



**ARMY POLYTECHNIC SCHOOL  
DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**RESEARCH PROYECT**

The Role of the English Language in providing Information and in Tourism Education; City of Cuenca 2006 - 2007

In fulfillment of the requirements to obtain the bachelor's degree in Applied Linguistics.

BY: Mrs. Piedad Flores Cordero  
Mrs. Mirian Guillén Martínez

DIRECTOR: Msc. Lilian Avalos  
CO-DIRECTOR: Lcda. Rina Granda

Cuenca, September 2007



## ACKNOWLEDGEMENT

The present dissertation is the result of a long study and research period that would not have been successfully completed but for the invaluable guidance, help, and support of many people. I would like to take this opportunity to express my deepest thanks to all of them.

First of all, I'm greatly indebted to Dr. Oswaldo Villa whose help and support during this study were manifested in more ways than I can say. Secondly, my thanks to Msc. Lilian Avalos and Lic. Rina Granda for their assistance.

Special thanks goes to Soc. Pablo Roman who helped us in the thorough process of the data collection and for his precious time spent responding to the research instruments.

My deepest gratitude to Engineer Galo Abril Guerrero, for being an example of perseverance, without his support I do not think I would have made through this study.

Much moral support and encouragement was given by my friends: Ligia Flores and Claudia Albarracin, who have specially shared my ups and downs during my study and on finalizing this dissertation. I am thankful for their comments; encouragement and friendship were invaluable to me.

Last but not least, my heartfelt thanks are due to all my family, especially to my mother, for her continued and invaluable support, encouragement and love all these years.

To all, many thanks again for your assistance, patience and encouragement. May we all continue to learn from each other.

P.F.C



## **ACKNOWLEDGEMENT**

The present dissertation is the result of a long study and research period that would not have been successfully completed but for the invaluable guidance, help, and support of many people. I would like to take this opportunity to express my deepest thanks to all of them.

First of all my gratefulness to the Creator, to whom from the first moment I commended my studies and the development of this thesis. I am greatly indebted to Dr. Oswaldo Villa whose help and support during this study were manifested in more ways than I can say. Secondly, my thanks to Msc. Lilian Avalos and Lic. Rina Granda for their assistance.

Special thanks go to Soc. Pablo Roman who helped us in the thorough process of the data collection and for his precious time spent responding to the research instruments.

To my family, especially to my brothers and sisters, who in some occasions were private of the time and the attention that I should lavish them.

To all the people that somehow motivated me to continue my career.

M.G.M



## DEDICATION

*I dedicate this thesis to my husband Pedro with all my love, admiration and respect for his great capacity support and understanding. To my happy, shining, creative daughter, Andrea and to my energetic, bright, boundless son, Nicholas, that with their special situation strengthens my soul, life and heart.*

P.F.C



# DEDICATION

*I dedicate this thesis with lots of love and admiration, to my husband Pablo, for his unconditional support at every moment; to my children Eugenia and Pablo, for always being next to me; and, to my parents who share this achievement from heaven.*

M.G.M



## GENERAL INDEX

<b>TITLE</b>	<b>PAGE</b>
Acknowledgment	2
Dedication	4
Executive summary	8
Research topic	8
General Introduction to the Research Work	9
<b>FIRST PART</b>	<b>10</b>
1 The research problem	11
1.1 Problem Identification	11
1.2 Problem Setting	12
1.3 Objectives	12
1.3.1 General Objectives	12
1.3.2 Specific Objectives	12
<b>SECOND PART</b>	<b>13</b>
2. Theoretical Frame	11
2.1 Theoretical and Conceptual Focus	14
2.2 The Culture Meaning	14
2.3 Tourism	16
2.4 Cuenca City And Its Surroundings	17
2.5 The Historical, Cultural And Natural Values Of Great Interest For Cuenca's Tourism	27
2.6 Cultural Values	20
2.7 Architectural Patrimony	21
2.8 Religious Patrimony	23
2.9 Popular Celebrations	23
2.10 Other Patrimonial Goods	24
2.11 Handmade Crafts and Centers	25
2.12 English for Specific Purposes (ESP)	26
2.13 Introduction	27
2.14 English For Specific Purposes: Tourism	27
2.15 The Origin of ESP	28
2.16 Characteristics of ESP	28
2.17 Types of ESP	29
2.18 Characteristics of ESP - courses	30
2.19 The Difference Between ESP and ESP	30
2.20 Hypothesis	31
<b>THIRD PART</b>	<b>32</b>
3. METHODOLOGICAL FRAME	33
3.1 Research type	33
3.2 Research design	33
3.3 Population and sample of study	33
3.4 Variables, operational definitions and indicators	34
3.5 Instruments for data collection	34
3.6 Field work	34
3.7 Analysis of results	35
<b>FOURTH PART - (IN THE PROJECT) ADMINISTRATIVE FRAME</b>	<b>36</b>
<b>4. ADMINISTRATIVE FRAME</b>	<b>37</b>
4.1 Material resources	37
4.2 Human competence	37
4.3 Budget	37
4.4 Chronogram	38



<b>FOURTH PART (IN THE INVESTIGATION)</b>	39
<b>TESTING THE HYPOTHESIS</b>	
4.1 Graphical exposition of results	40
4.2 Analysis of results	62
4.2.1 Tourists Services and The English Role	62
4.2.2 Tourist Information, Management And Local Administration Services In Cuenca City	62
4.2.3 Tourism, Third Level Education and The Role of English	65
4.2.4 Private Travel Agencies and The Role of English	67
4.2.5 Cultural Values of Cuenca	67
4.3 Conclusions	68
4.4 Recommendations	69
<b>BIBLIOGRAGY</b>	70
Glossary	73
ANNEXE 1	75
ANNEXE 2	75
Brief Description	76
ANNEXE 3	81
ANNEXE 4	82
ANNEXE 5	83



## **EXECUTIVE SUMMARY**

The investigation documented in this report focused on the structure or design of the following project: "The role of the English Language in providing Information and in Tourism Education; City of Cuenca 2006 - 2007."

The research topic refers to the relationships among culture, tourism, and the application of the technically well-known English language as English for Specific Purposes, ESP - in these two social dimensions. The project will try to obtain academic and social validity.

During the last decade, fundamentally at the beginning of the nineties, tourism has experienced a very significant development. We have considered very important to analyze the impact that the city of Cuenca has experienced. Traditions, customs, food, beliefs, people's behavior and daily relationships among people can be influenced by tourism.

The tourist potentialities in our city Cuenca would have to be studied and analyzed more thoroughly; this is why; the project that we are presenting constitutes the beginning analysis of this particular case that deserves special attention.

Appropriate methodological approaches are taken into account to establish hypothesis, variables, field investigation and analysis of the results.

We conclude establishing the administrative necessities and it is supplemented with a bibliographical listing.

## **RESEARCH TOPIC**

As it was affirmed, the research topic is the study of the culture and tourism, and the role that the English language plays in this context.





## **GENERAL INTRODUCTION TO THE RESEARCH WORK**

We will begin the final report of the Project with the documental research and particularly the field research by displaying the quantitative information by means of statistical and graphic representation.

The analysis of the results will be done in chapter 4.

The field investigation was done during the months of January and February of 2007; it consisted of the structured interviews in accordance with the objectives and directed to foreign tourists, as well as Managers of different Companies and Directors of Educational Institutions related to tourism, focusing on the role that English plays as a main hypothesis of information and communication.

Total number of interviews was thirty nine that covered places of tourist interest and also the most representative Institutions of the City. Mentioned interviews include fifteen foreign tourists, eight Travel Agencies, four museums, three Universities, four Artesian Centers, four Tourist Information Institutions and “El Cajas” National Park Director.



# FIRST PART RESEARCH PROBLEM



## **1.1 PROBLEM IDENTIFICATION**

The tourism constitutes an economic activity as well as cultural and it has a very tight relationship with general culture of society. We have to take advantage of our gorgeous city Cuenca and use its beauty to promote tourism in a technical and professional manner, since right now tourists do not have enough information to explore the city.

This situation is remarkable especially in this growing world time of communications, information, of technological progress, of prevalence of the English language, time to which is known as globalization.

Globalization has created a new scenery where the rapid growth of international flows of tourists, international travel agencies, and the inclusion of new remote destinations have provided both opportunities and challenges for tourism development and for the opportunity to learn English for Tourism in order to help foreign tourists.

People are not only speakers, but also receivers, readers and interpreters of language. The extent to which one knows and uses a foreign language may be crucial to one's existence, education, relationships, and careers. As soon as the world entered the new millennium, the ability and the need to understand and communicate with others became increasingly important, at times even urgent.

Today, an international exchange of ideas from environmental issues such as the thinning ozone layer and the warming of the planet, to Tourism such as Community Tourism, Ecotourism to political crises are very essential and fundamental.

To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills. The English for Specific Purposes (ESP) can help people to become better prepared in realizing certain kind of activities, jobs or to be better professionals, which may reflect on their lives.

## **1.2 PROBLEM SETTING**

In Ecuador the urban processes of many cities have accelerated largely: the physical expansion, the development of the industry of construction, the educational development and other manifestations, among them the increase of activities linked to travel and tourism.

The city of Cuenca is considered the "pole of development" of the southern region of the country, and it also constitutes a national and foreign tourist destination, since it is a city of many cultural values and other natural values in its surrounding zones. Cuenca is the third city of Ecuador and perhaps can be considered a gem of colonial architecture.

Additionally Cuenca's citizenship has always had a cultural identity which is a characteristic of the small Andean cities, currently is acquiring a superior identity and self esteem, starting from the international recognition as a heritage city.

We have come up with the following questions:

What important cultural values does the city have?

What dimension does the tourism occupy?

To the two previous questions we will add this other one:

What functions does the English language have in the diverse bound activities to trips and tourism?



The research is convenient because it will try to carry out, firstly, an academic contribution, as soon as for example to the construction of some conceptual - theoretical elements that explain the situation of the problem appropriately, and for the conjunction of certain research methods, appropriate to the local reality.

The information obtained by the project will be able to be diffused and well accepted by many administrative institutions, educational dependences and others related with the culture and tourism of the region.

The study has a social relevance, in the measure of constituting a technical support for many social groups of the town, as educators, students, professionals, etc., related with our study.

### **1.3 OBJECTIVES**

#### **1.3.1 GENERAL OBJECTIVES**

- To determine the cultural values and the tourist services that Cuenca and its surrounding zones offers in developmental perspective.
- To analyze the systems of information and education of tourism, and the role that the English language has in these fields.
- To promote appropriated English programs for training personnel involved in tourist activities and for teachers and students.

#### **1.3.2 SPECIFIC OBJECTIVES**

The present project proposes the following specific objectives:

- To promote and diffuse the results of the present project to people in relation to the development of the culture and of the tourist education in English.
- To train and instruct students and professionals in formation through seminars, didactic units and triptychs in English, so this way they can get to know the wonderful places that our province has.
- To exploit Cuenca's potential as a tourist destination by foreign visitors encouraging and supporting the development of man-made crafts and natural tourist facilities.



## SECOND PART THEORETICAL FRAME



## 2.1 THEORETICAL AND CONCEPTUAL FOCUS

We understand it in the following way:

Theoretical Frame is a group of concepts, of advances that are related to each other and try to explain the study object satisfactorily.

We have synthesized it in the following topics: Culture meaning, the concept and types of tourism and English language for specific purposes.

**2.2 THE CULTURE MEANING.** - In a brief sociological meaning culture comprehends a group of values and practices that characterize a town or a country. The culture the same as other social dimensions, is subjected to continuous changes. Culture can be considered a body of learned behaviors that are common to a given human society, shaping behavior, values consciousness within a human society from generation to generation. It can be said that culture resides in all learned behavior.

To quote Mill and Morrison (1998 p: 18): "Culture can be defined as a "set of beliefs, values, attitudes, habits and forms of behavior that are shared by a society and are transmitted from generation to generation".

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

Culture is as a body of learned behaviors common to a given human society, acts rather like a template, shaping behavior and consciousness within a human society from generation to generation. So culture resides in all learned behavior and in some shaping template or consciousness prior to behavior as well.

**2.3 TOURISM.** - It can be defined as economic and cultural activity of great dynamism anywhere in the world, and in the case of our country due to the natural resources and cultural diversity it is considered a national priority.

One of the earliest definitions of tourism was given by the Australian economist Hermann Von Schullard in 1910. He defined it as, "sum total of operators, mainly of an economic nature, which directly relate to the entry, stay and movement of foreigners inside and outside a certain country, city or region."

The terms tourist and tourism were first used as official terms in 1937 by the League of nations. Tourism was defined as people traveling abroad for periods of over 24 hours.

Hunziker and Krapf, in 1942, defined Tourism as, "Tourism is the totality of the relationship and phenomenon arising from the travel and stay of strangers, provided that the stay does not imply the establishment of a permanent residence and is not connected with a remunerative activities."

In 1976 Tourism Society of England defined it as "Tourism is the temporary, short-term movement of people to destination outside the places where they normally live and



work and their activities during the stay at each destination. It includes movements for all purposes."

In 1981 International Association of Scientific Experts in Tourism defined Tourism in terms of particular activities selected by choice and undertaken outside the home environment.

Tourism can be divided into three interrelated terms:

**Leisure:** Time that is left after basic needs such as sleep, eat and work have been fulfilled.

**Recreation:** Activities performed in leisure time.

**Tourism:** The temporary movement of people to destinations outside their normal surroundings, the activities undertaken and the facilities used.

As a classification, tourism is divided in two broad categories, national and international. Also tourism has been classified in several types; the following ones have relevance for the present study: Adventure tourism, community tourism, cultural tourism, ecotourism, educational tourism as others.

#### *Special forms of tourism*

For the past few decades other forms of tourism, also known as niche tourism, have been becoming more popular, particularly:

**Adventure tourism:** tourism involving travel in rugged regions, or adventurous sports such as mountaineering and hiking.

**Agritourism:** farm based tourism, helping to support the local agricultural economy.

**Ancestry tourism:** (also known as genealogy tourism) is the travel with the aim of tracing one's ancestry, visiting the birth places of these ancestors and sometimes getting to know distant family.

**Cultural tourism:** includes urban tourism, visiting historical or interesting cities, such as Cuenca, Lima, Buenos Aires, Paris experiencing their cultural heritages. This type of tourism may also include specialized cultural experiences, such as art museum tourism where the tourist visits many art museums during the tour, or opera tourism where the tourist sees many operas or concerts during the tour.

**Ecotourism:** sustainable tourism which has minimal impact on the environment, such as safaris, hiking or national parks.

**Educational tourism:** may involve traveling to an education institution, a wooded retreat or some other destination in order to take personal-interest classes, such as cooking classes with a famous chef or crafts classes.

**Extreme tourism :** tourism associated with high risk

**Gambling tourism,** e.g. to Las Vegas for the purpose of gambling at the casinos here.



**Garden tourism** visiting botanical gardens famous places in the history of gardening, such as Versailles and the Taj Mahal.

**Heritage tourism**: visiting historical or industrial sites, such as old canals, railways, battlegrounds, etc.

**Health tourism**: usually to escape from cities or relieve stress, perhaps for some 'fun in the sun',

**Pilgrimage Tourism**: pilgrimages to ancient holy places or religious sites

**Wine tourism**: the visiting of growing regions, vineyards, tasting rooms, wine festivals, and similar places or events for the purpose of consuming or purchasing wine.

## 2.4 CUENCA CITY AND ITS SURROUNDINGS

To begin with, it is necessary to know certain general characteristics of the city of Cuenca and its two most important areas of tourist attraction: “Cajas” National Park and Archaeological Complex “Ingapirca”, this last one located about 17 km from Cañar.

From the geographical point of view, starting from the central Andean region of the country (city of “Riobamba”) and toward south, there is a decreasing altitude, and an increasing width of the mountainous chain that forms a plateau or highland that is known as The Austro (provinces of “Azuay” and “Cañar” mainly).

The province of “Azuay” presents an average altitude of 1.600 meters above sea level, although it has a great geographical and climatic diversity: moors, valleys, subtropical areas, deserts, etc.

The city of Cuenca is located at 2.530 meters above sea level, with a pleasant climate and temperatures ranging from 14 and 18 centigrade degrees all year round.

The province of Azuay has approximately a population of 626,827. Azuay is centered on Cuenca which is the third city of Ecuador and perhaps can be considered a gem of colonial architecture. It is surrounded by the artesian centers of Gualaceo Chordeleg, Sigsig and Paute.

By the year 2001 (National Census of Population), the city of Cuenca had 277.374 inhabitants, by the year 2006 its population increased to 450.000 people. The growth of the city’s population, especially in the last three decades, produced many urban structure changes, although it presents few urban problems due to an appropriate planning.

The area of “El Cajas” is located 34 kilometers from the city of Cuenca. It has an altitude between the 3.100 and 4.300 meters above sea level. Its climate is very cold and the temperature fluctuates between 0 and 8 centigrade degrees, this protected area of over 28.800 hectares was declared National Park. It has more than 230 lagoons; some of them give birth to rivers, slopes and cascades. It is the biggest reservation of fauna and flora. There are many interesting trails for walking and hiking in the park.





The other area of tourist attraction close to Cuenca is “Ingapirca”, the most important Incan archaeological site in the country characterized by its perfectly carved stones held in place with natural mortar as well as for its strategic location. It is an archaeological complex of religious settlement type, although built starting from ancient constructions “Cañaris”. This complex was built 3.100 meters above sea level and it is located in the province of Cañar, to some 80 kilometers from Cuenca. Cemeteries, observatories, roads, storage rooms, priests’ chambers, and an indigenous plaza have all been found here in addition to the site’s most impressive structure - the oval-shaped Temple of the Sun, which was an important ceremonial and ritual center for the “Cañari-Inca”.

As a brief historical fact, we can say that the ancient citizens of the two provinces were called “Cañaris”, being “*Guapondeleg*” (“land as big as heaven”) or “*Paucarbamba*” (“plain covered with flowers”, or “splendid plain”) the most important precolumbus human establishment, located in the contemporary city of Cuenca. Subsequently, Inca invaders at the beginning of the XVI century called it “*Tumipamba*” (“plain of the knife”).

Cuenca is the third most important city of the country. It is called “Atenas del Ecuador” because of its multiple artists and writers. Cuenca is unarguably the centre of culture and art of Ecuador. It possesses a “religious and cultural spirit”, due to its religious tradition, their multiple temples, a defined archaeological area, handmade neighborhoods of colonial origin, parks, squares, houses and old buildings, many of them restored uniquely. Finally, in the year 1999, Cuenca was declared World Cultural Heritage Site by United Nations for Education, Science and Culture Organization (UNESCO).

The historical center of the city is the oldest residential area of 178 hectares. It is heavily inhabited and devoted to business activities, cultural services, tourism and amusement.

Precisely the last mentioned activities are concerned with our current research, it is worth highlighting that from the 420 thousand visitors and the 916 thousand foreign visits in 2003 (most recent data), 7 percent of the last ones, that is 63 thousand, arrived to Cuenca.

The flow of foreign tourists came mostly from European countries: France, Germany, Holland and England.

## **2.5 THE HISTORICAL, CULTURAL AND NATURAL VALUES OF GREAT INTEREST FOR CUENCA’S TOURISM**

### **THE CAÑARIS AND THE INCAS**

The main native representatives within the area of Azuay are the Cañari people, who settled down approximately between the years 500 A.D. to 1480 A.D. and are identified by traditional ceramics of Tacalshapa III and Cashaloma; during this period the Cañari developed and became ceramic experts. Here appears social organization of ethnic nobility, social division within the establishments, the chieftainship with the head and the extreme priest that govern the others. It was a town of a lot of culture, knowledgeable in silver, agriculture, weaving, but were still warriors. Where Cuenca is



currently located, was known as Guapondelig, the important capital city of the Cañari nation. At the end of the century, around 1480, began the invasion and expansion of the Inca empire, lead by the aggressive Tupac Yupanqui. With the defeat of the Cañari, the Inca Empire began and they implanted all their customs, traditions, clothes and religious celebrations. They found the city of Tomebamba on the Cañari city of Guapondelig, with which they seal their conquest and honor all the rules sent from the main capital of the empire: Cuzco. It was not a long time before the arrival of the Spaniards to this area.

### **THE CONQUEST AND FOUNDATION**

After several confrontations between the Spanish and the Incas of the area, it is obvious that the conquest is a fact. On the 12th of April, 1557, Don Gil Ramirez Dávalos carries out the order dictated by the appointed king of Peru Don Andrés Hurtado de Mendoza and founds the very noble Santa Ana of the Rivers of Cuenca. According to the data of the foundation, there were 25 Spaniards who founded it, of which 19 were given large in the rising city of Cuenca. The construction of Cuenca was built on the ruins of the old Tomebamba, left by the conflict between Inca leaders and brothers Atahualpa and Huascar. The Checkerboard style predominated the construction and planning. A central Plaza with parallel city blocks, divided by streets. The cathedral and town hall were the first to be built.

### **THE COLONY IN CUENCA**

From the beginnings of century XVI there is progressive construction in the city. At the beginning the houses were one floor homes, built from mud and stones with simple straw roofs. Soon tile roofing and wood were introduced in the constructions. 25 years after the foundation, Cuenca had 750 Spanish residents with rights to land and the possession of natives to work their land. By the year 1563, the city had a degree of Correction, until 1777 when they elevated the city to a Government.

At the beginning of century XVII, Cuenca stretched from the Church of San Sebastián to the Church of San Blas, both present today. During the year 1730 the French Geodesic Team passed through the city, leaving cultural tracks. In 1778, the first real census of the city is done; the official count is of 18,916 inhabitants, of which 12,936 were Urban and 5,983 in the countryside. During the middle of century XVIII, Cuenca is a prosperous city, due to the production and sale of boyeta and tacuyo, a type of weaving which placed Cuenca on the industrial and commercial map of the area. Cuenca becomes the center of commerce for the austral zone of country.

In spite of this, Cuenca was still an uncultured city. There were hardly any schools with very few teachers, which tried to survive in a city with no interest in education. The social scale was topped by 10% of the population that were pure blooded Spaniards, 22% “mestizos” and the natives 67%, which made up most of the population and at the bottom, 1% black people. Culture and art were controlled by the Catholic Church, probably the reason why few outstanding artist existed, especially in woodcarvings and jewelry, like Gaspar Sangurima, whose great admirer was Simón Bolívar.

Independence and the Ecuador Republic

Thus passed the years, until November 3rd, 1820, when Cuenca gained its independence from the Spanish government. People like Marshal Jose Domingo La Mar and Abdón Calderón participated in this victory. During this time, appears Fray Vicente Solano who is the predecessor of the movement of the arts in the city. In 1828 he introduced



the first printing press, in addition to importing books and founds the first newspaper, "Echo of Azuay". By the beginnings of Century XX, Cuenca was considered a main urban center, along with Quito and Guayaquil. In the middle of the century, Cuenca's growth rate increases, due to universities, commercial alliances and elevated productions, especially Toquilla (straw) and tourism, making Cuenca the third city of importance in Ecuador.

### **THE NATURAL LANDSCAPE OF THE CITY**

Cuenca is geographically located in a privileged site, surrounded by gorgeous and picturesque landscapes and bathed by rivers and streams that assure the lushness of the area and the richness of life.

### **EL CAJAS NATIONAL PARK**

Near Cuenca one can visit parks and ecological reserves of a surprising biodiversity in which one can take part in ecotourism, trekking, sport fishing, climbing and more. All in all, the surroundings of Cuenca offer nationals and foreigners alike the peace and tranquility of landscapes and natural beauty.

Thirty km. outside of Cuenca, we find one of southern Ecuador's most impressive protected areas – "Cajas" Recreation Area. "Cajas" contains 275 lakes, between which small rivers give birth to beautiful waterfalls and large areas of primary forest. "Cajas" National Park is part of the natural heritage of the counter. In this stunning place one finds a great biodiversity, thanks to the ecosystem of the zone. The geographical formation of the park, which has the appearance of boxes in the places where the lagoons are situated, is from where it got its name.

Here, many rivers which eventually reach the Pacific are born as well as many others which form the some of the headwaters of the Amazon River Basin. Home to numerous species of flora and fauna, the area maintains temperatures that don't drop below 10 degrees centigrade. It covers an area of over 28,000 ha. There are excellent opportunities for long walks and camping.

The great natural beauty and the tourist attraction of this place were already exposed previously.

### **EL BARRANCO**

Symbolic of the nature and architecture of the classic republican style, "El Barranco" is one of the most beautiful tourist attractions of the historic city center. This is a very attractive place for national and foreign tourists.

### **INGAPIRCA**

The most famous point of interest close to Cuenca is the ruins of "Ingapirca". These remains of the Inca Empire are the most important archeological site in Ecuador.

"Ingapirca" is the most important pre-Hispanic monument in the country. It is hidden in the "Andes" Mountains, made up of the Castle or the Temple of the Sun, the "Pilaloma", the "Condamine", and the "Vaguado", the "Ingachungana", the "Tortuga", the "Intihuayco", the Face of Inca, the cliff stairs and the museum.



The name “Ingapirca” comes from “Quichua” and means “Wall of the Inca”. It is known as the Castle of “Ingapirca”, and is found at 2o32' southern latitude and 78 o 52' western longitude on the outskirts of the central park in the province of Cañar.

## HISTORY

The “Cañaries” were the first to build here, calling their temple/observatory “Cashaloma”, meaning “place where the stars pour from heaven.” The Incas came at the end of the 15th century, establishing the current structure before being flattened themselves by the Spanish. Archaeologists are still unsure as to the site’s specific function, most likely it was a religious settlement; with a distinctive oval temple and attached convent for ritual maidens (many female skeletons have been unearthed).

In the centuries since the Incas departed, many of “Ingapirca’s” stones were carted away to provide the foundations of buildings, especially churches, in the immediate area. In 1966, the site was opened to the public, and nine years later responsibility for the ruins’ upkeep and administration fell into the hands of the local “Cañari *indígenas*”.

## THE SITE

Five hectares of low stone walls and grassy slopes are anchored by the famous rounded temple. Grazing llamas add a picturesque touch to the scene, which aside from the temple is mostly just a vague outline of what once stood here. The small “Pilaloma” complex on the south side marks the original “Cañari” settlement, next to a pointy-roofed replica of an Inca house and round depressions called “*colcas*” that were used to store food.

A fragment of Inca road called the “Ingañan”, better engineered than many modern Ecuadorian highways (notice the drainage channel), leads past *bodegas* used for food storage to an exterior plaza called La “Condamine” after the French scientist’s visit in 1748. These were the nobles’ living quarters, including the “*acllahuasi*”—dwellings of ceremonial virgins. Don’t miss the V-shaped rock at the entrance, supposedly used for beheadings. Next to it is a larger stone with 28 holes that was thought to be used as a lunar calendar; rainwater caught in the holes told the date by reflecting the moon’s light differently throughout the month.

Across the main plaza sits the Temple of the Sun, also known as “El Castillo” (The Castle). If you’ve been to Peru, you’ll recognize the mind-boggling stonework that forms the two-story structure, too tight to fit even a piece of paper between the blocks. The elliptical shape, pocketed with trapezoidal niches, is unique in Inca ruins. The entire structure is exactly three times as long as it is wide, leading some archaeologists to envision three adjoining circles representing the three phases of the sun: “*anti*” (dawn), “*inti*” (noon), and “*cunti*” (sunset).

The collection in the well-done site museum includes a mummy, pottery, and ancient textile fragments set under a magnifying glass to show the amazing craftsmanship. Guidebooks to the site are available in different languages, and a room upstairs contains examples of traditional indigenous dress. An artisan shop next door sells regional crafts; “*cafeterías*” and public toilets are across the way.



## 2.6 CULTURAL VALUES

Ecuadorians consider Cuenca to be the most beautiful city, the most peaceful and the one that has relaxing setting. You can not miss the magnificent skyline marked by shining church domes when you enter this marvelous city. Cuenca's cobblestone streets, winding rivers, graceful ironwork balconies, and beautiful gardens are part of the pleasant atmosphere of this historical city.

The colonial past from the days of the Spanish Empire are present in the artistic and originality of the churches, convents and religious treasures. The rivers that run through and around de city are called: Tarqui, Yanucay, Tomabamba and Machángara. Cuenca's tradition are ceramic objects and one of the highlights are the beautiful handicrafts that can be found throughout the city which include embroidered blouses, wool sweaters, gold and silver filigree jewelry and straw hats.

1) Archaeology.- Pumapungo - All Saints (Todos Santos); Ingapirca Archaeological Complex

The cultural history of the area begins practically from the time of the culture "Cañari", from 1500 A.C., as a warring town and even this way with a great cultural development. Years before the Spanish conquest, the Inca powerful empire arrived and conquered the territory of the area of Azuay, increasing this way the pluricultural value of this part of Ecuador. From these events, they are now vestiges of these majestic cities and temples that were built several centuries ago.

In Cuenca, the legacy of these cultures reminded us about the existence of "Cañari" City of "Guapondelig" and "Tomebamba" Inca towns. In the Archaeological park of "Pumapungo", located in the "Huayna Capac" Avenue and "Calle Larga", they are vestiges of these millennial civilizations where the construction types are appreciated, used elements, as well as the style of city design of these cultures.

Almost next to this complex, on the "Calle Larga", going west of the city, is the Museum "Agustín Landívar", with a collection of archaeological pieces found in the same place where the ruins of All the Santos are located.

## 2.7 ARCHITECTURAL PATRIMONY

Architecturally speaking, Cuenca has evolved through history. Their mixture of different cultures; "Cañari", "Inca" and Spaniards has made this city unique. The colonial center of Cuenca is a true sample of architecture and is being preserved under the category of World Cultural Heritage Site.

Since the foundation of the Spanish city, its architecture went enriching little by little with the influence of several styles of architecture from Europe. By the year of 1778, the city consisted of 24 hectors, roughly 17 blocks. Different historical architectural representations are visible in the construction of the new cathedral at the end of century XIX and the beginning of century XX. The ledge plays a fundamental part, providing a great view of the city.

Most of Cuenca's Historical Center was built during century XIX. There are also some constructions from XVIII, mainly both convents, "El Carmen" and the Immaculate Conception, part of the Old Cathedral, and a few houses. The colonial city is



particularly attractive since only a few of the buildings date back to the decades of the 50's and 60's of century XX.

At the beginning most of the constructions were done of bahareque, which was a mixture of straw, stones, soil and water. The first floor houses had straw ceilings. As the city expanded, wood and roofing tile were incorporating in the constructions, allowing the city to also grow upwards. The traditional houses used eaves, facades, columns, borders and medallions, carved wood balconies and forged iron, doors and windows that reveal interesting wood work and interior patios, gardens and rooms with painted ceiling. It is possible to emphasize the ability of the "Cuencanos" builders who adapted the materials and American customs with their styles imposed by the conquerors, which is visible throughout the city and is one of the reasons to declare it World Cultural Heritage Site.

As to its main temples like churches, we find neoclassic and baroque styles and detailed façades of the churches. Materials like brick and marble can be appreciated in the facades of the New Cathedral and the church of San Blas. Some of the Spanish churches laid their foundations with stones extracted from Inca temples from the city of "Tomebamba".

The colonial houses are adorned with moldings, pilasters, columns and capitals of several styles and degree of detail, some simple and others more complex, but all maintain the same style and give Cuenca a harmonic and continuous architectonic effect throughout the center.

### **HERITAGE BUILDINGS**

The range of buildings considered for their Heritage is extensive; the majority of these have different uses: hotels, hostels, restaurants, bars, museums, art galleries and commercial centers are among them. They are open to all tourists who would like to come and visit.

### **BENIGNO MALO HIGH SCHOOL BUILDING**

It constitutes one of the greatest republican buildings of neoclassical style in the city up to this day. At first a school of the Jesuit Priests was here. Today the Benigno Malo Public High School functions in this building. It is on Fray Vicente Solano Avenue and Daniel Córdova Street.

### **MAYOR'S OFFICE**

It was built in Cuenca, with the characteristic neoclassical style of the beginning of the twentieth century. Banco del Azuay was functioning here until 1999, when the Illustrious Municipality of Cuenca purchased the building, restored and adequate for its operation. Its ground floor is generally used for art exhibitions. It is located on Bolívar and Borrero Streets.

### **LA CASA DE LAS POSADAS (LODGING HOUSE)**

It is located on Gran Colombia Street n. 17-44 and Miguel Heredia Street. This big house that lived its fullness at the end of the eighteenth century hosted in its rooms and stalls those who performed the commercial life of Cuenca. Indigenous and mestizos stayed here along with their animals and merchandise for the exchange and sale of products during the fair days in colonial Cuenca. The Municipality of Cuenca started



the restoration of this property several years ago and currently it functions as an exhibition center.

### **CHAGUARCHIMBANA HOUSE**

At the end of the nineteenth century, Chaguarchimbana was one of the most elegant mansions of the region. This luxurious farm house belonged to Mrs. Florencia Astudillo. It has wide corridors, a vantage point and murals that decorate the front façade. It was restored in 1992 and the Paul Rivet Foundation operates in this place currently.

Address: Las Herrerías Street between 10 de Agosto and del Arupo Streets.

### **JUSTICE COURT BUILDING**

This imposing building was made for the State University of Cuenca. It was designed with a wide central patio surrounded by four floor in which are the rooms that once were classrooms.

The judiciary department bought this building in 1949. It is on Sucre and Luis Cordero Streets.

### **MUSEUM OF MODERN ART OR TEMPERANCE HOUSE**

The Temperance House was named so because it was a place for the recovery of alcoholics. It presents the typical characteristics of the Ibero-American architecture with high ceilings and long corridors made of brick. The Central Bank restored this building in 1979 and in 1982 the Modern Art Museum was founded in this place. It is on Sucre Street n. 15-44 and Miguel Heredia Street.

### **THE BROKEN BRIDGE**

This unique site is located near the “Tomebamba” River. It is a bridge that can be considered and architecturally beauty made of stone.

## **2.8 RELIGIOUS PATRIMONY**

The impressive churches in the old center are dating back to the 16th to 17th century and if you believe it, or not, this is the city of churches with 52 churches, one for every Sunday! Being in the historical center, you might get the impression that time has stood still.

Cuenca is a city marked by its religious devotion; the Catholic Church has a great influence on the daily life of Cuenca's population. We only have to return to the historic center to recognize this and see the architectural and cultural richness that forms part of the heritage of this city. It is also evident in popular celebrations, traditions and customs through which “Cuencanos” sustain their identity.

Come and visit Cuenca's churches to appreciate the artistic value and religious of the city. During the whole year, different celebrations in several points of the city and the province allow to appreciate the cultural value and the ancestral inheritance in its popular parties full with coloring, tradition and typical food. The sights of pre Columbian cultures like “Cañaris” and “Incas” could be seen in most than 40 archeological sites around and in Cuenca city.



## **2.9 POPULAR CELEBRATIONS**

The characteristics of the ritualistic and magical culture of the pre-Hispanic aborigine villages created an interesting syncretism with the customs brought from Spain. This can be observed most obviously in the rich forms of the popular culture expressed with great intensity in the celebrations and religious commemorations as much in Cuenca as in the smallest villages of Azuay.

### **THE PROCESSION OF THE TRAVELING JESUS CHRIST CHILD**

This is the most important religious celebration (procession) of Cuenca and, perhaps, the entire country. It begins at San Sebastian, follows a route of the Cathedral and enters "Calderon Park". Thousand of children of all ages are dressed to represent episodes from the Bible of the birth of Jesus, mixed with representations of Ecuadorian ethnic groups and followed by richly decorated floats.

Of special interest are the "Mayorales", who with luxurious outfits, astride horses decorated with candies, sweets, loaves of Christmas bread, and fruits, go before the dancers of the sound of Christmas carols, enlivening this parade of approximately 20,000 people.

## **2.10 OTHER PATRIMONIAL GOODS**

### **MUSEUMS**

The valuable ceramic pieces and metals carried out by these cultures are represented them in several Cuenca's Museums. Cuenca has museums which represent its culture, religious and archeology among them we can mention de following.

Banco Central Museum: Ethnography, Archaeology, Colonial Art, Numismatics

The Aborigines Cultures Musenum: Archelogy

Remigio Crespo Toral Museum: History, Paintings, Archaeology

Museum of Modern Art: Modern and contemporary art

Agustín Landívar Museum (All Saints ruins): Archaeology, Ceramics

Las Conceptas Museum: Religious Art

Due to the importance that the museums of Cuenca have, being it cultural and tourist, bellow we will incorporate the results of the interviews of the main museums directors and visitants.

### **SQUARES AND PARKS**

#### **PARKS AND PIAZZAS**

Cuenca offers tourists an endless number of parks and small side piazzas that invite people to rest, perceive and witness the city's daily life.

#### **CALDERON PARK**

This is an ideal spot to begin a walk through the historic center. It is a place to rest and meet tourists as well as "Cuencanos". It is a spectacular place to enjoy and feel the daily life of the city along with its music and art. Here you can find a monument of "Abdon Calderón", a hero of Ecuador's independence.

#### **DEL CARMEN PIAZZA**





Traditionally known as the flower market. The main adornment in this piazza is the white facade of the Monastery of Carmen Church, where the baroque doorway, detailed in rock, stands out.

### **SAN SABASTIAN PIAZZA**

The park is surrounded by the beautiful colonial and post-colonial architecture of Cuenca, It is located between the Museum of Modern Art and the beautiful house with the "Larrazábal" door, which now functions as one of the most important art galleries in the city.

## **2.11 HANDMADE CENTERS AND CRAFTS**

The interviews were carried out in two handmade shops in the historical center of the city, and another interview in the Rotary Square where most crafts are exhibited, mainly cultural.

The visitors are both national and foreign; the monthly average visitors are between 120 and 200 in the handmade shops, and about 1000 in the Rotary Square. The interviewees are foreign visitors, and from these, the majority speaks English. Two out of the three studied centers don't have English-speaking staff neither English training courses.

### **HANDICRAFTS**

One of the main attractions within Cuenca is their handicrafts, dating back to historic times for their quality.

The skill of the artisans is nothing new; it is more an inheritance from the "Cañaris", dating back to 500 B.C. They are recognized as talented hands and workers. They had the knowledge to work with fire and fused metals to elaborate objects in fine detail, especially for religious purposes. They also worked with gold, silver and bronze, elaborating fine wires, buttons, helmets and masks with great detail. In summary, the artisan inheritance of the "Cuencanos" is a millenarian tradition that is still present today and has been recognized internationally.

### **POTTERY**

Pottery is one of the fine arts that are practiced in the City. Clay is baked in furnaces, as did their ancestors', using clay that is easy to find in the province of Azuay. Working the clay are family activities, done outside of Cuenca, and recently have become a great production. Vases, jars and plates are not only handicrafts, but have become an industrial production and are recognized as the finest of the country.

### **TOQUILLA STRAW HATS**

This is one of the handicrafts most recognized abroad for its great quality and beauty. The straw "toquilla" became important in Cuenca around the year 1810. This is the date when the first commercialization began. The recognition of mentioned hats increased as a result of a municipal ordinance that indicated that the art of the "toquilla" hats has to be included in the city schools.

This gave a tremendous impel to the straw hat industry, that in 1863 more than 500,000 hats were exported, from which the majority came from Cuenca. During the construction of the Panama Canal, they were essential, to protect the workers from the



intense sun of the zone. This is where they became popular and is the reason that they are known as the "Panama Hats". They were distributed throughout the U.S.A., Europe and Brazil.

Nowadays, the straw hat tradition is part of the daily life of many people in the city of Cuenca and its surroundings. Their quality and fine weavings calls the attention of tourists and importers. In the neighborhood called of "El Vado", it is possible to find factories where hats are made and you can see the wide variety of models. These products can be found in most artisan stores of the city.

### **JEWELRY**

Cuenca, like many of the small towns that surround it, is characterized by the skilled hands of artists who, day after day, manufacture objects representing Cuenca's identity.

One of the main traditions is the work of precious stones, work that has been handed down from generation to generation for centuries.

This activity continues due to the fact that mining still exists of these precious metals in the surrounding neighborhoods of the city. Work with gold, silver and bronze with precious stones make the crafts from Cuenca among the most beautiful of the country. On Gran Colombia Street, it is possible to find great variety of shops of mentioned jewelry.

### **GASTRONOMIC**

It can be said with certainty that gastronomy is an art, but when it has the symbolic and cultural value that it does in Cuenca, this phrase has even more meaning. Typical food from Cuenca is recognized all over the country. Every typical meal has a history and a reason for being. Sometimes the ingredients are mixed, but the taste always remains the same.

The most traditional food plates of Cuenca, use ingredient like the corn, also the meat and fatty of pork, the compliment of all of this is the corn (mote), hot sauce, potatoes and rice.

The sweets and pastries we make for the festivities are according to the fruit that is on season. More than 30 plates of sweet and salty are corn based, you can enjoy, in a great variety of restaurants bars, and coffee shops.

As we can see there are unnumbered reasons why our gorgeous city has to be visited. Not only what is described calls attention to many visitors.

## **2.12 ENGLISH FOR SPECIFIC PURPOSES (ESP).-**

Tourism is one of the branches that need to be included since it corresponds to our research to several aspects or topics in connection with the use of an English language.

Today, an international exchange of ideas from environmental issues such as the thinning ozone layer and the warming of the planet, to Tourism such as Community Tourism, Ecotourism, and Environment to political crises are very essential and fundamental.



To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills. ESP can help people to become better prepared in realizing certain kind of jobs or to be better professionals, which may reflect on their lives.

There are also other reasons, of academic and professional type that motivate people to practice English. This way, many students and other groups of people have been formed in certain specialties of the English language, which improves the personal and professional realizations.

The ESP is characterized to be a peculiar class of learning a language, derived from the general English that is taught in diverse educational centers which consists of words, sentences, texts, oral exhibitions and other abilities, related with a particular field or discipline, for example Tourist Administration.

The ESP is a means of instruction and research to prepare the students and other social groups in disciplines, careers or specific professions.

As an academic program, the ESP comprehends several questions as: specific technical language, own content, methodology and materials, and activities.

Likewise several types of ESP exist: for occupational, academic purposes (sciences, technology, economy, social studies. tourism) and specific topics (studies of research degree, work in foreign institutions, attention to conferences, etc.)

### **2.13 INTRODUCTION**

Perhaps (English for specific purposes) ESP is one of the major activities around the world today. It is an enterprise involving education, training and practice. ESP draws upon three major spheres of knowledge: language, pedagogy, and the students'/participants' specialist areas of interest. ESP teachers generally have a great variety of simultaneous roles, such as researchers, course designers, materials developers, testers, evaluators, as well as classroom teachers. It is, therefore, more reasonable to use the term ESP practitioner. ESP practitioners need training in ways of describing language, training in teaching language, and-training in designing language courses.

In addition, and unlike those involved in EGP (English for general purposes), they need some knowledge of, or at least access to information on, whatever it is with which students are professionally involved, for example tourism, physics, nursing, catering, etc. Authentic materials (for example texts, recorded discussions, interviews, and lectures) may be needed from these work or study situations to be developed as classroom materials.

### **2.14. ENGLISH FOR SPECIFIC PURPOSES: TOURISM**

People are not only speakers, but also receivers, readers and interpreters of language. The extent to which one knows and uses a foreign language may be crucial to one's existence, education, relationships, and careers. As soon as the world entered the new millennium, the ability and the need to understand and communicate with others became increasingly important, at times even urgent.



To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills. For this kind of students being usually adults, courses that fall under the category English for Special Purposes (ESP) should be of particular interest. ESP can help people to become better prepared in realizing certain kind of jobs or to be better professionals, which may reflect on their lives.

Tom Hutchinson and Alan Waters (1987 - *English for Specific Purposes: A learning centered Approach*) are authors of one of the most known books about ESP, being the reason why we have used this book to develop our thesis.

## 2.15 THE ORIGIN OF ESP

Hutchinson and Waters (1987) concisely identified three key reasons they believe are common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner. They noted that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an “age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. For various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English” (p.6). Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

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 (Hutchinson and Waters, p.7).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. The authors point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Mentioned authors identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.

The final reason Hutchinson and Waters mention as having influenced the emergence of ESP has less to do with linguistics and everything to do psychology. Rather than simply focus on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods



employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered or learning-centered.

## 2.16 CHARACTERISTICS OF ESP

According to the theorists Streven's (1988 - *The teacher and learner of ESP*) He defined ESP by identifying its absolute and variable characteristics. He makes a distinction between four absolute and two variable characteristics:

### **Absolute characteristics:**

ESP consists of English language teaching which is:

- ✓ designed to meet specified needs of the learner;
- ✓ related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- ✓ centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- ✓ in contrast with General English.

### **Variable characteristics:**

ESP may be, but is not necessarily:

- ✓ restricted as to the language skills to be learned (e.g. reading only);
- ✓ not taught according to any pre-ordained methodology (pp.1-2).

According to Dudley-Evans and St. John (1998 - *Developments in ESP: a multi-disciplinary approach*) they define ESP by identifying its absolute and variable characteristics as follows:

### **Absolute Characteristics**

- ✓ ESP is defined to meet specific needs of the learner;
- ✓ ESP makes use of the underlying methodology and activities of the discipline it serves;
- ✓ ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

### **Variable Characteristics**

- ✓ ESP may be related to or designed for specific disciplines;
- ✓ ESP may use, in specific teaching situations, a different methodology from that of general English;
- ✓ ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ✓ ESP is generally designed for intermediate or advanced students;
- ✓ Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (pp. 4-5).

These last authors removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. He asserted that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary school setting.



As for a general definition of ESP, Hutchinson and Waters (1987) define, ESP “is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning” (p. 19).

## 2.17 TYPES OF ESP

David Carter (1983 - *Some propositions about ESP*) identifies three types of ESP:

- ✓ English as a restricted language
- ✓ English for Academic and Occupational Purposes
- ✓ English with specific topics.

The second type of ESP identified by Carter is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

Each of these subject areas is further divided into two branches:

- a) English for Academic Purposes (EAP)
- b) English for Occupational Purposes (EOP).

Hutchinson and Waters do note that there is not a clear-cut distinction between EAP and EOP: "...people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16).

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings.

## 2.18 CHARACTERISTICS OF ESP COURSES

The characteristics of ESP courses identified by Carter (1983) are presented below. He states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

According to Dudley-Evans' (1997) claim that ESP should be offered at an intermediate or advanced level, use of authentic learning materials is entirely feasible.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter cites student simulation of a conference, involving the preparation of papers, reading, notetaking, and writing.



Finally, self-direction is characteristic of ESP courses in that the "...point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Mentioned author also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

## **2.19 THE DIFFERENCE BETWEEN ENGLISH FOR SPECIFIC PURPOSES (ESP) AND ENGLISH FOR GENERAL PURPOSES (EGP)**

English for specific purposes (ESP) differs from English for General Purposes – (EGP) in the sense that the words and sentences learned, the subject matter discussed, all relate to a particular field or discipline for example, a travel agent to guide tourist. ESP courses make use of vocabulary and tasks related to the field such as negotiation skills and effective techniques for oral presentations. The entire program is designed to meet the specific professional or academic needs of the learner.

English for General Purposes (EGP) is essentially the English language education. Students are introduced to the sounds and symbols of English, as well as to the lexical, grammatical and rhetorical elements that compose spoken and written communication. EGP also focuses on applications in general situations: appropriate dialogue with restaurant staff, bank tellers, telephone operators, English teachers, and party guests as well as lessons on how to read and/or write the English typically found in textbooks, newspaper and magazine articles, shopping catalogues, application forms, personal letters, and e-mail.

English for Specific Purposes (ESP) is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes. ESP researchers have come to the conclusion that ESP is defined to meet specific needs of the learners.

## **2.20 HYPOTHESIS**

All of these statements can be expressed in terms of the following research hypothesis:

- 1) Great part of the current development of the city of Cuenca is due to the existence of diverse cultural values that stimulate the tourist activity in the city and its surrounding zones.
- 2) The systems of information and education as well as the administration and tourism management are appropriate, but they can build on even more by means of arranged work among local authorities, managers and universities.
- 3) A high percentage of international tourists come to Cuenca, for this reason it becomes a necessity to know the English for Tourism since most of the people related or not to the cultural and tourist areas do not how to do it appropriately.

For each hypothesis, a negative counterpart will represent the null hypothesis.



# THIRD PART

## METHODOLOGICAL FRAME





### **3. METHODOLOGICAL FRAME**

We now come to the methodology that will function as the pedestal for the present research study. This chapter will describe the steps that will be taken by the investigators in the process of carrying out the study. Specific sections will be devoted to a discussion of the subjects, instruments, and procedures that will be employed in this investigation.

**3.1. RESEARCH TYPE.** - It is applied, descriptive, explanatory, documental and field research.

#### **3.2. RESEARCH DESIGN**

- Collecting data techniques:
  - a) Documental analysis
  - b) Active observation
  - c) Interviews
- Quantitative and qualitative structuring of the study
- Short temporary dimension

#### **3.3 POPULATION AND SAMPLE OF STUDY**

The study universe is the city of Cuenca and its surrounding zones (“Cajas” National Park, “Ingapirca – Cañar”, and other important near areas).

The Study population is the human groups and individuals related with tourism and the culture of the city, such as local authorities, tourist and students.

The study sample constitutes a selection of activities related with tourism and the cultural values, tourist services, administration, management and others.



### 3.4 VARIABLES, OPERATIONAL DEFINITIONS AND INDICATORS

This operative part is expressed by means of the following matrix.

<b>MATRIX</b>		
<b>VARIABLE</b>	<b>OPERATIONAL DEFINITION</b>	<b>INDICATOR(S)</b>
CULTURAL VALUES	They are objects, practices, institutions, customs that characterize a town	Archeology Patrimony architecture and religious Markets and parks Calendar of traditions Craft places
NATURAL POTENTIALITIES	Are resources given by mother nature for delighting and use	Landscape, nature, sightseeing (waterfalls, mountains, rivers and preservation areas)
TOURIST SERVICES	Are the infrastructure and activities related with tourism	Museums, hotels, restaurants, amusement centers. Handicrafts Parks Architectural goods
TOURIST INFORMATION	All that is related with the promoting, diffusing and tourism publicity	Public and private dependences.
TOURIST EDUCATION	Civic education in culture and tourism and specific academic programs	Public and private dependences. Academic programs of tourism schools.
APPLIED ENGLISH	It is a pedagogic modality of the English Language and its application in specific areas, in this case related to culture and tourism	Application of English in activities related to Tourism, management of Tourism, information and education

### 3.5 COLLECTING DATA INSTRUMENTS

- Documental index cards
- Observation guides
- Guides for informal interviews
- Forms for structured interview
- Other registrations

### 3.6 FIELD WORK. -

- Observation and identification of institutions and dependences related with culture and tourism.
- Informal interviews with citizens
- Structured and directed interviews to managers and local representatives
- Interviews to foreign tourists



### **3.7 ANALYSIS OF RESULTS. -**

It will be made by means of quantitative as well as qualitative analysis.

- The first case refers to establish the significance degrees and correlation of the facts, then to describe by means of statisticians and other means, and how the frequencies are distributed.
- The qualitative analysis is the description and interpretation of the investigated facts.



## FOURTH PART (IN THE PROJECT) ADMINISTRATIVE FRAME



#### 4. ADMINISTRATIVE FRAME

##### 4.1 MATERIAL RESOURCES

- Photographic camera
- Printing materials and stationery

##### 4.2 HUMAN COMPETENCE

Two researchers, to fulfill the requirement to obtain the bachelor’s degree in Applied Linguistics.

Mrs. Piedad Flores C.  
 Mrs. Mirian Guillén M.  
 An academic advisor

##### 4.3 BUDGET

###### APPROXIMATE BUDGET

Only materials and travel expenses

QUANTITY	DESCRIPTION	UNITARY COST	TOTAL COST
3	Bond paper A4	4.00	12.00
600	Copies of Final Project	0.04	24.00
1	Printer black cartridge	35.00	35.00
1	Printer color cartridge	35.00	35.00
1	Box of diskettes	5.00	5.00
1	Box of CDs	10.00	10.00
24	Bond paper A3	0.40	0.40
8	Markers	1.00	8.00
2	Scotch Tape	1.00	2.00
3	Copies of the preliminary project	0.80	4.00
4	Pasting of final work	12.00	48.00
	Transportation		176.00
	Food		180.00
	Lodging		240.00
Sub – TOTAL			<b>779.4</b>
Provisions (10% of total)			77.94
<b>TOTAL</b>			<b>857.34</b>



#### 4.4 CHRONOGRAM

ACTIVITIES	MONTHS						
	1	2	3	4	5	6	7
Registration of information sources	X						
Documental research		X					
Guides for observation performance and interviews.		X					
Diagnostic of cultural values and tourism inventory			X	X			
Interviews (Informal and to representatives)				X			
Review and analysis of information					X		
Preliminary Project						X	
Final Project							X



# FOURTH PART (RESEARCH WORK) TESTING THE HYPOTHESIS



#### 4.1 GRAPHICAL EXPOSITION OF RESULTS

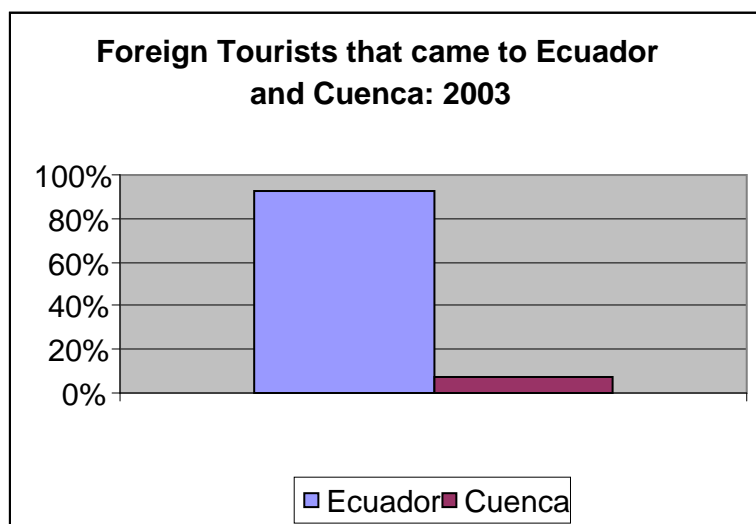
**TABLE 1.-** Foreign tourists that came to Ecuador and Cuenca: 2003

<b>Geographic influence</b>	<b>No.</b>	<b>%</b>
Ecuador	397,600	93
Cuenca	22,400	7
<b>TOTAL</b>	<b>420,000</b>	<b>100.0</b>

\* These were mostly on weekends and holidays

**SOURCE: Austro's Tourism - Regional Management**  
**Done by: Authors**

**GRAPH 1.-** Foreign tourists that came to Ecuador and Cuenca: 2003



**Source: Austro's Tourism: Regional Management**  
**Done by: Authors**

The historical center of Cuenca is devoted to business activities, cultural services, tourism and amusement, which are concerned with our research. It is worth highlighting that from the 420 thousand visitors and the 916 thousand foreign visits in 2003 (most recent data), 7 percent of the visitors that is 22.400 arrived to Cuenca. The flow of foreign tourists came mostly from European countries: France, Germany, Holland and England.





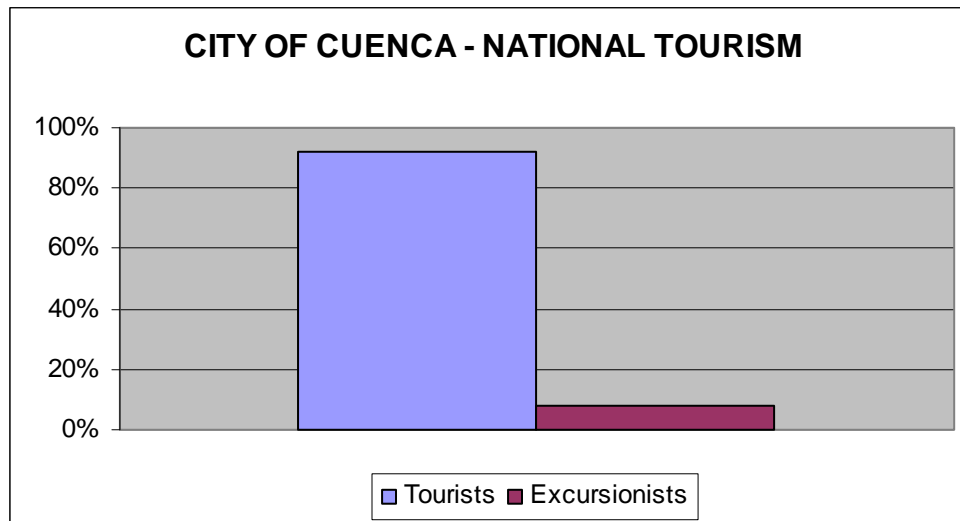
**TABLE 2.-** City of Cuenca: National Tourism

Visitors type	No.	%
Tourists	228,424	92
Excursionists	19,147	8
TOTAL	247,571	100.0

\* These were mostly on weekends and holidays

**SOURCE: The Austro Regional Tourism Ministry**  
**Done by: Authors**

**GRAPH 2.-** City of Cuenca: National Tourism



Excursionist = these were mostly on weekends and holidays

**SOURCE: The Austro Regional Tourism Ministry**  
**Done by: Authors**

According to this Table/Graph, such tourists would constitute 92 percent from national visitors to our city. The remaining 8 percent corresponds to those denominated “excursionists” by the official agency, that is, visitors on weekends and holidays only.

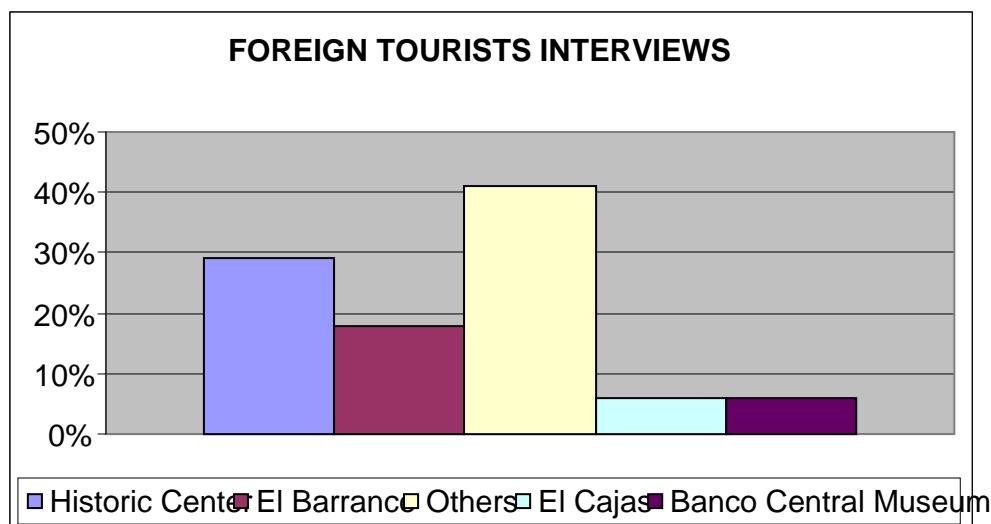


**TABLE 3.-** Results of the Interviews to Foreign Tourists and the role of English

Place of interview	No.	%
Historic Center	5	29.4
El Barranco	3	17.6
Others	7	41.2
El Cajas	1	5.9
Banco Central Museum	1	5.9
TOTAL	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 3.-** Results of Foreign Tourists Interviews



**Source: Field Research**  
**Done by: Authors**

The biggest number of interviews was carried out in the Historical Center of the city (29.4 percent). This is explained because here there are important places which are representative of the city, “Abdón Calderón” or Central Park, the two cathedrals (Old and New), the Flowers Park, the Gran Colombia street and others.

Another place of the interview was “El Barranco” of the “Tomebamba” River, places that are frequently visited by tourists. The 17.6 percent of them visited this place, that is almost one fifth part.

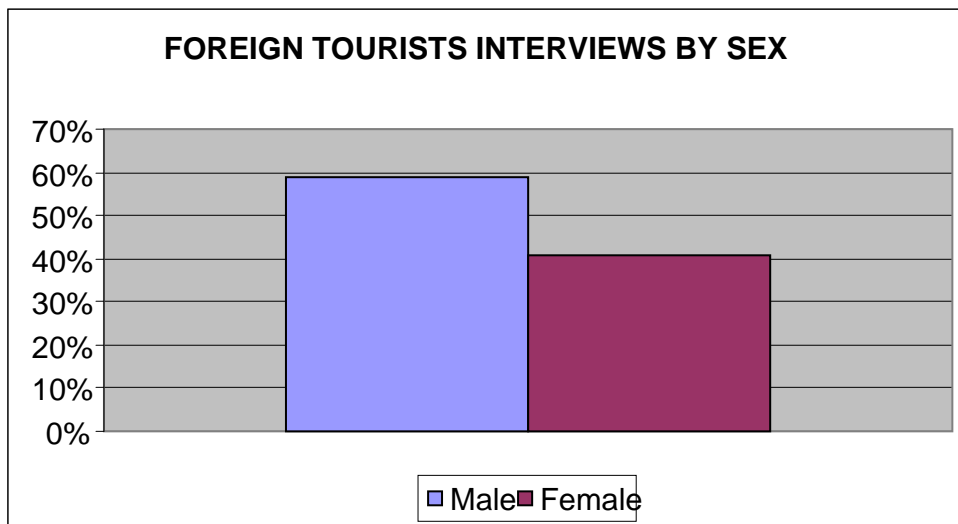


**TABLE 4.-** Interviews to Foreign Tourists by Sex

Sex	No.	%
Male	10	58.8
Female	7	41.2
TOTAL	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 4.-** Foreign Tourists Interviews by Sex



**SOURCE: Field Research**  
**Done by: Authors**

We can state that most of the visitors interviewed are men.

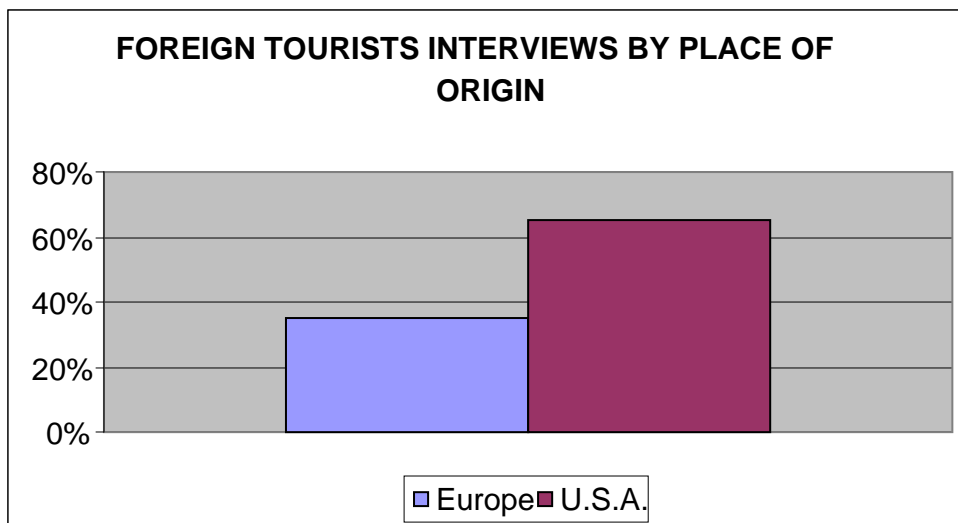


**TABLE 5.-** Interviews to Foreign Tourists by Place of Origin

Place	No.	%
Europe	6	35.3
U.S.A.	11	64.7
TOTAL	17	100.0

**SOURCE:** Field Research  
**Done by:** Authors

**GRAPH 5.-** Foreign Tourists Interviews by Place of Origin



**Source:** Field Research  
**Done by:** Authors

It is important to notice that the biggest number of visitors comes from the United States of North America (64.7 percent); and in second place, from Europe (Holland, Germany, England, France) which corresponds to the 35.3 percent.

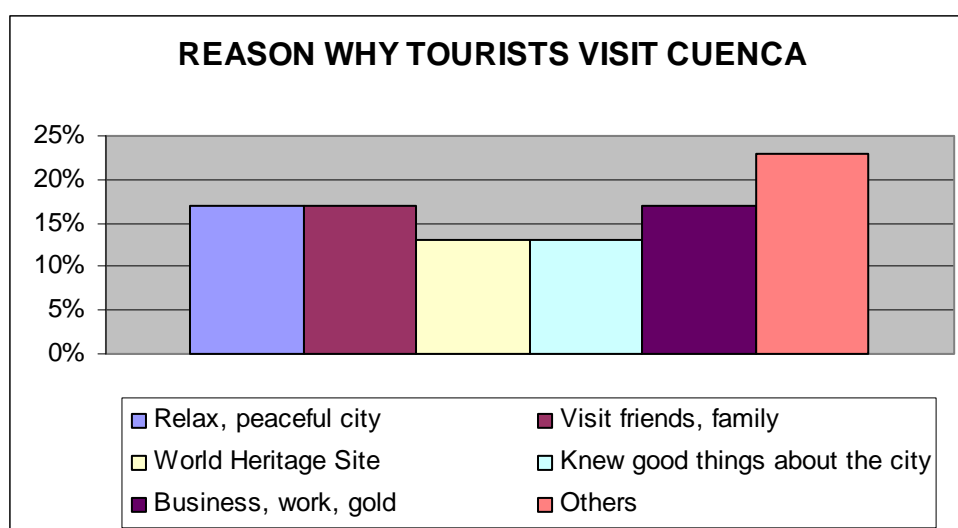


**TABLE 6.-** Interviews to Foreign Tourists. Reasons to visit Cuenca

Reason	No.	%
Relax, peaceful city	3	17.6
Visit friends, family	3	17.6
World Cultural Heritage Site	2	11.8
Knew good things about the city	2	11.8
Business, work, gold	3	17.6
Others	4	23.6
TOTAL	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 6.-** Foreign Tourists Interviews - Reasons to visit Cuenca



**Source: Field Research**  
**Done by: Authors**

This Table/Graph refers to the reasons of preference for Cuenca city; as the people interviewed stated, the main reasons to visit the city are: to relax, to visit friends and for business. Each one of these reasons represents the 17.6 percent from the total. Other claim that they already know the city and that they like it; and, finally for being a World Cultural Heritage Site, with the 11.8 percent each one. The reminding 23.6 percent interviewed stated other reasons.

This variable can be completed with another one that refers to the purpose of the trip, which is presented in the following table/graph.

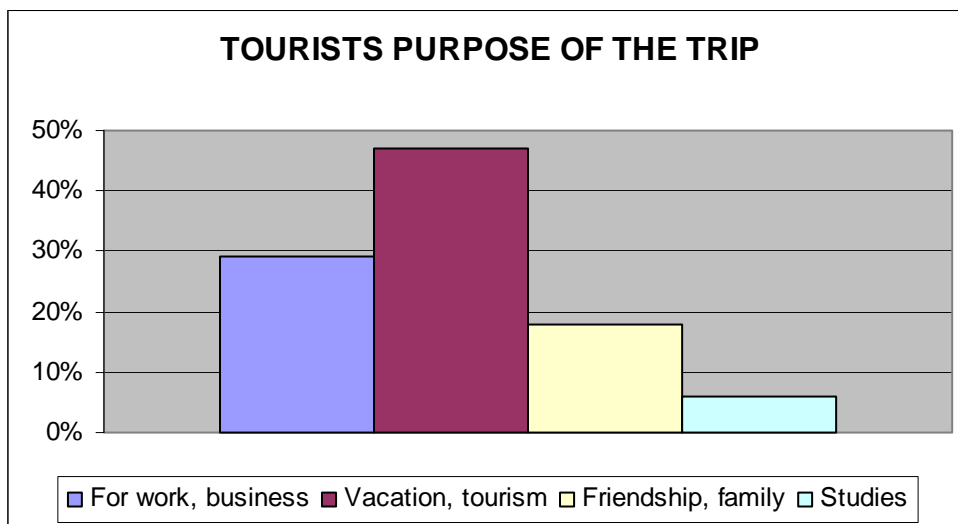


**TABLE 7.-** Interviews to Foreign Tourists. Purposes of the trip

Purpose	No.	%
For work, business	5	29.4
Vacation, tourism	8	47.1
Friendship, family	3	17.6
Studies	1	5.9
TOTAL	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 7-** Foreign Tourists Interviews - Purpose of the trip



**Source: Field Research**  
**Done by: Authors**

The purposes of the trip to the city coincide with the previously exposed reasons. That is, the main reasons they claim are: for vacation, for tourism and to relax (47.1 percent); for work or business (29.4 percent) and to visit friends or family (17.6 percent). A single case is presented for studying (the remainder 5.9 percent).

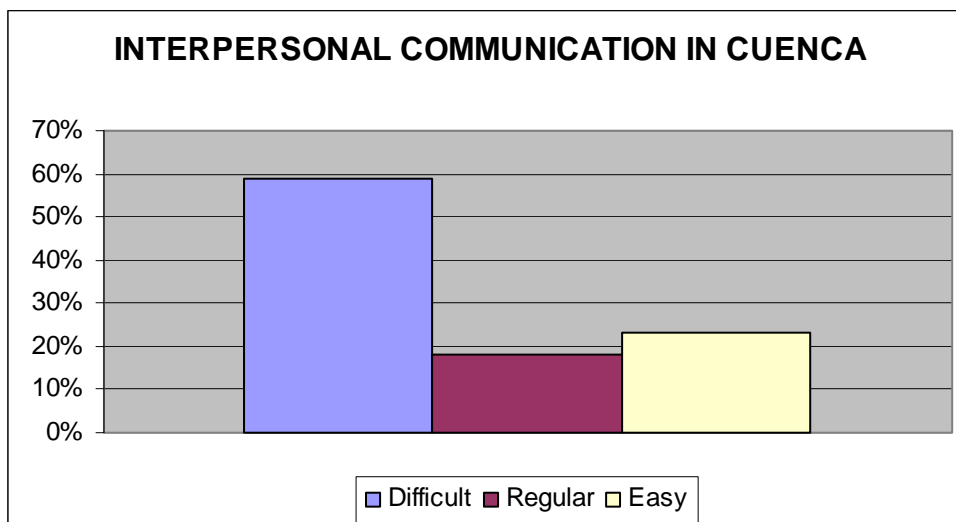


**TABLE 8.-** Interviews to Foreign Tourists. Type of interpersonal communication in the city

Type	No.	%
Difficult	10	58.8
Regular	3	17.6
Easy	4	23.6
TOTAL	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 8.-** Foreign Tourists Interviews. Type of interpersonal communication in Cuenca



**Source: Field Research**  
**Done by: Authors**

The interpersonal visitor’s communication in the city is difficult according to the 58.8 percent of the people interviewed, being the main reason because they don’t speak Spanish and “Cuencanos” hardly speak English; they have to use bilingual dictionaries in order to be able to make themselves understood.

The other percentage refers to the most regular or acceptable communication form, since visitors understand Spanish (17.6 percent). The other percentage of foreign visitors, that is the remainder 23.6 percent speak Spanish and this is why they find communicating to be easy.

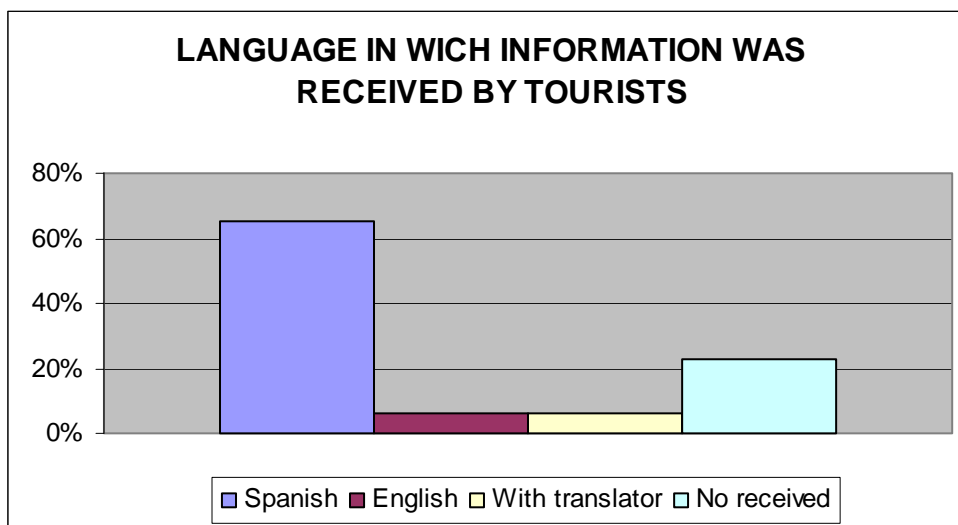


**TABLE 9.-** Interviews to Foreign Tourists. Language in which received information

Language	No.	%
Spanish	11	64.7
English	1	5.8
With translator	1	5.8
No received	4	23.7
TOTAL:	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 9-** Foreign Tourists Interviews. Language in which information was received



**Source: Field Research**  
**Done by: Authors**

In reference to the language in which tourists received information, the majority of them said that “Cuencanos” used Spanish for this purpose (64.7 percent) and this is why tourists had difficulties in the way they were treated. Only a 5.8 percent had information in English and the same percentage used a translator. It is important to notice that 23.7 percent of them didn’t receive any information, maybe because these visitors didn’t want a way of communication.



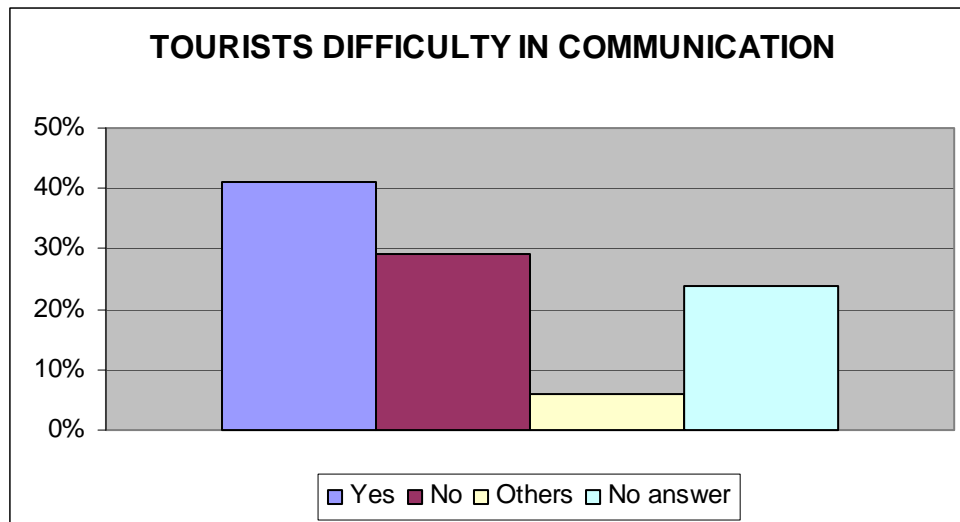


**TABLE 10.-** Interviews to Foreign Tourists. Difficulty for communication in Spanish

Difficulty	No.	%
Yes	7	41.2
No	5	29.4
Others	1	5.8
No answer	4	23.6
TOTAL:	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 10.-** Foreign Tourists Interviews. Difficulty for communication in Spanish



**Source: Field Research**  
**Done by: Authors**

The difficulty for communication in Spanish represented an important 41.2 percent of the answers of the visitors, which insinuates the big necessity of communication in English, that is supposed they speak averagely. Who didn't have difficulties in Spanish communication represented 29.4 percent, and who didn't answer to this question were 23.6 percent of the total.

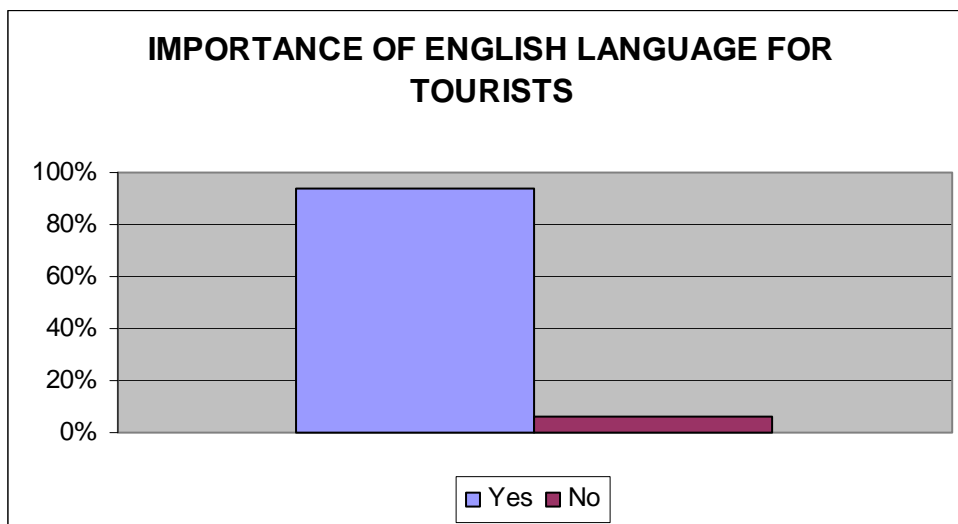


**TABLE 11.-** Opinion about the necessity of English for tourist communication and information

Necessity	No.	%
Yes	16	94
No	1	6
TOTAL:	17	100

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 11-** Opinion about the necessity of English for tourist communication and information



**Source: Field Research**  
**Done by: Authors**

This Table/Graph represents the important opinion about English's necessity for communication and tourist information. This way, with a single exception that represents 6 percent, all the interviewed tourists agreed about the importance that the English language has. Furthermore they think that it is very essential for communication and diffusion of tourist information, since it would help a lot, being English an international language and Cuenca a cosmopolitan city

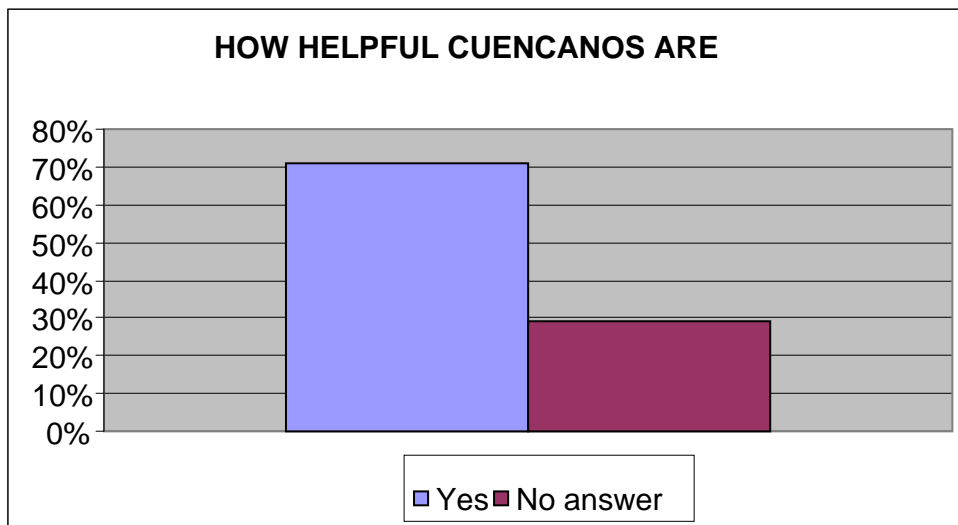


**TABLE 12.-** Opinion about friendship, politeness and helpfulness of Cuenca's inhabitants

Opinion	No.	%
Yes	12	70.6
No answer	5	29.4
TOTAL:	17	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 12.-** Opinion about friendship, politeness and helpfulness of Cuenca's inhabitants.



**SOURCE: Field Research**  
**Done by: Authors**

Finally we represent in this Table/Graph, the opinion of foreign tourists about the perception of the habitants of Cuenca: Friendship, politeness and helpfulness.

Thus, most tourists (70.6 percent) have a very good opinion about the inhabitants of the city since they consider that people are very friendly and wonderful, considering that the language is a barrier for communicating. Some consider that this helpfulness and benevolence is also revealed in other regions of Ecuador. However, a significant 29.4 percent didn't answer this question.



**TABLE 13.-** Cuenca's Museums. Visitors according to origin

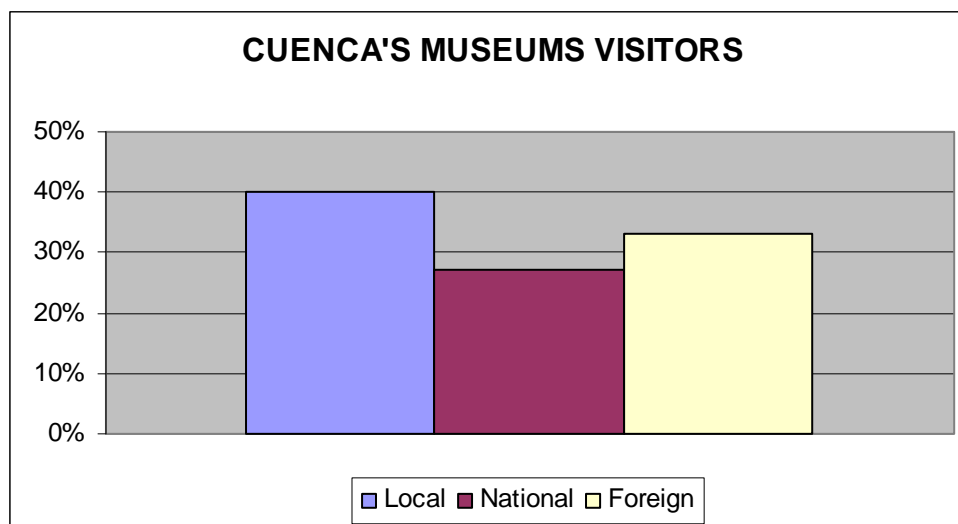
Origin	No.	%
Local	6	40
National	4	27
Foreign	5	33
TOTAL	15	100

**SOURCE: Field Research**

**Done by: Authors**

NOTE: The total doesn't correspond with the number of the interviewed museums, since there are foreign, local and nation's visitors.

**GRAPH 13-** Cuenca's Museums. Visitors according to origin



**Source: Field Research**

**Done by: Authors**

In this Table/Graph we present the number of visitors of the mentioned museums according to their origin. In most cases the visitors are from local origin (40 percent). Next, they are foreigners (33 percent), and the remainder (27 percent) is from our country.

According to what was presented, the total doesn't belong together with the number of investigated museums, since in them there are so much foreign visitors as local and national. Local visitors prevail exclusively, for example students.

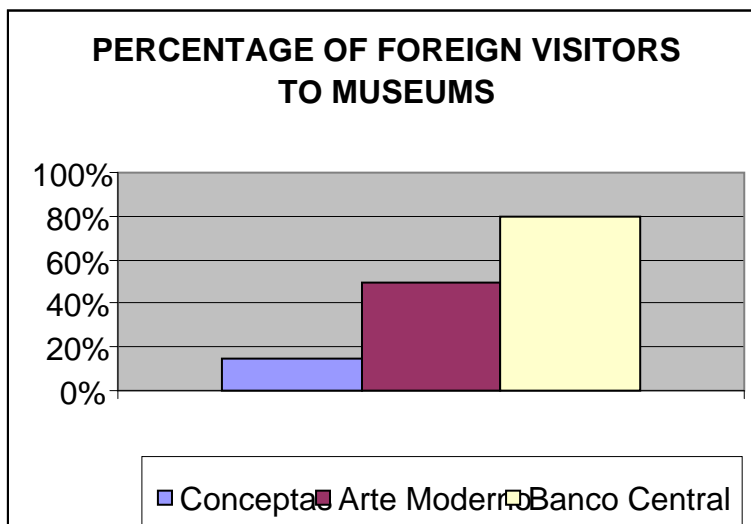


**TABLE 14.-** City of Cuenca. Percentage of foreign visitors to museums

Museums	%
Conceptas	15
Arte Moderno	50
Banco Central	80

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 14.-** City of Cuenca. Percentage of foreign visitors to museums



**Source: Field Research**  
**Done by: Authors**

In this Table/Graph, the highest percentage of visitors corresponds to foreign ones (50 and 80 percent), the others belong to national visitors. It is important to mention that a foreign visitor of “Conceptas” Museum is 15 percent and from this percentage 10 percent speak English. Same goes for “Arte Moderno” Museum, where from the 50 percent of the total number of foreign visitors, 40 percent speak English. Finally, “Banco Central” Museum receives 80 percent of foreign visitors from which 70 percent speak English.

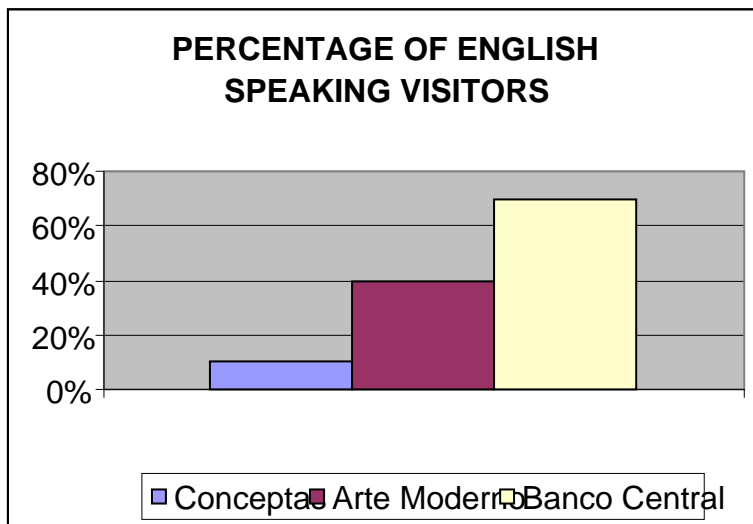


**TABLE 15.-** City of Cuenca Museums. Percentage of English speaking visitors

Museums	%
Conceptas	10
Arte Moderno	40
Banco Central	70

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 15.-** City of Cuenca Museums. Percentage of English Speaking Visitors



**Source: Field Research**  
**Done by: Authors**

The above information is completed with this Table/Graph and represents the percentage of visitors from the English speaking community exclusively, with this order of museums: “Banco Central” (70 percent), “Arte Moderno” (40 percent) y “Conceptas” (10 percent).

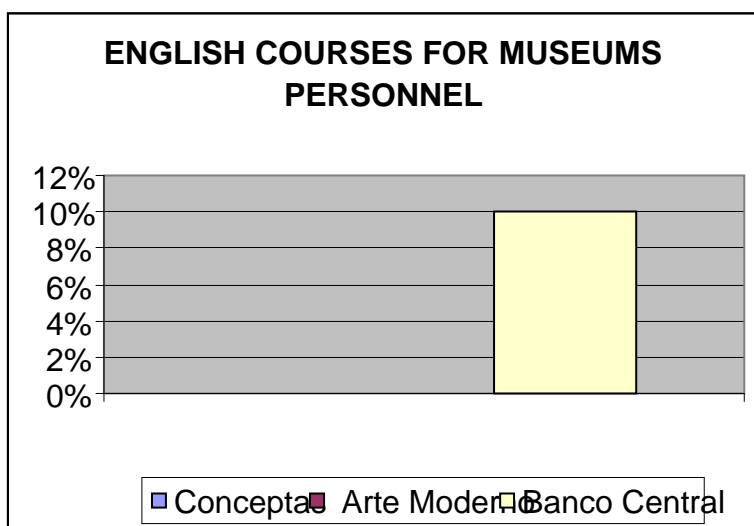


**TABLE 16.-** City of Cuenca Museums. English courses for their personnel

Museums	%
Conceptas	0
Arte Moderno	0
Banco Central	10

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 16.-** City of Cuenca Museums. English courses for their personnel



**Source: Field Research**  
**Done by: Authors**

In reference to the percentage of English speaking visitor’s, this Table/Graph and the following as the role of English in these entities, we present the corresponding to the English language speaking personnel and the training course they received. From the consulted museums only “Banco Central” Museum has their personnel trained in English courses. The same way two from the three museum: Banco Central and Arte Moderno, have a staff that speak English. (50 and 40 percent, respectively).



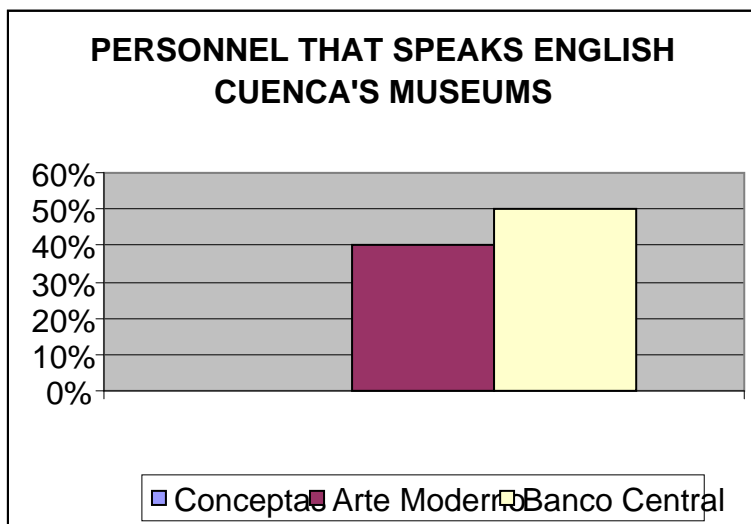
**TABLE 17.-** City of Cuenca Museums. English speaking staff

Museums	%
Conceptas	0
Arte Moderno	40
Banco Central	50

**SOURCE: Field Research**

**Done by: Authors**

**GRAPH 17.-** City of Cuenca Museums. English speaking staff



**Source: Field Research**

**Done by: Authors**

According to the exposed in the last two Tables/Graphs, most of the consulted museums have English speaking personnel, although these entities don't have their personnel trained in English courses. From the English speaking personnel, most of them are bilingual guides and especially the ones that work at the reception desk.





## TOURISM AGENCIES AND THE ROLE OF ENGLISH

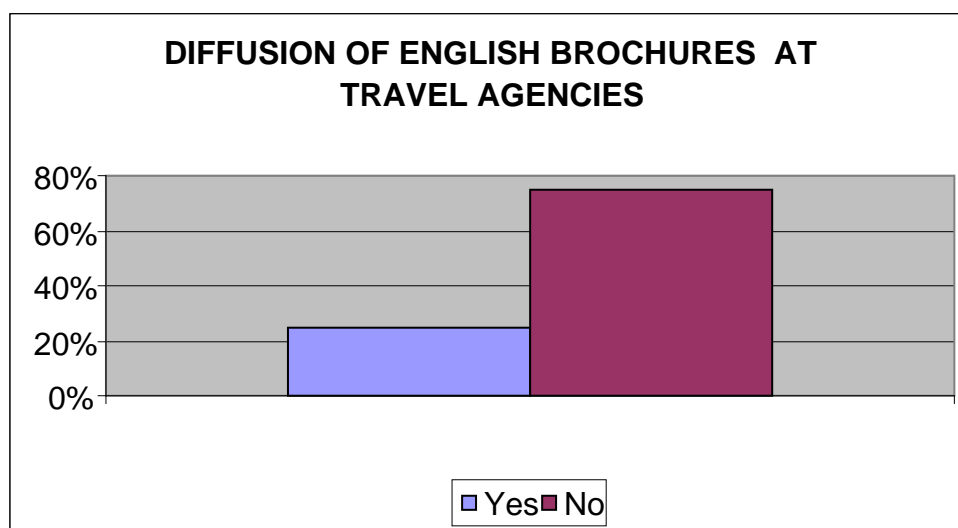
**TABLE 18.-** English brochures diffusion – Travel Agencies

Documents	No.	%
Yes	2	25
No	6	75
TOTAL	8	100

**SOURCE:** Field Research

**Done by:** Authors

**GRAPH 18.-** English brochures diffusion – Travel Agencies



**Source:** Field Research

**Done by:** Authors

According to this Table/Graph the 25 percent of travel agencies have English brochures to diffuse tourist activities to foreign visitors. The others (75 percent) only have Spanish documentation, although some managers manifest that they plan to elaborate their own English brochures, considering that it would be of great help for foreign tourists.

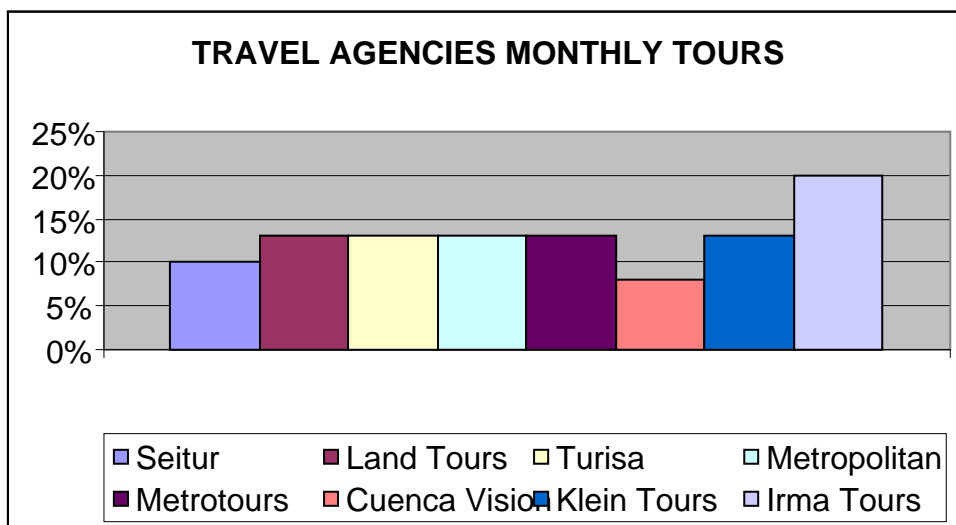


**TABLE 19 – Monthly Tours**

Name	%
Seitur	10
Land Tours	13
Turisa	13
Metropolitan	13
Metrotours	13
Cuenca Vision	8
Klein Tours	13
Irma Tours	20
	100

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 19.- Monthly Tours**



**SOURCE: Field Research**  
**Done by: Authors**

According to the presented in this Table/Graph the highest number of monthly tours is 3 or 4, that corresponds among 8 and 13 percent of all the tours, of seven from the eight consulted agencies. Besides, the directors of the agencies said that the average number is of eight people each one.

Besides, the percentage of foreigners and English speaking that use tours are the majority (between 75 and 90 percent), as the interviewees of the agencies manifest.

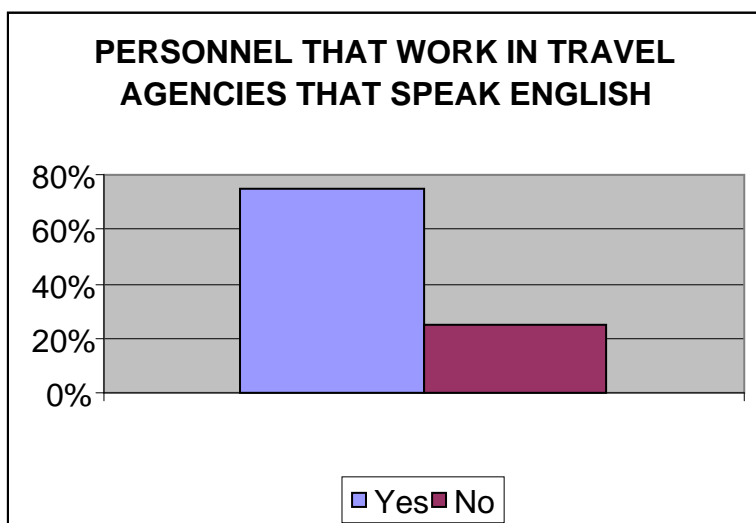


**TABLE 20.-** Agency's English speaking staff

Speak English	No.	%
Yes	6	75
No	2	25
<b>TOTAL</b>	<b>8</b>	<b>100</b>

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 20-** Agency’s English speaking staff



**Source: Field Research**  
**Done by: Authors**

In accordance to the Table/Graph presented, most of the agencies have English speaking personnel that handle the basics (75 percent). However, only in three agencies four people speak English fluently; while in the other three agencies four people handle only basic English.

On this matter, the directives of the interviewed agencies consider that it would be very interesting or of a lot of utility the realization of tourism English courses, since in many cases the personnel learn only English grammar.

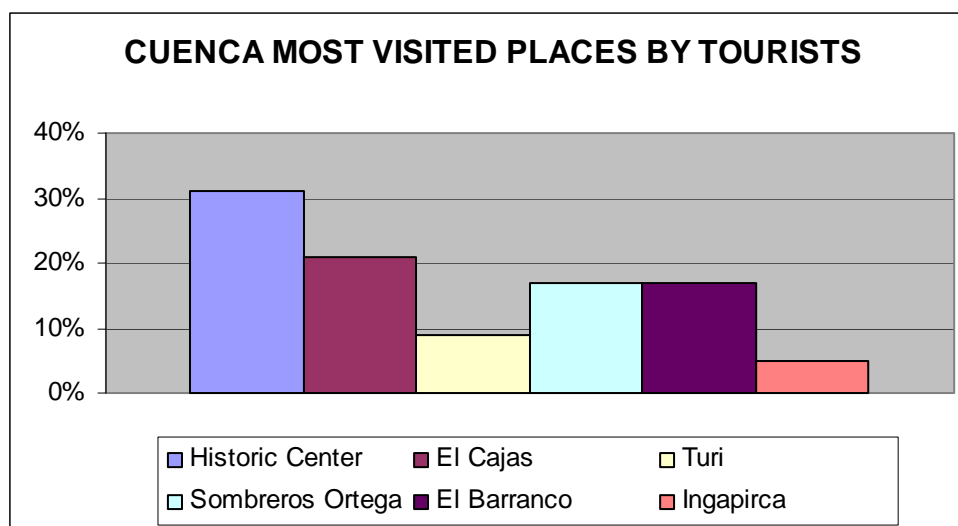


**TABLE 21.-** Most frequently visited by tourists in Cuenca

Places	No.	%
Historic Center	8	33
El Cajas	5	21
Turi	2	8
Sombreros Ortega	4	17
El Barranco	4	17
Ingapirca	1	4
<b>TOTAL</b>	24	100

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 21.-** Cuenca most frequently places visited by tourists



**Source: Field Research**  
**Done by: Authors**

This Table/Graph represents the most frequently visited places in the city of Cuenca. The interviewees mentioned 24 places they visited, being the principal the following: the historical center of the city with its diverse attractiveness (“Calderón” Park, Cathedrals, etc.) which represents 33 percent from the total; El Cajas National Park, (21 percent), El Mirador Turístico de Turi (8 percent), “El Barranco” of the “Tomebamba” River and Ortega Hat’s House (17 percent each one). The reminder percentage (four percent) of the mentioned agencies manifested as a place of interest “Ingapirca” Archaeological Complex.

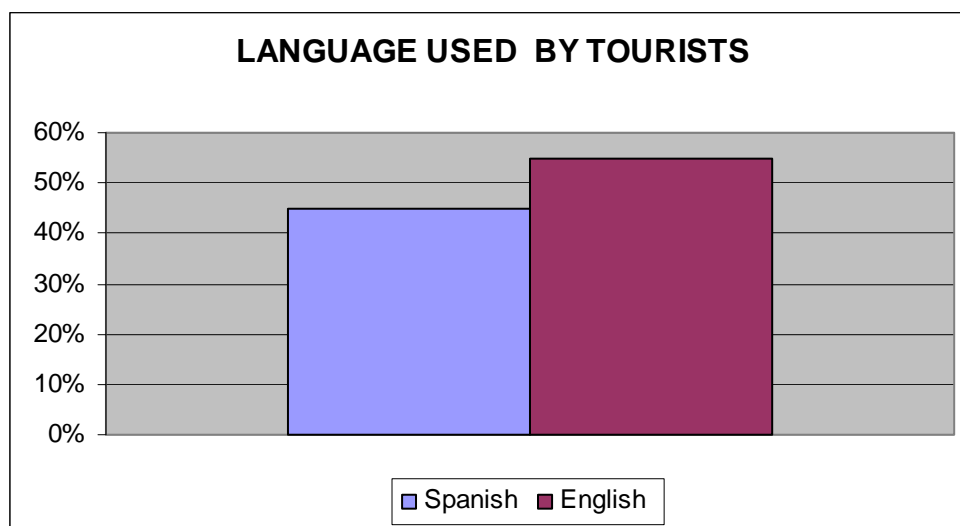


**CHART 22.-** Use of language (Native or Spanish)

Language	No.	%
Spanish	4	45
English	4	55
TOTAL	8	100.0

**SOURCE: Field Research**  
**Done by: Authors**

**GRAPH 22.-** Language that tourists use (Native or Spanish)



**SOURCE: Field Research**  
**Done by: Authors**

This Table/Graph shows that there is also the same situation in Spanish’s and English’s handling for the information and communication with foreign tourists (45 and 55 percent, respectively) Spanish is considered as a compulsory language of being understood, although many foreigners, of course don’t speak it.

In the same way the managers that were interviewed think that it is of great necessity to have personnel that speak English.



## 4.2 ANALYSIS OF THE RESULTS

### 4.2.1 TOURISTS SERVICES AND THE ENGLISH ROLE

Tourism is promoted in many ways in Ecuador, for instance through tourism awareness campaigns in the national media (TV) and internet which invites Ecuadorians to turn tourism into the countries its best business. Important events, such as: World Tourism day, international fairs in Europe and America plus the National tourism Convention in Cuenca are visited and international promotion and market researches are being developed as this very moment.

The tourist services that Cuenca offers constitute the offering activities and infrastructure of the economic and cultural branch.

For the present analysis, the tourist services are subdivided in:

- a) The information, management and tourist administration, and the role that English has in these activities.
- b) The tourism education and the role that English has in majors taken in Universities.
- c) To educate through seminars and direct visits to foreign operators with the intention to include Ecuador in their catalogs or brochures for a future diffusion.

### 4.2.2 TOURIST INFORMATION, MANAGEMENT AND LOCAL ADMINISTRATION SERVICES IN CUENCA CITY

Here, we cover what is related with the promotion, diffusion, publicity of the administrative tourism activities and of administration, transmitted by public institutions as well as private companies. Mentioned institutions are:

- a) Ministry of Regional Austro Tourism
- b) Municipal Office of Tourist Information (Sucre Street)
- c) Municipal Foundation "Tourism for Cuenca" (Simón Bolívar Street 8-44)
- d) Azuay Chamber of Tourism
- e) Private Travel Agencies

Next we will present a brief description of each one of these institutions and then we will analyze the role that English plays.

#### A) AUSTRO REGIONAL TOURISM MINISTRY

This institution diffuses tourism by means of its Web page using the following languages: English, German, French, Japanese and Spanish, promoting at national and international levels, organizing fairs, etc.

The total number of personnel that speaks English is eleven. From the eleven employees nine have an intermediate level and two advance level.



The mentioned Ministry receives telephone calls requesting tourist information in English, and they consider that it is very important and at the same time essential to be trained in English applied to tourism.

This institution has published the pamphlet titled Cuenca Cultural World Heritage in which we find a brief introduction with descriptive data of the city of Cuenca as tourist destination. This pamphlet also includes a concise history of the city in which diffuses rich manifestations in tradition, art and symbolisms, as well as the reason why on December 1<sup>st</sup> of 1999, Cuenca was declared World Cultural Heritage Site, in recognition to its rich culture and artistic works. Cuenca has been the homeland to beautiful 17th and 19th century architecture, having its historical center to wealth of museums and churches to grace its cobbled streets.

Cuenca is also described with its parks and squares “Calderón” Park, “Plazoleta El Carmen”, San Sebastian Park), its main religious traditions and popular parties (The Procession of the Traveling Christ Child); its typical foods; its crafts. Also the places that can be visited (The Broken Bridge, “El Barranco”, “Turi”; the Cajas National Park, as representation of the nature; “Ingapirca”), the most important prehispanic monument in the country.

**b) MUNICIPAL OFFICE OF TOURIST INFORMATION (SUCRE STREET). -**

This local Government's office diffuses tourism, offering personal attention to national and foreigner tourists free of charge, providing brochures and required information. The office has promotional material of Cuenca in: Spanish, English, German, and French. There are two employees that speak English fluently.

The mentioned municipal office does not receive frequent phone calls requesting tourist information in English, since the treatment - like it was affirmed - is personalized, so much in Spanish as in English.

Finally, they consider that it would be very useful to receive English courses applied to tourism, because there is a specific terminology used in this language.

This is one of the justifications research objectives that is met according to our work.

The Municipal Office of Tourist Information i-Tur is administered in a decentralized manner through the net of strategic partners of the Ministry and it offers a free of charge service of attendance and information to the national and foreigner tourist.

Its main objectives are:

- To promote the image of the city, county, region and/or Ecuador as competitive tourist destination.
- To offer information and free of charge orientation to tourists, mainly on aspects related with the destination, attractiveness, services, plans and events.
- In the event of dissatisfaction for services rendered, to search for volunteer arrangement among the parts in order to solve the dissatisfaction through



alternative means of conflict solution; and if necessary to guide them toward the complaint office.

- To inform the tourist free of charge the steps and procedures to be followed by other tourist services institutions or supplying companies.
- To generate confidence and security of the levels of qualify information provided by i-Tur.
- To inform the main tourism problems and to contribute with strategic solutions.

**c) MUNICIPAL FOUNDATION "TOURISM FOR CUENCA" (SIMÓN BOLÍVAR STREET 8-44)**

This foundation is private, although it is sponsored by the City Government.

The Director interviewed manifests that tourism is diffused through several means: informative and promotional material as pamphlets, maps, triptychs, souvenirs (T-shirts, caps). By means of advertising campaigns through the media: written press, television, radio and publicity that has been made in order to motivate national and foreigners tourists about the city. Another way of promoting is by means of national and international journalists' familiarization trips, and also through national and international travel agencies, with the idea that the journalists carry out reports; here they are given lodging and facilities. Finally it is sponsored in the national and international tourism fairs, and through its WEB page.

The diffusion of tourism is made mainly in English and Spanish, although sometimes in German and French.

They have 6 employees that speak advance English, which corresponds to sixty percent.

The foundation receives telephone calls requesting tourist information in English, and it is considered of great interest to take English courses applied to tourism, they would be interested in being included in those courses.

Due to its self-management, this foundation has a budget to carry out training shops directed to control and operate the tourist sector. This entity also deals with establishing strategic alliances among the public/private sector, with the intention of improving tourism.

"Cuenca of the Andes" and "Cuenca World Cultural Heritage Site" are two brochures that have been disclosed to diffuse the important aspects of Cuenca's tourism.

**d) AZUAY TOURISM CHAMBER**

The Azuay Chamber of Tourism is a combination of private entrepreneurs that diffuse their activities by means of advertising in television programs, brochures, and through the internet and massive e-mails.

They diffuse it in Spanish, although they have planned to design a Web page in English and German.





Forty percent of their personnel speak English, that is five employees with intermediate and advance levels.

They hardly receive telephone calls requesting tourist information in English in their main office, but they do it in the VIP tourist information room.

Finally, they consider important to know English, and even more applied to tourism, because is their field.

It promotes planning, structuring and execution of projects that allow the development of tourist activities gaining multiple benefits. Its vision is to integrate its members in search for professional excellence and to succeed in the tourist environment. Its duty is to generate facilities and the necessary means for development and to train managers to become experts in the field.

The objectives of this entity are:

- To be a support entity for those who develop tourist activity in the province of Azuay.
- To make people tourist aware, so that they will be involved in the process of helping national and international visitors.
- To negotiate interinstitutional affairs to join efforts seeking to integrate tourism.

The city of Cuenca has the following members: 39 hotels, 60 guest houses, 60 restaurants, 65 coffee shops, 18 discotheques and clubs, 45 travel agencies and 5 airlines companies.

#### **4.2.3 TOURISM, THIRD LEVEL EDUCATION AND THE ROLE OF ENGLISH**

There are three third level education centers that have academic careers related to tourism in the city of Cuenca. These are:

- a) University of Cuenca - Program of Tourism. Gastronomy
- b) University of Azuay. Tourism School
- c) UNITA - America Technological University (School of Tourism and Hotel Services)

Here, our interest is to know the academic English teaching programs, and the administrative Director's interviews of these institutions, in order to show pertinent aspects that have to do with the project.

To know English has become imperative in all fields and in the activities of everyone whom in some way or another maneuver the economy of a country.

It is then a fundamental duty of our City Universities to diffuse and teach this language in such levels that students will be capable of maintaining contact with anyone around the world, using general or specific levels.



By knowing this language very well we are expanding our horizon of services toward other communities in the world. This way we can insure that visitors will be assisted in their own language.

As it was affirmed above in the city of Cuenca there are three third level education institutions that have English programs.

### **UNIVERSITY OF CUENCA**

Students are only given general English classes program, and very seldom they get a chance to practice English as guides, and sometimes in French.

When you take this major the objective is to improve your English skills reaching a fluent level. Moreover it would be very useful for these students to become technical meaning that they should know English applied to tourism. Contemplating the importance of English for Specific purposes, in this case English for Tourism, the University will implement it for the coming promotions. The Tourism major is composed of eight semesters, after finishing them students must have to approve "The English Efficiency Program".

### **UNIVERSITY OF AZUAY**

The same as described above happens in this Institution, students are only given general English classes; their students have the opportunity to practice as tourist guides, after they have finished the fourth level of English, otherwise they will do it in Spanish.

They claim that students should improve their communication skills using fluent English, and the best way to accomplish is by practicing it with native speakers. They also believe that it would be very useful for the students to acquire knowledge of English applied to tourism, but they do not have any plans of implementing it in the near future.

### **AMERICAN TECHNOLOGICAL UNIVERSITY - UNITA**

This Institution of Tourism has general as well as specific English programs, the students have the opportunity to practice as tourist guides, first in Spanish and then in English. They consider that the students should improve their communication level by practicing and reaching a fluent level of English, in order to help tourists more professionally; they also believe that it is very essential for their students to acquire specific knowledge of the English Language meaning ESP.

Finally, as a very interesting fact, the Director of the third level Institution specified that students that are taking Tourism as their major, after they approved the Sixth level of English, all the subjects are given in English.

After we have interviewed the Directors of Universities we have though there was a need to develop a manual to teach English for Tourism in mentioned institutions.



#### **4.2.4 PRIVATE TRAVEL AGENCIES AND THE ROLE OF ENGLISH**

The role of Travel Agencies is to attend the details of transportation, itinerary and accommodations for travelers. It is a business that sells travel related products and services, particularly package tours, to end-user customers, such as airlines, hotels, tour companies and cruise lines.

Travel Agencies besides providing services they serve as a link between tourists and a country because through the information they diffuse make tourists to become interest in knowing the goodness that our country offers. Furthermore their work in the tourist field supersedes that of the Government.

For everything that is mentioned in the above paragraph the role that Travel Agencies play is irreplaceable in promoting tourism.

In the city there are a great number of travel agencies that run with private funds.

For the present case managers of eight private tourism agencies located in the historical center of the city were interviewed.

After analyzing the results of the interviews , we found that there as a need to diffuse tourism information about the interesting places that Cuenca has through a triptych that tourist agencies can help distributing.

#### **4.2.5 CULTURAL VALUES OF CUENCA**

The cultural values that Cuenca has are: Archeology, architectural patrimony, religious patrimony, squares and parks, handmade center and crafts. Mentioned values to a certain degree make the city to be considered a gem of tourist attraction for national as for as for foreign visitors.

One of the most important values we have consider is the handicrafts, because this way we are helping people to show their skills to the rest of the world. The City of Cuenca and its surroundings are privileged with skilled artisans that produce a variety of remarkable handicrafts pottery, gold and silver filigree jewelry. These handicrafts are a cultural identify that has been transmitted from generation to generation.

The embroideries are done manually. The diversity and quality of the embroideries provide and attractive product that expresses the cultural wealth and tradition of our town.

Being so, we have developed a triptych according the specific objective No. 3, to promote Cuencanos hands in the developing of these invaluable crafts.



### **4.3 CONCLUSIONS**

From the accomplished research we can establish the following conclusions in relation with the test hypothesis:

The main reason for tourists to travel to Ecuador; is because of its nature. What point is there in tourism, when there is nothing to visit? Indeed nature sites like for example “El Cajas” National Park would be highly beneficial of its natural resources.

Cuenca is one of the most important cities located in the southern part of Ecuador; in population as well as in economic and administrative activities that constitutes a pillar for the development of the region.

It is even more important its cultural development, articulated in the pre-Columbian history, its patrimony and religious spirit, conserved and restored architecture, educational institutions, its numerous writers, called “Atenas del Ecuador” and was declared World Cultural Heritage Site. These cultural values to a certain extent make the city to be a tourist attraction for national as well as for foreign visitors.

Indeed, in our investigation one of the most important reasons for visiting Cuenca was because they knew the cultural quality of our city, additionally, other important reasons were the attractions of the archaeological site of “Ingapirca” and the “Cajas” National Park, this last one because of its great natural value.

The administrative institutions, that are in charge of promoting local tourism are relatively efficient, but their information and communication system using the English Language, in some of them, are not the most adequate for the demand and necessities of foreign tourists, even though they make its best effort in this field.

The educational institutions that have Tourism as a major have an academic program as an important teaching component of the English language, which confirms our proposal posed at the beginning that refers to general objectives number 2 and 3.

It would be very essential to maintain the coherence of the tourism industry and its linkage with society as a whole. It is not possible to consider innovation in tourism without acknowledging the need to mobilize the local population.

The conclusion of this work suggests that a more important role be assigned to local forces, such as local entrepreneurs and educational institutions in the development of more concise information to guide tourists.

Finally, it might be as interesting to examine the specific mechanism through which University students would promote their traditional culture and regional identity using English for Specific Purposes.



#### **4.4 RECOMMENDATIONS**

- All local and private organizations that have some kind of relation with tourism should develop a city promotional triptych of the natural sites, cultural and tourist interest based on a more scientific and technical text, avoiding certain romantic and local appreciations that are not in accordance with the reality.
- One recommendation in order to maintain its beauty is for the government to reserve money for sustainable projects such as for this National Park.
- English should be promoted as part of the general culture of people, due to the unavoidable modern necessities of communication and information.
- It would be very interesting to look for mechanisms to diffuse the most important findings of the present project to several institutions related with the tourist and cultural activities, in the media and to people in general.
- The tourism industry is changing, driven notable by new requirements and information technologies using English for communication. This is why it is very important that Educational Institutions implement English for Tourism in their educational program.
- Additionally to the recommendations listed above we have thought that the following would be very useful in order to help tourists:
  - To strengthen the use of the Internet like information means and diffusion of Ecuadorian and in this case Cuenca tourism.
  - To advertise the triptych we have developed in the urban transports, public places and hotels the high-priority markets the different touristy destinies that Cuenca has.
  - To build the quality and performance of Cuenca's tourism and hospitality industry through excellence in training and education programs, such as the activities we have developed to teach students in English for Tourism.



# BIBLIOGRAPHY

## (REVISED AND COMPLETED TO THE PROJECT DESIGN)

- ALCALDIA DE CUENCA (2005) – Cámara de Turismo del Azuay – Museo Remigio Crespo Toral  
Museos, espacios de la memoria  
Cuenca
- CAMARA DE TURISMO DEL AZUAY (2001)  
Guía Cultural de Cuenca y el Azuay  
Cuenca
- FUNDACION MUNICIPAL TURISMO (2005)  
Cuenca of the Andes
- GURRIA DI-BELLA, MANUEL (2001)  
Introducción al Turismo  
México, Editorial Trillas
- MENA, Claudio (1993)  
Aquí Ecuador, Guía Turística  
Quito, Ministerio de Educación y Cultura, Editorial El Conejo
- MINISTERIO DE TURISMO DEL ECUADOR – GERENCIA REGIONAL AUSTRO (n.d.)  
Cuenca Patrimonio cultural de la humanidad  
World Cultural Site  
Cuenca, s.f.
- CARPIO Vintimilla, Julio (1994)  
*Guía Turística del Ecuador*  
Cuenca, RLM Editor
- FUNDACION MUNICIPAL TURISMO (2005)  
*Cuenca of the Andes*
- HUTCHINSON, T.; WATERS, A. (1987)  
*English for Specific Purposes: A learning centered Approach*  
Cambridge University Press
- CARTER, D. (1983).  
Some propositions about ESP. *The ESP Journal*, 2, 131-137.
- HARDING, Keith & HENDERSON, Paul (1994)  
*English for the Hotel and Tourist Industry*  
Oxford University Press



- HARDING, Keith (2002)  
*Going International – English for Tourism*  
Oxford University Press
- SILBERSTEIN, Sandra (1948)  
*Techniques and resources in teaching reading*  
Oxford University Press
- PONCE, Ritha, RIVERA, Marlene, ROSERO, Irene, PALIN, Cheryl (2003)  
*Our World Through English*  
EDIMPRES S. A.
- MENA, Claudio (1993)  
*Aquí Ecuador. Guía Turística*  
Quito, Ministerio de Educación y Cultura
- MILL, R.C. and Morrison, A.M (1998)  
*The Tourism System, and introductory text.*  
Kendall / Hunt Publishing Company
- DUDLEY-EVANS, T., and St JOHN, M. (1998). *Developments in ESP: A multi-disciplinary approach.*  
Cambridge: Cambridge University Press.
- REPUBLICA DEL ECUADOR- Ministerio de Turismo  
*Turismo y Desarrollo Sostenible*  
Quito
- SANTILLANA (Editorial) (2006)  
*La Enciclopedia del Estudiante. Historia y Geografía del Ecuador*  
Lima-Perú
- SEVILLA, Roque (2004)  
“El turismo como fuente económica más importante para el futuro del Ecuador”,  
EN: *El país que queremos*, Asociación de Compañías Consultoras del Ecuador, Quito
- ZALAMEA, Fernando (Julio – Agosto 2004)  
“Cuenca. de la multiplicación de los peces a la multiplicación de las fiestas”  
EN: *Viajes*, Guayaquil
- <http://elmercucio.com.ec>
- <http://www.answers.com/topic/tourism>
- <http://www.planeta.com>
- <http://www.montana.edu>
- <http://www.vivecuador.com>
- <http://www.exploringecuador.com>
- <http://www.eduweb.com>
- <http://en.wikipedia.org>
- <http://www.magicaljourneys.com>



- <http://www.nuestroiron.com/index.htm>
- <http://www.answers.com/topic/tourism>
- <http://www.findarticles.com>
- <http://www.livetravelguides.com/south-america>
- <http://www.usingenglish.com>
- <http://iteslj.org/articles>





## **GLOSSARY**

<i>Acllahuasi</i>	Habitation of the Sun's Virgins or maidens for tribal rites.
<i>Barranco</i>	Natural place which embraces from El Vado to All Saints.
<i>Cañaris</i>	Old inhabitants of the counties of Azuay and Cañar.
<i>Colcas</i>	Places used to store food
<i>Cashaloma</i>	Places where the stars pour from heaven
<i>Guapondeleg:</i>	Big plain as the sky.
<i>Ingapirca:</i>	Wall of the Inca.
<i>Paucarbamba:</i>	Plain covered with flowers or splendid plain.
<i>Tumipamba:</i>	Plain of the knife.



# ANNEXES



# ANNEXE 1

## SOURCES OF INFORMATION FOR THE FIELD WORK

- 1) Ministry of Tourism / Austro Regional Management
- 2) Local government:
  - a) Office of Tourist Information (Sucre Street)
  - b) Tourism Municipal Foundation for Cuenca (8-44 Bolivar Street)
- 3) Azuay Tourism Chamber
- 4) Universities:
  - a) University of Cuenca - Program of Tourism. Gastronomy
  - b) University of Azuay. Tourism School
  - c) UNITA – America Technological University (School of Tourism and Hotel Services)



# **ANNEXE 2**

## **INTERVIEWS FORMS TO:**

1. TOURISTS
2. MUSEUMS PERSONNEL
3. HANDICRAFT CENTERS
4. TOURIST INSTITUTIONS
5. UNIVERSITY DIRECTORS, SCHOOL OF TOURISM
6. TRAVEL AGENCIES MANAGERS



## **BRIEF DESCRIPTION OF GRAPHICAL REPRESENTATION**

1. **TOURISTS.**- The interviews were carried out to 16 foreign visitors, in some representative places of the city, especially in the Historical Center and in the place of natural beauty known as *El Barranco*. All the tourists accepted the explanation of the study and they answered appropriately to the questions.
2. **MUSEUMS PERSONNEL.**- From the diverse and important existent museums in the city, four of them were chosen and their interviewed representatives had a great collaboration.
3. **HANDICRAFT CENTERS.**- There is a variety of centers and handmade neighborhoods in our city. We choose four of them by their history or tradition. The personnel that were interviewed facilitated the required information in the best way.
4. **TOURIST INSTITUTIONS.**- The institutions of tourism in Cuenca are so much public as private; the interviews were carried out to directives that represented to five institutions and showed a lot of interest for the study, they made good suggestions and they wanted to collaborate and to know our final work.
5. **UNIVERSITY DIRECTORS, SCHOOL OF TOURISM.** - In this educational area referred to tourism, the presentation of our thesis had a great acceptance in the three establishments of tourism superior studies.
6. **TRAVEL AGENCIES MANAGERS.** – From the eight travel agencies chosen for the study, their administrative personnel offered good collaboration regarding the interviews and also manifested interest in knowing the final report of our work.



ARMY POLYTECHNIC SCHOOL  
DISTANCE EDUCATION LEARNING MODE

SCHOOL OF LANGUAGES

THESIS

Research Project: “The Role of the English Language in providing Information and in Tourism Education; City of Cuenca 2006 – 2007”.

ENTREVISTA DIRIGIDA AL PERSONAL ADMINISTRATIVO DEL MINISTERIO DE TURISMO,  
DE LAS OFICINAS MUNICIPALES DE TURISMO Y DE LA CAMARA DE TURISMO\*

Institución: “Ministerio de Turismo - Gerencia Regional del Austro”

Entrevistado: Ana Lucía Abad Cargo: Preprofesional

Fecha: 01-02-07

1. ¿De qué manera difunden el turismo?: *A través de la página Web, promoción nacional e internacional, ferias, etc.*
2. ¿En qué idioma lo hacen?: *En Inglés, Alemán, Español, Francés, Japonés.*
3. Si difunden por internet, disponen de estadísticas de cuantos usuarios ingresan a la página web?: *No tengo este dato.*
4. ¿Cuentan ustedes con personal que hable Inglés?: *Sí.*
5. ¿Cuántas personas?: *Once personas.*
6. ¿Qué nivel de conocimiento del idioma Inglés poseen?: *Dos personas poseen un nivel avanzado y nueve un nivel intermedio.*
7. ¿Reciben llamadas telefónicas solicitando información turística en Inglés?: *Sí.*
8. ¿Considera útil recibir cursos de Inglés aplicado al turismo?: *Sí, me parece muy importante.*



ARMY POLYTECHNIC SCHOOL  
DISTANCE EDUCATION LEARNING MODE

SCHOOL OF LANGUAGES

THESIS

Research Project: "The role of the English Language in providing Information and in Tourism Education; City of Cuenca 2006 – 2007".

ENCUESTA DIRIGIDA DIRECTORES Y PROFESORES DE LAS ESCUELAS DE TURISMO

Universidad: Universidad de Cuenca

Entrevistado: Mónica Idrovo Toledo

Cargo: Secretaria

Fecha: 05-02-07

1. ¿Tienen los estudiantes clases de Inglés?:  
General  Específico
2. ¿Tienen los estudiantes la oportunidad de practicar guiando a turistas y en qué idioma?: *En ocasiones necesitamos que los alumnos guíen en Inglés, o también en Francés.*
3. ¿Cree que los estudiantes deben mejorar su nivel de comunicación utilizando un Inglés más fluido?: *Sí.*
4. ¿Cree usted que sería útil para los estudiantes adquirir conocimientos de Inglés aplicado al turismo?: *Sí.*
5. ¿Qué planes o proyectos futuros tiene usted respecto al Inglés aplicado al turismo?: *Ninguno por el momento, pero se está proyectando cursos de Inglés aplicado al Turismo para las siguientes promociones.*



**ARMY POLYTECHNIC SCHOOL  
DISTANCE EDUCATION LEARNING MODE**

**SCHOOL OF LANGUAGES**

**THESIS**

"The role of the English Language in providing Information and in Tourism Education; City of Cuenca 2006 - 2007"

**INTERVIEWS TO TRAVEL AGENCIES**

NOMBRE: Sra. Mariela Monsalve  
"AGENCIA DE VIAJES SEITUR"

CARGO: Gerente  
FECHA: Diciembre 20

1. ¿Tiene folletos en Inglés para los turistas?  
*Estamos en proceso de elaboración, pero tenemos folletos que nos enviaron la Corporación Fundación Municipal Turismo.*
2. ¿Por qué decidieron hacer los folletos?  
*Para ayudar a los turistas de habla Inglés.*
3. ¿Número de personas que solicitan tours mensual?  
*Lo que tenemos es cuantos tours hacemos mensualmente que son un promedio de tres mensuales.*
4. ¿Qué proporción hay de extranjeros?  
*La mayoría son extranjeros*
5. ¿De ellos cuantos son de hablan inglesa?  
*La mayoría son de habla Inglesa*
6. ¿Tiene personal que hable Inglés para guiar a los turistas?  
*Yo como gerente hablo Inglés pero no el técnico.*
7. ¿Cuántas personas hablan Inglés?  
a. Fluido b. básico  
*Una persona fluido general*
8. ¿Les gustaría tomar un curso de Inglés aplicado al turismo?  
*Podría ser interesante*
9. ¿Cuáles son los lugares que mas quieren visitar?  
*Centro Histórico, Catedral, San Sebastián, Cajas, Mirador de Turi. Sombreros Ortega, Barranco.*
10. ¿Las personas que solicitan sus servicios utilizan su lengua nativa o español?  
*Utilizan los dos idiomas tanto español como Inglés.*
11. ¿Cree usted que le ayudaría en su empresa tener una persona que hable Inglés?  
*Siempre es bueno.*





# ANNEXE 3

## GUIDE FOR FOREIGN TOURISTS



# ANNEXE 4

## SAMPLE DIDACTIC UNITS

### ENGLISH FOR TOURISM



# ANNEXE 5

## LEGAL FOUNDATION



**ESCUELA POLITECNICA DEL EJERCITO**

01011739  
Especie Valorada  
Valor: \$ 0,50

Cuenca, 6 de noviembre de 2006

Señor  
Dr. Oswaldo Villa  
**COORDINADOR DE LA CARRERA DE LINGÜÍSTICA APLICADA AL INGLÉS  
ESPE-UEAD**  
Quito

De nuestra consideración.

Nosotras Miriam Guillén Martínez y Piedad Teresa Flores Cordero, portadoras de las cédulas de identidad No. 0101219178, 0301531299 respectivamente, alumnas de la Facultad de Idiomas, en Lingüística Aplicada al Inglés, nos permitimos solicitar a Ud. Sr. Director, se digne disponer a quien corresponda la designación del dirigente de Tesis. Exhortamos a Ud. Señor Doctor que sea nuestro dirigente de mencionada Tesis.

Para el efecto adjuntamos un original y dos copias del proyecto de Tesis.

Por la atención que se sirva dar a la presente, le anticipamos nuestros más sinceros agradecimientos.

Atentamente, Atentamente,

Miriam Guillen Martinez Piedad T. Flores  
0101219178 030153129-9  
Centro de Apoyo No. 3 – Cuenca Centro de Apoyo No. 3 Cuenca



**ESCUELA POLITECNICA DEL EJÉRCITO  
DEPARTAMENTO DE LENGUAS**

PARA: Doctor Oswaldo Villa  
Coordinador de la Carrera de Lingüística  
DE: Msc. Lilian Avalos C.  
Lic. Rina Granda  
Profesores Informantes  
ASUNTO: Informe de Plan de Tesis  
FERCHA: Noviembre 23 del 2006

**ANTECEDENTES:**

Lic. Msc. Lilian Avalos C., Lic. Rina Granda, hemos sido designados como profesores informantes del Proyecto de Investigación "OPERATIBILITY OF THE ENGLISH LANGUAGE IN PROVIDING INFORMATION AND IN TOURISM EDUCATION; CITY OF CUENCA 2006 – 2007". Presentado por las Srtas. Estudiantes FLORES CORDERO PIEDAD Y GUILLEN MARTINEZ MIRIAN del centro de apoyo N° 3 de la ciudad de Cuenca.

**DESARROLLO**

Luego de revisar el plan presentado informamos lo siguiente:

- La estructura esta de acuerdo al esquema de la Facultad.
- El tema de investigación propuesto por los estudiantes es pertinente y cumple con los requisitos solicitados por la carrera.
- Los objetivos propuestos son factibles de realización.

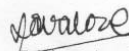
**CONCLUSIONES**

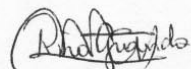
- El formato esta acorde al nuevo estándar implementado por la carrera.
- El tema de investigación es pertinente

**RECOMENDACIONES**

- Los estudiantes pueden continuar con los tramites requeridos por la carrera para el desarrollo del Proyecto

**Atentamente**

  
Msc. Lilian Avalos  
Profesor informante

  
Lic. Rina Granda  
Profesor informante