

THE DEVELOPMENT OF THE TOUR GUIDES IN ENGLISH

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Subject Abstracts

1. Communication strategies in English

This subject was taught by Professor Dr. Carmen María Bretones Callejas and M^a Elena García Sánchez, from October to November 2010, it corresponds to common itinerary and it has a workload of 3 Theoretical Credits.

1.1 Aims.

- Ability to obtain a critical and interpretative sense of the interaction between literature and contemporary ideological discourses.
- Ability to recognize and use cultural standards of the companies involved.
- Analysis of representative texts of linguistic and cultural plurality in current British and American societies.
- Demonstrate the ability to develop initiatives for the interpretation of situations and problems related to British and American societies today.
- Critical analysis and synthesis of advanced methodologies on the linguistic structure of modern English.
- Right use of support systems for oral communication to ensure accurate transmission of instructions, recommendations and advice.
- Acquiring the necessary skills to effectively communicate in intercultural and professional contexts.
- Implementation of the contributions of major linguistic theories to specific issues of oral communication.

1.2 Contents.

The subject was divided into two different blocs of contents:

a. Written English: Communication Strategies

This section was divided into two different parts: writing skills and reading skills.

- English Grammar and Writing
- Writing Paragraphs
- Functions of Written English
- Writing Essays, Reports, Letters and a Research Paper
- Reading Techniques: From Skimming to Scanning
- Aim and Function of the Text
- Understanding Meaning
- Assessing the Text: Fact versus Opinion

b. Spoken English: Communication Strategies

This section was divided into two different parts: listening and speaking skills.

- Developing Aural and Note-taking Skills
- Predicting
- Monitoring
- Clarifying
- Academic English: Discussion Skills for Tutorials & Seminars
- Discussion Skills: Giving your Opinion, Agreeing and Disagreeing, Making Suggestions...

1.3 Subject Analysis.

This subject has been carried out by sessions of theoretical and practical content, we have practiced everything learned in class, prepared various written texts and the skills learned at home. We have acquired the skills both orally and in writing and techniques necessary to communicate in English at a level B2/C.

1.4 Evaluation.

The evaluation of the course was carried out by an assessment of the progression and work development done both in class and at home. We made a final review examining a part of the subject, and we prepared an essay explaining the contents that we learned in class.

1. Britain and US Cultures and societies.

This subject was taught by Professor Dr. José Ramón Ibáñez Ibáñez and José Francisco Fernández Sánchez, from October to November 2010, it corresponds to common itinerary and it has a workload of 3 Theoretical Credits.

It turns out to be indispensable in a Master of English Studies the exhaustive knowledge of the culture and society of both countries which have marked the course of the international events in the 19th century and in the 20th: Great Britain and the United States of America.

Their social and cultural importance in the today's world is out of any doubt and, though the students of the master will have a general knowledge of these countries, with this subject it will be studied in detail aspects that probably have not been a motive of analysis in their degrees: Politics, education, mass media, religion, recent history, etc.

A course of these characteristics will consolidate previous knowledge and it will extend to a great extent the cultural background of the students of the master on fundamental aspects of the life of these two countries.

3.2 Aims

- Analyzing representative texts dealing with the linguistic and cultural variety of the British and American society.
- Being able to recognize the cultural standards of both societies subject to study.
- Showing the capacity to interpret problems and situations related to British and American societies.

- Planning, structuring and developing written essays and oral presentations, taking as point of departure hypotheses based on the use of an appropriate methodology so as to express ideas and discourses in an academic way.

3.3 Contents

This subject was divided into the following blocks:

a. Great Britain and the US at the turn of the twentieth century.

The first block presented the most important political and cultural changes that both societies have gone through in recent years. The lectures covered mainly the political changes that took place from Margaret Thatcher to David Cameron in Britain, and from Ronald Reagan to Barack Obama in the United States.

b. Multicultural Britain. The American 'Melting Pot'.

Great Britain and the United States are characterized for their multiculturalism. In this block, the characteristics of these societies from a cultural point of view were analyzed, with a panoramic view of ethnic minorities, immigration and colonization.

c. Emerging national identities.

The third block showed the history of the different national identities. The different legislation of Scotland and Wales was studied, but the emphasis here was put on the conflict of Northern Ireland, from the Irish independence in 1922, past the armed battles of paramilitary groups, and up until today, where a fragile peace reigns in Northern Ireland. Regional differences in the United States were also regarded, where the focus was put on the religious background of different groups, and the importance of the puritan heritage and religion in shaping their identity.

d. The education in Britain and the religion in US.

Many of the most reputed universities in the world are in Great Britain and in the United States. The educational system of Britain was studied in this block, and the different religions that we can find along the whole US.

e. The power of the media in Britain and in the foreign policy of US.

As in the rest of the western world, mass media have been of great importance in both countries over the last decades. The BBC is a reference in Great Britain, and an example of excellent public service worldwide. One example is the expression of “BBC English”, that comes to say the correct, Received Pronunciation the presenters of the news use. The different newspapers, their political inclinations and the influence they have on society were studied, emphasizing the conflicts with the governments or their influence on politics and the voters. We also studied in this bloc the role of the US in the world, and its foreign policy.

3.4 Subject analysis

The classes were based on the lectures given by the two Professors, and also included text extracts from books and quotations from important public figures. Furthermore, the lectures were given with the use of videos, songs, and presentations; which made the classes more dynamic and the matter more interesting and easy to relate to. Also the professors were always open to comments and encouraged us to start and participate in the debates whenever possible.

3.5 Evaluation

Apart from attendance and participation in class, the evaluation included a short exam with two separate sections about Britain and the US. The final evaluation also included the assessment of a paper on a topic of the student’s choice from a wide variety of options. The topics dealt with some of the most important political and cultural subjects related to either the US or the United Kingdom.

3. Oral Communication: Sociocultural, linguistic and psychological aspects.

This subject corresponds to common itinerary. It has a workload of 3 theoretical credits and it was taught by Professor Dr. Carmen María Bretones Callejas from October to November 2010.

3.2 Aims

The subject aimed to provide students with the necessary tools to develop the following skills:

- Ability to acquire the necessary skills to communicate effectively in a professional context.
- To systematize content with particular reference to the context in which English is used.
- Ability to communicate findings and results of research work in English for specific purposes
- Use of documentation systems for the analysis of information in English
- Ability to develop skills in the production of oral and written discourse in different professional contexts.
- Acquiring the skills necessary for effective communication in a professional, intercultural context.
- Application of the contributions of the major linguistic theories to specific issues of oral communication.

3.3 Contents

This subject was divided into five different blocks of contents:

a. Oral Communication

In this section we mainly studied the significance of oral communication, in addition to studying all factors affecting oral communication, the cognitive, linguistic and psychological dimension. Also we examined the degree of interaction between speakers.

b. Diachronic study of different linguistic theories and methods of teaching oral English.

In this section we have studied the evolution of oral communication to consider the different linguistic theories and methods of teaching oral English. We thought about different points of view reflected by linguists in the different theories studied.

c. Sociocultural Aspects of oral communication

In the communication process is important to consider culture, because it directly affects our speech patterns and our ways of communicating. It is necessary to consider that our speech act is part of our personal, social, cultural and geographical identity. These are the most important aspects that we studied in this subject.

d. Psychological perspectives of language and learning

At this point we have studied the language as one of the most powerful human capabilities at the same time as an attribute fragile and vulnerable. In conclusion, the language depends on the social and cultural environment for their existence. Therefore, we studied the psychological perspectives of language and learning, better understanding the issues affecting the act of oral communication.

e. Cognitive and social dimension of oral communication

In this section we study the ability to process information from the perception, the acquired knowledge and a series of subjective characteristics that we must take into account when considering the oral communication.

3.4 Subject analysis

In this subject we have studied through sessions of theoretical content, where we studied all the sections seen above in a participatory manner, in addition to attending various conferences proposed by the professor, where some of them completed the study syllabus. With these lectures we learned the basic definitions and parts of oral communication, and the skills necessary to communicate effectively in different professional contexts.

3.5 Evaluation

The evaluation of this subject was conducted by an assessment of the progression and development work we have done in class and a final test.

4. English as an intercultural vehicle: Literature and Society.

4.1 Aims

The main goal of this subject was to give students the following skills:

- Recognize how literature can help society, and vice versa, as literature can be very helpful to society provided it is studied or applied in a positive manner, but it can also be very harmful to society if what is contained within it is used with malice.

During this subject we saw that all literary works show us various aspects of society from politics, economics and culture, via genres like romance, tragedy and comedy from period to period. Some give the readers knowledge of history or other events, but presented in the form of pleasure.

4.2 Contents

To introduce sociology through literature, the seven lectures of the subject included the reading of several fictional works that exemplified issues raised in the sociology of literature.

To begin with we were introduced to the sociological roots of literature, those found in myths, legends, and folktales, which go back centuries. Here we studied the differences between the three genres, that might seem very similar, but we saw that they have different origins and that they also had different purposes when they were first created, e.g. to educate, or to make sure history was passed on from generation to generation. In relation to this topic, we also saw the sociological concept of heroes, both in literature, history and real life. Here Joseph Campbell's work "*The Hero with a Thousand Faces*" was introduced, which is a 12-step program designed for writing a story of a hero. These steps include the designing of the hero's character

and the description of the journey and tasks he/she must perform for the story to be successful.

Culture is another basic phenomenon in order to understand society and literature, and this concept was also defined in the lectures.

Another interesting topic which was brought up was that of propaganda, which is a very special type of literature, and can have very powerful sociological consequences when used well by the senders to achieve their goals.

During the lectures we also read and discussed classic works like George Orwell's "1984" and Aldous Huxley's "Brave New World" in order to capture the sociological approach, and see how the authors criticized their contemporary society through their texts, or even made predictions of the future they imagine these societies will have. These works are examples of dystopias and utopias, which was another topic presented in the lectures. Here, another interesting example is William Golding's classic work "The Lord of the Flies", where a utopia turns into a dystopia as the society which young boys stranded on a deserted island try to build goes terribly wrong and ends in anarchy.

4.3 Subject analysis

The lectures of the subject was primarily based on presentation given by the professor, but also included group and class discussions, which were very interesting because we had to think and argue the case at hand.

4.4 Evaluation

This subject was evaluated on the basis of a written paper where we had two different options to choose from. One option was to "follow your own hero". For this option we should choose a major character from any novel and design an outfit and accessories. There was also the possibility to include a side-kick and a catch phrase for the hero. Then we should write an essay about the hero, according to the 12 steps of Joseph Campbell's "The Hero with a Thousand faces". The second option consisted in writing an essay about the societies of "Brave New World" and/or "1984" as counterparts of our contemporary civilization, contemplating the questions

whether it is better to be free than to be happy, and whether the collective is more important than the individual.

For the evaluation of the subject I chose the second option, where I wrote an essay on George Orwell's "1984", giving a long row of examples of the lack of both freedom and happiness of the characters, arguing that it is impossible to be happy if you are not free.

5. Research Techniques.

This subject was a part of the common matter of the Master. It had a workload of 3 Theoretical credits and it was taught by Professor Carmen María Bretones Callejas and Professor María Elena García Sanchez from November to December 2010.

5.1 Aims

The subject aimed to provide the students with the necessary tools to be able to develop the following skills:

- Knowledge to do bibliographical searches, making them able to conduct research works in different fields.
- Management of the tools of access to the information, bibliographical databases and terminological glossaries.
- Ability to plan, structure and develop written essays and oral presentations on the basis of a hypothesis, based on the correct use of an adapted methodology in order to express speeches and ideas in a valid and effective academic form.
- To demonstrate capacity of dialogue to develop initiatives of interpretation in situation and problems related to the current British and North American societies or any other topic of research.
- To demonstrate aptitude to analyze the different theoretical positioning related to the topic of research.
- Update of knowledge related to the diffusion and publication of results of the research papers.

5.2 Contents

The subject was divided into two different blocs of content:

a. Research Techniques: a theoretical approach.

This bloc was taught by the Professor María Elena García, and we studied the different approaches to the paradigm of research. First of all we saw the general views about this topic, and the different definitions of research were discussed, then we studied what language teaching has to do with research and finally we focused on the study of research methodology and the different research techniques when conducting an investigation. We also learned to analyze the results of a research and how to publish them. It was very useful because all the tasks we studied during the lessons were a great introduction for the research we have to hand in at the end of the master. For these purposes the professor used the work of Zoltran Dorney "*Research Methods in Applied Linguistics*" as the primary bibliography.

b. Research Techniques: a practical approach.

This second bloc was taught by Professor Carmen María Bretones. The primary issues studied during these lessons were how to write a good essay and how to use different databases to find appropriate information for a scientific investigation. For that purposes we worked with different online databases, where we could get help for the search for information for different research paper. Also with professor Bretones we saw and learned to use the common citing method of MLA (Modern Language Association) style.

5.3 Subject analysis

The first bloc of the subject was carried out with a series of participatory lectures given by the professor using a power point presentation. The second bloc consisted of three lectures, which were carried out in a computer room, with presentations showing online tutorials, where we ourselves could simultaneously do the search online in different databases with our own computers.

5.4 Evaluation

The subject was assessed by a delivery of a summary of the contents studied during the theoretical lessons and an exam which consisted on some questions about how to cite the work of an author following the rules of MLA system.

6. Computer appliances for language teaching and translation.

This subject was a part of the common itinerary; it had a workload of 3 Theoretical credits and was taught by Professors Nobel Augusto Perdu Honeyman from November 19th to December 10th 2010.

6.1 Aims

The subject aimed to provide the students with the necessary tools to be able to develop the following skills:

- Ability to manage the tools to access information and databases that will help the students to find solutions for real problems in the English classroom.
- Aptitude to use IT tools of application in the field of the translation
- Aptitude to translate audio-visual and scientist-technology spreading texts.
- Capacity of elaboration and processing list of specific terms related to a wide range of diverse scientific environments.

6.2 Contents

The subject was divided into three different blocs of content:

a. Déjàvu.

In this bloc the translation system Déjàvu was presented to us followed by an explanation of the professor about how to use it and how to produce translation memories. Later on we all produced our own memory, we translate a website using Déjàvu application and we also aligned two translation memories.

b. Hot Potatoes.

This second block consisted of learning to manage another computer program called Hot Potatoes. This application is designed for teachers to create activities for the students and it is divided in six different types of exercises: short-answer, interactive multiple-choice, matching/ordering, jumbled-sentence, crossword and gap-fill exercises. We learnt how to produce these activities in English, and then we uploaded the exercises to the website we had to hand in at the end of the lessons. This block was very interesting and useful, as it allowed us to learn how to use this kind of program.

c. Website design

In this bloc we were assessed in the process of creation of a website with academic purposes. We were taught to design a website which should contain different academic material such as grammatical, theoretical and practical issues, vocabulary, listening exercises and all other contents we considered important to be shown in the website. Also we should include the Hot Potatoes activities we had designed previously on the website.

6.3 Subject analysis

The subject was carried out with a series of participatory lectures given by the professor, followed by a wide variety of supervised activities of practical content to be done in the classroom and/or at home.

6.4 Evaluation

The subject was evaluated by the delivery of three tasks:

- A translation of a website with Déjàvu and an alignment of two translations memories.
- The elaboration of five different Hot Potatoes exercises.
- An English teaching website including the Hot Potatoes activities.

7. The British Presence in Andalusia: New need in professional communication.

This subject was part of the itinerary 2, *Professional Applications*. It had a workload of 3 ECTS credits and it was taught by Professor José Ramón Ibáñez Ibáñez and Professor José Francisco Fernández Sánchez from December 11th 2010 to January 22nd 2011.

7.1 Aims

The aims of this subject were to make the students able to:

- Read and understand press and legal texts in English.
- Actively take part in discussions about specific cases.
- Show understanding of socio-cultural differences between the Anglo-Saxon world and the Spanish one.
- Give well constructed opinions about possible problems that Brits can meet in their day-to-day lives in Andalusia.

7.2 Contents

The contents of this subject were divided into two main blocks, which then again were sub-divided into topics:

a. The British presence: Historical and literary aspects

The first of two topics in this block treated the historic evolution of the presence of British people in Spain, and particularly in Andalusia. During these lectures we saw how the first British travellers came to Spain in the middle of the 19th century to experience the rural and romantic countryside and culture. These travellers wrote their so-called Travel Diaries, which were published back in Britain and helped create an image of Spain as an underdeveloped country with a raw, but passionate population. Since the 19th century the number of British citizens visiting Spain has been on a constant rise, culminating in the 1960's and 1970's where the so-called mass tourism brought millions of British tourists to Spain every year, in the search for

sun, beach and cheap food and drinks, paying little or no attention to the local Spanish culture.

The second topic within this block treated the works of contemporary British authors living in Andalusia and writing about their experiences and life here. An example is the work "Driving over Lemons" by Chris Stewart, where the ex-guitarist of the band Genesis relates his change of lifestyle when he came to live in a secluded village of the Alpujarra of Granada.

b. The British Presence: intercultural aspects and social, intercultural and legal issues.

This block consisted of three different topics which all described issues with the British who live in Almería on a more or less permanent basis. Here the concept of "expats" (ex-patriots) was introduced, being the denomination that British living in Andalusia like to use about themselves, as they do not consider themselves immigrants nor tourists.

The issues described in the lectures were very varied, but they were all based on the cultural differences, and also many times the problems seem to be originated in the way that the British community isolates itself inside the Spanish society.

One of the topics we studied more in depth was the legal issues, primarily the cases of illegal houses built by British expats in the province of Almería. Here we read several articles from the British press in Spain and Almería, where the owners of illegal houses were displayed as victims when the houses were torn down, and the authors of the articles sometimes gave the most absurd conspiracy theories.

7.3 Subject analysis

The lectures of this subject were based on presentations of the professors, but also included the reading of related text extracts and articles which were discussed in class. This subject was for me personally one of the best and most useful ones of the Master, as it gave the background to a phenomenon that we may see every day, the British living in Almería, but that we do not really know a lot about.

7.4 Evaluation

For the evaluation of this subject we could choose between two options. The first option was to analyse a novel from the bibliography of British writers living in Andalusia describing their experience. The other option was to do an interview with a British expat living in Almería, in order to understand the background of the people and to confirm or refute the stereotypes of the expats.

8. Oral Communication in English Professional Purposes.

This subject was a part of the second itinerary, Professional Applications, It had a workload of 3 ECTS and it was taught by Professor Jesús Gerardo Martínez and Professor Jesús Isaías López from December 11th 2010 to January 22nd 2011.

8.1 Aims

The aim of the subject was to give students:

- An overview of the primary aspects of communication in professional environments
- Awareness of the special characteristics, strategies, processes, functions and uses of English in a professional setting.
- Reinforce the communicative skills of students, taking into account the peculiarities of the professional setting in order to fulfill the communicative needs of each situation.

8.2 Contents

a. Communication. Functions and elements involved.

The first part dealt with the functions of communication and the elements involved. Even though this was conducted from a theoretical point of view mostly through definition of terms, it was useful to set the scope of study of the subject. In a more practical approach, special attention was paid to the elements that might interfere with communication, and the barriers that the speaker and hearer have to overcome for an effective listening, such as the use of jargon, or ambiguity leading to different perceptions of the message.

Communication in professional environments was also studied from the point of view of formal communication networks where information passes from upper management to the employees.

This block finished with the exposition of two important aspects of cross-cultural communication: nonverbal aspects and gender differences.

When dealing with communication between different cultures, we have to be aware of both verbal and nonverbal differences, as these factors have a very important role in professional environments. All of our nonverbal signs; our gestures, the speed and the volume of our speech, how we sit, the distance between us and our interlocutor, the eye contact we make, all these signals send strong messages, and the interpretation of these messages depend on the culture of the receiver of the message.

Another aspect of cultural differences is the difference of gender perception that may occur between cultures. It is important to know the different ways in which men and women communicate how they build connections and establish status.

b. Persuasion in communication and the rhetoric of speech.

The second part of the subject dealt with persuasion in communication and the rhetoric of speech. In this block, students studied a PowerPoint presentation about abusive propaganda. This consisted in several examples of poems and poets from the time of World War One showing the role of persuasive use of language and the rhetoric to control society.

8.3 Subject analysis

The lectures of this subject were conducted with the help of a Power Point presentation to explain the theoretical content. Also we were encouraged to start discussions in the course of the classes, arguing our case on the given subject.

8.4 Evaluation

Apart from attendance and participation, a final paper summarizing and commenting the contents studied in class was evaluated, including the two different parts of the subject.

9. Scientific and Technical English.

This subject was a part of itinerary 2, Professional Applications. It had a workload of 3 ECTS credits and it was taught by Professor Susana Nicolás Román from January 28th to February 18th 2011.

9.1 Aims

The primary aim of this subject was to give an introduction to the field of science and technology in English. These were some of the specific goals of the subject:

- To give an introduction to the register of scientific and technical English.
- Develop communicative skills within the areas of scientific English in order to perform task related to this specific field.
- Develop techniques to translation text from these specific areas, as well as to produce these texts.

9.2 Contents

The lectures of this subject were divided into four primary blocks:

a. Introduction to Scientific and Technical English: Textual Diversity

This introductory block showed us that there are a lot of different text types within the scientific-technical genre. Here the professor underlined the differences between the two main genres, scientific texts and technical texts. One of the primary differences between the two genres is that scientific texts have a lot of technical vocabulary with e.g. Latin or Greek origin, where technical texts have a more semi-technical vocabulary, where words from common English get a new meaning in a text within this genre.

b. Technical English

In this part of the lectures the focus was on the specific vocabulary of technical English, where we saw texts from the construction industry and did vocabulary exercises of materials, measurements and quantities. Here we also saw the specific

genre of instructions, which has a very particular structure, especially when it comes to grammar, where the imperative form is often used.

c. English for Computer Sciences

This part of the lectures was also focused on the acquisition of vocabulary, but this was done through translation exercises from Spanish to English. Here we saw that it is actually possible to translate a text, even if you do not understand all the technical terminology described.

d. Professional Presentations: Preparation and Oral Defence

This last block of content was linked to evaluation of the subject, which was a presentation. During these lectures we saw how to design an interesting presentation, and also different practical presentation techniques, and how to avoid committing common errors. Also we got the chance to evaluate different presentations on video, in order to identify good and bad features in a presentation. This was very useful, as presentations are a common feature in both academic and professional life, and it is very likely that most of us will be doing a lot of them throughout our careers.

9.3 Subject analysis

The lectures of the subject had both a theoretical part, presented by the professor, and a practical part which consisted of different exercises of vocabulary, translation etc. Finally, the last lecture was used to deliver the presentations we had prepared in groups.

9.4 Evaluation

The primary tool of evaluation of this subject was a group project and a presentation of this project. The project to present consisted in developing a technical or technological product that did not already exist, and that we thought could be useful for society. This task in itself was a challenge, because we had to be creative and get an idea of a product that did not exist. The product I developed along with two classmates was a microwave that cools and warms the food. For the presentation we

explained the technical details and the unique system we invented, including among other things liquid nitrogen.

10. English for Health Purposes.

This subject corresponds to itinerary 2, Professional Applications. It had a workload of 3 ECTS and was taught by Professor Nobel Perdú Honeyman from January 28th to February 18th 2011

10.1 Aims

The aim of this subject is to give students the following skills:

- To manage the necessary tools to search for sources and references for conducting research.
- To plan, organize and develop essays and oral presentations based on hypotheses based on the correct use of an appropriate methodology in order to express discourses and ideas effectively and academically valid.
- To acquire the necessary skills to communicate effectively in a professional context of the health sector.
- To obtain an overview of the people, areas and organizations in health-related environments.
- To acquire a new register and increase vocabulary in order to gain access to the science of health in English in different areas such as: psychology, medicine, chemistry, microbiology and natural sciences.

10.2 Contents

The subject was divided into four different blocs of content:

a. Needs analysis

In this bloc we learned the necessary tools to detect the English language needs of the different health-related professionals.

b. Online course

In this section we had to complete eight units of English online course for health sciences. At the end of each unit we had to send the teacher our assessment of the unit.

c. Specific glossary

In this section we were asked to make a glossary of more than 500 words in three columns, including one example for each term taken from a reliable source. Using a design teaching materials program, we drew up some activities for later display in class.

10.3 Subject analysis

The subject was carried out with a series of participatory lectures given by the professor, followed by a wide variety of supervised activities of practical contents, case studies, extension of explanations, working group sessions and resolution of questions and doubts.

10.4 Evaluation

The subject was assessed by a checking of the effective development of skills in class. The marks were obtained from the weighting of the global test, directed activities, our work's monitoring, etc.

The global test consisted of a class presentation in pairs of a course for health purposes design.

11. Professional Translations Skills.

This subject corresponds to itinerary 2, Professional Applications. It had a workload of 3 ECTS and was taught by Professor Nobel Perdú Honeyman from February 19th to March 12th 2011.

11.1 Aims

The goal of this subject was to give students the following abilities:

- To value translation as an activity of intercultural mediation, and familiarizing with the process of translation and its different steps.
- To study the primary methodological and theoretical approaches of translation theory.
- To determine the context of translation of a given text and its social function.
- To identify the implications of cultural differences regarding translations.
- To identify the different steps in the process of translation.
- To analyze a translated text according to the context of translation.

11.2 Contents

The contents of this subject were divided into four different blocks:

a. Translation techniques in different types of texts.

The first block studied the different translation techniques to be applied according to the specific characteristics of several texts: songs, humour texts, literary texts, magazine articles, etc. This included a debate about different translation approaches, with some examples of particular cases of translation: a humorous Power-Point presentation or a 'sevillana' song.

b. Translation procedures.

This subject also included an overview of twenty translation procedures, studied from a theoretical point of view but illustrated with examples taken from a literary text chosen by the students. The source text was a chapter of a Harry Potter book;

students tried to identify the procedures by themselves, and then were put in common in class. A short bilingual text from a newspaper was also analyzed once the complete list of twenty translation procedures was completed.

c. Online course.

This subject also included a specific e-learning section, which was the content of this block. An online course divided into eight units was given, available on the WebCt platform, with different tasks to be solved. These tasks were aimed at practising several aspects of translation, including specific vocabulary, short pieces of text to reflect on translation procedures and some tasks to develop the content that had been explained in class or in the online course itself. After finishing each unit we should send an e-mail with feedback to the professor, as a part of the evaluation of the subject.

d. Computer and bibliographic resources applied to translation.

The last block was dedicated to Dèjàvu, a piece of software that had been already used in a previous subject. However, further to translating software tools, students practiced interpretation at the language laboratory which is also a very important part of this area, and an activity that can be encountered anytime in professional environments.

11.3 Subject analysis

The subject was carried out with a series of participatory lectures given by the professor, where each lecture also contained supervised activities of practical content to be done in the classroom and at home.

11.4 Evaluation

The evaluation of this subject took into account all the activities practiced in the classroom and handed in to the teacher, as well as those completed online belonging to the third block of contents, and a final short speech with a reflection on the activity of translating and the benefits of the course from a personal point of view.

Furthermore, the evaluation included a short individual interview with the professor about the general impressions on the course, the weaknesses and strengths of the programme, and things to improve in the future. In this talk we were asked to evaluate ourselves and our efforts in the subject.

12. Legal and Administrative English.

This subject corresponds to itinerary 2, Professional Applications. It had a workload of 3 ECTS credits and it was taught by Professor Dr. María Soledad Cruz Martínez from February 19th to March 12th 2011

12.1 Aims

The subject aimed to give students the necessary tools to develop the following skills:

- To identify the features and peculiarities of the English legal system.
- To analyze and describe the specific features that characterizes the legal and administrative English language.
- To analyze and describe the legal and administrative English register.
- To analyze and describe the different types of legal and administrative English professional genres.
- To analyze and describe different types of professional legal texts.
- To analyze and describe different types of administrative texts.

12.2 Contents

The subject was divided into three different blocs of content:

a. The English Legal System.

In this bloc we learned the sources of English Law. We studied the differences between Case Law and Common Law and its comparison to the Spanish legal system. We also studied the structures and composition of the English Legal System from lower to higher Courts of Law.

b. The Legal English Language.

In this bloc we examined the primary features of this type of specialized language. We studied the common syntax and morphology of the legal English language, as well as the typical terminology of these types of texts.

c. Legal and Administrative texts and documents.

In this section we studied the differences between register and genre analysis of specialized texts. We studied the main lexical, semantic, syntactic and morphological features of legal and administrative texts, as well as the genre characteristics, such as the macrostructure, the types of discourses modes the speech acts. In this block we analyzed a wide variety of legal texts and documents from a structural and pragmatic approach.

12.3 Subject analysis

The subject was carried out with a series of participatory lectures given by the professor, followed by a wide variety of supervised activities of practical content, case studies, extension of explanations, working group sessions and resolution of questions and doubts.

12.4 Evaluation

The subject was evaluated by the handing in of a paper on the matter of the subject. The paper was an analysis of the register and genre of one of the legal text types studied during the sessions. In my case, I chose a sample of British Last Will and Testament, from which I had to extract the main lexical, semantic, syntactic and morphologic features, as well as the main genre characteristics.

13. Business English.

This subject was a part of itinerary 2, Professional Applications. It had a workload of 3 ECTS and was taught by Professor Dr. María Enriqueta Cortés de los Ríos from March 18th to April 8th 2011.

13.1 Aims

This subject aimed to provide the students with the necessary tools to be able to develop the following skills:

- To identify the specialized terminology of the professional fields of economics, finance and commerce in English.
- To acquire and master the lexical-semantic and syntactic features of Business English.
- To know the specific aspects of the business and the main intercultural differences to perform properly in the company.

13.2 Contents

The subject was divided into five different blocks of content:

a. Business English: Economics, Finance and Commerce.

In this bloc we studied the difference between the types of Business English, according to different classifications by important authors such as Enrique Alcaraz Varó. We focused on the study of the register and genre of texts belonging to the economists, finance and commerce field.

b. Syntactical and lexical characteristics of Business English.

In this block we studied the syntactic features of this type of specialized language. We also saw the main peculiarities of the lexicon in Business English, which is very different from other ESP genres, which may seem similar, as e.g. legal English.

c. Genres of written media.

In this section we learned the main characteristic of the types of professional genres of Business letters in the Anglo-Saxon world. We also studied this features of different business texts, such as the Memorandum and the Articles of Association of companies.

d. Genres of oral-auditory media.

In this section we saw the main characteristic of the types of professional genres of Business meetings from an oral and auditory point of view. We also studied the different forms of presentation of companies.

e. Internet genres or 'cibergenres'

In this section we learned the different professional genre Business e-mails, web pages and blogs.

f. Commercial trading and intercultural differences.

In this section we were presented to the importance of culture in commercial trading, as well as a series of different strategies for developing multicultural competences in the field of trading.

13.3 Subject analysis

The lectures of the subject were a combination of theoretical presentations given by the professor using PowerPoint presentations, along with a wide variety of supervised activities of practical content. Primarily we analysed examples from the different text genres, in order to see in practice the ideas of lexical, syntactic and grammatical features of the genre.

13.4 Evaluation

The subject was assessed by a class presentation in pairs, where we could choose to present the aspect within the business genre that we found most interesting. In my case, I and my two class-mates choose six letters, three apologizing letters and three complaint letters in Spanish and in English to compare the differences and similarities between them, identifying and analyzing the main lexical, semantic, syntactic and morphologic features, as well as the main genre characteristics, such as the types of discourse modes, the protocolized structure and the speech acts.

14. English for International Tourism.

This subject corresponds to itinerary 2, Professional Applications. It had the workload of 3 ECTS and was taught by Professor Blasina Jesús Cantizano Márquez from March 18th to April 8th 2011.

14.1 Aims

The subject aimed to provide the students with the necessary tools to be able to develop the following skills:

- To acquire the capacity to develop the necessary linguistic skills to communicate in English within a tourist environment.
- To show learning skills that allow the student to manage professional activities in the tourist area in English.
- Aptitude to develop the necessary skills for the production of oral and written speeches in the professional context.
- The ability to recognize the value of the information and to identify the needs of general and specific information.
- Development of oral and written communication skills to assure the precise transmission of instructions, recommendations and advices.

14.2 Contents

The subject was divided into three different blocks of content:

2. Travel and tourism.

In this bloc we learned how to deal with all the factors involved in the planification of a trip. We studied the special needs and requirements of the people working in the tourist industry, the characteristics and the skills they need to acquire in order to achieve success at work. We also learned the vocabulary used when working as a tourist guide and the vocabulary related to museums. We also watched some videos to discern between a good tour guide and a worse one. In all lectures we spent some time with discussions, primarily

giving our own experiences either as a tourist or working in the tourist sector. To finish this block we worked in groups to plan a guided tour which we presented orally to the rest of the class. I believe this was a very fun and challenging exercise, as we had to both chose the sites to see in a place, and also make the presentation attractive to a specific target group.

3. Hotels and restaurants.

In this block we focused on the main types of hotels and the services they offer to the customers. We studied the vocabulary used in the tourist brochures, considering the importance of the use of an attractive language that helps the tourist workers and companies to reach the target public successfully. After this we dealt with the appropriate manner of making a complaint as a customer, and also the best way to offer help and solutions when there is any kind of problem in a hotel or a restaurant.

4. Working in the tourist industry.

Even though this bloc was shorter that it was planned, in this section we dealt with the main features related to the application for a job. We studied the advised characteristics that a great c.v should include. For this purpose we watched some videos of professional people talking about writing CVs and also some advice about how to handle a job interview.

14.3 Subject analysis

The lectures of the subject were a combination of presentations given by the professor supported by Power Point presentation, followed by discussions on class and different exercises. We also did several written activities of practical content to ensure the understanding of the issues. Also, as mentioned above we did oral presentations in groups, which gave us the opportunity to feel like tourist guides for a little while.

14.4 Evaluation

The subject was assessed by three main factors:

- The delivery of an individual tourist brochure designed for an specific kind of customer, using the vocabulary and the techniques studied during the sessions.
- A written exam about the topics studied during the lessons which consisted of some written activities and a listening about the CV.
- Class participation as the last issue to take into account for the final result, here also counting the oral presentations we did during classes.

Training Report

1. INTRODUCTION

Sometimes, internships in companies and institutions appear as an introductory element of university students in working life. The main objective is therefore to begin to implement all the knowledge acquired during the Master period that, for the first time, should be put in practice. I had the pleasure of spending the on-month internship of the Masters degree in Conjunto Monumental La Alcazaba. In this internship report I will begin with a short description of the company, along with a presentation of its products and other relevant facts. Later I will move on to describe my personal experience in the company, specially emphasizing the tasks I undertook during the internship and the working environment I experienced within the company.

2. Workplace analysis

- **Workplace details.**

CONJUNTO MONUMENTAL LA ALCAZABA

C/ Almanzor, s/n 04002

Almería (Spain)

Tel: 950 17 55 00 Fax: 950 17 55 01

Website: <www.juntadeandalucia.es/cultura/alcazabaalmeria>

e-mail: <alcazabaalmeria-ccul@juntadeandalucia.es>

Public opening times:

- Summer 1 April – 31 October (Mondays closed) Tuesday-Sunday: 9:00 to 20:30
- Winter 1 November – 31 March (Mondays closed) Tuesday-Sunday: 9:00 to 18:30
- Closed 1 January and 25 December

Group tours:

For safety reasons and to prevent damage to the preserved remains, groups of no more than 30 people are allowed. Each group must be accompanied by a person in charge who must stay with it throughout the tour.

- **Company brief history**

The Alcazaba is located on a solitary hill overlooking the town and bay of Almeria.

Together with the walls of the river basin and the Cerro de San Cristóbal, the fortress is one of the most impressive mediaeval defensive complexes in al-Andalus.

Its present-day structure is the result of its historical evolution and the many alterations made to it over the centuries. The sheer slopes of the hill and the dominating views of the surrounding area were determining factors in the choice of this site for a fortress, as well as in its continued military use right up until the twentieth century. It was declared a Historical-Artistic Monument and National Artistic Treasure in 1933 and work on restoring and adapting it for visitors began in 1940.

In 1989, the Consejería de Cultura de La Junta de Andalucía, which has owned and managed the monument since the autonomous regional government was set up, created the institution, known as the Conjunto Monumental de La Alcazaba, with the

aim of ensuring its preservation and encouraging the study and dissemination of its important historical legacy.

3. INTERNSHIP DESCRIPTION

- **Specific Objectives.**

The main object of the development of my internship was to learn firsthand the internal work of the Conjunto Monumental La Alcazaba.

Among the specific objectives I intended to fulfill during my internship period I emphasized the following:

- Objective 1: To learn the history of Almeria and La Alcazaba, from its construction until today.
- Objective 2: To be able to explain in English the tour along La Alcazaba to the foreign visitors.
- Objective 3: To know the proceeding to manage translation assignments and development of translation tasks.
- Objective 4: To translate from Spanish into English all the posters.
- Objective 5: To translate from Spanish into English the text of the guides.
- Objective 6: To be the English guide tours.
- Objective 7: To know the inner workings of a public administration with responsibility for Tourism.
- Objective 8: To be able to support the tours guided by other workmate.
- Objective 9: To give basic information about the place to the tourists who didn't want a tour guide.

- **Work analysis and quantification.**

My training period had duration of 30 days, between 16th May to 15th June 2011; it has a duration of 35 hours, from 9:00 am to 15:00 pm, from Tuesday to Friday.

All my tasks were carried out under the supervision of my tutor, M^a Luisa Ortega García, Director of the Conjunto Monumental La Alcazaba, who gave me and my mate the freedom to organize our work independently as well as to propose initiatives aimed at improving it and pursuing labour fields that best suited our knowledge, skills and preferences.

4. **ASSESSMENT**

My internship at Complejo Monumental La Alcazaba has given me a great opportunity to improve the knowledge acquired during my Master in English Studies: Professional Applications and Intercultural Communication. The relationship with the staff has been very good, overcoming the warmth that one supposes that it must reign in a work. Really I have seen a good environment of work, companionship and many coordination. People are very involved in each other's lives within the different teams, and there is a lot of social activity apart from the fast paced working environment. Even small things like the five minutes you take for having a cup of coffee is an opportunity for colleagues to socialize. I myself was met with this openness and friendliness from the very first day, where colleagues adopted me into the group, presenting me to people and helping me with every little doubt I might have.

5. FINAL CONCLUSIONS

My internship period at Complejo Monumental La Alcazaba has served me professionally for the development and the knowledge of new skills. I can say that to fulfill the aims have served me to know the internal functioning of one of a public administration with competitions in Tourism. It allowed me to grow, not only professionally, but also on a personal level. Not only for the gratification involved in carrying out such interesting tasks, but also for the satisfaction that is to run a successful work.

Research: The development of the tour guides in English.

1. INTRODUCTION.

Due to a flaw found in the literature of tourism regarding the province of Almeria, it was considered important a research project which collects an analysis of existing materials, produced by the various administrations in relation to tourism, from Ayuntamiento de Almeria, Diputación through Patronato de Turismo and Delegación de Turismo, to Consejería de Turismo Deporte y Comercio of La Junta de Andalucía.

The development of tourism in the province happens to be an example of the tourism history of our country, from the development in the 60s and 70s, with the boom of the sun and beach tourism, up to new trends and products which meet new demands and new tastes in the tourism market. At present, tourist information and documentation of the province and its municipality are in short supply, in terms of volume of copies, and also for its poor response to new demands and market areas.

The tourist brochures one can find on the major resources of the city do not respond to the needs of the tourists, nor offer the new products and services created such as museums, the Cathedral of Almeria, routes, suggested itineraries, nightlife, restaurants, and useful phone numbers. This gap is evident in high peak tourist seasons. As a counterpoint to this poor information, new technologies and especially social networks allow us to fill this gap with an agenda, news, information on new tourist products, graphic displays, and the interaction of Internet users.

The Facebook profile and the blog *Enamorados de Almeria* from the Ayuntamiento de Almería, have become a powerful communication tool for tourists, illustrated with images of great beauty of our province which reflect the potentials of our environment as a tourist attraction.

1.1 The role of tourism in Almeria.

Definition and classification of tourism: there are many different ones in the literature to consult, however, what is offered by the *Manual de Cultura Turística* published by the *Programa de Asistencia de pequeños hoteles en Centroamérica*, which define tourism as follows:

El turismo es un bien social, de primera magnitud, que debe estar al alcance de todos los ciudadanos, sin que ningún grupo de población deba quedar excluido, con independencia de las circunstancias personales, económicas, sociales, o de cualquier otra índole que concurran en sus componentes. (*Manual de Cultura Turística* 2002: 29)

From this perspective, it is incomprehensible that there are still some major tourist resources in our province and especially in our city that cannot be enjoyed by all citizens and visitors. In some cases, some resources are not opened in peak season, some are not adapted for disable groups, or others have to be viewed by appointments without the knowledge of this fact. Furthermore, it is incomprehensible that the tourist information is not available in several languages.

Considering the evolution of tourism in Almeria and its strong predominant nature, an effort has to be done in order to break this political tendency, and target new products and markets. This will lead to a greater flow of tourists in the province extending to the various cultural tourism products, golf, sports, seniors, cruises that would allow a dynamic tourist movement and enjoyment of resources throughout the year. At present, the increase in the number of flights and destinations at the airport of Almeria is known for not being maximized by the local tourism bodies, as overnight stays and tourist expenditure are made in the resorts near the capital, and not in hotels of the city. As noted in this research, we consider that the creation of the tourist resort of El Toyo has been a lost opportunity. Instead, it would have been a great opportunity to have it built near the University of Almeria, in the area known as La Vega de Acá, a place where leisure and tourism could have easily merged the city and the tourist flow in an urban environment allowing a good development in business growth and tourist services.

The development of tourism in Almeria is characterized by a late start, a focus on coastal areas such as the area of the West and the East, poor complementary services, and a lack of training and cultural tourism in general. In recent years, some prospects have improved but nothing has been done in terms of a strong and competitive project in domestic and international markets. New businesses and the creation of innovative tourist products have broken the outdated dynamics of tourism in Almeria. José Ángel Aznar Sánchez, in his research *Situación actual y perspectivas del turismo almeriense en el siglo XX* (2000) gives a comprehensive description of the situation and development of tourism in the province of Almeria from the 60's. Almeria could not live the boom of the 1960'ies like any other locations on the Spanish Mediterranean coast, due to its remote geology and its poor infrastructure which made it difficult for the tourists to reach the province. In 1968 Almeria Airport opened and at the same time, basic tourist facilities were created, and thanks to these two factors a significant increase in the number of tourists in the province began. The 1970'ies were marked by the Sun and Beach tourism in the west area of Almeria, along with other Mediterranean tourist coasts, such as Costa Brava, Costa del Sol or Costa Blanca. In the beginning of 1990, Almeria was

incorporated into the Spanish and European network of motorways with La Autovía del Mediterráneo running along the eastern coast of the province, which produced a second boom in the area.

According to Aznar Sanchez's own words:

"La pérdida de los posibles beneficios derivados del retraso de una importante actividad turística han sido evidentes, pero también ha limitado el deterioro paisajístico y ambiental que ha sufrido buena parte del litoral mediterráneo por la presión explosiva y escasamente planificada del boom turístico" (Aznar Sánchez, J. A 2000: 2)

It is thanks to this delay that Almeria coasts offer an atmosphere much healthier, natural, original and preserved, which attracts not only tourists interested in sunbathing but also other types of tourism such as rural or adventure. Aznar Sanchez offers us some statistics that show that in the period 1966 to 1998, the number of tourists staying in hotels in Almeria had increased almost ten times, from about 71,000 to about 615,000 customers. The most significant increase occurred from 1966 to 1976 (from 71.000 to 256.000 visitors) and from 1986 to 1998 (almost doubled from 321.000 to 615.000 visitors). These same statistics also show that most visitors are Spanish, with a distribution of national-foreign tourism in 1976, to 80% -20%, and% in 1998, 70 to 30%. These same statistics show the number of overnight stay visitors in Almeria, divided between Spanish and foreigners, and it shows a more equitable distribution of 64% -35% in 1976 and even in 1998, with 49 , 5% -50.5%, a small lead by foreigners. These facts show that the number of Spanish visitors to the area exceeds the number of foreigners, this gives reason to believe that there must be a demand for tourist information in languages other than Spanish, mainly English, since most foreign travelers come from Britain, Germany and Belgium (2000, 4-5), and the people of these nationalities usually do better in English.

In Almeria we find mainly two types of tourism, one based on the "sun and beach" which focuses on the western side of the province, with the main base Roquetas de Mar. On the other hand, we find a more active type of tourism based on adventure or ecotourism which focuses more on the Cabo de Gata area and vicinity. Most tourists accessing the province of Almeria, fall within one of these two groups because cultural tourism is rather small, due to the narrow range of museums, events and important monuments, as though tourists who are classified in the two groups mentioned above do a one-day visit in the city but this does not qualify them to be within the concept of cultural tourism.

If we look at the Informe *de Coyuntura Turística 2010* published by La Junta de Andalucía, Sistema Andaluz de Estadística Turística, de la Consejería de Turismo, Comercio y Deporte, we can see the raise of a new trend last year in the urban tourism demand:

El turismo de ciudad es un producto que ha funcionado bien. Su potencial radica en el hecho de ser viajes con estancias más reducidas, con destinos que ofrecen en muchos casos conexiones aéreas directas y a precios asequibles, debido a la importancia creciente de las compañías de bajo coste en el movimiento aeroportuario de las grandes ciudades. Asimismo, se caracteriza por ser destinos que pueden satisfacer múltiples segmentos turísticos y ajustarse a la tendencia de semana y periodos festivos. (Sistema Andaluz de Estadística Turística 2010: 126)

For this reason, we would like to strengthen our position by saying that Almeria must optimize its resources, be ready for new markets, secure the traditional markets, British and German, and welcome emerging markets such as Central Europe, Scandinavia and Asian markets. Other improvements in the tourism industry that we would like to mention, apart from improved infrastructure and increased flights, are the development and revitalization projects and excellence in tourism, which are currently taking place in the province. These are projects of improvement and acceleration of businesses, for the revitalization of territories and regions.

As far as the capital city is concerned, the URBAN plan is the driving force of its historical center, and its actions involve city planning interventions aimed at improving accessibility, measures for the enhancement of heritage values, tourism related activities, and professional training.. In the official website of the URBAN Plan we can see that this project was passed and signed in June 2008, following the proposal of the Ayuntamiento de Almería in order to regenerate the historical town centre within the Urban Initiative program 2007-2013. On the same page we can see a brief description of the project:

Almería Urban nace del Ayuntamiento de la capital almeriense para hacer frente a uno de los proyectos más emblemáticos e importantes de la ciudad porque supone revalorizar y revitalizar el casco histórico. Abarca los distritos 1, 2, y 3, que recogen barrios tan característicos y necesitados como La Chanca, Pedrizas, Pescadería, y la zona de la Almedina y el propio Casco Histórico. (<<http://www.almeriaurban.es/que-es-el-plan-urban>> 2010: 1)

The duration of these projects will be completed by 2013, and will be a boost for the embellishment and clean-up of the old town area; this is an opportunity to add value to the resources of the city and to promote it.

2. AIMS

As mentioned in the introduction, this dissertation will focus on the area of tourism in the province of Almeria, more exactly, on its tourist guidebooks. The main purpose of this dissertation is to make an analysis and a presentation of tourist brochures that are available locally on arrival to the users and visitors. In order to achieve this complete analysis the following aims should be fulfilled:

- a. *To define some lines of work for the preparation of tourist guides, in order to learn the process carried out before they reach the public.*
- b. *To review the current tourist materials offered by various Public Bodies with the relevant expertise over the matter and identify gaps and needs in documentation.*
- c. *To analyze the text and sales pitch of the guidebooks and brochures in English.*

Following the theory of the doctoral thesis *El Discurso turístico en inglés y en español: Su tratamiento lexicográfico* presented by Ms. Concepción Mira Rueda and directed by Dr. Ms. Gloria Corpas Pastor in 2008 at the University of Malaga, and then to compare it with the speech published in the existing materials regarding Almeria offered by the relevant Public Bodies.

- d. *To discuss a proposal of improvement.*

After studying the Shelters from the Civil War in Almeria, and its current status as a tourist resource, we have noticed that they could represent more to the public than what they nowadays are. So, we will take this opportunity to address a proposal for improvement of this specific tourist site.

3. METHODOLOGY.

First of all, in order to understand the work carried out by professionals in this domain, we will discuss the process of creating guidebooks from the moment they emerge from a market demand, to the moment they are printed or published and virtually in the hands of the public.

3.1 Process of creation of a tourist guidebook.

During our research, besides consulting the bibliography and literature on the topic, we also consulted several professionals of tourism, in order to learn about their daily life and to learn about the creative process of guide books, itineraries and tours.

With our research on the internet, we found several guidelines tours about Almeria, such as “*Almería Histórica*”, “*Almería Palaciega*”, “*Almería Contemporánea*” or “*Almería Cristiana*” in the Virtual Portal of Humanities www.liceus.com. So, we contacted its author, Professor Clara Martínez Tomás, a professional consultant and trainer in tourism, who guided us on the steps to follow while creating a tour guide, and how to design touristic routes. Her work has been published on the website of Humanities, including the development of some excursions in the cruise industry of Almeria, where her work lies, after 10 years of professional and extensive experience in training, teaching tourism and professional practice, she led us on the methodology used to develop consulting projects focused on the drafting of tourist guides and routes.

The process of writing and editing guidebooks goes through several phases. It arises from the need to have touristic materials and promotional materials in local premises for the assistance of fairs and professional events or even for the users who request a more specialized material. The project will first go through defining the objectives, products or tourist destinations which should receive special attention, as they are the object of this project.

By products, one can create directories, guides for itineraries, tips to visit specialized tourism areas, such as the tourism of golf , nautical, sport, rural, cultural, winemaking, wellness or spa, guides on attractive hotels, or farmhouses are indeed useful data directories though it is common to find an illustrative text to contextualize the data.

By destinations, this has been the most common format in the industry, coasts, villages, counties, cities and autonomous regions have been the most common demarcation when drafting the guidelines, followed by other criteria such as natural parks or areas with special tourist attractions. Once these criteria have been defined as destinations and aims of the guides, the next step is the search of the information and documentation.

Through **consultation of other documents** published such as tourist materials, geographical atlases, specialized guide books, directories, books and articles on history, art, gastronomy, ethnography, botany and other disciplines, allowing us to have a rigorous documental base, such as preliminary work prior to the drafting of the paper.

The graphic documentation, i.e. photography, illustrations, prints, drawings, graphs, is another key factor, as they must be carefully selected in a proper image bank or external resources. In tourism, the visual references are certainly one of the most powerful incentives when deciding on a destination or tourist product. The guidelines should take good care of this and convey an image of quality and be able to motivate a potential visitor.

The most creative and challenging step for a professional of tourism is **the organization** and structure of the work, the index of the information and its writing, as the words, the choice of images and selected resources can influence potential visitors and customers who expect that their travel experience becomes fulfilled the way it was created by reading the reference guide.

The editing process is the act of shaping and polishing the texts, colors, fonts, formatting images and texts, printing previews, this is the final process before the project becomes a real material.

The publication and distribution of the guide, is the last process before the tourist material reaches its destination.

3.2 Classification of existing tourist material

In the following pages we will list and study the materials provided by the Offices de Turismo from the Local Provincial and Autonomics Administrations, and then analyzing them linguistically and as a tourist reference material.

3.2.1 Área de Turismo del Ayuntamiento de Almería

The Department of Concejalía de Turismo, in its Office of Tourism offers tourist information to visitors, but the information related to the tourist activities is limited and very poor and when we access the official website of the Área de Turismo del Ayuntamiento de Almería, we can also notice the lack of material available to download. Here below, we will list and give a brief description of the material found:

- **GUIDED TOURS CALENDAR:** This calendar is published quarterly and only in Spanish. Its format is practical, lightweight and easily fits in a pocket, it lists the activities that take place every Saturday and Sunday of each month, the price and the selling points for the entrance and it also gives a small map of the city and surrounding area, highlighting the sights and attractions.
- **TOURIST GUIDE ALMERÍA 2011:** Updated guide, which includes information on monuments and churches, beaches, squares and parks and other attractions, as well as Cabo de Gata, tourist information, dining, sightseeing tours, fairs, a city map and phone numbers of interest.

The guides offer large, colorful photographs of the city, occupying more space than the text, as, in most cases, the information give only the name, address, telephone number and time of visit of each monument, without description of the monument itself. Here, attached, one could find advertising from various local businesses.

- **FOLLETO DESCUBRE ALMERÍA / DISCOVER ALMERÍA:** This folding leaflet offers information in English and Spanish on the same page. In a table we find the names, short descriptions, addresses and telephone numbers of the places of interest, hours and entrance fees. The leaflet is light and can be easily carried by hand or folded into a pocket. Despite not having downloadable content on the network, the Área de Turismo del Ayuntamiento de Almería, has begun to distribute a CD to the various congresses held in the city which provides information about a new type of tourism

that is emerging in the city, the tourism of congresses and conventions.

- **ALMERÍA, CITY OF CONGRESS:** A new type of tourism is beginning to emerge in our city, tourism away from the 'Sun and Beach' we are already accustomed to. The congress and convention tourism attracts an upper-class type of tourist and with other interests. The article *¿Tiene el 'sol y la playa' los días contados?* published in the virtual newspaper known as Expansión.com, refers to the tourism of congress as follows:

“La importancia de este negocio se basa es el gran gasto que realiza cada uno de los participantes en congresos y jornadas. La duración media de los eventos realizados en nuestro país en 2003 fue de 2,24 días. El gasto medio diario de los participantes en las reuniones ascendió a 209.84 euros, frente a los 196,64 de 2002” (< www.expasion.com> 2003:1).

This is why the Área de Turismo del Ayto. De Almería has begun to give a CD to attendees at various conferences and conventions in the city, called “*Almería, Ciudad de Congresos /The Conference City*”, in which, accompanied by beautiful images of the city and surrounding area, it offers information in Spanish and English on the location of Almeria, useful data, a brief introduction on the history of the city, information about the Oficina de Congresos del Ayto. De Almería, transport and communications, meeting rooms, and other services such as accommodation, tour guides, translation and interpreters, catering restaurants, tourist promotions, gastronomy, leisure, useful telephone numbers, maps and legends. The information is in PDF format in order to be printed if necessary.

3.2.2 Patronato de Turismo de la Diputación de Almería

The latest tourist materials published by the Patronato de Turismo de la Diputación de Almería, refer to the two formats we have discussed previously and it is available virtually on its website and also physically as a brochure which can be found at the Oficina del Patronato de Turismo de la Diputación de Almería. It extends to the entire

province, so for this reason we will just make a brief reference about them. We can distinguish two types of tourism, by product and by destination.

By Products:

The following guides published themes which are issued on the website of the Patronato:

- **ALMERÍA ACTIVE:** Almeria with its contrasting landscape offers a wide variety of activities which allows us to enjoy within easy reach, beaches, mountains or even desert. Fans of watersports can enjoy water skiing or scuba diving in the wild and rich sea beds of the more secluded beaches.

For those who prefer the interior and its nature, the province offers many archaeological and cultural routes, and several hiking trails or routes that can be done by donkey. For the more adventurous, the province offers a multitude of activities, including skiing, paragliding, climbing, speleology, microlight, and hang gliding from the cliffs of Aguadulce, Roquetas de Mar.

Cultural tourism is also available, with the learning of languages and traditions in specialized schools.

- **ALMERÍA CINEMA:** The landscape of Almeria played a major role to make of this province the scene of almost 200 films and series and became one of the most important film centers around the world.

Many music and film stars passed through Almeria, such as Clint Eastwood, Liz Taylor, Brigitte Bardot, John Lennon, or the director Sergio Leone and his spaghetti-westerns, whom converted, without knowing, tourism in one of the wealthiest and best developed centres of the province.

Steven Spielberg, director of the film, "*Lawrence of Arabia*", directed by David Lean (1962) with Peter O'Toole and Anthony Queen, "*Four of the Apocalypse*" (1975) by Lucio Fulci, with Fabio Testi, "*Conan the Barbarian*" (1982) by Jonh Milius,

with Arnold Schwarzenegger, or "*The Adventures of Baron Munchausen*" (1988) starring John Neville Terry Gilliam and Uma Thurman.

Currently, the film industry is still active, as advertisements and movies are produced on a regular basis. For many years to come, meters of footage will continue to be spent on these lands as long as Almeria will benefit from excellent light and magnificent climate. The theme of this guide has been the topic of the final dissertation of the Master of "*English Studies: Professional Applications and Intercultural Communication*" in its first edition, called "*Landscapes of Cinema: An analysis of the language of tourism*", elaborated by Ms. Mette Kristiansen and directed by Dr. Ms. Blasina Cantizano, presented at the University of Almeria.

- **ALMERÍA RURAL:** For those who do not like going to the beach or want to experience different sensations on vacation, there is a range of mountains and natural parks to turn to, such as the Natural Park of Sierra Nevada or Sierra María-Los Vélez. Tourists can enjoy the beauty of the white villages, peace, traditions and customs, the genuine friendliness of the people of Almeria, fishing villages, will capture the visitors as traces of the past. And for those who like strong contrasts, a visit to the desert of Tabernas is a fantastic idea.
- **ALMERÍA SUN AND BEACH:** The area of Cabo de Gata-Níjar reveals its highest beauty through the small fishing villages, secluded coves and its unique blue sea. The steep slopes of eastern Almería offers to its villages a charm even more special: the fishing environment, the predominant white colour and above all, peacefulness. However, the west area of Almería and its more touristic atmosphere gives birth to many blue flag beaches, which offer an array of amenities and services, making a more comfortable stay for visitors. It is highly recommended to visit the Natural Park Cabo de Gata.
- **ALMERÍA GOLF:** Almeria boasts with some of the best golf courses in the country, making the province in demand from amateurs and professionals of this sport. These golf courses which are scattered throughout the province, are endowed

with a great variety of landscape that surrounds them, such as the beaches of Vera, Mojacar and Roquetas de Mar, or the surrounding nature of the Sierra de Gádor and Valle del Almanzora, or if you prefer to play golf in the desert, as if it was an oasis.

- **ALMERÍA MONUMENTAL:** The province of Almeria has been inhabited by many cultures throughout history and has been a meeting point between East and West. The proof of this melting pot of civilizations lies in this land, from the paintings of Los Vélez, the Phoenician village of Villaricos en Cuevas del Almanzora, the cities of Los Millares (Santa Fe de Mondújar), or Argar (Antas). in the immense archaeological heritage which can be enjoyed.

Romans, Arabs and Christians also left their mark after passing through these lands.

The arrival of the Romans have left traces that are scattered throughout the province, such as the remains of an amphitheatre without digging at the Cerro de Villavieja (Berja), the resort of Sierra Alhamilla (Pechina) or the statue of Dionysus in Chirivel.

From the long conquest of the Muslims in the province, the Alcazaba of Almeria, which was the most emblematic monument of the time, is still preserved and also the Arab baths of Celín (Dalías). It was the community who sealed its stronger presence in these lands. We can also highlight the Industrial and Civil Heritage, in addition to the many temples and churches built after the Christian conquest, and towers and castles that are scattered all over the province.

- **ALMERÍA TRADITIONAL:**

Festivals and Traditions: Something that is undoubtedly a very important point in the idiosyncrasy and personality of the inhabitants of a town is, without doubt, its festivals and traditions. In Almeria, one can enjoy several pilgrimages, the Night of San Juan, the Moors and Christians festival, the Moorish Games of Aben Humeya, and of course, in the month of August, the Fair of Almeria in honor to the patroness, the Virgin del Mar.

Other festivals of interest are Jueves Lardero, El Día de la Cruz, El Día de la Vieja, las "Moragas", a typical traditional seaside festival.

Handcraft: A great tradition of craftsmanship is distributed throughout the province, from the ceramic heritage of its people and the prestigious work done with the world famous marble of Macael. We can also highlight other trades, such as the needlework of the rugs of Almeria or red coral of the Alboran Sea.

Gastronomy: The Andalusian region is one of the most conducive to the typical tapas, with fresh fish in coastal areas, and traditional home cooking in the villages.

– **NATURAL ALMERÍA**

The diversity of natural areas gives Almeria character and charm and this incites tourists from around the world to go to the pristine beaches of Cabo de Gata-Nijar, hiking in the Sierra Nevada or admire the imperial eagles from the rockiest viewpoints. Nature lovers will enjoy the great natural parks of Sierra Nevada, Cabo de Gata-Nijar or Sierra María-Los Vélez, Sierra de las Estancias, Sierra de Gador and Sierra de Los Filabres. Without omitting, the unique beauty of the Desert of Tabernas which possesses a typical vegetation and which in 1989 was declared a Natural Site thanks to its geomorphologic landscape and its ecological environment. The brochures are created in a folding format, the information is outdated due to a lack of recent edition and many businesses and tourist services already have disappeared.

By destinations, the areas were assembled by counties, following the traditional divisions of the counties throughout the province, although we would like to mention that on the official website of the Patronato they are called '*additional information*'. These guides are published in a book format, they are more complete than those previously mentioned, and they contain a good selection of images.

- **ALMANZORA**
- **ALPUJARRA**
- **FILABRES-SIERRA ALHAMILLA**
- **LEVANTE ALMERIENSE**
- **LOS VELEZ**
- **PONIENTE ALMERIENSE**
- **RIO NACIMIENTO**

3.2.3 La Junta de Andalucía.

The official website of La Junta de Andalucía relating to tourism, through the Consejería de Turismo, Deporte y Comercio publishes brochures, specialized guide books, general information, provincial details, in several languages which can be downloaded from the web itself and are also available in PDF format with textual information about the city and a tourist map. In this website we can find under the section " *Destinos-Provincias-Almería*," a selection of photos from the whole province, and information on the location, history, landscape, gastronomy, tourist areas and municipalities, the latter two points, contain a link which you can click on and it sends you to a new page where you find a map, information on the selected town/area and different tourist resources such as accommodation, shops, restaurants, etc. All this information is presented in both Spanish and English. In terms of physical brochures, we find that the material is scarce and little varied, we can only highlight the one realized by Conjunto Monumental La Alcazaba, which since 1989 has been managed by the autonomous regional government.

- **CONJUNTO MONUMENTAL LA ALCAZABA:** The Consejería de Cultura de la Junta de Andalucía provides the public with some leaflets, published in English, Spanish, French, German and Italian, regarding the monuments which are under its protection and management and in the case of Almeria, El Conjunto Monumental La Alcazaba. In this document, a map and legend of the Monument are included,

suggesting different routes to visit and also information about its history, the peculiarities of the complex, details of the address, opening hours and visits, all together with a number of pictures about the site.

3.3 Analysis of the vocabulary and discourse in English tourism.

An important feature of tourism is the terminology used in this sector, so we will carry an analysis of the tourist discourse, including adjectives, semantic fields, verbs, etc. In order to learn the language in more detail, as it is an essential factor in the development of tourist guides, which are the object of study of this work.

3.3.1 The tourism discourse: Specific vocabulary of the tourist guides, tourist terminology

We have to start from the basis that the touristic language is a specialized language, the same as medicine or law and therefore based on the assumption that the touristic language is specialized, it differs from the common language for having a terminology dedicated to the specific field.

According to Enrique Alcaraz Varó in his work *Diccionario de términos de turismo y de ocio. Inglés-Español Spanish-English* (2000), we can consider that accommodation, art, culture, weather, sports, law, entertainment, management, games, marketing, landscape, restaurants / food, and travel insurance are semantic fields related to tourism.

You could say that most of the vocabulary of tourism belongs to the semi-technical vocabulary, which is a general vocabulary that appears most frequently in a particular field of knowledge or has a specialized meaning in a particular discipline.

3.3.2 Features of the language of tourism

The touristic texts have an exhibitiv-informational character, but also persuasive-advertising, because advertising has an important role in the field of tourism. These texts are characterized by having a specific vocabulary and terminology and idiosyncratic:

En el caso de la lengua inglesa, en concreto, podremos decir que el inglés para el turismo, tiene las siguientes características: con respecto a las estructuras lingüísticas dentro de cada lección, tenemos la voz pasiva para dar información, el uso de los adjetivos al describir servicios de ocio o lugares de interés o formas interrogativas al preguntarle a un cliente sobre sus preferencias al reservar un paquete turístico. (Cerdá Redondo, 2000: 4-11)

We found that the functional element is usually present to describe the location, to give directions, to provide information, to take part in a job interview, to fill out a reservation form, write reports, read brochures, greet customers, etc. And at the end, the lexical element is associated with each situation and subject matter: organization and structure of tourism, travel agencies, tour operators, transport by air / flights, guides, transport, customer relations or services in a hotel.

3.3.3 Sectors and related subjects

As we mentioned above, there are many fields related to tourism such as: art, gastronomy, economy, etc., So that the words of these industries are widely used in tourist texts keeping its original value. In English, architectural terms such as ***coffered ceiling***, ***vault***, or ***façade***, etc., are widely used in the descriptions of monuments, without losing its original meaning. The same applies to the terminology referring to the flora and fauna, climate and landscape.

Instead, the vocabulary of economy is sometimes used to define certain aspects of tourism, assuming a specialization of its meaning, like the word **seasonal**, which means the concentration of demand during certain periods of the year. One of the most diverse semantic fields, closely related to the tourism industry is the sports and games, which include the names of sports which as they are practiced outdoor, are more in touch with tourism, for example: **river rafting, climbing, horse riding, bicycling**, etc..

Undoubtedly, the semantic field related to tourism with the widest variety of words is gastronomy, as not only we can find diversity of ingredients and traditional dishes but are also closely related to the tradition and culture of each place. That is why, sometimes the names of the ingredients and dishes do not have a specific synonym in another language, so that instead of looking for a translation, we borrow the origin of the language in order to allow the interlocutor with greater involvement in the local environment.

A peculiar word used in the tourism sector, is **escape**, which indicates a short trip, a weekend or bank holidays. These trips are offered to us in many attractive ways, due to the wide range of leisure and escapes that the traveler might need i.e.: Winter escapes, romantic escapes, etc.

What is clear is that the tourist discourse is an informative speech, either in English or another language and thus it has to use descriptions. It is in the guidebooks where we can find a greater use of these descriptive elements using, in turn, a great number of technical terms related to art, gastronomy, landscapes, etc. However, it is important not to over-use the technical jargon and opt for a simple use of the language.

It is in these descriptions where the issuer gives, in a more concise or detailed form, his objective point of view. This is because, even if the speech stands out to be tourist information, it has sometimes a more descriptive aspect in order to highlight and emphasize some aspects in question.

In tourist descriptions we can find descriptions of sensory data, rich in affective, hyperbolic and appreciative terms:

Sólo el roce del viento en la hierba perturba la quietud del valle. No se ve ni un alma y ningún árbol interrumpe la vista. A lo lejos, la luz del cielo brilla sobre la superficie de un lago, y el sol arranca destellos a la nieve de las cumbres que rodean la estepa (Rutas del Mundo, n 119, septiembre 2000: 18)

Obviously, when it comes to descriptions, we use adjectives and superlatives so that the interlocutor can sense the atmosphere of the described place, and grab his interest before visiting it.

As for adjectives, we can highlight the use of the positive adjectives, such as for example the beauty of a place, peculiarity and ability to surprise, the power of suggestion and elicitation or wealth, grandeur, antiquity and relation to history, other emblematic qualities in recurring combinations coupled adjectives. As examples we can highlight the following:

- a. The beauty of a place: ***beautiful countryside, wonderful landscapes***, etc.
- b. Peculiarity and ability to surprise: ***singular beauty, amazing views***, etc.
- c. The power of suggestion and elicitation: ***Exotic jungles, unspoilt beaches***, etc.
- d. Wealth, grandeur and variety: ***Rich natural resources, marvelous treasures***, etc.
- e. Antiquity and relationship with the history: ***Historical vestiges, ancestral villages***, etc.
- f. Other emblematic qualities in recurring combinations: ***Virgin beaches, rich culture***, etc.

g. Coupled adjectives: ***Emerald and turquoise waters, wild and rugged area***, etc.

However, not all adjectives can accompany all nouns, since there are many restrictions. The use of the superlative is used in order to give greater importance to the place described. They usually contain an element that expresses superiority, even if sometimes they appear in an attenuated form, or they rely on numerical expressions. To express the uniqueness, it is also common to use the term “unique” to demonstrate that it has no comparison.

In English, the second person pronoun is frequently used in tourist texts and there is a tendency to leave out the most complex and long elements of the text at the end of the sentence. In respect of the verb tense, the predominant use is the present indicative, as it is a timeless tense which immortalize the peculiarity and beauty of the resorts.

3.3.4 The guidebooks.

As for our current topic, within the tourist texts, we find those formed by the guidebooks, playing an informational role, advising, guiding and informing the receiver. Most tourist guides are represented in form of books and often provide some more or less detailed descriptions about one or more geographic locations, practical documentation on how to plan the visit and other interesting information which is necessary for travelers (hotels, restaurants, transport, etc), as well as drawings, plans, maps, photos, etc.

The type of speech that stands out in the guidebooks is descriptive, objective and impersonal, rejecting the subjective approach. Concepción Mira Rueda in her doctoral thesis states that there is a tendency in the tourist guides to line the steps of the traveler with routes prefabricated:

“Roland Barthes de la editorial Hachette dedicada a España, afirmó que las guías turísticas anulan la capacidad de observación del turista, al que llevan de la mano como si fuera un niño”.(Mira Rueda, Concepción 2008: 144)

Tourist guidebooks use some symbolic values: one star (*) indicates that a place is worth visiting, and two stars (**) indicates that the visit is essential.

English guidebooks are written in a very simple and clear language in order to reach any interested person, but currently, the diversification of tourism begins to demand an expertise of the guides with a careful selection of the interlocutor.

4. RESULTS.

4.1 Analysis of existing materials

When developing a project on a tourist guidebook or leaflet format, a number of aims must be considered in order to define not only the targets, speech, text and graphic information but also useful data that can be incorporated into the directory. It is a delicate process as sometimes it is the only working tool of reporters and of tourism professionals, and in many cases it is the only source of information that users have to discover a destination.

In today's market there are a lot of tourist guides and materials available in various establishments such as bookstores, stationery stores, department stores, service stations, and these guides are usually more updated and more comprehensive than those offered to us by public bodies which are supposed to have a remarkable knowledge of the industry.

The drafting of the guide is not a banal act, nor is the graphic documentation attached to it, and even more it has to be a material chosen with care which can be updated or downloaded from the web since outdated information in tourism gives a grim and negative image of the destination. After analyzing the material object of this research study, we observe, firstly, the excess of information such as details of

restaurants and shops to the detriment of space that could be used to comment on tourist information, to suggest itineraries, or to give graphic information.

On the other hand, the outdated data was due lately to the economic situation. Many tourist businesses and other resources no longer exist and some other resources that have been highlighted do not reach the consignees, for the same reason. Nowadays, the tourist materials that we could find are based on general maps of the city and province, in which we can find an excessive use of the graphic representation of the city. A tourist map should focus on areas of tourist flow, in the case of Almeria, its historic centre and beaches, and not neighborhoods or areas without a real interest, which prevent from including a greater number of elaborated contents and touristic text. We could also find an excessive use of large images and photos of untouched beaches, white villages and sunny days, all of them very colorful and leaving little room for textual description.

4.2 Analysis of touristic texts in Almeria's tourist guides.

Next, as we have mentioned above, we will make a brief analysis of the tourist discourse appearing in the materials previously mentioned, regarding the city of Almeria, in order to see if it matches the examples found in paragraph "3.3 Analysis of the vocabulary and tourist discourse in English."

4.2.1. General language.

To begin the analysis of these brochures, firstly, we have to observe the type of speech which is used, as the main function of the text is to inform the reader of what s/he will find at the chosen destination. We can say that we are in front of an exhibitiv-informational text, and we can take an example found in one of the guides provided by the Patronato Provincial de Turismo de la Diputación de Almeria: "The diversity of natural areas gives Almeria a distinctive character and special charm not only inland but at the coast too so, it is well worth a visit." (Natural Almería, Patronato Provincial de Turismo de la Diputación de Almería).

4.2.2. Terminology.

As in most tourist texts, the terminology used belongs mainly to a semi-technical English, which includes, as we have mentioned previously, the semantic fields related to all areas having to do with tourism, such as art, sport, gastronomy and nature, among others.

As an example, let's take the guide called "Almería Activa" created by the Patronato Provincial de Turismo de la Diputación de Almería, which highlights the semantic field of sports, and in which we can find a variety of sports names such as **skiing, scuba diving, snorkeling, windsurfing, paragliding, trekking, speleology**, etc.

4.2.3. Adjectives.

Adjectives are, here as well, of great importance, since they must convince the reader of the wonders described in the tourist materials. In these tourist information materials, we found that the use of enhancements' adjectives has special relevance:

"Castala Periurbano Nature Reserve is conceived as a place of **exceptional beauty**; it is situated at the foot of the Gador Sierra, in the area of the mountains of Sierra Nevada and connected to the western towns of Almería." (Natural Almería, Patronato Provincial de Turismo de la Diputación de Almería.).

We also find quite regularly, adjectives which emphasize on the ability to surprise:

"Together with The walls of the river basin and the Cerro de San Cristobal, the fortress is one of the **most impressive** mediaeval defensive complexes in al- Andalus ". (Conjunto Monumental La Alcazaba, Consejería de Cultura de la Junta de Andalucía)

4.2.4. Verbs.

As mentioned previously, in tourist guides with an expository speech, the use of the present simple tense predominates since it is a timeless tense, as well as the use of the passive voice, in order not to personalize the speech: “Las calles del centro histórico **se llenan** de solemnidad al paso de las procesiones organizadas por cada una de las cofradías almerienses, dónde **se puede admirar** una bella y rica imaginería.” (Almería Turismo 2011, Área de Turismo del Ayuntamiento de Almería 2011: 30).

4.2.5. Images

We could appreciate that images are an essential resource when elaborating a guidebook, in order to attract the attention of the reader with more than just words, therefore, after analyzing the guides and leaflets which are the topic of this work, we noticed that there is an excessive use of them, giving them more importance to these graphics than to the textual descriptions themselves. Those images tend to be very colorful, with the text accompanying the photograph and not vice versa.

4.2.6 Valuation / problems of translation

After analysing the guidelines published in Spanish and English, we notice that the translation tends to be a literal translation, which is a common mistake, because such type of translation is not always the best. We find errors of all kinds, from grammatical errors to errors in translation, which result from a lack of proof reading, as seen on page 45 of the guide “Almeria in your pocket ” where we find that the sentence has no full stop at the end: “This Bourgeois expansion came in close correlation with the mining development and the commerce of grapes” (Almeria in your pocket, 2011: 45), or the fact that, while some proper names of monuments are translated into English, others are not, which creates a lack of consistency within the text. For instance, we find that El Cable Inglés o el Paseo de Almería maintain their

Spanish names, whereas other names of other monuments and streets are translated such as Careaga Square o The Culture Casino.

4.3 The case of “The Shelters from the Civil War of Almería”

What are “The Shelters from the Civil War of Almeria?”

In the basement of the city of Almeria, we find a Visitor Center in one of the galleries in which during the Spanish Civil War (1936-1939) thousands of citizens who needed shelters from the bombing were hosted.

Today, fortunately, the gallery is used as a tourist attraction, as you can read in the “Saluda del Alcalde” found in the book “Los Refugios de Almería: Un espacio para la vida”: “El uso que tendrá esta galería a partir de ahora, afortunadamente para todos, será radicalmente distinto” (Rodriguez Comendador, J.L 2007: 3).

In its corridors and galleries a space transformed in a museum has been created. Here, an interactive guided tour is offered. It revives this precise historical context with the help of recreation and audiovisual elements which include real testimonies of that era related to the economic, social and cultural lifestyle during and after the Civil War.

The building works carried out by the Área de Desarrollo Económico, Empleo y Turismo del Ayto. de Almeria, has allowed to recuperate 1.5 km of galleries from the existing 4.5 for cultural and touristic purposes. Almeria’s Shelters have become the largest in Europe opened to the public.

The creation of the Shelters began in 1937, by the architect Guillermo Langle, Carlos Fernandez and Jose Forniellas, respectively civil engineers and mining engineers, and was completed in 1938. The construction of these bomb shelters was probably the most important work of architecture and engineering of the 20th in Almeria.

The tunnels have a length of 4.5 km, 9 m deep and 67 access points. During the war, these galleries were able to accommodate nearly 40,000 inhabitants of Almeria

and had all sort of measures to ensure the safety of citizens within the shelters: operating rooms for the sick and wounded, storerooms to store food supplies, installations of entrances and exits to avoid potential avalanches.

There were two types of access: the public ones, located by the sidewalks via open-air stairs of 1.30 meters wide, and the private ones, which was located at the level as the gallery itself, but started from private homes or public buildings, some of them were located in the churches of the city, although some of them had their own private shelters, from which they could access the main network, such as the church of San Pedro, whose shelters are located under the main nave and could accommodate around 200 people. By the end of the war, the accesses to the shelters were closed by placing kiosks rationalists on top of them, which became part of the urban furniture. Nowadays we can still see some of them, such as the ones in Plaza Urrutia and the Plaza Virgen del Mar.

The preface of the book *Los Refugios de Almería: Un espacio para la vida (2007)* leaves us a quote from which we can draw the thought that today we can enjoy a touristic resource, from an experience which inflicted suffering:

La herida de esta historia, llena de dolor y humo, cicatrizó poco a poco pero los refugios quedaron, como una muestra de lo que nunca debería de haber sucedido” (Granados Goya, M.R. 2007: 9)

- **Creation of " Centro de Visitantes Refugios para la Vida"**

On May 25th, 2005 was awarded to the company E-cultura.net SA, the museum Centro de Visitantes Refugios para la vida in the city of Almeria. A team of anthropologists, historians, managers and creative began to establish the lines of investigation and performance in two key elements: fieldwork (verbal testimony and graphic documentation) and written documentation.

- The Shelters as a touristic resource

The Shelters are an example of adaptation of a designed element created for a very specific situation, to the needs and trends of a modern society in terms of knowledge, entertainment and enjoyment of its historic resources.

Since the Ayuntamiento de Almeria are carried out the guided tours, we can say that it has been a public success in every visit. Despite all the effort, intervention and management, we find, in this and along with other touristic resources managed by the Ayuntamiento de Almeria, an excessive intervention from the promoters at the time of enjoying fully and freely the site, as it can only be accessed by appointment and the guided tour offers a speech too long in which the guides have a role that goes beyond the interest they generate.

Another drawback we found is the lack of support material, handed to the visitors in order to pursue the visit, we don't consider either appropriate the time dedicated to free enjoyment of the Shelters. On the other hand, we find appropriate the price of the visit of 1.50€ per person or 1€ for a group of ten people or more.

Finally, with regard to the research topic we are interested in, we find it totally out of place the fact that this touristic resource cannot be enjoyed by a person other than Spanish speaker, because there is no material, nor visits nor translations in the main tourist languages: English, German and French, and moreover, being recently opened.

- Exhibitive speech

Due to the unique nature of the project and the sensitivities that could be affected by the exhibitive speech, at the moment of the interpretation, were taken into account several criteria:

- a. Emotional Criteria which provoke empathy of the viewer.
- b. Rigorous and documental criteria that illustrate and contextualize the resource we are visiting.

And so, emotional objectives are achieved through feelings and emotions which are created by visual and recreational environments. The learning objectives are achieved through the self transformation in museum of the space and exhibitive panels, as well as the audiovisual which contextualizes the visitors in the historic resource that they are going to visit.

4.4 "Almeria in your pocket", The case of a bad translation.

The Área de Turismo del Ayuntamiento de Almeria, in an attempt to get closer to international tourism, has created a fairly comprehensive guide called "Almeria in your pocket", made entirely in English. We can find in it information about guided tours, accommodations, gastronomy, art and culture, how to get to Almeria, how to enjoy the city, a map, Almeria and its surrounding area, etc. The guide is not too heavy, dotted with beautiful images, as we are already accustomed to.

But we found that there is a very important point that disappoints us which is the English translation, a translation that leaves much to be desired, a literal translation more appropriate of an online translator than of a qualified professional. We also find other serious mistakes, such as poor written sentences and a lack of a proper use of punctuation marks, and some paragraphs have no full stop.

We find, in terms of translation some examples, such as on page 48, where we can read: "The **Old Plaza de Toros** situated between Murcia Street and Granada Street." instead of using the English word "**Bullring**" which is the correct translation.

On page 71 we find a sentence without a verb: "La Feria and Fiestas (seven-day fair) celebrated from the second week of August in honor of La Virgen del Mar, patrón of Almeria. Other errors found are omission of the subject, on page 44: "built in 1952 and designed by ..."; paragraphs without meaning, as on page 59, where we read: "29.000 land hectares and 12,000, more sea hectares with dunes, flat sand areas, small and large coves, Posidonian sea bottoms and great diversity in fauna, old mining towns and monumental and archaeological remains which you will run into with every beautiful step one takes", verb agreement error on page 77: "The Alpujarra of Almeria, at the west of the province **are** at the foot of Sierra Nevada...",

or on page 72 we find also an error known as negative transfer, which is when we use a word in English that exists but actually it has a different meaning: “**Sport complex** Rafael Florido” in this case ‘sport complex’ should have been translated as **sport centre**.

5. CONCLUSIONS

5.1 Need to review the translations

As a final conclusion, after studying the translations made in the guidelines, we need to emphasize the need to review them, and not to look for an easy translation, offered, surely, by an online translator, because they will not have the same precision as a professional in the matter. Although, despite the economic difference between making a free online translation, or hiring a professional translator to carry out this work, the result is enormous as we also observed. In order to elaborate these guides, it is necessary, that the Public Bodies which have competence in the sector, deal with professionalism in the subject, because these guides are the way to reach a foreign audience and self-image, regards to the province or city that they want to promote, and the Public Body itself. Therefore from this research, we would strongly advise, once again, to check the grammar, to correct the translation, the typographical and spelling mistakes, and editing errors as often as necessary, because this will prevent from publishing works that may be very convincing in terms of content, but not in terms of the discourse in a foreign language.

5.2 A project for the Shelters from the Civil War of Almeria

To reinforce the research on the Shelters from the Civil War of Almeria, we wanted to know about other similar initiatives in Spain, such as the Shelters from the Civil War Museum in Cartagena (Murcia), which unlike those of Almeria, all the elements of interpretation and touristic materials including the guided tours can be found, as we can observe in the image, in English and Spanish. But, we have to say that the English guided tours are reserved to groups. We asked for some information to Cartagena Puerto de Culturas, which is the institution that runs the touristic

resources of Cartagena and they were the ones who informed us of their offers.

Other related investigations, are the Shelters of the Civil War in Cambrils (Tarragona), which have guided tours in Spanish and Catalan only.



Image 1: A poster of the Shelters o the Civil War in Cambrils

An useful working tool in the world of tourism, is the use of the audio-guides in several languages, which is one of the proposals that we would like to add from this research, as well as a language training for professionals of tourism in Almeria and an adaptation of the existing material, both audiovisual and promotional and translating them into several languages. And then, to make them available in offices and tourist information points.

We also consider a drawback for tourism, the fact that visitors can not enjoy freely a visit to the Shelters, because it is only available by appointment.

In our proposal, we consider crucial the role of the tourist information agent inside the Shelters themselves, as well as, the tourist information points in key locations of the

city which can inform the interested visitors and in which the visitors can acquire, among others, tourist guides in English or another language, about the Shelters.

Another action within our proposal is to provide tourist information to the source, i.e., to tourist offices and to professionals in tourism of the major countries promoting Almeria.

Also, we think that some tourist information should be provided on arrival, both in Almeria city and in neighbouring touristic towns, because the main tourism in Almeria city comes in summer from surrounding towns of the province, because Almeria remains largely unknown in terms of cultural and urban tourism.

We consider that every effort being made by the authorities to reclaim and enhance the assets of the heritage could be a lost opportunity if it is not carried out a promotional campaign within the national and international market. We would like to highlight the missed opportunities, such as the construction of the tourist complex of El Toyo far away from Almeria city, instead of being built in the area known as La Vega de Acá as the touristic extension of the city, just like in first-class tourist destinations such as Palma de Mallorca and the beaches of El Arenal.

According to the article published on August 10th, 2011 in the digital newspaper *Teleprensa*, Almeria has grown exponentially in terms of new international air routes destinations and has achieved high occupancy rate with visitors coming from countries with an emerging tourism, mainly from Central Europe such as Poland, the Czech Republic and Scandinavian countries as Iceland and Slovakia. In the case of Central European countries it is of particular interest to promote the Shelters of the Spanish Civil War as a tourist resource, due to their historic past.

We suggest, within our proposal, a series of key actions such as the FAM TRIP (trips to promote the destination) among the major tour operators working with new markets.

Also, another way to promote the Shelters could be within the cruise sector, especially among British and German shipping companies, because in these countries lie similar initiatives which could be well advertised either in the tours that are sold on board or at the foot of the ship, in the tourist information points, which

provide customer service and information to cruise passengers who make a stopover in Almeria.

But we find, again, the problem of opening hours and the opening of the related resources which neither fit to their schedules nor do they understand anything, because there is no information in another language other than Spanish.

In short, the adaptation of existing resources into other languages, or the introduction of audio-guides in several languages, would be a sufficient progress to fill the existing gaps.

In fact, this proposal is valid for all other touristic resources, as the guided tours of the Ayuntamiento are conducted only in Spanish, the same goes for the Cathedral of Almeria, and an audio-guide would solve the problem and would facilitate the promotion of tourism and the enjoyment of the resources.

As a final proposal for our research, we propose the creation of a tourist material, with an agile and simple language which allows the visitor to place the resource in its historical context and realize a contextualized tour through the different areas and rooms which are in the Shelters. Regarding the information materials, there are different types, from a brochure, a triptych, a comprehensive guide and monograph, etc. What we consider most appropriate to the current topic, is a material not too long that we can index as follows:

- Introduction or historical context of the Spanish Civil War.
 - Almeria in context.
 - The Shelters: Data from the construction, technical details, etc.
 - Guided Tour through the different rooms or area transformed in museums.
 - Tourist map.
 - Map of location regarding the layout and entrances to the Shelters
 - Photo Gallery.
 - Useful information: Hours, the Shelters in the social networks, etc.
-

Our proposal for tourist material should not be too lengthy, it should be only about ten pages long, published in English, French and German, as they are the most used languages in the world of tourism.

In the official tourist pages of Almeria tourism, as we already mentioned many times, it is possible to translate the contents of the page, but it is not possible to download touristic materials in other languages, which we consider another missed opportunity. In our proposal we also suggest to download this material in PDF format.

The audio-guide system is provided in some tourist resorts, as it happens in the Alhambra (Granada). It tells you the route of the different areas that you are visiting, it can be heard in several languages and it is provided at the entrances of resources such as museums, visitor centers, monuments, etc.

Nowadays, technology offers many possibilities in the world of tourism, so our proposal is also about new technologies, and apart from the incorporation of the resources into the social networks and on websites of tourism, we believe that designing or creating an application for mobile devices, is also an essential option. These applications would take into account a tourist guide in Almeria, with itineraries, proposals, recommended visits, restaurants, hotels, applications for bookings, and, of course, guided tours in the city and especially around the touristic resources such as La Alcazaba, the Shelters, the Cathedral, the House of the cinema, the Archaeological Museum, etc.

We would also include reservations for visits to these resources, as well as the other benefits, like attentions and discounts offered by the touristic product called "Almeria Card", created by the Área de Turismo del Ayto. de Almería. This is an electronic card which provides discounts and special attention to the tourists who visit Almeria. These applications could be translated to a great deal of languages in order to address our traditional market sources such as the British, Belgian and German, as well as new emerging markets which we have already mentioned, such as Central European countries, Scandinavian countries and Asian countries. The possibilities offered in tourism by the applications of mobile devices, are a fundamental option that must not be overlooked or neglected in the present situation, due to the fact that

these destinies will be the ones which best suit these applications, and facilitate the search for touristic information at source to its users

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