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ESP FOR ECOTOURISM: DISCOURSE SKILLS,
TECHNOLOGY, AND COLLABORATION FOR
JOB CONTEXTS

By

Jill King

A capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in English as a Second Language.

Hamline University

Saint Paul, Minnesota

August 2017

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Peer Reviewer: Kelly Crocker

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Dedication

First, I am grateful for women in my family. They gave me unconditional love and encouragement to succeed. Without their support during my childhood, I am not sure where I would be today. I credit them for my courage to travel and drive to pursue a higher education.

The men in my life are greatly appreciated as well. My father Pete and my husband Rafael helped me remain positive through the challenges of finishing this degree program. My father and his wife invited me to live in their home during the Master's coursework. My father has always shown me the value of hard work, and I credit him for my tenacious attitude. I could not have completed this project without his encouragement.

I'd also like to thank my thesis advisors. Betsy Parrish is an expert in course design, and has worked with me through some trying moments. She understands that my underlying motive lies in social and economic justice. Susan Bosch's tough questions pushed me to make the project more coherent, and Kelly Crocker provided excellent advice as well as a great friendship. Finally, I appreciate Anne DeMuth's support as her instruction inspired me in my current direction.

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CHAPTER ONE

Introduction

I have lived and worked in Southern Mexico, where a number of post-secondary education programs, certificate courses, and workshops have recently opened up to cater to students and professionals following the trend toward ecotourism, a market that has been growing over the last several years (Diario de Yucatán, 2014; Zenteno, 2015). As ecotourism in the area surrounding Merida is still considered a new alternative, there is a need to develop and facilitate English for Specific Purposes (ESP) courses that provide practical application for this niche. Hence, for this MA ESL Capstone Project, I have designed a companion instructional guide that may be used by any teacher facilitating an ESP course for adults working in ecotourism and sustainable development projects. My experience and the body of research in the literature review have informed the guide's methodology, components, and supplemental activities to be integrated into a textbook-based course, and should be a useful resource for language programs and private instructors in southeastern Mexico.

Within this chapter, I describe an experience I had as an oral skills evaluator for student presentations on tourism topics and connect it to my inspiration for this project. I then present my research question, which comes from contexts of my own second language acquisition process and my professional development as an English as an International Language (EIL) teacher in Mexico. I summarize some of my experiences in teaching private classes with the intention of supporting adult learners in oral skills development related to their own interests and goals. Without my having proper

pedagogical knowledge or skills in course design, there was a lack of clearly stated objectives and well-structured activities for job contexts. Next, I discuss the general EIL context in Mexico, and then focus on the lack of an effective curricular supplement for teaching adults who wish to earn a decent living in the tourism industry. Finally, I explain my perspective on teaching and learning language as related to my research question: What components need to be included in a companion instructional guide for ESP curricula to support skills development for tourism professionals in Mexico?

L2 Learning Gap for Tourism Job Contexts

Two years ago I was invited to be a judge at a prestigious university in Merida, Yucatan to evaluate oral skills demonstrated by student presentations in tourism topics, which I happily accepted due to my curiosity about how they would perform. The topics they perceived as important and their strengths and weaknesses served to inspire this research project and my design of a companion guide for an ESP course in ecotourism. As discussed among the three judges, the language program coordinator, a marketing and tourism professor, and myself, the presenters needed to demonstrate a B1 level on the Common European Framework Reference's (CEFR) language proficiency scale. This expectation for graduates would presumably prepare students to pass a Cambridge ESOL exam with Business Preliminary (BEC) status (Council of Europe, 2011; UCLES, 2017). To successfully use English as a second language (L2) at Level B1 according to the CEFR checklist of linguistic skills and competences means that language learners are not only able to write and deliver short presentations about topics of interest and issues related to their fields, but they can also interact and answer clearly stated questions within oral discourse. To function effectively in the job context, English learners at B1 should

also demonstrate some higher order thinking skills using L2, including the ability to seek, explain, and justify opinions, solve practical problems, and elaborate on their thoughts and ideas within business tasks (Council of Europe, 2011; Perez Cañado, 2010).

The students giving presentations had not been able to get a waiver for the university's English courses as they had scored below 550 points on the TOEFL; therefore, they had taken the required credit hours in English, yet still had not reached the goal. They had reportedly done well in their content area classes for tourism. Most were already working in entry-level jobs, but continued to lag behind in English. These presentations on topics of interest in the field were a last-chance opportunity to prove L2 competence for their discipline area in order to graduate that semester.

While the other judges were attending to other responsibilities before the presentations, I introduced myself to the students, offering a chance to informally talk about their projects. They all greeted me pleasantly, but chose to look over their PowerPoints, trying to memorize the content. I asked myself how well prepared the student presenters were going to be as they left college and entered the job world. Were they ready to meet the language demands to be successful in the industry, or were they going to struggle in entry-level jobs earning minimum salaries? Had their English courses provided the needed skills, or was there a gap between classroom objectives and requirements for employment? Had they taken opportunities off-campus to read, listen, write, and speak with their professional goals in mind, or had they stayed in their comfort zones and reserved English for the classroom?

The presentations began, and as the students delivered the information within their PowerPoints, I felt compassion for them as most exhibited difficulty in one or more

of these elements: intelligible pronunciation, confidence and fluency, usage of industry-specific lexicon, and collocations and word combinations, making it hard for them to clearly convey concise, intelligible messages. Some could read from their slides and notes, but during Q&A time their low level of linguistic skills and overall lack of communicative competence were evident. They were not prepared for unpredictable discourse that requires critical thinking skills, as set forth within the CEFR B1 band descriptor (Council of Europe, 2011).

Of the six presentations over two evenings we observed, some were unable to express informed opinions. One could not effectively compare and contrast models of tourism on a basic level. Another mostly complained that Merida had not reached the level of mass tourism as in Mexico City instead of addressing the questions posed. Another was too nervous to even read from his slides. Two young women from isolated rural areas and lower socioeconomic backgrounds were the most challenged to discuss their topics in English. Based on their direct translations from texts written in Spanish, poor listening comprehension, low vocabulary, heavy accents, and choppy and hesitant delivery, these two had not achieved more than a rudimentary level of proficiency in English. I felt the most empathy for one young woman who did not understand and could not respond to clearly stated questions. She simply replied, "*No entiendo. No sé.*" I don't understand. I don't know.

On the other hand, they had all chosen interesting topics for their presentations, such as attracting large-scale events to Merida, developing business plans related to Mayan culture or niche markets, and comparing ecotourism to exploitive practices within mass tourism models. Again, they had experienced few problems in content area courses,

and seemed to have made progress in English, which is commendable especially for those on scholarship who came from small towns where the Mayan language is still prevalent.

Without blaming the teachers, the university's program, or the presenters themselves for their deficiencies, I understood that the difficulties we observed, based on my experience and the body of research, are all very common challenges for EFL learners to overcome, and there tends to be a gap between English taught in college and what is needed for the job context (Basturkmen, 2012; Burke, 2013; Crosling & Ward, 2002; Kunyot, 2005; Liu, 2009; Perez Cañado, 2010; Wang & Bakken, 2004; Yang, 2006).

Due to labor conditions in the Mexican job market, closing that gap is of high importance if graduating students are to be prepared for the competition. English learners are financially motivated to improve L2 proficiency in college-level English or ESP courses as they seek practical experience and skills to apply English on the job. Presenting an honest reality for adults working in Mexican tourism without proper experience or foreign language abilities, the average monthly salary is an abysmal 3,000-5,000 pesos (\$176- \$294 dollars). In comparison, experienced, bilingual tourism professionals are able to double their average earnings to 10,000 pesos per month, and with capital to invest in independent business operations, expected monthly earnings rise to between 10,000 and 30,000 pesos and upwards (Cuanto Gana, 2015). Teachers and learners should be aware of this reality and work together with administrators to build more effective programs; otherwise, students like the tourism presenters will continue struggling to reach minimum requirements for graduation and will have to cope with poverty level wages.

Learning L2 as an Adult: Relating to my Students' Challenges

Growing up in Louisiana, I was exposed to very little Spanish, only picking up a few words and expressions, even after moving to Texas. When I moved to California in 1997 and decided to become a teacher, the motivation to learn Spanish emerged. Working my way through a BA program at Mills College in Oakland, I was surrounded by Spanish speakers in a kitchen. I asked questions, made friends, and communicated as I could on the job. I produced the language in bits and pieces, but fell silent at times when I wanted to interact. What I observed about my own feeling of insecurity is similar to what I have noticed about adult beginners in the Mexican EIL context. Research confirms that this is common: there is a sense of discomfort and fear of losing face if an adult's L2 abilities do not allow fluent, intelligent production in face-to-face communications (Burke, 2013; Kunyot, 2005; Yang, 2006).

Finishing my bachelor's degree in 2001, I had hoped to develop the interactive discourse skills I would need as a teacher to communicate fluently with parents in Spanish, but I knew I still had a long way to go. I had defined my professional goals and done well in my classes. I also wanted to belong to the groups of Spanish speakers I had met, demonstrating a positive indicator for second language acquisition, which Schumann (1986) refers to as integrative motivation, the desire to acculturate within the target language community. My issue with developing better oral discourse skills was feeling embarrassed about practicing with faster learners who had had previous exposure to L2. I have since heard the same from several private students who have struggled through English courses in Mexico. My Spanish instructors, to their credit, used multimodal texts to spark our interests in music, poetry, culture, and history, as Ajayi (2008) and Cope and

Kalantzis (2009) recommend, which helped me persevere. I made good grades, but I spoke in a slow, choppy, accented way, just as the student presenters of tourism topics did in my experience as a judge.

Without structured activities to practice Spanish within authentic contexts, what I was learning was disconnected from reality: abstract knowledge without real-life application. Practicing at the deli did not help with vocabulary and advanced language structures I needed for professional contexts, either. Recent research recommends integrating more authentic context for practice, such as online investigations, cyber- and in-person connections with fluent users, and field practicum to boost proficiency related to future goals for work (Belcher, 2006; Burke, 2013; Bickel, Shin, Taylor, Faust, & Penniston, 2013; Yang, 2006). However, I happened to be in school when the worldwide web was in its early stages, and my college-level language courses were not geared towards business communications with any focus on students' particular needs and goals.

In 2004 I moved to Mexico where I began teaching English and was more immersed in Spanish within social situations and job contexts. I taught young children at a basic level and more advanced language skills to teens in private schools, but improving my Spanish was critical to communicate with staff and parents. It was hard getting used to the speed, accents, colloquial expressions, and regional lexicon, so I asked a lot of questions. I felt insecure without the vocabulary I needed, having little practice with L2 for school environments, so I depended on my dictionary and spent time studying independently.

Deciding that I needed to step outside my comfort zone in Puerto Vallarta, I stopped spending time with English speakers who abound in popular tourist ports. I found

the key to being able to think and interact in the target language: living it and breathing it. I started studying independently and exchanged tutoring time with a Spanish teacher to improve on formal language for work. I forgot about the beach as I sang karaoke, worked in a cultural center, read local publications and literature, and filled a journal, all in Spanish. I was invited to visit many places where I heard very little English. I was amazed at Mexico's beauty that lies hidden away from tourist areas. I made progress and learned a great deal about history and culture, but I had to learn to be patient with the process.

The downsides were that I sometimes got headaches from the mental work, and I got frustrated with some people who made fun of my pronunciation and inaccuracies. I learned to laugh about my own mistakes, and gave myself mental breaks. After several years of using my own personal strategies and getting tremendous support from the locals, I achieved my goal to become bilingual, which led to my getting a teaching credential as bilingual educator in Texas. My patience and drive as a teacher are greater due to my perseverance creativity as an independent learner, but I believe that some of the frustrations I experienced could be avoided if my teachers had had better support in going beyond "the script" presented in typical textbooks for language learners.

Lesson Learned: Following the Script Was Not Enough

One of my first jobs teaching English from "the script" to adults in Puerto Vallarta was at a corporate language institute sponsored by a university in Guadalajara. The curriculum consisted of sticking to the scope and sequence of twelve textbooks within intensive courses over a year's time. I wish teaching were as easy as just following those scripts. My conviction that I had to create additional practice activities

has been confirmed, not only by my experience but by research which shows that some of the most popular course books lack local context and are deficient in teaching essential elements such as oral competency and pragmatic skills for real-world discourse (Katayoon & Rezapoorian, 2014; Kunyot, 2005, Uso & Campillo, 2002).

Most students at the institute sailed through beginning levels, repeating what had been taught in school: basic vocabulary and grammar; however, some could not advance any further within the prescribed structure and methods. In particular, I empathized with a young woman who cried after failing level two because she felt lost in the fast-paced English-only setting. From a rural area with little exposure to L2, she would have benefited from context specific vocabulary to describe the local surroundings and daily activities. Her desire to learn English was based on her need for a job in tourism, similar to that of the university students from isolated areas in the Yucatan. Looking back, there was little consideration for our students' goals and desires as we followed directives to cover the book and teach to quizzes from the textbook package.

The pressure to cover the textbooks' lessons within tight timeframes, rather than facilitate a more flexible, practical, interactive learning process, tends to be the norm in Mexico and other EIL contexts. This method of simply covering a textbook's content as rapidly as possible has essentially denied higher-level job opportunities to many learners, especially those from low-income families in rural areas where teachers are typically less prepared to adapt methods and course materials (Kunyot, 2005). Adult learners in the EIL context benefit from more personalized guidance and interaction with fluent users of the target language, such as their teachers and working professionals in desired job contexts, as Yang (2006) and Kunyot (2005) argue.

In regards to the aforementioned student, I decided to devote extra time to giving her individualized support and guiding her to opportunities for practice. She gained confidence and made more progress in L2 after taking an entry-level job to recruit people for timeshare presentations, immersing herself within an authentic context related to her goals as the research recommends (Ajayi, 2008, Belcher, 2006; Cope & Kalantzis, 2014; Kunyot, 2005; Yang, 2006). Eventually, after conversing daily about work-related topics with fluent English users and receiving more focused attention from her instructors and peers, she improved her oral and aural skills in ways that the institute's program was unable to do.

Teaching at language institutes and bilingual schools inspired me to personalize the learning process with an intention to make L2 acquisition more accessible and practical for adults according to their needs and learning styles. Working with individuals and small groups in private lessons allowed the freedom to experiment with creative methods using authentic contexts, as well as the flexibility to advance at a pace that accommodated learners. Students in these low-anxiety atmospheres have also been able to overcome self-confidence issues about making errors, asking questions, or performing in front of groups, which supports Krashen's (as cited in Schütz, 2017) low-affective filter hypothesis. Furthermore, exposure to job-related vocabulary via articles, websites, industry-related videos, and in-house business documents proved to be of higher interest to working adults. Interactive discourse practice related to the multimodal texts was what they requested, which is generally a missing element in Mexican language learning contexts that I have addressed in the literature review.

The Need for More Effective Resources, Activities, and Learning Tools

Since 2004, when I began teaching English in Mexico, I have not yet found a textbook or a pre-designed curriculum that provides everything adult learners need to access well paid jobs via skilled usage EIL in the tourism industry. While some course books are better written than others, supplementary activities that I have developed have been instrumental in supporting learners. Therefore, in the literature review for this project, I focus on reaching beyond EIL learner books' prescribed activities to access multimodal tools and resources focused on job contexts, global realities, and local situations (Ajayi, 2008; Cope & Kalantzis, 2014; Edwards 2000; Laborda, 2009; Uso & Campillo, 2002; Yang, 2006). Setting up communicative activities outside the classroom (Lo & Sheu, 2008) and increasing my personal interactions with students in English has helped to build skills, increase motivation, and connect classroom objectives to meaningful, real-life discourse (Ng & Ng, 2015; Yang, 2006). Such materials will help to create learner-centered programs, making language learning more relevant to students' economic needs, personal interests, and professional goals (Ajayi, 2008; Ananyeva, 2014; Belcher, 2006; Burke, 2013; Cope & Kalantzis, 2009; Edwards 2000; Herrington & Oliver, 2000; Yang, 2006).

Through my experience and graduate level coursework, I have become a better guide with a higher success rate, but my goal is to improve my pedagogical knowledge and research-based methodology and develop a companion instructional guide. For example, one aspect that I have not integrated much within lessons is exposure to World Englishes to build listening skills and cultural competence (Kachru, 1990). In preparing students for tourism jobs, face-to-face practice with EIL users would lead to more

confident and successful communications (Jones & Haven-Tang, 2005; Liu, 2009; Lo and Sheu, 2008). Collaborative teamwork and online research skills are also vital for international business as well, which have been somewhat neglected in my private lessons (Cope & Kalantzis, 2009; Laborda, 2010). These pedagogical strategies and materials for L2 acquisition based on needs analysis are essential for fluent, concise, task-related communication in today's business world, yet are often missing in the typical English language curriculum, which I elaborate on in the literature review (Belcher, 2006; Bickel, Shin, Taylor, Faust, & Penniston, 2013; Burke, 2013; Ceh, 2007; Cope & Kalantzis, 2009; Crosling & Ward, 2002; Herrington & Oliver, 2000; Kunyot, 2005; Liu, 2009; Lo & Sheu, 2008; Warschauer, 2000; Yang 2006).

Inspiration to Focus on English for Ecotourism

As an English instructor I have chosen to follow the trend towards ecotourism rather than training learners to work in resorts areas because sustainable development is in accordance with my worldview as well as national economic interests. While the Mexican tourism market is saturated with sun and sand vacation packages, ecotourism is a regional niche market that has largely been untapped, not even reaching 50% of its potential. Mexican economists, ecologists, and government agencies agree that mass tourism that overexploits natural resources is not a sustainable practice; therefore, it is time for the industry to refocus on conserving nature and stimulating the economy in alternative ways (Alcántara, 2015; La Verdad, 2015; SECTUR, 2014; Zenteno, 2015).

The overarching goal behind this project is that adult learners can begin using English to transform their lives as they increase tourism revenue in ways that protect ecological treasures. Despite the potential within this growing market, there appears to be

only one elite laureate university in Merida that has merged ecotourism studies with English coursework, and their tuition is unaffordable for the average Mexican student. I hope my work will lead to effective ESP course offerings for a wider segment of the population, open to students from diverse socioeconomic backgrounds who are motivated to access better paying jobs in a region where the tourism industry is notorious for keeping wages low. Knowledge and skills to promote and manage sustainable development projects in English would be valuable assets on a resume in a country with great incentive to redirect the tourism market towards eco-friendly travel options.

Summarizing and Narrowing The Research Question

Learning a second language is a complex, lifelong process that forces us to reorganize our time as well as change our habits and mindsets, which teachers should clarify for students if they are to gain confidence and build linguistic skills for success within the tourism industry (Perez Cañado, 2010). Simply completing coursework from learner books is not sufficient to reach advanced proficiency in L2 for real-world communicative goals, as I have learned in the process of acquiring Spanish and supporting students in doing the same with English. Using multimodal texts and authentic contexts based on personal needs, interests, and professional goals, is an approach which has proven to be more effective (Ananyeva, 2014; Ajayi, 2008; Belcher, 2006; Burke, 2013). From my experiences and knowledge gained through this literature review, I have designed a companion instructional guide for ESP courses so that instructors may better support adults to improve EIL usage for work and fortify a sense of purpose and agency through self-initiative and effective collaboration.

Much headway has been made in developing ESP curricula in general and specifically in coursework for the tourism industry, but there is a need to extend the research on teaching approaches, program structure, methodology, and learning tools to make language acquisition more personalized and practical. Basturkmen (2012) asserts that this goal is achievable, that ESP courses can be effectively designed by integrating appropriate methods and activities into existing course-book based curricula. More viable solutions to transform the language learning experience have been identified, yet Basturkmen encourages further research to find ideal solutions for teaching Business English. This project's intent is to carry out that pursuit and to inform the design of an effective companion instructional guide for ESP for Ecotourism courses. As I faced this task, I proposed the following question: What components need to be included in a companion instructional guide for ESP curricula to support skills development for ecotourism professionals in Mexico?

In Chapter Two, this question guides the literature review. In Chapter Three, I have included rationale for needs assessment, elaborated on methodology for the supplementary course components, and outlined an evaluation process. Chapter Four contains the structure for the companion instructional guide, providing needs analysis and evaluation tools, recommendations for community building and project facilitation, and useful resources to integrate cross-cultural communication. Chapter Five discusses my reflections on the project's development, limitations, and suggestions to direct future research.

CHAPTER TWO

Literature Review

This literature review related to designing a companion instructional guide for an English for Specific Purposes (ESP) for Ecotourism course in Mexico should serve to illuminate some of the challenges and advancements in teaching English to adults who will soon seek employment and for those already working within the competitive field of serving international travelers. The review presents: 1) background information about the Mexican EFL context, 2) problematic issues and paradigm shifts in designing ESP courses for global business in general and the tourism industry in particular, 3) an examination of current trends to link language instruction with practical application in order to strengthen L2 skills for higher performance and marketability, 4) problems in relying too much on textbooks in ESP courses, and 5) an explanation regarding why exposure to World Englishes and diverse cultures is essential in tourism. As a product of this review, the instructional guide should offer viable solutions to other English Language Teaching (ELT) professionals who wish to fill learning gaps, especially in EIL contexts where increasing numbers of adults strive to earn a better living offering services to international visitors.

My vision in creating a companion instructional guide that may be used alongside a published book series is not simply to train tour guides with the English they need to describe interesting places or provide basic hospitality services, but to support adults in

using English to develop industry knowledge and applicable skills to access higher level jobs and build cooperative ventures within their communities.

With overarching goals to support teachers and better serve adult EFL learners, I reiterate my research question: What components need to be included in a companion instructional guide for ESP curricula to support skills development for ecotourism professionals in Mexico?

Background: Obstacles to Teaching and Learning English in Mexico

First, it is helpful to understand the current situation for many teachers and learners of English in Mexico before examining the issue on a global level. Learning experiences have typically not included much real-world conversation practice with authentic contexts, but have focused on memorization and translation, receptive skills versus productive skills, and recitation of formulaic dialogue. For well-trained, experienced teachers in the field, these methods surely seem antiquated based on what we know about L2 acquisition, but it is an unfortunate truth in too many EIL classrooms. This outdated approach to language teaching has left many adults unprepared to use English to procure higher-level positions in fields such as tourism which require intermediate to advanced proficiency and critical thinking skills (Acosta, 2003; Kuyot, 2005; Laborda, 2009; Liu, 2009; Lo & Sheu, 2008; Perez Cañado, 2010; Yang, 2006).

To complicate the learning process even more, though many Mexicans enroll in post-secondary courses and pay for private lessons, English tends to be reserved for the classroom (Acosta, 2003). Unlike English as a Second Language (ESL) learners in the United States, EIL students do not have the opportunity to be immersed in the target language, and this lack of practice with fluent users deters progress. Spanish will

continue to be used for almost all communicative functions outside the classroom despite educational policies to encourage bilingualism (Acosta, 2003; Sierra, 1993). As a result, vocabulary development tends to be limited, grammatical errors fossilize, and pronunciation does not improve much except for those learners who dedicate time and effort to fluency for their own purposes.

International tourism is a lucrative market due to the steep increase in global travel, which drives many Mexicans to improve their English proficiency despite these challenges (DATATUR, 2014). What some international tourists in Mexico do not seem to understand is that visitors are welcomed and needed to boost the economy, yet not everyone in tourism is fully bilingual or comfortable communicating with foreigners. The desire to increase earning capacity by serving tourists' needs and conduct business, an outside or *extrinsic* motivation, is what sells classes; EIL students do not typically have the need or motivation to acculturate within English-speaking communities as ESL learners sometimes do, nor are they always *intrinsically* motivated based on a desire to learn about different cultures and world views (Ng & Ng, 2015). English is *required* in a large percentage of local jobs in Mexico these days, especially with the passage of NAFTA and other international trade agreements (Acosta, 2003; Sierra, 1993), the rise in tourism revenue (DATATUR, 2014), and the increase in expatriates moving to Mexico. Though there is a camp that resists the encroachment of the "imperialist" language and culture in Mexico (as well as in other parts of the world), English has become the gatekeeper to securing a decent job in the global economy, and certainly within businesses that cater to international tourists and expatriates (Acosta, 2003; Belcher,

2006; Cope & Kalantzis, 2009; DATATUR, 2014; Jones & Haven-Tang, 2005; Kunyot, 2005; Noseworthy, 1995; Sierra, 1993; Warschauer, 2000).

Problematic issues such as ineffective instruction in previous English courses, lack of authentic contexts and adequate resources, and imbalanced power relationships among people of unequal socioeconomic backgrounds contribute to the complexities of teaching EIL to adults for job contexts such as tourism (Acosta, 2003; Kunyot, 2005; Noseworthy, 1995; Sierra, 1993; Warschauer, 2000), yet it is possible to help students improve their job prospects in tourism by developing a structured guide to integrate what has typically been missing. In agreement with experienced EIL instructors such as Yang (2006), there is no magic pill to scaffold advanced English proficiency for business usage, but applied research is supportive in identifying more effective solutions to serve students' needs. The situation in Mexico calls for language instructors to integrate skill practice using authentic contexts and teach strategies for independent and collaborative learning so that adults may reach their professional goals.

English Demands within Today's Global Economy

The approach to literacy and language teaching is ever changing given the demands placed on workers within our globalized economy and information-based society (Cope & Kalantzis, 2009; Warschauer, 2000). Consequently, there is now a great need to facilitate language-learning activities within authentic contexts to develop advanced linguistic proficiency levels, especially in oral competencies (Crosling & Ward, 2002). Critical thinking and technological skills are required to market and grow businesses, outcomes which have become vital to success in competitive, service-oriented, globalized industries such as tourism (Jones & Haven-Tang, 2005). Using

English at a higher level of meaning-making is essential within business negotiations, networking efforts, analysis of information via interpersonal interactions and multimedia technology, as well as collaborative work with professionals and clients from multicultural backgrounds (Cope & Kalantzis, 2009; Warschauer, 2000).

Within this context, ELT professionals face increasing challenges to support students and working professionals in their goals to become more marketable for growing businesses and community-based projects that thrive on delivering high quality services, particularly in catering to the needs and desires of international travelers. The days have long passed in which company employees earned a decent wage to manage narrowly-defined operational tasks, used basic literacy skills to read simple publications, served routine customer requests, and followed direct instructions given by authority figures in localized establishments (Cope & Kalantzis, 2009). Teaching English to adults has become a more complex job, just as the world of work has become increasingly more demanding on our adult students who wish to apply practical knowledge and skills using English in order to be recruited, earn promotions, and to run tourism businesses.

Disconnects Between ESP and Practical Applications for Work

Given the realities of English in today's economy, ESP courses for adults need to link instruction to the real-world demands of jobs. One study (Liu, 2009) in the Taiwanese context demonstrates the need for ELT professionals to develop clear learning objectives and practical activities for discourse skills that are linked to real-world business demands. Though Liu's study is not directly focused on English competencies for tourism specifically, it provides important insights and recommendations on how we could better support students in reaching their goals for today's job context. Liu claims

that despite teachers' and school administrators' best intentions to support adults in preparing for business communications using English, classroom objectives and student perceptions of workplace demands are not necessarily aligned with modern expectations of students' future employers, leaving new graduates and those working to grow successful businesses at a disadvantage in competitive markets, a finding which is consistent with conclusions from other researchers (Cope & Kalantzis, 2009; Crosling & Ward, 2002; Warschauer, 2000).

In examining gaps between Taiwanese vocational education and L2 requirements for transnational businesses, Liu's (2009) data analysis from surveys and interviews with 166 students, four vocational education teachers, and two business executives suggests a mismatch between professors' objectives and the actual demands for L2 discourse skills in the professional world. Providing evidence for this claim, data collected from stakeholders in charge of hiring shows that employers are frequently disappointed by the lack of preparation in Business English (BE) skills encountered among recent graduates. Additionally, vocational college BE professors in the study were shown to have little or no actual business experience nor connections with real business, yet claimed to understand the BE needs of businesses and their students, placing the most importance on presentation skills and negotiations, while business executives ranked these lower on the scale of actual needs.

With regard to BE requirements in the workplace (Liu, 2009), business executives reported needing to train new employees in BE skills to manage daily operations, placing importance on: telephone and email communications, receiving visitors, note-taking during meetings, talking to co-workers and supervisors, reading printed texts and online

sources with industry terminology, and understanding foreign business practices and cultural customs for business growth purposes. In relation to English instruction for international tourism, one might think that this combination of BE skills is not necessary for all employees within the industry, but if course objectives are designed to help adults access better-paid, long-term jobs, it seems logical to integrate practice in a comprehensive set of skills that will help students become more marketable and perform at higher levels in the long run.

Student Perceptions and Curricular Reform

Adult language learners are essentially clients who pay for courses or college programs based on promises related to accessing future job opportunities, yet in some cases EIL learners complete program requirements without a clear sense that their expectations have been fulfilled. As Yang (2006) explains, adult language learners searching the market for courses expect a guaranteed product, especially given the need to pass high-stakes exams such as the TOEFL or TOEIC to gain access to employment. In reality, whether these exams accurately measure one's abilities for real-world communication at work is definitely up for debate; nevertheless, passing scores are commonly used as requirements for graduation and hiring processes, as mentioned in the Introduction. Perhaps passing scores lead teachers and learners to believe that their work is complete, yet the real test is whether adults coming out of college are prepared for communications in their specific fields. Liu's analysis (2009) of survey and interview results indicates that after studying Business English (BE) in EFL environments, vocational college students tend to lack awareness of BE learning purposes, are deficient in BE skills, and do not feel confident in applying what they learned.

In efforts to support educators in responding to adult English learners' real needs for business, Ananyeva (2014) explains that while many students at this level do not lack motivation and do understand post-secondary learning purposes, there are many others who do not see how coursework is related to future work contexts. They may be driven to improve English proficiency, but are unsure about how to focus their studies on building skills directly transferable into successful careers. Thus, it lies within the educator's role to guide students in more purposeful learning. However, Ananyeva concurs with Basturkmen (2012), Liu (2009), and Perez Cañado's (2010) arguments in asserting that creating clear links between the English classroom and the job world is not an easy task as long as instructors remain autonomous in their work without forging collaboration among ELT professionals, content-area specialists, and business stakeholders in order to meet student needs.

Just as vocational college students had misconceptions about what specific BE skills would be needed in Taiwan (Liu, 2009), a study in Spain found the same (Perez Cañado, 2010). This study was conducted in efforts to support the University of Jaen (U. of J.) in Spain as it worked to comply with international curricular reform efforts to better link academia with job demands in the global economy. Focus group interviews with tourism majors at this university in Spain revealed students' doubts and confusion about how learning purposes at school were connected to applicable skills for job contexts in Europe (Perez Cañado, 2010).

Due to a disconnect between coursework for tourism and English, students reported feeling unaware of and insecure about real-world English language competencies, with one commenting that she would not know what to do if she were

hired to work in a travel agency after graduation. This student's perception represented the fears of the majority of interviewees as they urgently expressed the need for applicable skills practice that would transfer directly to future job responsibilities. Feeling that they were not being adequately prepared to perform well within business tasks they would soon face, their requests for reform were also in line with Liu's (2009) and Yang's (2006) conclusions that courses for adults need to incorporate clear language learning objectives that build a sense of learner agency and independence, promote analytical skills development, and provide authentic contexts for practice that are directly transferable to industry expectations.

Similar to students' previous coursework for EFL in Asia and Latin America (Acosta, 2003; Kunyot, 2005; Liu, 2009; Sierra, 1993; Yang, 2006), U. of J. tourism majors had been receiving L2 instruction via a transmission model focused on memorization and reproduction for summative paper-and-pencil evaluations within courses that tend to neglect interactive discourse practice based on real-world job contexts. With the desire to boost national economies, the European Higher Education Area (EHEA, 2014) now prioritizes actual learning of linguistic competencies that includes teaching problem-solving skills and integrating industry-related content for the international job context into the classroom.

Offering an updated learner-centered model that could inspire reform in other regions, the EHEA has called for a restructuring of the curriculum to allow for collaborative learning projects, tutoring and mentoring to boost industry-related English discourse skills, and independent research tailored to topics of student interest. This paradigm shift concurs with Liu's (2009) and Yang's (2006) conclusions that these types

of curricular reforms will increase learner motivation, build strategies for lifelong independent learning, and incorporate job-related skills practice within authentic contexts. Similarly, Table 1 outlines the new structure for the tourism degree at the U. of J. in Spain.

Table 1

Diversified Learning Modalities: ESP/Tourism at the U. of J., Spain

Learning Modalities	Intended Learning Purposes
Theoretical Sessions	Transmit knowledge through expository and explanatory sessions
Practical Sessions	Put the theoretically transmitted knowledge into practice
Seminars – Workshops	Favor student interaction for knowledge building and assimilation of concepts
Tutorials	Offer personalized attention to optimize the learning process
External Training	Complete the students' formation in a professional context
Group Work	Promote social interaction and cooperation, consolidates knowledge, and improve understanding
Individual Work	Develop self-directed learning

(Perez Cañado, 2010, p. 116)

Reflecting back on the oral presentations on tourism topics described within Chapter One, Liu's (2009) and Perez Cañado's (2010) findings connect to my concerns about local graduating students not being prepared to compete for high-level jobs in tourism. The student presenters all felt that they had achieved a level of English proficiency worthy of earning their diplomas, yet the judges informed them that more study and practice were needed to reach higher levels of oral/aural competency in L2. Those tourism majors had taken general English courses, not ESP courses linking English to tourism content, so it is not surprising that they were not fully prepared to discuss topics in their field. Consequently, the university in question is now planning to facilitate a specialized English course for tourism majors, but they will also have to find ways to support those who have not reached proficiency in basic English skills, as the research recommends (Edwards, 2000; Liu, 2009; Lo & Shiu, 2008; Yang, 2006), before expecting them to achieve advanced proficiency levels in an ESP course.

Collaboration: Merging Language and Content

Implementing cross-border reforms in higher education, the European Union has been working to create interdisciplinary studies programs to meet the needs of students and industry in efforts to boost national economies (Perez Cañado, 2010). Perez Cañado (2010) describes the challenging process of merging two previously separate degree programs, English Philology and Tourism, at the U. of J. Having maintained an outdated model of teacher-centered education based on transmission of theory via lectures, the U. of J. had reportedly delayed in complying with new standards to facilitate courses using a learner-centered approach for practical application as defined by the European Higher Education Area (EHEA, 2014). Perez Cañado and other researchers emphasize that

educational institutions must confront the language challenge they are facing worldwide (Ananyeva, 2014; Basturkmen, 2012; Liu, 2009). This necessitates more coordination between ELT professionals, disciplinary specialists, business stakeholders, and adult learners to effectively integrate language and content course objectives in conjunction with job market requirements.

In advocating for collaboration between English and content-area instructors in adult education, Basturkmen (2012) elaborates on how ESL programs in Australia and the United Kingdom have worked to integrate linguistic and content objectives in regions that have seen huge increases in skilled immigrant workers and international students. Some examples of coordination among faculty members in the Australian context include: content-area professors collaborating with language instructors in the evaluation of student essays, English teachers participating in subject-specific writing workshops, and language instructors lecturing on report writing for linguistics majors. Basturkman also mentions a successful case of legal specialists working alongside translators to deliver products written with more precise, genre-specific language in the U.K. While English courses for general and academic purposes are still offered at tertiary educational institutions around the world, Basturkmen argues that transitioning to Language for Specific Purposes (LSP) courses is proving to be more effective in developing skills that transfer directly to job contexts as instructors take responsibility within their areas of expertise to combine applied linguistics with industry-specific knowledge.

Collaborative efforts to merge content expertise with second language instruction for adults has been advocated by ESP researchers for a number of years now, yet more detailed, concrete ways of accomplishing this task are needed. Responding to this need

within curricular reform at the U. of J., Esteban and Martos (2002) outline the process of coordination to develop an ESP course on foreign trade. For example, a professor of international commerce not only recommended literature to build the English teachers' content knowledge, but also effectively assisted them in: clarifying the overall course aims, pinpointing specific language skills needed for the job context, and selecting textbooks and activities to achieve their objectives, contributions that would ultimately support post-graduate students in having transferable real-world skills upon completing the course. Although this example did not reach the level of full collaboration, or team-teaching due to time constraints, the study does highlight the benefits of English teachers gaining more in-depth content knowledge and working with experts in the field to clear up doubts about relevant content and objectives, choose appropriate learning resources, and structure their courses according to what adults need for higher job performance.

While stressing the benefits of creating professional alliances for adult education, Basturkmen (2009) describes some key challenges for LSP instructors if they wish to integrate English with specialized content areas without collaborating with content-area professors or industry professionals. One salient issue that Basturkmen mentions is that it is a labor intensive and time-consuming process as the ELT professional must investigate linguistic needs for different fields to create a range of curricula. Also, to successfully personalize the course for learners and tailor objectives according to demands in the field, needs analysis is an essential component of ESP (Ananyeva, 2014). Other researchers (Edwards, 2000; Yang, 2006) also confirm that few teachers have extra time to invest in content area research, curriculum design, and materials development; therefore, an ESP

teacher working alone must plan learning activities around commercially available texts, ready-made materials, and authentic contexts online.

Oral English Proficiency and Access to High-Level Jobs

Some studies (Crosling & Ward, 2002; Kunyot, 2005) focus on the need to build graduates' oral competency for the workplace, asserting that new graduates are much more likely to be recruited, be successful, and earn promotions if they demonstrate high levels of genre-specific language as well as informal interactive oral discourse skills in English. Crosling and Ward (2002) suggest that advanced oral competency is part of what gets the job applicant's foot in the door and increases chances to climb the ladder in today's global economy. Though Liu (2009) mentions that students may not be motivated to seek L2 practice opportunities outside the classroom, and Yang (2006) claims that these opportunities are limited in the EIL context, business executives in Liu's study report giving hiring preference to graduates who have learned more about the industry and have practiced English within internships or through part-time work. Liu therefore argues that internships or other on-site skill practice should be included in ESP course requirements as this would increase oral proficiency in L2 for work and add to applicants' professional profiles.

Recent graduates from tourism programs in the Thai context have also experienced a blockade to hiring and promotions due to deficiencies in aural/oral English competency, which has a heavier impact on learners from rural areas where teachers tend to have less professional training and lower English fluency levels (Kunyot, 2005). Kunyot explains that better-paid positions such as tour guides, which involve high contact with international visitors, are not filled to capacity as most Thai tourism students

who finish their specialty at publicly-funded institutions end up working in low-paid hospitality jobs involving low guest contact, and some remain unemployed.

This situation is not uncommon in Mexico's tourism industry as a major gap in position prestige and wages persists as employers tend to provide higher quality, more relevant training to upper-level employees, while those relegated to low-skilled, low-guest contact positions find that they cannot move up, which contributes to customer service issues as employees move on as soon as a higher paid opportunity surfaces (Jones & Haven-Tang, 2005). As Jones and Haven-Tang (2005) discuss in relation to improving competitiveness and business growth within the Mexican tourism industry, "By providing career ladders and increasing opportunities for personal development for each employee, tourism firms will be able to overcome the stigma attached to the industry, namely low-paying jobs in poor working conditions with high turnover rates" (p. 225). Investigations reported in Jones and Haven-Tang's book point to the need for highly relevant and practical training (in-house staff development as well as external training in educational institutions) at all levels of tourism employment in areas of foreign languages, computer skills, and customer service, which includes developing critical thinking skills to resolve problems and develop innovative solutions using English.

Directly related to English learners' job prospects in tourism, an employer from the service industry interviewed as part of Crosling and Ward's study (2002) commented that oral communication is, "one of the most VITAL components for graduate success in the workplace for both the short and the long term" (pp. 46-47). Another participant in the study expressed concern about complaints from their business partners regarding the inability and low confidence of employees when carrying out basic duties such as

answering the phone and speaking with clients in L2 (Crosling & Ward, 2002).

Additionally, Jones and Haven-Tang (2005) explain that Mexican educational programs offered within the general community for tourist workers are generally not highly rated in terms of practical language or technology skills development, and employers perceive their main role in training to be related to technical details regarding facilities management.

Jones and Haven-Tang (2005) explain that a high percentage of employers in the Mexican tourism industry have not been providing adequate opportunities for students to connect theoretical learning in school to practical application on-the-job, and that it would be in their economic interests to offer internships if they wish to catch up with global competition to attract more tourists to make return trips. ELT professionals and educational institutions should help create relationships with employers to support learners in accessing opportunities for practical language application by integrating internships into the course plan to better prepare students for work requirements, particularly in areas of problem-solving to ensure traveler satisfaction with services. Perhaps with a higher level of coordination among English instructors, governmental entities in Mexico such as the Secretary of Tourism (SECTUR), employers in the industry, and potential clients, more opportunities could be created to successfully link ESP courses and the job world, enabling learners to access higher level jobs and increase job performance upon graduation.

Applying L2 Industry Knowledge and Skills via Online Learning

Also related to accessing higher-level jobs via improved English proficiency, Liu's study (2009) reveals that business executives emphasize the importance of taking

the initiative to learn independently via websites and other Internet resources to improve industry terminology in English. One of the interviewees reported offering online learning certificate courses in English to company employees, which increases chances of earning promotions and higher salaries. By integrating online learning opportunities within ESP courses, it is likely that new graduates and working professionals in Mexico would be able to improve industry-related English skills and enter tourism jobs with higher levels of responsibility involving more direct contact with international clients and partners.

According to Yang (2006) and Laborda (2003, 2009), a number of EFL learners do not enter ESP courses with the self-initiative or the strategies for completing independent online learning programs or engaging in focused, contextualized tasks related to research skills for job contexts without explicit instructions from the teacher. In complementing a BE textbook with online learning in Taiwan, Yang (2006) integrated small group analysis and presentation of online articles as well as a class webpage and interactive journals into the curriculum. Learners in Yang's experimental BE classes proved they were able to build critical thinking skills, successfully engage in collaborative work for projects, develop oral presentation skills, increase vocabulary, and participate in digital communications in the target language, all necessary components for success within job contexts. These course requirements supported Yang's students in becoming more active participants with a sense of agency and ownership over the process in their own language education, which is one of the goals with a companion instructional guide for ESP courses for tourism professionals.

Focusing on the specific benefits of online learning contexts for the tourism industry, Laborda (2003, 2009) has dedicated several research projects to experimenting with technology-based learning tasks in order to meet student needs related to tourism industry requirements for English proficiency and professional skills. Webquests have been of special focus in this endeavor as Laborda asserts their usefulness in developing oral skills for foreign languages, industry-specific vocabulary, and research strategies involved in preparing university students for higher performance as tourism professionals. Webquests are essentially structured activities designed to scaffold learners' skills within small collaborative groups to: focus research questions, identify appropriate online resources to answer these questions, analyze multimodal texts, and synthesize information for discussion and presentation to the whole group, or the larger community of learners. In the business world, working professionals conduct these tasks independently and collaboratively with the purpose of dispersing knowledge with colleagues, describing options to clients, solving problems, offering informed recommendations, and designing innovative changes. In this way, the Webquest connects the classroom with tasks in the real world and offers a tangible method for teachers to scaffold language and computer skills expected in high-level tourism jobs. Including this type of activity in ESP course design should engage tourism students in thinking critically, building learning strategies, and increasing self-confidence for students like the interviewee at the U. of J. who expressed insecurities about not knowing what to do in a real-life job situation after graduation (Perez Cañado, 2010).

From the employer's standpoint, entry-level employees at small to medium sized tourism businesses in Mexico tend not to possess adequate foreign language and

computer skills needed for high-skilled jobs, yet highly effective and relevant on-the-job training for these workers is not commonly offered (Jones & Haven-Tang, 2005). This situation seems like a vicious circle and points to the need to teach research skills and strategies for advanced language acquisition through an online learning component, which would also provide valuable opportunities for applied practice within authentic contexts in ESP courses.

Student Centered Learning and Practical Applications

Studies from Asia, Europe, and Latin America (Acosta, 2003; Kunyot, 2005; Liu, 2009; Perez Cañado, 2010; Sierra, 1993; Yang, 2006) report a transmission model of education as still being a hindrance to second language acquisition in the EIL context. Tourism majors in Spain had received EIL education via a transmission model focused on memorization and reproduction for summative paper-and-pencil evaluations within teacher-centered courses that tend to neglect interactive discourse practice based on student needs and interests connected to personal goals and real-world job contexts (Perez Cañado, 2010). In accordance with international trends to transform learning based on student and industry needs to boost national economies, the EHEA (2014) now prioritizes actual learning of linguistic competencies that integrate interdisciplinary coordination, problem-solving skills, industry-related content, student-student and student-teacher collaboration, authentic assessments, and practical application for the international job context.

The EHEA (2014) is committed to ensuring quality cross-border education linked to real-world employment situations using a student-centered approach focused on meaningful learning which is designed to motivate and engage participants in a

democratic process. In defining the guidelines for facilitating this paradigm shift towards student-centered learning in Europe, the EHEA website offers the following description:

“The implementation of student-centered learning and teaching:

- Respects and attends to the diversity of students and their needs, enabling flexible learning paths
- Considers and uses different modes of delivery where appropriate
- Flexibly uses a variety of pedagogical methods
- Encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher
- Promotes mutual respect within the learner-teacher relationship
- Has appropriate procedures for dealing with student complaints”

To accomplish this goal at the University of Jaen in Spain, the EHEA (2014) has called for a restructuring of the university’s organizational goals and curriculum to allow for collaborative learning, student-student tutoring and mentoring for English discourse skills related to the tourism industry, and independent research tailored to topics of student interest. This shift also concurs with Liu’s (2009) and Yang’s (2006) conclusions that advocate linking language learning objectives with current business demands, increasing motivation and strategies for lifelong independent learning, facilitating small group collaboration and teamwork, and incorporating skills practice within authentic contexts. This transformation of the learning process also concurs with Laborda’s recommendations (2010) to facilitate cooperative, technology-based activities such as

Webquests and project-based learning, rather than sticking to the scope and sequence of textbooks in teacher-centered environments.

Another example of project-based learning that builds higher-level skills for the tourism world is digital storytelling, a merging of personal narrative with video production applications to promote tourism, which has been successfully incorporated in ESP curricula. According to Alcantud-Diaz's study (2014) conducted at the University of Valencia in Spain with first-year tourism students, digital storytelling was shown to be effective in supporting integrated skills development for the profession, including: genre-specific L2 development in the four domains, collaborative teamwork, research and presentation skills, and multimedia production skills within the context of narrating travel experiences shared in the online community via YouTube. As these skills are designed to prepare adult learners to meet career demands, the digital story project also fulfills requirements for the CEFR objective to integrate information and communication technologies into the learning process.

Using a Multimodality Approach

Arguing that teachers should foster collaboration within small group, project-based learning such as the Webquest and digital storytelling, multimodality pedagogists promote a literacy-learning model that encompasses EHEA's (2014) recommendations for learner-centered education. Multimodal learning allows for the opportunity to acquire and apply knowledge and skills through a variety of semiotic modes (i.e. analyzing and designing multimedia presentations such as videos, websites, news sources, social networking sites, etc.) found in modern communications, rather than the traditional classroom focus on oral and written communications. Describing the benefits of

democratic, dynamic learning environments that immerse students in real-world situations, proponents of multimodal learning assert that higher order thinking and language skills are acquired within experiential, socially interactive, genre-specific contexts (Ajayi, 2008; Cope & Kalantzis, 2000; Gee, 2000; Miller & McVee, 2012).

According to this model, ELT professionals define their role as flexible guides and active participants while using a variety of methods, incorporating authentic contexts, and fostering mutual support in communities of learners that work toward a common mission. As a co-collaborator, the teacher scaffolds literacy skills required for the global job context according to the participants' learning styles, linguistic and professional needs, and self-directed purposes using authentic contexts (Ajayi, 2008; Cope & Kalantzis, 2000; Gee, 2000; Miller & McVee, 2012). In a community of learners, or community of practice, Gee (2000) explains that "knowledge and understanding are public, collaborative, and distributed" (p. 51) when instructors incorporate activities such as reciprocal teaching and the jigsaw method.

As previously mentioned, being literate for professional purposes includes the ability to not only analyze and interpret, but also to *design* messages within the multisensory digital world, which is the logic behind studies (Laborda, 2009; Miller & McVee, 2012) that implement teacher-designed Webquests as well as student production of promotional videos, electronic brochures, and websites to integrate technology within literacy instruction. Though Laborda's (2003) study to revamp English instruction for tourism students in Valencia had not been completed at the time of the article's publication, preliminary results show that these hands-on applications to produce products for marketing and publicity strategies increased student motivation, decreased

dropout and failure rates, and gave the participants who finished their projects a higher sense of purpose and satisfaction with what they took away from the course.

On the other hand, implementation of multimodal learning that involves new technology and teamwork tends to introduce certain challenges in regards to typical time restraints and working collaboratively to develop new skills. For example, some students in Laborda's study (2003) lacked sufficient time to complete Webquest projects, in part due to the learning curve in using new methods. To remedy these issues, a teacher who facilitated digital storytelling projects in a high school English class was flexible enough to extend the deadline while also requiring students to work together on their own time (Miller & McVee, 2012). This teacher was also observed as being very present and available to help trouble shoot issues with technology while fostering mutual support among participants in order to mitigate frustrations and build learners' self-confidence. Similarly, Miller and McVee's work (2012) in training teachers to create Webquests revealed some discomfort and frustration among participants, yet it also demonstrates that learners are capable of supporting each other through the tough spots to solve problems, develop strategies, and boost confidence as a more complex repertoire of skills is built by working in teams.

These elements of applied language, computer skills, collaborative learning, and critical thinking create a more effective, practical learning process that may be neglected within traditional L2 instruction that remains dependent on topics and activities presented in learner books. According to Miller and McVee's (2012), teachers must step outside of their comfort zones to learn new technologies in order to scaffold strategies and skills learners need within the real world, instead of simply "covering" material within

curricula designed for the teacher's convenience. Teachers may not appear to be experts or authorities on everything while learning alongside students, but this is part of the lifelong learning process that Yang (2006) encourages, for teachers and students alike.

Problems with Textbook-dependent ESP Courses

In a study on ways to meet student needs in an ESP course through designing complementary activities for a BE course book, Yang (2006) argues that BE course books lack authentic context for EFL environments and leave many gaps that teachers must work to fill with supplementary activities. Yang comments that adult learners in Taiwan typically begin ESP courses with low levels of oral competency, and do not have the L2 skills to complete higher-level communicative tasks prescribed within BE learner books without a lot of extra instructional support, especially when the scenarios are not directly related to students' field of work or daily realities.

Yang's (2006) solution, versus just covering the book whether students learned the material or not, involved building top-down comprehension skills to grasp main ideas and important concepts through small group discussions to interpret the significance of news articles directly related to current business practices and economic trends affecting Asian workers. Yang explains that study participants had grown accustomed to bottom-up reading strategies within transmission-model English courses as "followers" of explicit, teacher-led instruction. Practice with new learning strategies for online learning and collaborative group discussions enabled them to become more independent and feel a sense of ownership over the process. I have observed similar issues in using *Market Leader*, a BE text published by Pearson, within the Mexican context. Yang's solutions,

therefore, provide useful advice for designing similar activities to complement an English learner course book for tourism professionals.

Kunyot (2005) claims that part of the problem in relying solely on the typical book series published for ESP courses for tourism is that many teachers have little time or interest in accessing additional resources to practice oral/aural competencies for local job and cultural contexts, and tend to use assessments straight from the book, which has not produced oral/aural competencies needed for the industry. Hence, Kunyot's revisions to the curriculum include skills practice and exams incorporating genre-specific language structures used by Thai tour guides. Working to link language objectives to employers' expectations for guides to use simple, clear language with accurate grammar to describe attractions and procedures, Kunyot organized the sample discourse texts within grids to highlight appropriate language structures and accurate verb tenses needed for fieldwork.

In discussing the need for comprehensible input for L2 acquisition, another problem Kunyot (2005) and Lo and Sheu (2008) find with depending too heavily on ESP course books is the rote memorization of formulaic conversations in American and British English rather than incorporating listening activities to also understand World Englishes. Many international tourists are not native English speakers, but use English as a *lingua franca*, a common language to bridge communication gaps among people from different linguacultural backgrounds, with distinctive accents and lexicon. Lo and Sheu's (2008) study found that planning and guiding an actual local tour benefitted tourism students in developing oral skills for the job context as students reported feeling more confident about their speech in L2, yet results also showed that more practice with understanding accents was needed. Lo and Sheu (2008), Kunyot (2005), Noseworthy

(1995), and Warschauer (2000) urge teachers to integrate exposure to World English varieties into curricula for adults as the skill to comprehend and communicate with international English users is vital to global industries such as tourism. Thai English users have also developed their own variety of the language, which Kunyot explains should be validated in its own right, explaining the choice to include samples of Thai tour guide discourse to build oral/aural competencies in World Englishes.

Commonly Used Books: Lack of Pragmatic Skills

Learning to communicate professionally with the *lingua franca* is not only about memorizing vocabulary and developing knowledge of grammatical structures, but it involves analyzing the meaning behind the words of business partners and clients and being capable of responding in a way to solve problems and create innovative solutions. Though learner books for tourism English may provide a good foundation in basic language skills, they lack explicit instruction in higher level interactive discourse skills involving sociolinguistic and pragmatic competencies (Katayoon & Rezapoorian, 2014; Uso & Salazar, 2002) Despite marketing claims made by publishers of learner book series for international tourism, studies (Katayoon & Rezapoorian, 2014; Uso & Salazar, 2002) demonstrate that the most popular and commonly used book series are deficient for teaching objectives related to these competencies, necessitating that additional activities be integrated to more adequately prepare tourism professional for communications encountered on the job.

Katayoon and Rezapoorian (2014) evaluated book series most often chosen for ESP for Tourism in Iran, by well-known publishers such as Cambridge University Press: *Welcome! English for Travel and Tourism Industry*, Longman's *English for International*

Tourism, and Oxford University Press's *Oxford English for Careers* series (as cited by Katayoon & Rezapoorian, 2014). Though the article is rather short and lacking in some detail in regards to procedures, findings, and specific recommendations, analysis of the data collected from the textbooks shows an imbalance in the types of speech acts represented within dialogues designed for genre-specific L2 input and oral practice, with expressive acts (to convey opinions and attitudes as in thanking, praising, apologizing, and greeting) represented in just 4% of the text samples, and commissive acts (to make promises or offers) represented in only 2%. Moreover, in course books for more advanced levels, examples including expressive and commissive speech acts decreased, being replaced by representative and declarative speech acts geared toward monologue-style presentations, explanations, and descriptions.

To test these findings regarding the underrepresented speech acts on prospective tourism employees, thirty English majors who had graduated from Sheikhbahee University (SHBU) were administered 50-item exams designed to test their responses to various types of speech acts commonly encountered in the industry (Katayoon & Rezapoorian, 2014). Results showed that due to a lack of input from the textbooks in question, the graduates underperformed on test items that required responses to expressive speech acts, pointing to a lack of preparation for adults who would likely work as guides, managers, or hotel receptionists. Consequently, Katayoon and Rezapoorian recommend integrating course materials focused on discourse involving expressive acts, which is an important element in ensuring travelers' satisfaction.

Uso and Salazar (2002) claim that real-world language acquisition is not possible through a reliance on commercially published course books; instructors must supplement

the content with activities to scaffold skills that are typically missing. This study describes two general levels of competence corresponding to L2 acquisition, explaining that the first skill level is generally accomplished through traditional methods and textbooks, which involves grammatical and syntactical knowledge, phonetic skills, and vocabulary development, while the second, more advanced and challenging to learn, involves applying linguistic knowledge in appropriate ways to avoid misunderstandings and communication breakdowns. Uso and Salazar (2002) argue that learning sounds, lexical items, and patterns of grammar is not sufficient for full acquisition, and certainly not for successful comprehension and conveyance of messages within job contexts such as tourism.

Uso and Salazar's (2002) study evaluated the five course books listed below along with 49 listening transcripts providing text samples related to pragmatic skills for tourism work, such as direct and indirect requests in tourism/hospitality settings. The books chosen for analysis were the ones most commonly used in Spanish universities for tourism majors at the time: *High Season. English for the Hotel and Tourist Industry*, *English for International Tourism*, *English in Tourism. Checkpoint 2*, *Going International*, *English for Tourism*, and *Welcome! English for the Travel and Tourism Industry* (as cited by Uso & Salazar, 2002).

One hundred thirty-eight total requests identified within the texts were analyzed based on four categories as defined by Trosborg's request taxonomy (as cited by Uso & Salazar, 2002). Following is a brief description of each category as outlined by the researchers and examples of each that I have modified to clarify types of requests that could be made by a speaker in need of a taxi to the airport:

I. Indirect requests:

Strategy 1 – hints

(*Mild*) My check-in time at the airport is in thirty minutes.

(*Strong hint*) I forgot to schedule the airport shuttle.

II. Conventionally indirect, hearer-oriented conditions:

Strategy 2

(*Ability*) Could you get me a cab?

(*Willingness*) Would you get me a cab?

(*Permission*) May I ask you to get me a cab?

Strategy 3 – Suggestory formulae

How about getting me a cab?

III. Conventionally indirect, speaker-based conditions:

Strategy 4 – wishes

I would like you to get me a cab.

Strategy 5 – desires/needs

I want/need you to get me a cab.

IV. Direct requests

Strategy 6 – Obligation

You must/have to get me a cab.

Strategy 7 – Performatives

(*hedged*) I would like to ask you to get me a cab.

(*unhedged*) I ask/require you to get me a cab.

Strategy 8

(Imperative) Get me a cab.

(Elliptical phrase) A cab (please).

(Uso & Salazar, 2002, pp. 106-107)

Results demonstrate that Category II requests represent an overwhelming majority used in the texts, whereas from Category I there was only one request identified.

Category I requests use indirect strategies, or hints, to make the speaker's desire or need understood. The overuse of Category II requests points to the teaching of formulaic expressions, at various appropriate levels of politeness, of the speaker's wishes or desires assuming the hearer's willingness and ability to comply using modals *would you* or *could you*, while neglecting other commonly employed types of requests within the tourism business. For example, conventionally indirect (III. speaker-based, using *I would like*) and direct requests (IV. which included softeners such as *please* and *just*) were underrepresented in the samples. In conclusion, these course books appear to focus on teaching vocabulary and grammatical competence versus incorporating adequate linguistic input and skills instruction for pragmatic competence. Such competence is extremely important in making international visitors' trips more pleasant, motivating positive comments on traveler websites such as Trip Advisor, and in effect attracting more guests and return visits.

Uso and Salazar (2002) recommend using authentic context involving typical interactions to include request forms that are underused in popular course books. One activity outlined in the study presents scenarios in which a speaker (host or guide) makes a request, and students rate four options of responding from the most to the least polite. Additionally, more open-ended activities for pragmatic skills practice are writing

dialogues and performing role-plays. As the authors describe, typical scenarios are presented, and participants decide how to most appropriately make and respond to requests. Logically, these activities would integrate instruction and practice on how to interpret different types of requests and respond accordingly. Moreover, role-plays could be filmed and utilized as sample oral discourses that Basturkmen (2009) and Kunyot (2005) recommend for practicing genre-specific language within authentic contexts.

Awareness and Exposure to World Englishes

There is a vastly increasing number of World English speakers in international business and tourism, yet their needs and voices tend to be neglected in these course materials. To use Kachru's (1990) terms referring to EIL learners, many living in "outer" and "expanding circles" have fewer opportunities to immerse themselves in the target language of the "inner circle," or countries where English is the primary language spoken. In many cases, these students lack daily, focused practice with fluent speakers outside the classroom, which is a detriment to developing interactive discourse skills (Acosta, 2003; Liu, 2009; Lo & Shiu, 2008; Yang, 2006).

At the same time, EIL users have developed, or indigenized, their own varieties of World Englishes, which are now spoken by more people than those considered to be native-speakers (Jenkins, 2006; Katchru 1990; Kunyot, 2005; Warshauer, 2000). A number of researchers (Jenkins, 2006; Kunyot, 2005; Lo & Sheu, 2008; Warschauer, 2000) emphasize the current reality that communications among international English speakers within travel and business is now quite common, versus the former view of learning English primarily for discourse with native speakers. Kunyot (2005) explains this situation in Thailand in efforts to validate Thai English as the local variety, and to

justify using samples of Thai tour guide English in ESP curricula to build oral/aural competencies. In discussing this need for more comprehensible input, Kunyot (2005) and Lo and Sheu (2008) claim that there is too much dependence in ESP course books on learning formulaic conversations in American or British English. These studies present the need to augment textbooks with additional opportunities for listening and discourse practice with native speakers as well as World English users for international tourism contexts.

In addition, Lo and Sheu's study (2008) found that planning and guiding a local tour benefitted tourism students in developing oral competency for the job context. As a result of this experience, students reported feeling more confident about producing descriptive and procedural language, or genre-specific structures and vocabulary in English. Results also show that practice for understanding World Englishes (WE), or English as a Lingua Franca (ELF) not only builds learner confidence, but is also essential for successful interactive discourse with vast numbers of tourists who speak do not speak English not as a mother tongue.

Lo and Sheu's (2008) conclusions appear to agree with Jenkins (2006) and Kunyot (2005) who advocate for a pluricentric approach to defining norms and correct usage of English in teaching, rather than a monocentric approach which assumes that learners need to reach native-like speaker proficiency in order to communicate effectively. Jenkins (2006) states that a great number of ELT professionals are still trained in the monocentric approach, arguing that awareness of this global reality among instructors and learners will lead to better results since the majority of the world's English speakers do not come from the "inner circles."

The field practicum as part of Lo and Sheu's (2008) study is a great example of learning within authentic contexts that will certainly give advantages to job seekers who might otherwise feel unprepared for these encounters with diverse varieties of the language. Therefore, ELT professionals are encouraged to integrate exposure to and practice for WE as well as cross-cultural communication in general as vital skills needed to access high level employment in global industries such as tourism (Jenkins, 2006; Kunyot, 2005; Lo & Sheu, 2008; Noseworthy, 1995; Warschauer, 2000).

It is also important to mention the critique of the WE approach, as globalized instruction of English is a sociopolitical issue involving power imbalances that affect language learning, dynamics within discourse, and access to high-level jobs. According to Bolton (2005), based on historical motives of instruction and scholarly debate related to imperialistic and capitalistic interests, EIL learners are at an inherent disadvantage, in part due to a disparity of resources and teacher training. Though we may enjoy using the term *lingua franca* to neutralize global usage of English, it would be a mistake to view its role as neutral in the larger scheme of things.

Despite instructors' desires to reduce inequities and promote pluralism and multiculturalism, students will likely suffer consequences if their speech is incomprehensible by native speakers. Learners should be aware of how usage of local English varieties affects their chances of achieving top scores on high-stakes exams and being hired and promoted in the international job context; and by the same token, teachers must also be conscious of this reality as they support learners in producing clear, understandable speech (Jenkins, 2006).

A Summary of the Research and a Gap in the Research

Due to changing demands within today's globalized economy, there is a great need to close the gap between what is studied in English courses and the L2 skills needed for real-world job contexts (Acosta, 2003; Basturkmen, 2012; Kuniyot, 2005; Liu, 2009; Lo & Sheu, 2008; Perez Cañado, 2010; Warschauer, 2000; Yang, 2006). Adult language learners face stiff competition for work, which requires higher skill levels than ever before, and ELT professionals must take on this challenge to provide instruction that meets their needs, especially in developing nations where the average person struggles to make ends meet. International efforts to resolve the disconnect between language learning objectives, content-area studies, and business demands have been long underway, yet more coordination between ELT professionals, discipline-area experts, and business stakeholders is needed to prepare adults to reach professional goals (Basturkmen, 2012; Kuniyot, 2005; Liu, 2009; Perez Cañado, 2010; Warschauer, 2000; Yang, 2006).

It is not an uncomplicated process to find viable solutions in the EFL context, and the best-laid plan may fail due to several factors including: poor prior learning experiences in transmission-model education, reliance on commercially-published learner books, imbalanced power relations among peoples of wealthy nations and so-called developing nations, deficient learning tools, and lack of practice in authentic contexts. These problems have deterred development of aural/oral competencies as well as independent and collaborative learning strategies, and have taken a toll on learners' identities, attitudes, sense of investment and purpose, self-confidence, and sense of agency related to learning foreign languages for work (Acosta, 2003; Ajayi, 2008;

Crosling & Ward, 2002; Liu, 2009; Katayoon & Rezapoorian, 2004; Kunyot, 2005; Noseworthy, 1995; Norton, 1995, 2010; Perez Cañado, 2010; Uso & Campillo, 2002; Warschauer, 2000; Yang, 2006)

This body of research recommends a learner-centered approach based on multiliteracies pedagogy within specialized courses that integrate various modalities of learning within authentic context for improvement in linguistic structure, vocabulary development, oral competency, critical thinking and strategic discourse skills (Ananyeva, 2014; Ajayi, 2008; Belcher, 2006; Burke, 2013; Cope & Kalantzis, 2009; Edwards, 2000; Lo & Sheu, 2008; Norton, 1995 & 2010; Perez Cañado, 2010; Yang, 2006; Warschauer, 2000). As Norton asserts (1995, 2010) participants should have a strong voice in guiding planning to develop a stronger sense of personal agency, investment, and ownership over the language. This requires that teachers and students take on new roles within democratic learning environments and use flexible curricula that promote independent learning strategies, collaborative group work, individual research, and a commitment to lifelong learning, which has proven to be effective when engaging in projects such as Webquests and digital storytelling. Participants and instructors must step outside of their comfort zones to teach and learn in ways that they may not have previously experienced.

Returning to my research question and inspiration for the project, studies have identified the need for tourism students and professionals to develop more advanced skills in foreign languages, technological applications, and critical thinking to boost job performance and business growth (Jones & Haven-Tang 2005). Adults desiring higher-paid positions in international tourism need more effective ESP courses and situational practice to link language skills and content area knowledge with job contexts (Jones &

Haven-Tang, 2005, Liu, 2009; Lo & Sheu, 2008). Researchers also emphasize the importance of integrating activities such as role plays and other interactive practices using discourse samples to build oral/aural skills and pragmatic competency (Basturkmen, 2012; Crosling & Ward, 2002; Kunyot, 2005; Uso & Campillo, 2002). Others emphasize the benefits of independent and collaborative learning strategies via online activities, inquiry-based learning in small groups, top-down reading skills, analysis of industry-related texts, as well as discourse practice with fluent English users from different world regions (Edwards, 2000; Jenkins, 2006; Laborda, 2009; Liu, 2009; Yang, 2006).

Lastly, researchers recommend that teachers become more aware of World Englishes and provide exposure via listening and speaking activities so that learners become accustomed to a variety of accents, lexicon, and cultural practices (Kachru, 1990; Kunyot, 2005; Lo & Sheu, 2008; Noseworthy, 1995; Warschauer, 2000). ELT professionals are urged to make World Englishes part of ESP curricula as the skill to communicate with international English users is vital within global industries such as tourism. By the same token, the language varieties spoken in EIL contexts should be validated, making practice with local tourism professionals an appropriate addition.

Again, my overarching goal in creating the companion instructional guide in Chapter Four is to support English teachers in scaffolding skills that are typically missing from textbook-dependent instruction so that English language learners can access higher-level jobs in tourism. Based on my research question, I have identified key components to be integrated into ESP curricula to support skills development for Mexican tourism professionals.

In Chapter Three, my guiding question in regards to methodology is: How can I best support EIL instructors with research-based methodology in a companion instructional guide that responds to learners' needs and job requirements in ecotourism? First, I outline the goals for using the instructional guide. Then, I describe appropriate settings and audiences that would benefit from the supplementary learning activities. Afterwards, I provide rationale for using multiliteracies pedagogy as the approach to teaching and learning. Next, I discuss rationale and goals for the guide's components: online learning, field practicum, and collaboration. Then, I provide rationale and goals for conducting holistic and ongoing needs analysis within a flexible, learner-centered design. Lastly, I include guiding questions and methods for course evaluation tools.

CHAPTER THREE

Methods

While researching effective methods to supplement English instruction for Mexico's tourism industry, Gee's (2000) concept of "people as portfolios" working within a "new capitalism" struck a chord related to needs and goals learners have expressed in requesting personalized English classes, as well as the typical challenges they bring to the table from past learning experiences. With goals to build professional profiles for work in touristic regions, many of my students have expressed low self-confidence in their abilities to effectively use English for access to higher-level employment, feeling that they have failed after years of studying the language. My question regarding effective methodology and research-based supplements for an ESP course is: How can I best support EIL instructors with research-based methodology in a companion instructional guide that responds to learners' needs and job requirements in ecotourism?

As research from Chapter Two confirms, it is not uncommon in EIL contexts to find transmission- model, teacher-centered language education with few links to contextual practice, with a focus on language rather than practical skills application. Additionally, many adult learners lack adequate opportunities to interact in English, or simply do not seek out opportunities on their own. Consequently, many of my students have been unsure how to act autonomously, lacking a sense of agency to direct their own learning after having been dependent on teachers and course-books, and therefore have not developed strategies for researching their interests or learning within project-based collaboration. These students have exhibited low abilities in utilizing online resources

and making real-world connections with other English speakers, which has been detrimental to reaching higher levels of proficiency and thus higher-level positions in their fields.

These issues were evident in the student presentations on tourism topics as described in Chapter One. Some presenters had obviously copied information directly from websites or employee manuals, or had directly translated resources from Spanish to English, which resulted in awkward collocations, inaccurate usage of industry-related terminology, and difficulties expressing opinions. They had trouble synthesizing information from various sources and asserting conclusions within unpredictable discourse. According to research in Chapter Two, these deficiencies are realities that present challenges for EIL teachers, providing evidence and support for incorporating needs assessments, multimodal learning activities in communities of practice, on-site skills practice, and collaborative work among all stakeholders.

This chapter will provide the teaching methodologies included in the instructional guide, which should aid teachers in supporting adult English learners to build professional profiles as they face job demands in ecotourism businesses. First, I describe the guide's goals, and then the course setting and prospective audience that could benefit from supplementary activities. I then provide a rationale for the design according to tenets of multiliteracies pedagogy. Next, I offer a rationale and goals for integrating online learning, field practicum, and collaborative work, along with recommended options for resources and learning tools. Then, I provide a rationale and goals for conducting ongoing needs analysis. Finally, I elaborate on guiding questions for course

evaluation tools to assess effectiveness based on learners', instructors', and stakeholders' perceptions of outcomes.

Goals for the Guide's Design

The guide's design should support the development of advanced L2 skills for interactive discourse, technology, and critical thinking needed to excel in the globalized job market, as these are identified as weak areas for students and new graduates entering jobs in the EIL context (Acosta, 2003; Crosling & Ward, 2002; Laborda, 2009; Jones & Haven-Tang, 2005; Katayoon & Rezapoorian, 2004; Kunyot, 2005; Liu, 2009; Lo & Sheu, 2008; Perez Cañado, 2010; Uso & Campillo, 2002; Yang, 2006). Connecting real-world communication needs to learning objectives is essential in acquiring job-related oral/aural competencies, technological expertise, and higher-level cognitive skills. EIL learners need teacher guidance and peer support to scaffold these skills via applied practice within authentic contexts. Consequentially, the instructional guide's overarching goal is to fill in these gaps that prior educational experiences and lack of contextualized practice have left, and include the following specific recommendations and tools for educators:

- 1) Apply holistic pre-course and ongoing needs analysis to create learner-centered processes connected to real-world needs in the ecotourism field. Use data collected to modify activities and collaborate with content-area specialists and business experts, linking learners' specific needs, interests, and goals with knowledge and skills needed for ecotourism job contexts.

- 2) Design simulated and on-site contexts for situated practice, tasks in which learners must actually use EIL to work collaboratively in order to accomplish goals such as devising solutions to a problem, creating a proposal, or designing a multimedia product for business growth. These methods are recommended by proponents of situated practice to scaffold skills in oral discourse, applied technology, and critical thinking (New London Group, 2000; Gee, 2000). Online learning, field practica, and collaborative projects in the guide support participants in becoming highly marketable within the niche market.
- 3) Create a flexible structure to facilitate small group learning to engage learners in building teamwork skills. Adapt collaborative projects to desired job contexts for communities of practice in which members use mutual support, problem solving skills, and networking to achieve a joint mission.

Description of Setting and Audience

Setting

The companion instructional guide will complement any ESP for Ecotourism course in southeastern Mexico where there is great potential to develop this niche industry and motivation to access higher-paid jobs in tourism (Alcántara, 2015; Diario de Yucatan, 2014; Cuanto Gana, 2015; SECTUR, 2014). The region offers abundant opportunities to learn about flora and fauna, enjoy lodging and activities in natural settings, and promote education on indigenous cultures, agricultural practices, and eco-friendly construction. Choices for content, resources, tools, and activities will focus on

building linguistic and technology skills, content knowledge, and cultural competency to plan, market, and deliver visitor services within sustainable development projects in the Yucatan. The guide will be flexibly structured so that it may be used alongside learner books within ESP curricula for any of the following: tourism majors in university settings, adults enrolling in postsecondary certificate courses, community-based cooperatives, or employees within the private sector.

Audience

The learner audience for this guide is adults who are interested in participated in learning communities to improve their job prospects in ecotourism, with groups being composed of students and/or working professionals within one of the groups listed above, or may consist of a combination of individuals from various environments and backgrounds. It is likely that participants will have a strong base in general English, with grammar knowledge and a functional vocabulary, but will likely need support to apply EIL usage and technology to discussions and group projects (Acosta, 2003; Laborda, 2009; Gee, 2000). Explicit instruction may be needed to establish procedures for learning in communities of practice, or working in harmony to reach common goals. Groups should be limited to 12 to 15 participants, allowing for personalized support to use new tools and strategies for language learning.

Participants should demonstrate basic proficiency in English, ready to enter a B1 level course, as recommended by ESP research (Edwards, 2000; Liu, 2009), and a willingness to engage in learning activities outside of the classroom, which would be considered as part of the time needed to fulfill course requirements. Mixed-level groups are common in ESP courses, yet Adorján (2013) discusses difficulties in facilitating

language learning across large gaps. Beginners tend to rely on translations and exhibit low performance in group-work, while more advanced students utilize English and benefit more from authentic materials and contexts. Participants should make informed decisions regarding time commitments to achieve learning goals (Perez Cañado, 2010). Stapa's (2003) study reveals that adult students respond positively to working outside the classroom, yet some may be less capable or willing to follow through.

Rationale for Guide's Methods: Multiliteracies Pedagogy

Advocating for multiliteracies methodology to link learning objectives to contextualized needs for the job market, Gee (2000) explains that it is no longer realistic to seek guarantees of permanent, stable employment, but it is rather advisable to build a tool box of marketable skills that are adaptable to different contexts, with lifelong goals to continue creating higher levels of employability. Higher-level career aspirations require communicative abilities to: use technology, gather information, discuss and analyze findings, explore questions in teams, interpret and produce multimodal texts, and disperse knowledge to develop innovative and creative solutions for business.

The guide's design adopts methodology from critical pedagogy and multiliteracies education in attempts to level the playing field between what Carlos Fuentes (1997, as cited by Acosta, 2003) referred to as the *two* Mexicos: *one* in which the privileged, socially-connected few rise to lucrative, higher level careers as decision-makers who are skilled in technology and foreign languages, while *the other* Mexico relegates the masses to subsistence level jobs due to limited training and inferior schooling. To confront this reality, there is a need to break down professional jealousies, economic divisions, and hypocrisy to reduce effects of inequities. Gee (2000) contends

that injustices in education have made it difficult for literacy teachers to play “catch up” with students from marginalized backgrounds; however, teachers can be honest about the reality of inequities in the system, aid learners in understanding power imbalances, and be clear about what it takes to become a “portfolio person” via lifelong education.

Therefore, it is necessary for teachers to build awareness about working and competing in the industry, participants’ gaps between current skills and demands for work, and how teachers and learners may face these challenges together. Teachers should clarify how gaps may be bridged with communicative activities involving authentic context, applied technology, intercultural awareness, and higher order thinking for work-related tasks (Ajordán, 2013; Laborda, 2009; Katayoon & Rezapoorian, 2004; Kunyot, 2005; Uso & Campillo, 2002; Yang, 2006). Dedication of extra time and effort to achieve course objectives should contribute to learners’ self-empowerment, with a willingness to face the reality that new capitalism leaves behind those who are unprepared. Mexican tourism businesses tend to exacerbate the socioeconomic divide. As Jones and Haven-Tang (2005) argue, tourism students should be aware that most tourism jobs are not glamorous, nor do they promise decent salaries for low-skilled workers, which is usually what motivates enrollment in ESP courses: the desire to qualify for more lucrative employment options.

Learning will be facilitated in communities of practice to build a repertoire of applicable, contextualized skills and knowledge that become part of an adult’s professional skill set, giving job seekers a significant advantage (New London, 2000; Gee, 2000). Situated practice is a vital methodology in scaffolding linguistic, critical thinking, and technological skills for work contexts (Gee, 2000). Gee explains that it is

designed to make learning purposeful and directly applicable as it integrates “hands-on, embodied experiences of authentic and meaningful social practices involving talk, texts, tools, and technologies of the sort that help one imagine contexts that render what is being taught meaningful” (p. 67).

The guide includes tips and resources to introduce methods and purposes for collaborative, experiential learning, including Knox’s video (2009), *Cultivating Communities of Practice: Making Them Grow*, which employs the metaphor of planting and cultivating crops to explain how cooperative group work and dispersal of knowledge function to achieve common goals. Knox asserts that this practice cannot be “created” or forced, but is encouraged by forming relationships and inviting different levels of participation based on members’ capabilities and particular interests. One cannot be sure of exactly where the process will lead, but the hope is that rich connections and networks will be developed for acquiring skills and strategies in the private space of the class and in the public space of the job world.

This approach to ESP learning holds promise for adults who have previous experience in teacher-centered, textbook-based courses for general English, and now need to develop EIL skills for real world communicative needs at work (Acosta, 2003; Basturkmen, 2012; Cope & Kalantzis, 2000; Laborda, 2009; Gee, 2000; Jones & Haven-Tang, 2005; Kunyot, 2005; Liu, 2009; Lo and Sheu, 2008). To ease the transition into learning within a community, mix and mingle activities along with discussion and writing prompts will be designed to foster relationships, identify strengths and talents, exchange experiences and learning strategies, and elicit interests and goals for planning purposes.

Data collected within these activities will be useful for assigning initial roles for small-group work.

Rationale and Goals for Online Learning Component

Since applied technology usage for the job context is reported to be a common weakness for tourism students and entering employees (Laborda, 2009; Jones & Haven-Tang, 2005; Liu, 2009; Perez Cañado, 2010; Yang, 2006), integrating online learning tools such as Webquests should help fill this gap and build confidence for higher job performance (Jones & Haven-Tang, 2005; Laborda, 2009; Liu, 2009; Perez Cañado, 2010; Yang, 2006). By conducting Webquests as collaborative jigsaw projects, linguistic skills and industry terminology can be improved via inquiry-based and experiential learning as members read, analyze, and manipulate website features, conduct small-group discussions and planning sessions, and synthesize conclusions for presentations (Laborda, 2009). If implemented according to stages recommended by Laborda (2009), which are outlined in Chapter Four, Webquests create a simulated situation to scaffold skills for oral discourse, online research, analytical reading, and teamwork strategies for business tasks such as planning, marketing, and selling services for travelers.

Online resources included in the guide will aid teachers with samples, instructions, and templates to easily create their own Webquests. For example, Education World's (1996) article "Creating a Webquest: It's easier than you think" should be helpful in customizing learning tools for any group, while using ready-made Webquests from the resource table should help ESP instructors get started. Teachers and participants can collaborate in designing their own Webquests for local contexts; steps and suggestions for this process are included in Chapter Four.

Online learning also provides access to multimodal resources to learn more about world cultures and current issues while connecting learners with international English users for conversation and networking purposes (Edwards, 2000; Laborda, 2009; Liu, 2009; Yang, 2006). It provides an inexhaustible list of tools for intercultural competency and L2 skills practice at a level rarely matched in course-books (Laborda, 2009).

Working with ready-made resources to connect language with content, teachers can provide more dynamic, authentic practice, and students will improve their own ability to locate sources and access self-paced language learning tools (Edwards, 2000; Laborda, 2009; Liu, 2009; Yang, 2006). A section for teacher resources with links to cross-cultural awareness activities is also included in the guide.

Learning to produce multimodal texts for authentic audiences, rather than just consuming information from others' designs is an important skill for success within new capitalism (New London Group, 2000). Digital storytelling (DST) affords the opportunity to scaffold linguistic and technology skills while designing promotional products for tourism using a personalized approach to directly connect viewers with local people, cultural practices, and tourist activities versus using polished, commercialized marketing videos (Alcantud-Diaz, 2014; Christiansen & Koelzer, 2016). Christiansen and Koelzer (2016) acknowledge that merging personal narratives with video production may seem time-consuming or overwhelming for those unfamiliar with digital technologies, yet the benefits outweigh the challenges.

One benefit that stands out is the focus on developing writing skills for professional purposes, as DST integrates linguistic structure and composition skills within a meaningful, authentic context. Christiansen and Koelzer (2016) explain that first

following steps of the writing process (brainstorming, planning, drafting, revising, editing, and publishing) and storyboarding allows an opportunity for learners to improve linguistic structure and literacy skills, while using their own narratives for DST increases motivation, encourages creativity and risk-taking, and improves proficiency in all four language domains. To offer support, online resources and tools are included in Chapter Four, linking teachers to sample products, process steps, student resources, and user-friendly instructions for all types of devices. Devoting one to three hours per week for a project of this type allows for student growth via mutual support in acquiring strategies and skills as a team.

Rationale and Goals for a Field Practicum Component

On-site practica, internships, or work-away/volunteer opportunities should be integrated into course requirements to build EIL skills related to interactive discourse, applied technology, intercultural and pragmatic competency, and critical thinking, which have proven to be advantageous in recruitment, hiring, and promotions (Jones & Haven-Tang, 2005, Liu, 2009; Lo & Sheu, 2008). Though this component may prove challenging to integrate into the course, it will be well worth it in terms of benefits for learners as they leave the comfort zone of the classroom to use English in the real world. As noted earlier, situated practice and task-based learning are argued to be the most effective ways of improving job readiness skills within content-based English instruction (Basturkmen, 2012; Crosling & Ward, 2002; Gee, 2000; Lo & Sheu, 2008, New London Group, 2000; Thompson, 2011; Warschauer, 2000). The New London Group (2000) explains,

...human knowledge, when it is applied to practice, is primarily situated in sociocultural settings and heavily contextualized in specific knowledge domains and practices. Such knowledge is inextricably tied to the ability to recognize and act on patterns of data and experience, a process that is acquired only through experience, since the requisite patterns are often heavily tied and adjusted to context, and are, very often, subtle and complex enough that no one can fully and usefully describe or explicate them. (p. 31)

To prepare for field experience, overt instruction involving structured scaffolding activities are included in the guide that employ Vygotsky's (1987, as cited by The New London Group, 2000) zone of proximal development theory to support participants in reaching progressively higher skill levels, contributing to agency and self-confidence in real-life tasks (New London Group, 2000). Scaffolding activities within the guide include Webquests, DST, pragmatic skill practices, and guiding instructions for online applications for task-based language practice.

Though offers of internship opportunities in Mexican tourism businesses are limited (Jones & Haven-Tang, 2005), teachers and students are capable of working together in conjunction with government entities, private businesses, and community projects to access and/or create quality hands-on learning experiences, such as the tour guide project planned and conducted by students in Lo and Sheu's (2008) study. Results of this study reveal the need to scaffold vocabulary usage to discuss a broader range of topics and to practice listening to diverse accents of World Englishes, recommendations

that are prime motivation to include links for cross-cultural communication and global issues in the guide.

Rationale and Goals for Collaborative Work

Within communities of practice, student collaboration is at the center of the guide's learning process as teams perform online investigations to explore ways to design digital products, promote travel destinations, market services, analyze job contexts, and network in search of opportunities. Learning should be purposeful in that tasks will be completed with the intention of later compiling portfolios and making contacts to find viable options for internships, field practicum, part-time work, volunteer positions, or work-away programs. As the group builds alliances with business owners, foundations, cooperative projects, and government entities, the ESP course will become better connected to real-world contexts.

Collaboration between teachers and participants is called for to individualize the learning process, responding to student goals, current needs, and future career aspirations. Research (Ananyeva, 2013) claims that instructors sometimes underestimate adults' abilities to assess their own needs, act autonomously to direct the course of learning, and identify key resources in the community, which is perhaps why many teachers perform these tasks alone in the design and planning of activities. Ananyeva (2013) asserts that learners have indeed proven to increase their sense of autonomy and agency when scaffolding methods such as brainstorming, journaling, problem-based inquiries, and questionnaires are used; such methods are built into the guide's activities. For example, increased teacher-student coordination will be facilitated via digital journals and inquiry-based projects such as Webquests, with the instructor taking the role of guide and

consultant in offering assistance to overcome challenges and extend independent learning (Yang, 2006).

Recent trends in ESP research also advocate closer coordination among ELT and discipline-area instructors. Basturkmen (2012) argues that it is challenging and labor-intensive for the ELT professional to function in multiple roles of linguistic coach, content specialist, and multimedia expert. A number of instructors within international contexts have aligned forces, though some studies report challenges in forging ties between autonomous professionals who may not be able to fit extra planning, co-teaching, and materials development into already-full agendas (Ananyeva, 2013; Basturkmen, 2012; Esteban & Martos, 2002; Perez Cañado, 2010; Yang, 2006). In this case, networking efforts should work to identify industry experts in local organizations, government officials in tourist sector development, and leaders of sustainable development projects who have interest in becoming consultants or liaisons.

Rationale and Goals for Needs Analysis

Pre-course and on-going needs analysis is crucial in ESP course design in order to plan and facilitate a flexible, relevant, learner-centered process (Ananyeva, 2014; Belcher, 2006; Choi, 2005; Edwards, 2000; Thompson, 2011; Yang, 2006). Teachers' perceptions of what adult learners need and desire may be vastly different than actual career-related interests to improve English skills (Ananyeva, 2014; Choi, 2005; Liu, 2009). Learners' desires, necessities, and lacks should inform the direction of the course, with on-going needs analysis to modify the learning process according to changing needs, perceptions, and interests (Ananyeva, 2014; Choi, 2005; Thompson, 2011; Yang, 2006). Tailoring activities for each group creates a student-driven learning process to promote an

empowered EIL identity construction, and a sense of investment and ownership over the language (Ajayi, 2008; Ananyeva, 2014; Basturkmen, 2012; Cope & Kalantzis, 2009; Edwards, 2000; Norton, 1995, 2010; Yang, 2006).

Working toward this mission, the instructional guide offers: tips and tools for initial and ongoing needs assessment, adaptable activities designed to elicit and build upon strengths, talents, and interests of learners, advice and resources for customizing projects according to students' desired work contexts, and a structure to include online exercises and situational tasks that extend learning based on linguistic gaps and professional interests.

Ananyeva (2014) stresses the importance of holistic needs analysis for insight into: learners' schema, home cultures versus target cultures, current skills compared to desired skills, and present EIL identity versus ideal EIL identity for the job context. Exploration of these characteristics within communities of practice should help inform course direction, unify the group, and help create balanced teams for mutual support in strategy and skill development.

Considering this recommendation, the diagnostic and initial needs assessment tool included in the Printable Teacher Resources section of the guide will serve dual purposes of qualifying prospective students as well as eliciting information on students' backgrounds, current skill sets, and career goals. Data collected should influence content, materials, and skill practices to build schema and scaffold strategies according to who learners are and who they hope to become as English users in the world of tourism.

In focusing on learner needs analysis, it may be easy to overlook the importance of analyzing business needs and employer expectations of entering employees. Research

claims that learners and ELT professionals may have misconceptions about specific EIL skills required for the industry; therefore, it is vital to include discipline-area specialists' perspectives and business stakeholders' expectations to align language and content objectives with practical job applications (Adorján, 2014; Ananyeva, 2014; Basturkmen, 2012; Choi, 2005; Jones & Haven-Tang, 2005; Kunyot, 2005; Liu, 2009; Perez Cañado, 2010; Thompson, 2011). To accomplish this alignment, Purpura and Graziano (2004, as cited by Thompson, 2011) recommend a triangulation of job context analysis (CA), learner situation analysis (LSA) and target situation analysis (TSA). After identifying learners' desired job contexts (CA), business stakeholders may be consulted about task-related EIL skills and industry knowledge required on the job. The LSA examines participants' schema, feelings about learning EIL, desired career goals in using EIL, and willingness to engage in activities to achieve desired outcomes. In response to Purpura and Graziano's (2004, as cited by Thompson, 2011) advice to conduct a triangulated needs assessment, questions have been formulated to reveal learners' schema within pre-course diagnostics and needs analysis as well as orientation activities within the community of practice.

As for the TSA, students will receive support from language and content instructors to conduct surveys with executives or mid-level staff in target work environments to clarify how English is used within situational work discourse and common tasks. A format to support this process is included in Chapter Four. Analysis of responses will support teachers in adapting learning objectives and modifying activities. The Webquest and DST projects will provide vehicles for exploring traveler services online, and students will conduct a TSA to gather information about tourism operations

and business practices and collect details about how EIL and technology are used in typical job scenarios.

Additionally, needs analysis may provide useful information about participants' learning strategies, styles, and preferences (Smith, 2008; Stapa, 2003; Yang, 2006). Gardner's Multiple Intelligences (MI) theory explains that individuals possess distinct learning styles according to descriptors including: linguistic, logical-mathematical, bodily-kinesthetic, logical-spatial, interpersonal, and intrapersonal, which influences how we process information and interpret sensory experiences (Smith, 2008). These descriptors make a natural connection with multisensory modes of meaning-making and designing described within multiliteracies pedagogy (New London Group, 2000; Smith, 2008). Stapa (2003) argues that educators who are aware of ESP learners' preferences and learning styles are better able to design engaging activities that highlight strengths while motivating positive changes in weak areas, likely leading to better outcomes in ESP courses.

Accordingly, the guide's pre-course and orientation activities seek initial answers regarding desired job contexts and professional interests, while the digital journal provides a format for ongoing discourse about whether the guide's multimodal activities are working for students. This feedback should inform an ongoing planning process and serve as informal course evaluation. The overarching goal is to accommodate diverse learning styles and learner preferences as well as scaffold effective strategies to build knowledge and skills for work. End of course evaluation procedures will be useful to find out how fruitful the course's supplementary components were in delivering what learners need to achieve significant development of transferable EIL skills.

Methods to Evaluate The Guide's Components

Adaptable tools for evaluating processes and outcomes of the supplementary course components were designed for Chapter Four. Formats for discussion and surveys were based on guiding questions recommended by Basturkmen (2012) as they seemed appropriate to assess the effectiveness of ESP programs by eliciting constructive feedback from all stakeholders to improve course design and methods. While many programs use standardized testing to evaluate accuracy in grammar and growth in vocabulary, Basturkmen (2012) urges ESP instructors and administrators to also seek more holistic feedback based on student needs and perceptions about their own progress. On the same note, course evaluation may also gather data regarding ESP instructors' needs for more input and training from content experts and/or tighter connections to local industry professionals. Following is a basic description of the course evaluation plan based on these recommendations, with concise guiding questions and tools included in Chapter Four:

Students: Two evaluations were designed with statements to be rated according to a Likert Scale with space for brief comments. One survey is focused on student perceptions of how much their confidence, knowledge, and skills have grown or improved via the guide's supplementary components. The other evaluates the effectiveness of experiential, task-based learning in collaborative groups, which should aid in determining the level of mutual support students provided each other within the community of learners as well as their perceptions regarding how instrumental the tasks and resources were in their language development.

Teachers and Experts: Focus group discussions are recommended to analyze and discuss successes, challenges, and deficiencies of the supplemental activities and teaching approaches in order to influence improvement in subsequent courses. Emphasis is on the quantity and quality of coordination/collaboration among interdisciplinary instructors (language and content) and industry contacts. Suggestions should be elicited to improve support mechanisms for the ESP teacher. Teachers using the guide will then analyze gathered data to strengthen professional development and collaborative networks with goals to better connect L2 learning to the industry and specific job contexts.

Conclusion

Returning to the guiding question for this chapter about how to best support EIL instructors with research-based methodology in a companion instructional guide that responds to learners' needs and job requirements in ecotourism, I believe that the methodology is well-connected to the current paradigm in ESP instruction. The guide's goals, rationale, and components lay a strong foundation for the design of the materials in Chapter Four. In keeping with recommendations to design learner-centered courses that link the classroom to real-world expectations, suggestions for a triangulated, ongoing needs analysis, projects modified according to identified needs, and cooperative work within communities of practice are key components. Experimentation with the guide will lead instructors to become more creative and responsive as they work to prepare learners for goals they set themselves in relation to what employers seek.

The guide's design in Chapter Four begins with the overarching goal and corresponding recommendations to achieve it, followed by learning objectives, and then an overview of the supplementary curriculum and timeline. Materials and instructions for

needs analysis and ways to foster community support the guide's first and third recommendations. Next, teachers will be given step-by-step instructions, suggestions, and links to resources that should make the process accessible as they create and facilitate Situated Practice, the guide's second goal, incorporating WebQuests and Digital Stories. Also included are recommendations for learner portfolios and analysis of desired job contexts as students need to build networking skills, showcase products for potential employees, and pinpoint ways that English is used at work. A teacher materials section houses tools that may be adapted and printed for easy usage, and additional online resources for cross-cultural competency round out the guide according to learning outcomes from the literature review.

CHAPTER FOUR

Companion Instructional Guide

Overview

This chapter presents a companion instructional guide that integrates needs assessment, technology application, collaborative learning, and field practica into English for Ecotourism curricula, a product that has resulted from a review of the literature, graduate studies coursework, my own L2 learning experience, and my own needs as an EIL teacher in touristic areas of Mexico. While the guide is flexibly structured and adaptable for variations in settings and audiences, its content, methods, and approach have been carefully chosen in attempts to fill learning gaps identified through the body of research. As such, the intention of this research-based design is to inspire curricular updates in ESP courses, especially as requirements for language and technology skills continually shift and become more complex in global businesses such as tourism. Considering these tough demands on busy teachers, the guide aims to be a support mechanism for providing more effective learner-centered instruction with objectives and situational practices connected to real-world contexts.

Overarching Goal Embedded in the Guide's Design

As a reminder of the overarching goal set forth in Chapter Three, teachers who utilize this guide in designing their own ESP course may simply add interesting activities to a textbook-based syllabus, but there is a larger process involved, in reaching learners where they are, guiding them to where they would like to be, and supporting their growth

in ways that will transfer to real situations in the job world. Following are the three recommendations to achieve the goal:

- 1) Apply holistic pre-course and ongoing needs analysis to create learner-centered processes connected to real-world needs in the ecotourism field. Use data collected to modify activities and collaborate with content-area specialists and business experts, linking learners' specific needs, interests, and goals with knowledge and skills needed for ecotourism job contexts.
- 2) Design simulated and on-site contexts for situated practice, tasks in which learners must actually use EIL working collaboratively in order to accomplish goals such as devising solutions to a problem, creating a proposal, or designing a multimedia product for business growth (New London Group, 2000; Gee, 2000). Methods recommended by proponents of situated practice serve to scaffold skills in oral discourse, applied technology, and critical thinking. Online learning, field practica, and collaborative projects in the guide support participants in becoming highly marketable within the niche market.
- 3) Create a flexible structure to facilitate small group learning to engage learners in building teamwork skills. Adapt collaborative projects to desired job contexts for communities of practice in which members use mutual support, peer mentoring, problem solving, and networking to achieve a joint mission.

As every context, group, and individual learner is unique and ever changing over time, ESP course design should also not be static or rigid, but tailored to consider professional interests and learning purposes defined by students with input from content experts and business stakeholders. This being the case, the guide is created to aid instructors in designing courses with the voices of their students and consultation from content professors and business experts recruited for collaboration. The guide does not offer a ready-made script, but provides an adaptable structure and step-by-step processes with resources, tools, and materials to get instructors started in the search to find balance between grammar and vocabulary practice of textbooks and actual use of English to rehearse for the work environment.

The Guide's Format

The guide's format outlines the flow of supplemental activities within a twelve-week course. Each section provides support for the planning and facilitation process including descriptions and goals for projects and activities recommended by the research and methodology elaborated upon in Chapters One and Two. Since instructors benefit from extended support when embarking on new procedures and teaching approaches, the guide offers: 1) tips and instructions to maximize instructional time according to typical learning gaps in the EIL context, 2) links to online resources for quickly locating user-friendly procedures and additional resources, 3) printable materials to ease the burden for those who are new to learner-centered education and/or integrated technology usage, and 4) additional sections to outline course closure activities and to provide resources for cross-cultural awareness and pragmatic skills are incorporated to assist instructors in creating a more comprehensive ESP curriculum. The following section descriptors are

included at the beginning of each part of the guide to make the process of reading and implementing the recommendations more user-friendly:

Section	Purpose/Contents
I. Pre-Course Planning/Analysis	Project summaries with timeline and learning modalities. Tools, resources, and advice for pre-course diagnostic, student needs assessment, and target situational analysis for job contexts.
II. Orientation, Digital Journaling, and Fostering Community	Introduction to learning process, project timeline, and digital journals. Tools, resources, and advice to build conceptual understanding and foster relationships for communities of practice and multiliteracies learning.
III. Multimodal Learning Projects	Webquest and digital storytelling. Steps, tools, resources, and advice to complete two interconnected small-group projects and disperse knowledge within the community of practice. Adaptable assessment tools.
IV. On-site Experience, Networking, and TSA	Target situational analysis and identifying opportunities for field practica. Tools, resources, and advice for making connections and gathering data about work tasks and required skills.
V. Learning Synthesis and Evaluation	Course closure. Tools and advice to facilitate forum discussions and administer questionnaire. Learning synthesis via digital journals.
VI. Printable Teacher Resources	Collection of printable tools and materials corresponding to process outlined in Sections I-IV.
VII. Resources: Cross Cultural Awareness and Communications	Additional online resources and activities to support cross-cultural competency.

Language Learning Objectives

The guide's projects and activities are designed to complement a textbook based curriculum for one twelve-week semester at CEFR Level B1, though the course could be

part of a long-term project to merge tourism studies with English and technology over a year in a university setting or for a tertiary-level certificate course. Setting goals to achieve C1 proficiency or higher, graduating students would likely access more opportunities and increase earning potential in the field.

Peter, O’Keefe, and Strutt’s (2010) *English for International Tourism Upper Intermediate*, a Pearson learner book written at Level B1 to support communication skills at a supervisory level. While the instructional guide does not include standardized tests to evaluate proficiency levels at the end of the course, teachers should be aware that students who obtain a certificate from Cambridge Language Learning Assessments or a similar institution will likely help job seekers open up better employment opportunities.

English for International Tourism Upper Intermediate’s (Peter, O’Keefe, & Strutt, 2010) language objectives and content are aligned with the London Chamber of Commerce and Industry’s (LCCI) certification exam that measures language proficiency for the tourism field (Pearson Education Ltd., 2016); thus, it may be a good option for teachers when choosing a book series as an anchoring structure for the course. Table 2 provides a condensed version of language objectives to be achieved through facilitation of the guide’s projects, which has been adapted from Pearson’s table. Below the table is a brief explanation of how the guide’s components are designed to meet the language objectives, followed by the scope and sequence of activities.

Table 2

Condensed Pearson Objectives

Language Domain	Objective Descriptors, CEFR Level B1
Speaking	<p>Overall oral production: Can reasonably fluently sustain a straightforward description of subjects within field of interest, presenting a linear sequence.</p> <p>Public announcements: Can deliver short, intelligible, rehearsed announcements on everyday occurrences in the chosen field. May exhibit foreign stress and intonation.</p> <p>Addressing audiences: Can give a prepared presentation on a familiar topic which can be followed without much difficulty, with the main points explained using reasonable precision. Can take follow up questions, but may request repetition.</p> <p>Sustained monologue: Putting a case (e.g. in a debate) Can briefly give reasons and explanations for opinions, plans and actions.</p> <p>Sustained monologue: Describing experience. Can give straightforward description on familiar subjects within field of interest. Can reasonably fluently relate a narrative of experiences, unpredictable occurrences, plots of films/books, or events in linear sequence. Can describe feelings, reactions, dreams, hopes, and ambitions.</p>
Writing	<p>Overall written production: Can write straightforward connected texts on familiar subjects within field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Creative writing: Can write straightforward, detailed descriptions on familiar subjects within field of interest. Can write accounts of experiences, describing feelings/reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story.</p> <p>Reports and essays: Can write short, simple essays on topic of interest. Can summarize, report and give opinions about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.</p>
Reading	<p>Overall reading comprehension: Can read straightforward factual texts on subjects related to field and interest with a satisfactory comprehension.</p> <p>Reading for orientation: Can scan longer texts for desired information, to gather information from different parts of a text or different texts to complete a task. Can find and understand relevant information in everyday materials.</p>

As the reader may notice in reviewing the project overview in the pre-course section, language objectives are not presented with singular focus in controlled exercises, but are integrated into collaborative projects, research tasks, and designing multimedia presentations/publicity materials with digital tools. The multiliteracies learning process allows practice with topics, vocabulary, and grammar from course books with objectives for interactive discourse practice, higher-order thinking skills, technology applications, and strategies for teamwork. The guide should ease transition into project-based learning, especially where textbook activities and individual work have dominated instructional time.

I. Pre-Course Planning/Analysis

I. Pre-Course Planning/Analysis	Project summaries with timeline and learning modalities. Tools, resources, and advice for pre-course diagnostic, student needs assessment, and target situational analysis for job contexts.
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The following chart provides integrated language-learning objectives and a course timeline. It includes learning modalities for the guide's projects. It will be useful for planning purposes or as a component of a syllabus.

A. Project Descriptions and Timelines

Project & Learning Modalities	Timeframe, Steps, & Transitions
Webquest: Small-group collaboration to write a travel narrative online and propose a package trip. Individual research,	Weeks 1-4: Research sites and services, discuss options. Plan and narrate a Yucatan eco-trip as part of package proposal design with images and videos. Initiate business

<p>analytical discussion/decision-making, synthesis, knowledge dispersal, online connections with international travelers.</p>	<p>contacts. Report learning outcomes, strategies, and challenges as part of the Digital Story presentations.</p> <p>How is online research used on-the-job?</p>
<p>Digital Storytelling (DST):</p> <p>Small group collaboration to design a 3-5 minute multimedia presentation. Collectively build top-down reading strategies and awareness on alternative advertising and trends in tourism. Produce and edit film to promote travel destination.</p>	<p>Weeks 5-8:</p> <p>Use writing process for scripts and storyboards. Select text and files from travel journals. Visit, volunteer, or participate; record and use live footage when permissible, for DST and TSA. Invite business stakeholders to presentations; report learning outcomes from both projects. What did you learn about alternative advertising for promoting destinations?</p>
<p>Field Practicum/Portfolios:</p> <p>Networking and data collection. Collaborate to identify opportunities for internships, work exchange, volunteering, or job shadowing. Inquire about criteria for paid positions. Develop digital portfolios.</p>	<p>Weeks 9-11:</p> <p>Ideas for planning initial on-site experiences</p> <p>Approach key people in search of onsite experiences. Coordinate site visits. Observe how facilities, policies, and practices fit into a sustainable tourism model. Inquire about how foreign languages, technology, and problem-solving skills are used on the job.</p>
<p>Learning Synthesis/Course Evaluations</p>	<p>Week 12:</p> <p>Course closure. Tools and advice to facilitate small group forum discussions and administer questionnaires to evaluate outcomes, give feedback, and inform subsequent courses. Learning synthesis via digital journals.</p>

B. Pre-Course Diagnostic and Initial Needs Analysis

Administer or adapt the diagnostic and needs assessment that is included in the Printable Teacher Resources section, 1A: Oral Discourse/Writing Skills Diagnostic & Needs Analysis. This tool concurs with recommendations by the National Center for Family Literacy and the Center for Applied Linguistics (2008), which may be used to justify the time investment in educational institutions. A link to CAL's document is found in the Resources box if instructors desire more detailed rationale for these activities and suggestions/formats to develop their own. In summary, the oral interview and written questionnaire will serve to:

- Assess prospective participants' English proficiency level and readiness to enter a B1 level course.
- Gather holistic data for initial needs assessment and learner profiles.
- Identify desired business contexts for target situational analysis (TSA) based on learners' goals and aspirations.
- Identify current learning strategies, current reasons and opportunities for L2 usage, future goals for L2 usage, and possible gaps in strategy development.

Resources: Assessing Learners' Strategies, Proficiency Levels, Needs, and Interests

You may choose to use Oxford's (1989) Strategy Inventory for Language Learners (SILL) to identify previously used strategies and those to be scaffolded throughout the course: <https://richarddpetty.files.wordpress.com/2010/03/sill-english.pdf>

Tools for needs assessment, highlighting current L2 usage and learners' future goals for applying L2: National Center for Family Literacy and the Center for Applied Linguistics. (2008). *Practitioner Toolkit: Working with Adult English Language Learners*. Louisville, KY. and Washington, D.C.: Authors.

http://www.cal.org/caela/tools/program_development/CombinedFiles1.pdf

Tips for Creating Learner Profiles

Learner profiles will be useful for building more personal teacher-student connections and informing initial/ongoing planning for a learner-centered course. Teachers should request information including characteristics such as: linguistic competency, family/cultural background, occupation or study focus, previous experiences learning English, language learning strategies, personal interests, and professional goals. Notes should be added throughout the course as skills, interests, and student goals may change within the learning experience. Profiles will assist in: personalizing projects and activities, recommending topics and resources for independent research and online learning, goal-setting to clarify purposes for self-driven learning, and supporting learners to overcome challenges that affect progress (2Revolutions, 2016). While creating learner profiles may seem like an extra effort for teachers, it will be time well spent in designing a learner-centered course. This process tends to generate more learner satisfaction as participants accomplish their self-defined goals.

Resource: Rationale, Description, and Samples of Language Learner Profiles

2Revolutions (2016) *Next Gen Tools: Strategies and Innovations for Implementing Breakthrough Models*. Educause: Next Generation Learning Challenges. Nexgenlearning.org

<http://net.educause.edu/ir/library/pdf/ngt1601.pdf>.

II. Orientation, Digital Journaling, Fostering Community

II. Orientation, Digital Journaling, Fostering Community	Introduction to learning process, project timeline, and digital journals. Tools, resources, and advice to build conceptual understanding and foster relationships for communities of practice and multiliteracies learning.
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A. Suggested Outline for Day One: (1.5 hours)

1. Introduce the syllabus, overview/timeline, and digital journal component.

Paired-reading and discussion: (10 minutes)

2. Share the following benefits to be gleaned from interactive digital journaling with the instructor:

- Instructors will offer personalized guidance for participation in group projects and resources for independent learning.
- Learners will practice written discourse in L2 with entries every 2-3 weeks.
- Instructors will gain deeper insight into learners' changing preferences, needs, and interests to inform on-going planning. Modification of activities and content will be driven by learners' evolving needs, preferences, and goals related to L2 acquisition and job skills.

A blog format is recommended for this teacher-student interaction as online publication tends to motivate more thoughtful reflection and writing of a higher quality. Research also demonstrates that blogs may provide an effective avenue for peer-to-peer feedback as learners help each other become aware of how they could improve English usage and project development (Iglesias, 2014). Iglesias' study (2014) shows that learners will likely need coaching on how to give constructive feedback on specific aspects of performance rather than simply offering general comments, which may be positive or negative. Step-by-step instructions on how to create a blog are available in Printable Teacher Resources, 1B, which should assist less tech-savvy teachers and learners in this process.

3. Foster community-building and introduce multiliteracies learning. Facilitate the activity in Printable Teacher Resources, 1C: Mix-and-Mingle Activity to foster relationships and identify talents and strengths for effective collaboration. This student-student interview process will reveal professional interests/goals, technology skills, and language learning strategies that may also be added to learner profiles. Have students discuss findings in pairs, report key points to whole group for discussion, and allot time for reflective quick-write activity.

4. Use videos from the resource box to introduce communities of practice and multiliteracies education. Consider pre-teaching essential vocabulary, or have learners negotiate meaning in context. Facilitate paired discussion, report-out, and quick-write to summarize understanding. Suggested quick-write prompts for the first digital journal entry: How can working in communities of practice be useful for acquiring language and technology skills for ecotourism jobs? How can we help each other by sharing knowledge, talents, strategies, and resources through collaboration? What aspects of collaboration do you predict might be challenging for you, and why? How could we create better learning opportunities via mini- workshops and networking with business experts?

Resources: Blogging, Fostering Community/Collaboration, and Multiliteracies Education

Iglesias' study (2014) describes an experimental process in which students upload links to videos, sharing presentations in English on their blogs for the purpose of interactive discourse and peer-to-peer feedback.

Iglesias, M. (2014). Digital technologies and foreign language learning in tourism studies. *eLC Research Paper Series*, 9, 16-26.

YouTube video options for understanding the benefits and learning process within communities

of practice and multiliteracies education:

Knox, B. (2009). *Cultivating communities of practice: Making them grow*. Retrieved from

YouTube: <https://www.youtube.com/watch?v=lhMPRZnRFkk>

Kokumea. (2010) *What is communities of practice?*

YouTube: <https://www.youtube.com/watch?v=kkLI7fNAD7M>

Skinner, N. (2010). *Multiliteracies*. Australian Curriculum Level 6, Science Literacy.

YouTube: <https://www.youtube.com/watch?v=PsV7mbuXVIE>

III. Multimodal Learning Projects

III. Multimodal Learning Projects	Webquest and digital storytelling. Steps, tools, resources and advice to complete two interconnected small-group projects and disperse knowledge within the community of practice. Adaptable assessment tools.
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A. Project 1: Webquest, Propose an Eco-Trip Package

Step 1: Design a Webquest to be facilitated in small groups based on data from learner profiles and the mix-and-mingle activity. In resources linked below in the box, sample Webquests will serve as models to customize the project. They are all well designed, and include the following process steps:

- **Definition of the task and guiding questions:** The task page describes students' roles as investigators or stakeholders in the context of an inquiry, a problem to be solved, or a proposal to be created via online research and group discussions. This section presents the job at-hand with **guiding questions** to define research purposes.

- **Guiding questions** help learners focus on analyzing information directly related to the inquiry or problem, rather than simply exploring aimlessly and reporting irrelevant online content.
- The **process** page outlines subtopics for the quest and presents procedures for reading, analyzing, and discussing online sources, with research directed toward a collective goal such as devising a report, designing a proposal, creating a product, or providing recommendations. The process leads the group to perform a knowledge dispersal task (reporting the research findings and conclusions) within the community of learners, or to present or publish the results for a larger target audience.
- **Learning outcomes:** Linguistic and content objectives clarify learning purposes, defining skills and abilities that participants will develop or improve through the completion of the task. Scaffolding top-down reading strategies, note-taking techniques, oral discourse, and critical thinking skills in L2 should be priority goals throughout the process. In this near-to-real situational practice, learners not only expand and apply industry-related vocabulary, but they also analyze, compare, synthesize, and draw conclusions as a team. These strategies and skills will be highlighted within oral presentations and/or multimodal designs as groups address the larger audience.
- **Pre-selected online resources are provided** for learners so they may concentrate on reading and analyzing information in L2 on defined topics rather than spending time and effort to identify appropriate sources using keyword searches. An option may be included for learners to access their own sources as well. A more

advanced Webquest could be designed in which instructors support learners in writing their own guiding questions for the investigation and using concise search terms to identify sources, as professionals are expected to do in the job context.

- **Assessment rubrics** are included in Webquests to evaluate performance according to clear criteria for collaborative group effort, individual initiative in research and discussions, and active participation in presentation and product designs.

Designing the first Webquest may seem laborious, but the resource box, tips, and process outline to follow should prove helpful in saving planning and instructional time. By constantly pursuing goals to connect L2 learning with job contexts, the hope is that ESP teachers stay updated with applied technology via courses, workshops, and independent learning. Collaboration among language and content instructors is also advisable when creating guiding questions and tasks.

As someone who has spent many hours searching for proper support, I have included essential resources creating a Webquest. A link is included below for “Creating a Webquest: It’s easier than you think” (Education World,1996), and samples have been carefully selected for content. Modeling an excellent Webquest for English learners in Mexican universities, Rowan’s design has a component to teach key vocabulary that will be encountered during the online investigation. All three samples include tasks to raise eco-awareness while scaffolding research and organizational skills for job contexts. Each sample should spark ideas for tasks to propose eco-tour packages, confront an eco-crisis, or plan and facilitate a guided tour in any region.

Resources: Webquest samples for Ecotourism, Webquest design support, and Rubrics for Assessment Purposes:

Blanchard's Ecotourism WebQuest is based on tenets set forth by The International Ecotourism Society (TIES) to raise awareness on ecotourism practices and philosophies. The investigation guides learners in the role of tour operators to discover destinations, activities, and conservation practices as they create eco-tour packages.

Blanchard, B. (2012). Blanchard's Ecotourism Webquest. Science curriculum, high school level. Zunal.com.

<http://zunal.com/tasks.php?w=135849>

Ecotourism Webquest. Students have the task to propose a week-long expedition in Madagascar focused on protecting the lemur and other flora/fauna in the region. Sample from Canadian schools' curriculum. No designer name could be located.

http://schools.ednet.ns.ca/avr/b/071/wdlincoln/tourism_12/documents/ecotour/webquest-ecotourism.pdf

Rowan's (n.d.) Webquest puts learners in the role of environmental activists as they investigate the issue of deforestation in Southern Mexico. The task is to explore solutions for protecting the forest, write a letter, and promote ecotourism rather than destroy resources.

Rowan, D. (n. d.) *Chiapas: Developing Sustainable Ecotourism*. Universidad del Valle de Mexico.

<http://questgarden.com/00/00/7/071006004816/t-index.htm>

The following website offers uncomplicated instructions for creating a Webquest and includes links to samples and additional resources, basically everything any teacher needs to complete the task.

Education World. (1996). Creating a Webquest: It's easier than you think. *Education World: Connecting educators to what works*.

http://www.educationworld.com/a_tech/tech/tech011.shtml

Step Two: Facilitate the project in small collaborative groups.

Suggestions for project logistics, criteria, and timeline:

- Collaboration between language and content instructors is advisable when creating guiding questions and tasks.

- Require an interview with a business stakeholder identified in the Webquest as one source for the investigation. This contact could serve as a connection for target situational analysis (TSA), on-site experience, and job networking.
- Have students include elements of transportation, guide services, activities, lodging, and costs in the package proposal.
- Form small, balanced groups that take into consideration participants' levels of technology, linguistic, and collaborative skills. Encourage mutual support to solve problems, exchange knowledge, and participate equally within assigned roles.
- Facilitate the project in stages outlined in the table below over four to six weeks.

Laborda's (2009) stages are also included in Printable Teacher Resources, 2A:

Laborda's Webquest Stages as copies for group members will serve as a planning tool to scaffold the process, assist with task division, and schedule meetings.

Webquest Stage	Effects on Learning	Effects on Oral Development
Webquest is presented to the students	Relevant language structures and terminology are learned	Oral and written input is received from the teacher
Students meet and assign roles	Cooperative work, task assignment, social interaction, motivation	If some part of this work is done in class, they are likely to do it in L2
Students seek information individually (but in contact)	Passive and active reading, structure and vocabulary learning, negotiation and support (through cooperation), professional development (getting to know the market)	Exposure to new vocabulary for job contexts. It will probably be used in oral performance later
Students have a meeting to propose the package (better in class in front of the teacher)	Learners exchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Organize information for proposal and oral rehearsal
		Presentation in front of the teacher
		Feedback session
The group produces a report / booklet	Learners exchange information, social interaction, passive and active reading, structure and vocabulary	Written output will be incorporated into the final presentation

	learning, output after learning	
Presentation is given to the rest of the class (Alternatively, students could have a debriefing with a possible customer interested in the product)	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Previous organization and oral rehearsal
		Presentation in front of the teacher
		Feedback session

Laborda (2010, p. 262)

I recommend assigning a group task to create travel narratives in MapVivo.com as part of proposals for eco-tour packages. MapVivo is a user-friendly, interactive environment to describe travel experiences while expressing opinions, providing personalized views of tourist attractions, comparing costs, and interacting with world travelers. Instead of having groups produce a report or booklet as noted in the stages above, a multimedia narrative with the trip's itinerary, maps, destination descriptions, photos, and video clips would be a great substitute. This narrative could later be incorporated into the writing of digital story scripts for Project Two.

If time and resources do not permit trips to eco-destinations during the course, students may promote places they have already visited. They can learn more about local history, cultural aspects, and flora and fauna to include some detail. Explicit instructions on how to create travel narratives via MapVivo are included in Printable Teacher Resources, 2B: Create a Travel Journal: MapVivo.com. A design task for a web or print brochure could be part of a subsequent course for level B2.

Step 3: Presentations.

To build tighter connections between the Webquest and Digital Stories, I suggest merging presentations for these related projects. Final presentations for the Webquest

may be done in conjunction with presentations of Digital Stories in Week 8. The MapVivo travel journal may be used as a visual reference to summarize the narrative as groups report outcomes and present proposals. Recommendations for combining the presentations are available at the end of Project 2.

B. Project 2: Digital Storytelling (DST) (Weeks 5-8)

Step 1: Introduction to DST, Top-Down Reading

Introduce sample digital stories from the box below, or search online for ones that represent the local context. Archiving videos as the course is taught over time will also provide models. Resources below include articles on how DST is employed to increase travel to off-the-beaten path locations. Explore how this medium can change global perceptions about places that tend to be portrayed negatively in the media due to health problems, poverty, violent conflict, or political unrest. Within the process, model and have learners practice top-down reading skills. Using the first article linked below, model skimming and scanning to grasp key concepts, focus on sub-headings, important terms, and topic sentences. Model note-taking skills as participants comment on key understandings. This task also presents a great teachable moment for paraphrasing versus copying directly from the articles.

Tips for scaffolding top-down reading skills and understanding vocabulary in context:

- Option A: Pair half of the students to work with top-down reading strategies using the article in the second link, and pair half to work with the article in the third link. Pairs may read aloud together and negotiate meaning for unfamiliar terms, taking notes on main ideas and supporting details they want to highlight. Conduct report-out and brainstorming session on how DST may be useful to promote

destinations in the Mexican context despite negative publicity in recent years.

OR...

- Option B: Facilitate a jigsaw reading activity for the embedded links in the first article. Small groups practice top-down reading skills and note taking together. Then, group members disperse knowledge to the community by mixing to form new groups (with one member from each of the previous groups). Report out using notes to summarize the article read by the original group. Brainstorm about how DST or other alternative forms of advertising may be useful to promote destinations despite negative press generated about Mexico in the media.

Resources: Digital Storytelling Samples and Articles about DST and Tourism

Samples of DST for Ecotourism/Cultural Tourism – Introduce the project.

Ecotourism: Digital Story Project. uploaded by Duc Tam Nguyen, Dec. 5, 2012. A beautiful story by a young non-native English speaker that highlights environmental destruction in Vietnam and efforts to conserve nature. Includes an eco-tour taken by him and his family. Great usage of relevant vocabulary for the industry.

https://www.youtube.com/watch?v=xoLJyCxL_ns

My Community App - Cultural Preservation through Digital Storytelling. This DST is an excellent example that informs on language and culture loss for indigenous groups, which is very relevant in the Mexican context. The story highlights how community-driven efforts work to prevent this. Uploaded by Canadian Ecotourism Services, Jul. 8, 2013.

<https://www.youtube.com/watch?v=AGMzDyFckpo>

https://www.youtube.com/watch?v=xoLJyCxL_ns

Articles about DST and tourism – practice top-down reading skills:

TIES: The International Ecotourism Society. (1990-2014). Travel storytelling: How can stories help destination marketing? *TIES*. This article describes how unique personal voices and multisensory media can effectively promotion a destination with DST. Embedded links provide different approaches and photography tips.

<https://www.ecotourism.org/news/travel-storytelling-how-can-stories-help-destination->

[marketing](#)

Smith, J. (2014). How tourism can help Africa combat Ebola (and hear a good song). *WTM: Responsible Tourism*. This blog discusses how people in Africa are working to promote ecotourism after the Ebola scare in places that suffer from poaching during safaris.

<http://blog.wtmresponsibletourism.com/2014/11/24/tourism-ebola-campaign/>

Giraldi, R. (2014). Digital storytelling and tourism. Loyola Digital Advertising. This blog article discusses how digital storytelling and other alternative forms of advertising are helping to boost Nepal's tourism and provide an income source to otherwise impoverished communities.

<https://loyoladigitaladvertising.wordpress.com/2014/06/10/digital-storytelling-and-tourism/>

Step 2: Begin organizing the project in new small groups.

Assist members in assigning roles and responsibilities. Conduct procedural reading in groups and discuss the steps of DST using the links below. A checklist or flowchart for the design process with role assignments would help to organize and divide the workload according to the timeline.

Resources: Steps for creating digital stories.

The following video will help learners create a story with elements of: a focused point, a dramatic question to be answered in the story, human emotion, their own voice, pacing/rhythm, and a soundtrack in order to capture the viewer's attention and persuade them to visit a destination.

The Seven Elements of Digital Storytelling. Uploaded to YouTube by [kvnblndng](#), Oct. 24, 2009.

https://www.youtube.com/watch?v=a1f-FXgJZM&ebc=ANyPxKocfG130fBnTLnwIsyTNAWp7a9mxWInQZQBtWofpZRdau1rXC04A4WOPOuEEhJZUfP_AZ4Zh8c3fc_a0YDpwuwFDX8X2g

Morra, S. (2016). 8 Steps to Great Digital Storytelling. *EdTech for Teachers*. This site provides easy steps for creating DSTs. It includes visual aids, a process guide, and links to resources and apps for learners. A copy-ready form is also available for student self-assessment on their products.

<http://edtechteacher.org/8-steps-to-great-digital-storytelling-from-samantha-on-edudemic/>

Porter, B. (n. d.). DigiTales: The art of digital storytelling. *DigiTales* lays out story-making steps of scriptwriting, project planning, organizing folders, making the voiceover, adding soundtracks,

preparing media resources, editing, and putting it all together for the finished project. Includes links to additional resources such as apps and music/sound sources.

<http://www.digitales.us/resources/digitales-storymaking-steps/>

Step 3: The Writing and Design Process

Facilitate the writing stages for the script and have students begin storyboarding process: brainstorming, planning, drafting, revising, editing, and publishing. Choose elements from MapVivo journeys for scriptwriting (brainstorming, planning, drafting, revising, editing, and publishing). Storyboards serve to design sequence for text, voice-overs, pictures, videos, and music to set the tone and promote the destination. Links to templates and apps to facilitate the storyboarding process with digital tools are included in the websites above; however, students may prefer creating a storyboard by hand.

Suggestions for the collaborative design process:

- Assign equal responsibility for writing, speaking, and video production tasks.
- Have students exchange script drafts for peer feedback via blogs.
- Have students revise and edit, rehearse. Then add voice-overs and multimedia files.
- Use an app compatible with available devices.

Resource: App for Creating DST

Recommended App, WeVideo: a free, user-friendly video production app. for Android phones.
https://play.google.com/store/apps/details?id=com.wevideo.mobile.android&feature=search_result#?t=W251bGwsMSwxLDEsImNvbS53ZXZpZGVvLm1vYmlsZS5hbmRyb2lkI10.

Step 4: Give Presentations and Conduct Project Evaluations.

To save time and avoid overlapping objectives, I recommend connecting the Webquest and Digital Stories by merging the final presentations for the two projects in Week 8. The MapVivo journal may be used as a visual reference for the group to summarize the narrative in mini-presentations to report research findings and present proposals. The digital story itself will be the centerpiece of the presentation for Project 2. Following are some suggestions for knowledge dispersal and further discussion as part of final presentations:

- Have students summarize strategies used to promote the destination within the collective research and decision-making process. Mention aspects of coordinating the process and assigning responsibilities for research and design tasks.
- Have students discuss how multimedia travel narratives and social networking sites may promote destinations by conveying real-life experiences as opposed to reliance on commercialized promotional ads, websites, or videos.
- Have students discuss challenges in doing collaborative work, maintaining oral discourse in L2, and applying technology. Elaborate on strategies employed to solve technical problems, encourage full participation, and increase L2 proficiency.
- Have students share business connections made in efforts to network and open possibilities for target situational analysis (TSA) and field practica.
- Have students include information on how and why the destination was chosen as well as descriptions of area attractions: nature-based activities, conservation efforts, lodging options, history, agriculture, and culture.

- Have students avoid PowerPoint presentations that will likely be memorized or read verbatim from slides. The MapVivo narrative will serve as a visual aid to present maps, itineraries, and costs for the package trips. Q&A sessions may include further inquiries about the proposals and destinations.
- Viewing the digital story should take five minutes or less, making each group presentation about 15 to 20 minutes total. Presentations could be filmed for student self-reflection and assessment purposes, and could be uploaded to blogs for peer-to-peer feedback. A link for an online assessment format is provided in the resource box below.
- Invite fluent English users from the community, tourism and marketing professors, and business stakeholders to the presentations to provide oral feedback on content and language elements. These guests may also connect learners with more options for field practica and future jobs.

Resources for assessment.

Rubistar. (2013) *Digital Storytelling: Travel - The Perfect Vacation Destination*. 4Teachers.org.

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2329691&

Google forms. Reflection and self-assessment for learners.

<https://docs.google.com/forms/d/1f2ESmazGrU9UGJLBTMPSgqx-g7nxDL390GpFFQw26R8/viewform>

A peer evaluation rubric for group members is included in Printable Teacher Resources, 2C: Peer Evaluation Form for Group Work.

IV. Field Practica (Weeks 9-11)

IV. On-site Experience, Networking, and TSA	Target situational analysis. Identifying opportunities for field practica. Tools, resources, and advice for making connections and gathering data about work tasks and required skills.
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This component aims to support learners in exploring real-world business practices and on-site opportunities via online research, surveys, and interviews, and learning trips. Ultimately, the goal is to arrange structured internships or other formalized field practica, but taking first steps to research options and locate willing participants in local businesses and organizations would be practical. By requesting information, performing target situational analyses (TSA), and networking with business stakeholders through completion of the projects, learners will gain the benefit of industry expertise to help modify situational practices and get insider tips on finding desired positions.

A. The Positioning Model

As learners inquire directly about possibilities for on-site practica, they may direct their own learning process to prepare themselves for the experience while purposefully positioning themselves for job offers when opportunities arise (Kauffman, 2010). Experienced job seekers know that having inside connections and being at the right place at the right time is a big part of success. Though I have not accessed statistics for the Mexican context, Kauffman's (2010) data from the U.S. demonstrates that only about 20 to 30 percent of job openings are publicly advertised, and many of those jobs are offered to people with internal experience or contacts. Common knowledge in the local context

confirms a similar situation in the Yucatan, which is an underlying reason for including these activities.

Kauffman's (2010) positioning model, for those unfamiliar with this trend, describes job seekers as proactive in creating opportunities, versus the traditional model which starts with a job ad search, then a mailing of resumes, and then waiting to be contacted. Kaufmann describes today's paradigm as first clarifying professional goals, then, identifying desired work contexts to research those organizations with the purpose of approaching key people. Informational interviews or questionnaires can be conducted to find out: whether the job would be enjoyable, if a position there would lead to career advancement, and how quickly one might advance. In the case of facilitating this process in university settings, proposals for job shadowing or internships in conjunction with graduation requirements could lead to paid employment in the future.

An on-site practicum could take various forms over a year's time in extended programs, depending on learners' goals, time and location constraints, and willingness on the part of host institutions. This component may be open-ended and negotiated with instructors, with scaffolding activities designed for the desired job context, such as research and role-plays suggested to plan and guide a tour in Lo and Sheu's study (2008). With teachers supporting students in proactively networking, a wide variety of options will likely be generated.

B. Resources and Tips for Community Outreach and Networking

As mentioned within the projects section, an adaptable format to conduct target situational analysis (TSA) is included in Printable Teacher Resources, 2D: Questionnaire for Target Situational Analysis and Network Building.

- **Coordinate with school internship programs.** Local universities are generally linked with tourism projects, student exchange programs, and government agencies; utilize existing connections to their fullest potential.
- **Conduct community outreach.** Contact expatriate groups, language exchange groups, and student exchange programs. Solicit volunteers for guided short trips, conversation practice, discussion of experiences at local attractions/eco-lodges, or discussion of the pros and cons of regional ecotourism projects.
- **Make online connections.** Options for regional business networking are easily found online, including websites for eco-tour operators, eco-lodges and resorts, community-based eco-village projects, and Facebook pages for sustainable development projects.
- **Explore work exchange options.** WorkAway, HelpAway, and OpenMind Projects offer longer-term on-site experiences. Options and contact information can be accessed online. Hosts offer contexts such as hotels and eco-villages, eco-tour operations, organic farming projects, and bio-construction as part of sustainable development efforts.

Instructors may scaffold skills for e-mails, calls, and/or visits to request opportunities for internships, job shadowing, or volunteering. These forms of business communications may require explicit instruction according to local and international norms.

V. Learning Synthesis and Evaluations (Weeks 10-12)

V. Learning Synthesis and Evaluations	Course closure. Tools and advice to facilitate forum discussions and administer questionnaire. Learning synthesis via digital journals. questionnaire.
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A. Learning Synthesis via Digital Journals.

I recommend a final blog entry to synthesize what was gained in the learning process, and what challenges arose in acquiring new strategies, knowledge, and skills. This reflective writing task should aid in self-assessment and provide valuable feedback for instructors in designing and facilitating subsequent courses. It will also help learners organized their thoughts and ideas to respond to evaluations with more specific details as they rate the course's effectiveness as well as their own efforts and progress.

B. Evaluation Tools

Course evaluation tools are included in Printable Teacher Resources, 5A: Course Evaluation: Student Survey and 5B: Course Evaluation: Teachers and Business Liasons, and may be adapted according to the setting and audience. Modifying or borrowing from a sample is always helpful as preparation time is limited. By the same token, if the evaluations' structure and content fit course needs, the format is simply designed for online administration or in-person via printed copies. Basturkmen's (2009) guiding questions for course evaluation methods have been used as a base for the design, as outlined in the last section of Chapter Three. The following are a summary of the tools' purposes for the evaluation and a table outlining guiding questions that were used to create the surveys included in the Printable Teacher Resources section:

Students: Two course evaluations have been designed with statements to be rated according to a Likert Scale. Space is included for brief comments. One is focused on student perceptions of how much their confidence, knowledge, and skills have grown or improved as a result of the guide's supplementary components. The other evaluates the

effectiveness of experiential, task-based learning in small groups and the functioning level of mutual support among students within the community of practice.

Teachers and Experts: Focus group discussions can be conducted in person or online, and could be recorded to analyze successes, challenges, and deficiencies to influence improvement in subsequent courses. Emphasis is on the quantity and quality of coordination/collaboration, and suggestions are elicited to improve teacher support. Data should be analyzed to strengthen mechanisms that support teachers and networks to identify community liaisons.

Stakeholders	Guiding Questions and Methods for Course Evaluation Tools
Learners	<p>As a result of multimodal collaborative learning, do participants feel more prepared, confident, or empowered to compete for jobs in ecotourism using L2?</p> <p>Do they perceive a higher level of self-confidence in aural/oral competencies, intercultural competency, online research, critical thinking skills, and/or terminology usage?</p> <p>Did working in collaborative groups advance the learning process for English and technology applications? Were groups mutually supportive and balanced for responsibilities?</p> <p>The surveys was designed and applied for students to rate their own progress and experience in these areas using a Likert Scale. Space was provided to briefly comment on ratings.</p>
ESP Instructors, Content Experts, and Industry Professionals	<p>Were instructors adequately prepared to deliver what students needed and desired? What types of teacher support should be sought in subsequent courses?</p> <p>Did industry or content experts help clarify objectives, select resources, or modify activities? If so, how was this support useful? How could collaboration be improved to benefit all involved?</p> <p>Focus group discussions could be recorded to collect data on reported successes, challenges, and deficiencies. Qualitative data should be analyzed to improve support mechanisms.</p>

VI. Printable Teacher Resources

V. Printable Teacher Resources	Collection of printable tools and materials corresponding to process outlined in Sections I-IV.
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The adaptable, printable materials to follow are for busy teachers' convenience. Few have the extra time and effort to invest in the research and design process for teacher-created materials, which is why I have shared from my collection, searched online, and designed formats specifically for these course supplements. Having all of the components prepared allows teachers to put more energy into developing the content and personalizing the learning process. As researchers and ESP designers recommend, take advantage of ready-made resources to conserve valuable planning time (Basturkmen, Edwards, 2000; Yang, 2006).

Usage of printable materials is self-explanatory within the context of Sections I – IV. They are ordered and coded in sequence from pre-course to course evaluations. I recommend printing them as a set. A paperless classroom would be ideal, but hard copies of the following are likely more useful to carry out the corresponding procedures, tasks, and activities.

1A: Oral Discourse/Writing Skills Diagnostic & Needs Analysis

I. Oral Discourse Diagnostic

Teacher: Read the questions to the prospective student, jot down some notes on their responses, and rate their listening and speaking skills according to a rubric. Following is a web address to access the Cambridge English Language Assessment (2011) speaking skills assessment rubric at Level B1. While it cannot be copy and pasted from their document online, it can be printed out for classroom usage without violating copyright laws.

<http://www.cambridgeenglish.org/images/168618-assessing-speaking-performance-at-level-b1.pdf>

1. Describe the location, weather, culture, and/or food of your place of birth.
2. Describe your personality and character? What type of person are you?
3. Describe your family and your place of birth. Did you speak or hear English much as a child or teenager?
4. Describe your job and/or study program?
5. Describe your personal interests or favorite activities?
6. What did you do last week?
7. Where did you go on your last vacation? What did you do there?
8. Describe your plans for your next vacation or study break.

II. Writing Skills Diagnostic

Teacher: Ask the prospective student to answer the questions in writing using **complete sentences** rather than responding with simplistic short phrases. Rate the prospective student's writing skills according to a rubric. Following is a web address to access the Cambridge English Language Assessment (2014) writing skills assessment rubric at Level B1. While it cannot be copy and pasted from their document online, it can be printed out for classroom usage without violating copyright laws.

<http://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>

Writing Diagnostic: Please answer in complete sentences so that we may evaluate your writing skills in English.

1. How many years have you studied English? ____ Where?
2. Briefly describe your past experience in English courses. What activities did you like in your last course? What types of activities did not help you as a learner?
3. How do you feel about the necessity to learn English for work?
4. How confident do you feel about using technology in English for work contexts? Briefly explain your experience and skills in technology applications for professional situations.
5. In your opinion, what is your level of English in these four areas?
 - a. **Reading:** Basic ____ Low-Intermediate ____ Intermediate ____ High-Intermediate ____
 - b. **Writing:** Basic ____ Low-Intermediate ____ Intermediate ____ High-Intermediate ____
 - c. **Listening:** Basic ____ Low-Intermediate ____ Intermediate ____ High-Intermediate ____
 - d. **Speaking:** Basic ____ Low-Intermediate ____ Intermediate ____ High-Intermediate ____

Please comment on why you have a higher level in particular areas.

Please comment on why you have a lower level in particular areas.

6. How are you using English to communicate now? How do you plan to use English in the future? For work? School? Travel? Study? Friendship?
7. Are you working in tourism now? Are you in contact with people who work in tourism? Where? In what type of position?
8. What do you know about how technology is used in tourism jobs? How confident do you feel about using technology in English for work contexts? Briefly explain any experience and skills in using technology in professional situations.
9. What is your dream job in ecotourism? Why?
10. What do you want to learn from this course that will help you in your profession?

1B: Creating a Blog

Fast and easy instructions to create a class blog for teacher-student communications, sharing projects for peer-to-peer feedback, and/or formats for digital portfolios:

1. **Connect** online to www.blogger.com
2. If you already have a gmail account click on “**Sign in**” then click on “New blog” and follow directions below.

If you don’t have a gmail account, click on “Get Started” and set up your account, user name (email address) and password. Write it down with your other passwords!

3. **Skip** profile setup for now. This can be filled in later.
4. **Uncheck** “updates” or “feature announcements.” Click on “Not now” for advertisement suggestions.
5. On each page, scroll down and click on “**Continue to Blogger**”.
6. Click on **New Blog**.
7. Type in a **Blog Title**. For example: “ESP for Eco-tourism: Connections in the Digital World” or “Juliana Gomez: My English Learning Adventure”
8. Create **your address** based on your title, i.e. “espforecotourism”
9. **Select a design** template. You can customize your blog from a larger selection of templates later.
10. Click on **Create blog**
11. Click on **Start Posting**
12. **Write your first post** – For example, describe your profile as an ELT professional, English learner, or eco-tourism professional. State your purpose for creating the blog, and what you plan to accomplish.
13. Click on **Publish** then click on **View Blog** or **Preview** to see your blog.
14. **Copy the blog URL** from the website address bar and paste this URL in a course wiki or Google docs to share with instructors and group members. Be sure to list your name.
15. **Your blog URL** should look like the one below when posted in the list:
<http://espforecotourism.blogspot.com> (link to your blog)

NOT like this: <http://espforecotourism.blogspot.com/2012/05/introduction-to-pedro.html>
 (which links to an individual post)

If you have any difficulties setting up this blog or pasting your URL in an online list, ask for assistance from a group member. Always consult group members before making a request of the teacher if you need additional help, as this mutual support is part of working in communities of practice.

1C: Mix-and-Mingle Activity

1) Is there any unfamiliar vocabulary in the interview? Ask group members for help with definitions. **(5 minutes)**

2) Interview a different person for each question (2 minute limit). Start with people you don't know very well. Ask a question for brief discussion, with each partner responding with short answers. Take quick notes, and move to find a new partner. **(20 minutes)**

3) Discuss responses in small groups. Choose a note-taker to record observations. Choose a reporter to summarize discussion for the whole group. **(10 minutes)**

4) 10 minute quick-write: How can we support each other using our talents, interests, and experiences? What difficulties might we experience in collaborative projects? How can we share information in our community? How will this help us reach our goals?

Name	Question	Response – quick notes
	What can you teach someone else about technology applications?	
	What's exciting about communicating with multimedia technology?	
	What are you doing independently to improve your English this year?	
	How do you manage challenges or frustrations at school or work?	
	Are you working on any group projects for work or school? What's the best part about group work? The worst part?	
	What's one inspiring	

	thing a teacher, supervisor, or classmate says about your work?	
	Do you have a friend from a different culture? What are you learning from this connection?	
	Do you travel to natural places for recreation? Where? What activities do you enjoy outside the city?	
	What's your dream job in the ecotourism field? Why?	
	Do you read about life, culture, or travel in other places? Where? Why?	
	Do you practice English in the community or on vacation? Why or why not?	

2A: Laborda's (2009) Webquest Stages

Use the outline below to complete each stage of the Webquest in small groups. Noting scheduled meetings, timelines, and designated responsibilities will assist in time management and organizational strategies.

Webquest Stage	Effects on Learning	Effects on Oral Development
Webquest is presented to the students	Relevant language structures and terminology are learned	Oral and written input is received from the teacher
Students meet and assign roles	Cooperative work, task assignment, social interaction, motivation	If some part of this work is done in class they are likely to do it in L2
Students seek information individually (but in contact)	Passive and active reading, structure and vocabulary learning, negotiation and support (through cooperation), professional development (getting to know the market)	Exposure to new vocabulary for job contexts. It will probably be used in oral performance later
Students have a meeting to propose the package (better in class in front of the teacher)	Learners exchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Organize information for proposal and oral rehearsal
		Presentation in front of the teacher
		Feedback session
The group produces a report / booklet	Learners exchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Written output will be incorporated into the final presentation
A presentation is given to the rest of the class (Alternatively, students could have a debriefing with a possible customer interested in the product)	Learners interchange information, social interaction, passive and active reading, structure and vocabulary learning, output after learning	Organize information for presentation and oral rehearsal
		Presentation in front of the teacher
		Feedback session

2B: Create a Travel Journal: MapVivo.com

1. Within <http://mapvivo.com/>, click on **Sign Up** to create an account. Note the user name and password that you create on your list of usernames and passwords.
2. Open your e-mail, and click on the link to **activate the account**.
3. Now you are ready to create a travel journal! Just click on “**Create a travel journal**,” give your trip a title and description, and double click on the place where you want to start on the map. (Even if you don’t sign up first, you’ll be able to create the journey, and then register.)

First, make a chronological outline to narrate an eco-trip in the Yucatan. A trip that includes nature-based or eco-friendly activities is ideal. Later we will use the narrative in digital stories to promote the destination.

4. **Create at least 4 stops** on the trip to include transportation, activities, lodging, and costs. Each member is responsible for narrating the experience at one stop. Consider the audience, stating your opinion about lodging, activities, food, and transportation. Include costs. You will see the option to connect places on the map with lines or highway routes. For each new location, double click on the map, add a title and narrative description. Attach a **photo or video** from your data storage (click on the “add” button, upload the file).
5. When you are finished, click on “**Publish**.” Then click the “**Share**” button. E-mail it to your peer editor. Click on the box for “Notify me when there are new comments in this thread” so you will be alerted when your partner responds.
6. Peer feedback: **interact with your partners using the comment feature**. Make suggestions for description, grammar, or structural improvements, and ask 2-3 questions about each stop on the trip. When offering constructive criticism, make every effort to be polite, and comment on positive aspects. Log on a couple of times during the week to revise/edit and interact with your partner.
7. Finally, “**share**” it with your instructor and the other groups (via Google docs or class blog) by the deadline.

2C: Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members. For each person, indicate how much you agree or disagree with the statement,

Use a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree).

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

2D: Questionnaire for Target Situational Analysis and Network Building

Use the following grid to gather information about ecotourism businesses. Make contact with an owner, manager, or supervisor, and set an appointment to speak on the phone, via Skype or other video chat application, or conduct an on-site visit.

Student or group conducting Questionnaire:	
Name and type of business or organization:	
Types of field practicum or paid positions of interest to the student or group members:	
What types of services and products are offered to travelers? What is the target audience for marketing? What type of customers do they cater to?	
How do the services, products, facilities, and business practices correspond to a sustainable tourism model?	
How do mid-upper level employees use English and technology applications on the job? With whom is English used, and for what purposes?	
What are some any typical problems or dilemmas that need to be resolved within day-to-day operations?	
Are there possibilities for internships, volunteer, or seasonal work? How can I get information about hiring criteria and paid positions?	

5A: Course Evaluation: Student Survey

Rate your progress in this course with appropriate numbers, and comment in the spaces provided. This will be used to modify and improve learning resources and activities.

<p>How much do you agree or disagree with the following statements?</p> <p>In comparison to my level before the course...</p>	<p>0 = I completely disagree. 1 = I mostly disagree. 2 = I'm not sure. 3 = I mostly agree. 4 = I totally agree.</p> <p>Please select a response from ratings above and make brief comments.</p>
<p>I feel more prepared to compete for future jobs because my English has improved.</p>	
<p>I feel more self-confident about my abilities to speak and listen in conversations related to work.</p>	
<p>I have a better understanding about foreign cultures that will help me in cross-cultural communications.</p>	
<p>I feel more comfortable about conducting online research for collaborative group projects.</p>	
<p>I have improved my critical thinking skills. (abilities to analyze, critique, compare, synthesize information)</p>	
<p>I am more comfortable using industry terminology in speaking and writing.</p>	
<p>I improved my knowledge and skills with digital tools for promoting travel destinations.</p>	

5B: Course Evaluation: Teachers/Business Liaisons

Prepare for focus group discussions by making notes on successes, challenges, and deficiencies to influence improvement. This will assist in building stronger connections for collaboration with local business leaders and content-area specialists to improve to benefit instructors and students in subsequent courses.

<p>Evaluating Teacher Support and Collaborative Efforts. English for Ecotourism Level B1.</p> <p>Your role:</p>	<p>Reflect upon the questions, and take notes in preparation for focus group. Briefly comment on strengths and weaknesses.</p>
<p>Were instructors adequately prepared to deliver what students needed and desired?</p>	
<p>How did content specialists help shape learning? How involved were they in choosing materials, clarifying objectives, or adapting projects?</p>	
<p>Did industry experts and business stakeholders share valuable knowledge, tips, or experience?</p>	
<p>Were any connections made for possible on-site practicum, job shadowing, or employment?</p>	
<p>What data were collected for target situational analysis (TSA)? Surveys? Film Footage? Discourse samples?</p>	
<p>How could collaboration be improved to benefit students, instructors, and the business community?</p>	

5C: Evaluation for Collaborative Processes: Student Participants.

Evaluate the level of mutual support among participants and experiential learning in the community of practice. Select the appropriate number on the scale from 0 to 4, and comment in the spaces provided. This will help in improving collaboration and participation in subsequent courses.

<p>Evaluating Collaboration in Communities of Practice. One talent you offered to the team:</p>	<p>0 = I completely disagree. 1 = I mostly disagree. 2 = I'm not sure. 3 = I mostly agree. 4 = I totally agree.</p>
<p>Collaboration with others helped me improve my English and technology skills.</p>	
<p>Collaborative work in my groups was balanced, with members sharing responsibilities equally.</p>	
<p>Collaborative work in my groups helped me practice new strategies and solve problems.</p>	
<p>Collaboration with instructors and business experts helped me clarify my goals and what I need to learn.</p>	
<p>I enjoyed helping, teaching, or tutoring other group members when they needed support.</p>	
<p>Collaboration in small groups helped save time because we shared the work and information.</p>	
<p>I felt comfortable asking for help from group members in moments of frustration or indecision.</p>	

VI. Resources: Cross-Cultural Awareness and Communication

VI. Resources for Cross-Cultural Awareness and Global Issues	Additional online resources and activities to support cross-cultural competency.
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These resources are to be used as instructors see fit to increase awareness and generate discussion. This component is open-ended as future participants could have vastly different learning needs and schema, depending on whether they have traveled, lived abroad, or worked with diverse populations. Also, if the guide supplements ESP curriculum within a university or certificate program, it would be optimal to coordinate cross-cultural communication activities with content area instructors. If utilized within business settings, the instructor will likely have access to multimedia sources, personnel from various backgrounds, and international clients that expose learners to diverse accents, global issues, and multicultural viewpoints. Integrating international voices within homogenous EFL contexts will support listening skills development and cultural understanding that will be essentials in international tourism contexts.

<p>Breaking down stereotypes</p>	<p>Stereotypes and Intercultural Communications: Uploaded by Rudirider1 (2012). A student-made video incorporating young people’s voices from diverse cultures. Reveals European stereotypes about Americans, and explains the importance of exposure for understanding and breaking down bias/prejudices for global communications</p> <p>https://www.youtube.com/watch?v=LQQtoyStMe4</p> <p>TedTalks: The Danger of a Single Story. A Nigerian native, Chimamanda Ngozi Adichie (2009), speaks of perpetuated human ignorance and negative stereotypes toward the “other” as negative images are projected via literature and the mass media. Narrow-minded, distorted views of other cultures are commonly presented about groups of people and their nations, yet ordinary people may empower themselves by telling their own stories to reshape the world’s perception.</p>
<p>Cross-Cultural Perspectives in Business</p>	<p>http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</p> <p>Diversity in Tourism, Cross-cultural communications (Malta Tourism Authority)</p> <p>Explains the importance of cross-cultural communications training for employees working with international travelers. Presented with diverse accents with subtitles to ease comprehension. (A Google video search for “intercultural communications tourism” provides an extended list of educational videos from business and personal perspectives.)</p> <p>https://www.youtube.com/watch?v=zr3ogpMD_Qg</p> <p>Defining cultural competence: video by Louise Giesbrecht. Great for introducing the concept.</p> <p>https://www.youtube.com/watch?v=SJqBhLgSNQY</p>
<p>Connections to history and diversity in Latin America</p>	<p>Latin Asians: Pina’s (2015) video presents historical events such as Transatlantic commerce that have long connected Asia to Latin America. Includes personal stories to build knowledge and awareness about Latin Asians.</p> <p>https://www.youtube.com/watch?v=Fwnsz_9BMn0</p> <p>Black Latinos. HuffPost LatinoVoices, Facebook, posted March 28, 2016.</p> <p>https://www.facebook.com/HuffPostLatinoVoices/videos/1295475267134866/?pnref=story</p>
<p>Videos made by young people: exposing cultural myths, exploring viewpoints</p>	<p>Asian Stereotypes: FungBros Comedy (2013) – Cultural Myths and Stereotypes. Humorous view on what other Americans believe about Asian Americans.</p> <p>https://www.youtube.com/watch?v=PPbvhfYQuM0</p>

Activities & Ready-made Lesson Plans	<p>What Asians think about Latinos? Que piensan los Asiaticos de los latinos?</p> <p>Style's (2016) video in which a young Mexican woman interviews her multilingual Chinese friend in the U.S. about her views of Latinos. She also discusses her views of doing business with Koreans.</p> <p>https://www.youtube.com/watch?v=KfT720VOXVA</p> <p>ESL Flow- lessons, activities/exercises, vocabulary, discussion on topics related to intercultural awareness and communications for tourism</p> <p>http://www.eslflow.com/interculturalcommunication.html</p> <p>LinguaHouse.com (2008-2017). ESL lesson plans built around videos. The link opens to lesson based on a TedTalk about stopping illegal logging with cellphone technology. There is also a tab for learners to improve General English independently.</p> <p>http://www.linguahouse.com/esl-lesson-plans/general-english/ed249187-e95e-4a14-258b-6eee8d45dfbc/saving-the-rainforest.html?crs=Crs_317566e6-ef02-ce14-0916-df65d0eafd4c&lev=Level_d13da320-cdc9-6244-49c2-84af9a659fba</p>
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Conclusion

Chapter Four presented the companion instructional guide with the purpose of integrating multimodal tools and learning resources for usage in communities of practice. True to its goals, the guide focus on connecting the ESP classroom to applied practice for work. By providing step-by-step guidance and resources needed to foster community building and scaffold progress in L2 and technology skills, instructors should be able to expend more energy on creating a learner-centered experience. The printable materials and additional online resources are luxuries that I wish I had had as an instructor for private classes, and they will surely reduce my own workload in future courses for learners in ecotourism. The unfortunate part about including online resource links is that they are subject to change or disappear, but the guide provides enough samples to get teachers started on their journeys.

Chapter Five will begin by linking the guide's goals and anticipated outcomes back to the literature review. Next, I explore ideas for the guide's potential use across diverse settings and regions. Then, I discuss limitations that may present future challenges in the Mexican EFL context as that is the region with which I have the most familiarity and experience with adult English learners and language institutes. Finally, I propose directions for further research and reflect on the design process.

CHAPTER FIVE

Conclusion

Tying the Guide to Research and Experience

Following the current paradigm shift in language instruction for adults entering globalized businesses, I have worked to create a guide to supplement ESP courses for ecotourism to make the learning process student-driven and linked to real job contexts. First, the guide provides methods and materials to conduct initial and ongoing needs analysis (Ananyeva, 2014; Basturkmen, 2012; Edwards, 2000; Yang, 2006), which I have lacked in previous courses. While every ESP course will be different based on learners' needs and interests for work, it is possible to predict learning gaps that typically hinder adults in their quest to secure fulfilling jobs with a decent salary. Gaps in oral/aural skills, applied technology, and critical thinking that have been observed by teacher-researchers as well as deficiencies reported by business stakeholders, confirming what I have witnessed teaching in Mexico (Acosta, 2003; Crosling & Ward, 2002; Jones & Haven-Tang, 2005; Kunyot, 2005; Laborada, 2009; Liu, 2009; Lo & Shiu, 2008; Yang, 2006). It therefore seems justified to have focused the instructional guide on applied L2 usage within interactive oral discourse while using authentic online resources to analyze information, solve problems, design publicity materials, and develop networking skills.

Norton's work (1995, 2010) on critical pedagogy and identity theory and Cope and Kalantzis' (2009) multiliteracies pedagogy also influenced choices made for the guide's methodology and content. Inspired by Norton's work (1995, 2010) on learner-

centered literacy education, the guide is designed to encourage a sense of ownership and investment among learners via collaborative projects and high interest content, rather than dictate knowledge to be memorized individually and repeated on standardized written assessments. Based on recommendations from the literature review, learners engaged in the guide's projects will move beyond grammar and vocabulary lessons, stepping out of comfort zones and taking risks to negotiate meaning, analyze authentic texts, discuss ideas, devise solutions, and design multimedia products (Ajayi, 2008; Alcantud-Diaz et al, 2014; Cope & Kalantzis, 2009; Gee, 2000; Laborda, 2009; Miller & McVee, 2012; New London Group, 2000; Yang, 2006). The ultimate goal is that ESP teachers can more effectively incorporate resources and design materials to improve in EIL usage so that adults are prepared with knowledge and skills to land better jobs and promote business growth in the ecotourism industry. While I have always worked towards this goal, I have lacked the structure and resources that the guide provides.

After reflecting on my teaching experience, observations as a judge for tourism presentations, and interviews with bilingual professionals, it seems obvious that the typical adult English learner will need scaffolding to fully participate in situated practice to build discourse skills within authentic contexts. Though analyzing web content and creating digital products in L2 may prove to be challenging, with the guide's help ESP teachers should have better tools and resources than I did starting out several years ago. I also believe in students' abilities to support one another within communities of practice, but each instructor will have to find his or her way via the interactive journals and more personalized planning to help students reach their full potential. By experimenting with the methods I have uncovered through research, I hope that learners like the young lady

in the language institute who cried when she failed the course and the tourism student who only responded with *no se* (I don't know) during the Q&A session will be better served.

Implementing the Guide Across Diverse Settings

Though the most obvious context for the guide's implementation is at the university or vocational college level, I believe it also has potential to be effective in high school settings, specialized classes in language institutes or government-sponsored programs, or for adults in community-based groups. Much of the research from the literature review that I used in choosing methods and content was conducted in universities (Alcantud-Diaz, et al, 2014; Christiansen & Koelzer, 2016; Iglesias, 2014; Laborda, 2010; Lo & Sheu, 2008; Perez Cañado, 2010; Thompson, 2011), but other studies on developing effective ESP instruction were carried out in private settings with working adults (Edwards, 2000; Yang, 2006). Liu (2009) and Kunyot (2005) focused more on L2 acquisition for work with learners attending vocational colleges. Scholarly works on critical pedagogy, multiliteracies education, and transformative learning have advocated for curricular reform in L2 and literacy education across diverse populations including adults working in globalized industries, high school students, and teachers in training (Ajayi, 2008; Miller & McVey, 2012; New London Group, 2009; Norton, 1995, 2010).

Looking at the local context in Merida and Southeastern Mexico, specialized English instruction for tourism is being offered by various entities, including SECTUR, London House, and Universidad del Valle. Also working to promote English fluency for community-based groups in tourism in the Yucatan are NGOs and student exchange

programs. As mentioned in the Introduction, I was able to identify colleges and certificate programs providing similar ESP instruction in nearby states. What I have not found are courses with specific objectives to boost L2 usage via technology, on-site experience, and collaboration for adults and young people from low-income backgrounds struggling to enter better-paid, higher level employment in ecotourism specifically. In the future I would like to team up with like-minded groups and individuals to experiment with the guide in ESP courses for those who would benefit most, and with younger students who are in the process of deciding what to do as they enter adulthood. I will elaborate on this in the Directions for Future Research section.

Limitations

Just as all humans and systems are fallible and at times do not achieve their goals, this design aimed at giving Mexican tourism workers a better chance in life may not succeed, especially against the odds that we face in this EIL context. Considering what Gee (2009) says about educators not always being able to catch learners up when ultimately the system has failed to teach them effective strategies, it seems that I must accept that even the best laid plan may fail. It is also important to remember issues of power imbalances in the world in recalling the perspective Carlos Fuentes presents of two Mexicos, which is no accident. My instructional guide is meant to serve as an equalizer, but I can see a few aspects of its design that may not function well in reality as opposed to how its methods should work in an ideal world.

First, speaking to the issue of technology in Mexico, there are certainly many teaching contexts in which inaccessibility will prevent or severely hinder progress in the guide's objectives to support applied L2 usage in this area. Especially in rural areas or

schools that are not built for the wealthiest students, instructors wishing to use the guide may find that there is little to no access to the Internet, or the signal fades in and out, and many families cannot afford to pay for Internet service in their homes. Classrooms lacking projectors or updated computers may also be a tough issue to face. Though many Americans see constant access to high quality technology as a given or indispensable for living and studying, it is certainly a luxury for Mexicans who live at or below the poverty line. In such cases instructors must be prepared to work with copies, and they may be forced to pay for them. In other words, this project may be simply unfeasible in some situations, but dedicated individuals may find a way to borrow facilities or secure grant funding to equip a classroom for students in need.

Another potential obstacle that stands out is the feasibility of carrying out quality field practica or on-site experience that truly speaks to students' aspirations to become ecotourism professionals or future business owners in the field. As stated earlier by Jones and Haven-Tang (2005), small-to-medium sized tourism businesses have not provided adequate opportunities in this area. It is common knowledge that there is a glass ceiling within tourism unless one is well-connected via family or friends in high places. The other issue is the limitation of time within a typical course to support learners in accessing on-site experience that is meaningfully connected to their dream jobs. Instructors will have to do their best to use the ideas provided in the section on Field Practica section of the guide. Being creative and persistent many times yields unexpected rewards, yet this limitation is something we have to be prepared to accept in some cases. Encouraging students to see the sky as the limit may be the key to them learning to open their own doors despite difficulties or people who tell them it simply cannot be done.

Finally, I have found that within groups there are usually a few who are reluctant to try new strategies, or may give up too easily if the task seems challenging. These behaviors are self-defeating for learners who could achieve higher fluency. Unfortunately, after years of being trained as passive learners within textbook-dependent teacher-centered courses, some may simply be reluctant to take initiative, and instructors are sometimes not sure how to help (Acosta, 2003; Kunyot, 2005; Laborda, 2009; Liu, 2009; Yang, 2006). Many Mexican learners experience shame and embarrassment, as my interviewees emphasized and my experience has confirmed, and do everything they can to avoid losing face. In these cases I recommend working with students to be brave and not ridicule or criticize each other as we all experience stumbling blocks on the road to success. As emphasized in the literature review, EFL instructors need to provide intensive support for oral production and increase opportunities for interactive discourse in authentic, meaningful contexts (Acosta, 2003; Ajayi, 2008; Crosling & Ward, 2002; Laborda, 2009; Liu, 2009; Lo & Sheu, 2008; Kunyot, 2005; Yang, 2006). By encouraging cooperative, dynamic small-group communications, facilitators should have a higher success rate in counteracting unproductive habits or passive learning styles that may have developed in previous courses.

It is also necessary to raise awareness for adult learners to understand that “perfecting” their English in a semester is not realistic, nor is it the overall objective of the design for my instructional guide. Again, fostering community and maintaining a low-affective filter with mutual learner support is essential to help shy or less vocal students be active risk takers in L2 acquisition.

Directions for Further Research

As previously mentioned, I believe that this project holds great potential as the basis for action research with actual students in efforts to find better answers for the way Mexicans and other EFL learners are prepared to enter the job world that demands advanced English skills. Certainly creating longer lists of standards and objectives or insisting that instructors cover every page in a textbook has not resolved the teaching dilemmas described in Chapters One and Two. I must admit, though, I do not expect immediate or easy success because of an unequal system of education that has long been in place, and those who hold power in Mexico obviously have little desire to see the working poor or lower-middle class rise up in the ranks. As the British Council (2015) states in a detailed report examining policy and influencing factors on English education in Mexico, a plan on paper to create “a viable international workforce to attract multinational corporations” via EFL instruction is, in reality, a complex endeavor.

Beginning the report, authors assert that

“implementing such a plan within a decentralised education system in a country characterised by divisive income disparity and defined indigenous populations is a formidable task, with outcomes that, in the near-term, may not be easily gauged or measured.” (p. 4)

I do feel comforted by the fact that other teacher-researchers such as those published within journals like MEXTESOL are making the effort, and I hope one day to collaborate with those scholars on research and implement projects to integrate more technology, interactive discourse, critical thinking skills, and cooperative group work into adult language learner contexts. According to the British Council (2015) and the body of

research in the literature review, it is also important to acknowledge the impact that elementary and secondary English education has on learners (Acosta, 2003; Gee, 2000; Liu, 2009; Miller & McVey, 2012; Sierra, 1993; Yang, 2006), so my wish is that further research and action for reforming curricula be implemented in L2 instruction for youth. Adapting this project for adolescents and teens could make a positive impact, not only on their level of English acquisition, but also in the directions they choose for the future. Young minds are generally more open to finding alternative ways of existing and earning a living, so I hope this research is furthered to promote healthy ecology for enjoyment as well as local business endeavors that their children will embark on in the future.

In regards to rural and indigenous populations who stand to benefit the most from English proficiency as the ecotourism industry grows, I would like to propose action research projects with non-governmental organizations that have already been working to support cooperative community-based groups to improve their life prospects via L2 acquisition, conservation of natural resources, and accommodations for international tourists. Perhaps this instructional guide will be useful in supporting empowerment for those who remain in the deepest levels of economic oppression. It would be interesting to see how older teens and adults in isolated communities react to and grow within learner-centered instruction that implements the approach and methods in conducting Webquests and creating Digital Stories. They would have the opportunity to access information, make their voices heard, and share unique cultural experiences with the world.

As the British Council (2015) claims, real growth and progress in L2 education may be difficult to gauge or measure on a large scale, but smaller action research projects

on the local level may prove fruitful in communities that have a lot to offer to travelers in eco- or cultural tourism. If instructors focus on scaffolding to close learning gaps left from previous English courses, I predict higher rates of success for students who are motivated to try new strategies within the guide's projects. For example, providing access to authentic texts with explicit instruction to build top-down reading strategies and note-taking skills within research and writing activities for Webquests and Digital Stories will be key to helping students overcome limitations and feel a sense of accomplishment.

The guide should aid instructors in personalizing the L2 learning process, as a supportive tool in the absence of clear-cut methods to link the classroom to specialized language skills for job contexts that tend to be neglected due to a lack of clear standards or consistently used learner-centered ESP model (Ananyeva, 2014; Basturkmen, 2012; Yang, 2006). The guide incorporates travel narratives, package proposals, and promotional videos aimed at cultivating real-world skills through situated practice for ecotourism business growth, helping students become "portfolio people" in their field (Cope & Kalantzis, 2009; Gee, 2000). As research continues in this direction, I hope to collaborate with instructors in diverse ESP teaching situations to identify quality methods, resources, tools, and activities to mitigate learning gaps, especially for learners from underprivileged, isolated communities.

Final Reflections

Though not without challenges, the guide should aid instructors in personalizing the learning process for adults wishing to thrive in ecotourism work. I hope it is an effective tool in the absence of clear-cut methods or instructions on how to link the classroom to specialized language, technical, and soft skills needed for job contexts.

Chapter Two affirms this difficulty in designing curricula connected to demands at work, in part due to a lack of clear standards or consistently used learner-centered model for ESP instruction (Ananyeva, 2014; Basturkmen, 2012; Yang, 2006); the guide's resources, materials, and recommendations are in response to this dilemma. Though the project was time-consuming, it will save time in preparing future ESP courses for ecotourism, which I plan to offer next year in Veracruz, providing what I hope will be a better alternative than a typical language institute's program.

In several aspects, the guide tries to emulate the curricular reform enacted by the EHEA (2014), but as concluded in the case of the University of Jaén, this level of change is complicated to manifest if colleagues or administrators resist transitions or remain unsure about benefits of learner-centered instruction with various learning modalities. Situated practice with open-ended multimodal projects and digital design presents a large contrast to traditional EIL courses that devote the bulk of instructional time to grammar presentations, formulaic conversations, and texts modified for language learners (Cope & Kalantzis, 2009; Perez Cañado, 2010). Traditional instructors may be left behind in the paradigm shift, making it essential to stay updated on ELT methods related to the constant changes in technology and global businesses practices. I hope the guide serves to influence ESP course design, further the research, and inspire language teachers' creativity as they experiment with their own learners.

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