



ESPE
UNIVERSIDAD DE LAS FUERZAS ARMADAS
INNOVACIÓN PARA LA EXCELENCIA

UNIVERSIDAD DE LAS FUERZAS ARMADAS “ESPE”

DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

RESEARCH PROJECT

**TITLE: THE INCIDENCE OF EXTENSIVE READING IN THE TOURISM
VOCABULARY DEVELOPMENT WITH STUDENTS OF 3RD YEAR OF
BACHILLERATO IN TOURISM AT “NUEVA PRIMAVERA” HIGH
SCHOOL DURING THE SCHOLAR YEAR 2014-2015**

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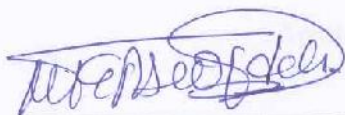
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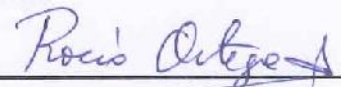
CERTIFICATION

We, Mg. María Teresa Llumiquinga and Mg. Rocío Ortega, Thesis Director and Co-director correspondingly, are pleased to certify that the research project under the title: **THE INCIDENCE OF EXTENSIVE READING IN THE TOURISM VOCABULARY DEVELOPMENT WITH STUDENTS OF 3RD YEAR OF BACHILLERATO IN TOURISM AT “NUEVA PRIMAVERA” HIGH SCHOOL DURING THE SCHOLAR YEAR 2014-2015**, developed by: Amilcar Isael Nacaza Alquina, who has finished and approved all the subjects of the Applied Linguistics in English Career of the University of the Armed Forces ESPE, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized to the corresponding university instance.

Sangolquí, 2015



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DECLARACIÓN DE RESPONSABILIDAD

Amilcar Isael Nacaza Alquina

DECLARO QUE:

El proyecto de grado denominado: **THE INCIDENCE OF EXTENSIVE READING IN THE TOURISM VOCABULARY DEVELOPMENT WITH STUDENTS OF 3RD YEAR OF BACHILLERATO IN TOURISM AT “NUEVA PRIMAVERA” HIGH SCHOOL DURING THE SCHOLAR YEAR 2014-2015**, ha sido desarrollado en base a una investigación exhaustiva, respetando derechos intelectuales de terceros, conforme a las citas bibliográficas correspondientes.

Consecuentemente este trabajo es de mi autoría.

En virtud de esta declaración, me responsabilizo del contenido, veracidad y alcance del proyecto de grado en mención.

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Sangolquí, 2015.



Amilcar Isael Nacaza Alquina
ESTUDIANTE

DEDICATORY

This work is dedicated to my parents for their constant support; they showed me that the strength and faith should not wane despite adversity.

My mother Beatriz Alquina was the inspiration to choose this profession and my father Manuel Nacaza who always wanted to see his son like a professional person.

The values and aspirations are their greatest legacy, in gratification to this heritage I dedicate to them all my effort which is embodied in this work.

Amilcar Isael Nacaza Alquina

ACKNOWLEDGEMENT

Ending a career is not easy, the difficulties encountered on the way may discourage a student at certain times, but there is a divine being who always offers help, "God", to him my special thanks for helping me achieve this goal.

My words of gratitude to my tutors; Mg. Rocío Ortega for welcoming me in this process of graduation, her teachings, her dedication are reflected in this research. Likewise to Mg. María Teresa LLumiQuinga who guided my stages of education, strengthening the acquired knowledge with her advices.

To my sisters who with their experience as professional women encouraged me in this path of university instruction.

My significant recognition to the woman who has given me unconditional support: my girlfriend Valeria Talavera.

And I can't forget my sister; Lillian Nacaza (+), who despite her early departure appreciated my effort as God gave her life.

Amilcar Isael Nacaza Alquina

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ABSTRACT

The purpose of this research was to analyze whether extensive reading affects the tourism vocabulary development with students of this field, who take the subject of Applied Foreign Language as part of their curricula in the third year of Bachillerato at "Nueva Primavera" high school in Quito. Twenty one students of third year of this school were selected for the present study; they were given a pre-test at the beginning so as to set a diagnosis; then, the extensive reading method was applied to the experimental group during three months in the first quimestre.

Students read enough information related to their area of specialty and extracted the main ideas without translating the content but only inferring the meaning of words; after that, they wrote those ideas on a sheet of paper which was called *sheet of reports*. The control group was taken apart from this approach although at the end of the process both groups were tested again with the post-test in order to compare and set differences after the application of the methodology in one group and no application with the other group. Results helped to test the working hypothesis of this research: implementing Extensive Reading affects positively the tourism vocabulary development with students of 3rd year of Bachillerato in Tourism specialization at "Nueva Primavera" high school.

Besides, a survey was also applied to students of the experimental group in order to set the level of satisfaction; it showed a large percentage of acceptance of the application of this methodology in their learning process, which is positive as it shows the effectiveness of use of extensive reading in the tourism vocabulary development.

Finally with this work, some aspects about the importance of reading were evidenced for the development of the linguistic skills; moreover, the extensive reading also helps to increase comprehension of vocabulary in context.

INTRODUCTION

The tourism field for our country is of great importance, it is the fourth currency, and an important factor for our economy, if we consider that the people who visit Ecuador are English speaking tourists. Therefore students and future professionals in this career must master the English language and this implies an extensive knowledge of technical vocabulary in this area.

As professional in this field and language teacher is my interest to contribute to the good development of the English language in students of the tourism area, before and during their studies. My goal is to develop the vocabulary related to Tourism and thus to improve the speaking skill.

For this reason, this research tries to verify if the extensive reading helps in the development of tourism vocabulary.

In previous studies such as that carried out by Horst M. (2000) in her research "Learning L2 Vocabulary through Extensive Reading: A Measurement Study" or Lyutaya T. (2011) in her study "Reading Logs: Integrating Extensive Reading with Writing Tasks" was possible to see progress in the development of the English language, thanks to this technique.

Similarly, Day, R. R., & Bamford, J. (1998) established to the extensive reading as the best way to gain knowledge of a new language.

This work tries to implement Extensive Reading in the learning of a new vocabulary, in this case words related to the tourism area.

Such work will have quantitative and qualitative aspects, twelve students from "Nueva Primavera" high school will be evaluated before, during and after finishing the research. Data will be collected and computed to analyze the students' performance before and after the technique.

The students will take a pre-test before implementing the extensive reading and a post- test at the end of period.

Those will be the assessment tools for this study. The grades from the two evaluations will serve as a final result of students' progress.

The percentages and the arithmetic mean will be calculated by means of statistical operations.

The final results will serve as an indicator to continue with the methodology of extensive reading in teaching and learning process of English language or vocabulary if the results are positive.

PART ONE

PART ONE

1 RESEARCH PROBLEM

RESEARCH THEME

THE INCIDENCE OF EXTENSIVE READING IN THE TOURISM VOCABULARY DEVELOPMENT WITH STUDENTS OF 3RD YEAR OF BACHILLERATO IN TOURISM AT "NUEVA PRIMAVERA" HIGH SCHOOL DURING THE SCHOLAR YEAR 2014-2015.

1.1 PROBLEM IDENTIFICATION

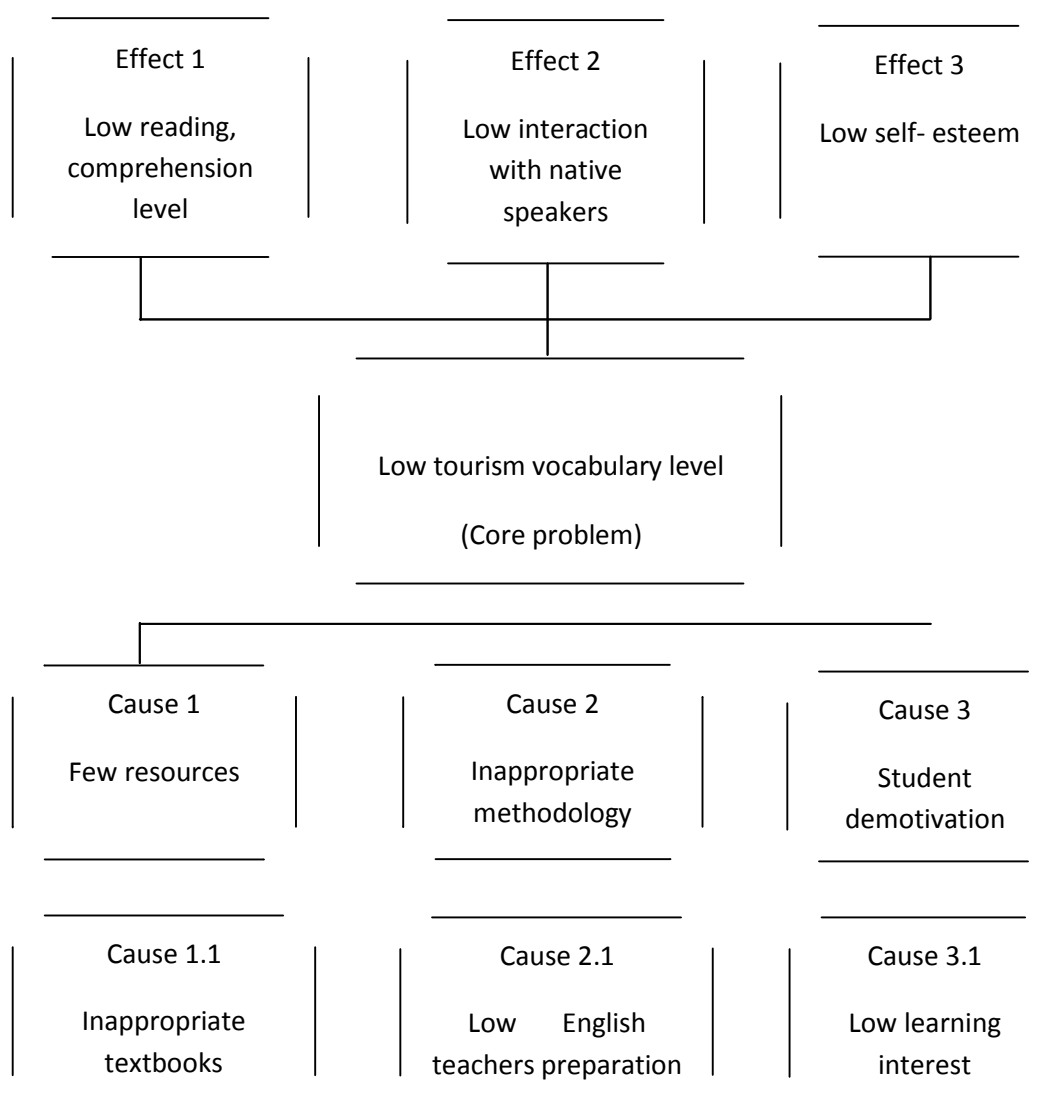


Figure 1 Identification of the problem

1.2 PROBLEM FORMULATION

- Does the Extensive Reading help in the development of tourism vocabulary?

1.3 VARIABLES MATRIX

Table1

Variable Matrix

Extensive reading in tourism vocabulary development

V. I.

V. D.

Variables	Dimensions	Indicators
V.I. Extensive reading It is a way of reading long texts without translating but also understanding the main idea. It helps to reinforce the words and learn new vocabulary; it also helps to fostering the reading and develops the language.	1. Long texts	1.1 Complete and detailed understanding. 1.2 Bottom up process 1.3 Benefits
	2.Vocabulary	2.1 In context 2.2 Graded readers 2.3 Language text books
	3.Fostering reading	3.1 Simple writing 3.2 List of topics 3.3 Good habits
	4.Language Development	4.1 Written 4.2 Oral
V.D. Tourism Vocabulary Development Words used in the area of tourism	1.Words	1.1 Verbs 1.2 Nouns 1.3 Adjectives
	2.Tourism	2.1 Cultural 2.2 Adventure 2.3 Scientific

1.4 OBJECTIVES

1.4.1 General Objective

- To implement extensive reading for the development of tourism vocabulary with students of 3rd year of bachillerato in tourism at “Nueva Primavera” high school during the scholar year 2014-2015

1.4.2 Specific Objectives

- To analyze the effects of the extensive reading on the development of the tourism vocabulary
- To determine the problems students have in the tourism vocabulary development
- To choose and collect extensive readings which help to improve the development of vocabulary with students of third level of the tourism specialty

1.5 JUSTIFICATION

The English language is the most important tool in the tourism field, since it is the first spoken language in the world, for this reason students who study this career have to know the specific vocabulary. Despite this, foreign language learners ignore certain words that are important in this area.

For example, the lack of didactic material and appropriate methodology in the learning and teaching process of English language in the speciality of tourism in Nueva Primavera high school has made the students feel afraid when they want to learn and produce a foreign language, because they feel unable to use a correct tourism vocabulary.

This problem is detected when students carry out their academic practices in different places.

Both the students at secondary school and university face the same problem as the observations made in a high school of the south of the capital with specialty in tourism, the students work with texts of English language that don't have relationship to the topic, this makes them to speak in foreign language but at the moment of using tourist terminology they feel unable to communicate.

Specifically, this is the case of students of second and third level of tourism at the Nueva Primavera High School located at the South of Quito, who carry out practices before they graduate. They do this activity in places like; museums, travel agencies, hotels and churches along the city. These places are visited by foreigners who want information and the student feel restricted at the moment of trying to give information with poor vocabulary knowledge, which makes the student prefers not to speak and feel ashamed in front of them.

This research has as aim to improve the learning and development of tourism vocabulary through extensive reading.

Implementing extensive reading in the learning of the Second Language will make students will be able to improve their comprehension of reading and specifically in the knowledge of new vocabulary, as well as fluency, important points for understanding of the foreign language.

The proposal is based in the learning and teaching of vocabulary through large amounts of text or any other type of printed material which are within the level of English proficiency of the student.

It should be noted that this proposal was based on the theory of Day and Bamford (1998), who says that extensive reading should be considered as an integral part of the teaching of a second foreign language in the classroom.

PART TWO

PART TWO

2 THEORETICAL FRAMEWORK

The theoretical framework of this study has two main axes: Extensive Reading and Tourism Vocabulary Development.

The first one talks about the importance of this approach in teaching a foreign language and in our case in learning vocabulary; this is based on several studies conducted by some researchers over several years.

2.1 EXTENSIVE READING

2.1.1 Definition

Extensive Reading (ER) within the teaching of foreign languages is defined as an approach in which students read large amounts of texts of their own choosing and with emphasis on meaning. (Day and Bamford, 1998)

This definition is the most acceptable since researchers mentioned above are those who have done more research on Extensive Reading.

But according Longman Dictionary of Language Teaching and Applied Linguistics; "*Extensive Reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading*"

Harold Palmer was the first researcher in modern times of language teaching applying the term "*extensive reading*". He gave this term to the reading of large amounts of text, but initially he called "*abundant reading*". For him, extensive reading meant "*rapidly*"; it means, to read a book after another ("*book after book*"). According Palmer the importance of reading a

book is in the content, not in the language, so, the reader's attention should be on the meaning, but not in the language of the text.

Palmer contrasted this theory with the term Intensive Reading that means; *“to read a book, study it line by line, analyzing, translating and retaining every expression that it contains”* (Day and Bamford, 1998).

In other words, both approaches are important in learning of reading and language.

But reading is a problem, the professionals in education Day and Bamford (1998) claim that the students don't like to read, much less in large amounts, but this is a benefit, since people learn better by reading. They conclude saying that it's difficult to motivate the students to read when they have negative attitudes towards reading in a second language.

The same authors confirm the existence of four forms or styles of reading, in their work *“Extensive Reading in the Second Language Classroom”*, they express *“today, in language teaching terms, extensive reading is recognized as one of four styles or ways of reading, the other three being skimming, scanning, and intensive reading”*

For them the aim of extensive reading is to get the students read in a second language and especially like it.

If we start from the concept of reading, one could say that *“reading is the construction of meaning from a printed or written message”* (Day and Bamford, 1998). So, the extensive reading allows the automatic acknowledgment of words or messages which before were unknown and the recognition of words in automatic way is the base of a fluent reading.

Extensive reading not only helps the fluent reading but also the knowledge of current issues or *“topical knowledge”* as it was called by Day and Bamford.

The reading in any type or quantity provides much knowledge, thence a famous phrase by Walt Disney *“there is more treasure in books than in all the pirates’ loot”*.

Other scholars as Jacobs and Farrell (2012) ensure that students learn to read better when the reading is in large amounts, but they also improve their grammar, writing and vocabulary.

These authors agree with Day and Bamford in that students should choose their reading material but with the guidance of a teacher. They named to the materials of extensive reading as level materials of independent reading or also known as *“just night level”*, this means that students can understand the reading with little help from a dictionary or any electronic means.

Likewise, they support the idea that students are good readers as long as they have the right book to read, that means they should choose a good book.

However, before they choose their book, the teacher must take into account the level of knowledge of the foreign language in his students, because not everyone has the same level, therefore, the teacher should consider the appropriate books for his students, so that the results of reading comprehension are the best.

According Kredátusová (2010), the main purpose of the extensive reading is that students enjoy the reading, it means, to read for pleasure and information, but if the student is required to do a task after reading, the student is concerned about his obligation and his mind is concentrated in the homework, in other words, the aim of extensive reading is lost.

The author argues that the Extensive Reading has more advantages than Intensive Reading; the latter is slower but it has more activities, the following table shows the differences between Extensive Reading and Intensive Reading.

Intensive Reading.		Extensive Reading
Analysis of the language	Linguistics Focus	Fluency, skill forming
Usually difficult	Difficulty	Very easy
Little	Amount	A book a week
Teacher selects	Selection	Learner selects
All learners study the same material	What material	All learners read different things (something interesting to them)
In class	Where	Mostly at home
Checked by specific questions	Comprehension	Checked by reports/summaries

Figure 2 Differences between Extensive Reading and Intensive Reading. (Kredátusová, 2010)

Finally, the author describes the advantages of Extensive reading in; reading speed, vocabulary acquisition, writing and speaking skill.

2.1.2 Long texts

It is clear that the Extensive Reading Approach has much relation with the long texts, because if a learner is introduced to a program of extensive reading, he must read large texts.

Although it is true that the extensive reading program suggests reading a large amount of text, the reading material should be selected as a first step. Nuttall (1982) in her research "Teaching Reading Skills in a Foreign Language" suggests four criteria for the selection of materials, in one of them, Christine Nuttall says that when it comes to lower intermediate students, the books should be fairly short, so that, the students do not feel intimidated by the length of the book and do not feel strained.

Regarding the number of books which will be selected, Conley (2007) suggests fifteen titles per level of knowledge of the student. This argument is supported since according to him it is obvious that not all students have the same level of knowledge of foreign language.

Furthermore, the research of Kalmane (2012) warns what other scholars have said about this topic, that the most elemental having a reader with the Long Texts is to extend the command of language.

2.1.2.1 Complete and detailed understanding

In Extensive Reading the important point is to have a clear idea of the text which is read or extract the general ideas, but not a detailed understanding of the text, otherwise this aspect is a characteristic of the Intensive Reading.

This affirmation is demonstrated by Kalmane (2012) when she summarizes the characteristics of extensive reading and intensive reading. *“Intensive and Extensive Reading are necessary for students to develop their reading skills and improve their reading comprehension. While Extensive Reading is meant for students to enjoy what they read and improve their general reading comprehension ability, Intensive Reading is more connected with finding particular details in a text, and although students may not find it as pleasant as Extensive Reading, both reading types are equally important for students’ language development.”*

In others words for a detailed understanding is necessary Intensive Reading, and therefore for this approach is required short texts but more time in reading concentration as well as in grammatical structure and vocabulary.

This does not mean that the comprehension of the book is not complete with the Extensive Reading approach, in fact if it is, although in a more general context.

Scrivener (2005) proves it when he points; "*extensive reading is reading for general understanding, but without such careful attention to the details.*"

In conclusion, both approaches; Extensive and Intensive Reading have the same goal, the comprehension of the book but with different characteristic.

2.1.2.2 Bottom up process

This is a process of growth in ascending order of any activity, in this case in this case is to improve the reading skills of a student from the short and slow to the speed and fluency in his reading.

This process is not only to increase the speed of the reading, but also to develop the comprehension ability of a text.

In other studies is known as **Top – down processing**, but researchers as Kalmane (2012) disagrees it. In her study "*Improving Reading Comprehension*", the researcher points that Top – down process is when a reader starts to process what has been written from a general overview and after goes into details, for example: a reader starts with the identification of a genre, then he uses his common sense and existing schemata to set for himself the expectation which there are in the text, and after he turns to the actual reading.

On the other hand, Bottom – up processing works the other way around. A reader starts with the details of what has been written and then step by step come to a more general view of the text, for instance: a reader starts by recognizing and understanding individual words and little by little to come to understanding of the complete sentence.

It is possible to say that both processing models are used in the reading, according this researcher two processes are in interplay, both models are

complemented each other, for this reason some authors define it as the same process while others like Nuttall (2005) define it as "*Interactive Reading*" and scholars like Grabe and Stoller (2002) call it "*Interactive Model of Reading*"

It should be noted, that when a reader is developing intensive reading, the bottom – up process is used and when a reader is developing extensive reading, the top – down process is the most used, this theory is according to Kalmane (2012)

In any way, these processes will help to the reader to increase the fluency and the reading comprehension.

2.1.2.3 Benefits

It is possible to list some benefits of the Extensive Reading Approach; Grabe (1991) mentions several of them:

- Longer concentrated periods of silent reading.
- Build vocabulary
- Develop automaticity
- Enhance background knowledge
- Improve comprehension skills
- Promote confidence and motivation.

Not only this author describes the benefits of this approach, Day and Bamford (1998) increase the list of benefits, they argue that a good advantage of extensive reading is to use dictionary rarely, in order not to stop or cut the fluent reading, it means to understand what is read without finding the meaning of words in order to enjoy the reading. This is possible when students choose a text according to the level of knowledge of a foreign language.

The specialists in foreign language education; Richard Day and Julian Bamford propose other benefits of this approach as those mentioned below:

- It develops or helps to the cognitive process
- The student chooses where and when reading
- It plays an important role in the development of reading ability in a second language.

Their list of benefits does not end there, they list ten fundamental principles to access to extensive reading and Kredátusová (2010) say they are important aspects:

1. *The reading material is easy.*

Students read texts with little unfamiliar vocabulary

2. *A variety of reading material on a wide range of topics must be available*

Variety of material so that students have the opportunity to choose the text to read

3. *Learners choose what they want to read*

The student selects the book, so that he enjoys of reading, contrary to the traditional class where the teacher chooses the book for the student

4. *Learners read as much as possible*

Student reads the quantity that he can; for example, the appropriate goal will be a book a week

5. *Reading speed is usually faster rather than slower*

While students learn more, the reading is faster and it is not interrupted for using dictionary, since the text is easy to understand

6. *The purpose of reading is usually related to pleasure, information and general understanding*

The main aim of extensive reading is to read for pleasure and information.

7. *Reading is individual and silent*

Learners read in silence and in their own space

8. *Reading is its own reward*

In Extensive reading there are not comprehension questions usually, the reward of the student is to enjoy the reading

9. *Teacher orients and guides their students*

Teacher gives guidelines for this approach and he keeps track of what and how students read

10. *The teacher is a role model of reader*

The teacher is a model of reader; for example, he reads together them in silent class and he knows the most of texts.

Finally, authors like Harris and Sipay (1990) state that to read a lot not only increases the knowledge of words, but also the knowledge of several topics of the world.

2.1.3 Vocabulary

It is considered by vocabulary to a list or collection of words or phrases of a language, it can be in any technical field, usually arranged in alphabetical order.

The vocabulary is an important aspect when learning a language. It is said that a person knows vocabulary when he recognizes quickly and

automatically the meaning of the words in a reading, it is independent of content or context of the book (Day and Bamford, 1998).

The words which are automatically recognized by the reader are known as “sight vocabulary” (visual vocabulary). The vocabulary is so important in a reading that Grabe (1988) argues that the lack of vocabulary may be the major impediment for a fluent reading in ESL students.

Moreover, Lyutaya (2011) states that a good way to learn vocabulary is to guess the meaning of words while reading or find sense in the context. Extensive reading is a good strategy for vocabulary acquisition. Extensive Reading Approach helps the learners to acquire new vocabulary involuntarily, (Waring, 2008).

People who are learning a language when they hear the term “vocabulary”, they automatically relate it to the term “word”, which is not always the case, for Schmitt (2000) the vocabulary is not limited to one word, as the following example shows, the vocabulary may be one or more words.

Die Expire Pass away Bite the dust Kick the bucket Give up the ghost	Meaning	To die
--	----------------	--------

Figure 3 Differences between vocabulary and words (Schmitt, 2000)

In this case the vocabulary has one and four words but all with the same meaning “to die”, it means they are synonymous.

2.1.3.1 In context

As we saw earlier the best way to learn vocabulary is in the context of a reading, the study of Dayan and Bamford “Extensive Reading in the Second Language Classroom” insures that learners of foreign language learn new words when they read texts which have very few unknown words and not as difficult grammatical structures, so that the learning of new vocabulary would be by guessing the meaning.

Another way to learn vocabulary from context is to read and read, so that, the learning of incidental vocabulary becomes easier, this theory is defended by other researchers in teaching – learning process of second language.

Most scholars of language claim that the best way to acquire new vocabulary is through the reading, according Schmitt (2000); it would be difficult to teach in the classroom all the vocabulary that a student needs, he says that the best source of vocabulary learning is the reading, through to figure out the meaning of words in the context of content.

2.1.3.2 Graded readers

The British Council sets a specific concept for Graded Readers.

“Graded Readers are books that have had the language level simplified to help second language learners read them”.

Mária Kredátusová (2010) expresses that the Graded Readers are ideal source of material for lower – intermediate independent readers, they have typical features as:

- They have simplified structure in sentence
- Use of head words which are most used by native speakers

The aim of graded readers is to provide easy material, so that the reader can read extensively and develop sufficient fluency in reading (Waring, 2007).

Rob Waring details some advantages when using graded readers, among them are:

- Reading speed
- Comprehension
- Fluency

But when we talk about readings, we do not refer only to books, this also applies to other reading materials, for Michael Rabbidge and Nico Lorenzutti (2013) in graded readers materials can also be novels and short stories according to the level of language knowledge of the student.

2.1.3.3 Language text books

We will begin with a definition of textbook. According the UNESCO; the term *“textbook is used to do reference to the books which the students and teachers appeal to work school topics in the environment of the school”*

A textbook is a manual of instruction in any branch of study, in this case the English language. At present there are even online electronic books.

Obviously when learning a language it is necessary a textbook, so to learn special vocabulary it will be necessary a special textbook, Handley (2012). For this reason the use of texts help a lot to establish a union between the teaching of English language and the technical studies of a career, program or course for a professional who needs a type of specific English.

We could deduce that there are various types of books; for education, for entertaining, for scientific studies, etc.

In education, these books are named textbooks; the textbooks can be used for different levels. The researcher Bill Handley recommends to buy several texts, for example, a beginner of language should have at least two books at the beginning of the learning process and then and then go increasing the number of books. He says that if a student has several books, this will give him more viewpoints about the language, but these textbooks must be about the same topic in order to learn. He makes this assertion saying; *“What you don’t understand in one textbook might be quite clear in other.”* This advice is especially for students who study a specific subject.

The same author notes that the books depend on what students want to learn, for instance; if a student wants to learn to communicate with a native speaker, he should buy books with dialogues, but if he wants to learn vocabulary the ideal would be to buy nonfiction books (narrative books). These books should have chapters or short lessons and if it is possible the vocabulary should be illustrated to learn better.

Finally, the textbook should not have a large volume, so, the student will not feel unmotivated to learn.

2.1.4 Fostering reading

One of the goals of Extensive Reading is to foster the reading; some researches claim that through this approach the students have acquired good reading habits. In some cases it has been observed that after completing the program, students suggest the teacher several titles of books to read in the classroom or in other cases they want to continue reading in their homes on their own.

Educational psychologists share the technique of reading to improve the student’s performance, they advise to encourage the reading, to use the

technique known as “*Reading Aloud*”; this consists in reading aloud to students in the classroom.

Bland (2013), who defends the purpose of the extensive reading, exposes some characteristics to foster a reading culture among students:

- Students are given the time
- Encouragement and materials to read pleasurably
- To read as many books as they can
- After reading there are not pressures of testing

The same author suggests that another way to foster the reading is that the student understands his book on their own; he insures that it creates self-confidence in the reader, so, student thinks that if he can continue reading in English.

However, Broughton (2002) explains that there are other three ways to foster the reading in the extensive reading approach, these are:

- First, by having class sets of titles
- Second, by operating a class library system
- Third, by using the school library

In any case, it's the teacher who selects the way how to foster reading among students.

2.1.4.1 Simple writing

The writing also plays an important role in teaching of English language. It is clear that writing is one of the four relevant skills in foreign language learning.

It is said that if a student has mastered the basics of written expression such as; grammar, vocabulary and punctuation, the activity of writing is easier for the learner.

But in this case we will be focused about the influence of the good and simple writing of the books for the reading motivation in the students.

To develop good reading habits in boys is a complex process not only for teachers, but also for parents.

It is difficult to encourage the reading among students, since their textbooks are generally written at a higher level, for this reason they show apathy towards reading.

As noted above, reading is a mandatory skill in the learning process of a language; hence, the books should be developed according to the knowledge level of the learner, and if the goal of extensive reading approach is the motivation of the students of English toward reading, so at the beginning of the process the texts should be simple and in future to increase the difficulty, in order to motivate the students to increase their level of proficiency and self - confidence when reading books. (Govea, 2011)

Researchers as Day and Bamford (2009) agree with this theory, they state that the reading material should be easy especially for beginners, so the purpose of reading is associated with the pleasure.

If the books are easy to read and also short, then the students read faster and their language proficiency increases.

Another positive feature of the simple writing is about the independence of the dictionary, that is, whether the material is easy to read, the student will not waste time looking up unfamiliar words in the dictionary, rather he will use the context to get the correct meaning of terms, so that, his fluency is not cut and instead it increases.

2.1.4.2 List of topics

A variety of reading materials on a wide range of topics should be available for different reasons and in different ways, in order that students enjoy the reading (Day and Bamford, 1998). In fact, reading in this approach should not be subject to the provision of teacher, the teacher should not choose or impose the book to be read by students, students on their own select their book, hence the learner should have a series of titles to choose and in different fields when the extensive reading program is implemented, so Nieves (2012) says it when summarizes the work of Day and Bamford (The Top Ten Principles for Teaching of Extensive Reading), *“The Extensive Reading proposes that L2 learners read a lot of texts, of a wide variety of topics, which they find interesting.”*

Day and Bamford (1998) manifest in their study that to apply the extensive reading approach, it is not only necessary to implement books, the variety of texts may be among; books, magazines, newspapers, fiction, non-fiction texts, texts that inform, texts that entertain, general texts, specialized texts, light texts, serious texts.

They also argue that to have a list of topics, a track would be to ask the students what they would like to read but in their native language. At last they note the following; *“Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (e.g. entertainment; information; passing the time) and, consequently, in different ways (e.g. skimming; scanning; more careful reading)”*.

Although some researchers agree with this idea, on the other hand, they suggest that in the list of topics the books are not so large in volume when the extensive reading program starts, so, it doesn't get tired or bored the reader.

2.1.4.3 Good habits

It is true that extensive reading promotes good habits in reading. The researcher Palmer was one of the first to give the term extensive reading, but Professor Michael West gave another term for extensive reading, he called it “supplementary” reading, he emphasizes in the “encouraging the reading habit”.

In any form that it is called, the two terms promote good reading habits.

According Longman Dictionary of Language Teaching and Applied Linguistics *“Extensive Reading is intended to develop good reading habits to build up knowledge of vocabulary and structure, and to encourage a liking for reading”*.

As it can be seen one of the main purposes of this approach is to create good habits in reading, but many people would think that this plan is dedicated only to adult learners or secondary school, however, Day (1998) insures that extensive reading is appropriate at all stages of languages learning; *“it is never too early to learn to read in a second language”*. In conclusion the extensive reading and the good habits can be applied in young learners.

Another way to create good reading habits in learners according to Bland (2013) is that a reader having read and understood a whole English book, it will help to the development of a reading habit, so that the student takes other books and he keeps on reading, if the reader does not understand his book, the reading will become boring and he will avoid to read.

2.1.5 Language Development

The development of language is based in four general skills; speaking, reading, writing and listening. These skills are not only for second language learners, but also for native speakers. (Spratt, 1994)

The skills already mentioned above are relevant, but grammar is an important aspect in the development of language and especially on the readers because of they will trust in their prior knowledge about grammar when reading a book and it will facilitate their comprehension, this is stated by Spratt (1994).

Another important point in this issue is the vocabulary, Zhang (2009) claims that the quantity and quality of vocabulary affects in the language development, for instance; poor vocabulary in quantity and quality is equal to poor language in its oral and written ability. At the same time Jie Zhang suggests that one way to learn vocabulary is through the technical “**word decoding**” (decoding the meaning of words).

The author thinks that there are other factors which help the development of language such as; syntax, listening comprehension, and oral narratives. In his work “*Improving English Language; Learners’ Oral and Written Language*” he opines that a student needs five to seven years to master the English language, this is independent of whether a student participates in a course or bilingual program. He also believes that a student has a faster progress when he is in the low level until medium level and a slower progress when he is in a medium level forward.

Jie Zhang concludes saying that the language development consists in to get the most out of the student’s skills, especially the speaking, in other words, to ask the student to participate in activities such as; the interaction of conversation among peers or with the teacher, leaving behind the traditional

class of language, which consisted in filling textbooks, answering questions from the teacher or express basic ideas.

2.1.5.1 Written language

We start from a clear definition of what it means written language, when researching a scientific concept; it was found that “*written language is a tool of unnatural expression of the language spoken*”, in other words, the written language was invented to translate the language spoken, for example; when a child begins to speak, it is natural, but if he wants to write, he should be educated in a school, then, it is not natural or spontaneous of the child.

Also, it can be understood by written language to the rules of words formation (the words are considered as graphics or symbols of letters that humans understand in order to communicate), this words formation is complemented with spelling rules (correctly spelled words), so that the written language becomes the correct.

For a good writing, the key point is the reading. The reading and writing are important criteria in any language, similarly, the oral and written language are important aspects for ELLs (English Language learners). This theory is according to Genesee (2006).

To have good written language means to have good spelling and to achieve this goal it is necessary too much practice (to write so much), but attention, to have good written language does not mean to have a good oral language, for instance; a learner can write several words correctly, but he cannot express them verbally (Zhang, 2009).

2.1.5.2 Oral Language

The development of Oral ability or known as speaking skill is another important aspect in the process of language learning.

The oral development in English language is indispensable for future professionals of language, for academic professionals and even for personal success (Genesee, 2006).

Fred Genesee who makes a description of oral language provides that to dominate the oral English it involves several criteria such as; vocabulary acquisition, gaining control over grammar, and developing an understanding of the subtle semantics of English.

As explained above, one of the criteria for determining the correct oral language is the acquisition and mastery of vocabulary. To have a good knowledge of vocabulary helps the development of the oral language. Genesee (2006) explains that beginners start with a basic vocabulary and their oral language is limited, for example; if they are given a word to form a sentence, usually they will make a simple sentence (e.g., cat: "My aunt has a cat and it has a long tail"), this stage is known as **informal definition**, but the students of higher levels have a more advanced vocabulary and therefore their oral language is more advanced (we take the same example; cat: "A cat is a domestic mammal which is related to the lion"), this stage is known as **formal definition**.

This author also suggests that to have good oral language, the interaction of a conversation with other speakers of the language is a plus.

Finally, although it would seem curious, according to the National Literacy Panel (NLP), the major impediment for the reading comprehension in learners of foreign language is their limited oral English proficiency.

2.2 TOURISM VOCABULARY DEVELOPMENT

2.2.1 Definition

The development of tourism vocabulary is simply the use of words or technical terms related to this field.

Now, the question would be; ¿How and why to develop tourism vocabulary?

The tourism industry is one of the fastest growing activities worldwide in recent years. At present, many countries have tended to encourage the visits to their different tourism attractions, since this is a source of income to improve their internal economy, (W.T.O., 2005). Usually, people who visit these attractions come from big countries and especially of English speaking, for this reason the future professionals of this field should have a good proficiency of English language. For purposes of this fact, it is necessary to master the vocabulary tourism. (Varela, 2007)

The development of the tourism vocabulary, also improves the speaking skill. A way to develop vocabulary is the reading, as it is noted in the study by Coady (1997).

The researcher points out the students learn vocabulary in a natural way through extensive reading, so, in this case, students should read a lot of material related to this area in order to develop the tourism vocabulary.

For Pigada and Schmitt (2006), when reading texts related to the topic, the student does not only improve vocabulary, but also grammar, spelling, comprehension and meaning. In the same way, these authors confirm the acquisition of new vocabulary in a second language through short readings, but much more through extensive readings.

Another way to develop this kind of vocabulary according Varela (2007) is by means English textbooks for tourism students, but unfortunately there are many books for travelers and a few textbooks for tourism students.

According other scholars, another way to learn vocabulary and develop the speaking skill is by means the direct contact with native speakers, which in some cases it's a complex situation.

With this background, it is possible to say that one of the best ways to acquire tourism vocabulary is through the reading of texts related to this topic, but as we saw in the previous chapter to learn new vocabulary is not only necessary books, but also; magazines, brochures, articles or reports.

To develop tourism vocabulary is not only terminology related to tourism attractions, it is also topics related to other areas or words with relation to; restaurants, hotels, guided tours, travel agencies, airports among other, as it is defined by Parga and Chueca (1998).

So, to study English vocabulary for tourism is an important aspect in this field, since this language is most used around world (Varela, 2007).

But learning of specific English in the classroom is a difficult work for teachers, because of to get specific goals of learning has done the teachers give their best effort, in fact, to teach a specific English and use technical or semi-technical vocabulary (in this case tourism terms) do that the labor of teacher increases in difficulty, this according to Silveira (2004).

This researcher of professional English for tourism sets that development of vocabulary or language is based in different criteria such as; ability, motivation and previous knowledge of a student in a second language. These criteria may affect in positive or negative way to teacher of specialty and his work will consist in planning tasks which students may develop them in the same time and the same way.

Silveira (2004) suggests that teacher is the person who establishes the activity which work or not in the English class of specialty, obviously taking the method which will be the most useful for him and his students, but the main purpose will be the learners develop the foreign language in the specialized context that they need.

2.2.2 Words

The definition of word says that it is a sound or combination of sounds that has a meaning and is spoken or written.

As it was seen previously, it's normal that people relate the term vocabulary with word, which it is false, vocabulary may be several words and as it was noted in the concept; word is only one term.

It is true that vocabulary is the most important factor in the development of language, but it is a difficult task for students to memorize new words and much more to learn technical words, Schmitt (2000) claims that the best way to learn a word it's reading the word or listening it and then repeating it when speaking, this process is known as "*Receptive and productive knowledge*", it means, a student catches the information (in this case the word) and then he produces it by means to write or speak it, in other words, to learn a word the learner has to have two factors; to know its meaning and way how it is written, but also the learning and knowledge of that word would not be completed in 100 %.

In conclusion, Schmitt (2000) says that the knowledge of vocabulary consists of two stages; "meaning and writing of the word".

The following table shows the types of knowledge that the student must know to learn a word:

- The meaning(s) of the word
- The written form of the word
- The spoken form of the word
- The grammatical behavior of the word
- The frequency of the word

Figure 4 Types of knowledge of a word (Schmitt, 2000)

2.2.2.1 Verbs

If we start from a scientific concept, so we would say that; verb is a word that describes an action or indicates a state of being, it is a constitutive element of the sentence and it is used in all languages of the world, their main features are:

1. - It indicates time
2. - It expresses action

Obviously the verb is an essential word in the grammar of any language, for the issue of English language we can classify the verbs in different types; main verbs, modal verbs, phrasal verbs.

It is clear that there are different kinds of verbs, for this reason it would be difficult to learn all verbs, so it should be remembered the popular proverb which says; *"Repetition makes perfect"* this proverb reminds to the repetition technic as a good learning process of English language.

According Gual (1999) the verb is the most complex and complete element of the vocabulary, he says that it's the word that has more utility in a sentence to express an idea with complete logic. The same author sets that a verb may be independent of other grammatical elements it means it may give

sense to an expression without help of the subject, for example; go in, stand up, sit down.

With respect to the verbs related to the tourism field, it is possible to say that they are unique in specialty. Saorin (2003) states that touristic verbal term may change to avoid other words, e.g.

Bargain = cheap

This achieves a diversity of words in order to do of the English language more communicative, according the author the goal of the English teaching for tourism is the acquisition of the communicative ability within the specialized context. So that, it can be showed some examples of specific verbs for tourism:

To sunbathe

To climb

To travel

Thus, it can be said that the verbs are an interesting clue for tourism area. Ana Maria Saorin Iborra in her study "The English for Tourism" claims the verb in its passive voice is very used in touristic field, especially to give information about tourism attractions (e.g. this monument was built in 1890), or the verb is also used in its imperative tense, when the tourism guide gives instructions or commands (e.g. look at the landscape, go to the right)

2.2.2.2 Nouns

The best definition for noun is: Noun is a word that is the name of something (such as a person, animal, place, thing, quality, idea, or action) and it is typically used in a sentence in as a subject or object of a verb or as object of a preposition. It can be interpreted as singular or plural, and sometimes replaced with a pronoun.

In some cases, when learning new words, it is difficult to remember them, so a good option is to define the meaning in the context or to find words with a similar meaning, for instance:

Handicraft = a typical object which is made in this place.

Gual (1999) expresses that a noun is as important as a verb and both are complemented each other; he says that every sentence has at least one noun of which is said something and a verb which explains the performance of the noun. This researcher provides categories to grammatical elements, for example:

- **First category:** Verbs and nouns; they express independently the meaning of the people, things or abstract notions (e.g. the agent, the airplane, the beauty), and the verb which describes the state, performance or movement of the noun (e.g. the agent works, the airplane flies).
- **Second category:** Articles, adjectives and adverbs are in this category; they are elements that qualify the meaning of the noun or verb.

With respect to the tourism, Calvi (2006) makes a study to the touristic terminology, especially to the noun; the author researches the new vocabulary that has appeared currently with the development of new tourism, she explains that in the past the nouns were limited only to one word (e.g. luggage, tour, route) but at present, there are words which are the union of **noun plus noun**, for example:

Agri + tourism = Agritourism

Eco + tourism = Ecotourism

Aero + taxi = Aerotaxi

Or nouns which describe in one word to one expression, for example:

Resort = Touristic center

Booking = Touristic reserve

Gateway = A point of entrance

There are other nouns that are specific of a sector of tourism, for instance the Air Traffic:

Void = Invalid ticket

Rail pass = discount card to travel

Standby = people in waiting list

And also there are Anglo-Saxons nouns which have increased the vocabulary of the tourism field, for example:

Ferry = A type of transport

Rafting = Type of adventure sport

Trekking = to walk long distances in high mountain

2.2.2.3 Adjectives

The correct definition for this element is: An adjective is a word that modifies or qualifies a noun (or pronoun) to make it more specific, the adjective can give information about size, shape, age, colour, origin or material, e.g. careful, polite, etc.

Gual (1999) defines the adjectives as complementary elements of the subject which close the sense of the statement (e.g. an intense rain).

In English language the adjectives can be joined with certain suffixes at the end of the word, for example:

<u>Suffixes</u>	<u>adjectives</u>
-able / -ible	Confortable, responsible
-al	Educational
-an	American, urban
-ar	Popular
-ent	Intelligent
-ful	Powerful
-ine	Masculine
-ile	Fertile
-ic / -ical	Athletic, magical
-ive	Native
-less	Careless
-ous	Dangerous
-some	Handsome

Figure 5 Adjectives and its suffixes (Gual, 1999)

The examples show the manner to recognize the adjectives, but there is another way for recognizing them, it is according to the location in the sentence. The adjective in English language is usually before the noun, e.g.:

An interesting place



Adjective Noun

With regard to the tourism field, Saorin (2003) claims according the requirement of the touristic professional, the adjectives in English language may be used, for example; the tourism guide can use several adjectives in order to give information about entertainment places or to describe places of interest.

These are some examples of adjectives more used in the tourism area:

- Indigenous
- Panoramic
- Handmade
- Traditional
- Ecological

2.2.3 Tourism

The definition given by W.T.O. (World Tourism Organization) sets that; *“tourism is a set of activities carried out by people during their trips in places out their habitual home, in a period of time shorter than a year, with purposes of entertainment, business and other reasons not related with a paid activity.”*

At present the tourism industry is one of the most relevant in the world, since this activity is not only in favor of the travelers, people who live inside a touristic place are also benefited from the touristic activity, they get income in direct or indirect way from this industry (e.g. direct way: hotels, restaurants; indirect way: banks, taxis, sellers), also other activities are benefited from tourism such as construction of hotels, airport, roads and commercialization of products (Pleumaron, 1999).

In other words in a touristic country all population is benefited from this activity.

Currently the most countries want to move visitors their different tourism attractions to improve the economy, because of their natural resources are decreasing (oil).

When mentioning tourism attractions we refer to all events or places which encourage an interest for visiting such as; festivities, places, history, food, vestment, people, indigenous group, flora and fauna, buildings, etc.

As we can note the word attractions have many definitions, and for this reason the W.T.O. (O.M.T. in Spanish) has made a general classification of these attractions and it has divided them in five groups:

1. Natural attractions
2. Cultural attractions
3. Historic representations
4. Planned events
5. Contemporaneous constructions

Pleumaron (1999) does a summary of this context; she says that the poor countries have interest in the arrival of foreign people to their attractions, but the first step for this goal would be the development of oral communication in a foreign language.

In any professional field, the knowledge is not sufficient to develop a good work; every worker needs a fundamental tool for developing his labor, for example; a carpenter needs his hammer, a doctor needs his stethoscope, thus the professional in tourism needs to speak a second language, in this case the English language. According Varela (2007), the English language is the most spoken worldwide, so obviously the most important for the tourism field.

In conclusion, the tourism activity is much related with the languages (it can be any language) and the acquisition of the second language will depend of the foreign tourists who arrive that country, usually the poor countries receive visitors from countries of Anglo-Saxon language.

2.2.3.1 Cultural tourism

The W.T.O. (2005) defines to the cultural tourism as the movement of tourists to cultural attractions with the purpose of getting new information and experiences to satisfy their cultural needs and create new knowledge, experiences and sensations.

Now, what is defined as cultural attractions?

The same World Tourism Organization sets as cultural attractions to tangibles or intangibles resources. Now, what are tangibles and intangibles resources? To understand better these categories of attractions we will describe some examples:

Tangibles resources

- Houses
- Buildings
- Objects
- Clothes

Intangibles resources

- Music
- Dance
- Dialect
- Stories

These attractions are considered as resources in different periods of the history such as; pre-historic, modern and contemporaneous.

All this issue is known as "*Cultural Assets*"

Smith and Richards (2013) explain that for the conservation of these resources exist protagonists: Indigenous groups are responsible for preserving the intangible resources such as; customs and traditions, while

UNESCO is the responsible entity for safeguarding the tangible resources such as; architectural monuments, cities, museums, etc.

These resources are frequently visited by tourists, especially by people from industrialized countries. W.T.O. supports this idea; this organization notes that poor countries receive tourists from modern countries as they still retain ethnic groups, customs, towns and cities from antiquity, this is because until these countries has not reached modernity and this attracts the attention of foreign tourists.

Finally, this same organization states that cultural tourism has greater acceptance on the other types of tourism.

2.2.3.2 Adventure tourism

“Adventure tourism is a type of niche tourism involving exploration or travel to remote areas where the traveler should expect the unexpected.” This type of tourism is growing in popularity, since tourists are seeking different ways of holidays from the traditional visit to beaches.

At present the mountain expeditions, trekking, bungee jumping, rafting, rock climbing among other activities are frequently practiced by hikers of the adventure tourism. (W.T.O., 2005)

As we could notice in the definition of W.T.O. the adventure tourism is related to the contact with the nature. Wearing (2001) confirms this concept; he says that adventure tourism is a segment of a wider field known as *“Nature Tourism”*, and another segment of this field is the *“Ecotourism”*, both segments give importance to the visit and conservation of natural resources.

The author states that adventure tourism could be classified as an adventure sport, and indeed, in some countries is considered well.

Regarding the terminology used in this type of tourism, Mowforth and Munt (2008) state that the vocabulary is not provided by an international entity, but rather it is extracted from relevant academic papers, journals, advertisements and tour operators' brochures, but these same terms have served to travel agencies to attract the customer's attention.

The following terms are some examples of words used in adventure tourism:

Trekking

Sketching

Mountain biking

Canoaping

Rainforest

Sustainable tourism

2.2.3.3 Scientific tourism

The scientific tourism is a new trend in trips to places rarely visited. They are places where tourist does not only have rest and leisure, but also that he acquires knowledge.

According to W.T.O. (2011) the scientific tourism is to make known the places which have relation to any science or scientist characters who have been part of history and whose legacy continues in force.

This new type of tourism is more common in developed countries trying to engage more directly and in an entertaining way to people with knowledge of the world, for example; visit to observatories, factories, technology enterprises, NASA, even trips in spaceships outside the planet (space tourism).

In short, the scientific tourism has the goal to unite the rest with the knowledge.

The scientific word comes from science, so, when talking of scientific tourism it also refers to the visit of tourism attractions of scientific nature like; archeology, anthropology, geology, biology, ecology, botany, for instance; visit to ruins, museums, natural areas, historic sites, etc.

This type of tourism is usually carried out by researchers with the purpose of getting scientific data from a particular place, object or species (W.T.O., 2011)

With regard to terminology of scientific tourism, we can cite some words used in different areas, for instance, according to Marinelli and Laughlin (2013) the vocabulary more usual in the environment field is:

- Endemic
- Pollution
- Gestation
- Introduced species
- Amazon jungle

And with respect to the terminology more used in the historical field is:

World Heritage

Mountain range

Dating

Chronology

Findings

Archaeological remains

Sea level

As we have seen, the scientific tourism despite being new, it is very important, especially for the knowledge that a person acquires.

2.3 HYPOTESIS FORMULATION

2.3.1 Working Hypothesis

H1: Implementing Extensive Reading affects in positive way in the Tourism Vocabulary Development.

2.3.2 Null Hypothesis

H0: Implementing Extensive Reading does not affect in the Tourism Vocabulary Development.

PART THREE

PART THREE

3 METHODOLOGICAL DESIGN

3.1 RESEARCH TYPE AND DESIGN

- **Type**

This work was applied, descriptive and of field. The technique for collecting data was a test and survey, the research was quasi experimental, quanti-qualitative and transversal.

Quasi Experimental.-This research was quasi-experimental because it manipulates one variable to see its effect on the other, (Hernández, 2006). In this case the independent variable was manipulated; extensive reading, to analyze the effects on the dependent variable; tourism vocabulary development. In addition, two groups participated in this study; the experimental group, in which was applied the extensive reading, and the control group, which took place outside of this variable. At the end, it could be noted the progress in the tourism vocabulary development of the experimental group after applying the extensive reading approach, it was through processing and analyzing data from tests applied to both groups

Quanti-Qualitative.- Scores achieved by students of the two groups in both tests served as a basis for identifying the level of tourism vocabulary development that they had, then students received a survey in which they expressed their thoughts about the implementing of the extensive reading approach in their learning process; these data were processed and analyzed.

Transversal.- The work was transversal because it compares one study group with another in the same time of experiment, to analyze the information in faster way and get deductions, (Rice, 1997). In this case it was made a continuous monitoring only once and at the same time to two groups of

students of bachillerato in tourism specialization during a short period of three months in the first quimester (scholar year 20014-2015), to compare the differences in the academic performance after applying a learning method to one of the groups, for such monitoring was carried out two types of quantitative measurement; the pre-test and post-test, when completing the process it could be observed the evolution of one group.

These data will be shown later.

- **Design**

This research aimed to determine whether the implementing of a different method of English learning as the Extensive Reading Approach helps in the tourism vocabulary development of students of the experimental group.

Readings were presented on different topics related to tourism; students selected the theme according to their interest, so that they feel comfortable with the reading and not be forced by the teacher about a specific topic.

They were required to extract the main ideas of the text by inferring the meaning of the tourist words from its context and write them on a sheet of reports after doing reading sessions (four sessions). It motivates the students to continue reading, which is one of the main purposes of the extensive reading approach. (Day and Bamford, 1998)

A pre-test was applied at the beginning with the two groups (control group and experimental group), four readings were applied to the experimental group during the research period, then a post-test similar to the pretest was applied to both groups for comparing the progress of their learning and finally a survey was given the students to find out their viewpoints and criteria about the application of the extensive reading approach. (Annex 3)

3.2 POPULATION AND SAMPLE

The research was done in two groups, the population of the first group; 12 students which was called Control Group, and the second group; 9 students which was called Experimental Group.

The students of the Third Year of Bachillerato; Tourism Specialization at "Nueva Primavera" high school (south of Quito city), were the participants of this research. Thirteen students were part in this process, but it should be noted that in the course of the scholar year 2014-2015, four students left school for different reasons and at the end only nine students completed this research process.

Students were boys and girls between 16 and 17 years old who were attending the Applied Foreign Language class, in the school day in afternoon (13:10 p.m. to 18:50 p.m.), it is important to note that students received Foreign Language only four periods a week (1 period = 40 minutes) according to the curriculum of study prescribed by the Ministry of Education of the Republic of Ecuador assigned to this specialization.

3.3 FIELD WORK

The field work of this research took place at the "Nueva Primavera" High School located in Quito. It offers services of secondary education in the afternoon.

This research was for students between 16 and 17 years old; it was carried out during the 2014 -2015 school year.

3.4 INSTRUMENTS FOR DATA COLLECTION

One pre-test and one post-test about vocabulary related to the field of tourism were applied to both groups; this was to determine the parameters established by variables and objectives. Later these tests were processed

and compared to evaluate the learning progress of students during the application of this method.

At the end a survey was applied to the experimental group, to know the level of satisfaction about the application of the Extensive Reading Approach.

Table 2

Stages of process

Before the implementing	During the implementing				After the implementing
Pre -Test It was used for the research (To know the level of tourism vocabulary development)	Session 1	Session 2	Session 3	Session 4	Post - Test The Pre-test was used as Post-test (To know the advance of tourism vocabulary development)
					Survey It was used to find out the level of satisfaction about application of the extensive reading approach

3.5 DATA PROCESSING AND ANALYSIS

The scores collected from students in the pre-test and post-test about the tourism vocabulary were processed by using statistical calculations (**The arithmetic mean and the standard deviation**). These data were introduced in statistical tables which show the process of advancing in the students; before and after the implementing of extensive reading for the tourism vocabulary development.

It should be noted that the results of the survey were also analyzed.

All this information is processed and exposed in the next part.

PART FOUR

PART FOUR

4 HYPOTHESIS TEST

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

4.1.1 Results

Table 3

Chart of pre-test results

No.	CONTROL GROUP PRE-TEST	No.	EXPERIMENTAL GROUP PRE-TEST
1	3	1	4
2	3	2	6
3	3	3	6
4	4	4	5
5	4	5	4
6	3	6	6
7	3	7	3
8	2	8	7
9	5	9	7
10	3		
11	2		
12	3		
SD= 0.83		SD= 1.41	

Limitations:

- For pre-test the students had forty minutes to develop it, they used thirty five because the vocabulary was new and difficult, so they answered without reasoning, if not under their criteria.
- It is necessary to specify that the pre-test was used as post-test to compare the arithmetic mean.

Table 4**Chart of post-test results**

No.	CONTROL GROUP POST-TEST	No.	EXPERIMENTAL GROUP POST-TEST
1	5	1	8
2	6	2	6
3	2	3	10
4	4	4	8
5	8	5	6
6	2	6	9
7	2	7	5
8	3	8	10
9	5	9	9
10	2		
11	3		
12	4		
SD= 1.81		SD= 1.83	

Limitations:

- To develop the post-test, students also had forty minutes, but this time they used twenty five, since they already knew the vocabulary because of the students previously obtained the meaning of the words in the readings carried out.
- The way to perform the post-test was relatively simple; to match, to select, to complete, only one question was to write sentences, in which most students could not organize correctly the answers since they lack proper grammar.

Table 5

Chart of the experimental group progress from pre-test until post-test in the application period of Extensive Reading

N° of test	Name	Date	Arithmetic Mean
1	Pre-test	January 5 th , 2015	5.33
2	Post-test	February 5 th , 2015	7.88
			SD= 1.8

Table 6

Chart to contrast pre-test and post-test

CONTROL GROUP			EXPERIMENTAL GROUP		
N°	PRE-TEST	POST-TEST	N°	PRE-TEST	POST-TEST
1	3	5	1	4	8
2	3	6	2	6	6
3	3	2	3	6	10
4	4	4	4	5	8
5	4	8	5	4	6
6	3	2	6	6	9
7	3	2	7	3	5
8	2	3	8	7	10
9	5	5	9	7	9
10	3	2			
11	2	3			
12	3	4			
SD= 0.83		SD= 1.81	SD= 1.41		SD= 1.83

Table 7

Computing of questions in the survey applied to students in third year of bachillerato to know the satisfaction level about the application of the extensive reading approach in their learning.

N#	Question	Alternatives	N# Students	Average
1	Based on your experience as student in relation to other ways of learning, was this method?	a) Much Better	8	89%
		b) Better	1	11%
		c) About the same	0	0%
		d) Worse	0	0%
		e) Much Worse	0	0%
2	Do you agree with the work activities that were used in this method of learning?	a) Strongly Disagree	0	0%
		b) Somewhat Disagree	0	0%
		c) Neither Agree nor Disagree	0	0%
		d) Somewhat Agree	0	0%
		e) Strongly Agree	9	100%
3	How satisfied were you with the vocabulary learned during the application of this method?	a) Delighted	4	44%
		b) Very Satisfied	3	34%
		c) Satisfied	2	22%
		d) Somewhat Satisfied	0	0%
		e) Not at all Satisfied	0	0%

Continue 

4	How much effort did you make to use this method?	a) Almost no effort	0	0%
		b) A little bit of effort	1	11%
		c) Some effort	5	56%
		d) Quite a bit of effort	2	22%
		e) A tremendous amount of effort	1	11%
5	Would you recommend the application of this method of teaching in your institution?	a) Definitely will	9	100%
		b) Probably will	0	0%
		c) Might or might not	0	0%
		d) Probably will not	0	0%
		e) Definitely will not	0	0%

4.1.2 Analysis

To analyze the gotten data of the pre-test and post-test, it was carried out statistical operations which next are detailed.

For calculation of the arithmetic mean was used the following formula:

Arithmetic mean:

$$\bar{X} = \frac{X}{n}$$

\bar{X} = arithmetic mean

X = adds of each student's scores

n = number of students.

While for calculation of the standard deviation was used the following formula:

Standard deviation:

$$\sigma = \sqrt{\frac{\sum(\bar{X} - x)^2}{n - 1}}$$

= standard deviation (= SD)

$(\bar{X} - x)^2$ = adds of each student's variance

n - 1 = number of students least one

These were the data obtained:

Pre-test

Control Group

Arithmetic Mean $(X) = 3.16$

Standard Deviation (SD) = 0.83

Experimental Group:

Arithmetic Mean $(X) = 5.33$

Standard Deviation (SD) = 1.41

Post-test

Control Group

Arithmetic Mean $(X) = 3.83$

Standard Deviation (SD) = 1.81

Experimental Group:

Arithmetic Mean $(X) = 7.88$

Standard Deviation (SD) = 1.83

Once carried out the research process, the data obtained in the pre-test showed poor performance of both groups in the development of tourism vocabulary, although the score of the experimental group is slightly higher than the control group.

Analysis of the individual performance of the students of the experimental group in the pre - test

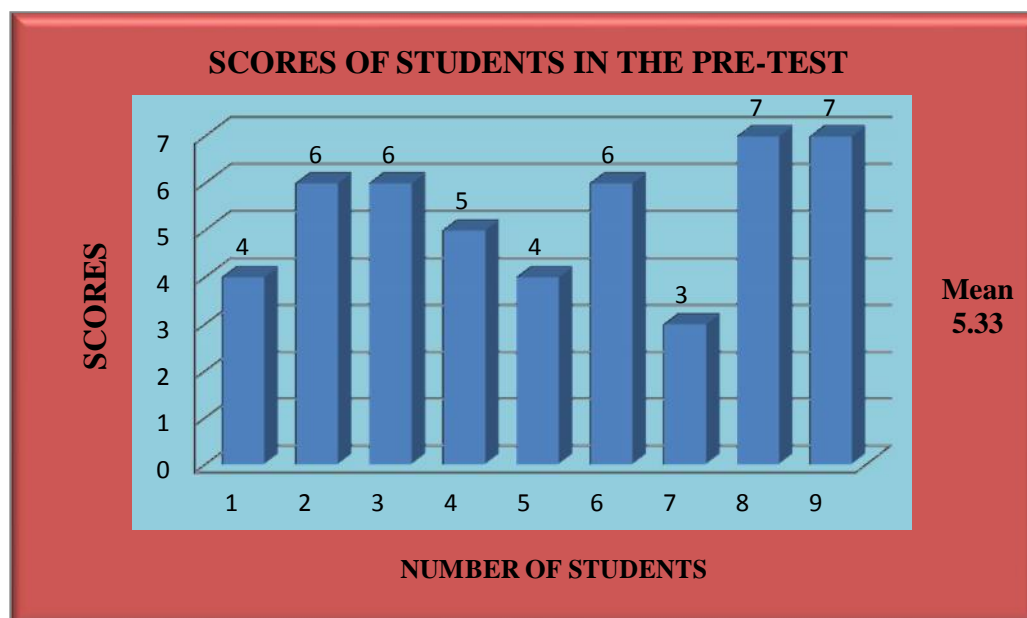


Figure 6 Scores of the experimental group in the pre-test

Scores of most students in the pre - test were low; only two students achieved an acceptable score. According to the results of the individual performance of the experimental group, the students 8 and 9 obtained the best scores (grade=7).

Students 2, 3 and 6 had the second best scores (grade= 6), while student 4 was the third best score (grade= 5), students 1 and 5 had a very low score (grade= 4), and finally the student 7 was who had the lowest score (grade=3).

Arithmetic mean in the pre-test is quite low ($X = 5.33$), if it is taken into account that the minimum grade to pass the level is seven.

It should be noted that students in high school can have a maximum score of ten.

Analysis of the individual performance of the students of the experimental group in the post - test

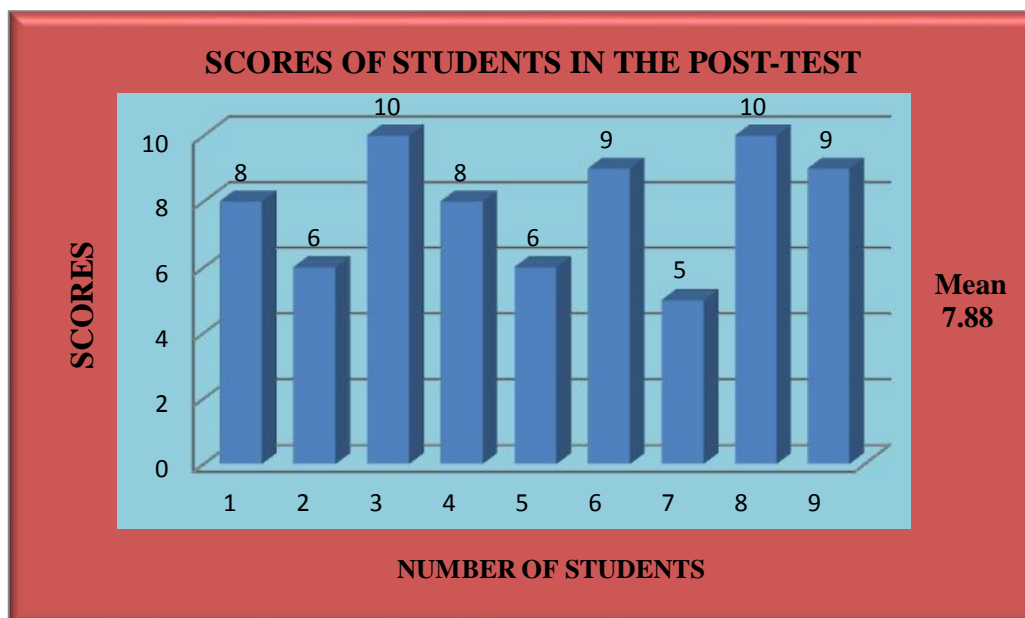


Figure 7 Scores of the experimental group in the post-test

Scores of students in the post - test increased; the students 3 and 8 obtained the perfect scores (grade=10).

Students 6 and 9 had the second best scores (grade= 9), this maybe because they are more disposed in continuing their studies in the tourism field.

Students 1 and 4 were the third best scores (grade= 8).The grades of these six students were the highest scores in this evaluation.

The other students had a regular score (grade= 6), the student 7 was who had the lowest score (grade= 5), her grades were low during this research (pre and post-test), however, It is noted that her score was better compared to the pre-test.

No student had a grade lower than 5, it means most students improved their scores after the application of extensive reading approach, it is noted in the arithmetic mean of post-test ($X = 7.88$).

Analysis of the individual arithmetic mean between pre-test and post-test of the students of the experimental group

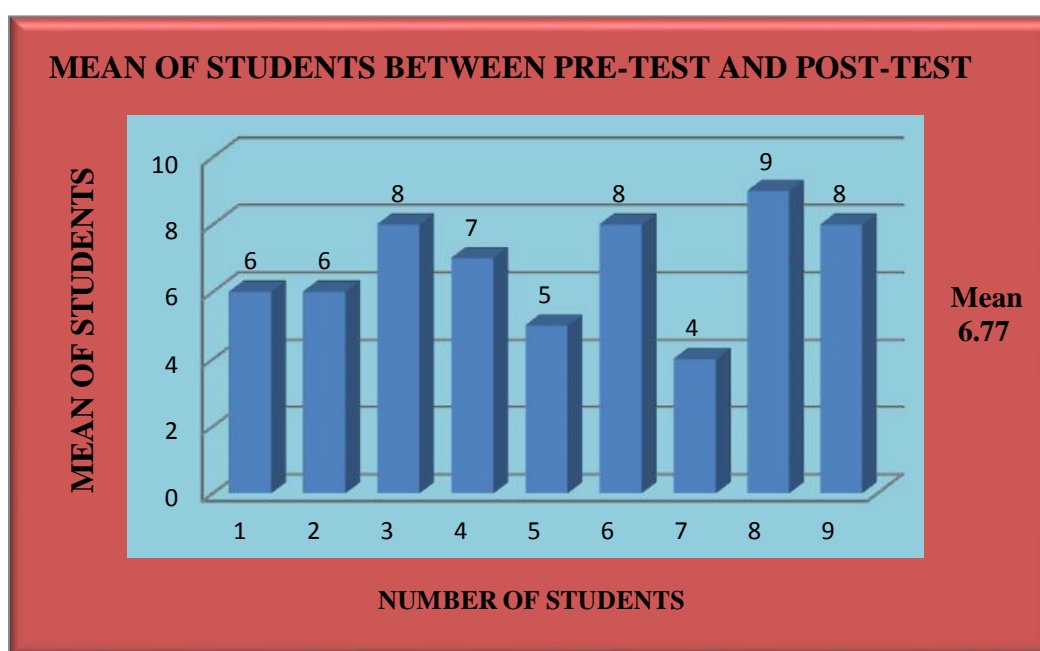


Figure 8 Individual mean from pre-test to post-test; Experimental group

The arithmetic mean of all students between pre-test and post-test was 6.77, it means, the developed readings during the period of application of extensive reading approach improved the development of tourism vocabulary.

When students of 3rd. level of Bachillerato developed the tourism readings, they learned vocabulary and therefore their scores changed. So, it is possible to see that the arithmetic mean of students increased.

Table 8

Chart of increased points in the experimental group from pre-test to post-test.

Student	Pre-test	Post-test	Increased points	Average
1	4	8	4	40%
2	6	6	0	0%
3	6	10	4	40%
4	5	8	3	30%
5	4	6	2	20%
6	6	9	3	30%
7	3	5	2	20%
8	7	10	3	30%
9	7	9	2	20%

As it is showed in the examples; students 1 and 3 increased more points from pre-test to the post-test: 4 or 40%, while students 5, 7 and 9 increased less points: 2 or 20%, only the student 2 did not increase any point, since he had the same score in both tests, the rest students; 4, 6 and 8 increased 3 points or 30%.

In short, most students improved their arithmetic mean and achieved a better percentage during the application of the extensive reading method.

Contrasting means of pre-test and post-test of control group and experimental group.

Table 9

Chart of means in pre-test and post-test of both groups

	Control Group	Experimental Group
Pre-test	$X = 3.16 \pm SD = 0.83$	$X = 5.33 \pm SD = 1.41$
Post-test	$X = 3.83 \pm SD = 1.81$	$X = 7.88 \pm SD = 1.83$

	Control Group	Experimental Group
Pre-test	$X = 3.16 \pm SD = 0.83$	$X = 5.33 \pm SD = 1.41$

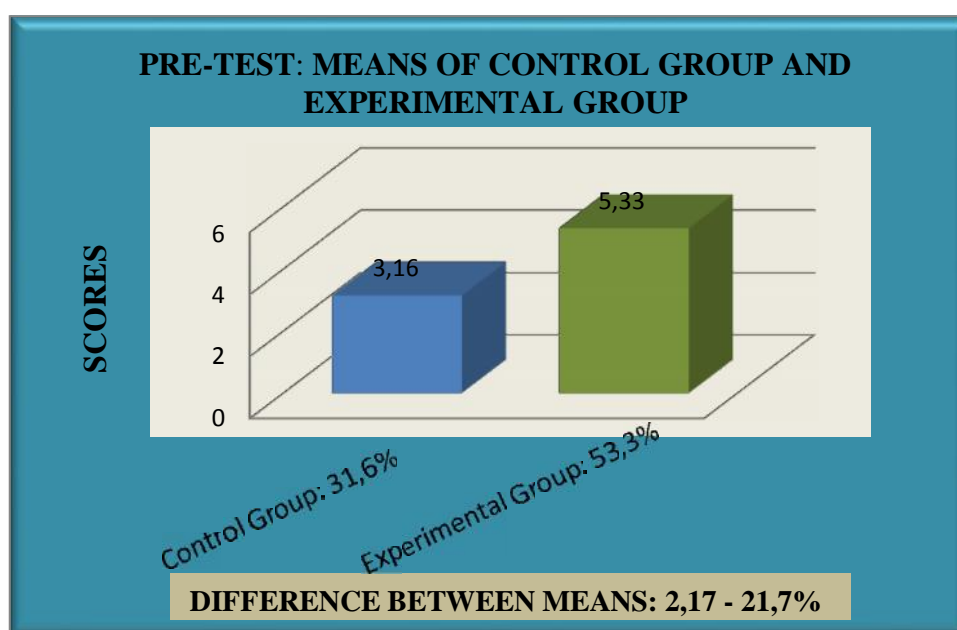


Figure 9 Means of control group and experimental group in pre-test

It is possible to see that at the beginning of the process, both groups had a low mean about tourism vocabulary development, although the Experimental Group had a short advantage over the Control Group.

It is to say, the performance of students in knowledge of tourism vocabulary is relatively low, any group reached the minimum arithmetic mean which is 7/10, or 70%.

Table 10

Chart of means in post-test of both groups

	Control Group	Experimental Group
Post-test	$X = 3.83 \pm SD = 1.81$	$X = 7.88 \pm SD = 1.83$

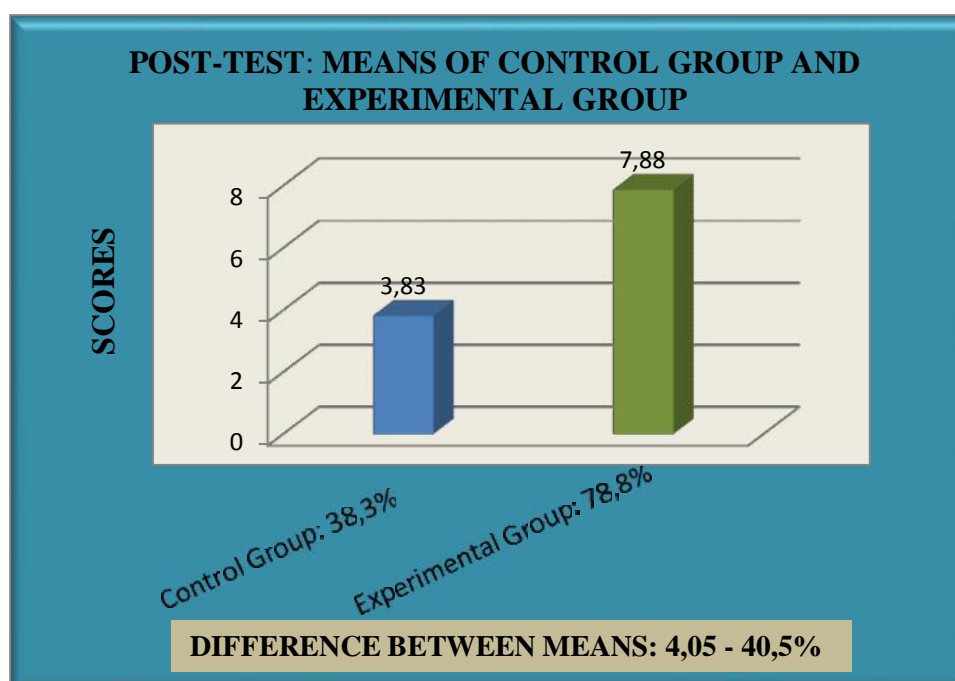


Figure 10 Means of control group and experimental group in post-test

At the end of the implementation process of Extensive Reading a Post-test was applied to the two groups of students, numbers and graphic indicate that the Experimental Group had a remarkable growth in the learning of words related to the vocabulary about tourism.

Comparing the results of both groups it can be seen that there is a difference between means, the increased points by the Experimental Group in relation to the Control Group is higher in the post-test than in the pre-test.

Finally, this time students of the second group (experimental group) reached the minimum mean (7/10).

Table 11

Chart of mean in pre-test and post-test of control group

Control Group	$X = 3.16 \pm SD = 0.83$	$X = 3.83 \pm SD = 1.81$
----------------------	--------------------------	--------------------------

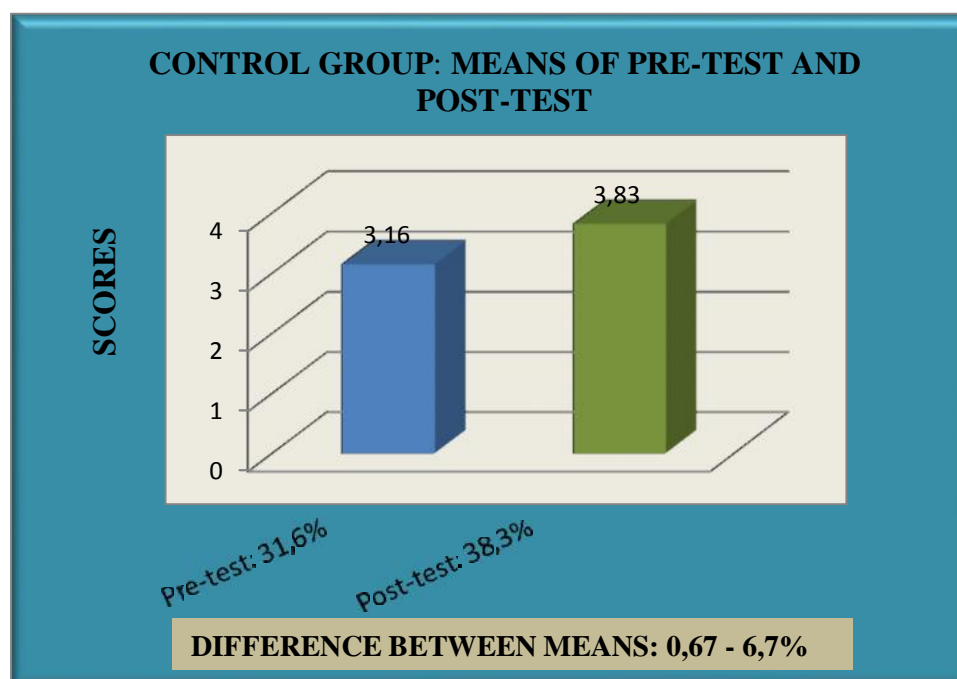


Figure 11 Mean of pre-test and post-test; Control Group

Looking at the graphic of students' performance in the control group from pre-test to the post-test, it is possible to notice that their progress is minimal.

As it is possible to see, they didn't increase greatly in their development of tourism vocabulary during the period of application of Extensive Reading Approach, since this group of students didn't participate in this research.

Table 12

Chart of mean in pre-test and post-test of experimental group

Experimental		
Group	$X = 5.33 \pm SD = 1.41$	$X = 7.88 \pm SD = 1.83$

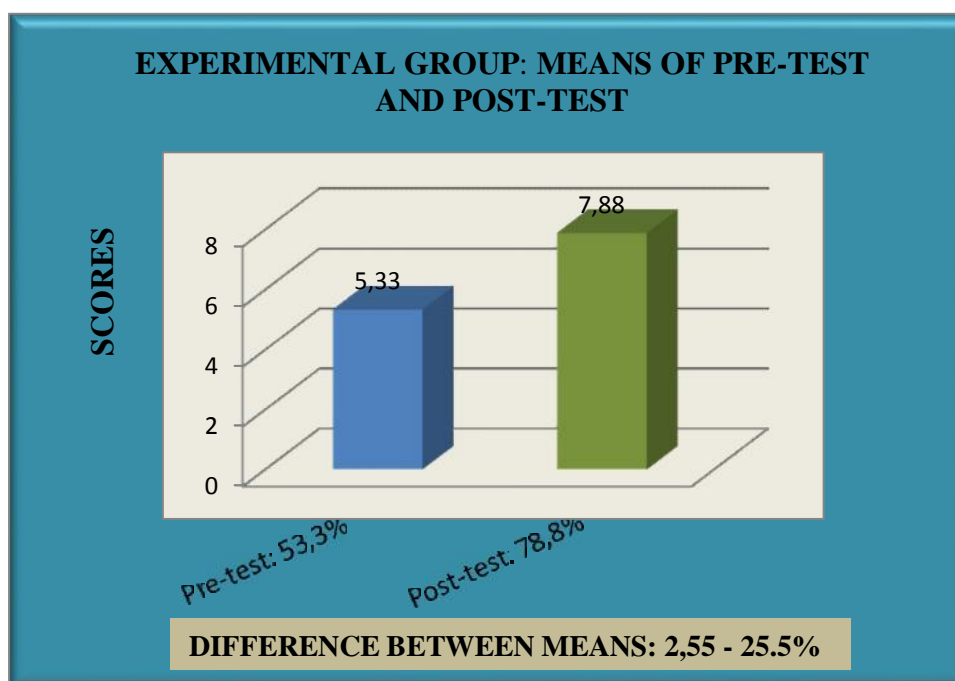


Figure 12 Mean of pre-test and post-test; Experimental Group

As the graphic indicates, at the beginning of the research, the students of the Experimental Group showed a regular level of knowledge of the tourist vocabulary.

After the application of Extensive Reading Method, the arithmetic mean increased.

When comparing the students' performance of the Experimental Group, it can be seen a noticeable difference between arithmetic means of the pre - test and the post - test, in other words, the students had a significant progress.

4.1.3 Testing the Hypothesis

The level of significance from the Pre-test to the Post-test in both groups is the following:

Table 13

Chart of percentages in pre-test and post-test of both groups

	Pre-test	Post-test
Control Group	X = 3.16 (31.6%)	X = 3.83 (38.3%)
Experimental Group	X = 5.33 (53.3%)	X = 7.88 (78.8%)

And the difference in the progress from the Pre-test to the Post-test in the Control Group was just 0.67 (6.7%), while the Experimental Group progressed 2.55 (25.5%).

Table 14

Chart of list of students and scores

Experimental group	Scores	Scores	Control group	Scores	Scores
Students	Pre-test	Post-test	Students	Pre-test	Post-test
1.- Chiluisa Daniel	4	8	1.- Aguilar Fausto	3	5
2.- Chunchi Michelle	6	6	2.- Alvarez Anahin	3	6
3.- Heredia Danny	6	10	3.- Caiza Ariel	3	2
4.- Llerena Karen	5	8	4.- Guanoluisa Jimmy	4	4
5.- Macas Yuri	4	6	5.- Haro Patricia	4	8
6.- Martinez Leonardo	6	9	6.- Heredia Byron	3	2
7.- Ochoa Josselyn	3	5	7.- Hidalgo Karen	3	2
8.- Quintana Josue	7	10	8.- Mañay Kevin	2	3
9.- Zambrano Emily	7	9	9.- Moreno Anahy	5	5
			10.- Pullay Edison	3	2
			11.- Sumba Luis	2	3
			12.- Zaldumbide Irene	3	4

Table 15

T- Students of the experimental group

N.	Independent Variable X Pre-test	Dependent Variable Y Post-test	X ²	Y ²	XY
1	4	8	16	64	32,0
2	6	6	36	36	36,0
3	6	10	36	100	60,0
4	5	8	25	64	40,0
5	4	6	16	36	24,0
6	6	9	36	81	54,0
7	3	5	9	25	15,0
8	7	10	49	100	70,0
9	7	9	49	81	63,0
Sum	48	71	272	587	394
Mean	5,33	7,89	30,22	65,22	43,78
	Mean y	7,9			
	Sum of x y	394			
	N	9			
	n.meanx.meany	379			
	Sum of x ²	272			
	nxmean ²	272			

$$\text{Coefficient correlation } r = \frac{XY}{(X_2)(Y_2)}$$

$$r = \frac{394}{(272)(587)} = 0,0025$$

$$\text{Student's test } t = \frac{\sqrt{\quad}}{\sqrt{\quad}}$$

$$t = \frac{r \text{ Square root } (N - 2)}{\text{Square root } (1 - r^2)} = \frac{0,0066}{0,999} = 0,0066$$

Table 16

T- Students of the control group

N.	Independent Variable X Pre-test	Dependent Variable Y Post-test	X ²	Y ²	XY
1	3	5	9	25	15,0
2	3	6	9	36	18,0
3	3	2	9	4	6,0
4	4	4	16	16	16,0
5	4	8	16	64	32,0
6	3	2	9	4	6,0
7	3	2	9	4	6,0
8	2	3	4	9	6,0
9	5	5	25	25	25,0
10	3	2	9	4	6,0
11	2	3	4	9	6,0
12	3	4	9	16	12,0
Sum	38	46	128	216	154
Mean	3,17	3,83	10,67	18,00	12,83

Mean y	3,8
Sum of x y	154
N	12
n. mean x.mean y	146
Sum of x ²	128
nxmean ²	128

$$\text{Coefficient correlation } r = \frac{XY}{(X^2)(Y^2)}$$

$$r = \frac{154}{(128)(216)} = 0,0056$$

$$\text{Student's test } t = \frac{\sqrt{\quad}}{\sqrt{\quad}}$$

$$t = \frac{r \text{ Square root } (N - 2)}{\text{Square root } (1 - r^2)} = \frac{0,0177}{0,999} = 0,0177$$

Gf: $n_1 + n_2 - 2$

Gf = experimental group 9 + control group 12-2

Gf= 19

Table 17

Chart of value

	1.445	1.545	1.645	1.745	1.845	1.945	Σf_y	Σf_{xy}	Σf_{xy}^2
44.5		3	1				4	178	7921
54.5		5	9	5			19	1035.5	56434.75
64.5		1	2	4	1	1	9	580.5	37442.25
74.5				5	1	1	7	521.5	38851.75
84.5				2	2	1	5	422.5	35701.25
94.5				1	3		4	378	35721
Σf_x	0	9	12	17	7	3	48	3116	212072
Σf_{xx}	0	13.905	19.74	29.665	12.915	5.835	82.06		
Σf_{xx}^2	0	21.483225	32.4723	51.765425	23.828175	11.34907	140.8982		

$\Sigma \Sigma f_{xy} = 5380.77$

Correlation 0,006

Table 18

Chart of value

	1.445	1.545	1.645	1.745	1.845	1.945	Σf_y	Σf_{xy}	Σf_{xy}^2
44.5		2	1				4	178	7921
54.5		5	8	5			19	1035.5	56434.75
64.5		1	2	1	1	1	9	580.5	37442.25
74.5				1	1	1	7	521.5	38851.75
84.5				2	2	1	5	422.5	35701.25
94.5				1	3		4	378	35721
Σf_x	0	9	12	17	7	3	48	3116	212072
Σf_{xx}	0	13.905	19.74	29.665	12.915	5.835	82.06		
Σf_{xx}^2	0	21.483225	32.4723	51.765425	23.828175	11.34907	140.8982		

$\Sigma \Sigma f_{xy} = 5380.77$

Correlation 0,0177

Table 19**Chart of equivalence**

Ranks	Value	Magnitude
0,01	0,20	very low
0,21	0.40	low

Table 20**Chart of value**

1	0,00070706
2	0,0027834
3	0,00070706
4	0,0027834
5	0,00901379
6	0,02401329
7	0,05262712
8	0,09488131
9	0,14072298
10	0,17169969
11	0,17233506
12	0,1442977
13	0,09665747
14	0,05411498

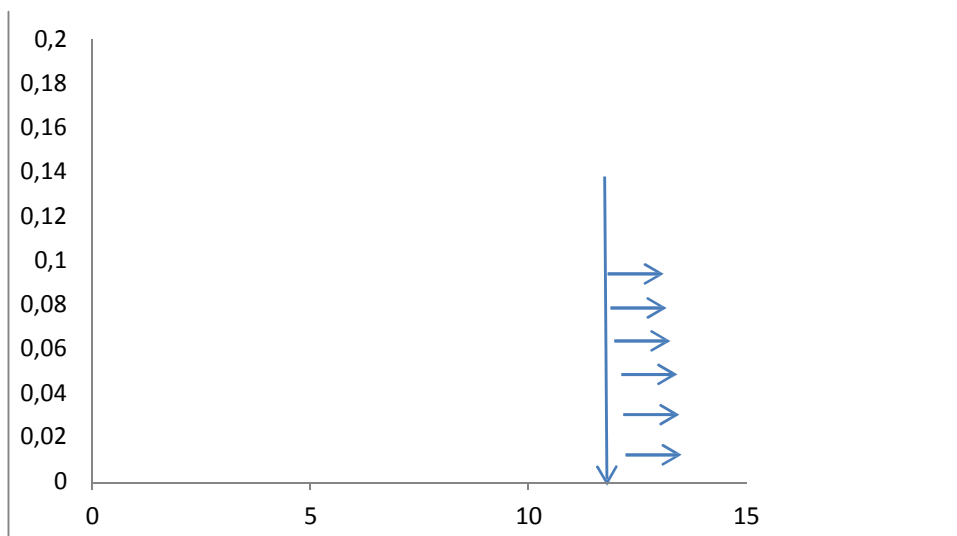


Figure 13 Curves of Gauss

In conclusion when doing the general analysis of the working hypothesis with obtained results from experimental group and control group, it is evidenced that in the experimental group there was a progress in tourism vocabulary development while in the control group there was not a progress in the tourism vocabulary development, so that, it is noted that the treatment applied to the experimental group affected positively in the collected results, so, the null hypothesis is rejected.

4.1.4 Testing the Level of Satisfaction

Analysis of the survey applied to students in third level of bachillerato to know the satisfaction level about the application of the extensive reading approach in their learning

Question1

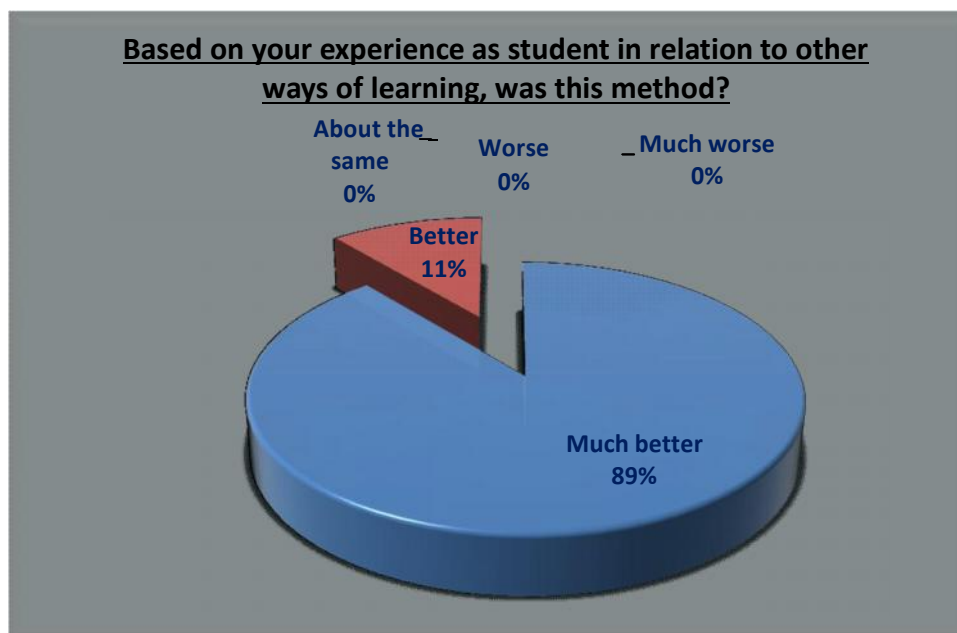


Figure 14 Value of significance to question 1 of the satisfaction survey

Analyzing the answers of the students about the application of the Extensive Reading Approach in their learning, it is possible to see the graphic of the first question, which shows that most of students think that this method was “Much better” in relation to other ways of learning, rest of students think that it was “Better”.

There was not percentage for other options, such as: “About the same, Worse or Much worse”.

Positive responses indicate an acceptance to this new method of learning from them. It means, most students agree with this methodology introduced in this research.

Question 2

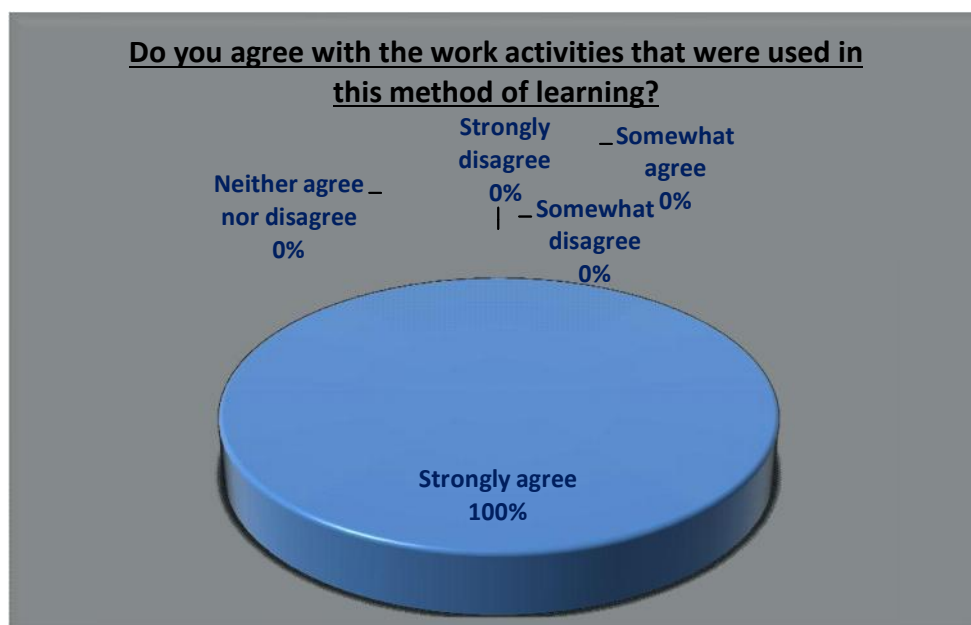


Figure 15 Value of significance to question 2 of the satisfaction survey

In the second question in which students were asked about whether they agree with the work activities used in this method, the answers were as follows:

All students answered “Strongly agree”; the other options did not get any percentage, for instance; “Somewhat agree”, “Neither agree nor disagree”, “Somewhat disagree”, “Strongly disagree”.

That is to say, students agreed with the work activities used in this method; the tasks consisted in reading, understanding the vocabulary from the context and extracting the main ideas from the text.

In conclusion, students were comfortable with the process of learning, and had the opportunity to exchange ideas and experiences among them.

Question 3

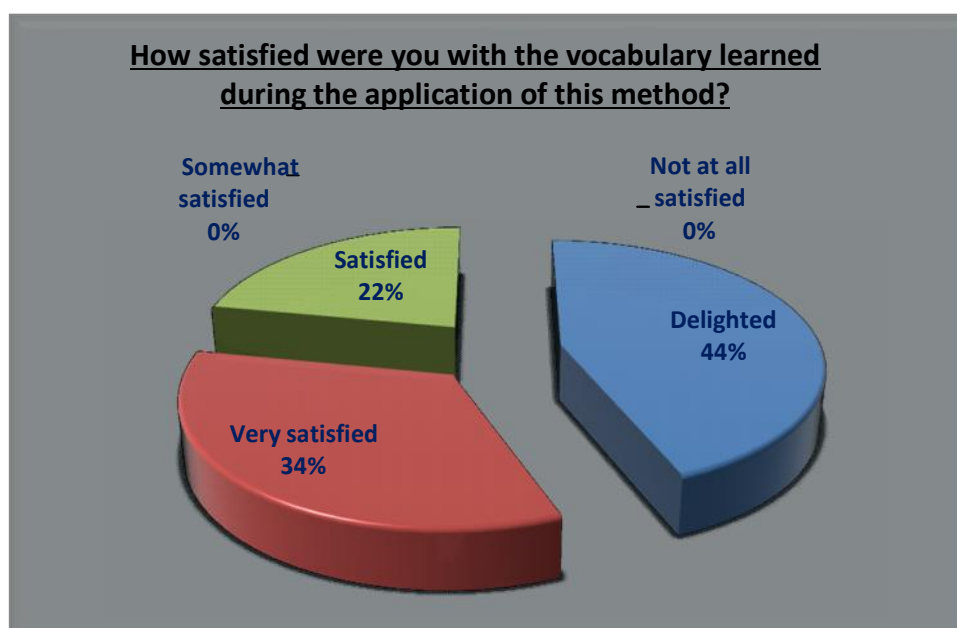


Figure 16 Value of significance to question 3 of the satisfaction survey

The third question referred to how satisfied were they with the vocabulary learned during the application of extensive reading method, the survey showed the following results:

Some students said “Delighted”; other students expressed “Very satisfied”; and a few students reported “Satisfied”, only the options “Somewhat satisfied” and “Not at all satisfied” didn’t obtain responses.

As it was said earlier, the guys were comfortable with this method; it is new and different to that used in the traditional education.

The pie shows a large aperture of the learners for this approach with which they can develop vocabulary of their specialty.

Question 4

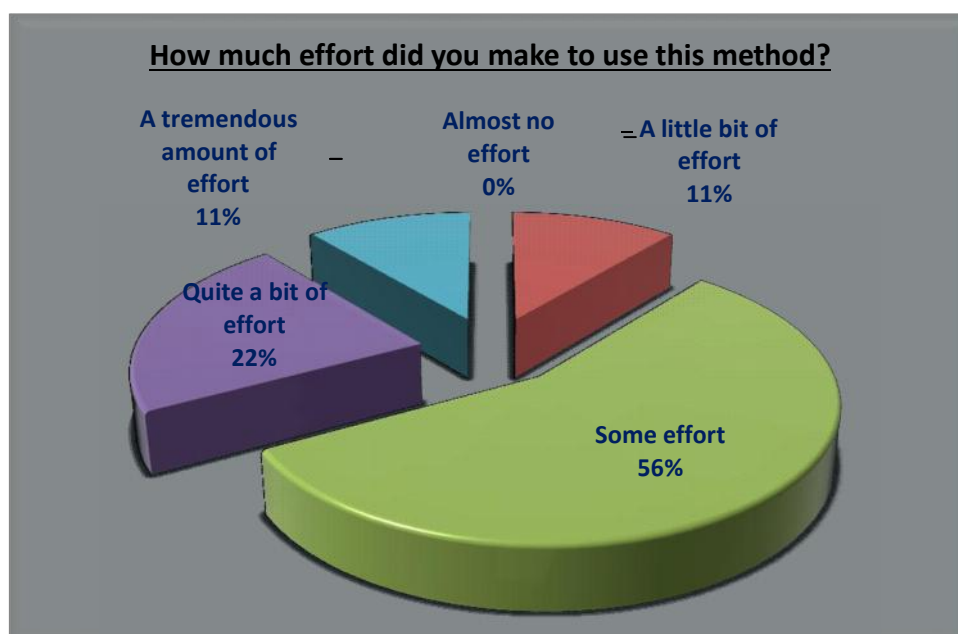


Figure 17 Value of significance to question 4 of the satisfaction survey

The graphic of the question four demonstrates that it was the survey with more divided opinions.

In the pie it can be seen that; the option “Some effort” got more percentage, even though they did not have previous experience about reading activities; then the item “Quite a bit of effort” had regular percentage; only one student answered “A tremendous amount of effort”; and finally one student answered “A little bit of effort”; it should be noted that any student answered “Almost no effort”, it obviously because all student are learning foreign language

Therefore, all students had a certain percentage of effort and difficulty.

Question 5

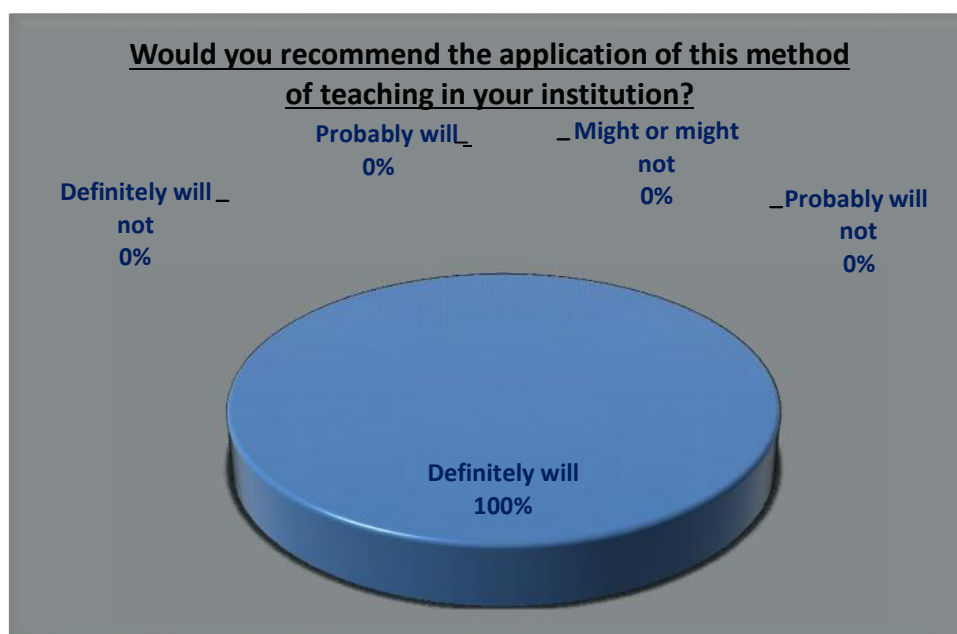


Figure 18 Value of significance to question 5 of the satisfaction survey

It is observable that most of the students responded in positive way to question five which asked if they would recommend the application of this method in their institution.

Of the five options, the first; “Definitely will” achieved all percentage, this means that all boys coincided with the application of this method in their high school

Other options did not get any percentage, for example; “Probably will”, “Might or might not”, “Probably will not”, “Definitely will not”

In summary, the survey demonstrated that most students agree with the implementing of Extensive Reading Approach in their learning process of tourism vocabulary.

At last, the graphic in pie helped to identify the percentage of students' answers of the Experimental Group.

4.2 CONCLUSIONS

- The results obtained in the pre-test were extremely low; the arithmetic mean was 5.33/10 (53.3%), but after implementing the extensive reading to the students, their range of vocabulary related to tourism improved. At the end of the process the post- test was given to them and their mean increased, it was 7.88 (78.8%), having a difference between means from pre-test to the post-test of 2.55 points (25.5%). It means, students significantly improved their performance, although not all students got excellent scores.
- After analyzing the results of the pre-test and post-test, and their standard deviations, the hypothesis about whether “implementing Extensive Reading affects in positive way in the tourism vocabulary development” was accepted, since the students improved their scores after applying this approach. That is, the readings help students to infer and learn the meaning of words and therefore to improve their performance.
- When the method of extensive reading was explained to students, they thought that the reading of authentic material in English would be a task a bit difficult, but despite this difficulty it was very useful, because they could read texts, interpret words, extract main ideas and do their work activities related to this approach by themselves.
- The survey applied to students about the application of this method in their learning process showed that they felt comfortable with this approach, because it is new and different from the traditional way of learning vocabulary, and that they would like to continue working with this methodology.

4.3 RECOMMENDATIONS

- The reading texts were given by the author of this research, therefore, it is recommended students to find their own texts according to their level of comprehension and interest, so that they have the ability to read better.
- A folder with many texts is suggested the teacher to have, in order that students have greater opportunity to select the topics that they want to read
- Teachers of foreign language should know and apply this method of learning, so that, their students are motivated for the reading and learn in a different way, so, they will improve their scores and therefore their performance.
- It is advised to continue working with the extensive reading, especially with students who receive the subject of Applied Foreign Language in the Tourism specialization, because they need to develop more vocabulary of this field.
- If possible, it is recommended to extend the periods of class so that learning be more productive and it can be developed the work activities more easily, such as; the conversation between classmates, the writing of sentences, the interchange of ideas, the interpretation of words, among others.

PART FIVE

PART FIVE

5 PROPOSAL

5.1 STAKEHOLDER ANALYSIS

Table 21 Stakeholder analysis

Groups	Interests	Perceived problems	Resources and mandates
Students	The development of vocabulary related to the tourism field with which they can express themselves better and understand certain words which are not generally used in daily English and thus to raise their level of tourism knowledge	Students are not provided of an appropriate resource and methodology according to their specialty with which they can learn new words related to tourism	To accept work activities seriously, dedicating their time to the reading in order to learn new words and incorporate them to their knowledge.
Teachers	The teaching of an appropriate vocabulary for tourism students, so that they can perform better in their career	Learning materials used are not suitable for the specialty	To Develop another learning method of specific vocabulary in students of the tourism field
School	The training of students able to master a foreign language with a special vocabulary of the tourism area	Students have a few periods of class in the subject of Foreign Applied Language in order to develop tourism terminology	The changing of teaching approaches of the teachers of English for specific purposes

5.2 PROBLEM TREE

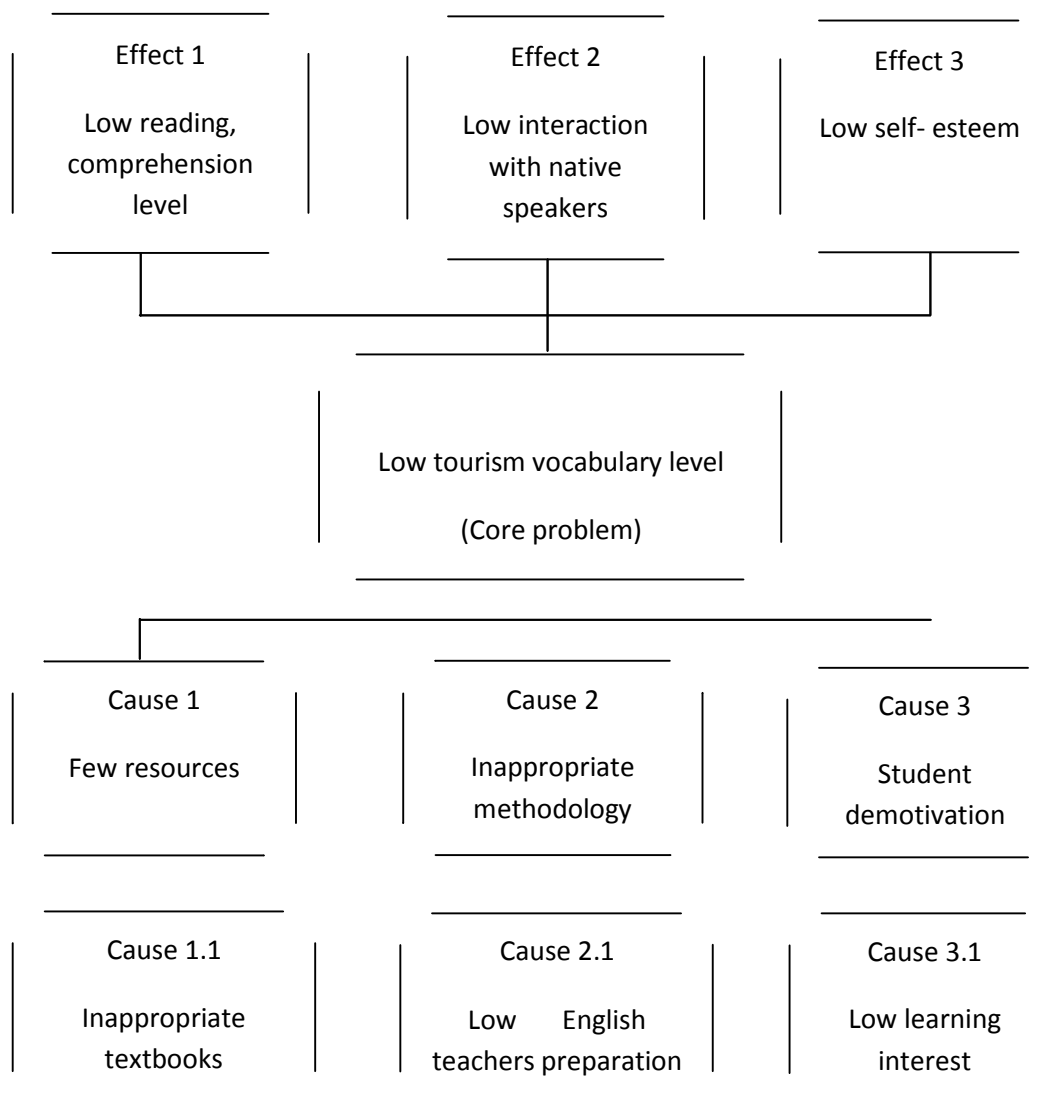


Figure 19 Problem tree

5.3 OBJECTIVES TREE

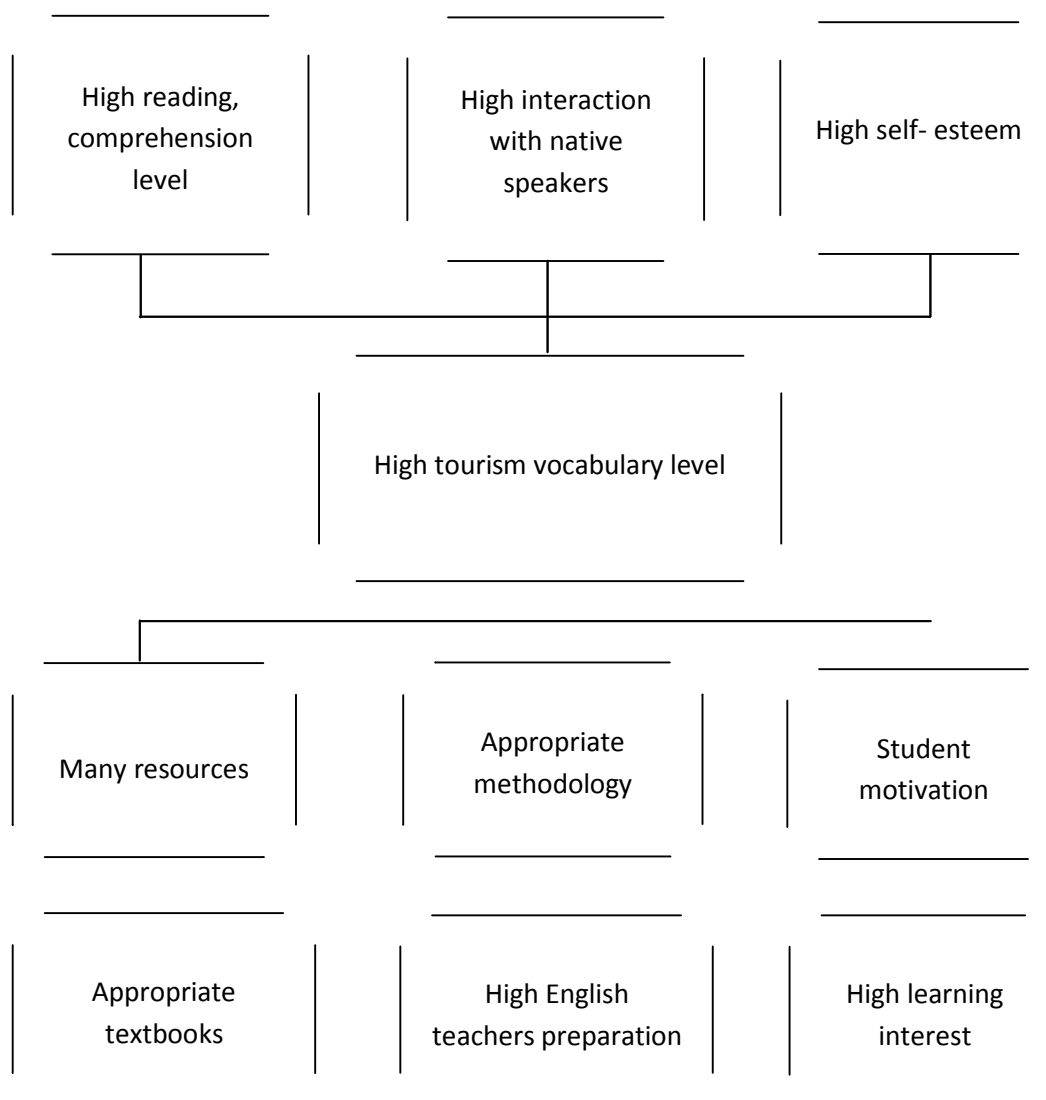


Figure 20 Objectives tree

5.4 ALTERNATIVES TREE

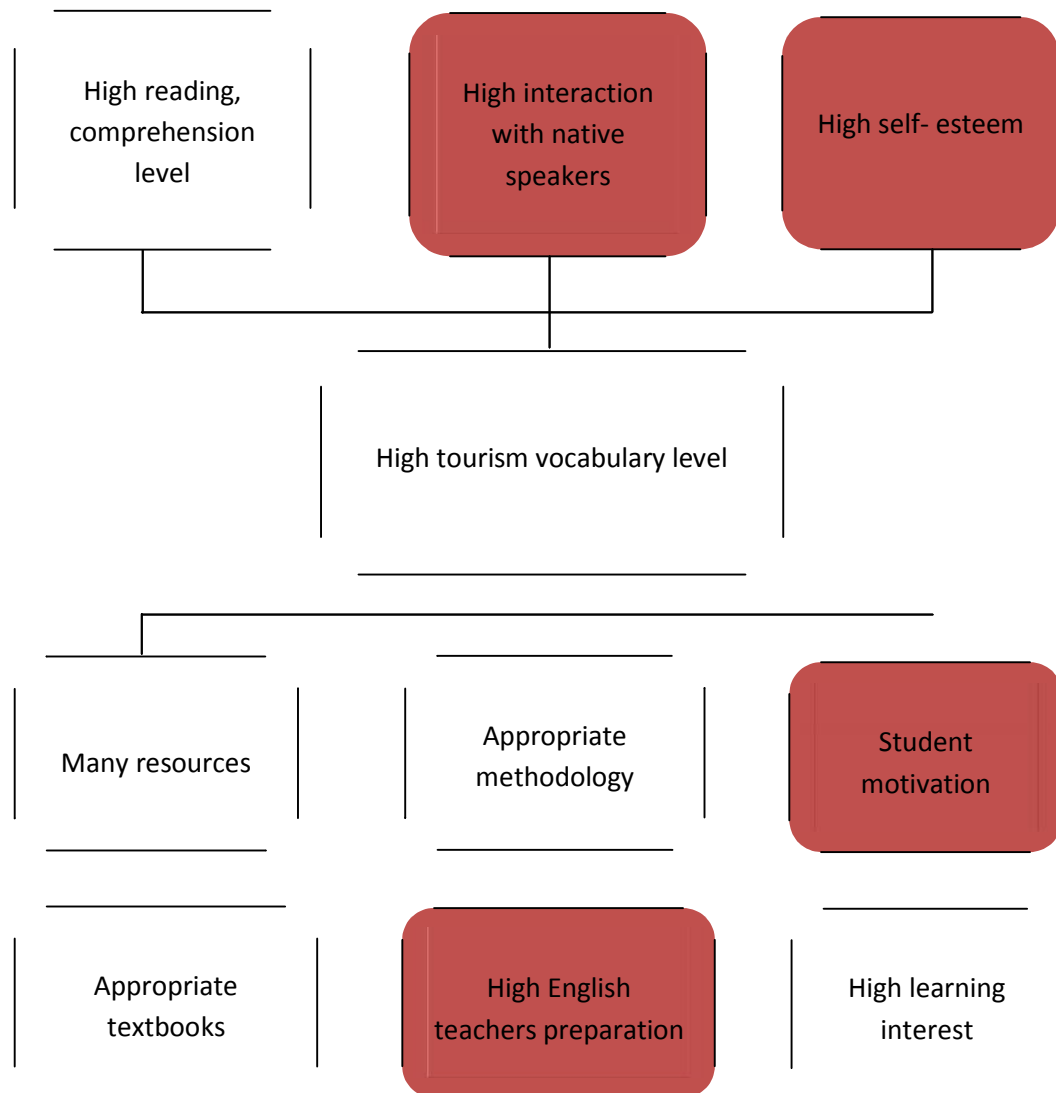


Figure 21 Alternatives tree

5.5 ANALYTIC STRUCTURE OF THE PROPOSAL

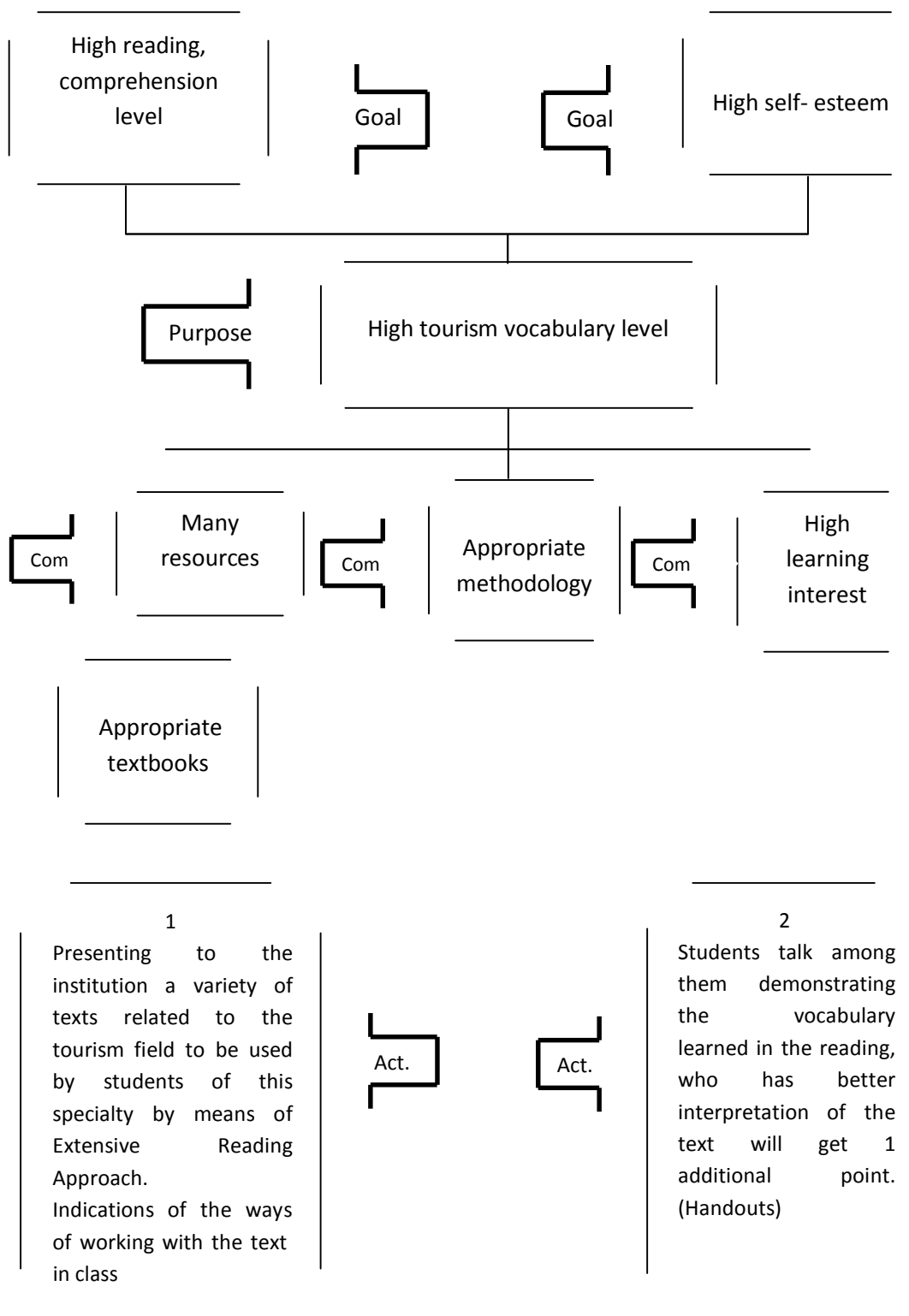


Figure 22 Analytic structure of the proposal

5.6 LOGICAL FRAMEWORK

Table 22 Logical framework

Narrative summary	Indicators	Means of verification	Assumptions
Objective			
1. To help students to increase their Reading comprehension level.	Students can understand the meaning of technical words	Post-test results	Students use very safe the tourism vocabulary in oral and written way
2. To help students to raise their self-esteem	They do sentences with correct writing and spelling	Post-test results	
Purpose			
Implementing Extensive Reading in the Tourism Vocabulary Development	Students develop vocabulary related to tourism in their writing and reading skills	Post-test results	The institution hosts this teaching approach.
Outputs			
Many resources	Students increase the knowledge level of tourism terminology	Work activities in class	Students seek and read texts of the specialty on their own.
Appropriate methodology	The academic performance of students improves	Record of scores	
High learning interest	They read more than required and carry out their work activities	Observation of performance	

Continue 

Activities	Inputs	Costs	
<p>Presenting to the institution a variety of texts related to the tourism field to be used by students of this specialty by means of Extensive Reading Approach.</p>	<p>Texts for reading Internet Computer</p>	<p>\$ 80,00</p>	<p>The high school authorities provide a small library of texts on tourism with all teaching resources needed to apply this method of learning.</p>
<p>Instructions of the ways of working with the text in class; to read and infer the meaning of words</p>	<p>Highlighter markers Pencils Eraser Classroom Whiteboard Whiteboard markers</p>	<p>\$ 28,00</p>	
<p>Students talk among them demonstrating the vocabulary learned in the reading, then write the main ideas on handout, who has better interpretation of the text will get 1 additional point</p>	<p>Sheets of reports Pens</p>	<p>\$ 11,00</p>	

5.7 BUDGET

Table 23 Budget

Resources	Costs
Texts for reading	\$ 70,00
Internet	\$ 10,00
Computer	\$ 00,00
Highlighter markers	\$ 15,00
Pencils	\$ 5,00
Eraser	\$ 2,00
Classroom	\$ 2,00
Whiteboard	\$ 00,00
Whiteboard markers	\$ 6,00
Sheets of reports	\$ 3,00
Pens	\$ 8,00
TOTAL	\$ 119,00

5.8 TIMETABLE

Table 24 Timetable

ACTIVITIES	MONTH	February	March	April	May	June
Presenting to the institution of Extensive Reading Approach.		X				
Instructions to students about the way of working with the text			X			
Students talk among them and write the main ideas on handout				X	X	
Test about meaning of words						X

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