ESP Curriculum for the Tour Guides and Administrators at Rubén Dario Museum in León

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

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Managua, Nicaragua
November, 2016
Dedicatory

I want to dedicate the elaboration of this significant product, which represent a hard process of work and an important moment in my life, to the woman that was always by my side when I needed her; she was a brave woman; she did her best to take the place I am now and she was an example of honesty, goodness, hard work and love to me. My grandmother taught me a lot of valuables pieces of advice; that is why I want to thank her now and forever for giving me the best thing I ever had: LOVE. Even though she already met the lord, I want to show her how much I miss her, and I hope some time we meet again. Tequiero mucho mamita Eugenia Valle.

Bryan Bonilla

This project process of elaboration is dedicated first of all to God for blessing me every single day and for listening to my prayer when I asked for patience. I also want to dedicate it to my mother, Kamila Arias, for trusting me and always supporting me with love and words of encouragement.

Nathaly Arias
ACKNOWLEDGEMENTS

We want to thank God for being our spiritual support throughout this important process in our lives. We also want to thank our mothers for being by our sides unconditionally and for giving us all the support we ever needed. We want to thank to our tutor Francisco Vargas for having helped us to create this project with success, as well as to improve it and carry it out. Additionally, we want to thank to Mr. Miguel Martínez, who is the manager at Ruben Dario Museum, for having opened the doors of this touristic place for the elaboration of our investigation and creation of the program. As well, we want to thank Gabriela Flores for helping us to clarify any doubts we had about our project. And finally, we want to thank some of our relatives who supported us in our academic process.
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I. ESP Curriculum for the Tour Guides and Administrators at Rubén Dario Museum in León

The competency in the English language has become an essential requirement for many aspects such as education, work, tourism, and others. As well, in a developing country like Nicaragua, which is visited by foreign people who speak English as a medium of communication, it is important to learn the language in order to set communication with all those non-Spanish speaking people who want to know about our nation’s culture.

According to the Nicaraguan Institute of Tourism (INTUR, for its acronym in Spanish), Nicaragua receives thousands of “Visitors” every year; a visitor is a person who travels away from his/her natural environment for less than a year looking forward to do any activities that are not related to making money in the visited country. In 2015 a total of 310,666 North American visitors (both from Canada and USA) came to Nicaragua looking forward to know about its culture, people, history, and so on, making a percentage of 93.12.

As a good example, Leon City is a commonly visited place because of its beauty natures, historical events and places, its famous people and colonial buildings’ infrastructures. Furthermore, this is the city where Ruben Dario was raised and where its house of childhood stays. The idea of taking this house and make it a museum to commemorate Rubén Dario’s life was in first place of Edgardo Buitrago who worked with other people to get the house but they were only able to buy a quarter of what was the original house. The funding for acquiring the house was obtained until 1963 which were given by the government. Furthermore, this house-museum encloses substantial information about one of the world’s greatest poet since many people who knew Rubén Dario contributed to restore the house and it is frequently visited by foreign people who speak other languages.

Yearly, the amounts of people who visit this museum are around 21,000 visitors according to statistics taken from the administration of this place. A 50% of the visitors are American, and European and the other 50% are students from around the country who go to this place for academic purposes.
Based on the existing necessity in this place of workers to communicate and share all the information that remains there; it is offered through this work done a proposal of an English Program for the tour guides at the ‘Ruben Dario Museum’.

This curriculum holds the most appropriate contents, in relation to the tour guides occupation. It is also intended to fulfill each of the workers’ needs, lacks and wants about the target language. Additionally, this work quotes the steps to follow, the big theories of language learning, and the most suitable methodology of teaching, which are important to consider for the elaboration of this program, in order that the course is successful.
II. JUSTIFICATION

León City has always been one of the most visited places in Nicaragua by English speaking tourists from different cultures and countries. This city houses numerous destinations such as the Cathedral, the Momotombo Volcano and others; these are important places because of their history and contribution to the local development. Nonetheless, this place has also been frequented by foreigners since it is the place where Rubén Dario lived during his childhood. Dario is one of the most famous poets worldwide and even though he died many years ago, his poetry legacy has brought many visitors to the country who are interested in learning about his life, books, poetry, etc.

Ruben Dario’s significance to our country is really immeasurable, since this poet well known as the ‘Prince of the Spanish Letters’ has given to Nicaragua the honor to have one of the most important writers all around the world. Accordingly, its house of childhood in Leon possesses substantial and valuable information about his life, literary contributions, relatives, and very close people who were significant for this author. Even though the whole group of workers (from the security guard to the manager) at this monumental house is willing and proficient to share Ruben Dario’s life story, they cannot talk about it to people from any other non-Spanish speaking country. Therefore, it would be beneficial for them to learn English as a foreign language in order to use it as the Lingua Franca to communicate with English speaking foreigners.

For that reason, it is required the design of an communicative English program in order that the workers from this House-Museum get able to share the history that is contained at this place, and the same way the history from the surrounding area. The purpose of this is to provide the visitors a high quality attention when it comes to communication since English is one of the most used languages as the lingua franca by many people who do not speak the same languages. As well as it is wanted to offer these tour guides a tool that can be useful for them to interact with others in an effective way.
Furthermore, this program is intended to deliver means of communication in a foreign language, which are according to each of the tour guides’ and the rest of workers’ necessity; by following the most appropriate principles of language learning.

Additionally, with the implementation of an English program at this place, the number of visitors might increase; so that way the attention, infrastructure, and information provided in the museum can be enhanced; since people who visit this museum support it with a symbolic monetary contribution that is used for improvements at that historical place. On the other hand the workers at the museum will learn a different language which will be meaningful in their lives because it will help them to get better job positions and also it will help them communicate with English speaking people in and out of their workplace.

Last of all, the design of a curriculum for the Ruben Dario Museum is going to help us to become wiser and get experience, so in a future we are going to be capable and willing as we are now to elaborate a similar program if we were asked to do it.
III. OBJECTIVES

General:

- To create a communicative ESP program for the tour guides and administrators at Rubén Dario Museum in León.

Specific:

- To identify what needs, lacks and wants the learners have in the English language for communication, through the information gathered with the instruments.
- To process the information researched for the elaboration of this ESP program.
- To select the most suitable contents, materials and teaching methodology based on students’ needs, lacks and wants in English language for communication.
At the present time, nations all around the world are demanding more and more the use of English in many areas (education, work, tourism, etc.) for their development. Therefore, it is due for the designers to offer a high quality program that goes according to each student's needs; but it is not as easy as it seems; as a matter of fact there are many factors that must be considered in order to design a suitable program for the learners of a foreign language. In this section, the reader is going to find some principles that are required for the design of a curriculum, as well as it can be observed the most adequate language learning theories that fit for this program's development. Likewise, this section contains the corresponding methods that are to be used in the design and progress of the course.

### IV.1 CURRICULUM DESIGN THEORIES

Before starting the design of an English program, it is important to mention that there must be a purpose for the elaboration of a certain project. Additionally, there are some steps or principles to follow so that way the course would be successful. Some of those principles are related to students' needs, lacks and wants. However, some of them are not going to be applied in this program: the adaptation of a textbook and the design of an assessment plan.

**a. Defining the Context**

One of the key aspects that have to be considered is to know as much information as possible about the context where the learning is to take place. In that way it is easier for the designer to picture the lacks that might be present in a future during the course. Graves (2000, p. 13), argued that “you need to know as much as possible about the context in order to make decisions about the course”. This means that every detail is worth it for the elaboration of a program so that it can satisfy the learner’s expectations that might appear.

Having enough information about the context allows the designer of the course to make right choices when it comes to activities in the classroom, the equipment to use, and any material that is necessary. In that sense, people must take into
account everything that is directly connected to the learning of the participants, so it can be used in favor of the course’s accomplishment.

In figure 2.1 there are various detailed factors to consider at the moment of designing a curriculum.

<table>
<thead>
<tr>
<th>Factors to Consider in Defining the Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People</strong></td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>How many, ages, gender, culture(s),</td>
</tr>
<tr>
<td>Other language(s), purpose(s),</td>
</tr>
<tr>
<td>Education, professions, experience</td>
</tr>
<tr>
<td><strong>Other Stakeholders</strong></td>
</tr>
<tr>
<td>Parents</td>
</tr>
<tr>
<td>School administrators</td>
</tr>
<tr>
<td>Funders</td>
</tr>
<tr>
<td>Community</td>
</tr>
<tr>
<td><strong>Nature of the Course</strong></td>
</tr>
<tr>
<td>Type, purpose of the course</td>
</tr>
<tr>
<td>Mandatory, open enrollment</td>
</tr>
<tr>
<td>Relation to current/previous courses</td>
</tr>
<tr>
<td>Prescribed curriculum or not</td>
</tr>
<tr>
<td>Required tests or not</td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>How many hours total span of time</td>
</tr>
<tr>
<td>How often class meets</td>
</tr>
<tr>
<td>For how long each time</td>
</tr>
<tr>
<td>Day of week, time of day</td>
</tr>
<tr>
<td>Where fits in schedule of students</td>
</tr>
<tr>
<td>Students’ timelines</td>
</tr>
</tbody>
</table>

(Taken from Designing Language Courses: Graves, K. 2000)
Nonetheless, it is also an important part to look at possible unexpected situations that can appear later on, that is called problematizing. According to Freire (1973), problematizing is “to look at something that is taken for granted”. It can be understand as the act of assuming something so that in a future the teacher can easily overcome it. (p. 20)

These and other reasons make the context an essential part for the curriculum design. As well as it is important to foresee whatever that might prevent to carry out the program.

b. Articulating Beliefs
Other aspects that designers must pay attention to, are the different beliefs about the course. These perceptions can provide the creator of the program some ideas to improve the design of the course and allow him/her to decide on appropriate activities according to what the students expect to learn throughout the course.

Nonetheless, there are some beliefs based on past experiences. Certain experiences tend to be related to failure on doing a task; so that makes students to create wrong perceptions when participating in an activity. For that reason it is important to focus on clarifying any expectations for an upcoming course. Graves (2000), strongly suggests that “the more aware you are on your beliefs, the easier to make decisions” (p. 26).

In addition, articulating beliefs permits students to get involved within the collective elaboration of an accurate course. Thus, this part of a curriculum prompts people to engage with everything that is going to happen along the course.

There are beliefs that are connected to language, the social context of language, learning and learners and teaching. These are demonstrated below:
A Framework for Articulating Your Beliefs

1. Your view of language
2. Your view of the social context of language
3. Your view of learning and learners
4. Your view of teaching

(Taken from Designing Language Courses: Graves, K. 2000)

c. Conceptualizing Content
For this step, it is important to consider that the contents have to be connected to the purpose of the course. However this is not an easy thing to achieve but it gets easier when it comes to choose the topics that are strongly related to the interest of the participants that are to take the course.

There are substantial questions to formulate in order to address the conceptualization of contents. Some of them are shown below:

Questions that Guide Conceptualizing Content

1. What do I want my students to learn in this course, given who they are, their needs, and the purpose of the course?
2. What are my options as to what they can learn?
3. What are the resources and constrains of my course that can help me narrow my options?
4. What are the relationships among the options I have selected?
5. How can I organize these options into a working plan or syllabus?
6. What is the driving force or organizing principle that will pull my syllabus together?

(Taken from Designing Language Courses: Graves, K. 2000)


d. Formulating Goals and Objectives
This part of the curriculum design is elemental to its elaboration since it is wanted to provide a supporting tool for communication, through the implementation of an English learning course. The goals and objectives are set in order to fulfill the existing necessities for communication in the English language. Accordingly, everything done all over the course is conducted to accomplish the goals and objectives set at the beginning.

Even though goals and objectives are related, they do not mean the same. According to Graves (2000) goals “are ways of putting into words the main purposes and intended outcomes of your course’, meanwhile objectives ‘are statements about how the goals will be achieved”. This means that the goal comes to refer to everything resulting from the course designed and the objective describes what the learners need to do in order to reach the goals set. (p. 75, 76)

In this course, the goals and objectives are important because it depends on them that the designers can create the appropriate steps to satisfy the needs of a communicative English plan at this place. Therefore, in can be only accomplished by the formulation of fitting goals and objectives.

e. Assessing Needs
At this part of the curriculum design, the designer should take into consideration those existing needs from students, which are relevant for the program success, to elaborate an optimal course. In 2000, Graves stated that needs assessment is a process to collect information about students’ needs and wants to make decisions in the course that meet such necessities. (p.98)

It can be remarked that the process of assessing needs is part of teaching even if it does not occur in the classroom; since teachers work in pro of students' progress and performance in the course implementation. Here are some aspects to focus for analyzing needs:
### Needs Analysis

#### Questions for Focusing on Needs

<table>
<thead>
<tr>
<th>Goals</th>
<th>Questions</th>
<th>Type of Information in the answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td>What will the course be used for?</td>
<td>Sounds</td>
</tr>
<tr>
<td></td>
<td>How proficient does the user has to be?</td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>What communicative activities will the learner take part in?</td>
<td>Grammatical structures</td>
</tr>
<tr>
<td></td>
<td>Where will the language be used?</td>
<td>Functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set phrases and sentences tasks</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td>What content matter will the learner be working with?</td>
<td>Topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Themes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Texts</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>How will the learner use the language?</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Under what conditions will the language be used?</td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>Who will the learner use the language with?</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree of accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree of fluency</td>
</tr>
<tr>
<td><strong>Texts</strong></td>
<td>What will the language be used to do?</td>
<td>Genres and discourse types</td>
</tr>
<tr>
<td></td>
<td>What language uses is the learner already familiar with?</td>
<td>Sociolinguistic skills</td>
</tr>
</tbody>
</table>

(Taken from Language Curriculum Design: Macalister, J. 2010)

### f. Organizing the Course

There is a really essential step to be considered in a curriculum design and this is the organization of the course. Graves (2000, p.125), explained that this consists on “deciding what the underlying system will be that pull together the content and material in accordance with the goals and objectives and that give the course a shape and structure”. In a few words, this part refers to what the designers do in
order that everything for each lesson (tools, equipment, activities, topics, and all what is required), is present at the moment it is needed to achieve the course’s goals.

Some aspects to consider when organizing a course are described in the picture below:

**Five Aspects of Organizing a Course**

- Determine the Organizing Principle(s) (e.g., themes, genres, tasks)
- Identifying the Course Units Based on the Organizing Principles
- Sequencing the Units
- Determining Unit Content
- Organizing Unit Content

(Taken from Designing Language Courses: Graves, K. 2000)

g. **Developing Materials**

At this moment of the curriculum design, it is due for the designers to consider the way how materials are going to be properly used in order to carry out the program. Graves defined in 2000 that the developing materials is a planning process where teachers create units and lessons to carry out the goals and objectives of the course. In a sense, this represents a way that the designers make drawing in their minds how the course is going to look like and how should be carried out. Thus, this is really elemental to prevent unexpected difficulties lengthwise the course. (p.149)
h. Adapting a Textbook
There are substantial amounts of materials that can be considered for the design of a curriculum. These provide the teacher the opportunity to back up their work and program's preparation and the same way they can get ideas to prepare the lessons for the course that is being designed.

In the following picture it can be noticed how useful can be a textbook in order to picture a unit that includes grammar, functions, vocabulary, and everything put together:

![Diagram](image)

(Taken from Designing Language Courses: Graves, K. 2000)

i. Designing an Assessment Plan
In this part of the curriculum, there is a need to plan a way to assess some aspects of the course. Graves (2000), suggests three roles that are intended for an assessment plan which are: assessing needs; assessing students' learning; and evaluating the course itself. (p. 207)
Assessment is going to determine the learners’ progress through the teachers’ assistance in terms of providing feedback. It will also facilitate an overview of how the learning process goes for each student, depending on their needs about the program.

IV.II LANGUAGE LEARNING THEORIES

In this section are presented the most related theories which are suitable for the elaboration of this English program. These theories explain best the reason why the course that is being designed works efficiently for the population that was chosen and who the course is intended to.

When it comes to a foreign language learning there are considerable elements that intervene in the students’ learning process. Some of these are related to the social context or the environment where learning takes place, the type of language used and the emotions of the learner. The following theories facilitate a background to the ideas stated here in order to prove why this program is to be effective when it is carried out.

a. Behaviorism

People, who are learning a foreign language, tend to find out as much similarities as possible with the native language. It is because of the necessity that learners have to make predictions about if L1 works the same way than in L2. On the other hand, not every feature in common between each language is going to be consistently correct if it is interpreted literally.

Skinner (1940), clearly stated in his Behaviorism theory that “Where the first language and the target language are similar, learners should acquire target language with ease; where there are differences, learners should have difficulty”. (p. 34)

Nonetheless, as it was mentioned before, not all of the cases tend to be correct in the way they are interpreted; this is called ‘Real Cognates’, and ‘False Cognates’. According to an online dictionary from the Oxford University, false cognates or ‘False Friends’ are ‘words whose meanings are similar or identical in both
languages but which convey a different meaning’. Accordingly, it is due for the learners of a second language to focus on ways how to use correctly structures that are similar between their native language and the target one.

What is meant through this is to deliver a model that students can use so as to build knowledge by following a specific pattern. Such pattern is one where learners work first on the similar aspects between both the native language and the target language; and then it is better for them to clarify those characteristics that are different and difficult to understand. Besides, in this context the students will have the opportunity to be exposed to English speakers from who they will learn and adapt certain words they consider similar to their L1 and that will help them grow their vocabulary.

b. Acquisition-Learning Hypothesis

Moreover, there are other ways to learn a foreign language, so that it does not become a rule to follow from the very beginning when it is learned. For instance, Krashen (1982, p. 36) suggested that a language is acquired since people is exposed to it and its samples..., and learn on the other hand since we pay conscious attention to formulate a rule on learning. In a sense, it means that language learning is not mainly influenced by its rules, but it can be strongly be linked to the ways it is present in the medium where learning takes place.

The idea of implementing this theory into the course that is being designed, is to make students engage with the language learning without viewing it as a rule they must follow to have success on it. Likewise, it can be useful to expose the learners to surrounding examples so they can identify the target without using the native language. In a sense, the learners will be capable to learn a foreign language by following some patterns, in which the learning occurs the same way in which it is acquired, naturally.

c. The Input Hypothesis

Something that can be remarkable is the way how teachers approach their learners’ success in language acquisition. This refers to Krashen’s Input
Hypothesis (1982), which states that language acquisition occurs when one is exposed to comprehensible language, so that the learner who has a certain level in language learning goes beyond through it (the adapted input). (p. 37)

The input Hypothesis helps to understand how the progress in languages learning evolves from one step to another, because of the modified language that is used to support the learners’ development.

It is meant with Krashen’s Idea to engage the second and foreign language learners to the program through a comprehensible input by integrating into the learning process things that help the students grow their learning (videos, audios, etc.), so that they can understand it and process it with ease. Moreover, it is also wanted to take them in to higher levels when it comes to listening and speaking (e.g. learning new words, phrases, etc.) in order that they progress in the acquisition and development of the language.

d. The Affective Filter Hypothesis
As well, there are other aspects to take into account when a foreign language is being learned. This has to do with the emotional states, attitudes, and feelings that the learners have at the moment they are being exposed to the language. Krashen (1982, p. 37), best expresses in its ‘Affective Filter Hypothesis’ that this “is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available”. Students’ disposition to the foreign language learning will be conditioned by the already mentioned aspects; the more distracted the student is from its learning path, the less knowledge will be acquired.

In a curriculum design, this is useful to consider how to identify the situations in language learning, where emotions intervene. In the same way, it is also useful to develop ways to avoid such situations in a manner that learners can get encouraged with the course and forget about those external factors.

e. Connectionism
It is suggested with the ‘connectionism’ that language learning is far unrelated to innate factors. Some connectionists argue that ‘learners gradually build up their
knowledge of language through exposure to the thousands of instances of the linguistic features they eventually hear’ (p. 41). This suggests that other aspects such as the context, are the ones that influence the learning the most.

When designing a course, this theory can be considered as essential to prove that learners are not intended to learn the language by following rules to structure and produce it; but by making a ‘connection’ of what they have certainly observed in any context to what they are often exposed to in language. This might have both a positive or negative impact on the acquisition of the language since the learners might adopt some wrong ways to pronounce, spell or write words but they might certainly increase their knowledge of the target language.

f. The Interaction Hypothesis

It has been found necessary in foreign language learning, that the many factors that are useful to communicate with learners (input, body language, the context), have to be modified in order to have them participating and using the target language. ‘The interaction hypothesis’ basically states that; according to some researchers on the topic like Hatch (1978), Long (1983, 1996), Pica (1994) and Gass (1997), ‘conversational adjustments can aid comprehension” (p. 44).

Despite this theory also states that a MODIFIED INPUT is necessary for the learners’ comprehension, it is also needed that they have interaction with other speakers for a ‘mutual comprehension’. In the design of this curriculum, this hypothesis would be useful for teachers to place themselves at the level that the learners are and use appropriate language. In the same, way they can get the students to learn new vocabulary to make easier the comprehension of the message in the target language. Likewise, this curriculum look towards opportunities of interaction between the learners (the workers) and other figures so they can progress in language learning by adapted means that are easy to understand.
IV.III  TEACHING METHODOLOGY

This part introduces the methods that are appropriate to develop the curriculum that is being designed. These suggest an idea of how the course would look like and the ways that teachers can administrate the classroom in a manner they feel comfortable with. As well, the teaching methodology that is used, introduces how the teaching/learning process must go; the roles that teachers and students should turn with and the skills that might be emphasized by the implementation of the next methods.

Nonetheless, here are also mentioned the principles to develop such methods. Likewise, the methods suggested for the elaboration of this English course are intended to fulfill the learners’ needs, lacks and wants in language learning so they can progress and achieve the goals of the course that are to be set.

It can be remarked that this curriculum has an eclectic focus, since there are different methods that are going to be used in order to carry out the language course that is being designed. Since this work has been designed to fulfill specific necessities, it has been considered not to declare the use of only one method, but various of them as a combination to achieve the implementation of the course without a specific inclination.

a. The Direct Method

As a main aspect to consider, it is important to expose the learners to an environment of learning where they can have as much practice as possible in the language that is wanted to be learned, so they can develop their communicative abilities. As a basis, *the direct method* comes to show how effective is to introduce the students into a pure English-speaking context; according to Diller (1978), the meaning in the target language has to be shown or explained by using the surrounding resources (visuals, body language, etc.) instead of going to translation (p.23).

Larsen-Freeman (2000), suggests some principles that are essential to carry out the direct method in an English course:
- Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.
- The native language should not be used in the classroom.
- The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.
- Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.

In a language course like the one designed it is wanted the learners to use anything that can be useful for them to understand the message of the target language for example body language, gestures, use of the board, etc. so they do not have to go and use their native language.

b. Desuggestopedia

The ‘Desuggestopedia’ method is focused on having students free from their fears when it comes to learning a new language, so they can be successful on this.

Lozanov (1978) believed that “language learning can occur at a much faster rate than ordinarily transpires” (p.73). Since students will be free from their psychological barriers to learning.

In order to use this method for a language course, it is important to take into account some important principles that intervene for its application. Larsen-Freeman (2000), describes some of them below:

- Learning is facilitated in a cheerful environment
- If students trust and respect the teacher’s authority, they will accept and retain information better.
- The teacher should recognize that learners bring certain psychological barriers with them to the learning situation.
- The teacher should present and explain the grammar and vocabulary, but not dwell on them.
• The fine arts (music, art and drama) enable suggestion to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.

• In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.

• Errors are corrected gently, not in a direct, confrontational manner.

This method is meant to be used since learning should be a nice experience for learners. It is suggested because it focuses on making students leave their psychological barriers; in that way they might learn the language faster and with more enthusiasm.

**c. Communicative Language Teaching**

One of the main focuses in language learning is to communicate; but to make people understand what is trying to be explained is also primordial. Hymes (1971), believed that “being able to communicate required more than linguistic competence” (p.121). ‘The Communicative Language Teaching Method’, explains the importance of getting the message in the target language for an appropriate communication. Through this method, errors are not a main emphasis, what actually matters is either reproducing a message or getting it.

For accomplishing this method, there are some following principles, suggested by Larsen-Freeman (2000) that can be observed:

• Whenever possible, authentic language - 'language as it is used in a real context'-should be introduced.

• Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.

• In communicating, a speaker has a choice not only about what to say, but also how to say it.
• Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension.

For the design of this curriculum, it is important to apply this method in order to have students able to communicate effectively in the target language by having authentic language so learners are exposed to natural native speaking context and can get accustomed to it and also can learn from it. Meanwhile, if the message is gotten, communication would be set.

d. Content-Based Instruction
Mostly important, the ‘Content-Based Instruction’ fits for the implementation of an English program like this, since it is wanted to communicate History from a Historical place through communicative language. It was said by Larsen-Freeman that “the special contribution of content-based instruction is that it integrates the learning of a language with the learning of some other content, often academic subject matter” (p.137). However the focus of the program will determine the language learning success; this means that the course must be directed to language learning instead of content. And this will require ‘a great deal of assistance’ to achieve the goals of the course.

There are some principles that back up the ideas mentioned, in accordance to Larsen-Freeman (2000):

• The subject matter content is used for language teaching purposes.
• Teaching should build on students' previous experience.
• When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.
• Language is learned most effectively when it is used as a medium to convey informational content of interest to the students.
• Vocabulary is easier to acquire when there are contextual clues to help convey meaning.
Indeed, in the English program that is being elaborated, the ‘Content-Based Instruction’ would be meaningful to the learners’ success in foreign language learning since they meet the requirements of experience in the role they play and their area lacks a medium of communication.

The proper design of an English program; the choice of adequate theories to explain why language learning should be this way; and the application of the most suitable methods for language teaching are crucial aspects to consider to carry out a similar program. However, these will determine the success and the resulting outcomes at the end of this. The same way, these aspects will prompt the course goals’ compliance. As a final point, all the elements included all over this section are intended to cover each learners’ needs and expectations about an English program for the area they work which is ‘The Ruben Dario Museum’.

IV.IV ENGLISH FOR SPECIFIC PURPOSES
The English language is a very important tool for communication between people from different countries. Moreover, this foreign language is considered as important in several areas of work, in which it can be set to communicate through specific types of language, vocabulary, and other elements. The same way, English can fulfill the necessities of different matters through the adaptation of the language to the context where the language is to be taught; the population it is intended to; and the necessity that might exist for the implementation of this language at a specific area.

Evans (1997), states that ESP (‘English for Specific Purpose’) is a way of teaching English through a specific type of content, it is addressed to fulfill the language necessities of a determined group of people, for example lawyers, doctors, engineers, and so on. The methodology selected for ESP courses are based on the specific needs of the area in which these would be implemented.

The curriculum proposal for workers at Rubén Dario museum is an ESP program since it is intended to fulfill the necessities of this group of people who play the roles of tour guides. Therefore, they have to be knowledgeable on the target
language to talk about issues and matters they are familiar with, so the communicative competencies can be aimed.

IV.V COMMON EUROPEAN FRAMEWORK

The CEF (Common European Framework) is a tool for languages teachers that can be used in three aspects of a language: Learning, teaching and assessment. According to Pearson Longman (2001), the CEF provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examination, textbooks, etc.” (p. 3). In this section, it can be found the reference levels according to the global scale, which are to be used for the implementation of this program in order to achieve the goals of the project.

The CEF establishes 6 levels of proficiency on its global scale:

Common Reference Levels – The Global Scale

<table>
<thead>
<tr>
<th></th>
<th>Proficient Learner</th>
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<tbody>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1: Advanced English</td>
</tr>
<tr>
<td>B</td>
<td>Independent Learner</td>
</tr>
<tr>
<td>A</td>
<td>Basic Learner</td>
</tr>
<tr>
<td></td>
<td>A1: Beginner</td>
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</tbody>
</table>

(Taken from Teachers’ Guide to the Common European Framework: Pearson Longman, 2001)

As mentioned before, the CEF states the ‘Common Reference Levels’ that demonstrate the level of proficiency in language learning and the requirements that are needed to determine if a learner has achieved certain levels. By the
implementation of this curriculum it is wanted the learners to fulfill the next characteristics that are reflected as basic functions to be performed in the level A (A1, A2), which are basic levels in accordance to the common reference levels, are going to be achieved by the implementation of this course:

<table>
<thead>
<tr>
<th>BASIC</th>
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<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>A1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
|       | • Can understand sentences and frequently used expressions to related areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).  
|       | • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routines matters.  
|       | • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.  
| A2    |
|       |
|       | • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.  
|       | • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.  

The Common European Framework also describes the number of hours that are required in order to achieve each of the reference levels placed at the global scale of the same.
### a. Assessment

The ‘Common European Framework’, describes assessment as a manner of demonstrating a language user’s proficiency in terms of a language program. This aspects can be the effectiveness of particular methods or materials, the kind and quality of discourse actually produced in the programme, learner/teacher satisfaction, teaching effectiveness, etc. (p. 177)

The following are two ways of assessment mentioned by the CEF: the formative/summative assessment, which are the ones to be used for the implementation of the curriculum for the ‘Ruben Dario Museum’:

**Formative Assessment:** it is according to the CEF (2001), “an ongoing process of gathering information of extent learning, on strengths and weakness which the teacher can feed back into their course planning and the actual feedback they give learners” (p. 195). From this, we can state that in a program similar to the one that is being designed, *Formative Assessment* is meant to supervise the learners’ progress and improvement in the English language learning, by assessing the way they work in this progress and as they overcome their weaknesses and obstacles to learn the language.

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**Table 1: Approximate Study Periods**

<table>
<thead>
<tr>
<th>Level</th>
<th>Approximate Hours</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>Approximately 90 – 100 hours</td>
</tr>
<tr>
<td>A2</td>
<td>Approximately 180 – 200 hours</td>
</tr>
<tr>
<td>B1</td>
<td>Approximately 350 – 400 hours</td>
</tr>
<tr>
<td>B2</td>
<td>Approximately 500 – 600 hours</td>
</tr>
<tr>
<td>C1</td>
<td>Approximately 700 – 800 hours</td>
</tr>
<tr>
<td>C2</td>
<td>Approximately 1,000 – 1,200 hours</td>
</tr>
</tbody>
</table>

(Taken from Teachers’ Guide to the Common European Framework: Pearson Longman, 2001)
**Summative Assessment:** Meanwhile, this type of assessment (CEF, 2001) is only reflected through a grade given to the learner. However, it is encouraging for the ones who receive it even when there is not a valuation of the learner’s proficiency in English (p. 195). Summative assessment is to appear only if the learners demonstrate to be proficient in their participation of the course that is offered; which means that this two manners of assessment are somehow connected and they complement each other.

However, there are other types of assessment that are presented in the ‘Common European Framework’, these are listed below:

<table>
<thead>
<tr>
<th>Types of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Achievement assessment □ Subjective assessment</td>
</tr>
<tr>
<td>✓ Proficiency assessment □ Objective assessment</td>
</tr>
<tr>
<td>✓ Norm-referencing (NR) □ Checklist rating</td>
</tr>
<tr>
<td>✓ Criterion-referencing (CR) □ Performance rating</td>
</tr>
<tr>
<td>✓ Mastery learning CR □ Impression</td>
</tr>
<tr>
<td>✓ Continuum CR □ Guided judgment</td>
</tr>
<tr>
<td>✓ Continuous assessment □ Holistic assessment</td>
</tr>
<tr>
<td>✓ Fixed assessment points □ Analytic assessment</td>
</tr>
<tr>
<td>✓ Formative assessment □ Series assessment</td>
</tr>
<tr>
<td>✓ Summative assessment □ Category assessment</td>
</tr>
<tr>
<td>✓ Direct assessment □ Assessment by others</td>
</tr>
<tr>
<td>✓ Indirect assessment □ Self-assessment</td>
</tr>
<tr>
<td>✓ Performance assessment □ Knowledge assessment</td>
</tr>
</tbody>
</table>
V. METHODOLOGY OF THE PROJECT

In this section, the reader will be given an ephemeral description of the methodology applied for the elaboration of this curriculum. In here, the participants, instruments, schedules to collect the data and constrains are introduced in order to provide an overview of the process done throughout this research.

a. Type of Research
The research presented is qualitative since it builds a description of the situations that are present in this museum; as well as it provides some particular features of the environment, the participants and the existing context in the place. Additionally, it analyses the system of work and the needs that the workers in this museum have; and finally it provides a proposal to fulfill the requirements of the course based on the workers’ perceptions.

b. Participants
The people who participated to collect of data for this research are workers from the ‘Rubén Dario.Museum’. These participants are: 1 secretary, 1 security guard, 2 tour guides, 1 cleaner woman and the manager who is in charge of the whole museum.

The secretary: The secretary, who is a 53 years old woman, works at the museum from Tuesday to Sunday from 9 am to 12 pm and then from 2 pm to 5 pm.

The security guard: The security guard, who is a 45 years old man, works at the museum from Tuesday to Sunday from 9 am to 12 pm and then from 2 pm to 5 pm, then he has a shift change with his co-worker who stays at night. This person has also studied in the university.

The tour guides: There are two male tour guides who are volunteers at the museum, their ages rank between 23 and 25 years old. These guys work at the museum from Tuesday to Sunday from 9 am to 12 pm and then from 2 pm to 5 pm, that means their job is full time.
The cleaning woman: The cleaner, who is a 50 years old woman, works at the museum from Tuesday to Sunday from 9 am to 12 pm and then from 2 pm to 5 pm.

The manager: The manager’s name is Miguel Martinez, he is the one who is in charge of the whole museum, the economics and logistic area and so on. He has been working at the museum as the manager for a long time.

c. Instruments

In order to make a good selection of the theories and methods and make decisions about the curriculum proposal, we selected four types of instruments which are surveys, interview, observation and diagnostic test.

1. Questionnaire (to the workers): The questionnaires were designed to seek for information about these people’s previous knowledge of English, how they feel about it and lastly what they would expect from an English course if it is applied for their job area.

2. Interview (to the manager): This interview was designed to know about the frequent visitors of the museum, how the workers face the struggle of not being able to use the English language as the medium of communication with non-Spanish speakers and the manager’s thoughts about implementing an English course to his co-workers for communicative purposes in their workplace.

3. Observation: The purpose of observing the environment of the place was to detect the needs, lacks and wants these people have in their routines to establish communication with non-Spanish speaking tourists.

4. Diagnostic Test: The last instrument we applied was a diagnostic test, which was necessary to recognize the level of English the participants (the workers) have for communication in their work area. This was based on what the workers stated in other previous instruments like the questionnaires and the interview, in relation to how they feel about the learning of English and how they are doing whit the language.


d. Schedule to Collect the Data

The following chart provides the most significant dates stated to collect the information about the context, workers’ expectations about an English course, and the existing environment of interaction with the tourists in the museum. Here are also mentioned the instruments that were applied for the information gathered.

<table>
<thead>
<tr>
<th>Date</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 30th, 2016</td>
<td>Questionnaire (to the workers)</td>
</tr>
<tr>
<td>July 30th, 2016</td>
<td>Interview (to the manager)</td>
</tr>
<tr>
<td>October 12th, 2016</td>
<td>Observation (of the context)</td>
</tr>
<tr>
<td>October 12th, 2016</td>
<td>Diagnostic Test</td>
</tr>
</tbody>
</table>


e. Constrains

One of the most difficult parts of the project has been the fact that not all of the workers are the same age; therefore, they all have different styles of life, responsibilities, and obligations that might represent an obstacle for the course success. However, this brings us to think in the most effective methodologies; the one that work best for all of them. As well, it is worrying for us that they do not have a classroom intended for the lessons. Though, we should reach an agreement with the manager of the museum, so he might put up a room for the classes. Furthermore, it was also difficult to decide on the days to teach the classes, since they only have one day off; but it was agreed with the manager to use that day (Monday) to develop the course.
VI. DATA ANALYSIS

In this part of the project, are shown the results of the instruments applied in the Ruben Dario Museum. This section contains substantial and valuable information for the elaboration of a curriculum for this place, in accordance to the existing needs in there about communication in the English language. Here are shown the answers given by the workers to a questionnaire applied; as well as an interview given by the administrator of the museum; also it can be found an observation done at this place which provides an overview of how interaction occurs at this place between the tour guides and the visitors; and finally there is also a diagnostic test which contributes to some important aspects for the elaboration of the program. All this instruments are described and analyzed so it can be determined how they contribute, impact or affect to the elaboration of our project.

a. Interview (to the Manager)

By this first instrument, which was applied to the manager on June 09th, 2016, we asked some questions to obtain general information about the museum; it constituted an important aspect to determine how many of the workers should take the course that is being designed; and to foresee how many of them have been previously exposed to the English language. The answers given by the administrator helped us to set some important aspects for the design of our program, and they are detailed below.

To start the interview we wanted to know about the amount of English speaking visitors that go to the museum every year so we could know how necessary was it to have an English course, for that reason we asked:

¿Con qué frecuencia el museo es visitado por turistas extranjeros de habla inglesa? ¿Qué porcentaje de estos turistas se comunican por medio del idioma inglés?

According to the manager of the museum, 19, 000 tourists visit this museum per year (a 50% of these represent the foreign visitors of English speaking countries).
This means that a great amount of visitors want to learn about Ruben Dario’s life but there is a barrier of communication since they do not speak Spanish and the tour guides do not speak English very much. This indicates that the big number of English-speaking visitors represent a necessity for the museum to implement a communicative English course, since it is elemental to invest on it in order to provide a high quality service.

To continue to get and gather more information about the workers from the museum we asked:

¿Sabe usted si los trabajadores del museo tienen algún conocimiento del idioma inglés? ¿Cuántos de ellos saben inglés y cuántos no?

To this question the manager responded that the tour guides are the ones who speak a little of English and with the little they know they try to transmit the message about Dario’s life to some English speaking visitors. Additionally, one of the secretaries also speaks some English but she has not enough knowledge of the language to serve as a tour guide in case it is necessary; finally, the administrator himself speaks a little bit the language.

From this we can assume that these four people are the most likely participants that should take the course, in relation to the role they play at the museum; as well as they have been previously exposed to the English language, it would be beneficial for us so this way we can establish a new entrance for the course; in accordance to their level of English (determined by the application of a diagnostic test). This can be defined with the characteristics they should have, which are described by the CEF (Common European Framework).

The next question was asked with the purpose of knowing how important/beneficial the manager considers learning English would be for the workers at the museum.

¿Cree usted que sería útil implementar un curso de inglés para los trabajadores del museo? ¿Porqué?

To this question the manager answered that an English course for the workers would be totally helpful since they are a small group of workers so they all have to
manage Ruben Dario’s life story and help as tour guides if it is necessary sometimes. This answer suggests that it is very important for them to learn that language because this would permit all of non-Spanish speaking visitors get Dario’s information and story. Furthermore, it is primordial that every of the workers (who are pertinent and proficient in the role of tour guides), form part of the team that is to take the course, since not all of the workers play the same roles; thus, the ones who are capable to do it can be benefit from it.

With the purpose of having information about the disposition of material from the museum we asked:
¿Disponen de equipo para impartir una clase en caso de llevar a cabo el curso? Si la respuesta es sí, ¿Qué tipo de material es este?
According to the manager they have a short book that contains the life of Rubén Darío with all the information translated into English.
This might be really contributing to the development of the course by using this material as a starting support for the course; from that we can also select other appropriate materials. However, it would be also necessary to select other appropriate books and text books; so in that way they can practice on the language functions and skills that are pertinent to their work areas.

One of the last questions we asked was:
¿Qué temas considera usted que se deberían impartir en un curso para los trabajadores del museo? ¿Por qué?

The manager listed a couple of topics he considers as important for the course, some of the topics he mentioned were about biographies and history. However, it can be also analyzed that the requirements at this place, bring us to think about the selection of topics that are according to the role that is commonly played in a normal routine. As a result, is important to include topics to develop the different language functions that can be useful for the workers of this museum, for example
greetings, giving directions, describing historical people, places and events since that is the kind of language they would have to use.

b. **Questionnaire (to the Workers)**

There is another instrument that was applied; this is the questionnaire to the workers of the museum. It was done on July 30th, 2016 and five of them participated. This was with the purpose to get the workers’ perception about an English course related to their area; this also helped us to diagnose the possible methodology to use in the course.

There was a first question asked: “¿Ha estudiado el idioma ingles anteriormente?” where the majority of the participants (the 80%) answered that they have been exposed to English learning. It can contribute to consider what the entrance and outcome of the course should be; since we have participants who have already been exposed to the English Learning. Nevertheless, it has to be considered that not all of the visitors of the museum are English speakers; even though they use it as the ‘Lingua Franca’ to communicate and get information, their tones and accents are not the same because they come from different regions and nations. Consequently, we must have the participants of the program ready to face unexpected situations where they might interact with English speakers so at least they can transmit the message of the information. As well, it will be necessary to make the workers to be aware of the different accents, and provide them as much vocabulary as possible so they are not limit to a few words but they can get accustomed to non-American English speakers. Indeed, the fact that the workers will not be exposed to a Standard English environment of work will represent a challenge for the success of the course.
We have also asked if they liked the experience of studying English; where they have answered that they did. This aspect will be elemental for this program implementation because they have liked this experience and they are willing to continue studying this language. This has been found also important since English is a medium of communication directly related to their area of work; from that point of view, it represents a useful tool to deliver the information, since the workers do not only have individual functions but they all are able to transmit historical information of the place.
¿Le gustó la experiencia?

<table>
<thead>
<tr>
<th></th>
<th>Sí</th>
<th>No he estudiado aún</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Questions like: “¿Qué temas de interés le gustaría que se impartieran en el curso?”, drove us to consider that the workers of the museum have a special interest in transmitting the information from the place in relation with the occupation they have. Some examples of the topics the participants were most interested in learning were giving directions, describing people and places, family members, greetings, past events, and historical places.

It can be also assumed that the type of language expressions they are looking for, have to do with History of the place, Ruben Dario’s family, historical and famous places of León, and so on. This makes us think of teaching the language through specific vocabulary and expressions related to their jobs.
We have also asked the level of English that the participants consider they have. To this Question, the learners have provided different answers. For that reason we had to set another instrument to determine in what level of English they were.

On the other hand, there were questions like: ¿Ha tenido dificultad para comunicarse con los extranjeros que visitan el museo? Which provide us an idea that a half of the participants (50%) are enough confident to communicate with the foreign visitors. In spite of the difficulty that the other workers have to communicate with the tourists of the museum, which can be a struggle for them to learn the English language, we can take advantage of the motivated workers so they can scaffold their other mates’ progress; thus that way the ones who are less proficient in English, feel encouraged to participate in the learning of English.
It has been mentioned by the workers of the museum that the most important aspects for them to improve in English are the next ones: pronunciation, speaking, listening, writing and grammar. By asking this question, we can analyze that the workers are more interested in improving their speaking and listening skills, since these are the skills they use the most in relation with their occupation. It would be useful to work in accuracy of communication so the workers can get and transmit the message from the English speaking visitors.

In terms of assessment, it would be required to back up their progress in English learning in a formative and summative way; it is because the focus of designing a program for this museum, is to enhance communication between the workers and the ones who visit this place. Consequently, it might be appropriate to work in communicative tasks, so the learners (the workers) get experience and practice on speaking and listening skills.
There are some questions such as how do the workers consider their proficiency in English is. Where the 40% of the workers answered that they have a low intermediate level of English. This would be beneficial to set the entrance of the course; however, it was due to diagnose the proficiency of them in the English language.

**c. Observation**

It was done an observation on October 12th, 2016. It had the purpose to get a broad overview of the context and to see how things work at that place; so this would contribute to elaborate a pertinent, objective and appropriate program based on the current needs of the workers for English language learning. The application of this observation guided us to point an estimate to the number of visitors that go to visit the museum every day; e.g. on this date there were 12 Americans, 1 Canadian, 2 people from Netherlands and 2 Germans, these visits where registered from 9:00 A.M. to 12:00 P.M. and from 2:00 P.M. to 3:30 P.M. in the same day.
Even though there have been registered visits from schools, these only occur mostly on holidays; however in a common day at this museum, foreign visitors who speak English go to this place; but because of the lack of knowledge the tour guides and the rest of workers have on English it is difficult that the tourists can get the message/information that is trying to be transmitted. This helps us to consider that a communicative English program is required for this historical place; since the most frequent visits are from foreigners (English speakers), meanwhile the national tourists come only on specials occasions.

As a first aspect, the interaction between the co-workers from the museum and the visitors seemed to be good during the days we observed this context. The workers always demonstrated to be willing to answer questions and doubts to the visitor, they made use of body language, facial expressions and smiling; as well as they demonstrated to have a good command of the information (in Spanish) referent to the museum’s history; there was a good rapport between the audience (the tourists), and the speakers (the tour guides). However, there were some details on their accuracy, they mispronounced some sounds, pluralized words that did not required it, they also used to get confused, but it is due to their level of English; also, there was also respect between each other. All this interaction is important to enhance an interest from the visitors to ask for information about the museum. However, even when they demonstrated to have a little background knowledge in English, it is not enough for them to have a complete interaction with non-Spanish speaking visitors.

Additionally, the workers of the museum are knowledgeable to provide information about the furniture, paintings, history and other things of the place in Spanish, they already know all of this information, so it would be great for them to learn English and in that way they can transmit the information to non-Spanish speakers, As well as they can open the gates of knowledge and learning about Darío to English speakers. Since the tour guides’ work is to talk about Rubén Darío, a historical character, the kind of grammar they use most of the time is simple past; besides the language functions they use are some as greetings, describing people,
describing places, etc. From that fact, it can be considered that the most related vocabulary to their area can be taught since they already have a basis of knowledge; in that way a program designed specifically for the occupations they have should be according to what would be useful for them.

Lastly, the participants for the program are not the same age (they are 23, 25, 45, 50 and 53 years old), and their occupations at the museum are different too (there is a manager, a secretary, a cleaning woman, a security guard and two tour guides). This would represent an obstacle since there are adult participants who have obligations and responsibilities; so their participation in the program would not be as effective as it is wanted. For that reason it should be carefully considered that the methodology to use must be according to the ages of the participants so they can achieve the same level of language communication by the eclectical implementation of different methods.

Since the occupations of the workers are not the same, it is required to think about the type of language that is to be used for each of them and the level of English they will have to achieve. It is true that they all are able to provide information to the tourists, but not everyone has the same level of education. Through this, we can say that not all of the participants have to take the course, so they can achieve the same level of English.

This observation also guides us to the articulation of beliefs, where we were able to notice what would be beneficial and essential to be implemented in the program. Thanks to this instrument we have been able to decide on possible themes, topics, material, and other sources to the implementation of the course.

**d. Diagnostic Test**

This another instrument was intended to provide an overview of how the workers of the museum are doing in the English language; since they had indicated they have a little knowledge of this language, it was due to identify their weaknesses, strengths, and some other aspects that are important to the elaboration of our program. This part shows the answers of the participants to a series of exercises
which evaluate some basics of English in accordance to what they are supposed to know if they have studied the language. This is important because it means that now they are familiar with such elemental language tenses such as simple present tense, simple past tense, simple future tense; it can be used for building a new knowledge by activating what they already know.

In one multiple-choice exercise, the workers were asked to choose the best answer for each sentence. The majority of them have shown to recognize some basic structures of the English language such as simple past, simple present, the use of prepositions, modals and the use of some verbs. Despite their capacity to identify some of these structures, they should pay attention to other important factors, since it was noticed that they still associate meanings and structures to the ones used in their native language (Spanish).

They have been also asked questions to evaluate their capacity for communication, as well as their fluency to write, their accuracy and the vocabulary they use. Something that could be detected is that they use as much vocabulary as they can in accordance to each question asked. They also are accurate to write the majority of the words they placed in the test, which is important because it means that they have not fossilized wrong ways of writing words. As a result it would benefit the program, because the time that might be dedicated to clarify misunderstandings can be invested in other useful topics so they have a quick progress in learning English. It is also important to mention that thanks to this we can state the entrance for the course, since it would be necessary to rework some aspects that are not clear yet.

Nonetheless, it is still worrying that they assimilate the structuration of sentences to their mother language. But, it is something that can be worked little by little throughout the development of the course.

Having analyzed all of the information obtained by the instruments we applied, made us to set the conclusions for the elaboration of an appropriate program for the Ruben Dario Museum, based on the characteristics encountered through these. These aspects are the selection of the level we consider the participants will
have to achieve at the end of this program; also the right methods for this project, in accordance to the existing context and the participants’ needs of learning this foreign language for communication; besides matters of methodology we were also able to choose the most suitable contents, topics, language functions and vocabulary in relation to these workers’ interest and professions, so they should have improvements for a high quality service at this institution.

From this aspects we can make the following conclusions, in consideration to everything that has been evaluated so far:

- That not all of the workers are going to be participants of the course elaborated. It has been considered that even though all of the workers have a good command of the information of the museum (in Spanish), not everyone has to take the course since the roles they play are not relevant to the course’s intention. Therefore, the participants of this course are going to be: the manager, the secretary and the two tour guides.

- That the level of English the participants have to achieve is an A2 in accordance to the levels suggested in the CEF (Common European Framework), which will allow the students to communicate not only personal information, but information about other people. This is considered as important since the workers will have to talk about Ruben Dario’s life in their professions. As well, by this level they will be able to understand topics of professional interest, which are relevant since they relate to cultural aspects, famous characters, important places, History and other issues of the period of time Dario lived in.

- That we are going to use different methods, so we can fulfill the different needs the participants have in English for communication. This is going to be implemented by an eclectical approach, taking into consideration, the participants’ profile: their ages, background knowledge, their roles and some other aspects related to the environment in which they work.

There are four methods that are included and they are combined to support the leaning of English of the participants of the course. These are: The
Direct Method, Desuggestopedia, Communicative Language Teaching and Content-Based Instruction. These method were selected in accordance to the different aspects that have been previously mentioned.

- That this institution requires a communicative English program so the visitors get a high quality service and they can get the information through a language used as a ‘Lingua Franca’. As well as a specific methodology, through which the participants can learn by topics of interest and relevance to their profession.

- That despite the background knowledge the workers have about the English language, it will be required to set as the entrance of the course a level A1 (according to the CEF reference levels). In this way they will have an opportunity to reinforce their communicative skills in the English language.

- That the skills that are going to be worked through the implementation of this course are listening, speaking as the main ones, since the intention of the course is for communication. However, it is also important the inclusion of reading and writing, as supporting skills, so they can develop a sense of comprehension and expression of their opinion in English.

- That pronunciation will constitute an important aspect to develop the oral competencies. And the learners will be exposed to people from different accents, which means that they have to be ready to face the challenge of understanding different accents and rates of speaking and to be able to set communication by answering the doubts the visitors might have.

- Finally, the contents, topics and the type of book material to be selected will be according to the context and what we consider fundamental for the course, which are basically things about the history of Nicaragua, Rubén Dario’s life story and the history of León city. It is because those are the topics they are familiar and involved with in the tours they offer at the museum.
THE PROPOSAL
VII. THE PROPOSAL

Ruben Dario Museum’s mission is to serve the community and provide a high quality service to all those who visit this historical place. Taking into account the context and the current necessity of the application of a communicative English course (whose elements have been previously analyzed in the data analysis), and the global demand of learning of English for academic, social, cultural and professional purposes; the participants for the language course presented are intended to achieve the level A2 in accordance to the ‘Common European Framework’ (CEF); through which the learners will be capable to develop the listening and speaking as the principal skills. They will be able to respond to very simple situations of interaction with those who speak the language (English). They will also be able to produce simple information in connection to their interests and the context they are familiar with. Finally, they will be capable to communicate in simple terms in a routine which is relevant to their environment of work. In the same way, reading and writing will function as the supporting skills to understand very simple points of topics related to their interests in accordance to their social context, their area of work; as well as solving situations of familiar matters, in and out of the course.

The level A2 will allow the learners to:

1. Participate in very simple everyday conversations of personal interest, with a noticeable foreign accent, by using sufficient vocabulary at a very basic level.

2. Describe in very simple terms him/herself; as well as others, places and events, by using expressions and familiar phrases in very simple oral and written ways.

3. Enter simple face-to-face conversations with effectiveness by the construction with ease of simple expressions on familiar topics to the area of work, everyday life or the social context.
4. Understand very simple readings about events, places, significant people, personal opinions and thoughts that are elemental and relevant for the role they play.

5. Understand basic points and background information of topics that are pertinent and familiar to their profession, everyday situations and personal interest by listening and recognizing simple phrases of familiar circumstances.

a. **Organization of the Course**

<table>
<thead>
<tr>
<th>Level</th>
<th>CEF</th>
<th>Number of Units</th>
<th>Skills</th>
<th>Duration</th>
<th>Face to Face</th>
<th>Self-Study</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>6</td>
<td>Listening, Speaking</td>
<td>6 M O N T H S</td>
<td>60hrs. (10hrs. per unit)</td>
<td>30 hrs. (5 hours per unit)</td>
<td>Mondays From 9:00 A.M To 4:00 P.M.</td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Level I
General Information

<table>
<thead>
<tr>
<th>School: Ruben Dario Museum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Instructors:</strong></td>
</tr>
<tr>
<td>Bryan Stiphen Bonilla Pérez</td>
</tr>
<tr>
<td>Nathaly Irela Arias</td>
</tr>
<tr>
<td><strong>Class Schedule:</strong></td>
</tr>
<tr>
<td>On Mondays</td>
</tr>
<tr>
<td>From 9:00 A.M.</td>
</tr>
<tr>
<td>To 4:00 P.M.</td>
</tr>
<tr>
<td><strong>E-mail:</strong></td>
</tr>
<tr>
<td><a href="mailto:bryanbonillaperez@yahoo.es">bryanbonillaperez@yahoo.es</a></td>
</tr>
<tr>
<td><a href="mailto:nathalyarias20@gmail.com">nathalyarias20@gmail.com</a></td>
</tr>
<tr>
<td><strong>Face to face hours:</strong></td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td><strong>Self-Study Hours:</strong></td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

Description of the Course

This is the first of two courses designed for the Ruben Dario Museum, in which the students are going to achieve the level A1 in accordance to the CEF reference levels. By the end of this course the participants are going to be able to communicate in English at a very basic level. The main skills to be used are the listening and speaking in response to common situations of interest in their everyday lives, their work environment and other aspects of relevance to the participants. As well reading and writing are going to be used as supporting skills. Through this course implementation, it is expected to have the students participating actively in the different activities suggested. As well, it is wanted the students to be willing to learn and they do their best in the self-study, so the classes re successful.
Objectives

General: Students will be able to communicate in a level A1 in accordance to the CEF reference levels.

Specific: By the end of this level students will be able to:

- Express simple and familiar phrases to introduce themselves in an oral and written way at a very basic level.
- Ask and answer questions to get and provide personal information such as where he/she lives, people he/she knows and things he/she has.
- Understand very basic information provided by others in a slow rate of speaking.
- Understand very basic information of immediate relevance by using simple reading strategies.
<table>
<thead>
<tr>
<th>UNITS</th>
<th>CONTENTS</th>
<th>OBJECTIVES</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT I</td>
<td>Introducing Myself</td>
<td>To talk about themselves by providing very basic information such as name, age, where they come from, etc.</td>
<td>• Subject pronouns</td>
<td>Numbers from 0-20 Greetings: Hello, Good Morning, Good-bye Nationalities of America</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Simple Present: Verb “to be”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjectives</td>
<td></td>
</tr>
<tr>
<td>UNIT II</td>
<td>New People</td>
<td>To exchange personal information with other people by asking and responding questions about name, age and origin and moods.</td>
<td>• WH Questions: How, what, where.</td>
<td>Moods Numbers from 20-100 Nationalities of America Names Greetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Verb to Be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Subject Pronouns</td>
<td></td>
</tr>
<tr>
<td>UNIT III</td>
<td>Family</td>
<td>To talk about their family and ask about other people’s relatives by using WH questions.</td>
<td>• Adjectives: -Color, height, moods, shape, personality.</td>
<td>Relationships Physical appearance Personality Numbers from 0-100 (review)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Possessive pronouns</td>
<td></td>
</tr>
<tr>
<td>UNIT IV</td>
<td>Daily Routines</td>
<td>To talk about activities the students commonly do in their everyday routines.</td>
<td>• Simple present</td>
<td>Numbers from 0-60 Everyday activities: walk, eat, study. Places</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Subject Pronouns</td>
<td></td>
</tr>
<tr>
<td>UNIT V</td>
<td>Places</td>
<td>To ask information about places and how to get there.</td>
<td>• WH Word Questions: Where, how.</td>
<td>Directions Locations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjectives: -Shape, size and color</td>
<td></td>
</tr>
<tr>
<td>UNIT VI</td>
<td>Jobs &amp; Occupations</td>
<td>To talk about their occupations and other people’s occupations by using indefinite articles.</td>
<td>• Indefinite articles</td>
<td>Occupations Places of work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Definite Articles</td>
<td></td>
</tr>
</tbody>
</table>
Level II

General Information

<table>
<thead>
<tr>
<th>School: Ruben Dario Museum</th>
<th>Class Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Instructors:</strong></td>
<td>On Mondays</td>
</tr>
<tr>
<td>Bryan Stiphen Bonilla Pérez</td>
<td>From 9:00 A.M.</td>
</tr>
<tr>
<td>Nathaly Irela Arias</td>
<td>To 4:00 P.M.</td>
</tr>
</tbody>
</table>

**E-mail:** bryanbonillaperez@yahoo.es
nathalyarias20@gmail.com

**Face to face hours:** 90

**Self-Study Hours:** 30

Description of the Course

This is the second and last course designed for the Ruben Dario Museum, in which the students are going to achieve the level A2 in accordance to the CEF reference levels. By the end of this course the participants are going to be able to communicate in English at a basic level. The main skills to be used are the listening and speaking for specific purposes related to their work environment and other aspects of relevance to the participants; as well reading and writing are going to be used as supporting skills. Through this course implementation, it is expected to have the students participating actively in the different activities suggested. As well, it is wanted the students to be willing to learn and they do their best in the self-study, so the classes are successful.
Objectives

General: Students will be able to communicate in a level A2 in accordance to the CEF reference levels.

Specific: By the end of this level students will be able to:

- Express frequently used phrases of immediate relevance to their work environment in an oral and written way at a basic level.
- Exchange information of relevant and familiar matters such as historical events, cultural aspects, and art in a simple way.
- Talk about other people’s lives, context, background and environment related to their work area in response to matters of immediate needs.
- Understand basic information of immediate relevance such as culture, historical events and important places by reading frequently used phrases in the everyday life.
<table>
<thead>
<tr>
<th>UNITS</th>
<th>CONTENTS</th>
<th>OBJECTIVES</th>
<th>GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT I</td>
<td>Who was Ruben Dario?</td>
<td>To talk about relevant people's lives in their work environment by using simple past. Describe important celebrities of art in the country.</td>
<td>• Simple past</td>
<td>Jobs and occupations Physical Appearance Personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjectives: Size, shape, color, height.</td>
<td></td>
</tr>
<tr>
<td>UNIT II</td>
<td>Dario’s Family &amp; Friends</td>
<td>To describe important characteristics of family members and friends by using adjectives for physical appearance and personality.</td>
<td>• Possessive adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrative adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjectives: Size, shape, color and height.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Third person</td>
<td></td>
</tr>
<tr>
<td>UNIT III</td>
<td>Leon In These Times</td>
<td>To talk about representative and important places and their cultural aspects in relation to their work environment in a simple way.</td>
<td>• Countable and Non-Countable Nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjectives: Size, shape, color and height.</td>
<td></td>
</tr>
<tr>
<td>UNIT IV</td>
<td>Leon City in Dario’s Times</td>
<td>To talk about cities and their History.</td>
<td>• Comparatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Superlatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Simple present</td>
<td></td>
</tr>
<tr>
<td>UNIT V</td>
<td>Things To Do In Leon</td>
<td>To talk about activities to do in a touristic place.</td>
<td>• Modals: Can/Can't</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT VI</td>
<td>Ruben Dario’s Legacy</td>
<td>To talk about the importance of products in a nation</td>
<td>• Present Perfect</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Comparatives Superlatives</td>
<td></td>
</tr>
</tbody>
</table>
b. Suggested Methodology

The methodology proposed for this course is based on an eclectical combination of innovative methods to fulfill the students’ necessity of English learning for communication at their work positions and the profile they possess, since they are adult learners. Therefore, it has been considered to introduce them to an environment of full English so they can develop their communicative competences by the use of the surrounding resources. In this course, it is suggested the put into practice of four different methods: the Direct Method, Desuggestopedia, Content-Based Instruction and Communicative Language Teaching; as well as some of their principles which are considered as pertinent to achieve the level A2 of the CEF. Diane Larsen-Freeman (2000), presents these principles; however we have selected the most appropriate ones:

**The Teacher**

- The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning.
- The teacher should recognize that learners bring certain psychological barriers with them to the learning situation.
- The teacher should present and explain the grammar and vocabulary, but not dwell on them.

**The Student**

- Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists.
- If students trust and respect the teacher’s authority, they will accept and retain information better.
- Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension.
• When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.

• Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.

• In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.

• In communicating, a speaker has a choice not only about what to say, but also how to say it.

**The Language**

• The native language should not be used in the classroom.

• Pronunciation should be worked on right from the beginning of language instruction.

• Errors are corrected gently, not in a direct, confrontational manner.

• Whenever possible, authentic language - ‘language as it is used in a real context’ - should be introduced.

• Language is learned most effectively when it is used as a medium to convey informational content of interest to the students.

• Vocabulary is easier to acquire when there are contextual clues to help convey meaning.

**Learning**

• Learning is facilitated in a cheerful environment.

**The Environment**

• Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.

• The fine arts (music, art and drama) enable suggestion to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.

**Teaching**

• Teaching should build on students' previous experience.
The subject matter content is used for language teaching purposes.

c. Materials and Equipment

For the development of this program we suggest the use of certain and specific material and equipment. To teach communicative English at a basic level (always in relation to the most pertinent matters of the context), we consider as appropriate the use of the “Top Notch, Fundamentals” Second Edition, which is a book from the Pearson Longman editorial that contains elemental contents to teach English for beginners. As well, it is an interactive book since students can develop language competences in a communicative way by the implementation of the different activities suggested in this material. However, it has been considered also important the compilation of other materials: the Touchstone book (for adults English learning), and other readings about Ruben Dario, León City and the history of Nicaragua, which are the topics of interest to this institution. These are going to be put together in a dossier.

Also, it will be included a book designed by the museum, which contains the basic information that the tour guides use as support to provide information to the visitors. It is important to highlight that the use of this material will make students feel like they are learning in a natural way, not just committing to memory.

Additionally, the use of visuals and audios will be also important for the development of the two main skills that the tour guides will have to reinforce, which are listening and speaking. For this course it would be good to use images, listening, wall charts, and other materials that will influence in the development of students’ English learning.

On the other hand, the use of different equipment will be necessary and helpful to improve the learning environment. Some of the equipment are a data show, a whiteboard, and a basic stereo equipment.
d. Assessment

The ways of assessment selected for this course have the purpose to monitor the progress of students in English for communication in their work environment, so they can play successfully their roles at the level intended. The assessment for the two programs takes into account the cooperative and the individual learning by the use of techniques that facilitate the development of communicative competences.

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogues (x2)</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Role Plays (x2)</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Poster Sessions (x2)</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Self-study</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Tour in the museum</td>
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<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
VIII. CONCLUSIONS

Having designed an ESP program for the Rubén Darío Museum, represented a challenge for us, the designers since it was due to fulfill every single necessity at this touristic place for communication in the English language. It was needed to take into account every aspect related to the context, the participants, the type of visitors and language used by the workers according to the roles they play and the matters they involved with.

Moreover, the creation of this program was carried out not only because of necessity to provide a high quality service at this historical place, but to share with other nations the cultural, transcendental and priceless importance of Ruben Dario in our country. Therefore, it can be achieved by providing information about this author to every person through the most commonly used language for communication worldwide (English).

It can be also remarked that by the implementation of the program designed for this institution, the goals stated at the beginning can be achieved. These are the implementation of a communicative English course for the tour guides to play their roles in a foreign language.

Additionally, we found interesting the fact that it was essential to consider a specific type of vocabulary, contents, material and methodology since the program is meant to facilitate the interaction between the tour guides and the visitors. Furthermore, we used in favor the type of content that these people work with, so the English language can be learned.

Finally, we can state that through the design of this curriculum, we have gotten valuable and important experience for the elaboration of other similar programs. As well, we have been able to put into practice everything we have learned throughout the TEFL major, so it represent a significant moment of our academic lives in which we have elaborated a project related to our professional area with success.
IX. RECOMMENDATIONS

During the creation of this curriculum, which is specifically designed for the people of the Rubén Darío museum, we have tried to fulfill every single aspect and necessity in accordance to the context and the information we have gathered. Even though we have considered every aspect for the elaboration of an appropriate course, it will be also important to take into account the following recommendation so that the program is successful:

First of all, the teacher who is going to impart the classes should be from León City. This might be favorable for the course success since the teacher is likely to know about León’s culture and History. Accordingly, it would be easier for the participants to get familiar with the topics related to their work area in the English language.

Furthermore, we suggest the selection of the teacher to be based on the following requirements: the teacher should have a degree of arts in teaching English as a foreign language; should be experienced (at least 2 years); should be from 25 to 35 years old, should be dynamic and have good health.

Additionally, the teacher should read about some topics of relevance to the Rubén Darío museum, since those are topics that the workers talk about in their work environment.

As well, even though we have suggested the most appropriate books, materials and equipment that has to be used for the development of this project, we consider that if the person who might set the course feels the necessity to use some other materials and equipment (speakers, a computer, pictures) so s/he can feel free to do it as long as it benefits the improvement of the learners.

Moreover, it is important take into account the type of environment where the classes are going to be set in. We consider that the classroom should be big enough, illuminated, decorated with pictures and posts with information related to their work area. Besides, this room should be specifically for carrying out the classes and not used for any other activities.
Finally, we consider that although the main skills to develop through this program are listening and speaking, it would be also good the implementation of activities to develop the reading and writing skills, so students can have the opportunity to enhance the four skills to communicate not only in their work area but in their lifetime.
X. REFERENCES


XI. APENDIX

Instruments

1. Observation Checklist

☐ There are people who come from different English speaking countries, what percentage are from:

<table>
<thead>
<tr>
<th>Countries</th>
<th>Number of visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

☐ The workers interact in English with non-Spanish speaking visitors.

☐ Some English speaking visitors take their own interpreters with them. How many?

☐ English speaking visitors ask for information in English. How many?

☐ There are people who do not speak English nor Spanish. How many?

Extra doubts

<table>
<thead>
<tr>
<th>Language Functions observed</th>
</tr>
</thead>
<tbody>
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<td>✓ Giving directions</td>
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Does the museum have material information about Dario to share with English speaking visitors? If so, what is the type of material they have?

2. Interview (to the Administrator)
Somos estudiantes de la Universidad Centroamericana; del último año de la carrera de Enseñanza del Inglés como Lengua Extranjera. La entrevista a realizarse tiene el propósito de recolectar información, para la elaboración de un proyecto curricular sobre aprendizaje del inglés para el personal del Museo Archivo Rubén Darío. La información recolectada es confidencial y será utilizada para fines académicos.

Nombre: ____________________________ Sexo: F____ M____ Edad: _______________

Nivel de Escolaridad:

☐ Primaria
☐ Secundaria
☐ Estudios Técnicos
☐ Estudios Superiores
☐ Otros

1. ¿Con qué frecuencia el museo es visitado por turistas extranjeros de habla inglesa? ¿Qué porcentaje de estos turistas se comunican por medio del idioma inglés?

2. ¿Sabe usted si todo el personal domina la Historia del museo y sus alrededores? Si la respuesta es sí, ¿Todos los trabajadores dominan la información al mismo nivel? ¿Quiénes manejan más o menos información que los demás?

3. ¿Sabe usted si los trabajadores del museo tienen algún conocimiento del idioma inglés? ¿Cuántos de ellos saben inglés y cuántos no?

4. ¿Conoce usted si los trabajadores tienen alguna dificultad para comunicarse con los visitantes extranjeros de habla inglesa? Si la respuesta es sí, ¿se deben estas dificultades al que los guías y personal en general no saben hablar inglés? ¿Existen algunas otras barreras o dificultades para comunicarse con los visitantes de habla inglesa?
5. ¿Han implementado algún programa para capacitar a los trabajadores del museo para hablar en inglés? ¿A qué se debe esto?

6. ¿Disponen de material y equipo para impartir una clase en caso de llevar a cabo el curso? Si la respuesta es sí, ¿Qué tipo de material es este? Si la repuesta es no, ¿cree que sería útil disponer de cierto material básico?

7. ¿Cree usted que sería útil implementar un programa de inglés para los trabajadores del museo? ¿Por qué?

8. ¿Qué temas considera usted que se deberían impartir en un curso para los trabajadores del museo? ¿Por qué?

9. ¿Cree usted que sus trabajadores están listos para recibir un curso de inglés? ¿Cuántos sí y cuantos no?

10. ¿Cuánto tiempo cree usted que debería durar este curso? ¿por qué?

11. ¿Qué expectativas cree usted que podrían tener los trabajadores acerca de un curso de inglés?
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Nombre: _____________________________ Sexo: F____ M____ Edad: _______________

Nivel de Escolaridad:
☐ Primaria
☐ Secundaria
☐ Estudios Técnicos
☐ Estudios Superiores
☐ Otros

1. ¿Ha estudiado el idioma inglés anteriormente?
   Sí□ No ☐

2. ¿En dónde estudio el idioma inglés?

   __________________________________________

3. ¿Por qué estudió este idioma?
   ☐ Me gusta
   ☐ Es un prerrequisito para mi empleo
   ☐ Es popular hoy en día
   ☐ Estaba incluido en el programa de mi escuela
   ☐ Otros (especifique) __________________________

4. ¿Le gustó la experiencia?
   Sí□ No ☐

5. En una escala del 1 al 5 (siendo el más básico y 5 el más avanzado), ¿Cómo considera su nivel de inglés?

   1 □  2 □  3 □  4 □  5 □
6. ¿Qué aspectos del idioma inglés cree usted que podría mejorar? (Puede señalar más de una opción).
   - Habla
   - Escucha
   - Lectura
   - Escritura
   - Gramática
   - Pronunciación

7. ¿Cómo ha sido su interacción con los visitantes extranjeros del museo?
   - Mala
   - Regular
   - Buena
   - Exitosa

8. ¿Ha tenido dificultad para comunicarse con los extranjeros que visitan el museo?
   - Sí
   - No

9. Si hubiese un curso de inglés por parte del Museo Rubén Darío, ¿Le gustaría participar para fortalecer el servicio del museo?
   - Sí
   - No

10. ¿Qué temas de interés le gustaría que se impartieran?, (En relación con su ocupación)
    - Presentaciones
    - Saludos
    - Como dardirecciones
    - Historia del museo
    - Describir personas
    - Miembros de la familia
    - Otros________________________
4. Diagnostic Test

Name: ___________________________ Date: ______________________

1. Choose the best answer for each sentence:

Did you ____ anything interesting last night?
   a. Done
   b. Did
   c. Doing
   d. Do

How long ____ married?
   a. Are you
   b. Have you been
   c. Have you
   d. Have been

My sister ____ born in September 2\textsuperscript{nd}, 1974.
   a. Is
   b. Was
   c. Had
   d. Has been

Ana takes a nap ____ the evening.
   a. In
   b. At
   c. On
   d. To

They said they ____ come, but they didn't.
   a. Can
   b. Will
   c. May
   d. Might

Mr. Smith wants ____ to his office.
   a. That you come
   b. You come to
   c. You to come
   d. You come
2. Answer the next questions

- Describe yourself physically and your personality (in 3 lines).

- Tell me about an experience you enjoyed (e.g. a holiday) in 3 lines.

- Describe what you do in your everyday life (in 3 lines)

- Write about a future plan you have (in 3 lines)

- Tell us what your likes and dislikes are.
Nosotros, Nathaly Irela Arias y Bryan Stiphen Bonilla Pérez;

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