

# UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI

## POSTGRADUATE



### MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS

**Topic:** “English for Specific Purposes applied to the tourism field and its impact on the development of oral production skills of students in the Tourism program at the Universidad Politécnica Estatal del Carchi during the 2026-A academic period.”

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of the requirements for the degree of  
Master in Pedagogy of National and  
Foreign Languages

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Tulcán, 2026

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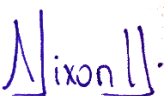
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El presente trabajo de titulación constituye un requisito previo para la obtención del título de Magister en Pedagogía De Los Idiomas Nacionales Y Extranjeros Con Mención En Enseñanza De Inglés.

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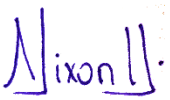
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Tulcán, junio de 2026

## **DEDICATION**

*I dedicate this work to my parents, my siblings, and my aunt,  
who have been the foundation of my life and the guiding light of my journey.*

*To them, I owe everything I have achieved,  
for their endless love, unwavering support,  
and the values they have instilled in me throughout the years.*

*Their patience, understanding, and wise advice  
have been my strength in moments of doubt  
and my motivation to keep moving forward.*

*Thank you for believing in me even when I doubted myself,  
for encouraging me to pursue my dreams,  
and for standing by my side through every challenge.*

*This achievement is not mine alone,  
but a reflection of your sacrifices, your trust, and your faith in me.*

***Nixon Israel Urgilés M.***

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***Nixon Israel Urgilés M.***

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## RESUMEN

El presente estudio de investigación analiza la aplicación del inglés con Propósitos Específicos (ESP) en el ámbito turístico y su impacto en el desarrollo de la producción oral de los estudiantes de la carrera de Turismo de la Universidad Politécnica Estatal del Carchi. El objetivo principal de este estudio es determinar cómo el uso de estrategias orientadas al ESP contribuye al mejoramiento de las habilidades de expresión oral de los estudiantes en contextos profesionales y comunicativos relacionados con el turismo.

La investigación adopta un enfoque cuantitativo, con un diseño descriptivo y correlacional. Los datos fueron recolectados mediante encuestas y evaluaciones de desempeño oral aplicadas a los estudiantes de la carrera de Turismo. Los hallazgos revelan que la implementación del ESP, centrado en funciones comunicativas, vocabulario especializado y conciencia intercultural, tiene una influencia positiva significativa en la producción oral de los estudiantes. Los estudiantes evidenciaron mejoras en la fluidez, precisión, pronunciación y confianza al participar en situaciones comunicativas de la vida real.

El estudio aplica un enfoque mixto para analizar la relación entre el ESP y las habilidades de producción oral en 103 estudiantes de Turismo de la UPEC, combinando investigación bibliográfica y de campo en niveles exploratorio, descriptivo y correlacional, con recolección de datos mediante encuesta estructurada.

Además, los resultados destacan la importancia del aprendizaje contextualizado, en el cual la enseñanza del idioma se alinea con las necesidades específicas del sector turístico. El estudio concluye que el ESP es un enfoque pedagógico efectivo que fortalece la competencia comunicativa de los estudiantes y los prepara para su desempeño profesional en entornos relacionados con el turismo.

**Palabras Clave:** Aprendizaje De Idiomas, Competencia Comunicativa, Esp, Habilidades De Expresión Oral, Inglés Con Propósitos Específicos, Producción Oral, Turismo.

## ABSTRACT

This research study analyzes the application of English for Specific Purposes (ESP) in the tourism field and its impact on the development of oral production among students of the Tourism program at the State Polytechnic University of Carchi. The main objective of this study is to determine how the use of ESP-oriented strategies contributes to improving students' speaking skills in professional and communicative contexts related to tourism.

The research adopts a quantitative approach with a descriptive and correlational design. Data were collected through surveys and oral performance assessments applied to students in the Tourism program. The findings reveal that the implementation of ESP, focused on communicative functions, specialized vocabulary, and intercultural awareness, has a significant positive influence on students' oral production. Students demonstrated improvements in fluency, accuracy, pronunciation, and confidence when engaging in real-life communicative situations.

The study applies a mixed-methods approach to analyze the relationship between ESP and oral production skills among 103 Tourism students at UPEC, combining bibliographic and field research across exploratory, descriptive, and correlational levels, with data collected through a structured survey.

Furthermore, the results highlight the importance of contextualized learning, where language instruction is aligned with the specific needs of the tourism sector. The study concludes that ESP is an effective pedagogical approach that enhances students' communicative competence and prepares them for professional performance in tourism-related environments.

**Keywords:** Communicative Competence, English for Specific Purposes, Esp, Language Learning Oral Production, Speaking Skills, Tourism.

## INTRODUCTION

English for Specific Purposes (ESP) is commonly used as a bridge between language learning and real-life professional contexts. Ideally, language teaching and learning should take place in direct contact with authentic situations; however, this is not always possible or practical. For this reason, educators rely on a variety of strategies, resources, and approaches that serve as a connection between what is taught, what is learned, and the real world. In this sense, ESP functions as a means of contextualizing language instruction, allowing learners to develop communicative competence in specific fields such as tourism.

Among the most relevant aspects of ESP is the use of communicative functions, specialized vocabulary, and intercultural awareness, which facilitate the development of oral production skills. These elements are essential in the tourism sector, where effective communication is required through both verbal interaction and cultural understanding. Therefore, ESP becomes a key pedagogical approach that integrates language skills with professional practice.

Improving the quality of education in higher education institutions is an essential and urgent goal that must involve all educators. Consequently, it is necessary to consider the specific needs of students and the demands of their professional fields to enhance the teaching-learning process. In this context, the application of ESP in the tourism field represents a valuable strategy to optimize students' oral production and prepare them for real-world interactions.

On the other hand, the development of oral production in English among students of the Tourism program at the State Polytechnic University of Carchi is of great importance. In today's globalized world, English has become an indispensable tool for communication, particularly in tourism, where professionals must interact with people from different cultural and linguistic backgrounds. Therefore, strengthening speaking skills is essential for students' academic success and future professional performance.

Chapter I presents the research problem, including the problem statement, formulation, guiding questions, general objective, specific objectives, and justification for the development of this study.

Chapter II, the Theoretical Framework, includes the background of the study, theoretical foundations, definition of key terms, legal framework, and the characterization of variables.

Chapter III, Methodology, describes the research design, population and sample, operationalization of variables, data collection techniques and instruments, validity through expert judgment, reliability using Cronbach's Alpha, and data analysis procedures.

Chapter IV presents the analysis and interpretation of the results, including the presentation of data obtained from the instruments applied.

Chapter V includes the conclusions and recommendations based on the findings of the study.

Chapter VI presents the proposal, which consists of a set of activities based on ESP strategies aimed at improving students' oral production in the tourism context.

Finally, the References and Appendices are included to support and complement the research.

# CHAPTER I

## PROBLEM

### 1.1. Problem Statement

English oral communication has become an essential skill in the global tourism industry, where professionals constantly interact with international visitors and must respond effectively to diverse service situations. Recent studies emphasize that speaking competence is one of the strongest predictors of service quality and tourist satisfaction, especially in frontline roles that require clear explanations, guidance, and problem-solving (Ibrahim & Yusoff, 2023). Because of this, students preparing for careers in tourism increasingly need opportunities to practice speaking in realistic and meaningful contexts that mirror the demands of their future workplace.

Within this context, English for Specific Purposes (ESP) has gained renewed importance as an approach that aligns language instruction with professional needs. Research published in recent years shows that ESP-based teaching leads to better performance in discipline-related communicative tasks, as it focuses on authentic scenarios rather than abstract language content (Wang, 2021). For tourism students, this means engaging in activities that resemble real interactions—such as welcoming guests, describing attractions, offering recommendations, or managing service-related issues. When students do not receive such specialized preparation, they often struggle to communicate confidently in real professional encounters.

At the Universidad Politécnica Estatal del Carchi (UPEC), Tourism students complete their English requirements through general courses offered by the institutional Language Center, instead of a curriculum integrated into their major. Although these courses meet the university-wide language requirement, they are not designed around the communicative needs of tourism. Recent research in Higher Education in Latin America suggests that this misalignment between general English instruction and field specific communication needs is a persistent issue that limits students' readiness for professional practice (Castillo & Ordóñez, 2021). As a result, students may develop basic language knowledge but still lack the oral fluency required for authentic tourism interactions.

Locally, the province of Carchi has been strengthening its tourism offerings, especially through natural attractions, cultural spaces, and border-related activities. However, insufficient English-speaking skills among tourism personnel continues to be identified as a barrier for improving visitor experiences and enhancing the region's competitiveness (Montaño & Cevallos, 2023). Many students mention feeling insecure when speaking English, particularly in spontaneous interactions, which aligns with studies showing that lack of contextualized practice often results in anxiety, low fluency, and limited transfer of classroom knowledge to real settings (Nguyen & Pham, 2022).

Given this situation, it becomes necessary to analyze how English is currently being taught to Tourism students at UPEC and to explore whether the strategies used in class are truly helping them develop oral communication skills aligned with professional expectations. Since recent evidence indicates that ESP-oriented strategies can significantly improve motivation, performance, and communicative confidence in specialized contexts (Sato, 2021), examining their potential in the Tourism program is both relevant and timely. Understanding how current teaching strategies influence students' oral abilities will not only clarify existing gaps but also open possibilities for more contextualized and effective approaches that better prepare them for the communication demands of the tourism industry.

## **1.2 Problem Formulation**

How does the application of English for Specific Purposes (ESP) in the tourism field influence the development of oral production among students of the Tourism program at the State Polytechnic University of Carchi during the 2026-A academic period?

Nowadays, English has become an essential tool in the tourism sector, where effective communication plays a fundamental role in providing quality services and interacting with people from different cultural backgrounds. However, many students face difficulties in developing their oral production skills, mainly due to the lack of contextualized teaching approaches that connect language learning with real professional situations.

English for Specific Purposes (ESP) offers a methodological alternative that integrates communicative functions, specialized vocabulary, and intercultural awareness, allowing students to develop relevant speaking skills for their future careers. Therefore, to address this problem, it is necessary to implement ESP-based strategies in the teaching-learning process. In

this sense, this research proposes the design and application of activities focused on the tourism context to improve students' oral production.

## 1.2. Problem Delimitation

**Spatial:** Tourism program at the State Polytechnic University of Carchi

**Temporal:** 2026-A academic period

**Field:** Socio-educational

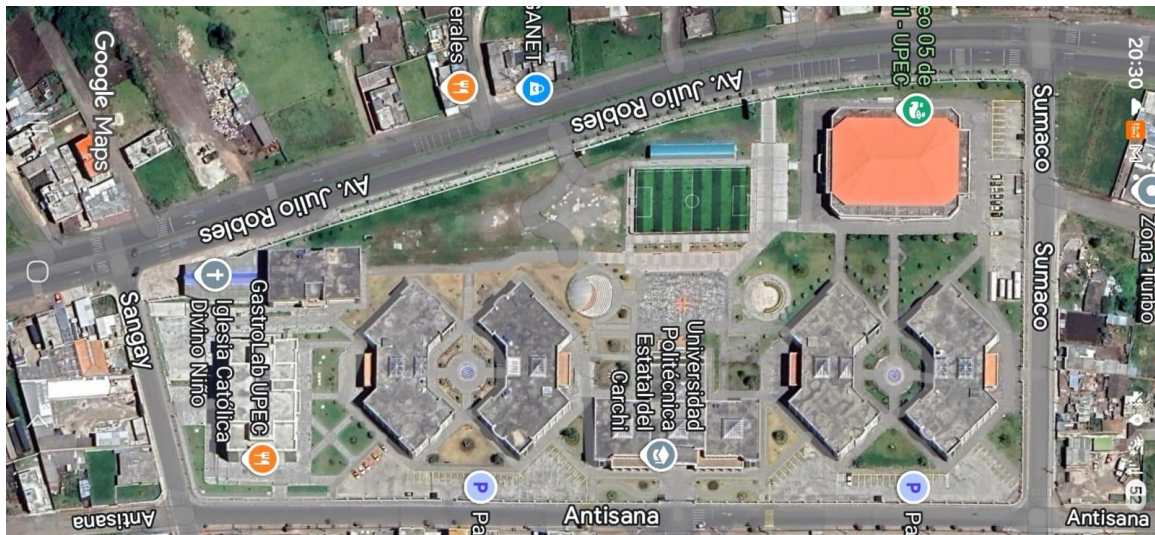
**Area:** Foreign Language (English)

**Line:** Didactics for teaching English as a Foreign Language (EFL)

**Topic:** English for Specific Purposes applied to the tourism field and its impact on the development of oral production.

### Figure 1

*Geographical Location of Universidad Politécnica Estatal del Carchi*



*Note.* Adapted from Google Maps.

## 1.3. Guiding Questions

- What ESP-based strategies are used by English teachers in the Tourism program at the State Polytechnic University of Carchi?
- What are the most appropriate components of English for Specific Purposes (such as communicative functions, specialized vocabulary, and intercultural awareness) for the tourism field?
- How can oral production skills in English be developed among students of the Tourism program through the application of ESP?

- Do English teachers in the Tourism program have sufficient knowledge about the implementation of English for Specific Purposes in their teaching practice?
- Do students of the Tourism program at the State Polytechnic University of Carchi demonstrate an adequate level of oral production in English for tourism-related contexts?

## **1.5. Research Objectives**

### **1.5.1. General Objective**

To determine the impact of English for Specific Purposes (ESP) applied to the tourism field on the development of oral production skills among students of the Tourism program at the State Polytechnic University of Carchi during the 2026-A academic period.

### **1.5.2. Specific Objectives**

1. To diagnose the implementation of English for Specific Purposes in the tourism field within the English teaching-learning process.
2. To examine the ESP components (communicative functions, specialized vocabulary, and intercultural awareness) that contribute to the development of oral production.
3. To assess students' needs of oral production in general English, considering fluency, pronunciation, vocabulary, and grammatical accuracy.
4. To analyze students' perceptions regarding the usefulness of ESP in improving their oral production skills in tourism contexts.
5. To analyze teaching strategies and didactic materials based on ESP that support the development of oral production.
6. To design a methodological guide based on English for Specific Purposes applied to the tourism field to improve students' oral production skills.

## **1.6 Justification**

This study will be justified by the growing need to strengthen the oral communication skills of Tourism students at the Universidad Politécnica Estatal del Carchi. Since English plays a key role in professional tourism contexts—especially in situations that require direct interaction with international visitors—students will need to develop the confidence and fluency required to communicate effectively. As recent research has shown, speaking

competence is directly connected to service quality and tourist satisfaction in tourism-related professions (Ibrahim & Yusoff, 2023). Because of this, improving students' oral skills will be essential for their academic progress and future employability.

This research is justified because professional English training in the Tourism program requires specialized linguistic competencies that general English curriculum do not address. According to the institutional profile of the Tourism program at Universidad Politécnica Estatal del Carchi, students must acquire communicative command tailored to international hospitality and guiding standards. Therefore, this study addresses an empirical need within the university context by developing targeted material to bridge the gap between general language proficiency and professional performance.

From an academic perspective, designing a methodological guide based on English for Specific Purposes (ESP) contributes to the development of oral production skills in tourism students. Understanding these dynamics will allow the program to identify gaps and consider alternatives that respond more directly to students' needs. In addition, examining the potential of ESP-based strategies will contribute to discussions about how to improve language instruction in higher education programs that require specialized communicative competence.

From an institutional perspective, the findings of this research will offer valuable insights for educators and curriculum coordinators to strengthen the English instruction within the Tourism major. By highlighting effective strategies and identifying pedagogical areas that require improvement, this study will provide valuable insights into subsequent decision-making processes, yielding mutual advances for both learners and academic stakeholders.

Overall, this research will be justified because it will seek to contribute to the development of Tourism students' oral communication skills, promote more contextualized teaching practices, and support the alignment between English instruction and the professional expectations of the tourism industry.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### **2.1. Background of the Problem**

At present, English proficiency constitutes a fundamental competence in the professional training of students linked to the tourism sector, as this field requires effective communication with both national and international visitors. In the Ecuadorian context, tourism represents a strategic area for economic and sociocultural development; according to the Ecuadorian Ministry of Tourism, the country received 1,262,664 foreign visitors in 2024, mainly from the United States, Colombia, Spain, and Peru, which highlights the need for professionals capable of interacting in English in real tourism service scenarios.

From this perspective, English for Specific Purposes (ESP) emerges as a pedagogical approach aimed at responding to the specific linguistic needs of learners according to their professional field. Hutchinson and Waters (1987) argue that ESP is based on the specific reasons why learners need to learn a foreign language; therefore, its content, methods, and activities must be directly related to the learners' academic or occupational context. Likewise, more recent studies indicate that ESP enables the design of programs tailored to specific professional environments, strengthening the functional use of the language in real-life situations.

In the tourism field, English is not limited to grammatical knowledge or general vocabulary; rather, it involves the development of communicative competences to greet visitors, provide directions, describe places, give information, solve problems, recommend services, and assist tourists effectively. Namtapi (2022), in a study on English needs among tourism personnel, identified that the most frequent communicative functions include giving directions, providing information, helping, and answering questions, which demonstrates that oral production is an essential skill in this sector.

Similarly, studies on English applied to tourism and hospitality highlight that English proficiency positively influences service quality, as it allows better interaction with foreign tourists and enhances the visitor experience. Research conducted in the tourism and hospitality context indicates that English is considered a necessary requirement for communication with future clients; therefore, the development of language skills is essential in the professional training of tourism students.

However, one of the recurring problems in English language teaching is that programs often focus on general content rather than on communicative situations specific to the students' professional field. In the case of Tourism students, this limitation may hinder the development of oral production skills, especially when contextualized activities such as tourist service simulations, role plays, description of tourist attractions, tour guiding, hotel services, reservations, itineraries, and problem-solving in communicative contexts are not adequately incorporated.

Furthermore, the results of the EF English Proficiency (2013) show that Ecuador maintains a low level of English proficiency. According to this report, the country achieved an overall score of 466, with a specific speaking score of 456, which reveals weaknesses in oral skills and reinforces the need to strengthen methodologies focused on communication.

In this regard, recent studies have demonstrated that activities based on tourism contexts can enhance students' oral fluency. For instance, research on role-play activities in tourism has analyzed scenarios such as hotel check-in procedures, travel inquiries, guided tours, and restaurant interactions, showing the usefulness of these practices in improving oral communication in English. Likewise, studies on English for tourism recommend further development of strategies and techniques that strengthen English for Tourism Purposes at the university level.

Therefore, the research problem is grounded in the need to analyze how English for Specific Purposes applied to the tourism field strengthens the development of oral production skills among students of the Tourism program at the Universidad Politécnica Estatal del Carchi during the 2026-A academic period. This research is relevant because it will allow the identification of the level of ESP implementation, the analysis of students' specific oral communication needs, and the design of a contextualized methodological guide that contributes to strengthening oral communication in English in real tourism scenarios.

In conclusion, recent research supports the integration of English for Specific Purposes (ESP) in tourism education as a key approach to improving students' oral communication skills. Studies indicate that ESP programs designed for tourism contexts promote the development of communicative competence through task-based and context-oriented instruction, allowing learners to use language in realistic professional situations (Basturkmen, 2020). Additionally, research needs analysis highlights that speaking skills, confidence, and interactional competence are essential for effective performance in tourism-related environments (Anthony, 2018; Paltridge & Starfield, 2020). Furthermore, recent studies have demonstrated that the use

of experiential learning strategies such as role plays, simulations, and scenario-based tasks significantly enhances students' oral fluency, accuracy, and communicative effectiveness (Poedjiastutie et al., 2021). In this regard, the integration of ESP-oriented methodologies in tourism programs is not only pedagogically relevant but also necessary to bridge the gap between academic instruction and professional communication demands, particularly in contexts where English proficiency remains limited, such as Ecuador (EF EPI, 2023).

## **2.2. Theoretical Support**

This research aims to determine, analyze, and verify the impact of English for Specific Purposes (ESP) applied to the tourism field on the development of oral production skills among students in the Tourism program at the Universidad Politécnica Estatal del Carchi during the 2026-A academic period. In this regard, the study seeks to provide students with a professional and communicative profile that enables them to interact effectively in real tourism contexts, using English as a tool for meaningful and functional communication.

From this perspective, to support the development of oral production skills in English, it is necessary to refer to the theoretical foundations of English for Specific Purposes (ESP) and the development of speaking skills in foreign language learning. ESP is understood as an approach that focuses on the specific linguistic and communicative needs of learners according to their academic and professional context, particularly in fields such as tourism, where communication plays a central role. Likewise, oral production constitutes a fundamental skill in language learning, as it allows learners to express ideas, interact with others, and perform communicative functions in real-life situations.

Therefore, this research is grounded in the analysis of ESP components—such as communicative functions, specialized vocabulary, and intercultural awareness—as well as in the evaluation of oral production skills, including fluency, pronunciation, vocabulary, and grammatical accuracy. These elements are essential for fostering effective communication in tourism environments, where students are expected to provide information, assist visitors, and respond appropriately to diverse communicative situations. In this sense, the integration of ESP-based strategies contributes to bridging the gap between theoretical knowledge and practical language use, promoting a more contextualized and meaningful learning process.

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

English for Specific Purposes (ESP) is an approach to language teaching that focuses on developing the communicative skills students need for a professional field. In recent years, ESP has gained importance due to the growing demand for professionals who can use English

in discipline-specific contexts, rather than relying solely on general language knowledge. Studies from the last decade highlight that ESP instruction improves relevance, motivation, and performance because it integrates authentic tasks and situations from the learners' target profession (Wang, 2021; Nguyen, 2020).

Although foundational authors such as Hutchinson and Waters (1987) laid the conceptual base of ESP, current research continues to refine the approach by emphasizing needs analysis, contextual learning, and performance-based evaluation. Modern ESP studies show that instruction must be built around three key elements: the learners' needs, the communicative events of the target field, and the practical use of language in real or simulated contexts (Sato, 2021). In the case of tourism, this means designing courses that reflect activities such as hosting visitors, giving explanations, answering questions, offering recommendations, or handling service-related situations.

Contemporary ESP research also notes that students benefit greatly when instruction includes problem-solving tasks, speaking simulations, role-play, case-based learning, and activities that require spontaneous interaction—since these methodologies mirror the communicative demands of professional environments (Fitria, 2020; Ortega, 2022). These strategies can significantly increase engagement and prepare students more effectively for authentic communicative encounters. As a result, ESP has become a widely recommended approach in fields like tourism where oral communication is central.

### **Oral communication skills in Tourism Education**

Oral communication is one of the most critical skills in tourism and hospitality professions due to the constant interaction with visitors from different linguistic and cultural backgrounds. Recent studies have emphasized that speaking competence positively influences service quality, visitor satisfaction, and even the reputation of tourism destinations (Ibrahim & Yusoff, 2023). Tourism workers must perform various communicative functions, such as explaining attractions, giving directions, responding to requests, resolving complaints, and guiding group experiences.

However, research shows that many tourism students experience anxiety, lack of fluency, or difficulty using English spontaneously, especially when their training focuses mainly on grammar or written exercises rather than communicative practice (Nguyen & Pham, 2022). This mismatch between instruction and the realities of the tourism industry can limit

students' readiness for professional contexts. Therefore, tourism education must emphasize strategies that strengthen speaking skills through meaningful practice and real-world communication.

Recent literature also confirms that oral proficiency is not achieved through memorization or repetition alone, but through active participation in communicative tasks that challenge learners to express ideas, negotiate meaning, and solve problems using English (Herrera & Ramírez, 2020). As tourism relies heavily on interpersonal interaction, students need frequent opportunities to practice speaking in situations that resemble authentic service encounters.

### **Didactic strategies for teaching speaking**

Effective speaking instruction requires the use of didactic strategies that support fluency, confidence and communicative competence. Recent pedagogical studies confirm that students improve their oral skills when they participate in interactive activities such as role-play, dialogue simulations, group discussions, scenario-based tasks, and guided speaking practice (Castillo & Ordóñez, 2021). These strategies allow learners to experience communication as a dynamic process instead of a controlled, grammar-based exercise.

Role-play for example, has been widely recognized as a powerful strategy for tourism English, as it allows students to experience real world interactions such as check-in procedures, giving travel information, or responding to unexpected situations (Montaño & Cevallos, 2023). Through role-play, students can experiment with different responses, develop spontaneity, and strengthen their communicative confidence.

In addition, mixed-method teaching strategies—combining explicit instruction, communicative practice, and feedback—have proven effective for developing oral skills in higher education (Ortega, 2022). This is consistent with research showing that guided practice combined with meaningful exposure greatly enhances fluency and accuracy

### **ESP-Based strategies for tourism students**

ESP-based strategies refer to teaching practices that tailor language instruction to the communicative needs of a particular discipline. In tourism, such strategies might include:

- Simulated service interactions (check-in, inquiries, recommendations).
- Guided tours or attraction descriptions.
- Case studies based on common tourism scenarios.
- Customer-service dialogues.
- Problem-solving communicative tasks.
- Authentic materials (brochures, menus, travel websites).

Recent research demonstrates that ESP-based speaking interventions lead to significant improvements in student performance, motivation, and confidence (Sato, 2021; Nguyen, 2020). Students report that learning becomes more meaningful when the content reflects tasks they will actually encounter in their profession.

Moreover, ESP strategies encourage students to develop soft skills such as empathy, clarity, persuasion and intercultural competence, which are essential in tourism. Integrating ESP into English instruction not only enhances linguistic skills but also prepares students more holistically for professional challenges in a globalized tourism environment.

### **Lexical Dimension in English for Specific Purposes (ESP) for Tourism**

The lexical component constitutes a fundamental dimension in the development of communicative competence within the framework of English for Specific Purposes (ESP), particularly in the tourism field. Vocabulary knowledge is not limited to the memorization of isolated words; rather, it involves the ability to understand, select, and appropriately use lexical items in specific communicative contexts. According to Nation (2013), vocabulary plays a central role in language use, as it directly influences learners' ability to express meaning, interact effectively, and perform communicative tasks. In ESP contexts, lexical competence becomes even more relevant because language use is closely linked to professional domains and real-life situations.

In the field of tourism, lexical competence requires the acquisition of specialized vocabulary that allows students to perform communicative functions related to customer service, information exchange, and problem-solving. Basturkmen (2020) states that ESP instruction must prioritize domain-specific language, enabling learners to operate effectively within their professional context. Therefore, the teaching of tourism-related vocabulary should

be contextualized and functional, focusing on authentic communicative situations rather than decontextualized word lists.

### **Lexical Dimension in ESP for Tourism**

The lexical dimension constitutes a fundamental component in the development of communicative competence in English, particularly within the framework of English for Specific Purposes (ESP) applied to tourism. Vocabulary knowledge enables learners to comprehend and produce meaningful discourse in context-specific situations, facilitating effective interaction in professional environments such as hospitality, travel services, and customer assistance (Nation, 2022; Richards, 2021).

In the tourism sector, lexical competence goes beyond general vocabulary, focusing instead on specialized terminology that reflects real communicative needs. According to Hutchinson and Waters (1987), ESP instruction must be oriented toward the specific linguistic features required by learners in their target professional contexts. Therefore, the incorporation of thematic lexical fields such as hotels, restaurants, tours, and transportation is essential for developing functional language skills aligned with industry demands.

#### **Lexical Hotels**

Vocabulary related to hotels includes terms associated with accommodation services, reservations, facilities, and customer interaction (e.g., check-in, booking, front desk, amenities, vacancy). Mastery of this lexical field allows learners to engage in typical communicative situations such as welcoming guests, handling reservations, and responding to inquiries. As noted by Basturkmen (2010), domain-specific vocabulary enhances learners' ability to perform professional tasks accurately and confidently.

#### **Lexical Restaurants**

This indicator encompasses vocabulary related to food services, including menu items, ordering processes, dietary preferences, and customer service expressions (e.g., appetizer, main course, bill, reservation, waiter/waitress). The acquisition of this vocabulary is crucial for enabling learners to participate in interactions such as taking orders, recommending dishes, and

addressing customer needs. Research highlights that contextualized vocabulary instruction significantly improves learners' communicative effectiveness in service-oriented settings (Schmitt, 2020).

### **Lexical Tours**

The lexical field of tours involves terminology related to guided visits, cultural attractions, itineraries, and tourist activities (e.g., sightseeing, itinerary, guide, landmark, excursion). This vocabulary supports learners in describing destinations, providing explanations, and guiding tourists through experiences. According to Dudley-Evans and St John (1998), the integration of task-based and context-specific vocabulary enhances learners' ability to perform real-world communicative functions in ESP contexts.

### **Lexical Transportation**

Vocabulary related to transportation includes terms associated with travel logistics and mobility services (e.g., bus, flight, schedule, ticket, departure, arrival, transfer). This lexical knowledge enables learners to assist tourists in navigating transportation systems, providing directions, and managing travel arrangements. The development of such vocabulary is essential for ensuring clarity and efficiency in communication, particularly in situations that require precision and immediacy (Nation, 2022). Intercultural Awareness Dimension in English for Specific Purposes (ESP) in Tourism.

The intercultural awareness dimension constitutes a key component in the development of communicative competence within English for Specific Purposes (ESP), particularly in the tourism sector, where interaction with individuals from diverse cultural backgrounds is constant. Intercultural competence involves not only linguistic proficiency but also the ability to understand, respect, and appropriately respond to cultural differences, which is essential for effective communication in globalized service contexts (Byram, 1997; Deardorff, 2006).

A fundamental aspect of this dimension is the development of cultural identity awareness, which refers to learners' understanding of their own cultural values, beliefs, and practices, as well as their ability to recognize how these influence communication. This awareness enables individuals to engage in intercultural interactions with greater sensitivity

and reflexivity, fostering mutual understanding between hosts and visitors (Byram, 1997; Kramsch, 2013). In tourism contexts, such awareness is crucial, as professionals are often required to represent their local culture while simultaneously adapting to the expectations and perspectives of international tourists.

In addition, empathy toward tourists plays a central role in intercultural communication, as it involves the capacity to understand and respond to the feelings, needs, and perspectives of individuals from different cultural backgrounds. Empathy facilitates more effective and respectful interactions, allowing tourism professionals to anticipate potential misunderstandings and provide personalized, culturally appropriate services (Deardorff, 2006; Bennett, 2017). This ability is particularly important in-service encounters, where positive interpersonal relationships directly impact customer satisfaction and overall experience.

Furthermore, hospitality represents a core value in the tourism industry and is closely linked to intercultural competence. It encompasses attitudes and behaviors such as friendliness, respect, openness, and willingness to assist others, which are essential for creating welcoming environments for tourists. According to Lashley (2015), hospitality is not only a professional requirement but also a cultural practice that reflects social norms and values. In this sense, the integration of hospitality within intercultural awareness enables learners to perform their roles effectively, ensuring that communication is both linguistically accurate and culturally appropriate.

From a pedagogical perspective, the incorporation of intercultural awareness into ESP instruction enhances learners' ability to use language meaningfully in real-world contexts. As highlighted by Byram (1997), intercultural competence should be developed alongside linguistic skills, as both are interdependent in achieving successful communication. Therefore, fostering cultural identity awareness, empathy, and hospitality contributes to the development of well-rounded tourism professionals capable of interacting effectively in diverse and dynamic environments.

### **Cultural Identity Awareness**

Cultural identity awareness refers to the understanding of one's own cultural values, beliefs, and practices, as well as the recognition of how these influence communication. This awareness is essential in intercultural interactions, as it allows individuals to reflect on their

own cultural frameworks while engaging with others from different backgrounds. According to Byram (1997), intercultural communicative competence involves the ability to interpret and relate cultural practices, which requires a strong awareness of one's own cultural identity. Similarly, Kramsch (2013) emphasizes that language learning is inherently linked to culture, and that learners must develop a critical understanding of both their own and others' cultural systems. In tourism contexts, this awareness enables professionals to represent their local culture authentically while adapting their communication to meet the expectations of international visitors.

### **Empathy toward Tourists**

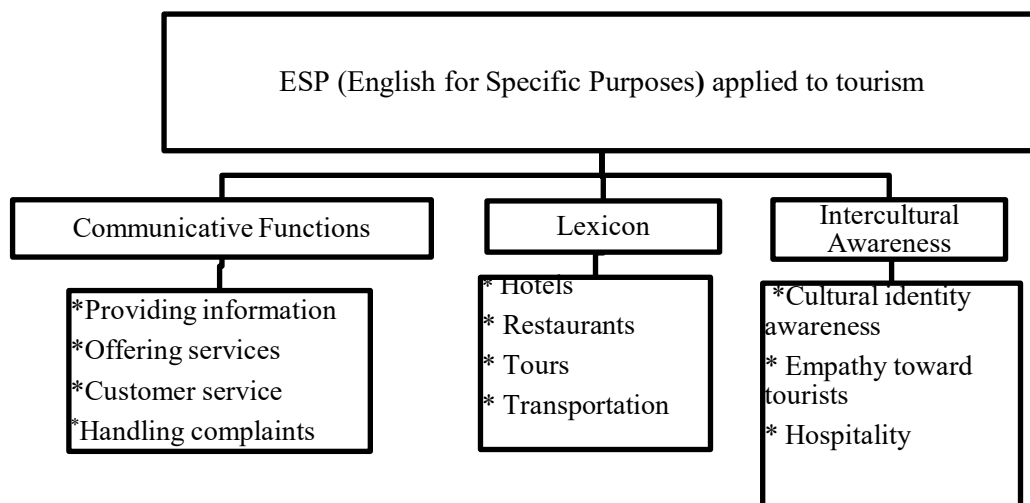
Empathy toward tourists involves the ability to understand and respond to the feelings, perspectives, and needs of individuals from different cultural backgrounds. This component is crucial in service-oriented interactions, where effective communication depends not only on linguistic accuracy but also on emotional intelligence and cultural sensitivity. Deardorff (2006) highlights empathy as a core element of intercultural competence, as it facilitates mutual understanding and reduces the likelihood of miscommunication. Additionally, Bennett (2017) explains that the development of intercultural sensitivity requires individuals to move beyond ethnocentric perspectives and adopt a more inclusive and empathetic approach to cultural differences. In the tourism industry, empathy allows professionals to provide personalized and respectful services, thereby enhancing the overall experience of tourists.

### **Hospitality**

Hospitality represents a central value in the tourism sector and is closely related to intercultural awareness, as it encompasses attitudes and behaviors that promote positive interactions with visitors. These include friendliness, openness, respect, and a willingness to assist others. Lashley (2015) defines hospitality as both a social and professional practice that reflects cultural norms and values, emphasizing its importance in creating welcoming environments. In intercultural contexts, hospitality requires not only courteous behavior but also an understanding of cultural differences in expectations and communication styles. Therefore, the integration of hospitality within ESP instruction enables learners to develop the interpersonal skills necessary to interact effectively and appropriately with tourists from diverse backgrounds.

**Figure 2**

*Classification of English for Specific Purposes (ESP) applied to tourism*



*Note.* Author's own elaboration

### **2.3. Oral Production Skill**

Oral production is one of the four language macro-skills and constitutes the main channel through which communicative ability is expressed in interaction. De Jong (2023) defines oral production as a functional, psycholinguistic, and social capacity that integrates processing speed, formal accuracy, and pragmatic appropriateness in real communicative situations. The author states that speaking competence is a construct that involves the ability to use linguistic and interactional resources efficiently and effectively (p. 3). This definition indicates that oral production is not merely the act of pronouncing words correctly, but rather a set of competencies that must function in a coordinated manner during interaction.

In the Latin American context, Romero et al. (2022) emphasize that oral expression involves not only phonetic, lexical, and grammatical mastery, but also the management of sociocultural and pragmatic knowledge. These authors state that oral production, as a communicative, professional, and pedagogical skill, requires the integration of linguistic, discursive, and sociolinguistic components that allow speakers to adapt their message to the communicative situation (p. 114). This perspective is relevant for students of the Tourism Program at UPEC, whose professional role requires accurate oral communication in diverse intercultural settings, where clarity and assertiveness of the message are as important as grammar.

On the other hand, is a productive language skill through which learners communicate ideas, feelings, needs, opinions, and information by using the phonological, lexical, grammatical, and pragmatic resources of the English language. It involves the articulation of sounds through the speech organs, such as the larynx, tongue, vocal cords, lips, and teeth, in order to produce vowels, consonants, syllables, words, phrases, and complete utterances.

Speaking is not limited to the mechanical production of sounds. It is a complex communicative process that requires learners to organize ideas, select appropriate vocabulary, apply grammatical structures, use intelligible pronunciation, maintain fluency, and interact effectively with others. Current research emphasizes that speaking performance in English as a Foreign Language context must be understood as a multidimensional ability that includes vocabulary, grammar, pronunciation, and fluency as essential components of effective communication (Mingyan, 2025).

The nature of oral expression includes both comprehension and production. For this reason, the study of speaking requires attention to the mechanisms learners use during oral interaction. Students must not only produce messages, but also listen, interpret, respond, negotiate meaning, and adjust their language according to the communicative situation. Therefore, oral expression is closely related to listening comprehension, since spoken communication involves continuous interaction between speaker and listener.

From this perspective, oral language represents one of the main foundations of communication and supports the development of other language skills. Learners should practice English both inside and outside the classroom to express opinions, reactions, feelings, and ideas in real or simulated communicative situations. Speaking should not be developed in isolation; rather, it should relate to listening, reading, and writing, since oral production often emerges from information that students hear, read, analyze, or prepare in written form.

Speaking in English develops through a system of communicative abilities, such as:

- Describing people, places, objects, and situations.
- Making comparisons.
- Narrating personal experiences or events.
- Retelling information from readings, lived experiences, or audiovisual resources.
- Giving instructions.

- Defining concepts.
- Expressing opinions, agreements, and disagreements.
- Summarizing information from a text or communicative situation.
- Participating in dialogues, role-plays, interviews, presentations, and discussions.

When planning speaking lessons, teachers should consider the communicative functions of the unit, their relationship with previous and subsequent contents, and the linguistic and sociocultural elements required for communication. Special attention should be given to form, meaning, and use, as well as to the learning strategies that are most appropriate for each stage of the lesson.

In addition, students require two complementary levels of training. First, they need guided practice in the manipulation of language elements, including pronunciation patterns, grammatical structures, and vocabulary. Second, they need opportunities to express their own ideas independently, creatively, and meaningfully. Communicative activities are especially relevant because they encourage learners to use English for real purposes and strengthen confidence, interaction, and oral performance (Velarde, 2022).

Therefore, teachers must be prepared to address the difficulties that may arise during oral production activities. These difficulties may include fear of making mistakes, lack of vocabulary, limited grammatical control, pronunciation problems, anxiety, low motivation, and excessive use of the mother tongue. For this reason, teachers should design activities that motivate students, reduce speaking anxiety, promote balanced participation, and encourage the use of English as much as possible in the classroom.

Taking these elements into account, oral expression can be defined as a complex skill that reflects the learner's ability to speak, express ideas, and communicate with others. It involves the production of oral messages that allow interaction and feedback between the speaker and the listener. In a foreign language, oral expression also requires pronunciation that does not interfere with comprehension, as well as sufficient linguistic knowledge to communicate accurately and appropriately.

Furthermore, speaking is one of the four language macro-skills and constitutes the main channel through which communicative ability is expressed in interaction. De Jong (2023) defines oral production as a functional, psycholinguistic, and social capacity that integrates processing speed, formal accuracy, and pragmatic appropriateness in real communicative

situations. The author points out that speaking competence is a construct that involves the ability to use linguistic and interactional resources efficiently and effectively (p. 3). This definition indicates that oral production is not merely the act of pronouncing words correctly, but rather a set of competencies that must function in a coordinated manner during interaction.

## **Fluency**

Fluency is one of the most visible and assessable dimensions of oral production. De Jong (2023) provides one of the most comprehensive contemporary approaches to this construct, arguing that speaking competence in the twenty-first century should be understood as a multidimensional construct in which fluency, encompassing the speed and continuity of speech production, functions as a primary surface indicator of cognitive processes (p. 5). The author proposes three interconnected types of fluency: performance fluency, which refers to observable measures such as speech rate and frequency of pauses; cognitive fluency, which reflects the efficiency of linguistic processing; and perceived fluency, which describes the listener's perception of the speaker's ease of expression.

According to De Jong (2023), frequent pauses are not merely a stylistic feature but a sign of insufficient cognitive automatization; that is, the student has not yet internalized the language to the extent that production occurs with adequate speed and continuity. In professional tourism contexts, such as tour guiding, hotel reception, tourist complaint management and resolution, and emergency assistance for international visitors, this limitation directly affects service quality.

Fluency refers to the learner's ability to communicate orally with appropriate speed, continuity, clarity, and naturalness. It does not mean speaking without errors; rather, it refers to the capacity to maintain communication without excessive pauses, long hesitations, unnecessary repetitions, or frequent interruptions.

In English language learning, fluency is essential because it allows students to express their ideas more confidently and participate in real communicative situations. Recent studies indicate that fluency is one of the key indicators of speaking performance, together with lexical complexity and grammatical accuracy. Kitjaroonchai and Sukman (2025) found that meaningful oral practice can improve learners' speaking performance, including fluency, accuracy, and lexical development.

English has become a global language, and more people are interested in learning and improving their communicative abilities in this language. Speaking English fluently can create academic, professional, and social opportunities. It also allows learners to interact with people from different cultures and participate more effectively in international communication.

For this reason, fluency should be developed through meaningful oral activities, such as dialogues, role-plays, oral presentations, interviews, storytelling, debates, problem-solving tasks, simulations, and communicative games. These activities help students practice English in a natural way and gradually reduce hesitation when speaking.

### **English Pronunciation**

Pronunciation in a foreign language includes two categories. The first group consists of segmental features: the production of individual sounds, both vowels and consonants, which constitute the basic phonemic blocks of the language. The second group comprises suprasegmental features: intonation, stress, rhythm, and pause patterns, which operate above the level of individual sounds and shape the overall intelligibility and naturalness of speech. Ping and Tao (2024), in a study published in *Frontiers in Psychology*, argue that pronunciation approaches should integrate both segmental and suprasegmental elements into feedback practice, since intelligibility, rather than native-like accent accuracy, is the functional goal of instruction in ESL and EFL contexts (p. 3).

Gómez González and Lago Ferreiro (2024) state that the purpose of pronunciation teaching should not be to suppress the learner's accent, but rather to develop a competent level of phonological clarity for functional communication with diverse interlocutors (p. 8). This standard is realistic, honest, and achievable within an ESP framework grounded in authentic communication in tourism and other settings involving contact with foreign speakers.

English has become a global language, and more people are interested in learning and improving their communicative abilities in this language. Speaking English fluently can create academic, professional, and social opportunities. It also allows learners to interact with people from different cultures and participate more effectively in international communication.

Furthermore, pronunciation is an essential component of oral communication because it directly affects the intelligibility of the message. It includes the production of individual

sounds, such as vowels and consonants, as well as suprasegmental features, such as stress, rhythm, intonation, pauses, and connected speech.

The objective of pronunciation teaching should not be to eliminate the learner's accent or imitate a native speaker perfectly. Instead, the main goal should be intelligibility; that is, the ability to be understood by different interlocutors in real communicative contexts. Chau, Huensch, Hoang, and Chau (2022) explain that pronunciation instruction should contribute to learners' intelligibility and fluency in spontaneous speech, especially in EFL contexts where English is used for communication with speakers from diverse linguistic backgrounds.

English pronunciation involves the recognition and production of vowels, consonants, semi-vowels, stress patterns, rhythm, and intonation. For learners of English as a foreign language, it is important to develop awareness of sounds that may not exist in their mother tongue, as well as to practice pronunciation in meaningful communicative situations.

Pronunciation practice may include:

- Recognition and production of vowel sounds.
- Recognition and production of consonant sounds.
- Word stress.
- Sentence stress.
- Rhythm.
- Intonation.
- Pauses.
- Connected speech.
- Clear articulation of words, phrases, and sentences.

Pronunciation should be taught through communicative activities rather than only through mechanical repetition. Students need opportunities to practice pronunciation in dialogues, oral descriptions, presentations, conversations, role-plays, and real-life communicative tasks. In this way, pronunciation becomes part of meaningful oral communication and contributes to clearer and more effective speaking performance.

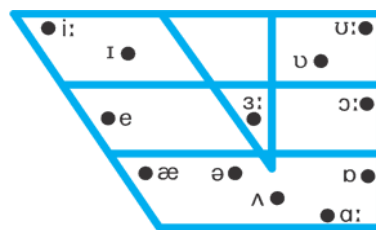
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**Figure 3**

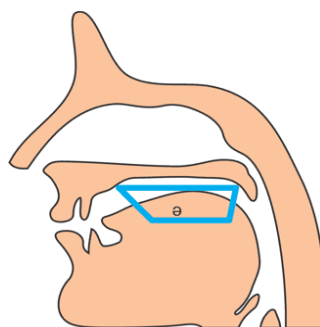
*D. Jones’s Vowel Trapezium*



*Note.* The English vowels are represented in the diagram according to the symbols of the International Phonetic Alphabet (IPA).

**Figure 4**

*Trapezium located in the mouth showing where each English Vowel is articulated*



*Note.* Adapted from: <http://www.pronunciandoeningles.com>

**Table 1***English Vowel sounds*

Vowels	A	E	I / Y	O	U
<b>Long sound</b>	(ei)	(i:) = (ii)	(ai)	(ou)	(iu)
<b>Short sound</b>	(a)	(e)	(i)	(o)	(o)*, (a)*

Note. <http://www.pronunciandoeningles.com/>

The colon (:) represents a lengthening of the preceding vowel sound.

**Grammatical Accuracy**

Grammatical accuracy in oral production is defined as the extent to which the linguistic forms produced by the speaker conform to the grammatical norms of the target language. Within the CAF framework, which evaluates oral production in terms of Complexity, Accuracy, and Fluency, accuracy is commonly measured through the proportion of error-free clauses per unit of analysis. Alshoraim and Alqahtani (2025), in a study published in the *International Journal of Social Science and Human Research*, identified that among EFL learners, verb tense errors, incorrect use of prepositions, and subject–verb disagreement are the most frequent categories of grammatical errors. Their occurrence in oral production is mainly attributed to L1 interference and to the intrinsic complexity of English morphosyntax (p. 4325).

Benati (2021), cited by Ellis (2024) in *Language Teaching*, argues that focus on form, defined as incidental attention to linguistic elements during meaning-centered communication, continues to be the most theoretically grounded and empirically supported approach for developing grammatical accuracy in real-life oral production (p. 249).

**Grammatical Structure in English Oral Expression**

Grammatical accuracy in oral production is defined as the extent to which the linguistic forms produced by the speaker conform to the grammatical norms of the target language. Within the CAF framework, which evaluates oral production in terms of Complexity, Accuracy, and Fluency, accuracy is commonly measured through the proportion of error-free clauses per unit of analysis. Alshoraim and Alqahtani (2025), in a study published in the *International Journal of Social Science and Human Research*, identified that among EFL

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Correctly structuring grammar in oral expression through cohesion and coherence mechanisms is essential, since this allows the message to be clear for the listener.

### **Vocabulary for the Development of English Oral Comprehension**

Vocabulary is the lexical-semantic component with the greatest influence on oral production, since without knowledge of the necessary words, communication is interrupted regardless of the speaker’s phonological and grammatical level. In ESP, this principle is especially important because the professional field requires a specific repertoire that general English courses typically do not address. Oktavianti et al. (2025), in a study published in *Cogent Education* by Taylor & Francis, developed a vocabulary and language list for English for tourism through a corpus using AntConc software. Their findings show that tourism vocabulary, especially noun phrases, multiword units, and formulaic sequences, should be taught in ESP courses because it is unlikely to be acquired through general English instruction (p. 8).

In the tourism field of Carchi and Ecuador in general, this includes terms related to the natural and cultural heritage of the province and the country, such as cloud forest ecosystems and the high-altitude wetlands of the El Ángel Ecological Reserve, as well as vocabulary related to accommodation, transportation, cultural traditions, gastronomic heritage, art, and even cross-border tourism services. An ESP curriculum that systematically builds these lexical fields through communicative practice directly responds to the gap that general English instruction may leave.

## 2.4. Definition of Key Terms

Based on your original document, this glossary has been adapted and reformulated according to the research topic:

**Audiovisual Resources:** Instructional tools that combine visual and auditory elements, such as videos, presentations, and digital platforms, used to enhance language learning, particularly in developing oral communication skills in ESP contexts (Mayer, 2021).

**Communicative Competence:** The ability to use language effectively and appropriately in different social and professional contexts, integrating linguistic, sociolinguistic, and pragmatic knowledge (Canale & Swain, as updated in Richards, 2021).

**Customer Service (Tourism Context):** The interaction process between tourism professionals and clients, focused on meeting tourists' needs through effective communication, politeness, and problem-solving strategies in English.

**English for Specific Purposes (ESP):** An approach to language teaching that focuses on developing learners' communicative abilities in specific professional or academic fields, such as tourism, based on their needs and contexts (Basturkmen, 2019).

**Fluency:** The ability to produce spoken language smoothly, naturally, and with minimal hesitation, allowing effective communication in real-time interactions (Nation, 2022).

**Hospitality:** A professional and cultural attitude characterized by friendliness, openness, and willingness to assist tourists, essential for effective interaction in the tourism industry (Lashley, 2019).

**Intercultural Awareness:** The ability to recognize, understand, and respect cultural differences in communication, enabling appropriate interaction with people from diverse cultural backgrounds (Deardorff, 2020).

**Learning Process:** A continuous and dynamic process through which individuals acquire knowledge, skills, and attitudes through instruction, practice, and experience (Illeris, 2019).

**Lexicon (Vocabulary):** The set of words and expressions that learners understand and use, particularly those related to tourism contexts such as hotels, restaurants, tours, and transportation.

**Motivation:** The internal and external factors that stimulate learners to engage actively in the learning process and improve their language skills (Dörnyei, 2020).

**Oral Production Skills:** The ability to express ideas clearly and effectively through spoken language, including pronunciation, fluency, vocabulary use, and interactional competence (Thornbury, 2019).

**Pronunciation:** The way in which words are articulated, including aspects such as intonation, stress, and rhythm, which influence comprehensibility in spoken communication (Celce-Murcia et al., 2020).

**Survey:** A quantitative data collection technique that involves administering structured questionnaires to gather information about participants' opinions, behaviors, or characteristics (Creswell, 2019).

**Teaching–Learning Process:** The interaction between teachers and students through which knowledge and skills are transmitted and acquired in an educational setting.

**Tourism Context:** A professional environment where communication occurs between service providers and tourists, requiring the use of specialized English vocabulary and communicative strategies.

**Vocabulary Acquisition:** The process through which learners acquire, understand, and use new words effectively in communication (Webb & Nation, 2017).

## 2.5. Legal Framework

The present research study is supported by the current legal and regulatory framework governing Higher Education and the Educational System in Ecuador, including the provisions established in the Ley Orgánica de Educación Superior, the Ley Orgánica de Educación Intercultural, regulations issued by the Ministerio de Educación del Ecuador, the Consejo de Educación Superior, and the Consejo de Aseguramiento de la Calidad de la Educación

Superior, as well as international standards such as the Common European Framework of Reference for Languages.

### **On Graduate degree projects**

The legal basis supporting this research project is established in the Ley Orgánica de Educación Superior and its corresponding regulations for postgraduate studies.

According to LOES provisions, fourth level (master's degree) programs require the development of a research-based graduation project aimed at contributing to scientific knowledge and solving educational or professional problems.

The regulations issued by the Consejo de Educación Superior establish that: "To obtain a master's degree, the student must complete and defend a research project or thesis that demonstrates advanced theoretical, methodological, and professional competencies, contributing to innovation and knowledge production in the specific field of study."

This requirement reinforces the importance of research as an essential component for the completion of postgraduate education in Ecuador.

### **On the Teaching and Learning of English in Ecuadorian Educational Institutions**

The legal framework supporting English language teaching in Ecuador is established by the Ministerio de Educación del Ecuador through national curriculum guidelines and ministerial agreements currently in force.

The Ministry establishes that English is a compulsory subject within the national curriculum, aligned with communicative competence development and international standards.

Current educational policies emphasize:

- The integration of language skills (listening, speaking, reading, and writing)
- The use of communicative and student-centered methodologies.
- The incorporation of technology in language learning processes.

### **On the Adoption of the Common European Framework of Reference (CEFR)**

Through official agreements issued by the Ministerio de Educación del Ecuador, Ecuador has adopted the Common European Framework of Reference for Languages as the guiding framework for English language teaching, learning, and assessment.

**Ministerial provisions establish that:**

- The CEFR serves as the reference for curriculum design, teaching methodologies, and evaluation processes.
- Educational institutions must align their English programs with CEFR proficiency levels (A1–C1).
- Curriculum development must ensure coherence between learning outcomes and international language standards.

**On Continuous Assessment and Evaluation Processes**

According to the Ley Orgánica de Educación Intercultural:

**Article 186 – Student Assessment:** Student evaluation is defined as a continuous, systematic process of observation, assessment, and recording of learning achievements, including feedback mechanisms to improve both teaching practices and learning outcomes.

**Article 187 – Types of Assessment:** Formative (continuous) assessment is conducted throughout the learning process to allow teachers to adjust methodologies and support student progress effectively.

This legal framework highlights the importance of continuous assessment as a key component of quality education.

**On Quality Standards for English Language Teaching**

The Ministerio de Educación del Ecuador has established national standards aligned with international practices, including the **Ecuadorian English Teacher Standards**, which guide professional teaching performance.

**Domain 3: Curriculum Development** states that: Teachers must demonstrate knowledge and application of evidence-based practices for planning, implementing, and managing standards-based English instruction. They are expected to integrate language skills and use appropriate technological and pedagogical resources.

## **On Didactic Resources and Teaching Strategies**

According to the Ecuadorian English Teacher Standards:

**Domain 3 (b): Implementing and Managing Instruction:** Teachers are required to use a variety of instructional strategies and techniques to develop and integrate the four language skills. Additionally, they must:

- Adapt teaching materials to student needs.
- Incorporate technological tools.
- Promote interactive and communicative learning environments.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Research Design**

This study adopts a mixed-methods approach, integrating both qualitative and quantitative research paradigms to provide a comprehensive understanding of the phenomenon under study. According to Roberto Hernández-Sampieri (2022), mixed-methods research involves the systematic collection, analysis, and integration of both quantitative and qualitative data to generate well-founded interpretations and meta-inferences. This approach allows for a deeper understanding of complex educational phenomena by combining numerical data with contextual and interpretative insights.

The quantitative component is reflected in the use of statistical data to measure variables related to English for Specific Purposes (ESP) and oral production skills. Meanwhile, the qualitative component involves the critical interpretation of these results, supported by the theoretical framework, to better understand the impact of ESP on students' communicative performance in the tourism field.

#### **3.2. Research Modalities**

##### **Bibliographic–Documentary Research**

Bibliographic research plays a fundamental role in this study, as it allows for the systematic review of existing literature related to English for Specific Purposes (ESP) and oral production skills. According to John W. Creswell (2019), literature review is essential for identifying theoretical foundations, avoiding duplication of research, and establishing a solid conceptual framework.

Similarly, documentary research involves the analysis of written and digital sources, including academic books, scientific articles, institutional documents,

and online databases. This modality enables the researcher to gather reliable and relevant information that supports the study and contributes to the development of scientific knowledge (Creswell & Creswell, 2022).

In this study, documentary research was applied by reviewing academic books, scientific articles, institutional documents, and digital databases related to English for Specific Purposes and oral production skills. This process allowed the researcher to identify relevant theoretical contributions, compare previous studies, and establish a clear basis for the development of the research problem, objectives, and variables. Consequently, the information gathered through documentary analysis supported the methodological design and helped connect the theoretical framework with the field research carried out with Tourism students at Universidad Politécnica Estatal del Carchi.

In addition, this methodology was applied in a systematic way throughout the research process. First, the researcher selected and analyzed bibliographic and documentary sources related to English for Specific Purposes, oral production skills, and language learning in tourism contexts. Then, the information obtained from these sources was used to support the theoretical framework and to define the main dimensions of the study. This documentary review also helped the researcher design the data collection instrument, since the survey questions were developed according to the concepts and variables identified in the literature. Therefore, the methodology was not only used to describe previous theories, but also to guide the organization of the study, the construction of the instrument, and the interpretation of the results obtained from the students of the Tourism major at Universidad Politécnica Estatal del Carchi.

## **Field Research**

Field research is essential for collecting primary data directly from the participants within their natural context. As noted by Sharan B. Merriam (2019), field-based studies allow researchers to obtain authentic and contextually grounded information through direct interaction with the study population.

In this research, data collection instruments were applied to students of the Tourism program at the Universidad Politécnica Estatal del Carchi. Prior authorization was obtained from institutional authorities, and the process was conducted in accordance with the established research schedule. This approach ensured the collection of reliable data regarding students' oral production skills and their exposure to ESP in tourism contexts.

## **Social Intervention or Feasible Project**

This study also incorporates a feasible project component aimed at proposing practical solutions to the identified problem. According to Rafael Bisquerra (2020), social intervention involves planned actions designed to improve specific educational or social conditions.

In this context, the research seeks to enhance students' oral production skills through the application of ESP strategies tailored to the tourism field, thereby contributing to their professional development.

### **3.3. Characterization of Variables**

Variables refer to properties of reality that can change or vary; in other words, they are the opposite of constant properties within a given phenomenon. In research, variables represent a fundamental concept, as they allow the analysis and explanation of relationships between elements of a study.

#### ***Independent Variable:***

##### **English for Specific Purposes (ESP) applied to the tourism field**

This variable refers to the teaching-learning approach focused on the English language tailored to the specific needs of the tourism sector. It involves the use of specialized vocabulary, communicative functions, and real-life scenarios related to tourism activities such as hospitality services, tour guiding, customer service, and travel management. ESP in tourism emphasizes practical language use, contextualized instruction, and task-based learning strategies that prepare students to communicate effectively in professional tourism environments.

#### ***Dependent Variable:***

##### **Development of oral production skills**

This variable refers to the improvement of students' ability to communicate verbally in English within tourism-related contexts. It includes the development of fluency, pronunciation, accuracy, vocabulary use, and interactive communication skills necessary for speaking effectively. Oral production skills enable students to engage in conversations, provide information, handle customer interactions, and perform professional tasks in English, particularly in real or simulated tourism situations.

**Table 2***Definition and operationalization of variables*

<b>Independent Variable</b>	<b>Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Technique</b>	<b>Instrument</b>	<b>Informant</b>
<b>English for Specific Purposes (ESP) applied to the tourism sector.</b>	It is a branch of English language teaching focused on developing the communicative skills required for a specific area of knowledge, profession, or trade. In this case, it is oriented toward developing professional competencies and communicative demands in the field of tourism.	Communicative Functions	Providing information Offering services Customer service Handling complaints	Survey	Likert scale questionnaire	Tourism program students – UPEC
		Vocabulary	Hotels Restaurants Tours Transportation	Survey	Likert scale questionnaire	Tourism program students – UPEC
		Intercultural Awareness	Awareness of cultural identity Empathy toward the tourist Hospitality	Survey	Likert scale questionnaire	Tourism program students – UPEC

*Note.* Author's own elaboration

**Table 3***Definition and operationalization of dependent variable*

<b>Dependent Variable</b>	<b>Definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Technique</b>	<b>Instrument</b>	<b>Informant</b>
<b>Oral production skill.</b>	It is the productive linguistic skill that allows us to convey messages, ideas, and feelings through articulated sounds.	Fluency	- Speed - Continuity - Connectors	Survey	Likert scale questionnaire	Tourism program students – UPEC
		Pronunciation	- Individual sounds - Word stress - Intonation - Rhythm	Survey	Likert scale questionnaire	Tourism program students – UPEC
		Grammatical Accuracy	- Correct verb tenses - Subject-verb agreement - Correct use of prepositions	Survey	Likert scale questionnaire	Tourism program students – UPEC
		Vocabulary	- Lexical variety - Use of idiomatic expressions	Survey	Likert scale questionnaire	Tourism program students – UPEC

*Note.* Author's own elaboration

### **3.4. Types or levels of research**

#### **Exploratory Research**

Exploratory research is used to examine relatively underexplored aspects of ESP in tourism and its relationship with oral production. According to John W. Creswell (2019), exploratory studies help researchers gain familiarity with a phenomenon and generate initial insights that guide further investigation.

This level allowed the researcher to analyze the background of the problem and better understand the educational context in which it occurs.

This contribution is evident in the way English for Specific Purposes (ESP) helps the researcher identify students' oral communication needs in academic and professional tourism contexts. It also allows the analysis of the difficulties students face when speaking English, as well as the role of specialized vocabulary, role-plays, dialogues, and tourism-related activities in strengthening their oral production skills. Therefore, ESP provides a clear framework for understanding the relationship between language learning and the communicative demands of the tourism field.

#### **Descriptive Research**

Descriptive research aims to characterize the variables under study by identifying their main features and behaviors. As stated by Robert K. Yin (2020), descriptive studies provide a detailed representation of phenomena based on systematic observation and measurement.

In this study, descriptive research was used to identify the current level of students' oral production skills and their use of ESP in tourism-related contexts.

#### **Correlational Research**

Correlational research seeks to determine the relationship between two or more variables. According to Andy Field (2020), correlational studies measure the degree and direction of association between variables without establishing causality.

This approach was applied to analyze the relationship between English for Specific Purposes (ESP) and the development of oral production skills among tourism students.

### 3.5. Research Methods

The following methods were applied in this study:

- **Scientific Method:** Used throughout all stages of the research process to ensure systematic and objective analysis.
- **Descriptive Method:** Applied to observe and describe the current reality of students' oral production skills.
- **Inductive–Deductive Method:** Used to analyze data, interpret findings, and draw conclusions based on both specific observations and general principles.

### 3.6. Population

The population of this study consists of students enrolled in the Tourism program at the Universidad Politécnica Estatal del Carchi. According to John W. Creswell (2019), the population refers to the entire group of individuals who share specific characteristics relevant to the research.

In this case, the population is finite, as it includes a defined number of students whose oral production skills and exposure to ESP are being analyzed during the 2026-A academic period.

In the present study, data will be collected from the total population of 283 students enrolled in the upper secondary level (bachillerato) at “El Ángel” National High School. The students' average age ranges between 15 and 17 years old, according to the institutional records provided by the school administration.

**Table 4***Population of tourism students by academic level*

Level	Subtotal
SECOND SEMESTER	15
THIRD SEMESTER	13
FOURTH SEMESTER	2
FIFTH SEMESTER	15
SIXTH SEMESTER	2
SEVENTH SEMESTER	27
EIGHTH	18
EIGHTH REDESIGN	11
TOTAL	103

*Note.* Adapted from UPEC Academic records. Author's own elaboration.

### **3.6. Data Collection Techniques and Instruments**

#### **Techniques**

##### **Survey**

To carry out this research, a survey was administered to the 103 students of the Tourism Major at Universidad Politécnica del Carchi. Surveys are widely used in educational research to collect quantitative data from a large population in a systematic and standardized manner.

According to John W. Creswell (2019), surveys are instruments that allow researchers to gather data from participants through structured questions to identify trends, opinions, or characteristics of a specific population. Similarly, Earl Babbie (2020) highlights that surveys are particularly effective for obtaining information about attitudes and perceptions.

In this study, the survey was designed with closed-ended questions to facilitate data analysis and to obtain reliable information regarding the use of English for Specific Purposes (ESP) in tourism and its impact on students' oral production skills.

#### **Instruments**

##### **Questionnaire**

The questionnaire was used as the primary instrument for the survey. It consisted of a structured set of closed-ended questions designed to collect data efficiently and objectively.

According to Dillman Don A. (2020), questionnaires are essential tools in survey research, as they standardize data collection and ensure consistency across responses. In this study, the questionnaire was designed to evaluate the use of audiovisual resources and their contribution to the development of integrated English language skills, particularly oral production.

### **Interview Guide**

The interview guide was used as an instrument to structure the qualitative data collection process. It consisted of a set of previously designed questions that guided the interaction between the researcher and the interviewees.

As noted by Johnny Saldaña (2021), an interview guide helps ensure that all relevant topics are addressed while maintaining flexibility in the conversation. This instrument allowed the researcher to collect consistent and relevant information from participants while exploring their insights in depth.

### **3.7. Validity and Reliability**

#### **Validity**

To carry out the validity of the instrument, Roberto Hernández Sampieri et al. (2018) state that:

“A data collection instrument is valid when it measures, in a demonstrable way, what it intends to measure, free from systematic distortions. Many researchers in Social Sciences prefer to ensure qualitative validity through expert judgment, aiming to reach the essence of the object of study beyond what numbers express” (p. 243).

The validity of the Diagnostic Instruments was carried out through expert judgment, selecting three fourth-level professionals.

John W. Creswell (2014) states:

“Expert judgment is a commonly used validation method that provides strong support in many research contexts. It does not rely on a formal model, and different experts may interpret the same information in different ways” (p. 159).

Additionally, the following materials were provided:

Cover Letter.

Instructions.

- ✓ Variable Operationalization Matrix.
- ✓ Objectives of the Instruments.
- ✓ The Instrument.
- ✓ Forms for Instrument Validation:
  - Form A: Correspondence.
  - Form B: Technical Quality and Representativeness
  - Form C: Language
- ✓ Validator Information Sheet.

Below is a summary table of the validators' criteria:

**Table 5**

*Results of Instrument Validation*

Validador	Ítem	Correspondencia (A)	Representatividad (B)	Lenguaje (C)	Observaciones
Dr. Jaime Alejandro Iturralde Vallejos · Doctor en Geografía · UPEC, Tulcán					
Validador 1	1	Pertinente	Buena	Adecuado	Evalúa la percepción de los estudiantes sobre la utilidad del inglés con propósitos específicos en el contexto turístico.
	2	Pertinente	Óptima	Adecuado	Evalúa directamente una estrategia didáctica relevante para el desarrollo de la producción oral.
	3	Pertinente	Óptima	Adecuado	Representa adecuadamente situaciones comunicativas reales del contexto turístico relacionadas con atención al cliente.
	4	Pertinente	Óptima	Adecuado	Pertinente para evaluar la enseñanza del vocabulario específico del turismo.
	5	Pertinente	Regular	Adecuado	El ítem es general y basado en autopercepción;

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				podría especificarse el tipo de vocabulario turístico.
6	Pertinente	Buena	Adecuado	Representa adecuadamente la dimensión intercultural en la enseñanza del idioma.
7	Pertinente	Buena	Adecuado	Permite evaluar la incorporación de valores de empatía hacia el turista en el proceso formativo.
8	Pertinente	Buena	Adecuado	Se relaciona con la dimensión actitudinal del servicio turístico y su relación con la comunicación.
9	Pertinente	Buena	Adecuado	Permite identificar aspectos de fluidez (pausas) en la producción oral en inglés.
10	Pertinente	Óptima	Adecuado	Mide un elemento lingüístico importante para la organización del discurso oral.
11	Pertinente	Regular	Adecuado	Evalúa pronunciación desde la autopercepción del estudiante, no desde medición objetiva. El concepto 'pronunciar correctamente' puede interpretarse subjetivamente.
12	Pertinente	Buena	Adecuado	Permite identificar el nivel de precisión gramatical en la producción oral.
13	Pertinente	Buena	Adecuado	El término 'suficiente conocimiento' puede resultar amplio.
14	Pertinente	Regular	Adecuado	Las expresiones idiomáticas pueden no ser representativas del inglés con fines turísticos; podría

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	15	Pertinente	Buena	Adecuado	complementarse con otros indicadores. Identifica áreas temáticas prioritarias del inglés con propósitos específicos en turismo.
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MSc. Valeria Stacy Orbe Guerrero · Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros · UPEC

Validador 2	1	Pertinente	Óptima	Adecuado	—
	2	Pertinente	Óptima	Adecuado	—
	3	Pertinente	Óptima	Adecuado	—
	4	Pertinente	Óptima	Adecuado	—
	5	Pertinente	Óptima	Adecuado	—
	6	Pertinente	Óptima	Adecuado	—
	7	Pertinente	Óptima	Adecuado	—
	8	No pertinente	Buena	Adecuado	Se recomienda orientar la formulación hacia el uso del inglés con propósitos específicos en situaciones de atención turística, para garantizar mayor pertinencia investigativa.
	9	Pertinente	Óptima	Adecuado	—
	10	Pertinente	Óptima	Adecuado	—
	11	Pertinente	Óptima	Adecuado	—
	12	Pertinente	Óptima	Adecuado	—
	13	Pertinente	Óptima	Adecuado	—
	14	Pertinente	Óptima	Adecuado	—
	15	Pertinente	Óptima	Adecuado	—

Dr. Gustavo Javier Terán Rosero · Ph.D en Ciencias Económicas · UPEC, Tulcán

Validador 3	1	Pertinente	Óptima	Adecuado	—
	2	Pertinente	Óptima	Adecuado	—
	3	Pertinente	Óptima	Adecuado	—
	4	Pertinente	Óptima	Adecuado	—
	5	Pertinente	Óptima	Adecuado	—
	6	Pertinente	Óptima	Adecuado	—
	7	Pertinente	Óptima	Adecuado	—
	8	Pertinente	Óptima	Adecuado	—
	9	Pertinente	Óptima	Adecuado	—
	10	Pertinente	Óptima	Adecuado	—

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11	Pertinente	Óptima	Adecuado	—
12	Pertinente	Óptima	Adecuado	—
13	Pertinente	Óptima	Adecuado	—
14	Pertinente	Óptima	Adecuado	—
15	Pertinente	Óptima	Adecuado	Se podría indicar si la respuesta es única o múltiple.

*Note.* Validity through expert judgment

### **Analysis of the Validators' Suggestions**

The validation process of the research instrument showed that, in general terms, the items were considered pertinent, representative, and written in appropriate language. Most of the validators agreed that the instrument is aligned with the research topic, since it evaluates relevant aspects of English for Specific Purposes applied to the tourism field and its relationship with the development of oral production skills. Most of the items were rated as pertinent, with optimal or good representativeness, and with adequate language, which indicates that the instrument is suitable for collecting information from students.

However, the validators also provided some important observations that should be considered to improve the clarity, specificity, and methodological precision of the instrument.

First, regarding Item 5, one validator observed that the item is too general and mainly based on students' self-perception. Therefore, it is suggested that this item should be improved by specifying the type of tourism vocabulary being evaluated. For example, the item could include vocabulary related to hotels, restaurants, tour guides, transportation, tourist attractions, customer service, or cultural heritage. This adjustment would make the item more precise and directly connected to English for Specific Purposes in tourism.

Second, in relation to Item 8, one validator considered it not pertinent and recommended reformulating it toward the use of English for Specific Purposes in tourist service situations. This observation is relevant because every item in the instrument should be directly connected to the research variables. Therefore, Item 8 should be rewritten so that it evaluates communication in real tourism contexts, such as welcoming tourists, giving information, solving problems, answering questions, or offering services in English.

Third, Item 11 was identified as an item that evaluates pronunciation through students' self-perception rather than through an objective measurement. The expression "pronouncing

correctly” may be interpreted subjectively by each student. For this reason, it would be advisable to reformulate the item by using clearer criteria, such as intelligibility, clarity of pronunciation, correct word stress, rhythm, or the ability to be understood by tourists during oral communication. This would help reduce ambiguity and improve the validity of the item.

Fourth, regarding Item 13, the validator indicated that the expression “sufficient knowledge” is too broad. This item should be revised by specifying what kind of knowledge is being assessed. For instance, it could refer to grammatical structures, tourism vocabulary, oral communication strategies, customer service expressions, or cultural information. By making the concept more specific, the item would become clearer and easier for students to answer accurately.

Fifth, Item 14 was considered to have regular representativeness because idiomatic expressions may not be fully representative of English for tourism purposes. Although idiomatic expressions can be useful in some communicative situations, they may not be essential in tourism-related oral production. Therefore, this item could be complemented or replaced with indicators that are more directly related to the professional tourism field, such as formulaic expressions, polite requests, service phrases, directions, recommendations, or expressions used in customer interaction.

Finally, regarding Item 15, one validator suggested clarifying whether the response should be single-choice or multiple-choice. This observation is important because the format of the response must be clearly indicated to avoid confusion during data collection. Therefore, the instruction for this item should explicitly state whether students must select only one option or whether they may choose several alternatives.

### **Suggested Improvements to the Instrument**

Based on the validators’ observations, the instrument should be improved in the following aspects. First, some items need to be more specific, especially those related to vocabulary, pronunciation, and knowledge of English for tourism. Second, items based only on self-perception should be reformulated to include clearer and more observable criteria. Third, all items should maintain a direct relationship with the research variables: English for Specific Purposes in tourism and oral production skills. Fourth, concepts that may be interpreted subjectively, such as “correct pronunciation” or “sufficient knowledge,” should be

replaced with more precise academic terms. Finally, the response instructions should be reviewed to guarantee that students clearly understand how to answer each item.

In conclusion, the validation results demonstrate that the instrument is generally appropriate and relevant for the study. Nevertheless, the observations made by the validators should be incorporated before the final application of the survey. These improvements will strengthen the content validity of the instrument, increase the clarity of the items, and ensure that the information collected is more accurate, reliable, and aligned with the objectives of the research.

### 3.8. Population and Sample

In this research, the population consisted of 102 students enrolled in the Tourism program at the Universidad Politécnica Estatal del Carchi during the 2026-A academic period.

Since it was not feasible to apply the pilot test to the entire population, a representative sample was calculated using a finite population formula with a 5% margin of error and a 95% confidence level.

#### Formula 1

Sample Calculation Formula

$$n = \frac{N \cdot Z^2 \cdot p \cdot q}{e^2(N - 1) + Z^2 \cdot p \cdot q}$$

Where:

- $n$ = sample size
- $N$ = population size (102 students)
- $Z$ = confidence level (1.96 for 95%)
- $p$ = probability of success (0.5)
- $q$ = probability of failure (0.5)
- $e$ = margin of error (0.05)

#### Sample Calculation Process

Substituting the values into the formula:

$$n = \frac{102 \cdot (1.96)^2 \cdot (0.5)(0.5)}{(0.05)^2(102 - 1) + (1.96)^2(0.5)(0.5)}$$

$$n = \frac{102 \cdot 3.8416 \cdot 0.25}{0.0025 \cdot 101 + 0.9604}$$

$$n = \frac{102 \cdot 0.9604}{0.2525 + 0.9604}$$

$$n = \frac{97.9608}{1.2129} \approx 80.78$$

Therefore, the sample was rounded to:

**n = 81 students**

### **Sampling Process**

The sample of 81 students was selected from the total population of 102 students, ensuring representativeness and maintaining a 5% margin of error. This sample was used to apply the pilot test of the instrument.

### **3.9. Pilot Test**

After determining the sample, the pilot test was conducted exclusively with the selected 81 students, who had similar characteristics to the target population.

The instrument applied was a structured survey composed of 15 Likert-scale questions, as shown in the questionnaire. The survey measures aspects related to English for Specific Purposes (ESP) in tourism and oral production skills, including fluency, pronunciation, vocabulary, and communicative interaction.

The purpose of the pilot test was to:

- Identify possible inconsistencies in the instrument.
- Improve clarity and comprehension of items.
- Ensure the adequacy of the instrument before final application.

### **3.9. Validity**

Validity refers to the degree to which an instrument measures what it is intended to measure. According to Roberto Hernández Sampieri (2022), validity ensures that the instrument is aligned with the research objectives and variables, allowing accurate data collection.

In the present study, titled “English for Specific Purposes applied to the tourism field and its impact on the development of oral production skills of students in the Tourism program at the Universidad Politécnica Estatal del Carchi during the 2026-A academic period,” the instrument used was a structured survey composed of 15 Likert-scale items.

As shown in the questionnaire, the survey includes questions related to:

- English for Specific Purposes in the tourism field (items 1–8).

- Oral production skills such as fluency, pronunciation, vocabulary, and grammatical accuracy (items 9–14).
- A final item related to relevant ESP topics in tourism.

The scale used was:

- 4 = Always.
- = Almost Always.
- = Sometimes.
- 1 = Never.

The validity of the instrument was established through expert judgment, where three specialists with postgraduate degrees in English teaching and tourism evaluated the instrument based on:

- Clarity.
- Relevance.
- Coherence.
- Pertinence.

This process ensured that the instrument adequately measures the independent variable (ESP in tourism) and the dependent variable (oral production skills).

### **3.10. Reliability**

With the data obtained from the pilot test, Cronbach's Alpha formula was applied. In this regard, Hair Jr. et al. (2021) states that Cronbach's alpha is a measure of internal consistency that assesses the extent to which the items of an instrument are correlated, providing evidence of its reliability when the results are consistent and stable across applications.

In this test, the time taken by the researchers to respond to the items was identified.

The results are summarized below:

**Table 6***Information Collection Plan*

BASIC QUESTIONS	EXPLANATION
1. What for?	To achieve research objectives.
2. Who is being investigated?	Teachers, authorities, and 102 students at UPEC University
3. Regarding what aspects?	The use of ESP applied to tourism
4. Who?	The researcher.
5. Where?	At UPEC University
5. How many times?	Twice: a pilot test and once for the final survey and interview.
6. What data collection techniques?	Pilot test, survey, and interview.
7. With what instruments?	Questionnaires and interview guide.

*Note.* Author's own elaboration

**Final information collection**

Reliability refers to the consistency and stability of the results obtained through an instrument. To determine whether the survey is reliable, the Cronbach's Alpha coefficient was applied, which measures the internal consistency of the items.

**Formula 2**

*Cronbach's Alpha*

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_i^2}{\sigma_T^2} \right)$$

Where:

- $\alpha$  = Cronbach's Alpha coefficient
- $k$  = number of items (15)
- $\sum \sigma_i^2$  = sum of item variances
- $\sigma_T^2$  = total variance of the test
- 

**Reliability Calculation Process**

To determine the reliability of the instrument, the following procedure was carried out:

1. The survey was applied to a group of students from the Tourism program.
2. Each of the 15 items was coded according to the Likert scale (1 to 4).
3. The variance of each item ( $\sigma_i^2$ ) was calculated.

4. The total variance of the instrument ( $\sigma_T^2$ ) was obtained.
5. The Cronbach's Alpha formula was applied using the collected data.

After performing the statistical analysis, the result obtained was:

$$\alpha = 0.89$$

### **Interpretation of Cronbach's Alpha**

According to current methodological standards:

- $\alpha \geq 0.70 \rightarrow$  Acceptable reliability.
- $\alpha \geq 0.80 \rightarrow$  High reliability.
- $\alpha \geq 0.90 \rightarrow$  Very high reliability.

The obtained value ( $\alpha = 0.89$ ) indicates that the instrument has high internal consistency, meaning that all items are strongly related and measure the same construct.

Based on the application of Cronbach's Alpha, it is concluded that the survey instrument is reliable. Additionally, the validation through expert judgment confirms that the instrument is valid.

Therefore, the questionnaire is appropriate for measuring the impact of English for Specific Purposes in the tourism field on the development of oral production skills in students of the Tourism program.

### **3.11. Techniques for Processing and Analyzing Results**

The field information collected will be processed as follows:

- Organization of the collected information.
- Tabulation of the information.
- Graphical representation of the results.
- Interpretation and analysis of the results obtained.
- Verification of the guiding questions.

### **Analysis and Interpretation of Results**

- Analysis of the statistical results, highlighting trends and fundamental relationships in accordance with the objectives and guiding questions.
- Interpretation of the results supported by the theoretical framework, considering their relevance.
- Verification of the guiding questions.
- Establishment of conclusions and recommendations.

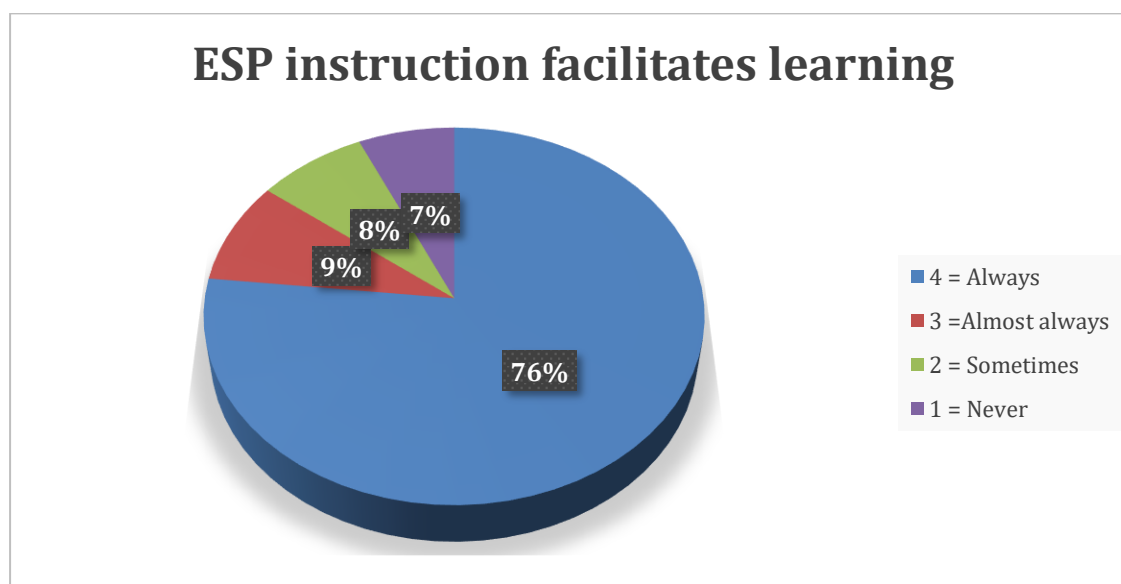
The collected information will be carefully coded and analyzed in order to relate it to the research variables and verify the guiding questions.

**CHAPTER IV**  
**RESULTS AND DISCUSSION**

**Responses to “Does ESP instruction facilitate the learning of English?”**

**Table 7**  
*ESP instruction facilitates learning*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
1	4 = ALWAYS	79	76.70%	85.44%	POSITIVE
	3 =ALMOST ALWAYS	9	8.74%		
	2 = SOMETIMES	8	7.77%	14.56%	NEGATIVE
	1 = NEVER	7	6.80%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

The results show that 76% of students consider that English for Specific Purposes instruction always facilitates learning, the 9% say it almost always does. So, the positive trend reaches 85%. In contrast, 8% indicate this only sometimes applies, and 7% say never does, it is a negative trend of 14%.

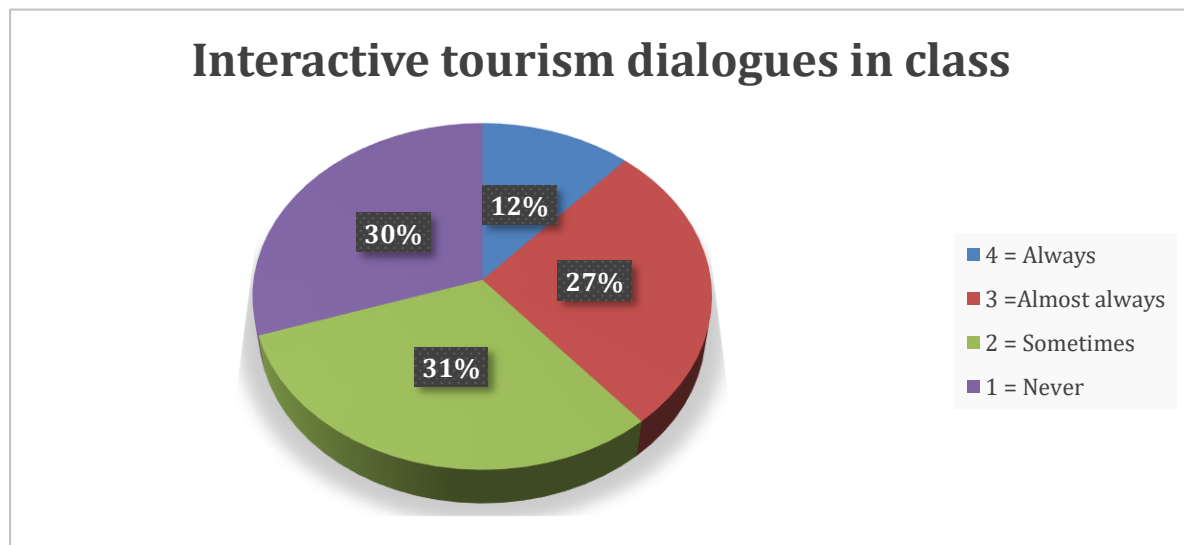
The positive perception of ESP instruction is a crucial finding for. Students recognize that specialized English facilitates their learning and validates the theoretical premise of ESP methodology, that instruction in the learner's professional context produces an effective language development.

**Responses to “Does your teacher conduct interactive tourism-focused dialogues?”**

**Table 8**

*Interactive tourism dialogues in class*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
2	4 = ALWAYS	12	11.65%	38.83%	POSITIVE
	3 =ALMOST ALWAYS	28	27.18%		
	2 = SOMETIMES	32	31.07%	61.17%	NEGATIVE
	1 = NEVER	31	30.10%		
	TOTAL	103	100%	100%	



Source. Survey applied to Tourism students at UPEC.

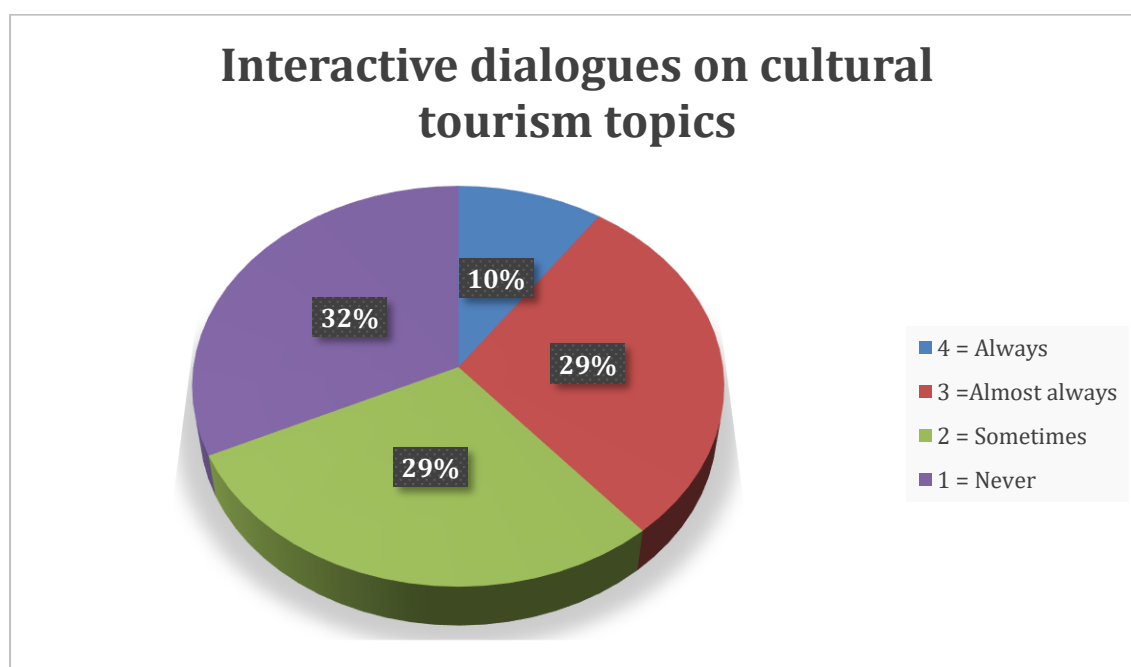
Author. Nixon I. Urgilés M.

Item 2 explores if teachers use interactive dialogues focused on tourism contexts in class. The results reveal a predominantly negative trend of 31% indicate this happens only sometimes, and 30% say it never happens, because of negative trend of 61%. The positive trend reaches only 39%, with 27% reporting it happens almost always and 12% saying always.

**Responses to “Does your teacher conduct dialogues on cultural tourism topics?”**

**Table 9***Interactive dialogues on cultural tourism topics*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
<b>3</b>	4 = ALWAYS	10	9.71%	38.84%	<b>POSITIVE</b>
	3 =ALMOST ALWAYS	30	29.13%		
	2 = SOMETIMES	30	29.13%	61.17%	<b>NEGATIVE</b>
	1 = NEVER	33	32.04%		
	<b>TOTAL</b>	<b>103</b>	<b>100%</b>	<b>100%</b>	



*Source.* Survey applied to Tourism students at UPEC.

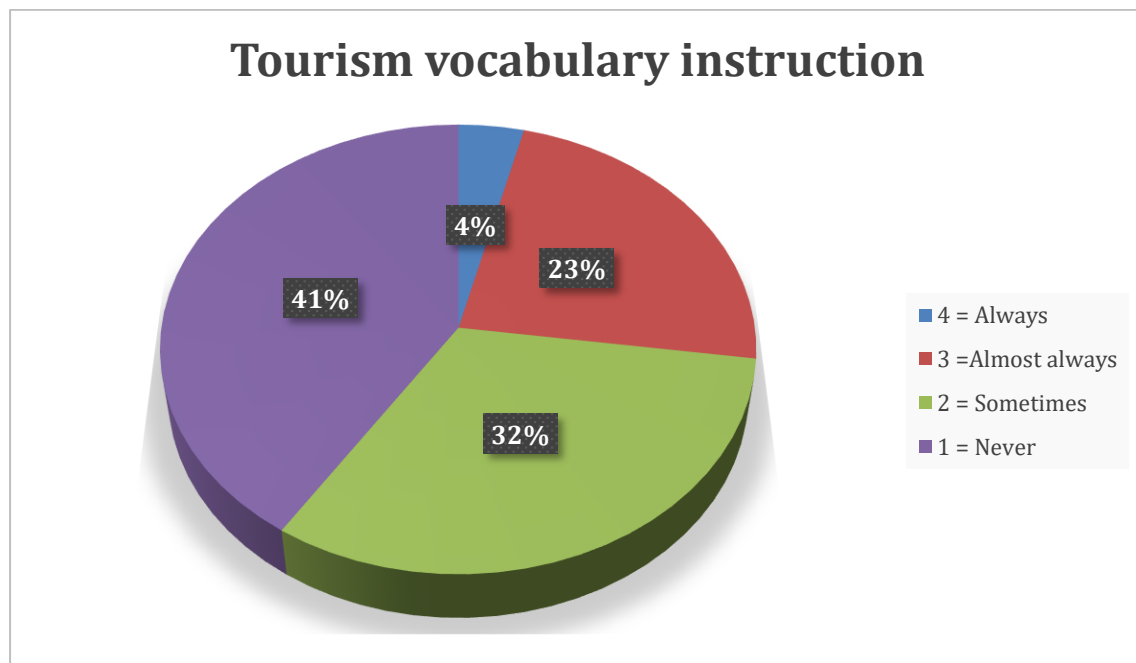
*Author.* Nixon I. Urgilés M.

Item 3 shows a negative trend of 61% of responses: 29% of students indicate their teacher sometimes addresses tourism related cultural topics through dialogue, and 32% say this never occurs. The positive trend is 39%, with 29% indicating this happens almost always and 10% saying always.

**Responses to “Does your teacher teach tourism-focused vocabulary in English?”**

**Table 10**  
*Tourism vocabulary instruction*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
4	4 = ALWAYS	4	3.88%	27.18%	POSITIVE
	3 =ALMOST ALWAYS	24	23.30%		
	2 = SOMETIMES	33	32.04%	72.82%	NEGATIVE
	1 = NEVER	42	40.78%		
	TOTAL	103	100%	100%	



Source. Survey applied to Tourism students at UPEC.

Author. Nixon I. Urgilés M.

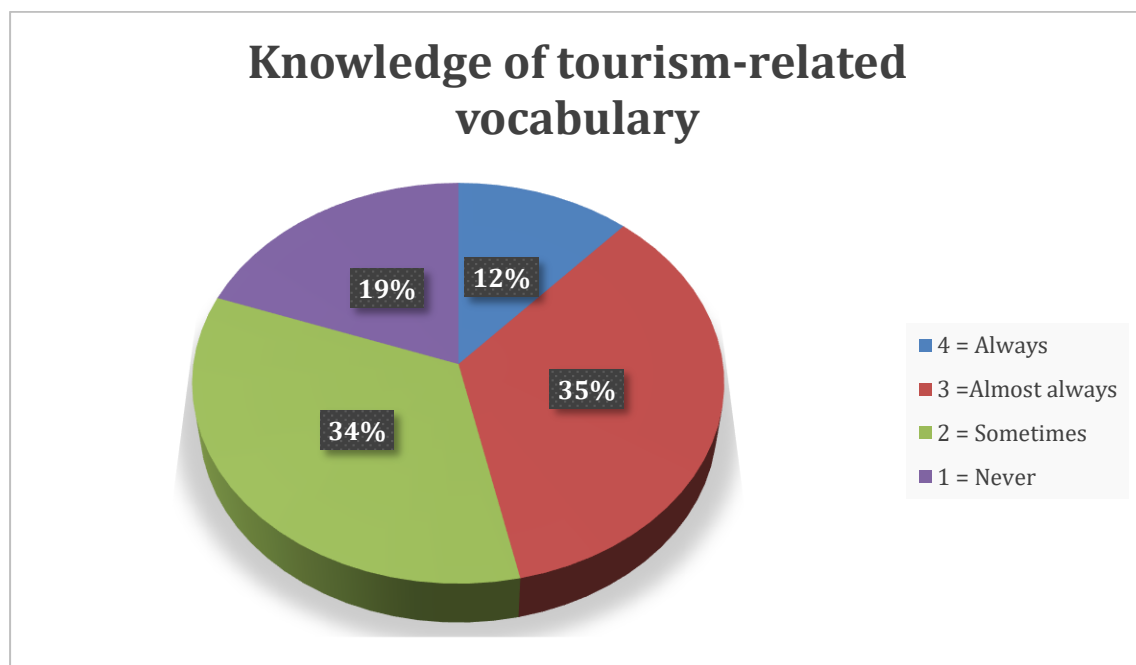
In this item only 4% of students report that their teacher always teaches tourism-specific vocabulary in English, and 23% say almost always, it is a positive trend of just 27%. The negative trend dominates 73%: 32% say this happens only sometimes and 40% say it never happens.

## Responses to “Do you know tourism-related words in English?”

**Table 11**

*Knowledge of tourism-related vocabulary*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
5	4 = ALWAYS	12	11.65%	46.60%	POSITIVE
	3 =ALMOST ALWAYS	36	34.95%		
	2 = SOMETIMES	35	33.98%	53.40%	NEGATIVE
	1 = NEVER	20	19.42%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

Regarding about knowledge of tourism-related English vocabulary, 12% of students indicate they always possess this knowledge, and 35% say almost always, for a positive trend of 47%. The negative trend is 53%: 34% feel they sometimes have sufficient tourism vocabulary, and the 19% report never having it.

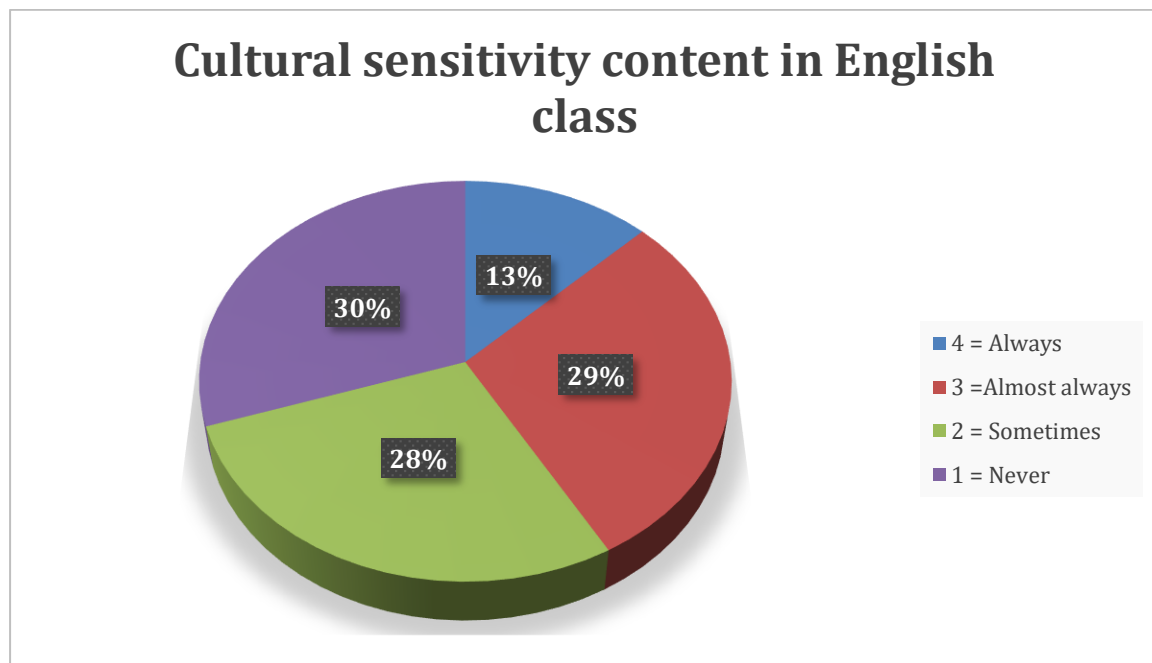
This suggests that some students have acquired some tourism-related vocabulary in an independent way may through professional exposure, travel or personal interest with no formal support.

**Responses to “Does your teacher incorporate cultural sensitivity content in class?”**

**Table 12**

*Cultural sensitivity content in English class*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
6	4 = ALWAYS	13	12.62%	41.75%	POSITIVE
	3 =ALMOST ALWAYS	30	29.13%		
	2 = SOMETIMES	29	28.16%	58.25%	NEGATIVE
	1 = NEVER	31	30.10%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

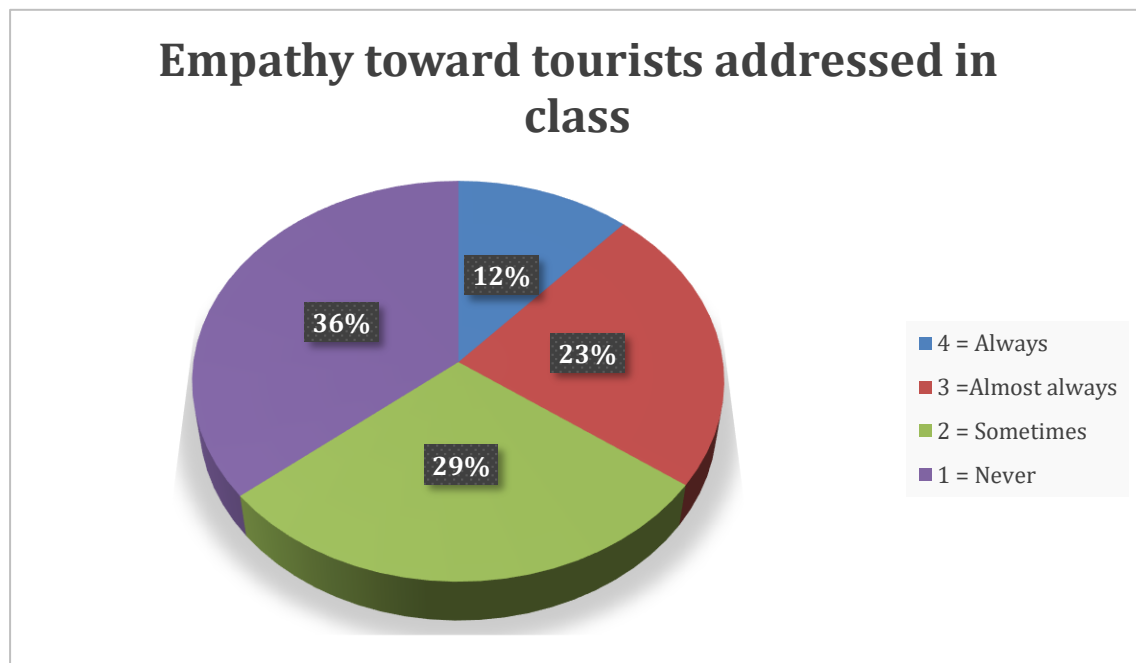
This finding suggests little or no instruction on this dimension in their English classes indicates that current teaching focuses primarily on formal linguistic elements while neglecting the sociocultural area.

**Responses to “Does your teacher address empathy toward tourists in class?”**

**Table 13**

*Empathy toward tourists addressed in class*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
7	4 = ALWAYS	12	11.65%	34.95%	POSITIVE
	3 =ALMOST ALWAYS	24	23.30%		
	2 = SOMETIMES	30	29.13%	65.05%	NEGATIVE
	1 = NEVER	37	35.92%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

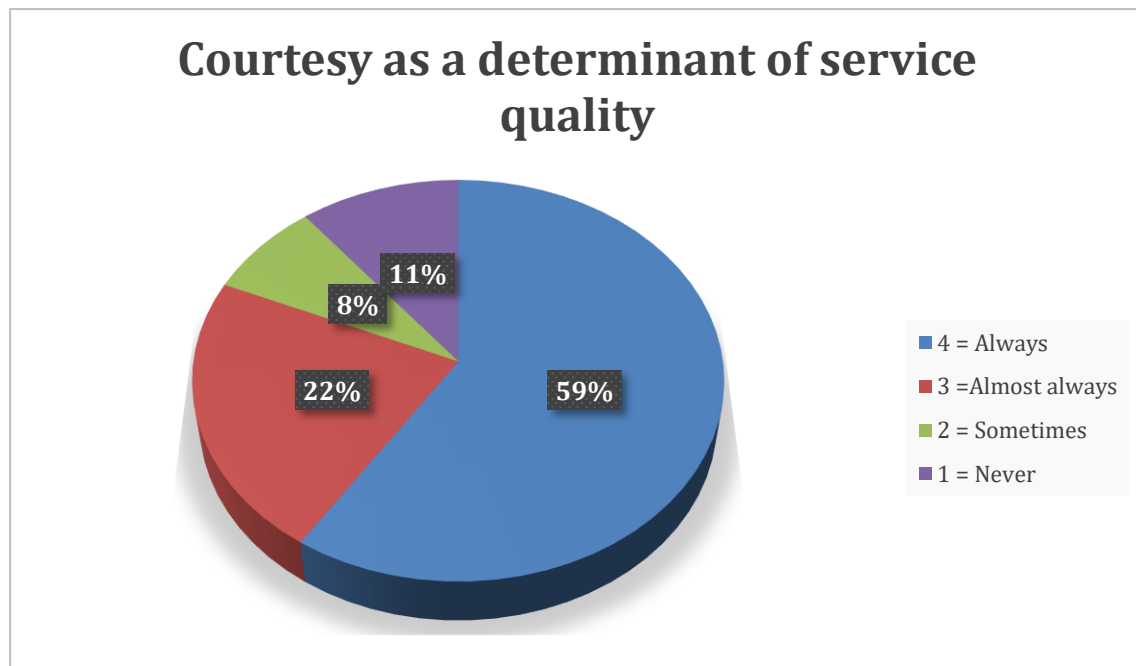
*Author.* Nixon I. Urgilés M.

It can be concluding that students’ empathetic communication toward tourists is rarely or never addressed in their English classes revealing a pedagogical gap in the affective dimension.

**Responses to “Is expressing courtesy to tourists a key factor in service quality?”**

**Table 14**  
*Courtesy as a determinant of service quality*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
8	4 = ALWAYS	61	59.22%	81.55%	POSITIVE
	3 =ALMOST ALWAYS	23	22.33%		
	2 = SOMETIMES	8	7.77%	18.45%	NEGATIVE
	1 = NEVER	11	10.68%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

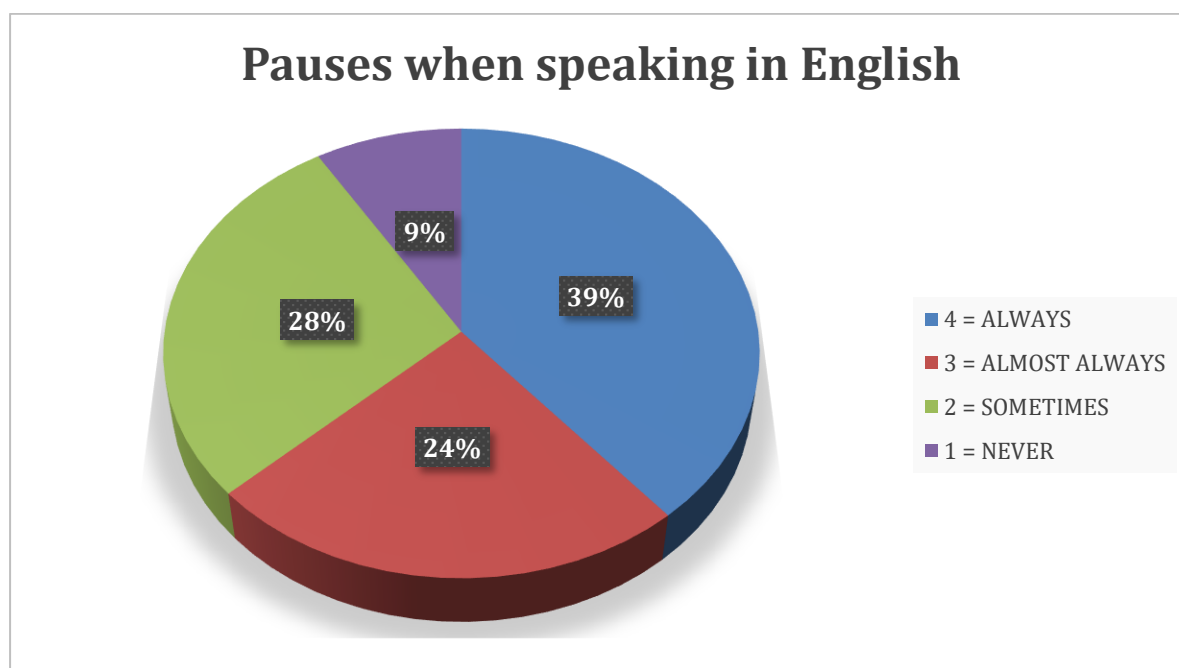
*Author.* Nixon I. Urgilés M.

This result is a meaningful finding, students understand that interpersonal quality matters in their field, the data show that their English instruction does not provide the linguistic tools such as polite expressions and appropriate register.

**Responses to “Do you make many pauses when speaking in English?”**

**Table 15.**  
*Pauses when speaking in English*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
9	4 = ALWAYS	40	38.83%	63.10%	POSITIVE
	3 = ALMOST ALWAYS	25	24.27%		
	2 = SOMETIMES	29	28.16%	36.90%	NEGATIVE
	1 = NEVER	9	8.74%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

With respect to the frequency of pauses during oral English production 63% of students report always and sometimes pausing. In contrast, 37% pause only sometimes and never do.

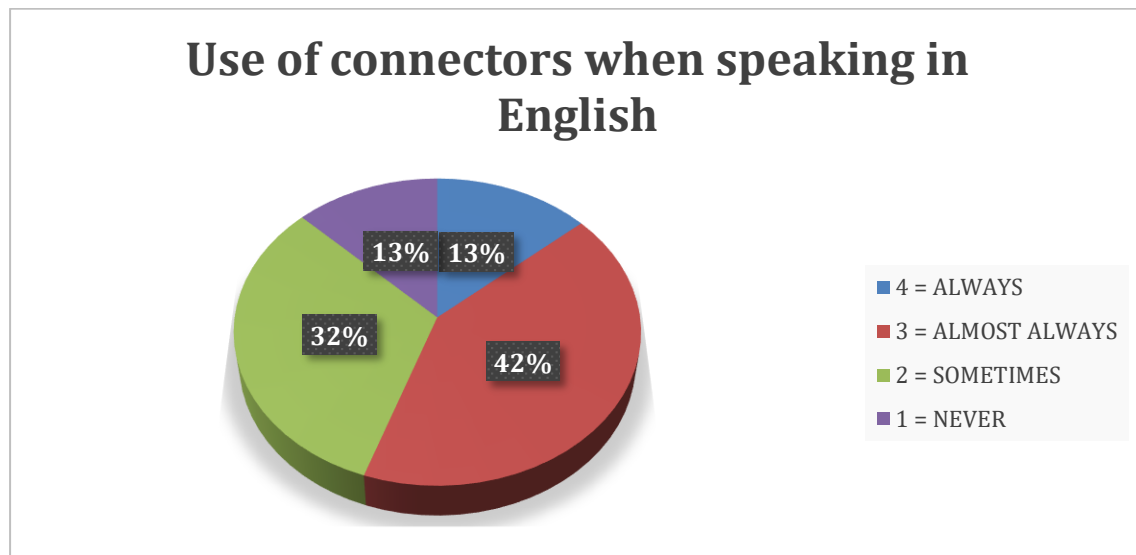
It can be concluded that most students make frequent pauses when speaking in English. These interruptions indicate limited oral fluency in linguistic processing. In the context of ESP for tourism, frequent pauses compromise the tourist's perception of professional competences and directly affect service quality.

**Responses to “Do you use connectors (and, but, because, however) to organize your ideas when speaking in English?”**

**Table 16.**

*Use of connectors when speaking in English*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
<b>10</b>	4 = ALWAYS	14	13.59%	55.3%	POSITIVE
	3 = ALMOST ALWAYS	43	41.75%		
	2 = SOMETIMES	33	32.04%	44.7%	NEGATIVE
	1 = NEVER	13	12.62%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

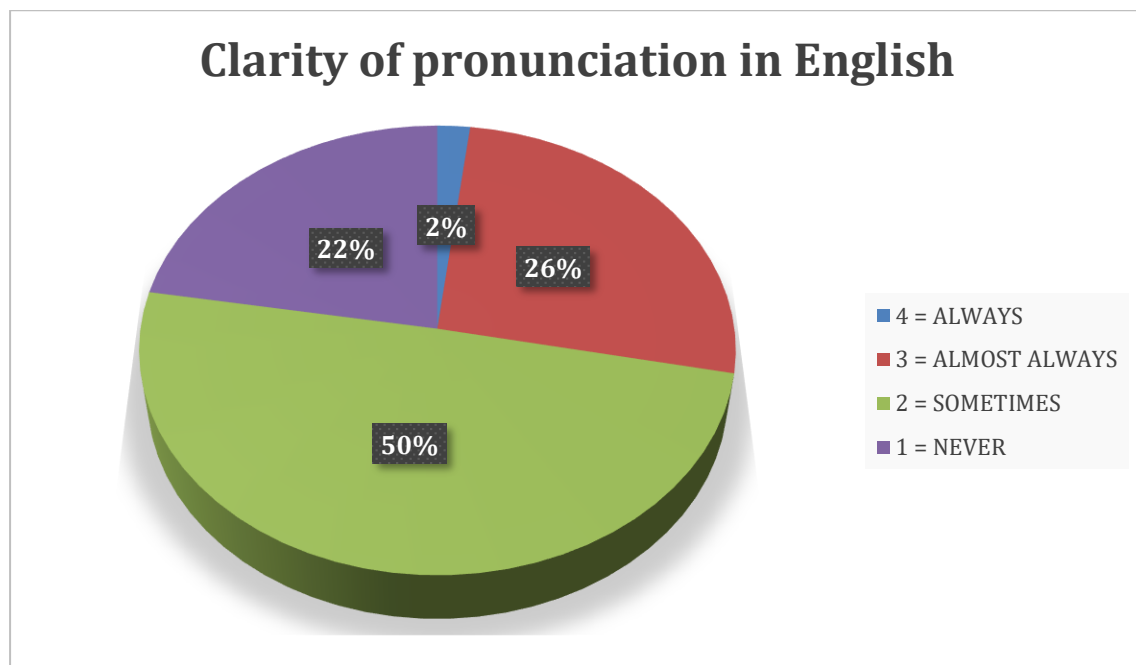
*Author.* Nixon I. Urgilés M.

The results indicate that while more than half of the students demonstrate some degree of mastery of these structures, 45% show gaps in the cohesive organization of oral discourse. The absence of these resources generates fragmented discourse that affects tourist comprehension.

**Responses to “When you speak in English, is your pronunciation clear?”**

**Table 17.**  
*Clarity of pronunciation in English*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
11	4 = ALWAYS	2	1.94%	28.2%	POSITIVE
	3 = ALMOST ALWAYS	27	26.21%		
	2 = SOMETIMES	51	49.51%	71.8%	NEGATIVE
	1 = NEVER	23	22.33%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

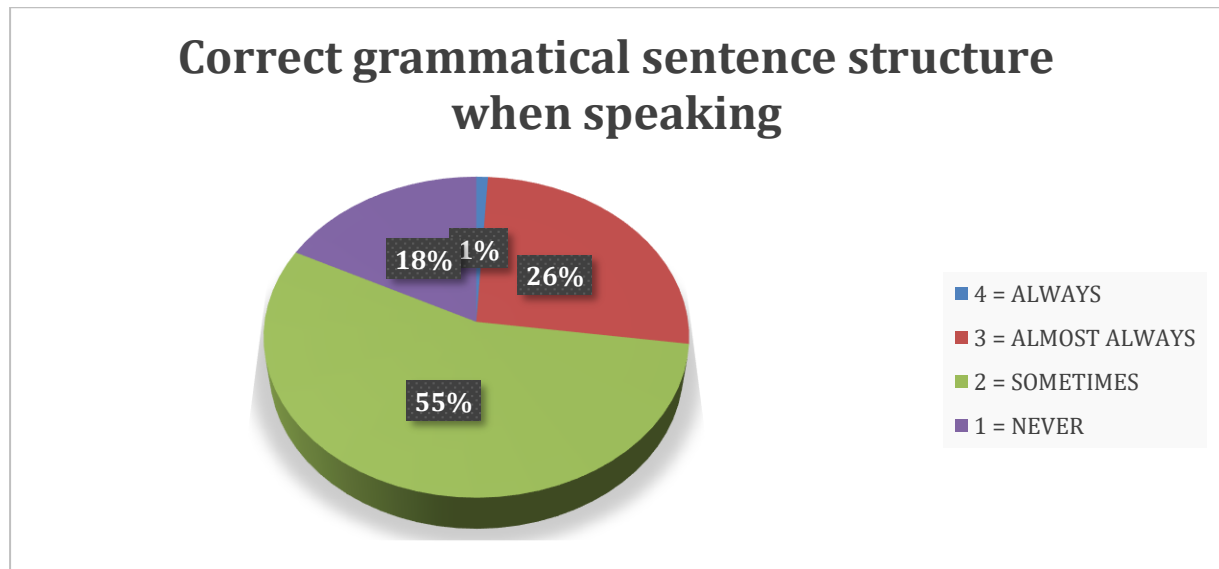
The responses to this question reveal one of the most critical findings in the entire survey. Only 2% of students believe their pronunciation is always clear when speaking English, and 26% think it is almost always clear, adding to a positive trend of just 28%. In contrast, 72% say their pronunciation is clear only sometimes and never clear. This means that students perceive difficulties with pronunciation.

When pronunciation is unclear, even grammatically correct messages can be difficult to understand, this can create misunderstanding in real interactions, especially with tourists.

**Responses to “Do you correctly structure grammatical sentences when speaking in English?”**

**Table 18**  
*Correct grammatical sentence structure when speaking*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
12	4 = ALWAYS	1	0.97%	27.2%	POSITIVE
	3 = ALMOST ALWAYS	27	26.21%		
	2 = SOMETIMES	57	55.34%	72.8%	NEGATIVE
	1 = NEVER	18	17.48%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

The results register a negative trend in oral production in the survey. A 1% of students report always constructing grammatically correct sentences when speaking in English and 26% say they almost always do. It is a positive trend of only 27%. Most of the samples are in the negative trend 55% only sometimes produce grammatically structured speech, and 17% report never doing, in combined negative trend of 73%.

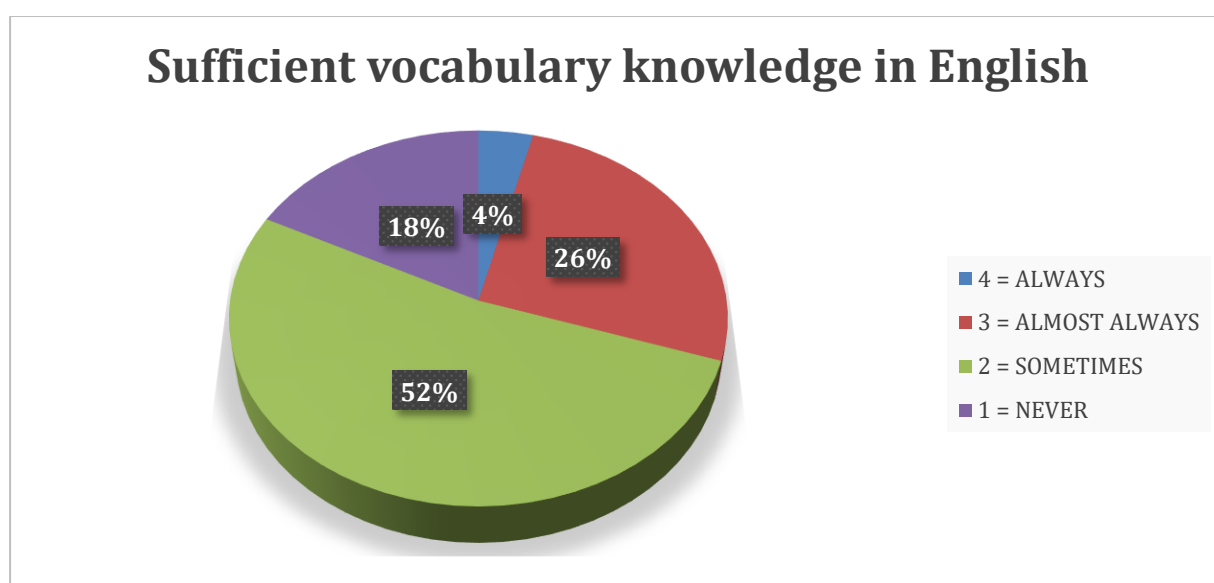
It can be concluded that grammatical accuracy in oral production represents a critical weakness.

## Responses to “Do you have sufficient knowledge of words in English?”

**Table 19**

*Sufficient vocabulary knowledge in English*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
13	4 = ALWAYS	4	3.88%	30.1%	POSITIVE
	3 = ALMOST ALWAYS	27	26.21%		
	2 = SOMETIMES	54	52.43%	69.9%	NEGATIVE
	1 = NEVER	18	17.48%		
	TOTAL	103	100%	100%	



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

Regarding lexical sufficiency only 4% of students consider they always have sufficient vocabulary, and 26% almost always do, forming a positive trend of 30%. In contrast, 52% report sufficient knowledge only sometimes and 17% never, accumulating a negative trend of 70%

It can be concluded that insufficient lexical knowledge represents a wide limitation in the surveyed students. Vocabulary is the component with the greatest influence on both oral comprehension and production. In tourism is indispensable for professional performance.

Explicit vocabulary instruction organized around tourism-specific semantic fields, combined with incidental learning through authentic texts is strongly recommended.

## Responses to “Do you use idiomatic expressions when speaking in English?”

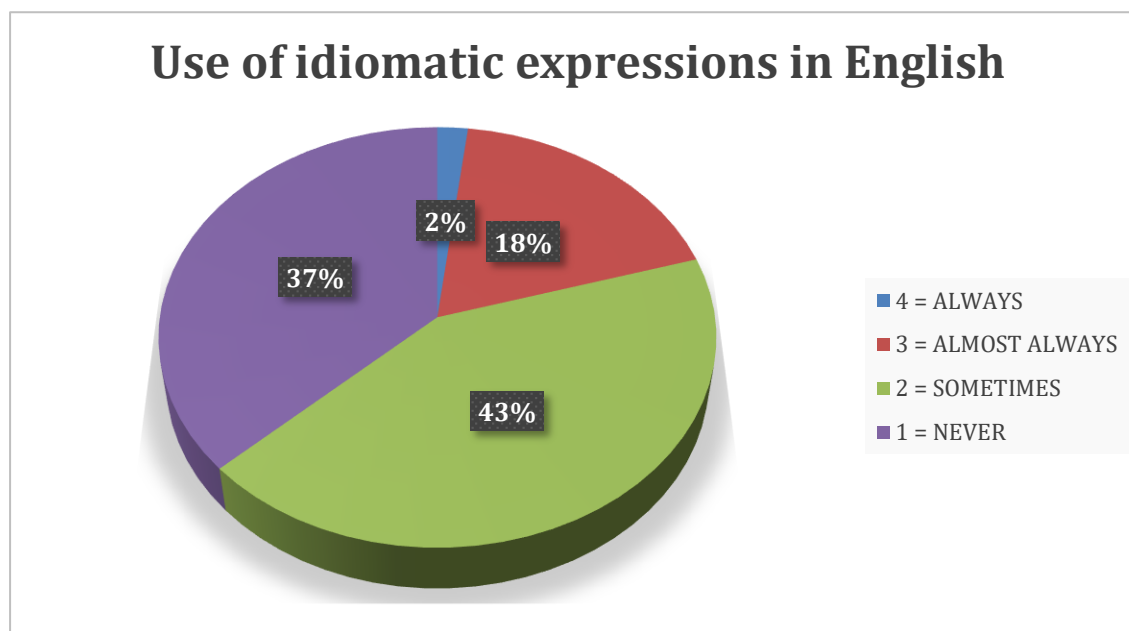
**Table 20**

*Use of idiomatic expressions in English*

ITEM	SCALE	FREQUENCY	PERCENTAGE	CUMULATIVE %	TREND
14	4 = ALWAYS	2	1.94%	20.4%	POSITIVE
	3 = ALMOST ALWAYS	19	18.45%		
	2 = SOMETIMES	44	42.72%	79.6%	NEGATIVE
	1 = NEVER	38	36.89%		
	TOTAL	103	100%	100%	

*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.



The use of idiomatic expressions registers the lowest positive trend, only 2% of students always use them and 18% almost always do, combining a positive trend of 20%. The negative trend reaches 80%: 43% use idiomatic expressions only sometimes and 37% never do.

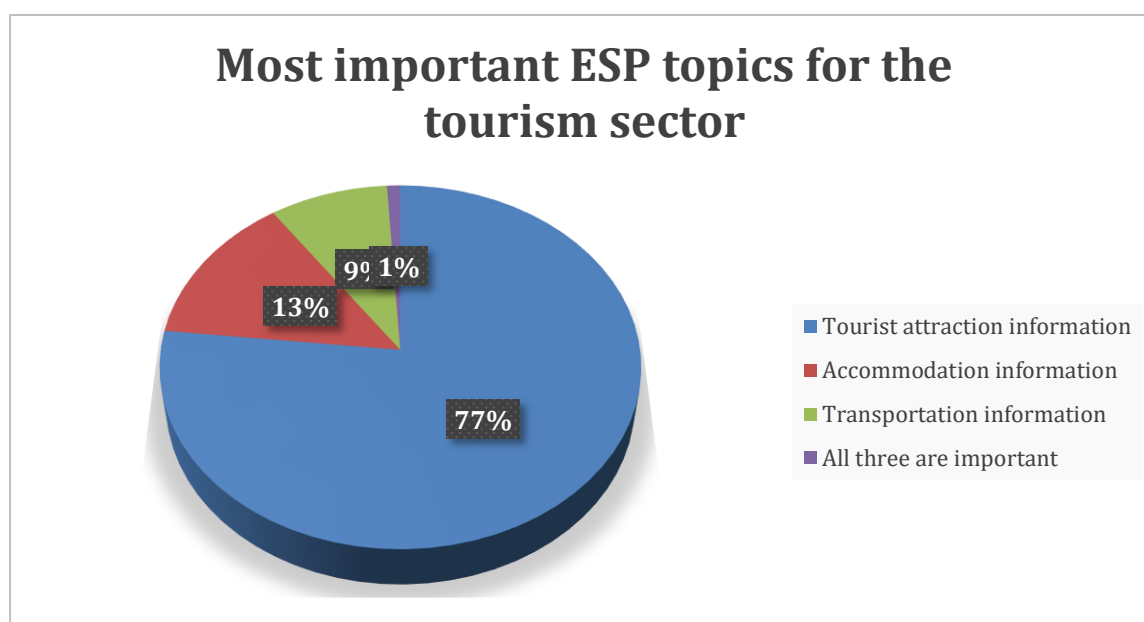
It can be concluded that the use of idiomatic expressions remains largely undeveloped in the tourism students, reflecting a limitation in pragmatic oral competence. Communicative competence extends beyond grammatical correctness to include the knowledge of sociolinguistic conventions such as fixed expressions. In tourism, idiomatic expressions contribute to a more natural and empathetic interaction with international visitors.

## Responses to “Most important English for Specific Purposes topics in the tourism field”

**Table 21**

*Most important ESP topics for the tourism sector*

ITEM	OPTION	FREQUENCY	PERCENTAGE	CUMULATIVE %
15	Tourist attraction information	79	76.70%	76.70%
	Accommodation information	14	13.59%	90.29%
	Transportation information	9	8.74%	99.03%
	All three are important	1	0.97%	100%
	TOTAL	103	100%	100%



*Source.* Survey applied to Tourism students at UPEC.

*Author.* Nixon I. Urgilés M.

Item 15 explores students' perceptions regarding priority content for their professional field. A clear majority of 77% identifies 'Tourist attraction information' as the most important topic. This is followed by 'Accommodation information' with 14%, 'Transportation information' with 9% and 1% who considered all three options equally important.

It can be concluded that students' perceived needs strongly align with the competencies of the Tourism graduate profile, particularly the promotion, description, and interpretation of natural and cultural heritage.

**CHAPTER V**  
**THE PROPOSAL**

***“METHODODOLOGICAL GUIDE OF ESP-BASED SPEAKING ACTIVITIES APPLIED TO TOURISM FOR THE DEVELOPMENT OF ORAL PRODUCTION SKILLS IN STUDENTS OF THE TOURISM PROGRAM AT UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI”***



**METHODOLOGICAL PROPOSAL AND SPEAKING WORKSHEET GUIDE**

**English for Specific Purposes (ESP) applied to the tourism field**

Development of oral production skills in tourism students

Universidad Politécnica Estatal del Carchi - Academic Period 2026-A

**Table 22***Technical Specifications of the Pedagogical Proposal.*

<b>Target group</b>	<b>Students in the Tourism program</b>
Main skill	Oral production / speaking
ESP field	Tourism: attractions, accommodation, transportation, customer service and intercultural communication
Number of worksheets	15 worksheets with 45 practical speaking exercises

**Methodological Proposal**

This methodological proposal is based on the survey results obtained from 103 students. The purpose is to respond to the identified needs through a practical guide of speaking worksheets focused on English for Specific Purposes (ESP) in the tourism field.

The guide prioritizes oral production because the research topic addresses the impact of ESP in tourism on students' speaking development. Vocabulary recognition, short written notes, and dialogue completion are included only as support activities; the final product of each exercise is oral interaction.

**General Objective**

To strengthen the oral production skills of Tourism students through practical ESP-based speaking exercises related to tourist information, customer service, accommodation, transportation, attractions, intercultural awareness, and polite professional communication.

**Specific Objectives**

- To develop students' ability to give tourist information orally using appropriate vocabulary and functional expressions.
- To promote interactive dialogues and role-plays based on real tourism service situations.
- To improve fluency, pronunciation, grammatical accuracy, and vocabulary use in tourism-related oral communication.
- To encourage courteous, empathetic, and intercultural communication with international tourists.
- To integrate the most relevant ESP tourism topics identified in the survey: tourist attractions, accommodation, and transportation.

## Methodological Approach

**Table 23**

### *Methodological Approach*

<b>Component</b>	<b>Description</b>
Approach	Communicative Language Teaching with an ESP orientation.
Main technique	Role-play, pair work, information-gap tasks, simulations, guided dialogues, and short oral presentations.
Tourism contexts	Tourist information office, hotel reception, restaurant service, travel agency, guided tours, transportation, and intercultural encounters.
Speaking indicators	Fluency, pronunciation, vocabulary, grammar, interaction, politeness, and task achievement.
Evaluation	Each exercise may be assessed with a 5-point score focused on oral performance.

### 5.1. Results-Based Diagnosis

The following table summarizes the dominant response for each Likert-scale item and the methodological decision used to design the worksheets.

**Table 24**

### *Results-Based Diagnosis*

<b>Item</b>	<b>Dominant result</b>	<b>%</b>	<b>Interpretation</b>	<b>Worksheet focus</b>
1	Siempre (79/103)	76.7	Strength to reinforce	Tourist information speaking tasks
2	A veces (32/103)	31.1	Need for improvement	Interactive tourism dialogues
3	Nunca (33/103)	32.0	Need for improvement	Customer service role-plays
4	Nunca (42/103)	40.8	Need for improvement	Tourism vocabulary use
5	Casi siempre (36/103)	35.0	Need for improvement	Tourism word recognition
6	Nunca (31/103)	30.1	Need for improvement	Cultural diversity communication
7	Nunca (37/103)	35.9	Need for improvement	Empathy toward tourists
8	Siempre (61/103)	59.2	Strength to reinforce	Polite service language
9	Siempre (40/103)	38.8	Need to reduce pauses	Fluency and pause reduction

10	Casi siempre (43/103)	41.7	Need for improvement	Connectors for oral organization
11	A veces (51/103)	49.5	Need for improvement	Pronunciation practice
12	A veces (57/103)	55.3	Need for improvement	Grammar accuracy in speech
13	A veces (54/103)	52.4	Need for improvement	Vocabulary expansion
14	A veces (44/103)	42.7	Need for improvement	Safe idiomatic expressions
15	Información de los atractivos turísticos (79/103)	76.7	Priority ESP topic	Integrated attractions, lodging, and transport

## 5.2. Speaking Worksheets

Instructions for teachers: Each worksheet includes three progressive exercises: controlled speaking, guided speaking, and freer oral production. Suggested score: 5 points per exercise.

### Worksheet 1. Communicating with international tourists

**Table 25**

*Communicating with international tourists*

<b>Survey-based need</b>	<b>Although most students value ESP as useful for communication, the guide should transform this positive perception into real oral interaction.</b>
Tourism context	Tourist information desk
Functional language	Welcome to Tulcán. / How can I help you? / I recommend visiting... / It is located... / You can get there by...
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Siempre (79 students, 76.7%).

### Exercise 1.1. Controlled speaking: Tourist welcome chain

In groups of three, Student A is a tourist, Student B is a tourism student, and Student C is an observer. Student B welcomes the tourist and gives two basic facts about a local attraction. Change roles twice.

**Table 26**

*Controlled speaking: Tourist welcome chain*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• Welcome the tourist.</li> <li>• Ask what the tourist needs.</li> <li>• Recommend one attraction.</li> <li>• Say where it is located.</li> </ul>	
Score: ____ / 5 points	Teacher feedback: Teacher feedback: _____

### Exercise 1.2. Guided speaking: Ask and give information

Use the prompts to ask and answer orally about local attractions: name of the place, location, opening time, price, and reason to visit. Use your own information when possible.

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• What place do you recommend?</li><li>• Where is it located?</li><li>• Why should I visit it?</li><li>• How can I get there?</li></ul>	

Score: \_\_\_\_ / 10 points    Teacher feedback: \_\_\_\_\_

### Exercise 1.3. Free speaking role-play: International visitor in Carchi

Prepare a two-minute role-play. A foreign tourist arrives at UPEC and asks for information about a tourist place in Carchi. The tourism students must respond clearly, politely, and naturally.

**Table 27**

*Free speaking role-play: International visitor in Carchi*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Fluency</li><li>• Tourism vocabulary</li><li>• Clear pronunciation</li><li>• Polite interaction</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Worksheet 2. Interactive dialogues in tourism contexts

**Table 28**

*Interactive dialogues in tourism contexts*

<b>Survey-based need</b>	<b>The dominant responses show that interactive tourism dialogues are not practiced consistently, so students need structured pair-speaking routines.</b>
Tourism context	Travel agency counter
Functional language	May I help you? / I would like information about... / We offer... / The tour includes... / Would you like to book it?
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: A veces (32 students, 31.1%).

### Exercise 2.1. Controlled speaking: Dialogue substitution

Practice the model dialogue. Then replace the underlined information with another tour, price, schedule, and destination.

#### Table 29

*Controlled speaking: Dialogue substitution*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Tour: City tour / Ecological tour / Museum tour</li><li>• Price: \$10 / \$15 / \$20</li><li>• Schedule: morning / afternoon / weekend</li></ul>	
Score: ____ / 5 points	Teacher feedback: _____

### Exercise 2.2. Guided speaking: Travel agency interview

Student A is a travel agent. Student B is a visitor. Ask and answer five questions about a tour package. Then change roles.

#### Table 30

*Guided speaking: Travel agency interview*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• destination</li><li>• duration</li><li>• transportation</li><li>• included services</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 2.3. Free speaking role-play: Sell a tour package

In pairs, create a short sales conversation. The travel agent must persuade the tourist to choose a local tour using at least three tourism expressions.

#### Table 31

*Free speaking role-play: Sell a tour package*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• The best option is...</li><li>• It includes...</li><li>• You will enjoy...</li><li>• I suggest...</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Worksheet 3. Customer service dialogues

<b>Survey-based need</b>	<b>The results suggest limited practice of customer service dialogues; therefore, students need oral tasks to handle common service situations.</b>
Tourism context	Hotel and restaurant service
Functional language	Good afternoon. / Do you have a reservation? / I apologize for the inconvenience. / Let me check that for you. / How may I assist you?
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Nunca (33 students, 32.0%).

#### **Exercise 3.1. Controlled speaking: Customer service phrases**

Read the service situation and give the most appropriate response aloud. Practice intonation and politeness.

**Table 32**

*Controlled speaking: Customer service phrases*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• A guest arrives late.</li> <li>• A tourist asks for the menu.</li> <li>• A visitor complains about the room.</li> <li>• A customer asks for Wi-Fi.</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

#### **Exercise 3.2. Guided speaking: Problem and solution cards**

Student A takes a problem card. Student B responds as a tourism service provider. Use an apology, a solution, and a closing phrase.

**Table 33**

*Guided speaking: Problem and solution cards*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• The room is not ready.</li> <li>• The tour bus is late.</li> <li>• The restaurant is full.</li> <li>• The tourist lost a bag.</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

#### **Exercise 3.3. Free speaking simulation: Complaint at the hotel**

Perform a two-minute hotel complaint role-play. The employee must listen, show empathy, offer a solution, and close the conversation politely.

**Table 34***Free speaking simulation: Complaint at the hotel*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Listen</li> <li>• Apologize</li> <li>• Offer a solution</li> <li>• Confirm satisfaction</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Worksheet 4. Tourism vocabulary****Table 35***Tourism vocabulary*

Survey-based need	Vocabulary related to tourism is not taught frequently enough; therefore, speaking tasks should recycle key terms from attractions, lodging, transportation, and services.
Tourism context Functional language	Tourism vocabulary booth attraction, accommodation, itinerary, reservation, landmark, entrance fee, tour guide, schedule, shuttle, destination
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Nunca (42 students, 40.8%).

**Exercise 4.1. Controlled speaking: Vocabulary pronunciation drill**

Pronounce each tourism word clearly. Then use each word in a short oral sentence related to tourism.

**Table 36***Controlled speaking: Vocabulary pronunciation drill*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• attraction</li> <li>• accommodation</li> <li>• reservation</li> <li>• destination</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Exercise 4.2. Guided speaking: Vocabulary in context**

Choose six words from the vocabulary bank and explain them orally to a partner using simple English. Your partner guesses the word.

**Table 37***Guided speaking: Vocabulary in context*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
• It is a place tourists visit.	
• It is a plan for a trip.	
• It is a place where tourists sleep.	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Exercise 4.3. Free speaking: Mini tourism presentation**

Give a one-minute oral presentation about tourist service. Use at least eight tourism words from the vocabulary bank.

**Table 38***Free speaking: Mini tourism presentation*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
• Topic	
• Tourism vocabulary	
• Clear pronunciation	
• Natural pace	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Worksheet 5. Recognizing tourism-related words**

<b>Survey-based need</b>	<b>Many students report partial knowledge of tourism words; therefore, they need repeated oral exposure and contextual use.</b>
Tourism context	Tourist information center
Functional language	How do you say...? / It means... / It is used when... / For example...
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Casi siempre (36 students, 35.0%).

**Exercise 5.1. Controlled speaking: Word meaning relay**

Work in teams. One student defines a tourism word orally without saying the word. The team guesses it.

**Table 39**

*Controlled speaking: Word meaning relay*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"><li>• hotel</li><li>• museum</li><li>• ticket</li><li>• guide</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Exercise 5.2. Guided speaking: Word-to-situation practice**

Match each tourism word to a real situation and explain your answer orally.

**Table 40**

*Guided speaking: Word-to-situation practice*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"><li>• reservation - hotel</li><li>• boarding pass - airport</li><li>• menu - restaurant</li><li>• map - city tour</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Exercise 5.3. Free speaking: Tourist vocabulary challenge**

In pairs, create a short conversation using ten tourism words. The conversation must happen in a real tourism situation.

**Table 41**

*Free speaking: Tourist vocabulary challenge*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"><li>• Greeting</li><li>• At least ten words</li><li>• Question and answer</li><li>• Closing</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

## Worksheet 6. Cultural diversity in tourism

**Table 42**

*Cultural diversity in tourism*

<b>Survey-based need</b>	<b>The results show that cultural diversity content needs reinforcement, especially for tourism students who will interact with visitors from different backgrounds.</b>
Tourism context	Intercultural tourist encounter
Functional language	In my culture... / In your country, do people...? / We respect... / It is important to be sensitive to...
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Nunca (31 students, 30.1%).

### Exercise 6.1. Controlled speaking: Cultural awareness sentences

Complete the sentences orally with your own ideas. Then compare answers with a partner.

**Table 43**

*Controlled speaking: Cultural awareness sentences*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• Tourists may have different...</li> <li>• It is respectful to...</li> <li>• I should avoid...</li> <li>• I can show cultural sensitivity by...</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 6.2. Guided speaking: Intercultural interview

Interview a partner as if he or she were an international tourist. Ask about food, greetings, traditions, and travel expectations.

**Table 44**

*Guided speaking: Intercultural interview*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• How do people greet in your country?</li> <li>• What food do you prefer?</li> <li>• What should local guides know about your culture?</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 6.3. Free speaking: Cultural misunderstanding role-play

Act out a situation where a tourist does not understand a local custom. The guide must explain the custom respectfully and clearly.

**Table 45**

*Free speaking: Cultural misunderstanding role-play*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Explain</li><li>• Respect</li><li>• Use simple English</li><li>• Check understanding</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Worksheet 7. Empathy toward tourists

**Table 46**

*Empathy toward tourists*

Survey-based need	Empathy toward tourists appears as a weak area; students need oral practice to respond to tourist needs with patience and understanding.
Tourism context	Tourist assistance point
Functional language	I understand. / Do not worry. / I can help you. / Let me explain. / That must be difficult.
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Nunca (37 students, 35.9%).

### Exercise 7.1. Controlled speaking: Empathy response drill

Read each tourist problem and respond orally with one empathy phrase and one helpful action.

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• I am lost.</li><li>• I do not understand the map.</li><li>• I missed my bus.</li><li>• I feel sick.</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 7.2. Guided speaking: Help the tourist

Student A describes a tourist problem. Student B responds with empathy, asks one follow-up question, and gives one solution.

**Table 47***Guided speaking: Help the tourist*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• lost passport</li> <li>• language difficulty</li> <li>• wrong reservation</li> <li>• fear of traveling alone</li> </ul>	
Score: ____ / 5 points    Teacher feedback: _____	

**Exercise 7.3. Free speaking: Difficult tourist situation**

Perform a role-play in which a stressed tourist asks for help. The tourism student must maintain a calm tone and solve the problem.

**Table 48***Free speaking: Difficult tourist situation*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Follow-up question</li> <li>• Solution</li> <li>• Polite closing</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Worksheet 8. Polite communication and service quality****Table 49***Polite communication and service quality*

<b>Survey-based need</b>	<b>Most students recognize the importance of courtesy; the guide should develop polite expressions as a speaking habit.</b>
Tourism context	Front desk, restaurant, and guided tour
Functional language	Could you please...? / Would you like...? / May I...? / I would be happy to... / Thank you for your patience.
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Siempre (61 students, 59.2%).

### Exercise 8.1. Controlled speaking: Politeness transformation

Transform the direct sentences into polite service expressions and say them aloud.

#### Table 50

*Controlled speaking: Politeness transformation*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Give me your passport.</li><li>• Wait here.</li><li>• Tell me your name.</li><li>• Pay now.</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 8.2. Guided speaking: Polite request practice

Practice a service conversation using at least five polite expressions. Change roles and repeat.

#### Table 51

*Guided speaking: Polite request practice*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Could you please...?</li><li>• Would you like...?</li><li>• May I...?</li><li>• Thank you for...</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 8.3. Free speaking: Excellent service role-play

Create a hotel or restaurant conversation where the employee uses courteous language from beginning to end.

#### Table 52

*Free speaking: Excellent service role-play*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Greeting</li><li>• Polite request</li><li>• Service information</li><li>• Thank-you phrase</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

## Worksheet 9. Reducing pauses and improving fluency

**Table 53**

*Reducing pauses and improving fluency*

<b>Survey-based need</b>	<b>A high number of students report frequent pauses when speaking English; fluency drills are necessary.</b>
Tourism context	Tour guide explanation
Functional language	First,... / Then,... / After that,... / Finally,... / Let me think for a second. / In other words...
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Siempre (40 students, 38.8%).

### Exercise 9.1. Controlled speaking: 30-second fluency sprint

Speak for 30 seconds about one tourist attraction without stopping. Use the sequence words provided.

**Table 54**

*Controlled speaking: 30-second fluency sprint*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• First</li> <li>• Then</li> <li>• After that</li> <li>• Finally</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 9.2. Guided speaking: Pause-control practice

Prepare a short explanation about a tour. Use fillers naturally instead of long silent pauses.

**Table 55**

*Guided speaking: Pause-control practice*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• Let me see...</li> <li>• In other words...</li> <li>• What I mean is...</li> <li>• For example...</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 9.3. Free speaking: One-minute guide challenge

Give a one-minute tour guide talk about a place in Carchi. Try to maintain rhythm, avoid excessive pauses, and use connectors.

**Table 56***Free speaking: One-minute guide challenge*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Time</li> <li>• Fluency</li> <li>• Sequence</li> <li>• Confidence</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Worksheet 10. Using connectors to organize oral ideas****Table 57***Using connectors to organize oral ideas*

Survey-based need	Students use some connectors, but they need more systematic practice to organize tourism explanations.
Tourism context	Tour itinerary explanation
Functional language	and, but, because, however, also, therefore, first, next, finally
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: Casi siempre (43 students, 41.7%).

**Exercise 10.1. Controlled speaking: Connector sentence building**

Create oral sentences about tourism using the given connectors.

**Table 58***Controlled speaking: Connector sentence building*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Tourists visit Tulcán because...</li> <li>• The hotel is comfortable, but...</li> <li>• First, we visit...</li> <li>• Finally, we return...</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Exercise 10.2. Guided speaking: Organized itinerary**

Explain a half-day itinerary to a tourist using at least six connectors.

**Table 59***Guided speaking: Organized itinerary*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• first</li> <li>• next</li> <li>• after that</li> <li>• because</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Exercise 10.3. Free speaking: Compare two tourist services**

Compare two options, such as a city tour and a nature tour. Use connectors to explain advantages and disadvantages.

**Table 60***Free speaking: Compare two tourist services*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Option 1</li> <li>• Option 2</li> <li>• Similarities</li> <li>• Differences</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

**Worksheet 11. Clear pronunciation****Table 61***Clear pronunciation*

<b>Survey-based need</b>	<b>Most students report that their pronunciation is clear only sometimes, so pronunciation practice should be integrated into tourism speaking tasks.</b>
Tourism context Functional language	Tourism announcements and information reservation, attraction, transportation, accommodation, international, itinerary, museum, schedule
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: A veces (51 students, 49.5%).

### Exercise 11.1. Controlled speaking: Tourism pronunciation clinic

Listen to or read the pronunciation model provided by the teacher. Repeat each word three times and mark the stressed syllable.

#### Table 62

*Controlled speaking: Tourism pronunciation clinic*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• re-ser-VA-tion</li><li>• a-TTRAC-tion</li><li>• trans-por-TA-tion</li><li>• a-cco-mmo-DA-tion</li></ul>	
Score: ____ / 5 points	Teacher feedback: _____

### Exercise 11.2. Guided speaking: Clear announcement practice

Read the short tourism announcement aloud. Focus on stress, rhythm, and final sounds.

#### Table 63

*Guided speaking: Clear announcement practice*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Good morning, dear visitors. The city tour starts at nine o'clock. Please bring your ticket and a bottle of water.</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 11.3. Free speaking: Public tourism announcement

Create and deliver a 45-second announcement for tourists before starting a tour.

#### Table 64

*Free speaking: Public tourism announcement*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Clear voice</li><li>• Correct stress</li><li>• Natural rhythm</li><li>• Tourism vocabulary</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

## Worksheet 12. Grammatical sentence structure in speaking

**Table 65**

*Grammatical sentence structure in speaking*

<b>Survey-based need</b>	<b>Students report grammatical accuracy only sometimes; speaking activities should help them produce correct tourism sentences.</b>
Tourism context Functional language	Giving tourist information There is/There are... / You can... / The tour starts... / The hotel offers... / We recommend...
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: A veces (57 students, 55.3%).

### Exercise 12.1. Controlled speaking: Correct the tourism sentence

Correct the sentences orally and then repeat the correct version.

**Table 66**

*Controlled speaking: Correct the tourism sentence*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• The tour start at 8.</li> <li>• There are a museum near here.</li> <li>• You can to visit the cemetery.</li> <li>• The hotel have Wi-Fi.</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 12.2. Guided speaking: Grammar frame practice

Use the grammar frames to give information about a tourist place.

**Table 67**

*Guided speaking: Grammar frame practice*

<b>Speaking prompts / checklist</b>	<b>Student notes / oral preparation</b>
<ul style="list-style-type: none"> <li>• There is...</li> <li>• There are...</li> <li>• You can...</li> <li>• The place offers...</li> </ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 12.3. Free speaking: Accurate tourist explanation

Give a one-minute explanation about a tourist place using at least five grammatically correct sentences.

**Table 68**

*Free speaking: Accurate tourist explanation*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Subject-verb agreement</li><li>• There is/There are</li><li>• Modal can</li><li>• Present simple</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Worksheet 13. Expanding sufficient tourism vocabulary

**Table 69**

*Expanding sufficient tourism vocabulary*

Survey-based need	Students report only partial vocabulary knowledge; the guide should provide systematic vocabulary expansion through speaking.
Tourism context Functional language	Tourism services and attractions booking, check-in, check-out, guided tour, entrance fee, local cuisine, border crossing, viewpoint, heritage, itinerary
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: A veces (54 students, 52.4%).

### Exercise 13.1. Controlled speaking: Vocabulary ladder

Start with one word and add one more detail each time. Say the complete sentence aloud.

**Table 70**

*Controlled speaking: Vocabulary ladder*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• tour</li><li>• guided tour</li><li>• guided tour in Tulcán</li><li>• guided tour in Tulcán with a local guide</li></ul>	

Score: \_\_\_\_ / 5 points    Teacher feedback: \_\_\_\_\_

### Exercise 13.2. Guided speaking: Category talk

Choose one category and talk for one minute using at least six words from that category.

**Table 71**

*Guided speaking: Category talk*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Accommodation</li> <li>• Transportation</li> <li>• Attractions</li> <li>• Food and restaurants</li> </ul>	
Score: ____ / 5 points    Teacher feedback: _____	

### Exercise 13.3. Free speaking: Tourism service pitch

Promote a tourism service using at least ten specific vocabulary words. Your partner asks two follow-up questions.

**Table 72**

*Free speaking: Tourism service pitch*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Specific vocabulary</li> <li>• Persuasive language</li> <li>• Answer questions</li> <li>• Pronunciation</li> </ul>	
Score: ____ / 5 points    Teacher feedback: _____	

### Worksheet 14. Using idiomatic expressions appropriately

**Table 73**

*Using idiomatic expressions appropriately*

<b>Survey-based need</b>	<b>The use of idiomatic expressions is low; students should learn a small number of safe, service-friendly expressions and use them naturally.</b>
Tourism context	Friendly tourism interaction
Functional language	break the ice, no worries, a must-see place, worth a visit, once in a lifetime experience
Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Dominant response: A veces (44 students, 42.7%).

### Exercise 14.1. Controlled speaking: Idiom meaning practice

Say the meaning of each expression in simple English and provide one tourism example.

**Table 74**

*Controlled speaking: Idiom meaning practice*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• a must-see place</li><li>• worth a visit</li><li>• no worries</li><li>• break the ice</li></ul>	
Score: ____ / 5 points	Teacher feedback: _____

### Exercise 14.2. Guided speaking: Add a natural expression

Complete the mini-dialogues orally using one appropriate expression from the box.

**Table 75**

*Guided speaking: Add a natural expression*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• This cemetery is a must-see place.</li><li>• No worries, I can help you.</li><li>• This is a once in a lifetime experience.</li></ul>	
Score: ____ / 5 points	Teacher feedback: _____

### Exercise 14.3. Free speaking: Friendly guide conversation

Create a casual but professional conversation with a tourist. Use two expressions naturally without overusing idioms.

**Table 76**

*Free speaking: Friendly guide conversation*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"><li>• Natural use</li><li>• Professional tone</li><li>• Clear meaning</li><li>• Tourism context</li></ul>	
Score: ____ / 5 points	Teacher feedback: _____

### Worksheet 15. Priority ESP topics: attractions, accommodation, and transportation

**Table 77**

*Priority ESP topics: attractions, accommodation, and transportation*

<b>Survey-based need</b>	<b>Most students selected tourist attraction information as the most important topic, followed by accommodation and transportation; the final worksheet integrates the three areas.</b>
Tourism context Functional language	Complete tourist information service attraction, accommodation, transportation, itinerary, reservation, route, schedule, check-in, entrance fee

Oral objective	Students practice professional speaking in a tourism situation.
Survey result	Priority topic: Información de los atractivos turísticos (79 students, 76.7%).

### Exercise 15.1. Controlled speaking: Three-topic information drill

Give one short sentence for each topic: tourist attraction, accommodation, and transportation.

#### Table 78

*Controlled speaking: Three-topic information drill*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Attraction: I recommend...</li> <li>• Accommodation: You can stay at...</li> <li>• Transportation: You can take...</li> </ul>	

Score: \_\_\_\_ / 5 points Teacher feedback: \_\_\_\_\_

### Exercise 15.2. Guided speaking: Tourist needs interview

Student A is a tourist. Student B asks questions to identify the tourist's needs and recommends one attraction, one accommodation option, and one transportation option.

#### Table 79

*Guided speaking: Tourist needs interview*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• What would you like to visit?</li> <li>• Where would you like to stay?</li> <li>• How would you like to travel?</li> </ul>	

Score: \_\_\_\_ / 5 points Teacher feedback: \_\_\_\_\_

### Exercise 15.3. Free speaking: Final tourism advisory simulation

Perform a three-minute simulation at a tourist information office. The tourism student must design a short plan including attractions, lodging, and transportation.

#### Table 80

*Final tourism advisory simulation*

Speaking prompts / checklist	Student notes / oral preparation
<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Needs analysis</li> <li>• Three recommendations</li> <li>• Polite closing</li> </ul>	

Score: \_\_\_\_ / 5 points Teacher feedback: \_\_\_\_\_

**Table 81**  
*Suggested Speaking Rubric*

<b>Criterion</b>	<b>5 Excellent</b>	<b>4 Good</b>	<b>3 Basic</b>	<b>1-2 Needs improvement</b>
Fluency	Speaks naturally with minimal pauses.	Speaks with some pauses but message is clear.	Frequent pauses affect communication.	Cannot maintain the message.
Pronunciation	Clear and understandable pronunciation.	Minor pronunciation problems.	Several pronunciation problems.	Pronunciation frequently blocks meaning.
Tourism vocabulary	Uses varied and accurate tourism vocabulary.	Uses appropriate vocabulary with minor errors.	Uses limited vocabulary.	Uses very few tourism words.
Grammar accuracy	Uses mostly correct sentence structures.	Some grammar mistakes but message is understandable.	Frequent grammar errors.	Errors prevent communication.
Interaction	Responds, asks questions, and maintains conversation.	Maintains interaction with some support.	Interaction is limited.	Does not interact effectively.

### **5.3.General Recommendations**

- Apply the worksheets progressively, beginning with controlled dialogues and moving toward free speaking simulations.
- Use local tourism contexts from Carchi to make ESP practice meaningful and close to students' professional field.
- Provide immediate feedback after each speaking activity, especially on pronunciation, fluency, vocabulary, and politeness.
- Encourage students to repeat role-plays with improved language after feedback.
- Use the final worksheet as an integrative oral evaluation because it includes tourist attractions, accommodation, and transportation.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

1. Interactive dialogues, cultural tourism conversations, and contextualized exercises are not developed with sufficient frequency, which limits opportunities for oral practice in scenarios similar to those that students will face in their professional lives.
2. The components of ESP that contribute the most to the development of oral production are communicative functions, specialized vocabulary, and intercultural awareness. These elements allow students not only to learn linguistic structures but also to develop the ability to communicate with courtesy, empathy, and relevance in tourism contexts. In this way, the research contributes to the educational field by demonstrating that English for tourism must be taught through real communicative situations rather than solely through general language content.
3. Regarding the level of oral production, it is concluded that students present difficulties in essential aspects such as fluency, pronunciation, grammatical accuracy, use of connectors, sufficient vocabulary, and expressions specific to tourism interaction. These limitations reflect the need to strengthen oral practice through progressive activities that transition from controlled exercises to free simulations of tourist customer service.
4. Students' perceptions demonstrate that ESP is considered useful for improving oral production because it links English language learning with the concrete needs of their career. This valuation confirms that contextualized learning increases motivation and fosters a greater willingness to participate in communicative activities related to tourism.
5. The most relevant strategies and teaching materials to strengthen oral production were identified as tourism dialogues, role-plays, customer service simulations, interviews with tourists, descriptions of attractions, and recommendations for accommodation, transport, and tourist services. These resources allow for the development of fluency, pronunciation, vocabulary, grammatical accuracy, and oral interaction from a practical and professional perspective.
6. The proposed methodological guide constitutes a practical contribution of this research because it responds to the needs found in the results and offers progressively organized activities to improve oral English production. Its value lies in the fact that it articulates the ESP

approach with the local tourism context, especially through communicative situations linked to tourist attractions, accommodation, transportation, and visitor assistance.

### **Recommendations**

1. It is recommended to systematically incorporate the English for Specific Purposes (ESP) approach into English language instruction for Tourism students, prioritizing content related to real situations in the sector, such as tourist information, customer service, complaint management, recommendations, transportation, accommodation, and descriptions of attractions.
2. Educators should increase the frequency of contextualized oral activities, especially interactive dialogues, role-plays, tourist office simulations, destination presentations, and tourism-specific problem-solving. These activities must be planned progressively, starting with guided models and advancing toward freer oral productions.
3. It is recommended to strengthen specialized tourism vocabulary through communicative activities rather than solely through word lists. Lexicon related to hotels, restaurants, tours, transportation, tourist attractions, and services should be practiced in conversations, interviews, role-plays, and visitor assistance situations.
4. It is necessary to continuously work on fluency, pronunciation, grammatical accuracy, and the use of connectors in oral production. To achieve this, it is recommended to apply oral evaluation rubrics that assess not only linguistic correctness but also message clarity, interaction, courtesy, and the ability to respond in real-world situations.
5. It is recommended to integrate intercultural awareness as part of learning tourism English, given that future professionals must communicate with people from different cultures. Therefore, classes should include activities related to cultural identity, hospitality, empathy toward tourists, and courtesy norms in oral communication.
6. It is suggested to apply the methodological guide designed in this research as a supporting resource for the development of oral production. Its implementation should be carried out sequentially, starting with controlled dialogues and moving toward free simulations, providing immediate feedback on pronunciation, fluency, vocabulary, and grammatical accuracy.

7. It is recommended to train English language teachers in the design and application of ESP strategies oriented toward tourism, with the aim of aligning language instruction with the professional needs of the students and the actual demands of the tourism sector.
8. As derivative research from this study, it is proposed to conduct future investigations on the effectiveness of the methodological guide after its classroom implementation, comparing students' oral production levels before and after the intervention.
9. It is also recommended to develop subsequent studies on the impact of ESP on other communicative skills, such as listening comprehension, reading tourist texts, and professional writing in English, in order to construct a comprehensive specialized English framework for the Tourism major.
10. Finally, it is suggested to investigate the actual linguistic needs of the local tourism sector in Carchi, through interviews with guides, tour operators, hotels, restaurants, and foreign visitors, to update English course content according to the current demands of the labor market.

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## APPENDICES

### APPENDIX A Official letter format for validation request

**UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**  
**POSGRADO**

**Señor Doctor.**

**Jaime Iturralde Presente. –**

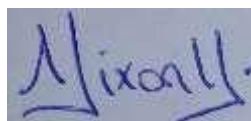
De mis consideraciones:

Conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación del instrumento a utilizarse para la recolección de datos sobre el inglés con propósitos específicos en el ámbito turístico y su incidencia en el desarrollo de la producción oral en los estudiantes de la carrera de Turismo de la Universidad Politécnica Estatal del Carchi.

Mucho agradeceré a usted seguir las instrucciones que se detallan en la siguiente página; para lo cual se adjunta la Matriz de Operacionalización de variables, los objetivos, el instrumento y los formularios.

Aprovecho la oportunidad para reiterarle el testimonio de mi más alta consideración y estima.

Atentamente,



Lic. Nixon Israel Urgilés Moscoso

**C.C. 0401856570**

**RESPONSABLE DE LA INVESTIGACIÓN**

## APPENDIX B Validation Instrument

### INTRUCCIONES PARA LA VALIDACIÓN DEL CONTENIDO DEL INSTRUMENTO SOBRE EL INGLÉS CON PROPÓSITOS ESPECÍFICOS Y SU INCIDENCIA EN LA HABILIDAD INTEGRADA DE LA PRODUCCIÓN ORAL EN LOS ESTUDIANTES DE LA CARRERA DE TURISMO DE LA UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI (UPEC) DURANTE EL PERIODO ACADÉMICO 2026 A

Lea detenidamente los objetivos, la matriz de Operacionalización de variables y el cuestionario de opinión.

1. Concluir acerca de la pertinencia entre objetivos, variables e indicadores con los ítems del instrumento.
2. Determinar la calidad técnica de cada ítem, así como la adecuación de éstos al nivel cultural, social y educativo de la población a la que está dirigido el instrumento.
3. Consignar las observaciones en el espacio correspondiente.
4. Realizar la misma actividad para cada uno de los ítems, utilizando las siguientes categorías:

#### **(A) Correspondencia de las preguntas del Instrumento con los objetivos, variables e indicadores.**

<b>P</b>	PERTINENCIA
<b>NP</b>	NO PERTINENCIA

En caso de marcar NP pase al espacio de observaciones y justifique su opinión.

#### **(B) Calidad técnica y representatividad**

Marque en la casilla correspondiente:

<b>O</b>	ÓPTIMA
<b>B</b>	BUENA
<b>R</b>	REGULAR
<b>D</b>	DEFICIENTE

En caso de marcar **R** o **D**, por favor justifique su opinión en el espacio de observaciones.

#### **(C) Lenguaje**

Marque en la casilla correspondiente:

<b>A</b>	ADECUADO
<b>I</b>	INADECUADO

En caso de marcar I justifique su opinión en el espacio de observaciones.

**¡GRACIAS POR SU COLABORACIÓN!**

## **Objetivo General**

Determinar la incidencia del inglés con propósitos específicos aplicado al ámbito turístico en el desarrollo de la habilidad integrada de la producción oral en los estudiantes de la Carrera de Turismo de la Universidad Politécnica Estatal del Carchi durante el periodo académico 2026-A.

## **Objetivos específicos**

1. Determinar la frecuencia del uso del inglés con propósitos específicos en el ámbito turístico dentro del proceso de enseñanza-aprendizaje del idioma.
2. Establecer el proceso didáctico para desarrollar la habilidad integrada de la producción oral.
3. Describir las percepciones de los estudiantes sobre la utilidad de la aplicación del inglés con propósitos específicos para desarrollar la habilidad integrada de la producción oral.
4. Evaluar el nivel de dominio del idioma inglés con propósitos específicos en el ámbito turístico considerando aspectos como la fluidez, pronunciación, vocabulario, gramática.
5. Identificar los materiales didácticos basados en la aplicación del inglés con propósitos específicos que se pueden utilizar para desarrollar la habilidad integrada de la producción oral.
6. Diseñar una guía metodológica para el uso del inglés con propósitos específicos aplicada al ámbito turístico orientada para desarrollar la habilidad integrada de la producción oral.

<b>(A) CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO CON LOS OBJETIVOS, VARIABLES E INDICADORES P=PERTINENTE NP=NO PERTINENTE</b>		
<b>ÍTEM</b>	<b>A</b>	<b>OBSERVACIONES</b>
1	P	La pregunta es pertinente porque evalúa la percepción de los estudiantes sobre la utilidad del inglés con propósitos específicos en el contexto turístico, coherente con la variable independiente.
2	P	El ítem se relaciona con las estrategias didácticas empleadas para desarrollar la producción oral en inglés dentro del ámbito turístico.
3	P	La pregunta aborda la dimensión de funciones comunicativas vinculadas a la atención al cliente, pertinente al inglés con fines específicos en turismo.
4	P	El ítem permite evaluar la enseñanza del léxico especializado en turismo, indicador correspondiente a la dimensión léxica de la variable independiente.
5	P	Permite identificar el nivel de familiaridad de los estudiantes con vocabulario turístico en inglés.
6	P	La pregunta se relaciona con la dimensión de conciencia intercultural, importante en la formación turística y en la comunicación con visitantes internacionales.
7	P	El ítem evalúa la incorporación de valores de empatía hacia el turista, aspecto vinculado a la dimensión intercultural del inglés con fines específicos.
8	P	La pregunta es pertinente porque relaciona el concepto de hospitalidad con la calidad del servicio turístico.
9	P	El ítem permite identificar aspectos de fluidez en la producción oral, específicamente la presencia de pausas durante la comunicación en inglés.
10	P	La pregunta evalúa el uso de conectores, elemento importante en la coherencia y organización del discurso oral.
11	P	El ítem aborda la dimensión de pronunciación dentro de la producción oral. Se recomienda considerar que mide percepción del estudiante más que evaluación objetiva.
12	P	La pregunta permite analizar la precisión gramatical al hablar en inglés.
13	P	El ítem evalúa el conocimiento léxico general necesario para la producción oral en el idioma inglés.
14	P	La pregunta aborda el uso de expresiones idiomáticas como parte del dominio del vocabulario, aunque su uso en contextos turísticos puede ser menos frecuente.
15	P	El ítem permite identificar los temas de inglés con propósitos específicos considerados más relevantes por los estudiantes para el ámbito turístico.

<b>(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD</b>		
<b>O = ÓPTIMA    B = BUENA    R = REGULAR    D = DEFICIENTE</b>		
<b>ÍTEM</b>	<b>B</b>	<b>OBSERVACIONES</b>
1	B	El ítem es claro y permite medir la percepción de la utilidad del inglés con propósitos específicos en el ámbito turístico.
2	O	La pregunta evalúa de manera directa una estrategia didáctica relevante para el desarrollo de la producción oral.
3	O	El ítem representa adecuadamente situaciones comunicativas reales del contexto turístico relacionadas con la atención al cliente.
4	O	El ítem es pertinente para evaluar la enseñanza del vocabulario específico del turismo.
5	R	El ítem es general y se basa en la autopercepción del estudiante; podría especificarse el tipo de vocabulario turístico.
6	B	La pregunta representa adecuadamente la dimensión intercultural en la enseñanza del idioma.
7	B	El ítem permite evaluar la incorporación de valores de empatía hacia el turista dentro del proceso formativo.
8	B	El ítem se relaciona con la dimensión actitudinal del servicio turístico y su relación con la comunicación.
9	B	La pregunta permite identificar aspectos relacionados con la fluidez al hablar inglés.
10	O	El ítem mide un elemento lingüístico importante para la organización del discurso oral.
11	R	El ítem evalúa la pronunciación desde la autopercepción del estudiante y no desde una medición objetiva.
12	B	El ítem permite identificar el nivel de precisión gramatical en la producción oral.
13	B	La pregunta evalúa el conocimiento de vocabulario necesario para la comunicación en inglés.
14	R	El uso de expresiones idiomáticas no siempre es representativo del inglés con fines turísticos, por lo que podría ser complementado con otros indicadores.
15	B	El ítem permite identificar áreas temáticas prioritarias del inglés con propósitos específicos en turismo.

(C) LENGUAJE A = ADECUADO I = INADECUADO		
ÍTEM	C	OBSERVACIONES
1	A	El lenguaje es claro y comprensible para estudiantes de la carrera de turismo.
2	A	La redacción es adecuada y utiliza terminología comprensible dentro del contexto educativo.
3	A	El ítem presenta un lenguaje claro relacionado con situaciones de atención al cliente en turismo.
4	A	La pregunta está formulada de manera sencilla y comprensible para los estudiantes.
5	A	El lenguaje es adecuado; sin embargo, podría especificarse con mayor precisión el tipo de vocabulario turístico.
6	A	La redacción es clara y se relaciona con el concepto de diversidad cultural en el ámbito turístico.
7	A	El lenguaje es apropiado y comprensible dentro del contexto de la formación turística.
8	A	La redacción es clara y utiliza conceptos conocidos en el ámbito del turismo.
9	A	El lenguaje es sencillo y permite comprender la idea relacionada con la fluidez en la comunicación oral.
10	A	La pregunta está bien formulada y los ejemplos facilitan la comprensión del ítem.
11	A	El lenguaje es comprensible; sin embargo, el concepto de “pronunciar correctamente” puede interpretarse de forma subjetiva.
12	A	La redacción es clara y adecuada para el nivel educativo de los estudiantes.
13	A	El lenguaje es comprensible, aunque el término “suficiente conocimiento” puede resultar amplio.
14	A	La pregunta es comprensible; no obstante, el uso de expresiones idiomáticas puede no ser frecuente en contextos turísticos.
15	A	La redacción es clara y permite identificar las áreas temáticas de mayor interés para los estudiantes.

**Nombres y apellidos del validador: Jaime Iturralde Título:**  
**Doctor en Geografía**  
**Número de teléfono: 0990522012**  
**Dirección de correo electrónico: jaime.iturralde@upec.edu.ec Lugar de**  
**trabajo: UPEC – Tulcán**

JAIME

ALEJANDRO ITURRALDE VALLEJOS

Validación Mgs. Stacey Valeria Orbe Guerrero

<b>(A) CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO CON LOS OBJETIVOS, VARIABLES E INDICADORES</b>		
<b>P=PERTINENTE</b>		<b>NP=NO PERTINENTE</b>
<b>ÍTEM</b>	<b>A</b>	<b>OBSERVACIONES</b>
<b>1</b>	P	
<b>2</b>	P	
<b>3</b>	P	
<b>4</b>	P	
<b>5</b>	P	
<b>6</b>	P	
<b>7</b>	P	
<b>8</b>	NP	Aunque el ítem podría vincularse indirectamente con las variables del estudio, se recomienda orientar su formulación hacia el uso del inglés con Propósitos Específicos en situaciones de atención turística, garantizando así mayor pertinencia investigativa.
<b>9</b>	P	
<b>10</b>	P	
<b>11</b>	P	
<b>12</b>	P	
<b>13</b>	P	
<b>14</b>	P	
<b>15</b>	P	

<b>(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD</b>		
<b>O = ÓPTIMA    B = BUENA    R = REGULAR    D = DEFICIENTE</b>		
<b>ÍTEM</b>	<b>B</b>	<b>OBSERVACIONES</b>
1	O	
2	O	
3	O	
4	O	
5	O	
6	O	
7	O	
8	B	
9	O	
10	O	
11	O	
12	O	
13	O	
14	O	
15	O	

<b>(C) LENGUAJE</b>		
<b>A = ADECUADO    I = INADECUADO</b>		
<b>ÍTEM</b>	<b>C</b>	<b>OBSERVACIONES</b>
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	
11	A	
12	A	

<b>13</b>	A	
<b>14</b>	A	
<b>15</b>	A	

**Nombres y apellidos del validador:** Valeria Stacy Orbe Guerrero

**Título:** Magister en Pedagogía de los Idiomas Nacionales y Extranjeros  
mención en enseñanza de Inglés.

**Número de teléfono:** 0981063206

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**Lugar de trabajo:** Universidad Politécnica Estatal del Carchi



Firmado electrónicamente por:

**VALERIA STACY**

**ORBE**

**GUERRERO**

Validar únicamente con FirmaEC

Valeria Stacy Orbe Guerrero 0402080980



12	O	
13	O	
14	O	
15	O	Se podría indicar si la respuesta es única o múltiple
<b>(C) LENGUAJE</b> <b>A = ADECUADO I = INADECUADO</b>		
<b>ÍTEM</b>	<b>C</b>	<b>OBSERVACIONES</b>
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	
11	A	
12	A	
13	A	
14	A	
15	A	

**Nombres y apellidos del validador:** Gustavo Javier Terán Rosero

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**Lugar de trabajo:** Doctorado en Políticas Públicas de la Universidad  
Politécnica Estatal del Carchi

Firma:



firmado electrónicamente por:  
**GUSTAVO  
 JAVIER  
 TERAN  
 ROSERO**

APPENDIX C Survey

**UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI**  
**MAESTRÍA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES**  
**EXTRANJEROS**



**CUESTIONARIO PARA FASE DE DIAGNÓSTICO DIRIGIDA**  
**A ESTUDIANTES DE LA CARRERA DE TURISMO DE LA**  
**UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI**  
**(UPEC)**

**INSTRUCCIONES:**

Estimado Sr(a) (ita)

Solicito cordialmente dar respuesta al presente cuestionario el mismo que tiene como objetivo recoger información sobre el inglés con propósitos específicos aplicado al ámbito turístico y su incidencia en el desarrollo de la habilidad integrada de la producción oral (Speaking) en los estudiantes de la carrera de Turismo de la Universidad Politécnica Estatal del Carchi (UPEC).

- ✓ No es necesario que escriba su nombre, por lo que le solicito sinceridad en sus respuestas.
- ✓ Lea detenidamente cada una de las preguntas que se presentan a continuación.

- 4 = S (Siempre)  
 3 = CS (Casi siempre)  
 2 = AV (A veces)  
 1 = N (Nunca)

**CUESTIONARIO**

No.	PREGUNTAS	ESCALA CUALITATIVA	S	CS	AV	N
		ESCALA CUANTITATIVA	(4)	(3)	(2)	(1)
1.	¿Usted piensa que la enseñanza del inglés con propósitos específicos facilita la comunicación con turistas internacionales?					
2.	¿Su profesor realiza diálogos interactivos enfocados en el ámbito turístico como estrategia para desarrollar la producción oral en el idioma inglés?					
3.	¿Su profesor de inglés realiza diálogos interactivos relacionados con temáticas de atención al cliente?					

No.	PREGUNTAS	ESCALA CUALITATIVA	S	CS	AV	N
		ESCALA CUANTITATIVA	(4)	(3)	(2)	(1)
4.	¿Su profesor enseña vocabulario en inglés enfocado al ámbito turístico?					
5.	¿Conoce usted palabras en inglés relacionadas al ámbito turístico?					
6.	¿Su profesor de inglés incorpora en sus clases contenidos orientados a la sensibilización sobre la diversidad cultural?					
7.	¿Su profesor de inglés aborda temas relacionados con la empatía hacia el turista?					
8.	¿Considera usted que la hospitalidad es un factor determinante en la calidad del servicio para el usuario turístico?					
9.	¿Usted realiza muchas pausas cuando habla en inglés?					
10.	¿Usted utiliza conectores (por ejemplo: <i>and, but, because, however</i> ) para organizar sus ideas cuando habla en inglés?					
11.	¿Usted pronuncia correctamente el idioma inglés?					
12.	¿Usted estructura correctamente las oraciones gramaticales al momento de hablar en inglés?					
13.	¿Usted tiene suficiente conocimiento de palabras en inglés?					
14.	¿Usted utiliza expresiones idiomáticas (por ejemplo: <i>it's a piece of cake, once in a blue moon, break the ice?</i> ) al hablar en inglés?					

15. Con una X señale de acuerdo con su criterio cuál de los siguientes temas en inglés con propósitos específicos en el ámbito turístico considera usted que son los más importantes:

Información de alojamiento ( ) Información de transporte ( ) Información de los atractivos turísticos ( )

Otro (a) ¿Cuál?

.....

¡Gracias por su colaboración!

APPENDIX D Research Authorization Request Letter

San Miguel de Tulcán, 16 de marzo de 2026

**Doctor**  
**Jaime Iturralde Vallejos**  
**DIRECTOR CARRERA TURISMO**  
**Presente. -**

**Asunto:** Solicitud de investigación para TDT – MPINE.

De mi consideración:

Reciba un atento y cordial saludo. En calidad de estudiante de la Maestría de Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, II Cohorte, de la Universidad Politécnica Estatal del Carchi, me permito solicitar su autorización para aplicar una encuesta, entrevista, y prueba diagnóstica a los estudiantes de su distinguida carrera universitaria, como parte del proceso investigativo de mi tesis titulada:

*"English for Specific Purposes in the tourism field and its incidence on the development of oral production in students of the Tourism major at Universidad Politécnica Estatal del Carchi"*.

Agradezco de antemano su amable atención y colaboración.

Con sentimientos de mi más alta consideración y estima, espero su respuesta.

Atentamente,



**Lic. Nixon Israel Urgilés Moscoso**

Estudiante de MPINE - UPEC  
C.C. 0401856570



**Figure 5**  
*FIACA Building at Universidad Politécnica Estatal del Carchi*



*Note.* Photograph of the FIACA building. Taken by the author.

**Figure 6**  
*Interior of the FIACA Building, Tourism Program, at Universidad Politécnica Estatal del Carchi*



*Note.* Photograph of the interior of the FIACA building, corresponding to the Tourism Program at Universidad Politécnica Estatal del Carchi. Taken by the author.