English for Librarians in the customer service department at José Coronel Urtecho Library, UCA

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

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Dedication

Firstly, we dedicate this English Program Proposal to our Lord for allowing us to finish this step of our professional lives, and giving us the wisdom to acquire knowledge and put it into practice to achieve our goals.

Secondly, to our families for their financial and moral support, their advice and motivation which have contributed to fulfil this project.

Edelma Jessenia Lacayo Chávez

Erenia Esmeralda Estrada Medina
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We thank all those people who helped us directly or indirectly during the whole process in preparing our project.

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Last but no means the least, we wish to thank God for have been with us during the major and for gave us the opportunity to gain knowledge and experiences in our teaching learning process.

Erenia Esmeralda Estrada Medina

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English for librarians in the customer service department at José Coronel Urtecho Library, UCA

Today’s globalized world is constantly changing, and the English language is considered a universal language, thus it is an essential tool for communication among people of different nationalities.

Universidad Centroamericana has one of the biggest libraries in Nicaragua, José Coronel Urtecho library, and it is visited by a great number of people. The library is a public institution for the students, teachers, employees of this university, and some students from others universities which have access to the services that are provided by the library. The José Coronel Urtecho library has three departments, the technical process department, the customer service department and the computer department. Moreover, it has a website where the students can find books and research papers online, and an institutional repository.

In this institution there are 22 workers, but only 12 are going to take part of this program who are working in the customer service department which is divided in five sections that require English, the Newspaper library, Video library, General Collection, Reference, and the Reception. The range of ages is between 22 and 58 years old. There are 6 boys and 6 girls. The program will be six months long and the classes will be divided in two groups because of their different shifts of schedule.

Regarding English, in this institution the personnel is required to know this language because part of the students who visit the library are exchange students that come from different countries, and who most of the time, use English to communicate. For this reason, we decided to propose an English program for the UCA’s library which the personnel need to develop an A2 level of English that allows them to have basic communicative skills.
**Justification**

The elaboration of this program will help the library to provide a better and effective service for the foreign visitors since this institution will become one of the few libraries in Nicaragua that offer a bilingual service. Moreover, it will support the personal growing of the librarians, and at the same time, it will increase their knowledge about another language and culture.

Additionally, there is another reason that support this program, in the job description is a requirement to know a technical English to be selected or promoted to the customer service department. However, most of the personnel in this department do not know English as their job field required.

Furthermore, it benefits us as future teachers since it helps us to acquire and enrich our knowledge about designing English programs. In this way, we gain experience elaborating curriculum proposals. Besides, it allows us to have a good performance in our professional field, and to be creative and innovative when teaching English.
Objectives

General objective:
- To design an English program proposal for librarians in José Coronel Urtecho library at Universidad Centroamericana.

Specific objectives:
- To identify the needs, wants and lacks of the employees of José Coronel Urtecho library.

- To select the appropriate theories related to curriculum design, language learning and teaching methodology to elaborate this program.

- To suggest the most suitable methodology, material and assessment to be applied in this program.

- To organize the course based on the findings in the need analysis.
Theoretical framework

To be able to create an English program proposal designers have to take into account many aspects to propose it. In this section, we will discuss theories related to course designing. Moreover, we will state the language learning theories, and finally, we will mention the approaches, methods, principles and techniques that we will be taking into account when designing the program.

Curriculum design Theory

According to Graves (2000) “Course design is part of the complete cycle of course development which includes planning the course, teaching it, evaluating it, and replanning it based on evaluation, and then teaching it again in the planned version, and so on” (p. 9). Similarly, Richards (2001) refers to “curriculum development to the range of planning and implementation processes involved in developing and renewing a curriculum” (p. 41).

This means that it is an ongoing process where designers can decide in which part of the framework begin for the elaboration of the program, this will depend on the beliefs and understandings that designers have in relation to what they know about the context and the objectives they want to achieve (Graves, 2000).

Graves’ model of Curriculum Development (From: Graves, 2000, p.4).
In this framework Graves mentions the different steps to design a language course, but we decided to follow the next sequence because we consider that using this order will help us to have broader idea about the needs of the library in order to design a successful program for this specific institution.

**Assessing needs**

According to Graves (2000) “is a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information and then making course decisions based on the interpretation in order to meet the needs” (p.97). On the other hand, Macalister (2010) expresses that it is important to make a useful division of learners’ needs into necessities (what the learners have to know to participate actively), lacks (what the learners need to know to reach the objectives and goals of the program) and wants (what the learners think they need or want to learn). These necessities, lacks and wants, are discovered by a variety of means: by questioning and interviewing, or by collecting data in order to know the situations when the learners will need to use the language. In addition to this, Macalister (2010) says, “the objective needs can be gathered by questionnaires, personal interview, data collection, observation, and informal consultation with teachers and learners” (p.60). The need analysis will provide relevant information to know the background knowledge, lacks, wants, strengths and weaknesses of a specific group of students, in this case will be librarians, in order to design the most appropriate and suitable English Language Program.

**Defining the context**

According to Graves (2000), “without this information, it is difficult to evaluate the appropriateness or effectiveness of the course, because each teacher needs to understand the context so as to work successfully with it” (p.13). There are many aspects when defining the context such as the students, the physical setting, nature of the institution and course, teaching resources and the time. Defining the context helps designers to have a broad idea about the expectations of the institution and make decisions about the content. For this reason, it is important to consider all of these factors in defining the context in
order to be sure the English program that will be implemented is going be appropriate for that specific situation.

**Articulating beliefs**
Graves (2000) says that “the process of designing a course is one way in which you can learn to understand and articulate your beliefs because those beliefs provide a basis for making choices” (p.26). We can infer that every time you have to design a program, the question of choices always appear and the answers will depend on the context, on the experience, on the beliefs and understandings that you have. Our beliefs affect all the stages of the program since we are going to make decisions about teaching, the role of the teacher, learning and learners, and social context of the language, but all those decisions have to be negotiated with the learners because they are connected and learning implicates responsibility.

**Formulating the goals and objectives**
According to Graves (2000) “goals are a way of putting into words the main purposes and intended outcomes of your course. On the other hand, objectives are the different points you pass through on the journey of destination” (p. 75). This means the goals are more general and it is achieved at the end of the program, and the objectives are more specific since achieving the objectives, the goals will be reached.

The goals and objectives are based on the context, on the teachers’ beliefs, on the conceptualization of the content and on the findings from the Data Analysis, (what expectations of the institution and learners are). Probably, you will have some draft in order to make your goals and objectives clear as much as possible, so all the readers can understand what the program wants to achieve by end of its implementation (Graves, 2000).

**Conceptualizing the content**
Conceptualizing the content is what you are going to teach, in which topics you will focus on, and determine why you have selected those topics for your program justifying your choices (Graves, 2000). As Graves (2000) mentions, “when you think about the concept of a course, you can think about both what students will learn and how they will learn it” (p.43).
For Graves (2000), the process of conceptualizing the content is a multifaceted one which involves:

- Thinking about what you want your students to learn in the course, given who they are, their needs, and the purpose of the course;
- Making decisions about what to include and emphasize and what to drop;
- Organizing the content into way that will help you to see the relationship among various elements so that you can make decisions about objectives, materials, sequence and evaluation (p. 37).

**Organizing the course**

Graves (2000) states that:

Organizing a course is deciding what the underlying system will be. This pulls together the content and material in accordance with the goal and objectives. The course organizing occurs on different levels: the level of the course as a whole, the level of subsets of the whole: units, modules within the course; and finally individual lessons (organizing lessons) (p.123).

This program will be organized depending on several elements such as teachers’ beliefs, goals and objectives, students’ needs, context, course content and methods (Graves, 2000). These factors are the reasons for designers to organize the course, make choices and justify them around the necessaries of the learners. This project will be formed from the easiest units to the most complex parts.

We decided to approach the Common European Framework References of Languages for the elaboration of this program because nowadays is commonly used in some institutions to describe the level of proficiency which students can develop during their learning process from each course they receive. The Common Reference Levels will guide this project to have a standard level in term of language development.

Common European Framework of Reference of Language: Global scale (From: CEF, 2011, p. 24)
<table>
<thead>
<tr>
<th>Basic User</th>
<th>A2</th>
<th>Can understand sentences and frequently used expressions related to 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 routine matters. Can describe in simple terms aspects of his/her background, immediate environment and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent User</td>
<td>B1</td>
<td>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>Proficient User</td>
<td>B2</td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td></td>
<td>C2</td>
<td>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
</tr>
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</table>
Developing materials

According to Graves (2000), “material developing is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course” (p. 149). This mean what we are going to do in this section is to look for the most suitable teaching principles to put into practice in this special context to achieve the expectations stated in the program. Graves (2000), says that “in sense, it is the process of making your syllabus more and more specific. Materials development takes place on a continuum of a teacher’s decision making, responsibility and creativity” (p.149).

Graves (2000), thinks that “Materials development means creating, choosing or adapting, and organizing materials and activities that help reach the goals of the course. Creating materials involves decisions which are influenced by beliefs and understandings” (p. 150). Thus all these decisions will be placed in this program around students’ needs in order to design an engaging or attractive and appropriate material for students to use them effectively in the classes.

Adapting a textbook

A textbook is an instrument or tool. The textbook is a stimulus or instruments for teaching and learning. According to Graves (2000), “there are some advantages of using a textbook” (p.173). In this sense, the textbook provides a syllabus, a set of visuals, activities, a basis for assessing students’ learning. However, the content may not be relevant or appropriate to the group you are teaching. The content may not be at a right level. There may be too much focus on one or more aspects of the language and not enough focus on
others. It is important to take into consideration these advantages and disadvantages at the moment of adapting a textbook, and stakeholders should select a textbook according to students` context, interests, needs and time.

Since we have noticed that there is not a textbook that meets students` needs, we have to work on creating and designing a course package for librarians that support the course to achieve the objectives of the program.

**Designing an assessment plan**

Graves (2000), states that “Assessment plays three irrelevant and overlapping roles in a course design, the first is assessing needs, the second students’ learning and the third is evaluating the course itself” (p. 207). An assessment plan designed for a specific course has to take into account different types of assessment (Graves, 2000, p. 220). There are two ways to assess students` learning it can be summative or formative. In this course, we consider that will be appropriate for the learners to be assessed for both, formative and summative assessment, in order to know how the learning process is going, what aspects should students need to develop more or achieve, and if the course is meeting their needs, so this will allow us to know if we have to fix something or adjust some features to the course to have a successful program (Graves, 2000).

**Language Acquisition Theories**

In this program proposal the theories that are going to be implemented are selected according to the context and the learners` needs, wants and lacks.

Stephen Krashen (1985) created The Monitor Model which he describes it in terms of five hypothesis, but we are going to apply two hypothesis that we consider are useful in the elaboration of this English program.

**The input hypothesis**

The input hypothesis suggested by Krashen expresses that people are going to acquire a language if the input is understood, but not necessarily they can comprehend all the vocabulary, it might be some terms that they do not know yet, but they are able to understand the entire idea. Krashen cited by Gass (2013) defined “comprehensible input in a particular way. Essentially comprehensible is that bit of language that is heard/read and that is slightly
ahead learners’ current state of grammatical knowledge”. This idea is suitable for the program as they are adult students and their purpose of learning English is principally to communicate with foreign people orally, thus this hypothesis will provide a broad picture of how can designers provide comprehensible input without direct instruction in order to exploit the time and reach the goals of the program and the institution.

The Affective filter hypothesis
Another theory that is going to be present when designing the program is the Affective filter hypothesis by Krashen which is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available (Lightbown & Spada, 2006). Even though teachers incorporate comprehensible input, some students with a high level of affective filter are blocked to the learning of the language. This hypothesis will be presented when selecting the kind of input the students are going to receive to create an atmosphere where they can have meaningful practice and communication, and in this way lower the affective filter making the students feel comfortable studying the target language. Since we consider adults face fears at the moment of learning a foreign language, the teacher will play an important role in the classroom depending on the students’ reactions to the language.

Social interaction
The social interaction is a fundamental tool in the improvement of communicative skills since Vygotsky’s theory assumes that cognitive development, including language development, arises as a result of social interactions (Lightbown & Spada, 2006). Fogarty (1999) stated, “Vygotsky’s theory suggests that we learn first through person-to-person interactions and then individually through an internalization process that leads to deep understanding” (p. 77). For this reason, we believe that social interaction plays an important role in the learning process of a student. This theory is connected to the cooperative learning and communicative approach because the most you interact, the sooner you will learn the language. Besides, this theory will be reflected on the content, material, methodology and assessment selected for the program in order to help learners achieve and obtain comprehensible input or make the input understandable for them to reach and modify their own output.
Teaching Methodology

This project will be an English for Specific Purpose (ESP) program because the learners need to use a specific language to communicate in a specific environment in which technical vocabulary is involved.

Fiorito (2005) states the following:

ESP program concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

This reference will be manifested in our project when deciding which of the skills should be developed the most taking into account librarians' present situation, wants, and lacks in their job field. Another aspect in which will be present the characteristics of an ESP program is when selecting the materials they are going to use.

According to the classification of an ESP program, this study will be developed on the line of English for Occupational Purpose (EOP) since most of the librarians who work on customer service departments do not study the specific major to perform this job and they need to learn particular English to be successful in their business.

Richards & Rodgers (2001g) state that Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills. For this reason, the methods selected are basically focused on communication since the program is intended to help the personnel from the library of the area of customer service to communicate with foreigners.

The methodology suggested for this program is influenced by the theories chosen since designers believe that ideas from researchers of second language acquisition are important evaluating the teaching methods that are going to be implemented in the development of this program. Furthermore, the
methodology is based on the needs analysis and the objectives of the program. Those factors influence designers to use an eclectic method which involves a variety use of teaching approaches. The use of eclecticism is mainly based on the selection of principles and techniques that are appropriate to reach the objectives of this program. According to Praveen (2013), Larsen (2000) and Mellow (2000) “both have used the term principle eclecticism to describe a desirable, coherent, pluralistic approach to language learning teaching. He states that Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives” (Praveen, 2013, p.1).

These are some of the teaching methods that will be present in the development of this program:

**Communicative Language Teaching (CLT)**

According to the service offered by the library, one of the most appropriate method that will be suitable to develop the communicative skill of the employees is the communicative language teaching method.

Richards (2006) states that communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies) (p.3).

To implement this method it is important to know what is understood by communicative competence, so this four aspects presented by Richards
(2006) helps designers choose topics and activities in order to develop the speaking skill which is what learners need for their job performance.

The principles stated by Larsen Freeman (2000), are mostly taken into account all of them when deciding what to teach, what authentic material is going to be used and what activities should be appropriate to reach the goals. The types of classroom activities proposed in CLT are based on a cooperative rather than individualistic assignment since the purpose is to create an environment where the students can use the language to be prepared outside the classroom. The teacher will be in charge of facilitates communication, and students step by step are going to gain autonomy for their own learning. Those aspects make the connection between this method and the theories that are carefully chosen for this program.

**Audio-Lingual method**

The AL method is an oral-based approach which is founded on behavioral psychology of Skinner (Larsen-Freeman, 2000). In this program will be implemented some principles since designers beliefs that is necessary to create good habits of pronouncing individual sounds and intonation. Furthermore, the students are librarians who are going to interact with people from others countries, so they should know a little bit about the culture (the everyday behavior of people) where English is used for communication. These are the principles are that take part of this course:

- Language learning is a process of habit formation.
- Positive reinforcement helps the students develop correct habits.
- Language cannot he separated from culture.

This method will be present in some drillings, choral repetition and dialogues when teaching the course to avoid fossilization and mispronouncing words.

**Total Physical Response (TPR)**

The total physical response is another method related to affective filter hypothesis that will support designers to create a successful English program proposal for UCA’s library. This method was examined by James Asher who has developed TPR student kits that are focused on specific situations, such as the home, the supermarket, the beach (Richards & Theodore, 2001).
For absolute beginners, lessons may not require the use of materials, since the teacher’s voice, actions and gestures maybe a sufficient basis for classroom. Later, the teacher may use common classroom objects taking into account that materials and realia play an increasing role, however, in later stages. The most appropriate activities that teachers can apply in adult class can be conversational dialogues. Other class activity includes role plays and slide presentations (Richards & Theodore, 2001).

Some of the principles stated in Larsen-Freeman (2000) that we are going to present when designing the program are:

- Students can learn through observing actions as well as by performing the action themselves.
- Students will begin to speak when they are ready.
- The target language should be presented in chunks, not just word by word.
- It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.
- Students are expected to make errors when they first begin speaking (p. 112).

The role of the teacher at the beginning will be a guide for students. Then when students are ready to speak, the teacher will become into a facilitator. In our project will be demonstrated by giving clear directions as much as possible in the classroom and being tolerant with students. Teachers are not going to force students to speak until they ready or when teachers think it is enough time to begin to talk because it is important to lower their affective filter.

**Cooperative Language Teaching**

John Dewey was the first educator who promotes the idea of building cooperation in learning into regular classroom; the cooperative learning is a teaching approach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It consists of provide students exchange information and learn from one another (Richards & Theodore, 2001).
This method will be revealed using the appropriate activities for learners and including real situations in which each student play a role in order to get them involved in the activity and help them to develop the skills they need to communicate and learn the language properly.

These are the principles that we considered important for our program according to Larsen-Freeman (2000):

- In the cooperative learning students often stay together in the same groups for a period of time consequently they can learn how to work better together.
- Language acquisition is facilitated by students interacting in the target language (p. 163).

The principal role of the learner is as a member of a group who must work collaboratively on task with other group members. The teacher will try to create an environment where students are responsible of their own learning. Thus learning is something that requires students’ direct and active involvement and participation, so the teacher has the responsibility to generate a highly structured and well-organized environment in the classroom, setting goals, planning and structuring the physical arrangement of the classroom, assigning students groups and roles, and selecting materials and time (Johnson et al., 1994).

**Task-based Language Teaching**

According to Ellis (2009), “task-based language teaching focuses on the processing of pragmatic meaning (situational context) and semantic meaning (grammatical form)” (p. 227). Tasks are designed to give learners an opportunity to use general communication (unfocused tasks) as well as the opportunity to communicate using specific grammatical structures (focused tasks). Lessons should have a defined outcome, or purpose, and create a need for communication, such as sharing information or giving views on a topic, with learners using their own verbal and non-verbal language competence (p. 223).

This method will be useful when designing the right types of tasks and interactive activities that are going to be implemented in the classes since we
want to engage the students in order to develop their communicative competence.

Some of the key characteristics of the method stated by Richards (2006) that we are going to take from this are that:

- It is something that learners do or carry out using their existing language resources.
- It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.
- It involves a focus on meaning.
- In the case of tasks involving two or more learners, it calls upon the learners’ use of communication strategies and interactional skills (p.31).

This method will be represented by giving some problem-solving for students that may happen when they perform their job, so this will encourage students to use English and develop oral fluency.

The compilation of theories about the foundations of a Curriculum design, the emphasis on the beliefs, studies and pedagogical analysis of language learning and the presentation of approaches and methods will permit us to come over each student depending on the capacities and witnesses of the students. According to Larsen-Freeman (2000) teachers have to be well-informed since the art of teaching involves a lot knowledge and creativity to reach a dynamic class for students to develop an effective use of English.
Methodology of the Project
This section consists of describing the process of gathering information, analyzing and explaining the procedure that we followed to collect data and carry out the project.

A. Type of research
This curriculum design is based on a qualitative research which, according to Quinn & Cochran (2002), is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Our goal is to design an appropriate English program that facilitates and helps adult students to learn English. What gives this investigative approach is to gather information in order to demonstrate how important is learning English for librarian workers in José Coronel Urtecho Library at Universidad Centroamericana.

B. Participants.

B1. Coordinator
The coordinator of the Jose Coronel Urtecho library is Urania Villavicencio, she has a master degree in Library Science, and she has around ten years working in this position. Part of her job is to be in charge of the whole personnel and find the best training for the employees of the library in order to offer a better and effective service for the visitors.

B2. Workers
The library has 12 workers who are in charge of the customer service which is the section which we are going to work with. Only two persons have previous knowledge about English. There are nine workers who have a bachelor degree, and others have a technical career. There are six women and six men. The range of age is from 22 to 58. They have a shift schedule which is from 7:00am to 1:00pm and from 1:00pm to 8:00pm from Monday to Friday, and on Saturday is from 8:00am to 3:00pm, so the workers have an irregular schedule.
C. Instruments
To collect information for the elaboration of this program, we decided to use three types of instruments:

C1. Interview
We prepared a questionnaire to use in the interview with the coordinator of the library. The questionnaire has thirteen questions about needs of the library and personnel. This instrument was applied on July 8th, 2015.

C2. Survey
We prepared a survey for the personnel which allowed us to know the needs and wants for this program; their interest in studying English, and what schedule will be appropriate for them to receive the English classes. We decided to use this type of instrument because we thought that was the best way to collect different opinions from the workers. The survey has three open questions and 8 close questions or multiple choice. The survey was run on July 8th, 2015.

C3. Observation
We decided to observe how librarians interact with people who commonly go to the library in order to obtain more information about what topics should be included in the whole course to cover their needs in terms of language. The observation rubric was divided into five sections to observe the services provided by the customer service department which are the Newspaper library, General Collection, Video library, Reference, and the Reception. The main focus was to take notes about the common questions and answers used in those specific areas. The observation rubric was run on October 7th, 2015.

D. Procedure
We elaborated three different instruments to gather information for the elaboration of this program, those instruments are an interview, a survey and an observation. In the interview and survey, we decided to elaborate different questions that the coordinator and workers of the library had to answer in order to have a broader picture of the necessity that librarians have to learn
English and how important is to know this language for the development of their job.

The first step we followed was to interview the coordinator. We created a conversational environment in which she felt comfortable with the questions we elaborated. Likewise, we gave a survey to each member of the staff, before they answered the questions, we clarified their doubts. While we were interviewing the coordinator, the workers were answering the survey. Then around two month and a half later the observation rubric was run in order to gather more information about the contents that should be taught in the development of this program.

Finally, we analyzed our results in which we could recognize the importance and the necessity that students have to learn a second language in this institution.

E. Constraints
The unique problem we had to face when collecting data was that we had to go to the library three times to complete the information and run appropriately the instrument chosen. Twice, to complete the survey, in the morning and in the evening, because the staff do not have regular schedule, and once more for the observation.
Data Analysis

A. Results

In this section we are going to present the most important results gathered from the instruments that we used:

A1. Interview

According to the interview, it was found that the library has two main departments which need English, one is for communication and the other is intended to develop reading strategies. The majority of the librarians need to learn the English language to provide a better service than the one they already offer. Besides, the English language is a requirement to perform their job. However, most of them do not know English. The personnel have not received an English training. The librarians have different shifts because of the schedule of the library which is from 7:00am to 8:00pm.

The findings from the interview lead us to think that since English is a requirement the institution does not demand to the applicants, the customer service department is the most important area which requires to know English quickly to offer a better service since is the place where exchange students look for information and interact with the librarians. Furthermore, the program has to be six months long and the personnel has to be divided into two groups because of their schedule.

A2. Survey

The department of customer service is composed of twelve workers who range of ages is from 22 to 58 years old. Only two person have studied English, the rest of the librarians do not know English. There are three librarians who only have a technical degree. All the personnel coincide that they need English to communicate with foreign people who commonly ask for general information of the library such as the different services the department of customer service provides and how they can use the resources of the institution.

A3. Observation

The most common questions and answers that are used in daily dialogues between students and librarians are focused on giving directions, giving
instructions, giving information about the library, expressing what is allowed and prohibited.

B. Discussion

B1. Present situation
One important aspect that we realized was that to know technical English is a requirement to perform their job (customer service) and they have never received some training. According to their coordinator, librarians need to learn the English language in order to perform their job better and help adequately exchange students who visit the library. Since this institution does not have an English training, we made the decision to elaborate an English program which we are going to begin from the basic level, and then we are going to move a little bit fast to small conversations in order to develop the basic communicative skills.

B2. Target situation
The goals and objectives of this project, the contents selected for the development of this program, activities, assessment and materials suggested by the designers were some of them from the interpretation of the process of gathering information from the interview, survey and observation which are stated in this section. Since part of the job of the librarians is to interact with foreign people, we are going to focus on developing speaking and listening skills, and reinforce their communicative skills in the target language. Moreover, we are going to focus on developing an A2 level according to the Common European Framework Reference of Language, so students are going to be able to ask, answer questions, exchange ideas and information on familiar topics in predictable everyday situations.
Mind map

English Program for librarians in the customer service department at José Coronel Urtecho Library, UCA

Curriculum Design Theories
- Assesing needs
- Designing an assessment plan
- Adopting textbooks
- Developing materials
- Organizing the course
- Conceptualizing the content

Language Acquisition Theories
- Defining the context
- Articulating beliefs
- Formulating goals and objectives

Teaching Methods
- ESP
- Communicative language teaching
- Total Physical Response
- Eclectic Approach
- Task-based language teaching
- Cooperative language teaching

Input hypothesis
- Social interaction hypothesis
- Affective filter hypothesis

Output hypothesis
- Output hypothesis (Krashen, 1985)

Audio-lingual method
- (Charles Fries, 1945)

Task-based language teaching
- (Ellis, 2009)

Cooperative language teaching
- (John Dewey)
The Proposal
Abstract
This program was designed to train librarians in José Coronel Urtecho library at UCA. Furthermore, this project is intended to develop communicative skills to reach an A2 level based on the Common European Framework in order to offer a better service for exchange students who go to the library. Since this program will be focused on students, they are going to process the information and then they are going to produce the language.
**Goal and objectives of the program**

**Goal:**
By the end of this program librarians in the customer service department will be able to reach an A2 level according to the CEF

**General Objectives:**
**By the end of this program librarians will be able to:**

- understand sentences and frequently used expressions related to the customer service department

- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters related to the customer service department

- describe in simple terms aspects of his/her occupational background, immediate environment and matters in areas of the customer service department.
## Organization of the program

<table>
<thead>
<tr>
<th>Levels</th>
<th>CEF level</th>
<th>Skills</th>
<th>Schedule</th>
<th>Hours</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1</td>
<td>Listening and Speaking</td>
<td>Monday and Friday: 10:00am – 1:00pm (schedule for librarians who work in the afternoon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monday and Friday: 2:00pm to 5:00pm (schedule for librarians who work in the morning)</td>
<td>72</td>
<td>6 Months</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6 hours per weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Three months</td>
<td>87 hours</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A2</td>
<td>Listening and Speaking</td>
<td>Monday and Friday: 10:00am – 1:00pm (schedule for librarians who work in the afternoon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monday and Friday: 2:00pm to 5:00pm (schedule for librarians who work in the morning)</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6 hours per weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Three months</td>
<td>87 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total hours:</strong> 174</td>
<td><strong>Total:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Teaching methodology

Since this proposal is focused on the development of communicative skills, we decided to use an eclectic method which is made up by principles taken from different teaching methods which are Communicative Language Teaching (CLT), Audio-lingual method (AL), Cooperative Language Teaching (CLT), Total Physical Respond (TPR) and Task-based instruction (TBI). The principles and techniques selected from those methods are appropriate to make successful this program and help students to achieve the desire goal.

Communicative Language Teaching

The teacher should use authentic material to provide students real examples that can be connected with their daily activities. The teacher should implement cooperative activities in the classroom in order to create an environment where students use the target language.

Students must be willing to participate in the activities proposed by the teacher in order to be independent for their own learning.

Audio-Lingual method

Teacher should use drillings, choral repetition and dialogues to avoid fossilization and mispronouncing words. Teacher should help students to create good habits of pronouncing individual sounds and intonation.

Students should practice at home the different sounds and intonations studied in the classroom.

TPR

First of all, teacher should be a guide, then will be a facilitator in order to promote communication in the classroom. Furthermore, teacher should provide students positive reinforcement to lower their affective filter to begin to talk. Students should practice the language since the very beginning even though they mispronounce words.

Cooperative Language Teaching

Teacher should provide activities involving pair and small groups of learners where students are possible of their own learning.
Students should have an active participation in the activities developed during the classes.

Task-based Language teaching

Teacher should create a need for communication in every lesson they perform to develop students communication competence.

Students have to participate to make use of their own existing vocabulary to practice the target language.

**Material and equipment**

“Materials development takes place on a continuum of decision – making and creativity with ranges from being given a textbook and a timeline in which to "cover it" – least responsibility and decision making – to developing all the materials you will use in class "from scratch"- most responsibility and creativity” (Graves, K. 2000, p. 149). Taking into account the fact that researchers will not or could not find a specific material to teach English to the librarians, this program demands responsibility and creativity.

The material that is going to be used for this program is going to be compiled by the designers since we have seen that there are not books which can be suggested for this program, so we did a compilation of units and topics from different books, videos and audios from the internet that are valuable to approach or encounter the needs, wants and lacks of the librarians in order to expose them to the realia and help them to learn as much as possible the target language. Moreover, in each level teachers are going to use textbooks, visual aims and the appropriate material to allow students the opportunity to practice and develop the listening and speaking skills they need to perform better their job.

One of the main advantage we have is that the institution has technology and classrooms that can be used to convey the courses. So for the implementation of the program, teachers will need technological resources since technology is a useful tool in the learning process.
Assessment and evaluation

“Assessment is a popular and sometimes misunderstood term in current educational practice” (Brown, 2004, p. 4), teachers usually tent to get confuse with those terms but they are not the same and it is important to know the difference between them. Brown (2004) states that assessment is “an ongoing process… whenever a student respond to a question, offers a command or tries out a new word or structure, teachers subconsciously makes an assessment of the student’s performance” (p.4), while a test is a “method of measuring a person’s ability, knowledge or performance in a given domain” (p. 3).

Brown (2004) defines evaluation as:

The making of judgments about quality – how good the behavior or performance is. Evaluation involves an interpretation of what has been gathered through measurement, in which value judgments are made about performance. For example, measurement often results in a percentage of items answered correctly. Evaluation is judgment about what each percentage correct score means. That is, is 75% correct good, average, or poor? Does 75% indicate proficiency? (p.11).

Knowing the differences among assessment, test and evaluation it is important to mention that students in the development of this program will be assessed with the formative assessment because teachers are going to check the students understanding of each topic studied through different activities such as role plays, presentations, solving problems and conversation models proving students feedback. Likewise, students are going to be graded by using summative assessment because the teacher is going to grade assignments that students have to perform according to the skills they are going to develop at the end of each level.

Grading system

We present this grading system to guide the teacher who is going to teach the courses. However, he or she can decide how many activities is going to implement during the courses and the score he or she is going to give per each assignment.
Presentations 15%
Role plays 15%
Conversation models 20%
Problem – solving 20%
Participation 10%
Final Test 20%

If teacher is going to evaluate a presentation, he or she could take into account the following aspects:

<table>
<thead>
<tr>
<th>Presentation 15 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects</td>
</tr>
<tr>
<td>Coherence</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Knowledge</td>
</tr>
</tbody>
</table>

If it is a role play, the teacher can evaluate these aspects:

<table>
<thead>
<tr>
<th>Role play 10pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects</td>
</tr>
<tr>
<td>Pronunciation</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Performance</td>
</tr>
</tbody>
</table>

**Effectiveness of the program**

This program is going to be evaluated at the end of the implementation of each level in order to measure its effectiveness. Researchers are going to evaluate it by making use of different instruments such as interviews for the teachers and students, class observation, following students’ results and questionnaires.
I. General information of the course I

<table>
<thead>
<tr>
<th>Course:</th>
<th>First Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule:</td>
<td>Monday: from 10:00am to 12:00pm</td>
</tr>
<tr>
<td></td>
<td>Friday: from 10:00am to 12:00pm</td>
</tr>
<tr>
<td></td>
<td>Monday: from 3:00pm to 5:00pm</td>
</tr>
<tr>
<td></td>
<td>Friday: from 3:00 to 5:00pm</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>72</td>
</tr>
<tr>
<td>Self-study hours:</td>
<td>15</td>
</tr>
<tr>
<td>Teachers:</td>
<td>Edelma Lacayo</td>
</tr>
<tr>
<td></td>
<td>Erenia Estrada</td>
</tr>
<tr>
<td>Emails:</td>
<td><a href="mailto:edelmachavez@gmail.com">edelmachavez@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:estrada.esmeralda94@yahoo.com">estrada.esmeralda94@yahoo.com</a></td>
</tr>
</tbody>
</table>
Description of the program
This is an EOP course which is designed for librarians in order to develop communicative skills to offer a better service in José Coronel Urtecho library. This course aims at developing students´ listening and speaking skills at an A1 level based on the Common European Framework of Reference For Languages which leads us to work on an eclectic method to help students achieve the basic communicative skills needed to communicate in the target language. Since the personnel have different shifts we have to split them into two groups to carry out the course. Taking into account the librarians are adult students, they have many responsibilities in their job, in their home, and they will not willing to have a lots of homework and assignments to be done at home, we decided to designate few hours for self-study, and exploit as much as possible the presence hours. The self-study hours will be accompanied with assignments and homework related to the topics studied in class and will be checked in the classroom in order to be sure if they did what was assigned and if they master the topics.

Objectives of the course I

General Objective
By the end of this course, librarians in the customer service department will be able to reach an A1 level according to the CEF

Specific objectives
By the end of this course, students will be able to:

- recognize familiar words and very basic phrases aimed at the customer service department
- interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say
• ask and answer simple questions in areas of immediate need or on very familiar topics related to the customer service department
• use simple phrases and sentences to describe where they work and people they know.

II. Methodology of the course I

The course will be based on role plays, some tests, and conversation model to make students practice and be ready for their real environment. To develop correctly this course the material will be a compendium to match with the specific context. So the elaboration of the course package will be carried out by adapting content and activities from different books, to adequate the material based on the students’ needs in order to provide them with the most suitable content they need to be exposed to.

III. Requirements

• To be part of the personnel of the library
• To be on time for each class session.
• To accomplish every assignment given by the teacher regarding the lessons.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Functions</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting People</td>
<td>- Introducing yourself and people.</td>
<td>- Daily greetings (formal greetings)</td>
<td>- Subject pronoun</td>
<td>- Identify correct spelling of names</td>
<td>- Pronounce /d/ vs. /θ/ sound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spelling names</td>
<td>- The alphabet</td>
<td>- Possessive nouns (‘s)</td>
<td>- Recognize different countries and nationalities</td>
<td>- Spell names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exchanging personal information</td>
<td>- Countries and nationalities</td>
<td>- Possessive adjectives (my, your, etc.).</td>
<td>- Perform practical Conversations</td>
<td>- Say numbers from 0-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Knowing each other.</td>
<td>- Personal information</td>
<td>- Prepositions</td>
<td>- Identify numbers from 0-100</td>
<td>- Placing correct intonation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Occupations</td>
<td>- Verb be</td>
<td></td>
<td>- Placing correct Stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Numbers</td>
<td>- Short answers</td>
<td></td>
<td>- Contractions</td>
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<td></td>
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</tr>
<tr>
<td>2</td>
<td>The library</td>
<td>- Giving directions</td>
<td>- Directions (turn right/ left, go straight, etc.)</td>
<td>- Verb be</td>
<td>- Identify the objects that are in the library.</td>
<td>- Give and ask for directions inside/outside the library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Describing the library</td>
<td>- Costumer service departments</td>
<td>- Have</td>
<td>- Comprehend the vocabulary when given directions.</td>
<td>- Identify furniture and appliances that are in the library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Describing each section of the customer service department</td>
<td>- Furniture and appliances</td>
<td>- Questions with where</td>
<td>- Comprehend vocabulary related to objects’ description.</td>
<td>- Describe objects in the library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talking about objects in the library</td>
<td>- Things in the library (books, newspapers, dictionaries, etc.)</td>
<td>- There is / there are</td>
<td></td>
<td>- Talk about the sections of library.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Demonstratives (This, that, these, those)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Indefinite articles (a/an)</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Topics</td>
<td>Functions</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Daily routines</td>
<td>- Asking for and giving information about everyday activities</td>
<td>- Everyday activities</td>
<td>- Simple present</td>
<td>- Recognize verbs ending (/s/, /z/ and /iz/)</td>
<td>- Pronounce the /s/, /z/ and /iz/ sounds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Days of the week</td>
<td>- Third person</td>
<td>- Questions for daily routines.</td>
<td>- Identifying daily activities.</td>
<td>- Express the days of the week and months of the year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Months of the year</td>
<td>- Frequency expressions (once, twice, etc.)</td>
<td>- Short answers</td>
<td>- Recognize days of the week and months of the year.</td>
<td>- Talk about everyday activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Talking about daily activities in the library.</td>
<td>- Verbs (walk, do, take, etc.)</td>
<td>- Do/ Does affirmative and negative sentences</td>
<td></td>
<td>- Place correct stress and intonation in questions</td>
</tr>
</tbody>
</table>
## Course II

### English for librarians in José Coronel Urtecho Library at UCA

### I. General information of the course II

<table>
<thead>
<tr>
<th>Course:</th>
<th>Second Level</th>
</tr>
</thead>
</table>
| Schedule: | Monday: from 10:00am to 12:00pm  
Friday: from 10:00am to 12:00pm  
Monday: from 3:00pm to 5:00pm  
Friday: from 3:00 to 5:00pm |
| Class Hours: | 72 |
| Self-study hours: | 15 |
| Teachers: | Erenia Estrada Medina  
Edelma Lacayo Chávez |
| Emails: | edelmachavez@gmail.com  
estrada.esmeralda94@yahoo.com |
Description of the program
This course is based on an English for occupational purpose (EOP) program which aims at developing students’ listening and speaking skills that will be guided by the CEF in order to achieve an A2 level. This will be reached through meaningful activities. Since the personnel have different shifts, we have to split them into two groups to carry out the course. Taking into account the librarians are adult students, they have many responsibilities in their job, in their home, and they will not willing to have a lots of homework and assignments to be done at home, we decided to designate few hours for self-study, and exploit as much as possible the presence hours. The self-study hours will be accompanied with assignments and homework related to the topics studied in the class and will be checked in the classroom in order to be sure if they did what was assigned, and if they master the topics.

II. Objectives of the course II

General objective:

By the end of this course, librarians in the customer service department will be able to reach an A2 level according to the CEF

Specific objectives

By the end of this course, students will be able to:

- understand phrases and the highest frequency vocabulary related to the customer service department
- catch the main point in short, clear, simple messages and announcements related to the customer service department
- exchange of information on familiar topics and activities related to the customer service department
- handle very short social exchanges in the customer service department with foreigners
• use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job.

III. Methodology of the course  II

This course will be based on using as much as possible meaningful activities that help librarians to be prepared for their real setting and learn the target language. The material recommended to be used during this course will be a course package since the material needs to match with the specific context of the librarians. So the elaboration of the compendium will be carried out by adapting content and activities from different books, to fit the material based on the students’ needs in order to provide librarians with the most suitable content they need to be exposed to.

Requirements

• To have an A1 level based on the Common European Framework of References for Languages
• To be on time for each class session.
• To accomplish every assignment given by the teachers regarding the lessons.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Functions</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
</table>
| 4    | Expressing time | - Telling the time  
- Confirming that you are on time  
- Expressing the time of daily activities (schedule) | - Numbers (Ordinals and cardinals)  
- Time expressions (early, late, on time, etc.)  
- Ways to express the time  
- Review daily activities | - Simple present  
- Prepositions: On, At, In  
- Questions about time with when and what.  
- Adverbs of frequency | - Comprehend information related to time expressions.  
- Identify the ways to express the time | - Tell and ask for the time.  
- Use time expressions.  
- Describe an event using the time |
| 5    | Past activities | - Describing past activities.  
- Talking about past experiences in short statements.  
- Asking and answering questions  
- Talking about past events in the library | - Days of the week  
- Months of the year  
- Important dates of the library  
- Past-time expressions (yesterday, last week, etc.) | - Past tense of be  
- Verbs in the past  
- Regular verbs  
- Irregular verbs | - Recognize verbs in the past  
- Recognize sounds /d/, /id/, /t/.  
- Distinguish conversations in present and in past | - Pronounce the ending sounds in the past /d/, /id/, /t/.  
- Talk about history of the library in short statements  
- Expresses their past experiences in the library |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Functions</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Rules in the library</td>
<td>-Explaining what is allowed or prohibited</td>
<td>-Rules of the library</td>
<td>-Modals</td>
<td>-Identify expressions related to advice and obligations.</td>
<td>-Indicating advice and obligation politely</td>
</tr>
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<td></td>
<td></td>
<td>-Expressing requirements</td>
<td>-Obligations in the library</td>
<td>-Contractions</td>
<td></td>
<td>-Placing the correct stress</td>
</tr>
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<td></td>
<td></td>
<td>-Giving instructions</td>
<td>-Must / Mustn’t</td>
<td>-Verbs (Do, make, etc.)</td>
<td></td>
<td>-Placing the correct intonation.</td>
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<td></td>
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<td>-Have to / Don’t have to / Don’t need to</td>
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<td>-Can / Cannot</td>
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<td></td>
<td>-Should/should not</td>
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</table>
Conclusions

The elaboration of this program has been a long process. We have had to spend around six months doing it. During the first three months the necessary information was collected in order to have bases that fundament the English program we propose for librarians (teaching methods, approach, learning theories, etc.). In last three months, we have been doing almost the same process that consist of collecting information intended to elaborate an effective program and do the necessary changes or adjustments suggested by the tutor.

After analyzing different sources of the data collection, we concluded that in this institution is demanded to know at least a basic level on English since the importance of providing a better service for exchange students is one of the priorities of this institution. Likewise, the elaboration of this English program gives librarians the opportunity to grow up in their occupational environment and at the same time learn a second language.

In conclusion, the design of this English project is based on the needs of the personnel, coordinator desires and institution requirements. Additionally, the process of designing the program took a lot time, but it is satisfactory and rewarding because as designers we gained knowledge about teaching and experience designing a program.
Recommendations
In this section we are going to suggest some recommendations for teachers that are going to implement this program in order to have a successful class.

- Use visual aims
- Use realia as much as possible
- Provide real examples to get students involved in the classroom
- Use technological resources suggested for the development of this program
- The use of English should be from the very beginning
- Take into account the theories presented in the program
- Provide assignments for the self-study hours suggested by the designers
- Trained teachers
References:


Appendix
Appendix 1

Universidad Centroamericana
Facultad de Humanidades y Comunicación
Enseñanza del Inglés como lengua extranjera

Cuestionario para la entrevista con la directora de la biblioteca José Coronel Urtecho.

El idioma Inglés se ha convertido en una necesidad importante para el campo laboral. La información recopilada de la presente entrevista va a contribuir al desarrollo del proyecto de inglés para dicha institución.

Objetivo: Obtener información suficiente para medir las necesidades del personal para la realización de una propuesta curricular sobre el idioma inglés.

Preguntas:

¿Qué servicios brinda la biblioteca?

¿Qué área de la institución necesita el uso del idioma inglés?

¿Con que frecuencias los trabajadores interactúan con extranjeros?

¿Alguna vez el personal ha recibido algún tipo de capacitación respecto al idioma inglés?

¿Cuántas personas van a formar parte del curso de inglés?

¿Qué habilidades y funciones deben desarrollar los trabajadores de acuerdo al servicio que brinda la biblioteca?

¿Con que propósito usaran el idioma inglés, por ejemplo: direcciones, explicaciones, etc.?

¿Con que materiales cuenta la biblioteca para llevar a cabo el programa?

¿Por cuánto tiempo están interesados que este programa se lleve a cabo?

¿Dónde se impartirían las clases de inglés?

¿En qué horario se podría impartir la clase de inglés?

¿Cuántas horas de clase?

¿Cuál es su expectativa al final del curso?
Questionnaire for the interview with the director of José Coronel Urtecho library.

The English language has turned about an important necessity for a job performance. The information gathered from the present interview will contribute to the development of an English program for this institution.

Objective: To gather information for the elaboration of an English program proposal.

Questions.

What are the services that the library provides?

What is the area of the library that needs the use of English?

How often do the workers interact with foreigners?

Have any of the employees previously taken an English course?

How many people are going to take part of this program?

What are the functions and abilities that the workers should develop according to the service that the library provide?

What are the resources that the library has in order to develop the program?

What will be the schedule for the English classes?

How many hours will the classes be?

What do you expect at the end of the course?
Appendix 2

Universidad Centroamericana

Facultad de Humanidades y Comunicación

Enseñanza del Inglés como lengua extranjera

Encuesta para el personal de la biblioteca José Coronel Urtecho.

Agradecemos el tiempo prestado para completar esta encuesta. Toda información brindada será únicamente para propósitos académicos.

Estimadas Bibliotecarias:

El presente encuesta tiene como propósito escuchar de ustedes las necesidades de implementar un programa de inglés como parte de su desarrollo laboral en el servicio al público en la Biblioteca José Coronel Urtecho en la UCA. Le agradecemos su valioso tiempo al responder a nuestra encuesta, y cuyos resultados sustentaran la realización de una propuesta de programa de Ingles que le ayudara a realizar una mejor labor en la Biblioteca.

Objetivo: Obtener información importante para medir necesidades del personal para la realización de una propuesta curricular sobre el idioma inglés.

Instrucciones:

En algunos de los casos va a seleccionar la respuesta. En otros casos, se le pide dar una pequeña explicación y contestar algunas preguntas.

Encuesta

Edad: ____

Sexo: M__  F__

Nivel académico:  Primaria___  Secundaria___

Estudios superiores___  ________________________________

Por favor explique

¿Has estudiado inglés anteriormente?

Sí__  No__

Si tu respuesta a la pregunta anterior es positiva, ¿Hasta qué nivel cursó?
Si tu respuesta es negativa, ¿Te gustaría aprender el idioma inglés?

_______________________________________________________________

¿Crees que es necesario el uso del idioma inglés en tu desempeño laboral?
Sí__ No__

¿Por qué?________________________________________________________

¿Con que frecuencia utilizas el idioma inglés?
Siempre__ A veces__ Por temporadas__ Nunca__

¿Qué funciones o competencias necesitas para ser capaz para comunicarte con los extranjeros? Por ejemplo; direcciones, hablar de la institución, etc.

¿Cuáles son las preguntas más comunes que hacen los extranjeros cuando vienen a la biblioteca?

¿Cuál es el horario más conveniente para ti para recibir el curso de inglés?
Universidad Centroamericana

School of humanities and communication

Teaching English as a foreign language

Survey for the personnel of José Coronel Urtecho library.

Thanks for the time consumed when completing the survey. All the given information will be only for academic purposes.

Dear personnel:

This survey aims to know from you the needs to implement an English Program as part of your occupational development in the customer service provided by the José Coronel Urtecho Library at UCA. Thank you for your valuable time to respond to our survey, the results will support the realization of an English program proposal that will help you to perform better your job in the library.

Objective: To elicit information from librarians for the elaboration of an English program proposal.

Instructions:

In some cases, it is asked to select a choice. In other cases, it is asked to give small explanation and answer some questions.

Survey

Age: _____ Gender: M__ F__

Educational Status: Elementary school__ Secondary school__

University__ __________________________

Please, specify

Have you ever studied English before? Yes____ No____

If your answer is positive, how many level did you study?

__________________________________
If your answer is negative, would you like to learn English?
________________________________________

Do you think the English language is necessary in your job performance?
________________________________________

Did you use English frequently?
Always___ Sometimes___ In seasons___ Never___

What competences or functions do you need to be able to communicate with foreigners?

What are the common questions that foreigners ask when they come to the library?

For you, what would be the most suitable schedule for the English classes?
Appendix 3

Universidad Centroamericana

Facultad de Humanidades y Comunicación

Enseñanza del Inglés como lengua extranjera

Rúbrica de observación para el Departamento de Servicio al Público

Gracias por permitirnos observar las secciones en las que está dividido el Departamento de Servicio al público. El propósito de la observación es prestar atención a la interacción entre el personal y los estudiantes. Esta observación es únicamente para propósitos académicos.

**Objetivo:** Obtener información acerca de las expresiones más comunes usadas en la interacción entre los estudiantes y los bibliotecarios.

**Secciones**

- Referencia
  Preguntas comunes
  Respuestas Comunes

- Videoteca
  Preguntas comunes
  Respuestas Comunes

- Recepción
  Preguntas comunes
  Respuestas Comunes

- Hemeroteca
  Preguntas comunes
  Respuestas Comunes

- Colección General
  Preguntas comunes
  Respuestas Comunes
Observation rubric for the Customer Service Department

Thanks for permit us to observe the sections of the Customer Service Department. The purpose of the observation is to observe the interaction between the personnel and students. This observation is only for academic purposes.

Objective: To obtain information about the common expressions used in the interaction between students and librarians.

Sections

- Reference
  Common questions
  Common answers

- Video Library
  Common questions
  common answers

- Reception
  Common questions
  common answers
• Newspaper Library

Common questions  
common answers

• General Collection

Common questions  
common answers
Appendix 4

Pictures when collecting data