English for Carriage Drivers

Innovative proposal in Partial Fulfillment to Obtain the Bachelor of Arts Degree in Teaching English as a Foreign Language

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I. **English Program for Carriage Drivers**

In Nicaragua, there are many places where people can find beautiful landscapes and entertainment. It is known as the land of lakes and volcanoes and foreigners from all around the world come and enjoy the attractions that this country has as well as its culture. One of the most visited places in Nicaragua is Granada, which offers activities such as mountain climbing, kayaking on its lake, and sightseeing around the city which can be done by visitors themselves or by carriages.

Granada is a place surrounded by foreigners almost all the time of the year, and most of people who come only speak English, and this creates a barrier of communication for carriage drivers who offer different kind of trips around the city where they show tourists many famous places such as monuments, cathedrals, parks, and their history, Nicaraguan culture and many other entertainment places they can find. Therefore, this project is aimed at designing a communicative English program proposal for tour carriage drivers at Granada’s Central Park for them to offer a quality service.

This program is going to be designed for 40 carriage drivers who are between 18 to 40 years old and are from Granada. Besides, they have worked on this business for about 6 years and more. The schedule that they have is from 8:00am to 6:00pm. Some of carriage drivers speak English as they have taken courses, so they are able to explain the tour and offer it in this language.

The creation of the program is aimed at offering a quality service to visitors who come from different places where English is spoken as first language. Thus, they will have a better understanding while communicating and better interaction with tourists who want to know about Nicaraguan culture and its attractions.
II. Justification

Nicaragua is known for its beautiful places and attractions. One of the most amazing places and commonly visited by foreign people is Granada. Known by its historical places and viewpoints, Granada offers many entertainment activities for tourists such as canopy, nature watching as well as carriage tours. As this city is visited by foreigners, who most of them speak in English, this project is focused on carriage drivers at Granada’s Central park because they are exposed to the language.

This project helps potential students to offer a quality service in regards of their workplace. They will have the opportunity to interact and communicate with their English-speaking customers. This is an innovative proposal since they will reach an intermediate English level and will increase their number of customers throughout the year. Moreover, the development and implementation of this curriculum design for carriage drivers will facilitate and improve the task they carry out. Thus, it will give Granada a great social image regarding its economic activity based on tourism because carriage drivers will gain language knowledge and will be able to offer tours around the city in English.

Carriage drivers will feel more capable of offering and developing their tours, for they have only had training regarding tourism and history in Granada. But, they need the target language in order to explain these contents to foreigners.

Finally, this project helps the curriculum designer to gain more knowledge and experience in designing courses for future purposes.
III. Objectives of the Project

General Objective

- To design a communicative English program proposal for tour carriage drivers at Granada’s Central Park to offer a quality service

Specific Objectives

- To identify the needs, wants and lacks of carriage drivers students through Needs Analysis.
- To suggest content related to the carriage driver’s context (setting).
- To suggest teaching methodologies and materials that suits student’s needs.
- To propose the appropriate assessment for student’s learning process.
- To expose language and curriculum theories which will help to develop the content that carriage drivers needs in their daily work.
IV. Theoretical Framework

The definition given by Trochim (2006) states “a theoretical framework consists of concepts, together with their definitions, and existing theories that are used in a particular study”. Hence, theories about curriculum design, language acquisition and teaching methodologies will be explained in accordance to the project for carriage drivers at Granada Central Park.

A. Curriculum Design Theories

According to Macalister (2010), “the aims of curriculum design are to make a course that has useful goals, that achieves its goals, that satisfies its users, and that does all this in an efficient way” (p. 10). So by following its elements such as environment, needs analysis, and principles, the goal can be reached. In a curriculum design these three main elements will help reach the goals that it might have.

First, Graves (2000) states “articulating beliefs and defining one’s context serve as the foundation for the other processes” (p. 3). These are the first steps to take in order to design a course. If the setting is presented and it is combined with the beliefs or philosophy of education, then these will be the core which is going to lead the whole process. Macalister (2010) stated that “these factors can arise from the learners, the teachers, and the teaching and learning situation” (p. 14). The environment of these three factors is going to help to the development of the course designing because there are set the constraints and the analysis of the context selected.

Second, the next step in designing a curriculum is presented by Macalister in his book Language Curriculum Design (2010) in which he explains that there are lacks, wants and necessities as factors that might be involved in student’s needs. This is called the needs analysis or as called by Graves (2000) “assessing needs”. Lacks are those that students are missing. Teacher should look for what learners are really missing such as grammar, pronunciation, vocabulary or skills they do not
have. Wants are what they need, their desired skills. For instance, if they are students that want to learn English because they need to have a better job opportunity, and in case that they only need vocabulary in the field they are working, so materials that enrich them with that sub-skill should be provided.

Moreover, in order to research these types of needs from teachers and students, there are tools, presented by Macalister, which are interviews, observations or testing. For example, if teachers want to know what they are missing (lack), they can make them do self-reporting, diagnostic tests or observations. But, they must be careful with observations because if we ask students to write about something just to know how they are in grammar or vocabulary, “it might change the nature of the task” (Macalister, 2010, p. 29). Besides, professor can research what students want by asking them what is useful in their learning process or make some observations. Graves (2000) asserts “you need to know as much as possible about the context in order to make decision about the course” (p. 13). Thus, making those observations, their necessities can be noticed.

Reliability, validity and practicality are ways to assess students’ needs. (Macalister, 2010, p. 30) Consistent results are required in order to make the needs reliable. For them to be valid, the content that is going to help students must be analyzed. It is also important to determine what is the easiest and the most helpful so that it can be practically. Furthermore, as this step of needs analysis might help to research about students, Macalister (2010) states that “curriculum design keep some check on vocabulary, grammar and discourse to make sure that important items are being covered and repeated” (p. 7) which means it is needed to provide high frequency words or grammar use to make English useful for them as well as acquire specific strategies to help them meet specific needs faster. Furthermore, a methodology which might be useful for teachers and for students to learn, such as direct method, audio lingual method or the one that the program’s aim.

Continuing with the steps, the next one is follow principles. Macalister included three things to take into account in here which are content and sequencing, format and presentation as well as monitoring and assessing. They help us to design a
course with a variety of methods that include the content which needs to be taught, how it is going to be presented, and the way students are going to be assessed. He stated that “The principles include the importance of repetition and thoughtful processing of material, on the importance of taking account of individual differences and learning style, and on learner attitudes and motivation” (Macalister, 2010, p. 5).

In the last step can be found the evaluation, in which designers assess all the steps presented before in order to verify if they are going to reach the goal or aim of the curriculum design. Therefore, by following each one carefully, the goal is going to be successfully reached.

Note: Adapted from Language Curriculum Design.

**B. Language Acquisition Theories**
Many ideas and theories regarding language acquisition have been suggested over the years, they aim to demonstrate the process by which children learn the language and start producing it. This curriculum proposal is being supported by Stephen Krashen’s theory regarding second language acquisition.
a) The Natural Acquisition Theory

The Input Hypothesis Model suggested by Krashen (1985) is based on five hypotheses:

- Input
- Acquisition/Learning
- Monitor
- Natural Order
- Affective Filter

The Input hypothesis

This hypothesis states simply that “we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence” (Krashen 1985, p. 32) in this theory, listening is viewed as one of the most important aspects when learning a language. Besides, it states that learners need to understand what they hear and later on they will start producing. In this hypothesis, listening is presented as the main key which students need in order to speak the foreign language. Carriage drivers are exposed to English all the time because there are many foreigners that come to Granada city and ask them for tours around it, so when they do the tours, they listen to what tourists say and are able to catch some ideas for the exposure they have been through. Potential students have had some exposure from previous courses in which they have learned some Basic English, but they also are going to be exposed to listening activities developed by teachers.

The Acquisition/Learning hypothesis

In this hypothesis Krashen and Terrel (1985) stated that “adults have two distinct ways of developing language in second language” (p.26). The first way is via language acquisition, that is, by using language for real communication. What s/he needs is to have an interaction and practice of what is being learned naturally. In addition, the second way to develop competence in second language is by
language learning. Language learning is ‘knowing about the language;’ even though, they explained that not all that is learned can become acquired. For example, in this project needs to be taught the passive voice, whether the teacher explains this grammar rule, students need to practice it naturally in order to produce it fluently. Furthermore, carriage drivers are going to have the opportunity to practice the content they learn in the classroom and put it into practice in their workplace, and extra vocabulary, grammar, and pronunciation is going to be acquired naturally.

The Natural Order hypothesis

Krashen (1985) states that “grammatical structures are acquired (not necessarily learned) in a predictable order.” It explains that not all the acquirers will acquire the rules in the same order, some will be acquired early and others will be acquired late. This means that while there is a pattern to teach the second language, the process of acquiring it goes subconsciously. Potential students that are carriage drivers will learn the second language by using a sequence in which they will be able to learn the language but not acquire it in the same way among them.

The Monitor hypothesis

It asserts that “conscious learning has an extremely limited function in adult second language performance: it can only be used as a Monitor or an editor” (Krashen and Terrell, 1985, p.30) In this, it is understood that learners start checking on what they are saying or what they want to say as they have already acquired some knowledge. For the purpose of this monitor hypothesis, Krashen suggests “three conditions for its use: (1) there must be enough time (2) the focus must be on form and not on meaning (3) the learner must know the rule.” They must know the language in order to correct the mistakes they make while producing the target language. Throughout the project, carriage drivers will learn the content and use it in their everyday life where they will figure out by themselves what are the mistakes they produce when they speak with foreigners.
The Affective filter hypothesis

This theory is described as a ‘mental block, caused by affective factors.’ (Krashen 1985) As per the description, it is said that when the filter is up, comprehensible input cannot get through; if it is down, they can make effective use of it. It is also said that adult learners are more likely to be affected by the filter than young learners. Therefore, the activities for adult carriage drivers are going to have activities that motivate them to learn the target language and speak it in their environment.

This theory is supporting the project as it will analyze the way learners develop the language and have as much knowledge as they can in order to produce the language and be aware of the information they convey. Besides, it also helps having a better view of how learning a new language works and the facts that may prevent learners from performing well.

C. Teaching Methodology

a) Methods and Approaches
In this project, there are many methods and approaches and their principles that have been gathered in order to create a communicative English program for English Specific Purposes (ESP) which is teaching a foreign language for carriage drivers at Granada Central Park. Dudley-Evans (2001) stated that “the key defining feature of ESP is that its teaching and materials are founded on the result of needs analysis” (p. 131). Therefore, in this ESP program, the methods and approaches that are going to be presented are the ones chosen to fulfill student’s needs.

The Communicative Language Teaching (CLT) method was chosen in order to achieve the goals of the program which is a communicative language. According to Richards (2006), this method “can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 2). This includes grammatical competence as well as
communicative competence. The aim is carriage drivers to communicate in the target language, so the principles that have been taken from this method are the following.

First, while looking at the context, the students have been fully exposed to the language. They have notion of the vocabulary that they can use and how to use it. Though, one of the principles of CLT states that “the emphasis is on the process of communication rather than just mastery of language forms” (Larsen-Freeman, 2000, p. 126), which determines that even though they have vocabulary and little grammar structure, the method states that they are essential but as a way of communicating rather than presenting it as patterns. So, students are more likely to learn the language in the context they are exposed and need to have a real communication where they can express their ideas throughout the language they learn.

Moreover, Larsen Freeman in her book *Techniques and Principles in Language Teaching* (2000) shows another principle which states that “students should be given an opportunity to express their ideas and opinions” (p. 126) When they express these are more likely to express them naturally. They can feel more confident while they are speaking and give a clear explanation of what they want to say. For instance, carriage drivers are students who work as tourists and they explain past events that happened in Granada, so when they offer their tours they can also express their opinions related to the same topic since they have the knowledge and can apply it to their lives. Therefore, once they have a CLT method integrated in their syllabus they are going to be able to express what they want.

This method “establishes situations likely to promote communication.”(Larsen-Freeman, 2000, p.127) The tasks that they develop are related to the context where they are exposed. They are exposed to real life, to real communication in which they can practice the target language with foreign people. By knowing the kind of task that the teacher assigns, students are able to perform it accordingly to their context, in this case offering tours around the city. The teacher knows exactly
the purpose of the task and develops the class with the aim of helping them to communicate efficiently when they perform them.

Larsen-Freeman proposed principles related to the Task Based approach which is related to the CLT method. In this approach, there is presented a task in which students have “a perceived purpose and a clear outcome.” (Larsen-Freeman, 2000) They are said to perform a task, and they already know what the task is about connected to their context. Furthermore, it shows that this approach gives students more opportunity to interact authentically and meaningfully. According to Swain (1995) cited by Beglar and Hunt (2002) states that, “Tasks also provide input to learners and opportunities for meaningful language use, both of which are generally considered valuable in promoting language acquisition” (p. 97). For example, if students are given an assignment in which they put into practice what they have learned in a specific task, out of the classroom they are going to be able to perform it without any problem because they will already have the knowledge. The production required is going to be meaningful.

The Total Physical Response method was shown by Larsen Freeman (2000) with its principles. She stated that James Asher was the one who developed this method which shares a Natural approach view and states that students can acquire a target language as they learn their mother tongue. The principles that are chosen and the ones that can convey a meaningful interaction in the methodology chosen for the program are “students can learn through observing actions as well as by performing the actions by themselves” and “language learning is more effective when it is fun” (p. 113). They had been chosen from TPR since the method has as aim to release stress in classroom. The students from the project are people who work every day in business hours, and they are adult students who need to enjoy learning in order to find it easier to understand. If they practice English little by little, they are going to feel comfortable while trying to convey the meaning in the foreign language.

Larsen Freeman (2000) explained that “Developing a community among the class members builds trust and can help to reduce the threat of the new learning
situation” (p. 97), which is a principle from the community language learning. This method encourages student to be independent and at same time part of a community, for they need to be aware of their learning process, the way they learn, and also learn from one another. Another principle taken is the following “cooperation, not competition, is encouraged” (p. 97, 2000) asserts Larsen Freeman. While students are learning, they are exposed to a group of people with whom they can share what their knowledge, beliefs and opinions.

Therefore, to provide a communicative English program, the methods and approaches that have been collected are Communicative Language Teaching which includes the task based approach, total physical response as well as community language learning method. Each one of them contains principles that can be applied in the program and be taken as a path to fulfill students learning needs, lacks and wants.

b) Type of Activities
When the methods and approaches have been defined, the next step is to expose activities which can facilitate their learning by following the principles stated. Therefore, in this project, there have been included activities from the methods previously presented which are Information-Gap Activities, opinion-sharing and role plays. As described by Richards (2006) the information gap activities have as a feature that “authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information” (p. 18). When they practice English with this type of activities is like in real life, what they practice is making questions and answering by being given a problem in which they can find a solution.

Another type of activity given by Richards (2006) is the “opinion-sharing: activities in which students compare values, opinions, or beliefs” (p. 19). For example, while having students stating their opinions or beliefs through debates, they can feel more confident with speaking the language and at the same time can share what they think in one specific topic.
Moreover, student need some practice of their learning through role plays. According to Richards (2006), “Role plays are activities in which students are assigned roles and improvise a scene or exchange based on given information or clues” (p. 20) if students are given a role in which they will have to create a story in a specific situation, they will be able to interact without any problem. For instance, carriage drivers have a specific task which is guiding and providing information about Granada city, but if they practice role plays as if this interaction happens, at the time they want to do it, it will come naturally since they already practice it.

These activities are based on the methods and approaches that are previously presented. They were selected since they can help develop speaking activities in a communicative way, give their opinions and practice obtaining information as in real life.

c) Role of Students and Teacher
Within a classroom students are the ones who take the lead. In this program the purpose is to have a student-centered learning process where they can learn English in an easy way. The level of anxiety should be low as it might get students interested and motivated to learn the language. They are adult learners, and there should be always taken into account the necessities, desires and needs they have.

According to Harmer (2001) the role of a teacher “may change from one activity to another,” and he explains that it could be done if the teachers make these changing effectively. (p. 57) Therefore, the roles of the teacher suggested in this project are as prompter, participant and tutor. As a prompter, teacher should encourage the student by letting them speak in the target language. The teachers want to help but at the same time not, so what they do is to offer words or phrases for them to complete their ideas. Moreover, students should feel that teacher is a participant rather than an authority; even though, by having him or her as participant, “the teacher can easily dominate the proceedings” (Harmer, 2001, p. 61). If s/he knows how to balance the participation in the classroom, s/he might be able to handle the group but being also part of it. As tutors, the aim in this role is the teacher to guide and work together in small groups. Once the teachers have a
closure interaction with their students, they can build a good a relationship in the classroom, letting them feel comfortable and confident with what they learn and how they learn it.

Finally, the teacher should know students learning styles such as personality, their way of learning and activities they like to have. When they already recognize what their students want, they are going to be able to act their role. In this project the one that can help students to feel more comfortable is having them as facilitators, aids and language model.

D. Other Theories

a) ESP course
By creating a curriculum design, it can be set the environment, needs and principles that can be used to reach the goal of the project. When it comes to English for Specific Purposes (ESP), Dudley-Evans (2001) defined that it “is designed to meet the specific needs of the learner” (p. 132). The content to be implemented needs to fulfill students’ needs. As an example in this project the purpose is to provide topics related to Granada’s history as well as Nicaraguan culture. Students need to be able to explain those aspects, for they are part of their daily activities as carriage drivers.

Also, Dudley-Evans explains that an “ESP makes use of the underlying methodology and activities of the discipline it serves” (p. 132). While using the suggested methods, strategies and techniques, students who are carriage drivers at Granada are going to be able to develop listening and speaking skills by practicing topics in regards to their subject matter that in this specific situation is tourism around the city.

b) Common European Framework
Standardizing second language proficiency is the main function of the Common European Framework (CEF). In order to provide a description for L2 skills, there is a framework that explains and grades English from A1 to C2 levels. It defines the tasks that students can do in the different language skills such as reading, writing, speaking and listening.
Moreover, it is used as a reference to measure the target language. In this project the main purpose is to help carriage driver students to reach a B1 level.

According to The Council of Europe (2015) students in this level:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. (p. 5)

By using this as a model, methodology, language acquisition theories, strategies and techniques exposed in this project are going to be used in order to reach B1 level proficiency since this also provides the content and topics that need to be cover from A1 to reach a B1 level.
V. Methodology of the Project

1. Defining Context
This communicative English Program is designed for carriage drivers at Granada’s central park. In here, national and international tourists come in every time of the year, especially from June to August, and most of them speak English as mother tongue. The carriage drivers offer different kind of trips around the city where they show tourists many famous places such as monuments, cathedrals and parks, and their history, but also many other entertainment places they can find.

This program is created for 40 carriage drivers who are between 14 to 40 years old and are from Granada. They have worked on this business for about 6 years and more. Some of them know basic English and offer their trips in this language. Besides, the schedule that they have is from 8:00 am to 6:00pm.

The creation of this program is aimed for carriage drivers to offer a better service to visitors who come from different places and speak English. Therefore, they will have a better understanding while communicating and good interaction with tourists who wants to know about Nicaraguan culture.

1.2. The Need Analysis
For the purpose of this Project, the information has been gathered from the following sources:

a. Survey to carriage drivers
b. Interview to carriage drivers
c. Observation to carriage drivers
d. Interview to the tourism director of Granada’s city hall

Survey to carriage drivers: The six questions that are in this survey are aimed to have general information about the students, their needs and their expectations about the class. The questions are focused on the motivation and the activities that they would like to have in classes. Besides, when it comes to learning English for specific purposes, some questions are based on the topics that they would like to learn in this program.
Interview to carriage drivers: This instrument contains eight questions that are created to know about the student’s background information, the context where they interact with their customers and the times they have this interaction in English throughout the year.

Observation: The level of English that carriage drivers have and use of English in their daily activities are measured through observation. The aspects that are covered in this instrument are related to the vocabulary and grammar that they use when a foreign comes and asks for a tour around the city. Furthermore, it gives us clues of what can be taught for them to have a better interaction with tourists and the support they receive from other institutions.

Interview to the tourism director of Granada’s city hall: It is aimed at discovering how this institution can help carriage drivers to take English classes, and if they have supported this touristic activity. It has 5 questions that are going to be helpful for the development of the project.
VI. Data Analysis

1. Needs Analysis Results

1.1. Results of the survey to carriage drivers

1.1.2 General Information

In Granada’s central park, there are 40 carriage drivers who offer tours around the city. For the purpose of this project the survey was conducted among 20 percent of carriage drivers. Therefore, this survey was carried out with the help of 7 of them who work from every day from 8:00am to 6:00pm. They were eager to provide their opinions and ideas regarding the language.

The survey was formed of six questions based on their interest of the language and activities they would like to have in an English program and their results were the following:

a) Do you like English? Why?

A 100% of workers who took the survey indicated they like English, and they consider it is really important to learn the language as it will bring more job opportunities to them.

b) Do you consider English important? Why?

The 100 percent of carriage drivers answered that English is important for them since it is a tool for their working day, they can communicate better with foreigners that speak the language, and it can help them earn more money while guiding tourists.

c) Which language skill are you interested in?

The 86 percent (6 carriage drivers) of carriage drivers are interested in speaking and listening as they interact with foreigners every day and they consider these skills as the most important to do their job. Skills such as reading and writing were considered important for the 14 percent (1 carriage driver) since it will also help them analyze the information that they can provide to foreigners. (See appendix 1)
d) What type of information do you provide to the visitors?

The 71% (5 carriage drivers) of them answered they provide information about history and 29% (2 of them) stated information about places and addresses is also provided. *(See appendix 1)*

e) What type of activities do you consider will help you learn better?

The 57% (4 workers) of them chose role plays as they think it will help them be more creative and speak the language in a more effective way. 29% (2 workers) of them chose readings as they want to learn more vocabulary and the language structures. 14% (1 worker) chose presentations since he thinks it is the best way to put into practice what they learn in the class. *(See appendix 1)*

f) At what time would you like to take English classes?

The 100 percent answered that they would like to have English classes at night from 6:00pm since they would go after finishing their working day.

1.2. Results of the interview to the carriage drivers

A questionnaire was carried out in order to gather more information that could help this project have a better impact on students, taking into account what has been provided by them. The interview was conducted to 7 carriage drivers and the results of the questions are going to be explained below.

a) How long have you been working as a carriage driver?

The 90% of the carriage drivers (6) said they have been working for more than 5 years, the 10% of them said for two years.

b) What is your schedule?

The seven carriage drivers stated that they work from 8 am to 5:30 pm.

c) Do you spend money in the maintenance of this job?

The 100% of the workers affirmed they do not spend money as they work for a carriage corporation and the owners are the ones that afford the maintenance.
d) At what time would you like to have the English class?

They were also asked for the shift they would like to have for the English class and 100% of them prefer taking the class from 6pm to 8pm.

e) In what season throughout the year do foreigners come?

In this question six carriage drivers stated that the high season is from July to August and one of them said that it is during Holy week.

f) What type of information do you provide to foreigners and what kind of questions do they ask you?

All carriage drivers said they provide information regarding history of the city and entertainment activities that are offered in the city.

1.3. Observation of the context

In the observation, the designer had the opportunity to be part of one of the tours that they offered with an English speaker. The results for this observation were based on the following rubrics: greeting, business offer, tour and conclusion, in which the vocabulary and the grammar structure they used were analyzed. They were able to interact with the visitor using basic English and explained part of the tour with the vocabulary they have learned through their experience. Besides, carriage drivers after the tour they explain to the designer that there are many touristic institutions that ask them to take their tourist guide and visitors around Granada. The tourist guides are the ones in charge of explaining the cultural facts and history about the place, and so carriage drivers have acquired some vocabulary and pronunciation of the target language.

Moreover, carriage drivers mentioned that the city hall has helped them in providing with Nicaraguan history classes for them to explain to foreigners.

1.4. Results of the interview to the tourism director at Granada’s city hall

The interviewee was the tourism director who is in charge of the tourist inversions, and the questions were the following:
a) Do you think it is necessary that carriage drivers have knowledge of English? Why?

Yes, they do. As they take foreigners who come to our city to sightsee around the city. They are like tourist guides, and that is one of the most enchanted attractions in Granada. So, they need this tool to offer a better service to their English-speaking customers.

b) Have you provided with any other course regarding carriage drivers’ job? If so how have been its results?

They have had training on how to explain the history and culture of the city. They were provided with books and information about it on November, 2014, so that’s the reason why we have been interesting in improving this type of service since they know this is part of our economic activity. Moreover, with the training provided, they have been able to explain and have had wider points of view about the history of Granada.

c) Do you have the information of the average monthly income of carriage drivers?

The income which they earn monthly will depend on the season that they offer their tours. For example, from June to December there are many foreigners that come, and they can earn for about $400, not including the maintenance of carriages. But, from January to May they earn fewer.

d) Can this institution help in the development of this project? How?

Yes, we can. There can be given economic support for their classes and a place where they will be able to take them.

e) Does your institution have an available place where carriage drivers can take an English course?
When it comes to the place, they explain that they can facilitate an area that can be only for these courses, but it would be in accordance with the quantity of students that will take it.

2. **Discussion**

2.1. **Present Situation Analysis**
Carriage drivers are people who work every day from 8:00am to 6:00pm, and they are from the age of 18 to 40 years old. Some students have taken English courses before and have basic English proficiency. Other students have never studied but have learned it through listening to foreigners who come to Granada City. It means that they need English for their working day and practice it in order to help them feel more confident what learners lack is vocabulary related to their job, fluency, and grammar structures which turns out to be preponderant in their learning process. Besides, they have some knowledge related to Nicaraguan history which was provided by the Granada's city hall.

2.2. **Target Situation Analysis**
The objectives in this project in order to make students reach a B1 level and in regards students’ needs are:

a) Students speak English fluently and have clear pronunciation while they are speaking with foreigners.

b) Students have to learn grammar and vocabulary such as cultural and historical facts that help them develop their speaking skills confidently.

c) Students need to be able to analyze authentic reading materials, for example Places to visit around Granada or Features that describe Nicaraguan people and work on reading skills in order to produce either speaking or writing.

Students need to be able to express their ideas and opinions regarding the information which needs to be provided to visitors.
2.3. Constraints
In this project one of the constraints was the location where the program is going to be implemented since it is far from the city and it takes time collecting the right information. Moreover, there were few participants that were interviewed and that made difficult to know what their needs were, then they began to show more willingness and showed that they were interesting in having such a program.

When it comes to developing and designing the program, the feedback provided by the tutor helped the designer comprehend even though there were many students working on the same project.
VII. The Proposal

A. Abstract
Granada is one of the most attractive places in Nicaragua, and there are many visitors who come and practice many activities such as canopy, scuba diving and kayaking in its lake. But, tourists also go sightseeing around the city where they can find museums, cathedrals or restaurants. They can go by themselves or by carriages. Therefore, it is created the innovative ESP program English for Carriage Drivers which is intended to provide carriage drivers from Granada Central Park with communicative English skills to develop their language proficiency at a B1 in order to offer a better service for their English speaking customers.

The objectives of the program, methodology and activities are created in order to fulfill student’s needs wants and lacks. As they received foreigners who mostly speak English, it will be focused on listening and speaking skills for them to have a real communication with their customers. They will be able to provide historical information, cultural aspects about the country and city, and additional information in which tourists are interested. Moreover, this program will help carriage drivers in their working day, and it will give to Granada a great social image since they will offer tours around the city in a foreign language.

The duration of this course is going to be for 9 months which are going to be divided into a month and a half for each level, so it is going to have 6 levels that are required by the CEF in order to reach a B1 level. Besides, they are arranged with content, vocabulary, pronunciation and grammar that can help them develop their work in tourism efficiently. Nicaraguan culture is going to be present as well in different sessions for them to explain the characteristics of our country.
VIII. The Proposal

A. Goal and Objectives

1. Goal

This program is intended to provide carriage drivers from Granada Central Park with communicative English skills to develop their language proficiency at a B1 in order to offer a better service for their English speaking customers.

2. Specific objectives

By the end of the program, carriage driver students will

a) Develop their receptive skills –listening and reading- by interpreting conversations or texts in English from their personal interest, context and daily work.

b) Develop their productive skills –speaking and writing- by expressing their ideas, opinions or beliefs regarding their personal interest, environment and work area.

c) Use vocabulary, grammar and pronunciation from the content, which contains cultural and historical aspects, in order to improve their communication skills and fluency.
B. Organization of the Program

According to the CEF to reach a B1 level, students need to be exposed to the language between 350 and 400 hours. Therefore, this program is divided into six levels, and each one is going to last six weeks. The first four levels are going to contain basic English and the other two levels are going to be designed with content based on the tasks they develop as carriage drivers. In the survey that carriage drivers answered, they agreed on taking classes from Monday to Friday in the evening, so the schedule suggested is from 6:00pm to 8:00pm which means that they are going to have 10 hours per week and 60 hours per level, including hours in class and self-study.

The following chart represents the organization in which the program is going to reach from A1 to B1 level.

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
<th>B1: ESP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L1</td>
<td>L2</td>
<td>L3</td>
</tr>
<tr>
<td></td>
<td>10 hours per week</td>
<td>10 hours per week</td>
<td>10 hours per week</td>
</tr>
<tr>
<td></td>
<td>60 hours per level</td>
<td>60 hours per level</td>
<td>60 hours per level</td>
</tr>
<tr>
<td></td>
<td>6 weeks per level</td>
<td>6 weeks per level</td>
<td>6 weeks per level</td>
</tr>
</tbody>
</table>
C. Teaching Methods

Student-centered learning is the key aspect in the selection of the methods of the present program’s proposal since carriage drivers need English for their everyday activities. This is an English program for specific purpose that integrates the following methods: Communicative Language Teaching, Total Physical Response and Community Language Learning, there will be included the task based approach as well.

First, the principles selected from the communicative language teaching are aimed at helping carriage drivers improve their listening and speaking skills by using vocabulary, grammar and pronunciation in the task they develop. They need to learn how to create a real communication by participating in different activities suggested which are role plays, information gaps, and opinion sharing as they need a meaningful interaction in order to offer a better service to their customers.

Furthermore, the Total Physical Response and the Community Language Learning methods are chosen in order to help students build a community inside the classroom and interact with one another. Besides, they can feel comfortable among their classmates while doing activities that are going to support their everyday tasks. This is going to encourage them to speak at the very beginning and take the learning process more entertaining and funny.

Carriage drivers offer tours around Granada city that can take two hours each trip in which they explain cultural and historical facts and the city’s tourism, so they are going to need content related to their performing; therefore, the approach selected for this program is the Task-Based, which main goal is to help students relate the activities proposed with their context.

To sum up, these methods are selected in order to fulfill student’s needs, lacks and wants and are based on the results of the need analysis, gathered from interviews, surveys and observations. They are student-centered and combined with activities that can improve their English language skills in order to develop their tasks confidently and efficiently.
D. Assessment
In order to measure and assess potential student’s learning and the program’s efficiency, the following section presents the formative and summative assessment which this program contains.

✓ **Formative Assessment**
According to Popham (2008), “Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.” The main goal is to provide students with activities that facilitate their conversational or communicative strategies. The activities are designed in order to make them practice the target language as much as they can in the classroom, so teachers and students will be able to notice the progress of the four language skills throughout the course. Besides, it is important to mention that feedback is going to be provided from teachers and students in order to let them learn from others.

✓ **Summative Assessment**
In this course, the summative assessment is intended to evaluate students’ proficiency while developing the four skills and micro skills. This is by giving them a grade that shows the levels they are reaching by performing the activities suggested to assess their language performance. The score for their speaking skill might be evaluated by the criteria exposed in Appendix 5 which is going to help teachers as well as potential students figure out the improvement they are reaching throughout the course. Therefore, in the following chart are presented the summative and formative assessment that teachers are going to follow.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type of Assessment</th>
<th>Grading System</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Assignments (group work, role plays, oral presentations)</td>
<td>Formative</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>Oral performance (Interviews, debates, opinion sharing)</td>
<td>Formative</td>
<td>20%</td>
</tr>
<tr>
<td>Self-Study</td>
<td>Formative</td>
<td>20%</td>
</tr>
<tr>
<td>Final Test</td>
<td>Formative</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
First Level Program

I. General Information

Weekly hours: 2 hrs (Monday- Friday)
Total hours course: 60 hours
Created by Andrea Montano
Authorized by Emma Luna B. A. Tutor
Date created October 2015

II. Description of the Course

This First level course is aimed at providing students with basic English by developing conversational and listening strategies in which they can interact by giving personal information, interest and feelings. To make this course more meaningful, it integrates the practice of vocabulary, pronunciation, and grammar that serve as the foundation of the target language that students are learning. Besides, carriage driver students will have the opportunity to participate in different individual and group activities in and out of the class to help them perform in their daily context.

III. Objectives of the Course

a) Develop speaking and listening skills at a conversational level by developing activities to carriage driver’s context.

b) Develop reading and writing skills at a basic level taking into account their likes, environment and daily work.

c) Use and pronounce the contextualized grammar and vocabulary in the content given in each unit correctly

IV. Requirements to take the course

- Students ought to have the material required for the course
- Any late assignment is going to receive half grade unless there is an arrangement instructed by the teacher.
V. Organization of Units

<table>
<thead>
<tr>
<th>Units</th>
<th>C</th>
<th>I &amp;GW</th>
<th>SS</th>
<th>Total Hours</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Getting to know</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>February 8th -12th</td>
</tr>
<tr>
<td>Unit II: People</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>February 15th -19th</td>
</tr>
<tr>
<td>Unit III: Daily Routines</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>February 22nd -26th</td>
</tr>
<tr>
<td>Unit IV: At the supermarket</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>February 29th -March 4th</td>
</tr>
<tr>
<td>Unit V: Living</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>March 7th -11th</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>60 hours</td>
<td></td>
</tr>
</tbody>
</table>

C=Classes  I&GW= Individual and group work  SS= Self-study

ANALYTICAL PROGRAM

UNIT I: Getting to know

Objectives:

✓ Exchange personal information
✓ Discuss about their hobby and favourite things

Content

- Grammar
  - Verb be: Short questions and answers
  - Personal Pronouns
  - Information questions

- Vocabulary
  - Alphabet
  - Cardinal numbers
  - Days of the week
  - Months
  - Colors

- Pronunciation
  - Sound of the alphabet

UNIT II: People
✓ Describing people
✓ Talking about family and friends

Content

- Grammar
  - Simple present: auxiliary verbs
  - Yes/No questions and WH-questions
  - Possessive pronouns

- Vocabulary
  - Nationalities
  - Family
  - Jobs
  - Adjectives to describe people

- Pronunciation
  - Word stress

UNIT III: Daily Routines

✓ Express about their habits and routines
✓ Tell about the things they like or dislike doing

Content

- Grammar
  - Simple present
  - Adverbs of frequency
  - Likes and dislikes + -ing

- Vocabulary
  - Hobbies
  - Activities
  - Prepositions of time: in, on, at

- Pronunciation
  - third person endings: /s/, /z/, /IZ/
UNIT IV: At the Supermarket

✔ Recognizing fruits and vegetables
✔ Asking for and giving prices

Content

- Grammar
  - Nouns: Countable and noncountable
  - How much, How many?
- Vocabulary
  - Food and drink
  - Containers
  - Would like?
  - Customer service phrases
- Pronunciation
  - Vowel sounds

UNIT V: Living

✔ Describing and recognizing house furniture
✔ Locating house’s objects

Content

- Grammar
  - There is
  - Some/any
- Vocabulary
  - Rooms and furniture
  - Prepositions of place
Reference


United Kingdom: Macmillan Publishers Limited
Second Level Program

I. General Information

Weekly hours: 2 hrs (Monday- Friday)
Total hours course: 60 hours
Created by Andrea Montano
Authorized by Emma Luna B. A. Tutor
Date created October 2015

II. Description of the Course

Potential students have been already exposed to different kind of activities that were focused on pronunciation, vocabulary and grammar which were useful for their daily basis. Therefore, this course is aimed at improving students’ speaking and listening language skills as well as micro skills taught. Throughout the content and activities selected for the program, they are going to be encouraged to speak and gain confidence in order to improve in listening and speaking skill proficiency. This is going to help students learn how to use phrases and sentences to describe their environment and activities they perform in their everyday activities.

III. Objectives of the Course

a. Develop conversational strategies in order to use vocabulary, grammar, and content effectively.

b. Accurately pronounce and use contextualized vocabulary provided in the units.

c. Interact by using basic sentence patterns through listening activities

IV. Course Requirements

• Students ought to have the material required for the course.
• Any late assignment is going to receive half grade unless there is an arrangement instructed by the teacher.
• Students have finished the first level of the program
V. Organization of Units

<table>
<thead>
<tr>
<th>Units</th>
<th>C</th>
<th>I &amp;GW</th>
<th>SS</th>
<th>Total Hours</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Going Shopping</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>13</td>
<td>March 14th - 18th</td>
</tr>
<tr>
<td>Unit II: Time</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>March 21st - 25th</td>
</tr>
<tr>
<td>Unit III: Health and Body</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>13</td>
<td>March 28th - April 1st</td>
</tr>
<tr>
<td>Unit IV: You can play baseball really well</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>April 4th - 8th</td>
</tr>
<tr>
<td>Unit V: You can’t miss it</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>April 11th - April 15th</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

C=Classes  I&GW= Individual and group work  SS= Self-study

**ANALYTICAL PROGRAM**

**UNIT I: Going Shopping**

Objectives:

- ✓ Describe clothes and weather.
- ✓ Provide information about the owner of an item

Content

- Grammar
  - Possessive adjectives
  - Present continuous
  - Conjunctions *and* and *but*.
- Vocabulary
  - Clothes
  - Weather
  - Color, adjectives
- Pronunciation
  - Sentence stress and rhythm

**UNIT II: Time**
Ask for and telling time
Talk about current activities

Content

- Grammar
  - Question What time?
  - Wh-questions with Present continuous

- Vocabulary
  - Time
  - Activities Jobs
  - Prepositions of time

- Pronunciation
  - Question intonation

UNIT III: Health and Body

- Give advice and instruction
- Recognizing the parts of the body, sickness and health problems

Content

- Grammar
  - Affirmative and negative imperatives
  - feel + adjective

- Vocabulary
  - Parts of the body
  - Feelings

- Pronunciation
  - Sentence stress

UNIT IV: You can play baseball really well

- Express sports students like or dislike
- Giving information about their talents and abilities

Content
Grammar
  • Can for ability

Vocabulary
  • Sports
  • Talents
  • Abilities

Pronunciation
  • Pronunciation of can/can’t

UNIT V: You can’t miss it

✓ Asking for and giving locations and directions
✓ Use comparison to describe a place

Content

Grammar
  • Preposition of place
  • Imperatives
  • Comparatives and superlatives adjective

Vocabulary
  • Locations in a city
  • Tourists attractions
  • Adjectives

Pronunciation
  • -er and –est ending, most.
Reference

United Kingdom: Cambridge Press University.

United Kingdom: Macmillan Publishers Limited
Third Level Program

I. General Information

Weekly hours: 2 hrs (Monday-Friday)
Total hours course: 60 hours
Created by Andrea Montano
Authorized by Emma Luna B. A. Tutor
Date created October 2015

II. Description of the Course

This is a course designed to provide students with conversational strategies. Students are going to practice the four target language skills, but the emphasis is going to be in speaking and listening since these are the key aspects of interaction in the context where they develop their daily work tasks. They will be able to participate in activities more related to their field and context by using vocabulary, grammar suggested in the units.

III. Objectives of the Course

a. Develop speaking and listening skills by using conversational strategies
b. Use contextualized lexicon for them to produce a clear and coherent output

IV. Course Requirements

• Students ought to have the material required for the course.
• Any late assignment is going to receive half grade unless there is an arrangement instructed by the teacher.
• Students have finished the first and second levels of the program.
V. Organization of Units

<table>
<thead>
<tr>
<th>Units</th>
<th>C</th>
<th>I &amp;GW</th>
<th>SS</th>
<th>Total Hours</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Traveling</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>14</td>
<td>April 18th - 22nd</td>
</tr>
<tr>
<td>Unit II: Looking Back</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>10</td>
<td>April 25th - 29th</td>
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<tr>
<td>Unit III: Experiences</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>May 2nd – 6th</td>
</tr>
<tr>
<td>Unit IV: Things happen</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>May 9th - 13th</td>
</tr>
<tr>
<td>Unit V: Style and</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>April 16th - 20th</td>
</tr>
<tr>
<td>appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>60 Hours</td>
<td></td>
</tr>
</tbody>
</table>

C=Classes  I&GW= Individual and group work  SS= Self-study

ANALYTICAL PROGRAM

UNIT I: Traveling

Objectives:

✓ Talk about things you need to do before a trip
✓ Give advice and make suggestions
✓ Provide information about travel and vacations

Content

- Grammar
  - Infinitives for reasons
  - Ways to give advice and make suggestions
  - It’s + adjective + to

- Vocabulary
  - Trips suggestions
  - Travel items
  - Postcard formats and expressions
UNIT II: Looking Back

✓ Ask and give information about date and place of birth.
✓ Talking about experiences and the recent past

Content

  o Grammar
    ▪ Past of the verb be
  o Vocabulary
    ▪ Biographical information
    ▪ Years
    ▪ Time expressions for the past
  o Pronunciation
    ▪ Negative contractions of the verb be

UNIT III: Experiences

✓ Describe past events
✓ Express relevant events of past vacation day

Content

  o Grammar
    ▪ Simple past statements
    ▪ Yes/No questions and short answers
    ▪ Say and Tell
  o Vocabulary
    ▪ Simple past irregular verbs
    ▪ Adjectives to describe feelings
  o Pronunciation
    ▪ -ed endings
UNIT IV: Things Happen
✓ Tell anecdotes
✓ Report events

Content
  o Grammar
    ▪ Past continuous statements and questions
    ▪ Reflexive pronouns
  o Vocabulary
    ▪ Injuries
    ▪ When and While use
  o Pronunciation
    ▪ Fall rise intonation

UNIT V: Style and Appearance
✓ Describe people’s appearances
✓ Identifying people’s characteristics

Content
  o Grammar
    ▪ Phrases with verb+ ing
    ▪ Prepositions to identify people
  o Vocabulary
    ▪ Adjectives and expressions to describe people’s appearances
Reference

United Kingdom: Cambridge Press University.
VIII. Conclusion

In Nicaragua, the knowledge of a foreign language has been taken as an important requirement in companies, hotels and touristic places. One of the most touristic places in here is the city of Granada where people from all around the world come and enjoy the marvelous landscapes, lake and volcanoes. Therefore, the design of this program is intended to help carriage drivers at Granada’s Central Park to communicative English in order to offer a better service for foreigners who speak in the target language.

It was designed with the results of the questionnaire, observation and interviews carried out for carriage drivers. The methods used were in accordance with the needs, lacks and wants found out by the implementation of these instruments. Moreover, the program wants to reach a B1 level, according to the CEF, because the results showed that they need as much exposure as they can in order to communicate efficiently with their customers.

Finally, the program will give to Granada a great social impact since the trips offered by carriage drivers will be in English and they will be able to provide historical and cultural information to foreigners, so they can know more about Nicaragua and recommend others to visit this beautiful country known as the land of lakes and volcanoes.
IX. Recommendations

During the development of the course and in order to achieve its goal that is to create a communicative English program, these are the recommendations that can be taken into account:

- To provide teachers with training regarding student’s field since this is an ESP course.
- To implement the methodology suggested for this program taken into account the methods exposed which are Communicative Language Teaching, Total Physical Response, Community Language Learning and the task-based approach. The methods that were selected need to be implemented in a way student produce the target language, so it is recommended to let and encourage them practice English in and outside the classroom, especially by applying it in their job.
- To make use of authentic materials and realia in accordance with carriage drivers’ context.
- To take into account the time that each program is intended to take.
- To use techniques which enhances students’ learning process, and to evaluate these properly according to the assessment suggested.
- To evaluate carriage driver’s learning process to measure the effectiveness of the project.
X. References


XI. Appendix
Appendix 1

c) Which language skill are you interested in?

- Listening and Speaking: 86%
- Reading and Writing: 14%

d) What type of information do you provide to the visitors?

- History: 71%
- Places and addresses: 29%

e) What type of activities do you consider will help you learn better?

- Role-Plays: 57%
- Readings: 29%
- Presentations: 14%
Appendix 2

Survey to Carriage Drivers

1. Do you like English? Why?
   a) Yes
   b) No

2. Do you consider English important? Why?
   a) Yes
   b) No

3. Which language skill are you interested in?
   a) Speaking
   b) Listening
   c) Writing
   d) Reading

4. What type of information do you provide to the visitors?

5. What type of activities do you consider will help you learn better?
   a) Role-Plays
   b) Readings
   c) Poster Presentations
   d) Games
   e) Others:__________

6. At what time would you like to take English classes?
Appendix 3: Interview to Carriage Drivers

How long have you been working as a carriage driver?

What is your schedule?

Do you spend money in the maintenance of this job?

At what time would you like to have English classes?

How many people can you take in your carriage for tours?

Where do commonly foreigners come from?

In what season throughout the year do foreigners come?

What type of information do you provide to foreigners and what kind of questions do they ask you?
### Appendix: 4

**Observation**

<table>
<thead>
<tr>
<th>Stages</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business offer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(types of tour)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5: Interview to the tourism director at Granada’s city hall

Do you think is necessary that carriage drivers have knowledge of English? Why?

Have you provided with any other course regarding carriage drivers’ job? If so how have been its results?

Do you have the information of the average monthly income of carriage drivers?

Can this institution help in the development of this project? How?

Does your institution have an available place where carriage drivers can take an English course?
Suggested assessment criteria for speaking activities

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student is completely prepared and has obviously rehearsed</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses vocabulary appropriate for the audience.</td>
<td>Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</td>
<td>Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</td>
<td>Uses several (5 or more) words or phrases that are not understood by the audience.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
</tbody>
</table>

Content

II. Justification ........................................................................................................................................... 2

III. Objectives of the Project ..................................................................................................................... 3

IV. Theoretical Framework ....................................................................................................................... 4
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   B. Language Acquisition Theories ....................................................................................................... 6
      a) The Natural Acquisition Theory ................................................................................................. 7
         □ The Input hypothesis ................................................................................................................... 7
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