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**DISERTACIÓN PREVIA A LA OBTENCIÓN DEL TÍTULO DE MAGISTER EN
ENSEÑANZA EN INGLÉS**

**“A SLA CURRICULUM PROPOSAL FOR COTACACHI INDIGENOUS
FAMILIES THAT WORK IN COMMUNITY ECOTOURISM”**

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*For those who believe it is possible to evolve a more humane
and equitable world where knowledge and love will set us free”*

Maydi

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**Tell me,
I forget.
Show me,
I remember.
Involve me,
I understand.**

Confucius

ABSTRACT

The idea of the present thesis work appeared around two years ago when the Weilbauer Museum Director of the PUCE told me about the Runa Tupari Project. Some students of the PUCE had the opportunity to do research and fieldwork on other areas of this well known based community tourism project in such areas as in microenterprise, tourism product development, etc; and, being myself a tourism professional and having finishing the Masters classes, I wondered about how English is taught in these communities that devote themselves to tourism in Ecuador.

In fact when I had the first informal interview with the director of Runa Tupari project in Otavalo, he expressed his concern about the lack of basic communication in English, especially between host families and non-Spanish speaker visitors, situation that reduced the quality of the entire touristic service and that have been the cause of pitiful misunderstandings.

Basically, the program is located in Imbabura province and includes a segment of Cotacachi rural zone which incorporates small farmhouses surrounded by beautiful high mountain landscapes where an important number of Otavaleños (ancient Ecuadorian indigenous group) live in. They provide two main services in this zone: housing with a native family in a typical house, remolded to accommodate tourists, and a series of tourist packages where tourists are accompanied by native tour guides. At present, the project involves five communities of the zone: Morochos, Chilcapamba, La Calera, Tunibamba, and Santa Bárbara with a total of fifteen lodgings whose revenues directly benefit 15 families and indirectly benefit more than 600 families from the zone.

Considering the general previously mentioned elements, the present research sought (based on valued theoretical framework on Second Language Acquisition) to find the most useful approach in English teaching in order to implement a basic English program, based on ESP (English for Specific Purposes) guidelines and taking into account the Runa Tupari students context to finally help to improve the quality of services the project offers to foreign people.

Therefore, the present thesis centers on all necessary steps to be followed in order to create an ESP curriculum proposal emphasizing on oral communication in English taking into account the specific language learning necessities of students and their characteristics.

Finally, three important stages can be found along the present research: theoretical framework, fieldwork and the ESP designed curriculum; which will be delivered to the Runa

Tupari's Director as a contribution for the improvement of the well-known community based tourism project.

INTRODUCTION

Tourism and especially ecotourism has been growing in the Ecuadorian economy. Ecuador and other developing countries that are at a disadvantage with financial, industrial and even economic ways of globalization are interested in creating a new source of income that “exploits” natural and ethnic resources without destroying them. One such method is the Community Based Tourism (CBT). Ecuador due its idiosyncrasy, culture, biodiversity, multiculturalism, diverse ethnic groups and traditions (that in most of the cases have not suffered yet from a noticeable acculturation), has included this activity which embraces sustainable development, and respect for ancient cultures.

Taking advantage of this situation, “Runa Tupari” Native Travel (that means “meeting with aborigines”) is a community-based tourism project located in Imbabura, specifically around the Cotacachi countryside, created by the UNORCAC (Unión de Organizaciones Campesinas de Cotacachi), whose main objective is to improve rural development in a global and equitable way, in order to rescue ancient values of the region. This is being done through showing foreigners their customs and daily life; so, they have the unique opportunity to be immersed in Ecuadorian nature, holy days, food, arts, beliefs and handcrafts, while helping in local economic development.

As touristic demand has increased in the last years, indigenous people have realized the need to be more competitive, and one of the biggest challenges they have now is to have an effective tool of communication with their guests. The community is aware of the lacking in that area, and it is willing to overcome this problem that prevents them from offering their services with the excellence that the globalized world requires.

The present work intends to create an effective curriculum proposal for teaching basic communicative English for specific purposes considering that a functional communication level is a work-tool for these communities that work in CBT.

General Objective

The main purpose of the present thesis is to propose a basic curriculum proposal for teaching English for specific purposes based on SLA theories and adapting it to the Runa Tupari context in order to provide host families a communication tool to be used with non Spanish speaking visitors.

Specific Objectives

1. – Work on the needs assessment of the community, by researching about the community based program: interviewing stakeholders involved in the project, understanding the real communicative situation of these people through systematic observation, searching clues through surveys, interviews and other tools.
2. – Research theories about English teaching that would be applied in this specific context; which would include: EFL, ESP, SLA in order to sustain theoretically the project.
- 3.-Create an useful curriculum to be applied in further trainings carried out by the community.

Research Methodology

In order to achieve the previous mentioned objectives, the thesis will be carried out following six important steps which will bear the main topics taken into consideration.

The first chapter (tourism framework) contains topics such as: ecotourism, ecotourism in Ecuador, community based tourism in the world and in Ecuador, and the “Runa Tupari” project.

The second chapter, the research will focus on the English teaching framework important theoretical foundation of this thesis. It will include two subparts; the first includes topics such as: EFL, ESP, teaching English for illiterate or semi illiterate adults, teaching language for communication, the listening comprehension skill, strategies for enhancing listening comprehension, the oral skill, strategies for enhancing oral production, approaches

techniques and methods for teaching listening and teaching speaking and, in a second part ESP curriculum design guidelines.

In the third chapter, the practicum process will be presented, starting with needs assessment in order to know the specific situation of the community, so that the results presented by the following research fits the needs of the community. The needs assessment will include interviews, surveys and observations of all the people that are part of the project. The results of the field research will be accompanied by conclusions and recommendations.

Chapter 4 will focus on proposals for the English program, according to the results of the needs assessment, including an explanation of the designed curriculum. In addition, lesson plan samples will be presented, all of them focused on methods and techniques chosen as a model for teachers who will have to create their own lesson plans. Lastly, for this chapter, general recommendations for teachers will be made.

Chapter 5 will poll the reaction of students towards the way of teaching and learning through the application of five sample classes presented to a group of communitarian mothers.

Finally, conclusions and recommendations, supported by annexes, will be added at the end of the thesis.

CHAPTER I

1. COMMUNITY-BASED TOURISM THEORETICAL FRAMEWORK

1.1 Definition of Ecotourism

Tourism is a complex social, cultural and economic phenomenon, and is considered one of the world's largest industries in the 21st century. People are taking more and more trips and our lives are defined by these trips. Tourism in its many different forms is central to our experience as human beings.

The world tourism industry is a business which is flourishing all over the world. According to the WTO (World Tourism Organization), "at the end of 2007 the world tourism industry generated as many as 234 million job opportunities for people. It is also said that the contribution towards the GDP by the world tourism industry was approximately 10.3%" (economywatch.com 2010). So, tourism has become one of the most global leisure activities in the world.

The WTO also defines tourists as "people who are travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited" (Uherek 2010, 1). It means that for any desire, adventure, recreation, education, pilgrimage or other purposes, people decide to go to a different place from where they usually live, spending their time there, a few days or some months, creating a kind of service-worker product interconnection, in which the women active participation, the impact of tourism in developing regions, the value and preservation of nature, and other psychological and sociological effects, appear in a varied and plentiful way.

Travel experience becomes especially remarkable when visiting places that have unique ecosystems, beautiful landscapes and, in addition, contains human cultural factors; this is actually an important subdivision of tourism, named "ecotourism". According to Wikipedia (one of the most widespread webs in the world), the term "ecotourism" consists of "responsible travel to fragile, pristine, and usually protected areas that strive to be low impact

and (often) small scale. It purports to educate the traveler; provide funds for conservation; directly benefit the economic development and political empowerment of local communities; and foster respect for different cultures and for human rights” (Wikipedia 2010).

The impact of ecotourism on nation economies varies in accordance with how much money various governments are willing to put into the environment. There are various organizations that use government funds; governments generally fund organizations that have a significant role in the community, especially if the community is known as a tourist destination, so that people can view the area’s natural resources. There are also private organizations that also do ecotourism, but these organizations usually do not have very much of an impact on nation’s economies, since they are privately funded. However, they sometimes have a larger impact on local economies. In general terms, they are known as NGOs.

Ecotourism was first introduced in Africa in the 1950s with the legalization of hunting (Miller 2007). This need for recreational hunting zones led to the creation of protected areas, national parks, and game reserves.

According to some authors (Cassaola 2002, Molina 2002, UICN 1995, Zamorano 2002) governments and NGOs have promoted ecotourism development since 1980, with Costa Rica the first country in Latin America that ventured in this field, becoming an ecotourism development model due to its solid conservation ideology that considered a new alternative for obtaining foreign exchange.

After Costa Rica, many countries around the world in the five continents have opted for ecotourism as a way to promote conservation, build environmental and cultural awareness and respect, provide positive experiences for both visitors and hosts, give direct financial benefits for conservation, offer financial benefits and empowerment for local people, raise sensitivity to host countries politically, environmentally, and in social climate, and support for international human rights and labor agreements. (ecotourdirectory.com 2007)

This activity has been so successful that more and innovative projects are appearing around the world from the most common trekking activity to diving in a coral reef, accompanied by a complete tribe. It is also interesting to mention that the “New Age” ideologies that care about a more integrated, respectful, peaceful and fair world have played a key role in encouraging tourists, philosophers, philanthropists and adventurers to experience new and enriching experiences with separate and unique human communities, and in the most unpredictable areas of the earth.

1.2 Ecotourism in Ecuador

Ecuador is a country that allows tourists experience fascinating adventures while visiting various regions and diverse ecosystems. Despite its small size, nature and culture are displayed in innumerable ways. In just thirty minutes of flight, leaving from Quito, located right in the Andean region, the tourist can reach the Amazon jungle. In the same period of time, from the same starting point, the visitor can reach the white sands of the coastal region. From there, in less than a ninety-minute flight, the guest can reach the living paradise of the Galápagos, The Enchanted Islands.

Even traveling by land, only in Ecuador is it literally possible to have breakfast in a village of the lush Amazon, lunch at the foot of one of the impressive snow-capped volcanoes in the Andes, and dine in one of the cities of the Pacific Coast, traveling in the same day through changing landscapes and diverse cultures, to continue the next day to the legendary Galapagos Islands, complementing the four worlds of this country.

Because of its unique geography, its cultural diversity, history and high biodiversity in relation to its size, Ecuador is one of the most recommended destinations for those who want both leisure and do different activities at the same time.

In just two or three weeks of travel, one can see four different worlds within the same country, admiring the snows of the Andes, the mystery of the Amazon forest, the lush Pacific beaches and the magic of the Galapagos Islands, in a country "where everything is nearby".

This privileged situation of Ecuador has become the main reason for why the country has seen ecotourism an opportunity for economic, social and environmental development.

According to Diego Andrade, who is the executive director of the Ecuadorian Ecotourism Association, in Ecuador, ecotourism can be understood as the use of natural areas in order to safely understand local culture and natural history, minimizing negative impacts on the ecosystem and on the local cultures. Also, this type of tourism must generate economic opportunities for the conservation of these natural areas which benefit local people and communities. (Andrade 2007)

Based on that concept, the Ecuadorian Ecotourism Association (ASEC) initiated its work in 1991 as a private non-profit organization, whose main objective is "to support the sustainable

development of ecotourism in the country, in terms of sustainability and under strict rules of conduct and ethics for tourist operations and visitors” (ASEC 2009, 5).

ASEC contains 77 members that represent all the social aspects of ecotourism in Ecuador: indigenous and local communities, private tour operators, NGOs, universities, local governments, the Ministry of Tourism, clean energy companies and common community members. Statistics show that this association manages approximately 75% of incoming tourism in Ecuador. This Ecuadorian association, working together with the Ministry of Tourism, generated a process to implement a legal framework for ecotourism services called "Policies and Strategies for the sustainable development of Ecotourism in Ecuador" which states a regulation for tourism development, which recognizes the ancestral organization of indigenous communities and their legal status. (Andrade 2007)

Ecotourism permanent policies and general principles stated by ASEC are:

- a. There must be coordination between all the involved sectors that attain to coordinate and harmonize the various interests and actions of the parties involved in ecotourism;
- b. Incorporate and acknowledge the worldview and culture of local communities, when developing ecotourism products, in their organization and management, and in policy formulation, planning, and promotion.
- c. Create ecotourism development plans, where defined criteria for conservation of natural area related models involving local communities in the management and operation of ecotourism activities, levels of responsibility of people and legal entities, public and private, or nonprofit and scope of participation of NGOs is established.
- d. Promote the development of necessary administrative tools that fit the requirements of ecotourism activities in Ecuador.
- e. Promotes the development of an ethical ecotourism code as a moral guide for ecotourism development.
- f. Establish within the country different areas, to define within this the zones of ecotourism management.
- g. Promote a certification to work in natural areas respecting the commitment to conservation and a sense of social responsibility.
- h. Ensure through ecotourism policies and mechanisms of the Ministry of Tourism promotion of the conservation of natural resources, which are of primary importance for the survival of local communities and to support ecotourism activities.

- i. Encourage economic benefits reinvestment generated by ecotourism in management and control of natural areas, and improve the quality of life of local populations.
- j. Strengthen local communities by establishing mechanisms for natural resource management, conservation activities and tourism that are performed in natural areas.
- k. Promote training activities for members of local communities in ecotourism activities. In such processes, there should be an exchange of knowledge between communities and other workers in the business.

So, as it has been shown, Ecotourism is a dynamic activity supported by laws, and growing in communities and their pursuit for social and economic development, and their desire to preserve their culture and environment.

1.3 Community Based Tourism

Ecotourism has various subdivisions. They are as follows:

Nature Tourism.- It concentrates more on enjoying and respecting wildlife and the environment, without the educational element present in ecotourism. (Ecotour 2007) Also, related to the visit of natural resources, closely linked to ecotourism but not necessarily involving the conservation or sustainability in a formal way, due to a lack of planning in managing these areas. (Drum A. and A. Moore 2002, Bouillon 1993)

Adventure Tourism.- Often called sports tourism, because it involves new forms of entertainment, risk and venture into nature. (Zamorano 2002)

Cultural Tourism.- It focuses on local traditions and people being the main attractions. This kind of tourism can be divided into two types; in the first one, tourists experience culture through museums, music, dance theaters, hotels, or within the same communities and, in the second case, it goes much more in depth, the tourist goes and immerses themselves in the community and experiences first hand life there. (Drum and Moore 2002)

Rural Tourism.- An alternative travel method which offers a wide range of possibilities for relaxation and contact with nature and local populations. (Zamorano 2002)

Agro-tourism.- Encourages visitors to experience firsthand agricultural life. This type of tourism is gathering strong support from small communities. Visitors have the opportunity to

work in the fields alongside real farmers, and wade knee-deep in to the sea with fishermen hauling in their nets. (Ecotour 2007)

Pro-poor Tourism.- It is an innovative new type of ecotourism mainly set up in developing countries whose aim is to improve the local economy for local people. The purpose of this kind of tourism is to increase local employment in order to involve local people in the services process, so poor people can benefit from tourism. (Ecotour 2007)

Community Based Tourism.- This is a totally different and novel way of performing tourism. It is where small country communities share their homes with tourists, and allow them to experience firsthand their customs, their daily life style, and ancestral wisdom.

The main aim is to enable participation from the local community in tourism development and operations with their consent and support, pleading for a reasonable share of the revenues that have to be enjoyed by the whole community. This type of tourism also maintains and respects the local culture, heritage and traditions. Often, community-based tourism reinforces and respects and natural heritage, particularly where the environment is one of the attractions. (Ecotour 2007)

So, community based tourism allows people of communities to be guides, inn-keepers, bus drivers, etc. themselves, and gives them the opportunity to generate incomes that usually are reinvested in projects for the community.

Among the main characteristics of this activity and its strategy for preservation and development we have:

1. Promotes social development based on available resources, such as: natural areas, techniques and traditional knowledge, which can be managed directly by the population.
2. Presents natural resources preservation alternatives.
3. Reevaluates and strengthens traditional community culture, transforming it into a substantial part of the offer.
4. Fosters well-balanced touristic activity development, since touristic activity is not considered only an alternative that substitutes other productive activities, but is an important development economy-integrated factor.

1.4 Community-based tourism in Ecuador

Community-based tourism in Ecuador emerged thanks to the external support of international NGOs that travel the world promoting conservation of indigenous ancestral cultures. The first step for community-based tourism to be formally recognized in Ecuador, occurred in 2001, through the Regulation Of Ecotourism and Sustainability from the Ministry of Tourism, to afterwards acquired a consistent legal basis in the National Tourism Law of 2002 where FEPTCE (Federación Plurinacional de Turismo Comunitario del Ecuador) was created, being the new regulator, enabler and promoter of community-based tourism activities in the country. (Estrella Durán 2007)

FEPTCE intends to promote and strengthen the efforts of this touristic activity in the country, and to improve the quality of life of local populations.

It also seeks to "ensure appropriate quality management and sustainability of CBT projects, and contribute to positioning itself as a social and economic alternative to generate additional income and employment in the communities of all nationalities and peoples of Ecuador" (Infodesarrollo 2006)

According to the expert in tourism Kenneth Gould, for most base communities in Ecuador, CBT is not seen as an end in itself, but part of a broader local development and political consolidation strategy, as it becomes a way of vindication and self-management of their territories and resources used to claim a place in the state and in the market (Gould 1999). In this way, CBT is an approach to empowering local people to work through nature, preservation and their customs and, at the same time learning to appreciate themselves as active participants of society.

The current government is especially concerned about the development of ecotourism and community-based tourism. This is especially reflected in the creation of PLANDETUR 2020, a Strategic Plan for Sustainable Tourism in Ecuador.

According to the ex minister of tourism, Maria Isabel Espinosa (2007) "Ecuadorian tourism development needs to take care of our rich cultural history, environment, and communities, and revive the economy. Therefore, the Ministry of Tourism is working to develop the Strategic Plan for Sustainable Tourism Development with a vision to 2020"

Unlike the past three decades, this plan, supported by the Ecuadorian government, seeks the creation of long term policies that support strong progress of rural and communitarian development as its main vision proposal:

“Sustainable tourism has become strengthened as an effective tool for the comprehensive development and social profitability of the country. It generates employment opportunities and the improved quality of life of populations, communities and territories under a legal and institutional framework modern and efficient.

It is positioned as a leading sustainable tourism destination, highly diverse, competitive, safe and with quality in the international area. It ensures sustainable management in the tourism value chain, safety and quality of destinations, innovation, knowledge and applied technology, connectivity, infrastructure and adequate facilities for tourism.” (*PLANDETUR 2007*)

The CBT main locations that the PLANDETUR includes are: San Miguel (Esmeraldas) FUNDECOL (Esmeraldas) Agua Blanca (Manabí) Salando (Manabí) Prodecos(Guayas) San Clemente (Imbabura) Manduriacos (Imbabura) Junín (Imbabura) **Runa Tupari(Imbabura)** Yunguilla (Pichincha) Pastocalle (Cotopaxi) Salinas (Bolívar) Casa Cóndor (Chimborazo) Guarguallá (Chimborazo) Shayakrumi (Cañar) KuyaLlacta (Cañar) Kushiwaira (Azuay) Principal (Azuay) Saraguro (Loja) Pacto Sumaco (Napó) Salazar Aitana (Napó) Runa Wasi (Napó) Galeras (Napó) Río Blanco (Napó) Machacuyacu (Napó) Capirona (Napó) WasilaTalag (Napó) ChuvaUrku (Napó) Waysayakude Alukus (Napó) Pavacachi (Pastaza)

It is important to mention that even though community organization is essential, in reality, not all communities have the same organizational and political levels, and also don't have the same capacity for collective action and efficacy; some are not yet fully autonomous, and have considered the “opportunity” to incorporate external intervention as part of the community process. (E. Ruiz; M. Hernández; A. Coca; P. Cantero y A. del Campo 2008)

Research carried out in Ecuador about community-based tourism states that the activity is not yet completed in its totality, but some modifications could be done to finish the work (*Ponce 2009*). So, CBT is becoming an industry in our country, and English is an important tool in order to offer a quality service.

1.5 The Runa Tupari Project

Imbabura province is located in the north in the mountains of Ecuador with an area of 4.986 km². It consists of five parishes: Antonio Ante, Ibarra, Pimampiro, Otavalo, Cotacachi and San Miguel de Urcuquí. Cotacachi parish is located on the southwest side of the province at 80 km from Quito in the heart of the Andean volcanic zone. (Ponce 2007)

It is a place with natural sub-humid and temperate climates (Holdridge 1967) with significant natural attractions such the famous Cuicocha Lake, one of the most visited of Ecuador; and also one of the places where there is a high number of indigenous people settled in rural areas.

The main economic activity in the province is agriculture, with the main crops being: corn, beans, sugar cane, barley, wheat, sisal and vegetables. Ranching is also important, with the most common livestock raised being sheep, cattle, pigs and poultry. In addition, the inhabitants in this area work in the textile manufacturing sectors specializing in leather, commerce, crafts and world famous textiles. The ethnic group that lives in the area is the “Otavalo” direct descendants of the Cara Indians, who inhabited this region of South America about 500 years ago. They are skilled textile weavers, and are perhaps the most prosperous indigenous group in all of South America. The majority of them still live in Imbabura Province surrounding the town of Otavalo, but they have also traveled to sell their handicrafts in the rest of Ecuador, and abroad in Europe, North America and other countries in South America. (Ponce 2007)

In recent history, particularly in the last century, community indigenous groups have fought for their rights for the use of lands and have established various associations over time with the final result of their efforts being, UNORCAC (Union de Organizaciones Campesinas de Cotacachi), which works to increase economic, cultural and environmental benefits for indigenous people of the region.

Precisely, the UNORCAC, supported by the Dutch NGO Agriterro, and by the indigenous communities, created “Runa Tupari Native Travel” in 2001 as a project whose mission is to open the doors of the community to visitors who wish to learn their customs and way of life, welcoming them into their homes and providing them with additional travel services.

Eighteen families from the communities of Morochos, Chilcapamba, La Calera, Tunibamba and Santa Bárbara have renovated rooms for the visitors. These rooms are comfortably and

traditionally furnished keeping consistency with the traditional furnishings and atmosphere of the zone. Here, the tourist has the opportunity to see the world from an indigenous point of view, see how they live their daily lives and their history, and enjoy the natural surroundings, festivals, food, etc. The general program includes culture, ecology, sports, parties, hikes, excursions, arts and crafts.

Runa Tupari holds a good position within the tourism market. The demand for its tourism product has steadily increased from 2001 to 2007, slowed somewhat by the global crisis in 2008, but recovered to grow by an average of 15% and 29% per year and its work has received a special recognition in 2008 by the Ministry of Tourism of Ecuador for its work in the field of community tourism. (Garzón 2010)

Even as a leader in CBT in Ecuador, Runa Tupari found shortcomings in their work. One of the major shortcomings has to do with the communication in English. It is worthwhile to note that an average of 50% of tourists visiting Runa Tupari (mainly from Holland) do not speak Spanish. Runa Tupari then has seen the need to apply a basic English program aimed at the tourism sector to train host families to really provide a tourism service for tourists who do not know the Spanish language, and are unable to communicate with the natives even at a basic level of English.

CHAPTER II

2. THEORETICAL ENGLISH TEACHING FRAMEWORK

2.1 EFL English as a Foreign Language

One of the most important tools for performing touristic activities around the world is the usage of the known “universal language” or lingua franca as English is; in the same way as for other professions, English has become very important, so references to the use or study of English by speakers with a native language different to English are provided.

“EFL (English as a Foreign Language) indicates the use of English in a non-English speaking region”(Wikipedia 2011); this use usually occurs in the student’s resident country as part of school curriculum and also as separate courses when people work for an organization or company that needs any kind of English performance; another characteristic of EFL use as Ovando and Collier mention (Ovando and Collier 1985) is that in EFL classes, the teacher is the main and sometimes only-language model.

In contrast, in an ESL context, students generally acquire large proportions of their second language outside the classroom, thus accelerating the process of second language acquisition. (Collier and Ovando 1985, 45). “Typically, this sort of English (called ESL in the US, Canada, and Australia, ESOL in the UK, Ireland and New Zealand) is learned to function in the new host country, e.g. within the school system, to find and hold a job, to perform the necessities of daily life”. (Wikipedia 2010) Those English courses are part of citizenship programs for immigrants and refugees inside an “anglosphere”.

Considering the usage and general contexts of teaching and learning English, the “Runa Tupari” project, located in Ecuador and created with the objective of bringing native volunteers to work as English teachers, includes most of the characteristics of the English usage as a Foreign Language, but having an extra element of input outside the classroom that is the frequent opportunity to share daily experiences with foreign guests in their homes.

2.2 Teaching language for communication

"Do not let your learning lead to knowledge.

Let learning take you to action"

Jim Rohn

Another characteristic of the target group of students is that English will be an useful instrument for survival communication which certainly will help to improve the quality of touristic service in rural lodges, and consequently, will increase progress for this specific group.

The cases of students that after studying under the umbrella of "formal" education a lot of time and that are not able to communicate when facing a situation when it is required are not uncommon, because, "traditionally the aim of linguistics had been to describe the rules of English usage discovering the ways in which language is actually used in real communication" (Hutchinson and Waters 1987, 7). That is why the grammar-translation method was considered very important in the past, but without taking away importance from the target language, the current trend is to teach language for communication due to the real needs of learning a language in our world that has as a main core an effective communication, even in a basic way.

Before, the communicative approach was used just to work with small children, but currently, the innovative ways of English acquisition consist of going from a controlled classroom to a less controlled class situation, in which students can communicate their ideas, even if at the beginning they are not grammatically correct.

Going through this way of acquisition rather than learning languages, new trend teachers include innovative class activities that contain active student participation in order to foster real communication, such as real content topics, games, role plays, songs, problem-solving activities, and working in groups or pair group activities, all elements that make language really meaningful.

In order to foster communication in students, opportunities to use target language must be provided, opportunities that can be given through class interaction.

According to Wilga Rivers in her book Interactive Language Teaching (1987, 4) "Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both)".

Interaction also offers the opportunity to practice with real possible situations including different kind of partner attitudes in different contexts (doubt, hesitation, etc), faced with non verbal cues, such as non verbal language, facial expressions, enhancing listening to others, negotiating meaning and definitely learning to communicate. Interaction can be fostered since the early stages of acquisition, for example, through listening and speaking in reacting to pictures and objects, listening to authentic materials and fluent teacher talk, audio-video tapes, informal interaction with students; role plays, reports on new casts, market selling, etc. Even if they are very simple results, they are extremely useful, taking into account that this is also a way to help students to overcome shyness. (Rivers 1985)

Therefore, if Rivers' advice is followed, acquisition of the language is not going to be boring, since it will involve total attention from students and their active participation, which requires an open-minded creative teacher to create situations to practice, according to the indigenous families' needs, and also a tolerant teacher who invites students to participate, being tolerant to errors students make while attempting to communicate. In this way, teachers must be aware that grammar must be taught in an inductive way, as students will internalize rules and will start to express essential meanings and use particular structures, without feeling that they are learning grammar.

Therefore, the idea here is leading people to acquire devices for basic communication in English. To do this, the proposal is to work on teaching English for communicative purposes, focusing on listening comprehension and oral production.

The teaching model is the Natural Approach which has been designed to develop basic communication skills as well as other communicative approaches such as: Asher's Total Physical Response or Currant's Community Language Learning, but with the difference that the "Natural Approach is adaptable to many teaching contexts for students of all ages, being highly flexible with regard to the sorts of teaching techniques used in the classroom being

able to incorporate any of the techniques of the other mentioned approaches where appropriate, without depending exclusively of any of them” (Krashen and Terrel 1988, 17).

Indeed in the researcher’s opinion about the Natural Approach is that it is the most recommendable communicative approach to be used for the Runa Tupari specific case considering that it is able to combine useful techniques from other communicative approaches.

2.3 Cultural aspects and teaching English to illiterate and semi illiterate adults

Among the characteristics of the target student group can be said that it is made up of housewives, all farmer indigenous, most of them semiliterate; it means “those who have the equivalent to three or four years of formal education and/ or possess minimal literacy skills in any language” (Renard and Hazerson 1981); another percentage completely illiterate and finally the smallest group, literate.

For this reason, the Natural Approach was considered the best general teaching strategy for this target group because includes techniques that create a kind of “real situation” in which students acquire the language without the need of reading and writing.

For the Natural Approach, acquiring a language is “picking it up”; it means developing ability in a language by using it in natural, communicative situations. The Natural Approach states that children *acquire* rather than *learn* their first language and adults can also do it, usually not as well as children are able to, but it can be done in a satisfactory way.

Before the generalized study of grammar that makes reference to Greeks and Romans first, and the monks of monasteries later where Latin grammar was widely studied, lower classes in border areas or international merchants that had the need to communicate simply acquired the foreign languages from direct participation in communicative experiences engaging in oral interaction without reference to grammar. (Krashen and Terrel, 1988)

The upper classes, on the other hand, used to be something similar sending their sons or daughters to the regions in which the desired language was spoken or by bringing a native speaker to the household to allow opportunities for natural interchange in the target language. The benefit for these families of high society was that grammar was also studied

after the acquisition of the language in order to polish or learn certain characteristics of language close to their social status. (Krashen and Terrel, 1988)

If we analyze the experiences of ancient European people in their need to be able to communicate not only in one but in some other languages, and the current situation of Runa Tupari's students, the situation is pretty similar; they are illiterate or semi illiterate, most of them had the previous experience of language acquisition with Spanish and now the necessity of communicating in English due to touristic activity engaged.

Thus, literacy is one of the most important characteristics of the target group. There are people that learnt to read and write attending to a governmental weekends literacy program not being used to use those skills; complete illiterate people that have never attended to school and finally literate people that are able to write and read but are not willing to repeat the experience of learning English by learning syntax and grammar with a minimum of oral performance.

The other important characteristic of the target group is about the age of the participants. The group is mainly formed by adults between 20 and 65 years old. So, it is mandatory to consider that there is a significant difference between child and adult acquisition of a second language.

According the book Child-Adult Differences in SLA there are two main characteristics to consider:

1. Adults proceed through the earlier stages of syntactic and morphological development faster than children (where age and exposure are held constant)
2. Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults. (Krashen, Scarcella & Long 1980)

In the first point the explanation is that children learn logically or inductively, by examples and by interacting with their environment; while adults learn analytically and deductively by reasoning, being in this way more conscious of language rules.

In the second point it can be said that early language acquisition is due to evolutionary adaptation; the need for early acquisition of language requires a large expenditure of brain

neurons, and since adult acquisition of language is of lesser importance, the neurons are rerouted to other purposes. On the other hand the theory focuses on “transfer”; it means the way of viewing things through the lens of the native language. In this way can be mentioned the “critical period” which relates to an ability to learn a native-like pronunciation, so adult learners inevitably have an accent. Hence, “children learning a second language are more likely to achieve native-like fluency than adults, but in general it is very rare for someone speaking a second language to pass completely for a native speaker” (Wikipedia 2011)

Developing the idea of adult learning, the benefits of working with adults include “that adult learners can retain much more information due to their memory capacity, since adult learners have been exposed to their L1, they are able to deduce many more complex grammatical rules”(Raths 1996, 32). Other factors are that they use all their senses to capture language, have a longer attention span, being more patient if activities become longer or more complex, and have more confidence in believing in themselves.

Another factor that can be considered as crucial is that adults are externally motivated to obtain functional instrument as English is for their work; in this case, as their need to learn is real, they should be much more willing to apply their knowledge in a more spontaneous and free way; being creative at this point is significant, when their language ability is applied in a real life situation. Nunan (1988, 22) expressed the previous idea when he stated that “adults learn best when content is relevant to them, maybe due to their past or current interests”

Also, this researcher provided valuable premises when he said that an adult student responds to all the experiences as he sees it, not as the teacher presents it, and that adults learn best when new information is presented through some channels of sense, and when they have the opportunity to experience sufficient repetitions and variations on the theme to allow for the distinction. (Nunan 1988)

On the other hand, it is important to mention that adults fear failure more than their younger counterparts, because they are more ashamed to be corrected in public or also because of previous unsuccessful attempts to learn a foreign language. When adults are faced with a stressful situation, fear to failure only increases. Thus, teachers must be able to reduce anxiety and build self-confidence in the learner providing opportunities for learners to work together, focusing on understanding rather than producing language (specially during the first stages) and reducing the focus on error correction can build learners' self-confidence and promote language learning (McKay & Tom, 1999).

To conclude the reflections on this topic, in the book Teaching by Principles (2001), the author suggests that even though adults have longer attention spans, it is mandatory to keep class activities short and sweet and as much participative as possible, not forgetting that even the level of shyness of an adult can be equal to or greater than that of children; the advantage of adults is that they have acquired a good previous amount of self-confidence. Also, Brown concludes his advice in teaching to adults, adding that in case of problems of indiscipline, the teacher always has the option to talk to them, assuming their maturity as adults. (Brown 2001)

Another important characteristic in the students of “Runa Tupari” lies in their own culture; they are basically people that belong to a segment of the Ecuadorian population which is rich because of their culture but, at the same time, we could consider them poor because of the lack of opportunities that historically they have had to face as indigenous.

However, it is precisely their culture, their rural lifestyle, which has become now a bright path to follow in order to pursue the preservation of their traditions and, at the same time, a way to reach their economic development.

Therefore, to implement the English program for these indigenous communities, it is significant to take into consideration some issues relevant to culture. “Culture is a deep, multilayered, somewhat cohesive hodgepodge of language, values, beliefs, and behaviors that pervades every aspect of every person’s life, and it is continually undergoing minor and occasionally major alterations” (Ovando and Collier 1985,101)

As it was mentioned in the first chapter, the Otavalos are a hard-working ethnic group, which has preserved its culture while in contact with the mestizo culture of Ecuador, and even the world through trade; they are people with a strong cultural identity that has not permitted huge processes of acculturation, as other Ecuadorian ethnic groups have done.

“Acculturation is a process by which one cultural group takes on and incorporates one or more cultural traits of another group, resulting in new or blended cultural patterns”.(Ovando and Collier 1985, 108-109)

In learning basic communicative English, there is not a great threat of acculturation, first because the culture itself is the base of the touristic project that benefits them, and secondly because teaching English will focus on their own culture as Otavalos: their food, customs, landscapes, homes, animals, and plants.

In fact, if they are exposed to the foreign culture through language or any other cause, those aspects concerning the non-native culture will help them to enrich their own knowledge about the value of their own culture and the culture of their visitors. That is the reason why the teacher must also teach students the differences that exist between both cultures such as body language communication and its significance in the different contexts as well as generalized life customs of visitors.

In order to avoid acculturation problems, it is important that besides the community authorities themselves, the teacher should affirm the cultural values of both cultures involved, exalting the value of respect for both cultures, native and foreign, and making students be aware of their value as an ethnic group, desiring to get to know visitors.

2.4 Listening Comprehension and the Oral Skill

The basic elements to teach English for communication are two of the four known language skills: listening and speaking. These skills are the proposed ones to be exploited in order to reach the communicative goal; therefore, it is important to consider in depth a little more information about them.

According to general research about listening comprehension, some authors agree in that listening is not just a kind of one-way street process, an unidirectional act of receiving audible symbols (that would be the first step of listening comprehension, the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain), but it is the hearer himself who actually processes information through inferring the message, the type of speech, the context and the content of what he or she listened to, and also recalling background information, if necessary.

When the listening skill is reasonably well developed, the hearer has the ability to match the perceived meaning with the intended meaning proposed by the speaker. In general terms, a misunderstanding can occur because of careless speech that does not allow the hearer to understand spoken symbols, inattention of the hearer, or a not well developed listening skill, conceptual complexity, contextual miscues, psychological barriers, and a host of other performance variables. (Brown 2001)

Spoken language, on the other hand, consists of giving an oral message using codes known by the major part of the society where the individual is living; it includes important factors

such as kind of discourse, pronunciation, accuracy, fluency, interaction, affective factors, colloquial language, and individual psychology.(Byrne 1976)

The message contains information. “The listener is helped by prosodic features such as stress and intonation, which accompany the spoken utterance and form part of its meaning, and also by facial and body movements”. (Byrne 1976, 8) So, it can be stated that oral communication is a two-way process between speaker and listener (or listeners), involving the productive skills of speaking and the receptive skill of understanding (or listening with understanding).

To develop listening with understanding as a skill, and the speaking skill, there is advice from expert people that recommend first to expose the learner to the target language, especially in the first stage of learning. At the beginning, the student will feel insecure (as always happens when a person is moving into relatively new ground for him or her), is probably not going to understand most of what he/she is hearing, but his or her senses will gradually pick information up better if aided by paralinguistic elements.

According to Ovando and Collier (1985) in Bilingual and ESL classrooms, in order to improve listening comprehension it is advisable to use samples of live language preferably spoken by native speakers, or from other natural sources such as media videos or short taped conversations. Music and art, for example, are considered as relaxing ideas to practice listening and relaxed speaking.

Students, have to be aware, even from the first levels, that active listening is vital because of how communication is: it goes beyond understanding words, and “includes non-verbal communication as physical expressions, gestures, movements and verbal backchannelling such as "uh uh", "ouch", etc.” (Dudley and St. John 1988, 106) which at the same time includes proper sounds of each culture.

A good teacher never has to forget to emphasize to students that when talking about developing listening skills, a good listener also relates to body language, because body language expressions are linked to a cultural dimension which is not the same between people from all over the world. The English teacher has to present real situations of body language expressions, and how listening comprehension includes being aware of those extra factors.

On the other hand we have the speaking skill. In beginning levels, and according to the Natural Approach of Krashen, it is advisable to first develop the listening skill with simple participation of target language utterances; after students have received adequately amount of input the student will be “ready” to speak in a basic communicative, natural way. The speaking period starts after the student has had the chance of getting used to the target language environment; a desire to participate more actively appears.

According to Rivers (1968), letting students speak in beginning levels even just single words, is a sort of extra motivation for them and permits them realize that they are able to speak the foreign language, and that they are going to gain much more expertise each time they become more involved in the acquisition process.

So, the teacher’s duty is to figure out ways to make students participate through interaction especially when they start to demonstrate desire to participate actively with oral output; activities can include choral responses, pantomimes, dialogues, guessing games, physical demonstration, etc. *Rivers* mentions that there are five qualities to take into consideration when interacting; they are: to be *communicative* (partners), *meaningful* (naturally without thinking), *limited choice* (choice only in two forms to focus on meaning in the activity, rather than on grammar), *expressive* (forget inhibitions), and *integrated* (including other kind of exercises). (Poveda 2000)

Finally, it is wise to recommend the practice of language as communication in the classroom, the use of funny activities and games, because all of them help to encourage long-term retention and in addition are highly motivating; also, it is important to recommend that the teacher doesn’t make many corrections in the process, in order to keep the students’ self-esteem, and keep them practicing without fear.

2.5 Approaches, methods and techniques for teaching listening and teaching speaking

In teaching English, techniques, methods and approaches have appeared as a result of looking for ways to facilitate the learning of a second language based on scientific background having all of them, their own protagonists, history and resources. For this specific EFL program the Natural Approach has been selected as the “umbrella” teaching approach which make use of valuable methods and techniques that although are

components of other learning English theories are completely related to the principles of the Natural Approach.

But, before reviewing them in depth, it is important to mention what is considered when talking about each of them.

- a) An approach to teaching language generally involves a set of assumptions about the nature of learning and teaching.
- b) A method is placed between the approach and the technique, because it is a set of techniques that seem to work together and share some explicit and implicit aspects.
- c) A technique is an instructional activity carried out at one particular time in the classroom (Poveda 2000, 4)

For the specific context of the Runa Tupari EFL Program the approach selected is the natural Approach which will make use of the Total Physical Response Method, the Direct Method, the Communicative Language Learning Method, the Suggestopedia Method and the Drilling Techniques an option of pronunciation reinforcement.

2.5.1 The Natural Approach as a strategy to foster communication

In order to establish a firm foundation to build our structure of teaching English, The Natural Approach (Stephen Krashen & Terrel 1983) has been selected for several reasons.

In general terms, one and probably the most important reason is that the Natural Approach is precisely designed to develop basic communication skills. This means that the Natural Approach focuses on comprehension and meaningful communication, instead of focusing on the production of perfect grammatical utterances. In this manner, in looking for L2 strategies of communication, the Natural Approach fits into the real learning needs of students of the Runa Tupari project.

Another important reason to work with the Natural Approach system is that it incorporates naturalistic principles in language teaching and learning; thus a direct quote says that “in natural approach lessons, the learners develop their L2 by attending to input, testing hypothesis and using language in interactions.” (Krashen in Harvey 1987, 27) It is a very useful model considering the educational background of the students of the project.

The most important point in the Natural Approach is the acquisition-learning distinction. Learning a language within this context means knowing the grammatical rules, the formal element of the language. For communication, just knowing the rules implies to use extra time to think about the utterance before it is spoken; the speaker is not concerned if it is correct or not but he/she has to know the rule necessarily. On the other hand, the acquisition theory proposes that acquisition is developing ability in a language by using it in natural communicative situations as children do when acquire their first language. The knowledge of rules is also helpful according to the Natural Approach but for formal exams or prepared speech where conscious learning can also help to improve the form of the output of the students. Nevertheless, the first stage is focusing on acquisition as the central strategy for gaining second language linguistic skills for children and adults.

Considering that acquisition is fundamental in the Natural Approach (NA) it is important to consider the four basic principles of this second language approach learning in order to understand better the methods that have been selected to be used in class.

Principle 1: Comprehension precedes production.-Refers to the importance of developing listening skills first before any production; the understanding of input. Some of the implications can include the usage of the target language in the classroom and the focus on communication based on a topic of student's interest.

Principle 2: Production emerges in stages.-In general the comprehension of language is followed by non verbal communication or responses of a single word (yes, no, house, dog), the combination of two or three words, phrases, sentences and finally more complex discourse.

Principle 3: Syllabus consists on communicative goals.-Classes are organized by topics, not by grammatical structures.

Principle 4: The affective filter of the students has to be low.-Affective filter is referred to student's motivation, so classes have to be interesting and relevant to students. The environment of the class has to have a low anxiety level, friendly relationship between classmates and teacher. (Krashen and Terrel 1983)

In addition to the main four principles of the approach, let us consider the five principal components of Krashen's theory. Each of the components relates to a different aspect of the language learning process. The five components are:

- The Acquisition Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

The Acquisition-Learning Hypothesis

As it was previously mentioned the acquired system relates to the unconscious aspect of language acquisition. In this system, speakers are less concerned with the structure of their utterances than with the act of communicating meaning, meanwhile the learned system relates to formal instruction.

The Monitor Hypothesis

When second language learners monitor their speech, they are applying their understanding of learned grammar to edit, plan, and initiate their communication. This action can only occur when speakers have sufficient time to think about the form and structure of their sentences. According to Krashen it is important when students use it to attend to formal exams and is especially useful to improve speech in upper levels when the language has been basically acquired.

The Natural Order Hypothesis

As it was also mentioned in one of the NA principles, The Natural Order Hypothesis argues that there is a natural order to the way second language learners acquire their target language. Research suggests that this natural order seems to transcend age, the learner's native language, the target language, and the conditions under which the second language is being learned. The order that the learners follow has four steps:

1. They produce single words.
2. They string words together based on meaning and not syntax.
3. They begin to identify elements that begin and end sentences.

4. They begin to identify different elements within sentences and can rearrange them to produce questions.

The Input Hypothesis

This hypothesis seeks to explain how second languages are acquired. In its most basic form, the input hypothesis argues that learners' progress along the natural order only when they encounter second language input that is one step beyond where they are in the natural order. Therefore, if a learner is at stage one from the above list; they will only proceed along the natural order when they encounter input that is at the second stage.

The Affective Filter Hypothesis

This hypothesis describes external factors that can act as a filter that impedes acquisition. These factors include motivation, self-confidence, and anxiety. For example, if a learner has very low motivation, very low self-confidence, and a high level of anxiety, the affective filter comes into place and inhibits the learner from acquiring the new language. Students who are motivated, confident, and relaxed about learning the target language have much more success acquiring a second language than those who are trying to learn with the affective filter in place. (Krashen and Terrel 1983)

THE NATURAL APPROACH SYSTEM

Theory of Language	The essence of language is meaning. Vocabulary, not grammar, is the heart of the language.
Theory of Learning	Acquisition is a natural subconscious process. Just learning cannot lead to acquisition.
Objectives	Designed to give beginners and intermediate learners basic communicative skills. Basic personal communicative skills.
Syllabus	Based on selection of communicative activities and topics derived from learner needs.

Activity Types	Activities allowing comprehensible input, about things in the here- and now. Focus on meaning, not form.
Learner Roles	Try to be involved in activities involving meaningful communication.
Teacher Roles	The teacher is the primary source of comprehensible input. Must create positive low anxiety climate. Must choose a rich mixture of classroom activities.
Role of Materials	Materials come from realia, rather than textbooks. Primary aim is to promote comprehension and communication.

Chart 2.1. The Natural Approach System. Information taken from Brown Douglas "Teaching by Principles"

The Natural Approach (NA) has also provoked controversy in language-teaching literature especially concerning on whether grammar should be taught because students are also interested in learning about the language they are acquiring. In a more academic context probably this issue should be considered as for example in the case of linguistic students and so fore, but considering the basic communication interests that concern Runa Tupari students and the lack of a good level of literacy in them, this point doesn't fit with the reality of the project.

Another controversy point of NA is about correctness, if whether or not errors should be corrected in the language learners' speech. The NA suggests that errors should not be corrected a lot, only in a few necessary situations according the student's level and when self confidence in performing second language has been increased. Traditional theories on the other hand support correctness because they allow understanding grammatical rules in situations where students are able to use their monitor. This second issue does not fit with the project context either due to the fact that students will belong to a basic English level where listening will play the most important role especially at the beginning. Correctness will appear when using the drilling technique in order to help students with the pronunciation of their first utterances or derived from the first words or phrases resulting from their starting comprehensible input.

2.5.2 Total Physical Response

TPR (Total Physical Response) is the first method recommended to be applied following the Natural Approach. This method fosters to the listening comprehension especially during early foreign language instruction.

TPR was developed by Asher (1977) after observing how children acquired their mother tongue, being useful nowadays for children and adults. This is a method especially recommended for the first stages of learning, where teacher input is very important and students begin to familiarize themselves with the target language. It consists of students listening and responding to the foreign language commands of their teacher.

Specifically, the teacher gives commands and models physical movement to carry out those commands; as in the first stages, students focus only on listening comprehension, adding body movement to the acquisition of structures and vocabulary, expanding the potential for information storage in the long-term memory; touch and movement are added to the stimulants of sight and sound.

Next, the most important characteristics of the TPR method are:

- Meaning is conveyed through actions; by acting, memory is activated. The right hemisphere of the brain works that, related to creativity, supports the left hemisphere work concerned in language, so the target language has to be presented in chunks; students can initially learn one part of the language rapidly by moving their bodies.
- The use of imperatives is a useful linguistic device through which the teacher can direct student behavior and start a phase of communication in the target language, so students can learn through observing actions as well as by performing the actions themselves. In TPR, grammatical structures and vocabulary are embedded within imperatives which are single words and multi-word chunks that are useful to learn grammar in an inductive way; also, it is advisable to little by little change words in commands so students become more flexible in understanding new combinations.
- At the beginning, the teacher has the monopoly of speaking, and students usually respond with gestures that prove their comprehension; later, when students start to communicate, the teacher has the option to respond verbally or not.

- TPR offers the opportunity to make classes fun, as for example, making students perform amusing commands; when students are able to speak a little bit more, activities can include funny games. Through this kind of activities, language learning becomes more effective in helping students to reduce anxiety.
- TPR also offers students the chance to perform actions together by diminishing shame and, on the other hand, making it possible to learn by watching their peers.

This method was selected considering the above mentioned characteristics, and because it is often useful for beginning stages since it provides starting target language input that can be assessed just with body language or simple utterances. Also it contributes to reduce the anxiety in class making it communicative and fun.

2.5.3 The Direct Method

The Direct Method focuses on total immersion in L2; it means make students feel that are really experiencing a new kind of linguistic environment in a natural way. The Direct Method bets on a topic/situational class organization through which learners are giving the chance to build up different real contexts, and also includes an inductive approach, through living experiences with the language.

The Direct Method also emphasizes vocabulary over grammar, and fosters usage of the target language in the daily class for communication; in that sense, evaluation is done through the simple parameter in which students are asked to use the foreign language all the time where no translation is allowed. For the same reason, the “direct method receives its name from the fact that meaning is to be connected with the target language without translating it to the student’s native language.” (Larsen-Freeman 1986, 21)

The most important characteristics of the Direct Method are:

- The teacher demonstrates, does not explain or translate knowledge, so students make a direct association between the target language and meaning, learning to think directly in the target language; vocabulary is also presented in a natural way through realia, pictures or another situation for which the native language would be not necessary in the classroom.

- Students are asked to use the target language as much as possible in real contexts, starting with class situations; it fosters using language for communication.
- Lessons contain vocabulary, situations, topics or some conversational activity to be applied in specific contexts, rather than containing linguistic structures. (Larsen-Freeman 1986,22-23-24)

This method was selected considering that is a way of immersion in the target language for students. In spite of the criticism, which argues that a total language immersion similar to that of children when acquiring their L1 is impossible to have in a school environment (because of time issues), this method is extremely useful to provide a target language environment during the class hour.

The Direct Method does not focus on reading skills. Probably for students that are able to develop all the language skills it could be a disadvantage, but in the case of illiterate or semi-illiterate adults it is a very useful method.

Orthodox followers of Direct Method avoid translations at all. But in the researcher's opinion some translations can be done when necessary considering that the NA and particularly this English program is eclectic; it means that "picks up" the best of each method. Considering this latest point Spanish will not be totally excluded from the classroom.

2.5.4 The Communicative Language Teaching Method

The Communicative Language Teaching Method was a response to changes in the field of linguistics in the 1970s. In that time, "linguistics started to move away from a grammar focus to a consideration of how languages are being used by speakers in different contexts of communication". (Richards 2001, 24). It is precisely communication, as was mentioned in the first pages of the chapter, the goal towards which this project is directed; by using CLT, the aim is to help students to be able to communicate in a real social touristic/hosting context.

For this reason, the Communicative Language Teaching bets on just starting to practice communication, from the basic elements to the most intricate ones. For this purpose, the teacher promotes communication in the classroom by establishing situations to be faced by students who try to communicate by communicating, even when knowledge of the language is still incomplete.

In this way, experience has demonstrated that students finally are more motivated to learn, because they feel they are really learning to use the language.

The most important characteristics of the Communicative Language Teaching Method (CLT) are:

- The target language is a vehicle for classroom communication, not just the object of study. For this reason, interaction is crucial; in this way, games and, in general, group work, is important for making class active with a large amount of communicative events.
- The teacher creates opportunities or situations to promote communication in the target language between students by starting conversations, being tolerant, and correcting a few, in order to enhance a communication attitude in their students.
- The social context is very important; for this reason, role plays are widely used in order to help students to imagine real situations that could happen; also, to personify a character learning to use language forms appropriately is an important part of communicative competence.

This method was considered for the program because allows action in the real context fostering natural communication. But, according to the critique, one of the most important problems that the method presents is that does not focus on error correction and creates a situation where learners are left using their own devices to solve their communicative problems. At this point the eclecticism allows taking the best of each method used; and for the CLT, correction by teacher can be used in order to avoid fossilization of mistakes but, avoiding doing it too much to permit student's self-confidence increase at providing them a chance to start using the language without fear. So, students will be aware that are permitted to speak to survive in class using words if the student is prepared for that, or using phrases further according their advance.

2.5.5 The Drilling Technique

"The drilling technique consists on listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard". (teachingenglish.org 2010) It has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns or

vocabulary words through oral practice. Based on Behaviorism, it can be also considered an approach of English teaching in which learning to speak a foreign language - like other skills - was simply a question of correct habit formation. But used adequately and just as a complementary technique, this technique can result very useful especially in first levels of language acquisition.

The NA states that “even though routines and patterns are not of direct benefit to language acquisition or to language learning, they may be of considerable indirect benefit”(Krashen and Terrel 1988; 43) and that “correctly used routines and patterns can help acquirers gain more input and manage conversations”

The most important characteristics of the drilling technique are:

- Drills are usually conducted chorally to after reinforce individually. There is also the possibility of groups or pairs of students doing language drills together.
- Provides learners with intensive practice in hearing and saying particular words or phrases. They can help learners getting their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.
- Provides a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers.
- Provides an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction.
- Helps students' memorization and mechanization of common language patterns and language chunks.
- Helps in terms of classroom management, enabling us to vary the pace of the lesson or to get all learners involved.

Nowadays we know that drilling language learning is not popular because language is more than just a list of structures to be memorized. But this technique has been chosen taking into account that can be useful in order to provide the teacher with an instrument to reinforce pronunciation and acquisition of basic common phrases.

2.5.6 Suggestopedia as a transversal axis of the Natural Approach methods

Suggestopedia states that one of the most important reasons of failing in acquiring a language is due to some psychological barriers students set when they face the fear of learning something new. The fears are varied depending on different student's personalities, but some of the most outstanding are: fear to be unable to perform, fear to fail, fear to commit many mistakes, make a fool in front of peers and others.

Lozanov,(1966) the creator of suggestopedia as well as other scholars in the area thinks that the use of suggestion in pedagogy is important in order to help student's language acquisition through techniques that allow eliminating the feeling of rigor that usually accompanies most classes and eliminate the fears that students have.

For Runa Tupari Project students, suggestopedia would be extremely useful and that is the reason why the researcher considered it as a transversal axis of language acquisition; it means that elements of suggestopedia must be present in all period-classes of the entire program considering that participants of the project are insecure about their performance in the workshop due to varied reasons such as age, level of education, etc.

Summarizing the main ideas of Diane Larsen-Freeman (1986), the most important characteristics of suggestopedia are:

- Learning is facilitated in a relaxed, comfortable environment.
- Bets for "Peripheral Learning".
- If students appreciate and respect the teacher, the learning process will be relaxed and even enjoyable.
- Stressful classes are not allowed.
- Teacher motivates students helping them to increase their self-confidence.
- Teacher should try to integrate positive suggestions to classes.
- Teacher works with conscious and subconscious brain.
- The use of music, dramatization, posters, art, movement, and other interesting materials must be fostered.
- Learning by playing can be very fun.
- Mistakes must be tolerated by teacher, focusing on helping students participate without fear.

Suggestopedia was included in the project basically considering the importance of the Affective filter in the NA. The humanistic philosophy behind suggestopedia is concerned about a psychological predisposition of students to learn and also states that if students are relaxed and confident, they will not need to try hard to learn the language as learning the language will just come easily and naturally. (Larsen and Freeman, 1985)

On the other hand, criticism mention that some techniques are not effective in lowering the affective filters of all learners, because probably they can have other psychological barriers for learning or probably find soft classical music irritating instead of stimulating. In this way teacher has the duty of choosing a kind of music adaptable for almost every human being, such as nature sounds, that most of people of different cultures like.

Creating the environment is another concern when talking about this method. It is important to consider physical limitations. Creating a relaxing atmosphere seems to be difficult especially in crowded classrooms; technical equipment is not available for all English centers.

In the Runa Tupari case, the number of students is reasonable and the investment for all necessary materials can be covered by NGO's and local and national non-profit organizations that have demonstrated their interest in the general CBT Project and its development.

Finally, it is important to mention that suggestopedia works with the right side of the brain, it means that focuses on creativity, intuition (or the unconscious hemisphere) rather than the conscious part of it; emotions, sensations and feelings are very important in applying this method because verbal and non-verbal language are crucial such as teacher's voice intonation and body language.

2.6 Curriculum Development

In order to create a well organized system of English teaching, some aspects have to be taken into consideration; those aspects include basically curriculum development embracing all its elements.

According to Jack Richards in his book Curriculum Development in Language Teaching (2001) some steps have to be considered when elaborating a course design: Choosing

Underlying Approaches of English Teaching, Situation Analysis, Learning Need Analysis Planning Goals/Stating Outcomes, Course Planning/Syllabus Design, Planning Classes/Role of Materials and Evaluation.

2.6.1 ESP English for Specific Purposes

The Runa Tupari English teaching project, is totally inside of a community based tourism macro project; for this reason, it is imperative to consider the guidelines of ESP (English for Specific Purposes) as the curriculum design, underlying an approach such as the NA as the basis of Language Teaching; so the acquisition of the target language will be focused on developing skills for the specific area of tourism.

English for Specific Purposes, as its name declares, is a kind of “directed English”, created to fulfill the specific English needs of people. Since the end of the Second World War in 1945, there has been an enormous expansion of scientific, technical, and economic areas on an international level, an expansion that has created a unified, dominated by technology and commerce world. “This situation has generated an increasing demand for an international language that, due to the economic power of the United States (which has permitted its scientific and technological advance, at least at the beginning), the role of being the international language is felt in English” (Hutchinson and Waters 1987, 6)

Being English the stated international language, it is supposed to be spoken as a second alternative for the inhabitants all over the world; thus, those people that have had the opportunity to travel abroad, recognize that English is a basic tool for communication in being far away from home. So, specific vocabulary referred to travel, hotels or food is mandatory for travelers that love to spend time touring the wonders of this world.

For the mentioned reasons, and taking into consideration that most of the visitors to the Runa Tupari Project are from the Netherlands (the country that supported the touristic project at the beginning and continues doing it), and considering also that visitors’ alternative language is English, with a very poor Spanish in some cases, an ESP basic English course focused on tourism is necessary to enable people from communities to keep good basic communication, insomuch as the ESP concern is accurately to make language courses more relevant to the learner’s needs.

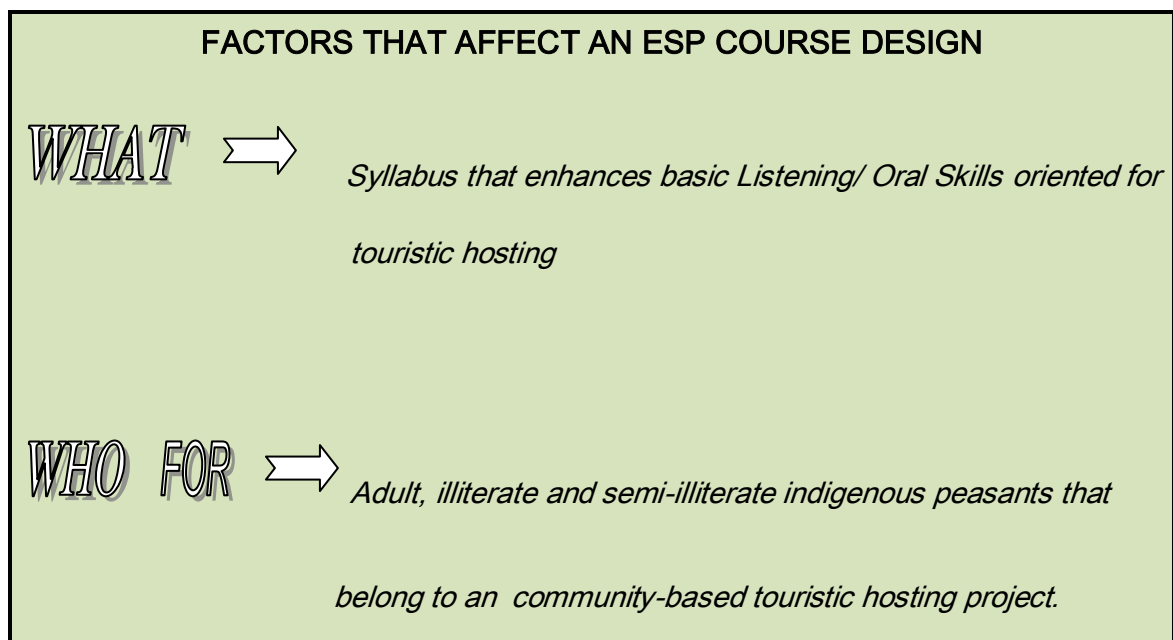
How to create a course design for ESP students

Designing a course is a work to be done when a clear necessity of learning English for a specific field appears. For this, the researcher or the person who has the task of leading a determined project has to primarily consider that “an important principle of ESP approaches to language teaching is that the purposes for which a learner needs a language, rather than the purposes for which a syllabus reflects the structure of general English, should be used in planning an English course” (Hutchinson and Waters 1987, 65)

In this way, in teaching English for a determined profession or activity, the first point to be considered is the context of that activity, in order to establish practical issues to be learned. So, in other words, “a course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”(Hutchinson and Waters 1987,65)

In this manner, the researcher has to take into consideration that there can probably exist as many different approaches to ESP course design as there are course designers, but some guidelines will be presented to take into account when designing an ESP course.

First of all, according to Hutchinson and Waters (1987) it is important to consider the factors that affect an ESP course design:



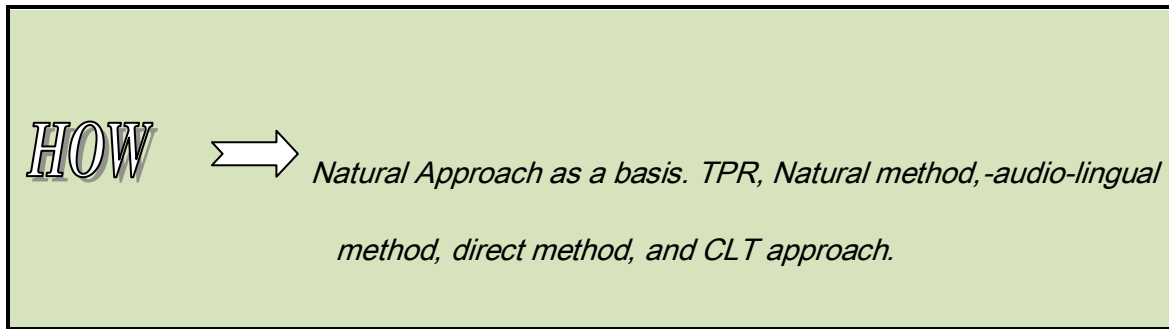


Chart 2.2. Factors that affect an ESP course design. Hutchinson and Waters (1987)

The first factor *WHAT?* is related to what is going to be taught, taking into account the field in which English learning is necessary with all its implications, and also the skills to be developed.

The second factor *WHO FOR?* focuses on the necessity to know the nature of the particular target and learning situation.

And finally, the last factor *HOW?* includes learning theories or methodology to be used in order to reach the ESP course objective. (Hutchinson and Waters 1987, 42)

The second aspect to consider is the content selection of the ESP course. In the book Curriculum Development in Language Teaching, Richards cites Stevens (1977), who in turn mentions some positions that determine the content of an ESP course:

“The content of (ESP) courses are thereby determined, in some or all of the following ways: (i) *restriction*: only those “basic skills” (understanding speech, speaking, reading, writing) are included which are required by the learner’s purposes; (ii) *selection*: only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner’s purposes; (iii) *themes and topics*: only those themes, topics situations, universes of discourse, etc. are included which are required by the learner’s purposes; (iv) *communicative needs*: only those communicative needs...are included which are required for the learner’s purposes.”(Richards 2001, 33)

In this way, only after a deep probe of English learning needs, the positions to be taken will be presented; for this reason, and according to Hutchinson and Waters (1987, 43), “designing a course is fundamentally a matter of asking questions in order to provide a

reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation” Those questions that are part of a field research include principally gathering information of target needs.

Gathering information about target needs

According to *Hutchinson and Waters* (1987, 43), “the most frequent ways to gather information about target needs are: questionnaires, interviews, observation; data collection, gathering texts; informal consultations with sponsors, learners and others”, being a decision of the researcher to choose which of them are more appropriate for his or her purposes; anyhow, two are the basic points to analyze when looking for information: *The target situation analysis and the learning needs analysis*.

2.6.2 The target situation analysis

The investigation of target situation needs is basically a subject of asking questions about the current situation of the project and the existing attitudes towards that situation. The research has to be carried out including all participants in the learning process in order to know closely the reasons for which they want to learn English, how the requirement of English usage would be; according their activities, what the occupational field of those activities is and so on. In this way, the target situation analysis is focused on discovering which language items, skills, strategies, subject knowledge, etc. could be used to achieve the learning objective. (Hutchinson and Waters 1987)

So, the ESP course design process should as a first instance identify the target situation and then analyze the linguistic features of that situation to further create the most accurate syllabus for that specific ESP course.

Next, there is a summary model to be used for the target analysis situation according to *John Munby* (1978):

TARGET ANALYSIS SITUATION CHART
<p>1. Why is language needed?</p> <ul style="list-style-type: none"> • for study; • for work; • for training; • for a combination of these; • for some other purposes, e.g. status, examination, promotion, purposive domain, etc
<p>2. How will the language be used?</p> <ul style="list-style-type: none"> • Medium: speaking, writing, reading, etc. • Channel: e.g. telephone, face to face; • Types of text or discourse: e.g. academic text, lectures, catalogues, etc.
<p>3. What will the content areas be?</p> <ul style="list-style-type: none"> • Subjects: e.g. medicine, biology, commerce, shipping, etc. • Level: technician, craftsman, postgraduate, etc.
<p>4. Where will the language be used?</p> <ul style="list-style-type: none"> • Physical setting: e.g. office, lecture theater, hotel, workshop, library. • Human context: alone, meetings, demonstrations, on telephone. • Linguistic context: e.g. in own country, abroad.
<p>5. When will the language be used?</p> <ul style="list-style-type: none"> • Concurrently with the ESP course or subsequently; • Frequently, seldom, in small amounts, in large chunks.

Chart 2.3. Target Analysis Situation Chart by John Munby (1978)

After getting the information, it could be advisable for the researcher to apply a simple but extremely useful model, also created by Munby (1978), which shows a detailed profile of the

learner's need in terms of communication purposes, communicative setting, the means of communication, language skills, functions, structures, etc, according to researcher's specific purposes.

MODEL FOR COMMUNICATION PURPOSES

Sample communication activities	Related micro-functions	Language forms (productive)
7.1.1 attending to customers' arrival	7.1.1 .1 intention	I will bring the menu
	7.1.1.2 prohibit	I am afraid we are full/closed
	7.1.1.3 direct	Please follow me/ will you sit here please.

Chart 2.4. Model for Communication Purposes. by John Munby (1978)

2.6.3 Learning needs analysis

The learning needs analysis is the second aspect of importance to gather useful information to create a syllabus, and it is focused on people and the best way to make them learn; this means, how they go from the starting point to the accomplishment of the learning objective. In other words, it is about how people are going to learn. For this reason, it is important to know the potential and constraints of the learning situation.

The next questionnaire is proposed by Hutchinson and Waters (1987):

LEARNING NEEDS ANALYSIS CHART

1. Why are the learners taking the course?

- Is it compulsory or optional?
- Is there apparent need or not?
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. How do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques bore/alienate them?

3. What sources are available?

- number and professional competence of teachers;
- attitude of teachers to ESP;
- teachers' knowledge of and attitude to subject content;
- materials;
- aids;
- opportunities for out-of-class activities.

4. Who are the learners?

- age/sex/nationality;
- What do they know already about English?

<ul style="list-style-type: none"> • What subject knowledge do they have? • What are their interests? • What is their socio-cultural background? • What teaching styles are they used to? • What is their attitude to English or to the cultures of the English-Speaking World?
<p>5. Where will the ESP course take place?</p> <ul style="list-style-type: none"> • Are the surroundings pleasant, dull, noisy, cold, etc?
<p>6. When will the ESP course take place?</p> <ul style="list-style-type: none"> • time of day • every day/ once a week • full time/ part time • concurrent with need or pre-need.

Chart 2.5. Learning Needs Analysis Scheme. Hutchinson and Waters (1987)

In addition to both target situation analysis and learning needs analysis, *Evans and St. John* (1998) propose an additional series of questions that can be useful for an ESP course design, whose focusing is not stipulated in the two previous schemes, and that can be useful as a complementary resource to look for more and even more accurate information.

Complementary Analysis

<p>COMPLEMENTARY CHART</p>
<p>1. Should the course be intensive or extensive?</p>
<p>2. Should the learner's performance be assessed or non-assessed?</p>
<p>3. Should the course deal with immediate needs or with delayed needs?</p>

4. Should the role of the teacher be that of the provider of knowledge and activities, or should it be as a facilitator of activities arising from learner's expressed wants?
5. Should the course have a broad or narrow focus?
6. Should the course be pre-study or pre-experienced or run parallel with that study or experience?
7. Should the material be common-core or specific to learner's study or work?
8. Should the group taking the course be homogenous or heterogeneous?
9. Should the course design be worked out by the language teacher after consultation with the learners and institution or should it be subject to a process of negotiation with the learners?

Chart 2.6. Complementary Chart. Evans and St. John (1998)

2.6.4 Planning goals and stating curriculum outcomes

People are generally motivated to pursue specific goals and a program is effective to the extent that its goals are clearly described. This goal does not refer to knowledge or skills development but to the ideology of curriculum. These beliefs and values provide the philosophical underpinnings for educational programs and the justification for the kinds of aims they contain. This educational philosophy must emphasize the practical needs of learners who are economically productive.

"The aims statements reflect the ideology of the curriculum and show how the curriculum will seek to realize it" (Richards 2001, 120). Meanwhile the aims are very general statements the objectives are statements of more specific purposes they describe learning in terms of observable behavior or performance.

2.6.5 Course planning and syllabus design

After having worked on the needs analysis and tabulated all the gathered information, the following researcher's task is to take the results in order to analyze them and determine what the characteristics of the course will be and what kind of syllabus should be applied for the project's specific case. Therefore, based on a deep needs analysis result, the establishment of an adequate syllabus will be an important step forward pursuing the general learning objective.

In general terms, a syllabus is a document which sets what will be learnt or at least should be learnt by the student, in order to accomplish a learning aim. The reasons why syllabuses are essential in most courses of all the subjects in the entire academic world are related to their practical benefits for class organization. A well structured syllabus supports teachers and learners to the extent in which both of them have a clear panorama of the goal to be reached, and the way by which, step by step, that goal will be performed. This also helps in looking for adequate materials and, in simple words, it would be the route to follow and achieving learning objectives.

There are different kinds of syllabuses applicable for different learning needs in ESP; for example, skill-centered syllabuses that focus on one skill, and especially for academic purposes, as the case of medical students that need to develop the ability of reading in a foreign language, as a part of their academic formation; or the grammar based syllabus, which presents the content going from the basic structures of the target language to the most complex ones, always including a specific ESP content.

After analyzing the advantages and disadvantages of the various and different syllabus proposals, we have come to the conclusion that the one that best fits the Runa Tupari project is the situational syllabus.

The situational syllabus centers each lesson on a context (situation and/or topic) in which the learner will need to communicate in the target language. Ovando and Collier (1985) pointed out that this kind of syllabus consists of situations or locations where the types of people involved, relationships between them and the activities to be carried out are present, grammar structures may be limited in each lesson by the vocabulary introduced but not sequenced, according to simplicity and complexity. Something similar is recommended by Hutchinson and Waters (1987, 85-87) in including vocabulary parts that will also be a part of a general situation or topic.

2.6.6 Planning lessons/ role of materials

A lesson plan is a preliminary and essential stage that, due to the organization principle, helps to increase the success of anything the teacher is going to present to the class. Planning a lesson is really important when it is taken into consideration that each class follows the “ideology” of the syllabus that was established, and precisely the lesson content has to match that macro standard, like drops of sand contribute to the huge desert expansion.

A generalized approach to planning lessons includes basically five main steps to follow for a successful class (Beare 2010). It is important to point out that the Natural Approach teacher will look for activities recommended by that English teaching methodology, which can be applied in the different stages of planning a lesson to be further presented, according to the stage and needs.

1. Warm-up

The warm-up can be stated as a pre-introductory phase that looks for getting the student’s attention before really starting the class; in this phase, time for students that might arrive late is granted, using that time to motivate tired or stressed students. The warm-up can be as simple as telling a short story or asking students questions, or can be a more active activity such as singing, drawing an elaborating a picture on the board, or playing a simple game. Doing the warm-up before class helps the teacher to make students easily go into the theme of the lesson.

2. Presentation

The presentation includes the main content of the lesson, so it is advisable to look for an adequate manner to present the topic to the students. There are different ways to do this, for example, with a reading story, asking for students' knowledge about a specific point, a teacher-centered explanation, a listening selection, short video, flashcards, posters, student presentation, etc. Everything will also depend on the teacher’s creativity.

3. Controlled practice

The controlled practice phase provides students with direct feedback on their comprehension of the presentation part, generally, involving some type of exercise such as rote exercises or

repetitions. These kinds of practice help students focus on the recently learnt subject, providing students with useful feedback from the teacher, as well as from classmates.

4. Free practice

This stage requires from students a more active participation, as that is one of the core phases of the class. Free practice integrates the focus structure / vocabulary / functional language into students' overall language use, and encourages students to use the target language structures in a kind of very practical or communicative activity, such as group discussions, role plays, written work, contests, games, and everything that demands students to integrate language learned into communicative experiences used in sentences or more complex language items.

5. Feedback

Commonly, final feedback has to be worked out through homework, because through doing homework, students have the conditions to check their understanding of the whole class; however, feedback can also be provided quickly at the end of the class by asking students questions about the vocabulary, or the target structures.

See Annex 3

The role of materials

The Natural Approach focuses on the input of authentic language, and language acquisition is facilitated by exposure to a large amount of authentic language input; in this manner, materials in the Natural Approach come from the world of realia rather than from textbooks. This means that as the language is presented in a natural way as a real tool for communication, materials have the mission to help the teacher to make activities as meaningful as possible. As there is not almost any usage of the target language, materials are considered as an aid in promoting comprehension of the target language; in this way, pictures and other visual supports are essential, considering that in addition they facilitate acquisition of a large amount of vocabulary within the classroom. Other recommended materials include schedules, brochures, advertisements, maps, pictures with locations and, of course, material for contests and games, if necessary.

The Natural Approach teacher knows that his or her work can be different from other more “formal” teachers who are accustomed to work aided by textbooks and a little bit of realia; on the contrary, the Natural Approach teacher who is aware of working with illiterate, country people, knows that it will be like working with children, in an adult body and mind of course, but children, since from the point of view of these people they are starting to discover the target language new world, whereby the selection and collection of materials becomes considerably important.

In a simple way, and considering the materials aspect, Krashen and Terrel’s (1983, 55) advice can serve when mentioning that “in the Natural Approach, materials are useful when relating classroom activities to the real world, and when fostering real communication among the learners”.

2.6.7 Evaluation

Evaluating student’s progress is a necessity in academic situations and it is part of the curriculum. Evaluation within the framework of the NA can be done in first instance grading participation considering that it is a communicative approach and also through tasks to increase language acquisition. In general, teachers who use the Natural Approach as their English teaching “umbrella” use to provide tests that mainly promote acquisition activities to students, for example listening to music and write out the lyrics or watching a video and attend to a class forum about the topic of a movie.

According to Krashen and Terrel in the book The Natural Approach (1988), the tests on NA are focused on communicative competence rather than linguistic competence; significant grammatical competence usually is tested, but not as the core of evaluation but as a way to be sure that students can improve the communicative skills; although according experience acquiring input in real communication results in great acquisition of grammar especially when the interchange is made with native speakers.

As in the present project two skills are going to be acquired: listening and speaking because are the core of communication, the nature of most NA tests is necessarily communicative and usually faces two focuses: single or mixed evaluations. Single tests focuses on evaluating a single skill at the time as for example comprehend spoken language in a certain context. Mixed tests, on the contrary, focuses on evaluating more than one skill such as

interviews where students have to be able to comprehend spoken language and to produce it.

Krashen also states that in NA testing of the ability to comprehend speech takes a singular importance since the approach is based on the mechanism of acquisition through comprehensible input. Basically the test checks the student's ability to recognize key lexical items and to use context to guess a meaning; for beginners, evaluation can be done by asking students to make descriptions of pictures and created situations, by making statements about picture items or actions and asking students to judge if they are true or false by asking simple questions and so on, increasing the level of difficulty according to the levels.

Usually oral tests grade students on their overall fluency, their ability to exchange information with a detailed analysis of their output. According to the NA, grading each component separately would not be necessary. Participating in conversation and focusing on fluency and the ability of communicating ideas is the core of the Approach especially at the beginning.

Therefore a way of evaluating is the conversational interchange especially the technique of open-ended questions in a relaxed as much as possible informal context, trying to stimulate as much as conversational output from the student as possible.

Considering the Affective Filter of the NA and including the contribution of O'Malley and Valdez (1996, 1) in their book Authentic Assessment For English Language Learners, there is a clear difference between testing and assessment. So, alternative assessment "consists on any method of finding out what a student knows or can do that is intended to show growth and inform instruction, and it is an alternative to traditional forms of testing"

They are considered alternative because are mainly based on activities that represent classroom and real life settings contrary to formal testing that mainly consists on writing or oral evaluation based on language forms.

The assessment reflects students learning, achievement motivation and attitudes on instructionally relevant classroom activities.

According to O'Malley and Valdez for beginners and intermediate students it is advisable to include tasks using predictable familiar language and visual cues, listening for gist, matching descriptions to pictures or making a physical response when assessing them. It is also

important to consider the students' ability to talk their willingness to be part of communicative activities in small groups. Feedback can be provided immediately in class or in a mini conference with the student.

In order to complement the evaluation of the understanding and performance of students in a more objective way, it can be decided by the teacher the use of a holistic rating scale or checklist including general aspects of understanding and communication considering what students can do rather than what they cannot do.

CHAPTER III

3. FIELD WORK

The purpose of this work is to carry out a research and, based on the results propose a basic English program for indigenous people that work as hosts in community-based tourism lodges.

According to the specific characteristics of students, the guidelines of the Natural Approach developed by *Stephen Krashen* has been considered the most convenient and practical teaching approach to develop basic communicative skills; and in addition the guiding principle of ESP has been taken into account as the curriculum design model.

Field work, results of the needs analysis, and further elaboration of the curriculum, will be the contribution of the present thesis to Runa Tupari. Verification about the efficacy of the present research and proposed curriculum could be experimentally done by future researchers when the project can be applied the succeeding next months. The mentioned experimental verification should be done in a convenient research time period between a non-controlled group, which would not be exposed to the program, and a controlled experimental group, which would learn the target language using the program here proposed.

The present chapter includes field work done by the researcher with the aim of finding out answers to strategically made questions and observations suggested by theoretical framework in order to create an accurate and useful English program that will be specially designed for the Runa Tupari project participants and that could be applied to other indigenous communities if they share similarities with Runa Tupari's project.

3.1 Needs assessment

In the process of project development, the needs assessment analysis is the “key stage” in which the researcher, through extensive field work, has the task to determine in an accurate way the learner’s English needs, in order to create and apply a practical course design. In this way some steps have to be followed, starting with the previous framework information (that inserts the researcher in the context of further field investigation) for the field research that will help researcher, to deeply understand the real learner’s situation and how the desired language knowledge can be reached, taking into account the “client’s” specific context.

The present needs analysis research attempts to be “quantitative research”, taking into account the use of quantitative methods of gathering information, seeking facts or causes of a social phenomena in the most objective way as possible, and that will study all subjects belonging to the project, in order to get accurate results.

However, according to *David Nunan* in his book Research Methods in Language Learning (*Nunan, 1992, 4*) in addition to pure forms of research, exploratory/interpretive or analytical/nomological, there are other kinds of “mixed research forms” that can help the researcher to adapt her investigation to well structured forms. This has been done due to the different valid ways in the huge universe of research. In this way, what will be applied in the present needs analysis research is the *exploratory-quantitative-statistical method*, which is not actually experimental (nothing is going to be proved) but exploratory (searching for value data). The methods of gathering data will actually be quantitative to finally present statistical results that, in addition, will be accompanied by some interpretative analysis from the researcher as an extra complement for investigation.

As the whole research is working under the umbrella of ESP and since ESP is an important sphere of current English teaching around the world, certainly it has its own organized and well-documented information gathering system. This means professional charts of needs analysis proposed by expert people useful for all kind of ESP researchers around the world. Those proposals are based mainly on specific questions in an elaborated work in which mainly distinguished relevant questions have been carefully selected.

In order to fulfill the exploratory requirements of ESP proposals, some field research tools have been taken in account by the researcher, tools recommended for second language research theories that were extremely useful in order to assure accurate results in the

investigation; these methods included observations, interviews, historical records and experimentations in the field, interacting with the real student world, observing phenomena and drawing basic conclusions from experience. Other tools widely recommended and that are extremely helpful in second language research were not used, because they simply did not fit in our specific context, as in case of testing, where it was simple to realize that students do not know English, or just exceptionally some few words.

Items such as folk idiosyncrasy that includes cosmogony, culture, countryside lifestyle, etc. have also been considered essential in order to ask the right questions, and that the project can fit in to the student's reality.

In this way, the final aim of the present field research involves planned and systematic inquiry about the final objective, in order at to arrive at some form of useful knowledge for determined purposes, a knowledge that we did not possess before the investigation began.

3.1.1 Interviewing Christian Garzón, general director of Cotacachi Runa Tupari Native Travel agency

Interviews are a way of obtaining information by talking to the subject in a face to face situation, via Internet devices or by telephone. An interview is completely personalized, and permits a degree of flexibility that cannot be obtained by other procedures. The semi-structured interview is very useful, due to the fact that it has specific questions previously prepared by the interviewer but, at the same time, allows some freedom when questioning and answering, in the eventuality of the appearance of new topics that probably deserve to be taken into consideration as well.

Even if it is not a quantitative device of gathering information, the researcher considered to work with a semi-structured interview in order to get detailed and even more pragmatic information from the real experiences of the project leader, Christian Garzón, who is in charge of the program; he is precisely the person whose currently searching ways to improve the project, he is also the most knowledgeable about the project due to his long working time in Runa Tupari.

The interview was performed in the "Runa Tupari Native Travel" main office located in the Plaza de Ponchos in Otavalo. It was carried out in Spanish using a cassette recorder,

lasting approximately one hour and thirty minutes on February the 13th 2010, at 11:30 o'clock.

See annex 4

3.1.2 Questionnaires for indigenous families that will be direct participants in the project

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

The questionnaire applied for the present research has a high explicitness level; it means that it is a structured questionnaire that includes closed questions and uses scales. The two page questionnaire contained cue stimulus items in order to get specific data to be later analyzed. Even though it was mostly considered as an explicit questionnaire, the last question was left for extra suggestions from future students, in order to consider additional information that was not taken into account.

Next, this questionnaire was given to the participants of the project. It should be noted that the study results are not based on a sampling of the results but instead on all project participant results. In addition, it is important to mention that the individuals in this study were inquired orally, due to the different levels of literacy of the target group. In order to facilitate the process, the entire procedure was done in two days, visiting all involved communities. The participants were previously informed by Runa Tupari management of the researcher's visit.

See Annex 3

RESULTS OF THE QUESTIONNAIRES APPLIED TO FAMILIES OF THE PROJECT

A) PERSONAL INFORMATION

Participant gender

Most of the potential students are women, and only one man is permitted to participate in the project. This could be beneficial if we consider that because of their culture, women will feel more comfortable to perform innovative activities among themselves.

Participants age

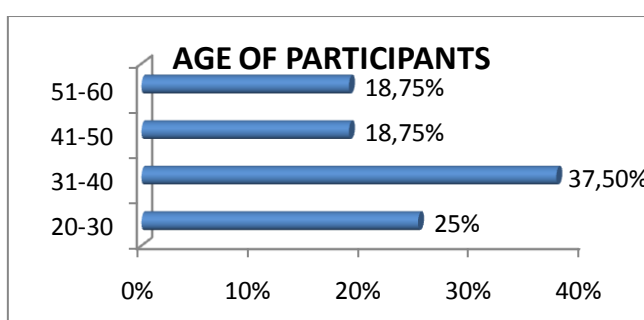


Chart 3.1. Participants age. Runa Tupari English Project. April 2010

Potential students are clearly adults. Most of them are in their forties and fifties, followed by an important group of women in their thirties; young adults (in their twenties) make up a quarter of the total. In this way, curriculum design must be focused on teaching adults.

Education level

Most of the participants have finished elementary school, this should mean that they know how to read and write; however a considerable part of this group has almost forgotten the skills because, due to their farming activities they are not used to practice these skills. Another reason they have forgotten these skills is because nearly all of them learned to read and write due to a government literacy program that lasted a short period of time.

Other participants have not finished primary education. Some have had access to secondary education. Only two of the participants have reached the basic university level. And, finally, there is also a group of totally illiterate people. In this way, the Natural Approach is the most appropriate teaching method to apply.

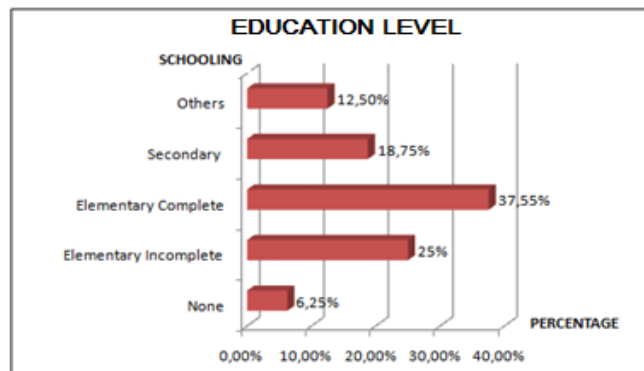


Chart 3.2. Education level. Runa Tupari English Project. April 2010

A) LANGUAGE INFORMATION

Mother tongue of participants

75% percent of the people studied are indigenous, whose native language is Quichua; meanwhile, 25% of the group are mestizos that learnt Quichua as a second language generally in adolescence, when they started to be part of the community.

Bilingualism



Chart 3.3. Box 3.43. Bilingualism. Runa Tupari English Project. April 2010

Even though the group has diverse native languages in which Quichua is predominant, there is a natural coexistence between two languages, Quichua and Spanish. In this way, foreigners or Ecuadorian mestizo teachers will be able to communicate with students in order to receive comments or suggestions about the development of classes.

English knowledge

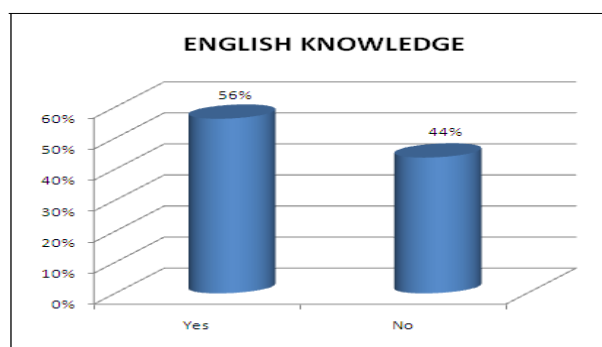


Chart 3.4. English knowledge. Runa Tupari English Project. April 2010

More than half of participants said they have had the chance to learn English at some point in their lives, whereas a minor but important group mentioned that they have never studied English in any way.

Ways students learnt English

Most of the future students declared to have learnt English in the workshop previously mentioned in the present thesis work; so basically, they are capable in using a few vocabulary words and some basic greetings.

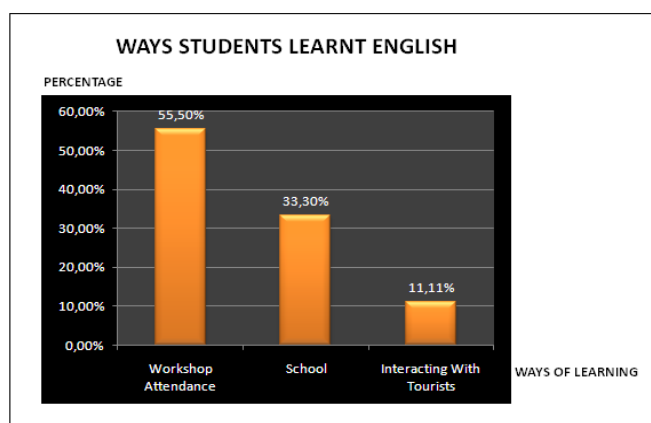


Chart 3.5. Ways students learnt English. Runa Tupari English Project. April 2010

Student's self-evaluation

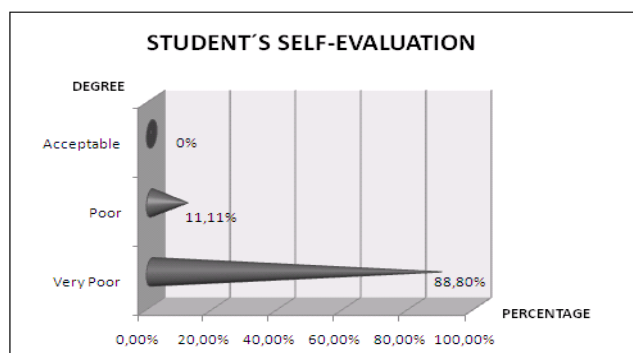


Chart 3.6. Ways student's self-evaluation. Runa Tupari English Project. April 2010

An 11.11% of potential students consider that their English knowledge is poor, recognizing that they just know a few greetings or some words. An 88, 80% of people's knowledge ranges from a couple of words to nothing at all.

Communication with non-Spanish speaking visitors

When asked what strategies they used when communicating with non-Spanish speaking people, most people said they used gestures and miming; some also used bilingual dictionaries that foreigners carry with them and together search for basic words; One family's strategy consisted in showing the visitors a small notebook in which the main directions for their stay are written.

B) LANGUAGE LEARNING MOTIVATION

Need to learn English

93.75% of respondents answered that they actually need to learn the language to be able to communicate with non Spanish speaking foreigners, one person that correspond to the 6.25% mentioned that she didn't need to learn because tourists can fend by themselves.

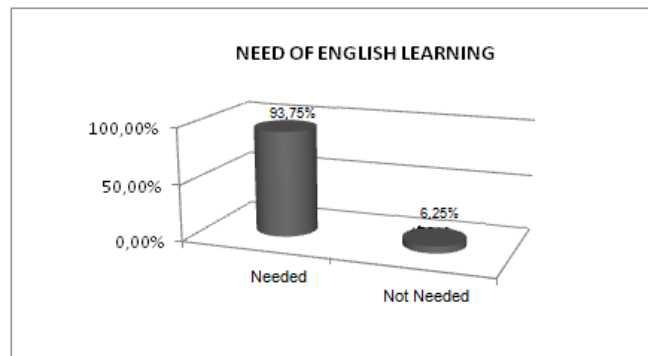


Chart 3.7. Need of English learning

Willingness to learn English

In the same way, most of potential students expressed their willingness to learn English; one person expressed her unwillingness to learn.

Desire to attend the workshop

When the general characteristics of the course were explained to people, the researcher asked the crucial question that if they were willing to attend classes for a determined period of time; 93.75% of respondents expressed their desire to attend; meanwhile 6.25% expressed the contrary.

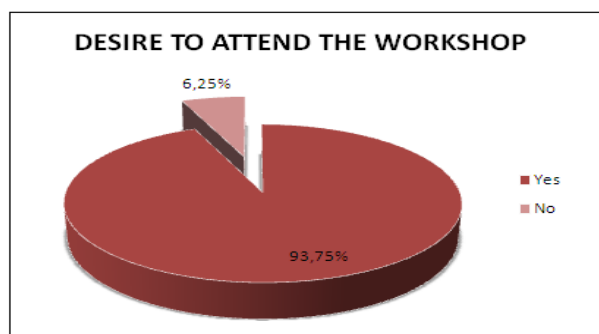


Chart 3.8. Desire to attend the workshop. Runa Tupari English Project. April 2010

3.1.3 Two-day performance structured observation

Observation has been considered one of the best tools for gathering data in qualitative research; and structured types of observation that includes a high degree of explicitness are also used for collecting data in quantitative research. For the present investigation, structured observations have been taken into account in order to collect data of how future students intend to communicate with foreigners; as it was said by the general manager of the project, most of future students were exposed to some tentative ways of English learning, however they only learned how to say very simple words. The researcher wanted to verify this knowledge and she also wanted to know how actual conversations between the tourist and the host took place since they both didn't know the other's language.

The observation was carried out using an oral skill evaluation observer outline, based on the two first basic levels of a Holistic Oral Language Scoring Rubric. It was applied to four families from one of the communities as a sample, taking into consideration their performance similarities. Four crucial moments were observed: tourist arrival, breakfast, dinner, and one visit to the fields; in each of the mentioned moments, the participants were conscious that they were being observed; however, the researcher did all she could to make her presence the most discrete possible, without interfering in their activities.

The observations took place in the "Morochos" Community with four different families sharing different moments with visitors. It started at 7:00 am and usually ended at 8:30 pm, during two days in February 2010.

See Annex 5

RESULTS OF OBSERVATIONS

Participants understand little to no English

The average of all observations shows that 100% of the people understand little to no English when communicating with non-Spanish speaking visitors.

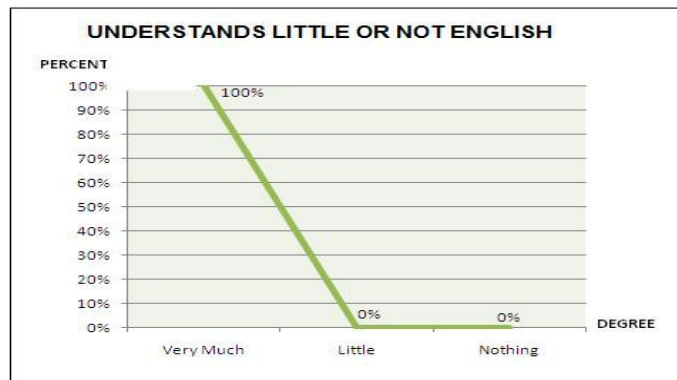


Chart 3.9. Understands little to no English. Runa Tupari English Project. April 2010

Participants repeat words or phrases

There were no opportunities to repeat words or phrases in English.

Participants name concrete objects

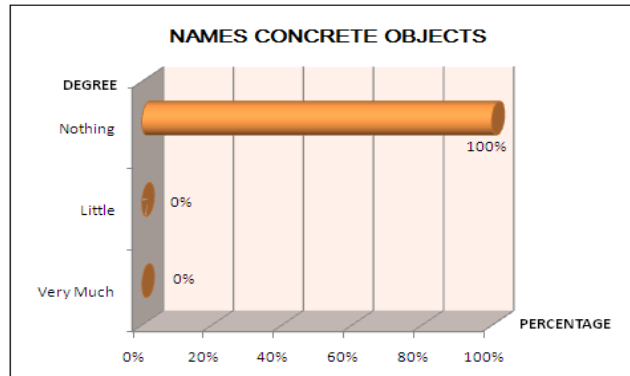


Chart 3.10. Names concrete Objects Runa Tupari English Project. April 2010

At least during observations, potential students didn't name concrete objects, even though probably they knew a few words that could have been used.

Understanding words or phrases; do they require repetition?

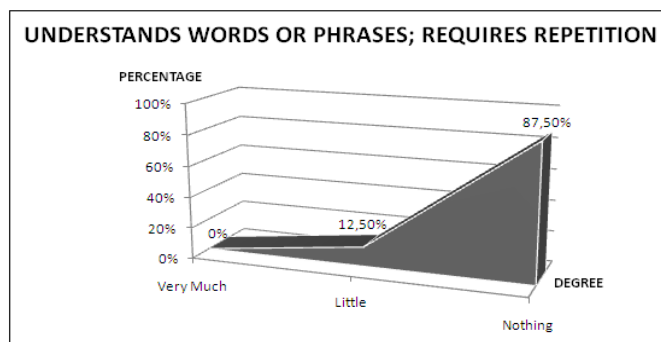


Chart 3.11. Understands words or phrases; require repetition. Runa Tupari English Project. April 2010

87.5% of the indigenous people do not understand when non-Spanish speakers say something in English. 12.5% do understand, and in addition to observation, they confirmed that they have learnt to understand some utterances because of repetition.

Participant's use functional vocabulary

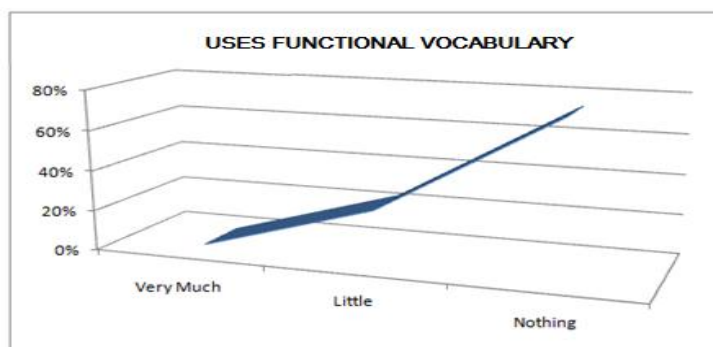
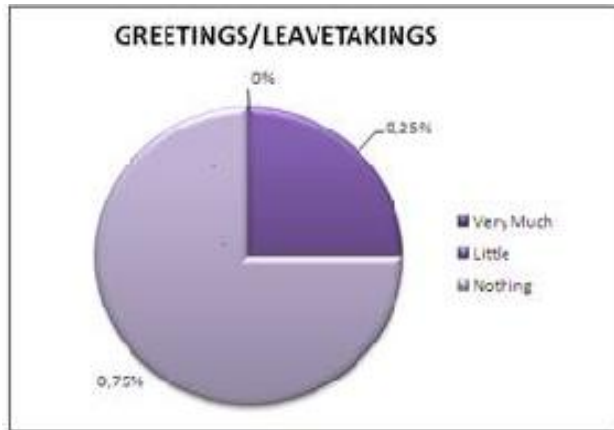
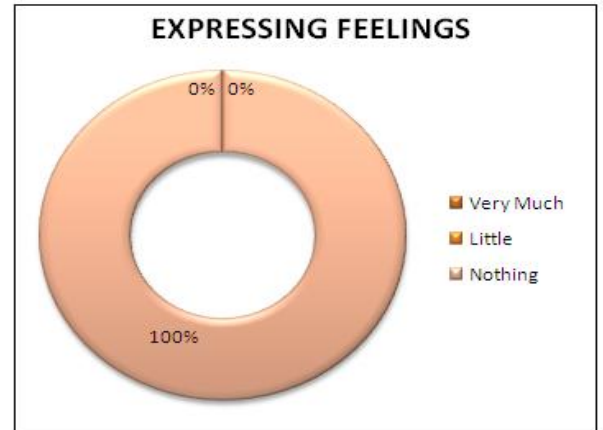


Chart 3.12. Uses functional vocabulary. Runa Tupari English Project. April 2010

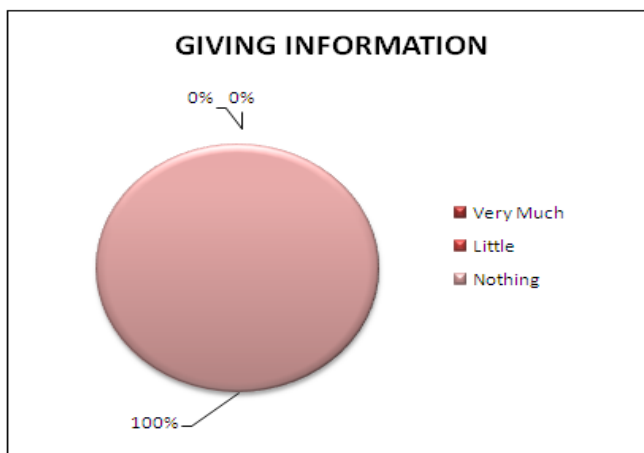
Micro functions



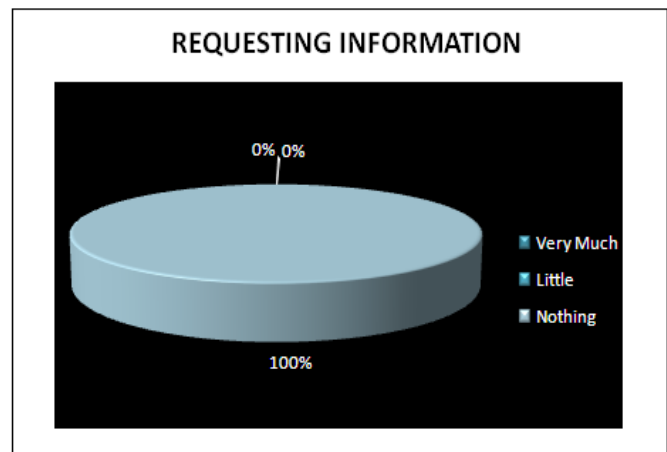
Function A



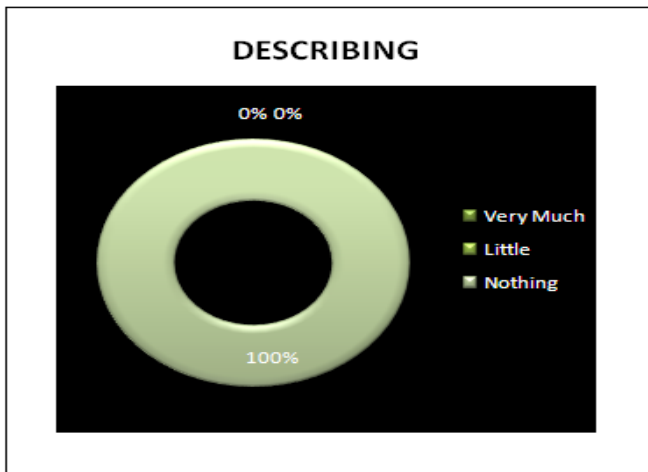
Function B



Function C



Function D



Function E

Chart 3.13. Micro functions

Participants speak in single word utterances or short patterns

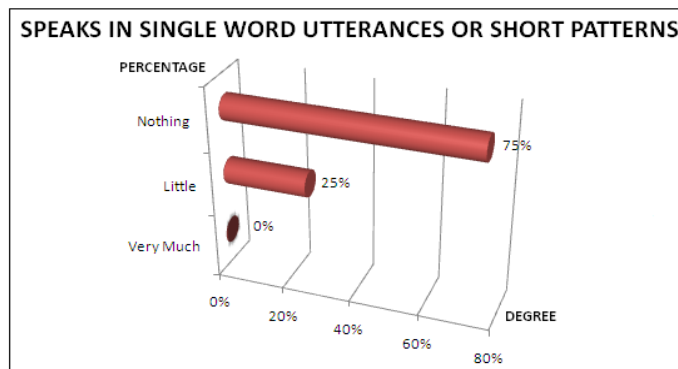


Chart 3.14. Speaks in single word utterances or short patterns. Runa Tupari English Project. April 2010

25% of the people are able to speak in single words, especially greetings when tourists arrive, and when they are leaving; 75% prefer to use signals and smiling.

Participants communicate personal and survival needs

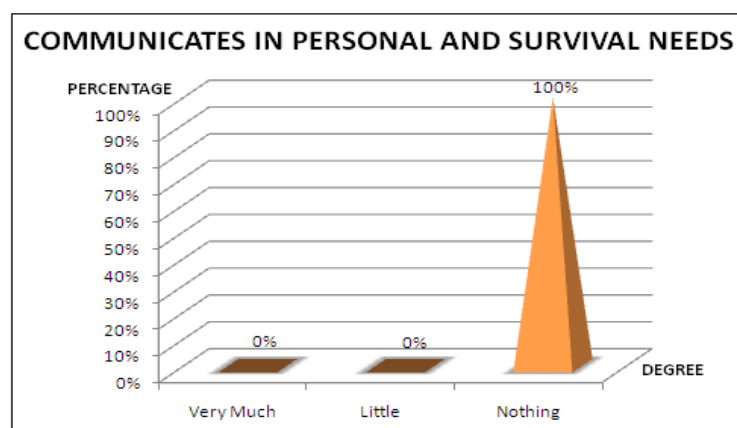


Chart 3.15. Communicates in personal and survival needs. Runa Tupari English Project. April 2010

The studied group is in general are not able to communicate in English with visitors.

3.1.4 Tourists surveys

Surveys have the same structure and purpose of structured questionnaires; with the difference that unlike questionnaires applied to all possible future students, surveys were applied just to a small sample of tourists who were staying in the lodges, when the researcher was carrying out her field work. Another important difference was that besides, the information gathered by oral questionnaires in conversation format; the surveys were also written in formats that were delivered to the tourist to fill out the information individually.

The surveys were applied to seven visitors to three different communities that were housed with different families and that they shared their impressions with the researcher just before leaving.

The surveys were applied in order to confirm the opinions of tourists about communication problems in lodges that the general manager of the project mentioned in the previous interview.

The surveys were made up of a few specialized questions that addressed issues relative to communicative experience in the communities of a sample of visitors from different countries.

In this way, questions were specifically designed to elicit information of how clients really perceived the communicative experience with their hosts, and how this affected their general vision of the community based tourism experience.

See Annex 5

RESULTS OF SURVEYS OF TOURISTS

Accommodation service

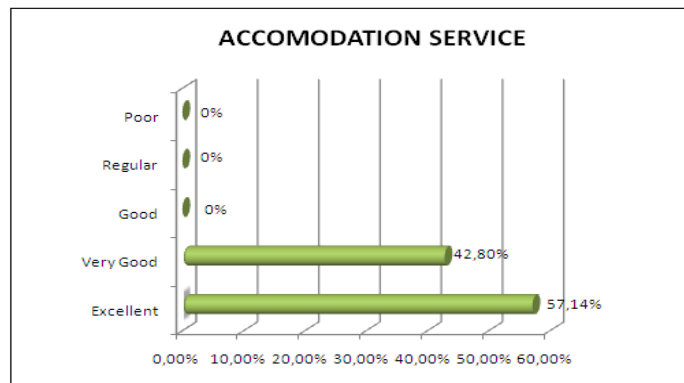


Chart 3.16. Accommodation service. Runa Tupari English Project. April 2010

57.14% of the tourists were satisfied with the general service, and thought that accommodation with the family was excellent. Meanwhile, 42.80% expressed that the accommodation service was very good.

Communication with family

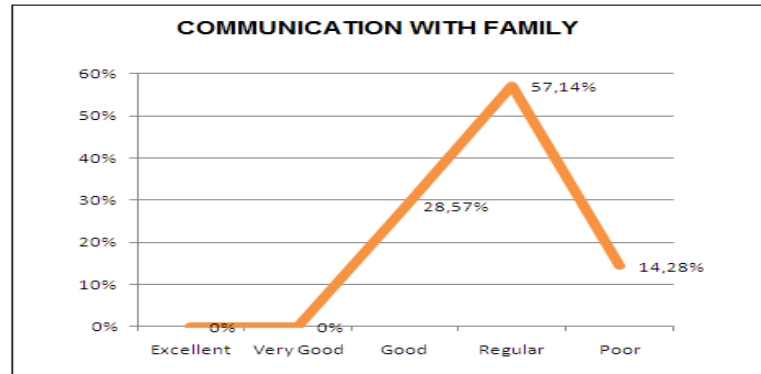


Chart 3.17. Communication with family. Runa Tupari English Project. April 2010

For most of the visitors, 57, 14% said that communication with the family was carried out in regular terms; another group expressed that it was good; meanwhile, other respondents affirmed that the communication was poor.

Basic communication problems

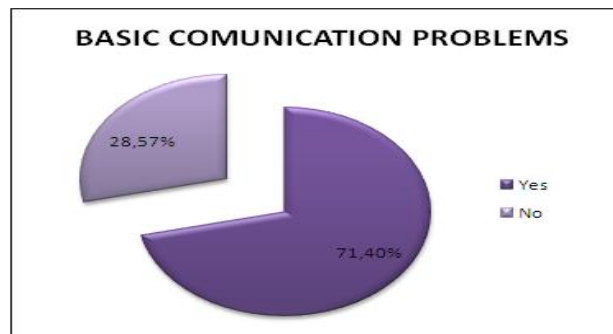


Chart 3.18. Basic communication problems. Runa Tupari English Project. April 2010

71.4% of the visitors experimented some kind of communication problems, but just 28.5% said that they didn't experience any problem communicating, probably because they spoke Spanish as well.

Should families learn to communicate in English?

85.7% of the tourists think that families should learn basic English; meanwhile, 14.38% expressed the contrary.

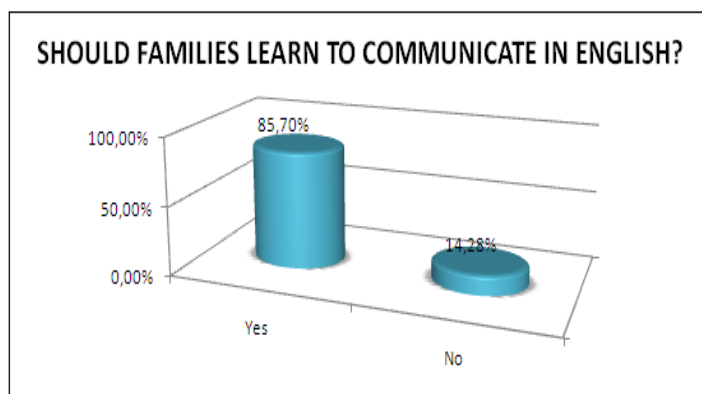


Chart 3.19. Should families learn to communicate in English? Runa Tupari English Project. April 2010

3.2 General analysis of the field research results

Having obtained information by using second language research methods, the researcher is now able to answer strategic questions proposed by ESP. The first questions to be answered were: What will be designed and/or taught? Who will be the students? Which methodology will be used?

What? Curriculum that enhances basic Listening/ Oral Skills oriented to touristic hosting (ESP)

Who For? Adults, most of them with different levels of literacy, indigenous natives that belong to a CBT hosting project.

How? Natural Approach, with TPR, direct method, CLT method, drilling technique. All of them containing suggestopedia elements.

After having answered the main questions, the fieldwork results of general study were presented, fulfilling in this manner requirements of the major three outlines of ESP

researching methods: Target Analysis Situation Results, Learning Needs Analysis Results, and Complementary Questionnaire.

Results will be presented in the following box as the outcome of Needs Analysis Research, giving way to the next step of the project, that is the design of a the English basic program, focused on communication skills directed at communitarian mothers that work in Ecotourism.

TARGET ANALYSIS SITUATION RESULTS

1. Why is language needed?

The community needs English as a communication tool for work.

2. How will the language be used?

Listening and speaking will be the medium; the channel, face to face and the types of text or discourse will be oral basic and communicative.

3. What will the content areas be?

The subject will be touristic hospitality; topics include greetings, health, information services, crops, farming, home, food (breakfast, lunch) culture (dress, food, festivities) departures.

The level will be basic communicative English.

4. Where will the language be used?

The physical setting will be in the lodges; the human context will be personal meetings, and the linguistic context will be in their own country in their homes and community.

5. When will the language be used?

The language will be used concurrently with the ESP course.

LEARNING NEEDS ANALYSIS RESULTS

1. Why are they taking the course?

The course will be compulsory due to the fact that the whole community will be immersed in this project because there is the need to learn to communicate in order to improve general touristic service.

According to questionnaires, most of the learners have expressed the desire attend to the workshop as they think they will acquire tools of basic communication.

2. How do the learners learn?

The English background of communities is extremely poor, also taking into account that most of them have different levels of literacy; for this reason, the Natural Approach has been considered as the most appropriate to be applied.

3. What sources are available?

The project could support one or more volunteer native teachers who even though they are not licensed teachers, they will have the present research to use as a guide.

In addition, to implement the course, the general management of Runa Tupari has mentioned that they are able to look for necessary sources. Also, real materials can be used from the same dwellings, crops, farms, etc; an important point in applying the Natural Approach.

4. Who are the learners?

Most of the learners are indigenous women about 25-55 years old, who are experienced in working with foreigner guests. Their socio-cultural background is low, such as their educational level, but working with foreigners for some time, they have shown interest in learning to communicate. The potential students have a good attitude to the English-speaking world because visitors have contributed to their community's prosperity as well as for their own families. The teaching styles will be practical, informal, and natural, presented as an English Workshop.

5. Where will the ESP course take place?

It will depend on the Community organization; each community has longhouses where the course could take place, also visits to lodges, crops, farms will be required.

6. When will the ESP course take place?

It has been considered to choose two days a week for course attendance, taking into account the multiple activities of people, housing, and the remoteness from one community to other. This statement could also change if there were more than one volunteer to work as the teacher, so that each one could be assigned to each community, having a selected group of fifteen students to work with. Students could take turns in attending classes in one community one week and in another one the following week. Weekends can also be an alternative, but in general, it should have to be decided by all the participants in a general meeting.

It has also been considered to time the class to one hour and a half for each class, taking into account that adult students are not used to studying long hours, even though it is a practical workshop.

COMPLEMENTARY QUESTIONNAIRE RESULTS

Should the course be intensive or extensive?

According to student conditions, it will be better to apply an extensive course.

Should the learner's performance be assessed or non-assessed?

There is a difference between evaluation and assessment. The evaluation is more formal and strict; meanwhile, assessment is informal; it is desirable to assess but not evaluate, because assessment can be done even daily. The teacher can see the advance of students according to their participation.

Should the course deal with immediate needs or with delayed needs?

Immediate knowledge needs to be fulfilled, in order to improve touristic service.

Should the role of the teacher be that of the provider of knowledge and activities, or should it be as a facilitator of activities arising from the learner's expressed wants?

The teacher should be the provider of knowledge and activities because students would be at a very basic learning level.

Should the course have a broad or narrow focus?

In the researcher's opinion, it should have a narrow focus, taking into consideration specific items to be acquired.

Should the course be pre-study or pre-experienced, or run parallel with that study or experience?

It is being pre-studied by the researcher and also will be pre-experienced as a first step of getting experimental results, when the researcher applies five demonstrative classes in order to analyze the first reactions of students to the methodology.

Should the materials be common-core or specific to the learner's study or work?

The material will be designed in order to fulfill indigenous people communication work needs that are involved in ecotourism activities.

Should the group taking the course be homogenous or heterogeneous?

The group in this specific case is homogenous and that is the way researcher is designing the course. Most of students are female, adults (although of different ages) with a similar background, and working in the same touristic activity.

Should the course design be worked out by the language teacher after consulting with the learners and institution, or should it be subject to a process of negotiation with the learners?

The course design is going to be designed by the researcher after having consulted students about their point of view and the researcher has also considered the institutional point of view through the interview of the general manager of the Runa Tupari Project.

3.3 Recommendations

After analyzing results, the recommendations for course design are mainly to create a practical active course directed to adult and semi-literate/illiterate people, focused on basic tourism required topics.

The design must include activities recommended by the Natural Approach in order to make acquisition as natural as possible, similar to the way the indigenous learnt Spanish in their childhood.

Also, it is important to recommend that the classes not be too long, considering characteristics of the students.

And finally, considering these general recommendations, it is advisable to design classes using some elements of suggestopedia, in order to help students to be relaxed, and to find a natural and comfortable atmosphere while they are acquiring the language. That is the main reason why the course must be presented as a workshop and not in a rigid formal way of foreign language foreign language; so including assessment is more advisable than formal evaluation.

CHAPTER IV

4. DESIGN OF THE CURRICULUM

4.1 Characteristics of the program

As it was mentioned in chapter two, there are some points to consider when designing a curriculum; all of them have been analyzed and the result of that analysis is the following description of the program.

The current English program has been designed taking into account ESP curriculum development strategies for course design; the Natural Approach is the teaching strategy to be applied.

There will be a focus on basic communicative language for tourism; specifically hospitality in rural lodges. The program is designed to teach oral/ listening skills. Reading and writing won't be included.

The teaching strategy is basically based on the Natural Approach which includes acquisition language for communication rather than learning grammar, all of this considering the target group is mostly composed by semi-illiterate and illiterate people.

The course will be considered as an English workshop; in this kind of projects training is financed by sponsors or the community and usually counts with a classroom to perform this instructions.

For this project, native English speakers are included as teachers; these people are young volunteers who will come specifically from United States. They are willing to share new experiences with indigenous people.

Materials include the classroom, a projector, a computer, a tape recorder and extra materials to be used according the necessities of each class. Also locations as the lodges, dwellings, crops, farms, etc will be visited according the topic of the class.

The continuity of the course will be 108 hours. Students will attend to classes twice weekly. Each class period extension will be one hour and a half.

The total group of students is fifteen. All of them are the most important hosts of the lodges.

As Richards mentions in his book Curriculum Development in Language Teaching (2001; 112) “The aim provides a clear description of the focus of a program”. So, to help students to communicate in English at a basic level for purposes of tourism, specifically hospitality in Community Lodges will be the core/aim of the program.

In addition to identifying the major aim of the program, objectives have to be carefully considered in order to provide a more accurate focus on the structure of course planning. In the specific case of English teaching, the holding of objectives justifies the methods to be used in the acquisition process, such as being a way of motivating teachers and students, when accomplishing them.

Taking as a model Pratt’s work (1980; 51) from a short English course for travel and tourism, the researcher established clear objectives to be achieved by the end of the course; objectives that have been proposed considering the specific characteristics of the Runa Tupari’s Project Students, as well as the primary aim of the course.

Course aim: *To help indigenous farming students to Communicate in English at a basic level for purposes of tourism, specifically hospitality in community lodges.*

Course objectives: At the end of the course, the students will be able to:

- Have a listening vocabulary of an average of 300 common words, in reference to the activity they are involving, plus numbers from 0 to the most significant up to 100
- Be able to understand simple greetings, questions, statements and directions.
- Get the gist of simple and short conversations in spoken English.
- Pick out unfamiliar vocabulary words, from conversations and repeat them for learning new words and for clarification.
- Use in speech at least 150 common words in reference to the activity they are involving, plus numbers from 0 to the most significant up to 100 for time and quantity.
- Use about 35 useful survival phrases, such as: questions, requests, statements or responses.

- Hold a bilingual conversation, speaking in slow and clear English, in simple basic words.
- Use and understand appropriate gestures.
- Be able to understand the importance of initiating simple conversations in English, and be unafraid of making mistakes.
- To have the positive attitude to learn from a native speaker's corrections of her or his errors.

To find out the achievement of these objectives by students, guidelines for evaluation will be mentioned further.

After recognizing the aim and objectives, it is important to go through analysis of different curriculum dimensions. The dimensions proposed by Richards are a significant part of course design, because they consider the most important aspects to take into consideration when designing a course; those dimensions include: developing a course rationale, describing entry and exit levels, choosing course content, sequencing course content, planning the course content, and preparing the scope and sequence plan.

✓ **Developing a course rationale**

The course rationale is a brief description of the course philosophy, which includes beliefs, values, and goals. In this way, it can be stated that *the following course has been designed for indigenous farming adults who have the need to learn basic communication skills for harboring foreigners in different rural communities of Ecuador that share similarities with the Runa Tupari Project. The course seeks to enable participants to achieve basic communication in English, following the process of Natural Approach*

✓ **Describing entry and exit levels**

In this point, it has been considered that all students belong to the elementary level, so most of them easily fit into a pre-basic stage category. The proposal is that at the end of the course, the participants will be able to accomplish the course objectives previously mentioned.

✓ **Choosing course content**

The present course is a communicative basic ESP program, which will include typical situations that are frequent in the student's touristic activity; in addition, some relevant functions, such as asking questions or expressing feelings, as well as useful vocabulary, will be included.

Essential ESP subjects will be presented; they will consist of *welcoming tourists, giving service information, time for breakfast and time for dinner, walking in the garden and the farm, sharing culture, and saying good bye.*

The time to cover the workshop will be a total of 108 hours, providing one hour and a half for each class twice in a week. The course will be based on a situational syllabus in which each subject will in turn learn basic English issues (vocabulary/ useful expressions) such as greetings, colors, numbers from 0 to 100, verb "to be" (simple present, present continuous, negative form and simple questions), common verbs in English, imperatives, parts of the house, farm and crops vocabulary, food, parts of the body, medicines, time, possessive adjectives, prepositions, demonstrative adjectives, feelings, clothes, weather, family, quantifiers, and Wh-questions.

In general terms, the workshop will be focused on developing basic communicative skills for tourism.

✓ **Sequencing course content**

The 108 hour-course is distributed in six -18 hours blocks for each main proposed subject; this means 6 weeks for each topic. In this way, topics contain 12 time-period classes that include general basic English topics in a larger situational ESP block. In the researcher's opinion, this time management will allow for stress-free language acquisition, as well as opportunities for practice and repetition without stress, as the Suggestopedia Method recommends. So, students and teachers will work in a relaxed atmosphere, having time for music, handcrafts, games, classes visiting lodges, etc.

The syllabus is organized into 18 hours for each block or unit. Each unit contains useful expressions and vocabulary around a specific situation. The course makes no reference to explicit times for each issue to be accomplished, leaving the teacher freedom to manage

class time according to his or her lesson plan creativity, without forget that in a limit of 12 class-period, the unit should be completed.

As it is a basic English course, the scope ranges into, just basic issues, always focused on practice rather than grammatical theory.

Sequencing has been taken into account, considering that it is necessary to provide elementary students with an important foundation, going from the simplest issues to the most complex ones; situational a syllabus moreover, goes from welcoming tourists to saying goodbye. Also, a kind of “spiral sequencing” (including previous knowledge for new classes) is advisable here in order to help student keep practicing issues already learnt.

✓ **Planning the course content syllabus and instructional blocks**

As it was mentioned before, the course is based on a situational syllabus as a framework including important basic grammatical points and ESP issues. According to Richards (2001; 156), “Situational Syllabus is organized around the language needed for different situations or settings in which particular communicative acts typically occur”. One of the advantages of this kind of syllabus is that “it presents language in context and allows immediate practical use” (Richards 2001; 156), therefore is the most suitable for communicative and ESP approaches to curriculum development, as it focus on central roles, situations or settings, where communication takes place.

Planning the organizational structure involves the sequence of content according to the decisions made previously by the researcher; so that the structure creates overall coherence in the syllabus, helping teachers with their goal.

In addition, and as a teachers aid, the researcher has developed a general chart of communication purposes, in order to summarize the most important communicative functions to be acquired by students during the workshop.

Although in the specific case of Runa Tupari project, and probably other ecotourism basic English Programs, the outcomes are going to be measured as informal assessments, such as simply checking daily or weekly if students are learning to communicate or not. The model for communication purposes can serve as a general assessment tool to be applied at the end of the course, in order to verify if students have learnt to communicate in different situations dealing with visitors.

Other practical uses of the Model for Communication Purposes specifically the language forms part, is that it can be used for creating a Homework CD (HCD). The HCD is an optional extra device suggested by the researcher, which would have the function of reinforcing words or patterns learnt in class. As the language forms are presented by units and contain the syllabus, the grammar, and vocabulary to be used in each unit, the creator of the HCD (specifically designed for this project) would have to include language forms drills (language and vocabulary) divided into units, in order to be used by students at home, followed by possible teacher requirements, such as feedback home reinforcement or homework.

✓ **Preparing the scope and sequence plan.**

It consists of listing the blocks/units and the respective contents, with the teaching guidance time frame.

4.2 Syllabus

A) BLOCK/ UNITS

Unit 1: Welcoming Tourists

This unit presents the first situation to be faced by students that consists of *welcoming tourists* to the communitarian lodge. *Basic English* is presented in the focus of *verb to be*, *negative simple form of verb "to be"*, and *possessive adjectives*. The vocabulary is about *greetings* and *family*, as well as *other words that* could be necessary to this unit.

Unit 2: Giving Services Information.

The second unit centers on the importance of *showing the house to the visitors* and, in addition, *giving basic information about host services*. Language is about the *verb "to be" review*, specially the *fourth person "it"*, and *simple present*, where *first verbs* are used. The vocabulary is about *parts of the house*, *basic verbs in present*, where the teacher is going to explain the respective *conjugations*, to finally pay attention to *useful words* relevant to the unit.

Unit 3: Time for Breakfast and Time For Dinner

This unit works on the need to have *good table manners*, generally at *breakfast* and *dinner* time. Language is focused on using simple *verb to be questions, imperatives and quantifiers*. Meanwhile, the vocabulary focal point is about *food, numbers* and *other words* related to the unit.

Unit 4: Walking in the Crops and Farm

The fourth unit deals with the common situation of *visiting the market garden, crops and farm*; here, the language focuses on *demonstratives, adjectives and Wh-questions*. The vocabulary is centered on *plants and vegetables and other produce* from most community crops, as well as farm and domestic *animals* that live in communities; *colors and useful words* have been added.

Unit 5: Sharing Culture

This unit contains language information that can be used in order to *share culture* with visitors; *expressing feelings* and *weather* are included; meanwhile, in the vocabulary part, there is a special emphasis on cultural issues such as *clothing, feelings, weather, and words* relevant to some important cultural circumstances.

Unit 6: Saying Good Bye

Unit six includes what to do when the unforeseen event of *sickness* occurs in the lodges, as well as the final moment in which time to say *good bye* has arrived. Language is about issues that can't be forgotten: *prepositions and expressing time*; in the meantime, vocabulary is centered on *parts of the body and medicines*, as well as other *useful words* as complements.

SYLLABUS

BLOCK/ UNIT 1: WELCOMING TOURISTS

Language	Vocabulary
<p>Verb to be: I am Maria. He is Antonio. She is Blanca. They are Pedro and Luis</p> <p>Verb to be negative form: She isn't Blanca. They aren't Pedro and Luis.</p> <p>Possessive adjectives: She is my sister, They are my grandsons. He isn't my brother, They aren't my cousins</p>	<p>Greetings: Hello, welcome, good morning, good afternoon, good night good bye, nice to meet you. What is your name? My name is Maria.</p> <p>Family: Mother, father, brother, sister, grandmother, grandfather, son, daughter/ brother -in -law, sister- in -law, daughter -in -law, son- in- law, mother- in -law, father –in- law, grandson, nephew, cousin, husband, wife, friends, man, woman, girl, boy, person.</p> <p>Language: <i>Verb to be:</i> I am, You are, He is, She is, It is, You are, We are, They are. <i>Negative form:</i> I'm not, You aren't, He isn't, She isn't, It isn't, You aren't, We aren't, They aren't.</p> <p><i>Possessive adjectives:</i> My, your, his, her, your, our, their.</p>

BLOCK/ UNIT 2: GIVING SERVICES INFORMATION

Language	Vocabulary
<p>Verb to be review: It is your bedroom, it is the bathroom.</p> <p>Verb to be: He is in the kitchen, they aren't in the crops.</p> <p>Simple Present: She cooks. He harvests. They sleep. She takes a bath.</p>	<p>Parts of the house: kitchen, bedrooms, bathroom, dining room, yard, crops, farm, garden, market garden.</p> <p>Verbs: sleep, eat, cook, go, come, speak, wash, plant, harvest, feed, kill, take, open, close, wait, water, give, like, want, play, wear, pick.</p> <p>Other words: bed, stove, blanket, plate, cup, spoon, knife, pot, lights, shower, soap, shampoo, toothpaste, towel, chair, table, stone washing, plants, breakfast, dinner, faucet, pail, broom, backpack, fridge.</p> <p>Language: <i>cook/cooks, sleep/ sleeps, take/takes.</i></p>

BLOCK/UNIT 3: TIME FOR BREAKFAST AND TIME FOR DINNER

Language	Vocabulary
<p>Verb to be questions: Are you ready for breakfast? Is the food good? Is everything ok?</p> <p>Imperatives: Turn on the stove. Peel five fruits. Open the faucet. Don't put salt. Bring the knife please. Cook five tortillas.</p> <p>Quantifiers: Give me a little water please. I want some lemons.</p>	<p>Numbers: one to ten; ten to twenty; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, one thousand; combination of numbers.</p> <p>Food: soup, rice, juice, salt, sugar, fruits, coffee, medicinal bags, bread, tortillas, meat, salad, water, cheese, milk, chicha, alcohol, empanadas, ripe banana.</p> <p>Other words: hot, cold, delicious, clean, dirty, thanks, ready.</p> <p>Language: To be verb questions: <i>Are you? Is he? Is she? Are they? Are we?</i></p> <p>Quantifiers: <i>a little, a lot, some, none of.</i></p>

BLOCK/ UNIT 4: WALKING IN THE CROPS AND FARM

Language	Vocabulary
<p>Demonstratives (this/that/these/those): This is corn, these are cauliflowers, those are yellow potatoes.</p> <p>Adjectives: That is big corn. Those flowers are beautiful.</p> <p>Wh-Questions</p> <p>What/Where/When/Who: What is this? Where are the cows? When does Pedro come? Who is she?</p>	<p>Colors: Red, blue, orange, green, yellow, purple, gray, black.</p> <p>Plants and vegetables: potato, corn, wheat, cauliflower, fruits, carrot, barley, bean, quinoa, aloe, onion, tomato, lettuce, lemon, oranges, pepper, spinach, watermelon, beans, flower, chamomile, mint, grass.</p> <p>Animals: dog, cat, rabbit, guinea pig, cow, horse, donkey, chicken, hen, rooster, duck, llama, sheep, wolf, birds, insects.</p> <p>Language: Adjectives: <i>big, small, short, tall, beautiful, ugly.</i> Demonstratives: <i>this, that, these, those.</i> Wh-Q: <i>What, where, when, who.</i></p>

BLOCK/ UNIT 5: SHARING CULTURE

Language	Vocabulary
<p>Expressing feelings: I am happy. I am worried. She is hungry. I am thirsty.</p> <p>Weather expressions: It is rainy. It is sunny. It is hot. It is cold. It is windy; Don't go out.</p> <p>Verb review: "wear". I wear a long skirt/ he wears a blue poncho.</p>	<p>Feelings: happy, sad, worried, hungry, angry, thirsty, tired.</p> <p>Weather: rainy, sunny, cloudy, windy, hot, cold.</p> <p>Clothes: Men: blue woolen poncho, white t-shirt, felt fedora hat, white pants, cactus fibre sandals. Women: long skirt, underskirt, woven belt, white blouse full of lacy sleeves, cloth blinding, gold bead necklace, red bead bracelet, sandals.</p> <p>Other Words: Sun Festival (Inty Raymi); Flower Celebration (Pawcar Raymi); Meeting with Mother Earth (Yamor or Koya Raimy); All Soul's Day (Wakcha Garay). Customs (evil, clown) masks, whips, music, traditional dance, colored ribbons, braided hair, sun, moon, drunk people, manufactured textiles, market.</p>

BLOCK/ UNIT 6: SAYING GOOD BYE

Language	Vocabulary
<p>Prepositions: The tablet is on the table. The chamomile plant is next to the mint. The effervescent aspirin is in the cup.</p> <p>Expressing time: It's one o'clock. Pedro comes at eleven o'clock. Breakfast is at eight o'clock. We wait for you for dinner at seven o'clock.</p>	<p>Parts of the body: head, eyes, nose, mouth, ears, neck, chest, arms, hands, back, stomach, legs, feet.</p> <p>Medicines: tablet, aspirin, alcohol, cotton, band-aids, medicinal plants.</p> <p>Language: Prepositions: <i>in, on, next to, under, up, down, below, out, between</i>. Expressing time: <i>one o'clock, twelve o'clock</i>.</p> <p>Other words and expressions: help/ let's take you to the doctor/ it is an emergency. Bon voyage! Come back soon! Good luck!</p>

B) COMMUNICATION GUIDE FOR STATING GOALS AND ASSESSMENT

Model for Communication Purposes: Goals and Guide for Assessment

Sample communication activities	Related micro-functions	Language forms (productive)
1. Welcoming Tourists	1.1 Greeting	1.1.1 Hello/ Good morning/ Good Night /Good Bye 1.1.2 Welcome 1.1.3 Nice to meet you!
	1.2 Self –Introduction	1.2.1 I' am Pedro. I'm Rosa 1.2.2 My name is Juan. My name is Flor. 1.2.3 What's your name?
	1.3 Family Introduction	1.3.2 She is Rosa/ He is Luis
	1.4 Negative	1.4.1 He isn't Antonio/ She isn't María.
	1.5 Express Possession	1.5.1 He is my husband/ They are my sons.
2. Giving services Information	2.1 Give information	2.1.1 It's your bedroom/ It's the bathroom/ It's the washing stone. 2.1.2 He is in the garden/They are in the crops.
	2.2 Express simple actions	2.2.1 She cooks/ They harvest.
3. Time for Breakfast and Time for	3.1 Ask simple "To Be" questions	3.1.1 Is the food good? / Is

Dinner		everything ok? / Is Diane ready?
	3.2 Command and prohibit	3.2.1 Drink chicha / Don't open the faucet.
	3.3 Express Quantity	3.3.1 I give you two tortillas / Give me a little water please / I have a lot of plants.
4. Walking in the Crops and Farm	4.1 State Distance of objects	4.1.1 This is corn / That is aloe / These are onions / Those are guinea pigs.
	4.2 Describe persons and things	4.2.1 My cows are big / The rabbits are small / These flowers are beautiful.
	4.3 Ask Wh-Questions	4.3.1 What is your name? / Who is she? / When is Pedro coming? / Where are the cauliflowers?
5. Sharing Culture	5.1 Expressing feelings	5.1.1 I am thirsty / He is hungry / I am happy in the Inty Raymi festival.
	5.2 Report Weather	5.2.1 It is cloudy/ It is windy / it is sunny.
	5.3 Describe clothing	5.3.1 I wear a white blouse / I wear a red bracelet / He wears sandals.
6. Saying Good Bye	6.1 Locate in place	6.1.1 The dog is out / The

		chamomile plant is next to the mint /The effervescent aspirin is in the cup.
	6.2 Express time	6.2.1 It's ten o'clock. / Pedro comes at seven o'clock to pick you up.
	6.3 Acting in emergencies	6.3.1 Help please! 6.3.2 Let's take you to the doctor. 6.3.3 Be calm
	6.4 Say Good Bye	6.4.1 Bon voyage! 6.4.2 Come back soon! 6.4.3 Good luck!
7.Other useful phrases	7.1 Not understanding	7.1.1 I don't understand 7.1.2 Please repeat again. 7.1.3 Can you speak slowly? 7.1.4 I speak a little English
	7.2 Expressing gratitude	7.2.1 Thanks so much!

4.3 LESSON PLAN DEMONSTRATIONS

4.3.1 Class 1

January, 23rd 2010

LESSON PLAN FOR LEARNING GREETINGS

TOPIC: First greetings

GENERAL OBJECTIVE: Through some different activities based on suggestopedia, direct method and drilling technique make possible student's acquisition of greetings and basic conversational expressions.

TIME: 90 minutes

STAGE 1 Warm up

ACTIVITY: The ball of yarn (motivating students) suggestopedia

Students are asked to make a circle. The teacher starts by saying: "Hello, my name is Maydí" (or teacher's name), while holding the end of the yarn with one hand; then she throws the ball of yarn to any student. That person then says "Hello" accompanied by his/her name as teacher did before, to continue throwing the ball of yarn to another student. This continues until everyone has a piece of the yarn and a "web" is formed.

While everyone is still holding their yarn, teacher mentions (in Spanish) that it took teamwork to form the web. Then, she has 2-3 students let go of their yarn, the web falls apart, so teacher mentions that everyone needs to work together, help, support and encourage classmates in order to accomplish the English learning project, which will improve the quality of touristic services, which in turn will benefit the entire community.

MATERIALS: Ball of yarn

TIME: 20 minutes

STAGE 2 Presentation

ACTIVITY: Vocabulary presentation (direct method)

Students will be given one sticker with their name written to facilitate remembering names for the teacher. To start, the instructor greets all the students saying “Hello” and the student’s name (hello Maria, hello Pedro); then, she/he introduces herself/himself saying “Hello, My name is Maydi” (Teacher’s name) to all the students, after introducing herself/himself to each student, using the same expression.

After, teacher will present a video in which there is a representation of some greetings. The first short video is about two people that meet and use mainly the same phrases practiced before, with the teacher adding the question “What is your name? . The second short video is a short representation of welcoming tourists, in which the following dialogue is shown:

-Hello, my name is Pedro. What is your name?

-My name is John.

-Welcome John! Nice to meet you!

It is repeated some times to the students.

Note: Helped by a simple photo camera, the teacher can create her own simple videos to teach real language patterns or vocabulary visuals.

MATERIALS: Computer or projector, videos, stickers for names.

TIME: 20 minutes.

STAGE 3 CONTROLLED PRACTICE:

ACTIVITY: Role play

Teacher shows videos again to students, stopping them after each set of phrases in order to make them repeat the phrases to memorize them and to start begin fluent in pronunciation. After that, the teacher asks students to choose being the tourist or being the host and to practice the role play previously practiced. The teacher walks around the classroom to help with pronunciation for the pairs. Finally, she asks a pair of students to volunteer to come forward and reproduce the dialogue to the classmates.

MATERIALS: Videos.

TIME: 25 minutes

STAGE 4 *FREE PRACTICE*

ACTIVITY: Game talking by phone (suggestopedia)

Students are given two toy cell phones to pass around as the music is played. The teacher will explain this activity by explaining the phones will be moved around as the music plays, and when the music stops, the students who have the phones, will have a telephone conversation using the dialogue learnt.

MATERIALS: Toy phones, music.

TIME: 15 minutes

STAGE 5 *FEEDBACK*

ACTIVITY: The toilet paper activity

The teacher takes a toilet paper roll and takes some squares of toilet paper; then she hands the roll of toilet paper to a student, asking her or him to take one or more than one squares (no more than four). After, everybody in the class has some paper; the students count the squares they have, then, according to the number of squares, the students have to tell words or phrases they learnt in class.

MATERIALS: Toilet paper

TIME: 10 minutes

4.3.2 Class 2

February, 15th 2010

LESSON PLAN FOR THE LEARNING OF PERSONAL PRONOUNS

TOPIC: Personal pronouns

GENERAL OBJECTIVE: Through some different activities based on suggestopedia, direct method and drilling technique help students acquire the simple present of verb “to be”.

TIME: 90 minutes

STAGE 1 Warm up

ACTIVITY: Relaxation activity

Teacher asks students to sit in a semi-circle and tells them that they will see some videos; preferably short funny videos of animals should be shown in order to relax students and make them laugh. After the mood is calm prior to the structured activity, comfortable music is heard; meanwhile, the teacher makes the participants experiment with a relaxing lotion, giving it to each participant's hands, while explaining to them what they will soon be doing an upcoming activity. This activity is taken into account, because it has been considered that since most of the students are women and they are sure to love it; in addition, it is said that odors help individuals become more focused and ready to participate, as opposed to just jumping into class.

MATERIALS: Projector, videos, music, relaxing hand lotion.

TIME: 15 minutes

STAGE 2 Presentation

ACTIVITY: Verbs presentation using a pronouns poster (direct method)

The teacher presents the topic by using a poster related to pronouns. He/she shows students the different photos emphasizing pronouns and practicing pronunciation of each pronoun

alone. After, the teacher will do the same, but showing pronouns to some students of the classroom: pointing to himself/herself “I”, a classmate “you”, a man “he”, a woman “she”, a dog or an object “it”, two students “you”, teacher and somebody else “we”, and a group of students “they”; all in a class perspective.

MATERIALS: Poster

TIME: 20 minutes.

STAGE 3 Controlled Practice

ACTIVITY: Drawing, coloring and repetitions (drilling technique-suggestopedia)

Students are given a blank sheet and are asked to draw a picture representing the first singular pronoun. They can do it freely, but they also have poster ideas as models. Participants are invited to draw and color the pronoun picture, meanwhile teacher asks students to repeat “ I “ about three or four times during the drawing and color activity. Subsequently the teacher does the same with the rest of personal pronouns, until all the work is done. Background music is used all the time, and it is only stopped in order to practice utterances.

MATERIALS: Pronouns sheets, music, crayons and markers.

TIME: 35 minutes

STAGE 4 FREE PRACTICE

ACTIVITY: Pair work

The teacher asks students to work in pairs. Student A shows her pictures to student B “from I to They” saying the pronoun for each picture; then, they exchange roles.

MATERIALS: Colored sheets

TIME: 10 minutes

STAGE 5 FEEDBACK

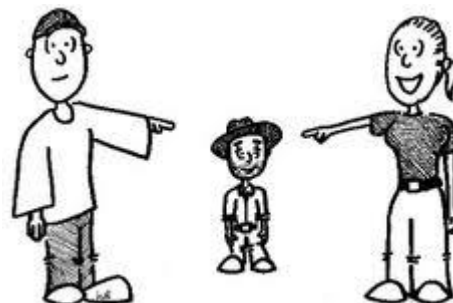
ACTIVITY: Game

At the end of stage 3, the teacher staples all the sheets of every student and tells them to play a speed game. When teacher says a pronoun, for example, “they”, students must find the sheet that represents that pronoun among the others as fast as possible, and show it to the teacher and classmates. So, students practice and evaluate themselves on their comprehension and memory. As homework, students could be asked to practice pronoun pronunciation at home.

MATERIALS: Colored sheets, HCD

TIME: 5 minutes

Poster example:



4.3.3 Class 3

February, 28th 2011

LESSON PLAN FOR THE LEARNING OF VERBS

TOPIC: Basic verbs

GENERAL OBJECTIVE: Through some different activities based on suggestopedia, direct method, TPR and drilling technique facilitate student's acquisition of a group of basic verbs.

TIME: 90 minutes

STAGE 1 Warm up

ACTIVITY: Relaxation (suggestopedia)

Have the group form a circle and everyone should face one direction. The teacher instructs each person to place their hands on the shoulders of the person in front of them. Each person then gives the person in front of them a shoulder massage. Feedback to the massage giver (such as "good job") is encouraged. After a few minutes, the group does an about-face so that they are now massaging the shoulders of the person who just gave them a massage. This relaxation helps students to relax and laugh, setting an agreeable environment before starting.

MATERIALS: None

TIME: 5 minutes.

Additional note: It do not matter if students have not learnt yet what "shoulders" or "hands" means; according to the Direct Method, this or other new words can be taught by showing students their meaning.

STAGE 2 Presentation

ACTIVITY: Verbs presentation using flashcards and PP presentations.

The teacher will focus on presenting the students six of the selected verbs of the syllabus: “sleep”, “eat”, “cook”, “go”, “come” and “speak”. (The whole verbs presentation can be done in parts). The presentation will be done using flashcards representing those actions. He/she will explain that verbs are actions in simple words that inductively will be understood by students. After presenting the verbs and having repeated them clearly one by one various times, the teacher will reinforce the presentation by showing students pictures of verbs in a power point presentation, mentioning the verbs in the target language. Some of the pictures will be funny; it also will contribute to keeping a relaxed and happy learning environment.

MATERIALS: Flashcards, computer, projector

TIME: 30 minutes.

STAGE 3 Controlled Practice

ACTIVITY: Series of repetition using the Drilling Technique

After having presented the verbs, the teacher encourages the students to try to pronounce the utterances, repeating them after him/her some times; both flashcard words and PP words will be repeated one by one. After this pronunciation exercise, a pronoun will be added to the exercise. So, students will be encouraged to repeat: “I eat”, “I sleep”, etc. helped by mimicry.

MATERIALS: Flashcards, PP presentation.

TIME: 20 minutes

STAGE 4 FREE PRACTICE

It is done through a fun game. Students are divided into two teams to play a game in which a team passes an object (hat, pencil, etc) to all its members; meanwhile, music plays. At the moment the music stops, the student who has the object has to say to what verb corresponds a randomly selected image of the PP presentation. All members have to participate at least three times each.

MATERIALS: Any object, music, PP presentation.

TIME: 30 minutes

STAGE 5 FEEDBACK

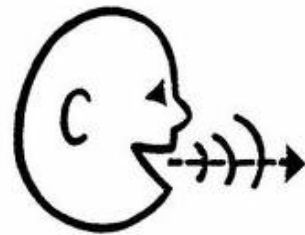
For the feedback of the present lesson, the teacher asks students to stand up and do the actions the teacher asks. For example, teacher asks “to eat”, “to come”, “to go”, “to sleep”, etc. In this part, the teacher can also mention a verb that has not been studied yet in order to check each student’s attention and understanding.

As homework, students are asked to listen and repeat the learnt verbs at home in their free time.

MATERIALS: HCD

TIME: 5 minutes

Flashcards examples:



4.3.4 Class 4

March, 9th 2010

LESSON PLAN FOR THE ACQUISITION OF CROPS VOCABULARY, PLUS PRONOUNS AND VERBS

TOPIC: Crops vocabulary, plus pronouns and verbs.

GENERAL OBJECTIVE: Through different activities based on suggestopedia, direct method TPR and drilling technique guide student's acquisition of crops vocabulary and connect these to previously learnt pronouns and verbs to form simple sentences.

TIME: 90 minutes

STAGE 1 Warm up

ACTIVITY: Ball game (suggestopedia)

Students are sitting in chairs, forming a circle. The teacher asks them to pass a ball using their feet. Students must be careful not to drop the ball. If the ball falls, the teacher whispers to the student a verb to be acted out and must be guessed by his/her classmates. This activity is performed outside of the classroom in order to make students have contact with nature and, in addition, this helps to introduce students to the next activity, crops vocabulary.

MATERIALS: Medium-size ball

TIME: 20 minutes

STAGE 2 Presentation

ACTIVITY: Vocabulary presentation (TPR-direct method)

When students come back to the classroom, there are some produce on the table such as: potatoes, corn, wheat, lettuce, cauliflower, and fruits such as: lemons and watermelons. The teacher tells the students that they will be learning crop vocabulary, and starts by showing

one of the products (potatoes for example) to the students saying “potatoes”. After, she/he will pass a potato to the students asking them one by one to repeat the word. This activity is repeated with the rest of the items on the table.

MATERIALS: Crops/produce.

TIME: 20 minutes.

STAGE 3 CONTROLLED PRACTICE: *The Direct Method*

ACTIVITY: Forming sentences

The teacher places the “eat” verb flashcard in a visible place of the classroom, as well as the pronouns poster, and starts forming a sentence using the already known knowledge and new vocabulary. So, using a lot of body language, the teacher says: “I eat a potato” “You eat a potato”, “She eats a potato” (making here special references to third persons), etc. After that, she asks students to repeat other sentences using other pronouns, the verb “to eat” and other products, making different sentence combinations.

MATERIALS: The “eat” flashcard, pronouns poster, crops.

TIME: 20 minutes

STAGE 4 FREE PRACTICE

After having practiced some other possible sentences, teacher asks everyone to create their own sentences using any pronoun, the verb “eat”, and the new vocabulary the students learned recently . Students come forward in the classroom and point at any pronoun on the poster; for example, “He”, points at the flashcard of the verb “to eat”, and finally chooses any crop such as “carrot”. Students get up to do the exercise one by one.

MATERIALS: Pronouns poster, “eat” flashcard, and products.

TIME: 15 minutes

STAGE 5 FEEDBACK

Teacher asks any student to volunteer to say the vocabulary of crop products; while, she/he touches each one of them before saying good bye.

MATERIALS: Crop products

TIME: 5 minutes

Free practice exercise example:



4.3.5 Class 5

March, 19th 2010

LESSON PLAN FOR THE LEARNING OF FARM VOCABULARY

TOPIC: Learning animal vocabulary.

GENERAL OBJECTIVE: Through different activities based on suggestopedia, direct method, TPR and drilling technique, students acquire farm vocabulary easily.

TIME: 90 minutes

STAGE 1 Warm up

ACTIVITY: Passing face

The teacher asks the group to sit in chairs in a circle. Everyone close the eyes, except the teacher, and the student who is going to start the game. The game consists of passing a facial gesture. The first person taps the shoulder of the person next to him or her, that person will open his eyes to receive that facial gesture. He will then tap the shoulder of the person next to him and pass that facial gesture along. Once that student has passed the facial gesture, he or she may keep their eyes open to watch its course around the circle. At the end, the original student receives the gesture from the last person in the group and then shows what the original face was! This game is good to get people to laugh. It is also important for relaxation and motivation for the class.

MATERIALS: None

TIME: 5 minutes

STAGE 2 Presentation

ACTIVITY: Vocabulary presentation (suggestopedia, TPR)

The teacher takes the students to the farm where there are some typical animals of the communities. She/he tells the students that “some animals live in the farm while others live inside the house”; once there, surrounded by animals, the teacher asks students the name of each one, as she points at them. When students answer in Spanish, teacher in turn speaks in English touching them and saying: “Oh, this is a sheep” or “Nice! This is a dog”, etc. After naming all the animals in English, the teacher invites the students to touch or to carry the animals depending on the case. Some students will try to spontaneously repeat the utterances mentioned by the teacher, so she/he should repeat continuously the animal names while touching or pointing to them.

MATERIALS: Farm animals

TIME: 20 minutes.

STAGE 3 CONTROLLED PRACTICE:

ACTIVITY: Memory card game “guessing the animal” drilling technique, direct method

After having presented animal vocabulary on the farm, the teacher invites students to go to the classroom and play a “memory card game”, using pairs of cards with images of learnt animals. Students should guess the pairs placed on the board in a disorderly manner. Students have to name the animal, while trying to guess where the location of the matching card on the table is. In this way, participants practice by repeating the names of the first group of animals

MATERIALS: Animal cards (pairs)

TIME: 20 minutes

STAGE 4 FREE PRACTICE

ACTIVITY: Cut and paste (suggestedopedia)

Students form groups. Each group is provided with magazines, scissors, glue, and a blank poster. Students choose one of the animals seen on the farm or in the pair card game. The teacher asks them to draw the chosen animal using the provided materials. By making crafts, students work with creativity using the right hemisphere of the brain and the poster will help as a peripheral stimulus of learning in the classroom.

MATERIALS: Blank poster, scissors, glue, magazines, background music.

TIME: 30 minutes

STAGE 5 FEEDBACK

ACTIVITY: Hand guessing game

Teacher tells students that she is going to draw some pictures for them. She draws the outline of one learnt animal in the air with her finger. She draws the animals as a continuous line rather than ‘sketching’ them in the air, and going from one side to another, indicating details in the middle of the shape, wrinkles in the skin, etc. Then she asks students what animal she drew; students have to say the name of the animal using English.

As homework, students could be asked to practice animal pronunciations at home.

MATERIALS: Teacher's hands, HCD animal section.

TIME: 10 minutes

4.4 Evaluation

As it was mentioned in chapter two, evaluating student's progress is a necessity in academic situations and it is part of the curriculum.

NA evaluation must be graded in participation in communication activities and communicative competence rather than linguistic competence.

Single and mixed evaluation will be used according teacher's decision. Single tests must focus on evaluating a single skill: comprehending spoken language or oral performance. Mixed tests will be applied to rate comprehension of spoken language and at the same time oral production using various activities in both cases.

As the group is mainly composed by beginners, evaluation can include activities such as asking students to make descriptions or make statements about pictures, or actions; state true or false; when asked questions about a topic, testing them the usage of visual cues and real contexts, understanding the main idea, matching pictures, acting in a role play, making a physical response when assessing them, etc.

When the student becomes more confident and improves communication skills, oral skills in a conversation will be graded. According to the NA, grading each component separately would not be necessary. Participating in conversation and focus on fluency and the ability of communicate ideas is the core of the Approach especially at the beginning.

In this way, simulation of tourists arrivals, visiting the crops, etc must be always done as relaxed as possible, informal context trying to stimulate as much as conversational output from the student as possible.

This kind evaluation informality is known as alternative assessment which reflects students learning, achievements, motivation and attitudes on instructionally relevant classroom activities; these evaluations can be done at the end of each class in the feedback stage

(simple ones), monthly and at the end of each unit/block (being more detailed for the last cases).

Feedback can be provided immediately in the case or in a mini conference with the student what teacher thinks is the best.

In order to prove if the general objectives of the course have been achieved by students, a final assessment must also be done. This evaluation will consist of simulation of tourists arrival with all learnt situations included.

The final evaluation about student understanding and performance can be carried out in a more objective through the usage of the Holistic Scoring Rubric. It is a checklist suggested by O'Malley and Valdez (1996) for holistic oral performance assessment which in contrast to Rubrics, Language Analysis, focuses on beginners' general performance being students rated for overall communicative effect with vocabulary and phrases being most important and accuracy and pronunciation least important.

Generally, it is suggested a balance between holistic and analytic rating for testing, communicative effect and grammatical accuracy, although considering the target group characteristics and learning needs the holistic rating scale would be enough to complement evaluation.

Taking into consideration the basic level of students, only level one and two of the whole holistic scale rubric has been considered.

HOLISTIC ORAL LANGUAGE SCORING RUBRIC

LEVEL 1

A LOT LITTLE NOTHING

Understands little to no English

Repeats words or phrases

Names concrete objects

LEVEL 2

Understands words or phrases;

Does the student require repetition?

Uses functional vocabulary.

Speaks in single-word utterances/ short patterns.

Communicates personal and survival needs.

CHAPTER V

5 ANALYSIS OF THE SAMPLE LESSONS APPLICATION

5.1 Sample Lessons Application

To take the first step to apply this program, the researcher applied a lesson plan pilot based on the Natural Approach. The idea here was to obtain information about how students reacted when exposed to Natural Approach style classes, in order to closely notice their response, as well as to perceive probable missing elements and extra information to improve the program, and to advise teachers about this particular kind of students.

Five sample lesson plans were applied in two of the four communities of the Runa Tupari project: Santa Barbara and La Calera with 7 hours and a half classes (one hour and a half each class), the participants included mothers, future English learners, and a tourist in one case, and another group consisted of mothers, accompanied by a few older offspring that wanted to accompany their mothers to the pilot English classes.

The evaluation of sample classes was carried out by the teacher/researcher and helped by an assistant who was an additional observer and documented parts of the class and activities through pictures and recordings. In this way, semi-structured observations for each class were applied as a way of collecting reactive English class information.

The main purpose for observation (as it was mentioned in a previous chapter of the thesis) is to examine an on-going behavioral phenomenon and in this way allow for reaction study with the contextual variables present. In addition to the mentioned observers, the observations were also made by insiders who were part of the group observed for a number of sessions, in which they were part, and who were asked at the end of each class about their opinion of their own performance, as well as the performance of classmates and the teacher.

Researcher observations were made using a checklist that was filled out after each class. The checklist was previously elaborated with a high degree of explicitness in order to satisfy the need for basic knowledge related to the Natural Approach on the one hand, and also a

space for open observation to allow for the entry of new data from the development of classes.

Student's commentaries and suggestions were also picked up at the end of each session just using a simple question about their general opinion of classes.

5.2 Lesson plan applications

5.2.1 Class 1

SEMI-STRUCTURED OBSERVATION BY TEACHER/RESEARCHER

CHECKLIST # 1

DATE: October 13th 2010

PLACE: Santa Barbara Community

TIME: 9:00 to 10:30

NUMBER OF STUDENTS: 9

OBSERVED SITUATION: Student's Behavior in the English class

TOPIC: Lesson plan for learning greetings

TASK: Check whether or not the students performed the following:

ACTIVITIES RELATED TO SUGGESTOPEDIA

	YES	NO
1 Were students motivated to attend class?	___X___	_____
2 Were students relaxed in class?	___X___	_____

OTHER NOTES:

- ✓ Students were motivated in Spanish with the “yarn” activity. It made them aware of the importance of learning English, and its benefits for the whole touristic project.
- ✓ The presentation of the topic caught their attention and was also funny.
- ✓ It is expected that media (videos of short conversations) help students acquire the language while experiencing real work contexts.
- ✓ Some students felt embarrassed acting out conversations. It took time to think and repeat phrases.
- ✓ Students liked the games very much and enjoyed them a lot.

5.2.2 Class 2

SEMI-STRUCTURED OBSERVATION BY TEACHER/RESEARCHER

CHECKLIST # 2

DATE: October 13th 2010

PLACE: La Calera Community

TIME: 15:00 to 16:30

NUMBER OF STUDENTS: 4

OBSERVED SITUATION: Student’s Behavior in the English class

TOPIC: Lesson plan for the learning of personal pronouns

TASK: Check whether or not the students performed the following:

ACTIVITIES RELATED TO SUGGESTOPEDIA

	YES	NO
1 Were students motivated to attend class?	<u> X </u>	<u> </u>

- | | | |
|-------------------------------------|--------------|---------------|
| 2 Were students relaxed in class? | <u> X </u> | <u> </u> |
| 3 Did students enjoy the class? | <u> X </u> | <u> </u> |
| 4 Did students like being creative? | <u> X </u> | <u> </u> |

ACTIVITIES RELATED TO THE DIRECT METHOD

- | | YES | NO |
|---|---------------|---------------|
| 1 Did students feel comfortable at being exposed to English all the time? | <u> </u> | <u> X </u> |
| 2 Did students experience the language in a natural way? | <u> X </u> | <u> </u> |
| 3 Were students happy to acquire language in real contexts? | <u> X </u> | <u> </u> |

ACTIVITIES RELATED TO TPR

- | | YES | NO |
|---|----------------|---------------|
| 1 Were students encouraged to use early listening comprehension? | <u> X </u> | <u> </u> |
| 2 Did students respond to stimulus (objects/pantomime)? | <u> X </u> | <u> </u> |
| 3 Were students embarrassed at using their bodies for an activity | Not applicable | |

ACTIVITIES RELATED TO THE DRILLING TECHNIQUE

- | | YES | NO |
|--|--------------|---------------|
| 1 Did students memorize some words by drilling? | <u> X </u> | <u> </u> |
| 2 Were students willing to pronounce utterances? | <u> X </u> | <u> </u> |

ACTIVITIES RELATED TO THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

- | | YES | NO |
|---|---------------|--------------|
| 1 Did students use new words for communication? | <u> </u> | <u> X </u> |

OTHER NOTES:

- ✓ Students were very curious and excited about English class.
- ✓ At the beginning, they felt insecure at being exposed to English all the time, and even asked to repeat commands in Spanish.
- ✓ They loved being creative at drawing.
- ✓ Students were ashamed at repeating utterances, but they did as well as they could.
- ✓ They really liked the competitive game.
- ✓ It is expected by using multi-media tools, such as funny videos (that are designed to relax and motivate students) will cause an increase of student's attention and motivation in the classroom.
- ✓ Being at a very early stage, students were not expected to communicate; just training for listening and trial of speaking first utterances; it was the case.

5.2.3 Class 3

SEMI-STRUCTURED OBSERVATION BY TEACHER/RESEARCHER

CHECKLIST # 3

DATE: October 14th 2010

PLACE: La Calera Community

TIME: 9:00 to 10:30

NUMBER OF STUDENTS: 4

OBSERVED SITUATION: Student's Behavior in the English class

TOPIC: Lesson plan for the learning of verbs

TASK: Verify whether or not the students performed the following:

ACTIVITIES RELATED TO SUGGESTOPEDIA

	YES	NO
1 Were students motivated to attend class?	<u> X </u>	<u> </u>

- 2 Were students relaxed in class? ___X___ _____
- 3 Did students enjoy the class? ___X___ _____
- 4 Did students like being creative? ___X___ _____

ACTIVITIES RELATED TO THE DIRECT METHOD

- | | YES | NO |
|---|------------|-----------|
| 1 Did students feel comfortable at being exposed to English all the time? | ___X___ | _____ |
| 2 Did students experiment the language in a natural way? | ___X___ | _____ |
| 3 Were students happy to acquire language in real contexts? | ___X___ | _____ |

ACTIVITIES RELATED TO TPR

- | | YES | NO |
|--|------------|-----------|
| 1 Were students encouraged to use early listening comprehension? | ___X___ | _____ |
| 2 Did students respond to stimulus (objects/pantomime)? | ___X___ | _____ |
| 3 Were students embarrassed at using their bodies for an activity? | ___X___ | _____ |

ACTIVITIES RELATED TO THE DRILLING TECHNIQUE

- | | YES | NO |
|--|------------|-----------|
| 1 Did students memorize words by drilling? | ___X___ | _____ |
| 2 Were students willing to pronounce utterances? | ___X___ | _____ |

ACTIVITIES RELATED TO THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

	YES	NO
1 Did students use new words for communication?	_____	___X___

OTHER NOTES:

- ✓ Students really enjoyed the relaxation activity.
- ✓ Participant's attention was successfully caught by the use of flashcards. It is expected to obtain a similar or even better reaction by using multi media images or videos.
- ✓ Students were willing to repeat words, diminishing embarrassment.
- ✓ Learners were fully motivated with games.
- ✓ Games make them laugh very much; this created a very agreeable class environment.
- ✓ Students were a little bit embarrassed at using their bodies to act out actions.
- ✓ They felt class time passed very fast.

5.2.4 Class 4

SEMI-STRUCTURED OBSERVATION BY TEACHER/RESEARCHER

CHECKLIST # 4

DATE: October 14th

PLACE: La Calera Community

TIME: 15:00 to 16:30

NUMBER OF STUDENTS: 4

OBSERVED SITUATION: Student's Behavior in the English class

TOPIC: Lesson plan for the learning crops vocabulary plus pronouns and verbs

TASK: Check whether or not the students performed the following:

ACTIVITIES RELATED TO SUGGESTOPEDIA

	YES	NO
1 Were students motivated to attend class?	<u> X </u>	<u> </u>
2 Were students relaxed in class?	<u> X </u>	<u> </u>
3 Did students enjoy the class?	<u> X </u>	<u> </u>
4 Did students like being creative?		Not applicable

ACTIVITIES RELATED TO THE DIRECT METHOD

	YES	NO
1 Did students feel comfortable at being exposed to English all the time?	<u> X </u>	<u> </u>
2 Did students experiment the language in a natural way?	<u> X </u>	<u> </u>
3 Were students happy to acquire language in real contexts?	<u> X </u>	<u> </u>

ACTIVITIES RELATED TO TPR

	YES	NO
1 Were students encouraged to use early listening comprehension?	<u> X </u>	<u> </u>
2 Did students respond to stimulus (objects/pantomime)?	<u> X </u>	<u> </u>
3 Were students embarrassed at using their bodies for an activity?		Not applicable

ACTIVITIES RELATED TO THE DRILLING TECHNIQUE

	YES	NO
1 Did students memorize some words by drilling?	<u> X </u>	<u> </u>
2 Were students willing to pronounce utterances?	<u> X </u>	<u> </u>

ACTIVITIES RELATED TO THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

YES **NO**

1 Did students use new words for communication? _____ X

OTHER NOTES:

- ✓ Students really liked the games.
- ✓ Vocabulary presentations were very funny.
- ✓ Forming sentences in the free practice was a slow process, considering that the students took a while to understand three grammatical elements: pronouns, verbs and new vocabulary.
- ✓ Students like competition so, in the feedback, they enjoyed remembering the taught vocabulary.

5.2.5 Class 5

SEMI-STRUCTURED OBSERVATION BY TEACHER/RESEARCHER

CHECKLIST # 5

DATE: October 15th

PLACE: Santa Barbara Community

TIME: 16:00 TO 17:30

NUMBER OF STUDENTS: 9

OBSERVED SITUATION: Student's Behavior in the English class

TOPIC: Lesson plan for learning farm vocabulary

TASK: Check whether or not the students performed the following:

ACTIVITIES RELATED TO SUGGESTOPEDIA

	YES	NO
1 Were students motivated to attend class?	<u> X </u>	<u> </u>
2 Were students relaxed in class?	<u> X </u>	<u> </u>
3 Did the students enjoy the class?	<u> X </u>	<u> </u>
4 Did students like being creative?	<u> X </u>	<u> </u>

ACTIVITIES RELATED TO THE DIRECT METHOD

	YES	NO
1 Did students feel comfortable at being exposed to English all the time?	<u> X </u>	<u> </u>
2 Did students experiment the language in a natural way?	<u> X </u>	<u> </u>
3 Were students happy to acquire language in real contexts?	<u> X </u>	<u> </u>

ACTIVITIES RELATED TO TPR

	YES	NO
1 Were students fostered to use early listening comprehension	<u> X </u>	<u> </u>
2 Did students respond to stimulus (objects/pantomime)?	<u> X </u>	<u> </u>
3 Were students embarrassed at using their bodies for an activity?	<u> X </u>	<u> </u>

ACTIVITIES RELATED TO THE DRILLING TECHNIQUE

	YES	NO
1 Did students memorize some words by drilling?	<u> X </u>	<u> </u>

2 Were students willing to pronounce utterances? X

ACTIVITIES RELATED TO THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

YES NO

1 Did students use new words for communication? X

OTHER NOTES:

- ✓ Students enjoyed the first activity even though the game “Passing Face” resulted pretty embarrassing for them.
- ✓ At the beginning, students were surprised that the whole class-time was going to be carried out in English.
- ✓ Vocabulary presentation was very motivating for pupils, due to interaction with a variety of animals at one of the student’s homes.
- ✓ Pair game was very exciting for them; so they started to be involved in the foreign language naturally.
- ✓ Students really enjoyed the art activity, being pretty creative at designing animals.
- ✓ Students liked games very much.
- ✓ Children attitude motivated moms a lot. So, they were willing to participate a lot in class.

5.3 Student’s Feedback

As it was previously mentioned student’s feedback was also considered. At the end of all of the pilot classes a meeting was held to receive comments from students. A summary of the videotaped transcription of meetings with the two communities involved will be presented.

Question: *What's your general opinion about classes?*

LA CALERA

- “I think we learn more with games. When we play it is easier to remember words and their meaning and classes are not boring at all because we are playing and doing other activities in English.

(Aprendemos más con los juegos. Al realizar juegos se nos van quedando más las palabras y no es nada aburrido porque como estamos jugando y realizando cualquier actividad pero todo en Inglés)

- “I think this teaching method was very good, especially because some classmates cannot read and write and because older people do not learn the same as young people. I also think these classes will be good as long as the course is longer and more frequent because if it isn't, people won't learn.”

(Me pareció bueno esta forma de dar el curso especialmente porque hay compañeras que no leen ni escriben y porque igual los mayores no somos igual que los jóvenes. Además yo creo que es muy bueno siempre y cuando el total del curso sea más largo y las clases seguidas porque sino no se aprende).

- “I liked the classes but I'm still afraid to speak in class, So, I hope future classes are at a slower pace so I can understand better, I would like be able to ask to the teacher if I don't understand and I hope teachers repeat some times what we don't understand just like you did, so we remember the words”.

(A mí me gustan las clases pero aún me da miedo hablar ojalá puedan ser las clases futuras despacio para aprender y poder preguntar y me gustaría que en el futuro igual nos repitan si no entendemos muchas veces así como usted repitió algunas veces ahí si nos vamos acordando las palabras).

SANTA BARBARA

- “I think this way of teaching is good because we are taught bit by bit and we are not taught with writing at all. For me, I think it is good to learn using crops and with drawings. I also think it is better and easier for us to learn in this way”.

(Bueno a mí me pareció que es muy bueno porque nos enseñan poco a poco y no nos están enseñando con la escritura. Pienso que está bien que nos enseñen con las cosas del huerto y con los dibujos, yo pienso que así es mejor para nosotros es más fácil).

- “I also liked the classes. They were funny and even though I don’t learn so quickly little by little I was able to learn new words. I also liked the games you made us play. It was very fun.”

(Igual a mí también me gusto, era bien divertido y aunque no me entra mucho pero así poco a poco puedo ir aprendiendo palabras que nos ayudan ustedes con esa alegría y todo ese juego que nos hizo estaba muy divertido).

- “In my way of thinking, the way you taught us was really good because it is not the same being taught by writing because writing in English and its pronunciation is different and we get confused. Also if teacher speaks slowly helped by pictures is good”

(En mi forma de pensar la forma en que usted nos enseñó estaba muy buena porque al momento que nos enseñan por escrito no es lo mismo porque lo que se escribe no se puede pronunciar y sería mejor hacernos como usted nos enseñó por medio de dibujos y por medio de lo que usted habla en inglés para entenderle).

A tourist who participated in pilot classes:

- “I think it is very good, because the people can learn English and can talk to the tourist. I think they can talk to the tourist. Is much easier for the conversation. And I think it is a very good thing here”.

CHAPTER VI

6 CONCLUSIONS AND RECOMMENDATIONS

6.2 General recommendations to teachers

During the present research, it has been noticeable that the way of teaching-learning is characterized by being mainly informal. Students are aware of the importance of learning but, at the same time they already know that there are different learning styles and that theirs is mainly consists of practice and stress-free learning. In this way, the teacher or teachers (depending on the case) will have to incorporate interesting activities in each session in order to contribute to the acquisition. To accomplish this challenge, lots of creativity from the teacher is necessary, as well as a relaxed and playful attitude in which he/she himself/herself can also enjoy classes at the same time that she shares knowledge with participants.

In this way, creating a warm friendly atmosphere is crucial; students in no way should fear going to English classes. Teacher must show a relaxed, understanding and sympathetic personal image, being a person who is always willing to patiently guide the students.

In other matters, at the beginning it probably will seem to the teacher that students feel strange at being exposed to a total English spoken environment, but in the researcher's opinion, participants slowly will get used to this language environment, which, with time will lead them to use the foreign language for communication purposes first in class and later at work. For this reason, it is important not to translate, rather than to show meaning or use pantomime to imply significances. This is the natural way children learn their native language.

On the other hand, it has been the case that some activities (especially those that involve the use of the body or facial expressions) tend to embarrass students somehow; however, their enormous desire to play games and having fun will certainly diminish this embarrassment, especially when students feel more confident and supported by the group within a couple of days.

The classroom environment is another point to be considered. In the pilot classes some places were provided randomly, taking into account that the English project did not exist yet. But, once the project becomes a reality, the space will be enormously important, having for example comfortable chairs and desks, a whiteboard, computer and projector (for realia activities) pictures and posters (to encourage peripheral acquisition) classroom materials (scissors, glue, crayons, markers, magazines, blank posters, etc) as well as extra material, depending on the teacher's creativity (balloons, balls, ropes, music, etc).

Time is considered a crucial resource, especially if we are aware that in the Otavalo culture, punctuality does not exist. In this way, it is advisable to set the entry time around fifteen minutes or more before real class entry time, in order to have sufficient time to accomplish class activities.

It is also important to mention that working with adult illiterate mothers will also require patience from the teacher. As these kind of students have not gone to school in many years or decades, probably the learning process will take more time; for this reason the teacher will have the duty in repeating concepts as much as possible to clarify misunderstandings, before continuing with the following topic. Indigenous mothers are pretty intelligent and are eager to learn; for this reason, it is advisable for teachers to encourage oral production especially after the "silent period". The teacher should not correct every mistake except the most important ones, so the student feels encouraged to keep on trying to communicate in the target language.

Finally, the teacher who has the valuable opportunity to share with the Runa Tupari mothers will certainly experience an unforgettable cultural experience. The researcher advises to enjoy being with this special and unique kind of students, contributing with love to develop these communities, and therefore to a small but marvelous country called Ecuador.

6.2 Conclusions

Ecotourism, and specially CBT, are nowadays an excellent approach for communities' empowerment in the current economic situation. Respect for nature and coexistence with ethnic groups are indisputable characteristics of this kind of tourism.

English plays an important role in this global leisure activity, and is considered an essential communication tool, even for small local communities that are involved in this movement. Although rural community students around the world do not share similarities with urban students, a special syllabus for teaching basic English has to be designed for each concrete need.

In the case of rural students it will also deserve special attention to note important characteristics such as the age or schooling of participants, a distinctiveness that will set the tone of curriculum design, as well as teaching methods. In the Ecuadorian case, most of the high-land rural indigenous communities share similarities regarding participant characteristics in community tourism projects; so most of them are adults that are part of a communitarian organization, illiterate or semi literate, bilingual, and indigenous farmers especially dedicated to agriculture, food and craft trade and animal ranching.

The present thesis work had the aim to contribute to the acquisition of basic English for communication for an special group considered a pioneer in Community Based Tourism in Ecuador: Runa Tupari, offers their leaders value teaching-learning ideas based on a strong theoretical framework as well as field specific-case research; all of this in order to facilitating them the acquisition of a communicative instrument to better serve visitors, improving in this way touristic services quality.

In the future, when the program is applied, teachers should be aware of what really teaching means to rural communities, considering all their special characteristics in order to do a good teaching job; and even more important, working in CBT, teachers will have not only educational responsibility, but also a social contribution considering that his or her input could benefit the entire rural Cotacachi community.

Finally, it is important to mention that by carrying out this kind of investigation, the researcher shares his/her concern in a more ecological and equitable way of doing business, integrating ancestral communities from whose worldview and lifestyle, modern culture we have much to learn from.

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ANNEXES

ANNEX 1. RUNA TUPARI PROJECT BROCHURE

HOMESTAY WITH INDIGENOUS FAMILIES

There are 15 rural lodges in different indigenous communities throughout the Cotacachi region. Constructed with traditional local materials, they reside right next to the indigenous families' homes, providing both an authentic experience and sufficient independence for the visitor. The lodges are comfortable, each one with space for up to three people, a private bathroom with hot water, and a fireplace.



Staying in one of the rural lodges is a unique opportunity to share in the daily traditions of your indigenous hosts, and to initiate an intercultural exchange between both the visitors and the indigenous family. The visitor can also participate in daily activities with their host family, including preparing food, working in the garden, and strolling through the community. It is easily possible to combine the rural homestay with different tour options offered by Runa Tupari.

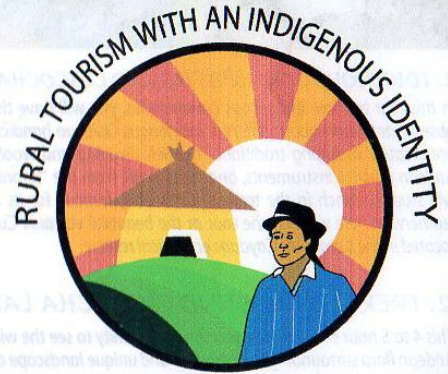


Additionally, a member of your host family can guide you on a walk through their garden, explaining all the plants that they grow there and describing the properties, history, and uses for each one. You will get to know specimens of roots and tubers, beans, chili peppers, pumpkins and squashes, corn, tree tomatoes, and quinoa, among other kinds of typical Andean fruits and vegetables.

RUNA TUPARI

NATIVE TRAVEL

SHARE IN EVERYDAY LIFE WITH INDIGENOUS FAMILIES



COMMUNITY BASED TOUR OPERATOR

Runa Tupari, which in the native Quichua language means "meeting the indigenous people," was founded by the Union of Rural Indigenous Organizations of Cotacachi (UNORCAC). It is a local community based tour operator located 96km north of Quito in Otavalo, a town that is renowned for its artisan craft market. Runa Tupari works with families in four rural communities of the Cotacachi region: Morochos, La Calera, Tunibamba and Santa Barbara.

TOURS AND SERVICES

- Indigenous communities and Cuicocha lake (1 day)
- Trekking around Cuicocha lake (1 day)
- Trekking to Fuya - Fuya and the Mojanda Lakes (1 day)
- Climbing up the volcano Cotacachi (1 o 2 days)
- Biking downhill into the subtropical intag zone (1 o 2 days)
- Horseback riding through communities (1day)
- Other tours and more...

Office:

Sucre and Quiroga
PONCHO PLAZA

Phone: (593) 6 2 925 985 / 097 286 756

ventas@runatupari.com

Otavalo - Ecuador

www.runatupari.com

ANNEX 2. LESSON PLAN GUIDE

October, 2008

LESSON PLAN

LEVEL: Beginners

ENGLISH TEACHER: John Smith

TOPIC OR SITUATION: Parts of the House

TIME: minutes

COMMUNICATIVE OBJECTIVE:

METHODS AND TECHNIQUES TO BE USED:

- THE DIRECT METHOD
- TOTAL PHYSICAL RESPONSE
- CLT
- THE AUDIO-LINGUAL METHOD
- THE NATURAL METHOD

Chose some or all
of them, according to your
needs and creativity.

STAGE 1 Warm up

ACTIVITY:

MATERIALS:

TIME REQUIRED:

METHOD OR TECHNIQUE:

Get student's attention
Motivate students

STAGE 2 Presentation

ACTIVITY:

MATERIALS:

Introduce the topic or situation.

TIME REQUIRED:

METHOD OR TECHNIQUE:

STAGE 3 Controlled Practice

ACTIVITY:

MATERIALS:

TIME REQUIRED:

METHOD OR TECHNIQUE:

Help students focus on the recently learnt subject.

STAGE 4 Free Practice

ACTIVITY:

MATERIALS:

TIME REQUIRED:

METHOD OR TECHNIQUE:

Increase active student's participation.
Students integrate language learned into communicative experience.

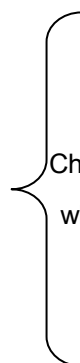
STAGE 5 Feedback

ACTIVITY:

MATERIALS:

TIME REQUIRED:

METHOD OR TECHNIQUE:



Check student's understanding of the whole process.

Annex 3. RUNA TUPARI NATIVE TRAVEL

MR. CHRISTIAN GARZÓN INTERVIEW

“RUNA TUPARI” PROJECT MANAGER

R: WHEN DID THE COMMUNITY HOUSING PROJECT START?

CG: It began in 2001; this year it celebrates 10 years of operation.

R: HOW LONG HAVE YOU BEEN THE HEAD OF THE PROJECT?

CG: Six years, since January 2004.

R: CAN YOU TELL US WHAT KIND OF RECEPTION YOUR PROJECT RECEIVED IN RECENT YEARS?

CG: Demand of our project in recent years has been gradually increasing from 2001 to 2007. In 2008, it was reduced due to the global economic situation that most enterprises have had to face in that year; the request declined in 20%, but fortunately, in the subsequent years, we have continued growing at a percentage of 15 to 29% per year.

R: WHAT DEGREE OF REPRESENTATIVENESS HAS RUNA TUPARI IN COMPARISON WITH OTHER TOURISM BASED COMMUNITY PROJECTS IN ECUADOR?

CG: Runa Tupari has become a leader in Community-Based Tourism in Ecuador, being one of the most representative ones in Ecuador. In 2008, the project received a National Recognition from the Ministry of Tourism for being “One of the best experiences of Sustainable Community Tourism”. In fact, it is the project that usually has more promotion and sales in this kind of tourism in our country, offering rural tourism as well as agrotourism as complementary activities. Runa Tupari is a member of FETCO (Federación Nacional de Turismo Comunitario), and is also member of an international Latin America network that is related to over eighty participant projects.

R: WHERE DO YOU GET THE MOST TOURISTS FROM?

CG: Most of the visitors are Dutch, because people from Holland were the initiators of the project ten years ago. It is followed by French and German people, and North Americans, mainly young exchange students. A very small percentage is made up by Ecuadorian people that usually are also university students, and finally, the remaining five percent is made up of people from various different places such as Japanese, Chinese or Arabian people.

Netherlands 50%, 20% French, 10% German, 10% American students, 5% national students, 5% others.

R: WHY DO YOU CONSIDER ENGLISH LANGUAGE LEARNING IMPORTANT IN THE COMMUNITIES?

CG: Even though visitors enjoy their stay, basic communication has become a problem, especially when foreign people that visit us don't speak Spanish. Most of our visitors are from Holland; they do speak English as a foreign language, but Spanish is known only by a small percentage of Europeans that use dictionaries for basic communication. In the case of students, generally Americans, language doesn't matter to them very much because most of them have come to South America to learn or to perfect Spanish, but unfortunately, they are just 10% of the visitors. Our touristic product offers coexistence and it isn't possible when basic communication doesn't exist. There have been misunderstandings, some situations where people weren't able to communicate, and the experience probably could not be as interesting as would be desired.

R: WHAT IS YOUR PERCEPTION OF ENGLISH LANGUAGE KNOWLEDGE IN HOST FAMILIES?

CG: Adults over fifty don't know any English; the young people of the household go to school, but their English knowledge is very poor and, in addition, even though they can help, they are not the ones that remain most of the time with visitors.

R: WAS THERE A PREVIOUS ENGLISH LEARNING PROGRAM FOR FAMILIES? IF SO, WHEN DID IT TAKE IT PLACE? HOW LONG DID IT TAKE? WHO ATTENDED THE COURSE? HOW LONG AGO WAS IT? WHAT METHODOLOGY WAS APPLIED? WHAT RESULTS DID YOU FINALLY GET?

CG: Actually there was one occurrence some years ago in which students from a university in Ibarra came to the communities to fulfill a university requirement that consisted of teaching English to the families. The process was carried out in a short period of time that included participants attending class two hours a week during probably three weeks or, a full weekend attendance. I don't really remember, but when the process was applied, students attended class twice at a maximum, being sporadic, instead of continuous or well structured.

In my opinion, the program did not fit our specific needs and the socioeconomic level of families because there is a high amount of illiteracy or semi illiteracy, and as far as I know, classes were kind of formal ones where students used to carry a notebook all the time.

Another strategy that was used for us was to provide people with a word list of some useful words; the problem in this specific case was that people learnt the words memorizing them but using the Spanish pronunciation; consequently, almost all the words provided did not sound as English in any way.

R: THINKING REALISTICALLY, WOULD IMPLEMENTING A BASIC ENGLISH PROGRAM FOR THE HOST FAMILIES OF THE RUNA TUPARI PROJECT BE VIABLE?

CG: Implementing a program such as this one has been a real necessity for the communitarian hosts, and we have actually of thought a way to make it real.

R: IF THE PROGRAM WERE IMPLEMENTED, HOW WOULD YOU FINANCE IT?

CG: There could be different ways for financing the project; one of them could be doing it directly with families involved in the project as we have done with other workshops before. Also, we can count on external help by presenting the project as a training plan and, in addition, our organization counts with volunteering, so foreigners would be able to come and help to teach people for free, in exchange for sharing with our people.

R: IN YOUR OPINION, AS YOU KNOW THE ACTIVITIES THAT THE COMMUNITY DOES IN DAILY LIFE HOW WOULD YOU ORGANIZE AND ARRANGE ATTENDANCE IN THE WORKHOPS?

CG: In my opinion, it would be desirable to organize the workshop in a continuous way, probably two times a week for one or two hours; besides touristic activities, people are used to working in their crops, cattle grazing, trade, and other activities.

R: ACCORDING TO THE ECUADORIAN INDIGENOUS IDIOSYNCRACY, DO YOU THINK THAT TEACHERS COULD FIND PROBLEMS WITH INDIGENOUS PEOPLE IN ACTIVE PARTICIPATION IN ACTIVITIES SUCH AS GAMES, ACTING, AND OTHER SIMILAR ONES?

CG: Indigenous people have been generally characterized by their shyness and in some way it is a real situation; however, Otavaliens are one of the most sociable and open-minded groups in Ecuador, probably because they are in contact with foreigners all the time. As far as I have realized, Ecuadorian indigenous are spontaneous people that love games.

R: ACCORDING TO YOUR PERCEPTION, WHAT ARE THE STRENGTHS, OPPORTUNITIES, WEAKNESSES AND THREATS FOR IMPLEMENTING THE ENGLISH PROGRAM?

CG: Strengths. - We are a solid organization in Community-Based Tourism in Ecuador that is continuously supported for development and improvement

Weaknesses. - The communities are mainly made up of people that just have very basic education and a low socioeconomic status, which means programs have to be developed for these people, according to their socio-economic and educational situation.

Opportunities.-Volunteering is a good opportunity for an English program. We could count on native teachers to help to teach people. Also, since families are in constant contact with tourists, they will have the opportunity to practice continuously the language acquired.

Threats.- In my opinion, there are no threats, taking into account that English learning, in my opinion is not going to really influence in people's acculturation; also, because the communities are aware of their value as indigenous people and generally, tourists respect their customs.

R: IN COMMUNICATIVE TERMS WHAT DO YOU CONSIDER SHOULD BE LEARNT BY FAMILIES?

CG: What is needed here is to learn how to communicate in a basic way. It will include how to welcome tourists, basic accommodation information, health, meals such as breakfast,

and dinner (usually visitors have lunch outside lodges), home, crops and animals, crafts, and a little bit of clothing and cultural details.

R: WHAT IS YOUR EXPECTATIONS ABOUT THE PRESENT THESIS WORK?

CG: Your help is going to be useful as soon as people can get effective tools to reach basic communication in English. Native teachers would follow the present research as a guide of how to teach using techniques and advice.

R: ANY OTHER IMPORTANT POINT TO CONSIDER FROM YOUR POINT OF VIEW?

CG: English is important for development of the whole project; levels of English are thought to be implemented based on first results. Also we need improvement for native guides who speak English but actually need improvement. In Peru, for example, native guides speak almost a perfect English; to reach that level of quality in service is also our goal.

Something important for the present research that comes to my mind now is that the study should be directed to teach specially to communitarian mothers, because they are the ones that are in close contact with tourists. Generally, men and other family members do other activities and even though they also share some time with visitors, in my point of view, mothers should be the first to attend the workshops.

R: Ok. Mr. Christian Garzón. Thanks for your time.

CG: Thanks.

Annex 4. RUNA TUPARI NATIVE TRAVEL
COTACACHI COMMUNITY MOTHERS' SURVEY

A) PERSONAL INFORMATION

FAMILY NAME _____ AREA: _____
NUMBER OF MEMBERS: _____ SEX: _____
PARTICIPANT'S NAME AND AGE: _____

B) LANGUAGE INFORMATION

1. SCHOOLING OF PARTICIPANTS

None Elementary Secondary Higher

2. WHAT IS YOUR MOTHER TONGUE?

3. ARE YOU BILINGUAL? DO YOU SPEAK QUICHUA AND SPANISH FLUENTLY?

4. DO YOU HAVE ENGLISH LANGUAGE SKILLS?

YES NO

5. IF SO, HOW WOULD YOU RATE THOSE SKILLS.

Very Poor Poor Acceptable

6. HOW DID YOU LEARN ENGLISH?

7. IF YOU DON'T SPEAK ENGLISH, HOW DO YOU COMMUNICATE WITH NON SPANISH SPEAKING TOURISTS?

C) LANGUAGE LEARNING MOTIVATION

8. DO YOU FEEL THE NEED TO LEARN ENGLISH FOR YOUR ACCOMMODATION-SERVICE ACTIVITIES?

YES

NO

9. WOULD YOU LIKE TO LEARN TO COMMUNICATE IN ENGLISH IN A BASIC WAY AS A TOOL FOR YOUR WORK?

YES

NO

10. IF THERE WAS A WORKSHOP IN WHICH YOU WERE TAUGHT TO COMMUNICATE IN BASIC ENGLISH, USING PRACTICAL TECHNIQUES ESPECIALLY DESIGNED FOR ALL THE INDIGENOUS HOSTS, WOULD YOU LIKE TO ATTEND?

YES

NO

WHY? _____

DO YOU HAVE ANY ADDITIONAL SUGGESTIONS FOR THE WORKSHOP DESIGN?

Annex 5. RUNA TUPARI NATIVE TRAVEL

STRUCTURED OBSERVER CHART

HOLISTIC ORAL LANGUAGE SCORING

OBSERVED BEHAVIOR: Listening comprehension and oral communication of future members of the English project.

LEVEL 1

FREQUENTLY SOMETIMES NOT AT ALL

Understands little or no English

Repeats words or phrases

Names concrete objects

LEVEL 2

Understands words or phrases;

Requires repetition.

Uses functional vocabulary.*

Speaks in single-word utterances or short patterns.

Communicates in personal and survival needs.

***LANGUAGE FUNCTIONS IF APPLICABLE**

FREQUENTLY SOMETIMES NOT AT ALL

Greetings/farewells

Requesting information

Giving information

Describing

Expressing feelings

Extra

notes:

**Annex 6. RUNA TUPARI NATIVE TRAVEL
COMMUNICATIVE ISSUES VISITORS SURVEY**

1. HOW WOULD YOU RATE THE ACCOMODATION SERVICE?

Excellent Very Good Good Regular Poor

2. HOW WAS THE LEVEL OF COMMUNICATION WITH THE FAMILY?

Excellent Very Good Good Regular Poor

3. DID YOU EXPERIENCE ANY PROBLEM IN BASIC COMMUNICATION WITH THE FAMILY?

Yes No

4. IF SO, WHAT WERE THOSE PROBLEMS?

5. DO YOU THINK THEY SHOULD LEARN TO COMMUNICATE IN ENGLISH AT LEAST IN A BASIC WAY?

Yes No

Why? _____

Annex 7. HCD (HOMEWORK DISK COMPACT)

The present is the suggested script to create the HCD, which can be used as an additional tool, in case the teacher considers it necessary for feedback, The HCD script includes vocabulary words and language to be taped by a native English Speaker in a clear, slow manner, in order to let students listen clearly and repeat drillings in class or at home.

UNIT / BLOCK 1: WELCOMING TOURISTS

Greetings: Hello. What is your name? My name is Maria. Nice to meet you! Welcome, Good Morning, Good Afternoon, Good Night, Good Bye.

Family: Mother, father, brother, sister, grandmother, grandfather, son, daughter/brother –in –law, sister –in –law, son –in –law, mother –in –law, father –in –law, grandson –in –law, nephew, cousin, husband, wife, friends, man, woman, girl, boy, person.

Verb to be: I am Maria. You are Jose. He is Antonio. She is Blanca. We are Blanca and Antonio. You are Pedro and Maria. They are Pedro and Luis.

Verb to be negative form: I am not Maria. You aren't José. She isn't Blanca. We aren't Blanca and Antonio. You aren't Pedro and Maria. They aren't Pedro and Luis.

Possessive adjectives: She is my sister. They are my grandsons. He isn't my brother. They aren't my cousins. She is your mother. He is her husband. They are your daughters. They are their uncles. It is his dog.

UNIT / block 2: GIVING SERVICES INFORMATION

Parts of the house: kitchen, bedrooms, bathroom, dining room, yard, crops, farm, garden, market garden.

Verb “to be” review: Example: This is your bedroom. This is the bathroom

Verbs: sleep, eat, cook, go, come, speak, wash, plant, harvest, feed, kill, take, open, close, wait, water, give, like, want, play, wear, pick.

Example: I sleep. You sleep. She sleeps. He sleeps. It sleeps. We sleep. They sleep.

I eat. You eat. She eats. He eats. It eats. We eat. They eat.

I cook. You cook. She cooks. He cooks. We cook. They cook.

I wash. You wash. She washes. He washes. We wash. They wash.

I plant. You plant. She plants. He plants. We plant. They plant.

I harvest. You harvest. She harvests. He harvests. We harvest. They harvest.

I take. You take. She takes. He takes. We take. They take.

I like. You like. She likes. He likes. It likes. We like. They like.

I wear. You wear. She wears. He wears. We wear. They wear.

Note: All the verbs and their conjugations have to be taped

Verb to be locations

Ex: I am in the kitchen. You are in the farm. He is in the bedroom. She is in the bathroom. It is in the yard. We are in the house. They are in the crops.

Other words: bed, stove, blanket, plate, cup, spoon, knife, pot, lights, shower, soap, shampoo, toothpaste, towel, chair, table, stone washing, plants, breakfast, dinner, faucet, pail, broom, backpack.

UNIT / BLOCK 3: TIME FOR BREAKFAST AND TIME FOR DINNER

Numbers: one, two, three, four, five, six, seven eight, nine, ten.

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred / one thousand.

Note: all number combinations until one hundred have to be taped.

Food: soup, rice, juice, salt, sugar, fruit, coffee, medicinal bags, bread, tortillas, meat, salad, water, cheese, milk, chichi, alcohol, empanadas, ripe banana.

Verb “to be” questions: Are you ready for breakfast? Is he in the kitchen? Is she Maria? Is it in the yard? Are we ready? Are they friends? Is the food good? Is everything ok?

Imperatives: Come on, please. Turn on the stove. Peel five fruit. Open the faucet. Don't put salt. Bring the knife please. Cook five tortillas.

Quantifiers: a little, a lot, some, none of

Examples: Give me a little water, please. I want some lemons. I have a lot of animals. I have no corn.

Others words: hot, cold, delicious, clean, dirty, thanks, ready, friends.

UNIT / BLOCK 4: WALKING IN THE CROPS AND FARM

Colors: Red, blue, orange, green, yellow, purple, gray, white, black.

Plants and vegetables: potato, corn, wheat, cauliflower, fruit, carrot, barley, bean, quinoa, aloe, onion, tomato, lettuce, lemon, oranges, pepper, spinach, watermelon, beans, flower, chamomile, mint, grass.

Animals: dog, cat, rabbit, guinea pig, cow, horse, donkey, chicken, hen, rooster, duck, llama, sheep, wolf, insects, birds.

Demonstratives: this, that, these, those.

Examples: This is a corn. That is a flower. These are cauliflowers. Those are yellow potatoes.

Adjectives: big, small, short, tall, beautiful, ugly

Examples: That is a big corn. Those flowers are beautiful, She is tall. Rosa is beautiful.

Wh-Questions: What, Where, When, Who

Examples: What is your name? Where is the cow? When is breakfast ready? Who is that person?

UNIT / BLOCK 5: SHARING CULTURE

Feelings: happy, sad, worried, hungry, angry, thirsty, tired

Example: I am happy. I am worried. She is hungry. I am thirsty. He is tired. We are hungry. They are sad.

Weather: rainy, sunny, cloudy, windy, hot, cold.

Example: It is rainy. It is sunny. It is hot. It is cold. It is cloudy. It is windy. Don't go out.

Clothes: Men: blue woolen poncho, white t-shirt, felt fedora hat, white pants, cactus fiber sandals. Women: long skirt, underskirt, woven belt, lacy sleeves white blouse, cloth blinding, gold bead necklace, red bead bracelet, sandals.

Verb review "Wear"

I wear a long skirt / he wears a blue poncho. We wear sandals. They wear collars.

Others Words: Sun Celebration (Inty Raymi); Flower Celebration (Pawcaqr Raymi); Meeting with Mother Earth (Yamor or Koya Raimy); All Soul's Day (Wakcha Garay). Customs (evil, clown) mask, whip, music, traditional dance, colored ribbons, braided hair, sun, moon,, manufactured textiles, market.

UNIT / BLOCK 6: SAYING GOOD BYE

Parts of the body: head, eyes, nose, mouth, ears, neck, chest, arms, hands, back, stomach, legs, feet.

Medicines: pill, aspirin, alcohol, cotton, band-aids, medicinal plants.

Prepositions: in, on, next to, under, up, down, below, out, between.

Example: The pill is on the table. The chamomile plant is next to the mint plant. The effervescent aspirin is in the cup. The dog is under the table. The pot is on the fridge. The cat is out of the house. Jose is between Pedro y Maria.

Expressing time: It's one o'clock. It is one-thirty. It is two o'clock. It is two minutes past three o'clock.

Note: all the time measurements have to be taped

Example: It's one o'clock. Pedro comes at eleven o'clock. Breakfast is at eight o'clock. We wait for you for dinner at seven o'clock.

Other words and expressions: Help! Let's take you to the doctor. It is an emergency. Bon voyage! Come back soon! Good luck!

OTHER USEFUL INFORMATION:

I don't understand. Please repeat again. Can you speak slowly? I speak a little English.

Annex 8. PICTURES













