UNIVERSIDAD TÉCNICA DE MANABÍ

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

RESEARCH PAPER

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Theme:

"IMPLEMENTATION OF A PROTOCOL FOR GUIDANCE IN ENGLISH LANGUAGE IN THE UTM BOTANICAL GARDEN PERIOD 2015-2016, TO STRENGTHEN THE SKILLS OF SPEAKING AND LISTENING"

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1. DEDICATION

I dedicate this research paper to God for giving me strength and courage to reach this goal which is an important stage in my life.

To my parents and family for their affection, guidance, encouragement and financial support that have helped me achieve this goal and carry out all my activities successfully.

To my dear and unconditional friend Maria Gabriela Rosero for deciding walking with me during this stage of professional and personal development, for her friendship and the good times we shared.

To all those people, friends and classmates, that someway have offered me unconditional support and with whom I have shared moments of inspiration, learning and growing.

To all of them, I dedicate this work.

Jhon Loor

DEDICATION

There are many people who have been part of my professional life which I would love to thank them for their friendship, advice, support, encouragement and company in the most difficult moments of my life.

Some are here with me and others in my memory and in my heart; no matter where they are I want to thank them for joining me in every moment.

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Finally, our sincere thanks to the director, members, general staff and visitors of the UTM Botanical Garden for allowing us to carry out this work in this majestic and natural area.

The authors

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CERTIFICO QUE:

El trabajo de titulación, modalidad de desarrollo comunitario, con el tema **"IMPLEMENTATION OF A PROTOCOL FOR GUIDANCE IN ENGLISH LANGUAGE IN THE UTM UNIVERSITY GARDEN PERIOD 2015-2016, TO STRENGTHEN THE SKILLS OF SPEAKING AND LISTENING."** Lo he revisado junto con el informe que fue emitido por BA. Joel Baldomero Loor Ponce, M. Sc., como TUTOR, por lo tanto emito mi informe no vinculante **DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TÉCNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN**, Artículo 9, con el cual afirmo que está listo y aprobado para que continúe con el siguiente proceso, particular que pongo a conocimiento, del Tribunal de Revisión, Sustentación y Evaluación.

Dr. Jesús Fernández Leyva Ph. D.

REVISOR DEL TRABAJO DE TITULACIÓN

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8. RESUMEN

UNIVERSIDAD TÉCNICA DE MANABÍ

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IMPLEMENTACIÓN DE UN PROTOCOLO DE GUIANZA EN IDIOMA INGLÉS EN EL JARDÍN BOTÁNICO DE LA UTM PERÍODO 2015-2016, PARA FORTALECER LAS COMPETENCIAS DE HABLAR Y ESCUCHAR.

El presente trabajo de investigación fue dirigido al diseño e implementación de un protocolo de guianza en idioma inglés en el jardín universitario de la UTM período 2015-2016, para fortalecer las competencias de hablar y escuchar. La enseñanza de dichas destrezas es fundamental para la adquisición del idioma inglés, estando estrechamente relacionadas entre sí y siendo parte fundamental de la expresión lingüística. Sin embargo, en la enseñanza de idiomas extranjeros la práctica del habla y escucha tanto extra como intra aula suelen ser algo poco frecuente o poco reforzado. Las destrezas de leer y escribir en el nuevo idioma suelen ser los puntos de interés de los docentes, los cuales dejan a un lado las destrezas de mundo real que son tan valiosas para la fluidez de un idioma. Y es por ello que debido a la escasa práctica en torno a las competencias de escuchar y hablar el idioma inglés dentro del alumnado de la carrera de idiomas y lingüística, se tiene la necesidad de establecer una estrategia que sirva para ayudar a ese cometido. Por lo tanto el diseño y aplicación de un protocolo de guía bilingüe en el Jardín Botánico de la UTM es una propuesta adecuada porque implica algunas claves para mejorar las competencias antes mencionadas. De esta manera, con la realización de este trabajo de investigación comunitario, estudiantes, profesores, directivos del área ecológica y la ciudadanía en general se beneficiaron con la aplicación de la propuesta que no solo favorece el aprendizaje sino además refuerza el turismo ecológico.

PALABRAS CLAVES: Protocolo de Guianza, Jardín Botánico, Destreza de hablar, destreza de escuchar.

9. ABSTRACT

UNIVERSIDAD TÉCNICA DE MANABÍ

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

IMPLEMENTATION OF A PROTOCOL FOR GUIDANCE IN ENGLISH LANGUAGE IN THE UTM BOTANICAL GARDEN PERIOD 2015-2016, TO STRENGTHEN THE SKILLS OF SPEAKING AND LISTENING.

The present research was directed to the design and implementation of a protocol guidance in English in the UTM Botanical Garden period 2015-2016 to strengthen the skills of speaking and listening. The teaching of these skills is essential for English language acquisition, being closely interrelated as well as a fundamental part of linguistic expression. However, in the teaching of foreign languages, speaking and listening practice, both extra- and intra classroom, are usually something rare or poorly reinforced. The skills of reading and writing in the new language are often the points of interest of teachers or students, which leave aside the real world skills that are so valuable for language fluency. And that is why due to lack of practice around the skills of listening and speaking in the students of the Languages and Linguistics Major, there is the need to establish a strategy that will serve to help this task. Therefore the design and implementation of a bilingual protocol guide at the Botanical Garden of the UTM is an appropriate proposal because it involves some keys to improving the aforementioned skills. Thus, with the completion of this community work, students, teachers, members of the ecological area and the general public have benefited from the implementation of the proposal that not only encourages learning but also reinforces ecotourism.

KEY WORDS: PROTOCOL GUIDANCE, BOTANICAL GARDEN, ENGLISH SPEAKING SKILLS, ENGLISH LISTENING SKILLS.

1. THEME

"**IMPLEMENTATION OF A PROTOCOL FOR GUIDANCE IN ENGLISH LANGUAGE IN THE UTM UNIVERSITY GARDEN PERIOD 2015-2016, TO STRENGTHEN THE SKILLS OF SPEAKING AND LISTENING**"

2. PROBLEM STATEMENT

Knowing more than one language is advantageous for everyone, because it allows satisfy the need for communication which is one of the most important in a globalized world and should be an essential feature of modern education.

If it is considered that the challenge of contemporary education is to help develop the skills of students to live and act in their local community and a world community ever closer, it is possible to affirm that knowledge of several languages and especially English language, recognized mostly as the universal language par excellence, is essential as a tool for future professionals that today are prepared in the classrooms of the School of Languages and Linguistics at the Technical University of Manabí.

This paper aims to respond and provide information to the educational and tourist community in relation to the following question: How does the development of English language speaking and listening skills help to improve learning?

The research question outlines the relationship between two variables:
1) Listening and speaking skills
2) The design of a protocol guidance in the UTM University Garden.

2.1.PROBLEM FORMULATION

What is the incidence of a Protocol guidance applied in the estrangement of the listening and speaking skills in the students of Language and Linguistics Major in the Botanical Garden of U.T.M period 2016.

2.2.DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Listening and speaking skills

2.3.SPATIAL DEMARCATION

This research paper collected and analyzed information concerning to the listening and speaking skills through the development and implementation of a protocol guidance in the Botanical Garden of the U.T.M.

3. REVIEW OF LITERATURE AND DEVELOMENT OF THEORETHICAL FRAMEWORK

CHAPTER 1

3.1 DEFINITION AND CARACTERISTICS

3.1.1 LINGUISTIC COMPETENCE

Linguistic competence is a system of language background of a certain language. According to Sergio Tobon (2006) this sort of competence is a gear knowledge that allows the speaker or learner of a language, understand it and produce it in its various expressions.

Noam Chomsky (1965) introduced this concept and declared that competence itself is the ideal system that enables speakers to understand a language.

3.1.2 LINGUISTIC PERFORMANCE

An English teacher must get the student involved in the learning and practice of the new language. The results are various: students that have learnt the language properly and proficiently, can apply it in real-life, authentic situations and being competent in the learnt language. There´s a way judge this competency: through learners' performance.

Since the publication of Noam Chomsky's *book* in 1965, most linguists have had both ideas distinguished but also correlated. He separates and

describes "competence" as the capacity determinate as a mental part function and "performance" as general utterances. From this perspective both concepts mean know and do.

The difficulty with this construct is that it is so hard to assess competence without assessing performance (Bilash, 2011).

3.1.3 COMPETENCE AND PERFORMANCE IN THE LANGUAGE TEACHING-LEARNING PROCESS

Performance and competence involve then "knowing" and "doing". In the teaching-learning process, Noam Chomsky established and distinguished them as "knowledge" and "skills". Content knowledge refers to what the teachers want to know about what they teach and the language references that the student gets and processes, and skills as all the basic classroom expertise the teacher manages and the dexterity the learner has when interacting using the language.

Clearly, linguistic competence is understood by observing a speaker´s linguistic performance. Both parts should be undoubtedly any teachers focus so as to achieve great results in the teaching-learning process. But commonly, the competence part is the most accepted and generalized among English classes, where the sentences, words, structures and forms are presented as the better style to help students learn. The assumption here is that once the students learn they will be capable to use it through productive and receptive skills. The bad side of this according to Olenka Bilash is that learners can't use the language naturally.

To get the students into the "doing" or "skills" part of learning, a simple communicative approach can be applied to the teaching.

In *C L T Today*, author Jack C. Richards defined CLT as the "a group of principles concerning the aims of a particular language teaching process, learning process and activities in the classroom." It´s main goal is to impart CL to use language meaningfully.

Related to this idea, the British Counsel expresses: "The communicative approach is applied on the basis that learning language successfully comes through having to communicate real meaning. In fact natural language immersion can teach a student real world language and expression.

3.1.4 RECEPTIVE VERSUS PRODUCTIVE SKILLS

Clausen (2009) expresses that language ability is generally classified as four skill areas which are listening, reading, speaking, and writing.

It was in 1999, on a rather ancient publication, that SIL International established that the four basic skills are related by two parameters: communication mode: written or oral and communication direction: getting or saying the message.

Nevertheless when we talk about these skills, we are supposed to refer to language acquisition, as well, reflected on proper competencies and performance, and not only regarded as simple abilities that are transmitted by the teacher and absorbed by the learner. However, even when these abilities are really crucial in a significant teaching-learning process, in traditional teaching is commonly on the learners doing reading and writing, probably because it has them quiet and it is

easier to organize. Similarly most teachers may focus probably more on talking or listening leading to the getting of unequal competences.

As applied to this work the skills reinforced by the results and application of the research will be those commonly poor or not practiced among students, which are listening and speaking.

3.1.5 TEACHING OF LISTENING SKILLS

The NCLR Center places listening importance as a primary basis in the learning of new languages: 'listening is the basis of language acquisition.". In addition to this idea we can say that the crucial function of language is for interaction and communication.

What an effective language teacher needs to do is to show how learners adjust and use the listening skill among purposes and situations.

3.1.6 TEACHING OF SPEAKING SKILLS

The ability of speaking a language means literally "knowing the language". The speaking ability and fluency is the most important they can adquire.

According to Mundhe (2015) speech is primary and the vital function of language is undoubtedly for interaction and communication: "We speak when we want to express our ideas, opinion and to establish social relationship and friendship".

This skill can be worked significantly in the classroom by giving opportunity for interaction only in English language not mother tongue and outside, being exposed by the language in a direct or indirect way in activities or recreation or learning.

3.1.7 IMPORTANCE OF TEACHING SPEAKING AND LISTENING SKILLS

When a student is learning a language a proper comprehension and understanding of it are undoubtedly crucial because that communication and interaction with other people happen in every situation and moment of life, as Lindsay and Knight Mention:

We listen to many things, for example; what someone says during a conversation; announcements, conversation, a lecture; professional advice, for example, at the doctor's, in the bank; instructions. (2006: 45)

Teaching the skill of listening should then be to help the student get immersed with listening in real situations, using techniques that can get the learner into a significant oral language acquisition. Also, the second basic skill, speaking, is important in the process as well, as Segura shows:

There are lots of situations where people need to communicate, through the phone, answering questions, asking for directions, in shops, meetings, to name a few. People interact a lot with more people and, each situations needs a varied register related to the formality of the moment. (2012: 21)

3.2 BOTANICAL GARDEN

(Organización Internacional para la Conservación en Jardines Botánicos, 2000) From a broad point of view we can say that botanic gardens have been an important tool to understand those wrongdoings of the uses that harm our nature.

It is necessary to know what the purpose of a botanical garden one of these is the conservation of biodiversity, these spaces that need the right care from conscious people, speaking a little empirical matter can say that what is within a natural area are the plants and animals of a particular site, it is estimated there are over 1800 botanical.

"A botanical garden is a scientific institution responsible for ensuring the flora of a country, a study, categorization and dissemination. It consists of several sections such as: Herbaria, forest nurseries, greenhouses, exhibition, office administration fumigation sites (Sarmiento, 1986).

3.2.1. WHAT IS A PROTOCOL GUIDANCE

(Nadal, 2004) it is known as a protocol, such as certain social rules established for the guide of individuals, from a formal point of view is considered a diplomatic protocol as those acts.

There are many protocols which fall into place depending on the required needs of a touristic guidance protocol where is considered it as multipurpose, however it can also involve objects, whether human beings or symbolic elements, this

conception is considered broadly, as a guide either in the manual or in the agreement that compiles the principles that should be noticed to direct something, with this brief hypothesis can continue stating that the protocol of tourist guidance should to be formed by a tour guide who is considered as one individual whose goal is to guide a group of people in an environment of tourism, showing those lush and highlights the space places that tourists are visiting, this guide must be inform travelers about preponderant attraction made of a city, natural areas or monuments.

On the other hand a tourist guidance can refer to a print or digital publishing as it is to choose, which collects the most essential information from these attractions, it is like a book or magazine which contains the necessary information for the tourist. Within the tourist protocol there exists a classification guidance for tour guides, it should be emphasized that the meaning of tourism refers to the activities carried out by individuals, when they move to a different site that they already know.

In addition coordinators guides which are responsible to go along with tourists in the circuit are also recognized, these are usually present from the time of beginning and finishing of the route, for these guidelines isn´t crucial to know the place because to do so they would be recruited to the true guides who can effectively teach the place.

It is important to mention that there are other tour guides as the guide's level whether national, international, cultural and archaeological sites all depends on the situation and where manifest. It is substantially recognize many sorts of protocol guidance and therefore many guides which flow from the main array as already mentioned previously, with respect to the above is important to consider a guide as

provider of the raw material of tourism, its work requires a lot of intellectual and cultural preparation. This must manage from notions and principles of knowledge, to technical complex rules and profound concepts of those issues that are the subject of their work, the same has characterizes like owning a versatile, vital and eager to gain experience, being strictly dynamic, positive, innovative capable of achieving propose alternatives. (pag89-99).

3.2.2. TOURISM

"The origin of the word tourism is controversial hypothesis that has more followers is one that proposes the Latin origin around, although the oldest texts preserved where the term tourism appears written in English" (Terán, 2008).

(Terán, 2008).When speaking of tourism is to include a social, cultural and economic phenomenon which is attached to the flow of people to places that are commonly found outside or inside the place they live, either by various aspects such as business or holiday, whether tourism has to do with simultaneous activities which produce a movement of money to the country where you are, or the city that depends on the type of tourism that run as there exists two types of tourism which mention in depth more ahead.

As such, tourism has a direct impact on the economy, the natural environment and the built environment, the local population of the visited areas.

Due to these different effects, the enormous range of factors of production required to produce the services and goods purchased by the visitors and the wide spectrum of things involved in or affected by tourism, it is necessary to adquire a

global approach to development, management and supervision of tourism, this one is highly recommended towards the implementation and formulation of policies of national and local tourism and also international agreements or other processes in tourism.

3.2.3 TOURIST GUIDANCE PROTOCOL IN OTHER COUNTRIES

(Bercial, 2002) touristic guidance protocols are those parameters that must be used by required in this case on tourism, which as well as attracting a person to a striking place, seeks to convey the history and significance through educational models as a fluid and full of knowledge exhibition to meet the concerns of people, it is possible then to encounter difference between protocols tour guidance in other countries there is not much difference because almost all countries with tourist flow have followed same protocol for the tourist guide as exhibitions, lectures accompanied by a broad optimum knowledge is necessary to use support materials such as leaflets, or brochures that help visitors understand. (pag67-68).

3.2.3.1 TOURISTIC GUIDANCE PROTOCOL IN COLOMBIA

(Turismo, 2015) As we mentioned previously there exists a similarity in the touristic guidance protocol, however each one has its essence tourism in Colombia it is considered as an transcendental economic activity for the country.

The measure taking Colombians to preserve their most visited areas with very rigid and tools to encourage their tourist production is related to the effort of advertising campaigns that appeal to all people, as well as convincing that tourists

visit the country, this same prepares specialists in tourism such as tour guides whose preparation must be important as this must be steeped in history, transcendence and present to respond questions that arise.

3.2.3.2 PROTOCOL FOR GUIDANCE IN THE UNITED STATES

The access chain of tourism will benefit greatly by the level of own accessibility that exists in the destination. It is very difficult to separate the field of tourism where reception, stay and return of visitors is applied to the measures and perspective of local and national accessibility.

To achieve those destinations are accessible transverse actions are required to move from one step to another with the guarantee of access, use and enjoyment of each part so accessibility need to be presented in all the tourist chain. To do the connections between all places, services and activities they all should be well planned and tested to contribute to the request of an excellent quality, integration of all elements included as infrastructure and built environments. Information on accessibility should be an integral part of tourism training overall and all the staff should be competent to accommodate people.

Definitively, this string includes a large number of infrastructure, policies and activities that are essential to achieve what is proposed.

3.2.3.3 PROTOCOL FOR GUIDANCE IN CHILE

To drive the means to have optimal protocols it is important that a theoretical and empirical knowledge of the physical space and the characteristics of the environment applies to it.

It is also substantial to provide information about points of interest along the route and explain the appeal, for which the guide must have acquired a set of scientific, popular or mystical knowledge about the place like rites and traditions present within the culture and which preferably must not be focused scientifically. (pag19-22)

3.2.4 PROTOCOLS FOR GUIDANCE IN BOTANICAL GARDENS

Cardenas (2005) clarifies that these protocols depend heavily on the internal politics of place, for this it is important to clarify what that entails a botanical garden. They are seen as authorized institutions by a public associative organization, public or sometimes mixed, where its main objective is the study, conservation and dissemination of the diversity of flora and fauna.

It is characterized by exhibiting scientific collections of living plants, grown to achieve some of these goals either as conservation, research and whether teaching.

Conservation.- Conservation is undoubtedly important as it helps a lot to the absolute protection of our nature itself, which is considered vulnerable; the main thing is to find methods needed for extending that habit to preserve what belongs to us, our nature.

Conservation is considered one of the main objectives within botanical gardens plants because through this local and exotic flora, and protection as well as species that are endangered are preserved.

Research. - Scientists include bone taxonomy in the study of botanic, also the adoption of exotic species outside their original habitat.

Teaching - A botanical garden also has an educational role as collections and labeled plants that help the study of the systematization are taught. Educational projects include presentations of plants that thrive in different environments to practical advice.

Education. - This is a fact that within botanical gardens is very current; here protection of biodiversity and the transmission of natural heritage is a priority. It is mandatory that education and awareness on this subject could be imparted, but actually there is a lot to do in the field of education about nature.

It would be useless all the investigations and studies set up today if an education that may lead to an awareness of the importance of preservation and conservation by individuals was not proposed. (pag454-450).

3.2.5 PROTOCOL FOR GUIDANCE IN THE BOTANICAL GARDEN OF THE UTM

Although our country Ecuador was not considered before as a preservative tourist power, we have visualized that these conceptions have changed gradually

and one clear example is the botanical garden of the Technical University of Manabí that despite not having an active production of income, has sought ways to preserve and care for species and local plants of our province, thus motivating students to contemplate and study what the university offers them, the most widely used protocols are exposure and garden opening for both students and visitors delight in the beauty of our flora and fauna. It should be emphasized that this is not everything because through these gardens systematic studies of what lies within the place or green space are established.

3.2.6 DIDACTICS IN THE BOTANICAL GARDEN OF THE U.T.M

Faithful to the common ideals of all botanical gardens in the world, the area of guidance of the University Garden offers educational guides to the public with the aim of raising awareness of the world of plants simply and directly through educational and recreational activities.

These activities are adapted to each type of public, being profound or fairly simple in comprehension where at the same time it aims to raise awareness and pique the interest of local or foreign people for the wonderful world of plants.

3.2.7 COLLECTIONS

Botanical sample of the species found in the western tropics of Ecuador, with collections of:

- Local Broad Leaved trees

- Introduced Broad Leaved trees

- Palm Trees Area

- Rainforest

- Artificial Lake

- Herbarium

- Orchid nursery

- Bonsai Area

- Camping Area

- Fruit Trees Area

4. ACHIEVEMENT OF OBJECTIVES

4.1 GENERAL OBJECTIVE

Strengthen the skills of speaking and listening in English language through the design and implementation of a protocol guidance in the Botanical Garden of the U.T.M.

4.2 SPECIFIC OBJECTIVES

- To determine the structures of care protocols for guidance in resorts.
- To recognize protocol exemplifications.
- To compare guidance protocols used in other countries.
- To apply the new protocol guidance in the Botanical Garden of the U.T.M.

5. HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

5.1 GENERAL HYPOTHESIS

Visitors to the Botanical Garden of the U.T.M. need to develop listening and speaking skills of the English skills.

5.2 SPECIFIC HYPOTHESES

➢ The protocols for guidance in some botanical gardens around the world fulfill with standard regulations.

➢ There are many exemplifications of protocol guidance around the world.

➢ The protocol guidance of the U.T.M. Botanical Garden keeps some similarities with protocols from other countries.

➢ The new protocol guidance in the Botanical Garden of the U.T.M. will be very useful for the community.

5.3. VARIABLES

5.3.1 INDEPENDENT VARIABLE:

PROTOCOL GUIDANCE IN ENGLISH

5.3.2 DEPENDENT VARIABLE:

SPEAKING AND LISTENING COMPETENCES

5.4. OPERATIONALIZATION OF VARIABLES

5.4.1 INDEPENDENT VARIABLE:

Protocol guidance in English language

Table 1 *Operationalization of the independent variable*

CONCEPT	DIMENSIONS	INDICATOR	ITEMS		TECHNIQUES AND TOOLS
			BOTANICAL GARDEN STAFF	STUDENTS VISITORS	
"A protocol guidance is a guideline in which the process of touristic activities are explained and carried out. By recognizing patterns of behavior a standardized, consistent guideline may be applied." (Gutierrez, 2016)	Tourist information	• Protocol guidance • Relevant information • Design of protocol	2	50	
	Student and guide performance	• Development listening and speaking skills. • Fluency • Accuracy • Public speaking • Methodology		50	**Techniques:** Interview Survey **Tools:** Questionnaires
	Community in general	• Guidance • Leaflet • Schedule • English level	2	50	

Note: prepared by the authors.

5.4.2. DEPENDENT VARIABLE:

Speaking and Listening Skills

Table 2 *Operationalization of the dependent variable*

| CONCEPT | DIMENSIONS | INDICATOR | ITEMS | | TECHNIQUES AND TOOLS |
			PERSONAL STAFF	STUDENTS VISITORS	
Listening Skill is an active, knowledge guided process, which involves perceiving that there's systematic massage in a continuous stream of sound. Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information.	Cognitive strategies	• Protocol guidance • Relevant information • Design of protocol		25	**Techniques:** Students Teacher **Tools:** Tabs of observation
	Metacognitive strategies	• Development listening and speaking skills. • Fluency • Accuracy • Public speaking • Methodology		25	
	Receptive and productive skills	Listening Reading	2	50	
			2	100	

Note: prepared by the author

6. DEVELOPMENT OF THE INVESTIGATION DESIGN

6.1. METHODOLOGICAL DESIGN

6.1.2 STUDY TYPE

The current investigation was conducted at the Technical University of Manabí, specifically in the Botanical Garden of the U.T.M. The study was not experimental because the phenomenon didn't cause variables, in any case, an analysis and description of them was handled.

6.2 RESEARCH DESIGN

Documentary research: Information from eBooks, magazines and other type of documents were used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

6.3 METHOD

The study used the inductive-deductive method and analysis - synthesis, the same that was supported in the literature review to examine the study variables as hold in reality.

6.4 TECHNIQUES

For data collection, the techniques used are:

- **Survey:** They were applied to students and visitors of Botanical Garden of the U.T.M in other to know what people is think about the implementation

of a protocol in English with elk guidance to improve the skills of listening and speaking.

- **Interview:** It included 6 questions which helped to identify relevant points of view about the implementation of a protocol guidance in English to the Botanical Garden.

- **Data Tabulation:** They represent and analyze the data obtained in the field of research.

- **Bibliographic:** Allows the structuring of the framework to deepen in the philosophical and scientific field to contrast in reality.

6.5 INSTRUMENTS

- Question formulary.
- Interview paper.
- Statistic graphic

6.6 RESOURCES:

6.6.1 HUMANS

- Students of Language and Linguistic Major
- Visitors of Botanical Garden.
- Botanical Garden Staff
- 2 investigators
- Bachelor degree advisor

6.6.2. MATERIALS

- Photocopies

- Computer

- Office supplies

- eBooks

- Cameras

- Folders

- Internet

6.6.3. ECONOMIC

The anticipated cost for this investigation was 400 US dollars the same that were

be assumed by the authors of the research.

7. DEFINITION AND SELECTION OF THE SAMPLE

UNIVERSE

The population taken to the investigation was 2 personal staff members from the University Garden, 50 students of the Language and Linguistic School and 50 visitors to the University Garden.

SAMPLE

The sample for this investigation taken was 100% of its totality, for both the personal staff of the whole University Garden, students of the Language and Linguistic School and visitors of the university garden.

UNIVERISTY GARDEN U.T.M	Population	Sample	Percentage
Personal staff of University Garden	2	2	100%
Students of Language and Linguistic School	50	50	100%
Visitors of University Garden	50	50	100%
TOTAL	102	102	100%

8. DATA COLLECTION

8.1 SURVEYS APPLIED TO VISITORS TO THE BOTANICAL GARDEN OF THE TECHNICAL UNIVERSITY OF MANABÍ

TABLE AND FIGURE OF QUESTION N° 1

Do you consider that you can strengthen the skills of listening and speaking in English language through the design and implementation of a protocol guidance in the University Garden?

Table 3 *Strengthening the skills of speaking and listening*

VARIABLE	FREQUENCY	PERCENTAGE
YES	47	94%
NO	3	6%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the visitors of the botanical garden of the Technical University of Manabí
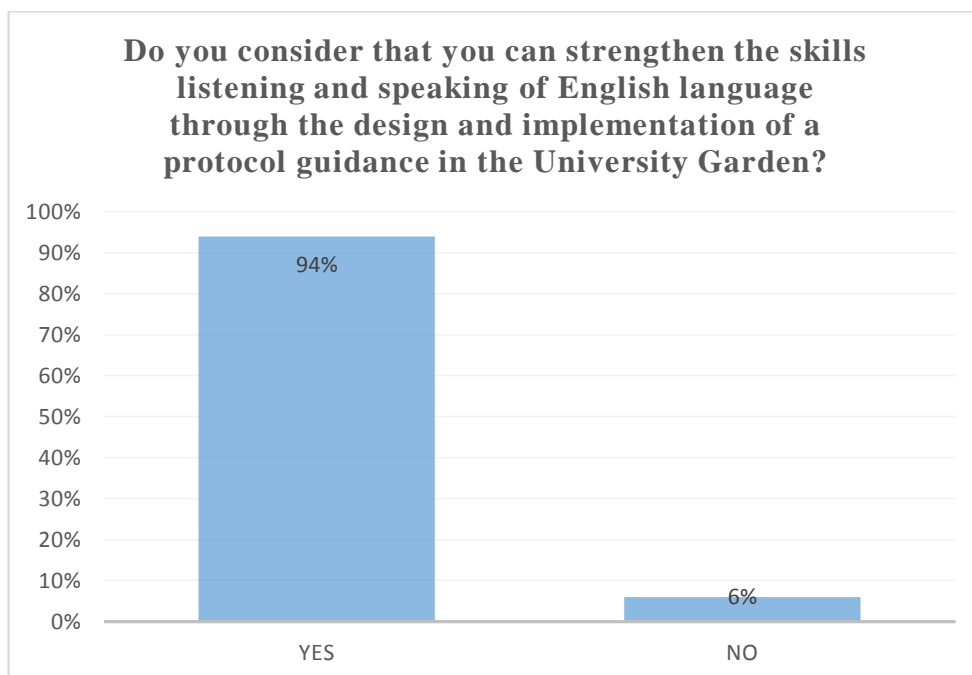
Figure 1: *Strengthening the skills of speaking and listening*

TABLE AND FIGURE OF QUESTION N° 2

Do you know if there is a Protocol guidance in English at the U.T.M. University Garden?

Table 4 *Protocols in English*

VARIABLE	FREQUENCY	PERCENTAGE
YES	0	0%
NO	50	100%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the visitors of the botanical garden of the Technical University of Manabí.
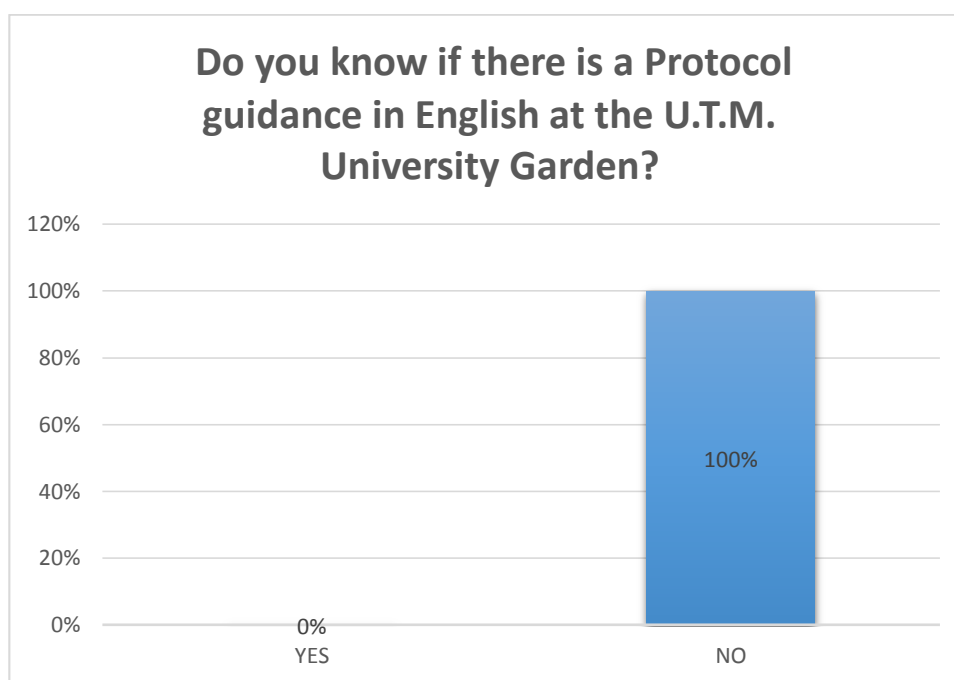
Figure 2: Protocols in English

TABLE AND FIGURE OF QUESTION N° 3

Have you ever visited the university garden using a protocol guidance?

Table 5 *Protocols in English*

VARIABLE	FREQUENCY	PERCENTAGE
YES	50	100%
NO	0	0%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the visitors of the botanical garden of the Technical University of Manabí.
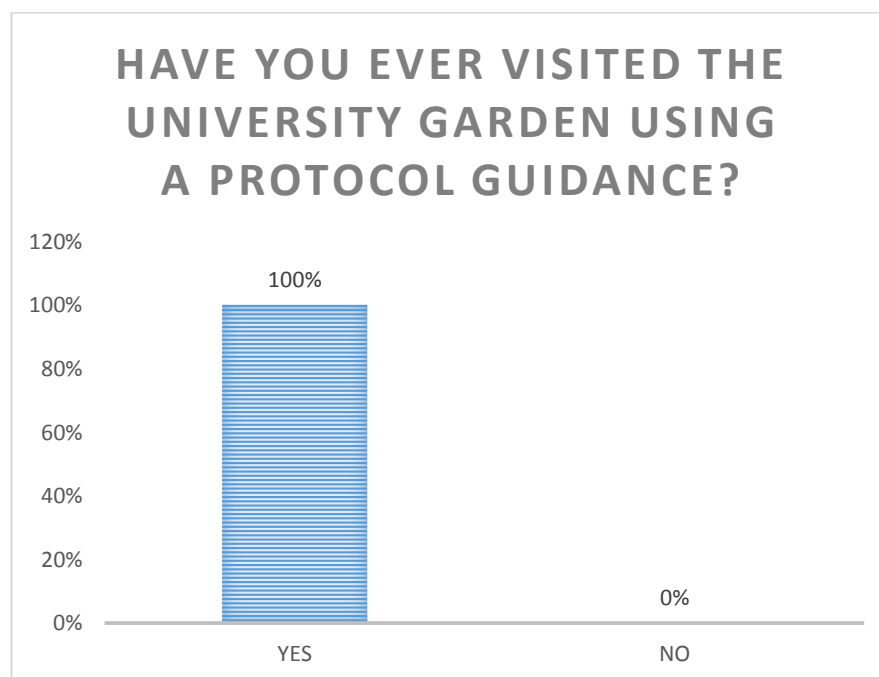
Figure 3: Protocol in English

TABLE AND FIGURE OF QUESTION N° 4

In which language have you received guidance in the UTM university garden?

Table 6 *Language of guidance*

VARIABLE	FREQUENCY	PERCENTAGE
SPANISH	50	100%
ENGLISH	0	0%
OTHER LANGUAGE	0	0%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the visitors of the botanical garden of the Technical University of Manabí.
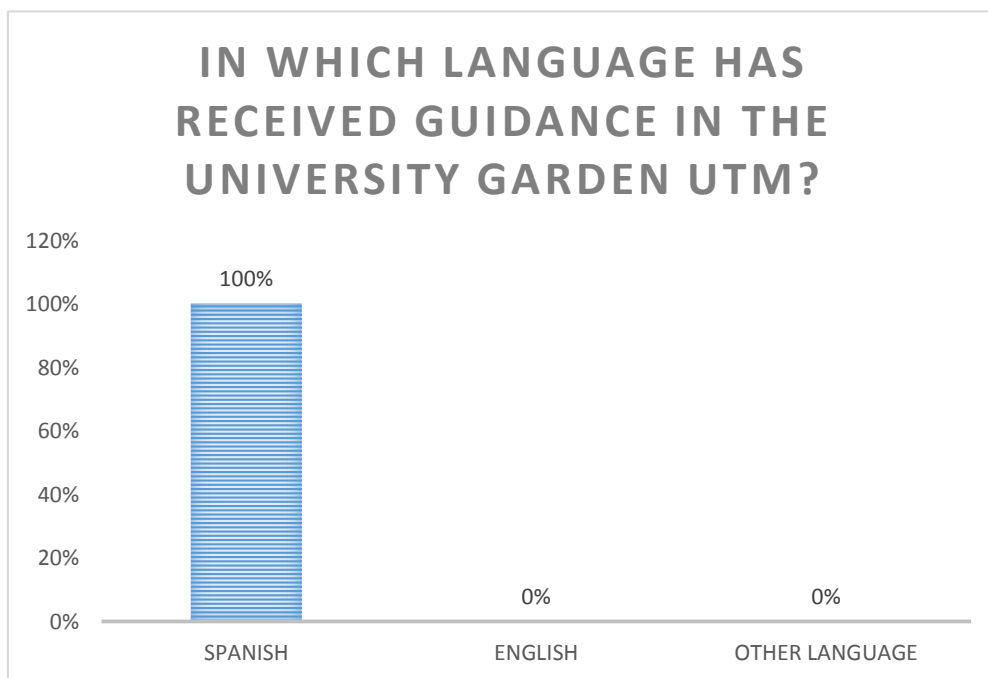
Figure 4: Language of guidance

TABLE AND FIGURE OF QUESTION N° 5

Do you consider essential the implementation of a protocol guidance in English for university garden?

Table 7 *Implementation of an English protocol guidance*

VARIABLE	FREQUENCY	PERCENTAGE
A LOT	48	96%
LITTLE BIT	2	4%
NOTHING	0	0%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the visitors of the botanical garden of the Technical University of Manabí.
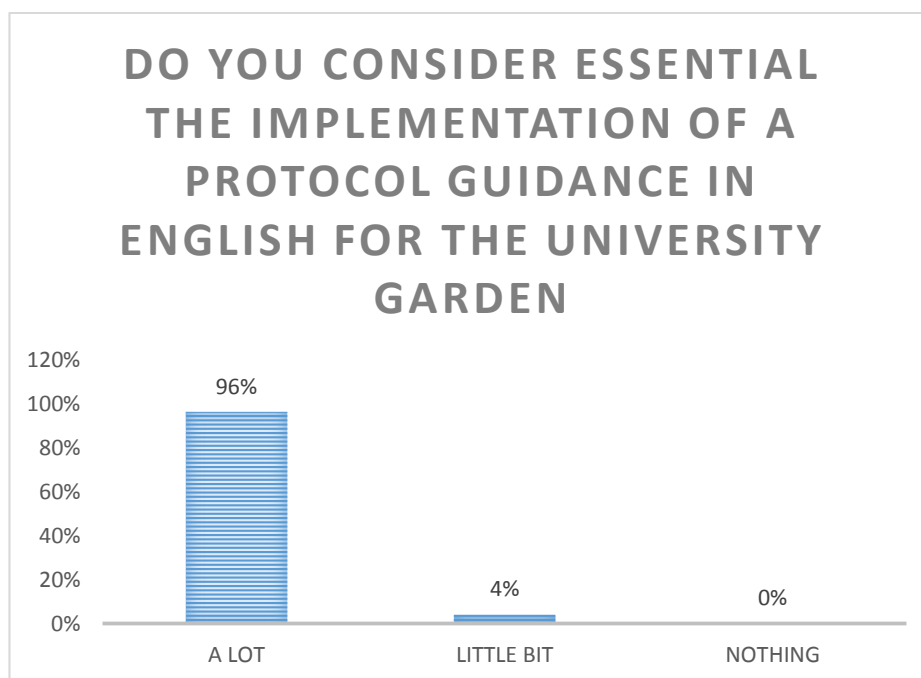

Figure 5: Implementation of an English protocol guidance

Who should be the guidance in English directed to at the UTM university garden?

Table 8 *People the guidance protocol is directed to*

VARIABLE	FREQUENCY	PERCENTAGE
STUDENTS	3	6%
TEACHERS	1	2%
TOURISTS	1	2%
TOUR GUIDES	1	2%
COMMUNITY GENERAL	1	2%
ALL OF THE ABOVE	43	86%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the visitors of the botanical garden of the Technical University of Manabí.
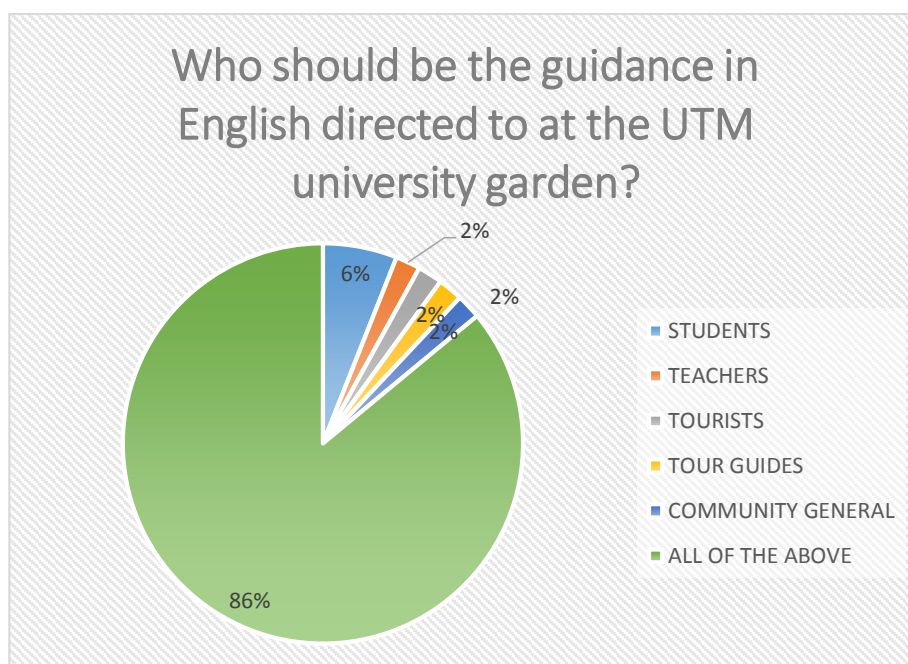

Figure 6: People that be directed guidance protocol.

8.2 SURVEYS APPLIED TO STUDENTS OF TECHNICAL UNIVERSITY OF

MANABÍ

TABLE AND FIGURE OF QUESTION N° 1

Do you think you can strengthen the skills of listening and speaking of English language through the design and implementation of a protocol guidance in the University Garden?

Table 9 *Strengthening the skills of speaking and listening*

VARIABLE	FREQUENCY	PERCENTAGE
YES	45	90%
NO	5	10%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the students of the Technical University of Manabí.

Figure 7: Strengthening the skills of speaking and listening

TABLE AND FIGURE OF QUESTION N° 2

Do you know if there is a Protocol guidance in English at the U.T.M. University Garden?

Table 10 *Protocols in English*

VARIABLE	FREQUENCY	PERCENTAGE
YES	2	4%
NO	48	96%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the students of the Technical University of Manabí.

Figure 8: Protocols in English

TABLE AND FIGURE OF QUESTION N° 3

Have you ever visited the university garden using a protocol guidance?

Table 11 *Protocols in English*

VARIABLE	FREQUENCY	PERCENTAGE
YES	35	70%
NO	15	30%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the students of the Technical University of Manabí.

Figure 9: Protocol in English

In which language have you received guidance in the UTM university garden?

Table 12 *Language of guidance*

VARIABLE	FREQUENCY	PERCENTAGE
SPANISH	48	96%
ENGLISH	2	4%
OTHER LANGUAGE	0	0%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the students of the Technical University of Manabí.

Figure 10: Language of guidance

TABLE AND FIGURE OF QUESTION N° 5

Do you consider essential the implementation of a protocol guidance in English for the university garden?

Table 13 *Implementation of an English protocol guidance*

VARIABLE	FREQUENCY	PERCENTAGE
A LOT	45	90%
LITTLE BIT	4	8%
NOTHING	1	2%
TOTAL	**50**	**100%**

Note: prepared by the authors who took as a source of study the students of the Technical University of Manabí.
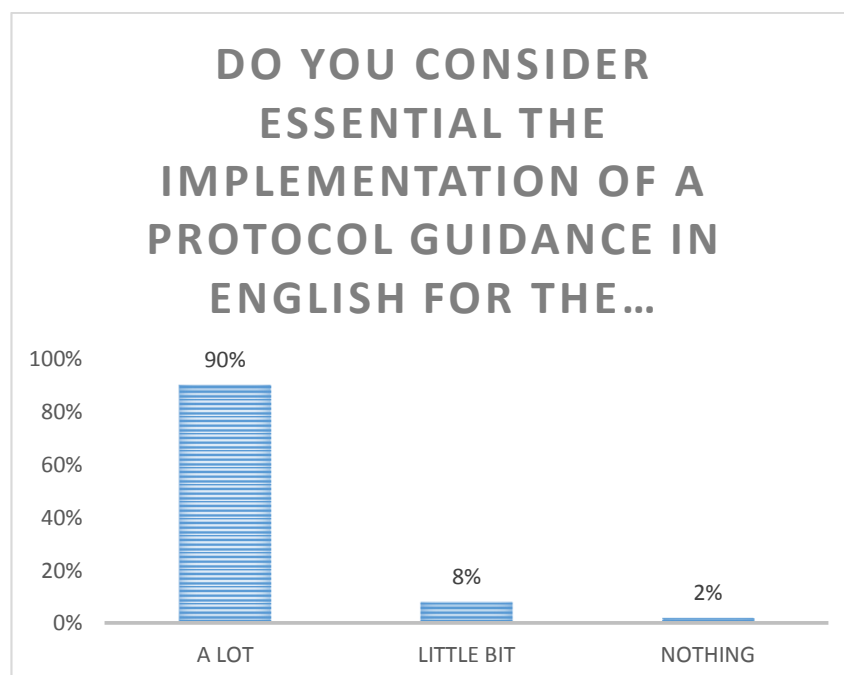
Figure 11: Implementation of an English protocol guidance

TABLE AND FIGURE OF QUESTION N° 6

Who should be the guidance in English directed to at the UTM university garden?

Table 14 *People that be directed guidance protocol*

VARIABLE	FREQUENCY	PERCENTAGE
STUDENTS	1	2%
TEACHERS	1	2%
TOURISTS	1	2%
TOUR GUIDES	1	
COMMUNITY GENERAL	1	2%
ALL OF THE ABOVE	45	86%
TOTAL	**50**	**100%**

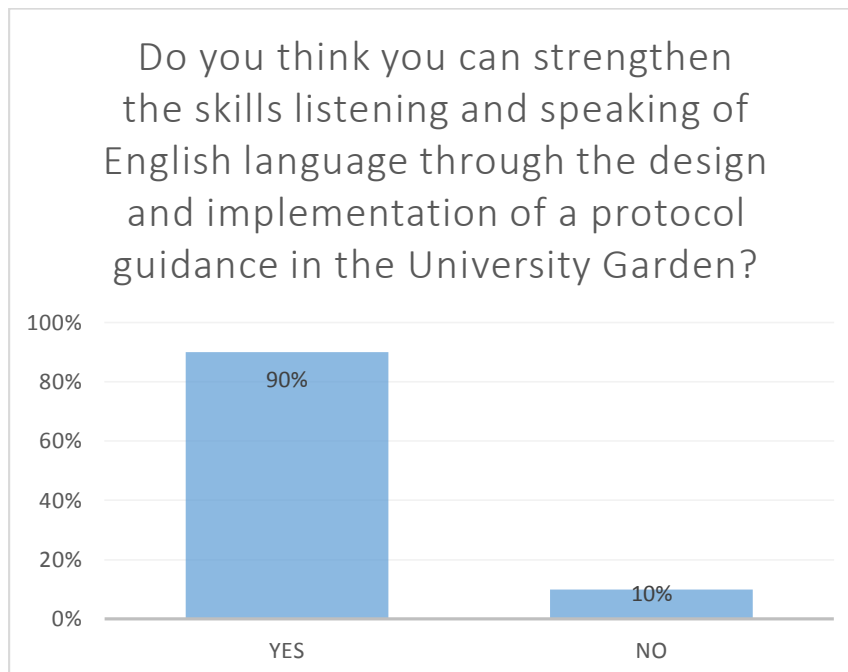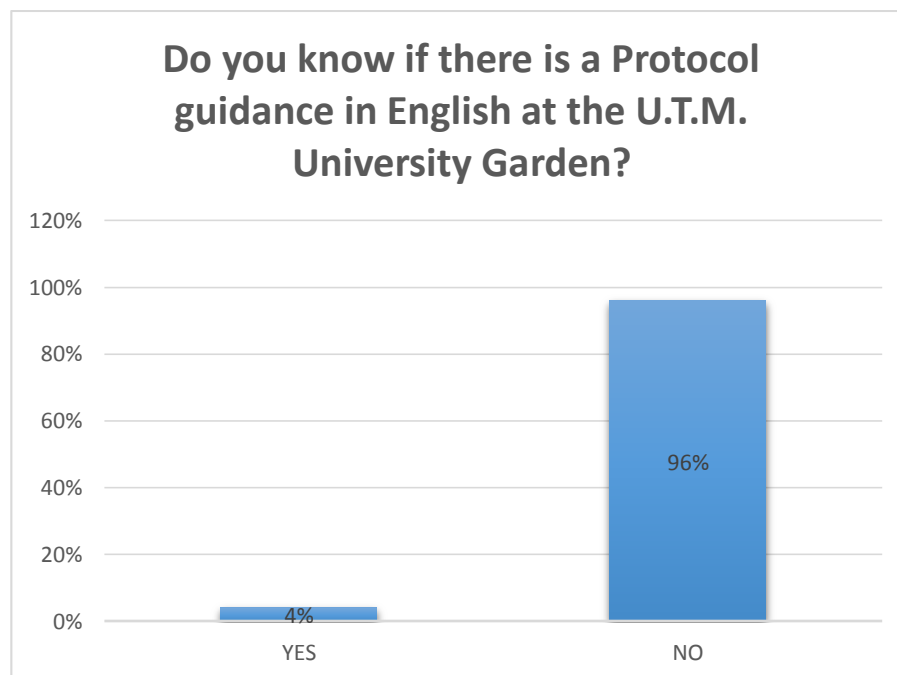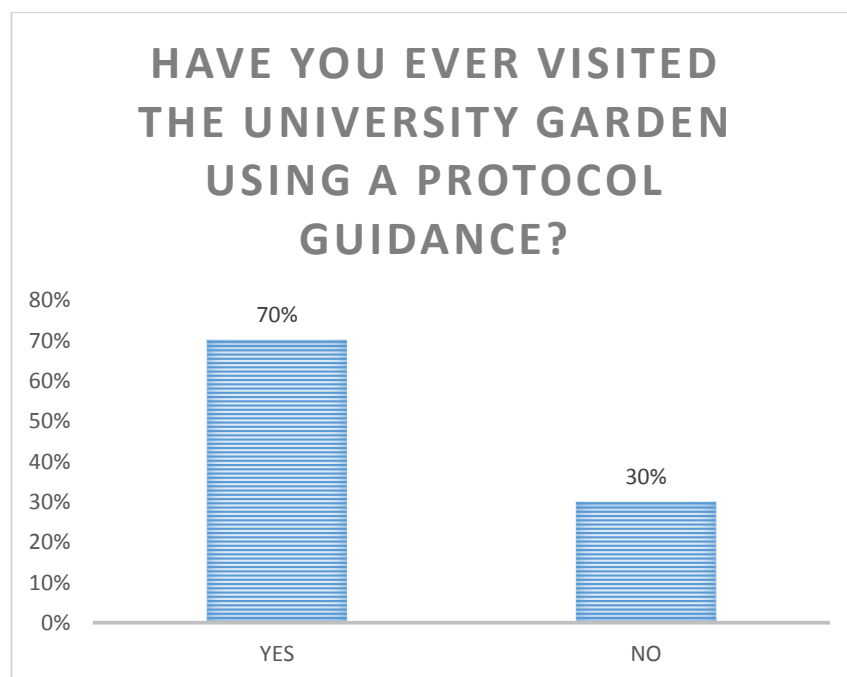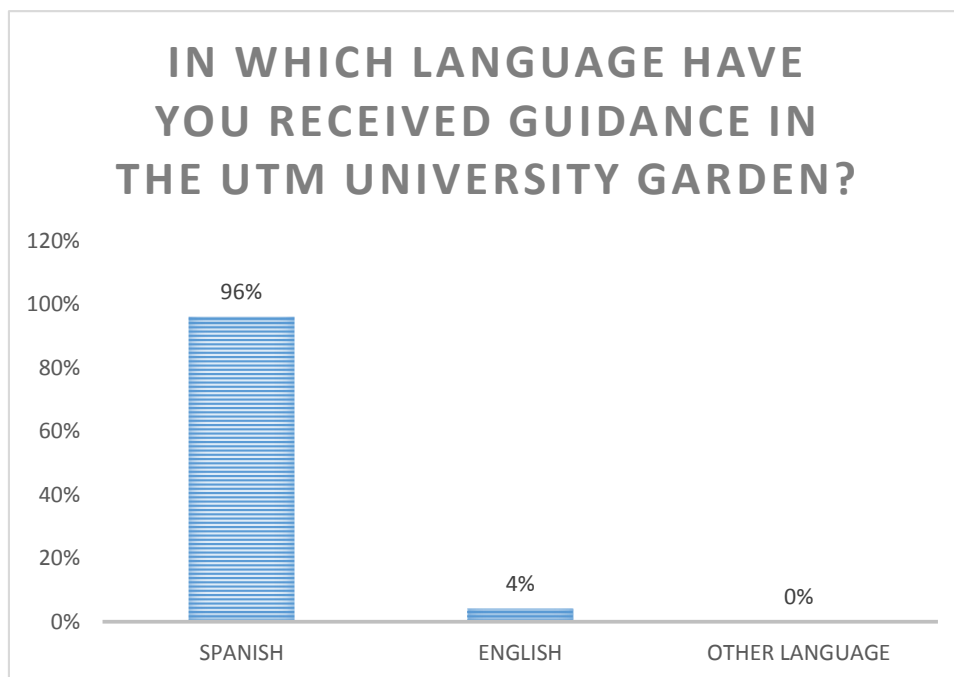Note: prepared by the authors who took as a source of study the students of the Technical University of Manabí.
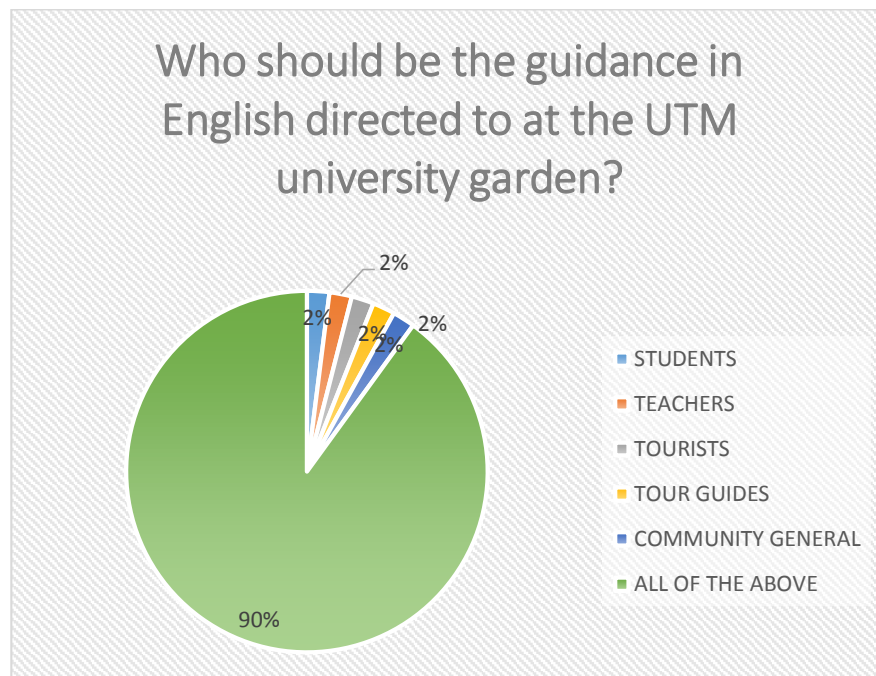
Figure 12: People that be directed guidance protocol.

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8.3 UNIVERSITY GARDEN GUIDE'S INTERVIEW REPORT

This is an excerpt of an interview that was made to the guide in the "University Garden", in order to know the importance of applying a protocol for guidance in English language in the mentioned institution. This interview included eight questions created by research paper' authors, which were answered completely by the interviewee, named William Quintero.

Among the most important aspects, the guide explained that there exists a protocol for guidance in the University Garden which is applied as software implemented in some tablets that can be used by the guide or the visitors, being the information in Spanish language. This protocol is structured by individual areas with a specific type of flora or fauna and environment. It is as well related to the common basis of nearly all protocol guides for botanical gardens.

The places visited during a tour guide are normally the most common or close to the route for guidance where the guide walks along the path explaining and remarking the most important species present on each area.

Quintero mentioned that about 5.000 people visit the garden every year and most of them end up enchanted by all the nature presented on this natural spot. Foreign people visit the garden as well, but in this case the attention is a bit different in what concerns to the guidance, because it tends to be more specific and not that profound. In other words the guidance is adapted to each type of public.

To conclude, Quintero expressed that the creation of an English protocol for guidance in the University Garden will be very advantageous and important for the place, because people who are not able to understand the Spanish language will have the opportunity to immerse themselves in all the knowledge and experience that this natural spot offers.

8.4 UNIVERSITY GARDEN DIRECTOR'S INTERVIEW REPORT

This is an excerpt of an interview that was made to the director of the "University "University Garden", in order to know the importance of applying a protocol for guidance in English language in the mentioned institution. This interview included included eight questions created by research paper' authors, which were answered completely by the interviewee, named Johnny Muentes.

Muentes explained that there actually exists a protocol for guidance in the Garden which is applied in some tablets that can be used by the visitors and even the guide but this one doesn't normally uses it because of his empirical management of the guidance. This protocol is of course in Spanish language.

The structure of the protocol sticks to the common framework of other protocol for guidance in Botanical Gardens, being divided into areas which have specific types of flora and fauna respectively. Each part is visited but during the guidance some of them may be omitted because of time or type of public.

Muentes mentioned as well that about 4.000 to 5.000 people visit the garden every year and he assures that the people who come to this beautiful natural area really like the experience they feel with their eyes and senses. Foreign people come to the garden as well, but in this case the attention is sometimes different in the guidance. The guide adapts the route and the language to the type of public being specific or profound in context.

To finish, Muentes said that the creation of a protocol for guidance in the University Garden, specifically in English language, would definitely be very beneficial for the place because a lot of people who wouldn't understand our language will get to know what our country and the garden has to present and enchant.

9. DATA ANALYSIS

9.1 ANALYSIS AND INTERPRETATION OF SURVEYS OF VISITORS TO THE UNIVERSITY GARDEN

ANALISYS OF TABLE 3 AND FIGURE 1

Do you consider that you can strengthen the skills of listening and speaking of English language through the design and implementation of a protocol guidance in the Botanical Garden?

Statistical data shows that from 100% of surveyed visitors: 96% of them declared it is through a guidance protocol listening and speaking skills can be strengthened; 4% chose the option number 2 manifesting that listening and speaking skills are not necessarily developed with the implementation of a protocol guidance.

Analyzing the results, we can notice that the mentioned skills can definitely be developed by the use of a protocol for guidance in the university garden as well as using other techniques that can lead to the same purpose in other teaching-learning areas.

ANALISYS OF TABLE 4 AND FIGURE 2

Do you know if there is a Protocol guidance at the U.T.M. University Garden?

The sample shows that 100% of survey respondents know there is no a protocol of guidance in the university garden.

Analyzing the results, we can see that there actually exists a protocol guidance in the UTM botanical garden which is applied as a software in some devices to be used by the guides or even visitors, but they are in Spanish language only.

ANALISYS OF TABLE 5 AND FIGURE 3

Have you ever visited the university garden using a protocol guidance?

Looking at the results 100% of visitors that were questioned affirmed they have visited the university garden.

Analyzing the results it is clear that most people have visited the botanical garden and have used a simple protocol to aid the guidance around all the different areas that exist there.

ANALISYS OF TABLE 6 AND FIGURE 4

In which language have you received guidance in the UTM university garden?

Statistical data shows that from 100% of surveys: 100% manifested that in their visit to the university garden they received the guidance in Spanish.

Analyzing the results, we can notice that the only language, in which the guidance is given by the only guide in the botanical garden, is Spanish. It is necessary to clarify that the guide admits he knows English but not that enough give a full guidance around the natural areas of the garden.

ANALISYS OF TABLE 7 AND FIGURE 5

Do you consider essential the implementation of a protocol guidance in English for the university garden?

96% of participants of the questionnaire expressed that they believe necessary the implementation of a protocol in English language, on the other hand 4% of them consider of little importance the implementation of a protocol guide.

Analyzing the results, we can notice that the implementation of a protocol for guidance in the botanical garden in the English language is crucial in order to help vary the guidance and open doors to international visitors that want to know and learn about the species kept there.

ANALISYS OF TABLE 8 AND FIGURE 6

Who should be the guidance in English directed to at the UTM university garden?

The answers in the questionnaire show that: 6% of the people surveyed think the guidance should be directed to students and in this way improve their language skills; 2% of them said that it would be important to address the

protocol guidance to teachers, who impart their knowledge to students; 2% of them emphasize that it is important to address the protocol to the tourist, 2 % of them said the protocol should be directed to to the tourist guides since they are in contact with tourists.; 2 % consider that the guide should be directed to the community in general ; 86% of the questioned people said that it should be directed to all students, teachers, tourist and tourists guides.

Analyzing the results, we can see that there are many options people think the protocol guidance should be directed to. Students, teachers, visitors and guides, all of them will benefit undoubtedly with the application of the protocol.

9.2 ANALYSIS AND INTERPRETATION OF SURVEYS APPLIED TO STUDENTS FROM THE LANGUAGE AND LINGUISTICS SCHOOL.

ANALISYS OF TABLE 9 AND FIGURE 7

Do you consider that you can strengthen the skills of listening and speaking of English language through the design and implementation of a protocol guidance in the University Garden?

Statistical data shows that from 100% of surveyed visitors: 90% of them declared it is through a guidance protocol that can be developed listening and speaking skills; 10 % chose the option number 2 manifesting that listening and speaking skills not necessarily develop with the implementation of a protocol guidance.

Analyzing the results, we can notice that students think that the implementation of a protocol for guidance will benefit and strengthen the skills of listening and speaking while the other group thinks that these skills may not necessarily be developed this way.

ANALISYS OF TABLE 10 AND FIGURE 8

Do you know if there is a Protocol guidance in English at the U.T.M. University Garden?

The sample shows that 96% of survey respondents know there is no a protocol for guidance in the university garden that helps to encourage tourism and knowledge and perfection of the language; while 4% of survey respondents know there is a protocol for guidance in the university garden.

Analyzing the results, we can notice that most of the students don't know there exists a protocol for guidance in the botanical garden that is used to give controlled guides around the areas, while the other part knows about the existence of it.

ANALISYS OF TABLE 11 AND FIGURE 9

Have you ever visited the university garden using a protocol guidance?

Looking at the results 70 % of students that were questioned affirmed they have visited the university garden; while 30% of students said that haven't ever visited the university Garden.

Analyzing the results, we can notice that most of the students have visited at least once the natural area known as university garden while the other

counterpart haven't been there even when having class in the mentioned institution.

ANALISYS OF TABLE 12 AND FIGURE 10

In which language have you received guidance in the UTM university garden?

Statistical data shows that from 100% of surveyed people: 96% manifested that in their visit to the university garden they received the guidance in Spanish; 4% said they have ever received a guide in the university garden in English.

Analyzing the results, we can notice that most students have received a guide around the natural areas in Spanish language which is the only one implemented and used so far, and the other part of the students have been to the garden just to visit not to learn about the natural facts and fields.

ANALISYS OF TABLE 13 AND FIGURE 11

Do you consider essential the implementation of a protocol guidance in English for the university garden?

90% of participants of the questionnaire expressed that they believe necessary to implement a protocol in English language, on the other hand 8% of them consider of little importance the implementation of a protocol guide, and the 2% consider that is not fundamental the application of a protocol guidance in English in the University Garden.

Analyzing the results, we can notice that the implementation of the protocol for guidance comes to be transcendental for the strengthening of the treated skills. On the other hand other part of surveyed students considers this implementation not a fully necessary aid or not necessary at all.

ANALISYS OF TABLE 14 AND FIGURE 12

Who should be the guidance in English directed to at the UTM university garden?

The answers in the questionnaire shows that: 2% of the surveyed people think protocol of guidance in English should be directed to students and in this way improve their language skills; 2% of them said that it would be important to address the protocol guidance to teachers who impart their knowledge to students; 2% of them emphasize that is important address the protocol to tourists, 2 % of them said the protocol should be directed to guides since they are in contact with tourists.; 2 % consider that the guide should be directed to the community in general ; 90% of the questioned people said that it should be directed to all students, teachers, tourist and tourists guides.

Analyzing the results, we can notice that the options are varied and the points of view were variable, but in essence it was established that the protocol guidance would benefit many parts of the community, social as well as educational.

10. ELABORATION OF THE RESULTS REPORT

10.1. SCOPE OF THE OBJECTIVES

The range of the objectives and verification of the hypothesis that were raised in the thesis project is shown after completing the theoretical and practical research

- **GENERAL OBJECTIVE:**

IMPLEMENTATION OF A PROTOCOL FOR GUIDANCE IN ENGLISH LANGUAGE IN THE UTM UNIVERSITY GARDEN PERIOD 2015-2016, TO STRENGTHEN THE SKILLS OF SPEAKING AND LISTENING.

Concerning the objectives, this general objective is tested in question N° 1 of our research which gave a positive result where both students and visitors agreed that the implementation of the protocol can strengthen the skills of listening and speaking in the English language through such activities.

Getting the student involved in the language in a dynamic spontaneous way and using the guidance context as a basis definitely reinforced the receptive and productive skills that this project focused on, because using real world language and interacting with is the best way to get to master these abilities in a proper and natural way.

- **SPECIFIC OBJECTIVE #1:**

Determine the structures of care protocols for guidance in Botanical Garden.

This objective is tested in question N° 2 since in the survey it was answered by each of the participants that they know clearly what are the steps and structures that have Botanical Garden protocols in this case respondents know of the existence of a protocol in English in the university garden.

Johnny Muentes, director of the botanical garden, assures that protocols for guidance are generally similar in function and essence but they are structured differently because not all botanical gardens are the same. Areas, flora, fauna, paths, points of interest, they all may vary and may be treated in a different way. So these protocols get their structures when adapting them to the institution they belong to.

- **SPECIFIC OBJECTIVE #2:**

Recognize protocol guidance exemplifications.

This objective is tested in question No. 3, it is also necessary to emphasize the use of language and how important it is to reach the audience in this case each of the respondents answered that in the Botanical Garden of the U.T.M they have received guidance in Spanish, but highlighted the importance of the implementation of the guide in English, as well as general knowledge of the different exemplifications of guidance protocols that are followed not only in the University Garden but also the different gardens around the world.

Bercial (2002) expresses that protocols for guidance vary slightly when we talk about international ones. Many countries have a special

focus on parameters like education and tourism. From this idea the protocols tend to be flexible and adapted to the needs of each region. For example, to Colombia education and tourism are very important, so they focus on activities to reinforce, improve and update those areas. In the same way Colombian botanical gardens manage their protocols on that basis. Protocol guidance then adapt themselves to the needs of each country.

Ecuador is another example of this case. Here, the education goes hand in hand with various branches like tourism, science and education, which is the ideal of the UTM botanical garden, which main objective is to teach and illustrate on tourism, conservation and preservation.

- **SPECIFIC OBJECTIVE #3:**

Compare guidance protocols used in other countries.

This objective is tested in the question Nº 4 and 5 which go hand. Respondents have visited at least once the UTM University Garden and may in one way or another compare it with protocols followed in other countries which notes that most University Gardens follow the same model protocol and will modify them according to the needs of each visitor.

As mentioned by William Quintero, main guide in the Botanical Garden, the structures of a protocol guidance are commonly similar in what concerns the process of guiding, being divided into areas which have specific points of focus and interest and the fact that they seek the same objective which is to teach and make consciousness about nature, conservation and reservation. The only notable

difference can be the adaptation and flexibility that these protocols suffer according to factors like areas and type of public.

- **SPECIFIC OBJECTIVE # 4:**

To apply the new protocol guidance in the Botanical university

This objective is tested in the question Nº 6 this last objective is closely related to the application of the protocol previously developed. Knowing the importance of English today and their influence on education and in everyday situations it is a clear fact. With the application of the guidance the results and change were clear.

The application of the protocol guidance in the Botanical Garden was successful and seen as a way of reinforcing the skills treated on this project. It was also recognized as a basis that will definitely serve in the future as a starter point to develop more projects related on tourism and natural science areas and language learning activities.

10.2 CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, we have come to the following conclusions:

1. Both students and visitors were aware of the importance that represents the implementation of a bilingual protocol guidance in the botanical garden in order to strengthen the skills of speaking and listening as well as contributing to the reinforcement of the ecological tourism.

2. A standard protocol guidance may be structured variably depending on the place, the aiming, the interest and the level of information which is determined by the public.

3. Many protocols from Colombia, the US, Chile and the UTM botanical garden are quite similar in structure and what they have in common is that they try to focus on environmental consciousness as well as imparting general knowledge.

4. The implementation of the new English protocol guidance in the UTM botanical garden was an activity that promoted interest for the language as well as the knowledge related to all the flora and fauna which is found in the garden. With this, a new conception about learning listening and speaking skills was displayed and the protocol now implemented can serve to the guides or other institution to keep promoting the ecological tourism and conservation.

5. Learning to domain a language completely; nevertheless, they do not possess the resources necessary to facilitate the learning process.

10.3 RECOMMENDATIONS

During the performance of the study, it could be noticed some necessities the students and the botanical garden have related to autonomous learning. With this investigation some negative aspects can be balanced in order to enhance the learning process. Due to those expectations we recommend:

1. To keep updating the protocol guidance in order to make it more concrete using English for specific purposes related to natural sciences, environmental study and conservation. With this new information will be added about all the specimens found on the garden.

2. To assign more students works in the botanical garden that lead them to a better reinforcement of the listening and speaking as well as creating environmental and preservation consciousness among the students.

3. To carry out events to keep promoting the botanical garden as a tourist and learning spot.

4. To implement a software for the protocol guidance taking as a basis the information presented on the tablets repository of the botanical garden, updating it and adapting it to the English language, project that may be carried out by students of related areas such as software development, languages and ecological sciences.

11. THE PROPOSAL

BOTANICAL GARDEN, LUNG OF PORTOVIEJO
PROTOCOL GUIDANCE

11.1. OBJECTIVE OF THE PROPOSAL

Design protocol guide with a clear description of botanical garden its history, mission, vision, objectives and the areas the flora and fauna to help to improve the skills of listening and speaking in English language.

11.2. INTRODUCTION OF THE PROPOSAL

Listening and speaking are the real world language skills. They are the essence of natural and spontaneous communication that with the other skills counterpart are treated in a teaching-learning process. However speaking and listening are not always taken as important as they are in the classroom. Teachers tend to be more traditionalist and focus on reading and writing as a way to develop proper language.

The immersion of the learner inside a situation where communication is present can be a great way to enhance and reinforce those skills. From that basis, the implementation of a protocol guidance in English language will benefit the students and community in general in the improvement of those language abilities. At the same time people will develop consciousness about conservation preservation and nature knowledge.

FEASIBILITY ANALYSIS

The proposal it is carried out in the "U.T.M BOTANICAL GARDEN", is located in the northern part of the city of Portoviejo, Manabí province. It is a preserved area, botanical garden, arboretum, Orquideario, palmetum and rescue area. The Reserve Area has 37 hectares; Botanical Garden area 10 hectares area Rescue Center 3 hectares, making a total of 50 ha extension, owned by the Technical University of Manabí.

FEASIBILITY ANALYSIS

This proposal is feasible because it has been conducted with the purpose of motivate students from the Technical University of Manabí specifically to school Languages and Linguistic to improve their skills of listening and speaking in English, knowing the importance of this language is not only in education but also tourist, this project is aimed at the Botanical Garden of our University as a reference point for tourism the idea to do something different to make a protocol of guidance in which was improved the skills of speaking and listening to all who visit..

DESCRIPTION OF THE PROPOSAL

A. PLANNING
Date: 2/9/2016.
Time: 10:00 to11:00 am
Local: U.T.M Botanical Garden

B. ACTIVITIES
• Delivery of brochures with the U.T.M Botanical Garden
• Screening of the proposal

C. RESOURCES
• Human: Author of the thesis (Jhon Loor Cevallos and María Gabriela Rosero)
• Materials:
• Institutional:.

D. BUDGET
• Brochures $ 30
•Transportation 25 $
•Feeding 30 $
•Printing guide 50 $

1. RESEARCH PAPER BUDGET

The expenses that have been calculated for the execution and completion of the project are as follows:

Table 15 *Research paper budget*

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,80	$ 80,00
1	Guide	$ 1,00	$ 5,00
70 sheets of paper	Printing color	$ 0,25	$ 17,50
200 sheets of Paper	Printing White and Black	$ 0,05	$ 10,00
100 sheets of Paper	Copies	$ 0,03	$ 3,00
2 CDs	CD recording	$ 1,50	$ 3,00
1	Research paper binding	$ 20,00	$ 20,00
	Transport		$ 85,00
3	Manuals	$ 20,00	$ 60,00
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$ 10,00	$ 20,00
		TOTAL	**$ 308,00**

Note: prepared by the authors

2. ACTIVITIES CHRONOGRAM

Table 16 *Activities Schedule and Budget*

ACTIVITIES	FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				HUMANS	MATERIALS	COSTS
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
Topic selection and elaboration of the project	█	█	█																										Research paper authors	Use of internet, printing white/ black and copies	$ 40.00
Review and approval of the project					█	█	█	█	█	█																			Research paper authors and authorities	Transport and folders	$85.00
Selection of bibliographical sources and development of the theoretical framework					█	█	█	█	█	█																			Research paper authors	Use of internet	$ 40.00
Implementation of the survey and interview and preparation of statistical tables with their analysis											█	█	█	█	█	█													Research paper authors, student, visitors and personal staff of Language and Linguistic School , University Garden.	Copies, transport and printing white/ black and color	$ 88.00
Preparation of the proposal																		█	█	█									Research paper authors	Use of internet	$ 20.00
Review and correction of the research paper																						█	█	█					Research paper authors, advisor and reviser	Transport, folders and plagiarism control	$ 32.50
Approval and presentation																									█	█	█	█	Research paper authors, advisor and reviser	Research paper binding, CD recording and manuals	$ 83.00
																														TOTAL	**$388.50**

Note: prepared by the authors

_____   _____

JHON MILTON LOOR CEVALLOS   MARÍA GABRIELA ROSERO GARCÍA

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4. ANEXES

Annex 1: Main entrance to the Botanical Garden of the U.T.M

Annex 2: Artificial lake of the Botanical Garden of the U.T.M

Annex 3: Students of eighth semester Language and Linguistics Major completing the surveys

Annex 4: visitors of the Botanical Garden completing the surveys

Annex 5: Interview given by the Ing. William Quintero touristic guide of Botanical Garden

Annex 6: Tour conducted by the guide William Quinteros

Annex 7: Review work by the thesis advisor Professor Joel Loor

Annex 8: Survey for visitors of Botanical Garden

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA

ENCUESTA DIRIGIDA A VISITANTES DEL JARDÍN UNIVERSITARIO DE LA U.T.M.
La presente encuesta tiene como objetivo determinar la incidencia de la implementación de un protocolo de guianza en idioma ingles en el Jardín Universitario de la U.T.M. y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿Considera usted que se pueden fortalecer las destrezas de hablar y escuchar del idioma ingles a través del diseño y aplicación de un protocolo de guianza en el Jardín Universitario? (Objetivo General)
   a) Si ( )
   b) No ( )

2. ¿Conoce si existe un Protocolo de guianza en ingles en el Jardín Universitario de la U.T.M.? (Primer objetivo específico)
   a) Si ( )
   b) No ( )

3. Ha visitado alguna vez el jardín universitario utilizando un protocolo de guianza? (Primer objetivo específico)
   a) Si ( )
   b) No ( )

4. ¿En qué idioma ha recibido la guianza en el jardín universitario de la UTM? (Segundo objetivo específico)
   a) Español ( )
   b) Ingles ( )
   c) Otras

5. ¿Considera fundamental la aplicación de un protocolo de guianza en inglés para el jardín universitario ? (Segundo objetivo específico)
   a) Mucho ( )
   b) Poco ( )
   c) Nada ( )

6. ¿A quiénes debe ir dirigido el protocolo de guianza en ingles del jardín universitario de la UTM? (Tercer objetivo específico)
   a) Estudiantes ( )
   b) Profesores ( )
   c) Turistas ( )
   d) Guías Turísticos ( )
   e) Comunidad en General ( )
   f) Todas las anteriores ( )

Muchas gracias

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA

ENCUESTA DIRIGIDA A VISITANTES DEL JARDIN UNIVERSITARIO DE LA UTM.

La presente encuesta tiene como objetivo determinar la incidencia de la implementación de un protocolo de guianza en idioma ingles en el Jardín Universitario de la U.T.M. y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

7. ¿Considera usted que se pueden fortalecer las destrezas de hablar y escuchar del idioma ingles a través del diseño y aplicación de un protocolo de guianza en el Jardín Universitario? (Objetivo General)
   c) Si ( )
   d) No ( )

8. ¿Conoce si existe un Protocolo de guianza en inglés en el Jardín Universitario de la U.T.M.? (Primer objetivo específico)
   c) Si ( )
   d) No ( )

9. Ha visitado alguna vez el jardín universitario utilizando un protocolo de guianza? (Primer objetivo específico)
   c) Si ( )
   d) No ( )

10. ¿En qué idioma ha recibido la guianza en el jardín universitario de la UTM? (Segundo objetivo específico)
    d) Español ( )
    e) Ingles ( )
    f) Otras

11. ¿Considera fundamental la aplicación de un protocolo de guianza en inglés para el jardín universitario ? (Segundo objetivo específico)
    d) Mucho ( )
    e) Poco ( )
    f) Nada ( )

12. ¿A quiénes debe ir dirigido el protocolo de guianza en ingles del jardín universitario de la UTM? (Tercer objetivo específico)
    g) Estudiantes ( )
    h) Profesores ( )
    i) Turistas ( )
    j) Guías Turísticos ( )
    k) Comunidad en General ( )
    l) Todas las anteriores ( )

Annex 10: Interview for Personal of Botanical Garden of UTM

UNIVERSIDAD TÉCNICA DE MANABÍ

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS Y LINGÜÍSTICA

ENTREVISTA DIRIGIDA AL PERSONAL ADMINISTRATIVO DEL JARDIN UNIVERSITARIO DE LA UTM.

1. ¿Existe un protocolo de guianza para el jardín universitario de la UTM?

2. ¿Cómo está estructurado este protocolo de guianza?

3. ¿Cuáles son los lugares por visitar?

4. ¿Cuantas personas visitan el jardín universitario al año y que opinión tienen den la misma?

5. ¿El jardín universitario ha sido visitado por turistas extranjeros? Explique cuál es la ¿atención que se da a estos usuarios.

6. ¿Cree necesario diseñar y aplicar un protocolo de guianza bilingüe en el jardín universitario?

7. ¿Sabe usted si el protocolo de este jardín universitario tiene similitud con algún otro ¿protocolo de guianza?

8. ¿Cree usted beneficioso el diseño y aplicación de un protocolo de guianza en inglés en el jardín universitario de la UTM y a quien beneficiaria?

CONCLUSION OF THE PROPOSAL

Once the proposal was analyzed, the conclusions are that:

- The presentation of this protocol guidance in English language will encourage to students and visitors to learn about the flora and fauna present in the garden while they reinforce their listening and speaking skills.

- The development of the proposal help to students to get interested in the communication process, and make students feel motivate to learn the English language and natural sciences.

- The activities suggested in the proposal are very important to improve the language.

- The use of the protocol is really necessary to carry out a guidance in English for non-specific purposes, focused as common tourist guides.

- A protocol for guidance is helpful to develop the listening and speaking skills when applied properly and using the right context.

RECOMMENDATIONS OF THE PROPOSAL

As a product of the conclusions that have been in the proposal, it is necessary to make the following recommendations:

- To train students and the guides with updated information constantly.

- To use meaningful activities to make visitors feel motivated to acquire the knowledge.

- To practice every guidance with meaningful activities to develop the listening and speaking skills.

- To Motivate students to use the protocol guidance to improve the listening and speaking competences

- Motivate the students to perform additional work applying activities in the botanical garden.

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Ciudad.-

De mis consideraciones:

Quien suscribe, BA. Joel Baldomero Loor Ponce, M. Sc. En calidad de Docente Tutor del Trabajo de Titulación **"IMPLEMENTACIÓN DE UN PROTOCOLO DE GUIANZA EN IDIOMA INGLÉS EN EL JARDÍN UNIVERSITARIO DE LA UTM PERÍODO 2015-2016, PARA FORTALECER LAS COMPETENCIAS DE HABLAR Y ESCUCHAR"**, realizada por los señores a titularse: **LOOR CEVALLOS JHON MILTON y ROSERO GARCÍA MARÍA GABRIELA,** y siguiendo los reglamentos establecidos por la Comisión Especial de Titulación, solicito a usted la revisión y respectivas correcciones por el sistema anti plagio el cual adjunto en físico.

Portoviejo, Julio del 2016

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UNIVERSIDAD TECNICA DE MANABI

Facultad de Filosofía, Letras y Ciencias de la Educación

Escuela de Idiomas y Lingüística

BA. Joel Baldomero Loor Ponce, M. Sc.

Catedrático de la Universidad Técnica de Manabí, Filosofía, Letras y Ciencias de la Educación.

En su despacho.

Una vez revisado y analizado el Trabajo de Titulación **"IMPLEMENTACIÓN DE UN PROTOCOLO DE GUIANZA EN IDIOMA INGLÉS EN EL JARDÍN UNIVERSITARIO DE LA UTM PERÍODO 2015-2016, PARA FORTALECER LAS COMPETENCIAS DE HABLAR Y ESCUCHAR"**, realizada por los señores a titularse: **LOOR CEVALLOS JHON MILTON y ROSERO GARCÍA MARÍA GABRIELA,** en el cual solicita la revisión y respectivas correcciones por el sistema anti plagio.

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REVISOR DEL TRABAJO DE TITULACIÓN