BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

# A SYLLABUS PROPOSAL FOR TEACHING 'MENU DESIGN IN ESP' FOR GASTRONOMY STUDENTS AT A PRIVATE UNIVERSITY IN PUEBLA

A thesis submitted to the Faculty of Languages

For the degree of

**Licenciatura en la Enseñanza del Inglés**

Presented by


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Puebla, México

May, 2021

**"A SYLLABUS PROPOSAL FOR TEACHING '*MENU DESIGN IN ESP'* FOR GASTRONOMY STUDENTS AT A PRIVATE UNIVERSITY IN PUEBLA"**

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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Puebla, Mexico

May, 2021

## DEDICATION

First of all, I dedicate this work to God to be the center of my life and my family. To allow me to reach the end of this stage, besides the time we are living now and although this project was on pause for some time.

To my fiancé and life-partner Angel Aquino, I dedicate this work to you and I thank you for your love, our path in this life and your unconditional support in every moment to be able to conclude my goals.

To you dad, Abraham Valencia D. I dedicate this work, because you have always been with me, to encourage me at every moment and give me the peace I need, because you extend your hand to me for all situations and you believe in me unconditionally.

To you mom, Aida Flores, I thank you for all your efforts and all your empathy that you always give me, thank you for teaching me to know God and for all your love, I dedicate this work to you.

To you brother, Abraham Valencia. Thank you for listening to me and for the long conversations we usually have, for that and for how much we have left to live I dedicate to you this work.

## ACKNOWLEDGEMENTS

I want to thank to the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, for providing me the resources and knowledge to develop this project,
I am infinitely and respectfully grateful for the time and knowledge that my director shared with me in this project, Teacher Sandra Juárez Pacheco, for helping me to conclude this stage and guiding me in a committed manner.

I also want to thank the Universidad Hotelera Suiza, for providing me with all the resources and tools that were needed to carry out the research process. It would not have been possible to arrive at these results without its support.

Finally, I would like to thank my coordinators of the Gastronomy Program of the Institutions: Universidad del Valle de Puebla and the Universidad Mesoamericana for their support, as well as my family. In particular, I want to mention my parents, who were always there to give me words of support and a comforting.

Thank you very much to all.

## ABSTRACT

Syllabuses are important in the teaching practice; some of them are focus on the learners' needs and the course objectives. This study presents the proposal of a syllabus for teaching Menu Design in ESP for sixth semester focused on gastronomy learners' needs at Universidad Hotelera Suiza.

In order to carry out this research it has been reviewed many expert authors in topics like: Syllabus and types of syllabus, this part allowed the researcher define the syllabus proposal as a Content- based syllabus because the main objective of this proposal is to teach specific gastronomy content (menu designing), other topics tackle in this study are: the differences about syllabus, curriculum and course plan, syllabus designing, English for Specific Purposes and Gastronomy students' needs about learning English. To finally take into account all the valuable information that supports this work.

After the application of a survey to the gastronomy students which give the researcher the data collection about what subject in the Gastronomy program they consider as a need to learn in an ESP class, the results showed Menu Design is the subject students are interested. Therefore considering the experts in the topic Menu designing, the final proposal includes the list of items that will help to teach a suitable content for the subject Menu designing in an ESP class.

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# Chapter I

## INTRODUCTION

Syllabuses are an important piece of the teaching practice and it has changed through the time based on learners' needs and the course objectives. Actually, according to Thayniath (2017), "the focus of syllabuses have moved from structure to situations, from functions and notions to topics and tasks" (p.268). Likewise, Rabbini (2002) mentions that a syllabus "acts as a guide for both teacher and learner by providing some goals to be attained" (para. 3). Therefore, these authors mentioned that a syllabus has a variety and sequence of content related to the classroom activities and those can be designed according to the needs of the class. Thus, a syllabus is "a summary of the content to which learners will be exposed" (Yalden, 1987 in Rabbini, 2002, p1). Based on these concepts, this research proposes a syllabus focused on an ESP class for the gastronomy area. The objective of this syllabus is to improve the use of English language at Universidad Hotelera Suiza in Puebla because there exist other researches in other parts of the world such as Asia, England, Poland and Chile where professors have identified the necessity of having English programs focused on Gastronomy. In fact, according to Hsiao-I, (2013), there are "Culinary Art students who are described as students with lower than average language competency in English as a Foreign Language (EFL) when they are finishing their bachelor degree" (p.8). Therefore, this research chapter presents at the beginning, the main reasons to develop this study, which is considered the current problem about English learning that most of the gastronomy students have during their career, this problem is related to the topics and ways professors use to teach English language. According to Gazdošová (2015) to teach English

as a foreign language, it is necessary to consider the methods and activities used, which are not the same at a language school and at a gastronomy vocational school. The author affirms also that there is a difference and it is not only about the size class, it is about students-self-interest, thus well planned classes can achieve the enjoyment of English as a Foreign Language lessons. Next this chapter will present the significance of the study section, here are described aspects like, the beneficiary people from this research, in this case will be mentioned professors, gastronomy students, principals and finally Universidad Hotelera Suiza, just as the importance of the study, and it refers to the development of spoken skills on Gastronomy area considering that at the end of the carrier most of the graduated students will look for a job abroad and in that case they will probably need to communicate in English and in real situations. According to Dueñas, F., Cardozo, D., & Peña, C. (2015) "speaking is a skill that deserves attention as much as literacy skills, in both first and foreign languages" (Dueñas et al., 2015, p37).

Then this chapter will continue presenting the context of the research section, there, it will describe in a detailed way, all the information about a private University in Puebla, México named Universidad Hotelera Suiza. A.C. which is the place where the study is developed, also this section will propose to tackle the needs gastronomy students have when they learn English as a foreign Language. According to Arjulayana, A. (2018). Some of the students' needs are related to the motivation and suitable strategies to make students fun and easier to absorb the learning material, she remarks, "it is not only about how to teach and deliver the material is about to find the appropriate strategy" (Arjulayana, 2018, p3). Then this chapter will present the aims, objectives and research questions of the study. Finally it will finish with a conclusion.

### 1.1 Rationale for the Topic Selection

Having a good command of English in a culinary environment is essential for a better service. English is always essential, as Neeley (2012) refers, in his article *Global Business Speaks English*, that worldwide time has changed and people have to move toward English as the official language of any area. Particularly, this research will propose a syllabus of English for Specific Purposes course based on the necessities that sixth semester students of Gastronomy bachelor's degree at Universidad Hotelera Suiza need to learn (See Appendix B).

McBride (2009) affirms that some students had completed their English study without being able to use it as they wanted. They believe they do not use English with real situations and with real communication. Therefore, there exists the necessity to propose a syllabus that can link both areas Gastronomy and English language in a way that students can take better advantage of their English classes before they graduate. For instance, Jagłowska, (2012) confirms that English as a Foreign Language (EFL) for the Gastronomy Industry in Poland is taking into account students' needs that determine which language skills are more important for students. For example: the vocabulary connected with the customer's service, names of the ingredients, methods of heat-treatment, manners in the table, how to order in a restaurant and so on. In general how to communicate in the culinary world is significant within this field; then, this syllabus proposal is a tool designed in a way that it can help students to develop the four language skills as well. Consequently, this research idea is raised by linking both areas, Gastronomy and English learning. This study contributes improving the English language learning in higher education in Puebla.

Specifically focusing on the Gastronomy field, the context of this research will be developed in Universidad Hotelera Suiza which will be described later in this chapter.

### 1.2 Significance of the Study

This research is important because it is necessary to give gastronomy students ESP classes to help them to be more in contact with the Gastronomy area through the use of English. This is because, according to the schools' program (See Appendix B) at the end of the career, most of the future chefs would have the opportunity to practice abroad (Instituto Culinario de México, 2010); thus, "students must use English for real communication with foreigner customers" (Jagłowska, 2012, p.138). Also, Boonkit (2010), remarks English is necessary for real and competitive communication around the world, specifically when speakers are not using their native language.

Jagłowska (2012) affirms that if teachers pay attention to the necessities of the English learners at Schools of Gastronomy, they will realize that English must focus on students' expectations to assist them to achieve their goals. Also, this career demands team work, great communication between colleagues, as well as good understanding in the kitchen during cooking. So that, implementing an English language syllabus focused on gastronomy will help a lot of people in the academic society. For instance, firstly, with this research outcome, Universities can offer English courses better developed. Consequently, they can improve their quality as an institution. In fact, according to Bok (2017) he remarks that "it must be necessary to evaluate and decide if professors, programs and departments are designing courses to achieve University goals, this will help Institutions to improve their quality of education" (para.12) and probably in a future Universities like Universidad Hotelera Suiza in Puebla will have the opportunity to attract foreign students and promote

student mobility and growing as an Institution. In fact, Wildavsky (2010) mentioned that at the beginning Universities considered important to attract meritorious foreign students and professors with scholarships to enrich the learning environment at the University. Additionally, a well-developed academic syllabus will help teachers to prepare better classes. Chanie (2013) considers the syllabus as a base for preparing lessons and identifying language proficiency of students. "It is also a structure of selecting and designing teaching materials, as well as classroom implementation procedures" (Chanie, 2013, p 69). Secondly, according to the institutions' view, the schools in this case Universidad Hotelera Suiza will be benefited from this research because they will have an ESP syllabus linked to the gastronomy carrier. So students will have the opportunity to communicate using technical vocabulary just as Mizel (2009) claims "in ESP syllabus, the teaching content is directed to the special language related also to specialize aims that the learners require" (p. 98). Finally, with this research outcome, teachers and students will have the opportunity to know easier the topics which students are interested in talking about Gastronomy. Therefore teachers at this institution can prepare better classes; as a result, they can have motivated students in teaching – learning EFL because teachers are going to use topics in which students are interested in, brief that will be the main contribution of this study.

To sum up, this work is very valuable. It will give the opportunity to teachers at Universidad Hotelera Suiza to obtain a better job or a better position, if they have knowledge about teaching English in the Gastronomy area. Galloway (2017) refers that "Universities believe that students who improve and master English will not only improve their employment prospects, but will also make it easier to get a well-paid job" (para.7)

This is a way in which this project can contribute to have a better prepared EFL speaking chefs.

### 1.3 Context of the Research

This research will study the needs of gastronomy students at the time of learning English as a Foreign Language at a private University named Universidad Hotelera Suiza. A.C. The Universidad Hotelera Suiza. A.C is a private University specialized in Hospitality Management, Gastronomy and Nutrition areas. It was founded in 2004 in Puebla, Mexico (UHS Universidad, 2020). This university consists of approximately 85 undergraduate students. Specifically, 70 gastronomy students, 12 Hospitality Management students and 3 Nutrition students. Besides, it has 28 professors and a group of 10 Administrative staff (Universidad Hotelera Suiza, personal communication, 2020, June 30). This institution is still trying to accomplish the requirements mentioned before and for that reason it is not considered in the ranking of universities yet. The researcher considers this is not a weakness, rather an opportunity where the research can help the university to achieve the goals to get in the ranking as soon as possible.

Another aspect of the current situation talking about English language learning in the culinary field at universities in Puebla, and even around the world, is that it is necessary to consider the language level of the students before they are accepted in the university. According to Gazdošová (2015), foreign language learning at junior and high school is related to the Elementary programs which aim to give students language knowledge and communicative abilities which correspond with the level A2 of the Common European Framework of Reference for Languages. Nevertheless, the tangible language knowledge of a huge number of students who are in the university or secondary vocational education

seems to be rather on the A1 level. So, this research will study the current situation about English learning in the gastronomy field at Universidad Hotelera Suiza. A.C. in order to design a suitable Culinary English program that considers students' level and the goals that this private University wants to achieve.

### 1.4 Aims

This section expresses the purposes of the study and what this research wants to achieve. In broad terms the intent of the study is to present the proposal of a syllabus for sixth semester focused on gastronomy learners' needs at Universidad Hotelera Suiza. The aim to achieve is to propose a syllabus of English for Specific Purposes course based on the necessities that sixth semester students of Gastronomy bachelor's degree at Universidad Hotelera Suiza need to learn. Therefore, the following section is having the objectives that need to be done in order to reach this study's aim.

### 1.5 Objectives

This section presents the objectives to achieve in this study in order to develop a suitable syllabus for sixth semester at this university.

1. To design a research instrument that allows us to collect data.
2. To collect data according to the necessities of Gastronomy students focused on English for Specific Purposes
3. To analyze the interest and needs about the topics and subjects that students would like to learn in English to propose a syllabus for a class of English for Specific Purposes.

4. To identify which is the sixth semester content program proposed by students to be taught in English for Specific Purposes focused on Gastronomy

5. To improve the proposed syllabus in order to have a complete proposed course of that subject in ESP.

### 1.6 Research Questions

These questions will guide the path through the writing process in this study about developing a sequence and a variety of the suitable content in a syllabus for gastronomy students at Universidad Hotelera Suiza. Based on the objectives presented above, the research questions that guide the present study are:

1. *According to the participants' opinion, what is the subject of the 6th semester that they would like to learn in English for Specific Purposes at Universidad Hotelera Suiza?*

2. *According to the participants' answers, what would be the syllabus proposal suggested by the researcher of this study regarding the subject they want to learn in ESP?*

### 1.7 Conclusion

This chapter explains the importance of this study in order to propose a well-structured syllabus. Therefore, it is proposed in the objectives to identify the students´ interest regarding their subjects in their bachelors' degree. Finally this chapter presents the research questions which will be answered in the fourth chapter. In the following chapter, this study will develop the literature review where the sources such as books, journal articles, magazines and other materials which will support this work.

# Chapter II

## Literature Review

This chapter will present published information related to syllabuses design and types, likewise the difference between a syllabus and a curriculum. Later, this chapter shows a summary of the ESP (English for Specific Purposes) sources that will give the reader relevant information about this topic. Finally, this section will present information about the students' needs in learning English for Specific Purposes (ESP).

### 2.1 The syllabus

There exist several definitions of the term syllabus. Iftikhar (2011) remarks that the etymologically syllabus means a 'label or table of contents'. The American Heritage Dictionary defines it as "an outline or a summary of the main points of a text, lecture, or course of study" (Mifflin, 2020, para.1). For this research "a syllabus provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered." (Brown, 1995 in Sabbah, 2018, p. 128). This definition is selected for the present study because the target students will be gastronomy students, then it is necessary to design an accurate syllabus with a specific order and selection of the topics according to their needs. In a similar term Richards (2001) defines syllabus as "a specification of the content of a course of instruction that will be taught and tested" (Richards, 2001 in Sabbah, 2018, p. 128). According to Tokatlıa & Keúlia. (2019), a syllabus provides important information which allows teachers to have a significant communication with the learners. The syllabus can also be used as an agreement for learning and teaching. (p.1491). Similarly, Fink (2012) remarks the purpose of a syllabus: "it depends on who is using it. There exists some likeness in use, in general students, faculty, administrators, and accreditation personnel, use

a syllabus for different purposes" (p.1). All the authors mentioned before agree with the definition about what a syllabus is and let the reader understand the main objective of a syllabus finally the importance of choosing an accurate syllabus depending on the goal both teacher and student have about the teaching-learning a foreign language. For that reason, it will be explained below the different types of syllabus and their characteristics.

### 2.1.1 Types of syllabus

It is important to mention that there exist different sort of syllabuses and all of them are available for different educational purposes in order to achieve the best learning result for the students. According to Krahnke (1987). He proposes six types of syllabuses named major types of syllabuses. "The six types are classified in relation to their characteristics, strengths and weaknesses" (p.15). These are: structural syllabus, notional/functional syllabus, situational syllabus, skill-based syllabus, Task-based syllabus, and the content-based syllabus. The definitions are presented as follows:

*A structural (or formal) syllabus*: Is the kind of syllabus in which the content of language teaching is a collection of the forms and structures (usually grammatical) of the language being taught. Some of the structures included are: nouns, verbs, adjectives, statements.

*A notional / functional syllabus*: Is one in which the content of the language teaching is a collection of the functions that are performed when language is used. Some of the functions included are: informing, agreeing, apologizing, requesting, promising.

*A situational syllabus:* Is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. The primary

purpose of a situational language teaching syllabus is to teach the language that occurs in the situations. This syllabus is good for language learners who are preparing to go to a country where the language is spoken. This situational teaching has the goal of teaching specific language content that occurs in situations.

*A skill-based syllabus:* Is one in which the content of the language teaching is a collection of specific abilities that may play a part in using language. Such as listening to spoken language for the main idea, writing well, giving effective oral presentations, supporting detailed ideas. This is a syllabus where the students can develop their communicative competence using different resources.

*Task-based syllabus:* The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform in any case. The tasks are defined as the activities with a purpose for example: applying for a job, talking with a social worker, getting information over the telephone.

*The content-based syllabus*. The primary purpose of this type of syllabus is to teach some content or information using the language that the students are also learning. The students are simultaneously language students of whatever content is being taught. Likewise Iftikhar (2011) expresses that keeping in mind the context of non-native countries, where English is taught as a second or foreign language, choosing an English syllabus requires a deep understanding, and knowledge of many kinds of syllabus, in order to fulfill learners' requirements with pedagogical objectives where the goal will be "To gain the maximum benefits of syllabus in a limited time" (p. 10). The author classifies

syllabus in two major types of syllabuses, product-oriented syllabus and process-oriented syllabus.

*Product–Oriented Syllabus*: product-oriented syllabus focuses on what the learners will know as a result at the end of the instruction session. The grammatical, situational and notional-functional are the sorts of product-oriented syllabus.

*Process-Oriented Syllabus:* Process-oriented syllabus focuses on the pedagogical processes leading to the language outcomes. The task-based, skill-based and content-based are types of Process-Oriented Syllabus.

**2.1.2 Content- Based syllabus.**

Crandall (1997) Affirms that "the perspective of a Content-Based syllabus assumes that language learning is a by-product of a focus on meaning—on acquiring some specific topical content" assumes (Crandall, 1997 in Jalilzadeh & Tahmasebi, 2014, p. 224) Likewise, Nunan (1988) expresses that "with a content-based syllabus, learners are helped to acquire language through the study of a series of relevant topics, each topic exploited in systematic ways and from different angles" (Nunan, 1988 in Jalilzade & Tahmasebi, 2014, p. 224). According to Jalilzadeh & Tahmasebi (2014) in a content-based syllabus, "the activities of the class are specific to the subject or topic target. These activities are taught, and focused to help students to think and learn through the use of the target language" (p.224). Specifically, all these authors mention that this approach allows to integrate the four traditional language skills and confirm that "the content of the syllabus is not organized around the language teaching, but vice-versa" (Jalilzadeh & Tahmasebi, 2014, p.225). They express an example of content-based language teaching. In a science class for

example the vocabulary taught is the one students need or want to learn, but with a linguistic adjustment to make it more comprehensible.

### 2.2 The difference between syllabus, curriculum and course plan

It is important to explain the main differences among the terms curriculum, syllabus and course plan. In the education field the terms curriculum and syllabus are often brought together. For this research Woods, Luke & Weir (2010) define a Curriculum "as a structured summary or outline of what should be taught and learned across the schooling years" (p.7). Also Chanie (2013) defines the term curriculum, in an overview sense as "the mission, purpose, design, and implementation of an education program, (p.66). On the other hand, the author also considers the syllabus as a "structure of teaching materials", which are implemented in classroom processes (p. 69). The author affirms that the syllabus is part of a curriculum referring to a particular education program; he explains that it plays an important role in realizing the curriculum. The author remarks that "it attempts to define and interpret the philosophy of the curriculum into detailed elements of teaching and learning". (Chanie, 2013, p 67). To summarize the author's opinion, he explains that curriculum and syllabus design are hand in hand referring to English Language Teaching (ELT) field. Keeping in mind this, the syllabus is not the curriculum. Likewise Krahnke (1987) remarks that a "curriculum may contain a quantity of syllabus; and it may include a whole school year, while a language teaching syllabus may include only a part of the curriculum" (p.9). Similarly, the authors mentioned before Krahnke (1987) makes a difference between a curriculum and a syllabus: "a curriculum may specify only the goals, while the syllabus specifies the content of the lessons" (p.9). Contrasting Cicek (2013) expresses that Lesson plan practices include the concept or objectives to be taught, time

block, procedures to be used, required materials, questions, independent practice, and evaluation. (p.334). The author explains that Lesson plans should be ready close to the beginning of the academic year for the necessary changes and always it should be practical and functioning, economical referring to teacher time, and support the educational program. (Cicek, 2013, p.334) complementing the information the author affirms "Usually lesson plans are categorized into yearly lesson plans, weekly lesson plans and daily lesson plans" (Bailey, 1986 in Cicek, 2013, p. 335). Here below they will be explained deeply.

*The Yearly Lesson Plan:* It specifies the units to be taught and the time indicated. Yearly plans are usually submitted to the dean of academics or the principal.

*The Daily Lesson Plan:* It is a written plan of what a teacher would like to teach during a certain lesson or class. It must include an objective or goal of the class, the time block, the procedure and the materials needed.

*The weekly Lesson plan:* weekly lesson plans consist of five daily plans. To sum up this section and according to the explanation of the authors mentioned before Lesson Plan, Syllabus and curriculum are hand in hand in English Language Teaching but they are not the same.

### 2.2.1 The elements for designing a syllabus

Woods, Luke & Weir (2010) affirm "English language teaching and higher education have dealt with issues of syllabus design" (para.1) because syllabuses play a key role to achieve high quality and high equity an effective balance of professionalism in education terms. Pandya (2017) remarks that "Designing a syllabus has always been a challenging task for the language teacher because there exist many factors that need to be considered in the

framing of a syllabus" (p.8). The author also explains that "Syllabus design is mainly concerned with selection of learning tasks and activities" (Pandya, 2017, p.9).

The author explains that there exist two kinds of syllabus design: traditional and contemporary syllabus design. On the one hand, Nunan (1988) affirms that "traditional syllabus design has been seen as a secondary component of curriculum design and it focuses more narrowly and only on the selection and grading of content". (p.8). On the other hand contemporary syllabus design includes besides the selection of the content, the evaluation about, whether the activities selected were helpful in communication, or whether texts given are suitable for classroom activity or not and the objectives of the syllabus. (Pandya, 2017, p.10). Taba (1962) classifies seven steps to Contemporary Syllabus Design: Needs Analysis, Formulation of objectives, Selection of content, Organization of content, Selection of learning activities, Organization of learning activities, Decisions about what needs are evaluating and how to evaluate. (Taba, 1962 in Pandya, 2017, p.10). Nunan (1988) defines the "need analysis" as "the procedures for gathering information about learners and about communication tasks" this first analysis helps teachers to collect all the information and have a suitable picture of their students' needs and preferences, then the teacher can keep on with the following stages mentioned before. (Nunan, 1988 in Pandya, 2017, p.10). If teachers consider the needs analysis as the first stage for designing a syllabus the author expresses that they will be designing a contemporary syllabus. Therefore a contemporary syllabus can help teachers to tackle the issue of a student's motivation for learning a second language. In fact Mumby (1978) proposes nine elements in his Munby's Model of Needs Analysis to get a complete needs

analysis to language syllabus design. (Mumby, 1978 in Pandya, 2017, p.11) and these are explained below.

*1 Participant*: About this component is referring to the learner's identity and language skills. For example: age, sex, nationality, mother tongue, command of target language, other languages.

*2 Purposive domain:* This step refers to the purposes for which the target language is requisite.

*3 Setting*: This category considers the environments in which the target language will be used.

*4 Interaction:* About this step, the syllabus designer must consider the people with whom the learner will be interacting.

*5 Instrumentality*: Refers to if the language is "spoken or written" or if it is "receptive or productive.

*6 Dialect:* About this step considers the variety of dialect in other words considers the sort of dialogue.

*7 Target level*: this step is about the degree of mastery which the learner will need to gain over the target language.

*8 Communicative events*: this category refers to the productive and receptive skills that the learner will need to improve.

*9 Communicative key*: About this step, the syllabus designer must specify the interpersonal attitudes and tones the learner needs to improve.

## 2.3 English for Specific Purposes

According to Fiorito (2006) ESP English for Specific Purposes concentrates more on "language in context than on teaching grammar and language structures" (para.2). He remarks that an ESP program is focused on "purposes and needs" and "the functions for which English is required". (para.1) the author analyzes that in ESP a needs analysis determines which language skills are most needed by the students, and the syllabus is designed accordingly. (para.3) Also Chung & Nation (2003) affirm that for specific purposes teaching contexts, the task is even more challenging. "Students need to acquire additional technical vocabulary, which constitute up to 30% of discipline-specific texts" (Chung & Nation, 2003 in Otto, 2020 p.32). Likewise Woodward & Kron (2008) remark that "students need to be able to use specific words as tools, with flexibility and accuracy, to communicate and think about disciplinary content" (Woodward & Kron, 2008 in Otto, 2020, p.32). For this research Sarmento & Bocorny (2018) affirms that in ESP "students decide to study a language for particular reasons. After these reasons, teachers can help them reach their goals" (p.2). The author also confirms that the main goal in ESP is to help students to use English to achieve their needs. Some examples the author expresses are: "read a manual, write a dissertation, listen to a lecture, present a sales pitch" (Sarmento & Bocorny, 2018, p.2). Likewise Dudley, (2001) affirms that "The specific purposes in ESP are generally related to either one's profession or one's academic studies" (Dudley, 2001, in Sarmento, 2013, p. 3). This author classifies ESP in two types: English for occupational purposes (EOP) e.g., English for bank tellers, English for servers, where English taught in order to students can perform their jobs and the other one is English for academic purposes (EAP) where English language support is offered at universities where English is the language of instruction (Sarmento & Bocorny, 2018, p.3).

About the Teachers' and Students' roles in ESP. Sarmento & Bocorny (2018) remark that "teachers are the language education specialists; they know (about) English in addition to having pedagogical skills. Students, on the other hand, have some knowledge of their professional field" (p.4). On the other hand the texts used in ESP courses. These differ widely depending on the development of the same skill. For example, ESP writing courses vary depending on the target students: Accountants might need to study financial reports, journalists will need to learn about news stories, and lexicographers should specialize in the writing of dictionary entries. To sum up this, the texts used in ESP should relate to the tasks that the students have to assume in their daily routines (Sarmento & Bocorny, 2018, p. 2), In other perspectives about ESP, Katsara (2008) affirms that an "ESP course is beneficial both for the students, and for the university, as it adds efficiency to teaching and learning and makes the course cost-effective". (Katsara, 2008 in Markovina, Krasilnikova, Kravtsova & Litvinova, 2020, p. 53).

### 2.3.1 Gastronomy Student's Motivation and needs about learning English for Specific Purposes

"Students' motivation as a factor of successful second language acquisition is receiving perpetual attention worldwide. ESP is motivating because of its relevance for the students and it is relevant for the students because it is based on students' needs." (Markovina et al., 2020, p.53) In fact, Fiorito (2006) affirms that "ESP combines subject matter and English teaching, then, students are highly motivated because they are able to apply what they learn in their English classes to their field of study" (para.5). In fact, in the survey which was applied in the Sechenov University, Moscow, some of the goals students want to achieve when they learn English language are related to educational, employment and personal interest. Education interest because students want to take an internship, reading

publications, getting education, learning abroad, sharing knowledge, improving the quality of knowledge or acquainting with foreign equipment; employment interest if they are looking for getting a job abroad and personal development if they want to have a self-improvement, having new opportunities, widening their self-horizons (Markovina et al., 2020, p.56). For this research Dewi & Amri (2019) remark that "in order to find out the suitable material that should be taught to the culinary art students, needs analysis should be conducted" (p.505). According to Boroujeni & Fard (2013), need analysis is the procedure of collecting the information. The information is from the students which can be references to what they should learn in English class." (Boroujeni & Fard, 2013 in Dewi & Amri, 2019, p.505). According to Dewi & Amri (2019), the result of their study named *An Analysis of Culinary Art Vocational Students' Needs in Learning English at the Public Vocational High School Number 9 Padang* showed that "the most important activity that should be done in learning procedure text/recipe is reading activity. Meanwhile, the skill that must be mastered by the students in order to perform well in their future career was speaking skill" (p.504).

# Chapter III

## Research Methodology

### 3.0 Introduction

In this chapter, it will be explained why this study is identified as a qualitative approach and its characteristics by considering that the aim of this study is to design a syllabus proposal for teaching English for Specific Purposes to gastronomy students at Universidad Hotelera Suiza in Puebla. Later, this section will mention the method that the researcher will use to guide and develop the study, which is set as a descriptive research since this study is describing the characteristics and necessities of gastronomy students related to their English Language learning. Then, it presents the instruments that will be applied to the participants and the context where the study is developed. At the end of this chapter, the reader will have a picture of the path that the researcher followed to achieve the veracity of the study in the conclusion.

### 3.1 Methodology

According to Kothari (2004), a "qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. Generally, the techniques of focus group interviews, projective techniques and depth interviews are used" (p.5) This definition is suitable for this study because it lets the researcher to explain that this study is identified as a qualitative approach research. The first step before proposing a syllabus, for teaching an ESP class to gastronomy students, is describing the current situation about what is happening in the English classes at Universidad Hotelera Suiza. It is necessary to know the students' opinions and the attitude they have about their current English syllabus. Thus,

in this way, the researcher will realize the topics and content that the syllabus at the university should include.

> Descriptive research studies are those studies which are concerned with describing the characteristics of a particular group, its major purpose is the description of the state of affairs as it exists at present, the researcher can only report what has happened or what is happening" (Kothari, 2004. p.35).

This methodology is selected for the present study because it is necessary to know the gastronomy student profile to have a better idea about the topic selection in the syllabus proposal, but also the researcher must know the current situation about the last syllabus update at this private University (UHS). Also, Kothari (2004) mentions that "this kind of research includes surveys and fact-finding enquiries of different types" (p.3). Particularly, this study wants to know the necessities and opinions of the gastronomy students at Universidad Hotelera Suiza related to their English classes then the researcher can develop an accurate and suitable syllabus proposal.

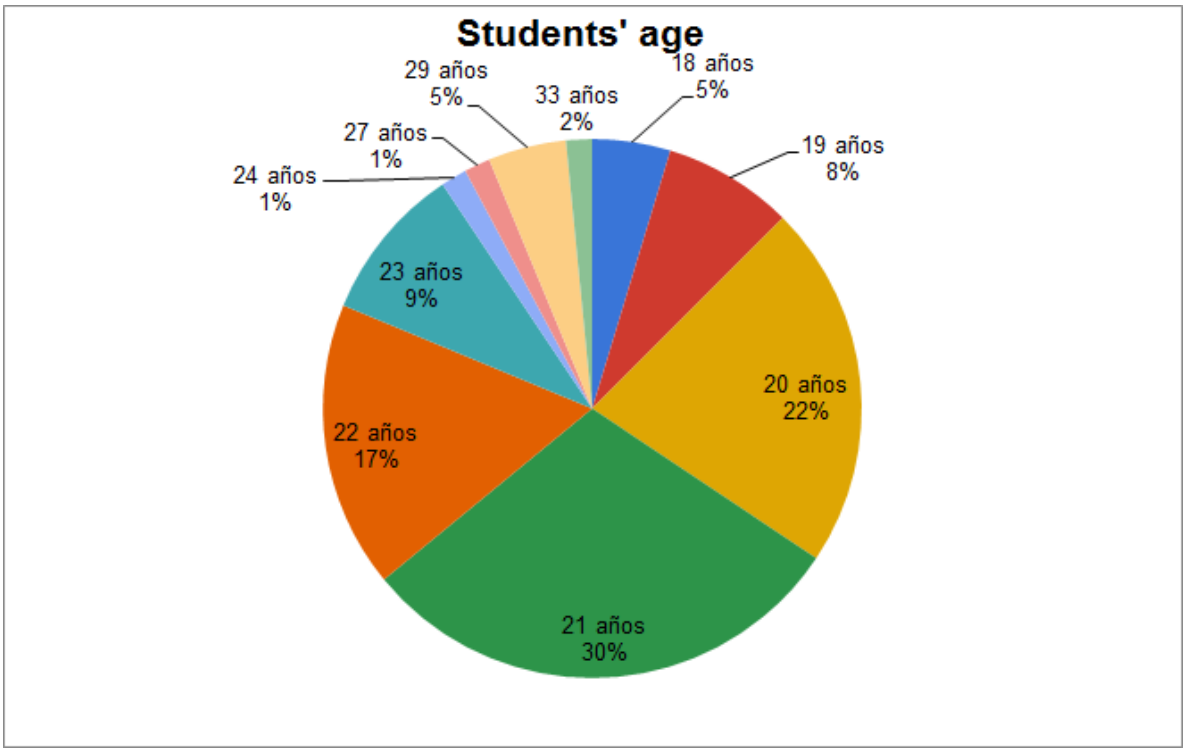
### 3.2 Context

For this study there were taken into account three Private Universities which offer Gastronomy as a career and all of them teach English as a Foreign Language (EFL) in their Gastronomy program, but none of them are bilingual. First, Universidad Hotelera Suiza. A.C as it was mentioned before, is a private University specialized in Hospitality Management, Gastronomy and Nutrition areas. The bachelor's degree with the greatest number of students is gastronomy. It was founded in 2004 in Puebla, Mexico (UHS Universidad, 2020). This university consists of 85 undergraduate students. Specifically, 70

gastronomy students, 12 Hospitality Management students and 3 Nutrition students. Besides, it has 28 professors and a group of 10 Administrative staff (Universidad Hotelera Suiza, personal communication, 2020, June 30). Second, Universidad de Valle de Puebla is a private University. Its history begins in 1981, legally constituted on March 5, 1981. Its founders are Mtro. Jaime Illescas López and Doctor Ma. Hortensia Irma Lozano e Islas. Its current address is 3 sur 5759 Colonia El Cerrito in Puebla City. This University offers 28 different careers and Gastronomy is one of them. This university offers the English as a Foreign Language subject in their gastronomy bachelor's degree during 8 semesters. Besides, it has 5 certifications: FIMPES, CIES, CIFRHS, CONAET and AFNOR (UVP Universidad, 2020). About the Gastronomy career the university consists of 70 undergraduate students. It has 16 Chefs, 16 professors and 1 coordinator. (Universidad del Valle de Puebla, personal communication, 2021, January 4). Third, Universidad Mesoamericana campus sur is a private university which offers 16 different careers and 7 master degrees. Its current address is Boulevard Valsequillo y 24 A Sur, Puebla, Puebla, C.P. 75750. Its mission is to be "a higher education institution committed to training competent professionals with a broad sense of social responsibility, supported by an academic framework of excellence" (UMA Universidad, 2020, para.1) Among all the careers it offers, Veterinary is the career which has the greatest number of students and Gastronomy has only 11 students. It has 5 chefs and 3 professors. They only teach English the first three semesters then students learn French. (Universidad Mesoamericana Campus Sur, personal communication, 2021, January 4). To conclude, the researcher of this study realized that these three Universities teach English in some semesters only, for that reason it is important to analyze the current situation about teaching English for specific Purposes in Mexico.

### 3.3 Participants

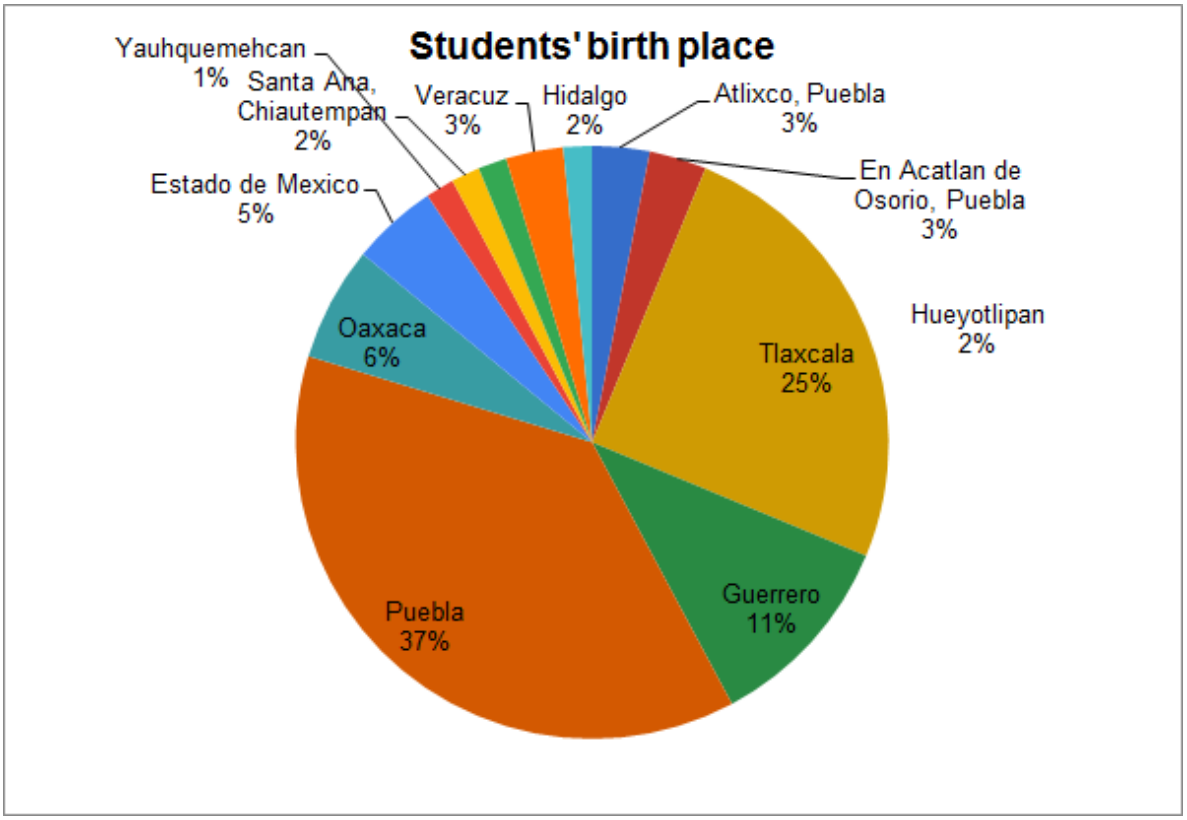
In this section, it is described the participants' features. First of all it is important to mention that all the participants were Gastronomy students from three different Universities (UHS, UVP, and UMA). Most of the participants' age is between 18 and 23 years old and only a small part is between 29 and 33 years old. Particularly, 30% of the participants are 21 years old, 22% are 20 years old, 17% are 22 years old, 9% are 23 years old, 8% are 19 years old, 5% are 18 years old 5% are 29 years old. Only 2% are 33 years old and 1% is 27 years old.




*Graph 1. Students' age*

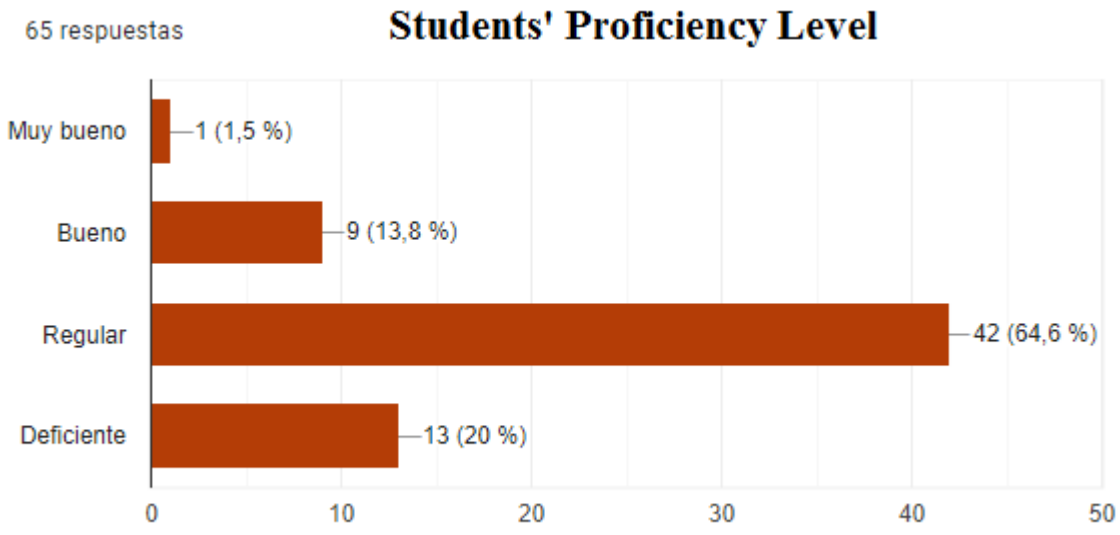
Currently, due to COVID-19 pandemic, students are taking classes online in their hometowns. Here below are presented the results. 37% of the participants are from the city and 10% are from the surroundings of Puebla City. Additionally, a small part of the

participants are from other states such as Veracruz, Oaxaca, Estado de México and Hidalgo, all these States are near to Puebla (See Graph 2).




*Graph 2. Students' Birthplace*

Regarding the participants' English proficiency, the greatest part of the participants are not satisfied with their proficiency; the study shows that 65% of the participants consider as regular their English level. Also, most of the participants consider to be in a low proficiency of English while 19% of the participants consider their English level deficient. Only 1% of them consider to have a very good proficiency in EFL (See Graph 3).




*Graph 3. Students' Proficiency Level*

### 3.4 Instruments

Once the researcher defined this study is descriptive, the first step is to define the method of data collection to be used. For this study, the researcher took into account that one of the main aims of this research is to analyze gastronomy students´ opinions, interest and needs about an English for Specific Purposes class. Then, the survey was the suitable instrument. According to Check & Schutt (2012), a survey is defined as "the collection of information from a sample of individuals through their responses to questions." (Check & Schutt, 2012 in Ponto, 2015, p. 168). Also Young (2015) affirms that "a survey aims to make inferences about a population by examining a sample from that population" (p.2). The author explains that "a population is the group of objects in the world: individuals, families, students, and people sharing a nationality or cultural background which the researcher is interested in" (Groves et al, 2009, in Young, 2015, p. 2).

Particularly, the survey, for this study, was designed in Spanish because not all the students are at the same EFL level, thus this researcher wanted to ensure that students were understanding and giving all the necessary information in this instrument. The survey was divided into 2 parts. The first one was designed to know the participants background, it included from question 1 to question 7. Questions 1, 2, 3 and 5 were open questions. Roopa & Ranni (2017) affirm that in the open questions, "the options or predefined categories are not suggested. The respondent replies in their own words without being constrained by a fixed set of possible responses" (p.274), then in these questions participants could give their particular opinion. Questions 4, 6, 7 were multiple choice questions. According to Roopa & Ranni (2017), "multiple choice questions are sort of questions where the respondent has several fixed options from which to choose for example: How would you rate this product (i) Excellent (ii) Good (iii) Fair (iv)" (p.274). Also, these authors affirm that "multiple choice questions are part of the category Closed-ended Questions". (p.274). The second part is about the participant's beliefs and interest about the content/topics which will be taken into account to design the syllabus proposal. This information was included in question 8 and 9. These questions were also multiple choice, and these ones have an important impact for the study because these questions let the researcher know what subjects in the gastronomy program are the most interesting to the participants and it will be the key to answer one of the research questions later.

### 3.5 Overall Research Design

In this section the researcher will explain the process of designing and applying the research instrument. First of all, it is important to mention that designing the survey applied to this study implied designing the questions and later to translate it from English to

Spanish. This process lasted three day and a few more reviews. Regarding the data collection process, it is important to mention that it was not easy to collect the information because the researcher did not have the opportunity to contact as many participants as the researcher wanted due to COVID-19 pandemic. The application of the survey took about two weeks. Once the researcher contacted the principals, chefs and teachers, she asked for their permission to apply the research instrument. Later, she shared the link to explain participants and wait for the answer.

### 3.6 Conclusion

As a conclusion, this chapter described the methodology used in this study. Specifically, this study is having a qualitative approach because it described and reported students' opinions about the current situation of their English as a Foreign Language classes at Universidad Hotelera Suiza (UHS), Universidad Mesoamericana (UMA) and Universidad del Valle de Puebla (UVP). Also, this chapter presented the context where this study was developed virtually and all necessary elements that readers need to realize about this research. The following chapter is presenting the results of the data collection

# Chapter IV

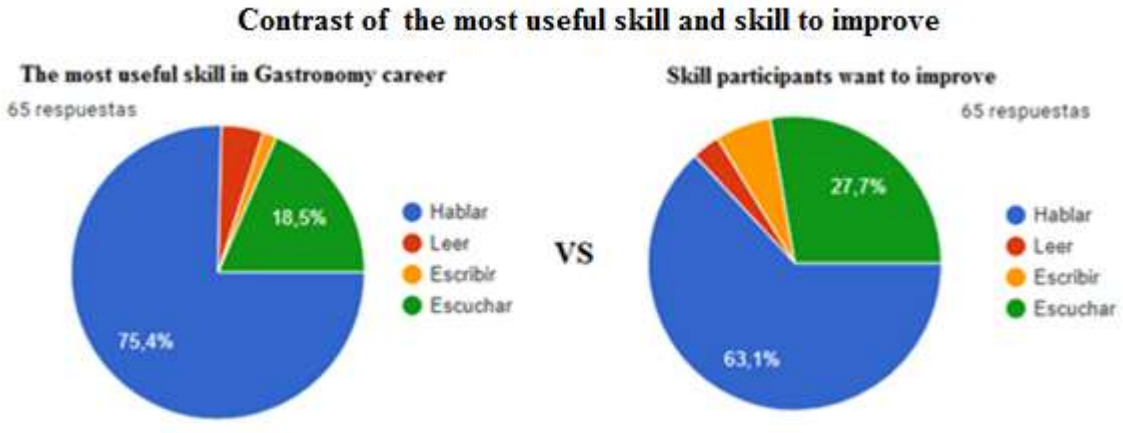
## Results

### 4.0 Introduction

This chapter presents the results of the data analysis. Therefore, in the first part it is presented the obtained results according to the data collection. Specifically, participants reported their opinions about the subjects that they would like to learn in a class of English for Specific Purposes in Gastronomy. In the second part of this chapter the Research Questions will be answered and supported. This chapter also will present the syllabus proposal of this study; and finally, it will end with a conclusion of the chapter.

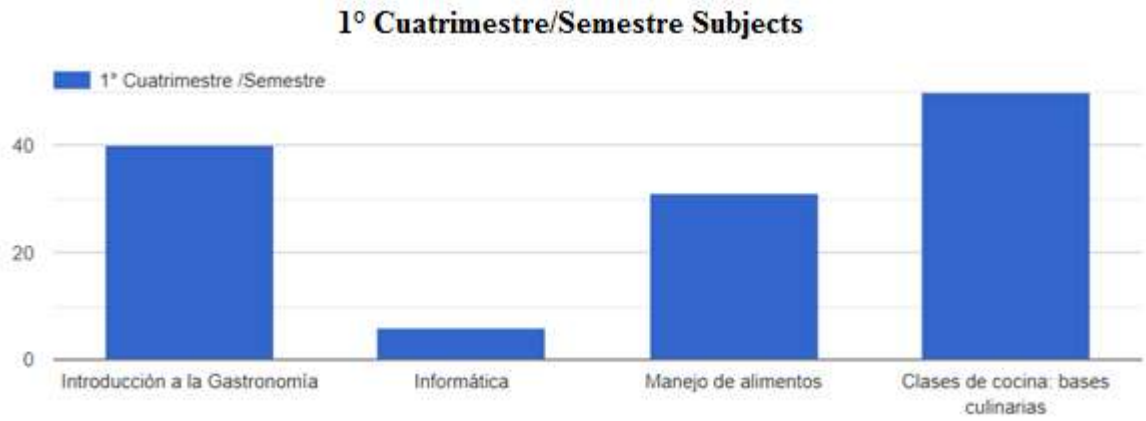
### 4.1 Obtained Results

This section presents the data obtained according to the survey's questions. First, Graph 4 contrasts the most useful skill and the skill that students want to improve in EFL. As it is shown, 75% of the participants believe that speaking is the most useful skill; similarly 63% of the participants want to improve the same skill.



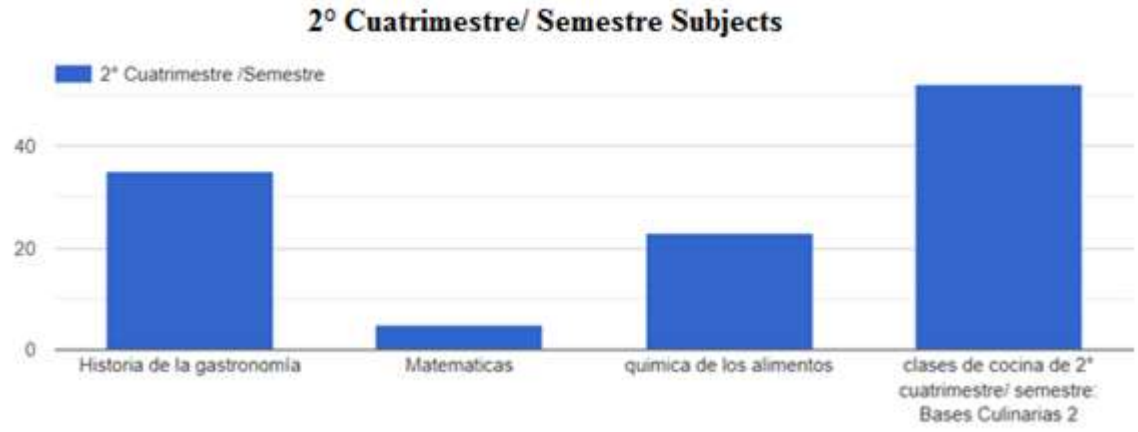

*Graph 4. Contrast of the most useful skill and skill to improve.*

The following section of the survey is about *interest and beliefs of the participants* in their curriculums of gastronomy. According to the first question: *Which of the following subjects in the gastronomy program, do you consider the most interesting to be considered in the syllabus proposal of this research*? These results are displayed according to the semester where participants are currently studying:



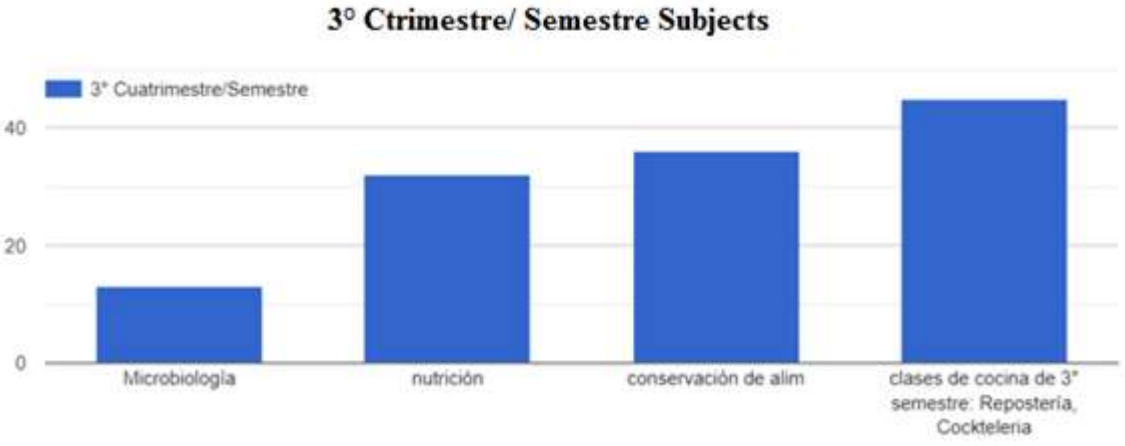

*Graph 5. 1° Semestre Subjects*.

According to *Graph 5*, the result shows that most 1° semester students of gastronomy agree about considering *Bases Culinarias* as the subject they would like to learn in a class of English for Specific Purposes (ESP). In total those are 50 participants who agreed on that. In second place, 42 participants mentioned that *Introducción a la Gastronomía* is important to be considered for an ESP class. Besides, in third place, *Manejo de los Alimentos* had 31 votes to be considered as the subject that needed to be taught in ESP. Finally, *Informatica* had 6 votes only (See Appendix B).



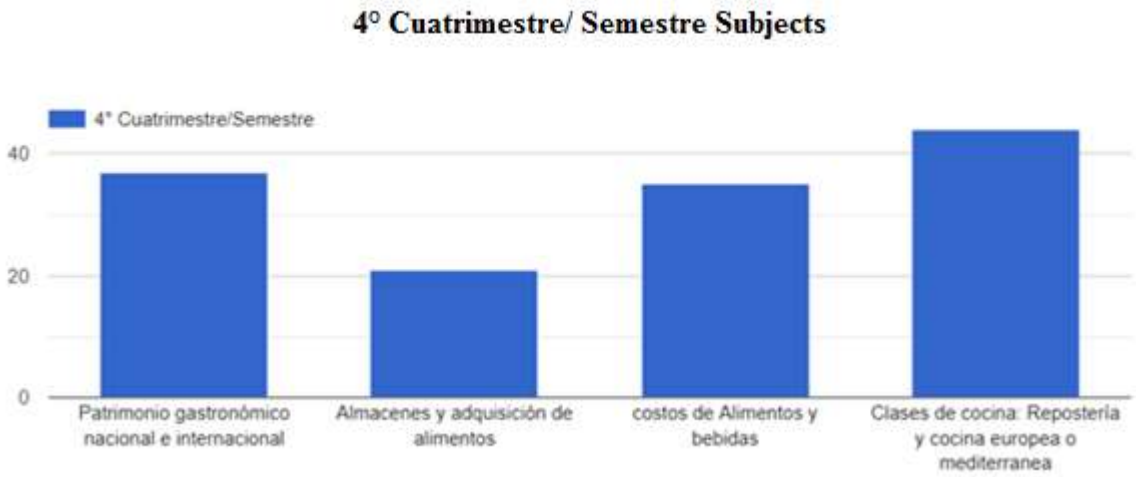

*Graph 6. 2°Cuatrimestre/Semestre Subjects.*

According to *Graph 6*, the result shows that most of the 2° semester gastronomy students agree about *Bases culinarias 2*, as the subject they would like to learn in a class of English for Specific Purposes (ESP). In fact, 53 participants agreed on this opinion. In second place, it is *Historia de la Gastronomía* the subject that had 36 participants in favor to consider it for an ESP class. In third place, *Química de los alimentos* had 23 votes meanwhile *Matematicas* had only 5 votes. (See Appendix B).



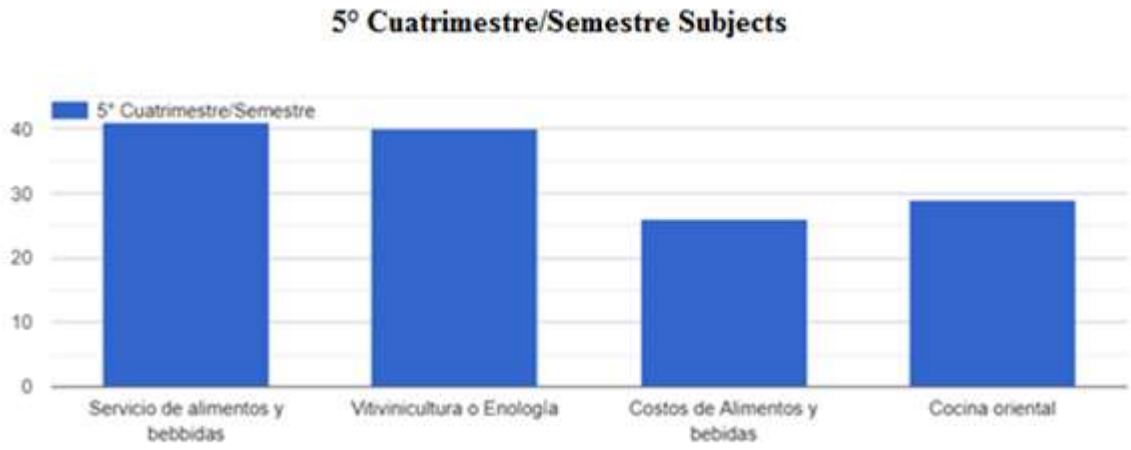

*Graph 7. 3°Cuatrimestre/Semestre Subjects.*

According to *Graph 7*, the result shows that most of the gastronomy students in 3° semester agree about considering *Reposteria y Cockteleria* as the subjects they would like to learn in a class of English for Specific Purposes (ESP). In total 45 participants agreed on that. Then, in second place, *Conservación de los alimentos* had 37 votes to be considered for an ESP class. Besides, in third place *Nutrición* had 33 votes to be taught in ESP. Finally, *Microbiología* had 13 votes only.(See Appendix B).



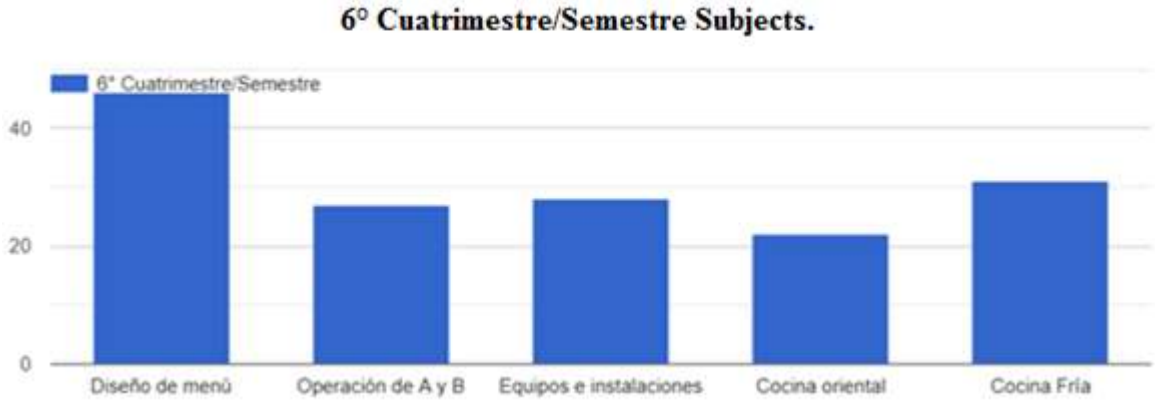

*Graph 8. 4°Cuatrimestre/Semestre Subjects.*

According to *Graph 8*, the result shows that most gastronomy students in 4° semester agree about considering *Cocina Europea* as the subjects they would like to learn in a class of English for Specific Purposes (ESP), in total 45 participants thought that. In second place, 38 participants mentioned that *Patrimonio Gastronómico Nacional e Internacional* is important to be considered for an ESP class. In third place, *Costos de alimentos y bebidas* had 35 votes to be considered as a subject to be taught in ESP. Finally, *Almacenes y adquisición de alimentos* had 22 votes. (See Appendix B).




*Graph 9. 5°Cuatrimestre/Semestre Subjects*

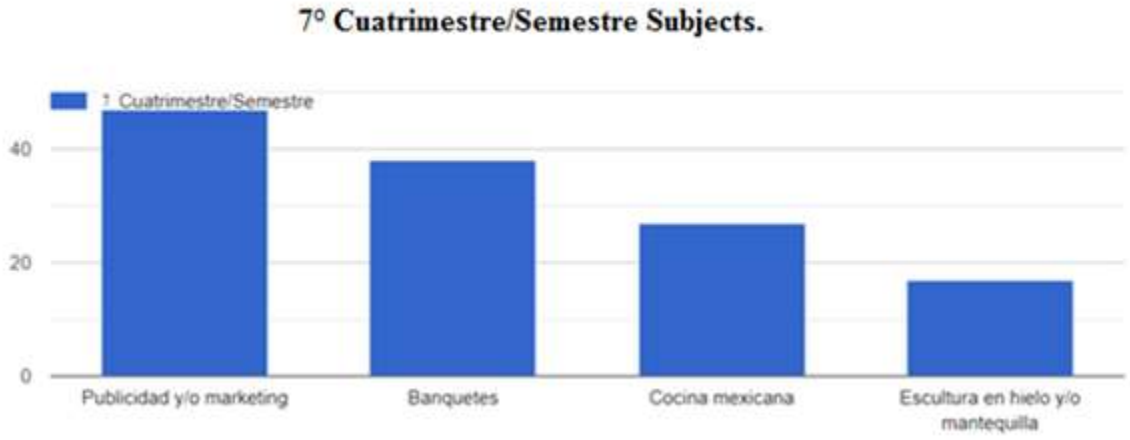
According to *Graph 9*, the result shows that most of the 5° semester students of gastronomy agree about considering *Servicio de alimentos y bebidas* and *Enología* as the subjects they would like to learn in a class of English for Specific Purposes. Specifically, 42 students agreed on *Servicio de alimentos y bebidas* and *Enología* and 41 agreed about *Enología*. In second place, 29 participants mentioned that *Cocina Oriental* is important to be considered for an ESP class. Finally, *Costos de A y B II* had 27 votes (See Appendix B).




*Graph 10. 6° Cuatrimestre/Semestre Subjects.*

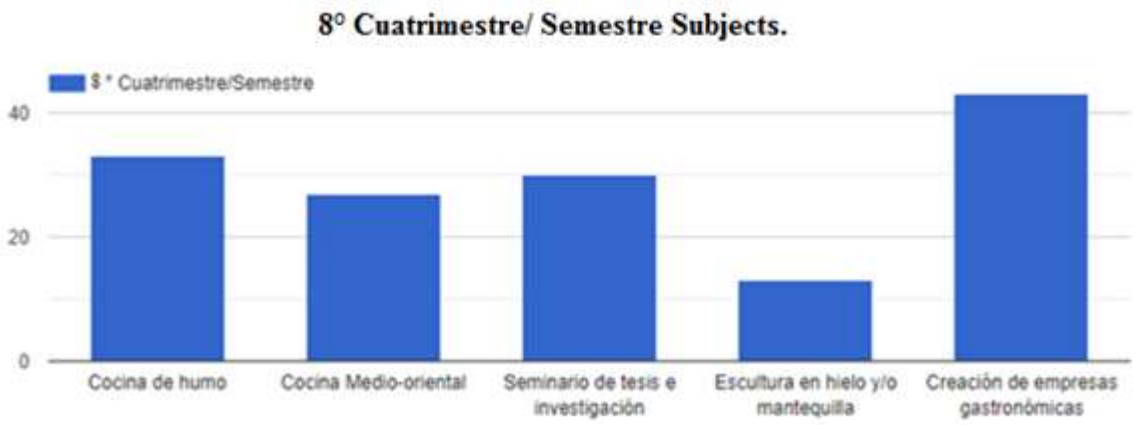
According to *Graph 10*, the result shows that gastronomy students in 6$^{th}$ semester agreed about considering *Diseño de menú* as the subject they would like to learn in a class of English for Specific Purposes (ESP). In total there are 47 participants who agreed on that.

In second place, *Garde Manger* had 32 votes to be considered as the subject to be taught, then, in third place, *Equipos e Instalaciones* had 29 votes. Finally, *Operación de A y B* had 28 votes as a subject to be taught in ESP. (See Appendix B).




*Graph 11. 7° Cuatrimestre/Semestre Subjects.*

According to *Graph 11,* the result shows that most of the gastronomy students in 7th semester agree about *Marketing* as the subject they would like to learn in a class of English for Specific Purposes (ESP); in total 46 participants agreed about this. In second place, 38 participants think that *Banquetes* is important to be considered for an ESP class. Besides, in third place, *Cocina Mexicana* had 26 votes to be considered in an ESP class. Finally, *Escultura en hielo/mantequilla,* had 17 votes (See Appendix B). In this part the researcher analyzed participants are also interested in topics related to marketing and not only cooking context.




*Graph 12. 8° Cuatrimestre/Semestre Subjects.*

According to *Graph 12,* the result shows that almost all gastronomy students in 8° semester agree about considering *Creación de Empresas Gastronómicas* as the subjects they would like to learn in an ESP class. In total, 63 participants agreed about this opinion. In second place, 34 participants agreed about *Cocina de humo* to be considered in a class of English for Specific Purposes (ESP). To the researcher, it was amazing to realize that not only gastronomy topics are important to the participants. It has been stated that students are interested in business and marketing topics. In third place, *Seminario de Tesis e investigación* had 30 votes as a subject that needed to be considered in an ESP course. Then, *Cocina Medio- Oriental* had 27 votes while *Escultura de hielo* had 13 votes only (See Appendix B).

### 4.2 Answer to Research Questions

The main objective of this research is to develop a suitable content in a syllabus for gastronomy students at Universidad Hotelera Suiza who need to learn ESP related to this area. Therefore, in this section, the Research Questions aim to be answered.

1. *According to the participants' opinion, what is the subject of the 6th semester that they would like to learn in English for Specific Purposes at Universidad Hotelera Suiza?*

According to the survey applied a few weeks ago, the result shows that *Diseño de menú* is the subject that participants would like to learn in a class of English for Specific Purposes (ESP). In total 47 participants agreed on that (See Graph 10.)

2. *According to the participants' answers, what would be the syllabus proposal suggested by the researcher of this study regarding the subject they want to learn in ESP?*

To answer this question the researcher will cite some authors first to let the reader know why *Diseño de menú* is a very important subject for these participants of Gastronomy bachelor's degree. According to Bowen & Morris (1995) "developing a menu becomes important to give competitive advantages for a restaurant because it can be a character that gives *a professional speech* on behalf of the restaurant" (Bowen & Morris, 1995 in Kemal & Seiichi, 2011, p.138). Likewise, Arnoult & Korrey (1998) confirm that "a menu lists all of the food and beverage items offered by a restaurant, and it can act as a contract between the restaurant and its customers" (Arnoult & Korrey, 1998 in Kemal & Seiichi, 2011, p.138). Thus, *Diseño de menú* is one of the most important subjects in a Gastronomy program because at the end of the career students will have the opportunity to guide a restaurant and design a menú. It is one of the tasks that every chef develops in a restaurant; in fact, the menú is the third impression a customer has of a restaurant. According to Durón (2011) "the first impression a customer has of a restaurant is the front of the building in second place is the environment of the restaurant and in third place is the menu" (p.14).

Additionally, Arnoult & Korrey (1998) affirm that "an attractive menu design has a causal impact on sales and it becomes an important part of marketing strategy" (Arnoult & Korrey, 1998 in Kemal & Seiichi, 2011, p.138).

Reynolds & Taylor (2009) emphasize that "the menu design is essential for internal marketing and as a sales tool for a restaurant to sell its food and beverages to customers" (Reynolds & Taylor, 2009 in Kemal & Seiichi, 2011, p.139). In other words, it is said that the menu is part of the marketing because it helps the restaurant to identify the preferences of the customers, their needs and their demands about food and beverage. Therefore, it is very important for future chefs to understand that designing a good menú is one of the keys to attract clients and also helps to optimize the sales of the restaurant.

The current program of *Diseño de Menú* for 6th semester at Universidad Hotelera Suiza was improved by considering the following aspects: First of all, the format respects the Secretaría de Educación Pública (SEP) requirements. Second, the name of the program would be changed for: *ESP for Menu Design*. Third, the current objective's program is changed due to students being interested in marketing topics within this subject. Therefore, it states as follows: "*To design a menu using marketing strategies in order to make an attractive supply of food and drinks in a restaurant*".

The actual syllabus is keeping three modules in its structure; specifically, the first module proposes some topics such as; ***The engineering of the menu, The Restaurant's´ classification, Thematic Restaurants, Primary functions about the menu, Characteristics to consider before designing a menu***, ***Kinds of customer in a restaurant, Location, Opening hour.*** This module pretends to ***identify the importance of knowing the type of***

***restaurants, customers and menus to make a successful menu design for a restaurant*** and ***identify menu design as a marketing tool.*** The second module introduces to the students to the marketing items and the topics related to how to design a Restaurant's list, then the researcher proposes these topics and order: ***Rules to design the restaurant´s list, Mistakes about designing the restaurant´s list, The marketing plan for the restaurant, The reach of the marketing plan for the restaurant, Content of a marketing plan for the restaurant and The application and the benefits of the engineering of the menu.*** The objectives proposed for this module are: ***To know the elements to consider the designing of a restaurant´s list to be able to use this tool as an effective means of sale between the restaurant and the customer.*** And. ***Identify the role of the marketing plan in the application of menu engineering.*** In the third module, it was respected the list of topics included in the current program at UHS. However, ***the production area and the menu engineering*** topic was added. This module's objective is ***to cost the food and beverages in order to identify how to choose suppliers and make purchases and to standardize the recipes that would form the menu of a restaurant.***

Finally, this syllabus proposal is designed for an ESP class, and then the main idea is to know the topics in EFL. This version of the syllabus is not considering a project as the original syllabus does. Additionally, it is very important to mention that the researcher supports this syllabus proposal by looking at some programs from Gastronomy Universities in Mexico such as Universidad del Claustro de Sor Juana in México and Universidad del Valle de Puebla.

**4.3 Syllabus proposal**

Nombre de la institución: UNIVERSIDAD HOTELERA SUIZA AC

*PROGRAMA DE ESTUDIOS*

Asignatura: ***DISEÑO DE CARTAS Y MENÚS***

Programa académico: LICENCIATURA EN GASTRONOMÍA

Tipo Educativo: LICENCIATURA Modalidad: MIXTA

Seriación X Clave de la asignatura: LGA 0141

Ciclo: 6TO CUATRIMESTRE

| Horas Conducidas | Horas Independientes | Total de horas por cuatrimestre | Créditos |
|---|---|---|---|
| 8 | 56 | 64 | 4 |

Total de horas clase en el ciclo: 70

**Objetivo General de la asignatura**

***Diseñar un menú o carta utilizando las estrategias de mercadotecnia con el fin de que esta herramienta sea útil para hacer más atractiva al cliente la oferta de alimentos y bebidas en un restaurante.***

| Horas estimadas | Temas y subtemas | Objetivos de los temas |
|---|---|---|

| | | |
|---|---|---|
| ***21 hrs.*** | 1. Introducción a la materia.<br>***1.1 La ingeniería del menú***<br>***2. La clasificación de los restaurantes.***<br>***2.1 Los restaurantes temáticos.***<br>3. El menú<br>3.1 Tipos de menú<br>***3.2 Funciones básicas del menú***<br>***3.2 Características a considerar antes de diseñar un menú***.<br>***3.2.1 Los tipos de comensal.***<br>***3.2.2 Ubicación.***<br>3.2.3 Tipo de servicio<br>***3.2.4 Horario de atención.*** | ● ***Identificar la importancia de conocer el tipo de restaurantes, comensales y menús para después hacer un acertado diseño de menú para un restaurante***<br>● ***Identificar el diseño de menú como una herramienta de mercadotecnia*** |
| ***22hrs.*** | 4. La carta.<br>4,1 Normas para la confección de la carta<br>***4.2 Errores en la confección de la carta.***<br>4.3 El diseño de la carta<br>***5. El plan de mercadotecnia para restaurante***<br>***5.1 Alcance del plan de mercadotecnia para un restaurante***<br>***5.2 Contenido de un plan de mercadotecnia***<br>***5.3 Aplicación de los beneficios de la ingeniería de menú*** | ***Conocer los elementos a considerar para confeccionar una carta y poder utilizar esta herramienta como un eficaz medio de venta en la relación restaurante comensal.***<br>***Identificar la función del plan de mercadotecnia en la aplicación de la ingeniería del menú*** |

| | | |
|---|---|---|
| ***21 hrs.*** | ***6.Área de producción y la ingeniería del menú.***<br>6.1 Proveedores y compras<br>6.2 Costeo de recetas estándar y complementaria de alimentos y bebidas.<br>6.3 El almacén<br>6.4 mermas y pruebas de rendimiento<br>6.5 Revisión de la elaboración de platillos. | ***Elaborar el costeo de alimentos y bebidas con la finalidad de identificar cómo elegir proveedores y hacer compras , para estandarizar las recetas que conformaran la carta de un restaurante*** |

ACTIVIDADES DE APRENDIZAJE

**Con docente:**

***Elaboración de Trabajos prácticos que permitan a los alumnos exponer y debatir ideas.***

***Cooperación y colaboración (trabajo en equipo)***

Presentación de videos

***Revisión de materiales audiovisuales.***

**Independientes:**

***Lectura de artículos académicos asignados por el docente***

Exposiciones

Recursos didácticos

Pizarrón

***Plataformas virtuales***

***Materiales virtuales***

Bibliografía impresa o electrónica (título, autor, editorial, fecha, edición, sitio web )

**Durón, C. (2011).** ***Ingeniería del menú*****. Trillas**

**Youshimatz, A. (2006).** ***Control de costos de alimentos y bebidas*** **(2nd ed.). Trillas.**

**Topete, T. (2013).** ***Etiqueta en la mesa*****. Porrúa.**

**Vega, D. (2018, May 24).** ***Clasificación de Restaurantes*****. Food and Travel. https://foodandtravel.mx/clasificacion-de-restaurantes/**

### 4.4 Conclusion

As a conclusion of this chapter, it is important to mention that participants played an important role since they were key to develop the syllabus proposal for this study. Later, according to the survey, the researcher had the opportunity to know that *Diseño de menú* was the subject to be considered to propose the syllabus. Finally, this chapter presented the Syllabus proposal the researcher did while considering several authors who helped to develop the content of the syllabus proposal. The following chapter is presenting the conclusion of this thesis

# Chapter V

# Conclusion

## 5.0 Introduction

This chapter presents the final part of this study. First, it will present the research contribution where the researcher expresses what this study contributes to the ESP field. Besides, this chapter explains the limitations of the study, where the researcher expresses some limitations during the development of this study. Later, some suggestions for the further research are stated in order to recommend to other researchers possible different versions of this study. Finally, this chapter will present the researcher´s reflections about this study and it will end with a conclusion.

## 5.1 Research Contribution

This study contributed the gastronomy field by proposing a syllabus full of topics that can help students to take Menus design subjects in English for Specific Purpose. If professors or chefs who teach this subject take advantage of this syllabus proposal, students will understand the importance of designing a menu since this is one of the tasks every chef does. The content of this syllabus can help future chefs to use not only this content in their mother tongue, but in English as a Foreign Language in case of deciding to work abroad.

## 5.2 Limitations of the Study

One of the main limitations was the fact that Universidad Hotelera Suiza (UHS) has 70 gastronomy students. However, due to COVID-19 pandemic, several students stopped

studying while this study was developed. For that reason, it was necessary to consider other Universities like Univesidad Mesoamericana and Universidad del Valle de Puebla to try to know more Gastronomy students' necessities. Even when there were participants from different Universities, the results of the survey were similar but cannot be generalized. Another limitation is that this study does not include activities to practice any skill. Finally, due to the researcher's limited experience, this ESP syllabus of the menu design proposal may not cause high expectations for experts in this field.

### 5.3 Suggestions for Further Research

This researcher suggests to investigate or propose some suitable activities for this ESP syllabus. Also, exploring professors opinions about this syllabus proposal would be interesting. Another option is that, this study was developed in a private University, it will be interesting to know how this study will work, if it is analyzed from the perspective of a public University or Gastronomy school. Results might change as well if this study is repeated in another place different from Puebla City or with a bigger sample of participants.

### 5.4 Reflection

My reflection about doing this study, First of all, personally I learnt a lot from my professor Sandra Juárez. At the beginning of the development of this study, I did not have a clear idea of how to write academically. For instance, citation, references and how to structure a thesis is. The beginning of this study was the hardest part to me. However, I consider that at the end I could improve this skill and now I can apply part of this knowledge in my job. Professionally, I learnt how important it is to pay attention to the necessities of the students in the area where English is taught, in this case it was the Gastronomy area. Also, I

realized that it is possible not to stop working even if there exist limitations and situations like Coronavirus-19 pandemic. I feel pleased to contribute to this research in a certain way. Finally, it should be reflected that although students have the opportunity to be in a private school, it is not necessarily the key to reach a high proficiency of English as a Foreign Language. Moreover, I realized that digital tools helped to carry out this study during this pandemic.

### 5.5 Conclusion

To sum up, this chapter helped to conclude this study. Also, despite the limitations that this study had, it was possible to know the opinions of participants from different Universities. And at the end, it was amazing to realize that even having different university gastronomy students' opinions, they were quite similar. So, this syllabus proposal can be applied at any Gastronomy University interested in implementing the Menus design subject.

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**Appendix A**

*Propósito del estudio: Diseño de una propuesta de syllabus de inglés con propósitos específicos para estudiantes de gastronomía de una universidad privada de Puebla*

***Instrucciones: Por favor, selecciona, subraya o escribe tu respuesta***

• *Sección: Antecedentes de los participantes*

1. ¿Cuál es tu edad?_____
2. ¿Dónde vives? _____
3. ¿De dónde eres originario?_____
4. ¿Qué tan bueno consideras tu nivel de inglés?
   A. Muy bueno
   B. Bueno
   C. Regular
   D. Deficiente
5. ¿Cómo te sientes acerca de tu clase de inglés actual? _____
   _____
   _____
6. ¿Cuál es la habilidad en inglés que necesitas usar efectivamente en tu carrera?
   A. Hablar
   B. Leer
   C. Escribir
   D. Escuchar
7. ¿Cuál es la habilidad que te gustaría mejorar?
   A. Hablar
   B. Leer
   C. Escribir
   D. Escuchar

- *Sección de necesidades e interés de los participantes sobre el contenido del programa de inglés relacionado a la Gastronomía.*

8. ¿Cuáles de las siguientes materias del programa de estudios de la licenciatura en gastronomía consideras que son las más interesantes o importantes para que puedan ser adaptadas en la propuesta del contenido del programa de la materia de inglés VI? Marca una cruz en la casilla que consideres

| **1°** | | **2°** | | **3°** | | **4°** | | **5°** | |
|---|---|---|---|---|---|---|---|---|---|
| Introducción a la Gastronomía | | Historia de la Gastronomía | | Microbiología de los alimentos | | Patrimonio gastronómico nacional e internacional | | Servicio de A y B | |
| Informática | | Matemáticas | | Nutrición | | Almacén y adquisición de alimentos | | Costos de A y B 2 | |
| Manejo de alimentos | | Química de los alimentos. | | Conservación de alimentos | | Clases de cocina:Resposteria 2 y cocina Europea o mediterránea | | Vitivinicultura | |
| Clases de cocina: Bases culinarias | | Clases de cocina: Bases culinarias 2 | | Clases de cocina: Repostería 1 Cocteleria | | Costos de A Y B 1 | | Cocina oriental | |
| | | | | | | | | | |
| **6°** | | **7°** | | **8°** | | | | | |
| Diseño de menú | | Publicidad y/o marketing | | Cocina de humo | | | | | |
| Operación de Ay B | | Cocina Mexicana | | Cocina Medio-oriental | | | | | |
| Equipos e Instalaciones | | Escultura en hielo y/o mantequilla | | Seminario de investigación/ Tesis | | | | | |
| Cocina Fría | | Servicio de banquetes | | Creación de Empresas gastronómicas | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Escultura en hielo y/o mantequilla | | | | | |
| | | | | | | | | | |

Tu información será confidencial y sólo se utilizará en este estudio.

Gracias por tu valioso tiempo y su importante contribución ☺.

**Appendix B**

**Curriculum researcher's proposal**

Taking into account the results of the survey, according to the participant's opinion and the researcher's conclusion the following proposal presents the subjects considered for the content of the syllabus proposal.

| GASTRONOMY PROGRAM UVP | GASTRONOMY PROGRAM UHS | GASTRONOMY PROGRAM UMA | RESEARCHER PROPOSAL |
|---|---|---|---|
| **PRIMER SEMESTRE**<br>· BASES CULINARIAS I<br>· ÉTICA PROFESIONAL UNIVERSITARIA<br>· IDENTIFICACIÓN DE PRODUCTOS<br>· INTRODUCCIÓN A LA GASTRONOMÍA<br>· INVESTIGACIÓN DOCUMENTAL Y REDACCIÓN<br>· PANADERÍA<br>· PROCESOS ADMINISTRATIVO Y ÁREAS FUNCIONALES<br>· SANIDAD E HIGIENE | **PRIMER CUATRIMESTRE**<br>·INTRODUCCIÓN A LA GASTRONOMÍA 1<br>·INFORMÁTICA APLICADA 1<br>· APRENDER A APRENDER I<br>·MANEJO HIGIÉNICO DE ALIMENTOS 1<br>·PROCESOS DE COCINA I 1<br>·ELABORACIÓN DE ALIMENTOS I (Bases Culinarias)<br>·FRANCÉS I<br>·INGLÉS I | **PRIMER CUATRIMESTRE**<br>·SANIDAD E HIGIENE<br>·TERMINOLOGÍA CULINARIA<br>·IDENTIFICACIÓN DE PRODUCTOS<br>· BASES CULINARIAS I<br>·TERMINOLOGÍA CULINARIA<br>· HISTORIA DE LA GASTRONOMÍA<br>·INGLÉS I<br>·INFORMÁTICA | **PRIMER CUATRIMESTRE**<br>·INTRODUCCIÓN A LA GASTRONOMÍA (42 students)<br>·INFORMATICA (6 students)<br>· MANEJO DE ALIMENTOS (31 students)<br>· ***BASES CULINARIAS (50 students)***<br>***(Materia en las 3 Universidades)*** |

| | | | |
|---|---|---|---|
| **SEGUNDO SEMESTRE**<br><br>·BASES CULINARIAS II<br>·COMPETENCIAS DIGITALES<br>·COMUNICACIÓN ESCRITA Y DESARROLLO CULTURAL<br>·CONSERVACIÓN DE ALIMENTOS<br>·CONTABILIDAD<br>·IDENTIFICACIÓN DE CÁRNICOS<br>·PATRIMONIO GASTRONÓMICO I<br>·SERVICIO DE COMEDOR | **SEGUNDO CUATRIMESTRE**<br><br>· HISTORIA DE GASTRONOMÍA<br>· MATEMÁTICAS<br>· APRENDER A APRENDER II<br>· QUÍMICA DE ALIMENTOS<br>· PROCESOS DE COCINA II<br>·ELABORACIÓN DE ALIMENTOS II (Carnes y Mariscos)<br>· FRANCÉS II<br>· INGLÉS II | **SEGUNDO CUATRIMESTRE**<br>·CONTABILIDAD<br>·FUNDAMEN-TOS ADMINISTRATIVOS<br>·TECNOLOGÍA DE LOS ALIMENTOS<br>·BASES CULINARIAS II<br>·INGLÉS II<br>·IFORMÁTICA II<br>·METODOLOGÍA DE LA INVESTIGACIÓN | **SEGUNDO CUATRIMESTRE**<br><br>· ***BASES CULINARIAS II (53 students) (Esta materia es igual en UMA Y UVP)***<br>· QUÍMICA DE LOS ALIMENTOS (23 Students)<br><br>·MATEMATICAS (5 students)<br><br>·HISTORIA DE LA GASTRONOMÍA (36 students) |
| **TERCER SEMESTRE**<br><br>·COCINA EUROPEA I<br>·DESAYUNOS Y CAFETERÍA<br>·GESTIÓN DEL CAPITAL HUMANO<br>· INGLÉS I<br>· MERCADOTECNIA<br>· MUKIMONO<br>· PATRIMONIO GASTRONÓMICO II<br>· PESCADOS Y MARISCOS | **TERCER CUATRIMESTRE**<br><br>·MICROBIOLOGÍA DE ALIMENTOS<br>·NUTRICIÓN<br>·CONSERVACIÓN DE ALIMENTOS<br>·PRODUCCIÓN DE ALIMENTOS<br>·PROCESOS DE COCINA III<br>·ELABORACIÓN DE ALIMENTOS III (cocina internacional)<br>· FRANCÉS III<br>· INGLÉS III | **TERCER CUATRIMESTRE**<br>c COSTOS DE ALIMENTOS Y BEBIDAS<br>· SERVICIO A LA MESA<br>· COCTELERÍA<br>·PANADERÍA<br>·REPOSTERÍA<br>· COCINA FRÍA<br>· INGLÉS III | **TERCER CUATRIMESTRE**<br>·***REPOSTERÍA, COCKTELERIA (45 students)***<br>·CONSERVACIÓN DE ALIMENTOS(37 students)<br>·NUTRICION (33 students)<br>·MICROBIOLOGÍA (13 students) |

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| **CUARTO SEMESTRE**<br><br>·ADMINISTRACIÓN DE ALIMENTOS Y BEBIDAS<br><br>· BROMATOLOGÍA<br>· DISEÑO DE MENÚS<br>· COCINA ASIÁTICA<br>· COCINA EUROPEA II<br>· COSTOS Y PRESUPUESTOS<br>· DERECHO DE LA EMPRESA<br>· INGLÉS II<br>· REPOSTERÍA BÁSICA | **CUARTO CUATRIMESTRE**<br>·PATRIMONIO GASTRONÓMICO NACIONAL 4<br>· PATRIMONIO GASTRONÓMICO INTERNACIONAL 4<br>·ADQUISICIONES Y ALMACENAJE DE ALIMENTOS Y BEBIDAS 4<br>·COSTOS DE ALIMENTOS Y BEBIDAS<br>· PROCESOS DE COCINA IV<br>·ELABORACIÓN DE ALIMENTOS (Reposteria-Panaderia) | **CUARTO CUATRIMESTRE**<br>·CONSERVACIÓN DE ALIMENTOS<br>· COCINA MEXICANA<br>·PANADERÍA II<br>·COCINA NUTRICIONAL<br>·COCINA INTERNACIONAL I<br>·CAFETERÍA<br>·FRANCÉS I | **CUARTO CUATRIMESTRE**<br>·***REPOSTERÍA (45 students)***<br>***(Es lo mismo que Procesos de cocina y Elaboración de alimentos 4 en UHS)***<br>· ***COCINA EUROPEA/COCINA INTERNACIONAL (45 students)***<br>· COSTOS DE ALIMENTOS Y BEBIDAS I (35 Students)<br><br>· ALMACENES Y ADQUISICIONES DE ALIMENTOS (22 students)<br>· PATRIMONIO GASTRONÓMICO NACIONAL E INTERNACIONAL (38 students) |

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| **QUINTO SEMESTRE**<br><br>· COCINA NUTRICIONAL<br>· COCINA VEGETARIANA<br>· ESCULTURA EN HIELO<br>· GESTIÓN DE BAR Y COCTELERÍA<br>· INGLÉS III<br>· INVESTIGACIÓN CUANTITATIVA<br>· GARDE MANGER<br>· REPOSTERÍA INTERMEDIA | **QUINTO CUATRIMESTRE**<br><br>· SERVICIO DE ALIMENTOS Y BEBIDAS<br>· SERVICIO DE BAR Y COCTELERÍA<br>· COSTOS DE ALIMENTOS Y BEBIDAS II<br><br>·VITIVINICULTURA<br>· PROCESOS DE COCINA V<br>·ELABORACIÓN DE ALIMENTOS V (Cocina Oriental)<br>· FRANCÉS V<br>· INGLÉS V | **QUINTO CUATRIMESTRE**<br>·ADMINISTRACIÓN DE ALIMENTOS Y BEBIDAS<br>·CALIDAD EN EL SERVICIO<br>·COCINA MEXICANA II<br>·REPOSTERÍA I<br>·COCINA INTERNACIONAL II<br>· TALLADO Y MODELADO<br>·FRANCÉS II | **QUINTO CUATRIMESTRE**<br><br>·COCINA ORIENTAL (29 students)<br>· COSTOS DE ALIMENTOS Y BEBIDAS II (27 students)<br>VITIVINICULTURA O ENOLOGÍA (41 students)<br>· ***SERVICIO DE ALIMENTOS Y BEBIDAS. (42 students)*** |

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| **SEXTO SEMESTRE**<br>·ADMINISTRACIÓN FINANCIERA<br>·ARTE Y TECNOLOGÍA EN LA COCINA<br>·COCINA LATINOAMERICANA<br>·COCINA MEXICANA I<br>·DESARROLLO DE EMPRENDEDORES SOCIALES<br>·ENOLOGÍA Y MARIDAJE I<br>·REPOSTERÍA AVANZADA<br>·INVESTIGACIÓN CUALITATIVA | **SEXTO CUATRIMESTRE**<br>·DISEÑO DE CARTAS Y MENÚS<br>· OPERACIÓN DE ALIMENTOS Y BEBIDAS<br>·DISEÑO Y MANTENIMIENTO DE INSTALACIONES<br>·CONTROL DE COSTOS<br>·ELABORACIÓN DE ALIMENTOS VI(Cocina Fría)<br>· SERVICIO DE ALIMENTOS Y BEBIDAS DESAYUNOS, COMIDA Y CENA<br>· FRANCÉS VI (ACREDITACIÓN DEL IDIOMA)<br>· INGLÉS VI (ACREDITACIÓN DEL IDIOMA) | **SEXTO CUATRIMESTRE**<br>·DISEÑO Y MANTENIMIENTO DE INSTITUCIONES GASTRONÓMICAS<br>· ENOLOGÍA<br>·REPOSTERÍA II<br>·COCINA INTERNACIONAL III<br>·DULCERÍA<br>· ARTE MUKIMONO<br>·FRANCÉS III | **SEXTO CUATRIMESTRE**<br>·COCINA FRIA (32 Students)<br>·EQUIPOS E INSTALACIONES (28 students)<br>·OPERACIÓN DE ALIMENTOS Y BEBIDAS (29 students)<br>***· DISEÑO DE CARTAS Y MENÚS (47 students)***<br>. |

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| **SÉPTIMO SEMESTRE**<br><br>·ADMINISTRACIÓN DE PROYECTOS<br>·COCINA EXPERIMENTAL<br>·ENOLOGÍA Y MARIDAJE II<br>·GRUPOS Y CONVENCIONES<br>·PROBLEMÁTICA SOCIAL CONTEMPORÁNEA<br>·OPTATIVA 1<br>·OPTATIVA 2(COCINA MEXICANA Y PÂTISSERIE)<br>·OPTATIVA 3(COCINA INDÍGENA /COCINA EXPERIMENTAL ) | **SÉPTIMO CUATRIMESTRE**<br>·CONTABILIDAD<br>·ADMINISTRACIÓN DE EMPRESAS RESTAURANTERAS<br>·ADMINISTRACIÓN DE PERSONAL<br>·ADMINISTRACIÓN FINANCIERA<br>·ELABORACIÓN DE ALIMENTOS VII (Cocina Mexicana)<br>·PUBLICIDAD Y PROMOCIÓN DE SERVICIOS | **SÉPTIMO CUATRIMESTRE**<br>·PROYECTOS DE INVERSIÓN<br>·COCINA DEL MAR<br>· PASTELERÍA I<br>· COCINA INTERNACIONAL IV<br>· BANQUETES<br>· ESCULTURA EN HIELO<br>·VALORES EN EL EJERCICIO PROFESIONAL | **SÉPTIMO CUATRIMESTRE**<br>· ***PUBLICIDAD Y PROMOCIÓN DE SERVICIOS (46 students)***<br>· COCINA MEXICANA = ELABORACIÓN DE ALIMENTOS VII (Cocina Mexicana) (26 students)<br>· BANQUETES (38 students)<br>· ESCULTURA EN HIELO (17 students) |
| **OCTAVO SEMESTRE**<br><br>· COCINA DE HUMO<br>· ESTÉTICA CULINARIA<br>· PENSAMIENTO<br>· HUMANISTA<br>· REPOSTERÍA FRANCESA<br>· TALLER DE DIDÁCTICA Y COMUNICACIÓN ORAL<br>· OPTATIVA 4<br>· OPTATIVA 5 (COCINA MEXICANA CONTEMPORÁNEA/ CHOCOLATERÍA)<br>· OPTATIVA 6 (COCINA MEXICANA FUSIÓN /ESCULTURA EN AZÚCAR) | **OCTAVO CUATRIMESTRE**<br><br>·COMERCIALIZACIÓN DE RESTAURANTES<br><br>·MERCADOTECNÍA.<br>· SERVICIO Y<br>·OPERACIÓN DE ALIMENTOS Y BEBIDAS<br>·BANQUETES<br>·ELABORACIÓN DE ALIMENTOS VIII (Cocina medio Oriental)<br>·ESCULTURA EN HIELO | **OCTAVO CUATRIMESTRE**<br>·ADMINISTRA-CIÓN DE RESTAURANTES<br>·COCINA VEGETARIANA<br>· PASTELERÍA II<br>· DISEÑO DE MENÚS<br>·SEMINARIO DE INVESTIGACIÓN<br>·PLANEACIÓN DE EMPRESAS GASTRONÓMICAS | **OCTAVO CUATRIMESTRE**<br><br>· COCINA DE HUMO (34 students)<br>· COCINA MEDIO-ORIENTAL (27 students)<br>· SEMINARIO DE TESIS/INVESTIGACIÓN (30 students)<br>· ESCULTURA EN HIELO (13 students)<br>·***PLANEACIÓN DE EMPRESAS GASTRONÓMICAS (63 students)*** |

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| | **NOVENO CUATRIMESTRE**<br>· ENTORNO LEGAL DE LA INDUSTRIA RESTAURANTERA<br>· DERECHO LABORAL<br>· DERECHO MERCANTIL<br>· TEORÍA DE GRUPOS<br>· ÉTICA<br>· SEMINARIO DE TITULACIÓN | | |

**Appendix C**

**Syllabus proposal.**

***ESP for a Menu Design***

Nombre de la institución: UNIVERSIDAD HOTELERA SUIZA AC

*PROGRAMA DE ESTUDIOS*

Asignatura: ***ESP FOR MENU DESIGN.***

Programa académico: LICENCIATURA EN GASTRONOMÍA

Tipo Educativo: LICENCIATURA Modalidad: MIXTA

Seriación X Clave de la asignatura: LGA 0141

Ciclo: 6TO CUATRIMESTRE

| Horas Conducidas | Horas Independientes | Total de horas por cuatrimestre | Créditos |
|---|---|---|---|
| 8 | 56 | 64 | 4 |

Total de horas clase en el ciclo: 70

**General Objective**

***To design a menu using marketing strategies in order to make this tool useful to make more attractive the food and beverage offer to the customer.***

| Estimated Hours | Items and sub items | Objectives of the items |
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| ***21 h*** | 1. Introduction to the item.<br><br>***1.1 The engineering of the menu.***<br><br>***2. The Restaurant's classification.***<br><br>***2.1 Thematic Restaurants***<br><br>3. The menu<br><br>3.1 Kinds of menu<br><br>***3.2 Primary functions about the menu***<br><br>***3.3 Characteristics to consider before designing a menu***.<br><br>***3.3.1 Kinds of customer in a restaurant***<br><br>***3.3.2 Location.***<br><br>3.2.3 Types of services in a restaurant.<br><br>***3.3.4 Opening hours*** | • ***To identify the importance of knowing the type of restaurants, customers and menus to make a successful menu design for a restaurant***<br>• ***To identify menu design as a marketing tool*** |

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| ***22h*** | 4. The restaurant's list.<br><br>***4.1 Rules to design the restaurant´s list***<br><br>***4.2 Mistakes about designing the restaurant´s list.***<br><br>4.3 Designing the Restaurant´s list<br><br>***5. The marketing plan for the restaurant***<br><br>***5.1 The reach of the marketing plan for the restaurant***<br><br>***5.2 Content of a marketing plan for the restaurant***<br><br>***5.3 The application and the benefits of the engineering of the menu.*** | ***To know the elements to consider the designing of a restaurant´s list to be able to use this tool as an effective mean of sale between the restaurant and the costumer.***<br><br>***To identify the role of the marketing plan in the application of menu engineering.*** |

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| ***21 h*** | ***6. The production area and the menu engineering***<br><br>6.1 Suppliers and Purchases<br><br>6.2 Food and beverage costs<br><br>6.3 The warehouse<br><br>6.4 Losses and performance tests<br><br>6.5 The cooking of the dishes. | ***To cost the food and beverages in order to identify how to choose suppliers and make purchases and to standardize the recipes that would form the menu of a restaurant.*** |

LEARNING ACTIVITIES

**With the teacher:**

***Development of practical works that allow students to present and debate ideas.***

***Teamwork***

The use of media

***Audiovisual materials.***

**Students activity:**

***Reading academic articles assigned by the teacher***

Presentations.

Teaching resources

Blackboard

***Virtual platforms***

References

**Durón, C. (2011).** ***Ingeniería del menú*****. Trillas**

**Youshimatz, A. (2006).** ***Control de costos de alimentos y bebidas*** **(2nd ed.). Trillas.**

**Topete, T. (2013).** ***Etiqueta en la mesa*****. Porrúa.**

**Vega, D. (2018, Mayo 24).** ***Clasificación de Restaurantes*****. Food and Travel. https://foodandtravel.mx/clasificacion-de-restaurantes/**