



ESPECIALIZACION EN LA ENSEÑANZA DEL IDIOMA INGLES

IMPLEMENTATION OF COMMUNICATIVE ACTIVITIES TO IMPROVE THE
SPEAKING SKILLS ON LIBRARIANS AT A BILINGUAL UNIVERSITY IN
CARTAGENA

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RESEARCH PROJECT FOR CANDIDATES TO BE SPECIALISTS IN TEACHING
ENGLISH

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ABSTRACT

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ABSTRACT

This case-study research intends to achieve oral communication skills through conducting activities for librarians to improve their speaking skills in a private bilingual university in Cartagena, the techniques implemented to collect data of the activities were surveys, video and the journal.

After piloting the lessons, the problem showed that librarians had difficulties to attend people who asked for the library service in English, to solve it, we formulated how the implementation of communicative activities can improve the speaking skills on librarians?

Since the objective is to have librarians communicate, then they should be motivated to interact by improving their speaking skills, through the implementation of ESP lessons for librarians. We emphasized on communication and interaction, we carried out a learner centered approach that suit with the needs of that specific context. Xhaferi and Xhaferi (2011) said that “It is widely believed that language skills reading, writing, listening and speaking are very important in teaching ESP courses but it is often depends upon the learner’s needs and interests” (p.435).

ESP lessons were designed to develop strategies to offer the service and guide library users in English.

Key words: ESP speaking activities learner centered approach speaking skills

INTRODUCTION

This chapter has three sections. The first one presents the funds of knowledge. The second one deals with a critical needs analysis. The third section shows the research question and the objective.

This private university is located near Pedro de Heredia Avenue. The neighborhood, is surrounded by some popular neighborhoods like Olaya Herrera and Foco Rojo. According to the visit, the philosophy of this private university is focused on educating bilingual professionals since the use of English helps people be competitive in the national and international labor market and target students belong to disadvantaged groups.

For librarians, to use English when people request the service in the library is a form of promoting the use of the foreign language due to the fact that the library belongs to a private university with focus in English.

In the library, people have access to computers with internet connection, bookcases with a great number of books, an audio visual section and a place where people can read national and international newspapers. (See Annex 1), the library is small and it was opened in 2008 when the university started to offer its service from Monday to Friday.

The librarians from this private university have been working for more than five years. Their age are around forty five years old, they attend people who visit the library such as students, professors, and teachers. (See annex 2), most of the people who visit the library speak English, therefore librarians' expectations are to attend them in English.

As far as librarian's duties is concerned, there are situations where students are looking for books in English, the librarian has trouble to explain in English the name of the book and the location and she needs to look for the book in the computer (see annex 3).

To conclude this first section, it could be said that in this community visit, we detected that librarians and library clerks need to learn communication skills to help people with the service in English.

As mentioned above, the detection of needs are derived from the critical understanding of librarians' necessities. Graves (1996) stated, "Needs assessment involves seeking and interpreting information about one's students' needs so that the course will address them effectively" (p.12). To gather important data that evidences the lacks, wants and needs people who took part of this project carried out a needs analysis (See annex 4) that displayed librarians' English background, the skills they needed to enhance to offer the service in English and other important data that we explained by detail in the methodology part. Hutchinson & waters (1987), explained that, "much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners" (p.21). These authors, show the importance of designing lessons for specific fields and in our case, activities for librarians.

To conclude the second section, we can say that all the skills are important, but ESP tends to emphasize on the learner's needs. Xhaferi and Xhaferi (2011) said that "It is widely believed that language skills reading, writing, listening and speaking are very important in teaching ESP courses but it is often depends upon the learner's needs and interests" (p.435). As far as librarians' is concerned, it is important to develop speaking to guide people. Thus,

the motto of the university is to promote the use of English as a form of educating bilingual professionals who are ready for the national and international labor market

Research question

How can the implementation of communicative activities improve the speaking skills on librarians at a bilingual university in Cartagena?

Research objective

To improve the librarians' speaking component through the implementation of communicative activities at a bilingual private university in Cartagena.

THEORETICAL FRAMEWORK

The pedagogical implications for this research are divided in four stages. The first stage are the origins of ESP, the second stage is the definition of ESP, the third part corresponds to the connection related to librarians' needs in ESP with speaking, and fourth the type of ESP that fits with this small scale research.

The beginning of English for Specific Purposes (ESP) was after the Second World War in 1945, when the world demanded new ways of expansion in science, technology and economy. During this period of time, people chose English as a lingua franca to exchange knowledge among the different disciplines, Hutchinson & waters (1987) called, that this era "A revolution in linguistics" (p.7). This revolution made emphasis on planning specialized courses that were focused on the learner to satisfy their needs, the explanation for this is that the "relevance of the English course to their needs would improve the learner's motivation" (Hutchinson & waters, 1997, p.8). The relationship this theory has with the project, is that working with a learner centered approach, the learning process will be more effective and meaningful due to the importance is given among the area of librarians.

As I mentioned above, emphasizing learner's satisfaction on their needs, is a meaningful phrase that help us comprehend the definition of what ESP is. Kennedy & Bolitho (1984) defined ESP like "investigation of the purposes of the learner and the set of communicative needs arising from these purposes" (p. 3). If we put this definition into our context, we can say that having clear that librarians need to learn specific content to attend people who request the service, all decisions for the selection of input will be grounded on it.

Furthermore, Hutchinson & waters (1977) defined ESP as a learner centered " approach to

language teaching in which all the decisions are based on the learner's reason for learning" (p.19).

When it comes to the analysis of needs in ESP, Khan, et al. (2011) explained that "using learner – centered approach needs means lacks and wants of a learner. At what level that learner is at present and what are his /her motives concerning the learning language" (p. 635). This author backs up important points we would like to highlight in our research. First, ESP takes into consideration the level of English learners have, it means that librarians need to learn certain skills about the target language according to their level of English. Second, when we teach ESP, it is important to remember that grammar is not the target goal, grammar is a tool to learn the information and through the analysis of people's needs, we can know the linguistic elements that facilitate the design of the activities. Third, it is necessary to know what the communicative setting needs and wants to facilitate the design of the syllabus. In other words, the analysis of needs is not according to the teacher's perception is more about what the librarians are concerned.

What concerns us in our research in terms of librarians' needs in ESP is mainly about implementing communicative activities to improve the speaking skills on librarians. For this reason, speaking is required to carry out the library service. In our research, we defined speaking as the construction and negotiation of verbal and nonverbal meanings, in a variety of contexts (Chaney, 1998, p.13). For example, the request of the service between a person and a librarian in terms of speaking in the context of the library, stands for the negotiation of ideas by using the body language and chunks of language to keep the conversation going. Thus, if we provide a variety of speaking opportunities where librarians can practice real situations they face in their workplace, the language learning will be potential. Because

Brown (2011), explained that providing models that promotes real interaction is a good thing for good speaking (p.126).

As far as the divisions of ESP is concerned, Hutchinson & waters (1977) represented the different types of ESP by drawing “ the tree of ELT” (p. 17), in the picture, ESP is split in three branches which are English for science and technology (EST), English for business and economics (EBE), and English for social sciences (ESS). In every single branch we mentioned before, there are two more subdivisions, the first one is English for academic purposes (EAP), and the second one is English for occupational purposes (EOP). The emphasis we have in this project is in the branch of ESP named English for science and technology (EST) between its branches concerned with EAP and EOP, we pay attention to the one that is English for occupational purposes aimed for technicians who need English for a specific situation. In EOP, technicians learn because their professions demand English in three different stages. Number one is before starting their profession, this stage is entitled as pre- experience, number two occurs during the performance of technicians’ work, this phase is named as simultaneous in service, number three happens after starting their work, this stage is denominated as post- experience (Dudley-Evans and St John,1998, p.6). In our case, librarians are people who are simultaneous in service, according to the aforementioned, who perform their profession in a private university that demands the service in English.

METHODOLOGY

Our methodology had six stages. First the observation of the problem and description of it, second the design and implementation of the first survey, third the design of the lesson plans and implementation of the classes, fourth data collection and analysis of the journal, fifth data collection and analysis of videos and sixth design, implementation and analysis of data regarded to a second survey.

The case study plays a role in many diverse disciplines, such as clinical uses, law, sociology, anthropology, education and language learning; where this approach contributes innovation in the first and second language learning development by looking at a particular individual learners at what they have in common (McDonough & McDonough,1997, p.204). When it comes to methodology, researchers may be interested in following the language development of one particular learner and the contextual influences. The results obtained can stimulate other investigators to examine their individuals which can lead to a fresh perspective on learning strategies, program evaluation and teaching studies (McDonough & McDonough, 1997, p.206).

This research is a case study since it is focused on a library clerk and a librarian, whose main goal is to develop communication skills to interact with people who request the service in English.

According to Wallace (1998) one of the aims of case study is to solve a particular problem that you want to know more about to perhaps finding a solution (p.164) in our case study, we identified the problem through carrying out a community visit where we detected that librarians needed to learn specific vocabulary to help people who request the service. After

the identification of the problem, we implemented the activities that included the design of four lesson plans (See annex 5), that were piloted in the library in order to recreate real conversations where they were interacting with reality. The four lessons were taught in eight classes. In the first lesson, librarians learned how to greet students and people who in the library, in the second lesson, they learned how to ask for the number of the locker where the personal items were. In the third lesson, librarians were taught to tell different kinds of books and the place there they were. As far as lesson four is concerned, librarians practiced how to give directions to students with the purpose of helping them locate the book they were looking for. The four lessons included handouts that were designed specifically for their needs (see annex 6).

The three instruments that were piloted in this small scale research were the journal, second the videos and third the survey. The first instrument was intended to collect information derived from the eight lessons, the second technique was aimed to record real exchanges among students and librarians, and as far as the third instrument goes, it was intended to collect information to see the impact of the implementation on librarians.

When it comes to collect data from the surveys, they were focused on the critical understanding of librarians. The first survey was carried out at the beginning of the project, the data obtained was essential to design appropriate activities. The results displayed that librarians needed to use English to communicate with native speakers, students and teachers and other people. They said that they have studied English in the past and the most common questions people asked in the library are how to borrow books? How to get access to library resources? and how to find books? Which indicated that there was a big concern to develop the ability to express their thoughts orally moreover, one librarian

explained in Spanish her desire to establish conversation where it would be possible to answer questions like how check out a book, remember the deadline people need to keep in mind to avoid a fine, and how to help people find out a book. To design activities where librarians will develop the communicative skills to offer the service in English, we needed to get information that backed it up the design, therefore, librarians expressed the desire to improve listening, speaking and reading (See annex 7).

The second survey was after implementing the lessons, the task was to analyze the data collected and see the progress the librarian and the library clerk had. As far as the results of the second survey is concerned, we will show them in the section of data analysis and results.

As far as the journal goes, this powerful tool, comprised the writing and analysis of all the stages of the implementation of every single class. The characteristics are the detail of events and the organization of the classes by date (see annex 8).

As far as the videos is concerned, to gather data that shows that librarians are using real communication skills, In this research, we had videos that were recorded in different classes. The videos were about offering the service of delivering the student's belongings at the reception desk, asking for a book students needed and how to guide people to use the internet service at the library. As far as the results obtained from these videos is concerned, we described the data by detail in the next chapter that corresponds to data analysis and results.

DATA ANALYSIS AND RESULTS

The participants from this stage were one librarian and one library clerk. In spite of the fact that there are five librarians and two library clerks working in this private university, just one librarian and one library clerk could attend the training to acquire skills to offer the service in the foreign language. The others could not since they had to attend personal issues at work and in their homes. These two librarians are the ones who attend people every day at the reception desk. The analysis of the data derived from the librarian and the library clerk was done at the end of the implementation of the activities. The information collected came from the journal, five videos and one survey. The analysis was the following:

Journal

At the beginning of the analysis we typed the journal in a Microsoft word document (see annex 8.1) to read it several times and then we got from the reading two categories, they were written in a brace and represented by the color red. The first category was controlled practice activities and the second category was communicative free practice activities

Category 1

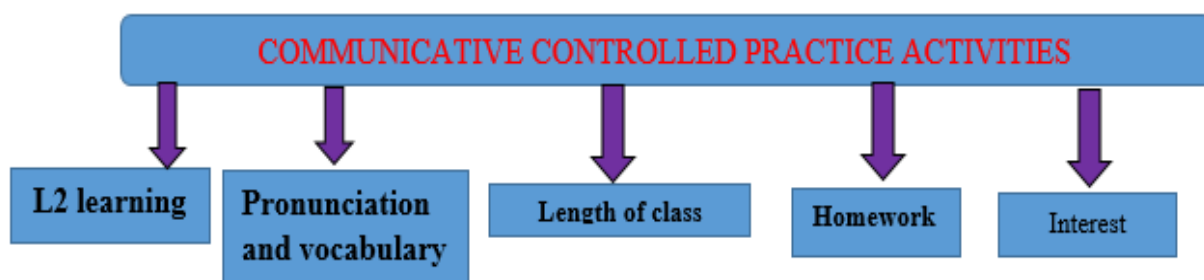
COMMUNICATIVE CONTROLLED PRACTICE ACTIVITIES

Category 2

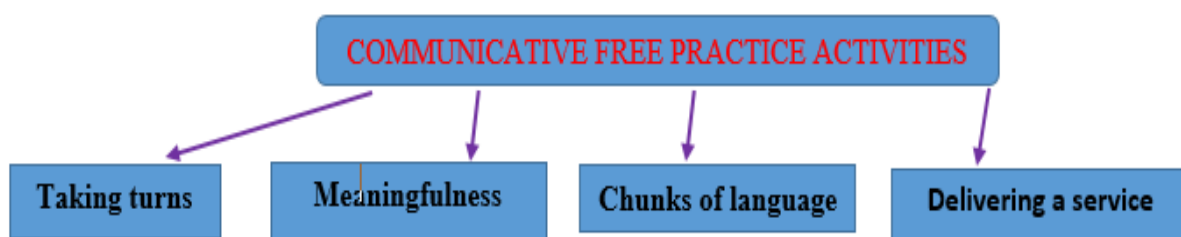
COMMUNICATIVE FREE PRACTICE ACTIVITIES

The process continued and we read the journal several times over and over again, after this process different subcategories appeared. They were placed in the right category and were represented by the black color. When it comes to the communicative controlled practice activities category, five subcategories were placed. They were L2 learning, pronunciation and vocabulary, length of class, homework and interest. The communicative free practice activities had four subcategories, which were taking turns, meaningfulness, chunk of language and delivering service.

Category 1



Category 2



Besides the journal, the subcategories of controlled and free practice activities were complemented by five videos and the surveys. To analyze the videos we wrote the transcripts then we started to categorize according to the evidence we found (see annex 9).

As far as the surveys goes, we compared the answers obtained from the two librarians and we also categorized them according to the evidence (see annex 10).

Findings

This part of the research, shows the following findings of the data analysis:

Communicative controlled practice activities

L2 learning

Journal

We want to highlight that the results between the librarian and the library clerk are found in (annex 9. Controlled practice activities). The data analysis collected from this technique has shown that in the first class they learned how to greet people in formal and informal ways in the library, however, in the first day of class librarians had spelling problems with greeting like How's everything? And good evening due to the fact that these greeting were new for them. This subcategory also showed that in the second class the strategy of brainstorming ideas about how to deliver things in English at the reception desk was relevant to understand this topic due to the fact that they organized information about what they do at the library every day. In the second class, librarians also asked questions to clarify doubts like how to use embedded questions to ask people for their things.

In the second class, librarians were acquiring the form to ask questions related to the locker where the person's belongings were and at the beginning, they showed syntax errors like what box? Locker... is number two? In this stage, the teacher backed them up to arrange

the order of the questions e.g. oh what you mean is what locker your box is in? Is it in locker number two?

As far as the third class is concerned, librarians learned how to say students the place where the online catalog is to look for a book. The process consisted on having librarians learn how to guide students to look for a book. In the implementation of this class, librarians came up with different ideas to guide people to look for a book like going to the public catalog and tell the person the number of the stack and the shelf where the books were. To learn this topic, it was necessary to teach another class where librarians review prepositions for directions, the highlight for this class is that they learned to give directions better when they interacted with the teacher through different exercises in the library. In the fifth class, librarians learned how to tell different kinds of books the library has to learn this topic they practiced a conversation model where they had to say where that library has the romance books. Finally they put that knowledge into practice in the library they work when they practiced a conversation where they had to greet and tell to the person the stack where the book was.

Survey Librarian A

This survey revealed that it was difficult for this person to learn how to tell people to go to different parts of the library due to the fact that the different expressions were new for them and they had to practice them many times to use that topic naturally and automatically. This evidenced is enhanced when the librarian said that the more she put into practice the topics studied in the class with people who visit the library, the more she learned, this is a typical example of librarian's perseverance in learning English.

Finally the survey showed that these classes were meaningful for them and they want to learn deeply about all services regarded to the library

Survey Librarian B

As far as librarian's B survey is concerned, it shows that this librarian also had problems to learn how to guide people to go to different parts of the library and she had to practice many times to learn it as librarian A did too. This person also expressed that she was happy to see that she was using what she had learned to help people in the library.

Pronunciation and vocabulary

This part of the research showed that they had difficulties with words such as good evening, Mr. Mrs. Ms. and Miss and vocabulary like "it's nice to meet you again", "how's everything", and responses like "not bad".

The results showed that one of the lessons they had to practice more pronunciation were when they had to give directions in the library, the difficulties were basically that the librarians got tongue-tied at the moment of pronouncing prepositions for directions, and they had to enhance the pronunciation of ordinal numbers to say shelf where the books were. The following information is a transcript from one of the videos that showed those problems

Teacher: directions? Give me examples, please

Librarian: for example hm, hmmm (...) hm get (...) go to (she gets tongue - tied) go to left, to right

Conversation two

Teacher: and where are the journals?

Librarian: journals in front

Librarian: on (...) fourth, fourth, fourth (...)

Teacher: okay let's count first, second, third, on the fourth

Librarian: (she repeats) first, second, third, on the fourth

The exercises the teacher did around the library helped improve the pronunciation in both librarians due to the fact that the exercise was meaningful for them

Length of class

From five classes we implemented, two took twenty minutes due to problems like attending the people in the library and personal issues in their families. The length of the other three classes were forty five minutes. Another data collected from that journal, showed that the development of the exercises took much time at the beginning of the implementation due to the fact that they had to internalize the new information.

The journal also showed that the classes could not continue because their schedule changed and the time availability was not possible due to the fact that they had to work. Therefore, it was a negative impact in the librarian's learning process because of the interruptions and the lack of time to study disturbed the process of keeping track of the topics they were studying.

Homework

As far as homework features is concerned, the homework they had to carry out was basically to use what they were learning with the people who visit the library and asked for the service in English for example, in the first class librarians studied greetings at the library and homework was that individually, librarians had to greet people who visit the

library in three different ways. The form to evidence homework was through recording a video that showed the moment they were attending the person in English.

Interest

In spite of the interruptions, librarians showed interest in learning English because they did their best to attend the classes, and they also showed a good attitude to study.

COMMUNICATIVE FREE PRACTICE ACTIVITIES

Taking turns

This part of the research, shows the data collected through videos that were recorded at the moment librarians were interacting with people who requested the service in the library.

The turns the users and the librarians had in the conversations were asking questions and the reply back to that question and vice versa. The results are the following:

Taking turns to greet: this turn shows that the objective of greeting people was achieved because the librarians responded to the student by using a formal greeting without any problems and naturally.

Conversation one

Librarian: good afternoon, how are you?

Student: Good and you?

Conversation two

Student: Hi! Good afternoon.

Librarian: Good afternoon

Giving the stuff to people: this short interaction between the librarian and the student showed the librarian using a formal way to ask the locker where the backpack was. This part of this free conversation demonstrated that the librarian was acquiring the structures and she tried her best to keep the conversation going. Despite the fact that there was a free conversation, she could not use the correct structure to use embedded questions.

Student: Can you give me my back pack?

Librarian A: can you tell me what locker is your backpack, please?

Student A: fourteen

Responding to someone's thanks: when the student said thanks because the librarian gave to him the backpack the librarian replied in English by saying you're welcome. This interaction shows that the message was understood and she could attend the student in English. The body language was an important component to keep the conversation going and have the student understand that she was satisfied to attend him in English

Student A: <picking up his stuff > (2) thank you

Librarian A: Okay you're welcome <nods & smiles >

Student: Take care my friend

Librarian: bye see you

Saying good bye to people: the free practice activities also show that the librarian could achieve the objective of saying good bye to people after they are ready to leave the library. This part was important because it showed a free way to finish the conversation with the student.

Student: Take care my friend

Librarian: bye see you

Answering when someone asks for a book: this data shows that the librarians could attend people in situations that required a student asking for a book. The first conversation shows the librarian using the phrase *yes there are* to mean that she can help that person to get that book. The second conversation shows the another librarian saying less formally yeah I can help to say that she is available to help to find the book

Conversation 1

Student: I'm looking for a book called '' Elementos de la Investigacion by Hugo Celda Gutierrez. The

Librarian: Yes there are

Conversation two

Student: I need a grammar book, please. Can you help me?

Librarian: Yeah I can help

Chunks of language

We have found five different chunks of language librarians studied during the implementation of the activities, the first one is the situation where students request a bag, the second one is the use of embedded questions like can you tell me what locker is your backpack, please? The third one is giving directions like go to the left (.) go to stack number one < mm > it's on the – it's on the first shelf and the fifth one is offering help like Can I help you?

Meaningfulness

According to the survey, the most pleasant lessons were to say the person where the book is and attending people at the reception desk, they also said that the implementation of the

classes has been the most relevant experience in their life and job since the activities fit with their field and what the library demands

Delivering a service

As far as delivering service is concerned, the data showed that librarians learned how to use English in different situations in the library like giving back student's backpack, receiving a book the student picked up from the stack to scan the bar code and check the book out and guiding students to the right place to look for a book.

CONCLUSIONS

The aim of this project was to improve the speaking skills of librarians to attend students, teachers and people who has access to the library. As far as librarian's duties is concerned, there were situations where students were looking for a book in English, and the librarian had trouble to guide them. As we regarded, they work at a bilingual university, therefore it is important for them to use English when people requested the service in English to promote the use of the foreign language in this university.

To gather important data, librarians who took part of this project carried out a survey to design appropriate activities. The ESP lessons were formulated as a result of inquiring about the librarians' needs. We developed a survey of nine questions where we asked their background in English, the skills they wanted to improve, the skills they thought they were good at, the skills they were bad at and their lacks and needs. The needs analysis showed that speaking was the skill librarians wanted to improve in order to provide a better service for people who have access to library. According to Graves (1996) "Needs assessment involves seeking and interpreting information about one's students' needs so that the course will address them effectively" (p.12). Therefore, we implemented activities that were centered on their needs.

As we saw the necessity of librarians to improve their speaking skills, ESP activities were carried out with the purpose of offering them the opportunity to enhance their communication and interaction skills with users in the target language. The communicative speaking activities included controlled and free practice activities. The controlled practice activities were lessons whose main characteristics were L2 learning, pronunciation, vocabulary, length of class, homework and interest, while free practice activities included

taking turns, meaningfulness, chunk of language and delivering service. The librarians felt motivated at the moment of learning, exchanging information and using the target language since it was meaningful for them. Hutchinson & waters (1987), explained that, “much of the work done by ESP teachers is concerned with designing appropriate courses for various groups of learners” (p.21). These authors, showed the importance of designing lessons for specific fields and in our case, activities for librarians. Each lesson included conversation models that were adapted to real situations librarians lived most of the time at the library. These situations were greet students, give their backpacks, help students when they require to check out a book, and guide people who are looking for a particular book.

We noticed that the best thing to encourage librarians to communicate was giving them lessons that were relevant for them. When the teacher guided and provided real examples their doubts about pronunciation and vocabulary were improved since the data collected through the survey said that English was something relevant for their life and job.

A journal was written to collect details of each lesson and the librarians’ reaction to the implementation of the classes. Four lessons were carried out, the first lesson topic was about greeting students; they learned how to treat each person who goes to the library and they were able to identify different ways to greet them. The second lesson was about asking students the locker where their belongings were. In the third and four lesson, librarians learned how to guide students to different places at the library. The results from the survey showed that librarian A declared that saying to the person the place to find the book, it had been the most pleasant thing learned for her, while librarian B said that attending people at the reception desk was the most relevant thing learned ever for her.

Videos were recorded during the implementation of the classes to analyze librarian's interaction among people who visit the library. The information collected through the data, reflected that pronunciation and vocabulary problems were enhanced during the training lessons through the respective interaction and feedback. At the End of the classes some videos were recorded to check that the speaking ability was achieved and analyze how librarians got confidence and fluency at the moment of communicating with people in the library.

Two surveys were carried out at the end of all the process to see the impact of the activities. This survey had eleven questions. The data collected showed that librarians found the experience with the English lessons as something relevant for their life and felt happy offering their services in English in different situations.

Through this project we could observe that the lessons had a great impact on the speaking skills since they provide essential tools and vocabulary for librarians to carry out a conversation with people who visit the library.

The objective goal was achieved since the classes taught at the library improved the librarians' speaking component through the implementation of controlled and free practice communicative activities at a bilingual private university in Cartagena.

Another characteristic that determined the benefit of the intervention when we were teaching was to avoid traditional classes based on grammar, we used a student centered approach where librarians put into practice real situations they face in their workplace; As Brown (2011) stated, that providing models that promotes real interaction is a good thing for good speaking (p.126). Thus it was important to know what the communicative

purposes were in order to facilitate the design of the syllabus. In other words, the role of the librarian in the design and implementation of activities was important due to the fact that in the course, the librarian is someone who gives key information to choose the most appropriate content of the course.

This research project can keep on to further studies in the sense that can be implemented in other libraries by designing a complete course to see the impact of it, another branch could be the design of assessment and evaluation of English for educational purposes which it is not studied deeply in our region. This research can be beneficial for the design and selection of the most appropriate content, activities, and skills expected, essential tools and vocabulary in other fields.

This study can contribute to further investigations to carry out deeper studies in the field of developing English communicative skills.

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ANNEXES

ANNEX 1. PARTS OF THE LIBRARY



ANNEX 2. PEOPLE WHO REQUEST THE SERVICE IN ENGLISH



ANNEX 3. DESCRIBING THE PROBLEM AT THE LIBRARY THROUGH THE JOURNAL

1 March 20th 2015
2 * 3:00 pm
3 Today, we are sitting in one of the Tables
4 in the library, my classmate and I are taking
5 notes in the diary about any situation that
6 may happen today related to the use of English
7 at the library. We are looking at the Librarian
8 who is in the reception desk and in the
9 first twenty minutes, two students arrived,
one of them needs a dictionary and asked to
the Librarian the place where the dictionaries
are. The Librarian with all enthusiasm collaborates
by guiding the student, she spoke in
Spanish to say the stack where the dictionaries
are.

4 March 20

5 4:12 pm

6 We decided to stay more time in the Library to
get more evidence of the problem we perceived

7 Here, this time a Teacher from the regular courses

8 arrives to the Library, he is in the reception desk

9 and greets to the Librarian and the Library Clerk
in English. They answer to the greeting but they

10 look kind of nervous like they were not sure what
they are responding to the Teacher who was looking
for a grammar book. The Teacher asks for the place
where the grammar books are, the Librarian answers
and helps him using Spanish, Now a question

11 have emerged from ~~us~~ us and is: why don't
we teach Librarians to use useful vocabulary to
offer the service in English?

ANNEX 4. NEEDS ANALYSIS

Fundación Universitaria Colombo Internacional

Especialización en la enseñanza del inglés

Goal

Get information about librarians' duties to design ESP activities by carrying out a survey

Read the questions and choose the answers that are true for you. There is more than one possibility.

1. How long have you studied English?

One month

Six months

One year

Other _____



2. Who do you speak English with?

Native speakers

Students

Teachers

All of the above

Other _____

3. What do you need English at the library for?

Help out students

Training

Personal growth

Other _____

4. What are the common questions at the library?

Help students how to borrow books?

Help students how to get access to library resources?

Help students find the books they are looking for?

other _____

5. How do you use the language at the library?

Telephone

Face to face

Formal and Informal conversations

Other _____

6. Which English skills do you think you are good at?

Listening

Speaking

Writing

Reading

None of them

other _____



7. Which skills do you think you are not good at?

Listening

Speaking

Writing

Reading

None of them

other _____

8. What skills do you want to improve in order to work effectively at the library?

- Listening
- Speaking
- Writing
- Reading
- All of them
- other _____

Appendix 2

What would you like to learn during the implementation of the activities?

“Me gustaría aprender cómo decir en inglés el proceso de préstamos de libros, cuantos días se puede prestar el libro y como se ayuda a las personas a buscar lo que necesitan en la biblioteca.”

Annex 5. Lesson plans

Library XXX

Teacher's name Alfredo Arnedo Jessica Borre	Semester: I	Term: First Term	Date: 4/7/2015	Allocated time 60 minutes
Topic of The Lesson		Greet at the library		
Standards to work on: Level A1 beginner Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (CEFR) Saludo cortésmente de acuerdo con la edad y rango del interlocutor. (estándares de inglés en Colombia guía 22)				

Goals: Librarians will be able to greet people who come into the library.	Terminal Objectives: <ul style="list-style-type: none">• Librarians will be able to greet people in different ways at the library	Enabling objectives: In pairs, librarians will be able to say hello, in a role play conversation where they include at least two exchanges. Individually, librarians will be able to greet people in their work place where they include more than one exchange.
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Key Words: Greetings & responses in the library / Mr./Miss./Ms.
Materials/equipment: speakers, board and handouts.

INSTRUCTIONAL PROCEDURES

Lesson Stages	Interaction	Skills involved	Time
Warm up: Teacher will ask librarians: What greetings do you know in English? What do you think are the librarian & the student doing in the picture?	Teacher- librarians. Librarians- Teacher	Speaking and listening.	10 Minutes

Teaching procedures			
Vocabulary Librarians will be asked about the different ways people greet people in the library. The vocabulary produced will be written on the board Librarians will listen and repeat the vocabulary related to greetings that are in the handouts	Teacher-librarians	Speaking and listening.	15 minutes.
Handouts: Unit 1 / lesson A Librarians will read and listen a conversation model, then they will figure out how the librarian and the student greet each other. After listening & practice, librarians share the answer with the class. They will practice the conversation model	Teacher- librarians	Reading, listening and speaking	15 minutes
After practicing the conversation model, librarians will listen to the teacher and circle in their handouts the correct greeting they hear Librarians will work in pairs and they will fill a conversation by using the one they practice in the handouts	Teacher – librarians librarians – librarians	Listening and speaking	12 minutes

Assessment:			
Candidates are required to circle A, B, or C depending on the greeting they listen in two conversations assessment class 1.docx	librarians – librarians	Listening - speaking	5 minutes

Closure
librarians will received a feedback at the end of the conversation practice
Homework: Practice the vocabulary learned in the class with real students and also use the different ways of greetings making different exchanges.

Library XXX

Teacher's name: Alfredo Arnedo Jessica Borre	Semester: I	Term: First Term	Date: 4/7/2015	Allocated time 60 minutes
Topic of The Lesson		Where is your backpack?		

Standards to work on:

Level A1 beginner

Can introduce him/herself and others and can ask and answer questions about personal details such as what, who, when and where (CEFR)

Responde brevemente a las preguntas "qué, quién, cuándo y dónde" (estándares de inglés de Colombia)

Respondo a preguntas sobre objetos y lugares de mi entorno

Refuerzo con gestos lo que digo para hacerme entender.

Goals: Librarians will be able to identify the number of locker and the student's personal items.	Terminal Objectives: <ul style="list-style-type: none"> Librarians will be able to recognize different kind of items the students bring to the library They will be able to ask the number of the locker where their items are. 	Enabling objectives: Individually, librarians will read a conversation model and tell at least two different kinds of books. In pairs, librarians will be able to tell different kinds of books, including at least three exchanges by creating a free conversation.
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Key Words: where is my backpack? / Can you tell me what locker your backpacks is? / numbers from 1 to 20/ personal items people carry at the library

Materials/equipment: speakers, board and handouts.

INSTRUCTIONAL PROCEDURES

Lesson Stages	Interaction	Skills involved	Time
Warm up: Make a role play asking the number of the lockers and the different items students bring to the library (backpacks, laptops, bottles), have them make a list of four different exchanges in this practice Teacher will ask librarians a question by using the handout for this class (unit 1 lesson B) According to your job what is happening in this situation? Librarians will share the answers	Teacher- librarians. librarians- Teacher	Speaking/ reading and listening	10 Minutes.

Teaching procedures			
Vocabulary: librarians will listen & repeat the vocab in their handouts related to the different kind of items students bring to the library	Teacher-librarians	Speaking and listening.	10 Minutes.
Handouts: Students will open lesson B that corresponds to unit 1 Librarians will listen and repeat a conversation	Teacher- librarians	Reading, listening and speaking	20 Minutes.

<p>model about asking for a bag in the library</p> <p>They will answer as a question related to the conversation <i>what personal item is the librarian asking for?</i></p> <p>Librarians will practice the conversation model in pairs</p>	librarians – librarians		
<p>Librarians will do a listening task that is fill the blanks of a conversation by adding the correct vocabulary related to personal items and the number of the locker in the library</p> <p>They will share the answers with the teacher</p>	<p>Teacher – librarians</p> <p>librarians – librarians</p>	Listening and speaking	18 minutes

Assessment:

Candidates are required to read a card and follow the instructions to exchange meanings with a role player assessment class 2.docx	librarians – librarians	Listening - speaking	2 minutes
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Closure

<p>Librarians will received a feedback at the end of the conversation also a general feedback at the end of the class related to vocabulary, doubts etc.</p> <p>Homework: Practice the vocabulary learned in the class with someone who visits the library, ask the number of their locker, recognize the number, and also mention the different items they bring to the library.</p>
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Library xxx

<p>Teacher's name: Alfredo Arnedo Jessica Borre</p>	<p>Semester: I</p>	<p>Term: First Term</p>	<p>Date: 4/7/2015</p>	<p>Allocated time:</p>
Topic of The Lesson		Places at the library and how to get there		

Standards to work on

Level A1 beginner

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type (CEFR)

Respondo a preguntas personales como dirección, con apoyo de repeticiones cuando sea necesario

Respondo a preguntas sobre lugares de mi entorno

Refuerzo con gestos lo que digo para hacerme entender

Goals: Librarians will be able to give directions to the students to help them locate the book they are looking for	Terminal Objectives: <ul style="list-style-type: none"> • Librarians will be able to tell the students where a book is located. • They will be able to give precisely directions 	Enabling objectives: Individually, librarians will be able to tell the place where the online catalog is by using a conversation model. In groups, librarians will be able to explain the location where the books are by saying at least four exchanges in a conversation.
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Key Words: prepositions of place / ordinal numbers / other ways to get a book

Materials/equipment: speakers, board and handouts

INSTRUCTIONAL PROCEDURES

Lesson Stages	Interaction	Skills involved	Time
Warm up have librarians make a list of different locations in the library share the list on the board the teacher asks librarians a question that is in a picture in the handout What is the librarian is doing with the student?	Teacher- Students. librarians- Teacher	Speaking and listening.	10 Minutes.

Teaching procedures			
Handouts: Students will be given a handout: unit 2 lesson A	Teacher-librarians	Speaking and listening.	10 minutes.
Vocabulary librarians will listen and repeat the vocabulary of locations and ordinal numbers in their handouts	Teacher- librarians	Reading, listening and speaking	20 minutes.
Librarians will read and listen the conversation model in their handouts The teacher will have librarians practice the conversation in pairs Librarians will answer a comprehension question about the conversation: where is the online catalog?	Teacher – librarians Students – librarians	Listening and speaking	20 minutes

Assessment

Librarians will carry out a mini project that consists on recording a video that shows a free conversation in English where they are attending a person who visits the library.

Librarians will listen two conversations and they will complete them by circling A,B, or C They will complete another conversation and then practice with their partner	Librarians – librarians Teacher - librarians	Listening - speaking	1 hour
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Closure

librarians will be given a feedback at the end of the conversation practice and also a general feedback at the end of the class

Homework:

With someone who visit the library, the librarian will have to guide him and tell the location of the book he's looking for. The librarian will have to use the vocabulary acquired during this lesson.

Library XXX

Teacher's name: Alfredo Arnedo Jessica Borre	Semester I	Term: First Term	Date: 4/7/2015	Allocated time:
Topic of The Lesson		Say how to check out a book		

Standards to work on

Level A1 Beginner

Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario

Respondo a preguntas sobre personas, objetos y lugares de mi entorno

Goals: Librarians will be able to help the students when they need to borrow a book at the library.	Terminal Objectives: <ul style="list-style-type: none"> Librarians will be able to tell the students the steps to borrow a particular book. Librarian will be able to help the students borrow a book and what they need to take them out of the library. 	Enabling objectives: Individually, librarians will be able to identify the steps to borrow a book by reading a short conversation. In pairs, librarians will be able to say the steps in a process to borrow a book by making a free conversation.
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Key Words: check out a book, stacks, scan the bar code, due date

Materials/equipment: speakers, board and handouts.

INSTRUCTIONAL PROCEDURES

Lesson Stages	Interaction	Skills involved	Time
Warm up Write the word check out a book on the board and then ask librarians: what does a person need to do bring a book from the library to the house? Listen to their guesses then tell them that the word check out a book is what people need to do to read a book from the library at home	Teacher- librarians Librarians- Teacher	Speaking and listening.	10 Minutes.

Teaching procedures			
Handouts: Unit 3 lesson A	Teacher-librarians.	Speaking and listening.	10 minutes.
Vocabulary: ask librarians what is the procedure to take the book out of the library Their guesses will be written on the board Have librarians listen and repeat the vocabulary related to borrow a book from the library in their handouts	Teacher- librarians	Reading, listening and speaking	20 minutes.

<p>Have students listen and repeat the conversation model Help them with the unknown words</p> <p>Ask them: according to the conversation <i>what are the procedures to check out a book from the library?</i></p> <p>Have librarians listen to the conversation in exercise and check true or false some statements about it</p> <p>Check the answers</p> <p>Have librarians imagine a person is asking questions about how to borrow a book. Have them use the procedure for that. Have librarians use the conversation model in their handout in case they need an example</p> <p>Have them act out the conversation</p>	<p>Teacher – librarians librarians - librarians</p>	<p>Listening and speaking</p>	<p>20 minutes</p>
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Assessment

<p>Librarians will record a video where they show off they can offer the service in English like greeting the student, say the location of the books and how to borrow it from the library.</p>	<p>librarians – librarians</p>	<p>Listening - speaking</p>	<p>1 hour</p>
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Closure

<p>Librarians will be receive feedback at the end of the class related to the most important points learned in class Assign homework</p> <p>Practice the vocabulary and the conversation model learned in the class.</p>
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ANNEX 6. HANDOUTS USED TO IMPLEMENT THE CLASSES

UNIT 1

IT IS MY FIRST TIME ATTENDING SOMEONE IN ENGLISH AT THE LIBRARY



Lesson A

GOAL

In this unit, librarians will be able to greet and ask for students' stuff at the library

Objectives

Individually, librarians will be able to find three ways to greet people at the library through reading short conversation model.

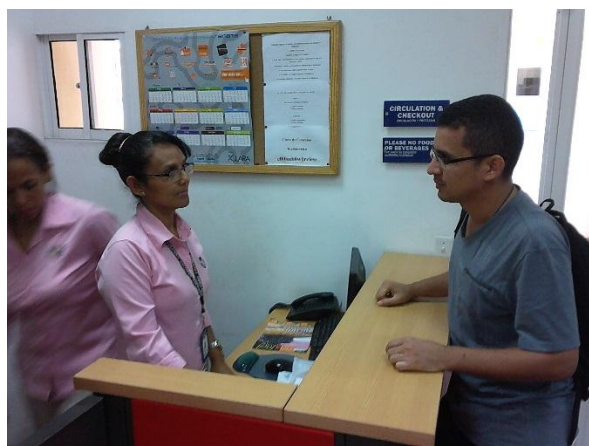
Individually, students will be able to identify two greetings by listening to a conversation

In pairs, librarians will be able to say hello at the library by practicing a conversation model where they include at least two exchanges.

In pairs, librarians will be able to greet people in their work place where they include more than one exchange.

1. CONVERSATION

Read and listen. How does the librarian greet the student?



Student: Hello, It's my first time at the library, my name is Antonio.

Student: I'm fine, thanks. And you?

Librarian: I'm fine thanks.

Librarian: Hello, Antonio. My name is Silvia how are you?

Listen and repeat, practice the conversation model with a partner.

2 VOCABULARY

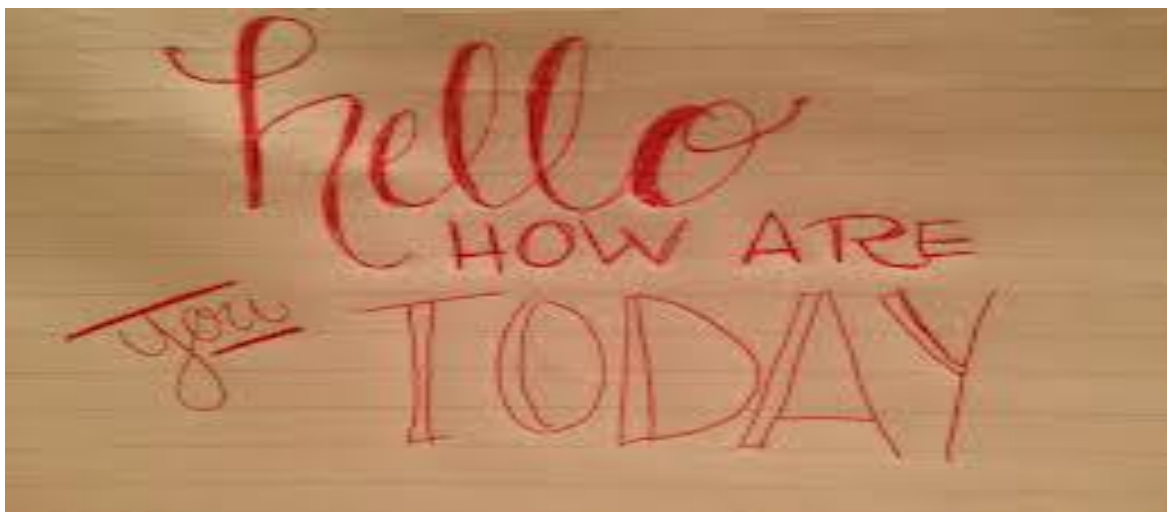
Ways to greet people at the library

Greetings

- Hello, (people's name) how are you?
- Good morning Mr. /Mrs. /Miss. /Ms. Last name. It's nice to see you again.
- Good afternoon. How are you today?
- Good evening Mr. /Mrs. /Miss. /Ms. Last name. It's good to see you
- How's everything?
- How's it going?

Possible Responses

- I'm fine/ fine and you?
- Good morning. Mrs. Last name.
- I'm very well thank you. And you?
- Thank you. It's nice to see you too. How are you?
- Great and you?
- Not bad



3. LISTENING COMPREHENSION. Listen and circle the correct greeting you hear

A. Hi, I'm the librarian how are you? Good morning how are you? Good evening

B. How's everything? How's it going? Good afternoon

4. PAIR WORK. Fill the gaps by using the conversation model below to help you. Then practice it with your partner.

Student: _____

Librarian: _____, my name is _____. _____?

Student: _____ and you?

Librarian: _____.

5. CONVERSATION PRACTICE

With someone who visits the library, exchange greetings



Lesson B

Where is your backpack?

Objectives

Individually, librarians will be able to identify what locker the student's personal item is by using a conversation model.

Individually, librarians will be able to complete the gaps of a conversation by listening to an audio conversation

In pairs, librarians will be able to ask students their stuff at the reception desk by practicing a conversation model where they include at least two exchanges.

In pairs, librarians will be able to ask and answer to visitors the locker and the belongings they need, by using at least four exchanges in a free practice conversation.

1. CONVERSATION MODEL

Read and listen. What personal item is the librarian asking for?



Student: Hello, I need my bag back, please.

Library Clerk: Can you tell me what locker your back bag is?

Student: It's locker number 10.

Library Clerk: Here you are.

Student: Ok, thanks. Good bye.

Library clerk: See you next time.

Listen to your teacher and repeat, practice the conversation model with a partner.

2. VOCABULARY Personal items people carry at the library



A. Bag



B. Handbag



C. Backpack



D. Folders



E. Purse



G Helmet

Numbers from 1 to 20

1 One

2 Two

3 Three

4 Four

5 Five

6 Six

7 Seven

8 Eight

9 Nine

10 Ten

11 Eleven

12 Twelve

13 Thirteen

14 Fourteen

15 Fifteen

16 Sixteen

17 Seventeen

18 Eighteen

19 Nineteen

20 Twenty

Ways to say good bye at the library

- Good-bye
- Bye
- See you later
- Take care
- See you next time

3. LISTENING COMPREHENSION. Listen and fill the blanks adding the correct vocabulary is below.

Student: Hello, I need my _____, please.

Library Clerk: Can you tell me what locker your _____ is?

Student: It's locker number _____.

Library Clerk: Here you are.

Student: Ok, thanks. _____.

Library clerk: _____

4. PAIR WORK. Imagine you ask a student for their stuff at the reception desk.
Write the personal stuff, number and way to say good bye that are missed.
Then practice with your partner.

Student: Hello, I need my _____, please.

Library Clerk: Can you tell me what locker your _____ is?

Student: It's locker number _____.

Library Clerk: Here you are.

Student: Ok, thanks. _____.

Library clerk: _____

5. CONVERSATION PRACTICE

With someone who visits the library, ask the locker where their belongings are.



UNIT 2

Directions



GOAL

In this unit, librarians will be able to say directions and the rules at the library

Lesson A

Places at the library and how to get there

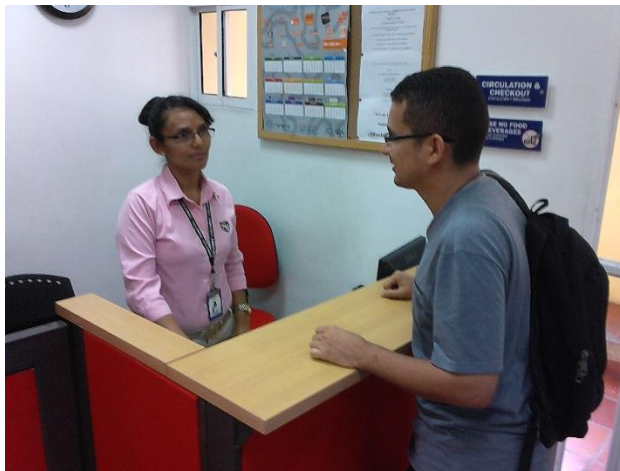
Individually, librarians will be able to tell students the place where the online catalog is by reading a conversation model

Individually, students will be able to circle four words related to directions at the library by listening two conversations

In pairs, librarians will be able to tell students the location where the books are by practicing a conversation model where they include at least two exchanges.

In pairs, librarians will be able to explain the location where the books are by saying at least four exchanges in a conversation.

1. CONVERSATION MODEL Read and listen. Where is the online catalog?



Antonio: Hello, Silvia. Do you know where the pedagogy books are?

Silvia: Hi, Antonio. You should go to the computer and check the online catalog to find the book you are looking for.

Antonio: well...I am sorry but I have a problem. I don't know where the online catalog is. Can you help me, please?

Silvia: It is on the left, next to the newspapers section.

Antonio: okay, thank you.

Silvia: you're welcome.

Listen to your teacher and repeat, practice the conversation model with a partner.

2. VOCABULARY Locations



A. They're next to the fiction stacks



B. they're behind the online catalog



E. They're on the left



F. they're on the right



G. They're between the general collection and the psychology stacks



H. They're near the book cart

Ordinal numbers

Look for the books on the **1st - first** shelf
2nd - second shelf
3rd - third shelf
4th - fourth shelf
5th - fifth shelf
6th - Sixth shelf
7th - seventh shelf
8th - eighth shelf
9th - ninth shelf

- Other ways to get a book

The pedagogy books are on the left. They are in stack number **Six** when you are there, look for them on the **first** shelf.

3. LISTENING COMPREHENSION. Listen and circle A, B or C in the conversation

Conversation 1

Student: Hello, do you know where the _____ are?
A. the magazines C. newspapers D. books

Librarian: Hi, they are _____
A. On the left B. on the right c. next to the fiction stacks

Student: okay, thank you.

Librarian: you're welcome.

Conversation 2

Student: Hi, do you know where the _____ is?
A. English book B. the bible C. the dictionary

Librarian: yes, I do. Go to stack number _____ it on the _____ shelf
A. Two B. three C. four A. first B. second C. fifth

Student: thanks.

Librarian: You're welcome

4. PAIR WORK. Complete the conversation and practice with your partner. Use at least four exchanges in a conversation.

A: Hello, do you know where the _____ is/are?

B: Hi, It is / they are _____.

A: okay, thank you.

B: you're welcome.

5. CONVERSATION PRACTICE

With someone who visits the library, explain the location where the books are.



Lesson B

Say if there is a romance book

Individually, librarians will read a conversation model and tell two different kinds of books.

Individually, students will be able to name three different kinds of books in the library through listening a conversation model

In pairs, librarians will be able to tell different kinds of books, including at least three exchanges by creating a free conversation.

1. CONVERSATION MODEL Read and listen



Jaime: hello, how can I help you?

Jose Luis: Are there some romance books at the library?

Jaime: yes, there are some. They are on the left, next to the nonfiction stacks.

Jose Luis: okay, thanks

Jaime: you're welcome

Listen again and repeat, practice the conversation model with a partner.

2. VOCABULARY Kinds of books

Are there any magazines at the library?

Yes, There are a lot of magazines.

Are there any books about animals?

Yes, There are a couple of animal books available.

Is there a romance book at the library?

Yes, There is one romance book available.

Are there any short stories available?

I am sorry but there are no short stories available.

Is there a nonfiction book at a library?

Yes, There is one nonfiction copy available.

Is there any comic book at the library?

No, There is no comic book available at the library

How many poetry books are there available?

There are two poetry books available.

LISTENING COMPREHENSION. Listen and answer the questions.

1. How many comic books are the available at the library?

2. Is there a research project available?

3. What book is not available at the moment?

PAIR WORK say the different books that the library offers. Use the conversation model to help you.

Jaime: hello, how can I help you?

Jose Luis: _____ at the library?

Jaime: _____, _____ on the left, next to the nonfiction stacks.

Jose Luis: okay, thanks

Jaime: you're welcome.

CONVERSATION PRACTICE

With someone who visits the library, tell the different kinds of books your library has.

Unit 3

OFFERING LIBRARY SERVICE TO STUDENTS



GOAL

In this unit students will be able to offer students the service of how to check out and check in books at the library

Lesson A

Say how to check out a book

Individually, librarians will be able to identify the steps to borrow a book by reading a short conversation.

Individually, librarians will be able to identify in a listening conversation the process a librarian follows to help a student check out a book by checking four statements that may be true or false

In pairs, librarians will be able to say the procedures to borrow a book by filling the gaps in a controlled practice conversation

In pairs, librarians will be able to say the steps in a process to borrow a book by making a free conversation with the students who visit the library.

1. CONVERSATION MODEL

Read and listen. What are the procedures to check out a book?



Professor: I want to borrow a book titled “Listening Myth by Steven Brown”. Could you tell me the procedure for that, please?

Librarian: Take the book from the stacks, I’ll check it out for you.

Professor: I need to know what the long period for the book is.

Librarian: The due date is one week from today. Do you have the library card? Because I have to scan the bar code on the book and also I need to stamp the due date on the back of it.

Professor: okay, here you go. Anything else?

Librarian: That’s all.

Listen again and repeat, practice the conversation model with a partner.

2. VOCABULARY Useful words for borrowing a book from the library



A. Check out a book



B. Scan the bar code



C. Stacks



D. Due date

3. LISTENING COMPREHENSION. Listen to the conversation. Check T (true) or F (false).

T F



The student wants to check out a research book



The due date for the book is seven days



The student doesn't have the library card in his wallet



The student has the tuition receipt

4. PAIR WORK Imagine a person is asking questions about how to borrow a book. Say the procedure. Use the conversation model to help you

Professor: I want to borrow a book titled "_____ by _____". Could you tell me the procedure for that, please?

Librarian: Take the _____ from the stacks, I'll check it _____ for you.

Professor: I need to know what the long period for the book is.

Librarian: The due date is _____ from today. Do you have the library card? Because I have to scan the bar code on the _____ and also I need to stamp the due date on the back of it.

Professor: okay, here you go. Anything else?

Librarian: That's all.

5. CONVERSATION PRACTICE. With someone who visits the library, say the steps in a process to borrow a book

ANNEX 7. SKILLS NECESSARY FOR LIBRARIANS A & B

What skills do you want to improve in order to work effectively at the library?

- ☒ Listening
- ☒ Speaking
- ☐ Writing
- ☒ Reading
- ☐ All of them

other _____

What skills do you want to improve in order to work effectively at the library?

- ☒ Listening
- ☐ Speaking
- ☐ Writing
- ☒ Reading
- ☐ All of them

other _____

ANNEX8. DESCRIBING THE IMPLEMENTATION OF THE CLASSES THROUGH THE DAILY

- 1 April 7th, 2015
Librarian A and B
- 2 The first day of class was about Learning How To greet people at the Library in formal and informal ways.
- 3 The classes were Taught at the Library with the purpose of having Librarians feel Exposed to Real Context. Basically the
- 4 lesson was to know the main greetings Librarians use when
- 5 a student, a teacher, and whoever person arrives to the Library.
- 6 At the Beginning of the class the Librarian and the Library clerk were available to to study, so the class was
- 7 doing well for the first 15 minutes until the another Librarian arrived. To tell Her she could not continue working because
- 8 Her son was sick and she had to leave, so the Librarian and the Library clerk had to stop the lesson to sub for Her,
- 9 However they were interested in taking the lessons and they proposed to continue with the class in the reception desk,
- 10 the Teacher accepted their request and taught to them in that place.
- 11 During the development of the class the Librarian and the Library clerk recognized vocabulary like good morning, good afternoon
- 12 but they presented problems related to The spelling of words like good evening and How's everything? As far as pronunciation
- 13 is concerned, they reinforced words like good evening and How's everything, Ms, Mr, Mrs, and Miss.

April 8th 2015

1 Librarian A and B.

2 Before the class was started the teacher asked
3 if they did homework and one of them said

4 that she didn't have time but she had studied
5 during the day. She told me that she was going
6 to do IT for the following day, but the library clerk

7 did IT and she said that at the beginning she was

8 nervous to greet visitors in English but after
9 she did several times she felt more confident

10 and she did IT better.

11 At the beginning of the lesson the teacher showed a picture
12 to the librarian and the library clerk and after they
13 looked at the picture, they were happy because
14 the picture showed them attending a student. Later,
15 the teacher asked what was the relationship between
16 their experience working in the library and the
17 picture so the librarians hesitated to answer and
18 the teacher encouraged them to express their ideas

19 With their own words, after a few minutes they started
20 to produce ~~ideas~~ ~~ideas~~ ideas in the notebooks

April 9th

1 the objective of the class was to teach
2 Librarians How to guide students to the
3 place where the online catalog is to look
for the book they need.

4 At the beginning of the class, the teacher
5 asked the Librarians for the most common
6 process students do when they do not find
a book, the Librarians answered that in
7 that particular situation students are told
8 to go to the online catalog. The teacher told
9 them that the objective of the class was to
10 guide students to go to the online catalog in
English.

11 During the class, the teacher showed a real picture
12 where there was a student who was looking
for a book that he couldn't find it. Then
13 he asked the Librarians what they would
do in that situation and the Librarians answered

April 15th, 2015

The objective of the class was Teach Librarians To tell different kinds of books, including at least three Exchanges by creating a free conversation. At the beginning of the conversation, the Teacher did a warm up activity that was related To all the lessons the Librarians have studied so far. The conversation Included greetings and Tell the stack where a book was during this Exercise, The Librarians showed doubts at the moment of speaking because They didn't have time to study, They said that They had a busy day yesterday. The Teacher had To help them To Express Their Ideas and the problems They should were basically pronunciation and The word order of phrases.

The Teacher took the decision To enhance these

April 16th, 2015.

- 1 AFTER piloting different lessons we decided
- 2 TO implement the theory in real context
- 3 due to the fact that we detected that
- 4 the Methodology we were implementing in
- 5 other classes were not enough to achieve the
- 6 objectives in terms of speaking and listening.
- 7 the class started by giving instructions to the
- 8 librarians to look for specific book in that
- 9 stack. they did well because they went to
- 10 that stack but then when the teacher started
- 11 to ask questions ~~the students were~~ ~~the students were~~ ~~the students were~~
- 12 ~~confused with~~ about where to get another book
- 13 they started to hesitate before answering. they
- said that they were confused with the difference

1 APRIL 17TH 2015

2 this day we did not teach any Topics because
3 we Had To make Changes To The material
4 we have prepared for Today. The Librarians
5 played an important Role giving information
6 related To Her Experience working at the
7 library. The lesson was named Say How
8 To borrow a book and the objective
9 was to say the steps to borrow a book
10 by making a free conversation. The teacher
11 asked The Librarians the process they follow
12 and they provided Key information that was
13 good to Reinforce that Lesson.

April 20th 2015

We can not keep the lessons because
the schedule they were available has
changed. They ~~was~~ are busy working
In the Library.

Annex 8.1. Daily written in a Microsoft word document

April 7th 2015

Librarian A

The first day of class was about learning how to greet people at the library in formal and informal ways. The classes were taught at the library with the purpose of having librarians feel exposed to a real context. Basically the lesson was to know the main greetings librarians use when a student, a teacher, and whoever person arrives to the library.

At the beginning of the class the librarian and the library clerk were available to study, so the class was doing well for the first 20 minutes until the another librarian arrived to tell her she could not continue working because her son was sick and she had to leave, so the librarian and the library clerk had to stop the lesson to sub for her, however they were interested in taking the lessons and they proposed to continue with the class in the reception desk, the teacher accepted their request and taught to them in that place.

During the development of the class the librarian and the library clerk recognized certain vocabulary related to greetings such as good morning, good afternoon but they presented problems related to the spelling of words like good evening and how's everything? As far as pronunciation is concerned they reinforced words such as good evening, Mr. Mrs. Ms. and Miss they also learned new vocabulary like it's nice to meet you again, how's everything, and responses like not bad. Later, the teacher assigned a controlled practice exercise related to the new vocabulary, the activity was interrupted by students who ask at the reception desk for their belongings, and requesting books to borrow and while she was attending the students, the library clerk and the librarian suggested that they also wanted to learn vocabulary about how to guide the students of the different programs the private university has, and how to say students that the process of borrowing some specialized books required the approval of the coordinator in charge of the library. The exercise took too much time the first day of class it was done. The librarian and the library were really interested in learning due to the interruptions.

The class was finished by the teacher assigning homework related to greetings. The homework is about greeting people who visit the library in three different ways.

April 8th 2015

Before the class was started the teacher asked if they did homework and one of them said that they didn't have time but they had studied during the day. They told me that they were going to do it for the following day.

At the beginning of the lesson the teacher showed a picture to the librarian and the library clerk and after they looked at the picture, they were happy and excited because the picture depicted to them attending a student who was asking for her stuff. Later, the teacher asked what was the relationship between their experience working in the library and the picture so the librarians hesitated to answer and the teacher encouraged them to express their ideas with their own words therefore, the teacher told them that they were not going to learn grammar and the key to improve speaking was by linking their experience the library with English.

After a few minutes, they started to write in the notebooks the ideas they had in mind and then they said that this lesson was going to help them learn how to deliver in English things people bring to the reception desk. After that, the teacher asked for the most common activities she usually does in this particular situation. She answered using their Basic English that people like students tend to ask for their things. The teacher continued asking more questions like what do you mean when you say things? The librarians said in Spanish the helmet, a laptop, a mochila, a plastic box, and odd things like a bottle of coke. She also said that the picture was right because after attending the students she needed to learn how to say good bye in English because according to her experience this may happen with a student who wanted to have a conversation with her in English. After that, the librarians easily comprehended the aim of the lesson and said in Spanish that the lesson was clear and easy due to the similarity among the activities they tends to do at the library.

During the development of the activity, the teacher and the librarians practiced a conversation model where they simulated a situation where she had to attend a student who needed the backpack. During this process, the librarians asked for help to clarify doubts like how to understand a phrase in English where a student expressed the necessity of getting a plastic box so the teacher asked them what would they do in that particular situation and they got the answer in fact they said the answer using her own English ‘’ the box is in the.. The... locker number two? Later, the teacher corrected the spelling in order to express that idea correctly *ah okay what locker is your box? Is it in locker number two?* Later the librarians were very happy because all the information they were learning was meaningful for them. They also practiced the vocabulary related to Personal items people bring to the library like bag, handbag, backpack, folders, purse, and helmet, the teacher also explain the words librarians shared at the beginning like they said at the beginning in Spanish like the helmet, a laptop, a mochila, a plastic box, a bottle of coke like and the numbers from one to twenty to know what locker the stuff was.

The class was ended after the teacher explained the main vocabulary and practiced pronunciation of new words. Finally the teacher assigned homework that was attend one people in English who were asking for their stuff. They were happy and told to the teacher

that she needed to practice first and she will do it during the day. One librarian recorded a video

April 9th 2015

The objective of the class was to teach librarians how to guide students to the place where the online catalog is to look for the book they need.

At the beginning of the class, the teacher asked the librarian and the library clerk for the most common process students do when they do not find a book, the librarians answered that in that particular situation students are told to go to the online catalog. The teacher told them that the objective of the class was to guide students to go to the online catalog in English.

During the class, the teacher showed a real picture where there was a student who was looking for a book that he couldn't find it, then he asked to the librarians what they would do in that situation and the librarians answered that there were two ways, the first one was to tell the person to go to the public catalog and the second choice was to tell the person the number of the stack and the shelf where the books were. The teacher immediately took this information to make changes in the design of the activity because that information was not in the lesson, later the teacher told the librarians that the next day the lesson was to learn the second way to find a book.

The reflection is that Teaching librarians in the same place where they work also worked well because librarians were exposed to a real context and the lessons are more meaningful for them. The class took 20 minutes because they had to do some activities at the library.

April 14, 2015

In this class, the library clerk could not attend classes because she had to work so the class was taught by one librarian. This librarian, had to say orally how she would help that student to find the book by guiding the student to the stack where the book was. At the beginning of the task the teacher asked a situation where a student had problems to find a book, the thing was that she had to say the solution to that problem and the librarian started to produce vocabulary related to directions in English. Then to continue practicing the teacher gave her a task where they simulated how to guide a student to the stack where the dictionaries were (see video April 14th part 2 during the task, the librarian learned well when she interacted with reality I mean, in the library.

April 15, 2015

The objective of the class was teach librarians how to tell students the different kinds of books the library has, including at least three exchanges by creating a free conversation. At the beginning of the class, the teacher and the librarians practiced a conversation model. The conversation included greetings and tell the stack where a specific book was during this exercise, the librarian showed doubts at the moment of speaking because she didn't have time to study, she said that she had a busy day yesterday so the class had a an exercise where the librarian and the teacher simulated a real situation in the library (see video April 15) the librarian was learning and she showed progress using the ordinal numbers but there

was a misunderstanding with the word shelf because she called it shelter the teacher didn't correct her immediately, he did it at the end of the exercise because he didn't want to interrupt was the librarian was saying with her own English. The teacher at the end of the exercise explained to her that the word for the place where the books are organized alphabetically is the shelf and not shelter.

After this exercise, the librarians had to have a real conversation where they interacted with real people who visit the library to record this we aided with a camera that was placed in a part of the reception desk and the results were amazing because librarians could interact with real people in the library

At the end the teacher congratulated the librarians and everybody was happy to see that the difficulties were overwhelmed.

April 17th 2015

This day we did not teach any topics because we had to redesign lesson one related to unit 2 from the material we had prepared after carrying out the needs analysis. Therefore the librarian played an important role giving important information related to her experience working at the library. The lesson was named say how to borrow a book and the objective was to say the steps in a process to borrow a book to a student by making a free conversation. The teacher asked the librarians how was the process to check out books from the library and the librarian said if the student was from the university, they asked for the university tuition fee necessary to check out the book. In other situations when the student is outsider or in other words that person does not belong to the university they need to show the registration receipt from the library that proves that they have paid an amount of money to be member of the library. Finally she pointed out that this is an important activity because they tend to do it every day with students who need to continue readings books at home.

April 20th 2015

Today we have detected that the class with the librarians cannot continue because the schedule they were available for the classes has changed, this means that they cannot continue with the class we designed yesterday related to how to borrow a book because it is the end of the semester at the university and many students are going to the library to study they are so busy.

ANNEX 9. TRANSCRIPTS

Video Asking for a bag

Librarian A: good afternoon, how are you?

Student A: good and you? (.) Can you give me my back pack?

Librarian A: can you tell me what locker is your backpack, please?

Student A: fourteen

Librarian A: Okay. <Walking to the locker to pick up the student's stuff > (5)

Student A: <picking up his stuff > (2) thank you

Librarian A: Okay you're welcome <nods & smiles >

Student: Take care my friend

Librarian: bye see you

Video April 14 2015 (VOCABULARY AND PRONUNCIATION) part 1

Librarian: hm, hmmm directions (...) for example

Teacher: directions? Give me examples, please

Librarian: for example hm, hmmm (...) hm get (...) go to (she gets tongue - tied) go to left, to right

Teacher: ahh it's on the left it's on the right

Librarian: (she gets the information and repeats) it's on the left, it's on the right (...) next to, next to the table

Video April 14 2015 (VOCABULARY AND PRONUNCIATION) part 2

Teacher: okay let's do an exercise (...) where are the dictionaries?

Librarian: (...) dictionaries are (...) second (...) second stack

Teacher: and what about these?

Librarian: dictionaries

Teacher: and where are the journals?

Librarian: journals in front

Teacher: in front of me

Librarian: in front of you (...)

Librarian: on (...) fourth, fourth, fourth

Teacher: okay let's count first, second, third, on the fourth

Librarian: (she repeats) first, second, third, on the fourth

Video April 15 seg 46

Teacher: I need your help I am looking for a book called American more (...) Grammar in use five

Librarian: Okay come on here they are here. Really?

Librarian: yes

Teacher: Where?

Librarian: hmmm It's on (she says twice) the first (...) number one

Teacher: but the teacher told me that I need a book called focus on grammar five. Where is focus on grammar five?

Librarian: it's on (she repeats four times) It's on the second

Teacher: What number?

Librarian: One hundred forty eight

Video asking for a book

Student B: < mm > I'm looking for a book called "Elementos de la investigacion by Hugo Celda Gutierrez.

Librarian A: yes there are (.) go to the left (.) go to stack number one < mm > it's on the – it's on the first shelf < using her arm to keep the conversation going>

Student B: thank you so much

Librarian A: Okay you're welcome < sitting down on the chair >

Student B: < walking to the stack to pick up the book> (3) this is the one < skimming the book> (.) < Walking to the reception desk> (2) I got it (exclamation) (.) thank you

Librarian: The librarian is ready to receive the book the student has picked up to scan the bar code and check the book out

Video asking for a grammar book

Student C: Hi! Good afternoon

Library clerk: good afternoon (.) can I help you?

Student C: yeah (.) < Mm > I need a book

Library clerk: what book do you need?

Student C: I need a grammar book, please. Can you help me?

Library clerk: yeah I can help

Student C: < Mm > it's on the – on the left (.) you can go to – to stack < Mm > (.) in the stack number six

Student C: okay thank you so much.

Library clerk: okay

ANNEX 10. SURVEYS

Fundación Universitaria Colombo Internacional

Especialización en la enseñanza del Idioma inglés

Meta

Recoger información necesaria para analizar el impacto de las actividades implementadas en los bibliotecarios

Librería A

1. ¿Cuál fue la clase más difícil para ti? ¿Por qué?

Bueno creo que lesson 3 la cual era de places at the library and how to get there porque las diferentes expresiones eran nuevas para mí y necesitaba practicarlas mucho para que no se me olvidaran. Esta lección la aprendí después de guiar a los visitantes al lugar donde estaban los libros

2. ¿Ha sido útil lo que tú has aprendido en las lecciones? ¿Por qué?

Claro que sí porque lo poco que he aprendido me ha servido para atender a personas que llegan buscando libros en Inglés.

3. ¿Crees que la habilidad de habla ha mejorado después de las lecciones?

Si, la respuesta es afirmativa en situaciones donde atiendo al usuario tales como guardarle sus pertenencias en el casillero o guiarlo a buscar un libro.

4. ¿Cuál fue la clase más significativa para ti? ¿Por qué?

Cuando envió al usuario al lugar donde se encuentra el libro porque me siento complacida en poderle brindar una ayuda más rápida.

5. ¿Cómo te has sentido en las clases? ¿Por qué?

Me he sentido bien porque ha sido una experiencia positiva para mi vida personal y laboral

**6. Teniendo en cuenta la falta de tiempo para estudiar debido a motivos laborales
¿Cuál crees que fue el impacto de las ausencias en tu proceso de aprendizaje?**

La falta de tiempo en mi proceso de aprendizaje me dejó un impacto negativo, ya que debí darle prioridad a mi trabajo y no pude avanzar en las clases.

7. ¿Cómo te sentiste al ejercer lo aprendido en la biblioteca?

Me sentí un poco nerviosa ya que era una experiencia nueva en mi vida laboral. Sin embargo, al momento de practicar entré más me decidí y aprendí a hablar más rápido.

8. ¿Cómo consideras que el aprendizaje fue más significativo para ti, con la interacción del docente o de manera autodidacta?

Con el profesor porque me aclaraba dudas respecto a la pronunciación de palabras como por ejemplo tourism, shelf, and online catalogue y entre más me aclaraba yo mejoraba más la fluidez y me aprendía el vocabulario.

9. ¿Qué aspectos de la metodología empleada en la clase cambiarías? ¿Por qué?
Ninguna, porque me ha gustado como se han desarrollado las clases porque todo era de acuerdo a mi campo.

10. ¿Fueron las clases significativas para ti? ¿Crees que las clases deberían continuar?

Argumenta tu respuesta

Claro que sí fue relevante para mí y pienso que las clases si deberían continuar porque me gustaría aprender más serian la prestación del servicio en todo lo que contiene nuestra biblioteca porque me sentiría más segura en las diferentes situaciones en que me tocaría prestar el servicio en inglés.

11. ¿Es posible describir el impacto de la implementación de las clases en una frase?

¿Por qué?

Bueno... la frase sería muy buenas e interesantes. Porque el curso de inglés a bibliotecarios es algo único en la ciudad de Cartagena. Sería bueno continuar investigando más al respecto y montar un curso más completo en donde participarán más bibliotecarios de varias universidades. El inglés es algo necesario porque yo pienso que hasta para vender tintos se necesita hablar inglés en esta ciudad.

Fundación Universitaria Colombo Internacional

Especialización en la enseñanza del Idioma inglés

Meta

Recoger información necesaria para analizar el impacto de las actividades implementadas en los bibliotecarios

Librería B

1. ¿Cuál fue la clase más difícil para ti? ¿Por qué?

La lección más difícil para mí fue donde tenía que guiar a las personas al lugar donde estaban los libros que necesitaban porque el vocabulario necesitaba practicarlo mucho para aprenderlo, creo que si no sigo repasando esta lección se me olvidaría.

2. ¿Ha sido útil el vocabulario que tú has aprendido en las lecciones? ¿Porque?

Si ha sido relevante debido a que me ha permitido utilizarlo en la biblioteca en el momento que alguien busca un libro o necesita dejar sus pertenencias en la recepción de la biblioteca.

3. ¿Crees que la habilidad de habla ha mejorado después de las lecciones?

Si ha mejorado especialmente mi pronunciación y el vocabulario ha crecido porque he aprendido palabras que se utilizan en la biblioteca como Where is your backpack? Go to stack number five etc. Nunca pensé aprender al momento de trabajar en esta biblioteca.

4. ¿Cuál fue la clase más significativa para ti? ¿Porque?

Cuando le pregunto a las personas que visitan la biblioteca el casillero donde están sus pertenencias, es de agrado para mí saludar al usuario y entregarle lo que ellos necesiten.

5. ¿Cómo te has sentido en las clases? ¿Porque?

Me he sentido contenta y alegre porque ha sido de gran utilidad para mi función en la biblioteca.

6. Tomando en cuenta la falta de tiempo para estudiar debido a motivos laborales ¿Cuál fue el impacto de las ausencias en tu proceso de aprendizaje?

Debido a la gran demanda que existe en la biblioteca de atender estudiantes y otras personas, la secuencia que seguía con el profesor de estudiar las lecciones se interrumpía porque tocaba trabajar, así que el día que tocaba retomar clases la mayoría de los temas se me olvidaban y tocaba repasar nuevamente los temas.

7. ¿cómo te sentiste en el momento de practicar lo aprendido en la biblioteca?

Bueno al momento de practicar me sentí feliz porque pude poner en práctica temas como hablarle al usuario en lo que necesitaba y entre más lo realizaba más me sentía orgullosa de mi progreso.

8. ¿Tú piensas que aprendiste más fácil las lecciones cuando interactuabas de forma real en la biblioteca?

Definitivamente que sí porque ponía en práctica el vocabulario y diferentes expresiones que estudiaba con el profesor en las clases

9. ¿Cuál aspectos de la metodología empleada en la clase cambiarías? ¿Por qué?

Respecto a la metodología no cambiaría nada, pero si me gustaría que hubiese la forma de que existiera una política que permitiera darnos la oportunidad de tomar cursos como este sin estar preocupados por la falta de tiempo y disponibilidad debido a que las clases eran canceladas porque ese día teníamos que trabajar. Debería existir un espacio más adecuado para estudiar porque las clases las tomábamos al medio día después de almuerzo y teníamos que estar corriendo.

10. ¿fueron las clases significativas para ti? SI ¿Tú piensas que las clases deberían continuar?

Si fueron significativas porque eran de acuerdo a lo que uno hace en la biblioteca y deberían continuar porque estos cursos no se dan con mucha frecuencia en institutos de inglés y me ayudaría en mi vida personal y laboral si algún día tendría que trabajar en alguna biblioteca en un país extranjero de habla inglesa

11. ¿puede describir el impacto de las clases y las lecciones en una frase? ¿Por qué esa frase?

Bibliotecarios bilingües de Cartagena porque al estudiar algo que encaja en nuestro campo es de gran utilidad en esta ciudad turística, imaginemos que este curso llegara a la sede del centro y bibliotecas como la Rafael Núñez ese lugar es visitado por muchos turistas que lindo seria atenderlos en inglés.