

Educational Institution Stephen Hawking: Designing a syllabus that fulfills 21st-century skills in young learners.

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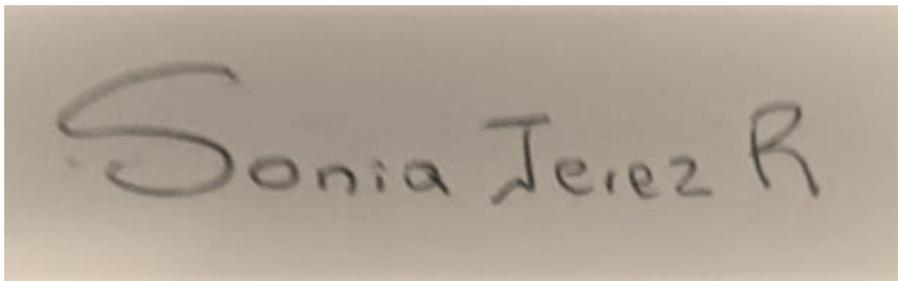
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Abstract

With the intention of determining the characteristics of a syllabus that will develop the skills of the 21st century in the children of the municipality of Ciénaga de Oro, a need analysis has been carried out from the responses given by parents, teachers and prospective students to the surveys and focus groups carried out, as well as the documentary review of documents created by the Ministry of Education. On the one hand, it was found that children have a fervent desire to learn English to improve their future professional possibilities and that they want what they will learn to be related to these aspirations. On the other hand, teaching methods involve communication technologies, since with it, they find access to a number of tools that are not found within a conventional class area and that, despite having English classes in their educational institutions, have deficiencies in Basic English skills such as speaking, listening and writing. With this situational and skill based syllabus, it is expected that the Stephen Hawking Institute can contribute to the improvement of the teaching of English in the municipality of Ciénaga de Oro.

SECTION 1

Introduction

According to Matejka and Kurke (1994, p. 115), a syllabus is a tool that allows teachers, students, and institutional authorities to make an agreement regarding the content and several other elements that should be covered during a course. Moreover, a syllabus is a guidance of the systematic process a teacher should follow during the development of the course and its design allows the accuracy of the different strategies teachers should apply so as to teach in the best appropriate way. Many studies have been conducted regarding the designing of a syllabus to cater students' needs, wants, and lacks during the design of a course, resulting in very favorable opportunities for students to learn English.

Bearing in mind the role of a syllabus in a course, this research proposes a syllabus design to develop students 21st-century skills in the newborn institution "Stephen Hawking" at Cienaga de Oro. This syllabus has to respond to the necessity of English training so as to fulfill certain government requirements to take children and teenagers to a B2 level according to the requirements of the CEFR, and personal desires they have for their academic and professional growth. Thus, as there are not known and popular syllabi that include young learners' 21st-century skills development and also few studies have coped with this type of research, this study aims to investigate the main characteristics of a syllabus that develops these skills and takes into account the learning needs of the children and teenager population in Cienaga de Oro, Córdoba.

In this regard, the question of this research was focused on what would be the main characteristics of an English syllabus that develops the 21st-century skills in young learners in Ciénaga de Oro-Córdoba. The previous question guided the researchers on the creation of a course syllabus that promotes the correct understanding of the language and improves learning in students.

The following study is divided into six sections; the first one, which is the introduction and all the general idea and purposes of the study, the second one, contains the theoretical framework that is sectioned into a conceptual framework and a literature review that reveals all details regarding 21st-century skills and syllabus design. In addition, the third section is the methodology section composed of the type of study that this research will follow, the context and participants, data collection techniques, and data analysis that will guide this research. The fourth section is the presentation of the findings of the research; therefore, the fifth one is related to the discussion presented among the results of the study and the reviewed literature. The sixth are the conclusions or ideas that can be taken out of the results of this study.

SECTION 2

Theoretical Framework

In this section, we are going to explain some terms that lead this research; the teaching process of young learners, 21st-century skills, and syllabus design and need analysis.

2.1. Conceptual Framework

2.1.1. The challenge of teaching English to young learners in the 21st century.

Teaching English to young learners in this century of globalization and technology development requires teachers that understand the world's changes. As Prensky (quoted in Lambert, 2008, p. 264) explained, the new generations are 'digital natives,' they have a vast knowledge of technology since birth. In this sense, educational shifts are needed to address changes in society, starting on the pedagogy for young learners. Schools have been implementing new methods and training educators to keep up with the different tools that may help students to take advantage of the digital world. Furthermore, this strategy requires teachers' capacity to create materials that help students to improve their critical thinking so they can learn from experience and auto-evaluate their learning. Hence, realize their place in a fast-changing global society (Henniger quoted by Lambert, 2008, p. 265).

Authors like Kersten and Rohde (2013) pose that teaching to young learners is a demanding process in which teachers have to choose, carefully, the best approach that promotes their learning. In their study, they stated:

Teaching an L2 to young learners requires specific teaching approaches. Whereas abstract rule representation is a minor issue for young children, the communicative context is of vital importance. For this reason, approaches based on the principle of “using English to learn it” is preferable to more traditional approaches relying on the credo of “learning English to use it”. (p. 107)

According to this, English teaching should be considered a tool in which teachers can enhance students awareness of the usage they can give to the second language and how traditional approaches that focus on teaching English for an exam or specific situation are not responding to current needs, as their context requires an English learning that has meaning for their real-life situations.

2.1.2. 21st-century skills.

As we stated previously, the 21st Century skills are extremely significant for the future working life of the students, but it has been seen as a facet created from an economist approach to education. This approach is commonly considered to be an exaggerated development of work-related competencies for knowledge-intensive jobs and not the development of a harmonious set of natural abilities of the human being. Therefore, the general conception of 21st-century competencies would not be all young people since on one hand, not all today's students will become knowledge-intensive workers even in developed countries and on the other hand, some competencies are hardly relevant in all contexts so forgets the needs of the vast majority of the world's population (Ananiadou, K., M. Claro, 2009, p.6).

In this regard, the OECD (Organization for Economic Cooperation and Development) developed DeSeCo: a new approach that provides a framework more in line with what a country like Colombia (developing country) needs to develop these skills more consistently. So it was rebuilt the definition of what 21st-century skills are, as the skills and competencies young people will be required to have to be effective workers and citizens in the knowledge society of the 21st century.

Laar, Deursen, et al., (2017, pg 21) defined the 21st-century skills in the following grouping:

Learning skills (creativity and innovation, critical thinking and problem-solving, communication and collaboration), **literacy skills** (information, media and ICT literacy) and **life skills** (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility). Understanding the learning skills as those abilities, the student manages to find solutions efficiently, think out of the frame, cooperate during work, and get better at sharing ideas. Furthermore, literacy skills are the ones that give the students the aptitude to understand data or information from a digital source to understand the techniques and outlets of published information; and to understand the vital function of machines and devices in the Information Age. The last branch is the life skills section, where the learner is prepared for his future work life, to deviate from the original plan to find other solutions, to motivate others to achieve the goal, to take the lead as possible among others.

2.1.3. What is the syllabus? Its importance in teaching, and types of syllabi.

A syllabus is known as the content for lessons that teachers design to achieve the objectives they have set for the specific course (Krahnke, 1987, p. 9). In this sense, there is a clear need to create a sort of a tool for teachers to successfully overcome what they want children to achieve at the end of the year. Therefore, a syllabus is a roadmap that indicates the step by step of what to do within the level or course. Krahnke indicates that a syllabus is a “linguistic and essential subject that constitutes the teaching, as it includes behavioral or learning objectives for students, specifications of how the content will be taught, and how it will be evaluated.” (p. 10). Then, Krahnke takes an important point in the essential factor that a syllabus has, it is not only the one that tells teachers what subjects or topics should be taught but also the attitude or role model teachers must take within the classes. Furthermore, some authors consider that syllabus are creations that focus on what is going on into the classroom level and records what are the learning needs of students as well as what teachers can offer within their background, in other words it is a personalized game plan. (Candlin, 1984, p. 3)

2.1.3.1. Types of syllabi.

One of the most striking features authors use to classify the syllabus is according to their approach. Because of this, we can find six types of syllabus designs; structural, notional/functional, situational, skill-based, task-based, content-based syllabus, and text-based syllabus.

Krahnke (1987, p. 11) explains that the **structural syllabus** centers on the language form, the grammatical form, and morphology; moreover, its domain tends to be limited to the sentence, being this the most extensive unit of the discourse. Hence, the content of this type of syllabus attempts to use the different structures and patterns to allow the learner to use them in linguistic communication. In addition, it presents learners with subject matter that is systematic and rule-governed; this type of syllabus is based on several behaviorist theories that have enriched the way in which the content is divided into or broken down into small discrete units. (Ferguson, 2001, p. 88) Several authors have said that the content is presented progressively as teachers present first the rules and features and then they present the practice.

A **notional/ functional syllabus** is, according to Finocchiaro and Brumfit, a way in which teachers focus on the use of the language rather than in its form, or as they called it: a “communicative purpose” of the language. (1983, p. 13) Not only this syllabus was defined by the previous authors, but also Krahnke stated that this syllabus is one in which the content of the language is a collection of the functions that are to be performed when language is used, which means that we only find a use for the language tools we are given only when we apply them in certain spaces or situation. (1987, p. 10) It is conceived as a tool for teachers to organize the language teaching process in terms of the communication purpose rather than in the form, because people get interested more in knowing or understanding in which predicted ideas they will implement those language tools to resolve real-life situations. (Wilkins, 1976, p. 5)

The **situational syllabus** is one in which the content that teachers provide is used in specific real or imaginary situations that require students to apply what they have learned

regarding that situation throughout the course (Rahimpour, 2010, p. 2). Furthermore, through the situational syllabus, students can experiment on how meaning and form can concur in a specific context. Besides that, students can learn some “cultural and social information” from native speakers and “how they act, what they say and what are they concerned about” in well-designed and well-controlled situations (Taylor cited by Krahnke, 1982, p. 47). Apart from this, it can develop the skills students require so as to be competent in the 21st century, as mentioned above. Along with those definitions, Wilkins enforces the importance of teachers to remain the social life of students committed to what they are being taught into the classroom, as it cannot be divorced due to the restrictions created by the nature of the situation. (Wilkins, 1972, p. 274)

Rahimpour remarks that a **skill-based syllabus** is: “one in which the content of the language teaching is a collection of specific abilities that may play a part in using language” (Rahimpour, 2010, p. 2). The term "skill" in language teaching has been generally used to designate one of the four modes of language: speaking, listening, reading, or writing (Chastain, 1976). Furthermore, a skill-based syllabus focuses on the language through the above-mentioned skills which are useful as students need the language for academic purpose, that is why they require certain writing, reading comprehension skills, and through this type of syllabus, teachers take into account “student-felt needs or wants, because learners who know what they need to do with the language generally show great acceptance of instruction that is clearly directed toward their goals” (Center for Applied Linguistics, 1983, p. 17). This author comments about how students can master certain abilities they need, so as to be proficient in the language according to what they want to use language for. When designing a task-based syllabus, teachers create a set of tasks that bring the real world to the classroom

environment, in this type of syllabus the language is not taught as such but it is required so students can complete the tasks (Krashen, 1982, p. 64).

The **content-based syllabus** is one in which the language itself is taught separately from content. Additionally, in this type of syllabus, teachers apply certain immersions, for non-native speakers of the language, so they can learn different subjects at schools even though their proficiency in the school language is low (Mason, 1971, p.13). Crandal (1994) suggests that the focus in the second language classroom should be meaningful content that facilitates the exposure of students to a second language experience. (p. 2) Besides that, it is believed that with this content-based syllabus students are persuaded to think and learn through the use of the target language. (Stoller, 2002, p. 224)

Whereas, a **text-based syllabus** is one of those syllabi that integrate features of the ones mentioned above, a mixed syllabus, as it takes into account how students can learn from the social context in which they live and the one they will like to enter in (Burns, 2006, p. 237-238). Moreover, Feez (1998) states that there are few features that underline the road map for a text-based syllabus, like the way language, is used in social contexts and how it is constructed and structured in relation to those contexts. (p. 3-4) Equally, it is said that texts are the foundation of the systematic learning students get from culture, as they contain pure language and are seen as discursive tools.

2.1.3.2. Need Analysis.

To define **need analysis** we may first understand that this may vary according to its purpose. In this paragraph, we will establish a differentiation between different needs analysis models, to define later which will be the one that best suits the purpose of this

research. For instance, Munby (1978, cited by Otilia, 2015) focused on the materials section of the needs analysis. The material section part is determined after analyzing what is the purpose of learning, place and time of use of the target language; in addition to other aspects such as the content activities involved, basic skills (listening, speaking, reading, writing, etc.), and the level of competence required (p. 55). On the other hand, West (1998, cited by Songhori, 2008) states that for the productive development of needs analysis, a collection of information must be made regarding the students and their learning environment. This model was defined as "pedagogical needs analysis", encompassing three elements: deficiency analysis (considers learners' present needs and wants), learning needs analysis (includes subjective, felt, and process-oriented needs), and means analysis (the environment in which the course will be run) (p. 11-13).

Finally, the model of Hutchinson and Waters (1987, cited by Songhori, 2008) is focused on the learning needs of each student, giving special prominence to the question: what does the student do with language? The answer to this question will establish what the student needs to learn. This is how for these authors, learning has a centralized focus on the learner's needs, making it a process focused on processes and not on the product (p. 13-15). After setting these definitions above, it is necessary to compare the models of the previously mentioned researchers. We begin by establishing that for all three; the interests of the students prevail, giving a centralized focus to the student and not to the teaching method. On the other hand, we find that Munby considers that the analysis should be carried out by looking at the objective situation; while West and Hutchinson, and Waters consider the student's environment an influencing factor that could modify the true need of the learner.

From what was defined above, it has been decided to take the needs analysis model of Munby and Hutchinson and Waters since both start at the target needs and the target performance level, and then establish the target situation through research. Following what has been established, we began by making an analysis of what is the need that we intended to supply through this syllabus, in addition to the objective situation that was the acquisition of a second language focused on communication.

So as to create and design the appropriate class plan, a teacher should remember that all that surrounds students have an influence on how to develop the class, besides that, to design a syllabus there is not a specific guidance paper that specifies the way it has to be developed, but for sure, it has to take into account certain elements as Van Ek (cited by Nunan, 1975, p. 7) states:

- 1) The situations in which the foreign language will be used, including the topics, which will be dealt with.
- 2) The language activities in which the learner will engage.
- 3) The language functions, which the learner will fulfill.
- 4) What the learner will be able to do with respect to each topic.
- 5) The general notions, which the learner will be able to handle.
- 6) The specific (topic-related) notions, which the learner will be able to handle.

- 7) The language forms, which the learner will be able to use.
- 8) The degree of skill with which the learner will be able to perform.

To sum up, all elements that can influence students' learning are taken into account when it comes to creating a syllabus, the key point is that each teacher decides whether to put one above the other or not and on the way, they want to design their syllabus.

2.2. Literature review

Varieties of studies have explored the creation and design of a syllabus as the guideline for the content to be developed all along a period of a course. Some researchers have adopted a situational- based syllabus, others a skill-based syllabus, others have adopted genre-based syllabus or the project-based syllabus. To illustrate in the international context, we find that Dınçay (2011) wanted to ascertain the lack of knowledge and experience of instructors to design a practical course based on a situational based syllabus that covers specific language needs in students from the administrative, human resources staff at the International Inlingua Language Learning Center in Istanbul.

Moreover, Hradilová (2018) carried out action research on a team of teachers at the Language Centre of Masaryk University to identify why they decided to abandon the traditional topic-based syllabus in order to focus on soft skills and life skills. As a result of this investigation, it was shown that while the same percentage of students appreciate specific vocabulary development in both topic-based and soft skill-based courses, their appreciation of soft skills grows dramatically if the course is a soft skill-based one.

In a design study of a project-based syllabus (or learner-centered process-oriented framework) directed by Schuitevoerder (2014, p.59), it was defined that this type of syllabus should be focused on the product, not on the process, and that to reach the pedagogical objectives it is necessary for the teacher to make a prior analysis of the subject to be taught and with the purpose in mind. It is also mentioned that both the course design and the pedagogy, in this case, are deliberate and that they cannot be random or accidental, because both seek learner independence, professionalism, and competencies that the learner acquires regardless of the background (Schuitevoerder, M., 2014, p. 135-136).

Furthermore, Bax (2006) indicates that in a text-based syllabus for ESP / EAP, students are involved in a pedagogical process in which learning is based on the text while at the same time taking into account the cultural and social aspects used in each text (p. 316). In this case, the author develops an investigation with high school students in Bahrain from an educational project that he intended to develop, resulting in the creation of a special syllabus. To develop a syllabus of this type, the decision must first be made on those genres on which the syllabus will be based, then establish genetic values (as this syllabus fits in the school context) and then sequencing them to place the social and educational context at the heart of language teaching (Bax, S., 2006, p. 320-322).

Likewise, from a national context, we find the following study carried out by Cardenas, Diaz, and Guevara (2017) who aimed to know the contribution of a situational syllabus, while conducting direct observation and video recordings of conversations in contextualized and controlled situations, to activate the vocabulary in 34 EFL young learners from first grade in a private school in Bogota. Namely, Sarmiento (2016) developed a case study that aimed to provide a skill-based syllabus for an English adult course at Uniminuto.

This syllabus would engage the students during the whole process avoiding some possible negative effects on it. From this investigation, the researcher identified some needs the students had from their experience, and so offered a more suitable course that truly develops the four skills of the learners.

Because of the previous studies, it was identified that there are few studies, in which the development of 21st-century skills is implemented, either for the children population of Ciénaga de Oro which is the purpose of this study. Despite the above, we must highlight that the studies show that the creation of a syllabus allows students to have significant and meaningful learning when they are conscious of the successful appliance of all that knowledge in real-life situations, and to create an appropriate environment in which students can interact with their classmates. We found the development of the present study of utmost vitality after analyzing the results of the aforementioned investigations.

SECTION 3

Methodology

The present qualitative research intends to describe the characteristics of a syllabus to fulfill the students' needs in their naturalistic environment. Nunan (1988) defines the syllabus as "an integral part of the total curriculum," as well as how teachers "make general statements about language learning, learning purpose and experience." (p. 3)

Through a syllabus design, teachers can plan and direct their course to achieve desired goals, following learners and teacher expectations. In this sense, a need analysis may be conducted as the researchers aim to investigate the main characteristics of an English syllabus that will develop young learners' 21st-century skills. According to Iwai (1999), a "need analysis points out the need to design a syllabus that responds to the needs of the children". (p. 30)

Therefore, the needs analysis is the ideal method for the course to respond to what is mainly sought in the "Stephen Hawking" institute, since in this way the course can be adjusted to the real needs, lacks, wants, likes, and learning styles that students show to have regarding the English language.

3.1. Type of study

The present research proposal intends to describe the characteristics of a syllabus to fulfill young students' needs in their naturalistic environment on the way to develop 21st-century skills. It followed a qualitative approach to explore which are the features that allow learners to develop the previously mentioned abilities, and to recognize how to implement

the 21st-century skills on the syllabus designing. As the study was focused on human needs and cognitive development, it was conducted a qualitative research. Qualitative research is defined as the set of research techniques in which the data is obtained from a group of respondents to analyze behavioral patterns and not from statistical techniques or through measure or count (Litchman, M., 2013, p.7).

Another pillar of the present research proposal is syllabus design, this process allows teachers to plan and direct their course so achieve desired goals, following learners' needs and teachers' expectations. In this sense, a need analysis was conducted as the researchers aimed to investigate which are the main characteristics of an English syllabus that will develop young learners' 21st-century skills. According to Iwai (1999, p.30), a "need analysis points out the need to design a syllabus that responds to the needs of the children".

3.2. Context and participants

This study was conducted in a new institution in Ciénaga de Oro - Córdoba named "Stephen Hawking." Dana Ardila and Sohari Perea as young entrepreneurship, which aims to offer quality but low-cost education to the population of the department of Córdoba, but with its beginnings in the municipality of Ciénaga de Oro, created this institution in 2019. Ciénaga de Oro is a medium lower-class small town in which the main economic activity is agriculture and commerce. "Stephen Hawking" English institute will be located in the El Centro neighborhood, which is a place where all the commerce happens. The institution will offer English courses on Mondays, Wednesdays, and Saturdays.

This institution was designed to teach English to young learners from six to eleven years old, this population belongs mainly to primary school and first year of secondary level. The prospective clients for this institution are children from the schools of the town, Madre

Bernarda, Marco Fidel Suarez, 6 de Enero, and Alianza, at the time of the study they did not have access to more than 2 hours of English in their school, because their school does not have teachers for this area or are trained to teach the subject, due to low investment, of the mayor of the city, in the educational field. Most of the English teachers, whom they see once or twice a week for 1 or 2 hours, are just teachers from a different subject that have some English knowledge, but not the one they require so as to be proficient in the language. Apart from this previous information, students do not get all of the technological tools at home like computers, phone data, or WiFi access, because, in general terms, the population has low income which suggests an economical status level 1 and 2, most of the children's parents economic activity is to work in farms cultivating vegetables or selling farm products like Suero and cheese in the town market, the majority of this prospects clients live in the city center and in the rural farms around it.

3.3. Data Collection Technique

The data collection techniques we used to solve the question of this study were questionnaires, focus groups, and document revision. There were applied three questionnaires, one for parents, other for English teachers in the town, and another one for children, so as to know what were the characteristics of a syllabus that develops students' 21st-century skills in an English institute (Stephen Hawking) for young learners in Cienaga de Oro. It was primordial to apply these questionnaires, to know what were the needs of each of the members of the educational process in children. The questionnaire for the parents was important since they are responsible for the children, so they make the final decision regarding whether or not the children are going to receive language instruction in the institute.

Therefore, we inquired into what they would like their children to be taught while we expressed the benefits of bilingual education.

Teachers were also a population of interest because they know the purpose of learning English during childhood. Despite the fact that the teachers who were teaching English in educational institutions in Cienaga de Oro did not have professional training in the field of bilingual education, it was made the decision of taking as a subject of this survey English teachers who lived in Cienaga de Oro that know the context of the English teaching in the institutions of the town.

The target population were the children of Cienaga de Oro. The questionnaire applied to the students was fully to know first-hand their learning needs while we knew a little about their tastes and preferences in order to personalize the teaching and make it more striking and, therefore, memorable. A questionnaire is an instrument that allows researchers to gather specific information from the group of people he intends to study. There are several advantages while using questionnaires in educational research as Monn and Drever (1990) state; teachers can have “efficient use of time, anonymity (for the respondent) and the possibility of a high return rate standardized questions” (p. 10).

In spite of the fact that questionnaires are useful, there were some questions that needed a deeper answer, that was why this study implemented focus groups with teachers, as a way of having interactive discussions with the groups and as Van Kleef et al (2006) indicates, “respondents are not forced to give fixed answers” (p. 7), but instead of that, they express feelings, thoughts, and opinions from their personal experience, the topic that is the subject of the research (Powell and Single, 1996, p. 499). In this sense, we carried out interviews with a focus group of teachers where they expressed, according to their experience

as teachers in the institutions of Ciénaga de Oro, what benefits the institute brings to their community, what would be those characteristics that the institution should have to take greater advantage of the language skills of students, and how this institution could also benefit their professional career as teachers.

Moreover, document revision was carried out, as there was certainly relevant information that was crucial in the design of a new and innovative syllabus, for example, the revision of the goals students must achieve in English as soon as they reach the fifth level of primary, and so on. Among those documents that were revised, we had the Basic Learning Rights and Suggested Curriculum, National Bilingualism Project, content that was created by the Colombian government to improve bilingualism in schools in the country. Some authors consider that taking information from secondary sources is easier and cheaper, some of them state that “the main advantage of using secondary data sources is that they already exist; the time spent on the study is, therefore, likely to be considerably less than the time spent on studies that use primary data collection”. (Toft H., Sabroe, S. and Jorn, CM., 1996, p. 435) The previous information led us to collect as much accurate information as we could from our process of investigation. For further understanding of these instruments, please check Chart 1.

Chart 1. Data Collection Instruments.

DATA COLLECTION INSTRUMENTS		
DATA INSTRUMENT	SOURCE	OBJECTIVE
QUESTIONNAIRES	Parents	Identify the expectations that parents in Ciénaga de Oro have regarding the bilingual education of their children.
	English teachers from Cienaga de Oro.	Identify what are the learning preferences and target needs of the students of the schools in Cienaga de Oro.
	Students	Identify the learning needs, lacks, and wants of students in Cienaga de Oro schools.
FOCUS GROUPS	Teachers	Understands, in a deeper way, all of the learning needs and preferences of the target population from the ones who know the context closely.
DOCUMENT REVISION	Suggested Curriculum for primary and secondary level	Analyze the recommendations on possible methodological and assessment paths that are made by the Colombian Ministry of Education to implement in the schools of the country.
	National Bilingualism Program (GNP)	Properly combine what the government wants from the bilingualism program and what the company hopes to achieve.
	Basic Learning Rights for primary and secondary level	Explore what are the learning rights the government has set for students in the country so as to make sure they so that they obtain a quality education that is equal for all
	Pedagogical Principle and Guidelines for primary and Secondary	Study in detail the methodological aspects and those concerning the development of the contents at the primary and secondary levels.

3.4. Data analysis

The data obtained through the previously indicated data collection techniques (questionnaires for parents, their children, for English teachers, and the focus group for English teachers) were tabulated to identify the topics mentioned during the interviews. This information was then decoded and analyzed through triangulation, this process was done by grouping the responses obtained and the documentary reviews carried out in categories according to what is required by the need analysis to later be taken as a point of reference for the development of the content required by the students of the institute, in addition to the target and subject needs such as the learner's age, educational background, learning experience, and level of language proficiency. This type of study has the peculiarity of being, as Brown (1995) defines "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation". (p.61) In this regard, researchers may be able to design the syllabus that they require for Stephen Hawking's institution taking into account the results and group of information they collected from the subjects and procedures applied like questionnaires, in order to reach the objective of the present study.

3.4.1. Tabulation of data collection instruments

This data analysis is divided into three categories in which the learning needs, the target needs, and lacks and wants are going to be described. In this step of the investigation 40 students, 4 teachers and 27 parents were used as subjects of study.

3.4.1.1. Target Needs

3.4.1.1.1 What are they going to use English for?

This is a fundamental aspect since it speaks of the intention that children have and what surrounds them for them to learn this second language. According to the survey, 75% of teachers agreed that the main motivation of children to study a second language, in this case English, is the desire for a promising professional future. The 25% consider that others do it because their parents impose that they must study a second language and not by the decision of the boys.

Even so, children expressed, in a total of 40% surveyed, that their interest in learning English is related to what they want for their professional future, and 35% to travel to different countries of the world where they need to know this second language (See Figure 1) .

¿Para qué quisieras aprender inglés?
40 respuestas

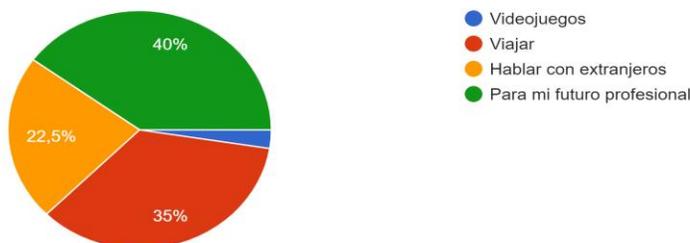


Figure 1. Why would you like to learn English?

It is evident that parents want their children to acquire a second language for personal and work benefit. 16 people indicate that in future working life English would be essential; while 11 people indicate that study abroad opportunities increase as their children become bilingual, also parents consider that bilingual education is the foundation of a successful school process. All of these are encouraging aspects since children agree with teachers and parents in that they do so because they want to improve their future, that is, they have a reason to study this second language.

3.4.1.2. Learning Needs

3.4.1.2.1. What do they need to achieve and how can they achieve it?

According to the documentary review made to the National Bilingualism Program, the suggested curriculum and the competency standards designed by the Colombian government, it was found that the country is in a process of immersion in the economy and global dynamics. Therefore, the government has taken as a reference the six levels of the

Common European framework to instruct the educational institutions of the country in which way the content should be taught, in this case gradually divided by levels, and clearly adjusted to the reality of the nation.

As previously stated, this program aims that when students finish their school stage they should have, at least, a B1 level of training in this second language, this level will be reached in a scaled way, with the tools they get from first grade to eleventh grade. It should be noted that although the government sets these goals, they assert that these levels can be achieved in less time or surpass that B1 barrier. (Minister of education, 2019, p. 10-13)

The sequence of the contents according to the suggested curriculum can be given from two lines, horizontal and vertical. On the one hand horizontal, where issues are addressed from the person or the individual, to the collective and the community. On the other hand, the vertical one, that although all grades talk about the same topics, some give it in a more profound way than others do, taking into account what they must learn in each grade according to the basic learning rights.

3.4.1.2.2. How do they want to learn?

According to the methodology that teachers and students suggested within the instruments of data collection, it was found that the main strategy they recommend is the guided methodology, it is important to note that these teachers have professional training with extensive experience in teaching in the grades or ages that are the object of study in this research. On the one hand, one of the teachers expressed that it works really well, for students of this ages, to instruct them by showing the procedure they must follow in order to complete the tasks and activities assigned, as they find in the teacher the role model that motivates

them to complete them successfully, children enjoy learning from what their teachers have lived or their experience. That methodology can be applied making use of the materials and resources that will be explained in the next subtitle.

On the other hand, to the surprise of the researchers, students stated in a 52,5% that they prefer their teacher speaks the entire time in English while they are in class and the rest, a 47,5% stated that they do not want it, the (See figure 2) previous information is really important as this strategy increments the possibilities for them to be exposed directly to the language. Besides that, many students expressed that they are willing to receive classes in a different environment than the normal classroom, like a restaurant, park or supermarket.

¿Quisieras que en tus clases de inglés el profesor hablara en inglés todo el tiempo?
40 respuestas

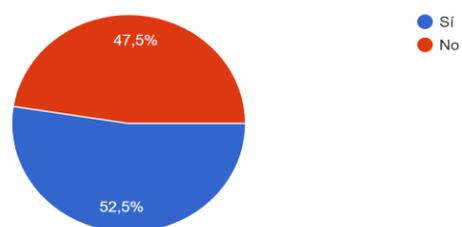


Figure 2. *Would you like your English teacher to speak in English all the time?*

Moreover, some teachers also recommend the use of a didactic presentation of the subject, using a story or a song where the participation of the student is relevant culminating in activities to strengthen the theme. Additionally, the constructivism usage is enhanced, in that the teacher first reviews the students' previous ideas and then teaches them the subject in a different way, here the students know and build knowledge. It was also said that the

important thing is to be empathetic with the students. Finally, the use of repetition and implementation tools such as audiovisual aids, group work and activities to follow the students' process.

The suggested curriculum proposes the development of communicative competence, which is intended to enhance linguistic, pragmatic and sociolinguistic competences where the main objective is for children and young people to be able to apply everything learned in real life situations in a successful way. Moreover it suggests three different methodological paths as the task-based, project-based and problem-based approach. These methodologies would be implemented, according to the curriculum, gradually depending on the grade or level of schooling of the students, thus, that the task based is developed from transition grade to fifth grade and so on, while increasing the complexities of the content. It should be noted that the curriculum does not propose these so that they are fulfilled in a blunt way, but on the contrary that they are mixed between them so that the learning result is the one that has been drawn.

3.4.1.2.3. What resources do they want to include in their classes?

Taking into account the responses of the survey, it was identified that children prefer activities in which they have to continue moving the entire time or they can experience the language from authentic materials like songs, games and videos (See Figure 3). Furthermore, the survey showed that teachers when implementing ICTs, use platforms, online activities, web pages, videos, computer, video beam, speakers, online games, among others; all that in order for the content to be delivered in a proper way, to respond to the need of the developments of the 21-st century skills.

Talking about the design of activities, the teachers expressed that they use games, songs, dramatizations, cooperative work through role plays where the language is learned in order for them to make the knowledge easier for students to learn, this compared to what students like is a good sign for this to be implemented or included in the syllabus.

¿Qué tipo de materiales quisieras que se utilizara en tus clases de inglés?
40 respuestas

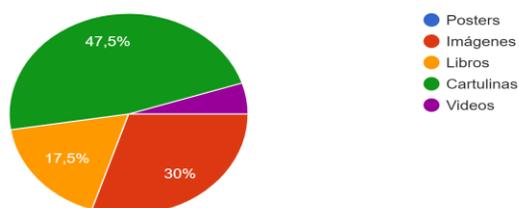


Figure 3. What type of materials would you like to be used in your english class?

Apart from that, children and teachers prefer to use materials like flashcards, videos, and books and do some group work in order to understand the topics and overcome the objectives of the classes. It is important to add that parents recommended using the above as well, even though they are not formed as teachers, they can see how their children's personality and behavior is.

At the same time, students expressed that within the classroom one of the aspects that most motivates them to learn are the materials and activities that teachers use. Therefore out of 100% a total of 50% of the respondents, agreed that what motivates them the most about their English classes are the activities that teachers carry out and the 30% stated that it is

because this language attracts their attention and that is one of the reasons why they want to learn it.

The suggested curriculum suggests that the materials that must be included in the classes, must point out to promote in students the use of language in situations similar to the one they experience every day, to develop a critical position against all of the challenges they may face.

.4.1.4. How do they want to be assessed?

For the evaluation and monitoring of the students' cognitive and academic processes, the teachers stated that they use evaluative elements such as hetero-evaluation and / or participation, they also use formative and summative evaluations, such as oral and evaluative activities in which students' progress can be measured, that is, not only take a test at the end of the period or at the end of each unit, as they expressed. The foregoing allows us to sense that teachers allow students to participate actively in the evaluation of their processes and that not only once at the end of the period, but that it is encouraged throughout the training process. At the same time, the surveyed students expressed that the evaluation methods they prefer are videos, group work, written exams, presentations in classes and songs (See Figure 4).

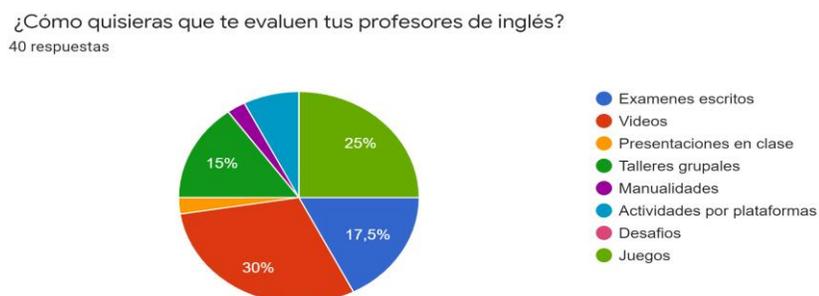


Figure 4. How would you like to be assessed by your English teachers?

In addition, the suggested curriculum proposes that the evaluation of the scope of competences by the students can be done using various types such as competence-based assessment, assessment for learning, assessment of learning

3.4.1.3. Lacks and Wants

3.4.1.3.1. What are their lacks?

Regarding the experience that students have had in their English classes at school in the past, they expressed that what is most difficult for them about the language is speaking and writing (See Figure 5), which differs from what the teachers said where 100% agreed that the skill in which children have the most difficulties is listening.

¿Cuál de las siguientes habilidades del inglés te cuesta más ?
40 respuestas

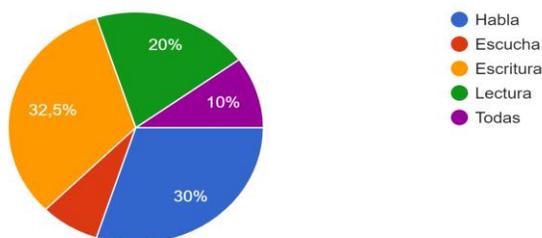


Figure 5. Which one of the following english skills do you struggle with?

The previous results allow us to foresee that this syllabus should be focused on a comprehensive development of all language skills since the perceptions of the students are different from those of the teachers and the ideal is that at the end of the offering process they are competent within all of the above-mentioned skills.

3.4.1.3.2. What do they want to learn?

According to what was found in the application of the instruments, it was possible to identify a tendency to topics that encompass the culture and environment that surrounds children, such as food, travel, sports, fashion and entertainment, that is, the syllabus should go directed to topics that include the above (See Figure 6). On the other hand, we found that teachers suggest that the topics and contents that are reflected in the suggested curriculum, created by the Colombian Government, should be a main source of topics to develop during the classes; in this it is included topics such as peace, the ecosystem and the environment. Conversely, in the focus group, one of the teacher said one of the things he highlighted as important, for children to learn in terms of English, is the vocabulary and how they can

pronounce all of those words they learn, as it makes them able to speak properly and to enhance their reading comprehension.

¿Qué temas te gustaría aprender o de qué temas deberían ser las clases de inglés ?
40 respuestas

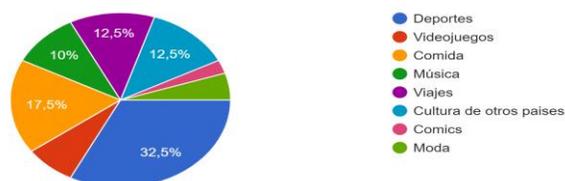


Figure 6. What topics would you like to learn or which topics should your English classes be about?

In addition, following the objective that Colombian government has with the National Program of Bilingualism the topics should be as well connected with what children need to learn in order for them to reach the minimum B1 they must overcome at the end of their school process, that is a customized level chart that has been taken out of what the Common European Framework says.

SECTION 4

Findings

4.1. Stephen Hawking Institute: syllabus

Levels	1	2
Age	6-7-8 y/old	9-10-11 y/old
CEF level	A1	Pre A2

Level 1 - Beginners						
	Topic and Functions	Content	Skills	21st Century Skills	Goal	Evaluation and assessment
Section 1 Talking with my friends about me	<p>Me, and my favorite free time activities</p> <p>- Express simple ideas in English about topics he/she already knows, using simple words or phrases.</p> <p>- Answer simple questions in English about descriptive short texts, in oral form, related to free time activities.</p> <p>- Describe in a simple way what activities can be done with the family and friends in different scenarios.</p>	<p>Vocabulary:</p> <p>- sports</p> <p>- arts</p> <p>- hobbies</p> <p>- indoor/outdoor</p> <p>Grammar & Expressions:</p> <p>- I can/ I can't</p> <p>- Can you..?</p> <p>- I like/ I don't like</p> <p>- Do you like...?</p> <p>Pronunciation:</p> <p>- Intonation in questions and affirmative sentences</p> <p>- Stress in short phrases</p>	<p>Listening</p> <p>- Understand conversations with peers.</p> <p>Pre-reading</p> <p>- Short written sentences describing likes and dislikes and/or abilities.</p> <p>Conversation</p> <p>-Listening questions and answering accurately</p>	<p>Flexibility, leadership, initiative, productivity, social skills.</p>	<p>Respond physically and/or orally in English to questions related with free time activities and hobbies.</p>	<p>Pre-assessment :</p> <p>Diagnostic exam</p> <p>Formative:</p> <p>- Guided workshops</p> <p>- Participation</p> <p>- Socialization of understanding</p>

Section 2 Working as a designer	Playing to be inventors and art creatives - Develop written and / or oral description in English of how a device works and for what. - Indicate which colors are the most appropriate in advertising according to the product and function. - Describe shortly in English a process followed to build or made a machine/device.	Vocabulary: - colors - shapes - device - machine Grammar & Expressions: - used for... - This/ these - That/Those - What is that/ what are those..?	Listening - Understand conversations - Follow instructions Pre-reading - Short written texts with pictures with instructions. Conversation -Listening questions and answering accurately. -Explain to others how a device works.	Critical thinking, creativity, collaboration and communication.	Describe in a simple way how a device works and its function in English.	Formative: -Short oral presentation of the invented device - Sharing opinions about others advertisements.
Section 2 Playing detectives	Who is the intruder? - Describe physical appearance using simple adjectives in English - Identify individuals by their personality, profession and physical appearance - Recognize and highlight the differences from one individual to another by seeing their physical appearance and stating short utterances in English.	Vocabulary: - Adjectives - Colors - Body parts and facial features Grammar & Expressions: - Comparatives and superlatives - Who is/ Which is...? Pronunciation - Stress on affirmative and interrogative questions - ER/ST (comparatives and superlatives)	Listening - Understand conversations - Follow instructions Pre-reading - Short written texts with pictures with instructions. Conversation -Listening questions and answering accurately. -Explain to others how a device works.	Interpret information from visual content and draw simple conclusions.	Use adjectives in English to describe people. Identify each comparative and superlative given in English as a way to distinguish one person from another.	Formative: - Participation in the game: "Who is the intruder" - Workshop: "Identify each character" Summative: Final event. - Play "The Intruder of the Washington house"

Level 2 - Basic

Topic and Functions	Content	Skills	21st Century Skills	Goal	Evaluation and assessment
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<p>Section 1 Surfing the web</p>	<p>Meeting Mr. Wi-Fi and Mrs. RV</p> <ul style="list-style-type: none"> - Understand and describe details in short, simple texts related to the media and internet, based on images and known phrases. - Exchange opinions about the importance of the internet on the immediate environment, using simple and familiar sentences. - Give and ask for simple information about the use of technology nowadays. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Wi-Fi - Virtual Reality -Social media - Virtual meetings <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> -How often do you..? -To + infinitive - Simple comparisons - Frequency adverbs <p>English in practice:</p> <ul style="list-style-type: none"> - How often do you use the computer/phone/ internet? 	<p>Conversation</p> <ul style="list-style-type: none"> - Talk about technology - Answer simple questions about use of internet <p>Listening</p> <ul style="list-style-type: none"> - Listen to the song "Internet surfers" <p>Reading</p> <ul style="list-style-type: none"> - History/ Timeline about Wi-Fi <p>Writing</p> <ul style="list-style-type: none"> -Simple sentences about the frequency of internet use <p>Monologue</p> <ul style="list-style-type: none"> - Express opinions about the importance of the internet and technology. 	<p>Identifying the technologies behind media and positive exploitation of the internet.</p>	<p>Recognize and present in English some good practices for the responsible use of technology.</p>	<p>Pre-assessment : Diagnostic exam</p> <p>Formative:</p> <ul style="list-style-type: none"> - Guided workshops - Participation - Socialization of understanding
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<p>Section 2 Watching the news</p>	<p>TV, radio and newspapers nowadays</p> <p>-Describe in English some of the most popular functions of internet and social media and its impact on the society</p> <p>-Recognize the importance of the news transmitted on television, radio and newspapers.</p> <p>-Identify the difference between the most popular types of news.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - News - Magazines - printed - announcer and news anchor - Channel - News <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> - used for... - This/ these - That/Those - When- what- who <p>English in practice:</p> <ul style="list-style-type: none"> - -What/when/where happened? -Who was there? 	<p>Conversation</p> <ul style="list-style-type: none"> -Talk about importance of internet -Answers the basic information about new <p>Listening</p> <ul style="list-style-type: none"> - Understand informative statements <p>Reading</p> <ul style="list-style-type: none"> - Short written news with pictures about important events 	<p>Recognizing technology as an instrument for searching and communicating information.</p>	<p>Indicate which are the different information resources that exist nowadays</p> <p>Recognizing media sources' importance on daily social life.</p>	<p>Formative:</p> <ul style="list-style-type: none"> -Short oral presentation of the information and news resources - poster presentation to show the work done along the course - Record video presenting the news using only recycled material as scenography
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<p>Section 3 Travelling through time</p>	<p>Information Age</p> <p>Compare in a simple way in English the positive and negative effects that machines and devices have in the current life of human beings</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> - machines - computers - engine - device - evolution <p>Grammar & Expressions:</p> <ul style="list-style-type: none"> - Before / after - comparatives: better, faster, more effective, etc. <p>English in practice:</p> <ul style="list-style-type: none"> - What is the importance of machines on human life? - Which are the disadvantages that machines have on human life? 	<p>Conversation</p> <ul style="list-style-type: none"> - Talk with others about the evolution, benefits and disadvantages of technology. <p>Listening</p> <ul style="list-style-type: none"> - Listen to the story mentioned in the video "The Age of Technology and Information" while understanding the evolution of technology. <p>Reading</p> <ul style="list-style-type: none"> - Understand the evolution history of some of the machines that we know today in the e-book and timeline provided. <p>Writing</p> <p>Write a comparison in English in which you compare the characteristics of machines at the beginning of the Information era with today.</p>	<p>Understanding the machines with which the Information Age was born.</p>	<p>Describe in a simple way in English how machines have benefited and modified our way of living and seeing the world</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Short oral presentation of the evolution of machines since the beginning of the Information Age <p>Summative:</p> <p>Final event.</p> <ul style="list-style-type: none"> - poster presentation to show the evolution of machines since the beginning of the Information Age
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In this section, we present the syllabus designed that seeks to develop 21st century skills in students of the Stephen Hawking Institute. Based on the results of the need analysis carried out in the previous section, the type of syllabus to be designed is a mixture of skill and situational based since the purpose will be that the language is used mostly in situations of real context and focused on development of students' communication skills. The above is a decision based on what was expressed by the parents and teachers surveyed, where one of the greatest functionalities that they find in learning a foreign language is communication and proper use in real life.

4.2 How the syllabus works?

The methodology of this syllabus implements the use of didactic and authentic material, and is based on the use of technology in the learning process of English as a second language. Teachers, students and parents surveyed confirm that the use of computers, televisions, projectors and interactive consoles make the class much more interesting while knowledge is acquired in a much more fun and interactive way. Songs, video games, movies, series, digital galleries, virtual books, among other tools will be used to accompany and complement the bilingual educational process of children at the Stephen Hawking Institute.

The scope and sequence of this syllabus will follow an evolving linear pattern of topics taught from the basic to the complex. Each topic follows a sequence in which it is necessary to achieve and fulfill the objective set in each of the sections of the course; otherwise, the student will not be able to be promoted to the next section. These topics are

based on the interests of the children and the experience of the previously surveyed English teachers, which are in accordance with the basic knowledge that a child should have, indicated in the suggested curriculum provided by the National Secretary of Education of Colombia. This was the basis for the development of the previously arranged syllabus, in which it implemented the development of 21st century skills through ICTs and focused on developing language skills in children through activities that allow the simulation of situations of real life in which they will use language.

SECTION 5

Discussion

In this study, a need analysis was carried out to identify the main characteristics of a syllabus that developed the skills of the 21st century in the child population of the municipality of Cienaga de Oro. In the first instance, it was corroborated that the inclusion of technological tools is an element that should be part of the classes since it facilitates the development of learning due to the wide range of available options that the teacher can implement just as Prensky (quoted in Lambert, 2008, p. 264) explained, that these new generations are 'digital natives,' they have a vast knowledge of technology since birth which may provide an idea on how easy can be for students to work with them.

In the need analysis, it was found and confirms what Kersten and Rohde (2013) said that people want to learn more things that will help them to apply it in their real-life instead of making it something for single-use (p.107). The range of opportunities that can be opened to children in the future due to their knowledge of English is one of the motivations that students have and what parents expect from them to be trained in an L2. According to the documentary review made to the national plan of bilingualism and the suggested curriculum for these levels, it was found that what Rahimpur (2010) establishes as situational syllabus fully coincides with what the national government expects students to learn in English, In fact, it is sought that the cultural part is exalted, although only a few students have said that they want to use it to speak with people who are native to the language, which could be a great opportunity.(p.2)

Skill based is chosen because according to what the Center for Applied Linguistic says that student-felt needs or wants are identified in this type, because learners who know

what they need to do with the language generally show great acceptance of instruction that is clearly directed toward their goals and indeed, the need analysis shows that one of the lacks that boys have is in terms of skills, which in effect they recognize that they lack. (1983, p. 17)

There is still much more cloth to cut in the field of English development in the municipality of Cienaga de Oro, one of those features is to identify what strategies the teachers of these children use in the classroom that may be directly affecting the development of skills and verify if they are actually implementing them or trying to get them to have a much more critical thinking so as to be a 21st century citizen. In addition to the above, it is recommended to carry out a detailed study of the social conditions that affect children's learning process and how this influences the development of a second language. Ultimately, researchers are urged to use a much larger population in order to have results that meet the needs of the largest possible population.

SECTION 6

Conclusions

As part of a study that sought to identify the characteristics of a syllabus that focused on the development of 21st century skills, this need analysis was carried out, which ended in the design of a syllabus that responds to what was stated by the surveyed population. It should be noted that it was difficult to study this population very closely, due to the global health situation as of the Covid-19 virus. The survey was intended to be carried out virtually but it had to be transferred to the municipality and only 4 teachers could be found, 40 children and 27 parents as not all were willing to receive interviewers at home.

A deficiency is identified in the educational institutions of the municipality according to what was found in the surveys carried out, young people currently do not have many hours of English classes in the week, which seems to be directly affecting the knowledge of this L2, therefore, both, teachers and children, report that they have a hard time speaking, listening and writing in English. The situational and the skill based syllabus type are chosen because they are those that respond to what the population wants, use English for special situations in their daily life and even in their future life and also that deficiencies in skills are addressed without stopping side neither, in fact identifying them allows the work of the institute teachers.

The 21st century skills are the basis for these children and teenagers to learn, not only through the implementation of communication tools, but because it will help them apply everything that the institute will develop in the syllabus and respond to their personal needs that they are having a better job, traveling the world or even being able to start conversations with people from other countries.

A strategy that can increase, for example, the listening skills of children is the constant exposure to language when the teacher avoids including in their classes material in Spanish or speaking in Spanish so that they educate their hearing. Guided instruction is a way to better work on the aforementioned skills; in this case, teachers play a role of facilitators of the learning processes as they motivate the student and give them a clear idea of what is intended to be done. The national government not only seeks that children are good in a second language but also that they are capable of talking about issues of social interest such as peace, the environment so that through this they become global citizens and are at the forefront of the globalization.

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Appendix A

Questionnaire for Teachers

Design of an English Syllabus that fulfills 21st century skill in students from Stephen Hawking institution in Cienaga de Oro

Purpose: Identify what are the learning preferences and target needs of the students of the schools in Cienaga de Oro.

Nota: Por favor complete la siguiente información de acuerdo a su información personal.

1. Nivel de formación profesional: Normalista _____ Técnico _____ Pregrado _____ Postgrado _____ Magister _____ Doctorado _____ N/A _____
2. ¿En qué grados enseña inglés en el momento? _____
3. ¿A qué niveles ha enseñado usted inglés? Primaria _____ Secundaria _____ Media _____
4. ¿Cuál considera usted es la principal motivación de los niños de las instituciones de aprender inglés como segunda lengua?

Futuro profesional _____

Requerimientos para exámenes de saber nacional _____

Motivación propia _____

Imposición de los padres _____

Otro ¿cual? _____

5. ¿Cuáles son las habilidades que más le cuesta a sus estudiantes desarrollar con respecto al aprendizaje del inglés? Habla _____ Escucha _____ Lectura _____
Escritura _____ Todas _____
6. ¿Qué tipo de herramientas utiliza usted para enseñar sus clases de inglés?
- Flashcards _____
- Video Beam _____
- Rondas, juegos y canciones _____
- Libros _____
- Otro ¿cuál? _____
7. ¿Integra usted las TICs en sus clases ?
- SI _____ NO _____
8. ¿Si la respuesta anterior fue “sí”, especifique qué tipo de tecnologías utiliza usted?
- _____
9. ¿Qué dinámicas utiliza usted dentro de sus clases? (juegos, rondas, sociodramas, etc)
- _____
10. ¿Dentro del contexto del municipio y de acuerdo a las necesidades que usted conoce tienen los chicos, qué deberían aprender los estudiantes de estas instituciones educativas?
11. ¿Qué herramientas metodológicas aplica usted en sus clases que considera son efectivas para la apropiada enseñanza de esta segunda lengua? Describe brevemente

12. En cuanto a las evaluaciones del desempeño de los estudiantes durante sus clases, ¿qué tipo recomienda o cual le ha resultado más efectiva a usted? Describa brevemente

13. ¿Quién decide qué temas usted debe enseñar a sus alumnos durante el periodo escolar ? Explique el por qué.

14. ¿Sigue usted algún plan o programa para enseñar los contenidos en inglés? Si la respuesta es “si” explique el por qué.

15. ¿Qué temas suele usted enseñar a sus alumnos en sus clases de inglés?

Appendix B

Questionnaire for Students

Design of an English Syllabus that fulfills 21st century skill in students from Stephen Hawking institution in Cienaga de Oro

Purpose: Identify learning needs, lacks and wants of students in Cienaga de Oro schools.

Nota: Complete la información del cuestionario de acuerdo a su información y opinión personal.

1. Género: Masculino____ Femenino____

2. Edad:

3. Grado:

4. Institución educativa:

5. ¿Cuál es tu hobbie favorito?

6. ¿Qué quisieras ser en un futuro?

7. ¿Para qué quisieras aprender inglés? Viajar _____ VideoJuegos _____ Futuro

_____ Hablar con extranjeros _____ Otro¿ cuál? _____

8. ¿Actualmente tienes clases de inglés en tu escuela? SI ___ NO ___

9. Si tu respuesta anterior fue “Sí”, cuántas horas de inglés ves a la semana? 1-3_____

4___6 7 o +_____

10. ¿Qué te motiva de tus clases de inglés? Docente ____ Actividades ____ Idioma

11. ¿Cuál de las siguientes habilidades del inglés te cuesta más ? Habla ____ Escucha

Lectura ____ Escritura ____ Todo ____

12. ¿Qué tipo de actividades prefieres dentro del aula de clases?

Seguir actividades de un libro _____

Juegos, rondas y canciones _____

Juegos de rol, dramatizaciones _____

Todas las anteriores _____

13. ¿Qué tipo de materiales quisieras que se utilizara en tus clases de inglés?

Posters _____

Pequeñas láminas de cartulina _____

Imágenes _____

Libros _____

Otro ¿cuál? _____

14. ¿Quisieras que en tus clases de inglés el profesor hablara en inglés todo el tiempo?

SI _____ NO _____

15. ¿Qué temas te gustaría aprender o de qué temas deberían ser las clases de inglés ?

Deporte ____ Videojuegos ____ Comida ____ Moda ____ Musica ____

Viajes _____ Culturas de otros países _____ Comics _____ Tecnología _____

Otros ¿cuál? _____

16. ¿Cómo quisieras que te evalúen tus profesores de inglés?

Exámenes escritos _____

Videos _____

Presentaciones en clase _____

Talleres grupales _____

Manualidades _____

Actividades por plataformas _____

Desafíos _____

Juegos _____

17. ¿Aparte del salón de clases en qué otros escenarios te gustaría dar clases de inglés?

En un restaurante _____ En el supermercado _____ En un parque _____

Otro ¿cuál? _____

Appendix C

Questionnaire for Parents

Design of an English Syllabus that fulfills 21st century skill in students from Stephen Hawking institution in Ciénaga de Oro

Objective: Identify the expectations that parents in Ciénaga de Oro have regarding the bilingual education of their children.

Nota: Complete la información del cuestionario de acuerdo a su información y opinión personal.

1. Sexo: M_____ F_____
2. Edad: 20s_____ 30s _____ 40 _____ 50s_____ 60s_____
3. Nivel de formación profesional: Normalista _____ Técnico _____ Pregrado
_____ Postgrado _____ Magister _____ Doctorado _____
No responde _____
4. Ocupación:
5. ¿Cuántos hijos tiene? _____ Edad/es _____
6. ¿Considera la educación bilingüe primordial para su hijo/a? SI _____ NO _____
7. ¿Porque el inglés es primordial para su hijo? Seleccione las respuestas que desee
(múltiple selección)
Vida laboral futura _____
Pasatiempo _____
Mejorar académicamente _____

Pruebas de estado _____

Desarrollo personal _____

Oportunidades de estudio en el extranjero _____

No es primordial _____

8. ¿Cree que un curso adicional de inglés podría ayudar a su hijo/a a mejorar su desempeño en el lenguaje inglés? SI _____ NO _____

9. ¿Con cuáles de los siguientes métodos prefiere usted que su hijo aprenda inglés?

Películas/música/videos _____

Libros/historietas _____

Talleres/quizes _____

Simulacros/juego de roles/exposiciones _____

10. ¿Preferiría que su hijo asista a clases en un curso adicional para reforzar el área de inglés?

Appendix D

Focus group interview for teachers

Design of an English Syllabus that fulfills 21st century skill in students from Stephen

Hawking institution in Cienaga de Oro

English Interview to 3 teachers of public and private schools

Questions:

- For how long have you been teaching English?
- What do you consider is the most important thing for children to learn in English?
- According to your experience, what students like the most about learning English?
- According to your experience, how do students like to learn English?
- Which of the methodologies do you think is the most appropriate to teach English to children from 8 to 11 years old?