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MA IN APPLIED LINGUISTICS WITH TESOL

**“ENGLISH FOR GENERAL PURPOSES COURSE DESIGN FOR BASIC
ADULT USERS AT THE LANGUAGE CENTRE OF THE NATIONAL
UNIVERSITY OF FRONTERA - PERU”**

**A DISSERTATION SUBMITTED IN CONFORMITY WITH THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN APPLIED
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Abstract

Through this dissertation an English for General Purposes (EGP) course was designed aimed at basic users of English at the National University of Frontera- Peru, targeting undergraduate students from different programs and external institutions whose students require the mastery of beginner and elementary levels of English following the Common European Framework of Reference for Languages (CEFR) necessary to graduate from any Peruvian university or institute. This course seeks to meet the needs and wants of adult learners between (17-30 years) providing them with the basic knowledge necessary to complete the course, as well as equipping them with the necessary foundation required for further study of the different levels of English language proficiency. The current teaching conditions (background and needs analysis) provide the basis for the design of this course. Therefore, to achieve the course objectives and prepare students for their future studies, the syllabus chosen to be used for the course merged the communicative language teaching (CLT) approach with the grammatical and lexical approach to overcome the deficiencies of the long-established traditional approach used in the language centre at present. In this regard, the course endeavours to be a more learner-centred and communicative based oriented, moving beyond teacher-centred approaches. The content of this course focuses on thematic selection and organisation, with emphasis on more in-class discussion in parallel with grammar, vocabulary, pronunciation and other essential aspects of language teaching and learning. Teaching along these guidelines will improve the students' overall experience and promote a more effective teaching response.

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I. Introduction

With the increasing demand in the workplace for workers who can speak English as a lingua franca, English as a foreign language in Peru has become essential in many sectors such as education, international relations and trade, tourism, science, and media. Additionally, having a good command of English is increasingly necessary for business and international communication in most Latin American countries. In that regard, it is linked with prospects for economic competitiveness and growth in the global economy (Cronquist and Fiszbein, 2017: 3). As people worldwide, predominantly European and North American tourists, come to Peru, the ability to speak English is becoming more essential for Peruvians. With tourism being one of the main reasons, finding good jobs is the other motive behind it.

Interest in learning the language continues to grow throughout Latin America. Each country has made considerable efforts to improve English language teaching through policies and programs, resulting in more people accessing English language learning. However, test results indicate that English proficiency is very low (British Council, 2015). The educational system is simply not producing students with adequate levels of English proficiency. Schools often cannot provide the necessary English classes, while those that exist are often of poor quality. Although increasingly available, learning opportunities outside the educational system cannot cover deficiencies within formal schooling (British Council, 2015).

Peruvian education comprises three essential stages before higher education: kindergarten, primary school, and high school; higher education is divided into undergraduate, postgraduate, doctorate and PhD. Most undergraduate student programs last five years at Peruvian Universities, and in the case of institutes, they offer pedagogic, technical and artistic programs that last three years; for both types of institutions, English as a foreign language is required to graduate from any higher education program due to the importance English has in the professional development and employment opportunities in the modern Peruvian society (Mourão, 2017:25).

As for English for general purposes (EGP) courses, they indeed play an essential role in preparing English as a foreign language student to acquire the most critical aspects of the English language necessary to establish a solid foundation that will aid students when studying higher proficiency levels or English for specific purposes (ESP) courses.

Therefore, basic users of English first need to get acquainted with the four basic language skills (speaking, listening, writing and reading) in addition to grammar, vocabulary, pronunciation and other aspects needed for further language growth.

The dissertation consists of ten chapters. Following the first introductory chapter, chapter two provides theoretical support for the proposed course. Background, needs analysis and triangulation of findings from different sources are illustrated thematically in chapter three. Then chapter four focuses on a whole range of course design divided into seven sub-sections. Chapter five suggests the resources and material used for EGP courses using the CLT approach merged with grammar and lexical syllabi. Chapter six includes the students' and teachers' involvement. Finally, the conclusion chapter summarises the course's key points and limitations for future research, along with chapter eight, which provides recommendations to improve the study.

II. Literature review

This section offers an insight into the kind of learners; this course is designed for and how language is acquired in English as a foreign language setting. Furthermore, a general overview of the consideration to be taken for the objectives of basic users of English according to the Common European Framework of Reference for Languages (CEFR) is foregrounded. Common language teaching approaches are described and also highlighted. Moreover, aspects necessary to consider when choosing or integrating a syllabus are included along with the English for general purposes criteria when designing a syllabus, the process and content.

2.1. Adult learners.

In general, learners are categorised into three groups: children, adolescents and adults, by their level of maturity, implying that it is assumed that they learn in different modes, with each specific group having distinct qualities that make them unique, as is noted in (Spratt, Pulverness, and Williams, 2011: 73-4), the characteristics of learners encapsulate their motivation, learning style, strategy, maturity and prior language learning experiences. These factors can influence a learner's attitude towards language learning and how they learn a language, how they typically respond to a variety of teaching styles and approaches in the classroom, and how well they succeed in foreign language learning (Spratt, Pulverness, and Williams, 2011: 72).

The definition of an adult learner has slight variations in scope, which may depend on the aspect that each description intends to emphasise; for instance, according to Cozma (2015: 1210), this terminology denotes people above the average age of traditional schooling, who freely decide to engage in a specific form of education to satisfy a professional, social or personal need or interest. Kapur (2015: 114) similarly views adult learning as the process of acquiring new knowledge and skills and building new mindsets after having satisfactorily gained a stage of intellectual, physical and social maturity; it is thus any individual who is socially acknowledged as having engaged in the process of regular learning, whether through formal education, non-formal learning or company-sponsored learning, either as a full-time or part-time learner.

In terms of age, in most Latin American countries, we can be called adults once we are above 18 years old and legally responsible for our actions; in the same way, Merriam and Brockett (2007) add that the age guidelines to become an adult in the USA typically included people who reach 18 or 21 years old. In that sense, Bjorklund & Bee (2008: 4) describe this stage as “emerging adulthood”; additionally, adults are categorised into four major categories, which include early adulthood (20–39), middle adulthood (40–64), older adulthood (65–74), late adulthood (75), and older. This stance is argued by Kapur (2019), highlighting that age is not the only parameter that defines adulthood but their social roles and responsibilities. Having seen this, adulthood can be a stage in life when we become responsible members of society.

Outlining the disparity between (ESL) English as a second language and English as a foreign language (EFL) is pivotal to giving a clear idea of the type of learners we will be targeting, Saud (2019: 311) defines ESL learners as those who study English in a country where the target language is dominant, or the official language is learned to communicate or to fit into the community, and EFL learners are those who are learning English in a non-English speaking country, as are the students in this study who are learning English in Peru while their mother tongue is Spanish and the target language is English.

2.2. Second language acquisition (SLA) in adult learners.

Learning a second language takes time and effort as it is a complex process; if the aim is to acquire the language successfully (Suryantari, 2018: 40). As quoted by Saville-Troike and Barto (2017: 2), SLA involves the study of people and groups who learn a language

after they have learned their first language as children and the process through which they learn it. The add-on language becomes a second language (L2). This is commonly known as the target language (TL), referring to whichever language is targeted or the learning goal.

Adult second language learners have an advantage over other groups (young learners and children) since they often have concrete objectives that drive them to learn a second language; thereby, according to Knowles (2000), adults' firm will and tremendous cognitive maturity accompanied by their past experiences aid them when learning a second language, using those past events as an advantage to create connections and analyse what they are learning. This stance is supported by Bernal-Castañeda (2017: 136-137), adding that adult learners show substantial autonomy and learning independence with not much reliance on the teacher; additionally, subjectivity and a robust identity characterise adult learners; hence, classroom participation is a rich source difficult to be encountered in other age groups. It is also claimed that by having specific goals in mind, language learners lead their learning; for instance, to continue their studies, climb the career ladder, seek business opportunities or succeed in language performance. These learners generally strive to achieve immediate learning outcomes and learn more when engaged in as much of the process as possible (Smith and Strong, 2009: 1).

Regarding the obstacles adult learners have to confront, they have to cope with constraints that may hinder their learning process compared to their younger counterparts. Bernal Castañeda (2017), for instance, in his study to examine the limitation of second language acquisition in Spanish adult learners, found out that learning anxiety, demotivation and self-confidence are some of the barriers that second language adult learners need to deal with owing to the elevated pressure to acquire a second language at the same pace as younger learners and the responsibilities, in addition to insecurities towards new methodologies. Such is the case of most learners at the National University of Frontera language centre who have to focus on their careers and deal with many assignments, which I observed while working there. Additionally, they sometimes work and study English simultaneously, which gives us a picture of the responsibilities and difficulties needed to be dealt with while learning English as a foreign language.

2.3. Teaching English to basic users of English.

Beginner adult learners are considered one of the most challenging language groups of students since, at this level, they have little or no prior knowledge of the target language. Thereby the teacher becomes a central determinant of whether learners achieve their goals or not (Brown, 2001: 98). At this initial level, the learners, as the ones targeted by this project, have little knowledge of the language. Therefore, it is crucial to have the materials displayed in simple chunks to avoid burdening the learners. In this sense, the CEFR ¹(2022) divided basic users of English into two categories A1 (beginners) and A2 (elementary), to give an idea of the kind of learners this course is aiming for, along with the expected outcomes.

The CEFR framework depicted in Appendix 1 is used by the language centre of the National University of Frontera, dividing their offered courses into two parts to aid students in first gaining a grasp of the A1 beginner level and the A2 elementary level thereafter, with the same number of weeks allocated for each level. Both levels cover a total of 384 hours regardless of the condition the course is taught; this is seen in more detail in Appendix 2.

Drawing on personal experience, teaching adults, as opposed to their younger equivalents, can be particularly demanding since each student has a wide range of goals; yet, it can also be a rewarding experience as results can be seen in the short term. Such is their motivational drive towards their goals that not only encourage them to participate actively while learning but also engage in independent study. Knowing this and the difficulties adult learners have to face in the classroom, Brown (2001) suggested ten different elements to foster second language learning for beginner students, in which the students' cognitive learning process, the roles of the teacher, teacher talking time, authenticity of language, fluency and accuracy, student creativity, techniques to be used in the classroom, listening and speaking goals, reading and writing goals and finally grammar are of particular interest to help learners, this can be seen in detail in (Brown, 2009: 98-103).

Regarding the assessment of beginner's level at the language centre of the National University of Frontera, learners are assessed every month considering the four language skills, vocabulary, grammar and pronunciation with a special kind of speaking exam at

¹ CEFR: Common European Framework of Reference for Languages

the end of A1 and A2 level respectively which follows the A2 Key Cambridge assessment exam framework with some aspects being customised. The language centre uses a scale from zero to twenty to mark the students' performance, which involves all the skills and language targets worth a specific percentage according to the level Appendix 3, including the speaking exams at the end of each level. However, to pass the course, students must get twelve points out of twenty. Moreover, an average grade of fourteen out of twenty is required to be awarded a certificate. Still, if students achieve less than fourteen points, they are only awarded written evidence of having finished the course successfully (National University of Frontera-language centre, 2019).

2.4. English for general purposes (EGP).

To understand what EGP involves and its characteristics and functions, it is essential to introduce the term English for Specific purposes (ESP) as it is often used along with EGP and compared to it; therefore, the definition and features of each label will be put forward. Johnson and Johnson (1998: 105) define ESP as a broad and wide-ranging scope in English language teaching covering programmes tailored to specific learners or individuals with defined objectives and needs. This position is echoed by Nur-Fitria (2020: 55), stating that ESP focuses on improving the appropriateness and relevance of what students learn by enabling them to utilise prior knowledge; ESP courses thus integrate motivation, subject matter, and content to instruct and teach relevant skills. Conversely, Widdowson (1983:6) claims that EGP courses mainly equip learners with general knowledge to address future scenarios. This covers conventional ways of teaching English without fully specified learner needs, given that EGP is frequently considered broad in scope by nature.

For the main characteristics of ESP and EGP courses, Hutchinson and Waters (1987: 19) noted that ESP is an approach through which the learner's rationale for learning informs decisions regarding content and method; by contrast, EGP courses devote considerable attention to promoting mastery of the four language skills as a means of continuous improvement in competency (Samardali, 2012: 11).

As far as the proficiency of the students who undertake ESP courses is concerned, they indeed need to have at least a basic command of English, as seen in Dudley-Evans & St John (1998), who pointed out that learners in higher education and adults with a

relatively good knowledge of English take ESP courses, compared to EGP ones taken by learners with little or zero knowledge of English (Cigan and Kordić, 2013: 153).

English for Specific Purposes (ESP) courses combine what has already been learned or acquired with specialised or technical language connected to their field of studies. Using the vocabulary and structures they have to learn in a meaningful context reinforces what is taught and increases their motivation to learn English. Thereby, abilities in their subject-matter fields nurture English mastery (Nur Fitria, 2020:56). Nevertheless, EGP courses mainly focus on grammar, structures and general vocabulary, responsible for the overall language acquisition. For most students, EGP courses are critical in helping students to handle any particular subject (Popescu 2010: 51). Similarly, Samardali (2012: 17) views EGP to be the bedrock of ESP; pointing out that only by acquiring sufficient knowledge, competence and developing the four language skills can learners be immersed in ESP.

As noted above, EGP courses are categorised as general and broad, with Hutchinson and Waters (1987: 53-4) highlighting that this term is referred to teaching and learning English without apparent reasons. Such viewpoints are yet far from the truth since the needs of the learners can be identified even in an EGP course, as pointed out by Hutchinson and Waters (1987: 53), claiming that it is always possible to specify needs, even if it is only to pass the exam at the end of the school year or develop a specific language skill, therefore, for the design of this course, identifying the needs and wants of the learners is of significant priority owing to its importance in any course design, considering studies carried out by (Lett, 2005; Jasso Aguilar, 2005; Mehrdad, 2010; to name a few) where identifying the needs of the learners contributed to the design English courses, and these identified needs assisted as a solid basis in the course design.

2.5. Common teaching language approaches.

Throughout my experience, I can attest that language teaching has been through many significant adjustments over the years, moving away from traditional approaches and making the classroom more dynamic and learner-centred, as all that is taught has to be meaningful to the learner's context.

Harmer (2012: 84) highlights that the perfect language-learning method does not exist since students differ in the way they learn, and using a single approach could hinder the students learning process; therefore, differentiation plays a crucial role in the classroom

as it helps to decide whether to use a single approach or a combination of methods. Nonetheless, he highlighted some methods that are widely discussed due to their relevance to modern teaching practice and which will be foregrounded along with other approaches discussed by (Spratt, Pulverness, and Williams, 2011)

(1) Presentation, practice and production (PPP):

The PPP model is a pedagogical strategy educators adopt to teach aspects of the language appropriate to adult language teaching contexts (Criado, 2013). Its focus is mainly on grammatical structures and functions, given that these are considered to be the most central features within the language; as such, language is first introduced into context in a suitable way, and such introduction occurs either deductively or inductively (Spratt, Pulverness and Williams, 2011: 84). Phase two exhibits a relatively high level of teacher control, as the teacher prioritises the assimilation of the elements presented in phase one, while the third stage targets fluency using the language, through autonomous and stimulating activities. Strategies to accomplish this purpose are grounded on a more unrestrained use of the target linguistic structures (Criado, 2013: 99-100).

(2) The lexical approach: In this approach, lexicon is deemed a key component of language. Lexis consists of simple words, complex words, formulaic language and all that the term implies. As such, in the classroom, lexical learning occurs by grasping chunks as a whole and complete unit (Spratt, Pulverness, and Williams, 2011: 84). This approach differs from more conventional perspectives on language teaching in the sense that grammar has a subordinate status from vocabulary. Within the lexical approach, language is formed from prefabricated utterances and sentences, usually labelled as lexical units or chunks (Racine, 2018: 1). In such an approach, the syllabus is composed of vocabulary with learners working with authentic materials in the classroom (Spratt, Pulverness and Williams, 2011).

(3) The functional approach: In this approach, functions are seen as the essential features of the language, and learning occurs throughout using the PPP model (Spratt, Pulverness, and Williams, 2011: 84). Within this approach, the “emphasis is not explicitly laid on language itself but instead on what the language is intended for. The syllabus design is based not on the learner but on what they want to acquire as a functional competence in the target language”

(Sambou, 2012:169). The syllabus, therefore, centres on the functions, usually graded by their frequency of use in day-to-day real-life situations and by the learners' communicative needs (Spratt, Pulverness and Williams, 2011).

- (4) **The grammar-translation method:** It is still being used in contemporary teaching practises, especially with basic users of English, since it allows a thorough analysis of grammatical rules, and application is followed by applying this knowledge when translating sentences and texts either into or out of the target language (Richards and Rogers, 2002: 5). Therefore, Nunan (1989: 29) asserts that the majority of grammatical syllabuses consist of a set of rules considered to be a preliminary requirement for grasping the technicalities involved in a language which can be integrated into meaningful ways, assuming these rules are learned additively one by one, mastering each element by itself by incorporating it into the learner's prior knowledge base.
- (5) **The audio-lingual methodology:** its main ingredient is language drilling which is considered still at the present key to successful learning mainly as it is often used along with the PPP (presentation, practice and production) model, considered one the most widely used in teaching English as a foreign language (Harmer, 2012: 84).
- (6) **The communicative language teaching approach (CLT):** is notable for its focus on developing language towards classroom communication activities presented alongside the four language skills (Sojuangon, 2017: 55). Furthermore, CLT is more focused on content than form. The CLT curriculum centres around tasks, functions and subject areas driven by learners' communicative needs, prioritising in-class collaborative group work by making it a central part of the learning process in the classroom. More attention is also given to accuracy and authentic materials (real-life communication examples) (Spratt, Pulverness and Williams, 2011:85).
- (7) **Task-based learning approach (TBL):** Emphasis is placed on engaging in various classroom activities designed for learning purposes. Providing familiar language learning tasks in the target language is the aim of the TBL approach, and within such plain tasks, a wide range of possibilities exists; for instance, going to the doctor, undertaking an interview or phoning customer support services for help" (Büyükkarcı, 2009:314).

Given the number of approaches to language teaching, choosing one method or a combination of them is done considering the setting, the learners' proficiency, age and other factors involved in the learning-teaching process. Therefore, once the decision-making process is done, the types of syllabi for the specific course need to be selected. A syllabus is essential since it is "a plan of what is achieved through our teaching and our students' learning" (Breen, 1989:47). It is also seen as a framework within the activities to be carried out and which teaching device should be considered to facilitate learning are selected (Widdowson, 1984: 26). Moreover, A syllabus also entails the teaching-learning items, materials, equipment and evaluation tools, and even the sequence of how activities and events should unfold in the classroom. Likewise, Yalden (1984: 14) highlights that the "syllabus has replaced the concept of method, and this is seen as an instrument that aid teachers and syllabus designers meet the needs and aims of the learner." Thereby, different types of syllabi can be used according to the learners' and institutions' needs and objectives; as for EGP courses for basic users of English, we have identified that due to the lack of knowledge of the target language. A Syllabus also includes teaching-learning elements, materials, equipment and assessment tools, and even the sequencing of activities and classroom events. Yet, Yalden (1984: 14) underscores that the term syllabus has now superseded the concept of method and is perceived to be a tool to assist teachers and syllabus designers as an aid to meeting learner needs and objectives. Accordingly, several types of syllabi are used depending on the learners' and institutions' needs and objectives.

2.6. Choosing or integrating syllabi.

In the light of learners' varied needs, bringing variety into the classroom is key; it is not enough to rely on one type of syllabus but to integrate them to meet both learners' needs and the course objectives. Furthermore, Krahnke (1987: 75) asserts that syllabus design raises several questions regarding the content that needs to be included or excluded, the combination of various types of syllabus content or using only one type, to name a few. In addressing such choices for syllabus design, we need to stress that the real question is not which type to choose but rather which types and how to connect them.

Krahnke's (1987: 11) standpoint on language teaching programmes is that linguistic and thematic content shapes teaching. These alternatives vary from strictly linguistic programmes, in which grammatical and lexical elements are the content of teaching, to purely semantic or informational programmes, where the content of teaching consists of

a few skills or pieces of information with only incidental attention paid to the form of the language. Methodologies diverge in classroom procedures, the roles of teachers and learners, and language and learning theories. Nevertheless, the most direct ways by which they vary is the teaching content or definitions of syllabus design. The teaching method adopted is the most closely related language teaching method to the syllabus. Syllabus design is about defining what is to be taught and how. Thereby, the language theory that overlaps explicitly or implicitly with the method is pivotal in determining the syllabus to be adopted.

2.6.1. EGP syllabus criteria.

To design a syllabus to teach English as a foreign language, Brumfit and the British Council (1984 75-76) delineated specific criteria defining the function and structure of a syllabus for foreign or second language learners with heterogeneous needs, to which considerations are given in developing this course.

- I.** A syllabus maps a specific department's work in a school or faculty. Such syllabi could be subdivided into smaller subsections delimiting the work of a specific group or class.
- II.** In practice, syllabi are bound to time semesters which can be counter-productive, given that time is based on the teacher and not on the learner. Nevertheless, a syllabus should define a starting point, which should be linked to a realistic assessment of the beginners' level and the final objectives, which by the end of the course is likely to be accomplished, depending on the learners' capabilities and their subsequent progress.
- III.** A syllabus should indicate the sequencing of unfolding events, albeit the sequencing criteria will be twofold and will not merely be the result of a natural or systematic presentation:
 - a.** sequencing incorporated within language acquisition theory or the structure of a specific material for language acquisition;
 - b.** structuring is subject to the administrative requirements regarding the materials needed for the course, which can be considered suitable for use at any particular point in the programme, e.g., certain types of cultural information.
- IV.** A syllabus is a formal document justified on theoretical grounds. Yet, it should be negotiable and customisable, embodying the most valuable past experiences to lighten the current workload.

- V. A syllabus can specify what is to be taught but not what is to be learnt. Methodologically, it can enable opportunities for acquisition and learning. Still, these affordances cannot be detailed, as they will reflect the personalities of the learners and the ongoing relationships built as the class progresses.
- VI. Having no syllabus implies denying one's assumptions to be examined or permitting different teachers to relate their work to each other. Such is a crucial feature of working in a democratic profession or as part of an education system.

2.6.2. Syllabus designing factors.

Several factors should be considered when designing or choosing an adequate type of syllabus or a combination of them as Tagg and Woodward (2011), cited in Murphy's (2013) adaptation, mentioned five crucial aspects to be considered, such as common practice or trends, theories of second language acquisition and pedagogy, broader educational context, course objectives and the learner backgrounds. Maley (1984) also includes several factors to be taken into account in the implementation of a curriculum; among these, cultural factors are considered the foremost critical in the implementation of any language programme; educational factors, which relate to any educational system or philosophy of education; organisational and administrative factors, especially if the national education system is highly centralised or highly decentralised; learner-related factors, which refer to the age and background of learners; teacher-related factors, which have to do with the teacher's training, experience and availability, and so forth; Material factors, which have to do above all with adequate budgetary provision for all aspects of the programme.

2.6.3. Syllabus designing process.

By analysing the language needs of specific groups of learners in Berardo's (2007:49) view, it is possible to identify those notions and functions most valuable to teach. Needs analysis helps distinguish learner types and produces syllabus inventories specifically orientated to these needs. It is considered the first stage in a course design because, when completed, it feeds into the choice of syllabus type and methodology. A course evaluation completes the cycle, as Yalden (1983) suggests, which takes place after the course is complete, and this, in turn, aids in modifying the course for the next time. Thereafter, a sequence of stages for syllabus development is depicted to guide the development of the EGP course.

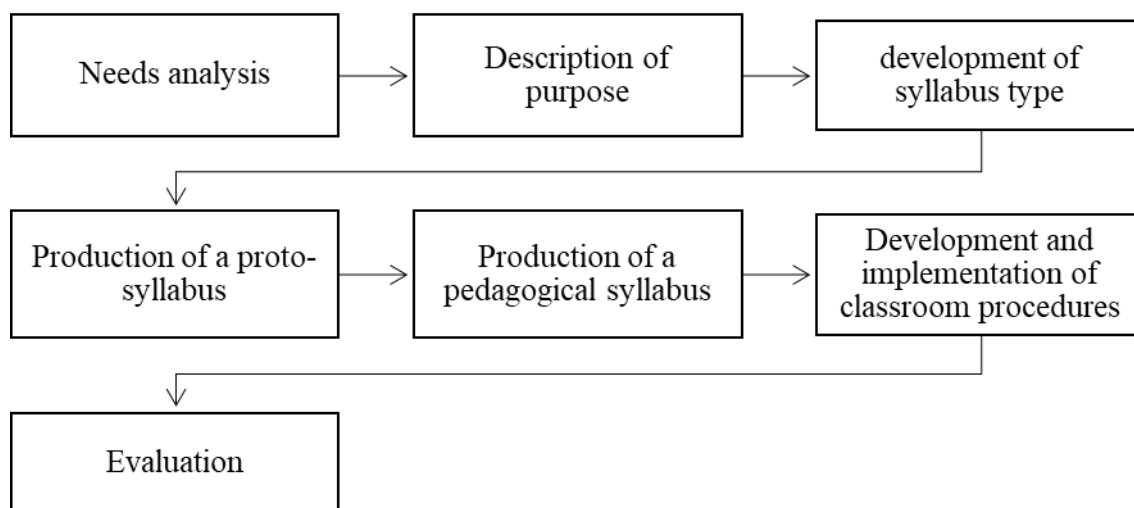


Figure 1. Language Program Development (Taken from Berardo's (2007:28) adapted from (Yalden 1983: 88).

2.6.4. English for general purposes content.

EGP courses concentrate foremost on grammar, language structure, and general vocabulary in terms of content. They are responsible for acquiring and establishing the foundations of language learning (Popescu, 2010: 51-2). Hyland (2006) also claims that EGP teaching embraces grammar points, everyday vocabulary items, common expressions, standard pronunciation and the skills a learner is to acquire to complete a language learning task. Furthermore, Popescu (2010: 52) highlights that such courses deal equally with productive and receptive language skills; therefore, the course content is defined based on the results obtained from conducting the needs analysis, which provides a better perspective on which skills or topics should be prioritised, knowing that learners come from different disciplines and considered false beginners with at least some understanding of English as a second language.

III. Background and Needs Analysis.

3.1.English language teaching in Peru.

The accelerated growth of international communication in all fields of human development has made learning foreign languages a central need which demands essential changes in education in Peru; there is still a lack of awareness in terms of this necessity and insufficient technical information in this field of pedagogy on the part of those in charge of educational planning as seen in the last decade (Vanden Eynden, 1980: 179).

Until recently, there was little consensus on government policies for English language provision in higher education. Teacher training colleges were forced to close English pedagogy programmes due to a lack of students, while universities were not implementing standardised rules concerning entrants and graduates' English language requirements: some higher education institutions may have English questions as part of entrance exams or a requirement to ensure students can understand English articles that are relevant to the course; some may offer English classes that are mandatory for graduation, while others may set a level of spoken English required to matriculate. A few universities and military cadets require B2 English upon graduation, which is not necessarily demonstrated by gaining international certification. The general outcome of these mixed approaches is that, with a few notable exceptions, students graduate from Peruvian universities with very basic English language skills British Council (2015:28).

Under university regulations, to obtain a bachelor's degree, an undergraduate student " should pass their academic studies, as well as a, having conducted a research project and have knowledge of a foreign language, preferably English or a native language" SUNEDU (2019) (National Superintendence of Higher Education). Such is the case of the National University of Frontera, where the Language Centre developed an EGP course to assist undergraduate students in meeting one of these main requirements.

Many employers expect English language proficiency to guarantee better employment prospects, so it is discouraging to accept that despite a five-year curriculum, the education system does not guarantee that students will achieve English language proficiency by the end of secondary school, except in the High-Performance Schools (COAR) or only public schools in the capital. Students, therefore, achieve it through private institutions dedicated exclusively to the preparation of the English language, such as the Peruvian-American Cultural Institute (ICPNA), the Peruvian-British Cultural Association (BRITANICO), the Language Centre of the Pontificia University Catholic of Peru, the Language Centre of the University of the Pacific, Euro Languages, among other institutes and university language centres Huamán-Rosales (2021: 126).

3.2.English language at the university language centre.

Given the reality of teaching and learning English in Peru, most learners who study English as a second language at the National University of Frontera Language centre are considered false beginners with either some or very little knowledge of English;

therefore, most of them have to start from the bottom except for the ones that have some previous knowledge of English who can pay a fee to take a placement test and are allocated to their specific level according to their performance.

The national university of Frontera currently offers a course for general English purposes aimed at Basic English users, which involves A1 (beginners) and A2 (elementary) according to the CEFR (Common European Framework of Reference for Languages). This course can be taught using four modalities that differ only in length and hours taught per week.

The language centre currently offers courses for basic and intermediate users of English, with the basic level being a requirement to graduate from the National University of Frontera; as a result, the majority of learners are undergraduate students that come from the fields of economic engineering, food industry engineering, and hotel and tourism management.

3.3. Needs analysis.

The needs analysis for this course design proposal adopted some of the approaches highlighted by Jordan (1997:23-29) and integrated target situational analysis, present situational analysis and deficiency analysis to pinpoint the learners' needs at the end of the course, the learners' degree of their language development at the start of the course and, finally, the difficulties the learners have and the barriers they face when taking the language course.

Target Situational Analysis (TSA), according to Munby (1978 cited in Nunan (1997: 19-20), entailed nine of the following elements, including the participant (the learners' background and language skills), the intentional domain (the intended purpose for which the language is intended), the setting (the surroundings where the target language will be utilised), the interaction (the individuals with whom the learners need to engage in exchanges), instrumentality (the medium and how the language will be used), dialect (the variety of the target language), target level (the competency to be mastered by completion of the course), communicative event (productive and receptive skills to be gained) and communicative key (interpersonal attitudes and tones to be dominated by the learner).

The analysis of the current situation (PSA) concentrates on determining the developmental state of the learners' language at the beginning of the course. Finally, the deficiency analysis (DA) targets the gap between students' mastery of the target and what they already know.

Through various procedures, including observations, interviews and questionnaires, a range of data on the objective needs and concerns of learners of English for general purposes was obtained. Data was gathered through: (1) six class observations from three teachers, with each one being observed twice while teaching beginners and elementary students at different times using the same textbook; (2) interviews were conducted first with the academic specialist gathering information about the difficulties EFL students were having at the language centre; second, four former students were interviewed collecting data regarding their perspectives of the course and whether their expectations were met or not, in addition to the weaknesses, recommendation and struggles they face during the course, as well as the contribution the course had to their professional development. Furthermore, two teachers were also interviewed to clarify specific aspects seen during the observation period and to get information concerning classroom methodologies, language skills prioritised, student motivation and recommendations to improve the current course. (3) questionnaires were also completed collecting information from eighty current students about their background, proficiency level when they started the course, difficulties they are facing while taking the course with particular attention to the four language skills, grammar, vocabulary, pronunciation and their expectations of the course together with suggestions to improve the current course; four teachers were also surveyed collecting data about their backgrounds, teaching methodology awareness, use of the target language, skills prioritised in class, and learners motivation. To triangulate and compare the qualitative and quantitative data thematic analysis was used for qualitative data and IBM SPSS Statistics 28.0.0.0 for quantitative data.

3.3.1. Sources.

3.3.1.1. Current learners and former learners.

The data collection stage incorporated current and former students from the National University of Frontera Language Centre, given the importance of their input in identifying their own needs and wants, being the ones involved in the courses at

different stages; accordingly, (Long, 2005: 22) notes that students are often not only well informed, but also wish to be heard. Hence, objective and subjective needs were identified, which were used to design the course syllabus and choose the course content.

3.3.1.2. Teachers.

Teachers also supplied essential input, assisting in triangulating data collected from other sources. Data on the weaknesses and difficulties learners tend to have in the classroom were included. Given the small number of teachers currently working at the languages Centre, gathering data was relatively straightforward. Teachers were involved as part of the study, aligning with Long's (2005: 27) claim that, whilst there is value in data collected from learners about "their present or future needs, better and more accessible sources may be available, such as experienced language teachers and graduates within the programme in question, employers, subject matter specialists".

3.3.1.3. Academic specialist.

The academic specialist included in the study assisted in understanding learners' needs and wishes from an outsider's perspective on the basis of the typical difficulties learners were identified to have. Not only did this help to corroborate data collected from other sources, but triangulate and discover new aspects not yet been considered; that was also undertaken being well aware that other sources can be incorporated into the needs analysis, which could include employers, subject specialists, etc. (Long, 2005).

3.3.2. Methods

There are multiple methods available to collect data; as mentioned by Hutchinson and Waters (1987: 58), "the most widely used are questionnaires, interviews, observation, and data collection (e.g., text collection), to name a few". For this project, a combination of the first three methods was utilised, recognising the practicality of triangulation and the relevance of collecting data using mixed methods compared to only one in which some questions may remain potentially unanswered. Nevertheless, by employing mixed methods, the authenticity of the data was boosted, yet, Long (2005) underlines the difficulty of over-generalising the belief that the use of multiple sources enhances the quality of the data collected, regardless of whether the results are triangulated or not. There were; however, some cases where the use of multiple methods ensured the quality of the needs analysis and course design (e.g., Boshier and Smalkoski,

2004) with the design of the health care course for immigrant students in the USA and the well-known case of the maids carried out by (Jaso-Aguilar, 1999).

3.3.2.1. Observation.

Non-participant observations were conducted; therefore, three teachers were observed twice while working with different groups from the same level at different times. Field notes Appendix 4 were used to conduct the observation, watching the events that occurred in the classroom every ten minutes for two and a half hours. This was done to identify the procedures taken during a class when dealing with different aspects of the language and to analyse the kind of methodologies utilised and the level of involvement of the learners. The decision to use “non-participant observation was done given that as researchers, it positioned us in a place we can go unnoticed by those being observed” (Rose et al., 2020: 95).

3.3.2.2. Interviews.

We carried out seven interviews in total (former students (4), academic specialist (1), and teachers (2)); the interviews were done through google meet sessions for which fifteen questions Appendix 5 in the case of former students were included, the question aimed to gather data regarding learners’ experience learning English, language skills they had difficulties with, the importance of other aspects of language (grammar, vocabulary, pronunciation), motivation, the role of the teacher in the classroom and suggestions for further improvement and how learning English has contributed to their professional development and employment opportunities. As for the academic specialist and teachers, a twelve-item interview Appendix 6 was used to gather data concerning their general experience teaching English, the factors that make teaching English challenging, the language skills prioritised in the classroom, the difficulties learners have in the classroom (four language skills), the importance of teaching (grammar, vocabulary and pronunciation), students’ participation, students’ motivation, and finally the changes needed to improve the course. All the interviews were conducted in Spanish to ensure all the participants had a clear idea of what was being asked and to get more in-depth answers. The decision-making process to use structured interviews was done first due to having a better understanding of what kind of information is necessary to design the course, and given that “In qualitative applied linguistics research, the most

commonly used data collection method is the interviews since they investigate experiences, identities, attitudes and beliefs” (Rose et al., 2020:114).

3.3.2.3. Questionnaires.

The questionnaires were completed through google forms. In that sense, eighty current students from the language centre completed the questionnaire, which was a twenty-question questionnaire² concerning their background (age, career, previous knowledge of English, proficiency (A1 or A2 level) and motivation for studying English), language skills they found more challenging, the importance of grammar, vocabulary and pronunciation; additionally, questions about participation in the classroom and involvement in communicative activities. The last part asked questions about motivation, expectations from the course and suggestions or changes for improving the current course; all the questions were asked using Spanish. As for the teachers³, four teachers were surveyed to get general information about their background (age, level of study, field of study, teaching experience and English proficiency); furthermore, questions about language teaching methodology, lesson planning, and the importance of teaching the four language skills together with the skills students struggle the most and the one prioritised in the classroom were added. The last section asked about motivation and the importance of creating a safe and comfortable environment for English learning. Questionnaires were incorporated in this study, guided by Brown’s (2009: 201) stance that “questionnaires are commonly associated with qualitative research, and often complement observation, interviews, and diary studies.”

3.3.3. Findings.

3.3.3.1. Proficiency level.

Over seventy per cent of the respondents, Appendix 7 considered starting to learn English at the language centre with some knowledge of English from prior exposure to English in earlier formative stages (pre-primary, primary and secondary), confirming the information provided previously by the academic specialist and the teachers indicating the majority of students enrolling in the course offered at the language centre are false beginners.

² https://docs.google.com/forms/d/17P3B7V-GZLwQUgeADnhvVRfJJ2GovpnFACj_gNAst18/edit

³ <https://docs.google.com/forms/d/1jNAI8ziStfuj-eeelWomejAEqj1Yys2czlBzWfxB5Cw/edit>

3.3.3.2. Field of study

The findings for this item Appendix 8 were somewhat surprising as most of the learners enrolled in the course being offered at the language centre are not only from the four careers at the National University of Frontera considered at the beginning but from other external institutions; for instance, a great deal of the learners are nursing students that have different needs compared to the groups of students from the National University of Frontera. However, they all require a certificate to graduate from either university or nursing institutes.

3.3.3.3. Age

As described in the literature review, this course aims to aid adult learners of English; therefore, by surveying current learners, we validated this information as all the students are between 17 to 29 years old.

3.3.3.4. Four language skills.

By triangulating the data gathered from all the sources and methods, we discovered that the language skills students struggle the most are speaking and listening, which are considered very difficult or challenging to handle in the classroom, and when assessed. Likewise, reading and writing were catalogued by most learners as moderate or easy to handle. This can be seen in the following charts showing that 50% of the learners consider speaking very difficult or difficult, with 27.5 who still see it as moderate and a small percentage who think this skill easy. Similarly, 48.8 % of the learners found listening very difficult or difficult, with 30% still seeing it as moderate and 21.3% seeing it as easy. In the same way, teachers reported more convincing results that aligned with the findings; for instance, two teachers commented that even though enough attention is given to speaking and pronunciation activities in class, lack of input contributes to attrition and listening is considered to be a barrier for learners since they often find the activities hard to deal with; for example, one teacher commented,

“Multiple matching and fill in the blank activities are the most difficult for students since they can remember only the pronunciation but not the spelling or the other way around”.

skills	very difficult	difficult	moderate	easy
speaking	23.8%	26.3%	27.5%	22.5%
writing	10.0%	25.0%	33.8%	31.3%
reading	11.3%	12.5%	52.5%	23.8%
listening	27.5%	21.3%	30.0%	21.3%

Table 1. Language skills level of difficulty- current learners.

skills	very difficult	difficult	moderate	easy
speaking	75.0%	25.0%	0.0%	0.0%
writing	0.0%	0.0%	50.0%	50.0%
reading	0.0%	0.0%	50.0%	50.0%
listening	25.0%	75.0%	0.0%	0.0%

Table 2. Language skills level of difficulty- teachers.

3.3.3.5. Grammar, vocabulary and pronunciation.

In this specific case, as expected, all the sources involved in the learning-teaching process agreed that learning grammar, vocabulary and pronunciation is crucial when learning English as a foreign language Appendix 9. Additionally, they deemed these aspects of language essential based on their experience as students, in the case of teachers and former learners. It is also mentioned that these aspects of language specifically contribute to facilitating the learning-teaching process.

3.3.3.6. Participation and communicative activities.

Concerning participation in the classroom Appendix 10, twenty per cent of the learners surveyed reported not being given enough chances to engage during the lessons, which is a bit preoccupying. By interviewing teachers and the academic specialist, it was mentioned that due to the number of students each teacher has to deal with, roughly between (20-25), it is often challenging to give all the learners chances to partake in the classes. For instance, one teacher commented that:

“It is difficult to include all the students in the class since due to the current situation, lessons are delivered online, and some learners often have difficulties with their internet connection, and when they join the class, they tend to be a bit lost, besides they attend classes just to pass the course and get a certificate to graduate from University”.

Similar results Appendix 10 were encountered in the case of communicative activities organised in class, which gives a better picture of what happened in the classrooms and helps to support what was seen during the observation stage.

3.3.3.7. Motivation.

Concerning motivation Appendix 11, 52.5% of the students surveyed commented that they are indecisive about feeling motivated to attend English classes, with the other part feeling slightly motivated and a small percentage feeling demotivated. This picture was also seen during the observation stage as not many students were enthusiastic about participating in class and kept silent unless they felt pressured. This led to monotonous lessons where students talking time was not prioritised.

3.3.3.8. Professional development and employment opportunities.

Former students reported that they utilise English at work or in everyday situations. For instance, one student from the field of Food science and engineering regarded this course as extremely useful since she is currently working at a quality control laboratory and the manuals and information regarding the use of equipment are in English; thereby, the basic knowledge acquired through the course is crucial for her. Similarly, another student from the field of Economics highlighted being required to use English programs at work; thereby, the course aids her enormously.

In the case of job opportunities, all the former students interviewed revealed that most of the positions they applied for required that applicants have at least a basic command of English, especially companies that export products overseas, as is the case in the region where the university is located.

3.3.3.9. Recommendations.

Learners and teachers put forward recommendations. Building rapport in the classroom, implementing more communicative activities, using extra materials giving more attention to listening activities, and encouraging students to learn English through workshops and give a grasp of the benefits and the opportunities learning English can lead to was suggested by learners. Teachers also suggested being given training regarding language teaching methodology and supporting them as they have to deal with students from such varied backgrounds and varied proficiency levels; moreover, they suggested implementing standardised tests as part of the assessment and organise

sessions where teachers can gather together and aid each other through sharing their experiences and strategies that can work better in any unforeseen situations or problems.

3.3.3.10. Teachers' background.

Information about teachers' backgrounds was gathered to both aid them and improve the quality of the proposed course; given the crucial role they play in a course; we discovered that all the teachers are just familiar with the language and do not have any training regarding language teaching methodology. Yet, they have the experience of teaching English as a foreign language. Furthermore, the teachers who work for the language centre are professionals from disciplines different from education but with a good command of English that range from B1 to C1 level according to the CEFR.

All the information gathered from the needs analysis provided a solid foundation to design this course to improve the quality of learning and teaching process and help the learners reach their goals and achieve the course's objectives.

IV. Course Design Proposal.

4.1. Aims and objectives.

The proposed course for basic users of English is aimed to provide a straightforward insight into the four language skills in combination with grammar, vocabulary, functions and pronunciation as the foundation to understand the fundamentals of English as a foreign language. Regarding language skills, speaking and listening as opposed to reading and writing will receive more attention in class, following the information gathered through the needs analysis 3.3.3.4. Other language features such as grammar, vocabulary and pronunciation will also be prioritised, given that they are considered by all stakeholders 3.3.3.5 to be essential for learning English as a foreign language.

Furthermore, given that students have to be assessed monthly through tests that include grammar, vocabulary, reading, listening and writing, it is fundamental to cover all the aspects of the language mentioned and use the textbook to prepare students for the exams. Additionally, we need to consider the speaking exams that learners have to take at the end of A1 and A2 levels, respectively; therefore, all those features should be regarded in the content of the syllabus design. To meet the needs of the learners and comply with the objectives expected from the course, a communicative language approach will be used to increase speaking activities in class and give attention to the

other language skills. Additionally, a grammar syllabus will be considered to teach grammar rules inductively as students and teachers align with the importance of teaching and learning grammar rules 3.3.3.5. Finally, since lexis plays a vital role in developing other language skills, the focus in class will be on lexis alongside the themes to be included in the lesson. Accordingly, learners at the end of the course will be able to:

- Master the grammatical content established by the CEFR for levels A1 and A2 of English.
- Include vocabulary by themes in each level and everyday situations and use vocabulary lists such as the KEY English test from Cambridge University. Teaching vocabulary will emphasise the form-meaning link and contextual use.
- Develop productive and receptive skills, giving more emphasis to speaking and listening.
- Develop communicative skills by using group activities and prioritising students talking time as much as possible.
- Foster independent study and learning outside the classroom.
- Include more visual and auditory materials to give students the input needed to learn new lexical items.
- Prioritise a more inclusive environment that gives learners more opportunities to participate and communicate in class.

4.2. Rationale for the course.

The proposed English course for basic users of English targets elementary adult learners at the national university of Frontera and external students from other Peruvian national Universities and institutes since, from the information provided 3.3.3.2, the range of students from the language centre is not just limited to national university but also other institutions from different fields. This course aims to equip learners with grammar, vocabulary, pronunciation and development of the four language skills to aid in establishing a solid foundation to help them undergo more proficiency levels, in addition to getting a certificate that will allow them to graduate from university and complete the course.

To ensure the students acquire all the knowledge, three types of syllabi will be merged under the communication language teaching syllabus approach, which will be used

along with the grammar and lexical syllabus. This will be done following Yalden's (1984: 24) viewpoint that in the TESOL approach, learner-centred pedagogy enables learners to actively negotiate their self-progress through classroom communicative activities with limited assistance from the teacher.

As for grammar teaching in conjunction with the CLT approach, (Burns et al., 2011:75) underscores that it is still somewhat unclear why, when and how to teach grammar to second and foreign language learners worldwide. Yet, teacher training courses supply various advice on grammar teaching, such as the PPP sequence recommended for communicative approaches. Although the CLT approach has evolved and is more flexible, still its main focus is on manipulating the language and developing communicative competence, which neglects somehow grammatical competence, which is essential, especially for basic users of English; thereby, the PPP model will be included as part of teaching grammar inductively providing opportunities to manipulate and use grammar structures in real life situations merging it with the CLT approach. This choice is underpinned by Mammadova's (2016) research, showing that the inductive grammar method works particularly well for beginner or elementary learners with poor grammatical competence, given their lack of exposure to English or formal training. It is further noted that relying on inductive grammar alone is insufficient; blending it with the CLT approach will enhance learners' accuracy and fluency.

In including lexis alongside grammar and the communicative approach, Racine (2018:1) outlines that while traditional methods tend to introduce grammatical items in order of ease, vocabulary is often presented strictly based on its significance for the structures in which it is to be embedded. Corpus information can thus provide language teachers with a means of integrating lexis into the syllabus since classroom practice based on a lexical approach can be regarded as a type of communicative language teaching (CLT). Additionally, the lexical approach frequently gains support from arguments in psycholinguistic literature supporting the lexical approach on the principle of open choice, claiming that English speakers need to be well aware of almost an infinite number of single-word items to speak fluently.

At the same time, second-language speakers are expected to be familiar with grammatical rules and situational and thematic conventions to ensure accurate output. Beyond that, a pragmatic need exists for producing a language "similar to native

speakers" (Racine, 2018: 3). As such, computational manipulation of the COBUILD core corpus effectively provides learners with a reliable list of word forms in order of frequency to facilitate learning (Iwao, 2017: 9).

The three principles that underpin syllabus design, according to Yalden (1987) cited in (Richards, Richards, and Renandya, 2002: 76), are (1) a view of how language is learned, which would result in a structure-based syllabus; (2) an acquisition-based view of how language is obtained, which would lead to a process-based syllabus; and (3) a function-based vision of how language is utilised, which would bring about a function-based syllabus, by integrating all of these Yalden advocated a proportional syllabus with a semantic-grammatical basis of organisation, a linguistic component based on functions and topic-based on the learners' needs and interests. At the early stages of language learning, more attention should be placed on structure before moving on to functions and then using specific tasks or themes to use language creatively and apply it productively Appendix 12.

4.3. Course structure.

The course in this dissertation is intended to last eight months to help the learners from the language centre complete both levels A1 and A2 successfully. Therefore, four lessons of two hours and a half will be delivered per week; in that sense, each level will last sixteen weeks, given that level A1 comprises (basic1 to basic 4) and level A2 (basic 5 to basic 8). Each basic level will last sixteen days, with the last two days being used to assess the students following the university framework 4.6. Furthermore, at the end of levels, A1 and A2 students are required to take a speaking as part of their assessment.

4.4. Course content.

4.4.1. Course map.

The course map only foregrounds what will be covered during the first ten weeks of the course; However, if we had more time, we would have been able to provide the whole syllabus for the complete course. The themes, grammar, and other aspects of language are presented in order of difficulty, which goes from simple to complex. All the content and the different aspect of language were designed using (Eales and Oakes, 2015; Latham-Koenig, Oxenden, and Lambert, 2018 and Evans and Dooley, 2011) as guidance.

Week	Theme (2.5 h)	Grammar	Vocabulary	pronunciation	Speaking and functions	Reading and Listening	Writing	Materials
1	Hello!		The alphabet. Cardinal numbers (1-30th). Ordinal numbers (0-100).	vowel sounds /ei/, /i/, /e/, /ai/, /əʊ/ and /ɑː/ Word stress (/h/ /ai/ and /i/	asking about names spell you name classroom language			slides worksheets IPA chart
	My classroom	Articles (a/an)	school subjects colours asking about addresses school supplies I		Asking about favourite subjects Asking about your address	People talking about their favourite subjects.		Slides Flashcards Realia worksheets
	Countries	Present simple: to be (affirmative)	countries nationalities	Sentence stress /i/, əʊ/ and /e/	Asking about nationalities (pair work)	People talking about their nationality. Famous people around the world	Improve the use of capital letters Write about your favourite sports athlete or artist.	Slides Worksheets map
	Sport and hobbies		sport/hobbies jobs/occupations	Pronunciation Choral drilling and individual drilling	Asking about sports and hobbies (jigsaw activity) Asking about jobs	People talking about their favourite sports and sports they		Slides Worksheets Realia

					and occupations (jigsaw activity)	want to try (multiple matching)		
2	Nice to meet you!	Present simple: to be (negative/interr ogative form)	days and months greetings, saying goodbye and introductions	Sentence stress Contraction forms, stress and intonation	Introduce yourself /nationality/job Greet and say goodbye in different settings	People short biography People introducing themselves and others	A blog about yourself	Slides Worksheets Writing templates
	It's mine.	Subject pronouns Possessive adjectives and pronouns	school supplies II	vowel sounds /ə/, /ʌ/ and /ɜ:/ Computer, children, seven Brother, husband, son, mother her, mother, girl Possessive adjectives and pronouns (choral drilling and individual drilling)	Talking about family and friends	Dialogue about family and friends	A conversation about family and friends	Slides Worksheets
		Have got (I, you we, they)	Adjectives to describe physical	Sentence stress short forms.	Describing people (Peers, friends and		Describe someone famous.	Slides Worksheets

	Appearance	Has got (he, she, it)	appearance (hair, lips, height, weight and age) Body parts		family)			Pictures
	Review	Present simple, possessive adjectives and pronouns, articles, and have got.	Vocabulary seen previously	Consonant sounds: voiced /ð/and voiceless /θ/	Introduce yourself and others in more detail using tenses and previous vocabulary	True and false reading about the Cristiano Ronaldo autobiography (graded readers)	Introduce yourself and describe a person you admire	slides worksheets IPA chart
3	Let's compare things.	Comparatives and superlatives Short adjectives Long adjectives, irregular adjectives	Common adjectives (big, small, old, new, fast, slow, good, bad, cheap, expensive, long, tall, short) Adjectives antonyms (cold-hot)	(-er) /ə/ Bigger /bigə (r)/	Compare your classmates or friends.	Read about holiday destinations	Short text comparing your friends and family.	Slides Worksheets Pictures

	Asking questions.	Question words (what, where, who, how old, which, why and when)	Common verbs (have, drink, want, live, like, eat, listen, speak, watch and read)	/h/ (how, who, hair, here) /w/ (where, what, want, work) /v/ (have, live, very, TV) Intonation in questions (yes/no vs wh-questions)	Group work (ask and answer general questions with where, how, what, etc.)		Write a short dialogue using question words to ask about personal information.	slides worksheets IPA chart
	skills	Can (ability) Affirmative Negative Interrogative (short answers)	Places in your city Art gallery School Pharmacy Shopping mall	Weak forms /kən/ Strong form /kɑːnt/	What can/can't you do in the places in your city?	Listen to sentences to discriminate between can/can't	Write a short text highlighting what you can/can't do	Slides Worksheets Pictures
	Writing time	Punctuation (capitalisation) Names Surnames Cities Countries Nationalities, etc.	Emails Starting an email (dear/hi/ hello) Opening remarks (how are you, how are you doing?) Reasons for		Brainstorming techniques Note-taking		Genre analysis (structure, register)- analyse authentic examples from former students Write an email (describe yourself	Writing templates Slides Worksheets

		Word order in affirmative, negative and interrogative sentences	writing (I wanted to drop a line to you, etc.) Closing remarks (Email me soon, got to go now) Endings (love, regards, best wishes, etc.) Language review				and talk about your hobbies. Sports, and abilities)	
4	Reading and listening time.	Review of grammar tense (verb to be, can, have got, comparatives and superlatives)	Review of vocabulary regarding sports, hobbies, abilities			Reading techniques and Sub-skills Skimming Scanning The Olympic games (right, wrong, and doesn't say options) Listening techniques Listening for gist		Slides Worksheets Pictures

						or specific information. Multiple matching listening.		
	My house	There is /there are Affirmative, Negative, and Interrogative Some/any	Parts of the house (kitchen, dining room, living room, etc.) Furniture	Individual drilling Choral drilling	What is your favourite room?		Commas (how to use commas when describing a list of items) Write a short text describing parts of your house and the furniture you have.	Slides Worksheets Pictures
		Final exam (grammar, vocabulary, reading, listening)						
		Feedback and final marks						
5	What's in your bag?	Revision of Articles (a/an) Singular and plural nouns (regular and irregular nouns)	Appliances (fridge, cooker, oven, washing machine, etc.)	Plural endings /s/ (snake, books, wallets, laptops, etc) /z/ (chairs, keys, cameras, /iz/ (watches,	Listen to sentences with the correct pronunciation of plural forms and practise individual and choral drilling.		Write a short text about the things you have in your room using singular and plural forms plus some and any.	Slides Worksheets

				buses, pieces)				
In my room	Prepositions of place Demonstratives (pronouns and adjectives)			Sounds /ð/ (this, these, that, those) /æ/ (that, hat, map, cat, cap) Individual drilling, choral drilling.	Talking about positions using demonstratives and prepositions of place	Read examples of people describing their houses.	Write a short text describing your house and what is in it using prepositions of place and demonstratives.	Slides Worksheets Pictures
Flat hunting.		Expressions to ask for information (how can I help you? let me see, how much is it? which floor is it on? Etc.)		/u:/ (roof, view, blue) /ʌ/ (much, dust, under) Individual and choral drilling.	Create a dialogue in pairs asking and giving information about a flat you want to rent	Dialogues about how to rent a flat (state agent vs students)	Write a small advert giving information about a flat you want to rent.	Slides Worksheets
Geographical features.		Geographical features (desert, beach, forest,		Individual drilling Choral drilling (lexical items)		The floating islands of Lake Titicaca.	Write a short description of a tourist attraction	Slides Worksheets

			river, etc.) Shops and products (Bread, meat. Supermarket, bakery, bookshop, etc.)			(True and false) Skimming scanning	in Peru and explain it to the class.	
6	My favourite place.	The imperative Prepositions of movement (up, down, along, across, into, out of, over, under, through and past)	Review of places in the city and shops	Individual and choral drilling (prepositions and lexical items)	Create a short dialogue using prepositions of movement and imperatives	Read short exchanges in which people make use of imperatives in context	Draw a map of how to go from home to your favourite shop and use prepositions of movement and imperatives.	Slides Worksheets
	Giving directions.	Giving directions Indefinite articles (a/an) Definite articles (the)	Fixed expressions to give directions (go straight on, go down, turn left, turn right, etc.)	/ðə/ (the cup) /ði:/ (the orange)	Create a dialogue in which direction needs to be given to reach a specific destination	Listen to people giving directions to go to a specific place.		Slides Worksheets
		Punctuation (full stop,	Review vocabulary		Highlight the importance of all		Genre analysis (revise some	Slides Worksheets

	Writing time.	comma, exclamation mark) Collocations (verb to be + adj/ adj + noun)	regarding prepositions of movement and giving directions		the steps when writing an informal email (brainstorming, planning, drafting and proofreading)		samples to retrieve the information that should be included in an informal email). Write an informal email about your house.	
	4 (Practice time)	Revision (There is/are, some, any, imperatives, articles, singular and plural nouns)	Revision (parts of the house, shops and products, asking and giving directions, prepositions of movement)		Fast food restaurant (Ask and give directions to go to a fast-food restaurant)	Multiple choice text (use of English) Multiple choice listening exercises with visuals.	Write a notice providing details of the type of flat you are looking for.	Slides Worksheets
7	Day after day.	Present simple (affirmative form) Third person (he, she, it)	Verb phrases with (have, listen to, read, eat, get, do, play, watch, etc.) Daily routines (wake up, get up, have breakfast,	Third person (-s) /s/ (speaks, drinks, cooks, etc) /z/ (rains, has, does, goes, etc.) /iz/ (watches,	Talk about your daily routine (what do you usually do in the morning, afternoon and evening)	Read about someone's daily routine.	Write about your daily routine and share it with the class.	Slides Worksheets

			etc.)	finishes, changes, etc.)				
I don't like it.	Present simple (negative and interrogative). Short forms. Prepositions of place (at, in, on).	Review of jobs and occupations.	Linking (do you /dɔːjə/ /ɜː/ (nurse, work, journalist, thirty, bird)	Talk about things you do not like to do. Ask and answer questions about daily activities using prepositions of place.		Write a short text about things you do not do in your spare time.	Slides Worksheets	
How often do you...?	Frequency adverbs Expression of frequency (once, twice, three times, every, etc.)		Sentence stress with yes/no questions and interrogative pronouns.	Ask and answer questions (how often do you do a particular activity)	Read about someone's typical day.	Write a short text using the simple present and frequency adverbs and expressions of frequency.	Slides Worksheets	
What time is it?	Asking and telling the time	Vocabulary about University life (live alone, University accommodation,	/d/ (dust, dirty, dear) /ð/ (that, there, then)	Talk about University/college life in Peru. Ask and answer questions about the	Read about college life in the UK.	Write about University life in Peru compared to the UK.	Slides Worksheets	

			dorms, campus, societies, etc.) Review cardinal numbers and expressions to tell the time (o'clock, a quarter, half, etc.)		time.			
8	Obligations	Have to/ don't have to Adjectives and adverbs	Vocabulary university rules	Ask and answer questions about activities that you have to/don't have to do at university.		Read about things that learners have to do at university.	Write about the things you have to do/don't have to do at university.	Slides Worksheets
	Time to practice.	Revision of simple present, frequency adverbs and expressions, telling the time and have to.	Revision of lexical items regarding university life, jobs, occupations, daily routines, etc.	Talk about your typical day, using a wide vocabulary that has already been taught.		Matching headings reading practise about university life.		Slides Worksheets
		Final exam (grammar, vocabulary, reading, listening)						
	Feedback and final marks							

9	Giving advice and suggestions	Should shouldn't	The body and health (have a headache, stomachache, a cold, sore throat, runny nose, high temperature, etc.)	/f/ (cough) /k/ (headache) /m/ (thumb), etc. /u/ (boot, do, soon, you) /o/ (should, would, food, put, good)	Talk about health problems and suggestions to solve them.	Read about common health problems and common remedies.	Write about tips or advice for different situations.	Slides Worksheets
	My family.	Possession ('s) Who's vs whose Linkers (and, but and or)	Members of the family.	/ʌ/ (mother, brother, son, husband, uncle, cousin)	Talk about members of your family with your peers.	Listen to people talking about their relatives (true or false statements).	Write about family members and describe them (name, age, job, general description), including linkers.	Slides Worksheets
	Reading and speaking time.		Expressions to describe photographs (in the first picture, etc.) and how to contrast ideas (but, whereas) How to show interest (really!,		Describe photographs concerning all the topics that have been covered. Talk about typical days in your life, routines, family members, hobbies	Read about cool Jobs and answer (true, false or doesn't say)		Slides Worksheets Pictures

			how come! Interesting, etc.)		and sports.			
	What's the weather like?	Present continuous (affirmative form)	Weather and seasons. Adjectives to describe the weather (cold, hot, freezing, chilly, etc.) Holiday activities (go sightseeing, go swimming, hiking, sunbathing, etc.)	/ŋ/ (cooking, singing, going, doing, thinking, etc.)	Talk about activities you are doing in the classroom. Talk about	Listen to the weather forecast talking about the weather, and identify common adjectives to describe the weather.	Write about the typical weather in your country during each season.	Slides Worksheets Pictures
10	Greetings from London!	Present continuous (negative and interrogative form)	Shopping time (clothes and accessories) How to say no in a shopping mall (expressions)		Talk about shopping habits and how often you do it. Short dialogues of how to say no in a shopping mall.	Read about postcards from people around the world talking about their holidays.	Write a postcard talking about your holiday. Create a short dialogue between a shop assistant and a customer and present it to the class.	Slides Worksheets Pictures

	What is going on there?	Present simple vs present continuous	Verbs + prepositions (think about, take a photo of, listen to, wait for, read about, chat with, ask about)		Describe pictures using present continuous, highlighting what is being shown.	Read about people talking about their habits and the things they are doing at the moment.	Write a short text contrasting information using the simple present and present continuous.	Slides Worksheets Pictures
	Every day English.	Countable and uncountable nouns	Food and drinks. Formulaic language about buying drinks and snacks (what can I get you? how much is it?, here you are, etc.).	/aɪ/ (buy, I, my) /eɪ/ (pay, wait, late)	Talk about typical food and drinks in your country.	Read about everyday dishes and drinks around the world. Read a dialogue between a customer and a bar cashier.	Write a conversation between a customer and a bar cashier and present it to the class.	Slides Worksheets Pictures
	Plans.	Be going to (Affirmative, negative and interrogative)	Time expressions (tomorrow, next week/month/year, etc.)	/gɒnə/ going to (gonna)	Talk about what you are/aren't going to do this weekend.	Read a text about someone's plans for the future.	Write a short text about your plans and what you do not have in the future.	Slides Worksheets Pictures

4.5. Sequencing and grading.

Three main components underpin the rationale of the course content. First, the selection of grammatical features following Nunan's suggestion (1988: 85-6) that for lower levels, ranging from beginner to low intermediate, a list of features should be included in the course content, "basic sentence forms, quantifiers, verb morphology, demonstratives, noun morphology, definite and indefinite articles, tense forms, prepositions, connectors, noun phrases, including adverbial modification, questions, negation, modal verbs and pronouns", this list will be utilised alongside the CEFR Appendix 13 list of grammatical components to enable basic users of English to meet the requirements to pass and obtain a certificate at A1 (beginner) and A2 (elementary) English levels. Thereby, grammatical items will be presented in order of difficulty, from simple to more complex items.

Secondly, functional and notional elements are somehow embedded in the communicative syllabus, structuring content units based on functions such as asking questions, expressing opinions, expressing wishes, making suggestions, complaining, and so forth (Wilkins, 1976). The functional and notional aspects assist learners with their communicational goals as the core part of the syllabus. Moreover, such features foster communication using the target language, making the course engaging and inherently motivating. The linguistic elements, functions and communicative skills acquired by learners within the course are aimed to be utilised in role-playing and speaking activities immediately followed by teaching or presenting a specific function or notion. These first-hand effects of language use stimulate learners, making them enthusiastic and willing to learn as much as possible according to their needs since they are not passive listeners but active participants. The notional and functional components that could be included in a course are listed in (Nunan, 1988: 86-92).

Finally, the lexical component included in the course syllabus is organised thematically. It will be taught along with the grammatical, notional and functional elements to ensure that lexis is not just taught in a decontextualised manner but also in context, allowing the learners to manipulate the language and use it in communicative activities providing more chances to manipulate, use and encounter the lexical items aiding learning and acquisition. Lexis will be taught according to the themes of each lesson, supported by

the list of the most common lexical items suggested by CORPUS linguistics like COBUILT and other word lists such as the KEY Cambridge exam word list.

4.6. Assessment.

Assessment in any language learning context is viewed as inextricably linked to instruction, helping teachers and administrators make decisions about learners' language abilities, placement at appropriate proficiency levels and achievements. The efficacy of assessment in any situation relies on the efficient selection and optimal use of suitable procedures and instruments, combined with the judicious interpretation of learners' performance. Assessment instruments and procedures are vital for evaluating learners' progress and outcomes. Yet, they also help to judge the suitability and effectivity of the syllabus, teaching methodology and learning materials (Mulia, 2019: 1). Likewise, Frank (2012: 32) also outlines that "assessment should be regarded as a medium in supporting educators in leading learners along their learning journey". In light of the importance of assessment through various assessment tools such as formal to informal classroom tests, this specific course will use placements to place learners at the appropriate level. The informal assessment involves mainly classroom-based tasks that elicit performance without recording results and judging learners' proficiency.

Regarding formal assessment, tests would be progressively and systematically pre-planned to ensure their feasibility, reliability and validity. As such, formative and summative assessments will be used to measure areas needing reinforcement and the extent to which the learner has achieved the expected learning outcomes at the end of each month and at the end of levels A1 and A2, which will in a sense be an achievement test at the end of each level. Such tests comprise grammar, vocabulary, pronunciation and all four language skills. The average score of the A1 (basic 1-4) and A2 (basic 5-8) levels will be used to determine the students' final marks, combined with other aspects assessed by the teachers, which include participation in class promoting the use of the target language, assignments and self-study.

4.7. Teaching methodology.

Given that the target group of learners are adult undergraduate students from the National University of Frontera and other external institutions, as seen during the needs analysis stage 3.3.3.2 and being aware that the language centre works together with the CEFR framework, a communicative approach will be utilised knowing the crucial role

of bringing authentic communicative activities play in fostering the use of the target language as echoed by Ballman, Liskin-Gasparro, and Mandell (2001:8) underlining that "learning to communicate is recognised as the principal goal of language learning since by communicating students learn the language". Using the communicative approach, associated with the communicative competence perspective, enables teachers to establish long and short-term language objectives and use appropriate learning activities, allowing their students to communicate in a wide range of contexts utilising the target language. (Alexander, 2011: 15).

Due to the flexibility of the CLT approach, the four language skills will be developed, yet, speaking and listening will be given more attention compared to the other skills as these are the ones learners struggle with the most according to the needs analysis. Furthermore, the CLT method will be used with the grammar, and lexical approach since the group of learners that will take part in this course are false beginners with little or no knowledge of the target language.

Lastly, an inductive approach to teaching grammar, vocabulary and other aspects of language will be prioritised since most learners are false beginners or have very low English proficiency levels. Moreover, explicit teaching is effective for the beginning learners to master grammar, vocabulary and other aspects of language that are new to them. However, the deductive approach will also be utilised throughout supplementary activities that nurture self-awareness.

4.8. Sample units lesson planning.

Lesson Plan

Lesson number: one

Level: beginners' level (A1)

Lesson Length: 2.5 hours

Teacher:

Information about the class:

A monolingual class of 20 to 25 adult learners from different fields. The students have some knowledge of English and are considered to be false beginners who are about to start level A1. They are undergraduate students from the National University of Frontera and other regional institutes.

Main aim:

By the end of the lesson, the students will be able to:

- Introduce themselves.
- Make use of cardinal and ordinal numbers.
- Will be familiar with the correct pronunciation of the alphabet.
- Will be familiar with the basic classroom language needed for further lessons.
- Introduce themselves and spell their names and surnames.

Subsidiary aim(s):

- Have a review on basic vocabulary and sentence structures, asses students' skill levels and pre-existing background knowledge, and familiarise yourself with your new students on the very first day.
- Vowel sounds will be emphasised to help students grasp the pronunciation of the letters of the alphabet.
- Cardinal and ordinal numbers will be introduced along with loads of individual and choral drilling.

Personal aim:

- Build rapport and provide learners with an inclusive and comfortable learning environment.

Materials (referenced):

Slides suggested Appendix 14, handouts of text and questions (Eales and Oakes, 2015; Latham-Koenig, Oxenden, and Lambert, 2018, and Evans and Dooley, 2011).

Assumptions:

- Students will be able to retrieve prior knowledge regarding cardinal, ordinal numbers and the alphabet as they are false beginners who have some basic understanding of English.
- Students might be shy to open up due to being in a new setting and learning a new language.

<p>Anticipated difficulties with materials, activities, and tasks:</p> <p>Due to the number of students, not everybody might have the chance to participate in class.</p> <p>Problems with pronouncing the letters of the alphabet correctly.</p> <p>Students might feel ashamed to practice the vowel sounds.</p>	<p>Solutions:</p> <p>Individual and choral drilling will help students practice in class and not feel left out.</p> <p>Choral drilling and individual drilling.</p> <p>The teacher has to show how to use the vocal articulators to guide students.</p>
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Stage	Stage aim	Procedure	Inter-action	Time
Lead-in	Build rapport and get acquainted with all the students.	<p>Retrieve some vocabulary and subject pronouns to help students introduce themselves, for example; I am Peter, you are, I am 20 years old, I am from Peru. Focus on the sounds of the following examples to aid them.</p> <p>/h/ (hi, hello)</p> <p>/ai/ (I, hi, nice)</p> <p>When it is clear how students can introduce themselves, say " hi". Introduce yourself with the phrase and speak slowly, " hi, my name is..." and then ask, " What's your name?" try to prompt answers and make the students feel at ease.</p>	<p>T-SS</p> <p>SS-T</p> <p>T-SS</p> <p>SS-T</p>	<p>10 min</p> <p>5 min</p>
Warm-up The name game.	Help SS know their classmates and interact with them.	<p>Divide the class into two groups of around ten students per group (Give the first student in each team a ball. The first student begins by saying their name, e.g. 'I'm Ryan'. The first student then passes the ball to the second student, who repeats the first student's name and then says their name, e.g. 'He's Ryan, and I'm Kate'. The second student passes the ball to the next student who continues, e.g. 'He's Ryan. She's Kate, and I'm Maria'. The game continues until all the names have been said) and the teacher will be part of each group. Once both groups finish, mix up the group again, allowing all the students to introduce themselves using the same game.</p>	<p>T-SS</p> <p>SS-T</p>	15 min

Lexicon activation and topic presentation.	Retrieve previous information about the topic and consolidate what has been learned previously.	<p>Listen to a recording about the alphabet, pointing to each letter in a slide and ask student to repeat the pronunciation.</p> <p>Have your students discuss what they already know about the alphabet. Answers may include, for example, that there are 26 letters, that letters produce sounds, or that you can use the letters to build up words.</p> <p>State that they will be working on the sounds the letters can make.</p>	T-SS SS-T	20 min
Presentation of the IPA. Sounds production.	Help students get familiar with the different sounds in English by associating them with the alphabet.	<p>Using the alphabet recording and a worksheet, ask the students to put the letters of the alphabet in six columns according to their sounds. Provide one example for each sound to help them.</p> <p>/ei/ (a,h,j,k)</p> <p>/i/ (b,c,d,e,g,p,t,v,z)</p> <p>/e/ (f,l,m, n, s,x, z)</p> <p>/ai/ (i, y)</p> <p>/əʊ/ (o)</p> <p>/u:/ (q,u,w)</p> <p>/ɑ:/ (r)</p> <p>Elicitate the pronunciation and make sure everything is clear.</p>	T-SS SS-T	10 min

<p>Sounds practice</p> <p>Production</p>	<p>Aid SS in getting a grasp of pronunciation in daily contexts.</p>	<p>Group the students in pairs and ask them to spell their names, surnames and names of other relatives.</p> <p>Show students a slide with the names of people from around the world and nominate them to spell them.</p>	<p>SS-SS</p> <p>SS-T</p>	<p>10 min</p>
<p>Vocabulary retrieval</p>	<p>Retrieving previously seen knowledge, helping students clarify doubts and manipulate cardinal numbers.</p>	<p>Group learners in pairs and ask them to recall cardinal numbers in English.</p> <p>Show learners a slide with numbers from 0 to 100 and play a recording (twice) with the correct pronunciation of each number.</p> <p>Nominate students to read the number to help them with the correct pronunciation.</p> <p>With a worksheet, ask the learners to distinguish between cardinal numbers that are pronounced similarly, for example, (13, 30, 14, 40, 15, 50, 16, 60...) to help them recognise between short and long bowels.</p>	<p>SS-SS</p> <p>T-SS</p> <p>T-SS</p> <p>SS-SS</p> <p>SS-T</p>	<p>5 min</p> <p>10 min</p> <p>5 min</p>
<p>Vocabulary retrieval</p>	<p>Retrieving previously seen knowledge and help students clarify doubts and manipulate ordinal numbers, and introduce common sounds used for the /th/ sound.</p>	<p>Once the learners have grasped how to use cardinal numbers, we will introduce the use of ordinal numbers in which we will ask first to match the correct ordinal number that matches the cardinal number, for instance, (1-1st).</p> <p>After that, focus on the correct pronunciation. To do that, the /θ/ sound will be introduced, and the correct pronunciation of each ordinal number will be taught and practised with individual and choral drilling.</p>	<p>T-SS</p> <p>SS-SS</p> <p>T-SS</p> <p>SS-SS</p>	<p>5 min</p> <p>7 min</p>

Vocabulary revision	Help SS recall classroom language and usage in contextualised settings.	To help learners use the target language in class as much as possible, expressions to ask questions, request something and so forth will be taught. Greetings (formal/informal) Can you repeat, please? Etc.	T-SS SS-SS	15 min
Closing speaking activity	Build rapport and know more about the background and students' interests.	Explain the course's objectives, how it will be developed, the length, time, rules in the classroom, assessment criteria, what teachers expect from learners, and the outcome of the course. To foster bonding in the class, ask students to share a bit more about themselves; it can be done using L1 to build a better relationship with them and help them during the learning process. Finish the class using expressions like (Goodbye, see you tomorrow, etc.)	T-SS T-SS SS-T T-SS	15 min 15 min. 3 min

Lesson Plan

Lesson number: one (week 7)

Level: beginners' level (A1)

Lesson Length: 2.5 hours

Teacher:

Information about the class:

A monolingual class of 20 to 25 adult learners from different fields. The students have already been studying English for almost two months, have some basic language knowledge, and can ask simple questions and answer them.

Main aim:

By the end of the lesson, the students will be able to:

- Use the simple present in the affirmative form to discuss routines and daily activities.
- Use phrasal verbs to talk about daily routines.
- Use the third person correctly
- Distinguish when to pronounce /s/, /z/ and /əz/ at the end of the third person.

Subsidiary aim(s):

- Introduce the basic rules of how to use the third person in the simple present.
- Teach common phrasal verbs used to talk about daily activities.
- Emphasise the pronunciation of the endings in the third person.

Personal aim:

- Aid learners create associations of the daily activities in English with their own lives.

Materials (referenced):

Slides, pens, handouts of text and questions (Eales and Oakes, 2015; Latham-Koenig, Oxenden, and Lambert, 2018 and Evans and Dooley, 2011).

Assumptions:

- Students will be able to retrieve some previous knowledge that they might have seen previously.

- Students might be eager to learn about daily activities as they can use them daily.

<p>Anticipated difficulties with materials, activities, and tasks:</p> <p>Learners might have problems using the third person in the simple present.</p> <p>Students might struggle to pronounce words that end in /s/, /z/ and /əz/.</p>	<p>Solutions:</p> <p>Rules of how to use the third person, the different endings and the exceptions will be taught inductively.</p> <p>Plenty of examples to help students identify the patterns used to pronounce words with these endings will be presented.</p> <p>Choral drilling and individual drilling, along with plenty of examples to help learners get familiar with the pronunciation and use.</p>
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Stage	Stage aim	Procedure	Inter-action	Time
Warm-up	Help students retrieve previous knowledge and get familiar with new expressions.	<p>The teacher shows a slide with several pictures about free time activities. He asks students to label the pictures they know, and students learn new vocabulary for the activities they didn't know.</p> <ul style="list-style-type: none"> • Teacher focuses on spelling and pronunciation of isolated words • Students practice sentence intonation using the words in context 	T-SS SS-T	15 min
presentation	To engage learners in the topic that will be covered in class.	<p>The teacher has students list five things they like doing in their free time.</p> <p>When they finish, ask the learners to stand up and work with their classmates, ask each other, "What do you like doing in your free time?" and find three people who like doing the same as they do. Students share their findings in class (jigsaw activity).</p>	T-SS SS-T T-SS SS-T	5 min 15 min
Reading for gist	Get familiar and see how vocabulary from daily activities is used in context.	Give students a short text that includes information about someone's daily routine and ask them to read and get the general idea of what the person does and which activities they do in their free time.	T-SS SS-T	5 min
Reading for specific info.	Identify some vocabulary and events that happen daily.	Ask learners to read in detail (scanning) and answer questions about free time activities and daily routines.	T-SS SS-T	15 min

Presentatio n	Help learners use the simple present in context for daily activities and get familiar with the rules of using the third person.	Introduce the present simple and explain in which situation it can be used, for instance, to talk about daily activities, routines and facts using personalised examples. Habits He drinks orange juice for breakfast. Repeated actions or events We take the underground every morning. General truths Water freezes at zero degrees.	T-SS	20 min
Mining exercises	help students identify examples in context.	Ask learners to read the previous text, underline examples in the simple present, and then share it with the class. Ask learners to write examples in the present simple using the third person and then share them with the class.	T-SS SS-SS SS-T	5 min 10 min
Pronunciati on	Help students distinguish between the different endings used when pronouncing the third person.	Highlight that the ending of third-person singular verbs has three sounds: /s/, /z/, /əz/ <ul style="list-style-type: none"> • Say we use /s/ after /p/, /t/, /k/, and /f/ sounds • Say we use /z/ after /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, and /ð/ sounds, and after vowel sounds. • Say we use /əz/ after verbs that end in /s/, /z/, /ʃ/, /tʃ/, /dʒ/, and /ks/. Provide examples for each specific case.	T-SS SS/SS T-SS	20 min 5 min

		Emphasise the pronunciation with individual and choral drilling.	SS-SS	
Production	Ask learners to talk about their daily routines.	<p>Ask the students to talk about their daily routines using the vocabulary and the simple present tense, and then ask them to share it with the class.</p> <p>Before the task, show them an example of the teacher talking about their daily routine.</p> <p>Once the students finish writing about their daily activities, ask them to share it with the class and then, at the end of the presentations, correct the mistakes and provide further examples.</p>	<p>T-SS</p> <p>SS-SS</p> <p>SS-T</p>	<p>10 min</p> <p>20 min</p>
Closing	Give suggestions for further improvement.	Say goodbye to the students and suggest learning new verbs that can be used when using the simple present regular/irregular verbs.	T-SS	5 min

V. Resources and materials.

Several English text books are available for this course where a combination of the CLT, grammatical and lexical approach could be employed. Take for instance, English file fourth edition allows students to improve their speaking skills, learn grammar, vocabulary, and other language skills. Alternatively, Prime Time-1 second edition is organised thematically and can play the same role, enabling learners to grasp everyday English and polish their language skills, grammar and vocabulary. Similarly, Speak-out elementary second edition is also suitable, having been designed to assist adult learners in building confidence by using authentic BBC materials in all language skills. Bearing that in mind, these books were used to facilitate a syllabus that can assist teachers and learners.

Furthermore, as English teachers having a textbook is not often enough as we have to deal with students from diverse backgrounds and proficiency levels; thereby, to facilitate the learning and teaching process, we can utilise flashcards, realia, recordings and extra materials from different accessible sources such as the British Council which provides countless materials for different proficiency levels to develop the four language skills and other aspects of language. Additionally, BBC Learning English is another source that can provide learners with extra material to aid them in improving their skills. Thanks to technology, we have a lot of available materials at easy reach, giving students the chance to manipulate the language more straightforwardly than they used to.

VI. Implementation

The establishment of this course primarily will require teachers to be trained in language teaching methodology and lesson planning to facilitate understanding of the communicative language teaching, the lexical and grammatical approaches which are to be used in this course, alongside teaching methods that are also possible to be employed given the flexibility of the CLT method and depending on the contexts. Additionally, pronunciation training is also required to aid educators in teaching phonemes and the production of speech sounds using vocal articulators.

As for the textbooks required for this course, if the current textbook (prime time 1) is used, adaptation of content and preparation of additional material will be advisable to

aid learners in manipulating the target language and getting a better grasp of the language skills learners struggle the most (speaking and listening) 3.3.3.4.

Last but not least, an ongoing needs analysis of the subjective and objective needs of the learners using questionnaires is suggested to help them appropriately, being aware that new students often come with different needs and expectations of the course.

VII. Conclusions

We can highlight that needs analysis 3.3 as part of this course design, indeed, played a vital role in the course design and the decision-making process to identify and select the aspects of the language to be included in the syllabus since conducting needs analysis fostered understanding the strengths and weaknesses of the current course run at the language centre and all the parties involved in the learning and teaching process and thereby, the analysis of the information collected served as a baseline to make a rational decision regarding the content, the type of syllabi and methodology to be used for the proposed course. Furthermore, using multiple sources and methods for data collection also contributed to obtaining more reliable data, and by triangulating 3.3.3 them, informed decisions were made in the course design 4.4.

The findings 3.3.3 from the needs analysis proved to be of significant importance in choosing the types of syllabi and methods 4.7 to be used for the course; therefore, a threefold approach was chosen, considering the CLT method in parallel with the grammar and lexical approaches so as to provide learners with the background necessary not just to pass the course, but also prepare them for future proficiency levels of English studies.

Given that needs analysis in EGP courses is not generally conducted, unlike ESP courses, we can outline that it is instrumental when designing a course for adult learners who have a clearer idea of what they want to learn and their objectives, as highlighted in the literature review 2.2. Therefore, the identified needs, such as giving more attention to specific language skills (speaking and listening) 3.3.3.4, the importance of grammar, lexis and pronunciation 3.3.3.5 identified were used as an advantage to improve the learning and teaching process.

Despite the idea that the CLT approach only provides attention to fluency and communication activities, at present, it is a more flexible approach that can be merged

with more traditional methods such as grammar and lexical approaches since lower proficiency levels of English do need inductive teaching, for instance of grammar and vocabulary to establish the necessary foundation to pursue further studies and to use the language, given that basic learners only have limited knowledge or no knowledge at all of the target language.

The course content focuses on the four language skills, giving more attention to speaking and listening as they are the ones most learners struggle with 3.3.3.4. Additionally, the syllabus is organised thematically, giving students opportunities for more communicative activities to help them use the grammar, lexis and other aspects of language learning.

From the data gathered, we encountered that the learners the course is aimed at come from different backgrounds and fields 3.3.3.2. They have varied proficiency levels, which indicates that an ongoing needs analysis of the objective and subjective needs of the learners need to be carried out to help them more appropriately when using extra materials and to make the appropriate adaptations of the materials to be used with the new groups of learners.

In terms of the findings, we provide merely a descriptive scope of the results since not enough room is provided to add graphs or charts and explain them in more detail.

VIII. Recommendations

An in-depth analysis of current learners' needs would be advisable since only questionnaires were used to gather data from this source.

For further research, the importance of EGP courses for higher proficiency levels needs to be studied to better comprehend its importance in preparing learners before going into ESP courses.

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X. Appendices.

Appendix 1. Global-scale - Common Reference levels (2022).

Basic Users	A1 (beginners)	Understand sentences and frequently used expressions related to areas of immediate relevance (e.g., basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe aspects of their background, immediate environment and issues in areas of immediate need.
	A2 (Elementary)	Understand and use familiar everyday expressions and basic phrases to satisfy a concrete type's needs. Can introduce themselves and others and ask and answer questions about personal details such as where they live, people they know and things they have, in addition to interacting, provided the other person talks slowly and clearly and is prepared to help.

Appendix 2. English for basic users of English National university of Frontera-language centre.

ype of course	length	Hours per week	Total number of hours
Super Intensive	16 weeks	24 h	384 h
Upper Intensive	24 weeks	16 h	384 h
Intensive	32 weeks	12 h	384 h
Regular	48 weeks	8 h	384 h

Appendix 3. Grading percentages for levels A1 and A2 at the language centre of the National University of Frontera (Taken from National university of Frontera-language centre, 2019)

LEVEL A1.

COURSE COMPONENTS	Basic 1 to basic 3	Basic 4
	Grading scale (%)	Grading scale (%)
Grammar and vocabulary	35	30
Writing	1	15
Reading	10	10
Listening	5	5
Speaking	10	15
Homework	15	15
Participation	10	10
Total	100	100

LEVEL A2.

COURSE COMPONENTS	Basic 5 to basic 7	Basic 8
	Grading scale (%)	Grading scale (%)
Grammar and vocabulary	30	25
Writing	15	15
Reading	10	15
Listening	10	15
Speaking	15	15
Homework	10	10
Participation	10	5
Total	100	100

Appendix 4. Observation field notes sheet.

FIELD NOTES (EVENTS EVERY 10 MINUTES)

TEACHER:

TIME:

INSTITUTION:

LEVEL:

NUMBER OF STUDENTS:

0-10	
10-20	
20-30	
30-40	
50-60	
60-70	
70 -80	
80-90	
90-100	
100-110	
110-120	
120-130	
130-140	
140-150	

Appendix 5. Interview former students (English version).

“ENGLISH FOR GENERAL PURPOSES COURSE DESIGN FOR BASIC ADULT
USERS AT THE LANGUAGE CENTRE OF THE NATIONAL UNIVERSITY OF
FRONTERA - PERU”

Name:

Time:

Length:

1. Did you like/did you like to study English?
2. What did you like/enjoy most about studying English?
3. What is the most difficult part of studying English you had to overcome?
4. which English language skills did you encounter the most difficult in class (listening, writing, speaking or reading)?
5. Do you think that studying grammar is essential for learning English?
6. Is grammar teaching prioritised at the language centre?
7. Do you think studying vocabulary is important for language learning?
8. Is vocabulary learning a priority in the language centre?
9. Do you think pronunciation is important for learning a language?
10. Is pronunciation a priority at the language centre?
11. Did you feel motivated to study in the classroom?
12. Do you think teachers play an important role in motivating students?
13. What would you recommend implementing/changing to improve the English course at UNF?
14. Do you think studying English has contributed to your professional development?
15. Do you think that studying English has improved your job opportunities?

"Thank you very much for your time."

Appendix 6. Interview teachers and academic specialists (English version).

“ENGLISH FOR GENERAL PURPOSES COURSE DESIGN FOR BASIC ADULT
USERS AT THE LANGUAGE CENTRE OF THE NATIONAL UNIVERSITY OF
FRONTERA - PERU”

Name:

Time:

Length:

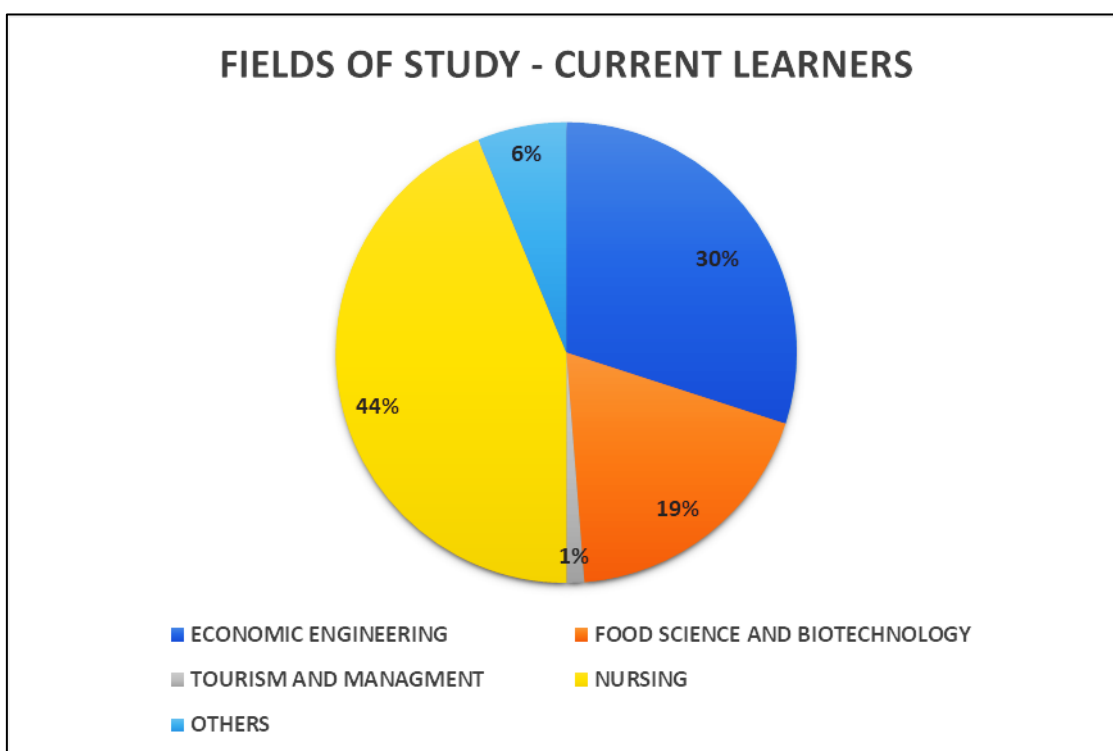
1. Tell me about your experience teaching English?
2. What is the most difficult challenge you faced while teaching English? For example. Classroom management, teaching pronunciation, etc.
3. What are the English language skills you encounter most difficult to teach in class (listening, writing, speaking or reading)?
4. What English language skills do students struggle with most in class?
5. Do you think that teaching grammar is important in the classroom?
6. Do you think it is important to teach vocabulary in class?
7. Do you think it is important to teach pronunciation in class?
8. Do you think students talking time should be a priority in an English class?
9. When you use SB/WB in class, do you think you need to make some adaptations?
10. Do you think you need to use extra material to supplement the students with additional practice?
11. Do you think your students are motivated to study English?
12. What would you recommend implementing/changing to improve the English course at UNF?

"Thank you very much for your time."

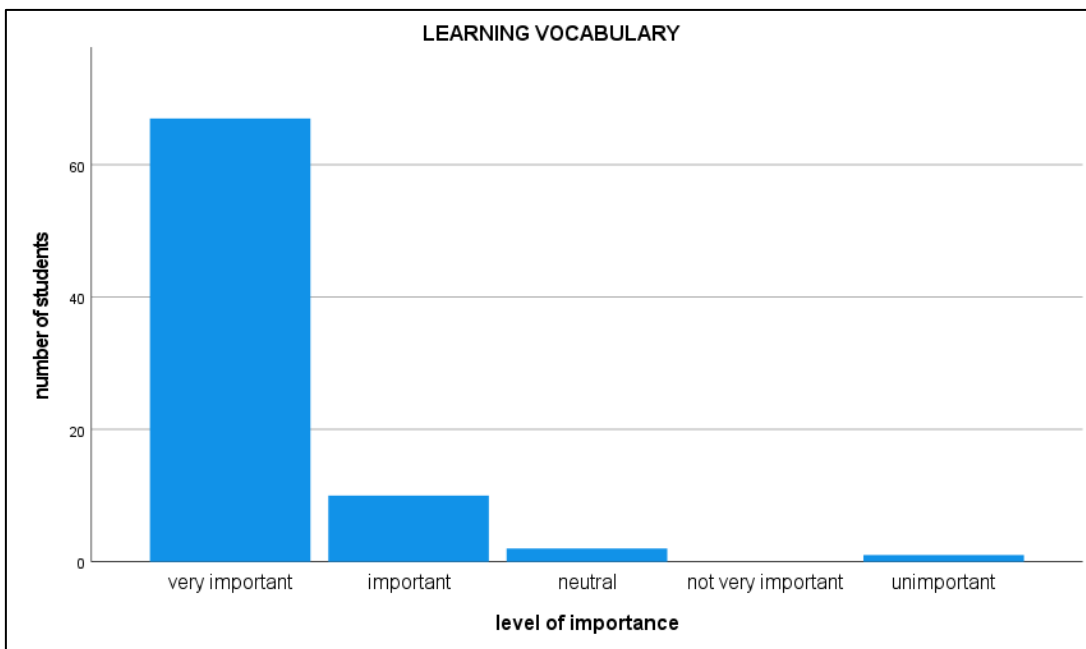
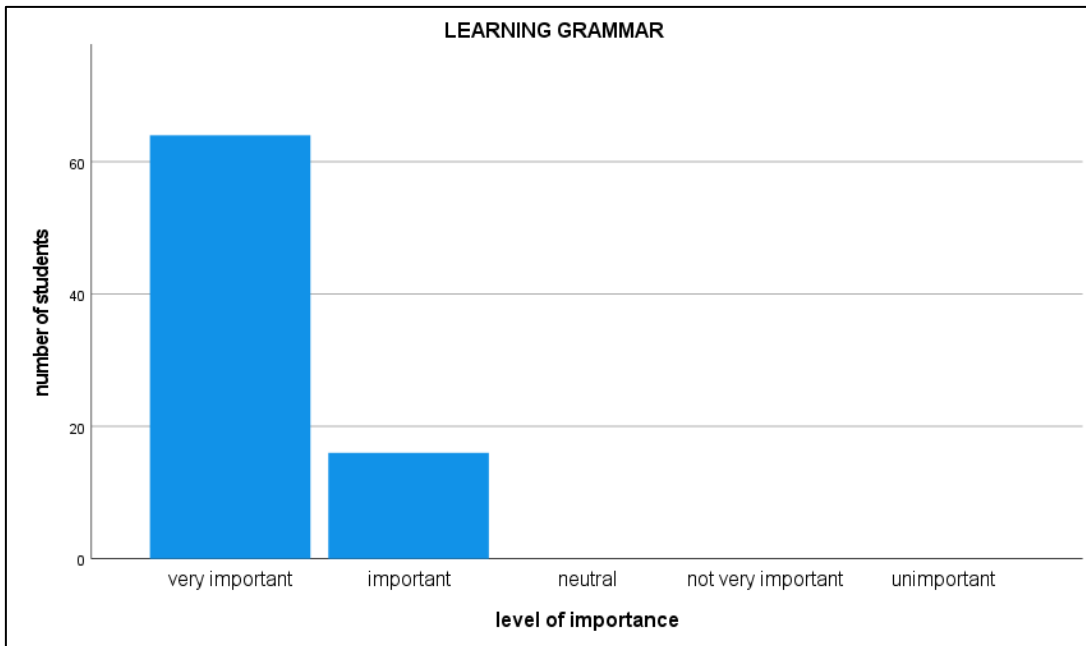
Appendix 7. Previous knowledge of English current students (UNF-language centre)

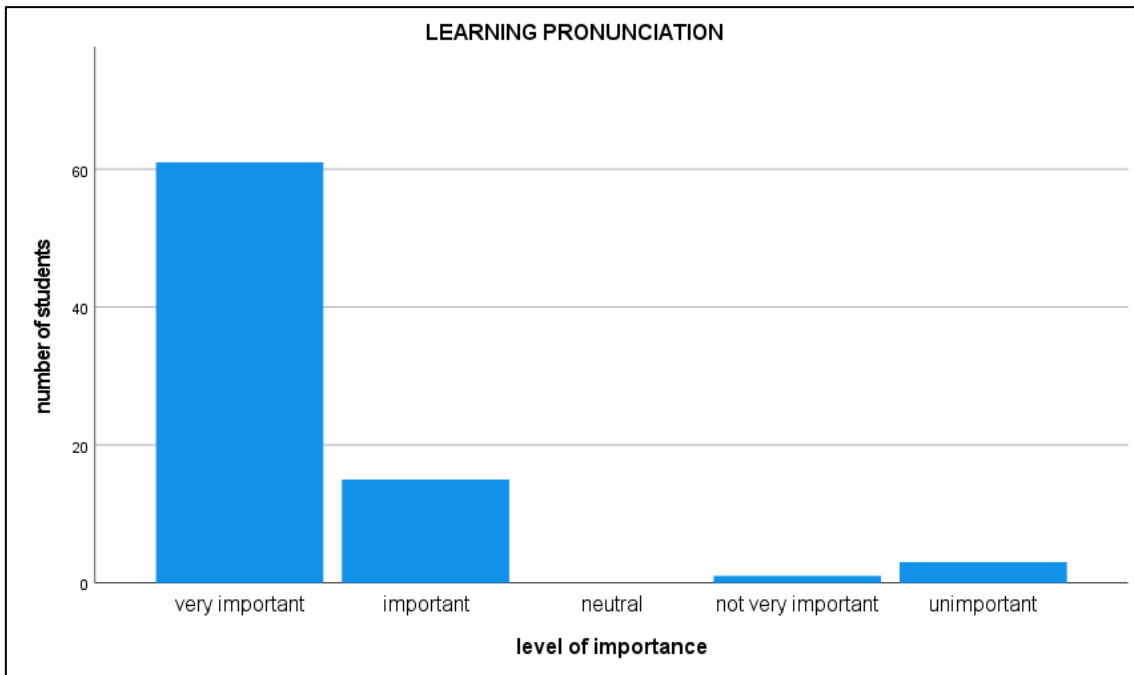
PREVIOUS KNOWLEDGE OF ENGLISH-CURRENT LEARNERS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	57	71.3	71.3	71.3
	NO	23	28.7	28.7	100.0
Total		80	100.0	100.0	

Appendix 8. Fields of study current learners (UNF-language centre).

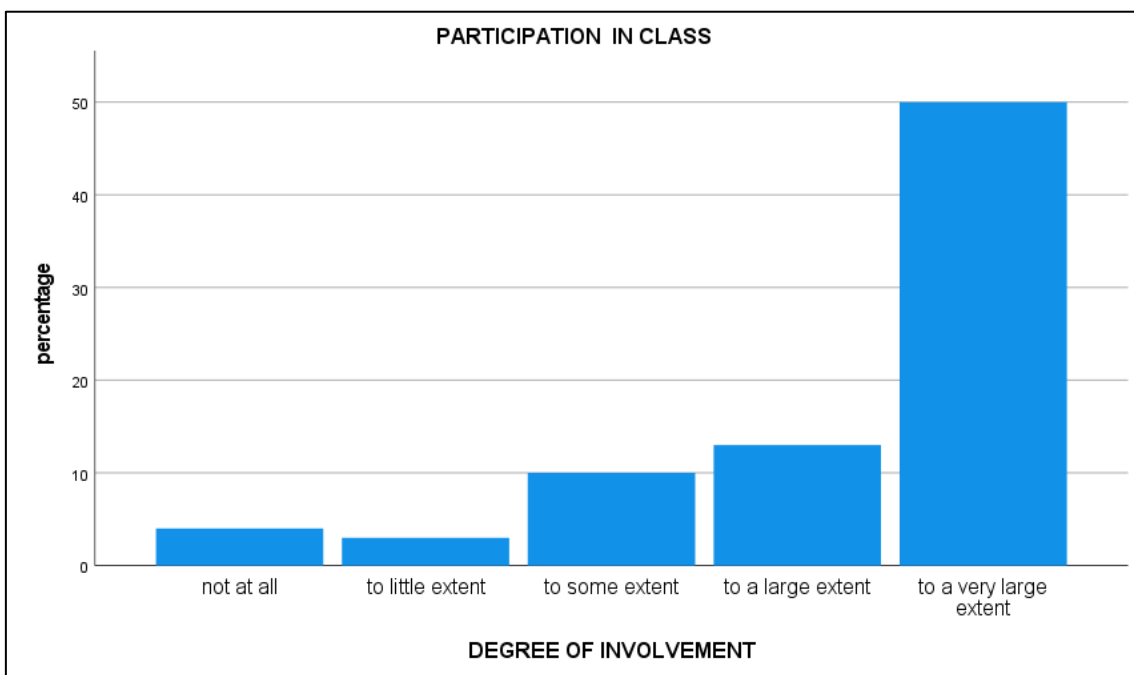


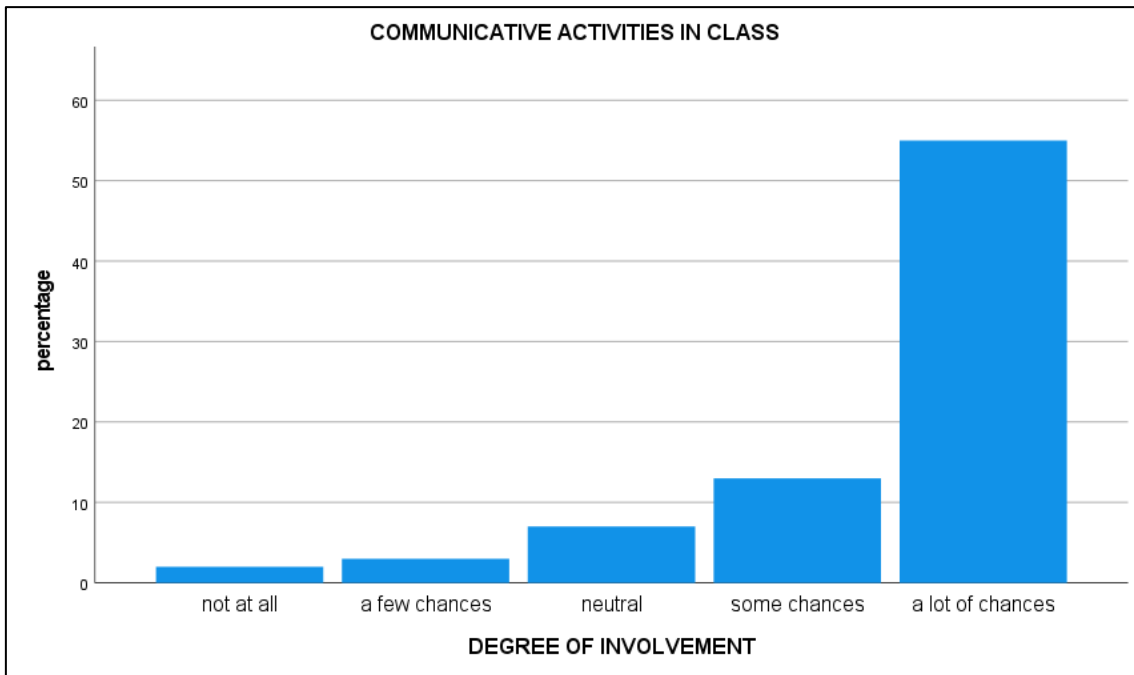
Appendix 9. Importance of learning grammar, vocabulary and pronunciation.



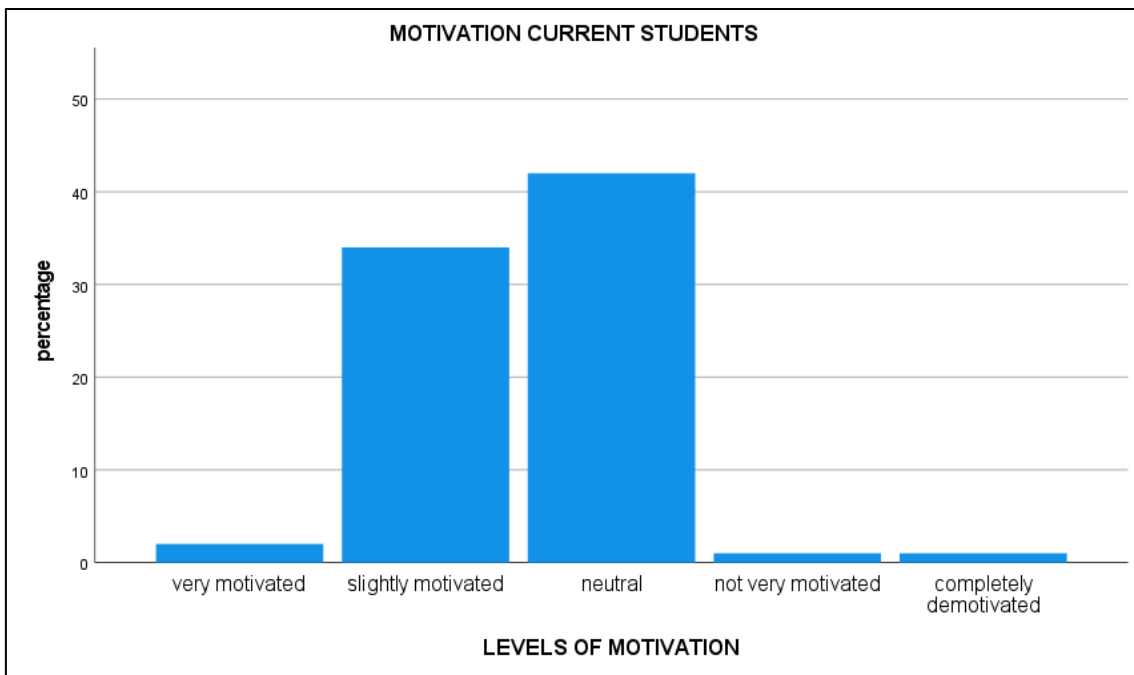


Appendix 10. degree of involvement in participation and communicative activities in class.





Appendix 11. Levels of motivation in class current students.



Appendix 12. Aspects to be considered during different learning stages (Richards, Richards, and Renandya, 2002: 76)

Structure/function	Function/skills	Task/theme
Greater emphasis on structure and functions. Introduction of learning strategies and techniques	Targeting specific functions Application through task-based and problem-solving activities	Remedial structure work Task-based syllabus focuses on learning processes and strategies to encourage creative language use.
Elementary levels	Pre-intermediate levels	Intermediate and above.

Appendix 13. Grammar to study at each CEF level.

A1	A2
Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Possessive adjectives Possessive s Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous	Adjectives – comparative, – use of than and definite article Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order Adverbs of frequency Articles – with countable and uncountable nouns Countable and Uncountable: much/many Future Time (will and going to) Gerunds Going to Imperatives Modals – can/could Modals – have to Modals – should Past continuous Past simple Phrasal verbs – common

Present simple Pronouns: simple, personal Questions There is/are To be, including question/negatives Verb + ing: like/hate/love	Possessives – use of ‘s, s’ Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/ want-would like Wh-questions in past Zero and 1st conditional
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Taken from (CEFR-grammar levels, 2021).

Appendix 14. Suggested slides that can be used for the first class.

INTRODUCE YOURSELF

I AM
YOU ARE

➦

NAME

Hi/hello/ good morning, good afternoon/good evening my name is I am from I am..... years old.

EXAMPLE:
Good afternoon, my name is Peter, I am from Peru. I am 29 years old.

FORMAL GREETINGS


➔

- Good morning
- Good afternoon
- Good evening.
- Hello (name), how are you?
- Good day Sir / Madam (very formal)

INFORMAL GREETINGS


➔

- Hi
- What's up?
- How you doing?
- How's it going?



RESPONSES →

- Fine, thanks. And you?
- Great!
- Not bad!
- Good. Thank you.
- Not much.
- Very well. Thanks. How about you?



A. Hi, how are you?
 B. Hi, I am fine thanks, and you?
 A. Good, thank you.

GOOD BYE →

- Bye.
- Good bye.
- See you later.
- See you tomorrow.
- Have a nice day/evening/Night.
- Good night.
- Take care.
- See you.

THE ALPHABET

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz		

Put the letters of the alphabet in six columns according to their sounds.

/ei/ a

/i/ b

/e/ f

/ai/ i

/əʊ/ o

/u:/ q

/ɑ:/ r

Cardinal Numbers

- **1 one**
- **2 two**
- **3 three**
- **4 four**
- **5 five**
- **6 six**
- **7 seven**
- **8 eight**
- **9 nine**
- **10 ten**

Ordinal numbers

- **1st first**
- **2nd second**
- **3rd third**
- **4th fourth**
- **5th fifth**
- **6th sixth**
- **7th seventh**
- **8th eighth**
- **9th ninth**
- **10th tenth**

- 11 eleven**
- 12 twelve**
- 13 thirteen**
- 14 fourteen**
- 15 fifteen**
- 16 sixteen**
- 17 seventeen**
- 18 eighteen**
- 19 nineteen**
- 20 twenty**

- **11th eleventh**
- **12th twelfth**
- **13th thirteenth**
- **14th fourteenth**
- **15th fifteenth**
- **16th Sixteenth**
- **17th Seventeenth**
- **18th Eighteenth**
- **19th Nineteenth**
- **20th Twentieth**

Classroom language.



Adapted from (iSLCOLLECTIVE, 2009)