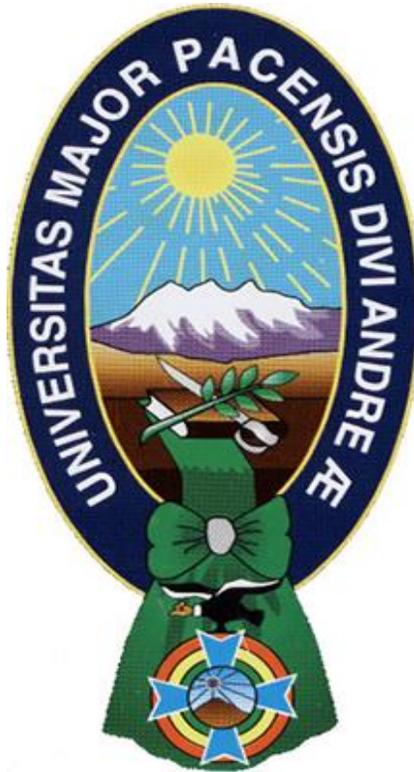


**UNIVERSIDAD MAYOR DE SAN ANDRÉS**  
**FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LINGÜÍSTICA E IDIOMAS**



**English for Tourist Police: a mechanism that enables communication  
between the Police Officer and the English Speaking Tourist**

**PARTICIPANTS:**

*Noelia Noemí Orellana Sánchez*  
*Jeny Inocencia Tambo Claire*  
*José Néstor Mamani Ticona*

**TUTOR:**

*Lic. Roberto Quina Mamani*

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## CHAPTER I: DIAGNOSTIC SECTION

### 1.1 INTRODUCTION

English language is used extensively as a Second Language and as an official language throughout the world. It has become one of the most important means of communication for professionals, students, tourists and people involved in business, and on the internet. Therefore, English as the main concern within the human beings' necessities is the language most often taught and learned as a Foreign (EFL) or Second Language (ESL) around the world. Here it arises the fact that a language<sup>1</sup> is a means of communication.

We believe that there are all sorts of reasons for learners to study EFL (English as Foreign Language) or ESL (English as Second Language). The English teacher or tutor will have to take all the circumstances into account when preparing lessons for the English language learners.

In summary, ESL (English as a Second Language) is a term used when English is taught in a country where English is not the country's first language. ESL is usually taught by teachers whose native language is English. On the contrary, EFL (English as a Foreign Language) is a term used when English is taught in a country where English is not the country's first language. EFL is usually taught by teachers whose native language is not English. Likewise, it is understood that TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language) may require different lesson plans, different approaches and different topics.

On the other hand, the tree of ELT (English Language Teaching) proposed by Hutchinson and Waters (1987; p. 17, Figure 3) shows that ESP (English for Specific Purposes) is just one branch of EFL/ESL, which are themselves the main branches of English Language Teaching in general. ELT, in turn is one variety of the many possible kinds of language teaching. The

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<sup>1</sup> "The system of communication in speech and writing that is used by people of a particular country or area." Oxford Advanced Learner's Dictionary. Oxford University Press. 1997. Printed in China. pp. 862

roots which nourish the tree of ELT are *communication* and *learning* (p. 18). Hence, learning English Language with Specific Purposes concern Learning English as a Foreign Language.

ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning. It is an approach to language learning, which is based on learner need (Hutchinson and Waters; 1987, p. 19)

As Mohseni Far. M.A. suggests one of the requirements to be accomplished by ESP students is that they should have previous knowledge of EGP (English for General Purposes) "which often focuses on education, as the future English needs of the students." On top of that, we have seen the necessity to teach a "General Basic English" as students' previous knowledge to teaching and learning "English Language for Specific Purposes". Moreover, Hutchinson T. and Waters A. (1987) claimed that "English for Specific Purposes (ESP) is not a product, but an approach for learning English language which is focused on Specific Purposes".

Ferdinand de Saussure (1959; p. 16) states that "language is a system of signals, such as voice sounds, gestures or written symbols that encode or decode information". Thus, English language as a mechanism of communication enables communication between the Tourist Police officer and the English speaking Tourist in different circumstances of life. For example, it is used for giving advice, offering help, giving directions, asking for personal identification documents and so on. Therefore, English language has become one of the most important tools of communication within the Tourist Police field and in their work place.

In addition, to carry out an English language course for Tourist Police officers we thought we should know what specialists (linguists) say about Training Police officers to communicate to foreign tourists, in which, we could find little or no experience within the field of teaching ESP (English for Specific Purposes) to Police officers.

Based on the previous views, we issued two questionnaires (see Appendix D) with the purpose of encountering English speaking Tourists and the Police Officers' specific communicative needs. First, we elaborated a needs analysis questionnaire which was applied to Police

Officers in order to make sure and measure their English language knowledge, in which, we could see that most of the Tourist Police Officers lacked knowledge of English language. Second, we applied another questionnaire to English Speaking tourists whose purpose was to know what they thought about the use of English Language within the Tourist Police field. Finally, as a result of those questionnaires, we could see that both Tourist Police officers and English Speaking tourists showed great interest in communicating into English language because of different circumstances and situations they are attempted to face in their lives.

Therefore, we can conclude that Tourist Police Officers who serve the local and foreign community need to know English language in order to communicate and develop several of their activities also they would be able to make tourists feel more comfortable and safer during their stay. On the other hand, tourists also needed to communicate to Tourist Police officers to manage and overcome their difficult situations.

## **1.2 PROBLEM**

As explained previously and according to the results of the questionnaires (see appendix E) applied to Tourist Police Officers, it was shown that most of the Police Officers have problems to communicate to English speaking tourists because they did not know a single word, expressions or phrases into English language. In spite of that, we considered English language be the prior need for Tourist Police Officers learn in order to: guide, direct, advise, inform or help in difficult situations English speaking tourists may face during their stay.

One situation Police officers face in communicating to tourists (whose language is English) is that they had to deal with different problems such as the difficultness in giving directions, asking for their identification, giving advice, offering help in difficult situations, etc. so they had to use (in some cases) gestures, body language or not to say a word and keep silent.

Another situation which prevents from improving the level of Tourist Police staff English language communicative competence and performance in their work place is that they do not have support from any Government Institutions in giving them seminars, workshops oriented

to Tourism and English language knowledge. Thus, due to all the problems identified and other factors which have been the matter of this work were the main reasons which motivated us to carry out English language courses at the National Police.

In summary, the Tourist Police Officers lacked the English language knowledge as much as in theory and practice, this represented an obstacle for accomplishing efficiently their jobs. Therefore, we have tried to come up with most of the communication problems mentioned in this work at this stage.

### **1.3 DESCRIPTION OF THE CONTEXT**

Here we present some important aspects to be taken into account, the description of the context in which our work will take place. Before starting to plan an English language Course for Tourist Police officers we thought it was essential to be acquainted with the Police Institution's background, a brief history of the National Police and the Tourist Police units; their creation, management, organization and their institutionalization.

#### **1.3.1 A brief history of the National Police**

Firstly, the first Police authority sign was shown by Aymaras and Quechuas in the Pre-colombian times. They have brought up their traditions, reports and other references from the primitive inhabitants' institutionalization. Thus, the first police security force was created under the Aymaras and Quechuas principles in view of preserving: morals, good manners, and respect towards the elderly; also protecting children and disabled people.

##### ***1.3.1.1 The First Bolivian Police Force***

Although the marshal (Mariscal) of Ayacucho, Antonio José de Sucre Alcalá, had organized the first Bolivian police force on June 24, 1826, "the National Police (Policía Nacional) was not established officially until 1886. The Bolivian police became institutionalized on the national level in 1937 with the creation of the National Corps of Carabineers (Cuerpo

Nacional de Carabineros) and their professional training school, the Police School (Escuela de Policía), later renamed the “National Police Academy” (Academia Nacional de Policías). The carabineers constituted a post-Chaco War merger of the Military Police, the “Gendarmerie Corps” (Cuerpo de Gendarmería), the paramilitary Security Police (Policía de Seguridad), and the army's Carabineer Regiment (Regimiento de Carabineros)<sup>2</sup>.

Unlike in most Latin American countries, Bolivia's police forces had always been responsible to the national government rather than to lesser political authorities. The concept of centralized police power is established by the Constitution. The Police Law of 1886 formalized the system that remained in effect throughout the first half of the twentieth century. In 1950 the Organic Law of Police and Carabineers of Bolivia (Law No. 311) revised the police system substantially. Law No. 311 and the 1886 law provide the legal basis for the present-day police system.

Until the 1952 Revolution, the police corps was subordinate to the army and to the Ministry of National Defense. The army assumed most police functions and treated the corps as a reserve to be called on only in times of dire emergency. As a result of its active support of the 1952 Revolution, however, the national police received greater jurisdiction over police affairs and was modernized. It and the carabineers were transferred to the jurisdiction of what was then the Ministry of Interior, which concerned itself exclusively with administrative supervision. Nevertheless, the police resented (did not like) being commanded by an army officer and having lower status and pay than the military.

### **1.3.2 The Tourist Police Corps: their Rules and Regulations**

The Tourist Police squads of the country play a vital role by preserving order and help within our society and thus they do with foreigners who visit our country. They follow certain rules and regulations which have been established by the “General Management of the National Police” (Comando General de la Policía Nacional) (see Appendix C).

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<sup>2</sup> Information gathered (into English version) from The Library of Congress Country Studies and the CIA World Factbook. *December 1989*. Web: [http://www.photius.com/countries/bolivia/national\\_security/bolivia\\_national\\_security\\_the\\_security\\_forces.html](http://www.photius.com/countries/bolivia/national_security/bolivia_national_security_the_security_forces.html)

There are certain Rules and Regulations Tourist Police Officers have to follow in their Important Missions (as described in their “Rules and Regulations” - see Appendix C) there are some important aspects we want to highlight so far. For example: a) The Tourist Police National Management has to: plan, organize, manage and control the operation of their squads, b) it has to promote and carry out training programs, seminars on tourism and foreign languages on the view of giving tourists a good service; c) The Tourist Police Operation squads have to: facilitate tourists communicate to local authorities and people in service of tourists who prevent and look after their wellbeing in the country, take precautions so the tourists when going through the country would fulfill with legal rules, obey and preserve natural and cultural attractions, finally, cooperate with migration authorities guarantee appropriate and efficient service for the good of tourists at airports, stations and bus stations.

Besides specific functions and attributions the Organic Law authorizes (see Appendix C), Tourist Police should play a vital role by giving information, giving directions and giving advice to tourists, according to the requirements and large number of, as well as, local or foreign tourists it must cooperate in supervising Tourist Guides and making them improve their service.

Likewise, the Tourist Police Superior Officers must fulfill with the following skills to be part of Tourist Police Corps: a) to be graduated from the National Police Academy (Academia Nacional de Policías), b) to be specialized in tourism and c) to speak at least a foreign language (English), but unfortunately it does not happen so.

All mentioned above concern the use of communication in different circumstances to carry out a good service and an appropriate use of language (a foreign language) to communicate with tourists coming from different countries (for giving information, giving advice, offering help in case of illness, theft, and others). These aspects, highlighted so far, were the most important aspects taken into account in this work.

## **1.4 NEEDS ANALYSIS**

This section refers to the description of researching and gathering information systems used to encounter the Tourist Police staff's English Language needs in which we explained the type of methodology, the techniques we applied and the processes we followed for gathering information. The Needs Analysis is the essential concern within the field of teaching English for Specific Purposes (ESP), which is aimed to specific students' necessities and to what exactly students have to do through the use of English Language as a means of communication. So, through the needs analysis questionnaire we were able to obtain and address the main goals for teaching and learning ESP to Tourist Police staff. Finally, descriptions and conclusions are given about the results obtained from the needs analysis questionnaire applied to Tourist Police Officers.

### **1.4.1 Type of Research**

In order to find information about the students' needs, we adopted a type of descriptive research, which was useful for gathering information about the students' prior knowledge of English language and for describing the students' specific needs and goals with teaching purposes.

The data, as a result of the research, were fundamentally useful for planning an English course; for establishing the objectives of the course, the content, the methodology, the activities and the materials to be used within the English language teaching to Tourist Police Officers.

Finally, this method was useful to describe different situations and facts concerning Tourist and Tourist Police Officers' communication needs and how these phenomena have happened. Therefore, it was focused on the description of people, groups, communities or any other phenomenon which would be the matter of study (Dankhe, 1986: quoted by Sampieri H., Roberto; 1991).

## **1.4.2 The Data Collection Technique**

The data collection techniques allow the researcher to systematically collect information about the objects of study (people, objects, phenomena) and about the settings in which they occur. For instance, there are various data collection techniques can be used such as: using available information, observing, interviewing, administering written questionnaires, etc. Thus, the data collection is considered as a crucial stage in the planning and implementing a study. If the data collection has been superficial or incomplete, data analysis may become difficult, and the research report would be of poor quality.

Therefore, we should concentrate all possible efforts on developing appropriate tools. So, for gathering information on the Tourist Police officers' English language needs and English speaking tourists' communication needs, we have chosen the administering of "Written Questionnaire Technique", which facilitated us, in a simple and effective way to be acquainted with both, students and tourists' general and specific necessities.

As the starting point, we applied two questionnaires: one was aimed to Police officers which had 29 questions (with open-ended and multiple choice questions); and the other one to English speaking tourist, which had 8 open-ended questions.

The results of these questionnaires allowed us to make sure and consolidate our decisions regarding: the content, the design, the objectives, the activities and the materials to be carried out within the English language course for Tourist Police officers in an organized and effective way.

### ***1.4.2.1 Questionnaire for Police Officers***

To carry out our project, as one of the main steps we followed was to apply a questionnaire to Tourist Police officers (see Appendix C), which is divided into three parts:

### **a) Background**

The purpose of the first part of the questionnaire was to know about what the Police officers' mother tongue was, what languages they speak, if they speak and write any foreign languages or if they have already studied English before, if so, where and how long they have studied.

### **b) Methodology**

Here we wanted to know how they would like to study English, how they would like to be corrected by the teacher in class, what activities and materials they would like to be developed during a class and how they would like their teachers teach and be like.

### **c) Work Experience and Needs Analysis**

This is related to Police officers' work place experience. We wanted to know if there were some difficult situations in which Tourist Police officers have had communication problems and how they have used to deal with foreign tourists, for example, in case they wanted to give directions, give advice, ask for and offer help in difficult situations, answer tourists' questions and so on.

#### ***1.4.2.2 Questionnaire for English Speaking Tourists***

The purposes of the questionnaire, applied to English speaking Tourists (see Appendix C) were to know if tourists considered important Police officers know or speak English language as a means of communication to develop their job effectively in their work place, and if they had felt safe by the time they visited our country.

### **1.4.3 DATA DESCRIPTION AND INTERPRETATION**

Based on the final results of both questionnaires applied to 74 Tourist Police Officers our population and 21 English Speaking tourists, we designed a course called "*ENGLISH FOR TOURIST POLICE: A MECHANISM THAT ENABLES COMMUNICATION BETWEEN THE*

*POLICE OFFICER AND THE ENGLISH SPEAKING TOURIST*". In this work the data were written in a descriptive style (see Appendix D for graph descriptions).

#### ***1.4.3.1 Questionnaire applied to Tourist Police Officers***

The following analysis explains in detail the results of the questionnaire surveyed to 74 Police officers (men and women) among young and adult ones. The ages of the subjects ranged from 20 to 51 years old. The description of these data consists of the following questions (which were elaborated into Spanish) categorized into four main factors: background, methodology, work experience and comments. The questions of the questionnaire were translated into English maintaining the verb tense of the original ones, and their interpretation is written into the form of reported speech.

##### ***a) Background***

#### **1. What is your mother tongue?**

This question was asked on the assumption that most subaltern police officers come from rural area so their mother tongue must have been Aymara or Quechua. Of the respondents, 49% said their mother tongue was Spanish and 47% said Aymara, with a small difference of 4% whose mother tongue was Quechua. As we could see, the results showed that almost half of the respondents spoke Spanish and another half spoke Aymara.

#### **2. Mark the languages you know besides Spanish.**

This question was asked to know what other languages Tourist Police officers knew or spoke besides Spanish. Of those, the majority 67% marked Aymara language, only 13% indicated speaking English, 12% mentioned Quechua and in a minor percentage (8%) mentioned French. According to the results, most of the Tourist Police officers knew Aymara.

### **3. What is your English level?**

The third question was asked to find out the student's English level. Of the respondents, only 1% indicated having the Intermediate level; 23% indicated having the Basic Level; 34% understood a little English and 42% understood nothing. According to these results, Police Officers have to learn and others have to improve speaking English language.

### **4. Can you write into English?**

Here we wanted to know if the learners were able to write sentences, phrases or words into English. Of the respondents, only 5% could write into English; 50% could write several words or phrases; 36% could not write any of the words and phrases; and 9% answered nothing. The results showed that most of the Tourist Police officers were not able to write into English.

### **5. Where did you study English?**

This question was asked to know where the Police officers studied English. Of the participants, 66% mentioned they have learned at School; 4% mentioned at an Institute; only 1% studied at University; 7% indicated that they studied on their own; and 22% did not study English. According to the results we can conclude that few people studied English, in some way, at any place; and the majority of our respondents studied English at school. It means that they are not able to communicate into English.

### **6. How long have you studied English?**

Of the participants, only 19% said they have studied English for at least 1 year; 59% did not study English; 7% have studied more than a year; 15% studied from 1 to 6 months. Based on the results we can say that a great number of Police Officers who work with tourists had little or no opportunities to learn English.

## ***b) Methodology***

### **1. How would you like to learn English?**

This question was asked to be acquainted with how Police officers would like to learn English. The results indicated that of the participants, 10% mentioned through memorizing words and phrases, 21% mentioned translating, another 21% through listening recordings (compact discs), 24% said through watching videos, and other 24% said they would like to learn English with grammar explanations.

As the results indicated, the majority of our respondents would like to learn English through videos and with grammar explanations.

### **2. How would you like to be corrected in class?**

Of the respondents, 60% said they would prefer to be corrected in class immediately, 23% mentioned they would rather be corrected on the board and only 17% mentioned they would like to be corrected after class (private), and probably they think they would feel ashamed in front of others. We thought correcting students' mistakes might help them improve so they could avoid making too many mistakes.

### **3. What kind of activities you would like to be carried out into English classes?**

We asked this question on the assumption that Police officers who work with tourists might have already taken English courses, on top of that and according to their experiences, we wanted to know what kind of activities would be better to them to be carried out in the English course for Tourist Police. Of the Police officers, 73% mentioned they would like English classes to be carried out with conversations, 9% with games, 9% with plays and another 9% with listening to songs. The results showed that there is a strong demand to learn English through conversations because the priority is "communication".

#### **4. What kind of materials you would like to be used during your English language course?**

We thought classifying materials would be important, to which, of the respondents 22% mentioned using drawings and pictures would be necessary, only 13% showed preference for using short stories and the majority of the respondents (65%) mentioned using text books would be appropriate for learning English.

#### **5. How do you think your teacher should be like?**

According to the results in question 5, when asked what their teacher should be like, we could see that almost half of those interviewed believed in that their English professor should be organized; (6%), friendly (17%), dynamic (20%), clear and precise (12%), and of the respondents 45% agreed with all previously mentioned items. However, for most of the participants dynamic and precision were the most important aspects in teaching and learning English language (see Appendix C).

#### ***c) work experience***

##### **1. Have you ever faced any difficulties while you communicated with an English speaking tourist?**

About fifty four (54) % of the respondents (Police officers) have had communication difficulties despite not having any or little English language knowledge. Therefore, there has been no authentic communication between a police officer and an English speaking tourist. Of those, 5% indicated they looked for ways to communicate such as: using body language, signaling and using some basic words learned in their previous school or an institute. Of the respondents 20% tried to communicate with the help of a translator, dictionaries, drawings, pamphlets and with the use of some pictures. At times, as tourist and as police officers looked for ways to communicate and to be understood. In which, 21% did not answer the questions.

We concluded that English language is a means of communication which might help both Tourist police officers and English speaking tourist convey or understand the message clearly and accurately.

## **2. Are there translators at your work place?**

In this question we wanted to know if they had translators who helped them or used to help foreigners. The results revealed that fifty four percent (54%) said there were no translators in their work place and the rest 46% was likely unsure about the existence of translators in their work place.

## **3. If a tourist asks you for help, for example, an address of a hotel or hostel in English language, can you help him/her?**

The results showed that of the respondents, 62% would be able to indicate the address of a hotel or hostel, 20% would not be able and that they would look for help, 17% would try it to and just one (1) % would not. So, we can conclude that more than a quarter of the Police officers (almost 38%) felt they were not able to give directions.

## **4. Have you sometimes needed a translator or interpreter to communicate to a tourist?**

Of the respondents, 82% have needed or have been in the necessity of appealing for a translator or interpreter's help to communicate with tourist. Of those, 18% haven't found the necessity to appeal for a translator's help since they have found ways to communicate such as: body language, the use of signs and so on.

## **5. Have you ever had any bad experience when you communicated to a foreign tourist?**

Of the respondents, only 5% mentioned they sometimes had experienced difficulties; 43% answered that they had had experienced embarrassing situations and that they hadn't been able to offer an appropriate information due to the fact they lacked English language knowledge;

only 16% of the respondents hadn't have any bad experience. Of those 36% did not answer the question. Here we can conclude and say that due to the fact they did not speak English language, most of the Police Officers have had faced, in some way, bad or embarrassing situations when communicating to English language speaking tourist.

#### **6. How often do you communicate to a tourist?**

According to the results in question 6, most of the respondents (96%), Police Officers, communicated to Tourists more frequently (almost every day); of those, only 4% communicated once a week. Thus, we can deduce that the communication necessity through a foreign language among Police Officers and Tourists is frequent.

#### **7. What is a tourist to you?**

Here we wanted to know about the Police Officers attitude towards a tourist who visits the country, to which most of the respondents defined a tourist as a person who travels and visits different places such as: tourist attractions, entertainments, places with different cultures; and that a tourist needs Police Officers' care during his/her stay in our country.

#### **8. Do you think you have enough (available) extra time to learn English language (apart from the time in classes)?**

According to the results shown, of the total of respondents, 67 % thought they had enough time to learn English language (apart from their time in class) and 33% thought they were not able to have any extra time.

#### **9. Do you think that English language could solve your communication problems with foreign tourists?**

In this question the majority (96%) of the respondents answered "Yes". Therefore, English

language might solve their communication problems with foreigners, and only 4% said they might not have communication problems with tourists.

This question was asked to know if the Police Officers were interested in learning English language to communicate to English speaking tourists, this way they could solve their communication problems.

**10. Do you think English language is important for your job?**

A large number of the respondents (95%) considered English language to be very important in their job, since the majority of the tourists who suffered a theft or loss of their belongings go to the Tourist Police office for a complaint.

**11. Have you ever had or felt fear of communicating to an English speaking tourist?**

We wanted to know if some of the Tourist Police Officers have felt fear of communicating to tourists who speak English. Of the respondents, 48% indicated they have felt fear of communicating to tourists, of those 52% have not felt any fear of communicating to tourists.

**12. Write some words or phrases you know in English which you have listened or learned. For example: “Please!”**

When we asked the Police Officers write some words or phrases they knew in English, which ones they have listened or learned, of the total of the respondents (74 police officers) wrote different words and phrases; which we rewrote and ranged in detail according to the times these were mentioned as shown in the following chart:

N° OF TIMES	LANGUAGE ITEMS	N° OF TIMES	LANGUAGE ITEMS	N° OF TIMES	LANGUAGE ITEMS
13	Hello!	1	Camping	1	Four
9	Good morning.	1	Crazy	1	mother
9	Where are you from?	1	From	1	Office
7	Please!	1	great!	1	Seven
6	What is your name?	1	Happy	1	Street
6	Thank you.	1	Have	1	Ten
5	Yes	1	How are you?	1	We are here.
4	Can I help you?	1	Is	1	Where is it?
3	Biking	1	Life	1	Window
3	Book	1	Stolen	1	Woman
3	Name	1	There is	1	You're welcome!
3	Thank you.	1	Together	1	belonging
3	Do you speak English?	1	Where	1	Camera
3	Good bye.	1	Where do you go?	1	Climbing
2	Love	1	come on please	1	go two blocks to the right
2	Pencil	1	Chicken	1	Good evening
2	Trekking	1	Chocolate	1	Help me
2	Do you speak Spanish?	1	I went to work.	1	Hi!
2	Go	1	Men	1	How old are you?
2	one	1	Pineapple	1	I am
2	Police	1	sit down please	1	Lunch
2	Teacher	1	Thanks a lot.	1	Mister
2	Two	1	There are	1	money.
2	Bike	1	Three	1	mountain
2	city tour	1	What are you looking for?	1	My name is.
2	Door	1	What happened?	1	School
2	Hostel	1	What is this?	1	Student
2	Be careful!	1	What time is it?	1	Turn to the right.
2	Okay.	1	Are you married or single?		
2	What?	1	bus station		
1	Are you a singer?	1	Corner		
1	Backpack	1	Father		

The objective of this question was to encounter Police Officers' English language previous knowledge (words, phrases and some expressions), which they have used to communicate into English. So we could conclude that most of the Tourist Police officers know single words and a few questions or sentences.

### **13. Would you like to speak and write into English?**

Of the respondents 100% were in the necessity to speak and write into English language, since their job demands it. With this question, we wanted to know if the police officers liked to learn, speak and write English.

### **14. Is English language important for you?**

We asked this question on the assumption that English language surpasses frontiers and it is a language most often taught throughout the world. The results showed that of the respondents, 99% said English language was very important because it facilitated communication between the Police Officer and the foreign tourist. Therefore, Police Officers would be able to develop a good job in their work place. Of those, only 1% believed in that English language would not be important for them.

### **15. Why is English language important for you?**

The results showed that Police officers have the necessity to learn English language, to which, 73% of the participants declared English language be useful, 10% said they liked English language, 17% declared it was the essential necessity to communicate to tourists in their job.

### **16. Why do you want to learn English language?**

According to the results 47% of the Tourist Police officers wanted to learn English to obtain a good job in the future, in which almost the same percentage (45%) mentioned they would like to learn English language to develop their job efficiently, and in a minor percentage, 4%

wanted to learn English language to broaden their knowledge and to be part of a foreign community.

The purpose of asking this question was in order to find some reasons why Tourist Police officers wanted to learn English language.

**17. What words or phrases would you like to learn in English?**

**Write some phrases, questions, directions, sentences, greetings and others into Spanish which you want to learn in English.**

**Example:** *¿Dónde queda la plaza San Francisco?* ; *¡Cuidado con el ladrón!*

In this question we wanted to know about what words, sentences, expressions or phrases police officers considered as essential for them to learn in English to communicate to tourists so they wrote as it is shown in the chart below:

<b>Nº</b>	<b>Nº OF TIMES MENTIONED</b>	<b>WORDS / PHRASES / SENTENCES...</b>
1	12	¿De qué país viene Usted?
2	6	¡No hable con extraños!
3	5	¿A dónde quiere ir?
4	3	Al subir al taxi procure anotar la placa.
5	3	Cuide sus pertenencias.
6	3	No confíe en personas extrañas.
7	2	¿A dónde se dirige?
8	2	Tenga cuidado con su equipaje.
9	2	Tenga cuidado con las personas que se le acercan.
10	2	¿Qué le ha parecido La Paz?
11	2	Si necesita ayuda acuda a un policía.
12	2	¿Cuándo retorna a su país?
13	2	¿En qué hotel está alojado?
14	2	¿Cómo se encuentra?
15	2	¿En qué calles se encuentra el mercado "Las Brujas".
16	2	¿Dónde se encuentra el restaurante de comida vegetariana?

17	2	¿Le gusta nuestro país?
18	2	¿Qué le gustaría conocer?
19	1	Cuídese de las personas civiles, que pueden ser falsos policías.
20	1	¿Dónde queda el restaurante más cercano?
21	1	Cuando esté de viaje en un bus no reciba ningún líquido o alimento que le pueden dar pastillas para dormir.
22	1	No otorgue el PIN de su tarjeta de crédito a ninguna persona.
23	1	La plaza San Francisco queda a cinco cuadras hacia arriba /abajo.
24	1	El hotel Sagárnaga queda en la calle Sagárnaga.
25	1	Cuide su cámara fotográfica y su mochila.
26	1	Buenos días.
27	1	Buenas tardes.
28	1	¡Tenga cuidado en el viaje!
29	1	¿Dónde queda la plaza Murillo / Alonso de Mendoza?
30	1	¿En qué le puedo ayudar?
31	1	Cuide sus pertenencias en todo lugar y no confíe en otras personas.
32	1	Tenga cuidado con su Tarjeta de Crédito.
33	1	Busque un hospedaje.
34	1	¿Dónde queda el hotel?
35	1	¿Qué te llamas?
36	1	¿Cuánto cuesta el pasaje a Copacabana?
37	1	Chau.
38	1	Hola.
39	1	¿Qué dijiste?
40	1	¿Dónde le robaron sus cosas?
41	1	¿Qué lugar fue a conocer?
42	1	Siempre aproxímese a un policía de uniforme.
43	1	No se descuide de su equipaje.
44	1	Usted puede poner la denuncia en la policía turística.
45	1	Tenga precaución al coger un taxi.
46	1	¿Dónde quiere dirigirse?
47	1	¿Dónde está hospedado?
48	1	No confíe en personas que se le acerquen.
49	1	Tome la línea N° (5)
50	1	Tiene que ir por aquí.
51	1	Cuidado con su mochila.
52	1	Haga caso solo al policía.

53	1	No deje sus pertenencias.
54	1	Tenga cuidado con sus cosas de valor.
55	1	¿Dónde está viajando?
56	1	¿Qué encontró en mi país?
57	1	¿Cómo le trataron nuestra gente?
58	1	¿Le gusta la comida típica de mi país?
59	1	No reciba nada de personas desconocidas.
60	1	¿Qué hotel está buscando?
61	1	¿En qué les puedo ayudar?
62	1	El museo queda en la calle Mercado.
63	1	¡Vaya con cuidado!
64	1	La Terminal está en la Avenida Montes.
65	1	El Aeropuerto está en la ciudad de El Alto.
66	1	Me robaron mi tarjeta de crédito.
67	1	¿En cuántas horas llego a Copacabana?
68	1	¿Dónde podré tener conocimiento de la cultura?
69	1	No tenga confianza con nadie.
70	1	¿Te ayudo?
71	1	¿Qué sucede?
72	1	No sea distraído.
73	1	Tenga cuidado al correr.
74	1	Camine cinco cuadras.
75	1	¿Qué desea usted?
76	1	¿Perdió alguna de sus pertenencias?
77	1	¡Cuidado con el ladrón!
78	1	¿Cuál es su nombre?
79	1	Buenas noches.
80	1	¿Dónde está yendo ahora?
81	1	¿Qué opinión tiene acerca de La Paz?
82	1	Tenga cuidado con los falsos policías.
83	1	No camine solo(a) hasta altas horas de la noche.
84	1	Lleve su mochila en la parte delantera para que no la roben.
85	1	El policía siempre viste de uniforme verde.
86	1	Cuando sube al taxi no deje subir a otra persona.

Of the overall respondents, 34% suggested the warning phrases be important; 17% concerning places; 9% wanted to know about how to make questions to request or offer help; of those 6% considered greetings be essential for meeting or getting along with people; 21% mentioned that getting information about tourists' personal identity was essential to Tourist Police officers.

The specific objective of this question was to know about the essential words Police officers needed to learn, that is to say: sentences, questions, phrases, directions, greetings or others.

### **18. These are some comments and suggestions Police officers wrote on the questionnaire paper.**

Of the 74 enquires, 6 of them wrote some comments and suggestions for English courses to be carried out at the Tourist Police, as it follows:

#### **COMMENTS**

- “English courses are very important for the Tourist Police staff who work for tourists well being.”
- “English courses are required for learning new words and expressions.”

#### **SUGGESTIONS**

- They suggested English classes be more active and not be monotonous.
- They suggested having more dialogues be much better.
- They suggested English classes be more practical with examples; based on the view that English classes should be addressed to tourism, especially to communicate to tourists.

The Police Officers' comments and suggestions contributed to carry out this project, and these were also helpful to estate our objectives on what specifically the police officers wanted to learn and how they wanted to be the English courses like.

### ***1.4.3.2 Questionnaire applied to English Speaking Tourists***

The idea of elaborating a questionnaire for English Speaking Tourists (see Appendix C) was mainly based on the purpose of acquiring plenty of information about what they thought of Tourist Police Officers in our country, of their functions, of how they used to communicate to English Speaking Tourists. Particularly, we wanted to know if they were able to communicate into English language to Tourist Police officers in different circumstances of their stay in our country. For example: for asking Police Officers for directions, any help or type of information they needed about a place, so on. The gathered data were helpful to make our work hugely successful

The following analysis explains in detail the results of the questionnaire (see Appendix C) surveyed to 21 Tourists who were around the Church building “San Francisco” (Iglesia de San Francisco) and others on Sagárnaga Street (11 men and 10 women) among young and adult ones. The ages of our respondents ranged from 19 to 33 years old, which we describe in detail as it follows:

#### **1. How are you feeling about staying here (in Bolivia)?**

Here we wanted to know about how the tourists were feeling about staying in Bolivia, to which, 42% indicated that they felt good, however the American textile prices were high than expected. Of the respondents, 23% mentioned they loved this place, because, it was enjoyable, interesting, with beautiful markets. Of tourists, 14% felt a little unsafe and only 10% felt like not having problems so far because they have not experienced it yet.

#### **2. Could you tell me what your nationality is?**

This question was asked because we wanted to know what the nationality of the most tourists coming to Bolivia was, to which, the survey showed that almost the quarter part (24%) of the visitors were American and Dutch. Of the respondents sharing similar percentages, 14%, were

found to be British, Australian and French. Only, 5% were found to be Austro-Hungarian and Irish.

### **3. What is your native tongue?**

With regard to question 3, of the respondents, 57% had English as their mother tongue followed by 24% whose mother tongue was Dutch; 14% had French, and only 5% had Spanish. This finding could respond to the premise that the majority of the tourists coming to Bolivia are Dutch and English.

### **4. What other languages do you speak?**

This question was based on the assumption that a tourist who visits different countries speaks more than one language. The results indicated that 34% of the respondents spoke Spanish, and 24% spoke English; of the respondents sharing similar percentage, 15%, spoke English and French, and the rest of visitors (at the range of 3%) mentioned they spoke Arabic, Nil, Irish and Portuguese. These results could respond to the Tourist Police officers' necessities of speaking at least more than one foreign language to deal with tourists.

### **5. Did you need any help when you first arrived in La Paz, Bolivia? What?**

This question was asked on the deduction that tourists could have faced different situations or problems since the first time of their visit in La Paz. Of the respondents, 81% pointed that they have not needed any help yet and that most of them did by themselves, but maybe later. Of those, 14% indicated they have needed some help for different situations such as for: taking a taxi, asking for streets and finding the best hotel or hostel.

### **6. In case you needed a help, was that easy for you to communicate to a Police Officer?**

In this question the results showed that 57% of the respondents have not needed any help; in some way, 38% have needed some help in different situations such as: to find a hotel and directions. Of the respondents 5% did not answer the question.

#### **7. Do you think a policeman should speak any foreign languages? Why?**

This question was asked to know what the tourists thought about Police Officers speaking or not speaking a foreign language to communicate to tourists. To which, 43% of the respondents suggested Tourist Police Officers speak a foreign language because Bolivia is a tourist country. 19% said that it should not be necessary that police officers speak any foreign languages because a tourist should learn the language of the place he/she visits; and other 19%, of the respondents, said, “perhaps police officers could speak but it should not be a requirement”. Of the respondents, 5% did not answer the question.

#### **8. In what situations do you use to communicate to a Police Officer?**

The results of this survey, regarding the situations in which tourists used to communicate to a Police Officer, showed that of the respondents, 42% mentioned that they used to ask a police officer for directions, 10% needed a help in case of crime, 18% in case of theft or robbery, 10% said they used to ask for a help to catch a bus or taxi, and of the respondents, other 10% mentioned they used to communicate in dangerous situations.

So, we can conclude that most of the tourists needed to communicate to a Tourist Police Officer for directions.

#### **9. Do you have any information about the Tourist Police Corps in Bolivia? Do you know what their main concerns are?**

In this question, we wanted to know if the tourists knew what Tourist Police officers did and what their concerns were, regarding tourists’ activities in La Paz. Of the respondents, 95% said they did not know about what the tourist police did and what their concerns were. It means, that they have not been informed about the activities or the role Tourist Police officers

play concerning tourists, and only 5% of the respondents were likely to know about what the Tourist Police Officers did; and that they were supposed to be a mediary force between two tourists and that they help people in case of crime, theft or being lost.

**10. How often do you ask for help to a Tourist Police officer?**

In this question the results showed that 65% of the respondents never asked for any help to Police officers; 13% said that sometimes did; 9% mentioned hardly ever; another 9% said not often and 4% did not answer the question. The results showed that most of the tourists were not likely to need Police Officers; they did not need police yet. It might have been because of a few days of their stay.

**11. Do you agree or disagree with that the Police Officers should learn foreign languages to communicate to tourists? Why?**

Most of the respondents (85%) in this question agreed with the idea that Police Officers should learn foreign languages because they thought it would be useful to avoid misunderstandings; it would make it easier in difficult situations and that it would make tourists feel more at ease and feel safer.

**12. What difficulties have you faced since you first arrived in here?**

In this question the results showed that 75% of the respondents did not faced a difficult situation yet; 10% thought there was poor transportation and another 10% said it was hard to find a room, and 5% of the respondents suffered the robbery and theft of their belongings.

**13. What is the purpose of your stay in Bolivia?**

This question was based on the assumption that there would be different reasons tourists may visit the country. Of the respondents, 38% said their stay was of tourism; other 38% because

they were for different activities; 14% said they were on vacation; and 10% of the respondents said they worked in La Paz.

## **1.5 POPULATION**

The population we have taken for this work was the Police Staff who were part of the “Marshal (Mariscal) Antonio Jose de Sucre (UNIPOL) Police University and the Tourist Police Officers”. Our population consisted of 74 Tourist Police Officers (men and women) whose ages ranged from 20 to 50 and 21 English Speaking Tourists (men and women, randomly selected) whose ages ranged from 19 to 33.

The purpose of choosing this population for this work was in the view of developing an English course to promote communication among the Tourist Police Officers and the English Speaking Tourists who visit La Paz.

## **1.6 SAMPLE**

The activities we planned and proposed for giving students better opportunities to use English language in real circumstances of communication (that is to say, to communicate: their ideas, thoughts, feelings, as well as, for giving directions, preventing crime against the foreign and local tourists) were fundamentally based on our sample which consisted of 60 Tourist Police officers who enrolled the English language course called “*English for Tourist Police: a mechanism that enables communication between the Tourist Police Officer and the English Speaking Tourist*”.

## **1.7 CONCLUSION OF DATA COLLECTION**

As a conclusion, based on the questionnaire applied to the Tourist Police officers, in which the results showed that most of the respondents had Aymara and Spanish as their mother tongue and a few of them spoke Quechua. Secondly, we wanted to know if they knew or spoke any foreign languages, among which, only a few people said they have had studied English so a

few of them could write several words and speak a little into English. Thirdly, the respondents (according to the options proposed in the questionnaire) suggested they would like to learn (in other cases improve) English language through memorizing, videos, listening recordings and with grammar explanations and conversations.

We could understand that English language is the prior need for Tourist Police officers and the most important tool of communication which might help them to develop their work appropriately and communicate with English speaking tourists without difficulties. At the same time, they would be able to write, speak, listen and read into English. Not only those things we mentioned so far but also they would feel sure and be able to help tourists in different situations during their stay in the city. For example: giving directions, asking for their documents, giving advice about any danger, etc.

Finally we can say that the most relevant question lied on if they were interested in learning English language and that it could help them solve their communication needs, to which, we concluded that most of the respondents thought English language be really important for the development of an efficient job in their work place (not only because of the job requirements but for English language was essential in their lifetime) so that they would be able to help tourists and take care of them in different situations during their stay in our country.

## **1.8 OBJECTIVES**

### **1.8.1 GENERAL OBJECTIVE**

- To develop a course of English language for the Tourist Police as a mechanism that enables communication between the Police Officer and the English Speaking Tourist.

### **1.8.2 SPECIFIC OBJECTIVES**

- To promote communication between the Tourist Police officer and the English Speaking Tourist

- To achieve the English Speaking Tourist and the Police Officer's communicative purposes
- To provide students communication tools within the use of English language
- To apply Basic English with General Purposes (EGP)
- To apply Intermediate English with Specific Purposes (ESP)
- To design an English for Specific Purposes text book (focused on the police and tourists' communicative needs) as a contribution for teaching English to Tourist Police Corps
- To propose a Course Design based on English for Specific Purposes (ESP) for teaching Tourist Police Officers
- To measure the Tourist Police officers' English language knowledge level through a Test
- To identify students' preferred learning styles and develop skills in learning how to learn
- To design a handbook-guide based on police language (useful vocabulary and phrases of how to: ask, offer help, and give directions; also to ask for personal information and identification documents).

## **1.9 DELIMITATION OF THE STUDY**

### **1.9.1 Place Delimitation**

The present project was carried out at the “Marshal (Mariscal) Antonio José de Sucre” Police University (UNIPOL) on Iturralde Avenue, Miraflores, La Paz city, with the Tourist Police corps staff.

### **1.9.2 Time Delimitation**

According to the graduation regulations of the Department of Linguistics and Languages of “Universidad Mayor de San Andrés”, each graduate student (English teacher) should accomplish 600 working hours. Thus, in order to carry out the English language courses efficiently we elaborated a chronogram of activities, which consisted on the following:

- a. Starting Date:** August 11<sup>th</sup>, 2008
- b. Ending Date:** April 17<sup>th</sup>, 2009.

Because of unexpected problems which have occurred during the development of the courses of English such as: vacations, trips, change of administrative staff, destinations (some Tourist Police officers had to leave for conflicts in Pando), seminars, exams of promotion, and others that occurred in between the starting date and the ending date, the English language courses at the Tourist Police were delayed and the length of time was extended into August 13<sup>th</sup>, 2009.

## **1.10 JUSTIFICATION**

### **1.10.1 Social Relevance**

La Paz is one of the most visited and well-known cities. It is also known as one of the most dangerous cities in Bolivia.

The results of the needs analysis showed the importance of English Language as a means of communication for Tourist Police corps staff because they are responsible for preserving tourists' physical integrity and maintaining order, protecting, and being the guide among them. They are also responsible for preventing different types of crime against tourists, that is to say: scams, hold-ups, theft, loss of identification documents or personal items, rape and so on. For those reasons the tourist police needed to learn English language with communicative purposes, for instance to: give directions, ask for personal information, give information and directions, give advice about any danger, suggest places or tourist attractions they should visit, etc.

### **1.10.2 Theoretical Values**

The needs analysis questionnaire applied to Tourist Police corps was essential for optimizing and getting good results on communication through the use of English between the Tourist Police officer and the English Speaking Tourist. Due to the Police officers' lack of English language knowledge, we decided to teach English for General Purposes (EGP). The purpose

of this course was to strengthen and activate students' basic knowledge. After that, we decided to put into practice the theory of English for Occupational Purposes (EOP) which is basically addressed to specific professions or occupations which one of the branches of English for Specific Purposes (ESP) approach. So, for accomplish the English language course prepared for Tourist Police corps based on the view of English for Specific Purposes approach, we elaborated an ESP text book called "*English for Tourist Police: a mechanism that enables communication between the Tourist Police officer and the English Speaking tourist*".

### **1.10.3 Practical Use**

The use of English language, as a mechanism of communication helps Tourist Police develop their job efficiently. It enables communication between the Tourist Police officer and the English Speaking Tourist. On the other hand, the results of a good performance and service shown by the Tourist Police officers so far reflected their way of preserving: cultural, natural and tourist heritage of our nation.

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 INTRODUCTION**

The Theoretical Framework is an important aspect to be taken into account for searching valuable information concerned to the study we are going to develop into a work or study. This way, we get acquainted with existing theories and earlier studies which are related to the work we are carrying out. For instance, in this work, we looked for the best teaching methods according to the students' needs. Then, we discovered different theories and methods used for teaching adults, young adults, teens, and children. We also looked for theories related to teaching technical English according to the students' field of study, which concern the use of English for Specific Purposes (ESP) theory.

### **2.2 WHAT IS COMMUNICATION?**

“Communication is the method by which people share their ideas, information, opinions and feelings” (Frontline. India's National Magazine. *“Language and Communication”*. 2004, Vol. 21). This way, people may contribute to the operations of teams and the work of individuals. This also may become an activity of two or more people. Moreover, we cannot communicate in any real sense without language, thus, communication<sup>3</sup> is through language.

### **2.3 WHAT IS LANGUAGE?**

According to Douglas Brown (2000; p. 5) “Language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another. It is used for communication, operation in speech community or culture. It is essential to human, although possibly not limited to humans and it is acquired by all people in much the same way; language and language learning both have universal characteristics.”

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<sup>3</sup> “1 The imparting or exchanging of information by speaking, writing, or using some other medium; 2 The successful conveying or sharing of ideas and feelings.” Oxford Advanced Learner's Dictionary. Oxford University Press. 1997. Printed in China. pp. 862

Furthermore, the relationship between language and communication leads us to talk about how people communicate in different situations and places, for instance, if you are willing to live outdoors (in a foreign country), you will need to speak a specific language (the target language) to communicate your ideas, information, opinions and feelings. Thus, human speech is a means of communication, and language is the specific pattern of that communication, the pattern by which we convey meaning to one another.

For the purposes of arguments mentioned above about language and communication, let us limit our concern to English.

## **2.4 METHODOLOGY FOR ESP**

According to Pauline Robinson, methodology for ESP is referred to what goes on in the classroom, to what the students and the teacher have to do, and to how the materials have to be used. Another consideration regarding methodology is referred to the relationship between the methods and the students' specialism, and the place and the nature of language practice. In addition, we might consider the relationship between acquisition and learning and between old and new knowledge and abilities and if we consider what methodological options are available in ESP, it is understood that there is very little difference from general ELT (1991; pp. 46 - 47).

Brown (1994:51) classifies elements to do with methodology as it follows:

- a. Methodology.** The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.
- b. Approach.** Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.
- c. Method.** A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and

behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

- d. Syllabus.** Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.
- e. Technique.** Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

## **2.5 ENGLISH LANGUAGE TEACHING (ELT) METHODS**

“English Language Teaching is a branch of education. During the development of a distinctive and independent profession, ELT evolved from Applied Linguistics” (White – 1988). For much of its history, language teaching has been obsessed with a search for the “right” method. It was felt that somewhere or other there was a method which would work for all learners in all contexts, and that once such a method had been found the language teaching “problem” would be solved once and for all (Richards 1987).

### **2.5.1 The Grammar Translation Method**

The Grammar-translation usually consists of an explanation of a grammatical rule, with some example sentences, memorization of vocabulary, a reading section exemplifying the grammatical rule and incorporating the vocabulary, and exercises to practice using the grammar and vocabulary. Most of these classes are taught in the student's first language (Douglas Brown; 2000).

The Grammar-Translation Method is seen as the method which provides little opportunity for acquisition and relies too heavily on learning. According to Prator and Celce-Murcia (1979:3), the key features of the Grammar Translation Method are as follows:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long elaborate explanations of details of grammar are given.
- Grammar provides the rules for putting words together, and the instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

On the other hand, Diane Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:13) provides expanded descriptions of some common techniques and principles closely associated with the Grammar Translation Method:

#### **a) Principles**

- A fundamental purpose of learning a foreign language is to be able to read its literature. Literary language is superior to spoken language. Students' study of the foreign culture is limited to its literature and fine arts.
- An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.
- The ability to communicate in the target language is not a goal of foreign language instruction.
- The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.
- The teacher is the authority in the classroom. It is very important that the students get the correct answer.

- It is possible to find native language equivalents for all target language words.
- Learning is facilitated through attention to similarities between the target language and the native language.
- It is important for the students to learn about the form of the target language.
- Deductive application of an explicit grammar rule is useful pedagogical technique.
- Language learning provides good mental exercise.
- Students should be conscious of the grammatical rules of the target language.
- Wherever possible, verb conjugation (must be memorized) and other grammatical paradigms should be committed to memory.

#### **b) Techniques**

- Translation of a literary passage
- Reading comprehension questions
- Antonyms / Synonyms
- Cognates
- Deductive application of rule
- Fill – in – the – blanks
- Memorization
- Use words in sentences
- Composition

#### **2.5.2 The Direct Method**

The teacher uses examples of language in order to inductively teach grammar; students are to try to guess the rules of the language by the examples provided. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation. Accuracy is sought and errors are corrected. This method provides more comprehensible input than the method discussed previously, but it still focuses too much on grammar (Larsen-Freeman 1986).

The basic premise of the Direct Method is that students will learn to *communicate* in the target language, partly by learning how to *think* in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime (Larsen-Freeman 1986:24). There is to be a *direct* connection between concepts and the language to be learned.

#### **a) Principles**

Richards and Rodgers (1986:9-10) summarize the key features of the Direct Method thus:

- Classroom instruction is conducted exclusively in the target language.
- Only everyday vocabulary and sentences are taught.
- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar is taught inductively.
- New teaching points are taught through modeling and practice.
- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
- Both speech and listening comprehension are taught.
- Correct pronunciation and grammar are emphasized.

#### **2.5.3 The audio lingual method**

Brown declares that the Audiolingual Method is derived from "The Army Method," so called because it was developed through a U.S. Army programme devised after World War II to produce speakers proficient in the languages of friend and foes. In this method, grounded in the habit formation model of behaviourist psychology and on a Structural Linguistics theory of language, the emphasis was on memorisation through pattern drills and conversation practices rather than promoting communicative ability (2000; pp. 73 – 74).

According to Prator and Celce- Murcia's view, an audio-lingual lesson usually begins with a dialogue which contains the grammar and vocabulary to be focused on in the lesson. The students mimic the dialogue and eventually memorize it. After the dialogue comes pattern drills, in which the grammatical structure introduced in the dialogue is reinforced, with these drills focusing on simple repetition, substitution, transformation, and translation. While the audio-lingual method provides opportunity for some acquisition to occur, it cannot measure up to newer methods which provide much more comprehensible input in a low-filter environment.

The following principles and key features of the Audiolingual Method are taken from Brown (1994:57) and adapted from Prator and Celce-Murcia (1979):

**a) Principles**

- Language forms do not occur by themselves; they occur most naturally within a context.
- The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
- One of the language teachers' major roles is that of a model of the target language. Teachers should provide students with a native – speaker like model. By listening to how it is supposed to sound, students should be able to mimic the model.
- Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.
- It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.
- The purpose of language learning is to learn how to use the language to communicate.
- Particular parts of speech occupy particular “slots” in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
- Positive reinforcement helps the students to develop correct habits.
- Students should learn to respond to both verbal and nonverbal stimuli.

- Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.
- Students should “overlearn”, i.e., learn to answer automatically without stopping to think.
- The teacher should be like an orchestra leader – conducting, guiding, and controlling the students’ behavior in the target language.
- The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.
- The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.
- The major challenge of foreign language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas her students will probably experience difficulty.
- Speech is more basic to language than the written form. The “natural order” the order children follow when learning their native language – of skill acquisition is: listening, speaking, reading and writing.
- Language can not be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher’s responsibilities is to present information about that culture.

## **b) Techniques**

- Dialog memorization
- Backward Build – up (Expansion) Drill
- Repetition Drill
- Chain Drill
- Single-slot Substitution Drill
- Multiple-slot Drill
- Transformation Drill
- Question and answer Drill
- Use of minimal pairs

- Complete the dialog
- Games

#### **2.5.4 Suggestopedia**

Georgi Lozanov, the originator of this method says that in the language learning there are **psychological barriers** that interfere learning: we feel that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. He says that generally we do not use the full mental powers that we have (Georgi Lozanov ;1979). Lozanov also says that we were maybe using only five to ten percent of our mental capacity. In order to make better use of our mental reserves, the limitations we think we have need to be “desuggested”.

Suggestopedia was another educational innovation that promised great results if we would simply use our brain power. The originator of this method Georgi Lozanov (1979), who say that: the people are capable of learning much more than they give themselves credit for. Drawing on insights from Soviet psychological research on extrasensory perception and from yoga, Lozanov created a method for learning that capitalized on relaxed states of mind for maximum retention of material. Music was central to his method. This technique could include playing Baroque music while reading a passage in the foreign language, getting students to sit in the yoga position creating the kind of “relaxed concentration” that led to “superlearning” (Ostrander & Schroeder 1979 : 65). According to Lozanov, during the soft playing of this music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate (quoted by Douglas Brown; 2000).

Diane Larsen-Freeman (1986; p. 199) listed the following principles and techniques:

##### **a) Principles**

- Learning is facilitated in a relaxed, comfortable environment.

- A student can learn from what is present in the environment, even if his/her attention is not direct to it (“Peripheral Learning”).
- If the student trust and respects the teacher’s authority, he will accept and retain information better.
- The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. He/she should attempt to “desuggest” these.
- Activating the learners’ imagination will aid learning.
- The teacher attempts to increase his/her students’ confidence that they will be successful learners. The more confident the students, the better they will learn.
- Assuming a new identity enhance student’s feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.
- The dialog that the students learn contains language they can use immediately.
- When their attention is off the form of the language, and on the process of communicating, students will learn best.
- The teacher should integrate indirect positive suggestions (“there is no limit to what you can do”) into de learning situation.
- The teacher should present and explain the grammar and vocabulary, but not well on them.
- One way that meaning is made clear is through mother tongue translation.
- Communication takes place on “two planes”: on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unit between conscious and subconscious, learning is enhanced.
- A pseudo-passive state, such as the state one experience when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning is potential.
- At these times, the distinction between the conscious and the subconscious is most blurred and, therefore, optimal learning can occur.
- Dramatization is a particular valuable way of playfully activating the material. Fantasy reduces barriers to learning.

- The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.
- The teacher should help the students “activate” the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition.
- Music and movement reinforce the linguistic material. It is desirable that students achieve a state of “infantilization” – having a childlike attitude – so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.
- In an atmosphere of play, the conscious attention if the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.
- Errors are to be tolerate, the emphasis being on content, not form. The teacher should use the form a little later so the students will hear it used correctly.

#### **b) Techniques and the classroom set-up**

- Classroom set-up
- Peripheral learning
- Positive suggestions
- Visualization
- Chose a new identity
- Role – play
- First concert
- Second concert
- Primary activation
- Secondary activation

#### **2.5.5 The Total Physical Response Method**

The founder of the Total Physical Response (TPR), James Asher (1979), noted how children acquire their mother tongue, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching,

grabbing, moving, looking, and so forth. He also gave some attention to right-brain learning. To Asher, motor activity is a right-brain function that should precede left-brain language processing (Douglas Brown; 2000 – p. 107).

A Total Physical Response classroom would be a place where the learners do a great deal of listening and acting. In this case The instructor (teacher) is the director of a stage play in which the students are the actors (Asher 1977 :43).

A typical TPR class utilized to use the imperative mood, even at more advanced proficiency. Commands were an easy way to get learners to move about and loosen up: “Close the door”, “Open the window”, “Sit down”, and so on. Interrogatives were also easily dealt with: “Where is the book?”, “Who is John?”, where the students point to the book or to John. Many successful communicative, interactive classrooms utilize TPR activities to provide both auditory input and physical activity (quoted by Douglas Brown; 2000 – p. 107).

The principles of the Total Physical Response Method listed below by Larsen-Freeman (1986; 119) are as follows:

**a) Principles**

- Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.
- The students’ understanding of the target language should be developed before speaking.
- Students can initially learn one part of the language rapidly by moving their bodies.
- The imperative is a powerful linguistic device through which the teacher can direct student behavior.
- Students can learn through observing actions as well as by performing the actions themselves.

- It is very important that the students feel successful. Feeling of success and low anxiety facilitate learning.
- Students should not be made to memorize fixed routines.
- Correction should be carried out in an unobtrusive manner.
- Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.
- Language learning is more effective when it is fun.
- Spoken language should be emphasized over written language.
- Students will begin to speak when they are ready.
- Students are expected to make errors when they first begin speaking.

Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

#### **b) Techniques**

- Using commands to direct behavior
- Role reversal
- Action sequence

#### **2.5.6 The Natural Approach**

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language "processing", and there needs to be a considerable amount of *comprehensible input*

from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language (Krashen and Terrell, 1983).

The major methodological offshoot of Krashen's work was manifested in the Natural Approach, developed by one of Krashen's colleagues, Tracy Terrell ( Krashen & Terrell 1983) Acting on many of the claims that Asher made for Total Physical Response (TPR), Krashen and Terrell felt that learners would benefit from delaying production until speech "emerges", that learners should be as relaxed as possible in the classroom, and that a great deal of communication and "acquisition" should take place, as opposed to analysis. In fact this method (Natural Approach) advocated the use of TPR activities at the beginning level of language learning, when "comprehensible input" is essential for triggering the acquisition of language (quoted by Douglas Brown; 2000).

The "silent period" and its reliance on the notion of "comprehensible input" were the most controversial aspects of the Natural Approach. In the practice of speaking the Krashen's recommendation is that the skill of speaking not be taught directly or very early in the language classroom. Speech will "emerge" once the acquirer has built up enough comprehensible input. Language learning is an interactive process, and therefore an over-reliance on the role of input at the expense of the stimulation of output could thwart the second language acquisition process. In this method there is a good deal of insight to be gained, and intuition to be developed, from examining the merits of all methods (Douglas Brown; 2000; p. 108).

The principles underpinning the approach are claimed to be based on empirical research to which David Nunan summarizes as it follows:

- The goal of the Natural Approach is communication skills.
- Comprehension precedes production.
- Production emerges (i.e. learners are not forced to respond?).
- Activities which promote subconscious acquisition rather than conscious learning are central.

- The affective filter is lowered.

### 2.5.7 The Communicative Language Teaching Approach

All the methods described so far are symbolic of the progress foreign language teaching ideology. These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as competition between rival methods or even passing fads in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves (Douglas Brown 2000; 266). It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

“The “push toward communication” (Higgs & Clifford 1982), Researchers have defined the construct of communicative competence. They have explored the myriad functions of language that learners must be able to accomplish. They have examined the nature of styles and non verbal communication. With this storehouse of knowledge they have valiantly pursued the goal of learning how best to teach communication. Thus, Communicative Language Teaching is best understood as an **approach**, not a **method** (Douglas Brown, 2000; p. 266).

Brown describes the following four interconnected characteristics as a definition of CLT:

- Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are

not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context.

These four characteristics underscore some major departures from earlier approaches. In some ways those departures were gradual product of outgrowing the numerous methods that characterized a long stretch of history.

Here we present the major principles and techniques listed by Larsen-Freman (1986):

#### **a) Principles**

- Whenever possible, “authentic language” language as it is used in a real context should be introduced.
- Being able to figure out the speaker’s or writer’s intentions is part of being communicatively competent.
- The target language is a vehicle for classroom communication, not just the object of study.
- One function can have many linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together.
- Students should work with language at the discourse or supra-sentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
- Games are important because they have certain features in common with real communicative events – there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having the students work in small groups maximizes the amount of communicated practice they receive.

- Students should be given an opportunity to express their ideas and an opinion.
- Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.
- One of the teacher's major responsibilities is to establish situations likely to promote communication.
- Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.
- The social context of the communicative event is essential in giving meaning to the utterances.
- Learning to use language forms appropriately is an important part of communicative competence.
- The teacher acts as an advisor during communicative activities.
- In communicating, a speaker has a choice not only about what to say, but also how to say it.
- The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.
- Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

## **b) Techniques**

- Authentic materials
- Scrambled sentences
- Language games
- Picture strip story
- Role - play

Considering all of those views mentioned so far when talking about English Language Teaching (ELT) or English for General Purposes (EGP) known by others, as the basis for language teaching issues, in the recent studies, ELT has been divided into different branches within the language teaching issues. This division obeys to different people's situational and

occupational needs or purposes. This categorization of language teaching is shown in Hutchinson and Water's (1987) ELT tree (see, Figure 1 – page 7). One of the main concerns within the branches of ELT is “English for Specific Purposes” (ESP).

### **2.5.8 The Eclectic Approach (or Eclecticism)**

The Eclectic Approach was proposed as a reaction to the profusion of teaching methods in the 1970s and 1980s and the dogmatism often found in the application of these methods. The idea of choosing from different methods to suite for one's teaching purposes and situations is not a new one. For example, *Memorandum on the Teaching of Modern Languages* published in 1929 on the basis of a British study by Incorporated Association of Assistant Masters in Secondary Schools recommended the eclectic "Compromise Method" as a solution to the language teaching method debate (Stern, 1983, p. 101).

Rivers, as the main proponent of the Eclectic Approach, states eclecticism as the approach that allows language teachers "to absorb the best techniques of all the well-known language teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate" (p. 55). This is necessary and important because teachers "faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue." (Rivers; 1981, p. 54).

According to Richards and Rodgers (1986, p.163), the changes within the language teaching approaches, along the history, reflect the changes in the types of competence the students' need. We know a great deal about methods and approaches in terms of how the advocates of a particular method believe a method or a technique should be used, but few data are available on what actually happens to the techniques when teachers use them in the classroom.

## **2.6 WHAT IS ESP?**

According to Hutchinson and Waters, in their book “English for Specific Purposes: A learning-centred approach (1987 – p. 18)” ESP is shown (as we go down the Tree p. 48) as just one branch of EFL/ESL, which are themselves the main branches of English Language

Teaching in General, and ELT is one variety of the many possible kinds of language teaching, which fundamentally is based on communication and learning.

So, what is ESP to Hutchinson and Waters? “ESP must be seen as an *approach* not as a *product*. ESP is not a particular type of teaching material. It must be properly understood as an approach to language learning, which is based on learner need”. The foundation of all ESP lies on the simple question: Why does this learner need to learn a foreign language? In summary, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reasons (needs) for learning (Hutchinson and Waters; 1987 – p. 19)”.

On the other hand Robinson claims ESP as an enterprise involving education, training and practice, and drawing upon the major realms of knowledge: language, pedagogy, and the students’/participants’ specialist areas of interest (1991 p. 1). According to Robinson (1991) ESP is normally goal directed. That is, students study English not because they are interested in the English language (or English language culture) as such but because they need English for study or work purposes. This way we understand that English for Specific Purposes should be used for teaching, with a detailed ESP session description, based on criteria employed in the teaching of adults, in general, and in the teaching of a specific target group.

In particular, Pauline C. Robinson also identifies three purposes for language teaching: examining critically not only what is the content of ESP but also what are its characteristic processes of teaching and learning, secondly, to indicate and reference the breadth of ESP as a major discipline in English Language Teaching, and thirdly, to emphasize the importance of the research and practice of ESP for the general language teacher (1991 – p. 9).

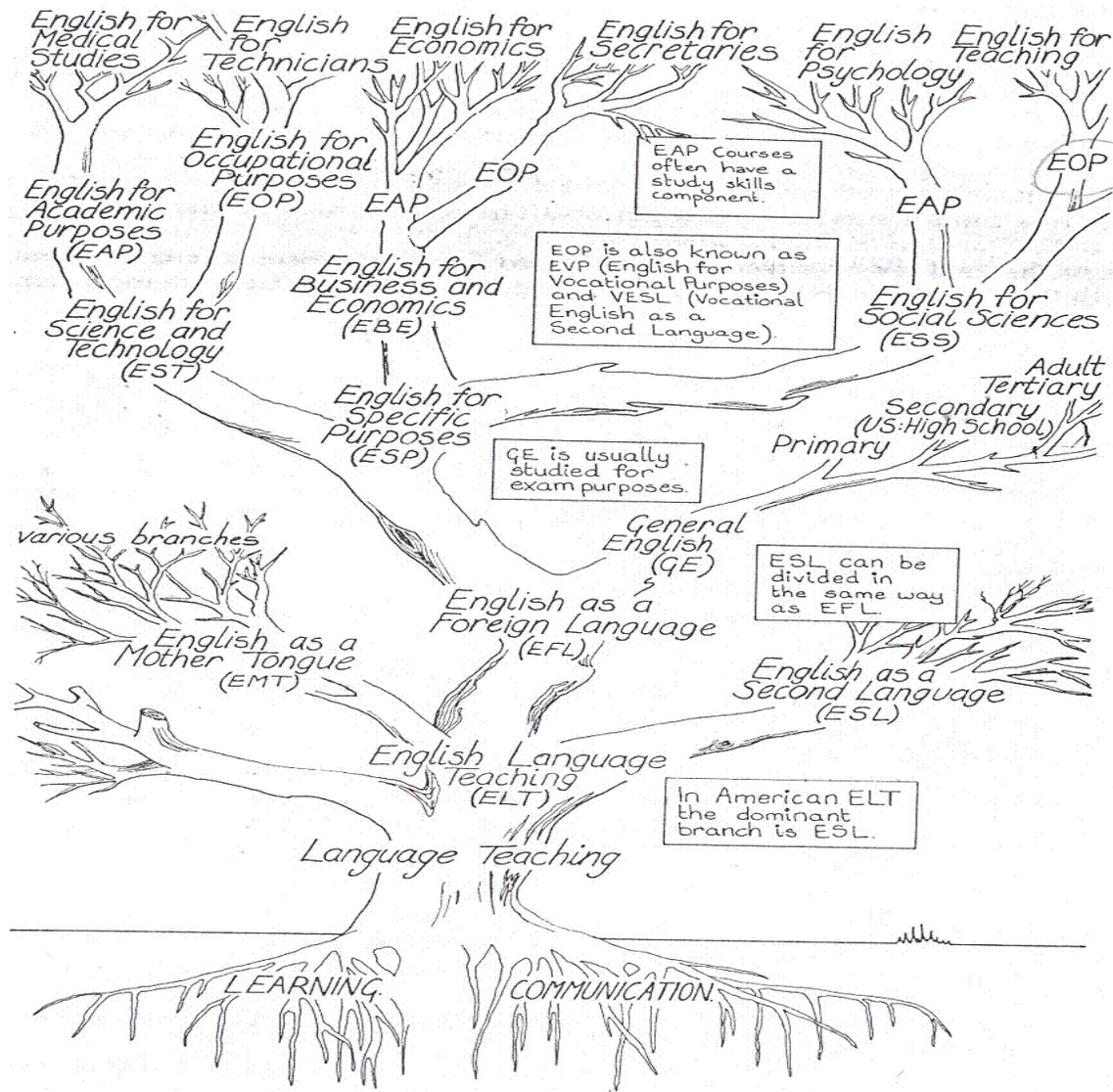
### **2.6.1 Types of ESP**

Within the English language teaching field, Hutchinson and Waters show (in their tree of ELT – see next page) the level at which individual ESP courses occur. The branches just below this level indicate that these may conveniently be divided into two main types of ESP: English

for Academic Study (EAP: English for Academic Purposes) and for work (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language). At the same way, Pauline C. Robinson (1991) shows two versions of ESP: EOP (English for Occupational Purposes), involving work-related needs and training, and EAP (English for Academic Purposes), involving academic study needs.

### THE TREE OF ELT

Figure 1



Hutchinson and Waters, 1991, *English for Specific Purposes: "The tree of ELT"*, p. 17

A further important distinction must be made between those students who are newcomers to their field of work or study and those who are already experts (or on the way to becoming so), perhaps via the medium of their own language. This distinction, as Strevens (608, pp. 130 - 140) notes, is between English which is instructional and English which is operational. Students who are newcomers to their field may need some instruction in the concepts and practices of the field.

In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work study.

Based on Robinson's theory, it is said that ESP is normally goal directed. That is, students study English not because they are interested in the English language, they study this language because they need English for study or work purposes. This has implications for the kind of activities and topics on the course. However, we should not assume that all students have chosen their work or study area. Students may wish to have practice with general topics and activities, in addition to those shown to be relevant for their work or specialist study.

Other feature is that the students on an ESP course are likely to be adults rather than children. ESP courses may be written about as though they consist of identical students, that is, that all the students in class are involved in the same kind of work or specialist studies, this because the study of ESP. It may often be thought that a characteristic, or even a criterial feature, of ESP is that the course should involve specialist language (especial terminology) and content.

Concerned on the aspects to be taken into account and the teaching characteristics, discussed above, we decided to carry out the English courses based on General English teaching Purposes (EGP) (Basic and Intermediate levels), due to the fact that students did not show basic knowledge of English.

The existence of different types of English teaching approaches lead us to limit our work into just one specific group of study, for which we took into account the English for Specific Purposes (ESP).

## **2.7 THE SYLLABUS**

A syllabus is a document which defines what will (or what should) be learnt (Hutchinson and Waters; 1987: p. 81). This document should be used flexibly and appropriately to maximise the goals and processes of learning, so it is as a guide line for the ESP teacher and the ESP learner. The role of syllabus is a complex one but it can satisfy different needs.

The terms syllabus and curriculum have been used with similar meaning. “The term syllabus is used in the British sense, referring to a plan of work to be taught in a particular course (Robinson; 1991: p. 33).

The ESP teacher is the person who will prepare the syllabus for a particular course. The syllabus designer decides the context in which the language will appear: the relative importance of skills, the number and type of exercises (tasks), and level of revision, etc. It also has to be taken into account the learners’ interest while designing the syllabus, as this helps psychologically to increase fixation of the items to be learnt.

### **2.7.1 The ESP Syllabus**

According to Robinson (1991; p. 34) “a syllabus is a plan of work and it is thus essentially for teacher, as a guideline and context for class content. There may be value in showing the syllabus to students, so that they can have a “route map” of the course. The students can see that there is a plan and how the individual lessons fit together”.

To Hutchinson and Waters (1987), a syllabus is a document which says what will (or at least what should) be learnt. But in fact, there are several different ways in which a syllabus can be defined.

Fraida Dubin and Elite Olshtain (1986; pp. 27 - 28) claim a syllabus, the first component to be examined, as the document which ideally describes:

- What the learners are expected to know at the end of the course, or the course objectives in operational terms.
- What it is to be taught or learned during the course, in the form of an inventory of items.
- When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.
- How it is to be taught, suggesting procedures, techniques, and materials.
- How it is to be evaluated, suggesting testing and evaluation mechanisms.

In addition, when it is available, it becomes a useful starting point in surveying the existing situation.

## **2.8 MATERIALS**

The basis of curriculum and syllabus designing by Fraida Dubin and Elite Olshtain (1986; p. 29) provides a set of criteria for materials selection based on the following questions suggested as a minimal set:

- By whom and where were the materials developed?
- Are the materials compatible with the syllabus?
- Do most of the materials provide alternatives for teachers and learners?
- Which language skills do the materials cover? Are they presented separately or are they well integrated?
- How authentic are the text types included in the materials?
- How do learners and teachers who have used the materials feel about them?

Thus, the main purpose of a syllabus is to breakdown the mass of knowledge to be learnt into manageable units. Each carries certain assumptions about the nature of language and learning.

## 2.9 ESP COURSE DESIGN

This part focuses on what is involved in designing an ESP course, different procedures, language descriptions and needs analysis. Much of the work of ESP teacher is concerned with planning suitable courses for various groups of learners.

Robinson (1991; p. 41) states that: “Course Design involves putting the theoretical decisions about objectives and syllabus into a context. There are various ways of viewing this context”. Hutchinson and Waters (1987; p. 21) explain that: “Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, written materials, classroom teaching and evaluation”

Some questions have to be asked to the learners in order to design a suitable ESP course:

- Why does the student need to learn?
- Who is going to be involved in the process?
- Where is the learning going to take place? What potential does the place provide? What limitations does it impose?
- When is the learning going to take place? How much time is available? How will it be distributed?
- What does the student need to learn? What aspects of language would be headed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?
- How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?

These questions may lead the ESP teacher or the course designer to make correct decisions on choosing, modifying or preparing suitable materials for ESP course.

ESP program design varies according to students' awareness of their need, their motivation, the usefulness of English to their job and their knowledge of language.

## **2.10 METHODOLOGY FOR ESP**

Hutchinson and Waters (1987) plead for a methodology which is based on the students learning necessities. They also take into account the students target needs in which students have to use English language to communicate. For these authors, the English for Specific Purposes methodology does not present any significant difference regarding which is used in English for General Purposes.

One of the basic principles Hutchinson and Waters (1987) defend is that the idea "learning a language does not consist on having linguistic knowledge". To teach English language as English for Specific Purposes we should create a balance between the students' specific subject and English language learning concerns.

Robinson (1991; pp. 46 - 47) defends a communicative methodology for both English for Specific Purposes and English for General Purposes. Therefore, this author does not highlight particularly a different methodology (for both English for Specific Purposes and English for General Purposes), even though, in case of English for Specific Purposes, she suggests that all classroom activities be based on students' specific purposes and be relatively aimed to the students' needs which are determined by the real situation in which they will use English language.

On the contrary, Dudley-Evans and St. John (1998) consider that within the teaching English for Specific Purposes we need to use a different methodology (used within the teaching of General English). He understands from "methodology" as an interaction between the teacher and the student. Likewise, in English for Specific Purposes classes, the teacher becomes an advisor of the language and the students contribute their experience and knowledge on the topic. Thus, English for Specific Purposes methodology should reflect the disciplines and professions which are treated in each case. This way, apart from the language learning

activities, within the English for Specific Purposes class, all homework and class activities which are carried out should reflect the student's profession or the area in which they specialize.

In teaching English for special purposes it is said that students can have certain knowledge about what they need to use which generally the teachers do not have. It means that the teacher should not be an expert on the area to which students belong to but the teacher should at least know about the context and some basic concepts about this specific field or area (Dudley-Evans and St John, 1998).

## **2.11 NEEDS ANALYSIS**

Pauline Robinson shows the Needs Analysis as a general regarded as critical to ESP. For example the needs that are established for a particular group of students will be an outcome of a needs analysis project and will be influenced by the ideological preconceptions of the analysts, but with the different views on teaching and learning, would be highly likely to produce a different set of needs (1991; p. 7).

Likewise, it is that an ESP course is based on needs analysis, which aims to specify as closely as possible, what exactly is that students have to do through the medium of English.

So, through the needs analysis we are able to obtain and address the main goals for teaching and learning ESP to Tourist Police officers.

### **2.11.1 Needs**

Many authors have discussed the different meanings or types of needs. First, needs can refer to students' study or job requirements, that is, what they have to be able to do at the end of their language course (Widdowson; 326 p. 2). To Berwick (55, p.57) needs are perhaps more appropriately described as "objectives". Second, needs can mean "what the user-institution or society at large regards as necessary or desirable to be learnt from a programme of

instruction” (Mountford; 81, p.27). Third, we can consider “what the learner needs to do to actually acquire the language” (Widdowson; 326, p.2). Fourth, Robinson considers what the students themselves would like to gain from the language course. This view of needs implies that the students may have personal aims in addition to (or even in opposition to) the requirements of their studies or jobs.

### **2.11.2 Who provides the information for the needs analysis?**

Pauline Robinson (1991 - p. 11) claims that the sources of information are the potential students, the language – teaching institution (teachers and administrators) and those who are or will be concerned with the students’ specific job or study situation. The students’ sponsors might form a discrete fourth group. We might also want to consider past students. A basic problem can be that all these different sources of information have different views of what will be required on the ESP course.

### **2.12 TARGET SITUATION ANALYSIS (TSA)**

According to Robinson’s view (1991 - p.8) a needs analysis which focuses on students’ needs at the end of a language course can be called a *Target Situation Analysis* (TSA). The TSA may thus pinpoint the stage at which ‘good enough’ competence for the job is reached.

The information sought for a TSA may relate to two different stages in the students’ lives. Thus the English course may be preparing the students for a further training course, which will be conducted through the medium of English, after which the students will then take up jobs. The English language requirements of the training course and of the later job may well be different, but both need to be considered (Pauline Robinson, 1991 - pp. 8; 9). Needs can be grouped into three areas. In the following lines, each area of needs is explained:

#### **a. Necessities**

It concerns academic or professional necessities

## **b. Lacks**

What is the present knowledge of students? And what is the expected language proficiency, where are they weak? What are they good at? What is difficult or problematic for them? Between present knowledge of students and the expected knowledge there is a lack that is supposed to be filled in by a suitable ESP program.

## **c. Wants**

It concerns different kind of needs. It is what the student wants to do with his/her English.

## **2.13 GATHERING INFORMATION ABOUT TARGET NEEDS**

With the purpose of encountering valuable information about the needs we followed from the above account that the analysis of target needs involves far more than simple identifying the linguistic features of the target situation. There are a number of ways in which information can be gathered about needs. The most frequently used are:

### **a. Questionnaires**

It is likely that the questionnaire will seek information for both the Target Situation Analysis (TSA) (Robinson; 1991) and the Present Situation Analysis (PSA). For a new course or series of courses, one may seek information on a large number of points. For a repeated course, one may well focus on a particular aspect.

### **b. Interviews**

Tarantino (95, pp. 35 – 6) says that “in the interviews the interviewer is able to help the respondents with linguistic clarification and to record their answers and explanations”. In addition, as Mackay points out, the interviewer can pursue any interesting new line of enquiry that develops, while at the same time having a planned agenda to refer to.

### **c. Observation**

Questionnaires and interviews deal primarily with the respondents' opinions. The analyst needs to supplement these with direct observation: of successful target – level behaviour and of students' present, presumably defective, performance.

## **2.14 ANALYSIS OF TARGET SITUATION NEEDS**

To Hutchinson and Waters (pp.59) the analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that the situation of the various participants in the learning process:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?
- When will the language be used?

It is obviously necessary to obtain answers to the questions from a variety of sources, and then to try and negotiate (delicately) a satisfactory compromise.

### **2.14.1 Analysing learning needs**

Hutchinson and Waters (1987; p. 62) states other questions to the students' learning needs analysis as follows:

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?

- Where will the ESP course take place?
- When will the ESP course take place?

### **2.14.2 The Analysis of Language for ESP**

English for Specific Purposes (ESP) is one of the important branches of English Language Teaching (ELT), which is a major activity around the world today and it is divided into two main branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) (Robinson; 1991).

ESP is an approach of language teaching and learning which is based on learners' needs. The selection of materials for teaching and the method are also based on learners' needs. Thus Course design plays an important role in ESP teaching. Needs Analysis is very important to the planning and the preparation of the syllabus. Without this stage it becomes English for General Purposes (EGP) teaching. To design an ESP course, the teacher needs to know why learners need to learn specific area of the foreign language (Robinson 1991; p. 18 – 19).

ESP courses are designed for adults who wish to learn English for particular reasons connected with their studies, their jobs or their professions. The ESP students usually have a basic knowledge of English grammar and vocabulary. ESP is not a different language. The differences are in registers (Robinson; 1991).

Hutchinson and Waters (1987 – p. 8) state that: “the assumption underlying this approach was the clear relevance of their needs, which would improve the learners' motivation and thereby make learning better and faster”.

In order to have a successful ESP course, the ESP teacher has to be able to analyse needs, set goals and objectives, choose adequate materials to increase learners' motivation and improve their learning.

## 2.15 A LEARNING-CENTRED APPROACH

Hutchinson and Waters (1987, p. 72) make distinction between learning – centred and the term learner – centred approach. They explain that: “Learning is not a just mental process; it is a process of negotiation between individuals and society. Society sets the target (in the case of ESP, performance in the target situation) and the individuals must do their best to get as close to that target.

In the above mentioned text Hutchinson and Water advocate the term learning – centred to indicate that the concern is to maximise learning.

This approach is interested in nature of the target situation; and also it is interested in the process that enables someone to perform. A learning–centred approach goes even further trying to look beyond the individual’s competence itself, but someone acquires that competence. This approach pays attention to the learner during the design process and this has two implications (Hutchinson and Waters, 1987; pp. 72 - 74) as follows:

- a) **Course Design is a negotiated process.** There is a mutual influence among needs, syllabus, materials, methodology, and evaluation. These are procedures that interact and make a negotiation.
- b) **Course Design is a dynamic process.** There is a content change in needs and resources, and this type of design needs constant feedback, that is, evaluative information.

## 2.16 DIFFERENCES BETWEEN ESP AND EGP

Hutchinson and Waters (1987 pp. 53) claim that what distinguishes ESP from English for General Purposes is not the existence of a need as such but rather an awareness of the need. It is not so much the nature of the need which distinguishes the ESP from the General course but rather the awareness of a need. So any course (ESP or EGP) should be based on an Analysis of Learner’s Needs. According to Mohseni Far. M.A., this difference between ESP and EGP might be understood as follows:

### **2.16.1 English for General Purposes (EGP)**

The General English focus is often on education and as the future English needs of the students are impossible to predict. Course content is more difficult to select. Due to the above point, it is important for the content in the syllabus to have a high surrender value. Mohammad Mohseni Far (2008; Issue 1(17), Volume 7; p. 7) describes EGP characteristics as it follows:

- In EGP classes, age of learners varies from children to adults and learning English language is the subject of the classes.
- Based on purposes of learning, aims of instruction are identified; in an EGP class, as a general rule, four skills are stressed equally. But in ESP, it is needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. For example, in order to train a tourist guide, the ESP class should promote the development of spoken skills.
- In a typical EGP class, there is concentration on teaching grammar and language structures (mostly in isolation). But in ESP, the focus is on context, to ESP, English is not taught as a subject separated from the student's real world/wishes.

### **2.16.2 English for Specific Purposes (ESP)**

According to Mohammad Mohseni Far (2008; Issue 1(17), Volume 7; p. 8) ESP must be understood as it follows:

- Regarding the term “specific” in ESP, it should be noted that not only does it mean English for specific purposes, for instance, English language at service of specific purposes, but also it implies specific purposes for learning English. In other words, the study of English through a field that is already known and relevant to it. Therefore,

learners are able to use what they learn in ESP classes right away in their work and studies. This means that ESP enables them to use the English they know to learn even more English.

- ESP learners are usually adults who already have some familiarity with English language and they are learning the language in order to communicate a set of professional skills and to perform particular-job-related functions.

As discussed in earlier points, the focus of English for Specific Purposes is on trainings. As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but note not “easy” in itself). Therefore, and English for Vocational Purposes (EVP) syllabus need only have a highly surrender value linguistic content in terms of English foreseen to be most relevant to the vocational context. The aim may only be to create a restricted English competence.

In addition, certain considerations will be an attempt to explore the ESP class that also focuses on the English language teaching for Occupational Purposes (EOP). In the case of *English for Tourist Police: a mechanism that enables communication between the Tourist Police Officer and the English speaking tourist*, ESP classes must be carried out under the preconceived view in which police officers need to communicate to tourists through the use of English language in different circumstances of life during their stay in the country.

### **2.16.3 Orientation of the ESP as EOP course**

The predetermination of the linguistic input, along with the practical reasons orientation of the ESP course into focus, logically classify it as an “English for Occupational Purposes” (Dudley-Evans and St. John 1998, p. 5) learning program whose EOP nature is specified by the intended audience of the air-force officers. As it is we hope this experience would better be adopted and put in practice in our work and thus later attend the course on a post-experience opportunity basis (Robinson’s; 1991: pp 3-4). Thus, learners can concentrate on the single disciplinary content of the course, so that new linguistic knowledge can be added to

their previous L<sub>2</sub> experience, directing Tourist Police officers to immediate application of English language learning to future job-related contexts.

## **2.17 THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING**

### **2.17.1 The Teaching of English as Communication**

According to H. G. Widdowson (p. 118) the principal aim is to promote knowledge of the language system, to develop the learner's competence (to use Chomsky's terms) by means of controlled performance. The assumption behind this approach seems to be that learning a language is a matter of associating the formal elements of the language system with their physical realization. Essentially, what is taught by this approach is the ability to compose correct sentences (quoted by C.J. Brumfit and K. Johnson; 1979)

Widdowson also claims that communication takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. Thus, we do not communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests and give orders (quoted by C.J. Brumfit and K. Johnson; 1979).

Knowing what is involved in putting sentences together correctly is only one part what we mean by knowing a language, and it has very little value on its own: it has to be supplemented by a knowledge of what sentences count as in their normal use as means of communicating (Widdowson; p. 118).

In fact, Brumfit and K. Johnson could see that there are two different kinds of meaning: one kind of meaning is that which language items have as elements of the language system, and the other is that which they have when they are actually put to use in acts of communication.

As a result of previous arguments, learners have to be taught what values they may have as predictions, qualifications, reports, descriptions, and so on. There is no simple equation

between linguistic forms and communicative functions. Affirmative sentences, for instance, are not always used as statements, and interrogative sentences, are not always used as questions. One linguistic form can fulfill a variety of communicative functions, and one function can be fulfilled by a variety of linguistic forms (C.J. Brumfit and K. Johnson; 1979).

### **2.17.2 Teaching the communicative use of English**

The approach (quoted by Brumfit and Johnson ; 1979) outlined here is suggested by Allen and Widdowson (p. 122). It is that one might usefully distinguish two kinds of ability which an English course at this level should aim at developing. The first is the ability to recognize how sentences are used in the performance of acts of communication, the ability to understand the rhetorical functioning of language in use. The second is the ability to recognize and manipulate the formal devices which are used to combine sentences to create continuous passages of prose.

We might say that the first has to do with the rhetorical coherence of discourse, and the second with the grammatical cohesion of text.

### **2.17.3 The use of Language in Discourse**

The first principle of the approach proposed by C. J. Brumfit and K. Johnson (p. 125) is that the language should be presented in such a way as to reveal its character as communication. They consider how this principle might be put into practice. For instance, in designing an English course for students of science in the first year of higher education, they made two basic assumptions. Firstly, they assumed that in spite of the shortcomings of secondary school English teaching the students have acquired considerable dormant competence in the manipulation of the language system. Secondly, they assumed that they already have knowledge of basic science. They did this by composing passages on common topics in basic science and presenting them in such a way as to develop in the student an awareness of the ways in which the language system is used to express scientific facts and concepts.

The passages are composed rather than derived directly from existing textbooks for two reasons. Firstly, they were able to avoid syntactic complexity and idiosyncratic features of style which would be likely to confuse students fresh from their experience of controlled and largely sentence-bound English instruction in schools, and/or deflect their attention from those features of use which they wished them to concentrate on. At the same time they wished to make their communicative function as obvious as possible, and this is the second reason for composing passages: they were able to ‘foreground’ features of language which have particular communicative value.

#### **2.17.4 The use of language in text**

In considering the formal properties of languages in use, J.C. Brumfit and K. Johnson (p. 133) first decided on what attitude to adopt to the teaching of grammar, what factors they had to take into consideration in designing a model of grammar for advanced or remedial language teaching. We may assume, firstly, that a pedagogic grammar for advanced learners must provide the student with fresh and stimulating material.

In addition, a second consideration is that the information in a pedagogic grammar must be relevant to a learner’s needs. In order to ensure this we must insist on a clear distinction between linguistic and pedagogic grammars. A linguistic grammar is concerned with a specification of the formal properties of a language, while the purpose of a pedagogic grammar is to help a learner acquire a practical mastery of a language (Brumfit and Johnson). It is understood that knowledge of linguistic grammars would provide teachers with pedagogically useful insights into language structure, but it should not be expected that the content of a linguistic grammar be based on it. A further principle is that pedagogic grammars are typically eclectic. By this it is understood that the applied linguist must pick and choose among formal statements in the light of his/her experience as a teacher and decide what are pedagogically the most appropriate ways of arranging the information that he/she derives from linguistic grammars.

## **2.18 TYPES OF LEARNING ASSOCIATED WITH THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH (David Nunan; 1991)**

### **2.18.1 Interactive Learning**

This model goes right to the heart of communication itself, highlighting the dual roles of "receiver" and "sender" (speaker and listener) in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (p. 279).

The concept of interactive learning necessarily entails that there will be a lot of pair and group work in the classroom, as well as, genuine language input from the "real world" for meaningful communication (p. 279).

### **2.18.2 Learner-centered Learning**

This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives (p. 279).

### **2.18.3 Cooperative Learning**

This concept stresses the "team" like nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help, and achieve their learning goals as a group (p. 279).

### **2.18.4 Content-based Learning**

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around.

When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language (p. 279).

### **2.18.5 Task-based Learning**

This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure, and a set range of outcomes (p. 279).

## **2.19 WHAT IS TOURISM?**

There are many researchers and professors who agree on admitting the difficulties of finding a correct definition for tourism. They comment on that there is no a unique definition of tourism but variety of definitions (Davidson, 1998; Cook et al., 1999). Thus, according to Holloway (2002) due to the diverse definitions given of tourism, none of which generalized so far does quote.

According to Page et al. (2001:11), it seems that all the definitions for "tourism" involve three ideas: (1) it implies people's activity, (2) tourism can take place any activity concerning economy issues and (3) it concerns interrelationship among people and their communicative needs.

Holloway (2002) defines tourism as one way to spend time and money and as people's leisure activity to travelling from one place to another. As Dale and Oliver (2000) as Youell (2000) distinguish six main components of general structure of tourism industry such as: tourist attractions, hotels and restaurants, the development and promotion of tourism, transport, travel agencies and tourist agents. Besides these components of tourism, we are now committed to the study the relationship among tourists and Police Officers in certain countries.

## **2.20 THE IMPORTANCE OF ENGLISH LANGUAGE FOR TOURISM**

As we explained earlier, nowadays, English language is the language most often used in the world with different purposes. Thus, its importance is supported by the international trade, business enterprises, tourists, professionals and university students. Its importance is reflected on the new “educational reform” in various countries.

Graddol (1997:9) presents a list of twelve main areas in which the English language is the most dominant language in the world. Likewise, the international tourism appears in the sixth position of the list. So, for many years, the English language has been used as a means of communication within the industry of tourism. So, Kruse and Kruse (1982: prólogo) observed that “In tourism and travel professions, people who work with tourists must be able to speak English well since it has become a common language for travelers from many different countries”.

### **2.20.1 HOW IS TOURISM IN BOLIVIA<sup>4</sup>?**

Bolivia lies at the heart of South America. The country, rich in terms of natural resources and diversity, is a fascinating place to visit. From the Amazon to the Andes, the different regions, varied climatic zones and diversity of people offer visitors a wide range of destinations. This cultural and ecological array makes Bolivia a unique place to visit. In terms of nature, the identity that Bolivia has tried to show to the world is based on its unique attractions, including

- Uyuni Salt Flats
- Lake Titicaca
- Chiquitania
- Madidi National Park
- Colonial Cities

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<sup>4</sup> Alvarez Aguirre, Ximena & Siles Renjel, Ximena (1 General Director of Discover the World Marketing on Bolivia, former Vice-Minister of Tourism in Bolivia (2004-2005) and 2 Risk Analyst and Relationship Manager in different industries and sectors in Bolivia and Ecuador). (2008) *Nation Branding: Concepts, issues, Practice* Keith Dinnie – p. 165. First edition. Retrieved January 12th, 2011. Source: Vice-Ministry of Tourism – Bolivia (2006) (Vice-Ministerio de Turismo de Bolivia) Cromwell, T. (2006) Why Nation Branding Is Important For Tourism, EastWest Communications. [www.eastwestcoms.com](http://www.eastwestcoms.com) (Online)

Bolivia's identity is based on two characteristics: its culture and nature. In terms of culture, the true identity of Bolivia is in its 'ancestral cultures', cultures that have been maintained without any alteration throughout time and that make Bolivia a unique place in comparison with its neighbouring countries. The main characteristic of the bolivian culture is the respect to the traditions of native origins. In terms of nature, the identity of Bolivia is based on its unique natural features such as Uyuni Salt Flats and Madidi National Park, which make the country a unique place to visit (p. 167).

For many decades, the country has suffered from not being able to show to the world all the beauty, attributes and resources it has, whereas which is connected to Chile and to the ruins of Machupichu in Peru.

Bolivia needs to promote itself to the world based on its own attractiveness, and not merely as a next-door neighbour to Peru. In recent years, there has been a boom in the eco-tourism and adventure tourism areas, and Bolivia is uniquely well endowed to be able to benefit from this trend.

#### **STRENGTHS**

- Unique natural attractions
- Distinctive culture
- Ancestral history
- Inexpensive place to visit

#### **WEAKNESSES**

- Lack of resources for the promotion of the tourism industry
- Lack of involvement of the different stakeholders
- Negative image shown to the world

#### **OPPORTUNITIES**

- Growing interest in eco-tourism all over the world
- Attention attracted to the country because of the recent presidential election
- Strategic geographic position in South America in order to attract tourists and conventions/conferences.

## **THREATS**

- Strong competition from neighbouring countries in terms of tourist attractiveness
- High cost of travelling to South America and within the continent
- Volatile political and social situation of the country

In Bolivia English for Tourism with teaching purposes in the field of investigation is relatively recent if we compare with other teaching areas concerning English as Foreign Language.

### **2.21 TEACHING THE ENGLISH OF TOURISM**

Robin Walker (1995) argues that Teaching the English of Tourism, among the many vocational and professional areas that go to make up the world of English for Specific Purposes, must surely be one of the most attractive since all of us are tourists on countless occasions throughout our lives, and hence, as teachers, can bring our own real experience and opinions to the language classroom. However, teaching of the English of tourism is a little more complex than simply knowing how to change a flight reservation.

Eventhough there were some experiences about teaching English of Tourism in the field of ESP, someone may feel likely to be in touch with English language speaking tourists constantly. However, anybody approaching the teaching of the English of Tourism for the first time will probably feel comforted on reviewing the bibliography of existing materials and looking for tourists' communicative needs.

Walker (1995) suggests that “the full list certainly seems adequate, with several titles specifically written to cover the complexities of work as different in nature as that of a travel agency to that of waiting tables in a quality restaurant.” Certainly, for training courses aimed at those already employed in the sector, the available material is probably enough for the situations we are likely to encounter.

## 2.22 THE POLICE LANGUAGE<sup>5</sup>

The German police lexicon of 1995 defines the term police language as the special way of expression in the field of police. Legitimacy of police activity (policing) and therefore also communicating leads to united use of numerous terms and instructions. The police language influences the diction of police regulations, as they include the special way of expression and abbreviations. On the grounds of the equal pre-education and police experiences, police officers and police stations could communicate among themselves using only abbreviations. Much of urgent information processing and the need for quick understanding and reconciliation in particular situation are the next reasons for abbreviations in the police language. The communication of the police officer with a citizen in police language can do harm to the language itself and the understanding between them.

Within the study for the second university degree (MA) a linguistic research in the mentioned field was carried out. The nouns, chosen from articles in German professional periodicals (magazines) were divided with help of different dictionaries into professional terms and professionally used ones. These nouns were further classified according to Hoffmann's structural matrix into simplexes, derivations, compounds and word groups. According to Fletcher the compounds were further divided into determinatives and copulatives, the derivations into explicit and implicit ones. The nouns were found in five basic professional fields (spheres) and it was found out, that in the field of crime science, other sciences in the field of criminality and administration studies - the frequency of professional terms was relatively high (Virjent,1991,1993).

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<sup>5</sup> Source: "POLICING IN CENTRAL AND EASTERN EUROPE: Comparing Firsthand Knowledge with Experience from the West, College of Police and Security Studies, Slovenia". (1996) *KNOWLEDGE OF FOREIGN LANGUAGES IN POLICE DEALINGS WITH FOREIGNERS IN SLOVENIA* - Bojana Virjent Novak. Retrieved December 20, 2010. from <http://www.ncjrs.gov/policing/kno581.htm>

## **CHAPTER III: PROPOSAL SECTION (AN ESP COURSE FOR TOURIST POLICE)**

### **3. INTRODUCTION**

As commented in the previous chapter (II), communication is the method by which people share their ideas, information, opinions and feelings; communication is given through language. In consequence, we believe that language is essential for people from different countries and their backgrounds to carry out a fluent and accurate communication in a specific situation to show their feelings, problems, necessities, wants, likes, dislikes etc. For instance, if a tourist, who only speaks English wants to communicate to the citizens or inhabitants in La Paz (knowing that most of the citizens only speak Spanish and Aymara or Quechua), approaches to a Tourist Police officer asking for help (hoping that this person takes care of tourists' wellbeing and probably speaks English language) he/she will find no appropriate answer to their needs. In most cases, it will be difficult for the Tourist Police officers to offer an appropriate help according to the tourists' necessities because the fact will turn to be too difficult to deal with. So here it arose the idea of teaching English to Tourist Police officers as a mechanism that enables communication.

This proposal is developed on the view to promote communication between the Tourist Police officers (as our students) who certainly need to learn English language as a mechanism of communication, which will serve to facilitate intercommunication between the police officer and the English-speaking tourist. Our main purpose within this proposal is to train the Tourist Police officers on theoretical and practical knowledge of English language. However, we encountered that they have a high motivation to learn English with the purpose of putting into practice in their workplace, and it is fundamentally based on the specific communicative needs of our students.

The learning of English language in this proposal is based on the use of the most important language skills: listening, reading, writing and speaking.

Our major goal is addressed to strengthen and guarantee students' better way of developing and fulfilling their job through the use of English language.

As mentioned in Chapter I, within the Tourist Police Officers needs the need to communicate to tourists (whose language is English) through the use of English language is essential and different communication problems such as the difficulties of giving directions, asking for their identification, giving advice, offering help in difficult situations, etc. should be highly improved. Due to those arguments mentioned, we propose the use of Communicative Language Teaching Approach, which is oriented to Tourist Police Officers training on communication through the use of English language. At the same way, for developing entirely a class addressed to Police Officers' professional field, we have elaborated an ESP (English for Specific Purposes) textbook which is specifically based on the police officers prior communicative needs.

### **3.1 OBJECTIVES**

#### **3.1.1 General Objective**

- To teach English language to the Tourist Police officers as a mechanism that enables communication between the Police officer and the English Speaking Tourist in different situations of life.

#### **3.1.2 Specific Objectives**

- To teach Basic English for General Purposes (EGP) and Intermediate English for Specific Purposes (ESP)
- To take into account the students' background knowledge concerning English language on the view to improve
- To define the students specific communicative needs
- To teach English for Specific Purposes (ESP) based on the students communicative needs
- To train students on the daily use of specific vocabulary within the context of tourism and police

- To develop the skills and attitudes to listen to, read, and write English for creative and imaginative purposes
- To make students train on functions of language such as: greeting, inviting, apologizing, offering, requesting, giving advice, agreeing, disagreeing, suggesting, expressing pleasure and displeasure, etc.
- To find the students strengths and weaknesses within the English language learning process
- To have students learn English by using the main communicative skills (speaking, listening, reading and writing)
- To provide students with the opportunity of learning phrases and short sentences that they consider useful for developing their daily work
- To get students communicate socially in their work with English Speaking Tourists as part of their training
- To make students establish and maintain relationships through exchanging information, ideas, opinions, attitudes, feelings, experiences, and plans

### **3.2 SYLLABUS DESIGN**

On the view that Syllabus Design for an ESP course is a plan of work and is thus essentially for teachers, as a guideline and context for class content so that students can have a “route map” of the course (Pauline C. Robinson, 1991; p. 34) and that it must be used appropriately to maximize the aims and processes of learning (Hutchinson and Waters; 1993: p. 81), we can say that the Syllabus Design plays an important role in teaching English for Specific Purposes. Thus, it becomes essential for developing goals on teaching “*English for Tourist Police: a mechanism that enables communication between the Tourist Police Officer and the English Speaking Tourist*”.

For developing the Syllabus Design we should consider some aspects which we consider essential, for instance, the interaction of two speakers (the Tourist Police Officer and the English Speaking Tourist) and the communication elements that concern grammar structures,

functions, notions, topics, themes, situations, activities, and tasks, which must be understood as *the process and the product-oriented syllabuses*.

### **3.2.1 Product-oriented syllabuses**

According to David Nunan (1988; p. 12 - 27), the product-oriented syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instructions. Also, within the distinctions Nunan makes among Product-oriented syllabuses (grammatical, functional and notional) are important to be taken into account in the present work, as reflected above.

### **3.2.2 Functional-notional Syllabus Design**

We could see a number of proposals among which our students' needs would be reflected, but we needed to decide for one or two syllabuses to which these needs should be adjusted (once again we turn to be eclectic).

On the other hand, choosing an appropriate approach on syllabuses is not an easy task (on the view that the Syllabus Design must be merely seen as an instrument in which the students' needs and aims of learning are reflected and the activities which will take place in the classroom). Thus, we have found out that the functional-notional syllabus design to be a positive response to our students' prior learning needs, because, *functions* are described as the communicative purposes for which we use language, while *notions* are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language (David Nunan, 1988; p.35).

It is not likely to cover all the requirements, but to set out the common core language likely to be used by the majority of the Tourist Police Officers (with job oriented specific purposes). Therefore, the Syllabus Design for the present work is fundamentally based on functional-notional criteria. Here we wanted to highlight some of the suggested benefits (by Finocchiaro and Brumfit, 1983; p.17) of adopting functional-notional orientations because:

- It sets realistic learning tasks.
- It recognizes that the speaker must have a real purpose for speaking, and something to talk about.
- Communication will be intrinsically motivating because it expresses basic communicative functions.

Presented on the following chart there is a list of the content we propose to carry out a specialized course illustrating the different criteria we adopted for developing and ESP course for Tourist Police officers as it follows:

**EGP (ENGLISH FOR GENERAL PURPOSES) SYLLABUS DESIGN**

**COURSE : BASIC A**

**1<sup>st</sup> MODULE**

<b>UNIT TOPIC</b>	<b>COMPETENCE</b>	<b>FUNCTION</b>	<b>GRAMMAR</b>	<b>MATERIAL</b>	<b>EVALUATION</b>
<b>I. I'm a student.</b>	Students: - ask about names - talk about occupations - ask for reciprocal information	- Talking about people and occupations - Talking about more occupations - Talking about the alphabet	<i>be</i> : statements <i>be</i> : <i>yes-no</i> questions and short answers <i>a</i> and <i>an</i>	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>II. Who are they?</b>	Students: - greet someone - give names and phone numbers - express thanks - describe people	- Talking about people and families - Saying adjectives - Talking about male and female - Talking about relationships - Talking about the family - Saying numbers 1-10	singular and plural nouns <i>be</i> : statements and questions (plural) questions with <i>who</i> possessive adjectives questions with <i>what</i>	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>III. Where is Bob?</b>	Students: - talk about locations - give an address - give and accept a compliment - ask for further information - talk about origin	- Talking about places and things - Talking about places we live - Saying adjectives - Saying personal items - Saying numbers 11-100	questions with <i>where</i> subject pronoun <i>it</i> <i>be</i> : negative statements	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar

<p><b>IV. When is the movie?</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- identify yourself on the phone</li> <li>- ask to speak to someone</li> <li>- offer to call back</li> <li>- invite someone to an event</li> <li>- respond to an invitation</li> <li>- ask about the time</li> <li>- say good-bye</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about events and time</li> <li>- Talking about days of the week</li> <li>- Saying time of the day</li> <li>- Talking about time expressions</li> <li>- Telling time</li> <li>- Saying months of the year</li> <li>- Saying seasons</li> </ul>	<p><i>there is / there are</i> questions with <i>when / what time</i></p>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
<p><b>V. He's watching TV.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- start a conversation</li> <li>- interrupt a conversation</li> <li>- talk about current activities</li> <li>- invite someone in</li> <li>- agree about something</li> <li>- give a reason</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about the house</li> <li>- Talking about furniture and appliances</li> <li>- Talking about other things in the house</li> <li>- Talking about rooms in the house</li> <li>- Talking about activities in the house</li> <li>- Talking about meals</li> </ul>	<p>the present continuous</p>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>

UNIT TOPIC	COMPETENCE	FUNCTION	GRAMMAR	MATERIAL	EVALUATION
<b>VI. I like ice cream.</b>	Students: - talk about what we have, want, need, and like - express dislikes - express surprise - contradict each other - ask for additional information	- Talking about drinks - Talking about foods - Saying about wants, needs, and likes	- the simple present tense	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>VII. Paul always wears jeans.</b>	Students: - express uncertainty - ask about and confirm identity - confirm an opinion - talk about appearance - talk about prices	- Talking about clothes - Talking about colors - Saying about adjectives - Saying about frequency adverbs	- <i>this / that / these / those</i> - the present continuous contrasted with the simple present tense	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>VIII. Take aspirin.</b>	Students: - talk about an ailment - offer advice - express sympathy - make a suggestion - give instructions	- Talking about Health and Fitness - Talking about parts of the body - Talking about ailments - Talking about feelings	- possessive nouns - subject pronouns and object pronouns - imperatives	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>IX. How was your</b>	Students: - talk about the past	- Talking about Vacations and the Weather	- the past tense of <i>be</i> - the simple past tense	- CD (Compact Disk)	- Speaking - Writing

<p><b>vacation?</b></p>	<ul style="list-style-type: none"> <li>- talk about vacations</li> <li>- talk about the weather</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about past time expressions</li> <li>- Talking about the weather</li> <li>- Talking about places to go on vacation</li> <li>- Talking about vacation activities.</li> </ul>	<ul style="list-style-type: none"> <li>- of regular verbs</li> <li>- the simple past tense of some irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
<p><b>X. I'm going to be late.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- suggest an activity</li> <li>- agree about something</li> <li>- talk about future activities</li> <li>- apologize each other</li> <li>- reassure someone</li> <li>- confirm their invitation</li> <li>- write a postcard</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about words time</li> <li>- Talking about activities</li> <li>- Talking about future time expressions</li> </ul>	<ul style="list-style-type: none"> <li>- suggestions with <i>let's</i></li> <li>- the future with <i>be going to</i></li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>

**EGP (ENGLISH FOR GENERAL PURPOSES) SYLLABUS DESIGN**

**COURSE : INTERMEDIATE 1A**  
**MODULE**

**3<sup>rd</sup>**

<b>UNIT TOPIC</b>	<b>COMPETENCE</b>	<b>FUNCTION</b>	<b>GRAMMAR</b>	<b>MATERIAL</b>	<b>EVALUATION</b>
<b>I. Are you in this class?</b>	Students: - make informal introductions - talk about occupations - ask questions / make negative statements - describe people	- Talking about people - Talking about occupations - Talking about nouns and adjectives that describe people	- verb <i>be</i> -use and form - subject pronouns - contractions - indefinite and definite articles	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>II. There's a noise downstairs</b>	Students: - say the time - identify themselves on the phone / ask how someone is - make plans to meet each other - describe things and places	- Telling time - Saying prepositions for times of the day and dates	- count and non-counts nouns: <i>there is / there are</i>	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar
<b>III. For computer questions, press one now</b>	Students: - suggest and activity / an alternative - state your address and / telephone number - describe family relationships	- Talking about social activities - Talking about machines and appliances - Talking about family relationships	- Commands - Suggestions with <i>let's</i> - Possesive adjectives - Possesive nouns	- CD (Compact Disk) - Tapes - Pictures - Workbook	- Speaking - Writing - Listening - Reading - Vocabulary - Pronunciation - Grammar

<p><b>IV. What's Bob doing?</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- talk about actions in progress</li> <li>- apologize to someone for something</li> <li>- offer to call back later</li> <li>- give directions to a place</li> <li>- talk about order</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about classroom commands</li>   <li>- Talking about everyday activities</li> <li>- Saying ordinal numbers</li> <li>- Talking about locations and directions</li> </ul>	<ul style="list-style-type: none"> <li>- the present continuous</li> <li>- object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
<p><b>V. You lose it. We find it.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- talk about work</li> <li>- ask about and express likes</li> <li>- talk about studies</li> <li>- express dislikes</li> <li>- talk about habitual activities</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about work</li> <li>- Saying about fields of study</li> <li>- Talking about adjectives to describe studies</li> </ul>	<ul style="list-style-type: none"> <li>- the simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>

**ESP (ENGLISH FOR SPECIFIC PURPOSES) SYLLABUS DESIGN**

**COURSE : ESP INTERMEDIATE**

**4<sup>RD</sup> MODULE**

<b>UNIT TOPIC</b>	<b>COMPETENCE</b>	<b>FUNCTION</b>	<b>GRAMMAR</b>	<b>MATERIAL</b>	<b>EVALUATION</b>
<b>I. I like to buy crafts</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- talk about handicrafts and souvenir</li> <li>- give information</li> <li>- buy craftworks</li> <li>- ask tourists and answer tourists' questions</li> <li>- describe typical foods</li> <li>- give directions</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about handicrafts and souvenir</li> <li>- Giving information</li> <li>- Buying craftworks</li> <li>- Asking tourists and answering tourists' questions</li> <li>- Describing typical foods</li> <li>- Giving directions</li> </ul>	<ul style="list-style-type: none"> <li>- the simple present and question with <b>there + be</b></li> <li>- infinitives with <b>like, need, want</b> and <b>I like</b></li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
<b>II. I'm looking for my daughter!</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- talk about ongoing activities</li> <li>- talk about action in progress</li> <li>- talk about actions taking place at the moment of speaking</li> <li>- talk about a longer action in progress</li> <li>- talk about an action happening around the moment of speaking</li> <li>- talk about an action at a definite point in the future and an action which has already been arranged</li> </ul>	<ul style="list-style-type: none"> <li>- Solving problem</li> <li>- Talking about a missing child</li> <li>- Talking about what police are doing at their work place.</li> </ul>	<ul style="list-style-type: none"> <li>- the present continuous tense</li> <li>- <b>yes - no</b> questions</li> <li>- <b>wh-</b> questions</li> <li>- time expressions</li> <li>- the <b>-ing</b> form for the main verbs</li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>

<b>III. Giving Directions</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- identify the means of the transport</li> <li>- ask many questions (offering help to the tourist)</li> <li>- give directions</li> <li>- use conditional expressions</li> <li>- give information and describe some tourist places</li> <li>- speak with the tourist</li> </ul>	<ul style="list-style-type: none"> <li>- Giving directions</li> <li>- Describing some tourist places</li> </ul>	<ul style="list-style-type: none"> <li>- the use of <i>go + ing</i> words</li> <li>- the use of clauses with <i>if</i></li> <li>- the use of imperatives</li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
<b>IV. You will know interesting places</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- talk about future activities</li> <li>- talk about things to do in the future</li> <li>- ask what places will someone visit next time</li> <li>- learn the days of the week</li> <li>- make comparison among people and things</li> <li>- say what is the most important thing to do</li> <li>- talk about what is the least important</li> </ul>	<ul style="list-style-type: none"> <li>- Describing tourist places and things.</li> <li>- Giving information about interesting places</li> <li>- Predicting activities in the future</li> <li>- Talking about expectations, hopes in the future</li> <li>- Comparing people, places and things</li> </ul>	<ul style="list-style-type: none"> <li>- the future tense with <i>will</i></li> <li>- the use of superlative adjectives</li> <li>- the use of imperative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
<b>V. Complaints</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- ask personal questions</li> <li>- describe events that happened</li> </ul>	<ul style="list-style-type: none"> <li>- Giving information about some robbery, assault, attack, theft, etc.</li> <li>- Using Police Language (types of crimes, identification)</li> </ul>	<ul style="list-style-type: none"> <li>- simple past</li> <li>- present perfect</li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>

<p><b>VI. What should I do when I visit Bolivia?</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- ask for and give advice</li> <li>- suggest for an alternative</li> <li>- talk about what a tourist should do when he/she visits La Paz.</li> <li>- talk about what we think is right or wrong</li> <li>- warn about false policemen</li> </ul>	<p>documents, personal objects)</p> <ul style="list-style-type: none"> <li>- Reporting police (tourist field)</li> <li>- Giving advice and suggesting and alternative</li> <li>- Talking about what tourists should and shouldn't do when they visit La Paz.</li> </ul>	<ul style="list-style-type: none"> <li>- suggestions with <b>should</b></li> <li>- <b>yes -no</b> questions and answers with <b>should</b></li> <li>- <b>wh-</b> questions with <b>should</b></li> </ul>	<ul style="list-style-type: none"> <li>- CD (Compact Disk)</li> <li>- Tapes</li> <li>- Pictures</li> <li>- Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Writing</li> <li>- Listening</li> <li>- Reading</li> <li>- Vocabulary</li> <li>- Pronunciation</li> <li>- Grammar</li> </ul>
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### 3.3 METHODOLOGY

To design an English course for Tourist Police on the view of ESP (English for Specific Purposes) we think, we should look a little at the results of the questionnaire applied to tourist police officers. For instance, it clearly shows us the students' specific needs of learning English as English for Specific Purposes which reflects that more than 34% of our respondents understand a little English and half of them does not understand it. According to Pauline Robinson (1991; p. 3) students on an ESP (English for Specific Purposes) course are likely to be adults rather than children and it is often assumed that ESP students will not be beginners but will have already studied EGP (English for General Purposes) for some years.

In addition to mentioned above, first, we thought of what the starting point must be to improve students basic english, to which we have seen the necessity to teach our students Basic General English as previous knowledge before teaching English for Specific Purposes.

Based on the preceding arguments (Chapter II), we believe that the methodology of any kinds of English language teaching should follow a series of basic principles on the learning process that obey to a central idea of the students' needs. Likewise, in this work, we consider English language be the prior need for Tourist Police Officers learn in order to: guide, direct, advise, inform or help Tourists in their difficult situations during their stay in our country.

To teach English language as English for Specific Purposes we should create a balance between the students' (Police officers') specific subject and English language learning concerns. On top of that, the English course proposed for Tourist Police Officers with the purpose of enhancing their knowledge is mainly based on creative, motivating, effective, pleasant, sociable and cooperative classes. Thus, it is thought that English for Specific Purposes methodology will reflect both their discipline and profession which are sometimes treated in each case with the help of the headmaster of the Tourist Police corps. This way, apart from the language learning activities, within the English for Specific Purposes class, all homework and class activities are carried out under the (student's) Police Officer's profession and the area in which he/she specializes (Tourist Police area).

Regarding techniques and methods, it is true that, a perfect model does not exist yet. The teacher has to examine each situation separately and adapt the new methodology according to the needs. So, in teaching English for specific purposes it is said that students can have certain knowledge about what they need to use which generally the teachers do not have. It means that we (as teachers) are not experts on the area to which students belong to, so we believe that a teacher should at least know what the students want to learn and how they want to learn.

### **3.3.1 The use of Communicative Approach in teaching English for Specific Purposes**

In order to satisfy our students' communicative needs we analyzed the basic characteristics of the most important methods within the history of foreign language teaching. All the language teaching methods, that existed so far, were essential not just to give birth to new methods but to enhance teaching-learning strategies. Thus, David Nunan (1991:279) lists some basic features of CLT characteristics of Communicative Language Teaching to which we agree with to carry out this work and put in practice:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

### **3.3.2 Eclecticism in Language Teaching**

We (the teachers) are always tempted to face with a great deal of methods which focus on teaching English language as Foreign or Second language. So, when searching for an appropriate method, which sometimes turn to be difficult to find, and that does not fit with our

students' needs, we have to make some choices from the overall which later turns to be an eclectic way of teaching. For instance, on the purpose of developing effective ways of teaching English with specific purposes we have chosen the best techniques from all the well-known language teaching methods into our classroom procedures, using them for the purposes for which they are most appropriate. This was necessary and important because we were always going to face with the daily task of helping students (Police Officers) to learn a new language (police language) based on their communicative needs.

In summary, teachers should choose their language teaching methods, selecting one or ones that suit their beliefs, teaching style and personality to develop their teaching skills. The teacher should become eclectic. Hence, it is believed that the use of a variety of ideas or procedures from different existing methods will increase the chances of learning taking place. This way, the awareness of a range of available techniques will help teachers exploit material better and manage unexpected situations. On the other hand, in teaching practice, many of us have come to favor of eclecticism, which generally holds that although no single ELT (English Language Teaching) method can meet all teaching and learning needs, so we consider, many ELT methods have valuable insights into ELT and ESP that should be drawn on.

### **3.4 THE USE OF ECLECTICISM IN TEACHING “*ENGLISH FOR TOURIST POLICE: A MECHANISM THAT ENABLES COMMUNICATION BETWEEN THE TOURIST POLICE OFFICER AND THE ENGLISH SPEAKING TOURIST*”.**

To teach English for Specific purposes based on the Tourist Police officers' communicative needs, we had seen it appropriate the use of eclecticism as a language teaching approach which certainly facilitated us to take valuable things from different methods, what was useful.

Eclecticism, in the present work, consisted on the use of the best elements of several methods or approaches to form a new one, as in the following cases: “*A Tourist Police officer needed to greet, to ask for personal identification card, to give directions, to offer help in difficult situations, to give advice, etc. to a tourist whose mother tongue was English*”. In these situations students' needed to concentrate their learning only on what was important and what

they needed in their habitual activities (everyday vocabulary and use of expressions according to each situation).

We, as teachers, had to use a variety of ideas or procedures from different existing methods which increased the chances of learning and teaching. Students had to learn only everyday useful vocabulary and sentences. Each lesson was created according to the students' needs and situations which involved the use of eclecticism in classroom (the use of valuable parts from different methods).

Here we briefly describe some examples on how each method contributed to developing the eclecticism in our classrooms.

### **3.4.1 The Grammar Translation Method**

Before the English course started, one of the questions we asked on the questionnaire paper was, “*How would you like to learn English? (with several options)*” to which almost half of the respondents mentioned “*Grammar explanations and the use of Translation*”. And, most of the time we tried to use English language in the classroom but sometimes students could not understand what we meant (due to the fact they lacked the educational level degree and that most of them attended school a few years), so, as this method consisted of an explanation of a grammatical rule and make sure every single word or phrase through the use of translation, we applied some techniques which were helpful to make students understand grammar rules better:

- Students were asked to fill in the spaces with the correct word form (using the word clues in brackets) they thought were the correct ones.

**Example:**

*Patricio and I \_\_\_\_\_ (be) policemen.*

- a) Patricio and I am (be) policemen. INCORRECT
  - b) Patricio and I are (be) policemen. CORRECT
- Students were asked to put the scrambled words in order to make sure if they understood the correct grammar structure and order a sentence should follow.

a) I / you / How / help / can

How can I help you?

- We have seen that some students were likely unable to understand the meaning of certain vocabulary and sentences, so we had to use translation or ask them to translate the word or the sentence, from English into Spanish.

a) How can I help you? = ¿En qué le puedo ayudar?

### 3.4.2 The Direct Method

Direct Method was helpful to teach the names of the police items and other objects. Students were to try to guess the name of each item they were familiar; to which we sometimes tried to use realia, pictures, real objects, etc. Abstract vocabulary was taught through association of ideas. Emphasis was put on correct pronunciation and grammar.

Example:

1. Students were asked to look at the pictures and repeat after the teacher.

**A:** (Teacher shows the picture of a gun): “*This is a gun.*”

**B:** (Students point to the picture and repeat): “*This is a gun*”

“*This is a police cap.*” – “*This is a police cap*”.

2. Students were asked to write sentences with *should* and *shouldn't* for giving advice, according to the given situation.

Example:

- What do you think a tourist should do if he/she travels to a tropical region of La Paz?

a) *He / She should drink plenty of water.*

b) *He shouldn't walk on bare foot.*

3. Students were asked to read aloud to check pronunciation. Sometimes teacher used to write pronunciation clues (figurative pronunciation) next to each language item on the board for students to understand and assimilate it better. Students' self correction, fill-in-the-blank exercise, dictation and paragraph writing techniques were also applied.

Example:

- Are you going to sightseeing today? (*ár iú goin tu sáitsiin tudéi*)

### **3.4.3 Audiolingual Method**

1. Here students were asked to repeat or imitate the sentence(s) after listening to the audio recording. Listening and speaking were regarded as basic. Correction of mistakes of pronunciation or grammar was direct and immediate. Some dialogues were memorized gradually, line by line.

Example:

**TOURIST 1:** I think we're lost! We shouldn't have come this way.

**TOURIST 2:** Oh. No! What should we do?

**TOURIST 1:** Well, we shouldn't worry. I think we should ask the Police officer for directions...

### **3.4.4 The Total Physical Response**

This method was applied to improve students listening and responding to commands given by the teacher such as "hands up", "put your hands back of your neck", "write your name", "sit down", "raise your hand", "go to the board", "look at the pictures", "open your book", etc., with the complexity of the commands growing over time as the class acquired more language. Students have given commands and directions to the others.

1. Some teaching objectives were addressed to what students wanted to learn such as: useful expressions, sentences on how to give commands, directions, etc.

Example:

**TOURIST:** Good morning sir. Can you help me?

**POLICE OFFICER:** Sure.

### **3.4.5 The Communicative Language Teaching Approach**

1. Almost all the teaching process was based on this approach that helped in a simple and direct way to develop each of our lessons; because the students' (Tourist Police Officers')

needs (things that students wanted to learn on how to ask and answer to several questions tourists might ask) were fundamentally emphasized.

2. Students were given opportunities to develop strategies for interpreting language as it was actually used by native speakers.
3. Learning to use language functions (giving directions, giving advice, asking for personal documents, offering help, etc.) was an important part of communicative competence language teaching.

- **For giving directions:**

Example:

**TOURIST:** Where is the Tourist Police office, please?

**POLICE OFFICER:** Turn right at the next corner. Then go straight on until you come to the square. Turn left there. The Tourist Police office is opposite the stadium

- **For giving advice:**

Example:

**POLICE OFFICER:** If you are traveling to a tropical place, *you should drink plenty of water. You should not carry valuable things and money* when you are going to packet places.

- **Asking for personal information**

Example:

**POLICE OFFICER:** What's your name?

**TOURIST:** My name is John Smith.

**POLICE OFFICER:** Where are you from?

**TOURIST:** I'm from England.

**POLICE OFFICER:** How old are you?

**TOURIST:** I am 20 years old.

**POLICE OFFICER:** Thank you very much...

- **Offering help**

Example:

**POLICE OFFICER:** How can I help you?

**TOURIST:** Could you tell me the way to Church San Francisco?

**POLICE OFFICER:** Sure. Go straight two blocks on Mariscal de Santa Cruz Avenue, turn left on Sargárnaga Street the Church is on the right.

**TOURIST:** Thanks a lot.

**POLICE OFFICER:** You're welcome.

### **3.5 ESP TEACHER ROLE**

In devoting time to better devolping of our work so far, we applied some of the basis acquired form the experst (or cientists) who suggest that the teacher should restrict his participation in order to let the students involved themselves in the activities and therefore developed their communicative skills (Littlewood, 1999). It is true that restricting our participation and letting students work in pairs, groups by giving different types of activities concerning the most important skills to be trained on, we have certainly activated our students attention and interest on learning the English language based on their own needs.

We played an important role of beign the facilitator who could solve differences of opinions among the students, this way we were able to support and guide the students and make corrections when necessary. We agreed with the idea of monitoring the development of the classroom activities and adjusting the appropriate technique or method (eclecticism) which facilitated us to detect the students' strengths and weaknesses in order to reinforce a specific item.

On the whole, the English course progress was given from fairly controlled input and practice until the end of the course. The teaching notes have reflected the use of a more varied approach than that expected. Obviously, a group of students could work independently of the teacher because of the students' coming from the variety of cultural, social, and educational backgrounds.

In summary, it was understood that the students should always bear in mind that the material was designed according to their needs so that they can learn through solving problems for themselves wherever possible; the teacher should therefore guard against too much direction. The teacher's role should be seen as that of a guide through the material and as an instigator of activities, deciding when to intervene with assistance or to check through homework or answers, etc.

### **3.6 STUDENT ROLE**

The learner (the police officer) played an active role in the development of the activities, they were responsible for conducting the interaction to its conclusion because most of the activities (perhaps all of them) were developed around the learners' needs and requirements (learner-centered activities). The learner was not a passive receptor anymore, moreover, he/she used to contribute, argue, justify and persuade.

As students were not familiar with all of the technical topics an effort in pursuit of meaning was required in order to arrive at an understanding of both new language features and new technical information (police language). The tasks were designed to involve the student actively in bridging the gap between previous knowledge and new information.

### **3.7 MATERIALS**

The materials of the course were based on audiovisual and written items. These materials facilitated the communication and supported teaching and learning.

#### **a) Written Materials**

Within written materials we suggested the following textbooks: True Colors (A and B), which were used in the Basic levels, True Colors Intermediate (1A) was applied in the Intermediate level and, additionally, we elaborated an ESP (English for Specific Purposes) book for

Tourist Police, and other materials (newspapers, magazines, articles and so on) were used (see appendix D).

### **b) Audio – visual materials**

The audio – visual materials of the course we used consisted on: pictures, videos (oriented to the Police Corps issue, eventhough such material was not easy to find) and a tape recorder. Additionally, we recorded an audio CD (compat disk) based on the ESP book content for listening activities. It was recorded with the help of two English Speaking people (a man and a woman) who eventually live in La Paz, Bolivia (see appendix E).

## **3.8 EVALUATION**

As evaluation is the process of determining the worth or value of something and as this involves assigning values to the students. It was part of a continuing management process consisting of planning, implementing, and evaluating. Here are some functions of evaluation we have taken into account:

### **3.8.1 Competence Based Evaluation**

Competence Based Evaluation was used which refers to as qualitative and quantitative evaluation:

**a. Qualitative Evaluation.** It was implemented on the view of assessing how well we did. It had to deal with several areas of language learning:

- **Content, quality, and relevance of the program:** What was learned? Were the learners using their new knowledge? If so, how?
- **Attitudes and achievements of the learners:** What did the learners think about the classes, the teachers, and the materials? Did they think the English language learning classes made a difference in their lives? If yes, what kind of difference?

- **Selection, training, attitude, and ability of teachers:** Did the teachers do a good job of communicating the new information according to their students' needs? Did they respect and support the learners?
- **Quality of resources - including English language learning materials:** Did they think the materials accurately portrayed the English speaking tourists' culture? Did they think the materials were appropriate for Tourist Police officers as English language learners? Did the materials communicate information they wanted to learn?

**b. Quantitative Evaluation.** It was implemented on the view of assessing how much we did. This evaluation implied some considerations for evaluating students' progress in several areas of English language teaching-learning:

- **Numbers of students, classes, and materials produced:** How many people were in the target group? How many started the course? How many completed the course? How many dropped out? How many books were produced?
- **Student performance:** How many tests were applied concerning reading, writing, speaking and listening skills. Scores?

There were a variety of instruments for classroom assessment, we encountered, either in class or electronically, such as one-minute papers, one-sentence summaries, critical incident questionnaires, focus groups, and mid-year mini surveys, etc. Generally, the instruments were created, administered, and the results were analysed by the teacher (us) to focus on specific aspects of teaching and student learning.

Therefore, classroom assessments have been integrated into the teacher's teaching strategy in a graduated way, starting out with a simple assessment technique in one class involving five to ten minutes of class time, less than an hour for analysis of the results, and a few minutes during a subsequent class to let students know what was learned from the assessment which facilitated us not only to improve several learning strategies or skills but to correct some of our and our students' mistakes.

### **3.8.2 Assessment of Teaching for Formative Purposes**

Another type of Evaluation consisted on Formative assessment of teaching. It has been carried out at many points during an instructional period, in the classroom, to compare the perceptions of the teacher with those of the students, and to identify gaps between what has been taught and what students have learned. The purpose of assessment was for (us) teachers to find out what changes we might make in teaching methods or style, course organization or content, evaluation and grading procedures, etc., in order to improve student's learning process based on the learning needs.

### **3.8.3 Summative Evaluation**

Summative evaluation was conducted at the end of the course. The purpose was to form a judgment about the effectiveness of the English language course and the students achievement score. Summative evaluation included the results of teaching evaluations regularly scheduled at the end of the English for Specific Purposes. However, summative evaluation was applied for both comprehensive and representative evaluation, it included a variety of evaluation applied to measure the strategies, among the methods, techniques and tests based on the main communicative skills.

## **CHAPTER IV: PROPOSAL DESCRIPTION**

### **4.1 PLANNING THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS**

#### **4.1.1 ENGLISH LANGUAGE COURSE DESIGN FOR TOURIST POLICE: AS A CONTRIBUTION TO TEACHING ENGLISH TO POLICE CORPS**

The implementation of the English course for specific Purposes was specifically aimed to the Tourist Police officers' better development of their labor, that is to say, English language was useful to satisfy the police officers learning purposes and their specific needs as shown on the results of the needs analysis questionnaire (See appendix 1) to which we took into account the following aspects:

- a. Area:** Tourist Police
- b. Level:** Intermediate
- c. Subject:** "English for Tourist Police: a mechanism that enables communication between the Tourist Police officer and the English Speaking tourist" (ESP)
- d. Number of Teachers:** 3
- e. Number of students:** 60 (20 students per teacher)
- f. Age of students:** among 18 – 51
- g. Sex:** men and women
- h. Duration of each class:** 90 minutes

### **4.2 ELABORATION AND ORGANIZATION OF UNITS FOR TEACHING-LEARNING ENGLISH LANGUAGE FOR SPECIFIC PURPOSES (THE ESP BOOK)**

The topics were elaborated according to the students communicative needs (aimed to police-tourist communication area). Each unit was fundamentally based on the application of the most important communication skills within the area of English language teaching such as: listening, reading, speaking and writing.

## **4.2.1 OBJECTIVES OF EACH UNIT**

### **UNIT 1: I Like To Buy Crafts**

- to inform about: tourist attractions, handmade clothing markets, restaurants, hotels, museums.
- to guide on purchasing different handmade products also to give recommendations about how they could take care of their belongings.

### **UNIT 2: I Am Looking For My Daughter!**

- to report the disappearance of a person and the loss of objects
- to describe people and talk about actions in progress which happen at the time of speaking.

### **UNIT 3: Giving Directions**

- to give directions about the different places with the use of directional expressions and describe tourist places through the use of some reference data.

### **UNIT 4: You Will Know Interesting Places**

- to warn about the approaching danger or event
- to suggest or inform about the development of the different activities related to trading and entertainment in the country.

### **UNIT 5: Complaints**

- to ask questions in English for filling forms of denounce with personal details at the Tourist Police office
- to describe the facts.

## **UNIT 6: What Should I Do When I Visit Bolivia?**

- to prevent and to guide the tourists from some danger, while they go visiting different places around the city
- to advise on what the tourists should do during their stay in the city.

### **4.3 CHARACTERISTIC OF THE UNITS IN THE ESP BOOK**

This text has been designed to help and qualify Tourist Police officers of “Comando Departamental de Policías en La Paz” on the basis of theory and practice in English language learning knowledge. The purpose of the text ESP under the topic: *“English for Tourist Police: a mechanism that enables communication between the Police officer and the English Speaking tourist”* is to optimize intercommunication between the policeman and the tourist, facilitating them with specific tasks that concern giving service to tourists and also inside the context of hometown public security. It is elaborated under the communicative foundations focused on English language teaching, as foreign language.

The content of the text is divided into 6 units and each unit introduces picture related activities for listening and reading comprehension as it follows:

#### **a) Warm Up**

Each unit presents this activity to activate the students’ interest on the topic and its content, through questions of personal or collective interest; picture descriptions related to the topic of the unit, etc.

#### **4 Conversation**

This activity is designed to establish a social interaction (in pairs or in groups). Each student is asked to carry out a list of conversational activities in order to make students communicate

through questions or predesigned conversations focused in the topic of the lesson and on their own communicative needs.

Also, this activity comprises the intercommunication application on producing English language. Students use expressions based on the functions of the language such as: greeting, inviting, apologizing, offering, requesting, giving advice, agreeing, disagreeing, suggesting, expressing pleasure and displeasure, etc.

### **c) Vocabulary**

Vocabulary is considered as the key element in the English language teaching class, because without vocabulary no message is conveyed. This aspect is used to fundamentally help students develop sufficiently a large vocabulary in each of the units. Thus, in each unit of the book words are presented in the police-tourist field (names of places tourist, personal items, directions, handicrafts, types of crime, types of means of transportation, means of communication, police items, etc.). These words are introduced in each topic and developed within the receptive model (listening/reading) and within the productive model (speaking/writing). For example, after learning dialogues the students identify words and the meaning of the unknown terms so that this way the students enlarge their vocabulary.

### **d) Grammar**

The rules and grammatical descriptions used in each unit for teaching English for Specific Purposes have the purpose of correcting certain incoherencies in the use of the language. The grammar is applied in a subconscious way (inductive), as well as, in written and oral production, which does not constitute an article of the first necessity but a complementary instrument for making sentences (which consists on managing the grammatical elements: Subject, Verb and Object) in different situations (past, present, future). That is to say, grammar is applied in a superficial way (appropriate to the level) without theory or deep explanations in order not to get students confused on their learning. For example, the student

needs just to know how to start a conversation but he/she does not need to study the peculiar characteristics of the language consisting on the study of the rules (the grammar rules).

#### **e) Listening**

Listening is used for students to acquire knowledge on the different ways of oral expression such as: recognition of the use of formal and informal language and the practice on listening comprehension. Also, a variety of audio materials are used, such as: cassettes, videos, CDs and others on the view to help students assimilate different English sounds (syllables, words or sentences in the tourist-police field).

#### **f) Speaking**

In order for the students to have a continuous oral practice we need to use conversation models based on the tourist field for pair and group practice. This way the students are able to acquire a better development on speaking. On the other hand, it is recommended to be explained some differences and similarities among the uses of vowel or consonant sounds of both languages (foreign and mother tongue) to avoid confusions on reproducing sounds.

#### **g) Reading**

The texts or conversations used for the reading understanding are based on the tourist and police language. The main objective of this ability is to teach words and sentences, through the use of letters, reports, tourist pamphlets, texts with tourist places, etc. which are often used in daily situations.

#### **h) Writing**

This ability is used to enrich the knowledge of written production to which we need to elaborate different types of exercises which should consist on the use of single words and

sentences by writing small texts with people descriptions, the fact descriptions (robberies, loss of personal objects, assaults, etc) and the police reports.

### **i) Exercises**

The exercises are carried out on the view to consolidate the learning of each one of the student's communicative abilities. For example, in a written way the students are able: to identify types of words through crosswords, to complete sentences, to identify words for their definition. In a listening activity the students are able to complete ideas through the use of given words, to identify what sentences were false or true. In a reading activity and understanding, the students are able to identify the main idea of the text and the details through guided questions.

## **4.4 TEACHING PROCEDURES**

### **4.4.1 LESSON PLANNING**

Planning a lesson involved developing our own instructional resources and experiment by using various teaching strategies. Many activities preceded the process of designing and implementing a lesson plan. Similarly, the job of systematic lesson planning was not complete until we assessed both the learner's attainment of the anticipated outcomes and effectiveness of the lesson in leading learners to these outcomes.

#### **a. Goals**

In designing a lesson a goal was the most important factor to be taken into account. It motivated our learners accomplish the learning needs for their further job performance, and on persisting in the field of their education. It was stated as a general student outcome which was closely related to what we expect students be able to do by the end of the unit. Lesson aims were related to language system (grammar, vocabulary, pronunciation), language functions (e.g. complaining, requesting), or language skills (listening, speaking, reading, writing).

## **b. Motivation**

As motivation is the characteristic of individuals that reflects how motivated they are to learn the language was essential on the development of the English language teaching courses. Although there were many stages of motivation varying from intended goals, effort, emotional reactions to the task, aspirations, future goals, persistence and attention, etc. When students were motivated, we could perform the job the best.

A teacher can do a lot to improve the students' motivation, and the effort involved must be an essential part of the teaching profession. The teacher should motivate the students by giving them a reason to learn the material. It can be something you say, such as an anecdote or question, a video, or a demonstration. You should try to connect to previous learning/lessons and identify the goals of today's lessons which is also part of a warming up activity within communicative language teaching.

## **c. Performance Objectives**

Upon successful completion of the lesson, students were able to list particular objectives that together reach the stated goal(s). These objectives were important to measure and demonstrate how much students have learned and understood the objectives of the lesson.

## **d. Materials**

Materials have been chosen according to the students needs. We thought about the interests of the classroom. The materials which have been chosen were teacher and learner oriented. The teacher and the students felt much happier with materials which were aimed to their specific learning needs. Therefore, material must be matched with the goals and objectives of the unit and include the presentation of the (four) skills, grading, discourse skills and sequencing. We considered some of these criteria for selecting materials on teaching language for specific purposes.

- Does the material match learner objectives?
- Is the material learner-centered and communicative-based?
- Does the material facilitate interactive learning?
- Is the material up-to-date?
- Is the material interesting and visually attractive?
- Is the material relevant to real life?
- Is the material easy to use?

#### **4.4.2 LESSON PROCEDURE**

In this stage we considered aspects related to teacher-student and student-teacher interaction, the teacher interacted in the whole class, with a group of students, or with one student. It was also important to consider the aim of each activity, and at the end of the lesson we could see if we were able to work out what the overall aims were.

There were many different approaches to teaching English. However, most of these plans tended to follow this standard communicative language teaching lesson plan format: **presentation, practice and production** (PPP framework) which incorporates aspects of all the different teaching methods (Grammar Translation, Direct Method, audiolingual, etc).

Therefore, the PPP framework was an easy framework to use for planning our lessons. As it divides the lessons in different activities or phases the students did not get bored. It also presented a good balance of language skills.

#### **Presentation**

It was the introduction to a lesson, and necessarily required the creation of a realistic situation requiring the target language to be learned. For the achievement of this stage pictures, dialogs, imagination or actual classroom situations were used. We, the teachers used to see the students understanding progress, the nature of the situation, etc. Students were given the

language model and sometimes they were engaged in choral drills to learn statements, answer and question forms for the target language. In this stage error correction was important.

### **Practice**

It was usually begun with what was termed, mechanical practice, open and closed pair work. Students were gradually moved into more communicative practice involving procedures like information gap activities, dialog creation and controlled roleplays. Practice was seen as the frequency device to create familiarity and confidence with the new language. The teacher directed and corrected errors at this stage so the classroom was beginning to become more learner-centered.

### **Production**

It is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language. The teacher's role here was to somehow facilitate a realistic situation or activity where the students instinctively felt the need to actively apply the language they have been practicing. The teacher did not correct or become involved unless students directly appealed to him/her to do so.

### **4.4.3 EVALUATION**

According to P. Robinson (1991; p. 65), “evaluation can be defined as the discovery of the value of something for some purpose”. Evaluation is the process of determining (measuring) the worth or value of the target language communication skills (listening, reading, speaking and writing) management.

It concerned the analysis and comparison of actual progress vs. prior plans in each class activity, oriented toward improving teaching-learning plans for future implementation. It

included the use of assessment techniques (tests, worksheets, project presentations, oral reporting, etc.) for assigning values to the student being evaluated.

#### 4.4.4 LESSON PLAN

##### 4.4.4.1 Sample Lesson Plan

- INSTITUTION** : UNIPOL (**Universidad Policial – Tourist Police**)  
**LEVEL** : Intermediate (ESP)  
**N° OF STUDENTS** : 20  
**UNIT** : 5 - Giving Directions  
**TIME** : 45 min  
**a) LINGUISTIC OBJECTIVES** : To learn Means of Transportation and Directions. The use of nouns “*car, bus, train, plane, ship, motorcycle*” and expressions “*turn left/right, on the left/right, go down, go straight, at the corner*”  
**b) FUNCTIONAL OBJECTIVES:** Students expand their knowledge on giving directions about different tourist places.  
**SKILLS** : Integrated skills  
**MATERIALS** : Whiteboard, small cards, markers, student’s book, Compact Disk, CD player, etc.

TIME	SKILL	STAGE	MAIN ACTIVITY	OBJECTIVE
10 min	Speaking	<b>Warm Up</b>	<ol style="list-style-type: none"> <li>1. Have students recall some of their anecdotes in dealing with tourists in their work place.</li> <li>2. Ask students if they usually buy a map or if they prefer to ask for directions when they travel to another city.</li> <li>3. Ask students to think about how they use to give directions to English speaking tourists. Do they use body language or phrases in English?</li> </ol>	<ul style="list-style-type: none"> <li>-To activate the students' interest on the topic.</li> <li>-To ask questions of personal and collective interest.</li> <li>-To brainstorm words and phrases students use to give directions</li> </ul>
15 min	Listening	<b>Presentation</b>	<ol style="list-style-type: none"> <li>4. Tell students in this lesson we are going to talk about means of transportation and about how to give directions.</li> <li>5. Use ESP book. Tell students to look at the pictures. Tell students listen and repeat the names of Means of Transportation. This is <i>the plane...</i>, repeat “<i>plane</i>”... This is <i>the train...</i>, repeat “<i>train</i>”...</li> </ol>	<ul style="list-style-type: none"> <li>-To introduce the topic.</li> <li>-To learn the names of the means of transportation.</li> </ul>
10 min	Pronunciation		<ol style="list-style-type: none"> <li>6. Ask students answer the questions on their book. e.g.  <i>How do you like to travel?</i>  <i>I would like to travel: by bus, by train...</i></li> </ol>	<ul style="list-style-type: none"> <li>-To check pronunciation.</li> </ul>

15 min	Speaking		7. <b>Group work.</b> Let students (in groups of 3) discuss the questions on their book. p. 35	-To make students interact each other.
10 min	Reading Writing	<b>Practice</b>	8. Use ESP book conversation. Tell students to read the conversation and answer the questions on page 36; exercise 1.	-To read and write the answers to the questions.
10 min	Vocabulary		9. Tell students to compare their answers and check the answers.	- To check reading comprehension.
10 min	Speaking		10. Once checked, make students read the new vocabulary words and correct pronunciation.	-To help students understand new vocabulary -To make sure new words' pronunciation
10 min	Speaking		11. <b>Pair work.</b> Tell students to work in pairs and role play the conversation. One student is an English speaking Tourist, the other one is the Tourist Police.	-To practice speaking.
10 min	Writing	<b>Recycling</b>	<p>1. Ask students what kind of means of transportation they would like to use if they wanted to travel to a tourist place.</p> <p>2. Give students small cards with 5 names of means of transportation and 5 names of tourist places. Example: <i>Copacabana / Bus</i></p> <p>3. Tell students to write sentences on how they would like to travel. Ask them to provide answers to these questions:  <b>a. Where do you want to go?</b>  <b>b. How are you going to get there?</b>  <b>Why?</b>  Example:  1. Where do you want to go?  I want to go to <i>Copacabana</i>.  2. How are you going to get there? Why?  By <i>bus</i>. Because the bus is <i>comfortable</i>.</p>	<p>-To reinforce understanding.</p> <p>-To enhance writing skill.</p> <p>-To encourage students use the new vocabulary.</p> <p>-To make students produce new language.</p>
5 min	Writing	<b>Home work</b>	4. Ask students to overview on how to give directions.	- To investigate or review

#### **4.4.4.2 Lesson Plan Procedure**

**Time:** 90 min

**Level:** Intermediate (ESP)

**No. of students:** 20

**Unit:** 5 - Giving Directions

#### **Goals**

- To describe people and tourist places.
- To encourage students to learn the different means of transportation.
- To talk about how to: ask for personal identity, give information about something, and give directions.

#### **Objectives**

##### **a) Linguistic Objectives:**

- To teach students the Means of Transportation and Directions. The use of nouns “*car, bus, train, plane, ship, motorcycle...*” and expressions “*turn left/right, on the left/right, go down, go straight, at the corner*”

##### **b) Functional Objectives:**

- Students give directions about different places.

#### **Motivation**

- Have students recall some of their anecdotes in their dealings with tourists in their work place.
- Ask students to identify the means of transportation they know by pointing a picture and ask them about how they would like to travel.
- Show the map of La Paz city and let them identify different places.
- Ask students what expressions they use for giving directions.

**Skills:** Integrated skills

**Materials:** whiteboard, maps, small cards, markers, student's book, Compact Disk, CD player, etc.

### **WARM UP (*STARTING THE CLASS*)**

Write questions on the white board. Have students work in pairs to answer the questions.

1. Ask students how they would like to travel if they wanted to travel to a tourist place. Students choose a means of transportation they would like to travel by.
2. Ask students if they have ever got lost in an unknown place.
3. Ask students if they usually buy a map or if they prefer to ask for directions when they travel to another city.
4. Ask students to think about how they use to give directions to English speaking tourists. Do they use body language or phrases in English?
5. Students discuss over questions in the unit's warm up activity (in pairs).

### **PRESENTATION – *GIVING DIRECTIONS***

1. Explain to students about the topic of the lesson.
2. Use student's book. Make students read the conversation. Help them with pronunciation.
3. Ask students answer the questions from their book. Check if they understood the conversation. Help them with words or vocabulary they need.
4. Once checked, make students read the new vocabulary words and correct pronunciation.

### **PRACTICE**

1. Divide the class into pairs. Ask students role-play the conversation.
2. Then, explain to students about what expressions we use to give directions. Make students underline the expression in the conversation.

3. *Writing.* Ask students use the conversation as a model to answer the questions in Exercise 2. Make students use expressions of location and direction from their book (pages 36 - 37) for their answers. Ask them use the map on page 58. (*The students that finish first will be given an extra mark.*)
4. Ask students practice on giving directions. Make student A choose a place on the map and tell student B how to get there. Student B follows students A's directions. Then, students take turns.

## **PRODUCTION**

5. Divide class into groups. Give students small cards with a name of a place (*hotel, restaurant, etc*) in each card and ask them how to get there. Students use the greetings, questions and expressions for giving directions. Example:

**POLICE OFFICER:** (*the police officer approaches the tourist*) Good morning sir/madam, How can I help you?

**TOURIST:** (*points a place on the map*). How do I get to (*name of the place*) ...?

**POLICE OFFICER:** Go straight on (*Street*) ..., turn left/right... on (*Street*)...the hotel is on the right.

**TOURIST:** Thank you very much

**POLICE OFFICER:** You're welcome!

6. Students take it in turn, until the last student.

## **ASSESSMENT**

1. Students are asked to write a paragraph about how to get to their home from downtown.

## **CHAPTER V: REPORT ON THE IMPLEMENTATION**

To teach a language on the basis of students' specific learning needs we merely have to distinguish, between the student's target needs (what the learner needs to do in the target situation) and the student's learning needs (what the learner needs to learn). On top of that, a needs analysis questionnaire was applied to Tourist Police officers, the potential course participants. At the end of the questionnaire Police officers were asked to write some key words, phrases, sentences into Spanish which they would like to learn in English to deal with English speaking tourists (see Appendix A). Hence, it should guarantee Police officers have the opportunity to speak English language more often.

On the other hand, interviews were conducted with the administrative head and the personnel of the police institution within the educational concern from whom we found out the specific objectives on needs addressed to the use of English language as a means of communication.

The course participants were from various backgrounds, some were school graduates and most of them were from primary school level. Likewise, they had different work experiences: some have worked for over ten years; some have worked several years, while most of them were new graduate police officers (women and men). All these indicated students' different degrees of education and the complexity of their target needs.

Objectively, the results of the questionnaire showed that police officers needed English to communicate with foreign tourists whose mother tongue was English and to communicate to tourists of different languages who had some knowledge of English. These were all perceived as target needs which were very much language-centered and content-centered. But as Hutchinson and Waters (1987:56-58) believe it that they also have their subjective needs, or wants, which cannot be ignored since the subjective needs will form and stimulate their learning motivation. Brindley (1989:63) also considers "trying to identify and take into account a multiplicity of affective and cognitive variables which affect learning, such as learners' attitudes, motivation, awareness, personality, wants, expectations and learning styles".

Therefore, from questionnaires and informal talks with Tourist Police participants, we recognized such wants as the prior needs to developing of their work effectively. Thus, the police officers needs and wants involved improvement of both special and general English including all the four skills: listening, speaking, reading, and writing. The significant identification of needs became the basis of the course design as shown in our syllabus design section (see page 72). However, the analysis and interpretation of the results obtained from the needs analysis questionnaires (see Appendix B) which were applied to police officers and English speaking tourists were essential to determine the goals, objectives, materials, methodology for the course design. Thus, the language learning process aims, the teaching-learning methods and teaching aids (materials) have been chosen in cooperation of the students and of the teachers, which enhanced students to attain the aim of the studies.

In addition, the potential course participants were required to take a pre-course test to reveal their English level, which we considered essential for further course design.

The course design was developed according to the students communicative needs. Thus, we believed the course should be based upon the main principals of the communicative language teaching. On the other hand, it was also important to apply the eclecticism to language teaching, which consisted on taking what was useful from different English language teaching methods. Thus, it could lead students practice communication with their classmates, despite their limitations (shyness, lack of self-esteem, lack of time, mother tongue influence, a low education background and poor communication skills). Also, students were involved in different activities such as: practicing conversations, answering questions, working in pairs / groups, matching exercises and role playing.

The syllabus (on page 74) we have presented in this project is a model and a guide as the whole. The teacher has to divide it into parts to make easier the learning tasks for learners and this division must be carried out taking into account the students' actual learning needs. Also, the teacher cannot follow the path of each student on his/her criteria. It is necessary to develop the autonomy of each student by guiding them into their communicative learning needs with

the purpose of developing effective communication skills of each student. That is to say, the teacher must practice a student-centered teaching.

## **5. 1 CONTRIBUTION TO POLICE OFFICERS TRAINING**

### **1. ESP BOOK: “ENGLISH FOR TOURIST POLICE: A MECHANISM THAT ENABLES COMMUNICATION BETWEEN THE TOURIST POLICE OFFICER AND THE ENGLISH SPEAKING TOURIST”**

Additionally and according to the students needs analysis, we elaborated an intermediate course book “ESP (English for Specific Purposes) BOOK” which we considered would contribute to better understanding between a foreigner who speaks English and the Tourist Police officer. This book under the title “*English for Tourist Police: a mechanism of communication between the Tourist Police and the English speaking tourist*” is a contribution to Tourist Police Corps. It has been carried out in order to find out the students (Tourist Police officers) communicative needs in the field of ESP teaching for further investigation. Thus, needs analysis is the most important aspect taken into account within the ESP course design.

### **2. HANDBOOK**

We issued a *HANDBOOK* (based on the proposed list of words, phrases, sentences and questions written by the police officers) for police officers working in the Tourist Police units which will be essential for their daily life dealings, probably not enough but valuable to their job performance. It would contribute to better understanding between the police officer and the foreigner who only speaks English, and among police officers. We think, it is important what impression does a police officer leave on a foreigner, since sometimes this first contact represents the whole country. A foreigner could be favorably impressed by police officer's good knowledge of a foreign language (Kasal, 1991).

## **5.2 ACHIEVED GOALS**

The created model was suitable, which improved the students' learning in order to develop their ESP competence. On the other hand, the goals adopted for the development of students' ESP competence were based on the students and the educator's mutual cooperation, which included continuous needs analysis of the students and the Police Corps' needs in the course of studies. At the same way, it enabled understanding and fulfilled the students' wishes on their learning styles by forming a micro-climate in the group, creating a favorable study environment, and forming continuous feedback, which, in turn, helped selecting the most appropriate teaching materials (proposed ESP book) or aids and teaching-learning methods (Communicative and Eclectic approaches), as a result, helping the students (Police officers) to develop their ESP competence and we, as educators, to improve our professional activity.

Likewise, we, the teachers, helped the students to improve their ESP competence, to develop their communication skills; to use a language in different socio-cultural contexts (The Tourist Police officer and English Speaking tourists' dealings); at the same time the teacher was learning from the students acquiring knowledge in a specific professional field (Tourist Police).

The use of problem-solving tasks were connected with the tourism industry dealings, role plays, project work in language studies (police language), which enabled the students to use the language in the changing socio-cultural context.

## **5.3 EVALUATION OF CLASSROOM PROJECT**

This section refers to how much we did. It implies some considerations for evaluating students' results in several areas of English language teaching-learning such as: the number of students started, completed, dropped out the course; rating scores, their achievements and problems.

### 5.3.1 TABLE OF RESULTS

N° OF STUDENS WHO:			N° TESTS APPLIED	RATING SCALE	N° OF STUDENTS	PERCENTAGE
STARTED	COMPLETED	DROPEd OUT				
60	49	11	4 midterm tests (see appendix E)	Unsatisfactory	2	6 %
				Below Average	3	7 %
				Average	22	43 %
				Above Average	17	34 %
				Exceptional	5	10 %
Total of students who completed the course					49	100 %

At the beginning of the course only, 23% of the total of students had basic level of English and had studied some time before. Most of the students (almost 77%) did not have any knowledge of English, they could not write, speak or understand. It means that we had started the course with True Beginner students, the Basic Level.

At the end of the course, 88% reached the intermediate level, from the total of students who completed the English language course (English for Tourist Police: a mechanism that enables communication between the Tourist Police officer and the English Speaking Tourist).

### 5.3.2 ACHIEVEMENTS AND PROBLEMS

At the beginning, we encountered a great deal of problems concerning communication in English (as explained in Chapter I). Firstly, most of the Tourist Police Officers did not know a single word, expressions or phrases into English language. Secondly, they had to deal with the difficultness in giving directions, asking for their identification, giving advice, offering help in difficult situations. Finally, they had to use (in some cases) gestures, body language or not to say a word and keep silent.

The problems mentioned above concerning English language knowledge prevented Police officers accomplishing efficiently their jobs. Therefore, we tried to come up with almost all

the basic communication problems regarding the use of English language with specific purposes.

The evaluation taken into account was specifically based on the parameters shown in the chart above which we describe as it follows:

From the total of students (60), 49 students completed the course. 6% of students showed little interest or enthusiasm for team work, unsatisfactory. They did not take the time to find the correct answer. They presented very slow and poor ability to produce written and oral communication. These students could not handle multiple tasks. Of 7% (below average), showed limited interest in work. They had to be told what to do frequently. They had slow ability to learn. Sometimes they failed to recognize own limitations. They developed fair interpersonal skill, oral communication and written communication.

43% (average) of our students showed average amount of interest and enthusiasm for their job performance. They were likely to act voluntarily in routine matters. They presented good dependability upon in routine situations. They accepted suggestions and criticism by their teachers in satisfactory manner. They were good at enhancing interpersonal skills, oral communication and writing communication, and average amount of multi-tasking.

34% (above average) of the students showed interest and enthusiasm in work more than the average amount. They used to act voluntarily in most matters. They presented quick ability to learn and a very good standard of work. They were more likely to make good decisions and manage the topics helpfully in teamwork. They presented very good interpersonal, oral and written communication skills.

10% (exceptional) of the students put high interest in the job. They were very enthusiastic in doing work well. They presented quick and excellent ability to learn. They were very responsible, open-minds, confident and dependant. They expressed appreciation and take prompt action on suggestions by the teacher. They showed excellent interpersonal, oral and

written communication skills prioritizing and logically ordering the performance of work in order to efficiently and effectively accomplish their learning objectives.

### 5.3.3 DESCRIPTION OF STUDENTS' LEARNING PROCCESS: DIFFICULTIES AND SOLUTIONS IN THE ENGLISH LANGUAGE CLASSROOM

We think belief in oneself as a learner of a language is known to play a part in successful language learning. If a learner does not believe he or she will learn a language for whatever reason, progress may be stopped (Oxford, 1990).

During the time students had classes, they presented certain learning difficulties in the classroom such as: the shyness or fear of interacting with their classmates, lack of time, mother tongue influence, low education background and poor communication skills, which we describe as it follows:

#### a) At the level of Participation and Interaction

Developing as a parallel to second language acquisition theories, second language pedagogy has described several teaching methods, e.g. *the audiolingual method* (Fries 1945) and *communicative language teaching* (Savignon 1972), for how to engage students in classroom activities in ways which are thought to lead to or are thought to be learning (e.g., Larsen-Freeman 2000). This relies on an assumption that participation is an essential part of language learning – that students must participate in the classroom in order to learn the second language. Second language acquisition research and practice have long recognized the value of classroom interactions—among learners, between learners and teachers, and between learners and texts—for promoting language acquisition, particularly when these interactions involve negotiation of meaning. (Moss & Ross-Feldman, 2003).

DIFFICULTIES	SOLUTIONS
Some students who were from the low rank felt likely to be afraid of answering questions	Conversational activities were carried out in pairs and in groups, to make students

<p>in front of others, they felt fear of interacting with the ones who were from high rank.</p> <p>Apparently, some of them showed lack of their self-esteem and poor communication skills.</p>	<p>participate and interact each other. Each time the conversational activities were carried out, students were asked to change group partners so that they might interact with different partners and get to know each other much better.</p> <p>Another way to motivate students participate frequently was making a low rank student (police officer) report the activities they were asked to work on in the group, and explain about his/her group's findings.</p> <p>Cooperative working was applied, too. We asked high rank police officers who were in a reduced number in the group (one or two, in some cases) to make understand the low rank officers that learning English is not rank-based that it must be carried out in a cooperative way. Low rank police officers (students) should ask tourist based questions with any fear in a group discussion activity.</p>
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**b) Affective factors and time availability for accomplishing classroom activities**

We were aware of that most of our students were parents (police officers) and that they had lots of things to do besides studying English. They showed that they had to deal with different type of affective factors such as: fatigue, illness, stress, depression or anxiety. Thus, some researchers in the field of second language acquisition believe that affective factors such as stress, depression or anxiety can interfere significantly with language learning for some learners (Horwitz and Young, 1991, Ganschow, Sparks & Javorsky, 1998). Some researchers

contend that the anxiety observed in language learners may well be the result of poor language acquisition, not the cause. At least one study has shown that good language learners are often as anxious as poor ones (Javorsky, Sparks, & Ganschow, 1992). Adult Second Language learners are known to be affected by fatigue, loneliness, illness... (Cumming, 1992).

<b>DIFFICULTIES</b>	<b>SOLUTIONS</b>
<p>First, students showed lack of time in doing and developing different classroom activities such as: homework, investigation work, etc.</p> <p>Second, some students used to feel likely to be tired and stressed. We think, due to the activities Tourist Police officers were involved in (events held in public places) they could not accomplish with the assignments and the research tasks given by the teacher.</p> <p>Third, students were asked to come to class with their dictionaries and their book but sometimes it did not happen, they could not report or present some of their homework given the day before.</p>	<p>This issue was quite difficult to deal with for us. Even though, adult students were affected by certain affective factors mentioned above, we had to enhance our students' learning strategies.</p> <p>First, they needed to get a strong self-confidence and willpower to overcome the difficulties encountered in foreign language learning. On the contrary, negative emotional attitude may affect the learning potential of students.</p> <p>Second, psychological changes had to take place. These changes may have a different emotional attitude. For instance, we decided to give a talk about the importance of learning English. As English language is the tool of communication that connects police officer and English speaking tourists, English language will be an important tool of communication for their children. Knowing certain things in English they will be able to help their children learn, because, their</p>

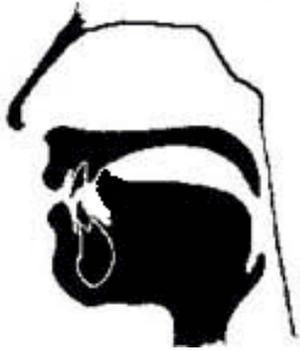
	<p>children will need it for their future.</p> <p>Finally, students understood that this is the opportunity for them to learn English and probably it might be difficult on their own in the future.</p>
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**c) Mother Tongue Influence in Pronunciation**

Learners' first language may also influence the types of instruction that learners need and the rates of progress they are likely to make (Robson, 1982; Strucker, 2002).

Generally speaking, problems that are evident in the first language will be present in the second; for example, the person who has spelling problems in Spanish will have similar problems in English. (Rooney, 1995, Rooney & Schwarz, 1999, Schwarz, 2000)

<b>DIFFICULTIES</b>	<b>SOLUTIONS</b>
<p>One aspect we have to mention is the students' mother tongue influence. Due to the fact that students who had Aymara or Quechua as their mother tongue could not appropriately pronounce certain English consonants and vowels, for example the sound "w" was used instead of "b", as in "beautiful" /wɹjutiful/; bike /waik/ she /tʃi/ or /tʃi/; What's your name? /wach jur neim/, etc.</p>	<p>In order to make an end with the students' mother tongue influence, we set different types of activities from which we can highlight some of them.</p> <p>For example, students are asked to listen for some difficult words' pronunciation. After that, students pair or group words with similar sound or words which rhyme and have the same vowel spelling.</p> <p>Then, students are put in pairs or groups to think of words (chosen by the teacher) e.g. /e/ 'head', 'bread', 'read', 'lead', and we end up with an extendable list of words with the same</p>



e.g. /t/ as in time

spelling and sound.

Another way to make sure a sound, specially a consonant sound, was that we needed to draw a picture of the articulators indicating the students put the tongue as in the picture and pronounce it. The Phonetic symbols are not taught, they are used as the tool to make students sure or be nearly sounding like a native speaker by putting their tongue as the picture shows.

**d) Level of Education**

DIFFICULTIES	SOLUTIONS
<p>Another aspect we had to be aware of was that most of our students come from the rural area so they had not reached the secondary school level. Due to the fact they were not skillful in writing or prompted to take notes and not able to read texts, they could not get over their learning obstacles.</p>	<p>It was not an easy task. First, we had to identify weak and strong learners. Second, we had to be aware of what kind of difficulties students presented at the level of educational background. Third, we had to make a group of students whose level of education was very low. Finally, we had to teach the group separately.</p> <p>Why was it important to teach students with low level of education separately?</p> <p>It was so, because they felt safe in sharing the same level of education and rhythm of learning. This way, they could feel more self-confident among their partners and with the teacher. They needed to gain the will of</p>

	learning new words (writing, reading, pronouncing, etc.) into a different dimension, sympathetically, without any fear of making mistakes and being criticized by the ones whose level of education was high.
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**e) Vocabulary**

Vocabulary recognition can be aided by previewing text-specific vocabulary before a text is read and learning high-frequency vocabulary (Coady et al., 1993). Cook (2001) states that “a word is more than its meaning” (p. 61). For Cook, knowing a word involves four aspects: (1) form of the word such as pronunciation and spelling, (2) grammatical properties such as grammatical categories of the word, (3) lexical properties such as word combinations and appropriateness, and (4) meaning- the general and specific meaning. Clearly, “knowing a word requires more than just familiarity with its meaning and form” (Schmitt & McCarthy, 1997, p. 4).

<b>DIFFICULTIES</b>	<b>SOLUTIONS</b>
<p>Sometimes, students were not able to assimilate the learning objectives fully and they could not identify words and the meaning of some of the unknown terms either.</p> <p>We thought that this happened because they were forced to learning new items and that they were not habituated to do so.</p>	<p>As vocabulary is considered as the key element in the English language learning, we made our students memorize verbs, adjectives, nouns (names of tourist places, personal items, directions, handicrafts, types of crime, types of means of transportation, means of communication, police items, etc.) by inserting the words in each topic within the receptive model (listening/reading) and within the productive model (speaking/writing) so that they could feel more familiar with at the</p>

	<p>end of the course.</p> <p>More instructional time was spent on Vocabulary.</p>
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#### f) Grammar

Grammar was applied in a superficial way without theory or deep explanations. Grammar was applied in a subconscious way (inductive), as well as, in written and oral production, which does not constitute an article of the first necessity but a complementary instrument for making sentences (which consisted on managing the grammatical elements: Subject, Verb and Object) in different situations (past, present, future).

DIFFICULTIES	SOLUTIONS
<p>Even though the teacher used to correct certain incoherencies in the use of English language, some students could not assimilate the rules easily.</p> <p>Students sometimes tend to translate sentences into their mother tongue in order to understand the message.</p> <p>Likewise, some students used to apply their mother tongue's grammar structure and word order to produce their sentences in English.</p> <p>On the other hand, they were able to communicate a message but not accurately.</p>	<p>Sometimes, grammar explanations were essential to make students manage the correct word order in producing their sentences. For example, we had to explain on the board about the structure a sentence should follow; into the affirmative, negative and interrogative forms (S+V+C).</p>

### **g) Listening**

<b>DIFFICULTIES</b>	<b>SOLUTIONS</b>
<p>Recognition of the use of formal and informal language and the practice on listening comprehension were not successful with some students.</p> <p>Most of the students had the difficulty in identifying, even words they have already learned before, through listening.</p>	<p>In a listening activity to help students improve their listening skill we used true and false sentences for the students identify new words in context. Completion activities were used too.</p> <p>In order to improve their comprehension in listening, we used a variety of audio materials which were applied repeatedly, such as: cassettes, videos, CDs and others on the view to help students assimilate different English sounds. English songs and short stories were used, too.</p> <p>Sometimes, students were asked to sing a song (karaoke) in English, imitate the sounds or memorize it if possible to make sure the appropriate spelling or sound.</p>

### **h) Speaking**

Generally speaking, problems that are evident in the first language will be present in the second; for example, the person who has spelling problems in Spanish will have similar problems in English. (Rooney, 1995, Rooney & Schwarz, 1999, Schwarz, 2000).

DIFFICULTIES	SOLUTIONS
<p>Students had some difficulties when developing some conversational models (role playing activities) we presented for pair and group practice. They lack improvisation skills. They cannot easily organize their ideas into English in their minds but into Spanish finally they had to translate into English to speak.</p>	<p>Before any role playing activity, in order for the students be able to acquire a better development on speaking (at the level of coherence and fluency) and not to commit mistakes, students were given a list of words related to the activity they are going to develop later. They were asked to memorize words and put them into sentences (contextualize). All the activities carried out concerned tourist and police interaction and communication because it was the core part of this study.</p>

**i) Reading**

Reading can build second language vocabulary, conversational proficiency, and writing ability as well as reading proficiency. Teachers need to carefully select texts for learners or assist them in choosing their own texts at appropriate levels of reading difficulty, focusing on the level of decoding, vocabulary knowledge, and cultural or background knowledge needed to handle the text. They also need to develop classroom activities that help learners understand and work with the texts (Burt, Peyton and Adams; 2003).

Some studies indicate that training second language readers on accurate and rapid vocabulary recognition can increase their reading comprehension (Coady et al., 1993; Tan et al., 1994). Good readers use both information in the text and their own knowledge to interpret texts, and they adjust their approach to the text according to their reasons for reading it (Aebersold & Field, 1997; Anderson, 1999).

DIFFICULTIES	SOLUTIONS
<p>Some students presented difficulties in reading because they were not habituated to reading text and they felt likely to get bored easily. Even though, the texts or conversations used for the reading understanding were based on the tourist and police language, some students could not easily assimilate.</p>	<p>What we had to do was to teach words and sentences, through the use of letters, reports, tourist pamphlets, texts with tourist places, etc. which are often used in daily situations. More instructional time was spent on reading.</p> <p>Oral reading in addition to silent reading was emphasized, especially at the beginning part of the course.</p> <p>With oral reading, adults can get feedback on their decoding and pronunciation and can practice English syntactic patterns, inflection and learn new words.</p> <p>Explicit vocabulary (Police Language) teaching, especially for ESP intermediate level was given.</p> <p>We made students understand the main idea of the text and the details through guided questions.</p>

#### **j) Writing**

Learners who have little formal schooling, or whose education was frequently interrupted, may appear significantly weaker as students than those who have had more education (Greene, 1998). Because of the low literacy, determining whether there is a problem in reading and writing is difficult.

<b>DIFFICULTIES</b>	<b>SOLUTIONS</b>
<p>It is evident that some of the police officers have little formal schooling whose education was frequently interrupted. There were people who cannot write into their first language easily and so they were with English language. They had a huge difficulty in writing long sentences.</p>	<p>In order to enrich the knowledge of written production we elaborated different types of exercises which consisted on the use of single words and sentences by writing small texts with people descriptions, the fact descriptions (robberies, loss of personal objects, assaults, etc) and short police reports.</p> <p>For example, in a written way we used some word puzzles and different types of activities concerning writing.</p> <p>Students were able to identify types of words through crosswords, completing sentences and identifying words for their definition.</p>

In conclusion, during the English course, students showed limited academic skills in their native language due to limited previous education, lack of effective study habits, the interference of a learner's native language was notorious. Some students showed lack of interest in learning English due to sociocultural factors such as age, social identity and some external problems with work, health, and family, sporadic attendance and lack of practice outside the classroom. Eventhough, errors at any level were accepted as part of the learning process which served to make sure different of doubts students might have while learning the English language because in second language learning, it is normal to make errors in spelling and writing, oral grammar, reading comprehension or use of idioms.

## CHAPTER VI: CONCLUSIONS

Based on the findings of this work, and the related background information on the status of the intensive English program for the Tourist Police Officers the ESP and the general English constituted an integral part of this project *“English for Tourist Police: a mechanism that enables communication between the Tourist Police Officer and the English Speaking Tourist”*.

In the language learning process the aim of the studies and the corresponding teaching-learning methods and teaching aids that have been chosen in cooperation between the students and the teacher enabled the students to attain the aim of the studies. Teachers helped the students to improve their ESP competence, to develop a skill to use a language in different socio-cultural contexts; at the same time the teacher learned from the students acquiring knowledge in a specific professional field (the Tourist Police Corps career). In the studies in cooperation between the students and the teacher, the students' attitude changed, in some way. The aim of the ESP course was significantly widening and the language learning was changing into a means of improving the second language use in the police officers who usually deal with English speaking tourists.

The model for the development of students' ESP competence, which was based on the students and the teacher's mutual cooperation and which included continuous needs analysis of the students and the Tourist Police Officers' needs in the course of studies, enabled understanding the students' wishes and learning styles, forming a micro-climate in the group, creating a favourable study environment, and forming continuous feedback, which, in turn, helped selecting the most appropriate teaching aids and teaching-learning methods, as a result helping the students to develop their ESP competence and the teachers to improve their professional activity.

The use of problem-solving tasks were connected with the tourism activities, role plays, project work in language studies enabled the students to use the language in the changing socio-cultural context. The created model was suitable for the use in tourism and police

matters. The model improved the students' learning which served to develop their ESP competence.

Our students showed enormous satisfaction on learning English language as a means of communication, which fundamentally fulfilled their expectations (their needs). However it is understood that English language from now on became on an important tool of communication. However, a text book (focused on the police and tourists' communicative needs) we elaborated as a contribution for teaching English to Tourist Police Corps helped to enhance their learning on the field of tourism through the use of specific terms and everyday police language.

Tourist police officers' communicative needs were highlighted intensively on this work with the use of suggested use of expressions which fundamentally helped to communicate to tourists whose language is English. Therefore, another contribution we proposed was the police hand book handbook-guide based on the everyday police language (useful vocabulary and phrases of how to: ask, offer help, and give directions; also to ask for personal information and identification documents).

## **6.1 OUR COMMENTS AND SUGGESTIONS**

We think, most of the Tourist Police officers could not communicate to tourists effectively due to the fact that Police officers have not taken English language as essential tool of their vocational training syllabus. So, the National Police should implement a program based on the English language teaching and learning in their "Police training syllabus" so the police officers could develop all of their tourism and other multinational directed activities in an efficient way.

Also we can say that, communicative teaching has become an important part of our classrooms in English courses. On the other hand, many ideas, which were taken directly from the tourism world and used successfully to teach police language, have been also transferred to the ESP classroom by giving our learners a new perspective on the communication skills

involved in becoming proficient in a language. We believe that it is also important to mention that we have faced some but minor problems within the development of this project concerning the students' time availability. However, we hopefully concluded the intermediate course having most of our students fulfilled their English language learning expectations. We think they should continue studying English so that they would be able to manage all the communication skills they needed and to enhance their communicative competence more often until they reached the advanced level of English.

As we can see from all our work presented, we can conclude that through the motivation and goals of the students studying English for Specific Purposes, various ideas and teaching methods have been transferred to the classes of English for Specific Purposes from the classes of general English, giving our learners the opportunity to acquire better skills in a foreign language.

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