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A VISIT TO MUSEUM EMILIO BACARDÍ FROM AN ACTION FOCUS AND INTERCULTURAL APPROACH IN SPEAKING

VISITA AL BACARDÍ DESDE UN ENFOQUE ORIENTADO A LA ACCIÓN E INTERCULTURAL EN EXPRESIÓN ORAL

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ABSTRACT

The practice period in the English Language Major with a Second Foreign Language at the Universidad de Oriente is carried out in facilities that receive foreign tourists. Institutions belonging to the Ministry of Tourism offer job placement to graduates, as part of their social service. Currently, German is taught as a second foreign language, along with Russian and French. Curricula D and E establish that students must achieve a B2 level in their second foreign language. The oral guided tour as a discursive genre allows to develop activities focused on the professional training needs of the English language Major students where speaking aims at the communication in this professional field. The objective of this work is to analyze the results from the visit to the Emilio Bacardí Moreau Provincial Museum to determine if they were able to meet the requirements posed by the communication strategies for oral production: Speaking in general, Sustained Monologue: giving information and describe an experience and Addressing audiences according to the CEFR for B2 level in German as a foreign language.

Keywords:

Oral expression, oral guided tour, B2 level in German as a foreign language.

RESUMEN

Las prácticas laborales en la carrera Lengua Inglesa con segunda lengua extranjera en la Universidad de Oriente se realizan en instalaciones que reciben turistas extranjeros. Las instituciones pertenecientes al ministerio de turismo ofrecen ubicación laboral a los egresados, como parte de su servicio social o una vez terminado el mismo. En la actualidad en la carrera se imparte el alemán como segunda lengua extranjera, junto con la lengua rusa y el francés. Los planes de estudio vigentes D y E los establecen que los estudiantes deben lograr un B2 su segunda lengua extranjera. La visita guiada oral como género discursivo permite desarrollar actividades centradas en las necesidades formativas profesionales de los estudiantes de la carrera lengua inglesa, al poner la expresión oral en función de la comunicación en ese ámbito profesional. Este trabajo tiene como objetivo analizar los resultados obtenidos a partir de la visita al museo provincial Emilio Bacardí Moreau para determinar si lograron cumplir con los requerimientos que plantean las estrategias de comunicación para la producción oral: Expresión Oral en general, Monólogo Sostenido: dar información y describir una experiencia y Hablar en Público según el MCER para el nivel B2 en alemán como lengua extranjera.

Palabras clave:

Expresión oral, visita guiada oral, nivel B2 en alemán como lengua extranjera.

INTRODUCTION

The students and graduates of the English Language with second foreign language at the Universidad de Oriente have always had a close link with the strategic sector of tourism. The internships in the 2nd and 4th year of the course are mainly carried out in hotel facilities, museums or other institutions that receive a constant flow of foreign tourists. The institutions belonging to the Ministry of Tourism (travel agencies, hotels, advertising agencies, etc.) also offer job placements to graduates, either as part of their social service or upon completion of their studies.

With the introduction of Curricula D and E, tourism is clearly defined as one of the spheres of professional action for graduates of this program. Students who started with curriculum D with German as a 2nd foreign language between 2012 and 2020 the approach to teaching German was communicative, with an integrative skills perspective. They worked mostly with dialogs and monologues in communicative situations, with an integrated skills perspective.

At this stage, it was introduced more modern audiovisual methods such as *Jojo sucht das Glück*, *Deutschlandlabor*, *Bandtagebuch B1/B2*, and *Easy German*, not only for audiovisual comprehension but also for speaking. The novelty of these materials was that they gave great importance to intercultural issues and how these were reflected in the language. Nevertheless, the treatment of the working language of tourism was insufficient especially between the graduations of 2012-2018 and 2016-2021. The students only had contact with it during their internships in facilities related to international tourism during the 2nd and 4th year.

German is currently taught as a second foreign language in the English Language program, along with Russian and French. According to the current curricula D and E students must achieve a B2 in their second foreign language. In the current term of the academic year 2022 two of the four years of the degree program receiving a second foreign language are studying German.

The discourse of tourism is part of the so-called specialty languages for being the product of the communicative activity of a specific discursive community, in this case that of tourism. (...) The language of tourism is an ergolect, or working language and is characterized by having its own communicative functions and concepts, all of which gives it a structural and lexical-semantic identity that differentiates it from other specialty languages. (Suau & Labarta, 2017, p.1)

Within the broad professional field of tourism, the tour guide has a fundamental role as he/she is in charge of providing information, interpreting cultural heritage, describing the environment to tourists during guided tours. Researchers (Llerena, 2014; Osés, 2014; Castro & Sandoval, 2013; Keymeulen & Goethals, 2018), highlight that the guide must have verbal competencies such as the appropriate use of grammar, clear presentation of ideas, careful choice of vocabulary, clear pronunciation, to know and to apply techniques such as active listening and understand communication from the point of view of the speaker. He/she must know how to address a small, medium or large audience and be ready to respond to their questions.

The oral guided tour, as a discursive genre that belongs to the professional field of tourism, has the main communicative purpose of providing information and mediating in the interpretation of historical and cultural heritage. Keymeulen & Goethals (2018) use the term guided tours to refer to visits that occur when a group of tourists go to certain places accompanied by a tour guide. "The term excursion is very encompassing as it includes a short trip, a journey to a tourist site such as a mountain, a forest, a beach or a cultural center". *Glosario de Turismo*, 2022

According to the researchers Gómez, et al. (2010) "the guided tour is the tour made with a guide through museums, places of historical and cultural interest, universities, in which an interaction is established between the visitor and the tourist" (p.5). Méric & Cahuana (2018) state that "the guided tour has the functions of describing, informing and entertaining and is inserted within the professional discourse, of tourism, since the guide is the professional who interacts with visitors" (p.3).

Guided tours have evolved from an exhibition model in which the visitor had a passive role, limited to receiving information, to an interactive model. This new model does not aim for the tourist to acquire finished information, but to make learning an interactive process generating new cognitive syntheses. Influenced by the globalization process, the visitor is conceived as an active being. It seeks to rescue and emphasize the "experiential" dimension of the experience as a way to promote this interactive relationship between object-subject. (Gómez et al., 2010 p.6)

The oral guided tour as a discursive genre allows the development of activities focused on the professional training needs of English language students, by using oral expression as a function of communication in this professional field. According to Some-Guiebre students learn when they interact with their peers, their teachers, and their contextual settings (2020, p 498). This approach

to the guided tour highlights its interactive and instructive character, which demonstrates its didactic validity for developing speaking Teaching Learning Process (TLP) in German as a foreign language from an interactional approach.

The Common European Framework of Reference (CEFR) of 2018 proposes a more comprehensive and integrative approach for speaking in foreign languages considering the following activities and strategies of communication in a language: reception, production, interaction and mediation. It proposes the Action-Oriented Approach (AOA) which intends to: “propose real-life tasks that meet learners’ needs, that provide answers to their vital interests and that empower them to do things with the language they are learning” (Robles, 2019, p.12).

The oral guided tour as a discursive genre associated with tourism allows developing speaking from an intercultural interactional perspective and from an action-oriented approach. Working with this discursive genre in the English Language Program also contributes to the training of its future graduates in one of their professional fields of action related to international tourism. The teaching learning process (TLP) of the foreign languages studied in the program, and specifically the work with speaking should be oriented so that they are able to be competent in their interaction with people of other nationalities.

“The Communicative Approach must be complemented with a focus on action. The activities performed by the learner/social agent take place in specific situations and for specific reasons. They are not a simple pretext for communication” (Piccardo, 2014, p.19). The author of this research in assuming such assumptions, recognizes in the Action-Oriented Approach (AOA) its relationship with the Communicative Approach. Germain-Rutherford states that this approach take learners “closer to the authenticity of language exchanges, grounded in the complexity of the sociocultural realities of learners, of the tasks to complete and of the different contextual environments” (2021, p .92)

The work with the oral guided tour pursues that students are able to express themselves orally with fluency, coherence and appropriateness in a meaningful context, which fulfills both a transactional and interactional function using the correct grammar, pronunciation and vocabulary and adopting the pragmatic and discursive patterns of oral language. Also, from an intercultural interactive approach, they can focus attention on the need to incorporate into speaking TLP the cultural, sociocultural, sociolinguistic and pragmatic aspects characteristic of the countries,

which are important tourism issuing markets for Cuba, where the foreign language studied is spoken.

The tasks related with the oral guided tour, from the Action-Oriented Approach (AOA), aimed at having an integrational approach of the interactional and intercultural aspects. It is a genre that allows stimulating the students of the course through communicative activities where they will put into practice their knowledge of the foreign language. The activities should be oriented to enable them to know their audience, their expectations and their sociocultural particularities in order to achieve successful communication in the professional field of tourism. Speaking TLP becomes in an activity where language has two main roles, it is the object and vehicle of learning, making it a collaborative, interactive and socially contextualized process.

In the communicative approach, learners were placed in communication situations in the target language while in the action-oriented approach, learners are social agents placed in situations involving social action. In order to be effective in social action, one must know how to activate one’s competences. Though linguistic competences are but one of three types of communicative language competence, sociolinguistic, and pragmatic competence being at least as important as the linguistic competence, the communicative approach did make this distinction, but the action-oriented approach adds the refinement of linking these competences to other competences relating to the learner’s life experience and personality (Piccardo, 2014 as cited in Kang’ethe & Kiviui, 2018 p.121)

The oral guided tour from the AOA, allows students to develop speaking according to the specific communicative environment of the tour guide. It focuses on combining the linguistic parameters of this skill (vocabulary, grammar, fluency, coherence and cohesion); the pragmatic parameters (adaptation to the register and the communicative context) and the intercultural parameters (knowledge of the sociocultural particularities of the visitor’s origin country).

Classroom observation has shown that among the skills that represent a real challenge for learners of German is speaking because it involves the combination of grammar, vocabulary, fluency, pronunciation and comprehension to produce a cohesive oral text, as well as to interact effectively in any communicative situation. Speaking is defined as “ a skill to use a language appropriately to express some idea, opinion, or feelings in order to give or get information and knowledge from other people who do communication” (Kusuma et al., 2020 p. 50)

Furthermore, Altun & Sabah explain that “it is the vital language learning skill to be gained when learners wish to interact with each other orally. In addition, speaking requires more than understanding its grammatical and semantical rules” (2020 p.148) Laksana defines speaking as “an activity in which two or more participants are involved, in which participants assume both roles of sender and receiver, reacting to what they hear making their contribution to the discourse.” (2016, p.5)

These authors recognize interaction as an important factor of this skill, and therefore it should be a relevant element within the TLP of foreign languages, including German. Speaking according to Ramirez & Cabrera is “the ability to communicate clearly, fluently, coherently and persuasively using verbal and nonverbal resources, it also implies respecting the ideas of the other and the conventions of participation” (2018 p.13). On the other hand, the authors of the current paper highlight that interaction in the speaking TLP should not be focused only among students within the classroom, but take into account other scenarios outside the classroom where they can interact not only with each other but with native speakers as well. The authors of this paper consider that speaking is the ability to express oneself fluently, using the appropriate vocabulary for the specific sociocultural context in which the communicative situation is developed, respecting the grammatical rules of the language itself, as well as those of oral language, with the intention of establishing a linguistic, social and intercultural interaction with other interlocutors in a foreign language.

The oral guided tour as a discursive genre associated with tourism allows developing speaking in German as a foreign language from an intercultural interactional perspective and from an Action-Oriented Approach. The work with this discursive genre in the English Language Program also contributes to the training of future graduates in one of their professional fields of action related to the work in national or international tourism entities.

From the 2nd semester of the year 2020 and the 2nd period of the year 2021, began the work with the oral guided tour in the subjects German III and V, focused on the development of speaking. “Taking into account the oral production descriptors for Common Reference Level B1: Sustained monologue: describing an experience, giving information and addressing audiences, including aspects of speaking such as: fluency, grammar, vocabulary, cohesion and coherence.” (Quiala et al., 2022 p.171)

Therefore, in the second period of the 2021-2022 course, a series of activities were carried out with the 3rd year group (Curriculum D) through a visit to an institution of

great historical, cultural and patrimonial relevance as the Emilio Bacardí Moreau Provincial Museum in the city of Santiago de Cuba. The students were able to continue systematizing the work with the oral guided tour to develop the skill of speaking in the subject German V, which represents a sequel of the work done with this same group when they were in the last semester of their 2nd year in the subject German III.

The objective of this paper is to analyze the results obtained from the visit to the Emilio Bacardí Moreau Provincial Museum to determine if they were able to meet the requirements of the CEFR oral production descriptors for level B2 in German as a foreign language. The descriptors considered for this exercise were Speaking in general, Sustained Monologue: giving information and describing an experience, and Public Speaking. Other main aspects of speaking analyzed were: fluency, grammar, vocabulary, cohesion and coherence.

METHODOLOGY

Different instruments were applied to diagnose the situation with the oral guided tour such as: Survey to students and English, French and German teachers of the program who also have professional experience as tour guides. Interview with English and German teachers with professional experience as tour guides. Initial diagnosis and classroom observation of 3rd year students in the second period of the 2021-2022 academic year to determine their language level according to the Common European Framework of Reference for Languages (CEFR). Analysis of the documentation: English Language Program Professional Model according to Curriculum D.

About 94 % of the surveyed students have very little knowledge of the terms related to tourism work language. 81 % consider that the treatment to the oral language in the foreign languages (English, French, German, Russian) TLP linked to the professional activity of the English Language Program student has been insufficient or almost null. Meanwhile 100 % surveyed teachers considered that this same aspect was almost null or insufficient.

About 83 % of teachers acknowledged that they did not received during their professional trajectory in the Universidad de Oriente any training activity related to the didactic treatment the tourism work language in the TLP. The survey also revealed that 100% consider that intercultural competence is essential to develop the oral guided tour as part of the TLP of all the languages studied in the English Language Program.

The interviewed teachers recognized the importance of working with the oral guided tour because allows

familiarization with the professional profile of a tour guide, which they can develop after graduation and it is comprised within the professional sphere related to international tourism. It contributes to the motivation towards the learning of the second foreign language German, since the teaching-learning process of the same is directly linked to their formation as future professionals in the field of tourism.

Participants and task design:

The sample is constituted by the 14 students of 3rd year (Curriculum D) of the English Language Program of the Universidad de Oriente who are minoring in German in the second period of the course 2021-2022 within the subject German V. The Emilio Bacardí Moreau Provincial Museum in the city of Santiago de Cuba was chosen as the venue for the exercise, due to its historical, cultural and patrimonial importance and because it is one of the most frequented sites by foreign tourists during their passage through this city.

The exercise was divided into two stages. The first stage consisted of a search for information and familiarization with the site to be visited. The students first had to visit the museum independently to get to know the layout and order of the rooms, as well as to contact with the museum's specialist guides to gather the necessary information. Then they had to elaborate a script in German with the gathered information. In this first stage, it was essential to search for and organize the information, as well as to familiarize themselves with the specific vocabulary of the museum in German.

The second stage of the exercise consisted of a guided visit inside the museum's rooms, for which they were divided into 4 teams: one team of 3 for the Art Gallery composed of 3 students, two teams of 4 students for the Cuban History Room, which is the largest room in the museum, and the last team composed of 3 students for the Ethnography Room. At this stage, not only the presentation of the information was considered, but also the interaction, since not only students had to communicate detailed information reliably but also ask questions or comment on some aspect of interest with the student guide.

The flipped classroom is one of the fundamental characteristics in this second stage, since it leaves the traditional space of the classroom to develop the activity within the institution that is the object of the visit. In this activity, the teacher's role is passive, as he/she is limited to noting the mistakes made by the students and giving them the necessary guidance to carry out the activity. In the inverted class, the student becomes the protagonist and

this exercise was designed so that they would be able to lead their audience (who were their own classmates) on their own to solve unforeseen situations and achieve greater independence, including self-correction in case they made any grammatical, pronunciation or information errors." It has potential to enable teachers to cultivate critical and independent thoughts in their students, building their capacity for lifelong learning, and thus preparing future graduates for their workplace contexts (O'Flaherty et al., 2015 as cited in Divjak et al, 2022 p.2)

This activity is based on an Action-Oriented Approach since the students were exercising speaking through a real oral guided tour in an institution as important as the Emilio Bacardí Moreau Provincial Museum. In addition, the task was oriented to make them understand that the guide is also a cultural mediator, in which the German language is his/her main working tool.

Observation

Students were recorded while making their oral guided tours inside the museum to collect the necessary information for the subsequent analysis of the exercise, considering the following communication strategies for oral production at Level B2 according to the CEFR with their respective descriptors:

1. Speaking in general: make clear and systematically developed descriptions and presentations, adequately highlighting the important aspects and with relevant complementary information.
2. Sustained monologue describing experiences: Can give clear, detailed descriptions of a wide range of topics related to his/her area of interest.
3. Sustained monologue giving information: Communicates detailed information in a reliable manner.
4. Addressing audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Makes clear and systematically developed presentations, highlighting important aspects and with relevant complementary information. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience

Data analysis and results

Quantitative data analysis techniques and the corresponding interpretation of these data were taken into account to discuss the results to determine whether there was an

improvement in speaking in German according to the oral production descriptors for B2 compared to the results obtained in similar exercises conducted previously.

Analysis Synthesis

For the theoretical review was considered the consultation of materials related to Curriculum D, the objectives of the subject German V, audiovisual materials used in the classroom such as Easy German, Deutschlandlabor. The CEFR Supplementary Volume (2020) was also analyzed for descriptors related to oral production at B2. As well as consultation of a wide variety of texts and scientific articles related to the development of speaking in foreign languages, the oral guided tour as a discursive genre and the Action-Oriented Approach.

RESULTS AND DISCUSSION

The analyzed exercise was design for the 14 students of 3rd year (Curriculum D) of the English language Program of the Universidad de Oriente, in order for them to be able to carry out a guided tour inside the Provincial Museum Emilio Bacardí Moreau in the city of Santiago de Cuba.

Table 1. Speaking in General

Descriptor	Poor	Average	Good
Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	1	3	10
Fluency: Is able to provide information, present his/her point of view with a degree of fluency and spontaneity that makes regular interaction possible.	1	6	7
Vocabulary: Has mastered not only the general vocabulary studied in class but also the specific vocabulary related to the place visited.	1	3	10
Grammar: Has a repertoire of grammatical structures such as: the genitive, the declension of adjectives in all grammatical cases, subordinate clauses, past tense, verbs with prepositions and all pronouns.	1	6	7
Coherence and cohesion: Use a limited number of cohesive mechanisms to link his/her utterances into a clear and coherent discourse, although he/she may show certain "hesitations" if the speech is long. Produce generally well-organized and coherent texts, using a variety of linking expressions and cohesive mechanisms.	1	4	9

According to the first descriptor Speaking in general Table 1, students had to be able to present the information about the museum in a clear and understandable way for the rest of their classmates. The following table represents the number of students who complied with the proposed descriptor out of a total of 14 considering a qualitative evaluation Bad, Fair and Good. In this table was also incorporated the parameters taken into consideration in the speaking evaluation, to have a better understanding of the results obtained by the students in the Speaking in German for B2 level.

The results indicate that the students were able to make a coherent presentation focusing on the relevant details to bring the guided tour to the required quality. Only one of the 14 students still had difficulties mostly associated with insufficient preparation in the information to be presented which resulted in poor speech organization accompanied by unfamiliarity with the specific vocabulary required.

German grammar continues to be one of the most complex aspects for students that directly affects fluency, however, it was considered whether grammatical errors affected communication. This occurred to a lesser extent and most of the errors were associated with the correct declension of adjectives and pronouns which did not pose a barrier to understanding the information being provided.

With this activity, speaking TLP in German as a foreign language aims at students become cultural mediators and use the language according to their professional needs and at the same time, as Borrueco (2007) points out: "they move away from the traditional instructive based teaching in terms of declarative knowledge present in the foreign language applying different methodological resources ". (p.34)

Table 2. Sustained monologue describing experiences

Descriptor	Poor	Average	Good
Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	1	4	9

Table 3. Sustained monologue giving information

Descriptor	Poor	Average	Good
Can communicate detailed information reliably.	1	5	8

In this case both communication strategies are analyzed. In the analysis of the results it can be observed that most of the students were able to describe the rooms of the museum, the most relevant objects of value in a detailed and organized way, as well as to give the necessary information in a fluent and coherent way. Both tables 2 y3, show similar results since both communication strategies were closely related in this guided visit to the museum.

Acosta and Hernández stated that “among the functions of language, in addition to communication, there are also informative functions, the exchange of thoughts, the expressive function and a function of influence.” (2011, p.31) These functions are present in oral guided tours in tourism. In this sense, the rest of the students were able to put these functions into practice in speaking in German by providing information, making descriptions and interacting with their peers in a coherent and fluent manner throughout their tour of the museum.

Table 4. Addressing audiences

Descriptor	Poor	Average	Good
Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	1	4	10
Makes clear and systematically developed presentations, highlighting important aspects and with relevant complementary information.	1	4	10
Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience	1	6	7

In the table 4 it can be seen that the greatest difficulty for the students was related to spontaneity, since answering a question or formulating an opinion outside the script prepared in advance, still represented a challenge for many of the students. For the analysis of the first descriptor, only a part of it was considered, related to prepare clear presentations beforehand, since they fit with the parameter of the presentations made during the guided tours in the Emilio Bacardi Provincial Museum.

After the analysis of the results presented in the tables, it can be concluded that the students of the 3rd year English language in the second period of the course 2021-2022 mostly achieved to comply with the descriptors proposed for Level B2 in the analyzed communication strategies. These are the result of the systematic work during two courses with the oral guided tour as a discursive genre to develop speaking in German.

In the professional field of tourism, in the role of tour guides, the oral guided tour as a discursive genre constitutes an excellent didactic resource to improve the PEA of oral expression in German as a foreign language. It is a genre that allows to stimulate students through communicative activities where they are going to put into practice their German language knowledge. The activities should be oriented to enable them to get to know their audience, their expectations and their socio-cultural particularities in order to achieve successful communication in the professional field of tourism. The speaking TLP becomes a process where language has two main roles, it is the object and vehicle of learning, thus making it a collaborative, interactive and socially contextualized process.

CONCLUSIONS

The work with the guided visit to the Emilio Bacardi Moreau Provincial Museum allowed students to develop the speaking skill from an Action-Oriented Approach according to their preparation in the professional field of tourism.

The activities carried out went beyond the mastery of the language, but also enhanced the knowledge of history and general culture that every graduate of the English Language Program must have in order to perform successfully in the

professional field of tourism in which English and German languages are their working tools.

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