

Multicultural Language Education for Local Communities: Enhancing Ecotourism

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Abstract. *Ecotourism is growing particularly popular today. Russian culture has always attracted foreigners. Knowledge of foreign languages facilitates cross-cultural communication. In order to enhance international connections, local communities need to acquire socio-linguistic competences. The aim of this research is to conceptualize an educational module enabling learners to master their intercultural communication skills. The result of the research is the description of an English course designed for people from local communities who wish to acquire, refresh or hone their language skills in English in order to enhance ecotourism and communicate with tourists effectively.*

Keywords – *language education, local communities, ecotourism, module syllabus¹.*

I. INTRODUCTION

Territorial competitiveness is growing increasingly significant for regional development policies. Cities find themselves in a situation when they need to employ their locationally specific assets to attract capital investments. The notion of the touristic brand has acquired an important role as an opportunity to a breakthrough in a competitive world. Touristic brand means a famous object or a set of objects of natural, historical and cultural heritage as well as the route that connects all these objects, unique events, crafts, services that attract flows of visitors. Facilities that allow presenting the city's places of interest, landmarks and objects of attraction to the visitors define the chances to win the competition for economic survival.

Language of cultural communication comes as the major means of presentation of territorial benefits. There are several factors of significance here. Firstly, it is the language that is used for communication on a broad range of topics connected with travelling arrangements. Secondly, it is the language that is employed for storytelling in excursions, exhibitions, and other cultural exchanges. Thirdly, it is the language spoken by the population of the denoted territories as local communities come as cultural agents transferring meanings and implications. All the three facets are connected with what is known as ELF – English as lingua franca.

English is accepted as a means of communication in international relations, science, commerce, popular culture, tourism, and other areas. An enormous number of people around the world speak or understand English. There are now more nonnative speakers of English than native speakers, and the number of nonnative speakers is growing rapidly. According to D. Crystal [8], by the beginning of the XXI century, 1,5 billion people used English as a first, second, or foreign language, which was one in four of the world's population.

Brazilian scholar R. Schütz [18] points out the fact that socio-cultural development has changed attitude to education to the point that knowledge of English as a second language has become an attribute of elementary literacy and a feature of a successful person. According to the scientist, English acquisition should not be treated as learning a foreign language, but as mastering a second language. The competence of English proficiency should become a mandatory part of public education. Schütz explains this necessity as a consequence of the contemporary status of the English language as a lingua franca.

The European strategy for multilingualism inherently places English as a part of a new educational paradigm, which makes knowledge of the English language a demanded skill in the knowledge type of society [9]. Thus, the ability to speak English comes as a universal competence that is necessary for a citizen of the XXI century. It becomes meaningful with regards to various areas of societal development as communication in English facilitates broadening a whole range of business, educational and recreational opportunities for communicants.

Speaking a language understandable for wide audiences becomes a part of culture, hospitality and, in a way, sustainability. Apart from being a tool for sharing the richness and fame of the territory, knowing English allows for explaining the rules of conduct and securing wildlife reserves. Hence, the English language acquisition by members of a community comes as a prerequisite of successful ecotourism development in a denoted territory. English is needed not only in business sphere, in education, in mobility programmes but it is indispensable for making territories more attractive for foreign tourists. Language proficiency breaks barriers in communication, helps discover local peculiarities and understand the

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essence of local culture. In this article, we strive to work out a model of a learning module “English for Ecotourism” for those who live in the areas of intensive and potential ecotourism. We hypothesise that at least beginner/ pre-intermediate level of English proficiency of local residents can promote ecotourism as in this case foreign tourists will be able to learn and comprehend routine activities of the past and present of the given territory.

II. THEORETICAL BACKGROUND

The emergence of ecotourism is connected, on the one hand, with changing attitudes of the global community to environmental problems and growing awareness of nature’s value. On the other hand, increasing numbers of tourists all over the world have highlighted ecological issues. It has become obvious that environmental pollution in the areas of tourist destinations means loss of attraction for the places of visit and lack of demand for tourism resources. These processes have affected social disposition, which resulted in the change of travel motivations and defined further development of tourism.

Thinking transformation in society brought new kinds of tourism that were focused on the environment. It also inspired a new type of independent tourism, ecotourism. This direction reflects a growing public interest in nature and accentuates a caring attitude to it. The definition of eco-tourism incorporates such ideas as:

1. an innovative segment of the touristic industry
2. a means of sustainable development of touristic destinations
3. a mechanism of destinations’ sustainable development through recreational activities
4. a phenomenon that is based on the balance of interests: ecological, social and economic
5. a new type of nature management
6. a principle of excursions organisation for touristic companies [11].

According to Zhou et al. [31, p.1721] “ecotourism is considered to be a way of taking care of conservation, maintaining the natural environment and promoting local economic development”. The researchers assert that the primary concern of ecotourism is to unite the local residents, put the tourism and economic system together, build up a tourism industry that corresponds to local characteristics, and promote the concept of sustainable management. Mohd and Ujang [12], as well as Voon et al. [26], claim that ecotourism along with improving the living standards of local communities contributes to the national income through the modernization of physical and social infrastructure.

Ecotourism presupposes tourist groups limited in the number of participants, visiting wildlife zones and cultural places and implementing projects aimed at preservation and careful, rational use of natural resources. The International Ecotourism Society defines this kind of tourism as responsible travel to natural zones, regions that preserve the environment and support the well-being of

local communities [24]. Four types of ecotourism are pointed out: 1) scientific, 2) travels to natural parks and reserves, 3) tours of natural history and 4) adventurous tourism.

Environmental organisations and programmes like UNESCO, UNEP, WFW take initiatives for sustainable development and ecological protection. Thus, the touristic policy of the Swedish Environment Protection Agency takes a multifaceted approach to wildlife protection and includes such documents as rights of public outdoor access, restrictions for motor traffic, hunting, protects biosphere and bio topic reserves, national parks, species and plants [22]. Among allowed things there are freedoms for walking, camping, climbing, picking flowers, skiing, swimming, and boating.

Sustainability also refers to the actions of human communities. Local administrations, following eco-principles, do everything to provide natural, social and cultural diversity. Ecotourism is integrated into regional development plans as a part of a complex environmental approach. Green policies back up local economies and involve local people in tourism enhancement practices. Personnel training, public consultations and responsible marketing in the tourism industry are also counterparts of ecological philosophies. Financial benefits received in the course of ecological practices are distributed among the local population [28].

Community-based ecotourism takes collaboration as a major approach [21]. This kind of tourism empowers the local population to take control of the management and development of the areas. However, the participation of indigenous peoples in their community development and their involvement in the touristic industry depends on several factors. Among them are:

- rights of access to local resources,
- power relations, access to information and attendance at meetings [19].

The last point refers us to the necessity of communication among the local population and tourists.

We should bear in mind that ecotourism is a format where natural and cultural assets are conserved. Taner et al. [23] following other researchers propose to divide ecotourism activities into two types: natural and cultural. At the same time, natural resources can be subdivided into several components: topography, climate, hydrology, wildlife, vegetation, and location. As for cultural resources they can include locations (in historical and cultural aspects), events, handicrafts or gastronomy, etc.

The Arkhangelsk region is one of the largest in the Russian Federation in terms of territory. It includes a vast area of 589 913 square kilometres [14] in three natural zones: arctic, tundra, and taiga. Seas, lakes, rivers, and forests are rich in rare fish, birds and animals. Besides, the region boasts wonderful examples of wooden architecture, handicrafts, folk songs, and legends passed on from older to younger generations. No wonder that this huge territory

with its beautiful, untouched nature and unique culture attracts tourists from different countries.

The Arkhangelsk region has high recreational and touristic potential. There are natural and recreational resources, objects of national and cultural heritage on its territory. The cultural heritage of the region was created over several centuries. Here we should mention such places as the Solovetski Archipelago, Kiy-Island, Kenozero, Anthony-Sia Monastery, Novodvinsk Fortress, Kholmogory and other villages which are considered among the most beautiful Russian villages. Surely, it is not enough, as the region should strive to create positive image, preserve and foster regional identity. According to M. Yurkova [30], it can be successfully done via creating places of memory based on the pantheon of local heroes, monuments, museums, symbols, locations, etc.

III. METHOD

The aim of this research is to conceptualize an educational module to facilitate intercultural communication skills of the local population to boost ecotourism. During the study, we used the following methods: a critical analysis of the literature on the problem, observation of the process of teaching a foreign language and generalization of our own teaching experience.

IV. RESULTS AND DISCUSSION

The notion of ecotourism implies sustainability, responsibility and ethical conduct towards nature and local areas on behalf of both residents and tourists. In turn, careful and conscientious attitude presupposes norms and limits of behaviour, which need to be explained, demonstrated, followed and protected. In a civil society aiming to illustrate and guard one's standards, agents resort to communication and verbal exchange. Thus, dialogue and means of communication - language - become a compulsory part of ecotourism and its value-based principles. In this sense, *we claim that communicative skills and knowledge of the English language as lingua franca need to be explicitly included in the definition of ecotourism*. The idea has been partially expressed by a number of researchers speaking about the necessity of education and intellectual exchange between international organisations, local authorities, local communities and tourists [5; 15; 20; 27].

Operation of ecotourism is unattainable without due governmental policies, financing and administrative resources [5]. Strategic planning in terms of ecotourism development needs to be undertaken at all the mentioned levels, namely, international, national and local. Building on ecotourism core principles and assets, strategic programmes should comprise measures on the planes of environmental conservation, socio-economic growth, cultural preservation, as well as sustainability, awareness, education and English language acquisition. The knowledge of English as the language of international communication needs to be included in this strategy as it

seems to be impossible to reach the other components of the strategy for ecotourism development. It is critical to speak English to communicate ecotourism ideas and messages to the international organisations and the tourists visiting local sites.

English language acquisition brings us to the point where ecotourism connects with university education. Universities, being significant constituents of local communities, have a progressive systemic impact on the functioning of local areas [17]. First of all, they come as alma mater for personnel working in ecotourism, or areas connected with ecotourism. They also serve as innovative centres to carry out research projects for industrial and infrastructural modernisation of the territories. Besides, they are agents of social civilisation, well-being and recreation. Without exaggeration, university complexes are authoritative bodies of the local communities that present influential drivers of economic, cultural and social development. Their reputation for independent and knowledgeable assistance in various life spheres of local communities is widely accepted and appreciated by local authorities [17; 2; 29].

To continue the line of cooperation between universities and local communities, we should propose, that a local government focused on the development of ecotourism will undoubtedly benefit from the educational initiative suggested in the form of a curriculum including an online module or intensive class in-situ module aimed at the development of language skills for the agents of ecotourism, particularly, local residents. The vital criteria should characterise the concept of such a curriculum: 1) targeted for the participants of ecotourism (taken in a broad meaning); 2) bottom-up approach in the interpretation of learners' needs and educational approaches; 3) integrative and practice-oriented nature.

Another essential issue that is necessary to include into the developed module is that connected with the globalisation context of the studied phenomenon. What is meant here is the idea that ecotourism emerged alongside globalisation processes. One of its forceful drivers was the appearance of the globalised community of individuals ready to travel, communicate and collaborate with other members of the globalised community in order to enrich their life and working milieu. The incentive to learn new things and broaden the scope of life experience made learning English meaningful and demanded. In its turn, communicative English-speaking skills allowed for cross-cultural collaboration and expansive exchange.

Thus, the proposed model of the developed module comprises the stipulations as mentioned above and comes as a threefold concept, including:

1. cross-cultural communication and cooperation principles;
2. bottom-up approach to the design of the module;
3. appropriate learning techniques

1. Cross-cultural communication and cooperation

Multicultural education helps people not only preserve but promote their culture. Here we should cite the UNESCO strategy of Global Citizenship Education in which one of the leading roles is given to cross-cultural communication, cooperation, and dialogue. According to this strategy, global education has several characteristics:

- the whole world with all its diversity becomes the teaching environment;
- time, place and language are not considered as barriers for education anymore;
- to solve real-life issues linking bridges among students, communities and cultures are created;
- people get rid of stereotypes and get access to a wider worldview, form open-mind thinking, get a better understanding of the world due to personal contacts;
- students of the global class interact with partners of all ages;
- thanks to established feedback students from all over the world can share their ideas, design and realize projects together;
- assessment of creative activities is realized promptly via blogs, videos, images, etc.;
- participation in global events and joint projects facilitates the development of objectivity, solidarity, responsibility, respect of other people opinion and traditions;
- instead of certain textbooks teaching and learning are realized via interaction and cooperation with other people in the process of solving real-life issues [3].

2. Bottom-up approach to the design of the module

Learners' Needs

Before designing an educational module it is necessary to find potential learners' needs. The main aim of local communities is to attract tourists from all over the world, to make them visit their places of interest. During these visits, tourists can admire rare animals, unique northern nature and hospitality of hosts. Local people, in turn, have jobs in nature reserves as guides and wardens and use money from tourists to conserve the wildlife and culture of the area. It is impossible to achieve this aim without knowing foreign languages. According to the Council of the European Union [7, p.4], "A good command of foreign languages is a key competence essential to make one's way in the modern world and labour market". And the English language plays a pivotal role in this process. It can be used as a means of communication and introducing cultural identity and heritage.

Competency-based approach

The next step is to choose a proper approach. The module's concept employs the competency-based approach, which is focused on outcomes or competences the learners gain after the course of study. It is also concentrated on learners' knowledge and abilities to do necessary things. Besides, it boosts creativity and initiative in such a way that it motivates people to take an active part in the realization of their plans and needs.

The developed concept seeks to promote communicative language competence vital for the participants of ecotouristic activities. Communicative language competence is understood following The Common European Framework (CEFR), which defines it as consisting of three components: linguistic, sociolinguistic and pragmatic. Each component comprises knowledge, skills, and know-how [6, p.13]. Linguistic competences include knowledge and skills in vocabulary, phonology, syntax and consider language as a system. Sociolinguistic competences denote the socio-cultural conditions of language use. The sociolinguistic component strictly affects all language communication between representatives of different cultures due to rules, social norms and fundamental rituals in the functioning of a community. Pragmatic competences deal with the functional use of linguistic resources, discourse, cohesion, coherence, the identification of text types and forms, irony, and parody. Interactions and cultural environments in which such abilities are created play a major role.

Content selection

Choosing content is a fundamental issue in module design. By the content of language education for local communities, we understand all that is characteristic of the occupational activity of learners. Thus, this content has the following components: communication themes; topical vocabulary and typical grammar structures used in communication; particular situations in personal, public and occupational domains.

Communication themes divided into themes and sub-themes were derived from *Threshold 1990*, Chapter 7 [25, p.59]. They are:

1. Personal identification (name, address, telephone number, date, and place of birth, age, sex, marital status, nationality, origin, occupation, family, religion, if any, likes and dislikes, character, physical appearance).
2. House and home, environment (types of accommodation, furniture, bedclothes, cost, services and amenities, region, flora, and fauna).
3. Daily life (daily routines at home and at work, income, schooling, and prospects).
4. Free time, entertainment (leisure, hobbies, and interests, radio, TV, cinema, exhibitions, museums, intellectual and artistic pursuits, sports, press).
5. Travel (public and private transport, traffic, holidays, accommodation for travellers, luggage, entering and leaving a country, travel documents).
6. Relations with other people (relationship, invitations, correspondence, crimes, social affairs).
7. Health and body care (parts of the body, personal comfort, hygiene, ailments, accidents, medical services, insurance).
8. Education (schooling, subjects, qualifications).
9. Shopping (shopping facilities, clothes, fashion, prices).
10. Food and drink (types of food and drink, eating and drinking out).
11. Services (post, police, diplomatic services, hospital, petrol station).

12. Places (directions).
13. Language (ability, understanding, expression).
14. Weather (climate and weather).

Topical vocabulary covers not only general lexicon but also words and expressions which embody cultural difference, values and cultural background of local communities. **Typical grammar structures** used in communication help learners understand and express meaning by producing clear and correct phrases and sentences. Vocabulary and grammar structures were taken from texts containing information about natural and cultural heritage, social norms, rules, and folk wisdom. They are travel books, magazines, newspapers, advertising materials, brochures, prospectuses, public signs and notices, menus, recipes, cookbooks, instruction manuals, nursery rhymes, and folk songs.

While choosing the texts for the use in the module we considered the following criteria: authenticity, relevance to learners, novelty, genre diversity, linguistic availability, culturological richness.

Particular situations in personal, public and occupational domains include such situations as:

- greeting guests,
- introducing yourselves,
- explaining features of domestic arrangements,
- exchanging information and opinions on personal and social themes,
- describing traditional dishes,
- habits and customs of local community,
- giving directions,
- showing people around,
- dealing with emergency situations,
- entertaining people,
- receiving or exchanging souvenirs and gifts,
- writing an invitation,
- saying goodbye to guests,
- reacting appropriately to expressions of thanks.

Let us exemplify how to deal with any topic. We choose the theme “Food and drink” as this aspect is always relevant for tourists, especially foreign ones. In order to increase **vocabulary** several assignments can be offered to learners. For instance, we can suggest learning the English words denoting fishes:

- зубатка [zubatka] – lancet fish
- камбала [kambala] – plaice (flounder)
- морской ёрш [morskoy erzh] – scorpion fish
- навара [navaga] – navaga
- палтус [paltus] – halibut
- сельдь [sel'd] – herring
- семга [semga] – salmon
- сиг [sig] – whitefish
- треска [treska] - cod

We can also ask participants to match the name of the fish with its description:

- Cod - a small-headed, streamlined, beautifully coloured fish with silvery sides and deep blue,

metallic-hued backs

- Halibut - a large marine fish with a small barbel on the chin
- Herring - a flatfish with the eyes and colour on one side of the body

While talking about cuisine some verbs and adjectives should be memorized:

- to boil, boiled
- to poach
- to steam, steamed
- to fry, fried
- to bake, baked
- to dry, dried

To practice these words learners should answer various questions, such as: *How do you usually cook cod? How long do you usually boil it? Do you add any species while boiling cod? How much salt do you add? When do you add it?*, etc.

To practice **reading** a range of assignments can be used, starting with the easiest one: *Read a text about fish in the German cuisine, translate it, highlight words that can be useful for you and learn them:*

Trout is the most common freshwater fish on the German menu; pike, carp, and European perch also are listed frequently. Seafood traditionally was restricted to the northern coastal areas, except for pickled herring, often served as Rollmops (a pickled herring fillet rolled into a cylindrical shape around a piece of pickled gherkin or onion) or Brathering (fried, marinated herring). Today many sea fish, like fresh herring, tuna, mackerel, salmon and sardines are well established throughout the country. Prior to the industrial revolution and the ensuing pollution of the rivers, salmon were common in the rivers of Rhine, Elbe, and Oder [1].

After that read the extract from the book about northern cuisine, find out the peculiarities of eating fish in the Arkhangelsk region and try to compare eating fish traditions in two countries. To complete this task we offer students an excerpt from the cookbook in Russian “The Northern Cuisine” [4, p.32] where the author describes native traditions of catching, cooking and denominating fish species.

After reading two texts answer the following questions: What kinds of fish do people eat in Russian and Germany? What fish is not popular in Germany? In Russia? What do people eat fish with? How do Russian people cook fish?, etc.

To practice **writing** we suggest reading two recipes from the cookbook “The Northern cuisine”, choose one and render it in English using vocabulary learned within this topic. Doing this task students get acquainted with two northern recipes of cod baked with cottage cheese [4, p.52] and plaice or halibut baked with millet or barley cereal [4, p.53].

To have **speaking** practice learners study a recipe from German cuisine (described below) and after that

compare this one with the recipe “Cod Baked with Cottage Cheese” mentioned in the writing assignment. For example, Cod in parsley oil: Peel garlic and cut into thin plates. Wash parsley, dry, chop. Mix garlic, olive oil, salt and pepper, put half of the mixture in the form of refractory, place the cod fillets on top and put the remaining butter, remove the cover and marinate for 30 minutes in the refrigerator. Preheat oven to 200 degrees Celsius. Cook cod for 10 minutes, cover with foil and cook for another 10-12 minutes [16].

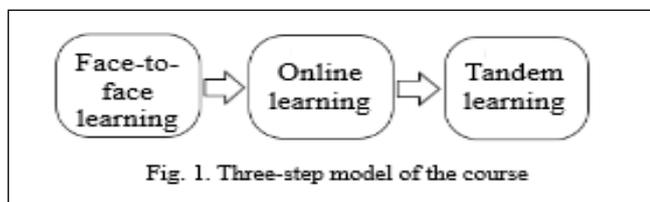
Listening is usually challenging for people who start learning English. To make this task easier, we may engage students' visual analysers and suggest watching a video, for example, “How to Pan Fry Cod” filmed by Great British Chefs [10]. This video is rather short (one minute 13 seconds), includes vocabulary mentioned in previous assignments and has a transcript which learners can use in case they face difficulties while listening. After listening they can be asked to retell the text in Past Simple tense to practice grammar or compare the recipe from the video with the one they use in everyday life.

Within every theme assignments can follow the same structure, vary or have both possibilities for the learner's choice. One obligatory thing is that every theme will include assignments where learners get acquainted with other cultures. For instance, studying “House and home” they will speak about their local accommodation and learn about British one. Discussing “Weather” learners will highlight local peculiarities and discover climate features in Spain. These types of assignments will enable local residents to increase their English proficiency, widen their horizons and make their learning multicultural.

At the end of the theme there can be a final task aimed at preparing some piece of local information prepared by the learner him/herself. It may be a recipe, a story connected with the theme, a workshop, a brochure, etc.

3. Learning techniques

As for methods of teaching, they can be numerous, but we choose three main ones which follow consequently. They are face-to-face, distance, and the Tandem learning (Fig.1). It means that the course should start with a face-to-face session as here a university teacher of English or a would-be teacher of English will ensure some basic knowledge, such as phonology, reading rules, grammar structures, etc. The grammar should be basic, namely, Simple active and passive tenses, affirmative, negative and interrogative sentences, modal verbs (can, must, may). The educator should give specific guidelines for further online course and introduce the interface of the online platform to learners.



The second step will be the online course moderated by a university teacher or a would-be teacher. The online course will include assignments aimed at developing basic language skills (described in the previous subsection).

The final step, tandem learning [13], will be optional, for those who feel interested in mastering their English proficiency. It is a kind of online educational cooperation via information and communication technologies when two participants-representatives of different cultures collaborate and learn each other language. This method can be used independently or can be integrated within a language online course as an addendum; it can be realized with or without teacher support, during a short or a long period of time. The approach can be realized by local residents and some interested foreign tourists who have already visited the place or who are going to do it in future. The principles of Tandem learning are the following:

1. language parity which means that every lesson has two parts, each of them is taught only on one language and two languages are never mixed;
2. reciprocity and equality that implies that participants exchange their roles from being a teacher to a student. Both partners are equally interested in the process, they speak target language equally and they are financially independent of one another;
3. autonomy that signifies that participants may have some independent control from the teacher or the partner him/herself, some guidance or/and assessment.

In Tandem learning, participants choose activities themselves. Usually, it is a conversation on one of the topics of interest. They can realize minor joint projects aimed at better language acquisition. Moreover, partners opt for pace and schedule comfortable for both sides. It also seeks to develop the participants' skills in independent learning outside of the classroom. Thus, Tandem learning becomes personally-oriented and individualized and can serve as an optimal addition to the main course.

Summing up, we propose that the present module of English for ecotourism caters for the needs of local residents and visiting tourists. The learners' audience will include members of community of various age groups, who do not possess language speaking skills, but are interested in their acquisition, being the participants of ecotourism process. Teachers of the module are members of Northern (Arctic) Federal University staff and graduate English language students, willing to visit the areas of developing ecotourism. A part of the course is taught in a face-to-face mode in-situ. This is critical to launch the teaching process, define learning goals, set students' motivation and develop communication between the course participants. Teaching continues online via NARFU's electronic learning management system Sakai. Online learning is convenient in terms of increased flexibility and economical effectiveness. The course equals 3 ECTS (108 hours) with 30 contact hours and 78 independent ones.

Following Andryukhina et al. [3, p.65], the course should include not only classroom or online learning but various cultural events which imply a combination of formal, non-formal and informal learning, cooperation with municipal institutions and public associations. The main mechanism of this activity is the process of cross-cultural communication, voluntary cooperation of all partners. Cross-cultural communication in a foreign language: -involves the student's personality in all its integrity, requires greater subjectivity, reflexivity and responsibility; - directs the person towards mutual understanding, forming such features as openness and benevolence; - gives the sense of novelty and astonishment when meeting new culture, stimulates thinking and self-development; - facilitates critical evaluation and comprehension of norms and values of one's own culture; - enables the formation of new cultural senses and values thanks to dialogization of relationships.

Thus, by the end of the study, the learners should be able to produce coherent and cohesive messages and communicate with their interlocutors from different cultures using a sufficient range of language to express themselves clearly. They will be aware of the main features of politeness, rituals, body language, major values and attitudes, beliefs and social conventions of different people and prepared to establish a proper basis for sharing their own cultural heritage.

V. CONCLUSIONS

Ecotourism is one of the most promising areas in the economic development of regions. Local communities can and play a crucial role in it. That is why it is so important to provide local residents with the educational module empowering them to connect with tourists directly.

This course is designed for people from local communities who wish to acquire, refresh or hone their language skills in English in order to enhance tourism and communicate with tourists effectively. It teaches the basic communication skills needed to communicate in a variety of different work settings. The course helps participants recognize their strengths and weaknesses in language learning and gives them the confidence to use English more effectively to boost travel.

Further research will involve the implementation of this educational module in practice and testing the hypothesis. The obtained results will help improve the course.

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