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COLLEGE OF EDUCATION**

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DEGREE IN ENGLISH**

**TOPIC**

**BASIC ENGLISH CATALOG FOR EFFECTIVE  
COMMUNICATION FOR TAXI DRIVERS IN MANTA**

**RESEARCH LINE**

**ENGLISH IN THE SOCIETY OF KNOWLEDGE**

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## **CERTIFICACIÓN**

En mi calidad de Director del Trabajo de Titulación de la Facultad de Ciencias de la Educación de la Universidad Laica “Eloy Alfaro” de Manabí.

### **CERTIFICO:**

Haber dirigido y revisado la Trabajo de titulación:

#### **BASIC ENGLISH CATALOG FOR EFFECTIVE COMMUNICATION FOR TAXI DRIVERS IN MANTA**

Considero que este trabajo cumple con los requisitos solicitados y tiene los méritos suficientes para ser sometido a la evaluación del jurado examinador que las autoridades de la Facultad de Ciencias de la Educación designen.

Manta, Diciembre 10 del 2015.

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## **AUTORÍA**

Las ideas, opiniones, conceptos, gráficos, esquemas de planificaciones, y conclusiones del presente Trabajo de Titulación

### **BASIC ENGLISH CATALOG FOR EFFECTIVE COMMUNICATION FOR TAXI DRIVERS IN MANTA**

Son de exclusiva responsabilidad del autor.

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## **ABSTRACT**

Most taxi drivers in Manta do not have sufficient proficiency and knowledge of the English language, and this may be an obstacle when attempting to communicate with English speakers, who come to visit Ecuador.

Numerous observations have extrapolated that there is an imminent need for taxi drivers to enhance their communication skills in English, not only for the taxi drivers themselves, but also for the benefits of foreigners entering our country. Thus, this abstract includes a Basic-English, training catalog for a group of 45 taxi drivers, who may act as ambassadors. The measuring instruments applied in this research investigation are: qualitative-quantities assessments of English skills within each driver, as means to determine an English-entry level. The results of the research will show that drivers will move up in levels, so that communication in English is more fluent.

The English Catalog will contain phrases, expressions, and vocabularies related to their needs and focused on daily services that they provide to English-speaking tourists in showing them the pleasant, safe, and wonderful city of Manta.

**Keywords:** Andragogy, touristic transportation, bilingualism, communication in tourism, and tourism safety.

## **ABSTRAIT**

La plupart des chauffeurs de taxi de Manta ne possèdent pas les connaissances de la langue anglaise, ce qui peut être un obstacle lorsque l'on tente de communiquer avec des anglophones qui viennent visiter l'Equateur.

De nombreuses observations ont conclu qu'il ya un grand besoin de chauffeurs de taxi à améliorer leurs compétences en communication en anglais, non seulement pour le chauffeur de taxi lui-même, mais aussi pour le bénéfice des étrangers à entrer dans notre pays. Ainsi, ce résumé comprend un catalogue de formation de base en anglais pour un groupe de 45 chauffeurs de taxi qui peuvent agir comme ambassadeurs. Les instruments de mesure appliquée dans l'enquête de recherche sont: les quantités qualitatives diagnostic des compétences en anglais au sein de chaque pilote comme un moyen pour déterminer un niveau d'entrée anglais. Les résultats de la recherche seront montrer que les conducteurs se déplacent dans les niveaux afin que la communication en anglais est fluide.

Le catalogue anglais contiendra des phrases, des expressions et des vocabulaires liés à leurs besoins et ciblée pour le service qu'ils donnent aux touristes anglophones en montrant une Manta agréable, sûr et merveilleux.

**Mots clés:** Andragogie, transport touristique; bilinguisme; communication dans le tourisme; sécurité tourisme.

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## **INTRODUCTION**

Manta is an international hub with a combination of features such as the Intercontinental Seaport Transfer, the International Airport, the Harbor National Land, and the greater metropolitan center, which is no better place to train taxi drivers. The vision of this project is to convey a growing demand for English-speaking taxi drivers in Manta to improve communication and services. Hence, the English-training program will be held at the Department of Tourism at Murcielago Beach. Consequently, there will be an assessment of language skills, prepared topics, plans, and content focused on taxi drivers' needs, including many activities emphasizing vocabularies, pronunciations, listening skills, and practiced dialogues. With the enhanced skills of trained English-speaking taxi drivers, as suggested, tourists should feel more welcome. Feeling welcome means feeling more comfortable, and feeling more comfortable means adding more economic revenue to the country. In return, taxi drivers may also see personal economic benefits.

Transportation is required for local development of tourism, which includes the services of taxi drivers with a basic knowledge of the English language to assist tourists with activities. There exist 17 yellow cooperatives and 8 executive taxi services, which are available to visitors and residents 24 hours every day. Most taxi units were upgraded in 2008 under the chatarrización plan of the government, which provided more modern equipment of air conditioners, security systems with internal cameras, panic buttons, and mandatory accident and travel insurance under SOAT, "SEGURO OBLIGATORIO DE ACCIDENTE DE TRANSITO".

The question to answer in this research is: Can taxi drivers communicate effectively when they use the Basic English Catalog?

## **JUSTIFICATION**

It is determined in Ecuador, as a local socio-economic developmental strategy in Manta, to change to a more productive mode; taxi transportation services are a significant factor contributing on an operational level to the development of tourism.

Regulation 4 is meant to improve life in Ecuador by granting citizens the right to an education; therefore, it is necessary to formulate proficient levels of instruction for 25 professional taxi drivers, which as a priority of high importance is to encourage the necessity to learn English.

Manta is noted for beautiful beaches and places of adventure and relaxation with an unlimited, potential development for touristic activities. The following are the most popular tourist beaches: Murcielago Beach, Barbasquillo Beach, Tarqui Beach, Los Esteros Beach, San Mateo Beach, Santa Marianita Beach, and Jaramijo Beach. Manta has many festivals, bazaars, and parades every year. Some of them include: the Commerce Festival, Religious Festivals such as San Pedro and San Pablo, and the Founding of Manta Parades.

Some places of adventure and relaxation include: Pacoche Forest, Montecristi for making straw and Panamanian hats, museums, churches, nightclubs, disco bars, restaurants, mud baths, and beauty salons with massages, kite sailing, boat tours, and exercise activities.

Manta offers some exceptional dishes such as viche de pescado (fish), creole chicken soup, corviche, and empanadas made with green plantains with fish or meat.

The tourism industry in the province of Manabi is potentially one of the most productive examples, in which the city of Manta has a huge infrastructure of hotels, beverage and food services, and diverse activities. ULEAM University offers majors in

hotel management, tourism, and the English language, which substantiates research investigations in the fields of tourism, languages, and transportation services.

Most foreigners currently arriving in Manta, especially on cruise ships, are met by taxi drivers who do not speak or know very little English. Ecuador is known as a country that welcomes tourists by offering an infinite variety of tours, trips, and excursions. Manta is also known as an important city, not only for crafts, but for its culture and history. Knowingly, this project has been supervised by a sponsor who is aware of the problem occurring in the city of Manta with non-English taxi drivers, who are greeted by many international tourists not speaking Spanish. How fantastic it would be if tourists came to Ecuador, and especially to Manta, and would be greeted and accommodated by English-speaking taxi drivers!

## **GENERAL OBJECTIVE**

Improve communication in the English language among taxi drivers with foreign clients in the city of Manta.

## **SPECIFIC OBJECTIVES**

1. Assess levels of the English language in knowledge and comprehension for Manta taxi drivers.
2. Design a tool to improve basic English, communication skills amongst taxi drivers and English-speaking visitors.
3. Assess the communicative Basic English Catalog efficiency by surveying 25 taxi drivers in Manta.
4. Perform a final analysis of the survey data.

## **METHODOLOGY**

The present research reverts to the methodology of qualitative research. It endorses ethnographic research techniques, taking advantage of the fact that the researcher is involved in the profession of a taxi driver working in the city of Manta. It allows the fulfillment of the principles of ethnographic study with a perfect understanding of the complexities of the sector of taxi services.

To assess the level of knowledge in the English language of taxi drivers in Manta, we have the cooperation of 25 cab drivers of various cooperatives in the city of Manta (6 women and 19 men). It is a heterogeneous sample, in which age is a diverse factor in the range of 21 to 57 years old.

### **Perspective Used in the Evaluation with Communicative Tools**

**Context Topics:** Vocabulary, expressions, and pronunciations based on needs.

**Vocabulary:** Setting up groups of words to help cab drivers understand the full meaning of how to use these words.

**Expressions:** Greeting expressions including pronunciations.

**Basic English:** The verb, “to be”, with present, past, and future tenses.

**Role-Plays:** Practicing expressions and dialogues aloud.

**Multimedia:** Videos, movies, CDs, and software in English.



## **STUDY SAMPLES**

Manta, as being central to activity and traffic especially in tourism, was chosen as the city to conduct the research in. There is an excessive amount of taxi drivers, who have no knowledge of the English language. Hence, the research will invite 25 taxi drivers from different cooperatives in Manta, who are registered by the Department of Tourism, to participate and render services for tourists arriving on cruise ships, airlines, buses, etc.

### **Support of Theoretical Fundamentals**

This project emphasizes a communicative paradigm of the need to explore ways to overcome language barriers with other direct methods to promote communication with taxi drivers and English-speaking passengers.

## **Conceptual Frame Work**

### **Andragogy**

Andragogy is a theory developed by Knowles (1913-1997), which differentiates the needs of adult learners from those of juveniles and uses the term andragogy to describe the specific methods, which should be employed in the education of adults. Andragogy requires that adult learners be involved in the identification of their learning needs and the planning of how those needs are satisfied. Learning should be an active rather than a passive process. Adult learning is most effective when concerned with solving problems that have relevance to the learners' everyday experiences.

### **Touristic Transportation**

This consists of a touristic activity determined by Article 5 of the Law of Tourism in Ecuador. It is the act or process of moving visitors from one place to another, a way of traveling from one place to another place, or a system for moving passengers or goods from one place to another. (Gabucha, 2011).

### **Bilingualism**

This is the ability to use two languages, especially with equal or nearly equal fluency. It denotes using two languages in some proportion in order to facilitate learning by students, who have a native proficiency in one language and are acquiring proficiency in the other.

### **Communication in Tourism**

In freedictionary.com, the term "communication in tourism" is referred to as the exchange of thoughts, messages, and information, as by speech, signals, writing, or behavior in recreational traveling, vacationing, and sightseeing.

## **Tourism Safety**

In the [businessdictionary.com](http://businessdictionary.com), the term “tourism safety” is relative to freedom from danger, risk, or threat of harm, injury, or loss to person and/or property, whether caused deliberately or by accident while promoting traveling or services to visitors.

## **FRAMEWORK**

### **The Taxi service**

According to the law under Article 57 of ground transportation, traffic, and road safety, “We called a touristic and commercial transportation service when we refer a transport service to third parties for an economic benefit.” For operating a commercial transport, it requires an operating permit or license under the terms established by this law and regulations under Article 57.

In addition to the above transport services, we have school transports, institutional service transports, tourisms transports, which will be provided by authorized companies that meet the requirements that are established by the ...” (National Assembly, 2008).

The word ‘Taxi’, according to the Dictionary of the Royal Spanish Academy, is an abbreviated form of the word ‘meter’, which comes from the Greek τάξις, ‘rate’ and Greek μέτρον ‘measure’. (www.taxi.com.py, 2010).

The taxi historically appeared when rate prices were applied for metered services with meters, but the service of transporting people in a big city by anyone who requested is almost as old as civilization. That is why we reference the streets of ancient Rome because, in the past, the transports were circulated by bunks carried by two or four slaves for whoever requested them, and the users would pay the prices previously stipulated by the masters of the slaves. (www.taxi.com.py, 2010).

Another point was that the number of taxis increased rapidly at the beginning of the 20th century, and the biggest innovation after the invention of the taximeter occurred in the late 1940s, when they installed two-way radios to provide more efficient and prompt

services. The third innovations occurred in 1980, when computers were installed in offices and air conditioners became common. ([www.taxi.com.py](http://www.taxi.com.py), 2010).

### **The importance of taxi service in tourism**

Tourism is a system consisting of sub-systems such as hospitality, transportation, food, travel agents, tour guides, retail stores, community organizations, etc., interacting with each other for a potentiating effect of economic and cultural benefits that present activities. These subsystems must be integrated with the system governing tourism for tourism in a region, province, or country as a whole with work being capable of generating foreign exchange and employment. Taxi transport is one of the most important subsystems because taxis often have the first contacts with persons who visit places. (City Hall La Rioja, 2013).

### **Importance of customer service with taxis**

The taxi is a distinctive characteristic that should put emphasis on customer care, as any activity that represents a service to the population. Taxi drivers need to formulate good business strategies to satisfy their customers as end users. The strategies will also have to be designed to achieve satisfactory customer experiences to make it a true consumer-service product. Ultimately, taxi drivers must fulfill guiding functions by helping users obtain what they need and desire in a timely manner.

Considering that users of taxis in the city of Manta have numerous alternatives for companies providing the services, it is necessary to state that the quality of care is the difference between one company and another. ([www.taxisdebarcelona.com](http://www.taxisdebarcelona.com), 2010)

## **English-Language Contribution in the Tourism Industry**

Griffiths (2007) states that the need to master English is now an indisputable fact in a world where international relations are becoming increasingly important and where the language of communication par excellence is English.

Griffiths (2007) states that the real importance of English, as a world language, is not in the number of people who verbally dominate, (about 375 million people speak English as a native language and another 400 million people speak English as a second language), but in the usefulness for its speakers. English is considered the lingua franca of the century, as it is a language that facilitates communication amongst people from different backgrounds and unites intercultural links. Fluency in English multiplies professional and personal opportunities by allowing surfing on circuits of the internet (more than 80% of stored data is in English) and enables economical, technological, and academic transactions in the world. \_\_ (Juxtaposing the need to teach Basic English to taxi drivers).

The methodology to be used in English classes for drivers must have two characteristics: the instructor should consider some knowledge of specialty topics related to tourism and has to make a detailed analysis of the needs of students (taxi drivers) to develop a program according to the materials to be used in class.

(TDX, 2014).

To describe the objectives and determine the content needed for teaching basic English to taxi drivers, one must define their specific communication needs. This includes clarifying situations in which these professionals will be involved in and specifying the communicative intentions and types of interaction in each situation. It is determined that linguistic forms are necessary in most situations.

Topics in which taxi drivers commonly use the English language are: the alphabet, whole numbers, ordinal numbers, phone numbers, greetings, days of the week, time of day, months, and the weather. Other situations that frequently include usage of the English language are: first contacts with clients, expressions, advice, indicating addresses and places, and driving clients to numerous locations such as airports, hotels, entertainment and tourist sites, restaurants, travel agencies, and shopping centers.

### **Customer service with taxis**

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### **Methods for Teaching English**

(Reynoso Hernandez, 2000) indicates that language teaching methods are distinguished as follows:

The Grammar-Translation Method -- This method is the oldest orthodox method of language teaching during the eighteenth and nineteenth centuries and owes its origin to Latin schools, where it was widely used to teach “classic” languages (Latin and Greek), but later was also used to teach some modern languages (French, German, and English).

In this method, attention is paid to the assimilation of grammar rules for it is primarily based on the presentation of a rule, the study of vocabulary, and the execution of translation exercises. Translation from one language to the other served as the main technique to explain new words, grammatical forms and structures, and what optimal route to generally reach fluency in the language. For followers of this method, the best way to say a sentence in the foreign language was to begin a sentence in the mother or native tongue, analyze its grammatical components, and then find their equivalents in the other language. This analysis was done in terms of grammar of the mother/native tongue from erroneous principle that grammatical patterns are universal and can, therefore, be applied from one language to another. Explanations were made in the mother tongue, wasting the opportunity to develop auditory and oral habits and stimulate thinking in the foreign language. However, this demanded a tremendous memory because one had to recite all structural patterns and learn hundreds of thousands of words, being unnatural and decontextualized in order to develop skilled sentences.

The Direct Method -- The very popular Direct Method emerged as a reaction to the Grammar-Translation Method in the late nineteenth and early twentieth centuries and became the youngest descendent of practical methods among which are: the natural method, the psychological method, the phonetic method, and the reading method. It is undeniable that accelerated industrial growth, internationalization of trade, and colonial expansion constituted prerequisites for their emergence. It is called the Direct Method because it tries to establish a direct connection between the foreign word and present reality; in other words, it uses forms of speech associated with actions, objects, gestures, and situations without the help of the mother or native tongue/language. On this point, the teacher repeats a word while pointing to the object it denotes and repeats the actions



as many times as necessary until the student understands its meaning and pronunciation. This method focused on the development of four skills starting with verbal communication, whereas oral expression became the basic skill. The existence of the native language is ignored, assuming that learning a foreign language and native language are similar processes, but only started at different ages. Translations are removed as a method of teaching, similar to that of reading. Inductive teaching is stimulated with grammar, the use of visual media, and with oral and written exercises. Errors are avoided at all costs, assuming errors generate incorrect habits.

The Audio-Lingual Method - This method, which is also known as aural-oral and mimem, dates back from the Second World War. The expansion of imperialism, political and strategic needs, and successes in research accelerated the development of this methodology as an undisputed heir to the Direct Method.

It prioritizes the spoken language (speaking and listening), considering it as a sound system used for social communication. It emphasizes linguistic correctness and is centered on the individual learning new vocabulary by associations of spoken words and visual images, mainly through repetitions. Too much concentration is on mechanical and native patterns with imitation exercises, using advanced technological means with audio gramophones, recorders, etc. Guides of extensively detailed study models all possible situations, whereas the individual should use the language in sample structures to be as accurate as possible.

In the earlier period of Skinner and neo-behaviorism, language was classified as a set of habits and a form of social behavior, as a reaction of the organism to the environment. He ignored the importance of rational and conscious learning. Despite these shortcomings, a theory of coherent learning prevailed in certain contexts,

particularly with the military. The learner followed a series of stimulus-response situations, which gradually lead to the desired outcomes and minimized the possibility of errors. Learning occurs in the bond between both the stimulus and the response in which an association is formed. When the learner can give the desired or appropriate response to the stimulus, it is assumed that he has learned that associative connection. Learned behaviors consist of new chains of conditioned responses.

The notion of time was also very significant for behaviorists. Two repeating events are associated if they are close in time. That is why the Audio-Lingual Method relied heavily on pictures for achieving an identification of the word and its visual representation, and then a lasting association also primarily sought to stimulate the learner immediately after answering correctly or correcting errors on the spot. (Reinoso, 2000). The behaviorists believed that persons work from stimuli and responses. (Skinner 1953, 1930; Pavlov, Watson 1913). In a pedagogical model based on theories of behavior, the student is seen as passive and receptive in conveying knowledge. In language teaching, the classic example that responds to the behaviorist currently is the Audio-Lingual Method. The Audio-Lingual Method discourages students from using translations or the use of their mother tongue/language. It promotes high-imitation importance and constant repetition because the pronunciation of sounds or automation of certain patterns is reinforced. (Brown 1994, Gounari 2008).

### **Linguistic Aspects of English for Taxi Drivers**

It is important to identify learning needs, both cognitive and communicative. Taxi drivers must indicate the optimal linguistic means to achieve the proposed objectives, considering the skills involved and the most frequent types of text (conversations). Taxi drivers should know the linguistic elements used in each of the

situations described in the previous section under a functional-discourse medium of structure and lexically. With regards to linguistic structures within each lesson, one has a passive voice to give information, use targets to describe recreation and attractions, or use interrogative forms to ask the passenger what place to visit. The driver should be trained in aspects such as giving directions, information, rates, advice, opinions, etc. (TDX, 2014).

## **2. - Analysis and Discussion of Results**

### **2.1 - Analysis of Categories**

Communication in English is an independent variable in tourism, while the English fluency of taxi drivers in the Basic English Catalog is a dependent variable. Both complement each other in the touristic operations in the city of Manta.

The word ‘taxi’, according to the Dictionary of the Royal Spanish Academy, is an abbreviated form of the word ‘meter’, which comes from the Greek *τάξις*, ‘rate’ and the Greek *μέτρον* ‘measure’. A taxicab, also known as a taxi or a cab, is a type of vehicle for hire with a driver, used by a single passenger or small group of passengers, often for a non-shared ride. A taxicab conveys passengers between locations of their choice. (www.taxi.com.py, 2010).

Tourism should achieve a higher level of development, if there is a better understanding of the English language with taxi drivers and foreign visitors.

### **2.2. - Analysis of Indicators**

The main indicator is communication in English of taxi drivers in Manta.

This study presents quantitative and qualitative data obtained by a survey of Self-perception of English knowledge by taxi drivers and an evaluation of the Basic Catalog in English, which was designed to improve communication in English amongst 25 taxi drivers.

### 2.3. Quantitative study

**Board No. 1: English-Knowledge Levels of Taxi Drivers in the Canton of Manta -  
Taxi Drivers' Personal Self-Perceptions - June, 2015**

No.	Taxi Drivers' information			Taxi Drivers' Personal Self-Perceptions				
	Sex	Age	Association	Listening	Writing	Speaking	Reading	Average
8	f	43	Jaime Chavez	3	4	3	3	3.25
9	f	45	Tarqui No 3	3	4	3	3	3.25
12	f	34	Jocay	6	3	3	5	4.25
11	f	41	Mercado Central	4	3	7	4	4.5
13	f	21	Coop. Tarqui	5	3	5	5	4.5
10	f	26	Jocay	5	4	5	7	5.25
2	m	29	Chirivoga	2	2	4	3	2.75
19	m	38	Coop. Las Cumbres	3	2	3	3	2.75
21	m	22	Coop. La tebaida 17	3	2	3	3	2.75
24	m	22	Jocay	2	2	4	3	2.75
5	m	30	Chirivoga	3	2	4	3	3
18	m	37	Coop. Laercio Chiriboga	2	2	4	4	3
22	m	57	Coop. Laercio Chiriboga	5	4	2	2	3.25
23	m	30	Coop. Palmera Car	3	3	2	5	3.25
3	m	34	Chirivoga	4	3	3	4	3.5
1	m	37	Chirivoga	5	2	6	4	4.25
15	m	25	Coop. Plaz. Azua	4	5	5	4	4.5
20	m	48	Coop. Atanacio Balda # 22	4	4	5	8	5.25
16	m	48	Coop. Aeropuerto Eloy Alfaro	4	8	5	6	5.75
4	m	44	Chirivoga	6	8	4	6	6
7	m	48	Chirivoga	5	5	7	7	6
14	m	52	Coop. Mercado Central	6	5	6	7	6
17	m	27	Colegio Juan Montalvo	6	6	6	6	6
6	m	39	Chirivoga	6	7	6	8	6.75
25	m	50	Coop. Pedro Atanacio Balda # 22	6	7	7	8	7

Source: Manta Taxi Drivers' English Evaluations  
Author: Guido Marroquin, 2015.

The majority of 25 taxi drivers perceived themselves overall close to a medium level of between 4 and 5 points with a midrange score of 5 points. Only one driver reported the highest score of 7 points with 10 points being the maximum score. Four drivers reported low scores of 2.75 points with 0 being the lowest score.

The majority of participants' self-perceptions were below the midrange score of 5. The participants scored themselves the lowest in writing at 3.95 points and the highest in reading at 4.78 points. The surveyor's perceptions of the total group were below the midrange score of 5, except in reading with an average score of 5.17 points. The surveyor ranked the lowest score in listening at 3.47 points. The surveyor's perception of the participants' writing skills scored a very low average of 2.86 points with improvements in reading and understanding the text at an average score of 5.21 points.

**Board No. 2: English-Knowledge Levels of Taxi Drivers in the Canton of Manta -  
Comparison between Personal Self-Perceptions and Surveyor's Technical  
Evaluations from Test Results. August, 2015**

No.	Taxi Drivers' info		Taxi Drivers' Personal Self-Perceptions					Surveyor's Technical Evaluations from Test Results				
	Sex	Age	Listening	writing	speaking	reading	Average	Listening	writing	speaking	reading	Average
8	f	43	3	4	3	3	3.25	3	4	3	3	3.25
9	f	45	3	4	3	3	3.25	3	4	3	3	3.25
12	f	34	6	3	3	5	4.25	4	5	3	5	4.25
11	f	41	4	3	7	4	4.5	3	3	4	4	3.5
13	f	21	5	3	5	5	4.5	5	5	5	6	5.25
10	f	26	5	4	5	7	5.25	3	6	5	7	5.25
2	m	29	2	2	4	3	2.75	6	4	4	4	4.5
19	m	38	3	2	3	3	2.75	4	4	4	5	4.25
21	m	22	3	2	3	3	2.75	3	5	3	3	3,5
24	m	22	2	2	4	3	2.75	6	4	4	4	4.5
5	m	30	3	2	4	3	3	2	3	4	5	3.5
18	m	37	2	2	4	4	3	2	2	3	3	2.5
22	m	57	5	4	2	2	3.25	3	4	3	5	3.75
23	m	30	3	3	2	5	3.25	2	5	3	5	3.75
3	m	34	4	3	3	4	3.5	2	4	3	2	2.75
1	m	37	5	2	6	4	4.25	3	3	6	6	4.5
15	m	25	4	5	5	4	4.5	4	6	6	6	5.5
20	m	48	4	4	5	8	5.25	5	8	6	6	6.25
16	m	48	4	8	5	6	5.75	3	6	5	6	5
4	m	44	6	8	4	6	6	4	7	4	8	5.75
7	m	48	5	5	7	7	6	3	7	5	7	5.5
14	m	52	6	5	6	7	6	4	6	6	6	5.5
17	m	27	6	6	6	6	6	3	4	5	6	4.5
6	m	39	6	7	6	8	6.75	6	7	6	8	6.75
25	m	50	6	7	7	8	7	9	9	9	9	9

Source: Manta Taxi Drivers' English Evaluations Compared to English Test Results.  
Author: Guido Marroquin, 2015

The surveyor's results indicated that taxi drivers scored less than what they perceived. It is observed that in the case of women, the scores in self- perception and technical evaluations are similarly almost the same, but the difference is more evident in the case of men.

**Board No. 3: English-Knowledge Levels of Taxi Drivers in the Canton of Manta -  
Statistical Central Measurements  
July, 2015**

Sample	25
Average	4.38
Statistical Mode	3.25
Median	4.25
Standard Deviation	1.395902
Variance	1.8706

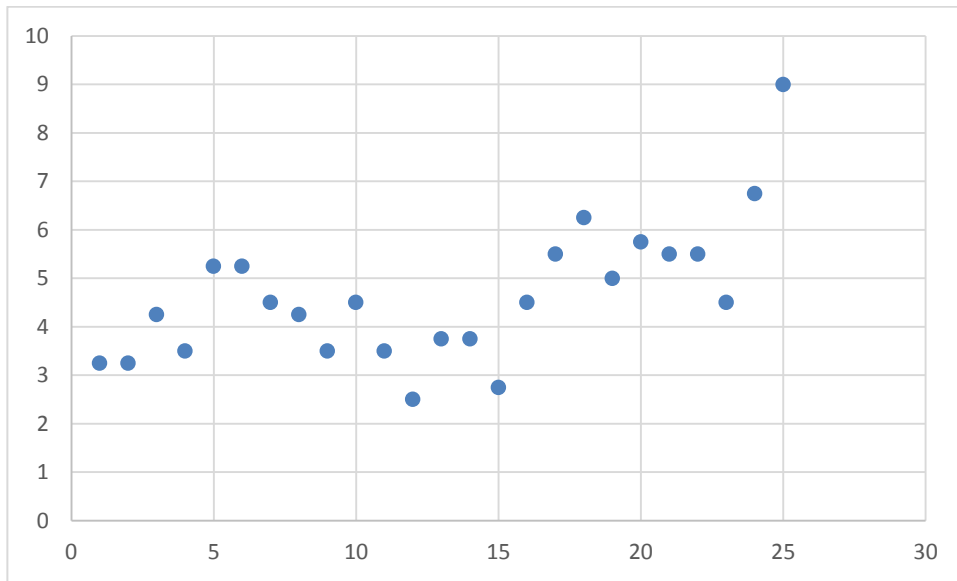
Author: Guido Marroquín, 2015.

The core measurements obtained used the Excel Spreadsheet results of 25 applied English exams. The results indicated that the average is 4.38; the statistical mode is 3.25; the median is 4.25; standard deviation is 1.395902; and, finally, the variance is 1.8706.

In Graph No. 1, it is observed that participating taxi drivers have a basic knowledge of English with most of them scoring between 3 and 5 points. They manage to communicate and negotiate transportation services with English speakers, but frequently with difficulty. There are a few drivers who are satisfactory fluent because they are constantly studying English or have lived in English-speaking countries.

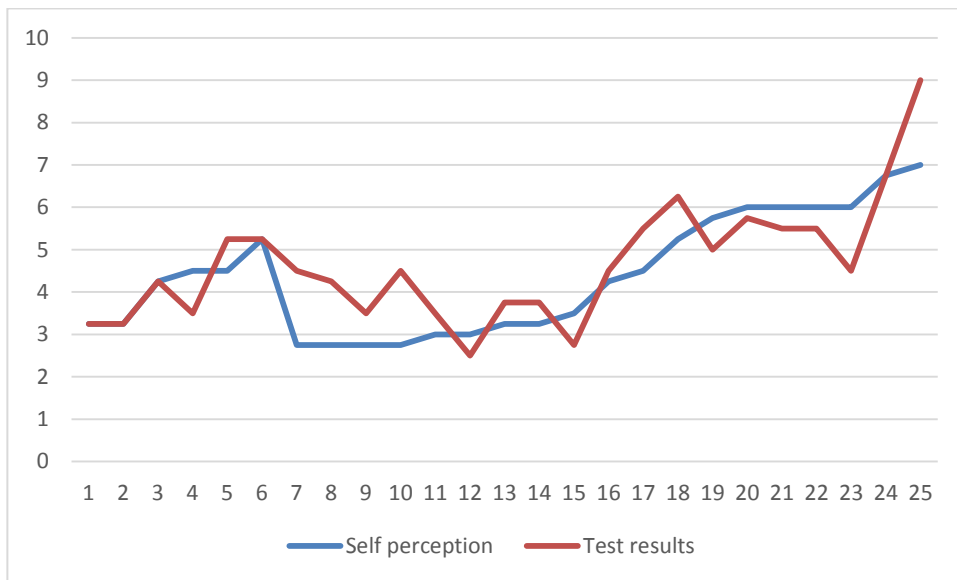


**Graphic No. 1: Comparison Results between Taxi Drivers' English- Knowledge- Perception Values and Technical Test Results**



Source: English Language Evaluation Applied to 25 Taxi Drivers  
 Author: Guido Marroquin, 2015.

**Graphic No. 2: Comparison Results between Taxi Drivers' English- Knowledge- Perception Values and Technical Test Results**



Source: English Language Evaluation Applied to 25 Taxi Drivers  
 Author: Guido Marroquin, 2015.

In Graph No. 2, several taxi-driver participants scored higher than what they perceived.

There are taxi drivers in the surveyed group with motivation to learn English.

**Board No. 4: English-Knowledge Levels of Taxi Drivers in Manta -  
Knowledge, Sex, and Age**

**October, 2015**

No.	Taxi Drivers' Info		Surveyor's Technical Evaluations from Test Results				
	Sex	Age	Listening	Writing	Speaking	Reading	Average
8	f	43	3	4	3	3	3.25
9	f	45	3	4	3	3	3.25
12	f	34	4	5	3	5	4.25
11	f	41	3	3	4	4	3.5
13	f	21	5	5	5	6	5.25
10	f	26	3	6	5	7	5.25
2	m	29	6	4	4	4	4.5
19	m	38	4	4	4	5	4.25
21	m	22	3	5	3	3	3.5
24	m	22	6	4	4	4	4.5
5	m	30	2	3	4	5	3.5
18	m	37	2	2	3	3	2.5
22	m	57	3	4	3	5	3.75
23	m	30	2	5	3	5	3.75
3	m	34	2	4	3	2	2.75
1	m	37	3	3	6	6	4.5
15	m	25	4	6	6	6	5.5
20	m	48	5	8	6	6	6.25
16	m	48	3	6	5	6	5
4	m	44	4	7	4	8	5.75
7	m	48	3	7	5	7	5.5
14	m	52	4	6	6	6	5.5
17	m	27	3	4	5	6	4.5
6	m	39	6	7	6	8	6.75
25	m	50	9	9	9	9	9

Source: English Language Evaluation Applied to 25 Taxi Drivers  
Author: Guido Marroquin, 2015.

When analyzing the bivariate correlation of the variables of knowledge of the English language and gender, there is no relevant correlation between females and males.

Regardless of the sex of the taxi drivers, the survey report indicated various levels of the English language. When analyzing the bivariate correlation of the variables of knowledge of the English language and age, there is also no relevant correlation.

Regardless of the age of the taxi drivers, the survey report indicated various levels of the English language, considering that the survey ranged with participants from 21 to 57 years old.

## **Survey Analysis**

### **Analysis from Cab-Driver Participants of the Basic English Catalog**

Most cab drivers thought the Basic Catalog contained very good to excellent information as a practical touristic guide. Some participants indicated that they would like more pictures and drawings. Other participants wanted more information included on tourism, greetings, and the city of Manta.

The participants thought the Basic Catalog helped them communicate better with tourists because it was written in Spanish and English with pronunciations, grammar, and useful phrases. It was easy to read with appropriate translations. The information was important, understandable, and well-classified as it related to foreign visitors and tourists. The catalog contained pertinent information for tourists about Ecuador and the city of Manta and was implemented for taxi drivers in their profession with an emphasis on communication skills.

## **Results**

The surveyor's theory of teaching is primarily based on the behaviorists' model of the Audio-Lingual Method. The behaviorists believe that persons learn from stimuli and responses. (Skinner, 1953, 1930; Pavlov & Watson, 1913).

The repetition and pronunciation methods promote high-emphasis imitation and constant repetition because the pronunciations of sounds or automating certain patterns are reinforced. (Brown 1994, Gounari 2008).

The surveyor's findings surprisingly indicated that taxi drivers were motivated to learn the English language and really appreciated the surveyor's incentive to help them learn through the Basic Catalog. Also, taxi drivers were interested in the surveyor formulating group classes to further help them learn English.

Although, many taxi drivers have limited-time restrictions with work and family, the surveyor was astounded with the taxi drivers' motivations to learn English for better communication skills.

The taxi drivers realized that learning English would be very beneficial to them because of increased job opportunities, better salaries, improvements in life styles, and better futures for them and their families.

### **3. Verifying Assumptions**

#### **3.1 Verifying Research Objectives**

The general objective to achieve is: “Improve communications in the English language among taxi drivers with foreign clients in the city of Manta”.

This research consisted of 25 taxi drivers being surveyed and evaluated in the city of Manta. The drivers used the Basic English Catalog in order to establish direct communications with foreign clients.

The first version of the Basic English Catalog was initially assessed in August of 2015 with 5 taxi drivers in order to test the effectiveness of this tool. Some suggestions were added to the design of the first version. In September, the second version of the Basic English Catalog was analyzed by 3 tourist guides, and they recommended adding more touristic information including the Pacoche Forest, tagua nuts, and gastronomic information. Finally, 10 taxi drivers tested the Basic English Catalog in October of 2015 during a cruise operation in the city of Manta to determine its level of effectiveness for communication in English with foreign clients. The results were very positive because taxi drivers could express themselves in the English language regarding taxi rates, tour prices, sightseeing information, etc. Taxi drivers understood clients better in the English language and vice versa.

#### **Specific objectives**

The first specific objective to achieve is 1: “Assessing levels of the English language in knowledge and comprehension for Manta taxi drivers.”

In order to achieve this first specific objective, the surveyor designed a chart for taxi drivers to assess their English-knowledge levels in listening, writing, speaking, and reading on a scale of 1 to 10 points.

This survey was applied in June of 2015 in the city of Manta. The surveyor asked taxi drivers some basic questions in English to assess their listening skills. A score was assigned according to the taxi drivers' answers.

To assess writing skills, the surveyor asked the drivers to write a few sentences about their families. Scores were assigned according to the taxi drivers' writing performances. The surveyor asked the drivers to relate things about their families or professions to assess their speaking skills. Scores were again assigned according to the taxi drivers' speaking performances.

Finally, the surveyor asked the drivers to read a short paragraph about the daily activities of a man named 'Tom' from a Tales Storybook. Scores were allocated according to reading abilities demonstrated.

The second specific objective to achieve is 2: "Design a tool to improve basic English- communication skills amongst taxi drivers and English-speaking visitors."

In order to achieve this second specific objective, the surveyor compiled a manual with basic communication phrases in Spanish and English with pronunciations in English. The categories consisted of 10 different topics: greetings, price for tours, information about Ecuador, information about Manta, gastronomy, Pacoche Forest, Shipyard, Montecristi including Panamanian hats and the church, General Eloy Alfaro Delgado, and tagua nuts. The surveyor explained to the taxi drivers how to use the Basic English Catalog.

The third specific objective to achieve is 3: “Validate communicative-tool efficiency by surveying 25 taxi drivers in Manta.”

In order to achieve this third specific objective, the surveyor asked the drivers their opinions of the Basic Catalog. Some questions included the best parts, the worst parts, its usefulness in their profession, the format, colors, font, and ways to improve the Basic Catalog.

The fourth and final specific objective to achieve is 4: “Perform a final analysis of the survey data.”

In order to achieve this fourth objective, the surveyor totaled the scores of all drivers independently and, afterwards, determined an average of all independent scores combined for the final analysis.

### **3.3. Verifying and Supporting the Hypothesis**

Most taxi drivers in Manta lack a mediocre knowledge of the English language; this situation limits their efficiency on initial contact with English-speaking visitors. Indications from the results obtained in both the quantitative and qualitative processes confirm that the knowledge of Basic English amongst taxi drivers in the canton of Manta is polarized; for example, there is a direct relationship with the more experience the taxi driver has with English-speaking people. The more training, education, and contact with English speakers a taxi driver has, the more fluent and proficient he or she will be in the English language.

Taxi-driver cooperatives, the Department of Tourism and Commerce, cruise ship attendants, hotels, travel and tour agencies, and airlines often request that English-speaking drivers assist their customers and clients.

## **Conclusions**

Taxi drivers are very eager and motivated to learn English to improve their lifestyles and are aware that training with the tool of the Basic English Catalog will provide more job and economic opportunities for them because it provides a basis and steppingstone to advance their English-language skills with a much broader client base of foreign visitors.

In selecting the method of teaching, authors such as Reynoso (2000) and Griffiths (2007) conclude that there is not any ideal method entirely. Each author chooses the best method according to his or her preferred theory of teaching. In this case, the behaviorists' model of the Audio-Lingual Method was chosen based on the limited skills and training of taxi drivers in Manta. Major characteristics of this method are: drills are used to teach structural patterns; set phrases are memorized with a focus on intonation; grammatical explanations are kept to a minimum; vocabulary is taught in context; audio-visual aids are used; focus is on pronunciation; and correct responses are positively reinforced immediately. This method and techniques proved successful and valuable in assisting drivers communicate and express themselves in English with foreign visitors.

The Basic English Catalog was revised three times until the final version was formulated by the surveyor as a practical and competent tool, after feedback for improved effectiveness was imputed directly by taxi drivers and tour guides in Manta.

Cab drivers understood the Basic English Catalog better because the text was written in both Spanish and English with many useful phrases that were applicable to their profession, transportation services, and tourism. Purposeful applications included greetings, rates, negotiations, and the price of tours. These useful phrases were then translated into English pronunciations by the surveyor, so taxi drivers could effectively



express themselves and communicate directly with foreign visitors in an understandable way. The translations into English pronunciations were especially practical and essential because some vowels in English are silent or pronounced differently, along with some consonants, and syllables are frequently accented differently in English than in Spanish. Spanish has 5 pure vowel sounds and 5 diphthongs, whereas English has 12 pure vowel sounds and 8 diphthongs. Spanish has only 3 double-letter combinations such as cc, ll, and rr, while English has 5 times as many. Furthermore, English does not identify feminine and masculine articles or single and plural adjectives as Spanish does.

Three, additional, touristic topics were added to the final Basic English Catalog upon the suggestions of three tourist guides. Information about the Pacoche Forest, tagua nuts, and gastronomy were added to the original, seven, tourist topics. The Basic Catalog included pertinent information about Ecuador along with major tourist subjects, history, and sites in Manta and the surrounding areas, which would be of valuable interest and help to foreign visitors while enjoying and learning about Ecuador and Manta. These subjects, history, and major tourist topics also helped educate taxi drivers in teaching visitors, while helping drivers expand their professional-knowledge skills.

After the surveys were assessed, the conclusions were that there is an urgent need to develop new educational tools to support taxi drivers in their daily professional services in order to better communicate in more understandable ways with foreign visitors. The surveyor's future plans and goals are to pursue further educational teaching and training sessions with taxi drivers in Manta, since the surveyor is also a taxi driver.

English speakers generally prefer to speak their native language and may not be bilingual. When Ecuadorian taxi drivers can communicate effectively and directly with

foreign visitors in English for transportation and touristic services, Ecuador and Manta will benefit and flourish immensely in all realms of the tourism industry with increased economic growth, as a major tourist destination in the world.

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**ANNEX A**  
**PHOTO GALLERY**



**The Infinity arriving at the seaport of Manta**



**Manta taxi drivers waiting area for tourists arriving in Manta from the cruise ship**



**The investigator has been polite with the tourist that were arriving from the Cruise ship in the port of Manta**



**The investigator was arranging places and prices for a city tour in Manta**





The taxi driver investigator was giving the service to a tourist in Manta



The taxi driver investigator was escorting a tourist to buy Panama hat at Montecristi

## ANNEX B

### RUBRIC FOR ASSESSMENT OF RESPONSES IN ENGLISH TEST LOCATION

Rubric for assessment of responses in English test location					
SKILL	10-9	8-7	6-5	4-3	2-1
LISTENING	Excellent reading ability Understand complex texts with correct grammar and expressions	Very good ability to understand. It captures information accurate and fast speed	Well understood a dialogue. He manages to understand single words	Includes listening to dialogue in a partial way. It manages to understand single words and everyday phrases	Hard to understand a dialogue. It manages to understand single words
READING	Excellent reading ability Understand complex texts with correct grammar and expressions	Very good reading ability Understand complex texts with correct grammar and expressions	It reads well and includes a complete written phrase. Identical complex words in a text.	Read dialogues in a partial way. It manages to read short texts	It includes hardly a complete phrase written. Identical words in a text.
WRITING	Excellent reading ability Understand complex texts with correct grammar and expressions	Very good reading ability Understand complex texts with correct grammar and expressions	Correctly write sentences with grammatical structure.	It writes texts partially correct. Use words and everyday phrases	Hard type structure. Does not express complete ideas in written form.
SPEAKING	Excellent reading ability Understand complex texts with correct grammar and expressions	Very good reading ability Understand complex texts with correct grammar and expressions	Pronounce correctly complete phrases. Use appropriate vocabulary	Express dialog incomplete. It manages to understand single words and everyday phrases	Pronounce difficult phrases correctly. Repeat basic vocabulary



## ANNEX C

PROTOCOL PART I		
SALUDOS	GREETINGS	GRITINS
<b>Buenos Dias</b>	<i>Good Morning</i>	<i>Gud Mornin</i>
<b>Buenas Tardes</b>	<i>Good Afternoon</i>	<i>Gud afternun</i>
<b>Buenas noches</b>	<i>Good Evening</i>	<i>Gud ívinin</i>
<b>Bienvenido a Manta</b>	<i>Welcome to Manta.</i>	<i>uelcom tu Manta</i>
<b>Quiere un tur en la ciudad?</b>	<i>Do you want a city tour?</i>	<i>Du yiu uant a síri tur?</i>
<b>Si, quisiera</b>	<i>Yes, I do.</i>	<i>yes, ai du.</i>

PART II		
PREGUNTAS	QUESTIONS	QUESTIONS
Precios del tour	prices for tours	Praises for turs
¿Cuánto cuesta el tour en la Ciudad?	How much is the city tour?	jao moch is de síri tur.
Cuesta 20 dólares la hora	It is 20 dollars an hour.	it is tuenti dollars an aor.
¿Me puede dar un mejor precio Si utilizo su servicio por 3 horas?	Can you give me a better price, if I use your service for 3 hours?	¿Kan yu giv mi a betor prais. if ai ius yor servis for tri aors?
Definitivamente no va haber ningún problema.	Definitely, it will not be a problem.	Défetneli it will nóti bi a problom.
Le voy a cobrar \$15.00 dólares la hora	I am going to charge \$15.00 dollars an hour.	Ai am goin tu char fiftin dolars an aor.
¿Me puedes decir acerca del tour?	Can you tell me something about the tour?	¿kan yu tel mi somtin abaot de tour?
por supuesto	of course.	ov. kors.

PART III

Informacion del Ecuador	Ecuador information	Ecuador informeshion
Ecuador tiene una población	Ecuador has a population	Ecuador jas a populeshion
de 15 millones de habitantes.	of 15 million people.	ov fiftin milions pipol.
La capital del Ecuador es Quito	The capital of Ecuador is Quito.	De kapitol ov Ecuador is Quito
Ecuador es un país democrático.	Ecuador is a democratic country.	Ecuador is a democrari contri.
Tenemos elecciones	We have elections	Wi jav elecshions
de presidente cada 5 años	of president every 5 years.	ov president evry fai iers.
El presidente del Ecuador es Rafael Correa.	The president of Ecuador is Rafael Correa.	De president ov Ecuador is Rafael Correa
El Ecuador está dividido en 3 tres regiones:	Ecuador is divided into 3 regions:	Ecuador is diváire intú tri riyens:
* Costa * Sierra * Amazona.	Coast, Highland, and Amazons.	Cost, Jailan en Amazon.
En Ecuador los principales cultivos son	The main crops are	In Ecuador de mein crops ar
el banano, el café, el cacao, el maíz,	bananas, coffee, cocoa, corn,	Bananas, cofi, cocoa, corn,
la papa y el arroz.	potatoes and rice in Ecuador.	poteiro en rais in Ecuador.

**PART IV  
MANTA INFORMATION**

Manta tiene el Puerto más grande en el Ecuador.	Manta has the largest seaport in Ecuador.	Manta jas de laryest siport in Ecuador.
Manta tiene una población de 300 mil personas.	Manta has a population of 300 thousand people.	Manta ias a pobuleshion ov Tri iondre dausen pipol..
Las principals industrias son pesca y conservera de atún.	The main industries are fishina and tuna cannina.	De mein industris ar fishin en tuna canina.
El clima es como el verano eterno.	The weather is like an eternal summer.	De weder is laik an eternal somer.
Los lugares más visitados en Manta son La marqueta de pescado en Tarqui.	The most visited places in Manta are: fish market in Tarqui.	De most vísiri pleices in Manta ar: De fish market in Tarqui.
El Astillero.	shipyard.	shíp vard.
El Paraue Pacoche.	Pacoche Forest.	Pacoche forrest.
En Montecristi.	and Montecristi.	En Montecrist.
Las playas más visitadas son El Murciélaao	The most popular beaches are Murciélaao.	de móst popular biichés ar De murciélaao.
Tarqui	Tarqui.	Tarqui.
Santa Marianita	Santa Marianita.	Santa Marianita.
San Lorenzo y	San Lorenzo. and	San Lorenzo. en
Barbasquillo.	Barbasquillo.	Barbasquillo.

**PART V  
GASTRONOMY**

<b>Tenemos comidas especiales</b>	<b>We have specialty foods</b>	<b>wi jav speciolti fuds</b>
<b>en la ciudad de Manta.</b>	<b>in the city of Manta.</b>	<b>in de síri ov Manta.</b>
<b>Algunas de las especialidades son</b>	<b>Some specialties are</b>	<b>Som specioltis ar</b>
<b>caldo de gallina criolla,</b>	<b>criolla chicken soup,</b>	<b>criolla chiken sup,</b>
<b>ceviche and empanadas.</b>	<b>ceviche, and empanadas.</b>	<b>ceviche en empanadas.</b>
<b>Caldo de gallina criolla esta hecho</b>	<b>Criolla chicken soup is made</b>	<b>Criolla chiken sup is meid</b>
<b>con pollo, yuca y cilantro</b>	<b>with chicken, yuca, and cilantro</b>	<b>wit chiken, yuca, en cilantro</b>
<b>a menudo sirviendolo con arroz</b>	<b>often with a serving of rice.</b>	<b>often wit a servin ov rais.</b>
<b>Hay principalmente dos tipos</b>	<b>There are primarily two types</b>	<b>De ar pramerili tu taips</b>
<b>hecho del pescado</b>	<b>of ceviche made from fish.</b>	<b>ov ceviche meid from fish.</b>
<b>El ceviche usualmente es hecho con</b>	<b>Ceviche is usually made with</b>	<b>Ceviche is yusuli meid wit</b>
<b>pescado, cevolla colorad, tomate,</b>	<b>fish, red onions, tomatoes,</b>	<b>fish, red onions, tomeiros,</b>
<b>pepino</b>	<b>cucumbers.</b>	<b>kiucomber.</b>
<b>y limon. El sabor es agrio</b>	<b>and lemon. The taste is sour.</b>	<b>en lemon. De teist is sauer.</b>
<b>Las empanadas son hechas con</b>	<b>The Empanadas are made with</b>	<b>De empanadas ar meid wit</b>
<b>con platanos verdes fritos</b>	<b>fried green plantains with</b>	<b>fraid grín plantein wit</b>
<b>y rellenas con queso y carne</b>	<b>fillings of cheese and beef.</b>	<b>filins ov chis en bif.</b>

PART VI

<b>El bosque Pacoche esta</b>	<b>The Pacoche Forest is</b>	<b>De pacoche forist is</b>
<b>localizada aproximadamente</b>	<b>located approximatley</b>	<b>loqueire aprósimili</b>
<b>16 millas sur de Manta.</b>	<b>16 miles south of Manta.</b>	<b>sixtin maiols saut ov Manta.</b>
<b>Esta cerca de las 25,000 hectareas</b>	<b>It is close to 25,000 acres.</b>	<b>It is close to tuenti faiv douzen eikers</b>
<b>y consiste en diferents</b>	<b>It consist of many different</b>	<b>It is consist ov meni difrent</b>
<b>tipos de climas como en la vida si</b>	<b>types of climates as a Wildlife</b>	<b>taips ov klaimits as a waildlaif</b>
<b>dedicado a la conservacion del bosque.</b>	<b>dedicated to forest conservation</b>	<b>dediqueire tu forest conserveishion.</b>
<b>Algunos animals protegidos son</b>	<b>Some protected animals are</b>	<b>Som protected animals ar</b>
<b>monos, panteras y</b>	<b>monkeys, panthers, and</b>	<b>monkis, panthers,</b>
<b>250 especies de pajaros.</b>	<b>250 species of birds</b>	<b>en tu jondre en fifti spicis ov bers</b>

PART VII		
EL ASTILLERO	SHIPYARD	SHIPYAR
Manta tradicionalmente	Manta traditionally	Manta tradícionely
es un pueblo pesquero.	is a fishing village.	is a fishín vilich.
Nuestros aborígenes	Our aborigines	Aor aborreiyínis
eran la cultura Manteña	were from the Manteña culture	wer de Manteña Kolcher
hace 1500 años.	1500 years ago.	fiftín jondre yiers ago.
Ellos pescaban en balsa	They fished on rafts	Dei fish on rafts
y viajaban por el océano pacífico	and traveled the Pacific Ocean	en trávol de pacifíc oshian
Desde Chile hacia México.	from Chile to México.	From Chile tu México.
Hoy en día la gente hace la pesca	Nowadays, people fish	Naodeis piplol fish
en barcos de madera	in wooden	in wudén
Y fibra de vidrio.	and fiberglass boats.	en faiber glas bouts.
La madera que utilizan	The wood that they use	De wúd da dei ius
es llamada guayacán,	is called guayacan	is col guayacán,
y tarda de 4 a 6 meses en construirlos.	and it takes 4 to 6 months to build.	en it teiks for tu six mons to bílt.
Además tienen un costo desde \$400.000	Also, they cost from \$400,000	also dei kost from for jondre dausen
A \$600.000 dólares dependiendo	to \$600,000 dollars depending on	tu six jondre dousen dolars depending on
el estilo que quieran.	the style you want.	de staiol yu uant.



**PART VIII  
MONTECRISTI**

<b>La principal actividad económica es</b>	The main economic activity is	De mein econami activiri is
<b>la elaboración de los sombreros,</b>	the fabrication of hats,	De elaboreshion ofjats,
<b>Panamá hats o sombreros de paja toquilla,</b>	the Panamá hats or straw hats,	De Panamá jat or stro jat,
<b>la artesanía para recuerdos.</b>	handcrafted for souvenirs.	De iancraf for suveniers.
<b>EI PROCESO DE PAJA TOQUILLA</b>	<b>TOQUILLA STRAW PROCESS</b>	<b>TOQILIA STRO PROSES</b>
<b>La paia Toquilla viene de una</b>	The Toquilla straw comes from one	De toquilla estro coms from uan
<b>de las 15 clase de palmas</b>	of 15 different kinds of palms	O 15 kinds o palms
<b>que se encuentra en Manabí.</b>	found in Manabí.	Found in Manabi.
<b>Es una palma que mide</b>	It is a palm that measures	It is a palm da meshor
<b>Desde 1 metro hasta 2 metros y alao más</b>	from 1 to 2 meters. and more	From uan tu tu mirers en mor
<b>se toma el tallo de la hoia</b>	take the stem from the leaf	Teik de stem from de lif
<b>y córtalo.</b>	and cut it.	En koret.
<b>Mucha gente creen que</b>	Many people believe that	meni pipol bilif da
<b>que el proceso es con la hoia</b>	the process is with the leaf.	De process is wit de lif.
<b>pero no es así.</b>	but it is not like that.	bot is nat laik da.
<b>Aarra el tallo y lo abre</b>	Grab the stem and open it	ara de tronk en opened
<b>Como un abanico</b>	like a fan	laík a fan
<b>Con una aquia</b>	with a razor blade.	uit ei nirol
<b>se auita una corteza aruesa</b>	remove the thick crust	rimuf ei tik crost
<b>de los borders de hoia.</b>	from the edaes of the stem.	from de eich o de lif
<b>y se lo pone hervir por 15 minutos.</b>	and boil it for 15 minutes.	en boilet for fiftín minets
<b>En el aqua hirviendo se pone un</b>	In the boilina water. you add a	In de boilin uora yu put ei
<b>Poquito de azufre para que ayude</b>	little sulfur to help	liro solfer to ielb



a blanquear más la paja	bleach the straw.	tu blich de estro.
Después le pones a secar por 4 días	Afterwards, you let it dry for 4 days.	after yu leret drai for for deis.
mientras se seca.	As it dries.	As it drais.
le haces líneas en la paja	you make lines on the straw	Yu meik lains on de estro
con las uñas, agujas o espigas de limón	with nails, needles, or splinters.	wit de neols, níros or splinters.
después de secarse se comienza el tejido	After drying, you start weaving.	After draín. yu stárt wivin.
La calidad de la paja	The quality of the straw	De auality o de stro
determina el precio del sombrero.	determines the Price of the hat.	detérmins de prais o de iat.
a blanquear más la paja	bleach the straw.	tu blich de estro.
Un sombrero regular tarda aproximadamente	A regular hat takes about	A regular jat teíks abaot
2 meses para hacerlo porque	2 months to make because	tu móns tu meik bicós
la paja no está tan bien tejida.	the straw is not as tightly woven.	de stro is nát as táili wuovin.
Un sombrero fino tarda más	A fine hat takes longer	A fain iat teíks lonær
debido a que la paja es muy bien tejida.	because the straw is very tightly woven.	bicós de stro is very táili wuovin.
y, por lo tanto, su precio	and, therefore, its price	en. therfore. its prais
es más alto: este precio va desde \$80 to \$500 or \$600.	is higher; this price ranges from \$80 to \$500 or \$600.	is iairer: dis práis renves from \$eiri tu \$fai iondre or \$six iondre
Después de que se finalizó el tejido	After the process is finished	After de fabrik is finish
en el sombrero, se pone en el horno	in the hat, put it in an oven heated	in de iat. put it in an oven ííret
con polvo de azufre para blanquear	with sulfur powder to whiten	wit solfur paurer tu waitín
el casquillo de la paja.	the straw cap more.	de stro cap mor.
El próximo paso es lavarlo	The next step is to wash it	De next step is tu uash it
con un cepillo suave con	with a soft brush with	uit es sof brosh uit
con jabón y agua, y	soap and water, and	sob en uora. en
secarlo al sol.	dry it in the sun.	draít in de son.

PART IX MONTECRISTI		
LA IGLESIA	THE CHURCH	DE CHERCH
Fue promovida por el Yugoslavo Emil Palcic	It was promoted by the Yugoslavs Emil Palcic	it uos pormore bai de Yugoslav Emil Palcic
Entre 1959-1962	between 1959-1962.	Bituin naintín fifti nai tru naintin sixti tu
Esta iglesia tiene una estatua	This church has a statue	Dis cherch jasa an estatiu
De la Virgen de Montserrat	of the Montserrat Virgin,	Ov de Monserrat vergin
Cada año el 21 de noviembre	Every year on November 21,	Evri ier on November tuenti fers,
Cientos de personas	hundreds of people	Jondres ov pipol
Desde diferentes lugares de la Provincia	from different places in the Province	From dífrent pleices in de Províns
Llegan a la iglesia	come to church	Dei com tu cherch
De un modo de peregrinación,	in a pilgrimage,	In ei pilgremEch
El propósito Es pedirle un milagro.	and ask the Virgin for a miracle.	De vergin en ask for mirrico.

**PART X**  
**GENEAL ELOY ALFARO DELGADO**

<b>Eloy Alfaro fue presidente del Ecuador</b>	Eloy Alfaro was president of Ecuador	Eloy Alfaro uos préssident o Ecuador
<b>Dos veces desde 1897</b>	twice from 1897	túais from eitín naindi seven
<b>Hacia 1911</b>	through 1911.	true naiting ileven.
<b>El hizo algunas leyes</b>	He passed some laws	ji páss som loo
<b>El incorporo a las mujeres</b>	to incorporate women	ji incorporeit wumin
<b>En la vida pública.</b>	into public life.	intu pobic laif.
<b>El implementó la educación gratuita.</b>	He implemented free education.	ji implimente de fri educashion.
<b>Además construyo las vías de trenes</b>	Also, he constructed railroad tracks.	also ji mei de rei rod traks
<b>Su pensamiento era liberal.</b>	His thinking was liberal.	Jis tinkin wuos líberol.
<b>El fue un inspirador</b>	He was an inspiration	ji uos an inspareshion
<b>del desarrollo en este país.</b>	in the development of this country.	in deDivelomént ov dis contri

PART XI		
LA TAGUA	TAGUA NUT	TAGUA NAT
Tagua crece en los trópicos	Tagua grows in the tropical	Tagua gros in de tropicol
bosques lluviosos de algunos países	rainforests of some South American	reinforest o som Sauf American
Sur Americanos, principalmente Ecuador,	countries, mainly Ecuador, Colombia	contris, méinli Ecuador,
Colombia y Venezuela.	Colombia and Venezuela.	Colombia en Venezuela.
Ecuador es el país	Ecuador is the country that	Ecuador is de contri da
provee más tagua en el mundo	provides the most tagua in the world.	provais de mos tagua in de uor.
La tagua es una planta fruta,	The tagua nut is a plant and fruit,	De tagua not is es plant en frut,
también conocido como "mococho", and	also known as "mococho", and	also known as "mococho", en
tiene muchas cavidades cada uno	has many cavities each	jas meni cáviris ich
contienen dos o más semillas.	containing two or more seeds.	contenin tu o mor sids.
Las propiedades de la tagua son color,	Tagua's properties in color,	Tagua propertis in color
aparición, dureza y sensación	appearance, hardness and feel	apiriens, jarnis en fil
son similares a los de marfil natural.	are similar to those of natural ivory.	ar similar tu dos o nashurol aivori.
La tagua coje aproximadamente	Tagua will take approximately	Tagua will teik aproximili
15 años para producir su primera cosecha	15 years to produce its first harvest	fiftin iers tu produs its ferst iarvest
y no deja de dar frutos	and will not stop bearing fruit	en wil not stop berin frut
por más de 100 años	for up to a hundred years.	for op tu es joinder iers.
Las semillas de la tagua se utiliza	The seeds of the tagua are used	De sids o de tagua ar ius
para elaborar botones, figuras y	to elaborate buttons, figurines,	tu elavoreit bótons, figurins en
joyas, etc.	jewelry, etc.	julri, ezetera

**ANNEX D**  
**RESEARCH PROJECT MATRIX**

<b>TOPIC</b>	<b>GENERAL OBJECTIVE</b>	<b>HYPOTHESIS</b>	
BASIC ENGLISH CATALOG FOR EFFECTIVE COMMUNICATION FOR TAXI DRIVERS IN MANTA	IMPROVING ENGLISH COMMUNICATION A GROUP OF TAXI DRIVERS	IF TAXI DRIVERS USE BASIC THE BASIC ENGLISH CATALOG THEY WILL OFFER AN EFFECTIVE ENGLISH COMMUNICATION SERVICE	
<b>PROBLEM FORMULATION</b>	<b>SPECIFIC OBJECTIVES</b>	<b>VARIABLES</b>	
MOST TAXI DRIVERS DO NOT HAVE THE BASIC KNOWLEDGE OF THE ENGLISH LANGUAGE THIS IS THE PROBLEM IN COMMUNICATION WITH ENGLISH SPEAKING TOURIST IN MANTA	<ol style="list-style-type: none"> <li>1. DIAGNOSE THE LEVEL OF ENGLISH OF THE DRIVES IN ORDER TO DETERMINE THEIR KNOWLEDGE</li> <li>2. DESIGN THE ENGLISH EDUCATIVE INTERVENTION</li> <li>3. EVALUATE FINAL RESULTS OF ENGLISH KNOWLEDGE</li> </ol>	V. INDEPENDENT BASIC ENGLISH CATALOG	V. DEPENDENT LEARNING ENGLISH
<b>DIRECTIVE QUESTIONS</b>		<b>CATEGORIES</b>	<b>CATEGORIES</b>
WHAT WILL BE THE MOTIVATION TO LEARN ENGLISH FOR TAXI DRIVERS? WHICH WILL BE THE BEST METHODS TO LEARN ENGLISH? HOW TO IMPROVE ENGLISH COMMUNICATION FOR TAXI DRIVERS?		<b>DEFINITIONS:</b> <ul style="list-style-type: none"> <li>• DIDACTIC MATERIAL</li> <li>• METHOS TO IMPROVE THE COMMUNICATION IN TOURISM SERVICES</li> </ul>	<b>DEFINITIONS:</b> <ul style="list-style-type: none"> <li>• METHOS TO LEARN THE ENGLISH LANGUAGE</li> <li>• COMMUNICATION IN L2</li> <li>• MOTIVATION IN LEARNING</li> </ul>

## ANNEX E

### VALIDATION OF THE BASIC ENGLISH CATALOG

No.	1. WHAT DO YOU THINK OF THE BASIC CATALOG?	2. WHAT DID YOU LIKE THE MOST ABOUT THE BASIC CATALOG?	3. WHAT DID YOU THINK MAY HAVE BEEN MISSING IN THE BASIC CATALOG TO HELP WITH COMMUNICATION?	4. WAS THE BASIC CATALOG HELPFUL? WHY?
1	Very good guide	1.-It is written in Spanish and English and pronunciation	Images	It includes important information about topics that he studied in the school.
2	Good	The way how the text is translated into Spanish and English	More information about Greetings	yes, it is fundamental an benefits for learning
3	Very good guide	Information very important because, it mention about touristic places	I have everything. It is completed	Yes. Communication in English is very important with the foreigners
4	It orients in a good way	it has the facility to express and communicate	It is completed	Yes, It help to communicate
5	Very good for teaching	It helps for the English pronunciation	Nothing	Yes, It help to communicate
6	Very good	Important information related to our work	All good	Yes, It is related to our work
7	Interesting	It contains pronunciations that helps in English communication	More information about Greetings	yes, It helps for English learning
8	Very good	It contains useful phrases that are very important for this work when i have contact with foreigners	More info about the city. Example Pacoche Forest	Yes, Suddenly I can take a foreigner passenger and it could be useful
9	Very good	I can read and understand. I can check the pronunciations. It has exact information for visitors	Yes	yes, It contains important info for us, the taxi drivers

10	Very good	Everything. It makes easy the pronunciation	Nothing	Yes, It helps to remember and to learn. It is related to the work of taxi driver.
11	Excellent	It contains specific info for tourists	Gastronomy info, pictures of the touristic attraction	Yes, It helps me to communicate with the tourists
12	Good	The pronunciation helps	Nothing	yes
13	Very Good	Important information related to our work	Nothing	Any guide for the pronunciation
14	Excellent	I can understand and it has good details	Professions	It help in my work
15	Muy Bueno	It show the city	Nothing	It is familiar to the tourists
16	Good	The info is well classified and easy to understand	Draws	Yes, it helps to pronounce
17	Very good	The guide to speak in English	More information about tourism	Yes, it helps to pronounce
18	Good idea because, the info it contains	Grammar information	Draws	Yes. It is good for the learner
19	Perfect	It makes easier the reading and translation	Nothing	Good information to communicate with tourists



## ANNEX F

### BASIC ENGLISH CATALOG SURVEY FOR TAXI DRIVERS IN MANTA

**NOMBRE/APELLIDO:**

**SEXO:**

**EDAD:**

**COOPERATIVE:**

What do you think of the Basic Catalog?

What did you like the most about the Basic Catalog? Why?

What did you like the least about the Basic Catalog? Why?

Were the translations useful in communicating with foreigners?

Did you like the colors, print, and format of the Basic Catalog?

What did you think may have been missing in the Basic Catalog to help with communications?

Has this Basic Catalog motivated you to continue learning English?

Has the Basic Catalog helped to advance your career goals?

Was the Basic Catalog helpful? Why?



## ANNEX G

### EVALUATION FORMAT APPLIED IN THE RESEARCH

**NOMBRE/APELLIDO:**

**SEXO:**

**EDAD:**

**ESTABLECIMIENTO:**

#### Percepción del participante

**Sabe hablar inglés? De la escala del 1 al 10 en que numero se calificaría?**

NOMBRE APELLIDO	LISTENING	WRITING	SPEAKING	READING

**Percepción del investigador/a**

NOMBRE APELLIDO	LISTENING	WRITING	SPEAKING	READING

**¿Dónde estudio inglés?**

**¿Cuánto tiempo estudio inglés?**

**¿Me podría escribir y hablar en inglés algo acerca de su familia? (tres líneas).**

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**Speaking**                   -----

**¿Podría leer este párrafo?**

**Si**

**No**

**¿Entendió el párrafo?**



**UNIVERSIDAD LAICA ELOY ALFARO DE MANABI  
FACULTAD DE CIENCIAS DE LA EDUCACION**

Manta, 14 de mayo de 2015

**Ing. Remberto Santana  
Presidente de la Cooperativa Laercio Chiriboga Alava  
Manta.**

**Asunto: Autorización para la ejecución de Trabajo de investigación educativa.**

Estimado Señor:

Por medio de la presente, respetuosamente solicito vuestra autorización para ejecutar el proyecto de investigación titulado ***“Catálogo de Inglés Básico para una comunicación efectiva para los taxistas en Manta”***, a cargo del estudiante: Guido Xavier Marroquin Chiluiza.

**Ci: 0913392890**

Para este efecto, el estudiante ejecutara una intervención educativa por el periodo de tres meses a partir del 15 Junio 2015 y esperamos, que su trabajo sea una contribución para potenciar la enseñanza del idioma inglés en nuestra comunidad.

A la espera de vuestra autorización me suscribo agradecido.

Muy cordialmente,

Jhonny Villafuerte Mg.Sc  
Tutor de Trabajo de investigación  
Carrera Idiomas - ULEAM