

**SKILL BASED SYLLABUS DESIGN: LEARNING A FOREIGN LANGUAGE IN ADULT
LEARNERS**

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A research study presented as a requirement to obtain the degree of Bachelor in Foreign
Language Teaching

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To my family,
for supporting me in this goal to become a professional

To my tutor,
who guided me throughout this process

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ABSTRACT

The following research project is qualitative case study which emerged after my experience as a tutor for the English course for adult learners at Uniminuto. Taking into account the students' needs and interests a skill-based syllabus was designed as a proposal that aimed to suggest the reopening of the basic English course with the intention to be implemented and developed in the future in order to provide learning environments where adult learners may improve the four skills of the language (reading – writing – listening - speaking) through social awareness topics that engage people to be conscious about the social role that each person plays in a community. In addition, this skill-based syllabus can be taken as a proposal providing the course for adult people with a better organization that might allow participants to learn English as a foreign language.

Keywords: Syllabus design – English course for adults - Foreign language - Skill-based syllabi

Introduction

Working with adults in an English class can be a concern for many teachers, but working with this population without the correct guidance could be a real challenge. It is important to know all the advantages that bring for tutors to work with adults, for example they are motivated to study this language, they have a more responsible awareness about learning and they are self-sufficient according to what Svetina & Perme (2004) affirm “Adults are autonomous and self-directed. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators” (p.31).

In my experience as a tutor for the English basic course for adult people in the social responsibility practice at Uniminuto for the first academic semester of 2015, I realized in this same practicum that some of the tutors were from different careers such as graphic communication, physical education, social communication, business administration. It caused that every group had different activities and methods from the others during each class, consequently the whole course did not have the same process for everyone in learning the English language.

Regarding this problem an idea emerged, the design of a skill-based syllabus that is going to be provided as a proposal for the future tutors and for the CED (Centro de Educación para el desarrollo) which is in charge of the Basic English course for adults at Uniminuto. Through this syllabus the course might have a better organization and planning, so it may allow students and tutors to get involved in the teaching and learning process during the English Course.

First of all, chapter 1 is presented. In this section, the reader will find the description of the problem that this case study intends to solve through a skill-based syllabus design for adult learners of the Basic English course at Uniminuto, also the justification of the project, the

research question that established the starting point of the study, and the general and specific objectives.

In the second chapter, it is described the literature review and theoretical framework that were used for supporting the current research. In the literature review different studies related to the same field were explored in order to understand a little bit more the implications of designing a syllabus. As a complement for this chapter, in the theoretical framework the most important constructs about the functions of the different types of syllabi and syllabus design for teaching purposes are well explained. Syllabus design, foreign language learning and adult learners are the constructs developed in this study. Those concepts give definitions related to the main topic providing support in order to achieve the objectives of this research.

In the third chapter, it is explained the research design, there is information about the type of study which is qualitative research and the research approach chosen which is case study. Also, there is a description of the setting in which the course took place and some details about participants' characteristics.

In the fourth chapter, it is presented the skill - based syllabus design that was elaborated based on the theory presented in the previous chapters and also there is an explanation about all the visions that were taken into account when proposing the syllabus for the English course for adults at CED.

In the fifth chapter, conclusions and the relevant findings about the topic are presented, the pedagogical implications that the study carried out and possible limitations that the course might have when the syllabus may be implemented by the future tutors.

Chapter 1

Statement of the problem

At Uniminuto University some students from all the different careers that the university offers have the opportunity to work with adults in their social responsibility practice with the project “Desarrollo de habilidades del pensamiento” as tutors for the Basic English course for adults. In the first semester of 2015, I had the chance to do my social responsibility practice with one group, through this experience I realized that there were tutors from different careers and it was very likely that they did not know how to teach the foreign language and there were a few from the bachelor program in English language teaching who were more prepared in terms of knowledge for teaching English and for planning a class. Consequently, through the course I identified that all tutors planned the classes in different ways. In this first semester there were three groups on Monday and three groups on Thursday each group had among 18 and 24 participants and there were two (2) tutors per group, through this experience tutors could realize that some of the participants take more time to learn the English language because it is more difficult for them than others, but they had a positive disposition to learn it, most of them were very motivated and interested in the learning process.

According to the experience I had with one group of the course when they had to share their opinions about why they decided to learn a foreign language; one reason expressed was because they had relatives, mainly their sons and daughters that they visit regularly in other countries where English is spoken, so their wish was to learn basic expressions and in this way they were not going to feel embarrassed, other reason was that they often travelled abroad by work or just by leisure but they did not know how to interact because of the lack of communication in this foreign language.

However, some of them dropped out of the course in the first two or three classes because they did not feel comfortable with the language or even because not all of them had the same level. Considering that some of the tutors were not keen on teaching English thus they did not know how to plan the class correctly according to the needs of participants, so in the course it is possible to find participants who do not know anything as much as participants who know some basic structures about the language. Through the course there were few people who did not stay all the lessons; however people who stayed until the end of the process sometimes thought that some topics were very difficult because they did not remember what tutors had explained in the previous class but also there were a few that understood and studied in their houses in order to practice what they have studied, it is very helpful that the adults know that this process of learning a foreign language implies autonomous work and practice.

In the first semester of 2015, when they began there were like 30 people in each classroom, then through the weeks there were like 10 or 15 people who finished the course completely. In order to improve the course for adults, it is important that the course has a better organization in the topics because most of the times each group practice a different thing in the lesson; it means this basic course needs to be planned and organized in the same way for each group following a process although participants are divided in different classrooms with different tutors.

The problematic issue is that most of the tutors do not have the appropriate knowledge to plan a class for teaching English language because they are studying different careers, they just want to do their social responsibility practice, sometimes it is coincidence that some of them are from the Bachelor in English Language teaching. Many of those adults drop out through the classes from the Basic English course that the University offered every semester.

It should be pointed out that this course is really important and it is an opportunity for this population because they seemed to be very motivated and excited at the beginning when they tried to register at CED (Centro de educación para el desarrollo) office, considering that there is only a capacity limit for 150 participants per semester; just the fact that the course might be reopen could be a positive aspect for the people who are interested in participating and the syllabus gives a more stable support. In addition, this course was free every semester and they do not need any specific material such as books, CDs or electronic devices, so it is relevant to reopen the course and in this way to offer learners with a well-organized syllabus for the course in which material that tutor needs to use is specified.

The idea of the project was to design a skill-based syllabus to strengthen and accompany the adult students in the learning process of a foreign language, after having identified the main needs that participants have in this Basic English course for adults in order to reduce the difficulties that participants may have in their learning.

Justification

Learning a foreign language like English has spread around the world as Hazen. K. (2014) affirms “English has been broadcasted around the world for decades. In classroom settings, teaching English as a second language or English as a foreign language has become a worldwide profession” (p.383). Nowadays, it is very common that people of all ages and from everywhere want to speak English either for business, leisure, family, work or any other purposes. For some of the participants it is important to learn the language because they often travel abroad or because they have family living in other countries so it is necessary to interact in English language in order to communicate successfully.

This research arises from the necessity of enhancing and accompanying the adult students in the process of learning a foreign language, considering that some of the tutors are not keen on teaching English or they do not know too much about the language and its structure, consequently they do not know how to plan the English class correctly according to the needs of participants. This study is an endeavor to design a better way to provide the teaching-learning process for adults. Here, it is shown the importance of this research because the syllabus may allow to have a more organized plan for the whole course possibly improving the learning process of the participants and also it may benefit the coherence among all the groups that are divided because the syllabus was designed the same for all the groups.

Additionally, this syllabus contains topics that are related to citizenship and the social aspects because it is the one of the main objectives of the CED, in this way it is given a better engagement in the course and probably the participants may enjoy and understand this foreign language through the syllabus design, when they realize the course has a more organized plan it could probably be a positive incentive for them to continue in the entire program.

Research Question

How the design of a skill-based syllabus may offer a support for the Basic English course for adults of the CED at Uniminuto?

General Objective

- Determine how the design of a skill based syllabus proposal may be a support for the Basic English course for adults of the CED at Uniminuto

Specific Objectives

- To analyze adults' learners needs in order to design a skill based syllabus as a proposal to improve the process of learning a foreign language in adult learners.
- To identify the social awareness aspects to be included in the syllabus design.
- To provide a skill based syllabus proposal for the CED at Uniminuto in order to suggest the reopening of the Basic English course for adults.

Chapter 2

Literature review

This literature review describes a background to this research and an analysis of the different factors that influence the foreign language learning process in adult learners, the various studies that have been developed by some authors about the design of a syllabus and the different components of the learning process that adults face when they are learning a foreign language.

This study can be supported with the following research of Mede & Akyel (2014) in which it is presented the design of a language preparatory program for English language education students. In their document it is described the purpose of the study, why it arose, the method and the results, and also the purpose for which each skill syllabus (Reading, writing, listening and speaking) was designed. According to the analysis of Mede & Akyel (2014) they think that there is valuable importance of identifying the learner needs, specifying the goals and objectives, deciding on the language teaching approach, and adopting, developing and adapting materials of a program. According to the results that their study obtained with the process through the needs analysis questionnaires and semi-structured interviews that were used they concluded that

The nature of the Language Preparatory Program should be based upon the student teachers' perceived language needs which served as a main guide to identify the goals and objectives, to adopt, develop and adapt materials, and to decide on the language teaching approach. To fulfill this aim, training programs should be included for preservice teachers to raise their awareness about the important steps of program design and evaluation
(p.664)

The previous study contributes to my research because it is about syllabi that were designed for an English program, it also has the same approach and in this way I took into account some of the parameters mentioned above in order to recognize the aspects that were relevant for the design according to this population, after having identified the process that the English course for adults at Uniminuto carried out and some aspects that could affect the learning, it was necessary to make a proposal in order to reorganize and reopen the course through a skill-based syllabus.

Due to the time of the English basic course for adults offered by CED (Centro de educación para el desarrollo) at Uniminuto, it is not feasible to cover all the skills in a rigorous way in just three hours per week/ twelve sessions in the whole semester. However, syllabi can be changed according to the population and the conditions that the participants have in the course, but it is important that the participants can develop the ability to understand and interact with a basic use of the English language.

As it is a basic English course the syllabus design was created for practicing all the four skills listening, speaking, writing and reading, in this way they can use the language at least to understand basic dialogues and to interact with their classmates although learners sometimes do not have the same ability developing the four skills with equal efficacy but it is something normal in learning a language but here they can realize which skill they perform better than the other ones.

Taking into account that the population of the course is 40 years old and above Piehl (2011) in her study defends the role of adult people learning a foreign language, in this case the English language for this adult population at Uniminuto.

“Adults who are motivated to learn another language should not be deterred by popular misconceptions about their chances of success. Online courses, community or college classes, and immersion programs at home or abroad can meet the needs of different learners whether they are just starting or continuing a process that began years ago”. (p.35)

In this study the author analyzes if adults can learn a foreign language. In this case she narrates some experiences she had when she studied a foreign language which was French and she found that many people still believe that adults cannot learn another language but it is not totally true because people can learn whatever they want if they have the motivation to do it, it does not matter the age or the way they learn, although they are not going to have the same abilities as they had when they were young but it is possible.

Taking into account that some factors influence the learning process of adult learners, Piehl (2011) explains some of them with the purpose of contributing to have a better and productive learning process with a foreign language in this case English.

The value of a home stay, peer-to-peer interactions, classroom instruction, and cultural involvement all contributed to the learning process. Adults who want to make acquiring a second language part of their lifelong-learning goals can be encouraged by research that indicates such aspirations can be reached with sufficient motivation and effort (p.33)

It shows that it is not impossible to learn a foreign language as an adult person considering that she had the opportunity to identify the problem because she wanted to learn French and she achieved it, in this way she realized by her own experience how difficult could be

as an adult to learn a different language but thanks to that situation that she faced, she also affirms that it is possible to learn a foreign language, if learners are taught with useful methods and also if adult people make a great effort in order to achieve the goal.

The main difference with Piehl, K (2011) to this research is that the author tries to defend the fact that adult people can learn a language no matters the age, based on her own experience at learning French as a foreign language; although she mentioned there is much more difficulty in the process but it can be achieved with effort and motivation because at this age people are very responsible and interested in what they do. But this proposal does not try to demonstrate just that adults can learn a foreign language, it also aims to reopen the course with a better organization through a syllabus with English and social awareness topics that may improve the learning process of this population

In words of Tokatlı & Keşli, (2009) “The success of the course is determined by how well the objectives and the outline are designed. A carefully planned, clearly written, comprehensive syllabus is one of the most important and valuable resources which can be provided to the students” (p.1492). For that reason, it is important for this basic course to improve the methodology and organization of the topics in the same way for all the participants of each group.

An English teacher should experiment new methods and resources to get the students understand and learn all the functions and structures that has the language in the clearest and most appropriate way or methodology but as sometimes the tutors are from other careers at Uniminuto University, it implies that each group has different activities and strategies for the

course, most of those tutors do not know the importance of a well- planned class, although it is basic course for adult people.

Tokatlı & Keşli`s (2009) study is focused on investigating how well and detailed the syllabi are designed in terms of communicating with the ELT department students at Yeditepe University and to see whether there is a difference between what is written and what is actually done by the instructors offering the courses in the department, taking into account if the components of the syllabus offered and the application in the classroom were related and coherent. In this study some people were interviewed in order to elicit ideas about the design of syllabus and the different attitudes towards the courses that has been offered at Yeditepe University.

As a result for their study they found that the syllabus is not inadequate but it needs to be improved by the help of students' perceptions and expectations gained from the interview. As a support Tokatlı & Keşli (2009) conclude that “creating a lively classroom atmosphere and fruitful learning outcomes are known as vital things that all the instructors desire to achieve. Designing an efficient syllabus by including all the necessary information completely could be the first step for that” (p.1493). English Basic course for adults needs to help participants to improve their learning process through the syllabus design in which is going to be reflected a better organization of the course so it would probably be an easier way to guide the process that they want to face and in this way they can learn the basic things about the language during the 12 sessions of three (3) hours per week that this course lasts.

In the aforementioned, it was explained the literature review that is related to this study about learning a foreign language as adult learners and syllabus design, finding variety of

perspectives, analysis, results and opinions from the different authors; the theory and findings of those studies researches worked as support providing this investigation topic with some ideas and methods that helped to develop this case study.

Theoretical framework

This research is focused on the process of learning a foreign language as adult learners with the purpose of designing an appropriate syllabus, thus, as a support for the study emerged three (3) main concepts from the research question, those constructs are Syllabus design (syllabus), foreign language learning and adult learner; taking into account that this study has the purpose of providing a skill based syllabus for the future tutors that allows to engage students during the teaching-learning English process of the course. Each concept has some different theories that came from several authors who stated ideas about these three constructs in order to contextualize and show the reader the importance of this study.

To begin with the constructs, it is important to define the term syllabus to have a better understanding of this study.

Syllabus

Giving an essential definition for this first construct before explaining the main purpose of syllabus design, Nunan (1988) states that “a syllabus is a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content” (p.6). The topics selected for the course are for Basic English themes keeping in mind that there are not more levels than these, therefore, those basic topics were divided into 12 lessons of 3 hours each one of them.

According to Richards & Rodgers (2014) “traditionally, the term *syllabus* has been used to refer to the form in which linguistic material is specified in a course or method” (p.30). It is really important to know for this research what a syllabus implies in order to design an appropriate and therefore a useful plan that helps adults in their learning process of a foreign language.

In addition, it is possible to find some different types of syllabi such as structural, functional, situational, competency-based, topic-based, skill-Based, task-Based and content-Based Syllabus. According to the previous classification Núñez, Téllez, Castellanos & Ramos (2009) describe in a diagram a summary of types of syllabi that exist, each one of those with its own definition, explanation and some functions they have in the language.

Here, there is a short description of each syllabus described by Núñez, Téllez, Castellanos & Ramos (2009) in the diagram.

1. Structural syllabus: Structure of the language
2. Situational syllabus: Context in which the language is used
3. Theme/topic-based syllabus: The topic of the English language directly
4. Functional based syllabus: It is based on functions (suggesting-advising-offering, etc.)
5. Competency-based syllabus: Develop a competency through different given situations
6. Task- based syllabus: Use of language with through meaningful tasks
7. Content- based syllabus: The language is used for teaching a subject matter (science-math)
8. Skill- based syllabus: There are practiced the four skills of the language

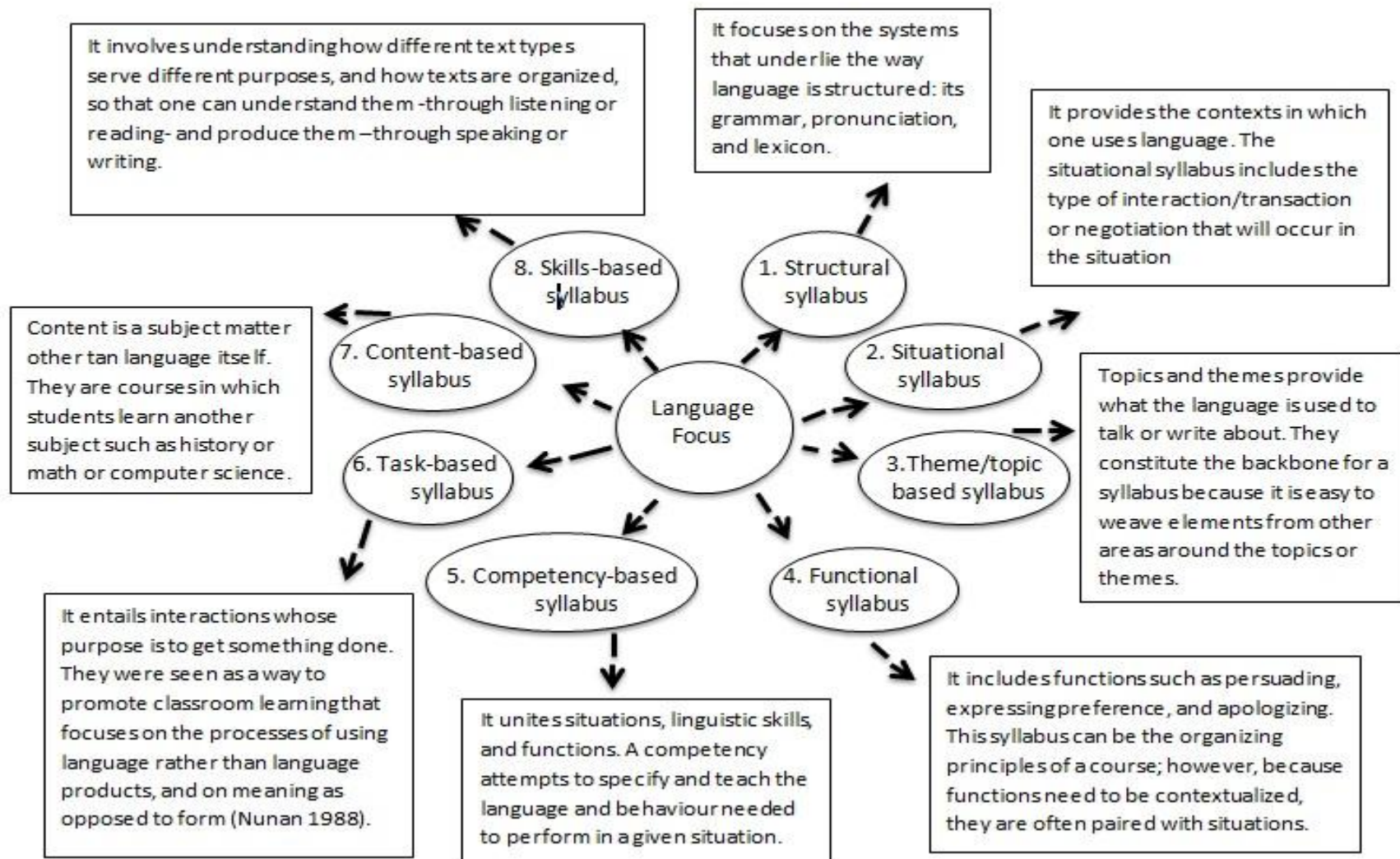


Figure 1. Language focus: The eighth different types of syllabi and their corresponding functions.

In this study it is going to be design the skill-Based Syllabus because as Dinçay (2011) affirms “a skill-based syllabus is a collection of specific abilities that may play a part in using language. The primary purpose of skill-based instruction is to learn the specific language skills and to develop more general competence in the language.” (p.242). Because of that, it is important for this basic course to cover the four basic skills for learning a language: writing, reading, speaking and listening in English; considering that they need to practice general topics of the language in a period of time of one academic semester, approximately 12 sessions. For this reason, this research aims to create an organized skill based syllabus in which the learners may improve the level and may feel motivated for staying the whole course.

Although the idea is to develop and practice the communicative skills in a more complete way; the four skills of the language are going to be practiced but not as hard as communicative, it means that sometimes it is very difficult to reach the same efficiency in the four abilities, taking into account all the skills can not be perfectly balanced, either because of time, intensity or resources that are available, for the teacher and of course for the learners. But all the skills need to be covered but not with the same rhythm in the design of the syllabus in order to learners achieve a better learning through communication and interaction in the English language and in this way to success in the complete process of the course.

Additionally, it will be presented a sub-construct that will provide extra support to the development of the syllabus design.

Syllabus design

As a definition for syllabus Thaug (2012) affirms that “the syllabus is designed to inform students what the course is about; how it proceeds during the term; what the learning outcomes are; and what evaluation methods are used to assess students’ mastery of content

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knowledge” (p.58). It is also worthy to mention that syllabus works for tutors of the course as well, because they will be able to know in advance the topics that students must practice during the course, it will be possible for them to plan the goals their students need to achieve and will be aware of their students’ learning processes.

Moreover, it is important to highlight what Thaug (2012) also adds “syllabus design is based on different cultures and educational traditions and philosophies. Though each has its own characteristics” (p.61). As the English basic course for adults offered by CED has different characteristics, such as the inclusion of social awareness topics since the university has a great responsibility in social sense, also it is not a usual college course because it does not have academic purposes and because it does not have more levels than the basic, for that reason the syllabus of this study is designed for 1 semester (12 weeks) with adult people population with different purposes for learning a foreign language.

In other words, there is an organization of the course that is different from other programs: First, because it is free; second, there is just one level (basic); third, it is offered just for adult people (no matter the profession they have) and finally, because the course needs to include in the syllabus social awareness reflections related to the topics of the foreign language, social impact is an aspect that has characterized Uniminuto over the years.

As it has been mentioned before, this proposal of designing a skill based syllabus wants to suggest to the CED the reopening of the Basic English course for adults in order to support future tutors of it because last semesters there were practitioners from different careers and the lesson were planned by them even without enough knowledge about teaching a foreign language. In this way those tutors might be provided with a useful tool in which they can be guided by the suggested topics and activities of the syllabus.

In words of Nunan (2012) as a second definition of syllabus design, he states the difference between syllabus design and methodology:

Traditionally, syllabus design is concerned with the selection and grading of content, while methodology is concerning with the selection and sequencing of tasks, exercises, and related classroom activities. Metaphorically speaking, syllabus design is concerned with the destination, while methodology is concerned with the route. (p.36)

This quote clarifies that syllabus design describes the topics that were selected for the course, and the methodology is how those topics are going to be taught or practiced. In addition to that, the syllabus shows the content of the course and some suggested activities but as every tutor has its personal style it is possible that they can choose some activities by their own taking into account what it is reflected in each session without interfering with the order and the basic topics established in the program.

The following construct will provide theory and clarity about what foreign language means and implies in this country.

Foreign language learning

The first position for this construct comes from Nakata (2006) in which the term foreign language is described as:

Foreign language learning is the one that is learned in a place where that language is not typically used in people's daily lives. Foreign language learners are separated logistically and psychologically from the target culture, and their situation is totally different from second language learners whose English is a must and a crucial communication tool for their daily lives. (p.60)

This statement means that this foreign language is not spoken in the country as one of the natives; therefore, the learner is not exposed to the language most of the time, it occurs only in a classroom or in a context in which just a few people practice it or at least try to learn it independently of the purpose they have to do it.

It helps to clarify the term that is going to be used for this research, taking into account that there are variety of languages around the world learnt as foreign languages, not all of them are known at global level. Crystal (2003) affirms that “a language has traditionally become an international language for one chief reason: the power of its people – especially their political and military power” (p.9)

Consequently, society has identified some languages as global since they have acquired politic, social and economic power over other cultures that accept their leadership or control and this system makes that some languages have become more powerful than others, it is considerable the domain and power that some languages have had over other countries as Crystal (2003) says in the previous quote, in this case the most popular worldwide is the English language.

In Colombia, most schools, institutions and universities demand the learning of this language; this is a language that has lasted the most as a foreign language in the majority of the countries because it has established its power long time ago. Mejía (2006) states that the Colombian posture in the presence of a foreign language is:

Colombia has had a long tradition of including foreign languages in the school curriculum, languages such as French, German and Italian, as well as English. It is seen as important that Colombian school graduates develop a pluralist vision of the world, so

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that they are open to new ideas and have contact with different ways of thought and expression. (p.153)

English language has succeeded in being recognized worldwide by the power of a culture that makes people learn it because of a mandatory requirement or just because they are interested in this language like a resource for studies, work business or personal goals.

Additionally to the previous ideas about foreign language learning, Nakata (2006) highlights how students can learn the language considering that there is not a real context in which they can practice at all

Foreign language learners do not have enough contact with their target language speakers and community to assimilate into their community, unless they make every effort to learn that language such as enjoying English media, having English-speaking friends, reading English literature, and making frequent visit to the country of the target culture (p.60).

The author is right when he says that people who learn a foreign language make an effort because they decide to learn something out of their context, it means the speaker needs to interact in a region or a place where there is a use in a natural context, it is difficult to do it if there is not an appropriate setting that support the learning. However, learners achieve this goal most of the times even when the conditions do not allow practicing the language all the time in the daily life.

In addition to the prior concept and as a last definition for foreign language, Gass (2013) affirms that the foreign language learning is generally differentiated from second language in that the former refers to the learning of a non-native language in the environment of one's native

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language (p.4-5). This quotation refers to the foreign language as any language learnt in a country where the learning has not natural context. Although there is much more success in learning a language in real context but it does not mean that it is not possible to learn it in a classroom context. The language can be influenced by different aspects of the communication like the mass media, through internet, television and the radio, so learners can take advantage of those resources with the purpose of improving the knowledge of the foreign language. It means that people have different and great variety of tools in order to learn and improve their learning level in the four skills.

Therefore, it is appropriate to make the difference with the term second language and foreign language that it is not the same. For second language it is necessary to be in contact with a real environment in which the person can interact with native speakers in order to develop and improve their capabilities in the other language so the speaker has the ability to produce the language naturally and thus people are able to build communication in other language different from the native clearly without leaving it apart. In the Basic English course participants only have a few hours for interacting in the target language, as a result they are not exposed all the time to the real context, for that reason they are learning a foreign language.

In order to conclude with this construct, Decco (2011) states “foreign language is nearly always understood as the language one learns after childhood and/or less intensely in an environment where the native language is different and, hence, in a non-native speaker setting” (p.40). Here, in Colombia people start since they are in kindergarten and they continue in primary school and high school where educational system has established English as a foreign language as a requirement, consequently, almost all the learners have been exposed to short experiences just in the classroom all their lives.

Having set different perspectives about foreign language from the three authors above, it is important to continue with the next construct which is adult learners in order to complement the main constructs of this research.

Adult learners

Chao (2009) gives the first definition for adults regarding this research; he affirms that “adult learner can be defined either based on age, cognitive maturity or a nontraditional learner. Each definition has his/her own strong points however it is much more pragmatic to define an adult learner based on age” (p.905); in the case of the course, it was offered mainly for senior citizens, showing that the definition of adult learner can vary from age, backgrounds and different aspects that allow to classify a population in this case adult learners; but also it is worth to say that not just the age determine if a person is in adulthood it also depends on the actions that are carried out by someone with enough responsibility and consciousness; without contradicting the above, Chao (2009) also states:

Furthermore, the selection, evaluation and classification of an adult learner become a lot simpler if it were based on age. A growing number of retired people have also been engaging in adult learning so it is only pragmatic to change the age grouping to 24 years and above. To further breakdown, adult learners consideration has to be made that some are employed and some are unemployed thus a categorization of adult learners can be made into employed, unemployed and retired adult learners. (p.905).

Although Chao (2009) mentioned the age as a characteristic for the classification; it is important that teachers or institutions where learners assist have an appropriate classification, taking into account also the level that the participant has for learning the foreign language. A

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foreign language learning implies different and perhaps new skills in a learner, they have certain types of degrees in which they are classified according to the knowledge and use that each person develops in the four main skills (writing, reading, listening and speaking). Uniminuto course does not classify people by level and age, at the beginning they just do a short basic exam in order to have an approximation of how much they know about the language, but in most of the cases all of them are in the same level.

Nowadays, it is very common most of people wants to speak a foreign language, but adult people want to learn it regardless their purpose, because it has become a requirement as time goes by, considering that in most of the educational, academic and labor fields it is an essential skill for a higher and better performance, and also they want to achieve something more for their personal lives and goals.

To continue with the development of the construct, another point of view of the concept adult learner is established by Slotnick, Pelton, Fuller and Tabor (2005) giving a specific feature that identify an adult person as “more active in pursuing their learning and better able to see the importance and limitations of what they learn” (p.6). Apart from the age adults have the characteristic to have self-responsibility and interest in what they do; it means that they know what decisions they can make either good or bad because they are expected to have a logical reasoning which allows them to think about what they really want for life.

According to Paterson (2010), it is affirmed that “an adult is expected to take a full share in the tasks of the society to which he belongs, and to bear someone measure of responsibility for the internal life and external facts of his society” (p.4).In educational terms, people start to become responsible when they finish high school because they continue the learning process in

an institution or university but is when the change occurs because there is no continuous monitoring of their responsibilities as in a school and it is supposed that they already have the ability to reason and take care for their own actions at this age.

In addition to that, Paterson (2010) describes some abilities that are performed nearly by mature and adult people in the following quote.

The adult, moreover, is in an important sense charged with caring for himself: we ascribe to him the duty to be mindful of his own deepest interests, to cultivate whatever talent he may possess, and to accept responsibility for his moral character and conduct and for the development of his qualities as a person. (p.4)

In spite of those characteristics that describe an adult person behavior and actions, there are people who develop those distinctive abilities even before or after they become adults physical and mentally. Hence, the term “adult” has been labeled as maturity and it is based on actions rather than age, independently of the country or context in which is established a range for the legal age.

The last definition but not least for this study is described by Svetina & Perme (2004), in which they explain that “adult learners are those who are ‘participants’ in adult learning opportunities. They form, therefore, a heterogeneous group of people with different educational biographies and diversified educational needs” (p.16).

It could be the most appropriate definition for this adult learner concept because it describes exactly some of the characteristics that participants from Uniminuto have and not only for this population, in general people have different features that show how different human beings are compared to the others; hence they have a common interest which is learning English,

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although they have very different purposes, goals, backgrounds and lifestyles for joining to this basic course.

As a summary of the previous ideas about the concepts, foreign language can be understood like a language that is used and learnt for school, academic or labor purposes, but it is not the native language of the speaker. The term adult learner is usually defined as a person older than 18 years (age range in which people get the legal age here in Colombia) that belongs to a specific process of learning something.

After analyzing similar studies and give meaning to the constructs, it can be concluded that tutors from the basic English course must take into account that the process of learning a foreign language is very different for adult learners, therefore, it carries out effects over the learners because tutors who are not prepared do not know how to manage the group in pedagogical terms. It means they can lead the students in the wrong way of the learning process for that reason this study wants to find information in order to design an appropriate skill based syllabus for Uniminuto participants in the English basic course for adults that offered the CED taking into account that it is necessary to have a more organized course according to their age, purpose and context.

Chapter 3

Research design

This chapter aims to describe the methodological procedures followed in order to design a syllabus as a support for the Basic English course for adults of the CED at Uniminuto. The first important aspect to consider in this chapter is the research paradigm and the type of approach that were adopted for this study with the purpose of approaching to the problem, and the implications of designing a syllabus for learning a foreign language. Also, there is a description of the setting in which the course took place, and a general description of the participants.

For this study, which aim is to identify and analyze the necessary information in order to create and provide an appropriate syllabus for the course and how this design may help the learning process of the participants avoiding possible negative causes, the paradigm is qualitative, and the approach is case study in order to find a solution for the problem and give a proposal to CED to suggest the reopening of the basic course.

Research paradigm

Qualitative Research.

Based on Gillham's (2000) opinion "Qualitative methods focus primarily on the kind of evidence (what people tell you, what they do) that will enable you to understand the meaning of what is going on". (p.10). The experience that I had with this population as a tutor allowed me to identify some reasons why they were learning a foreign language, working with adult people is an advantage because they were willing to share their opinions most of the time regarding the course and how they felt about it.

The research included qualitative research methods, taking into account what Grady (1998) affirms “Qualitative research methods are flexible and capable of being adapted to meet the needs of ever-changing social situations. This flexibility makes qualitative research ideal for use in classrooms, particularly in the form of action research which often is termed ‘school-based research’ in educational settings” (p.4)

Therefore, with the features of the paradigm, this proposal for syllabus design investigates a problem in an education context for adult learners that are learning a foreign language at Uniminuto in the “Desarrollo de habilidades del pensamiento” project through an English Basic Course. This project has different courses which intend to promote learning a foreign language for adults and children, but the adult courses were cancelled in the first semester of 2016 because there was not enough space at the University in order to assign a classroom for the participants.

This study needed to follow some steps analyzing the difficulties and suggesting the reopening of the course. In order to provide the proper solution to the problem it was necessary to observe weaknesses of the teaching-learning process in the course, and in this way to provide a well-designed syllabus that may contribute to a better learning and development of the classes avoiding possible causes that can alter the main goals of the course because it is also necessary to use civic formation topics combined with the English lessons, furthermore, the tutor needs to apply the reflection that is described in the syllabus immersed in the activities or situations that are going to be practiced according to each language focus and thus, participants will interact each other in the English language and at the same time promoting respect, help and tolerance in the community using this foreign language.

Research approach

Case study

The idea of a proposal arose from the experience I had as an English tutor, in the first academic semester of 2015 in the English course for adult people there were 6 groups per week and each of those courses was managed by the students that are taking the social responsibility subject from all careers at Uniminuto it means that tutors made the plan of every session following different strategies and some of them do not know too much about planning classes, therefore, the teaching process is not developed in a careful way.

As a support for the chosen approach Johnson & Christensen (2013) state that case study research is defined as “a form of qualitative research that is focused on providing a detailed account of one or more cases” (p.50). In this case, there were found some aspects that were described by the adult people in the experience through the basic course in a group, the reasons why they had decided to take the course, expectations and also they often gave an opinion about the classes were told by adult participants. The singularity of this program helped to classify this research as a case study considering the population and the purpose, in order to create the syllabus was necessary to bear in mind the needs of the learners as well as the process that was carried out by the tutors and consequently there is a description of the situation according to a previous experience.

Green (2011) states that: “The case study approach is an excellent qualitative research method when factors and relationships may be directly observed. Case study researchers attempt to gather in-depth material related to an individual or to a program or event” (p.5). The course was observed at the same time that I guided the learning process of the participants, they used to

give their opinions about the activities and the process they had in the course and constantly they shared the reasons why they had decided to learn English language.

The syllabus design will support the Basic English course for adults of the CED at Uniminuto, through a better organization of it providing a proposal for its reopening, considering that the course was closed in the first semester of 2016, also with the syllabus could be prevented possible issues that may affect the process or the continuity of the participants throughout the whole sessions.

Due to an unexpected course closing it was not possible to implement the syllabus taking into account that there was not population in order to do it, consequently as it has been mentioned, this research wants to provide a good and useful tool that supports the learning process in the English basic course for adult learners at Uniminuto with the purpose of suggesting the reopening of the course.

Baxter & Jack (2008) give a detailed definition (Table 1) of some types of case studies according to different categorizations that other authors made about it.

Table 1: Definitions and examples of six different types of Case Studies

Exploratory	This type of case study is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 2003).	Lotzkar & Bottorff (2001). An observational study of the development of a nurse-patient relationship. <i>Clinical Nursing Research</i> , 10, 275-294.
Descriptive	This type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003).	Tolson, Fleming, & Schartau (2002). Coping with menstruation: Understanding the needs of women with Parkinson's disease. <i>Journal of Advanced Nursing</i> , 40, 513- 521.

Multiple case studies	A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003).	Campbell & Ahrens (1998). Innovative community services for rape victims: An application of multiple case study methodology. <i>American Journal of Community Psychology</i> , 26, 537-571
Intrinsic	Stake (1995) uses the term intrinsic and suggests that researchers who have a genuine interest in the case should use this approach when the intent is to better understand the case. It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because in all its particularity and ordinariness, the case itself is of interest. The purpose is NOT to come to understand some abstract construct or generic phenomenon. The purpose is NOT to build theory (although that is an option; Stake, 1995).	Hellström, Nolan, & Lundh (2005). "We do things together" A case study of "couplehood" in dementia. <i>Dementia</i> , 4(1), 7-22.
Instrumental	Is used to accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else. The case is often looked at in depth, its contexts scrutinized, its ordinary activities detailed, and because it helps the researcher pursue the external interest. The case may or may not be seen as typical of other cases (Stake, 1995).	Luck, Jackson, & Usher (2007). STAMP: Components of observable behaviour that indicate potential for patient violence in emergency departments. <i>Journal of Advanced Nursing</i> , 59, 11-19.
Collective	Collective case studies are similar in nature and description to multiple case studies (Yin, 2003)	Scheib (2003). Role stress in the professional life of the school music teacher: A collective case study. <i>Journal of Research in Music Education</i> , 51,124-136.

The type of case study implemented in this research is descriptive and as it was stated in the table this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred, considering that it wants to accomplish that the course could be reopened, and in this way the syllabus may be applied and used by the future tutors that do social responsibility practice. Moreover the course is not as typical as others because the course has different purposes rather than learning just a foreign language it is combined with social awareness, for that reasons the idea was to analyze weaknesses, to give a tool that probably might improve the process of learning the English language in adult learners through civic reflections.

Setting

This study took place at Corporación Universitaria Minuto de Dios in its main facilities in Bogota city. This university institution has different branches around the country such as Atlántico, Cundinamarca, Tolima, Huila, Meta, Bogota Sur, Santander, Norte de Santander and Valle, its main building is seated in Engativa locality, Bogota capital of Colombia in which the basic course of English was offered. This institution was founded in June 27th, 1990 by the priest Rafael Garcia Herreros.

Based on Centro de educación para el desarrollo (n.d) which is the department in charge of the education for development and social impact of Uniminuto, CED has as a mission to strengthen in people, organizations and vulnerable communities, their values, knowledge and social responsibility abilities, in order that they become participants of progress in their own social transformation.

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It is located in front of the main building at avenida calle 80 where the participants carried out their process of registration at the beginning of the semester; taking into account that some of the applicants did not have the opportunity to be admitted in the course due to only 150 people can participate in the Basic English Course per semester; when the course started a classroom is assigned for the participants at Uniminuto main building where they could assist weekly to their classes.

Since the year 2013, this project made an alliance with the Bachelor in Foreign Language teaching from faculty of education with the purpose of supporting the different English courses and workshops that were offered by CED for the community, although the other faculties also have the opportunity to take part in these projects if they have a good level of this foreign language.

Participants

The participants of this research project are adult learners who took part in the “Desarrollo De Habilidades Del Pensamiento” project for the Basic English course that is offered every semester by CED (Centro de Educación para el Desarrollo), this project wants to promote spaces for adult people through English language classes in order to strengthen the thinking process from a critical perspective in which participants can be in contact with the world in different ways. In general, the course has a limit capacity of 150 people divided in 6 groups, 3 groups on Monday and 3 groups on Thursday. Although the idea for the study is to work and analyze just one group, it may have around 20 or 25 participants. The ages of the participants vary from 35 and above; most of the learners come from the different parts of Bogota city. The courses have a length of 3 hours per week during twelve sessions or weeks

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during one semester. All students come from different backgrounds and they have different occupations, in each group some of them are lawyers, house wives, publicist, managers, pensioned and independent workers, their interests considering that some of them want to learn the language for business, personal goal or leisure, status and motivations and reasons for studying a foreign language vary according to each person, there are some participants that have family abroad so they need to learn English because they often go to visit them.

Moreover, in most of cases participants did not know anything about the language but there were a few that have a little more knowledge, however something really interesting, important and useful was that as adults they were very responsible and they had a positive disposition and attitude for participating in each session.

Chapter 4

Pedagogical intervention

In this chapter, you will find the skill-based syllabus proposed for the English basic course for adult people in the social responsibility practice at Uniminuto. The syllabus is described session by session, with 12 sessions in total; each one contains social awareness process included as part of every single topic that is described in the syllabus, specific skills, language focus (topics), brief function of the language focus and vocabulary; all those aspects are going to be practiced in each session of the syllabus.

In addition, three (3) tests were designed as support for the evaluation process of the participants; the tests include an answer sheet and an answer key format (See appendix 1, 2 and 3). They were designed to be developed as follows: a diagnostic test at the beginning of the course, a middle test to check the students' process and a final test at the end of the course; although, those are basic tests in the second one and the third one the 4 abilities: reading, writing, speaking and listening are tested and also there is a short part about use of language, therefore, each test was designed with certain level of difficulty according to the topics and skills that participants will practice during the classes. In the syllabus the sessions in which tests can be applied are specified.

The skill- based syllabus is a proposal for the Centro de Educación para el Desarrollo (CED) in order to suggest the reopening of the course for adults and apply this syllabus in the future, since it was a great opportunity for adult people from Bogota who wanted to learn English, as they expressed their opinion about the program when they were learning the language in the first semester of 2015 in my social responsibility practice.

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The idea is to implement the syllabus to the participants with the purpose of checking if they obtain a better performance in learning this foreign language through a better organization of the topics planned for their process.

In this pedagogical intervention the social awareness is used within the skill – based syllabus as an essential support for the program, considering that it was offered by the CED which has as a main goal to enhance the participants' awareness in most of its projects so the topics of the language are combined in order to help people become aware of their context when learning a foreign language.

To complement, in this section you are going to find the vision of language, teacher, classroom and learning which supported the construction of this pedagogical intervention. Along with these visions some ideas will be stated about how the learning and teaching processes are understood as well as their characteristics and implications with respect to the principles of the skill-based syllabus.

Vision of language

The vision of language that is adopted for this pedagogical intervention is language as a self- expression according to Tudor (2001) because of the characteristics described about the course and the skill-based syllabus. Considering that the purpose of this course differs from the common ones due to it belongs to a project that includes the social awareness of a community as main focus and promotes the social responsibility in each person, these features should be highlighted and understood as necessary aspects that can be expressed through the English language.

It is appropriate to explain the meaning of language as self-expression, Tudor (2001) states that:

Language is also the medium by which we build up personal relationship, express our emotions and aspirations, and explore our interests. In other words language is not simply a tool for achieving specific transactional goals, it is also a means of self-expression.

(p.65)

Surely, participants are going to build up relations through the course with their classmates and tutors since that they will spend time together in terms of learning and it implies a social role immersed in the foreign language, the topics described in the syllabus design have activities in which learners will share their interests, social experiences, hobbies, and the role as a citizen to each other without forgetting that social awareness needs to be combined.

In the lessons that were offered by CED, English was not practiced in depth taking into account the characteristics of the learners, however they participated actively showing interest in what they learnt in each class. The most positive thing is that participants did not need to be pressured by the tutors because they had the disposition for every single activity that was presented in the English classes.

To complement, the syllabus aims to be used and put into practice in the future promoting the language as a mean in which learners can express things that they know through the social experience they have had during their lifetime, based on the following quote Tudor (20001) affirms:

A functional perspective on language portrays the learners primarily as a social actor and language as a form of social action which is certainly a valid perspective. Language

learners are also, however, individuals in the personal and affective sense of the terms, which means that language is also a means of personal and affective expression. (p.65)

In view of the above, the language that needs to be used in this syllabus design provides the participants with a setting in which they can express themselves through the English language, as well as taking into account the social awareness that each topic promotes allowing participants to realize about their social environment and to know people who surround them in the class. The social part is what makes meaningful the project considering that according to the population and through the different courses that are offered by the CED, they try to reinforce in everyone the values and social awareness becoming agents of development and principal actors of their social transformation.

Most of the participants expressed that the reasons why they were taking the course were somewhat different, the language that they need to know must be connected with real situations that they can face in their real life having a basic knowledge of the four abilities that the language contains.

As a support Tudor (2001) states that “Language learners are social actors whose learning goals are defined by the context in which they will be required to use the language and the messages they will wish to convey in these contexts (p.57)”. Therefore, this syllabus was designed for the purpose of practicing the four skills of the language and tests were designed with some Colombian contexts which provide learners with situations from real life that they may identify rapidly, thus, learners might be able to express their ideas, feelings and opinions by themselves.

Vision of learning

In accordance with the previous vision already presented, the vision of learning according to Tudor (2001) it is expressed as the role of affect in which claims that “students are individuals whose interaction with learning activities is influenced by a variety of cognitive, psychological, and experiential factors, and these factors give rise to a certain affective interaction with the learning process” (p.95). The interaction among the participants is relevant in this course due to all the social aspects must be included and developed as a reflection for every single topic worked in the learning process.

Bearing in mind that the course was offered also as a social program of the social responsibility subject, the topics included in the syllabus design are combined; social awareness and English language are described with the purpose to be developed connecting both in each session. The experience allowed me to realize some of the aspects that help learners to have a better learning of the language and here it is when the social aspect takes part because participants were good at sharing experiences about real situations and they enjoyed helping others and doing activities in which they could socialize and communicate their ideas. As Palinscar (1998) affirmed, cited in Lambropoulos, Faulkner & Culwin (2012) “learning derives from social interactions; an individual's cognitive structures and processes can be made apparent by their interaction with others (p.296) ”about the previous statement Lambropoulos et al. (2012) explained what it means, so they state in other words the following:

What a learner has learned is displayed when they talk to other learners. The implication is that the quantity of learning and, perhaps, its quality can be determined from an analysis of the patterns of social interaction between the various learners. (p.296)

Hence, taking the previous as a support it is necessary to impart through the syllabus a type of learning in which participants can share with their classmates what they are learning in order to have a useful interaction among the learners of this foreign language making use of the four skills that have already been mentioned, and due to the time it might be very helpful for them to count on somebody's contribution in the process either for practicing or receiving a feedback from them, at the same time reinforcing the social tie that characterized the course.

For those reasons, it is important for this course and its appropriate process to be closely related to the social part in which students can interact with their classmates helping each other as it was expressed in detail in the syllabus design. Learning a foreign language implies the capacity for the students in which they need to collaborate with an autonomous work in the process of learning because the time in the classroom is not enough for a very complete learning. Besides, people who learn a language require practicing it because is in this way they improve their abilities in this foreign language.

Participants require in their learning process to be conscious about the course and what it implies, considering that what is taught in the classroom necessarily needs to be strengthened when they are not in the class. Nevertheless, it might not be difficult because the course was created for adult people who already have performed other activities responsibly so most of them probably will take this opportunity seriously, due to their age and the motivation that inspires them to take the course.

Additionally, as it has been mentioned before this population is characterized by its willingness in learning a foreign language and the determination that they get to achieve this goal

no matters the age, thus they can take advantage of the opportunity that is offered for the community; as a support Tudor (2001) affirms that:

If students enter the classroom with a positive affective predisposition to the language or to the learning process, there is a good chance that productive learning can be achieved, whatever the practical conditions of learning and teaching, or the methodology used.

(p.96)

All those aspects correspond to the participants' characteristics considering that their age and experience make them behave in a more responsible and conscious way about the learning process they will carry out, it is an advantage for the tutors because they might probably feel motivated for guiding the course, and consequently learners may obtain a more meaningful learning of English as a foreign language.

Vision of teacher

In this course the teacher needs to orientate learners in their learning process taking into account that the tutors that had been in this project before were from different careers, so it means they just guided the practice of the English language perhaps with no pedagogical instruction considering that teaching is not their branch of knowledge, for that reason the skill-based syllabus was designed to help them to have a clearer idea about what needs to be taught session by session with the corresponding skills that are going to be practiced, as a support Bell (1983) cited in Nunan (1988) affirmed

The role of the classroom teacher is to implement the plans of applied linguists, government agencies, and so on. While some teachers have a relatively free hand in

designing the syllabuses on which their teaching programmes are based, most are likely to be consumers of other people syllabuses.(p.7)

Tutors had had the opportunity to plan each session but they did not take into account the importance of a well-planned class in which participants had the opportunity to explore the four abilities of the language in a balanced way with a concrete syllabus that allows to guide and monitor their process during the sessions or activities proposed.

Tutors are chosen by the CED, as it was described above, some of them do not belong to the teaching field so they are going to apply and develop the syllabus with the proposed topics and indications, in this case it is not necessary for them to make modifications to the current skill – based syllabus because the idea is that all the groups of this course have a balance about the process that they carry out. Taking into account the aforementioned, it is worth to highlight Bell's (1983) words again "teachers are, in the main, consumers of other people's syllabuses" (p.7), moreover, what students learn in the class is necessary to be complemented by each learner according to their own interests at home; there is described some specific material in order to developed each class by teachers/tutors providing learners with an appropriate guidance, and it is supported by Tudor (2001) in the following quote:

Teaching is a goal - oriented activity, and the goal is to create conditions which help students to develop the ability to use a language effectively; however this may be defined in operational terms. What we do as teachers – the materials we present to students, the activities we ask them to engage in, the advice we give them, etc. – has this one purpose, namely to support effective learning.(p.77)

Due to the above teacher will be someone who guides the learning, allowing learners express themselves using the aspects that were described in the syllabus in order to practice the English language, therefore, the process needs to be oriented by the tutors since that they can monitor the English classes.

Vision of classroom

The environment in which lessons used to be taught for the English course for adults was a common classroom in which teachers were just people in charge of teaching grammar structures and vocabulary, taking into account that the topics were given in advance to practice in class and the all the groups practice different topics, but the thing is that there was not a real and consistent interaction between what they practiced and what they needed to learn because each group worked on different things.

Tudor (2001) describes the classroom as a communicative classroom for communication he states that ‘‘the classroom would, therefore, become a place of communication which would allow students to practise the communicative skills that they would need to use outside the classroom in real interactive situations’’ (p.113)

Admittedly, classroom has been commonly used in this way in most of learning environments, it means that students just copy on their workbooks in order to memorize words but for this course it is really important to use in the classroom activities and situations in which they can interact and practice the four skills (reading – writing - listening - speaking) of the language through social awareness reflections related to the English language, in the design of this skill- based syllabus there are grammatical topics of the English language but they are combined with a real context or situations in which learners will be able to connect the topics

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with reflections about the social interest of a community, also they may know each other and think about the real context that surrounds them using the English language as their way of communication in their classroom.

Another view of the classroom and its vision is given by Tudor (2001) in which it is stated that “the classroom is thus a social institution which, in the eyes of various social actors, is expected to serve a purpose in the development of a certain type of citizenship” (p.124). This kind of classroom is the one that fits the most with the syllabus proposed since it contains social awareness topics, also it is suitable because in this course is relevant to instill the social responsibility and reflection in the participants throughout all the sessions considering that the course was a project that belonged to CED and it has always been interested in the community and their needs; although CED has different offers in a variety of courses it has always emphasized the relevance of social part no matter the project.

Syllabus design

The skill- based syllabus is presented through 12 units that represent the total of sessions in which the learners are going to be part of the English course without leaving apart the social awareness that stood out the course, each unit implies three (3) hours per week.

Supporting the importance of syllabus design according to Widdowson (2009) that describes some of the features that are relevant for taking into account during the design such as: how a selected syllabus will need to be adapted to a specific learning level and to a local context in order to provide specifications of the language and topics which the syllabus will contain, also how units will be structured and how the syllabus will be carried to the learner because syllabus design plays such an important role in a course development.

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As it was explained above, the skill – based syllabus proposal was designed based on the previous experience which allowed to identify and recognize some of the needs of the course and the participants, it possibly may help to offer a more organized course in which adult participants can have a meaningful learning.

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 1				
Welcome session				
Who am I?				
Beginning of course (DIAGNOSTIC TEST)				
SOCIAL AWARENESS PROCESS	SKILLS	LANGUAGE FOCUS	VOCABULARY	FUNCTIONS
Meeting new people	Speaking: Giving my name	Greetings	My name... Hello - Good morning - Good evening – Good afternoon - Good night - Good bye	<ul style="list-style-type: none"> Introducing myself and greeting each other
Getting to know each other	Speaking: Asking and telling age and birthday dates. Listening: Telephone numbers and addresses	Numbers	Cardinals-ordinals numbers 1-100 Age: How old are you? Days of the week Phone numbers- Address	<ul style="list-style-type: none"> Talking about dates Recognizing the days of the week Giving your telephone number
How do I perceive myself and my classmates? Recognize that each person is different, understanding that all are very unlike	Writing: A personal description of your physical characteristics Speaking: Describe the physical appearance of someone.	Pronouns Has/have got	Common adjectives for describing physical appearance	<ul style="list-style-type: none"> Describing physical characteristics

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UNIT 2				
My family and neighborhood				
Class length: 3 hours				
SOCIAL AWARENESS PROCESS	SKILL	LANGUAGE FOCUS	VOCABULARY	FUNCTIONS
Social recognition of my classmates and their family environment	<p>Reading: A passage about members of the family</p> <p>About my family: http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/about-my-family</p> <p>Writing: Describe your family members</p>	Verb TO BE (present)	Family members and possessive 's	<ul style="list-style-type: none"> Talking about personal information Asking and answering questions
Respect other's goals and lifestyle	<p>Speaking: Telling the classmates who you are in professional life</p> <p>Writing: Write sentences about your profession and make questions for your classmates about it</p>	Verb TO BE (present)	Professions / jobs	<ul style="list-style-type: none"> Identifying people and their occupations
Recognize the community and its places in my neighborhood	<p>Reading: Places to visit in Bogotá</p> <p>http://www.bogota-dc.com/places/bog-pla.htm</p> <p>Writing: A short description of the place where you live</p>	Verb TO BE (present)	Places of the city / prepositions of place	<ul style="list-style-type: none"> Describing places

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UNIT 3				
The environment that surrounds me				
Class length: 3 hours				
SOCIAL AWARENESS PROCESS	SKILL	LANGUAGE FOCUS	VOCABULARY	FUNCTIONS
Identifying the environment that surrounds me and my community	<p>Listening: Identify demonstrative pronoun according to the listening (just listen not watch it) for the first time Play the video and compare if they were correct (Second time) https://www.youtube.com/watch?v=BcxmWhY-zx8</p> <p>Writing: Make a list of the classroom's objects using the four demonstrative pronouns</p> <p>Use of language: Complete the sentences with the correct indefinite article http://www.englisch-hilfen.de/en/exercises/nouns_articles/article_a2.htm</p> <p>Speaking: Make a sketch/draw about a specific place in your house, tell what specific objects there are, using that-this-those-these</p>	<p>That - this – those – these</p> <p>Indefinite article a/an</p> <p>Parts of the house</p>	Demonstrative pronouns	<ul style="list-style-type: none"> • Indicating specific everyday objects • Denoting something or someone in singular • Practicing demonstrative pronouns

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 4				
My city				
Class length: 3 hours				
Social awareness process	Skills	Language focus	Vocabulary	Functions
My function as a citizen helping others	<p>Use of language: Describe an image using there is and there are (Places in the Bogotá)</p> <p>Listening: Listen to some people giving directions https://elt.oup.com/student/champions/level02/dialogues/dialogue03?cc=global&sellLanguage=en</p> <p>Speaking: Make a map of how you come to class from your house and explain to someone how you get there.</p> <p>Speaking: Orientate someone to a place blindfolding person's eyes.</p>	<p>There is – There are</p> <p>Asking for directions Is there a ___ near here? How do I get to...? Where is the ___?</p> <p>Giving directions</p>	<p>Places</p> <p>Prepositions of place In – near - next to on the left – on the right – in front of – between – on the other corner</p> <p>(Turn left – turn right – go straight ahead – go past – opposite)</p>	<ul style="list-style-type: none"> • Expressing amount of objects that are in a place • Asking for directions • Giving directions • Locating places

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Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 5				
Relationship with my community				
Class length: 3 hours				
SOCIAL AWARENESS PROCESS	SKILL	LANGUAGE FOCUS	VOCABULARY	FUNCTIONS
Be up-to-date on the latest news in the city	Reading: Newspapers/ magazines paragraphs about Colombia	Present simple	Every day verbs	<ul style="list-style-type: none"> Identifying the most common verbs for daily situations
My civic participation in daily life	Speaking: Discussing about what you like to do the most (pair work)	Present simple	Daily routines	<ul style="list-style-type: none"> Talking about routines and hobbies
Do I share time with others?	<p>Writing: Detailed description of what they do every day (Timetable)</p> <p>Listening: Song (Friday I'm in love by The cure)</p>	Present simple	Time	<ul style="list-style-type: none"> Telling the time

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 6				
Spending my time				
Class length: 3 hours				
Social awareness process	Skills	Language focus	Vocabulary	Functions
How do I spend my time?	<p>Speaking: Describe a hobby or interest; tell what you do and how often you do it.</p> <p>Writing: Think about someone you know and write what this person often does (My partner's daily routine)</p>	<p>Present simple (affirmative-negative)</p> <p>Frequency adverbs</p>	<p>Routines</p> <p>Free time activities</p>	<ul style="list-style-type: none"> Describing the frequency of the routines Talking about free time activities
Recognizing my traditions	<p>Reading: Examples of some celebrations around the world https://www.gapyear.com/articles/194305/top-5-celebrations-around-the-world)</p> <p>Speaking: Tell what events you celebrate and how often you do it (about Colombian culture)</p>	<p>Present simple</p> <p>Frequency adverbs</p>	<p>Celebrations</p>	<ul style="list-style-type: none"> Talking about the most common and important celebrations around the world

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 7				
Showing my skills				
Class length: 3 hours				
Social awareness process	Skill	Language focus	Vocabulary	Function
Showing my skills	Writing: Describe things you can do	Can (abilities)	Verbs – things you can do	<ul style="list-style-type: none"> Describing abilities
Recognizing my weaknesses	Speaking: compare the list above with the things you cannot do (I can walk but I can't run)	Can't (abilities)	Verbs – things you can't do	<ul style="list-style-type: none"> Talking about things you can't do
Knowing and respecting my classmates abilities	Speaking – writing : Ask and answer questions about your abilities and your partners' abilities (Survey of your classmates abilities)	Question with can	Verbs	<ul style="list-style-type: none"> Finding abilities in common
What can I do in the places of my city?	Speaking: Choose 2 places of your city and tell your partner what you can and can't do there	Can - Can't (for permission)	Places	<ul style="list-style-type: none"> Talking about permission

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 8				
Checking my learning				
Class length: 3 hours				
<u>PROGRESS TEST</u>				
Social awareness process	Skill	Language focus	Vocabulary	Function
Knowing about typical food in my country	<p>Writing: Write sentences describing what you can see in one specific place (cafeteria)</p> <p>Reading: - Colombian food - At the restaurant (someone orders food)</p> <p>Speaking: Order something in a restaurant – café</p> <p>Speaking: Choose a typical dish in Colombia and describe the recipe for your partners (real food)</p> <p>Listening and speaking: Watch a video about typical breakfasts around the world https://www.youtube.com/watch?v=ry1E1uzPSU0</p>	<p>There is and There are</p> <p>Some – any</p> <p>How much – how many</p>	<p>Food:</p> <p>Vegetables, fruits, proteins and drinks</p>	<ul style="list-style-type: none"> • Describing countable and uncountable nouns • Talking about quantity • Asking and answering questions

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Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 9				
Childhood				
Class length: 3 hours				
Social Awareness process	Skill	Language focus	Vocabulary	Function
Knowing about the history in the world and in my country	<p>Speaking: Tell your partners when you were born and where</p> <p>Listening: Listen to a historical fact and write specific details about it. Pablo Escobar was just the fall guy: https://www.youtube.com/watch?v=sA2Zds9Ay7M</p> <p>Reading: Biography of important people for the history of Colombia and around the world http://www.biographyonline.net/people/famous-100.html</p> <p>Writing: Choose a famous person from Colombia and write what important things they did or who they were</p>	<p>Verb to be (past)</p> <p>Verb to be (past)</p>	<p>Years / months</p> <p>Was-were</p>	<ul style="list-style-type: none"> • Talking about special dates • Describing important people in history

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Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 10 My roots				
Class length: 3 hours				
Social awareness process	Skill	Language focus	Vocabulary	Function
Remembering my past and knowing my classmates memories	<p>Reading: Two sisters and the cat http://web2.uvcs.uvic.ca/elc/studyzone/200/reading/smicat1.htm</p> <p>Listening- writing: Watch a short video and describe what happened</p> <p>Mr Bean Gun Scene - Disaster Movie https://www.youtube.com/watch?v=W7FRts6t54Q</p>	<p>PAST SIMPLE</p> <p>Affirmative</p>	<p>Most common verbs</p> <p>Irregular</p>	<ul style="list-style-type: none"> Identifying past actions and events
Remembering my roots	<p>Speaking: Tell a past event that you remember the most</p>	<p>PAST SIMPLE</p> <p>Affirmative</p>	<p>Time expressions</p>	<ul style="list-style-type: none"> Talking about past events and facts
Socializing my experiences	<p>Speaking: Make questions to your partner about your last weekend</p>	<p>PAST SIMPLE</p> <p>Affirmative- Negative Questions</p>	<p>Life events</p>	<ul style="list-style-type: none"> Asking about past events

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 11				
Memories				
Class length: 3 hours				
Social awareness process	Skills	Language focus	Vocabulary	Function
My social and personal changes through time	<p>Reading: A past fact in in someone's life (My Childhood by Gabriela Arrevillaga) http://www.elc.byu.edu/classes/buck/w_garden/students/students_past.html</p> <p>Writing: Describe your last trip or vacations</p>	PAST SIMPLE	Personal life	<ul style="list-style-type: none"> Describing specific past facts
How did I grow up?	<p>Writing: Make a timeline with the most</p> <p>Speaking: Explain to your classmates the timeline and answer questions about it</p> <p>Listening: Nirvana- The man who sold the world important events of your life</p>	PAST SIMPLE	Childhood memories	<ul style="list-style-type: none"> Talking about my childhood

Skill based syllabus design: Learning a foreign language in adult learners				
UNIT 12				
FAREWELL				
Class length: 3 hours				
Social awareness	Skill	Language focus	Vocabulary	Function
Sharing knowledge	Speaking: Practicing before the test	Previous topics	Review	Practicing previous topics
What I learnt	Reading and writing	Final test		Checking my process
Sharing my experience	Speaking: Sharing my opinion about my experience in the course	Class farewell		Giving my opinion

Tests

For this basic course three tests were designed with the purpose of evaluating the process that students carry out during a specific moment. The first one is the diagnostic test, it has the purpose of identifying the level of English that participants have before starting the course; the middle test is going to measure the halfway point of the process and the progress that may have until that moment the learners and last but not least the final test in which is assessed the final process of the participants. It is important to highlight that the middle and final tests contain an answer sheet and a key answer, also that the difficulty of these tests increase while learners progress in their learning of the foreign language.

Chapter 5

Conclusions

By means of this chapter, readers will find the conclusions based on the creation of the skill-based syllabus and the possible limitations that could appear during its implementation.

Designing a skill based syllabus for the English course for adults as a foreign language was an useful and interesting topic as a future English teacher, through the creation it was possible to identify in depth some of the needs the participants had according to a previous experience because it is better to face a situation to understand what truly happens, the design could support the course and it could give a stable direction for a better offer for the future participants that will take advantage of this great opportunity.

The skill based syllabus proposal for future tutors was designed successfully as a support for the Basic English course and the participants of this project at Uniminuto taking into account some of the aspects analyzed in advance such as learners needs in order to decide the appropriate parameters to design the syllabus as a proposal that probably might improve the process of learning a foreign language in adult learners and identifying the social awareness aspects that were going to be included in the syllabus according to the context in which the language is taught, consequently, the skill based syllabus proposal was provided in order to suggest the reopening of the Basic English course for adults project at Centro de Educación para el Desarrollo.

As a matter of fact, during the process of designing the syllabus it was necessary to correct and rewrite it in several different occasions considering that the topics of each session/unit need to carry out an appropriate process that goes from the easiest to the most

Skill based syllabus design: Learning a foreign language in adult learners

difficult topics that are going to be practiced in the course and in this way connecting all of them with the social awareness part which contains a kind of reflection related to the language focus of the sessions.

On the one hand, as a support for the syllabus design some text books such as cutting edge workbooks (Person/ Longman) and get real student books (Helbling languages) for different levels which are used to teach English, those were revised in order to have a guidance to know how to classify correctly the order in which topics were going to be presented for the Basic English course, taking as reference the same class hours that were allowed per each session and the total number of classes throughout the semester offered when the course was available.

Additionally it should be pointed out that some of the materials are specified such as videos, readings, and songs which tutors can use in order to support the topics that are taught in the lesson and the specific skills that need to be practiced during each unit, however, tutors will decide how each activity is going to be worked.

On the other hand, each language focus expressed in the syllabus has a specific social awareness orientation that must be used necessarily in order to be combined in the classroom through real situations allowing participants at the same time to use the foreign language; the previous for the purpose of maintaining one of the original interests that CED highlighted about the project taking into account the social situations, facts and context that surround participants' lives.

It can be concluded, that the syllabus may offer a support for the Basic English course for adults of the CED at Uniminuto in the way that topics are described in detail in the syllabus design in order to provide tutors with a guide about what learners need to learn per session, the

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skills that are going to be developed are specified in it, and also they can monitor the process of the participants through the three tests that were designed to check if it has worked for a better learning.

In the following segments the possible limitations that interfered in the research process of this study are described and the possible limitations that could appear in the teaching and learning process if the syllabus is implemented in the next semesters. The pedagogical implications that could emerge from the teaching role and how the design may support the basic course and consequently the future tutors that are going to guide the process, and finally further research that probably might arise from the implementation in the basic English course for adults.

Limitations

Throughout the process of this research there was an important limitation that changed the direction of the investigation, as a researcher the study was thought to be implemented because of its importance observing the results that it may have obtained but CED decided not to offer the course anymore. First, the population was changed, then main objective needed to be changed but finally although it was difficult to make the correct decision as the researcher I decided that this study was going to become a proposal to reopen the course providing a syllabus and giving a better organization for the whole course even if groups are divided, expecting that the course might be reopened and tutors can apply the syllabus for the participants.

What is more, there will be some possible limitations that can occur during the implementation; one could be the time, taking into account that the classes are once a week and it lasts three (3) hours. Based on my experience, it is not enough time for learning a foreign

language, even there is an organization of the topics per class, the tutor has to manage the time correctly according to the activities that are going to be practiced in the lesson. Other thing that could interfere with the process is that students' pace could be slower than it was predicted, but tutors can be prepared for this kind of anticipated problems. Additionally, some tutors possibly may not take into account the social awareness or they just focus on teaching the grammar structure without having appropriate practice, but it needs to be combined because it had been one of the purposes that had characterized the course in the previous semester that was offered.

Pedagogical implications

Taking as a starting point the idea that teaching is not an easier task, and some of the tutors probably might not have the appropriate instruction to teach the English language, and might not have the ability to create or use activities that are suitable for the population and the context in which the language is taught, it can be said that with the syllabus design it may be easier for them because the topics and functions are specified with the purpose to guide the tutors in a better way and giving a single direction for every single group even if the groups have different tutors seeing that for each session is described the order in which topics are going to be worked.

Working on the topics, vocabulary, functions, skills and social awareness process of the syllabus was one of the most important parts of the research due to it practically contains in detail all the process that students that belong to this course will practice when they are learning this foreign language. The current syllabus offers the option to be develop as the tutor think it is convenient although it has specified some activities but the tutor is going to decide

how those activities are going to be worked and developed in depth leading the learning process of the learners through a proper guidance.

Further research

This research proposal provides an important contribution in order to present a better organization of the English course for adults offered by CED if it is reopen in the future and when it happens it is necessary to apply the syllabus and the tests that were designed with the purpose of offering a support for the adults English course, it is important to know if the syllabus works or not in the learning process of the students, without leaving apart the social awareness orientation.

It would be very interesting that future teachers from the Bachelor program in English language teaching could participate in order to identify if the process is working in a productive way since they have a more supported opinion and knowledge about the processes involved in teaching and learning a foreign language.

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APPENDIX

Appendix N° 1: Diagnostic test

DIAGNOSTIC TEST – BASIC ENGLISH COURSE FOR ADULTS

My name is _____ Occupation: _____

Today is _____ I am _____ years old

1. Write the name of each number

1 10 20 30 40 50 100 1000

2. Choose the correct form of the verb to be of the box for each sentence according to the pronoun.

- a. She _____ beautiful
- b. They _____ teachers
- c. I _____ a student

are
am
is

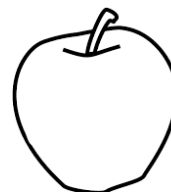
3. Circle the correct word according to the image



- a. Neck
- b. Eyes
- c. Head



- a. Leg
- b. Foot
- d. Nose



- a. Apple
- b. Grape
- c. Banana

4. Fill the gaps with the correct present simple form

- a. I _____ English at Uniminuto (study)
- b. They _____ to do the homework (like)
- c. She _____ to the park everyday (go)
- d. You _____ English (learn)

Appendix N°2: Middle test

MIDDLE PROCESS TEST – BASIC ENGLISH COURSE FOR ADULTS

READING

A. Read Chloe's web page and Answer the questions.

True (T) or false (F)

Example:

Does Sarah have an MP3?

0: True

1. She is a Colombian woman
2. She has got a pet
3. Her favorite film is Avatar
4. She has 2 mobile phones
5. She wants to be a film director



MARIA'S WEB PAGE

This is my web page. Read about me here.

My name is Maria González and I'm 18. I am from Bogotá.

Favorite actor

Johnny Depp is my favorite actor. He's very good looking.

Favorite film

My favorite film is The Lord of the rings. It's got incredible special effects.

Gadgets

I've got a DVD cam, a digital camera, an MP3, oh and two mobile phones.

The cat

We've got a gorgeous cat. Well, he's my brother's cat really. His name's Julius.

Ambition

To be a film maker

USE OF LANGUAGE

6 Who's _____ ?

7 Is _____ your pen?

8 Are _____ your roller blades?

9 Are _____ your boots?

B. Complete each sentence according to the image using demonstrative pronouns

(This - that- these- those)

Taken from: Life elementary

B. Complete the dialogue with can and can't

Miguel: Hi! Roberto. Yesterday I could not come to class because I was sick, (10) _____ you do me a favor, please?

Roberto: Of course Miguel I (11) _____. What do you need?

Miguel: Well, I (12) _____ fall behind with my class work I need to take notes from your math notebook.

Roberto: Ok. You (13) _____ go to my house after class

Miguel: OH sorry I (14) _____ after class because I have soccer training. (15) _____ I go at night?

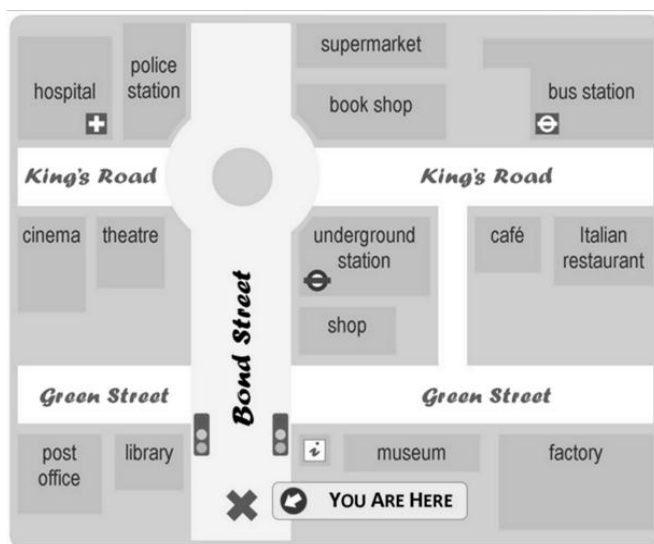
Roberto: That's ok. No problem.

LISTENING

C. Listen to four (4) short conversations carefully and complete the blanks with the correct word of giving directions vocabulary.

Example: 0. Straight

Opposite - Left - right -
Next to - ~~Straight~~



A. Go 0. straight on. Then take the first 1. _____ on to Green Street. Walk past the library and it's the building next to the library on the left.

B. Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right 2. _____ the shop.

C. Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, 3. _____ the hospital.

D. Go straight on. Go past the traffic lights and take the second 4. _____ on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the café.

Taken from: British council

MIDDLE TEST
BASIC ENGLISH COURSE FOR ADULTS
ANSWER SHEET

Student's name:	DD	MM	YYYY

	READING	Total / 10		USE OF LANGUAGE			USE OF LANGUAGE	Total/20
1.		2.0	6.		2.0	11.		2.0
2.		2.0	7.		2.0	12.		2.0
3.		2.0	8.		2.0	13.		2.0
4.		2.0	9.		2.0	14.		2.0
5.		2.0	10.		2.0	15.		2.0
	LISTENING	Total /5		WRITING	Total/ 5		SPEAKING	Total/10
1.		1.25		Vocabulary	2.5		Use of language	5.0
2.		1.25		Grammar	2.5		Pronunciation	5.0
3.		1.25						
4.		1.25						

OVERALL RESULTS

READING	USE OF LANGUAGE	WRITING	LISTENING	SPEAKING	TOTAL

MIDDLE TEST
BASIC ENGLISH COURSE FOR ADULTS
ANSWER KEY

	READING	Total / 10		USE OF LANGUAGE			USE OF LANGUAGE	Total/20
1.	True	2.0	6.	that	2.0	11.	can	2.0
2.	False	2.0	7.	this	2.0	12.	can't	2.0
3.	False	2.0	8.	those	2.0	13.	can	2.0
4.	True	2.0	9.	these	2.0	14.	can't	2.0
5.	True	2.0	10.	can	2.0	15.	can	2.0
	LISTENING	Total /5		WRITING	Total/ 5		SPEAKING	Total/10
1.	Left	1.25		Vocabulary	2.5		Use of language	5.0
2.	Next to	1.25		Grammar	2.5		Pronunciation	5.0
3.	Opposite	1.25						
4.	Right	1.25						

Appendix N°3: Final test**FINAL TEST – BASIC ENGLISH COURSE FOR ADULTS****READING****Pablo Escobar's hippos: A growing problem**

A herd of hippopotamuses once owned by the late Colombian drug baron Pablo Escobar has been taking over the countryside near his former ranch - and no-one quite knows what to do with them. It was in 2007, 14 years after Escobar's death, that people in rural Antioquia, 200 miles north-west of Bogota, began phoning the Ministry of Environment to report sightings of a peculiar animal.

"They found a creature in a river that they had never seen before, with small ears and a really big mouth," recalls Carlos Valderrama, from the charity Webconserva. He went to look, and found himself faced with the task of explaining to startled villagers that this was an animal from Africa. A hippopotamus. "The fishermen, they were all saying, 'How come there's a hippo here?'" he recalls. "We started asking around and of course they were all coming from Hacienda Napoles. Everything happened because of the whim of a villain. "Hacienda Napoles was the vast ranch owned by the drugs baron Pablo Escobar. In the early 1980s, he built himself a zoo, he smuggled in elephants, giraffes and other exotic animals, among them four hippos - three females and one male.



When Hacienda Napoles was confiscated in the early 1990s, Escobar's menagerie was dispersed to zoos around the country. But not the hippos. For about two decades, they have wallowed in their soupy lake, watching the 20sq km (8 sq mile) park around them become neglected and overgrown - and then transformed back into a zoo and theme park, complete with water slides. All the while, the hippos themselves thrived, and multiplied.

Taken from: BBC News

- Read the text carefully and answer the following questions (1-5) according to the reading.

Example: Who was the drug baron in Colombia? **0.** The drug baron was Pablo Escobar

1. When did people start to report sightings of the hippopotamuses?
2. Where was the hippopotamus found?
3. When did Escobar build the zoo?

4. Where did animals come from?
5. How much time have hippos wallowed in their soupy lake?

USE OF LANGUAGE

- Fill in the gaps with the correct word (**some** or **any**).

Example: I liked to drink **some** milk before taking a shower

any - ~~some~~ - any-
some- any - some

- Sue went to the a bar with a friend and drunk (6) _____ water!
- Carl didn't buy (7) _____ vegetables last night.
- Do you have (8) _____ sugar?
- I think you should eat (9) _____ protein after doing exercise.
- I didn't want (10) _____ snack after class yesterday.

- Complete the text with the past simple form of the verbs

Andrés Pastrana Arango **was** (is) born in August 17, 1954, Bogotá, Colombia) Colombian journalist and politician who served as president of Pastrana (11) _____ (earn) a graduate degree in public law from San Carlos College in Bogotá and later (12) _____ (study) at the Center of International Affairs at Harvard University. During the 1980s he (13) _____ (work) as a television journalist and a city councilman. From 1988 to 1990 Pastrana (14) _____ (serve) as Bogotá's first popularly elected mayor, and in 1991 he (15) _____ (win) a seat in the Senate.



Retrieved from: Encyclopædia Britannica

LISTENING

- You will listen to Lisa and Tom talking about what they did last weekend. Put an **X** in the appropriate box (**T**) if the sentence is correct, or (**F**) if the sentence is not correct. See the example.

	TRUE	FALSE
0. Did tom stay at home?	X	
1. Did Tom play football on Saturday with his friends?		
2. Did Tom go to the stadium with his father?		
3. Did Lisa watch a horror movie on Friday with her family?		
4. Did she do the homework?		

WRITING

- Write an e-mail telling to someone your experience throughout the English course (Did you like the English course or not and why? What did you like the most and the least? (about 70 -90 words)

FINAL TEST
BASIC ENGLISH COURSE FOR ADULTS
ANSWER SHEET

Student's name:	DD	MM	YYYY

	READING	Total / 10		USE OF LANGUAGE			USE OF LANGUAGE	Total/20
1.		2.0	6.		2.0	11.		2.0
2.		2.0	7.		2.0	12.		2.0
3.		2.0	8.		2.0	13.		2.0
4.		2.0	9.		2.0	14.		2.0
5.		2.0	10.		2.0	15.		2.0
	LISTENING	Total /5		WRITING	Total/5		SPEAKING	Total/10
1.		1.25		Vocabulary	2.5		Use of language	5.0
2.		1.25		Grammar	2.5		Pronunciation	5.0
3.		1.25						
4.		1.25						

- Write an e-mail telling to someone your experience throughout the English course (Did you like the English course or not and why? What did you like the most and the least? (about 70 -90 words)

OVERALL RESULTS

READING	USE OF LANGUAGE	WRITING	LISTENING	SPEAKING	TOTAL

FINAL TEST
BASIC ENGLISH COURSE FOR ADULTS
ANSWER KEY

	READING	Total / 10		USE OF LANGUAGE			USE OF LANGUAGE	Total/20
1.	14 years later after Escobar's death / in 2007	2.0	6.	Some	2.0	11.	Earned	2.0
2.	In a river	2.0	7.	Any	2.0	12.	Studied	2.0
3.	In the early 1980s (1980)	2.0	8.	Any	2.0	13.	Worked	2.0
4.	They came from Africa	2.0	9.	Some	2.0	14.	Served	2.0
5.	For about two decades	2.0	10.	Any	2.0	15.	Won	2.0
	LISTENING	Total /5		WRITING	Total/5		SPEAKING	Total/10
1.	True	1.25		Vocabulary	2.5		Use of language	5.0
2.	False	1.25		Grammar	2.5		Pronunciation	5.0
3.	False	1.25						
4.	True	1.25						