

TOWARDS AN INTEGRATING RESEARCH MODEL: IN TOURISM, SOCIOLINGUISTICS AND TECHNOLOGY IN EXPERIENCE LEARNING

Marla Beatriz Camacho Ochoa
Degree in Natural Sciences and Environmental Education

Summary: This article addresses research as an integrative model in tourism, sociolinguistics and technology from the moment the subject begins to interpret reality through transdisciplinarity. This arises from the integration of paradigms that come from different areas of knowledge, both demanding and emerging. For this, the literature was investigated on the contributions of the three fields of studies in experiential learning, correlation and contributions to knowledge.

Keywords: Transdisciplinarity, pragmatics, sociolinguistics and dialectic.

Introduction

Experiential learning is an integral experience that promotes contact with living cultures, the interaction of the local population with the traveler, the sharing of customs, festivities and daily activities, whatever they may be, which emphasizes tourism as a cultural exchange.

(Aliaga, Cabrera and Carbajal 1992)

Starting from, the concept of experiential learning as a process, complex, continuous and changing course, its quality significance and transversality depend a lot on the strategies that you implement as an individual in each space of your life, everything is learning with the focus that you look at it so much that In recent years, the development of learning has been oriented towards the integrative research model, giving it a holistic vision of knowledge.

Taking into account that reality is complex and through transdisciplinarity we approach knowledge. The transdisciplinary approach occurs from the moment the subject begins to interpret reality, since reality is transdisciplinary (Garcia, 1998). In turn Hurtado (2002) highlights that transdisciplinarity arises from the integration of paradigms that come from different areas of knowledge, both demanding and emerging Morin (1982).

A first aspect, of experiential learning as transdisciplinarity, we have research in tourism with an economy-generating approach - geographical discoveries, with vision it has become an object of study in learning, a praxis established throughout the world (black box) and is has conceived socially through historical processes of acceptance of this trajectory that is manifested in today's society, being a proof of this the expansion and integration with other sciences in the advancement of knowledge.

Thus, tourism is an integral and multidimensional phenomenon, the result of the relationship and interrelation of multiple actors in various spatio-temporal contexts. Individuals at different levels of activity and manifestations that give rise to meta-tourists, tourists, host communities, operators, workers of the different services and businessmen, who, among others, shape the tourism reality (Campodónico & Chalar 2011).

Conventionally, tourism research is conceived as a system composed of a well-defined set of relationships, services and facilities generated by human displacement; in the same way, it establishes the conceptual bases for the interdisciplinary organization of a social phenomenon, characterized by its complexity and where multiple disciplines converge. In this sense, the conceptions of tourism product can be classified according to its components and in which reference is made to the psycho-sociological profile of the tourist from their motivations and perceptions. Acerenza (2001), Álvarez and others (2001), and Gurria (2004)

Therefore, the tourist environment is associated with the individual in the form of tourist knowledge from the perspective of social reality; The challenge that emerges is to see how scientific knowledge can be built within this perspective, which is why pernecky & Jamal (2010) categorize tourism as constructive knowledge, evidencing it in the following way:

	Relativism	Subjectivism	Inter-subjective Dialectical
Constructivist	Reality exists in multiple ways as a social construction and in the experience of bases, local and specific, dependent for its form and content on people.	The researcher and research are fused into a single (monistic) entity. The results are literally the creation of the interaction process between the two.	The individual constructions are raised, compared and dialectically contrasted, with the aim of generating one (or several) constructions where there is substantial consensus.

Source: Pemecky & Jamal (2010) Translation by the authors

A second aspect that we find in experiential learning is the context of communicative interaction as essential in transdisciplinarity in sociolinguistic research through the use of communication and meaning systems; It is the field of study of pragmatics, where, as can be seen, those sociocultural aspects have been included. Therefore, language cannot be performed individually, but this is possible through external factors that the individual acquires throughout his life. According to the author, it is understood that it is through language that the individual becomes integrated with his group and becomes a member of the community capable of playing a social role; that is, it enters to occupy a role in society. Maribel (1986).

Consequently, a discipline such as sociolinguistics, as well as a good part of those understood by applied linguistics, benefits from large technological investigations; both in the theoretical and epistemological plane these disciplines are nourished by experiences and conceptual developments generated not only from linguistics but also from psychology or anthropology and if we take it on the methodological plane they are strengthened by advances produced in sociology and Social psychology; If we reveal the most relevant characteristics of its specific content, sociolinguistics could be considered as any linguistic fact observed in its social context (Falsold 1984).

It can be stated that, The multiplicity valued by sociolinguistic research highlights the right to diversification and seeks particularly in the educational field to consider it not as irregular, but as a dynamic social process that leads to cultural enrichment. Interactional

sociolinguistics, methodologically and conceptually linked to the ethnography of speech, ethnomethodology, and symbolic interaction, has had a powerful influence on the development of centers of cultural interest (Gumperz & Hymes 1972)

A third aspect, the significance of the advancement of technological research as a focal point for the materialization of experiential learning; in which it is derived from a natural evolutionary process that contributes to the development of the economic, political and social dimensions in which the technological systems are immersed, and from where the information and knowledge society is favored (Valderrama, 2012). Thus, technology is an independent world that develops autonomously and then shapes society by configuring itself; according to their schemes and connections that are generated between other disciplines (Winner, 1987).

Upon reaching this point, scientific and technological research in the field of information and communication technologies (ICT) has grown considerably. As a result, they are the emerging fields of knowledge related to these technologies, although they necessarily include the specific field and do so jointly with other disciplines that deal with the areas of society or nature, or with expressions of the art, where these technologies are integrated (Schiavo, 2006).

Therefore, research in the field of educational technology and ICTs applied to training can be seen from different perspectives, it is characterized by experiencing a hasty pace in innovation and advancement in knowledge, by offering various learning scenarios, to study the changes that occur in practices, to solve educational problems and provide guidelines and resources to educators, among others (Salinas, 2012).

Table 1. ICT embroidery typology in the field of scientific and technological research.

TIC		Field of knowledge	Application context	Knowledge produced
Tools (TIC-H)		Everybody	Indistinct	Indistinct
Black box (TIC-CN)		All except specific	Preexisting New / ICT	TIC Contextual
		Specific	New / ICT	Technical ICT

Object of study (TIC-OE)	Specific field (TIC-OE-CE)	Specific	Preexisting	Technical ICT
	Complementation field (TIC-OE-CE)	Transdisciplinary	New / ICT	Transversal ICT

Source: Schiavo (2007)

The above table illustrates that scientific and technological research treats ICT in different ways. In most cases they are used as tools. However, when studied, they can be approached in two ways, as a "black box" or as an object of study. This diversity of approaches is related to at least three factors. They are: the fields of knowledge involved, the contexts of application of the research and the type of knowledge produced. All of this provides elements to preliminary think about a typology of approach to ICT (Schiavo 2007)

Now, the transversality of the integrative model of research in tourism, sociolinguistics and technology in experiential learning is a clear process of globalization that frames the economic, technological, political, social and cultural aspects on a world scale. Therefore, technology is accepted as a key strategic element, helping in an innovative way to reduce production and distribution costs, and providing a higher quality in the final product, by promoting the creation and innovation of new products and facilitating adoption. of best practices in tourism providing the assembly in the final tourism product (Walters, 2008).

Therefore, the object of tourism research in conjunction with technological and sociolinguistic research focuses on identifying and modeling the changes that consist in the growing communication and interdependence between the different countries of the world, uniting their social markets through a series of social and political transformations of various information and communication technologies, anticipating, adapting and adopting ICTs, supporting the globalization of the industry by providing effective tools to suppliers to develop, direct and distribute their offers throughout the world (Buhalis 1998).

Within this framework of contribution, linguistic accommodation in professional tourist contexts is conceived referring to the selection of one or more codes in conversations between speakers who do not have the same mother tongue, where conversations between tourists and professionals can take place in the local language , the tourist's

mother tongue or a lingua franca, by default English (universal language). The importance of taking into account the eminently intercultural of tourism, globalization is undeniable, be it in its spatial, material and visual effects, the encounter between cultures continues to be a socio-cognitive phenomenon, in which expectations and prejudices play a fundamental role and stereotypes, attitudes, self-image, the perception of power relations, among others (Leclerc and Martin, 2004; Traiger, 2008; Griffiths and Sharpley, 2012).

Often, professionals can choose between different options, so it is convenient to sensitize them and make them aware of the diversity of attitudes or opinions that may exist among tourists. Therefore, specialized literature recognizes that ICTs modify the role of tourism agents, who must work continuously to adapt to this changing environment; at the same time, they allow tourism companies to have a global presence, associate and establish relationships with other companies around the world in an efficient and profitable way (From Pablo, 2004).

In this way, socio-linguistic research can be considered as a primary and connective actor as the "language of hospitality" of tourism and technological research; Choosing one code or the other requires being able to empathize with the other and to learn to subtly interpret their expectations, their extra-linguistic factors, their linguistic self-image, and their attitude towards multilingual situations inherent in international tourism. Since the original term of "communicative" accommodation encompasses all kinds of communicative variation (accent, rhythm, non-verbal language), we will speak in this study of "linguistic accommodation", to stick to the language selection tourists in the media social,

When planning a trip, the user tries to find as much information as possible that allows the experience to be compared with the customer's expectations. Due to this, the information and communication sources have the use of virtual platforms that emphasize quality, information, precision and speed in the provision of the service. The quality of these services often depends on the human factor, information services and the Internet, online travel agencies, reservation systems, review, search engines and metasearch (Mishina 2016)

For example, the Trivago digital platform envisioned as the world's largest hotel search engine, inviting tourism lovers who seek accommodation and adventures as part of their business trip, vacation, or comparison of trips and itineraries of more than one countless hotels around the world and in particular locations. This is thanks to the contribution with more than 250 reservation websites; It is also made up of a large team of around 950 members, whose task is to "build a clear, fast strategy and a search engine for targeted hotels." The most innovative portal could not be left behind in language, it is translated into 33 versions of different languages and intervenes in fifty-five world markets to mention a few: Booking.com, Expedia, Amoma, Hotels.com, Easytobook, among others.

Essentially, the utility Trivago offers is the hotel search, comparing hotel prices, and at the same time the experience customers have with individual hotels. ICTs are applied to tourism almost immediately and determine the direction of further tourism development; This is mainly due to the growing needs of customers in terms of quality and speed of the services provided and the individual requirements of each one of them. The search in Trivago is based on those client conditions, on their tastes (room equipment, sports activities, spa, among others), dogmas, cultures with geographic criteria (Mishina 2016).

In summary, this research as an integrating model in the disciplines of: tourism, sociolinguistics and technology based on experiential learning; It has been proven that human cognition and the acquisition of knowledge is not limited, on the contrary, it makes changes towards pre-established paradigms and selected by the same individual, certainly taking it to the level of common knowledge, generated in the interaction with the experiences of daily life and with other individuals, it is built on the basis of criteria, ways of reasoning, purposes and evaluations. The integrating model in research is not static, much less immutable, its designation refers to innovation, cooperation, participation, interference in the world of science, it evolves in parallel with the development of new technologies so much that it opens great windows in the socio-cognitive world, personal and spiritual growth.

Cybergraphy

- Rodríguez, EMR (2013). Integrative research model derived from holistic research. *Negotium Magazine*, (26), 116-142.
- Mishina, A. (2016). Trivago Internet system analysis.
- Campodónico, R., & Chalar Bertolotti, L. (2013). Tourism as a Social Construction: Episte-Methodological Approach. *Tourism and Society Yearbook*, (14).
- Moreno, MCM (2011). Tourism and tourism product. Evolution, concepts, components and classification. *Managerial vision*, (1), 135-158.
- Vargas, G., & Uricoechea, M. (2005). Approach to the state of the art of sociolinguistics in public institutions of higher education in Colombia. *Scientific Culture*, (3), 60-64.
- Areiza Londoño, R., Cisneros, M., & Tabares Idárraga, LE (2019). Sociolinguistics Pragmatic and variationist approaches. (2nd ed.). e-book. Retrieved from <https://www.ecoediciones.com/wp-content/uploads/2015/08/sociolinguistica-enfoques-pragmatico-y-variacionista.pdf>
- Suarez, AML (1999). Qualitative Sociolinguistics and Computer Linguistics. *Spanish Journal of Applied Linguistics*, (1), 247-262.
- by Benito Crosetti, B., & Ibáñez, JMS (2016). Design-based research in Educational Technology. *Interuniversity Journal of Research in Educational Technology*.
- by Benito Crosetti, B., & Ibáñez, JMS (2016). Design-based research in Educational Technology. *Interuniversity Journal of Research in Educational Technology*.
- Manero, CB, García-González, M., García-Uceda, ME, & Grijalba, JMM (2012). Modeling of changes in the distribution system of the tourism sector due to the incorporation of technologies. *Cuadernos de Economía y Direccion de la Empresa*, 15 (3), 117-129. Recovered from: <https://www.sciencedirect.com/science/article/pii/S1138575811000764>
- By Benito Crosetti, B., & Ibáñez, JMS (2016). Design-based research in Educational Technology. *Interuniversity Journal of Research in Educational Technology*.
- Sandoval, ACR, & Bermúdez, MM (2015). Conceptions of the information technology area: discussions from a recent research. *Nomads*, (42), 167-179.