

**ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES
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**APPLIED LINGUISTICS MAJOR
RESEARCH PROJECT**

**“ Incidence of a New Technical English Manual for
Tourism to fit the Specific Language Requirements of
Tour Guides of the Yasuni National Park during the term
August 2006-January 2007”**

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DEDICATION

To all those Professionals who work in the Tourist Industry and have done of it the path through which we can show to the world the beauty of our country, at the same time that they protect the nature that will be a legacy for our children and their own children.

APPROVAL SHEET

We, Lic. Marco Morales, Thesis Director and Lic. Carlos Espín, Thesis Co-director are pleased to certify that the Research Project under the Title “ *Incidence of a New Technical English Manual for Tourism to fit the Specific language Requirements of Tour Guides of the Yasuni National Park during the Term August 2006-January 2007*”, developed by Luis Fernando Espín, who have finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, have been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized at the corresponding University Instance.

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SUMMARY

The following is a dissertation, which deals with the different situations in what respects to “mastering a set of specific English vocabulary”; this is accomplished by tour guides of the Yasuni National Park during their performance of their job, the use of every day vocabulary, and the proficiency they have reached in what respects to “English for tourism”.

The first part of the present work begins with the identification of the problem, its variables, objectives and justification to do such research paper.

In the second section it was necessary to include a literature review; this part includes the meaning, origin and importance of language, the existing languages in England before English and its periods and language acquisition.

It continues with an introduction about tourism, its meaning and development in the last centuries, the concept of tourism, and how it’s been subdivided in our country.

I also talk about the Ecuadorian guides, with emphasis of those of the Yasuni Park and the importance of English in the tourism industry.

The third part of the research project explains about the type of research, the population included the sample, and how the data was collected and analyzed.

In the fourth part, the hypothesis are tested, there is a graphical exposition of the data found, an analysis of results together with the respective conclusions and recommendations of the present research paper, the consulted bibliography, a glossary list and annexes are included.

Finally, the proposed manual is included, such manual has its own index and page numbers to make it easier to consult it.

INTRODUCTION

The language is a supreme tool of human beings, it is through it that we get to organize the world around us, we reach knowledge and arrive to convey socially.

Language comes into play in the individual and public life of each person, because we all belong to one society or another.

There are many types of languages all over the world, from which English is just one of them, a big amount of people all over the world speaks it, as a first or second language, in a native or acquired way.

Since the last century, English has become “the language of professions with future”, there is not a single country in this world where English is not spoken at least by a very small group of citizens, so its been considered by the actual society as the language of progress for human beings.

As we can see, English language is very important nowadays but is not well known in many countries included ours, with the appearing of new professions, linguists have applied to such professions actually.

English language for tourism it's been widely used all over the world in first world countries, but it is not the case of developing ones.

The fact that many people speak it and use it every day in our country has not been enough, and thus in some fields like the tourism industry, not many people make use of specific terms related to such industry. This has been very important for me to develop the present dissertation.

My aim through it is to introduce a set of specific topics and sets of English vocabulary, (through the creation of “A Manual for Tourism”) the ones that have relation with what tour guides of Yasuni may need to know, to scan through it and to master it.

In this sense, “The Army Polytechnic School” through the Faculty of Linguistics Applied to English Language, will put in consideration to future Naturalist guides of Yasuni a manual based on “English for Specific Purposes”.

This will help to cover a big amount of their failure in what respect to their linguistic-scientific knowledge. Technical data obtained from various, Ecologists, Biologists, Herpetologists, Ornithologists and other professionals of natural sciences, together with some field guide-books, are the materials through the ones the present research paper has taken form.

Due to the huge amount of existing data, many of the concepts have been resumed, synthesized or excluded from this paper. I have also tried to present examples sharing common parameters with the new notions of “English Applied to Tourism”.

I hope the present research paper will serve of inspiration and theoretical base for those Naturalists who work in that beautiful National Park, and the ones who show our country to the world through their job.

RESEARCH THEME

**“INCIDENCE OF A NEW TECHNICAL ENGLISH MANUAL FOR
TOURISM TO FIT THE SPECIFIC LANGUAGE REQUIREMENTS OF
TOUR GUIDES OF THE YASUNI NATIONAL PARK DURING THE
TERM AUGUST 2006-FEBRUARY 2007”.**

PART ONE

RESEARCH PROBLEM

1.1. Problem identification

The topic to be treated in the present study deals with the linguistic troubles that Tour guides of the Yasuni National Park have, here, I'm talking about the technical vocabulary, this vocabulary is logically not taught at school, tour guides of that park have to deal with so many different topics, from the scientific to the amateur lectures, sometimes, guests visiting the park pose so many questions, some of the ones are very specific and, only a few tour guides are able to cope with their specialty.

Indicators obtained through trip reports filled by guests at the end of their tour, evaluations taken by guides every two years at the Ministry of Tourism, show that guides cannot deal with specific vocabulary, when specific terms come into play in the conversation, specialists have found that, a 60% of guides do not know technical vocabulary, the Ministry of Tourism evaluations show also a 25% deficiency in language skills, finally the 15% of trip reports also complain about misunderstanding the guide's explanations in proper terms.

The causes for this language deficiency are various: the lack of an existing technical English manual, English language introduced as general when at school, without proper introduction to specific tourism terms, the lack and laziness of

guides to auto-learn on their own after their school, on the fieldwork, are among the most important.

The side effects are obvious: first, guides have huge gaps in their knowledge of technical English vocabulary, this creates inequality and insecurity respects to what each guide knows about the different chunks of vocabulary they need, the biggest consequence caused by this, is the fact that they cannot perform their professional activity properly because, they do not know how to recall something they have not learned before.

My aim through this study, is to analyze, to get information about the linguistic skills of guides who work in the Yasuni, to understand the linguistic troubles they have when at work, and my final purpose is to develop a manual with which, to cover those linguistic gaps tour guides may have.

1.2. Problem setting

During the whole history of humanity, people has traveled for many reasons, these could be migratory or food searching, a long time ago, religious emigrants were the first groups of people moving away from home for more than a day, recently duet to economic, politic, cultural, social, exploratory, formation or any other personal reason, people travel and move more than before and every time further away from their living homes, although nowadays is still unknown for many people what was the origin of the traveling, all of us consciously or unconsciously

have taken part in the traveling activity, our curiosity to explore and to get to know other people, to meet other cultures and to taste a different type of food has pushed us away from home.

Since the last two centuries, Tourism has become a very important activity for the economy of many geographic areas, the extra free time, higher education and the desire to explore the world in which we live, together with other factors has produced a change in people's behavior.

In the case of our country, is practically since 1930, after the expedition of "A Law to Foment Tourism in the Country" when the state started to take part in the game and had the intention of regulating certain topics related to the tourist arrivals, this pushed to create points or offices where the traveler would receive help and through it would explore the country.

It is only in 1953 when the first Travel Agency called Ecuadorian Tours opened its services for the public, especially for those foreigners who started to arrive into the country, the frequent arrival of airlines bringing tourists from all over the world also pushed to the opening of such "new business source". After it did not happened much, it is practically after the 1960s when the first efforts to planify and control the touristy activity came on play, "The National Tourism Direction", an organization created by the state specifically for this purpose, did that.

The organization soon realized that it was necessary to train people who would cope with the increasing demanding of “guides”, thus, in 1976 a special section was created into the organization, this was called “The Tourism Guides Section”.

The first group of Ecuadorian Guides received a two week training, in those days any person was able to enter the course, to receive the training, to pass some simple examinations and to become guides who would work with the overseas, basically at the beginning it was not necessary to speak any other foreign language, the most important thing was that “the guide was able to recognize trails along which to take visitors in, and bring them back, save and happy”, the first step was done, a group of people were working, soon more guides were trained in the same system, the organization realized it was necessary to have at least English speaking Guides and started to invite to the ones who would cope with the language.

People who had been living outside of the country and had learned English took advantage of it, sooner than later we had English and Spanish speaking Guides, this did not changed much except that the guides who spoke English or any other foreign Language had a clear advantage on the ones who spoke only Spanish.

During the next ten years, tourism continued increasing in the country and there was a higher demand of guides, finally in 1987 the first Tourism Educative Institution opened its doors as the only one aloud to provide a more deep and

specific training to future guides, as Ecuador was more and more frequented by foreigners and travelers, the Institution took the task seriously and started to train guides, basically their formation changed because this time they had to assist to a classroom and to receive different subjects to be approved only after several examinations, this was very good because the guides now received English, fundamentals of Ecology, Biology, Tourism, Culture, Geography among other subjects, so the new guides had a better knowledge about how to manage a group of travelers than the first ones.

After all these steps, only in the 90s some other Technical and Technological Institutes opened their doors with the only purpose of “training Guides”, a two year period of study was obligatory and this was the time when tourism really was taken into account as an activity to be performed by “Professional Guides” and only by them, it was the time when the Ministry of Tourism came into real play to control the activity, right after the studies, the guides received a License or permission which permitted them to work as professionals in the country legally, that license had to be renewed every two years and now the guides spoke at least one foreign language.

All guides who have been working in the country have received some language training and others still do not speak any other language apart of their mother language, the most of them have mastered to speak English and, a lot of them communicate with their clients fluently, nonetheless it is important for them to

make use of a wider range of vocabulary because when National Parks started to be created since the seventies, the guiding activity also had to be reorganized and this pushed to the “specialization of guides”, this has created the need to specialize in a specific area and of course has demanded them to improve and learn other chunks of vocabulary according to the geographic zone where they work.

Right now there are several Institutes and University training Guides year after year, it takes from two to four year period to become a National Guide, there is as well the need to study another seminar after this study, the seminary is provided by the Ministry of Tourism and is to train Naturalist Guides according to the National Parks or Geographic Zones where they are going to work, during the training they receive a lot of interesting topics they will make use of when performing their job. Some of them have become Trilingual, Multilingual or at least bilingual where the first language they learn is English.

1.3. Variables working out

The next two variables have been stated from the previous research problem:

Independent variable

The Incidence of a New Technical English Manual for Tourism.

Dependent variable

The specific language requirements of tour guides of the Yasuni National Park

1.4. Objectives

I have stated three general objectives to be accomplished through this research project; nine specific objectives I would like to take into account, they all have originally been derived from the previous three general ones stated above.

1.4.1. General

- ✓ To develop a technical English manual for tourism designated for tour guides of the Yasuni National Park.

- ✓ To help tour guides of the Yasuni National Park to improve their technical English vocabulary needed through the use of such manual.

- ✓ To provide an English Manual for tour guides of the Yasuni National Park, the one will contain various examples about the complex and specific vocabulary they have need of, through the use of it, guides will perform their duties in a more professional way.

1.4.2. Specific

- ✓ To create a manual containing specific English terms, and designated for English-speaking jungle guides of the Yasuni.
- ✓ To establish the antecedent of developing and introducing a manual for Tourism, recalling English for Specific Purposes.
- ✓ To make the present manual serve as a reference book for experienced and amateur guides of the Yasuni, who would like to learn specific English terms for their job.
- ✓ To teach jungle guides of the Yasuni how to make use of proper words, terms or idioms necessary for their duties.
- ✓ To facilitate the duties of Yasuni guides through the use of this manual.
- ✓ To help tour guides of the Yasuni avoiding English language deficiencies when communicating with their guests.

- ✓ To contribute, through the present research project, to enrich the linguistic knowledge of tour guides of the Yasuni National Park.
- ✓ To help and fix English vocabulary gaps that, guides of the Yasuni National Park have.
- ✓ To help tour guides of such park, to make use of a positive-professional channel of communication providing elaborated information to guests, when performing their activity.

1.5. Justification

The present topic of research, the author believes, is of crucial importance for all English Speaking Tour Guides of the Yasuni Park, and also for the future ones who have the idea to work as such, it is an opportunity to provide them with this valuable linguistic tool based on “English for Specific Purposes”, the Army Polytechnic School will, through this investigation contribute to the development of “a culture on Linguistics” oriented to second language learning but specifically to English Language applied to tourism.

As the responsible person to carry out the research, I had all the elements I needed to start the present task, I did research about the present subject, having found a lot of what I needed to start to write the present proposal, myself have been working as a tour guide for the last seven years, so I was sure to develop a very useful manual, which will be the antecedent to create something helpful, to be used by all guides working in the tourism activity, inside the Yasuni Park.

In the development of the present project, the main participant was the author, whose job was to carry out the researching, the population taken into account, assigned tutoring teachers participated as well, in what respects to providing ideas of completeness, organization and presentation of the several chapters, The Army Polytechnic School was involved in the fact that, the author is actually studying in such respectable Institution.

The research project presented here is multidisciplinary, several scientific and specific areas and topics came into play, and Psycholinguistics provided me with the theory of information about self-monitoring of SLA.

Sociolinguistics helped to the understanding of “Bilingual competence” and “Multilingualism”. English for Specific Purposes also contributed with the organization of syllabuses for the purpose of study, English for the everyday activities of guides oriented in a technical sense.

Grammar Books of all types also helped to the purpose of the investigation, finally Linguistics also contributed with the creation of information about the language needed from a very specific scope.

To sum up, this research, is oriented to help tour guides of the Yasuni in the acquisition of specific English vocabulary, the expectancy is positive, big enough

hoping to contribute with a piece of the huge, linguistic complexity in what respects to, the area of tourism, specifically to tour guides' specific language acquisition.

The Army Polytechnic School will also have such project, as an antecedent to carry out future research, investigations and consults by the students of Tourism Management, actually offered at the Institution, such manual will be stored in the Alejandro Segovia Library for public consultancy.

PART TWO

THEORETICAL FRAMEWORK

2.1 Theoretical and conceptual focus

There are some attempts to create books containing specific English vocabulary for a given situation, nowadays English for Science and Technology is what accounts for the most publicized reports, even with the advance of Internet and media, there are only a few attempts to write something specific for a group of people such as Tour Guides, some research has been done but not enough.

In what respects to the proposal of the present research, it does not exist anything similar, the information compiled from books, magazines, video and other media is not very consistent at all, some authors and organizations who wrote about specific English performing situations did mention some aspects of technical vocabulary, and how to develop it (Hutchinson, Tom & Waters, Alan 2003, English for Specific Purposes), another author wrote about general terms for tourism but nothing specific (Alcaraz, Enrique, 1998).

The Institutes where Tourism is introduced as a career also have stated the possibility of developing something more concise for Guides, but right now, they only have books containing few words and expressions of the concise vocabulary required, (Cenestur, 2004), the major amount of technical vocabulary needed for the development of the manual was obviously be found in books such as Reptiles

-and Amphibians of the Amazon (*Bartlett, 2003*), Neotropical Rainforest Mammals (*Emmons, Louise, 1997*) and other guide and field books which have been published in the United States and Europe but, for reasons of cost have not arrived in the country.

2.2. Structure

2.2.1. About the origin and importance of language

It is very hard to deal with this topic because certainly, there is not a human being who could provide real information about the subject. “The earliest languages of which we have any records are already in a high stage of development¹”. The problem of how language began has naturally pushed to create many theories; “they are based on the notions that language was in the beginning ejaculatory, echoic (onomatopoeic), characterized by a mystic appropriateness of sound to sense in contrast to being merely imitative²”.

Nobody knows exactly how language began, but we all are sure of its huge antiquity, when human being started to talk it happened a long time ago, later a system of markings were developed in wood or stone, writing then was a symbolization of speaking sounds.

¹ Pyles, Thomas. The Origins and Development of English Language, Harcourt Brace Jovanovich, inc. 2d edition, New York, pp. 1, 2.

² Ibid

The earliest writings go back only about five thousand years, nonetheless, human beings have been talking for hundreds or thousands of years ago, before the first documents arose.

Language in our days has been defined as “a systematized combination of sounds which have meaning for all persons in a given cultural community”.

(Pyles, Thomas)

Language has been considered as “man’s greatest intellectual tool, it is immensely old, precisely as old as our remote human ancestors³ . It is language that makes our species human, very different from other species”.

So intimate is the relation between a language and the people who speak it, that the two scarcely can be apart. A language lives as long as the people who speak it, a language is important because the people who speak it are important politically, economically, commercially, culturally or socially.

Sometimes the cultural importance of a race or nation has at some former time been so great that their language remains important among educated people long after it has ceased to represent political, commercial or in any other important way.

³ Pyles, Thomas. The Origins and Development of English Language, Harcourt Brace Jovanovich, inc. 2d edition, New York, pp. 1.

A language expresses somehow the collective soul of its speakers. None would deny that the external history of a nation might be reflected in its word stock, all existing languages are equally expressive; they are efficient for the purpose of communication.

“It is obvious that members of one linguistic community will not need or want to express all that the members of another community might consider important⁴”,

Defining which language was first is even more complicated than thinking about how language started to be used, we all know that exist different systems for different languages, even if they all share certain features such as, grammar, lexicon and even similar words in the case of some groups of languages.

Nonetheless, here I’m going to focus only in English language, the importance it had before and the role it plays now all over the world.

2.2.1.1. Existing languages in England before English

We are so used to think of English as inseparable to the English people, but we are likely to forget that it has been the language of England for a short period of time in the world’s history. “Since its introduction to the island was about the middle of the fifth century it has had a career extending through only fifteen hundred years⁵”.

⁴ Ibid. P. 19

⁵ Baugh, Albert. A History of the English Language, Appleton Century Crofts Inc, 2d edition, New York, 1957. p. 47.

But human beings had inhabited that part of the world for many thousands of years, (between 50.000 to 250.000 in the opinion of scientists).

What we know about the earliest inhabitants of England is derived from the material remains that has been found through archeological research.

The classification of these inhabitants is consequently based upon the type of material culture that characterized them in their successive stages.

“Before the discovery of metals man was dependent upon stone for the fabrication of such implements and weapons he possessed⁶”.

The first people of England about whose language we have definite knowledge are the Celts. It is assumed that the coming of the Celts to England coincided with the introduction of bronze to the island.

Celtic languages had two divisions; “the Gaelic or Goidelic branch and the Cymric or Britannic branch”. Celtic was the first Indo-European tongue to be spoken in England, Latin was spoken for about four centuries before the coming of English, “Latin was introduced when Britain become a province of the Roman Empire⁷”.

⁶ Op. cit. P. 47

⁷ Ibid., pp. 49, 50.

2.2.1.2. Periods in the History of English language.

The evolution of English language within the fifteen hundred years of existence in England has been an unbroken one. Within this development is possible to recognize three main periods, these are described next:

“The Period from 449 to 1100 is known as Old English, this period was characterized by wars, conquests, and invasions from various neighboring groups of people.

English language has undergone such change in the course of time that one cannot read Old English without special study. “In fact, a page of old English is likely at first to present a look of greater strangeness than a page of French or Italian because of the employment of certain characters that no longer forms part of our alphabet⁸”.

The linguistic importance for us is the fact that, Old English language was not an entire uniform language, it had various dialects. “Not only there are differences between the language of the earliest written records, and that of the literary texts, but the language differed somewhat from one locality to another” (Baugh, Albert, 1957)

According to Baugh, four dialects of Old English are easy to distinguish, these were: North Umbrian, Mercian, West Saxon and Kentish.

⁸ Ibi. P. 60.

From these four dialects, the first two were found in the region north of the Thames settled by the Angles.



The Middle English Period was between 1100 and 1500; it was marked by various changes in the English language, changes more fundamental and extensive than those that have taken place at any time before or since.

These changes were so extensive that it is difficult to say which group is the most significant, “changes introduced in grammar, reduced English from a highly inflected language to an extremely analytic one, those in the vocabulary,

involved- the loss of a large part of the Old English word-stock and the addition of thousands of words from French or Latin⁹”.

“The changes occurred during this transitional period may be noted in every aspect of the language, in its sounds, its grammatical structure, in the meaning of its words, and in the nature of its word stock, where many Old English words were replaced by French ones”, (Pyles, Thomas) and other foreign words.

The impact of the Norman Conquest on the English language is to a large extent confined to the word stock, “a huge body of French words became part of the English vocabulary, many of them replacing English words”, (Pyles, Thomas)

It is also necessary to take some account of the dialectal diversity of Middle English, “the northern dialect corresponds roughly to Old English Northumbrian, its southernmost eastern boundary being also the Humber. The Midland dialects subdivided into East Midland and West Midland, spoken south of the Tames, similarly corresponds roughly to West Saxon, with Kentish a subdivision¹⁰”.

⁹ Baugh, Albert. A History of the English Language, Appleton Century Crofts Inc, 2d edition, New York, 1957. p. 189

¹⁰ Pyles, Thomas. The Origins and Development of English Language, Harcourt Brace Jovanovich, inc. 2d edition, New York, pp. 113, 152, 154



THE DIALECTS OF MIDDLE ENGLISH

The modern English Period was from 1500 to 1800¹¹, during that period, the language experienced greater, more important phonological changes than in any other century before or since. “Despite these radical changes, the old spelling was maintained and, as it was, stereotyped” (Pyles, Thomas).

The invention of the process of printing from movable type was destined to exercise a far-reaching influence on all the vernacular languages of Europe. Such a widespread influence would not have been possible were it not for the fact that

¹¹ Pyles, Thomas. The Origins and Development of English Language, Harcourt Brace Jovanovich, inc. 2d edition, New York, pp. 113, 152, 181.

education was making a rapid progress among the people and literacy was becoming much more common.

“In the middle ages, a surprising number of people of the middle class could read and write¹²”.

With the expansion of the British Empire, English settlements at James town and Plymouth were the beginning of a process of colonization in North America that soon gave to England the Atlantic seaboard. The beginnings of the English occupation in Australia occurred in the eighteenth-century. The opening up of Africa was largely the work of the nineteenth century. Early in the Napoleonic wars, Holland had come under the control of France and in 1795 England sized the Dutch settlement at Cape Town.

“Apart of the greatly enlarged sphere of activity which the English language thus acquired and the increased opportunity for local variation that has naturally resulted; the most obvious effects of English expansion are to be seen in the vocabulary¹³”.

New territories mean new experiences, new activities, new products all of which are in time reflected in the language.

Recently, Linguists have added another semi-division called “British-American English”, but the last is nothing else that a marked differentiation existing between the idioms and vocabulary used in Britain and those of the United States.

¹² Baugh, Albert. A History of the English Language, Appleton Century Crofts Inc, 2d edition, New York, 1957. p. 240

¹³ Ibid. P. 350

“Nowadays, one suspects indeed that Europeans, including the English themselves really prefer to think that the speech of Americans is a corrupt and degraded variety of current Standard British English, which has presumably remained unchanged”, (Pyles, Thomas)

As we know, language is a very important part of our human being, and it will change and become modified, according to our proper needs and depending of how much it blends with our linguistic requirements.

English language is very important nowadays, is the language not only of England but also of the colonies associated with the British empire, is the language of the United States, Canada, New Zealand, Australia and South Africa just to mention a few countries where is used as first language.

The importance of a language is associated with the role it plays, the role nations play and their influence in international affairs. With their contribution to the material and cultural world, English is the mother tongue of those nations whose combined political influence, economic and commercial activity plus scientific and cultural contributions to civilization, gives impressive support to its numerical precedence.

2.3. First and Second Language Acquisition.

Language acquisition is a complex process to explain or talk about, language certainly figures centrally in our lives. We discover our identity as individuals and social beings when we acquire it during childhood.

“Language seems to a feature of our essential humanity which enables us to rise above the condition of mere brutish beings, real or imagined¹⁴”.

It has been declared that language is so uniquely human, that human language operates on two levels of structure. “At one level are elements which have no meaning in themselves but which combine to form units at another level which do have meaning”, (Widdowson, 1996); such duality provides language with enormous productive power. The very fact that duality can operate with spoken sounds and written letters in human language is itself a feature of its flexibility.

Picking up a language means, learning it and making use of it, nonetheless there are some differences if the language acquired is or learnt.

First language acquisition is a very complex process, when we are child, we speak as child, “because of their universally unique status, small children evoke a certain

¹⁴ H. G. Widdowson, Linguistics. Oxford University Press, 1996, p. 4.

Sociolinguistics familiarity and directness nor permissible with other children and adults¹⁵”.

The first sign of a child wanting to communicate something is his crying, this is a direct precursor to language and speech (Scovel, Thomas, 1998), “crying initially is completely iconic, later it becomes more differentiated and more symbolic, the baby then might cry to elicit attention.

“The Cooing stage emerges at about two months of age but is succeeded, when the child is about six months old by a babbling stage¹⁶”, after this process, children often use idiomorphs, this is followed by a holophrastic stage to finally acquire some grammatical principles.

“One of the most influential psycholinguistic models for speech production developed by Levelt, views it as a linear progression of four successive stages called; conceptualization, formulation, articulation and self-monitoring” (Scovel, Thomas, 1998).

According to these stages, “language generally flows effortlessly, and even our hesitations, slips and backtrackings are so swiftly executed that they go mostly unnoticed”, (Scovel, Thomas, 1998).

¹⁵ Scovel, Thomas. Psycholinguistics, Oxford University Press, 1998, p. 7.

¹⁶ Ibid. P. 10

On the other hand, it is very popular to believe that second language acquisition is very strongly influenced by the learner's first language or what is called, their mother tongue. It is also a popular belief that the role of the mother tongue in second language is a negative one, that is, the mother tongue interferes with the learning of a second language, so as a consequence, the features of language one are transferred into the second language learning.

“Second language acquisition refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or tutored setting”, (Ellis, 1986). It covers the development of phonology, lexis, grammar, and pragmatic knowledge, but has largely been confined to morpho- syntax.

“Learning a second language involves developing new habits wherever the stimulus-response links of the second language differ from those of the first language. In order to develop these new habits, the learner has to overcome proactive inhibition¹⁷”.

In a study, errors produced by learners demonstrate that, they do not simply memorize a target language, its rules and then reproduce it with their own utterances, they indicate that “learners construct their own rules on the basis of

¹⁷ Ellis, Rod. Understanding Second Language Acquisition, Oxford University Press, 1986, p. 22.

input data, and that in some instances at least these rules differ from those of the target language”, (Ellis, 1986).

“Variability in language-learner learner is the result not only of contextual factors. It also occurs because of individual differences in the way learners learn a L2 and the way they use their L2 knowledge. It is probably accurate to say that no two learners learn a L2 in exactly the same way”. (Ellis, 1986).

Aptitude is to be contrasted with intelligence; the later refers to the general ability that governs how well we master a whole range of linguistic and non-linguistic skills.

Aptitude on the other hand, refers to the special ability involved in language learning.

Learner motivations and needs have always had a central place in theories of SLA. Little is known about how personality and cognitive style influence SLA, although, there is a general conviction that both are potentially important.

All what I have mentioned above, plus other factors not mentioned in these research work, play a very important role during the process of Second Language Acquisition, the actual studies and existing bibliography about SLA are so extensive that it is not possible to deal with them all, but to pick up some of their most important findings.

2.4. Talking about tourism

It is not very easy to provide a clear definition about “the meaning of tourism”, this because of the relative youngness of such activity and also due to its multidisciplinary character.

In fact, it exists a wide academic debate about what it is exactly the tourism, the elements it includes and who should be considered tourist, this has originated a multitude of definitions each one talking about different aspects of the same activity.

In this sense, it is important to affirm that do not exist a correct or incorrect definition, all of them contribute in some way to understand the concept of tourism¹⁸.

Nonetheless, it is very important to create and understand a conceptual frame of reference for, among other things elaborate good international statistics because, with the great plurality of statistic systems that actually exist about tourism, it is very hard to talk widely about the touristy activity.

What we know about tourism is that “it represents an enormous potential of development and progress for the future”, thus, not only the national managements of each country need data about specific aspects of tourism, but they are also necessary for other categories of users such as, professionals, enterprises, representing organizations, local collectivities and researchers.

¹⁸ World Tourism Organization, Introduction to Tourism. First edition, Madrid June 1998. p. 41

Finally, concepts such as, “short and temporary displacements of people toward destinies outside of their habitual place of residency and work”, and the activities undertaken during their visit in such destinies came to open the debate about tourism, and to conceptualize it. (Burkart & Medlik, 1981)

2.4.1. World tourism in the past centuries

According to the cultures and the stages that succeed on each of the moments, human beings adopted different attitudes toward working, these attitudes were necessary to solve and understand the human needs about resting their bodies and their souls.

When working dominated almost all time that a human being could keep active, resting became the compensation of such tiredness. At the beginning, in the primitive communities of people, the game took part during religious celebrations and physical rest of human beings.

During many centuries, social behavior was influenced by the fact “day-night” and the stational changes which with their rhythm imposed to work intensely during the planting and harvesting times, day and night marked the periods of activity and passivity, game and celebrations stayed attached to the periods of activity.

According to the existing information, in Egypt and Babylonia, the use of free time started to be distributed among public festivals, old rituals and the practice of arts, the concurrency to theaters and games, dancing and gods' adoration were interrupted uniquely by wars.

Greece was the first society that showed the antecedent of present sports, their stadium and theater were the perfect places to receive the society, avid of new experiences. Rome used the alternative of circus, sand and dram show to cure tensions caused by a civic and military repression, the thermal baths were used specifically for the relax of every one, they had vapor rooms, swimming pools, resting rooms, gyms, libraries and gardens.

Spare time predominated in that civilization but, the society did not experienced happiness because the base of distraction was the permanent searching of excitements, thus they arrived to the extremisms of exhibitionism, cruelty and obscenity.

Romans, since the first centuries of the Imperial Rome, were used to get out of town to the bays located on the sea coasts, were they rested enjoying of good weather and local thermal baths, which motivated the creation of guest houses and other services. Many critics consider that period as the historical beginning of tourism¹⁹.

¹⁹ Dirección Nacional de Turismo, Historia de la Legislación Turística, Quito, Junio 1987. p. 3.

During the Medium Age, when the Roman Empire collapsed, with the arrival of the Christianity, the places like squares and theaters were used as centers of Christian processions, so there were no spectators; sociability was the most natural way of recreation.

The hot springs continued to be important, for that age, the religious celebrations also became important, peregrinations and movement of masses of people was a way of making tourism. Like traveling was hard, due to the big distances, we cannot call those activities as touristy properly talking.

Venice was the starting point for the tourism, since the 1300 year, two trips per year were realized from there to Jerusalem and soon, the city started to provide guest houses and food service.

The Renaissance period was well oriented to the arts, sciences and traditions, the economic system started to transform and become capitalistic, in the same days in Europe, the population reduced due to bi epidemics such as the black pest.

The renaissance humanism united the time and intellect, artist were carried to the different cities, architects created the monuments, nonetheless, the lack of ways of communication, maps and the social risk due to wars made traveling little

appropriated, the long distance trips for resting or pleasure were not common but some people joined the groups of artist and theater actors just for curiosity.

During the XVII century, in the baroque period, the tendencies about making wise use of the free time grew up, the cities become bigger, soon art galleries, museums, zoos and gardens were opened.

The invention of the printing machine become the book something to distract the people's minds, the curiosity for nature also pushed to adventurous people to explore the seas and other non-frequent places.

In 1800, the Industrial Revolution and after a while, the French Revolution changed the social and political structures of the world. During the industrial revolution, the free time was non-existing for the workers; the urban society devoted their effort to the progress promised by the machine, thus the environmental pollution started.

In 1841, the English Tomas Cook organized his first tour, a railway excursion from Leicester to Loughborough; the excursion was so successful that "Cook organized other similar events. All of the early tours used the newly-invented railways²⁰".

²⁰ Harding, Keith. Going International, Oxford 2000. p. 14.

After 1853, in Brussels was given the first international congress of statistics, a group of people started to meet periodically that generated the need of places to supply tourist services to such visitors.

Cook organized his first major continental tour in 1855, by 1862 he had managed to negotiate cheaper rates for crossing the English Channel, the cheaper rates were in return for a guarantee that he would bring large numbers, the essence of mass tourism.

After the opening of the Suez Canal in 1869, Egypt also became a popular destination for Cook's tours. In the early 1870s he organized the first round-the-world tour, lasting 222 days.

After 1870, France lived "la belle époque", tendency created to distract people with restaurants, cafes and areas of great interest for the middle classes. The media of transportation became better, expositions, festivals and other activities contributed to foment the tourism.

The Mediterranean coasts were used for the "beach tourism"; Spain participated in the tourism with San Sebastian, many fishing ports and European villages of the XIX and beginning of the XX centuries joined to the tourist exploitation.

The ways of navigation were modified because the ships acquired iron basis, the transatlantic trips by ship lasted until airlines captured all the trip market. After the Industrial Revolution, many auxiliary services opened their doors.

The trails, railroads and communication services expanded were all over the world. The responsible for the modernization of transportation were the car and the airplane. The international post service also become more popular, the movement of people created the need of lodging, food, information and other services required by travelers.

To the railway, ship and airplane joined the telegraph, telephone, cinema, radio and television; this created a new revolution “the revolution of communications”. Latin America started to receive tourists in the XIX Century, but is just in the XX century when the world put their eyes in its potential.

2.4.2. The actual concept of tourism

The concept of tourism can be studied from different perspectives and disciplines, this duet to the complex relation existing among its elements.

Duet to the relative youngness of tourism as a generalized and socio-economic activity, and duet to its complex and multidisciplinary character, there is an absence of conceptual and clear definitions to delimit and distinguish it from other sectors. The tourism embraces a great variety of economic sectors but also academic disciplines.

The tourism as a University subject started to become popular in the period understood between the two world wars, during the last century (1919-1913). During that period European economists published their first findings about

tourism; German authors like Glucksmann, Schwinck or Bormann were the pioneers in writing such articles.

In 1942, the professors of the University of Berna W. Hunziker and K. Krapf defined the tourism as “the group of phenomena and relations consequence of journeys and overnights of the non-residents, which were not obligated to a permanent residence or performing a paid activity during their visit²¹”.

Later, tourism was defined as “the short and temporal displacement of people toward destinies outside of their normal place of residence and work, and the undertaken activities while staying in such place”, (Burkart & Medlik, 1981).

One year later, (Mathieson & Wall, 1982) introduced another definition, similar to the anterior but with some differences, “the tourism is the temporal movement of people, for periods inferior to a year, to destinies outside of their place of residency and work, the activities done during their stay and the facilities created to satisfy their needs”.

Finally, the definition adopted by the WTO in 1994, has picked up all the positive statements exposed in past years, and has created a new-modern version of all those concepts, this is how the WTO defines tourism nowadays:

²¹ World Tourism Organization, Introduction to Tourism. First edition. Madrid June 1998. p. 43

According to the World Tourism Organization, “tourism includes the activities that people realize during their journeys and stays in places which are not theirs, by a period shorter than a year, with the purpose of resting, making business or any other activity²²”.

The nature of the tourism activity is the result of complex interrelations among different factors, which must be considered from a systematic view, this means, each element have relation with each other, those elements are:

2.4.2.1. The Tourist Request.

In his novel called “The protector ski”, Paul, Bowles (1949) offers us an original definition of tourist when he says, “the difference between a tourist and a traveler is that, while the first thinks in returning since the same moment of arrival, the traveler cannot go back home ever”.

Tourists, travelers and visitors make the tourist request, behind this term there is an existing heterogeneous group of people, each one having different interests, motivations or seeking for new experiences.

Duet to that, various classifications exist inside the tourist request, all of hem are of great interest for us because through the identification of request models, we search for the conceptual homogenization.

The WTO (1995) distinguishes between the concepts of traveler saying: “traveler is any person who travels between two or more countries or between two or more

²² World Tourism Organization, Introduction to Tourism. First edition. Madrid June 1998. p. 44.

-localities inside his country of habitual residency”; “visitor comprises all types of travelers who have a clear relation with tourism”.

Finally, according to the WTO, the tourist request is understood as “the group of consumers or possible consumers of tourist services”.

2.4.2.2. The Tourist Offer.

In a tourist destiny, the offer put at the disposal of the request, constitutes something else than the simple agglomeration of tourist products that this contains, it represents an all integrated by those products, the tourist and non-tourist services, the general image of the destiny, among other factors.

Thus, the WTO supports itself in the concept of tourist spend to identify the different categories of tourist offer according to where that expense is realized.

All consume expense carried on by a visitor, during his movement or staying at a place at his destiny, is taken into account.

To sum up, lodging, food, transportation, shopping, cultural and sportive activities, plus any other concepts of tourism form part of what we call “tourist expenses”.

Finally, the WTO defines the tourist offer as: “the sum of products, services and organizations that play an active role in the touristy experience. This is all offered to the tourist consumer in a determinate place, for his use and enjoyment²³”.

2.4.2.3. The Geographical Space.

The touristy experience takes place on a determined geographical and temporal space. With relation to the place where the tourist experience is given, it is possible to find some existing tourist terms, same that at simple view seem alike but have a lot of differences, these terms are:

Tourist space is the determined geographical place where the offer is and toward the one the tourist request goes.

According to Boullon (1990), this space is subdivided in smaller units called tourist zone, tourist area, tourist complex, and tourist center or tourist nucleus.

A Tourist Municipium comprises and administrative delimitation of the space coinciding its limits with those of the municipal terms, defining thus by extension, the limits which belong to the competence of local organizations in what respects to tourist matter.

Nonetheless, from a strict tourist point of view, the last is fictitious because the tourist does not understand of limits or existing borders where to recreate.

²³ World Tourism Organization, Introduction to Tourism. First edition, Madrid June 1998. p. 45

It is also important to take into account that not every municipality, where tourism is developing can be qualified as such.

Tourist destiny “is the country, region or city toward the one, visitors head on”, having it as their main goal, Bull (1994).

Other authors (Cooper et al, 1993) define a tourist destiny as “the concentration of installations and services designed to satisfy the tourist’s needs”.

The WTO (1998) defines a tourist destiny as “the place toward where the request must go to consume the tourist product”.

The geographical space is the physical basement where the offer and request come together; here is the place for the resident population as well²⁴.

2.4.2.4. Tour Operators.

The operators in tourism are those agents who participate in the tourist activity; generally they intermediate between the final consumer and tourist product.

Tour operators associate to the function of distribution, the one who is associated with the commercialization of tourist programs. Inside this consideration appear travel agencies, tour operators and centrals of reserves.

Nonetheless, “the travel agency or airplane favor and in some cases make possible the consume of a determined tourist product, but who request it does not associate

²⁴ World Tourism Organization, Introduction to Tourism. First edition, Madrid June 1998. p. 45

to the final product, thus, the travelers experience will remain attached to the consume of a tourist product mainly, but not to the fact of buying the product in a travel agency²⁵”.

According to the WTO, Tour Operators are those enterprises and organisms whose main function is to facilitate the interrelation between the offer and request, form part of this group Travel Agencies, Regular Transportation Companies and those public or private organisms which, through their professional labor contribute to the ordering and promotion of tourism.

2.4.3. Tourism in Ecuador

In Ecuador, is practically since 1930, after the expedition of “A Law to Foment Tourism in the Country²⁶” when the state started to take part in- the activity and had the intention of regulating certain topics related to the tourist arrivals, this pushed to create points or offices were the traveler would receive help and through it would explore the country.

In November 1936, a new Tourism Law was created, this abolished the one from 1930, and the ambition of the new law was to promote the country, facilitate the entrance of tourists to Ecuador and to create incentives for those people and enterprises that devoted their efforts to the tourism activity²⁷.

²⁵ Op. Cit. P. 54.

²⁶ Dirección Nacional de Turismo, Historia de la Legislación Turística, Quito, Junio 1987. p. 14.

²⁷ Ibid

In August 7 of 1937, the decree number 342 was created in order to create offices where for the first time the activities such as lodging and guest houses had to pay a “Permission or License” to the state in order to provide their services to travelers.

It is only in 1947 when the first Travel Agency called Ecuadorian Tours opened its services for the public, the frequent arrival of airlines bringing tourists from all over the world also pushed to the opening of such “new business source”. After it did not happened much, it is practically after the 1960s when the first efforts to planify and control the touristy activity came on play, the “National Tourism Direction”, an organization created by the state specifically for this purpose, did that.

Considering the importance of the Galapagos Islands, in October 1961, the Ecuadorian Government accepts the creation of “Charles Darwin Foundation” for the opening of a Biological Station on the Islands.

Lately, in April 1964 the Charles Darwin Foundation receives the approval to create reserve zones or natural monuments on the islands.

The same year on November, the government ordered the creation of a new law to unify the regulations for hotels, residence houses, pensions, bars, restaurants, night clubs, dinner rooms and casinos. Each one of those businesses had to be qualified for the police authority, for the first time the price of alcoholic beverages had to be fixed by the General Intendment of Policy.

In June of 1964, a new law expedition created “The Ecuadorian Tourism Corporation”, that entity was born attached to the Ministry of Foment, its goal was to promote and regulate the touristy activities in the country.

In 1970, the Tourism Agreement between Ecuador and Peru was ratified. In October 1971, the agreement to foment the tourism made between Ecuador and Spain was ratified, finally in April 1974, the “Law to Foment the Tourism” was published, the task of the people working for the National Direction of Tourism office was to train people who would cope with the increasing demanding of “guides”, thus, in 1976 a special section is created into the organization, this was called “The Tourism Guides Section”.

Finally the term Ecotourism appeared in 1990, this was oriented to other groups of consumers, here the term “nature lovers” became popular, ecotourism actually has consolidated in the market and plays an important role forming part of general tourism but it is a well -differentiated branch of modern tourism.

2.4.3.1. About the first Ecuadorian Tour Guides

The first group of Ecuadorian Guides received a two week training, in those days any person was able to enter the course, to receive the training, pass some simple examinations and to become guides who would work with the overseas, basically at the beginning it was not necessary to speak any other foreign language, the

most important thing was that “the guide was able to recognize the trails along which to take visitors in and bring them back, save and happy”.

The first step was done, a group of people were working, soon more guides were trained through the same system, the organization realized it was necessary to have at least English speaking Guides and started to invite to the ones who would cope with the language, the people who had been living outside of the country and had learned English took advantage of it, so we sooner than later had English and Spanish speaking Guides, this did not changed much except that the guides who spoke English or any other foreign Language had a clear advantage on the ones who spoke only Spanish.

During the next ten years, tourism continued increasing in the country and there was a higher demand of guides, finally in 1987 the first “tour guide training Institution” opened its doors as the only one aloud to provide a more deep and specific training to- future guides, as Ecuador was more and more frequented by foreigners and travelers, the Institution took the task seriously and started to form guides, basically the formation of guides changed because this time they had to assist to a classroom and to receive different subjects to be approved only after several examinations, this was very good because the guides now received English, fundamentals of Ecology, Biology, Tourism, Culture, Geography among other subjects, so the new guides had a better knowledge about how to manage a group than the first ones.

After all these steps, only in the 90s some Technical and Technological Institutes opened their doors with the only purpose of “training Guides”, a two year period of study was obligatory and this was when tourism really was taken into account as an activity to be performed by “Professional Guides” and only by them, it was the time when the Ministry of Tourism came into real play to control the activity, right after the studies, the guides received a License or permission which permitted them to work as guides in the country legally, that license had to be renewed every two years and now the guides spoke at least one foreign language as a requisite to become Tour Guides.

All guides who have been working in the country have received some language training and others still do not speak any other language apart of their language one, the most of them have mastered to speak English and, a lot of them communicate with their clients fluently, nonetheless it is important for them to make use of a wider range of vocabulary because when National Parks started to be created since the seventies, the guiding activity also had to be reorganized and this pushed to the “specialization of guides”, this has created the need to specialize in a specific area and of course has demanded them to improve and learn other chunks of vocabulary according to the geographic zone where they work.

Right now there are several Institutes and University training Guides year after year, it takes from two to four year period to become a National Guide, it exists as well the need to study another seminar after this study, the seminary is provided by the Ministry of Tourism and is to train Naturalist Guides according to the National Parks or Geographic Zones where they are going to work, during the training they receive a lot of interesting topics they will make use of when performing their job. Some of them have become Trilingual, Multilingual or at least bilingual where the first language they learn is English

2.4.3.2. Classification of Professional Ecuadorian Tour Guides.

Nowadays, there are different categories of Tour Guides in Ecuador; my goal is to explain those categories and the meaning of each one in the next paragraph:

“Professional Tour Guides are those professionals of tourism who received training in educative institutions properly formed and established for such purpose.

These guides are capable to conduct and command one or more tourists, national or foreigners, to show, teach, orientate and interpret the National Touristy Patrimony, this always seeking to provide an unforgettable experience during the stay of the visitor in the country²⁸”. To sum up, the professional Guides are classified such as:

²⁸ Translated from: Corporación de Estudios y Publicaciones. Ley de Turismo, de los Guías Profesionales de Turismo, chapter IV, Quito, January, 2006. pp. 31, 32.

National Guide Is the professional tour guide, authorized to conduct national or foreign tourists inside the country, except in the protected areas or national parks²⁹.

Specialized Guide Is the professional tour guide who has enough academic and practical knowledge which habilitates him to conduct groups of tourist in specific places or geographical zones such as: National Parks, mountains, rain forest, caves, museums and other special activities like; Kayak, diving, paragliding, mountaineering and other activities that the Ministry of Tourism determine in a future.

Naturalist guides are also considered specialized guides, authorized by the Ministry of Environment. Any person cannot obtain the category of “specialized guide” if previously has not obtained the respective license of National Guide³⁰.

Native Guide Is the person who belongs to an ethnic, aboriginal or country men group of Ecuador, the person posses the knowledge about the local, socio-economic and natural values, and that after his experience has been qualified by the Ministry of Tourism, he is aloud to conduct groups of national or foreign tourists inside the geographical areas which belong to the ethnic territory he comes from³¹.

²⁹ Translated from: Corporación de Estudios y Publicaciones. Ley de Turismo, de los Guías Profesionales de Turismo, chapter IV, Quito, January, 2006. pp. 31, 32.

³⁰ Ibid. pp. 31, 32

³¹ Ibid. pp. 31, 32

2.4.4. The Establishment of Protected areas in Ecuador

The department of National Parks, with the support of FAO, elaborated the preliminary strategy for the conservation of important wild areas of Ecuador, this, with the hope that the state through the Ministry of Agriculture and inside its program try to conserve such areas. In the study, the characteristics of those areas were identified, the managing and coordination among public institutions and other organisms were necessary, for the first time, the concept of “Planification of Protected Areas” was introduced in the country³².

The study selected 40 areas of interest for the managing under the regimen of conservation, they if distributed all over the country would conform the “Minimal System of Wild Areas”. This strategy was reviewed and the new document know as “Strategy for the National System of Protected Areas Phase II” elaborated in 1989, recognized a continuity of the first strategy, this helps to the identification of several areas of interest for the conservation.

The first six areas are the categories defined by the UICN, Institution that regulates the categories and definitions of protected areas all over the world; these international categories are defined on the next lines:

³² Ministerio del Medio Ambiente. Plan de Manejo Estratégico del Parque Nacional Yasuni, Quito, Enero, 1999. pp. 7, 8.

✓ **Natural Wild Area (Category I)**

Marine or terrestrial area, it has any ecosystem, important geological or physiological characteristics, and/or important or representative species. It is designated for scientific and environmental research³³.

✓ **National Park (Category II)**

Marine or terrestrial natural area designated to protect the ecological integrity of one or more ecosystems that will last for the present and future generations.

It is designated to exclude all types of dangerous exploitation or occupation. The area will proportionate a framework for spiritual, scientific, recreational and touristy activities; the ones might be compatibles from an ecological and cultural point of view.

✓ **National Monument (Category III)**

Area containing one or more natural or cultural characteristics, specified as valuable or exceptional for their rarity, their representative or esthetic qualities, or for their cultural importance.

✓ **Area of species and habitats management (category IV)**

Marine and/or terrestrial area, it is under an active management with the purpose of guaranteeing the protection of habitats, and to satisfy the needs of wilderness.

³³ All categories mentioned here were obtained from the web site. www.uicn.org

✓ **Marine and terrestrial protected landscape (Category V)**

Land surface, with coast and sea, where the interactions of human beings with nature during a long time, has produced a zone with a well defined character, with esthetic, ecological or/and cultural values, often it has a rich biological diversity.

The purpose of its creation is to save the integrity of such interaction for the protection, maintenance and evolution of the area.

✓ **Protected Area with Managed Resources (Category VI)**

Area containing important non-modified ecosystems, it is object of management activities to guarantee its protection and maintenance of its biological diversity in long terms.

Its goal is also to proportionate at the same time the sustainable influx of natural products and services to satisfy the human needs of existing communities.

In Ecuador a similar number of protected areas were created and defined at the very beginning, each one of them has been derived from the previous Categories defined by the UICN, these areas are:

✓ **National Park**

It has a size of minimum 10.000 hectares of land, a high diversity of species and habitats, diversity of landscapes, it is important for the science, education and recreation.

Its main goal is to maintain its natural conditions and it is prohibited any type of exploitation or occupation by human beings³⁴.

✓ **Ecological Reserve**

Its size is of at least 10.000 hectares of land; it has a high diversity of habitats and species but also has important geological formations.

The goal of its creation is the conservation of endangered species and it is prohibited any type of occupation or exploitation by human beings.

✓ **Wildlife Reserve**

It has a variable extension; the purpose of its creation is to make rational use of its fauna.

✓ **Biological Reserve**

Its extension is variable; it is composed by aquatic and/or terrestrial ecosystems.

As the rest of the protected areas, its main goal is to preserve the existing wildlife.

✓ **Marine Reserve**

This is another type of protected area, it has a variable size, it appeared around fifteen years ago and it is perhaps the biggest of the existing categories of -

³⁴ Abya-Yala. Memorias del Curso para Guías Naturalistas II de la Reserva de Producción de Fauna Cuyabeno. Quito, 2000. pp. 62, 63.
The most of the existing categories of protected areas in Ecuador were obtained from this book, the rest of them are an Author's compilation.

protected areas in our country, because the Galapagos Islands is the only existing one of such category.

The main goal of its creation is to provide protection to marine species such as fish, sea lions, whales, sea turtles, sea cucumbers, oysters and any other species that exist into the area.

✓ **National sanctuary and Wildlife Reserve**

Its size varies according to where is located, it has been created with the purpose of protecting important groups of wildlife such as birds, mammals or even fish and forest, mangrove areas are included in this category.

✓ **National Area of Recreation**

It has a variable size and has been created close to big urban centers. The main purpose of its creation is to provide to citizens with a place outdoors where they can spend some time with their family, in a natural environment, and at the same time they have the chance to enjoy of the existing flora and fauna.

It is important to let you note as well that the category known as: Area of Hunting and Fishing was abolished by the actual Management of National Park and Reserves in our country. The argument was that it did not really protect the existing flora and fauna.

Actually, the patrimony of protected areas of Ecuador includes 33 such areas; all together cover a 19% of the total surface of the country.

2.4.5. The Yasuni National Park

It is considered as one of the places of greater diversity in the world, and of high endemism. The Yasuni National Park was created in July 26 of 1979; the respective enlargement of the protected area was made in 1990 and 1992. This National Park has an extension of 982.000 hectares; the altitudinal range is between 300-600 m. a. s. l.

Its limits are located in the southern part of the Napo river and the northern part of the Curaray river, the park extends from the Tivacuno river located 40 kms to the south west of Coca City (which is the Capital city of the Francisco de Orellana Province) to the west, toward the Yasuni river, near the Peruvian border, a big amount of the northern park border is made by the Tiputini river, the southern border is formed by the Curaray river, there is a north-west extension of the park toward the southern side of the Napo river, beginning in the Indillama river until the Añangu lagoon³⁵.

This National Park was one of the first nine protected areas created in Ecuador, after its establishment, the first actions to implement an effective management

³⁵ Ministerio del Medio Ambiente. Ordenamiento de la Actividad Turística del Parque Nacional Yasuni, January, 1998. p. 1.

were carried out, the first **Managing Plan** for the park is from 1989, this introduced regulations to the new protected area of the state.

The same year, on May 27, the UNESCO provided to Yasuni the category of “Biosphere Reserve”, this declaration has the objective of fomenting the protection of the natural resources thus creating an equilibrated relation between human beings and the environment.

In 1991 the first actualization of the managing plan for the park was made, this due to the modification of borders made by the government in April 1990 where a 25% of the 835.000 original Park hectares were reduced. In May 1992, the territory of the park was modified one more time, this time a few thousand hectares of land were added to the park surface giving it the total actual size of 982.000 hectares.

2.4.5.1. Ecological aspects

The climate in this national park is calid-humid, with precipitations of 2000-4000 mm per year.

This protected area has not high elevations, but has only small hills; its altitude is between 300-600 m. a. s. l.

As a consequence of the existing relation between altitude and precipitation, temperatures vary from 18 to 35°C.

The hydrologic richness is well represented by white water and black Water Rivers, lagoons and oxbow lakes, among the main rivers into the park we have:

The Yasuni, Cononaco, Nashiño, Napo, Curaray, Tiguino and Shiripuno, the lagoons are represented by Añangu and Jatuncocha.

The origins of the rivers into the national park are varied, some of them come from the Andean slopes and bring a lot of sediment-rich soils, and other rivers have their origin in the amazon rainforest and are called clear water or black water systems.

According to Holdridge, Into the Park we have the next life zones:

Humid tropical rainforest (Htrf) and Very Humid tropical rainforest (VHtrf)

2.4.5.2. Tourist attractions

In this National Park, the main tourist attractions includes the biological and ethnic richness, it exist places that duet to their high biological potential have been designated to carry out scientific research, thus, researchers, students and scientists visit the park each frequently.

The main natural attractions into the park are: Rivers, lagoons, terra firme forest, Igapo forest, trails where to spot wildlife and bird life, but also the human groups of Indigenous people such as Huaoranies, Shuaras, Tagaeri and Taromenane.

More than 500 bird species, 175 species of mammals, 62 species of snakes, and more than a hundred frogs and toads' species, an unknown number of plants, insects and fish have been identified into the park³⁶.

Actually there are more than twenty four operators working into the Yasuni Park, in the Huaoranie area and along the Napo River. The Ecuadorian Eco-tourism Association has offices in the Eco-lodges who work mainly in the area of influence of the National Park³⁷.

2.4.5.3. Access

There are different ways of access to the Yasuni National Park; basically the Park due to its size can be approached by any of its sides.

First than all, it is important to arrive to Coca city, Capital of the Francisco de Orellana Province.

If traveling from Quito, this can be done by plane or by public bus, so I'm going to describe the four ways of acceding to the park and its boundaries:

For the first access, leaving from Quito by bus we take the Inter-oceanic road Quito-Papallacta-Baeza-Lumbaqui-Lago Agrio-Coca.

Another option is the road Quito-Baeza-Hollin-Loreto-Coca.

³⁶ INEFAN-GEF. Guía de Parques Nacionales y Reservas del Ecuador, first edition, Quito, November, 1998. pp. 200-204

³⁷ Ministerio del Medio Ambiente. Inventario e Identificación de Proyectos del Parque Nacional Yasuni, Quito, Junio, 1998. p. 22.

From Coca city traveling along the Napo river by motorized canoe it takes two hours to the Park Entrance and the Añangu lagoon, from there the trip can continue to Tiputini river and if desired to Nuevo Rocafuerte, a small city on the Peruvian-Ecuadorian border.

The second access is along Coca-Shusufindi-Limoncocha-Pompeya by bus; from there entering the park can be done along the Napo River or by bus through the Maxus road.

The third access to the park is along the Coca-Auca-Shiripuno, navigation along the Shiripuno the arrival to Cononaco River it takes two days, crossing the Huaoranie Reserve to finally enter the Park.

It is possible to continue from Shiripuno River along the Auca road until Tiguino River and to enter the park along that river.

The fourth access is to fly from Shell city in small military planes to Curaray River, on the southern border of the park. Another possible flight is from Puyo to Lorocachi located along the Curaray as well³⁸.

This National park is open all year round.

³⁸Ministerio del Medio Ambiente. Ordenamiento de la Actividad Turística del Parque Nacional Yasuni, Enero, 1998. pp. 21, 22.

2.4.5.4. Tour Guides of the Yasuni National Park (profile)

There are 70 guides who work legally in the Yasuni National Park. The course of formation was organized by the Ministry of Tourism together with the Management of the park in May 1999.

There were two categories of Guides been formed in such year, the Naturalist II and the Native Guides.

25 participants were formed as Naturalist II, the rest of them were formed as Native Guides.

The most of the Naturalists were people who had solid background in Biology, Ecology, Ornithology, Herpetology and other natural sciences. A big percentage of them had studies in Tourism, received in Universities and Institutes, and the rest of them had plenty of experience, they had worked as guides into the park and its boundaries for a long time.

The participants of such seminar were from all over the country, mainly from cities like Quito, Cuenca, Baños, Coca, Lago-Agrio and Tena.

All of them spoke at least one foreign language and some spoke two or three foreign languages.

This group of people is able to cope with all type of travelers, who have different interests and can ask a varied set of questions, some more specific than other.

In the case of the Native guides, they came mainly from Huaoranie and Kichwa Communities; some also came from Coca, Tena and Lago-Agrio cities.

They did not speak any foreign language, some speak Kichwa, other speaks Huao and all of them speak Spanish, some more fluently than other.

Their knowledge is based in their experience, because the most of them had lived in the rainforest, they know the ecosystem very well, but they do not have any academic formation apart of the one received in May 1999 through the Ministry of Tourism.

They are able to lead groups of travelers and talk to them in Spanish; their knowledge is based in their life-experiences and the surrounding environment, nothing specific but a lot of ethno botany and use of medicinal plants.

2.5. The Importance of English language as a modern business tool in Ecuadorian Tourism.

“The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale³⁹”.

This expansion created a world unified and dominated by two forces, technology and commerce, which in their relentless progress soon generated a demand for an international language⁴⁰. This is the time when English language came into play.

³⁹ Hutchinson, Tom & Waters, Alan. English for Specific Purposes, Cambridge University Press, Eighteenth printing, 2003. p. 6.

⁴⁰ Ibid. P. 6

The idea was to create a new group of people who wanted to learn English, not only for the pleasure of speaking a foreign language but also because “English was the key to the international currencies of technology and commerce”, among other upcoming professions. This created a new generation of students who new exactly why they were learning or wanted to learn such language.

“The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers. English had become accountable for the scrutiny of the wider world and the traditional leisurely and purpose-free stroll through the landscape of the English language seemed not longer appropriate in the harsher realities of the market place⁴¹”.

Since the first time when Ecuador started to be frequented by travelers from all over the world, learning English become a priority, specially for people who were in contact with such travelers and offered their services, in a direct or indirect way.

In the last three decades, learning English had become a priority for all Ecuadorians who make business through tourism.

⁴¹ Op. cit. p. 7.

The diversification of tourism has pushed them to necessarily learn the language, without it, it is not possible to cope with what they do.

Our country is recently reaching levels of internationalization in what respect to tourism, generally talking, English language it is the key in this process because people from all over the world uses it as “the language of business” in which tourism is included.

Nowadays, every one working for airline companies, hotels, restaurants, travel agencies, tourist transportation companies, cruises and any other traveling services, master English as a language through the one to communicate and make business with the world.

Ecuadorian professional tourism business men have understood that, learning English is the only way to arrive with their offers to international markets.

There is a revolution in Ecuador respect to “mastering English language”, day after day with the increasing of the touristy activity in the country; more people are willing to study this language.

English language definitely is a positive linguistic tool through which all of us benefit, directly or indirectly. It is through this language that tourism has developed so well in the country, and Ecuador has gotten to be visited by travelers from all over the world.

It is also with the help of this international language that our country has grown in terms of business, economy, culture and consciousness.

2.6. Hypothesis system

An alternative and a null hypothesis have been stated in the present research project, it is not possible to state a working hypothesis because it is not applicable for this type of research.

2.6.1. Alternative hypothesis

The development of a new Technical English Manual for Tourism will help to the guides of the Yasuni National Park, to communicate properly in every situation, while performing their activity.

2.6.2. Null hypothesis

The development of a new Technical English Manual for Tourism will not help to the guides of the Yasuni National Park, to communicate properly in every situation, while performing their activity.

PART THREE

METHODOLOGICAL DESIGN

3.1. Research type and design

To cope with the present requirements of the project, I have carried out “tangible research with an intact group” this means that, the research has been based in the collection of data from the real world. Such data was collected through the application of inquiries, surveys and questionnaires; such questionnaires were filled by tour guides of the Yasuni National Park, this permitted me to get first hand information.

Although, primary research is very important, secondary research was also very necessary because I reviewed the existing information published by other authors, after an analysis of both data sources, I have summed up both types of incoming data, incorporating them on the main body of my project.

The present research is descriptive and qualitative type in nature. Its conclusions and recommendations are a direct product of the observation, and analysis of the data gathered during the period of work development.

To collect first hand data, a survey including forty of the most varied questions, has been developed and filled by the interviewed, the last are Naturalist Guides who have been working in the Yasuni National Park for at least one year.

The survey contains a set of “basic questions” whose goal is to find out general data about guides, the other thirty are specific questions referred to flora and fauna of the area.

Each one of the questions called “Specific”, aims to find out and test how well and how much specific English language terms is known and mastered by tour guides.

On the other hand, bibliography materials were gathered with the purpose of creating and providing to the lector with “a theoretical background of the present research”. The importance of language, history of English language and what Second Language Acquisition means.

All of the data gathered during the field research was stored, analyzed, and included in the body of the present research paper.

Finally, I have made use of “Descriptive Statistics” because of the nature of the study; inferential statistics are improper for the present project.

Duet to the complexity of the research project, it is wise to let you know about some of the limitations introduced in it, they are on the next lines:

I have not dealt with guides’ general knowledge about a second or a third language, nor with their specific linguistic knowledge other guides working in the

-rest of the regions, provinces or places, second language acquisition is already a complex and little understood process.

Into the Yasuni National Park, there are a few categories of Tour guides working, such as: Native guide and Naturalist II, illegal guides also work there.

A lot of them are just monolingual, each category of guides makes use of different linguistic knowledge to perform their job, as the sample, out of the total eighty existing ones, and who belong to different guide categories, I have chosen only 25 Naturalist II, who are bilingual and have at least one year of experience working in such area.

Because of that, the present study is focused only in the Specific Linguistic knowledge Naturalist guides class II working in the Yasuni National Park, and adjacent areas have.

Another limitation is the size and complexity of our country, it has four natural regions, 22 provinces, 33 protected areas in which National Parks are included, and more than 2000 Tour guides working actively in the entire country, obviously in this research project, I have been very specific and have pointed only valuable information according to the topic in study.

Finally, data has been obtained just during a short period of time, the time while the present study was going on.

3.2. Population and sample

From the total population of 80 Naturalist Tour Guides, who in 1999 were trained to work in the Yasuni National Park, and whose native language for the most of them is Spanish, this means, “they all have acquired English as a second language”.

They all have an experience of minimum one year working as Naturalist guides in the Yasuni, all guides collaborating in the research work as free lance for the several Travel Agencies operating in the area, 25 of them will serve as the sample, which will represent the total population, 6 of them are women, and the other 19 are men, they will be interviewed and will fill the questionnaires which will provide me with data to carry out my research.

3.3. Fielding

The present research was carried out in the Yasuni National Park and adjacent areas, this includes the neighboring Napo River, the Kichwa communities of Sani, Pilchi, Añangu and the Huaoranie villages of Bameno and Cononaco, among others places where tourism is developing.

In some cases, it was necessary to hold an interview with tour guides in Quito, Francisco de Orellana or even in Baños because they come from all over the country, this means a big amount of them come from the highlands.

3.4. Instruments for data collection

To collect the present data, I made use of a notebook for field notes, pencils, paper, digital camera, laptop, printing paper, a voice-taping machine for interviews.

The theoretical part of the present research was obtained through research carried out in Libraries, bookstores, and other sources of information the ones nowadays exist in the country.

3.5. Processing and analysis

All incoming data has been organized and classified according to their source type (primary or secondary), data obtained from a secondary source, was immediately incorporated into the main body of the text, incoming primary data was accumulated, classified, analyzed through the use of descriptive statistics, (correlation), this is presented in the paper work using diagrams and tables, and finally incorporated into the research project.

PART FOUR

TESTING THE HYPOTHESIS

4.1. Graphical expositions of results

On the next pages the results obtained through the inquiry are exposed. I have made use of diagrams to provide the lector with a better idea of what we are talking about. The questionnaire through the one the inquiry was done, it had two parts. In the first part, general questions were posed; the second part was composed by specific questions about Naturalists' every day work.

When necessary, after each chard diagram there is a small synthesis with important information acquire through the question.

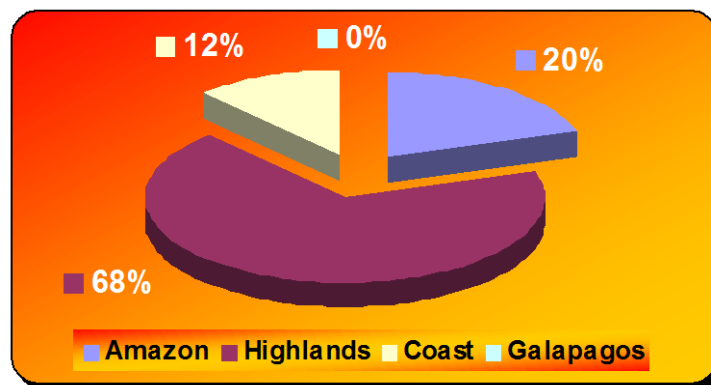
The chart diagram has been chosen to represent the data obtained because through it I can show the obtained data with clarity and coherence.

Each chart diagram contains the found data in percentages, but also has a legend close to it.

GENERAL DATA

1. In which region of Ecuador where were you born?

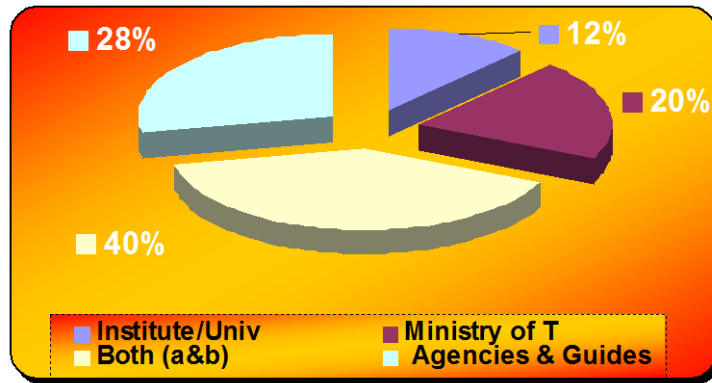
- a. Amazon Basin
- b. Highlands
- c. Coast
- d. Galapagos Islands



The biggest amount of Guides was from the highlands, but none of them from the Galapagos Islands.

2. Where did you receive training to work as a tour guide of the Yasuni?

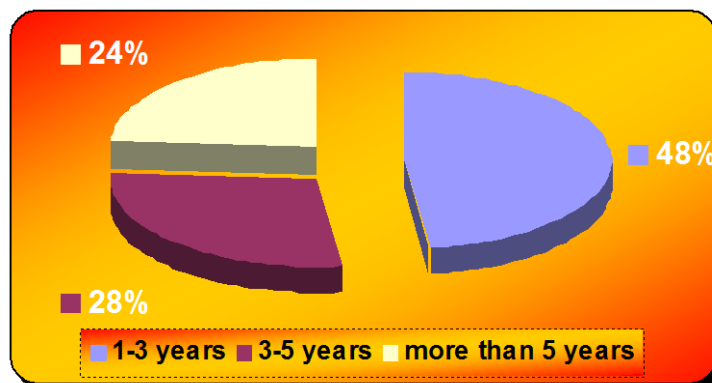
- a. Institute/University
- b. Through the Ministry of Tourism
- c. A combination of both
- d. Travel Agencies and guides



The most of the guides have received training for their profession through Tourism Institutes, Universities and also through the Ministry of Tourism.

3. For how long have you been working in the Yasuni National Pak?

- a. 1-3 years
- b. 3-5 years
- c. More than 5 years

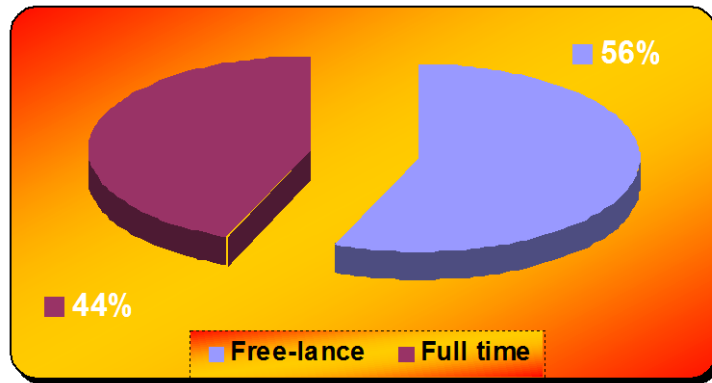


The major part of guides has been working in the Yasuni from one to three years.

4. Do you work as a free-lance or as a full time guide?

a. Free-lance guide

b. Full time guide



The most of them work as free-lancers.

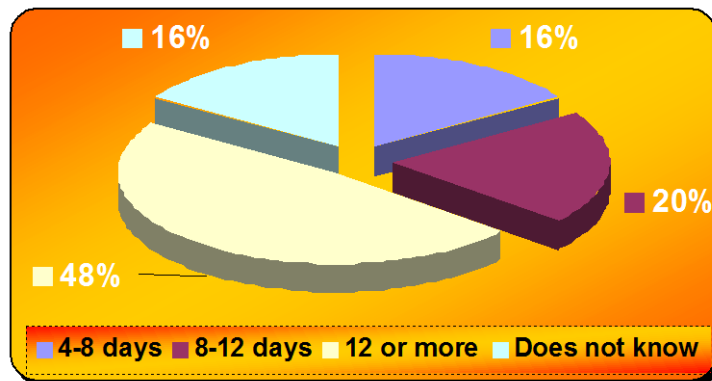
5. How many days per month do you work in the area?

a. 4-8 days

b. 8-12 days

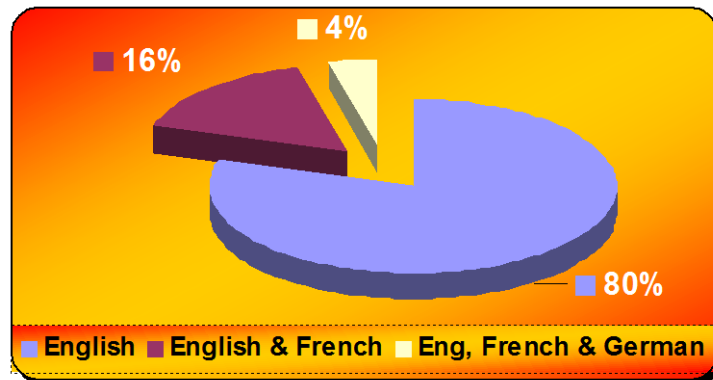
c. 12 or more days

d. Does not know



Most of the guides work twelve days or more in the Yasuni.

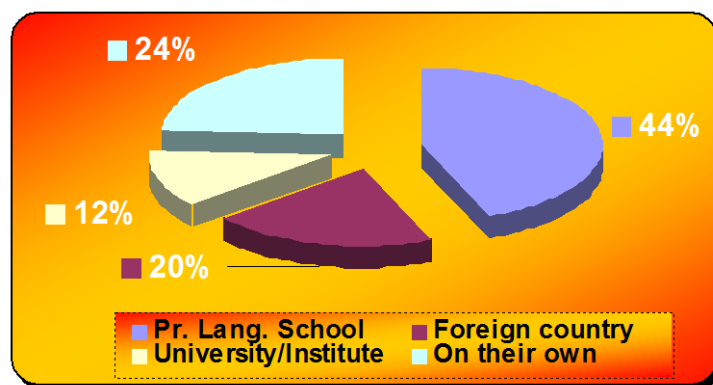
6. What foreign languages do you master fluently for your job? Please mention them.



An eighty percent of the guides speak English for their job, French and German are also important languages and some guides speak them.

7. Where did you study the foreign language or languages you work with?

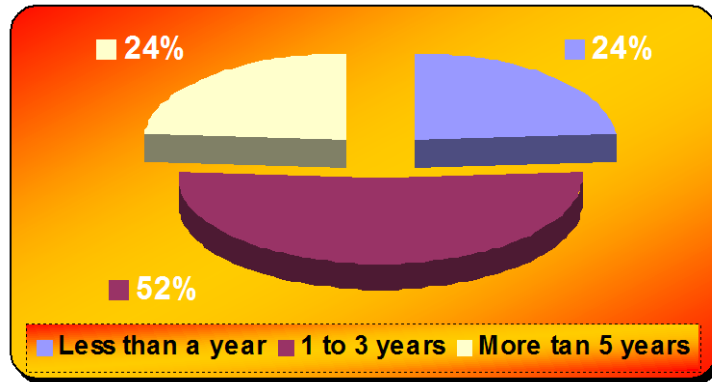
- a. Private language schools
- b. In a foreign country
- c. At University/Institute
- d. On your own?



The most of the guides studied the languages they speak in Private Language Schools.

8. How long did you study those languages for?

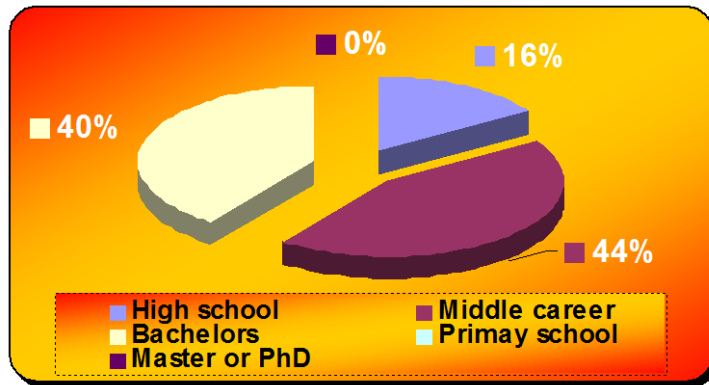
- a. Less than a year
- b. between 1-3 years
- c. More than 5 years



Their Linguistic studies were done between one to three years.

9. What is your highest level of completed education?

- a. Primary school
- b. High school
- c. University Middle career (2 or 3 years of study).
- d. University undergraduate (Bachelors)
- e. Graduate (Masters or Ph. D)

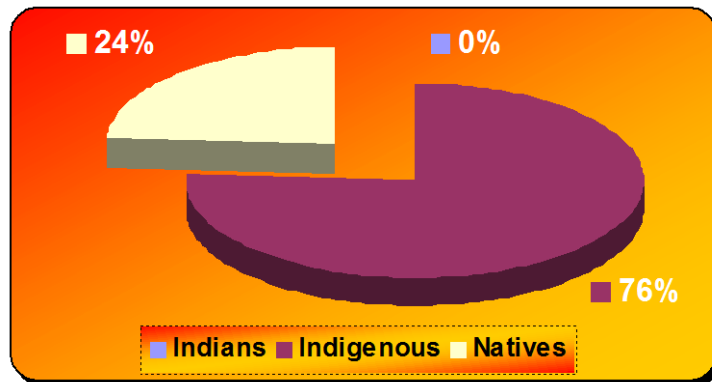


A forty four percent of guides have middle career studies, all of them have finished primary school, but none of them has a Masters or a PhD degree.

SPECIFIC DATA

10. When you visit a local settlement of people in the rainforest, how do you call the members of such place?

- a. Indians
- b. Indigenous
- c. Natives



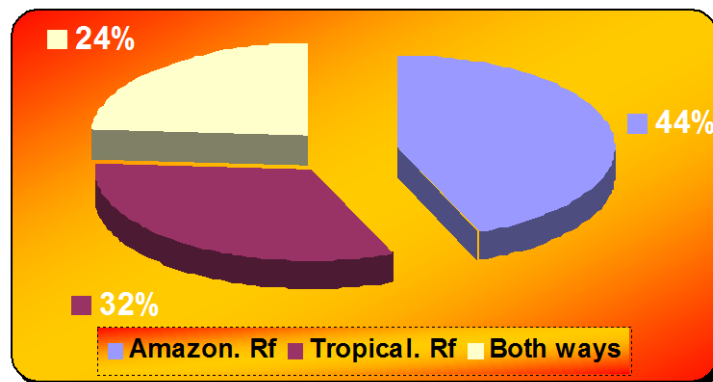
11. The medicine practiced by Amazonian Indigenous tribes is known as:

- a. Traditional b. Witchcraft c. Ethno botany



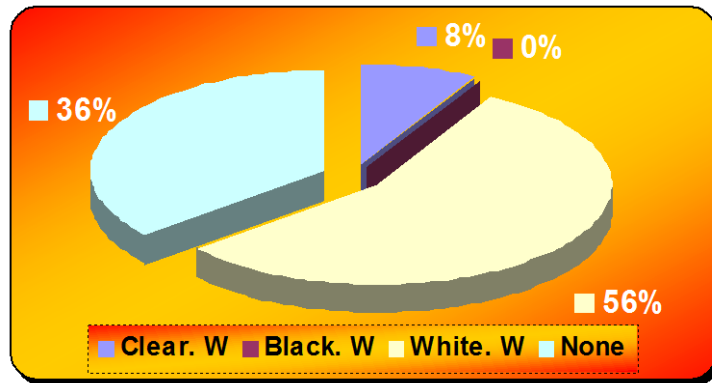
12. The Amazon Basin is called:

- a. Amazon Rainforest b. Tropical Rainforest c. Both ways



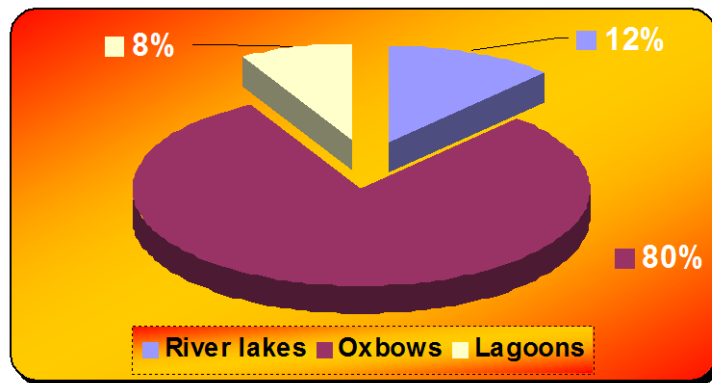
13. When talking about the Ph of the water. What term is employed for the Napo River?

- a. Clear water river b. Black water river
c. White water river d. none of these terms



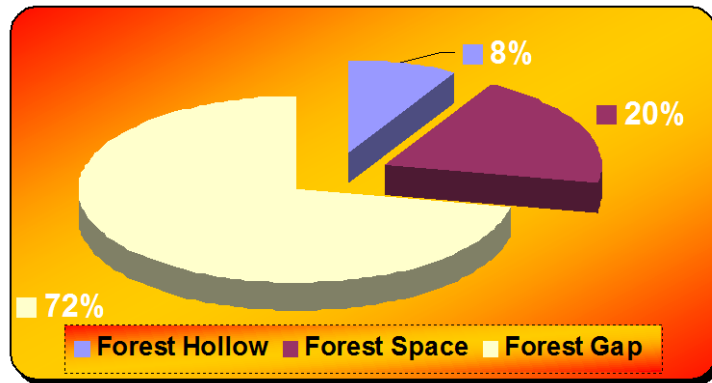
14. Those lakes formed as a consequence of river source changing are called:

- a. River lakes
- b. Oxbow lakes
- c. Lagoons



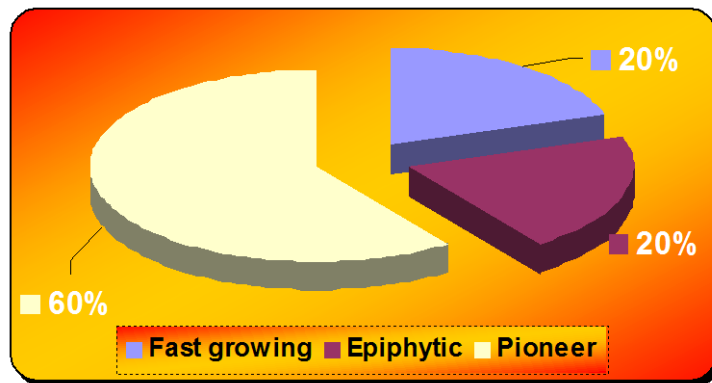
15. The space where there is fallen trees duet to wind or human action is called:

- a. Forest hollow
- b. Forest space
- c. Forest gap



16. How do you call those plants taking up any space produced in a natural or not natural way into a rainforest?

- a. Fast growing plants b. Epiphytic plants c. Pioneer plants

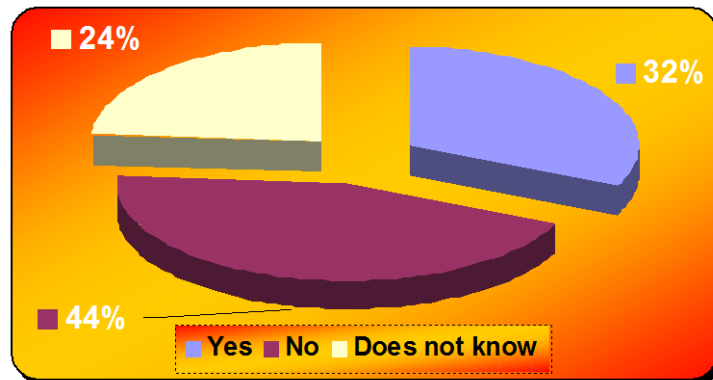


17. Do you consider the term “vines” means the same as “climbers”?

a. Yes

b. No

c. Does not know

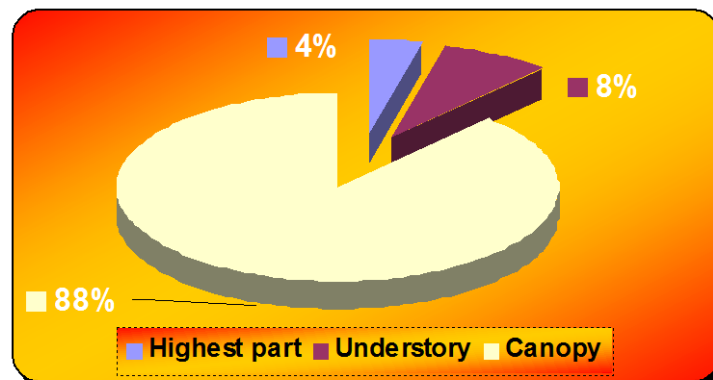


18. The place where all tree branches come together blocking the sun light, impeding it to reach the forest floor is called:

a. Highest part of the trees

b. Understory

c. Canopy

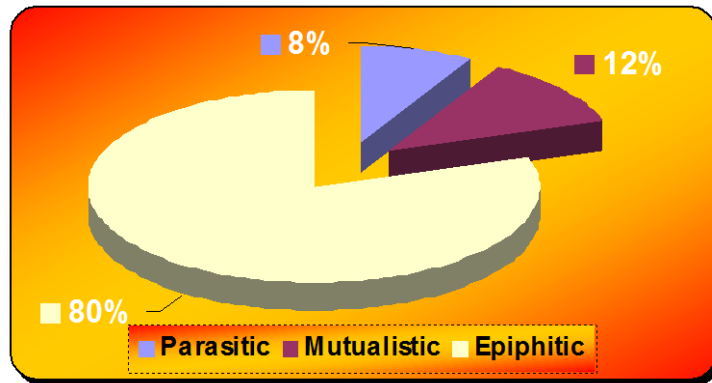


19. Plants living suspended on other plants are called:

a. Parasitic

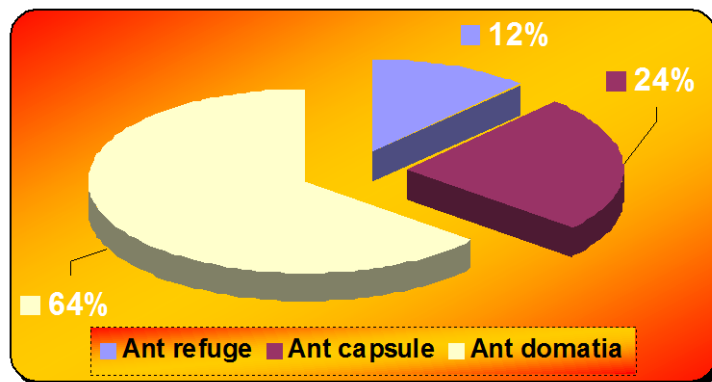
b. Mutualistic

c. Epiphytic



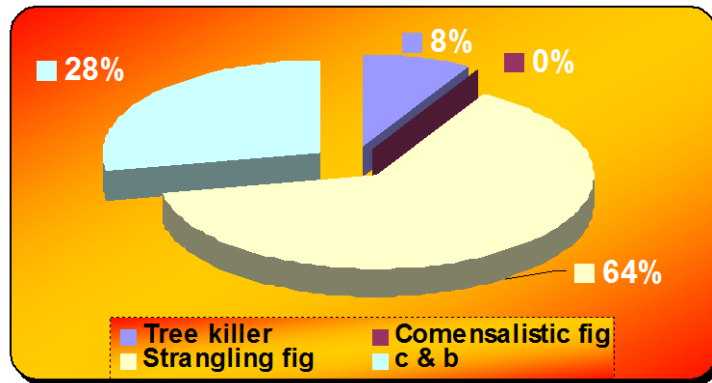
20. What is the name of the plant node where symbiotic ants live?

- a. Ant-refuge
- b. Ant capsule
- c. Ant domatia



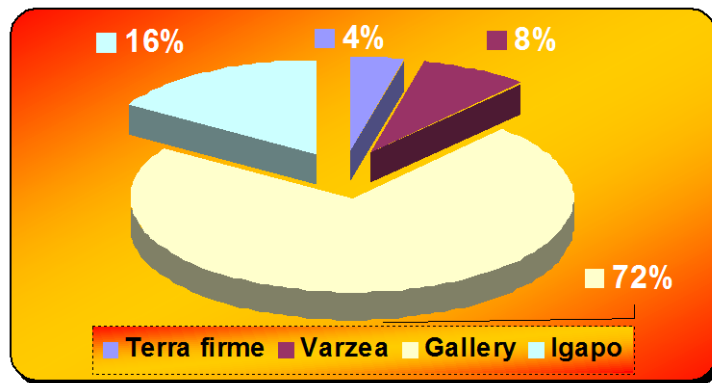
21. A fig tree beginning its life on another host tree is called:

- a. Tree killer
- b. Comensalistic fig
- c. Strangling fig
- d. Answers c & b



22. The forest growing close to water sources is known as:

- a. Terra firme forest
- b. Varzea forest
- c. Gallery forest
- d. Igapo forest

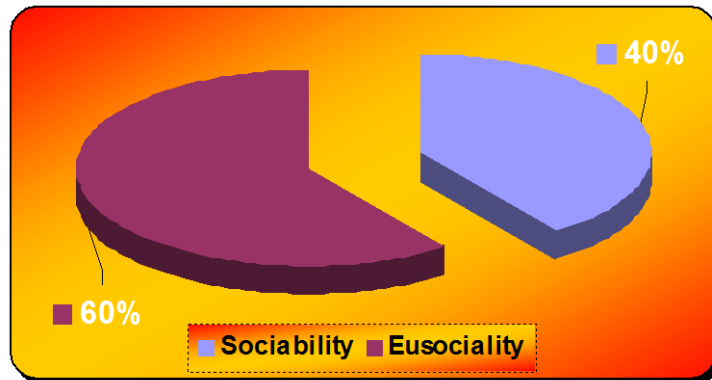


Here the correct answers are the literals b and c.

23. How do you call true sociality in social insects?

a. Sociability

b. Eusociality

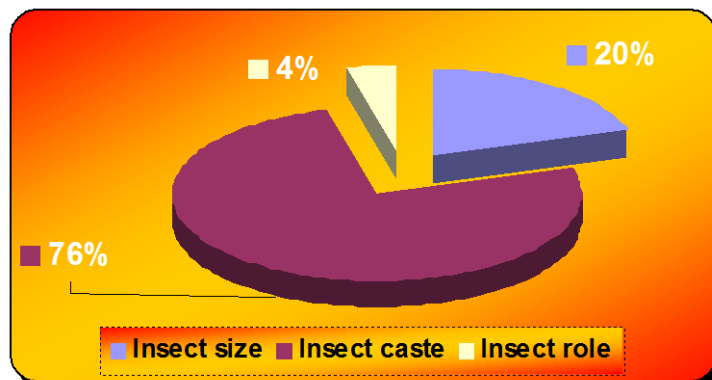


24. How would you call the different body sizes present in social insects?

a. Insect size

b. Insect caste

c. Insect role



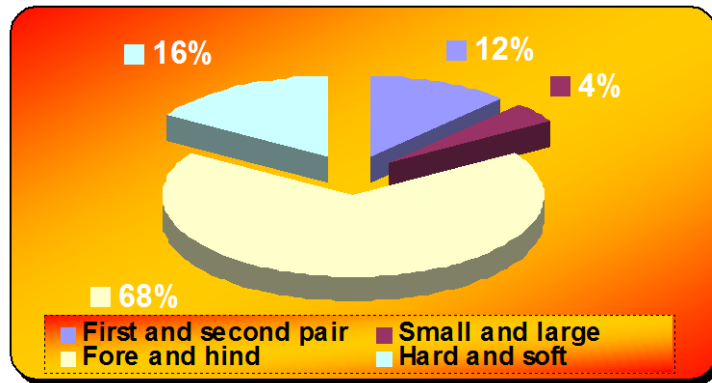
25. How are both wing pairs of flying insects called?

a. First and second pair

b. Small and large

c. Fore and hind

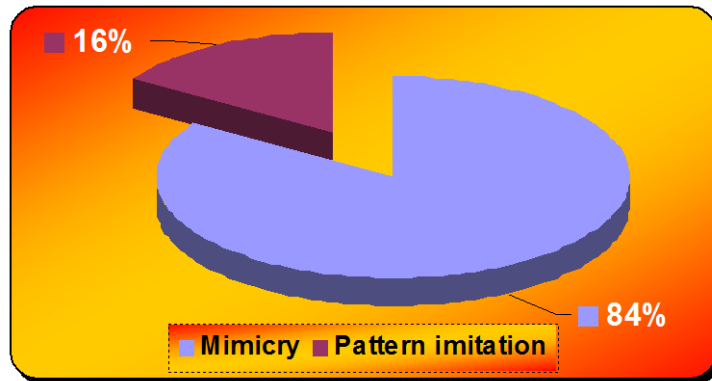
d. Hard and soft



26. The act of a harmless insect imitating a harmful one is called:

a. Mimicry

b. Pattern imitation

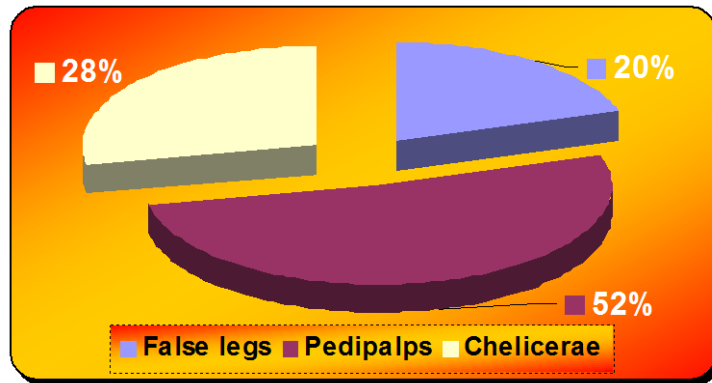


27. How do you call the fifth pair of leg-like present on a spider?

a. False legs

b. Pedipals

c. Chelicerae



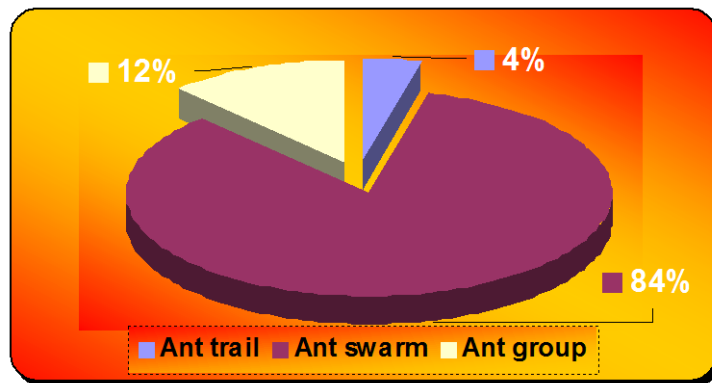
28. If walking into the rainforest you find a lot of ants foraging together.

What would you call that insect group?

a. Ant trail

b. Ant swarm

c. Ant group

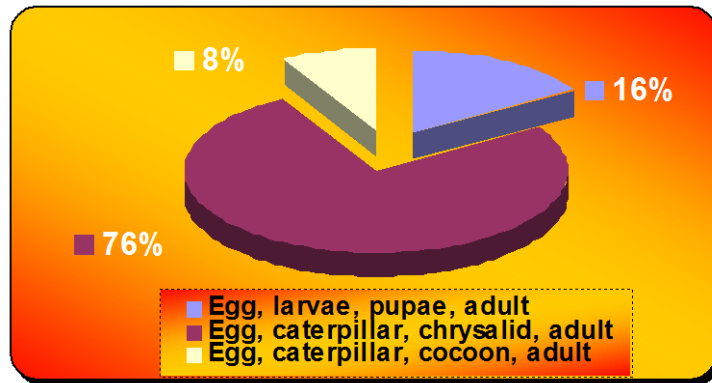


29. Please choose the correct four stages a butterfly has to pass through during its metamorphosis.

a. Egg, larvae, pupae, adult.

b. Egg, caterpillar, chrysalid, adult.

c. Egg, caterpillar, cocoon, adult.

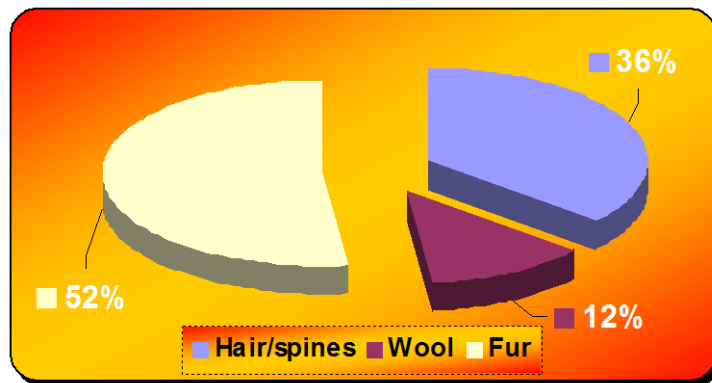


30. The hair-like present on some insects is known as:

a. Hair/spines

b. Wool

c. Fur

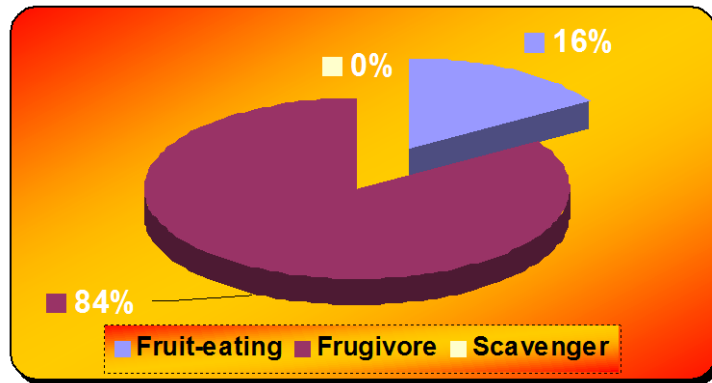


31. A fruit -consuming mammal. How is it called?

a. Fruit-eating

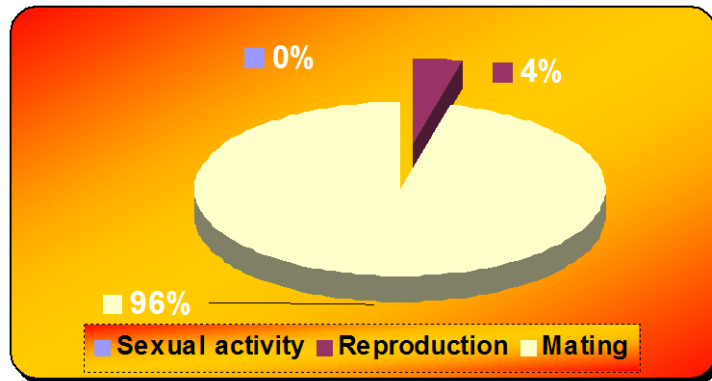
b. Frugivores

c. Scavenger



32. How do you call the act of having sex in mammals?

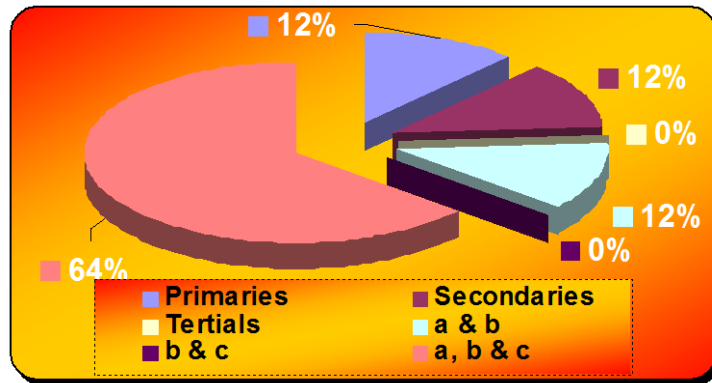
- a. Sexual activity b. Reproduction c. Mating



In this question, none answered literal b.

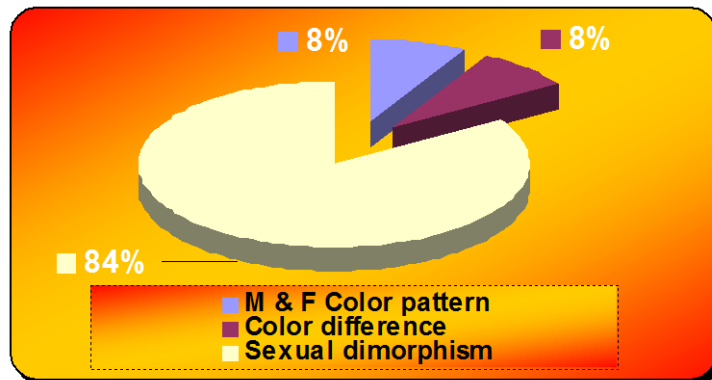
33. How do you call the wing bird feather groups?

- a. Primaries b. Secondaries c. Tertials
- d. a & b e. b & c
- f. a, b & c



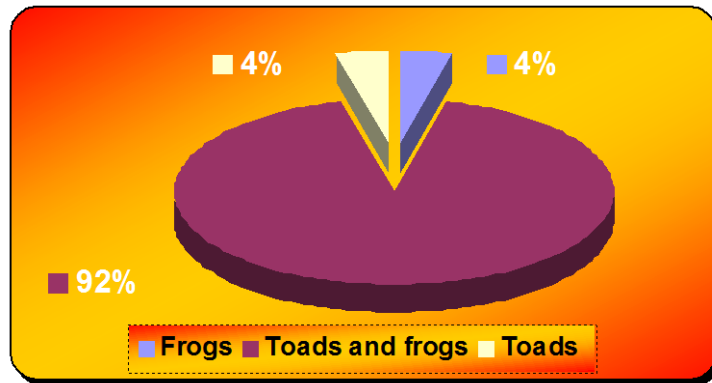
34. If a pair of male and female birds has different color pattern on their feathers. What name would you give to it?

- a. Male and female feathers color pattern
- b. Color difference
- c. Sexual dimorphism



35. What types of frog-like versions do you know about?

- a. Frogs
- b. Toads and frogs
- c. Toads

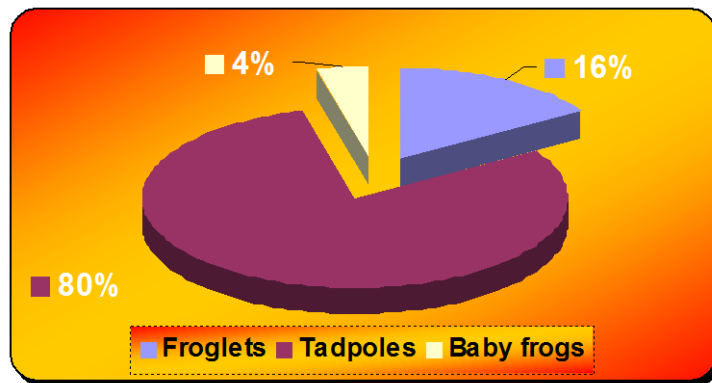


36. Recently hatched frogs are called:

a. Froglets

b. Tadpoles

Baby frogs

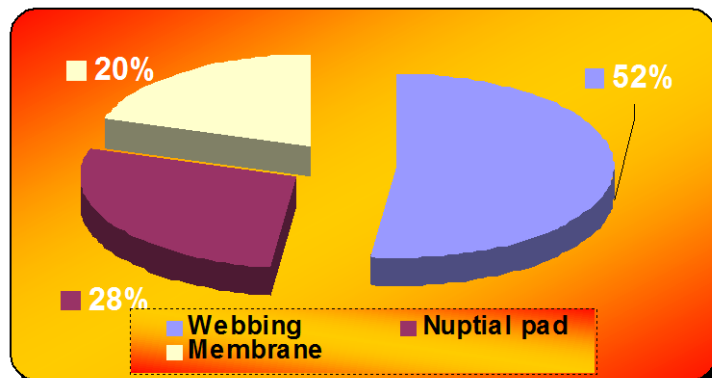


37. The membrane-like found between frog and toad toes is called:

a. Webbing

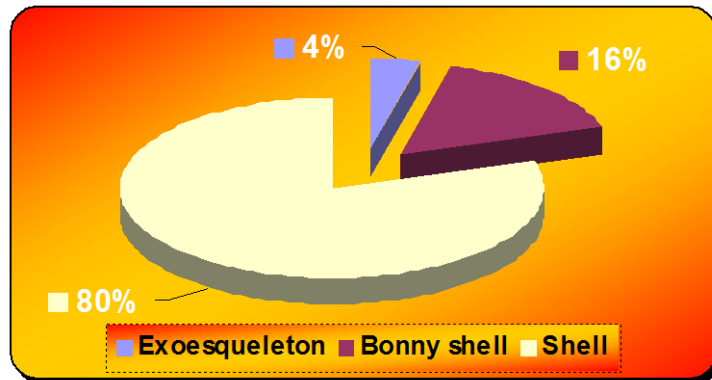
b. Nuptial pad

c. Membrane



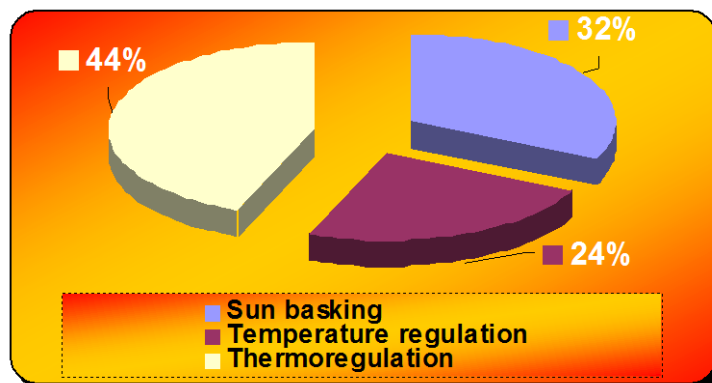
38. The outside hard part of a turtle and an armadillo is called:

- a. Exoeskeleton b. bonny shell c. Shell



39. How do you call the action of reptile exposition to sunlight?

- a. Sun basking b. Temperature regulation c. Thermoregulation



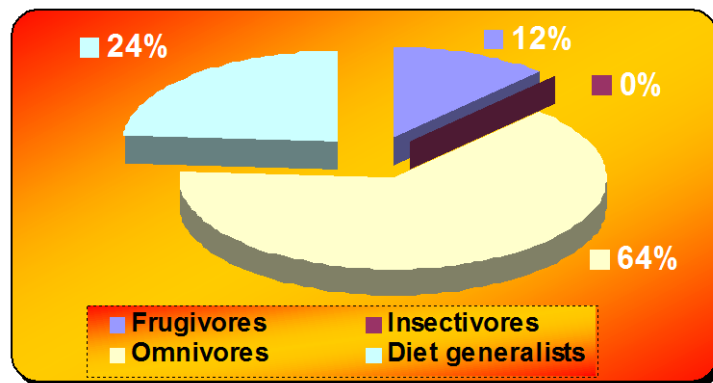
40. Fish consuming insects, fruits, fish or animal prey and seeds are called:

a. Frugivores

b. Insectivores

c. Omnivores

d. Diet generalists



4.2. Analysis of results

Analyzing all the answers obtained from tour guides through the respective inquiry, and making a short synthesis of it, I can state that:

The most of Guides working as Naturalists II in the Yasuni National Park were born in the highlands, but none of them in the Galapagos Islands. A lot of them have received training for their profession through Tourism Institutes, Universities and also through the Ministry of Tourism.

The major part of guides has been working in the Yasuni from one to three years, they work as free-lancers, and most of them work twelve days or more in the Yasuni.

An eighty percent of the guides speak English for their job, French and German are also important languages and some guides speak them. Such languages were studied in Private Language Schools in the most of the cases, their Linguistic studies were done between one to three years, a forty four percent of guides have middle career studies, all of them have finished primary school, but none of them has a Masters or a PhD degree.

Finally, a 29.032% out of the 31 specific questions were not answered correctly; some questions had higher percentage of positive answers than others.

To sum up, and because of the results obtained after having analyzed the data, the alternative hypothesis **“The development of a new Technical English Manual for Tourism will help to the guides of the Yasuni National Park, to communicate properly in every situation, while performing their activity”** is accepted, and the null hypothesis is rejected.

4.3. Conclusions

The present research paper included various aspects that have not been treated by other researchers, because of the complexity of the topic proposed, perhaps there are some subjects that have not been taken in account during the time of research, hopefully there will be other investigators who will take such topics in account and the research about “Linguistic aspects for Tourism” will be a topic of future investigation.

As a researcher, I understand it is very difficult for the most of the guides to find out materials, which contain the linguistic-scientific topics for their every day job performance.

I can conclude saying that:

The Linguistic level of the Naturalists Guides working in the Yasuni National Park is optimum, this means although the highest percentage of them knew very well the answer to the questions of the inquiry, they still did not know other topics that have relation with their work.

Almost thirty percent of the interviewed guides failed in their answers, and that is something that worries me as a Linguist.

These results are a direct consequence of “the lack of constant formation” by the Ministry of Tourism, entity whose role is to capacitating to tour guides.

Another trouble found is also the fact that, the most of the guides have studied the language they speak only for a short period of time.

A very important consequence of their lack of knowledge about specific terms is the lack of interest and lack of money to get prepared them in what respects to “Specific Linguistic Skills”.

4.4. Recommendations

After having analyzed the data obtained during the time of research, realizing myself why not all tour guides of the Yasuni master such specific linguistic skills, and reflecting as a human being about it, I make the next suggestions:

The Ministry of Tourism, together with the Ministry of Environment are the two organizations whose job is to capacitating tour guides, through introducing scientific materials.

The guides, themselves are the only persons who can outcome their linguistic trouble, they can get to master what they still do not know, they need to check for such materials in libraries and the internet.

Not having time is not an excuse because, if they study for an hour, every day, in a four-month period they will be able to learn new and specific linguistic subjects.

The Universities where other languages apart of Spanish are taught, should focus more on such topics I'm talking about, they should be able to offer linguistic courses developed through ESP.

It should be very important that Institutions where guides are formed could offer Language Courses oriented for Naturalists, but according to where they will work. It is not the same being a Naturalist of the Cotopaxi National Park than working in the Yasuni; each park needs that we learn a specific set of technical vocabulary.

My final recommendation to all tour guides of the Yasuni, Amateurs, Experienced and those who are studying for it, is to review the manual I have developed on the next pages.

I'm pretty sure it will help you guys a lot, to solve those doubts and to find answers to many of your specific questions, please check it.

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www.uicn.org

GLOSSARY

Articulation. The third stage of speech production, after the words and phrases have been conceptualized and formulated. At this stage they are translated into sounds and syllables of actual speech.

Babbling. Strings of consonant-vowel syllable clusters produced by infants. Emerging during the second six months of baby's life, this stage of language production is the first indication that an infant is actually learning sounds in its mother tongue.

Biosphere Reserve. A protected area declared by the UNESCO when the flora, fauna or any natural aspects are relevant to the world.

Conceptualization. The first and most abstract of speech production whether the speaker makes the decisions about how to frame an idea into language.

Cooing. In contrast to crying, infants at this early stage of speech production express "coos" of contentment, which are precursors to babbling.

Diving. The action of swimming under water with a tank of oxygen on our back.

Domestic Tourism. Residents of any country visiting his own country.

Emitting Tourism. Residents of their own country traveling to other countries.

Excursionist. Visitor who does not overnight at a private or collective guest house.

FAO. Food and Alimentation Organization

Formulation. The second stage of speech production after conceptualization, when the message is framed into words, phrases and clusters by the speaker.

Hectare/s. A piece of land that has a 100 meters per each side

Holophrastic stage. Term used to describe one-word sentences used by small children but also found in adult speech.

Huaoranie area. The territory where Huaoranie people live

Iconic language. One to one relationships between signs and their references (e.g. lowering the pitch of your voice on “deep” when you describe some one by saying he “speaks” in a deep voice)

Idiomorphs. Words small children invent in their initial attempts to acquire a language (e.g. “wa wa” “for cat”)

Indo-European Languages. Languages of Europe and some of Asia that have in common certain characteristics of sound and structure, it is thought that they have all developed out of a single language spoken in prehistoric times.

Internal Tourism. Domestic and receptive.

International Tourism. Emitting and receptive.

Km/Kms. Kilometers/kilometer. A kilometer contains 1000 meters.

L2. Stands for second language

Mountaineering. The action of practicing that sport

National Park. A protected area where flora and fauna protection are the main reason for its creation

National Tourism. Domestic and emitting.

Norman Conquest. The conquest of the Normands to English people

Receptive tourism. Non-residents coming from a determined country to visit another country.

Recreation. Any type of uses that human being make of their free time.

Self-monitoring. The fourth and final stage of speech production, after conceptualization, formulation and articulation when we edit our message and correct any errors.

SLA. Second language acquisition.

Symbolic language. In the first two months of the child development, crying becomes more differentiated.

Traveler. Any person who travels between two or more countries or between two or more places in his own country.

Tourist. Passenger who stays at least one night at a private or collective guest house.

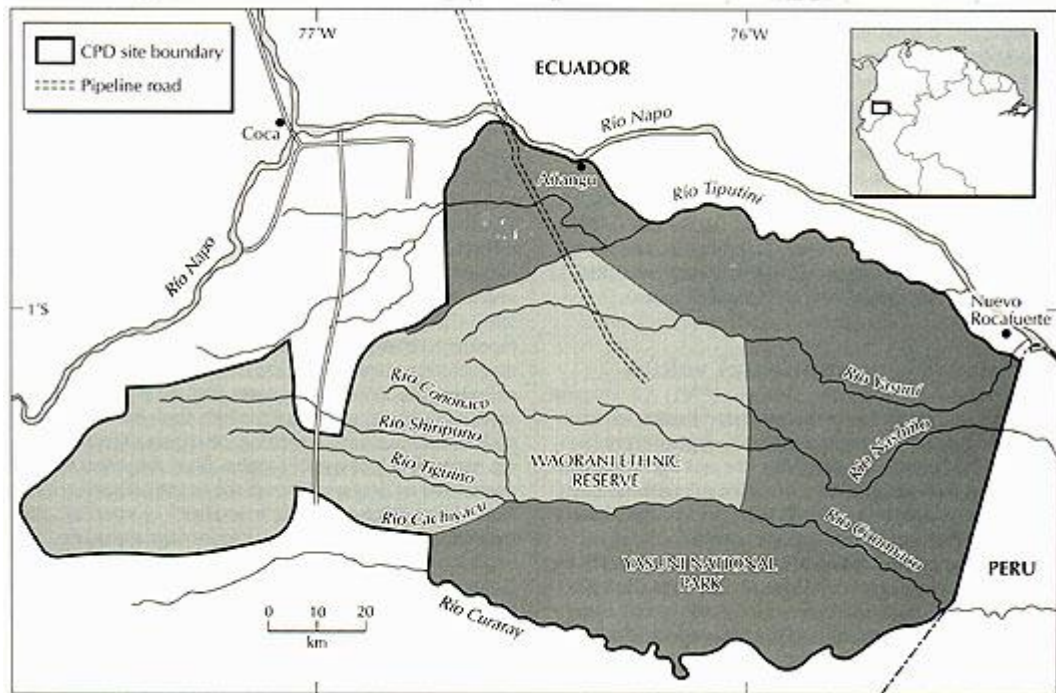
UNESCO. United Nations Organization for the Education, Science and Culture.

Visitor. A person who comes to a country with the idea of spending at least 24 hours in such country, where he will relax, make business or any other activity.

WTO. World Tourism Organization

ANNEXES

1. MAP OF THE YASUNI NATIONAL PARK



B. SURVEY QUESTIONS

ESCUELA POLITÉCNICA DEL EJERCITO “ESPE” CAMPUS SANGOLQUÍ-ECUADOR

Dear tour Guides

I'm a student of the Career of Linguistics at ESPE “The Army Polytechnic School” located at Sangolqui-Ecuador.

Having finished my studies, the final step is to write a Thesis Project to be delivered in my University in order to graduate.

My aim through this survey is to get first hand data from Tour Guides working in the Yasuni National Park, with which to carry out my thesis project

This survey deals with “the Linguistic Skills of Naturalist Tour Guides working in the Yasuni National Park”. It is voluntary and all responses will be confidential. I will only report results of all tour guides combined.

Thank you for your valuable time and collaboration.

Date-----Interviewer-----Location-----

Gender 1. Male 2. Female

1. In which region of Ecuador where were you born?

- a. Amazon Basin b. Highlands
c. Coast d. Galapagos Islands

2. Where did you receive training to work as a tour guide of the Yasuni?

- a. Institute/University
b. Through the Ministry of Tourism
c. A combination of both
d. Travel Agencies and guides

3. For how long have you been working in the Yasuni National Pak?

- a. 1-3 years b. 3-5 years c. More than 5 years

4. Do you work as a free-lance or as a full time guide?

- a. Free-lance guide b. Full time guide

5. How many days per month do you work in the area?

- a. 4-8 days b. 8-12 days

c. 12 or more days

d. Does not know

6. What foreign languages do you master fluently for your job? Please mention them.

7. Where did you study the foreign language or languages you work with?

a. Private language schools

b. In a foreign country

c. At University/Institute

d. On your own?

8. How long did you study those languages for?

a. Less than a year

b. Between 1-3 years

c. More than 5 years

9. What is your highest level of completed education?

a. Primary school

b. High school

c. University Middle career (2 or 3 years of study).

d. University undergraduate (Bachelors)

e. Graduate (Masters or Ph. D)

SPECIFIC DATA

10. When you visit a local settlement of people in the rainforest, how do you call the members of such place?

a. Indians

b. Indigenous

c. Natives

11. The medicine practiced by Amazonian Indigenous tribes is known as:

a. Traditional

b. Witchcraft

c. Ethno botany

12. The Amazon Basin is called:

a. Amazon Rainforest

b. Tropical Rainforest

c. Both ways

13. When talking about the Ph of the water. What term is employed for the Napo River?

a. Clear water river

b. Black water river

c. White water river

d. none of these terms

14. Those lakes formed as a consequence of river source changing are called:

a. River lakes

b. Oxbow lakes

c. Lagoons

15. The space where there is fallen trees duet to wind or human action is called:

- a. Forest hollow b. Forest space c. Forest gap
- 16.** How do you call those plants taking up any space produced in a natural or not natural way into a rainforest?
a. Fast growing plants b. Epiphytic plants c. Pioneer plants
- 17.** Do you consider the term “vines” means the same as “climbers”?
a. Yes b. No c. Does not know
- 18.** The place where all tree branches come together blocking the sun light, impeding it to reach the forest floor is called:
a. Highest part of the trees b. Understory c. Canopy
- 19.** Plants living suspended on other plants are called:
a. Parasitic b. Mutualistic c. Epiphytic
- 20.** What is the name of the plant node where symbiotic ants live?
a. Ant refuge b. Ant capsule c. Ant domatia
- 21.** A fig tree beginning its life on another host tree is called:
a. Tree killer Comensalistic fig
c. Strangling fig d. Answers c & b
- 22.** The forest growing close to water sources is known as:
a. Terra firme forest b. Varzea forest
c. Gallery forest d. Igapo forest
- 23.** How do you call true sociality in social insects?
a. Sociability b. Eusociality
- 24.** How would you call the different body sizes present in social insects?
a. Insect size b. Insect caste c. Insect role
- 25.** How are both wing pairs of flying insects called?
a. First and second pair b. Small and large
c. Fore and hind d. Hard and soft
- 26.** The act of a harmless insect imitating a harmful one is called:
a. Mimicry b. Pattern imitation
- 27.** How do you call the fifth pair of leg-like present on a spider?
a. False legs b. Pedipals c. Chelicerae

28. If walking into the rainforest you find a lot of ants foraging together. What would you call that insect group?

- a. Ant trail b. Ant swarm c. Ant group

29. Please choose the correct four stages a butterfly has to pass through during its metamorphosis.

- a. Egg, larvae, pupae, adult.
b. Egg, caterpillar, chrysalid, adult.
c. Egg, caterpillar, cocoon, adult.

30. The hair-like present on some insects is known as:

- a. Hair/spines b. Wool c. Fur

31. A fruit-consuming mammal. How is it called?

- a. Fruit-eating b. Frugivores c. Scavenger

32. How do you call the act of having sex in mammals?

- a. Sexual activity b. Reproduction c. Mating

33. How do you call the wing bird feather groups?

- a. Primaries b. Secondaries c. Tertials
d. a & b e. b & c
f. a, b & c

34. If a pair of male and female birds has different color pattern on their feathers. What name would you give to it?

- a. Male and female feathers color pattern b. Color difference
c. Sexual dimorphism

35. What types of frog-like versions do you know about?

- a. Frogs b. Toads and frogs c. Toads

36. Recently hatched frogs are called:

- a. Froglets b. Tadpoles c. Baby frogs

37. The membrane-like found between frog and toad toes is called:

- a. Webbing b. Nuptial pad c. Membrane

38. The outside hard part of a turtle and an armadillo is called:

- a. Exoskeleton b. Bonny shell c. Shell

39. How do you call the action of reptile exposition to sun light?

- a. Sun basking b. Temperature regulation c. Thermoregulation

- 40.** Fish consuming insects, fruits, fish or animal prey and seeds are called:
- a. Frugivores
 - b. Insectivores
 - c. Omnivores
 - d. Diet generalists

Thank you for having participated in this survey. Your answers will serve me to diagnose the Linguistic skills each one of the tour guides working in the Yasuni National Park have.

PROPOSED

MANUAL

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THEME

“A NEW TECHNICAL ENGLISH MANUAL FOR TOURISM TO FIT THE SPECIFIC LANGUAGE REQUIREMENTS OF TOUR GUIDES OF THE YASUNI NATIONAL PARK”

PROPOSAL

The main goal of this dissertation is to provide Naturalist Guides of the Yasuni National park with a “Technical English Manual for Tourism”, this will create in them the necessity, curiosity and interest for the use of advanced English terms while guiding in such park.

Through the use of this manual, they will understand that sometimes we need to cope with specific terms of any language we work with, in order to enrich our knowledge and to become better English speakers, and also better guides through the acquirement of linguistic knowledge.

INTRODUCTION

The idea of providing to guides of the Yasuni National Park, with a technical manual, is an old one. Since I got involved in the tourism activity, I have been wondering how to unify what we all guides more than other know, how to get that guides who work in the Yasuni, some with more experience than other, reach certain level of knowledge in what respects to “making use of specific vocabulary and other expressions”.

The present manual does not exist in the bookstores, not even outside of the country, the goal of the present manual is first to arrive to who needs it, to be checked, photocopied, distributed and widely used by people who work as tour guides in the amazon rainforest of Ecuador.

The manual basically contains two parts. The first part of it is composed by some ecological concepts; they are introduced in the body of the manual to provide the lector with an idea of what type of landscape I’m talking about.

The second part of the manual is oriented to specific sets of vocabulary, topics such as trees, fruits, flowers, birds, mammals, reptiles, amphibians, insects, arachnids, Myriapods and people are described in detail because, those are the specific topics we talk about during the performance of our job.

This section also includes specific- technical data about the topics mentioned above. In the same section, I have included some suggestions for tour guides, what a first aid kit might contain in case it is necessary to help our clients.

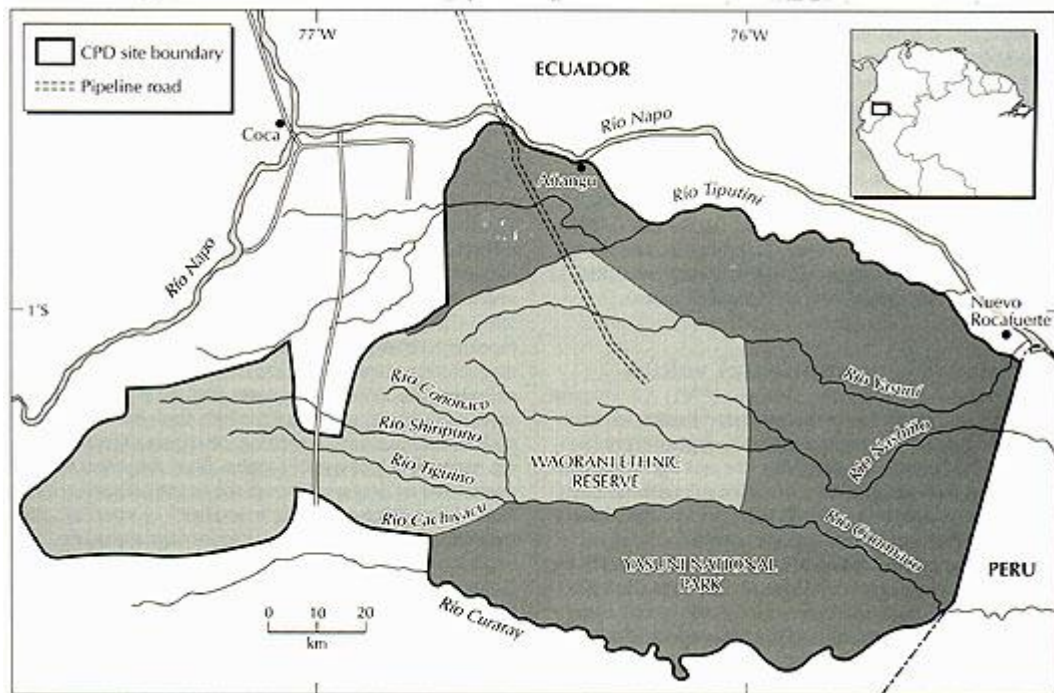
The manual concludes with a list of the consulted bibliography, and a glossary of terms about other data used in the main body of the book.

The beneficiaries who will use this manual are multiple; obviously the aim of the project is to help tour guides of the Yasuni to enrich their technical vocabulary and to improve their linguistic requirements in the performance of their jobs.

New guides, amateurs, tourism students, Institutes and Universities where tourism is taught, teachers teaching English oriented to Tourism will also want to review it, before or during the creation of a syllabus which fits with the current linguistic requirements in such field, even Travel Agencies and Tour Operators will find it useful.

The manual is addressed to Naturalists working in the Yasuni, but can easily cope with the needs of guides who work in any other area of our Ecuadorian amazon rainforest, and even in other South and Central American Countries, where the rainforest ecosystem is present.

MAP OF THE YASUNI NATIONAL PARK



Source: <http://www.nmnh.si.edu/botany/projects/cpd/sa/map44.htm>

FIRST PART

1. HABITATS OF THE ECUADORIAN AMAZON RAINFOREST

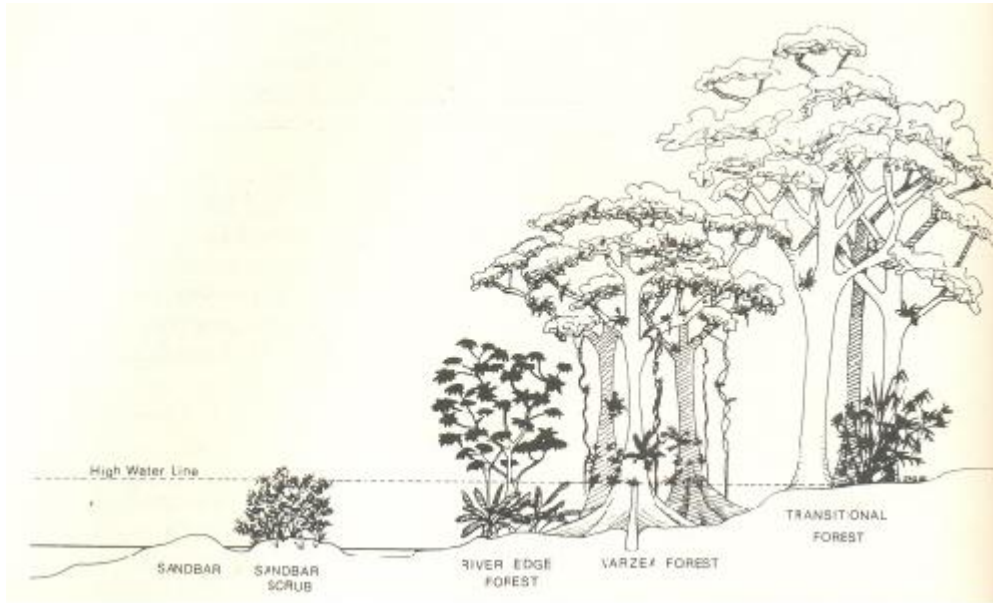
There are many habitats in our Ecuadorian Rainforest; nonetheless I'm going to describe only the meaning of amazon rainforest, together with the description of nine of the most important habitats in our rainforest.

The Neotropical Rainforest was first described by Alexander Von Humbolt who called it hylaea, the Greek word for "forest" (Richards 1952).

A rainforest, in its purest form, is essentially a nonseasonal forest dominated by broad-leaved evergreen trees, sometimes of great stature where rainfall is both, abundant and constant¹.

Rainforests are lush, with many kinds of vines and epiphytes growing on trees. A rainforest receives in general at least 2000 mm of rainfall per year, though it can be much more, with precipitation spread relatively evenly from month to month.

¹ Kricher, John C. A Neotropical Companion. Princeton University Press. Second printing, 1999. p. 16.



Source: Kricher, John C. *A Neotropical Companion*

1.1. Terra Firme Forest

Humid lowland forest that is not subject to inundation². This type of forest is found away from watercourses. Terra firme is the tall- stature forest found in upland areas; the canopy basically reaches 30 to 40 meters of height, often its understory is fairly open through tree falls are frequent and often there is more undergrowth near streams and in the small valleys found in hillier regions³.

It is extremely rich in flora and fauna though it may occur at notably low densities.

² Hilty, L. Steven and Brown, L. William. *A Guide to the Birds of Colombia*. Princeton University Press, 1986. p. 24.

³ Ridgely, Robert and Greenfield, Paul. *The Birds of Ecuador*, Volume I, Cornell University Press, 2001. p. 25.

1.2. Gallery Forest

It is a strip of trees confined to a dependent upon watercourse in otherwise largely open or scrubby. It borders virtually all rivers⁴.

1.3. Marshes

These are areas with more or less permanent standing water and emergent vegetation but not trees; the water can be fresh or blackish.

Marshes occur at the edge of oxbow lakes, around lagoons, on river islands and at the mouths of sluggish streams⁵.

1.4. Varzea Forest

Forest that is seasonally flooded, often for several months, one or more times each year and to depths of about 2-6 mts. It is floristically less complex than terra firme forest and it occurs extensively along the Amazon and along its main tributaries.

Although the stature of Varzea forest can be fairly high (20-30 mts), in some areas it seems to remain considerably lower, at about 15 to 20 mts.

⁴ Hilty, L. Steven and Brown, L. William. A Guide to the Birds of Colombia. Princeton University Press. 1986. p. 25.

⁵ Ibid. p. 26.

1.5. Riparian Forest

This forest eventually develops in floodplain areas along rivers and on larger river islands. It is at first dominated by *Cecropia* and *Gynerium* cane but gradually becomes more floristically diverse⁶.

1.6. Igapo Forest

The type of forest flooded by black water river sources.

1.7. River Island Scrub

Low growing, early-succession scrub that grown on recently exposed river islands. *Salix* willows and *Tessaria* are often dominant plants for the first few years⁷.

1.8. Oxbow Lakes

As rivers meander through their floodplains, subsequent to a major flooding event they occasionally adopt an entirely new course, abandoning their old channel. These former channels often gradually become separated from the river itself, resulting in the isolation of shallowly curved bodies of water called oxbow lakes⁸.

⁶ Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador, Volume I, Cornell University Press, 2001. p. 25.

⁷ Ibid. P. 25.

⁸ Ibid

1.9. Moriche Palm Swamps

A distinctive swampy forest with more or less permanent standing water where one species of tall palm, *Mauritia flexuosa*, is dominant. Such swamps are locally distributed, being most often found around oxbow lakes or in other situations where drainage is poor⁹.

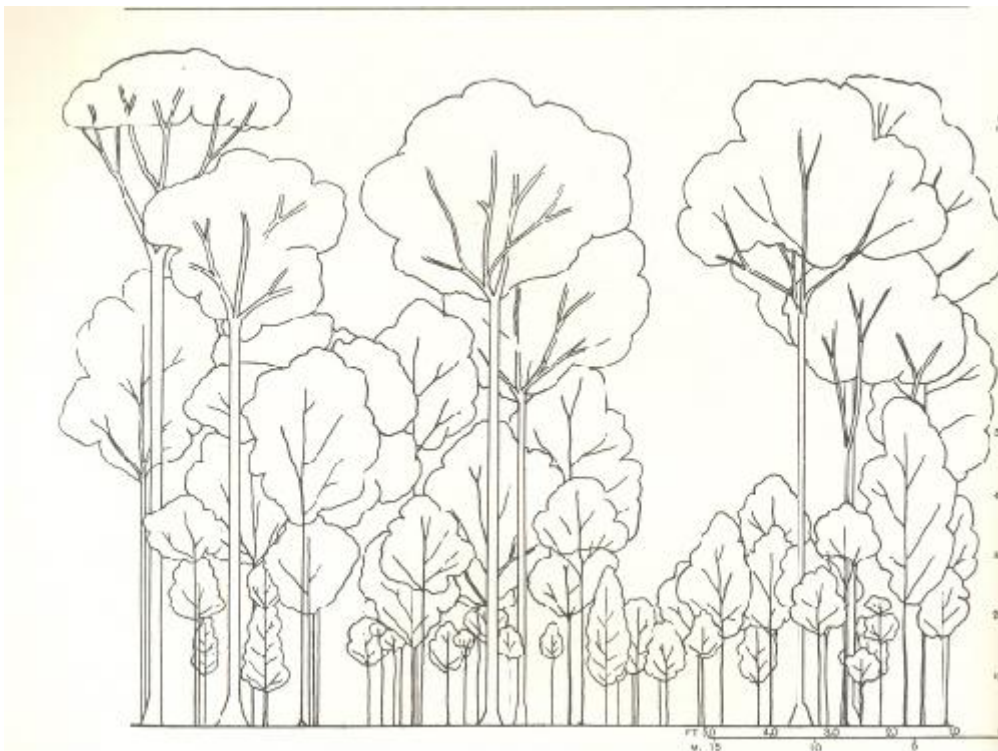
⁹ Ibid. P. 26.

SECOND PART

2. TREES

The plants are simply multi-cellular photosynthetic organisms adapted primarily for the life on earth. Their characteristics are better understood in terms of their transition from the water to land that occurred 500 million years ago¹⁰.

After this transition, new adaptations started to appear; these adaptations were critical for final success of the plants on earth. They got a protective cuticle, which covers the aerial surfaces of the plant and retards the water loss. Another adaptation was the development of multi-cellular reproductive organs, which are covered by a protective layer of sterile cells.



¹⁰ Curtis, Helena and Barnes, Sue. Biology. Worth Publishers Inc, 5th edition, New York, 1989. p. 507.

Source: Kricher, John C. A Neotropical Companion

2.1. Types of Rainforest

Primary

Pristine rainforest that represents the climax successional stage and has not been logged, or disturbed by human beings.

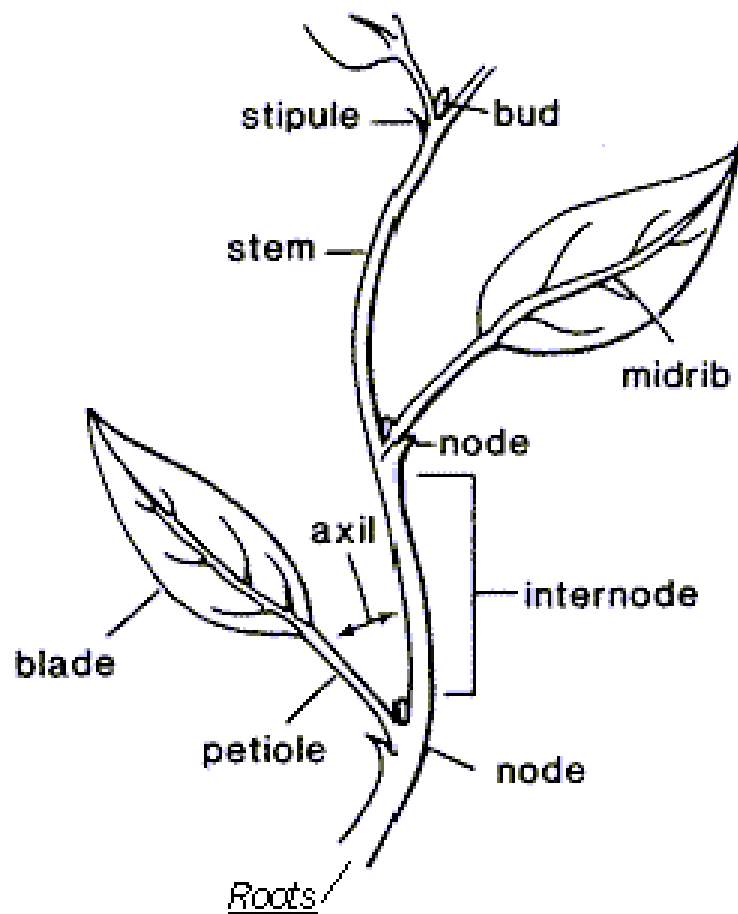
Secondary

Rainforest that has been logged by human beings or otherwise disturbed by nature itself, usually consisting of mostly smaller trees than in primary rainforest, it is a type of recovered forest.

Tertiary

Much smaller than secondary rainforest, very bushy and shrubby. It consists of small vegetation where the main growing vascular trees are pioneer.

2.2. Tree parts



Source: <http://watershedpledge.org/programs>

2.3. Leaf parts

Axil. The angle between the upper side of the stem and a leaf or petiole.

Chlorophyll. A molecule in leaves that can use light energy from sunlight to turn water and carbon dioxide gas into sugar and oxygen (this process is called photosynthesis). **Chlorophyll** is magnesium-based and is usually green.

Compound leaf. A leaf that is divided into many separate parts (leaflets) along a midrib or rachis. All the leaflets of a compound leaf are oriented in the same

plane.

Crenate. Having rounded teeth.

Entire. Having a smooth edge with neither teeth nor lobes.

Lamina. The blade of a leaf.

Leaf apex. The outer end of a leaf; the end that is opposite the petiole

Lobed. Divided into rounded or pointed sections and the incisions (cuts) go less than halfway to the midrib.

Midrib. The central rib of a leaf - it is usually continuous with the petiole.

Parted (or cleft). The margins between the irregular teeth go more than halfway to the midrib.

Petiole. A leaf stalk; it attaches the leaf to the plant.

Photosynthesis. The process in which plants convert sunlight, water, and carbon dioxide into food energy (sugars and starches), oxygen and water. Chlorophyll, or closely related pigments (substances that colours the plant) are essential to the photosynthetic process.

Pinnate. A compound leaf that is made up of many small leaflets arranged in pairs on either side of a long central midrib (the rachis). There is often a single terminal leaflet at the end of the midrib.

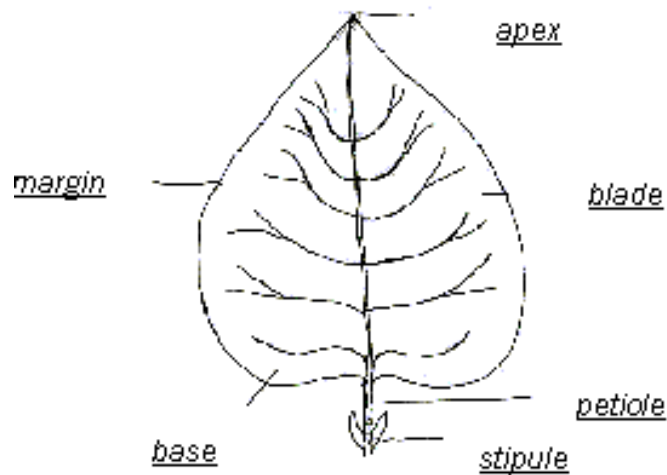
Serrate (or toothed) - having small, pointy teeth that point toward the tip of the leaf.

Stem /axis. The main support of the plant

Stipule. The small, paired appendages (sometimes leaf-like) that are found at the base of the petiole of leaves of many flowering plants

Stoma. A pore (or opening) in a plant's leaves where water vapour and other gases leave and enter the plant.

Vein. One of the many vascular structures on a leaf. Veins provide supports for the leaf and transport both water and food through the leaf.



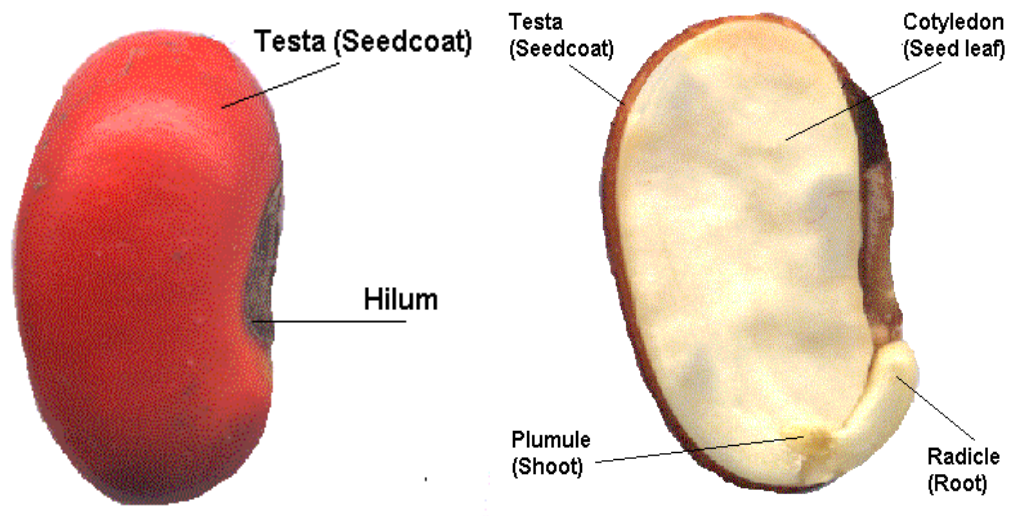
Source: <http://www.lib.ksu.edu>

2.4. Seed parts

The seed contains the embryo of the new plant with a food supply for the embryo, until it has formed enough roots and leaves to obtain its own food.

The food, endosperm, may be in the seed leaves or it might be outside the seed leaves and be absorbed when the seed germinates.

To start germination, the seed leaves absorb water and swell, and the radicle emerges followed by the plumule.



Source: <http://www.theseedsite.co.uk/seedparts.html>

2.5. Flower parts

Petals are used to attract insects into the flower, they may have guidelines on them and be scented.

Stigma. Is covered in a sticky substance that the pollen grains will adhere to.

Style. The style raises the stigma away from the Ovary to decrease the likelihood of pollen contamination. It varies in length.

Ovary. This protects the ovule and once fertilisation has taken place it will become the fruit.

Ovule. The Ovule is like the egg in animals and once fertilisation has taken place will become the seed.

Receptacle. This is the flower's attachment to the stalk and in some cases becomes part of the fruit after fertilisation e.g. strawberry.

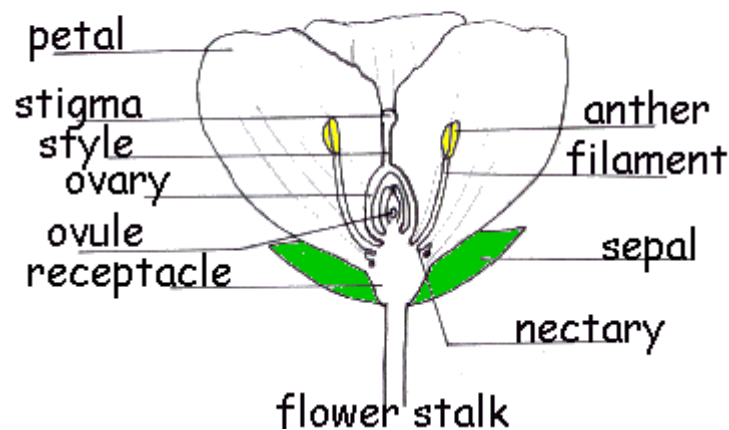
Flower stalk. Gives support to the flower and elevates the flower for the insects.

Nectary. This is where a sugary solution called nectar is held to attract insects.

Sepal. Sepals protect the flower whilst the flower is developing from a bud.

Filament. This is the stalk of the Anther.

Anther. The Anthers contain pollen sacs. The sacs release pollen on to the outside of the anthers that brush against insects on entering the flowers. The pollen once deposited on the insect is transferred to the stigma of another flower or the same flower. The ovule is then able to be fertilised.



Source: <http://www.naturegrid.org.uk/qca/flowerparts.html>

3. BIRDS

The birds are practically, reptiles specialized for flying. Their bodies contain aerial sacs and their bones are hollow, the most massive bone of the birds is the breastbone, in which are inserted the huge muscles that move their wings.

Flying birds have eliminated all extra weight, the reproduction system of female birds is composed by only one ovary which is more useful only during the courtship and mating season.

The birds have feathers, which are their notable physical characteristic, they are endothermic creatures and internal metabolic processes generate heat that helps them to maintain their body temperature stable. The feathers make possible the flight, at the same time that serves as a mattress, which protects their bodies from cold temperatures¹¹.

There are some words to categorize birds in terms of abundance, such categories are very important for guides; they must know the following concepts.

Abundant. In proper habitat and season, recorded daily in large numbers. Birds so termed are those of open terrain or the water.

Very common. In proper habitat and season, usually recorded daily in small to moderate numbers.

Common. Recorded on most of day trips in small to moderate numbers.

Fairly common. Recorded on about half of day trips, usually in only small numbers.

Uncommon. Recorded on fewer than half of day trips, in at most small numbers.

Rare. Even in proper habitat and season, recorded on only a small number of day trips (less than 25 percent), in at most small numbers.

¹¹ Curtis, Helena and Barnes, Sue. Biology. Worth Publishers Inc, 5th edition, New York, 1989. p. 612.

Very rare. Records are extremely few, and not to be expected even in proper habitat and season; a resident occurring at only extremely low densities, or a migrant occurring at the periphery of its expected range.

Casual. Records are few and not to be expected even in proper habitat and season; typically a vagrant migrant or a wanderer whose normal range does not include Ecuador.

Accidental. Usually only one record from Ecuador, highly unexpected and not likely to be found again, almost invariable these involve very lost migrants.

Hypothetical. A species for which there is not incontrovertible “hard” evidence that it has occurred in Ecuador. This evidence can take the form of a specimen, a photograph or a tape-recording¹².

3.1. Molt and bird plumages

All birds replace their feathers (Molt), at least once a year, the plumage often changing with successive moults. A summary of the sequences of plumages is given in the next section:

Juvenile plumage. It is the first plumage a bird attains once it has lost its down.

In many species, juvenile plumage is very different from subsequent plumages.

First-winter plumage. Term used to describe the plumage of most shore birds, gulls and passerines attain after their first molt. During this molt, it is usually only

¹² Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador, Volume I, Cornell University Press, 2001. p. 6. All concepts about terms of abundance have been taken from the same text.

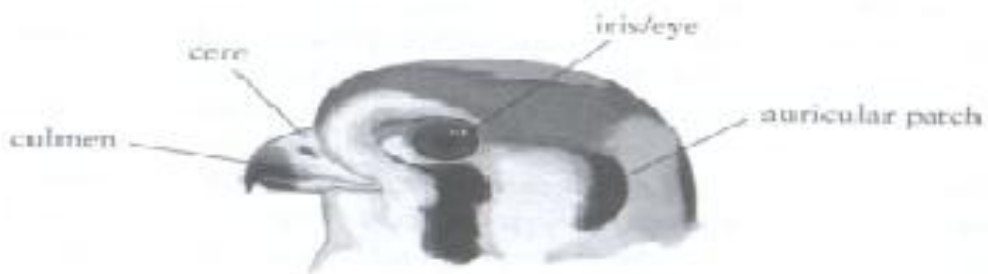
the body feathers, which are replaced, the juvenile tail and flight feathers being retained.

First-summer plumage. Most species undergo a pre-breeding molt, during which at least some of the body feathers are replaced.

First-adult plumage. Some birds including pigeons and doves undergo a post-juvenile moult, during which all the feathers are replaced and are subsequently inseparable from adults.

Subsequent-immature plumages. Some species take a number of years to attain adult plumage; these have often-distinguishable immature plumages, which chronologically are termed second basic, second alternate and third basic.

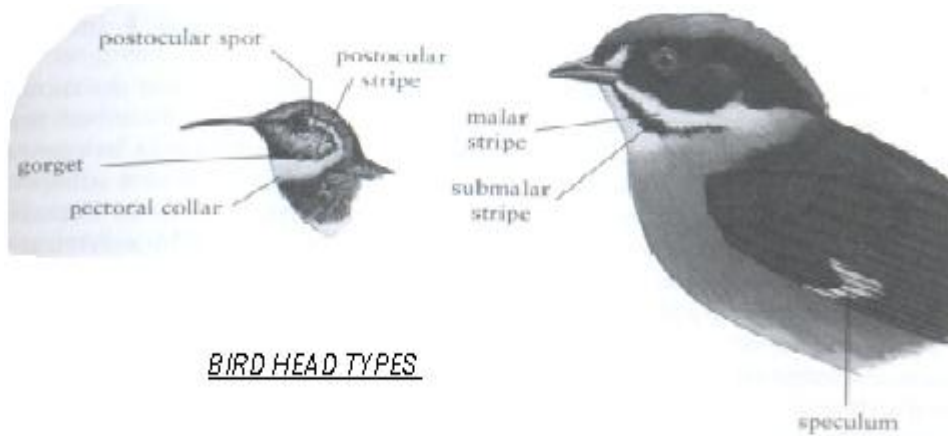
Adult plumage. It is the final plumage a bird attains once it has reached maturity. Many species have just one adult plumage, which is retained throughout the year, while others have different breeding and non-breeding plumages¹³.



HEAD OF A BIRD OF PREY

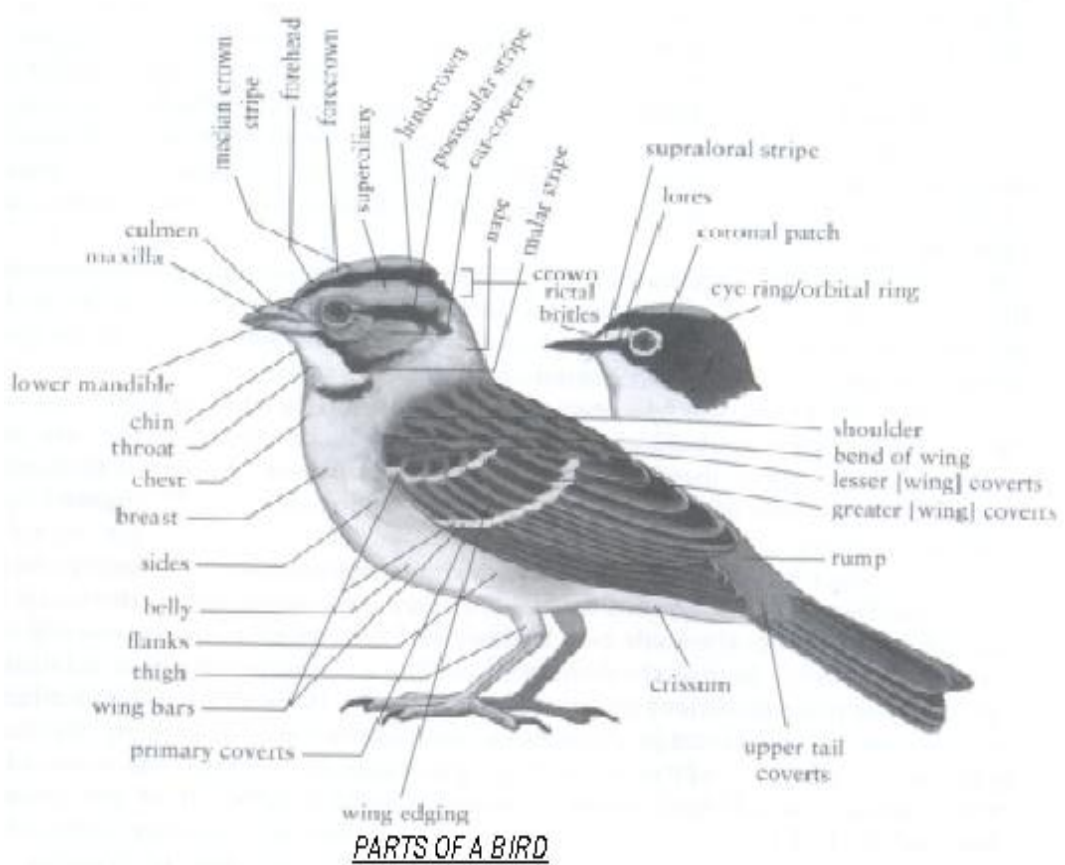
Source: Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador

¹³ Swash, Andy and Still, Rob. Birds, Mammals and Reptiles of the Galapagos Islands. Pica Press and Yale University Press, 2000. p. 19. All information about molting and bird plumages have been taken from this text.



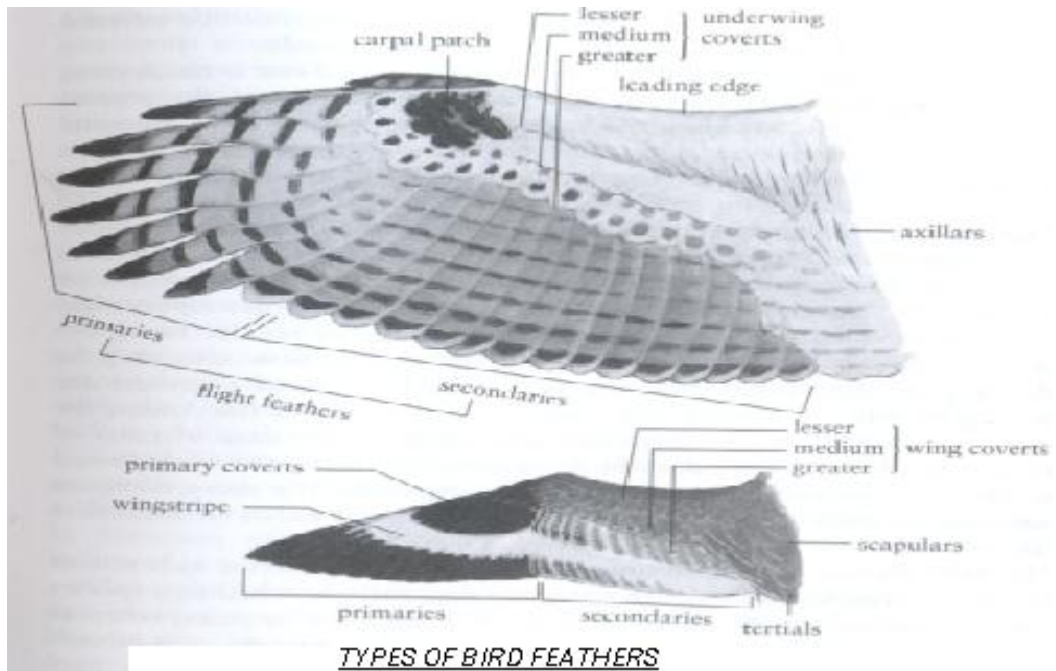
BIRD HEAD TYPES

Source: Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador



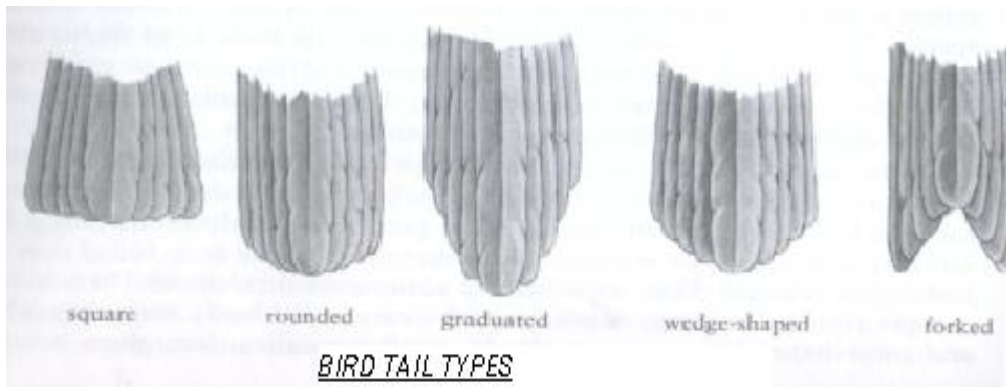
PARTS OF A BIRD

Source: Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador



TYPES OF BIRD FEATHERS

Source: Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador

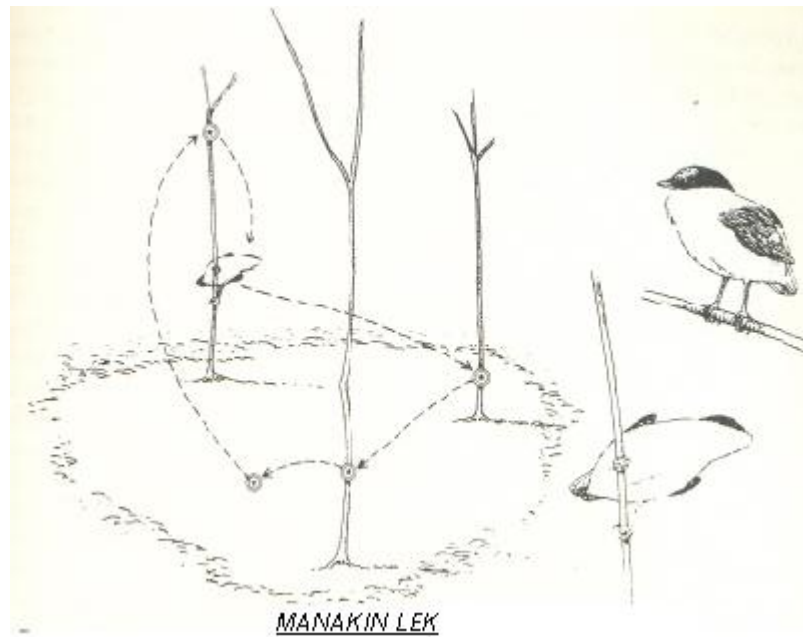


BIRD TAIL TYPES

Source: Ridgely, Robert and Greenfield, Paul. The Birds of Ecuador

3.2. Bird Lek

A bird lek it is an area in which several, and sometimes several dozens of males court passing female birds. It may be concentrated or dispersed, covering a large area where males are not in direct view of one another.



Source: Kricher, John C. A Neotropical Companion.

4. MAMMALS

The mammals are one of the groups of animals well distributed in the planet. The characteristics that distinguish them from other vertebrates are the fact that; mammals have fur or hair, they feed their babies with milk through specialized glands and they keep a high temperature in their bodies which is metabolically generated.

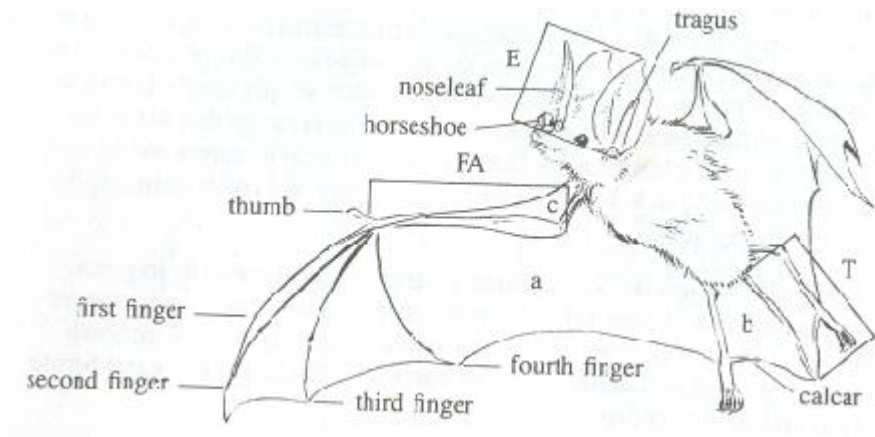
Almost every species of mammal are viviparous, some of them are marsupials, placental but a few rare are monotrematous¹⁴.

It is also notable the great diversity of species and, inside the vertebrates the high heterogeneity they present among each other, not only in their anatomy but also in their ecology, biology and behavior, their differences are evident in the different orders, families, genus and species. From this point of view, it is not an easy task to uniform or resume the characteristics of the mammalian class.

Practically it does not exist a place or a habitat where a mammal could not reside, because as they are isolated by fur or subcutaneous fat, they can occupy any type of habitat where oxygen is present¹⁵.

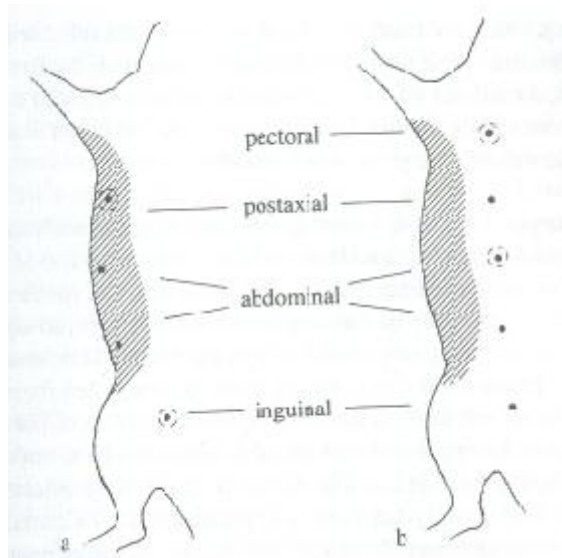
¹⁴ Curtis, Helena and Barnes, Sue. Biology. Worth Publishers Inc, 5th edition, New York, 1989. p. 614

¹⁵ Curtis, Helena and Barnes, Sue. Biology. Worth Publishers Inc, 5th edition, New York, 1989. p. 614



PARTS OF A BAT

Source: Neotropical Rainforest Mammals.



MAMMAE POSITIONS IN RATLIKE RODENTS

Source: Neotropical Rainforest Mammals.

5. REPTILES & AMPHIBIANS

Reptiles are usually clad in scales, the skin is dry, if legs are present, and their feet bear claws. If oviparous, the eggs are shelled, but some snakes and lizards bear live young.

Reptiles of some type utilize virtually all habitats except the open sky. There are aquatic, arboreal, terrestrial and burrower forms.

Of the four major reptile groups, the turtles; the snakes, lizards and worm lizards; the crocodilians; and the tuataras, all but the latter are represented in the Amazon basin¹⁶.

The amphibians are direct descendents of lunged fish, which breathe air. The modern amphibians include frogs, toads, salamanders and caecilians.

Amphibians are creatures of moist, but not necessarily wet habitats. Most but certainly not all have a terrestrial adult stage and an aquatic larval stage. Amphibians lack true claws and external scales. Some have secretion-producing skin glands that help in providing and conserving moisture.

The skin secretions of some species are very toxic, the eggs contained in a gelatinous capsule lack a shell and, the females of most frogs have a true voice¹⁷.

¹⁶ Bartlett, R. D & Bartlett, Patricia. Reptiles and Amphibians of the Amazon. University Press of Florida, 15 Northwest 15th Street, Gainesville, 2003. p. 17.

¹⁷ Ibid. pp. 16, 17.

5.1. Frog Terminology

In order to describe and compare frogs, it is important to make use of some terms for structures and conditions in order to familiarize to every lector. The following definitions are provided to solve this problem:

Amplexus. Clasping position during reproduction when the male is on the female's back.

Anterior. Toward the head

Aquatic. Being in water.

Arboreal. Being on trees.

Axilla. The armpit.

Axillary membrane. Skin extending from the side of the body to the posterior edge of the upper arm in some tree frogs.

Calcar. A fleshy protuberance, usually triangular on the heel.

Canthus. The ridge between the nostril and eye.

Carnivore. Feeds on flesh and other insects.

Chromatophore. A pigment cell, those that contain only black pigment are melanophores.

Cloaca. The common duct for the excretory and reproductive systems opening at the posterior end of the body

Cranial crest. Bonny elevations on the skull.

Dermal flap. A protrusion of skin

Dermal fold. An elongate ridge of skin along the outer edge of the arm or foot of some tree frogs and leaf frogs.

Digit. Any of the fingers and toes of frogs

Disc. The delineated terminus of the digit, discs are usually round and set off ventrally from the axis of the digit in tree frogs.

Distal. Away from the axis of the body or limb

Diurnal. Active by day time.

Dorsolateral fold. A ridge of skin on the upper sides of the body

Dorsum. The back of the frog

Eyelid process. A fleshy protuberance usually triangular on the upper eyelid of some frogs

Filament. A slender tip of the tail in some tadpoles

Finger. Any of the four digits on the hand

Flank. The side of the body

Granular. Condition of skin that consist of closely adjacent small bumps

Groin. The posterior part of the flank adjacent to the juncture of the hind limb

Heel. The terminus of the second segment in the hind limb

Hidden surfaces or limbs. Surfaces of the limbs that are not visible when the frog is in a resting position, with the limbs folded against the body

Iris. The pigmented portion of the eye around the pupil

Insectivore. An animal that feeds on insects

Interorbital. The area on the top of the head between the eyes

Jaw sheath. The horny coverings of the jaws in tadpoles

Labial bar. Markings usually vertical, on the upper lip of frogs

Labial teeth. The horny denticles on the lips of tadpoles

Lateral. It refers to the side.

Lateral fringe. A fold or keel of skin along the lateral edges of digits

Lip. The upper margin of the jaw below the nostrils and eyes, in tadpoles, the fleshy processes peripheral to the mouth and making up the oral disc.

LTRF. Labial tooth row formula in tadpoles given as the number of rows on the upper lip, number of rows on the lower lip

Marginal papillae. The outermost row of papillae around the oral disc of tadpoles

Median. Toward the middle

Nape. The neck region on the back of a frog

Neural spine. The dorsal process on a vertebra

Nocturnal. Active at night

Nuptial pad. A thickened excrescence, usually darkly pigmented, on the base of the first finger of some male frogs when they are in breeding condition

Occipital region. The posterior part of the head

Oral disc. The structure surrounding the mouth of tadpoles

Papillae. Small, fleshy protrusions, such as those found around the margin of the oral disc in most of tadpoles.

Parotoid gland. A gland containing a concentration of poison glands; these are great-thickened areas on the back and sides of the head in most toads, but more diffuse and extending onto the body in most leaf frogs.

Posterior. Toward the rear end

Postorbital. Behind the eye, such as a stripe

Proximal. Close to the axis of the body or limb

Pupil. The opening of the eye that appears black, it is horizontally elliptical in most frogs, but vertical elliptical in leaf frogs.

Pustule. An elevated portion of skin

Roughened. A nearly smooth textured surface to the skin.

Rump. The posterior end of the body above the cloacal opening

Sacrum. The point of attachment of the pelvic girdle to the vertebral column, usually evident as a hump on the back about two thirds of the length of the body in frogs.

Scapular region. The shoulder regions in frogs immediately behind the head on the back

Scute. A scale-like elevation; a pair of these scutes are present on the dorsal surface of the disc, at the end of fingers in dendrobatid frogs.

Semi aquatic. Spending part of the time in water

Serrate. Having a rough edge, like saw teeth

Shank. The second segment in the hind limb

Snout. The head anterior to the level of the eyes

Spicule. A small, conical spine in the skin

Spine. A pointed protrusion on the inner side of the thumb in some male frogs in breeding condition

Spinous. In reference to skin texture having many small spines or spicules

Subgular. Below the throat in reference to the position of the vocal sac

Sub marginal papillae. Papillae medial to the marginal papillae on the oral disc of tadpoles

Supratympanic fold. A thickened fold of skin above the tympanum on the side of the head

Tail fin. The thin fins on the tail of tadpoles

Tail musculature. The muscular part of the tail in tadpoles

Tarsal tubercle. A tubercle about midlength on the ventral edge of the tarsus in the hind foot

Tarsus. The elongate part of the foot between the heel and toes

Terrestrial. Being on land

Thigh. The first segment on the hind limb

Thumb. The first digit on the hand

Toe. Any of the five digits on the foot

Truncate. Squared off; used in reference to shape of the snout or digital discs

Tubercle. An elevation of the skin, which may be low and flat, rounded or conical

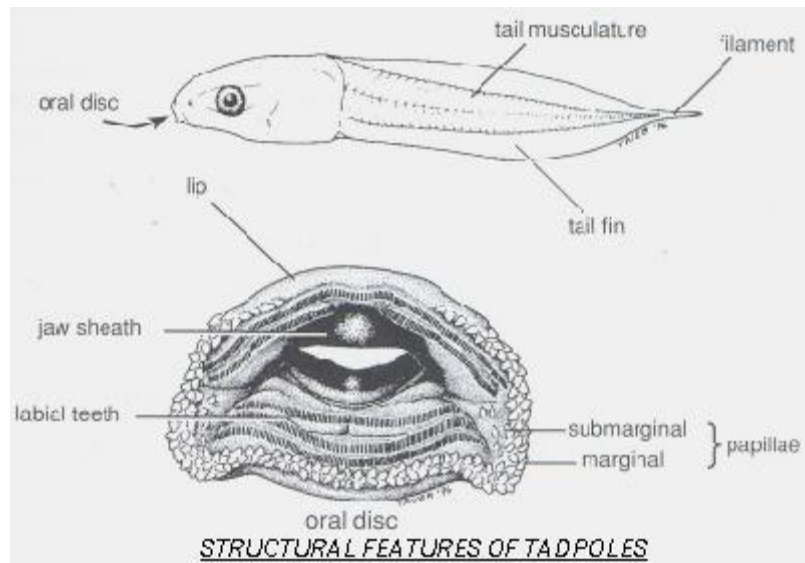
Tympanum. The eardrum on the side of the head, usually delineated by an elevated ring

Venated. A skin texture in which there is a network of depressions

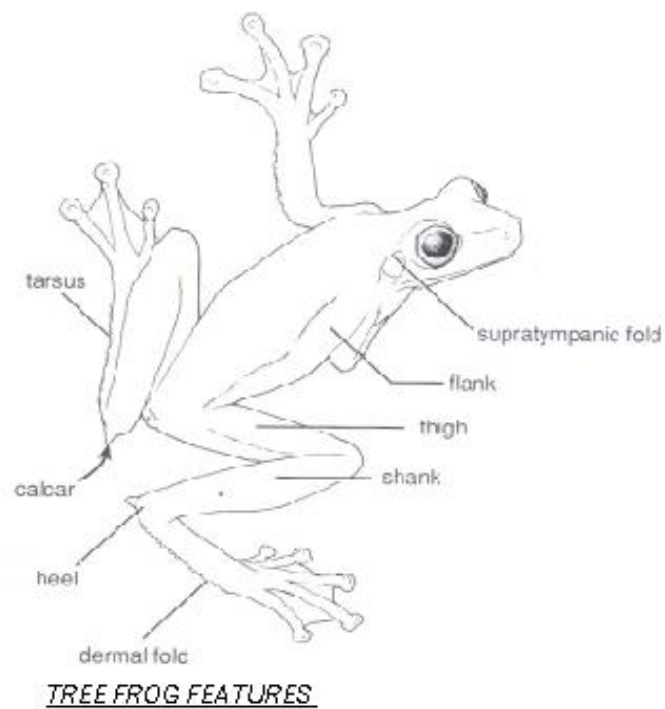
Venter. The underside of the body

Vocal sac. The pouch of skin that serves as a resonating chamber when filled with air.

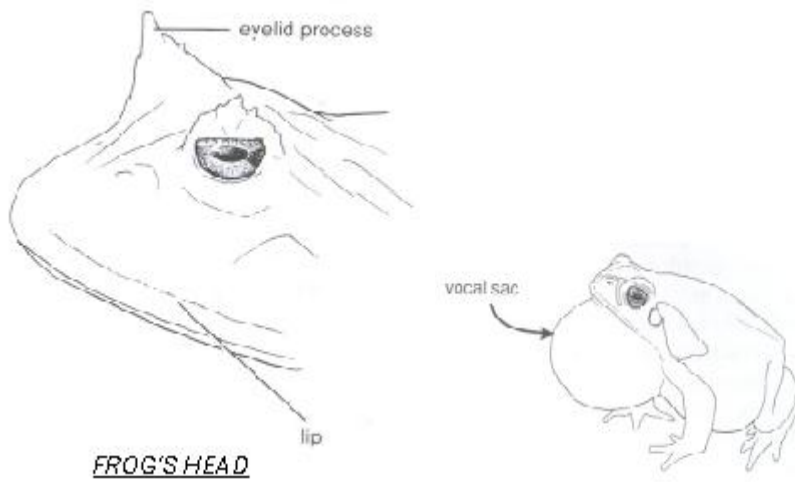
Webbing. The skin between the fingers and toes



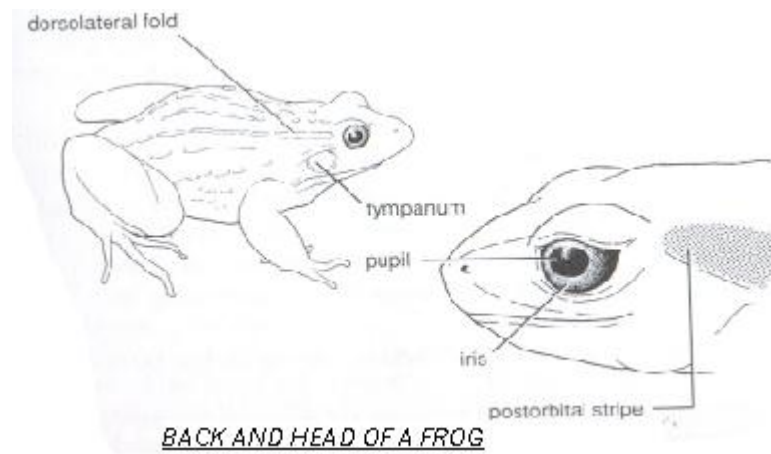
Source: Guide to the Frogs of the Iquitos Region



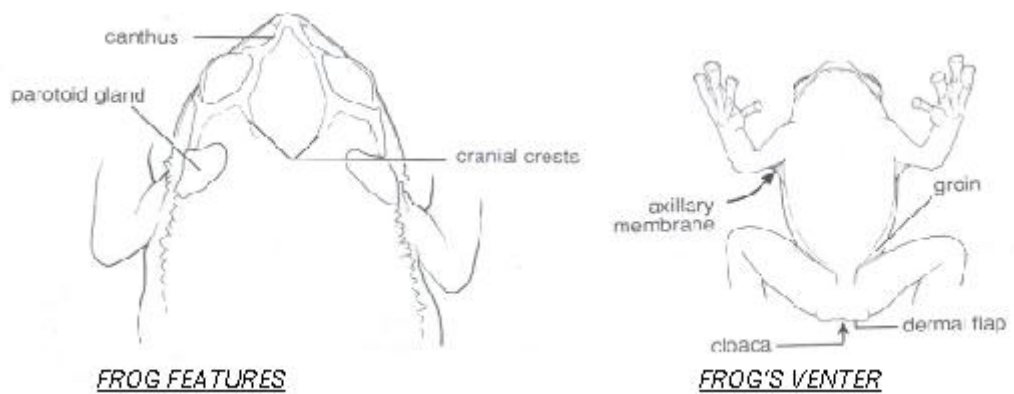
Source: Guide to the Frogs of the Iquitos Region



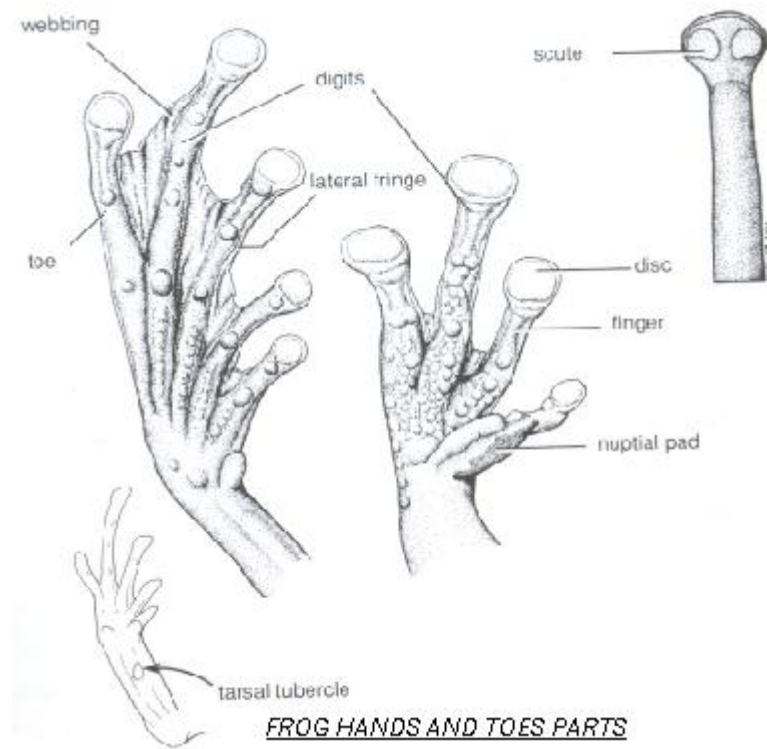
Source: Guide to the Frogs of the Iquitos Region



Source: Guide to the Frogs of the Iquitos Region



Source: Guide to the Frogs of the Iquitos Region



Source: Guide to the Frogs of the Iquitos Region

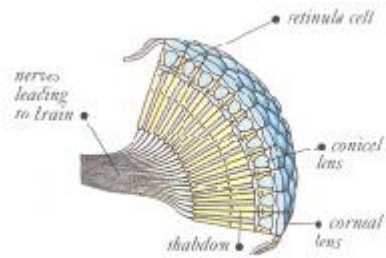
6. INSECTS

Insects, like arthropods have jointed legs and a hard cuticle, but unlike others they have only six legs, and usually wings. The word insect is derived from Latin meaning “to cut into”, and refers to the separate section that makes up an insect, the head, thorax and abdomen¹⁸. The head carries the mouthparts, antennae and eyes. The thorax has three segments, with legs and sometimes wings. The abdomen has up to 11 visible segments and many carry terminal “tails” called *cerci*.

¹⁸ McGavin, George. *Insects*. Dorling Kindersley Limited, London, 2000. p. 12.

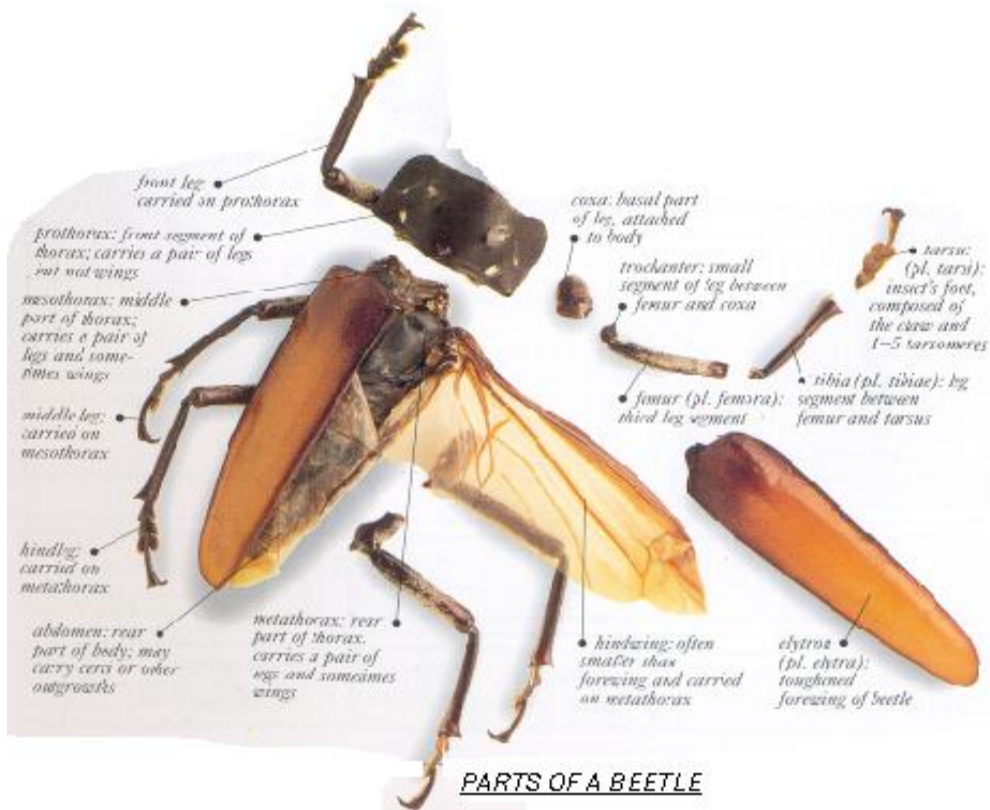


BEETLE'S HEAD



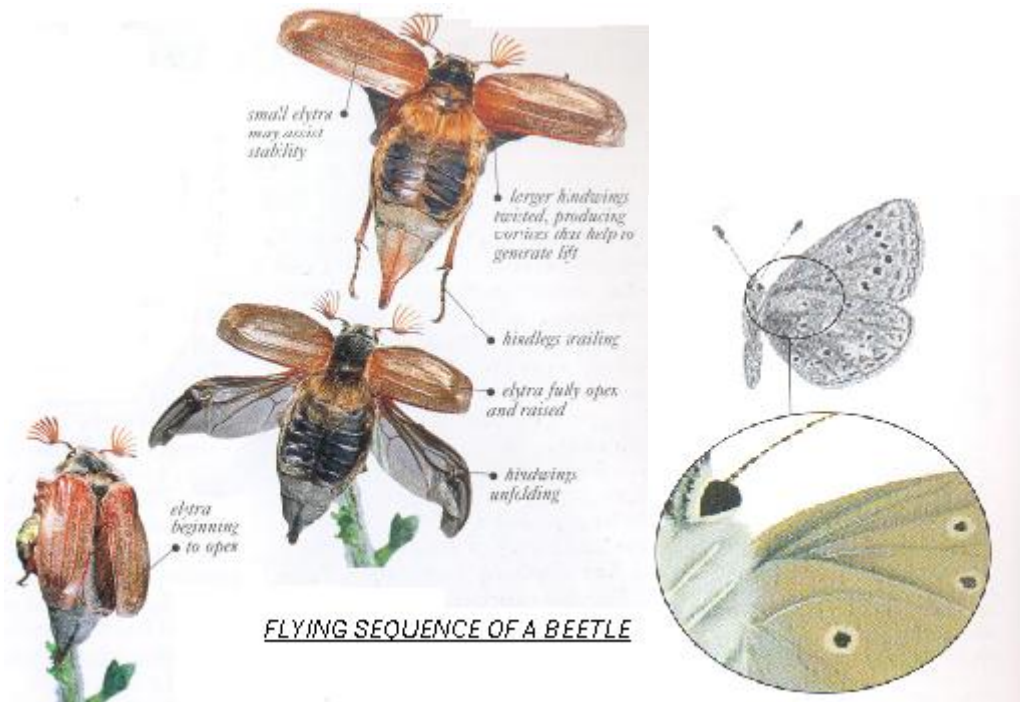
INSECTS SENSORY SYSTEM

Source: McGavin, George. Insects

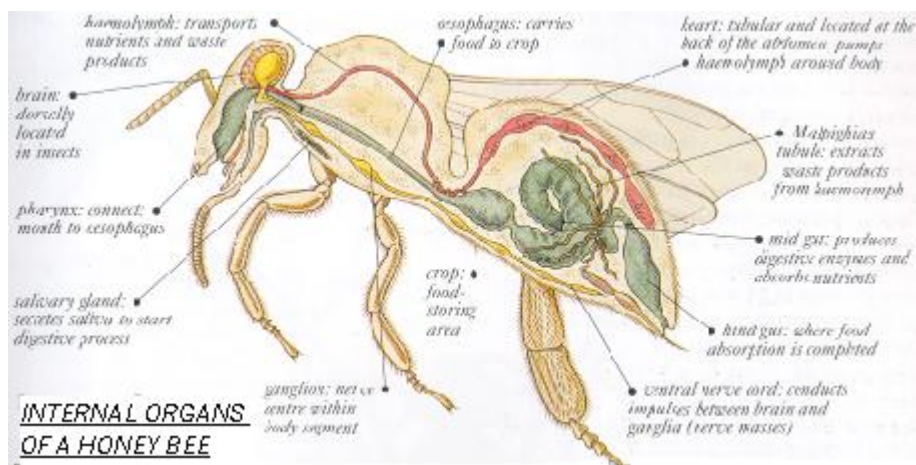


PARTS OF A BEETLE

Source: McGavin, George. Insects



Source: McGavin, George. Insects



Source: McGavin, George. Insects

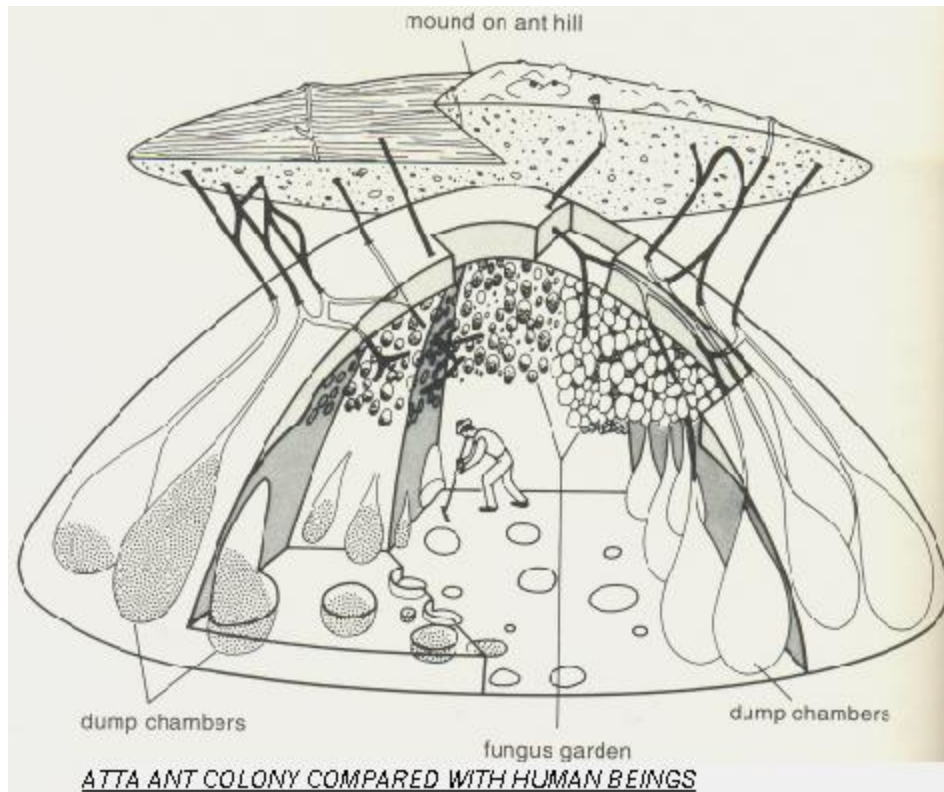


BRACHYTRUPES SPECIES include some damaging pests, which can attack the seedlings of valuable crops such as tea, tobacco, and cotton.

Source: McGavin, George. Insects

6.1. Atta ant colony

The architecture of mature nest of leafcutter garden chambers contains the growing masses of fungus, on which the ants feed. Dump chambers are filled with exhausted vegetation substrate on which the fungus it is growing.



Source: Journey to the Ants.

7. ARACHNIDS

Arachnids, which include spiders, scorpions, ticks and mites, differ from insects essentially in that their bodies are divided into two, rather than three segments.

Their ancestors were marine, scorpion-like creatures, which flourished during the Silurian Period (435-400 millions years ago)¹⁹.

¹⁹ Op. cit. P. 16.

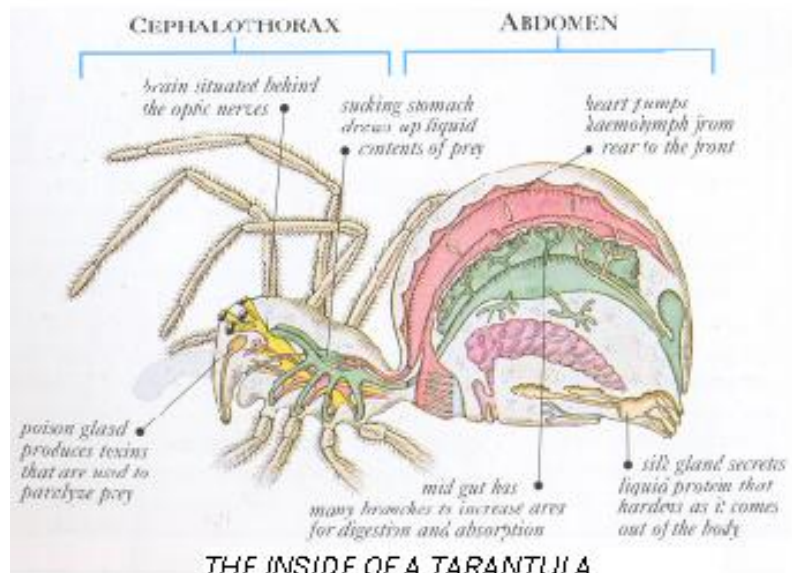


PARTS OF A TARANTULA



SCORPION PARENTAL CARE

Source: McGavin, George. Insects.



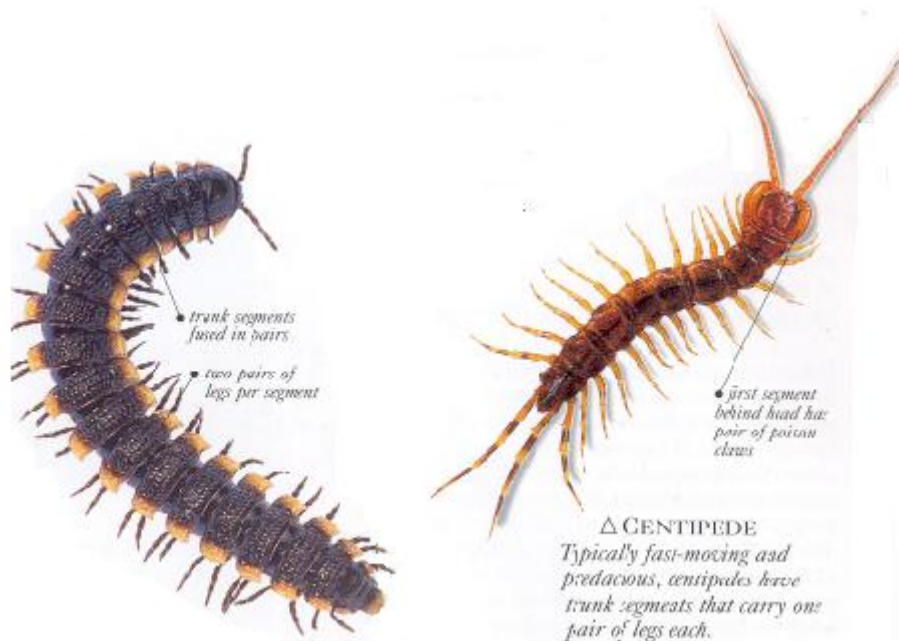
THE INSIDE OF A TARANTULA

Source: McGavin, George. Insects.

8. MYRIAPODS.

Myriapods are similar to insects in many ways, and the two groups are considered to be relatives. Both have mandibles and lack the branched legs and second pair of antennae found in crustaceans. They also have some similar internal organs such as the tracheal system and malphigian tubes.

Some evidence suggests that insect may be closer to crustaceans, and that the legs and antennae of insect have evolved differently in response to life on land²⁰.



Source: McGavin, George. *Insects*.

²⁰ McGavin, George. *Insects*. Dorling Kindersley Limited, London, 2000. p. 19.

9. PEOPLE

The Indigenous groups living into the National Park belong to the Huaoranie, Kichwa, Shuara, Taromenane and Tagaeri Ethnias.

The first three groups mentioned above are the most occidentally mixed up, they live from hunting, fishing and from small crops they work with.

The last two groups have a nomadic way of life and are hardly visited, they are totally dependent on hunting, fruit gathering and fishing activities, and hardly cultivate the soils because they move from one place to another constantly.



NATIVE PEOPLE FROM YASUNI

Source: Notas de un Botánico en el Amazonas y en los Andes.



AMAZONIAN VILLAGE AND TRANSPORTATION SYSTEM

Source: Notas de un Botánico en el Amazonas y en los Andes.

9.1. Huts

These are some of the shapes of huts used by the native people of the Yasuni and Huaoranie area. Materials are palm trunks, palm leaves and some vines to tie the roof of the huts.



Source: Notas de un Botánico en el Amazonas y en los Andes.

10. SUGGESTIONS FOR TOUR GUIDES

It is very important for a tour guide to be prepared in case of accidents during the time he/she stays with the passengers, because of that, I suggest to have always available a basic first aid kit. The following list is something we all should have with us:

10.1. First aid kit

Dressings

2 large sterile dressings 20cm x 19 cm
6 Always Thin Maxi pads individually packaged
2 elastic adhesive pads 5cm x 11cm
2 adhesive dressings TELFA pad 5cm x 7.5 cm
12 adhesive strips 2.5cm x 7.5 cm (large Band-aids)
20 assorted Band-Aids

Bandages

1 gauze self adhering 4" roller bandage 10cm x 4.5 m
1 6" elastic bandage \$7.99 2 triangular bandages
12 safety pins
1 roll waterproof adhesive tape 2.5 cm x 4.6m

Cleansing

500ml saline IV bag for wound/eye irrigation
24 antiseptic cleansing towelettes (all are BZK, effective on rabies)
Bentadyn antiseptic or iodine tincture.
1 packet tissues also for toilet paper
*2pr latex rubber gloves, a sterile pair would be nice
1 soap bar in box

Medications

20tab aspirin 325mg, 1-2tabs every 4hr, max 12/day, coated last better
10tab Tylenol 325mg 1-2tabs every 4hr, max 12/day
12tab pack Benadryl 25mg antihistamine 1-2tab 3-4 times daily
6cap Robitussin expectorant with DM cough suppressant,
Fisherman's Friend throat lozenges, in tin box, the best

10tab or roll Tums antacid, 500mg calcium carbonate
16tabs Kaopectate 300mg 4tabs, then 4 after BM. 6-12yrs 2tabs, 3-6yrs 1tab
polysporin ointment 30g, lubricant, burns, cuts, hemroidal, eye/ear infections
Tinactin topical fungicide, athlete's foot and jock itch etc.15ml
1 bottle DEET "Deep Woods Off"
*10tab cascara laxative 325mg, 1 at night,
*poison treatment, charcoal, ipecac, Metamucil?
*1 calamine with antihistamine lotion 100ml
*1 SPF45 sunscreen \$
*1 medicated chopstick

Tools

EMT shears for scissors tweezers
AA MagLite waterproof flashlight
butane pocket lighter \$1.49 and/or weatherproof matches
Pocket knife Swiss Army "Camper" "Boy Scout" or leather man
hotel sewing kit, with some heavy and curved needles
*oral thermometer, "he feels like he has a fever"
*nail clippers, also pulls porcupine quills and fish hooks out
*1 single sided razor blade *unwaxed dental floss, 20yd, plus for heavy duty stitching

Basic survival stuff

\$25 in quarters and small bills
2 rescue blankets
1 brightly coloured emergency poncho
hard candy, mints, hard gums, gum (diabetics, hunger, stress relief)
Hexane heat tablets or fire starter tabs, heating, flares or start a fire
mosquito coils
small compass with whistle and thermometer

***Water treatment,**

*Javex, or 65% calcium hypochlorite to make it, 10tbsp/gal (dry, less bulky)
*small bottle Javex (5.25% solution) for disinfectant 1:10 dilution, for water purification
or use the iodine tincture or Bentadyn
2drops/qt for clear water, 4drops/qt for cloudy

Notes

1 St. John Ambulance Pocket Guide (or better)

Notepad with important numbers²¹.

²¹All information about what to carry in a first aid kit has been down lowed from this web site.
<http://www.glinx.com/~sbest/faidgear.htm>

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Wed bites:

<http://www.glinx.com/~sbest/faidgear.htm>

<http://www.naturegrid.org.uk/qca/flowerparts.html>

<http://www.theseedsite.co.uk/seedparts.html>

<http://www.google.com.ec/search>

<http://z.about.com/d/forestry/>

<http://www.dcnr.state.pa.us/forestry>

<http://watershedpledge.org/programs>

<http://www.lib.ksu.edu/wildflower>

http://z.about.com/d/forestry/1/0/r/3/tree_leaves.

<http://www.glinx.com>

<http://www.princeton.edu/>

<http://www.nmnh.si.edu/botany>

GLOSSARY

Comensalism. Association of organisms where only one of them benefits and, the other one is not damaged but do not receive any benefits.

Epiphytic plants. Those plants that live on another plant, but do not parasitize it.

Examples of such plants are; lichens, bromeliads, anthuriums and orchids.

Mutualistic plants. In this case the association between two organisms is beneficial for both of them.

Parasitism. Association between two organisms where one of them benefits but the other one is damaged.

Range. The habitat or area where a creature lives or is distributed.

Symbiosis. Intimate and prolonged association between two or more organisms from different species.