L	Touristic packages		
39	10	3	CP	Celebrity travel agent	To develop written business communication skills (letters, faxes, reports, e-mail)	
40			L	Creating your own agency		
41	11	3	CP	A tour around the world	To use prepositions with "to be" in the present, past and future tense to identify	

					locations with phrases like: Cuenca is in the southern part of the country.)	
42			L	The best places		
43	11	3	CP	A cultural touristic package	To use location with the verb “to be” and question words such where, what, etc.	
44			L	Ecuador best cultural attributes		
45	12	3	CP	The food rout	Express like/dislikes related to gastronomic preferences using the present and past tenses.	
46			L	Your food rout		
47	12	3	E	Tutor feedback sessions	To assess students improvement.	
48			E	Tutor feedback sessions		
49	13	4	CP	Commands	To express location with the verb “to be” and question words such “where, what”, etc. To work with commands.	
50			L	Use of them		
51	13	4	CP	Backpacking, Biking, Cabin Camping, Canoeing, Car Camping	Express like/dislikes related to outdoor activities preferences using present and past tenses.	
52			L	Equipment		
53	14	4	CP	Trekking & Hiking in Ecuador	Identify geographic features using “there is/are” and terms like mountains, desert,	

					forest, coast, etc.	
54			L	Equipment		
55	14	4	CP	How to organize a Camping	To develop listing skills. To develop telling and retelling skills	
56			L	Camping checklist		
57	15	4	CP	Backpacking, Biking, Cabin Camping, Canoeing, Car Camping	To develop describing skills.	
58			L	Equipment		
59	15	4	CP	Day Hiking, Fishing, Horseback, Kayaking, Rock Climbing	Use prepositions with “to be” in present and past tenses to identify locations.	
60			L	Equipment		
61	16	4	CP	Sailing, Scuba, Skiing, Snorkeling	Express like/dislikes related to sport preferences using present and past tenses.	
62			L	Equipment		
63	16	4	E	Tutor feedback sessions	To assess students improvement.	
64			E	Tutor feedback sessions		

5. Octavo Semestre

ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO

FACULTAD DE RECURSOS NATURALES ESCUELA DE INGENIERIA EN ECOTURISMO

PROGRAMA ANALÍTICO DE LA ASIGNATURA

1. DATOS INFORMATIVOS:

ESCUELA: Ingeniería en Ecoturismo			
ASIGNATURA: Club Especializado de Inglés V			
CÓDIGO:		PRERREQUISITOS: Inglés VI and Speaking Club IV	
SEMESTRE: Octavo		PERÍODO ACADÉMICO: 2010 – 2011	
TOTAL DE HORAS: 64	CRÉDITOS:	CARGA HORARIA SEMANAL: 4	
PROFESOR:			FECHA: 2010

2. JUSTIFICACIÓN DE LA ASIGNATURA:

En un mundo cada vez más globalizado, la habilidad y necesidad de comunicarse se ha convertido en un factor básico y muchas veces incluso determinante para el éxito profesional, por ello aprender una lengua extranjera debe estar dirigido fundamentalmente al desarrollo de la interacción oral. Se debe estimular cualquier intento de comunicación en los estudiantes desde el inicio del proceso enseñanza-aprendizaje, ya que aprender una lengua extranjera supone aprender a comunicarse en ella.

La habilidad para comunicarse clara y eficientemente en una segunda lengua contribuye al éxito del estudiante en el aula y posteriormente en cada fase de su vida, por ello es esencial que los profesores presten gran atención a desarrollar la competencia comunicativa antes que dirigir a sus alumnos a la pura memorización.

Las sesiones de conversación en el aula sin duda alguna permiten la práctica de diversas funciones comunicativas partiendo de un contexto dado, proporcionando a los estudiantes diversas oportunidades reales de interacción comunicativa en las que experimentarán el uso lingüístico, estimulándose, por consiguiente, el desarrollo de sus habilidades conversacionales y fortaleciéndose así su competencia comunicativa.

3. OBJETO DE ESTUDIO:

English clubs have been designed for tourism professionals who need to improve their communicative and social English skills effectively and efficiently.

Each club pretends to enhance students' ability to communicate in English by helping them to master several important language functions, or actions/ideas that can be expressed with language. These functions will enable them to create, participate in conversations, ask and answer questions and manage everyday topics and social situations. The goal of this club then is two-fold: to teach in English and to engage all students in daily opportunities for communicating in English.

For this reason, English Clubs will focus on provide students whose first language is not English with:

1. Functional English to enable students to live in an English speaking society.
2. Conversational English language skills to enable students to communicate with native and non-native speakers of English in the community.
3. Socio-linguistic knowledge to enable students to use the language appropriately
4. Knowledge of the culture and customs of English speaking countries
5. Assistance or information to help students solve problems they may encounter in the foreign environment.

4. OBJETIVOS GENERALES DE LA ASIGNATURA:

4.1 EDUCATIVOS:

- To create people who can adapt to the change, who knows how to learn.

- To make students respond to the challenges of a competitive global environment
- To accomplish an intellectual development in the students
- To motivate students towards the dynamic and the interaction in the classroom.
- To surpass the classic concern just about knowledge and cognitive development, involving the whole person and inducing the affective development, the personal growing and the creativity.
- To tend to the significant learning which is personally important and not to the irrelevant learning like the forced information and the memorization.
- To get to an individual learn not by memorizing but by constructing their own version of that knowledge in relation to what they already know, believe, and have experienced
- To create in the classroom situations of social interaction, from contextual conditions already established, the classroom reality itself, or from the simulation, with the intention of surpass, to some extent, the classroom constraints or lacks.
- To create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.
- To use instructional materials that contribute to the oral skill development with activities such as role-plays, team work, simulations and pronunciation exercises, besides contextualize the situations, which provide the students the opportunity to use English to communicate, be spontaneous and creative in a communicative situation.

4.2 INSTRUCTIVOS:

- To provide the student with the necessary knowledge to be able to communicate in a high level of production and understanding.
- To develop clarity, precision, and maturity in spoken and written communication;
- To expose students to American culture through a combination of language and cultural classes, workshops, interviews and other practical activities.
- To make students very effective public speakers today and tomorrow.
- To develop the skills and competencies the participants require to follow lecture sessions, seminars, tutorials, debates, and examinations that are conducted in English
- To integrate broad-based foreign language learning into their professional activities.
- To develop fluency and pronunciation in professional situations (social interactions, transactions and negotiations, meetings, telephone conversations, presentations)
- To interact with people from around the world and understand other cultures

5. RESUMEN DEL CONTENIDO:

UNIDADES	Tipos de Clases					Total
	C	CP	L	S	E	Horas
1 Personnel Management	-	7	7	-	2	16
2 Pollution and Environmental Impacts	-	7	7	-	2	16
3 Cultural Resources Management	-	7	7	-	2	16
4 Free workshops	-	7	7	-	2	16
Total de horas por tipos de Clases		28	28		8	64

	Día 1	Día 2
Semana 1	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 2	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 3	1 hora práctica	1 hora práctica
	1 hora de taller	1 hora de taller
Semana 4	1 hora práctica	1 hora evaluación
	1 hora de taller	1 hora evaluación

6. UNIDADES:

UNIDAD 1:	PERSONNEL MANAGEMENT
OBJETIVOS:	
EDUCATIVOS	
<ul style="list-style-type: none"> * To develop in students, people skills centered around problem-solving abilities. * To make students familiar with a wide range of professional tasks and responsibilities. * To train students as potential employees and employers of the touristic area. 	

- * To make students know how organizations work and how they deal with issues and problems.
- * To motivate students to lead with wisdom, integrity and vision, while encouraging others to do the same
- * To make students understand the meaning of companionship in the context of their professional activities and their personal lives.

INSTRUCTIVOS

- * To help students become better communicators in business and professional contexts.
- * To perfect fluency and accuracy of students' spoken
- * To review existing knowledge and provide realistic practice of the four language skills (plus error correction).
- * To perfect students' level of spoken/written English.

CONTENIDO:

- * Values / Are they important at work?
- * Problems solutions / Role play
- * Personnel management policies / Organization policies you know
- * Personnel selection / Interview conduction
- * Personnel management important aspects
- * Efficient Communication / Role play
- * Directing an enterprise / Role play
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate knowledge of:

- * The Company - Organization and Structure - Strengths and Weaknesses
- * The Staff - job analyses, personnel needs, salaries, benefits, issues facing, resolving disputes
- * Personnel management styles - Organizations policies
- * Recruitment - How to conduct an interview with a potential employee: Social Interaction,

Meeting and greeting - right questions.

- * Orienting and Training - How to address to different people - engaging conversation and prompting, effective Interaction in meetings.
- * Assessing personnel performance - incentives
- * Communicating with all employees at all levels - Using the right language, Conversational techniques, voice projection, pronunciation and tonality
- * Language of Negotiating - short Presentations
- * Organizations development: Discussing Plans - human resource management system

SISTEMA DE HABILIDADES:

Club V focuses on comprehensive language skill refinement with immediate application in the touristic/professional environment. This club includes authentic materials from the touristic world and interaction with native speakers. Training simulations and actual professional activities to hone the communicative competence.

This club also focus on expand students' English-language proficiency in diverse aspects of written and oral touristic/professional communications, including public speaking, negotiating, correspondence, report, proposal writing and practices at the phone as part of their work.

At the end of the club, students should be able to:

LISTENING

Understand personnel management topics through audio and video materials.

Manage communicative activities, videos, guest speakers, films, discussions

Manage listening strategies for comprehension

ORAL COMPREHENSION/SPEAKING/CULTURE

Be skilful communicators with audiences of diverse backgrounds in the global business environment.

Answer any kind of questions with formal presentations

Speak confidently in public

Discuss Formally

Apply Techniques and strategies in oral communication

Get rid of barriers to effective communication

Use non-verbal communication techniques

Use speaking skills for Business Presentation

Manage group discussions and feedbacks

Manage business presentations, negotiations, telephoning, meetings, interviews and social interactions

Use Meetings/group discussion skills to become more effective meeting participants and to ensure more productive meetings.

Project a professional image (on presentations, over the telephone, meetings, etc.)

READING/VOCABULARY

Manage Business-related topics, vocabulary and idioms

Reads orally with fluency, expression, understanding and accuracy

Identifies cause and effect relationships in a story

Identifies problems and solutions in stories

Use fluent vocabulary to communicate

WRITING

Apply letter-writing skills to write purposeful letters, memos or emails in any given situation, paying attention to the reader's needs, the reader-writer relationship and the communication context.

Manage business letters, memos, proposals, reports, announcements, résumés, etc.

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Manage short assignments to be sent via e-mail

Write summary and manage note taking techniques

Produce functional text (e.g. books, lists, labels, signs, how-to books, observations)

Share writing with others using illustrations to add meaning to published works

GRAMMAR

Manage systematic presentation of basic grammar

Manage systematic approach with emphasis on communication

Manage systematic approach with emphasis on business purposes

Manage grammar skills including but not limited to types of sentences, active and passive forms tenses, Direct and Indirect forms, etc.

PROJECTS

Manage business plans, conferences, and publications

Design documents (e.g., layout, formatting, incorporating graphics/visuals into documents)

FIELD TRIPS

Manage trips to Local companies, business organizations, governmental offices, professional events

LECTURE

Provide summaries and explanation of presented materials formal or informally

Manage Interactive lectures and tutorials

Manage Videos- critiquing

PRACTICES

Train personnel as potential employees and employers of the touristic area

Apply problem-solving skills

UNIDAD 2:	POLLUTION AND ENVIRONMENTAL IMPACTS
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To enhance student`s awareness and appreciation of environment. * To increase students understanding of pollution and environmental impacts. * To raise students' consciousness that making significant change to environment affects everybody. * To create in students an effective approach for protecting the environment. * To teach students how to be environmentally supportive, encouraging them to good practices. * To make students learn about positive solutions to environmental problems, and make students gain empowerment in the process. 	

INSTRUCTIVOS

- * To help students become better communicators in business and professional contexts.
- * To perfect fluency and accuracy of students' spoken
- * To review existing knowledge and provide realistic practice of the four language skills (plus error correction).
- * To perfect students' level of spoken/written English.

CONTENIDO:

- * The Environmental Impact of Soil Contamination
- * Overview of Environmental Impacts / Causes
- * Pollution and global warming / Are we responsible of it?
- * Global warming causes / Global Warming Fast Facts
- * How do animals fight with global warming
- * Your footprint / Calculating your footprint
- * What You Can Do - Fight Global Warming / Environmental Defense
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, students should be able to demonstrate an understanding of:

- * What's happening with the environment - current news analysis
- * Major environmental information such as pollution, contamination, natural and human-induced environment changes, impacts, etc.
- * Kinds of contamination - causes and effects.
- * Environmental impacts - research and data analysis.
- * Green house effect - Causes - mitigation plans
- * Ecuador Environmental Legislation – energy legislation, water management, Current Endangered Species Legislation, Toxic Substances legislation, Forestry Legislation, Air and Waste Management.
- * Riobamba pollution - research

- * Ecological footprint - environment preservation, creating solutions.
- * How to avoid pollution - environmental plans, objectives and purposes.

SISTEMA DE HABILIDADES:

Club V focuses on comprehensive language skill refinement with immediate application in the touristic/professional environment. This club includes authentic materials from the touristic world and interaction with native speakers. Training simulations and actual professional activities to hone the communicative competence.

This club also focus on expand students' English-language proficiency in diverse aspects of written and oral touristic/professional communications, including public speaking, negotiating, correspondence, report, proposal writing and practices at the phone as part of their work.

At the end of the club, students should be able to:

LISTENING

Understand pollution and environmental impacts topics through audio and video materials.
 Manage communicative activities, videos, guest speakers, films, discussions
 Manage listening strategies for comprehension

ORAL COMPREHENSION/SPEAKING/CULTURE

Use oral presentation skills to become confident speakers and be able to deliver persuasive presentations.
 Answer any kind of questions with formal presentations
 Debate and defend a position.
 Speak confidently in public
 Manage group discussions and feedbacks
 Manage discussions of case studies

READING/VOCABULARY

Manage Everyday and general pollution topics, vocabulary, idioms
 Manage reading skills/strategies
 Reads orally with fluency, expression, understanding and accuracy
 Identifies cause and effect relationships in a story

Identifies problems and solutions in stories

WRITING

Manage Report-writing skills

Manage analytical skills required to produce persuasive reports

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Manage short assignments to be sent via e-mail

Manage writing exercises using information from readings and discussions

GRAMMAR

Manage systematic presentation of basic grammar

Manage systematic approach with emphasis on communication

Manage grammar skills including but not limited to types of sentences, active and passive forms tenses, Direct and Indirect forms, etc.

PROJECTS

Plan and manage short- and long-term projects

Manage Global Issues projects

FIELD TRIPS

Manage educational field trips

LECTURE

Provide summaries and explanation of presented materials formal or informally

Manage Interactive lectures and tutorials

Manage Videos- critiquing

PRACTICES

Manage the skills and competencies required to lead lecture sessions

Apply problem-solving skills

Lead private, individual or small group instruction to meet specific needs and interests.

UNIDAD 3:	CULTURAL RESOURCES MANAGEMENT
OBJETIVOS:	
EDUCATIVOS	
<ul style="list-style-type: none"> * To encourage students to relate their past as a legitimate part for their present and a legacy for their future. * To make students understand the significance of their heritage so they can respect and manage it. * To motivate students to reflect about the cultural values of communities through time. * To create a consciousness in the students about the importance of the legacy inherited from past generations. * To motivate students to use our cultural heritage as an important element for tourism. * To show students how history can be used as a selling point for a community, increasing a sustainable tourism. * To show students the benefits of heritage tourism in the economic and social development of the country. 	
INSTRUCTIVOS	
<ul style="list-style-type: none"> * To help students become better communicators in business and professional contexts. * To perfect fluency and accuracy of students' spoken * To review existing knowledge and provide realistic practice of the four language skills (plus error correction). * To perfect students' level of spoken/written English. 	
CONTENIDO:	
<ul style="list-style-type: none"> * Cultural Interpretation / Your own cultural guidance * Cultural Resources management / Basic concepts * Cultural Resources news / Your own cultural resources newspaper * Cultural Resource Management in Natural Areas of the National Park 	

- * Cultural Resource Management by tribes / Better?
- * Cultural Resources Management Workshops
- * Cultural Resource Management Planning / Cultural Resource Management Program
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, Students should be able to demonstrate an understanding of:

- * Major cultural information - current news analysis
- * Cultural resource use - heritage as touristic attractive
- * Heritage tourism development - management and marketing
- * Cultural Guidance techniques - major subjects, effective interaction, engaging conversation, voice projection, pronunciation and tonality
- * Heritage administration - Case studies, local capacity - benefits of improving cultural tourism.
- * Heritage conservation - Encouraging long term sustainability.
- * Heritage management plans.

SISTEMA DE HABILIDADES:

Club V focuses on comprehensive language skill refinement with immediate application in the touristic/professional environment. This club includes authentic materials from the touristic world and interaction with native speakers. Training simulations and actual professional activities to hone the communicative competence.

This club also focus on expand students' English-language proficiency in diverse aspects of written and oral touristic/professional communications, including public speaking, negotiating, correspondence, report, proposal writing and practices at the phone as part of their work.

At the end of the club, students should be able to:

LISTENING

Understand cultural resources management topics through audio and video materials.

Manage communicative activities, videos, guest speakers, films, discussions

ORAL COMPREHENSION/SPEAKING/CULTURE

Use Intercultural communication skills to become aware of important factors at play when communicating across cultures.

Answer any kind of questions with formal presentations

Speak confidently in public

Use non-verbal communication techniques

Use speaking skills for Business Presentation

Manage group discussions and feedbacks

Use discussion forums to discuss issues freely

Manage Professional communication (meetings, interviews, presentations, etc.)

Identify and get rid of transfer errors

Use Meetings/group discussion skills to become more effective meeting participants and to ensure more productive meetings.

Project a professional image (on presentations, over the telephone, meetings, etc.)

Manage cross-cultural communication skills and understanding

READING/VOCABULARY

Manage intercultural topics, vocabulary and idioms

Reads orally with fluency, expression, understanding and accuracy

Identifies cause and effect relationships in a story

Identifies problems and solutions in stories

WRITING

Do critical and interesting discussion of data

Get to conclusions and feasible recommendations.

Write to various audiences and for various purposes (e.g., to inform, to persuade, to earn goodwill)

Manage short assignments to be sent via e-mail

Write summary and manage note taking techniques

Produce functional text (e.g. books, lists, labels, signs, how-to books, observations)

Share writing with others using illustrations to add meaning to published works

GRAMMAR

Manage systematic presentation of basic grammar

Manage systematic approach with emphasis on communication

Manage systematic approach with emphasis on business purposes

Manage grammar skills including but not limited to types of sentences, active and passive forms tenses, Direct and Indirect forms, etc.

PROJECTS

Elaborate community-based research and reports

Plan and manage short- and long-term projects

FIELD TRIPS

Manage cultural field trips

LECTURE

Provide summaries and explanation of presented materials formal or informally

Manage Interactive lectures and tutorials

Manage Videos- critiquing

PRACTICES

Manage communicative and social English skills rapidly, effectively and efficiently

Apply problem-solving skills

Lead private, individual or small group instruction to meet specific needs and interests

UNIDAD 4:	Free Workshops
<p>OBJETIVOS:</p> <p>EDUCATIVOS</p> <ul style="list-style-type: none"> * To encourage students to talk about anything they want and need to in a free environment. <p>INSTRUCTIVOS</p> <ul style="list-style-type: none"> * To help students become better communicators in business and professional contexts. 	

- * To perfect fluency and accuracy of students' spoken
- * To review existing knowledge and provide realistic practice of the four language skills (plus error correction).
- * To perfect students' level of spoken/written English.

CONTENIDO:

- * Varied topics.
- * Tutor feedback sessions

SISTEMA DE CONOCIMIENTOS:

At the end of the unit, students should be able to express any idea in a free way.

SISTEMA DE HABILIDADES:

Club V focuses on comprehensive language skill refinement with immediate application in the touristic/professional environment. This club includes authentic materials from the touristic world and interaction with native speakers. Training simulations and actual professional activities to hone the communicative competence.

This club also focus on expand students' English-language proficiency in diverse aspects of written and oral touristic/professional communications, including public speaking, negotiating, correspondence, report, proposal writing and practices at the phone as part of their work.

At the end of the club, students should be able to:

LISTENING

Manage communicative activities, videos, guest speakers, films, discussions

Manage listening strategies for comprehension

Manage English through Music

Manage English through Film

ORAL COMPREHENSION/SPEAKING/CULTURE

Use oral presentation skills to become confident speakers and be able to deliver persuasive presentations.

Answer any kind of questions with formal presentations

Apply Techniques and strategies in oral communication

Speak confidently in public

Use American Idioms and Slangs

Get rid of barriers to effective communication

Pass assessment of students' speaking development

READING/VOCABULARY

Manage Everyday and general topics, vocabulary, idioms and slangs.

Read orally with fluency, expression, understanding and accuracy

WRITING

Write collaboratively (e.g., co-authorship, peer editing)

Identify and get rid of patterns of error or recurring errors in their class-produced texts

Manage repair strategies to correct these errors.

Manage techniques and strategies in written communication

Manage Style and formatting

Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literatura responses)

Publish group and individual products.

GRAMMAR

Manage systematic presentation of basic grammar

Manage systematic approach with emphasis on communication

Manage grammar skills including but not limited to types of sentences, active and passive forms tenses, Direct and Indirect forms, etc.

PROJECTS

Draft, design, revise, and edit documents

FIELD TRIPS

Manage educational field trips

LECTURE

Provide summaries and explanation of presented materials formal or informally

Manage Interactive lectures and tutorials

Manage Videos- critiquing

PRACTICES

Lead seminars, tutorials, debates, and examinations that are conducted in English

Have a practical understanding of their chosen field of work.

Manage English through Drama

7. SISTEMA DE EVALUACIÓN:**EVALUACIONES FRECUENTES:**

Al final de cada clase se realizará una evaluación grupal del tema tratado.

EVALUACIONES PARCIALES:

Al finalizar cada unidad se realizará una evaluación del progreso de los estudiantes.

EVALUACIÓN FINAL:

Al finalizar el club se procederá a la evaluación oral e individual de los estudiantes.

8. SISTEMA BIBLIOGRÁFICO:

www.nwhf.no/files/File/projectreport.pdf

9. DESARROLLO METODOLÓGICO DE LA ASIGNATURA

UNIDAD 1:	Personnel Management
<p>NÚCLEO DE LA UNIDAD:</p> <p>Career Ideal English speaking and understanding</p> <p>Professional Ideal communicative skills</p>	
<p>MÉTODOS A UTILIZAR PARA EL LOGRO DE LAS HABILIDADES:</p> <p>Units will be developed through a wide range of activities involving oral and written tasks which will emphasize fluency and accuracy:</p> <ul style="list-style-type: none"> * Communicative activities: discussions, dialogs * Tutorials, Workshops * Student-teacher conferences * Variety of oral presentations, guest speakers * Listening exercises with videos and recordings * Discussions and pronunciation practices * Authentic reading materials * Guest speakers, Field trips * Writing tasks at the advanced levels * Review of selected complex grammar structures. * And tutor feedback sessions. 	
<p>JUSTIFICACIÓN DE LA UNIDAD:</p> <p>Success of an organization depends on the capacities and capabilities of its personnel. So students need to know how to deal with it so in the future they can hire, train, motivate and communicate effectively with their employees so they become more valuable for the organization, that's the reason for this unit because unless students know how to make an effective use of people skills they would not get the expected output from their personnel.</p>	

UNIDAD 2:	Pollution and Environmental Impacts
<p>NÚCLEO DE LA UNIDAD:</p> <p>Career Ideal English speaking and understanding Professional Ideal communicative skills</p>	
<p>MÉTODOS Y MEDIOS A UTILIZAR:</p> <p>Units will be developed through a wide range of activities involving oral and written tasks which will emphasize fluency and accuracy:</p> <ul style="list-style-type: none"> * Communicative activities: discussions, dialogs * Tutorials * Student-teacher conferences * Workshops * Variety of oral presentations, guest speakers * Listening exercises with videos and recordings * Discussions and pronunciation practices * Authentic reading materials * Guest speakers * Field trips * Writing tasks at the advanced levels * Review of selected complex grammar structures. * And tutor feedback sessions. 	
<p>JUSTIFICACIÓN DE LA UNIDAD:</p> <p>By teaching pollution and environmental impacts, students learn how our actions greatly affect the overall health of our environment. Understanding this topic equips students to better comprehend and appreciate the consequences that human-induced environmental problems (e.g., global warming, acid rain, pollution) have on disrupting ecological processes and, thus to the valuable services nature provides.</p>	

Therefore this unit pretends to encourage students to do something about it, applying what they have learned to deal with these problems so they can become committed environmental activists.

UNIDAD 3:

Cultural Resources Management

NÚCLEO DE LA UNIDAD:

Career Ideal English speaking and understanding

Professional Ideal communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be developed through a wide range of activities involving oral and written tasks which will emphasize fluency and accuracy:

- * Communicative activities: discussions, dialogs
- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Authentic reading materials
- * Guest speakers
- * Field trips
- * Writing tasks at the advanced levels
- * Review of selected complex grammar structures.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

In the global struggle to alleviate poverty and promote peace, sustainable tourism and cultural

heritage have emerged as powerful tools, particularly in the developing world: Economically it provides millions of new jobs every year, and socially it advances cohesion and tolerance across international frontiers.

So this unit is important to develop students' awareness about it so they can appreciate natural history and cultural heritage and therefore manage them in the best way, after all, managing cultural resources starts with respect and understanding for the traditions and significance of that heritage.

UNIDAD 4:

Free workshops

NÚCLEO DE LA UNIDAD:

Career Ideal English speaking and understanding

Professional Ideal communicative skills

MÉTODOS Y MEDIOS A UTILIZAR:

Units will be developed through a wide range of activities involving oral and written tasks which will emphasize fluency and accuracy:

- * Communicative activities: discussions, dialogs
- * Tutorials
- * Student-teacher conferences
- * Workshops
- * Variety of oral presentations, guest speakers
- * Listening exercises with videos and recordings
- * Discussions and pronunciation practices
- * Authentic reading materials
- * Guest speakers
- * Field trips
- * Writing tasks at the advanced levels
- * Review of selected complex grammar structures.
- * And tutor feedback sessions.

JUSTIFICACIÓN DE LA UNIDAD:

Students are unique in their own ways, they have different opinions about lots of topics and need to express them, so teachers should give their students the right to speak their minds and talk freely about all kind of stuffs they want to, so they don't feel frustrated waiting and needing to say something.

Besides to let them talk will give them the opportunity to make mistakes while communicating and therefore to correct all problems and perfect their oral skills.

10. PLAN CALENDARIO

ESCUELA: Ingeniería en Ecoturismo		ASIGNATURA: Clubes Especializados de Ingles		CÓDIGO:	
SEMESTRE: Octavo	PERÍODO ACADÉMICO: 2010-2011	TOTAL DE HORAS: 64	CARGA HORARIA SEMANAL: 4		
PROFESOR:			FECHA:		

N°	SEMANA	UNIDAD	TIPO DE CLASE	CONTENIDO	OBJETIVOS	OBSERVACIONES
1	1	1	CP	Values	To develop students people skills.	
2			L	Are they important at work? Which are the most important at work?		
3	1	1	CP	Problems solutions	To provide students with a knowledge of work problems and motivate them to find solutions	
4			L	Role play		
5	2	1	CP	Personnel management policies	To analyze how organizations deal with their personnel.	
6			L	Organization policies that you know		
7	2	1	CP	Personnel selection	To perfect listening, understanding and	

					respond skills.	
8			L	Interview conduction		
9	3	1	CP	Personnel management important aspects	To perfect describing skills.	
10			L	Which one is the most important for you?		
11	3	1	CP	Efficient Communication	To enable students to use English Language correctly for Business Communication purposes. To develop written business communication skills (letters, faxes, reports, e-mail).	
12			L	Role play		
13	4	1	CP	Directing an enterprise	To make students use practical examples and case studies, to get detailed information of the issues facing.	
14			L	Role play		
15	4	1	E	Tutor feedback sessions	To evaluate students develop.	
16			E	Tutor feedback sessions		
17	5	2	CP	The Environmental Impact of Soil Contamination	To compare opposing viewpoints.	
18			L	Do you think is really that bad?		
19	5	2	CP	Overview of Environmental Impacts	To perfect criticism skills	
20			L	Causes		

21	6	2	CP	Pollution and global warming	To perfect students impromptu presentations as speaking	
22			L	Are we responsible of it?		
23	6	2	CP	Global warming causes	To perfect students presentations and telling skills	
24			L	Global Warming Fast Facts		
25	7	2	CP	How do animals fight with global warming	To perfect comparison use: more than, as....as, etc. to make comparisons	
26			L	Are their techniques similar to ours?		
27	7	2	CP	Your footprint	To develop arguments through examples and data analysis.	
28			L	Calculating your footprint		
29	8	2	CP	What You Can Do - Fight Global Warming	To motivate students for team-work	
30			L	Environmental Defense		
31	8	2	E	Tutor feedback sessions	To evaluate students develop	
32			E	Tutor feedback sessions		
33	9	3	CP	Cultural Interpretation	To perfect communication skills through structured guidance and oral presentations.	
34			L	Your own cultural guidance		
35	9	3	CP	Cultural Resources management	To focus on critical reading of ethnographic texts.	

36			L	Basic concepts		
37	10	3	CP	Cultural Resources news	To develop students presentations as telling skills	
38			L	Your own cultural resources newspaper		
39	10	3	CP	Cultural Resource Management in Natural Areas of the National Park	To perfect criticism skills	
40			L	Is it ok?		
41	11	3	CP	Cultural Resource Management by tribes	To analyze case studies and debate about them.	
42			L	Better?		
43	11	3	CP	Cultural Resources Management Workshops	To make students use practical examples, case studies and visiting speakers, to get detailed information of cultural issues facing.	
44			L	Worshop		
45	12	3	CP	Cultural Resource Management Planning	To perfect writing and redacting skills	
46			L	Creating a Cultural Resource Management Program		
47	12	3	E	Tutor feedback sessions	To evaluate students develop	
48			E	Tutor feedback sessions		
49	13	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating	

					issues.	
50			L	Debate		
51	13	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating issues.	
52			L	Debate		
53	14	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating issues.	
54			L	Debate		
55	14	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating issues.	
56			L	Debate		
57	15	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating issues.	
58			L	Debate		
59	15	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating issues.	

60			L	Debate		
61	16	4	CP	Varied topics	To demonstrate good oral communication skills for informing, persuading or debating issues.	
62			L	Debate		
63	16	4	E	Tutor feedback sessions	To evaluate students develop	
64			E	Tutor feedback sessions		

VI. CONCLUSIONES

1. El Objetivo de las encuestas fue determinar las necesidades de los estudiantes de la Ingeniería en Ecoturismo en base a las situaciones comunicativas en las que se verán involucrados al utilizar el Inglés como segundo idioma en el futuro. Sin embargo una vez analizadas las encuestas se pudo establecer que el nivel de conocimiento sobre la lengua Inglesa de los estudiantes de la Escuela de Ingeniería en Ecoturismo, aun después de haber recibido varios niveles de inglés, es regular, sobre todo a la hora de comunicarse, por lo que su mayor necesidad es desarrollar habilidades comunicativas. Los estudiantes señalaron sus ambiciones y la necesidad futura de practicar la comunicación oral para poder expresarse libremente y con naturalidad en este idioma en cada situación comunicativa que puedan tener.
2. Por su parte los Directivos y Catedráticos de la Escuela de Ingeniería en Ecoturismo señalaron la necesidad de los Estudiantes de tener un buen nivel en la lengua inglesa y relacionaron las prácticas comunicativas de este idioma en el aula con su futuro perfil profesional resaltando la importancia del conocimiento y manejo de esta lengua extranjera no solo para su futuro profesional sino también para la adquisición de nueva información sobre las diferentes cátedras impartidas lo que conlleva a una mejor enseñanza, una enseñanza más actualizada.
3. Estos resultados permitieron determinar los componentes necesarios para obtener un mejor nivel de habilidad comunicativa que permita al estudiante desenvolverse socialmente y comunicarse en la segunda lengua. De allí el enfoque comunicativo, con el propósito de fortalecer la enseñanza de la lengua inglesa en los estudiantes, ya que este enfoque enfatiza lo funcional de la estructura del lenguaje, cambiando el énfasis en la enseñanza de lenguas extranjeras de lo gramatical a lo funcional.
4. Una vez establecida la metodología se procedió a la elaboración del plan analítico, el mismo que fue creado de acuerdo a las necesidades de los estudiantes y las diferentes cátedras impartidas en la Escuela de Ingeniería en Ecoturismo. El plan analítico fue diseñado para promover la interacción comunicativa en el aula, por lo que profesor debe asumir el papel de facilitador, mediador y supervisor del proceso de comunicación, debe además promover el desarrollo de las habilidades interaccionales de los estudiantes, la competencia comunicativa y sus habilidades conversacionales. Además debe escoger los materiales instruccionales más aptos para esta tarea, que contribuyan con el desarrollo de la habilidad oral.

VII. RECOMENDACIONES

1. El objetivo fundamental de la enseñanza de una lengua extranjera debe ser la comunicación, por ello el enfoque debe centrarse en el desarrollo de la interacción oral. Se debe estimular cualquier intento de comunicación en los estudiantes desde el inicio del proceso enseñanza-aprendizaje, ya que aprender una lengua extranjera supone aprender comunicarse en ella.
2. Aun cuando el Catedrático es quien establece las normas y procedimientos de trabajo en el aula, sus percepciones con respecto a la enseñanza deben encaminarse hacia la motivación de sus estudiantes y son precisamente estas, las que deben guiar sus decisiones docentes con respecto a la dinámica e interacción en el aula.
3. El objetivo de la educación debe ser la formación de personas que puedan adaptarse al cambio, que sepan como aprender. La educación debe sobrepasar la preocupación del conocimiento y del desarrollo cognitivo, debe incluir a toda la persona y debe inducir el desarrollo afectivo, el crecimiento personal y la creatividad. El enfoque de la educación debe ser el aprendizaje significativo, que es personalmente importante y no el aprendizaje irrelevante como la adquisición forzada de información y la memorización.
4. Las sesiones de conversación en el aula sin duda alguna permiten la práctica de diversas funciones comunicativas partiendo de un contexto dado, proporcionando a los estudiantes diversas oportunidades reales de interacción comunicativa en las que experimentarán el uso lingüístico, estimulándose, por consiguiente, el desarrollo de sus habilidades conversacionales y fortaleciéndose así su competencia comunicativa.
5. El profesor debe crear situaciones de interacción social en la clase de lengua extranjera, partiendo de las condiciones contextuales ya dadas o realidad misma del aula, o bien recurriendo a la técnica de la simulación con el fin de superar, en cierta medida las limitaciones o carencias del aula (Littlewood,1981).
6. Con la relación a los materiales instruccionales que se utilizaran, estos deben contribuir al desarrollo de la habilidad oral con actividades como role-plays, trabajo en parejas, simulaciones y ejercicios de pronunciación, además de contextualizar las situaciones, que proporcionen al estudiante la oportunidad de utilizar el Inglés para expresarse, ser espontaneo y creativo en una situación comunicativa.

VIII. RESUMEN

El Inglés para el futuro profesional en turismo constituye una herramienta básica en cualquiera de los campos donde desarrolle su carrera, desde la información turística hasta la gestión y promoción de destinos o actividades turísticas, pasando por las empresas de intermediación, alojamiento y transporte. Desde las universidades, se ha hecho lo posible para fomentar el aprendizaje de esta lengua, sin embargo los métodos utilizados no son siempre los indicados, y el contenido de las clases no es específico para el área. De ahí, esta investigación dirigida a Estudiantes de Ingeniería en Ecoturismo de la Facultad de Recursos Naturales de la ESPOCH, que busca desarrollar y perfeccionar principalmente su destreza comunicativa en la lengua inglesa sin dejar de lado la otras destrezas: auditiva, escritura y lectura; mediante la implementación de clubes especializados de conversación en Inglés. Para elaborar el plan analítico de los diferentes módulos para cada nivel del club de conversación se procedió a definir las necesidades y requerimientos del estudiante de Ingeniería en Ecoturismo en cuanto a este idioma utilizando encuestas, posteriormente se desarrolló el plan de actuación en base al diagnóstico inicial, donde se definió el modelo educativo y los materiales instructivos. A continuación se determinó los semestres con los cuales se trabajarán los clubes, acordando los semestres superiores e intermedios de cuarto a octavo nivel por tener una mejor introducción al Inglés que los niveles bajos. Finalmente se definió el formato para cada módulo y estableció el número de unidades por módulo dando como resultado 5 módulos de 4 unidades, cada uno con siete temas desarrollados mediante worksheets.

IX. SUMMARY

English for the future professionals in tourism is an essential tool for any field where they develop the career, from tourist information to management and promotion of tourist destinations and activities, through intermediation, accommodation and transport companies.

From universities, efforts have been made to promote the learning of this language, however the used methods are not always the indicated, and the class content is not specific to the area. Hence, this research, addressed to the students of Ecotourism Engineering of Natural Resources Faculty of ESPOCH, which mainly aims to develop and refine the communicative skills in English without forgetting the other skills: listening, writing and reading with the implementation of specialized conversation clubs.

To develop the analytical plan of the different modules for each level of the conversation club first the needs and requirements of the students of Ecotourism engineering in this language were defined using surveys, later, the action plan was developed based on the initial diagnosis, which defined the educational model and the instructional materials. Next the semesters which will work with clubs were determined, according the senior and middle semesters from fourth to eight levels because they have a better introduction to English than the lower ones. Finally, the format for each module and the number of units per module were defined, resulting 5 modules of 4 units, each with seven lessons developed through worksheets.

X. BIBLIOGRAFIA

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