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摘要

本研究目的在於了解科技大學英語系學生以英文進行觀光景點導覽的經驗。本研究採用質性和量化研究工具。研究步驟可分為：課堂準備、專業示範、學生實際操作。研究結果發現學生對此導覽活動抱持正面看法，覺得導覽活動可以增進他們的文化、歷史、建築相關知識，也從中幫助他們增加英文單字，學習導覽技巧，了解導覽內容和相關工作。學生遇到的主要問題為：尋找適合題材、確認導覽主題、克服歷史和文化知識的不足、理解並轉換正式的英文資料為口語表達的風格、翻譯專有文化名詞、組織主題，和發音問題。學生希望能夠獲得以下協助：尋找導覽題材和主題、增進英文表達流利度、加強導覽技巧。學生由此活動中獲得主要的進步為：解說歷史和文化、轉化正式英文為口語英文、翻譯中文資訊為英文，並認為此次導覽活動的經驗有助於增進他們的整體英文能力。

關鍵詞：古蹟導覽、英語教學、觀光英語、專業英語

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EFL Students' Experiences of Cultural Heritage Interpretation

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Abstract

The purpose of this study is to examine the efforts of university EFL students when attempting to interpret cultural heritage. This study is an attempt to help teachers and students become better aware of the process and challenge of a more reality-based class activity such as giving a heritage interpretation, with the ultimate goal of improving the effectiveness of English teaching and learning. This study employs both quantitative and qualitative research methods and is divided into three stages: 1. In-class preparation 2. Professional demonstration 3. On-site tour interpretation. The results of the study indicate that students have a positive view of the interpretation activity and feel it helped to increase their cultural, historical, and architectural knowledge of the heritage sites, enlarged their English vocabulary, improved their English interpretation skills, and familiarized them with tour guide interpretation and related work content. Major problems students experienced include: finding the appropriate materials, identifying the interpretation theme, overcoming a lack of historical and cultural knowledge, understanding and transforming formal English text into oral style, translating culture-specific terms from Chinese into English, organizing topics, interpreting data, and pronouncing unfamiliar words. Students hoped for assistance finding interpretation materials and themes, improving their English fluency, and polishing their interpretation skills.

Keywords: *heritage interpretation, EFL, tourism, ESP*

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Introduction

Since the 1990s, tourism has experienced continued growth and become one of the world's largest and most rapidly growing industries. One billion international tourists generated 1.5 trillion US dollars in export earnings in 2015 and are the source of livelihood of millions of people (United Nation World Tourism Organization [UNWTO], 2015). Tourism development boosts economic growth, offers employment, generates revenues, and promotes infrastructure development for many countries (Chen & Chiou-Wei, 2009). International tourism also serves as a gateway to the greater understanding of the world and is the first step to building peace within and between cultures and nations (Annual Report of UNWTO, 2015). The importance of developing tourism has also been acknowledged by the Taiwanese government as tourism adds value to Taiwan's cultural and environmental resources and promotes economy growth. Recently, Taiwan is attempting to develop itself into a twenty-first-century tourist hub to take advantage of the prosperous global tourism economy (2015 Taiwan Tourism Major Policy). Since 2004, a series of international marketing campaigns has led to a significant increase in the number of international visitors to Taiwan. Data from the Taiwanese Tourism Bureau shows that 10,439,785 tourists visited Taiwan in 2015, 5.34% more than in 2014 (Taiwan Tourism Bureau website, 2016). 5,556,738 of these are from mainland China, and the other 4,883,047 from other countries. The rapidly growing number of international tourists has led to an urgent demand for tour guides and training courses. Researchers have looked at Chinese tourists' perceptions of Taiwan and satisfaction with their trips there (Chen, 2013; Chen, Chen, Lee, & Tsai,

2016). To offer solutions to satisfy the huge number of Chinese tourists, many training programs, such as specially developed tour-guide training courses employing 3D-STS technology, have been employed and are generally found to be satisfactory for trainees (Chen & Mo, 2014).

However, in 2016, the number of Chinese tourists declined sharply after the victory of the January presidential election by Tsai Ing-wen, who is from a pro-independence Democratic Progressive Party (DPP). Data from the Taiwan Tourism Bureau shows that Chinese tourism decreased to 220,624 in June 2016, a decline rate of -11.70% compared to June 2015. Chinese tourism is subject to large fluctuations due to political change and interference. However, even though the number of Chinese tourists declined, overall tourism still increased: 574,047 tourists visited Taiwan in June 2016, a 3.02 % increase over June 2015. These new visitors hail from a wide variety of countries: Japan (130,172, +10.17%), Hong Kong and Macau (143,276, +2.40 %), Korea (61,599, +67.86 %), America (47,408, +9.21%), Singapore (34,467, +2.24%), Malaysia (29,746, -0.43%), Europe (20,262, +1.27%), Australia and New Zealand (6256, +5.02%), and Middle East (1279, -22.81%) (June 2016 Tourism Market Analysis retrieved August, 2016 from Taiwan Tourism Bureau website). Encouraging tourism from countries other than China seems to be the key to building Taiwan's tourism industry. Over the years, Taiwan's Tourism Bureau has promoted a series of campaigns to attract tourists from Japan, Korean, America, Singapore, Malaysia, and Europe. In addition, the economic development of East Europe, India, Thailand, Vietnam, and Muslim communities has also attracted attention of the Taiwan Tourism Bureau, which has redirected its marketing targets and changed related policies to attract visitors from these countries. However, when asked about the problems they may face with tourists from new

markets, many of the 311 tourism companies expressed the same concern, Language: 28% of them worried about the lack of employees capable in other languages and a lack of tour guides capable in foreign languages (17.7%) (1111 Job Market News, retrieved 20 August, 2016). Since English is the international language, tour guides with English ability can provide service and interpretation for tourists from America and Europe, as well as tourists from Singapore, Malaysia, and India. All in all, in order to attract tourists from a bigger global market, English interpretation training for potential employees in tourism is essential to the development of the tourism industry in Taiwan.

As the demand for professionals with both English proficiency and field knowledge has greatly increased, making it critical to obtain a better understanding of tourism trainees' needs and experiences in ESP training programs, so that future course design can meet the needs of learners and, ultimately, the industry. The present study aims to explore university EFL students' experiences of explaining heritage sites. It was conducted with 29 participants who attended a Tourism English course. It is hoped that this study will provide useful insights for instructors and students in ESP, especially English for Tourism.

Literature Review

English for tourism

In recent decades, English has become the most widely used international language for communication. Due to the development of modern transportation technology, global travel for recreation and work has become increasingly common. Among those who do not share the same

mother tongue, English has become the means for tourism employees to communicate and execute transactions with international tourists (Prachanant, 2012), leading to an increasing demand for personnel with English proficiency and a knowledge of host-guest communication in the tourism industry (Blue & Harun, 2003). Tourism professionals, such as tour guides and travel agents, need English communication skills to deal with enquiries and provide heritage interpretation for international guests. Prachanant (2012) finds that in Thailand tourism employees mainly use English to give information, provide services, and offer help. Among the four key language skills, speaking is perceived as the most important as tourism employees need to guide, escort, and interact with foreign tourists. Listening is rated as the second most used skill as tourism employees need to understand foreign tourists when they ask for information and express needs. Tourism employees also need to look for and read the tourist information when foreign tourists ask for more in-depth information. Writing, the least important skill, is needed only when tourism employees prepare and outlines tourist information to give to foreign tourists (Prachanant, 2012).

As Taiwan's economic development depends greatly on exports and tourism, there has been a strong demand for English proficiency in students in higher education (Hsu, 2014). In order to meet the needs for English proficiency and communication ability for the prospective tourism workforce, English for Specific Purposes (ESP) courses, such as Tourism English and Hospitality English courses are being provided in many colleges and universities to help develop potential tourism employees' field-specific communication skills. However, ESP courses in Taiwan have been found unsatisfactory as more hours of ESP classes often do not lead to better performance in English tests and the total immersion approach may not be as

effective as expected (Hsu, 2014). In addition to the lack of qualified ESP teachers and relevant curricula and materials, the students' relatively low English level also caused difficulties (Chen, 2000; Lai, 2005, Hsu, 2014). ESP is considered an inter-disciplinary field which requires both language knowledge and discipline knowledge (Chen, 2011). As ESP courses continue to increase, many English teachers with a humanities background increasingly find themselves teaching unfamiliar courses (Ewer, 1983; Huttner, Smit, & Mehlmauer-Larcher, 2009). Lack of subject knowledge, practical working experiences in the specific fields, and of the specific communication needs of the target industry often lead to ineffective teaching (Hsu, 2014; Wu & Badger, 2009). In addition, because of the large class size, teachers may not be able to address the non-language aspects of communication such as emotion, voice quality, and pitch; even developing students' communication competence may suffer, as the teacher can be compelled to focus on grammar and reading (Hsu, 2014). Furthermore, even in a single industry different sectors may require different skills. For example, in the tourism industry different English capabilities, field knowledge, and communication skills are required for a hotel receptionist than for tour guides and interpreters. It is essential to examine the nature of the communication skills required for each specific field, such as guiding tours and interpretation.

Guiding tours and interpretation

Many studies have looked at the tour guide's role, function and performance when guiding tours, and the nature of the interpretation skills that must be employed during various phases of the job (Cohen, 1985; Jennings & Weiler, 2006; Keiler and Walker, 2014; Ong, Ryan, & McIntosh,

2014; Tilden, 1997). As the demands of the 21-century tourists have grown and evolved, the expectations placed on tour guides have also changed. Nowadays, they are expected not only to coordinate, lead, and manage the groups, but also to take on additional roles to successfully deliver knowledge while competently communicating with and engaging tourists.

Sometimes it seems as if the guide's role has been expanded to that of teacher and sociologist, as they are often expected to improve their clients' understanding and empathy as they enrich their experiences. Researchers have examined visitors' expectations of tour guides and find they often go well beyond the role of interpreter; many expect their tour guides to function as a mediator and experience-broker who acts as a go-between to help tourists make sense of their experience (Jennings & Weiler, 2006; Weiler & Walker, 2014). A tour guide is seen as an important service worker who serves as an interface between the host culture and its visitors, and serves as a key factor in the success of a tour (Ong, Ryan, & McIntosh, 2014).

The four major brokering domains of a tour guide include visitors' physical access, visitor encounters (interactions with host communities and environments), visitors understanding, and visitor empathy. First, as brokers of physical access to places and spaces, tour guides can physically position visitors to be in the right place at the right time and, to a degree, control what and how tourists see and interpret the places they encounter (Weiler & Yu, 2007; Weiler & Walker, 2014). Second, the guide also serves as a broker of encounters or interaction by providing language interpretation and assisting communication between hosts and visitors (Weiler & Yu, 2007; Weiler & Walker, 2014). Third, as a broker of understanding, the tour guide mediates understanding by conveying the importance of a site. In order to foster meaning-making and interpret local cultural values, the tour guide often uses

interpretative techniques such as anecdotes or “personalizing the commentary” (Weiler and Walker, 2014, p.92). Fourth, a tour guide needs to create both tourists’ cognitive and affective connections with the place and people (Weiler & Yu, 2007; Weiler & Walker, 2014). To help visitors “get inside” places (McGrath, 2007, p.376), storytelling or reflective activities are often incorporated into the visitor experience to promote emotional engagement and empathy so to integrate perceptions, emotions, memories, and ideas together with old and new information to make new meanings (Packer & Ballantyne, 2013; Weiler & Walker, 2014). However, McGrath (2007) points out that many tour guides in developing countries still enact a “show and tell” role and focus only on knowledge transfer rather than on brokering understanding. Tour guides’ roles need to develop and mature; training programs also need to shift focus from hard skills to bridging connections and enriching visitors’ experience.

One of tour guides’ essential skills is to offer interpretation of the historical, cultural and natural environments of a particular tourist attraction. Tour guiding and interpretation are essential to tourist satisfaction; and tourist satisfaction will powerfully impact future business (Huang, Weiler, & Assaker, 2015). Definitions, models, and principles of interpretation have been proposed by numerous researchers (Ham, 1992; Ong, Ryan, & McIntosh, 2014; Larsen, 2003; Tilden, 1977; Wang, Hsieh, & Huan, 2000; Weiler and Walker, 2014). Rabotic (2010) argues that two influential aspects of guiding on the tour experience are interpretation (presentation of commentary) and managing group dynamics. Tilden (1977) describes interpretation as an “art”, and defines heritage interpretation as “an educational activity which aims to reveal meaning and relationship through the use of original objects, by firsthand experience, and by illustrative media,

rather than simply to communicate factual information” (p.8). Interpretation is also seen as a “mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resources” (American National Association for Interpretation, NAI, retrieved August 2016). Interpretation has also been defined by Ham (2013) as a mission-based approach to communication, which aims to provoke the discovery of personal meaning and personal connections with places and people, and to engage the visitors both intellectually and emotionally. As an engagement with tourists which encourages them to think about the connection between natural and cultural heritage, interpretation should be both informative and entertaining. It also needs to be adapted to the clients’ interest and presented enthusiastically (Weiler and Walker, 2014). Effective communication by tour guides should go beyond one-way delivery of commentary. It requires the application of mediation and interpretation principles to foster a meaningful understanding of local culture and features. To accomplish this, relevant information should be presented in an enjoyable way to visitors, who expect high quality experiences (Ham and Weiler, 2003). Effective interpretation should also raise interest, reveal deeper meaning, and present the subject to visitors in an understandable way which has been adapted to the audience and uses proper communication technique (Tilden, 1977).

As Larsen (2003) asserts, an interpreter works by combining knowledge, enthusiasm and people skills to tell stories. A talented interpreter can transform mundane information into a meaningful and engaging presentation. The most powerful interpretive tool to capture, organize, sustain, and affect audience interest is the interpretative theme, which requires the cohesive development of a meaningful theme (idea or ideas) over the delivery of an

interpretation so as to make it become relevant and provocative. Larsen (2003) defines an interpretative theme as the expression of what the interpreter knows to be meaningful and central about the site. The delivery of meaningful idea helps the visitors make their own connections to the meaning of the sites. Otherwise, interpretations may just be collections of related information and chronological narratives. Larsen (2003) provides a list of guidelines for developing an interpretation theme:

1. An interpretative theme links a tangible resource to its intangible meanings; that is what makes it interpretive.
2. An interpretive theme organizes an interpretive product or service and provides an organizational compass. The organized selections of tangible and intangible links can be cohesively developed and arranged in a meaningful order to introduce emotional and intellectual connections to the meaning of a site.
3. The most powerful interpretive themes connect a tangible resource to a universal concept, which are the ideas, values, needs, relationships, challenges, and emotions that are fundamental to the human condition.
4. Interpretative themes are used to express the significance and meaning of a site and to help and inspire visitors relate them to their own lives, not just to transfer an idea to another person (Larsen, 2003, p2-3)

To improve the quality of interpretation, Ham (1992) has proposed using a thematic interpretation to translate technical language into layman's terms using a thematic interpretation that has four qualities: enjoyable, relevant, organized, and thematic (EROT). A thematic interpretation needs to be enjoyable to engage visitors; by providing relevant stories and concepts, an

interpretation can help visitors connect to the heritage sites through their own experience. A clear and organized structure and theme makes the content more memorable, increasing the likelihood that visitors will retain what they hear.

Skibins, Powell, and Stern (2012) identify 17 interpretation principles and the more relevant ones that helps to deliver satisfaction and enrich visitor experiences include: 1. physical interaction with the site or resource; 2. actively involving visitors; 3. theme development; 4. use of relevant message; and 5. diversity of communication approaches, activities and media. Similarly, Weiler and Black (2014) suggest some interpretation principles that leads to tourist satisfaction and an enriched tour experience: 1. Interpretation designed to promote the use of two or more senses; 2. Interpretation designed to facilitate individual and group involvement, contact or participation; 3 communication includes theme development (evidence of a theme, sequencing, introduction and conclusion); 4. communicating the relevance of an object, artefact, language or site; 5. interpretation via a diversity of enjoyable approaches, activities, and experiences; 6. communication that engages empathy or emotion; 7. communicating accurate fact-based information that facilitates understanding. Weiler and Walker (2014) conclude that to enhance the visitor experience, the tour guide needs to make “IT-REAL”: I=Involving (sensory), I=Involving (active), T=Thematic, R=Relevant, E=Engaging/ empathy/emotion, A=Accurate, and L=Logical (facilitates understanding). The principles resonate with the four domains of mediation (brokering interaction, understanding, and empathy) (Weiler & Walker, 2014).

However, Weiler and Walker (2014) warn that tour guide training, especially in developing countries, may rely mainly on past experience and

casual observation by trainers rather than on research theory and findings on what makes up successful interpretation and experience brokering. Models and principles of interpretation could be introduced to enhance tour guide and interpretation training in these countries.

Cultural heritage

Cultural and heritage tourism constitute important types of global tourism (Richards, 2000). Experiencing distinct culture traditions, understanding different values, and visiting heritage sites have traditionally been major reasons for people to travel (Hall & Zeppel, 1990; So & Morrison, 2003). As more countries turn to tourism development and promotion of their distinct customs and artifacts, tourism focusing on cultural experiences has increased (Richards, 2000). According to the United Nations Educational, Scientific, and Cultural Organization [UNESCO], the term cultural heritage encompasses several categories, including: Tangible cultural heritage, Intangible cultural heritage, Natural heritage, and Heritage related to armed conflict. Intangible cultural heritage includes oral traditions, performing arts, and rituals. Tangible cultural heritage can be divided into: 1. movable cultural heritage (paintings, sculptures, coins, manuscripts, etc.). 2. immovable cultural heritage (monuments, archaeological sites, and so on). 3. underwater cultural heritage (shipwrecks, underwater ruins, and cities). (retrieved August, 2016 from UNESCO website)

Tourism interpretation in Taiwan

As a country with rich tangible and intangible cultural heritage resources, Taiwan attracts many tourist its heritage sites (Cheng, 2005). Taiwan has a total of 891 historical sites, 1,347 historical buildings, 46 historical relics, 61

cultural attractions, 181 traditional performance arts, 133 traditional folk crafts, 191 folk customs, and 1,667 antique objects, (Statics of Culture Heritage from Bureau of Culture Heritage, Ministry of Culture, 2017) Interpretation plays an important role in fostering tourists' appreciation and enhancing their experience at the heritage sites. Cheng (2005) has evaluated heritage interpretation services in Taiwan and states that indirect interpretation (signs, brochures, and self-guided trail) are most frequently used by visitors, but personal interpretation is the most efficient method of achieving visitor satisfaction. Chen (1998) examined interpreter training programs in Taiwan and found that professional training courses were the products of partnerships between professional organizations and local governments. However, he opined that the lack of standardized curriculum precludes the implementation of a national certification system. When polled, heritage interpreters indicated that "field trips to the heritage sites", "interpretation skills and techniques at heritage sites", "present and past history of heritage sites", "interpersonal communication skills", and "geographical and societal changes of heritage sites" are the most important courses for interpreter training. Similarly, educators listed "field trips to the heritage sites", "interpretation skills and techniques at the heritage sites", "present and past history of heritage sites", "interpersonal communication skills", "geographical and societal changes of heritages sites", "seminar on traditional architecture", "who's who in local history" as the most important courses for interpreter training. Field trips were ranked the highest for both educators and interpreters as field trips offer opportunities for interpreters to practice their interpretation skills and obtain valuable experience (Cheng, 2005).

Cheng suggests a model for a cultural heritage interpretation training

course with five curriculum categories for heritage interpreters (2005): 1. Professional Knowledge (Literature, history, architecture, art, cultural relics, ecology). 2. Interpretation Techniques (interpretation skills, communication skills, technology). 3. Related regulation (introduction of preserving heritage assets, issues of interpretation and regulations), 4. Safety and emergency handling (basic training in first aid). 5. On-site Training Category (field trips to heritage sites, internship).

Researchers have looked at Chinese tourists' perceptions and satisfaction with their trips to Taiwan (Chen, 2013; Chen, Chen, Lee, & Tsai, 2016), as well as tour guide interpretation training programs for Chinese visitors (Chen & Mo, 2014). However, little research has been done on English interpretation training programs. As the demand for tourism workers who have English proficiency and intercultural communication competence increases, educators need to become more aware of the needs of learners. With this knowledge, courses and materials can be better designed to help develop learners' interpretation skills. This study seeks to examine students' experience of English heritage interpretation. Based on the findings herein, suggestions can be made for future course design.

Purpose of this study

The purpose of this study is, firstly, to understand EFL students' views of and experiences with interpretation activities. Secondly, this study will examine the benefits of the interpretation activity for students' English learning. Thirdly, we will look at the challenges students encounter and how they can be helped to overcome them. In other words, this study is an attempt to help teachers and students become better aware of both the benefits and problems involved in a more reality-based class activity, such as

giving a heritage interpretation in English, and provide some insights into how to improve the effectiveness of English teaching and learning when engaged in such a project.

Research questions

The research questions are as follows:

1. What are students' views and experiences of taking part in a heritage interpretation activity?
2. What are the perceived benefits of the interpretation activity for students' English learning?
3. What challenges do students encounter, and how can they be helped to overcome them?

Research Methods

Participants

29 college students, 28 females and 1 male, from a Tourism English course at a university of technology in southern Taiwan participated in this study. Participants were mainly from the Department of Applied English. The course lasted for 18 weeks and covered English for restaurants, hotels, travel agencies, and air travel. The course used activities such as watching videos with tourism scenarios, conversations exercises, and role plays. Extra reading material regarding Taiwan's local culture and tourist attractions were also provided to enhance students' understanding and ability to introduce local culture and attractions in English.

Procedures of the research

In order to have a thorough understanding of students' perceptions and experiences of the cultural heritage interpretation, both quantitative and qualitative research methods were adopted in this study. The research was divided into three stages: 1. In-class preparation: students made in-class presentations about the chosen heritage sites, 2. Professional demonstration: A heritage interpretation of six historical sites in Tainan was given by a professional tour guide during a field trip, and 3. On-site interpretation: Students gave interpretations of the heritage sites for their final assessment. After each stage, a questionnaire was completed and students' presentation slides, interpretation videos, and reflection sheets, were collected and analyzed.

At the beginning of the semester, students were told that they would have to give a heritage interpretation in the classroom for their mid-term assessment. Later, they would attend a field trip guided by a professional tour guide, and then students would need to give another on-site interpretation for the final assessment. Students divided themselves into 10 groups, with 2 to 4 people in each. Each group was randomly assigned a historical site from the Central-West district of Tainan city. After the assignment, students could change their heritage site if they wanted, as other choices were available. The final list of 10 selected sites included: Confucius' Temple, Taiwan Literature Museum, Butokuden, Lin Department Store, Bei Chi Temple, Wu's Garden, The Weather Museum, The Martial Temple, The Founding Martial Temple, and Chikan Tower. In the middle of the semester, students gave a mid-term presentation about their heritage sites in the classroom, and the teacher/researcher took notes on their presentation performance in terms of content, language use, presentation skill, and pronunciation. After the

presentation, they were asked to complete the first questionnaire. The teacher/researcher also gave both oral and written feedback on each group's performance.

After students completed their mid-term presentation, a successful CEO/tour guide from a well-known travel agency specializing in guiding overseas tourists was invited to give two extended lessons (3 hours for each of two weeks) on how to run a travel agency, deal with cultural differences, and provide travel services for customers from different cultural backgrounds. The 6-hour indoor lessons given by the guest lecturer included videos and PowerPoint presentations. After these lessons, students took a 3-hour field trip to Tainan's historical sites led by the guest instructor to demonstrate interpretation skills in the field. During this three-hour walking tour, students were taken to 6 major historical sites in Tainan, after which the second questionnaire was distributed and filled out.

During the final stage of the class, five weeks before the final assessment, the teacher/researcher began to encourage students to submit scripts of their interpretation for her to proofread and make comments on. Students wrote the dialogues that they would deliver for the same heritage sites they had chosen for their mid-term presentations. For the final assessment, students videotaped their own presentation live at their chosen heritage site. A third questionnaire was given afterwards. Students' videotaped interpretation performance was also analyzed for content, language use, presentation skill, and pronunciation.

Methods

Three sets of questionnaire were designed to investigate students' perceptions of their heritage interpretation experience. The questionnaires

were written in Chinese to minimize problems related to ambiguity and misinterpretation. Following suggestions provided by the relevant literature, the researchers designed the first stage questionnaire with 37 scaled questions and 4 open questions. The stage 1 questionnaire asked about the students' background information, views on motivation of doing the interpretation project, preparation process, sources of interpretation information, self-assessment of presentation performance and skills. These questions were listed using a five-point Likert Scale: from strongly agree to strongly disagree. The open questions asked about the benefits and difficulties students encountered during the activity. The questionnaire was filled out right after the mid-term assessment by 29 students.

The stage 2 questionnaire had 22 scaled questions and 4 open-ended questions and asked the students' views of lessons and the field trip given by the professional tour guide. After the field trip, 20 students completed the stage 2 questionnaire. The stage 3 questionnaire had 42 closed and 6 open questions and asks about students' preparation process and on-site interpretation experiences. The questionnaire was distributed after students completed their on-site interpretation, and 20 students completed it.

The notes the teacher/researcher took during the students' class presentation were given to the students as written feedback, and were later used as the qualitative data of the study. Students were also asked for their thoughts about the interpretation activity on a reflection sheet during the semester. Both students' scripts and their video-recorded on-site interpretations were also collected for qualitative data analysis.

Data analysis

Descriptive statistics were used to analyze the questionnaire data. Only

28 female students and 1 male student were enrolled in the course of Tourism English. In this kind of small-scale research, to gain an in-depth understanding of students' experiences in the interpretation activity, results and discussion of the study must rely more heavily on an analysis of qualitative data. The qualitative data was collected through the open-ended questions, reflection sheets, the teacher's observation notes, students' PowerPoint slides, scripts, and videotaped interpretations. Each student was given a unique code: S1, S2, S3, etc. Both students' and the teacher's viewpoints and suggestions were included, with distinguishing features noted. The resulting data was categorized, and the content sorted into themes based on their relevancy to the research questions. In addition, students' PowerPoint slides and scripts were carefully read, and videotaped interpretations were repeatedly watched to ascertain the themes and categories related to the positive and negative experiences, advantages, and challenges of the interpretation project.

Results

The results are presented in three parts:

1. Students' views and experiences of taking part in a heritage interpretation activity.
2. The perceived benefits of the interpretation activity for students' English learning.
3. The challenges students encountered and how they can be helped to overcome them.

1. Students' view and experiences of taking part in a heritage interpretation activity

The results of the study indicate that students had a positive view of the interpretation activity. Even though students did not previously know how to give an interpretation in English, most of them showed high motivation and made significant efforts to complete the project.

Motivation and self-assessment. Most students reported that they were motivated to complete the assignment and agreed to work hard to prepare for their mid-term presentation (93%, $M=4.31$) and final on-site interpretation (95%, $M=4.2$). Students' motivation and efforts can also be seen as 90% ($M=4$) of them reported that they tried to memorize the scripts before the real interpretation. Some of them (65%, $M=3.65$) visited the sites and inspected the spots and features and rehearsed their interpretation. However, only 62% ($M=3.62$) of the students said they were satisfied with their mid-term performance and fewer were satisfied with their on-site interpretation (40%, $M=3.25$). This was probably because students had no previous experience of this kind and encountered many challenges during both the preparation and presentation stage. It was also probably due to the fact that during the on-site interpretation, students' interpretation performance was influenced by many uncontrolled factors, such as noise, weather, traffic, and other distractions.

This is my first time to give an interpretation. I realize that I had not considered everything enough. (S7)

It was windy, and my hair got so messy. I had to talk in front of other curious pedestrians. I worried that they would concentrate on my talk and forget to keep walking by. (S15)

Other emotional factors that influence students' interpretation included anxiety and nervousness, being embarrassed to talk in public, lack of confidence, and fear of forgetting what to say. Students commonly experienced stage fright. One student reported that she felt nervous and forgot what to say, so she ended up just reading from the page.

I was so nervous. I was shivering as I spoke. I almost forget what I had recited well and prepared to say. (S1)

I was anxious, and I did not have a rehearsal. So, it was not as good as I had expected. (S16)

Sources for interpretation materials. The first stage of giving an interpretation was to search and collect information about the heritage site. Less than half of the students (48%, M=3.41) considered collecting data about the tourist sites easy for them. Students tried to collect information about the heritage sites from various sources. Many of the students relied on the Internet to find information in English about the tourist sites (67%, M=3.52). Students also visited the heritage sites in person to collect brochures and pamphlets (69%, M=3.83). Government websites were commonly used to collect data (73%, M=3.79). Less than half of them joined the city walking tour organized by the city government (48%, M=3.66) or consulted books (41%, M=3.24).

Among the resources students used, a personal visit to the site (72%, M=3.76), browsing government websites (62%, M=3.48), and browsing individual-run tourist websites (58%, M=3.48) were considered more useful than reading books (45%, M=3.24) or joining the city walking tour (31%,

M=3.14).

According to feedback from open-ended questions, some students did not consider joining the walking tour organized by the city government helpful either. One student complained that the information provided by the walking tour guide was not very clear; instead, students preferred to search the Internet or read tourist brochures collected from the site.

It was not easy for me and my group members to find time together to join the walking tour. I didn't learn anything from the walking tour, either. (S28)

However, another student held a more positive view of the city walking tour organized by the city government.

I joined the city walking tour, so I learned something from that. I would not have known that the Weather Museum is a heritage site and has a nickname (pepper shaker), given by the locals. (S29)

Features of better presentations. According to the teacher's observation notes, good class presentations included the following features: a formal start with a greeting, a brief introduction and outline, sufficient information, and an introduction of the founder and history of the site/building. As for the displayed text and images, they should have well-organized topic order, slides with lists and tables of historical facts and site information, and clear slide layout with pictures to illustrate and facilitate comprehension of the architectural styles. The presentation slides on Lin Department Store were well-organized and illustrated, as shown below with

picture 1 to 4. Pictures 5 and 6 showed another good example of a well-illustrated presentation on Tainan Public Meeting Hall. These slides should be accompanied by natural and clear oral explanation without reading from a script, use of interpretation techniques (such as questioning and comparison), and fluency in an oral presentation.

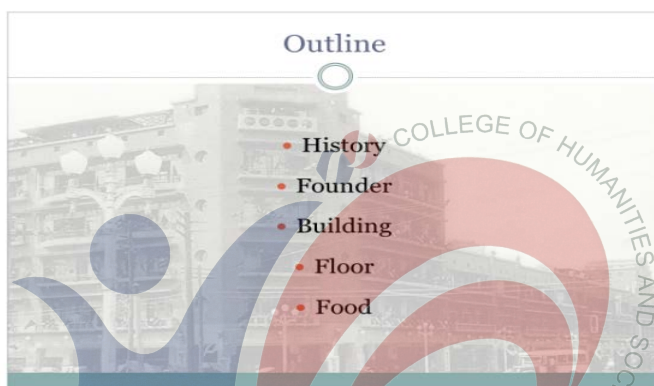


Figure 1 The outline page of students' presentation on Lin Department Store



Figure 2 A slide page showing architectural features of Lin Department Store



Figure 3 A slide page showing architectural features of Lin Department Store



Figure 4 A slide page showing tables and pictures comparing past and now of Lin Department Stores



Figure 5 A slide page showing architectural features of Tainan Public Meeting Hall

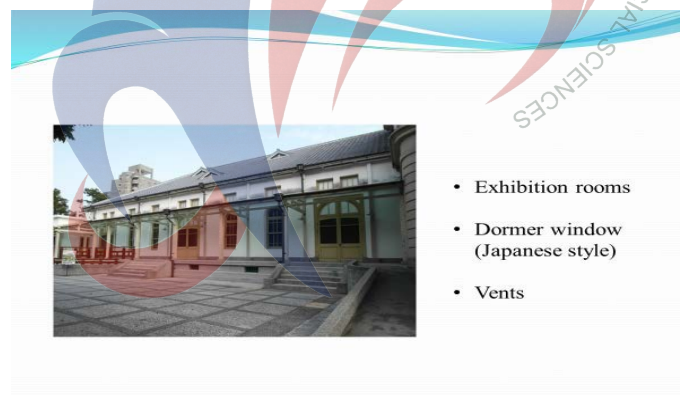


Figure 6 A slide page showing architectural features of Tainan Public Meeting Hall

Student ability gap becomes noticeable. It was clear that a common problem for some students was a passive attitude and lack of practice. Although many students did a good job and showed considerable promise, it

was clear that others had not rehearsed adequately before the presentation and were unfamiliar with some words and certain aspects of the content. These less motivated students just hastily read directly from the scripts, going through the motions in order to pass the course. The teacher commented on their passive attitude and encouraged students to make preparation in advance for their final interpretation tasks. Although rather disheartening at the time, this practice served a key purpose in this project and enabled important results later: it allowed students to see just how poorly prepared they were and how much effort would be necessary to, ultimately, succeed in this activity. Most of the less industrious students learned an important lesson from this and made considerable progress before their final presentation.

2. The perceived benefits of the interpretation activity for students' English learning

The perceived benefits of class presentations. Overall, the class presentation activity in stage 1 received positive feedback from the students. 76 % (M=3.83) agreed that the report helped them to become familiar with English interpretation skills. 76 % (M=3.79) agreed that their confidence in English interpretation improved after the practice. 66 % (M=3.62) agreed that their interest in English interpretation increased after the practice. 41% (M=3.14) agreed that this in-class practice reduced their anxiety for the later on-site interpretation.

According to the qualitative feedback data, the advantages of the activity included: increased vocabulary, opportunity for peer learning and cooperation, increased motivation, and feeling of pride due to reporting on historical sites from their own hometown. Students also praised the activity as this allowed them to understand local culture, history, and architecture. Giving an oral interpretation also helped them develop organizing and

presenting skills. It was considered beneficial to watch how other students presented and then reflect on their own interpretation skills.

I learned the importance of cooperation. We worked individually at first and then integrated the data together. (S2)

This activity was good. It helped me understand the culture of a place and gave me a chance to overcome stage fright when I make a presentation. (S3)

This activity can help us improve our interpretation skills. (S5)

I visited places I had never been before and learned to speak in a clear and organized way. I also learn how to organize my ideas so others can better understand me. (S10)

I learned a lot about the specific terms for temples and deities. I could watch how others make their presentation and reflect on my own style. (S11)

I had a taste of what it is like to be an English tour guide. It was difficult to explain history in English, but I still learned a lot about the history of the heritage sites and their nearby shops and tourist attractions. (S12)

I increased my English vocabulary and learned to introduce Taiwanese culture in English. (S22)

I learned skills needed to give English interpretation. I also learned how to arrange texts with the pictures for the slide presentation. (S15)

There are actually many special features and structures in a temple. Without detailed interpretation, one wouldn't notice them and understand their history and the stories hidden within them. (S16)

Students indicated that they would like to receive assistance in the following areas: to receive demonstrations from professional tour guides, to have more chances to learn about interpretation skills, and to learn how to say culture-specific names, such as specialties and names of the historical sites, in correct English.

Benefits of the walking tour. The benefits to listening to talks about working experiences in tourism and observing a professional guide providing interpretation was multifold. Most of the students (89%, $M=4.04$) agreed that attending the lessons given by the tour guide helped them understand the work content of a travel agency, better understand cultural differences (85%, $M=3.96$), customer service in the tourism industry (85%, $M=3.85$), itinerary and trip arrangement (82%, $M=3.81$), and interpretation skills (74%, $M=3.85$). The sessions were also considered helpful to students' career development (63%, $M=3.56$). This can be illustrated by a student's reflection:

After taking the lessons, I understand how travel agencies work and everyone in the company must be professional to make a great team. I understand there are culture differences and agents must be ready to deal with problems arising from them. Travel agencies also need to arrange travel plans that satisfy their customers. To do that, they ought

to know all the sites very well. (S8)

After the walking tour with the tour guide, most students (93%, M=4.11) agreed they had a better understanding of Tainan's historical sites, and better understood how to choose the important theme to be included in their own interpretation (78%, M=3.93). They also had a better understanding of English vocabulary related to the historical sites (81%, M=3.85) and learned about the pronunciation of related words (70%, M=3.74). The demonstration of the tour guide was considered beneficial to their overall English improvement (85%, M=3.89) and increased their interest in interpretation (74%, M=3.67). Many of the students felt they learned how to better use their body language and gestures in giving interpretation (74%, M=3.74) and thought it would help them to learn how to use voice pitch and volume to increase the interpretation effect (78%, M=3.78). Students also indicated that they had a better understanding of different interpretation skills (81%, M=3.78), how to prepare for their own on-site interpretation for the final assessment (74%, M=3.74), and apply the interpretation skills (63%, M=3.63). Many of them felt their confidence to do their own interpretation increased (63%, 3.59). Some students (44%, M=3.33) said they would like to seek job in a travel agency and do this type of work as a career (59%, M=3.48). Many of them (56%, M=3.52) also felt they had the confidence to give tour interpretation for their foreign friends after the lessons.

According to the feedback to open-ended questions and reflection sheets, students reported they benefited from the walking tour in a number of ways. This improved their knowledge of local history and architecture, increased their understanding of how to organize a trip itinerary and time, and also gave them the chance to observe interpretation skills used by a professional guide.

Their knowledge of cultural-specific words and pronunciation in English were also enlarged. Learning how to appreciate the beauty and value of heritage buildings was also considered an important personal development.

I learned more about the historical sites, and I found some spots that even locals would not notice. After the field trip, I became more curious, and I learned how to appreciate and observe the structure and details of the buildings. (S4)

We could understand the culture, religion, and customs of different cities. Then during an interpretation, we could ask questions and use comparison to draw their attention. On the other hand, we could learn how to deal with it when the audience gave no response or feedback during the interpretation. (S8)

I learned how to say proper nouns and their pronunciation in English. It is also important to interact with the audience so that they would not feel bored. (S12)

The tour guide took us to see and experience heritage sites in person. It is very different from reading the materials on the Internet. (S13)

Most important of all, students also learned about the skills and ability, as well as appropriate attitude one must develop for work.

The real tour guides give interpretation without notes. They need to be very sensitive to the environment and react quickly to any situation. They also need to know the sites very well. (S7)

Giving English interpretation is not as easy as we had thought. For example, besides developing proficiency in oral communication, we need to pay attention to international news and sports so we can make small talks with foreign tourists. (S8)

I learned that a tour guide must be resourceful and act quickly in any situation. (S10)

A good tour guide not only has good language abilities, but he or she must also know the site very well. (S16)

A good tour guide needs to do plenty of research and preparation about the sites to be introduced. (S23)

The qualitative data also shows that after the walking tour, students thought about how to prepare for their own interpretation for the final assessment. Many of them reported wanting to work hard and improve their presentation/interpretation skills, such as the use of eye contact, interaction, change of voice and pitch. Many of them talked about making changes in their styles to make the interpretation more interesting and interactive. One student reported that she now knew better about how to select interpretation themes and ignore minor points. Some students said that they would improve their knowledge of the heritage sites, and would rearrange historical information for their interpretation.

It is important to organize the tour and keep eye contact with the audience. (S1)

I learned how to introduce the most important points: don't go too deep or offer too much irrelevant detail. I will try to use correct and precise English words to express meaning. (S2)

I am trying to understand the history and its significance better. (S6)

I will speak louder and express myself in a powerful and concise way. (S7)

I will try to control my voice volume and speak more confidently. I will prepare well and try to have more interaction. (S8)

After the demonstration, I know how to conduct a proper interpretation. I learned there are more details we need to pay attention to and I will rearrange the order of history information in our interpretation and make it fun so the audience can more easily understand the history. (S8)

I learned it is important to find the theme and try not to go into boring details. I would try to deliver the interpretation in an engaging and lively way and increase interaction with the audience. (S10)

I may not have a very lively interpretation style. I want to have a livelier style in my interpretation for the final assessment. (S10)

I will ask questions as the tour guide suggested. (S13)

I realized it is important to make flexible use our knowledge about the heritage sites. We can include some interesting or personal stories into

the interpretation. It is also important to maintain a good relationship with the customers. (S13)

I realized I might need to improve my understanding of history. I live in Tainan, yet I do not know much about historical sites here. I need to improve my knowledge, so I can transform the information and give my interpretation more clearly and concisely. (S20)

I will search for more information and details about the site I am going to talk about. Otherwise I may not have enough to say. (S27)

As to their views about becoming a tour guide, 18 students said they want to join the tourism industry and become tour guides so they can meet different people and earn money while traveling. One of them wanted to share the beauty of Taiwan with foreign visitors. One student considered being able to absorb knowledge about culture and heritage sites as another bonus of the job. 9 Students did not want to become tour guides because they thought the job is too challenging and they lack both historical knowledge and enthusiasm when they speak. One student showed interest in an internship opportunity offered by the tour guide's company.

I would want to know more about the internship opportunity, work requirements, and job content in the travel agency. (S13)

Benefits of the on-site interpretation activity. The stage 3 on-site interpretation activity also received positive feedback from the students. 75% (M=3.7) said that the report helped them to become familiar with English

interpretation skills, 70% (M=3.65) that their confidence in English interpretation improved after the practice, and 55 % (M=3.55) that their interest in English interpretation increased after the practice. 85% (M=3.85) agreed that visiting the site and giving interpretation on-site helped their interpretation presentation, and 60% (M=3.45) said they had become interested in the tour guiding or interpretation jobs.

Benefits students gained from the interpretation activity include increased knowledge of culture and history, a better understanding of requirements of professional tour guides and their job tasks, enriched interpretation knowledge, and improved sense of achievement.

This was my first time to give an interpretation. I was nervous but happy.

At least I learned something and made some progress. (S1)

I learned about the history and culture of Tainan's temples and historical sites. (S4)

After this activity, I know more about the requirements of the job. The exercise also allowed me to see if I like the job and if I want to enter the field in the future. (S8)

I realized it is not easy to be a tour guide. You need to ease up the atmosphere and explain things naturally. (S9)

I learned what to pay attention to when I go to a heritage site, and I also learned some interpretation skills. (S13)

It is important to prepare well for a good interpretation. (S18)

By observing others, I learned how to become a good tour guide. (S20)

Students reflected on their performance and reported what improvements they would try to make in their interpretation if they have a chance to do another one. Some students reported that they would prepare more, learn how to keep calm, improve their English fluency, use a more interesting presentation style, and have more interaction with the listeners.

I should try to keep calm, so I do not forget the things I want to say. (S1)

I hope I can be more lively and speak in a more interesting way. (S3)

I should have memorized my scripts better. (S4)

I would add more interaction with the audience. (S5)

I hope I can speak more fluently and get to know more about the site before the interpretation. (S7)

I need to find more information about the site. (S8)

I would learn more from my classmates. (S11)

I could learn to ignore the onlookers and create a space to calm myself down. (S15)

Practice makes perfect. I need to practice more and be more courageous. (S18)

Students also pointed out they would like the teacher to help them more by providing heritage site information, teaching interpretation skills, sharing interpretation experiences, and helping them increase their English fluency.

I hope the teacher could help us and add more information if we do not tell enough about the site in our interpretation. (S1)

I hope to learn how to make my interpretation lively and interesting. (S5)

I hope to have more sharing of interpretation experiences and learn how to overcome anxiety and stage fright. (S14)

I hope to learn how to give interpretations clearly and understandably. (S15)

I hope I can increase my oral fluency and learn how to think in English. (S19)

3. The challenges students encounter and how can they be helped to overcome them

The challenges students faced during the preparation stage for the on-site interpretation were similar to those faced in stage 1: challenges with searching information about the heritage sites, difficulty in translating culturally and historically specific terms, problems with transforming formal written English about history and architecture into oral, comprehensible, and interesting English. There were also struggles with the organization of ideas and the challenges of achieving concise, natural, and understandable spoken

English for their presentation.

Language-related problems with information searching. Searching for information about the heritage sites was challenging for most students, especially collecting information written in English. In stage 1, only 31% (M=2.97) said they searched for most of the information in English. Less than half of the students (48 %, M=3.48) could easily understand descriptions about the historical sites in English. Organizing and rearranging information into an English presentation was also challenging for them. Less than half (45%, M=3.21) found it easy.

Qualitative data also showed that students had difficulty finding the information on the Internet. One student pointed out that on the Internet, the culture-specific terms and names which had been translated into English may not be correct. Students reported that there was not sufficient English information about the heritage sites on the Internet. Even if they could find the information in English, it was hard to understand the English explanations of history and architecture.

There wasn't much to be found on the Internet. All of it looked similar. Not much could be found in English. I also had to translate it into something understandable. Even if I visited the heritage site myself, I could barely find anything to use. (S27)

After finishing their in-class presentation and seeing interpretation demonstration by the professional tour guide, more students (65%, M=3.6) said that in stage 3 they could more easily understand the English description of the historical sites than in stage 1 (48%, M=3.45). More students (45%, M=3.25) tried to find information written in English than had during stage 1

(31%, $M=2.97$), and fewer students (70%, $M=3.75$) read the information presented in Chinese than during stage 1 (90%, $M=3.97$). The same percentage of students (45%) reported it was easy for them to organize English information into a presentation. Fewer students (70%, $M=3.75$) reported that they translated data from Chinese into English for presentation than during stage 1 (90%, $M=4.03$), with a large majority (90%, $M=4.05$) agreeing that the English teacher had provided great assistance by revising and proofreading their scripts for interpretation. In order to help students develop both English skills and knowledge of the heritage sites, the teacher not only made corrections on word and grammar use, but also made comments on content, structure, information arrangement, and language style. To facilitate the success of the activity, the teacher also made suggestions on which routes to take and the most appropriate spots to stop and deliver the interpretation, as some areas of the heritage sites are too small for a group to enter at one time.

Lack of historical, architectural and cultural knowledge. In stage 1, according to the teacher's notes, many students tended to overlook history and did not provide important historical information, probably due to a lack of historical knowledge and understanding of its relation to a specific historical site. For example, in the presentation of the first-grade historical site, Chikan Tower, (the administration center during the Dutch colonial period and the first site retaken by Koxinga), the group of students completely ignored the building's historical significance and its relation to Koxinga. They only mentioned the architectural styles and nearby snack shops. The teacher/researcher then suggested the students include a brief history of Taiwan, a short history of Chikan Tower, and its historical importance in the beginning of their report. Another group of students

completely ignored the importance of the founder and the significance of the construction of the first Confucian temple in relation to politics during the Koxinga dynasty. A group of students presented historical stories related to the Chinese year. The teacher suggested that in addition to the Chinese year, the date in the Gregorian Calendar should also be presented since the potential audience may be more familiar with the western calendar.

History is complicated; it is not easy to understand. (S4)

If the history or the story of the site is too difficult, I would have to absorb the information and try to present it in an easier way. (S13)

A lack of architectural knowledge also caused many other problems. In stage 1, some students only provided textual explanations without adding pictures to illustrate certain architectural features. Another group of students showed pictures which did not match the names of the architectural details, probably due to their lack of knowledge of architecture.

Students also often made common mistakes in presenting cultural artifacts due to a lack of cultural knowledge. The group presenting Chikan Tower mistakenly used the colloquial name “turtle”, instead of the proper name “Bixi” (赑屭), for the stone sculptures of dragons with turtle shells.

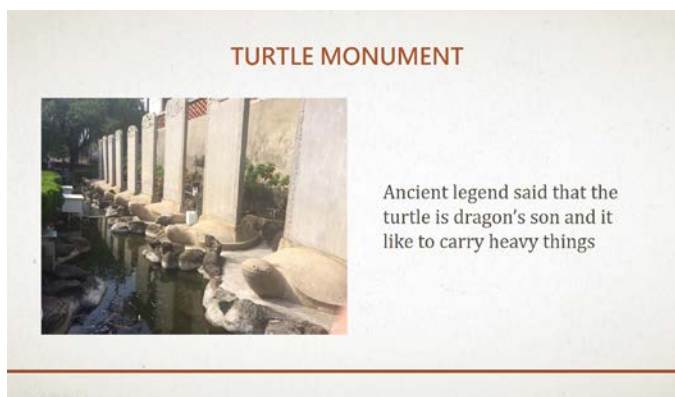


Figure 7 Stone sculptures of Bixi in Chikan Tower were mistakenly called Turtles

Challenges of identifying interpretation themes and topics. The qualitative data also indicates that students had problems identifying the major themes or features of the heritage sites. Even if students were told to find information about the history, important dates, founders, architectural styles, featuring artifacts, and interesting stories of the heritage site, many of them reported that they could not find the relevant topics while reading the materials. Many students had difficulties distinguishing materials' relevance and significance.

I was wondering which points to include in the report. I was afraid that I was not including the major point of this site, or just giving irrelevant or not so important information. (S15)

I read a lot of English information, but just could not figure out the key point. (S29)

The teacher's observation notes also show that distinguishing the importance of themes and topics from the less important ones presented one major challenge. Students might not be aware of the most significant themes and features that were worth emphasizing and deserved more explanation. Instead, more time was spent on elaborating less important details. For example, the group presenting Butokuden, (the Martial Hall) gave only a very brief introduction to the building's history and use, without giving a more related explanation of its historical significance (a symbol of Japanization during the Japanese rule period). Instead, much of their efforts were spent on the layout of the rooms and its renovation details. This can be seen in picture 8.

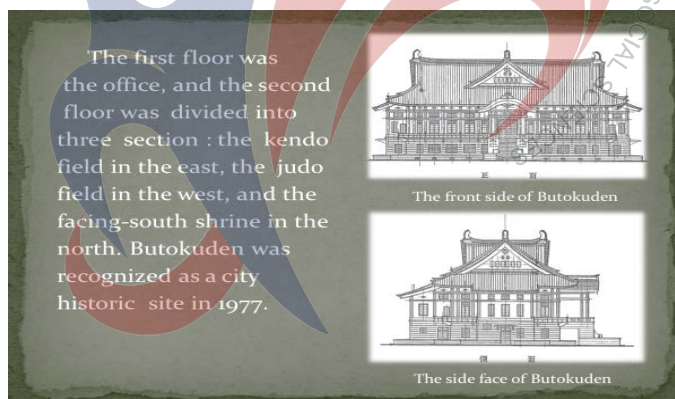
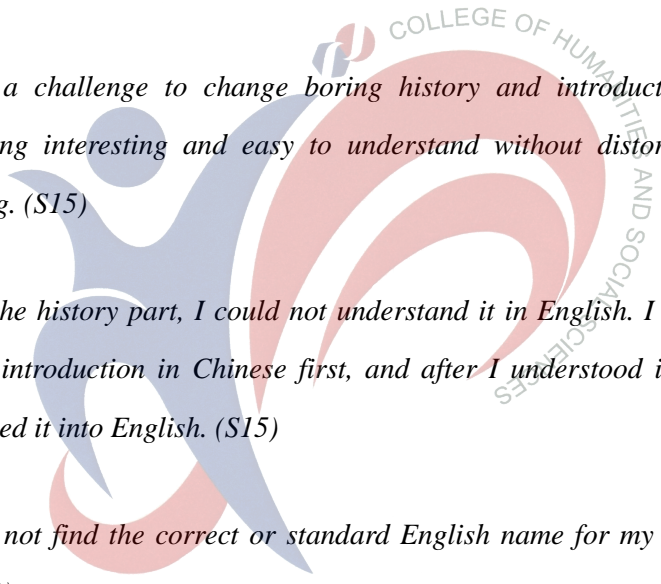


Figure 8 A slide page from the presentation on Butokuden

Challenges of translating historical, cultural, and architectural descriptions. Since it was difficult for students to comprehend the historical background and architectural descriptions in English, in order to find the interpretation theme of the site effectively and complete the assignment, in

stage 1, most of them (76%, $M=3.97$) collected the information they needed in Chinese first. Many of them also reported that since they could only find tourist brochures and websites in Chinese, they tried to understand the Chinese text and then translate their findings into English.

The majority of students (90%, $M=4.03$) reported that they translated the Chinese information into English to complete their presentation. However, only 14% ($M=2.72$) reported that it was easy to translate terms and description from Chinese into English.



It was a challenge to change boring history and introduction into something interesting and easy to understand without distorting the meaning. (S15)

As for the history part, I could not understand it in English. I read the history introduction in Chinese first, and after I understood it, I then translated it into English. (S15)

I could not find the correct or standard English name for my heritage site. (S9)

Translating culture or religion specific terms and related historical stories into English presented another challenge to the students, as the students were EFL majors and many lacked knowledge of architecture, religion, and history. Directly transliterating Chinese into English based on sound without explanation was a common solution for students. The teacher's note showed that some students gave specific terms of architectural features in Chinese without even giving brief explanations in English, assuming that

their audience would understand them without any interpretation. Students were advised to provide explanations after giving the pronunciation of the cultural-specific items to facilitate comprehension.

It was too difficult to translate some culture-specific terms, such as “Tian Gang Di Sha”, (the deities represented by 108 stars). (S17)

Transforming written English into oral presentation. Transforming written text with complex sentence structures and formal styles into oral English for presentation was also a major challenge for many students. With the English information they collected, some students followed a three-stage rewriting and transforming process: 1. Figure out the meaning of the formal written text, 2. Change the style of language and rewrite it into understandable English, 3. Present it orally. Since the original texts were usually complex and formal, students generally considered it an arduous task.

It was such a long and challenging process to make sense of the information, transfer it into one's own knowledge, and then present it orally to the audience. (S21)

It was really not easy to translate the information from Chinese into English. I also needed to pay attention to the fluency of the sentence. (S1)

In stage 1, even though some students worked hard to transform the texts, others merely posted a whole page from the internet as a slide, without digesting the content first or dividing the information into meaningful

sections, rewriting, paraphrasing, or summarizing. An example can be seen in picture 9. These students were then advised to try to divide and reorganize the information into digestible facts instead of reading a whole page of text so as to hold the audience's attention. The teacher also recommended they divide their long text into shorter parts, with complex sentences rewritten, paraphrased, or summarized into simple sentences paired with appropriate pictures to make it more understandable to the audience.

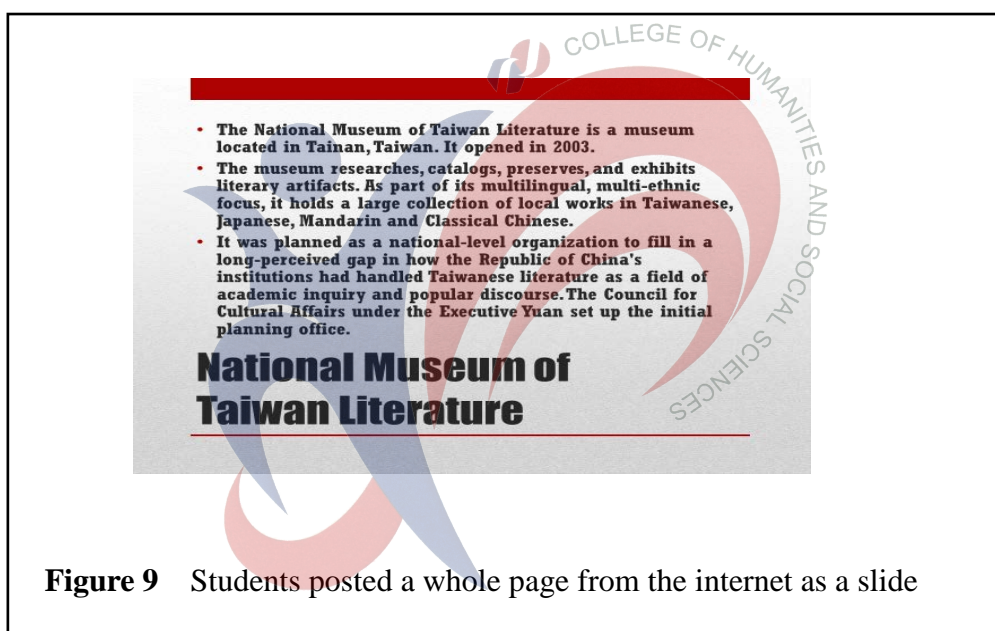


Figure 9 Students posted a whole page from the internet as a slide

Challenges with oral presentations. Giving oral presentation constitutes another challenge. In stage 1, only 28% (M=2.93) indicated that giving an oral presentation was easy. In stage 3, fewer students (15%, M=2.75) reported that it was easy for them to give the oral interpretation than for the mid-term, probably because the final interpretation was conducted outdoors without PowerPoint slides as the visual aids and texts on the screen for them to refer to. Probably because of the distractions during the outdoor interpretation, fewer students reported they were able to pay attention to

posture and attitude (80%), voice volume and speed (85%), pitch (85%), and gesture (75%), in comparison with stage 1 presentation in the classroom (posture and attitude (93%), voice and speed (93%), pitch (89%).

Not many students (34%, $M=3.24$) reported that they made use of interpretation skills. This was probably because the students are from an Applied English Department where voice volume, speed, pitch, and rhythm may have been commonly emphasized in English classes. In comparison to voice training, less attention may have been given to body language and other interpretation skills. In stage 1, many of them (62%, $M=3.62$) just used language to describe related history. Interaction with the audience was limited, as only 24% ($M=3$) reported they would use questioning to arouse interest or engage the audience. Only 31% ($M=3.17$) of the students said they would talk about legends and stories to add atmosphere and interest to the site. Only 41% ($M=3.38$) knew to compare similar items with those in the audience's culture or to make a contrast to point out a difference in order to relate to the audience (44%, $M=3.34$). Interestingly, the most commonly used technique was to visually present facts and features for better memorization (82%, $M=3.86$) and to describe the features shown in the displayed pictures (69%, $M=3.66$). This was probably because many students added pictures into their presentation slides and pictures were used as the major objects to be talked about.

The teacher also noticed that students' presentation skills needed to be polished as many of them were shy and avoided eye contact during the whole presentation. They also failed to change their vocal inflection and used little body language. Even though students claimed in the questionnaire that they paid attention to their volume and tone, most spoke in a monotone. Students might have thought they had employed some voice techniques, but if so, their

efforts were not effective. They learned the important lesson that more effort and practice would be necessary if they were to achieve success.

More students said that they made use of various interpretation skills (45%) during their on-site interpretation than during the mid-term presentation (34%), and more students reported that they described history (70%), asked questions (35%), talked about legends to enliven the site (50%), and made comparisons (55%). Because they were in the real site now, fewer students said they visualized the features (70%) than they did during stage 1 (82%). Also, fewer students said they made contrasts (40%) than during stage 1 (44%).

In stage 3, more students reported that they used body language and gestures (75%, $M=3.8$) than during the mid-term presentation (62%, $M=3.66$). This was probably because during the outdoor interpretation, students had to point at different features and artifacts of the heritage sites as they spoke in order to draw the audience's attention, while in the classroom, the most students only moved to click the mouse to turn to the next slide. Students' qualitative feedback also reported using interpretation skills and strategies, such as gestures, telling stories, asking questions, changing pitch and volume, using eye contact, and making use of visual aids in stage 3. A good example is shown in pictures 10, 11, and 12.

I pointed at the features I wanted to talk about and used more body language. (S1)

I changed my voice tone as I told the story to emphasize some points. (S7)

I asked questions and interacted with others. (S12)

I changed my voice volume and asked questions so the audience would not feel bored. (S13)

I increased my volume and used more eye contact, and hand gestures. (S15)

I prepared visual aids and used body language. (S20)



Figure 10 A student touches the special architecture feature of Lin Department Store while giving the interpretation



Figure 11 A students showing self-made visual aids while giving the interpretation in front of the Lin Department Store



Figure 12 A student using gestures and pointing at the statue of Koxinga while giving the interpretation

Other challenges students encountered while giving oral presentations include difficulty with the pronunciation of unfamiliar words and culture-specific items, using difficult English words, and difficulty pronouncing Japanese names presented in Romanization system, such as

Butokuden (Martial Hall), Hayashi Department Store, and Moriyama Matsunosuke (the architect of National Museum of Taiwan Literature).

I was not confident about using and pronouncing specific names and pronouns. (S13)

It was challenging to speak those words translated from Chinese into English because they are not commonly used. (S22)

The commonly mispronounced words noted by the teacher can be separated into five categories: history, architecture, religion, food, and culture. A list of problematic words is shown in table 1.

Table 1
Commonly mispronounced words

Category	Words
History	rule, emperor, dynasty, decade, civilization, war, colonial
Architectures	monument, hall (often pronounced as hell), column, spiral, elevator, illuminate, activated
Religion	supreme, deity, longevity, shrine, fortune
Food	cuisine, beverage, dessert
Culture	edification, meteorology, mural, exhibition

Discussion

The participating students considered the interpretation task as challenging due to the complexity of its three level of information transformation, yet beneficial to their learning and development. Educational theorists suggest that learning is often undertaken through the

transformation of one communication form into another, e.g., hearing words and writing them down (Andrews, 2001). Kress (2003) identifies the concepts of transformation and transduction as the reshaping of semiotic resources within and across modes, respectively. Transformation takes place when students rewrite texts taken from an original genre, such as stories, into a different genre, such as the diary entry. Transduction takes place when meanings are transferred through different media. To foster learning, educational institutions and educators need to provide learning activities and opportunities that require students to make transitions between different channels of communication and between different genres and forms (Andrews, 2001).

The first level of transformation in the interpretation process combines the intangible and tangible. As Tilden (1977) states, heritage interpretation is “an educational activity which aims to reveal meaning and relationship through the use of original objects. Interpretation involves a complex process of information transformation between the tangible historical sites and the intangible culture, history, stories, and values.” Larsen (2003) suggests that what makes an interpretative theme interpretive is linking a tangible resource to its intangible meanings. Long before the arrival of visitors and the performance of tour guide interpretation, the intangible cultural values of a visited area, such as its beliefs, religious teachings, customs, history, aesthetics, way of life, and value system, had been transformed, crafted, and preserved in the form of tangible culture heritage artifacts (historical sites, monuments, architecture, arts, paintings, sculpture). By using language, visual aids and interaction to convey the importance of a site and interpret local cultural values, the tour guide/interpreter mediates understanding and recreates meanings. (Weiler and Walker, 2014). The interpreter’s job is to

recall and reveal the intangible values, aesthetics, and history through the demonstration, description, and explanation of tangible heritage artifacts, thus enabling visitors to make the connection between the past and the present. It is through the tangible artifacts that the intangible concepts and values can be vividly presented and made of interest to visitors. As Larsen (2003) suggests, the organized selection of tangible and intangible links can be cohesively developed and arranged to form emotional and intellectual connections to the meanings of the sites.

The second level of transformation is related to the process of language. Interpretation is also an artistic act that channels the knowledge, enthusiasm, and people skills of the interpreter into a pertinent and affective narrative. It is also a process of transforming mundane information into a meaningful and engaging presentation (Larsen, 2003). Interpretation is the result of careful language selection, a transformation of complex and formal written texts into an understandable and interesting oral commentary. As Ham (1992) suggests, to provide effective interpretation, an interpreter needs to translate technical language into terms and ideas that non-specialists can readily understand. In the present study, the students collected written documents about the heritage sites from websites, books, and brochures. This professional knowledge with its various technical terms must be processed and comprehended; the decision must be made as to what is relevant and significant, and all of this must be included in the guides' own interpretation. This is a high-level task: texts need to be rearranged and rewritten, and formal and grammatically complex sentences need to be rewritten into a lively oral form for easy absorption by casual tourists. Themes and topics need to be arranged in an easily understood order to assist comprehension and arouse interest. Culture-specific terms and expressions need to be

explained and made clear by comparing them to similar objects in the audience's culture in order to foster connection and understanding by calling up analogies in the visitors' own lives.

Third, to complete the task of providing English interpretation, the EFL students also needed to translate the Chinese information into English commentary they could deliver at the actual site in the presence of the real objects. Even though the students' performances were far from ideal, through this kind of hands-on activity they were able to have a real taste of what it is like to give an interpretation, and for many of them the information transformation process led to personal insights and even improved English learning. This kind of project was challenging and daunting, for both teachers and students, but the potential rewards were enormous. Students were pulled from the relative safety of the sealed and familiar classroom and asked to engage with real-world people, places, culture, and events. The familiar tedium of text reading and rote learning was cast aside, and the student nudged into the types of challenges and situations that most do not experience until they actually went out into the "real world." It was not a leap that every student may be fully prepared, at this time, to make, but will almost certainly result in one of the most memorable and, in some cases, transformative, events of their student lives.

Conclusion

The purpose of this study is to explore university EFL students' experiences of giving cultural heritage interpretations. This study is an attempt to improve the effectiveness of ESP teaching and learning and help teachers and students become better aware of the process and experience of a

more hands-on class activity such as giving a heritage interpretation. This study employed both quantitative and qualitative research methods. The research was divided into three stages: 1. In-class PowerPoint preparation and presentation of the chosen heritage sites. 2. A field-trip demonstration given by a professional tour guide. 3. Students own on-site delivery of a tour interpretation. One limitation of this study was the small number of participants, 29, which was insufficient to confidently generalize the results for the larger population. In a small-scale research, to gain an in-depth understanding of students' experiences in the interpretation activity, results and discussion of the study must rely more heavily on analysis of qualitative data.

The results of the study indicated that students, in general, considered the experience positive and rewarding and had a positive view of the interpretation activity, feeling that it helped to increase their cultural, historical, and architectural knowledge of heritage sites, enlarged their English vocabulary, improved their English interpretation skills, and familiarized them with tour guide interpretation and related work content. Major problems students experienced included difficulty with finding the appropriate materials, identifying an interpretation theme, lack of historical and cultural knowledge, understanding and transforming formal English text into oral style, translating culture-specific terms from Chinese into English, organizing topics, and pronouncing unfamiliar words. Students require considerable assistance finding interpretation materials and themes, improving their English fluency, and polishing their interpretation skills.

Students acquired considerable experience and made great steps forward in three areas during the interpretation task: 1. Presentation of intangible cultural values and history via the tangible historical sites. 2. Transformation

of formal written texts into oral language for interpretation. 3. Translation of Chinese information into English for their presentation. In order to help them achieve better interpretation performance and benefit from the learning process, students can be informed of the nature of transformation, the principles of interpretation, and the efforts required for the interpretation project. Students' unfamiliarity with history, architecture, culture, and religion in Tainan often proved a challenge and hindered their understanding of both English and Chinese texts. Many of them struggled to find the major theme of their assigned heritages; it was suggested that to complete a heritage interpretation project, students should be introduced to the basic knowledge of history, culture, religion, and architecture first. In addition, pre-teaching of culture-specific terms and expressions may also help students overcome translation problems when preparing for the interpretation.

English heritage interpretation offered a number of intellectual and affective advantages. Students were given opportunities to practice multiple skills: researching and organizing information, translating texts, transforming styles, oral presentation, peer learning, and peer cooperation. More motivated students rose to the challenge to complete the project as this activity allowed them to understand local culture, history, and architecture, although others perhaps found the challenge more daunting than they had first thought. Students generally required assistance in the following areas: sharpening interpretation skills, and expressing the culture-specific names and expression in correct English, and grasping what a "good" tour presentation really looks like, a situation which can only be corrected by actual demonstrations by a professional tour guide.

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