

Spring 2018

Developing an ESP curriculum on tourism and agribusiness for a rural school in Nicaragua: a retrospective diary

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**DEVELOPING AN ESP CURRICULUM
ON TOURISM AND AGRIBUSINESS FOR A RURAL SCHOOL IN
NICARAGUA:
A RETROSPECTIVE DIARY**

A Thesis

Presented to Eastern Washington University

Cheney, Washington

In Partial Fulfillment of the Requirements

for the Degree

Master of Arts in English

Teaching English as a Second Language

By

Stan Pichinevskiy

Spring 2018

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Abstract**DEVELOPING AN ESP CURRICULUM ON TOURISM AND AGRIBUSINESS
FOR A RURAL SCHOOL IN NICARAGUA: A RETROSPECTIVE DIARY****By****Stan Pichinevskiy****Spring 2018**

A rural technical secondary school in Nicaragua needed an English curriculum that would support students at varying levels of English proficiency in grades seven through eleven to pass the TOEFL exam their senior year and meet the English national requirement for accreditation. This curriculum should be culturally and locally responsive to meet the needs of the students, teachers and the administrators as well as accommodate for the two separate tracks in English: tourism and agribusiness. Over the course of a year, I collaboratively developed an English for Specific Purposes (ESP) curriculum that included a whitepaper proposal, five-year map with overarching goals and learning objectives, sample unit lesson plans, curriculum outline for teachers and accreditation. Once the curriculum was accepted, and the implementation process began, I was invited with Dr. Gina Petrie to facilitate a two-day teacher training on ESP pedagogy and assessments.

The present study includes a curriculum developed for a secondary school in Nicaragua which I present, employing a retrospective diary method. The development process, international correspondence, challenges and false assumptions are important to review and reflect on retrospectively. The readers will be able to empathize with me as well as learn from my failures and successes in curriculum development, directly from

the diary. In the end, I learned the value of conducting thorough needs analysis in order to capture the data needed in creating relevant content and methods both for students and for teachers as well as a need for a stronger protocol for curriculum evaluations prior to implementations of the said curriculum. At the same time, I discovered the need for teachers to be involved in curricular change from the outset since they know the students and their needs better than others desiring and/or planning the changes. Student input would also be beneficial in the planning, implementing, and evaluating phases of curricular change. Finally, curriculum evaluations will need to be conducted at the Opportunity International school in Nicaragua when the first full cohort (starting seven grade) graduates in 2021.

Dedication

I humbly dedicate this project to two people who were always there for me as I pursued the master's degree and completed this thesis:

My wife, Yelena Pichinevskiy for your support and faith in me even when I was ready to give up. Most of all, I am grateful for the sacrifice of your professional growth, when choosing to be an all-present mom and teacher to our two rambunctious children with one more on the way. I have no idea how I could ever repay you. You and the children are my life, and without you I am nothing.

My brother-in-law, Fedor Gaponenko, you were my confidant and sounding board to all my crazy ideas. I will miss your honest feedback and reality checks. You are truly missed. Rest in peace, my friend.

My parents, Vladimir and Svetlana Pichinevskiy, for instilling in me strong moral compass and work ethic, the value of Russian language and culture.

Mrs. June Lee, I want to thank you for making me believe that higher education would be my ticket to success in my professional and personal life. As I near my eighth year in higher education, I realize that you were right on all accounts. None of this would have been possible without your unyielding support in my academic missions. I am grateful for all that you did for me.

My Lord and savior, Jesus Christ for empowering me with energy and wisdom in pursuing the curriculum development project, while being a fulltime employee and graduate students as well as maintaining my family. Thank you for putting this project on my heart, sending me to serve internationally and continuing to prepare my mind and heart on becoming a missionary.

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It is my pleasure to acknowledge and thank the following mentors and colleagues:

Dr. Philip Watkins for accepting me into your Positive Psychology Research team and then mentoring me all the way through my Psychology major in my undergraduate years and leading me to academic research.

Dr. Sue Marie Wright for guiding me through the world of higher education as a first-generation college student and for teaching me the value of relationships and the importance of creating change. Thank you for introducing me to your fantastic Children's Studies Program that shifted my worldview paradigm.

Dr. Gina Mikal Petrie for seeing my potential in teaching and curriculum development, even when I didn't see it. It was you who opened my eyes to the possibilities of working or serving internationally. I am grateful that you were willing to serve as the third reader on my thesis committee.

Dr. LaVona Reeves for showing me the value of my background, language, culture and personal story, and for that I am forever grateful. Thank you for creating space for me to tailor this program to meet my interests and needs while preparing me to teach English as a Second Language. Thank you for your guidance and support as thesis chair.

Dr. Kate Crane for exposing me to technical communications. It was through you that I learned the power of information design. Thank you for bending my mind in ways I have not known. I appreciate your presence on the thesis committee.

EWU Career Services for making it possible for me to attend graduate school despite the workload of career advisors, professional development events and workshops.

Through all this, you helped me coordinate and even cover my events. Without your support, I wouldn't be graduating this year.

Preface

Language Learning Experience

I remember looking down from the airplane window at all the tiny cars, trucks and houses. I told my dad, “I want to play with those toys down there.” As we got off the plane, we were greeted by many relatives. I saw дедушка (grandpa) Yuri and бабушка (grandma) Galina. Of course, I did not know anyone’s names at the time. I just knew that we would be happy here. Thus was my arrival in the United States of America at the SeaTac Airport on November 11, 1990, after a long, vaguely remembered trip from Narva, Estonia.

My siblings’ and my second language acquisition, came fast, so fast in fact, my parents had to enforce rules of only speaking Russian in the home, because at this rate, we would forget it. They were right. As the years have passed my younger three sisters have found it very difficult to speak and are not able to read and write in Russian. My oldest brother and sister attended a Russian school in Estonia for the first and second grades and already began acquiring literacy in our first language, while my younger siblings and I only knew how to speak and comprehend basic Russian. We became the 1.5-generation language learners in Delancy Houtton Elementary in the tiny town of Soap Lake, Washington. My English acquisition began nearly simultaneously with my first language acquisition at age five. Since at that time I was surrounded by it, English was quickly acquired in speech and comprehension. Then came reading, writing and finally the academic language alongside my native English-speaking classmates.

My mother made many attempts at teaching us reading and writing in Russian, but it was challenging for her to enforce it and monitor us. Later, our Slavic community

church began to offer Russian bible classes and we were quickly required to join. At age 13 I finally learned how to read and write fluently in Russian, even though the Russian I learned was mostly limited to the Biblical language rather than the academic language that would have been developed by our counterparts back in the former USSR. I remember applying many of the English grammatical rules to my Russian language acquisition and that made it easier to learn how to read and write in Russian. I later learned that this was positive transference from my second language to my native language. It may seem backwards, but it demonstrates what a 1.5-generation language learner has to undergo.

In elementary, middle and high school, I have experienced varying degrees of language learning challenges and developmental leaps. I felt as if my English was constantly corrected by teachers and native English-speakers on proper grammar, some of which I later learned was more a matter of opinion or personal style. Still it didn't feel good to be constantly corrected in my speech and writing, and as a result, I slowly developed an inferiority complex towards grammar, feeling as if I could never get it right. However, as a running start student, I took required English composition courses at a local community college that forced me to get help with my writing. I visited an English tutor lab two times for each paper that I had to produce for class. It was here that my confidence increased, and I was even able to assist others with their papers by simply replicating my tutor's editing methods which included reading aloud, one sentence at a time, looking for patterns, and understand grammar errors rules.

Teaching Experience in the United States

As a teenager, I enjoyed working with people, especially the preteens that eventually lead me to teach Sunday school for our Source of Life Church in Moses Lake, Washington. It started out with coaching in sports such as basketball and volleyball; then it grew into a real passion for helping preteens in my community who seemed neglected or didn't have a place to belong. Typically, the youth, ages 14 to 24 attended youth group, while the children, ages 4-11 attend Russian classes at the church, and then there was the gap of somewhat forgotten tweens. I founded the pre-teen Bible study group that met bi-weekly covering topics of personal growth, Biblical concepts, daily living strategies, and other things commonly interesting to that age group. I facilitated instruction, coordinated camp trips and volunteer work for nearly four years. It was from this experience that I decided to pursue a Bachelor of Arts degree in Psychology and later in the Children's Studies at Eastern Washington University in Cheney.

During my undergraduate years, I took a minor in Teaching English as a Second or Foreign Language. Here I was exposed to some best practice experiences that allowed me to get a part-time job conducting 250 hours of grammar workshops for English Levels 3, 4 and 5 in the English Language Institute at EWU. The workshops were for primarily Saudi Arabian and Japanese students, ages 20 – 54, hoping to enter fields of engineering, education, and business. It was a challenge to get these students to attend grammar workshops because it was not required, and they were tired by the end of the school day to perform another intensive language activity. Through collaboration with English instructors, I was able to gather course content, quizzes, and assignments to cover in the workshops. Over time, I made friends with a few of the regular students, and they

challenged my knowledge of grammar on a daily basis as I did theirs. Most successful days included interactive activities and games where students were required to move around and utilize the language skills. My teaching strengths were connecting with students on a personal level and making grammar interesting and at times fun. I learned the most about grammar knowledge while conducting bi-weekly grammar workshops because I had to learn key concepts on the spot, ask English instructors for help and practice grammar before each session.

Teaching Philosophy

I once held a belief that language acquisition is an endeavor that should not be taken lightly because of the magnitude of scope that is covered in learning a language. A person's life circumstances and the environment may have required learning another language which meant having enough motivation and persistence to become fluent in a new language. However, over the years as an English Language Learner, a native Russian speaker and an enthusiast for acquiring Spanish as a third language, I learned that the key to language acquisition is intentionally learning a language for a specific purpose. Mainstream media has blown up the idea that it takes 10,000 hours to acquire a new skill (Gladwell, 2008). Sadly, this high-pressure claim has deterred many from even making an attempt at acquiring a new language, or any other difficult skill, for that matter. Fortunately, new studies and alternative pedagogy has been pointing in the direction that deliberate studying of key language elements or purposes can cut down that number of hours significantly, so claims Joshua in his book, *The First 20-Hour Rule* (Kaufman J. , 2013). I am not saying that 20 hours is enough to learn a new language skill, but practices

have shown that with a narrowed focus on specific skills, language can be acquired more efficiently than we think.

My master in TESOL and additional undergraduate courses in teaching English as a Second Language with Dr. Gina Petrie, have exposed me to the world of teaching English and, more exactly, teaching English for Specific Purposes (ESP). When learning a language, it is important to note the reason the language is being learned. Is it for becoming a linguist or professor of a certain language, or perhaps it is to get around in a country or be able to serve customers? The purpose of learning the language will change the degree or depth to which a student has to dive in to the technical aspects of language. The more specific the purpose, the easier it is to acquire that language. For example, have you ever wondered why two years of high school Spanish or French does not always produce competent language users? It could be that high school language courses may focus on acquiring the whole language beginning with reading and writing and then speaking and listening skills within the framework of grammar rules. Of course, I have encounter fabulous language teachers utilizing unique and highly effective pedagogy.

Recently, I had the chance to travel to Nicaragua and to prepare myself for using Spanish; I identified key elements of the language I need to use such as making introductions, asking for directions, making polite statements, and describing my purpose or work. In three months, I was able to comfortably produce the needed language to get around the country with the help of a Spanish tutor and a personalized phrasebook recommend by Benny Lewis (2013), author of *Fluent in 3 Months*.

As a teenager, I made the connection that I enjoyed teaching things I was pretty good at to my friends and family. I would follow the quickest steps it took for me to

learn something and then demonstrate and instruct others to do the same. Now, as a professional Career Advisor and, previously, Admissions Advisor, I have facilitated hundreds of workshops and presentations on the professional development. Public speaking comes naturally to me. I get excited about the things I am teaching and bring lots of energy into the room. This spring quarter, I had the opportunity to teach my first two-credit course on Career Development for college students who are undecided or undeclared. Two times a week I facilitated instruction with the same enthusiasm and energy as I did with my public speaking events. The difference between my work presentations and this class teaching experience came in the fact that I receive more immediate and thorough feedback in the classroom setting. This allowed me to evaluate myself on the spot and turn this feedback into formative assessment to improve my teaching.

Teaching is my favorite learning strategy. When I desire to learn something, I plan on teaching that very thing to someone else, whether it is my family, friends or a group of unsuspecting innocent bystanders.

Table of Content

Abstract.....	iv
Dedication	vi
Preface.....	ix
Language Learning Experience.....	ix
Teaching Experience in the United States.....	xi
Teaching Philosophy.....	xii
Table of Content.....	xv
List of Figures.....	xvii
Chapter 1: Identifying the Need for an ESP Curriculum	1
Brief History of Nicaragua.....	3
Nicaraguan Current News	5
First Impression of Opportunity International School.....	6
Statement of the Problem	7
Researcher’s Role.....	8
Research Questions	8
Assumptions	9
Purpose of Study	9
Thesis Overview.....	10
Chapter 2: Review of Literature	11
Communicative Approach.....	13
English for Specific Purposes (ESP)	15
Needs Analysis.....	16
Chapter 3: Research Methodology.....	19
A Case Study.....	19
Retrospective Diary Study	20
Diary Calendar	23
Chapter 4: The Retrospective Diary	24
Needs Analysis June 16-28, 2016 & beyond.....	27
Submitted Whitepaper June 28, 2016.....	30
Developing ESP Curriculum Five-Year Map July to December 2016.....	31

Overarching Goals.....	32
Basic Communicative English Transitioning to ESP	35
English for Tourism and Agriculture Purposes (ETAP)	36
Learning Objectives	39
Sample Unit Lesson Plans.....	45
Submitted ESP Curriculum December 19, 2016	59
School Started Implementing Curriculum February 23, 2017.....	61
Curriculum Feedback April 3, 2017.....	62
Curriculum Outline for Teacher and Accreditation May 4, 2017	68
Two-Day Training July 6 -7, 2017	69
Teachers' Assessment and English Program Recommendations July 13, 2017.....	79
Chapter 5: Conclusions	86
Summary of Findings	86
Research Questions and Answers	87
Assumptions and Answers	90
Study Limitations	93
Recommendations for Curriculum Developers	95
Further Research	95
Materials to Develop	96
Final Reflection	97
References	101
Appendix A: Whitepaper – Project Proposal.....	106
Appendix B: Dr. Gina Petrie's Lesson Plan Assessment Tool.....	111
Appendix C: Curriculum Outline for Accreditation	112
Vita	126

List of Figures

Figure 1: History of Nicaragua by OIS Volunteer Manual	4
Figure 2: Economy of Nicaragua by OIS Volunteer Manual	5
Figure 3: Opportunity International School Photo	6
Figure 4: Communicative Competence Chart	14
Figure 5: Diary Calendar	23
Figure 6: Feedback on School's Newly Purchased Curriculum	28
Figure 7: Email Whitepaper Submission	30
Figure 8: Five-Year Map Curriculum Cover	32
Figure 9: Five-Year Map, Assumptions and Overarching Goals	33
Figure 10: Five-Year Map Chart	36
Figure 11a: Goal 2 in Five-Year Map	38
Figure 11b: Draft of Five-Map Goal 2	39
Figure 12: Goal 1 in Five-Year Map	42
Figure 13: Demonstrating language progression through learning	44
Figure 14: Sample Unit Lesson Plans	46
Figure 15: Curriculum and Unit Lesson Plan assessment performed by Dr. Petrie	60
Figure 16: Curriculum Feedback Email and Response	62
Figure 17: Curriculum Outline for Teachers	69
Figure 18: Demo Lesson 1-Tourism	72
Figure 19: Demo Lesson 1-Formative Assessment	73
Figure 20: Demo Lesson 2-Tourism	74
Figure 21: Demo Lesson 2-Formative Assessment	75
Figure 22: Demo Lesson 3-Agriculture	76
Figure 23: Template Lesson Plan	77
Figure 24: Teacher Assessment via Email (1 of 2)	80
Figure 25: English Program Recommendations via Email (2 of 2)	82

Chapter 1

Identifying the Need for an ESP Curriculum

Riding a hotel shuttle on a narrow road to the school in Nicaragua, I saw bright colors everywhere on buildings, houses, clothes, and cars. There were wagons drawn by oxen, people on horses, and tiny motorcycles that sat four people and sometimes ten hanging off to the sides. The rainforest was lush green, covered with vegetation and an assortment of trees. Thousands of mangos lay on the ground and of course hung up in the trees. I love mangos. I desperately wanted to stop the driver to pick them up but was not sure if that was a culturally appropriate request. I had flown in to Managua, July 6, 2017, late the night before and saw nothing, so like a little boy, I was awe-struck by the things I saw during the day for the first time.

Dr. Gina Petrie and I were picked up from Hotel Pacaya Spa and Lodge in Caterina Nicaragua, which was better than any five-star hotel (complements of Executive Director and School Manager) I had stayed in throughout my years of travel. It was magnificent, and each unit was private and secluded from the next, with hot water running from the solar tanks set on the roofs. However, nothing compares to the view of the jungle and Laguna de Apoyo. It was breathtaking. The hotel was one of the programs founded by Opportunity International, a non-profit organization.

As we neared the school, we saw it was heavily gated, surrounded by an eight-foot wall and spikes and barbed wire attached to the top of the wall. We had a security guard approach us with an AK-47 rifle hanging on his shoulder asking the driver questions in Spanish. After signing us in, the guard let us pass. I began to wonder why there was such high security for a private Christian school. The school itself was made up of several buildings: Opportunity International School (OIS) which was referred to by

few different names such as Opportunity School, Technical High School, and Opportunity School International but for the sake of simplicity, I will use OIS.

Before arriving in Nicaragua, I had researched OIS and learned that it was supported by Opportunity International, a non-profit organization serving Nicaragua for the last 40 years which provides the following to local communities:

Opportunity builds upon the local assets in a community and develops strategies to grow the local economy through the development of small and medium enterprises so that over time healthy, vibrant and sustainable communities can be achieved and people are equipped to break the cycle of chronic poverty. Once trust is established with the microentrepreneurs through successful economic initiatives, social and spiritual initiatives can be jointly undertaken to bring integrated and holistic change to the community.

Opportunity's work in Nicaragua targets rural communities where poverty is greatest. Opportunity empowers the poor to use their own talents, skills and abilities to develop long-term, innovative solutions to alleviate poverty. We begin by assessing clients' talent and capabilities and match these assets with careful analysis of economic opportunities in the region. The resulting assessment allows us to focus our investments on the most promising industries for the poor to exit poverty, which in Nicaragua are tourism and agriculture (International, 2018, Web).

At the time of this research study, Opportunity International in Nicaragua founded and maintained four programs: Agriculture, Education, Community Leadership and Pacaya Lodge and Spa. OIS was part of the education program, that prepares students in grades seven through 11 to enter the fields of tourism or agribusiness (both agriculture and agribusiness are used interchangeably in this study) as well as provides traditional high school education and English language training. The school was located on the same grounds as the OI agricultural program, which had a large farm and a produce processing plant, where the school operates several small agricultural businesses, including:

- 1) A chicken hatchery

- 2) Organic gardens with variety of lettuce and herbs
- 3) Commercial crops such as beans, hibiscus flower and yucca

Both Pacaya Spa and Lodge off-site and agribusinesses on-site, receive students to train for the world of tourism and agribusiness. In this process, the hotel and farm sustain the school financially and provide career opportunities for graduating students (International, 2018, web).

Brief History of Nicaragua

I read a little about Nicaragua but only really started to get the full sense of the country of Nicaragua after talking to people there during my visit. The fences, gates, barbwire and the armed guards got my attention because I started noticing this pattern throughout the country. I asked locals, what was the reason for such high security that could make visitors apprehensive? What I learned was that the discrepancy between the wealthy and the poor is very high, resulting in burglary and thefts. In order to protect the property and their assets, companies contract private security teams to stand watch 24/7. Even private homeowners build tall fences and large gates to secure their home as well. My curiosity was sparked, and I continued to ask around and research the history of Nicaragua. For a brief overview of the Nicaraguan history and economy, I attached an excerpt from the Opportunity International School (OIS) volunteer manual (2017) (Figure 1 & 2), which indicates how the Nicaragua shifted between times of war and peace. During the time of the curriculum development and implementation, the country was in the state of peace for almost 18 years and was even rated as the second safest country in Latin America by the United Nations (2013).

History

Nicaragua probably derives its name from an Indian chief, Nicarao, who ruled part of the area at the time of the Spanish Conquest. The first Spanish settlements in Nicaragua were founded by the conquistador Gil González de Ávila in 1522. The cities of Granada and León were founded in 1524 by Francisco Hernandez de Córdoba. Granada evolved into a stronghold of the aristocracy, and León became the political and intellectual capital. During the next 300 years—most of the colonial period—Nicaragua was ruled as part of the Captaincy General of Guatemala. The independence of the five provinces of Central America (Guatemala, Honduras, El Salvador, Nicaragua, and Costa Rica) was proclaimed on the 15th of September 1821. After a brief period under the Mexican empire of Augustín de Iturbide (1822–23), Nicaragua joined the United Provinces of Central America. Nicaragua declared its independence from the United Provinces on 30 April 1838, and a new constitution was adopted. Today, the history of Nicaragua's membership in the United Provinces of Central America is honoured on the national flag which has five volcanoes representing the five member countries.

For the next 100 years, Nicaragua experienced periods of war and peace, including an attempted takeover by American William Walker in 1855. Walker was defeated and killed by an alliance of Central American nations. After another period of unrest in the early 1900s, Nicaragua's president invited U.S. Marines to restore and maintain order in the country. In 1934, the government was taken over by General Anastasio Somoza García, initiating more than 40 years of family rule under a military dictatorship. In 1972, downtown Managua was destroyed by an earthquake that killed tens of thousands. Managua was never completely rebuilt and has become a sprawling city without a center. In 1979, the Somoza regime was overthrown by a populist revolution, and was replaced by the Marxist Sandinista National Liberation Front (FSLN), which ruled until 1990. This period included a U.S. government-supported civil war against the Sandinista government. A 1989 accord permitted free elections in 1990, in which Violeta Barrios de Chamorro, known for her conciliatory nature, became president. Nicaragua has experienced relative peace since 1990, and the country has celebrated four successive free elections to date.

Figure 2: History of Nicaragua by OIS Volunteer Manuals (International, 2017)

The country's largest industries were tourism and agriculture and it heavily relied on micro-business, which makes it difficult for significant economic growth (Figure 2).

Economy

The two fastest growing industries in Nicaragua are agriculture and tourism. Nicaragua, once known as the Bread Basket of Central America, produces corn, beans, sorghum, and rice, with coffee, cotton, sugar, tobacco, and bananas being the principal export crops. Additionally, Nicaragua exports a large quantity of beef. Nicaragua's rich natural environments and low costs make it an ideal country for tourists and back-packers. Nicaragua hosts international surfing competitions on its South Pacific Coast, has wonderful fishing and snorkelling on its Atlantic Coast, and offers an array of lakes, volcanoes, and jungles to explore inland.

In the early 1990s, Nicaragua experienced a very unstable economic situation, with hyperinflation, a large external debt, and high unemployment. During the past 15 years, the country has privatized many public institutions, but internal and external debt rates remain dangerously high. While Managua has grown and modernized, the poor rural and marginalized urban populations have experienced few economic gains. Droughts in 1996 and 1997, followed by Hurricane Mitch in 1998, caused tremendous economic hardship. The combination of unemployment and underemployment exceeds 50%.

The Central American Free Trade Agreement (CAFTA) is an agreement among the United States, five Central American countries (Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua) and the Dominican Republic. Its terms were negotiated and signed by Central American representatives in 2004. The U.S. Congress ratified CAFTA in July 2005 and President George W. Bush signed the bill into law the following month. Although there are differing perspectives on its purpose and outcomes, its aim is to promote economic growth in the region and alleviate poverty by opening up trade and investment, and thus creating jobs.

In 2013, the Nicaraguan government granted a 50 year concession to the Chinese company, Hong Kong Nicaragua Development (HKND), to finance and build an inter-oceanic canal at an estimated cost of \$50 billion. The new Nicaraguan canal will be wider and deeper than the Panama Canal and is projected to bring jobs, commerce, and economic growth to the country. Along with the canal, there are plans to build an international airport, a free trade zone, ports, and other infrastructural development projects.

About 80% of Nicaraguan economy is based on micro-businesses. This is a critical fact as it reflects the "missing middle" in the Nicaraguan economy, which is a lack of small and medium enterprises. To grow a stable local economy there must be constant growth of small/medium enterprises to generate jobs and ultimately to develop a healthy middle class. Opportunity International Nicaragua specifically focuses on two of the most promising industries in Nicaragua: Agriculture and Tourism.

Figure 2: Economy of Nicaragua by OIS Volunteer Manual (International, 2017)

Nicaraguan Current News

Unfortunately, the peaceful situation in Nicaragua has drastically changed, as if overnight. On April 26, a large group of students in Managua were peacefully protesting the governments social security reforms that "increased social security withholding rates for businesses, workers, and a larger government contribution but reductions in pension amounts for some recipients" (Kaufman C. , Nicaragua Strives to Cope with Protest on Social Security Reform, 2018), released on April 18th by President Daniel Ortega. What followed was an unprecedented spasm of violence over the next week, after the peaceful protesters were confronted by lethal force resulting in 20 deaths (Kaufman C. , 2018).

Even though, the president gave in to the demands of the protestors the violence did not abate but was fueled more because the president did not acknowledge the deaths of the students (Robles, 2016). At the time of me writing this thesis, Nicaraguans are looking for peace, as “various Latin American delegations declared in favor of an end to violence and in favor of the dialogue in Nicaragua to peacefully resolve the crisis” (McCurdy, 2018), however, there is still uncertainty about the country’s safety.

First Impression of Opportunity International School

My experience in Nicaragua was completely different than reported news at the time of writing this thesis in spring of 2018. On July 6, Dr. Petrie and I went out to prepare for the two-day teacher training, and as I looked around, I saw fields with crops I didn’t recognize and trees with fruit. I do so love, mangos. It was lovely. (Figure 3).



Figure 3: Opportunity International School (OIS)

As I entered the classroom where we were going to provide teacher training workshops, I introduced myself to the teachers. The first teacher shook my hand and asked, “How can a man living so far away in the United States create an English curriculum for my students and me to use here in Nicaragua?” I didn’t know what to say, but I know Dr. Petrie, who recounted her many experiences in Latin America and got me hooked to the project by her love for Nicaragua, a country I personally never considered before. She had been traveling to this country several times a year, providing free educational consulting for the last six years. My curriculum development adventures had started when I asked Dr. Petrie if she had any projects in mind. “How would you like to build an ESP curriculum for a rural technical school in Nicaragua?” she asked. “Tell me more,” was my reply.

Dr. Petrie had met the Executive Director of OIS at a NicaTESOL conference a couple of years earlier, who attended one of Petrie’s presentations and started a dialog stream that continued for over a year. The Executive Director searched for an ESP curriculum that would fit his school’s specific needs. After not finding a curriculum that would work, he decided on having one developed for his school.

Statement of the Problem

In 2015, the school utilized a combination of four English curriculums, one designed by the Department of Curriculum in 2010 and others of unknown origins. Sadly, they were not meeting the mission of preparing the students to enter tourism and agribusiness communicating fluently in English. They needed a five-year curriculum that would begin at Level 1 English and progress into Level 5 English with specific tracks into tourism or agribusiness. This curriculum would need to be relevant to the students’

local and cultural needs as well as meet the English national requirements intended for all schools in Nicaragua. Could such a curriculum be developed, taking into consideration that I live thousands of miles away from the school and culture?

Researcher's Role

Prior to and throughout the present study, I played several key roles:

- 1) Developed the whitepaper, ESP Curriculum, Sample Unit Lesson Plan, and Curriculum Outlines
- 2) Evaluated OIS's previous and newest English curriculum
- 3) Coordinated correspondence with OIS's manager and executive director
- 4) Trained English teachers during a two-day training workshop

Research Questions

After exploring the statement of the problem and my role as a researcher, I formulated the following research questions to guide the present study in showcasing what an ESP curriculum for tourism and agribusiness would look like that is culturally and locally responsive and meets the national requirement for the English curriculum.

- 1) What would an English curriculum look like for teaching English for a specific purpose in tourism and agribusiness?
- 2) What would an English curriculum look like that is culturally and locally responsive to students' needs?
- 3) What would an English curriculum look like that meets the English national requirements?

These research questions are answered and discussed in Chapter 5 based on the findings in the curriculum development process and international correspondence.

Assumptions

In my experiences of learning English and teaching pedagogy as well as ESP through my undergraduate and graduate courses, I believe that my views and values of education have shaped the curriculum development approaches and research. In Qualitative Research Guidelines (2018), TESOL has requirements to disclose assumptions that may influence the way the research is conducted and how the results are interpreted. I identified my pre-research experiences, biases, and assumptions during the early stages of the study:

- 1) English was essential for employment in Nicaragua.
- 2) A similar ESP curriculum already exists, and we don't need to create a new one.
- 3) Agriculture produce in Nicaragua is similar to produce in the United States.
- 4) Students are experienced with and are knowledgeable of tourism.
- 5) Politeness translates easily and does not need to be taught explicitly.
- 6) Grammar is a necessary and significant part of ESP.

I will be discussing and reflecting on these assumptions in Chapter 5.

Purpose of Study

This study will demonstrate how:

- 1) to assess the needs of the students, school and local community,
- 2) to develop an ESP curriculum that meets the needs of students and community,
- 3) to provide training for teachers in using the curriculum,
- 4) to assess the teachers and provide future English program recommendations.

Thesis Overview

Chapter 2 is a brief review of literature about (1) curriculum design and (2) communicative competence (Scarcella & Oxford, 1992); (3) English for Specific Purposes (ESP); and (4) needs analysis.

In Chapter 3, I (1) discuss the research methods: case study and retrospective diary within the context of curriculum design. I concluded with (2) a diary calendar.

In Chapter 4, I offer a retrospective diary of significant steps in the curriculum design process in chronological order. However, throughout this chapter, I include my reflections on the process and the product as I look back now in 2018. In this chapter, I included the following: (1) getting started on the project, (2) analyzing needs, (3) submitting whitepaper, (4) developing ESP curriculum five-year map, (5) overarching goals, (6) transitioning basic communicative English to ESP, (7) developing English for tourism and agriculture purposes, (8) learning objectives, (9) creating sample unit lesson plans, (10) submitting curriculum, (11) implementing curriculum by the school, (12) receiving curriculum feedback, (13) outlining curriculum for teachers and accreditation, (14) training teachers for two days, (15) and assessing teachers and providing English program recommendations. In Chapter 5, I will discuss the (1) summary of findings, (2) examine research questions, (3) address my assumptions (4), identify study limitations, (5) review study implications for curriculum developers, (6) list my recommendations for future studies and materials development, (7) and conclude with my final reflections.

Chapter 2 Review of Literature

Chapter 2 is a brief review of literature about (1) curriculum design and (2) communicative competence (Scarcella & Oxford, 1992); (3) English for Specific Purposes (ESP); and (4) needs analysis.

The Teaching of English to Speakers of Other Languages (TESOL) is a professional field that is not for the meek-hearted but for teachers passionate about serving English language learners in acquiring language, bridging cultures, navigating complex backgrounds and traditions, and inspiring and motivating students to learn. The TESOL field has nearly 100 years of scientific research and academic literature to support teachers and language learners from diverse language and cultural backgrounds, even though the official international professional organization—TESOL—was founded in 1966.

With that being said, it is very important for me to identify a baseline for best practices in developing English language curriculums. Robin Scarcella and Rebecca Oxford have authored *The Tapestry of Language Learning*, and expose the complexity of language acquisition and importance of proper curriculum. They equate language learning with weaving a tapestry.

Both language learning and weaving involve developmental processes. In developing their second language ability, language learners weave various threads – vocabulary, grammatical structures, and discourse features – to create proficiency in the four skills – reading, writing, speaking and listening. Similarly, in developing their tapestries, skilled weavers work colored yarns into shapes and patterns (1992, p. vii).

Scarcella and Oxford discuss the importance of the learners' interests and needs:

Language learning serves various purposes. Some students acquire language to learn more about new cultures, while others acquire language to achieve financial or academic objectives. The greater the learner's need to develop language skill, the clearer the learner's reason for learning the language, and the stronger the learner's effort, the more developed generally becomes the learner's overall communicative competence. Tapestries, too, have multiple purposes (Scarcella & Oxford, 1992, p. vii)

The Tapestry Approach provides teachers and curriculum developers with key principles or a golden standard for instructional materials design that also encourages teachers to adapt materials to their students' needs. Here are the principles:

- Materials provide opportunities for communicative and authentic language use through thematic, task-based instruction.
- Materials accord with individual learners' differences, including proficiency levels, learning styles and strategies, cultures, needs, interests, and goals.
- Material integrates language skills.
- Materials provide learners with extensive exposure to authentic language and numerous opportunities to use this language.
- Materials provide learners with a variety of supports that help students understand and use authentic language.
- Materials stimulate learner-centered (as opposed to teacher-centered) activity.
- Materials promote learner self-direction.
- Materials are highly motivating.

For the novice curriculum designer, the authors clearly define and illustrate each principle (Scarcella & Oxford, 1992, p. 6).

These tapestry principles offered robust and clear guidelines for creating instructional materials, which encourages best practices in this curriculum development.

As readers could imagine, TESOL offers many approaches in teaching English, such as Teaching English as Foreign Language (EFL), Communicative Approach, English for Academic Purposes (EAP), Silent Way, and Natural Approach to name a few (Celce-Murcia, Brinton, Snow, & Bohlke, 2014). Navigating these to identify the best approach for specific students and their evolving needs is not an easy task. In the next section, I will explain the communicative approach and what purpose it served in this curriculum.

Communicative Approach

The English instruction approach that focuses more on the speaking and listening skills of a target language than any other is Communicative Language Teaching (CLT) or communicative approach. The British Council in Teaching English describes the communicative approach, stating that “it is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language” (Council, 2006, web). Or as Sandra Savignon, a well-known TESOL professor, writes “the goal of language education within CLT context is the ability to communicate in the target language” (1997). The central concept of the communicative approach is communicative competence: the learner’s ability to understand and use language appropriately to communicate authentically (rather than simulated) social and school environments

(Hymes, 1972). Figure 4, demonstrates the communicative competence which is made of four integral parts: Linguistic, Strategic, Socio-linguistic, and Discourse (Scarcella & Oxford cited in Alberta, 2018, web).

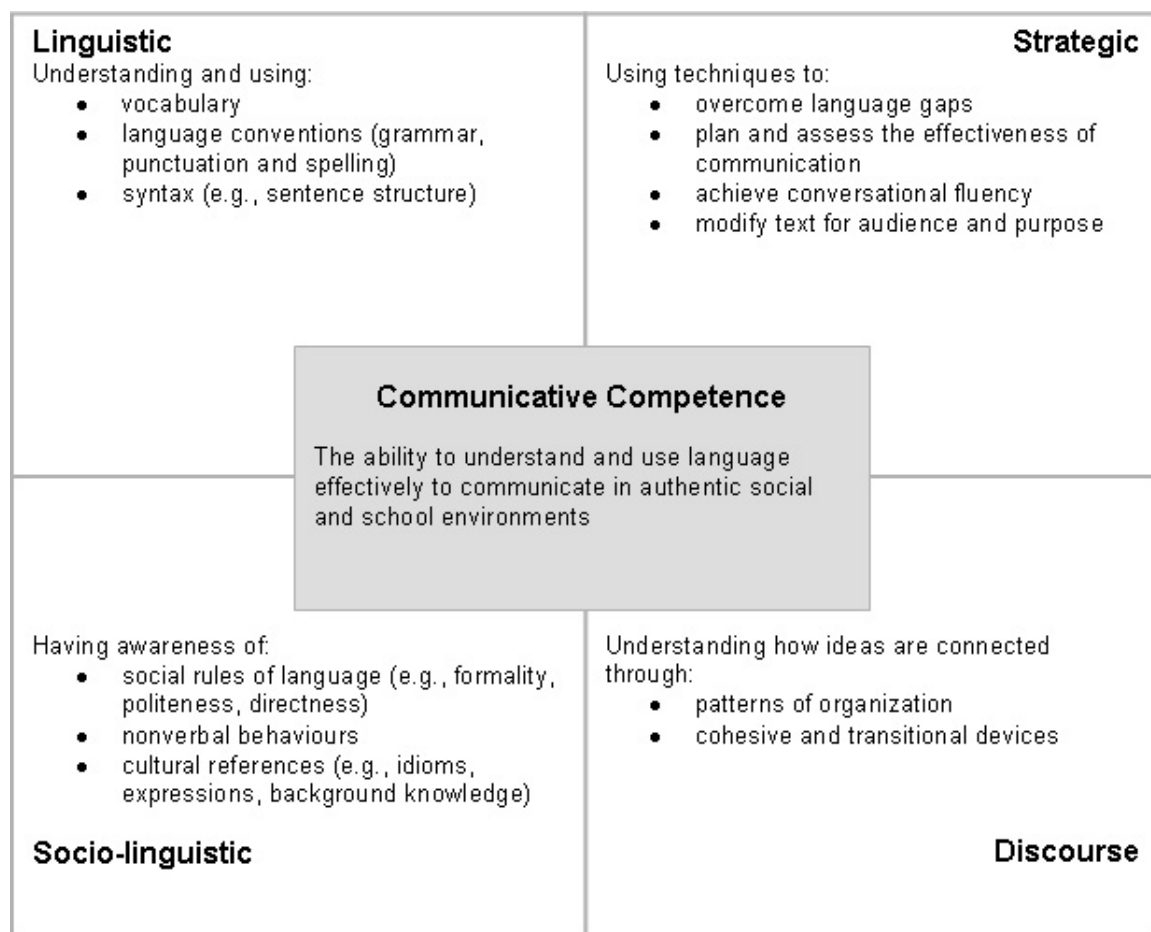


Figure 4: List of Communicative Competences (Albert, 2018)

The students with English proficiencies in Level 1 and Level 2 would benefit greatly from this CLT approach because it veers away from grammatical competence and focuses on students' ability to produce the target language. However, the CLT alone would not be enough to produce the results the school wanted because the students also needed to produce target language (English) in tourism and agriculture industries. A

much more specific approach was needed. Here is where English for Specific Purposes (ESP) become extremely useful.

English for Specific Purposes (ESP)

The need for ESP was long in coming because teaching general English or ELT covered all aspects of English language learning and took a long time for the English language learners (ELL) to reach levels of proficiency that they would be comfortable communicating in. David Nunan, the author of *Task-Based Language Teaching*, introduces the need and emergence of ESP as well:

The basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing learning programs to reflect the different communicative needs of disparate groups of learners. No longer was it necessary to teach an item simply because it is ‘there’ in the language. (Nunan, 2004, p. 7).

Nunan is quick to point out how ESP is different from other kinds of language teaching and learning:

A potential tourist to England should not have to take the same course as an air traffic controller in Singapore or a Columbian engineer preparing for graduate study in the United States. This insight led to the emergence of English for Specific Purposes (ESP) as an important subcomponent of language teaching with its approaches to curriculum development, materials design, pedagogy, testing and research (Nunan, 2004, p. 7).

Then what is ESP? I turn to Rebecca Smoak, who is the Regional English Language Officer assigned to the American Embassy in Tunis, Tunisia because she has been developing this answer since 1977 when she began to teach ESP:

ESP is English instruction based on actual and immediate needs of the learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is need-based and task-oriented (Smoak, 2003, p. 22).

Or in other words, ESP is about the students' needs right in front of you; I quoted Dr. Gina Petrie during our interview (Teaching ESP, 2018). It is not about passing the English class. Not even about the language of the chosen profession or field. It is about the students' needs and what they need to learn now (Bippes, 2015; Hedberg, 2015; Nagabuchi, 2017).

In the 1960s, ESP practitioners believed their primary job was to teach the technical vocabulary of a given field or profession, and it wasn't until twenty years later that the importance of sub-technical vocabulary was recognized for ESP (Kennedy & Bolitho, 1984). During this time, TESOL was moving towards learner-centered teaching that was reflected in ESP by focusing on learner needs and needs analysis as the underpins of course design (Widdowson, 1981; Smoak, 2003). As a student in the ESP course, I learned that before beginning to design an ESP curriculum you first must perform a needs analysis of the stakeholders: students, teachers, administrators, community members (Basturkmen, 2010). For the curriculum to be meaningful and effective, it must be directly addressing the needs of the stakeholders; first the students and then everyone else.

Needs Analysis

A needs analysis is critical to developing an ESP curriculum, because an ESP curriculum sets out to teach the language and communication skills that specific groups of

ELLs' need or will need to perform effectively in their target language for study, profession, or workplace. It is because ESP focuses on teaching specific language and communication skills and corpus vocabulary that ESP curriculum design usually includes a stage in which the curriculum developers identify what specific language and skills the group of language learners will need. The process of identifying or figuring out what target language is necessary for the ESP curriculum is called needs analysis (Basturkmen, 2010, p. 17).

Fortunately for ESP curriculum developers, needs analysis has become more sophisticated over the years and has expanded to different types of needs analysis for ESP course design. Some of these types of needs analysis include target situation analysis, objective need, learning needs, linguistic analysis, discourse analysis, means analysis, and genre analysis (Chambers, 1980; Dudley-Evans & St John, 1998). When talking about needs analysis in ESP, it refers to the process of curriculum development. More specifically, Basturkmen, in her book *Developing Courses in English for Specific Purposes*, writes what the needs analysis process involves:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learners factor analysis: Identification of learners factors such as their motivation, how they learn and their perceptions of their needs.

- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP courses and teacher can offer (p.19).

The information discovered in a thorough needs analysis that allows the ESP curriculum developer to determine and refine the content, learning objectives as well as the methods of the ESP curriculum (Basturkmen, 2010).

It would be impossible to develop an ESP curriculum that is culturally and locally responsive to students', teachers' and administrators' needs without performing a needs analysis.

Chapter 3 **Research Methodology**

In Chapter 3, I (1) discuss my research methods: a case study and retrospective diary within the context of curriculum design and concluded with (2) a diary calendar.

In “Teachers' narratives: A source for exploring the influences of teachers' significant life experiences on their dispositions and teaching practices” (2018), Servet Altan and Jennie Farber Lane of Bilkent University, Graduate School of Education in Ankara, Turkey remind readers of the following:

- Teachers' stories provide key resources for effective teacher education programs.
- Teachers' significant life experiences and dispositions influence teaching practice.
- Supportive learning environments influence teachers' dispositions positively.
- Experiences related to personal attributes influence teachers' dispositions. (p. 238)

A Case Study

A variety of qualitative approaches were used in the present study one of which was a case study in which I, the researcher, created a new ESP curriculum for a rural school in Nicaragua, which is the case. David Nunan, author of *Research Methods in Language Learning*, would clarify as one selects an instance from the class of objects and phenomena one is investigating... and investigates the way this instance functions in a

context (1992, p. 95) which in my case was my ESP curriculum for a specific school.

TESOL requires the following for conducting a case study:

Provide sufficient contextual information about the case, including relevant biographical and social information (depending on the focus), such as ESL learning/teaching history, L1 background, years of residence in a new country, data collection site(s), or other relevant descriptive information pertaining to the case and situation. (TESOL.org, 2018, web).

In this case study, I provided historical and cultural background, showcasing curriculum documents, as well as a thorough needs analysis to create an English curriculum. The ESP curriculum I collaboratively created was unique to the school of 300 Spanish-speaking students in grades seven through eleven with English Proficiency ranging from Level 1 – Level 3. Principles of single case study research include “issues of ontology, epistemology, methodology” (Willis, 2014, web), which was represented in the curriculum first in understanding the needs of the students/school, second identifying best practices to addressing the needs, and third developing content and methods that address the needs. The method I used for the case study was Retrospective Diary, including curriculum documents and needs analysis.

Retrospective Diary Study

I am telling my story in the form of a Retrospective Diary Study about how I designed an ESP curriculum for a specific group of language learners in Nicaragua because I believe that it will help novice teachers and curriculum designers by showing the value of international collaboration, despite the challenges and setbacks. I hope that readers will be able to look into my curriculum development process to see each problem,

bad assumptions, the struggles of communication and geographical distance and then watch me correct my actions along the way. Using a retrospective diary in this present study allowed me to some extent to use my voice, airing my frustrations, excitement, fear, anxiety and other emotions, instead of formal academic voice that would have lessened my feelings and emotions (Lemberger, 2017).

A diary study is defined by Bailey (1990) as “a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events” (p. 215). The diary is retrospective because it was written about a year after the event under investigation (curriculum design and implementation) took place (Nunan, 1992). Readers will note the power of collaboration throughout the thesis addressing real needs of real people, not just subjects of this study.

In “On Becoming a Language Teacher: Insights from Diary Studies,” Carol Numrich (1996), former President of TESOL and professor at Columbia University’s Teachers College, defines a diary study as “a first-person case study that is reported in a journal, an introspective account of an L2 experience that reports on effective factors normally hidden or inaccessible to an external observer” (Numrich, 1996. p. 131). Why is a retrospective diary study important? It is important because novice teachers and curriculum developers need to know the process I went through in developing the new ESP curriculum from beginning to end. Each stage of the curriculum development process was a problem that needed to be solved, whether it was my background and bias getting in the way or a technical graph solution that would improve the curriculum’s readability. The point is that each step had to be acknowledged and identified before I

could begin working towards a solution by asking for help, clarification or guidance while doing the research on the problem.

In “Teacher-learners’ Voices: Not the Same Old Song,” Carter (2010) suggests that novice teachers who write diaries or journals about their work “are willing and able to reflect on the origins, purposes, and consequences of their actions” (p. 36). They can begin to see “the material and ideological constraints embedded in the classroom, school and societal contexts in which they live” (p. 36). She adds that such “goals are directed toward enabling teachers to develop the pedagogical habits and skills necessary for self-directed growth” while “preparing them individually and collectively, to participate as full partners in their making of educational policies”(p. 36). She argues that “journaling and reflection lead them to rich insights about their personal and professional lives” (p. 36). The graduate program I am in states that reflection is a major learning objective, so I had developed the habit of reflecting and journaling in nearly every class in the program. For this reason, the diary study seemed natural and reasonable as a method when proposed by Dr. Reeves in our initial thesis meetings.

A retrospective diary provides a thorough review of each problem and solution that arises while giving the curriculum writers time to distance themselves from the process and to gain some objectivity about the work they have done. I must note that problems themselves were very specific to the school and students; however, further examination of these issues reveals an explanation that is applicable across curriculums and cultures in a limited way. It is precisely for this reason that this retrospective diary is integral to the ESP curriculum, which is the focus of this thesis.

Before we dive into the different stages of the curriculum development process in the next chapter, I want to provide chronological dates and tasks associated with the entire study (Figure 5).

Diary Calendar

DATE	TASK
June – July, 2016	Identifying Needs & Proposing the Project
June 6, 2016	Getting Started – Gina Petrie
June 7, 2016	Skyped with Executive Director
June 16, 2016	Reviewed Existing Curriculums
June 16-28, 2016	Needs Analysis
June 28, 2016	Submitted whitepaper (project proposal: Appendix A)
July – December 2016	Developing Curriculum 5-Year Map
October 3, 2016	Evaluated Revised Curriculum
December 19, 2016	Submitted Curriculum and Sample Unit Lesson Plans to school
January 6, 2017	Curriculum was Accepted!
February 13, 2017	School Started Implementing the ESP Curriculum
April 3, 2017	Teacher's Feedback and Questions on ESP Curriculum
April 7, 2017	Response to Feedback and Questions
April – May 2017	Curriculum Outline for Teachers and Accreditation
May 4, 2017	Submitted Final Outline to School
May – July 2017	Prepared for Two-day Teacher Training and Summer Internship in Nicaragua
July 5-18, 2017	Nicaragua Summer Internship
July 6-7, 2017	Two- Day Teacher Training
July 13, 2017	Final Evaluation and Feedback on English Program and Teachers

Figure 5: Diary Calendar

Chapter 4

The Retrospective Diary

In Chapter 4, I offer a retrospective diary of significant steps in the curriculum design process in chronological order. However, throughout this chapter, I include my reflections on the process and the product as I look back now in 2018. In this chapter, I included the following: (1) getting started on the project, (2) analyzing needs, (3) submitting whitepaper, (4) developing ESP curriculum five-year map, (5) overarching goals, (6) transitioning basic communicative English to ESP, (7) developing English for tourism and agriculture purposes, (8) learning objectives, (9) creating sample unit lesson plans, (10) submitting curriculum, (11) implementing curriculum by the school, (12) receiving curriculum feedback, (13) outlining curriculum for teachers and accreditation, (14) training teachers for two days, (15) and assessing teachers and providing English program recommendations.

Getting Started / June 2016

After Dr. Petrie had spent time with staff at the school and consulted with the executive director, Dr. Petrie and I agreed that we would volunteer to design the curriculum for the Opportunity International School (OIS) with the goal of completing it and bringing it to Nicaragua the following summer of 2017. I had no idea what I was getting into and how much time I was committing. Honestly, I was simply excited about starting a project that would be meaningful to a small community in this foreign country. Gina Petrie made an email introduction for me with the executive director and scheduled our first meeting via Skype to meet more personally and to discuss what he was looking for in a new curriculum. This meeting was important to me, so I treated it like a job interview and prepared for it by researching the organization. I discovered the that school

was founded and constructed in 2011 through the support of the nonprofit organization, Opportunities International. For 40 years, Opportunity International has provided the savings, loans, training, and insurance that all people need to create a better future for their families and their communities (2018). What I couldn't find was more specific information about the school, so I created a list of questions to ask the executive director that would help me started on creating the curriculum:

- 1) How many students attend the school and how many new students enroll each year?
- 2) What grades does the school cover?
- 3) You mentioned that your school provides two tracks in English: tourism and agriculture. When do you start teaching them and how do you split up the students?
- 4) What is your current curriculum/s for the entire school? Would you be willing to share them with me?
- 5) I read that your school is private. Why is that and what is the school's mission?

During the meeting, I was pleasantly surprised by the executive director's concern for students' success and his desire to improve their English language curriculum as soon as possible. He believed raising his students' English proficiency would dramatically improve not only the students' lives but increase the community's economy. I thought to myself, "could I stand behind a mission like that?" It was then that I agreed to begin working on the curriculum for his school by submitting a formal white paper (Appendix A) proposal outlining the key elements of this project which included background, five challenges, proposed 5-year curriculum map, project implementation, and project

responsibilities. A white paper was the best way I could think of starting this project professionally and it provided a nice framework for collecting the necessary information to get started.

It was important for me to name the core challenges and solutions in my proposal because I was going to be building a curriculum that would show the administrators how challenges would be addressed:

- 1) Teaching English in a linguistically homogenous environment is challenging because students all share the same first language.
 - a. **Solution:** Curriculum must include activities that are motivating and call for the actual USE of the second language. Curriculum also should supplement classroom instruction with extensions such as meaningful homework, using multimedia and utilize the school-based businesses to practice what they learn.
- 2) Preparing students to score according to the school's set expectations on the TOEFL iBT (A guide to understanding TOEFL iBT Scores, 2016)
 - a. **Solutions:** Curriculum must have clear overarching objectives listed for all five years from which specific goals are derived for each lesson, adequate time spent in or out of classroom practicing English and complete formal and informal assessments to track progress.
- 3) Students currently spend about 3 hours a week learning English for a total of 78 hours per year, which may not be sufficient enough to reach the school's new expectations.
 - a. **Solution:** Ideally, a student should spend about 88 hours per year for a total of 440 hours (Language Testing International, 2018, web), a 13% increase.

An additional 10 or 15 hours of in-class English exposure should be added for struggling students (less motivated, less natural language learning aptitude, stressed, absenteeism and struggles with school).

- 4) Understanding student's cultural backgrounds and practical needs.
 - a. Current curriculums are developed on a generalized conception of Latin American countries such as Mexico and urban settings, which typically does not include English for a Specific Purpose.
 - b. **Solution:** Curriculum needs to have daily lesson plans that are relevant and immediately practical to students' lives in a rural environment, school based-businesses and school's values and mission.
- 5) Providing teaching instructions for different educators such as local English teachers, assistants, volunteers, study abroad students.
 - a. Not knowing exactly who will teach, requires the curriculum to be flexible and easily understood.
 - b. **Solutions:** Curriculum must provide direct and implicit teaching instructions, formal and informal assessment options for each lesson and activity.

Identifying and solving these five challenges was no easy feat, especially for a novice curriculum writer as myself and took me nearly a month to solve. Fortunately, Dr. Petrie was familiar with the educational needs of the school, community as well as the country and collaboratively we found solutions and completed the white paper (see Appendix A).

Needs Analysis / June 16-28, 2016 & beyond

The white paper required extensive research before the final proposal was submitted to the Executive Director. I was introduced to the school's manager, through

whom I continued regular correspondence for the entire duration of the project. He was the executive director's right-hand man and was instrumental in the success of the curriculum. It was critical for me to perform a Needs Analysis of the students, school, and community (Basturkmen, 2010), but this seemed impossible because I was not able to travel to Nicaragua with Dr. Petrie in the summer of 2016. My wife at the time was pregnant with my son and expected to deliver on July 4. How was I supposed to create a curriculum that meets the school's very specific needs? I felt pretentious. Fortunately, Dr. Petrie had already visited the school a couple of times and had a general idea of their needs which was supplemented by the executive director's and school manager's invaluable information. I regret that I was not able to connect with the school's English teachers to learn directly from them. Luckily, during the implementation process of the ESP curriculum, we received feedback from the teachers which I will discuss in a later section.

Evaluating their recently acquired curriculum was another excellent contribution to the needs analysis. I started by uploading all Spanish curriculum documents into Google Translate and then copied the generated English translation in order to review the curriculum. Dr. Petrie and I met to discuss their newest curriculum and emailed our feedback on October 3, 2016. The curriculum had robust tourism and agriculture content and objectives; however, we found four main concerns with the curriculum emailed (Figure 6, was modified slightly for the purpose of this thesis).

<p>From: Stan Pichinevskiy Sent: Monday, October 3, 2016 12:53 PM To: School Manager Cc: Gina Petrie; Executive Director Subject: Re: English Curriculum</p>

Hello Oscar,

Dr. Petrie and I finally met and discussed your curriculum. Here is the feedback that we talked about:

- Insufficient hours of in-classroom English instruction. Our recommendation is at least 88 hours of in-classroom English medium instruction per year. In other words, we recommended that the teachers be speaking primarily English in the classrooms.
- The curriculum was too grammar-focused which concerned us because that can affect the whole pedagogy of the curriculum. If teachers were to teach grammar sparingly, then it needs to be moved over into simple notes for teachers to know, but not to be the focus in creating the lesson plans. The tendency is for lessons to become grammar-centered which strays from the school's desire to make the curriculum communicative-focused (speaking and listening skills) not writing- and reading-focused.
- The curriculum utilized summative assessment: semi-final exam one and two with the supplementary exams. For this to be an effective measurement of students' English proficiency, the students must attend class every day, which according to school director is not possible, because many are absent. To fix this problem, we recommended daily formative assessments—both formal and informal.
- The curriculum did not have clear benchmarks for students to meet and ways to assess it. We again recommended using formative assessment both formal and informal assessments daily that would help remedy that.

Thanks

Stan

Figure 6: Feedback on School's Newly Purchased Curriculum

Evaluating the school's recently purchased curriculum shed light on the largest problems with teaching English as a Foreign Language (EFL) instead of English for Specific Purposes (ESP) as we reviewed in Chapter 2. It was these four concerns that showed us a real need for a customized ESP curriculum for the Opportunity International School.

The whitepaper helped begin our needs analysis; however, it is important to note that a needs analysis should never be unilateral or completed in ESP (Smoak, 2003).

Continual analysis of needs is imperative to make sure that the curriculum is meeting the students', school's, and community's needs. According to Johns and Price-Machada (2001), "In every genuine ESP course, needs assessment is obligatory, and in many programs, an ongoing needs assessment is integral to curriculum design and evaluation" (p.49). I continued to make changes to the curriculum based on this principle.

Submitted Whitepaper / June 28, 2016

Submitting the whitepaper (Appendix A) one month after agreeing to build the curriculum was a big moment for me. In January 2016, I transitioned into a new job, Career Advisor for the College of Science, Technology, Engineering and Math at Eastern Washington University. Like most transitions into a new job, I had a steep learning curve and a quick turn around because the students I was serving needed to prepare for a large career fair in March as well as help finding jobs and internships at the end of the academic year in June. I was relieved to have submitted the whitepaper via email (Figure 7).

From: Stan Pichinevskiy

Sent: Tuesday, June 28, 2016, 1:40 PM

To: '-----'; Petrie, Gina

Subject: English Curriculum: White Paper

Hello Executive Director,

I hope you're doing well. My work has switched into summer mode allowing me to do projects I was not able to get to during the academic year.

After our conversation on Skype, Dr. Gina Petrie and I met up to discuss your school's curriculum and the scope of the project. I summed everything up in the form of a white paper. See attached document.

We should set up another Skype meeting this week with the three of us to discuss the proposal, concerns, timeline and commencing the project. My schedule is currently wide open.

What is the best time for the both of you?

Thank you
Stan

Stan Pichinevskiy

425-###-### or email

Skype: pichinevskiy

LinkedIn: <https://www.linkedin.com/in/stanpichinevskiy>

Figure 7: Email whitepaper submission

Although later, I discovered that the whitepaper was unnecessary and didn't get the attention I thought it deserved (this is my U.S. business professionalism bias showing through). I didn't receive further correspondence referencing the whitepaper. What the executive director really wanted was the English curriculum, not a proposal for a curriculum. Still, I gained valuable proposal writing experience and obtained clarity on what the ESP curriculum would look like.

Developing ESP Curriculum Five-Year Map / July to December 2016

Creating the five-year map of the curriculum was by far the most challenging part of the project because it required I use a broad lens to make sure the curriculum was meeting the overarching goals across five years and using a detailed lens for specific learning objectives in the four goals each year. That does not even begin to describe how many drafts of the map I created to demonstrate the five-year map visually. In this section of the retrospective diary, I will explain overarching goals and assumptions, basic communicative English transitioning to ESP, English for tourism and agribusiness purposes, learning objectives, and sample unit lesson plans. First, let's look at the redesigned cover of the curriculum (Figure 8), and then I will introduce the rest of the

curriculum in segments so the reader does not have to scroll through 10 pages to get to the next section.

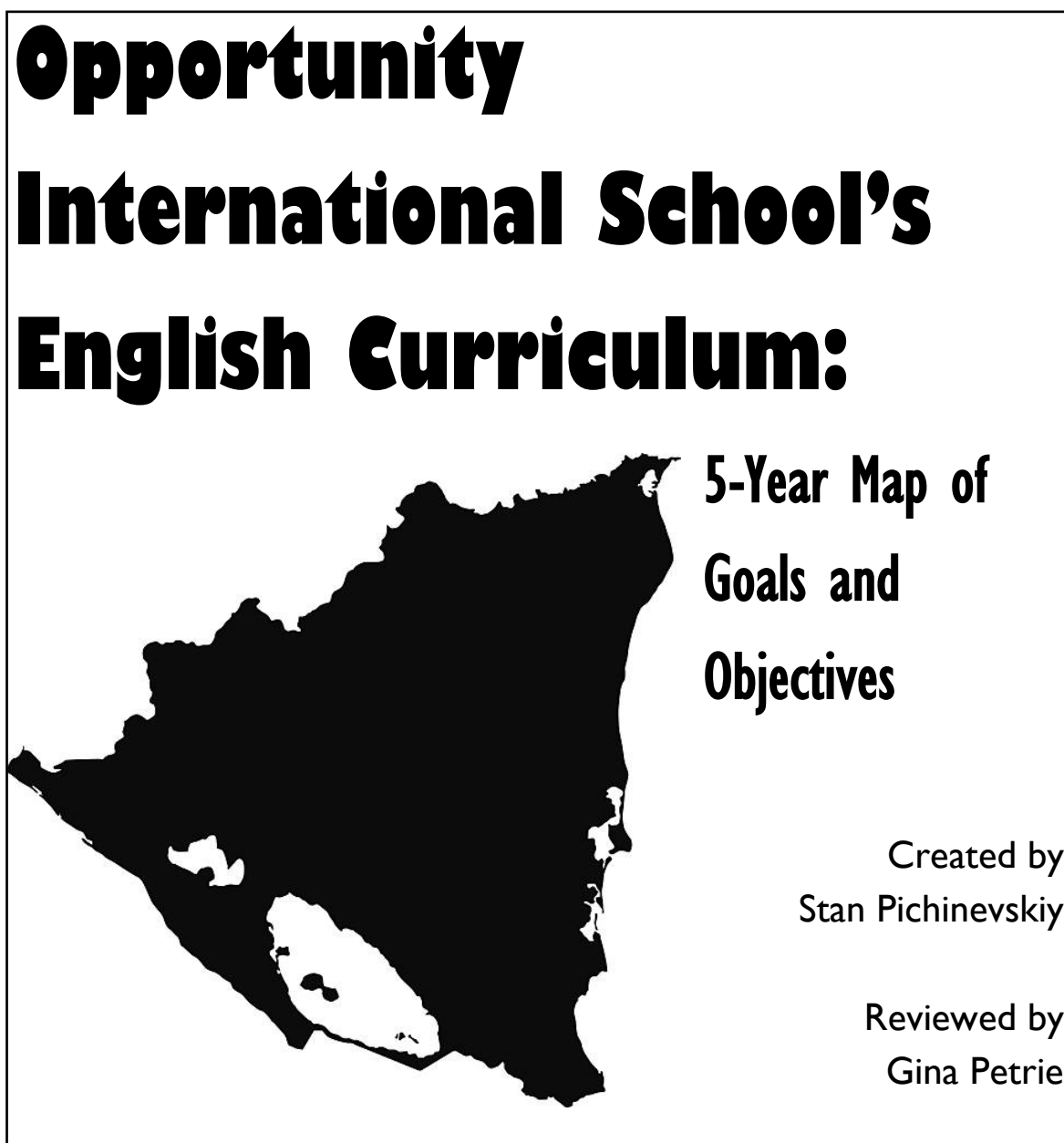


Figure 8: Five-Year Map Curriculum Cover

Overarching Goals

“I want my students to be able to fluently communicate in English to complete their jobs in either tourism or agriculture fields... I also want my students to be able to

pass the TOEFL test after graduating from my school,” said the Executive Director, “those are my goals for the students.” Yikes, I thought, what did I get myself in to? I needed to get the students from level zero English proficiency to passing the TOEFL in five years. The goals were a serious undertaking, and the Director knew it. I remembered thinking of how little American Sign Language (ASL) language I retained after two years of studying it in high school. The same thing happened to many of my friends who studied Spanish and French--very little was retained. Doubtful and a little fearful of letting down students whose livelihoods were depending on the curriculum, I needed a starting place for building this curriculum. Fortunately, the data from the needs analysis we obtained during the whitepaper was loud and clear. Dr. Petrie and I were able to synthesize the data into seven assumptions from which we crafted our overarching goals (Figure 9).

**Opportunity International School’s English Curriculum
- 5 Year Map of Overarching Goals and Objectives**

Goals for this program are built upon the following assumptions

- Students are in the process of pursuing and after graduation will continue pursuing professional work in either tourism or agribusiness.
- Students will find increased professional success in tourism or agribusiness with their use of English.
- Any use of English by the students (and graduates) will be a means to the end of successfully carrying out professional activities in tourism or agribusiness.
- Students will need to be able to listen, speak, read and write in English to pursue professional success in tourism or agribusiness, but most use of English will be oral communication in these fields.
- Students will benefit from an initial shared foundation in basic communicative English.
- Students will benefit from an increasing focus on English for specific purposes (for tourism and agribusiness) that prepare them for professional pursuits.

- Students of tourism and students of agribusiness will benefit from increasingly-separate English lessons that connect narrowly and directly with their professional pursuits.

Overarching Goals

GOAL 1: Students will be able to speak English in their daily professional lives in tourism or agribusiness.

GOAL 2: Students will be able to comprehend when listening to English in their daily professional lives in tourism or agribusiness.

GOAL 3: Students will be able to produce and understand limited short written texts in tourism or agribusiness.

GOAL 4: Students will be able to apply cultural understanding to use English, politely.

Themes per Year

1st Year: Self – personal, family, activities, home, school

2nd Year: Place – city, urban, rural, jungle

3rd Year: People – culture, tradition, religion, occupations

4th Year: Apply English

5th Year: English for Tourism or Agribusiness Purposes

Figure 9: Five-Year Map, Assumptions and Overarching Goals

The communicative approach is quite prominent in the first two goals: speaking and listening. It would be a mistake to leave out the importance of producing and understanding written text for ESP or with the context of tourism and agribusiness (Goal 3). Teaching politeness strategies in English (Goal 4), which I initially thought was common sense, didn't need to be formally taught in a classroom. Luckily, Dr. Petrie completely deterred me from making this bad assumption. The largest industries in Nicaragua are tourism and agribusiness, both of which require Nicaraguans to communicate directly with English speakers. When considering hotel and resort clerks dealing with customers or marketers selling products to clients, we know how important it is to be able to convey our messages in English politely. It is very important since the businesses want returning customers. Teaching students politeness strategies from the

start will not only help students learn to communicate politely in English but also improve their chances of finding and keeping a job.

Themes (bottom of Figure 9) for each year of the curriculum was not a requirement of the school, but it helped me tailor the learning objectives for that given year. The themes also followed a logical progression in student language acquisition. For example, at the end of the first year, what should students be able to do? Talk about themselves, their hobbies, interests, family, etc. As the students' language proficiency increases so did the difficulty of content each year, starting with self, then place, entered more abstract content like people in the third year and then occupation specific (Applied English and ESP) in the fourth and fifth year.

Basic Communicative English Transitioning to ESP

English language instruction begins in seventh grade at OIS and continues until they graduate in eleventh-grade, which is students' senior year in Nicaragua. English fluency is not found in seventh-grade students, so instruction must begin with the very basics. According to the school's new mission, students need to get from level zero English to scoring well on the TOEFL after they graduate in five years. My next challenge was to design a curriculum that was going to raise seventh-grade students to high-level English and more specifically English for Tourism and Agriculture (ETA) purposes. We will get to that next.

The basic communicative approach was imperative in the curriculum because speaking and listening skills continued to be top priorities in the curriculum design. The overarching goals remained the same, but the learning objectives for each had changed focus to accommodate basic English development in the first two to three years.

As students become more proficient, using English, the teachers will begin to introduce ESP in the rest of the years. The curriculum was essentially split in two: Basic Communicative English and ESP. The second split happened in the ESP portion of the curriculum to include two separate tracks: tourism and agriculture. See Figure 10, in row three to see how the curriculum was divided.

GOALS	OBJECTIVES				
	YEAR 1 - Self	YEAR 2 - Place	YEAR 3 - People	YEAR 4 - Apply	YEAR 5 - Tur/Agr.
	Basic Communicative English (BASIC)	English for Specific Purposes (ESP)	Tourism (TUR)	Agribusiness (AGR)	
Goal 1	(BASIC) 1. SWBA* 2. SWBA 3. SWBA 4. SWBA	(ESP) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(TUR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(AGR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	
Goal 2	(BASIC) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(ESP) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(TUR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(AGR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	
Goal 3	(BASIC) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(ESP) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(TUR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(AGR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	
Goal 4	(BASIC) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(ESP) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(TUR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	(AGR) 1. SWBA 2. SWBA 3. SWBA 4. SWBA	

* Students will be able to...

Figure 10: Five-Year Map Chart

English for Tourism and Agriculture Purposes (ETAP)

In the beginning stage of developing the curriculum, we knew there was going to be a curriculum shift beginning with language development (Basic English) and then move into technical and specialized (ESP) content. Students choose a track either tourism or agriculture in the fifth year; they split into two groups studying separately and then

come together at the end of the school year to complete the remaining unit of the curriculum.

Initially, I thought that the curriculum would be basic communicative English in years one through four and then transition to ESP in the fifth year. However, this would not prepare students for the tracks in tourism and agribusiness. It is here, Dr. Petrie and I decided, that the whole curriculum needed to shift to ESP between years two and three gradually. This was more easily said than done. The curriculum would need to indicate to the teachers somehow that it was time to leave basic communicative English and start teaching more specific objectives that pertained to the students' specific needs. This transition could not be concrete, like ending at year two and starting at year three because many students are learning at different levels and may still need basic communicative English in the third year. It was here that I introduced a gradation of color to the curriculum to separate the years within the learning objectives (Figure 11).

GOALS	OBJECTIVES				
	YEAR 1 - Self	YEAR 2 - Place	YEAR 3 - People	YEAR 4 - Apply	YEAR 5 – Tur/Agr
	Basic Communicative English (BASIC)	English for Specific Purposes (ESP)	Tourism (TUR)	Agribusiness (AGR)	
Goal 2: Student will be able to comprehend when listening to English in their daily professional lives in tourism or agribusiness.	<ol style="list-style-type: none">1. Listen to information read aloud including numbers (e.g. prices) and write numbers correctly.2. Listen to information read aloud including times/dates and write times/dates correctly.3. Participate in a telephone or skype conversations.4. Listen to information read aloud including addresses/locations and write addresses/locations correctly.5. Listen and correctly follow directions for going somewhere or finding something6. Listen and correctly follow directions for doing something.7. Listen to a Nicaraguan folktale (in English) and retell it correctly.8. Listen to an advertisement and write main information correctly.	<ol style="list-style-type: none">1. Listen and retell instructions on how to do something.2. Listen and retell directions on how to get somewhere.3. Listen and retell descriptions or historical events.4. Listen and summarize descriptive presentation.5. Listen and summarize persuasive presentation.6. Listen and summarize an instructional presentation.7. Recognize correctly a customer's problem8. Recognize correctly a customer's complement or complaint9. Recognize correctly customer's request or comment10. Listen to menu options and retell briefly	<ol style="list-style-type: none">1. Listen and create a service advertisement for a radio2. Listen and summarize a hotel advertisement or commercial3. Listen and retell a customer's food order4. Listen and retell a customer's reservations5. Listen and address a client's problem/complaint6. Listen and address a customer's request7. Listen and critique an interview	<ol style="list-style-type: none">1. Listen and create a produce ad. for radio2. Listen and summarize a farm, ranch, advertisement or commercial3. Listen and address a customer's problem4. Listen and summarize farming instructions5. Listen and summarize plant operations6. Listen and critique an interview	

Figure 11a: Goal 2-Listening Skill in Five-Year Map

As you can see in Figure 11, the blue gradation moved from white to a dark blue. Not only was this a huge improvement from my multi-colored draft (Figure 11b) but it helps teachers see when their objectives are shifting into harder and more specific content that directly would affect their lesson planning. I was regularly asked why I didn't just divide the learning objectives by year to avoid confusion. To which I would answer, teachers wouldn't be able to see all the learning objectives needed to fulfill the overarching goal on the same page. This will make more sense as I dive into the learning objectives section next.

Goal 2: Students will be able to comprehend when listening to English in their daily professional lives in Tourism or Agriculture.	(BASIC) 1. Listen to information read aloud including numbers (e.g. prices) and write numbers correctly. 2. Listen to information read aloud including times/dates and write times/dates correctly. 3. Participate in a telephone or skype conversations. 4. Listen to information read aloud including addresses/locations and write addresses/locations correctly. 5. Listen and correctly follow directions for going somewhere or finding something 6. Listen and correctly follow directions for doing something. 7. Listen to a Nicaraguan folktale (in English) and retell it correctly. 8. Listen to an advertisement and write main information correctly.	(ESP) 1. Listen and retell instructions on how to do something. 2. Listen and retell directions on how to get somewhere. 3. Listen and retell descriptions or historical events. 4. Listen and summarize descriptive presentation. 5. Listen and summarize persuasive presentation. 6. Listen and summarize an instructional presentation. 7. Recognize correctly a customer's problem 8. Recognize correctly a customer's complement or complaint 9. Recognize correctly customer's request or comment 10. Listen to menu options and retell briefly	
		(TUR) Tourism 1. Listen and create a service advertisement for a radio 2. Listen and summarize a hotel advertisement or commercial 3. Listen and retell a customer's food order 4. Listen and retell a customer's reservations 5. Listen and address a client's problem/complaint 6. Listen and address a customer's request 7. Listen and critique an interview	(AGR) Agriculture 1. Listen and create a produce ad. for radio 2. Listen and summarize a farm, ranch, advertisement or commercial 3. Listen and address a customer's problem 4. Listen and summarize farming instructions 5. Listen and summarize plant operations 6. Listen and critique an interview

Figure 11b: Draft of Five-Map Goal 2

Learning Objectives

My favorite activity on this project was coming up with the learning objectives for the four overarching goals in categories such as basic communicative English, English for specific purposes and finally English for tourism and agriculture purposes. I had to get creative by identifying the learning objectives for each section while considering the themes. First, I put myself into the English language learner's shoes to understand what I would like to have learned. I am grateful for my language background being a 1.5 generation English language learner that helped me immensely with this process. For example, grammar was typically a struggling point for my language acquisition, so I was glad that ESP didn't focus on grammar as much a general English Language Teaching (ELT) but rather on language use and functional language (Basturkmen, 2010). With that mindset, I focused on what I would be able to do with the

language on any given topic for speaking, listening, reading and writing skills. For example, starting with the Goal 1 – Speaking, I wanted students to be able to introduce themselves and share something about themselves.

At some point, I ran out of ideas and began researching resources and found that Spanish phrase books were fantastic for identifying functional language or language for everyday use. I referred to two phrasebooks, *Latin American Spanish* (Planet, 2015) and *Easy Spanish Phrase Book* by Dover Language Guides (Loaeza, 2013). Fortunately for me, these phrasebooks had categories that fit neatly into many topics that were already required by the English national requirement (Mined, 2018) such as personal information, usual activities, time, clothes, food, community, environment, natural disasters, directions, occupations and work, and many more (Hawkins, 2016). Also, I found *Fluent in 3 Months* quite insightful on language learning strategies, although radical in its promise to be fluent in three months. It was a matter of defining fluency that makes the promise possible (Lewis, 2014). Finding content for tourism and agriculture specifically for Nicaragua was difficult. I had to rely on online resources such as local blogs, travel blogs and websites, YouTube videos made in Nicaragua and English Learning websites to name a few (Stan, Oroian, Moanga, Adam, & Mihai, 2012; Rata, Sala, & Samfira, 2012; Noyola, 2014).

I specifically recalled creating a learning objective for Goal 1 that read, *Identify and describe products such as potato, tomato, corn, apples and cherries*. However, Nicaragua does not produce these crops. Instead they produce sugar cane, tobacco, yucca, mango, and bananas. It was this realization that emphasizes the importance of performing a proper needs analysis. The same thing happened when I was creating sample flashcards

for one of my unit lessons plans about hobbies. I learned that Nicaragua does not have winter sports and their hobbies are vastly different from students in the United States. In fact, while I was visiting Nicaragua for my summer internship, I learned that many Nicaraguan children and adults don't swim, even though the country is on the equator.

Speaking skills (Goal 1) is the largest section of the curriculum because of the school's mission to get students to English language fluency with the ability to communicate in the fields of tourism and agribusiness. In Figure 12 (3 pages), I introduce Goal 1 and all the learning objectives for the five years. It is here you will see how the blue color gradations display the transition in years as well as each learning objective (numbered by the order they should be learned).

GOALS	OBJECTIVES				
	YEAR 1 - Self	YEAR 2 - Place	YEAR 3 - People	YEAR 4 - Apply	YEAR 5 – Tur/Agr
	Basic Communicative English (BASIC)	English for Specific Purposes (ESP)	Tourism (TUR)	Agribusiness (AGR)	
GOAL 1: <i>Students will be able to speak English in their daily professional lives in tourism or agribusiness.</i>	<ol style="list-style-type: none">1. Greet and goodbye2. Introduce themselves (ex. I, me, my, mine)3. Introduce each other (ex. He, she, him, her, his)4. Introduce group (ex. we, ours, us)5. Ask questions so that other people describe themselves (ex. Who, What, Why, When, Where)6. Engage in conversation with someone (ex. Excuse me, Hi there, pardon me)7. Ask Wh-questions to get information from others (ex. How many...?, Where is the...?)8. Ask questions for clarifications/understanding (ex. How do you say?, I don't understand, Say it again, please. Do you speak English?)9. Use time and date phrases (ex. age, months)10. Use numbers and amounts phrases (ex. how much?, how many?)11. Identify family members12. Identify common hobbies/Interests13. Identify common clothing items14. Identify common household items15. Identify basic colors16. Identify basic shapes & sizes17. Provide Personal Information18. Identify daily activities (cleaning, eating, going, playing)	<ol style="list-style-type: none">1. Introduce a friend/teacher/principal to a group2. Identify common foods in Restaurants3. Placing and changing a food order4. Identify and describe Nicaraguan Climate & Seasons (climatology)5. Identify and explain common jobs and occupations6. Identify and explain common emergencies7. Identify and explain common health problems8. Identify and explain the environment9. Identify and explain basic parts of government10. Identify and explain basic parts of safety and security11. Identify transportations options around the world12. Describe personal educational and career goals13. Introduce a company or product14. Give instructions on how to do something15. Give directions on how to get somewhere or find something16. Give a descriptive presentation17. Give an instructional presentation18. Give a persuasive presentation19. Carry out basic phone calls20. Carry out money/banking transaction21. Requesting and offering	<ol style="list-style-type: none">1. Describe a landmark2. Describe government and private tourism units3. Identify types of tourism; adventure or leisure4. Describe an important person5. Describe a historical event6. Describe prices7. Explain how weather affects tourism8. Identify common tourist destinations in the world9. Identify common careers in tourism10. Identify and describe restaurant setting11. Identify and describe hotel setting12. Introduce a hotel or services to a tourist13. Introduce/meeting a client.14. Give a presentation on safety guidelines for tourists15. Give a presentation on a service, accommodation, recreational activity16. Give a sales pitch17. Carry out a hotel check-in and check-out18. Carry out a Tour of city.19. Participate on basic concierge exchanges20. Participate on basic host/waiter exchanges (ex. greeting, taking order, serving, taking payment)21. Identify and explain local recreational	<ol style="list-style-type: none">1. Introduce/meeting a customer2. Identify and explain basic sciences3. Identify and explain ecology and ecosystems4. Identify and describe different types of local agriculture (ex. farm, ranch, orchard)5. Describe Nicaraguan Environments6. Identify and describe water treatments7. Explain how weather affects agriculture8. Introduce a farm or produce to customer9. Identify and describe AGR processing plants10. Describe growth cycles/process11. Identify different soils (geology)12. Describe the chain of foods13. Describe chain production14. Describe safety guidelines15. Identify and describe technology, machinery and tools16. Describe prices/profits17. Present on safety guidelines for AGR workers18. Give a presentation on produce, livestock growth cycle/process19. Identify and describe local crops (ex. Sugar cane, tobacco, yucca)	

	<p>19. Describe their own and other's favorite hobby</p> <p>20. Describe their own and other's favorite food (Gastronomy)</p> <p>21. Identify and describe school setting</p> <p>22. Identify and describe common places in a city (ex. Store, church, school, police station)</p> <p>23. Use logical connectors (ex. First, second, then, after that, etc.)</p> <p>24. Describe their own and other's favorite place</p> <p>25. Describe and identify the weather/climates</p> <p>26. Identify common grocery items</p> <p>27. Carry out a purchase/bargain</p> <p>28. Carry out placing a food order</p> <p>29. Identify common Nicaraguan transportation options</p> <p>30. Identify and ask for local communications services (internet, email, skype, mobile phone, post office.)</p> <p>31. Identify local nature/environments</p> <p>32. Identify local animals and plants</p> <p>33. Identify major and local countries</p> <p>34. Identify local services/trades</p> <p>35. Identify common sickness and parts of human body</p> <p>36. Describe themselves and each other personally and professionally (personalities or interests)</p> <p>37. Identify and describe personal portraits</p> <p>38. Identify and describe emotions/feelings</p> <p>39. Identify and describe personal values and beliefs</p>	<p>accommodations (ex. Finding and booking.)</p> <p>22. Identify and explain healthy habits (ex. fitness, sleep, diet, hygiene)</p> <p>23. Identify and explain nutrition.</p> <p>24. Identify and explain common business exchanges</p> <p>25. Sell an item, produce, services.</p> <p>26. Design and present a process</p> <p>27. Identify and describe major religion & culture</p> <p>28. Distinguish difference between Tourism and Agriculture</p> <p>29. Identify and Describe Food Allergies</p>	<p>activities (ex. Renting, camping, hiking)</p> <p>22. Guide tourist in sightseeing of Nicaragua</p> <p>23. Offer and describe local restaurant menu items</p> <p>24. Utilize a Travel Agency</p> <p>25. Get around an Airport</p> <p>26. Get around an Airplane</p> <p>27. Get around a Cruise Ship</p> <p>28. Perform a job interview</p> <p>29. Identify and address Western Food Allergies</p> <p>30. Identify Restaurant Industry employment roles</p> <p>31. Identify airport/airplane industry employment roles</p> <p>32. Identify hotel/resort industry employment roles</p>	<p>20. Identify and describe livestock (ex. Cattle, poultry, sheep, swine)</p> <p>21. Identify and describe Horticulture (ex. Mango, bananas, flower, tree, vegetables)</p> <p>22. Identify and describe dairy (ex. Butter, cheese, ice cream, sour cream, yogurt, eggs)</p> <p>23. Propose and upgrade a product.</p> <p>24. Identify and explain local farming practices (planting, fertilizing, etc.)</p> <p>25. Identify and explain different irrigation types.</p> <p>26. Identify and describe different AGR occupations (ex. Arborist, Vet, Butcher, Gardner)</p> <p>27. Identify and explain local agriculture problems and treatments (Ex. Pesticides, herbicides, alternatives,</p> <p>28. Identify and explain Organic, GMO, fair trade, eco-friendly, sustainability, Recycling</p> <p>29. Identify company licensing and accreditations</p> <p>30. Perform a job interview</p> <p>31. Identify and address Western Food Allergies</p> <p>32. Identify AGR industry employment roles</p>
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	40. Identify and describe Religion and Culture 41. Identify celebrations 42. Identify and describe different types of relationships (ex. Friendships, romantic, parental, partnership, colleagues) 43. Identify and describe major Nationalities/Ethnic Groups (Ex. Asian, American, Russian, Spanish) 44. Identify and describe basic human rights (ex. Speech, religion, assembly, etc.) 45. Identify different forms of education and institutions (Elementary, College, university, apprentices, technical)			
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Figure 12: Goal 1 in Five-Year Map

My goal in showing you Figure 12, is for you to comprehend how the curriculum was displayed and how the basic communicative English to ESP transition worked. I will illustrate further through specific objectives on what is happening in each column (Figure 13).

ENGLISH APPROACH	LEARNING OBJECTIVE
Basic Communicative English (BASIC)	2. Introduce themselves
English for Specific Purposes (ESP)	12. Introduce a company or product
Tourism (TUR)	13. Introduce a hotel or service to a customer
Agribusiness (AGR)	8. Introduce a farm or product to a customer

Figure 13: Demonstrating language progression through learning

Do you see the progression of making an introduction? As the students progress through the BASIC, they should be more prepared for ESP and then finally be ready for either TUR or AGR. The nice thing is that all students will be required to be proficient in the

basic types of interactions general to many ESP situations, but then they can choose one or the other in tourism or agribusiness.

Sample Unit Lesson Plans

Originally per my whitepaper, I planned to create lessons plans for 88 hours worth of English curriculum that would be 88 lessons plans. My anxiety was hitting off the charts until I spoke with Dr. Gina Petrie and she said that creating 88 lessons plans would not be necessary and is not what ESP is about. If I created 88 lesson plans, then I would have scripted how and what the English teachers taught, removing all autonomy and ownership of the ESP curriculum. Also, the teacher would have a harder time tailoring the daily lesson plans to students needs and progress. Instead, we decided to create a Sample Unit Plan (Figure 14, 10 pages) that included five lessons for the Meeting and Greeting Unit, teaching activities index, skills and clip art legend, teaching strategies, student expectations and teacher instructions.

Opportunity International School's English Curriculum:

Sample Unit Lessons

**Created by Stan Pichinevskiy
Reviewed by Gina Petrie**

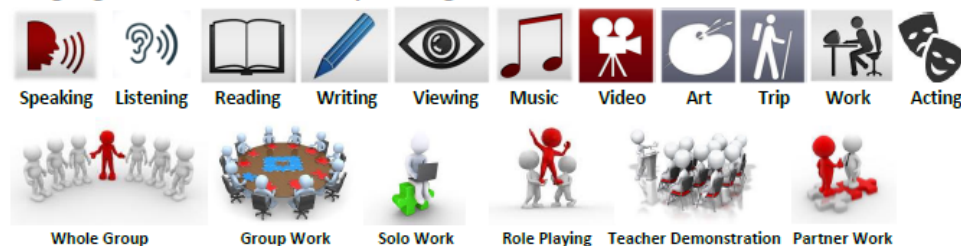
Teaching Activities Index

1. **Personal Phrasebook** – Each student will need to start a notebook or booklet (durable for regular use). Students will record phrases taught by teachers, short personal narratives developed in class and vocabulary. As the phrasebook continues, students are to be encouraged to record phrases or words they personally would like to know how to say in English and they figure out using dictionary or teacher assistant to establish those phrases. In this way, the students' phrasebook will be customized to each students' individual needs and interests. Students must review daily (Lewis, *Fluent in 3 Months*, 2014)

Note: Student will only learn essential words and phrases without cluttering their minds with vocabulary they won't actually use. (Lewis, *Travelers Phrasebooks: A serious language learners first book to study*, 2016)

2. **Personal Smart Flashcards** – Students will make flashcards in class daily to assist in learning new vocabulary and phrases using real people and personal facts. Students will need to rate each card on the levels of difficulty; easy, medium or hard. Depending on the level, students will insert the card in the front, middle or back of the stack. Example, if one flash card is easy it goes to the very back of the deck or removed from the deck for a time. If a flash card is difficult then the student will insert the card near the front of the deck. If the flash card is medium difficulty then the card is placed in the middle of the deck. Students must review daily
3. **Independent Memorizing Activities** – Student will be learning hundreds of words and therefore will need to develop memorizing strategies to remember words and even phrases. (Vliet, 2016)
 - a. **Actively use in conversations** – Regular use with language learner or native speaker
 - b. **Word associations/mnemonics** – Imagine what the word sounds or looks like, what it means using images, activities, actions and stories. The crazier the imagination the more memorable.
 - c. **Memory palaces** – Pick a familiar locations and place words or phrases in specific spots in your palace all done in your memory. Students should regularly revisit the palace to establish a habit of recalling words.
 - d. **Know the cognates** – ex. Animals – English same in Spanish. Same goes for hundreds of other words. You never really start learning languages from scratch because of cognates. (Spanish/English Cognates Rules: <http://www.linguasorb.com/spanish/cognates/>)
 - e. **Groups of word** – ex. If you're learning "school" you should learn "I am at school."
 - f. **Find/Check/Identify reoccurring words** – the simple process of finding, checking and translating common daily words will help students remember.
 - g. **Actively use in daily life and routine makes it relevant** – Embedding new terms within a student's daily life and routine. (Ex. I am going to the bathroom. I need to brush my teeth. That is my towel.)
4. **Exposure to Target Language** – Students need to see, hear and use the target language as much as possible.
 - a. **Speak to a native speaker** – in person, skype, arranged in classrooms
 - b. **Read** - books, magazines, articles, social media
 - c. **Watch** - TV, news, movies, clips, and YouTube
 - d. **Listen** – Radio, podcasts, music, audio books, lectures, and presentations

Language Skills & Activities Clip Art Legend



Learning Strategies

Why it's important for students: Teaching students how to learn and how to learn independent of a teacher is extremely important because they will be able to use these learning strategies in life after school.

Why it's important for teachers: Teaching learning strategies can help the teachers understand what makes a student successful and unsuccessful, and create an environment of understanding useful strategies.

How to apply it to learning: There are three basic steps to follow in teaching learning strategies.

1. Students will benefit, if they know what the learning strategy is directly.
2. Students will benefit, if they believe it to be helpful or effective.
3. Students will benefit, if they don't think it will be hard to use.

Use the following chart to identify Indirect and Direct Strategies to use in each lesson

Figure 5.1. Oxford's strategy classification system

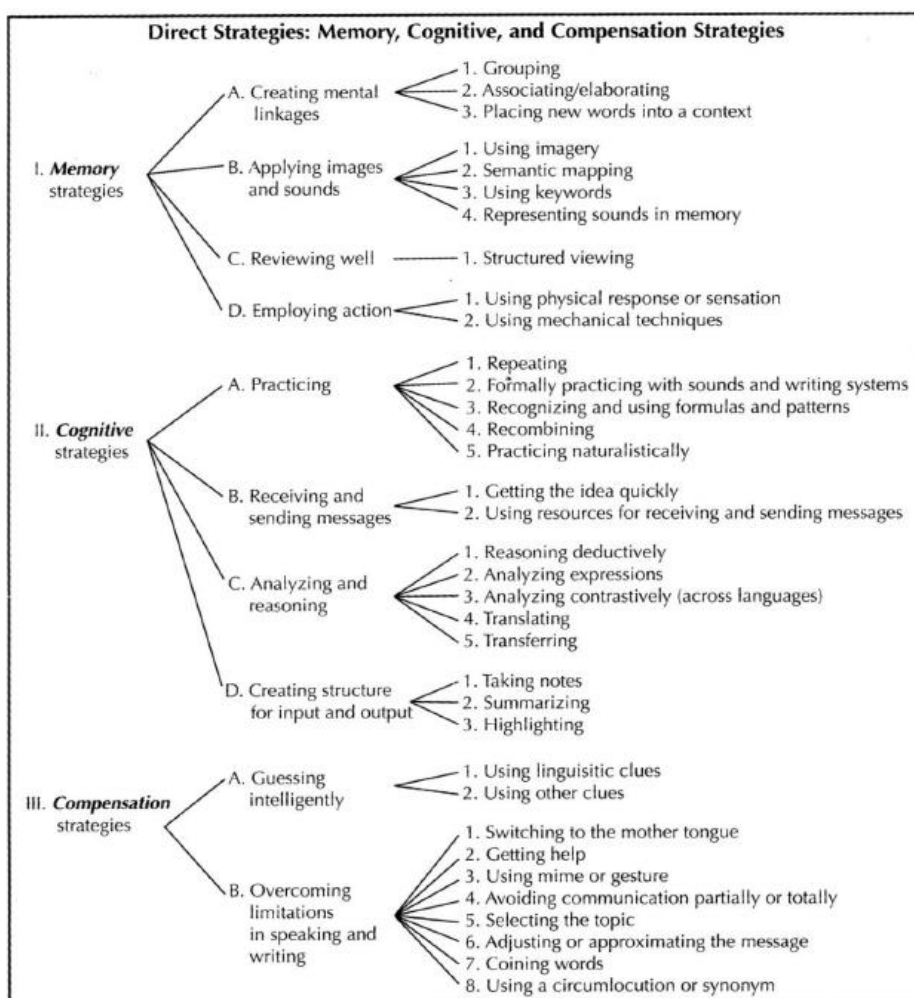
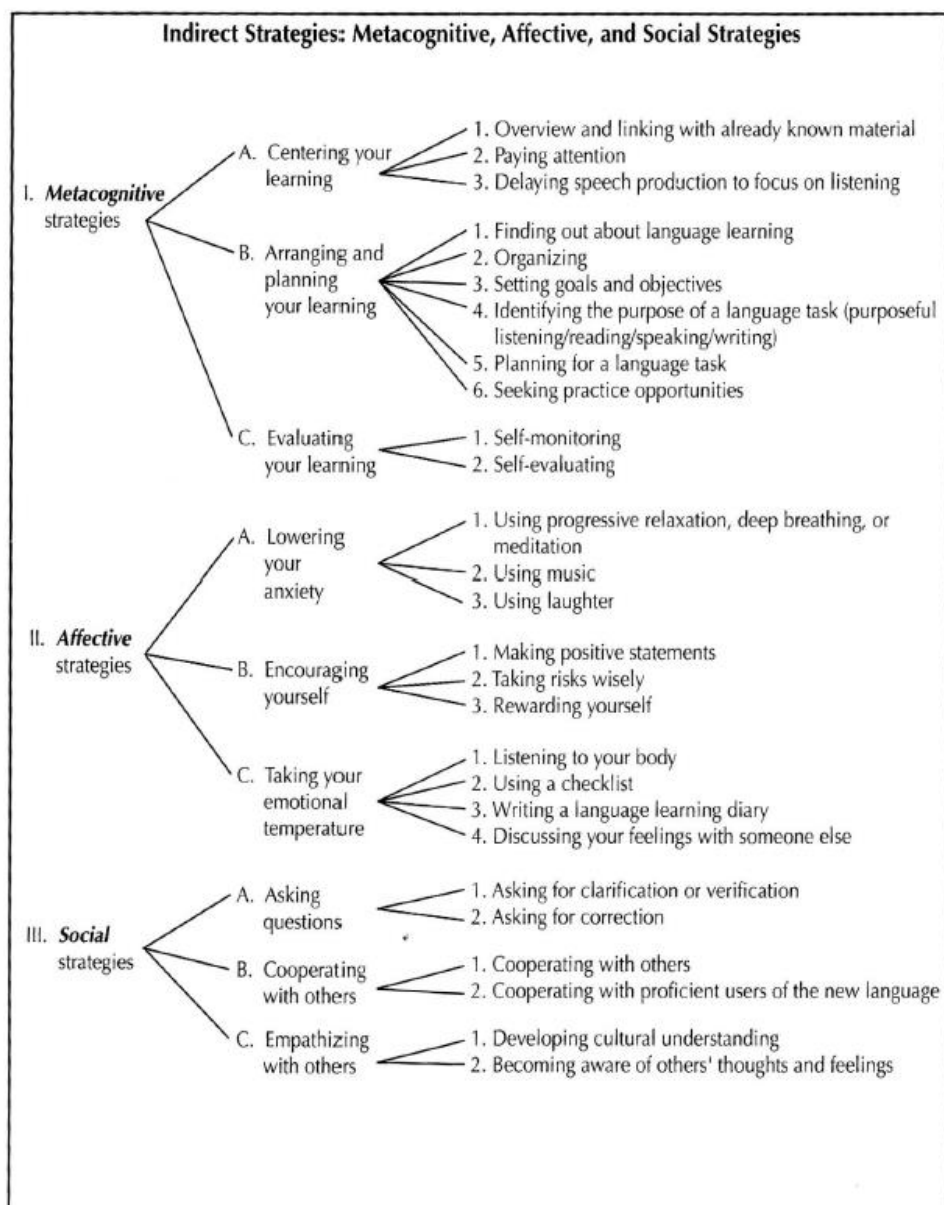


Figure 5.1. Oxford's strategy classification system (continued)



Unit 1- Introduction: Meeting and Greeting

Unit Description: In this Unit, students will learn to introduce themselves, each other and end a conversation politely. They will learn Basic English greeting phrases through games, role playing, and activities that will help them speak simple English phrases and words for greeting and meeting comfortably. Students will be comfortable with writing/copying English phrases in personal phrasebooks for continual usage.

Unit Requirements/Expectations: Students are expected to be in each class meeting. They will be expected to follow the teacher's direction and join in all activities in the class. They are also expected to let their parents and the teacher know what they are enjoying and what they are struggling with so that changes can be made if necessary to the class. Students are expected to do homework each day after class with their parents or siblings. Students will return home each day with an assignment. A parent or some other family member must do the homework with them and sign it so that the student can bring it back to class. Parents or other family members are expected to communicate with the teacher about absences and progress.

Setting: Any location or set up because meetings and greetings happens in any setting. The classroom should be arranged for comfortable group and partner interactions. Desks and chairs should be pushed to the perimeter or stacked.

Materials: Blank notebook and pencils

Unit Goals and Objectives:

- Basic 1.1 - Greet and farewell
- Basic 1.2 - Introduce themselves (ex. I, me, my, mine)
- Basic 1.3 - Engage in conversation with someone (ex. Excuse me, Hi there, pardon me)
- Basic 1.4 - Introduce each other (ex. He, she, him, her, his)
- Basic 1.12. - Identify common hobbies/interests
- Basic 3.3 - Read and write notes for class
- Basic 4.1 - Enter and exist a conversation politely
- Basic 4.2 - Perform basic courtesies

Teacher Instructions: In preparation for class, the teachers will write the objectives and greeting phrases or vocabulary on the board (see content inside each lesson). Teachers will only speak English in their classrooms with exception to explanations in Spanish. All the meeting/welcoming will be done in English. Once all students are in their seats, the teacher will demonstrate each phrase using 1 or 2 students. Then have the whole class break into partners and do the phrases with each other until comfortable, then have the students find new partners. Grammar is not to be taught directly, but only used for teacher reference. Follow lesson procedures.

Strategies: Personalized Phrasebook, Smart Flashcards

Student Pedagogy: In this unit, we will focus on role playing, partner work and speaking and interacting in whole group.

Lesson Procedures: Unit 1 - Sample

-	Steps for Activity #1
1	Teacher introduces and models how to create a personal phrasebook and passes out materials
2	Teacher introduces lesson goals, why it is important and explains phrases
3	Students repeat after Teacher and independently write all the phrases into their notebook
4	Teacher models phrases with one or two students
5	Students practice phrases with a partner, then switch partners
6	Students introduce themselves (or partner) in whole group, one at a time
-	Repeat steps 2-6 for Activity #2
7	Teacher assesses students altogether or one on one
8	Teacher assigns homework

Unit 1 – Lesson 1: Meeting and Greeting



Tell the students the objectives for the lesson: Basic 1.1 - Greet and farewell | Basic 1.2 - Introduce themselves | Basic - 1.4 Introduce each other | Basic 3.3 - Read and write notes for class

Tell the students why it is important: Talking always begins with introduction, so you will learn how to introduce yourself and others politely.

Content: Introducing Yourself

1. Hello/hi
2. My name is _____?
3. What is your name?
4. I am a student.
5. Nice to meet you.
6. How are you?
7. Fine/I am good, thank you.
8. Not bad/ho-so, thanks.
9. Bad/not so good.
10. Good-bye

Content: Introducing your Friend

1. Hello/hi
2. This is my friend.
3. His/her name is _____?
4. She goes to school here.
5. Person 2 - Nice to meet you _____.
Welcome to class.
6. Thank you.
7. Bye

Activities:

Teacher Demonstrations: How to introduce yourself?

1. **Group of 2:** Introducing themselves
2. **Switch partners:** Introducing themselves
3. **Whole group:** Introducing themselves one at a time to the whole class
 - a. Students listen for variation and try to use a different phrase.

Teacher Demonstrations: How to introduce another person?

1. **Group of 2:** Getting to know the other person
2. **Whole group:** Introducing their partner
 - a. Phrasebook: Write all phrases
 - b. Read the phrases together

Informal Assessment: Student will be able to answer to greeting and introduction. Will meet objective 1.1 and 1.3.

Teachers introduces him/herself out loud and students answer all together.

1. Person 1 - Hi class?
2. Person 2 - Hello!
3. Person 1 - My name is Teacher's Name.
4. Person 2 - Nice to meet you Mrs/Mr. Teacher's Name.
5. Person 1 - How are you today?
6. Person 2 - Good, thank you.

Strategies:

Practicing & Repeating
Cooperating with others

Grammar: Phrases | Subjective personal pronouns: I, you, he, she | Objective personal pronouns: you, him, her | Possessive Personal Pronoun: Mine, yours, his, hers (*Note: See English Grammar 101*)

Homework: Students must teach their family members the English phrases they learned in class. Practice 3x with each family member. How many members did you get?

Teacher Demonstrates



Partners & Switch Partners



Whole Group



Assessment



Unit 1 – Lesson 2: Greeting and Leaving



Tell the students the objective for the lesson: Basic 1.1 - Greet and farewell | Basic 1.3 - Engage in conversation with someone | Basic 3.3 - Read and write notes for class | Basic 4.1 - Enter and exist a conversation politely

Tell the students why it is important: Every conversation starts with a greeting the more and better you know how to greet the easier to engage. However, it is equally important to politely leave a conversation, if you want to speak to that person again.

Content: Greeting

1. Good morning/day.
2. Good afternoon.
3. Good evening/night.
4. How are you?
5. How is it going?
6. Fine/I am good, thank you.
7. Not bad/So-so, thanks.
8. Bad/Not so good.
9. What's new/What's up?
10. Not much/Nothing much.
11. Cool! / How Cool!

Content: Farewell

1. It was good to see you
2. Nice talking with you
3. Thank you for sharing
4. I need to go
5. See you later
6. See you soon
7. See you tomorrow
8. Take care
9. Bye
10. Great, good-bye

Activities:

Teacher Demonstrate - Greeting

1. **Group of 2:** Greet your partner
2. **Switch partners:** Greet
3. **Whole group:** Greet the whole group one at a time
 - a. Students listen for variation and try to say a different phrase.

Teacher Demonstrate – Farewell (leaving a conversation)?

1. **Group of 2:** Greet and Farewell
2. **Whole group:** Greet and Farewell one at a time
 - a. Phrasebook: Write all phrases on each card.
 - b. Read the phrases together

Informal Assessment: Students will be able to answer a greeting and say a farewell. Will meet objective 1.1, 1.2, 1.3.

Teachers introduces him/herself aloud and students answer altogether.

1. Person 1 – Good Morning
2. Person 2 – Good Morning
3. Person 1 – What's up?
4. Person 2 – Not much
5. Person 1 – I will talk to you later?
6. Person 2 – Great, Good-bye

Strategies:

Practicing & Repeating
Cooperating with others

Grammar – Phrases | Subjective personal pronouns: I, you, he, she (*Note: See English Grammar 101*)

Homework: Students must teach their family members the English phrases they learned in class. Practice 3x with each family member. How many members did you get?

Teacher Demonstrates



Partners & Switch Partners



Whole Group



Assessment



Unit 1 – Lesson 3: Introducing Interests and Hobbies



Tell the students the objectives for the lesson: Basic 1.2 - Introduce themselves | Basic - 1.4 Introduce each other | Basic 1.12 - Identify common hobbies/interests | Basic 3.3 - Read and write notes for class

Tell the students why it is important: You are not really talking unless you are sharing something about yourself and learning about the other person.

Content: Hobbies & Interests

1. I like _____.
2. I like to _____.
3. I enjoy _____.
4. Paint or painting = *pintura*
5. Keep fish or fishkeeping
6. Play or playing an instrument = *instrumento*
7. Sing or singing
8. Read or reading
9. Play computer games or playing computer games
10. Listen to music or listening to music = *musica*
11. Camp or Camping = *cámping*
12. Biking or cycling (Bicycle = *bicicleta*)

Content: Hobbies & Introduction

6. My friend enjoys _____.
7. Name likes to _____.
8. Name likes _____.
9. Photography or photographing = *fotografía*
10. Run or Running
11. Surf or surfing
12. Swim or Swimming
13. Play soccer or Playing Soccer
14. Fish or fishing
15. Skateboard or skateboarding

Activities:

Teacher Demonstrate – Introducing hobbies using Smart Flash Cards

1. **Group of 2:** Greet your partner and introduce hobbies
2. **Switch partners:** Greet and introduce hobbies
3. **Whole group:** Greet & introduce the whole group, one at a time
 - a. Students listen for student hobbies/interests with agree with.

Teacher Demonstrate – Introducing a friend's hobbies?

1. **Group of 2:** Introduce a friend's hobby
2. **Whole group:** Introduce a friend's hobby to whole group
 - a. Students listen for student hobbies/interests they don't agree with.

Flash Card Game (Optional) – Each student has one or two cards, each time a student uses a flash card they trade with the other student and continue until all student met each other.

Informal Assessment: Students will be able to identify a hobby/interest of theirs as well as their partners.

Teachers will hold up a flash card (covers up word) and repeat the conversation with each student.

Strategies:

Linking to what you know
Practicing & Repeating
Cooperating with others

Grammar – Gerunds and Infinitive Verbs | Cognates | Subjective personal pronouns: I, you, he, she (*Note: See English Grammar 101*)

Homework: Students must teach their family members the English phrases they learned in class. Write down 5 things they like to do on their free time in Spanish?

(*Note: Teacher can then translate the answers and create additional flashcards or extra phrases.*)

Stan Pichinevskiy | English Curriculum – Sample Unit Lessons | Opportunity International School

Teacher Demonstrates



Partners & Switch Partners



Whole Group



Assessment one on one



Unit 1 – Lesson 4: Introducing Interests/Hobbies and Asking Questions



Tell the students the objectives for the lesson: Basic 1.3 - Engage in conversation with someone | Basic 1.12 - Identify common hobbies/interests | Basic 3.3 - Read and write notes for class

Tell the students why it is important: Get to know the other person by asking questions about their hobbies and interest. These questions will be similar with other vocabulary.

Content: Questions about Hobbies/Interests

1. What do you do on your free time?
2. What do you like to do for fun?
3. Do you (not) like _____?
4. Do you (not) like to _____?
5. Do you (not) enjoy _____.

Content: English Spanish Similar Hobbies/Interests

1. Explore Nature = *Explorar naturaleza*
2. Repair Machine = *reparar maquina*
3. Actor = *Actor*
4. Music = *Música*

Content: English Spanish Similar Hobbies/Interest

5. Visit = *Visitor*
6. Theater = *Teatro*
7. Collect = *Coleccionar*
8. Dance = *Danzar*
9. Exercise = *Ejercicio*
10. Instrument = *Instrumento*
11. Invent = *inventor*
12. Volleyball = *Voleibol*
13. Use = *Usar*

Activities:

Teacher Demonstrate – Asking about hobbies/interests using Flash Cards

1. **Group of 2:** Greet your partner and introduce hobbies/interests
2. **Switch partners:** Greet and introduce hobbies/interest
3. **Whole group:** Greet & introduce the whole group, one at a time
 - a. Students listen for student hobbies/interests with agree with.

Teacher Demonstrate – Introduce English/Spanish same words?

1. **Group of 2:** Greet your partner and introduce new hobbies/interests
2. **Whole group:** Repeat aloud new hobbies/interests then one at a time
 - a. Students listen for student hobbies/interests with don't agree with.

Flash Card Game (Optional) – Each student has one or two cards, each time a student uses a flash card they trade with the other student and continue until all student met each other.

Informal Assessment: Teachers will hold up a flash card (covers up word) and repeat the conversation with each student.

Strategies:

Linking to what you know
Practicing & Repeating
Cooperating with others

Grammar – Cognates | Phrases | Gerunds & Infinitives Verbs | Subjective personal pronouns: I, you, he, she | Objective personal pronouns: you, him, her | Possessive Personal Pronoun: Mine, yours, his, hers (*Note: See English Grammar 101*)

Homework: Students must teach their family members the English phrases they learned in class and memorize a select list of cognates.

Teacher Demonstrates



Partners & Switch Partners



Whole Group



Assessment one on one



Unit 1 – Lesson 5: Basic Courtesies and Review



Tell the students the objectives for the lesson: Basic 1.3 - Engage in conversation with someone | Basic 3.3 - Read and write notes for class | Basic 4.1 - Enter and exist a conversation politely | Basic 4.2 - Perform basic courtesies

Tell the students why it is important: In all occupations, it is absolutely important and expected for you to behave politely. Here are phrases that will help you make sure that people see you as polite and courteous.

Content: Basic Courtesies

1. Please
2. Thank you (very much = *muchas*)
3. Thanks for everything.
4. You are welcome / You're welcome
5. Excuse me.
6. I would not want to bother you.
7. I hope it is/it's not too much of a bother
8. If you don't mind.
9. It is/It's not important = *importa*.
10. I would like to _____.
11. May I _____.

Content: More Basic Courtesies

12. Sure, absolutely.
13. It is okay / it's okay.
14. No problem / It is not a problem = *problema*
15. Of course.
16. Allow me / Please allow me. (Permit = *permitame*)
17. Gladly
18. Do not bother / Don't bother (molest = *moleste*)
19. Do not worry / Don't worry (preoccupied = *preocupe*)
20. Sorry (I'm sorry)
21. Bless you

Activities:

1. **Group of 2: Practice** - Greet, introduce, hobbies/interests

Teacher Demonstrate – Basic Courtesies

1. **Group of 2:** Greet, introduce hobbies/interests and farewell politely
2. **Switch partners:** Repeat
3. **Whole group:** Greet & introduce politely in whole group, one at a time

Flash Card Game (Optional) – Each student has one or two cards, each time a student uses a flash card they trade with the other student and continue until all student met each other.

Informal Assessment: Students will be start and end conversations politely and not at least 10 basic courtesies. Teacher will start with introductions/hobbies and end conversation with each student.

Strategies:

Applying Images & Sounds
Practicing & Repeating
Cooperating with others

Grammar: Cognates | Phrases | Subjective personal pronouns: I, you, he, she | Objective personal pronouns: you, him, her | Possessive Personal Pronoun: Mine, yours, his, hers (*Note: See English Grammar 101*)

Homework: Students must teach their family members the English phrases they learned in class with as many family members they have. How many times did you practice all learned phrases?



Figure 14: Sample Unit Lesson Plans

It was more important for us to demonstrate to teachers how to apply the ESP pedagogy to the daily lesson plans instead of having 88 lessons that they may or may not use. Dr. Petrie and I came up with six guiding principles for the lesson plan that would help teachers transition from teaching general English EFL to ESP:

- 1) Identifying Functional Language
- 2) Language Use Activities
- 3) Integrating Role Plays
- 4) Using Formative Assessment
- 5) Role of Grammar
- 6) Using Extension Activities Well (Pichinevskiy, 2018)

Each lesson plan started with the learning objectives. We had to be careful not to use many abbreviations and title or subtitles that seem obvious to me but may not be to a teacher or volunteer teaching English at OIS. We were more explicit with labeling such as, “Tell the students the objectives of the lesson and then tell the students why it is important.” In Unit One: Introduction Meeting and Greeting (Figure 14), I listed all the learning objectives for the unit which were pulled from the Five-Year Map. The Basic refers to basic communicative English. First, #1 refers to Goal 1. Second, #1 refers to the first learning objective, then 2nd and so on:

- Basic 1.1 - Greet and farewell
- Basic 1.2 - Introduce themselves (ex. I, me, my, mine)
- Basic 1.3 - Engage in conversation with someone (ex. Excuse me, Hi there, pardon me)
- Basic 1.4 - Introduce each other (ex. He, she, him, her, his)
- Basic 1.12. - Identify common hobbies/interests
- Basic 3.3 - Read and write notes for class
- Basic 4.1 - Enter and exist a conversation politely

These learning objectives were repeated in lessons 1-5.

Each lesson included functional language content such as phrases, vocabulary or chunks of words that students are more likely to use immediately. Later, during the two-

day training, teachers mentioned that they would like to see more content that they can use to create lesson plans with because it took them the most time to generate content for each lesson. I will address this more the next diary entry. The content was difficult to create because teachers know best what students need and would like to learn because teachers are right in front of the students.

The activities portion of the lessons were vital to show teachers different ways to incorporate language use activities and integrate role play into daily instruction. I even included clip art on the right-hand side to showcase activity ranges such as teacher demonstrates to the whole class, students partner up and then switch partners, do activities as a group and perform one on one assessments. I emphasized language use activities because it moves language acquisition from simply practicing the giving content to actually using the language they are acquiring. I encouraged teachers to interact, move and use language in the classroom instead of teaching in a lecture-style. Practicing this would make students more likely to engage in active learning and be more motivated. However, it is a different story entirely for English teachers in Nicaragua on whether they would consider a different teaching style altogether. A teacher who has taught with traditional Nicaraguan teaching patterns for many years (and seen them modeled for years as a student) may find the change terrifying. It would be important to support and encourage English teachers in Nicaragua transition into a more interactive-style of teaching (Petrie, 2014).

Informal assessment of the lesson plans was part of incorporating the guiding principle of using formative assessment that solved the problem of tracking students learning progress regardless of their attendance and maintained the trajectory of the

overarching goals. Training was needed for using formative assessment, which I will discuss in the two-day training down below.

Introducing learning strategies was an elective element of the lesson plan that could be taught or explained explicitly by the teachers. On pages 3 and 4 in Figure 14, I included the Rebecca Oxford's Strategies Classification System of direct and indirect learning strategies (1990) for teachers to reference or be mindful of as they create their own lesson plans for students. In the sample lesson plans, I included a gray box with the learning strategies that teachers could help the students recognize. Dr. Petrie and I thought it would be important to teach students how to acquire a foreign language as they are learning English, very much like teaching students how to fish and not just handing them a fish. Essentially, we wanted to focus on teaching students how to learn a new language efficiently and effectively, because once they acquire these strategies, they will be able to continue to learn independently and apply these skills to other areas in their lives.

Grammar appears towards the bottom of the curriculum. I did instruct the teachers that grammar is not to be taught directly, but only used for reference in the teacher instructions of Unit 1: Introduction (Figure 14). Leaving grammar in the lesson plans was a strategic decision to help the teacher's identify language problems or grammar patterns that may need to be taught directly or indirectly (Basturkmen, 2010).

Finally, we arrive at the homework (extension activities) portion of the lesson. Homework is a problem area in Nicaragua schools as they are in the U.S. schools. Often homework looks like a worksheet that a student completes independently, but that is not always helpful. Homework shouldn't be an activity where a student learns something

new. It should apply what they have learned that day in school such as teaching family members or neighbors, bring favorite items to use in class, interview someone using native tongue. Homework was brought up in the teacher's feedback on the curriculum which I will talk about in Curriculum Feedback.

Submitted ESP Curriculum / December 19, 2016

After six months of relentless curriculum building, it was a bit unnerving to be submitting the final product to the Opportunity International School OIS. Before pressing submit, I asked Dr. Petrie if she would be willing to assess the curriculum and sample lesson plans using her Lesson Plan Assessment and Teacher Observation Tool (2014) (Appendix B). She agreed and performed the assessment (Figure 15).

English Lesson Planning and Teacher Observation Tool

Designed for Opportunity School, Nicaragua

Plan English lessons to include these elements.

Beginning of Lesson	Demonstrated		Comments
	Yes	No	
1. State language <u>goals</u> clearly to the students.	✓		in the assessment
2. Goals = what the <u>students will be able to do</u> at the end of the lesson.	✓		
3. <u>Motivate</u> students about the goals by explaining how they will <u>USE</u> the language and why they <u>NEED</u> it.	✓		
Make your English Understandable			
4. Use <u>English</u> as much as possible; restate any Spanish immediately in English.	✓		Explicitly stated in teacher expectation Template for lesson is consistent
5. Use <u>repetition</u> to support understanding.	✓		
6. Use <u>classroom routines</u> in English that students can understand through repetition.	✓		
7. Support words with context: <u>SHOW IT</u> (real objects, pictures), <u>ACT IT OUT</u> , or <u>MODEL IT</u> (do it first) so students can see what it means.	✓		
Interaction			
8. Include <u>student interaction</u> in English at least ½ of the class period.	✓		yes - whole group small group partners
9. Include a variety of <u>groupings</u> : whole class—large group—small group—pairs—individual.	✓		
Language Learning Strategies			
10. The teacher teaches <u>strategies</u> to learn more efficiently, understand better, or communicate better.	✓		In every lesson, with additional explanation
11. Teacher gives students <u>encouragement to use strategies</u> during activities.	✓		
Language Use			
12. Follow this <u>pattern</u> : "1. Model for students—2. Practice—3. Use".	✓		
13. In language use activities, students must share information in order to complete task.	✓		
Assessment and Closure			
14. Students are reminded of the goals for the lesson.	✓		} Daily Final assessment
15. Assessment activities allow students and teacher to measure success with the goals for lesson.	✓		
16. Students get feedback they can apply to their language use.	✓		

Figure 15: Curriculum and Unit Lesson Plan assessment performed by Dr. Petrie

Then I submitted the curriculum via email six days before Christmas and anxiously waited for their response. It was January 6, 2017 that we heard from the school manager to set up a skype meeting and discuss the curriculum and next steps. What I felt at that

moment was gratitude. To have been given the privilege of creating something that would affect hundreds of students was amazing and I got to be a part of that. Although, there was still much work to be done in the future. It felt good and that made all the work worthwhile.

School Started Implementing Curriculum / February 23, 2017

Somewhere between our emails and Skype meeting, I got wind that the school manager already started to implement the ESP curriculum. I was honored and at the same time worried about the implications of how I was going to support the school through the process. At this time, the home we were renting sold in one month and surprisingly rental homes were nowhere to be found. My wife and children had to move in with her parents nearly two hours away and I stayed at my colleague's house. Needless to say, I was stressed about our new living arrangements, working full-time and continuing graduate school part-time, and now worrying about the curriculum implementation.

It was during one of our Skype meetings that the school manager alluded to implementing the curriculum to the entire school instead of doing a pilot of one grade for one year as indicated in my whitepaper. He was like “no the curriculum is good and we want all the students to start benefiting from it right away.” I urged him to wait until the curriculum was properly vetted and evaluated by the various stakeholders before going school-wide. So when I found out he implemented it to the whole school, I was taken by surprise. The ESP curriculum was new to all the stakeholders. Providing a Skype training of introducing the curriculum and explaining how to use it would have been easy enough over video conferencing, but I was not given that option. In fact, Dr. Petrie and I didn’t even know how it was being implemented at that time. Nonetheless, we commended the

school manager for starting the implementation process and assured him that we would support him with whatever he needed.

Curriculum Feedback / April 3, 2017

In April, I received an email from the school manager with the teachers' feedback and questions on the new ESP Curriculum. The email was the first time the English teachers' voice or input was brought into the curriculum development process. Dr. Petrie and I were thrilled to hear what they had to say and provided a detailed response to them via email (Figure 16, 6 pages) on April 7, 2017.

Hello School Manager,

I appreciate your patience. Gina and I read through and added our answers. Please scroll down through your comments and questions and see our underlined responses.

Gina and I are so impressed with you carrying this out. Please give our highest regards and best greetings to the teachers. We can only imagine how hard they are working. It is very impressive.

Talk soon,

Stan

From: School Manager [[email](#)]

Sent: Monday, April 03, 2017 6:45 PM

To: Pichinevskiy, Stan

Cc: Executive Director; Petrie, Gina

Subject: Curriculum Feedback Response

Dear Gina and Stan,

I want to share with you some feedback on first efforts in the implementation of the ESP curriculum. I have listed some bullet points below.

Development of the methodology

- Teachers have used a lot of repetition and use of tape recorder
- They have used booklet for vocabulary, some flashcards, role play, partner and group work

Answer A. Do the vocabulary books include functional language (phrases) in addition to words? (for example, 'have a nice day' in addition to 'have' 'nice' and 'day'?)

- So far they have not used resources such as music, videos, and writing
- Teachers do not have a guide book. They use different reference books and often read and research material in the internet to plan and develop their classes
- Teachers are still working on transitioning their planning into modules. I attached a sample of what they have worked for one of the modules for you to have an idea on how they are doing it.
- Teachers have sensitized parents to help and listen to their children in their practice of English

Challenges in implementing the 5-year curriculum

- Concern of parents/family in engaging in practicing English with their children. They do not know how to support them. They are reluctant to help because they do not know how to pronounce or have little time at home.
- A big portion of the students do not live with their parents, only with their grandparents who do not have any knowledge of English and are reluctant to engage in the homework.

Answer A. Gina Petrie had similar experience with the San Miguel School. The purpose of assigning this kind of homework will ensure that student use what they learn immediately. Here the students become the teachers and take the lead in sharing what they learned with people around them and not the parents becoming teacher or even helpers. Students are not limited to sharing with parents but anyone near them. Family members don't have to know any English at all--they just need to be interested in hearing or learning some new words themselves.

- Managing students' different levels of English knowledge
- Spending more time than planned in a subject.
- Speaking exercises with large classes (39 students in a class) are hard to control for the teachers. When in groups, students start speaking Spanish or doing something else.

Answer A. Wow! I did not realize that classrooms are so large. Does this classroom size have helpers? It would be hard for the teacher to control.

Answer B. Make Teams - Have the teacher divided up the classroom into 5-8 teams. Assign student leaders to each group who are strong leaders (Give them an incentive or special privileges, maybe leaders don't have to do something (assessments) – make it prestige so other students will want to become leaders as well and then mix up teams and change leaders to make things interesting. Once the teams are made the teacher can now assign work to the class but make the leaders responsible for complete the task in their groups. Leaders could even perform informal assessments, inform the teacher on students' progress each day. Teachers can create friendly competitions, assign different projects or activities that each group could demonstrate in front of class, and many other things. Setting up teams will take time but will make teaching easier in time.

Answer C. I will add team activities to the curriculum Activities bank as well for teachers use.

Answer D. One of the biggest differences between learning language and learning other areas (e.g. math) is the larger impact that student-led learning can take. The more responsibility students take or are given in the classroom, the more the learning will be driven by them and they will be more successful. Forming teams with leaders and assigning roles is a great way to achieve this. When students need to help teach other students, they learn more. And, when all students have a role to play in the process, they have a reason to actively participate. – Gina

Resources needed:

- Flashcards, posters or flipcharts with specific content
- Data show
- Speakers
- Tape recorder with USB port
- Memory stick
- Access to search on internet
- Guide book for teachers and workbooks for students

Questions:

- Should the topics in the 5 year curriculum be covered in the order they are listed? Is that relevant? Do all topics have to be covered?

Answer A. When I designed the 5 year curriculum, I tried to cover all potential topics that may arise in each grade and add more with the increased level of difficulty. No they don't have to go in order, in fact some goals in year 2 or even 3 may fit better with the current students. The goals I listed are suggestions or a guide to help teachers get students to the overarching goals, so they are flexibility and can be modified as needed. Your teachers may see how some goals fit better with their students than others, so have them focus on goals/topics that are most relevant and interesting for the students. As the students' skills increase, teachers can go back and cover some goals that were skipped or even add new goals that were more fitting. Plus, teachers should always be ready to grab a 'teachable moment'. If the right time comes for a topic at a different time, then that is the right time for that topic with those students.

Answer B. I also color code the goals according to the year (7th - 11th) or level of difficulty. If earlier levels have not master a specific goal/topic then by all means, have the teacher review and practice those gaps with the students. The curriculum was intended to be flexible, to accommodate student at their level. Key thing with this curriculum is practice using English as much as possible so students get comfortable producing it. Making mistakes is allowed and part of learning.

- **Is there a suggested time for each topic?**

Answer A. Not really, as the students get better with a particular topic have the teachers review and add new materials/content or overlap with another goal/topic. For example, when talking about shopping/groceries teacher can include vocabulary on Product like fruit, vegetables, meat, grain and more as long as it fits with the current topic/goal. Also, each classroom will be moving a slightly different pace, some will quickly get through the greetings and farewells while others will be struggling along. The more topic that are covered in each year would be great, however, it is more important to help students get comfortable using English (Learning Strategy) because the more comfortable they are the better they will learn and continue to improve on their own.

- **How much content/topics should be covered per semester?**

Answer A. I will be able to better answer these questions soon as my 5-year

curriculum outline is complete. However, this really depends on the teachers and how well the students' product within each topic.

- **Do you have suggestions on webpages, guide books, reading material that the teachers could use for the planning and development of the classes?**

Answer A. Absolutely, I will compile a list of resources as well as suggested reading materials for your teachers. These resources I have been collecting but have not organized or defined them in anyway. I will do my best to get something to you shortly.

- **How is the development of the 5 year curriculum outline going?**

Answer A. I finally got the time to work on it. I apologize for the hold up. I am halfway through completing it and need time to edit and format it. I hope to have it done this month for you.

- **Is there a way you could help us put together a budget behind the implementation of this curriculum? Suggested training for our teachers? Supporting volunteers in their stay here? Materials needed?**

Answer A. I have not considered creating an implementation budget for the whole school, but see how necessary it would be. I will be looking into some grants as well as perhaps starting a fundraiser here on our end. (hopeful with the help of students) However, I cannot promise anything at this time, because I myself am looking for funds to make the trip to Nicaragua.

Answer B. We also could start gathering materials needed for your school like books, supplies and other items and try to deliver them to you this summer. Thanks for the list of materials? What is your school library like? Do you have English books?

- **Are the volunteers still willing to come support this program?**

Answer A. I am making plans to meet the students shortly to discuss their availability and willingness as well as decided on days to prepare a training for them in using our curriculum. Do you want to send me the packets of information to me via email? We can discuss it during our meeting. Yes, we have three. All three are trained in ESP and are ready to be very active supporters. It looks like it would work for them to come in July.

Answer B. I have one more student who is considering spending a year with you. (I will email more about her shortly) Could you provide them with housing?

- **Will you be able to visit the school in August when you are in the country and further instruct our teachers?**

Answer A. We can now make the trip in July. We can spend two days at the school. Ideally, it would happen right after the volunteers arrive and they could then stay for a month to help support teachers afterwards. Would 2 days in a row be possible for your teachers and what time days/times during the week/weekend is best for your school?

Again, thanks for all you support on this. I would like to receive some feedback from you based on these first impressions. Let me know if a skype call might work better for you two to discuss or clarify these points.

Best regards,
School Manager

Figure 16: Curriculum Feedback Email and Response

The majority of the teachers' questions were about utilizing the curriculum, such as how flexible the learning objectives are and how closely they must be followed as well as how much time they need to spend teaching to each learning objective. Many of these questions could have been easily resolved, if I had been able to perform a proper curriculum training before the teachers received it. As I review the teachers' feedback and questions one year after the fact, I then realized that the teachers were not involved in the curriculum development process and were not prepared to receive the new curriculum. Again, I wished that I could have included them sooner in the entire process.

The feedback that catch us off guard was that the teachers were instructing classrooms with up to 39 students. We had no idea but recommending several solutions: if possible hire more teachers to divide up the workload, get volunteers to assist the teachers, or divide up the students into teams and have student leaders lead the teams.

Another curriculum challenge that is worth repeating, (as you can see in Figure 16), is an issue with homework and parental involvement. The concern was with asking

too much of the parents in assisting with homework. We had to explain that during homework the students become the teachers and the parents or friends become the students. Students will practice and use the language they learned in class by teaching, which is a great learning strategy. In the next section, I will cover in more detail about utilizing the curriculum.

Curriculum Outline for Teacher and Accreditation / May 4, 2017

The executive director requested that I create an ESP curriculum outline that was needed for his school's accreditation. This outline would include topics required for the Nicaraguan English Curriculum Requirements and learning objectives for each topic (Mined, 2018). I struggled with the request for about a month, trying to wrap my head around the national requirements and how that fits the ESP curriculum. It then dawned on me that the curriculum covers all the topics required nationally and exceeded them with additional topics per year. I finally started drafting the outline and copying and pasting all learning objectives that fit each topic (Appendix C). The outline has two columns: the first is dedicated to the Nicaraguan Requirements and the second to the OI school. After completing this outline, I realized how useful this tool would be for the school's English teachers as well. They would be able to see a yearly schedule of the curriculum broken down by required topics and additional topics for the school, completed with every learning objective needed to complete the year and eventually all five years. The OIS English Curriculum Outline for Teachers (Figure 17) became a tool they can use to track what objectives have been completed so far.

OIS English Curriculum Outline for Teachers YEAR 1 - SELF		
Months	Topics	Objectives/Goals
February - March	Greetings & Goodbyes	Basic 1.1 - Greeting and Goodbyes.
		Basic 1.2 - Introduce themselves.
		ESP 4.1 - Make polite formal introductions.
		ESP 1.1 - Introduce a friend/teacher/principal to a group.
		Basic 1.3 - Engage in conversation with someone.
		Basic 1.4 - Introduce each other.
		Basic 1.12 - Identify common hobbies/interests.
		Basic 3.3 - Read and write notes for class.
		Basic 3.5 - Read and write brief instructions on a favorite hobby.
		Basic 4.1 - Enter and exit a conversation politely.
		Basic 4.2 - Perform basic courtesies.
April	Usual Activities	Basic 1.18 - Identify daily activities (cleaning, eating, going, playing).
		Basic 1.5 - Ask questions so that other people describe themselves (ex. Who, What, Why, When, Where).

Figure 17: Curriculum Outline for Teachers

Two-Day Training / July 6 -7, 2017

The day has finally come. I was going to Nicaragua. It has been over a year since I started working on the ESP curriculum for the Opportunity International School, and I was finally going to visit it. Dr. Petrie was going to arrive at the country a week earlier and I was to join her there. She planned to meet me at the airport and then take the shuttle from Pacaya Lodge and Spa which the school had arranged. At the time, my life was still a bit complicated. My family and I just signed a lease in early June and I had a month to get the house in livable order before my trip and more importantly before my son's first birthday party on July 4th. Unpacking, setting up furniture, hanging up pictures and decorating the house for a party was my life until one day before I left. Good news,

the party was brilliant for my son, though he won't remember, but my wife was quite happy. The next morning, she drove me to the airport and kissed me farewell.

It was the first time I traveled to a foreign country to volunteer instead of vacation, which I have done on three different occasions to countries: Mexico, Canada and Aruba. The flights and layovers went without any hiccups. One hour before I landed in Nicaragua, a sudden fear spread over me. I was afraid of going through the airport and then customs. Would my little Spanish suffice to get me through it? Pulling out my phrasebook and notebook, I started scribbling and rereading the Spanish notes I had been working on for three months. The plane landed and again, everything went without any hold-ups, and Gina along with the driver were right where she said they would be. The next day, our two-day workshops would begin.

At the school, I had mixed feelings of excitement and at the same time like I was on trial by the school's administrators and teachers. The students were out on holiday that week, it was very quiet and a few people were still working. Dr. Petrie and I started our training day by meeting the school manager and the director of education. They wanted to discuss the agenda for these two days as well as talk about assessments the school was exploring. At the end of the meeting, our two-day training agenda had radically changed from what we proposed a month ago before our arrival. Dr. Petrie sort of half-expected this since she has been a frequent flyer to Nicaragua. I, on the other hand, had to work on my mindset and become more flexible with the two-day training. We were asked to spend a good part of the morning talking to the two English teachers, and learn how their instructions, assessment, and activities were working for them. Then we needed to figure out an assessment plan that would work for the teachers and the school administrators. It

was here that I noticed a hierarchal shift between the teachers and administrators. It appeared that there had been some sort of disconnect or distance. This may be part of the reason why the teachers were not brought into the loop of the curriculum development process.

Our two-day training flew by in a flash, complete with two wonderful lunches provided by the school which we ate outside underneath the mango tree. Dr. Petrie and I were able to fit in three demo lessons (Figure 18-22) that also included sample formative assessments into the training. The purpose of the demos was to show the teachers how to incorporate ESP pedagogy as well as formative assessment. At the end of my trip, I emailed them a lesson plan template so they can create their own lessons (Figure 23).

Unit July Training – Lesson 6: Demo – Performing Hotel Clerk Duties



Tell the students the objective for the lesson:

TUR 1.17. Carry out a hotel check-in and check-out. TUR 2.5. Listen and address a customer's/client's problem/complaint

TUR 2.6. Listen to and address a customer's/client's request. Basic 4.4. Make an apology for offenses or complaints

Tell the students why it is important: Serving customers is one of the most important jobs in the Tourism industry. Making them comfortable and addressing their problems politely is your responsibility. A single complaint may lose you your job. We will learn how to carry out hotel check-in and address customer's problems.

Content: Customer and Hotel Clerk

Exchange

C: Hello, I would like to check-in my room.

H: Okay, I can help you with that. What is your name or reservation number?

C: My name is Bob Smith.

H: Great! I found your reservation. Will you be paying with cash or credit?

C: Do you accept Visa or MasterCard?

H: Both. Oh, I am sorry. Your card has been declined. Do you have another form of payment?

C: Sure, Try this card, and if it does not work, I will pay in cash.

H: I just need to see some form of identification to verify your card.

C: That will not be a problem. Here is my driver's license.

H: You are all set. Anything else I can help with?

Activities: Role Play

Teacher Demonstrate – How to use each phrase with a volunteer

1. **Group of 2:** Students practice Customer and Cashier exchange
2. **Switch partners:** Practice again with another partner
3. **Whole group:** A couple of students will perform role play in class.

Activities (Optional) – Once students are comfortable with exchange, begin included several more phrases.

Write in Personal Phrase book or make Smart Flashcards

Informal Assessment: Use a Checklist (see attached) and role play with each student independently as a Hotel Clerk or customer.

Strategies: Practice & Repeating. Asking Questions.

Content: Useful Phrases to Serving Customers

- Welcome to ____ (name of store, business, restaurant, etc.)
- I hope you can find what you are looking for.
- How can I help you?
- I can solve this problem for you.
- I do not know, but I will find out for you.
- Thank you for your business / patronage
- I understand your concern and will call my manager to come deal with the issue.
- I am sorry for the inconvenience this has caused you.
- What seems to be the problem, and how can I help to solve it?
- Do you have a receipt for this ____ (item the customer wants to return or complain about)?
- Although I understand your complaint, due to company policy there is nothing I can do to help.

Teacher Demonstrates



Partners & Switch Partners



Whole Group



Assessment one on one



Figure 18: Demo Lesson 1 - Tourism

Unit: July Training **Lesson:** Extra **Title - Hotel Clerk and Customer Exchange**

Assessment – Checklist

1. Makes an Introduction. 2. Asks questions 3. Apologizes for problem 4. Says thank you and good-bye 5. Adds an extra phrase.

Student Name

_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤
_____	①②③④⑤

Figure 19: Demo Lesson 1 - Formative Assessment

Unit July Training – Lesson Extra: Demo – Hotel Clerk Solving Customer's Problems



Tell the students the objective for the lesson:

TUR 1.17. Carry out a hotel check-in and check-out. TUR 2.5. Listen and address a customer's/client's problem/complaint

TUR 2.6. Listen to and address a customer's/client's request. Basic 4.4. Make an apology for offenses or complaints

Tell the students why it is important: Customers have different problems and concerns whether in a hotel or market place. They love when their problems or concerns are quickly resolved and politely. If you do it correctly, they will keep coming back if not they will look for business somewhere else.

Content: Customer and Hotel Clerk Exchange

C: Hello, I am staying in room 103 and am having trouble with the air conditioner.

H: Hi, I am sorry to hear about that and sure we can fix that right away. What seems to be the problem with it?

C: It won't turn on.

H: Oh, that's not good. I will have someone from the maintains stop by right away. Do you give us permissions to enter your room?

C: Yes, I will be out until 5pm.

H: Okay, we will fix that soon as possible. And again so sorry for the inconvenience.

C: Not a problem. Thank you for helping me. Good day!

Activities: Creating Dialog for Broken Wifi, Mold in the Bathroom, Noisy Neighbors

Teacher Demonstrate – How to create a scenario with a volunteer

1. **Group of 2:** Students come up with a short dialogue on solve one of the problems
2. Practice their dialogue
3. **Whole group:** A couple of students will perform the dialogue in front of class.

Activities (Optional) – Once students are comfortable with exchange, begin included several more phrases.

Write in Personal Phrase book or make Smart Flashcards

Informal Assessment: Use a simple Rubric (see attached) and role play with each student independently as a Hotel Clerk or customer.

Content: Useful Phrases to Serving Customers

- Welcome to ____ (name of store, business, restaurant, bank, etc...) I hope you can find what you are looking for.
- How can I help you?
- I can solve this problem for you.
- I do not know, but I will find out for you.
- Thank you for your business / patronage
- I understand your concern and will call my manager to come deal with the issue.
- I am sorry for the inconvenience this has caused you.
- What seems to be the problem, and how can I help to solve it?
- Do you have a receipt for this ____ (item the customer wants to return of complain about)?
- Although I understand your complaint, due to company policy there is nothing I can do to help.

Strategies: Practice & Repeating. Asking Questions.

Grammar: Forming Questions

Homework: Students need to practice or teach their dialogue to at least 2 people

Teacher Demonstrates



Partners & Switch Partners



Whole Group



Assessment one on one



Figure 20: Demo Lesson 2 - Tourism

Unit: July Training Lesson: 5 Title - Solving Customers Problems Dialogue
Assessment – Analytic Rubric

Criteria	2	1	0
Asking Questions	Asked 3+ questions	Asked 2 questions	Asked only one question
Provided a Solution	Provided a good solution	Provided a weak solution	Provided no solution
Politeness	Polite introduction and Sorry about the problem	Sorry about the problem	not polite or sorry

Student Name

_____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____

Holistic Rubric

Score	Description
3	Great Role play, completed the role playing script clearly and even added a couple new items
2	Fair Role play, missed a couple key elements of script, had a good start or finish.
1	Poor role play, missed 3+ key elements of the script, had a poor start or finish

_____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____
 _____ Score _____

Figure 21: Demo Lesson 2 - Formative Assessment

Unit July Training – Lesson extra: Demo – Planting a Yuca Plant



Tell the students the objective for the lesson:

ESP 1.13 - Give instructions on how to do something. ESP 1.16 - Give an instructional presentation

AGR 1. 19 - Identify and describe local crops (ex. Sugar cane, tobacco, yucca) ESP 2.2 - Listen and retell directions on how to get somewhere. AGR 2.4 - Listen and summarize farming instructions.

Tell the students why it is important: Working in agribusiness, you will need to be able to provide instructions on how to plant, harvest and care for plants as well as other products.

Content: Describe and Steps to Plant

- Yuca plant is a delicious, starchy plant much like a potato. Taste really amazing.
 - You can harvest them at 9 months.
1. Saw off a length of stem about 9 inches to 12 inches. Make sure to cut between the notches using hacksaw.
 2. Shave off a little bit off the bottom ends to prevent roots from growing to close to edge.
 3. Make mounds of soil help the yucca spread root.
 4. Stick the stem into the ground at an angle to the depth of the first notch.
 5. Water it.

Extra Content: Value and Threats

Value of Yuca Root

- Yuca root is a valuable root vegetable to South American cultures.
- It is a low-calorie source of carbohydrates, only 120 calories per serving.
- Contains vitamin C, and dietary fiber.
- Many ways to cook; it can be used as a basic vegetable, flour, pudding or bread ingredient, or as a stew thickener.
- One problem it is difficult to export because of its short shelf life.

Threats to Yuca Roots

- Growing cassava is easy to do because it is partly self-sustaining.
- It is a plant that is used to **desert** conditions, so it requires little added water and soil nutrients.
- Getting a good harvest of edible roots is difficult to do because the tubers that develop in the roots are sensitive to damage and insects once they have been removed from the parent plant.

Activities:

Teacher Demonstrate – Provides instructions to planting a yucca plant in the field or by pretend

1. **Group of 2:** Have students get into a groups and practice giving instructions from start to finish.
3. **Whole group:** Ask for volunteers to run through giving planting instructions in front of class

Activities (Optional) – Once students are comfortable with giving instructions have then include a few more descriptive phrases about the plant.

Write in Personal Phrase book or make Smart Flashcards

Informal Assessment: Use a simple Rubric (see attached) and role play with each student independently as a Hotel Clerk or customer.

Strategies: Forming complex sentences

Grammar: Forming Questions

Homework: Students must pick a fruit or vegetables and discovery how to plant them by either researching or asking people who know (parents, friends, farmers).

On the following day students will be teaching each other how to plant their selected fruit.

Teacher Demonstrates



Partners & Switch Partners











Whole Group



Assessment one on one



Figure 22: Demo Lesson 3 - Agribusiness

Unit	– Lesson # : Template	
   		
Tell the students the objective for the lesson:		
Basic ?		
ESP ?		
TUR ?		
Tell the students why it is important:		
Content: Describe and Steps to Plant 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Extra Content: 1. 2. 3. 4. 5. 6. 7. 9. 10.	
Activities: Teacher Demonstrate – ??? 1. Group of 2: 2. Whole group:		 Teacher Demonstrates  Partners & Switch Partners  Whole Group  Assessment one on one
Activities (Optional) – Write in Personal Phrase book or make Smart Flashcards		
Informal Assessment: <div style="border: 1px solid black; padding: 10px; width: 150px; height: 80px; display: flex; align-items: center; justify-content: center;"> Strategies: ??? </div>		
Grammar: Homework:		

16

Figure 23: Template Lesson plan

My personal favorite time spent at the school was sitting down for a meeting with each teacher for nearly an hour each, training them how to use the curriculum. Here, I

gain valuable insight on how they utilized the curriculum so far and what else they needed assistance with. Apparently, the curriculum was simply handed to them and they were told that they were supposed to use this curriculum to teach English. With zero training, they made do. I finally understand why one of the teachers said, “how could a person far away in United States create an English curriculum for her and her students.’ Evidently, I created more work for them having to learn a brand-new curriculum than I did helping them. I became that foreign expert that came into her classroom and told her how to teacher better (Canagarajah, 2012). With eyes wide-open, I felt sorry for not having performed a better needs analysis and not connecting with these teachers sooner via email, Skype or WhatsApp. It would have been easy enough because their English was fantastic. For some reason, I felt that connecting with the teachers was not an option in my international correspondences.

These teachers were some of the most advanced and highly capable English teachers that Gina has come across in Nicaragua. The school was very fortunate to have had them as teachers. Both English teachers were already utilizing ESP strategies that we planned on training them for. Their responses and questions about teaching pedagogies and strategies were on point with best practices. The feedback they shared with me aided me in revising the curriculum when I reentered the states:

- **Goals v. Objectives:** The way I originally labeled overarching goals and objectives was confusing to them. One teacher kept asking me, “what are the learning objectives? If we knew what the learning objectives were, it would be easier to build the lesson.” This confused me because the entire five-year map was composed of learning objectives. Turns out I labeled the curriculum

backward from what they were taught in school. I used overarching objectives instead of overarching goals and same thing with the lesson goals instead of lesson objectives.

- **Need more content:** They wanted to know why I didn't create more unit lesson plans. Finding content was the most difficult and time-consuming part for them. I learned that they needed content more than individual lesson plans.
- **Idea generator:** They used my five-year map like an idea generator for lessons and topics to teach on. One teacher mentioned she liked the, *create an advertisement* objective that she used with her younger students.

Once the two-day training was finished, I had a long meeting with the school manager and director of education about what we have learned from the teachers and discuss a potential assessment plan for their school. Afterward, I decided to tour the school grounds and see for myself their fields, chicken coop and greenhouses. It was beautiful, green and full of life. I wondered what it would look like when all the students were in attendance. How much excitement would fill the air? I regretted not being able to see it, but was fortunate to have experienced it vicariously through our volunteers from pictures, videos and updates in the months that followed.

Teachers' Assessment and English Program Recommendations / July 13, 2017

The two-day training workshop was an intense and exhilarating experience. As we wrapped up the first day, Gina and I met with the four volunteers (two college-level English instructors and two college students) who joined us for the two-day training and debriefed on what we learned so far from the teachers and administrators. Together, we discussed the ESP curriculum's next steps, evaluated the teachers, and came up with a list

of recommendations to present to the school's manager and director of education. At the end of the second day of two-day training, I joined the school administrators for a nice two-hour meeting discussing our findings and recommendations. The meeting was a little intense because I had to navigate it by myself. Dr. Petrie had another workshop planned the following day back in Managua. A week later, Dr. Petrie and I crafted a thorough two-part email reviewing what I discussed at the meeting (Figure 24 & 25, [4 pages] these emails were modified for the purpose of this thesis.) The modifications were primarily an assessment plan for the English program, hiring two more teachers, splitting the classrooms, and allowing teachers to access WIFI and students to use their devices for multimedia activities.

2-Day Workshop Feedback and Suggestions (1 of 2 emails)

Pichinevskiy, Stan

Sent: Thursday, July 13, 2017, 7:32 PM

To: Executive Director, School Manager, Director of Education

Hello All,

It was such a pleasure to finally get to visit your wonderful school and meet all the people who make it happen. Our two-day workshops went very well, and it was rather informative.

Gina and I have compiled some feedback from our informal assessment of the teachers, both of whom impressed us greatly. We end with a few suggestions to make.

Our Assessment of the Teachers' Use of the New ESP Curriculum

- Both teachers have already incorporated the **most important elements of ESP** in their classrooms; Role playing activities, group/partner work, presentations in front of the classroom, and take students out on field trips. For most teachers, making the move from general EFL (English as a foreign language) to ESP (English for Specific Purposes) is difficult because they do not include these important elements. Teacher 1 and 2 already have included these, indicating a high and unusual understanding of ESP teaching. Gina and I did not need to cover most of the topics we prepared for because the teachers already had mastered the content. *This indicated highly-capable teachers for this curriculum.*

- Both teachers regularly demonstrate an understanding of the difference between **language use** and language practice by regularly encouraging students to stop using scripted dialogue and begin using the English language more randomly, creatively, and automatically. Although the regular national curriculum does not encourage language use (a key element for effective language learning--especially ESP), both teachers know to include it and regularly do. *This also indicates highly-capable teachers for this curriculum.*
- The teachers are already using a variety of forms of **assessment** in the classroom, most often checklists and continually keeping records on individual students' performance (called running records). Teacher 1 attended a workshop given by Gina at Keiser the day before our visit began on Performance Assessments and will likely be able to apply some of the additional ideas she gained about options for assessing speaking and writing at Opportunity as well and share with Teacher 2. It is likely that both Teachers could develop additionally with their use of assessment in the classroom. We provided ideas for additional tools that could be used. *Yet, both teachers have a solid and principled understanding and use of assessment, indicating very capable teachers.*
- Teachers' classrooms have significantly **moved away from traditional teaching**--textbook-based, note-taking, lecture-style teaching--and moved toward active, dynamic and engaged classrooms that often extend learning beyond the classroom--to tourists in Granada or with their families at home. The teachers' reported that students' motivation to learn English has increased significantly, which would be expected under certain circumstances. *Again, that the teachers have so seamlessly made these changes with very little support indicates expert teachers who are ideal for this ESP curriculum.*
- Teachers report that they are experiencing **more success with the interactive homework** (in which students must interact with someone such as a family member connected to English learning). Two months ago, the school manager had shared that teachers were having trouble getting families to participate in the homework, but at this time the teachers report that parents have accepted that they can play a role in homework, are happy about the homework, and love knowing what their children are learning and that they can teach younger siblings. *This finding indicates that the teachers are flexible and perseverant, able to lead an important piece of social change that is important for effective ESP teaching.*

In a perfect world, **we recommend that you hire two more teachers exactly like Teacher 1 and Teacher 2.** They are amazingly talented teachers, devoted to their students, and willing to work very hard to make this difficult curricular change. We were surprised at the teachers' skills. However, for even expert teachers such as these, if class numbers are not reduced, students will not receive the intensive experience that

they need for efficient language learning. **If hiring additional teachers is not possible at this time, a similar effect could be had by enlisting at least one volunteer in every class meeting to cut the numbers at least by half for class activities.** In addition, if a barrier to hiring more teachers is a lack of additional classroom space, we would suggest building temporary walls to divide classrooms in half or using movable partitions to divide the classroom in half.

The additional findings from our assessment will be in our next email.

Stan and Gina

Figure 24: Teacher Assessment via Email (1 of 2)

2-Day Workshop Feedback and Suggestions (2 of 2 emails)

Pichinevskiy, Stan

Sent: Thursday, July 13, 2017, 7:32 PM

To: Executive Director, School Manager, Director of Education

Dear All,

Below is additional feedback from our assessment of the state of the ESP curriculum teaching at Opportunity at this time.

Our Suggestions Based on our Assessment

- 1) **Hire two additional teachers** - This was mentioned in the earlier message but is repeated here. Class numbers need to be reduced to create the most effective learning of language. This is a primary barrier to successful English learning in Nicaragua. Cutting numbers in half would place Opportunity far beyond other schools. If you can hire two more teachers to divide up at least the largest classes that would improve your student success greatly. However, these teachers should be as talented, skilled and knowledgeable as your current teachers. If they are not as talented, students will experience diminished learning.
- 2) **Assessment Plan** - We suggest implementing the Assessment Plan in the next school year. We worked with the teachers to come up with a plan to assess and track students' English improvements both formatively (as students are learning) and annually with key assessments and a standardized Pearson assessment called "Versant": <https://www.versanttests.com/>.

[Versant tests - Pearson](https://www.versanttests.com/)

www.versanttests.com

Versant is a quick, reliable spoken and written language test that is used for recruiting, training, and program placement. The Versant tests are used by top global ...

This assessment has been adopted by Keiser, takes less than an hour, and only costs about \$30-- less than 20% of the price of TOEFL. This standard assessment would track progress over the years for each student as well as indicate any gaps in growth at the different levels. It would also indicate how university-ready students were for Keiser. The teachers are already carrying out a formative assessment with checklists and keeping running records on students. Here is our suggested assessment plan to track progress and development:

7 th	8 th	9 th	10 th	11 th
Continual formative assessment with checklists and running records	Continual formative assessment with checklists and running records	Continual formative assessment with checklists and running records	Continual formative assessment with checklists and running records	Continual formative assessment with checklists and running records
Key Assessment --Speaking	Key Assessment --Speaking	Key Assessment --Speaking	Key Assessment --Speaking	Key Assessment --Speaking
Key Assessment -- Writing	Key Assessment -- Writing	Key Assessment -- Writing	Key Assessment -- Writing	Key Assessment -- Writing
End of Year -- Proficiency Test -- NEW Pierson	End of Year -- Proficiency Test -- NEW Pierson	End of Year -- Proficiency Test -- NEW Pierson	End of Year -- Proficiency Test -- NEW Pierson	End of Year -- Proficiency Test -- NEW Pierson

- 3) **Volunteer Program** - If the first set of volunteers has a stay that is considered successful by your team, by them, and by us, then Gina and I at EWU can send a steady stream of dedicated ESP-trained students to you for internships, practicums, or long-term stays. We would need for such student volunteers to have strong initial communication with you before the trip as well as during their stay, easy access to the WIFI for any sites to support their teaching (i.e., YouTube), and clear expectations for classroom support set by the teachers. The volunteers are planning to create a volunteer orientation package for future volunteers, which will serve as a handy tool for recruiting ESP volunteers.
- 4) **Internet Access for Teachers for better efficiency** – Any electronic resource we provide is useless unless the teachers can have immediate and complete access to the internet. Sites like YouTube, Dave's ESL Cafe, TeachingEnglish.org and more are some of the richest tools/materials teachers can utilize in teaching. Currently, the teachers are reaching these resources by going to cybercafés, paying for WIFI, downloading videos to their laptops to play in class, and making materials to bring to class and project on screen. Their energy and dedication is amazing and making an impact, but this kind of additional energy needed to go outside of school to gain internet access to resources is not sustainable. We strongly suggest that you work with teachers to provide them the access they need so that they can prepare at school for school.
- 5) **Utilizing students' electronic tools such as cellphones** - Most students have cell phones which are a powerful tool they bring with them at all times. Rather than

being seen entirely as a deterrent to learning, cell phones can actually support learning in the classroom with apps like Kahoot and Quizlet and Duolingo. We highly recommend that any ban on cellphones in the classroom be lifted when teachers have a cell phone-based activity planned and approved by you.

- 6) **Classroom Materials** – We recommend supplying the classroom with the staple materials that would support the kind of learning that is needed for efficient language learning--poster paper, markers, tape, and games. North American visitors to the school could bring games to donate from a list that we could provide that would support learning. The lockers teachers have access to are not large enough to hold these supplies, but a locked cabinet or closet could hold items either in each classroom or a designated place.

Gina and I would like to express our gratitude for providing accommodations for our stay. It was wonderful! The hotel, and staff, as well as locations, were amazing.

We look forward to hearing your thoughts on our assessment and our suggestions.

Thanks,
Stan and Gina

Figure 25: English Program Recommendations via Email

Through the rest of my summer internship in Nicaragua, I couldn't stop talking to Dr. Petrie and her colleague, Dr. Darragh, about what I learned and felt during the two-day training. I had mixed feelings about the experience. On the one hand, I loved meeting and interacting with the teachers and the administrators, especially the school manager, because of our regular correspondence and his willingness to implement the curriculum. But on the other hand, I felt as if I had not done enough to make the ESP curriculum easier for teachers to use. I believe that developing curriculums is an iterative process that requires many cycles of analyses and revisions in order to land on the desired outcome. This iterative process definitely played out as I reflected on the curriculum with both Dr. Petrie and Dr. Reeves and as we thought together over time about the entire process and the outcome. Overall, my experience at the school was very gratifying and humbling, to

be able to see a year of work being utilized by the teachers in educating hundreds of students.

Chapter 5

Conclusions

In Chapter 5, I will discuss the (1) summary of findings, (2) examine research questions, (3) address my assumptions (4), identify study limitations, (5) review study implications for curriculum developers, (6) list my recommendations for future studies and materials development, (7) and conclude with my final reflections.

Summary of Findings

How did I create an ESP curriculum for a rural technical school in Nicaragua? Very slowly and collaboratively with an expert in the field, Dr. Gina Petrie. I developed the curriculum by identifying and addressing one problem at a time, receiving feedback and answering questions from the teachers and administrators. I also by learning and applying best practices in English pedagogy including ESP instruction and material development, and technical communication including information design and curriculum usability. At the end of the process I discovered the following:

- 1) A thorough needs analysis of the curriculum stakeholders is imperative.
- 2) Collaboration with experts, teachers and administrators is key to a successful curriculum design.
- 3) One English instruction approach is not enough; you must blend and modify approaches as needed for the specific school. I incorporated Communicative Language Teaching (CLT), English for Specific Purposes (ESP), Direct Method, as well as Presentation Practice Production (PPP), Task-Based Learning and avoided Grammar-Translation Methods.
- 4) Formative Assessment provides a way to track students' progress and maintain teachers' focus on fulfilling the overarching goals of the English curriculum.

- 5) Lesson content was the teachers' greatest need that still needs to be addressed.

Research Questions and Answers

In the beginning of this study, I set out to investigate the possibility of developing an English curriculum tailored for the Opportunities International School: a curriculum that would support their students, teachers, administrators and community. I identified three specific research questions that guided my study:

- 1) What would an English curriculum for teaching English for a Specific Purpose (ESP) in tourism and agribusiness look like?
- 2) What would an English curriculum that is culturally and locally responsive to students' needs look like?
- 3) What would an English curriculum that meets the English curriculum national requirements look like?

1) What would an English curriculum for teaching English for a Specific Purpose (ESP) in tourism and agribusiness look like?

An ESP curriculum for tourism and agribusiness would include instruction of all the target language necessary to perform tasks specific to the fields students are in that were identified by a needs analysis.

My long answer is that it depends on the populations the curriculum is serving, the teachers teaching it, as well as other stakeholders involved such as employers, donors, or maybe volunteers. Without knowing who is going to be influenced by the ESP curriculum, it is difficult to establish what it would look like. However, given my situation where I knew that the students were in 7th – 11th grade from a rural community in Nicaragua, I was able to deduce some of what they needed. Then after we had a longer

conversation with the executive director and the school manager, I learned even more what the expectations were for the students. Which brings me to my final stakeholder: the teachers. The teachers taught me what the students' motivation is, what challenges they face and best ways to engage them. Putting all these factors together, you get a brilliant needs analysis of the school and are ready to develop an ESP curriculum that addresses the needs of each stakeholder.

I am pleased to say that the ESP curriculum that you should have seen in Chapter 5 does indeed have all the elements to which would make it successful. The curriculum can thoroughly evaluated after the fifth year of its implementation was completed, where 7th grade students in 2017 would have received instruction in all five years.

2) *What would an English curriculum that is culturally and locally responsive to students' needs look like?*

My short answer is that in order for an English curriculum to be culturally and locally responsive it would need to provide a solution for students' ongoing learning challenges, as well as include content and activities that are relevant to the students' everyday use thereby increasing their motivation and interest in learning English.

My long answer examines how the ESP curriculum was more or less responsive to the students culturally and locally. First some background on English Teaching approaches. For my grade 7 and 8 students whose language proficiency is at either Level 1 or 2, I incorporate the basic communicative English approach which focused on increasing students' ability to speak and listen to the English language. I did this by identifying learning objectives that would be interesting for students in their everyday lives. Now for my grade 9 and 10 students, whose language proficiency ideally would be

at Level 3 and 4, I incorporated the English for Specific Purposes approach which focused on increasing students' ability to perform specific or necessary tasks that could help them in a future occupation in their region. These tasks included the terms and functional language widely used in the area and were not specific enough to be boring but were also applicable across many occupations. Now for my fifth year students, 11th grade and Level 5, they got to choose either tourism or agribusiness for their ESP instruction. The learning objectives I created for these fields used target language needed to perform their jobs effectively. The content and target language was relevant to the future occupations that students may obtain in their region.

Considering the different levels of English proficiency, the curriculum did indeed address the how, what and when the students were going to learning English content that was culturally and locally responsive to them. However, this strongly depends on the teachers' ability to create daily lesson plans that reflect what the student in front of them really needs. Hopefully, through regularly formative assessment of the students' progress the teachers would know whether or not the curriculum and their instruction are working properly, giving them ample time to correct and adjust the course as needed.

3) *What would an English curriculum that meets the English curriculum national requirements look like?*

Fortunately, the Nicaraguan English Curriculum High School requirements has a list of specific topics per grade that the schools are required to comply with. What I did in the ESP curriculum is create a Curriculum Outline for Accreditation (Appendix C) which shows how the school's curriculum meets and even exceeds the national English requirement. My outline was divided in to two columns: on the left side was the required

national topics and on the right side was the school's overarching goals and objectives. At the bottom of each year, I included additional topics that are covered by the ESP curriculum. Using the outline as a tool, the administrators and teachers could see what has been completed thus far during the school year and what was left. I created a curriculum outline specifically for teachers as well to include a monthly schedule (I elected not to include the teacher outline in my thesis because it is very similar to the outline for accreditation which I included in Appendix C).

The ESP curriculum is currently being used at Opportunity International School which means that I passed the accreditation and meet the national English requirement.

Assumptions and Answers

At the beginning of the present study, I made the following assumptions:

- 1) English was essential for employment in Nicaragua.
- 2) A similar ESP curriculum already exists, and we don't need to create a new one.
- 3) Agriculture produce in Nicaragua is similar to United States.
- 4) Students are experienced with and are knowledgeable of tourism.
- 5) Politeness translates easily and does not need to be taught explicitly.
- 6) Grammar is a necessary and significant part of ESP.

1) English was essential for employment in Nicaragua

The first assumption was correct in the year 2016-17 when I first started the study and found that English was essential for employment within tourism, agriculture and telecommunication in Nicaragua (Luke, 2013). However, the need for English may have declined some, since Nicaragua is currently undergoing serious changes that deem the

country unsafe for travel. Especially, since the American Embassy officials and their families have been asked to leave the country for their safety (Nicaragua riots: Relatives of US embassy staff told to leave, 2018). This of course, saddens me deeply because that country was on a 20 year streak of peace and was rated as the second safest countries in Latin America (Nations, 2013).

2) A similar ESP curriculum already exists, and we don't need to create a new one.

My second assumption was completely wrong. The first thing I did when preparing the whitepaper for the executive director of the school was search the internet and curriculum book stores for something resembling an ESP curriculum for Nicaragua. The closest thing I found was an English curriculum for Mexico, but it was not ESP. Also, considering the fact that I need a curriculum that would teach English for tourism and agriculture purposes for students in rural Nicaragua nothing that specific exists. I did find more general curriculums for ESP for tourism and another ESP for agriculture but the content was too general for the students. It was important for me to create a curriculum that included content relevant to students in order to maintain their motivation to learn English.

3) Agriculture produce in Nicaragua is similar to United States.

The third assumption was also incorrect which I learned the hard way as I was writing learning objectives for English for agriculture purposes and started listing all the common crops that grow in Washington State. Later, Dr. Petrie corrected me by explaining that they don't have potatoes instead they grow yuccas as well as other crops. Here I had to change my tactics on how I found information specific to Nicaraguan agriculture and went straight to the source on the internet.

4) *Students are experienced with and are knowledgeable of tourism.*

The fourth assumption about students being experienced with and are knowledgeable of tourism was grossly incorrect. I assumed that many students, like me, had experience traveling from city to city, staying at the occasional hotel and most likely ate at a restaurant. My family was not wealthy considering what I have experienced in my life, I assumed many students had similar experiences. Of course, I was incorrect on all accounts. I let my white privilege cover my eyes from the truth. Dr. Petrie gently mentioned that the students at OIS mostly likely have not traveled across borders, or stepped a foot into an airport yet alone an airplane. During my summer internship in Nicaragua, I learned this first-hand when our translator confessed rarely swimming in the ocean and that many Nicaraguan don't actually know how to swim. I was shocked by this reality because swimming was my favorite recreational activity and it usually didn't cost anything.

5) *Politeness translates easily and does not need to be taught explicitly.*

Understanding and applying cultural knowledge in using English politely does not translate easily across cultures and needs to be taught explicitly. Different cultures express politeness differently, requiring the ESP curriculum designer to account for and teach how to produce polite English. In my mind, I thought that politeness is common sense or universal, not taking into consideration that cultures express politeness in many ways. For example, when meeting a person for the first time, it is considered polite to look the person in the eyes, smile and shake their hand in America. You will get a different reaction, however, if you do the same thing in Russian or Japan.

6) *Grammar is a necessary and significant part of ESP.*

The final assumption of my study was that grammar is a necessary and significant part of ESP. As it turns out, I was wrong again. Being an English language learner, who regularly struggles with grammar, I assumed that this point would be hard-pressed important in any English curriculum. Honestly, I was happy I was wrong with this assumption because grammar was not a huge concern of the whole ESP curriculum. I talked about grammar and used it sparingly and included a section of grammar in the sample unit plan but that was the extent of it. Grammar learning in the ESP approach happens organically and does not need explicit instruction (Basturkmen, 2010). If there are grammar points or patterns that students continue struggling with, then by all means teach it but briefly, and then move on to using the target language.

Study Limitations

One limitation of my study is that I was not able to evaluate the curriculum after it was implemented in all grades (7-11) at Opportunity International School. I learned that the teachers did an informal base assessment of the students' English proficiency before implementation of the curriculum. This combined with future yearly summative assessment could lead to potential data I could utilize for evaluating the curriculum. Initially, I proposed to the school (Appendix A) to conduct a pilot study with the new curriculum in one grade for one year. However, the school manager deemed that not possible since they only had two teachers for five grades and to break up their instruction using different curriculums would be too difficult. Perhaps in the future, the school may provide Dr. Petrie and I with the students' summative assessment results so we can properly evaluate the efficacy of the ESP curriculum.

Another significant limitation of my studies was my needs analysis of the stakeholders. In truth, it would have been best for the researcher to spend an ample amount of time observing and interviewing students, teachers, administrators, community members and even parents to establish a thorough needs analysis and develop or modify the ESP curriculum based on that. That being said, it should be noted that current research on curriculum renewal cautions that the process would not normally be top-down—from administrators down to teachers and students. Normally, teachers would play a major role as change agents, and students' input would be requested in various forms (Haberman, 1992). Since only two teachers were affected by the change and expected to teach the new curriculum, it would have been good to include them from the outset and not impose the curriculum on them without having asked for their suggestions and contributions to materials development. For example, in his books, *Teacher Empowerment through Curriculum Development: Theory into Practice* (2012) South African, Arend Carl (2004) aims to “empower teachers to become agents of curriculum change, which in turn enables them to make a positive contribution toward the development and transformation of education”(web). Teachers see the students right in front of them. Unlike administrators, who don't always see what the students need. Teachers' needs and voices are imperative to the curriculum development process, because they will be the ones using it on a daily bases and providing necessary feedback for the curriculum to be successful.

A final limitation of the study was the lack of knowledge and access to relevant content for teachers and students to use alongside the curriculum. It was one of the more requested elements that I was not able to properly produce for the teachers. In the future,

I hope to compile and send electronic resources such as an activities index, and agribusiness and tourism terms. It would also be good to ask the teachers for their suggestions in this area. With modern technology, most teachers can supplement an existing curriculum with multimodal materials and lessons that would prepare learners to work in tourism and agribusiness.

Recommendations for Curriculum Developers

Based on the overarching theme of my study about the importance of a thorough and continual needs analysis, I recommend that curriculum developers do just that. Even though I had the best possible expert and adviser, Dr. Gina Petrie, on the English language need in Nicaragua, onsite needs analysis would have saved time and energy for all. I want to reiterate what Smoak (2013) says about “needs analysis need not be unilateral or complete in ESP.” I also like how Johns and Price-Machada, (2001) said it: “In every genuine ESP course, needs assessment is obligatory, and in many programs, an ongoing needs assessment is integral to curriculum design and evaluation” (p. 49). When developing curriculum for a specific school or organization, I strongly recommend performing a proper needs analysis and including teachers’ and students’ views if at all possible from the outset.

Further Research

With the consideration of the limitations of the present study, I recommend that in the future either researcher or curriculum developers should perform a rigorous curriculum evaluation, preferably onsite of the school or organization. If it is not possible to be onsite, then create a strict assessment/evaluation protocol for the curriculum administrators to follow. The protocol should include a baseline assessment of the

students' English proficiency, pre- and post-curriculum assessment at the beginning and end of each school year tailored to specific grades and learning objectives. Yearly curriculum evaluations—including feedback from teachers—would provide the developer opportunities to modify and adjust curriculum based on the results of the assessment and feedback received from administrators. Therefore, future research should consider including a serious curriculum evaluation protocol for a newly developed curriculum.

Materials to Develop

One of the significant bits of feedback I received informally or anecdotally from the teachers at Opportunity International School was the need for content. The five-year map and the curriculum outline were helpful in guiding the teachers on what and when to teach in their classroom. However, the most time-consuming part of creating the lesson plans was searching for and identifying appropriate and relevant content for the students and at the same time supporting the learning objectives. Despite their limited resources and access to the internet, teachers might discover content materials that are relevant to rural Nicaragua would be in great demand for English teachers, and this could be shared with other ESP teachers—both formally and informally. Curriculum developers should elicit and take the teachers' feedback seriously because the problem most likely is transferable to other countries and schools. Thereby, they take the time during the curriculum development process to identify and even create key content as a resource attached to the new curriculum.

Final Reflection

Some people enter the TESOL profession for the opportunity to work abroad, while others enter for the love of teaching and the love of English, and sometimes both. TESOL provides many of these opportunities to those who have the courage to venture out and collaborate with others around the world. This played a part in my choosing TESOL, but it became much more than that. For me, TESOL provided the means by which I could study people, cultures, values, languages, traditions, religions and even science. It extended my reach to serve young children to teens to young adults—and of course to learn from and serve elders. With this curriculum development project, I was able to serve beyond linguistic and national borders without leaving the comfort of my home, and eventually it helped me cross borders into new terrains of different and beautiful people. And more importantly, TESOL and mentors guided me through self-reflection that influenced my character, values and beliefs about myself and the world.

Five out of six of my assumptions were wrong. I started this project thinking that my personal experiences in learning English as a second language, my academic research and even Slavic culture and religious background would be enough to successfully create an English curriculum. These strengths I brought to the project, of course, contributed to the success of the project, but they were not nearly enough to complete the project. I had to grow and change in the process as each one of my assumptions was challenged and modified. This project was not about me, and it took a long time for me to understand that. I should also clarify that from the outset, I never intended for this to become a master's thesis. It was about the needs of Nicaraguan students and teachers from a rural part of the country, whom I knew very little about. I started in turbo speed, full of

assumptions: they will know this and that. Everyone does this and that. Each student really needs this and that. I wanted to solve their problems by giving them something I thought they needed instead of learning first who they were and what they needed—by insisting on asking them directly in any way that was acceptable to other stakeholders, but I failed to do this from the outset—did not consider how important it was. I was wrong to exclude them—even by necessity, but it was my journey toward greater self-awareness and reflection that I needed to go through myself. I am grateful for the gentle nudges from a dear friend and mentor, Dr. Gina Petrie, who showed me another way and also benefitted from those of my mentor and thesis chair, Dr. LaVona Reeves, who believed this diary study with the original curriculum would be a worthy project and a valuable thesis. I recovered from my mistakes with a renewed interest and desire to develop a curriculum based on needs analysis, prolonged research, and conversations with the administrators and area experts. Here I learned the value of creating a curriculum that teachers can take ownership of instead of being forced to follow a script. As the project continues and teachers take more lead, I hope that they will feel empowered by and validated for their work in TESOL.

Taking on this project has expanded my worldview. Visiting and serving in Nicaragua changed me. After spending long hours in the night discussing Nicaraguan history and culture and education with local colleagues, it changed me. After working a day side by side with a group of men from an indigenous community building a bridge with nearby timber, without speaking one word of English, it changed me. After witnessing three rural teachers confess their English language proficiency improved as well as their English once they started using the innovative English materials, not mine,

but Dr. Petrie's (Brown, 2017), it changed me. Before my visit, I was apprehensive and intimidated by the approaching travel. I didn't know what to expect. But truthfully, I was afraid that serving aboard was not for me. Over the years, I fantasized about working abroad and idealized the prospect of traveling in my mind and heart so much so that when the time came, I was afraid I could not handle it. Thankfully, what I gained from creating the curriculum and visiting Nicaragua was more than just a resume builder. It was personal, professional, and spiritual growth.

I learned to love problem solving. Let me demonstrate by introducing a project I undertook, during my trip to Nicaragua, summer of 2017. After Dr. Petrie and I completed the two-day teacher training at OIS (Chapter 4), I decided to continue my summer internship following and observing Dr. Petrie and her colleague Dr. Janine Darragh researching Educative Curriculum Materials with three teachers of rural schools in Nicaragua. At the time, the professors were interviewing the three English teachers on their use of the Educative Materials in the classrooms (Brown, 2017). The results turned out positive. However each teacher requested more English listening materials. The problem was that some attempts were already made to produce listening materials such as providing Kindles with uploaded content, but each attempt failed to produce the wanted effect. That's when I suggested creating an English listen app for a smartphone because there was no shortage of these devices amongst adults and even students. Long story short, I had the confidence to manage an app development project with a team of four brilliant EWU computer science students. The app was called Reaching for English and was launched in June 2018. Undertaking a project that was outside of my level of expertise and in a technical discipline of computer science, demonstrates my growth as a

professional. Perhaps this was a combination of my work experience advising Science, Technology, Engineering, and Math (STEM) students, my academic background, and personal interest in science and technology that lead to the success of the project. What I do know is that creating the ESP curriculum for a rural school in Nicaragua made me believe that I can create anything I set my mind to.

With each new job that I have held, whether it was in construction or higher education, I have learned new skills, experienced new cultures and attempted new projects that stretched me to my outer limits. Developing an ESP curriculum for a rural school in Nicaragua was a very new experience for me. My academic English proficiency was so-so, and my colleagues would attest to my struggle with grammar. Nonetheless, I took on the project. I am still not sure what Dr. Petrie saw in me to agree to take on a project of such caliber, but like Dr. Reeves and Dr. Crane, she saw something in me that I did not see in myself. I struggled and worked hard through my biases and assumptions, lack of background knowledge and many other limitations, and eventually I submitted the newly developed curriculum to the school. Being able to see this project through to completion was an invaluable experience for me. I accomplished something I didn't think was possible, which resulted in increased faith in my ability, improved my self-efficacy, and greater self-confidence in accomplishing whatever I set my mind to do.

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Appendix A: Whitepaper – Project Proposal

Developing a Pilot English Curriculum for Opportunity School in Granada Nicaragua

The Opportunity School in Granada Nicaragua is seeking to develop a new 5-year English Curriculum designed specifically for their students to be able to score reasonably on the TOEFL iBT (A guide to understanding TOEFL iBT Scores, 2016) and fluently describe their trade in Tourism or Agriculture upon graduation. Stan Pichinevskiy, with the assistance of Dr. Gina Petrie propose to create a roadmap for the 5-year curriculum as well as a detailed curriculum for the first year. This proposal will briefly discuss the background and scope of the project, provide research supported solutions which will include an introduction to a 5-year curriculum plan and a full year of daily lesson plans.

BACKGROUND

The school holds 300 students total with 50 incoming 7th graders. Students learn school subject matter in Spanish and participate in school-based businesses, which develop their skills in tourism and agriculture. In the meantime, students are introduced to the English language and continue to learn it through to graduation. The school follows a brilliant entrepreneurship model that not only educates and trains students with skills needed for their future careers, but also self-sustains the school financially. Due to the complexity of the model, the school has time, resources and budget constraints that affect the student's ability to adequately learn the English Language. With the use of local English teachers, volunteers and technology, the school hopes to acquire a curriculum that will be flexibly enough for students in differing levels of proficiency and for multiple educators, and rigid enough for the students to achieve fluency in English upon graduation.

CORE CHALLENGES

- 1) Teaching English in a linguistically homogenous environment is challenging because students all share the same first language.
 - a. **Solution:** Curriculum must contain activities that are motivating and call for the actual USE of the second language that students elect to do so. Curriculum also should supplement classroom instruction with extensions such as meaningful homework, useful multimedia and utilize the school-based businesses to practice what they learn.
- 2) Preparing students to score according to the school's set expectations on the TOEFL iBT (A guide to understanding TOEFL iBT Scores, 2016).
 - a. **Solutions:** Curriculum must have clear overarching objectives listed for all 5 years from which specific goals are derived for each lesson, adequate time spent in or out of classroom practicing English and completed with formal and informal assessments to track progress.
- 3) Students currently spend about 3 hours a week learning English for a total of 78 hours per year, which many not be sufficient enough to reach the school's new expectations.
 - a. **Solution:** Ideally, a student should spend about 88 hours per year for a total of 440 hours that is a 13% increase. An additional 10 or 15 hours of in-class English exposure should be added for the struggling students (less motivated, less natural language learning aptitude, stressed, absenteeism and struggles with school).
- 4) Understanding student's cultural backgrounds and practical needs:

- a. Current curriculums are developed on a generalized conception of Latin American countries such as Mexico and urban settings, which typically does not include English for a Specific Purpose.
 - b. **Solution:** Curriculum needs to have daily lesson plans that are relevant and immediately practical to the students' lives in rural environment, school-based businesses and school's values and mission.
- 5) Providing teaching instructions for different educators such as local English teachers, assistants, volunteers, study abroad students.
- a. Not knowing exactly who will teach, requires the curriculum to be flexible and easily understood.
 - b. **Solutions:** Curriculum must provide direct and implicit teaching instructions, formal and informal assessment options for each lesson and activity.

Current available English curriculums are not as comprehensive for what the Opportunity School needs.

OVERALL PROPOSAL

Dr. Gina Petrie (2014) has performed extensive research of ESP in the English classrooms as well as participated in direct training and developing them in Nicaragua. It is with her expertise, research and guidance that Stan Pichinevskiy will begin developing a curriculum that incorporates the following:

- **Overarching objectives** that matches the school's vision and leads to final TOEFL Assessment
- **Specific goals** that align with objectives for each lesson
- **Relevant topics** that are immediately practical for students
- **Pedagogy** on how students will learn as well as different **learning activities** will be on each lesson
- **Language learning strategies** will be suggested per lesson and/or topic
- **Limited grammar and pronunciation** will be incorporated only within topic or tasks students are learning
- **Integrated assessments** for each lesson and topic via formal and informal assessment tools
- **Complete timeline** for the 5-year curriculum plan with approximate times necessary to complete each lesson and topic

PROPOSED 5-YEAR CURRICULUM ROADMAP (Sample)

1 YEAR								2 YEAR								3 YEAR								4 YEAR								5 YEAR								ASSESSMENT
Obj. 1								Obj. 5								Obj. 9								Obj. 13								Obj. 17								
Obj. 2								Obj. 6								Obj. 10								Obj. 14								Obj. 18								
Obj. 3								Obj. 7								Obj. 11								Obj. 15								Obj. 19								
Obj. 4								Obj. 8								Obj. 12								Obj. 16								Obj. 20								
GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6	GOAL 7	GOAL 8	GOAL 9	GOAL 10	GOAL 11	GOAL 12	GOAL 13	GOAL 14	GOAL 15	GOAL 16	GOAL 17	GOAL 18	GOAL 19	GOAL 20	GOAL 21	GOAL 22	GOAL 23	GOAL 24	GOAL 25	GOAL 26	GOAL 27	GOAL 28	GOAL 29	GOAL 30	GOAL 31	GOAL 32	GOAL 33	GOAL 34	GOAL 35	GOAL 36	GOAL 37	GOAL 38	GOAL 39	GOAL 40	
Theme 1 – Basic*								Theme 1 – Basic								Theme 1 – Basic								Theme 1 – Basic								Theme 1 – Basic								
Theme 2 – Basic								Theme 2 – Basic								Theme 2 – Basic								Theme 2 – Basic								Theme 2 – ESP								
Theme 3 – Basic								Theme 3 – Basic								Theme 3 – Basic								Theme 3 – ESP								Theme 3 – ESP								
Theme 4 – Basic								Theme 4 – Basic								Theme 4 – ESP								Theme 4 – ESP								Theme 4 – ESP								
Theme 5 – Basic								Theme 5 – ESP**								Theme 5 – ESP								Theme 5 – ESP								Theme 5 – ESP								
Hours 88								Hours 88								Hours 88								Hours 88								Hours 88 = 440 Total								
ASSESSMENTS																																								

* Basic Communicational English ** English for a Specific Purpose

HOW WILL IT WORK

5-year curriculum plan will have clear measurable objectives that will help students to score according to the school's set expectations on the TOEFL iBT (A guide to understanding TOEFL iBT Scores, 2016).

5-year curriculum will be customized in two specific tracks to fulfil the school's entrepreneurship model needs (Refer to graph for visual).

Language Development (White): Students will learn the basic communicational English (speaking, listening, writing and reading) for the purpose of everyday communication and learn language strategies for the purpose of continuing language acquisition.

Technical & Specialized (Gray): Students will learn English for the purpose of communicating within the specific fields of Agriculture and Tourism. In addition, to a lesser extent, they will also develop the ability to communicate about select topics such as Business and Human Rights. Specific goals will be built to meet each overarching objective that will be easy to evaluate with included formal and informal assessments to ensure students are learning the objectives and/or to make necessary lesson modifications.

5+ themes will be carefully selected and developed to ensure they are relevant and practical for students. The themes will be gathered from the school's original curriculum but may change depending on the school's needs.

Lesson plans for 88 hours of instruction per year will be created to meet given goals. Each lesson plan will included the following: (see Appendix A & B for a sample lesson plan & Lesson assessment tool)

- Lesson content that is useful and relevant to students: Visuals, books, videos, music, website, games, and more
- Provide multiple options of learning activities
- Instructions (in both Spanish and English) to perform and model the activity or lesson, so that any instructor like teacher, assistant, volunteer, study abroad student can follow and teach the lesson
- Pedagogy on how the student will achieve the goals will be briefly included in both Spanish and English
- Formal and informal assessments will be designed per lesson goals

- Meaningful extensions for each lesson will be provided in forms of homework, practice activities, reading materials, videos and more, to ensure students are getting ample practice time outside of the classroom in English language

The school's values and mission will be incorporated throughout the 5-years plan used as content for certain language goals.

Pilot 1st-Year Curriculum

- 5-year curriculum plan with list of objectives
- 1st-year curriculum for 7th grade or depending on student's proficiency level
- Lesson plans for 88 hours of instruction
- Incorporate school's value and mission

Implementation of Curriculum

- Teacher Training
- Formative Assessments: Weekly feedback forms for teacher and students
- Summative Assessments: Pre and Post Assessments to evaluate the entire 1st-year curriculum

Potential Costs

- Content materials: Books, videos, games, language apps, online subscriptions, and movies
- Printing and Copying equipment: Ink and paper
- Hiring additional teachers and assistants
- Curriculum: Years 2 - 5

The implementation process should be closely observed using formative assessments in order to make adjustments as needed. At the end of the first year, performing a debrief meeting of the curriculum and assessments will be necessary to shed valuable light on the success of the pilot project and will assist with the creating the rest of the curriculum.

PROJECT RESPONSIBILITIES

- **Stan Pichinevskiy:** is a graduate student in the Masters of Arts Teaching English as a Second Language working towards completing his degree in June 2017. He has already received a TESOL Certificate after completing 290 hours of required teaching English coursework in Dr. Gina Petrie's program for his undergraduate degree. Pichinevskiy has performed about 200 hours of grammar workshops for International students at EWU and continued working for the university in the capacity of an Admissions Advisor and currently as a Career Advisor. Stan and his wife, Yelena Pichinevskiy, were both English Languages Learners and both opted to raise their child bilingually (Russian and English).
 - Will manage the curriculum development project state-side and coordinate all correspondence needed to ensure the completion of the curriculum
- **Yelena Pichinevskiy:** completed her Bachelors in Education focusing on Kindergarten through 8th grade in 2012 with honors and received exceptional recognition with the Yarwood Award. She spent the beginning of this school year teaching five children privately and is currently a homeschool teacher for her 9 year old daughter. For the last 4 years in Cheney Public school, she provided short-term and long-term teacher substituting for all grades between kindergarten through 8th in all core subjects and art, library, music or world languages.
 - Will collaboratively with **Stan Pichinevskiy** develop the 5-year plan and the 1st-year curriculum along with daily lesson plans and necessary materials

- **Dr. Gina Petrie** is an associate professor of English as a Second Language in the Modern Languages and Literatures Department at Eastern Washington University in Cheney, Washington, where she does language teacher training. She researches the teaching and learning of English in Nicaragua. She professionally serves in Nicaragua supporting the English teaching at la Escuela San Miguel, Cardenas, and acting as a curriculum advisor at CCNN in Managua.
 - Will examine and provide critical feedback on the curriculum to ensure quality and that it is current with best practices and research
- **School's Director of Education:**
 - Will maintain contact with Pichinevskiy during the developing process to ensure the content is relevant to students and comprehensible for teachers
- **David Kone: Nicaragua Country Director**
 - Will receive Bi-monthly updates on the progress and samples of curriculum and lesson plans

Potential Partners:

- **Spanish Translator/Interpreter:** (EWU bilingual student Interns) will be regularly consulted for support on translating certain parts of curriculum
- **Technical Writer:** (EWU Student Interns) will be asked to edit the completed curriculum
- **Visual Design:** (EWU Student Interns) will be requested to package the curriculum in a simple and aesthetic fashion

CONCLUSION

The 5-year English curriculum for the Opportunity School will be unique in that it will incorporate items that other English curriculums have not done in that past and will follow new ESP suggestion made by Dr. Gina Petri. With that said, the project is an exciting new venture that will require flexibility and openness for changes in order to perfect the customized curriculum.

Appendix B: Dr. Gina Petrie's Lesson Plan Assessment Tool**English Lesson Planning and Teacher Observation Tool**

Plan English lessons to include these elements.

Beginning of Lesson	Demonstrated		Comments
	Yes	No	
1. State language <u>goals</u> clearly to the students.			
2. Goals = what the <u>students will be able to do</u> at the end of the lesson.			
3. <u>Motivate</u> students about the goals by explaining how they will USE the language and why they NEED it.			
Make your English Understandable			
4. Use <u>English</u> as much as possible; restate any Spanish immediately in English.			
5. Use <u>repetition</u> to support understanding.			
6. Use <u>classroom routines</u> in English that students can understand through repetition.			
7. Support words with context: <u>SHOW IT</u> (real objects, pictures), <u>ACT IT OUT</u> , or <u>MODEL IT</u> (do it first) so students can see what it means.			
Interaction			
8. Include <u>student interaction</u> in English at least ½ of the class period.			
9. Include a variety of <u>groupings</u> : whole class—large group—small group—pairs—individual.			
Language Learning Strategies			
10. The teacher teaches <u>strategies</u> to learn more efficiently, understand better, or communicate better.			
11. Teacher gives students <u>encouragement to use strategies</u> during activities.			
Language Use			
12. Follow this <u>pattern</u> : “1. Model for students—2. Practice—3. Use”.			
13. In language use activities, students must share information in order to complete task.			
Assessment and Closure			
14. Students are reminded of the goals for the lesson.			
15. Assessment activities allow students and teacher to measure success with the goals for lesson.			
16. Students get feedback they can apply to their language use.			

Appendix C: Curriculum Outline for Accreditation

Opportunity International School's English Curriculum:

5 Year Curriculum Outline for Accreditation

**Created by Stan Pichinevskiy
Reviewed by Gina Petrie**

Administrators Instructions:

The 5 year Curriculum Outline for Accreditation was created specifically for Administrators use only. This document is intended to assist with the accreditation process by demonstrating how the new OIS English Curriculum is meeting all the Nicaraguan High School English Topics required by the Nicaraguan's Department of Education and has room for additional topics required by Opportunity School.

OIS English Curriculum Outline for Accreditation YEAR 1 - SELF	
Required Nicaraguan High School English Topics	Required Opportunity International School (OIS) Objectives/Goals
The Classroom	Basic 1.20 - Identify and describe school setting.
	Basic 1.7 Ask Wh-questions to get information from others (ex. How many...?, Where is the...?).
	ESP 1.14 - Give directions on how to get somewhere or find something.
	ESP 3.1 - Create a daily task list.
Personal Information	Basic 1.17 - Provide personal information about schedule.
	Basic 1.6 - Engage in conversation with someone (ex. Excuse me, Hi there, pardon me).
	Basic 1.2 - Introduce themselves.
	Basic 1.9 - Use time and date phrases (ex. age, months)
	Basic 2.1 - Listen to information read aloud including numbers (e.g. prices) and write numbers correctly.
	Basic 4.8 - Receive and offer Cheers/congratulations.
	Basic 2.1 - Participate in a telephone or skype conversations.
Usual Activities	Basic 3.7 - Read and write brief texting (mobile) and chat (messenger) exchanges.
	Basic 1.18 - Identify daily activities (cleaning, eating, going, playing).
	Basic 1.5 - Ask questions so that other people describe themselves (ex. Who, What, Why, When, Where).
	Basic 1.18 - Describe their own and other's favorite hobby.
	Basic 3.6 - Read and write a short story of student's daily activities.
The Time	Basic 4.3 - Ask and share opinions? (ex. Did you like?, I thought it was..?).
	Basic 1.9 Use time and date phrases (ex. age, months).
	Basic 1.10 Use numbers and amounts phrases (ex. how much? how many?)
	Basic 1.17 - Provide personal information about schedule.
	Basic 2.1 - Listen to information read aloud including times/dates and write times/dates correctly.
Home	Basic 4.5 - Agree and disagree politely.
	Basic 1.2 - Introduce themselves.
	Basic 1.11 - Identify family members.
	Basic 1.5 - Ask questions so that other people describe themselves (ex. Who, What, Why, When, Where).

	Basic 3.2 - Read and write Alphabet.
	Basic 4.7 - Receive and offer condolences (ex. Losses, sickness).
	Basic 1.14 - Identify common household items.
	Basic 1.16 - Identify basic shapes & sizes.
	Basic 1.5 - Ask questions so that other people describe themselves (ex. Who, What, Why, When, Where).
	Basic 3.4 - Read and write short description of a favorite item.
Clothes	Basic 1.13 - Identify common clothing items.
	Basic 1.15 Identify basic colors.
	Basic 1.6 - Engage in conversation with someone (ex. Excuse me, Hi there, pardon me).
	Basic 4.6 - Receive and offer compliments (ex. For services or items).
Food	Basic 1.19 - Describe their own and other's favorite food (Gastronomy).
	Basic 1.9 Use time and date phrases (Ex. Eating times, Seasonal/holiday food).
	Basic 1.10 Use numbers and amounts phrases (ex. how much? how many?).
	Basic 1.15 Identify basic colors.
	ARG 1.19 - Identify and describe local crops (ex. Sugar cane, tobacco, yucca).
	AGR 1.20 - Identify and describe livestock (ex. Cattle, poultry, sheep, swine).
	AGR 1.21 - Identify and describe Horticulture (ex. Mango, bananas, flower, tree, vegetables).
	AGR 1.22 - Identify and describe dairy (ex. Butter, cheese, ice cream, sour cream, yogurt, eggs).
	Basic 4.5 - Agree and disagree politely.
Community	Basic 1.22 - Identify and describe common places in a city (ex. Store, church, school, police station).
	Basic 1.7 - Ask Wh-questions to get information from others (ex. How many?, Where is the?).
	Basic 1.8 - Ask questions for clarifications/ understanding (ex. How do you say?, I don't understand, Say it again, please. Do you speak English?).
	ESP 1.14 - Give directions on how to get somewhere or find something.
	Basic 2.5 - Listen and correctly follow directions for going somewhere.
	Basic 3.1 - Understand the basic ideas correctly.
	Basic 3.8 - Read and write short personal letters.
	Basic 4.4 - Make an apology for offenses or complaints.

Additional OIS Topics	Required Opportunity international School (OIS) Objectives/Goals
Greetings & Goodbyes	Basic 1.1 - Greeting and Goodbyes.
	Basic 1.2 - Introduce themselves.
	ESP 4.1 - Make polite formal introductions.
	ESP 1.1 - Introduce a friend/teacher/principal to a group.
	Basic 1.3 - Engage in conversation with someone.
	Basic 1.4 - Introduce each other.
	Basic 1.12 - Identify common hobbies/interests.
	Basic 3.3 - Read and write notes for class.
	Basic 3.5 - Read and write brief instructions on a favorite hobby.
	Basic 4.1 - Enter and exist a conversation politely.
	Basic 4.2 - Perform basic courtesies.

OIS English Curriculum Outline for Accreditation YEAR 2 - PLACE	
Required Nicaraguan High School English Topics	Required Opportunity International School (OIS) Objectives/Goals
Environment	Basic 1.20 - Identify and describe school setting.
	ESP 1.7 - Identify and explain the environment.
	Basic 1.31 - Identify local nature/environments.
	Basic 1.33 - Identify local animals and plants.
	Basic 1.25 - Describe and identify the weather/climates.
	ESP 1.26 - Identify and describe Nicaraguan climate & seasons.
	ESP 1.28 – Identify the differences between tourism and agriculture.
	Basic 4.5 - Agree and disagree politely.
	Basic 2.4 - Listen to information read aloud including addresses/locations and write addresses/locations correctly.
	AGR 1.4 - Identify and describe different types of local agriculture (ex. farm, ranch, orchard).
	AGR 1.5 - Describe Nicaraguan environments.
Natural Disasters	ESP 1.5 - Identify and explain common emergencies.
	ESP 1.9 - Identify and explain basic parts of safety and security.
	ESP 1.18 – Carry out a basic phone calls.
	ESP 1.14 - Give directions on how to get somewhere or find something.
	ESP 2.2 - Listen and retell directions on how to get somewhere.
	Basic 1.33 - Identify major and local countries.
	ESP 1.8 - Identify and explain basic parts of government.

National Identity	Basic 2.5 - Listen and correctly follow directions for going somewhere or finding something.
	Basic 3.9 - Read and write brief directions to a local place.
Directions	ESP 1.14 - Give directions on how to get somewhere or find something.
	Basic 1.7 - Ask Wh-questions to get information from others (ex. Where is the...?, How many...?)
	Basic 2.5 - Listen and correctly follow directions for going somewhere or finding something.
	Basic 3.9 - Read and write brief directions to a local place.
Occupations & Work	Basic 1.34 - Identify local services/trades.
	Basic 1.30. Identify and ask for local communications services (internet, email, skype, mobile phone, post office).
	ESP 1.4 - Identify and explain common jobs and occupations.
	Basic 2.6 - Listen and correctly follow directions for doing something.
	ESP 3.2 - Read and write greeting card (ex. Thank you, get well, congratulations).
	Basic 4.10 - Make a request politely.
	Basic 4.6 - Receive and offer compliments (ex. For services or items).
	ESP 1. 28 – Identify the differences between tourism and agriculture.
	ESP 3.9 - Read and write a short description of job duties.
	TUR 1.9 - Identify common careers in tourism.
	AGR 1.26 - Identify and describe different agriculture occupations (ex. Arborist, Vet, Butcher, Gardner).
Recreation & Leisure Time	Basic 1.12 - Identify common hobbies/Interests.
	Basic 1.24 - Describe their own and other's favorite places.
	TUR 1.21 - Identify and explain local recreational activities (ex. Renting, camping, hiking).
	ESP 1.13 - Give instructions on how to do something.
	ESP 2.1 - Listen and retell instructions on how to do something.
	ESP 3.14 - Create a presentation.
Additional OIS Topics	Required Opportunity International School (OIS) Objectives/Goals
Shopping	Basic 1.26 - Identify common grocery items.
	Basic 1.27 - Carry out a purchase/bargain.
	Basic 1.10 - Use numbers and amounts phrases (ex. How much...?, How many...?)
	Basic 1.7 - Ask Wh-questions to get information from others (ex. How many...?, Where is the...?)
	Basic 1.23 - Use logical connectors (ex. First, second, then, after that, etc).
	Basic 2.8 - Listen to an advertisement and write main information correctly.

	Basic 4.9 - Give advice politely.
Restaurants	ESP 1.2 - Identify common foods in restaurants.
	Basic 1.28 - Carry out placing a food order.
	ESP 1.3 – Taking and changing a food order.
	Basic 1.10 - Use numbers and amounts phrases (ex. How much...?, How many...?)
	Basic 1.7 - Ask Wh-questions to get information from others (ex. How many...?, Where is the...?)
	TUR 1.10 - Identify and describe restaurant settings.
	Basic 3.10 - Read and write a simple meal menu.
	ESP 2.10 - Listen to menu options and retell briefly.
	ESP 3.3 - Read a local restaurant menu.
	Basic 4.9 - Give advice politely.

OIS English Curriculum Outline for Accreditation YEAR 3 – PEOPLE	
Required Nicaraguan High School English Topics	Required Opportunity International School (OIS) Objectives/Goals
People	Basic 1.43 - Identify and describe major Nationalities/Ethnic Groups (Ex. Chinese, North American, Russian, and German).
	Basic 1.36 - Describe themselves and each other personally and professionally (personalities, interests, goals).
	Basic 1.37 - Identify and describe personal portraits
	Basic 1.45 - Identify different forms of education and institutions (Elementary, College, university, apprentices, technical).
	Basic 1.11 - Identify family members.
	Basic 3.11 - Read and write using sentence connectors (e.g. but, although, however, in addition).
	Basic 4.14 - Carry out an invitation and response to arrange a meeting.
	ESP 3.5 - Participate in short email exchanges.
Culture	Basic 1.40 - Identify and describe religion and culture.
	Basic 1.41 - Identify celebrations.
	ESP 1.27 - Identify and describe Nicaragua's major religion and culture.
	Basic 2.7 - Listen to a Nicaraguan folktale (in English) and retell it accurately.

		Basic 3.12 - Use editing strategies to fix common grammar errors.
		Basic 4.11 - Apply cultural ideas of 'time'.
		Basic 4.15 - Addressing cultural differences (ex. Living situations, relationships with parents, planning for the future).
		ESP 3.14 - Create a presentation.
Relationships		Basic 1.42 - Identify and describe different types of relationships (ex. Friendships, romantic, parental, partnership, colleagues).
		Basic 1.38 - Identify and describe emotions/feelings.
		Basic 1.39 Identify and describe personal values and beliefs.
		ESP 3.6 - Read and write short formal letters.
		Basic 4.13 - Achievements, weddings, birthdays.
Health		Basic 1.35 - Identify common sickness and parts of human body.
		ESP 1.6 - Identify and explain common health problems.
		ESP 1.21 - Identify and explain healthy habits (ex. fitness, sleep, diet, hygiene).
		ESP 1.22 - Identify and explain nutrition.
		ESP 1.17 - Give a persuasive presentation.
		ESP 1.29 - Identify and describe food allergies.
		ESP 2.5 - Listen and summarize persuasive presentation.
		ESP 3.12 - Make a brochure.
Making Plans		ESP 4.2 - Give and receive critical feedback appropriately.
		ESP 1.11 - Describe personal educational and career goals.
		ESP 3.4 - Create and keep an activities resume.
		Basic 3.13 - Read quickly.
		ESP 3.10 - Read and write a short weekly, monthly, yearly report.
		Basic 4.11 - Apply cultural ideas of 'time'.
Description		Basic 4.15 - Addressing cultural differences (ex. Living situations, relationships with parents, planning for the future).
		ESP 1.12 - Introduce a company or product.
		ESP 1.15 - Give a descriptive presentation.
		ESP 1.24 - Sell an item, produce, services.
		ESP 2.4 - Listen and summarize descriptive presentation.
		ESP 3.8 - Read and write a short description of a product.
		ESP 3.11 - Make a flyer.
Tourism		ESP 3.13 - Read and write a short advertisement.
		TUR 1.3 - Identify types of tourism; adventure or leisure.
		TUR 1.8 - Identify common tourist destinations in the world.
		TUR 1.9 - Identify common careers in tourism.

	TUR 1.21 - Identify and explain local recreational activities (ex. Renting, camping, hiking).
	ESP 1.28 - Distinguish difference between tourism and agriculture.
	ESP 2.1 - Listen and retell instructions on how to do something.
	ESP 3.4 - Create and keep an activities resume.
	ESP 3.14 - Create a presentation.
Additional OIS Topics	Required Opportunity International School (OIS) Objectives/Goals
Giving Instructions	ESP 1.16 - Give an instructional presentation.
	ESP 1.25 - Design and present a process.
	ESP 2.3 - Listen to and retell descriptions of historical events.
	ESP 2.6 - Listen to and summarize an instructional presentation.
	ESP 3.7 - Read and write short descriptions of companies.
	ESP 3.10 - Read and write a short weekly, monthly, yearly report.
	ESP 3.15 - Create a poster.
	Basic 4.12 - Using strong language to talk about requirements.
Resolving Conflicts	Basic 1.42 - Identify and describe different types of relationships (ex. Friendships, romantic, parental, partnership, colleagues).
	ESP 1.20 - Requesting and offering accommodations (ex. Finding and booking).
	ESP 2.7 - Recognize accurately a customer's problem.
	ESP 2.8 - Recognize accurately a customer's complement or complaint.
	ESP 2.9 - Recognize accurately customer's request or comment.

OIS English Curriculum Outline for Accreditation YEAR 4 – APPLY	
Required Nicaraguan High School English Topics	Required Opportunity International School (OIS) Objectives/Goals
Community	Basic 1.22 - Identify and describe common places in a city (ex. Store, church, school, police station).
	Basic 1.7 - Ask Wh-questions to get information from others (ex. How many?, Where is the?)
	TUR 1.1 - Describe a landmark.
	TUR 1.2 - Describe government and private tourism units.
	TUR 1.5 - Describe a historical event.

	ESP 4.5 - Identify and describe city events or specials.
Parents and Children	Basic 1.11 - Identify family members.
	ESP 1.1 - Introduce a friend/teacher/principal to a group.
	Basic 1.42 - Identify and describe different types of relationships (ex. Friendships, romantic, parental, partnership, colleagues).
	TUR 1.4 - Describe an important person.
	ESP 4.3 - Productively Participate in solving a problem.
Human Rights	Basic 1.44 - Identify and describe basic human rights (ex. Speech, religion, assembly, etc).
	Basic 1.38 - Identify and describe emotions/feelings.
	Basic 1.39 - Identify and describe personal values and beliefs.
	Basic 1.40 - Identify and describe religion and culture.
	ESP 4.4 - Politely participate in a debate.
Biographies	Basic 1.11 - Identify family members.
	Basic 1.45 - Identify different forms of education and institutions (Elementary, university, apprenticeship, technical).
	ESP 1.1 - Introduce a friend/teacher/principal to a group
	ESP 1.4 - Identify and explain common jobs and occupations
	ESP 1.11 - Describe personal educational and career goals
	TUR 1.4 - Describe an important person.
Agriculture - Communication and Technology	AGR 2.1 - Listen and create a produce advertisement for radio.
	AGR 2.2 - Listen and summarize a farm, ranch, advertisement or commercial.
	AGR 3.1 - Read and write safety guidelines.
	AGR 3.2 - Read and create a farm, ranch, orchard brochure.
	AGR 3.3 - Create a produce presentation.
Tourism - Communication and Technology	TUR 2.1 - Listen and create a service advertisement for a radio.
	TUR 2.2 - Listen and summarize a hotel advertisement or commercial.
	TUR 3.1 - Read and create a service advertisement.
	TUR 3.2 - Read and create a company brochure.
	TUR 3.3 - Create a service presentation.
	TUR 3.4 - Keep a call log.
Additional OIS Topics	Required Opportunity International School (OIS) Objectives/Goals
Business	ESP 1.19 - Carry out money/banking transaction.
	ESP 1.23 - Identify and explain common business dialogues.
	ESP 1.12 - Introduce a company or product.
	ESP 1.16 - Give an instructional presentation.

	ESP 1.25 - Design and present a process.
	ESP 2.3 - Listen and retell descriptions or historical events.
	ESP 2.6 - Listen and summarize an instructional presentation.
	ESP 3.7 - Read and write short descriptions of companies
	ESP 3.10 - Read and write a short weekly, monthly, yearly report
	Basic 4.12 - Using strong language to talk about requirements
Marking/ Selling	ESP 3.7 - Read and write short descriptions of companies
	ESP 3.10 - Read and write a short weekly, monthly, yearly report
	Basic 4.12 - Using strong language to talk about requirements.
	ESP 1.12 - Introduce a company or product.
	ESP 1.15 - Give a descriptive presentation.
	ESP 1.20 - Requesting and offering accommodations (ex. Finding and booking).
	ESP 1.24 - Sell an item, produce, services.
	ESP 2.4 - Listen and summarize descriptive presentation.
	ESP 3.8 - Read and write a short description of a product.
	ESP 3.11 - Make a flyer.
	ESP 3.13 - Read and write a short advertisement.
	TUR 1.16 - Give a sales pitch to try to sell a product.
Customer Service	ESP 1.12 - Introduce a company or product
	ESP 1.20 - Requesting and offering accommodations (ex. Finding and booking).
	ESP 2.7 - Recognize correctly a customer's problem.
	ESP 2.8 - Recognize correctly a customer's complement or complaint.
	ESP 2.9 - Recognize correctly customer's request or comment.
	Basic 4.4 - Make an apology for offenses or complaints.
	Basic 4.5 - Agree and disagree politely.
	Basic 4.6 - Receive and offer compliments (ex. For services or items).

OIS English Curriculum Outline for Accreditation YEAR 5 – Tourism		
Required Nicaraguan High School English Topics	Required Opportunity International School (OIS) Objectives/Goals	
Tourism		TUR 1.7 - Explain how weather affects tourism
		TUR 1.15 - Give a presentation on a services, accommodations, recreational activity.
		TUR 4.3 - Describe differences in work or pleasure.
		TUR 4.1 - Identify and describe occupational roles.
Life Plan		ESP 1.11 - Describe personal educational and career goals.
		TUR 1.9 - Identify common careers in tourism.

		TUR 4.2 - Identify and describe skills in tourism.
		TUR 1.28 - Perform a job interview.
		TUR 2.7 - Listen and critique an interview.
		TUR 3.10 - Read, create, and continue a Nicaraguan/American professional job resume and cover letter.
		TUR 3.11 - Read and write interview questions.
		TUR 3.12 - Identify and write short, long, end of life professional goals?
Additional OIS Topics		Required Opportunity International School (OIS) Objectives/Goals
Travel Agencies		TUR 1.13 - Introduce/meeting a client.
		TUR 1.16 - Give a sales pitch.
		TUR 1.24 - Utilize a Travel Agency.
		TUR 1.6 - Describe prices.
		TUR 2.4 - Listen and retell a customer's reservations.
		TUR 3.5 - Create an inventory report.
Hotel/Resort		TUR 1.11 - Identify and describe a hotel setting.
		TUR 1.12 - Introduce a hotel or services to a tourist.
		TUR 1.17 Carry out a hotel check-in and check-out.
		TUR 1.19 - Participate in basic concierge exchanges.
		TUR 1.32 - Identify hotel/Resort industry employment roles.
		TUR 2.5 - Listen and address a client's problem/complaint.
		TUR 3.7 - Read and create a brief complaint note.
		TUR 3.10 - Write or make a customer's reservations.
		TUR 4.4 - Receive and address customer hotel complaints.
Restaurants		TUR 1.20 - Participate on basic host/waiter exchanges (ex. greeting, taking order, serving food, receiving payment).
		TUR 1.23 - Offer and describe local restaurant menu items.
		TUR 1.29 - Identify and address Western food allergies.
		TUR 1.30 - Identify Restaurant Industry employment roles.
		TUR 2.3 - Listen and retell a customer's food order.
		TUR 3.6 - Read and create a restaurant menu.
		TUR 3.8 - Write a customer's food order.
		TUR 4.5 - Receive and address customer restaurant complaints (troubleshooting).
Airport/Cruise Ship		TUR 1.25 - Get around an Airport.
		TUR 1.26 - Get around an Airplane.
		TUR 1.27 - Get around a Cruise Ship.
		TUR 1.31 - Identify Airport/Airplane industry employee roles.
		TUR 2.6 - Listen to and address a customer's request.

Tour Guiding		TUR 1.18 - Carry out a tour of a city.
		TUR 1.22 - Guide a tourist in sightseeing in Nicaragua.
		TUR 1.14 - Give a presentation on safety guidelines for tourists.
		TUR 4.6 - Identify and address tourist expectations.
		TUR 4.7 - Request feedback or offer future changes.

OIS English Curriculum Outline for Accreditation YEAR 5 – Agriculture		
Required Nicaraguan High School English Topics	Required Opportunity International School (OIS) Objectives/Goals	
Life Plan		ESP 1.11 - Describe personal educational and career goals.
		ARG 1.30 - Perform a job interview.
		ARG 2.6 - Listen and critique an interview.
		ARG 3.11 - Read, create, and continue a Nicaraguan/American professional job resume and cover letter.
		ARG 3.12 - Read and write interview questions.
		ARG 3.13 - Identify and write short, long, end of life professional goals?
Additional OIS Topics	Required Opportunity International School (OIS) Objectives/Goals	
Agriculture		AGR 1.2 - Identify and explain basic sciences.
		AGR 1.3 - Identify and explain ecology and ecosystems.
		AGR 1.4 - Identify and describe different types of local agriculture (ex. farm, ranch, and orchard).
		AGR 1.7 - Explain how weather affects agriculture.
		AGR 1.26 - Identify and describe different agriculture occupations (ex. Arborist, Vet, Butcher, Gardner).
		AGR 1.32 - Identify agribusiness industry employment roles.
		AGR 2.4 - Listen and summarize farming instructions.
		AGR 4.1 - Identify and describe occupational roles.
		AGR 4.2 - Identify and describe skills in agriculture.
Produce		AGR 1.9 - Identify and describe agriculture processing plants.
		AGR 2.5 - Listen and summarize plant operations.
		AGR 1.10 - Describe growth cycles/process.
		AGR 1.12 - Describe the chain of foods.
		AGR 1.13 - Describe chain production.
		AGR 1.18 - Give a presentation on produce, livestock growth cycle/process.
		AGR 1.19 - Identify and describe local crops (ex. Sugar cane, tobacco, yucca).

	AGR 1.20 - Identify and describe livestock (ex. Cattle, poultry, sheep, swine).
	AGR 1.21 - Identify and describe horticulture (ex. Mango, bananas, flower, tree, vegetables).
	AGR 1.22 - Identify and describe dairy (ex. Butter, cheese, ice cream, sour cream, yogurt, eggs).
	ARG 3.8 - Create an inventory report.
Sustainability	AGR 1.17 - Present on safety guidelines for agriculture workers.
	AGR 1.24 - Identify and explain local farming practices (planting, fertilizing, etc).
	AGR 1.27 - Identify and explain local agriculture problems and treatments (Ex. Pesticides, herbicides, alternatives,
	AGR 1.28 - Identify and explain organic, GMO, fair trade, eco-friendly, sustainability, recycling.
	AGR 1.29 - Identify company licensing and accreditations.
	AGR 2.3 - Listen and address a customer's problem.
	AGR 3.6 - Monitor and project progress.
	AGR 3.4 - Keep a daily activities log.
Customer Service & Agribusiness	AGR 1.1 - Introduce/meeting a customer.
	AGR 1.8 - Introduce a farm or produce to customer.
	AGR 1.16 - Describe prices/profits.
	AGR 1.23 - Propose and upgrade a product.
	AGR 3.9 - Create a product upgrade proposal.
	AGR 1.14 - Describe safety guidelines.
	AGR 1.31 - Identify and address Western food allergies.
	AGR 3.7 - Read and create a brief complaint note.
	ARG 3.5 - Collect data; crop, livestock, dairy.
	ARG 3.3 - Create a produce presentation.
	ARG 5.3 - Receive and address customer complaints.

Vita

Stan V. Pichinevskiy

Scholar Placement Manager

Washington State Opportunity Scholarship | Seattle, WA

(425)387-6244 | stan@waopportunitiescholarship.org

EDUCATION & CERTIFICATE

Master of Art, English: Teaching English as a Second Language 2018
EWU, Cheney WA

Master Thesis: Developing an ESP Curriculum for Tourism and Agribusiness for a Rural School in Nicaragua: A Retrospective Diary

Certificate in TESL/TEFL: English as a Second Language, EWU, Cheney, WA 2015

Bachelor of Art, Psychology EWU, Cheney, WA (Graduated summa cum laude) 2012
Minor: Counseling Education

Bachelor of Art, Children's Studies, EWU, Cheney, WA 2012
Minor: English as a Second Language & Sociology

Associate of Art, Transfer, Big Bend Community College, Moses Lake, WA 2004
Running Start Program | Graduated with Honors

ACADEMIC APPOINTMENTS

Instructor, Career Services, EWU, Cheney, WA 2018
Facilitated instruction in Career Development CRSV 210 course. Course is an introduction to career decision-making and provides the opportunity for students to connect to career-related resources and to closely examine their own personal career choice.

TEACHING EXPERIENCE

Workshop Co-facilitator, Opportunity International School, Nicaragua 2017
Two-day Teacher Workshop in English for Specific Purpose with Gina Petrie

Teaching Assistant, Children's Studies Program, EWU, WA 2011-2012
Sociology of Children and Children's Spirituality Sociology

Peer Advisor, Grammar Workshop, English Language Institute, EWU, WA 2012

Sunday School Teaching Certification, Soap Lake, WA 2007

CURRICULUM AND COURSE DEVELOPMENT

English Curriculum, Opportunity International School, Nicaragua 2017
Created a 5-year English for specific purpose (ESP) curriculum plan, sample unit lesson plan, ESP lesson materials, resource page

Children's Spirituality CDST 490, Children's Studies Program, EWU 2012
 Focused on empowering and nurturing spirituality growth in children

ADMINISTRATIVE APPOINTMENTS

Career Advisor, College of STEM, EWU, Cheney, WA 2016-2018
 Sit on Executive Team with Dean Bowman, Department Chairs discussing
 Academic affairs of the college and student recruitment, retention and
 placement matters.

PROFESSIONAL EXPERIENCE

Scholar Placement Manager, WSOS, Seattle, WA 2018-Date
 Manage third year college students in Skills that Shine Mentorship program
 Support senior year college students in professional development

Career Advisor, Career Services, EWU, Cheney, WA 2016-2018
 Facilitate workshops in university classrooms on resume and cover
 letter, interviewing, job search and application, salary negotiation,
 career fair prep, dress for success, internships in stem, and applying to
 medical school, time management, essential decision, and essential
 performance

Admissions Advisor, Office of Admissions, EWU, Cheney, WA 2013–2016

Admissions Representatives, Office of Admissions, EWU, Cheney, WA 2012–2013

Research Assistant, Children's Studies Program, EWU, WA 2010–2013

Positive Psychology Lab Manager, Psychology Department, EWU, WA 2010–2013

LANGUAGES

English: Fluent Academic

Russian: Native

Spanish: Novice, Conversational

AWARDS, SCHOLARSHIPS AND HONORS

Student Affairs Starfish Award, EWU, Cheney, WA 2016

Francis B. Huston Medallion Award, EWU, Cheney, WA 2012
 Highest honors for graduating class based on academic excellence and
 demonstrated outstanding leadership qualities and outstanding
 community leadership qualities

Carper Foundation Scholarship Award, EWU, Cheney, WA 2011

Paul Lauzier Scholarship Foundation, Ephrata, WA 2004, 2010-2012

Soap Lake High School Education Foundations, Soap Lake, WA 2012

Jeffers Chertok Memorial Award, EWU, Cheney, WA 2010

Dean's List, EWU, Cheney, WA 2009-2012

Dean's List, BBCC, Cheney, WA 2002-2004

FUNDED RESEARCH/PROJECTS

(Submitted, Accepted 2012). Co-authored, Family-friendly Area Proposal in JFK Library Curriculum Center, Cheney, WA

Research Assistant, Spokane Youth Services Organization Survey, Spokane, WA

(Submitted, Accepted 2011). Funded through Priority Spokane by Inland Northwest Community Foundation, Harriet Cheney Cowles Foundation, and Empire Health Foundation I participated in the development of the survey establishing contacts for implementation and analysis of support services for middle school aged youth in Spokane.

PUBLICATIONS/PROCEEDINGS (Upcoming/Under consideration)

Pichinevskiy, S. (Under review) Developing an ESP Curriculum for Tourism and Agribusiness for a Rural School in Nicaragua: A Retrospective Diary. Master Thesis EWU Graduate Studies. Cheney, WA.

Pichinevskiy, S. & Petrie, G.M. (Under review) Making the Change from EFL to English for Specific Purposes: Six Key Steps. Intended for Nicaraguan English Teaching Journal.

PUBLICATIONS/PROCEEDINGS (Accepted/Submitted)

Pichinevskiy, S. (2017) Landing a Career in Biology: What does it take? EWU, Biology. The Blog.

Philip C. Watkins, Jens Uhder & Stan Pichinevskiy (2014) Grateful recounting enhances subjective well-being: The importance of grateful processing, *The Journal of Positive Psychology: Dedicated to furthering research and promoting good practice*, DOI: 10.1080/17439760.2014.927909

Liebing, Trevor, Stan Pichinevskiy, and Sue Marie Wright. (2013). *Spokane Public Schools Community Partners Annual Survey Report*. Cheney, WA: Eastern Washington University.

Jenson, C., Fistler, A., Hall, N., Pereira, A., and Pichinevskiy S. (2011, March). *Positive Open Memories Correlate with Gratitude and Emotional Intensity*. Proceedings of The National Conference on Undergraduate Research (NCUR), Weber State University, Ogden, Utah. March 29-31, 2012

PRESENTATIONS (Upcoming/Under Consideration)

Transition from General English to English for Specific Purposes. March 2018 Forums for Graduate Students. TESOL International Conference. Chicago, Illinois.
(Accepted, Not Presented.)

CONFERENCE PRESENTATIONS

Pichinevskiy, S. (2018, May). Developing a ESP Curriculum for a School in Nicaragua. EWU Student Research and Creative Works Symposium, 21st Annual, Cheney, WA (Oral)

Pichinevskiy, S. (2018, February). Transition from General English to English for Specific Purposes. Spokane Regional ESL Conference, Spokane, WA. (Oral)

Pichinevskiy, S. (2016, October). Introducing English While Maintaining Russian as a Heritage Language: A Single Case Study. Spokane Regional ESL Conference, Spokane, WA. (Oral)

Pichinevskiy, S. (2016, May). Introducing English While Maintaining Russian as a Heritage Language: A Single Case Study. EWU Student Research and Creative Works Symposium, 19th Annual, Cheney WA. (Oral)

Pichinevskiy, S., Watkins, P. C., Jenson, C., Fistler, A., Pereira A., and Hall, N., (2012, May). *Gratitude May Amplify Positive Memories*. Association of Psychological Science, APS 24th Convention, Chicago, IL. (Poster)

Watkins, P., Uhder, J., Pichinevskiy, S. and Sparrow, A., Jensen C., and Pereira A., (2012, May) *Gratitude "Three Blessings" Treatment Produces Improved Well-Being: The Importance of Positive Memory Accessibility*. Association of Psychological Science, APS 24th Convention, Chicago, IL. (Oral)

Pichinevskiy, S., Uhder, J., Jenson, C., Suominen, S., and Ortiz, D., (2012, March). *Spiritual Profile of a Grateful People*. EWU's Graduate and Undergraduate Research and Creative Works Symposium, Cheney, WA. (Oral)

Davidson, O., Uhder, J., Pereira, A., Jenson, and Pichinevskiy, S., (2012, March). *Characteristics of Grateful Person*. EWU's Graduate and Undergraduate Research and Creative Works Symposium, Cheney, WA. (Oral)

Pichinevskiy, S., Jenson, C., Fistler A., Pereira, A., and Watkins, P. (2011, March). *Religiosity Predicts Positive Memory Recall*. 25th National Conference of Undergraduate Research (NCUR), Ogden, Utah. (Oral)

Jenson, C., Fistler, A., Hall, N., Pereira, A., and Pichinevskiy S. (2011, March). *Positive Open Memories Correlate with Gratitude and Emotional Intensity*. 25th National Conference of Undergraduate Research (NCUR), Ogden, Utah. (Poster)

Watkins, P., Uhder, J., Webber, A., Pichinevskiy, S. and Sparrow, A., (2011, May).

Religious Affection: The Importance of Divine Gratitude to Spiritual Well-Being.
Association of Psychological Science (APS 23rd Convention, Washington D.C.)

Watkins, P. C., Pichinevskiy, S., Boetcher, A., Uhder, J., (2010, May). *Happiness predicts depression symptoms prospectively.* Association for Psychological Science, Boston, MA. (Oral)

Pichinevskiy, S. and Watkins, P. (2011, March). *Gender Difference in Gratitude.* 25th NCUR, Ithica NY & EWU's Graduate and Undergraduate Research and Creative Works Symposium, Cheney WA. (Poster)

Pichinevskiy, S., Glanzer, P., (2010, March). *Intrinsic Religiosity: An Emotional and Cognitive Profile.* 24th National Conference of Undergraduate Research (NCUR), Missoula, MT. (Oral)

Glanzer, P., Pichinevskiy, S. and Watkins, P., (2010, March). *How Attachment to God Relate to Well-Being?* 24th NCUR, Missoula, MT. (Oral)

Jaskari, A., Pereira, A., Pichinevskiy, S. and Watkins, P., (2011). *How Attachment to the Divine Might Promote Well-Being?* EWU's Graduate and Undergraduate Research and Creative Works Symposium, Cheney, WA. (Poster)

Fry, T., Armendarez, B., Pichinevskiy, S., and Watkins, P., (2011). *Does Religious Orientation Predict Emotional Well-Being?* EWU's Graduate and Undergraduate Research and Creative Works Symposium, Cheney, WA. (Poster)

CAMPUS INVOLVMENT/SERVICES

University Student Affairs Programming Committee, Student Affairs 2016-2018
EWU, Cheney, WA

Centralizing all campus programming and events towards specific goal and outcomes

COMMUNITY/GLOBAL SERVICE

Guest Speaker | Lewis and Clark High School, Spokane, WA 2018
Presenting on Financial Literacy and scholarship to 300+ senior students

Workshop Facilitator | Embrace Your Diversity 2015-2017
Admissions, EWU, Cheney, WA
Presented on Essential Decisions, Essential Performance, Financial Literacy and Scholarships, Time Management to diverse group of 60+ high school students

Workshop Facilitator | Male Summit, Admissions, EWU, Cheney, WA 2015-2017
Presented and paneled on White Male Privilege, Essential Decisions, Essential Performance, Time Management 30+ high school students

Workshop Facilitator | Female Summit, Admissions, EWU, Cheney, WA 2015-2017

Presented on Essential Decisions, Time Management 20+ high school students

PROFESSIONAL AFFILIATIONS AND HONOR SOCIETIES

MPACE (Mountain Pacific Association Career and Employers)	2017-Date
TESOL International Association	2017-Date
WAESOL (Washington TESOL Affiliate)	2016-Date
NACADA	2013-Date
PSI CHI – The International Honor Society in Psychology	2010-Date
Phi Theta Kappa	2002-Date

PAST PROFESSIONAL AFFILIATIONS

Association for Psychological Science (APS) membership	2010-Date
Treasure , Children's Studies Club, EWU, Cheney, WA	2010-2011

TRAINING

Intersections: Preventing Harassment & Sexual Violence , EWU, EVERFI	2017
Federal Hiring Training for Career Counselors , US Office of Personnel Management 2016 & 2017	
Handshake Software Training , Career Services, EWU, Cheney, WA	2017
Critical Incident Response Training , Campus Police, EWU, Cheney, W	2016
Canvas Training , EWU, Cheney, WA	2012
On Demand Reporting Training (Jasper Reports), EWU, Cheney, WA	2012
Soar Audit Training (Administration Program), EWU, Cheney, WA	2012
CMS (Scheduled Web Content Management System) Training EWU, Cheney, WA	2011
Technology and Networking Boot Camp , EWU, Cheney, WA Social & Mobile to Instruction; Blogging, Group Built Content, Digital Video, Social Media & Blackboard	2010
Educause Learning Initiative: Blended Learning Workshop EWU, Cheney, WA Research & Quality Assurance, Logistics & Administration, Faculty Development, Course Design	2010