



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

**A DIDACTIC STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS
OF THE TOUR GUIDES AT VALDIVIA AQUARIUM, PROVINCE OF
SANTA ELENA, 2015.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR: LIZETH PAOLA ORRALA GONZÁLEZ

ADVISOR: MSC. XAVIER ALMEIDA BRIONES

LA LIBERTAD – ECUADOR

2016

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

**A DIDACTIC STRATEGY TO IMPROVE ENGLISH
SPEAKING SKILLS OF THE TOUR GUIDES AT VALDIVIA
AQUARIUM, PROVINCE OF SANTA ELENA, 2015.**

TRABAJO DE TITULACIÓN

Previo a la Obtención del Título de:

LICENCIADA EN IDIOMA INGLÉS

AUTOR: LIZETH PAOLA ORRALA GONZÁLEZ

TUTOR: MSC. XAVIER ALMEIDA BRIONES

LA LIBERTAD – ECUADOR

2016

La Libertad, April 2016

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “A DIDACTIC STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS OF THE TOUR GUIDES AT VALDIVIA AQUARIUM, PROVINCE OF SANTA ELENA, 2015” prepared by LIZETH PAOLA ORRALA GONZÁLEZ, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

.....
ING. XAVIER ALMEIDA BRIONES, MSC.

La Libertad, April 2016

STATEMENT OF AUTHORSHIP

I, LIZETH PAOLA ORRALA GONZÁLEZ with ID number 2400100539 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "A DIDACTIC STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS OF THE TOUR GUIDES AT VALDIVIA AQUARIUM, PROVINCE OF SANTA ELENA, 2015", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

LIZETH PAOLA ORRALA GONZÁLEZ

2400100539

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.
FACULTY OF EDUCATION AND
LANGUAGES DEAN

Lcda. Glenda Pinoargote Parra, M.A. Ed.
ENGLISH TEACHING CAREER DIRECTOR

MSc. Xavier Almeida Briones
ADVISOR

MSc. Klever W. Loor Zambrano
AREA PROFESSOR

Ab. Joe Espinoza Ayala, MSc.
GENERAL SECRETARY

DEDICATION

I dedicate this work to my family, especially to my dear mother because she always gives me the necessary support and understanding in every step of my life.

To my friends, because they gave me their advices for finishing this work. Without their support this would have been impossible but I received their advices for doing my best.

Paola

ACKNOWLEDGMENT

First of all I thank God because nothing is possible without his help. To all the professors of the UPSE that during the past 5 years gave their dedication for preparing us as students for the future. Particularly, I thank them for their patience and their guidance which helped me to acquire the knowledge that now I can share with others.

A special recognition to my advisor MSC. XAVIER ALMEIDA BRIONES who gave me his support and guidance during this process. All of his advice helped me to finish this work successfully.

Paola

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

DECLARATION

“The content of the following graduation work is my responsibility; the intellectual property belongs to the Península of Santa Elena State University.”

Lizeth Paola Orrala González
2400100539

TABLE OF CONTENT

ADVISOR'S APPROVAL	iii
STATEMENT OF AUTHORSHIP.....	iv
BOARD OF EXAMINERS	v
DEDICATION	vi
ACKNOWLEDGMENT.....	vii
DECLARATION	viii
TABLE OF CONTENT	ix
CHARTS.....	xvi
GRAPHS.....	xviii
PICTURES.....	xix
ABSTRACT.....	xx
INTRODUCTION.....	xxi
CHAPTER I.....	1
STATEMENT OF THE PROBLEM	1
1.1 Title	1
1.2 Statement of the problem	1
1.2.1 Contextualization	1
1.2.2 Critical analysis.....	3
1.2.3 Formulation of the problem	5
1.2.4 Guideline questions.....	5
1.2.5 Delimitation of the research object	5

1.3 Significance.....	6
1.4 Objectives of the research.....	8
1.4.1 General.....	8
1.4.2 Specific.....	8
CHAPTER II.....	9
THEORETICAL FRAMEWORK.....	9
2.1 Previous research.....	9
2.1.1 English skills requirements for tour guides.....	9
2.1.2 Speaking the English language.....	11
2.1.3 Teaching the English Speaking skills in the touristic area.....	12
2.1.4 Teaching how to speak English.....	14
2.2 Sociological basis.....	16
2.2.1 Second language acquisition.....	17
2.2.2 Learning process of young learners.....	18
2.3 Philosophical basis.....	19
2.4 Pedagogical basis.....	21
2.4.1 The Communicative Approach.....	21
2.4.2 Didactic strategies to improve speaking skills.....	23
2.4.2.1 Cooperative learning.....	25
2.4.2.2 Techniques inside the cooperative learning strategy.....	26
2.4.2.3 The importance of activities in the speaking skills.....	29
2.4.2.4 Other activities used in speaking skills:.....	31
2.5 Fundamental categories.....	33

2.5.1 English.....	33
2.5.2 Speaking skills	33
2.5.3 Communication	33
2.5.4 Vocabulary	34
2.5.5 Grammar	34
2.5.6 Pronunciation	34
2.5.7 Fluency.....	35
2.5.8 Didactic strategy.....	35
2.5.9 Tour guides.....	35
2.6 Legal basis.....	35
2.6.1 The Constitution of Ecuador:.....	36
2.6.2 Organic Law of Intercultural Education:	36
2.6.3 Childhood and Adolescence Code:	36
2.6.4 Law of Tourism:.....	36
2.7 Hypothesis.....	37
2.7.1 General hypothesis.....	37
2.7.1.1 Variables of the study.....	37
CHAPTER III.....	38
METHODOLOGY.....	38
3.1 Research Approach	38
3.1.1 Quantitative Method.....	38
3.1.2 Qualitative Method.....	38
3.1.3 Inductive Method	39

3.1.4 Deductive Method.....	39
3.1.5 Observation Method.....	39
3.2 Level or Type of Research	39
3.2.1 Field research	39
3.2.2 Bibliographic research	40
3.2.3 Correlational research	40
3.2.4 Applied research.....	40
3.3 Population and Sample.....	41
3.3.1 Population	41
3.3.2 Sample.....	41
3.4 Variables operationalization.....	42
3.4.1 Independent variable	42
3.4.2 Dependent variable:	43
3.5 Techniques and instruments for data collection.....	44
3.5.1 Techniques	44
3.5.1.1 Observation	44
3.5.1.2 Survey	44
3.5.1.3 Interview	44
3.5.2 Instruments.....	44
3.5.2.1 Camera and video camera	44
3.5.2.2 Notebook.....	45
3.6 Data collection plan.....	45
3.7 Data processing plan	46

3.8 Analysis and interpretation of results.....	47
3.8.1 Observation	47
3.8.2 Interview directed to the administrator from aquarium	48
3.8.3 Interview to specialists.....	50
3.8.4 Survey directed to tour guides.....	53
3.8.5 Survey directed to foreign tourists	64
3.8.6 Results chart – tour guides	72
3.8.6.1 Analysis of results – tour guides	74
3.8.7 Results chart – foreign tourists.....	75
3.8.7.1 Analysis of results – foreign tourists.....	77
3.9 Conclusions and Recommendations	77
3.9.1 Conclusions.....	77
3.9.2 Recommendations	78
CHAPTER IV	79
THE PROPOSAL.....	79
4.1 Informative data	79
4.2 Proposal background.....	80
4.3 Significance.....	81
4.4 Objectives.....	82
4.5 Design and development of the proposal	83
4.5.1 Process of the proposal.....	83
4.5.2 Definition of cooperative learning	83
4.5.3 Definition of manual	84

4.5.4 Techniques to apply the cooperative learning strategy	84
4.5.5 Methodology of the didactic strategy.....	85
4.6 Action plan: Activities	86
4.6.1 Workshop 1: Hello-Goodbye and sea animals.....	86
4.6.2 Workshop 2: Visiting the aquarium	87
4.6.3 Workshop 3: Tell me about.....	88
4.6.4 Workshop 4: Guessing the sea animal	89
4.6.5 Workshop 5: Show and tell	90
4.6.6 Workshop 6: Meet me.....	91
4.6.7 Workshop 7: Animals at the aquarium.....	92
4.6.8 Workshop 8: Jigsaw	93
4.6.9 Workshop 9: Who are you?.....	94
4.6.10 Workshop 10: The visitor and the tour guide.....	95
4.7 Strategies of improvement	111
4.8 Results of Implementation	111
4.9 Rubric to asses Speaking Skills.....	112
4.9.1 Pre & post – test results.....	115
4.9.2 Test Results	116
4.10 Conclusions and recommendations.....	117
4.10.1 Conclusions	117
4.10.2 Recommendations	117

CHAPTER V	118
ADMINISTRATIVE FRAMEWORK	118
5.1 Resources	118
5.1.1 Institutional	118
5.1.2 Humans	118
5.1.3 Materials.....	118
5.1.4 Technology.....	119
5.1.5 Economic.....	119
5.1.6 Budget	119
5.2 Timetable.....	120
5.3 References.....	121
5.3.1 Bibliography.....	121
5.3.2 Virtual library (UPSE)	124
Appendix	125
1. Interview to the administrator	126
2. Interview to the specialists	127
3. Survey to foreign tourists	128
4. Survey to tour guides	130
5. Diagnostic test.....	132
6. Final test.....	133
7. Base legal	135
8. Photographic evidence	138

CHARTS

Chart # 1 Population	41
Chart # 2 Independent Variable	42
Chart # 3 Dependent Variable	43
Chart # 4 Data collection plan	45
Chart # 5 Data processing plan	46
Chart # 6 Observation guide	47
Chart # 7 English classes	53
Chart # 8 Importance of speaking English today	54
Chart # 9 Speaking English is:	55
Chart # 10 English level of tour guides	56
Chart # 11 Ways to speak English	57
Chart # 12 Frequency to assist foreign tourists	58
Chart # 13 Capability of tour guides to provide information in English	59
Chart # 14 Elements of speaking skills	60
Chart # 15 Availability for receiving English workshops	61
Chart # 16 Reasons to speak English at the aquarium	62
Chart # 17 Schedule to attend the workshops	63
Chart # 18 Satisfaction of foreign tourists with the information	64
Chart # 19 Tour guides should know the English language	65
Chart # 20 Tour guides must speak English	66
Chart # 21 Types of information in English	67
Chart # 22 Ability of tour guides in giving information in English	68
Chart # 23 Competences that tourists expect of tour guides	69
Chart # 24 Tour guides should learn English vocabulary from the aquarium	70
Chart # 25 Types of information that tour guides should learn in English	71
Chart # 26 Survey of tour guides	72
Chart # 27 Survey of foreign tourists	75
Chart # 28 Cooperative learning strategy	85

Chart # 29 Before and after the proposal..... 111
Chart # 30 Results before the implementation..... 113
Chart # 31 Results after the implementation 114
Chart # 32 Before the implementation..... 115
Chart # 33 After the implementation 115
Chart # 34 Materials 118
Chart # 35 Technology 119
Chart # 36 Economic 119
Chart # 37 Budget 119
Chart # 38 Timetable 120

GRAPHS

Graphic # 1 English classes	53
Graphic # 2 Importance of speaking English today.....	54
Graphic # 3 Speaking English is:.....	55
Graphic # 4 English level of tour guides	56
Graphic # 5 Ways to speak English.....	57
Graphic # 6 Frequency to assist foreign tourists.....	58
Graphic # 7 Capability of tour guides to provide information in English	59
Graphic # 8 Elements of speaking skills.....	60
Graphic # 9 Availability for receiving English workshops	61
Graphic # 10 Reasons to speak English at the aquarium.....	62
Graphic # 11 Schedule to attend the workshops.....	63
Graphic # 12 Satisfaction of foreign tourists with the information	64
Graphic # 13 Tour guides should know the English language	65
Graphic # 14 Tour guides must speak English	66
Graphic # 15 Types of information in English	67
Graphic # 16 Ability of tour guides in giving information in English	68
Graphic # 17 Competences that tourists expect of tour guides.....	69
Graphic # 18 Tour guides should learn English vocabulary from the aquarium.....	70
Graphic # 19 Types of information that tour guides should learn in English.....	71
Graphic # 20 Percentages of improvement of tour guides.....	116

PICTURES

Picture # 1	Interview to the Administrator from aquarium Blgo. Javier Suárez.	138
Picture # 2	Interview to the specialist Lcda. Silvia Tomalá.....	138
Picture # 3	Interview to the specialist Msc. Kleber Loo.....	138
Picture # 4	Survey to foreign tourists.....	139
Picture # 5	Survey to tour guides.	139
Picture # 6	Applying the survey.....	139
Picture # 7	Practice vocabulary through a video and a song (groups).....	140
Picture # 8	Practice grammar with a dialogue (pairs).....	140
Picture # 9	Guess the sea animal by describing pictures (pairs).....	140
Picture # 10	Provide basic information about a sea animal (groups).....	141
Picture # 11	Show the similarities and differences of sea animals (pairs).....	141
Picture # 12	Unscramble words to form sentences (groups)	141
Picture # 13	Ask and answer questions about sea animals (groups).....	142
Picture # 14	Play a game by choosing a material (groups).....	142
Picture # 15	Practice short interviews (pairs)	142



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

“A DIDACTIC STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS OF THE TOUR GUIDES AT VALDIVIA AQUARIUM, PROVINCE OF SANTA ELENA, 2015.”

AUTHOR: LIZETH PAOLA ORRALA GONZÁLEZ

ADVISOR: MSC. XAVIER ALMEIDA BRIONES

ABSTRACT

This research paper was done with the objective to improve the English speaking skills through the implementation of a didactic strategy “Cooperative Learning” at the Valdivia Aquarium to tour guides from that touristic place. This strategy allowed practicing communicative activities in small groups added with the use of didactic materials during the workshops. This research involved the application of surveys and interviews to the administrator, tour guides, foreign tourists and two specialists in the tourism field. Moreover, a diagnostic test and a final test were placed in order to know the speaking level of the tour guides; during the implementation of the proposal, different activities were applied to improve grammar, vocabulary, pronunciation, fluency and interaction to develop oral communication. Consequently, it is recommended that tour guides get a manual as support of their English language.

Keywords: Didactic strategy, English speaking skills, tour guides, learning process, manual.

INTRODUCTION

Currently the ability to speak a foreign language is certainly important in Ecuador, considered as a touristic country. For that reason, people who work in different touristic places need to be trained in English speaking skills because most visitors speak English and this is an important ability of communication.

In the community of Valdivia, there is the Valdivia aquarium where there is a group of tour guides who need to learn a way to communicate with foreign tourists in their workplace. It is essential to learn abilities to speak using elements such as grammar, vocabulary, pronunciation to develop fluency and interaction.

The cooperative learning as appropriate didactic strategy is necessary to practice different communicative activities in order to improve the English speaking skills of tour guides at the aquarium. These activities are developed with the use of required vocabulary in dialogues, conversations, games, role plays, among others, because in this way they have the opportunity to interact and to apply all these prior elements of speaking skills.

As a result, it is considered to create a manual with basic information to reinforce English speaking skills of tour guides in their workplace as a support of their foreign language.

This research was structured with five chapters which are the following:

Chapter I, The Problem: describes the statement of the problem, significance of research, critical analysis, objectives and so on, which contribute to determine what the problem is and why it is important helping to solve it.

Chapter II, Theoretical framework: gives details about previous research, philosophical and legal basis, fundamental categories, hypothesis and variables of the research. All of these facilitate to know if there are results of previous investigations similar to the goal of this research.

Chapter III, Methodology: explains the methodological strategies in order to get a successful research. It contains the levels or type of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations. This chapter gives the opportunity to investigate the causes of the problem and possible solutions.

Chapter IV, The Proposal: expresses the solution of the problem, the design and development of the proposal, the results of the activities and analysis of the outcomes; here tour guides have chances of practicing the activities.

Chapter V, Administrative Framework: details the timetable, resources and budget of the process of the investigation.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Title

“A DIDACTIC STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS OF THE TOUR GUIDES AT VALDIVIA AQUARIUM, PROVINCE OF SANTA ELENA, 2015”.

1.2 Statement of the problem

1.2.1 Contextualization

Nowadays, many countries are giving emphasis to the touristic area because it is a productive activity which regulates the economic situation of each place. Thus tourism is considered to be the way to push and increase the incomes of the people involved in the area according to the characteristics of each place.

In the touristic field, Ecuador is an attractive area because of its wealth in flora and fauna which makes it widely recognized by people from different parts of the world who daily visit several points of this small and beautiful land.

“The touristic sector is a big source of work because it generated 1.487,2 dollars in 2.014” (Mintur, 2014). This sector is considered the source that gives more work opportunities to the local people because it produces good earnings. So, tourism becomes a significant economic activity which allows people to have a better life quality in terms of the conservation of natural resources.

It is necessary to emphasize that tourism in Ecuador is a significant field because this country is plentiful in traditions and principally per its diversity in ethnic and culture which makes that people feel identified with cultures from other countries. That is why Ecuador is promoting tourism through some public policies such as “All You Need Is Ecuador”, which refers to a big campaign active around nineteen cities of the world with the purpose to situate Ecuador as a touristic destiny of worldwide class. The publicity is to entice visitors from U. S market because they generate more profits to our country. With this campaign not only the economic situation improves but also the condition of having organized people to receive and attend foreigners each year.

However, when it refers to the development and recognizing of a site, it is essential to get people who know about the traditions, the culture, and nature of their locality which catch the eye of visitors.

“259.468 Americans visited Ecuador in 2.014” (Universo, 2015). This country has many distinguished sites and those are visited per some foreign tourists each year. That is why it is indispensable the knowledge of English as a foreign language in all provinces of the country due to each one has places with something new and interesting to show.

In addition, the shortage of English competence on services provided for local people (workers) to the foreign tourists concerns them because it difficults the attention of tourists and limits the performance of workers.

A notable case is the Province of Santa Elena; this sector has a lot of touristic places which involve nature, tradition, wide beaches, cultural and local tourism.

All these characteristics make that year to year the tourism increases and successively tourists from many countries visit the several localities of this province.

Each year this province receives tourists from different parts of the world but in high rate Colombians and Americans.

Considering one of the zones with more history and culture, there is the community of Valdivia, a touristic sector with a splendid beach, two small museums and a small aquarium, visited in various months and days of the year per tourists, mainly foreigners. Those are interesting sites to visit in Valdivia. According to acquired information from the town, some tourists prefer visiting the aquarium because they think it is nice for the species inhabits there. That places include guidance service provided by persons from the same community. Thus, the aquarium has a group of tour guides who require the learning of English language in a way that allow them improve their speaking because this place is visited per foreigners.

1.2.2 Critical analysis

On the touristic field, communication is indispensable if it refers to the English language because without this an interchange of words cannot occur with people from other parts of the world.

The community of Valdivia, as a touristic zone in the province of Santa Elena, needs personnel with training in a second language but precise notions about English language. In the Valdivia Aquarium, tour guides are responsible of

guiding and providing information to foreign tourists. Since tour guides do not have enough knowledge of English, it is a difficulty for them when some foreigners arrive there because they do not have the capacity of performing in this language.

Tour guides play an important role because they do not only provide information, they also make national and foreign tourists feel comfortable and enjoy their visit, they give advice about the care of the place or of the things they are trying, they teach about culture and customs of a place, they show friendliness, they take tourists to other places. All this for satisfying tourists' needs.

Many difficulties of tour guides are because they had received few hours of English classes in their school schedule and not precisely classes related to the job that they make at the aquarium, so they have not acquired the correct vocabulary.

In the educational area, the English language is being increased in all institutions of Ecuador. Moreover, the government is offering scholarship programs for students to go abroad in order to learn new techniques to apply in the teaching of English to the different schools and consequently improve the tourism of the country.

In spite of the fact that institutes from other places gave the opportunities to people from Valdivia in taking English courses related with the touristic sector, they did not take advantages of those because of the lack of time or lack of motivation. Now the educational institutions from Valdivia offer few hours of

English classes but their classes are not related with the wants and needs of tour guides.

Due to the situation of the aquarium, it is meaningful to contribute to the acquisition of the English language, as a way to improve the speaking ability that tour guides should apply to make possible the communication with foreign people.

1.2.3 Formulation of the problem

How to develop the communicative performance of tour guides at the Valdivia Aquarium through the implementation of an English speaking skills strategy?

1.2.4 Guideline questions

- What are speaking skills?
- How important is to acquire English speaking skills?
- What is a strategy?
- Which strategy is appropriate to develop speaking skills in tour guides?
- What is a didactic strategy?
- Will the application of a didactic strategy improve English speaking skills in tour guides at Valdivia aquarium?

1.2.5 Delimitation of the research object

- **Field:** Tourism
- **Area:** English
- **Aspect:** Implementation of a didactic strategy for improving English speaking skills.

- **Title:** “A didactic strategy to improve English speaking skills of the tour guides at Valdivia aquarium, province of Santa Elena, 2015”.
- **Problem:** How to develop the communicative performance of tour guides at the Valdivia Aquarium through the implementation of an English speaking skills strategy?
- **Time limitation:** The research will be held during the year 2015.
- **Population limitation:** Volunteer tour guides from Valdivia Aquarium.
- **Space limitation:** Valdivia Aquarium.
- **Context limitation:** The present research will be concentrated on the influence of a didactic strategy to improve English Speaking Skills of tour guides from Valdivia Aquarium as a way to communicate with foreign tourists.

1.3 Significance

English is becoming an essential language that everybody ought to learn because it is used worldwide in many fields such as education, business, medicine, laws, arts, and tourism, too. For these reasons, people who know or who are taking advantage on this language, could have benefits as meeting new people, traveling or getting a better job in whatsoever area where it is applied.

This work is based on the English career profile, which includes communicative, receptive, and productive abilities which can be developed according to the needs that exist in spaces where it will be possible to apply the foreign language.

Some touristic places in different communities of the Province of Santa Elena do not have a type of resource which can help people with the communication with foreigners. Therefore, the present project is focused mainly on volunteer tour guides at the Valdivia Aquarium because they are the ones who provide information about species that inhabit there.

For the purpose of helping tour guides at the touristic field it is essential to develop and apply an useful strategy which involves the necessary vocabulary, expressions and activities which can help them to interact with foreign tourists in English. In that way, tour guides will improve their communicative abilities taking their roles during the excursion with foreigners because guides hold the suitable knowledge of their zone and of different species, they are who share the information there.

It is important to recognize that tour guides do not use any resource for learning English relating to their work at the Aquarium. They consider that getting private English classes could be expensive or impossible because of the time at the school, lack of money or lack of an English teacher there. Consequently, those guides will have the opportunity to learn English, not like the traditional way what is receiving classes day to day in a school, but on weekends.

As future professionals in the English major, we have the responsibility to prepare people of all ages, mainly children and young learners in all educational areas, and particularly in the tourism area. Today the knowledge of English is indispensable for individuals that work in this sector in order to push and fortify the touristic

activity, for satisfying needs of local people and foreigners. Therefore, it is fundamental to propose the application of a didactic strategy to improve speaking skills for the tour guides at Valdivia Aquarium, with the only purpose to get them ready for receiving and heeding the needs of people from different parts of the world, chiefly foreign tourists.

1.4 Objectives of the research

1.4.1 General

To evaluate the impact of a didactic strategy by analyzing the main functions of English teaching materials in order to improve the English speaking skills of tour guides at the Valdivia Aquarium during year 2015.

1.4.2 Specific

- To analyze the English level of tour guides.
- To determine the variety of vocabulary for the teaching and learning of tour guides.
- To identify the type of explanations that tour guides provide to the foreign tourists.
- To propose the implementation of a didactic strategy that improves speaking skills of tour guides at Valdivia aquarium.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous research

When the necessity of communication exists, people start thinking about the different ways of learning to communicate particularly in a second language, which can be developed through the skills of writing, reading, listening or speaking. In the case of tourism employees, they need to interact or convey words with visitors who can be foreigners, so the oral communication skill is required in order to speak English

2.1.1 English skills requirements for tour guides

Tour guidance is an outdoor activity that entails a lot of training, practice and preparation in indoor courses of English for Specific Purposes (ESP) applied to tourism in order to provide them with a good tool to work as tour guides.

Nawamin Prachanant (2012), who published an article about the workplace of some tourism employees in Thailand, showed that the speaking skill was the greatest need in their routine work by the fact that they craved to guide, escort, interact or communicate with foreign travelers who visited the touristic attractions all over Thailand.

It was perceived that face to face oral proceedings made employees function in their everyday work, but not all employees were able to interact with foreign

tourists, some of them used gestures or by asking tourists to write down what they needed.

In the work of tour guidance it is necessary to apply the appropriate skills for the development of an accurate communication (Ekici, 2003). English speaking skills must be taught according to the different necessities of the workplace, in this way learners can accomplish an effective work.

In the work of tourist guide, speaking English is a transactional process rather than interactional because they transmit factual information and not just maintaining social relationships.

Other research in a group of internship tour guides from Thailand, Euchet Suyanune (2010) observed that during guidance work, listening and speaking were the most required skills to perform in the English language. Tour guides disclosed that communicating with the tourists; giving information and explanations of the attractions and destinations by using English speaking skills were their fundamental roles. This connected to the perceptions of all tour guide participants of increasing their speaking skills through activities. They suggested taking more speaking tasks in the English courses, supporting learning activities to solve the requirements of the tour activities and contributing with the internships in particular fields of tourism.

For that reason, the most important competency for tour guides is the communication which comprises the speaking skills. That is why tour guides must

learn and develop activities that support authentic practices during the guidance work in order to provide clear and detailed information to the visitors.

In conclusion, speaking is the productive skill and the most compulsory for effective communication in the work of a touristic guide.

2.1.2 Speaking the English language

Indeed, Speaking the English language is considered as fundamental for non-native speakers to achieve communication with foreign people, precisely when it refers to communicate with foreigners; non-native speakers require the knowledge of English language for developing communication between them.

Speaking is seen as the skill that deserves more attention in the first language as well as in a second language. In this process both speaker and listener reach an interchange of words to convey what each other wants to express so producing and creating oral content because it is in real time.

Baker & Westrup (cited by Khadidja, 2010) supported that “a student who acquires the ability to speak English in a good way may have greater chance of progressing in education; he or she can find a job quickly and get a promotion” (p.5). It means one person that learns English has a diversity of opportunities in life.

By Speaking, it does not mean to express words through the mouth; it means a process of conveying a message. This is an oral productive skill which demands a lot of practice and should be carried out in real situations.

2.1.3 Teaching the English Speaking skills in the touristic area

Speaking English is relevant no matter what the field is because this is the most widely spoken language. In view of the teaching of English for Specific Purposes (ESP), English must be taught in fields where it is required to have the linguistic abilities, in this instance, it is significant in the field of tourism.

Speaking English is a significant part in the role of tour guides, so English for Specific Purposes is an accurate technique for teaching English to them.

“Teaching any language for a specific purpose involves all elemental skills according to the requirements of the workplace.” (Evans & John, 1998, p.95)

The theory of ESP is based on practical outcomes of learner needs. The main components of ESP include: need analysis, text analysis, and the enablement of learners to communicate effectively in the future.

Evans and John listed some varieties for ESP:

Absolute characteristics

- It determines the necessities of the learners.
- It acts in relation to the applied techniques in the activities.
- It focuses on the practice of right language for the activities.

Variable characteristics

- It is developed according to the different specialties.
- It can be applied in specific situations to teaching in a different way.
- It is designed for young and adult learners who perform specialized work.

- It is commonly aimed for learners with a proficient level of study, but it can be used with beginners too.

These characteristics show a clear definition of ESP that makes it different from general English teaching. A common component in all these characteristics is the needs analysis to define the needs and learning outcomes of learners.

Needs analysis is a crucial part and a key factor in ESP that determines the process in which the learner will receive the course. The word *needs* can be seen as the requirements, wants, desires or lacks in the employment of a learner in which the learner should demonstrate at the end of the language course that he or she is able to perform in a determined job. (Prachanant, 2012)

Instructors who teach English for Specific Purposes in the field of tourism need to prepare learners in aspects of cultural sharing and communication between visitors and tour guides for making the tourism a source of enjoyment.

This approach focuses in performing a specific activity in English more than just learning English.

In ESP, undergraduates should develop a determined level of proficiency which enables them in taking their roles while they perform as tour guides.

ESP is seen as a main language practice and it focuses on specific groups of learners and their needs in learning a new language for a particular job or for some other purposes according to the sociocultural context in which they have to use English.

2.1.4 Teaching how to speak English

Speaking in a foreign language is very difficult but not impossible and proficiency in speaking could take a long time to achieve. When the ability is difficult to learn it entails the researching and application of actions that contribute to the teaching of a foreign language.

Harmer (2009) established that teachers should consider three things when they talk with their students. Firstly, consider the type of words to express. Secondly, the voice is a tool for students. Finally, take into account elements like tone and intonation because the way as students learn to speak depend on these. (p.105)

Thornbury (2005) pointed out that “learning a second language can last a time in learners of first language due to arranging grammar and retrieving vocabulary is not an automatic and quick process”(p.28). Sometimes learners can know much grammar and vocabulary but they are not prepared to practice these beyond the classroom.

Speaking is not the oral output of the written language because this master skill contains sub skills that are consequently developed by learners while they communicate.

Bukart (cited by Hui, 2011) stated that speaking includes the next areas of knowledge:

- The first area is about mechanisms which are the process of using right and ordered words during the speech. It includes vocabulary, grammar and pronunciation.

- The second area is about functions that mean to recognize among transaction, interaction, information exchange and relation building of a message.
- The third area is about social and cultural rules which mean that the speakers should take into account elements like topic, situation, and function, while they are speaking with someone.

The teaching should be based on these three important points which include simplicity, methodology, and strategy of a dynamic class according to the level of the learners.

The form of speaking depends on the context where it occurs and of individuals too. It is an interactive communicative process, frequently spontaneous that evolves ways to express dependently of factors around people which make them thinking and reasoning.

Fulcher (2003) detailed some elements to become good speakers:

1. Connected speech: sounds are modified, debilitated, added or omitted.
2. Expressive devices: volume and speed pitch and stress, physical and non-verbal means showed in emotions, feelings, and expressions.
3. Lexis and grammar: variety of phrases for different purposes.
4. Negotiation language: ask for clarification to show the structure of what is being said

Meanwhile, to teach the speaking skills is:

- Producing the English speech sounds and sounds patterns.
- Selecting and using appropriate words and sentence stress, intonation patterns, rhythm in relation to the setting.

- Deploying their thoughts in significant and coherent sequence.
- Using the language with few unnatural pauses (fluency).

2.2 Sociological basis

The sociology of teaching implicates a development of education inside the society where people from different ages are protagonists of this process.

Education plays an important role in the teaching and learning process of the human being in which he is element of the acquisition and transmission of information; in the educative process there should not be differences between people, all people have the same rights because they are part of a human society in constant variation.

As education involves many areas of knowledge, it is considerable to mention that English foreign language as a subject is a main source that in the current time is being taught in most public and private institutions of the country as a form to communicate with foreigners and the meaningful point is to speak it.

On the other hand, it is not enough that students receive English subject only in educative institutions, learners can reinforce their knowledge of this tongue out of school schedule too.

There are many touristic places in the country where the application of speaking ability is required because people need to convey messages with foreigners, and if learners increase more their English language after school classes, it will benefit locations that are visited by foreigners who appreciate being able to communicate with trained people to perform in this area.

Sometimes, visitors of determined places are foreign people who need to ask for something or communicate with persons that know their language or at least have basic notions of their English language.

Speaking is the main skill to perform in any touristic activity within a locality, it is so essential because through this skill they produce the oral communication that is relevant in the case of providing basic information or details about the attractions, traditions, cultures or for explaining something of interest of the visitors.

2.2.1 Second language acquisition

Akbarov (2011) detailed that “the process of second language acquisition starts in the formal or educational context and it is experienced outside school which means the informal context” (p.195). The formal education prepares individuals for acquiring a foreign language but the relevant point is that it has to be performed in the natural framework which refers to the real life. The training of a second language denotes learning activities that take place in realistic contexts.

Akbarov also refers that acquiring a second language can occur in whatsoever environment as in the street, at work, at home and during classes, as well.

Teaching and learning a second language is so essential when living in a globalized world. That is why in the society, the English language has its advantages in the learning process because it provides many opportunities in different fields such as work, travel, meeting people and so on, mainly because it is a source to get communication.

Acquiring and transmitting information refers to a receptive and expressive process to accomplish communication that can be developed through different ways, but in this case it is necessary to emphasize that face to face is a style to achieve oral expression.

Speaking English shows a fundamental position in the field of oral communication in the society; it is the highest skill in the English language to achieve contact in real time through face to face mode. For that reason, it is necessary that in all educational areas of the country there must be an implementation of strategies to improve this influential ability

2.2.2 Learning process of young learners

It is perceived that “the learning process of a young learner comes from the teaching of old people (parents, teachers) which refers to learning in meaningful or natural contexts” (Kersten & Rohde, 2013, p.109).

For young learners it is not necessary to know what exactly the educator says but what he/ she means. When children know the situation of what is going on in the group work, it shows stability and safety inside the formal context.

Educators have to encourage learners to participate, so they need to design relaxed, fun and creative lessons for making young learners move around and speak with each other.

In the moment of the learning process of a foreign language, young learners need a stimulating environment provided of adequate teaching materials where

educators should focus their attention on learners for constructing a better Teaching – Learning procedure.

Young learners need different input forms for acquiring a new language; these forms can be given by memorization of words providing a list of vocabulary which can be used in several exercises as effective ways of output language.

2.3 Philosophical basis

It is necessary that students be exposed to the new language and be given opportunities to practice this language for developing their knowledge and their speaking abilities.

This is a fact that learners can accomplish the knowledge they need if they practice constantly.

An adequate method that can contribute to the acquisition of a new dialect is Communicative Language Teaching (CLT) which is concentrated on the needs and goals of the individual in teaching and learning a second language.

This method originated in Great Britain in the 1960s, it is the product of situational language teaching and represented the highest British approach to teach English as a foreign language (Richards & Rodgers, 2001, p.153).

These authors argued that the communicative approach is seen as the product of linguistics and educators who dissatisfied with earlier methods such as grammar-translation and audiolingual methods of foreign language preparation.

Communicative language teaching emphasised the idea of how to teach and what to teach in terms of language functions rather than merely grammar and vocabulary. A principle of this approach was to train students to use the language in various contexts and for several purposes (Harmer, 2010, p.84).

Communicative Language Teaching has passed through the following phases:

- It focused on procedures for detecting learner's needs.
- It concentrated on the type of activities that could be used as the basis of communicative methodology.

Harmer (2010) declared that the activities in CLT involve learners to practice in realistic communication where the most relevant is in the task they perform.

CLT appeared with the idea of teaching to communicate and interact because these elements were absent in other prior methods. Currently, this methodology becomes quite important in teaching foreign languages because learners need to perform when they use a new language putting the teaching in real contexts rather than grammatical learning.

The teaching of speaking English should be stated on real oral communication practices not only inside but also outside a classroom where the conveying of information must be clear, precise and ordered.

2.4 Pedagogical basis

2.4.1 The Communicative Approach

Lindsay & Knight (as cited Khadidja 2010) argued that “CLT is not a method but a teaching approach that suggest the learning of a language with the notion of usages of itself to improve the communication outside of classroom” (p.7). This approach focuses on the facility to communicate and interact.

The communicative approach is created on the concept of communicative competence that includes grammatical, sociolinguistic, discourse and strategic competence.

Grammatical or linguistic competence refers to syntax, phonology, and lexicology associated to spelling, pronunciation and grammatical structures.

Sociolinguistic or pragmatic competence deals with the social rules of the language use which implicates the understanding of a social context developed while learners share ideas.

Discourse competence represents and comprehends the meaning of singular messages and identifies the features discourse.

Strategic competence refers to verbal and non-verbal communication strategies due to lack of performance in the language.

“Communicative Approach or CLT was produced with the thinking to applying meaningful activities to teach English as a foreign language” (Richards & Rodgers, 2001, p.154).

Furthermore, for Harmer (2010) “teaching speaking based on communicative approach involves speaking activities” (p.85).

Teacher roles

- The teacher facilitates the process of communication between all participants in the classroom.
- The teacher acts as an independent participant within the learning - teaching group.

Learner roles

The students take an important role because they are exposing to participate actively in the learning process which implies that they will have the opportunities to express what they mean in the form that they prefer but with the help of the teacher.

The teacher arranges a variety of designed activities to get students using the language freely and for the oral production of language.

Communicative language teaching is based on authentic life situations which let students to practice real activities and meaningful tasks that promote oral language. Such activities may be promoted when students work collaboratively in pairs or small groups to complete or accomplish their wished goal.

Additionally, this approach facilitates learners to communicate in foreign language using the different forms of communicative competence. However, the language techniques arouse them to use the target language in different surroundings.

To sum up, Riddell (2010) argued that “CLT is not exactly centered in accuracy (correcting grammar mistakes all time); it pays more attention to the fluency (speech without hesitation) which allows learners to communicate naturally” (97).

2.4.2 Didactic strategies to improve speaking skills

Teaching to speak the English language may require the knowledge and the application of some strategies. Didactic strategies can be essential in the completion of a language and development of any activity.

A strategy can be defined as a procedure, method, plan, or tool that enclose activities to make easy the learning of a determined assignment with the only purpose to achieve a goal or to solve any kind of problem (Navarro, 2014).

Didactics can be seen like the art or discipline of teaching and learning that includes techniques, methods, and strategies to supplement the T/L process in order to approach learners in an extensive, deep, and important way of knowledge acquisition.

In terms of teaching-learning, “didactic strategies are seen as a collection of actions that have to be developed and implemented for what a collaborative group of learners to gaining knowledge or a specified goal” (Navarro & Piñeiro, 2013, p.234).

There are different types of Communicative Language Teaching (CLT): learner centered instruction, content based instruction, task based instruction, interactive learning, whole language education, cooperative and collaborative learning.

Learner centered instruction develops linguistic thinking and liability of own learning.

Content based instruction uses the language in relation to the content material isolated to the language skills.

Task based instruction facilitates the interaction act between learners and part of procedure is report, analysis and practice.

Interactive learning uses the incorporation of technology; it includes social networking and urban computing.

Whole language education uses the mixing of the four language skills but more centered in reading.

One of theses types of CLT to teach speaking skill is the cooperative learning (CL) which request the integration of small groups where learners are exposed to pratice the language jointly with the aim to provide aid to each other.

Pattanpichet (2011) conducted an experimental study to investigate the effects of using CL to promote speaking skills in a group of undergraduate students. The findings revealed the improvement of speaking performance on the use of collaborative activities as tool of positive feedback.

Tamimi (2014) showed that cooperative learning is a meaningful strategy because it helps to improve the speaking skills to their students during their research and he suggets to apply this method in all aspects of education due to it enhances the acquisition of English speaking skills and improves learners attitudes.

As a final point, this strategy is beneficial for different sizes of learners providing assistance each other in the groupwork, taking and respecting turns and the most relevant is that do not mind the context where it is applied.

2.4.2.1 Cooperative learning

According to Tuan (2010) Cooperative learning was created on the three cognitive theories: Piagetian, Vygotskian and Social Learning theories which focus on the enlargement of human cognition. Piagetian theory highlights learners to be active participants in their own learning instead of receivers of data and knowledge. Vygotskian theory deems that cognition of learners is strengthened when they are in the act of interrelating with persons in their setting and in cooperation with their peers. Social learning theory emphasis the reactions to the behaviors, attitudes and emotions of others. This is a productive instructional strategy to enhance communication among learners which can be implemented to teach learners of different levels of ability. “This strategy uses the way to make learners work in pairs or in small groups developing a variety of learning activities to improve their understanding” (Tuan, 2010, p.66).

An advantage in the cooperative learning is that learners help each other while they are solving any type of assignment.

The author Kagan (1994) accentuated the Cooperative Learning as preparation for the real world.

Collaborative learning is a particular sort of cooperative learning which refers to learning as a social habitual action where memberships communicate among themselves engaging with peers who provide guidance to them.

2.4.2.2 Techniques inside the cooperative learning strategy

2.4.2.2.1 Think Pair Share (TPS)

Wahyuni (2014) implemented “think pair share” in eighth grade students using a pre-test and a post-test during two cycles where results showed that these students improved their speaking skills changing positively their attitude speaking after implementing TPS.

Think Pair Share is a specific and useful technique designed for all-year levels and class-size learners which promotes the participation of all learners with the idea of ‘wait and think’ time. TPS facilitates the students thinking about an issue then interacting with their peer to expound their ideas and listening to their peer ideas. Also it is seen as a powerful factor to improve students’ reactions to questions.

The procedure is basic: after asking a question, tell students to think silently about their answer. The teacher gives from 10 seconds to five minutes for thinking and answering.

Three interesting features of this technique: students work independently, students take turns to express or describe with their companion, students discuss and report to the class. Finally, they share what they have learned with the group participants.

“It is an advantage to reinforce speaking when students practice the content learned among them or with their peers” (Naegle, 2002, p. 128). For this reason is necessary to encourage students to talk among them which becomes an effective tool to achieve the speaking skills.

An example to practice speaking skills is Turn-Taking as an organized way that refers to the construction and distribution of turns. In some educational activities, it is clear to observe the attitude of learners to organize themselves during their interaction respecting each one their corresponding turn.

An important point is the idea to gather students and let them work in pairs or in groups with the intention of practicing the speaking skills effectually.

2.4.2.2.2 Students Team Achievement Division (STAD)

Kadek Kristina (2014) used this technique in eleventh grade students because she wanted to get students ready in speaking skills to work in English for the specific purpose of tourism, and because this skill is needed by learners to practice in their workplace.

This technique consists in creating small groups or team work, every group has to create good team work for learning the provided material, in each group, the students who have more knowledge are requested to help the others who have problems in understanding and practicing speaking.

There are five phases in implementing STAD: giving materials, group work activity, individual test, count of the student develop score, and giving an appreciation for bets group work.

The way to divide every group work is based on the achievement of students which is divided into three types: high, middle, and low group scores. Consequently, each group will be heterogeneous and the smart learners will help and stimulate students to comprehend the provided material by the educator.

Some speaking activities that can be employed in a STAD widely used in communication:

- **Acting from a script:** the students act out dialogues sometimes written by themselves which involves the practice in front of class. The scripts can be recorded or filmed.
- **Communicative games:** solving a puzzle, describing and drawing, describing, and arranging or finding similarities between pictures.
- **Prepared talks:** before explaining something, the student has to prepare what he or she will talk about. It is used more in presentations.
- **Questionnaires:** students design the questionnaires on any topic that is appropriate for them with the help of the teacher.
- **Simulation and role-play:** these are developed to be used in general oral fluency or for training students for specific situations exclusively if they are in ESP courses.

All these speaking activities should use STAD because each activity needs small groups to implement them.

2.4.2.2.3 Three step interviews

Students become interviewers and reporters, and then switch roles; finally the teammates' responses are shared in the team.

2.4.2.2.4 Round robin or round table

Divide class in small groups, teacher announces a question and a member is appointed as a recorder to write down all the answers, and each member of the teamwork in turn gives the answers.

2.4.2.2.5 Same-Different

It is given a similar picture for each pair; they should uncover the similarities and differences, compare and share their answers at the end.

2.4.2.2.6 Numbered heads

A group of four is set up, each one is given a number from one to four, questions are asked for the group and all can answer verbally. Teacher calls a number (two) each two is asked to give the answer.

2.4.2.3 The importance of activities in the speaking skills

Betsabé Navarro (2010) argued that instructors should train learners to practice the different strategies in the perspective of a second language and the only way to train learners is by activities.

There are three types of speaking activities: performance, guided or controlled, and creative or freer activities.

Performance activities: these provide the opportunities to communicate in the target language and it focuses in the meaning and intelligibility of the utterance, not in the grammatical exactness. Grammar errors should disappear with practice.

Guided or controlled activities: here the accuracy is important and teacher provides feedback developed through repetition practice of sentences to improve the use of words, structure and pronunciation. Examples: questionnaires, find someone who, information gap, model dialogues.

Creative or freer activities: these activities provide creative practice opportunities highlighted on fluency practice. Examples: games, role plays, simulations, free discussions, information gaps, jigsaw puzzle, and problem solving.

American Council of Teachers of Foreign Language (ACTFL) suggested that “the design of adequate speaking activities must be according to the level of proficiency of students”. It is necessary to create different activities that allow development of the speaking skills.

Malley & Pierce (cited by Khadidja, 2010) pointed out that “the activities should be designed according to the situation of learners and most of speaking activities have to be authentic for using in real life” (p.40).

It emphasizes multiples activities that should be applied in real life to improve the speaking skills. If learners feel interest for the materials or content provided they will be ready to learn a second language.

During the process of communication speakers must be prepared to express the appropriate vocabulary in order to adapt their talk to the listeners.

2.4.2.4 Other activities used in speaking skills:

- **Information gap:** Learners are supposed to be working in pairs given one learner will have the information that the other mate does not have and the mates will share their information. The activity cannot be achieved unless the participants give the pieces of information to the others. This activity serves to solve a problem or collect information.
- **Conversation:** It is used to give points of view and for showing agreement or disagreement. Usually learners are asked to write a conversation on a piece of paper, it can be in pair or group works
- **Drilling and chants:** Drilling means reiteration of words, sentences or expressions after listening to them (conversation, dialogues) and chants means hearing to songs or playing games which help learners to memorize words and idiomatic expressions and it is easy to remember them.
- **Milling activities:** Learners collect different opinions of their classmates by asking them specific questions to fulfill a survey, in this activities learners use the standard language repetitively.
- **Dialogues:** These give learners the opportunity to practice on grammatical and lexical structures in the learning language.
- **Show and tell:** Learners are asked to talk about a picture or an object, after that the others learners ask questions to them.

- **Discussions and debates:** These activities aid students in giving an opinion usually applied in pairs or in groups. It is an effective activity because it helps students center in what they tell rather than how to tell it.
- **Pictures describing:** Different pictures are provided in each pair or group. Every group discusses the similarities or differences of the picture and the spokesperson describes the picture to the whole class. This activity fosters the public speaking skills.

If a learner got the knowledge just for himself or only to talk with the instructor, his chance for practice is reduced. Thus, it is necessary to build a good environment where learners can practice selected activities that can help with their effective speaking. Likewise, speaking activities can reinforce grammar, vocabulary and give the chance to use the English language according to their learning output environment.

It is clear that the communicative approach is for learners whose need is to attain sureness in speaking. Therefore, instructional activities and materials should be based on needs of trainees for the target language, in this case for tour guides. Nevertheless, the speaking skills is adopted as the strategic skill in a foreign language since people learn this ability for varied purposes and need it to execute several things.

2.5 Fundamental categories

2.5.1 English

It is the official spoken language in North America and in some countries of the world and widely considered the lingua franca. Also it is the most common language in the world, after Spanish and Mandarin.

English is renowned as the second or foreign language, and it is the formal language of some international organizations.

2.5.2 Speaking skills

Speaking is a human verbal communication or a language skill produced by the action of listening which generates oral communication. It belongs to one of the four language skills being this one so necessary in the process of communication. Speaking is a productive skill which cannot be disconnected from listening and pronunciation due to the fact that the learners should know English sounds.

With the ability to speak, people convey information, express feelings and thoughts.

2.5.3 Communication

Communication is the procedure of transmitting and receiving information. This act of communicating can be developed between two or more people. During this process the sender is the one who sends the message while the receiver receives it.

The kind of information conveyed can contain opinions, facts, orders, theories, beliefs, ideas, feelings and even attitudes.

Nowadays there are different media to send information as television, radio, computer, telephone, newspaper, etc.

2.5.4 Vocabulary

It refers to a set of words that someone learns or knows in any language. These words are acquired in early ages and improved with time.

Vocabulary is a useful and fundamental tool for communication and acquirement of knowledge because it helps with the enhancement in writing, reading, and speaking abilities. Besides, it is one significant component of language evolution.

2.5.5 Grammar

Grammar is a way to see how people use their language. It is the structural foundation of how people use this ability to express themselves.

It refers to the rules of use of words and how these can be changed or combined with other words to make sentences and a common speech formulated.

2.5.6 Pronunciation

Pronunciation is a the way how words of any language are spoken, or the way in which individuals utter a word. With the act of pronunciation it produces sounds of speech, which includes stress, intonation, and articulation.

People can speak or pronounce words in different manners which can change depending of dialect or some features of context they are, such as: culture, location, ethnic group, social class, or their education.

2.5.7 Fluency

Fluency is an element of the speech that refers to be fluent or speak quickly during the moment of expressing something. For being a fluent person or speaking quickly, it is important to join together words, sounds, phrases, syllables which mean quality and smoothness.

2.5.8 Didactic strategy

A strategy is an organized procedure that involves the implementation of specific activities, work, techniques, for a determined purpose. It can help with the problem solution of any assignment.

Didactic strategy can be seen as a system of activities during a short, medium and long time which allows the reconstruction of the teaching – learning process in a determined area achieving the established objectives in a factual time.

2.5.9 Tour guides

They are a group of persons who escort visitors or travelers in the language of their choice and interpret the cultural and natural birthright of a space that individual normally holds in a sector of particular qualification habitually delivered and recognized by the appropriate authority.

2.6 Legal basis

The legal basis of this research is based in the constitution of Ecuador, the organic law of intercultural education (LOEI), the code of childhood and adolescence, and the law of tourism.

2.6.1 The Constitution of Ecuador:

The Article 26 refers that all Ecuadorians have the rights and responsibility to participate in the process of education during all their life.

The Article 27 focuses on the development of human rights and equity that means everyone must participate in an intercultural, democratic and varied education.

The Article 28 refers that everyone has the right to participate inside a learning society which should be developed in a scholastic and not scholastic way.

2.6.2 Organic Law of Intercultural Education:

In Article 2, literals bb and ll; emphasizes that all people should learn languages of international relation according to the needs of their context.

2.6.3 Childhood and Adolescence Code:

In Article 37, literals 2 and 4; refers that all children and adolescences should receive an education using the appropriate resources according to their cultural necessities.

The Article 43, refers that all children and adolescences have the rights to participate in activities where promote their cultures.

2.6.4 Law of Tourism:

In Article 3, literal e; emphasizes that everyone should participate in touristic activities promoting their culture, identity and providing their touristic services.

In Article 4, literals e and f; refers that people who perform the touristic activity must receive capacitation to provide better services about the different attractions of the country.

2.7 Hypothesis

2.7.1 General hypothesis

The implementation of a didactic strategy will improve English speaking skills in tour guides at Valdivia aquarium.

2.7.1.1 Variables of the study

2.7.1.1.1 Dependent variable

English speaking skills

2.7.1.1.2 Independent variable

Didactic strategy

CHAPTER III

METHODOLOGY

3.1 Research Approach

The problem is focused on communication of tour guides with foreign tourists at Valdivia Aquarium and the proposal will help them to develop speaking skills in the English Language.

This research will be based on the combination of different methods as quantitative-qualitative, inductive-deductive, and observation method, which act autonomously in order to allow obtaining specific outcomes about the improvement of speaking skills of tour guides from Valdivia aquarium.

3.1.1 Quantitative Method

Through this method it is possible to gather information related to the use of an adequate didactic strategy that contributes to the development of oral communication of tour guides at Valdivia Aquarium.

3.1.2 Qualitative Method

With this method it is necessary to collect data about the application of a didactic strategy through interviews and surveys directed to the administrator, specialists, tour guides and foreign tourists.

This method focuses on society and the current situation of touristic places; in order to improve the speaking skills of tour guides at Valdivia aquarium. It acts to plan a way to train tour guides applying specific activities.

3.1.3 Inductive Method

Through this method, the researcher starts inquiring with small observations about feasible reasons of the problem and emits possible assumptions to find solutions to the difficulties in speaking skills of tour guides from Valdivia Aquarium.

3.1.4 Deductive Method

For this method, it was necessary to gather, study, contrast, and simplify the definitions of some authors about the use of a strategy for developing activities to improve the speaking skills in English.

This method complements the inductive method. It analyses, interprets and determines the best way to apply the strategy to improve English speaking skills.

3.1.5 Observation Method

This method will help to find out detailed information about causes and effects of the problem related to the use of a didactic strategy to improve the oral communication between tour guides and foreign tourists who visit the Valdivia Aquarium.

3.2 Level or Type of Research

According to the necessities of the researcher, this work is categorized as:

3.2.1 Field research

This research is placed in Valdivia Aquarium specifically in tour guides since they are the target population involved in the problem and the aim is to identify the possible solutions in speaking skills regarding the implementation of a didactic strategy.

3.2.2 Bibliographic research

It allowed searching and selecting scientific-theoretical foundations on the subject of investigation, the main topics listed within the theoretical framework related to didactic strategies and the development of several activities in the teaching and learning of a foreign language.

3.2.3 Correlational research

This method will measure the degree of relationship between the stated problem of tour guides from Valdivia Aquarium and the proposal of implementation of a didactic strategy through activities.

3.2.4 Applied research

This type of research will allow the implementation of a didactic strategy developed through different activities to improve English speaking skills and as result of this to create a manual in order to contribute with tour guides at Valdivia Aquarium.

3.3 Population and Sample

3.3.1 Population

The whole population of this research is composed by the administrator, specialists, tour guides and foreign tourists.

Chart # 1 Population

N°	Description	Population	%
1	Administrator	1	4,17%
2	Specialists	2	8,33%
3	Tour guides	10	41,67%
4	Foreign tourists	11	45,83%
Whole population		24	100%

Source: Valdivia Aquarium

Author: Paola Orrala González

3.3.2 Sample

Since the size of the population is manageable, 100% of the population will be studied, it means that no sample size formula will be applied.

3.4 Variables operationalization

3.4.1 Independent variable: Didactic strategy.

Chart # 2 Independent Variable

Conceptualization	Dimensions	Indicators	Items	Techniques and instruments
Didactic strategy can be seen as a system of activities during a short, medium and long time which allows the reconstruction of the teaching – learning process in a determined area achieving the established objectives in a factual time.	Context	English for tourism	Is it necessary to consider tour guides needs in performing with foreign tourists? Should tour guides learn English in their workplace?	Interview Survey Camera Observation
	Didactic strategy	Practicing of knowledge	Will the implementation of a didactic strategy help with the output English knowledge of tour guides?	
	Cooperative learning	Communicative activities	Do you consider that oral communicative activities can contribute to the role of tour guides?	

Source: Valdivia Aquarium
Author: Paola Orrala González

3.4.2 Dependent variable: English speaking skills.

Chart # 3 Dependent Variable

Conceptualization	Dimensions	Indicators	Items	Techniques and instruments
Speaking is a language productive skill in the process of oral communication.	Speaking skills	Oral communication	<p>Do you consider that speaking is an important ability to achieve communication?</p> <p>Are tour guides aware to improve their oral communicative skills in a second language?</p>	<p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p>
	Learning process	Improvement of oral competence	Do you consider getting a kind of resource will contribute to the speaking skills in English language of tour guides?	

Source: Valdivia Aquarium

Author: Paola Orrala González

3.5 Techniques and instruments for data collection

3.5.1 Techniques

For this research the next techniques will be applied: observation, survey and interview.

3.5.1.1 Observation

The researcher will use observation before and after the implementation to evaluate English speaking skills level of tour guides.

3.5.1.2 Survey

This technique will be applied to gather detailed data through direct questions regarding the problem and the proposed solution; it will allow getting quantitative results about the importance of implementation of a didactic strategy to promote the speaking English skills of tour guides.

3.5.1.3 Interview

With this technique, the researcher will obtain direct information from professionals in the field of tourism to know about the importance of speaking English in touristic places as well as with the administrator from aquarium.

3.5.2 Instruments

3.5.2.1 Camera and video camera

These instruments will be used to capture images and videos in order to have evidence of the implementation of a didactic strategy to improve English speaking skills.

3.5.2.2 Notebook

With this instrument the researcher will take notes of the different activities throughout the investigation.

3.6 Data collection plan

It was elaborated for gathering data through the use of surveys, interviews and statistical graphs in order to present this research.

Chart # 4 Data collection plan

Questions	Explanation
What for?	To improve English speaking skills
Who is it directed to?	Tour guides
About what aspects?	The implementation of a didactic strategy
Who?	Researcher: Paola Orrala González
To Whom?	Tour guides, administrator, specialists, and foreign tourists
When?	2015
Where?	Valdivia Aquarium
How?	Individually and by groups
What data collection techniques?	Observation, survey and interview
With what?	Using camera and video camera

Source: Valdivia Aquarium

Author: Paola Orrala González

3.7 Data processing plan

Chart # 5 Data processing plan

Determination of a situation	Data search	Data collection and analysis	Definition and reformulation	Statement of solution
<p>The deficit of competence in speaking English language was determined through surveys and observations directed to tour guides from Valdivia Aquarium; the implementation of a didactic strategy to improve English speaking skills will be justified.</p>	<p>Once the problem was identified, the researcher started looking for related information in: the internet, books, and articles, among others.</p>	<p>Through surveys and interviews (survey for tour guides and foreign tourists and interviews for the administrator from aquarium and specialists in ESP), the researcher collected and analyzed the data which allowed developing the proposal to solve the stated problem.</p>	<p>Using all the collected data, the researcher identified the shortage of proficiency in speaking English skills of tour guides at Valdivia Aquarium.</p>	<p>With the implementation of a didactic strategy, the tour guides at Valdivia Aquarium will improve their speaking skills in English language.</p>

Source: Valdivia Aquarium
Author: Paola Orrala González

3.8 Analysis and interpretation of results

3.8.1 Observation

Chart # 6 Observation guide

Indicators	Yes	No
1. - Tour guides know basic English words about sea animals.		✓
2. - Tour guides use a kind of material to improve their English speaking skills.		✓
3. - Tour guides participate actively in each activity to practice speaking skills.	✓	
4. - Tour guides are able to assist foreign tourists in the aquarium.		✓
5. - Tour guides show awareness in improving their English speaking skills.	✓	

Author: Paola Orrala González

Results:

1. - During the observation was perceived that tour guides have not basic notions about vocabulary of sea animals.
2. - Tour guides do not use any material to improve their speaking skills; that is why it is essential they get a didactic material to practice and improve this skill.
3. - In the application of some activities, tour guides showed interest in the practice of speaking among them.
4. - They feel a little unsure to assist foreign tourists because they need to have more knowledge in English language about sea animals.
5. - Tour guides are aware to learn more and improve their English speaking skills to provide better information to tourists.

3.8.2 Interview directed to the administrator from aquarium

Question 1: Do you consider that speaking English is important in a touristic place?

Interpretation: The administrator said that English is quite important because currently most of touristic places located in the coastal region are visited by people from many countries.

Question 2: Previously has there been someone at Valdivia aquarium who had taught English language to tour guides?

Interpretation: The administrator mentioned that at the beginnings of the aquarium a person taught English to tour guides and all people who worked there previously but it did not work because there were changes with the aquarium and with the people too, it means that now there are new volunteers tour guides who need to learn the English language.

Question 3: How much do tour guides use the English language at the aquarium?

Interpretation: The administrator said that not all tour guides use English when a foreign visits the aquarium but there are two of them who perform in this language but not fully and assist those visitors trying to be understood by the listeners.

Question 4: How do tour guides perform while they give information to tourists?

Interpretation: The administrator mentioned that when foreign tourists visit the aquarium, sometimes tour guides speak in Spanish because one of the foreigners

knows something in Spanish and he/she translates to their companions but the most important for the administrator is that tourists know something clear about what the aquarium has.

Question 5: What communicative difficulties in the English language have you perceived when tour guides talk with foreign tourists?

Interpretation: The administrator said when tourists arrive to the aquarium, in occasions they ask for a tour guide who speaks English so the tour guide who knows it more or less assists the tourists and in other cases foreigners do not need anyone because since they arrive to the aquarium they speak only English so tourists pass in only to take pictures.

Question 6: Do you think that tour guides could improve their English speaking skills if they are trained by somebody who knows this language?

Interpretation: The administrator agreed that tour guides should be trained by a person who knows English but to teach Basic English to them in order to solve communicative problems in this language later.

Question 7: Do you consider that tour guides need a type of resource that supports them with the required vocabulary of Valdivia Aquarium?

Interpretation: The administrator considered that a resource such as a book will be quite necessary for acquiring vocabulary about animals and it will contribute with the English language of tour guides at the aquarium while they provide information.

3.8.3 Interview to specialists

Question 1: Do you consider that English language in the tourism field is important?

Interpretation: The first specialist mentioned that English language is not important; it is crucial and fundamental in the tourism field. The second specialist said that English is a universal language of communication because all time people are going from one place to another and meeting foreigners, that is why people should know this language.

Question 2: What are the advantages of using English language in the touristic field?

Interpretation: One specialist expressed that using English language can open doors to other cultures and also someone who knows this language can interact with a foreign and makes it feel comfortable awarding the worker with economic incentive. The second specialist said that English in the touristic field provides a better service to foreign tourists taking into account their needs, in this way the workplace could benefit with better output and profits as a result of using English language.

Question 3: As learning a foreign language involves reading, listening, writing, and speaking skills, which of these skills do you consider the most important in a touristic workplace?

Interpretation: Both specialists considered that all skills are important in a touristic workplace but the most essential is the speaking skill because people need to communicate with foreigners when they visit a place.

Question 4: Do you consider that teaching English language should be only inside the educational institutions or outside too?

Interpretation: One specialist considered that teaching English language should be both inside and outside but inside institutions it is mandatory due to the fact that the Ministry of Education recognizes English as a foreign language. Learners need to practice inside and outside because it is important to communicate with foreigners. The second specialist considered that English should not be taught only inside institutions because regarding the Province of Santa Elena there are touristic areas visited by foreigners where people need to know this language to communicate.

Question 5: Do you agree that tour guides from a touristic place should be trained in English language?

Interpretation: Both specialists expressed that it is mandatory that tour guides learn English because in the Province of Santa Elena there are several touristic places and most workers do not speak English only Spanish and it is necessary they learn English because this province receives many English speaking visitors.

Question 6: Do you believe that the application of a didactic strategy can help to improve the English speaking skills of tour guides in their workplace?

Interpretation: Both specialists mentioned that the didactic strategy must be connected with the real context of tour guides because in this way they could practice and improve their English speaking skills using the vocabulary they need.

Question 7: Do you consider that cooperative learning is an essential strategy for acquiring English language?

Interpretation: Both specialists considered that the cooperative learning strategy is the best way to practice because learners work together, interchanging ideas, interacting, communicating in order to help each other when is needed because not all of them can get all the words in English.

Question 8: What kind of activities do you recommend to develop English speaking skills of tour guides inside their workplace?

Interpretation: One specialist recommended to develop role plays related to the context of learners, it means using the required vocabulary to practice the activities in their workplace. The second specialist said that dialogues and videos are essential to develop English speaking skills because in this way tour guides practice among them.

Question 9: Do you consider that using a resource as supporting of English language is necessary for acquiring vocabulary?

Interpretation: Both specialists agreed that a resource is necessary for acquiring vocabulary of learners because in this way they can feel motivation to learn what they need in their workplace.

3.8.4 Survey directed to tour guides

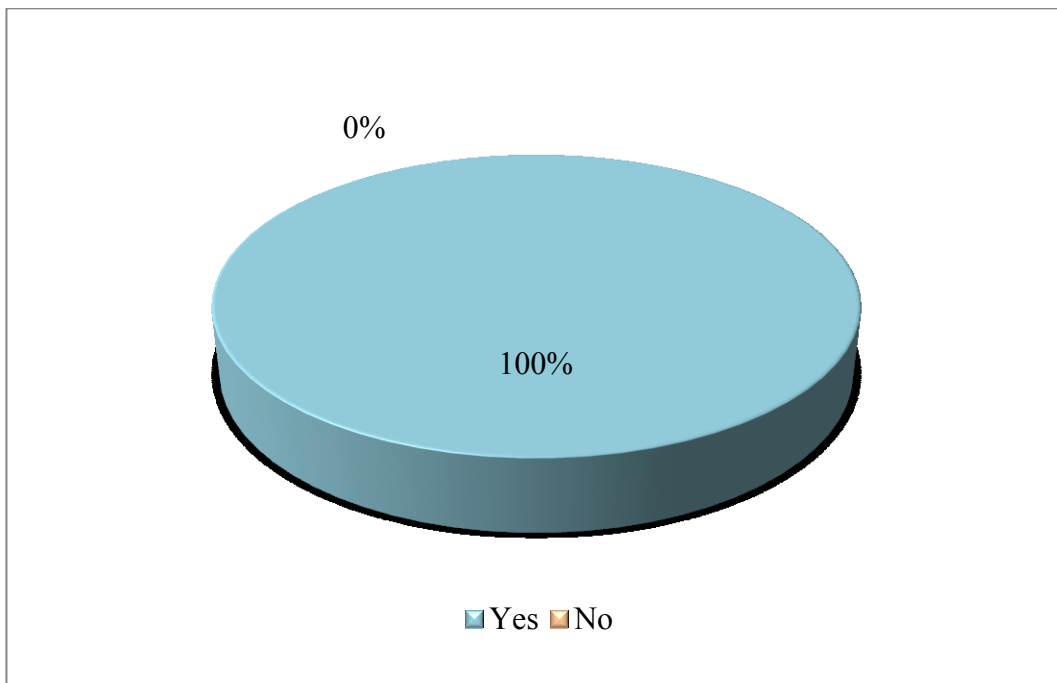
Question 1: Do you receive English classes in your school?

Objective: To determine if tour guides have notions of English language.

Chart # 7 English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	10	100%
No	0	0%
TOTAL	10	100%

Graphic # 1 English classes



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: All tour guides mentioned that they receive English classes at their schools.

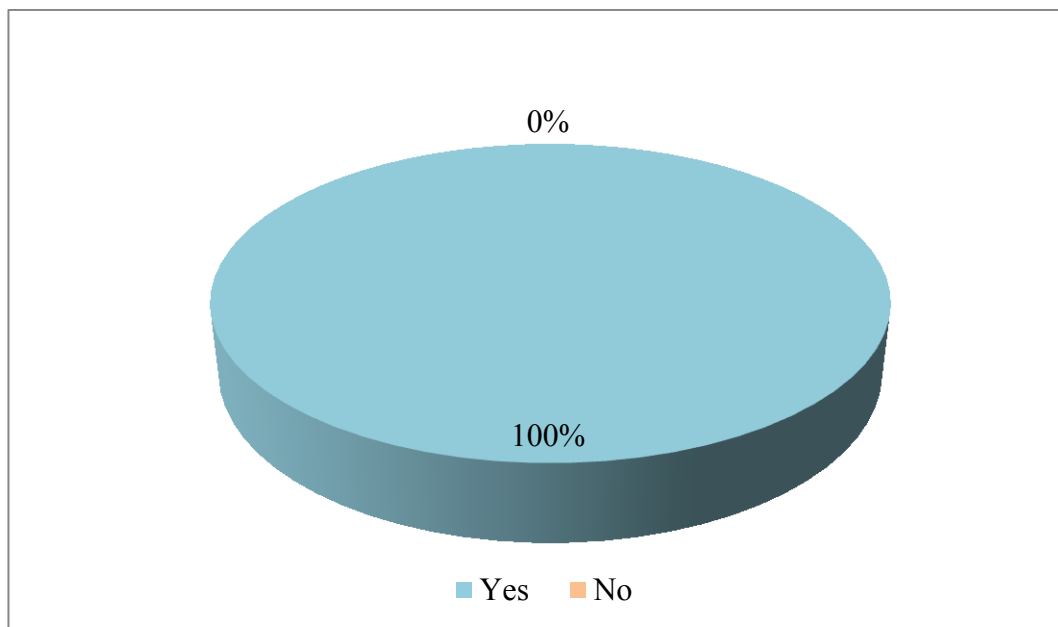
Question 2: Do you consider that speaking in the English language is necessary today?

Objective: To determine the importance of speaking English language currently.

Chart # 8 Importance of speaking English today

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	10	100%
No	0	0%
TOTAL	10	100%

Graphic # 2 Importance of speaking English today



Source: Valdivia Aquarium
Author: Paola Orrala González

Interpretation: All tour guides considered that speaking in English language is really important nowadays.

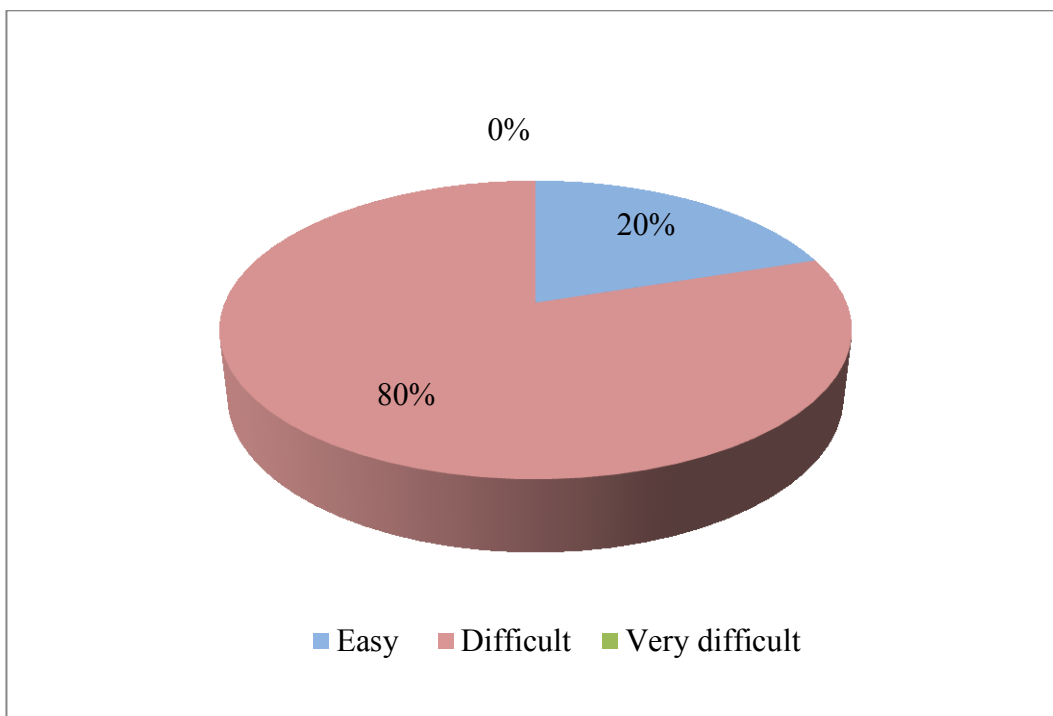
Question 3: According to your criteria, speaking English is:

Objective: To define the opinions about speaking English.

Chart # 9 Speaking English is:

ALTERNATIVES	FREQUENCY	PERCENTAGE
Easy	2	20%
Difficult	8	80%
Very difficult	0	0%
TOTAL	10	100%

Graphic # 3 Speaking English is:



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: Most tour guides expressed that speaking in English is difficult for them, only two of them said that it is easy.

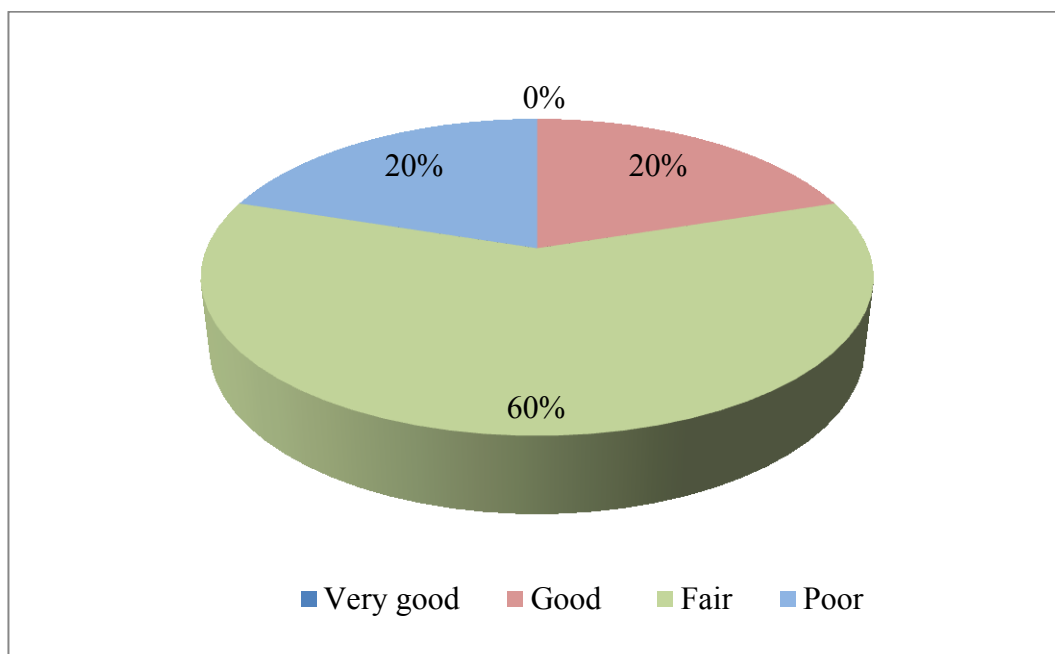
Question 4: In your opinion, your English speaking level is:

Objective: To determine the opinions about the English level of tour guides.

Chart # 10 English level of tour guides

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very good	0	0%
Good	2	20%
Fair	6	60%
Poor	2	20%
TOTAL	10	100%

Graphic # 4 English level of tour guides



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: More than half of tour guides mentioned that their speaking English level is fair, two of them expressed that their speaking English level is good and the others said that their speaking is bad.

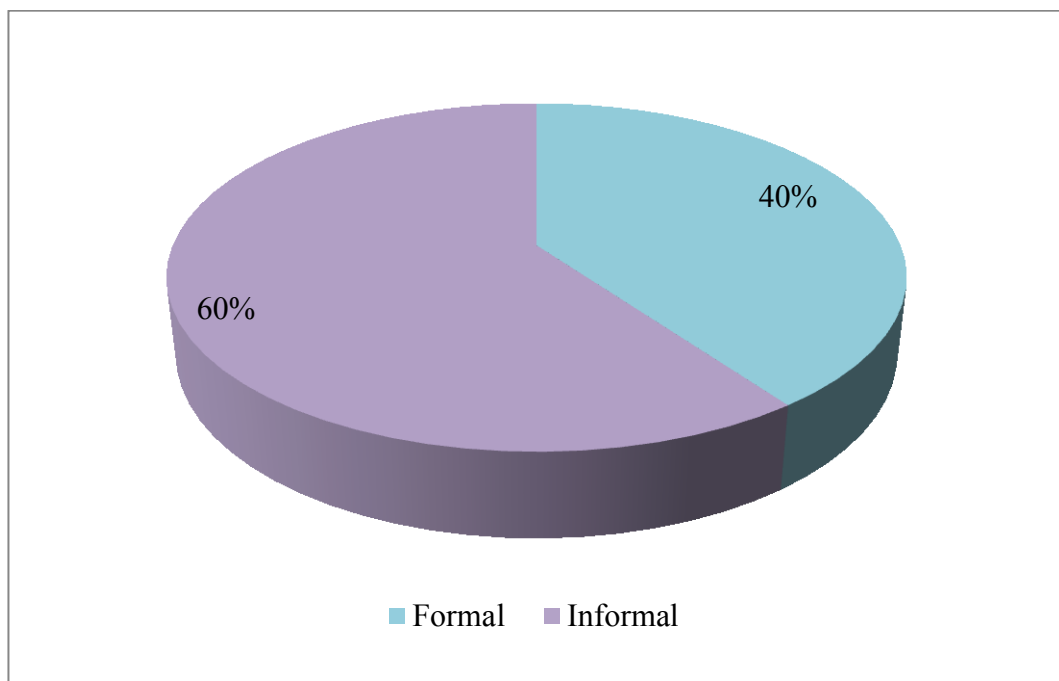
Question 5: Is your spoken English mainly?

Objective: To determine the ways of speaking English of tour guides.

Chart # 11 Ways to speak English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Formal	4	40%
Informal	6	60%
TOTAL	10	100%

Graphic # 5 Ways to speak English



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: More than half of tour guides expressed that their spoken English is informal; the rest of them said that their spoken English is formal.

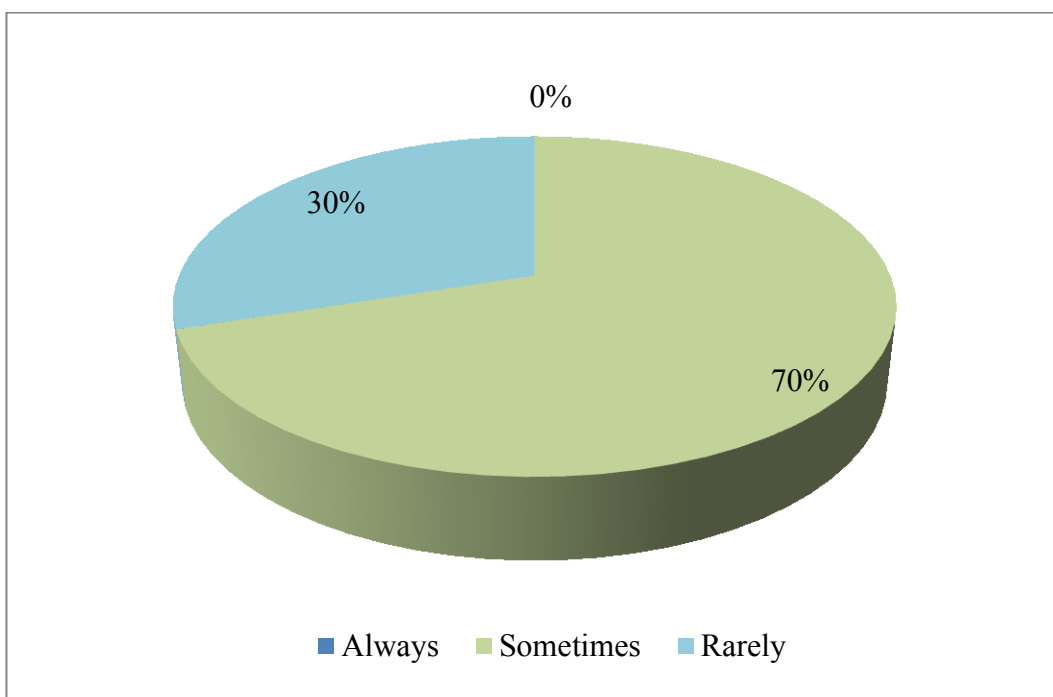
Question 6: How often do you assist foreign tourists who visit the aquarium?

Objective: To establish the frequency that tour guides assist foreign tourists.

Chart # 12 Frequency to assist foreign tourists

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0%
Sometimes	7	70%
Rarely	3	30%
TOTAL	10	100%

Graphic # 6 Frequency to assist foreign tourists



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: More than half of tour guides expressed that sometimes they assist foreign tourists, only few of them said that rarely assist foreign tourists.

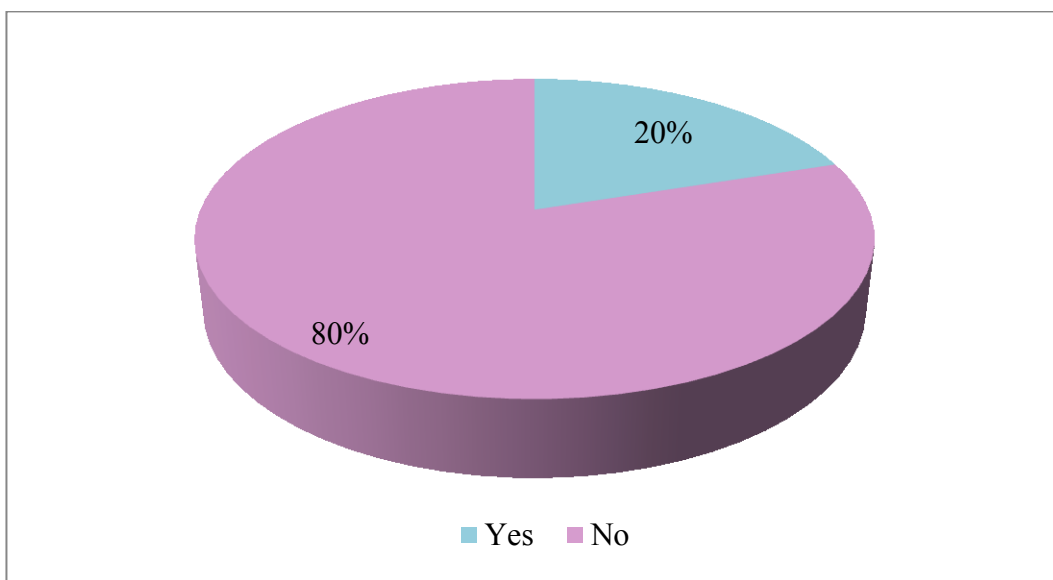
Question 7: Do you consider that you are ready to provide information in English to foreign tourists at the aquarium?

Objective: To define if tour guides are ready to provide information in English.

Chart # 13 Capability of tour guides to provide information in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	20%
No	8	80%
TOTAL	10	100%

Graphic # 7 Capability of tour guides to provide information in English



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: The majority of tour guides mentioned that they are not ready to provide English information to foreign tourists who visit the aquarium; just two of them said that they are able.

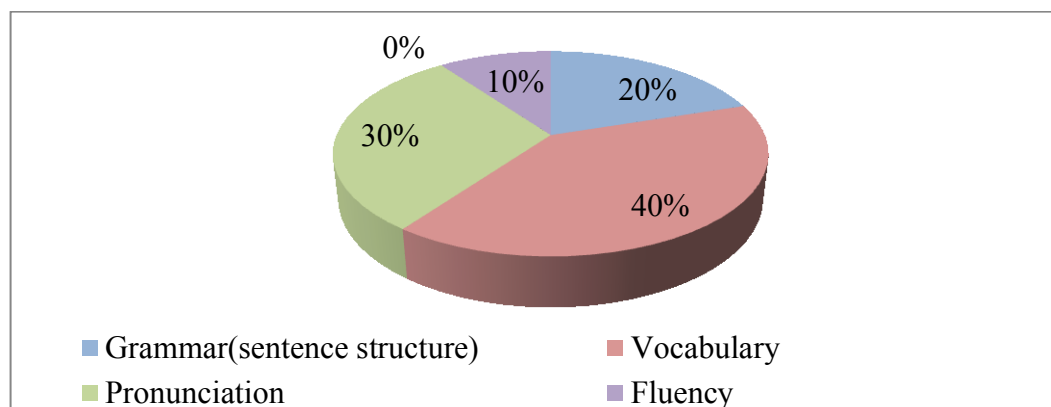
Question 8: Which of these elements do you think is the most difficult to develop when you speak English?

Objective: To determine the most difficult elements for developing English speaking skills.

Chart # 14 Elements of speaking skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Grammar(sentence structure)	2	20%
Vocabulary	4	40%
Pronunciation	3	30%
Fluency	1	10%
Accuracy	0	0%
TOTAL	10	100%

Graphic # 8 Elements of speaking skills



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: Almost half of tour guides expressed that the most difficult element to develop English speaking skills is the lack of vocabulary; three quarters of them mentioned that pronunciation is the most difficult part; few of them said that the difficult part is grammar and just one of them said that fluency is difficult to attain.

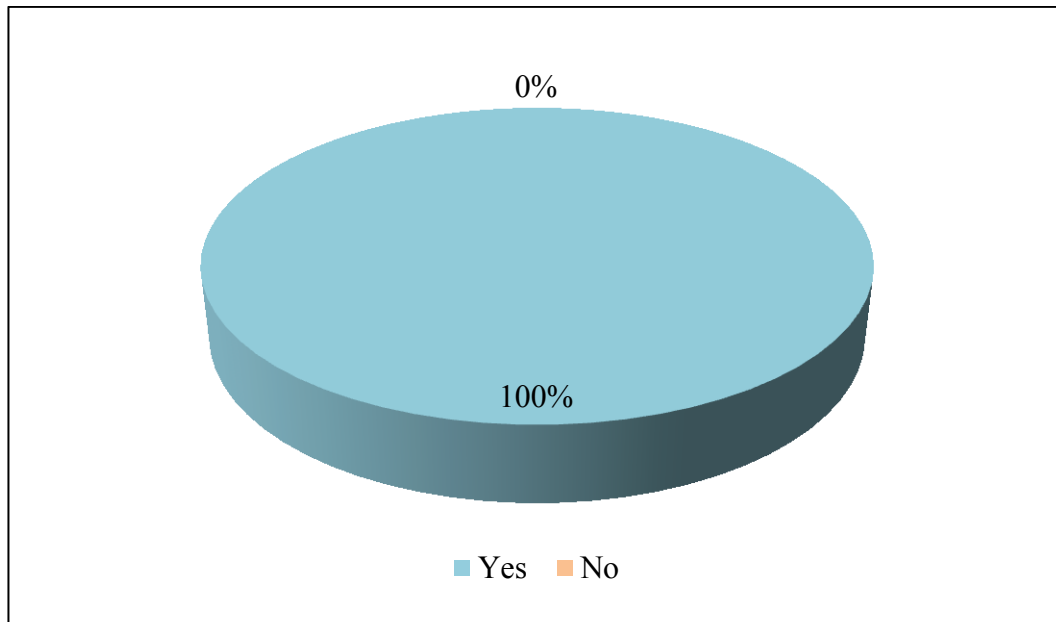
Question 9: As tour guide, would you like to receive any workshop for learning English at the aquarium?

Objective: To determine the availability of tour guides in learning English.

Chart # 15 Availability for receiving English workshops

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	10	100%
No	0	0%
TOTAL	10	100%

Graphic # 9 Availability for receiving English workshops



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: All tour guides agreed that they should receive workshops to learn more English to improve their speaking skills related to the aquarium.

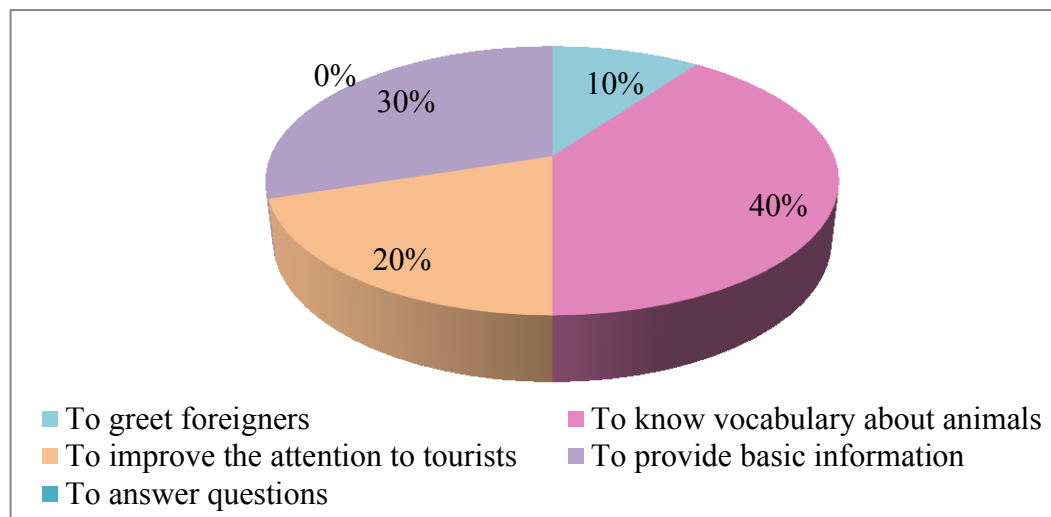
Question 10: By which of these reasons do you consider important learning to speak in English at the aquarium?

Objective: To define the reasons for speaking English at the aquarium.

Chart # 16 Reasons to speak English at the aquarium

ALTERNATIVES	FREQUENCY	PERCENTAGE
To greet foreigners	1	10%
To know vocabulary about animals	4	40%
To improve the attention to tourists	2	20%
To provide basic information	3	30%
To answer questions	0	0%
TOTAL	10	100%

Graphic # 10 Reasons to speak English at the aquarium



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: Almost half of tour guides said that their reasons to speak English at the aquarium is for learning vocabulary about animals, three quarters of them mentioned that to provide basic information; few of them said that to improve the attention to tourists and just one of them said that to greet foreigners.

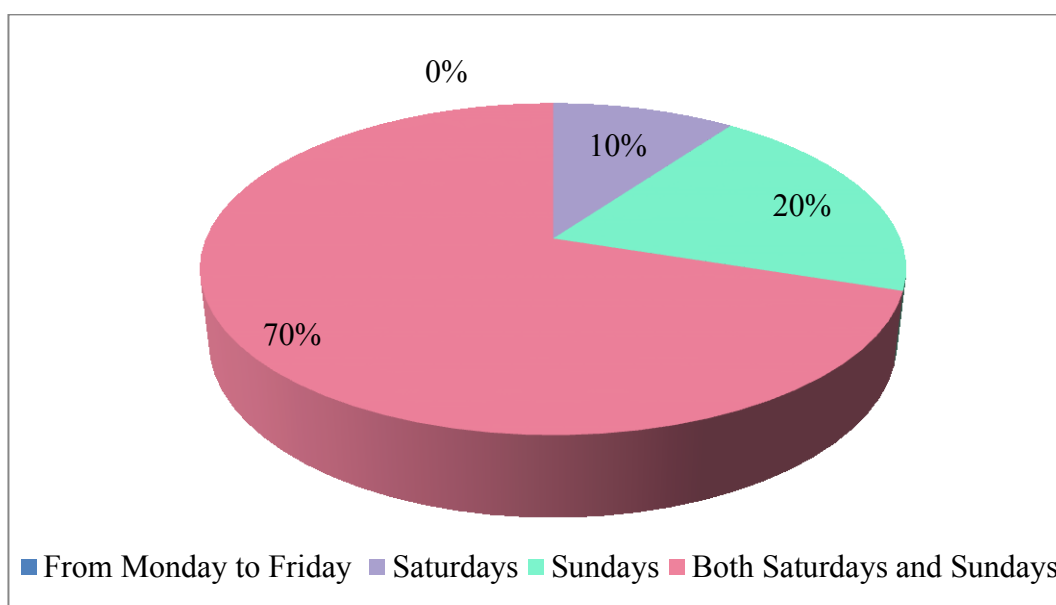
Question 11: In what moment are you free to attend to English workshops at the Valdivia aquarium?

Objective: To determine the schedules for attending to English workshops.

Chart # 17 Schedule to attend the workshops

ALTERNATIVES	FREQUENCY	PERCENTAGE
From Monday to Friday	0	0%
Saturdays	1	10%
Sundays	2	20%
Both Saturdays and Sundays	7	70%
TOTAL	10	100%

Graphic # 11 Schedule to attend the workshops



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: Almost all tour guides expressed that they can attend to English workshops on Saturdays and Sundays, two of them mentioned that on Sundays and just one of them said that on Saturdays.

3.8.5 Survey directed to foreign tourists

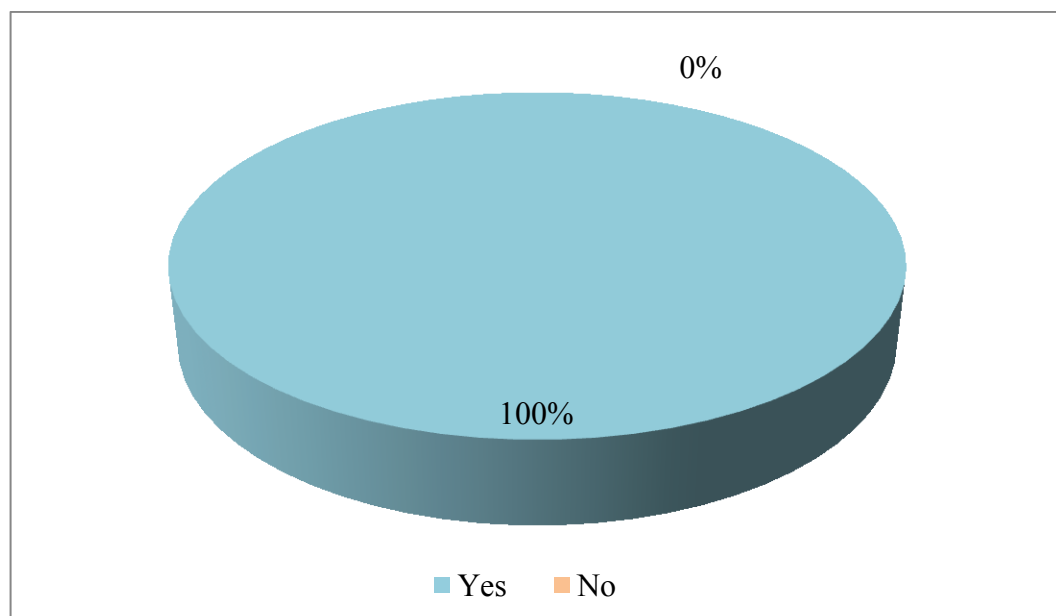
Question 1: When you visit the Valdivia aquarium do you delight with the information that tour guides provide?

Objective: To determine if foreign tourists like the information they receive.

Chart # 18 Satisfaction of foreign tourists with the information

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	11	100%
No	0	0%
TOTAL	11	100%

Graphic # 12 Satisfaction of foreign tourists with the information



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: All foreign tourists mentioned that they delight the information they receive at the aquarium.

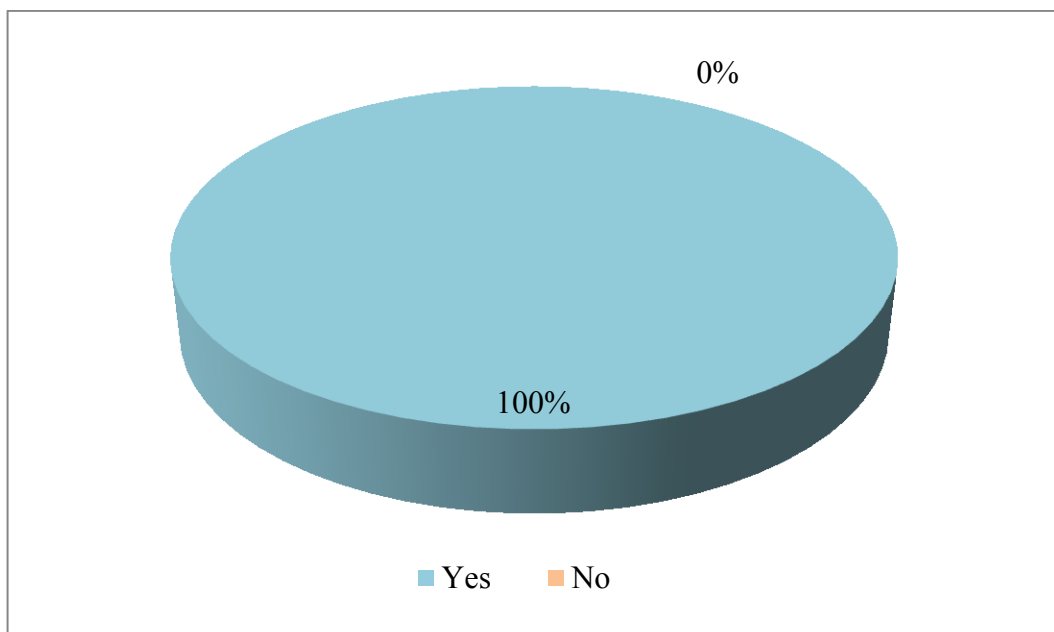
Question 2: Do you consider that tour guides from the Valdivia aquarium should know the English language?

Objective: To determine if tour guides should know English.

Chart # 19 Tour guides should know the English language

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	11	100%
No	0	0%
TOTAL	11	100%

Graphic # 13 Tour guides should know the English language



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: All foreign tourists agreed that tour guides at the aquarium should know English language.

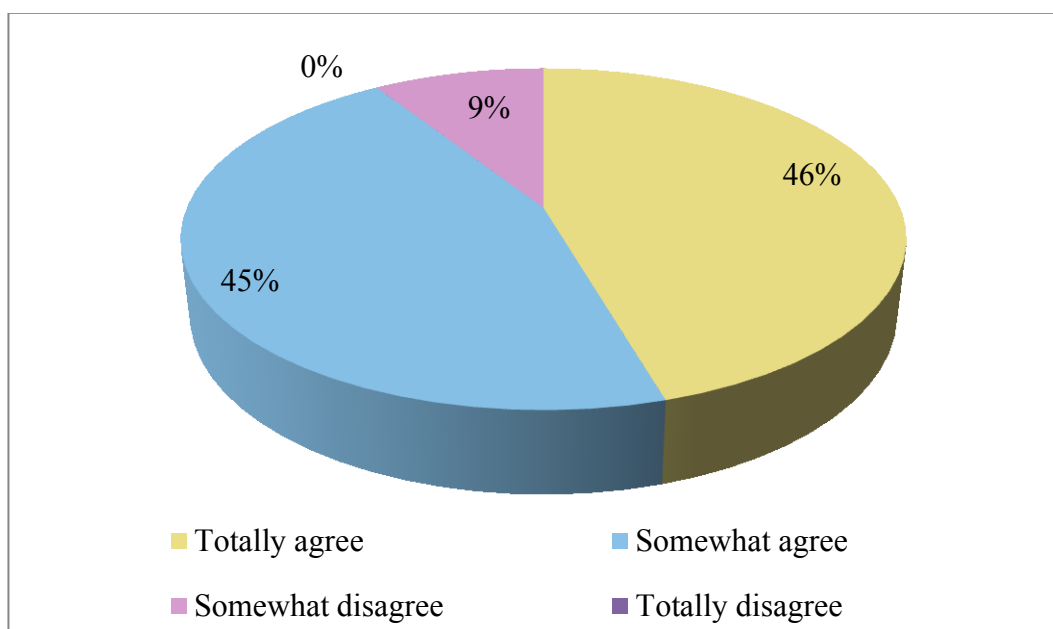
Question 3: Would you like to hear tour guides speaking English?

Objective: To define if tour guides must speak English.

Chart # 20 Tour guides must speak English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	5	46%
Somewhat agree	5	45%
Somewhat disagree	1	9%
Totally disagree	0	0%
TOTAL	11	100%

Graphic # 14 Tour guides must speak English



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: Almost half of foreign tourists expressed to be totally agree that tour guides should speak English, other half of them said to be somewhat agree and only one said to be somewhat disagree.

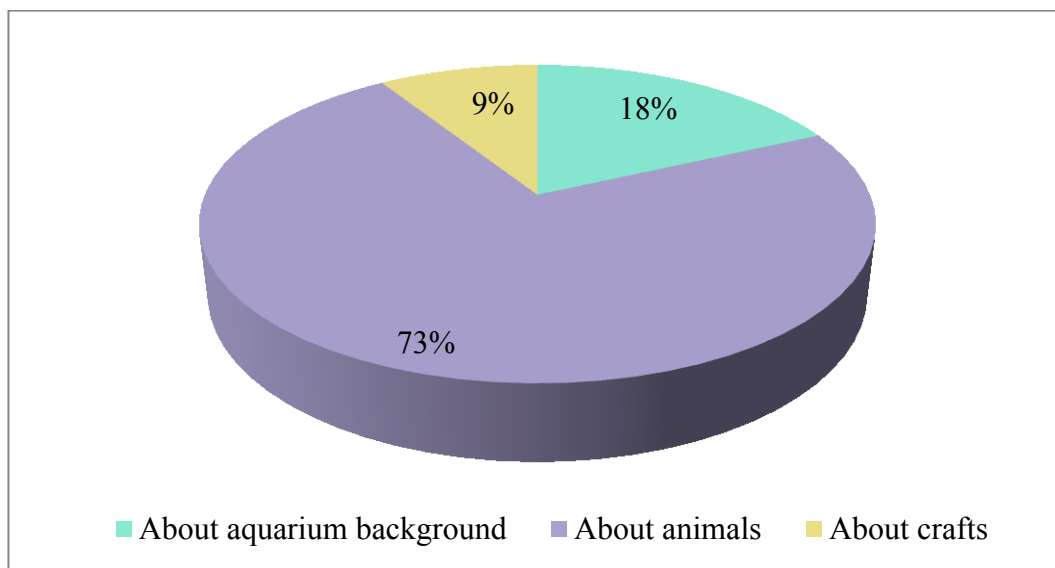
Question 4: What type of information in English would you like to receive while you visit the aquarium?

Objective: To identify the type of information that tourist would like to receive.

Chart # 21 Types of information in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
About aquarium background	2	18%
About animals	8	73%
About crafts	1	9%
TOTAL	11	100%

Graphic # 15 Types of information in English



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: The majority of foreign tourists mentioned that they would like to receive English information about animals, some of them expressed that information about aquarium background and just one said that information about crafts.

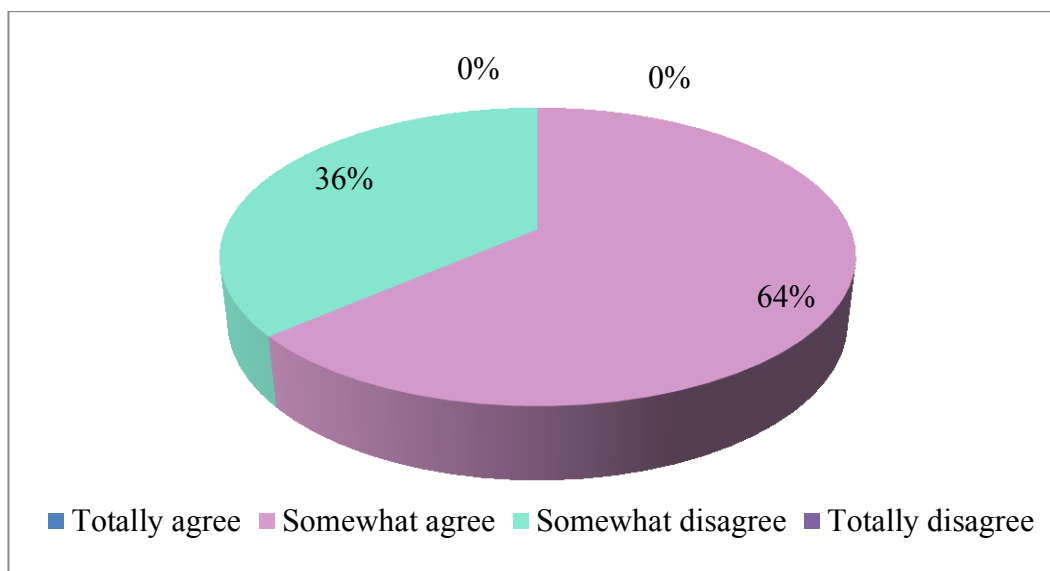
Question 5: Do you think that tour guides should be able to give information in the English language?

Objective: To determine the ability of tour guides in providing information in English.

Chart # 22 Ability of tour guides in giving information in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	0	0%
Somewhat agree	7	64%
Somewhat disagree	4	36%
Totally disagree	0	0%
TOTAL	11	100%

Graphic # 16 Ability of tour guides in giving information in English



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: More than half of foreign tourists expressed to be somewhat agree that tour guides are able to give information in English language and the rest said to be somewhat disagree.

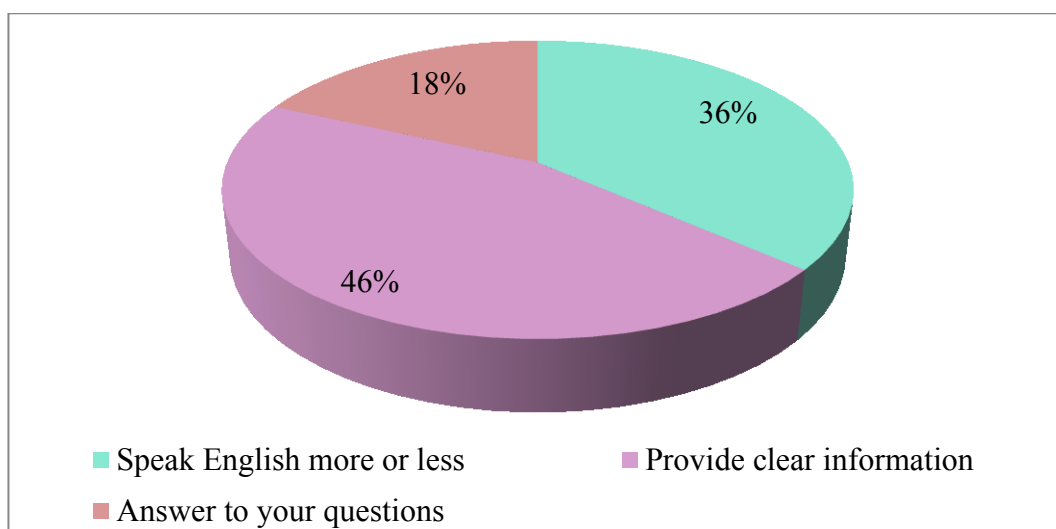
Question 6: If you agree, which of these competences do you expect of a tour guide at the aquarium?

Objective: To identify the competences that tourists expect of tour guides.

Chart # 23 Competences that tourists expect of tour guides

ALTERNATIVES	FREQUENCY	PERCENTAGE
Speak English more or less	4	36%
Provide clear information	5	46%
Answer to your questions	2	18%
TOTAL	11	100%

Graphic # 17 Competences that tourists expect of tour guides



Source: Valdivia Aquarium
Author: Paola Orrala González

Interpretation: Almost half of foreign tourists mentioned that they expect that tour guides provide clear information in English language, some of them expressed that tour guides speak English more or less and just two of them said that tour guides answer to their questions.

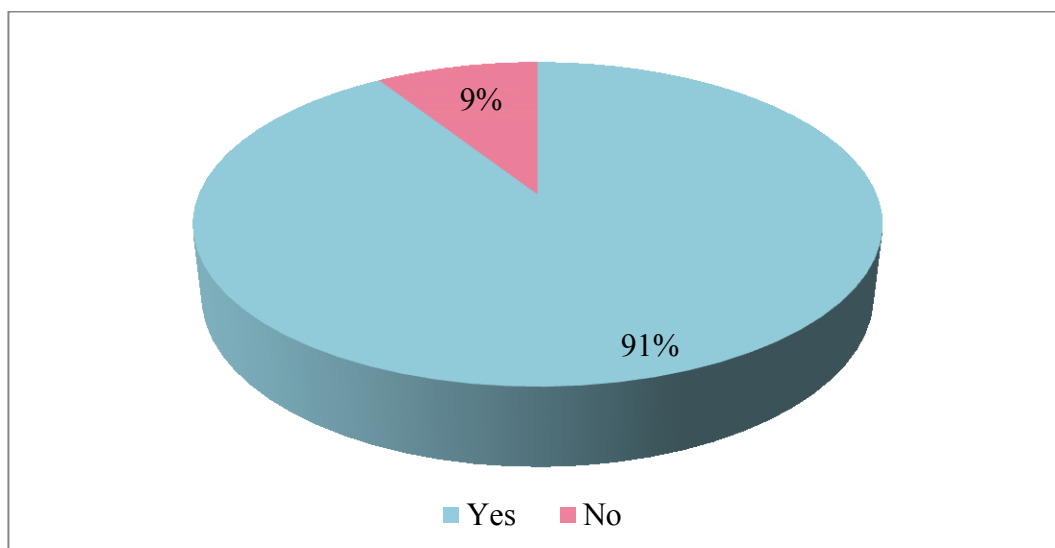
Question 7: Do you consider that tour guides should learn vocabulary in English about the Valdivia aquarium?

Objective: To determine if tour guides should learn English vocabulary.

Chart # 24 Tour guides should learn English vocabulary from the aquarium

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	10	91%
No	1	9%
TOTAL	11	100%

Graphic # 18 Tour guides should learn English vocabulary from the aquarium



Source: Valdivia Aquarium
Author: Paola Orrala González

Interpretation: The majority of foreign tourists considered that tour guides should learn English vocabulary about the aquarium and its elements and just one of them said that not.

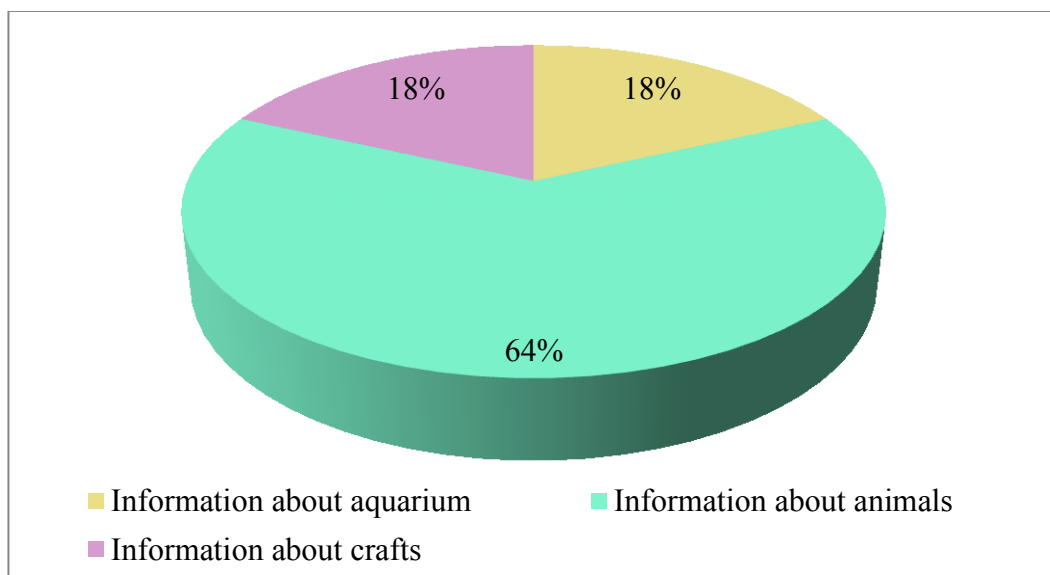
Question 8: About tour guides, what do you recommend they should learn in English?

Objective: To determine the type of information that tour guides should learn.

Chart # 25 Types of information that tour guides should learn in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Information about aquarium	2	18%
Information about animals	7	64%
Information about crafts	2	18%
TOTAL	11	100%

Graphic # 19 Types of information that tour guides should learn in English



Source: Valdivia Aquarium

Author: Paola Orrala González

Interpretation: More than half of foreign tourists mentioned that tour guides should learn English information about animals, half and half expressed that tour guides should learn about aquarium and crafts.

3.8.6 Results chart – tour guides

Chart # 26 Survey of tour guides

N°	QUESTIONS	Yes		No		TOTAL					
		F	%	F	%	F	%				
1	Do you receive English classes in your school?	10	100	0	0	10	100				
2	Do you consider that speaking in English language is necessary today?	10	100	0	0	10	100				
3	According to your criteria, speaking English is:	Easy		Difficult		Very difficult		10	100		
		F	%	F	%	F	%				
		2	20	8	80	0	0				
4	In your opinion, your English speaking level is:	Very good		Good	Fair	Poor		10	100		
		F	%	F	%	F	%			F	%
		0	0	2	20	6	60			2	20
5	Is your spoken English mainly?	Formal		Informal		10	100				
		F	%	F	%						
		4	40	6	60						
6	How often do you assist foreign tourists who visit the aquarium?	Always		Sometimes		Rarely		10	100		
		F	%	F	%	F	%				
		0	0	7	70	3	30				

7	Do you consider that you are ready to provide information in English to foreign tourists at the aquarium?	Yes				No				10	100		
		F		%		F		%					
		2		20		8		80					
8	Which of these elements do you think is the most difficult to develop when you speak English?	Grammar		Vocabulary		Pronunciation		Fluency		Accuracy		10	100
		F	%	F	%	F	%	F	%	F	%		
		2	20	4	40	3	30	1	10	0	0		
9	As tour guide, would you like to receive any workshop for learning English at the aquarium?	Yes				No				10	100		
		F		%		F		%					
		10		100		0		0					
10	By which of these reasons do you consider important learning to speak in English at the aquarium?	To greet foreigners		To know vocabulary about animals		To improve the attention to tourists		To provide basic information		To answer questions		10	100
		F	%	F	%	F	%	F	%	F	%		
		1	10	4	40	2	20	3	30	0	0		
11	In what moment are you free to attend to English workshops at the Valdivia aquarium?	From Mondays to Fridays		Saturdays		Sundays		Both Saturdays and Sundays				10	100
		F	%	F	%	F	%	F		%			
		0	0	1	10	2	20	7		70			

Source: Valdivia Aquarium
Author: Paola Orrala González

3.8.6.1 Analysis of results – tour guides

Results showed that tour guides consider that speaking English is important but also a difficult goal to achieve in the sense of being able to develop oral communication. Touristic places are visited mostly by foreigners who speak English. Tour guides consider that their learning of English at school is not according to their needs at the aquarium because they should know about English vocabulary related to this place due to they take the role as tour guides and usually they have to talk in order to give information to foreign people about the species at the aquarium. The majority considers learning more English vocabulary about animals to provide basic information about those species and to be understood per foreigners. In English speaking skills the majority of tour guides think that vocabulary, pronunciation and grammar are the most difficult elements to produce. For that reason, all tour guides agreed to take workshops on weekends to learn more and to improve their English speaking skills.

3.8.7 Results chart – foreign tourists

Chart # 27 Survey of foreign tourists

N°	QUESTIONS	Yes		No				TOTAL			
		F	%	F	%	F	%	F	%		
1	When you visit the Valdivia aquarium do you delight with the information that tour guides provide?	11	100	0	0	0	0	11	100		
2	Do you consider that tour guides from the Valdivia aquarium should know English language?	11	100	0	0	0	0	11	100		
3	Would you like to hear tour guides speaking English?	Totally agree		Somewhat agree		Somewhat disagree		Totally disagree		11	100
		F	%	F	%	F	%	F	%		
		5	46	5	45	1	9	0	0		
4	What type of information in English would you like to receive while you visit the aquarium?	About aquarium background		About animals		About crafts		11	100		
		F	%	F	%	F	%				
		2	18	8	73	1	9				

5	Do you think that tour guides should be able to give information in English language?	Totally agree		Somewhat agree		Somewhat disagree		Totally disagree		11	100
		F	%	F	%	F	%	F	%		
		0	0	7	64	4	36	0	0		
6	If you “agree” which of these competences do you expect of a tour guide at the aquarium?	Speak English more or less		Provide clear information		Answer to your questions		11	100		
		F	%	F	%	F	%				
		4	36	5	46	2	18				
7	Do you consider that tour guides should learn vocabulary in English about the Valdivia aquarium?	Yes				No				11	100
		F		%		F		%			
		10		91		1		9			
8	About tour guides, what do you recommend they should learn in English?	Information about aquarium		Information about animals		Information about crafts		11	100		
		F	%	F	%	F	%				
		2	18	7	64	2	18				

Source: Valdivia Aquarium

Author: Paola Orrala González

3.8.7.1 Analysis of results – foreign tourists

Results showed that foreign tourists enjoy the information that tour guides provide when they visit the aquarium but they consider that tour guides have to learn English. The majority of foreign tourists consider the probability that tour guides should be able to speak in English language providing basic information about animals and something about the aquarium. Therefore, almost all foreigners expect that tour guides speak English more or less providing clear information. On the other hand, they recommend to learn and to use the required vocabulary in order to give information about animals and about the aquarium at large.

3.9 Conclusions and Recommendations

3.9.1 Conclusions

- In every touristic place there should be people trained in the English language specifically to communicate with foreign tourists.
- The training should be based according to the real context of tour guides using their frequent vocabulary.
- Speaking English is the most essential requirement to provide oral information to foreign people who visit determined touristic places.
- The most important of learning English language is that tour guides practice the speaking skills with their workmates.

3.9.2 Recommendations

- It is recommended to implement the cooperative learning strategy to practice and to improve the English speaking skills of tour guides at Valdivia aquarium.
- For implementing this didactic strategy it will be necessary to develop workshops which allow tour guides practice English speaking skills together with using some didactic materials.
- All materials should be created according to tour guides English levels, which must be determined through a placement test.
- It is recommended to create a manual with the vocabulary that tour guides require for providing basic information about animals, something about the aquarium and for contributing with workers too.

CHAPTER IV

THE PROPOSAL

4.1 Informative data

Title of proposal

Implementation of cooperative learning as a strategy to improve English speaking skills of the tour guides at Valdivia Aquarium, Province of Santa Elena, 2015.

Place of execution

Valdivia Aquarium

Beneficiaries

Tour guides at the Valdivia Aquarium

Location

Community of Valdivia, Province of Santa Elena

Period of research

From June to February

Responsibility

Author: Lizeth Paola Orrala González

Advisor: Msc. Clémence Marie Nataf

4.2 Proposal background

Authors as Harmer (2010) agree that to achieve oral communication to people it is necessary the speaking skills which can be accomplished by spoken activities like role plays, conversations, dialogues, games, etc. This skill is considered as one of the most difficult but essential tool to communicate and interact among people around the world in all scopes.

In the tourism field, the oral communication is undoubtedly significant because people will need the English language for such purposes in that field for example: to attend foreign tourists, to work like receptionist, like a tour guide, and others. Some educational institutions in Ecuador teach English language to their tourism students but the information they receive is not enough to achieve their goals since some of them belong to different touristic places inside their locality which involves knowledge of vocabulary according to the requirements of their workplaces.

In the community of Valdivia there is an aquarium which needs that its tour guides learn English but specifically learn to speak or to communicate in this dialectal area because that place often receives foreign tourists.

Navarro & Piñeiro (2013) consider that didactic strategies are actions to be applied so that a cooperative group of learners accomplish a specified goal. For such purpose it was needed to implement a didactic strategy in order to improve the English speaking skills of tour guides at the aquarium. This didactic strategy is cooperative learning which involves working with group activities to practice

English speaking skills. Moreover it is crucial that tour guides get a resource as an aid of their English language

4.3 Significance

To justify this research, it is relevant to mention that in all touristic places, people need to have a basic knowledge of the English language because in some occasions these places are visited by foreigners who ask for information or ask for help, then it is really important to have notions of that language.

The most significant part is the ability to speak in English because this skill is indispensable to communicate wherever people go and mainly if there are touristic places as aquariums, museums, restaurants, hostleries, shops and other sites of tourist attraction.

In fact, tour guides at the Valdivia aquarium, have the necessity to learn English but particularly they require the capacity of conveying information through oral communication about what they know of the animals found in that site.

The implementation of a didactic strategy at the Valdivia aquarium is of great connotation for the improvement of English speaking skills of the tour guides. It is a contribution to the people who work at the aquarium because they do not have enough incomes to hire somebody to teach English to tour guides.

The didactic strategy entails to work cooperatively among tour guides which can be in small groups or in pairs in order to help each other during the development of spoken activities that are essential for improving their English speaking skills at Valdivia aquarium. The activities will be implemented through workshops on site.

The cooperative learning strategy will help tour guides to practice the speaking skills in English and to communicate among them working together while they are performing activities. In this way tour guides as beneficiaries of the Valdivia aquarium will be ready to convey information in English language when foreign tourists visit that place. However, in order to reinforce previous knowledge during the development of spoken activities it is needed to create a manual with the aim of contributing with the English vocabulary of tour guides and with workers at the aquarium too.

Moreover, the manual will contain the specific vocabulary, greetings, common expressions and sentences that tour guides require at the moment of providing information to the foreign tourists.

4.4 Objectives

General objective

To improve the English speaking skills of the tour guides through the implementation of cooperative learning strategy for making easier their communication with foreign tourists at the Valdivia Aquarium during year 2015.

Specific objectives

- To implement the cooperative learning strategy at the Valdivia aquarium.
- To select cooperative spoken activities for the practice of tour guides.
- To execute the spoken activities through the cooperative learning strategy for achieving the English speaking skills.
- To create a manual with adequate vocabulary for tour guides.

4.5 Design and development of the proposal

4.5.1 Process of the proposal

- Observation and pre-test of English speaking skills of tour guides
- Design of activities applying the cooperative learning strategy
- Implementation of the activities developed through workshops
- Creation of manual
- Observation and post- test of English speaking skills of tour guides
- Analysis of results
- Conclusions and recommendations

4.5.2 Definition of cooperative learning

The cooperative learning is an appropriate strategy for improving oral production. It allows interacting verbally with each other in pairs or in groups.

The cooperative learning process depends on the social exchange of information among participants of a team in which each one is responsible for his or her learning. Learners benefit more from sharing each other ideas rather than working alone.

This strategy can generate supportive environments that facilitate learners to thrive and expand their interpersonal relationships, focusing on communicative abilities, helping learners to acquire better performance in verbal communication and cooperative activities because they feel more confidence working in small groups at the same time they reinforce their knowledge and their self-confidence.

4.5.3 Definition of manual

A manual can be defined as a kind of physical resource which contains important instructions or specific information. It is like a small booklet for giving instructions on how to do or how to use something.

4.5.4 Techniques to apply the cooperative learning strategy

- ❖ Think Pair Share
- ❖ Students Team Achievement Division
- ❖ Three step interviews
- ❖ Round robin or round table
- ❖ Same-Different
- ❖ Numbered heads

4.5.5 Methodology of the didactic strategy

Chart # 28 Cooperative learning strategy

Techniques of CL	Objectives	Activities	Resources	Dates
Students Team Achievement Division	To practice vocabulary and pronunciation through a simple song and a video of sea animals.	Sing a song and watch animal's vocabulary by drilling and chanting.	Laptop, worksheets, song, video	Dec 5, 2015
Think Pair Share	To use correct grammar in a short dialogue.	Dialogue	Flipchart	Dec 6, 2015
Numbered heads	To give basic information about a sea animal.	Taking turns	Worksheets and pictures	Dec 12, 2015
Think Pair Share	To describe pictures using sea animals vocabulary.	Game (describing a picture)	Flashcards	Dec 13, 2015
Same-different	To find the similarities and differences according to the pictures.	Find the similarities and differences.	Worksheets and pictures	Dec 19, 2015
Round table	To talk about sea animals by asking questions.	Asking questions	Cards	Dec 20, 2015
Students Team Achievement Division	To practice fluency through a short conversation.	Conversation.	Script and flashcards	Jan 9, 2016
Think Pair Share	To use correct grammar by unscrambling sentences.	Unscrambling (sentences)	Written cards	Jan 10, 2016
Three Step Interview	To interact through interviews in pairs.	Interview	Worksheets	Jan 16, 2016
Students Team Achievement Division	To practice fluency through a role play.	Role play	Worksheets	Jan 17,2016

Author: Paola Orrala González

4.6 Action plan: Activities

4.6.1 Workshop 1: Hello-Goodbye and sea animals

Technique: Students Team Achievement Division

Objective: To practice vocabulary and pronunciation through a simple song and a video of sea animals.

Resources: laptop, worksheets, song, video

Time: 2 hours

Level: basic English

Instructions:

- Whole group of tour guides listens to the song for first time.
- They hold a worksheet to complete the spaces according to what they hear.
- Whole group sings the song and repeat looking at their worksheet.
- After that, they watch and hear a video about vocabulary of sea animals.
- Both groups should participate pronouncing correctly the vocabulary of sea animals according to the video and tour guides with best performance could help those who have difficulties.

Song

Hello, good-bye

(Lennon & McCartney)

You say yes, I say no,
You say and I say go go go.
oh no
You say goodbye and I say,
hello, hello.
I don't know why you say goodbye,
I ... hello, hello, hello.
I don't why you say goodbye,
I say hello.
I say, you say,
you say why and I say I don't know, oh no
You say, and I say hello.
Hello, hello.
Iknow why you say goodbye,
I say hello.
Hello, hello.
I don't know why you say goodbye,
I say hello.



Adapted from: <https://www.letras.com/paul-mccartney/577643/>

4.6.2 Workshop 2: Visiting the aquarium

Technique: Think Pair Share

Objective: To use correct grammar in a short dialogue.

Resources: flipchart

Time: 2 hours

Level: basic English

Instructions:

- Teacher shows a flipchart on the board.
- Tour guides should work in pairs.
- Each pair should choose a role, one as the visitor and other as the tour guide.
- Each one should write their part on a piece of paper.
- The dialogue is in disorder; pairs should think of the correct form and arrange it.
- Each pair should practice the dialogue and perform it.



Dialogue:

Tour guide: Good morning!

Visitor: Hi, how are you?

Tour guide: Fine, thank you. Welcome to the Valdivia Aquarium.

Visitor: Thanks. What's your name?

Tour guide: My name isI'm a tour guide here.

Visitor: Nice to meet you! Very nice.

Adapted from: <https://www.englishclub.com/english-for-work/tour-guide.htm>

4.6.3 Workshop 3: Tell me about...

Technique: Numbered heads

Objective: To provide basic information about a sea animal.

Resources: Worksheets and pictures

Time: 2 hours

Level: basic English

Instructions:

- Tour guides work in small groups.
- For each group is given a picture and a worksheet with basic questions about a sea animal.
- Tour guides look for the answers.
- Each member of group is assigned with a different number.
- Teacher calls a number and the tour guides of each group who hears that number should respond the teacher's question.
- Finally, tour guides look for the real sea animal at the aquarium and show what they have learnt.



Questions about:

The penguin

***T:** Where do penguins live?

T.G: The penguins live in hot and cold weather.

***T:** What is their lifespan average?

T.G: They can live fifteen years.

***T:** What happens if one of the couple dies?

T.G: If one of them dies, the surviving couple keeps alone for a lifetime.

The lobster

***T:** What kind of animal is the lobster?

T.G: It is a crustacean of robust body.

***T:** Where does the lobster live?

T.G: It lives in sandy areas.

***T:** Give me two characteristics of this animal:

T.G: It is scavenger. It has antennas and antennules.





Adapted from: <http://www.theoceanadventure.com/VIie02/VImarineQA.html>

4.6.4 Workshop 4: Guessing the sea animal

Technique: Think Pair Share



Objective: To describe pictures using sea animal's vocabulary.

Resources: Flashcards	Time: 2 hours Level: basic English	
Instructions: <ul style="list-style-type: none">• Tour guides should work in pairs.• Each pair should take a role, one as the descriptor and the other as guesser.• For the descriptor is given a picture with basic sentences about a sea animal.• The guesser should hear the descriptor's sentences, give time to think and guess it.• Each pair starts playing.		
Examples:		
Guess	Guesser	
<p>*This animal lives in the ocean. This animal remains swimming. It moves so fast. It has many thorns around their body. It inflates when is scared.</p> <p>Yes, it is.</p>	<p>* This is the starfish. No Is it the octopus? No It is the pufferfish.</p>	
<p>*This animal can live in water and on soil. This animal has four feet. It swims. It has a big shell. It is very slow to walk.</p> <p>Yes, it is.</p>	<p>* It is the crocodile. No Is it the penguin? No It is the turtle.</p>	
Adapted from: http://bogglesworldesl.com/picture_descriptions.htm		

4.6.5 Workshop 5: Show and tell

Technique: Same-different

Objective: To find the similarities and differences according to the pictures.

Resources: worksheets and pictures	Time: 2 hours Level: basic English		
<p>Instructions:</p> <ul style="list-style-type: none">• Tour guides work in pairs.• Each pair is given two pictures.• In each pair, one tour guide should find the similarities and the other should find the differences.• Each pair should uncover and tell the similarities and differences that found in the pictures. <div data-bbox="365 972 900 1229"></div> <div data-bbox="932 956 1343 1252"></div> <p>Example:</p> <p style="text-align: center;">Similarities and differences between the penguin and the sea lion.</p> <table><tr><td data-bbox="304 1406 874 1881"><p>Similarities:</p><ul style="list-style-type: none">*They keep inside and outside of saltwater.*Both animals swim.*They have webbed feet.*Both animals eat fishes.</td><td data-bbox="874 1406 1359 1881"><p>Differences:</p><ul style="list-style-type: none">*The penguin is a seabird. It is black and white. It has feathers.*The sea lion is a mammal. It is brown. It has hair.</td></tr></table> <p>Adapted from: http://bogglesworldesl.com/spotthedifferences.htm</p>		<p>Similarities:</p> <ul style="list-style-type: none">*They keep inside and outside of saltwater.*Both animals swim.*They have webbed feet.*Both animals eat fishes.	<p>Differences:</p> <ul style="list-style-type: none">*The penguin is a seabird. It is black and white. It has feathers.*The sea lion is a mammal. It is brown. It has hair.
<p>Similarities:</p> <ul style="list-style-type: none">*They keep inside and outside of saltwater.*Both animals swim.*They have webbed feet.*Both animals eat fishes.	<p>Differences:</p> <ul style="list-style-type: none">*The penguin is a seabird. It is black and white. It has feathers.*The sea lion is a mammal. It is brown. It has hair.		

4.6.6 Workshop 6: Meet me

Technique: Round table

Objective: To talk about sea animals by asking questions.

Resources: cards

Time: 2 hours

Level: basic English

Instructions:

- Tour guides work in a whole group.
- Some tour guides take the role of tourists and the rest as tour guides.
- Cards with information of animals are given just for tour guides.
- Tourists get the questions on smalls cards.
- Tourists ask the questions to the tour guides and tour guides answer them.



Questions:

***T:** What kind of attractions does the aquarium have?

T.G: It has a variety of animals like penguins, a sea lion, turtles, blue footed bobbies, starfishes, colorful fishes and so on.

***T:** What animal is faithful to its partner after death?

T.G: The penguin.

***T:** Why is the lobster considered as scavenger?

T.G: Because it eats dead animals.

***T:** Which sea bird has blue feet?

T.G: The blue footed bobby.

***T:** Where does the crocodile live?

T.G: It lives in lakes and rivers.

***T:** What is the common name of a colorful fish

T.G: The rainbow fish.

***T:** Why do people use the spondylus shell?

T.G: They use it to make crafts.

***T:** Why does the pufferfish inflate?

T.G: Because it freaks out.



Adapted from: http://www.eslgold.com/speaking/ss_giving_information.html

4.6.7 Workshop 7: Animals at the aquarium

Technique: Students Team Achievement Division

Objective: To practice fluency through a short conversation.

Resources: Script and flashcards

Time: 2 hours

Level: basic English

Instructions:

- Tour guides should work in small groups.
- Each group is given scripts and flashcards to develop a conversation.
- Each group should practice the conversations.
- After that, each group should show their conversations to the other groups.
- Finally, teacher qualifies the best groups in speaking.



Conversations:

***A:** Oh, look. There is a penguin in that big tank.

B: Wow!

***A:** Do you like penguins?

B: Yes, I like them.

***A:** I really love them because they look cute.

B: I like them but my favorite is the sea lion.

***A:** This is the pufferfish.

B: Oh! This fish has many spines.

***A:** Yes, it is poisonous.

***A:** Do you like fishes?

B: Yes, I have a rainbowfish as a pet.

***A:** That's interesting!

B: I love sea animals, especially fishes.

***A:** Fishes are beautiful; I like the pufferfish when it inflates.

B: It looks like a balloon.

A: Yes, that's funny.



Adapted from: <https://sites.google.com/site/roleplayconversations/>

4.6.8 Workshop 8: Jigsaw

Technique: Think Pair Share

Objective: To use correct grammar by unscrambling sentences.

Resources: Written cards

Time: 2 hours

Level: basic English

Instructions:

- Tour guides should work in pairs.
- Each pair is given some pieces of cards with different information.
- The pairs should find the correct way of the cards to form sentences.
- Each pair should share their information for the others pairs.



Unscrambled sentences:

/hermit crab / a/ specie/ the/ Pacific Coast./ The/ common/ is/ in/
/is/ terrestrial./ and/ It/ aquatic/
/shell./ animal/This/ without/ is/ born/ a/

/a/ spondylus shell/ is//The/ mollusk. /
/areas./ in/ It/ rocky/ lives/
/used / a / dish /and / crafts./ /It/ typical/is/ make / to / as/

/The/ a/carnivorous/ predator./ crocodile/ and/ dangerous/ is/
/ lives/ in/ lakes./ /It/ rivers/ and/
/It/ temperature./ their /body/ can/ regulate/

Adapted from: http://www.englischhilfen.de/en/exercises/word_order/sentences3.htm

4.6.9 Workshop 9: Who are you?

Technique: Three Step Interview

Objective: To interact through interviews in pairs.

Resources: Worksheets

Time: 2 hours

Level: basic English

Instructions:

- Each pair is given a piece of information about a different sea animal.
- Each tour guide should answer the questions as they were the sea animals.
- In pair, one tour guide acts as interviewer and the other acts as the interviewee.
- Finally each pair should switch roles.



Interviews:

*Who are you?

I'm the sea lion.

*Where are you from?

I'm a native species from the Galapagos Islands.

*What do you eat?

I eat fishes and crustaceans.

* Who are you?

I'm the hermit crab.

*Where do you live?

I live in water and on land.

*Are you scavenger?

Yes, I am. I eat dead animals.

*Do you have a shell?

I was born without shell but I look for one to live.



Adapted from: <https://sites.google.com/site/roleplayconversations/>

4.6.10 Workshop 10: The visitor and the tour guide

Technique: Students Team Achievement Division

Objective: To practice fluency through a role play.

Resources: Worksheets

Time: 2 hours

Level: basic English

Instructions:

- Tour guides should create two small groups.
- Both groups should participate actively. First group ask the questions (visitors) and the second group gives the answers (tour guides).
- Each group should act it out.
- Finally each group performance is going to be scored.

Questions and sentences:

*Which animal is enclosed there?

There is an American crocodile in the barnyard.

*How many fishbowls are there?

There are twelve fish tanks.

* How many kilometers can the penguin swim?

The penguin can swim forty-two kilometers per hour.

*What kind of birds are there?

There are some blue footed bobbies and masked boobies in the barnyard.

*What happens to the masked booby?

The masked booby has a hurt wing.

It can't fly.

This is a hawksbill sea turtle.

These turtles can't swim very well. They are sick.

*Why is the dolphin in this fishbowl?

This is the listed dolphin.

It is in the fishbowl with formaldehyde because it's dead.



Adapted from: <https://www.englishclub.com/english-for-work/tour-guide-sample-speech.htm>

Manual of Basic English for tour guides at Valdivia Aquarium



By:

Paola Orrala

González



2016

Introduction

In Ecuador learning a foreign language is essential because it is a tourist country. For that reason is important that adults, teenagers and children know and practice English language because some of them belong to touristic places which are visited by foreign tourists so they should be assisted by trained people in this language.

Regarding the community of Valdivia as tourist place, it is necessary that tour guides from Valdivia aquarium use a manual to practice the English language. The manual contains essential topics as greetings, common expressions, colors, verbs, among others, which could help with the basic vocabulary that tour guides need in order to practice the speaking skills during their guidance to foreign people.

Content

Greetings.....	1
Common expressions.....	2
Colors.....	3
Action verbs.....	4
People.....	5
The personal pronoun.....	6
The articles.....	7
The adjectives.....	8
Ask for help.....	9
Vocabulary of sea animals at the aquarium.....	10

1. - GREETINGS / SALUDOS

English	Spanish
Hi – hello!	Hola!
Good morning!	Buenos días!
Good afternoon!	Buenas tardes!
Good evening!	Buenas noches!
Good night!	Buenas noches!
Good bay!	Adios!
How are you?	Cómo estás?
Fine, thank you!	Bien, gracias!

2. - COMMON EXPRESSIONS / EXPRESIONES COMUNES

English	Spanish
What is your name?	Cómo te llamas?
My name is...	My nombre es...
Welcome to the Valdivia aquarium	Bienvenido al acuario Valdivia
Nice to meet you!	Gusto en conocerlo/a!
See you later!	Hasta luego!
You are welcome!	De nada!
Excuse me!	Disculpe!
Please!	Por favor!
Thank you!	Gracias!
Where is the restroom?	Dónde está el baño?
I'm sorry!	Lo siento!
Sure!	Seguro!
Of course!	Por supuesto!
That's fine!	Esta bien!
It doesn't matter!	No importa!
I like!	Me gusta!
Not bad!	No esta mal!
Sorry to keep you waiting	Disculpe por hacerle esperar
Have a nice day!	Que tenga un buen día!

-Exclamations / Exclamaciones

English	Spanish
Look!	¡Mira!
Great!	¡Genial!
Come on!	¡Vamos!
That's funny!	¡Es divertido!

-Instructions / Instrucciones

English	Spanish
Come in!	¡Entre!
Please sit down!	Por favor, siéntese!
Could I have your attention, please?	¿Pueden prestarme atención, por favor?
Go ahead!	Adelante!
One moment, please!	Un momento, por favor!
Let's go!	Vamos!
Take your time	Tómate tu tiempo
Please be quiet!	Por favor, quieto!
Don't worry!	No te preocupes!
Don't forget!	No te olvides!

-Asking and giving opinions / Preguntar y dar opiniones

English	Spanish
What do you think?	¿Qué opinas?
I think that...	Creo que...
In my opinion,...	En mi opinión,...
I agree	Estoy de acuerdo
I disagree or I don't agree	Estoy en desacuerdo
That's true!	Es verdad!
I think so	Creo que sí
I hope so	Espero que sí
You're right!	Tienes razón!
It's up to you!	Como quieras!
That's interesting!	Interesante!

3. - COLORS / COLORES

English	Spanish
Yellow	Amarillo
Blue	Azul
Red	Rojo
Black	Negro
White	Blanco
Green	Verde
Purple	Morado
Orange	Naranja
Brown	Café
Grey	Gris
Sky-blue	Celeste
Pink	Rosado
Colourful	Colorido
Multicoloured	Multicolorido
The cortez angelfish is colorful. It is yellow , black and blue colors.	El pez angel cortez es colorido. Es color amarillo , negro y azul .

4. - ACTION VERBS / VERBOS DE ACCIÓN

English	Spanish
Take	Tomar, coger
See	Ver, mirar
Touch	Tocar
Swim	Nadar
Fly	Volar
Play	Jugar
Eat	Comer
Feed	Alimentar
Sleep	Dormir
Walk	Caminar
Crawl	Reptar, arrastrar
Stay	Permanecer
Go	Ir
-The penguins can walk , swim and	-Los pingüinos pueden caminar ,

fly. -You can take pictures. -You can feed them.	nadar y volar. -Puede tomar fotos. -Puede darles de comer .
---	--

5. - PEOPLE / GENTE

English	Spanish
Man	Hombre
Woman	Mujer
Boy	Chico
Girl	Chica
Child	Niño/a
Administrator	Administrador
Tour guide	Guía turista
Tourist, visitor	Turista
I work as tour guide in this place.	Yo trabajo como guía turístico en este lugar.

6. - THE PERSONAL PRONOUNS / LOS PRONOMBRES PERSONALES

English	Spanish
Para el singular	
I am explaining.	Yo estoy explicando.
You are guiding.	Tu estas guiando.
He cares the animals.	Él cuida a los animales.
She can speak English.	Ella puede hablar inglés.
It is interesting.	Está interesante.
Para el plural	
We feed the fishes.	Nosotros alimentamos a los peces.
You work together.	Vosotros trabajáis juntos.
They clean the fish tanks.	Ellos limpian las peceras.

7. - THE ARTICLES / LOS ARTICULOS

A y an significan un o una ; a se usa cuando el nombre empieza con consonante y an cuando empieza con vocal.	
A sea lion	Un lobo marino
An orange starfish	Una estrella de mar naranja.
El plural de a y an es some .	
Countable nouns (Sustantivos contables)	
- Some fishes - Some penguins - How many starfishes are here?	-Algunos peces -Unos cuantos pingüinos -Cuántas estrellas de mar hay aquí?
Uncountable nouns (Sustantivos incontables)	
- Some water - Some food - How much water is there in the fishbowl?	-Algo de agua -Un poco de alimento -Cuánta agua hay en la pecera?

8. - THE ADJECTIVES / LOS ADJETIVOS




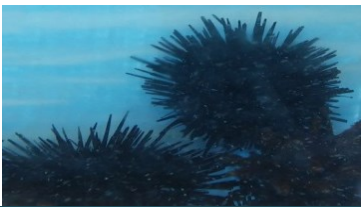
English	Spanish
The brown sea lion.	El lobo marino café.
It is a dangerous animal.	Este es un animal peligroso.
It is an American crocodile.	Este es un cocodrilo Americano.


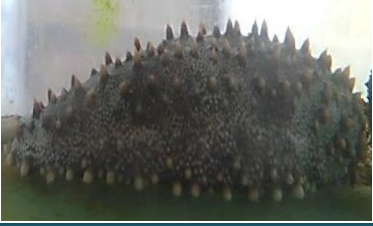


9. - ASK FOR HELP / PEDIR AYUDA





English	Spanish
Do you speak Spanish?	Usted habla Español?
Yes, I do	Si, si hablo.
No, I don't	No, no hablo.
I don't speak English	Yo no hablo Inglés.
I don't understand	No entiendo
Could you speak slower?	Podría hablar más despacio?
Could you please repeat that?	Podría repetir eso?
Can I ask you a question?	Puedo hacerle una pregunta?
Could you please help me?	Podría ayudarme por favor?
Ok!	Esta bien!





Thank you very much!	Muchas gracias!
What? -What kind of animals is there?	Qué? -Qué clase de animales hay allí?
Where? -Where does the sea lion live?	Dónde? -Dónde vive el lobo marino?
Who? -Who are you?	Quién? -Quién eres?
When? -When do you release to the hawksbill turtle?	Cuándo? Cuándo liberan a la tortuga carey?
Why? -Why is the lobster considered as scavenger?	Porqué? -Porqué la langosta es considerada como carroñera?
How? -How are you? -How fast can penguins swim?	Cómo? -Cómo estás? -Qué tan rápido nadan los pingüinos?
-How much a ticket for child?	Cuánto cuesta el boleto para niño/a?
-How much a ticket for adult?	Cuánto cuesta el boleto para adulto?





**10.-VOCABULARY OF SEA ANIMALS AT THE AQUARIUM /
VOCABULARIO DE ANIMALES DEL MAR EN EL ACUARIO**




English	Spanish
Echinoderms/Equinodermos	
<p style="text-align: center;">Octopus</p> 	<p style="text-align: center;">Pulpo</p>
<p>The octopuses are sentient creatures. These change of color quickly and release dye to confuse to its predator.</p>	<p>Los pulpos son criaturas sensibles. Estos cambian de color instantáneamente y liberan tinta para confundir a su depredador.</p>
<p style="text-align: center;">Captain star</p> 	<p style="text-align: center;">Estrella Capitán</p>
<p>The captain star has five arms. It eats alive and dead animals through its stomach.</p>	<p>La estrella capitán tiene cinco brazos. Se alimenta de animales vivos y muertos a través de su estómago.</p>
<p style="text-align: center;">Sun star</p> 	<p style="text-align: center;">Estrella sol</p>
<p>The sun star has one eye at the end of each of their arms.</p>	<p>La estrella sol tiene un ojo en el extremo de cada uno de sus brazos.</p>
<p style="text-align: center;">Common sea urchin</p> 	<p style="text-align: center;">Erizo común de mar</p>
<p>It lives on coral reefs, flats, rubble, etc. They hide during the day and feed on algae at night.</p>	<p>Vive en los arrecifes de coral, pisos, escombros, etc. Se esconden durante el día y se alimentan de algas en la noche.</p>


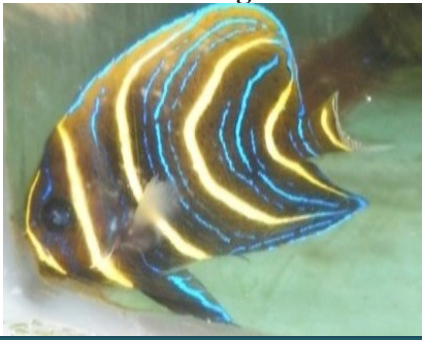
<p style="text-align: center;">Pencil sea urchin</p> 	<p style="text-align: center;">Erizo lapicero de mar</p>
<p>It has diverse thick, spines that move in any direction.</p>	<p>Tiene varias espinas gruesas, que se mueven en cualquier dirección.</p>
<p style="text-align: center;">Sea cucumber</p> 	<p style="text-align: center;">Pepino de mar</p>
<p>This animal has a thick worm like body with tentacles around the mouth. They have rows of tube feet along the body.</p>	<p>Este animal tiene un gusano grueso como cuerpo con tentáculos alrededor de la boca. Tienen hileras de pies tubulares a lo largo del cuerpo.</p>
<p style="text-align: center;">Brittlestar</p> 	<p style="text-align: center;">Ofiura</p>
<p>Brittlestars can move quickly and in any direction. They live under rocks, among seaweed, or buried in the sand.</p>	<p>Las ofiuras pueden moverse rápidamente y en cualquier dirección. Viven bajo rocas, entre algas, o enterrados en la arena.</p>
Mollusks/ Moluscos	
<p style="text-align: center;">Churos</p> 	<p style="text-align: center;">Churos</p>
<p>These are mollusks with a hard outer shell. Its bodies are very soft. Its shells protect them from predators.</p>	<p>Son moluscos con una concha exterior dura. Sus cuerpos son muy suaves. Sus conchas los protegen de depredadores.</p>

Crustaceans/ Crustáceos	
<p>Crab dog</p> 	<p>Cangrejo perro</p>
<p>It is omnivore (eats both plants and animals), some feed on algae, others on mollusks, worms, fungi, and organic non-living material.</p>	<p>Es omnívoro (come plantas y animales), algunos se alimentan de algas, otros de moluscos, gusanos, hongos y materia orgánica no viviente.</p>
<p>hermit crab</p> 	<p>Cangrejo ermitaño</p>
<p>The hermit crab lives in a castoff mollusk shell for protection.</p>	<p>El cangrejo ermitaño vive en una concha de desecho de molusco para protegerse.</p>
<p>Green lobster</p> 	<p>Langosta verde</p>
<p>The green lobster has long body with muscular tail. It lives in crevices or burrows on the sea floor.</p>	<p>La langosta verde tiene cuerpo largo con cola muscular. Vive en las grietas o madrigueras en el fondo del mar.</p>
Seabirds/ Aves marinas	
<p>Blue-footed booby</p> 	<p>Piquero de patas azules</p>
<p>They fish in groups. They can fly far out to the sea. They use their webbed feet to cover their young and keep them warm.</p>	<p>Pescan en grupos. Pueden volar lejos hacia fuera del mar. Utilizan sus patas palmeadas para cubrir a sus crías y mantenerlas calientes.</p>

<p>Humboldt penguin</p> 	<p>Pingüino de humboldt</p>
<p>It enjoys the warmer weather. It lives in shores of rocky areas. They don't chew their food, instead of it, they swallow it quickly.</p>	<p>Goza del clima más cálido. Vive en orillas de áreas rocosas. No mastican su comida, sino que la tragan rápidamente.</p>
<p>Masked booby</p> 	<p>Piquero enmascarado</p>
<p>It is a large seabird of tropical oceans. It has long pointed wings and dark face mask.</p>	<p>Es un ave marina grande de los océanos tropicales. Tiene alas largas y punteadas y máscara facial oscura.</p>
<p>Vertebrates: mammals/ Vertebrados : mamíferos</p>	
<p>Galapagos sea lion furrier</p> 	<p>Lobo peletero de Galápagos</p>
<p>It travels 10 to 15 kilometers from the coast to hunt their preys. It mostly feeds on sardines.</p>	<p>Viaja 10 a 15 kilómetros desde la costa para cazar sus presas. Se alimenta principalmente de sardinas.</p>
<p>Striped dolphin</p> 	<p>Delfin listado</p>
<p>It has a long beak with a tall dorsal fin. It has dark stripes on the long, narrow flippers.</p>	<p>Tiene un pico largo con una aleta dorsal alta. Cuentan con franjas oscuras en las aletas largas y estrechas.</p>

Marine reptile/ Reptil marino	
<p>Hawksbill sea turtle</p> 	<p>Tortuga carey</p>
<p>It is one of the smaller sea turtles. It eats sponges, anemones, squid and shrimp. Found in coastal reefs, rocky areas, estuaries and lagoons.</p>	<p>Es una de las tortugas marinas más pequeñas. Come esponjas, anémonas, calamares y camarones. Se encuentran en arrecifes costeros, zonas rocosas, estuarios y lagunas.</p>
Terrestrial reptiles/ Reptiles terrestres	
<p>American crocodile</p> 	<p>Cocodrilo Americano</p>
<p>It has tough, scaly skin. It is gray-green or olive-green with long, slender snout. It eats fishes, invertebrates, reptiles, birds and mammals.</p>	<p>Tiene piel dura y escamosa. Es gris verdoso o verde oliva con hocico largo y delgado. Come peces, invertebrados, reptiles, aves y mamíferos</p>
<p>Tortoise</p> 	<p>Tortuga terrestre</p>
<p>It feeds of grasses, weeds, leafy greens, flowers, and some fruits.</p>	<p>Se alimenta de pastos, hierbas, hojas de vegetales verdes, flores y algunas frutas.</p>
Marine vertebrates - Bony fishes/Vertebrados marinos - Peces óseos	
<p>Sea Horse</p> 	<p>Caballo de mar</p>
<p>It is found in coral reefs where there is much food and can hide. The male get pregnancy.</p>	<p>Se encuentra en los arrecifes de coral donde hay mucha comida y puede ocultarse. El macho se embaraza.</p>

<p style="text-align: center;">Sergeant fish</p> 	<p style="text-align: center;">Pez sargento</p>
<p>It grows to a length of about 23 centimeters. This fish feeds of zooplankton, crustaceans, and of algae.</p>	<p>Crece hasta una longitud cerca de 23 centímetros. Este se alimenta de zooplancton, crustáceos y de algas.</p>
<p style="text-align: center;">Pufferfish</p> 	<p style="text-align: center;">Pez globo</p>
<p>These are known as blowfish because it inflates when it freaks out. Its slow swimming style makes them vulnerable to predators. Some species have spines on their skin.</p>	<p>Conocidos como pez globo porque se inflan al asustarse. Su forma lenta de nadar, los hace vulnerables a los depredadores. Algunas especies tienen espinas en la piel.</p>
<p style="text-align: center;">Rainbow Fish</p> 	<p style="text-align: center;">Pez arcoíris</p>
<p>It is colorful like a rainbow. It is a peaceful fish. It is omnivorous due to it feeds on small crustaceans, insect larvae and algae.</p>	<p>Es colorido como un arco iris. Es un pez apacible. Es omnívoro ya que se alimenta de pequeños crustáceos, larvas de insectos y algas.</p>

<p style="text-align: center;">Spadefish or hairdresser</p> 	<p style="text-align: center;">Pez pagualas o peluqueros</p>
<p>This fish is rarely found in estuaries. It is omnivore, feeding on algae and small invertebrates.</p>	<p>Este pez se encuentra raramente en estuarios. Es omnívoro, se alimenta de algas y pequeños invertebrados.</p>
<p style="text-align: center;">Cortez angelfish</p> 	<p style="text-align: center;">Pez angel cortez</p>
<p>This fish eats sponges, soft corals and clam mantles. Its color varies from young to adult. During the young stage is black with yellow and blue semi-circular. As adult is completely blue color.</p>	<p>Este pescado come esponjas, corales blandos y mantos de almeja. Su color varía de joven a adulto. Durante la etapa joven es negro con amarillo y azul semi-circular. De adulto es todo azul.</p>

Author: Paola Orrala González
Source: Valdivia Aquarium

4.7 Strategies of improvement

Chart # 29 Before and after the proposal

Before the proposal	After the proposal
<ul style="list-style-type: none">• Tour guides do not know enough sea animals vocabulary in English• Tour guides are not able to speak in English• Tour guides do not have a resource to learn English	<ul style="list-style-type: none">• Tour guides learn about sea animals vocabulary in English• Tour guides can express short sentences in English• Tour guides use a manual with basic information according to the aquarium requirements

4.8 Results of Implementation

To get results of the implementation of the proposal, it was needed to assess English speaking skills of tour guides through a pre-test and post-test using a rubric which contains items related to this ability.

4.9 Rubric to asses Speaking Skills

Category	Very good (4)	Good (3)	Poor (2)	Need work (1)	Score
Vocabulary	Use a wide range of vocabulary	Make adequate use of vocabulary	Some inadequate use of the vocabulary	Inadequate use of the vocabulary	
Grammar	Use good grammar structures with only occasional errors	Use good grammar structures but makes some errors	Error is frequent but the content is understood	Multiple errors in grammar structure	
Pronunciation	Can pronounce the words well	Can pronounce the words adequate enough	Can pronounce the words frequently unintelligible	Can pronounce the words unwell	
Fluency	Speech is effortless and smooth	Speech is occasionally hesitant	Speech is frequently hesitant and jerky	Speech is halting and fragmentary	
Interaction	Cooperates actively with each other	Cooperates partially with each other	Cooperates deficiently with each other	Does not cooperate with each other at all	

From: <https://www.google.com.ec/#q=rubric+to+evaluate+speaking>

Adapted by: Paola Orrala González.

Total score:

Very good: 16-20

Good: 11-15

Poor: 6-10

Need work: 0-5

Chart # 30 Results before the implementation

Before							
Tour guides	Voc.	Gram.	Pro.	Flu.	Int.	Total	
Bone Aquino Allan Steven	1	1	2	1	2	7	Poor
Lara Lara Edith Elizabeth	1	1	1	1	2	6	Poor
Orrala Apolinario María José	2	2	1	1	2	8	Poor
Orrala Apolinario Maysie Steffany	1	1	2	1	2	7	Poor
Orrala González Adrian Ariel	1	1	1	1	1	5	Need work
Parrales Santos Galo Javier	1	1	1	1	1	5	Need work
Pozo Beltrán Jean Carlos	1	1	1	1	1	5	Need work
Ramirez Borbor Alexander Fabián	2	2	1	1	1	7	Poor
Suárez Yagual Neswer Roger	2	2	1	1	2	8	Poor
Yagual Suárez Dayana Kristel	1	1	1	1	1	5	Need work
Total average						6,3	

Source: Valdivia Aquarium

Author: Paola Orrala González

Total score:

4-Very good: 16-20

3-Good: 11-15

2-Poor: 6-10

1-Need work: 0-5

Chart # 31 Results after the implementation

After							
Tour guides	Voc.	Gram.	Pro.	Flu.	Int.	Total	
Bone Aquino Allan Steven	4	4	3	2	4	17	Very good
Lara Lara Edith Elizabeth	3	3	2	2	4	14	Good
Orrala Apolinario María José	4	4	4	3	4	19	Very good
Orrala Apolinario Maysie Steffany	3	3	4	2	4	16	Very good
Orrala González Adrian Ariel	4	3	2	2	3	14	Good
Parrales Santos Galo Javier	3	3	2	2	3	13	Good
Pozo Beltrán Jean Carlos	3	3	2	2	3	13	Good
Ramirez Borbor Alexander Fabián	4	3	3	2	3	15	Good
Suárez Yagual Neswer Roger	4	4	3	2	3	16	Very good
Yagual Suárez Dayana Kristel	3	2	3	2	4	14	Good
Total average						15,1	

Source: Valdivia Aquarium

Author: Paola Orrala González

Total score:

4-Very good: 16-20

3-Good: 11-15

2-Poor: 6-10

1-Need work: 0-5

4.9.1 Pre & post – test results

Chart # 32 Before the implementation

Speaking skills level	N° of Tour guides	Total %
Very Good	0	0%
Good	0	0%
Poor	6	60%
Need work	4	40%
Total	10	100%

Source: Valdivia Aquarium

Author: Paola Orrala González

Before the implementation, 60% of tour guides had a poor level in English Speaking skills; the 40% need work.

Chart # 33 After the implementation

Speaking skills level	N° of Tour guides	Total %
Very Good	4	40%
Good	6	60%
Poor	0	0%
Need work	0	0%
Total	10	100%

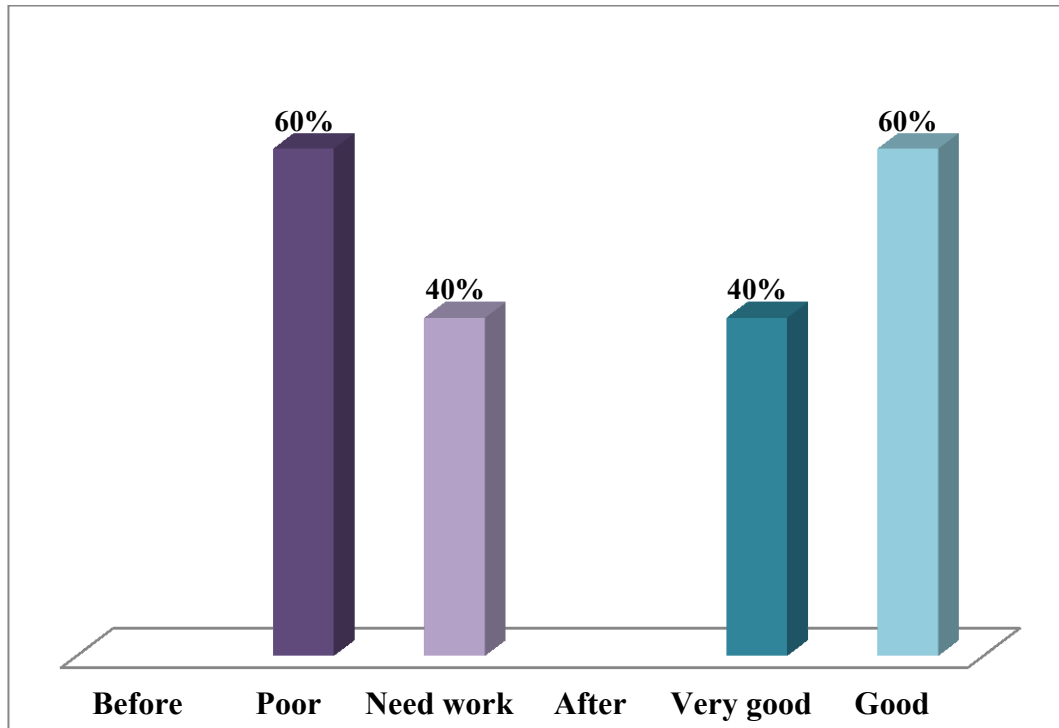
Source: Valdivia Aquarium

Author: Paola Orrala González

After the implementation, 40% of tour guides had a very good level in English speaking skills; the 60% had a good level too.

4.9.2 Test Results

Graphic # 20 Percentages of improvement of tour guides



Source: Valdivia Aquarium

Author: Paola Orrala González

Results showed that before the implementation of the proposal, 60% of tour guides had a poor level in the English speaking skills, the 40% of them needed to work in it; and after the implementation, 40% of tour guides had a very good level in this skill and the 60% of them had a good level too.

4.10 Conclusions and recommendations

4.10.1 Conclusions

- The cooperative learning strategy allows tour guides to practice the English speaking skills using sub- skills like: pronunciation and fluency.
- Tour guides at the Valdivia aquarium improved their English speaking skills through the implementation of the cooperative learning strategy developed with different activities.
- The creation of a resource such as a manual supports the cooperative learning strategy to improve English speaking skills.

4.10.2 Recommendations

- The cooperative learning strategy should be applied with different speaking activities according to the requirements of the place.
- The cooperative learning strategy should be carried out to practice English speaking skills in order to improve services in touristic places.
- Tour guides from other touristic places should use a manual to reinforce the knowledge of English language mainly to practice the speaking skills.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

Valdivia Aquarium, year 2015

5.1.2 Humans

1 Administrator, 10 tour guides, 11 foreign tourists, 2 specialists

5.1.3 Materials

Chart # 34 Materials

Q	Description	Unit cost	Total cost
3	Books	\$30.00	\$ 90.00
6	Paper (block)	\$ 4.25	\$ 25.50
25	Photocopies	\$ 0.05	\$ 1.25
4	Ink	\$10.00	\$ 40.00
3	CD'S	\$ 1.00	\$ 3.00
10	Pens	\$ 0.50	\$ 5.00
2	Flash drive	\$15.00	\$ 30.00
1	Notebook	\$ 1,50	\$ 1.50
5	Markers	\$ 0.75	\$ 3.75
	Total		\$ 200.00

Author: Paola Orrala González

5.1.4 Technology

Chart # 35 Technology

Q	Description	Unit cost	Total cost
8	Internet Service for month	\$ 20.00	\$ 160.00
1	Laptop	\$500.00	\$500.00
1	Camera	\$ 250.00	\$ 250.00
	Total		\$ 910.00

Author: Paola Orrala González

5.1.5 Economic

Chart # 36 Economic

Description	Unit cost	Total cost
Transportation	\$ 300.00	\$ 300.00
Unexpected expenses	\$ 100.00	\$ 100.00
Total		\$ 400.00

Author: Paola Orrala González

5.1.6 Budget

Chart # 37 Budget

Description	Total cost
Institutional	----
Human	----
Materials	\$ 200,00
Technological	\$ 910,00
Economic	\$ 400,00
Total	\$ 1,510

Author: Paola Orrala González

5.2 Timetable

Chart # 38 Timetable

N°	Months Activities	2015-2016																																																							
		Jun				Jul				Aug				Sept				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Jun				Jul			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4												
1	Socialization with thesis advisor.	x																																																							
2	Thesis Designing.		x																																																						
3	Elaboration Chapter I.			x																																																					
4	Chapter I Progress.			x	x	x	x	x																																																	
5	Elaboration Chapter II.							x	x	x	x	x	x	x	x	x	x																																								
6	Field Research at "Institution".																																																								
7	Survey Implementation.																																																								
8	Analysis and interpretation of results																																																								
9	Elaboration Chapter III.																																																								
10	Chapter III Progress.																																																								
11	Elaboration Chapter IV and V.																																																								
12	Implementation of activities.																																																								
13	Review of Thesis draft.																																																								
14	Delivery of final work.																																																								
15	Pre-defense of thesis.																																																								
16	Defense of Thesis at Academic Counsel.																																																								
17	Graduation day.																																																								

Author: Paola Orrala González

5.3 References

5.3.1 Bibliography

Al-Tamimi, N. O. M., & Attamimi, R. A. (2014). *Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English*.

International Journal of Linguistics, 6(4), pp-27.

Bukart, Grace Stovall (1998). *Modules for Professional preparation of teaching assistant in Foreign Languages, Spoken Language: What it is and how to teach it*.

Washington, DC: Center for Applied Linguistics.

Dudley-Evans, T. & St John, M.J. (1998), *Developments in English for Specific Purposes: a multi-disciplinary approach*. Cambridge: Cambridge University

Press.

Ecuador, A. N. (2008). *Constitución de la República del Ecuador*. Montecristi:

Norma.

Ekici, N. (2003). *A needs assessment study on English language needs of the tour guidance students of Faculty of Applied Sciences at Baskent University: A case*

study. Retrieved from: <http://etd.lib.metu.edu.tr/upload/101348-1/index.pdf>

Fulcher, G. (2003). *Testing Second Language Speaking*. Britain: Pearson Education Limited.

Harmer, J. (2009). *How to Teach English*. London: Longman.

Harmer, J. (2010). *The Practice of English Language Teaching* (4th edition ed.). England: Logman.

Hui, L. (2011). *Improving students' speaking skills through content- based instruction*. Sebelas Maret University:Surakarta.

Kadek, K. (2014). *Improving speaking skill through student teams achievement division*. Mahasaraswati Denpasar University.

Kagan, E., & Kagan , M. (2009). *Cooperative Learning*. Manhattan: Kagan Publishing.

Kersten, K., & Rohde, A. (2013). *Teaching English to young learners*. Language Acquisition and Use in Multilingual Contexts, 107.

Khadidja, K. (2010). *The effect of classroom interaction on developing the learner's speaking skill*. (Doctoral dissertation,Ministry of Higher Eduaction).

Mintur. (2014). *Ministerio de Turismo del Ecuador*. Retrieved from: www.ministeriodeturismo.gob.ec

Mintur. (s.f). *El Universo*. Retrieved from: www.eluniverso.com

Naegle, P. (2002). *The New Teacher's Complete Sourcebook*. USA: Scholastic Professional Book.

Navarro, B. (2014). *Improving Speaking Skills: Encuentro*.

Navarro, D., & Ruíz, M. P. (2013). *Didactic strategies for teaching English as a foreign language in seventh and eighth grades in secondary schools in Costa Rica*. *Káñina*, 36 (2).

O' Malley, J.M. & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. MA: Addison-Wesley.

Pattanpichet, F. (2011). *The Effects of using collaborative learning to enhance students' English speaking achievement*. *Journal of College Teaching & Learning*, 8(11), 1-10.

Prachanant, N. (2012). *Needs analysis on English language use in tourism industry*. *Procedia-Social and Behavioral Sciences*, 66, 117-125.

Richards, J., & Rodgers, Th. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Suyanune, E. (2010). *Inbound Tourguides' Perceptions*. Language Department: Faculty Management Science.

Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.

Tuan, L. T. (2010). *Infusing Cooperative Learning into an EFL classroom*. *English Language Teaching*, 3(2), p64.

Universo, E. (2015). *Ministerio de Turismo*. Retrieved from: www.eluniverso.com.ec

Wahyuni, S. A. (2014). *Improving speaking skill through think pair share*. Mahasaraswati Denpasar University .

5.3.2 Virtual library (UPSE)

Akbarov, Azamat (2011). Languages for Specific Purposes in Theory and Practice. Retrieved from: <http://www.ebib.com><https://upse.ebib.com/patron/FullRecord.aspx?p=1114282>

Basturkmen, Helen (2014). Ideas and Options in English for Specific Purposes. Retrieved from: <http://www.ebib.com> <https://upse.ebib.com/patron/FullRecord.aspx?p=274514>

Edwards, Sylvia (2014). Speaking & Listening for All. Retrieved from: <http://www.ebib.com> <https://upse.ebib.com/patron/FullRecord.aspx?p=1747264>

Riddell, David (2010). Teach English as a Foreign Language: Teach Yourself. Retrieved from: <http://www.ebib.com><https://upse.ebib.com/patron/FullRecord.aspx?p=982384>

Appendix

1. Interview to the administrator



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

INTERVIEW FOR THE ADMINISTRATOR OF VALDIVIA AQUARIUM

Esteemed administrator, this interview will contribute to obtain significant data for a research paper titled “A didactic strategy to improve English speaking skills of tour guides at Valdivia Aquarium, Province of Santa Elena, 2015”; all the answers will be used absolutely for this work.

1. - Do you consider that speaking English is important in a touristic place?
2. - Previously has there been someone at Valdivia aquarium who had taught English language to tour guides?
3. - How much do tour guides use the English language at the aquarium?
4. - How do tour guides perform while they give information to tourists?
5. - What communicative difficulties in English language have you perceived when tour guides talk with foreign tourists?
6. - Do you think that tour guides could improve their English speaking skills if they are trained per somebody who knows this language?
7. - Do you consider that tour guides need a type of resource that supports them with the required vocabulary of Valdivia Aquarium?

2. Interview to the specialists



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER

INTERVIEW FOR SPECIALISTS IN ESP IN THE TOURISM FIELD

Esteemed specialist, this interview will contribute to obtain significant data for a research paper titled “A didactic strategy to improve English speaking skills of tour guides at Valdivia Aquarium, Province of Santa Elena, 2015”; all the answers will be used absolutely for this work.

1. - Do you consider that English language in the tourism field is important?
2. - What are the advantages of using English language in the touristic field?
3. - As learning a foreign language involves reading, listening, writing, and speaking skills, which of these skills do you consider most important in a touristic workplace?
4. - Do you consider that teaching English language should be only inside the educational institutions or outside too?
5. - Do you agree that tour guides from a touristic place should be trained in English language?
6. - Do you believe that the application of a didactic strategy can help to improve the English speaking skills of tour guides in their workplace?
7. - Do you consider that cooperative learning is an essential strategy for acquiring English language?
8. - What kind of activities do you recommend to develop English speaking skills of tour guides inside their workplace?
9. - Do you consider that using a resource as supporting of English language is necessary for acquiring vocabulary?

3. Survey to foreign tourists



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER

SURVEY FOR TOURISTS WHO VISIT THE VALDIVIA AQUARIUM

Read the questions carefully in order to answer this survey. Mark with an x which you consider correctly. Your answers will be so important for this research.

1. - When you visit the Valdivia aquarium do you delight with the information that tour guides provide?

Yes

No

Why.....
.....

2. - Do you consider that tour guides at Valdivia aquarium should know the English language?

Yes

No

3. - Would you like to hear tour guides speaking English?

Totally agree

Somewhat agree

Somewhat disagree

Totally disagree

4. - What type of information in English would you like to receive while you visit the aquarium?

About aquarium background

About animals

About crafts

Other.....
.....

5. - Do you think that tour guides should be able to give information in English language?

Totally agree

Somewhat agree

Somewhat disagree

Totally disagree

6 - If you “agree” which of these competences do you expect of a tour guide at the aquarium?

Speak English more or less

Provide clear information

Answer to your questions

Other.....
.....

7. - Do you consider that tour guides should learn vocabulary in English about the Valdivia aquarium?

Yes

No

8. - About tour guides, what do you recommend they should learn in English?

Information about aquarium

Information about animals

Information about crafts

Other.....
.....

4. Survey to tour guides



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

SURVEY FOR TOUR GUIDES FROM VALDIVIA AQUARIUM

Read the questions carefully in order to answer this survey. Mark with an x which you consider correctly. Your answers will be so important for this research.

1. - Do you receive English classes in your school?

Yes

No

2. - Do you consider that speaking in English language is necessary today?

Yes

No

Why.....

3. - According to your criteria, speaking English is:

Easy

Difficult

Very difficult

4. In your opinion, your English speaking level is:

Very good

Good

Fair

Poor

5. -Is your spoken English mainly?

Formal

Informal

6. - How often do you assist foreign tourists who visit the aquarium?

Always

Sometimes

Rarely

7. - Do you consider that you are ready to provide information in English to foreign tourists at the aquarium?

Yes

No

Why.....

8. - Which of these elements do you think is the most difficult to develop when you speak English?

Grammar (sentence structure)

Vocabulary

Pronunciation

Fluency

Accuracy

9. - As tour guide, would you like to receive any workshop for learning English at the aquarium?

Yes

No

10. - By which of these reasons do you consider important learning to speak in English at the aquarium?

To greet foreigners

To know vocabulary about animals

To improve the attention to tourists

To provide basic information

To answer questions

Other.....

11. - In what moment are you free to attend to English workshops at Valdivia aquarium?

From Mondays to Fridays

Saturdays

Sundays

Both Saturdays and Sundays

5. Diagnostic test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

Name: _____

DIAGNOSTIC TEST

**1. ANSWER THE QUESTIONS ACCORDING TO THE PICTURES.
(Vocabulary)**

What is there? or What are there?

There is a _____

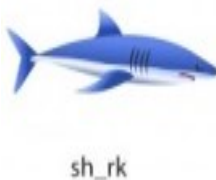
There are _____



2. LOOK AT THE FLASHCARDS AND PRONOUNCE THE ADJECTIVE BELOW USING A SENTENCE FOR EACH ONE. (pronunciation)

small	sentient	slow	fast	dangerous
black and white	heavy	down	color	

Example: The dolphin is **heavy**.



3. - UNSCRAMBLE THE SENTENCES. (Grammar)

/a/ spondylus shell/ is//The/ mollusk. /

.....

/areas./ in/ It/ rocky/ lives/

.....

/used / a / dish /and / crafts./ /It/ typical/is/ make / to / as

.....
**4. - LOOK AT THE DIALOGUE AND PRACTICE IT WITH A MATE.
(Fluency and interaction)**

Tour guide: Good morning!

Visitor: Hi, how are you?

Tour guide: Fine, thank you. Welcome to the Valdivia Aquarium.

Visitor: Thanks. What's your name?

Tour guide: My name isI'm a tour guide here.

Visitor: Nice to meet you!

6. Final test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

Name: _____

FINAL TEST

**1. - LOOK AND DESCRIBE THE PICTURE USING THE NEXT
VOCABULARY AND SENTENCE STRUCTURE. (Vocabulary and
pronunciation)**

Sea lion	octopus	blue footed boobies	pufferfish	captain star
rainbow fishes	penguin	crab dog	hawksbill sea turtle	shell

There is a..... There are.....



2. - ANSWER THE QUESTIONS ABOUT THE PENGUINS. CHOOSE THE ANSWERS IN THE BOX. (Grammar)

*They can live fifteen years. keeps alone for a lifetime.	*If one of them dies, the surviving couple *The penguins live in hot and cold weather.
--	---

T: Where do penguins live?

T.G:

.....

T: What is their lifespan average?

T.G:

.....

T: What happens if one of the couple dies?

T.G:

.....

3. - PRACTICE THE NEXT INTERVIEW WITH A MATE. (Fluency)

***Who are you?**

I'm the hermit crab.

***Where do you live?**

I live in water and on land.

***Are you scavenger?**

Yes, I am. I eat dead animals.

***Do you have a shell?**

I was born without shell but I look for one to live.



4. - LOOK AT THE CONVERSATION AND PRACTICE IT WITH A MATE. AFTER THAT, SHOW IT. (Interaction)

A: Oh, look. There is a penguin in that big tank.

B: Wow!

A: Do you like the penguins?

B: Yes, I like them.

A: I really love them because they seem like cute.

B: I like them but my favorite is the sea lion.

7. Base legal

CONSTITUCIÓN DEL ECUADOR

Artículo	Descripción
Art. 26	<p>La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.</p>
Art. 27	<p>La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.</p> <p>La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.</p>
Art. 28	<p>La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.</p> <p>Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.</p> <p>El aprendizaje se desarrollará de forma escolarizada y no escolarizada.</p> <p>La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.</p>

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL

Artículo	Descripción
Art. 2	<p>bb. Plurilingüismo.- Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de la relación intercultural; así como en otros de relación con la comunidad internacional.</p> <p>II. Pertinencia.- Se garantiza a las y los estudiantes una formación que responda a las necesidades de su entorno social, natural y cultural e los ámbitos local, nacional y mundial.</p>

CÓDIGO DE LA NIÑEZ Y ADOLESCENCIA

Artículo	Descripción
Art.37	<p>Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:</p> <p>2. Respete las culturas y especificidades de cada región y lugar.</p> <p>4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación y por lo tanto se desarrollaran programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos.</p>
Art.43	<p>Derecho a la vida cultural.- Los niños, niñas y adolescentes tienen derecho a participar libremente en todas las expresiones de la vida cultural.</p>

LEY DE TURISMO

Artículo	Descripción
Art.3	e) La iniciativa y participación comunitaria indígena, campesina, montubia o afro ecuatoriana, con su cultura y tradiciones preservando su identidad, protegiendo su ecosistema y participando en la prestación de servicios turísticos, en los términos previstos en esta ley y sus reglamentos.
Art.4	e) Promover la capacitación técnica y profesional de quienes ejercen legalmente la actividad turística. f) Promover internacionalmente al país y sus atractivos en conjunto con otros organismos del sector público y con el sector privado.

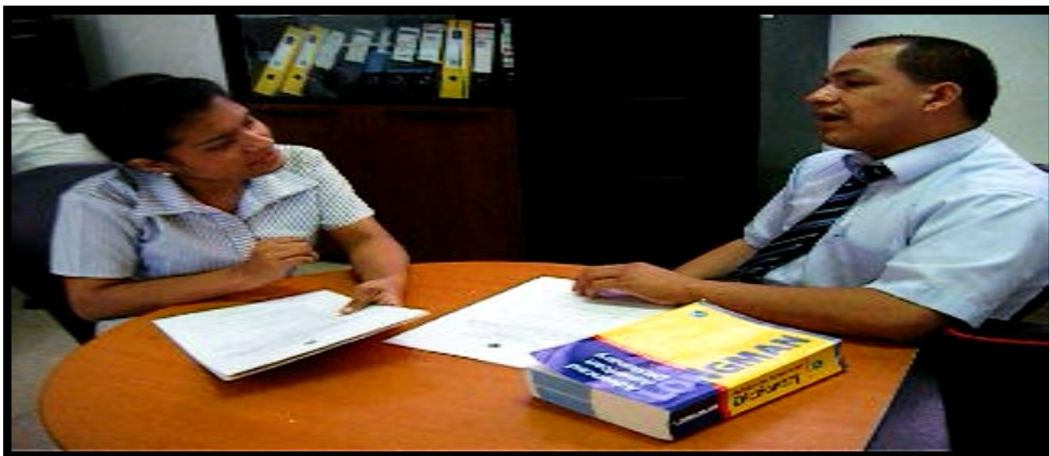
8. Photographic evidence



Picture # 1 Interview to the Administrator from aquarium Blgo. Javier Suárez.



Picture # 2 Interview to the specialist Lcda. Silvia Tomalá.



Picture # 3 Interview to the specialist Msc. Kleber Loo.



Picture # 4 Survey to foreign tourists.



Picture # 5 Survey to tour guides.



Picture # 6 Applying the survey.

Activities applying the proposal



Picture # 7 Practice vocabulary through a video and a song (groups)



Picture # 8 Practice grammar with a dialogue (pairs)



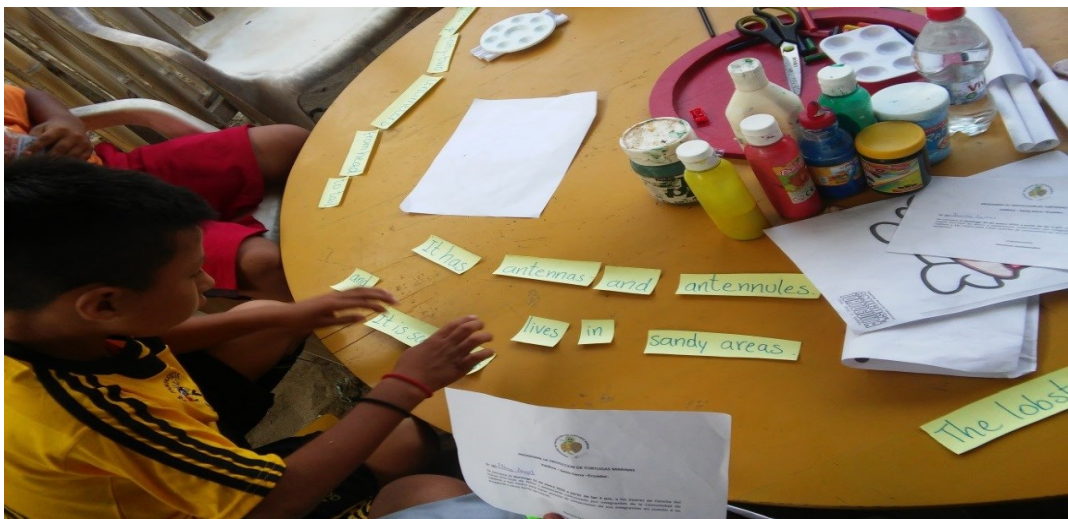
Picture # 9 Guess the sea animal by describing pictures (pairs)



Picture # 10 Provide basic information about a sea animal (groups)



Picture # 11 Show the similarities and differences of sea animals (pairs)



Picture # 12 Unscramble words to form sentences (groups)



Picture # 13 Ask and answer questions about sea animals (groups)



Picture # 14 Play a game by choosing a material (groups)



Picture # 15 Practice short interviews (pairs)