



Pontificia Universidad  
Católica del Ecuador

SEDE  
ESMERALDAS

APPLIED LINGUISTICS SCHOOL

THESIS REPORT:

BOOKLET DESIGN FOR ENGLISH LANGUAGE TEACHING TO TOURISM  
EMPLOYEES FROM “PLAYA ALMENDRO” RESORT IN TONSUPA, ESMERALDAS,  
2018

TESIS DE GRADO:

DISEÑO DE UN FOLLETO PARA LA ENSEÑANZA DE LA LENGUA INGLESA  
PARA TRABAJADORES DEL SECTOR TURÍSTICO DEL RESORT “PLAYA  
ALMENDRO” EN TONSUPA, ESMERALDAS, 2018

PRIOR TO THE ACADEMIC DEGREE IN:  
APPLIED LINGUISTICS IN ENGLISH TEACHING

AUTHOR

EDWIN DANIEL CÓRDOVA MONTAÑO

ADVISOR

MGT.REBECA NARANJO CORRÍA

ESMERALDAS, 2019

## **DISSERTATION COMMITTEE**

As members of dissertation committee at PUCE in Esmeraldas, we certify that we have read the dissertation prepared by EDWIN DANIEL CORDOVA MONTAÑO entitled: BOOKLET DESIGN FOR ENGLISH LANGUAGE TEACHING TO TOURISM EMPLOYEES FROM “PLAYA ALMENDRO” RESORT IN TONSUPA, ESMERALDAS, 2018, and recommend that it is accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in English Teaching.

---

Reader1

---

Reader 2

---

School Director

---

Thesis Director

Final approval and acceptance of this dissertation are contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it is accepted as fulfilling the dissertation requirement.

---

Thesis Director

## **STATEMENT BY THE AUTHOR**

I, Edwin Daniel Cordova Montaña, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCE” Esmeraldas

---

Edwin Daniel Cordova Montaña

0803459478

## **ACKNOWLEDGMENT**

First of all, I would like to thank God who gave me power to finish my university studies and guided me through this. He gave me support for not giving up and reach every of my dreams and goals during my life.

I wish to express all my gratitude to my parents Daniel Tobias Córdova and Margarita Montaña who always believed in me. They are my main motivation and support to follow my dreams. Moreover, I am very thankful with my brothers for being the support since I was a child.

I am grateful to my advisor, Mgt. Rebeca Naranjo, who provided me her guidance throughout this process. She encouraged and helped me so much to develop this project, thank you so much.

Besides, I would like to bless to my committee members (teachers Marjorie and Ingrid). They gave me good advices and supported a lot of difficulties in this path.

I am also cordially thanking to my teachers and friends in PUCE-Esmeraldas. Thanks for sharing with me all of your knowledge. They always encouraged and helped me to be the best. To my friends who gave me good databases and information.

I will always be thankful to my dear teacher PHD. Haydée Ramírez, for all her comprehension and patience to me. She was an important part of this investigation.

I fully appreciate the motivation and emotional support of my love, Elizabeth.

# TABLE OF CONTENTS

## Index

Cover.....	i
<b>DISSERTATION COMMITTEE .....</b>	<b>iii</b>
<b>STATEMENT BY THE AUTHOR.....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF FIGURES.....</b>	<b>ix</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>RESUMEN .....</b>	<b>xi</b>
<b>Introduction .....</b>	<b>1</b>
<b>Theme presentation.....</b>	<b>1</b>
<b>Problem statement.....</b>	<b>1</b>
<b>Justification.....</b>	<b>2</b>
<b>Objectives .....</b>	<b>3</b>
<b>General objective .....</b>	<b>3</b>
<b>Specific objectives.....</b>	<b>3</b>
<b>CHAPTER I: THEORETICAL FRAMEWORK .....</b>	<b>4</b>
<b>1.1 THEORETICAL BASED .....</b>	<b>4</b>
<b>1.1.1 English for specific Purposes (ESP).....</b>	<b>4</b>
<b>1.1.2 Types of ESP.....</b>	<b>5</b>
<b>1.1.3 Vygotsky’s sociocultural theory .....</b>	<b>6</b>
<b>1.1.4 Methodologies for Teaching English for Specific Purposes.....</b>	<b>6</b>
<b>1.1.5 Needs Analysis .....</b>	<b>9</b>
<b>1.1.6 Material design .....</b>	<b>9</b>
<b>1.2 Previous studies .....</b>	<b>10</b>
<b>1.3 Legal foundation.....</b>	<b>11</b>
<b>CHAPTER II: MATERIALS AND METHODS.....</b>	<b>12</b>
<b>Type of Investigation.....</b>	<b>12</b>
<b>Population and Sample .....</b>	<b>12</b>
<b>Brief history of Playa Almendro Resort.....</b>	<b>12</b>
<b>Methods of investigations.....</b>	<b>12</b>
<b>Techniques and Tools.....</b>	<b>13</b>
<b>Techniques .....</b>	<b>13</b>
<b>Tools.....</b>	<b>13</b>

<b>Variables.....</b>	<b>13</b>
<b>Analysis of data.....</b>	<b>13</b>
<b>CHAPTER III: RESULTS .....</b>	<b>14</b>
<b>CHAPTER IV: DISCUSSION .....</b>	<b>18</b>
<b>CHAPTER V: CONCLUSIONS .....</b>	<b>19</b>
<b>CHAPTER VI: RECOMMENDATIONS .....</b>	<b>20</b>
<b>REFERENCES .....</b>	<b>21</b>
<b>APPENDIX .....</b>	<b>23</b>
<b>APPENDIX A: Operationalization of variables .....</b>	<b>23</b>
<b>APPENDIX B: Survey to workers .....</b>	<b>24</b>
<b>APPENDIX C: PROPOSAL .....</b>	<b>26</b>

## LIST OF FIGURES

<b>Figure 1: knowledge about English language .....</b>	<b>14</b>
<b>Figure 2: knowledge about essential vocabulary .....</b>	<b>15</b>
<b>Figure 3: knowledge about essential questions .....</b>	<b>15</b>
<b>Figure 4. The need to speak English in their jobs.....</b>	<b>16</b>
<b>Figure 5: places of works .....</b>	<b>16</b>
<b>Figure 6: Necessity to have a didactic material to improve their English.....</b>	<b>17</b>
<b>Figure 7: Ways to learn English.....</b>	<b>17</b>

## **ABSTRACT**

With the purpose to design a booklet to teach English to tourism employees from “Playa Almendro” Resort in Tonsupa, for communicating with foreign tourists, a descriptive qualitative-quantitative investigation was carried out with the use of the method of analysis and synthesis, hermeneutics, and statistics, with the techniques of survey which was applied to tourism employees of the mentioned touristic center. The results obtained revealed that the surveyed workers had necessity to learn the English related to hospitality and tourism, and they showed interest to learn. The diagnosis of the necessities of the workers, concerning English learning, allowed the creation of the didactic material. It is concluded that the design of the book to teach English for tourism employees was based on the needs of learners, and it will be very meaningful for them.

**Key words:** English for Specific Purposes, hospitality and tourism, didactic material, learners’ needs.

## RESUMEN

Con el propósito de diseñar un folleto para enseñar inglés a los trabajadores turísticos del resort "Playa Almendro" en Tonsupa, para comunicarse con turistas extranjeros, se llevó a cabo una investigación cualitativa-cuantitativa descriptiva con el uso del método de análisis y síntesis, hermenéutica, y estadísticas, con las técnicas de la encuesta que se aplicó a los trabajadores turísticos del mencionado centro turístico. Los resultados obtenidos revelaron que los trabajadores encuestados tenían la necesidad de aprender el inglés relacionado con la hospitalidad y el turismo, y mostraron interés en aprender. El diagnóstico de las necesidades de los trabajadores en relación con el aprendizaje del inglés permitió la creación del material didáctico. Se dice que el diseño del libro para enseñar inglés a los trabajadores del turismo se basó en las necesidades de los estudiantes y será muy significativo para ellos.

**Palabras clave:** inglés para fines específicos, Hospitalidad y Turismo, Material Didáctico, Necesidades de los alumnos.

# **Introduction**

## **Theme Presentation**

English language has been globalized and used for education, business and tourism. In the touristic field, the English language is part of the curriculum and training of touristic workers. Since it is very important for the communication among clients, also it is relevant in the training of future professionals in this concern. In the touristic area to learn a foreign language allows people to get more job opportunities.

In 2015 the Ministry of Tourism in Ecuador had as its main purpose, the improvement of the quality of services of hospitality and tourism. However, in 2018 it provided a major income to the oil production and by 2020 it will give a double income for the tourism area. Therefore, promoting changes and progress in the area.

In the province of Esmeraldas there are beautiful beaches, prodigious gastronomy and amazing landscapes which are very attractive for tourists. Nevertheless, communication in the English language cannot be developed fluently, among tourists and resort workers, because of the lack of knowledge workers have about the English language.

## **Problem Statement**

English is one of the most used languages in the touristic field. A multicultural country as Ecuador is the attraction of thousand tourists a year who come from different foreign countries such as United States, France, Rumania, United Kingdom, Germany, etc. According to the General Coordination of Statistics and Investigation of MINTUR, (2017) states that visit of foreign people have increased a 30.3% due to the past year. This increases economy and let the country gets known because of its beauty. In this manner, tourist expects to be understood in this heavenly place. Those tourists know English as their mother tongue or as their second language and use English instead in order to communicate in different situations during their trip. However, the reality is different. The majority

of resorts and their staffs are not prepared to receive foreign people because of the lack of English knowledge they have. They cannot interact among them.

This is the reality of many resorts in Tonsupa, Atacames. It is important to mention that this location receives more than 40 thousand tourists from different cities of the country and a great amount of foreign too, especially on holidays. (El Comercio, 2018). Playa Almendro receives foreign tourists weekly. Nevertheless, workers cannot interact with tourists who visit the place either in the restaurant, security area and room service. The owner from the place has to contact directly with the tourist to know their message. Then they lets know to the staff. This problematic may be solved if the staff learns the basic vocabulary, expressions, and develop their English skills in order to interact with tourists.

On the other hand, the resort does not have a booklet with specific and useful vocabulary and expressions to be used in those situations. For that reason, this research is going to provide a didactic material for “Playa Almendro” workers to implement a course to improve their English language skills. Playa Almendro needs this material because they have an urgent to establish communication with English-speakers tourists and provide them a better service. So, it is necessary to design the booklet based on their needs. It includes some exercises to solve their principal difficulties in practicing the language, useful expressions and vocabulary related to the field.

The problem of this investigation is: Which didactic material may improve the level of English of workers from “Playa Almendro” Resort in Tonsupa?

## **Justification**

Tourism is an industry that is constantly adapting its social mission to the needs and desires of customers. Therefore, having good communication in the English language is essential, today it is an important component of this business. English, for the professionals is a basic part of a tool in any field where it is developed, such as tourist information, promotion of destinations or tourist activities. For this reason, it is indispensable, for all people belonging to the tourism field, have a supported material where they could know and use the English language. As well as achieve the communicative skills, which are essential to face all the requirements of the sector.

This research will find an effective way to support how workers of “Playa Almendro” resort in Tonsupa can learn English appropriately.

# Objectives

## General objective

- To design a booklet to teach English to tourism employees from “Playa Almendro” Resort in Tonsupa.

## Specific objectives

1. To determine the vocabulary that tourism employees from “Playa Almendro” Resort in Tonsupa need to learn.
2. To identify the communicative functions tourism employees from “Playa Almendro” Resort need to acquire.
3. To organize the booklet didactic units that tourism employees from “Playa Almendro” Resort need to study.

# **CHAPTER I:**

## **THEORETICAL FRAMEWORK**

### **1.1 THEORETICAL BASED**

#### **1.1.1 English for Specific Purposes (ESP)**

English for specific purposes and also known as “ESP” because of its acronym in English has become recognized since the expansion of English, in many fields around the world, such as accounting, tourism, business, management and others. It is to learn vocabulary, expressions and development of skills based on the field the learner wants. Fiorito, L. (2005) stated “The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners”. Therefore, ESP reaches all purposes and needs about the functions of English in relation to the student’s wish in order to develop communicative competences. It means that students’ objectives are not to learn English as a whole but to learn specific things about their field of work.

Furthermore, analyzing the theory of ESP, it is important to consider the definition that Hutchinson and Waters (1987) gave about this term, referring to it as “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). It is relevant because people can learn according to their different necessity of learning. Besides, there are jobs that require technical English because of words and specific terms only used in that field. Those are necessary to performance in their job activities.

According to Bracaj, M. (2013), stated that “the needs to understand the requirements of other professions and willingness to adapt to these requirements make a specific group of learners prepare differently from those learning general English, because they need English for specific purposes (ESP) rather than using it in daily life”. This differentiation is important to mention, the term ESP is sometimes confused with general English. As Bracaj clarifies, General English is to learn the foreign language and its components, like functions, skills, phonemes, and other components of the language in order to use it in their daily life. Meanwhile, ESP has a specific purpose. It is to teach the subject area of the learner’s interest in the foreign language. This knowledge is used in this way, the CLIL

methodology (Content Language Integrated Learning) takes place. This clarification of both terms is misunderstood by people who want to learn technical English, based on any field, and they take general English classes instead. As a result, their competences on technical terms and specific vocabulary are not satisfied because of the lack of knowledge they have about ESP.

## **1.1.2 Types of ESP**

### **1.1.2.1 English for Occupational Purpose (EOP)**

English for occupational purposes is a part of ESP refers the specific ways that English language is used in different work and professional situations. According to the argument of Robinson (1991, p21), “EOP involves work-related needs and training”. It means that English is taught due to the practice in real-life situations. This type of ESP includes the theory of “learning by doing” in which learners put in practice the contents they have studied recently and use them in a given situation. It helps to develop critical thinking and communicative competences at the same time. Interaction is needed among the teacher and the classmates. Additionally, “EOP is taught in such a situation in which learners need to use English as part of their work or profession” (Kennedy and Bolitho, 1984: 4). As it was mentioned by the author, learners must have background knowledge of the field they want to learn in the foreign language. They must know terms, procedures, technical vocabulary in their native language in order to take an ESP course. Regarding this, the level of English should be acceptable because this course is not focusing on teaching English but to teach contents of the field through English.

### **1.1.2.2 English for Tourism Purpose (ETP)**

English has become essential in the tourism field. That is why, the need of learning has increased too. Based on that, ESP courses directed to this field have been developed by specialists. According to Bracaj research in 2014 determined that there are specific competences to be developed in this course. These are: discourse competences, inter-cultural linguistic competences and generic competences. Those referred to the way in which the client should be treated and anticipate their answers based on their behavior. The competences suggested remain the capability of catch the attention of the tourist to buy and consume the stuffs promoted by the learners. That is why, practice during the Teaching Learning process is essential for them. That is what they have to deal in real-life situations. In the discourse competence, learners must know some strategies to convince clients and

empathize with them. This type of course must satisfy the needs of the students, this refers to several circumstances in which the student must know how to react and use the language in order to solve the problematic. As it was mentioned before, the level of English of this student must be intermediate in order to learn specific terms and expressions to be used in their job situations.

### **1.1.3 Vygotsky's Sociocultural Theory**

This theory describes learning as a social process and the way of human intelligence acquisition knowledge in society or culture. Vygotsky's theoretical context was "the dominant role of social experience in human development" (Vygotsky, 1978, p22). He believed that this process was carried out in two steps:

- Interpersonally, which means that language is learned in social interaction
- Intrapersonal which means that language is developed in our brains

In this theory Vygotsky 1978 stated:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p.57)

The connections of these theories are the intention to socialize knowledge with tourism employees. They have acquired communicative skills to develop with foreigners. The transmission of the language will be understood or misunderstood because of one social factor, culture. As the author stated before, language is culture, communication is culture, and also touristic places are connected with culture and social things. So, Vygotsky dealt, mainly, with social and cultural interaction and historical too. That is why this is socio-cultural approach, because of its manner of acquiring a language by means of interacting among others.

### **1.1.4 Methodologies for Teaching English for Specific Purposes**

#### **1.1.4.1 Communicative Language Teaching (CLT)**

Teaching communicative competences and help English as a Foreign Language (EFL) learners to develop them have become a challenge for teachers through the time. That is why; the CLT method was created to increase oral skills. This need was noticed in the 70's after the Second World War from the need to transmit messages from one country to another. This way of teaching is an approach

which is focused on improving the productive skills. According to Brand, (2007) stated that “Its primary goal is for learners to develop communicative competence or simply put, communicative ability. In other words, its goal makes possible the use of real-life situations that need communication”. pg. 5. To develop communicative competences or the ability to interpret the language in different situations is the main goal of this approach. Learners must put in practice the language but also they must interpret the way in which the language is used based on its functions or way of intonation. That competence has not been emphasized in the Teaching-Learning (T-L) process in schools in Esmeraldas because of different facts. As a result, the society cannot use the language due to their lack, not only of knowledge of the language, but because of their lack of practice.

### **Principles**

There are several principles proposed by many different authors and specialists in the educational field; however, this research is going to focus on the most related principles proposed by Brand, 2007.

*Principle 1: Promote learning by doing.* This principle refers to the explicit practice of the language. Learners may acquire the foreign language during a real-life situation in which they use the language and interpret it as well. Learning by doing is essential to promote in the classroom. They have to make mistakes in order to build their knowledge.

*Principle 2: Input needs to be reached.* The foreign language must take place in the classroom. The teacher should provide exposure to the language so that they can be motivated and forced to use it in different situations. Input or linguistic information should be provided to acquire competences of the language.

*Principle 3: Promote collaborative and cooperative learning.* In some cases, individual work is not the only way of learning. Interaction among students has to develop too. This may be promoted by group work, pair work or project work in which collaboration and cooperation takes place to develop the work, and at the same time, to develop communication.

*Principle 4: Provide feedback or error correction.* Mistakes are essential in the T-L process, in that way they can realize the error and correct it. That is why; the teacher should correct mistakes or errors during the controlled practice. So, this contribution of the teacher does not affect their motivation of practicing the language.

In doing so, the principle presented facilitate the teaching-learning (T-L) process and make it meaningful. Students have to be the center of the process, so they have to practice, use and manipulate what they are learning. Besides, if learning a second language (SL), pupils must have an exposure to it by means of listening activities and interacting during the class in order to have positive results. Pupils have to interact with the class or the teacher, thus, collaborative and cooperative activities have to be essential in the EFL classrooms. Finally, pupils must be aware of their mistakes or errors done during the process; this is effective for their process of acquisition.

The principles which are closely connected to the CLT methodology are fundamental for having better results in the EFL classrooms.

### **Roles**

- **Teacher**

This approach follows the PPP methodology (Presentation, Practice and Production). In the presentation stage, the teacher must be active and let students think and relate their knowledge with the new ones. During the second stage, practice, the teacher provides collaborative activities in which students have to deal with real-life situation and use the language to solve them. Moreover, the teacher should monitor them during the group work or pair work activities. At this moment, the teacher makes error correction and note down general mistakes. Students are interrupted by the teacher in order to realize the error. On the other hand, the teacher focuses on the four skills (reading, writing, speaking, and listening) so that communicative competences may be developed. In hand to that, authentic materials play a fundamental role especially in non-English context. The teacher provides exposure to the language by means of authenticity. (Sreehari, 2012)

- **Student**

Students play an active role. This approach focusses on a student-center classroom. Students must practice, use and solve communicative activities individually and, the majority of the time, with their classmates. Students learn not only content but also the value of listening each other and consider everybody's opinion. It also contributes with the achievement of responsibility and autonomy because of their independent work in which the teacher is only monitoring, but they are the main characters of it. Ozsevick, (2010), quoted by Castella, (2017) declares that "students participate actively in the interpretation, expression and negotiation of meaning, while the teacher assumes the role of facilitator" It means that the T-L is an active process in which students are managers of their learning.

It is said that teachers and students must have a good rapport for the success of the process. Both, the teacher and the student should know their roles. Sometimes, the class become in a teacher centered class and the teacher-talking time is tremendously increased. There the questions appeared. Why my students are not speaking English if I am following X methodology? In those situations, the teacher has to do a self-evaluation and identify the problematic occurring during the lessons. For that reason, this research has specified the roles of each participant in the process. The teacher works as a guide and the student must be the main character of this movie.

### **1.1.5 Needs Analysis**

Needs analysis has an important contribution in the development of outline of any language course and belong an essential part of English for specific purpose (ESP). It consists of assessing the communicative needs of the learners and the techniques needed of achieving specific teaching objectives. In this stage, the main work of needs analysis have guides such as: to collect information about the lack of knowledge of learners and, determine the real situation of the study environment of ESP. Needs analysis is a vital process for ESP courses, because this establishes what and how to develop the course. The teaching objectives and contents needed to be studied with more urgent and the ones needed just for specific cases. Besides, it also determines the materials to be integrated in the course. It depends on the level the learners have. (Prachanant, 2012)

### **1.1.6 Material design**

Using materials in the T-L process helps both the teacher and the learner. It is a way to keep an organized and systematic the educational process. It is a way to motivate learners and let them be part of the process, because they know the curriculum and the contents to be taught. Regarding materials, it cannot be only a book and a notebook but also this is the use of flashcards, videos, films, handcrafts, listening, reading, workshops, etc. It means that didactic materials should satisfy all type of intelligences. As Tomlinson (1998) stated “Materials can be anything in linguistic, visual, auditory and kinesthetic forms which are used to facilitate the teaching and learning process”. The material should be interesting, attractive, relaxing, enjoyable, and complex based on the level of the learners. To choose a didactic material is a difficult task for teachers, because the material chosen must satisfy the whole components of the language and communication is one of them. However, in some cases,

the teacher prefers to create their own materials for a specific group of learners in order to satisfy the needs of the group and develop skills as well.

## 1.2 Previous Studies

In the tourism field, people have been prepared in English in several online courses, attending to classroom or teachers attending to the place of work. This way of learning sometimes works but some others do not, because of different factors such as: lack of time, an adequate of T-L process, or the absent of materials of necessary for teaching. In some countries, the English language in the field is taken seriously and it has been considered as a requirement to get jobs. This is the case of the Commission Members (2014) a group of tourism created a booklet based on the CLIL methodology of North Dixie in Kentucky and it studied provide communication activities in real-life situations have been created for the tourism field. It is complete, regarding methodology, however, it does not have any image, and it is not attractive for the learners view.

Ulfa (2015) developed an investigation related to a design of ESP materials for tourism student of Akademi Pariwisata Medan and this study focuses on method of Research & Development (R&D) and this method validating an effective ESP material for tourism field in Indonesia to improve their knowledge on the field and also in the communication of the customer. It is important for this project, because this investigation demonstrated a good material used for English for Tourism Purpose (ETP) related to the students' needs in the field and help student to understand more about in tourism work.

In Ecuador, the Ministry of Tourism, specifically SECAP (*Servicio Ecuatoriano de Capacitacion Profesional*) has created a book in 2015, directed to the tourism field in order to satisfy the need of the society. However, this book only provides vocabulary for specific situations. It does not fulfill the standards of a methodological material which may provide meaningful results. It is divided into three units. Vocabulary, useful expressions and communication. It is not attractive for learners; it has many problem on methodology any systematic sequences of learning stages. Finally, it is superficial for the field.

On the other hand, in Esmeraldas there is not a didactic material based on the needs of the field. Nevertheless, Castillo, R (2018).carried out a study in the carrier of Hospitality and Tourism at

PUCE Esmeraldas about the influence of the Spanish in the English Learning Process. It is related to this project because, it states those student use Spanish almost all the time but in the English is only used in the classroom and knowing what relevant is the English language in their carrier and future professional life.

### **1.3 Legal Foundation**

The legal basic of this investigation is represented for the Ministry of Tourism in 2016, Ecuador has touristic attractions and it is being visited by many tourists every year. Many laws have been established in order to give a good service for tourists from here and also to people from other countries; the most important article that will support this investigation is 305. It states that Higher Education has the main objective the academic formation of professionals with a scientific and humanistic view, so as to solve the most important problem in the country, according to what have been planned.

## **CHAPTER II:**

### **MATERIALS AND METHODS**

#### **Type of Investigation**

This investigation was carried out at the Pontifical Catholic University of Ecuador (PUCE) in Esmeraldas, in the Applied Linguistics School. Besides, this research will be a descriptive qualitative-quantitative one. It is headed with tourism employees from “Playa Almendro” Resort in Tonsupa-Esmeraldas, in the year 2018.

#### **Population and Sample**

The population of this study was formed by tourism employees at “Playa Almendro” resort in Esmeraldas. The participants of this investigation were thirty eight touristic workers of 30 to 50 years old

#### **Brief history of Playa Almendro Resort**

Playa Almendro is a beautiful holiday complex and one of the first pioneers in investment in the area of Tonsupa, Atacames located in the province of Esmeraldas.

Playa Almendro resort is made up of a group of professionals and visionary investors, owners of the land for more than 30 years, associated with a prestigious construction and real land investment company from the city of Quito. They decided to transform this family property into a place of relaxation and fun aimed at Ecuadorian vacationers, especially from the city of Quito. Today with the development of the tourist area, they offer services to many people from every city of Ecuador and also from other country amount the world. They provide high quality services both in apartments, security and entertainment. Together with the work and the great support of authorities and the collaboration of the inhabitants of Esmeraldas and Atacames, they have made this dream a beautiful reality. (Promoting group, 2007)

#### **Methods of Investigations**

The methods applied in this investigation are:

Analytical and Synthetically: Because all theories were analyzed in relation of English for specific purpose (ESP), and English for Touristic Purpose (ETP). Synthesize the most important theories that may support this investigation.

Hermeneutics: it helps to interpret the results obtained with the application of the technique.

Descriptive statistics: which allowed the process the data obtained.

## **Techniques and Tools**

### **Techniques**

A survey was applied to tourist's workers from the resort "Playa Almendro" in Tonsupa, which they had to write a composition about the expectations of their tourism employees. This survey was made in order to collect all information about the real necessity that the tourism employees need to learn about the English language and improve the lack of knowledge in the language.

### **Tools**

Survey questionnaires to tourism employees from "Playa Almendro" Resort

### **Variables**

Appendix A

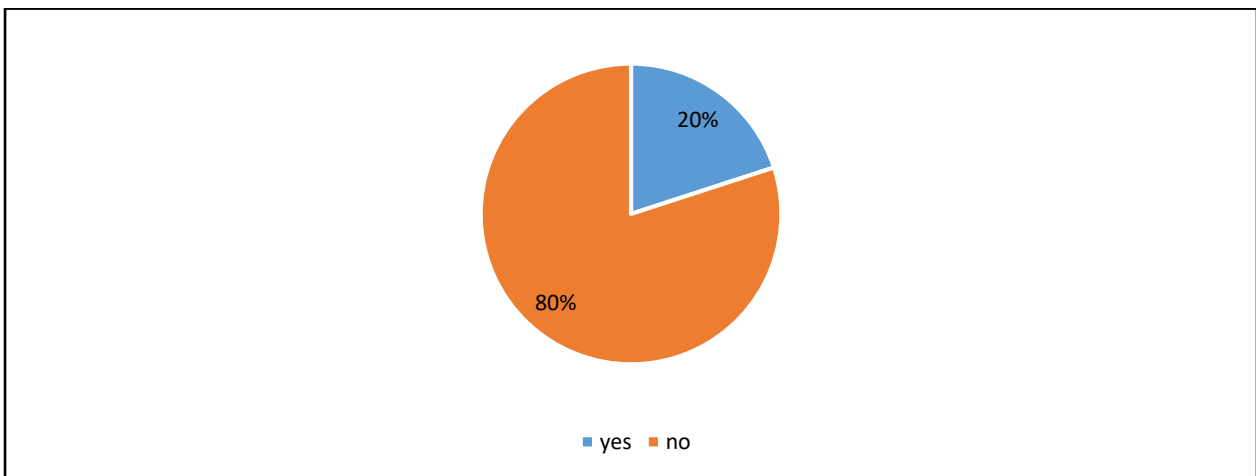
### **Analysis of data**

All information collected through the survey was processed by using the manual percentage method. To show the results obtained the Microsoft Excel program was used to make the figures

## CHAPTER III:

### RESULTS

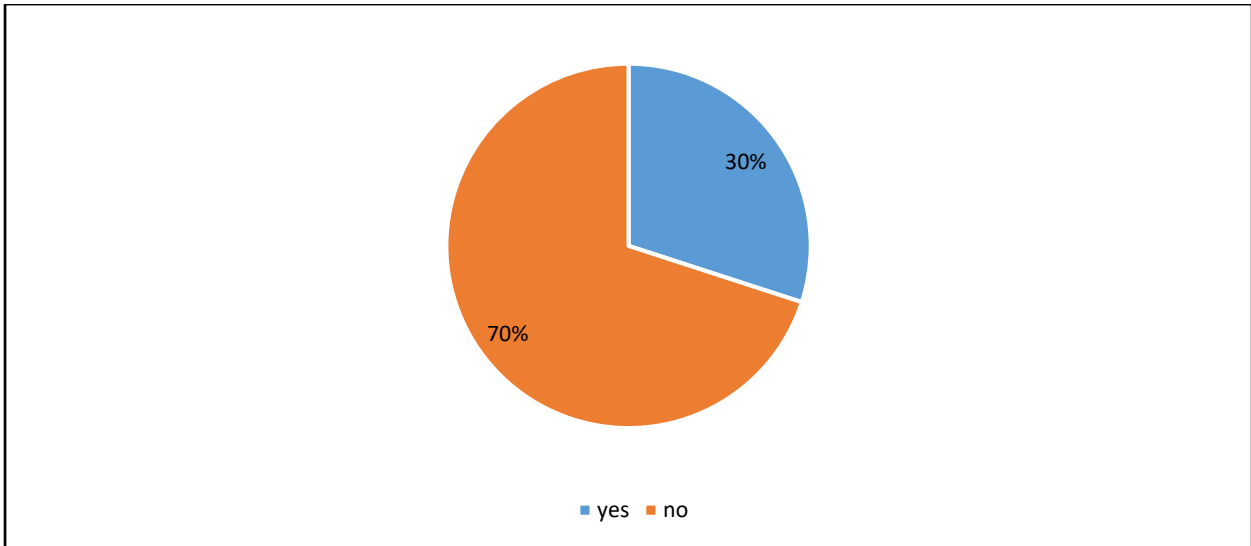
A survey was applied to determine the knowledge tourism employees from “Playa Almendro” Resort in Tonsupa have about the English language.



**Figure 1: Knowledge about English language**

**Source:** Survey applied to tourist workers

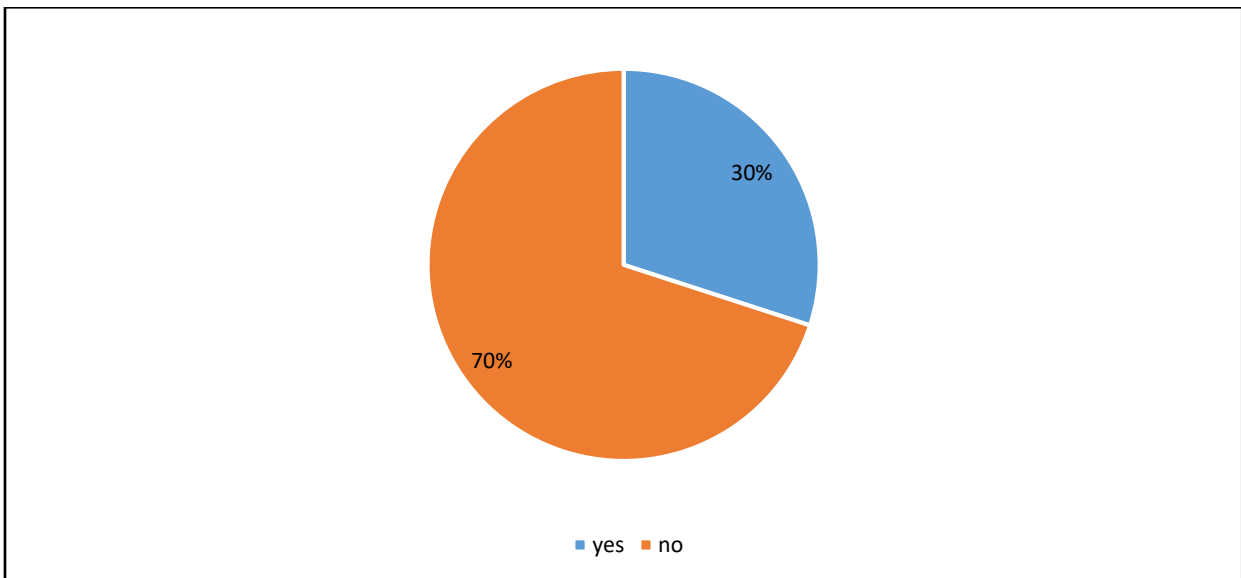
The result obtained in figure one shows that the majority of tourism employees had lack of knowledge about English language, what means that it is necessary to help them with this problematic of language difficulty.



**Figure 2: Knowledge about essential vocabulary**

**Source:** Survey applied to tourist workers

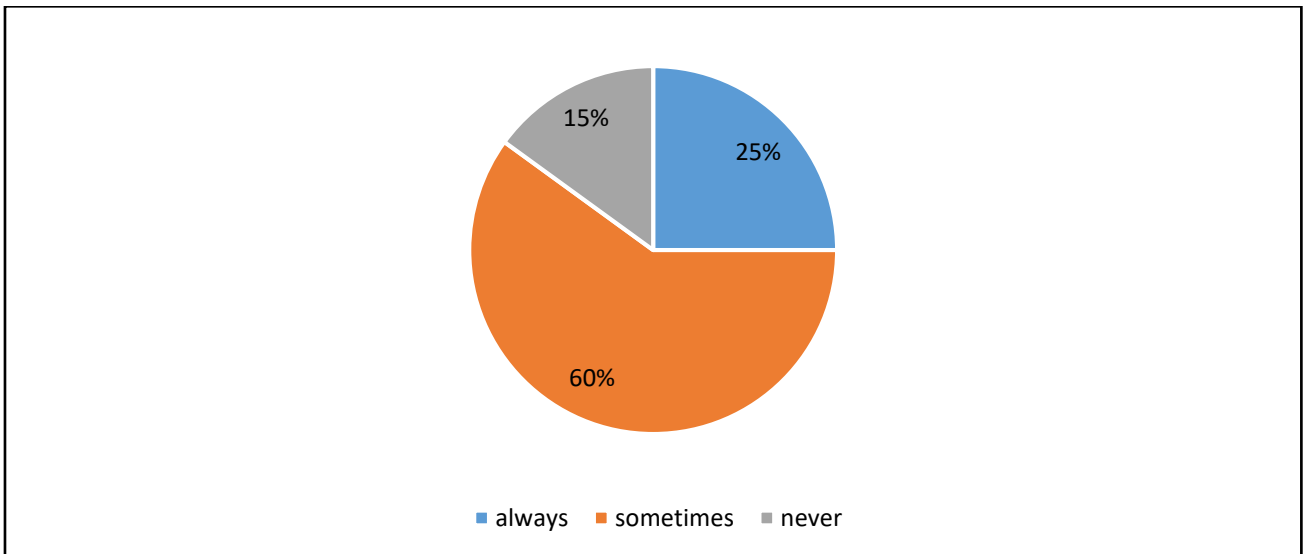
In this figure the majority of the tourism employees did not know the meaning of some importance words and questions; it is revealed that the greater percentage of them do not probably have lack of vocabulary concerning the knowledge they supposed to have, to develop their job successfully.



**Figure 3: Knowledge about essential questions**

**Source:** Survey applied to tourist workers

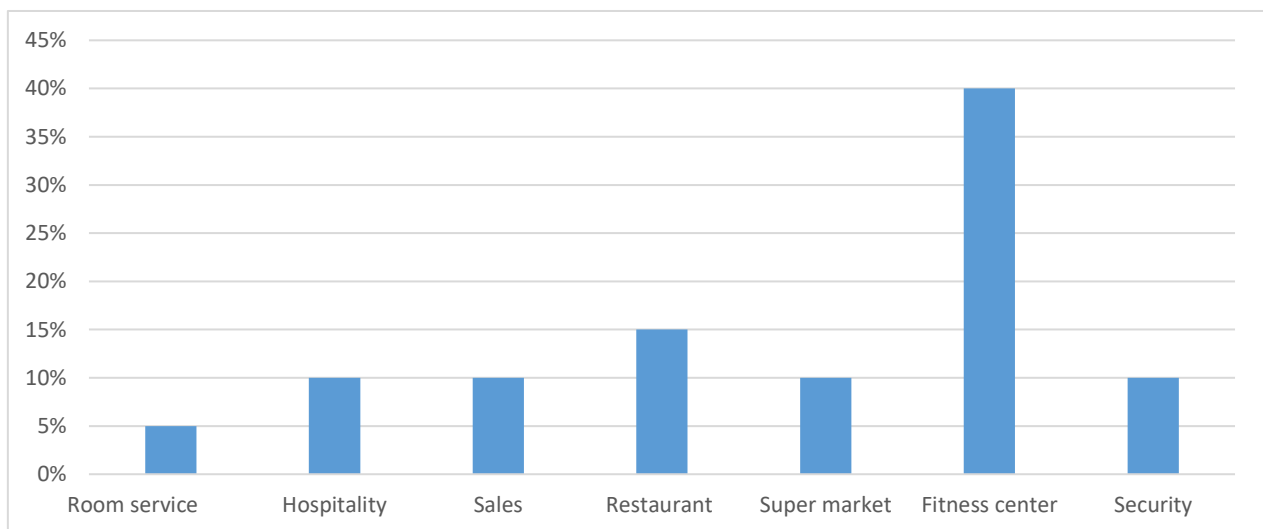
In figure 3 stated that the employees of them resort do not probably have knowledge of the meaning of some common questions, and also how used when they interact with customers from other countries.



**Figure 4. The need to speak English in their jobs**

**Source:** Survey applied to tourist workers

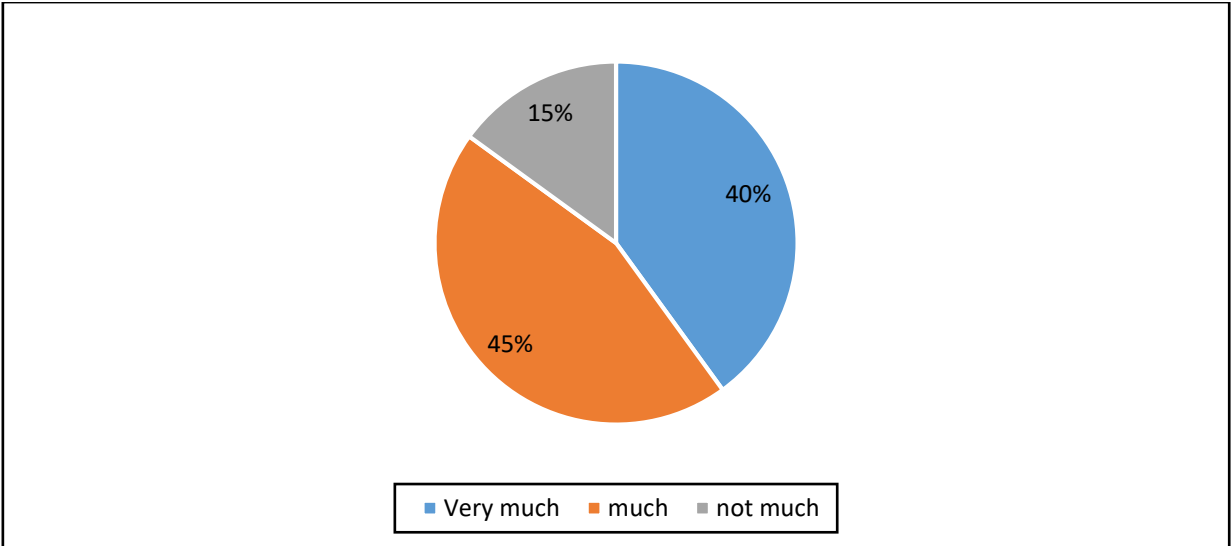
This figure reveals that most of the employees consider the necessity to speak English is an important fact in their jobs because they need to perform their jobs.



**Figure 5: Places of Work**

**Source:** Survey applied to tourist workers

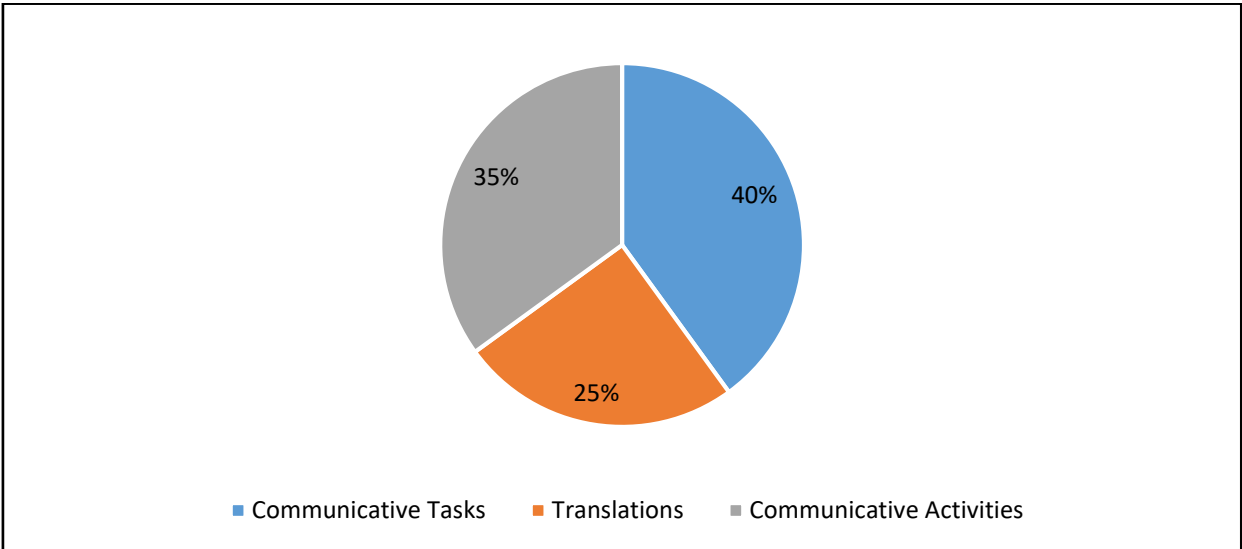
This figure shows the many areas where they work, moreover, it can be inferred in the designing of units in relation to each area will be necessary the improvement of employees service.



**Figure 6: Necessity to have a didactic material**

Source: Survey applied to tourist workers

The results of figure six demonstrate that workers from this place would like to receive some help by means of a didactic material or booklet.



**Figure 7: Ways to learn English.**

Source: Survey applied to tourist workers

In this figure it is showed they prefer some activities to learn English but principally in a communicative way.

## **CHAPTER IV:**

### **DISCUSSION**

This investigation was developed with the purpose to designing a booklet to teach English to tourism employees from “Playa Almendro “resort in Tonsupa-Esmeraldas. To reach these goals, some theories about ESP were studied and stated to support the investigation, a diagnosis of the ESP learner needs and the organization of the didactic units of the material in order to facilitate the process.

The results of this research coincided with some other investigations carried out by the Commission Members of North Dixie, Kentucky. (2017) they created a booklet as a didactic material about the Tourist area. They also said that this material is useful and fundamental for the Teaching-learning process of pupils who want to specialize on this field. Moreover, the content of the booklet has to be divided into units organized in a chronological order and following the theories of constructivism. The authors also mentioned that this material can be used by people who work in this field because of its level of complexity. It goes from the simplest to the complex content. The creation of a booklet, since the point of view of these authors, is what makes this investigation reliable and valid.

Additionally, the study conducted by Minister of tourism and developed for SECAP (2015) who created a book where was provided a glossary as a reference tool to teach vocabulary for specific situation, useful expression related for tourism field and improve the quality of service on this industry of hospitality and tourism in Ecuador. However, Ulfa (2015) also created an ESP material for tourism student to increase the knowledge and they can interact among client. Those investigations coincided with the present one in the fact that it is necessary to teach according to learners ‘needs in the tourism industry and their staff.

## **CHAPTER V:**

### **CONCLUSIONS**

- The results of this investigation showed that employees need something to guide fluent conversations with foreign people arriving to the hotel. It is a booklet which offers a quick and meaningful material to maintain communication.
  
- Workers were asked several meaning of words and useful expressions in the survey. They did not know their translation into Spanish. Those results made feasible the creation of the booklet by including those expressions and words into it.
  
- The content selected in the booklet was related to the survey results as well as in the language acquisition theories. Employees need something sort and easy to use because the sort of responsibilities they have to deal in their jobs.

## **CHAPTER VI:**

### **RECOMMENDATIONS**

- Employees should have training with real situations at least once per month. In doing so, they will get linguistics and communicative competences to develop the process of communication when it is needed.
  
- The staff may learn and put in practice useful phrases, words and expressions in order to learn and use them in real-life situations.
  
- Employees should use the booklet in different areas of their work to get familiar with the situations they possibly afford in future circumstances.

## REFERENCES

- Almendro, P. (2000). *Quienes Somos*. [online] Playaalmdro.com. Available at: <http://www.playaalmdro.com/section/20/quienes-somos>.
- Brand, M. (2007). *Principles of communicative language teaching and task-based instruction*. Pearson Higher. 5-19. Retrieved from: <https://www.pearsonhighered.com/assets/samplechapter/0/1/3/1/0131579061.pdf>
- Bonilla, M. (2018). *Un feriado de fin de año con saldo positivo en las playas de Esmeraldas*. El Comercio. Retrieved from: <http://www.elcomercio.com/actualidad/playas-esmeraldas-atacames-turistas-resortes.html>
- Bracaj, M. (2014). *Teaching English for specific purposes and teacher training*. *European Scientific Journal, ESJ*, 10(2).
- Castillo, R., & Yamel, A. (2018). *Influence of Spanish as a First Language in the Learning Process of English as a Foreign Language in the School of Hospitality and Tourism at PUCE Esmeraldas, 2017* (Doctoral dissertation, Ecuador-PUCESE-Escuela de Lingüística Aplicada).
- Castella, M. (2017). *The role of both teachers and students within a communicative language approach. A particular case in a Polish primary school*. UVIC: Universitat Central de Catalunya. 11-14. Retrieved from: [http://repositori.uvic.cat/bitstream/handle/10854/5118/trealu\\_a2017\\_castella\\_m%C3%B2nica\\_role\\_teachers.pdf?sequence=1&isAllowed=y](http://repositori.uvic.cat/bitstream/handle/10854/5118/trealu_a2017_castella_m%C3%B2nica_role_teachers.pdf?sequence=1&isAllowed=y)
- Comission Memebbers, (2014). *Tourism. Radcliff Tourism*. Kentucky, United States. Retrieved from: <http://www.radclifftourism.org/pdf/brochure-tourism-atoz.pdf>
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Fiorito, L. (2005). *Teaching English for Specific Purposes (ESP) - UsingEnglish.com*. Retrieved from: <https://www.usingenglish.com/articles/teaching-english-for-specific-purposes-esp.html>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.
- Kennedy, and Bolitho. (1984). *English for Specific Purposes*. London: Macmillan

- Ministerio de Turismo. (2016). *Reglamento de guianza turistica. Acuerdo ministerial n°1*. Recuperado de: <https://www.turismo.gob.ec/wp-content/uploads/2016/06/REGLAMENTO-DE-GUIANZA-TURISTICA.pdf>
- Ministerio de Turismo. (2018). *Arribo de turistas a Ecuador creció en 14% en 2017*. Recuperado de: <https://www.turismo.gob.ec/arribo-de-turistas-a-ecuador-crecio-en-14-en-2017/>
- Prachanant, N. (2012). *Needs analysis on English language use in tourism industry*. *Procedia-Social and Behavioral Sciences*, 66, 117-125.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. Hemel Hempstead: Prentice Hall.
- Servicio de capacitacion profesional (SECAP). (2015). *English basic for tourism. Quito, Ecuador*. Retrieved from: <https://www.secap.gob.ec/wp-content/glosario.pdf>
- Sreehari, P. (2012). *Communicative Language Teaching: possibilities and problems*. Al-Jouf University. Saudi, Arabia. Canadian Center of Science and Education. 5. 88-89. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1080176.pdf>
- Stevens, P. (1980). *Teaching English as an international language: From practice to principle*. Alemany Pr.
- Vygotsky, L. (1978). *Interaction between learning and development. Readings on the development of children*, 23(3), 34-41
- Tomlinson, B. 1998. In Tomlinson, B. (Ed.), *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Ulfa, K. (2015). *Designing ESP Materials for Tourism Students of Akademi Pariwisata Medan*.

## APPENDIX

### APPENDIX A: Operationalization of variables

Variable	Conceptual definition	Operational Definition	Dimensions	indicators
Material design for ESP for tourist workers from Playa Almendro	It is a didactic material tool that provides a guidebook for touristic workers need.	It is a didactic tool useful to teach tourist workers considering lexicon communicate function methodology	Methodology	Task – based learning Translation Communicative activities
English for touristic Purposes(ETP) for touristic workers from “Playa Almendro “ Hotel (dv)	The organization of the teaching process according to the touristic area and touristic workers needs.	The organization of the teaching process taking into consideration of tourists workers need to acquire to develop their job in a good way.	*ETP Lexicon *ETP Communicative functions *ETP Content ETP Student needs	* Technical Vocabulary Booking a room Offering food * Room service * Hospitality *Restaurant *Sales *Micro market

## APPENDIX B: Survey to workers



**Pontifical Catholic University of Ecuador in Esmeraldas**

**Applied Linguistics in English Teaching**

**Objective:** To determine the knowledge tourist workers from “Playa Almendro” Hotel in Tonsupa have about the English language.

*Please, read carefully and answer all the questions.*

### 1. Do you speak English?

Yes

No

### 2. Do you know the meaning of the list of words below?

Yes

No

*If yes, please, write their meaning.*

<b>Baggage</b>	
<b>To book</b>	
<b>Brochures</b>	
<b>Check- in</b>	
<b>Check - out</b>	

**3. Do you know the meaning of the list of questions below?**

Yes

No

*If yes, please, write their meaning.*

Do you have a reservation?	
How long are you staying?	
What's your name?	
What's your ID number?	
May I see your Passport?	

**4. Put a tick. How often do you need to speak English in your job?**

All the time	
Sometimes	
Never	

**5. Put a tick. What area of hotel industry are you working at?**

Room service	
Hospitality	
Sales	
Restaurant	
Super market	
maintenance center	
Security	

**6. Do you consider necessary to have a didactic material to improve your English in your free time?**

Yes

No

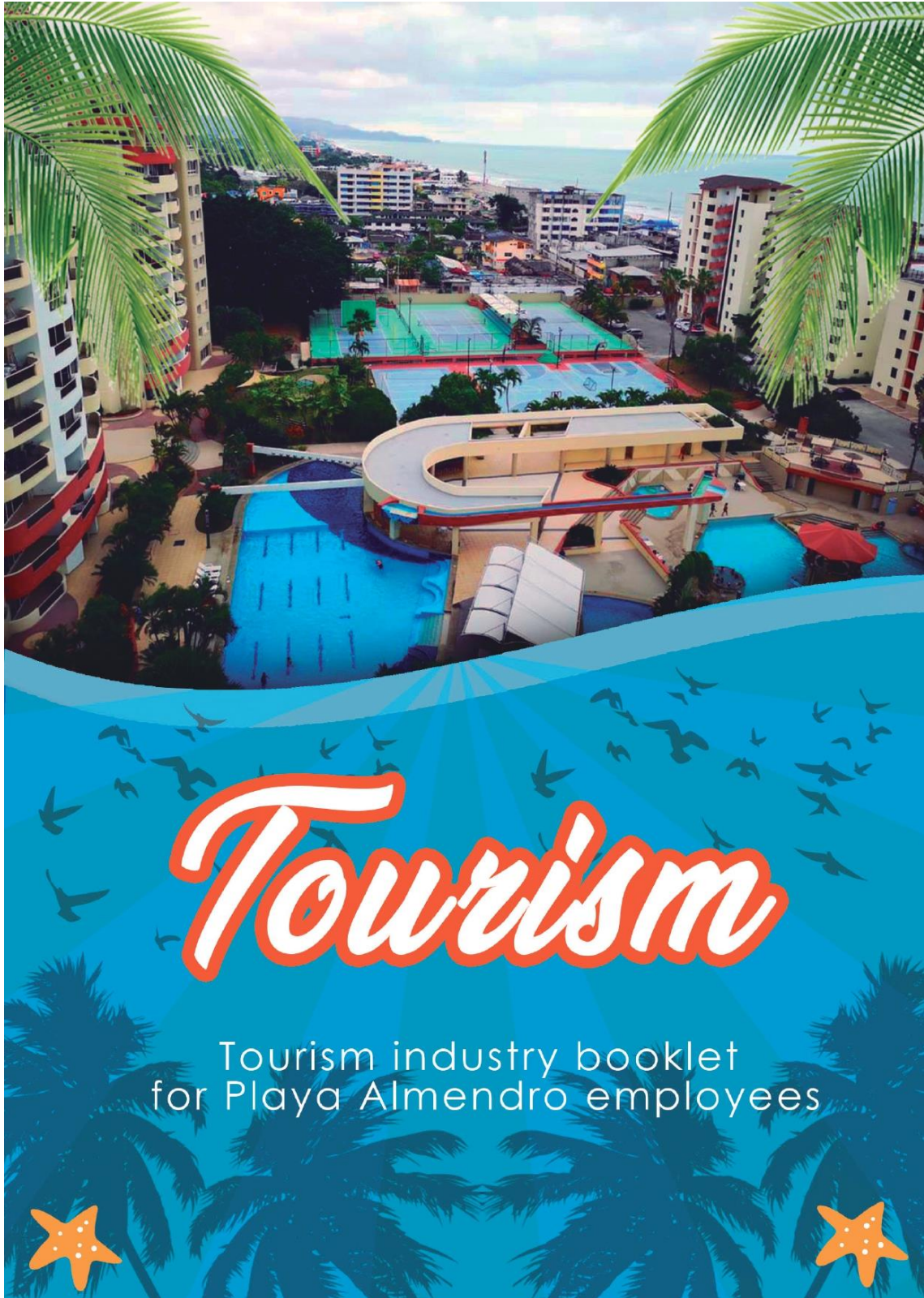
**7. How would you like to learn English?**

Communication tasks

Translation

communicative activities

**APPENDIX C: PROPOSAL**



# INTRODUCTION

English for tourism employees is a booklet for people who work in the tourism industries who also need to use English when talking to client. It covers all the necessities of the essential communicative function in relation to their job.

The main aim of this booklet is to improve the level of English that requires tourist employed, and likewise focus on the skills such as speaking and listening, because these are the skills that are most important when dealing with clients. But you will also have a chance to improve other skills such as reading and writing in some lessons. There are also lots of vocabulary about the tourism industry and exercise. Some role plays are “communicative activities “, where each person looks at a different activity. It is important to use English all the time when you are working with people from other countries who spoken in English language, cause the only way to improve your spoken English is by knowing the language!

## How is the booklet organized?

Here you have units related to English for tourism employees, also, how to interact with customers from different countries and each unit contains exercises to learn. Each unit is based on different kinds of activities on the issue.

## Vocabulary

The English vocabulary for Tourism employees will help them to enrich their knowledge concerning the correct use of words, when they come across a useful new word or expression in the booklet. This will help them to remember the new words they observe, so that they can use them accurately.

Thank you for reading this presentation.  
Enjoy using English for Tourism employees!

# CONTENT

## Unit 1: AT THE HOTEL

Exercises to provide an explanation for students when customers arrive at the hotel.  
Vocabulary related to the unit

## Unit 2: AT THE RESTAURANT

Exercises to provide an explanation for students when customers arrive at the restaurant.  
Vocabulary related to the unit

## Unit 3: ON THE TRIP

Exercises to provide an explanation for students when interact with customers to give a tourist guide entertainment.  
Vocabulary related to the unit.

## Unit 4: ROAD TRIP

Exercises to provide an explanation for students when interact with customers to provides card rental, and information that requires tourist  
Vocabulary related to the unit.

# UNIT 1: AT THE HOTEL



## General Objective

Students will be able to interact with customers being friendly and helpful.

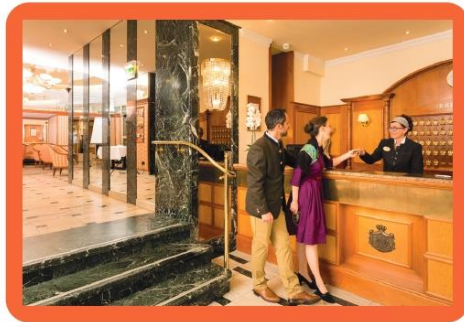
## -Communicative goals

You will learn how to

- Ask for and giving information about the hotel and talk with other people.
- Answer questions about their personal information at the moment to talk with other persons.
- Get different options from customers.

## Vocabulary

Vocabulary related to the hotel services, sales, and other people experiences in life.



### Checking into the Hotel

1. Read the conversation and practice it with a friend, just to find the most useful expressions related to your job.

A: I have a reservation under the name of Sandals.

B: Could I see your ID, please, sir?

A: Of course! Let me take it out of my wallet.

B: Thank you, sir. Now, do you have a credit card, sir?

A: Yes, of course. Is American Express okay?

B: I'm sorry, sir. Only VISA or MasterCard.

A: In that case, here's my VISA.

B: Thank you. Your room number is 507, queen bed, nonsmoking. Is that agreeable to you, sir?

A: Yes, I'm easy to please.

B: Very good. Here is your room key, sir. If you need anything at all, please dial 0.

## PICTURE INTERPRETATION

2. Look at the picture below and discuss these questions with your classmate and compare ideas:



How many people are there in the picture?

What are these people doing?

Do you think they are asking personal information?

Are they arriving or leaving at the hotel?

3. Write six sentences about the different activities people can do at a hotel

---

---

---

---

---

---

4. Complete each of the sentences below using the following words:

Remote control, booked, blanket, served, air conditioner, view,  
reservation, dirty, pillows, toilet paper

- We made a  for two nights.
- There is an extra  in the closet, in case it gets too cold.
- You can turn on the  if it gets too hot.
- We need a  for the TV.
- We  the room online.
- That room is too . Do you have a cleaner one?
- Do you have any softer ?
- There is no  in the bathroom.
- The  of the city is wonderful.
- Breakfast is  in the restaurant downstairs.



## UNIT 2: AT THE RESTAURANT



### General Objective

Students will be able to interact with customer being friendly and helpful.

### Communicative goals

You will learn how to

- Ask for and giving information about the restaurant and /talking to other people.
- Answer questions at the moment of speaking with waiter/waitress, customer, chef, and others.
- Get different options for a customer.

### Vocabulary

Vocabulary related to the restaurant services.

## GRAMMAR ACTIVITIES

1. Read the conversation and practice it with a friend, in order to improve your pronunciation and intonation.

### Arriving at the restaurant

**Waiter:** Hi. How are you doing this afternoon?

**Customer:** Fine, thank you. Can I see a menu, please?

**Waiter:** Certainly, here you are.

**Customer:** Thank you. What's today's special?

**Waiter:** Grilled tuna and cheese on rye.

**Customer:** That sounds good. I'll have that.

**Waiter:** Would you like something to drink?

**Customer:** Yes, I'd like a coke.

**Waiter:** Thank you. (returning with the food) Here you are. Enjoy your meal!

**Customer:** Thank you.

**Waiter:** Can I get you anything else?

**Customer:** No thanks. I'd like the check, please.

**Waiter:** That'll be \$14.95.

**Customer:** Here you are. Keep the change!

**Waiter:** Thank you! Have a good day!

**Customer:** Goodbye.



2. Look at the photos and label the drink that are shown. Then discuss with your friend.



1



2



3



4

Which of the drink are the most popular in your city?

Which very popular drink are not shown in the pictures?

3. Complete each of the sentences below using the following words

Room service	a la carte	Waiter	Tip	Tips
Wine List	Order	Eating in	Eating out	Menu
Bill	Buffet	Dessert		

1. Staff to customer: Welcome to our restaurant. The ..... will take your ..... shortly.

2. Customer to staff: Should we ..... the waiter?

Staff: No, that is not necessary. We don't give ..... in Timor.

3. At lunchtime the restaurant serves a ..... meal, so it is very quick. But in the evening it is .....

4. Waiter: I hope you enjoyed your main course sir. Would you like to see the .....? menu?

5. Receptionist to customer: Will you be ..... this evening sir? We have a lovely restaurant and a European chef. Customer: No thank you. We are ..... tonight at a restaurant near the beach.

















6. Waiter: Welcome to our restaurant. Would you like to see the .....? before you order?

7. Customer: I think it is time to go, could we please have the .....

8. Waiter: Would you like something to drink sir? Yes, could I please see the .....

9. Receptionist: If you would like to order something from your room, please call .....

4. Complete the words below with vowels (a/e/i/o/u)

1  k_tch_p	2  h_t d_g	3  m_n_	4  n_pk_n
5  w__t_r	6  f__rk	7  ch__r	8  s_ndw__ch
9  c__st__m__r	10  str_w	11  m__l	12  s__lt and p__pp__r
13  d__ss__rt	14  ch__f	15  f__st f__d	16  t__bl__

## GLOSSARY

### Common expressions used at the restaurant

The guest

A table for two, please.

May we sit at this table?

The menu, please.

What's on the menu?

What's Irish Stew like?

We're not ready yet.

The steak for me, please.

Can you bring me the ketchup,  
please?

A salad, please.

I'll have the same.

That's all, thank you.

Can I have the bill (AE: check),  
please?

This is on me.

Here you are.

The rest is for you.

Do you have wine by the glass?

I'd prefer red wine.

Please bring us another beer.

Could I have chips (AE: French Fries)  
instead of salad?

What can you recommend?

Please bring me the bill (AE: check)  
with my coffee.

I think you've made a mistake.

The waiter

Hi, I'm Sue, I'll be your server for  
tonight.

What can I do for you?

Can I help you?

Can I take your coat?

Have you booked a table?

How many are you?

Would you follow me, please?

Can I take your order, sir/madam?

What would you like to start with?

What would you like to drink?

What would you like for dessert?

How would you like your steak? (rare,  
medium, well done)

Do you want a salad with it?

What kind of dressing?

Anything to drink?

Do you want a dessert?

The burgers are very good.

Sorry, the hamburgers are off.

Is everything all right?

Did you enjoy your meal?

Are you paying together?

May I show you to a table?

If you wait, there'll be a table for you  
free in a minute.

Do you want vegetables with it?

Why don't you try the pizza?

It'll take about 20 minutes.

## UNIT 3: ON THE TRIP



### General Objective

Students will be able to interact with tourists and guide being friendly and helpful.

### Communicative goals

You will learn how to

- Ask for and give information about touristic places and talk to other people.
- Answer questions when interacting with tourist and give direction
- Get different options for a customer.

### Vocabulary

Vocabulary related to the restaurant services.

1 Read the conversation and practice it with a friend in a loud voice.

**Guide:** Hey I am your guide who's going to help you to explore Delhi today.

**Tourist:** Yeah sure.

**Guide:** This is the heart of Delhi which is also known as CP

**Tourist:** Could you please tell me the full form of CP?

**Guide:** Connaught Place.

**Tourist:** What's so special about this place?

**Guide:** It's the best place to hang out. A place where you can get almost everything. It's not only a commercial hub but a transportation hub as well.

**Tourist:** Is this place good for shopping also?

**Guide:** Yes! Here you can get all the trendy and branded items of every range.

**Tourist:** Is there any shop famous for clothes?

**Guide:** Yes. Shop no. 36 near west block is very famous for clothes.

**Tourist:** What kind of clothes will I get there?

**Guide:** Ethnic as well as western clothes. Both the options are available there.

**Tourist:** Is there any place where I can click a lot of awesome pictures?

**Guide:** Yup! The Inner circle of CP is best for photo-shoot.

**Tourist:** What kind of environment is there?

**Guide:** It offers absolutely lively environment. There is also a central park where you can sit for hours and relax. And you can also take pictures of our nation flag which is right in the middle of that park.

**Tourist:** That's marvelous. Could you please guide me there?

**Guide:** Yeah sure.



2 Look at the picture below and discuss these questions with your classmate and compare ideas.



What does this picture reflect?

Where do you think they are ?

What profession do you think the woman in front of the group develops?

Which city do you think she is describing?

Which are the most popular places in your city?

3 Complete each of the sentences below using the following words

all inclusive theater district time share  
Layover travel agency red light district  
spring break time share group rate gateway city

Be careful walking through the \_\_\_\_\_ there is a lot of crime there.

If the resort is \_\_\_\_\_ you don't have to worry about finding a restaurant every night.

We had a two hour \_\_\_\_\_ in Detroit.

Chicago is the \_\_\_\_\_ for United Airlines

For \_\_\_\_\_ the college students went to South Padre, TX to party for a week.

My \_\_\_\_\_ recommended taking a Carnival Cruise out of Galveston, TX.

We loved that little town outside of Cancun. We are thinking of getting a \_\_\_\_\_ so we can go for a week every year.

There are a lot of \_\_\_\_\_ in Orlando, FL. Disney World is just one of them.

If we can get a \_\_\_\_\_ the price for the rooms will be cheaper.

My aunt loves the arts. She will definitely check out the \_\_\_\_\_.

## GLOSSARY

### General travel vocabulary

Public transportation (British public transport) is a system of vehicles such as buses and trains which operate at regular times on fixed routes and are used by the public.

Means of transport

The road / the highway / the port / the airport

Arrival / departure time

Where's the information desk, please?

To commute is to make the same journey regularly between work and home.

It's exhausting commuting from Brighton to London every day.

A journey is traveling from one place to another, especially in a vehicle.

I love going on long journeys.

To journey (verb - usually used with adverb or preposition) = to travel somewhere.

We journeyed south.

What time does the plane for... take off / land?

Check-in is the place at an airport where you show your ticket so that you can be told where you will be sitting.

A representative from the tour company will meet you at the check-in.

### At the train station

How much is a ticket to...?

Direct / transfer train

Is there a reduced fare for children / large families?

Where is the station?

Where can we buy tickets?

What time will the train to...leave?

Where is platform number ...?

### By ship / boat

A ferry (boat) is a boat or ship for taking passengers and often vehicles across an area of water, especially as a regular service.

We're going across to France by/on the ferry.

A cruise is a journey on a large ship for pleasure, during which you visit several places

### By bus / coach

Do you know where the bus station is, please?

Could you tell me when does the bus leave?

Do you know how many buses stops there are before...?

A bus with/without air-conditioner

### By car

Where is the parking lot, please?

Where can I park my car?

Can I park my car here?

Where can I rent a car?

I would like to rent a car for... days / weeks.

The car costs £30 a day to rent, but you get unlimited mileage (= no charge for the miles traveled)

### A car breakdown

I had a breakdown (= my car stopped working) in the middle of the road

A garage is a place where cars are repaired.

The car's still at the garage getting fixed.

Where can I find a garage to repair my car?

Insurance

I'll need to take out extra car insurance for another driver.

## UNIT 4: ROAD TRIP



### General Objective

Students will be able to interact with customer being friendly and helpful.

### Communicative goals

You will learn how to

- Ask for and giving information about the car rental and talk with other people.
- Answer questions about travelling around and give information at the moment to talk with other persons.
- Get different options from customers.

### Vocabulary

Vocabulary related to road trip services.

Read the conversation and practice it with a friend in a loud voice.

**Taxi driver:** Hi. Where are you going?

**Passenger:** To the train station, please.

**Taxi driver:** Shall I put your bag in the trunk?

**Passenger:** No thanks. I'll keep it with me. How long will it take to the station?

**Taxi driver:** About 30 minutes. Are you in a hurry?

**Passenger:** Yes, I'm a bit late.

**Taxi driver:** We can take the expressway. There's an extra charge, okay?

**Passenger:** That's okay, thanks.

**Taxi driver:** Fasten your seatbelt, please.

**Passenger:** Okay.

**Taxi driver:** Here's the expressway. Can I have \$3 for the fee?

**Passenger:** Here you are.

**Taxi driver:** Are you catching a train at the station?

**Passenger:** Yes, I'm going to the beach to meet some friends.

**Taxi driver:** Okay. Here is the station.

**Passenger:** Thank you. How much is it?

**Taxi driver:** \$55.

**Passenger:** Here's \$60. Keep the change.

**Taxi driver:** Thanks. Don't forget your things.

**Passenger:** Okay. Bye. Have a good day!



Test your understanding of the conversation above with this quick quiz.

1. Where does the passenger want to be taken?  
 to the beach  
 to an expressway  
 to catch a train
2. How much luggage does the passenger have?  
 none  
 one bag  
 two bags
3. Just before getting out of the taxi, the passenger gives the driver  
 a tip  
 her things  
 the expressway

Look at the chart below and fill in the form with the clients' requirements, to rent a car.

Name	_____	_____	_____
	title	first name	family name
Car required: Group	_____	Make	_____
Full Insurance required?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Unlimited mileage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
From	_____	_____	_____
	time	day	month
To	_____	_____	_____
	time	day	month
Pick-up location	_____		
Return location	_____		

## GLOSSARY

### Phrases that taxi drivers can use with English-speaking passengers.

#### Welcome

- Hi / Hello
- Good morning
- Good afternoon
- Good evening
- How are you today?
- Hi. I can take 4 passengers.

#### Destination

- Where can I take you?
- Where are you going?
- What's your destination?
- I don't know that place. Do you have a map?
- Can you show me on this map?
- Are you in a hurry?
- It is very close.
- It is pretty far away.
- It will take about 15 minutes.
- It takes about one hour to get there.
- It is faster to take the expressway but you have to pay the toll.

#### Understanding the passenger

- Thank you for the tip.
- Do you have smaller notes/bills?
- I don't have any change.
- The customer pays for the expressway, OK?
- You in a hurry? Take the expressway?
- There is a tollway fee. You pay the fee, ok?

- Speak slowly, please.
- Sorry, I don't understand.
- Yes, I understand. I'll take you there.
- Please ask someone to write it in Thai / Chinese / etc.
- No problem.

#### Special instructions / requests

- I'll put your luggage in the boot / trunk.
- Put on your seat belt, please.
- Is it okay if I open a window?
- Is the air-conditioning okay?
- Please don't eat in the car.
- No smoking, please.
- Do you want me to wait?
- I have to get some gas.

#### Traffic conditions

- It's rush hour.
- There's a traffic jam.
- The traffic is bad over there. You'll get there faster if you walk from here.
- I think there's been an accident.
- I'll try a different way.

#### Fare and fees

- The total price is \$10.
- I'm sorry. Have a nice day.
- I can call another driver / company for you.

#### Goodbye

- Watch out for motorcycles before getting out!
- Don't forget your things.
- Thank you for your business.
- Hope to see you again.
- It's been nice chatting with you.
- Enjoy your stay in Thailand / China / etc.
- You're welcome.

#### No service

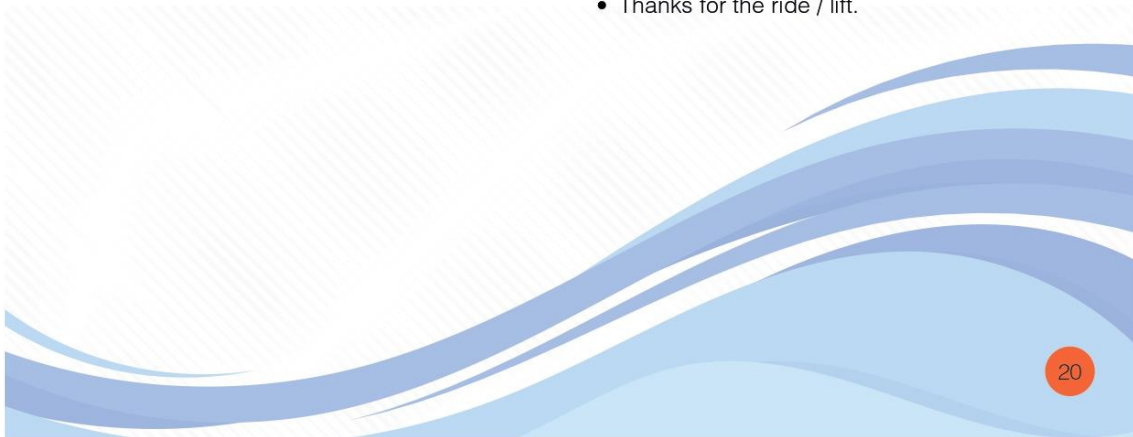
- Sorry, that is out of my boundaries.
- I can't go there. I would have to come back without a fare.
- Sorry, I don't go to the airport.
- I'm all done for the day / night.
- I have to return the car on time.
- My car needs servicing.
- Do you have change?
- Keep the change.

#### Small talk

- Have you been here before?
- Are you from around here?
- How do you like Bangkok / Beijing / etc?
- Are you here on business?
- Are you staying long?
- Good weather, huh? Not too hot, not too cold.
- I hope the weather gets better for you.

#### Things a passenger could say

- Can I get a ride?
- How many people can you fit?
- How long will it take?
- Please wait for me.
- You can keep the meter running.
- Do you have a flat fee to the airport?
- I'm in a bit of a rush.
- Can we get there by 10 o'clock / noon / 4pm / etc?
- Could you slow down, please?
- Is this the quickest way?
- Do you take credit cards?
- Thanks for the ride / lift.



# *Tourism*

Tourism industry booklet  
for Playa Almendro employees