

ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

TITLE

BASIC ENGLISH TOURISM GUIDE TO DEVELOP ENGLISH SKILLS COMMUNICATION AND IMPROVE THE JOB OF “BRIGADISTAS COSTEROS” (TOUR GUIDES) FROM SALINAS – ECUADOR, DURING THE TERM MARCH – MAY 2009.

AUTHOR

LUPE MERCEDES LLANGARI MOROCHO

ADVISORS:

DIRECTOR: Dra . Maria Eugenia Arcos Jiménez MSc.

CODIRECTOR: MSc. Edgar Bolaños, ESP.

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CERTIFICATE

We, MSc. Dra. Maria Eugenia Arcos Jimenez, Director and MSc. Edgar Bolaños, Co-Director, duly certify that the Thesis under the title: **“BASIC ENGLISH TOURISM GUIDE TO DEVELOP ENGLISH SKILLS COMMUNICATION AND IMPROVE THE JOB OF “BRIGADISTAS COSTEROS” (TOUR GUIDES) FROM SALINAS – ECUADOR, DURING THE TERM MARCH – MAY 2009.”**, by Lupe Mercedes Llangari Morocho, who has finished her studies in Linguistics to be applied in the English Language at distance modality in Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

Dra.M.Eugenia Arcos MSc.

DIRECTOR

MSc. EdgarBolaños

CO-DIRECTOR

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I also thanks the "Asociacion De Brigadistas Costeros del Canton Salinas" authorities, and the Brigadistas Costeros (tour guides) who have given me their support and valuable help to the development of my investigation.

DEDICATION

I dedicate this research, to God for His spiritual support to accomplish my goals, I would also like to dedicate this work to my Parents, with heartfelt for their love and encouragement, and the inspiration of my hardworking.

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SUMMARY

The scheme proposed by Army Polytechnic School Language Department to do this project, in fact there are many specifics detail how to develop a research and obtain the results which permit us to complete this successfully.

It is important to note that through this project, a Basic English Tourism Guide is proposed in order to develop English Skills Communication and improve the job of tour guides. According to this purpose, the workshops were developed in Salinas City with a study of Brigadistas Costeros (tour guides) of Basic Level, during the term March – May 2009.

In order to develop this project, various steps help to obtain; first the identification problem, after that it explores the tourism industry and its components, expose the variables, objectives, and give a clear justifications about the research. The theoretical frame has been designed with the help from different sources such as specialized books, magazines, and Internet contents.

An important aspect in the project is the methodology applied and it is explained clearly, including detailed information of the instruments used. There is a variety of analysis and interpretation of the data that is included. Practices activities need to be clear and understandable, for this reason quantitative statistical analysis, other qualitative aspects have been taken into account.

Conclusions and recommendation are presented, valuable results were obtained and the Basic English Tourism Guide proved to be both mastering proper and effective. Finally a proposal is made to develop the Basic English Tourism guide.

INTRODUCTION

Nowadays, the tourism provides an essential lifetime for the many coastal communities and the English Language is widely used in touristic sites. A Brigadista Costero (tour guide) is a person who guides the tourists and offers them all relevant information about the place they are visiting. The Brigadista Costero (tour guide) must be capable of interpreting the cultural and natural heritage of an area and possess a specific qualification recognized by the appropriate authority. They have the additional responsibility to keep all the tourists happy, comfortable, and satisfied visiting our Ecuadorian Coast.

A Basic English Tourism Guide for Brigadistas Costeros (tour guides) from Salinas provides details about greetings, introductions, give information about phone number, address, prices, hotels, restaurants, and description some tourists interesting sites from Salinas in English Language.

This research has to do with how to develop skills in English communication in Brigadistas Costeros (tour guides) of Basic Level from Salinas City, through a Basic English Tourism Guide that intends to motivate them to improve their job in which the communicative competence is worked through the combination of modern methodology (Presentation, Practice, and Production), they work in combination to create effective communicative language learning.

Presentation involves the building of a situation requiring natural and logical use of the new language. It is important that **practice** activities are appropriate to the language being learned and the level and competence of the students.

The **Production** stage is the most important stage of communication language teaching. Successful production is a clear indication that the

language learners have made the “students” of the key language to “users” of the language.

The Basic English Tourism Guide is based on experiences from the Brigadistas Costeros (tour guides), using pre selected tourist sites help to select and organize language items, the course is focusing to cover the necessities in the job as a tour guide.

The most important aspect that will be covered in each chapter is summarized in the following resume:

CHAPTER I shows the problem identification of the research, with the main problem, variables, objectives and justification that permitted to state the framework to develop the research thesis and its justification.

CHAPTER II exposes the Theoretical Frame, it has relation with the researched subject, also include concepts, hotels vocabulary, methods to teach English, definition of English for Specific Purposes. In addition the hypothesis systems that will let establish real outcomes of this research.

CHAPTER III describes the Methodology that was applied to develop the proposed research. It shows how was the project designed how data was obtained, processed and its analysis.

CHAPTER IV displays analysis and interpretation of the data collection, through statistics, and its respective results and graphs, in order to verify the hypothesis.

CHAPTER V mentions conclusions and recommendations which were determined at the end of the research.

CHAPTER VI contains a proposal for the elaboration of the Basic English Tourism guide.

Inside References Materials will appear a brief description of the books, magazines, and sites on the web that were used in the research.

In Annexes contains the material used for the class, and the pretest and post test applied in this research.

CHAPTER I

RESEARCH PROJECT

1.1 RESEARCH THEME

“Basic English Tourism Guide to develop English Skills Communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador during the term March – May 2009”

1.2 PROBLEM IDENTIFICATION

A working knowledge of English has become a requirement in a number of fields, occupation and professions such as medicine, computing, or tourism; as a consequence over a billion people speak English to at least a basic level. English is a language with great reach and fluency; it is taught all over the world under many different circumstances.

English language is one of the most useful tools we have in the tourism industry. It is the main vehicle of communication with foreign people.

Tourism is now generally recognized to be one of the largest industries in the world. It benefits the economies of developing countries, where most of the sector's new tourism job and businesses are being created. This rapid demand encouraged many developing nations to view tourism as key to promoting economic growth. Furthermore it is one of the fastest growing employment sectors in the world today.

In our country this activity is increasing, people of many parts of the world are looking at Ecuador as a great place to explore, thanks to the image that we are projecting to other nations.

In Salinas there is a group of “Brigadistas Costeros” (tour guides), they offer city tours and show interesting sites, most of the tourists speak English, so they should not have any difficulties exchanging a few words with them. But the reality is that: many tour guides in Salinas do not speak English, and this affects the tourism.

Salinas’ tour guides are experiencing communication problems since many of them lack English language skills. This can be a disadvantage to the tourism. English speaking visitors are missing out the information that can serve as advertisement for future tourists.

In other cases a tour guide may be responsible for teaching tourist about the culture and sites in a city or town. In addition, many tour guides hold the responsibility of teaching tourist about safety. Even if they are only responsible for taking a tourist from the airport to his or her hotel. It is their responsibility to make the short trip interesting, information, and safe.

English speaking visitors are missing out the information that can serve as advertisement for future tourists. For many years these tour guides have requested English seminar from the Tourism Ministry without success. For this reason my project is developed to help the “Brigadistas Costeros” (tour guides) from Salinas, during the term March – April, 2009.

Tour guide from Salinas need to learn English well it may be the best thing they can do to improve their job, so they will provide a better service. Because English is called, “The Language of International Communication”.

CAUSE	EFFECT
<ul style="list-style-type: none"> • Lack of English Language Skills. 	<ul style="list-style-type: none"> • Communication problem • Impossibility to teach tourism about culture and sites in a city or town • Trips in the “Ruta del Spondylus” or city tour with few tourists.
<ul style="list-style-type: none"> • There isn't an English Seminar about tourism 	<ul style="list-style-type: none"> • Poor service to tourists • Image that we are projecting to other nations. • Bad advertisements for future tourists.

1.3 PROBLEM SETTING

1.3.1 Main Problem

How can a Basic English Tourism guide develop English skills communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas, during the term March – May, 2009?

1.3.2 Secondary Problems

- How can the “Brigadistas Costeros” (tour guides) get English Language Skills?
- How can the “Brigadistas Costeros” (tour guides) improve the service through good communication with foreign tourists?
- What impact would this have on their life and work?

1.4 VARIABLES WORKING OUT

Independent Variable	Dependent Variable
<ul style="list-style-type: none">• Incidence of a Basic English Tourism guide focused in English Skills communication. It means the way how the “Brigadistas Costeros” (tour guides) develop abilities to communicate with foreign tourists to transmit information and improve the service.	<ul style="list-style-type: none">• Improve the job of “Brigadistas Costeros” (tour guides). It means to communicate with the foreign tourists in English, give instructions, and cultural information in the native language of tourists.

1.5 OBJECTIVES

1.5.1 General Objective

To develop English Skills Communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas to transmit information to foreign tourists, during the term March – May, 2009.

1.5.2 Specific Objectives

- To elaborate and apply a syllabus focused in the tourism to improve communicative skills, in the “Brigadistas Costeros” (tour guides) from Salinas, during the term March – May, 2009.
- To apply a conversational workshop to develop oral communication in the “Brigadistas Costeros” (tour guides) from Salinas, during the term March – May, 2009.
- To generate a friendlier atmosphere and a better service to the tourist between foreign tourists and “Brigadistas Costeros” (tour guides) from Salinas, during the term March – May, 2009.

1.6 JUSTIFICATION

English is important in this world because a lot of the major places speak. For instance, Europe and the America speak it. Moreover, English is the international language of diplomacy, business, science, technology, banking, computing, medicine, aviation, tourism, Hollywood films and arguably the best pop and rock music in the world. Now it is a custom for everybody to learn English.

English is the language most used for international tourism at the moment. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users.

Working in the tourism industry people will come across many types of travelers. Some will be business guests, others will be tourists and visitors. Many will speak different language other than their own. Chances are, plenty of their guests will speak English.

Tourism is vital for Ecuador due to the large intake of money for businesses with their goods and services such as cruise ships, taxis, accommodation, hotels, entertainment, and other hospitality industry services.

This research study has been carried out to develop English Skills Communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas during the term March – May, 2009.

The “Brigadista Costeros” (tour guides) say that although English is studied in the high school, they did not get English skills communication, and some of them were not to the University, they work in the tourism industry because

they were born in Salinas, so they know their city and many tourists attraction of Santa Elena Peninsula.

The biggest problem most “Brigadistas Costeros” (tour guides) face is their own fear to speak English. They worry that they will not say things correctly. They do not have confidence. They are interested in learn and practice the English Language, but there are two main handicaps: there is not a seminar of English and the suitable timetable because they work during the day. This is the reason why this research works as a response to the desire of the “Brigadistas Costeros” (tour guides) from Salinas, so they reinforce the skills communication in English to improve their communication and the service to the foreign customers. Brent Ruben very accurately gives an overview of the relation between the situation of modern world and the importance of a good communication through the language: “Of all the tools of communication acquired through active participation in a culture, none is more significant to the human experience than language”. **(1)**

(1) Brend. Ruben. *Simulation, Gaming, and Language Learning*. Alabama University. 1998

CHAPTER II

TEORETHICAL

FRAME

2.1 SALINAS TOURIST ATTRACTION

Salinas is a city located in Santa Elena Peninsula Province, Ecuador, by the Pacific Ocean. It is the most beautiful beach of the north and south of the Ecuadorian coast, full of warmth, geographic environment, exotic sites, and entertainment. .

At the 2001 census there were 49,752 people living within canton limits. The city is an important tourist center.

Salinas is situated in the Ecuadorian Coast in the recently Santa Elena Province. It is recognized all over the world for its many touristic attractions. Salinas has elegant restaurants and hotels with all services and facilities. It is a place recognized for its international sports events, beauty pageants and entertainment shows, as well as its noisy nightlife.

History

Salinas is on Ecuador's south-central coast, 120 kilometers from Guayaquil. It was discovered in 1520. Salinas got its name because salt used to be extracted from this region.

Weather

The weather in Salinas has great temperatures all year round. It has an average temperature of 24 C (80 F), known for its beaches and weather all year round. The best time to hit the beaches is from December to May.

Entertainment

Salinas is a small place offering the same services as a big city.

Salinas is the starting point to the 'Route of the Spondylus' and there are quite a few tourist resorts and attractions to be visited.

Salinas has one of the best developed tourism infrastructures on the coast of Ecuador and offers the modern comforts of a resort town.

There is a vast diversity of restaurants and cafés. On the Malecon, just two blocks away from the Barcelo Colon Miramar, one can visit the Naval Archeological Museum. This small museum displays the vast archeological richness of the region with samples of the Ecuadorian pre-Hispanic history.

In Salinas there are many tourist packages that offer whale-watching trips.

Food

In Salinas you can find a big range of excellent restaurant like Amazon, Mar y Tierra, El Capi, The Plazita, La Lojanita, and others.

This small city offers seafood plates like cebiche, cazuela, arroz marinero, arroz con pescado, shrimp, and other seafood

Commerce

In Salinas you can buy, fish and all types of seafood, shirts, necklaces and souvenirs.

Sports

Salinas Ecuador hosts world deep sea sport-fishing competitions, mainly for Tuna, Blue Marlin and Black Marlin, and Sailfish is also popular.

Many world records have been obtained here.

The scenic bay is full of jet skiers, water skiers, hang-gliders, sky divers and a plethora of various sized yachts anchored in the bay adjacent to the Salinas Yacht Club.

2.1.1 TOURIST PLACES IN SALINAS

The **XXI Century Museum**, a marine museum that tells part of the pre Hispanic history; the colony of **Sea Lions** that inhabit the beach of the Air Base of F.A.E (Ecuadorian Air Force), the pools of **Ecuasal**, built to the stacking and industrialization of salt, are considered one of the best places to

watch thousands of migrating birds coming from the coast and humid soils in the Northern hemisphere; you can even see pink flamingos among over 30 different species of sea birds that arrive every year.

La Choclaterato the Northeast of Salinas is the most prominent point in the Ecuadorian coast. The name refers to the color of the shaky water of the currents at the bottom of this cliff. This attraction point is in the Navy Base and it can be reached only accompanied by authorized guides.

Beaches

Salinas' beaches include San Lorenzo, Las Palmeras, Chipipe, Mar Bravo, and the nearby Punta Carnero.

There are many surf spots as Paco Illeascas, Playero de Miramar, La Puntilla and the Ecuasal dock. Some of this spots can have perfect conditions with offshore winds, especially during the months from December to May.

2.2 INDEPENDENT VARIABLE

2. 2.1 TOURISM

Since the beginning of the time humans have travelled, food, water, safety, or acquisition of resources (trade) were the early travel motivations. The World of Tourism Organization (W.T.O) claims that tourism is currently the world largest industry with annual revenues of over \$ 3 trillion dollars. Tourism is fast, growing and infinite in opportunities, variety and possibilities.

Tourism plays an important role in the development of the vast majority countries. Infrastructure created for tourism purposes contribute to local

development, and jobs are created on maintains even areas in industrial or rural decline, or undergoing urban regeneration.

2.2.2. WHAT IS TOURISM?

The World Tourism Organization defines tourism as the activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business or other purposes. Tourism is a dynamic and competitive industry that requires the ability to constantly adapt to customers 'changing needs and desires.

SECTORS

The tourism industry is divided into five different sectors:

- ❖ Accommodation
- ❖ Food, and Beverage service
- ❖ Recreation and entertainment
- ❖ Transportation
- ❖ Travel services

Other terms of interest are:

Excursionist: Persons travelling for pleasure in a period less than 24 hours.

Foreign Tourist: Any person visiting a country, other than that in which he/she usually resides, for a period at least 24 hours.

Travel: The act of moving outside one's home community for business or pleasure but not for commuting or travelling to or from school.

Visitor: Any person visiting a country other than in which he/she has his/her usual place of residence, for any reasons other than following an occupation remunerated from within the country visited.

2.2.3 DIMENSIONS OF TOURISM

All tourism activities are related to one or more of the following dimensions of tourism.

ATTRACTIONS: Are the primary motivation for travelling. They may be a **primary destination** such as Machalilla National Park or **secondary destinations which are** interesting places to visit on the way to your primary destination. Attractions usually focus on natural resources, culture, ethnicity, or entertainment.

- ❖ **NATURAL RESOURCES:** Natural resources are the combination of physical features, the climate, and natural beauty of the area. The challenge to managing natural resources based tourism is to preserve the natural resources from the impact of the tourist's.
- ❖ **CULTURE:** a way of life which is observed through people, religion, history, government and traditions.
- ❖ **ETHNICITY:** To visit family and friends.
- ❖ **ENTERTAINMENT:** Tourism development of all sizes from local community, special events, and festivals.

FACILITIES: When tourists arrive at attractions they require facilities to provide services.

- ❖ **LODGING:** Represent a variety of services from campgrounds, parks, hotels, and five stars resorts.
- ❖ **FOOD & BEVERAGE:** Not only provide basic substance for tourists but an important factor in the overall tourism experience.
- ❖ **SUPPORT SERVICES:** Usually are represented by small retail business providing souvenirs and personal services. Shopping in an integral part of the travel experience. Tourists seek unique and novel items which represent the area and cultures they visit.
- ❖ **INFRASTRUCTURE:** The basic services on which all tourism depends. These systems include water and sewer systems, communication networks, medical facilities, electricity, police, and fire protection, and road.

HOSPITALITY: The community's attitude which permits every tourism location that makes the tourist feels welcome and safe. It is the result of the interaction between the tourism and the local population.

2.2.4 TOUR GUIDES

Tour guides accompany visitors on local tours and guide tourists within a specific country, region, area, city or site. Tour guides usually live in the area where they work and know all there is to know about the site, city, region, or country where they guide.

They provide special information on history, archaeology, monuments, and works of art, the environment, cultural, natural and build attractions, places of interest and any general matters of interest to the visitors while giving a tour.

A tour guide is one for which the passenger has paid extra money for the convenience of having someone along who knows a specific geographical area and who is familiar with the many details of group travel. Guides meet people from all over the world serve as cultural ambassador to their customers and to local residents, and often act as unofficial spokesperson for the area in which they work. In addition, tour guides act as educators and all around experts in the history, geography, and culture of the areas they visit.

Tour guides transport groups on tour of cities, waterways and establishments describe points of interest, answer questions and supply information. They may also collect admission tickets, sell souvenirs, ensure that reservation for transportation and accommodation are confirmed and prepared itineraries are met, plan and carry out recreational activities and resolve problems with itineraries. They advice on safety and emergency measures, techniques and the use of equipment as well as on specific regulation; such as hunting and fishing laws and boating regulations. They may also provide first aid in emergency situations.

Tour guides may perform the following task:

- Meet members of a tour an arrival and make introductions.
- Coordinate pre-arranged accommodation transport, and make sure that tour members are comfortable.
- Lead tour groups, drive coaches or limousines, advise tour members of local interest points and prepare and present tour commentaries.
- Coordinate pre-arranged tour activities such as visitors to local attractions, restaurants or shops, train rides, cruises, and share general information about culture.
- Attend to operational problems such as booking errors, lost luggage or illness, and provide first aid if needed.

- Maintain written reports of daily activities and carry out other administrative work.

Being a tour guide is often physically demanding. During a tour, guides must be available at all times to answer questions and sort out problems, manual work such as loading or unloading baggage or other equipment may be required.

PERSONAL REQUIREMENTS

- Maturity
- Able to accept responsibility
- Patience and fact
- Understanding and acceptance of different cultures
- Organizational ability
- Excellent general knowledge of their country and regional touring areas
- Problem solving skills and ability to think logically
- Excellent communication
- Good health

2.2.5 HOTEL VOCABULARY

BAGGAGE: Bags and suitcases packed with personal belongings.

BOOK: Arrange to stay in a hotel.

BOOKED: Full, no vacancies

BROCHURES: Small booklets that provide information on the local sites and attractions.

CHECK IN: Go to the front desk to receive keys

CHECK OUT: Return the keys and pay for the bill
DOUBLE BED: A bed large enough for two people
GUEST: A person that is staying at the hotel
INDOOR POOL: Place for guest to swim inside the hotel
INN: Another word for 'hotel'
LOBBY: Large open area at the front of the hotel
LUGGAGE CART: A device on wheels that guests can push their luggage on
RATE: Cost of renting a room for a certain time period
RESERVATION: A request to save a specific room for a future date
ROOM SERVICE: Delivery of food or other services requested by guests
SINGLE BED: A bed for one person
TOURIST GUIDE: person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area — specific qualification usually issued and/or recognized by the appropriate authority
VACANCY: Available rooms
VALET: Staff that parks the guests' vehicles
VIEW: A window that offers a nice image for guests
WAIT UP CALL: A morning phone call from the front desk, acts as an alarm clock
WEIGHT ROOM: a room that guests can use for exercise and fitness

2.2.6 METHODS TO TEACH ENGLISH AS A SECOND LANGUAGE

The English Language Teaching tradition has been subjected to a tremendous change. The change has either been due to the reaction of learners and/or teachers to a given method or has been due to changes in linguistics and psychology theories. It is important to recognize that methods

link thoughts and actions because teaching is not entirely about one or the other.

It is very important for teachers to provide a safe learning environment, treat language learning as a social process. Foreign language teachers must provide students with adequate teaching methodology and time, as well as suitable vocabulary and learning activities that will permit for the development of verbal skills.

There is no a best way to teach English language, that is why English teachers must find methods that are the most appropriate during the different stages of the teaching and learning process and then design curriculum to meet their final goals. Discover the best opportunities to develop the students' potential with the help of teaching methods.

THE AUDIOLINGUAL METHOD: The method is based on the principles of behavior psychology. New material is presented in the form of a dialogue. It is based on the principle that language learning is habit formation; the method fosters dependence on mimicry, memorization of set phrases and over learning. Structures are sequenced and taught using repetitive drills. Little or no grammatical explanation is provided, grammar is taught inductively. Skills are sequenced, listening, speaking, reading, and writing are developed in order. Vocabulary is strictly limited and learned in context.

There is abundant use of language laboratories, tape and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native like pronunciation. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

COMMUNICATIVE LANGUAGE LEARNING: This method is not based on the usual method by which languages are taught. The approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language – counseling relationship begins with the clients' linguistic confusion and conflict the aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate states and to aid him linguistically. Then slowly the teacher – counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and an acceptable relationship.

TOTAL PHYSICAL RESPONSE: This combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation the basic tenets are: understanding the spoken language before developing the skills of speaking.

Imperatives are the main structure to transfer or communicate information. The students are not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the students feels comfortable and confident in understanding and producing the utterances.

SUGGESTOPEDIA: Lozanov, the founder of suggestopedia, believed that we are capable of learning much more than we think, provided we use our brain power and inner capacities, relaxation and music played vital role in the method. With classical music in the background and with students sitting in comfortable seats vocabulary, readings, role-plays, and drama were presented. In this way students became suggestible. Evidence shows that this is indeed the case, and most classrooms lack such facilities.

COMMUNICATIVE LANGUAGE TEACHING: The basic premises of this approach include:

1. Focusing on all of the components of communicative competence: grammatical, functional, pragmatic.
2. Viewing fluency and accuracy as complementary principles underpinning communicative techniques.
3. Using the language in unrehearsed contexts.

Despite its great appeal, communicative language teaching has not overcome the psychological barriers which cripple learners and hinder the learning process. Unfortunately, although it is currently in use, teachers quickly get bored and resort to the old the grammar translation method.

THE BOTTOM-UP APPROACH: THEORETICAL DESCRIPTION: The bottom up approach is based on motivation theory in second language learning. Experience has proved that fear of speaking in public in a foreign language and lack of privacy eliminates motivation of language learning. A group goes through four stages from its formation. This has important implications for the study of the classroom and the use of group activities during teaching.

STAGE 1 FORMING: At first, there is some anxiety among the members of the group, as they are dependent on the leader and they have to find out what behavior is available.

STAGE 2 STORMING: There is conflict between subgroups progress towards stage 3 and 4. Learners feel anxiety while speaking publically.

STAGE 3 NORMING: The group begins to develop a sort of cohesion. Members of the group begin to support each other. At this stage there is cooperation and open exchange each other.

STAGE 4 PERFORMING: Most problems are resolved and there is a great deal of interpersonal activity. Everyone is devoted to completing the tasks they have been assigned.

The key units of the model are as follows:

1. Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies.
2. Generating student motivation, which roughly corresponds to the reaction phase in the model.
3. Maintaining and protecting motivation, which corresponds to the action phase.
4. Encouraging positive self evaluation, which corresponds to the post action phase.

Basic motivational conditions are requisite for the working of motivational strategies. These conditions include appropriate teacher behavior and good teacher – student rapport, a pleasant and supportive classroom atmosphere, and a cohesive learner group characterized by appropriate group norms.

Once learners pass the second stage, it is important to sustain and protect motivation. Therefore, there should be a motivational repertoire which includes several motivation maintenance strategies:

- a. Increasing learners' self confidence
- b. Creating learner autonomy

There are five approaches to help learners maintain and increase self confidence:

1. Teachers can foster the belief that competence is a changeable aspect of development.
2. Favorable self conception of learner second competence can be promoted by providing regular experiences of success.
3. Everyone is more interested in a task if they feel that they make a contribution.
4. A small personal word of encouragement is sufficient.
5. Teachers can reduce classroom anxiety by making the learning context less stressful.

An important aspect of the BOTTOM – UP APPROACH is that it provides full autonomy for language learners. The simplest way to ensure that people value what they are doing is maximize their free choice and autonomy.

By employing appropriate strategies, we can encourage language learners to achieve the latter.

1. Promoting attributions to effort rather than ability
2. Providing motivational feedback
3. Increasing learner satisfaction and the question of rewards and grades.

2.2.7 SYLLABUS

A syllabus is a summary of topic which will be covered during academic course. Etymologically syllabus means a “label” or “table of contents”.

Syllabus should contain an outline, and a schedule of topics, and many items of information. However, we suggest that the primary purpose of a syllabus is to communicate to one’s students what the course is about, why the course is taught, where it is going, and what will be course with a passing grade.

A syllabus usually contains specific information about the course, such as information on how, where and when to contact the lecturer and teaching assistants; an outline of what will be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules, etc. syllabi are used to ensure consistency between schools and that all teachers know what must be taught and what is not required.

The syllabuses serves many purposes for the students and the teacher such as ensuring a fair and upfront understanding between the instructor and students such that there is minimal confusion on policies relating to the course.

Setting clear expectations of material to be learned, behavior to be put into the course, providing a roadmap of course organizations direction relaying the instructor’s teaching to the students.

Syllabus which serves as a window into the course plan; provides suggestion for constructing an organized and complete syllabus; it gives checklist and example for writing the syllabus.

2.2.8 ENGLISH FOR SPECIFIC PURPOSES (ESP)

From the early 1960's English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English Foreign Language (EFL). English for Specific Purposes is a sphere of teaching English including technical English, Scientific English, English for Medical Professionals, English for waiters, English for Tourism, etc.

English for Specific Purposes (ESP) teaching involves teaching English with particular attention to a certain area, for example, business, tourism, medicine, the law or engineering, the demand for English for Specific Purposes has grown considerably in recent years, particularly in the area of in company language training.

English for Specific Purposes is known as a learner – centred approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields.

DEFINITION OF ENGLISH FOR SPECIFIC PURPOSES

(2)By Dubley and Evans English for Specific Purposes has:

Absolute Characteristics:

1. English for Specific Purposes is defined to meet specific needs of the learners.
2. English for Specific Purposes makes use of underlying methodology and activities of the discipline it serves.

3. English for Specific Purposes is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

Variable Characteristic:

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

Hutchinson states “English for Specific Purposes is an approach to language teaching in which all decisions as to content and methods are based on the learner’s reason for learning”

Dubley Evans and St. John (1998) identify five key roles for the English for Specific Purposes (ESP) practitioner:

1. Teacher
2. Course designer and materials provider
3. Collaborator
4. Researcher
5. Evaluator

2.2.9 HOW IS ENGLISH FOR SPECIFIC PURPOSE DIFFERENT FROM GENERAL ENGLISH LANGUAGE COURSES?

1. The words and sentences learned, the subject matter discussed, all relate to a particular field or discipline, for example, a lawyer writing a brief, or a diplomat preparing a policy paper. The courses make use of vocabulary and tasks related to the field such as negotiation skills and effective techniques for oral presentations.
2. Tuition for an English for Specific Purposes course may be somewhat higher than that of a general English Language course, these courses have a common purpose: to increase students' skills and confidence in using English.
3. English for Specific Purposes uses: printed and audio visual materials that are specifically designed to meet the needs of a specific group of learners, usually adults.

2.3. DEPENDENT VARIABLE

2.3.1 SKILL COMMUNICATION

Effective communication is all about conveying your messages to other people clearly and unambiguously. It is also about receiving information that others are sending to you, with as little distortion as possible.

Communication is successful when both the sender and the receiver understand the same information as a result of the communication. When not

successful the thought and ideas that you actually send do not necessarily reflect what you think, causing a communication breakdown and creating roadblocks that stand in the way of your goals both personally and professionally.

The language is an important tool in our life according to Herbert H. Clark “The essence of language is human activity – activity on the part of one individual to make himself understood and activity on the part of other of understand what was in the mind of the first. These two individuals, the producer and the recipient of language, or as we may more conveniently call them, the speaker and the hearer, should never be lost sight of if we want to understand the nature of language”. **(3)**

Language skills in the life: When we examine the way that we use different language skills in life we notice two things. Firstly, a person normally uses language for a purpose. Secondly, there are links between one language skill and another.

2.3.2. FOUR BASIC LANGUAGE SKILLS

Language educators have long used the concepts of four basic language skills:

- Listening
- Speaking
- Reading
- Writing

The four basic skills are related to each other by two parameters:

- The mode of communication: oral or written
- The direction of communication: receiving or producing the message

In the following chart we may represent the relationship among the skills:

	Oral	Written
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

LISTENING COMPREHENSION SKILL

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not aware of how complex a process is.

Listening situation: there are two kinds of listening situation in which we find ourselves:

- Interactive, and
- Non – interactive

Interactive listening situations include face to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech

from our conversation partner. Some non – interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually don't have the opportunity to ask for clarification, slower speech or repetition.

Micro skills: the following are the micro skills involved in understanding what someone says to us. The listener has to:

- Retain chunks of language in short – term memory
- Discriminate among the distinctive sounds in the new language
- Recognize stress and rhythm patterns, tone patterns, intonation contours
- Recognize reduced forms of words
- Distinguish word boundaries
- Recognize typical word order patterns
- Recognize vocabulary
- Detect key words, such as those identifying topics and ideas
- Guess meaning from context
- Recognize grammatical word classes
- Recognize basic syntactic patterns
- Recognize cohesive devices

SPEAKING SKILL

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking situation: there are three kinds of speaking situation in which we find ourselves:

- Interactive
- Partially interactive, and
- Non – interactive

Interactive speaking situation include face to face and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Micro skills: here are some of the micro skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation pattern of language clearly enough so that people can understand what is said.
- Use the correct forms of words. This means, for example, changes in the tense, case, or gender.
- Put words together in correct word order
- Use vocabulary appropriately
- Use the register or language variety that is appropriate to the situation and the relationship to the conversational partner

- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses
- Make the main ideas stand out from supporting ideas or information
- Make the discourse hang together so that people can follow what you are saying

READING SKILL

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Micro skill: here some of the micro skills involved in reading. The reader has to:

- Decipher the scrip. In an alphabetic system, this means establishing a relationship between sounds and symbols. In a pictograph systems, it means associating the meaning of the words with written symbols
- Recognize vocabulary
- Pick out key words, such as those identifying topics and main ideas
- Figure out the meaning of the words, including unfamiliar vocabulary, from the context
- Recognize grammatical word classes: noun, adjective, etc
- Detect sentence constituents, such as subject, verb, object, prepositions, etc
- Recognize basic syntactic patterns
- Reconstruct and infer situation, goals and participants

- Use both knowledge of the word and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connections among the parts of the text
- Get the main point or the most important information
- Distinguish the main idea from supporting details
- Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in depth.

WRITING SKILL

Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Micro skill: here some of the micro skills involved in writing. The writer needs to:

- Use the orthography correctly, including the scrip, and spelling and punctuation conventions
- Use the correct forms of words. This may mean using forms that express the right tense, or case or gender
- Put words together in correct word order
- Use vocabulary correctly
- Use the style appropriate to the gender and audience
- Make the main sentence constituents, such as subject, verb. And objects, clear to the reader
- Make the main ideas distinct from supporting ideas or information

- Make the text coherent, so that other people can follow the development of the ideas
- Judge how much background knowledge the audience has on the subject and make clear what it is assumed they do not know.

2.4 HYPHOTESIS SYSTEM

2.4.1 WORKING HYPHOTESIS

Incidence of a Basic English Tourism Guide to develop English skills communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009.

2.4.2 NULL HYPOTHESIS

There is no incidence of a Basic English Tourism Guide to develop English Skills communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009.

2.4.3 ALTERNATIVE HYPOTHESIS

The application of a Basic English Tourism Guide to develop English Skills communication will improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009.

CHAPTER III

METHODOLOGY

3.1 RESEARCH TYPE AND DESIGN

3.1.1 METHODOLOGY FOR THE RESEARCH

Research is defined as human activity based on intellectual application in the investigation of matter. Kung, explains: “Research can be very generally defined as an activity that contributes to the understanding of a phenomenon”. (4)

The scientific method refers to a body of techniques for investigating phenomena, acquiring knowledge, or correcting and integrating previous knowledge. A scientific method consists of the collection of data through observation and experimentation and the formulation and testing of hypotheses. The scientific method is a process for experimentation that is used to explore observations and answer questions.

The following steps are usually part of most formal research, both basic and applied:

- ✓ Formation of the topic
- ✓ Hypothesis
- ✓ Conceptual definition
- ✓ Operational definition
- ✓ Gathering of data
- ✓ Bothing of data
- ✓ Analysis of data
- ✓ Test, revising of hypothesis
- ✓ Conclusion, interaction if necessary

3.1.2 MODALITY OF THE RESEARCH

The descriptive research needs hundreds of subjects to give acceptable confidence intervals. An experimental groups is chosen that receives treatment and a similar groups is selected as the control group that does not take the seminar.

In descriptive research, the investigator reports the numerical results for one or more variables on the subject of the study. A pretest and a post test are applied before and after the treatment.

This research involves a number of strategies to support the stated hypotheses, by the process if arranging data in tables, calculating the means, variance, and standard deviation, in order to compare both groups' results.

3.1.3 TYPE OF THE RESEARCH

It is a type of research conducted because a problem has not been clearly defined. This research is an experimental study that due to the nature of the groups will be classified as a quasi experimental.

The first part of creating a quasi experimental design is to identify the variables, because the investigator tries to manipulate in order to affect a dependent variable to detect the incidence of treatment variable to detect the incidence of treatment in the obtained results.

3.2 POPULATION AND SAMPLE

3.2.1 POPULATION

This research has been made with the “Brigadistas Costeros” (tour guides) from Santa Elena province. It is located to 93 miles from Guayaquil and is the most prominent geographical accident in the Ecuadorian Pacific coast. Santa Elena province is formed by three big cities Salinas, Santa Elena, and La Libertad.

The Brigadistas Costeros (tour guides) are classified by levels in their skills with the English Language. The following table shows the Brigadistas Costeros (tour guides) from Santa Elena province by levels.

LEVELS	TOUR GUIDES
Elementary	62
Lower Intermediate	215
Intermediate	111
Upper Intermediate	75
TOTAL	463

Source: Tourism Ministry's Office from Santa Elena province

3.2.2 SAMPLE

Sixty two Brigadistas Costeros (tour guides) of the elementary English level served as subject for this study. They formed two intact groups, the sample

'n' was selected randomly, where 25 Brigadistas Costeros (tour guides) were identified as the experimental group; and 37 Brigadistas Costeros (tour guides) were the control group.

3.3 INSTRUMENT FOR DATA COLLECTION

This part of research design involves laying out a plan to collect the information. A pre test was applied to both groups at the beginning of the experiment.

After the treatment given to the experiment group, a post test was applied to reach the objectives of our project; it is a formal plan to obtain information and collect the data to be analyzed.

3.4 PROCESSING AND ANALYSIS

After collecting all the information, the data were transformed following the process listed below.

- All contradictory, unnecessary, incoherent or incomplete information was cleared.
- If any fault was detected the processes of collecting information were repeated.
- The variables were tabulated, in this case the independent variable "Incidence of a Basic English Tourism Guide Focused in English Skills Communication", and the dependent variable "Improve The Job of Brigadistas Costeros (tour guides) .
- The most appropriate statistical procedures were selected to present the results.

In the data processing and analysis I use the most adequate techniques to do the task better. For quantitative data collection the most common method used for this analysis are visual representations, such as charts and tables.

With the tables results, the pertinent formulas were applied in order to obtain the mean, the variance, the standard deviation, the t-student, and it was determined the level of significance and the degree of freedom.

The analysis was done according to pretest and post-test results. The graphics was included to have a visual and better understanding of information.

CHAPTER IV

ANALYSIS AND

INTERPRETATION OF

RESULTS

4.1 STATISTIC ANALYSIS BETWEEN GROUPS

Pre tests

Ord.	Control Group Pre-test	Experimental Group Pre-test
1	12	10
2	13	16
3	10	17
4	15	13
5	16	9
6	8	16
7	9	10
8	14	13
9	13	10
10	17	18
11	12	18
12	13	15
13	12	17
14	11	10
15	14	12
16	4	14
17	12	18
18	12	10
19	14	5
20	18	9
21	16	19
22	11	20
23	4	20
24	10	11
25	13	8

26	17	
27	16	
28	16	
29	11	
30	10	
31	8	
32	9	
33	19	
34	20	
35	20	
36	18	
37	13	
Σ	480	340

**CONTROL GROUP
PRE TEST RESULT**

ORD.	STUDENT'S NAMES	TEST GRADES	$X_i - X$	S
N		X_i		
1	Apolinario Tigrero Wilson	12	0.97	0.94
2	Baquerizo Ortega Mayra	13	-0.03	0.01
3	Cabezas Rodríguez Miguel	10	2.97	8.81
4	Cobos Vélez María Elena	15	-2.03	4.13
5	Doumet Aveiga Elías	16	-3.03	9.18
6	Garnica Chalen Jazmín	8	4.97	24.70
7	Gómez Infante Graciela	9	3.97	15.76
8	Gómez Infante Elsyé	14	-1.03	1.06
9	Gonzaga Jaramillo Félix	13	-0.03	0.01

10	Guale Villao Evelyn	17	-4.03	16.24
11	Hermenejildo Suarez Jenny	12	0.97	0.94
12	Lainez Pozo Jessica	13	-0.03	0.01
13	Loaiza De La O Luis	12	0.97	0.94
14	Montalvo Franco Carmen	11	1.97	3.88
15	Montoya Vaca Evelyn	14	-1.03	1.06
16	Moran De La Rosa Lorena	4	8.97	80.46
17	Orrala Gonzalez Luis	12	0.97	0.94
18	Orrala Lavayen Rommel	12	0.97	0.94
19	Ortega Gonzalez Maria Elena	14	-1.03	1.06
20	Pozo Pozo Johnny	18	-5.03	25.30
21	Reyes Gonzalez Daisy	16	-3.03	9.18
22	Reyes Lainez Marcos	11	1.97	3.88
23	Reyes Ramirez Alex	4	8.97	80.46
24	Rodrigues Roca Katherine	10	2.97	8.82
25	Rodrigues Tigrero Johanna	13	-0.03	0.01
26	Silvestre De La Cruz Vicky	17	-4.03	16.24
27	Soriano Saltos Josselyn	16	-3.03	9.18
28	Suarez Gavino Yuly	16	-3.03	9.18
29	Tomala Mejia Aldo	11	1.97	3.88
30	Vega Cevallos Erika	10	2.97	8.82
31	Vera Lainez Ignacio	8	4.97	24.70
32	Vera Moran Edgar	9	3.97	15.76
33	Vera Silvestre Cristhian	19	-6.03	36.36
34	Vera Tomala Sandy	20	-7.03	49.42
35	Vera Vera Roberto	20	-7.03	49.42
36	Yagual Suarez Karen	18	-5.03	23.30
37	Yagua Yagual German	13	-0.03	0.01
		480	0.11	544.99

EXPERIMENTAL GROUP

PRE TEST RESULT

ORD. N	STUDENT'S NAMES	TEST GRADES Xi	Xi – X	S
1	Bazán Freire Ángel	10	3.60	12.96
2	Bazán Freire Clara	16	-2.40	5.76
3	Cedeño Doris	17	-3.40	11.56
4	De La Rosa Solano Iván	13	0.60	0.36
5	Gonzaga Ordoñez Eduardo	9	4.60	21.16
6	Gonzalez Tomala Juliana	16	-2.40	5.76
7	Limonos Yagual Geoconda	10	3.60	12.96
8	Mejillon Gonzalez Jose	13	0.60	0.36
9	Mendez Rodriguez Mauricio	10	3.60	12.96
10	Orrala Perero Gabriela	18	-4.40	19.36
11	Panchana vera Jessenia	18	-4.40	19.36
12	Panchana Yagual Pedro	15	-1.40	1.96
13	Procel Solorzano Eveling	17	-3.40	11.56
14	Ramirez Yagual Luis	10	3.60	12.96
15	Reyes Rodriguez Cindy	12	1.60	2.56
16	Reyes Tigrero Maria	14	-0.40	0.16
17	Ricardo Mendez Adriana	18	-4.40	19.36
18	Soriano Reyes Erika	10	3.60	12.96
19	Stefano Yagual Carlos	5	8.60	73.96
20	Tomala Guale Ivonne	9	4.60	21.16
21	Tomala Perero Francisco	19	-5.40	29.16
22	Tigrero Sanchez jully	20	-6.40	40.96
23	Tumbaco De La Cruz Erika	20	-6.40	40.96
24	Tumbaco Tigrero Blanca	11	2.60	6.76
25	Vera Tomala Adrian	8	5.60	31.36
		3.40	2.00	428.40

Mean:

$$\bar{x}_1 = \frac{\sum x_i}{n} = \frac{480}{37} = 12.96$$

$$\bar{x}_2 = \frac{\sum x_i}{n} = \frac{340}{25} = 13.60$$

	CONTROL GROUP	EXPERIMENTAL GROUP
SAMPLE	$n_1 = 37$	$n_2 = 25$
MEAN	$\bar{x}_1 = \frac{\sum x_i}{n} = \frac{480}{37} = 12.96$	$\bar{x}_2 = \frac{\sum x_i}{n} = \frac{340}{25} = 13.60$
VARIANCE	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{544}{36} = 15.14$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{428}{24} = 17.85$
STANDARD DEVIATION	$s_{x1} = \sqrt{15.14} = 2.27$	$s_{x2} = \sqrt{17.85} = 4.22$

Post tests

Ord.	Control Group Post-test	Experimental Group Post-test
1	13	15
2	15	18
3	12	20
4	17	15
5	13	12
6	9	20
7	12	15
8	11	18
9	12	10
10	20	18
11	13	19
12	13	15
13	14	18
14	10	16
15	16	16
16	5	17
17	12	19
18	14	15
19	14	13
20	19	16
21	12	20
22	13	20
23	10	20
24	12	17

25	17	12
26	15	
27	14	
28	16	
29	10	
30	8	
31	6	
32	10	
33	19	
34	19	
35	20	
36	15	
37	12	
	582	414

**CONTROL GROUP
POST TEST RESULT**

ORD.	STUDENT'S NAMES	TEST GRADES	$\text{Xi} - \bar{X}$	S
N		Xi		
1	Apolinario Tigrero Wilson	13	0.10	0.01
2	Baquerizo Ortega Mayra	13	0.10	0.01
3	Cabezas Rodríguez Miguel	12	1.10	1.21
4	Cobos Vélez María Elena	17	-3.90	15.21
5	Doumet Aveiga Elías	10	3.10	9.60
6	Garnica Chalen Jazmín	9	4.10	16.81
7	Gómez Infante Graciela	12	1.10	1.21
8	Gómez Infante Elsy	11	2.10	4.41
9	Gonzaga Jaramillo Félix	12	1.10	1.21
10	Guale Villao Evelyn	20	-6.90	47.61

11	Hermenejildo Suarez Jenny	13	0.10	0.01
12	Lainez Pozo Jessica	13	0.10	0.01
13	Loaiza De La O Luis	14	-0.90	0.81
14	Montalvo Franco Carmen	10	3.10	9.60
15	Montoya Vaca Evelyn	16	-2.90	8.41
16	Moran De La Rosa Lorena	5	8.10	65.61
17	Orrala Gonzalez Luis	12	1.10	1.21
18	Orrala Lavayen Rommel	14	-0.90	1.81
19	Ortega Gonzalez Maria Elena	14	-0.90	1.81
20	Pozo Pozo Johnny	19	-5.90	34.81
21	Reyes Gonzalez Daisy	12	1.10	1.21
22	Reyes Lainez Marcos	13	0.10	0.01
23	Reyes Ramirez Alex	10	3.10	10.60
24	Rodrigues Roca Katherine	12	1.10	1.21
25	Rodrigues Tigrero Johanna	17	-3.90	15.21
26	Silvestre De La Cruz Vicky	15	-1.90	3.61
27	Soriano Saltos Josselyn	14	-0.90	1.81
28	Suarez Gavino Yuly	16	-2.90	8.41
29	Tomala Mejia Aldo	10	3.10	9.60
30	Vega Cevallos Erika	8	5.10	26.01
31	Vera Lainez Ignacio	6	7.10	50.41
32	Vera Moran Edgar	10	3.10	9.60
33	Vera Silvestre Cristhian	19	-5.90	35.81
34	Vera Tomala Sandy	19	-5.90	35.81
35	Vera Vera Roberto	20	-6.90	47.61
36	Yagual Suarez Karen	15	-1.90	3.61
37	Yagua Yagual German	10	3.10	9.10
		582	0.50	515.10

EXPERIMENTAL GROUP

POST TEST RESULT

ORD. N	STUDENT'S NAMES	TEST GRADES Xi	Xi - X	S
1	Bazán Freire Ángel	15	1.56	2.43
2	Bazán Freire Clara	18	-1.44	2.07
3	Cedeño Doris	20	-3.44	11.83
4	De La Rosa Solano Iván	15	1.56	2.43
5	Gonzaga Ordoñez Eduardo	12	4.56	20.79
6	Gonzalez Tomala Juliana	20	-3.44	11.83
7	Limones Yagual Geoconda	15	1.56	2.43
8	Mejillon Gonzalez Jose	18	1.44	2.07
9	Mendez Rodriguez Mauricio	10	6.56	43.03
10	Orrala Perero Gabriela	18	1.44	2.07
11	Panchana vera Jessenia	19	-2.44	5.95
12	Panchana Yagual Pedro	15	1.56	2.43
13	Procel Solorzano Eveling	18	1.44	2.07
14	Ramirez Yagual Luis	16	0.56	0.31
15	Reyes Rodriguez Cindy	16	0.56	0.31
16	Reyes Tigrero Maria	17	-0.44	0.19
17	Ricardo Mendez Adriana	19	-2.44	5.95
18	Soriano Reyes Erika	15	1.56	2.43
19	Stefano Yagual Carlos	13	3.56	12.67
20	Tomala Guale Ivonne	16	0.56	0.31
21	Tomala Perero Francisco	20	-3.44	11.83
22	Tigrero Sanchez jully	20	-3.44	11.83
23	Tumbaco De La Cruz Erika	20	-3.44	11.83
24	Tumbaco Tigrero Blanca	17	-0.44	0.19
25	Vera Tomala Adrian	12	4.56	20.79
		515	0.50	485.10

Mean:

$$\bar{x}_1 = \frac{\sum x_i}{n} = \frac{585.10}{37} = 14.10$$

$$\bar{x}_2 = \frac{\sum x_i}{n} = \frac{414}{25} = 16.56$$

	CONTROL GROUP	EXPERIMENTAL GROUP
SAMPLE	$n_1 = 37$	$n_2 = 25$
MEAN	$\bar{x}_1 = \frac{\sum x_i}{n} = \frac{585.10}{37} = 14.10$	$\bar{x}_2 = \frac{\sum x_i}{n} = \frac{414}{25} = 16.56$
VARIANCE	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{515.10}{36} = 14.30$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{190.07}{24} = 7.92$
STANDARD DEVIATION	$s_{x1} = \sqrt{14.30} = 3.78$	$s_{x2} = \sqrt{7.92} = 2.81$

CONTROL AND EXPERIMENTAL GROUP VARIANCE

$$S = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S = \frac{(37 - 1)14.30 + (25 - 1)7.92}{37 + 25 - 2}$$

$$S = \frac{(36)14.30 + (24)7.92}{60}$$

$$S = \frac{514.80 + 190.08}{60}$$

$$S = \frac{704.88}{60}$$

$$S = 11.75$$

STANDAR DEVIATION

$$S = \sqrt{11.75} = 3.42$$

t-Student:

$$t_{obs} = \frac{x_2 - x_1}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{obs} = \frac{16.56 - 14.10}{3.42 \sqrt{\frac{1}{37} + \frac{1}{25}}}$$

$$t_{obs} = \frac{2.46}{3.42 \sqrt{0.03 + 0.04}}$$

$$t_{obs} = \frac{2.46}{3.42 \sqrt{0.07}}$$

$$t_{obs} = \frac{2.46}{3.42 \times 0.26}$$

$$t_{obs} = \frac{2.46}{0.89}$$

$$t_{obs} = 2.72$$

SIGNIFICANCE LEVEL AT 5 % $t_{\alpha} = 1.714$

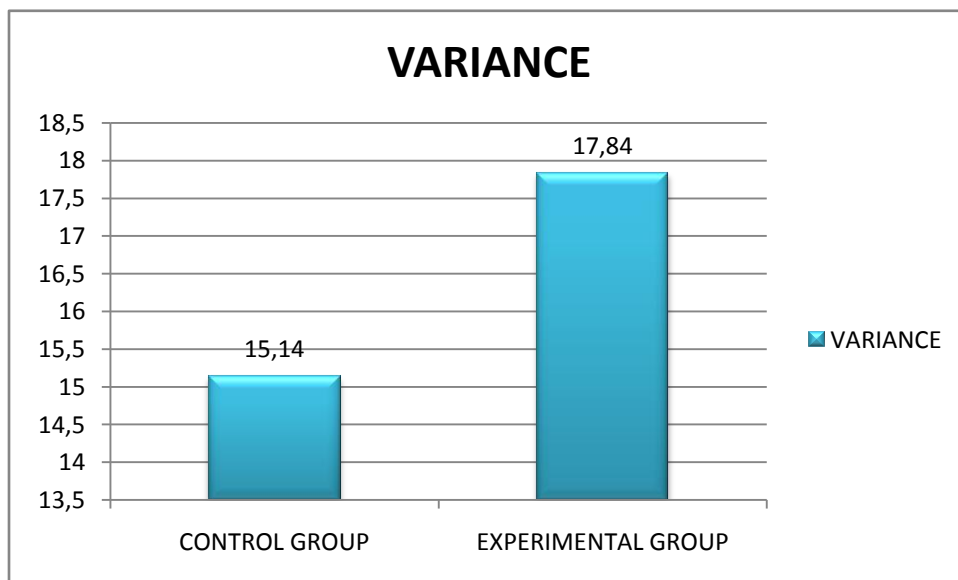
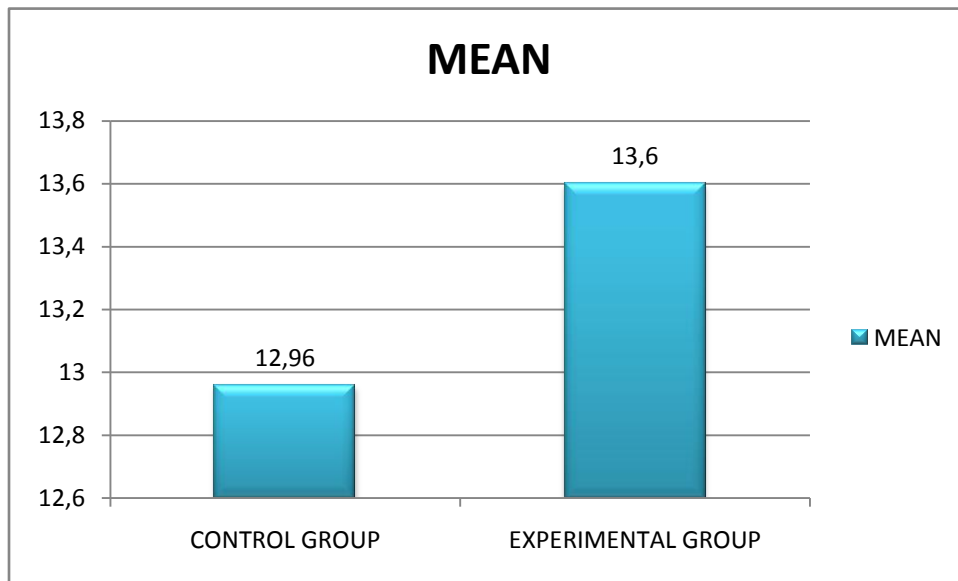
DEGREES OF FREEDOM

$$= n_{cont} + n_{exp} - 2 =$$

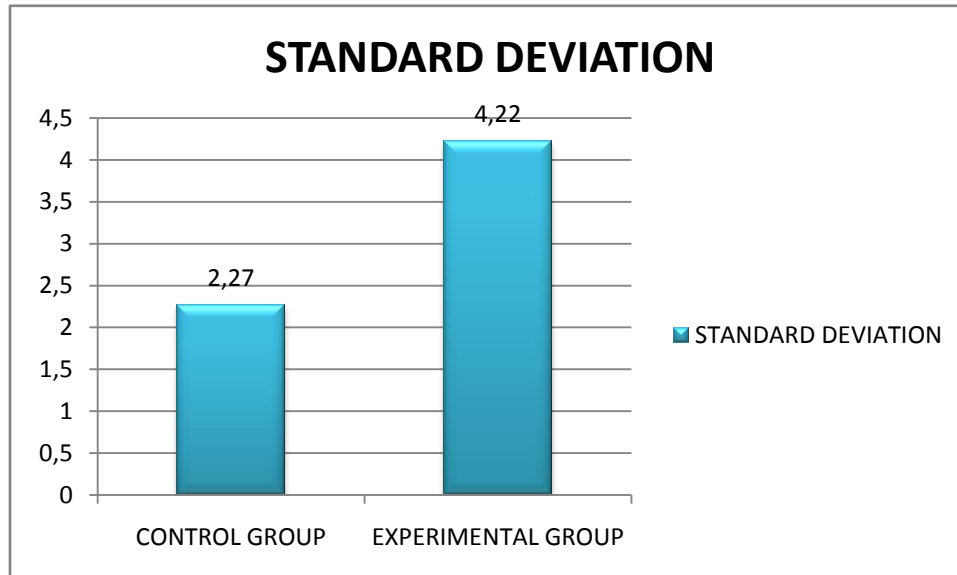
$$37 + 25 - 2 = 60$$

4.2. GRAPHICAL EXPOSITION OF RESULTS

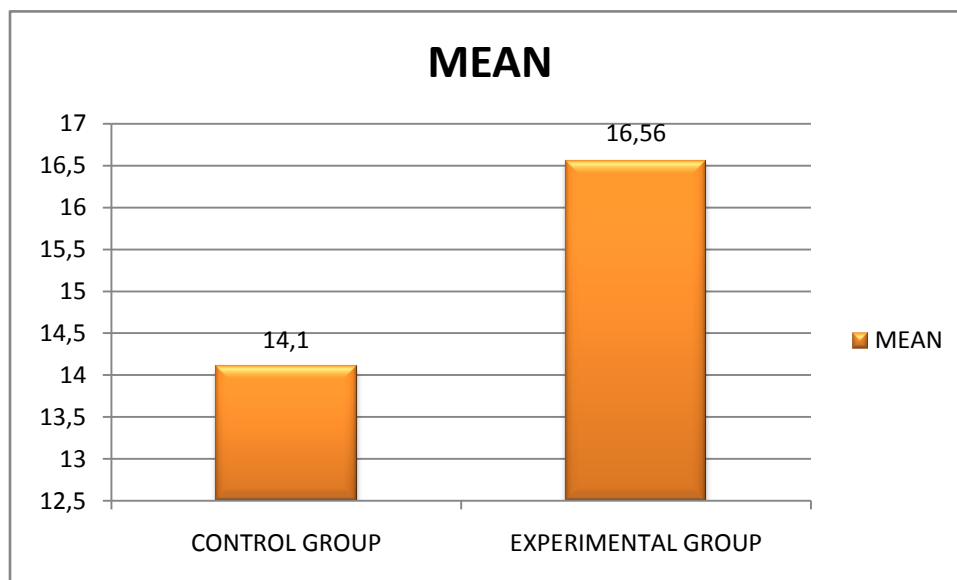
PRE-TEST RESULTS REPRESENTATION

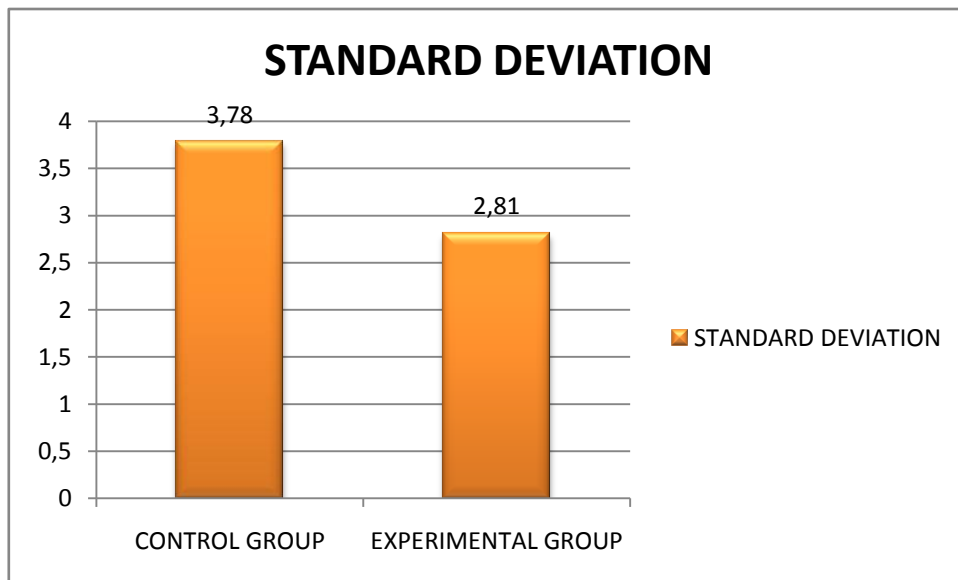
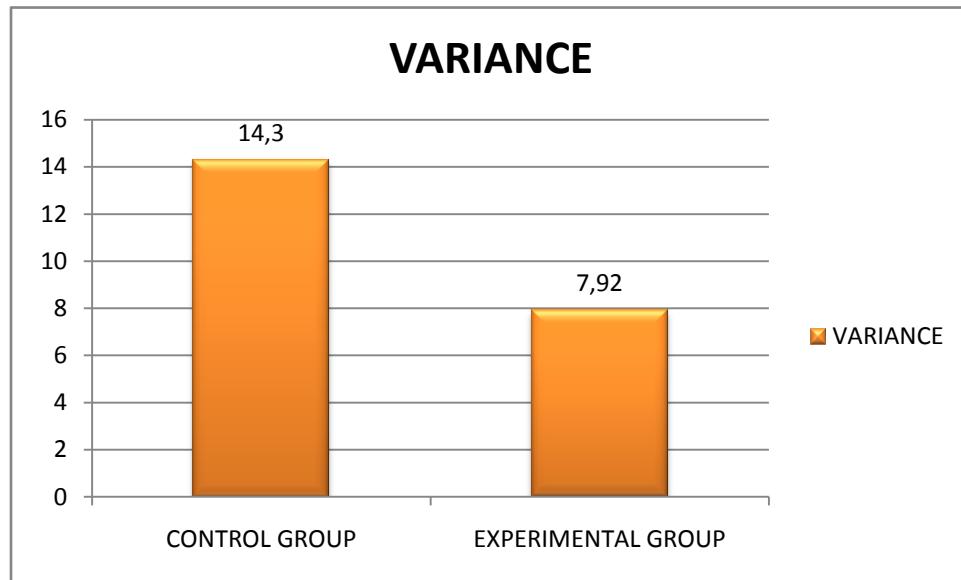


STANDARD DEVIATION

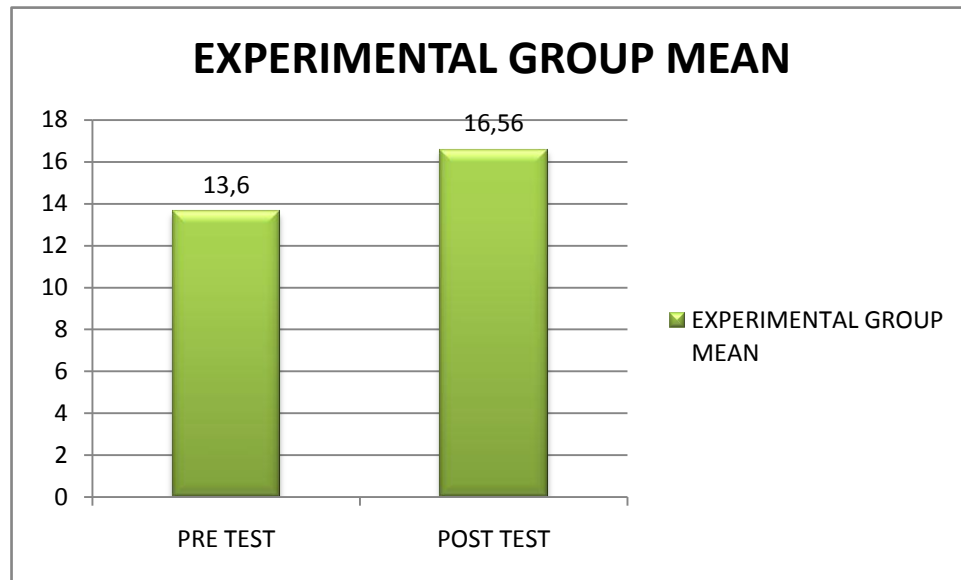


POST-TEST RESULTS REPRESENTATION

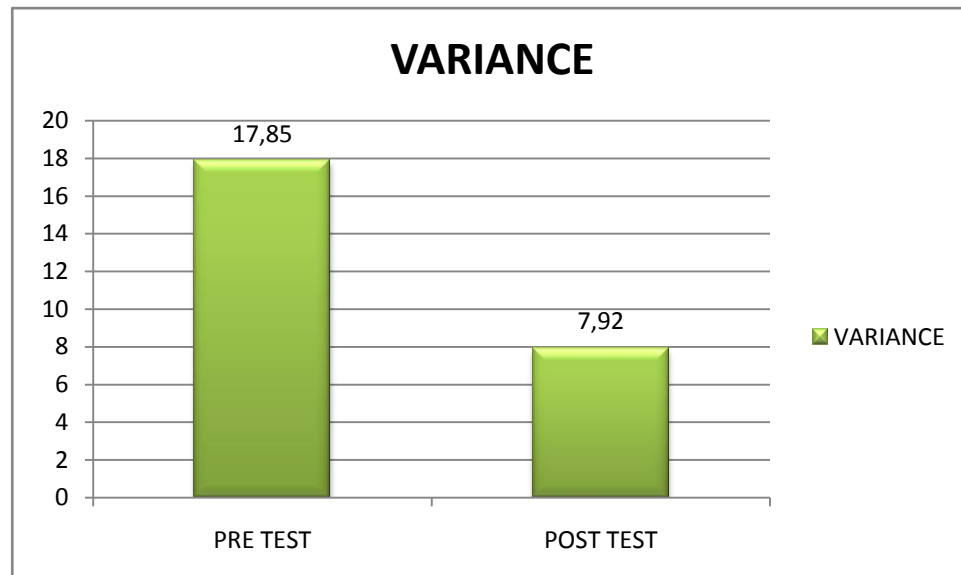




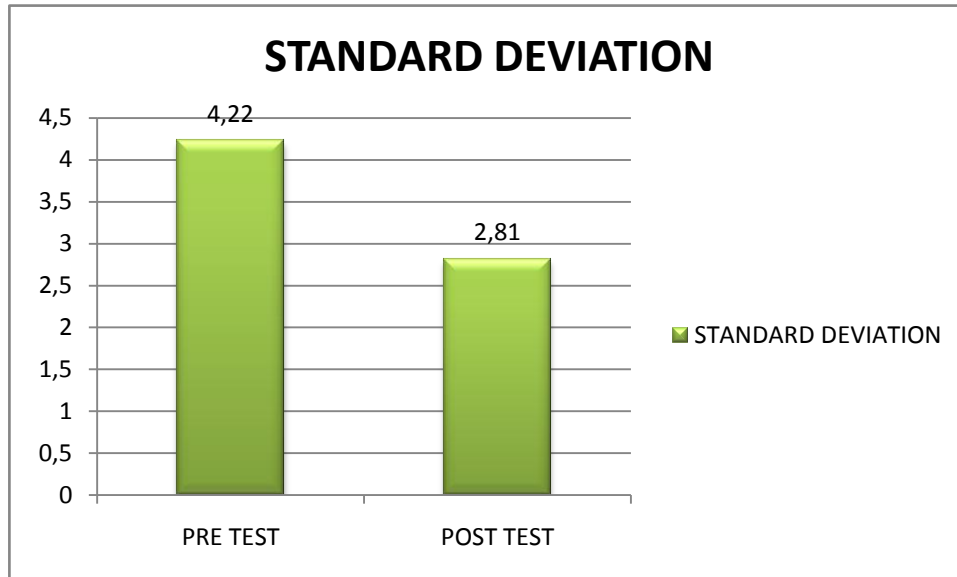
EXPERIMENTAL GROUP RESULTS

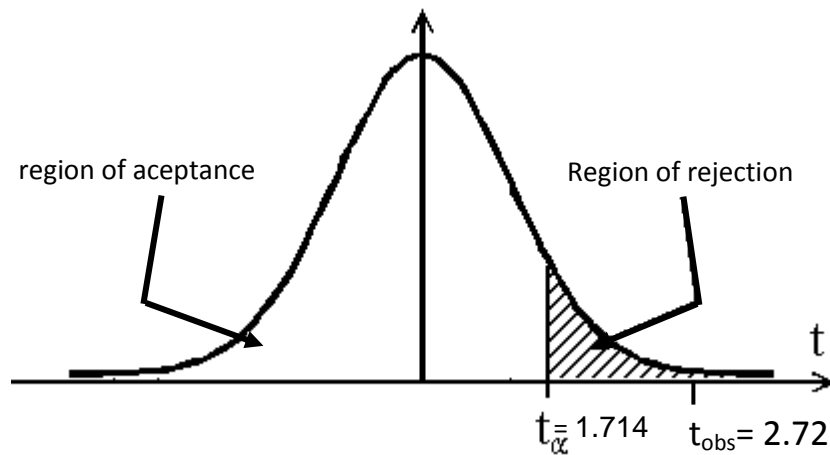


EXPERIMENTAL GROUP VARIANCE



EXPERIMENTAL GROUP STANDARD DEVIATION





After analysing the data, the t_{obs} result is of 2.72 which fall in the region of rejection, proving that the experimental group has got better results after having applied aBasic English Tourism Guide to develop English Skills communication as stated in the alternative hypothesis.

4.3. ANALYSIS INSIDE THE GROUPS

$$H_o : \mu_d = 0$$

“There is no incidence of a Basic English Tourism Guide to develop English Skills communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009”.

$$H_1 : \mu_d > 0$$

“There is a clear incidence of the application of a Basic English Tourism Guide to develop English Skills communication, will improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009.)

After analysing the data, the result is that the t_{obs} is 2.72, which falls in the rejection region proving that the null hypothesis “There is no incidence of a Basic English Tourism Guide to develop English Skills communication and improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009” must be rejected.

This means that we can accept the alternative hypothesis “There is a clear incidence of the application of a Basic English Tourism Guide to develop English Skills communication, will improve the job of “Brigadistas Costeros” (tour guides) from Salinas – Ecuador, during the term March – May 2009.)

The same result can be appreciated when analysing the basic statistical factors, taken within the pre-test and the post-test in the experimental group.

The increase in the mean is significant, and the reduction in the variance and in the standard deviation clearly shows that the group has obtained better results after applying a Basic English Tourism Guide as shown in the basic statistical factors related to the results between the control group and the experimental group where a meaningful improvement in the mean can be seen.

CHAPTER V

CONCLUSIONS

AND

RECOMMENDATIONS

CONCLUSION

After having developed and analyzing the results I have reached the conclusion that:

1. The control group and the experimental group, has the same performance at the moment of starting this research, consequently, I determined that there are conditions to be subject of experiment.
2. The first thing that is apparent from this, is that there is the hypothesis stated in the research project “Basic English Tourism Guide to develop English Skills Communication and improve the job of ”Brigadistas Costeros” (tour guides) from Salinas – Ecuador during the term March – May 2009”.
3. It was observed that the “Brigadistas Costeros” (tour guides) that received the English classes, they spent more time on communication for the workplace, in this way, they had the opportunity to integrate and practice the acquired in the course.
4. Finally, a Basic English Tourism Guide for “Brigadistas Costeros” (tour guides) from Salinas – Ecuador can improve the English level of tourism workers.

RECOMMENDATION

1. Practice and production are important to create effective communicative language learning.

2. One of the most important things to remember is that production activities should not tell students what to say, whereas in practice the students had most or all of the information required, during the production they do not have the information and must think. Ideally it is challenging in that it is representative of “real life” situation. Some effective production activities include situational, role plays, discussions, problem solving, descriptions, quizzes, and games.
3. Learning English conversation skill works best in pairs or groups, one can improve their writing, reading, and listening skills by studying alone, but to maximize study time to improve speaking skills you need a partner. Partners are so important when learning conversation skills because: a partner can give their feedback about what was said, such as that they made a mistake or pronounced something incorrectly.
4. Students learn in different ways and it is important to find out the way/ways that work best for them.
5. There are some abilities necessary for successful communication in a professional target setting:
 - Ability required in order to successfully communicate in an occupational setting is the ability to use a more generalized set of academic skills, such as conducting research and responding to e-mail, and the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context.

CHAPTER VI

PROPOSAL

6.1 PROPOSAL

A guide with Basic information focused on Salinas' tourism for "Brigadistas Costeros" (tour guides) of elementary level from Salinas – Ecuador, for the term March – May, 2009.

6.2 DESCRIPTION

A tourism guide gives the maximum possible exposure to the English Language. "Brigadistas Costeros" (tour guides) from Salinas are speaking English but their English is poor, what can be done to improve their skill. This guide is the fastest and most efficient way to improve their English abilities.

Once a "Brigadista Costero" (tour guide) has a solid understand of the skill in English Communication he/she can begin to improve in their communication with the foreign tourists.

The purpose of the proposal is to encourage the development of local tourism in Salinas, particularly by increasing foreign tourism on local natural and cultural places of interest, giving a good service and transmitting the cultural information in English.

The guide will be presented ads an effort to improve the Salinas tourism industry, the Tourism Ministry from Santa Elena Peninsula decided to award certification to personal who meet its establish Standard of service.

The proposal is innovative, it comprises these elements:

- The selection and training of "Brigadistas Costeros" (tour guides)

- The production of a guide with basic tourist information from Salinas

6.3 JUSTIFICATION

Communication between people is a complex process, when the process come from different cultures, the communication becomes even more complex. People learn much about the communication process through everyday experience in a cultural context. Of all the tools of communication acquired through active participation in a culture, none is more significant to the human experience than language. One can learn a second language in a classroom, but that learning is often quite limited.

There is an intimate relationship between communication and culture. As much as it is accurate to say that culture is defined, shared, transmitted, and learned through communication.

English has become the common linguistic denominator through it culture is transmitted to foreign tourists. We are producing a guide that involve basic information about conversation, cultural information about local tourists attraction, vocabulary, and grammar tips.

Salinas has been considered as an international tourist point the proposal will explore some factors which influence the purpose, values and practices of English. We will look at this guide as a help to develop the tourism in Salinas. There is a recognized need to better the English communication of “Brigadistas Costeros” (tour guides) from Salinas, the guide will serve as a consult book for communication and information.

6.4 OBJECTIVES

- ✓ To contribute to the development of tourism and capacity in English communication of “Brigadistas Costeros” (tour guides) from Salinas.
- ✓ To involve teachers and “Brigadista Costeros” (tour guides) as co – researchers in analyzing of local tourist information that they need.
- ✓ To explore the construction of knowledge and of social relationship between “Brigadistas Costeros” (tour guides) and foreign tourists.

6.5 THEORETICAL FOUNDATION

Tourism is able to contribute to development which is economically, ecologically and socially sustainable, because it:

- Have less impact on nature resources and the environment than most other industries.
- Is based on enjoyment and appreciation of local culture, built heritage, and natural environment.
- Can play a positive part in increasing consumer.
- Provides an economic incentive to conserve natural environment and habitat.

Tourism creates jobs and wealth and has tremendous potential to contribute to economically, environmentally and socially sustainable development in the country.

Tourism provides an essential lifeline for many coastal communities. Faced with the prospect of increasing financial hardship, more and more coastal communities have turned to tourism as a means of generating income and

survival. Tourism's impact on the coastal zone has, therefore, been largely positive. Of course, as in any area, if tourism is not properly managed and developed, it can be harmful.

Coastal communities are now faced with tourism on a considerable scale, and the host to guest ratio can be very high in such areas. At the same time, coastal communities must try to maintain the resort's attraction as tourist demands change, sometimes quite rapidly.

With coastal regions being primary tourist destinations, it is important to have personnel who meet high standards of service, and a key to socioeconomic success in the tourism industry is to focus on learning English.

English has become the most important language in the tourism industry, and it is adopted as an international brand around the world. This proposal contributes to teaching English by establishing a strong role with the students in our case the "Brigadistas Costeros" (tour guides).

There is a recognized need to learn, by reflecting on our experience, students construct their own understanding of the English as a second language. Learning, therefore, is simply the process of adjusting our mental model to accommodate new experiences.

The "Brigadistas Costeros" (tour guides) have all worked together for developing this guide, it was focused on communication through the English language.

In the teaching – learning process, the constructivism theory has made an important contribution. By Christison "the constructivism suggests that through

processes of accommodation and assimilation, individuals construct new knowledge from their experiences”. **(5)** When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. The theory of constructivism suggests that learners construct knowledge out of their experiences.

The methods used to make this guide were two: they are PPP (presentation, practice and production) and ESA (engage, study, and activate).

Presentation, Practice, and Production is generally done through eliciting language from and cueing the students to see if they know it or how much of it they might know. The purpose of the elicitation and cueing is to get the students involved in the class and to increase the relevancy of the lesson which in turn increases students’ motivation.

The **presentation** is usually put on the market board grammar, type, charts or dialogs. The goal is to have the students talk, not teacher. Next comes **practice** state of the lesson where the students practice the target language. **Production** is the stage of the lesson where the students take the target language and use it in conversations that they create and structure and use it to talk about themselves or their daily lives or situations.

ESA means “engage, study, and activate, it is designed to and allows movements back and forth between the stages”. It uses more elicitations and stresses more “engagement” of students in the early stages of the lesson. Both elicitation and engagement are important in raising students’ motivation.**(6)**

(5) Christison, Mary. *Methodology: A Textbook for Teachers*.

(6) Harmer, Jeremy. *Methods*

6.6 DEVELOPMENT OF THE WORKSHOP

METHODOLOGIES AND ACTIVITIES

SESSION 1: CITY

Discussing the characteristics of a good place

Describing a resort place

SESSION 2: EXPLORING SPORTS

Compiling information about different sports

Comparing the adventure sports and other sports

SESSION 3: TRAVEL WITH ENGLISH

Talking about interesting places in Salinas

Giving travel advice

SESSION 4: DELICIOUS FOOD

Comparing opinions on different holiday foods

Describing favorite traditional foods

SESSION 5: ENTERTAINMENT

Describing entertainment

Collecting information about entertainment

ACTIVITY SHEEP

Subject: Basic English		Responsible: Lupe Llangari		
UNIT ONE: CITY		Weeks: Two		Year: 2009 (term March/ May)
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
VOCABULARY: adjectives READING: monsters city GRAMMAR: Questions forms	- To describe places in a city that they know -To do reading and writing task related to talking places we know	- Warm up: famous places - have students look at the photos. Ask students what they can see. - Reading for specific information. - identifying key words - Have students look the examples and study the bold face words. - Elicit from students the use of there is / there are in affirmative and negative sentences	- pictures - notepad - board - cardboards - posters - CD - Tape	- oral performance - class participation - Quiz

ACTIVITY SHEEP

Subject: Basic English

Responsible: Lupe Llangari

UNIT TWO: EXPLORING SPORTS

Weeks: THREE

Year: 2009 (term March - May)

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>VOCABULARY: sports</p> <p>GRAMMAR: Passive</p> <p>SPEAKING:talk about sports you like doing</p>	<p>- To activate vocabulary related to sports</p> <p>-To do listening, speaking, and writing tasks related to sports</p> <p>- To practice using the passive voice</p>	<p>- Warm up: why people exercise</p> <p>- Students will write the litter of the picture next to the correct sport.</p> <p>- Students listen to the udio, they will check their answer</p> <p>- Students will talk about the sports they like to play and watch</p> <p>- Grammar explanation</p> <p>- Have students work individually to complete the exercise</p>	<p>- pictures</p> <p>- notepad</p> <p>- board</p> <p>- cardboards</p> <p>- video</p> <p>- Posters</p> <p>-Cd</p> <p>- Tape</p>	<p>- oral performance</p> <p>- class participation</p> <p>- Quiz</p>

ACTIVITY SHEEP

Subject: Basic English		Responsible: Lupe Llangari		
UNIT THREE: TRAVEL WITH ENGLISH		Weeks: Two	Year: 2009(Term March/May)	
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>VOCABULARY: Countries and continents; travel</p> <p>GRAMMAR: <i>Be going to</i> for future</p> <p>SPEAKING:talking about place</p>	<p>- To exchange personal information</p> <p>-To talk about future plans</p> <p>- To focus on using <u><i>be going to</i></u></p>	<p>- Warm up: The continents</p> <p>- Students will write the countries under the correct continent</p> <p>- Demonstrate the different stress group in the chart</p> <p>- Students will listen to the names of some countries</p> <p>- Have students look at the examples and study the bold faced words</p> <p>- Ask a few questions to elicit the key points about the grammar</p> <p>- Students work in group of 4. They are going to take turn telling one another about their vacation</p>	<p>- pictures</p> <p>- notepad</p> <p>- board</p> <p>- postcards</p> <p>- Brochures</p> <p>- Cd</p> <p>- Tape</p>	<p>- oral performance</p> <p>- class participation</p> <p>- Quiz</p>

ACTIVITY SHEEP

Subject: Basic English		Responsible: Lupe Llangari		
UNIT FOUR: DELICIOUS FOOD		Weeks: THREE		Year: 2009(term March - May)
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>VOCABULARY: Words related to eating at a restaurant</p> <p>GRAMMAR: Would like / like ; Would prefer / prefer</p> <p>SPEAKING:Ordering food and drink in a restaurant</p>	<p>- To activate vocabulary related to eating at a restaurant</p> <p>-To talk about likes and dislikes</p> <p>- To focus on using <u>would like / like</u> and <u>would prefer / prefer</u> to talk about food</p>	<p>- warm up: local restaurant</p> <p>- Ask questions about the pictures</p> <p>- Divide the class into group of 3. They will take turns saying one thing about each picture</p> <p>- Students will listen to a man and a woman ordering a meal at the restaurant</p> <p>- Have students read the four conversations and study the bold faced words</p> <p>- Students will read each question and circle the correct response</p> <p>- Students will use the cues to create a new conversation between a waiter and a customer.</p>	<p>- pictures</p> <p>- notepad</p> <p>- board</p> <p>- menu</p> <p>- color pencils</p> <p>- Cd</p> <p>-Tape</p>	<p>- oral performance</p> <p>- class participation</p>

ACTIVITY SHEEP

Subject: Basic English		Responsible: Lupe Llangari		
UNT FIVE: EXPLORING EXCHANGE		Weeks: Two		Year: 2009 (term March - May)
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<p>VOCABULARY: Things you customarily do</p> <p>GRAMMAR: <i>use to /didn't use to</i></p> <p>SPEAKING:Talking about past customs</p>	<p>- To exchange personal information</p> <p>-To activate vocabulary related to things they customarily do</p> <p>- To focus on using <u>used to / didn't use</u></p> <p>- To practice pronunciation of <u>use to / didn't use to</u></p>	<p>- Warm up: all about shoes</p> <p>- Students will complete the sentences with the words from the box</p> <p>- Play the audio. Encourage students to correct any wrong answers</p> <p>- Have students look at the pictures. Ask them questions about each one.</p> <p>- Have students look at the article. Then have them write T (true) or F (false) after each statement</p> <p>- Encourage students to compare the sentences using used to with the example in the simple past tense.</p> <p>- Students will talk about customs in their countries that have changed over the past 50 -100 years.</p>	<p>- pictures</p> <p>- notepad</p> <p>- board</p> <p>- postcards</p> <p>- stamps</p> <p>- Cd</p> <p>- Tape</p>	<p>- oral performance</p> <p>- class participation</p>

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ANNEXES

Annex No. 1. (Pre-Test)

**SALINAS INTERNATIONALCITY
SANTA ELENA PENINSULA - ECUADOR
2009**

PRE-TEST



NAME: _____

SCORE

DATE: _____

Instructions:

- Read through all the questions carefully.
 - Use a blue or black pen to write down your answers.
- ***This test is based on the four basic skills of the Language.***

1. LISTENING (3 points)

Listen to the two conversations. People are meeting each other for the first time. Correct the mistake in each sentence.

Example: *Kevin gives Jill his ~~phone~~ number. Business card*

1. Jill says, "So long" when she leaves. _____
2. George and Patty are architects. _____
3. Sarah is from California. _____

2. VOCABULARY

a. WRITE THE NATIONALITY FOR EACH COUNTRY. (3 POINTS)

Example: The United States American

Thailand _____ Argentina _____

China _____ Korea _____

Italy _____ Spain _____

Brazil _____ Ireland _____

Mexico _____ France _____

b. COMPLETE THE SENTENCES WITH A WORD IN THE BOX. (2 POINTS)

Café	Cash machine	Fitness center
Gift shop	Parking garage	Reception desk

Example: You can ask questions about the hotel at the reception desk

1. You can leave your car in the _____ when you stay at a hotel
2. You can get money from a _____ in a hotel
3. You can exercise in the _____ of a hotel
4. You can buy souvenirs in the _____ of a hotel
5. You can drink coffee in the _____ of a hotel

3. GRAMMAR

WRITE THE SUBJECT PRONOUN FOR THE UNDERLINED NOUN OR NOUNS. (4 POINTS)

Example: My family and Jone's family are good friends. we

1. The businesswoman is with the Johnson Group. _____
2. The assistants are at lunch. _____
3. The waiter is carrying the food. _____
4. John is friendly. _____

COMPLETE EACH SENTENCE WITH A WORD IN THE BOX. (2 POINTS)

Above	in	on	under	opposite
next to				

1. There is a telephone ***next to*** the door.
2. We live on the second floor. There is a Chine restaurant _____ our apartment.
3. They like to eat _____ restaurants.
4. People like to watch the game while they eat, so the manager put a big television _____ the tables.
5. The waiter puts the food _____ the table.

COMPLETE THE SENTENCES WITH AM, IS, ARE. USE CONTRACTIONS WHEN POSSIBLE. (2 POINTS)

Example: Kofi is from Suriname.

1. I _____ Turkish.
2. You _____ a good friend.
3. Nancy and Isabella _____ cashiers.
4. Helen _____ a student.

4.READING (4 Points)

READ ABOUT GRANDVILLE ISLAND

My favorite place in Vancouver, Canada, is Grandville Island. It's in the middle of the city and in the middle of a river! There is something for everyone at Grandville Island.

There are wonderful views of the city and the mountains. Visitors love the Public Market. You can buy fresh fruit and vegetables, delicious ethnic foods, and flowers. You can watch artists at work and buy the things they make. There are street performers and music shows. There is a children's market full of interesting toy stores.

If you get tired or hungry, there are lots of cafés and restaurants. Grandville Island is usually crowded on the weekends, but the people there are always friendly. It's a great place for people watching.

CIRCLE THE LETTER OF THE ANSWER THAT COMPLETES EACH SENTENCE.

1. Grandville Island is in _____
a. The United States b. Canada c. China

2. Grandville Island is in _____
a. The mountains b. a city c. a market
3. At Grandville Island you can see _____
a. Sports b. movies c. artists
4. On the weekends there _____ usually a lot of people.
a. Are b. aren't c. isn't

5. WRITING (2 Points)

DESCRIBE A TOURIST PLACE IN SALINAS.

.....

.....

.....

.....

.....

.....

.....

.....

SIGNATURE

Annex No. 2. (Post-Test)

**SALINAS INTERNATIONALCITY
SANTA ELENA PENINSULA - ECUADOR
2009**

PRE-TEST



NAME: _____

SCORE

DATE: _____

Instructions:

- Read through all the questions carefully.
 - Use a blue or black pen to write down your answers.
- ***This test is based on the four basic skills of the Language.***

1. LISTENING (3 points)

**a. LISTENING TO A CUSTOMER PLACE AN ORDER AT A CAFÉ.
CORRECT THE MISTAKE IN EACH SENTENCE,**

EXAMPLE: The customer wants a ~~chicken~~ sandwich with lettuce and tomatoes. **ham**

1. The customer wants potato chips with his sandwich. _____
2. He orders an iced tea. _____
3. The total for the order is \$ 6.80. _____

b. LISTEN TO EDUARDO DESCRIBING AN IMPORTANT CELEBRATION IN HIS COUNTRY. CIRCLE THE LETTER OF THE CORRECT ANSWER.

EXAMPLE: Where do people usually celebrate?

A. At home B in the center of town C) at work

1. What country is Chris visiting?

a) Brazil b) the United States c) Mexico

2. What holiday is next week?

a) Independence Day b) Patriot Day c) New Year's Day

3. What is Eduardo's Favorite part of the celebration?

a) The food b) the noise c) the traditional clothing

2. GRAMMAR (5 points)

a. READ THE ANSWERS. WRITE YES-NO QUESTIONS OR WH-QUESTIONS.

1. Where are you from?
I am from Ecuador.

2. _____
My name is Xavier

3. _____
I was born in Salinas

4. _____
I live in Salinas

5. _____
I am a tour guide.

6. _____
I work in Salinas

b. SIMPLE PRESENT TENSE.

USE THE SIMPLE PRESENT TENSE TO COMPLETE THIS READING

MY BEST FRIEND

I have **(have)** a best friend. My best friend is **(be)** a very special person, and I _____ **(love)** her very much. We always _____ **(have)** fun together. She _____ **(know)** me, and she _____ **(understand)** me very well.

Now my friend _____ **(live)** far away. It _____ **(mean)** we _____ **(not see)** each other very often. We _____ **(have)** to write letters. I _____ **(like)** to read her letters because she always _____ **(tell)** interesting stories.

3. VOCABULARY (3 points)

MATCH EACH ADJECTIVES WITH ITS OPPOSITE

- | | |
|-----------------------|---------------|
| 1. CHEAP <u> d </u> | a. UNFRIENDLY |
| 2. CROWDED _____ | b. BAD |
| 3. BIG _____ | c. EMPTY |
| 4. FRIENDLY _____ | d. EXPENSIVE |
| 5. INTERESTING _____ | e. TERRIBLE |
| 6. GOOD _____ | f. BORING |
| 7. WONDERFUL _____ | g. SMALL |

MATCH THE FOOD AND DRINK ITEMS WITH THE CORRECT CATEGORY.

- | | |
|---|------------------------|
| 1. Chocolate, lemon, banana <u> e </u> | a. types of sandwiches |
| 2. Apple, banana, orange _____ | b. cold drinks |
| 3. Soda, juice, beer _____ | c. sweets |
| 4. Potato chips, green salad, fruit salad _____ | d. hot drinks |
| 5. Candy, cookies, ice cream _____ | e. types of cake |
| 6. Coffee, tea, hot chocolate _____ | f. fruit |
| 7. Chicken, cheese, ham _____ | g. sides |

4. READING (5 POINTS)

READ ABOUT AN INTERESTING TOURIST TOWN.

Brattleboro, Vermont, is a wonderful tourist destination. It's easy to reach by car, train, or plane.

Food is an important tradition in Brattleboro. Visitors can enjoy fresh vegetables at the farm stands all summer. They can do their own apple picking in the fall. And at the end of the winter, everyone looks forward to the fresh maple syrup collected from the local woods. The restaurants and cafés in town prepare delicious dishes with the local foods.

The mountains around the town are ideal for a variety of outdoor activities year round. In the spring, and summer, you can ride bicycles or travel down the river by boat. Many people visit in the fall to go hiking among the colorful changing leaves. In the winter, the mountainous region offers some of the best snow skiing.

Come visit Brattleboro, Vermont at any time of the year!!

CIRCLE THE LETTER OF THE ANSWER THAT COMPLETES EACH SENTENCE.

1. Brattleboro is _____ place for tourists.
a. An interesting b. a crowded c. a delicious
2. In summer and fall, visitors can enjoy _____.
a. Snow skiing b. fresh fruit and vegetables c. bicycling
3. Visitors can find many _____ in and around Brattleboro.
a. Things to do b. types of transportation c. boats and rivers
4. Brattleboro and the area are _____.
a. Always hot and dry b. usually wet c. mountainous

READ ABOUT A FAMOUS PLACE IN BOSTON.

FANEUIL HALL

Faneuil Hall is a popular tourist attraction and my favorite place in Boston. It's a very old building. The first American president, George Washington, talked to big groups of people there. Next to it is a fun marketplace called Quincy market. There are lots of restaurants.

You can eat Chinese food, Japanese food, Mexican food, or pizza. I love to go to Sam's Café. They have delicious food and the waiters are friendly.

There are many clothes stores and gift stores around the hall and the market place. Some are expensive, but some also sell T-shirts, postcards, and CDs. You often see musicians playing music and people performing in the street. It is always an interesting place to go.

CIRCLE THE LETTER OF THE ANSWER THAT COMPLETES EACH SENTENCES.

1. The writer is from_____

- a. Paris
- b. Boston
- c. Tokyo

2. Many _____ visit Faneuil Hall when they come to Boston.

- a. Presidents
- b. Tourist
- c. Musicians

3. **Next to Faneuil Hall, there is a _____ with many kinds of food.**
- a. Market
 - b. Store
 - c. Museum
4. **You can eat _____ food there.**
- a. Turkish and Japanese
 - b. Chinese and Indian
 - c. Mexican and Chinese
5. **The writer likes Sam's Café because of the _____**
- a. Cheap food and delicious coffee
 - b. Wonderful music and delicious food
 - c. Delicious food and friendly waiters
6. **There are many _____ stores in the area**
- a. Magazine and newspaper
 - b. Clothes and gift
 - c. Video and CDs.

ANNEX 2

SUGGESTED MATERIAL FOR WORKSHOP

SALINAS CITY



Salinas is a very resort city with suburbs and commercial facilities of any type. There is a marina and a great amount of hotels, restaurants, bars and discotheques that guarantee intense nocturnal entertainment.

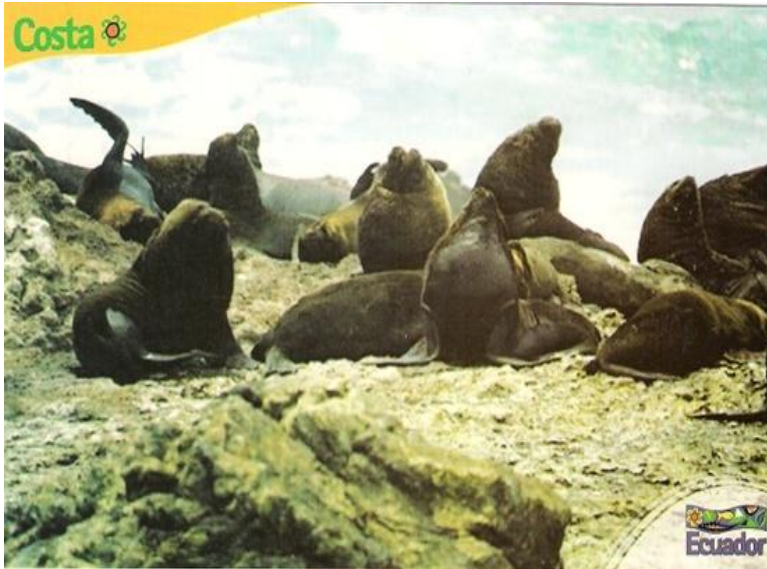


SPORTS



Salinas has two main beaches - San Lorenzo and Chipipe-stretch along the boardwalk where you can rent equipment to do sports at the beach or in the ocean. There are many surf spots as Paco Illeascas, Playero de Miramar, La Puntilla and the Ecuasal dock. Some of this spots can have perfect conditions with offshore winds, especially during the months from December to May.

TORUIST ATTRACTION



The colony of Sea Lions that inhabit the beach of the Air Base of FAE (Ecuadorian Air Force).



The pool of ECUASAL, built to the stacking and industrialization of salt, are considered one of the best places to watch thousands of

migrating birds coming from the coast and humid soils in the Northern hemisphere; you can see pink Flamingos among over 30 different species of sea birds that arrive every year.



In Salinas there are many tourist packages that offer whale-watching trips.

You can enjoy the charm of the whales.

From June to September they can be watched singing, doing acrobatics, and playing as they court.



The Chocolatera (the Chocolate Mixer) to the Northeast of Salinas is the most prominent point in The Ecuadorian coast the name refers to the color of the shaky water of the current at the bottom of this cliff. This attraction point is in the Navy Base and it can be

reached only accompanied by authorized guides.

FOOD



In Salinas you can find a big range of excellent restaurant like Amazon, Mar y Tierra, La Perrada de Raul, El Capi, The Plazita, La Lojanita, and others.

This small city offers seafood plates like cebiche, cazuela, paella, arroz marinero, arroz con pescado, shrimp, and other seafood. Salinas is greatly recognized for its exotic fruits, high quality fish and Seafood its two main foods are:



- **Ceviche:** A dish made with fresh shrimp, onions, ketchup, herbs and lemon.

- **Encebollado:** It is soup made of Tuna fish and Yucca. It is a very popular Ecuador food.

HANDICRAF



Artists produce beautiful decorative items, useful articles like purses, key rings etc for home and office and attractive **jewelry**. Jewelries include necklaces, rings, bracelets, earrings and a lot more.



Artists also make wonderful **paintings, furniture, ceramics, antiques and wood carvings**, which are very high selling. Using traditional techniques and natural materials like wood, bejucos, fibers, clay and different kinds of seeds.

UNITS	TOPICS	SPEAKING	GRAMMAR FOCUS
CITY	<ul style="list-style-type: none"> • Discussing the characteristics of a good place • Describing a resort place 	<ul style="list-style-type: none"> • Describing situation • Asking and answering questions • Giving details 	<ul style="list-style-type: none"> • Questions forms • Pronunciation: Sentences Stress
EXPLORING SPORTS	<ul style="list-style-type: none"> • Compiling information about different sports • Comparing the adventure sports and other sports 	<ul style="list-style-type: none"> • Describing how different sports are played • Asking for additional information 	<ul style="list-style-type: none"> • Passives • Pronunciation: contrastive stress
TRAVEL WITH ENGLISH	<ul style="list-style-type: none"> • Talking about interesting places • Giving travel advice 	<ul style="list-style-type: none"> • Talking about plans 	<ul style="list-style-type: none"> • Be going to for future • Stress in names of countries
DELICIOUS FOOD	<ul style="list-style-type: none"> • Comparing opinions on different holiday foods • Describing favorite traditional foods 	<ul style="list-style-type: none"> • Sharing opinions • Describing and comparing traditions • Relating childhood memories 	<ul style="list-style-type: none"> • Tag questions • Would like / like • Would prefer / prefer
EXPLORING CHANGE	<ul style="list-style-type: none"> • Evaluating change in our lives • The implications of changing technology 	<ul style="list-style-type: none"> • Describing how things have changing • Identifying how much things have changed • Relating someone else's ideas 	<ul style="list-style-type: none"> • Simple past • Used to / didn't use to • Pronunciation: Sentences intonation

LISTENING	READING	WRITING	VOCABULARY
<ul style="list-style-type: none"> • Listening to description of a city • Listening for details about a city in other countries 	<ul style="list-style-type: none"> • Monster City 	<ul style="list-style-type: none"> • Identifying and supporting and opinion about the Salinas city 	<ul style="list-style-type: none"> • Keeping vocabulary notebook • Learning new words in context
<ul style="list-style-type: none"> • Listening for details about unfamiliar sports 	<ul style="list-style-type: none"> • Online with an Olympic Athlete 	<ul style="list-style-type: none"> • Identifying and supporting an opinion about sports in Salinas 	<ul style="list-style-type: none"> • Learning words with more than one meaning
<ul style="list-style-type: none"> • Listening for specific information about trips • Listening to people describing bad trips they have taken 	<ul style="list-style-type: none"> • The top 10 things to do when traveling • Book all your travel Online Now 	<ul style="list-style-type: none"> • Identifying and supporting an opinion about travel 	<ul style="list-style-type: none"> • Keeping a vocabulary notebook • Recording words by topic
<ul style="list-style-type: none"> • Listening for information to confirm your predictions • Listening to people describing their favorite holiday food 	<ul style="list-style-type: none"> • Holiday Feast in Thailand 	<ul style="list-style-type: none"> • Describing an important occasion from your past • Describing holidays in Salinas 	<ul style="list-style-type: none"> • Recording words in categories
<ul style="list-style-type: none"> • Identifying and evaluating changes • Listening for details about what neighborhoods are like 	<ul style="list-style-type: none"> • Shoes: customs and traditions around the world 	<ul style="list-style-type: none"> • Describe your life when they were a child and their life now 	<ul style="list-style-type: none"> • Looking up idioms in the dictionary

