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“AN ESP MANUAL COURSE FOR WAITING STAFF:
NEEDS ANALYSIS AND DEVELOPMENT”

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LICENCIATURA EN LENGUAS MODERNAS

BY:

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**AN ESP MANUAL COURSE FOR WAITING STAFF: NEEDS
ANALYSIS AND DEVELOPMENT**

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I dedicate this thesis to my parents, both of them Araceli and Ignacio, who always gave me all their love, support and never let me to give up on this project. Thanks to them for giving me the strength to reach my dreams. I also thank my sisters for being present in my life. I love you all, and I will always be there for you.

Sincerely, Imelda

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CHAPTER 1: INTRODUCTION

1.1 Introduction to the Problem

The education in Mexico has obtained better results through meaningful procedures and these results will strengthen this education based on skills to be developed by the learner and with the objective to improve the learning-teaching process (Díaz, p3, 2002). Since the main objective of a teacher is teaching from a qualitative point of view this is why I have noticed that in Azul Sensatori Hotel in Puerto Morelos Quintana Roo there is a lack of a good level of English to cover the necessities demanded by the guests.

In this case, my responsibility in the hotel is teaching English language to housekeepers, cooks, janitors, and people from maintenance and waiters. All these employees must get a basic level of the English language; apart from this all of them must be highly motivated since the English courses are before or after their shift.

Nowadays, relationships with English speaking countries force to any employee to develop social, cultural and even technological skills that is why waiters have to develop an intermediate level of English language. In this context, English for a Specific Purpose (ESP) becomes a very important area because that is exactly what the study will focus on.

1.2 Purpose of the Study

The purpose of this research is to describe the steps taken to carry out a needs analysis which will draw the necessary information in order to take the pertinent decisions to elaborate a teaching manual in the areas that the Hotel requires English to be taught.

1.3 Research Questions

This project sets out to answer the following research questions:

- ✓ What are the specific needs of waiters at the Azul Sensatori Hotel in Quintana Roo regarding English Language?
- ✓ What are the specific situations in which waiters need to use English at the Azul Sensatori Hotel?
- ✓ What are the immediate occupational situations in which waiters need to use English?
- ✓ What are the specific materials and activities that can be developed to address the waiters' immediate language needs?

1.4 Significance of the study

Hotels and restaurants in resort areas usually receive a huge number of English speaking guests. Therefore, receptionists, housekeepers, hosts, security guards, cooks, janitors and waiters are faced with the need of interacting in English. This is the case of the Azul Sensatori in Quintana Roo. Particularly the waiting staff, since they usually serve many English speakers guests. This is a very important reason why such staff should have the Basic English competence necessary to successfully interact with hotel guests.

1.5 Objectives

General: To describe the process of conducting a needs analysis for the Azul Sensatori Hotel in Quintana Roo.

Specific: To describe three main aspects:

1. The areas where an EOP course needs to be developed at the Azul Sensatori Hotel
2. The materials developed for the specific EOP courses at the Azul Sensatori Hotel.
3. The importance of creating such EOP courses in order to address the specific needs of the staff from different Departments.

CHAPTER 2: LITERATURE REVIEW

This chapter presents what ESP is, including its classification, development and its global items involved within it. Then, needs analysis is depicted as well as course design. Finally, the topic of materials in ESP is introduced.

2.1 Definition and Classification of ESP

According to Dudley Evans and St John (1998) there are three main important definitions of ESP. The first is given by Hutchinson and Waters (As cited in Dudley Evans and St John, 1998); they see ESP as an approach rather than a product, which means that ESP does not involve a particular kind of language, teaching material or methodology.

The second definition is carried out by Stevens (As cited in Dudley Evans and St. John, 1998) and he makes a distinction between four absolute characteristics and two variable characteristics. That is, the absolute characteristics consist of English language teaching which is design for specific learners' needs, relate in content, center of language and contrast of General English. Then variable characteristics of ESP are that ESP may not be taught according to any pre-ordained methodology.

The last description is the one from Robinson (As cited in Dudley Evans and St John, 1998) who says that ESP is normally goal directed and that ESP courses developed from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English. In sum, I would say that all the authors agreed

that ESP is based on learners' needs and also that ESP courses carry out a different design for the different purposes of each learner and this is built through a needs analysis.

2.2 History of ESP

To talk about the History of ESP, this current study will present two different backgrounds. The first is given by Hutchinson and Waters (1987) and the second by Dudley-Evans and St John (1998).

Hutchinson and Waters (1987), indicate that the End of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion was dominated by two forces: technology and commerce, so an international language was demanded. As English became the accepted international language, it created a new generation of learners who needed to keep up with developments in their field. This development was accelerated by the oil crises of the early 1970's, English suddenly became big business.

At the same time as the demand was growing for English courses tailored to specific needs, influential new ideas began to merge in the study of language; however, until 1962 Swales presents an article by C.L Barber on the nature of Scientific English, as well as Ewer and Latorre (1969), Selinker and Trimble (1976), and others. Most of the work at this time was in the area of English for Science and Technology (EST) and for a time ESP and EST were regarded as almost synonymous.

As Hutchinson and Waters (1987, p 8) claim “Tell me what you need English for and I will tell you the English that you need.” This quote has become the guiding principle of ESP; subsequently, the growing of ESP was brought about by a combination of three important factors: the expansion of demand for English, developments in the fields of linguistics, and educational psychology. All these factors point towards the need for increased specialization in language learning, Hutchinson and Waters (1987).

On the other hand, Dudley- Evans and St John (1998) consider ESP essentially as a materials and teaching led movement and as well as Hutchinson and Waters , they also agreed with the same years of the flowering of the ESP, which dates back to 1950’s and the 1960’s due to the developments in the world economy as mentioned in previous paragraphs. In spite of this Howatt, cited in Dudley-Evans and St John,(1998) argues that the need for commercial English for incoming Huguenot and other protestant refugees to England in the 16th Century led to a focus on Business English in early ELT and that actual textbooks on commercial English and business letter writing were a feature of ELT from the 19th century; and that was in the mid-to late 1960’s, that various influences came together to generate the need and enthusiasm for developing ESP as a discipline, as it is written by Dudley-Evans and St John (1998), ESP was given its initial impetus by work in the area of register analysis and pointed to certain areas of priority for teaching and materials production.

If we look at the evolution or existence of materials, then we will find that Swales chose materials and articles in his book Episodes in ESP, cited in Dudley-Evans and St John (1998).

As it has been seen, ESP has become an important field of study and it will continue its development, since there will be always different needs in English Language.

Once that, a general History of ESP has been covered. A brief background of ESP in Mexico is presented.

As Mondragon (2008), in her project called "A needs Analysis for Salesmen and Saleswomen at the Parian: English for Occupational Purposes," states that in Mexico ESP reflected its development in universities like University of Guadalajara, The National Autonomous University of Mexico (UNAM) and the Autonomous University Metropolitan (UAM) where courses of reading comprehension had taken place. The University of Guadalajara developed a course in content reading as a tool for developing reading comprehension, as well as the UNAM. Finally, UAM developed a reading course of Biology and Health Sciences with some books for those areas.

An example of a study, similar to the one being presented, was undertaken by Mondragon (2008) who conducted a needs analysis in order to find out the salesmen and saleswomen demands to use English. A questionnaire was developed in order to find out learners' needs, interests, previous English knowledge, needs and wishes to finally conclude that an EOP course should be designed.

2.3 Classification of ESP

In order to know the reason of the title of this research, it is necessary to mention the classification of ESP. Dudley-Evans and St. John, (1998) have been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The main focus of this study will be English for Occupational Purposes which is defined as the English that is not for Academic Purposes but it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre work situations. Once this definition has been established the aim of the present study is clearer since people involved during the course, are people who work in restaurants and during service have a meaningful learning, because they put into practice what they learned in the EOP course.

Nevertheless, to really understand this ESP we also need to look at what ELT is, and to what extend ESP and ELT are related, just as Hutchinson and Waters (1987) point out ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consists of a particular type of teaching material. It is an approach to language learning, which is based on learners' needs.

2.4 Development of ESP

In order to understand how ESP has been developed it is time to mention the different stages of ESP.

2.4.1 Register Analysis

This stage took place in 1960 and early 1970 and was associated with the work of Peter Strevens, Jack Ewer and John Swales. The analysis of this work was mainly on grammatical and lexical features, Hutchinson and Waters, (1987) which means that they analyze grammar and vocabulary.

2.4.2 Rhetorical or Discourse analysis

As the paragraph above says ESP was focused at the sentence level, the second stage involved the analysis of discourse or rhetorical analysis. Apart from knowing the development of ESP, another aspect to mention is that it is very necessary to design a course according to students' needs.

As Hutchinson and Waters explained (1987), register analysis focused on how sentences were combined in discourse to produce meaning; understanding by discourse the whole text.

At this point teaching materials were used to make students find textual patterns and discourse markers mainly by means of text-diagramming exercises.

2.4.3 Target Situation Analysis

As it is written in Hutchinson and Waters book; this stage is mainly focused on the context in which students are learning the language. And as they mentioned; ESP course design process should precede and first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. This process is usually known as “needs analysis” Hutchinson and Waters, (1987).

2.4.4 Skills and Strategies

At this fourth stage in ESP the principal idea behind the skills centered approach is that underlying all language use, there are common reasoning and interpreting processes which, regardless of the surface forms, enables us to extract meaning from discourse. Hutchinson and Waters, (1987).

To sum up the idea above, the fourth stage of ESP pays attention to the thinking process and to the written and spoken discourse.

2.4.5 A learning-centered Approach

Hutchinson and Waters As the title of this stage says now ESP is not only seen as what students can do with language, but how they learn the language.

2.5 Language Issues in ESP

In my experience as an ESP teacher, I realized that there are certain features of the language which should be taught, so that students can express themselves better when using the language, whether this language is written or spoken, what I mean is that grammar plays an important role for the correct use of language.

That is why I agree with the idea of Dudley Evans and St. John, (1998) when they point out that priority of grammatical weakness depends on learner's level in English and whether priority needs to be given to grammatical accuracy or to fluency in using the language.

As a conclusion, about this grammar issue they also say: "The context will determine what aspects of grammar are appropriate to teach, certain very specific context will involve very particular uses of grammar and the ESP teacher needs to be sensitive to this context". Evans and St. John, (1998)

Such is the case of the courses for waiting staff In Azul Sensatori Hotel; since they need to speak English all the time, but they do not pay too much attention whether they are speaking correctly or whether they do not; and at the moment of having the comments sometimes guest rate them badly or poorly.

2.6 Vocabulary in ESP

Another aspect of great importance in teaching is vocabulary. As Evans and St. John, (1998) mentioned in ESP there are semi-technical vocabulary and core business vocabulary. As it is mentioned in ESP teacher is not responsible of teaching technical vocabulary on the contrary it is his / her responsibility to check that learners have understood technical vocabulary appearing as carrier content for an exercise.

To clarify the concept of semi-technical and core business vocabulary Baker, cited in Evans and St John, (1998) lists six categories of vocabulary.

They are:

1. Items which express notions general to all specialized disciplines.
2. General language items that have a specialized meaning in one or more disciplines
3. Specialized items that have different meanings in different disciplines
4. General language items that have restricted meanings in different disciplines
5. General language items that are used to describe or comment on technical processes or functions in preference to other items with the same meaning.
6. Items used to signal the writer's intentions or evaluation of material presented.

As Evans and St John cited, (1998) these categories overlap and there seem to be 2 broad areas vocabulary used in general language but with a higher frequency of occurrence in scientific and technical description and discussion (categories 1, 5, 6) and vocabulary that has specialized and restricted meanings in certain

disciplines and which may vary in meaning across disciplines. In conclusion first category should be taught in ESP.

The same situation was faced by waiting staff in Azul Sensatori Hotel since they have to deal with the use of semi-technical vocabulary because they have to explain to guests what the dishes are composed of and even they have to be aware whether a person is allergic to certain spices, herbs, meat, fruit and they must learn those words before they face this situation.

As an ESP teacher it is important to distinguish between vocabulary needed for comprehension and that needed for production in the case of waiting staff; they need both due to the explanations they have to give to the guests.

2.7 Needs Analysis

Once that in previous lines needs has been a recurrent word, in this part that word will be defined in needs analysis as well as the importance of it; however, we will look at needs analysis from different points of view. First, I will start off by introducing Brown's (1998) and then with Dudley-Evans and St John (1998) as well as with Hutchinson and Waters (1987) very briefly.

Needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students (Brown, 1995). As Brown defines needs analysis, Azul Sensatori is an important field to do it, since waiting staff is a specific group of students

with different needs in comparison to students from common schools. But not only Brown presents this definition, he also mentions some other authors such as Richards, Platt and Weber (1985) they see needs analysis as the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities.

Stufflebeam, McCormick, Brinkerhoff and Nelson (as cited in Brown, 1995) define needs analysis as the process of determining the things that are necessary or useful for the fulfillment of a defeasible purpose. In synthesis needs analysis will cover all kinds of activities that have to do with the development of a curriculum for students with specific needs.

Now, that needs analysis has been defined, decisions have to be made. These decisions have to do with people involved in such analysis, people that belong to the target group, the audience, the needs analysts and the resource group.

The target group which is waiting staff in this research, the audience which in this case will be the Human Resources Manager and the teacher herself, the needs analyst who will be the teacher within the program and the resource group which consist of people who may serve as sources of information about the target group.

All these people are important in the process of making needs analysis, if one is missed, maybe the process can fail or be incomplete.

During the process of needs analysis, as it has been said many information should be gathered, according to Richards, Platt and Weber (as cited in Brown, 1988) this information has to do with:

- ✓ The situations in which a language will be used (including who it will be used with).
- ✓ The objectives and purposes for which the language is needed.
- ✓ The types of communication that will be used.
- ✓ The level of proficiency that will be required.

Besides gathering information, different questions should be taken into account according to Rosset (as cited by Brown, 1998). Rosset identified five categories of questions design to identify the following: problems, priorities, abilities, attitudes, and solutions.

1- The purpose of problems questions is to identify the problems that are being experienced by the people under assessment in the target group. These kinds of questions are broad.

2- Priority questions are those to investigate which topics, language uses, skills and so on are considered most important for the target group to learn.

3- Ability questions focus on the students themselves, usually to determine the abilities of the students at entry.

4- Attitude as its name indicates, it covers information about participants' feelings and attitudes toward elements of the program.

5- Solution questions are those which elicit ideas for solutions to perceived problems in terms of what changes might bring about compromise and resolution.

Brown, (1998) has provided us with a general view of needs analysis for General English, in an ESP study will find similarities; however they present different slightly changes.

General needs analysis has been covered in previous paragraphs, the following part of the present work will cite other two points of view as mentioned before.

Dudley- Evans and St. John, (1998) refer that the key stages areas are: needs analysis, course (and syllabus) design, material selection (and production) teaching and learning, and evaluation. When they focus on needs analysis, they present the following concept: “it is the process of establishing the and how of a course, evaluation is the process of establishing the effectiveness.”

As it has been stated in previous lines Brown sees needs analysis in general; however, Dudley-Evans and St John (1998) state that needs analysis in ESP is the corner stone of it and leads to a much focused course. It means that with ESP needs analysis is the beginning to come to an end. They assure this because any teacher or trainer before approaching clients and students they can trawl the literature for previous needs analyses, available materials, research findings, Dudley- Evans and St John (1998).

As Dudley-Evans and St John mentioned, it is important to have a wide groundwork which can help us to:

- ✓ know what we did not know, that is what we would know what to ask
- ✓ not waste our clients' or students' time
- ✓ appear much more professional
- ✓ know how we should analyze the data

So, just as Berwick, cited in Dudley-Evans and St John (1998) says: as ESP practitioners we need to know exactly what we are trying to find out and what we will do with the answers before we start. In addition to this, as Brown states instruments in a needs analysis are relevant to do so. He presents instruments such as existing information, tests, observations, interviews, meetings and questionnaires. These instruments are briefly described as follows:

Existing information is as its name itself explains is to use any pre-existing information that may be available. It can include any data sources such as library resources or letters exchanged with the existing programs with similar students. Within this research made in Azul Sensatori Hotel, something that must be established is that very few existing information was found since previous classes were more detailed for general English learning.

Tests, the purpose of them is to provide wealth information about the general ability levels of the students. In our study of the staff in Azul Sensatori, waiters specially were lead to this process in order to know how they were using language and what for they were applying it.

Doing observations, involves watching an individual or a small number of individuals, and recording the behaviors that occur. In Azul Sensatori hotel in order to finally set material for waiting staff, many times different waiters were observed to find out what type of words or phrases were set, they also needed to be according to standards follow in a sequence of service.

Interviews, these are open-ended type of instrumentation, individual interviews allow for gathering personal responses and views privately. Group interviews might appear to be one way around time problem, but it is important to remember that the information given in a group interview is not confidential. In our needs analysis elaborated for Azul Sensatori Hotel, most of the interviews were made to managers, so that we can know their perception about the development of the materials for them.

Meetings, these are more to be structured so that the participants can accomplish certain tasks. In Azul Sensatori Hotel, few meetings took place; most of them were made just with the food and beverage and quality managers, because they perfectly know what kind of phrases or standards waiters must develop.

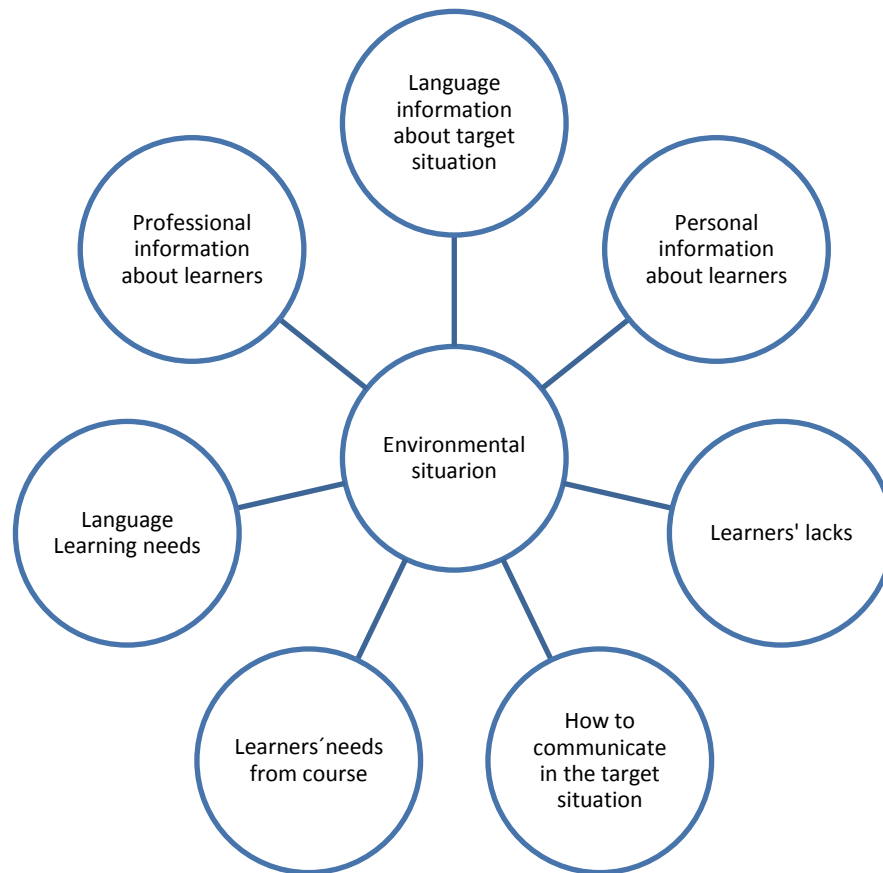
Questionnaires are more efficient for gathering information, since they can be designed to accomplish any purpose. This type of instrument was very relevant in the present research, since we could get the whole perception of waiting staff in Azul Sensatori Hotel.

Once that we look at the types of instruments use in a needs analysis, Dudley-Evans and St John (1998), offer different descriptions of what is meant by needs.

Needs are described as objective and subjective(Brindley, 1989), perceived and felt (Berwick 1989), target situation/ goal oriented and learning, process oriented and product oriented (Brindley,1989) in addition there are necessities, needs and lacks(Hutchinson and Waters(1987). As Dudley-Evans and St John point out these terms are used to concept of needs to grow; however, they separate objective and perceived needs as what is known and can be verified, while subjective and felt needs correspond to cognitive and affective factors.

With the observations made by Dudley Evans and St John (1998), target situation analysis, learning situation analysis and present situation analysis are also concepts that summarize objective and perceived and product oriented needs (TSA), subjective, felt and process oriented needs (LSA) and strengths and weaknesses in language, skills, learning experiences (PSA).

In synthesis, a needs analysis must take care of everything involved during the process of designing an ESP course or syllabus. Finally, Dudley-Evans and St John encompass and explain needs analysis widely with the following diagram:



(1998, p.125)

Berwick cited by Dudley- Evans and St John, points that our perceptions of needs develop from what we believe is educationally worthwhile, that needs are not simply out there waiting to be counted and measured, and Dudley-Evans and St John agree with this idea since the findings in a needs analysis depend on who asks what questions and how the responses are interpreted.

Needs analysis is a first step carried out before a course, so that course outline, materials and other resources can be in place before teaching begins. Dudley- Evans and St John (1998), I will add that, this could be the ideal but sometimes as in the case of Azul

Sensatori Hotel the operation in the hotel does not allow to do so, I have to make the analysis and teach at the same time, and if there were some issues to correct, they have to be almost immediately, and now I think that the ideal had been to have the analysis first and then the teaching as the authors mention.

To end this part of the study, the last point of view is written seen from Hutchinson and Waters (1987) perspective.

They see a need in ESP from general English as not just as the existence need but the awareness of it. Hutchinson and Waters (1987) apart from presenting the concept of needs, they also separate them in target needs and learning needs. The first ones refer to what the learner need to do in the target situation and the second ones refers to what the learner need to do in order to learn.

Target needs in Azul Sensatori Hotel research were presented in the three different terms as Hutchinson and Waters referred, a concept of them is presented as follows:

Necessities are the type of needs determined by the demands of the target situation, as an example of this, is this research where the needs consisted of becoming professional in a specific type of sequence service, with specific type of phrases, depending on the kind of service the waiter offers, they could be breakfast, lunch or dinner.

Lacks, refer to what the learner knows already and what they lack, with our waiting staff in Azul Sensatori a series of observations and tests have to be carried out in order to

know the previous knowledge and what we really want them to produce, as it is being mentioned before standards had to be taken into account; so they were not able to produce any other word that did not follow a standard.

Wants refer to what the needs of the learner are. In our study, waiting staff may have wants; however, they knew that in order to achieve objectives in the company they must develop the standard phrases designed for their sequence of service.

Target needs as Hutchinson and Waters pointed out, (1987) are the starting point, the destination (necessities) and that there might some dispute as to what that destination should be (wants).

Now, the route is considered by them as the learning needs. Why is this so important? Since the ESP process does not only has to do with knowing or doing but with learning.

In summary, we will never forget that the learning process has other issues involve such as, materials, methodology and motivation. This learning is not only responsibility of the students within the program; it is a share responsibility within all people in it.

So far we have talked about our needs analysis and all its different components from different points of view. Now, in the next section course designed will be described.

2.8 Course Design

Once that needs have been asked, it is time to define course design to create one that covers waiters' needs.

As Hutchinson and Waters say (1987), designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent process of syllabus design, materials writing, classroom teaching and evaluation. In order to have better criteria of what a course should include Dudley Evans and St. John, (1998) propose to answer the next questions:

1. Should the course be intensive or extensive?
2. Should the learner's performance be assessed or non-assessed?
3. Should the course deal with immediate needs or with delayed needs?
4. Should the role of the teacher be that of the provider knowledge and activities, or should it be as facilitator of activities arising from learner's expressed wants?
5. Should the course have a broad or narrow focus?
6. Should the course be pre-study or pre-experience or run-parallel with that study or experience?
7. Should the material be common core or specific to learner's study or work?
8. Should the group taking the course be homogeneous or should it heterogeneous?
9. Should the course design be worked out by the language the teacher after consultation with the learners and the institution or should it be subject to a process of negotiation with the learners?

Now that we have all these questions, the current situation in Azul Sensatori is going to be exposed.

2.8.1 Should the course be intensive or extensive?

In AZS there is not any chance to determine whether the course will be intensive or extensive. The course has to be extensive since I only count on the staff for a short period of time as Dudley Evans and St John, (1998) points out extensive ESP course occupies only a small part of a student's timetable or a professional person's work schedule. On the other hand, for this type of courses there are advantages and disadvantages. Dudley Evans and St John, (1998) mentions the course can run in parallel with the subject course or the professional activity and can relate to it, adapt to it as the learners experience or change, and generally remains flexible, this one is an advantage and it is what really happens with English waiting staff course in Azul Sensatori Hotel, since the manual has vocabulary and topics related to what they use every day. One of the disadvantages is that extensive courses lack of continuity between classes particularly if the classes are infrequent, Dudley-Evans and St John, (1998) this situation really occurs with the staff in AZS because if they work extra hours they cannot attend classes or if they have other training courses they cannot be present.

2.8.2 Assessed or non-assessed

Short intensive EOP courses are not usually concerned with testing learner's proficiency. There are; however, various standardized tests of proficiency in business and professional communication and many learners will find that passing one of these examinations enhances their career prospects. Dudley- Evans and St John,(1998). In our real context with Azul Sensatori waiting staff, there was not any kind of writing test since they had to produce language orally and the company was worried about the standards.

2.8.3 Immediate or delayed needs

The current course deals with both needs, immediate and delayed needs, since as Dudley-Evans and St John,(1998) define immediate needs are those needs that students have at the time of the course and delayed needs refer to those that will become more significant later, so in the current course immediate needs occur at the time students take their English classes because even though they are in contact with the language every day they have doubts about some vocabulary, grammar or even the way they structure the correct phrase during service in the restaurants. Delayed needs in this case occur when they are in the restaurant and they face some complaints or new vocabulary. In consideration of this, they become professional because they learn even in the classroom or in real context.

2.8.4 Teacher as Provider or as a facilitator/consultant

Teacher as provider of input of activities is who controls the class, provides information about skills and language, controls activities; possibly moving into pair or group work for part of the class but always at the suggestion of the teacher. Dudley-Evans and St John, (1998)

Teacher as facilitator or consultant is who manages rather than controls. S/he may not take decisions about the course design, but will negotiate with the learners about what is appropriate with the learners to include and when to include it.

In the current situation with waiters in Azul Sensatori would be fabulous if we had the teacher as facilitator or consultant but in this is not possible, since students background is not academic as it has been written before, they have learned the language empirically; however, this is developed very poorly and apart from that there was not any educational program to cover their needs, as a result of this, teacher is a provider and not a facilitator or consultant.

2.8.5 Broad or Narrow Focus

As the title says by broad focus we must understand that the course is based on arrange of target events, such as study or professional skills or a variety of genres, and by narrow focus when we concentrate on a few target events. In this ESP course design the most suitable focus is the narrow focus since we do not count with a lot of time for classes

and besides that, students are currently assisting the guests and they need to develop certain skills and knowledge; otherwise, they would feel frustrated if there is a breakdown communication among waiter and guest.

2.8.6 Common-core or specific material

Without any hesitation as Dudley-Evans and St John points out for an EAP or ESP course materials should be specific, since the current situation in Azul Sensatori hotel does not allow to deviate the course in time because students count with few time to study, so specific material means; material that is drawn directly from the learner's academic or professional area, such as topics that EAP students are following in their subject course or case studies to the professional work of EOP or ESP learners.

2.8.7 Homogenous or heterogeneous groups or motivation

Students from Azul Sensatori are in homogenous groups because classes are divided according to the department they work in, in this. Talking about the classes only vocabulary from food and beverage area is taught, and St John and Evans comment,(1998) ESP work relates directly to their needs, helps them with writing assignments or reports that they are actually having to write at the time the ESP course takes place.

2.8.8 Fixed course design or flexible negotiated course design

A fixed course design is laid down in advance of the course and is rarely deviated from a flexible and negotiated course design allows room for change based on feedback from learners (Nunan as cited in Dudley-Evans and St John 1988)

It could be said that this course is like both design or flexible; design based on waiters' needs and flexible when the course was taking place because it suffered some modifications to cover students' needs.

2.9 The role of materials and the design of them

Through all this research it has been written that a course and materials had been design for the staff working in Azul Sensatori Hotel, especially for waiters. Before this part of the thesis many other topics were developed. However, as the needs of waiters were rising, it was important to create meaningful materials for them where they could remember easily what they were putting into practice every day.

Materials are used in all teaching. The core materials are usually paper based, but, where possible, ESP teachers also want to use other materials Dudley-Evans and St John, (1998). As these authors mention there are no core materials that really cover students' needs and they start by pointing out what the purpose of materials is.

This purpose will help farther to establish the correct use of the material design for waiters in Azul Sensatori hotel.

2.9.1 Materials as a source of language

Dudley-Evans and St John, (1998) have stated that context where English is a foreign language not a second language the ESP classroom may be almost the only source of English. In addition to this point, the current subjects of study have this advantage since they practice what they must know every day, but in classroom as Dudley-Evans and St John said materials must play a crucial role in exposing learners to the language, which implies that materials need to present real language, as it is used, and the full range that learners require, why is this mentioned? Because even though waiters use their speech everyday problems come when some phrases or vocabulary is not within this one. That is why some parts of the current booklet or material has parts in waiters' first language, and this happened mainly because learners began with a low level of language.

2.9.2 Learning Support

Dudley-Evans and St John point out (1998) "as a learning support materials need to be reliable that is to work to be consistent and to have some recognizable pattern". In this last statement, maybe there are parts of the materials to be improved since it was designed based on what students needed at the moment.

Dudley-Evans and St John, (1998) also mentioned "to enhance learning, materials must involve learners thinking about and using the language. The activities need to stimulate cognitive not mechanical processes. The learners also need a sense of progression". The current material totally agrees with this last point since students do not

only study at the classroom, they also carry out this when they appear into scene in each restaurant in the hotel, so they have meaningful learning through this experience.

In the students learning process, it is also important to take into account two other topics which are motivation and reference. Evans and St John say that “materials need to be challenging yet achievable” this statement comes true since the current manual for waiting staff contains great amount of vocabulary concerning with the one they use every day.

2.9.3 Writers or providers of materials

The current context and situation with waiters is that they do not have any kind of materials and materials had to be written somehow. They were prepared only for the purpose of what they needed, because as Dudley-Evans and St John (1998) say each stage of finding suitable carrier content to learning real world activities, composing clear rubrics, planning and effective lay-out is time consuming.

As a consequence of this fact, only phrases used by waiters were translated and the rest of the materials were done as Dudley-Evans and St John and Evans said “all ESP practitioners have to be good providers of materials. A good provider of materials will be able to:

- I. Select appropriately from what is available.
- II. Be creative with what is available.
- III. Modify activities to suit learners needs and

IV. Supplement by providing extra activities and extra input.

The balance between these will vary from course to course, situation to situation.

To select from what is available, it is really important to follow what Dudley-Evans and St John (1998) point out:

- a) Will the materials stimulate and motivate?
- b) To what extent does the material match the stated learning objectives and your learning objectives?
- c) To what extent will the materials support that learning?

For waiters course it is really necessary to cover these three last statements since they take their classes after 8 hard hours of working, besides this they only have classes two hours a week.

CHAPTER 3: METHODOLOGY

3.1 Chapter overview

In chapter three, I will present the methodological considerations for the completion of the present study. First, the research context will be described; after that, I will provide a characterization of the participants of the study. Then, the type of the instruments used in the study and finally the procedure to carry out the whole research.

3.2 Research context

The study was conducted in a four diamond hotel located in Puerto Morelos, Quintana Roo. It is important to mention that this hotel hosts international tourists; therefore, the hotel staff needs to be competent in English. This hotel also works with high standards during service, this means that staff has check lists to follow certain steps before delivering any kind of service.

The main reason why this research has to pay attention to waiting staff was because there were around 105 waiters who needed to develop a complete sequence of service with well-structured phrases in English; however, around 50 of them did not have a good use of English, and in order to get a four diamond award of the AAA all waiters must speak out the same phrases and a perfect sequence of service.

Apart from being awarded with this category, waiters also needed to obtain better results in all the audits carry out in the company. With these audits, waiters were

constantly evaluated in all their standards; because being a four diamond hotel has to do with the elegance brought by service.

3.3 Participants

The participants of the present study were a diverse group of people who hold various responsibilities within the hotel. For example, the waiting staff, the quality control manager and the food and beverage managers, some headwaiters and cooks in order to get more information regarding the type of culinary vocabulary needed in real life situation.

The waiting staff participants were 53 experienced waiters who had around 2 years of experience working in the hotel. The other 52 were beginners or at least in the process of in service training, to both participants simple questions were asked as well as being observed; so that we can know the type of phrases or vocabulary needed for them.

In addition, food and beverage and quality managers were asked what they needed in waiters to be developed, and the most recurrent requests were: waiters have a good pronunciation; they also needed well-structured questions and phrases while interacting with the guests as well as polite vocabulary.

Another group to be asked was cooks and some headwaiters because they express that when waiters take guests' orders sometimes they did not understand very well the type of food they wanted or how they can explain the ingredients in the plates.

3.4 Research Design

For the current study, it was essential to decide whether we will have to adopt qualitative or quantitative research methods.

Reichardt and Cook (1979) as cited by Nunan differentiate qualitative and quantitative research as: qualitative research is concerned with understanding human behavior from the actor's own frame of reference, its observations are naturalistic and uncontrolled; the kind of data collected is subjective. It is also grounded, discovery-oriented, exploratory, expansionist, descriptive and inductive. While, quantitative research seeks facts or causes of social phenomena without regard to the subjective states of the individuals, its measurement is obtrusive and controlled, the kind of data collected is objective. It is ungrounded, verification-oriented, confirmatory, reductionist, inferential and hypothetical-deductive as well.

As introduced in previous lines, the current study followed a qualitative method, since most of the data collected was through observing employees in the hotel. Most of our study also took place in the field of our waiting staff in the hotel, therefore, it was more descriptive and inductive, and our data depended a lot on the insiders' perspective and of what the managers of the hotel wanted to get.

3.5 Instruments

Now, in these lines the instruments used in our study will be depicted. Questionnaires and interviews were mainly used.

As Nunan (1993) brings up questionnaires enables the researcher to collect data in field settings and the data themselves are more amenable to quantification than discursive data. He also points out that there are types of questions. These are closed ended or open ended. A close item is one in which the range of possible responses is determined by the researcher, whereas an open item is one in which the subject can decide what to say and how to say it. Questionnaires can consist entirely of closed questions, entirely of open questions or a mixture of closed and open questions.

In the case of our research, the questions asked were open-ended since we have to collect full and meaningful answers and at the same time encourage our subjects own knowledge or feelings about their needs to perform English language during the service brought to guests.

Another instrument used was interviews. Interviews can be characterized in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured to semi-structured to structured. An unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher. In a semi-structured interview, the interviewer has a general idea of where he or she wants interview to go and what should come out of it, but does not enter the interview with a list of predetermined questions. Topics and issues rather than questions determine the

course of the interview. In the structured interview, the agenda is totally predetermined by the researcher, who works thoroughly a list of set questions in predetermined order, Nunan, (1993).

During the study developed, interviews with quality control, food and beverage managers played a relevant part. These interviews were from unstructured, semi-structured to structured ones, because even the researcher or the interviewees always depended on the operation of the hotel or by the immediate activities of other people in the hotel; however, these interviews helped finally to agree what kind of material was required for our waiting staff.

According to Brown, (1995), observations usually involve watching an individual or a small number of individuals and recording behaviors that occur. He also points out that behavior observations is a more formal procedure in the sense that a check list is then applied to the observation process. Such a procedure might be useful in observing the frequencies of certain language formulas or functions in native speech or in investigating any one of numerous other linguistic characteristics. In Azul Sensatori Hotel, the waiting staff was observed in order to check the performance of certain standard phrases. The guide was the check list AAA standards which determine certain features in the way language has to be used such as, greeting, fare welling, taking orders, writing, repeating orders and so on.

3.6 Procedure

In order to have a broader idea of how the analysis was conducted a narrative will be presented.

First, questionnaires with open ended questions were asked. These questionnaires were applied to housekeepers, waiters, security guards and maintenance people. These questions were: what do you need to tell the guests?, what kind of words/vocabulary do you need to learn? And based on their answers some material was developed.

Second, observations were developed. These played an important role because being in contact with employees' activities helped to know their needs more deeply. These observations also contributed to collect vocabulary needed for each department.

Third, interviews with quality and food and beverage managers were conducted. These people had the necessity to have all waiting staff well trained in English phrases to be developed. There were 105 waiters, some of them with a good level of English and around 51 with basic level.

In the procedure I must say that waiting staff was a group that needed more attention regarding to training needs. Why this group? Because the hotel was about to get a four diamond award, so in this process managers had to pay more attention to the kind of service provided in the hotel in all the departments; however, waiting staff needed more attention since they had a deeper interaction with guests, and a large check list of standards to cover.

Once that, the hotel knew what they needed for the waiting staff, materials, role plays and a manual was developed. Most of the classes or training was carried out in the restaurants through role plays or cards and finally with the manual once that the corporate accepted it officially.

CHAPTER 4: RESULTS

4.1 Overview

In this chapter a depiction of the results, drawn from the data gathered, will be stated. First, the resource group is defined, considering the waiting staff, the food and beverage manager, the quality manager and the American Automobile Association standards of service (Henceforth AAA standards). Then, the findings of this research by comparing and contrasting the resource group until conclude what the immediate needs for this analysis were, and third a brief description of the final product will be introduced.

4.2 The resource group

The resource group consists of the waiting staff, food and beverage manager, quality manager and the AAA standards. All of them had something in common which was handling with standards and the competence in English desirable enough to obtain a common objective: The AAA Four Diamonds Award.

At the beginning of this needs analysis nothing seemed to have a solid base, everything seemed to be complicated. Our target group, the waiting staff, showed few interest when they were told they would have classes, they gave different reasons why they could not take them. They commented that they just could stay at the hotel for eight hours because their work was too hard and also because they had families and they spend more time in work than in their houses. Another point was that the waiting staff was kind of resigned themselves with the competence in English Language they already had,

besides this, they could not take classes seriously since there was not a continuous follow up.

On the other hand, there were other issues to solve. The hotel wanted an immediate solution, this means that the waiting staff needed to develop perfect grammatical phrases; however, neither waiting staff nor managers saw the dimension of the need, they were asking for classes and material, but there was not anything.

Once, that the problems or arguments came out I started to work in all the different perspectives. I observed all the activities carried out in the restaurant, I look for some material but as the food and beverage manager told there was not anything at all, so I started to work with a check list of the AAA standards.

Apart from, not having material the space in which classes would take place was too small for large groups, as a consequence classes had to be in the restaurants, some of them were not possible to be carried out because even though waiting staff had a “break” they used it for setting their utensils or for eating, so twenty minutes around were used for classes or role plays. In such classes, I did not have specific materials, I tried with cards, flashcards, photocopies, even a book called Ready to Order and then finally with different attempts I developed the manual which will be described at the end of this chapter.

4.2.1 Waiting Staff

The waiting staff, 53 waiters, represents our target group and the base to develop all the analysis and the final product. Their needs were figured out on the basis of the results of the questionnaires applied and described in chapter three.

The first question was: what kind of English do you need General (English to get certain level) or Technical (English to develop their activities)?

The answers differed since even though a group of them knew that Technical English would help them and the others wanted to improve their language. The ones that commented that prefer Technical English had reasons such as learning all the ingredients in the different menus, perform clean and correct sequence of service, know about beverages and special requests of the guests.

The waiters, who answered that their preference was General English, gave reasons like they wanted to grow professionally in other areas as well as go further during the interaction with the guests and obtain better tips.

The second question was: What kind of vocabulary do you need in your area of work to develop your activities?

This question is very related to the previous question, for the majority of the waiting staff responded that they would like to learn everything about their concerning area and some others told me that general vocabulary will be better to improve their general knowledge.

The third question was asked in order to know how much waiting staff had interest in the language. Why English Language is important in your activities as waiter.

The most common answer was that due to the kind of English tourism they need to develop the language and also because they get benefits, they know that their good service will be rewarded with tips and the recommendation with others citizens in their country, in that way more people will come to the hotel and everyone will keep their job.

The fourth question is about the place where classes took place. Where do you like to have classes, in a classroom or in your area of work?

Answers differed since waiters that prefer having classes in a classroom gave reasons such as avoiding distraction. The rest of the waiting staff liked to have classes in their area of work because they could get help at the moment as well as solving some doubts while serving the guests.

The fifth has to do with the kind of materials waiting staff prefer. What kind of materials do you like to learn English or to improve what you already know?

The results showed that most of the interviewed waiters wanted to have audio, visual, material and few prefer to have printed materials and also be in role plays. The following chart presents a summary of the responses obtained from the waiters.

QUESTIONS	MOST COMMON RESPONSES
1. General or Technical English Language.	Technical English for learning food and beverages vocabulary as well as bring better service to guests.
2. Kind of vocabulary	Everything about their area of work.
3. Importance of English Language as a waiter.	Because of the kind of tourism and gotten benefits such as tips and preservation of their jobs.
4. Context to have classes.	Area of work, so that they could get help at the moment as well as solving doubts during the service.
5. Preferred materials.	Audio-visual

4.2.2 Food and Beverage Manager

The food and beverage manager is one of the most important providers of information to develop this needs analysis. He also played an important role when decisions had to be made. He commented on the interview, presented in chapter three, that any ex teacher had not asked him for help or about what the staff and he wanted. The interview consisted of four questions. The first: What kind of English do you need the waiting staff to learn?

He requested to have a focus on the vocabulary within all the menus in the different menus; this will imply ingredients, ways of cooking, allergies, and type of diets. He also pointed out that the most important part for them was to develop a perfect sequence of service with well-constructed phrases. He also suggested that based on the check list of the AAA standards some conversations can be built. Classes were obligatory for waiters in the “Spoon” restaurant due to their level of English and the rest of the staff will be monitored.

The second question was about the desirable level of language for waiters. What level of English do you consider waiting staff must have? He answered that basic English will be enough, but it has to be based just on service where waiters were able to understand guests' requests.

Questions 3, 4 and 5 were about the kind of material desirable for classes. What type of material would you like to be used in classes? Is there any previous? Is there any program that ex-teachers had left?

First, he mentioned that there was nothing previous, and that it was the first time someone asked for his opinion. He pointed out that he sent waiting staff to English classes because it was part of the training in the hotel; however he was willing to help in any request, he offered me some photocopies with a list of ingredients in Spanish and English. He said that any material used will be helpful, he also allowed me to observe service and warned me about some of the excuses waiting staff will say to not attend classes.

The last question has to do with the ideal schedules to attend the ideal schedules to attend classes. What are the suitable schedules for the staff to attend classes? He said: I considered that it could be before or after their shifts, or even with the headwaiters you can agree some classes in the area. The following chart depicts his conclusions:

QUESTIONS	RESPONSES
1. Kind of desirable English for waiters to learn.	Vocabulary about menus, ways of cooking, allergies and type of diets.
2.Desirable level of English for waiters to learn.	Basic English but based on service.
3.Kind of material	Printed material.
4.Existance of previous material.	Non-existence.
5.Elaborated program from previous teachers.	Non-existence.
6.Ideal schedule for waiters to attend classes.	Schedules before or after waiters' shift or in the area of work.

4.2.3. Quality Manager

The quality manager is the person responsible for evaluating and improving all the standards and processes in the hotel. There is a survey to evaluate service, this one is answered at the time guests' check out, and one of the reasons why waiting staff needed a better competence in English Language was because of the constant complaints about their service, so I interviewed the quality manager to know what improvements had to be made concerning with the language.

Question one: What is the highest area of opportunity with the waiting staff?

She remarked that the main problem was that the sequence of service was not being performed as it was supposed to be. She also mentioned that the phrases used by waiting staff were not standardized or well-constructed and maybe guests do not complain about it, but in the check-out survey they mention that waiters are rude, mainly

guests from United Kingdom and it could be that waiters do not make themselves to understand well.

The second question was: What do you think waiters need to learn in English Language?

The immediate urgent need is that they must repeat several times, well-constructed-phrases related to the standards. I also asked her about the material in case she wanted to suggest. What kind of material do you think will be helpful for them to achieve the previous request?

It must be material printed, material that they can have with them all the time, the kind of material available with you and with the food and beverage department. It must be simple, starting by the standards and then add some vocabulary about menus, ingredients and the explanation of the dishes, and not all of them need classes, waiters just need to be evaluated so that the less competitive in the language can have this training.

QUESTIONS	RESPONSES
1.Highest areas of opportunity.	Development of sequences of service, phrases not well- structured and lack of vocabulary to understand native speakers.
2.Immediate needs in learning.	Well- constructed phrases about standards.
3.Kind of material.	Printed material so that it is always available in the department.

4.2.4. American Automobile Association standards

Another important element to consider in this stage is the AAA Diamonds Ratings System given the fact that the Food & Beverages manager reported that this was a crucial element to be considered when providing the waiting staff with training in English.

According to Wikipedia AAA is the highest level of the AAA Diamonds Ratings System for restaurants and lodgings administered by AAA formally known as the American Automobile Association.

In order to get a AAA Diamond award the property must first meet AAA's basic requirements before being evaluated by one of the AAA's inspectors. Once evaluated, a rating of one to five Diamonds is assigned, based on lodging and restaurant published guide lines for facilities, amenities and service.

Based on the previous description in order to be rated/ graded a check list in the different departments had to be followed, in the case of food and beverage department I will point out just the ones that have to do with functions of the language.

1. Waiter writes down guests' last name.
2. Waiter introduces himself to the guest in clear and audible voice.
3. Waiter offers water.
4. Waiter suggests three different types of drinks.
5. Waiter offers the wine list, and suggests two different types of wine according to dish.

6. Waiter offers butter or bread.
7. Waiter asks if guests are ready to order, if the answer is not he must offer help and make recommendations.
8. If guest orders the main dish only, waiter will offer any salad.
9. Waiter pays attention to any guest requests.
10. Waiter is able to answer any question related to the menu and ingredients, shows knowledge about it.
11. Waiter repeats the order.
12. Waiter presents the dish.
13. Waiter offers dessert.
14. Waiter offers coffee, asking if milk is required.
15. Waiter farewells and thanks him a nice day and recommends to come back soon.

As it has been seen with these standards, waiters need to communicate accurately according to their activities that are what the AAA standards required.

4.3 Findings

In this part of the chapter, comparison and contrasting of the result will be showing to find the immediate needs for the development of the final product. In the first place, a summary of the participants' reported needs is provided. Then, the discussion will center

on the immediate needs which were taken into consideration for the creation of the manual. The following chart provides a summarized list of the needs reported by each participant of this study.



As can be observed, the list of needs, regarding English language learning, was so vast. Therefore, it was necessary to detect the immediate needs to 1) launch the hotel's language teaching policy and 2) develop the appropriate materials that addressed those needs.

As I mentioned before the three elements: waiting staff, managers and the AAA standards have a common objective: develop good standards with good proficiency in the

English Language; however, all of them had different perspectives about the how language must be spoken, and also their requests where a little different.

On one side waiting staff was divided in two groups, one that desires to have general English and the other wanted technical English, but the main objective according to managers and the AAA, was that everyone must develop standards and common vocabulary in the area of food and beverages.

When waiting staff and managers were asked what they wanted to learn, common answers were found. These answers had to do with ingredients, processes and service, but what managers add was that vocabulary about allergies, diets will be also helpful, in the case of the Quality manager she added that standard phrases was the most urgent task.

Another outstanding issue to analyze was the kind of English desirable, waiting staff seemed to be resigned themselves with the level they already had, even managers, but the AAA standards required more functions while performing the language.

As for the materials, the waiting staff and manager had different opinions about the way they wanted to learn. Waiting staff asked for audio-visual and interactive material, while food and beverages manager wanted materials that can be used in the restaurants, and the quality manager required material that could be used by repetition, printed material available for everyone and finally this idea was the one preformed.

About the time and space in which classes will take place, it was always difficult to arrange both, the main reason of this is because the operation of the hotel was first, so

most of the classes or reviews were given in the waiting staff area and sometimes in a ballroom with large groups just one hour a week.

Finally, the next chart shows what was included in the manual for the waiting staff.



4.4 Description of the manual

Now, a brief description of the final product is introduced. This manual has five parts. The first section describes the AAA standards developed by waiting staff, the second is about common ingredients used in the kitchen to produce the dishes and with these ones waiting staff can present the dish served, the third one deals with the cooking procedures in case guests want to know the elaboration of the presented dishes, then

allergies are describe as a general knowledge for waiters and finally types of diets are introduced so that waiting staff can be aware of what different guests can require.

4.4.1 AAA standards within the manual

The first is about standards, which are phrases developed in both languages Spanish and English. This part has all the sequences of service from what the hostess does to all the dining times. This part was included due to the needs that managers, AAA standards and waiting staff reported during the analysis for developing this research.

Waiter / Breakfast a la Carte

- Bienvenido al Restaurante "*[Nombre del Restaurante]*" mi nombre es "*[Nombre del colaborador]*" y será un placer atenderles.
- Welcome to "*[Restaurant name]*". My name is "*[Employee's name]*", It will be a pleasure to serve you.

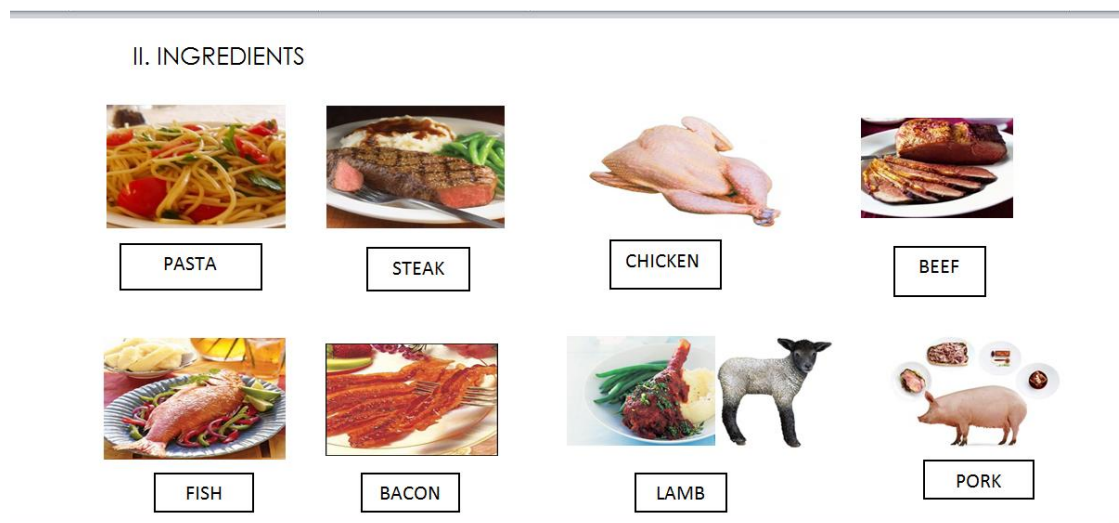
- Sr "*[Apellido del huésped]*" le ofrezco café.
- Would you like some coffee, Mr. "*[Guest's Last name]*"?

- ¿Espera a alguien más?
- Are you waiting for someone else?

- ¿Desea pan dulce? ", Es un Placer.
- Would you like some pastries? It is my pleasure.

4.4.2 Food and common ingredients

The second part contains common ingredients with images, this part was developed more visual so that waiting staff feel more comfortable and motivated at the time learning or reviews took place. According to waiting staff and food and beverage manager a section like this must be included so that ingredients were well learned and waiting staff could have a guide or material to consult when teacher was not present.



4.4.3 Cooking procedures

The third part was also built with images, these ones show the ways of cooking, they were included because the AAA standards and the quality manager dressed as a need in the previous chart, one of the AAA requests is that waiting staff must describe each dish when presented as well as knowing the procedure of the preparation or in case waiter needs to respond any type of question regarding with the dish.

III. WAYS OF COOKING



CUT UP



CHOP UP



SLICE



GRATE



BEAT



ADD



PEEL



BOIL

4.4.4 Common allergies

Part four is like a small dictionary, it describes common type of allergies and beverage manager reported that waiting staff should know at least the vocabulary or know the most common diets in case they face special guests' needs. This part is the plus and it was used as a review in each class.

In children, the foods that most commonly cause an allergic reaction are:

En los niños, los alimentos que más comúnmente causan una reacción alérgica son:

- milk (leche)
- eggs (huevos)
- peanuts (cacahuates)

- tree nuts (*nueces*)
- fish (*pescado*)
- shellfish (*moluscos*)

4.4.5 Common diets

Part five was designed as part four due to the food and manager requests. This one also presented diets presented in the hotel at the time guests made the reservation. It was also reviewed with waiting staff as a plus material.

Vegan Diet

Veganism is more of a way of life and a philosophy than a diet. A vegan does not eat anything that is animal based, including eggs, dairy, and honey. Vegans do not generally adopt veganism just for health reasons, but also for environmental and ethical/compassionate reasons. Vegans believe that modern intensive farming methods are bad for our environment and unsustainable in the long term. If all our food were plant based our environment would benefit, animals would suffer less, more food would be produced, and people would generally enjoy better physical and mental health, vegans say.

Dieta vegana

El veganismo es más una forma de vida y una filosofía que una dieta. Un vegano no come cualquier cosa basada en los animales, incluidos los huevos, productos lácteos y miel. Los

veganos no suelen adoptar el veganismo sólo por razones de salud, sino también por razones medioambientales y éticos / compasivo. Los veganos creen que los métodos agrícolas intensivos modernos son perjudiciales para el medio ambiente y sostenible en el largo plazo. Si toda nuestra comida fuera a base de plantas nuestro medio ambiente se beneficiaría, los animales sufrirían menos, más alimentos se producirían, y la gente en general disfrutaría de una mejor salud física y mental, dicen los veganos.

CHAPTER 5: CONCLUSION

The present chapter will deal with conclusions found in this research. First, brief answers of the research questions will be given, the implications of this study, in addition the limitations of the research and finally some suggestions for the improvement of the manual and suggestions of what can be done for further researchers like this.

5.1 Conclusions

When this research started, it was clear that the main purpose of it was to carry out a needs analysis to finally develop a manual for waiting staff in the Azul Sensori Hotel. Three questions were stated at the beginning of study and now these will be answered briefly.

The first questions has to do with the specific needs waiting staff had in Azul Sensori Hotel in Quintana Roo, regarding English Language the immediate need for waiting staff was learning English in a basic level, so that they could bring a good service and understand guests' requests; it was not an easy task because managers, the staff had different ideas about how the waiting staff would reach the desirable level. This one of the main reasons why specific material was made with taking into account most of the different perspectives form our source and target group.

The second question was about the specific activities that waiters at the hotel need to learn English. Waiting staff needed to speak, write, listen and even read in English Language. The most important skill to develop were speaking and listening, since two

were present every day, waiters performed several times a day the sequence of service. The manual was designed so that waiting staff could perform perfect phrases related to the AAA standards, as well as having the knowledge about basic ingredients, allergies and diets.

The third question deals with the specific materials waiting staff need to learn English. This one concluded at the time interviews and interviews were made. The results helped to determine that a manual was necessary for training waiting staff to cover with the AAA standards.

5.2 Implications

At the beginning of this thesis some background was registered, and it is known that some studies and courses of ESP have been developed; however, there are still few materials to cover very specific needs in some fields.

During my experience of developing material for the needs of waiting staff I had to face different problems to find specific materials to cover all needs requested, but I also realized that being in a real field where I was the person responsible of teaching classes to different employees in the hotel, gave me the opportunity to try diverse ways of approaching my students' needs, look for different materials, as well as the design of them. The perfect situation during my major would have been to have a specific subject called ESP, so that at the time I started working in a specific field I knew how to start and how to come to the end more successfully.

As I mentioned above it would be the perfect situation, but I thank for the material found in the library of the University and the guide that my teachers gave me. The most rewarding aspect of doing this kind of research is the fact that I could get more experience as well as knowledge.

When a needs analysis is developed, it is fundamental to take into account all the characters and situations within the context, because needs cannot also be well addressed if time is not well invested, during a needs analysis considering all interests, time, motivation, level and activities of the target group is very relevant to finally create what is desirable for the subjects.

Now, I must say that I feel very proud of knowing that BUAP offers a Diploma course on ESP, and I would like to invite to whoever reads this thesis to be immerse in this kind of studies, where the learning to be acquired will not have an end because the field is too broad to explore and to contribute in different areas.

5.3 Limitations of the study

Research almost always has to cover or study, a specific group, field, characters and theme, so this is one just addresses one department due to the priority in the hotel.

The hotel had different departments which have employees with different needs regarding English language, housekeepers, janitors, maintenance staff, security guards and waiting staff were having classes, but the focus was only on waiting staff to carry out this research. The manual as a final product did not cover all departments; different manuals

were not created for each one, but similar materials were created during the planning of each group without hesitation the focus group gave the opportunity and the ideas to know the path to be followed, yet the manual can work as a basis to develop similar products for each department covering the different needs.

5.4. Directions for further research

Even though the manual was presented and used, there are still some improvements that could be performed. Some of them may be add ingredients but classify them according to the restaurant. A section of the description of the dishes could be presented; this section can depict the five most common dishes requested in each restaurant. These are some ideas to improve the manual, besides this further research can be developed as mentioned before ESP has broad fields to be explored. In the case of this study in the hotel more time should be invest, unfortunately the operation in the hotel is always too fast and improvements are done in the area without recording them later, another aspect to improve is the constant change of waiting staff in the restaurants or even the end of their contracts because they have constant training but about the same subjects which in future will result as boring theme, a design of an advanced program may be created so that waiting staff can be professional in General English, as well.

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APPENDICES



English Manual for Waiting Staff

2013

A manual where all waiting staff can find AAA standards, as well as some basic ingredients and types of allergies.

Manual created by
Imelda Díaz Flores
Training Manager



FOOD AND BEVERAGES

Hostess Breakfast/ Lunch/ Dinner

Welcome

- HOLA, Buenos Días, Bienvenido al Restaurante "[Nombre del restaurante]".
- HELLO! Good morning. Welcome to "[Restaurant name]" Restaurant.
- Sr. Me podría indicar su apellido y su número de habitación por favor.
- May I have your last name and room number, sir, please?
- Por favor, me permite acompañarlos a su mesa Sr. "[Apellido del huésped]"
- Please, may I take you to your table, Mr. "[Guest's Last name]"

Full Restaurant

- Sr "[Apellido del huésped]" le ofrezco una disculpa, en este momento no tenemos lugares disponibles. ¿Me permite verificar la disponibilidad en otro restaurante?/Sr. "[Apellido del huésped]" contamos con un tiempo aproximado de espera de "[tiempo]" minutos, ¿Puedo entregarle este genio gourmet?
- Please accept my apologies, Mr. "[Guest's Last name]." At this time, the restaurant is fully booked / Please allow me to check the availability in another restaurant/ At this time we have a waiting list of about "[time]" minutes, would you like to wait? I could get you a gourmet genie (beeper) to call you when your table is ready.

Once at the Table

- ¿Me permite ayudarle con su servilleta? Si el huésped acepta responderá "Es un Placer"
- Excuse me; may I assist you with your napkin? It is my pleasure.
- Me permite mostrar el menú
- This is our menu.
- Contamos con un Food Display a su disposición
- For your convenience, we have a Food Display available
- "[Nombre del colaborador]" será su mesero disfrute sus alimentos.



- · “[Employee’s name]” I will be your waiter this morning/ tonight, enjoy your meal/dinner.

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Saying Goodbye

- · Sr “[Guest’s Last name]”, fue un placer atenderle, que tenga buen día, esperamos verlo pronto nuevamente.
- · It was a pleasure serving you. Have a nice day/evening. I hope to serve you again soon, Mr. “[Guest’s Last name]”

Waiter / Breakfast

- Bienvenido al Restaurante "[Nombre del Restaurante]" mi nombre es "[Nombre del colaborador]" y será un placer atenderle.
- Welcome to "[Restaurant name]." My name is "[Employee's name]." It will be a pleasure to serve you.

- Sr. le ofrezco café?
- Would you like some coffee, Mr. "[Guest's last name]"?

- ¿Sr. "[Apellido del huésped]" desea jugo de naranja?... Permítame sugerirle jugo "[sabor]" o jugo de "[Sabor]"?
- Would you like orange juice, Mr. "[Guest's Last name]" / May I suggest "[Flavor]" juice or "[Flavor]" juice?

- ¿Espera a alguien más?
- Are you waiting for someone else, Mr. "[Guest's Last name]"?

- ¿Le gustaría ver nuestra selección de tés?..... ¿Cuál es el de su elección?
- Would you like to see our tea selection, Which tea would you prefer?

In the case of breakfast tea, milk is served instead of lime.

- ¿Desea pan dulce? ", Es un Placer.
- Would you like some breakfast pastries? It is my pleasure.

- Sr "[Apellido del Huésped]", contamos con un Food Display a su servicio.
- Mr. "[Guest's Last name]", for your convenience, there is a Food Display.

- ¿Algo más en que le pueda servir?
- Is there anything else I can do for you?

- Sr "[Apellido del huésped]" ¿el plato de _____ fue de su agrado? ¿Algo más en que le pueda servir?
- Mr. "[Guest's Last name]", did you enjoy your _____? Is there anything else I can do for
- you?

- Sr "[Apellido del huésped]", fue un placer atenderle, que tenga buen día, esperamos verle pronto nuevamente.



- It was a pleasure serving you, Mr. “[Guest’s Last name]”. Have a nice day. We hope to serve you again soon.

Waiter / Breakfast a la Carte

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- Bienvenido al Restaurante "[Nombre del Restaurante]" mi nombre es "[Nombre del colaborador]" y será un placer atenderles.
- Welcome to "[Restaurant name]". My name is "[Employee's name]", It will be a pleasure to serve you.

- Sr "[Apellido del huésped]" le ofrezco café.
- Would you like some coffee, Mr. "[Guest's Last name]"?

- ¿Espera a alguien más?
- Are you waiting for someone else?

- ¿Desea pan dulce? ", Es un Placer.
- Would you like some pastries? It is my pleasure.

- ¿Me permite hacerle algunas recomendaciones?

- Allow me to make a recommendation.
- Sr "[Apellido del huésped]" me permite repetirle su orden.
- Allow me to repeat your order, Mr. "[Guest's Last name]". Is that correct? - It's a pleasure

- ¿Me permite ofrecer pan tostado con sus alimentos? ¿Lo desea blanco o integral?
- Would you like some toast? Do you prefer white or whole wheat bread?

- ¿Algo más en que le pueda servir?
- Is there anything else I can do for you?

- El plato está caliente, por favor tenga cuidado
- The plate is hot, please be careful.

- Sr "[Apellido del huésped]" su ____*Descripción del platillo*____
- Mr. "[Guest's Last name]": your ____*Dish description* ____

- Disfrute sus alimentos.
- Enjoy your meal.

- ¿Sr. "[Apellido del huésped]" el __*Platillo*__ fue de su agrado? ¿Algo más en que le pueda servir?



- Did you enjoy your ___Dish___, Mr. “[Guest’s Last name]”? Is there anything else I can do for you?
- Sr “[Apellido del huésped]”, fue un placer atenderle, que tenga buen día, esperamos atenderlo pronto nuevamente.
- Mr. “[Guest’s Last name]”, it was a pleasure serving you. Have a nice day. I hope to serve you again soon.

Lunch

Waiter / Lunch

- Bienvenido al Restaurante "[Nombre del Restaurante]" mi nombre es "[Nombre del colaborador]" y será un placer atenderles.
- Welcome to "[Restaurant name]". My name is "[Employee's name]", it will be a pleasure to serve you.

- ¿Me permite servir agua? Es un placer.
- Would you like some fresh water? It is my pleasure.

- ¿Sr "[Apellido del huésped]" espera alguien más?
- Are you waiting for someone else, Mr. "[Guest's Last name]"?

- Nuestra recomendación de vino es....
- Our wine suggest is...

If the Guest doesn't know what to order.

- Me permite sugerirle
- May I suggest...?

If the Guest orders a mixed drink.

- ¿Desea hielo en su bebida?
- Would you like ice in it?

- ¿Le gustaría ver nuestra carta de vinos?
- Allow me to show you our Wine Menu.

- ¿Me permite ofrecerle Pan y Mantequilla?.....Es un placer
- Would you like some bread and butter? It is my pleasure.

- ¿Qué tipo de pan le gustaría?
- Would you like white or whole wheat bread?

- ¿Sr "[Apellido del huésped]" está listo para ordenar?, ¿Me permite hacerle algunas recomendaciones?
- Are you ready to order, Mr. "[Guest's Last name]"? Would you like you a recommendation?

- ¿Me permite ofrecer alguna sopa o ensalada para empezar?

- Would you like to order soup or salad to start?

In case of a special request

- Permítame consultarlo con el chef por favor
- Allow me to consult our chef, please.

- ¿Sr "[Apellido del huésped]", Me permite repetir su orden?
- May I repeat your order, Mr. "[Guest's Last name]"?

- ¿Algo más en que le pueda servir?
- Is there anything else I can do for you?

- El plato está caliente, por favor tenga cuidado
- Please be careful: the plate is very hot

- Sr. "[Apellido del Huésped]" su descripción platillo que tenga buen provecho.
- Mr. "[Guest's Last name]": your plate description. Enjoy.

- ¿Sr. "[Apellido del Huésped]" que le pareció su platillo fue de su agrado?
- How is your dish, Mr. "[Guest's Last name]"?

- Me permite limpiar la mesa por favor
- Allow me to clean your table.

- ¿Sr. "[Apellido del huésped]" desea ordenar algún postre?

- Mr. "[Guest's Last name]", would you like to order some dessert?



If the Guest Orders Coffee

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- ¿Desea leche o crema para acompañar su café?
- Would you like cream or milk with your coffee?

- ¿Sr “[Apellido del huésped]” le gustaría ordenar un digestivo?
- Would you like to order a digestive, Mr. “[Guest’s Last name]”?

- Sr “[Apellido del Huésped]”, fue un placer atender, que tenga buen día, esperamos atenderlo pronto nuevamente.
- Mr. “[Guest’s Last name]”, it was a pleasure serving you. Have a nice day. I hope to serve you again soon.

Dinner Waiter / Dinner

- Bienvenidos al Restaurante “[Nombre del Restaurante]”, Mi nombre es “[Nombre del Colaborador]” y será un placer atenderles.
- Welcome to “[Restaurant Name].” My name is “[Employee’s name]”; it will be a pleasure to serve you.

- ¿Me permite servir agua?
- Would you like some fresh water?

- ¿Sr “[Apellido del Huésped]” espera a alguien más?
- Mr. “[Guest’s Last name]”, are you waiting for someone else?

- ¿Me permite ofrecerle Pan y Mantequilla?
- Would you like some bread and butter?

- ¿Sr “[Apellido del huésped]” está listo para ordenar?, ¿Me permite hacerle algunas recomendaciones?
- Are you ready to order, Mr. “[Guest’s Last name]”? May I give you any recommendations?

- ¿Me permite ofrecer alguna entrada?
- Would you like an appetizer?

- ¿Me permite repetir su orden?
- Please allow me to repeat your order

- ¿Algo más en que le pueda servir? / Regreso con su orden en un momento.
- Is there anything else I can do for you? / I’ll be back soon with your order.

- El plato está caliente, por favor tenga cuidado
- The plate is hot, please be careful.

- Sr. “[Apellido del huésped]” ____*Descripción del platillo*____, que tenga buen provecho/ Disfrute sus alimentos.
- Mr. “[Guest’s Last name]”: your _____ *Meal description* _____.
Enjoy.

- Sr “[Apellido del huésped]”, ¿desea ordenar algún postre?
- Would you like to order dessert, Mr. “[Guest’s Last name]”?



- ¿Sr “[Apellido del huésped]” le gustaría ordenar un digestivo?
- Would you like to order a digestive, Mr. “[Guest's Last name]”?

- Sr. “[Apellido del huésped]” fue un placer atenderle, que tenga buena tarde.
- It was a pleasure to serve you, Mr. “[Guest's Last name]”. Have a nice evening.

Room Service Order Taking

- Buenos días/tardes / noches, Room Service, le atiende [*nombre de quien toma la orden*],
- ¿En qué le puedo servir?, Sr. “[*apellido del huésped*]”.
- Good Morning/ Afternoon/ Evening, my name is “[*Employee's name*]”. How can I help you,
- Mr. “[*Guest's Last name*]”?
- ¿Me permite ofrecer alguna entrada?
- Would you like an appetizer?

At Breakfast: Offer white or whole wheat bread to go with the order. Offer coffee or tea and ask for the Guest's preference (regular, decaf, green tea, black tea).

Offer wines or special promotions for sale in a kind manner, without pressure.

- Sr “[*Apellido del huésped*]” me permite repetirle su orden
- May I repeat you order, Mr. “[*Guest's Last name*]”?

- Sr. “[*Apellido del huésped*]” ¿Desea agregar algo más a su orden?
- Would you like to order anything else, Mr. “[*Guest's Last name*]”?

- Sr “[*Apellido del huésped*]” su orden llegara a su habitación en 25/30 minutos.
- Your order will be in your room in 25/30 minutes, Mr. “[*Guest's Last name*]”.

- Sr. “[*Apellido del huésped*]” Gracias por haber llamado a room service le atendió “[*Nombre del colaborador*]”.
- Thank you for calling room service. My name is “[*Employee's name*]”, Mr. “[*Guest's Last name*]”.

Room Service /Waiter

- Hola Buenos días/ tardes/noches, Sr. "[Apellido del huésped]".
- Hello. Good morning/ afternoon/ Evening, Mr. "[Guest's Last name]".

- Mi nombre es "[Nombre del colaborador]" ¿me permite pasar?
- My name is "[Employee's name]". May I come in?

- Sr. "[Apellido del huésped]" ¿Dónde desea su servicio?
- Where would you like your service, Mr. "[Guest's Last name]"?

Desayuno/Breakfast

- Sr. "[Apellido del huésped]" Me permite abrir la cortina
- May I open the blackout curtain, Mr. "[Guest's Last name]"?

- Sr "[Apellido del huésped]" ¿gusta tomar asiento?
- Would you like to have a seat, Mr. "[Guest's Last name]"?

- ¿Sr. "[Apellido del huésped]" hay algo más que pueda hacer por usted?
- Is there anything else, I can do for you, Mr. "[Guest's Last name]"?
- Que tenga un extraordinario día/tarde/noche.
- Have an extraordinary day/ afternoon/ evening/.

II. INGREDIENTS



PASTA



STEAK



CHICKEN



BEEF



FISH



BACON



LAMB



PORK



SPINACH



PEPPER



PARSLEY



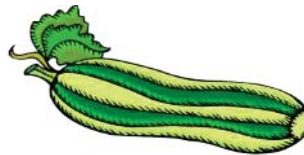
PEA



CARROT



MUSHROOM



ZUCCINI



CUCUMBER



POTATO (poteito)



TOMATO (tomeito)



EGGPLANT (egplant)



CABBAGE (kabich)



BEET



LETTUCE



ONION



CAULIFLOWER



BROCCOLI



WATERMELON



AVOCADO



COCONUT



APPLE



PEACH



GRAPES



CHERRIES



NUTS



RAISINS



STRAWBERRIES



ORANGE



LEMON



BREAD



RYE BREAD



PASTRY



HONEY



MAPLE SYRUP



JAM



HAM



CAKE



PANCAKE



CRÊPE



CHEESE



FRIED EGGS



SCRAMBLED EGGSS



SAUCE



WINE



WATER



COFFEE



CHOCOLATE



CARAMEL



SHRIMP



PINEAPPLE



RADDISH



TUNA



GARLIC



CLOVE



LAUREL



THYME



OREGANO



MINT



CINAMMON



VANILLA



CORIANDER



VINEGAR



VINAIGRETTE



ENGLISH SAUCE



DRESSING SALAD

III. WAYS OF COOKING



CUT UP



CHOP UP



SLICE



GRATE



BEAT



ADD



PEEL



BOIL



BROIL



STEAM



FRY



SAUTE



ROAST




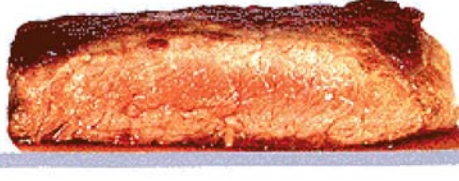



GRILL



BAKE

COOKING STEAK

	RARE 1 minute each side
	MEDIUM RARE 2 minutes each side
	MEDIUM 3 minutes each side
	MEDIUM WELL 4 minutes each side
	WELL 5 minutes each side

IV. FOOD ALLERGIES

Food allergies are caused when the immune system (the body's defense against infection) mistakenly treats proteins found in food as a threat to the body, when in fact they should be harmless.

Las alergias alimentarias se producen cuando el sistema inmune (las defensas del cuerpo contra la infección) trata erróneamente proteínas que se encuentran en los alimentos como una amenaza para el cuerpo, cuando en realidad deberían ser inofensivos

It then releases a number of chemicals to prevent what it sees as an infection taking hold. It is these chemicals that cause the symptoms of an allergic reaction.

Después, se libera una serie de sustancias químicas para prevenir una infección. Son estas sustancias químicas que provocan los síntomas de una reacción alérgica

Any food could cause an allergic reaction, but there are certain foods that are responsible for most food allergies.

Cualquier alimento puede causar una reacción alérgica, pero hay ciertos alimentos que son responsables de la mayoría de las alergias a los alimentos.

In children, the foods that most commonly cause an allergic reaction are:

En los niños, los alimentos que más comúnmente causan una reacción alérgica son:

- milk (leche)
- eggs (huevos)
- peanuts (cacahuates)
- tree nuts (nueces)
- fish (pescado)
- shellfish (moluscos)

The majority of children with a food allergy have a background of eczema (an allergic skin condition) during infancy. The worse their eczema is and the earlier it started, the more likely they are to have a food allergy.

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La mayoría de los niños con alergia alimentaria tienen antecedentes de eccema (es un conjunto de afecciones dermatológicas (de la piel), caracterizadas por presentar lesiones inflamatorias diversas) durante la infancia. Cuanto peor es el eczema y cuanto antes de su inicio, más probable es que van a tener una alergia alimentaria.

In adults, the foods that most commonly cause an allergic reaction are:

En los adultos, los alimentos que más comúnmente causan una reacción alérgica son:

- some types of fruit such as apples, pears, kiwi fruit and peaches
- *algunos tipos de frutas , como las manzanas , peras , kiwis y duraznos*
- some types of vegetables such as potatoes, carrots, and celery
- *algunos tipos de verduras como las papas , las zanahorias , y el apío*
- crustaceans (shellfish), such as crab, lobster and prawns
- *crustáceos (mariscos) , tales como el cangrejo , langosta y langostinos*
- tree nuts, such as walnuts, brazil nuts, almonds and pistachios
- *frutos secos, como las nueces , nueces de Brasil , almendras y pistachos*
- peanuts
- *cacahuates*
- fish
- *pescado*

It is still uncertain why people develop allergies to food, although often people with a food allergy have other allergic conditions such as asthma, hay fever and eczema.

Todavía no está claro por qué la gente desarrolla alergias a los alimentos, aunque a menudo las personas con una alergia alimentaria tienen otras condiciones alérgicas como el asma , fiebre del heno y eczema.

IV. TYPES OF DIETS

There are literally hundreds of thousands of diets. Some are for losing weight, others for gaining weight, lowering cholesterol, living a long and healthy life, etc. The Mediterranean Diet, for example, reflects the culinary habits of southern European people.

Hay literalmente cientos de miles de dietas. Algunas son para bajar de peso, otras para aumentar de peso, reducir el colesterol, una vida larga y saludable, etc. La dieta mediterránea, por ejemplo, refleja los hábitos culinarios de la gente del sur de Europa.

The Zone Diet

The Zone Diet aims for a nutritional balance of 40% carbohydrates, 30% fats, and 30% protein each time we eat. The focus is also on controlling insulin levels, which result in more successful weight loss and **body weight** control. The Zone Diet encourages the consumption of good quality carbohydrates - unrefined carbohydrates, and fats, such as olive oil, avocado, and nuts.

La dieta de la zona

La dieta de la zona apunta a un equilibrio nutricional de 40% de carbohidratos, 30% de grasas y 30% de proteína cada vez que comemos. La atención se centra también en el control de los niveles de insulina, que se traducen en la pérdida de peso exitosa y más control del peso corporal. La dieta de la zona favorece el consumo de carbohidratos de buena calidad - los carbohidratos refinados y grasas, como el aceite de oliva, aguacate y frutos secos.

Vegetarian Diet

There are various types of vegetarian - Lacto vegetarian, Fruitarian vegetarian, Lacto-ovo-vegetarian, Living food diet vegetarian, Ovo-vegetarian, Pescovegetarian, and Semi-vegetarian. The majority of vegetarians are lacto-ovovegetarians, in other words, they do not eat animal-based foods, except for eggs, dairy, and honey. Several studies over the last few years have shown that vegetarians have a lower body weight, suffer less from diseases, and generally have a longer life expectancy than people who eat meat.

Dieta

Vegetariana

Hay varios tipos de vegetarianos - Lacto vegetariano, Fruti-vegetariano, lacto-ovo-vegetariano, ovo-vegetariana, Pesco-vegetariano y Semi-vegetariano. La mayoría de los vegetarianos son lacto-ovovegetarianos, en otras palabras, ellos no comen alimentos de origen animal, a excepción de los huevos, productos lácteos y miel. Varios estudios realizados en los últimos años han demostrado que los vegetarianos tienen un menor peso corporal, sufren menos enfermedades, y generalmente tienen una expectativa de vida más larga que las personas que comen carne.

Vegan Diet

Veganism is more of a way of life and a philosophy than a diet. A vegan does not eat anything that is animal based, including eggs, dairy, and honey. Vegans do not generally adopt veganism just for health reasons, but also for environmental and ethical/compassionate reasons. Vegans believe that modern intensive farming methods are bad for our environment and unsustainable in the long term. If all our food were plant based our environment would benefit, animals would suffer less, more food would be produced, and people would generally enjoy better physical and mental health, vegans say.

Dieta vegana

El veganismo es más una forma de vida y una filosofía que una dieta. Un vegano no come cualquier cosa basada en los animales, incluidos los huevos, productos lácteos y miel. Los veganos no suelen adoptar el veganismo sólo por razones de salud, sino también por razones medioambientales y éticos / compasivo. Los veganos creen que los métodos agrícolas intensivos modernos son perjudiciales para el medio ambiente y sostenible en el largo plazo. Si toda nuestra comida fuera a base de plantas nuestro medio ambiente se beneficiaría, los animales sufrirían menos, más alimentos se producirían, y la gente en general disfrutaría de una mejor salud física y mental, dicen los veganos.

Raw Food Diet

The Raw Food Diet, , involves consuming foods and drinks which are not processed, are completely plant-based, and ideally organic. Raw Foodists generally say that at least three-quarters of your food intake should consist of uncooked food. A significant number of raw foodists are also vegans - they do not eat or drink anything which is animal based

Dieta de alimentos crudos

La dieta de alimentos crudos, implica el consumo de alimentos y bebidas que no son procesados, son de base vegetal, y lo ideal es orgánico. Partidarios de los alimentos crudos en general dicen que al menos tres cuartas partes de la ingesta de alimentos debe consistir en alimentos crudos. Un gran número de partidarios de los alimentos crudos también son veganos - no comen ni beben nada que la incluya una base animal.

Mediterranean Diet

The Mediterranean Diet is Southern European, and more specifically focuses on the nutritional habits of the people of Crete, Greece, and southern Italy. Nowadays, Spain, southern France, and Portugal are also included; even though Portugal does not touch the Mediterranean Sea. The emphasis is on lots of plant foods, fresh fruits as dessert, beans, nuts, cereals, seeds, olive oil as the main source of dietary fats, cheese and yogurts are the main dairy foods, moderate amounts of fish and poultry, up to about four eggs per week, small amounts of red meat, and low/moderate amounts of wine. 25% to 35% of the [Mediterranean diet](#) consists of fat, with saturated fats not exceeding 8% of calorie intake.

Dieta Mediterránea

La dieta mediterránea es del sur de Europa, y se centra más específicamente en los hábitos alimenticios de los habitantes de Creta, Grecia y el sur de Italia. Hoy en día, España, sur de Francia, y Portugal también se incluyen, a pesar de que Portugal no toca el mar Mediterráneo. El énfasis está en las porciones de los alimentos vegetales, frutas frescas como postre, los frijoles, las nueces, los cereales, las semillas, el aceite de oliva como principal fuente de grasas de la dieta, queso y yogures son los principales productos lácteos, cantidades moderadas de pescado y aves, hasta cerca de cuatro huevos por semana, pequeñas cantidades de carne roja, y cantidades bajas / moderadas de vino. 25% a 35% de la dieta mediterránea consiste en grasa, con las grasas saturadas que no exceda de 8% de la ingesta de calorías.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 36 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Inglés básico para interactuar.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Conocimiento de ingredientes, alimentos y bebidas en general.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Porque la mayor parte del turismo que se recibe es de habla inglesa, sería imposible comunicarse con el cliente sin este idioma.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En una sala de capacitación para evitar distracciones.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Videos, libros y práctica de interacción.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 27 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Se requiere un equilibrio entre ambos vocabularios, pues el trato personal amerita ingles general y el culinario impone conocer terminos un poco más especializados.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Conocer ingredientes, procedimientos, alergias, comprender peticiones particulares y cómo entablar una conversación básica.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Es importante para ofrecer un servicio integral, como puente entre el cliente y el mesero, un servicio bien ofrecido tiene como base una buena comunicación.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

Me gustaria en el area de trabajo para poder atacar problemáticas que se suscitan en cada área del restaurante.

5. ¿Qué clase de material le gustaría para aprender Inglés o para perfeccionar lo que usted ya sabe?

Básicamente propondría simulacros de servicio para obtener mejores resultados en situaciones específicas.

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El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Soltero Edad: 24 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Me inclino por un inglés general para crear una mejor empatía con el cliente.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Se necesita un poco vocabulario para explicar los platillos pero tambien para interactuar con el cliente a nivel cordial.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Se crea un ambiente más cómodo entre el cliente y el mesero, comensal tendrá mas facultades para expresar sus inquietudes o necesidades sabiendo que su interlocutor lo comprende bien.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En una sala de capacitacion definitivamente.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Material audiovisual y mucha interacción en clase con el profesor.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 24 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Un inglés más técnico, para poder desarrollar mis actividades diarias, además que en mi hotel me piden un alto nivel de inglés.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Hotelero

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero?

Porque es el idioma con el que mi clientes me hablan. ¿Qué beneficios obtiene usted con esta herramienta?

Mejores puestos.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En una sala de capacitación, ya que así no tengo que moverme a una escuela.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Material como tal, no! Que sea más interactivo.

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BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Soltero Edad: 39 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Pues puede ser General, ya que así podremos seguir creciendo en el hotel y no solo en un área.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Palabras de ingredientes.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero?
Porque es su idioma natal, así como el de nosotros es el español, y para darles un buen servicio se necesita un buen inglés. ¿Qué beneficios obtiene usted con esta herramienta? **más trabajo**
4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

Salón de clases.

5. ¿Qué clase de material le gustaría para aprender Inglés o para perfeccionar lo que usted ya sabe?

Menos libros y más hablado, eso nos perfecciona.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Soltera Edad: 22 Escolaridad: Preparatoria Sexo: Mujer

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Ambos me parecen necesarios uno para mi trabajo y el otro para mi vida personal.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

General y de alimentos y bebidas.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Para dar mejor servicio y tener más propinas, mayor oportunidad de tener buen ingreso para mi familia

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

Creo que sería bueno que la maestra venga también al área de trabajo.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Mas interactivo y usar más la pronunciación.

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Soltero Edad: 22 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Técnico para el desempeño de mis funciones, un 30% que sea por repetición.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Vocabulario técnico de Bebidas, áreas, menú, servicios.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Brindarle mejor servicio a los clientes, mejor comunicación, mejores propinas.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

Es mejor en el área de trabajo, y mejor aún en campo, quizás atendiendo a clientes, si lo permiten.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Repeticiones con audio y visuales.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 23 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Técnico para el desempeño de mis funciones, me aprendo los servicios del hotel por repetición.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

De los restaurantes, de Bebidas, áreas, menú, servicios.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Excelente servicio a los clientes, para ganarme mejores propinas.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En campo, porque a beses hay que apoyar porque falto personal y no llegas a tiempo.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Dibujos y repetirlo.

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LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 25 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Hablado que sea fluido y un poco escrito.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

De los Menús, de servicios de alimentos y bebidas, de coctelería.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Para ofrecer buen servicio, responder a los detalles, comunicarme correctamente y poder responder a situaciones.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En el área de trabajo.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Visual y repetirlo constantemente.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Soltero Edad: 20 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Inglés más técnico.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Fluido y con conocimientos del área.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Interactuar con los comensales y poder brindarles el servicio al 100%.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En una sala de capacitación.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Audio y visual

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 36 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Técnico.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Sencillo y fluido.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero?
¿Qué beneficios obtiene usted con esta herramienta?

Para obtener mejores ingresos y satisfacer al cliente.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

Área de capacitación simulando el área de trabajo.

5. ¿Qué clase de material le gustaría para aprender Inglés o para perfeccionar lo que usted ya sabe?

Audio y video.

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El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad:32 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Un inglés técnico.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Frases para el servicio con los huéspedes.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

El 90% de los huéspedes que atiendo hablan inglés y es importante para comunicarme con ellos.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En una sala de capacitación.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Fotocopias con ilustraciones e instrucciones claras.

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El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Soltera Edad: 23 Escolaridad: Preparatoria Sexo: Mujer

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Inglés General.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Vocabulario de AyB.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Entre mejor hable inglés más les puedo entender y mejor servicio les puedo dar.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

En mi área de trabajo

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Folletos con el vocabulario y las frases que necesito aplicar.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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LICENCIATURA EN LENGUAS MODERNAS



El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casada Edad: 23 Escolaridad: Preparatoria Sexo: Mujer

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de inglés requiere usted para sus funciones? Es decir, ¿un inglés general como para adquirir niveles o un inglés más técnico para el desempeño de sus funciones?

Técnico.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Vocabulario de Servicio.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta?

Porque puedo ganar más propinas.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación?

Que se combinen ambas.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Libros especializados en el servicio.

APPENDIX B: WAITING STAFF QUESTIONNAIRES
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El propósito de este cuestionario es saber sus necesidades del idioma Inglés para la realización de sus funciones, con el objetivo de diseñar material que le facilite sus funciones.

Estado Civil: Casado Edad: 42 Escolaridad: Preparatoria Sexo: Hombre

Instrucciones: Por favor conteste las siguientes preguntas.

1. ¿Qué tipo de Inglés requiere usted para sus funciones? Es decir, ¿un Inglés general como para adquirir niveles o un Inglés más técnico para el desempeño de sus funciones?

Requiero un inglés general, porque el técnico creo dominarlo.

2. ¿Qué tipo de vocabulario necesita usted en su área de trabajo para desempeñar sus funciones?

Ampliar mi vocabulario técnico en gastronomía.

3. ¿Por qué el idioma Inglés es importante para sus funciones como mesero? ¿Qué beneficios obtiene usted con esta herramienta? R=

Es importante ya que el idioma ingles es uno de los idiomas universales y como beneficio permite que tengamos una buena imagen de nuestra empresa y del destino que visita.

4. Para sus clases, ¿prefiere usted que sea en su área de trabajo o en una sala de capacitación? P

Pueden ser combinadas, en ocasiones en un salón y otras en el área de trabajo.

5. ¿Qué clase de material le gustaría para aprender inglés o para perfeccionar lo que usted ya sabe?

Me encantaría material audiovisual.

APENDIX C: INTERVIEWS TRANSCRIPT

GERENTE DE AYB

Entrevistador: ¿Qué necesita que los meseros aprendan?

Sr. Carlos Pérez (Gerente de AyB): Principalmente todo lo que tenga que ver con el menú de todos los restaurantes, que refuercen las secuencias de servicios; pues ellos cambian de turnos y si no han tenido la experiencia en diferentes servicios, desayunos, cenas o lunch, se producen malos entendidos con el cliente y brindan servicio barato, también es necesario que aprendan ingredientes básicos, modos de cocción, alergias, y un poco de tipo de dietas, como saber si el cliente es vegano, vegetariano o come cosas gluten-free, etc.

Mira si revisas todas las secuencias de servicio te darás cuenta que de ahí se pueden sacar pequeñas conversaciones y eso sería un buen inicio, ya que estas contienen que si el mesero tiene que saludar, en que momento tomar la orden, despedirse, dale secuencia al servicio, etc, no requieren de mucho para poder hacerlo, solo requieren ser constantes y el primer restaurante a arrancar con esto sería spoon; pues como el servicio es food display el mesero no tiene tanto contacto con el cliente, y tienen menos nivel, hasta podría decir que son más tímidos; ellos nos representan mayor problema cuando se hacen los cambios de turno que te comentaba, los demás restaurantes no están tan mal pero si hay que monitorearlos y reforzar en ellos lo que ya vienen haciendo y corregirlos, porque de repente todos dicen sus estándares como se les hincha la gana.

Entrevistador: Ok, Sr, entonces con todo esto ¿qué nivel aproximadamente considera usted que deben de tener los meseros?

Sr. Carlos Pérez (gerente de AyB): Pues algo básico que les permita entender las peticiones de los huéspedes y expresar o decir sus preguntas de manera correcta, en porcentaje sería como 50%.

Entrevistador: Ahora bien, ¿Qué tipo de material le gustaría que se usará con los meseros? ¿Existe ya algo? ¿Hay algún programa de maestros anteriores?

Sr. Carlos Pérez (gerente de AyB): Desafortunadamente, no hay nada anterior, nunca antes a mi se me había preguntado o se me había tomado en cuenta para ver cosas de clases de Inglés, sin embargo se mandaba a los meseros a clases porque es una obligación para cumplir con la capacitación y las maestras anteriores solo han durado un mes, espero que no pase lo mismo contigo; porque la verdad nunca se le da seguimiento a las clases.

En cuanto al material, pues considero que tú sabrás mejor que nadie cual es el indicado, yo podría sugerirte que se hiciera en el restaurante, así también tu puedes observar todo lo que se requiere e ir auxiliando a los meseros, ya que te encontrarás con el problema de que no todos pueden ir a clases porque les interesa ya irse a sus casas y cosas así, quizás puedas usar tarjetitas con ellos p que te hagan demostraciones de como ejecutan el servicio, que se yo, algo que si te puedo facilitar son los menús de los restaurantes, las secuencias de servicio, y unas copias que tengo en Inglés y Español sobre los ingredientes.

Entrevistador: ¿Cuáles serían los horarios idóneos para clases con los meseros?

Sr. Carlos Pérez (gerente de Ayb): Considero que deben de ser antes de sus horarios de entrada o a la hora de salida, aunque hay restaurantes que al hacer el cambio de desayuno a lunch cuentan con 30 mins para ponerte atención en el lugar, pero también debes acercarte para el capitán ya acordar esto.

GERENTE DE CALIDAD

Entrevistador: Sé que calidad lleva y hace auditorías a las diferentes áreas del hotel me interesa una en especial que es la de los meseros.

En esa área o con ellos, ¿cuál es su mayor área de oportunidad?

Erika Herrera (gerente de calidad): El servicio que no se hace de la misma forma, y que por el momento no contamos con frases bien estandarizadas ni en Español, ni en Inglés y todos terminan diciéndolas como quieren y en las encuestas de check-out la queja es que el mesero es grosero y quizás no es que sea grosero pero el huésped es Inglés y son más picky por lo que el servicio o los estándares deben contener palabras más educadas.

Entrevistador: ¿Qué cree usted que el mesero requiera aprender en inglés?

Erika Herrera (gerente de calidad): Básicamente para que ellos salgan bien, pues lo que urge y es muy importante son los estándares que repitan una y otras vez las frases correctas y que se logre en todos esa estandarización.

Entrevistador: ¿Qué tipo de material cree que se requiera para lograrlo?

Erika Herrera (gerente de calidad): Creo que algo que puedan tener todo el tiempo, algo impreso porque si se les pidiera un libro o libretas, seguro terminarían perdiéndolas poniendo excusas, debe de ser algo impreso que la empresa proporcione que se pueda consultar en cualquier momento que tanto TÚ como el gerente de AYB tengan y de ser posible ellos también, no se requieren cosas tan complicadas lo primero son los

estándares e ir agregándoles vocabulario de menús, ingredientes y explicación de los platillos.

Adicional, ellos necesitan ser evaluados para saber con que nivel en realidad cuentan y atacar a los que tienen una competencia más pobre en el idioma.