



**PENINSULA OF SANTA ELENA  
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**LANGUAGE SCHOOL**

**ENGLISH TEACHING CAREER**

**“INTERACTIVE STRATEGIES TO IMPROVE TOURISM  
SERVICES IN SAN PEDRO, SANTA ELENA, 2016”.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR: FULTON GERMAN RAMIREZ POZO**

**ADVISOR: MSC. SARA GONZALEZ**

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**“ESTRATEGIAS INTERACTIVAS PARA MEJORAR  
ELSERVICIO DEL TURISMO EN SAN PEDRO, SANTA  
ELENA, 2016”.**

**RESEARCH PAPER**

Como pre-requisito para obtener el:

**GRADO DE LICENCIADO EN INGLES**

**AUTOR: FULTON GERMAN RAMIREZ POZO**

**TUTOR: MSC. SARA GONZALEZ**

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**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “**INTERACTIVE STRATEGIES TO IMPROVE TOURISM SERVICES IN SAN PEDRO, SANTA ELENA, 2016**”; prepared by Fulton Ramirez Pozo undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after 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

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**Msc. SARA GONZALEZ**

**Advisor's Full Name**



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## **DEDICATION**

The dedication of this proposal project is for my God, who has given to me his loving and motivation to finish this job, because with my own forces I would have had the perseverance and strength every day to achieve the culmination of this work.

I dedicate this work to my beloved father and mother who encouraged me every day and motivated to be constant to finish this task.

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**Fulton**



## **DECLARATION**

“The Content of the following Graduation Work is my responsibility; the intellectual property belongs to the Peninsula of Santa Elena State University”.

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**FULTON GERMAN RAMÍREZ POZO**

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**ABSTRACT**

For decades tourism industry growth has been a major contributor to increased economic activity throughout the U.S. and the world. It has created jobs in both large and small communities and is a major industry in many places. It is the dominant economic activity in some communities. Yet, the impacts of tourism to a community are not widely understood – even where tourism is growing dramatically and should be of the greatest interest or concern.

Most people think of tourism in terms of economic impacts, jobs, and taxes. However, the range of impacts from tourism is broad and often influences areas beyond those commonly associated with tourism. Leaders as well as residents who understand the potential impacts of tourism can integrate this industry into their community in the most positive way.

This research aims for getting communicative competence in listening and speaking skills in English language through a course for tourism based in learning interactive strategies as a alternative to better the service in restaurants to English speaking people in the tourism area. This English course is focused according to the needs of touristic service providers in restaurants (owners, helpers and cooks in restaurants) because this proposal is consider as a resource to develop the potential that they have according to the place where they live as a form of productive development.



**Keywords:** Language learning strategies, ESP for tourism, communicative competence, listening and speaking skills.

## INTRODUCTION

Nowadays, English language is important around the world because it is used to communicate with foreign people with different purposes for business, education tourism and others. English is the most important language around the world. In the tourism area is important the knowledge of English language because speaking English people have the needs to know all the places that Ecuador can give around the world.

The purpose of this investigation is to use learning interactive strategies as an ESP for tourism to get communicative competence in listening and speaking skills because these strategies will give to tourism service providers several new ways to get English language according to their needs. This research paper is organized by chapters and each one covers different aspects of this work.

Chapter I describe the problem statement, context of the problem, research questions, rationale, research objective, idea to defend and scientific tasks.

Chapter II is about literature review, it contains philosophical basis, educational basis and legal basis.

Chapter III is based on the research design, population and sample, data collection (methods, techniques and research tools) and data analysis (qualitative or quantitative).



Finally, Chapter IV is about the title, description (information data, design and development of the proposal), achievement and results, conclusions and recommendations, timetable, resources and references.

## **CHAPTER # 1**

### **THE PROBLEM**

#### **1.1. PROBLEM STATEMENT**

The foreign tourism has shown a high potential in the development of some countries of the region, Ecuador is not an exception about this fact. According to statistics from the newspaper “EL COMERCIO” published in September 30<sup>th</sup>, 2015 in the article “Siete datos claves sobre el desarrollo turístico de Ecuador”. This country of the Latin American region has the highest growth rate of foreign tourists since 2010, 48.7%. For that reason, the tourism industry has been relevant in Ecuador in the last years and today, it is being considered one of the most important sources of income in the country.

Sandra Naranjo (ex- Minister of Tourism): "Tourism became a national priority. All the ministries have within their strategic lines the tourism. We see the results, in arrivals Ecuador grew three times faster than the world average and twice as fast as in the region. Locally, the government has taken real importance in the tourism area, because they can see the average of incomes that receive for this area.

Nowadays, the tourism industry has changed the expectance about the transformation of the productive matrix of certain sectors of Ecuador. Foreign tourists come to the country to know the Touristic alternatives that it can offer to them. The main goal is that the tourism area will be considered as the first alternative of development for the production in this country until 2018.

This reality should be interesting for Ecuadorian people for the opportunities that they can have. Although, this sounds promising, Ecuadorian people believe that



they are not ready to receive foreign people, especially speaking English people, who seek to know the benefits, as well as receive a good service. The problem is because they do not use a correct language to transmit information according to the service that they offer in their business.

The service that offers might be best, if tourism service providers could get English language in order to communicate with speaking English people. Lots of foreign people, especially speaking English people visit the regions for different aspects. The wonderfulness of each region is one of these aspects. For example, speaking English people like to know the beaches, the culture, traditions, sports and delicious dishes of Coast Region. The service that tourism service providers offer is fundamental for speaking English people, because they seek to enjoy the accommodation in the region. For this reason, the service about using English language might be an excellent complement in order to meet the needs of speaking English people, if tourism service providers could communicate with them in this language.

The service offered to speaking English people is not good because English communication is inadequate in touristic places in Santa Elena province. The reason is that tourism service providers misuse the language. Although, there are programs focused to the learning of English language in each community of this province. Therefore, tourism service providers need to use mimics, gesture to transmit any information to speaking English people. As a consequence, speaking English people do not feel completely satisfied for the service. In conclusion, the use of English language in tourist service providers for communication will be important for the improvement of service in touristic places in Santa Elena province to speaking English people.

The programs that the province government of Santa Elena comes carrying in this entire province have gotten an advance in different aspects of the services, because they have the goal about the improvement of service. Especially courses focused in the learning of English language in the touristic communities.



Nevertheless, this kind of courses does not guarantee the application of the acquisition of knowledge in the real need of tourism service providers. Also, these English courses are not focused in an ESP for tourism according to the necessity of tourism service providers. As a consequence, tourism service providers have not acquired listening and speaking skills in a basic level in English language for communication with English speaking people with these courses.

As a conclusion of this, it is important the use of English language in touristic places for communication with English speaking people. The problem is that tourism service providers can not listen and speak with English speaking people, because they misuse the language using another kind of communication as a unique form to transmit any information.

## **1.2. CONTEXT OF THE PROBLEM**

The service that is offered to English speaking people is not well because English communication is not appropriated in touristic places in Santa Elena Province. The reason is that tourist service providers misuse the language; they are using other inappropriate kind of language, such as gesture, mimics and even Spanish language. Although, there are programs focused to the learning of English language in each community of this province. Therefore, English speaking people do not feel completely satisfied about the service.

The lacking of communication of touristic service providers at restaurants in San Pedro Playita Linda is due to the following causes: General Courses to get English language, Poor knowledge of English language, Courses focused in 4 skills of English language.

General Courses to get English language is not appropriated to their needs because they do not learn English for using in their jobs, although they want to learn this language they do not have the possibilities to apply the knowledge. It is



priority to focus in an English language that they can use constantly and therefore they have the needs to use in their lifetime.

Another cause for what Tourist service providers have poor knowledge of English language because they do not have training in listening and speaking skills. Although, they believe that English language is important for the improvement of the tourism in the area, they do not have competence in English language. It is they don't have any way to learn listening and speaking skills.

Finally, the development courses in the community of San Pedro are focused in the 4 skills of English language, which do not permit to get a certain skill, it means touristic service providers learn a lot of things but there is not real knowledge of specific skills such as listening and speaking English language.

The problem takes place in the communities from Santa Elena in where the tourism service providers give many services to English speaking people in tourism industry. So, English speakers come to these places to enjoy of the several touristic services such as the visiting of natural resources, to know the culture of each place, the practicing of a certain sports and enjoy the services.

The choosing place is San Pedro community located in Santa Elena Province, where the learning of English language developed a program executed for the provincial government of Santa Elena. The problem radiates in the way of communication for English speakers. It is not good, because many times, tourism service providers use mimics, gestures, and signs to transmit any idea to English speakers, when they want to offer any service. The tourism service providers cannot offer traditional dishes in restaurants, the services of extreme sports, the selling of beverage, juices or the promotion of anything using English language.

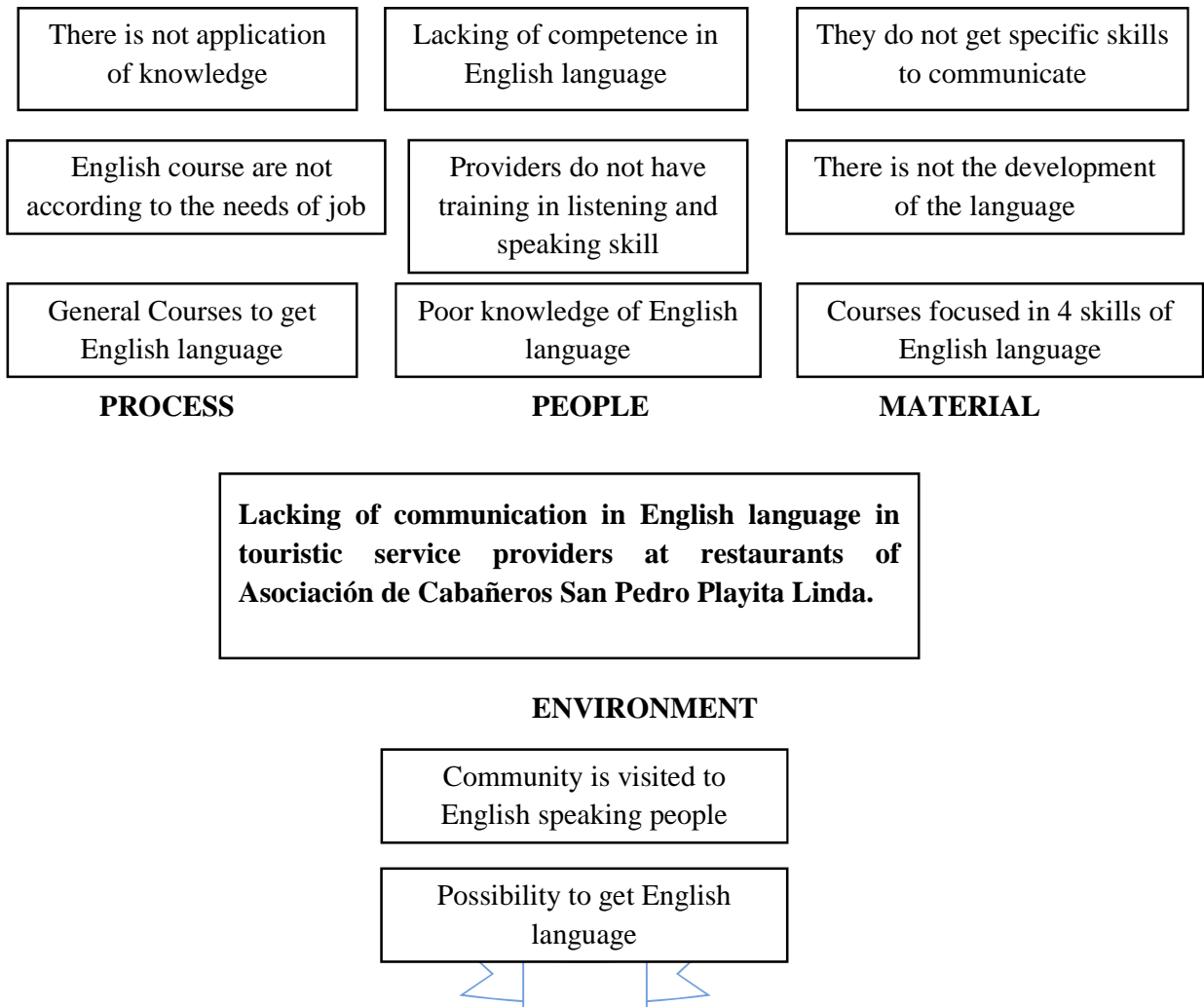
The English language should be developed for the needs of the touristic spaces, where it can see the amount interest for improving the services. This kind of communication does not give a good perspective of foreign people and to get that people feel satisfaction for the services. As a conclusion, it is that the lacking of



communication using English language of the owners of restaurants does not permit that foreign people.

This research is focused on tourism service providers in restaurants of the Asociación de Cabañeros San Pedro “Playita Linda”. The Prefectura of Santa Elena offered an English course, but they have attended to an English course offered by the Prefectura of Santa Elena, but only 25% of them attended this course. This means, just 10 people attended this course. They could receive the English book and the classes during 3 weeks. According to the research they remembered only a few words in English; the pronunciation was not well; they answer three words of fifteen words, which has shown that the course was not successful. In other hand, the other 75% of tourism service providers in restaurants, who did not attend to this course, know nothing of English language.

### 1.2.1 PROBLEM TREE





Properly to get competence in  
listening and speaking skills

### **1.3 RESEARCH QUESTIONS**

Why is communication with speaking English people in San Pedro community important for good tourism service?

Why do tourism service providers in San Pedro community consider necessary to get the English language?

How do touristic service providers in San Pedro community communicate with speaking English people?

How can touristic service providers in San Pedro community improve the services in the tourism industry?

### **1.4 RATIONALE**

The main reason to undertake this research is that tourism service providers, who offer service in restaurants, will have possibilities to get speaking and listening skills of English language in a basic level (A1) as the appropriate way to communicate with English speaking people for giving a good service in this tourism area.

The benefits of this research will be to get the English speaking and listening skills in a basic level (A1) of English language in tourism service providers for giving a good service in tourism industry. And so, the tourism service providers can transmit ideas in English language to express their feeling, emotions, opinions and suggestions in a tourism activity focused in restaurants. Another benefit will be satisfaction of speaking English people because they will feel well and comfortable talking with tourism service providers using English language for giving and receiving any information, suggestions, and so on.

The direct beneficiaries would be English speaking people, because they might receive a service in a restaurant using their native language, not exactly a fluency language but they might understand what tourism service providers offer to them,



and they may request any dish on the menu. Also, they will feel good communicating with tourism service providers.

Other direct beneficiaries would be tourism service providers, who offer service in restaurants, because they will be able to attract more international tourism, so they need of this touristic activity. Therefore, they would get speaking and listening skills of English language in a basic level (A1) for giving a good service to English speaking people. This is, tourism service providers might give any information using English language in order to communicate with speaking English people. Some information such as: greetings, ingredients, menu, suggestions, etc.

Other indirect beneficiaries are the tourism service providers' children and helpers, who will have opportunities to practice speaking and listening skills during the process because they might be participants of this proposal.

## **1.5 RESEARCH OBJECTIVE**

To improve English listening and speaking skills through interactive strategies to the touristic service providers at Asociación de Cabañeros San Pedro Playita Linda in San Pedro community.

## **1.6. IDEA TO DEFEND**

The application of learning strategies will help to develop listening and speaking skills in touristic service providers.

## **1.7. SCIENTIFIC TASKS**

- ✚ To identify the main researches and theories related to the topic.
- ✚ To determine the methodology applied for the development of this research.



- ✚ To determine the interactive strategies to be applied for developing listening and speaking skills in English Language.

## **CHAPTER II: THEORETICAL BASIS**

### **2.1 PHILOSOPHICAL BASIS**

#### **2.1.1. Plato's philosophy**

This philosophy argued that the pure knowledge is gotten through experiences of certain aspect of the life as a form to use the reason and the appropriate resources that people can apply in the knowledge of anything as a form of overcoming in their daily activities.

Plato uses unassisted reason to gain “pure knowledge,” and thus is considered a rationalist (Blackburn, 1996, p. 381). We offer this example as helpful for experiential educators, because we need to consider: the limits of what can be known experientially; and appropriate learning strategies for educating complexities inaccessible to experience (see Higgins, in press, pp.7-9).

According to Plato the reality is always changing – knowledge of reality is individual, it is particular, it is knowledge only to the individual knower, and it is not universal. Plato argued that societies are invariably formed for a particular purpose. Individual human beings are not self-sufficient; no one working alone can acquire all of the genuine necessities of life. In order to resolve this difficulty, we gather together into communities for the mutual achievement of our common goals. This succeeds because we can work more efficiently if each of us specializes in the practice of a specific craft:

Plato wanted motivation and interest in learning. He was against the use of force in education. "Knowledge which is acquired under compulsion obtains no hold on the mind.



### **2.1.2 Vygotsky theory**

The acquisition of language is possible when people have an interaction behavior in society, as this contributes to the development of thought so that thought acquires knowledge in the face of a particular need. This means that learners can acquire a language when they are willing to develop it without being immersed in a school classroom.

Therefore, Vygotsky focused on the connections between people and the cultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs.

The development of language is due to the need that people can have in a determinate situation according to the environment and the possibility to get a communication, so for that reason the connection is fundamental between people and cultural context to get a language in order to interact with other people.

Socio cultural is a theory about the development of human cognitive and higher mental function. The theory specially emphasizes the integration of social, cultural and biological elements in learning processes and stresses the socio-cultural circumstances' central role in human's cognitive development. Lantolf and Thorne point out: "Learning is embedded within social events and occurring as an individual interacts with people, objects, and events in the environment".

## **2.2 EDUCATIONAL BASIS**

### **2.2.1. English for specific purposes**

The definition of ESP can be several for many authors, although the goal is taken for using English language in an specific activity for adult learners, who need to



communicate with speaking English people in order to develop their jobs. Mackay and Mountford (1978: 2).

The needs analysis is fundamental to determine the kind of skills that touristic service providers need in order to develop English language and so it is possible to focus the application of these skills to their occupations as the service in restaurants.

### **2.2.2.1 The Importance of English for specific purposes**

The most important difference lies in the learners and their purposes for learning English.

Lorenzo (2005) stated that “ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions” (para. 1).

According to Lorenzo, touristic service providers know the importance of English language and the advantages that it can give them if they might communicate in this language. They are awareness that they need to use this language for their job with the goal to permit to get the overcoming in tourism area.

*An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.* In ESP, it is a needs analysis that determines which language skills are most needed by the learners, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides. According to this, the touristic service providers need to get listening and speaking skills to get communication in English language.



### **2.2.2.2 Absolute characteristics and variable characteristics of ESP.**

Strevens (1988) makes a distinction between absolute characteristics and variable characteristics of ESP. The absolute characteristics are that ESP courses are:

- ✚ Designed to meet the specific needs of the learner;
- ✚ Related in content to particular disciplines or occupations;
- ✚ Centered on language specific to those disciplines or occupations;
- ✚ In contrast to General English.

The variable characteristics are that courses may:

- ✚ Be restricted in the skills to be learned;
- ✚ Not be taught according to a particular methodology.

Robinson (1991) also suggests two absolute criteria for defining ESP courses. The first is that ESP programs are normally goal-oriented. The second is that they derive from a needs analysis. The needs analysis will state as accurately as possible what the learners will have to do when speaking the language.

### **2.2.2.3 Objectives in Teaching ESP**

The main aims of the teaching and learning process is to enable the learners to acquire information in its general sense. Concerning ESP Basturkmen (2006: 133) states the existence of five broad objectives, which are also applied to ELP, on which specific teaching process is based and should be reached.

### **2.2.2.4 Approaches to ESP**

English specific purposes (ESP) might use some approaches in order to get the knowledge in listening and speaking skills. The following approaches are mentioned now:



### **Skills-Based Approach**

Skills-Based Approach is a methodology centered on the development of a skill set throughout a lifetime. There are ways users can create their own ‘learning plans’ within the application. It is possible to merge traditional learning programs with newer ones based on acquiring skill competencies.

Material developers take the skills priorities of the students into account to create appropriate ESP teaching materials. In Keith Morrow’s (1977: 13-14) words, ESP learners are required to use ESP materials which employ the same skills and strategies as would be required in the target situation.

### **Discourse Analysis Approach**

The Discourse-Analysis Approach has tended to concentrate on “how sentences are used in the performance of acts of communication” and to generate materials based on functions.

Fred Chambers defines the latter as follows:

“By the language I mean the language of the target situation. Thus, Needs Analysis should be concerned primarily with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the Target Situation – what I will refer to from now on as Target Situation Analysis” (TSA) (1980: 29-30).

The conception of pedagogic Needs Analysis came to set off Target–Situation Needs Analysis. The forms of Needs Analysis should be seen as complementing Target- Situation Needs Analysis, rather than being alternatives. This includes three types of analyses:

- a. Deficiency Analysis;
- b. Strategy Analysis; and,
- c. Means Analysis.



Deficiency Analysis gives information about what the learners' learning needs are i.e., and in which of their target-situation needs the learners are lacking or feel that they lacking. This view of needs analysis gains momentum when one considers the point that the question of priorities is ignored by standard needs analysis. In discussing learners' perceptions of their needs, deficiency analysis takes into account 'lacks' and 'wants', as well as objective needs of the learners (1982).

Strategy Analysis seeks to establish how the learners wish to learn rather than what they need to learn. By investigating the learners' preferred learning styles and strategies, the Strategy Analysis provides a picture of the learner's conception of learning.

Means Analysis, on the other hand, investigates precisely those considerations that John Munby excluded. These relate to the educational environment in which the ESP course is to take place (1989: 79-90).

### **Learning centered approach**

Hutchinson and Water (1987: 14) emphasize on the importance of a learning approach that is more effective to ESP unlike the traditional trends which focus on what people usually do with the language. They also state that everything within the teaching environment should aim at helping learners meet goals by using their own learning strategies; learners have to be involved in the making of curricula from the beginning.

### **Communicative Approach**

The recent approach that emerges from the concept of authenticity in the development of ESP is that of Communicative Approach. Today most of ESP programs focus on developing communicative competence in specific fields such as aviation, business, tourism, technology etc.

The communicative approach is a philosophy, which is focused on obtaining communicative competence, that is, learners should achieve to get skills (speaking and listening) that permit to communicate with English speakers in any real





situation in order to give them a god services. Widdowson (1989), believe that learners need knowledge of the language as well as the ability to use this knowledge in real-life situations.

Communicative approach has been designed "to provide learners with opportunities for communicating in the second language" (Ellis, 1993, p. 91).it is the chance to interact to get the goal of communicative approach is to develop what Hymes (1972) referred to as communicative competence.

Hymes' theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In addition, Hymes held that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. In other words, communicative competence considers language as a tool used for communication. Not only does this competence aim to focus on the development of four language skills, but it also depends on the correlation between the skills.

A central aspect in Communicative Language Teaching is communicative competence. Hymes defines competence as what a speaker needs to know in order to be communicatively competent in a speech community. This includes both knowledge and ability for language use. In his book Teaching Language as Communication (1978) (quoted in Richards, Rodgers 1986: 71) Widdowson presented a view of the relationship between linguistic systems and their communicative values in text and discourse.

### **2.2.2 COMMUNICATIVE COMPETENCE**

According to Pulido (2004) "it is the ability of the learner to learn a language to express, interpret and negotiate sociocultural meanings in the interaction between two or more persons or between a person and an oral or written texts, so that the communication process is efficient and is qualified by appropriate modes of actions".



According to Jack C. Richards “communicative competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication.

Andrew Cohen “Adult learners may have a keen sense of just what it is they may need to commit to memory and what they can leave to more automatized language learning, often referred to as acquisition.

“Communicative competence is the ability to use language to convey and interpret meaning” by Hymes (1972). Communicative competence suggests an adequate level of communication skills to function within the environment; it does not imply total mastery of the art of communication. Naiman, Frohlich, Stern and Todesco (1978) have argued that total mastery of a language is rarely, if ever achieved, even by native speakers.

it was later divided by Canale and Swain (1980) into four separate components: grammatical competence (which relates to the learner’s knowledge of the vocabulary, phonology and rules of the language), discourse competence (which relates to the learner’s ability to connect utterances into a meaningful whole), sociolinguistic competence (which relates to the learner’s ability to use language appropriately) and strategic competence (which relates to a learner’s ability to employ strategies to compensate for imperfect knowledge).

Littlewood (1981) stresses the need to give learners extensive opportunities to use the target language for real communicative purposes, and believes that the ability to communicate effectively is more important than perfect mastery. So, tourism service providers can receive an ESP design for tourism with certain situations to get opportunities to them to get the listening and speaking skills.



### 2.2.3 LISTENING AND SPEAKING SKILLS

Chamot (1981) argued "To develop classroom speaking skills, children need opportunities to participate in small group discussion, to present oral reports, and to respond adequately to teacher questioning..."

"The skills of listening comprehension and pronunciation are interdependent. If they cannot hear well, they are cut off from language. If they cannot be understood easily, they are cut off from conversation with native speakers." For this reason is important to get a good level in speaking skill in English language.

### 2.2.4 WHAT IS STRATEGY?

A strategy is a set of procedures **aimed** at a specific objective: meaningful learning, It is conscious and intentional, requires planning and execution control and select resources and techniques.

A strategy is focused to the application of these procedures to get a specific goal, in many aspects; it can be in Education, in the industry, etc. In the case of this project: the learning of English language through the application of learning Interactive strategies that permit the communication between tourism service providers and English speaking people.

#### 2.2.4.1 Kind of strategies

The strategies can be: of teaching and of learning.

- ✚ Teaching strategies are experiences or conditions that the teacher creates to **bring on** the student's learning.
- ✚ Learning strategies are procedures (set of actions) that the learners get and use in an intentional way to learn significantly and resolve problems and academic demand.



This proposal is going to use learning strategies as procedures to get learners acquire the communicative competence in listening and speaking skills in English language.

#### **2.2.4.2 Theories of foreign language learning strategies**

There are some definitions about language learning strategies:

Tarone (1983) defined learning strategies of second language as “an intention for developing the linguistic and socio- linguistic competence in a target language to incorporate it in inter-lingual competence”.

For Rubin (1987), the learning strategies are “Strategies that contribute to the development of the language system that the learning construct and affect directly the learning.

O`Malley and Chamot (1990) define the strategies as “Special thoughts or behaviors that the people use to help themselves to appropriate, learn or hold new information.

Finally, Rebecca Oxford mentions language learning strategies as: “specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (Oxford, 1992/1993, p. 18)

According to the Rebecca Oxford`s definition, the learning strategies have to develop in learners the communicative competence of a second language, so these strategies are given for learners for getting an active role and responsibility in the learning of a second language. (Oxford, 1990) defines language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8).



### 2.2.4.3 Foreign and second language learning strategies

According to Macintyre (1994) establish that “one of the more fertile areas of research in the learning of language, in recent years is the topic of language learning strategies”.

There has also been a suggestion that there is a positive relationship between Language Learning Strategies and communicative competence (Stern, 1992; Lessard- Clouston, 1997 and Oxford, 1990).

### 2.2.4.4 General features of language learning strategies

The general features of language learning strategies, according to Oxford, are the following (1990:9-13):

1. Contribute to the main goal: **communicative competence**. For example, cognitive strategies help learners to regulate their cognition and to focus, plan and evaluate their progress. Affective strategies develop self-confidence and perseverance needed to become involved in language learning situations. Social strategies increase interaction and empathy in communication.
2. Allow learners to become more self-directed. Learners do not need to have the teacher around to guide them all the time. They are trained to rely more on themselves and be more responsible for their learning. They are expected to gain more confidence, involvement and proficiency.
3. Expand the role of teachers. The traditional roles of teachers as authority figures, managers and directors of learning, leaders, controllers and evaluators are changed into a new direction to leave space to a new teacher who acts as facilitator, helper, guide, consultant, adviser and co-communicator.
4. Are problem-oriented. Learning strategies are tools which are used because there's a problem to solve, a task to accomplish, **an objective to meet**.



5. Are specific actions taken by the learners. Learning strategies are specific actions or behaviors accomplished by the students to enhance their learning. Examples of these actions are: taking notes, planning for a language task, self-evaluating, etc.
6. Involve many aspects of the learner, not just the cognitive. Learning strategies are not restricted to cognitive functions. They also include metacognitive functions like planning, evaluating, and arranging one's own learning, and emotional and affective functions as well.
7. Support learning both directly and indirectly. Some Learning strategies involve direct learning, but others like metacognitive, social or affective strategies have an indirect effect.
8. Are not always observable. Some Learning strategies are not observable to the human eye. For example, the act of making mental associations cannot be seen. So, we need the learner's cooperation to explore the non-observable Learning strategies.
9. Are often conscious. Learning strategies are often conscious, but as Oxford suggests, after a certain amount of practice and use they may act in an automatic or subconscious way.
10. Can be taught. Another important hypothesis stated by Oxford is that Learning strategies are easy to teach and modify through strategy training. This training is most effective when students learn why and when specific strategies are important, how to use these strategies and how to transfer them to new situations.
11. Are flexible. Learning strategies are not always found in predictable sequences. There is a great deal of individuality in the way learners choose, combine and sequence strategies.



12. Are influenced by a variety of factors. Many factors affect the choice of strategies: degree of awareness, stage of leaning, teacher expectations, age, sex, general learning style, personality traits, motivation level, etc.

#### **2.2.4.5 CONTENT OF LEARNING STRATEGIES**

Griffiths (2008) mention that two approaches are therefore recommended to counter the criticisms levelled at the use of pre-existing instruments:

- adaptation according to the needs of the particular learners, situations, goals and research purpose; and
- construction of a new instrument specifically designed to accommodate the unique characteristics of the situated target research population.

#### **2.2.4.6 CATEGORIZATION OF LANGUAGE STRATEGIES**

Oxford (1990) refined the categories to eliminate overlap and encourage greater theoretical cohesion, resulting in four strategy categories: cognitive, affective, sociocultural-interactive. This proposal is going to focus in cognitive, affective and sociocultural strategies, so it is properly to apply on the resource to get direct action with the material.

#### **2.2.5 COGNITIVE STRATEGIES**

Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

People can use this kind of strategies in a course design for tourism because they might interact directly with this resource as a form of getting the knowledge.



### 2.2.5.1 Kind of cognitive strategies

This kind of strategies involves interacting and materials to be learned:

1. Imagery. Learners listen to the sound to relate with the needs.
2. Repeating: Imitating a language model, including overt practice and silent rehearsal. The listening carefully and repeat meaningful words and phrases to yourself.
3. Recognizing: the use of patterns or formulas like *greetings* can help learners to get communicative competence.
4. Practicing: the participation in a real situation in which learners can apply their language in a natural way and the constantly practicing might help to get listening and speaking fluency.
5. Grouping: Ordering, classifying or labeling material used in a language task based on common attributes. Activities focusing on the development of grouping can vary from simple activities - where learners are given a set of words from various topics and their task is to put these words to certain categories.
6. Deduction/ induction: Consciously applying learned or self- developed rules to produce or understand the target language.
7. Substitution: selecting alternative approaches revised plan or different words or phrases to accomplish a language task.
8. Elaboration: relating new information to prior knowledge. This strategy guides learners to make connections which might be personally relevant for them, e.g. based on their prior knowledge or experience, or it might be an original solution to a problem.
9. Translation: rendering ideas from one language to another in a certain manner.





### **2.2.5.2 Affective and social cultural strategies**

Learning strategies involve interacting with another person to assist learning or using affective control to assist a learning task.

- ✚ Questioning for clarification: Asking for explanation, verification, rephrasing or examples about the material; asking for clarification or verification about the task.
- ✚ Cooperation: working together with peers to solve problem, information, check the learning task, model a language activities, or get feedback on oral or listening performance.
- ✚ Self-task: reducing anxiety by using mental techniques that make one feel competent to do learning task.
- ✚ Self-reinforcement: providing personal motivation by arranging rewards for one when a language learning activity has been successfully completed.

### **2.2.6 The importance of tourism to a Destination's Economy**

Tourism is one of the most complex industries in the world, involving, in its activity, the entire society. At the same time, tourism reflects society as a whole and can be considered a defining component of modern civilization. (Ionescu, 2000)

Tourism represents, in the context of contemporary civilization, through its content and its role, a distinct area of activity, and a segment of essential importance in the economic and social life of the majority of countries in the world.

#### **2.2.6.1 Benefits of tourism**

Economically speaking, the tourist is a goods consumer and a services beneficiary. Tourism can support the economic development of both local community and the economy of a country, through earnings from domestic or



foreign visitors.

A major benefit of tourism in stimulating economic growth is represented by the increase in the number of available jobs in that tourist destination, both directly and indirectly, within the companies which provide services necessary for tourists. One of the most visible benefits of tourist activities within a destination is represented by the jobs involved in the direct administration of hotels, **restaurants**, stores and transportation.

Tourism also boosts the export of local products. It is estimated that 15-20% of the total tourist expenditure is spent for gifts, clothing, and souvenirs. The extent to which these products are made in the destination area directly affects the local economy.

#### **2.2.6.2 Touristic service**

The touristic service is the set of activities, which are different among them, but they are closely related, because they operate in a coordinated and harmonious manner in order to meet the service demands raised by the socio- economic composition of a particular tourist flow.

#### **2.2.6.3 Types of services**

##### **Accommodation**

Location of a facility that provides space for the night, may also offer complementary services.

##### **Attractions**

It is a crucial element in the tourist motivation to travel, and generally the influx of tourists to a places generate related economic activity such as hotels, restaurants, receptive agencies that conduct tours, local businesses, among others;



and development of infrastructure for access and enjoyment of the touristic attraction.

### **Supplementary**

Set of services not included in the main activity that provides tourist accommodation. Complementary services are those which as its name implies, complement the needs of tourists in any area.

### **Restaurants**

A restaurant is a business in most cases, where the public pays for the food and drink for consumption on the premises.

The application of this research should be focused in the service of restaurant, although, it is fundamental to apply the research in all touristic service.

## **2.2.6 English language for tourism**

Willy Brandt, a former German Chancellor commented “If I am selling to you, I speak your language”. It means that people cannot comprehend what someone else demands if people cannot converse to other people in their own terms. This mentions that English language creates greater interest among people who need this language to offer any service.

### **2.2.6.1 Role of English language for tourism**

The role of English language is important for tourism industry as a means to communicate, negotiate, and execute transactions with tourists by tourism employees. Tourism service providers have the needs to get communicative competence about listening and speaking skills in English language in relationship with the service in restaurants.



## **2.2.7 PROGRAMS TO DEVELOP INTERACTIVE RESOURCE**

### **2.2.7.1 Visual study.net 2010**

Microsoft visual study is an environment of integrated development (IDE) to operative systems Window. It supports multiples program language such as C++, C#, visual basic. Net, F#, java, Python, Ruby, PHP; like web development environments such ASP.NET MVC, Django.

Visual study provides a dizzying array of editors, controls, designers and supporting tools for developing software; it permits to the developers to create applications, sites and web applications, so as web services in any virtual environment that support the platform. NET. So you can create applications that it can communicate between workstations, web sites, mobile devices, consoles.

The interactive resource is made in the first stage with the application of programming language called visual study. Net 2010, which it is possible to made desk platform, web platform and this use interfaces to form a net friend work (system). In this proposal the use of a desk platform is going to be useful for users, who do not have the possibility to use the web (internet) as a resource to learn English language. One of the features of this software is that this can be connected directly the database with the application through a database programming MSQl for ODBC, so, it is possible to connect to the application. Another feature is that visualstudy.net 2010 offers an dynamic environment, some more dynamic, that is, more events or actions that it made, for example the sounds, box text, events can be produced in each action, each time that the programmer going to the database.

### **2.2.7.2 MySQL**

It is a free version of motor of database, in which the user designs a database. It can be connected directly with the visualstudy.net 2010 with the use of a connecter.net that is all the interfaces are communicated with the database. The



users can make a table: questions bank, vocabulary in the database and automatically the information appear in the interface in visual study.net 2010.

### **2.3 LEGAL BASIS**

This research is based in the article 2 about the principles from the organic law of inter- cultural education. It is also focused in the objectives (3- 4- 10) of “National Plan of good living regimen” in the 10th about the production of the productive matrix. It is priority to mention the tittle I of generalities, chapter I, and article 4 from the organic law of tourism; which is based in tourism. Finally, it was collected data in “design strategic plan for sustainable tourism development Ecuador Plandetour 2020”.

Nowadays, the intention of the government of Ecuador is to get students can communicate in a basic level of English language in the elemental education, for that, there are variety of politician norms in order to people can develop the English skills, although, it is not just students need to learn English language, all people need to get those skills to develop the environment with citizen formation, how is pointed out in the organic law of inter- cultural education, before mentioned. In the same way, in the guideline about the change and develop of the productive matrix, which mention “the citizen is essential part, and for that it is required the development of abilities and skills in different leadings axis in where it is mentioned the TOURISM”.

This change of the productive matrix respond to the regulatory “National Plan of good living regimen” in the goals (3- 4- 10) where it can be summarized “Improving the quality of provision of care services in different areas such as tourism, could be run through the learning of a foreign language like English language under international standards to boost tourism as a priority sector through generation of technical capabilities within the framework of collective learning.



The Ecuadorian State should follow the goal of promoting the technic and professional training of people, who give a service in tourism area. And it can be mentioned the goals of Plandetour 2020, is to create the conditions in order to that the tourism will be an axis in Ecuadorian economic that looks for improving the life quality of population and the satisfaction of the touristic demand.

It is essential to mention that Ecuador is changing certain conditions in order to generate goods and services quality. such changing is contemplated in the productive matrix, which is the set of interactions among the different actors of the society that use the resources that are available, and the objective is to generate production process. In the process are included the products, the productive process and social relations resulting from these process.

Ecuador has taken importance to the social actors into the productivity, as a fundamental axis in the generation of innovation, investment, employ, production, etc. therefore, it has considered applying a new productive matrix focused to the use of the capacities and the knowledge of the population.

It is true that, the country had had a productive matrix before, which was based in the exploitation of the resources like the petroleum; but due to the competence of another countries and the globalization of the technology, the country can't maintain the before productive matrix, so it was necessary to transform it with a productive matrix based in the diversified production, and services based in the knowledge economy and diversity.

The project about the transformation of the productive matrix has the main axis: "Promotion of the exploitation of new products, particularly from the popular economy or greater added value including fresh and processed food, apparel, footwear, Tourism".



## **2.6. HYPOTHESIS**

The application of Learning Interactive Strategies will improve the competence in listening and speaking skills of English Language to the tourism service providers in order to communicate with English.

## **2.7. VARIABLES OF THE STUDY**

### ***Dependent Variable:***

Tourism service.

### **Independent Variable:**

Learning interactive Strategies.



## **CHAPTER III**

### **RESEARCH METHODS**

#### **3.1 RESEARCH DESIGN**

The methodology that will be applied is the Quali- Quantitative, so it's fundamental to study groups in a community for the analysis of the behavior, which will give us a reasonable explanation, as also the solution to the problem; similarly carried out the collection of information, so when there isn't enough information and the process is not clear, it is useful to get this with experience and so it has a subjective idea about the problem.

This process mentions the collection of information about the level of knowledge of English from the touristic service providers, who offer a service from San Pedro community in Santa Elena Province; in turn allows that the researcher can analyze the real level and the need of English language through a survey to the principal authors (touristic service providers), which will give a real information about the need of learning English.

Another of the method to use is the deductive- inductive because it is so important to begin from the particular (effect) until the general (cause); the problem is the lacking of resources to get communicative competence in listening and speaking skills in English language for the touristic service providers, who offer a service in San Pedro community in Santa Elena Province (effects) and its causes are which through the research is going to resolve this problem, giving as a solution: the application of interactive strategies to get a communicative competence in listening and speaking skills in English language.

It is considered to apply the historical-logical methodology because it is paramount to mention and elaborate an research about information of the San Pedro Community such as location, geography, quantity of population who are dedicated to the tourism, history of the Community, with the objective of apply Interactive strategies focused to the needs of San Pedro Community.





### **3.1.1 LEVEL OR TYPE OF RESEARCH**

The type of research will be the field research, so it permits to find out the true necessity of people, who are in San Pedro Community. They will give relevant information about why they can't get communicative competence in listening and speaking skills in English language.

Applied research is going to be used in the application of getting knowledge in the practice about if the use of learning interactive strategies for getting communicative competence in listening and speaking skills in English language for tourism will give the alternative to develop the service in San Pedro community.

Descriptive research is going to be useful, because the description of data about the possible causes of the lacking of resources for learning English language, so it will give the right answers and the correct solution of the problematic.

The getting information through a simple (Qualitative research) is going to permit to know the needs of the touristic service providers in San Pedro Community about the need to get English language.

### **3.2 POPULATION AND SAMPLE**

#### **3.2.1 POPULATION**

It is important to consider that the populations, who will give us the information, are the touristic service providers from San Pedro Community, especially people who attends in restaurants, that is owners, helpers and cookers of restaurants because they have problems when they need to give their service to English speaking people.

The sample that will be used for this research is the 40 %, giving a total of 35 people, who wants to help with the application of this survey.



**Chart #1: Population**

<b>ORDER</b>	<b>DETAILS</b>	<b>POPULATION</b>	<b>PERCENTAGE</b>
<b>1</b>	<b>Owner of restaurants</b>	<b>10</b>	<b>30%</b>
<b>2</b>	<b>Helpers of restaurants</b>	<b>15</b>	<b>40%</b>
<b>3</b>	<b>Cookers in restaurants</b>	<b>10</b>	<b>30%</b>
	<b>TOTAL</b>	<b>35</b>	<b>100%</b>

**Source:** Research data

**Author:** Fulton German Ramirez Pozo.

### **3.3 DATA COLLECTION (METHODS TECHNIQUES AND RESEARCH TOOLS)**

The instruments that are going to be used for the Project are:

#### **3.3.1 Survey**

The survey is necessary to ask some questions about the relevant of English language in tourism area. This survey is focused to know if tourism service providers in restaurants in San Pedro community are interested in learning English, also if they consider the English Language will be essential as a good alternative to get listening and speaking skill, the intention is to know if they need to get some learning strategies of English language, so the result of this survey will give data about the importance of the use of learning strategies for English language.

#### **3.3.2 Interview**

Interview will be relevant in the collection of data in order to get the real importance of English language. People like Manager of EMUTURISMO E.P, and the President of the Asociación de Cabañeros San Pedro “Playita Linda”, might explain the importance of English language in the touristic services, the real need of English language in restaurants.



### 3.3.3 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, for teacher and the students.

**Chart 2: Data Collection Plan**

BASIC QUESTIONS	EXPLANATION
What for?	To learn the level of English language of servers in tourism area. To learn the real need of English language.
What people?	touristic service providers from San Pedro Community, Manager of EMUTURISMO E.P.
What aspects about?	To achieve the appropriated English language for tourism area. The getting of communicative competence in listening and speaking skill in English language.
Who?	Undergraduate: Fulton Germán Ramírez Pozo.
Whom?	Survey to 15 touristic service providers in restaurants from San Pedro Community. Interview to the manager of EMUTURISMO E.P.
When?	February 4, 2017.
Where?	San Pedro community in Santa Elena Province.
How much time?	Once times to month
How?	Individual application of survey.
What data collection?	Survey given to touristic service providers in restaurants from San Pedro Community.
What with?	Questions about the problem.

**Source:** Research data.

**Author:** Fulton German Ramírez Pozo.



### 3.3.4 DATA PROCESSING PLAN

#### Chapter # 3

Determination of a situation	Data search	Data pick up and analysis	Definition and formulation	Statement of solutions
<p>The lacking of communicative competence in listening and speaking skills in English language in touristic service providers at restaurants in San Pedro Community.</p>	<p>After the identification of the problem, the researcher looked for information related to the application of learning strategies in English language on the internet, books, etc.</p> <p>Two Interviews were applied in this researching.</p>	<p>Once the problem was ratified in the touristic service providers at restaurants in Asociación de Cabañeros San Pedro Playita Linda”.</p> <p>The researcher started to collect information and analyze the stated problem.</p>	<p>Using all the collected data and evidence of the impact of using learning interactive strategies to get communicative competence in listening and speaking skills</p>	<p>The application of learning interactive strategies will get communicative competence in listening and speaking skills in touristic service providers at restaurants in Asociación de Cabañeros San Pedro Playita Linda”.</p>



### 3.4 DATA ANALYSIS (QUALITATIVE AND QUANTITATIVE)

#### QUESTIONS AND ELECTION OF ALTERNATIVES

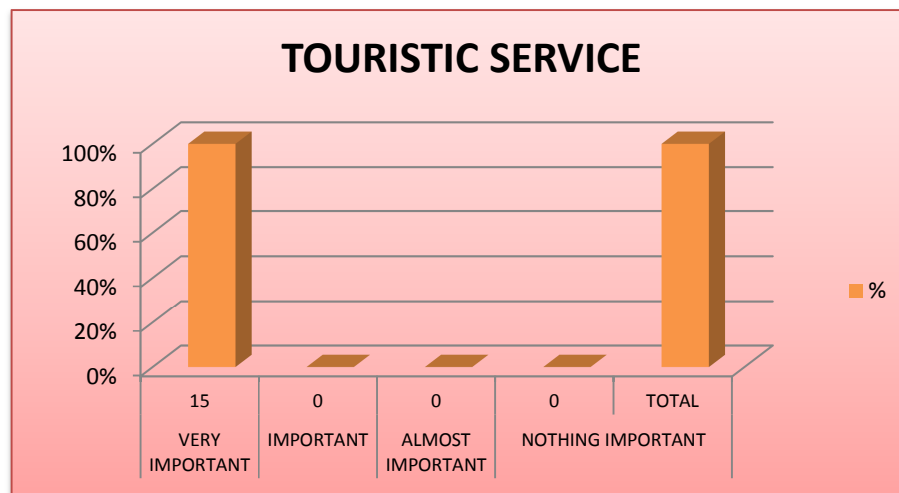
1– According to your opinion, how is considered the touristic service offered to speaking English people?

Chart # 4: TOURISTIC SERVICE

ALTERNATIVES	FREQUENCY	%
VERY IMPORTANT	15	100%
IMPORTANT	0	0%
ALMOST IMPORTANT	0	0%
NOTHING IMPORTANT	0	0%
	TOTAL	100%

Source: Asociación de Cabañeros Playita Linda  
Author: Fulton Ramírez Pozo.

GRAPHIC # 1



**Source of information:** Tourist service providers from San Pedro Community.  
**Author:** Fulton Ramírez Pozo.

**Analysis:** The 15 Tourist service providers from San Pedro Community are totally agree in a 100% about that the touristic service is very important for speaking English people.



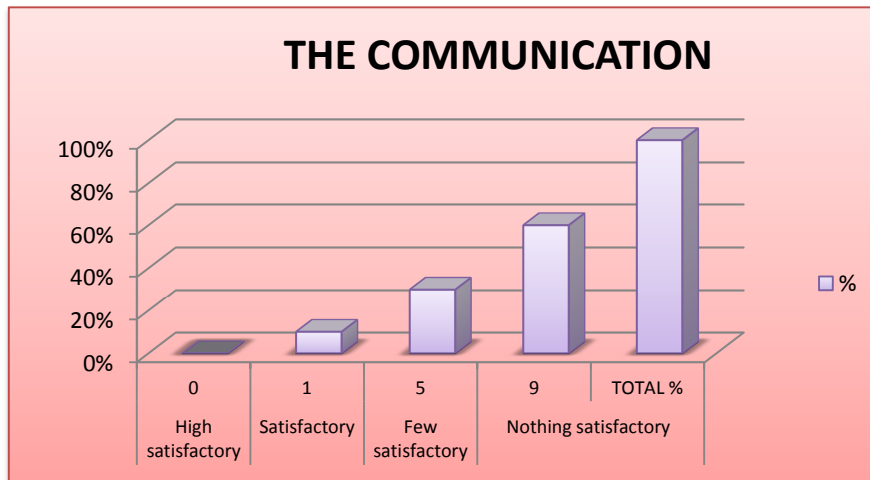
2. - How is your communication in English language with speaking English people?

**Chart # 5: THE COMMUNICATION**

ALTERNATIVES	FREQUENCY	%
High satisfactory	0	0 %
Satisfactory	1	10%
Few satisfactory	5	30 %
Nothing satisfactory	9	60 %
	<b>TOTAL %</b>	<b>100%</b>

**Source:** Asociación de Cabañeros Playita Linda  
**Author:** Fulton Ramírez Pozo.

**GRAPHIC # 2**



**Source of information:** Tourist service providers from San Pedro Community.  
**Prepared by:** Fulton Ramírez Pozo.

**Analysis:** Tourism service providers from San Pedro Community think in a 60 % that their communication in English language is nothing satisfactory, 30 % is few satisfactory because they do not know any vocabulary or phrases in this language, and 10 % is satisfactory because they have been in a course.



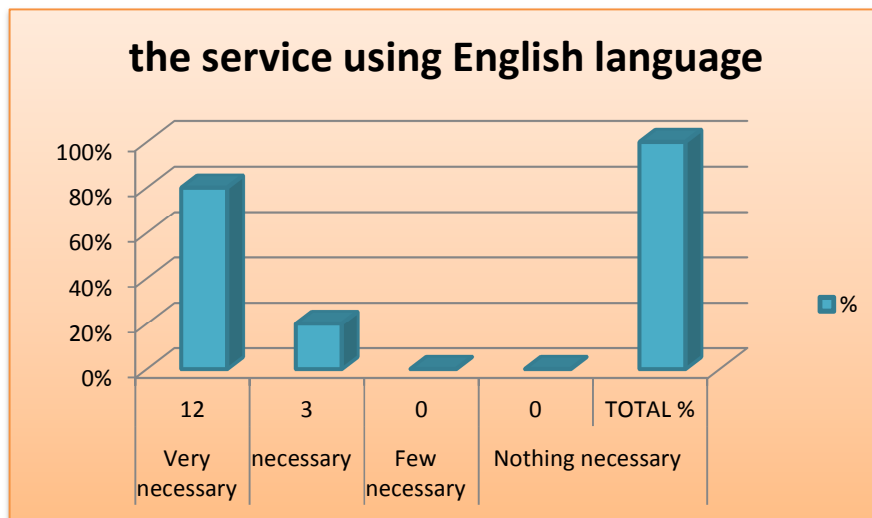
3. - How do you consider the use of English language for a good service to speaking English people in your activity?

Chart # 6: the service using English language

ALTERNATIVES	FREQUENCY	%
Very necessary	12	80 %
necessary	3	20%
Few necessary	0	0%
Nothing necessary	0	0%
	TOTAL %	100%

Source: Asociación de Cabañeros Playita Linda  
 Author: Fulton Ramírez Pozo.

GRAPHIC # 3



Source of information: Tourist service providers from San Pedro Community.

Prepared by: Fulton Ramírez Pozo.

**Analysis:** Tourism service providers from San Pedro Community think in a 80 % that is very necessary the use of English language for a good service to speaking English people in their activity, and in a 20 % believe that is necessary because the place is visited for this kind of people.



**4. - Do you consider indispensable the use of English language for the touristic service in your community?**

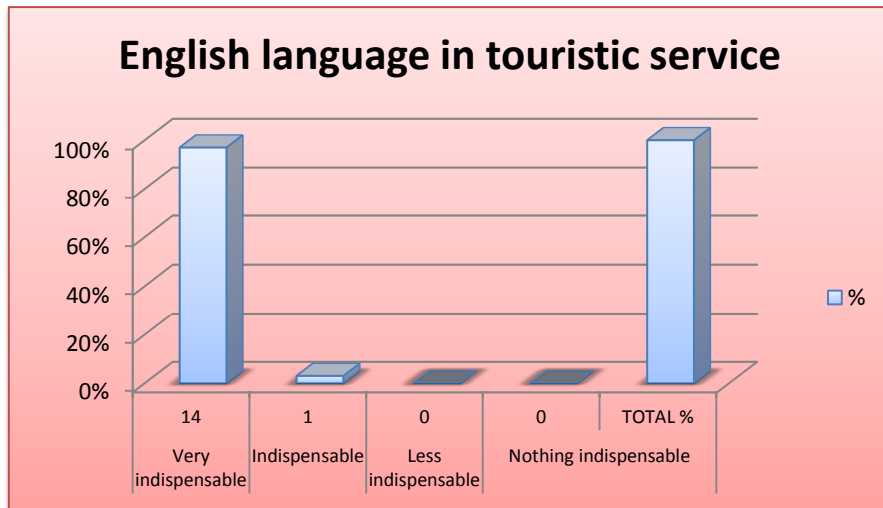
**Chart # 7: English language in touristic service**

ALTERNATIVES	FREQUENCY	%
Very indispensable	14	97%
Indispensable	1	3%
Less indispensable	0	0%
Nothing indispensable	0	0%
	<b>TOTAL %</b>	<b>100%</b>

**Source:** Asociación de Cabañeros Playita Linda

**Author:** Fulton Ramírez Pozo.

**GRAPHIC # 4**



**Source of information:** Tourist service providers from San Pedro Community.

**Author:** Fulton Ramírez Pozo.

**Analysis:** the percentages of this question are optimal for the proposal, because the 97 % of Tourist service providers from San Pedro Community think that is very indispensable the use of English language for the touristic service in your community. The 3 % of Tourist service providers tell about that the English language is indispensable. Other options do not have favorable percentages.





5. - have you done practical courses in English language before?

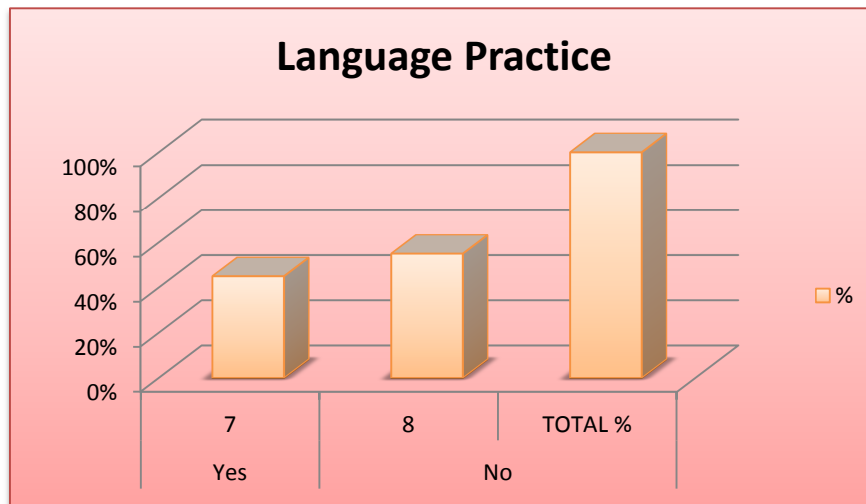
Chart # 8: language practice

ALTERNATIVES	FREQUENCY	%
Yes	7	45%
No	8	55%
	TOTAL %	100%

Source: Asociación de Cabañeros Playita Linda

Author: Fulton Ramírez Pozo.

GRAPHIC # 5



Source of information: Tourist service providers from San Pedro Community.

Author: Fulton Ramírez Pozo.

**Analysis:** Touristic service providers from San Pedro Community mention in a 45 % that they have had the possibility to do a practical course in English language while the other 55 % of touristic service providers have not done any practical course.



**6. - Do you know about any English vocabulary or phrases of tourism?**

**Chart # 9: Knowledge level of English**

ALTERNATIVES	FREQUENCY	%
<b>much</b>	<b>0</b>	<b>0%</b>
<b>few</b>	<b>3</b>	<b>20%</b>
<b>Very few</b>	<b>6</b>	<b>40%</b>
<b>nothing</b>	<b>6</b>	<b>40%</b>
	<b>TOTAL %</b>	<b>100%</b>

**Source:** Asociación de Cabañeros Playita Linda

**Author:** Fulton Ramírez Pozo.

**GRAPHIC # 6**



**Source of information:** Tourist service providers from San Pedro Community.

**Author:** Fulton Ramírez Pozo.

**Analysis:** Tourist service providers have expressed that in a 40% they do not know about English language, in a 40 % they know very few about this language and the 20% know few.



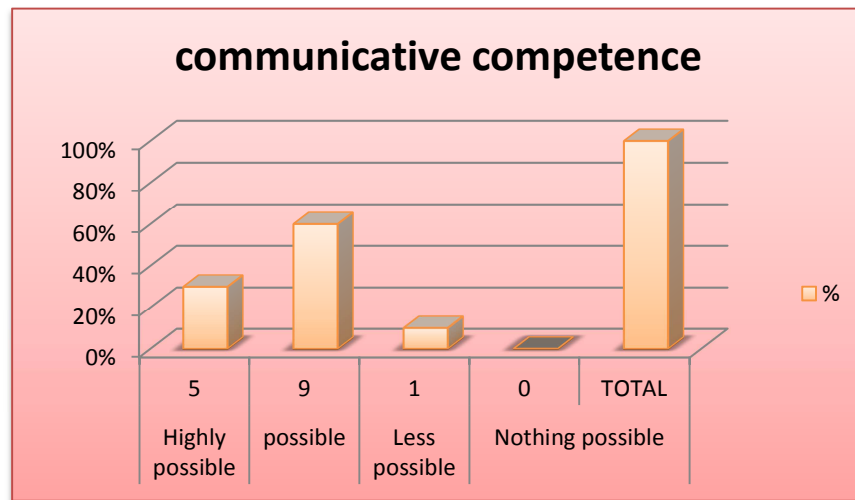
7. – How do you consider the possibility of getting certain competence to communicate with English speaker people and so give a good service to this kind of people?

Chart # 10: communicative competence

ALTERNATIVES	FREQUENCY	%
Highly possible	5	30 %
Possible	9	60 %
Less possible	1	10 %
Nothing possible	0	%
	TOTAL	100%

Source: Asociación de Cabañeros Playita Linda  
 Author: Fulton Ramírez Pozo.

GRAPHIC # 7



Source of information: Tourist service providers from San Pedro Community.  
 Author: Fulton Ramírez Pozo.

Analysis: Tourist service providers from San Pedro Community consider highly possible that they can get English language in a 25%, other tourist service providers consider possible to get it in a 60% and they are not sure because they think that they have less possibility to get English language.



8. – Would you like to communicate in English language, that is, can listen and speak with English speaking clients in the restaurant in a basic level?

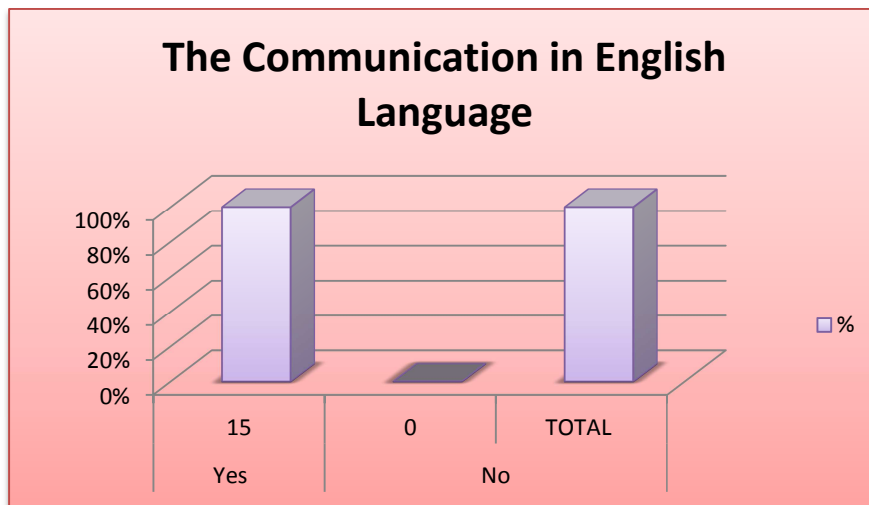
**Chart # 11: the communication in English language**

ALTERNATIVES	FREQUENCY	%
Yes	15	100%
No	0	0%
	TOTAL %	100%

**Source:** Asociación de Cabañeros Playita Linda

**Author:** Fulton Ramírez Pozo.

**GRAPHIC # 8**



**Source of information:** Tourist service providers from San Pedro Community.

**Author:** Fulton Ramírez Pozo.

**Analysis:** Tourist service providers from San Pedro Community will like to communicate in English language with English speaking people because they might transmit any information about their business. The percentage is 100%.



9. – Do you consider that you need the practice course design in English language in a basic level focused in tourism area?

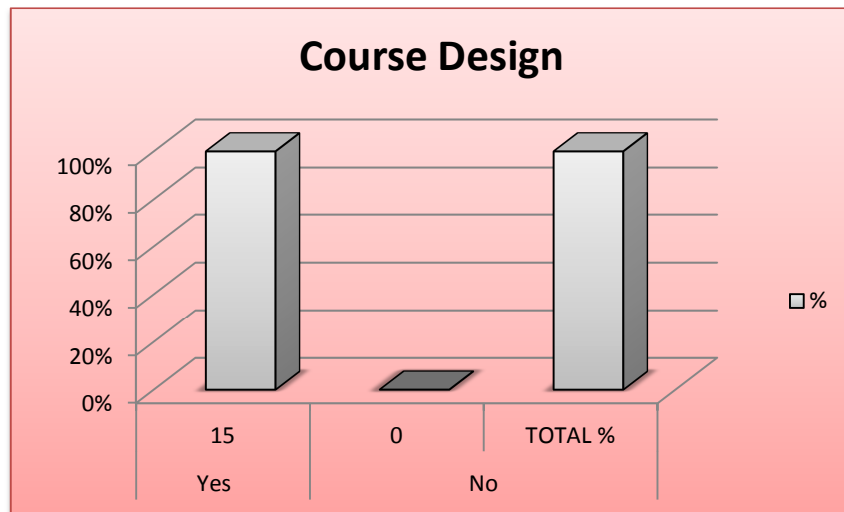
Chart # 12: course design

ALTERNATIVES	FREQUENCY	%
Yes	15	100 %
No	0	0 %
	TOTAL %	100 %

Source: Asociación de Cabañeros Playita Linda

Author: Fulton Ramírez Pozo.

GRAPHIC # 9



Source of information: Tourist service providers from San Pedro Community.

Author: Fulton Ramírez Pozo.

**Analysis:** Tourist service providers from San Pedro Community consider that they need a practice course design in English language in a basic level focused in tourism area because their community can attract many people including English speaking people for some positive aspect of San Pedro. They say that they have parapente, foods, beach, etc.



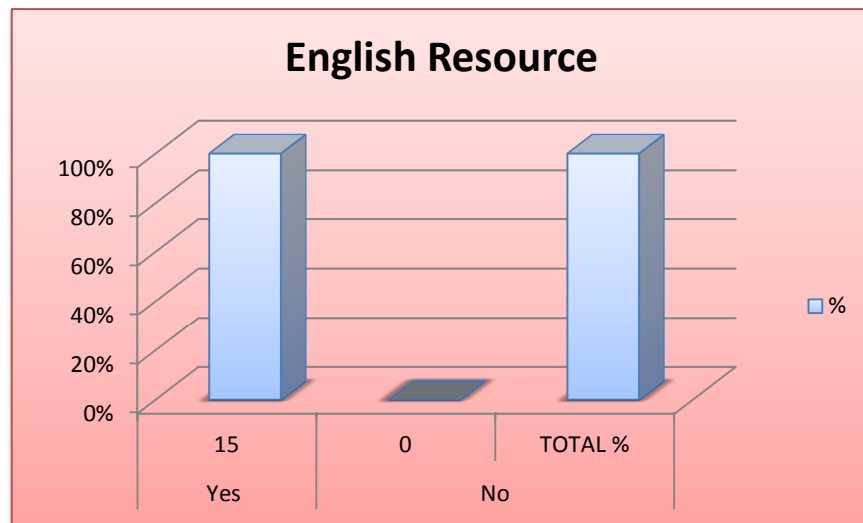
**10. - Would you like to take with a resource that permit you practice English language in a constant way according to the needs in your job?**

**Chart # 13: English resource**

ALTERNATIVES	FREQUENCY	%
Very important	15	100 %
Important	0	0 %
	TOTAL %	100 %

**Source:** Asociación de Cabañeros Playita Linda  
**Author:** Fulton Ramírez Pozo.

**GRAPHIC # 10**



**Source of information:** Tourist service providers from San Pedro Community.

**Author:** Fulton Ramírez Pozo.

**Analysis:** The acquisition of English language can be possible if tourist service providers from San Pedro Community could practice constantly using learning strategies according to the needs of them, that is, a resource about the restaurant.



## **4.4 CONCLUSIONS AND RECOMMENDATIONS.**

### **4.4.1 CONCLUSIONS**

According with the result of this survey, it is necessary to explain the conclusions whose objective is to give notions about what the touristic servers need to develop the potential in San Pedro Community. The conclusions gotten in this survey are:

The Tourist service providers think San Pedro community has many attractive to get speaking English people come to this community, so they mention the beautiful beach, the extreme sport in which tourists can do camping, they point out the waterfall, the peace that you can fell being in the town of San Pedro, the natural environment that you can appreciate, you can look at animals if you go into the forest such as howler monkeys, deer. There is another aspect that it is important to realize: the organization in the trade, they are associated in an organization in order to get the help for the public government, which don't have until now.

The high percentage point out that the touristic service given to speaking English people is little satisfactory, because they think that if they don't know English language, they can't give a satisfactory service. For consequence the communication in English language is not excellent, they try to communicate with them through the sign language, sometime they don't get to sell the product that they offer for the problem of communication, because the servers don't understand to speaking English people and vice versa.

The tourism service providers think the use of English language is so important for them because they receive in high season (between November and April) many speaking English people and they have the need to communicate with them. This problem is due to the touristic servers haven't have the opportunity to do practice course in English language, few of them in a low percentage have done courses two three years ago. For the following the level of English language is



low, they don't have notions in this language, which they believe it is relevant, because they want to learn English language.

All touristic servers believe that the application of an interactive resource using learning strategies will help to them in the acquisition of the English language, so they have the need to learn English, which is fundamental for this project. It can be possible the application of an interactive resource. Therefore, tourism service providers think they are motivated to learn English.

#### **4.4.2 RECOMMENDATIONS**

The following recommendation will give an orientation about the projection of this proposal, whose main goal is to get the learning of English language using the most effective and efficient strategies. For this, it is necessary the following recommendations:

- ✚ It is so fundamental to take into account the real need of learning English language of servers, who offer a touristic service in San Pedro community through the application of this proposal.
- ✚ It is considerable the searching of interactive strategies and tactics in order to achieve a good learning of English language in basic level.
- ✚ It will be important to suggest that this proposal can be improved for and in other areas or in other spaces, so the relevant of learning English language.





## CHAPTER IV

### THE PROPOSAL

#### 4.1 Title

**“LEARNING INTERACTIVE STRATEGIES TO GET COMMUNICATIVE COMPETENCE IN LISTENING AND SPEAKING SKILLS OF ENGLISH LANGUAGE TO TOURISTIC SERVICE PROVIDERS OF ASOCIACION DE CABAÑEROS SAN PEDRO PLAYITA LINDA IN SANTA ELENA PROVINCE, 2017”.**

#### 4.2 Description

##### 4.2.1 Informative data

The proposal project will be implemented at the “Asociación de Cabañeros Playita Linda” located in San Pedro Community, Santa Elena Province.

#### Executing Institution

“Asociación de cabañeros Playita linda San Pedro”.

#### Illustration 1: Asociación de cabañeros San Pedro “Playita Linda”



**Author:** Fulton Germán Ramirez Pozo.

**Source:** Asociación de Cabañeros San Pedro “Playita Linda.



**Beneficiaries**

Touristic service providers at restaurants

**Illustration 2: touristic service providers at restaurants of Asociación de Cabañeros San Pedro “Playita Linda”.**



**Author:** Fulton Germán Ramírez Pozo.

**Source:** Asociación de cabañeros San Pedro “Playita Linda”.

**Location**

The location to apply the proposal will be in San Pedro community, Province of Santa Elena.

**Regimen:** Coast.

**Proposal Title:** Learning Interactive Strategies to get communicative competence in listening and speaking skills of English language.

**Estimated time for execution:**

Periodically.

**Responsibles:**

Author: Fulton Ramírez Pozo.

Advisor: Sara González Reyes Msc.



## **Feasibility**

This proposal is feasible because its application was accepted by the president of the Asociación, Mister Alfonso Valero, and it has the support of partners to apply it.

## **Characteristics of the proposal**

This proposal is:

- ✓ Dynamic
- ✓ Interactive
- ✓ Creative

### **4.2.1.1 PROPOSAL BACKGROUND**

The globalization is the main factor for the development of the countries, and it brings about the application of new tendencies to get this development, it is not easy to get it because people need to get efficient strategies to achieve the progress and better opportunities in the current moment.

The acquisition of a new language is not the exception in the word globalization; people try to get a new language because the knowledge of another is fundamental for the real need that they have, that is, they try to get business, try to sell any product to the tourists, who comes to the country.

In South America, there are many countries that do not have the English language as a second language or English as a foreign language, because the learning is not efficient to get people have an acceptable level (A1) of this language in order to get a communicative competence in listening and speaking skills in English language.

Specially, when Ecuadorian people go out from the high school, they do not have the opportunities to practice or apply the knowledge of English language, because they think the English language is not useful for their job. Particularly, people



from San Pedro Community have dedicated their life in the job, but they recognize that need to focus in the knowledge of a new language because they feel that it is totally important to speak and communicate with foreign people.

For this reason it is necessary the implementation of learning interactive strategies to get communicative competence in listening and speaking skills in English language in benefit of learners, who are focused in the English language as a new tendency in the service in restaurants and so the development of their community.

The “Asociación de Cabañeros Playita Linda” is an organization, which purposes is to give to people a good service in their restaurants in order to take part in the development of San Pedro Community, but there is the situation that they cannot communicate with English speaking people for the lacking of knowledge of ways to get the language.

According to Oxford, “this is essential to the active development of the new language” (1990, p.4). The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency. This research proposes the development of a tourism course design using learning interactive strategies to get communicative competence in listening and speaking skills in English language in touristic service providers in restaurants of Asociación de Cabañeros San Pedro Playita Linda in Santa Elena province, 2017.

#### **4.2.1.2 SIGNIFICANCE**

A course design for tourism can contribute to overcome the situation of touristic service providers in respect to the offered service to English speaking people, so for that reason to focus the development of listening and speaking skills according to the needs of them in the environment where they offer this service.



The use of learning interactive strategies in this course design for tourism is to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations in the area where touristic service providers work.

The importance of this proposal is that the communicative competence in listening and speaking will be achieved through learning interactive strategies that permit to get a basic knowledge (A1) in the use of English language, that is, touristic service providers have much possibilities to communicate with a English speaking people.

This proposal seek the tourism can be developed in an international way because the touristic service providers might be ready to give to English speaking people a good attention with the use of English language, so the touristic service providers can speak and understand to English speaking people in an appropriate and specific English focused in tourism area.

The course design for tourism will be fundamental for the development of the productive matrix in this area, which is mentioned in the legal parameters, because learners will be able to develop communicative competence in listening and speaking skill and so give several services to English speaking people such as: offer a menu in a restaurant, food, information, transportation, giving, etc.

The significance of this proposal is that these learning interactive strategies will do the acquisition of English language more significance, deeper, more productive and lasted.



### **4.2.1.3 OBJECTIVES**

#### **General Objectives**

To get communicative competence in listening and speaking skills in English language to touristic service providers in San Pedro community in Santa Elena province, 2017”.

#### **Specific Objectives**

- ✚ To analyze the knowledge about English language to touristic service providers.
- ✚ To look for the better learning strategies to get communicative competence in listening and speaking skills in English language.
- ✚ To create a course design for tourism, in which learning interactive strategies will be applied.

### **4.2.2 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

#### **DESIGN OF PROPOSAL**

Related to the researching this phrase means that the needs of speaking English language for tourism service providers is fundamental because they want to get this language for communicating with speaking English people in order to give a good service and the need to develop this language. For the development of a tourism course design is important to ask some questions about the needs of tourism service providers.

For the development of this course design for tourism is important to know the needs of touristic service providers in restaurants about the English language. For this reason is necessary to answer the questions to elaborate this course design for tourism.



## **ESP- course design**

**Question 1.** Why do tourism service providers need to get English language?

Tourism service providers need to get English language because they want to know something of this language in order to communicate with Speaking English people and so to give a good service in the place where they consider having a potential.

**Question 2.** Who is going to be involved in the process?

Tourism service providers, helpers and all people, who work in a tourism area of restaurants, are going to be involved in the process.

**Question 3.** Where is the learning take place?

The learning is take place in San Pedro Community, which is an important place in Santa Elena Province.

**Question 4.** What potential does the place provided?

It has a huge potential because it is wonderful visited for Speaking English people, who like the beautiful beach, the restaurants are near at the beach, the environment is fantastic, etc.

**Question 5.** What limitations does it impose?

The lacking of knowledge of English language is the limitation.

**Question 6.** When is the learning take place?

The learning takes place in a certain time, according to the goal.

**Question 7.** How much time is available?

The time depends of the achievement of this goal.

**Question 8.** How will it be distributed?

It will be distributed in several topics in which is going to be included the learning interactive strategies.

**Question 9.** What do tourism service providers need to learn?

Tourism service providers need to learn Specific English for tourism according to the real need in San Pedro Community.



**Question 10.** What aspects of language will be needed and will they be described?

They need to get a communicative competence in listening and speaking skills in English language,

**Question 11.** What level of proficiency must be achieved?

The level of proficiency must be achieved should be A1.

**Question 12.** What topics areas will need to be covered?

Tourism services providers need to learn are: greetings, foods, common phrases in tourism area, extreme sports, dishes in restaurants, ingredients in tourism area.

**Question 13.** How will the learning be achieved?

The learning will be achieved with the application of a tourism English course design using learning interactive strategies focused in to get communicative competence.

**Question 14.** What learning theory will underlie the course?

The learning theory that underlying in this course is the application of an ESP for tourism, the learning strategies, communicative competence and listening and speaking skills.

**Question 15.** What kind of methodology will be employed?

The kings of methodology that will be employed are communicative approach in order to get communicative competence, in combination of Skills-Based Approach as a form of getting listening and speaking skills, therefore it is fundamental to use Discourse-Analysis Approach, because the tourism course design should be according to the needs of touristic service providers and the Learning centered approach, because they need to know their goals in order to use their own learning strategies.

### **Importance of ESP- course design**

The idea of ESP- course design is to provide to the touristic service providers from San Pedro community an English course design for tourism in which they can use learning strategies in order to get communicative competence in listening and speaking skills in this language with topics related to English for specific





purposes in tourism such as: ingredients, menu, foods, transportation, giving directions, applying learning interactive strategies: cognitive, affective and social strategies, and so on combination of them as a new way to get English language.

In this tourism course design are included different activities to reinforce the learning of the contents, these activities show the learning interactive strategies and give some instructions that touristic service providers can use in a daily activities such as in their job, in their home, in order to get communicative competence in listening and speaking skills of English language. These interactive resources will be getting for the web site such as music, motivational videos, etc.

#### 4.2.2.3 Kind of Learning strategies to apply in the course design for tourism.

**Illustration 3: Cognitive strategies**

##### REPEATING



##### RECOGNIZING



##### PRACTICING



##### GROUPING



##### DEDUCTION/ INDUCTION

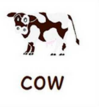



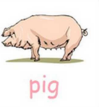





##### SUSTITUTION



### ELABORATION

Which animals live on the farm?

 cow	 zebra	 horse	 giraffe
 pig	 monkey	 dolphin	 rooster

### TRANSLATION



Illustration 4: Affective strategies

### WATCH A VIDEO



### LISTENING MUSIC



Illustration 5: Social cultural strategies

### COOPERATION



AulaFacil.com



Other of the resource in order to complement the programs of the tourism course design is going to necessary to use several of interactive resources that permit to achieve the goal. One of the interactive resources is called LEARNING INTERACTIVE STRATEGIES, and it is made with programs which are VISUAL STUDY. NET and MySQL, which permit to create an interactive environment appropriate for the touristic service providers.

#### 4.2.2.4 Development of the interactive resource

The main goal of this interactive resource is to complement the tourism course design for the main goal, which is to get the communicative competence in listening and speaking skills in English language, so it permits to use learning strategies to apply activities according to the interest of the learners.

Every interface in the interactive resource show several activities according to the learning strategies and with the guide of instructor will help to get the communicative competence in listening and speaking skills in English language. At the beginning the learners are going to need to the instructor until they get to use the learning strategies.

#### The use of the Interactive Resource

The application of an interactive resource created focused to complement the knowledge of tourism service providers in the tourism area in San Pedro Community in order to get a communicative competence in listening and speaking skills in English language in a basic level is important for giving a good learning environment.

This interactive resource is showed:

This interactive resource has a first interface. In the first picture, it is the interface of connection to the interactive resource where learners can income to the different activities showed in the software.

**Illustration # 6 interface of connection**



This is the welcome interface where it shows the topic which contains each interface



**Illustration 7: Welcome interface**

In each topic, it is possible to find the applied learning strategies with activities for getting the listening and speaking skill.



**Illustration 8: Learning interactive strategies**

The development of learning interactive strategies in a tourism course design will be fundamental for the touristic service providers, who want to get communicative competence in listening and speaking skills, because the touristic service providers will practice vocabulary, functions, images (cognitive strategies), motivational activities (affective strategies), interaction with a foreign people (social strategies).

#### **4.2.2.5 Impacts**

##### **Social impact**

The implementation of an interactive resource using activities focused in listening and speaking skill to get the communicative competence. Thus learners might communicate in a basic level in their job with a foreign people as a relevant social aspect.



### **Educative impact**

The proposal is focused on learners' interest and needs as a main tool to help learners to learn a certain language to get communicative language as if they will be in the school.

#### **4.2.2.6 TOPICS OF THE TOURISM COURSE DESIGN**

**Chart 14: Topics of the tourism course design**

<b>TOPICS OF THE TOURISM COURSE DESIGN</b>	
✓	<b>Greetings in English language</b>
✓	<b>Cookware</b>
✓	<b>Fruits and vegetables</b>
✓	<b>Foods</b>
✓	<b>Days of the week</b>
✓	<b>Activities on vacation</b>
✓	
✓	<b>Common questions and answers in tourism area</b>



#### 4.2.2.7 Developed activities used in Tourism Course Design

##### ACTIVITY # 1 GREETINGS



**Illustration 9: Greetings**

**Objective:** touristic service providers can use common phrases and interact in a simple way with speaking English people using the most common greetings in English language.

##### **Learning strategies**

Learners need to listen to the video about the greetings for **imagery** in their mind about the previous knowledge. (They need to close their eyes).

Learners need to **elaborate** a relation between the prior knowledge with the phrases that they are going to use.

Learners should listen and make **repetition** about the greetings.

Learners need to understand the new words using the **translation** of English greetings if it is necessary.

Learners need to do a **grouping** activity using the phrases according to their perspective.

Learners should make a **deduction** about the use of these phrases.

Learners will see the **video about greetings** in order to motivate and get the communicative competence.

Learners need to make a **Cooperation** activity in group with each of participants.



**Hello good morning. How is going?**



**Hi, how are you?**

**So, so**

**I'm fine, thanks.**

**I'm not so good**

**Please take a seat.**

**Illustration 10: Elaboration**





## ACTIVITY # 2 COOKWARE



Illustration 11: interactive resource. Cookware

**OBJECTIVE:** touristic service providers can relate with cookware vocabulary and interact with partners in restaurants using English language.

### LEARNING STRATEGIES

**Cognitive strategies:** Translation, repetition, grouping and deduction/ induction.

**Affective strategies:** video about cookware.

**Social interactive strategies:** questions for clarification, Cooperation.

**Material:** Infocus, Computer, speakers, flashcards.

**Time:** 3 hours

### Procedure:

Learners see the interface about cookware topic, in order to relate the target knowledge with their experience (**elaboration**).

Learners need to **translate** the English vocabulary to Spanish in order to get the meaning of words.

Learners should listen and make **repetition** about the vocabulary in order to imitate a model language.

Learners should answer a question (**deduction**): How do you say “**BLENDER**” in Spanish.





Learners listen to the same question in English language (**RECOGNIZING**) in order to recognize the words.

Learners should practice the question and answer in group (**questions for clarification**).

**Interactive Dialogue:**

The instructor gives to learners a little dialogue and flashcards to awake the practice in English language (**practicing**).

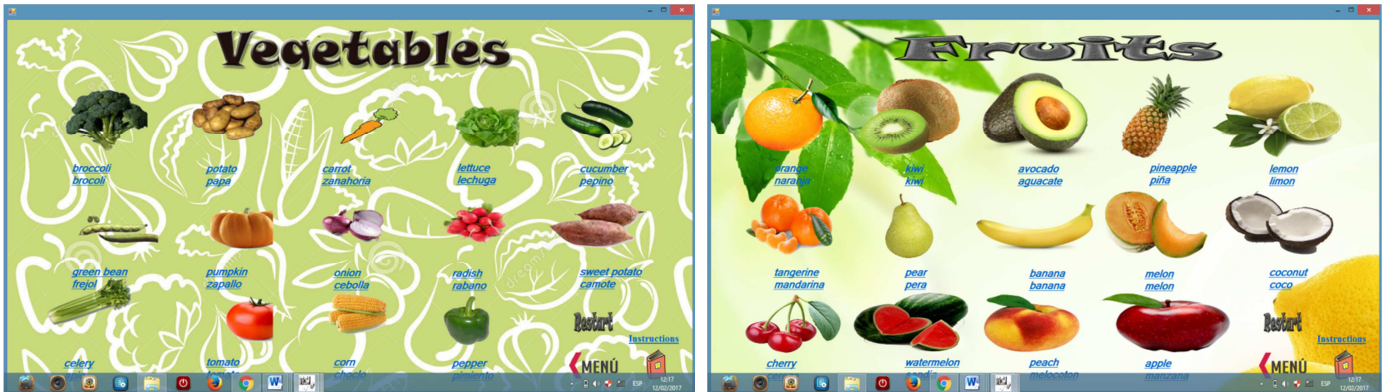
Learners should elaborate their own answers using the different flashcards about cookware. In the first time the flashcards are face down to motivate learners (**elaboration**).

Learners watch the video about cookware (**affective strategy**) and make activities.

Learners need to practice in cooperation with partners (**cooperation**).



### ACTIVITY # 3 VEGETABLES AND FRUITS



**Illustration 12: interactive resource vegetables and fruits**

**Objective:** Touristic service providers will apply vegetables and fruits vocabulary in their daily activities.

#### LEARNING STRATEGIES

**Cognitive strategies:** representation imagery, grouping,

**Affective strategies:** video about fruits.

**Social cultural strategies:** cooperation

**Material:** Infocus, Computer, speakers, flashcard, vegetables and fruits.

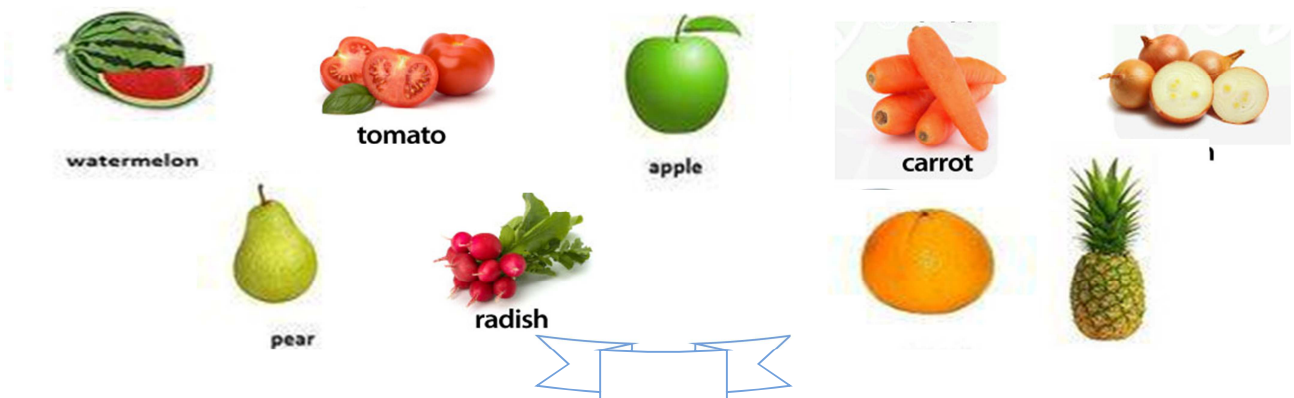
**Time: 2 hours**

#### PROCEDURES:

Instructor asks some question about vegetables and fruits in a general way in order to introduce the topic. This topic is going to be development through the interactive resource.

Learners have to listen to the pronunciation of vegetables and fruits vocabulary in the interfaces, then repeat many times until you can relate with them (**repeating**).

Learners classify the words of the vocabulary according to the respective category: vegetables or fruits. (**Grouping**)



The interface will permit to classify the vegetables and fruits according to the criteria of each one listening sounds and helping to instructor in the process.



**Illustration 14: Vegetables and fruits classification**

In this interface, learners need to listen to the sounds of vegetables and fruits, and then they are going to point out what is the correct picture (deduction).



**Illustration 15: deduction**



The application of **video** about fruits as affective strategies will motivate learners to pay attention for getting the communicative competence.



**Illustration 16: video about fruits**

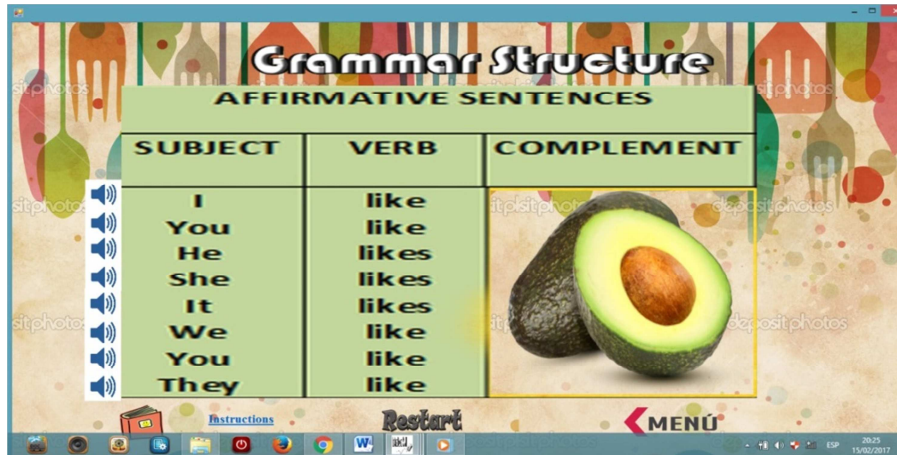
The activity of Cooperation will give to learners the confidence to interact doing a question and the answer.



**Illustration 17: Cooperative strategies**



## USING PRESENT TENSE



**Illustration 18: Present tense**

**OBJECTIVE:** learners will be able to ask in present tense if foreign people like something.

**Material:** Infocus, Computer, speakers.

**Time:** 4 hours

**LEARNING STRATEGIES:**

**Cognitive strategies:** ACTIVATING KNOWLEDGE

**Affective strategies:** guessing

**Social cultural strategies:** Cooperation

Do you like carrot?  
lettuce?



Yes, I do.

No, I don't.

Do you like broccoli?



Yes, I do.

No, I don't.

Do you like



Yes, I do.

No, I don't

Does he like carrot?  
lettuce?

Yes, he does.

No, he doesn't.

Does she like broccoli?

Yes, she does.

No, she doesn't.

Does he like

Yes, he does.

No, he doesn't.





Learners need to listen to the pronunciation of a question and its answer, repeat many times until you can relate with them.

Learners need to listen to the question with its possible answer in affirmative or negative form doing a click on the picture.

Instructor plays guessing with learners relate to fruits and vegetables, they should deduce the fruits and vegetables.



Illustration 19: Guessing

Learners practice with a partner or in group the questions with affirmative and negative answers in order to give fluency in English language (**cooperative strategy**).

**Do you like broccoli?**

**Do you like apple?**

**Yes, I do**

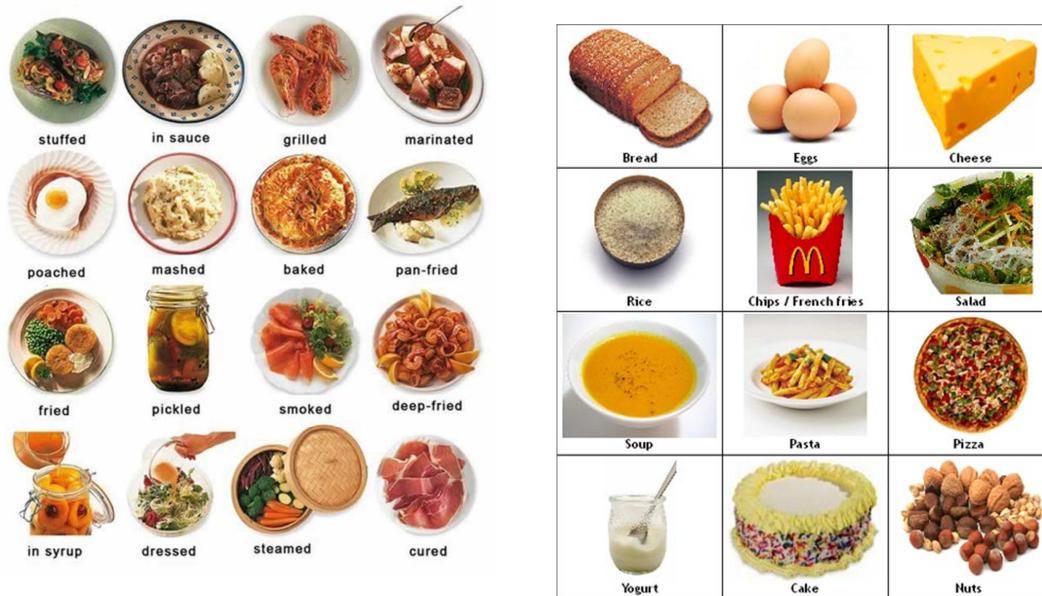
**No, I don't**

Learners ask questions to a partner and the partner answer immediately in an affirmative or in a negative.

Each learner gives an opinion about the pronunciation and the fluency of his or her partner.



## ACTIVITY # 4 FOODS



**Illustration 20: foods**

**Objective:** touristic service providers can relate with food vocabulary and interact with partners in restaurants using English language.

**Learning strategies**

**Cognitive strategies:** Translation, repetition, grouping and deduction/ induction.

**Affective strategies:** video about food.

**Social interactive strategies:** questions for clarification, Cooperation.

**Material:** Infocus, Computer, speakers, flashcards.

**Time:** 3 hours

**Preparation:** learners should follow the procedures.

**Procedure:**

Learners see the interface about food topic, in order to relate the target knowledge with their experience (**elaboration**).



Learners need to **translate** the English vocabulary to Spanish in order to get the meaning of words.

Learners should listen and make **repetition** about the vocabulary in order to imitate a model language.

Learners should answer a question (**deduction**): How do you say “**cheese**” in **Spanish**.

Learners listen to the same question in English language (**RECOGNIZING**) in order to recognize the words.

Learners should practice the question and answer in group (questions for clarification).

### **Interactive Dialogue:**

The instructor gives to learners a little dialogue and flashcards to awake the practice in English language (**practicing**).

Learners should elaborate their own answers using the different flashcards about foods. In the first time the flashcards are face down to motivate learners (**elaboration**).

Learners watch the video about foods (**affective strategy**).

Learners need to practice in cooperation with partners (**cooperation**).





Topic # 5 DAYS ON THE WEEK



Illustration 21: days on the week

**Objective:** touristic service providers will mention the days on the week and interact with partners in restaurants doing questions using English language.

**Learning strategies**

**Cognitive strategies:** Translation, repetition, grouping and deduction/ induction.

**Affective strategies:** video about cookware.

**Social interactive strategies:** questions for clarification, Cooperation.

**Material:** Infocus, Computer, speakers, flashcards.

**Time:** 3 hours

**Preparation:** learners should follow the procedures.

**Procedure:**

Learners see the interface about cookware topic, in order to relate the target knowledge with their experience (**elaboration**).

Learners need to **translate** the English vocabulary to Spanish in order to get the meaning of words.

Learners should listen and make **repetition** about the vocabulary in order to imitate a model language.

Learners should answer a question (**deduction**): How do you say “**BLENDER**” in Spanish.



Learners listen to the same question in English language (**RECOGNIZING**) in order to recognize the words.

Learners should practice the question and answer in group (questions for clarification).

**Interactive Dialogue:**

The instructor gives to learners a little dialogue and flashcards to awake the practice in English language (**practicing**).

Learners should elaborate their own answers using the different flashcards about cookware. In the first time the flashcards are face down to motivate learners (**elaboration**).

Learners watch the video about cookware (**affective strategy**).

Learners need to practice in cooperation with partners (**cooperation**).



## Topic # 6: ACTIVITIES ON VACATION



**Illustration 22: Activities on vacation**

**OBJECTIVE:** touristic service providers will describe activities on vacation and interact with partners in restaurants doing questions using English language.

### LEARNING STRATEGIES

**Cognitive strategies:** Translation, repetition, recognizing, grouping and deduction/ induction.

**Affective strategies:** video about cookware.

**Social interactive strategies:** questions for clarification, Cooperation.

**Material:** Infocus, Computer, speakers, flashcards.

**Time:** 3 hours

**Preparation:** learners should follow the procedures.

### Procedure:

Learners relate the Spanish translation of the phrase with the picture as a previous knowledge. (**elaboration**).

Learners listen to the pronunciation in English language of the phrases, and then they need to **translate** the English vocabulary to Spanish in order to get the meaning of words.



Learners should listen and make **repetition** about the vocabulary in order to imitate a model language.

Learners listen to the sound in English language (**RECOGNIZING**) in order to recognize the phrase.



**Illustration 23: recognizing**

Learners should practice the question and answer in group (questions for clarification).

**Interactive Dialogue:**

The instructor gives to learners a little dialogue and flashcards to awake the practice in English language (**practicing**).

Learners should elaborate their own answers using the different flashcards about cookware. In the first time the flashcards are face down to motivate learners (**elaboration**).

Learners watch the video about cookware (**affective strategy**).

Learners need to practice in cooperation with partners (**cooperation**).





**Illustration 24: Cooperation**



## TOPIC # 7 OFFERING A SERVICE AT THE RESTAURANT

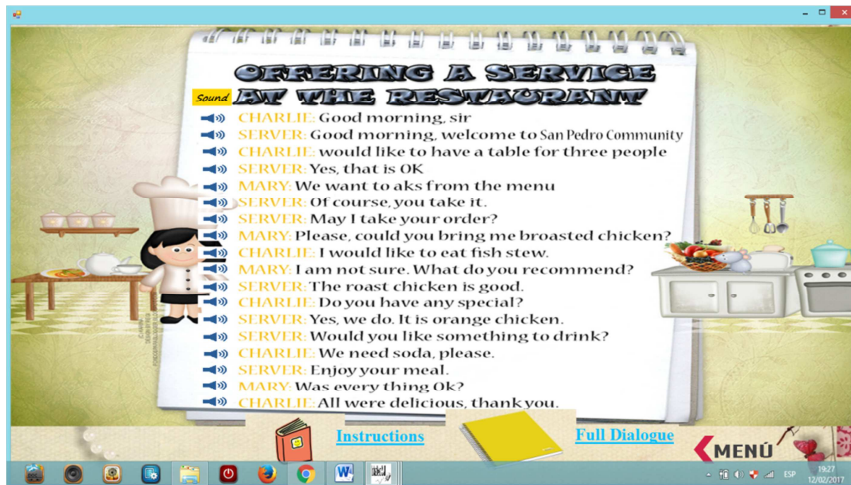


Illustration 25: Offering a service

**Objective:** learners will try to talk in English language offering a service to foreign people like something at the restaurant.

**Material:** Infocus, Computer, speakers.

### LEARNING STRATEGIES:

**Cognitive strategies:** deduction, translation, repeating, ordering.

**Affective strategies:** video about service in restaurant.

**Socio cultural strategies:** producing the conversation

**Time:** 4 hours

### Procedure:

1. - Instructor shows learners a video about offering a service in the restaurant

2. - instructor encourages to learners to listen to the audio in order to relate with English language.



Illustration 26: Offering a service video



3. - Instructor asks some questions in Spanish language and learners have to deduct the meanings of phrases in English language (**deduction strategy**).
4. - Learners receive the translation in Spanish of the dialogue, then they listen a lot time the same (**translation strategy**).
5. - Learners have to repeat each phrase of the video; the intention is that learners can pronounce the phrases correctly. (**Repetition strategy**).
6. - learners should practice each phrases for 2 minutes, instructor repeat each phrase five time (**practice strategies**).
7. - **Learners have to listen each phrase of the video, then they have to order the phrase correctly (ordering strategy).**
8. - Learners watch a funny video about Mr. Been (**affective strategy**).
9. - Learner work in group preparing a role play of each phrase of the video (**cooperative strategies**).





## APPLICATION OF THE PROPOSAL IN ASOCIACION DE CABAÑEROS DE SAN PEDRO “PLAYITA LINDA”

### ACTIVITY # 2 COOKWARE

**Objective:** touristic service providers can relate with cookware vocabulary and interact with partners in restaurants using English language.

**Cognitive strategies: elaboration,** Translation, repetition, grouping and deduction/ induction, substitution.

**Affective strategies:** video about cookware.

**Social interactive strategies:** questions for clarification, Cooperation.

**Material:** Infocus, Computer, speakers, flashcards.

**Time:** 3 hours

#### Procedure:

Learners see the interface about cookware topic, in order to relate the target knowledge with their experience (**elaboration**).



**Illustration 27: elaboration strategy**

Learners need to **translate** the English vocabulary to Spanish in order to get the meaning of words.



**Illustration 28: translation strategy**





Learners should listen and make **repetition** about the vocabulary in order to imitate a model language.



**Illustration 29: Repetition strategy**

Learners should answer a question (**deduction**): How do you say “BLENDER” in Spanish.



**Illustration 30: deduction strategy**

Learners listen to the same question in English language (**RECOGNIZING**) in order to recognize the words.



**Illustration 31: recognizing strategy**



Learners should practice the question and answer in group (**questions for clarification**).



**Illustration 32: question for clarification strategy**

**Interactive Dialogue:**

The instructor gives to learners a little dialogue and flashcards to awake the practice in English language (**practicing**).



**Illustration 33: practicing strategy**

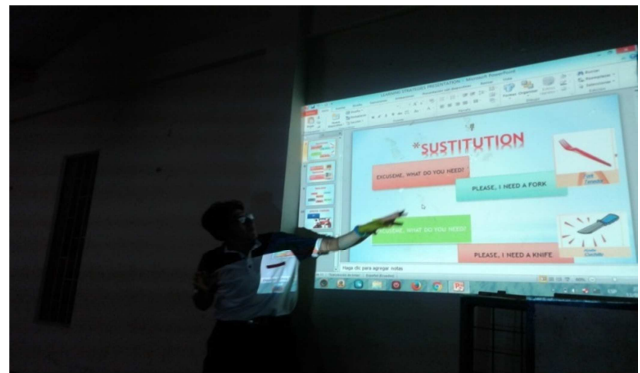


Learners should elaborate their own answers using the different flashcards about cookware. In the first time the flashcards are face down to motivate learners (**elaboration**).



**Illustration 34: elaboration strategy**

Touristic service providers are encouraging to use the words of vocabulary in a question and the answer (**substitution**).



**Illustration 35: substitution strategy**

Touristic service providers **watch an interactive video** about cookware in order to motivate to them. (**affective strategy**).



**Illustration 36: affective strategy**



Touristic service providers through Cooperation strategy try to listen to the question and immediately answer it. (**Social cultural strategies**).



**Illustration 35: Cooperation strategy**

### **4.3 Achievement and results**

#### **4.3.1 Achievement**

This research has done the following achievements:

- ✚ Touristic service providers have interest to get a communicative competence in listening and speaking skills in English language.
- ✚ They are motivated with the English course design because they think that it is focused according to the needs of them.
- ✚ They want to learn English language although they can not pronounce very well in this moment.
- ✚ They consider that using learning Interactive strategies are good to get listening and speaking skills, because these strategies are very simple to practice English language for them.
- ✚ Touristic service providers realize that they might listen and speak English in a few times.



### 4.3.2 Results

The participation of 15 Touristic service providers (4 owners, 8 helpers and 3 cookers of restaurants) in the application of the English course design for tourism using learning interactive strategies gave as a result a sample of 40 % to apply the proposal. It was necessary to make a survey about this English course design:

**Questions 1.** Can you tell how the experience with the use of this English course was?

Answer: Touristic service providers response in a 100 % that the course was pleasure, funny and interesting, because they were active in the process.

**Question 2.** What do you think about this English course design for tourism?

Answer: Touristic service providers think that English course for tourism is important in a 100% because they need a course focused in the needs of their restaurant.

**Question 3.** What is your opinion about the use of Interactive learning strategies in English language?

Answer: Touristic service providers consider in a 90 % that these interactive learning strategies give to learners more opportunities to get speak English because these interactive leaning strategies are practices to learn.

**Question 4.** Do you consider that it is possible to get a communicative competence in listening and speaking skills?

Answer: Touristic service providers consider that it is possible to get communicative competence in listening and speaking skills because this course give chance to practice this language constantly.

**Question 5. Are you ready to listen and speak English language?**

**Answer:** Touristic service providers believe in a 50 % that they are not ready although they have begun to know vocabulary and phrases in English language, and they think that they need more course like this.



## **4.4 CONCLUSION AND RECOMMENDATIONS.**

### **4.4.1 CONCLUSIONS**

- The course design for tourism have awake the interest to touristic service providers.
- With this course design for tourism touristic service providers have learnt a lot of vocabularies referent to their job.
- Using learning strategies for motivating learners have improvement in the listening and speaking skills of the English language in a basic level.
- The application of learning strategies give to learners more confidence in the learning of a language.
- The use of interactive resource in the course design for tourism makes more dynamic the development of activities.
- The communicative competence of listening and speaking skill is more lasted.
- The touristic service providers use frequently the learning strategies to get communicative competence in listening and speaking skills.





#### **4.4.2 RECOMMENDATIONS**

- The application of English courses for tourism focused in listening and speaking skill should be developed in the Province of Santa Elena in order to get communication in this language.
- It should be important to realize the needs of English language in each tourist place of this Province.
- It is necessary to follow with the learning interactive strategies as a new way to get communicative competence, because touristic service providers need to learn through actions, step, etc.



## 4.5 TIMETABLE

### Chapter # 15

	ACTIVITIES	2016-2017										
		MAY	JUN	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR
1.	Presentation of research proposal											
2.	Approval of the proposal	<b>X</b>										
3.	Socialization with research	<b>X</b>										
4.	Elaboration of Chapter I		<b>X</b>									
5.	Approval of Chapter I			<b>X</b>								
6.	Elaboration of Chapter II				<b>X</b>	<b>X</b>	<b>X</b>					
7.	Approval of Chapter II						<b>X</b>					
8.	Elaboration of Chapter III						<b>X</b>	<b>X</b>				
9.	Approval of Chapter III							<b>X</b>				
10.	Elaboration of Chapter IV							<b>X</b>	<b>X</b>	<b>X</b>		
11.	Approval of Chapter IV									<b>X</b>		
12.	Elaboration and application									<b>X</b>		
13.	Delivery of final work									<b>X</b>		
14.	Pre defense										<b>X</b>	
15.	Project defense											<b>X</b>





## 4.6 RESOURCES

### 4.6.1 Institutional

Chart # 16

DESCRIPTION
“Asociación de Cabañeros San Pedro Playita Linda”.
<b>TOTAL</b>

### 4.6.2 Human

Chart # 17

DESCRIPTION	UNIT COST	TOTAL COST
1 SYSTEM PROGRAMMER TECHNICIAN	\$15.00 / day	\$300.00
<b>TOTAL</b>		<b>\$300.00</b>

### 4.6.3 Material

Chart # 18

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	\$4.50	\$4.50
Bounds	\$25.00	\$75.00
Ink	\$30.00	\$60.00
Prints	\$30.00	\$30.00
Copies	\$10.00	\$10.00
Cd's	\$0.50	\$1.50
Pen	\$0.30	\$0.60
Flash Drive	\$10.00	\$10.00
<b>TOTAL</b>		<b>\$ 191.60</b>



#### 4.6.4 Technological

Chart # 19

DESCRIPTION	UNIT COST	TOTAL COST
Use of Internet	\$30.00/ month	\$ 300.00
Laptop	\$ 700.00	\$ 700.00
Camera	\$250.00	\$ 250.00
<b>TOTAL</b>		<b>\$ 1.250, 00</b>

#### 4.6.5 Economic

Chart # 20

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 3,60	\$ 60,00
Lunch And Snacks	\$10.00	\$10.00
Unanticipated expenses	\$20, 00	\$20.00
<b>TOTAL</b>		<b>\$ 60.00</b>

<b>TOTAL SUMATORY</b>		<b>\$ 1560. 60</b>
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# APPENDIXES

## **INTERVIEW TO GLADIS SANTOS MARIN- MANAGER OF EMUTURISMO**

### **Question 1. What is your opinion about general tourism in the country?**

Tourism in general represents the second economic of income in the country, therefore it is considered very important in the development of our country.

### **Question 2. Do you think that the tourism area can be developed internationally in the communities in the Province of Santa Elena?**

In an international level the tourism area has been developed, such Montañita, although there are other excellent places, which can be as touristic destiny. It has not explored other places: rainforest, cultural patrimony or ancestral gastronomy, etc.

### **Question 3. What is your opinion about the English Language in relation to tourism?**

I consider English language as an important element, so people need to know something of this language in a basic level in order to communicate with English speaking people who visit Santa Elena communities. I mention that people without any knowledge are “Contemporary illiteracy”, because they should have knowledge to transmit any idea to another people.

### **Question 4. At present, do government entities in the tourism area have some entrepreneurship for the development of English Language in the touristic communities of the Province of Santa Elena?**

Emuturismo E.P. has the competence in giving capacitation to tourist service providers from San Pedro Community tourist service providers from San Pedro Community, but English language has not been taken into account because they do not have any professional in this area, although it should be important.

### **Question 5. Do you consider it is important that people who provide a touristic service can communicate with English speakers using this language?**

I believe that it is important the use of English language because it is the manner about how you sell your product or giving a good service to English speaking people.

**Question 6. Do you consider that ignoring the English language creates a barrier to develop tourism and therefore a good service for English speaking people?**

I think that it is true, because tourist service providers can not extend the tourism in another level, which it is to give service to English speaking people.

**Question 7. What are the shortcomings in the communication with English speakers?**

She considers that touristic service providers cannot sell their products; they cannot offer any service to English speaking people and so Tourism cannot be developed.

**Question 8. How can this difficulty be solved?**

This difficulty can be solved knowing words, basic phrases in this language such as greetings, meals, phrases in the area of tourism, etc.

In addition, other actions that can help to touristic service providers to develop the English language.

**Question 9. Is it appropriate to develop classroom classes to acquire communicative competence in the English language to touristic service providers in restaurant from San Pedro Community?**

The development of classes to obtain communicative competence will be appropriate as long as it is according to the need of the touristic service providers in restaurants; we can mention flexible schedules, the financing of this, etc.

**Question 10. Do you consider that the restaurant service providers in the Community of San Pedro are prepared to cater to English speaking people?**

Definitely, touristic service providers of the restaurants in community of San Pedro community are not prepared to cater to English speaking people.

**Question 11. What is the attitude of the restaurant service providers to learn the English Language?**

Touristic service providers in restaurants have a pro-active, positive and interested attitude.

**Question 12. Would it be necessary to develop specific English for tourism in the people who provide this tourist service?**

It is very necessary to develop specific English for tourism, so that they could transmit a language to communicate with English speaking people.

**Question 13. Do you consider the application of a course designed for tourism based on learning strategies will help to acquire communicative competence in speaking and listening skills in the English language in the area of tourism?**

The application of a course to obtain this communicative competence would be very useful because they could develop the language as well as continue to learn with the help of these strategies.

**Question 14. If the application of the course designed for tourism helps to develop communication between restaurant service providers and English speaking people, what would be the benefits of the community?**

The benefits of the San Pedro community will be

## **INTERVIEW TO ALFONZO VALERO- PRESIDENT OF ASOCIACION**

### **Question 1. What is your opinion about general tourism in the country?**

I believe tourism is a great opportunity for all people who are dedicated to this area for our country.

### **Question 2. Do you think that the tourism area can be developed internationally in the communities in the Province of Santa Elena?**

I think Ecuador has potential to attract foreign people and the development each one of the communities.

### **Question 3. What is your opinion about the English Language in relation to tourism?**

My opinion is that English language is important for the tourism because we receive English speaking people every year and they come to San Pedro for services and we need to know English language.

### **Question 4. At present, do government entities in the tourism area have some entrepreneurship for the development of English Language in the touristic communities of the Province of Santa Elena?**

We received an English course one year ago; this course was executed for prefectura from Santa Elena.

### **Question 5. How many people assisted to this course?**

We are 35 people in the Asociación and I consider that 10 people assisted to the course.

### **Question 6. Was English course relevant in the learning of this language for communication?**

It was not relevant this English course, because people learned English but they don't remember nothing now.

### **Question 7. What kind of English do you need to know?**

I believe it is necessary to learn English about the products that we sell in the restaurant. It is English about foods, greetings and costs.

**Question 8. What do you think about an English course design for tourism according to the needs in the service of restaurants?**

It is an English course for tourism that we need to achieve communication with English speaking people.

**Question 9. Do you consider that the restaurant service providers in the Community of San Pedro are prepared to cater to English speaking people?**

Definitely, touristic service providers of the restaurants in community of San Pedro community are not prepared to cater to English speaking people.