

Tour Guide-Interpreter Education from the English for Specific Purposes Perspective

Naoko Tanaka (Hokusei Gakuen University, Junior College)
Kyoko Morikoshi (Hokusei Gakuen University, Junior College)
Reiko Fujita (Tokai University)

Abstract

This article is intended to provide suggestions for college-level tour guide-interpreter education programs, from the ESP viewpoint. As part of a three-year research project, practical sightseeing bus tours were conducted for English major junior college students. The students practiced tour guiding in English to foreigners who voluntarily participated, acting as international tourists. The responses of students to questionnaires and transcriptions of interviews were analyzed. The findings showed that students found that much of the terminology they used while tour guiding was specific to the particular tourist spots, and they considered the frequently used guiding expressions difficult but necessary. Additionally, the use of simple English and the importance of hospitality in communication were highlighted. These elements are, therefore, recommended for inclusion in the design of a college course on English for Guiding (EFG).

1. Introduction

Visit Japan Campaign is an initiative to develop inbound tourism in Japan. Since its 2003 inception, international tourist numbers increased from approximately 5.2 million to 31.1 million in 2018 (Japan National Tourism Organization, 2019). The government's goals are over 40 million international tourists by the 2020 Tokyo Olympic Games and over 60 million by 2030 (Japan Tourism Agency, 2016a). This expansion has increased the need for foreign language-speaking tour guides (Japan Tourism Agency, 2016b).

2. The Guide-Interpreter System in Japan

Japan's guide-interpreter license system began in 1949. From 1949 to 2017, under the Guide-Interpreter Business Law (Japan Tourism Agency, 2016b), guide-interpreters had to pass an examination to obtain a license to work as a guide throughout Japan. In 2007, local licensing systems were introduced in different regions (Japan Tourism Agency, 2016c). By April 2017, local guide-interpreter certifications existed in 27 areas, certifying 2,025 "area-restricted guide-interpreters" eligible to receive professional guiding fees within specific geographical areas.

The expansion of and changes in inbound tourism led the Japanese government, in 2014, to establish a committee to discuss guide-interpreter issues; a series of meetings¹ was held through 2017, leading to the January 2018 amendment to the

Guide-Interpreter Business Law (Japan Tourism Agency, 2019), which brought three major changes. First, the title of guide-interpreters licensed to work throughout Japan was changed to “National Government Licensed Guide Interpreter,” and a new standardized name, “Regional Guide Interpreter,” replaced the multiple names used previously for regional guides. Second, licensed guide-interpreters no longer monopolized guiding services; the amendment legalized providing paid guide services in a foreign language without a license. However, the licensing system remained. Therefore, foreign language-speaking guides in Japan can be licensed or non-licensed. Third, mandatory training every five years became required for renewal of national guide-interpreter licenses. A new committee will continue discussion on guide-interpreter issues, including mandatory training details (Japan Tourism Agency, 2018).

Currently, a guide-interpreter shortage exists in Japan, especially in local areas. In 2019, approximately 25,000 (non-local) tour guide-interpreters for all languages held licenses in Japan (Japan National Tourism Organization, n.d.) Japan Tourism Agency (2016b) mentions that 67.8% out of all the registered guides are English-language guides. Over 75% were registered in urban areas, like Tokyo, Osaka, and Kyoto (Japan Tourism Agency, 2014). However, more international tourists are visiting local areas, where guides are less accessible. Furthermore, only approximately 25% of licensed guide-interpreters are active (Japan Tourism Agency, 2014). Also,

guide-interpreters are aging out, further reducing numbers (Kitamura, 2009). Quality assurance is another problem. Several researchers noted the need to improve the quality of service guide-interpreters provide (Akahori, 2015; Hashimoto, 2016; Manako, 2016; Sugimoto, 2016; Takai, 2015). Researchers have proposed standardized training for quality assurance (Manako, 2016; Takai, 2015; Tanaka, Morikoshi, Thomson, & Fujita, 2017). Although mandatory training is required for national guide-interpreters every five years, practical training opportunities for those preparing to be guides are not provided for, and infrequent trainings may not be sufficient for guide-interpreters to improve their skills. Finally, the guide-interpreter exam mainly tests knowledge and foreign language skills (Kaempfen, 2016; Manako, 2016; Takai, 2015) but does not assess practical guiding skills (Manako, 2016; Takai, 2015).

3. Adding Guide-Interpreter Education to College Curriculum

Considering shortage and quality issues, researchers have recommended providing tour guide-interpreter education at the college level (Fujita & Tanaka, 2016; Ikado, 2013; Tanaka et al., 2017). Introducing English tour guide-interpreter programs into colleges would support students' practical English skill development and improve their understanding of guide-interpreter jobs, which require English-speaking abilities. College courses could also benefit Japan's tour guide and tourism industries, supporting human resource development by

increasing interest in the industry.

4. Literature Review

Case studies considering college-level guide training have been reported. Nakayama, Terashima, and Kawabata (2018) performed a study in which students from two colleges participated in a volunteer English tour-guiding project in Matsuyama, Japan. The students prepared by attending lectures to learn English for guiding and on relevant tourist spots, practicing through class presentations, and onsite training. The student volunteers guided optional tours during an international event in Matsuyama. Benefits included the potential for human resource development in the local tourism industry and opportunities for students to speak English as users rather than learners.

Yamada, Yamauchi, Matsuo, and Iwasaki (2009) conducted a study in Nagasaki to determine a suitable university curriculum for area-restricted licensed guide-interpreter education. Students studied guiding in English in class; participated in guiding trainings in Shimabara, Nagasaki, tourist locations; and volunteered as English guides during a sightseeing ship's welcoming event. The guiding opportunity was evaluated positively for increased motivation to learn English, provision of practical work experience, and likelihood to improve local tourism service quality.

Endo (2008) implemented an English Oral Guiding Study

course for one semester at a Sapporo Junior College. Students learned basic skills for English guiding, studied local areas, gave individual and group presentations, and observed qualified guide-interpreter demonstrations in class. Endo reported course content and professional guide-interpreter involvement facilitated both student interest in local areas and establishment of goals for learning English.

One of the most important elements in introducing the guide education is to understand the traits of the English language for guiding (EFG). Some researchers focused on the language used by tour guides from the perspective of English for Specific Purposes (ESP). In ESP approach, language is studied through genre analysis (Dudley-Evans 2002; Swales, 1990). Genre can be analyzed by looking at the language form, substance (knowledge, information the text carries), and the action (impact) on the discourse community (Bhatia, Anthony, & Noguchi, 2011). Therefore, obtaining data from the actual guides is necessary to find out the characteristics of EFG. Through interviews of interpreter-guides in Sapporo and Tokyo, Fujita and Tanaka (2016) found that there were routine expressions that guides needed to learn; for example, expressions for greeting, self-introduction, time expressions, and explanation of the itinerary. The skills for summarizing and making presentations are also important. Takamiya (2014) noted that there were sets of specific terminology and expressions for explaining the background, history and culture of particular tour spots. Meanwhile, Lo and

Sheu (2008) conducted an English tour guide project in Taiwan. They observed that one of the most needed skills for guiding was imparting knowledge for the participants.

5. Guide Training Tours at Hokusei Gakuen University Junior College

To introduce English tour guide education at the college level, an original guide-interpreter education project was implemented from 2015 to 2018 based at Hokusei Gakuen University Junior College English Department in Sapporo, Japan. This article presents a case study of the 2017 and 2018 guide training tours and an analysis of the data collected from participants.

5.1 Feedback from 2015 and 2016 Guide Training Tours

This research project started in 2015. In 2015 and 2016, one guide training bus tour was conducted each year to provide practical guide training for English majors, during which pairs of students guided one international guest in English through two Sapporo tourist spots. Professional English guide-interpreters participated to support students. Analysis of students' feedback showed their motivation to learn English increased and they developed an interest in and understanding of guiding jobs. It also revealed that working with professional guide-interpreters helps students learn the job requirements and that many students wanted more time to interact with the professional guides beyond the scheduled tours.

Table 1 shows the tour dates, participants, and roles.

Table 1

2015 & 2016 Guide Training Tours: Participants and Roles

Tour date	Participants	Roles
18 Oct. 2015	19 junior college English majors and 1 college English major	Students who guided international volunteer guests
	6 qualified tour guide-interpreters	Professionals who helped student guides while guiding
	10 international volunteer guests	Guests guided by pairs of students
1 Oct. 2016	20 junior college English majors	Students who guided international volunteer guests
	6 qualified tour guide-interpreters	Professionals who helped student guides while guiding
	12 international volunteer guests	Guests guided by pairs of students

5.2 2017 and 2018 Guide Training Tour Objectives

Therefore, in order to improve the tour content and continue this research project, two types of tours were offered in both 2017 and 2018. The objectives were as follows:

- (1) To offer meaningful experiences to students to develop their interest in guiding jobs.
- (2) To analyze the genre and needs of English for Guiding (EFG).
- (3) To determine the benefits of on-site guide training.

(4) To identify factors to improve training programs.

5.3 2017 and 2018 Guide Training Tour Descriptions

We offered two types of tours in both 2017 and 2018. Professional tour guide-interpreters demonstrated guiding skills by guiding students through two tourist spots in Sapporo. Approximately two weeks later, pairs of students guided one English-speaking volunteer to the same spots. Table 2 shows the tour dates, participants, and roles.

Table 2

2017 & 2018 Guide Training Tours: Participants and Roles

Tour date	Participants	Roles
Tour 1: 16 Sept. 2017	20 junior college English majors (14 freshmen & 6 sophomores)	Groups of 4 students guided by a qualified tour guide- interpreter
	5 qualified tour guide-interpreters	Professionals who demonstrated guiding skills to the students
Tour 2: 31 Sept. 2017	20 junior college English majors (14 freshmen & 6 sophomores)	Students who guided international volunteer guests
	10 international volunteer guests (Nationality: U.S.A., UK., Canada, Indonesia, Switzerland)	Guests guided by pairs of students
Tour 3: 17 June	24 junior college English majors (19 freshmen & 5 sophomores)	Groups of 4-5 students guided by a qualified tour guide- interpreter

2018	5 qualified tour guide-interpreters	Professionals who demonstrated guiding skills to the students
Tour 4: 10 July 2018	24 junior college English majors (19 freshmen & 5 sophomores)	Students who guided international volunteer guests
	11 international volunteer guests (Nationality: Australia)	Guests who were guided by pairs of students

5.4 Participant Data and Tour Preparation

English majors from Hokusei Junior College voluntarily participated in the tours, which were conducted outside the regular college curriculum. The students who participated in 2018 tours were different from the former year, except for one student. The students' English level was around A2 to B1 on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR). The students met for one hour three times over lunch to prepare for guiding. They used around 30 minutes to study guiding materials and another 30 receiving tour organization information from the researcher/teacher, who encouraged students to prepare further by studying and sharing information with their guiding partners outside the meetings. Student feedback showed that most followed this suggestion; none requested additional meetings of the whole group.

6. Methodology

In 2017 and 2018, pre/post-tour online questionnaires were

implemented. Also the teacher/researcher conducted semi-structured individual interviews, choosing interviewees with different English proficiency levels. Data from all interviews were transcribed; questionnaire and interview data were analyzed using NVivo 11. Table 3 shows the numbers of the students who answered the questionnaires and individual interviews.

Table 3

Number of students who answered the questionnaire and individual interview

	Number of students who answered the questionnaire	Number of students who participated in the individual interview
Pre-Tour 1	20	-
Post-Tour 1	19	-
Pre-Tour 2	17	-
Post-Tour 2	17	8
Pre-Tour 3	23	-
Post-Tour 3	20	-
Post-Tour 4	19	7

7. Results and Discussion

These questionnaires mainly asked following categories of questions; understanding of/interest in the guiding job, English aspects, guiding skills of students, and reasons/concerns for tour participation. In Appendix section, Tables 4-10 depict questionnaire results and Tables 11 and 12 present interview

question items.

7.1 Findings: Tours 1 & 3

Students frequently noted the usefulness of using simple English. Since, in reality, quite often, guests who hire English guides are non-native English speakers, simple English is generally the most effective. Furthermore, several students pointed out speaking slowly and repeating key words, such as words unique to the tourist spots, helped “guide talk” easily understood.

Students noted needing to learn vocabulary specific to tourist sites, such as *deities* at the Shinto shrine and *K-point* at a ski site, while also noting the professionals sometimes used everyday words instead, demonstrating how to communicate effectively using limited vocabulary. Relaying personal stories to help make explanations more interesting and comprehensible was another lesson learned.

Students also learned guiding expressions not taught in class, including “Look at your right side” and “Please follow me.”

The close attention to the professionals paid to guests, such as explaining how to do something repeatedly to conduct tours safely and smoothly, was another observation. Tour guides must provide a safe and smooth tour and offer detailed information useful for guests travelling within an unfamiliar culture (i.e., Japan).

7.2 Findings: Tours 2 & 4

Many students self-evaluated their English skills, especially English-speaking skills, as unsatisfactory. Presenting a guide talk, asking and answering questions, and initiating conversations with guests were viewed as difficult. Several noted struggling to understand the English of non-native speaking international guests due to strong accents and unfamiliar vocabulary. Many said this experience increased their motivation to learn English and improve their skills.

Students also mentioned modeling themselves on the professional guide-interpreters, imitating their pronunciation, body language, talking order, or inclusion of personal stories. They also observed the guests' interest levels, such as interest in a location's background, recognizing the importance of being flexible to address guests' needs.

All students liked guiding in pairs; it made them feel safer and more confident, and they could help each other prepare and share knowledge while guiding.

7.3 Findings: Regarding Interest in Guide-Interpreter Career

The questionnaire included items designed to investigate the effectiveness of the tours in increasing students' interest in guide-interpreter jobs.

After Tour 1 (2017), 100% of students strongly agreed or agreed that tour participation increased their interest in guide-interpreter jobs. After Tour 2 (2017), 94% responded likewise. In

2018, this question was raised only after Tour 3, and 95% strongly agreed or agreed their interest increased

After Tour 1 (2017), 74% of students strongly agreed or agreed they wanted to become guide-interpreters; this percentage dropped to 53% after Tour 2. In 2018, the proportion was 45% after Tour 3 and 47% after Tour 4.

8. Implications

The results suggest the trainings increased students' interest in and understanding of guide-interpreter jobs. Through practical training, the students learned the elements necessary to do the job well. The students' experiences may encourage them to consider guide-interpreter careers, as much of their feedback was favorable towards the professional guides and guide training experiences. On the other hand, in the interviews, some students mentioned that they tried to model the guide speech of the professional guides but found it was difficult for them to imitate. For example, one student pointed out the professional guides' wide range of knowledge and speaking skills and ability to incorporate them nicely into their guide speech with some occasional small jokes. She tried to imitate this, but couldn't. Another student mentioned the professional guides' great selection of simple English words that made their speech easier to understand. She told that rephrasing specific terminology into simple words was difficult for her. Therefore, observing professional guides' demonstrations and then guiding others

could show students the discrepancy between the knowledge and skills required and those they already possess, which may explain the higher percentage of students interested in the job compared to the percentage of students who considered it as a future career in both years.

The results suggest that students benefited from implementing two types of tours, particularly from the ESP perspective. When being guided by the professional, students paid close attention to the language (form), the guest–host communication needs (action), and discussion topics (substance). They were able to learn from “being guided.” When guiding the tour, students tried to implement what they had learned, so they were able to learn EFG in a practical manner. Guiding the tour also seemed to increase students’ motivation to improve their English.

9. Conclusion

Based on the practice of guide training tours and the feedback from the students and participants, the authors believe that including a college course on EFG is beneficial and suggest the following for college-level English guiding education:

- (1) Include the following elements in the course design:
 - Encourage use of simple and clear English expressions
 - Teach terminology and guiding expressions
 - Cultivate hospitality and communication skills
- (2) Implement local guiding tours led by professional guides,

followed by actual guiding practice

10. Limitations and Further Studies

This study does not include sufficient data because the tour participants, destinations, times, and durations were limited. The results do not indicate whether this kind of program will help students become interested in guiding careers in the future. This guiding project did not include sufficient study of EFG. Therefore, further studies should develop the knowledge of EFG to help students learn necessary terminology and expressions for guiding in preparation for tours.

Note

¹. Outcomes of the committee meetings are summarized in Tsuyakuannaishi seidono minaoshi houshini tsuite saishu torimatome. [Summary of the final meeting document on the policy of the revision of the Guide-interpreter system] (2017). Retrieved from <https://www.mlit.go.jp/common/001175894.pdf>

References

- Akahori, K. (2015). Tsuyaku gaido sabisu karamita honichi kankou bijinesu no tokucho to kadai. [Characteristics and Issues of Inbound Tourism Business in Japan from Tour Guide Interpreters' Perspectives]. *Teikuofu*, 137, 22–29.
- Bhatia, V., Anthony, L., & Noguchi, J. (2011). ESP in the 21st century: ESP theory and application today. In *Proceedings of the JACET 50th commemorative International Convention*, 143-150.

- Dudley-Evans, T. (2002). Genre analysis: An approach to text analysis for ESP. In *Advances in written text analysis* (pp. 233-242). Routledge.
- Endo, M. (2008). Chiiki joho hasshin gatano eigokyouikuno kanousei: eigo orarugaido jyugyono jissen hokoku. [The possibilities of English education to practice disseminating local information: a report of an English oral guiding course]. *Sapporo University Women's Junior College Departmental Bulletin Paper*, 51, 5-38
- Fujita, R., & Tanaka, N. (2016). A survey of professional interpreter-guides in Tokyo and Sapporo for introducing tour guide-education at Japanese universities, *The Annual Report of JACET SIG on ESP Editorial Committee*, 18, 20-24.
- Hashimoto, N. (2016). Sukiruni oujita rankusettei ga hitsuyou. [Needs for an introduction of guiding skill ranking system]. *Travel Journal*. 53 (27), 16-17.
- Ikado, T. (2013). Chiki kanko jigyo no susume kata (44) Chiki de tsuyaku gaido o yosei shiyou: Hounichi ryokousha taiou, 2020 nen madeni dekirukoto [Let's train local Guide-interpreters: What can be done by 2020 for accepting international tourists]. *Nigata No Genzai, Mirai: Senta Geppou*, 481, 22-24.
- Japan National Tourism Organization (2019). Visitor Arrivals, Japanese Overseas Travelers. Retrieved from: https://www.jnto.go.jp/jpn/statistics/visitor_trends/
- Japan National Tourism Organization (n.d.). Zenkoku Tsuyakuannaishi Shiken Gaiyo [Guideline of National Government Licensed Guide Interpreter Examination].

- Retrieved from
https://www.jnto.go.jp/jpn/projects/visitor_support/interpreter_guide_exams/about.html
- Japan Tourism Agency (2014). Tsuyakuananishi no shuugyoujittai tounituite [Reports on the working conditions of tour guide-interpreters]. The System of the Guide Interpreters. Retrieved from
<https://www.mlit.go.jp/common/001066340.pdf>
- Japan Tourism Agency (2016a). Asuno nihono sasaeru kanko bijon [The tourism vision that supports Japan in the future]. Japan Tourism Agency. Retrieved from
<http://www.mlit.go.jp/common/001126601.pdf>
- Japan Tourism Agency (2016b). Tsuyakuannaishi seidono minaoshini tsuite [The revision of the Guide-interpreter system] Retrieved from <https://www8.cao.go.jp/kisei-kaikaku/suishin/meeting/wg/toushi/20161215/161215toushi01.pdf>
- Japan Tourism Agency (2016c). Tsuyakuannaishi seido meguru genkyo [The current situations surrounding the Guide-interpretor system]. Retrieved from
<http://www.mlit.go.jp/common/001134605.pdf>
- Japan Tourism Agency, (2018). Aratana Tsuyakuannaishi seidono arikatani kansuru kentokai. [A working-group to discuss the new guide-interpretor system]. Retrieved from
http://www.mlit.go.jp/kankocho/page05_000103.html
- Japan Tourism Agency, (2019). Seisakuni Tsuite. [Policy]. Retrieved from
<https://www.mlit.go.jp/kankocho/shisaku/kokusai/tsuyaku>

.html

- Kaempfen, P. (2016). Hounichikyakuga nozomumono motto haakushite [Needs for better understanding of the desire of international tourists coming to Japan]. *Travel Journal*, 53 (27), 18-19.
- Kitamura, T. (2009). An analysis of the licensed tour guides industry and its issues. *Shoin University Kiyo*, 12, 101-113.
- Lo, Y., & Sheu, C.M. (2008). The design, implementation, and evaluation of an English tour guide project. *The Asian ESP Journal* 4 (2), 79-95
- Manako, K. (2016). Tsuyaku Annaishi Seido wo Meguru Doukou [Current Issues of Tour Guide Interpreter System]. *Chosa to Jyoho ISSUE BRIEF*, 890, 1-14.
- Nakayama, A., Terashima, T., & Kawabata, Y. (2018). Developing the Extra-Curricular Course of “English for Tourism” and its Practice. *Ehime University Institutional Repository*, 16, 61-67. Retrieved from https://web.opar.ehime-u.ac.jp/wp/wp-content/uploads/2018/04/J16-8_nakayama.pdf
- Sugimoto, S. (2016). Gaikokujin kankoukyakuo annaisuru tsuyaku gaido “tsuyaku annaishi” to inbaundo kanko. [“Tsuyaku Annaishi,” Tour Guide Interpreter who provide guiding to international tourists and inbound tourism]. *Nagasaki Keizai*, 321, 25-38.
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Takai, N. (2015). Guide-Interpreters in the Japanese Inbound Tourism: Scale Development for Measuring Their Service Quality. *The Faculty of International Studies, Bunkyo University Departmental Bulletin Paper*, 21 (2), 119-134.

- Retrieved from <http://id.nii.ac.jp/1351/00003698/>
- Takamiya (2014) “Traveling around Japan in English” Presented at Micro-conference on Tourism English Education, by JACET ESP Kanto Chapter and JALT West Tokyo Chapter.
- Tanaka, N., Morikoshi, K., Thomson, H., & Fujita, R. (2017). Investigating the UK Blue Badge Guide Training Program in Order to Develop Guide-interpreter Training and Education in Japan. *Hokusei Review*, 15. 21-39.
- Yamada, K., Yamauchi, H., Matsuo, S., & Iwasaki, Y. (2009). Report on Preliminary Research for English Tour Guide Program, Part 3. *University of Nagasaki Institutional repository Faculty of Global and Media studies*, 10, 301-304. Retrieved from <http://hdl.handle.net/10561/626>

Acknowledgements

This paper is based on the authors’ presentation made at the 57th JACET International Conference at Tohoku Gakuin University on August 28, 2018. This research was supported by JSPS KAKENHI Grant Number JP15K12926.

Appendix

Table 4

Pre-Tour 1 Questionnaire Items and Results

Question	Strongly agree	Agree	N/A	Disagree	Strongly disagree
Do you think participating in Tour 1					
1 will deepen your understanding of guide-interpreter jobs?	14(70)	6(30)	-	-	-

	Do you think participating in Tour 1					
2	will increase your interest in becoming a guide-interpreter?	11(55)	7(35)	2(10)	-	-
	Do you think participating in Tour 1					
3	will improve your English communication skills?	8(40)	10(50)	1(5)	1(5)	-
	Do you think participating in Tour 1					
4	will improve your guiding skills?	12(60)	8(40)	-	-	-
	Do you want to become a guide-					
5	interpreter in the future?	6(30)	7(35)	6(30)	-	1(5)
	Why do you want to participate in this tour? You may choose multiple answers.					
	Choice1: I am interested in guide-interpreter jobs.					13(65)
	Choice2: I am interested in a job in which I can use English.					16(80)
6	Choice3: I want to improve my English skills.					17(85)
	Choice4: I want to interact with certified guide-interpreters.					5(25)
	Choice5: I want to improve my ability to explain things about Japan in English.					16(80)
	Choice6: Other					1(5)
	Do you have any concerns about participating in Tour 1? You may choose multiple answers.					
	Choice1: Speaking skills					19(95)
	Choice2: Knowledge of tourist sites					15(75)
7	Choice3: Communication skills					13(65)
	Choice4: Listening skills					13(65)
	Choice5: Guiding in pairs (teamwork)					7(35)
	Choice6: Assigned task(s) for tour organization					1(5)
	Choice7: Other					-
8*	Please indicate what you want to ask or hear from the certified guide-interpreter when participating in Tour 1.					

Note. Participant responses ($n=20$) are presented in Arabic numbers with percentages included in parentheses. *Open-ended question with qualitative answer.

Table 5

Post-Tour 1 Questionnaire Items and Results

	Question	Strongly agree	Agree	N/A	Disagree	Strongly disagree
1	Did participating in Tour 1 deepen your understanding of guide-interpretor jobs?	11(58)	7(37)	1(5)	-	-
2	Did participating in Tour 1 increase your interest in guide-interpretor jobs?	14(74)	5(26)	-	-	-
3	Did participating in Tour 1 improve your English communication skills?	4(21)	9(47)	3(16)	3(16)	-
4	Did participating in Tour 1 improve your guiding skills?	5(26)	7(37)	3(16)	3(16)	1(5)
5	Do you want to become a guide-interpretor in the future?	6(32)	8(42)	4(21)	1(5)	-
6*	Please indicate your impression of Tour 1, including things you noticed, learned, or found difficult.					

Note. Participant responses ($n=19$) are presented in Arabic numbers with percentages included in parentheses, expressed as whole numbers. *Open-ended question with qualitative answer.

Table 6

Pre-Tour 2 Questionnaire Items and Results

	Question	Strongly agree	Agree	N/A	Disagree	Strongly disagree
--	----------	----------------	-------	-----	----------	-------------------

	Do you think participating in Tour 2					
1	will deepen your understanding of guide-interpreter jobs?	12(71)	4(24)	1(6)	-	-
	Do you think participating in Tour 2					
2	will increase your interest in becoming a guide-interpreter?	10(59)	7(41)	-	-	-
	Do you think participating in Tour 2					
3	will improve your English communication skills?	8(47)	5(29)	3(18)	1(6)	-
	Do you think participating in Tour 2					
4	will improve your guiding skills?	6(35)	8(47)	3(18)	-	-
	Do you want to become a guide-interpreter in the future?					
5		4(24)	7(41)	4(24)	1(6)	1(6)
	Why do you want to participate in Tour 2? You may choose multiple answers.					
	Choice1: I am interested in becoming a guide-interpreter.					10(59)
	Choice2: I am interested in a job in which I can use English.					15(88)
	Choice3: I want to improve my English skills.					16(94)
6	Choice4: I want to interact with certified guides.					3(18)
	Choice5: I want to improve my ability to explain things about Japan in English.					12(71)
	Choice6: Other					1(6)
	Do you have any concerns about participating in Tour 2? You may choose multiple answers.					
	Choice1: Speaking skills					16(94)
	Choice2: Knowledge of tourist spots					11(64)
	Choice3: Communication skills					12(71)
	Choice4: Listening skills					11(64)
	Choice5: Guiding in pairs (teamwork)					1(6)
	Choice6: Assigned task(s) for tour organization					1(6)

Choice7: Other	-
----------------	---

8* Please indicate what you want to work on, try, or learn, or how you would like to guide in Tour 2.

Note. Participant responses ($n=17$) are presented in Arabic numbers with percentages included in parentheses, expressed as whole numbers. *Open-ended question with qualitative answer.

Table 7

Post-Tour 2 Questionnaire Items and Results

	Question	Strongly agree	Agree	N/A	Disagree	Strongly disagree
1	Did participating in Tour 2 deepen your understanding of guide- interpreter jobs?	12(71)	3(18)	1(6)	-	1(6)
2	Did participating in Tour 2 increase your interest in guide- interpreter jobs?	10(59)	6(35)	-	-	1(6)
3	Did participating in Tour 2 improve your English communication skills?	8(47)	8(47)	1(6)	-	-
4	Did participating in Tour 2 improve your guiding skills?	5(29)	9(53)	3(18)	-	-
5	Do you want to become a guide- interpreter in the future?	5(29)	4(24)	6(35)	2(12)	-
6*	Please indicate your impression of Tour 2, including things you noticed, learned, or found difficult.					
7*	Did participating in Tour 1 have any positive impact on your guiding in Tour 2? If yes, please indicate in what way.					
8*	You guided in pairs in this tour. What do you think about guiding in pairs?					

Note. Participant responses ($n=17$) are presented in Arabic numbers with percentages included in parentheses, expressed as whole numbers. *Open-ended question with qualitative answer.

Table 8

Pre-Tour 3 Questionnaire Items and Results

Question		Answer				
Why do you want to participate in Tours 3 and 4? You may choose multiple answers.						
Choice1: I am interested in guide-interpreter jobs.		9(39)				
Choice2: I am interested in a job where I can use English.		19(83)				
Choice3: I want to improve my English skills.		21(91)				
1	Choice4: I want to interact with certified guides.	2(9)				
Choice5: I want to improve my ability to explain things about Japan in English		14(61)				
Choice6: Other		2(9)				
Question		Strongly agree	Agree	N/A	Disagree	Strongly disagree
2	Do you think participating in Tour 3 will deepen your understanding of guide-interpreter jobs?	16(70)	7(30)	-	-	-
3	Do you think participating in Tour 3 will increase your interest in guide-interpreter jobs?	12(52)	10(43)	1(4)	-	-
4	Do you think participating in Tour 3 will improve your English communication skills?	14(61)	8(35)	1(4)	-	-

	Do you think participating in					
5	Tour 3 will improve your guiding skills?	14(61)	9(39)	-	-	-
6	Do you want to become a guide- interpreter in the future?	3(13)	8(35)	10(43)	2(9)	-
	Do you have any concerns about participating in Tour3? You may choose multiple answers.					
	Choice1: Speaking skills				17 (74)	
	Choice2: Knowledge of tourist sites				15 (65)	
7	Choice3: Communication skills				12 (52)	
	Choice4: Listening skills				13 (57)	
	Choice5: Guiding in pairs (teamwork)				14 (61)	
	Choice6: Assigned task(s) for tour organization				3 (13)	
	Choice7: Other				1 (4)	
8*	Please indicate what you want to ask or hear from the certified guide-interpreter during Tour 3.					

Note. Participant responses ($n=23$) are presented in Arabic numbers with percentages included in parentheses, expressed as whole numbers. *Open-ended question with qualitative answer.

Table 9

Post-Tour 3 Questionnaire Items and Results

	Question
1*	Please indicate what you noticed, learned, or wondered about during Tour 3 regarding English used by guide-interpreters, such as how to speak English, vocabulary usage, or the order of explanation in English.
2*	Please indicate what you noticed, learned, or wondered about during Tour 3 regarding guiding provided by guide-interpreters, such as the content of explanations, how to explain, knowledge of Japan or tourist spots, or hospitality skills.

3* Other than your answers to Q1 and Q2, please indicate what you noticed or found difficult or any changes or improvements needed in Tour 3.						
Question	Strongly agree	Agree	N/A	Disagree	Strongly disagree	
4	Did participating in Tour 3 deepen your understanding of guide- interpreter jobs?					
	11(55)	8(40)	1(5)	-	-	
5	Did participating in Tour 3 increase your interest in guide- interpreter jobs?					
	8(40)	11(55)	1(5)	-	-	
6	Did participating in Tour 3 improve your English communication skills?					
	8(40)	7(35)	5(25)	-	-	
7	Did participating in Tour 3 improve your guiding skills?					
	8(40)	9(45)	2(10)	1(5)	-	
8	Do you want to become a guide- interpreter in the future?					
	3(15)	6(30)	10(50)	1(5)	-	

Note. Participant responses ($n=20$) are presented in Arabic numbers with percentages included in parentheses. *Open-ended question with qualitative answer.

Table 10

Post-Tour 4 Questionnaire Items and Results

Question	
1*	Do you want to become a guide-interpreter in the future?
2*	Did participating in Tour 3 have a positive impact on your guiding in Tour 4? If yes, please indicate in what way.
3*	You guided in pairs in this tour. What do you think about guiding in pairs?

	Question	Strongly agree	Agree	N/A	Disagree	Strongly disagree
4	Would you like to be a guide-interpreter in the future?	3(16)	6(32)	7(37)	3(16)	-

Note. Participant responses ($n=19$) are presented in Arabic numbers with percentages included in parentheses, expressed as whole numbers. *Open-ended question with qualitative answer.

Table 11

Post-Tour 2 Interview Questions

1	Do you like activities involving speaking skills, like English conversation, out of the four English skill activities (speaking, listening, reading, writing)?
2	Regarding your experiences participating in Tour 1 and Tour 2, do you find any merit/problems with participating in Tour1 to prepare for Tour2?
3	Please indicate what you noticed, learned, or found difficult when you guided foreigners in Tour 2.
4	Do you think the two-month period, including summer holiday, was enough to prepare for guiding?
5	What activities or content should be added to lunch study meetings?
6	Were the handouts created by Ms. Masako Endo, guide-interpreter, useful for your guiding?
7	About Tours 1 and 2
	a. List any content you should have been instructed on before the tours or any tasks you were unsure how to handle at the tourist spots when guiding?
	b. Are these tours appropriate for university students?
	c. Please indicate any improvements or changes to the tours needed.
8	Do you think it is possible to implement this program as a part of a university course? Can you imagine any problems that could possibly occur?

Table 12

Post-Tour 4 Interview Questions

1	Do you like activities involving speaking skills, like English conversation, out of the four English skill activities (speaking, listening, reading, writing) ?
2	First, I will ask you about your experience in Tour 3, in which you were guided. a. Please indicate what you noticed or learned in Tour 3 regarding English used by guide-interpreters. b. Please indicate what you found difficult in Tour 3.
3	Please indicate what you noticed, learned, or found difficult in providing guiding to Murdoch University students in Tour4, in terms of English.
4	How did you use the distributed handouts created by guide-interpreter Ms. Nozomi Yamazaki, including the book “Eigo de Hokkaido (Guiding Hokkaido in English),” and the textbook for guiding preparation?
5	There were three lunch study meetings. Would it have been better if you had more opportunity to practice English or receive English instruction during those meetings? If so, please elaborate.
6	Did your feelings about learning English change through participating in Tours 3 & 4?
