

HANDBOOK

OF LESSONS
TO HELP SPANISH
STUDENTS LEARN
TECHNICAL ENGLISH
FOR THE TRAVEL
AND TOURISM INDUSTRY

Author:
Andrea S. Ribadeneira Vacacela



GCPI Unach

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GCPI Unach

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Título de la obra: HANDBOOK OF LESSONS TO HELP SPANISH STUDENTS LEARN
TECHNICAL ENGLISH FOR THE TRAVEL AND TOURISM INDUSTRY

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Publicación arbitrada por pares externos anónimos

Primera edición – noviembre 2024

Editorial Unach, 2024

Ediciones: Universidad Nacional de Chimborazo (Unach), Campus La Dolorosa Avda. Eloy Alfaro y 10 de Agosto

Teléfono: (593-3) 3730910 ext. 2007 • Email: gcpi@unach.edu.ec

Web: <https://editorial.unach.edu.ec/index.php/Editorial>

Diseño Gráfico: Unach

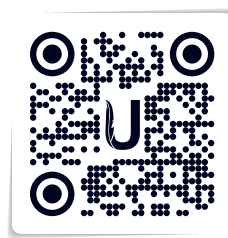
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ISBN FÍSICO: 978-9942-661-54-8

ISBN DIGITAL: 978-9942-661-55-5

Impresión: Editorial Unach, Riobamba - Ecuador

DOI: <https://doi.org/10.37135/u.editorial.05.144>



www.editorialunach.edu.ec

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ACKNOWLEDGMENT

I would like to thank the Universidad Nacional de Chimborazo represented by Nicolay Samaniego, PhD. Additionally, I would like to thank, alphabetically, María Eugenia Borja Mg., Santiago Cisneros, PhD., Orlando Granizo Mg., Sonia Granizo Mg., Vinicio Mejía PhD., Myriam Murillo PhD., Eduardo Ortega, Mg., Patricio Sánchez, PhD., Magdalena Ullauri, PhD., Víctor Velasco, PhD., Patricio Villacrés, PhD., for their time and support.

Furthermore, I want to thank my wonderful mother, Leonor Vacacela Luna, and my hardworking brother, Wladimir Ribadeneira who have helped me and my whole family for many years through their love, and great support in all my academic endeavors, jobs, and personal projects.

PROLOG

This book was written to provide Spanish tourism students with additional tools to enhance their learning of English for applications in the travel and tourism industry.

This book reflects two years of teaching tourism students about technical English and how to apply it to job opportunities in the travel and tourism industry.

The lessons in this book have been developed as some of the best techniques that have been effective in teaching students technical English in the travel and tourism academic programs.

Feedback from students has helped refine these lessons to maximize their application in real world events and training.

Readers are encouraged to contact this author and to share their experiences with the materials and to make suggestions that may be of benefit to other students.

ABSTRACT

Currently, there is a large need for Spanish speaking students from Ecuador in the area of travel and tourism who have applied English proficiency to help English speaking visitors to Ecuador. This need will continue to grow and to expand as travel and tourism increase in Ecuador.

The purpose of this book is to help Spanish speaking students learn better technical English so that this need can be fulfilled and so that students can gain more internships and permanent travel and tourism jobs in Ecuador and elsewhere.

The focus of this book is on learning and application so that students can become more proficient in English and in interactions with English speaking tourists. Each chapter has its own theme and technical English content for learning better technical English applications.

This book provides Spanish speaking students of tourism with basic information that they will need as they interact with English speaking visitors to Ecuador.

Keywords: Ecuador, Travel and Tourism, Technical English.

INTRODUCTION

This book provides Spanish speaking students of tourism with basic information that they will need as they interact with English speaking visitors to Ecuador.

Technical English for Spanish speaking travel and tourism students is concerned with the specific words or terms used in that field of study.

The book is divided into three sections:

- 1 General Basic English to Help Students Learn Technical English
- 2 English For Specific Purposes in Travel and Tourism
- 3 Lesson Plans and Homework Rubrics for Students

General basic English is fundamental to a foundational understanding of English as it is communicated in many different cultures throughout the world.

A solid grasp of English provides a framework to which individuals can more readily communicate throughout the world with other people.

According to Berlitz (2023) English is spoken by 1,452 million speakers. English is the mostly widely used language in the universe of people and it is used extensively in business and commerce in every culture and region of the world.

Additionally, English serves as a bridge of communication between other languages and countries because of its unique ability to provide descriptive terms and concepts that are often not readily available in many cultures.

In short, using English helps communicate paint a deeper and broader avenue for individuals, countries, and organizations to find common ground upon which to communicate and to interact.

Welcome to Ecuador!



Graphic 1: Map Touristic of Ecuador

Source: Ecuador National Tourism Office (Ministerio de Turismo)

Geographical Location:

Ecuador is a lovely small country located in the northwest of South America on the Pacific Ocean just in the Equator line. It is a megadiverse country surrounded by volcanoes, lakes, rivers, humid and dry forests that are home of wonderful flora and fauna in its four regions: Coastal region, Sierra region, Amazon region and Insular region, where the Galapagos Islands are located 900 kilometers to the continent.

CHAPTER

1.

Chapter One – General Basic English to Help Students Learn Technical English

1.a Theoretical Bases

1.b Basic General English

1.1. Present simple with Verb Be

1.2. Pronouns in English

1.3. Practice: Homework: study and learn about the most basic level of English.

1.4. Plural noun rules

1.5. Prepositions of Place and Time

1.6. Tips to help with Learning English

1.a. Theoretical Bases

This book and its applied suggestions are the result of a systematic operative learning methodology reviewed and tested over a number of years with university tourism students. Different co-operative learning and teaching scenarios over several years were presented to students and evaluated in terms of student responses and in terms of demonstrated and improved student learning. This book presents the best co-operative learning materials and suggestions, tested, and evaluated over time with many university tourism students, that have enhanced learning and real world applications for university tourism students who will work and speak English in the area of travel and tourism.

This systematic cooperative learning methodology is congruent with the research findings of many scholars particularly in the area of social construction theory (Hong, Chen, Huang, J. H., Y. Y., & Chang, (2022)) who found that the use of the cooperative learning methodology has a positive effect on the oral English proficiency of English tourist guides who learn English. Hong, Chen, Huang, J. H., Y. Y., & Chang (2022) noted the following theoretical aspects as related to the systematic cooperative learning methodology used in the development of this book:

“The basic hypothesis of social construction theory is that learning is a process of negotiation and cooperation with respect to different viewpoints (Burr, 2015). Knowledge has social function and is constructed through understanding and solving problems (Roschelle, 1992). Therefore, the acquisition and organization of knowledge comes from the process of communication, debate, clarification and reconstruction among teachers, students and their peers (Restivo, 2022). Didactic instruction mostly involves the teacher passing on knowledge unilaterally, but social construction

theory not only emphasizes on teaching materials to arouse students' autonomous learning, but also pays special attention to the value of interaction between teachers, students and their peers (Gergen and Wortham, 2001). Both Piaget and Vygotsky contributed greatly to the development of social construction theory. Piaget (1985) emphasized that the construction was based on knowledge building, and that it focused on the construction process of cooperative learning. According to Piaget's point of view, learners would promote individual cognitive development based on process of discussion. Vygotsky (1986) argued that the fundamental dynamics of individual cognitive development depended on the social and cultural influences and that knowledge was created by individuals and members working together. According to Vygotsky, learners can have better performance if they interact with peers. As a result, cooperative learning method is a teaching method on the basis of the concept of social construction theory."

1.b. Basic General English

It is recommended that someone who tries to study English with Specific Purposes (ESP) in tourism and travel understand basic English first.

1.1 Present simple With Verb Be

Most of the writing problems that a Spanish speaker has when he or she speaks or writes a sentence is that this person translates and think in Spanish to move into English and the idea is normally misunderstood. There is not needed to do it even though it is totally understood the reason to do it. The solution to that is to learn English and to think in English to do that it is recommended to use the following steps:

- First, people must understand and learn to recognize well the subject of the sentence and knowing what to do with it when it is combine with pronouns.
- Second, people should learn vocabulary, especially in the field of tourism, people must know how to describe natural settings without problems on not knowing the meaning of a plant, animal, or things around tourist attractions.
- Third, people should work with irregular verbs as an urgent need. Verbs are well understood when people use it. Otherwise, it is almost never remembered.
- Fourth, people should know adjectives, adverbs, pluralization of nouns and the order of these words in a sentence.
- Fifth, people should know prepositions, and modal verbs and how to use them on different time and place.
- Sixth, people must add full stop at the end of a sentence and review spelling rules.
- Seventh, start writing simple sentences using the grammar and vocabulary learnt.
- Eight, it is important to start learning about grammar structures.

The most recommended structure to start with is Verb Be since it is the most used verb because it is used to provide information of a noun, adjectives adverbs or with prepositions.

On speaking practices, it is using frequently the contraction of it to speak quickly and to the point. Most people consider that they already know this information, but unfortunately, people do not know how to use verb be in a sentence and the main reason is because people do not recognize very well the subject of the sentence and therefore its verb be as well as the different pronouns and articles use in the same sentence.

For example:

Tourist attractions *are* often available without an entry fee. This fact provides tourists with economic opportunities to visit important tourism sites at significant savings while maximizing the opportunities to learn and experience the dynamic cultural and historical regions of the country.

What *is* the subject of *this idea*?

It is tourism attractions.

Therefore, in the first paragraph the verb *be* should always be: “are” since the subject (tourist attraction) of this idea is plural. On the other hand, in the question, the subject of this inquiry is singular (this idea).

In the following chart it is possible to use a chart to support the very first understanding of the recognition of subjects. The subject is the person who shares the idea about him/herself or about something or someone else.

If a person cannot correctly recognize the subject of a sentence, then it is very difficult to write well a sentence with a correct usage of verbs.

Some people consider that to study verb *be* as one of the first things we begin to study in English is boring and wrong because everybody knows it. However, that is not always true because in the experience of teaching for more than 15 years, it has been observed that people make mistakes in sentences because the subject is not being correctly identified.

Table 1: Present Simple with Verb Be

Subject Pronoun	Spanish	Positive Verb be	Negative Verb be	Questions with Verb Be
<i>Singular</i>				
I	Yo	am	Not	Am I ... ?
YOU	Tu – usted	are	Aren't	Are you ?
HE	Él – mascota macho	is	Isn't	Is he?
SHE	Ella – mascota hembra	is	Isn't	Is she?
IT	Eso, esa: el animal que no es parte de la familia, la cosa, idea, sentimiento, valor humano, institución. Una sola.	is	Isn't	Is it?
<i>Plural</i>				
WE	Nosotros, le incluye a Usted y al grupo de personas al que se dirige.	are	Aren't	Are we ?
YOU	Ustedes (You all= todos ustedes) – vosotros.	are	Aren't	Are you .. ?
THEY	Ellas, ellos, esas, esos los hombres y mujeres, animales, las cosas, ideas, sentimientos, valores humanos, instituciones. 2 o más.	are	Aren't	Are they .. ?

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

1.2. Pronouns Chart

Table 2: Pronouns Chart

	SUBJECT PRONOUNS		OBJECT PRONOUNS		POSSESSIVE ADJECTIVES		POSSESSIVE PRONOUNS		REFLEXIVE PRONOUNS	
	I	Yo	Me	Mi	My	Mis, mi	Mine	Mío / a / os / as	Myself	Yo mismo
1 st person										
2 nd person	You	Tú	You	Te, ti, lo, la, le	Your	Tu	Yours	Tuyo/a	Yourself	Tú mismo
3 rd person (male)	He	Él, Peter, Ruffo	Him	Le, lo	His	De él, su, sus	His	Suyo/s	Himself	Él mismo
3 rd person (female)	She	Ella, Mary, Mimi	Her	A ella / La, le	Her	De ella, su, sus	Hers	Suya/s	Herself	Ella mismo
3 rd thing	It	Cosas, valores, etc Singular	It	Lo, la, le	Its	Su, sus	(not used)	-----	Itself	A sí mismo
1 st person (plural)	We	Nosotros	Us	Nos	Our NOUN	Nuestro / a / as	Ours	Nuestro/a	Ourselves	Nosotros mismo
2 nd person (plural)	You	Ustedes	You	Ustedes,	Your	Tus	Yours	Suyos/as	Yourselves	Ustedes mismo

3rd person & thing (plural)	They: ALL SUBJECT IN PLURAL	Ellas – Ellos: Animals, institutions human values, people and things in general but in plural.	Them	Los, las, les	Their	Su, sus	theirs	De ellos/as	Themselves	Ellos mismo
---	--------------------------------------	---	------	---------------	-------	---------	--------	-------------	------------	----------------

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

DEMONSTRATIVE PRONOUNS

Table 3: Demonstrative pronouns

This	That	These	Those
Singular		Plural	
Near	Far	Near	Far

Table 4: Indefinite pronouns

INDEFINITE PRONOUNS					
PEOPLE		PLACES		THINGS	
Someone/ somebody	Alguien	Somewhere	Algún lugar	Something	Algo
Everyone/ everybody	Todo el mundo	Everywhere	En todas partes	Everything	Todo
No one/ nobody	Nadie	Nowhere	Ningún lugar	Nothing	Nada
Anyone/ anybody	Cualquier persona	Anywhere	Cualquier lugar	Anything	Cualquier cosa

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

1.3. Practice: Homework: study and learn about the most basic level of English.

Basic English Practice Homework

Name:

Date:

Due date:

1) Activity #1: Self-Introduction

<https://youtu.be/QgjkjsqAzvo>

Please write a paragraph about yourself in 5 to 10 sentences.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2) Activity #2 Please write 3 quantities in numbers and in letters

For example: \$1,987.534.20 = *One million*

1.

2.

3.

- 3) Activity #3 Please study noun research and make a chart of at least seven kinds of pronouns in English and in Spanish. Please include a reference on your research.

Subject Pro- nouns						
I						
You						
He						
She						
It						
We						
You						
They						

- 4) Activity #4 Please research, study, and practice the recognition of nouns and its pronoun.
- 5) Activity #5 Please research about plural noun rules. Please include a reference on your research.

1.4. Plural noun rules

In the following paragraph, people should consider learning the plural noun rules before they study technical English to identify correct spelling and use of language. The eleven plural noun rules listed below are from Grammarly (2022).

There are eleven plural noun rules to memorize in English to write correctly and they are the following:

1. "To make regular nouns plural, add –s to the end.

2. If the singular noun ends in -s, -ss, -sh, -ch, -x, or -z, you usually add -es to the end to make it plural.
3. In some cases, singular nouns ending in -s or -z require that you double the -s or -z prior to adding the -es for pluralization.
4. For most nouns that end with -f or -ef, you add an -s to form the plural version. Be aware of exceptions, however. For some nouns ending this way, you must change the -f or -ef to -ve before adding the -s.
5. If a singular noun ends in -y and the letter before the -y is a consonant, you usually change the ending to -ies to make the noun plural.
6. If the singular noun ends in -y and the letter before the -y is a vowel, simply add an -s to make it plural.
7. If the singular noun ends in -o, you usually add -es to make it plural.
8. If the singular noun ends in -us, the plural ending is frequently -i.
9. If the singular noun ends in -is, the plural ending is -es.
10. If the singular noun ends in -on, the plural ending is usually -a.
11. Some nouns do not change at all when they're pluralized Grammarly (2022)."

The Super Easy Way to Learn Modal Verb in English | Types of Modal Verbs

MODAL VERBS

Type	Modal Verbs	Examples
ABILITY	Can, Could	- David can speak three languages. - He could speak fluent French when he was 5.
PERMISSION	Can, Could, May	- Can I sit in that chair please? - Could I open the window? - May I borrow your dictionary?
ADVICE	Should	- You should visit your dentist at least twice a year. - You should try to lose weight.
OBLIGATION	Must, Have to	- I must memorize all of these rules about tenses. - You have to take off your shoes before you get into the mosque.
POSSIBILITY	Might, May, Could, Can	- It looks nice, but it might be very expensive. - Richard may be coming to see us tomorrow.

ESL.COM

Graphic 2: Modal verbs

Source: Grammarly, (2022).

- 6) Activity #7 Please research, study, and practice the usage of prepositions in English.



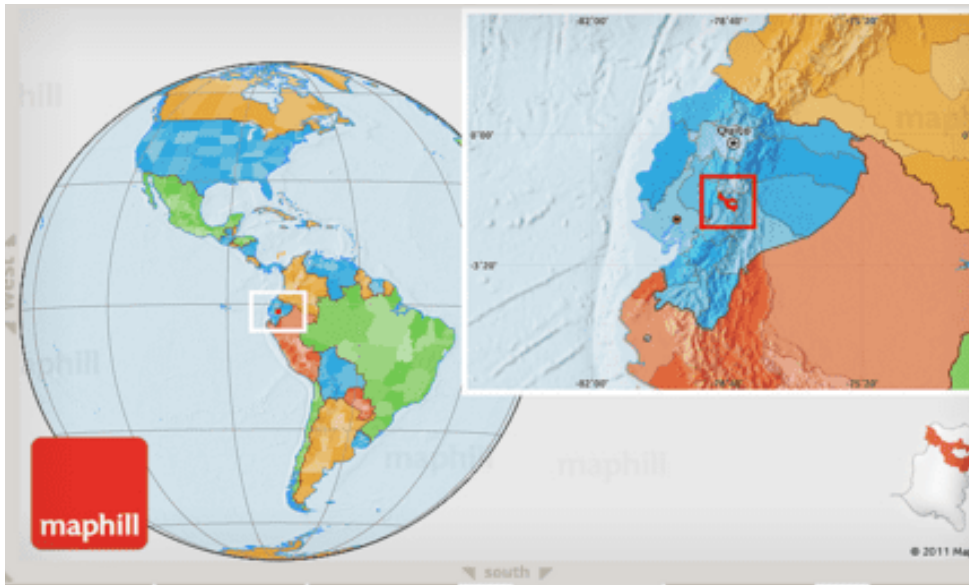
Graphic 3: Use of prepositions

Source: etienganh.info.

To understand the correct usage of prepositions the previous graphic is provided to help students comprehend the movements and how they must be used in tourist attraction descriptions.

For example:

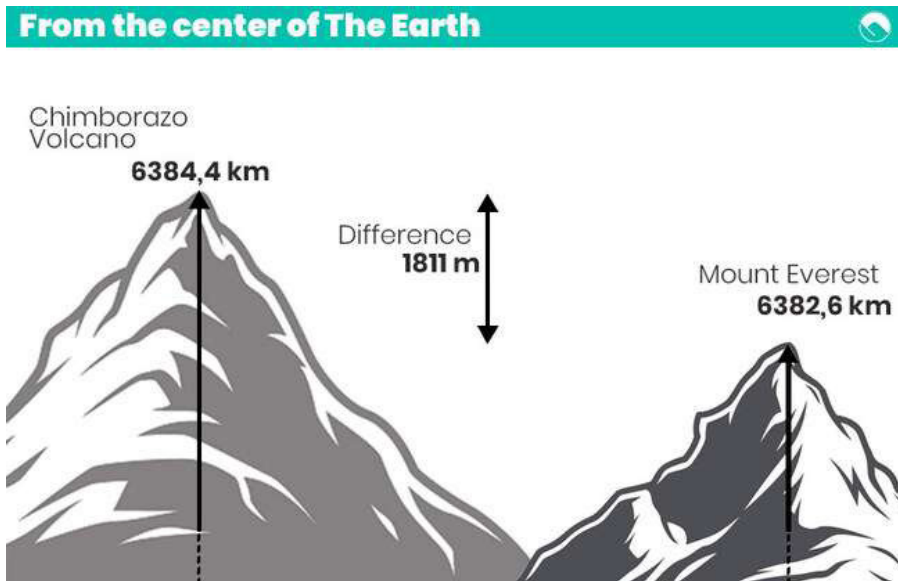
- The City of Riobamba is located **in** the center of Ecuador.



Graphic 4: Political location map of Riobamba

Source: Team, Maphill. com.

- Chimborazo Volcano has the highest peak among all the volcanoes in the world because it is the closest point to the sun measured from the center of the earth.



Graphic 5: Chimborazo record: Highest point on earth

Source: Gonzalez, V. (2021)

1.5. Prepositions of Place and Time



Graphic 6: Prepositions of place and time

Source: Justin. (2020).

Prepositions of place and time are seen constantly in English because of its need of expressing correct sentences in English with nice grammar and fluency. Therefore, people who are learning English are requested to learn and to use this grammar structure correctly.

Prepositions of time are used to correctly express the time to which it is referred.

When the information is general about centuries, decades, years, months, and weeks, then people must use “*in*.” For example:

Balbanera church was built *in* 1534.

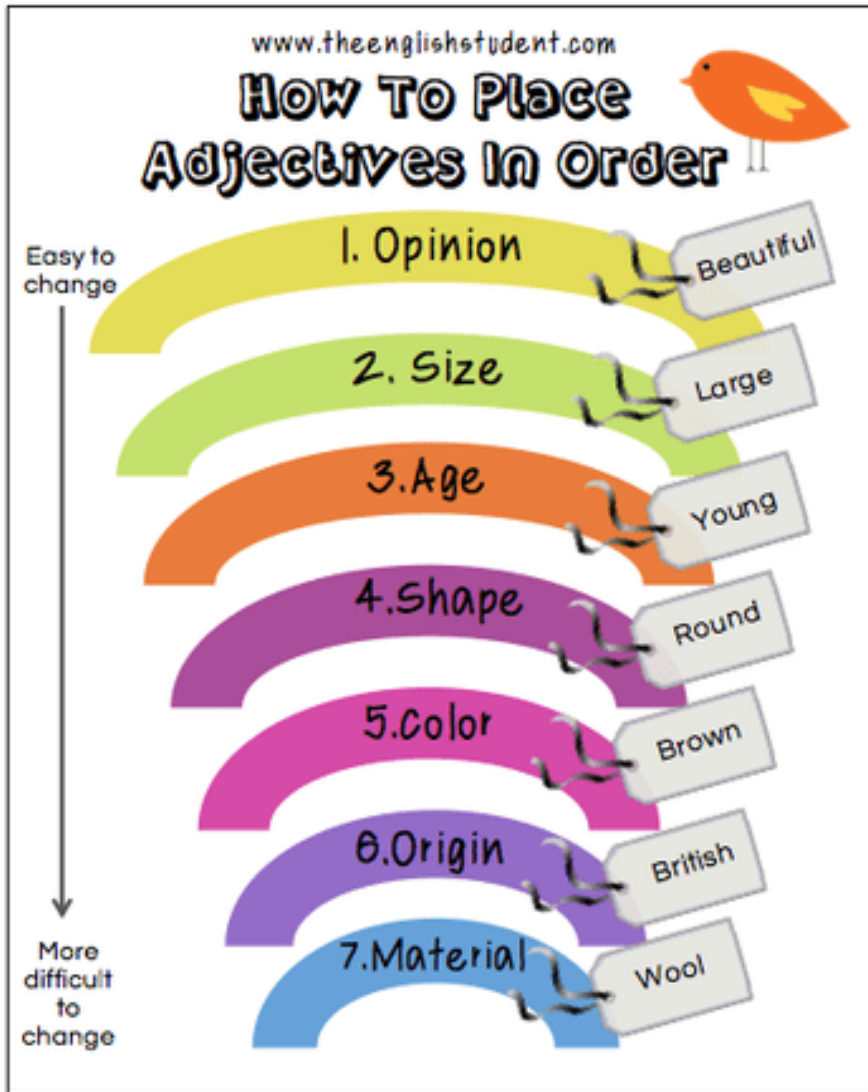
When the information is more specific, then the information should be related to specific days, weekends, birthdays, and holidays, then people must use “*on*.” For example:

Day of the Dead holiday in Ecuador is called: Finados, and it is celebrated *on* November 2nd as the official date to pray for souls in purgatory, to spend time with family members to make colada morada and guagas de pan which is bread in babies shape.

Following to that, very specific information is shared in sentences by using the preposition “*at*” before specific hours. For example:

The best hour to climb Chimborazo Volcano *is at* 10:00 pm since it is suggested to climb when the ice and snow floor is most solid. The ideal plan is to get to its highest peak before the sun comes up.

7) Activity #8 Please research, study, and practice the usage and the order of adjectives.



Graphic 7: The usage and the order of adjectives.

Source: Facebook.com

- 8) Activity #9 Please research, study, and practice the usage and the order of adjectives and adverbs.
- 9) Activity #11 Please discuss ten nations with which you will have a more complete relationship in your academic, work, or travel activities.

Table 5: Nation's activity

Country's Name	Flag	Language	Nationality	Capital	Currency Unit Equivalent	President's Name	Calling Phone Code	Famous For...
1. ECUADOR		Official: Spanish Native: - - - -	Ecuadorian	Quito	USA Dollars	President Daniel Novoa, MBA	+593	• Equator Line • Bananas • The Galapagos Islands • Flowers • Tropical fruit • Sea food • Petroleum • Cocoa and coffee • Chimborazo • Snowy Mountain. • Richard Carapáz
1. USA								
3. CANADA								
4. ENGLAND								

5.	SCOTLAND																		
6.	PHILIPPINES																		
7.	KENYA																		
8.	AUSTRALIA																		
9.	SINGAPORE																		
10.	BAHAMAS																		

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

1.6. Tips to help with Learning English

Dear student, hopefully, you will find these recommendations useful.

- 1) Think in English – Do not translate.
- 2) Listen to music, news or watch movies (series) in English constantly.
- 3) Read in English as much as possible .
- 4) Speak and write in English on social media pages as much as possible.
- 5) Keep a positive attitude because you are the only one responsible of learning.

- Recommended websites to practice: Listening music with lyrics in English:

<https://lyricstraining.com/app?nr=1&~channel=web&~feature=redirect&~campaign=none&ref=https%3A%2F%2Flyricstraining.com%2Fes>

- Watch and listen to 5-20 minutes speeches about the area of your interest.

<https://www.ted.com>

- For a complete webpage to practice almost all the skills possible:

<https://learningenglish.voanews.com>

- Read an e-book in English for free:

<http://gutenberg.org>

- Every day use your verbs in real life situations.
- Listen to news in English radio channels.
- Read articles in English newspapers and magazines.
- Watch the news programs on English television channels.
- If you play videogames, please play them on English.
- If you research, your publications written in English. Find for free on google scholar.
- These and more recommendations I will always have for you, but nothing is going to be enough if you do not practice neither use your English on everyday situations.

CHAPTER

2.

Chapter Two: English for Specific Purposes in Travel and Tourism

- 2. *ESP*
- 2.1. *What is ESP?*
- 2.2. *When to study ESP courses?*
- 2.3. *Will it help to know when to teach it and how? most basic level of English.*
- 2.4. *Why is it needed to study?*
- 2.5. *What materials should be measured to study ESP courses? Tips to help with Learning English.*
- 2.6. *Who should be teaching these ESP courses?*
- 2.7. *Advantages and Disadvantages*
- 2.8. *Absolute Characteristics of ESP*
- 2.9. *Variable Characteristics of ESP*
- 2.10. *Context versus Content*
- 2.11. *Teaching English for Specific Purposes (ESP) Courses*
- 2.12. *General Methodology*
- 2.13. *Proposal: Establishment of an English-Speaking Tourism Club at UNACH*
- 2.14. *Speaking Club Virtual Class Plan Number 1*
- 2.15. *Unique Moments to Practice English in Context in the Tourism Career – UNACH.*
- 2.16. *earn by having fun!*

The best picture that represents the history of ESP is this one presented by Tom Hutchinson and Alan Waters by Cambridge Language Teaching Library Book: English for Specific Purpose (2003).

ESP usually includes Technical English, Medical English, Business English, Aviation English, and other English areas. Several of the most recognized peer reviewed journals are the academic research journals, English for Specific Purposes, Asian ESP Journal, Journal of Teaching English for Specific and Academic Purposes, and English for Specific Purposes.

If you give yourself a time to read to any of the articles publish on these journals. You might find the ESP is a big topic of concern and something not so new but hasn't still being applied in many countries as EGP English for General English has. Let's take into considerations that ESP is:

Table 6: ESP considerations

Specific
Main objective is training
The focus is on context.
High value of the syllabus
Vocabulary in context
Not all language skills are needed
It was developed as needed from general English to specific areas
Generally, the learners are adults

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

ESP is applied when it is needed.

2.2. When to study ESP courses?

ESP is best used when the students have upper intermediate to advanced English training skills. According to the Common European Framework, it will be a level of English: B1 +

Students who take this ESP classes should have the following experiences or training in their background. The ideal situation to develop an ESP course that has learners, enrolled in the ESP course, who have an intermediate to advanced level of English after studying the EGP modules; however, in our actual context, it is hardly plausible to find such students even though in some Ecuadorian universities, that count with the ESP courses. To be able to enroll in an ESP course, students are required to take a proficiency test and get at least B1 level according to the Common European Framework. The foundation of any ESP course is the needs analysis. Some tools to find the necessary information to develop a needs analysis include interviews, surveys, and questionnaires.

After a needs analysis is done, it is necessary to see what context, and course design are going to be used in order to develop an ESP course. All these steps: needs analysis, context, and course design are important because they are the necessary building blocks upon which better learning can occur.

2.3. Will it help to know when to teach it and how?

By reading, interacting, learning new vocabulary, putting in context and applying all learnt for knowledge to developed and use the language learnt.

Starting by knowing what students need and what is the frame time that students will be required to study.

2.4. Why is it needed to study?

To learn technical language and be ready for a specific area of need. ESP is a logical outgrowth of specialized English training.

When understanding what a group of students need, it is generated a context of interest as a result which will need of a content for the syllabus and curriculum of this module.

2.5. What materials should be measured to study ESP courses?

ESP materials include:

- Printed materials
- Audiovisual materials
- Online materials
- Life materials that express English in specialized purposes (like a technical language) such as English for tourism professionals.

The materials for this course are centered on students' needs with the opportunity to promote their autonomy using blended learning. Additionally, we included these materials because it is important that the textbooks/ material help to develop and reinforce content knowledge. Klimova (2015) suggests that to develop materials for an ESP course, they must be authentic and help students to use English in real world. ESP practitioners must keep in mind that ESP students use English to fulfill their discipline-specific real-world tasks taught in their subject disciplines.

The materials that will be used in the course were analyzed based on the collected language samples gotten from the questionnaires and interviews applied to the future candidates. The objective of

the materials is improving learners' language skills, vocabulary, grammar, writing that were to be included in the syllabus.

The evaluation instruments for this ESP Tourism course include student surveys, student interviews, and four student academic course examinations throughout the semester and teacher surveys and teacher interviews throughout the semester. The ESP Tourism course evaluation approach is both formative and summative in order to maximize student learning and application and to maximize teacher effectiveness. The main arguments for these decisions are based on the following research findings and studies.

The evaluation approach for this program is formative because the idea is to check the steps used to get the goal. The formative evaluation includes behavioral objectives evaluation used to determine if the program is meeting its objectives or not and or the uses of a summative toll as well.

2.6. Who should be teaching these ESP courses?

The teacher of an ESP module should always be a practitioner, who will use all the existing documents originated during the program: test, materials for listening, speaking, reading, writing, etc. Speaking course will be evaluated too. A great ESP teacher teaches a specialized sub-English language.

It has been noted that there are many universities in Ecuador which are not working ESP because of several reasons, but primarily because of a lack of a good institutional needs analysis and because of a lack of English language education preparation as part of academic professional training.

2.7. Advantages and Disadvantages:

In order to design a quality ESP module, it is important to have clear understandings about some of the absolute and variable characteristics in teaching ESP based on earlier research findings that could be appropriate for the design of this research study. For example, research by (Dudley, Evans, Jo, & John, 2007) found the following ESP characteristics:

2.8. Absolute Characteristics of ESP

- Designed to meet specified needs of the learner;
- Related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
- Centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
- In contrast with 'General English.'

2.9. Variable Characteristics of ESP

- May be restricted as to the learning skills to be learned (for example reading only);
- May not be taught according to any pre-ordained methodology (Dudley, Evans, Jo, & John, 2007)

The mayor disadvantages are: time, preparation, and materials. Whereas, the mainly advantages are being more English, which is easier and faster to relate to a specific subject.

One of the main contributions of ESP to the wider world of English Language Teaching has been the development of appropriate needs analysis

2.10. Context versus Content

Table 7: Context vs content

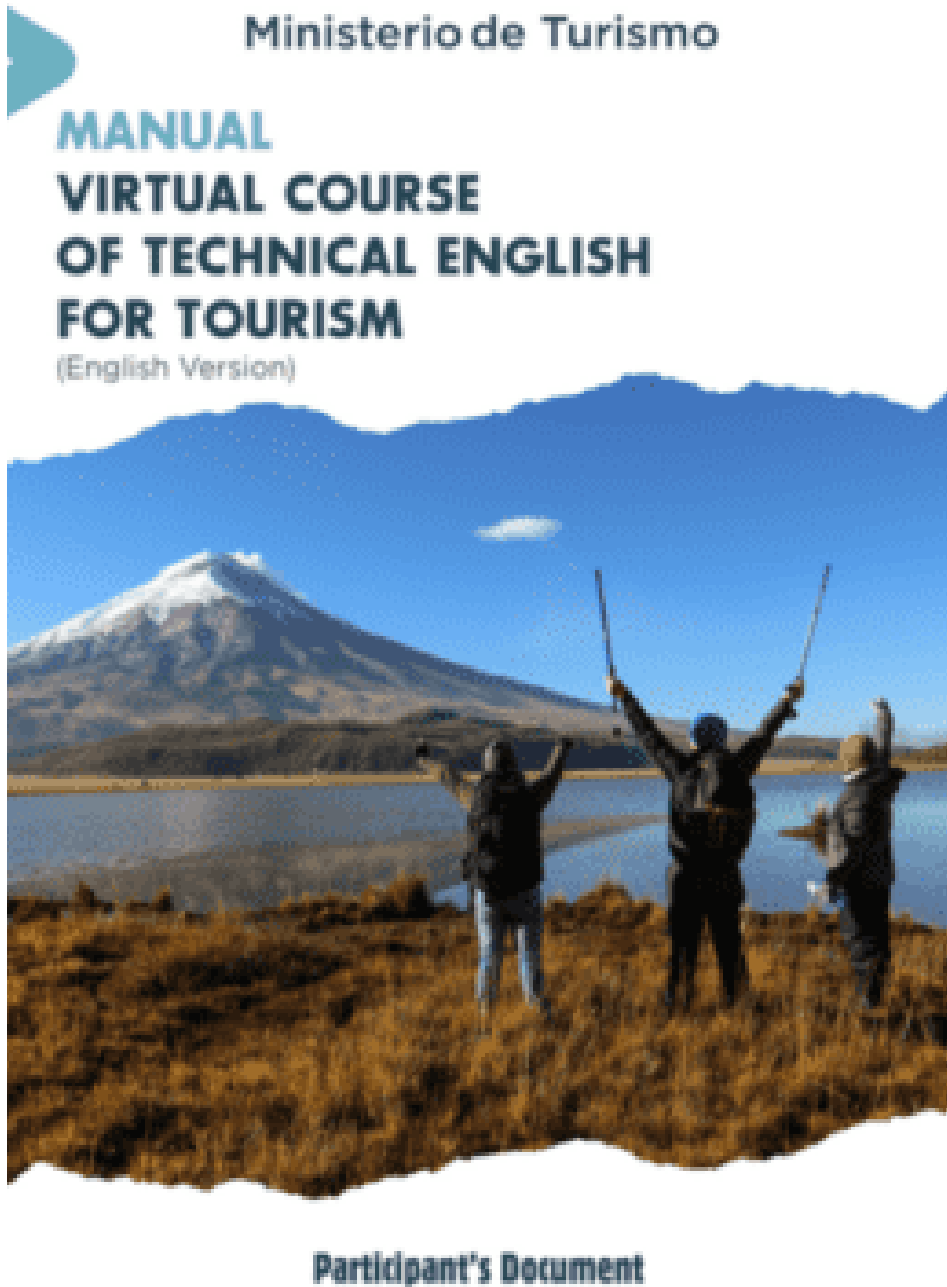
CONTEXT	CONTENT
A setting in which a phrase or word is used	The words or ideas that make up a piece
Context provides the background and foreground upon which a proper and effective needs analysis can occur.	Content could be done as a result of a good needs analysis for an ESP module.
Components of an ESP text or module.	Content of the components of an ESP text or module.

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

The government of Ecuador is placing greater emphasis on the learning and application of technical English in Travel and Tourism. As part of this emphasis, educators are being encouraged to write more books and journal articles regarding technical English in Travel and Tourism.

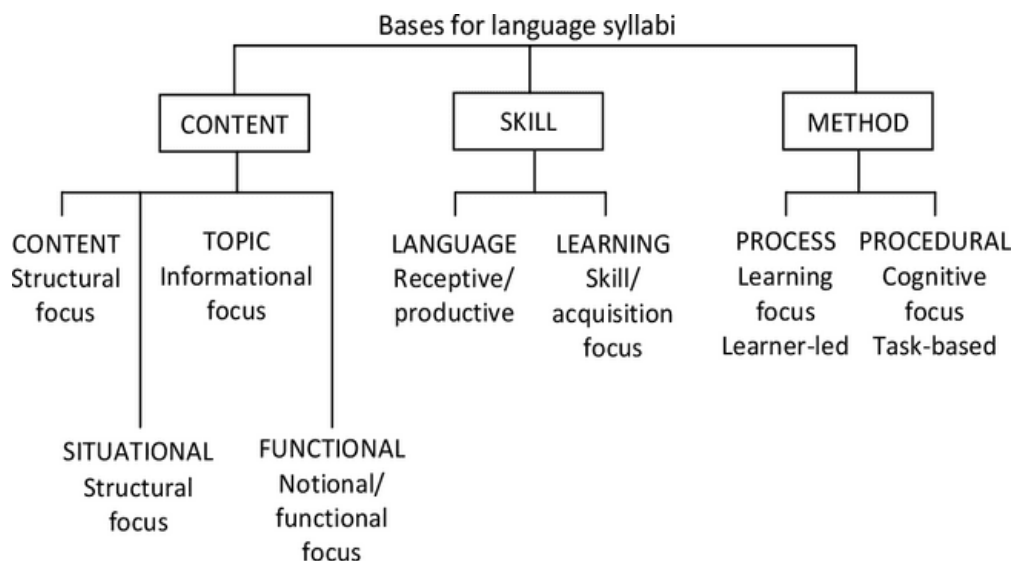
It is considered in Ecuador in the area of tourism there is an increase of care for technical English and that is how the government of Ecuador by the minister of Tourism department has dedicated time and effort to create a book, guidelines and an online course who are being developed 100% asynchronous work where students read, analyze and do homework on their own time for one month.

The following picture is the cover of the book that has been shared and use in some of the ESP courses at some institutions in Ecuador nor just to teach technical English but yes general English with clear and technical language examples of Ecuadorian tourist attractions, culture, art, food, geography, history, extreme sports and among others, hospitality.



Graphic 9: Cover of Manual virtual course of technical English for tourism

Source: © 2023 - Ministerio de Turismo



Graphic 10: Bases for language syllabi

Source: Agustina, T. (2014).

This graph shows the bases for language syllabi as the content, skills, and method. It can be helpful in the design in teaching lessons.

Teachers can use this outline as the bases of developing curriculum materials to help students better understand of how to apply English for specific purposes.

This component parts provide the structure for relating to specific analysis to support their learning purposes and their job opportunities.

2.11. Teaching English for Specific Purposes (ESP) Courses

It is considered that to study technical English absolutely helps students to be proficient in English and to encourage themselves to learn more the language because as an English teacher as well as a student of English language, I have noticed that as many

purposes we find to learn the language, the faster we learnt and more motivated we get. Besides that, anytime I listen, or I read in English with technical English included, I can understand and I feel very happy and proud of myself. So, I support 100% people to study four levels of general English and then at least two level of ESP according to students' career for example business, medicine, engineering, or tourism in English. It will expand people's opportunities to learn, to enjoy the language and to get better job opportunities national and overseas. English, it is a lovely and demanded language spoken in the whole world and it is a mistake not to learn it since we are kids. Having the opportunity to learn it well in the university as a requirement to graduate on a bachelor's degree or just for improving a job are not the only reasons why people should engage themselves on the technical accusation of it, but also on the level of research and involving on part of the solution of problems that we face in life. Despite these facts, what are the trainees' challenges when teaching ESP courses?

According to the researchers some challenges can include:

1. The previous language training of students – not all students may have been trained at the same level.
2. Applying the information to real world examples by the teacher for students – so that students will have a better understanding.
3. Are the teaching materials clearly defined and do students understand them?
4. How will teachers evaluate and measure the progress of students?

There are many challenges for trainees who are teaching ESP courses specially on not finding students who have a good level of general English to start studying a technical English course in the area of their professions. Learners must view the ESP course

activities as training to complement their orientation because knowledge of the subject-area allows students to identify a real context for the content of the ESP course.

Four primary challenges for trainees who are teaching ESP courses can include:

- 1) Determining the language training level of students.
- 2) Applying the language educational information to real world examples for students.
- 3) The clarity of the teaching materials, and
- 4) Determining how trainees will evaluate and measure the progress of their students?

First, teaching can be challenging for trainees unless they are able accurately to determine the language training level of students. This issue is very important because trainees need to know the language training level of students in order to target language education and materials for students.

Second, it can be challenging for trainees to apply the language educational information to real world examples for students so that the students can perceive the application of their learning to real world activities. This issue is important for students so that they can generalize and apply their new language education in different situations over time

Third, teaching for trainees can be challenging depending on the clarity of the teaching materials. Teaching materials need to be clear and understandable for students. Otherwise, trainees can get frustrated trying to use materials with students that are not understandable and clear.

Fourth, it can be very challenging for determining how trainees will evaluate and measure the progress of their students. Does this mean that trainees have to construct their own tests for students, or will trainees use institutional tests or will trainees use a combination of both types of tests? This issue is often negotiated with the institutional staff of the facility where learning occurs.

2.12 General Methodology

The methodology applies on tourism students to teach general and technical English lessons.

Tourism students who are learning general and technical English should constantly be studying in function of using the language. There is a very important methodology that has been developed on tourism students constantly and it referees to:

Get the knowledge + Practice + Use the vocabulary, language, and grammar learned in real context = Proficiency.

In several Ecuadorian Universities there are lots of urgent need to practice English better specially on oral production since there is fair and shyness from participants.

Therefore, here there is proposal presented to develop that has already been accepted and being applied in different events. However, more compromise and collaboration from the school teachers is needed. Many people acknowledge that practical applications of the English language, such as ordering food, will enhance their English skills acquisition.

2.13. Proposal: Establishment of an English-Speaking Tourism Club at UNACH

Membership: Students and interested faculty and staff members

Purpose: To develop opportunities for students and interested faculty and staff members to enhance their English-speaking skills in applied settings.

Participation would be on a voluntary basis and the sponsor of the English-Speaking Club at UNACH would be the Tourism School. Meetings would occur weekly with attendance recorded on Saturdays from 9:30 – 11:30 AM. Club officers would be elected by the club membership for a period of one academic year.

- Proposed Club Projects:
- Research studies.
- Professional presentations.
- Internships
- Social Events.
- Travel Options.

With the purpose of responsibility as a researcher – professor, I am happy to share my research idea. I hope that you could please consider as a good option to motivate our students to practice and to improve their level of English, their motivation to learn this lovely and very needed language in their academic and professional opportunities.

Research Title: English conversation club as a methodological strategy to improve the linguistic development of English as a foreign language on Tourism factors.

Club Name: UNACH's Tourism Speaking Club

General Goal:

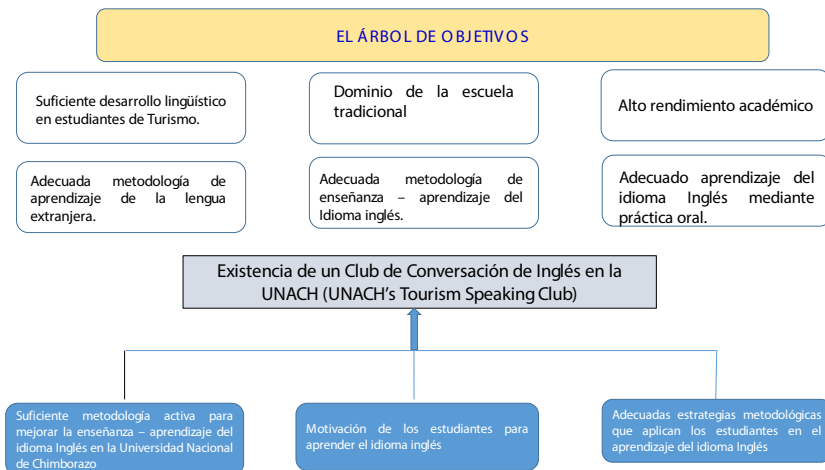
To demonstrate through applied research why the English conversation club is a methodological strategy to improve the teaching - learning of the English language in the Tourism Career at the National University of Chimborazo.

Specific Goals:

To carry out a study of the factors that affect the demotivation of students to learn the English language.

To carry out a critical analysis of the methodological strategies applied by students in learning the English language.

To propose a methodological strategy to improve the teaching-learning of the English language.



Graphic 11: Objectives tree

In the following pages there will be class plans, homework templates and rubrics.

2.14. Speaking Club Virtual Class Plan Number 1

Date: Saturday

Platform: Zoom

Participants: All students in need, faculty staff member, and family members.

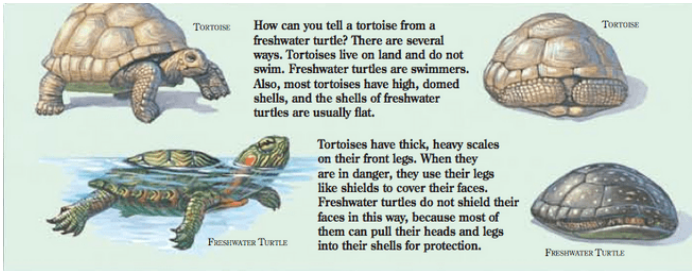
Hour: 9:30 – 11:30 AM

Goal: To get to know each other, to practice speaking English in general and technical contexts.

Agenda Day #1

Table 8: Agenda Day 1

Hour	Activity																																										
9:30 – 9:45	Introduction of participants: Please provide the following information: - What’s your Name or nickname? - What do you do? What is your favorite place to visit?																																										
9:45 – 9:55	Answer to questions: - Have you or has your family got infected with Covid-19? If yes, what variant unfortunately have you got? <table><tr><th>WHO label</th><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> https://www.who.int/en/activities/tracking-SARS-CoV-2-variants/	WHO label																																									
WHO label																																											

9:55 – 10:10	- Do you know what WHO stands for? https://www.who.int/westernpacific/emergencies/covid-19/information/covid-19-variants - What do you think about Tourism under Covid-19 pandemic?
10:10 – 10:20	Let's talk about your favorite places in Ecuador to visit. - Have you ever been in the Galapagos Islands? https://www.quasarex.com/blog/seven-reasons-why-now-is-the-best-time-to-visit-the-galapagos https://youtu.be/aeiUnlhvDk4 https://youtu.be/6UqiDs-1A8
10:20 – 10:30	Get to know more technical vocabulary: Let's share about Turtle vs Tortoises  https://n9.cl/yecls https://www.pinterest.com/pin/461900505501673124/ https://www.diffen.com/difference/Tortoise_vs_Turtle - Do you like turtles? Sea Turtles 101 National Geographic https://youtu.be/5Rmv3nliwCs
10:30 – 10:40	Speaking Project: What is your favorite animal? https://youtu.be/gNxCM4EgxmM
10:40 – 10:55	Share about what is your favorite animal and what should we know about it.
10:55 – 11:00	A nice and fun goodbye!

Source: M.T.E.F.L. Andrea Sofía Ribadeneira V.

2.15. Unique Moments to Practice English in Context in the Tourism Career – UNACH.

Happy Halloween, Day of the Dead, and Happy Day of the Ecuadorian
National Coat of Arms Day



Graphic 12: Ecuadorian National Coat of Arms

Source: Macará, C. Dep. (2022).

The National Coat of Arms is a patriotic symbol that includes the sovereignty of the country, the colors of our Ecuadorian flag, the identity of its working people, its landscapes and unique tourist attractions, and among others the light of a new day that fills Ecuadorians with pride.

Other countries celebrate “Halloween and Day of the Dead” with different traditions, culture and even decorations, parades, games and banquets in their homes, while in Ecuador, Finados is an Andean festival to articulate the relationship between the living and the dead. The mestizos follow the tradition of making the

famous colada morada and guaguas de pan at home with family and friends with recipes from the grandmother while including the warmth and collaboration of the whole family.

The third level of English of the School of Tourism at Universidad Nacional de Chimborazo had its event on Halloween and Day of the Dead in English with creativity, technical information, and in a practical way.

This activity motivated students even if they made mistakes. That was considered to be acceptable because making mistakes is a natural part of the process of learning.

What is not acceptable is to keep making those mistakes. This is the reason why it is recommended to let students speak and communicate by their own efforts but encourage them to practice the day before any presentation.

2.16. Learn by having fun!

When holidays are being celebrated, teachers should use the opportunity to make something fun with their students and teach students how to learn by doing things that they are always going to remember, and which can improve their fluency.

Therefore, here in the following picture it is the result of one of the most typical dishes in Finados Holiday, which is the Day of the Dead celebration where people make colada morada which is a purple hot or cold beverage made with fruit and sweet leaves and sweet species.

Additionally, this drink is good with guaguas de pan, which are baby dolls bread that represents the dead ones.



Graphic 13: Colada Morada and Guaguas de Pan!

CHAPTER

3.

Chapter Three: Class Plans and Homework Rubrics

- 3. *Class Plans and Homework Rubrics*
- 3.1. *Past Continuous and Present Perfect Tenses*
- 3.2. *Simple Present Perfect Tense:*
- 3.3. *Principal Monuments and Natural Attractions in Ecuador*
- 3.4. *Discussion on the Benefits of Ecotourism*
- 3.5. *Autonomous Work: A Tourist Attraction*
- 3.6. *Quiz Unit 1: Tourist Attraction*
- 3.7. *Unit 1 Quiz - Inglés III – Rubric*
- 3.8. *Writing:*
- 3.9. *Final exam rubric Inglés III*
- 3.10. *Final Exam*
- 3.11. *Final Speaking Exam*
- 3.12. *Speaking Exam*
- 3.13. *Mother's Day Food Speaking Project*
- 3.14. *Quiz Unit 3*
- 3.15. *Thanksgiving Rubric*
- 3.16. *Pechakuchas' Presentation*
- 3.17. *Speaking - Food Project*
- 3.18. *Unit 2 Practice Ecuadorian Destinations*
- 3.19. *Quiz Unit 2: An Ecuadorian Typical Dish Presentation.*
- 3.20. *First Term Exam Rubric: Christmas Show 2023*

3. Class Plans and Homework Rubrics

Class Plan

The most useful regular and irregular verbs?

Grammar review: The Simple Past tense

S + V2 + C

Topics to study:

1. (Regular and Irregular verbs (Aux. Did))
2. What did you do yesterday?

3.1. Past Continuous and Present Perfect Tenses

Past Continuous Tense:

Definition: The past continuous tense is used to describe actions that were in progress at a specific point in the past.

Form: Subject + past tense of “to be” (was/were) + verb + -ing.

What did you do on your school brake?

Example: “I was exploring the Amazon Rainforest last summer.”



Graphic 14: Activity of description 1

A short description of these pictures should be given in such a natural way using tourism knowledge and clear interpretation for people who cannot see them, could understand by your explanation.



Graphic 15: Activity of description 2

Activity:

Now, please use a picture or a collage of pictures to describe past continuous activities. You have 2 minutes to plan and 30 seconds to talk about it.

<https://youtu.be/9UjK5jC8T5U?si=qkCbtUneLIHl6vnZ>

<https://youtu.be/rbLCJuyrfAM?si=wSWrfQSRnOf99FP5>

Exercise in class:

Please use the following link to work on grammar practices:

<https://en.islcollective.com/english-esl-powerpoints/grammar-practice/general-grammar-practice/past-continuous-progressive-tense/past-continuous/18575#&gid=1&pid=1>

3.2. Simple Present Perfect Tense:

Definition: The simple present perfect tense is used to describe actions that occurred at an unspecified time in the past but have relevance to the present.

Form: Subject + have/has + past participle of the verb.

Example: "I have visited the Galapagos Islands several times."

Activity: Now, please use a picture or a collage of pictures from your vacation time to share about it using past simple, past continuous, or present perfect. You have 5 minutes to plan and 1 minute to talk about it.

3.3. Principal Monuments and Natural Attractions in Ecuador

The Galapagos Islands: These islands are known for their unique biodiversity, making them a natural wonder. Charles Darwin's research here led to his theory of evolution

The Amazon Rainforest: The Amazon spans across several South American countries, including Ecuador. It's a vast and diverse rainforest attracting ecotourists.

Ingapirca: This archaeological site features ancient Inca ruins and is an essential historical monument in Ecuador.

Cuenca: The city is known for its well-preserved colonial architecture and is a UNESCO World Heritage Site.

3.4. Discussion on the Benefits of Ecotourism

Ecotourism, which often involves visiting natural areas, can have several benefits:

Conservation: It helps raise funds for the conservation of natural habitats and wildlife.

Economic Growth: Ecotourism generates income for local communities and contributes to the country's economy.

Cultural Exchange: It promotes cultural exchange between tourists and local communities, fostering mutual understanding.

Education: Tourists learn about environmental issues and conservation, leading to increased awareness.

In conclusion, understanding the use of past continuous and simple present perfect tenses is essential for discussing travel experiences, especially in the context of tourism. Ecuador offers a rich variety of natural and historical attractions, making it an exciting destination for ecotourism, which brings both environmental and economic benefits.

3.5. Autonomous Work: A Tourist Attraction

Dear students,

Please write a paragraph of 100 words about a tourist attraction of your preference, please including the basic grammar information that we have learnt during these past two weeks.

Rubric :

Grammar	2
Use of Language	2
Organization	2
Punctuation	2
Amount of words and information.	2
Total	10

This is an autonomous work therefore it will be graded over 3 points.

Thanks.

3.6. Quiz Unit 1: Tourist Attraction

Please talk about a tourist attraction of your preference in no longer than 1 minute. Please do it in class with correct English and fluency.

Rubric :

Grammar	2
Use of Language	2
Organization	2
Pronunciation	2
Fluency	2
Total	10

For example:

The City of Riobamba is located in the center of Ecuador. It is a small and beautiful city that is surrounded by six volcanoes such as:



Graphic 16: Chimborazo Volcano

Chimborazo Volcano, which has the highest peak in the world measured from the center of the earth. Then to its right there is Carihuairazo volcano.

After them, there is Tungurahua volcano who has been active in such a way. It las eruption was 20 years ago.



Graphic 17: Tungurahua Volcano

Next to its right, there is El Altar volcano, which in 1400 used to measured 7,000 meters being the highest peak in the world. There is an uncertainty when the volcano erupted and had its beautiful shape now.



Graphic 18: El Altar Volcano

Next to it there are the Cubillines Volcanoes.

Finally, there is Tulabug Volcano which has a particular and incredible fact that on its crater there is a soccer field.



Graphic 19: Tulabug Volcano

3.7. Unit 1 Quiz - Ingles III – Rubric

Dear student, please develop this exam in one hour and 25 minutes. Please be honest with your English and proper on your research. I hope you learn a lot by working hard. Please keep positive attitude and honesty on its development. The exam has four parts, and it is graded on a total of 10 points.

1) English Grammar Exam: Tenses (20 minutes) – 2.5 P.

Instructions: For each tense, write the formula and provide one sentence example using tourism technical English.

1.1 Simple Present Tense

Formula:

Example:

1.2 Present Continuous Tense

Formula:

Example:

1.3 Simple Past Tense

Formula:

Example:

1.4 Past Continuous Tense

Formula:

Example:

1.5 Present Perfect Tense

Formula:

Example:..

1.6 Present Perfect Continuous Tense

Formula:

Example:

1.7 Past Perfect Tense

Formula:

Example:

1.8 Past Perfect continuous Tense

Formula:

Example:

1.9 Future Simple Tense

Formula:

Example:

1.10 Future Continuous Tense

Formula:

Example:

1.11 Future Perfect Tense

Formula:

Example:

2) Please choose three questions from a job interview and answer them. (5 minutes -2.5 P).

Question:

(Answer from your heart - It means nothing prepared that you later are not going to share on a natural way).

Answer:

Question:

Answer:

Question:

Answer:

3.8. Writing: (20 minutes) – 2.5 P.

Please write an essay about: Tourism Organizations, Promotion and Marketing. Please make a tourist market packet from the

tourist attraction that you are going to visit during your academic field trip.

4) Speaking: video clip promoting tourism in the Amazon Region of Ecuador: (30 minutes) – 2.5 P.

Your presentation must have 10 slides with only pictures to share your organized presentation and each slide must last 10 seconds its presentation. In total you must make a final presentation of 1 minute and 40 seconds with not words or hand writings just you and your picture presentation to talk about Tourism Organizations Promotion and Marketing

To help you to know how to make a pechakucha, here you have an example. <https://youtu.be/sOYQsCjFojc>

WRITING RUBRIC:

RESEARCH AND CONTENT	0.5
USE OF LANGUAGE	0.5
PUNCTUATION AND SPELLING	0.5
GRAMMAR	0.5
FLUENCY – TECHNICAL ENGLISH	0.5
TOTAL	2.5

SPEAKING RUBRIC:

PECHAKUCHA'S SLIDES	0.5
FLUENCY AND USE OF LANGUAGE	0.5
PRONUNCIATION	0.5
GRAMMAR	0.5
TIME	0.5

TOTAL 2.5
Thanks,

M.T.E.F.L. Andrea Sofía Ribadeneira Vacacela

3.9. Final Exam Rubric Inglés III

Dear students,

At the end of the third level of English, you must prove that you know how to communicate with each unit's goals:

Unit 1

1. To use future perfect tense correctly in oral statements and conversation to follow a conversation.
2. To write sentences in future perfect tense to communicate.
3. To understand the difference between future tense and future perfect tense.
4. To know the form of passive voice construction to communicate.

Unit 2

1. To use the verbs, get / have, make / let to communicate.
2. To identify statements written in future perfect tense to communicate.
3. To write sentences in the passive voice in simple present and simple past to communicate.
4. To utilize the future continuous tense to communicate.

Unit 3

- 1. To speak and listen Ss Begin reading the definition of Hospitality and restaurants.

- Holidays and traditions-
- To speak and write: The difference of Holidays and traditions of Ecuador.
- Use the simple past (Regular and Irregular verbs) Reading and Writing.
- Infer information: Types of Holidays and Traditions in Ecuador and abroad.
- Wish someone a good holiday.
- Types of Holidays: Historical, Religious and Fest: Christmas Parade in Riobamba (Pase del Niño).
- Reported Speech
- Class Ecuadorian Food Project.

Unit 4:

4.1. Technical Readings

- 4.1.1. Connectors of Contrast
- 4.1.2. (However, yet, despite...)
- 4.1.3. Technical reading

4.2. Technical Writings

- 4.2.1. Technical writing
 - a. National and International speeches.

- 4.3.1. Comparatives and Superlatives Adjectives

Please demonstrate the correct usage of these goals into a writing about:

Topic:

What place would you recommend people to visit in Ecuador in times of Covid-19? Please include a tour package offer with marketing and clear information.

- Please include as many grammar structures as possible and try to fulfill the topics learnt in units 1-4.
- Please write an essay of 200 - 250 words. Make sure you have an organized essay with introduction, thesis statement with at least two body paragraphs. Each body paragraph needs to have the topic sentence and examples to support its main idea. Finally conclude with relevant information from the essay and / or introduce a new idea of a continue topic to read about.
- Please write into complete and clear sentences. Make sure of your punctuation, organization, grammar structures, use of language and the fluency used to answer the question. You have 25 minutes to write and 5 minutes to check your writing.
- Please upload your final writing as evidence of your Final Exam.

Rubric :

Grammar 2

Organization 2

Use of Language and Fluency 2

Punctuation 2

Time and amount of words 2

Answer the question (include knowledge from Units 1 - 4)

Total

Thanks much.

3.10. Final Exam

Dear student,

Please read the attached document for you to develop your final exam.

Three important rules to consider:

- 1) If you turn your exam late, I am not going to review it.
- 2) If you use translators or if you copy information from others, you are going to get a zero on your exam.
- 3) At the end of your writing exam, you are going to be asked to leave the class by your professor and the rest of you are going to be tested on an oral exam.

For Grammar, use of language, and fluency please follow this link as I have indicated in class.

Please log in into the following link and take the General English and “For Schools” exams during class time as it being the final exam for your level of general and technical English. Please remember that you are always going to be a guide, therefore you need practical English to communicate with people. It is nice to know correct grammar and vocabulary, but the most important is that you could communicate excellent without hesitations or miss understanding.

<https://www.cambridgeenglish.org/test-your-english/>

After you finished the 50 questions, please make a print screen of your results, and uploaded it with your grade over 3.5.

Finally, please work on the attached document.

3.11. Final Speaking Exam

Dear students,

After you have worked during units 1 to Unit 4 on different grammar, vocabulary, and tourism topics to increase the level of

knowledge that you need to promote a tourist place in English, please make and upload a YouTube video to offer a Tour Package of Riobamba, Ambato, Quito, and Guayaquil cities. This work is done by teams according to the cities where you are from.

It will have to be only one video from your entire class. Please be nice and professionals. All cities that your class has chosen to need of excellent marketing to promote them in English. We trust in your commitment and happiness.

Thanks for your neat work. Be careful, you must have zero English and pronunciation problems. Please work with me on a tutoring meeting if you need. I am 100% happy to support you all.

Time: 2 minutes maximum.

Rubric :

Realia	0.5
Grammar	1
Pronunciation	1
Fluency and Use of Language	1
Total:	3.5 points.

3.12. Speaking Exam

Dear student,

Please practice and study correct answers to possible questions that you are going to be asked in future English Exams. Please be 100% fluent and coherent. Try to answer from 30 seconds to 1 minute per each question.

1. Please introduce yourself.
2. Do you like Christmas? What is your favorite holiday?

3. Do you like cellphones? If yes, what are the advantages of using a cellphone?
4. Do you recycle? What can humans do to save the planet?
5. Are you a procrastinator? Is it Ok to leave things for the last minute?
6. Do you like to read? Please talk about your favorite book.
7. What is your favorite natural place in Ecuador? Please describe it.
8. In your own opinion, what natural disaster has been hardest on Ecuador?
9. Do you use natural or chemical treatments to take care of your health?
10. Are you a punctual person? Do you think that human values have changed from old times to now?
11. Do you prefer virtual or face to face classes? Please explain why.
12. What do you think about Covid-19 and its impact in tourism?
13. Tell me more about your profession.
14. What is your ideal job?
15. Why should a company hire you?
16. What are your strengths?
17. What are your weaknesses?
18. Are you willing to relocate / travel for work?
19. What are your hobbies?
20. When can you start?
21. Where do you see yourself in 5 or 10 years from now?
22. Are you Ok with working at night or during the weekends?
23. How much salary do you expect to get?
24. What are your thoughts about working in a team?
25. How do you handle difficult customers or clients?

Rubric :

Grammar	2/2
Fluency	2/2
Use of Language	2/2
Answer the question	2/2
Pronunciation	<u>2/2</u>
Total	10 Points.

Done by: M.T.E.F.L. Andrea Sofía Ribadeneira V.

3.13. Mother's Day Food Speaking Project

Activity: Please make your favorite dish on May 13th, 2023 to say Happy Mother's Day, and please teach us how to make it.

Dish name:

A short history of your dish and why is it shared on Mother's Day.

Ingredients to make:

.....(Quantifiers) - Research

1 pound of apples

(...)...

Nutritional facts:

Product	Nutritional facts
Orange	Vitamin C /

How to make it? 1)... (Preparation)

2)... (Correct usage of verbs and language)

With what is it good?

Shrimp ceviche... is good with chifles (green banana chips).

Quiz Unit 3

Names:

Class:

Dear students,

In order to demonstrate what you have learnt in Unit 3 grammar and vocabulary, it is needed to research about how to offer Chimborazo Province and Riobamba City geographically and historical into a tour package. This is a great opportunity to cover both jobs in only one.

Activity: In teams, please make a video where you would offer the geographical location information for tourist to come to Chimborazo Province as well as the history of Riobamba and Ecuador for them to get interested on knowing our country.

It is a free activity. You are welcome to develop your best ideas in here. Time: 1 - 2 minutes.

Due date: June 27, 2023.

Do not stress yourself with lovely things like this sweet and fun video. Please enjoy working in English.

Rubric :

You will be evaluated on:	Grade
Grammar	0.5
Use of language	0.5

Fluency	1
Pronunciation & Intonation	0.5
Realia	0.5
Teamwork	0.5
Total	3.5

Please be fun and creative.

Thanks.

3.14. Rubric - Practice Unit 1 - Ingles II

Dear students, please get into UNACH's library, and please work in the following steps:

1. Please search, read, and listen a lecture or an academic article about tangible and intangible tourism.
2. Please write down your perception about the reading and listening.
3. Please include new technical vocabulary each Word with definition in English. This vocabulary should allow you to communicate fluently on real heritage guidance. Please be ready to use this information on your real tourism formative research project.
4. On your reading practice, identify simple past and past participle irregular verbs.
5. Please make a relationship with past events that you have been at and make a connection with most visited buildings by tourists in Ecuador using these verbs. For example, x.. building was reconstructed in 1800 after the earthquake in 1797 in Riobamba city.

You need 60 minutes to work on this activity and use your class time to write down your vocabulary and use of language. With this activity we improve our fluency, grammar, pronunciation, and level of research.

Rubric :

Parameters	Grade
Research level to read and listen	2
Writing skills with correct grammar and no coping from the internet	3
Amount and quality of technical vocabulary with correct definition	1
Identification of simple past and past participle verbs	1
Connection of verbs with Ecuadorian buildings in the past	3
Total	10

Thanks much.

3.15. Thanksgiving Rubric

Tourism School English Students at UNACH are learning English with its culture, therefore on November 23th, 2023 after such a long Covid pandemic, we celebrated Thanksgiving 2023. The goal of doing it will be that students could practice English on real context and that they learn with fun activities. It is an opportunity to say thank you for our health, life, food, capacity to study at a prestigious institution and learn English with lots of motivation and responsibility in our near future. We will have some guests from other countries. Our students shared how to make Thanksgiving dishes in English, and we will share a long table with nutritional and traditional food from this holiday such as: corn bread, mashed potatoes, green beans salad, nuts salad, macaroni and cheese, pepper rice, apple pie, and among other a delicious dish, the most waited roast turkey.

Thanksgiving History

- “ In 1620 the ship, the Mayflower, left Great Britain and arrived in what is now the northeastern are of the United States with 102 pilgrims and crew.
- “ When the pilgrims arrived, they formed the Plymouth Colony on the coast of present-day Massachusetts.
- “ They encountered various difficulties, such as disease, famine, and cruel weather. Unfortunately, more than half of the people died, and the remaining pilgrims were very challenged to survive.
- “ However, the natives of the Wampanoag tribe helped them. They provided them with food, and they shared their knowledge of hunting and farming.
- “ The first winter was hard, but the following fall, they got their first harvest of the seeds they had planted, such as beans, corn, pumpkins, and wild berries.
- “ Later, the harvest was celebrated with a great dinner with the natives too.
- “ The dinner included vegetables as corn and beans, turkey, nuts, watercress, lobster, fish, and dried fruit.

Activity: Please make a Pechakucha's presentation about the celebration of Thanksgiving:

Rubric :

Pronunciation and use of language:	2/2
Realia	2/2
Grammar	2/2
Technical vocabulary	2/2
Time and research	<u>2/2</u>
Total	10

POSSIBLE SLIDES TO CONSIDER FOR A PECHACUCHA'S PRESENTATION



Graphic 20: Slide option 1



Graphic 21: Slide option 2



Graphic 22: Slide option 3

3.16. Pechakuchas' Presentation:

The purpose of a Pechakucha's Presentation is to have students talk about a story using just pictures and no words for 1 minute and 40 seconds because it is a presentation of 10 slides in 10 seconds each. Students could record a video or come to do it in class.

Reference to support the process of making it:

- PechaKucha by Hans Van de Water

<https://youtu.be/gZJc8PB2DsQ>

3.17. Speaking - Food Project

THANKSGIVING CELEBRATION

Date: November 23th, 2023

Activity: Be ready to make your favorite dish on November 23th, 2023. Please teach us how to make it.

1. Dish name:

A short history of your dish and why is it shared on Thanksgiving Day.

2. Ingredients to make

-(Quantifiers)-Research • 1 pound of apples
- (...)...

3. Nutritional facts:

4. How to make it?

1)... (Preparation)

2)... (Correct usage of verbs and language)

5. With what is it good?

Shrimp ceviche... is good with chifles (green banana chips).

Product	Nutritional facts
Orange	Vitamin C /

Rubric :

Research:	2
Pronunciation:	2
Grammar:	2
Fluency:	2
Use of Language:	<u>2</u>
Total	10

Thanks, and have fun while you learning!



Graphic 23: Ecuadorian dish of Thanksgiving celebration.

This is one of the best dishes to practice English while you make it because these recipes are very simple to make and easy to find the ingredients. It might not be economical, but it is great for the entire class to be involved in preparing.

3.18. Unit 2 Practice Ecuadorian Destinations

Please practice about your previous Ecuadorian tourist destinations experiences. To be able to talk about it, please make a written outline that would include the following grammar aspects: adjectives, adverbs, verbs, conditionals, prepositions, sentence structure, fluency and use of language. You might consider ideas such as:

- Place
- Region
- Geographical location
- Weather
- Hotels
- Food

- People
- Entertainment
- Problems encountered
- Possible risks
- Recommendable places
- Province Telephone code
- Others of need

Please make an itinerary where you invite people to visit your hometown.

Rubric :

Realia and design:	3
Grammar	2
Use of Language	3
Time	2
Total	10

3.19. Quiz Unit 2: An Ecuadorian Typical Dish Presentation

Dear student,

Please share evidence of an Ecuadorian Typical Dish Presentation according to a tourist attraction that you have chosen to speak about during your academic field trip.

Please make a pechakucha presentation of 10 in 10.

If you need support on how to make it, here you have a link help you out.

<https://youtu.be/sOYQsCjFojc>

For example:

What is it and how do you make it? What ingredients does it have? Do you think that internationals would it by knowing that the brown ingredient in this dish is buffalos' bold cooked and assonated?



Graphic 24: Ecuadorian Typical dish



Graphic 25: "Ceviche de chocho"

This dish is called “ceviche de chochos” which are Ecuadorian lupine beans. It is another great dish to make with students since it is cold and does not need much cooking except for the preparation of sauces and vegetables. Some meat could be added and that should be done before starting to work with students in order to have preparation time saved.

These two following dishes are made with sweet and green plantain bananas which are also simple recipes to use with students to practice grammar, use of language, general and technical vocabulary. It is helpful because students should explain the history of this dish and where the ingredients are coming from while recognizing the nutritional factors and much more.



Graphic 26: Bolón de maduro



Graphic 27: Tigrillo

3.20. First Term Exam Rubric: Christmas Show 2023

Dear students,

Please create and prepare a show for Christmas where you and the whole class is going to participate on a contest to put your English in practice.

Please Choose one of the following continents to represent Christmas in there: America, Europe, Africa, Oceania, and Asia.
Participants and topics:

- Tourism Level 1: Christmas in Ecuador
- Tourism Level 2: Christmas in Ukraine
- Tourism Level 3: Christmas in USA

Please include all what you had been studying correct grammar, nice use of language and please be short and very fluent.

The show is going to be on November 24th, 2023, at the Political and Administrative Science College Department Auditorium.

Rubric :

Grammar:	/2
Fluency:	/2
Use of Language and research:	/2
Realia and Teamwork:	/2
Pronunciation:	<u>/2</u>
Total	/10

Thank you and keep your fun and sweet spirit for Christmas!



Graphic 28: Invitation Christmas Show

CONCLUSIONS

- To study technical English, students should always have general English first to understand and to follow technical English lessons.
- It is suggested that students pass at least four levels of English, which is a minimum of 96 hours per level from which students will get B1 level of English before they start studying technical English.
- It is also suggested that once people have finished general English, then they should start taking technical English lesson for at least 2 more levels.
- To get the best technical English classes, students should be prepared to read and to analyze readings and audio documents to get the most broad and comprehensive language practice.
- In order for students to learn faster and to apply long term bilingual writings, it is suggested teaching knowledge first, then to practice and proceed with using the language in order to have the best comprehension and culture exposure.

Once tourist visit Ecuador, they will always want to come back!



Chimborazo Volcano is the closest point to the sun measured from the center of the earth!

GLOSSARY OF TOURISM TERMS

This great list of common tourism vocabulary terms is from: *World Tourism Organization*. UNWTO.

TRAVEL AND TOURISM ARE WHEN PEOPLE TRAVEL TO OTHER PLACES FOR PERSONAL, BUSINESS OR PROFESSIONAL PURPOSES.

These entries are part of the glossary of travel and tourism terms developed by **World Tourism Organization**. UNWTO

1. appendix

Appendix

Adventure tourism: Adventure tourism is a type of tourism which usually takes place in destinations with specific geographic features and landscape and tends to be associated with a physical activity, cultural exchange, interaction, and engagement with nature. This experience may involve some kind of real or perceived risk and may require significant physical and/or mental effort. Adventure tourism generally includes outdoor activities such as mountaineering, trekking, bungee jumping, rock climbing, rafting, canoeing, kayaking, canyoning, mountain biking, bush walking, scuba diving. Likewise, some indoor adventure tourism activities may also be practiced.

Business and professional purpose (of a tourism trip): The business and professional purpose of a tourism trip includes the activities of the self-employed and employees, as long as they do not correspond to an implicit or explicit employer-employee relationship with a resident producer in the country or place visited, those of investors, businessmen, etc. ([IRTS 2008, 3.17.2](#)).

Business tourism: Business tourism is a type of tourism activity in which visitors travel for a specific professional and/or business purpose to a place outside their workplace and residence with the aim of attending a meeting, an activity or an event. The key components of business tourism are meetings, incentives, conventions and exhibitions. The term “meetings industry” within the context of business tourism recognizes the industrial nature of such activities. Business tourism can be combined with any other tourism type during the same trip.

Coastal, maritime, and inland water tourism: Coastal tourism refers to land-based tourism activities such as swimming, surfing, sunbathing and other coastal leisure, recreation and sports activities which take place on the shore of a sea, lake or river. Proximity to the coast is also a condition for services and facilities that support coastal tourism. Maritime tourism refers to sea-based activities such as cruising, yachting, boating and nautical sports and includes their respective land-based services and infrastructure.

Inland water tourism refers to tourism activities such as cruising, yachting, boating and nautical sports which take place in aquatic-influenced environments located within land boundaries and include lakes, rivers, ponds, streams, groundwater, springs, cave waters and others traditionally grouped as inland wetlands.

Competitiveness of a tourism destination: The competitiveness of a tourism destination is the ability of the destination to use its natural, cultural, human, man-made and capital resources efficiently to develop and deliver quality, innovative, ethical and attractive tourism products and services in order to achieve a sustainable growth within its overall vision and strategic goals, increase the

added value of the tourism sector, improve and diversify its market components and optimize its attractiveness and benefits both for visitors and the local community in a sustainable perspective.

Country-specific tourism characteristic products and activities:

To be determined by each country by applying the criteria of [IRTS 2008, 5.10](#) in their own context; for these products, the activities producing them will be considered as tourism characteristic, and the industries in which the principal activity is tourism-characteristic will be called tourism industries ([IRTS 2008, 5.16](#)).

Cultural tourism: Cultural tourism is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination.

These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions.

Domestic tourism expenditure: Domestic tourism expenditure is the tourism expenditure of a resident visitor within the economy of reference, ([IRTS 2008, 4.15\(a\)](#)).

Dwellings: Each household has a principal dwelling (sometimes also designated as main or primary home), usually defined with reference to time spent there, whose location defines the country of residence and place of usual residence of this household and of all its members. All other dwellings (owned or leased by the household) are considered secondary dwellings ([IRTS 2008, 2.26](#)).

Ecotourism: Ecotourism is a type of nature-based tourism activity

in which the visitor's essential motivation is to observe, learn, discover, experience and appreciate biological and cultural diversity with a responsible attitude to protect the integrity of the ecosystem and enhance the well-being of the local community. Ecotourism increases awareness towards the conservation of biodiversity, natural environment and cultural assets both among locals and the visitors and requires special management processes to minimize the negative impact on the ecosystem.

Enterprise: An enterprise is an institutional unit engaged in production of goods and/or services. It may be a corporation, a non-profit institution, or an unincorporated enterprise. Corporate enterprises and non-profit institutions are complete institutional units. An unincorporated enterprise, however, refers to an institutional unit—a household or government unit—only in its capacity as a producer of goods and services (OECD BD4, p. 232)

Forms of tourism: There are three basic forms of tourism: domestic tourism, inbound tourism, and outbound tourism. These can be combined in various ways to derive the following additional forms of tourism: internal tourism, national tourism and international tourism.

Gastronomy tourism: Gastronomy tourism is a type of tourism activity which is characterized by the visitor's experience linked with food and related products and activities while travelling. Along with authentic, traditional, and/or innovative culinary experiences, Gastronomy Tourism may also involve other related activities such as visiting the local producers, participating in food festivals and attending cooking classes. Eno-tourism (wine tourism), as a sub-type of gastronomy tourism, refers to tourism whose purpose is visiting vineyards, wineries, tasting, consuming and/or purchasing wine, often at or near the source.

Health tourism: Health tourism covers those types of tourism which have as a primary motivation, the contribution to physical, mental and/or spiritual health through medical and wellness-based activities which increase the capacity of individuals to satisfy their own needs and function better as individuals in their environment and society. Health tourism is the umbrella term for the subtypes wellness tourism and medical tourism.

International tourism: International tourism comprises inbound tourism and outbound tourism, that is to say, the activities of resident visitors outside the country of reference, either as part of domestic or outbound tourism trips and the activities of non-resident visitors within the country of reference on inbound tourism trips ([IRTS 2008, 2.40\(c\)](#)).

Mountain tourism: Mountain tourism is a type of tourism activity which takes place in a defined and limited geographical space such as hills or mountains with distinctive characteristics and attributes that are inherent to a specific landscape, topography, climate, biodiversity (flora and fauna) and local community. It encompasses a broad range of outdoor leisure and sports activities.

Quality of a tourism destination: Quality of a tourism destination is the result of a process which implies the satisfaction of all tourism product and service needs, requirements, and expectations of the consumer at an acceptable price, in conformity with mutually accepted contractual conditions and the implicit underlying factors such as safety and security, hygiene, accessibility, communication, infrastructure and public amenities and services. It also involves aspects of ethics, transparency and respect towards the human, natural and cultural environment. Quality, as one of the key drivers of tourism competitiveness, is also a professional tool for organizational, operational and perception purposes for tourism suppliers.

Rural tourism: Rural tourism is a type of tourism activity in which the visitor's experience is related to a wide range of products generally linked to nature-based activities, agriculture, rural lifestyle / culture, angling and sightseeing. Rural tourism activities take place in non-urban (rural) areas with the following characteristics:

- Low population density;
- Landscape and land-use dominated by agriculture and forestry; and
- Traditional social structure and lifestyle

Social transfers in kind: A special case of transfers in kind is that of social transfers in kind. These consist of goods and services provided by general government and non-profit institutions serving households (NPISHs) that are delivered to individual households. Health and education services are the prime examples. Rather than provide a specified amount of money to be used to purchase medical and educational services, the services are often provided in kind to make sure that the need for the services is met. (Sometimes the recipient purchases the service and is reimbursed by the insurance or assistance scheme. Such a transaction is still treated as being in kind because the recipient is merely acting as the agent of the insurance scheme) (SNA 2008, 3.83).

Sports tourism: Sports tourism is a type of tourism activity which refers to the travel experience of the tourist who either observes as a spectator or actively participates in a sporting event generally involving commercial and non-commercial activities of a competitive nature.

Tourism single-purpose consumer durable goods: Tourism single-purpose consumer durables is a specific category of

consumer durable goods that include durable goods that are used exclusively, or almost exclusively, by individuals while on tourism trips ([TSA:RMF 2008](#), 2.41 and [Annex 5](#)).

Tourism trip: Trips taken by visitors are tourism trips ([IRTS 2008, 2.29](#)).

Tourist (or overnight visitor): A visitor (domestic, inbound or outbound) is classified as a tourist (or overnight visitor), if his/her trip includes an overnight stay, or as a same-day visitor (or excursionist) otherwise ([IRTS 2008, 2.13](#)).

Tourism value chain: The tourism value chain is the sequence of primary and support activities which are strategically fundamental for the performance of the tourism sector. Linked processes such as policy making and integrated planning, product development and packaging, promotion and marketing, distribution and sales and destination operations and services are the key primary activities of the tourism value chain. Support activities involve transport and infrastructure, human resource development, technology and systems development and other complementary goods and services which may not be related to core tourism businesses but have a high impact on the value of tourism.

Travel group: A travel group is made up of individuals or travel parties travelling together: examples are people travelling on the same package tour or youngsters attending a summer camp ([IRTS 2008, 3.5](#)).

Travel item (in balance of payments): Travel is an item of the goods and services account of the balance of payments: travel credits cover goods and services for own use or to give away acquired from an economy by non-residents during visits to that economy.

Travel debits cover goods and services for own use or to give away acquired from other economies by residents during visits to other economies ([BPM6, 10.86](#)).

Wellness tourism: Wellness tourism is a type of tourism activity which aims to improve and balance all the main domains of human life including physical, mental, emotional, occupational, intellectual and spiritual. The primary motivation for the wellness tourist is to engage in preventive, proactive, lifestyle-enhancing activities such as fitness, healthy eating, relaxation, pampering and healing treatments.

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Currently, there is a large need for Spanish speaking students from Ecuador in the area of travel and tourism who have applied English proficiency to help English speaking visitors to Ecuador. This need will continue to grow and to expand as travel and tourism increase in Ecuador.

The purpose of this book is to help Spanish speaking students learn better technical English so that this need can be fulfilled and so that students can gain more internships and permanent travel and tourism jobs in Ecuador and elsewhere.

The focus of this book is on learning and application so that students can become more proficient in English and in interactions with English speaking tourists. Each chapter has its own theme and technical English content for learning better technical English applications.

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Vicerrectorado de **Investigación,**
Vinculación y Posgrado

Dirección de **Investigación**

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Propiedad Intelectual

ISBN: 978-9942-661-54-8



ISBN: 978-9942-661-55-5

