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SPANISH SPEAKING TOURIST GUIDES CAN WORK WITH ENGLISH SPEAKING TOURISTS

Authors

Andrea S. Ribadeneira Vacacela
Renato Hernán Herrera Chávez



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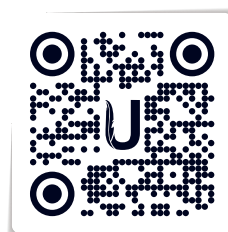
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ABSTRACT

This book provides an overview for tourist guides to have more comprehensive understanding and application of the English speaking knowledge and skills that are central to being an effective tourist guide. This book underscores the great need for tourist guides to master all aspects of technical English so that all communications with English speaking tourists are clear and understandable. This book also examines many aspects of being a more effective tourist guide from basic one-on-one communications to more complex interactions with larger groups of English-speaking tourists.

This book provides its readers with two important aspects. First, the book provides its readers with more than just English language acquisition exercises, applications, and techniques that are applicable in real life tourism experiences. Second, the book assists tourist guides in building increasing levels of self-confidence and language competence as Spanish speaking tourist guides improve their English language and tourist guide service skills to provide better services to their English-speaking tourists.

Keywords: Tourist Guides Manual, Tourism, Tourism Employee Training, ESP for Tourism

PROLOGUE

Ecuador is a very special and unique country that is very welcoming to tourists. The country is a blend of old world and new world cultures that depend on current and relevant communications to increase human understanding and to improve the lives of the citizens of Ecuador. As more English-speaking tourists visit Ecuador there is an increased need for more tourist guides who are fluent in English. “How Spanish Speaking Tourist Guides Can Work With English Speaking Tourists” is a book that has been created to help Spanish speaking tourist guides become more fluent in speaking English with English speaking tourists. Additionally, this book is also focused on helping Spanish speaking tourist guides become more effective in their communications and in their tourist presentations.

For the National University of Chimborazo located in Riobamba, Ecuador, this book is designed to provide a practical guidebook for Spanish speaking tourist guides who desire to improve their English speaking skills with English speaking tourists. The authors of this book, based on their many years of teaching tourism education and teaching English speaking skills, provide realistic training approaches and methods for Spanish speaking tourist guides who want applied techniques to enhancing their English-speaking skills.

The prologue of this book provides an overview for tourist guides to have more comprehensive understanding and application of the English-speaking knowledge and skills that are central to be an effective communicator. This book underscores the great need for these individuals to master all aspects of technical English so that all communications with English speaking tourists are clear and understandable. This book also examines many aspects of

being a more effective communicator from basic one-on-one communications to more complex interactions with larger groups of English-speaking tourists.

A key aspect of this book is the realization that language is far more than just a tool of communication. Literally, clear understandable language provides a realistic path for true human understanding and for better ways of expressing cultural differences and similarities. Therefore, as more Spanish speaking tourist guides gain enhanced English communication skills, tourists will experience more comprehensive and fulfilling experiences that those people will share with others around the work while also providing visitors with a more exciting understanding and appreciation of the great beauty and deep heritage of Ecuador.

This book will provide its readers with two important aspects. First, the book will provide its readers with more than just English language acquisition exercises, applications, and techniques that are applicable in real life tourism experiences. Second, the book will assist tourist guides in building increasing levels of self-confidence and language competence as Spanish speaking interpreters who improve their English language and service skills to provide better services to their English-speaking tourists.

It is the hope of the authors that you will find this book to be a very valuable and inspiration resource as you travel on your journey of learning applied English communication skills. Additionally, the authors want you to realize that as a tourist guide, you are truly an ambassador of communication and cultural for the country of Ecuador. Literally, your success in enhanced English-speaking skills will not only make your tourist guide experiences more enjoyable and profitable for you but you will also be contributing in a very positive way to the on-going growth and improving success of the travel and tourism industry in Ecuador.

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INTRODUCTION

Introduction on Being a Spanish Speaking Tourist Guide

In Ecuador, as in many other Spanish speaking countries, increasing numbers of English-speaking tourists are visiting the country especially since the COVID-19 epidemic has been greatly reduced.

While most tourist guides in Ecuador primarily speak Spanish in their presentations, there is an increasing need for these Spanish speaking individuals to be able to communicate more effectively and efficiently with English speaking tourists.

Unfortunately, many of these Spanish speaking people have limited English speaking skills which can reduce the effectiveness of presentations with English speaking tourists.

This book is designed as a way to help Spanish speaking tourist guides become more fluent in English and better able to communicate with English speaking tourists. The book is divided into several sections to help tourist guides navigate communication options.

These book sections include:

1. Introduction on Being a Spanish Speaking Tourist Guide – what it means to be a Spanish speaking tourist guide and the challenges of working with English speaking tourists.
2. Tourist Guide Training and The Importance of Using English with English Speaking Tourists – an overview of tourist guide training and suggestions on how to be more effective as a

tourist guide. This section also examines how important it is to have English speaking skills.

3. Simple Ways to Learn Basic English – provides some simple ways to learn basic English communication in the shortest amount of time.
4. Simple Tests of English Skills – provides two simple tests of English Skills for Spanish speaking tourist guides.
5. References – provides references for deeper levels of information that be used by Spanish speaking tourist guides.
6. Additional Resources to Continue Learning English – provides more materials that can be used by Spanish speaking tourist guides including computer and telephone language translation options.

We hope that you will like this book and that you will find it to be a very handy tool for your tourist guide needs.

Figure 1: Map Touristic of Ecuador



Source: Ecuador National Tourism Office (Ministerio de Turismo)

CHAPTER

1.

Chapter One: Being a Spanish Speaking Tourist Guide

1. Being a Spanish Speaking Tourist Guide

1.1 How to learn technical English faster

1. Being a Spanish Speaking Tourist Guide

World tourism has increased since the prevalence of Covid-19 has decreased. “According to the first UNWTO World Tourism Barometer of the year, international tourism ended 2023 at 88% of pre-pandemic levels, with an estimated 1.3 billion international arrivals. The unleashing of remaining pent-up demand, increased air connectivity, and a stronger recovery of Asian markets and destinations, are expected to underpin a full recovery by the end of 2024 (UNWTO, January 2024).”

The report also noted that the strong United States dollar is helping to fuel stronger travel from the United States to many foreign destinations (UNWTO, January 2024). In this regard, there are on-going tourist guide labor shortages (Collins & Pearlman (2023); Kwok (2022); Recuero (2023); Salzwedel (2023)). A subset of the tourist guide labor shortage can be found in the shortage of bilingual tourist guides (Schedel, 2021) particularly in the need for English speaking tourist guides to accommodate the increasing post-Covid-19 travel as a consequence of the strong US dollar and the built up desire for more world travel by English speaking tourists.

A number of research studies have examined this issue and tried to find ways to creatively accommodate tourist labor shortages while trying to improve the experiences of tourists who are traveling more post-Covid-19 (Budiharjo, Nuraeni, Saptaningsih, Murti, & Rusjayanti (2022); Devinsky (2023); Noer, Astri, & Hairuddin (2021); Ratih & Sari (2023); Sadia, Iqbal, & Qasim (2022); Schedel (2018). A particular concern is how to teach English to Spanish speaking university tourism students and to other foreign speaking university tourism students who want to promote tourism with English speaking tourists (Hasrul, Atmowardoyo, & Noni, (2021);

Ho (2020); Lertchalermtipakoon, Wongsunbun, & Kawinkoonlasate, (2021); Marzá (2014); Rachmadian (2020); Rahman, Wibawa, & Sumantri, (2022); Stainton (2018); Suwastini, Nalantha, & Dantes, (2021).

While many methods of using English as a communication tool for tourist guides have been developed and tested, no one single approach stands out as the best method to utilize. In this regard, on-going research is needed with a particular need to use larger numbers of university tourism students over longer periods of training and testing.

An often-overlooked aspect of travel and tourism is the role of tourist guides as employees and as ambassadors for travel and tourism companies and as ambassadors for a particular tourist attraction and for a particular tourist region or country. Several studies that have examined this aspect are Cetin & Yarcan (2017), Hwang & Lee (2019), Navalón-García & Mínguez (2021), and Li, Song, Wang, & Huan (2021).

These four studies have critically examined the professional relationships of tourist guides and their employers and their roles in providing the public faces of particular tourist attractions and their respective countries. Levels of personal and professional satisfaction were also examined and evaluated among tourist guides as well as how service quality issues can impact tourist guides and their particular activities.

Cetin & Yarcan (2017) cited the work of Cohen (1985) which described the relationships that exist regarding “guiding roles” and “guide’s functional responsibilities” in four specific areas which Cohen described as Instrumental, Interactional, Social, and Communicative. Cohen suggests that a tourist guide is

instrumental in the coordination of all tour aspects as well as an interactional actor who interacts with all tourist personnel and the tourists themselves.

Cohen further notes that a tourist guide is a social actor who intersects with all tourist personnel and tourists by working to keep any potential conflicts at a minimum or to eliminate any potential conflicts that may or may not exist. Finally, Cohen also recognizes the communicative aspects of tourist guides who must clearly and effectively communicate tourist schedules, ideas, historical and factual information, and interpretation of words, phrases, and language and cultural aspects related to a tourism event.

The primary objective of the Cetin & Yarcan (2017) study was “to explore the perspectives of and differences in guides’ and tour operators’ views on tour guide qualities. Among 20 attributes, communication skills ($x = 4.82$), information dissemination ($x = 4.76$), sophisticated knowledge ($x = 4.69$) and foreign language ($x = 4.67$) received the highest ratings from the whole sample. The item ranked the lowest by both tour operators ($x = 3.56$) and guides ($x = 3.60$) was extra revenue generation.”

The data that Cetin and Yarcan (2017) used was based on questionnaire responses from tourist guide and tour guide operator organizations. A total of 166 questionnaire responses were used in their study which included 110 responses from tourist guides and 56 responses from tour guide operator organizations.

Hwang & Lee (2019) surveyed 323 Korean tourists who were seniors. Their study found that education, contemporary entertainment, cultural aesthetics, and the use of escapism had an influence that was found to be positive in regards to the perception of well-being which they found to have a positive influence on outcome variables.

Additionally, the study observed that the effectiveness of advertising “has an important moderating function in the relationship between education and well-being perception. Together these four unique factors were found to be of great importance in the formation of perceptions of well-being for Korean tourists who were seniors.

A study conducted by Navalón-García & Mínguez (2021) evaluated the existence of free tours provided through online platforms using a qualitative survey and interview methodology that was conducted among professional tourist guides. The study examined these free tours as an outgrowth of shared economies relative to the factors of labor, taxation, and organizational structures. The results of their research found that variance was also noted as a consequence of trends and marketing approaches.

A study performed by Li, Song, Wang, & Huan (2021) evaluated the negative aspects of stigma associated with the occupation of being a tourist guide in the country of China. The study conducted three experiments and found the following results:

“(1) tour guides’ service quality can significantly enhance tourists’ pro-tour guide tendency and tour guide stigma judgment; (2) tourists’ pro-tour guide tendency fully mediates the influence of service quality on tourists’ judgment of tour guide stigma; (3) the relationship between tour guides’ service quality and tourists’ tour guide stigma judgment is moderated by tourists’ empathy. Specifically, tour guides’ service quality has a stronger influence on the judgment of tourists with low empathy than on those with high empathy.” The study also noted the challenges and limitations of the study relative to the generalization of results from the three experiments.

Being a Spanish speaking tourist guide can be a very demanding and rewarding job. Usually, tourists are in a happier frame of mind and more relaxed which can make the job of tour guide must easier and more satisfying.

Clearly, a tourist guide needs two important things which are:

1. Information about the tourist attraction that the tour guide is explaining, and,
2. A positive mental attitude that makes tourists feel welcome and more curious about the tourist attraction

Figure 2: Spanish Tourist Guides



Spanish Tourist Guides Who Speak English can Make Tourist Events Much More Meaningful for English Speaking Tourists

Naturally, tour guides need to come to work with sufficient rest and proper nutrition as many tourist attractions can require physical walking and climbing. Additionally, tour guides need to be properly trained in how to administer emergency first aid, including Cardiopulmonary Resuscitation (CPR) in event of emergency events with tourists or tour guide staff (Ani, L. S., Hendrayana, M. A., Gandari, N. K. M., Laksmi, I. A. A., Agastiya, I. M. C., Vittala,

G., ... & Dwija, I. B. N. P. (2024)); Rimbart, G. (2023); Suindrayasa, I. M., Suarningsih, N. K. A., & Manangkot, M. V. (2020)).

The American Red Cross has many helpful guides regarding how to perform CPR and first aid assistance. Additionally, many other organizations and schools provide classes and specialized training for tourist guides. Many tourist destinations, such as snow skiing resorts, provide their own first aid and medical assistance training programs on site with their tourist guide employees and other staff members.

Another important consideration is the issue of liability for tourist guides in the event of a first aid or medical emergency. This issue has been identified as a very high priority concern especially in life threatening situations (Wortley, 1977).

For example, if a tourist suffers a heart attack while on a tour, several considerations need to be evaluated. First, if the tourist is given CPR by the tourist guide and dies, what is the liability for the tourist guide who provides assistance to the ailing tourist? Can it be argued that the tourist guide provided ineffective CPR and caused the death of the tourist? Suppose the tourist guide does a first aid technique incorrectly and makes the problem worse for a tourist who survived a major medical event while on a tour.

What then is the liability of the tourist guide? Can that tourist guide be sued (or worse) by the ailing tourist and their family members? What then is the liability of the tourist attraction as a consequence of the first aid rendering efforts of their employee tourist guide?

In many situations, the tourist guide not only has liability issues but possible negligence issues as well (Wilks, 2017). For example, in the example previously mentioned where a tourist has a heart

attack on a tourist event led by a tourist guide and the tourist guide performs CPR on the tourist, then the tourist guide may face liability issues.

On the other hand, if the tourist guide fails to render immediate assistance to the ailing tourist, then that person can be vulnerable to negligence issues if that individual fails to attempt to assist the ailing tourist or provides very limited first aid assistance.

So liability and negligence can be a two edged sword for a tourist guide. That person can be liable if they render too much first aid assistance or ineffective first aid assistance and, likewise, they can be considered negligent if he or she fails to provide any first aid assistance or if that first aid assistance is half-hearted in their efforts.

The key legal issues of concern are responsibility and effort expended. Fortunately, most tourist attractions have sufficient first aid and medical assistance protocols and emergency assistance plans. Additionally, many countries and states have laws to protect “good Samaritans” such as tourist guides who render any kind of assistance to ailing tourists. These laws are designed to reduce and eliminate liability and negligence issues so that all people, including tourist guides, can feel safer in the performance of their first aid duties in the event of any kind of first aid or medical emergency.

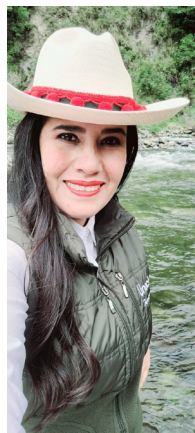
Therefore, it is extremely important for tourist guides to have solid first aid and medical assistance training in addition to a good working knowledge of “good Samaritan” laws that impact their respective tourist destination where the tourist guide is employed. Tourist guides should be very familiar with how their respective tourist attraction trains its employees and prepares its employees for emergencies or disasters that usually occur without warning or under unusual circumstances.

It is very important for tourist guides to be very familiar and study intensely all known information about the tourist attraction they are promoting. They need to present information in simple language that is very clear and precise for tourists to understand. Tourist guides should know the attraction information as though the tourist guide had lived at the tourist attraction their whole life. Knowing extensive tourist attraction information is fundamental to having a positive mental attitude with a little humor in all tourist presentations. A positive mental attitude that makes tourists feel welcome and more curious about the tourist attraction helps any tourist presentation.

Sometimes, tourist guides can be “burned out” from presenting information over and over to many tourist audiences. For that reason, it is important for tourist guides to have several different ways to make their tourist presentations as fresh as possible so that the tourist audiences and the tourist guides do not become bored and disinterested.

A big key is to always smile during all tourist presentations to help tourists feel at ease and to help tourist guides feel more relaxed in their communications and presentations.

Figure 3: A Spanish Speaking Tourist Guide



A key problem in the travel and tourism industry has been the shortage of Spanish tourist guides who can communicate fluently in English with English speaking tourists. This problem is not just limited to “face-to-face” interactions between tourist guides and English-speaking tourists.

The problem also exists with Spanish tourist agencies and tourist attractions which use telephone and internet communications.

The lack of English trained tourist guides has often limited the ability of Spanish tourist agencies and tourist attractions to communicate efficiently and effectively in English which has often led to lost revenue because potential tourists could not understand what was being communicated by the Spanish speaking tourist agencies and tourist attractions.

In very real terms, every potential tourist is potentially spending money not only on a particular tourist attraction or on a particular tour package but also on potential local economy items that may be purchased such as cultural clothing, specialty foods, printed materials, electronic communications like internet and telephone, side trip purchases, and monetary tips to tourist guides and local patrons.

Literally, every tourist dollar has the potential to be magnified at least two to three times more than the first visible tourist attractions or tour package payments. This multiplier effect is well known by business owners, but employees need to be aware of the multiplier effect because it can also increase earning opportunities for English speaking tourist guides as well.

Because of this acute economic fact, English speaking tourist guides will have a significantly larger impact on tourist money that can

be spent and re-spent in a tourist attraction communities. This strategic fact is why tourist guide companies and tourist attraction are so anxious to hire and to retain English speaking tourist guides as long-term employees.

These English trained tourist guides are significant business ambassadors and translators with English speaking tourists. Their ability to communicate in English is a very significant and positive asset because speaking effectively in English reduces misunderstandings and incorrect translations and communication transactions that can cause English speaking tourists not to use a particular tourist guide company or visit a particular tourist attraction.

These English-speaking tourist guide can make or break a tourist guide company or a tourist attraction in their ability to communicate in good effective English and in their ability to make potential tourists feel warm and positive about their interactions with English speaking tourist guides.

Most tourist guides do not have a real perception of how much influence they have with potential tourists. Potential tourists want to feel very good about their choices of tourist guides and tourist attractions.

Therefore, English speaking tourist guides who help potential tourists feel good about their communication events are much more likely to help their tourist guide companies and tourist attractions earn more money and earn more money for themselves and for their families and communities.

Working as a tour guide is way of making good money if the professional is at least bilingual, knowledgeable and he or she is constant on what is her or his passion to work on.

It is a big need of keeping updated on several things specially on ways of offering tourist packages to sell better tourists attractions. Using technology to make nice and short videos to publish in social media sources as well as be precise but intelligent on the information shared is very clever. For instance, a tourist attraction to be promoted always need to have introduction of what it is called, geographical locations, history facts, flora, fauna, extreme sports, accommodation services, provide an itinerary so passenger could know what kind of cloths they need to pack and other requested equipment, sustainable tourism exposure and probably what kind of job opportunities and different kinds of tourism could be found in the area. Finally, please include the cost and the days for the trip plan.

In the following chart there will be some trip options with few details for the reader to use according to him or her needs.

Table 1: Trip Options

Options	Idea	Time	Budget	Passengers
1	Galapagos Islands	5 Days	\$2000	Two
2	Chimborazo Mountain	3 Days	\$800	Four
3	Baños de Agua Santa	4 Days	\$1,000	Three
4	Quito	3 Days	\$800	Two
5	Guayaquil	4 Days	\$1500	Three
6	Cuenca	3 Dyas	\$900	Three
7	Mindo	3 Days	\$900	Two
8	Loja	4 Days	\$1000	Two
9	Cuyabeno	2 Dyas	\$600	Two
10	Cotopaxi Mountain	2 Days	\$400	Three

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

Table 2: Itinerary to Visit Ecuador in One Month for Two Passengers:

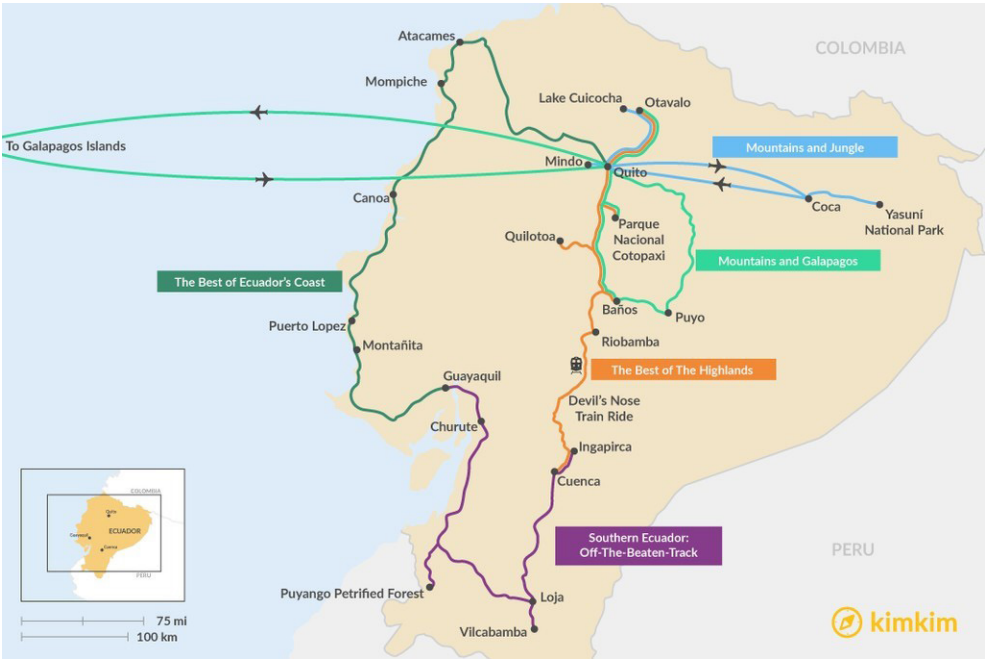
Day	Destination	Activities	Possible Cost
1-2	Quito, the Capital of Ecuador.	First you will visit the historic center, which is UNESCO World Heritage Site. Mitad del Mundo which is known as the Middle of the World Monument. Teleférico which is a cable car to ride to view the Pichincha Volcano.	\$500
3-4	Mindo, Otavalo, and Ibarra	1. Birdwatching 2. Get to visit the butterfly farm 3. Explore the largest indigenous market in South America in Otavalo. 4. Visit lakes and volcanoes in the white city of Ibarra.	\$600
5 - 6	Esmeraldas, Tonsupa and Atacames Beaches	1. Relax on the lovely beaches of the North of Ecuador. 2. Try the most delicious sea food made with coconut. 3. Nightlife in the City of Atacames.	\$300
7-8	A stop in Santo Domingo City, Cotopaxi Volcano, Quilotoa Lake, and Ambato City.	11. Hike to the refuge on Cotopaxi Volcano to get lovely picture and clean fresh air. 2. Visit and explore Quilotoa Crater Lake. 3. Practice an extreme sport such as kayaking on the lake. 4. A stop in Ambato city to enjoy of its flowers and fruit.	\$400
9-10	Riobamba City and Chimborazo Volcano	1. Visit the most beautiful mountain in Ecuador, Chimborazo Volcano. It is the highest peak in the world measure from the center of the earth. Enjoy of seeing unique flora and fauna in the area such as: wolves, vicuñas, llamas, and high mountain birds as curiquire, condor, and eagles. 2. Enjoy of a historical city of the beginnings of Ecuador with lovely architecture and classic European buildings, parks, hotels, and great Ecuadorian food options such as baked pork, and unique natural juices made with ice from the Chimborazo Volcano.	\$400
11 -12	Baños de Agua Santa City	1. Practice extreme sports as bungee jumping, rafting. 2. Visit the mountain tourist attractions. 3. Visit Animal Park. 4. Enjoy thermal baths a lovely waterfalls tour.	\$400

Day	Destination	Activities	Possible Cost
13 - 16	Amazon Rainforest Rio Verde, Tena, and Puyo City, Cuyabeno - Yasuní National Park.	1. Visit the Pailon del Diablo Waterfall. 2. Go on guided jungle tours. 3. Go on wildlife watching adventures with monkeys, birds, reptiles, and unique flora and fauna to explore. 4. Take a trip in a canoe on the Amazon River or on other rivers in the area. 5. Take a guided jungle tour in the Cuyabeno National Park to get the best exposure to nature such as: pink river dolphins, caimans and unique flora and fauna located in Yasini National Park.	\$1,000
17 - 21	Fly to Coca, then to Quito City. Refresh and take a plane to Galapagos Islands.	1. Take guided island tours. 2. Go snorkeling with sea animals such as: sea lions and turtles. 3. Visit the life lab of Charles Darwin Research Station located on Santa Cruz Island.	\$5,000
22- 23	Back to Guayaquil City. It is Ecuador's principal port.	1. Take guided port and city tours such as Guayaquil Port, Malecón 2000, Las Peñas neighborhood, Puerto Santa Ana, Plaza Lagos in Samborondón, and Historical Park. 2. Enjoy art and life plays.	\$400
24 – 26	Beaches: Salinas, Chipipe, Chicolatera, Ballenita, Valdivia, Montañita.	1. Enjoy some of the most lovely and wonderful swimming beaches in Ecuador. 2. Try the most delicious seafood cooked on the beaches. 3. Have fun at night by walking along the beach and night pubs and dance Ecuadorian tropical music with great tropical cocktails.	\$400
27 - 28	Back to Guayaquil City and take an airplane to Loja City.	1. Visit Vilcamba 2. Visit Guayacanes Forest in Loja. 2. Go to Virgen del Cisne Sanctuary. 3. Enjoy more than 3,000 species of birds and meet the spider monkeys and the spectacled bears living in Podocarpus National Park.	\$400
29 - 30	Fly to Cuenca City, South American destination for retirement consideration.	1. See the loveliest architecture and the three rivers crossing on the historic center tour. 2. Visit local markets and meet international people who live there. 3. Visit the Ingapirca Ruins. 4. Fly back home.	\$500

Day	Destination	Activities	Possible Cost
29 - 30	Fly back home.		\$10,300

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

Figure 4: Ecuador Recommended Routes



Source: (Westwood B, 2023)

Table 3: Provinces Information Activity for students to fill in with as much information as possible.

Province Name	Capital's Flag	Language	Geographical Location	Capital	Currency Unit Equivalent	Major's Name	Calling Phone Code	Famous For...
CHIMBORAZO		Official: Spanish Native: Quichua	Ecuadorian	Riobamba	USA Dollars	Arq. Jhon Vinueza	+593 3	Chimborazo Snowy Mountain. Surrounded by six beautiful volcanoes.
TUNGURAHUA								
PAZTAZA								
COTOPAXI								
BOLIVAR								
GUAYAS								
PICHINCHA								
IBARRA								
ESMERALDAS								
MANABÍ								

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

1.1. How to learn technical English for tour guides faster

The fastest and better way to learn technical English is to get yourself on technical activities. The following is an example of a graphic project requested to students to work on to create technical communication between the participants.

A Graphic Project

Dear student,

Please have Tourist Guide in the middle and arrows going out to the various points. Please edit anyway you like to make this as your personal graphic project on tourist guidance.

Please create a graphic for:

Employee Role – to other employees
 -- to the tourist destination

Cultural Ambassador Role – to tourists
 -- to region

TOURIST GUIDE ROLES

Information Role – to tourists

_____ Role – to
Tourist Guide Roles

As the graphic shows there are three tourist guide roles that need to be considered. The three tourist guide roles for consideration are employee role, information role, and cultural ambassador role. Clearly, tourist guides embody all three roles whether acknowledged or not acknowledged. The interaction of these three

roles is critical to tourist guide job performance and to standards of tourist guide behavior.

In regards to the employee role for tourist guides, two sub-areas are essential for review. These two sub-areas are tourist guide employee role with other tourist guides and tourist guide employee role with the tourist destination that employees the tourist guide. In the first sub-area, how tourist guides interact with other tourist guides can provide a realistic insight into how well a particular tourist guide is able to present themselves as team players and as tourist guides who are able to keep the focus on having the best possible experience for tourists who are under their care.

These interactions with other tourist guides can be supportive and expand the experiences of tourist guides. For example, older and more experienced tourist guides can become mentors and teachers for new and more inexperienced tourist guides. Likewise, new and more inexperienced tourist guides can also actively seek the mentorship and advice of older and more experience tourist guides so that learning can be maximized in the shortest amount of training time.

The active pairing of older and more experience tourist guides with new and more inexperienced tourist guides can produce solid team building and enhanced “esprit de corps” which can manifest as greater employee enthusiasm and more positive regard and support among tourist guide employees. A by-product of such positive pairings can be increased self-esteem among tourist guide employees and a great sense of professionalism that be perceived by tourists who are under the care of such tourist guides. In turn, this increased self-esteem can also be seen in more relaxed and productive tourism events and a greater feeling of warmth, friendliness, and better confidence in tourism events displayed by happier tourist guides.

In the second sub-area, the tourist guide employee role with the tourist destination that employees the tourist guide is a very critical role that extends beyond merely just employee and employer relations. In many ways, fellow tourist guides, and the tourist destination can often be experienced like an extended family for tourist guides. Often, tourist guides can “make or break” a tourist destination by their behavior and by their knowledge of the tourist destination and the surrounding community.

When tourist guides feel appreciated and wanted by their respective tourist destination employers, they will tend to perform much better and to be more enthusiastic in their tourist guide presentations. When tourist guides display such positive qualities, tourists will have a much better tourism experience and, likewise, the tourist destination will feel much better about their respective tourist guide employees.

This kind of a real dynamic and positive relationship can result in increased tourist visits to the tourist destination which can increase the revenue to the respective tourist destination which in turn can pay more money and rewards to the tourist guide employees. This kind of positive work cycle can be repeated over and over to the satisfaction of all parties concerned while also enhancing the tourist reputation of the tourist destination which can attract more new tourist destination visits and encounters.

Dear student, please add more detail, etc.....

Another form how to learn technical English is:

- 1) Think in English and try not to translate just to interpret others' opinions rather try to identify the culture, the tone, and the intention of what the tourist is saying.

- 2) Listen to music and watch documentaries of tourism in English constantly.
- 3) Read in English stories of travelers
- 4) Sell tourist attractions in social media
- 5) Interact with internationals as much as possible without shame or without fear to be wrong.
- 6) Study tourist destinations in English.

Remember that to make mistakes is part of a process of learning and enhancing your English skills. If you do not practice and use your English, you will never know if you are good at it or if you need to practice a bit more or a lot more.

CHAPTER

2.

Chapter Two: Tourist Guide Training and The Importance of Using English with English Speaking Tourists

2.a A Study about Practicality of Oral Skills Within Tourist Guides in English.

2.1 Abstract

2.2 Introduction

2.3 Methodology and Materials

2.3.1 Design

2.4 Subjects

2.5 Data analysis

2.6 Results

2.7 Figures

2.8 Discussion / Conclusions

2.b Tourist Guide Training and The Importance of Using English with English Speaking Tourists

2.1 Knowing about each tourist attraction food

2.a A Study about Practicality of Oral Skills Within Tourist Guides in English.

This chapter shows how a study about practicality of oral within tourist guides in English.

2.1 Abstract

This paper was a qualitative research proposal designed to evaluate the effectiveness of teaching English with a specific purpose to Ecuadorian university students. The proposal suggested using an interview and survey design to develop more precise measures of evaluating teaching effectiveness relative to learning outcomes. This study showed how, under a methodological process and of great patience, perseverance, empathy and dedication, general English students who belong to a Tourism Career in Ecuador improved their English language learning skills, including in the technical English process with specific purposes for the area of tourism. The primary goal of this research proposal was to improve the process of learning - teaching and learning outcomes at the Tourism School in the English classes of levels I, II and III to increase the quality of English language teaching and application in a graduate program. Keywords: (ESP) English for Specific Purposes for Tourism, Teaching Technical Vocabulary, Applied Linguistics, Sociolinguistics, Language Skills.

2.2 Introduction

This research proposal is designed to evaluate and to improve the English language skills of students at the National University of Chimborazo (UNACH) in Riobamba, Ecuador. This research proposal is specifically concerned with “Teaching English for Specific Purposes (ESP)” which has been identified as an area of

concern in previous interviews with students and faculty members of the Political and Administrative Sciences at UNACH. According to Harding (2012) English for Specific Purposes relates directly to what students need to do in their vocations or jobs. Harding (2012) believes that ESP is important because it helps to increase vocational learning and training throughout the world. As globalization is spreading, Harding states that English has become the major need. "It's not just the politician, the business leader, and the academic professor who need to speak to international colleagues and clients: it's also the hotel receptionist, the nurse, and the site fireman" (Harding, 2012, p. 7). Arellano (2014) has further suggested that ESP will improve the job opportunities for those students who study ESP. It is in that spirit of learning and job opportunity enhancement that this research proposal is designed to meet the needs of students at the university.

2.3 Methodology and Materials

2.3.1 Design

Qualitative Methodology - The methodology that will be used to collect data in this research will be through qualitative interviews and surveys (Malmkjaer, 2004, Marshall, 2003, Patton, 2001, Rubin and Rubin, 1995, and Silverman, 1998). Open-ended interviews will be conducted with staff and English students of the School of Tourism of the Political and Administrative Sciences College Department to elicit survey suggestions and ideas for the training module. (Creswell, 2013, Maxwell, 2013, and Denzin and Lincoln, 2011). This methodology will also help researchers better define the relationship of ESP and vocabulary. For example, some researchers have suggested that ESP is just technical vocabulary. Other researchers have suggested that ESP is more than technical vocabulary and that it is important to understand that vocabulary

is an important part of any ESP course. Harding (2012) states that partly this is because specific technical words are used to describe particular features of the vocabulary specialization and that teaching, and vocabulary are on-going processes. Therefore, this qualitative methodology will help the researchers better understand ESP perceptions among the university students (Northeastern University College of Computer and Information Science, 2010). Additionally, special attention will be given to the human subjects' protections as suggested by the American Psychological Association (2015) and by Brikci (2007).

2.4 Subjects

Procedure

The population for this study research will be one thousand students who will be randomly selected and surveyed and who will have the potential opportunity to receive additional English language training and education over a period of five months. Participants will be included those from all three levels of English of the Tourism School of the Political and Administrative Science College Department at UNACH including: Level I, level II and level III of English. Once the initial open-ended surveys are completed and result tabulated, a teaching module will be developed, implemented, and evaluated with a smaller subset of participants (Brikci, 2007).

Special care will also be given to the preparation of the English language materials so that there is a balance between teacher and student knowledge and application. As Frendo (2005) has noted, the teacher must give careful preparation relative to the knowledge and experience of the students. For example, Frendo observed that in most other fields of teaching the teacher knows more about the

subject than the learner, but in business English the relationship can be more symbiotic: the teacher knows about language and communication, but the learner often knows more about the job and its content.

In regard to the English learning module, several considerations will be reviewed after the information is gathered and compiled from the open-ended surveys and interviews. Besides teaching with enthusiasm and good context, some authors also recommend teaching consciously to avoid cute-and-dried categories. (Flowerdew & Peacock, 2001) For example, Gremmo and Riley (1995:158) endorsed the need to set up types of learning and not just types of learners in order to help learners to come to terms with their strengths and weaknesses. This research proposal will also attempt to consider types of learning in addition to types of learners. That way, learning a language in the ESP module can be more efficient in ways that are compatible with student personalities.

2.5 Data analysis

The procedures used for data collection were mainly made by a survey and interviews included during class time and at the end of the academic period. The methodology and procedures planned were successful. The statistical analysis that best suits the purpose of the investigation is that 87% of the participants like to guide in English to tourists therefore it is needed and extremely motivated for students to learn not just general but yes technical English. However only 64% of them find it difficult to learn technical English without knowing general English as it is demonstrated on the following results.

Belcher (2006); addressed the global features of ESP and potential cultural differences. 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: An International Journal. Tony Dudley-Evans (1997); has suggested that the field should be viewed from a set of “absolute” and “variable” characteristics. Dudley-Evans built upon the work of Strevens (1988); and Johns and Dudley-Evans relative to general English and developed these characteristics:

Definition of ESP (Dudley-Evans, 1997):

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

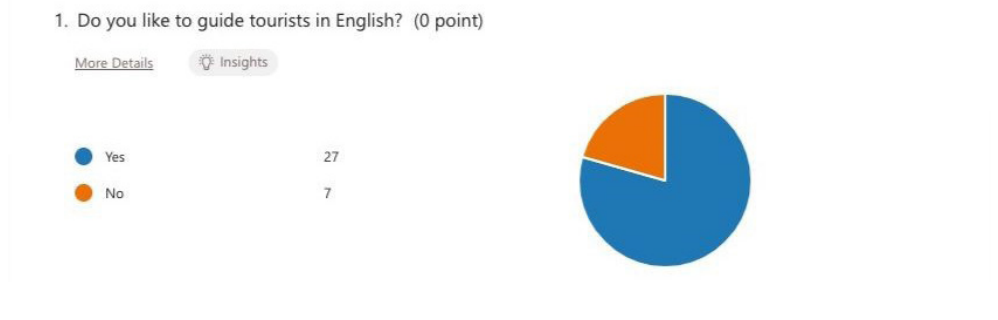
Anthony (1998) has suggested that ESP can be, but not necessarily be, concerned with a specific discipline and it does not have to be focused on a specific ability range or particular age group. Rather, Anthony believes that ESP should be viewed as an approach to teaching.v

2.6 Results

These results are presented based on the statistical procedures carried out from the surveys done as it is demonstrated on the following figures.

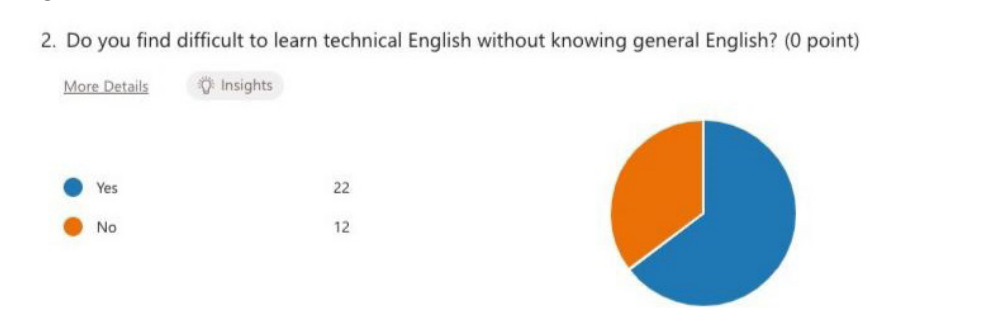
2.7 Figures

Figure 5: People who like to guide tourists in English



In figure five is demonstrated how 87% of the participants like to guide in English therefore it is needed to learn technical English.

Figure 6: People who find difficult to learn English without knowing general English.



In figure six is demonstrated how 64% of the participants find difficult to learn English without knowing general English first

Figure 7: People who need to study more levels of English not just three to pass a B1 exam.

3. Do you need more English lessons than only three levels of English at the Tourism School to pass the B1 exam?

[More Details](#)

[Insights](#)



In figure seven is shown that 68% of the participants think that they need to study more levels of English not just three to pass a B1 proficiency exam.

Figure 8: People who want to have practical subjects in English inside of their Tourism School curriculum

4. Would you like to have practical subjects in English inside of the Tourism School curriculum?

[More Details](#)

[Insights](#)



In figure eight is shown that 82% of the participants want to have practical subjects in English inside of their Tourism School curriculum.

Figure 9: People who found their previous English classes helpful to their English goals.

5. Did you find your last English class helpful to your English goals? (0 point)

[More Details](#)

[Insights](#)

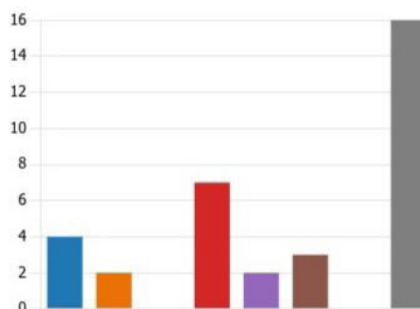


In figure nine is proved that 88% of the participants found helpful the mix of general and technical English classes during the last academic period.

Figure 10: Activities that people would like the most to be done to learn English

7. What kind of activities do you like the most to be done in class to learn English? (0 point)

[More Details](#)

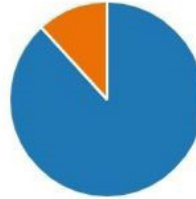


In figure ten is shown that mostly of the participants prefer to use games to learn English.

Figure 11: Participants would like to have outdoor activities with English native speakers

8. Would you like to have outdoor activities with English native speakers to improve your speaking skills?

[More Details](#)



In figure eleven is revealed that mostly of the participants would like to have outdoor activities with English native speakers to improve your speaking skills.

The following figure describes student's desire of having a speaking club to help them to practice oral skills.

Figure 12: People who would like to learn English with an English-Speaking Club

8. Would you like to have outdoor activities with English native speakers to improve your speaking skills?

[More Details](#)



In figure twelve 78% of the participants would like to have an English-Speaking club at the Tourism School to practice their English Speaking skills.

Figure 13: People who would like to learn English with an English-Speaking Club indicate when to meet.

10. If you answer "yes" to number 9 question, when would like the meetings to be? (0 point)

[More Details](#)

[Insights](#)

On weekends	3
Two times per month	8
One time per month	3
On mornings	11
At nights	4



In figure thirteen people who would like to learn English with an English-Speaking Club indicate that they would like to meet in the mornings to improve their English-speaking skills.

2.8 Discussion/Conclusions

- After have analyzed the results of this proposal study yes tourism students must study general English and technical English.
- Tourism students must get more English training to pass a B1 exam.
- Tourism students prefer to learn English with games.
- Tourism students would like to guide in English.
- Tourism students would prefer subjects in English to be added to their curriculum.
- Tourism students would like to practice their English speaking skills by a Speaking Club in the mornings since they study the undergraduate in the afternoons or during the weekends.

Another important area of English for Specialized Purposes is the issue of vocabulary and what kind of vocabulary learners need. From this area of vocabulary, consideration is usually made regarding specialized vocabulary. Nation (2008:10) has suggested

that most technical vocabularies have about one thousand to five thousand words depending on the subject area, which can be learned at almost any age.

Basturkmen (2006) has indicated two distinct perspectives regarding language for specific purposes. One perspective suggests that English has a common foundation of words of which all learners should know. The other perspective suggests that all language is already for specific purposes, and therefore, specialization must begin at an early age.

Whether specialization begins early or late, Read (2007) has found that there are numerous methods of identifying vocabulary for specific purposes. Read has further noted that there is a lack of a systematic way of identifying vocabulary for specific purposes. These variations have caused many researchers to produce very different and unique conclusions.

In regard to all of these facets of English for Specialized Purposes, researchers have found many areas of investigations that warrant further inquiry. While there are many regions of disagreement, the field is slowly emerging academically while almost everyone recognizes the obvious need for learning English for Specialized Purposes.

2.b Tourist Guide Training and The Importance of Using English with English Speaking Tourists

Most tourist attractions have their own tourist guide training programs, but it is important for tour guides to immerse themselves in any and all written materials that have been written or produced regarding that particular tourist attraction.

Researching and being aware of historical facts and current events regarding that tourist attraction can make any tourist guide be far more knowledgeable and effective with tourist audiences. Tourists intuitively know when a tourist guide really knows the tourist attraction materials and background and it can help tourists have a more complete and satisfying tourist attraction experience.

Figure 14: Tourist Guide Training



Most people understand that having tourist guides who can speak the specific language of the visiting tourists greatly enhances the tour guide presentation and help the tourists gain a much deeper and more complete tourism experience.

Spanish speaking tourist guides who work with English speaking tourists can find that communication can be limited and sometimes frustrating to both the tourists and to the tour guides. The key is reduce and try to eliminate any such communication issues.

Some Spanish speaking tourist guides taking English training classes that can be available in person and on-line as well such a You Tube English training videos. Some tourist attractions also provide English training materials and events to help their tour guides be more effective in their tourist communications.

The following figure shows the importance of knowing technical English because tourist almost always will ask you about technical descriptions of plants, trees, flowers, more flora, fauna, and food. In addition to that, it is also requested to know the scientific names of species and the architecture and tangible and intangible heritage that will be explained during the circuits done in the moment or from at least the previous days.

Figure 15: The importance of knowing technical English



On a city tour, you have already organized the schedule. In the first day of your agenda and you got a question that changed the rest of the days and the tourist thoughts about you as a tour guide and about the tourism company the tourist had contracted.

Day 1:

Walking in the city.

If you ever got stop by a tourist asking you what name is tree and how many days does it has? What will you answer?

Technical English is more than needed for almost every profession, but more and any other is 100% needed in Tourism.

Table 4: A tourist guide

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?
9:55 – 10:10	After answers had been provided, the tour guide explains the tourist's agenda.
10:20 – 11:20	The guidance starts and Technical Vocabulary is 100% needed.
11:20 – 11:30	A dynamic is done for tourist to relax and have fun.
11:30 – 12:00	A traditional Snack is served at local restaurant. Good bye.

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

Thank you for your time

2.1. Knowing about each tourist attraction food

Dear Student,

Please upload a recipe that you have done or have tried on Thanksgiving Day or at any other important holiday in Ecuador.

Please find the instructions attached as an example of Thanksgiving, but you can do it from Christmas, Carnival, Valentine's Day, etc.

Rubric:

Research:	2
Pronunciation:	1
Grammar:	2
Fluency:	3
Use of Language:	2
Total	10

After students work with that, they must be able to describe local food. It doesn't matter if they are not from the area they are guiding, they must know how to describe the food served there.

Here below we have described dishes for you to train on the description of food with ingredients and nutritional factors to add to each one of them.

Figure 16: Turkey with mango salad, corn salad, grapes, nuts and coconut salad.



Figure 17: Crabs, onion, tomatoes and lemon salad with sweet banana and parsley mayonnaise.



Figure 18: Natural yogurt and fruit jam.



Now, it is necessary that you not only explain the dishes people are going to try, but also that you can demonstrate the nutritional facts about the offered dish.

For example, in figure 18 is showed four classes with natural yogurt mixed with different fruit for example: Mango yogurt, peach yogurt, blackberry yogurt and a mix of strawberry and peach yogurts.

The nutritional factors are about: High in good calories, low-fat, low-sodium, good carbohydrates, fiber, good sugars, protein, and among others, phosphorus.

Depending on each fruit yogurt choice, the number of vitamins will increase the health benefits.

Natural yogurt is an excellent source of calcium that many tourists look for their breakfast and they will be more than happy of trying something local done as the ones showed in figure 18.

Allow your passenger to feel in love with Ecuador's food.

The best idea for passengers to get on their trips is not just the feeling of knowing different cultures and learning of the way others live, but also the flavors of their local dishes.

There is not such a way of demonstrating the experience lived than with a happy face after they try something new and delicious in front of lovely views.

Ecuador has always much more to offer, and students must be ready to attract customers to visit those places and to try the local food. Therefore, it is mandatory to know how to describe dishes, scientific names of ingredients to explain in some cases.

CHAPTER

3.

Chapter Three: Simple Ways to Learn Basic English

3. Simple Ways to Learn Basic English

3.1. Speaking: A Tourist Attraction

3.2. Writing: Tourism for events

3.3. Writing: Describe a natural present in Ecuador

3.4. Writing: Use grammar in context in tourism purposes.

3.5. Asynchronous Class Plans

3.6. ESP Proposal UNACH For Warming The First Week

3. Simple Ways to Learn Basic English

3.1 Speaking: A Tourist Attraction

Dear students,

Please describe your favorite tourist attraction including: geographical location, history, food options, extreme sports, sustainable tourism, accommodation services, tourist itinerary of the activities to do in how many days and costs.

Rubric:

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

This is an important speaking activity that defines your oral abilities as well as your marketing empowering.

Thanks.

Figure 19: South view of snowy Chimborazo Mountain



On figure 19, there is a picture of two siblings who traveled by Chimborazo Volcano 13 years ago. The experience of them is something that captivated more visitors to travel to these areas. Here bellow are part of their picture description that can also be used by students and teachers on their class materials to use verbs in the past and technical vocabulary.

A favorite tourist attraction for many people are the mountains located at Chimborazo which is in the center of Ecuador. The highest mountain there is the closest point to the sun as measured from the center of the earth.

There is a National Park here where flora and fauna is preserved of danger. There is always a national qualified tour guide with whom you will enter to the mountain since it is requested by the National Park main office. It is fun to visit and to admire the beauty of the snowy mountain and the magnificence of it when you will be in front of it since it is huge, magic, and powerful. Several people travel in families, friends, or even couples that what to life a special and unique special moment in their lives by getting compromise for a marriage in coldest and romantic place possible since Chimborazo Mountain also has a lovely thermal water to enjoy.

Inside Chimborazo volcano there is a great variety of trails and routes for extreme sports to be practice on different levels of experiences climbing the mountain. One of the most popular routes is the Whymper route for more experienced climbers.

Now, dear student, please plan a tourist route for these two siblings and describe all the itinerary as well as the accommodation services that they will have to have on their trip adventure.

Please include prices options depending on:

- The amount of time that the tourist will have
- The idea they have about Chimborazo Volcano and the reason why they have come to visit it.
- The budget they have in the moment to get the best travel experience on hotels and accommodation services.

3.2 Writing: Tourism for events

Please write and share a collage picture of tourism done for especial events. Use as fluent and correct English as possible.

Figure 20: Mother Day in Riobamba city



Riobamba is a lovely city which is located in the center of Ecuador and surrounded by six volcanoes. Many people like to visit this location on special occasions such as Mother's Day. Riobamba also offers beautiful nature, tranquil peace, relaxing spas, fragrant flowers, and delicious dishes which are very pleasing and delightful.

3.3 Writing: Describe a natural present in Ecuador

Figure 21: A natural present



For Ecuadorians to have flowers, fruit and natural presents in general is part of the process of enriching our relationships with unique and longtime memories that have a powerful meaning and care of others.

3.4 Writing: Use grammar in context in tourism purposes

From the following images please write as many sentences as possible to put grammar in practice and to use technical vocabulary to make natural and correct sentences sharing into fluent paragraphs and later on in essays.

Figure 22: Present simple

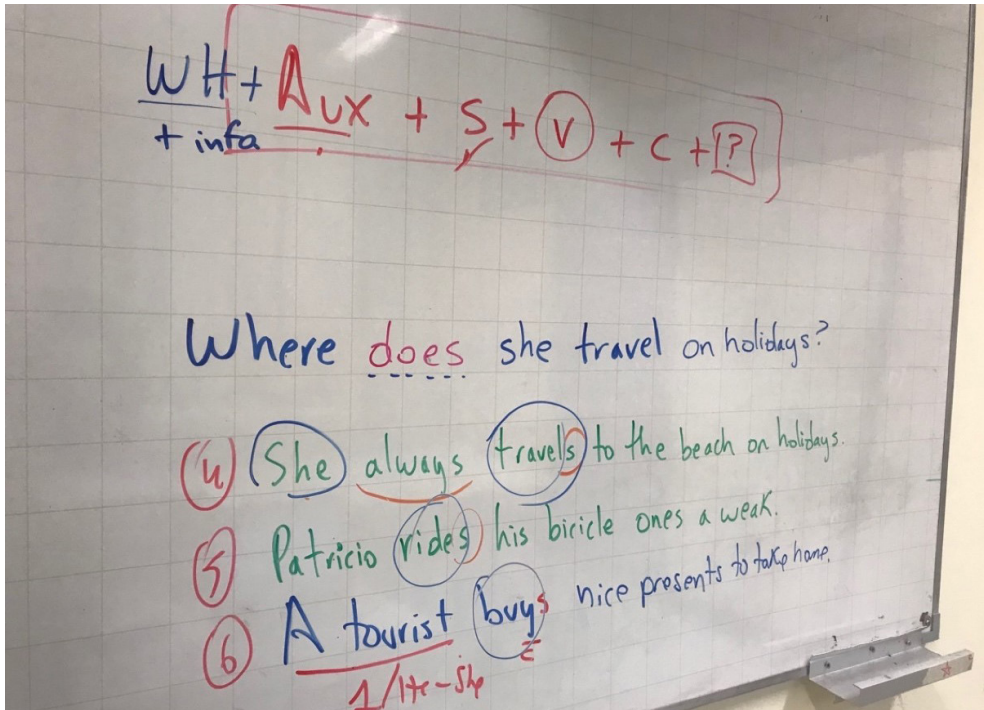


Figure 23: Use adverbs of frequency

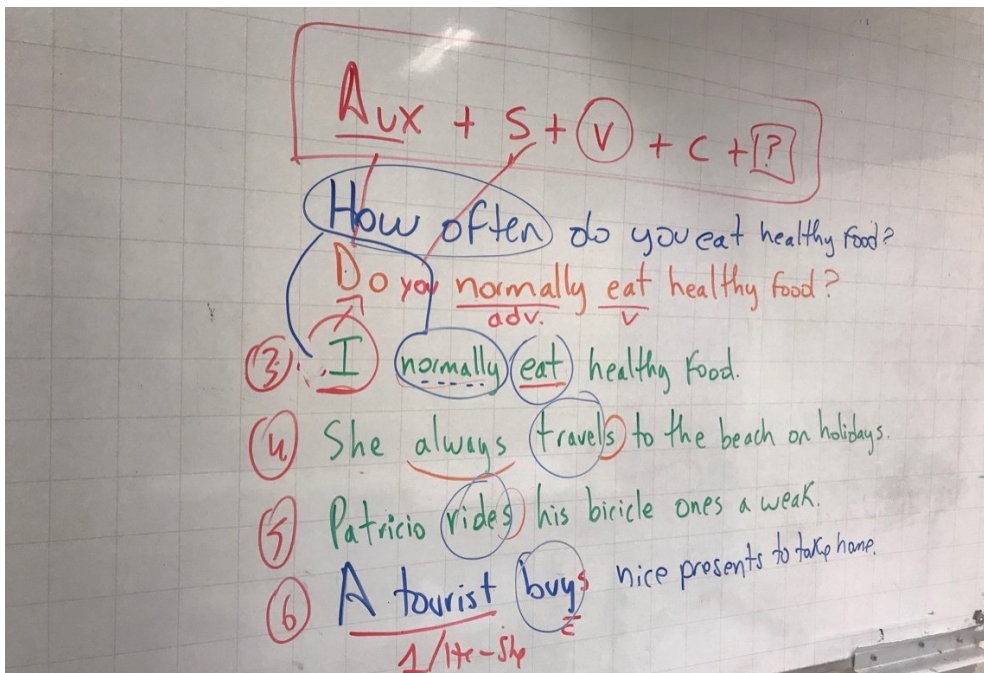
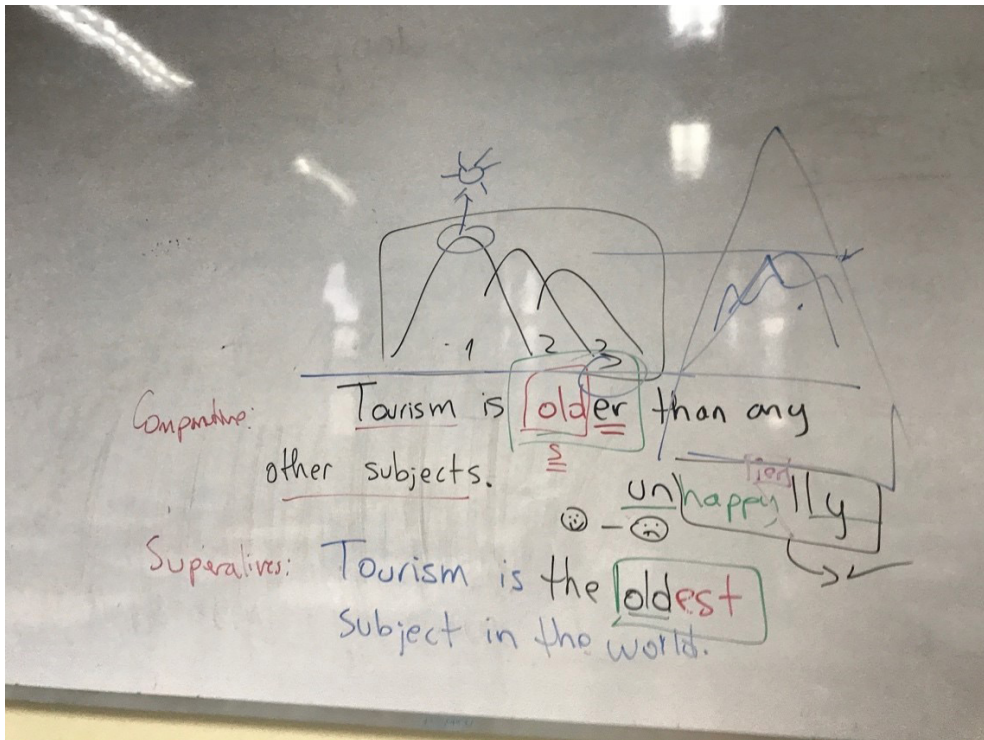


Figure 24: Use comparatives and superlatives



3.5 Asynchronous Class Plans

Class Topic: Itinerary of an International Tour Package in Ecuador

To make sure that tourist will help you to have a successful trip it is always necessary to describe and to carefully plan itineraries. No matter what, tourist need to know with months of anticipation what are they going to do in the tourist destination once they will be there in order for them to know what to pack, and maybe free time that they will have to meet with friends and maybe with family that they might have.

A National Travel Itinerary in Ecuador

A trip in Ecuador for meeting this lovely country in 13 days.

Day 1: The capital of Ecuador, Quito city

Morning: Arrive in Quito international airport. A trip around the historic center, which is UNESCO World Heritage Site.

Afternoon: Seek out the Middle of the World Monument (Mitad del Mundo) and bestraddle the equator line. Visit Ecuador's flora, fauna, ecosystem, and cultures at inside museums.

Evening: Dinner will be served at La Ronda neighborhood, in order for you to try the most delicious cuisine and lovely colonial sites.

Now dear student, please research and plan an itinerary for the following national locations.

Day 2: Mindo

Day 3: Otavalo, Cotacachi and Ibarra

Day 4: Cuyabeno Amazon Rainforest

Day 5: Amazon Extreme Sports and Adventure

Day 6: Baños de Agua Santa

Day 6: Riobamba and Chimborazo Volcano

Day 7: Ambato, Cotopaxi Volcano, Quilotoa Loop and back to Quito.

Day 8: Fly to Cuenca City.

Day 9: Travel by bus to Loja City.

Day 10: Fly to Guayaquil City.

Day 11: Go by bus to explore Pacific Ocean Ecuadorian beaches.

Day 12: Back to Guayaquil and travel to Manta City.

Day 13: Return back home.

International Travel Itinerary in Ecuador

Example:

Day 1-4: The Capital of Ecuador Quito City, the Life Lab - Galapagos Islands and Visit to Guayaquil city.

Day 1: Visit the historic center of the Quito city and the Middle of the World Monument (Mitad del Mundo).

Day 2: Transfer to Galapagos Islands - Santa Cruz Island, visit the Charles Darwin Research Station and enjoy of Tortuga Bay.

Day 3 and 4: Explore nearby islands to practice snorkeling, hiking, and a life lab with wildlife viewing of famous and unique giant tortoises, sea lions, marine iguanas, and sea species. On the day fourth fly to Guayaquil city and return back home at night.

Activities:

- 1) Now dear students please plan itineraries for the following international plans in Ecuador. Please research and include cost for each one of them.

Day 4-7: Guayaquil and Beaches of Ecuador

Day 7-10: Andes Highlands – Chimborazo Volcano.

Day 10-13: Amazon Rainforest and Baños de Agua Santa.

Day 13-16: North of Ecuador and fly back home.

2) After finishing it, please make sure that you can answer the following questions to enhance the level of research and the quality of your customer services.

1. What would it be the budget that this passenger and his wife will need to have to visit Ecuador?
 2. What was the amount of time they had for this international trip?
 3. Was it needed to have international health insurance?
 4. Was it needed to learn about pets' rules and recommendations for traveling?
 5. Is it needed to learn how to treat to elderlies' tourists?
 6. What are the airport and destination rules for tourist?
- 3) Finally, please make an ad of your favorite itinerary in TikTok and copy the video link here with a short description.

In the following lesson plan, there has been created an ESP proposal for UNACH to use on a warming class during the first week of classes for Day 1, Day 2 and Day 3.

3.6 ESP proposal for UNACH to use on a warming class during the first week of classes.

A. PRODUCTION ACTIVITY: EFL INTEGRATED LISTENING AND SPEAKING

Table 5: Lesson Plan

LESSON PLAN	
Topic	Scanning a Menu and Ordering Food at El Delirio Sobre el Chimborazo Restaurant.
Aims	To develop student's listening skills by learning to scan a menu To engage students in a picnic discussion about student's favorite dish. To make requests and order food in a restaurant
Age group	Young adults
Level	A2
Number of students	20
Time	6 hours / 1 week of work divided in 2 hours per three days.
Material	Touch screen board and speakers. Regular board and Markers. The green areas of the University. Food and general furniture to describe student's favorite dish made at home to describe at our class picnic. Two Cars to go to a restaurant to order in English for the 10 best participants of the picnic done in class. Audios from the teacher. Video activities provided by the teacher.
Introduction	

A good listening class starts with clear scaffolding activities because students will be ready to listen and understand much better what the listening is about in order to develop a discussion and even to make personal opinions about a topic.

In the present lesson plan are distributed different activities of listening and speaking through six hours in three days. All three days will have the scaffolding activity. It is intended students to have warm-up activities related to the topic which is: Scanning a Menu and Ordering Food, and then listening to learn more about the topic and producing spoken sentences.

On the first day, there are four listening from the teacher. Each one has small activities to do in class from the book, and some audios from YouTube, which are part of the class.

In the second part of the first day students will be requested to do activities before, during and after watching video activities about the topic.

On the second day, besides the activities in class, students will be able to practice what they have learned the day before on an outdoor activity by a picnic outside of the classroom. Here learners will talk about their favorite dish, the recipe, how they make it, what are the nutritional facts of their dish, and what goes well with their dish.

Finally, on the third day as the final activity of this lesson plan, ten students will be chosen from the presentations on the picnic the day before to be taken to a restaurant to practice a real situation where all ten students will order food at a restaurant in English. Me as the teacher, I will pay for the restaurant trip. This is a price for ten of my best students.

It is very important to consider is that both skills listening and speaking are integrated.

Interaction and Collaboration

FIRST DAY / 2 HOURS

Table 6: First day

Scaffolding	
Pre- listening (7 minutes)	Pre-teach Vocabulary Find someone who... ... eats out everyday ... loves Japanese food. ... is vegetarian. ... never has salads. ... has dinner at a special restaurant last weekend. ... cooked dinner last night. ... prefers fruit juice to soda? ... as a tourist what food do you want to try? ... do you miss any particular dishes from home?
LISTENING	
For this first day it will be a combination of Top-Down Process by Understanding the General Idea Communication Activity and Bottom - up Process by Understanding the exact information.	
Meaningful Listening	On play 1, students listen to an ad for the El Delirio Sobre el Chimborazo Restaurant. Students listen and check which four dishes on the menu shown in their book are mentioned. On play 2, students listen to Albert and Sofy and check what they order for starters and salads. On play 3, students listen and order part two of Albert and Sofy dialog. On play 4, students listen to the final sound of words ended in /s/ and the connecting sounds.

Vocabulary (7 minutes)	Word List from technical vocabulary in tourism. Each student will develop and improve a list of words for these sections. After five minutes the list will be reviewed.
Procedure	
Warmer (7 minutes)	Find someone who... ... eats out everyday ... loves Japanese food. ... is vegetarian. ... never has salads. ... has dinner at a special restaurant last weekend. ... cooked dinner last night. ... does she prefer fruit juice to soda? ... as a tourist what food do you want to try? ... do you miss any dishes from home?
Listening: Audio 5 (10 minutes)	On play 5, students listen to an ad for best topics and lists. Students listen and check which four dishes on the menu shown in their book are mentioned. After students listen, they will answer the true, false, or not mentioned Pair check: Students could use the audio script to clear up any doubts.

Back to Audio 3 (10 minutes)	Before student list to the play 3, students must look at the palmtop on the right and briefly read what customers might order for starters (tomato soup, onion soup, etc.) and salad (potato, spinach, etc.) After checking that list, students should predict what Albert and Sofy are going to order. Then, students listen to audio 3 to check the couple's order. Individually, students imagine they are waiters. Students could use the audio script to clear up any doubts about the listening.
Audio 6 (10 minutes)	On play 6 students listen and order part two of Albert and Sofy dialog. The track will be played once again if necessary for students to complete.
Audio 7 (10 minutes)	Focus on the hot drinks and desserts list on the second tablet. Elicit and drill pronunciation as necessary. Then play 7, students listen to the final sound of words ended in /s/ and the connecting sounds.
Feedback (6 minutes)	Feedback of Listening: Clarification of terms, pear error correction.
SPEAKING	
Productive Skill	
(10 minutes)	Integrated with other Macro and Micro skills Cope with Drawbacks In pairs imagine you are at El Delirio Sobre el Chimborazo Restaurant then choose a complete meal

(10 minutes)	Restaurant Role-Play in groups of four A, B and C: You go to El Delirio Sobre el Chimborazo Restaurant for lunch. D: You are the server. Role-play ordering the full meal.
Theoretical Perspectives	
Implications for teaching Speaking (5 minutes)	Help learners develop strategies Speaking negotiating meaning
The communicative Approach (10 minutes)	Comprehension Proceeds Production Meaningful Communication Lots of Interaction in the classroom. Planning about student's favorite dish to cook.
Communicative Output: Discussion (10 minutes)	Content Oriented – Favorite food Form of Structured Oriented: Academic Vocabulary: Adjectives describing food, appearance, idioms, simple present and future.
Feedback (10 minutes)	Feedback of Speaking: Pronunciation to the final sound of words ended in /s/ and the connecting sounds, plus ending of regular and irregular verbs in present and future tense.

SECOND DAY / 2 HOURS

Table 7: Second day

Scaffolding	
Pre- speaking (10 minutes)	Pre-teach Vocabulary Elicit words and expressions from ordering food. Review of quantifiers learnt in previous classes. Review of how much and how many learnt in previous classes.
SPEAKING - PRODUCTIVE SKILL	
For this second day it will be Bottom - Up Process by understanding and expressing the exact information.	
Procedure	
Warmer (5 minutes)	Pre- speaking Elicit words and expressions from ordering food and general vocabulary about food. Review of quantifiers learnt in previous classes. Review of how much and how many learnt in previous classes.
Speaking: (3 minutes per student. There are 35 students, so this part of the class will be developed in 1 hour and 45 minutes).	Students will be able to practice what they have learned the day before on an outdoor activity by a picnic outside of the classroom. Here learners will talk in 3 minutes total about: Their favorite dish The recipe How they make it? What are the nutritional facts of their dish With what goes well with their dish.
Feedback (10 minutes)	Feedback of speaking: Clarification of terms and pronunciation correction.

Theoretical Perspectives / Implications for teaching Speaking

Help learners develop strategies to manage their 3 minutes time.

The communicative Approach:

Comprehension Proceeds Production

Meaningful Communication

Lots of Interaction in the grass

Communicative Output: Discussion

Content Oriented – Favorite food

Form of Structured Oriented: Academic Vocabulary: adjectives describing food, appearance, idioms, and simple present.

THIRD DAY / 2 HOURS

Table 8: Third day

Scaffolding	
Pre- speaking (10 minutes)	Pre-speaking Elicit words and expressions of ordering food and scanning a menu.
SPEAKING - PRODUCTIVE SKILL	
For this third day it will be Bottom - Up Process by understanding and expressing the exact information.	
Procedure	
Warmer (5 minutes)	Pre- speaking Elicit words and expressions of ordering food and scanning a menu.

Listening: (5 minutes)	The teacher will provide direction to meet at the restaurant.
Speaking: (It is a free activity. Students could choose whatever dish they wish to eat and they are free to talk as much as they want). The time for this activity is one hour and thirty minutes.	Ten students will be chosen from the presentations on the picnic the day before to be taken to a restaurant to practice a real situation where all ten students will order food at a restaurant in English. Me as the teacher, I will pay for the restaurant trip. Students will order a meal in English at a restaurant. While students wait for the meal to be served, students will keep a conversation in English about different topics. Anybody could choose a topic and starts a real and normal conversation. Spanish is prohibited.
Feedback (10 minutes)	Feedback of speaking: Clarification of terms and pronunciation correction.

Theoretical Perspectives / Implications for teaching Speaking

Help learners develop strategies to request things that people like at a restaurant.

The communicative Approach:

Comprehension Proceeds Production

Meaningful Communication

Lots of Interaction in the restaurant

Communicative Output: Discussion

Content Oriented – ordering a meal at a restaurant.

Form of Structured Oriented: Academic Vocabulary: adjectives describing food, request, appearance, idioms, and simple present.

CHAPTER

4.

Chapter Four: Simple Tests of English Skills

4. Simple Tests of English Skills

- 4.1. *Quiz Unit 1 English I*
- 4.2. *A tourism technical practice to do in class*
- 4.3. *A paragraph about your past holiday*
- 4.4. *Important Animals in the Ecosystem*
- 4.5. *Speaking: Picture description*
- 4.6. *Writing: Travel experiences*
- 4.7. *Writing: Guiding experiences*
- 4.9. *Picture description*
- 4.9. *Be ready for tourist's questions*

4. Simple Test of English Skills

4.1 Quiz Unit 1 English I

Please write a paragraph of 100 words to talk about one of the tourist attractions that you will visit during your academic field trip. Please include: Main idea, development with examples and conclusion.

Here please demonstrate that you know the most basic aspects in English such as: introduction of geographical places, plural noun rules, pronouns, adjectives, adverbs, prepositions, wh words, present simple and past simple.

Rubric:

Grammar. 1

Use of Language 1

Organization 1

Punctuation. 1

Fluency. 1

Total 5

Part 2. Speaking: (5 points)

Please record a video to talk about a tourist attraction of your preference in no longer than 1 minute. Please make sure that you will include correct English and fluency.

Rubric:

Grammar. 1

Use of Language 1

Organization 1

Pronunciation 1

Fluency. 1

Total 5

4.2 A tourism technical practice to do in class

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.

4.3 A paragraph about your past holiday

Please, write a paragraph about your past holiday.

You could use as example: The Day of the Dead in times of Covid-19.

For example:

Day of the Dead

My last holiday was Finados, which is called Day of the Dead in Ecuador. My family and I celebrated it in Riobamba city. We had many family members who came to make colada morada, which is a hot or cold beverage made with purple flour, sweet species and red fruit. In addition, we made bread at home with very nice recipes from my mother. For example, we baked some traditional cholas, empanadas and among others croissant bread. In conclusion, Finados is a great holiday for my family and I to make a traditional dish to share time together.

Figure 25: Colada Morada and Guaguas de Pan



Technical Vocabulary on food

Figure 26: Sweet species as main ingredients of Colada Morada



These are some of the main ingredients to make colada morada, which is a traditional cold or hot drink done with purple corn flour, sweet species as the one in this picture, sweet herbs as lemon grass and the main red fruit such as: blueberry, raspberry, strawberry, watermelon, and babaco, which is a fantastic Ecuadorian fruit. It is a long process recipe to make that takes minimum 2 days due to the flour needs to be in water since the night before to get clean it and the process of cooking could take about 6 hours. People love to have it during the day of the dead holiday or whenever people make during the whole year.

This is an amazing holiday to spend time with family to make colada morada and guaguas de pan, which is a baby doll bread. Since children to adults get together to make bread and have fun in family remembering about our dearest people who sadly have passed away

Figure 27: Family on Finados Holiday in Ecuador.



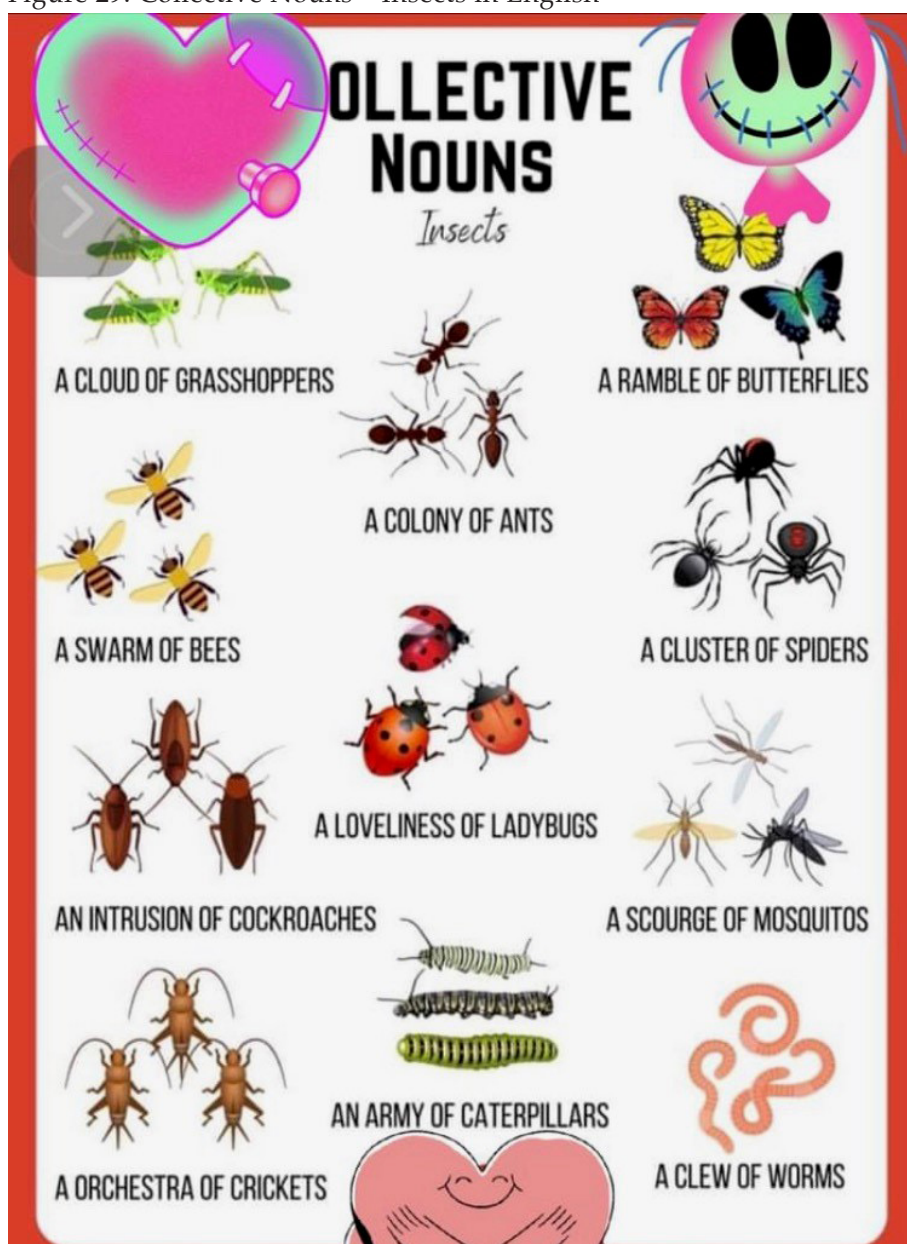
Figure 28: Friends meeting on Finados Holiday in Ecuador.



4.4 Important Animals in the Ecosystem

Please use the following vocabulary and add as much as possible to write an essay about the importance of animals in the Ecosystem.

Figure 29: Collective Nouns – Insects in English



Source: Education Resource Hub

4.5 Speaking: Picture description

Please use as many adjectives as possible, adverbs, modals, prepositions, grammar structures and technical vocabulary to describe these photos to make the reader to feel in the place.

Figure 30: Las Lajas Church, Colombia.



Please answer the following questions to help you to answer the activity:

1. What can you see?
2. Where do you think is it?
3. What time of the day is it?
4. What are the main characters in the photo?
5. What are they doing?
6. What can people do there?
7. Is it ease to get there?
8. What are the main colors?
9. What is your favorite part from the picture?
10. Have you been there before?
11. Would you like to go there?

4.6 Writing: Travel experiences

Please use past simple, present perfect, past perfect and future perfect to talk about your past travel experiences.

Figure 31: Country sides of Riobamba city



This picture was taken during an academic field trip in the class of hiking last year.

My classmates and I were walking on the edge of a big mountain in Riobamba city that is divided by Chambo River to the next canton of Chimborazo Province. We could appreciate different flora, fauna and views that are still in its natural way since it hasn't been contaminated by humans. The walk took about 1 hour long and if I get invited to go, I will have been very happy to assist because the trail was fun and I learn a lot.

4.7 Writing: Guiding experiences

Please use past simple, present perfect, past perfect and future perfect to talk about your past guiding experiences.

Figure 32: Guiding in Riobamba city.



To guide in Riobamba city implies lots of knowledge about history and geographical facts that make tourist to be very interested in knowing each square more about it. In this photo we can see to tourist of different ages that got in love of the architecture, history and heritage that the central historic of Riobamba city has. My experience as a tour guide was excellent since these two tourists recommend their experience back in Chile from where they came from, and they wish next time to come back again to practice some extreme sports in the area.

4.8 Picture Description

Please use these pictures to describe not just what you can see, but also the tourism description, business opportunities, and activities to do in the tourist destination.

Figure 33: Maldonado Park.



It is full of religious heritage and daily people like to go there to find peaceful times with Jesus Christ in spirit.

Figure 34: A side lovely Church of the Cathedral of the City of Riobamba.

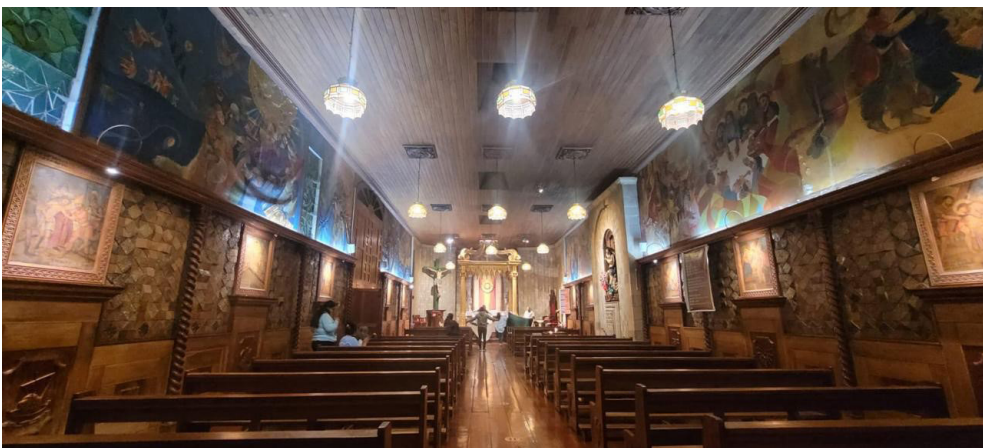


Figure 35: A modern family restaurant that provides musical shows.



Figure 36: A heritage location of the City of Riobamba. It was the house of the liberator Simón Bolívar.



Figure 37: This is a picture of the international liberator Simón Bolívar.



It is located just in the entrance of his house in the City of Riobamba. The name of the restaurant “El Delirio” was derived from the famous poem “Mi Delirio Sobre el Chimborazo” that Simón Bolívar wrote while inspired by Chimborazo Volcano.

Figure 38: The inside of Simón Bolívar’s house looks.



This is how the inside of Simón Bolívar’s house looks. It is the same as the traditional Riobamba houses that are located in the historical center.

Figure 39: Delirio Restaurant



This is a picture of El Delirio restaurant which is at Simón Bolívar’s house. It is full of cultural heritage of Ecuador and the food is fantastic.

Figure 40: An antique water fountain as Riobamba



An antique water fountain as Riobamba it is since it was use in the beginnings of the City to provide fresh and clean water from the right side to the riders and from the big left side there used to be water for horses.

Figure 41: A display of a former working train.



Figure 42: Riobamba's train station



This is Riobamba's train station. It used to be the principal station in Ecuador since from here trains will travel to the north and to the south of the country transporting tourist, products, and goods. Nowadays it is closed because of the previous government decision since the train doesn't provide much income because the train changed to be use only in Riobamba City for tourism purposes. Ecuador is waiting and hoping it will be running again.

Figure 43: The Cathedral Church



We will open the door of the Cathedral church of the city of Riobamba when you will be here. Come to visit us.

4.9 Be ready for tourist's questions

Figure 44: Beautiful Mountains of Riobamba



With what kind of colors do Ecuadorian paint their mountains?
Please write down what it comes to your mind about this question?
What would you like to do if you come to visit Ecuador?

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

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

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.

From now on, please write at least one sentence using the new technical term. For example:

Adventure tourism has grown after Covid-19 in Ecuador. Tourists enjoy of trekking through remote landscapes, and white-water rafting in the Sierra and in the Amazon Regions of Ecuador.

Subsequently, please make a list of tourism terms to have your own glossary. If you get to need, it is OK to write its meaning in Spanish, and when you get into your reading and listening practices, please recognize these new technical words.

Finally, the following are recommended tips to learn technical English after identifying the new term, practice them in quizzes and games, include them into the glossary, be consistent with its use, try to have real-life exposure, seek feedback from teachers, and combine language skills to reinforce retention of new technical vocabulary.

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This book provides an overview for tourist guides to have more comprehensive understanding and application of the English speaking knowledge and skills that are central to being an effective tourist guide. This book underscores the great need for tourist guides to master all aspects of technical English so that all communications with English speaking tourists are clear and understandable. This book also examines many aspects of being a more effective tourist guide from basic one-on-one communications to more complex interactions with larger groups of English-speaking tourists.

This book provides its readers with two important aspects. First, the book provides its readers with more than just English language acquisition exercises, applications, and techniques that are applicable in real life tourism experiences. Second, the book assists tourist guides in building increasing levels of self-confidence and language competence as Spanish speaking tourist guides improve their English language and tourist guide service skills to provide better services to their English-speaking tourists.



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