Ciencias de la educación

Artículo de investigation

Designing an English course for tourism at State Amazonian University

Diseño de un curso de inglés para turismo en la Universidad Estatal del Amazonas

Desenho de um curso de inglês para turismo na Universidade Estadual da Amazônia

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Summary

The purpose of the investigation were to propose an ESP course for students at "Universidad Estatal Amazonica" in the Department of Life Sciences in Tourism Engineering Puyo, Pastaza- Ecuador. This proposal consists in a Communicative Syllabus with specific topics and grammar structure, which will allow the learners to develop their abilities in English communication. It was organized in four units with the same structure divided into four lessons: a vocabulary lesson, a grammar lesson, a professional lesson and a case study. It was designed to be taught in 64 hours face-to-face and 4 weekly practical hours. he proposal was created to ensure the students get the necessary vocabulary and grammar focused on tourism in English linguistic structures and that they can improve their and oral and written expression speaking as well as them to perform activities related to their field of specialization. As a form of evaluation, the continuous evaluation and final exam were proposed to determine academic progress.

Keywords: Students; training; skills.

Resumen

El objetivo de la investigación fue proponer un curso ESP para estudiantes de la "Universidad Estatal Amazónica" en el Departamento de Ciencias de la Vida en Ingeniería de Turismo de Puyo, Pastaza, Ecuador. Esta propuesta consiste en un programa de estudios con temas específicos y estructura gramatical que permitirá a los estudiantes para desarrollar sus habilidades en la comunicación en inglés. Se organizó en cuatro unidades con la misma estructura dividida en cuatro lecciones: una lección de vocabulario, una lección de gramática, una lección profesional y un estudio de caso. Fue diseñado para impartirse en 64 horas presenciales y 4 horas prácticas semanales. Se creó la propuesta, para garantizar que los estudiantes obtengan el vocabulario y la gramática necesarios centrados en el turismo en las estructuras lingüísticas del inglés y que puedan mejorar su expresión oral y escrita, así como realizar actividades relacionadas con su campo de especialización. Como una forma de evaluación, se propuso la evaluación continua y el examen final para determinar el progreso académico

Palabras clave: Estudiantes; formación; habilidades.

Resumo

O objetivo da investigação foi propor um curso de ESP para estudantes da "Universidade Estatal Amazônica" do Departamento de Ciências da Vida em Engenharia do Turismo de Puyo, Pastaza-Equador. Desenvolver suas habilidades na comunicação em inglês, foi organizado em quatro unidades com a mesma estrutura dividida em quatro lições: uma lição de vocabulário, uma lição de gramática, uma lição profissional e um estudo de caso. Foi projetado para ser ministrado em 64 horas presenciais e 4 horas práticas semanais. A proposta foi criada para garantir que os alunos obtenham o vocabulário e a gramática necessários focados no turismo nas estruturas linguísticas do inglês e que eles possam melhorar sua expressão oral e escrita, assim como realizar atividades relacionadas ao seu campo de especialização. Como forma de avaliação, a avaliação contínua e o exame final foram propostos para determinar o progresso acadêmico

Palavras-chave: Alunos; treinamento; habilidades.

Introduccion

Research from all over the world shows that English is the language that leads cross-border business communication. Both globalization and technological advances have made English the world's dominant business language today. The tourism field is not far from that reality and that is why English has become the predominantly universal language in the tourism industry. Therefore, the purpose of this paper is to propose an ESP course for students at "Universidad Estatal Amazónica" in Puyo, Pastaza- Ecuador. This is because this University offers engineering in Tourism in the department of Life Sciences.

This paper will provide a Communicative Syllabus with specific topics and grammar structure that will allow learners to develop their abilities in English communication.

Developing

Elt Situation

The Learners

By 2016, at State Amazonian University the total number of students among the specialties, location and social status are 2841. 1244 men and 1597 women. The students are at the age of 18and up among men and women. The learners are Montubes, Mestizos, Afro-Ecuadorians, Indigenous, Foreigners, and Disabled.(See Annex 1)

The Department of Life Sciences offers a major in Engineering in Tourism in which the students must have basic knowledge of English to enroll. This means that they have already learned English in secondary schools. The students should be speakers at a level A2 and B1 according to the common European framework of Reference. Most of students focus on studying and a few of them work in local restaurants and hotels hence, they face the need to learn English in a real life situation. A high percentage of students are motivated to learn English because they want to work as tourist guides in some tourist agencies offered locally. However, some students take English classes because it is a requirement and mandatory according to the curriculum of the program. The learners preferred learning experience is through speaking activities because they consider that oral language is more useful in communicating than written communication (Amazónica, 2017).

The School

The State Amazonian University was founded in October 18th, 2002. In Puyo, Paztaza- Ecuador and it is located Via Napo Km 2 ½, Lateral S / N with RUC: 1660012180001, telephone number 032 889 118 (ext. 101) - 032 890 118, fax 032 890118, PO Box: Via Napo Km 2 ½, Side S / S

Pass, Web: www.uea.edu.ec.The Rector of the University is Dr. C. Julio César Vargas Burgos, Ph.D,The director was appointed on March 29th, 2016. The institution's E-mail isrectorado@uea.edu.ec. TheOffice of Public Relations is under the responsibility of Lcdo. Santiago Martín García Armijos. The office E-mail is sgarcia@uea.edu.ec.

The State Amazonian University was created to meet the challenges of the 21st Century. It is devoted to scientific research, professional and technical training, advance of national culture, study and approach of solutions of problems of the country to build a society with justice and freedom. The State Amazonian University aims to train professionals with the highest human values capable of transforming the resources available in the Amazon for the benefit of humanity (Amazónica, 2017)**.**

Considering that the Ecuadorian State has the commitment to promote higher education, the National Congress created the State Amazonian University, UEA, through Republic Law No. 2002-85 published in Official Register No. 686 of October 18, 2002.The University has a highly trained academic staff of educators; generally with a fourth level of certification such as PhDs, Doctors, and Masters among others whose experience in teaching guarantee the academic distinction (Amazónica, 2017).

The State Amazonian University is located in the Arosemena Tola town of the province of Napo, in the kilometer 44 via Puyo-Tena and it has an area of 2848.20 ha. A portion of the property is grassland (300 ha), the infrastructure covers about 25 ha. the rest is primary forest. This university is governmental so students do not have to pay for their studies. The State Amazonian University is designed to be one of the best centers of higher education in the country by incorporating comprehensive research, conservation and production courses for careers of the future, thus improving the quality of education in the University. That is why The State Amazonian University

offers a Center for Research, Postgraduate studies and Conservation courses concerned with the Amazon area of Ecuador (CIPCA) (Amazónica, 2017).

Academic offerings

At the beginning, the State University of Amazonia offered four majors. However, since 2016, it was able to offer six majors distributed in two departments. The first one is The Department of Life Sciences and the second one is The Department of Earth Sciences. The Department of Life Sciences includes Biologic Sciences, Engineering, Environmental Engineering and a Bachelor in Tourism. While in the Department of Earth Sciences, there are Agro-industrial Engineering and Engineering.

Tourism Career

The Bachelor's degree in Tourism at The State Amazonian University aims to train professionals in the planning and evaluation of tourism projects, administration and management of companies in the region, application of the basic principles of conservation for rational management and use of natural resources. A relevant aspect in their curriculum is the definition of learning programs that promote the meeting of scientific and cultural knowledge (Amazónica, 2017).

Curriculum for Undergraduate Tourism

The curriculum of the Career of Tourism Engineering is presented as a system, whose core are the outlines that are correlated with the internal curricular axes such as complex thinking, ethics, entrepreneurship and peripherals research, environment, multiculturalism that incorporate referents of the curriculum (See Annex 2).

The State Amazonian University offers Basic Education training, Professional and Degreed training as it is shown in annex 2 (Amazónica, 2016)

Prerequisites

The State Amazonian University requires students to fulfill some important prerequisites so that students do not face difficulties in any stage of the semesters. The prerequisites are included above in Annex 3 for the Undergraduate Tourism Curriculum. In basic education, the prerequisites in semester I are Basic Mathematics SNA, Introduction to Tourism SNA, Ecology SNA, Language and Communication SNA, English I SNA and SNA National Reality. In professional education the prerequisites in semester General Accounting , Biogeography, Territorial Organization, English IV, Methodology of Scientific Research, Anthropology Culture (Pre-requisites TUR - 201 TUR - 302 TUR - 302 TUR - 304 TUR - 305 TUR - 301 y TUR – 205) and in Degree semester VIII the prerequisites are Air Traffic, Tourist Marketing, Quality Management, Product Design Tourism, Projects II, Environmental and Tourism Management. (Pre-requisites TUR - 703 TUR - 705 TUR - 701 TUR - 701 TUR - 705 TUR - 704 TUR - 702 y TUR – 706 (see Annex 4)(Amazónica, 2017).

Suitability of Using a Syllabus

Designing a syllabus helps both teachers as well as students to create a good learning environment with suitable materials according to reach the desired goal. This process involves planning the academic activities by using resource methods, strategies and techniques to reach the learning objectives. Therefore, I present the following communicative syllabus for the "Universidad Estatal Amazónica" in the Department of Life Sciences in Tourism Engineering.

The Communication Syllabus Design provides an ideal resource for identifying and selecting the syllabus content relevant to the needs of different types or groups of foreign-language learners (Munby, 1981). In this type of sylabus it is important to focus on the purpose for which the learners need to acquire the language, the setting where the learners want to use the language, the rolof the learners and the interlocutors and the events that refer to everyday, professional, and academic

situations among others. Applying the communication syllabus will allow teachers to organize tasks, goals, input, and activities that help learners to reach their learning goals.

Designing Tasks for the communication classroom provides a balanced introduction for both the theoretical and practical aspects of communicative task design and is aimed at all second and foreign language teachers who want to develop their own tasks (Nunan, 1989).

Components Appropriate to the Syllabus for an English course for Tourism

The course contains four units. Each unit is devided into four lessons and each unit has the same structure as follos: a vocabulary lesson, a grammar lesson, a profesional lesson and a case study.

Key Vocabulary: By the end of the lesson students will be better able to the specialist vocabulary in appropiate tourism context.

Key Grammar: By the end of the lesson students will be able to use the grammar more confidently

Professional skills: Students will learn professional skills ranging from dealing with customer enquires and meeting clients´needs to preparing a guided tour

Case studies: Each unit ends with case study linked to the unit´s tourism theme. The case studies are based on realistic tourism issues or situations and are designed to motivate and actively engage students in seeking solutions. They use the language and professional skills which you have acquired while working through the unit and involve you in discussing the issues and recomending solutions through active group work.

Language skills: Each unit provides students with a range of speaking activities . The pair work tasks are designed to provide students with further opportunities to communicate in realistic and motivating tourism- related contexts.

Listening skills: Each unit contains several listening tasks developed around topics related to the travel industry. A range of British, American and other international and non- native speakers are featured helping students to understand how people speak English in different parts of the world.

Reading practice: Reading texts feature regularly in the units providing you a variety of texts and topics that you are likely to encounter in a tourism context.

Writing practice: In the writing sections, you will write real texts related to the tourism workplace such as tour itineraries (Dubicka & O´keeffe, 2013).

Designing the Course Syllabus

UNIVERSIDAD ESTATAL AMAZÓNICA
DEPARTAMENTO DE CIENCIAS DE LA VIDA
INGENIERÍA EN TURÍSMO

SYLLABUS
DATOS GENERALES

Faculty/Program: life Sciences/ Engineering in Tourism	Año:2020-2021
Subject: INGLÉS	Ciclo/Nivel: V MORNING
Horas presenciales teoría: 64 horas	Horas presenciales práctica: 4 horas semanales
Horas atención a estudiantes: 64 horas	Número de créditos: 4
Prerrequisitos: INGLÉS IV	Horas trabajo autónomo: 96 horas
Fecha de Inicio: 20/03/2020	Fecha de Finalización: 02/06/2020

Source: Authors

Justification

The English V course provides students with the necessary tools to develop and transfer the linguistic skills gained in their L1 to succeed in this course. Likewise, it also intends to offer

students an appropriate teaching-learning classroom environment through the performance of activities that resemble real-life situations. This will enable them to develop their skills actively and lead to a meaningful learning.

Operationalization of the Subject Regarding the Competences of the Student

Learning Objective of the course

The main learning objectives of this course are:

To ensure that students get the necessary vocabulary and grammar focused on tourism in English linguistic structures so that they can improve their listening, speaking, and writing skills to perform activities related to their field of specialization.

To encourage students' speaking skills in order for them to develop a level of fluency in English applied to tourism.

Goal of the course

By the end of the course, students will be able to:

Create and participate in dialogues in which they request and provide tourist services such as visitor information centers, hotel service and facilities, tour itineraries, housekeeping supplies.

Apply grammatical structures through oral and written communication using vocabulary related to their field of interest and work independently as well as part of a team.(Strutt, 2013)

Relation between the course and the results from the learning process

By the end of the course, students will be able to:

Understand the terminology of an intermediate level of English focused on tourism.

Be able to establish conversation between peers and other individuals on any situations that could occur working in the Customer Service Industry.

Take leading positions to take charge during situations where the use of the English language

would be needed (Evans, V. Dooley, J & Garza V, 2011).

Projects for the course

By choosing one province from the country, students will develop a map and present an

investigation of the most important tourist places, food and clothes from that province using

vocabulary covered during the semester. They will also submit a written paper.

LEARNING RESULTS	CONTRIBUTION (High, Mid, Low)
A.-. Ability to deal with enquires developing language awareness through integrated grammar and skills syllabus	HIGH
B. - Build confidence in professional skills such as dealing with enquires, marketing destinations, offering advice, negotiationg, writing emails and speaking to groups	HIGH
B. - Acquire the speacialized vocabulary needed by tourism professional	HIGH
C. Practice language skills in realistic Case studies that reflect issues in the tourist industry today	HIGH

Source: Authors

Activities Throughout The Semester

Unit 1: Nature Tourism				
TOPICS	STRUCTURES	FUNCTIONS	NOTIONS	ACTIVITIES
WEEK 1 A Tour Itinerary	Wh questions Future will Simple present Present perfect	Asking for information Expressing degree of probability Giving information Talking about recent events	Temporal, present and future reference probability	Listen and take notes about a tour itinerary Fill in the gaps with the correct verb tense

				Answer the questions and compare your ideas with a partner Plan a short itinerary
WEEK 2 Geographical Features	Present perfect: use of since and for. Present perfect: just.	Talking about the length of the experience. Talking about recent events.	Duration of time. Temporal anteriority, present references	Listen and complete the dimensions of two natural wonders of Africa. Ask and answer questions to complete the missing information Works in groups and do task 1-4
WEEK 3 The natural Wonders of Africa	Comparativesand superlatives of adjectives	Making a comparison	Quantitate degree	Listen and fill in the blanks. Put the words in the correct order Prepare a presentation on a city or a region
WEEK 4 Cultural differences Travel packages	Conditional sentences Wh- questions	Talking about hypothetical situations in the pas Expressing regret Inquiring information	Condition Checking information	Note taking exercises Listen and complete the conversation Chose the right expression Ask and answer specific information
Unit 2: Hotels				
TOPIC	**FORMS**	**FUNCTIONS**	**NOTIONS**	**ACTIVITIES**

WEEK 5 Hotel services and facilities	Comparative form Modals can could	Describing and comparing jobs Describing skills and abilities		Listen and fill in the blank to complete comparative sentences. Read and choose the correct answer
WEEK 6 Hotel trends	Imperative Modals Passive voice	Describing how something works Accepting/declining requests Describing processes		
WEEK 7 Hotel charges	Present perfect: How long….? Transition words: even though, although, however, on the contrary.	Asking about the length of an indicated period of time. Contrasting.	Duration of time.	
WEEK 8 Dealing with complaints	The present perfect tense , recent events Defining relative clauses *who*	Talking about what has (just) happened, Meeting people , Greeting people		Complete an e-mail to make complaints. Use the appropriate verb tense Listen and check the best answer Write rules and regulations according to the situation.

Unit 3: Visitor Centres

TOPICS	STRUCTURES	FUNCTIONS	NOTIONS	ACTIVITIES
WEEK 1 Visitor information	Definite relative clauses present perfect tense indefinite past	Talking about experience		Listen and correct the information Match the words with the definitions Read an article and answer the questions

				Discuss the questions with a partner Read and match the sentences halves
WEEK 2 Improve services	Modals Present continuous Past continuous tense Past time clauses with *while* and *when*	Leaving messages Describing actions Talking about the past Expressing modality	Temporal	

Source: Authors

Methodology

a) The strategic methodology will be formative. According to the proposed theme, classes and activities will:

b) Present the issues in theory, displaying and analyzing examples, and foster the performance of practical activities.

c) Promote the interest of oral skills allowing discussions tasks.

d) Allow groups, pairs, and individual work to create and develop the different activities throughout the course.

e) Class organization, students attend classes with the basic material reading ahead of class. The instructor will provide guidelines about the content that will be covered

f) Resources and materials to be used for the development of the classes as follows:

g) folders, pictures and other visuals, books – study Guide, Internet and material from the web, Audio material and speaker, Emails, projector, laptop ,YouTube.

Portfolio of the Course

The portfolio will contain:

1. - A cover page

2. -The syllabus of the course

3. - A Daily Log Section: This will include a daily report of the themes studied in the classes.

4. -A Class Work Section: This will include the exercises and other activities from the classrooms.

5. -A Homework Section: This will include the assignments and papers.

6. - A Quizzes Section: This will include the quizzes and proves of any other type of assessment

applied during the process of the course.

Evaluation Process

Assessments and Tests:

There will be frequent evaluations, partial evaluation and a final exam as well. Evaluations will be held throughout the semester to determine the progress of the class and the topics covered. Written or oral quizzes will be held on a regular basis. Presentations will be graded as well as essays.

Evaluations		Primer Corte Evaluativo	Segundo Corte Evaluativo	Total
Evaluaciones Frecuentes	Class participation	3	3	30%
	Tests	3	3	
	Assessment	3	3	
Evaluaciones Parciales	Partial tests	3	3	30%
	Final Project	3	3	
	Others	3	3	
Examen Final			4	40%
Final Grade				100%

Source: Authors

Evaluation Rubric

Evaluation rubric	Percentages

	%	%
Assessment	20	14
Class participation	30	14
Final Project	30	14
Test	20	30
Total	100	100

Source: Authors

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APENDIX 1- SURVEY

NEEDS ANALYSIS SURVEY FORM FOR TOURISM

This form was developed for using at "Universidad Estatal Amazonica" Puyo Pastaza Ecuador

Instructions: Read the questions and answer appropriately.If you need assistance, I will help you.

Personal Information:

Name: ………………………………… Age: ……………………..

Male ……………. Female: ………………

City: ……………… country: …………………L1 ……………L2………..

1.- Are you?

Student: ……… **Worker ………..   Other …………Student and worker ……….**

2.- For what communicative situations and tasks do you wish to learn English?

Talking to friends and neighbours: ……………… work ……………….

understanding native speakers ………

3.- What learning activities do you prefer?

Learning grammar rules: ……….Pronunciation: …………Learning new words: ……..

4.- Which skills are most important for you?

Speaking: ……….Listening: ……….Reading: …….Writing: ………

5.- Do you like to learn English by:

Talking to English speakers: …… Studying English books: …….. Internet: ……..

6.- How much do you understand?

_____ 0   _____ a little   _____ a lot   _____ 100%

7.- How do you learn best?

Alone: …… pairs: …… small groups. ……. Class: ……… outside class: …….

8.- How long do you prefer to take a course?

Short term: 1-2 months…… long term: 4-6 months ……. **Other ………..**

9. - How much time is available for study?

1 hour per day:….. 2 hours per day:….. 3 hours per day:…… 4 hours per day:………

in the morning: ……..in the afternoon: ………..at night: ……..

10. - Which of the following things do you want or need to study more of?

Reading: ……speaking: …….. listening : ………grammar: ……Vocabulary: …. Phrases: …….

Pronunciation: …….Listening and note taking: ……….Other: ………..

Observations: ……………………………Comments…………………………………………

 Thank you!

APPENDIX 2- MALLA CURRICULAR

CARRERA: INGENIERÍA EN TURISMO
PLAN DE ESTUDIOS: INGENIERÍA EN TURISMO (APLICACIÓN DEL MODELO EDUCATIVO)

No.	PRIMER SEMESTRE Asignatura	No. HORAS CRÉDITOS
1	Lenguaje y comunicación	4
2	Realidad Nacional	4
3	Sociología del Turismo	4
4	Matemáticas	4
5	Teoría y práctica del turismo	4
6	Botánica General	4
7	Inglés I	4
	TOTAL	**28**
No.	SEGUNDO SEMESTRE Asignatura	No. HORAS CRÉDITOS
1	Antropología	4
2	Cultura Turística	4
3	Informática	4
4	Matemática II	4
5	Ecología	4
6	Turismo como Servicio	4

No.	Asignatura	No. HORAS CRÉDITOS
7	Inglés II	4
	TOTAL	**28**
No.	**TERCER SEMESTRE** Asignatura	**No. HORAS CRÉDITOS**
1	Historia del Ecuador	4
2	Economía	4
3	TIC Aplicadas al Turismo	4
4	Geografía turística del Ecuador	4
5	Administración de empresas turísticas	4
6	Gestión del Proceso de Animación	4
7	Inglés III	4
	TOTAL	**28**
No.	**CUARTO SEMESTRE** Asignatura	**No. HORAS CRÉDITOS**
1	Contabilidad General	4
2	Dirección de Recursos Humanos	4
3	Patrimonio Cultural	4
4	Gestión Estratégica del turismo	4
5	Ordenamiento territorial y SIG	4
6	Inglés IV	4
	TOTAL	**24**
No.	**QUINTO SEMESTRE** Asignatura	**No. HORAS CRÉDITOS**
1	Metodología de la Investigación Científica	4
2	Turismo comunitario	4
3	Análisis de costos	4
4	Gestión de Alimentos y Bebidas	4
5	Legislación turística	4
6	Inglés V	4
	TOTAL	**24**
No.	**SEXTO SEMESTRE** Asignatura	**No. HORAS CRÉDITOS**

1	Ética profesional	4
2	Administración financiera	4
3	Estadística Aplicada al Turismo	4
4	Guianza de Grupos	4
5	Gestión Hotelera I	4
6	Gestión Ambiental y Turismo	4
7	Inglés VI	4
	TOTAL	**28**
No.	**SEPTIMO SEMESTRE** **Asignatura**	**No. HORAS CRÉDITOS**
1	Lenguas Indígenas I	4
2	Administración Tributaria	4
3	Investigación de Mercados	4
4	Marketing Turístico	4
5	Gestión Hotelera II	4

	Inglés VII	4
7	Francés VII	4
	TOTAL	**28**
No.	**OCTAVO SEMESTRE**	**No. HORAS CRÉDITOS**
	Asignatura	
1	Lenguas Indígenas II	4
2	Planificación Turística	4
3	Proyectos Turísticos I	4
4	Desarrollo Local y Turismo	4
5	Gestión de la Calidad Total	4
6	Inglés VIII	4
7	Francés VIII	4
8	Investigación Formativa	4
	TOTAL	**32**
No.	**NOVENO SEMESTRE**	**No. HORAS CRÉDITOS**
	Asignatura	
1	Proyectos Turísticos II	4
2	Formación y administración de micropymes	4
3	Gestión de Eventos	4
4	Gestión de turismo de naturaleza	4
5	Gestión de Agencias de viajes	4
6	Inglés IX	4
7	Francés IX	4
	TOTAL	**28**
No.	**DÉCIMO SEMESTRE**	**No. CRÉDITOS A CUMPLIR**
	Asignatura	
1	Prácticas Pre Profesionales	30

APPENDIX 3 Curriculum for Undergraduate Tourism

APPENDIX 4 Prerequisites

DEPARTAMENTO CIENCIAS DE LA VIDA
MALLA CURRICULAR CARRERA DE LICENCIATURA EN TURISMO-PREREQUISITOS

Unidad de Organización		Campos de Formación Curricular					
Formación Básica	Semestre I	TUR - 101	TUR - 102	TUR - 103	TUR - 104	TUR - 105	TUR - 106
		Matematica Básica	Introducción al Turismo	Ecología	Lenguaje y Comunicación	Ingles I	Realidad Nacional
	Pre-requisitos	SNA	SNA	SNA	SNA	SNA	SNA
	Semestre II	TUR - 201	TUR - 202	TUR - 203	TUR - 204	TUR - 205	TUR - 206
		Matematica Financiera	Flora del Ecuador	Fauna del Ecuador	Ingles II	Historia del Ecuador	Cultura Turística
	Pre-requisitos	TUR - 101	TUR - 103	TUR - 103	TUR - 105	TUR - 106 y TUR - 104	TUR - 102
	Semestre III	TUR - 301	TUR - 302	TUR - 303	TUR - 304	TUR - 305	
		Sociología del Turismo	Geografia Turística	Animación Turística	Ingles III	Estadistica	
	Pre-requisitos	TUR - 206	TUR - 202 , TUR - 203 y TUR - 206	TUR - 206	TUR - 204	TUR - 201	
Formación Profesional	Semestre IV	TUR - 401	TUR - 402	TUR - 403	TUR - 404	TUR - 405	TUR - 406
		Cantabilidad General	Biogeog rafía	Ordenamiento Territorial	Ingles IV	Metodología de la Investigación Cientifica	Antropología Cultural
	Pre-requisitos	TUR - 201	TUR - 302	TUR - 302	TUR - 304	TUR - 305	TUR - 301 y TUR - 205
	Semestre V	TUR - 501	TUR - 502	TUR - 503	TUR - 504	TUR - 505	TUR - 506
		Economía del Turismo	Contabilidad de Costos	Protocolo y Etiqueta	Ingles V	Sistema de Información Geografica	Patrimonio Cultural
	Pre-requisitos	TUR - 403 y TUR - 305	TUR - 401	TUR - 303	TUR - 404	TUR - 403	TUR - 406
	Semestre VI	TUR - 601	TUR - 602	TUR - 603	TUR - 604	TUR - 605	
		Legislación Turística y Ambiental	Gestión de Alimentos y Bebidas	Gestión Hotelera	Turismo de Naturaleza	Administración de Empresas Turísticas I	
	Pre-requisitos	TUR - 501	TUR - 503	TUR - 503	TUR - 506 y TUR -402	TUR - 502	
	Semestre VII	TUR - 701	TUR - 702	TUR - 703	TUR - 704	TUR - 705	TUR - 706
		Administración de Empresas Turísticas II	Técnicas de Guiar	TIC Aplicadas al Turismo	Proyectos I	Investigación de Mercados	Desarrollo Regional y Local
	Pre-requisitos	TUR - 605	TUR - 601 y TUR - 604	TUR - 505	TUR - 602, TUR - 604 y TUR - 405	TUR - 603	TUR - 604 y TUR - 601
Titulación	Semestre VIII	TUR - 801	TUR - 802	TUR - 803	TUR - 804		TUR - 806
		Tráfico Aéreo	Marketing Turístico	Gestión de la Calidad	Diseño del Producto Turístico	Proyectos II	Gestión Ambiental y Turística
	Pre-requisitos	TUR - 703	TUR - 705 y TUR - 701	TUR - 701	TUR - 705	TUR - 704	TUR - 702 y TUR - 706
	Semestre IX	TUR - 901	TUR - 902	TUR - 903	TUR - 904		
		Gestión de Viajes	Emprendimiento	Trabajo de Titulación	Investigación Formativa		
	Pre-requisitos	TUR - 801, TUR - 802 y TUR - 804	Práctica Vinculacion con la Sociedad TUR - 805	TUR - 805 Noveno Semestre	TUR - 803, TUR - 805 y TUR - 806 Apoyo al trabajo de titulacion		