

# **Accessible Tourism**

## **Creating your own accessible startup**



## **English for Specific Purposes**

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## Presentation of the teaching material

Accessible tourism guarantees the use and enjoyment of tourism by people with physical, mental or sensory disabilities. To this end, accessibility and the elimination of barriers in the physical environment, transportation and communication become the most important aspect (COCEMFE, n.d.). Thus, accessibility is of great relevance to achieve more inclusive societies, in line with goal number 10 of the United Nations 2030 Agenda for Sustainable Development, which seeks to reduce inequalities and promote economic, social and political growth for all people, regardless of factors such as gender, age, disability, etc.

This teaching material includes a set of activities and tasks carried out as part of an educational innovation experience that combines accessible tourism, teaching English for specific purposes and audiovisual accessibility. This focuses on the creation of accessible business ideas and their promotion through the creation of accessible videos. Our main objectives include encouraging active learning and student motivation, awakening their sensitivity to the needs of groups of people with disabilities, developing communication skills in English and digital languages, developing students' teamwork and problem-solving skills, and connecting the learning process to the learning process, among other things.

With these objectives in mind, students were asked to work in teams and imagine themselves as young entrepreneurs who had just founded their own accessible company in the field of tourism and hospitality. After some initial awareness-raising activities, they would design their accessible business idea for different collectives and create a promotional video of their start-up taking into account accessibility during the production and final editing process (based on the concept of accessible filmmaking, introduced by Romero-Fresco, 2019) so that it would be usable by people with visual or hearing impairments.

Keywords: English for specific purposes, educational innovation, audiovisual accessibility, accessible tourism

## **TASK 1: INTERVIEW AN ENTREPRENEUR**

1. Work in groups of five students in order to compose the interview to be conducted with an entrepreneur from your community. The interview should be written in English (although you may ask the questions in Spanish) and should include about 6-8 questions. You can ask question such as “Why did you become an entrepreneur?”, “Where did the idea for the business come from?”, “What are your strengths and how they help you succeed?”. Please, also include one or two questions about accessibility (ask them if their business is accessible to everyone and about the kind of accessible services they offer).
2. Bring the interview (questions and answers) to our class -one or several interviews per group-.
3. Once the interview is completed, tell another group of students about the interview that you have conducted (who you interviewed, what goods/services the business produces, how they became entrepreneurs, where the idea for the business came from, what accessibility services or facilities they offer, etc.).
4. Then, in smaller groups, try to answer the following questions:
  - a. What business skills do/should entrepreneurs have?
  - b. What is the first thing entrepreneurs have to do in order to create a new product?
  - c. What kinds of products can entrepreneurs create?
  - d. What can be the risks in creating a startup?
  - e. What are the most common reasons for failure?
  - f. What can an entrepreneur do to decrease failure and increase success?

## **TASK 2: RAISING AWARENESS ON ACCESSIBILITY**

1. What types of impairment and accessibility do you know? What barriers do you think people with disabilities face when visiting the tourist sites and cultural

centers of a city? Discuss these questions in groups and then share your ideas with the whole class.

2. Do you know what the following icons mean? Do you know any other? If so, draw it for your peers to guess its meaning.



[Source of this image: Croma Cultura: <https://www.cromacultura.com/accesibilidad-museos/>]

3. What does *accessibility* and *inclusion* mean? Try to define these concepts using your own words.
4. -Watch the following two videos:

Tourism for all - Why Accessible Tourism Matters:

<https://www.youtube.com/watch?v=0KkrqbydJQI>

Vídeo Corporativo de Fundación ONCE 2023 (inglés)

<https://www.youtube.com/watch?v=upjzDhczuhI>

- What accessibility measures have been shown or mentioned? Could some of these measures be also beneficial for people without disabilities?

5. -Why do you think tourist professionals should make their products or destinations accessible?

-Now, read pages 7 and 8 of the following document: [Accessible Tourism for All: An Opportunity within Our Reach \(e-unwto.org\)](https://www.e-unwto.org/ViewDoc.aspx?DocId=44444444). What other reasons for making your product or destination accessible are mentioned?

6. Classify the following accessibility services in the table below depending on the type of user they are aimed at:

- Videos with closed captions
- Larger spaces for wheelchairs users
- Videos with sign language interpretation
- Printed written version of an audio guide
- Videos with audio description
- Ramps and elevators
- Audio guide with on-screen sign language interpretation
- Videos and audio files compatible with cochlear implants and FM equipment
- Courtesy wheelchairs
- Large print wall labels
- Tactile models of works of art or architectural design of a building
- Universal pictograms
- Lowered counters at information desk, restaurant and shop
- Guided tours with live sign language interpretation
- Braille plaques
- Quiet places
- Easy-to-read version of information brochures or wall labels
- Tactile or audio described guide paths

| Physical<br>accessibility | Visual<br>accessibility | Hearing<br>accessibility | Cognitive<br>accessibility | Autism<br>spectrum<br>and others |
|---------------------------|-------------------------|--------------------------|----------------------------|----------------------------------|
|                           |                         |                          |                            |                                  |

7. Can you think of other accessibility services that are important to the tourism field? In groups, search the “accessibility” section on the websites of the main museums and cultural centers of Spain, UK or USA (Prado Museum, Reina Sofia National Art Museum, Guggenheim Museum, the MET, MoMa, Natural History Museum NYC, Museum of Immigration Ellis Island, National Gallery, British Museum, etc.). Then, discuss with your peers what other measures you have found interesting to include in an accessible tourism company.
8. In the following document you will find a list of recommendations from the UN World Tourism Organization to make a service or tourist destination more accessible. Have a look at it and try to find more requirements tourism facilities and sites should comply with in order to be accessible for all: [Recommendations on Accessible Tourism \(e-unwto.org\)](https://www.e-unwto.org/es-es/content/view/full/24132)
9. What is the most interesting thing you have learnt while doing the previous activities? Have you overcome any stereotypes or prejudices about disability?
10. Is there anything else you would like to know about accessibility, about the needs of disabled people or about accessible tourism?

### TASK 3: BRAINSTORM BUSINESS IDEAS

1. In groups, brainstorm business ideas.
2. Try to write a basic one-sentence product description for your business idea following this model:

[Name of the product] is a type of [product/specific kind of good/service] that will help [group of people who are likely to use this product] [general function] and [another general function] at the same time.

[Source of this template: English for Business and Entrepreneurship MOOC!, Online Professional English Network]

#### **TASK 4: DESIGN A MARKET RESEARCH**

1. **Design a survey** about your new product/service.
2. **Create** the survey, including at least two questions in each of the three parts.
3. **Give** the survey to at least ten respondents (written or spoken) to **collect data** and (try to find a variety or mix of respondents).
4. **Decide** whether the new product presents an opportunity by evaluating the data.
5. **Write** a one sentence conclusion and use the results of three to five survey questions as evidence to support your conclusion.

TEMPLATE (with an example):

**Identifying an Opportunity**

**Survey Model**

Part A: One-sentence product description  
Cricket Flour is a food ingredient made out of crickets that will help healthy people get more protein, iron, and calcium in their diet.

Part B: Survey

- Part 1: Demographic profile
  - i. Gender: ☐ Male ☐ Female ☐ Decline to answer
  - ii. Age: What is your age range?  
☐ Under 22 ☐ 23-35 ☐ 36-45 ☐ 46 – 60 ☐ Over 60
- Part 2: Past/current experience
  - i. Do you ever eat healthy foods?  
☐ Yes ☐ No
  - ii. If yes, how often do you eat healthy foods?  
☐ Two or more times a day ☐ Once a day ☐ Once a week ☐ Once a month
  - iii. Do you ever eat bugs?  
☐ Yes (skip to questions v. and vi.) ☐ No
  - iv. If no, why not?  
☐ Taste ☐ Price ☐ Not available ☐ Never tried ☐ Other \_\_\_\_\_
  - v. If yes, how often do you eat bugs?  
☐ Once a day ☐ Once a week ☐ Once a month
  - vi. What do you like best about eating bugs?  
☐ Taste ☐ Price ☐ Health benefits ☐ Other \_\_\_\_\_
- Part 3: Future needs
  - i. Would you like to try new healthy foods in the future?  
1. ☐ Yes ☐ No

ii. Cricket Flour has the same protein as beef, more iron than spinach, and more calcium than milk. Would you like to try either of these Cricket Flour products?  
☐ Cricket Flour ☐ Chocolate Flavored Cricket Flour ☐ No

iii. Are you interested in buying Cricket Flour?  
☐ Yes ☐ No ☐ Maybe

[If “yes,” or “maybe”] How much would you be willing to pay for 100 grams of Cricket Flour? \_\_\_\_\_

Part C: Conclusion  
Cricket Flour does present an opportunity in my local market with both men and women according to the following data (Total number of survey respondents = 20):

1. “Are you interested in buying Cricket Flour?”  
Respondents are interested in buying Cricket Flour.  
80% (8 men, 8 women) responded either “yes” (12) or “maybe” (4)
2. “Do you ever eat healthy foods?”  
All respondents eat healthy foods.  
100% of respondents (10 men, 10 women) responded “yes”
3. “Do you ever eat bugs?”  
Some respondents eat bugs already.  
40% (6 men, 2 women) responded “yes”
4. “Would you like to try either of these Cricket Flour products?”  
Respondents are interested in trying both products.  
90% (10 men, 8 women) selected both products

[Source of this template: English for Business and Entrepreneurship MOOC!,  
Online Professional English Network]

## TASK 5: WRITE A SCRIPT FOR YOUR PROMOTIONAL VIDEO

1. You are about to launch an extremely innovative product/service/app which will add significant value to the market & you need to describe it in detail and to promote it through a promotional video of about 4-5 minutes.
2. In that video, you can describe the product/service and talk about its originality, its potential customers, its price, where you can buy/enjoy it, how to contact you, etc.
3. In your groups, think of the kind of 4 to 5 minute-long promotional video you'd like to make (a video combining moving pictures and voice-over narration/a video in which you are the actors and actresses/ a video combining still images and voice-over narration).
4. **Think** about the following aspects:
  - a) how to approach the topic in an original and appealing way;
  - b) the overall structure of your digital story
  - c) the software you will use to make your digital story (Windows Movie Maker, iMovie, PPT, Prezi, etc.)
  - d) the kinds of resources you will need (information resources, audiovisual and textual resources, etc.).
5. Create a **script** for your promotional video, which will help you decide how many scenes you'd like to have, how you would coordinate the images with the voice-over narration, etc. **Note down** these ideas.
6. Create a **storyboard** for your digital story, which will help you decide how many scenes you'd like to have, how you would coordinate the images with the voice-over narration, etc. Note down these ideas.
7. Write your script collaboratively. You can use GoogleDrive, etc.
8. Bear in mind that the script is the basis and main element of your digital story, while the audiovisual resources are complementary elements.
9. As for the length, your script for a 4-5 minute-long story should have around 400 to 600 words.
10. Once you have written the first draft of your script, upload it to Moodle (Task\_Script).

11. Your teacher will check it and send it back to you so that you can make the necessary corrections based on her feedback.
12. Once you have made the necessary corrections, upload the second (and possibly final) version of your script to Moodle (Task\_2\_Script). Give the subsequent versions of your script the corresponding numbers (1, 2, 3...). The last definitive version should be named "FinalScript".

## **TASK 6: RECORD YOUR VIDEO**

1. Now, record a 4-minutes long promotional video following these instructions. Remember that, in order to be consistent with the accessible nature of your startup, your video must be accessible.

### **MAKING AUDIO FILES AND VIDEO MEDIA ACCESSIBLE**

#### **RECORDING AN ACCESSIBLE AUDIO FILE**

- 1. Create high-quality audio.** When feasible, record in a room that is isolated from all external sounds and use a high-quality microphone.
- 2. Use low background audio.** When the main audio is a person speaking and you have background music, set the levels so people with hearing or cognitive disabilities can easily distinguish the speaking from the background. Avoid sounds that can be distracting or irritating.
- 3. Give people time to process information.** Pause between topics.
- 4. Use clear language.** Avoid or explain jargon, acronyms, and idioms.
- 5. Provide redundancy for sensory characteristics.** Make your information work for people who cannot see and/or cannot hear. For example, instead of saying: "take that glass", say "take the glass of wine that is on the green table".

## RECORDING AN ACCESSIBLE VIDEO

1. **Consider speaker visibility.** Some people use mouth movement to help understand spoken language. When feasible, ensure that the speaker's face is visible and in good light.
2. **Make any text you include readable.** For any text you include on the video, consider the font family, size, and contrast between the text and background.
3. **Plan for description of visual information.** It describes the visual information needed to understand the content, including text displayed in the video. Plan to either:

- Integrating description into the main audio content.

### Instead of the speaker saying:

As you can see on this chart, sales increased significantly from the first quarter to the second quarter.

### The speaker can say:

This chart shows that sales increased significantly, from 1 million in the first quarter to 1.3 million in the second quarter.

- Record the audio and video with timing to accommodate separate descriptions.

4. **Time for description.** Where the description is short, plan space in the audio to add the description. Where the description is long, you can record extra time in the scene to accommodate the description without having to pause the scene.

## SUBTITLES FOR THE DEAF AND HARD-OF-HEARING

1. **Synchronism.** The beginning and the end of subtitles should coincide with speech, change of shot, or sound information.
2. **What to describe?** Verbal information, speaker identification (ID), sound effects, music.

3. **Duration**

- Minimum duration: 1 second per subtitle.
- Maximum duration: 6 seconds per subtitle.
- 17-20 characters per second.
- Separation time between one subtitle and another: 0.200 seconds.

4. **Line Treatment**

- 37-42 characters per line.
- 2 lines maximum (text should usually be kept to one line, unless it exceeds the character limitation).

5. **Speaker ID / Sound Effects**

- Use brackets [ ] to enclose speaker IDs or sound effects.
- Use a hyphen without a space to indicate two speakers in one subtitle, with a maximum of one speaker per line.

-Are you coming?

-In a minute.

- Plot-pertinent sound effects should always be included unless inferred by the visuals.
- Speaker IDs and the corresponding dialogue should ideally be on the same line.
- When a speaker ID is required for a character who has yet to be identified by name, use [man] or [woman], or [male voice] or [female voice], so as not to provide information that is not yet

present in the narrative. If the same identifier is used multiple times in one scene, numbers should be added to distinguish them, for example [man 1].

- Use a generic ID to indicate and describe ambient music, for example [rock music playing over stereo].
- Use objective descriptions that describe genre or mood identifiers for atmospheric non-lyrical music, for example [menacing electronic music plays].

## AUDIO DESCRIPTION

### 1. Vocal Approach

- Use a voice that is distinguishable from other voices used in the video.
- Use a neutral voice that does not convey emotions.
- Speak clearly and at an adequate pace (not too fast, not too slowly).
- When recording, voice the descriptions at the same time as the visual content, or right before the visual content. Don't put the description after the visual content.

### 2. What to describe?

- **Actions.** Determine what is most relevant for the story to flow without negatively impacting the viewers' experience. Avoid information overload when not relevant or when the same details can be discerned from dialogue/music.
- **Characters.** Focus the description on the main and relevant supporting characters and describe visual aspects that reveal information about their identity, personality and traits (what they look like, how they move, what they're wearing, facial expressions, body language, reactions, etc.).

- **On-screen information.** Subtitles, titles, credits, logos, and elements of the visual style or film language should be included when crucial to the story and/or genre (for example, text typographical features that may convey a meaning or shaky handheld camera work).
- **Locations and time**, when relevant to the scene or plot.
- Describe it using the present tense and third-person omniscient.

### **TASK 7: ADD SUBTITLES AND AN AUDIO DESCRIPTION**

1. Add subtitles to your video following the guidelines you had in the previous activity. You can use programs like YouTubeStudio, ClipChamp or any other software you know.
2. Following the previous guidelines, add an audio file to your promotional video with an audio description for the blind. Don't forget to describe all the important visual elements. You can use Clipchamp, VideoPad or any other software you know.
3. Now, upload your video to Moodle (don't forget to upload the subtitle file to the task). It should be named "Video\_GroupX\_names".

### **TASK 8: WRITE A PERSUASIVE ELEVATOR PITCH FOR YOUR NEW BUSINESS IDEA**

1. Use the Best Bicycle Delivery pitch as a model.
2. Upload your written pitch to Moodle by the deadline.

Detailed instructions:

- Follow the following structure: a) Hook (an interesting fact, a question, or a story), b) Product Description, c) Proof of Opportunity and d) Confident Closing.

- Your pitch should be 60- to 90 seconds long. Try your best to write your pitch in 150 words or less, but be sure to include all four parts. Decide which part each group member is going to be in charge of.
- Use a one-sentence business description and include market research data.
- Use intensifiers (very, extremely, amazingly, exceptionally, incredibly, remarkably, particularly, unusually, absolutely, completely, totally, utterly, really, quite) to make the pitch more persuasive.
- Have fun writing your elevator pitch! Focus on the goal – to persuade investors to support the business and show that it has strong chances for success. Pay attention to the language you are using to show that you are prepared and trustworthy. Upload your pitch onto Moodle.
- Rehearse a few times orally and practise pitching your ideas to other groups.

**Sample Elevator Pitch**  
***Best Bicycle Delivery Service***

In my local market, there is so much traffic that it sometimes takes people an hour to drive just a few kilometers. Many busy people can't make deliveries because there is too much traffic. Best Bicycle Delivery Service is a delivery service that helps busy people quickly deliver goods in the local market and help the environment at the same time. It's very easy to use. The customer calls a number, schedules a pick-up, and gives the package to a cyclist who makes the delivery. We deliver important packages seven days a week, even in heavy traffic. It's much faster than a delivery truck and better for the environment than a delivery truck. Our surveys show that 90% of respondents buy and sell products by phone or online in the local community and 80% of respondents are interested in using our service. Best Bicycle Delivery is a great business opportunity. Here's my card. Please feel free to contact me if you would like to know more.

## Elevator Pitch Template

### 1. Hook

**Part One** (Choose one of the options below.)

#### A. INTERESTING FACT

In [target market], [describe a situation or share a statistic].

#### B. QUESTION (Choose one of the options below.)

Have you ever [past participle] ...? This is a common experience in [target market].  
Did you know that [describe a situation or share a statistic]?

#### C. STORY

[Describe something that you wanted or needed to do.] [Describe the frustrating thing that happened to you.] This is a common experience in [target market].

**Part Two** (Choose one of the options below.)

A. [Target customers] can't [do something [because...]].

B. [Target customers] need [something] [because....].

### 2. Product Description

[Product name] is a [type of product (specific kind of good or service)] that helps [group of people who are likely to use this product] [general function] and [another general function] at the same time. It's very easy to use. The customer... [explain the steps to use it]. We... [describe something special that the company offers]. It's [comparative] and [comparative] than [competitor].

### 3. Proof of Opportunity

Our surveys show that [highlight survey data].

#### **4. Confident Closing**

[Company/Product] is a/n [adjective + noun]. Here's my card. Please feel free to contact me if you would like to know more.

[Source of this template: English for Business and Entrepreneurship MOOC!, Online Professional English Network].

### **TASK 9: PRESENT YOUR PITCH AND VIDEO IN A FICTITIOUS TOURISM INTERNATIONAL FAIR**

1. Present your pitch and video in a fictitious Tourism International Fair. The most accessible business ideas, the best videos, the best subtitled/audio described videos and the best oral presentations will be awarded their prize.

