UNIVERSIDAD CENTROAMERICANA

SCHOOL OF HUMANITIES AND COMMUNICATION

Communicative English Program for Tour Guides from the Central Park of Granada City.

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

Authors:
Josary Patricia Vega
María Fernanda Torres

Tutor: Francisco Vargas MED.

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Communicative English Program
For Tour Guides from the Central Park of Granada City.

According to the Organizacion Mundial Del Turismo (OMT), one of the most demanding jobs all over the world is the area of tourism, it is a tool necessary for tour guides and it is one that has been ranged in a 6% and 7% in 2011.

In Nicaragua the tourism has being increasing but mainly in Granada city which is in the Pacific Area, the most visited department for it beautiful places, such as: Mombacho Volcano, Galleries, Hotels, Restaurant and many famous places. These places are really attractive and many tourist like to visit it is known that the tourist need the tour guide service to come to this city and know everything about it, but they require tour guides who manage English to establish a conversation.

This project takes place in the central park of Granada city in Nicaragua, there is a group of people who work independently from any tourism enterprise, there are from 8-10 tour guides in a ranging of ages from 19-45 years old.

In this document you will find the justification which contains the importance of this document, then it is presented the theoretical framework which has the curriculum theories tendencies, the language acquisition theories and the methodologies the researchers will discuss to use later on the curriculum, after that, it is presented the data analysis which have the results and the discussion of instruments that were applied to the tour guides and the representative of INTUR at Granada city. Then it
is setting the proposal in which it is shown the goals and its objectives, then the Organization of the program is presented, it contains a chart that has the number of levels that are going to be created, the hour per level, unit, etc., it also includes the Teaching Methods which is basically the discussion of the methodologies that can be used later on in the program, finally it is presented the assessment; it consists on how students are going to be evaluated along the program.

In the part of the Proposal you will find the General information established at the beginning of each of the courses, the Description of the course which in general contains how many hours the course will take and the days established for the classes it has also the Objectives of the courses, Requirements to take the courses, the Organization of units / Table of content, and the References the researchers used to create the programs. After all this you will find the Conclusion of the whole project, the Recommendations the researchers are suggesting to the person that is going to apply the project, References and the Appendixes.
II. Justification

Since English has become an international language, there has emerged the necessity for many people to learn it and use it to communicate around the world, to manage this language has a lot of benefits when you need to talk to someone who does not speak the mother tongue Spanish in the case of our country. According to Bakhtawar S. B (2012) we require a language to express our ideas and feelings into words. There are many languages spoken worldwide and out of them English is an internationally accepted language. English is one of the languages that has been revolutionizing the world to increase the tourism and many other aspects in the world.

According to (INTUR) 2014 the 82% of the tourist who visit Nicaragua are North American people and from this percentage the 51.3% of people come specifically to Granada City, which implies that the majority of them are English Speakers and this language is the only way they have to communicate, is there where the need to speak this global language in the tourism area has emerged. The city of Granada is one of the most important and most visited destinations in Nicaragua, many foreigners come to this city to see and know about the touristic places this city has, as the tourism has been increased so the English Language has been an important element in this city when communicating with foreigners and give them the best service of a tour guide.
The majority of these tourists go over the Central Park of Granada city which is one of the most important places of this city, for the tour guides who work in this area is hard to establish and manage a conversation because they do not speak English, and most of the time they do not know what the tourist want to know about or the place they want to visit.

To create an English program for tour guides will carry out many benefits for them for example to grow up professionally because this language offers many advantages in their educational life since they will learn a new language and these tour guides will have the chance to communicate with people from different countries that speak English. Also in this program tour guides will develop not only the language but also will learn some cultural aspects that are needed in order to provide a good service to tourists, besides they will build up creativity through many activities in which they will be engaged along the course.
III. Objectives

GOAL:

- To create an English program for people who work independently as tour guides in Granada City

SPECIFIC OBJECTIVES:

1. To implement the different theoretical tendencies of the curriculum design to create a program for tour guides.

2. To identify the most important needs-wants-lacks students have in terms of language.

3. To analyze the different theoretical tendencies about language acquisition, curricular development and methodologies required to teach English.

4. To select the most appropriate strategies, techniques according to the needs for the elaboration of the curriculum program.

5. To raise the awareness of the importance of the culture when communicating with the tourist.
IV. Theoretical Framework

A. Curriculum Design Theory

Curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process when creating a curriculum because the researchers have to take into account some aspects to create a useful curriculum (John Macalister, 2010) a curriculum design include the goal the researchers want to take into account and work on it, also it includes the needs analysis which is basically the needs, lacks and wants of the students, so to create a curriculum design is very important for the tour guides in Granada city because they have cannot beginning a conversation with tourist. It will help students to develop their oral communication through this course in Granada city.

When creating a curriculum it is important to take into account the environment analysis. It has a strong effects on decisions about the goals of the course, and how to teach and assess students to measure their learning process, so the environment analysis includes the:

- Learners
- Teachers
- Situations
And the designer has to decide what will be the most important factors in a curriculum design. Also it includes the environment constrains because to know possible problems when designing a curriculum and how to solve them according to the learners. however, The assessment when creating a curriculum is very important to know if the students will get the most benefits of the course so the researcher will design the assessment for the course, to see what will be learning process of the students.

As John Macalister (2010) stated, the application of principles when designing a curriculum, involves first of all deciding on the most important principles to apply and monitoring their application through the whole design process. The result of applying principles is a course where learning is given the greatest support for the learners and the process of learning the language.

According to the University of Manchester (2010) Curriculum design includes consideration of aims, intended learning outcomes, syllabus, learning and teaching methods, and assessment. Each of these elements are very important when designing a curriculum to identify the needs lacks and wants of the students also some possible constrains such us the time, topics the learners will be interesting in according to their labor environment.
Finally, when creating a curriculum design for tour guides at the central park of Granada city will be useful to take into account those aspects mentioned before to know their interest, needs and lacks, so the curriculum has to be focus on their labor environment.
B. Language Acquisition Theories

I. Social Interaction Theory

The interaction is very important while developing the oral skill because when students interact each other, they practice their speaking and began communicating in the target language which is English, so interaction helps students to improve their speaking as well. According to Mae Sincero (2011) stated that social interaction by Vygotsky who says that it plays an important role in the learning process and proposed the zone of proximal development (ZPD), where learners construct the new language through socially mediated interaction (Brown, p. 287). It means that interactions have been an important element to develop the oral communication.

The interaction provides learners the opportunities to increase their speaking, share ideas, give explanation, and talk in the target language in and out of the classroom interacting or sharing ideas with the teacher or classmates. Which is absolutely beneficial in a program for tour guides: in their case it is necessary to keep them speaking English even out of the classroom because in the real life their job requires it, whenever they go they find opportunities to start a tour through the city and allow them to feel they are able to speak not only inside the classroom helps them to react naturally to the need of the environment and take advantage of that benefit that the teacher promotes in the classroom. For those reasons to include this theory on language acquisition in this program will help the tour guides and the professor to
know they will learn better this language by speaking or interacting each other in the
target language.

II. Correcting and Reinforcement Theory

When students says something wrong, and the teacher does not correct them at all or the teacher really does it but in a very hard way it does not seem that bad but, according to Lemetyinen (2012) stated that the theory by skinner which is correcting and reinforcing students positively is a good way to help students to develop their speaking skill, making them feel they can trust the teacher is a way to feel they can trust themselves and they can go in front of the board and participate as much as they can, so it influence in their learning process to develop that specific skill which is really necessary for students to have a good communication and to be understood by others.

Correcting in a positive way oral English by the teacher while students are speaking, help to monitor themselves and to recognize the errors they are making (Skinner) but it is depending on how the teacher does it, because if the teacher corrects the students very hardly, and in front of his/her classmates this reinforcement will be not as successful as it could be, the students may get blocked because of the interruption of the teacher provoked when he/she was speaking.
As Skinner stated, correcting students while speaking means not only highlight the part that they did wrong, it also consist on highlighting what they have done well. Going beyond and helping students through the course to overcome the weaknesses he/she had when the teacher corrected him/her also helps them to get external motivation which will help them to have success developing the language in and out of the classroom. Additionally, correct and reinforce students in a positively way help students to know what they did wrong and how it will help them to develop the oral communication, this theory on language acquisition will be beneficial in this course for the tour guides in Granada city because they need to have a good speaking skill using good pronunciation and grammar to establish formal conversations with the foreigners that visit this city, taking into account the foreigners need, to promote this theory will help the tour guides to know their mistakes and correct them immediately by themselves, by teachers or classmates, applying this theory to a course for tour guides will help the teacher to teach an excellent class and the students will learn by mistakes and not continue making them. Also for those tour guides will be suitable to implement this theory in their learning process because they will be involved in an interactive environment and the teacher will correct and reinforce them in a way that they will feel comfortable and also they will speak the language with no fear when speaking because errors always happen when learning a new language.
III. Affective filter hypothesis

According to Krashen (1988) one obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning. According to Krashen the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress.

When teaching it is important to create a safe and welcoming environment in which students can learn appropriately. In language education this is very important since in order to take in and produce language, learners need to feel that they are able to make mistakes and take risks and improve their mistakes as well. Connecting this hypothesis when teaching it is important to create a comfortable environment in which the students can feel confident each other and with the teacher, therefore once the teacher lowers the level of anxiety and stress of the students, they have the opportunity to speak the language inside the classroom.
C. Teaching Methodology

1. Eclectic approach

Eclectic approach is a method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. So the eclectic approach involves different activities to involve students in the class. According to Rivers (1981) and Grittner (1990), among others, have advocated an eclectic approach in which teachers draw upon techniques from a variety of methodologies. More recently, Tedick and Walker (1994) have cautioned against a “paralyzing focus on methodology” in language teacher education, affirming that any discussion of methods must attend to the underlying theory of language learning as well as to the social context and needs of the learners.

The eclectic approach provides a balance of activities in which learners are involved in activities that the teacher will take into account for the students learning, so to take different methods and approaches for learners when teaching English will be necessary to see how they learning is going on.

Use an eclectic approach while teaching English will be useful for teachers and for students too because the students especially the tour guides at the central park of
Granada city because they will have different activities inside the classroom, so they will be exposed to different methodologies the teacher will carry out when teaching English which is really necessary in their labor environment so the teacher will combine the most appropriate methods and approaches for their learning process.

2. Communicative Language Teaching

Communicative language teaching main goal is to promote the communication as the most important element when learning English in this method the activities are based on interaction because many years ago, it was believed that students learned a language by circling the correct letter, filling the blank, etc. but nowadays this belief has been changed and many theories have emerged to explain that the students can learn the language in different ways. Rather than just explaining grammar, now can be applied oral communication which takes part of the Communicative Language Teaching by Jack Richards (2006). This method offers students being exposed to real situations that people face every day. In the case of these students (tour guides) whose main objective is to learn English to use it in their jobs which is basically to communicate with foreigners, the communicative language teaching provides many principles that would be absolutely useful when developing the speaking skill, here is a principle of such a great method: The target language is a vehicle for classroom communication, not just the object of study.
Using the target language not only to explain the topic but also communicating each other among students is a way that promotes students to take advantage of the language and really use this language as much as they can. When the teacher starts giving the instructions of the course in English even when the students do not understand it, the teacher is using the language not only as a thing that needs to be studied, the teacher is using it as a source to show them that even when at the beginning they do not understand it, it can be understood later on while studying the course. Another principle is that one of the teacher’s major responsibilities is to establish situations likely to promote communication. Relating this principle into the case of the tour guides there is a great connection between both because the teacher is the one who will lead the activities that promote students to speak in English which is what this program will reach in order to learn this important language for them which is the language they need to learn and to work with.

**What is the Role of the teacher?**

The teacher establishes situations likely to promote communication, the teacher has to act as an advisor answering students’ questions or doubts and monitoring the students’ performance, also the teacher will take note of the students’ errors and work on them later to improve this weaknesses the students have.
3. Cooperative Learning Approach

In a cooperative classroom the students and teacher work together to pursue goals and objectives. Cooperative or collaborative learning essentially involves students learning from each other in groups (Johnson 1994) so when students work in groups they have the chance to give and share opinions each other, in a cooperative way teacher teach collaborative so they can work as a group and begin interacting each other and make the class effectively and they will learn better.

This approach has many principles the teacher can apply in the classroom one of them is Language acquisition is facilitated by students interacting in the target language, it means that students have the opportunity to give ideas and work in collaboration and develop the oral skill exchanging information in the target language. One of the activities the teachers can apply in the classroom is group discussion in which the students have the chance to give information, opinions, sharing their ideas in the target language as well.

This approach will facilitate tour guides to have a good environment while learning English because those tour guides will be exposed to work in collaboration, it means that they will have the opportunity to interact inside the classroom giving their opinions, and sharing ideas because those tour guides will feel confident each other by working in groups and begin speaking the language.
4. Audio-Lingual Method

According to (Johnson, 1994) This method offers many benefits to the students while developing the listening and speaking skill, this method has principles that the researchers will take into account some of them while creating this program for tour guides at the central park of Granada city. These principles are: Language learning is a process of habit formation. The more often something is repeated. The stronger the habit and the greater the learning. It means that when students listen a word many times they will get the correct pronunciation, the right stress of the words and they will have a good learning process, also they will develop their listening skill.

Another principle from this method is that the major objective of language teaching should be for students to acquire the structural patterns; There is another principle; when errors do occur, they should be immediately corrected by the teacher, it means that when students make errors, the teacher has to correct them immediately for them to not continue making them and the teacher has to correct them in a positive way that they will feel able to speak the language not feeling scared of the errors the students can make when speaking, so they will get the correct pronunciation along the course and with the teacher’s help and the correct reinforcement.
What is the role of the teacher?

The teacher is like an orchestra leader, directing and controlling the language behavior of the students. Also the teacher is a good model for imitation, it means that students follow teacher’s directions, and the teacher has to be careful because students do what they see from the teacher, besides the students get the correct pronunciation by drillings.

IV. Assessment

According to Harmer (2007) asses students is very important when learning, there are two types of assessment which are formative and summative that are indispensable for the learning process. Formative assessment refers in the information collected, it focuses on the students learning process and it gives students the opportunity to practice and it is not graded.

According to Harmer (2007) Summative assessment refers to the students’ performance, it gives the students the opportunity to measure what they have acquire by quizzes; test or exam the teacher applies them and he=she can see what they learn. According to (john, d.2012) defines Assessment as the practice that helps teachers use student performance data to continuously evaluate the effectiveness of their teaching and make more informed instructional decisions.
How to assess speaking?

To assess speaking skill to the students is necessary to use rubrics to evaluate them. When assessing speaking is important to evaluate the vocabulary, pronunciation, and comprehension of the students when doing speaking activities, to assess speaking is indispensable to use rubrics to evaluate them. According to Andrade H (2008) Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Rubrics when teaching are really helpful for teachers to evaluate how the students learning process is.

For the elaboration of this program for tour guides at the central park of Granada city are going be useful those types of assessment to measure the students learning process by different kind of evaluations and activities to know if the tour guides have been learning the language, also it is important to use some rubrics to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.
IV. Methodology of the program

A. Definition of the Context
This project takes place at the central park of Granada city in Nicaragua, there is a group of people who work independently from any tourism enterprise, there are from 8-12 tour guides in a ranging of ages from 19-45 years old.

B. The type of research
The type of research developed is Qualitative because it is focused on the analysis of a need that a target group of people are having.

C. Participants

a. Tour guides
The participants of this project are the students whose ages range from 19 to 45 years old. This group consist of 8-12 tour guides. This group pf people do not work for any tourism enterprise, they work independently and they offer the service of tour guided by themselves.

b. INTUR representative
This person is In charge of the INTUR Delegation in Granada City.

D. Instruments
Along this research it was discovered what are the needs, lacks and wants these tour guides have. To discover these aspects it was necessary to apply some instruments such as:
a. **Questionnaire to the Tour Guides**

This questionnaire was made with the objective of identifying the needs, lacks and wants the tour guides have. It was composed by seven questions in which the tour guides were asked about their opinion about English, for example if they like/dislike this language, also in this questionnaire they were asked about some of the barriers they have when they are developing their job as tour guides.

b. **Interview to the Representative of INTUR Delegation:**

This interview was made in order to get some information of the possibilities we have to create a program intended for tour guides. This interview was composed by four open questions.
V. Data Analysis

Questionnaire for the tour guides

Objective:

- Identify the needs, wants and lacks students have.
- Identify the student’s background.

Results

1. ¿Le gusta el idioma inglés?
   All of the tour guides said that they really like English, because they can give a better service to tourist, and the tourism in this city will increase also because it is an international language and if learn this language they can communicate with people from different countries.

2. ¿Ha estudiado alguna vez inglés?
   Three out of twelve tour guides said that they have studied English Courses, but they had never finished it, the rest of the tour guides said that they have never taken any English Courses.

3. ¿Al momento de comunicarse con los turistas considera que su trabajo es fácil o difícil?
The 80% said that is it difficult because they do not know any English, they cannot communicate with tourist and when sometimes they do not know where the tourist want to go or to know about.

The 20% said that sometimes they understand and sometimes do not understand to tourist because their knowledge of English is not enough to give a clear explanation, or understand what the tourist said.

4. **Cree usted que el idioma ingles sea de mucha importancia en su trabajo? ¿porque?**

   All of them said that it is very important, because they will develop very well the speaking skill and they will communicate each other and be understood by tourist also they this language will help tour guides to know how to explain something tourist want to know, they will know how to answer to tourist in this target language.

5. **Le gustaría que se implementara un programa de inglés para los guías turísticos en Granada? ¿por qué?**

   All of them answered with an affirmative answer, so they would like a program especially for them that work independently in the Central Park of this city.

6. **Que tipos de temas le gustaría que se incluyeran en este programa?**

   They said that they would like to have topics such as: history, directions, prices and famous places
7. Cuáles de las siguientes áreas cree usted le serán de más utilidad al aprender el idioma inglés?

- Escucha 5
- Habla 5
- Lectura __
- Pronunciación 3
- Vocabulario 3
- Gramática 1

80% of them point out that speaking and listening, 15% they said that pronunciation and vocabulary will help them to learn this language, and only 5% of tour guides said that grammar is important.
Interview to INTUR representative in Granada

Objective

- To get some information of the possibilities we have to create a program intended for tour guides

1. Hay algún programa de inglés diseñado para enseñar este idioma a los guías turistas?

The answer we got from this question was yes, but the program they have is only for professional people, it mean if a tour guide does not know English they cannot be part of this program, but there are many tour guides that work independently and they do not manage the language. Some of them know English but it is not enough knowledge of English.

2. Cree usted que los guías turistas tienen un nivel que les permita comunicarse con los visitantes de manera efectiva?

The answer was totally yes because they are professionals and they have been studying at a specific school created by INTUR this language and they manage it very well this .But the tour guides that work in the central park of Granada do not have a level to lead them communicate with tourist.
3. Tiene algún dato de la procedencia de los turistas que visitan Granada? Norte América, Europa, Asia o algún país en general.

The answer we got is that the majority of tourist are from North America. And some tourist are from Central America.

4. Cuáles cree usted que serían las dificultades para desarrollar este programa?

Some difficulties we could have while applying this program is the place to teach the classes, also the schedule that is going to be used.

Analysis

Questionnaire to the tour guides

In the first question the tour guides said that they really like this language because it offers them many benefits to provide a better service to tourist, it implies that those tour guides will learn this language in a suitable way because they really want to learn it, also they will have the chance to communicate with people from different countries, and provide them a good service. In the second question the majority of these tour guides said that they have not studied English, it means that they do not have a background of this important language, and it will benefit them in their job, however three of them have a background because they studied this language in English courses but they did not finish all the levels, so they have to study the levels from the very beginning no matter if they have or not background of the language..
In the third question the tour guides said that their job is difficult because they cannot communicate with tourist because they do not have a knowledge of this language, it means that this language will be really important for these people because it will give them the opportunity to communicate with tourist and give the best information tourist will need to know. In The fourth question they said that this language is very important in their job because they will develop the speaking skill and they will have a good communication with tourist, it implies that these tour guides really consider this language is a tool they need in their job in order to offer a better service and therefore to have a better economic situation. In the fifth question the tour guides said that they would like an English program for them, it implies that they will learn this language intrinsically motivated because they really want to learn it in order to be more professionals and contribute to the increase of the tourism. In the sixth question the tour guides said that they would like topics related to the tourism area, those topics will help the tour guides to have an understanding of different topics that tourists would like to know about, so will be helpful for tour guides to have different topics in order to stablish a conversation with tourist. In the last question the tour guides said that the most important skills they would like to develop is the speaking and listening skill. For those tour guides is very important to develop those skills because their job is basically to communicate with tourist because this language facilitates the communication between people of different origins.

English have had a great impact in the tourism area because it help people to stablish a conversation in this target language, this language plays an important role
in the tourism area hence it carries out many benefits for people mainly for tour guides because this language is a tool to develop their job.

**Interview to INTUR representative**

**In the first question** the INTUR representative said that there is a program just for professional tour guides, it means that they accept in that program only professional people, and the tour guides that work in the Central Park cannot be part of this program, to implement a program for these tour guides that work in the central park will be a great opportunity in their labor area. **In the second and third question** the INTUR representative said that the professional tour guides have a good level of English but the tour guides that work in the central park cannot establish a conversation with tourists because the majority of these tourist north American people and they speak just this language so this language is the only way they have to communicate each other. It means that for these tour guides that work at the central park really need this language to provide a better service to tourist and to establish a conversation with them. **In the last question** the INTUR representative said that some difficulties while applying this program is the schedule to teach the classes, but it is not a big problem because if these people want and need this language as a part of their job they will be willing to study this language in the time they will be free. Also they will do their best because these tour guides will have the chance to study this language and be professional to give the service as a professional tour guides.
VI. The proposal

a. Objectives for the curriculum design program

General objective
At the end of this program students will be able to communicate in English at a (A2 Level of English) related to Tourism areas, According to the Common European framework.

Specific objectives
Students will be able to:

- Talk and ask about personal information.
- Recognize phrases related to familiar field.
- Talk about important touristic places related to the labor area.
- Understand simple conversations related to the touristic field.
- Use the appropriate vocabulary about the tourism places.
<table>
<thead>
<tr>
<th>Level</th>
<th>General objective</th>
<th>Specific objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>One</td>
<td>At the end of this level students will be able to establish a conversation and develop themselves by asking and giving personal information at a level A-1 according to the Common European Framework. Students will be able to: - Understand basic vocabulary related to their immediate environment. - Greet each other in a formal and informal way. - Introduce themselves and others.</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>At the end of this level students will be able to discuss topics related to their immediate environment spoken in a slowly and clearly way at a level A+1 according to the Common European Framework. Students will be able to: - Use everyday expressions related to their immediate environment to interact in a simple way with other people. - Answer simple questions about personal information about people they know. - Identify and describe the members of the family.</td>
</tr>
<tr>
<td>A2</td>
<td>Three</td>
<td>At the end of this level students will be able to give information about their labor environment At a level A-2 according to the Common European Framework. Students will be able to: - Talk about their past experiences. - Give and ask for places and how to get there - Understand phrases related to their work context. - Describe different touristic places of the area in a simple way</td>
</tr>
<tr>
<td></td>
<td>Four</td>
<td>At the end of this level students will be able to describe briefly places regarding historical details and description, in the tourism area at a level A+2 according to the Common European Framework. Students will be able to: - Understand conversations which include a low intermediate frequency of vocabulary related to the tourism field. - Talk about the weather in different touristic places. - Provide important cultural information of the labor area. - Use the appropriate vocabulary to provide information about the touristic places of the area. - Use future expression to talk about plans and predictions.</td>
</tr>
</tbody>
</table>
b. **Organization of the program**

<table>
<thead>
<tr>
<th>No of levels</th>
<th>Hours per level</th>
<th>class hours</th>
<th>Self-study hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>48</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>II</td>
<td>48</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>48</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>IV</td>
<td>48</td>
<td>36</td>
<td>12</td>
</tr>
</tbody>
</table>

Level I and level II  
Level III and Level IV

<table>
<thead>
<tr>
<th></th>
<th>Level I and level II</th>
<th>Level III and Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total of hours</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

Total hours at the end of the level IV at a basic level A2 According to the Common European Framework

192
c. Teaching methods

To develop this program it is suggest an eclectic approach in which the CLT method, the Cooperative Approach and the audio lingual method with these communicative principles will help the students to develop the oral communication skill and learn the language appropriately. In this section it is stated some recommendations to develop each skill in each section.

Teaching speaking/listening

The development of the oral communication is one of the most important objectives in this program because the students have to learn how to communicate each other in the target language, however each section of each class have to be focus on the students participation by different interactive activities to help students learn the language in the classes.
Warm-ups

For the beginning of the classes it is suggested those kind of activities to engage and provide a good environment to students in the class to facilitate the learning process of the students and been motivated by the class.

The use of warm up will make students participation a lot.

In this section will be suggested the use of puzzles, information gaps, games such as competitions. To use warm ups will be useful to encourage students to speak the language inside the classroom by interacting each other thought a warm up activity.

Steps suggested

1. Organization of the activity
2. Give clearly instructions
3. Organize the students in groups or in pairs
4. Give the proper material
5. Give time to know if the students understand the activity
6. Monitor the process of the activity
7. Share the results of the activity
Use of audios/videos

In this section it is proposed to use videos or audios according to the activity the teacher will present, so those equipment will be use in the activity the teacher will do, also this equipment are very important for the students’ interaction by sharing ideas of the video or audio they will listen or see.

With those materials the students will have the opportunity to exchange information and in this activity they will have the opportunity to work in groups also they will work individually.

Vocabulary

In this part the teacher will choose the appropriate vocabulary according to the topic will be presented by the instructor, also for this section it is suggested to show cards for the students to recognize the vocabulary will be teach.

In this section it is suggested to use puzzle, matching activities, their environment etc. To relate the vocabulary according on what they see. When doing those activities the students will have the opportunity to share the answers and give explanation when needed.
Pronunciation

In this section it is proposed to correct students’ pronunciation while speaking, for this segment the instructor will ask the students pronounce words, sentences or phrases correctly. Also the teacher will teach the students where the correct word stress of the words, syllables and phrases is.

For this section it is suggested to play a listening as many times the student get the correct pronunciation, word stress and intonation of the questions and sentences, also it is suggested the use of repetition of the words, as many times as needed and it is suggest that the student see the teacher as a model of imitation.
d. Assessment

In this program will be setting two types of assessments, formative and summative because it is important to know what the students have been learnt along the course, also it determines if the students are working on their learning process, according to Harmer (2007) stated that assess students is very important to measure their learning, he stated that the term **assessment** refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students.

It is suggested to use formative assessment to measure what the students are learning through practicing inside the classroom for them to improve their learning process along the course, so this assessment is not graded, Therefore for this type of assessment the teacher will use conversation time, information gaps, mini researchers, role-plays, etc.
However, it is suggested to use summative assessment to measure the students learning process doing different activities that will be graded, such as: testing, presentations, quizzes, exams etc.

To apply the summative assessment it is suggested to see how students use the appropriate vocabulary when presenting any topics, and by the quizzes the teacher will apply to them using the appropriate vocabulary and listening the word stress. And the formative assessment will be collected by the teacher through getting the appropriate pronunciation and vocabulary when presenting role-plays and conversations, so the teacher will give feedbacks to the students according to the pronunciation, and vocabulary they will use when doing interactive activities.

To evaluate students learning is recommended to use some rubrics that will provide teachers to measure the students learning process, for speaking skill the teacher will take into account how the students manage vocabulary, pronunciation and comprehension, also for listening skill the teacher will assess the students understanding. The Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work.
The type of feedback that can be applied is open to the teacher, depending on the type of students the teacher has also, on how the class is going on and the activity that the teacher is carrying on.
1. Rubrics for evaluations

<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>Pronounce all sounds clearly and correctly</td>
<td>pronounce some of the words clearly and correctly</td>
<td>Frequent errors difficult to understand</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses the appropriate vocabulary to the level, extensive, complete task, elaborates and provides relevant, interesting details</td>
<td>Adequate to complete task with few additional details.</td>
<td>Inadequate vocabulary to speak English, not able to handle task</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Understand everything at a natural speed</td>
<td>Understand most of what is said with repetition and paraphrasing.</td>
<td>Understand little of what is said</td>
</tr>
<tr>
<td><strong>Total grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric for listening evaluations</td>
<td>Total Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellent -10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No problem at recognizing and understanding vocabulary and expressions, able to differentiate questions from sentences through intonation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very good -7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost no problems at recognizing and understanding vocabulary and expressions, almost no problems differentiating the intonation between questions and sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good - 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A few problems at recognizing and understanding vocabulary and expressions, some problems differentiating the intonation between questions and sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair- 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many problems at recognizing and understanding vocabulary and expressions, Through intonation do not differentiate question from sentences at all.</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>
VII. Programs

Level I

I. General Information

<table>
<thead>
<tr>
<th>Level: One</th>
<th>Course name: Communicative English course</th>
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<tbody>
<tr>
<td>Group Code: 001</td>
<td>Schedule: Monday, Tuesday, Wednesday, Thursday 6:00-7:30 pm.</td>
</tr>
<tr>
<td>Self-study hours: 12</td>
<td>Number of hours: 36 hours</td>
</tr>
<tr>
<td>Professor’s name: Josary Vega. Maria Fernanda Torres</td>
<td>Emails: <a href="mailto:josaryvegamendoza@yahoo.com">josaryvegamendoza@yahoo.com</a> <a href="mailto:nandytorres@hotmail.com">nandytorres@hotmail.com</a></td>
</tr>
</tbody>
</table>

II. Course Description

This is the first level of the fourth levels of the Communicative English Program for the Tour Guides at The Central Park of Granada City. This course comprises a number of aspects which make up the oral communication as the main purpose of it, this course will have many interactive activities in order to develop the listening and speaking skills. Moreover, the course is intended to make the students talk in the target language inside and outside the classroom.
III. General aims of the course

Students will be able:

- At the end of this level students will be able to establish a conversation and develop themselves by using some expressions to ask and give personal information.

Specific objectives

Students will be able to:

- Introduce themselves in a formal and informal way.
- Talk about their personal information.
- Ask simple question about personal information.
- Talk about holidays.
- Talk about their favorite food/drink.
- Understand simple conversations about food.

IV. Requirements to take the course

- Be punctual to each session of classes.
- Respect your teacher and classmates.
- Cellphones have to be off in classes.
- Speak English inside the classroom.
- Homework has to be at the time the teacher will assign.
V. References


<table>
<thead>
<tr>
<th>Unit</th>
<th>Name of the unit</th>
<th>Competences</th>
<th>Self-study hours</th>
<th>Hours per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Greetings</td>
<td>Greet each other in a formal and informal way. Listen a conversation about people greeting each other. Use the appropriate vocabulary to introduce themselves and others. Use the correct word stress.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>II</td>
<td>My classroom</td>
<td>Describe the objects in the classroom. Listen how they have to pronounce the objects. Use the correct vocabulary to describe the classroom objects.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>III</td>
<td>Countries and nationalities</td>
<td>Talk about differences in countries and nationalities. Use the appropriate pronunciation. Use the correct vocabulary. Listen the correct pronunciation of the words.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>The time and the calendar.</td>
<td>Talk about the time. Give and ask for the time. Talk about their birthday. Understand simple conversation about someone’s schedule. Use the appropriate pronunciation</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>V</td>
<td>Foods/drinks</td>
<td>Talk about their favorite food/drink and others. Listen the vocabulary for foods and drinks. Understand simple conversations about someone’s favorite food.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>Review all units</td>
<td></td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
</tbody>
</table>
I. General information

<table>
<thead>
<tr>
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<th>Course name: Communicative English course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Code: 002</td>
<td>Schedule: Monday, Tuesday, Wednesday, Thursday 6:00-7:30 pm.</td>
</tr>
<tr>
<td>Self-study hours: 12</td>
<td>Number of hours: 36 hours</td>
</tr>
<tr>
<td>Professor's name: Josary Vega</td>
<td>Emails: <a href="mailto:josaryvegamendoza@yahoo.com">josaryvegamendoza@yahoo.com</a></td>
</tr>
<tr>
<td>Maria Fernanda Torres</td>
<td><a href="mailto:nandytorres@hotmail.com">nandytorres@hotmail.com</a></td>
</tr>
</tbody>
</table>

II. Course description

This is the second of the fourth courses of a Communicative English Program for the Tour Guides at The Central Park of Granada City. This course is intended to create an interactive environment in order to develop the listening and speaking skill. However, in this course students will have the opportunity to express their ideas/opinions to make a communicative environment. Students will practice their English inside and outside the classroom to been involved in the language.
III. General aims of the course

Students will be able to:

- At the end of this level students will be able to discuss topics related to their immediate environment spoken in a slowly and clearly way at a level A1 according to the Common European Framework.

Specific objectives

- Use simple expressions to stablish a conversation.
- Talk about prices and clothes.
- Express their feelings, likes and dislikes.
- Answer simple questions about personal information about people they know.
- Identify and describe the members of the family.

IV. Requirements to take the course

- Be punctual to each session of classes.
- Respect your teacher and classmates.
- Cellphones have to be off in classes.
- Speak English inside the classroom.
- Homework has to be at the time the teacher will assign.
V. References


<table>
<thead>
<tr>
<th>Unit</th>
<th>Name of the unit</th>
<th>Competences</th>
<th>Self-study hours</th>
<th>Hours per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Prices and clothing</td>
<td>Ask for and give prices of clothing. Understand simple questions related to the prices Use the correct pronunciation of the sentences, words</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>II</td>
<td>Feelings/likes and dislikes</td>
<td>Identify their feelings Talk about their feelings Talk about what they like to do Understand peoples feeling Pronounce correctly the words Use the appropriate vocabulary when talking about feelings</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>III</td>
<td>Jobs and occupations</td>
<td>Identify common jobs and occupations Use the appropriate vocabulary related to jobs Listen a conversation about some people’s occupations Use the correct intonation of the words Talk about jobs and occupations</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>My family</td>
<td>Listen simple conversations about family member Talk about their family Use the correct vocabulary Use the appropriate pronunciation when talking about family members</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>V</td>
<td>My daily routine!</td>
<td>Identify the adverbs of frequency Understand someone’s daily routine Use the appropriate vocabulary Use the appropriate word stress</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>Review all units</td>
<td></td>
<td>2 hours</td>
<td>6 hours</td>
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</table>
Level III

I. General information

<table>
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<th>Course name: Communicative English course</th>
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<tr>
<td>Group Code: 003</td>
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<td>Number of hours per level: 36 hours</td>
</tr>
<tr>
<td>Professor’s name: Josary Vega</td>
<td>Emails: <a href="mailto:josaryvegamendoza@yahoo.com">josaryvegamendoza@yahoo.com</a></td>
</tr>
<tr>
<td>Maria Fernanda Torres</td>
<td><a href="mailto:nandytorres@hotmail.com">nandytorres@hotmail.com</a></td>
</tr>
</tbody>
</table>

II. Course description

This is the third of the fourth levels of a Communicative English Program for the Tour Guides at The Central Park of Granada City. Along this course students will be involved in an interactive environment, they will be engaged in all the activities will be developed in each session of class, so the students will exposed in different activities in which they will have a lot of communicative activities in order to improve the oral communication to establish conversations at a basic level. Student will have activities such as: warm-ups, debates, mini-researchers, role-plays, conversation, debates etc.
III. **General aims of the course**

Students will be able to:

- At the end of this level students will be able to give information about their labor environment at a level A2 according to the Common European Framework.

Specific objectives:

- Talk about past experiences.
- Give and ask for directions.
- Understand phrases related to their work context.
- Describe different touristic places of the area in a simple way

IV. **Requirements to take the course**

- Be punctual to each session of classes.
- Respect your teacher and classmates.
- Cellphones have to be off in classes.
- Speak English inside the classroom.
- Homework has to be at the time the teacher will assign.
V. References


<table>
<thead>
<tr>
<th>Unit</th>
<th>Name of the unit</th>
<th>Competences</th>
<th>Self-study hours</th>
<th>Hours per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My neighborhood!</td>
<td>Understand simple conversation related to the neighborhood. Talk about their neighborhood. Use the appropriate vocabulary to describe their neighborhood. Use the correct intonation of the words.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>II</td>
<td>Transportation!</td>
<td>Understand simple conversation about the most common transportation people take. Talk about what kind of transportation they travel to go to work/school.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>III</td>
<td>Directions and how to get there?</td>
<td>Give and ask for directions. Understand simple conversations about someone’s giving directions. Use the appropriate pronunciation of the syllable. Give and ask for directions. Use the correct vocabulary when giving directions.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>My community!</td>
<td>Talk about the places in the community. Describe the places in the community. Use the correct vocabulary to talk about places in the community. Listen a conversation describing different places in a community.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>V</td>
<td>Past events</td>
<td>Talk about their last vacations. Understand someone’s last vacation. Use the appropriate vocabulary to talk about their last vacation. Use the correct intonation of the syllables</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>Review all units</td>
<td></td>
<td>2 hours</td>
<td>6 hours</td>
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</table>
Level IV

I. General Description

<table>
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<th>Course name: Communicative English course</th>
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<td>Group code:</td>
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</tr>
<tr>
<td>Self-study hours: 12</td>
<td>Number of hours per level: 36 hours</td>
</tr>
<tr>
<td>Professor’s name: Josary Vega Maria Fernanda Torres</td>
<td>Emails: <a href="mailto:josaryvegamendoza@yahoo.com">josaryvegamendoza@yahoo.com</a> <a href="mailto:nandytorres@hotmail.com">nandytorres@hotmail.com</a></td>
</tr>
</tbody>
</table>

II. Course Description

This is the last of the fourth courses of the Communicative English Program for Tour Guides at The Central Park of Granada City. This course comprises a number of aspects which make up the oral communication as the main purpose of it, this course will have many interactive activities in order to develop the listening and speaking skills. Moreover, the course is intended to make the students talk in the target language inside and outside the classroom.
III. General aims of the course

At the end of this level students will be able to:

- Describe briefly places regarding historical details and description, in the tourism area at a level A2 according to the Common European Framework

Specific objectives

Students will be able to:

- Talk about the weather in different places.
- Provide important cultural information of the labor area.
- Use the appropriate vocabulary to provide information about the touristic places of the area.
- Use future expression to talk about plans or predictions.

IV. Requirements to take the course

- Be punctual to each session of classes.
- Respect your teacher and classmates.
- Cellphones have to be off in classes.
- Speak English inside the classroom.
- Homework has to be at the time the teacher will assign.
VI. References


<table>
<thead>
<tr>
<th>Unit</th>
<th>Name of the unit</th>
<th>Competences</th>
<th>Self-study hours</th>
<th>Hours per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The weather</td>
<td>Talk about the weather in different places/cities/countries. Compare the weather from different places. Understand a report about the weather.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>II</td>
<td>Cities and places</td>
<td>Describe old and touristic places. Talk about buildings/places and its origin related to the tourism area. Understand a conversation with some complex vocabulary about a famous place</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>III</td>
<td>What are you doing?</td>
<td>Describe activities they and other people are doing. Identify activities people are doing in a certain moment. Recognize and understand the activities people are doing through a listening.</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>Future plans</td>
<td>Talk about their future plans. Understand someone’s plans for vacations</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>V</td>
<td>Predictions</td>
<td>Talk about predictions what they will do tomorrow/next month. Listen someone saying predictions</td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>IV</td>
<td>Review all units</td>
<td></td>
<td>2 hours</td>
<td>6 hours</td>
</tr>
</tbody>
</table>
VIII. Conclusion

- The elaboration of this program have helped us to grow up academically and also socially. When we were creating this project we had to put into practice all the knowledge we have acquired during the major, and we had to use our social skill to interact with people we did not know before when we were collecting the data.

- To create a successful curriculum is necessary to find out the methodologies that fits with the necessities of the students.

- In the process of creating a general curriculum all the project has to be very well articulated it means, that the objectives of the level as well as the ones of the units have to be connected.

- In a general curriculum the contents of it have to be connected not only with the immediate environment of the students but also with their context because this the focus of the program.

- Before creating a curriculum it is absolutely necessary to find out first, the needs, lacks and wants of the students. This is important because according to these aspects we could set the main goal of the project, and then design the proposal.
IX. **Recommendations**

After the elaboration of this program we have some recommendations to apply the program appropriately it is recommended to:

- Use interactive activities that promote the participation of the students in the target language.

- Correct the students in a positive way when they make mistakes.

- Apply activities that can be developed through teamwork.

- Give the students the opportunity to participate in simulations of the real life situations.

- Use realia as much as possible when teaching.

- Train teachers before implementing this program.
X. References


Henna Lemetyine (2012)Language Acquisition Theory | Simply Psychology retrieved from http://www.simplypsychology.org › ... › Cognitive on October 2nd 2015 at 9:00 am.


Sarah Mae Sincero (2011). Social Development Theory - Socialize and Learn – Explorable, retrieved from https://explorable.com/social-development-theory on October 21st 2015 at 3:00pm

Sarah Mae Sincero (2012) Zone Of Proximal Development by Leo Vygotsky - Knowing ...retrieved from https://explorable.com/zone-of-proximal-development nov 04 2015 at 1:30 pm.


Appendix Section
Appendix #1

Questionnaire for the tour guides

Objectives:

- Identify the needs, wants and lacks they have.
- Identify the student’s background.

1. ¿Le gusta el idioma inglés?

2. Ha estudiado alguna vez inglés?

3. ¿Al momento de comunicarse con los turistas considera que su trabajo es fácil o difícil?

4. Cree usted que el idioma inglés sea de mucha importancia en su trabajo? ¿porque?

5. Le gustaría que se implementara un programa de inglés para los guías turísticos en Granada? ¿por qué?
6. Que tipos de temas le gustaría que se incluyeran en este programa?

7. Cuáles de las siguientes áreas cree usted le serán de más utilidad al aprender el idioma inglés?
Appendix #2

Interview to INTUR representative in Granada

Objective

• To get some information of the possibilities we have to create a program intended for tour guides

1. Hay algún programa de inglés diseñado para enseñar este idioma a los guías turistas?

2. Cree usted que los guías turistas tienen un nivel que les permita comunicarse con los visitantes de manera fluida?

3. Tiene algún dato de la procedencia de los turistas que visitan granada? Norte América, Europa, Asia o algún país en general.

4. Cuáles cree usted que serían las dificultades para desarrollar este programa?
## Appendix #3

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>SPEAKING</th>
<th>LISTENING</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Greetings</strong></td>
<td>Introduce themselves using formal and informal expressions</td>
<td>Students will listen simple conversation.</td>
<td>HI, HELLO, HOW ARE YOU? HOW ARE YOU DOING? What up?</td>
<td>WORD STRESS</td>
</tr>
<tr>
<td></td>
<td>Ask and answer simple questions. Spell their names and others. Say their ages, phone numbers and addresses.</td>
<td>Understand simple conversations.</td>
<td></td>
<td>Intonation of the words.</td>
</tr>
<tr>
<td><strong>My classroom</strong></td>
<td>Describe classroom objects. Talk about their environment.</td>
<td>Listen the colors.</td>
<td>Lamp, table, desk...</td>
<td>Word stress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen the vocabulary of the objects in a classroom</td>
<td>Blue, yellow...</td>
<td></td>
</tr>
<tr>
<td><strong>Countries and nationalities.</strong></td>
<td>Talk about countries and nationalities.</td>
<td>Understand the pronunciation of countries and nationalities</td>
<td>Nicaragua-Nicaragua, brazil-Brazilian....</td>
<td>Word stress</td>
</tr>
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<tr>
<td><strong>The time and the calendar.</strong></td>
<td>Ask and answer questions related with time and calendar words.</td>
<td>Listen a schedule about someone else.</td>
<td>When is the party?</td>
<td>Intonation of the sentences and questions</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>What time start the classes?</td>
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<td></td>
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<td></td>
<td>What time is it?</td>
<td></td>
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<td></td>
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<td></td>
<td>Its five after three.</td>
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</tr>
<tr>
<td><strong>Foods/drinks</strong></td>
<td>Talk about their favorite food(drink) and others</td>
<td>Listen the vocabulary for clothes and drinks</td>
<td>My favorite food is spaghetti, her favorite food is sea food. She likes to drink tea.</td>
<td>Word stress and intonation of the syllables, word stress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand simple conversations about someone’s favorite food</td>
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</tr>
</tbody>
</table>

**Word Stress:**
- Intonation of the words.
- Word stress of the syllables.
- Intonation of the syllables, word stress.
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>SPEAKING</th>
<th>LISTENING</th>
<th>VOCABULARY</th>
<th>PRONUNCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Prices and clothing</td>
<td>Ask for and give prices of clothing.</td>
<td>Listen the vocabulary for clothes.</td>
<td>Short, jeans, sweater. How much is it? It is $20</td>
<td>Word stress</td>
</tr>
<tr>
<td>I’m happy! Likes and dislikes!</td>
<td>Talk about their feelings Talk about their hobbies.</td>
<td>Understand how people feel today and what are they likes and dislikes Through a conversation</td>
<td>Bored/happy/exited. Sport/watch TV /listen to music</td>
<td>Intonation of the syllables</td>
</tr>
<tr>
<td>Jobs and occupations</td>
<td>Describe common jobs Say where people work. Say what people do.</td>
<td>Listen an interview about peoples occupation</td>
<td>Doctor, teacher, architect.... Hospital, school, buildings...</td>
<td>Word stress</td>
</tr>
<tr>
<td>My family!</td>
<td>Talk about their family Talk about short and large families. Describe the members in their family</td>
<td>Listen a conversation about someone else family</td>
<td>Mother, father, brother, sister..... My father is tall, he is a doctor, he has brown eyes....</td>
<td>Word stress</td>
</tr>
<tr>
<td>My daily routine</td>
<td>Students will describe their daily routine and others</td>
<td>Understand a conversation given by the teacher about someone else’s routine.</td>
<td>Always Sometimes. Usually Seldom Hardly ever never</td>
<td></td>
</tr>
<tr>
<td>contents</td>
<td>speaking</td>
<td>listening</td>
<td>vocabulary</td>
<td>pronunciation</td>
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<tr>
<td>Level III</td>
<td></td>
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<td>Syllable stress.</td>
</tr>
<tr>
<td>My neighborhood</td>
<td>Describe their neighborhood. Talk about famous places in their neighborhood</td>
<td>Comprehend a listening about the neighborhood</td>
<td>There is/there are....school, park</td>
<td>Word stress</td>
</tr>
<tr>
<td>Transportation!</td>
<td>Talk about means of transportation</td>
<td>Understand an audio about the way on how people travel.</td>
<td>Car, boat, plane....</td>
<td>Intonation of the words and syllable stress.</td>
</tr>
<tr>
<td>Where is the bank?</td>
<td>Describe different places and how to get there.</td>
<td>Listen a conversation given directions</td>
<td>The bank, school... Go straight ahead, turn right, turn left, across from</td>
<td>Word stress , intonation of the sentences</td>
</tr>
<tr>
<td>My community!</td>
<td>Talk about the places they enjoy the most. Describe places in the community</td>
<td>Listen someone favorite place to go in the community</td>
<td>Park/restaurant, supermarket...safety/small Beautiful....</td>
<td></td>
</tr>
<tr>
<td>I went to china in my last vacation!</td>
<td>Talk about their last vacation. Describe briefly what they did during their last vacations</td>
<td>Listen someone else vacations</td>
<td>Stayed in a hotel. played football ate sea food</td>
<td>Word stress , intonation of the sentences</td>
</tr>
<tr>
<td>Contents</td>
<td>Speaking</td>
<td>Listening</td>
<td>vocabulary</td>
<td>pronunciation</td>
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<tr>
<td><strong>Level IV</strong>&lt;br&gt;It is hot!</td>
<td>Talk about the weather in different places/cities/countries. Compare the weather from different places.</td>
<td>Listen a report about the weather.</td>
<td>Hot, cold, fuggy, sunny, rainy</td>
<td>Intonation of the words</td>
</tr>
<tr>
<td>Cities and places</td>
<td>Describe old and touristic places. Talk about buildings/places Origen related to the tourism area.</td>
<td>Listen a conversation about a famous place</td>
<td>The church was orange two years ago, now it is blue</td>
<td>Intonation of the sentences.</td>
</tr>
<tr>
<td>I am staying in a hotel.</td>
<td>Describe activities they are doing and others</td>
<td>Listen someone’s activity</td>
<td>riding a horse, Eating sandwiches.</td>
<td>Word stress, intonation of the sentences.</td>
</tr>
<tr>
<td>I am going to the cinema.</td>
<td>Talk about their future plans</td>
<td>Understand someone’s plans for vacations</td>
<td>I am going to go japan, I am going to ride a horse.</td>
<td>Word stress, intonation of the syllables</td>
</tr>
<tr>
<td>I will go to Canada next month</td>
<td>Talk about predictions what they will do tomorrow/next month</td>
<td>Listen someone saying predictions</td>
<td>He will go to a party tonight. I will eat hamburger</td>
<td>Word stress</td>
</tr>
<tr>
<td>Unit</td>
<td>Speaking</td>
<td>Listening</td>
<td>Vocabulary</td>
<td>Pronunciation</td>
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<tr>
<td>1</td>
<td>Introduce themselves using formal and informal expressions</td>
<td>Students will listen simple conversation.</td>
<td>Use the appropriate vocabulary to talk about themselves and others</td>
<td>Use the correct pronunciation of the words.</td>
</tr>
<tr>
<td></td>
<td>Ask and answer simple questions. Spell their names and others.</td>
<td>Understand simple conversations.</td>
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<td></td>
<td>Say their ages, phone numbers and addresses.</td>
<td>Listen the alphabet</td>
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<td>Understand and differentiate the numbers.</td>
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<tr>
<td>2</td>
<td>Describe classroom objects.</td>
<td>Listen some classroom objects to get the correct pronunciation</td>
<td>Use the correct vocabulary to identify the classroom objects</td>
<td>Use the appropriate word stress</td>
</tr>
<tr>
<td></td>
<td>Talk about their environment.</td>
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</tr>
<tr>
<td>3</td>
<td>Talk about differences in countries and nationalities</td>
<td>Listen the correct pronunciation of the words</td>
<td>Use the correct vocabulary to talk about countries and nationalities</td>
<td>Use the appropriate pronunciation of the words.</td>
</tr>
<tr>
<td>4</td>
<td>Give and ask for the time</td>
<td>Understand simple conversation about someone’s schedule.</td>
<td>Use the appropriate vocabulary when talking about time and months.</td>
<td>Use the appropriate pronunciation of the words.</td>
</tr>
<tr>
<td></td>
<td>Talk about their birthday</td>
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<tr>
<td>5</td>
<td>Talk about their favorite food/drink and others.</td>
<td>Listen the correct pronunciation of the vocabulary for foods and drinks</td>
<td>Understand simple conversations about someone’s favorite food</td>
<td>Use the appropriate vocabulary to talk about food/drink</td>
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</tr>
<tr>
<td>unit</td>
<td>Speaking</td>
<td>Listening</td>
<td>vocabulary</td>
<td>pronunciation</td>
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</tr>
<tr>
<td>1</td>
<td>Ask for and give prices of clothing.</td>
<td>Understand the vocabulary for clothes.</td>
<td>Use the correct vocabulary when asking for prices and clothes</td>
<td>Use the appropriate word stress.</td>
</tr>
<tr>
<td>2</td>
<td>Talk about their feelings</td>
<td>Understand how people feel today and what are they likes and dislikes</td>
<td>Use the appropriate vocabulary when talking about feelings and hobbies.</td>
<td>Use the correct syllable stress when talking about feelings and hobbies.</td>
</tr>
<tr>
<td></td>
<td>Talk about their hobbies.</td>
<td>Through a conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Describe common jobs</td>
<td>Listen an interview about people’s occupation.</td>
<td>Use the correct vocabulary when talking about occupations</td>
<td>Use the appropriate word stress of the vocabulary</td>
</tr>
<tr>
<td></td>
<td>Say where people work.</td>
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<tr>
<td></td>
<td>Say what people do.</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Talk about their family</td>
<td>Understand a conversation about family members.</td>
<td>Use the correct vocabulary when talking about family members.</td>
<td>Use the correct word stress.</td>
</tr>
<tr>
<td></td>
<td>Talk about short and large families.</td>
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<tr>
<td></td>
<td>Describe the members in their family.</td>
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</tr>
<tr>
<td>5</td>
<td>Students will describe their daily routine and others.</td>
<td>Understand a conversation given by the teacher about someone else's route</td>
<td>Use the correct vocabulary when talking about daily routines</td>
<td>Use the correct word stress when talking about daily routines.</td>
</tr>
<tr>
<td>unit</td>
<td>Speaking</td>
<td>Listening</td>
<td>vocabulary</td>
<td>pronunciation</td>
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</tr>
<tr>
<td>1</td>
<td>Describe their neighborhood. Talk about famous places in their neighborhood.</td>
<td>Comprehend a listening about the neighborhood.</td>
<td>Use the correct vocabulary when talking about their neighborhood.</td>
<td>Use the correct word stress when talking about their neighborhood.</td>
</tr>
<tr>
<td>2</td>
<td>Talk about means of transportation</td>
<td>Understand an audio about the way on how people travel.</td>
<td>Use the correct vocabulary when talking about means of transportation</td>
<td>Word stress</td>
</tr>
<tr>
<td>3</td>
<td>Describe different places and how to get there.</td>
<td>Understand Listening about a conversation given directions</td>
<td>Use the correct vocabulary when giving and asking for directions</td>
<td>Intonation of the words and syllable stress.</td>
</tr>
<tr>
<td>4</td>
<td>Talk about the places they enjoy the most. Describe places in the community</td>
<td>Understand a Listening about someone favorite place in the community</td>
<td>Use the correct vocabulary when talking about places in the community</td>
<td>Word stress, intonation of the sentences</td>
</tr>
<tr>
<td>5</td>
<td>Talk about their last vacation. Describe briefly what they did during their last vacations</td>
<td>Understand a listening about someone else last vacations</td>
<td>Use the correct pronunciation when talking about past experiences</td>
<td>Word stress, intonation of the sentences</td>
</tr>
<tr>
<td>unit</td>
<td>Speaking</td>
<td>Listening</td>
<td>vocabulary</td>
<td>pronunciation</td>
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<tr>
<td>1</td>
<td>Talk about the weather in different places/cities/countries. Compare the weather from different places.</td>
<td>Understand a report about the weather.</td>
<td>Use the correct vocabulary when talking about the weather.</td>
<td>Use the appropriate Intonation of the words.</td>
</tr>
<tr>
<td>2</td>
<td>Describe old and touristic places. Talk about buildings/places Origen related to the tourism area.</td>
<td>Understand a conversation about a famous places</td>
<td>Use the appropriate vocabulary when talking about famous places.</td>
<td>Use the correct Intonation of the sentences.</td>
</tr>
<tr>
<td>3</td>
<td>Describe activities they are doing and others</td>
<td>Understand a Listening about someone’s activity that are doing right now</td>
<td>Use the correct vocabulary when talking about things that are happening right now</td>
<td>Use the correct Word stress, and intonation of the sentences when talking about things that are happening right know.</td>
</tr>
<tr>
<td>4</td>
<td>Talk about their future plans</td>
<td>Understand someone’s plans for vacations</td>
<td>Use the appropriate vocabulary when talking about future plans</td>
<td>Use the correct word stress, intonation of the syllables when talking about future plans</td>
</tr>
<tr>
<td>5</td>
<td>Talk about predictions what they will do tomorrow/next month</td>
<td>Understand a Listening about someone saying predictions</td>
<td>Use the correct vocabulary when talking about predictions</td>
<td>Use the correct Word stress when talking about predictions</td>
</tr>
</tbody>
</table>