



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

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**EFL Proposed Topics for a Syllabus for Tourist Police in Puebla**

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Presented by

Miguel Alejandro Ramírez Ambrosio

Thesis Director:

Mtra. Blanca Adriana Téllez Méndez



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**“EFL Proposed Topics for a Syllabus for Tourist Police in Puebla”**

This thesis has been read by the members of the committee of

**Miguel Alejandro Ramírez Ambrosio**

And it is considered worthy of approval in partial fulfillment of

the requirement for the degree of

**Licenciatura en Lenguas Modernas**

Thesis Director

Mtra. Blanca Adriana Téllez Méndez

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Committee Member

Mtra. Sandra Juárez Pacheco

Committee Member

Mtro. Juan Alberto Amador Cruz

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Puebla, Mexico

November, 2019

## DEDICATION

*To my mom and dad because thanks to their effort I have become the person I am now.*

*You raised me to believe that anything was possible.*

*A mi mamá y papá porque gracias a su esfuerzo me he convertido en lo que soy hoy en día.*

*Ustedes me enseñaron a creer que cualquier cosa es posible.*

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# **CHAPTER I**

## **INTRODUCTION**

### **1.0 Introduction**

This research is about the necessity to create a syllabus of an English Language class based on the level of the English language as well as the specific needs that the members of the Touristic Police in the state of Puebla have. This is because by knowing the needs of these policemen, the attention which is provided to the national and international visitors will be better.

This chapter explains the Rationale for the topic Selection which is the section that describes the justification of this research and the purpose to suggest a proposal for touristic policemen. After the Significance of the Study, I present the importance of the study and explore the deficiencies that the elements of the state touristic police present in the English language in Puebla and based on the acquired information a syllabus will be created to fulfill their needs.

The Context of the Research and the importance of the study identify deficiencies in the domain of the English language inside the Touristic Police in the state of Puebla. The aim of the research where the main point is to identify necessities and create a syllabus to cover those needs. After, we will talk about the Objectives of this research and the purpose of the investigation. Finally, we will pose some research questions about the topic.

### **1.1 Rationale for the topic Selection**

This research is about evaluating the English level of the touristic policemen in Puebla State in order to help them to improve their language proficiency. It states the policemen

need for getting specific courses or curricular programs to increase their level of proficiency in this language.

English has been seen as a global language, according to Mastin (2011) specifically mentions that a language learned and spoken anywhere in the world, and that is identified not only by the number of people who use this language as native speakers and as their second language, but also for their territorial location in the world and their use in international organizations and in diplomatic relations.

The English language is learned by many people around the world, and used for different activities which have to do with human beings and their social behavior such as science, technology, religion, as well as in institutions international relations related to the preservation of tourism and its increase.

The English language is the largest spoken in the world and we can realize it in a simple way when listening to it in fashionable songs, in different TV series and films broadcast daily in different television channels, in conferences and congresses held in the main cities related with various topics such as education, modernization, treaties, trade and international tourism (Crystal, 2003).

Paltridge and Starfield (2013) have defined the term English for specific purposes (ESP) as a way to teach and learn English in a particular domain to cover particular topics to allow their users to communicate in that distinct area. To complete this definition, Hutchinson and Waters (1987) consider that ESP is a teaching method that is created to satisfy the English students' needs and purposes. Otherwise stated, ESP relates to a teaching system that is based particularly on the students' lack of vocabulary in any field. ESP allows the users to obtain a

bigger understanding of the slang used in the intended area.

English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology.

ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning.

Therefore, E.S.P. came into being and gradually developed into a multilayered language approach primarily based on learners' specific needs required by their professions or occupations.

The tourism industry is one of the biggest and most important in the world and English is the main language of international communication. The Alison Learning Path in tourism with English Language Studies gives us an insight into the key skills needed to communicate in English with tourists. Tourism has become one of the biggest industries globally generating up to 10% of world GDP. It is a vital industry for the economy of many communities and countries as it supports nearly 300 million jobs globally. There are many sectors in the touristic industry, each of which provides numerous employment and career opportunities.

Tourism in Mexico is one of the main economic activities, reporting important income for the federal government and many other economic sectors, the main idea expressed by the current reality is that the following years have to focus on developing innovative and

inclusive tourism options, including all social classes and people of all conditions.

## **1.2 Significance of the study**

Currently, the city of Puebla has become a place visited by national, as well as international tourists; it is famous for its gastronomic tradition, colonial architecture, religion, and cultural events that take place in the state.

The importance of this study is to identify the deficiencies that the members of the state touristic police present in the English language domain at the time of giving relevant information about the city of Puebla, as well as the different states of the Mexican Republic.

It is very important to train our public security bodies in the state of Puebla with courses on different topics and, in the case of the touristic police, which is considered a special group, to be able to carry out the exchange of correct information and fluid way would be essential in the performance of their work activities.

It is essential that the state of Puebla has trained police to provide security and at the same time give information about our history through the years to national and international visitors who come to the country with the intention of knowing our traditions and culture.

## **1.3 Context of the Research**

The importance of this research is to identify the deficiencies that the elements of the state touristic police present in the English language domain at the time of giving relevant information about the city of Puebla, as well as the different states of the Mexican Republic.

It is very important to train our public security bodies in the state of Puebla with courses on different topics and, in the case of the tourist police, which is considered a special

group, to be able to carry out the exchange of correct information and fluid way would be essential in the performance of their work activities.

#### **1.4 Aims of the Research**

- Identify the English level of the touristic policemen in Puebla State.
- Identify their linguistic needs according to their job.
- Propose some topics to increase their proficiency level in the English language.

#### **1.5 Objectives**

Based on the context explained, this study has the following objectives: The main purpose of this study is to design an English course for the Touristic Police in Puebla City.

To design a course according to the specific language needs of the touristic police to perform an efficient job in the touristic police.

To provide the necessary tools of the English language for interaction in a fluid and understandable way between the state tourist police and visitors from other countries.

To help the elements of the state touristic police to maintain a dialogue with people who speak English.

#### **1.6. Research Questions**

What are the linguistic needs of a group of policemen that work in the touristic police in Puebla?

What are the appropriate topics for a syllabus for a group of police officers in Puebla to give an efficient service to tourists?

What is the necessary level of English proficiency that the touristic police must have in order to assist the visitors satisfactorily?

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

We can affirm that English is a Global Language for the reason that on behalf of Rushdie (2013) it is spoken at a useful level by a quarter of the world's population becoming itself in the dominant international language of the 21st century. Consequently, Crystal says that English has already reached the stage to be used by more people than any other language since in fact, it is now the language most widely taught as a foreign language in over 100 countries. Furthermore, as reported by Robson (2013); Director of English and Exams in British Council, English acts as a global and international language because it makes a significant contribution to sustainable worldwide development since it facilitates trade between countries that do not share a common language. He also affirms that English is used as a language, which encourages dialogue, and trust where and understanding of diverse positions is crucial.

#### **2.1 English as a Lingua Franca**

The main term in order to refer to English as a Global Language, English as an International Language and English as a World Language is English as a lingua Franca, The concept of a Lingua Franca is defined by Crystal (2003) as a common language, which is adopted as a simplified language in order to ease communication in whatever contexts. In addition, Graddol (2006) affirms that over 80 % of interactions worldwide now estimated to be between no-native speakers are in English. In this respect, it could be argued, that the English Language acts as a Lingua Franca due to its acceptance everywhere and the effective

communication it provides.

In particular, these are some definitions and important points about English as a Lingua Franca (ELF). In line with Pullin (2009) EFL is a contact language used between speakers who do not share the same mother tongue or cultural backgrounds, Furthermore Seidlhofer (2004) argues that English as a Lingua franca is a contact language where the interaction is between members of two or more different linguistic cultures in English. On the contrary, in the opinion of David Crystal (2003), English as a Foreign Language is used in several domains such as education business, international relations, and scientific research. In words of Graddol (2006), English Language Teaching is gaining ground to the future every day because English is now considered by many as a basic component of a person's general education. Based on the foregoing, the English Language is a Lingua Franca and the medium of intercultural communication has to be taught and learn. Because based on Nickerson (2005) English is both the most used language as an international lingua franca, as well as being the most investigated one.

## **2.2 English for Specific Purposes**

One discipline that exists due to the widespread and lasting use of English as a lingua franca (ELF) is English for specific purposes. Several authors have given similar definitions for this methodology. First, Hutchinson and Waters (2009) argue that ESP is a "focus" on teaching and learning English, in which all decisions about content and method are based on the students' reason. In the case of agreement with Paltridge and Starfield (2013), ESP means teaching and learning English as a second language or foreign language, whose main objective is to use English in a particular domain. Based on the above, we can assume that

ESP is a methodology to teach and learn English that focuses on the needs of students and that motivates them to combine the study of English through a field that is already known, necessary and relevant for them.

### **2.3 Branches of ESP**

Carter (1983) distinguishes three varieties of ESP. The first identified class is English as a restricted language, which is the slang used by a group in a particular situation. Carter uses air traffic controllers as an example to demonstrate how a closed group uses precise words to refer to diverse situations in that field. Nonetheless, an external person could learn such words, they may not effectively use that slang because of the lack of context.

The second distinguished division of ESP is English for Academic and Occupational Purposes, this kind of separation relates to all those areas that manage certain lexicon in areas such as technology, science. In the same way, this kind of ESP restricts itself to a limited number of phrases and expressions in which learners remain unable to use English in a setting other than the one they have been trained for.

(EAOP) in ESP is English for Academic and Occupational Purposes. This kind had been separated into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) but at the same time most of the scholars of ESP agreed with Carter (1983) in the sense that “people can work and study simultaneously” since the learner learn the language for immediate use in a study environment but it will be used later when the student takes up, or returns to, a job. Carter’s end purpose of EAP and EOP is employment.

The third classification made by Carter is defined as English with specific topics. This type of ESP is mainly interested in anticipating forthcoming English needs, such as delivering

presentations, being part of meetings as well as obtaining a job where English may be needed. This kind of language is the result of different analyses obtained from places that report the demand for the use of English.

These ESP branches are increasing due to the focus on research and the commitment to provide the learners with a methodology that enhances their English teaching and learning.

## **2.4 Teaching**

There are several models to organize communicative grammar teaching; however, for the purpose of this research, only two of them are going to be reviewed.

In EFL setting, teachers are constantly concerned with a way to get students to speak English in class ways to use authentic material, having to teach to test, having too little time with students and getting students to take on more responsibility for their learning. A related concern is that in EFL settings there fewer chances for students to apply what they study communicative situations outside of the classroom. Quite often the only comprehensible English some EFL students hear and read is in the classroom.

In addition to observing the teaching of how it can offer chances to learn and reflect on our teaching. The interaction between teachers and students should be significant to the course goes on and when it does, it seems to take on a face-saving nature. As Arcario, (1994 cited in Gebhard, 1992, p.20) points out, the way conversations about teaching normally take place begin with the observer giving an opening evaluative remark, such as ‘‘I lied your class’’.

The students learn a foreign language since it is important to know the knowledge

about it and the use. The first point is to know the concept of English as a Foreign Language, which means that English is studied by people who live in places where English is not their first language, such as studying English in Italy, Saudi Arabia, Korea, Mexico, and so on. In addition, is relevant EFL in many countries where English is a foreign language, the primary goal for children studying in the educational system are to pass English entrance exams to enter good high school and universities. As such, much of the teaching is directed at making students able to analyze and comprehend English so they can pass entrance examinations, not necessarily at preparing them to communicate in English. Gebhard (2006) expresses that, these are people in EFL setting how to want to need to learn English to communicate effectively with others, including those interested in traveling, live abroad, doing international business, working as a simultaneous translator working. So the Language can be very important in whatever area professional people that students decide to study and teachers' concerns about it.

## **2.5 Learning Styles**

Learning styles is one of the topics which are involved in the process of adult education. Learning styles are the general approaches that students use in acquiring a new language or in learning any other subject. (Oxford, 2003). Learning strategies are defined as “specific actions, behaviors, steps or techniques used by students to enhance their own learning” (Scarcella and Oxford, 1992) and they are classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

Dimensions of Learning Styles: Sensory preferences, Personality types, Degree of generality, Biological differences, Cognitive styles.

Multiple intelligences by Gardner and Moran (2006): Verbal-linguistic, Musical, Logical/mathematical, Naturalistic, Visual/Spatial, Bodily/Kinesthetic, Interpersonal, Intrapersonal.

## **2.6 English for Occupational Purposes**

English for Occupational Purposes (EOP) is one of the branches of ESP and it is traditionally seen as a complement of English for Academic Purposes (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). The focus of this study will be on the third subcategory in order to provide guidelines to design an effective program.

Additionally, it is important to mention some definitions of EOP. For example, Itzkowitz (2017) affirms that EOP is the portion of the curriculum, which prepares students for gainful employment and occupations ranging from low-skilled to sophisticated jobs technical fields. At the same time, Sarudin (2013) says that English for Occupational Purposes (EOP) refers to the type of English taught for students to use in their respective professions. While Dudley-Evans (1998) states that the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of four traditional skills (reading, writing, listening and speaking) within an appropriate context, in particular, at the workplace.

On the contrary, an EOP program has to deal with three different features: A) authentic material, B) purpose-related orientation and C) self-direction. The first one refers to the use of authentic content materials, which can be original, modified or edited. The second one is about the simulation of the communicative task required by the target setting. Moreover, the third one refers to turn learners into users allowing the learners to have a

certain degree of freedom to decide when what and how they will study.

## **2.7 English for Tourism**

One of the branches where ESP must be applied and is a subcategory from EOP is English for Tourism Purposes (ETP). Indeed, English is the most widely spoken foreign language throughout Europe and the whole world, but every day its learning is becoming relevant for professional reasons. In the same way, Cravotta (2003) writes that due to English is used for the international tourism and service industry; it falls into the category of ESP.

There are some definitions and statements about this topic. For example, in the words of Vukovic-Vojnovic and Nicin (2012), English for Tourism is a language means used for the purposes of communicating in the articular field of tourism that can enable successful communication among people working in the sector of tourism and between them and their customers. In the case of Pinelopi (2015), she made a research where her main goal was how to teach English in the Tourism field. Therefore, her conclusions were that English for Tourism is mainly placed on communication skills and, thus, through improving the students' speaking skills as they have to become competent in using English in their work environment where the English language is required. On the contrary, Cravotta (2003) argues that English for Tourism Purposes is for learners who are involved or seek employment in the tourism and service industry. At the same time, they have to remain highly motivated to become truly fluent in a high level of professional service language and must master ETP.

Based on this taking into account that employees in tourism sector need to be fully prepared to deal with the foreign visitor and to meet all kinds of demands made by their clients, English for Tourism is a great branch of ESP where is necessary to research and

implement ESP courses in order to increase the economic power that this sector provides to a country. Similarly and according to Cravotta (2003) Learners who become fluent in ETP will be able to give proper and effective service to people from around the world in every workplace setting.

### **2.7.1 Tourism**

One of the concepts, in order to understand English for Tourism as a branch of ESP, is Tourism. The United Nations World Tourism Organization (UNWTO) (2008) defined the term tourism as an event that involves social, cultural and economic interchange among individuals with different purposes or intentions named tourists. Otherwise stated, tourism is the activity that any person arranges intending to know the history, traditions, architecture in a specific place.

In line with the UNWTO (2008) tourism could be categorized as Domestic and International tourism. The first one involves trips made by local residents within their own countries. The second one involves trips between 2 countries. For example, to a certain country, visited by residents of that country to another country is her outbound tourism, while visits to that country by residents of another country are her inbound tourism.

As explained by Bonarou (2011) Tourism is important not only because it is a vital source of income for many countries but it generates income through the following:

- Ø the consumption of goods and services by tourists,
- Ø the taxes levied on businesses in the tourism industry
- Ø the opportunity for employment in the service industries associated with tourism.

Similarly, it is an important factor to promote mutual understanding among people and expand social, economic, cultural and scientific cooperation.

### **2.7.2 The Importance of Tourism in Mexico**

On the same topic, is relevant to point out why Tourism is increasing his importance in Mexico. First, tourism is one of the activities that play a prominent role in Mexico because it allows the increasing of its economy. Likewise, it generates many jobs. According to The New York Times (2008), tourism in Mexico has offered economic growth over the past three decades to different places in the country. Nonetheless, some difficulties have hindered this industry to obtain the peak of its success, Mexico has been described as the most important destination in Latin America. Mexico's tourism is mainly structured by the North American flow of tourists.

Secretaria de Turismo in Mexico recognized 2015 as a record year for international tourism since Mexico increased the arrivals and receipts for the whole year. At the same time, the World Travel and Tourism Council (WTTC) (2018) which is the global authority on the economic and social contribution of Travel and Tourism made a study about the growth in the tourism sector in Mexico and it has a great increase in job employment and tourist arrivals.

## **2.8 Curriculum Design**

When designing an ESP/EOP program, the developer's main task is to ensure that all of the elements discussed above (a purpose-oriented instruction, self-direction, skills, content, and collection of materials) are integrated into the curriculum.

It is important to successfully link content and form, subject matter and practice, to integrate skills and brush up on those abilities needed and required in real-life contexts. We advocate the usage of purpose-oriented practice, where the content (professional terminology and jargon) is given an occupation-oriented format (business presentations, meetings, conferences).

An integrative approach when teaching the skills is also advisable since business English students need a mixture of language abilities in order to function properly in occupational settings ) oral communication for presentations and business negotiations, reading and writing skills for business documentation, etc.). Last but not least, we lay tremendous emphasis on the usage of authentic materials, which are galore in this particular field (business plans, marketing strategies, projects) and which should be exploited by the teacher in order to make language learning more realistic and motivating.

## **2.9 Creating Syllabus**

Based on the British Council (1984) a syllabus is a public statement of the work of an educational unit; whether a school, a class, an individual teacher, or a department is theoretically unimportant and determined by the needs of each different institution. A syllabus is required in order to produce the efficiency of two kinds. The first one is the pragmatic efficiency or economy of time and money. This means that before teaching any topic, the method intended to be used has to be thoroughly analyzed to obtain the best results of its application. One reason to investigate the method is based on the different learning styles that students possess because it has been proven that not all of the students learn the same way (Cuevas, 2015). Furthermore, limiting the students to apply just one learning

model hinders their performance when acquiring new information which is the second type of competence to be improved (British Council, 1984).

There are 6 types of syllabus design (Nuan, 1988): The structural (formal) syllabus focuses on grammatical and phonological structures: sequence based on frequency/difficulty. While the Notional/functional syllabus works with functions such as identifying, reporting, agreeing, refusing: sequenced based on chronology/usefulness. The Situational/Thematic syllabus centers on situations (at a farewell party, at a press conference) and on topics or themes) e.g. leisure time, health); sequenced by the likelihood of an encounter. The Skill-based syllabus offers to focus on skills (e.g. listening, two way interpretation, and note-taking): sequence by chronology/usefulness of the skills, the task-based syllabus works on tasks or activities) e.g. creating a brochure for tourist, drafting a contingency plan for natural disasters): sequenced by chronology or usefulness of each task or activity. Finally, the content-based syllabus is about the content or information using the language that the students are also learning (e.g. a history class taught in the target language): Sequenced by chronology or difficulty of the content.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology of the investigation that consists of two main steps, one is a test to know the English Language level of proficiency of each one of the participants, and the second instrument is a questionnaire that each participant answered in order to identify their needs. As was mentioned before this investigation takes place in the context of the touristic police of the city of Puebla and its main purpose is to develop a syllabus appropriate to fulfill their needs.

The number of participants will be mentioned, as well as their age, gender and the time they have been working in the Touristic Police in the state of Puebla. The results of the questionnaire will be taken to obtain important information about their deficiencies in the English language and what they think they need or will be very useful in the performance of work as tourist police in an effective manner.

#### **3.1 Methodology**

First, According to Kothari (2004) research is “a scientific and systematic search for pertinent information on a specific topic.” (p. 1). Second, Kothari (2004) also defines the research method as “all those methods/techniques that are used for conduction of research.” (p. 7) It is important to define the know methods in scientific research. According to Kothari, the qualitative method “is concerned with subjective assessment of attitudes, opinions, and behavior.” (p. 5) On the other hand, the quantitative method is defined as “the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of

quantity, it involves the generation of data in a quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion” Especially, the research method employed by this project is quantitative.

Finally, research methodology is defined as “a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically” (Kothari, 2004, p. 8). In other words, research methodology could be defined as the steps that a researcher carefully has determined to follow. Due to “researcher has no control over the variables” and for this research is reported what has happened according to Kothari the research methodology is descriptive. The instruments for this are questionnaires and one exam to know the English level of each integrant of the State Tourist Police of the Puebla city. The questionnaire in Spanish was applied to the members of the state tourist police to know more about their different needs, in this questionnaire they asked the age, gender and place of origin in the first instance to have an idea of each one of the people who answered the different questions.

### **3.2 Context**

The place where this study will be performed is the Base of the State Touristic Police of Puebla city located in the Historic Center. In the state tourist police there are approximately 180 members, all led by a general dean which is responsible for everything to work in the best way possible, then there is the assistant general manager who is in charge of supervising all staff and to make certain decisions when the general director of the state tourist police is not found, as well as there are two more sub directions, in these there are two heads in charge of different issues related to tourism and understanding the famous magical towns.

### **3.3 Participants**

In this project, all the participants are members of the State Touristic Police of Puebla city. There are almost 180 policemen that work in different city points attending national and international tourism. All are tourist police of the state of Puebla, the age range is between the average between 22 and 34 years of age. It can be considered that the majority are young people thanks to the fact that this direction of the state tourist police has only 5 years of operation. 20 participants answered the instruments, 60% were male and 40% were female. The age range of the people surveyed is from 22 years to 34 years, so we can see that they are young people in adulthood, all are Mexican, and the majority were born in and settled in the state of Puebla.

### **3.4 Description of the Overall Research Design**

As previously mentioned, this is research that aims to propose a syllabus which might help a group of Tourist Police to improve their English language proficiency and provides them with the necessary topics that their job demands them to know in this foreign language. In order to do so, the researcher of this study needed to know the tourist police proficiency of the English language. That is why a certification test named TOEFL ITP was applied to the participants; their final results will be presented in the further section named data analysis. Additionally, in order to apply this certification test, a preparation TOEFL ITP exam professor helped this researcher to apply it and to interpret these results according to the Common European Framework of Reference for Languages (CEFRL). This exam lasted three hours and the participants' sample spend two hours more to arrive at the place; this means that five hours of a day spent to obtain this information.

Moreover, there was applied a research instrument that was designed to provide the needed information for this study (See Appendix A). It took around two weeks to apply this questionnaire to the participants because all of them go to different places and have different schedules. As a matter of fact, meeting them to obtain the data was a little bit hard but not impossible.

### **3.5 Instruments**

The first instrument for this study was the TOEFL ITP which helps us to identify the English level of each tourist police. The TOEFL ITP Assessment Series offers colleges and universities, English-language programs, and other organizations the opportunity to administer a convenient, affordable and reliable English-language assessment. The tests measure English proficiency at high-beginning to advanced levels.

The tests use academic content to evaluate non-native speakers' English skills in Listening Comprehension, Structure and Written Expression and Reading Comprehension.

It was necessary to know at what level each tourist police is in relation to the English language and to know what their strengths and weaknesses are to create an instrument that helps them improve in all the skills related to their second language, English.

The second instrument was a questionnaire made of 13 multiple-choice questions in Spanish focused on identifying the age, gender and places of origin from each participant, as well as the needs within the work scope to perform their functions properly and professionally.

### **3.6 Data Analysis**

In order to examine the data gathered in this research, a quantitative approach was adopted to analyze the results obtained from the implemented TOEFL ITP test and survey. All gathered data was classified and presented in different graphs so they will be interpreted and explained in the results chapter. As a matter of fact, the results of this analysis will be presented in the following chapter (section obtained results)

### **3.7 Conclusion**

This chapter presented the research methodology framework used to develop this study. The context and participants were described so in further sections, the results obtained from them will be presented in order to give an answer to the research questions stated for this study.

## CHAPTER IV

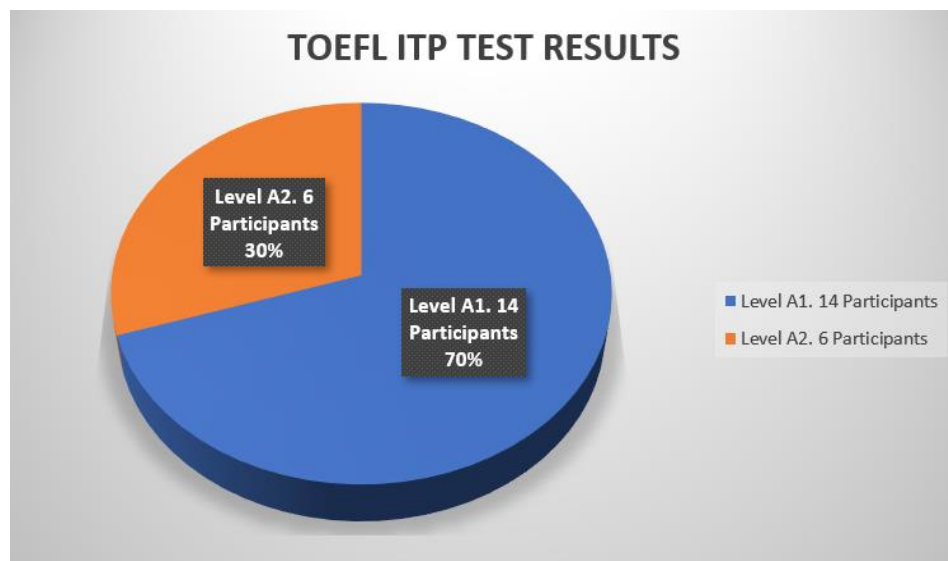
### RESULTS

#### 4.0 Introduction

In this chapter, the author of this study presents the results obtained through the data analysis. As it was mentioned before, the questionnaire created by the author of this research contains thirteen questions that have been presented in chapter three. As a matter of fact, this chapter presents the obtained results which give an answer to the research questions stated in the first chapter of this thesis. Furthermore, the syllabus proposal is stated as well.

#### 4.1 Obtain Results of TOEFL ITP Test

This section presents the information obtained from the TOEFL ITP that was applied to 20 tourist police officers in this investigation.



*Graph 4.1 Participants' English level according to TOEFL ITP certification*

Graph 4.1 represents the English Level obtained by the police officers that presented the TOEFL ITP certification, where 70% of the police officers obtained a score equivalent to

A1 and 30% of the tested participants obtained an A2 level. According to The Common European Framework of Reference for Languages (CEFR) (Cambridge Assessment English, 2019) any person with a level A1 is capable of understanding basic conversations on predictable topics. They can understand basic orders as well as completing basic information such as time, date and places. On the other side, the participants that obtained an A2 level are qualified to express primary ideas, read basic samples of texts such as signs, labels on products and simple short texts, they are also able to write basic essays.

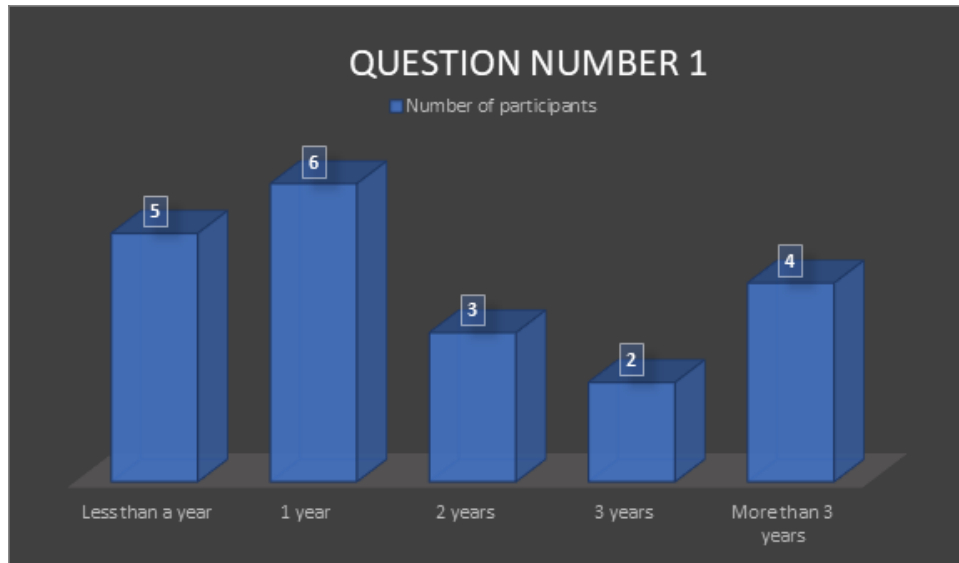
Knowing the English level of the participants is crucial for this research because this allows us to understand the strengths and weaknesses of the officers regarding their knowledge of the English language.

#### **4.2 Obtained Results from the Survey**

In this section, the information collected from the second instrument will be described to understand the background of the tourist police officers, as well as their perceptions towards the use of English knowledge. It is worth mentioning that the second instrument's language is Spanish. It was designed that way to avoid any confusion from the participants when answering the test. As a consequence, all of the questions presented in the second instrument will be translated into English.

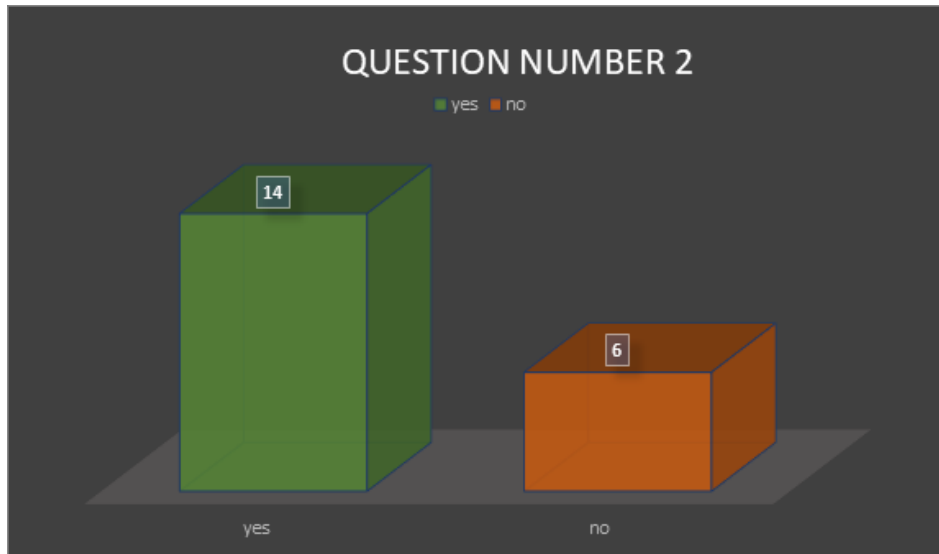
The first question in this test says: For how long have you studied English? This question is important to explain the reason for the English level of police officers. Graph 4.2 represents the time the police officers have been taught in English. It can be perceived that just 4 participants out of 20 have studied English for more than 3 years while the rest have

received little instruction related to the English Language surpassing the number of officers that been instructed in this language for more than 3 years.



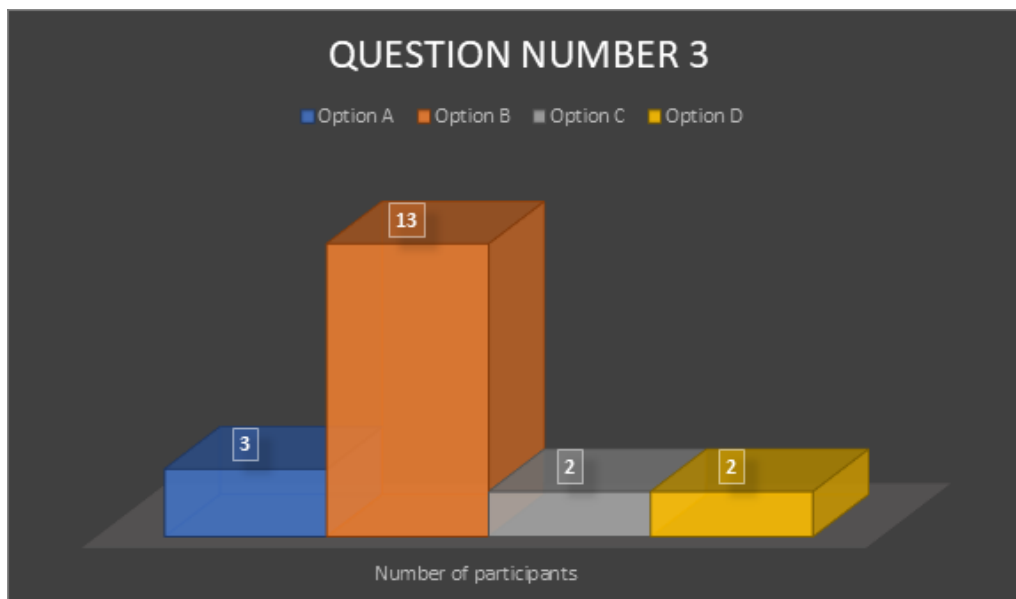
*Graph 4.2. Question 1, Time Tourist Police Officers studied English*

The second question in this survey asks about the police officers' perception towards their English level, the question asks: Do you consider you have a good English level? In this question, 70% of the police officers answer that they have a good English level and just 30% considered they did not possess a good level. This contrasts the data obtained in the TOEFL ITP certification where more than 50% of the officers obtained a low score implying that their English level is not enough to cover all the needs they may have in their performance as tourist police officers.



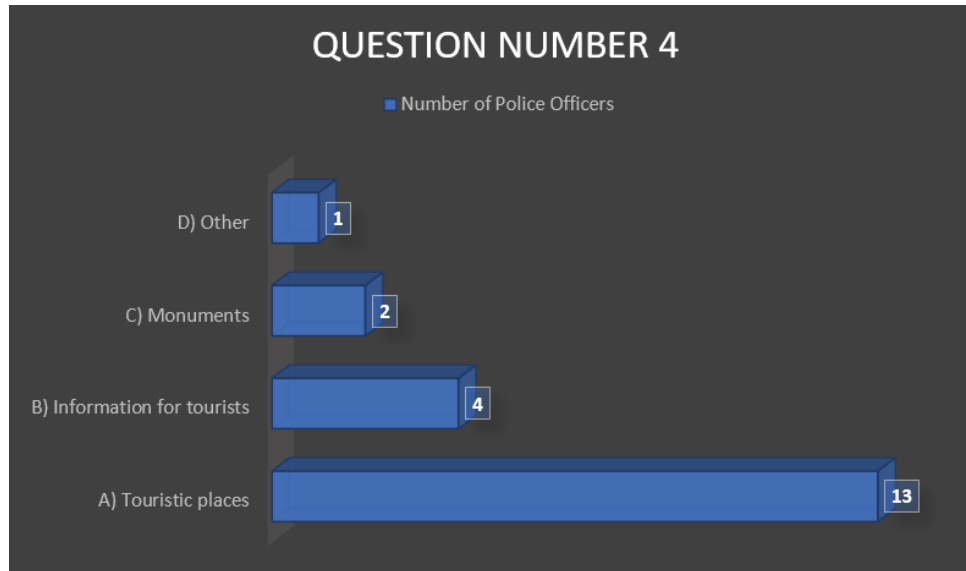
Graph 4.3 Question 2, Do you consider you have a good English level?.

Question Number 3 asks the participants to identify the circumstances where English is needed in their work area. This question offers 4 possible options that can be selected; option A: to solve legal problems, option B: to give information, option C: to express politeness and option D: write your own answer.



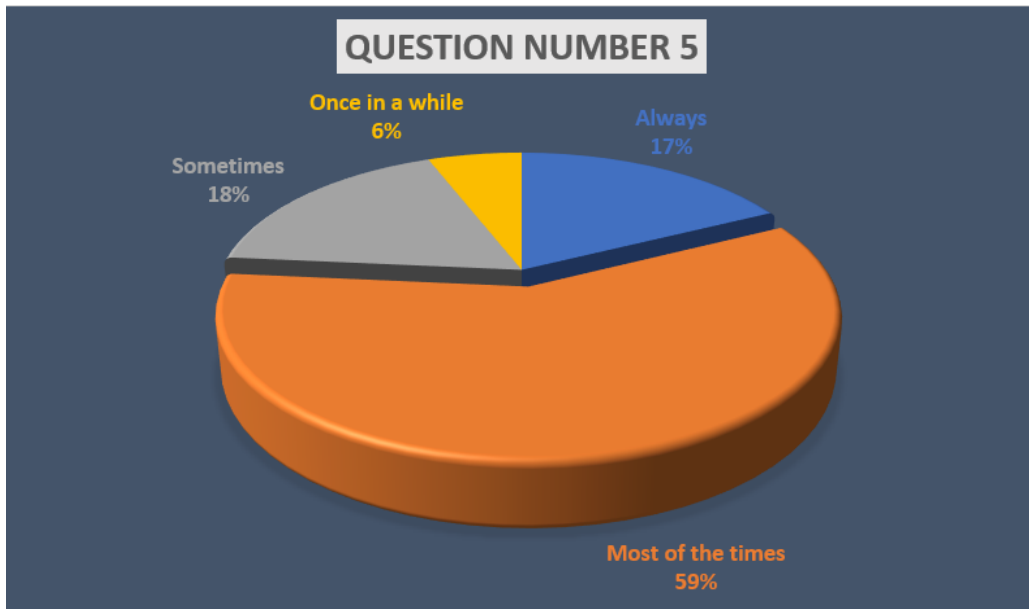
Graph 4.4 Question 3, Identify the circumstances where English is needed in their work area

According to the participants' choice, 13 participants out of 20 picked answer B affirming that they use English to respond the tourists' inquires, the lowest percentage was obtained in options C and D were 4 officers stated that English is used to express politeness and the other two affirmed that English can be used to greet foreigners.



Graph 4.5 Question 4, Topics used in their work area

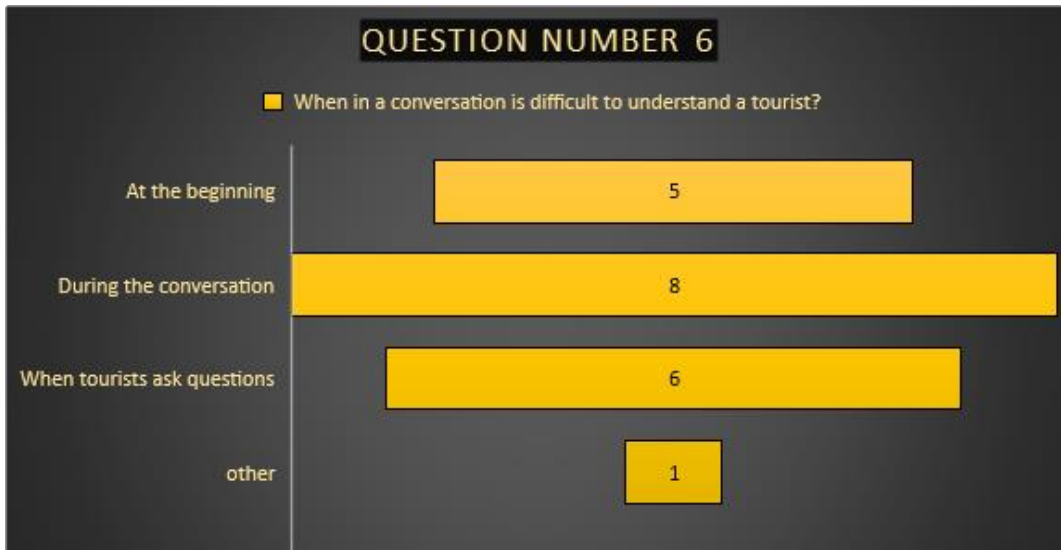
The next question, question 4, asks about the topics used by the police officers when attending or helping visitors. This question allowed them to pick one answer out of four. The topics in the options are A-touristic places, B-information for the foreigner tourist, C-monuments and D-others. The results of this question revealed that more than 50% of the police officers picked option A, considering giving information about touristic places as the most common topic used in their area. Knowing this information is important because this can lead to the creation of material related to this specific subject that can later give them the necessary tools to develop their job effectively.



*Graph 4.6 Question 5, How often do you provide accurate information?*

Question number 5 intends to know the frequency a police officer is capable of delivering effective information when they are asked to. The answers they could have selected are A) Always, B) Most of the time, C) Sometimes, D) Once in a while and E) Never. The results of this question show that the police officers consider that option “E) Never” is not an answer they would pick and they admit they do not provide all the information required every time they have to, but almost 60% affirmed that they do this most of the time. This means that they still need to improve their communicative skills to change the results of this question.

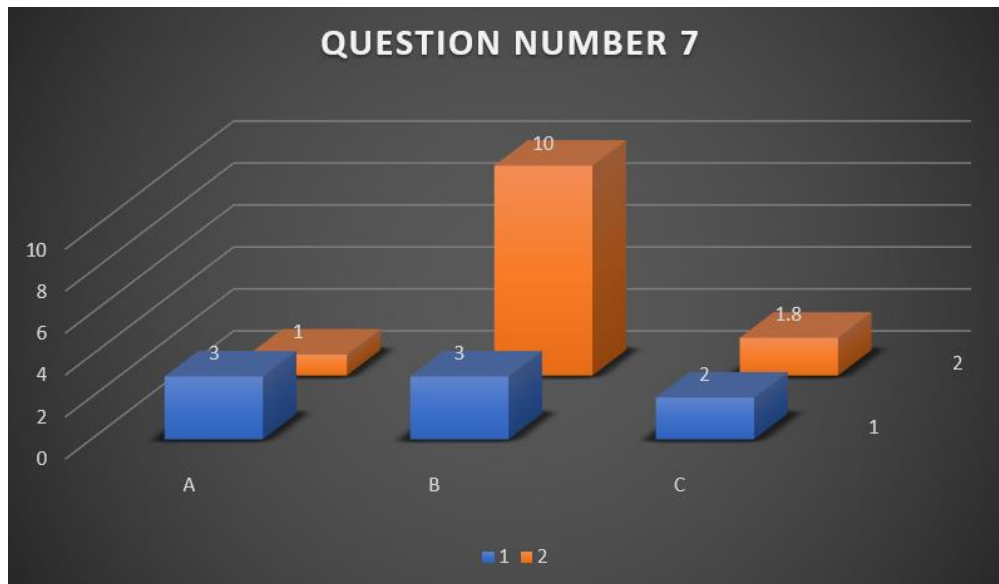
Question 6 as Question 5 asks about the performance the police officers develop in a conversation, but this question is focused on how well they follow the utterances that the tourists produce. This question is crucial to identify if the tourist police officers comprehend what they are being told. Consequently, if they can understand the idea of the message given, they will be able to deliver more accurate information to the visitors.



*Graph 4.7 Question 6, When in a conversation is it difficult to understand a tourist?*

The results of Question 6 clearly denote that the officers are presenting some trouble understanding the foreigners' message and the moment when they have more trouble understanding the visitors is during the conversation. This is followed by the moment they are asked some questions from the visitors. It can be understood that the listening skill is not their strongest skill and it must be reinforced to let the officers develop their duties correctly.

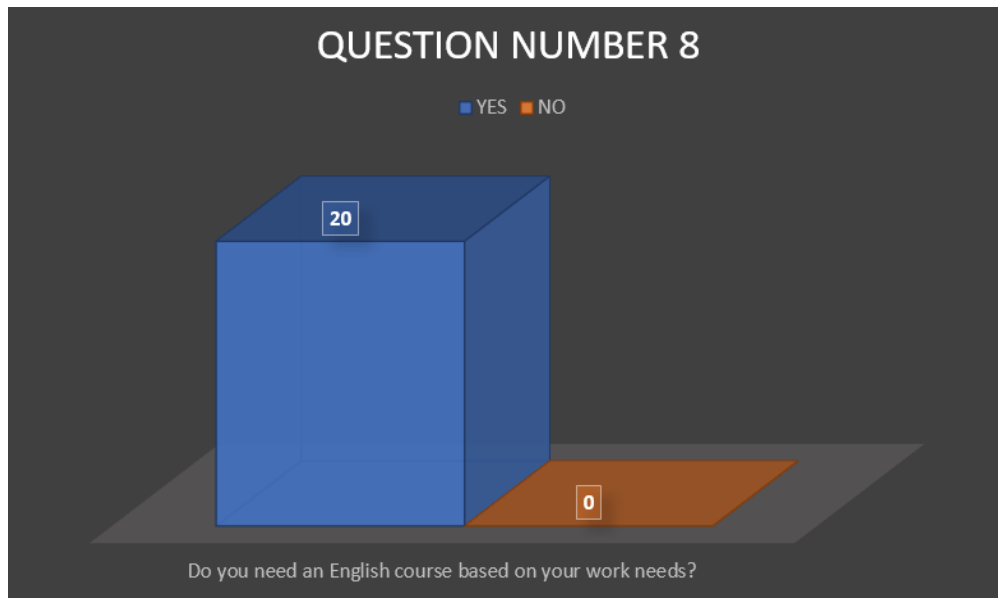
The subsequent question's aim is knowing with the help of the police officers the required English level to belong to this group of officers. This question is using the levels given by The Common European Framework of Reference for Languages (CEFR) A1, A2, B1, B2, C1 and C2 as the options, where A1 is the most Basic English level and C2 is the most proficient level a speaker can obtain. The Tourist Police officers had no restrictions when choosing their answer and the level they picked was no related to their English level.



Graph 4.8 Question 7, English Level Required

Graph 4.8 shows the results given by the officers when selecting the English Level they consider is required to be part of this group of officers. The level with the highest number of officers is B2, this means that 50% of the officers see a B2 as an ideal English level to carry out their everyday tasks. The rest divided their answers selecting A1 and B1 as the following levels and leaving out C2 as the last level.

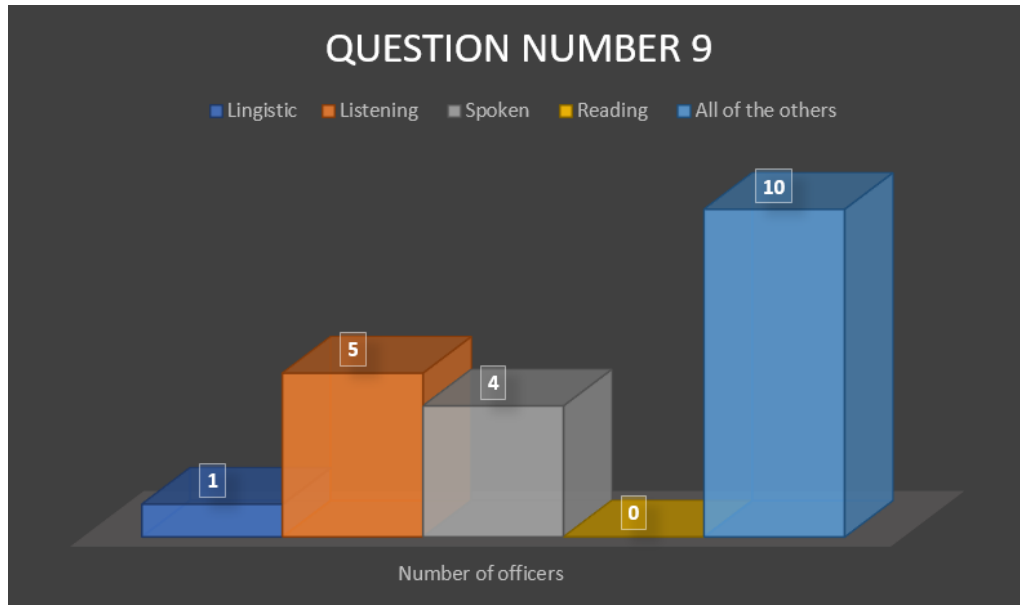
Question 8 directly asks the police officers if they consider they need an English course to improve their skills and be able to provide an efficient job. This question is just giving them 2 options *yes* and *no*. The results in Graph 4.9 prove that 20 out of 20 of the officers agreed that an English Course focused on their work needs is a must and they consider this should be part of their training process. They also mentioned they would be willing to take it if it does not affect their lifestyle and the time they have designated to spend with their families. The result provided by this question is relevant to this research because it is informing us that the police officers are willing to improve themselves to develop a better job with the help of an English course.



*Graph 4.9 Question 8, Do you need an English course based on your work needs?*

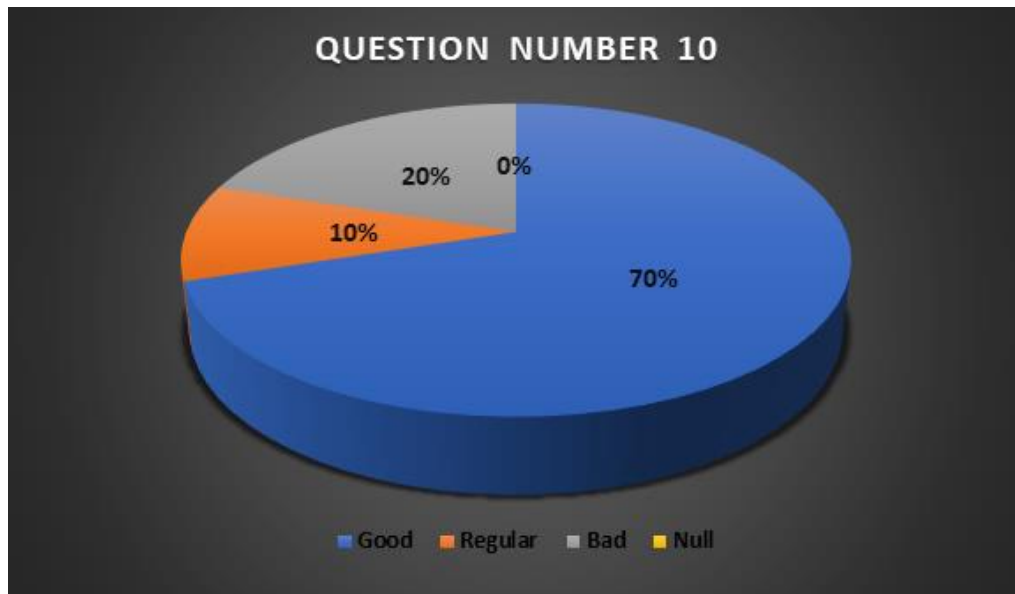
The following question asks the participants to identify the skills they should develop regarding the English language. The skills listed in this question are: Linguistic skills, listening, speaking, reading and the last option is all of the previous answers. This information is necessary to create an appropriate course for the tourist police officers. Furthermore, recognizing the skills would allow the police officers to be motivated in learning something they are interested in and they have identified as an area they have to update.

As graph 4.10 presents, 50% of the officers consider they should improve all of the mentioned skills. On the other hand, 25% selected the listening skill as the second option that has to be increased and the rest divided their answers between the speaking skill and the linguistic skill. Although the percentages are divided half of the officers see the importance of developing all of the skills rather than just one.



*Graph 4.10 Question 9, Skills that must be improved*

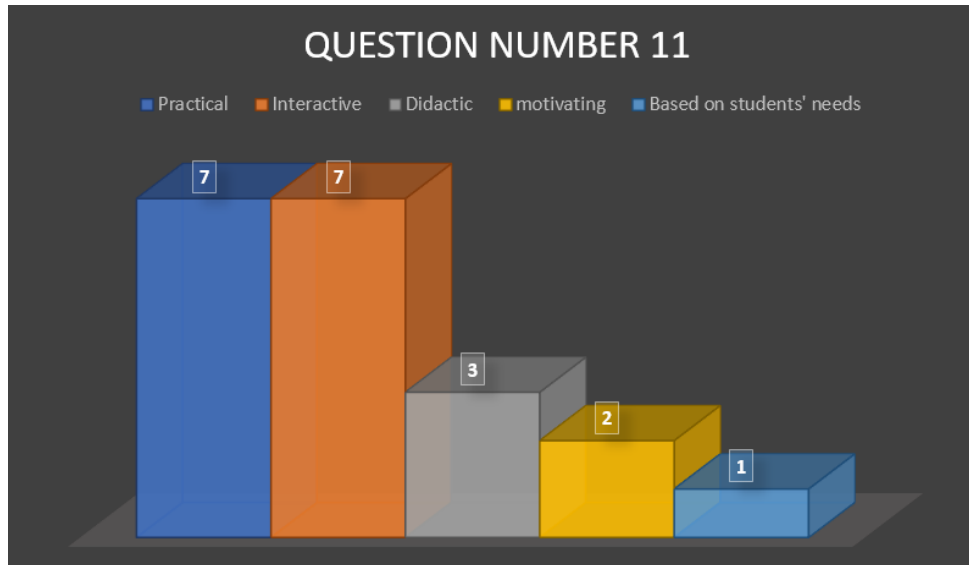
The next question deals with the perception the police officers own regarding increasing their English level. The results show that just 20 percent of the officers have a negative perspective on updating their English knowledge. They mentioned that the reason is the lack of time to do it. They do not have enough time to perform activities with their family so, the free time they have they prefer to spend it with their relatives and not in a classroom. Nevertheless, the option with the highest percentage was option A. Meaning that 70% of the officers have a positive perception of the possibility of improving their language skills.



Graph 4.11 Question 10, Expectations to improve your English level

The eleventh question asks the participants to select the option they consider best describes an ideal English class. This question is giving the participants 5 alternatives: A) practical, B) interactive, C) didactic, D) motivating and the last option is E) Based on the students' needs. These different options are used to know the kind of methodology that would best fit their needs and which would be the best way to direct the course they need.

According to the results (see Graph 4.12), the most selected options are A and B, with 7 participants each, meaning that the majority of the officers would like to have both a practical and an interactive class. The least selected option was *E) based on students' needs*, although this option was grouping all of the previous options, the officers decided that this was not a suitable option to help them develop the necessary skills used in their everyday activities.



Graph 4.12 Question 11, Describe your ideal English class

Question number 12 asks the officers if they would be willing to take an English course specifically designed for their needs. This question is crucial for this research because its intention is knowing if an English course would be well accepted or not by the tourist police officers.



Graph 4.13 Question 12, Would you be willing to take an English class based on your needs?

This question is limiting the police officers' answers to a simple yes or no. As graph 4.13 shows, all of the officers voted that they will be willing to take an English course to help

them improve their abilities and none of them is reluctant on doing that. Nonetheless, the answers in this question were limited, some officers added certain comments expressing they would be happy to take an English course because it is necessary for them, others mentioned they would take that course if it is not interfering with their regular activities. It can be assumed that the tourist police officers are enthusiastic to improve themselves as long as it is not affecting their private life.

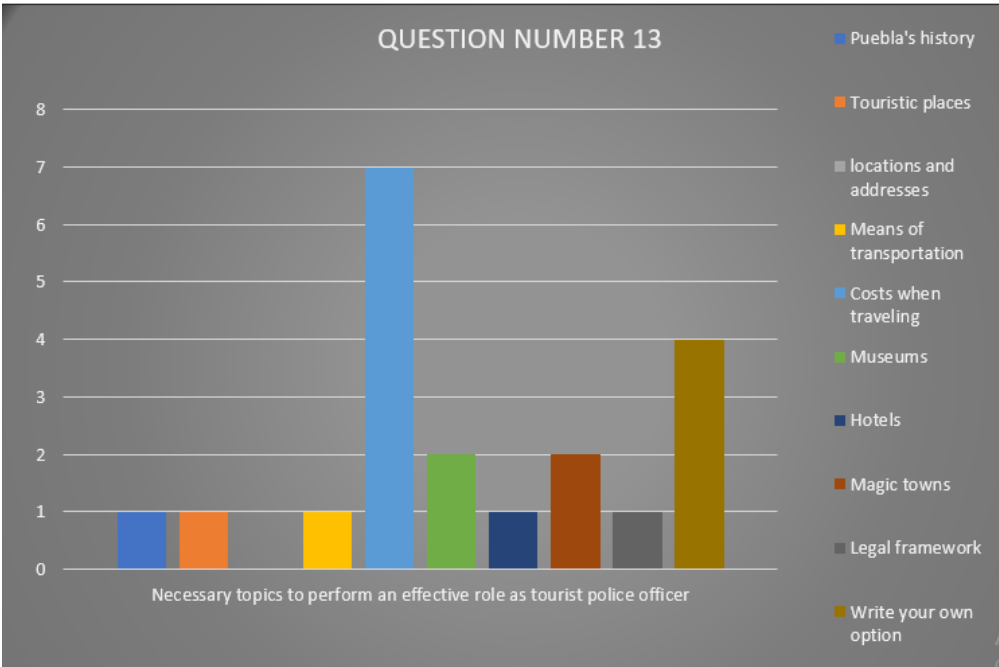
The last question in this survey asks the partakers to select the topics they consider are necessary to perform an effective role as tourist police officers. This question is giving them a list of different subjects that can be treated with tourists.

The options are Puebla's history, Touristic places, locations and addresses, means of transportation in Puebla, costs when traveling, museums, hotels, magic towns, legal framework and the last option is an open space where the police officers can write a topic they consider it is necessary and it is not mentioned in the previous list. The choices presented are considered to be used in a future syllabus that can help the tourist police officers acquire the knowledge they need to perform well in their field.

The results, displayed in graph 4.14, show that the topic with the lowest number of votes is *locations and addresses*, probably this was not a matter they would like to improve because the officers already know the city and they may consider this is not a subject that needs to be expanded. On the other hand, the topic that received the highest score in this question is option E) *costs when traveling in Puebla*.

It is evident that the police officers see this option as the most important issue to be considered in an English course. This point demands knowing not only certain structures to express prices in English, but also the real prices to give accurate information to the tourists.

The other options received little attention with one or two votes each indicating that they are interested in including different topics to increase their expertise as tourist police officers.



Graph 4.14 Question 13, Necessary topics to perform an effective role as a tourist police officer

**4.3 Answer to Research Questions**

In order to ensure that the research questions posed in this research were answered, it is present explicitly the answer of each of them.

What are the linguistic needs of a group of the policemen that work in the touristic police in Puebla?

According to the results gathered in this research, the members of the tourist police of the state of Puebla present some difficulties with the English language when interacting with visitors from other countries. Concretely, those difficulties are based on the four skills:

speaking, listening, writing and reading; therefore, these linguistic needs can be summed in a low level of language proficiency.

What is an appropriate syllabus for a group of police officers in Puebla to give an efficient service to tourists?

A suitable program for the tourist police officers must include real-life situations where they can practice the skills they are learning. This syllabus must provide useful, accurate and necessary information regarding all the topics they have to manage when dealing with tourists. Furthermore, it should be able to provide exposure to the language that will ensure the officers to feel confident when interacting with foreigners. Thus, the possible topics that should be considered in a plan of study for the tourist officers are Puebla's history, touristic places, locations and addresses, means of transportation in Puebla, costs when traveling, museums, hotels, magic towns and legal framework. All of these topics are selected according to the frequent use a police officer can have when interacting with tourists. Besides, the syllabus must contain real-life situations and important information that can be given to the tourist.

No doubt a large work is needed to create the suitable and needed syllabus. It is expected that either the researcher of this study or any other interested colleague could carry out this project.

What is the necessary level of English proficiency that the touristic police must have in order to assist the visitors satisfactorily?

As presented and interpreted above, an appropriate English level for a tourist police officer should be the one that allows them to understand tourists' inquiries as well as to

express themselves in any situation within their duties. The level that would enable them to achieve all of these goals is a B2 based on the CEFR. It is where a person:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (Council of Europe, n.d., p.24).

#### **4.4 Conclusion**

The information obtained in both questionnaires presents significant data associated with the tourist police officers. The first results show that the English level owned by most of the police officers is not enough to develop their everyday activities effectively. Furthermore, the second survey reveals that the officers are willing to prepare themselves to improve their English level, they are interested in learning topics related to their area and they need a program that can adapt itself to their needs and times. In the following chapter the conclusions of the research are presented.

## **CHAPTER V**

### **CONCLUSION**

#### **5.0 Introduction**

This chapter sets the research contributions of this study, its limitations and the further research suggestions; all of them are stated in order to conclude this thesis. Mainly, the purpose of this chapter is to set conclusions from the findings set in chapter four and also to justify the importance of the creation of a syllabus for an English language course which should be designed for the members of the tourist police of Puebla State. This syllabus proposal aims to enlist the needed knowledge that these policemen have when developing their work to provide tourists with accurate information in English language.

#### **5.1 Research Contributions**

The contributions of this research are very important for the elements of the tourist police because their necessities are explored for the first time. As it has been stated in the previous chapters these tourist policemen needed a syllabus proposal to help tourists in Puebla State appropriately. In order to do so, the first contribution of this study has been the establishment of their English language training as a necessity to achieve professionalism in the job's performance.

Second, this researcher believes that an interesting contribution that this study has presented is all the information acquired from the participants. Specifically, they mentioned some of the important information that they need to know about Puebla State in order to help tourists. For instance, some historical information related to monuments, museums, architecture, religious temples, and so on; moreover, tourist police needs to know about new

attractions as well such as the cable car, the tourist train and the Puebla star (wheel fortune). In the end, all of them are cultural and touristic spots that are necessary for them to know about.

And third, this study has contributed to the academic field of tourist police since this is the first time that somebody tries to propose a syllabus to reach participants' professional necessities.

## **5.2 Limitations of the Study**

When carrying out this investigation there were few limitations. Firstly, it was very difficult to apply the research instrument to all the tourist police that work in the state so a sample of them was asked to participate in order to develop this research. As a matter of fact, this sample of policemen was encouraged to present the first instrument which was the TOEFL ITP exam. At the beginning, many of them did not want to present the exam since they felt bad and worried about their possible low results; however, in the end twenty of them arrived at the test and this data collection process started.

Secondly, another limitation was that in order to apply the second research instrument, this researcher spent a lot of time going after them. Due to the fact that all of the tourist police work in different schedules and places. Moreover, the participants had very little free time to rest in their work, thus it was difficult for the researcher to obtain the answered surveys.

Finally, even when this research aims to propose a syllabus for tourist police to improve their knowledge and proficiency in English as a Foreign Language, it does not mean

that it would be a good proposal for all tourist police in the whole Mexican country or in this Puebla state since many interesting topics might be omitted by the participants as well.

### **5.3 Suggestions for Further Research**

This investigation can turn out to be an antecedent for future research based on creating English for Specific Purposes syllabus. Some of the suggestions for people interested in doing a similar study would be to apply these research instruments to other tourist police in the country. As a result, they can compare if the necessities are similar or different.

Another suggestion is that not only tourist police needs a syllabus proposal in English language. There exist other institutions that might need an English language syllabus which should be based on their necessities. For instance, taxi drivers, hostess staff and tourist guides who mainly are in contact with tourists.

### **5.4 Reflection**

This researcher has learned a lot about the real necessities that tourist police need in order to help visitors. Doing this research has made this researcher aware about all missing knowledge in our state officers. Finally, this researcher has understood how difficult is to develop a research and how much dedication is needed to achieve professional goals.

### **5.5 Conclusion**

This thesis has presented an English language syllabus proposal based on the tourist police's needs when performing their work, mainly when interacting with foreign visitors who speak the English language only. In the end, people who decide to read this study will be able to understand the importance of tourist police in the state of Puebla, the role they play

and the needs they have to perform their work in a satisfactory way to communicate to visitors from other countries who do not speak Spanish language.

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7.- ¿De acuerdo al perfil requerido para formar parte de la Policía Estatal Turística que nivel de inglés crees que sea el necesario manejar para poder brindar información adecuada?

A1 - A2 - B1 - B2 - C1 - C2

8.-¿Crees que necesitas un curso de inglés de acuerdo con tus necesidades como Policía Turístico para atender a los visitantes extranjeros?

Sí                      No                      ¿Por qué?

---

9.- ¿Qué tipo de habilidades crees que debes desarrollar dentro del idioma inglés y por que?

A) Llinguística B) Auditiva C) Hablada D) Lectora C) Todas las anteriores

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10.- ¿Qué expectativas tienes con relación a mejorar tu inglés?

A) Buenas B) Regulares C) Malas D) Nulas

11.- ¿Cómo crees que debe ser una buena clase de inglés para que los estudiantes aprendan?

A) Práctica B) Interactiva C)Didáctica D)Motivadora E) Enfocada a  
necesidades

F) Otra: \_\_\_\_\_

12.- ¿Estarías dispuesto/a tomar un curso de inglés diseñado para ti de acuerdo a tus necesidades como elemento de la Policía Estatal Turística?

Sí                      No

13.- ¿Qué temas son los que un policía turístico necesita conocer para poder realizar su trabajo de manera efectiva con los visitantes extranjeros?

- A) Historia de la ciudad
- B) Lugares y atractivos turísticos
- C) Ubicaciones y direcciones
- D) Medios de transporte
- E) Costos
- F) Museos
- G) Hoteles
- H) Pueblos Mágicos

I) Marco legal

J) Otros \_\_\_\_\_

Gracias por tu participación.